

NEStOR: Networked European School Web Radio

(Erasmus+, Key Action 2)

O4/A1 – Designing Learning Scenarios for Web Radio Broadcasts

Cyprus Pedagogical Institute

October 2017



Co-funded by the Erasmus+ Programme of the European Union







Project Title:	NEStOR: Networked European School Web Radio		
Project Acronym:	NEStOR		
Grant Agreement Number:	2016-1-EL01-KA201-023575		
Output:	O4/A1 – Designing Learning Scenarios for Web Radio Broadcasts		
Leading Partner:	Cyprus Pedagogical Institute		
Contributing Partners:	All partners		
Delivery date	30 September 2018		
	V1.0 – 23/2/2017: Learning Design Process		
	V1.1 – 10/3/2017		
	V2.0 – 31/5/2017: Including Evaluation tools for the Learning Scenarios and Audio Products		
Version	V3.0 – 30/6/2017: Including Learning Scenarios developed as prototypes and other educational and support material		
	V4.0 – 30/9/2017: Including Pilot Evaluation Report		
	V4.1 – 28/10/2017		
	V5.0 – 30/9/2018:		
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1 Learning Design Approach

1.1 Introduction

Learning Design is one of the most vital elements of successful teaching and learning. Especially, when teachers are involved into technology-enhanced learning, an area that requires new skills and new pedagogies.

Sharing good practice and exchanging learning designs among teachers is required by many professional communities. Quite a few projects have been designed, in order to develop common understanding among teachers on Learning design so as to enable them to facilitate sharing, including research projects such as LAMS, RELOAD and JISC.

In order to help teachers to integrate ICT in their lessons, the Cyprus Pedagogical Institute (CPI) has participated in the project "Design Practice" under the Leonardo da Vinci – Transfer of Innovation program (http://www.design-practice.org), transferring a Learning Design innovation as developed by the UK Open University. The Open University team developed a Visualized Learning Design (VLD) methodology, which facilitates the design process and the sharing of Learning Designs. The VLD procedure incorporates three levels of design: macro level, meso level and micro level. The macro-level (Course Map View) is the level where teachers/designers discuss their initial rough ideas and get into a general discussion of their LD, similar to a Curriculum design. The meso level (Learning Outcomes View) is the second stage of the VLD methodology where teachers/designers group and refer to their Learning Design's activities and explicitly set the learning outcomes and expected outputs. Lastly, the third stage of the VLD methodology, the micro-level, is the more detailed level which includes specific tools, resources, methodologies and roles for each activity (Conole et al., 2008).

For the purposes of the Design Practice project, the Open University VLD methodology and tools were transferred in the Cyprus context. Learning design was approached both as a process and as a product. According to Agostinho (2006), Learning Design is a product or artefact in which learning activities are being documented in a way to enable other teachers to understand and implement them in another context. At the same time LD is considered to be the process that teachers go through, in order to develop their lessons, design learning activities and reform existing lesson plans (Conole, 2008; Masterman, 2008 and Donald et al., 2009).

Even though Cyprus teachers claimed that as experienced teachers they do not need to adopt such a process in their everyday practice because it is a time-consuming process, they appreciated the VLD training process that they went through, for three main reasons: first, they realized that by making their VLD decisions explicit helped them reflecting on their practice, second, they valued the visualized nature of the VLD product of their discussions using tools that scaffold their designs, and third, they understood the value of sharing and interacting with other professionals as a process to reach to sound pedagogical decisions (Avraamidou and Economou, 2011).

A similar approach has been followed by the CPI in other projects, adapted and customised to the specific needs of each project.

1.2 NEStOR Learning Design Approach

Based on the above experience, it was suggested that the NEStOR team will follow a similar, but more simplified learning design approach, for the Web Radio learning scenarios. It is expected that this approach will help the NEStOR partners to guide and support the participating school teachers in the designing of learning scenarios



that will lead to successful Web radio broadcasts, while at the same time will enhance better communication between teachers and stimulate innovative pedagogical solutions while designing.

