

Hybrid Learning Communities – Subjects: Society, citizenship & technology

Organizing ideas for the courses/ materials

	Thematic course 1 1 st individual part Who am I?	“Monodisciplinary” item 1 Story board template	Thematic course 2 2 nd collective part What am I a part of?	“Monodisciplinary” item 2 Dart board, Slides Location based learning
Main theme/ name + Summary (“tweet size” 140 characters)	<p>Students learn to understand the concept of identity while exploring the identity of their own and their classmates.</p> <p>Students use digital production (video) to present the results of their exploration of their identity.</p>	<p>Story board template for student presentation in the course: “who am I?”.</p> <p>To scaffold the student’s digital production before using apps for video recording and editing.</p>	<p>Students explore culture; Their own and those of other people; Local, national, regional, European.</p>	<p>Connected items used for both individual and common learning processes; “The cultural dartboard” for mapping the student’s own and other cultures.</p> <p>Location based learning activity for structuring investigation.</p>
What is it we want our students to learn? - key learning objectives or topics	<p>Purpose: The student must investigate their own identity and their way of learning – describe themselves and their prospects of their future.</p> <p>Supporting them in their development and reflection of their own self identity and to know and accept others, should prevent them in identifying with extreme/ radical communities.</p>	<p>Purpose: Actively engaging learners;</p> <ul style="list-style-type: none"> - To put the students’ active uses of digital technologies at the centre of the instructional process. - To scaffold the student’s use of digital production to visualise and explain a new concept in a motivating and engaging way, video. 	<p>Purpose: Learning cultural knowledge to be able to relate reflectively to people's social lives, and being an active part of society.</p> <p>Educational institutions should play an important role in the “general education” and socialization of the individual; that knowledge and skills are not only valuable because they can be used in the labour market.</p>	<p>Using the presentation slides, dart board and the location based activity the students are introduced to:</p> <p><u>The “layers” of culture:</u></p> <ul style="list-style-type: none"> - Individual layers: Me, my home and my family. - Local City & Local area. - National/ Nation - Regional & continental; E.g. Scandinavia & EU

	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> -To have knowledge on the concept of identity – e.g. the difference between personal and collective. -Practice working independently with project work. -To produce an individual presentation using digital technologies. Contain content both written, visual, musical/ audio. -To investigate their background/ past (family/ ethnic/ cultural/ national) and share their knowledge. - To reflect on their present (friends, interests) and future life (education, profession) and share their thoughts. - To reflect on the meaning of national and European identity? 	<p>-To use digital technologies to allow learners to actively engage with the subject matter.</p> <p>The template should support the student’s learning of the following objectives:</p> <p><u>Digital production:</u></p> <ul style="list-style-type: none"> -Using a app for recording and editing videos as an individual presentation. Videos should have both written, visual, musical/ audio as content. <p><u>Learning on identity:</u></p> <p>Organizing the student’s learning on identity before presentation.</p>	<p>Knowledge, skills and attitudes also have value, because they give the individual the opportunity to relate to themselves, to other people and to the world around them in an enriching way.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> -Students should understand different meanings of culture. -Through gaining knowledge about culture the student becomes aware of knowledge/ values that they themselves attach importance to. -Students should engage in dialogue around culture with people with different values. 	<p><u>Different cultural categories:</u></p> <ul style="list-style-type: none"> -Language/ nationality - The language shows belonging and gives access to the national culture. -Nature as a framework for people's living conditions and culture. -Art as an essential element in all human cultures (music, dance, visual arts, literature, film, theatre, architecture, design) -Sports, play and physical activities/sports are an important source of people's learning and development. <p>The purpose of the layered dartboard is both structuring the student’s knowledge/ information seeking, the gamified knowledge sharing and finally evaluation; Visualizing the class’s cultural similarities and differences as a means for dialogue.</p>
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<p>Resources</p> <p><i>The time and resources needed?</i></p> <p><i>The local classroom</i></p>	<p>For both connected courses and items it applies: The scope depends on how many areas the teacher will let the students focus on, and how much you let the students immerse themselves in partly their investigative learning process and digital production.</p> <p>The focus of the course can spread interdisciplinary over several school subjects. The process can be carried out It in e.g. 2 days/ 12 lessons or take up several weeks to complete.</p>			
<p>Notes on tasks and learning types</p>	<p>Acquire Knowledge:</p> <p>knowledge and understanding of the concept of identity.</p> <p>Main concepts of theories of identity, e.g.; Goffmann's theory of identity: Identity as a roleplay of everyday life, frontstage, backstage - Presentation is the student's middle-stage.</p> <p>Task: Using the story board To produce short individual video presentation using digital technology – eg. Explain everything. Contain content both written, visual, musical/ audio.</p> <p>The students work across several subjects (language. Practical/musical, social science, history, technology/design)</p>	<p>Form:</p> <p>Students are introduced to:</p> <p>1) Using the storyboard template. How to structure both their individual exploration and their presentation. They do this by describing and sketching in the printed template and thereby prepare the recording and editing of the presentation.</p> <p>2) App's for recording/ editing if needed. Alternatively, the teacher can facilitate students sharing knowledge about the applications they already use to communicate via video.</p> <p>Didactic design: Taxonomy of knowledge --> tasks/ questions in levels – students can:</p>	<p>Acquire Knowledge:</p> <p>knowledge and understanding of the concept(s) of culture and different cultural categories or areas:</p> <p>-Culture as values, norms, habits, rituals and knowledge that give a group a distinctive character and a collective identity.</p> <p>- Culture as a process: The knowledge, meanings and values that people share and negotiate within social communities.</p> <p>- Cultural activities meet people's needs: E.g. gastronomy - need for nutrition. Fashion - need for clothes. Architecture - need for housing. Sport - need to move and compete.</p> <p>Tasks:</p>	<p>Form:</p> <p>Acquisition</p> <ul style="list-style-type: none"> • Teacher introduction <p>Investigation</p> <ul style="list-style-type: none"> • Brainstorming • Location based activities - Students explore their local cultural places. • Information seeking. <p>Production:</p> <ul style="list-style-type: none"> • Produce individual “dart boards” . • Produce presentation using their photos/ pictures. <p>Game/ Practice:</p> <ul style="list-style-type: none"> • Gamified presentations. Students participate with their new knowledge and reflections on cultural knowledge.

