One-to-One Donate

http://onetoonedonate.blogspot.com/

21st Century LEARNING

- COLLABORATION
- EXTENDED LEARNING BEYOND THE CLASSROOM
- KNOWLEDGE CONSTRUCTION
- CRITICAL THINKING
- CUTTING EDGE USE OF TECHNOLOGY
- SELF-REGULATION
- INNOVATION
- CHANGE

i1 DONATE

OBJECTIVE: Use of **life-long 21st century skills**, acquired by the students through the one-to-one pilot laptop initiative, to **tackle socio-economic problems** of their community

One-to-One Donate Fund

Donations to the needy and disabled in the community

HOW: Through a combination of learning activities

The 'sale' of ICT services to local companies

LET'S USE OUR ICT SKILS TO MAKE A DIFFERENCE

How 1:1 students use their ICT skills to help their community deal with the current socio-economic crisis

A Project by...

One-to-One
Kolossi Laptop Initiative

Grades 4 & 5 (9-10 years old)
Project Duration:
February 2013 - June 2014

Coordination and assessment by:

Cyprus Ministry of Education and Culture

Cyprus Pedagogical Institute

One-to-One Donate Fund
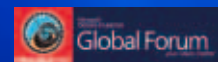
Tackling Cyprus' socioeconomic problems

Microsoft Expert Educator:
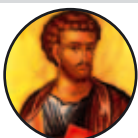**Maria Loizou Raouna**
E: mariaraouna@gmail.com

Coordinator of the
'One-to-One Kolossi Laptop Initiative'

European Forum, Lisbon 2012
Winner in the category: Collaboration

Global Winner in innovation
Prague 2012

Kolossi Primary School,
Limassol, Cyprus

Microsoft in Education
Global Forum
Barcelona 11-14 March 2014

Blood donation

Outcome:

Fund raise and major increase in blood donors

Main social goal: *1:1 students researched and evaluated the importance of blood donation and organized, in collaboration with the Cyprus Blood Center, their own blood donation held at school premises, maximizing blood donors.*

Main economic goal: *Students created and sold their own fairy tales and videos on blood donation in order to raise funds*

➡ Students evaluated and realized the great importance of being a blood donor through the creation of mind-maps on **MindMapple**, the study of authentic online and literature texts and the creation of team dialogues and stories through online **Forums** and **Wikis** in class **Moodle**.

➡ Students got acquainted with situations of urgent calls for blood donation, studying social networks **(Twitter and Facebook)** and the ways these are communicated effectively to the public. They have learned the real meaning of *volunteering* and *altruism* by adopting respective actions and creating their own videos on **MovieMaker** and logos in **Paint** which promote blood donation, after the necessary online research and their own collaborative scenario writing, through **Wikispaces**.

➡ Students interviewed and collaborated with the head of the "Cyprus Blood Centre" in order to learn more on how to organize a blood donation at their school (collaborative work on **Moodle**). They have created official invitations in **MsPublisher** and **MsWord** to be sent by the 'Cyprus Blood Centre' to all registered blood donors and prepared posters **(Ms PowerPoint/ Ms Publisher)** for promoting the blood donation and maximize blood donors. Their work was optimized through **Photoshop** and use of **Glogsters**.

➡ Students prepared in **MsPowerPoint** a Blood Donor Certificate to be given to all blood donors and used multiple software [eg. **Autocollage, MSOffice**] to prepare all the decoration and artworks (in collaboration with the 5th and 6th grade) which were put up in the room where the donation took place. They collaborated with the Local Authorities and email local companies asking them to donate treats [orange/lemon squash, canapes etc] for the day of the donation.

Promoting/advertising their own Blood Donation

➡ Students gave out the formal invitation to the rest of the school, door-to-door to the whole Community and to all their relatives.
➡ Students put up their posters at school and around the Community.
➡ Students used the social networks eg. Twitter/Facebook [via their teacher's account] to publicize the invitation for the Blood Donation.
➡ Students sent **mails** to all other schools and teachers in the area for promoting the donation.
➡ Students contacted by email the CYBC channel [The Cyprus Broadcasting Corporation] for announcing the upcoming Blood Donation.
➡ Students emailed the local newspaper "Limassol voice" asking them to announce the Blood Donation, as well as to cover the event.

