

## TITLE

Developing a common understanding from multiple sources

## KEY CONCEPTS

Source evaluation, collaboration, media literacy, interactive teaching, child-centred

## NARRATIVE OVERVIEW

Leonardo and his class are working collaboratively on a project that aims to build a collective understanding of a controversial topic: sustainability. They are tasked with finding and evaluating multiple sources of information on this topic. His teacher Sophia is an experienced teacher who would like to use technology to collect and share her students' findings with other teachers and learners.

With the help of the librarian, she guides students through the development of evaluation criteria and the practice of effective searching for and evaluating online resources. Sophia coordinates students to work in groups on different elements of the shared topic. They gather information with the help of the librarian and teachers and communicate with other experts who are knowledgeable about the area they are researching. Students collect and share their findings and source evaluations with the class. The source evaluations are also shared in a central bank that other students and teachers can contribute to and use.

## TREND/S

### Enthusiasm does not come cheap

In many European countries teachers and other public sector workers are experiencing salary cuts, tax increases, higher cost of living. Overall, living standards for many educators are being challenged, and so is their enthusiasm and their willingness to innovate.

### 21st century skills in practice

Teachers are increasingly expected to incorporate the so called 21st skills in daily teaching. These include media and ICT literacy, communication, problem solving and collaboration.

## VISION (ASPIRATIONS & AIMS)

- to help teachers cope with new demands and reduced resources and help manage their workload in the long run by creating collaborative resources
- to provide evidence for teachers on the value of using technology in the classroom
- to develop students' skills of evaluating material

## ENVIRONMENT

- school classroom
- virtual meeting spaces (eg videoconferencing, social networking)
- library

## PEOPLE & ROLES

- teachers and librarians: prompt students to ask questions and propose resources; help establish evaluation criteria
- students: work together to search for information, submit information to their peers and the teacher, work in groups in a coordinated way (each group completes one element of a whole-class topic)
- experts: answer questions on particular topics and, if time, support students in research. Communicate via e-mail or videoconferencing

## INTERACTIONS (INCL. PEDAGOGIES)

- peer and/or pairs work
- individual work
- collaboration
- with experts on related topics
- online 'bank' for sharing of resources and evaluations

## ACTIVITIES

- framework: a project on sustainability inside the school
- learn skills on how to evaluate online resources
- develop new media literacies
- help teachers identify evaluation and search activities for different kinds of media and sources
- consider source reliability in different contexts (e.g., school project, personal information)

## RESOURCES (INCL. TECHNOLOGIES)

- internet access
- communication tools (eg videoconferencing)
- IWB
- librarian and library
- online space to host source evaluation tool (eg VLE)