For that purpose, the CPI developed the following templates:

- *Macro level design* template and example (see Appendix 1 and 2)
- Developed learning scenario template and example (see Appendix 3 and 4)
- Micro level design template as optional (see Appendix 5)
- Learning scenario summary (to be published on the online portal) template (see Appendix 6)

All the above documents can also be found online at the following link: <u>https://drive.google.com/drive/folders/0Bwacpv6CImj3QnY2c0YtME5YVkU</u>

The *Macro level design* template, was adapted to the specific elements of NEStOR and Web Radio (see Appendix 1). In the Macro level template, the following 4 areas were considered to be important:

- Learning goals expected leaning outcomes that correspond to the school's (national) curriculum
- The Web Radio approach (eg debate/reportage/interview, live/recorded)
- Tasks to develop these competences towards the learning outcomes
- Leaning outputs through all learning stages that will also serve as formative and summative assessment

The *Developed learning scenario* template includes the following basic elements, along with short guidelines (see Appendix 3):

- Learning scenario title / Short description
- Level of education / Students' age group
- Subject Areas
- Web radio type
- Duration
- Goal
- Aims
 - o Subject Knowledge Aims
 - o Digital Skills Aims
 - o Transversal Skills Aims
- Relevance to the School Curriculum
- Prerequisites / Prior Skills and Knowledge
- Brief description
- Assessment
- Technical Infrastructure
- Classroom organisation
- Description of Activities
 - o Activity 1:
 - o Activity 2:
 - o Activity n:
 - Material and Resources
- Products

An example from existing work for Web radio was adapted into this template to help participants in their own learning designs.



The Visualized Learning Design approach along with the examples prepared were presented to the partner schools' teachers at the first project meeting. This presentation was followed by more discussion and training on how to use them both face to face (for the Cyprus school) and online (for all schools). The schools shared their macro level designs with the CPI team for feedback and then they were supported to proceed with the development of their learning scenarios and activities.

Each of the three partner school teachers was to follow the following process:

- to investigate through their curriculum and their students' interests an area that could serve as a learning scenario for the project
- discuss their idea with the CPI and share the Macro level design using the NEStOR template
- develop a detailed developed learning scenario using the NEStOR template
- develop each activity of their learning scenario using the NEStOR Micro level design template (optional)
- implement the learning scenario
- fill in the learning scenario summary template so as to be published on the portal
- share implementation results within the consortium
- evaluation of the learning scenarios and web radio broadcasts using the provided tools

2 Learning Scenarios developed as prototypes

The partner schools developed and applied the following learning scenarios.

2.1 Aglantzia Gymnasium, Cyprus

Aglantzia Gymnasium's scenario subject area is Literature, focused on the topic of "Literature and Adolescence" that is included in the national curriculum for 3rd grade middle school students (14-15 year olds). The scenario required 10 teaching hours. The teacher and the students chose to create a thematic musical radio show with the title "Adolescence through Music". The students worked by themselves, in groups, and as a whole group. Beginning with the study (reading, analyzing, discourse and writing) of 5 different literature texts that deal with the subject of adolescence – love, friendship, relationships within the family, juvenile delinquency, teenage crisis, self-consciousness – the students sought similarities to songs with the same themes and later produced radio speech relevant to the songs they chose to broadcast but also related to their personal views, interests and experiences. The end product was almost an hour long radio show of speech and music, pleasant to listen to, vibrant with the teenagers' energy and communicating to the listener adolescent thoughts and concerns.

The macro level design can be found at https://drive.google.com/open?id=0B7SoRM_RPv8kSTg1T0huUGNrUk0, the developed learning scenario at https://drive.google.com/open?id=0B7SoRM_RPv8kUIBWSnhXU3MtZEE, the radio show at https://drive.google.com/open?id=0B7SoRM_RPv8kUIBWSnhXU3MtZEE, the radio show at https://drive.google.com/open?id=0B7SoRM_RPv8kMy1EcTIITUdJQXc and its respective script at https://drive.google.com/open?id=0B7SoRM_RPv8keHMySkw2Z0E0RHc.

In Appendix 7, you can find the macro level design for this educational scenario for easier access.

2.2 Experimental Senior High School of the University of Macedonia

Experimental Senior High School chose to work in the subject area of Biology and Chemistry around an environmental issue; the greenhouse effect. The scenario with the title "Climatic Change: Radio emissions" can be used under the Projects of 2nd grade (16-17 year olds) and it can be adopted for students in Chemistry and Biology classes of other grades. The scenario required 6 teaching hours. The students researched on the natural phenomenon of the greenhouse effect, the factors that contribute to its exacerbation, and realized its impact on the world climate, on natural ecosystems and on human societies. Students worked in small groups and as a whole group. A questionnaire was used to measure students' knowledge at the beginning and at the end of the



lessons, giving them the opportunity of self-assessment. The students produced radio speech in the form of a debate, and enriched it with sound effects, music and verses from songs, related with the topic. The 18-minute radio show is radiating humour and teenage spirit and is structured in such a light hearted mood that makes environmental knowledge easy to digest.