Kolossi Medieval Castle

http://kolossicastle.blogspot.com/

Outcome:

Raise of funds through an increase in # of tourists

General purpose: *Select, evaluate, interpret and study of* all aspects of the history of Kolossi Medieval Castle, exploiting all possibilities offered by ICTs [way beyond their Moodle platform] so as to develop both historical and digital literacy.

Main social goal: *Challenged to collaborate with multiple different agents so as to promote locally and internationally their community's most valuable monument, Kolossi Medieval Castle.*

Main economic goal: Increase of community income through the increase in number of tourists maintained *by improving the advertising and information available at the castle [multimedia building and coded in QR Codes available on every sigh at the castle].*

- Set up of initial research questions on mind-maps through **MindMapple** and share in teams in **Wikispaces** and **Class Moodle**. Initial upload of resources on class **OneDrive**.
- Online research for historical sources answering the main research questions and categorization through **OneNote Web App**. Self-assessment and evaluation through **Onedrive Calendar**.
- Action research in teams at the castle. Use of laptops, cameras and measurement tools for investigation and note taking. Share of results through **OneDrive** and **OneNote Web App**. Interviews and use of voice recorders and tablets for creating **Photosynths**.
- Use of data collected and **Delicious.com** for creating useful RSSFeeds, blogs on **Blogger**, websites on **Wix.com**, presentations in **MsPowerPoint**, worksheets in **MsWord**, posters and leaflets in **MsPublisher**, movies on **MovieMaker**, puzzles in **Pho.to**, use of **Autocollage**, creation of poems in **Animoto**, quizzes and crosswords in **Hot Potatoes**, dialogues in **Scratch, Glogsters** etc.
- Competition for the development of learning activity logo- **use of multiple software**. Online voting. Use of teleconferencing **(Smart Response clickers).**
- Comic creation- competition in **Pixton.com** in collaboration with the Special Education Class.
- Collaboration with sixth grade for the creation of tour movies in **Movie Maker** and upload on class **YouTube** channel**.**
- Art creation with the help of **MsPaint** with the 2nd graders.
- Project presentation: Collaboration with the Cyprus 'Department of Antiques' and the whole school for organizing 'A day at the castle' on the *"International Day for Monuments and Sites, 2013 - The Heritage of Education."* **(18th April, 2013).**
- The project was presented to the Cyprus Minister of Education and Culture and other ministry people, on the day that the 'One-to-one pilot initiative' was assessed after the 2 years of implementation.
- Collaboration with the 'Apostolos Loucas Lyceum' for playing the act 'The wedding of Richard the Lionheart'.
- Use of **Microsoft tag** for Qr code development for all multimedia built and put up on castle signs for the tourists, leading to an increase in the number of tourists and thus community funds.
- Proposed collaboration to **Episkopi Primary School & Akrotiri Primary School in Cyprus**, together with **Rhodos Primary School in Greece** for comparisons in historical research conduct methodology and creation of **Windows phone app** for archaeological monuments.

Examples of learning evidence/student work

All multimedia developed for display

website development

short plays - Medieval life

project presentation to Minister of Education

photosynths

event - international day for monuments

artworks

Medeival wedding at the castle

DONATE

Outcome:

- New school bullying policy
- Fund raise bazaar

Main social goal: *Through the project students faced the challenge of supporting children's rights, fighting racism and bullying at their school, collaborating with experts and organizing an anti-bullying event.*

Main economic goal: *Students raised funds during the anti-bullying event which they organized themselves [using all the ICT skills they have gained: creating videos/presentations / leaflets / poems / invitations through online research and assessment of relevant sources] and the sale of hand-made ornaments with anti-bullying logos.*

➡ Use of **online videos**, presentations and websites for assessing bullying behavior and reporting initial feelings though **Moodle** online **chats and forums**.

