

Educational level: Teacher Education/Training for all curricular subjects | **Age:** N/A

Author: Neuza Pedro, João Piedade, IEULisboa



LEARNING OBJECTIVES/ ASPIRATIONS

This scenario is developed in a teacher initial education or continuous training settings. Teachers from similar or different school subjects are asked to develop a learning scenario where assessment activities with technologies are described (webtools, mobile apps, robots). Each teacher is also asked to implement the scenario for their colleagues, who will be acting as students, and will adopt an active and collaborative role.

This scenario aims to create opportunities for teachers to:

1. Get familiar with the concept of peer learning as a strategy for teachers initial/continuous training and professional development
2. Identify and analyze webtools/mobile apps that could be used as a pedagogical strategy for a more effective assessment of students learning processes (mostly for diagnostic purposes and formative evaluation)
3. Understand the concept of teaching through learning scenarios by creating and implementing one where learning space and ICT is used to support students' different products/artefacts that could be used for innovative assessment (interactive presentation, videos, mind maps, word clouds, digital walls, robots programming);
4. Reflect on the benefits and challenges involved in using space and digital technologies for improving teaching and assessment practices.



NARRATIVE OVERVIEW

In present days, teachers are facing a lot of challenges in their daily practices and the time they have to respond to these has been, inversely, decreasing. To work collaboratively is one of the solutions to deal with these difficulties. Cooperative learning between teachers, peer assisted learning and peer counselling is presented as a pedagogical approach to promote teacher's professional satisfaction, as well as professional development and continuous training. Peer-to-peer teaching is increasingly gaining applicability, as it brings not only knowledge gains but also more emotional, social and cognitive benefits. Also, ICT is often referred to as a useful solution to support collaborative activities between teachers as well as for supporting students learning and skills development.

A small group of teachers (6-8) is going to be engage in a training activity based on Peer-teaching as Pedagogic Teaching strategy. Each teacher is asked to select one webtool or mobile app and to design a learning scenario (with a lesson plan) where that digital solution is used for assessment purposes. Each of the learning scenarios is implemented by its author and all the other teachers take part in it, as students. All of them provide feedback to the author of the learning scenario in order to support its improvement.



APPROACH TO TEACHING AND LEARNING

APPROACH TO TEACHING AND LEARNING : Start Peer-teaching as Pedagogic Teaching strategy, peer-to-peer learning, scenario-based learning.

ASSESSMENT : Teachers are assessed by the trainer as well as by each other based on

- i) the learning scenario developed,
- ii) the experience of taking part of the implementation of the learning scenario.



ROLES

TEACHERS/LEARNERS: To learn from each others

TEACHERS TRAINER:: To support peer-to-peer learning to create the materials required to support teachers' self-assessment and hetero-assessment.



LEARNING ENVIRONMENT

Teachers and the teacher trainer work together using all the concepts of the learning zones. The activities start with the trainer **interacting** with the teachers: the trainer explores the pillars of the training provided, the concept of Peer-teaching and Scenario-based learning. For a deeper understanding of these concepts, teachers work in groups, and are engaged in **exchanging** their understandings.

Next, the teachers are asked to **develop** a learning scenario taking advantage of a specific webtool for assessment purposes. When all the scenarios are finished, they are implemented by the author and all the remaining teachers take part as 'students'. In the process of learning scenarios implementation, the different learning zones concepts are used as each scenario defines.



POSSIBLE CHALLENGES

- Making teachers collaborate with each other.
- Difficulties in making teachers take the role of students.



RESOURCES

All webtools and software that present to be relevant for assessment purposes could be identified. The following educational technologies as referred just as examples.

- Interactive quizzes (e.g. Kahoot, Socrative, quizlet)
- Word clouds apps (e.g. Wordwall, WordItOut, WordArt)
- Interactive presentation solutions (e.g. Mindmeister, Mentimeter)
- Video editing tools (eg. Kizoa, Plotagon)
- Digital walls (e.g. Padlet, Lino, Wakelet)
- Robots (e.g. m-Bot; Dash & Dot) and online programming platforms (e.g. m-blocks, tynker, bitBloq, arduino.cc, or similar ones)



LEARNING ACTIVITIES

The activities start by a presentation of the main concepts that support the organization of this training activity by the teacher trainer: i) Peer-teaching and ii) Scenario-based learning. After this teachers are organized in two groups and explore relevant materials about one of these 2 topics: group A = Peer-teaching and group B= Scenario-based learning. Each group is asked to create a 5-minute pitch to present to the other group the main ideas about the topic address to them.

Then, another presentation is made by the teacher trainer regarding different educational technologies (6-to-8) and teachers are asked to select one of these considering their interests. By working individually, teachers are asked to design a learning scenario (and one 30 minute- lesson plan) where the educational technology selected is used for assessment purposes. They are invited to take advantage of the different learning zones available in the innovative learning space when designing their learning scenario.

After this, all teachers take part in the 30 minute-lesson developed by each of the colleagues, acting as 'students'. This takes place in 2 or 3 different training sessions. By the end of the implementation of each learning scenario, every teacher fills up an online form assessing this experience and providing feedback to the author. The trainer assumes an observer-role and also provides feedback to each of the teachers. Each teacher collects the feedback received by his/her peers and improves his/hers own learning scenario. A final reflection about how this training promotes his/her own professional development is asked from all the teachers.



LITERATURE TO SUPPORT

- [Peer-teaching as a Pedagogic Teaching strategy](#)
- FCL Learning zones <https://fcl.eun.org/develop>
- [ITEC Project Learning Scenarios](#)



LEARNING SCENARIO VIDEO

<https://www.youtube.com/watch?v=upualvgU55Y>