



iTEC

Designing the future
classroom

Multimédia journal – iTEC pilot project – Cycle 2 Students creating science resources

QUENDERF


“Les p’tits curieux” Primary School
Champtocé sur Loire
France



ministère
éducation
nationale
jeunesse
vie associative

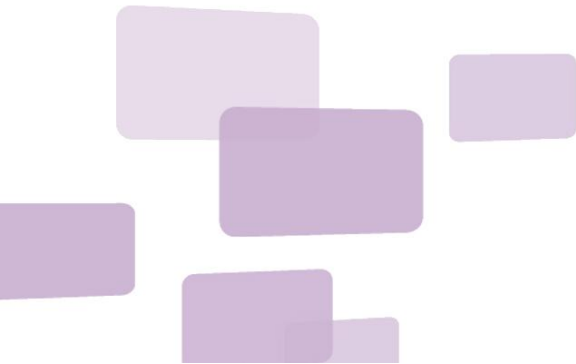


Our pedagogical sequence

1. Chosen scenario: Students creating science resources
 2. Subject: water
 3. Principle objectives:
 - Participate in collaborative projects
 - Practice an investigative approach
 - Take ownership of the computer environment
 - Know how to choose a source
 - Know how to find a link with which to deepen research
 - Know how to read a digital document
 - Know how to carry out Internet research independently
 - Know how to exchange with other students through information and communication technologies
 - Produce a digital document which brings together science resources
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Our pedagogical sequence

1. Disciplines involved: ICTE (information and communications technologies in education) and science
2. Start and finish dates: March to June 2012
3. Age / level of students involved: 10-11 / year 6
4. No. of students involved: 25
5. Establishment: primary school, 145 students, Champtocé sur Loire, Maine et Loire department of France
6. Technologies utilised: mobile classroom, TBI, TeamUp, Audacity, class blog, MCK3
7. Group work (6 teams of 4-5 students)
8. Planned sessions (P) : 1 session per week
Realised sessions (R): 2 45-minute sessions per week

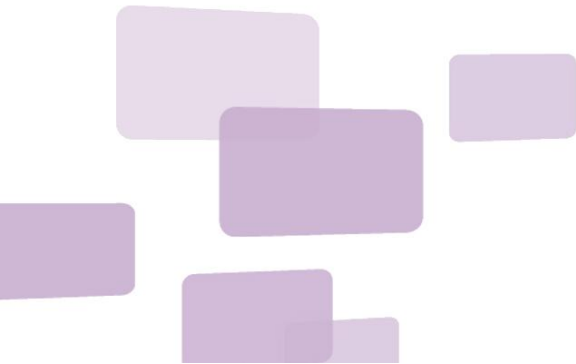


What we have accomplished so far

- ▶ Description of the work realised:
 - In teams of 4-5, the students did Internet research about their respective topics. They then selected the most pertinent information and compiled it on the class blog.
 - They regularly gave oral reports (journals) assessing the progress they were making. They also consulted the audio recordings of the progress of the other groups in the class.
 - On their blog, they also consulted the comments of another class participating in the iTEC project. They took note of constructive criticism and used it to improve their work. They also provided constructive criticism with regard to the other class's work.

What we have accomplished so far

The information which was collected and recorded on the class blog was then organized on a CD-ROM. The images, videos, and audio recordings were added to the written information selected from the Internet.



What we have accomplished so far

- ▶ Final production: a CD-ROM containing
 - a written production (cross-referencing and compilation of the information found on the Internet)
 - an organised selection of different media in a digital document (MCK3): images, videos and audio
 - production of an interactive document (questionnaire and answers)



Difficulties encountered

- ▶ Difficulties encountered:
 - For the teacher: time allocation
 - For the students: learning how to select pertinent and credible information; learning how to cross-check information so as to determine which is the most worthwhile

Contributions

- ▶ What are the major contributions of working with ICTE?
 - An activity that is in line with the progress I am making with ICTE and the common base of knowledge and skills as defined by the French National Education (B2i validation): to become accustomed to a digital work environment; to create, produce, and utilize data; to become informed, to document one's work; to communicate and make use of electronic mail for communication
 - The students have made a great deal of progress and are very independent in their Internet research.
 - The students have become more active participants in their own learning.

Comments on the iTEC scenario

- ▶ What the iTEC scenario contributed to your teaching with regard to your pedagogy and your students' learning
 - Investigative approach: the students have become independent in a research situation.
 - They have progressively developed critical thinking where information and its treatment is concerned.
 - They have learned to accept comments and criticism so as to improve their work.
 - They have taken ownership of their learning and organized their knowledge.
 - They have communicated and created resources for other students.
 - These abilities are transferable to other areas.

Comments on the iTEC scenario

- ▶ What you found to be useful in the scenario and what caused you problems
 - The documents which were sent (scenarios, activities) were clear.
 - Workshop: Very interesting, as it helped me to better understand the progression of the different stages and activities of iTEC.
 - Teacher community: I only communicated with one class which was participating in the iTEC project.
 - TeamUp: Interesting for creating teams related to the students' areas of interest. I did not use it for the audio recordings of the journals.