➡ Use of **OneDrive** for data sharing and reflection of feelings and actions on racism and bullying.

➡ Use of **Moodle forums** to respond to various scenarios on unfair student behavior and introduction to real bullying situations through authentic texts, eg. articles.

➡ School research on bullying behavior- analysis in **MsExcel** and comparison of results through **Skype for education** call (collaboration with other schools in the area)

➡ Creativity: Students develop their own videos on **MovieMaker** (own scenario writing, direction and play), presentations and fairy tales/imaginary scenarios on **MsPowerPoint**, informative leaflets and posters in **MsPublisher**, poems in **MsWord** (transferred to **Animoto**), interactive posters in **Glogster** and bookmarks in **MsPowerPoint**.

Share of final work in **Blogger** and **Facebook**.

12th November 2013 http://sdrv.ms/1aRRerd - The anti-bullying event was organized in collaboration with professional psychologists who were present, local authorities, all school parents and local companies as sponsors. The material developed was also shared with many other schools on a national and international level through the pil-network.

Cyprus Tradition - Old Town Centre
http://kolossicastle.blogspot.com/

2013
October-November

Outcome:

- Share of videos with the Cyprus Tourism Organization
- Fund raise SALE

General purpose: *Students studied the history of their own town, visited important historic monuments (eg. Limassol Medieval Castle) and studied traditional professions, still practiced at the old center of Limassol city, using all potentials offered by ICTs.*

Main social goal: *Through the project students acted out traditional professions and created videos sent to the Cyprus Tourism Organization. By practicing the professions at the old town square, they raised funds for the 'One-to-One Donate Fund'.*

Main economic goal: *Students raised a considerable fund and used it for paying utility bills of the unemployed in their community.*

research at Limassol Medieval Castle and old town square

the bread man

the ice cream man

the lottery man

the milk man

the retailer

the shoe cleaner

the water man

➡ Students used **MsWord** and **MsExcel** for preparing comparison tables, arising from the use of online videos on traditional professions. They reasoned using their parents' views gathered in **Moodle forums** and useful links through online research.

➡ **Thursday 10/10/13- visit at the old town square**

➡ The students visited Limassol Medieval Castle and they worked in groups to select important information. They uploaded on **OneDrive,** for comparison with the work done at Kolossi Medieval Castle in **OneNote,** and drew conclusions regarding life in Cyprus during the Medieval period. At the castle they used the guide and questions for tourists they have prepared in **MsWord**.

➡ "Life in the old town" – research in the old town square through interviews and questionnaries prepared collaboratively in **forums** and transferred in **MsWord** on professions still practiced (photos, videotaping, voice recording). They acted out the traditional professions like the milkman, the ice-cream man, the waterman etc. and they sold items they were given for free from local companies, eg. ice-cream. The revenue from sale went to the 'One-to-One Donate Fund'.

➡ The professions acted out by students were videotaped and the videos prepared in **MovieMaker** were uploaded on **Youtube** and sent to the Cyprus Tourism Organization for upload on their website. In return, the Cyprus Tourism Organization made a big donation to contribute to the 'One-to-One Donate Fund'.

DONATE

Outcome:

Students' protest transmitted globally

Main social goal: *Students organized 'A Day of Protest against the Cyprus problem' in order to promote the anti-occupation protest of every Cypriot and the wish to reunite with the Turkish Cypriots. The project aimed in engaging the whole school in activities which will promote this goal, developing as a final product a movie which will be shared amongst all schools both in Cyprus and also abroad through the different embassies.*