The macro level design can be found at <u>https://drive.google.com/open?id=0B3RGeH7BjqRdcVA5d0hpVWJiWUE</u>, the micro level design at <u>https://drive.google.com/open?id=0B3RGeH7BjqRdYlhGMG81QUNjWnM</u>, the developed learning scenario at <u>https://drive.google.com/open?id=0B3RGeH7BjqRdTElkWUIRbHg3NmM</u>, a questionnaire used at the beginning and end of the lessons (in Greek) at <u>https://drive.google.com/open?id=0B3RGeH7BjqRdVQTmM</u>, the radio show at <u>https://drive.google.com/open?id=0B3RGeH7BjqRdVQTmM</u>, and its respective script at <u>https://drive.google.com/open?id=0B3RGeH7BjqRdVGlQWEpXNnEwWlk</u>.

In Appendix 8, you can find the macro level design for this educational scenario for easier access.

2.3 Kaunas district Garliava Juozas Luksa High School, Lithuania

Garliava Juozas Luksa High School's scenario is based on an integrated lesson in two languages: Lithuanian and English. The scenario, requires 2 teaching hours and it can be used with students in Lower and Upper secondary schools, adopted accordingly to students' age. The lessons introduced Lithuanian tales of magic as part of the Lithuanian narrative folklore. During the lessons students gained knowledge on Lithuanian narrative folklore and the tales of magic, and awareness of social, cultural and educational aspects of the source text and the target text. Furthermore, students analysed and identified values and ideas of the tales of magic. The students worked in small groups and as a whole group. The radio show produced is focused on the narration of the tale 'The Twelve Brothers, Twelve Black Ravens' both in Lithuanian and English. The roles were played by the students. The nearly hour-long show incorporates Lithuanian music and sound effects that make the story alive and interesting. The effort taken by the students to enact the roles properly added additional value to the production.

The macro level design can be found at <u>https://drive.google.com/open?id=0B4r_Z-0RFZ8fdExCMWpIRkppNWc</u>, the developed learning scenario at <u>https://drive.google.com/open?id=0B4r_Z-0RFZ8fRXNLb20wSXBQcEk</u>, the radio show at <u>https://drive.google.com/open?id=0B4r_Z-0RFZ8fUGdMc3IHQVVQNnM</u>. The worksheets of the activities can be found at <u>https://drive.google.com/drive/folders/0B4r_Z-0RFZ8fTDRLQk0zNIZnNHM</u>.

In Appendix 9, you can find the macro level design for this educational scenario for easier access.

3 Pilot implementation evaluation

All the learning scenarios developed by the 3 partner schools were implemented with students during the period of May – June 2017. All the web radio productions were broadcasted on the European Web Radio platform. After the implementation, the participating teachers were asked to fill in an online questionnaire so as to evaluate this pilot implementation. The results of this pilot implementation by the 3 partners schools, are expected to guide the NEStOR implementation and use for the second year of the project.

Specifically, for the evaluation of the pilot implementation, a questionnaire was developed consisting of 25 close-ended questions with a 5-point Likert scale and 3 open-ended questions. The questionnaire aimed to investigate the participating teachers' reflections on the following:

- the learning design (LD) development
- the class implementation
- the web radio output



The items on the learning design development refer to the LD elements, process and support. The items on the class implementation refer to the LD aspects of implementation, its impact on students' as well as critical aspects of the implementation. The items on the web radio output refer to the content of the output, the audio quality as well as the students' learning outcomes (knowledge and skills).

Please refer to deliverable O5 and section O5.A1 for more information on the tool developed and the results of the pilot evaluation.

For the implementation of the second year more tools are developed aiming to evaluate not only the perceptions of the participating teachers and students, but views of the community of the school as well. Specifically, pre- and post-implementation questionnaires are developed for both participating teachers and students and a post-implementation questionnaire for the community. Members of the community could be other teachers and students of the school, the head teacher, parents and other. The post-implementation questionnaire for the implementation had on the community.

