Organizing ideas for the courses/ materials the community will create together

	Thematic course 1	Thematic course 2	"Monodisciplinary" item 1	"Monodisciplinary" item 2
Main theme/ name + Summary *("tweet size" 140 characters)*	Physical education= WHY=	Body and soul we will make a gps-run in our district to have the student learn about body and soul with physical exercises, reflective quistions and digital tools	Video delay	Gps- the run With this GPS run you can bring interactivity, movement and learning together at the same time. As a teacher you can define your own professional content and it can be used in all subjects. For using the GPS run you need to prepare the tasks or questions on your computer. You can do that in different ways, for instance as a multiple choice or as a free text. You must place the different tasks on a map, point out where the start and finish line are. After that the run is ready. You students need to have: A mobile phone Data. An app. A time schedule for the run.

				You can choose to do the run in groups or individual.
What is it we want our students to learn? *- key learning objectives or topics*	That students understand the purpose of some of the physical education they receive. Students learn digital technology to present their work That students learn group work and about role in a group. Collaboration in hybrid learning. To communicate with civility online Students learn about physical education in other countries.	That students are trained in the things they have learned and reflect on their past work. To use what they have learned in a new environment and situations Learn collaboration Learn how to use the apps	This type of feedback is very beneficial for students because they can see their own movement from other perspective. They can adjust and correct on the next go. Verbal feedback is also very important but for student to see themselves performing is even more. Teacher can add verbal feedback after or during the video. It's a good presentation tool and its motivating for the students in all ages. Its easy to use and its easy to learn. Its very good for students who are not that confident standing in front of a class doing a presentation.	Using apps to "find and learn". All kinds of apps are available and can be used so students learn on gps track- and to use maps. Learn to use online advice and guidance Using digital tools to personalized learning objectives
Resources *The time and resources needed?*	Six hours- Internet Phones or Ipad Editing program that students choose (Cap cut ect.)	One lesson Outside	Any time durring class VLC Media Player is a good tool for this job because videos are not saved on computer. This saves computer storage, can	The students have to have data on their phones to unlock the posts

The local classroom (context)?	Different sport resources witch		work for a long time and there are no privacy issues. Teacher is just streaming content and not recording.	
Notes on tasks and learning types	**Practice**: By showing a sport **Collaboration**: why do they know about the sport, share and develop **Investigation:** benefits for physical activity, websearch, using conventional methods to collect data **Acquisition**: They make video lectures (digital citizens)	**Practice:** Practicing exercise, field trip, **Collaboration**: Small group project, building joints, **Investigation:** Using online guidance Using digital tools **Production:** Photos and videos of the things they find/have to do **Discussion:** Group discussion on a topic	**Practice:** Use external video camera for better angles **Production:** Create video for performance Shows/demonstrates learning **Investigation:** Field/lab observations (media) **Collaboration**: Mentor other learners	**Practice:** Practicing exercise, field trip, **Collaboration**: Small group project, building joints, **Investigation:** Using online guidance Using digital tools

	Discussion: reflections in the group and a special interest group, group discussions **Production:** feedback to each other, create video, show their sport in action			
Student products	Script, Videos (2-4 minutes)	Video, photo,	They can give feedback to each other	Exercises Find and learn
Pedagogy (teaching methods) and points of attention.	Groupwork, learning by doing, feedback	Pairwork,	Frontal teaching and also group work Visual feedback	Groupwork Implementing physical activity in a learning activity
How can we know if our students actually learn anything? *How to support the academically weak and engage the strong?*	The teacher does ongoing feedback and also will see the video they make- Teacher supervice the hybridspace Students do self-assessment And peer assessment. Teacher makes a checklist for both.	Look at the student's picture, videos and answers on the questions	We can see improvement in individual tasks	Teacher can check if the students are going on the run and unlocking the points. The teachers do ongoing feedback and are checking the answers

Teacher and student as didactic designers in 3 phases in: Thematic course 1

about	The student's process
BEFORE	The teacher need to ajust the course to their students age and the timescedule for the class. And the teacher can choose if it is sports in general or a specific sport f.x. football and then devide differents parts of football to the groups. Make groups at 3-4 students Create a presentation about the project including a presentationvideo, roles in teamwork (defining roles in teamwork) In the introduction the teacher can recomment differents apps f.x. Capcut and IMovie but the students are allowed to use an other app if they are more confient in using an other. Creating a hybrid space to communicate in for each group **Make scedule for pupils-checklist:** - Why did you choose it? - How will you show it? - Boackground about the sport? - What are the physical benifits and why is it importents for you/your body (depending on the classlevel of the student)? - What equipments do you need? - Are You talking in english or in your own langues?	