Main economic goal: *Food collection for the enclaved people in Rizokarpaso, in the occupied part of Cyprus.*
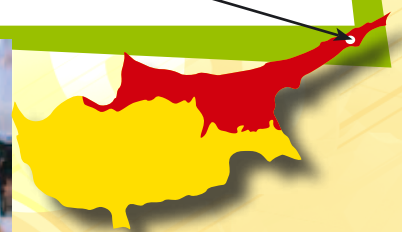
- Online research for the evaluation of the conflict between Greek Cypriots and Turkish Cypriots and the division of the country .
- Preparation of invitations in **MsWord** for the event.
- Group work for assessing useful websites and videos- use of class **Moodle**.
- **Wordle** creation and leaflets in **MsPublisher** put on display at the day of protest *http://sdrv.ms/1jyoSu3*
- Collaborative preparation of the 'Day of Protest' (students, teacher, parents, local authorities).
- Set up of 7 informative stations. They videotaped all the work, processed it in **MovieMaker** in parts (each team a different station) and uploaded on **Youtube**:

https://www.youtube.com/watch?v=NSFgf1OD23E&feature=youtu.be

Sharing: Share of video on the formal website of the Cyprus Ministry of Education, the pil-network and the embassies in Cyprus through the General Inspector of Primary Education in Cyprus.

The stations created on the day by each teacher in collaboration with the students:

Station 1 = Tour around Messaoria valley through **Google Earth**

Station 2 = Video show through **MovieMaker** about Famagusta and Kyrenia

Station 3 = Team quizzes on **Smart Whiteboard Notebook** on basic information about our occupied land

Station 4 = Students listen to traditional songs, use **SongSmith** for editing and reviewing and create crosswords in **Hot Potatoes**, to be solved by their fellow classmates

Station 5 = Interview station from Mrs Achilleos (refugee with her husband missing)- Use of **Audacity** for uncoding

Station 6 = Traditional baking from the children's grandmothers and recipe creation in **MsExcel**

Station 7 = 'Paint the boat of Kyrenia'. Students created the legendary boat in different ways and with different materials. Use of **Photosynth** for 3D outcome.

Outcome:

- Reduced stray animals in the community
- Fund raise

General purpose: *Students researched and dealt with the topic of animals and animal rights, studying their characteristics, the appropriate care and the way to deal with animal abuse.*

Main social goal: *Students practiced the role of a dog-walker and promoted awareness in how to protect animal rights and dealt with animal abuse both at their community but also on a national level through collaboration with animal shelters.*

Main economic goal: *Students contributed to the 'One-to-one Donate Fund' through the 'Animal-Christmas bazaar', selling their own creations, using the ICT skills they have developed.*

- ➡ Students researched and studied children's rights in order to compare and contrast with animal rights. They related positive and negative human behavior towards animals, with corresponding actions in authentic texts. They studied posters and information from different animal shelters around the world and compared traditions and conditions of living. Use of **synchronous and asynchronous tools of communication** and **online storage and data sharing** assissted in drawing collaboratively the right conclusions. They then created **Wordles** and uploaded more useful articles for study, before their research on **Moodle**.
- ➡ Community and school based research in regard to animal living conditions (use of **RealTime Board** and **Skydrive** for creation of research plan and **MsWord** for the questionnaire). Share of conclusions via **Gmail** on a **MsPower Point** presentation, drawn in **MsExcel** graphs, with the local authorities maintaining an improvement in animal living conditions and a reduction of stray animals.
- ➡ Study and collaborative creation of animal comics in **Pixton**, using self-assessment through **MsExcel** rubrics, shared through **OneDrive** and put on sale for fund raise.
- ➡ Visit at the Limassol Zoo- report in **MsWord** on positive and negative aspects of life in a zoo.
- ➡ Team work in 5 different themes: Pets / animal abuse / extinct animals/the right owner/animal rights. Multimedia development for animal rights: videos on **MovieMaker**, presentations in **MsPower Point**, leaflets in **MsPublisher**, comics in **Pixton**, worksheets in **MsWord**, bookmarks in **online photo editors**, such **Pho.to**, posters in **Glogster**, **Animotos**, blogs in **Blogger**, poems in **MsWord**…)

Group work shared in OneDrive:

Team 1:	**Team 2:**	**Team 3:**	**Team 4:**	**Team 5:**
Animal rights	Animal abuse	Pets	The right owner	Extinct animals
http://sdrv.ms/1jymVhb	http://sdrv.ms/1jTgWRO	http://sdrv.ms/1jTh0kA	http://sdrv.ms/1jThbMJ	http://sdrv.ms/1jynjfN

- ➡ Students invited volunteers from the animal shelter 'Sirius' who lectured all students and also visited the shelter for gathering information on collaborative story telling for the life of animals - using **StoryBird**, **ComicLife**, **StoryBoardThat**, **KerpoofStudio** and **Kizoa**. Students donated pet food, toys, carpets and blankets, bought by the 'One-to-One Donate Fund' through the sale of 'animal rights vases' on the Christmas bazaar.

Photos from the event: *http://sdrv.ms/1jyo7B5*

- ➡ Development and contest on the 'Funniest Animal Videos' developed by students in **MovieMaker**, using their own pets. Donations made by the local tv channel to use them in a weekend tv show on good living.

Examples of learning evidence/student work

- Sirius animal shelter - visit and research
- zoo visit
- research plan
- presentation of research results
- group work - animal rights
- group work - the right owner
- group work - pets
- group work - extinct animals
- group work - animal abuse
- comics
- data analysis

The social and economic aspect of the activities under 'One-to-One Donate'

Socio – Economic

Socio
- Recycling
- Water pollution
- Sea pollution - Peter-Yves Cousteau
- Adopt a tree

- Blood donation
- Children's rights - Bullying
- Our old town
- Animal rights
- Human rights - Cyprus: a divided island
- Easter Donate

–
- Donate Carnival Food Collection
- Fairy-tale sale
- 'Sale' of 1:1 advertising services

Economic
- Kolossi Medieval Castle
- Anti-bulling bazaar
- Traditional professions
- Animal Christmas bazaar
- Advertising

Charity/DONATION events organized till now. How did they make a difference?

- Kolossi Blood Donation
- A day of protest against the Turkish invasion
- A day at Kolossi Medieval Castle
- ONE-TO-ONE DONATE FUND
- Traditional professions 'Role-playing'
- Anti-bullying event
- Animal rights- Christmas bazaar

Donations till now to:
- Unemployed parents and low income families
- Old people at the community via the purchase of primary goods and medical services
- Offering free breakfast for the low-income students
- Purchase of Christmas presents to low-income students

Activities in progress

- 'Sale' of online advertising and other ICT services to local companies eg. Website creation
- Creation of a Window phone App for Cyprus Tourism Organization – including main archaeological sites of Cyprus
- Mentor school project: 'Tackling the social isolation of the elderly in our community'
- The 1:1 Donate food collection events
- Easter Fairy-tale/Comic sale

ICT TOOLS AND APPLICATIONS

Moodle (forums/wikis/chats) / Photosynth / OneNote / OneDrive / MsWord / MsExcel / MsPower Point / MsPublisher / Microsoft Tag / Autocollage / SongsSmith / Movie Maker / MsPaint / Smart Response software / Smart Notebook / Timetoast timeline / Wikispaces / Bing / Bing Translator / Google Earth / Snipping Tool / Delicious.com (RSSFeed) / Skydrive calendar / OneNote WebApp / PowerPoint WebApp / Wix / Blogger / Hot Potatoes / Scratch / Pixton / StickySorter / MindMapple / Gmail / Google Calendar / Internet Explorer / Photoshop / PowerDirector II / Glogster / Social networks: Facebook/Twitter / Audacity / Animato / YouTube / StoryBird / ComicLife / StoryBoardThat / KerpoofStudio / Kizoa

Equipment:

Classroom laptop / 20 student laptops / 20 headsets / smart whiteboard / video projector / online resources / videos / 30 digital cameras / 10 digital recorders / classroom videocamera / 20 smart response clickers / 4 tablets

School Moodle Platform: **http://elearn.pi.ac.cy/kolossi**
Username: **student** Password: **1234**