	<p>Work with different learning types: Acquisition, practice, discussion, production.</p> <p>We scaffold the student's digital production with a template.</p>	<p>1) Describe/ know identity.</p> <p>2) Analyse – what is important to the student?.</p> <p>3) Plan for their own future and evaluate what knowledge to share.</p>	<p>Investigation/ information seeking.</p> <p>Presentation as gamification using item 2 – the cultural Dart Board.</p>	
Student products	<p>Student's produce video-Presentations about of themselves for the class. First: Physical storyboard. Final: Video-file.</p>		<p>The students produce a visual mapping of their cultures using the cultural dartboard.</p>	
Pedagogy (teaching methods) and points of attention.	<p>Be aware:</p> <ul style="list-style-type: none"> • Identity formation is an individual process that takes place in interaction with the student's surroundings, where the student's development of self-esteem and self-confidence is also at stake. • Culture as formation is a process in which a person, through upbringing, education and training, acquires and takes a position on the culture of the society of which they are a part. <p>It is not clear how identities and (national) cultures can best be described; therefore, it is also an aim of the course that the students will be presented with different understandings of identities and cultures.</p> <p>The teacher role: The teacher should therefore be participating AND giving feedback as an explorer and NOT as an expert with all the answers.</p>			
Pedagogy (teaching methods) and points of attention.	<p>Students' (digital) production is a way of learning that qualifies the academic learning results when production is based on a teacher-made didactic framework design with clear goals and evaluations.</p> <p>Clear framing creates space for a process that supports students to organize and reorganize processes and negotiate meaning in a mutually exploratory dialogue and reflection that facilitates their learning.</p> <p>Students produce to learn for themselves, and for their productions to be used by other students to learn.</p> <p>This becomes a meaningful and engaging activity for the student. Thereby, it is not only the teachers who are didactic designers, the students also become didactic designers for their own learning.</p>			

<p>How can we know if our students actually learn anything? <i>How to support the academically weak and engage the strong?</i></p>	<p>We look at the student's processes of production, their presentations and observe/ participate in their discussion.</p> <p>The student's learning will be visible through:</p> <ol style="list-style-type: none"> 1) the student's products: The storyboard and the video. 2) The student's interaction/ dialogue when presenting their videos. 3) Dialogue in class - Final evaluation. <p>Extra task: Writing a letter describing themselves for one of their antcestors/ grandparents.</p>	<p>They mapped their own culture by finishing their own "cultural dart board".</p> <p>They presented their "cultural dart board".</p> <p>They took part in a cultural dialogue by participating in the "cultural dart board" game with their classmates.</p> <p>Other subject specific criteria.</p>	
<p>Considerations from testing experience.</p>	<p>The teacher should be aware that the student might find the task of presenting their identity as personal. The teacher could help and guide the students in structuring the tasks/ questions; choosing what content would be suitable for the students to feel safe/ secure in presenting. Maybe make the presentations in smaller groups.</p>		