Roles:
- Videografer
- Actor
- Voiceover
- Editor

Manuscriptmodel checklist:
- **Introduction:**
- An intro where you explaine the name of your sport
- Tell the background of your sport
- **Practical showing:**
- Show the sport. How do you do it.
- Benifits physological/anatomy
- **Outtro:**
- A statement to remember the video by

DURING**Practice**	Guide the Brainstorming	**BEFORE****Introduction**	Brainstorming on the subjetcs during the schoolyear
	Supervise the groupwork and give feedback in both the hybride room and in person Check the students maniscrips before filming	**PRACTICE****Production**	Organize the groupwork and find out the roles Use the hybride room Fill out the maniscript model – students give feedback to each other. The feedback will be in the hybride room with comments. Make sure the teacher check the maniscript before continuing. Rehearsmanuscript Filming the video

			Decide what tool they will use to edit
			Editing the video
			Upload the film to Teams
	Upload the videos to the our partners in HLC	**AFTER Publication**	Show the video to the class
	Organize videos from the other schools and give a video to your own school-studygroup.		Give feedback on one video from an other school and send it to the teacher in Teams.
	Find out how many groups can speak english because of the feedback translation.		
	Before the evaluation with the student, we will introduce to civil communitation online and start a diskussion about the topic before they do the evaluation to each other. https://www.commonsense.org/education/uk/digital-citizenship/lesson/we-are-civil-communicators		
AFTER	Evaluate the project		

Pro's	Con's
You can fit different themes in this course	It takes a lot of time to do the whole course

	It's a very big course – maybe adjust to focus on small parts of the sports
	The evaluation across country will maybe not work when this course is put on the website?

Teacher and student as didactic designers in 3 phases in: Thematic course 2

The teacher's process		The student's process	
BEFORE	Download the app and put the taskes on the "map" Make sure that the student have the app and know how to use it Make groups (2&2) **Tasks suggestions:** - What exercises could you do to build up muscles? Make a short video where you do the exercise - What exercise could you do to make your body relaxe? Make a small video of you doing it - Make this tabata-workout		

	- Take a picture of a place you find relaxing - You are having a heartattack, what can you do to calm down? - What exercises can you do to make the heart beating very fast? And why is it important? - It is very important to thing about your mental health – you could do that though mindfullness. Find a place where you could sit down and be quit for 1 min.		
DURING Practice	Give the students an introduction to the app	**BEFORE Introduction**	Download the app (the country decides witch app)
	Monitor students in practice	**PRACTICE Production**	Do the gps-run and solve the tasks by videos or pictures
		AFTER Publication	Upload pictures/videos til Teams
AFTER	Talk about the questions, so everybody understands the questions. Talk about the students pictures and videos.		

Teacher and student as didactic designers in 3 phases in: Item 1

The teacher's process		The student's process	
BEFORE	The teacher needs to know how to use the program VLC mediaplayer and the video-delay functions The camera, laptop needs to be prepaired Choose the exercises for the students to record		
DURING Practice	Introduction to why the teacher are using the video-delay – a feedback tool så the student are able to ajust the movement by seeing their own movement	**BEFORE Introduction**	
	Give feedback to the student	**PRACTICE Production**	Do the exercise Remember to go to the teacher to get the feedback
	Give feedback again This can contunie until student and teacher agree to finish	**AFTER Publication**	Ajust the movement and try again
AFTER			

Teacher and student as didactic designers in 3 phases in: Item 2

The teacher's process		The student's process	
BEFORE	Install the app f.x. Find2Learn, Turf Hunt, Teach OUT The teacher needs to know how to use the program. The teacher makes the posts. Be aware of time and distance.		
DURING Practice	Follow the groups process on the app if it's possible.	**BEFORE Introduction**	Install the app.
		PRACTICE Production	If the student meet a post which is too dificult to solve, they need to remember/write the post number down to the teacher, but continue to do the run
		AFTER Publication	Follow-up with all the other students in the class and the teacher.

AFTER	Following up on wrong answer from the student. Or going through all the posts on the big screen in the classroom and get the students to answer again		