Apart from the questionnaires discussed above, interview protocols for focus group interviews for the students and teachers are also developed. Often focus group interviews provide participants the opportunity to exchange views and ideas and discuss. Finally, another tool developed are observation protocols aiming to record what happens in the lessons students are preparing for their web radio show. Aspects such as teachers' and students' reactions in the lesson, space organization, instruction setting, tools and material used and any difficulties faced are expected to be observed. Using the observation protocols is an additional evaluation task and is optional for partners who would like to explore further the NEStOR implementation in their country's participating schools, by following case study schools.

Please refer to deliverable O5 section O5.A2 for more information on the evaluation of the second year implementation and use of NEStOR.

4 Educational supporting material and resources

The Learning Designs/Scenarios already developed by the partner schools, along with more scenarios to be developed by schools in the second year will initiate a pool of scenarios that schools using NEStOR approach will have access through the NEStOR platform.

At the same time all existing resources, developed by the European School Radio, will be available to the schools and teachers. These resources are being identified using a simple excel tool (see appendix 10), while new ones are being suggested. All resources will be tagged with search keys, so as to be easily accessible to teachers in the NEStOR resources repository.

Moreover, resources are being developed through the project deliverables, such as resources on learning theories from deliverable O2, templates on learning design etc, are expected to be hosted as separate learning objects on the repository.

Finally, a couple of online courses for teachers are planned to be designed and developed, using the existing resources, so as to further support the teachers' training on the NEStOR approach and its implementation.

All material hosted in the NEStOR resources portal repository will be available to the users under the Creative Commons license *Attribution-NonCommercial-ShareAlike* (CC BY-NC-SA). It is expected, for the exploitation of the project, that this portal will be open to the user to download resource objects (using available search keys) and, when signing in under certain permissions procedures, to upload more resources.

As this activity is still in progress, in this version of the current deliverable, there is only but a description of what is planned to do (apart from the Learning scenarios already developed and the Learning design supporting material).



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Appendix 1 - Macro level design template





Appendix 2 - Macro level design example





Appendix 3 - Developed learning scenario template

	Developed Learning Scenario
_	
œ	CC BY-NC-SA
	Author(s)/Editor(s): Name Surnam
	School: Name of scho
	Language: Language of scenar
	toute
1	Lennis
2.	Level of education / thudeate/ one aroun
2.	Cohiest Asses
a.	Subject Areas
4. r	Web radio type
5.	Duration
ь. -	Goal
7.	Aims
a.	Subject Knowledge Aims
D.	Digital Skills Aims
c.	Transversal skills Alms
8.	Relevance to the school Curriculum
9.	Prerequisites / Prior Skills and Knowledge
10.	Brief description
11.	Assessment
12.	Technical Intrastructure
13.	Classroom organisation
14.	Description of Activities
	ICENVITY 1:
	ICENVITY 2:

NESTOR	Co-Anded by the Examinat Programme of the European Union	NESCOR	Co-funded by the Exemutal A Programmer of the Europeen Usion
1. Learning scenario title / Short description in a sentence or two aive the title of the learning scenario and a short descript	lon	8. Relevance to the School Curriculum Refer to the subject areas and give a short description on h	ow they are covered.
2. Level of education / Students' age group Refer to the one group (s) or level of education that the scenario aims at		9. Prerequisites / Prior Skills and Knowledge Describe what kind of skills and knowledge the students' ne	ted to have prior the learning scenario.
 Subject Areas Refer to the subject area (s) that the scenario deals with. 		 Brief description Give a short description on the students' expected learnin followed 	g outcomes, main activities and learning approaches to be
Web radio type Describe the type of the web radio broadcast to be followed (e.a. interview. re	portage, debate) and if it is going to be	11. Assessment Give a short description on the assessment approaches t	o be followed referring to both formative and summative
recorded or live.		assessment. 12. Technical Infrastructure	
 Duration Refer to the length of the learning scenario in hours/teaching periods. 		Refer to the technical and digital infrastructure and tools n 13. Classroom organisation	eeded.
 Goal Describe the general goal of the scenario referring to both the curriculum and 	the web radio context.	Describe briefly the classroom organisation referring to the 14. Description of Activities	students' and teacher's role.
 Aims Describe the expected students' learning outcomes in relation to the currin transversal skills aims. Please note that aims related to the web radio product 	culum subject area(s), digital skills and ion should also be incorporated.	Describe the activities (each activity separately) as detai learning scenario. Please refer to the title of the activity, ti learning/classroom organisation, tools/resources/material	led as needed for a teacher to be able to implement the teacher's and students' actions/role, expected outcomes, assessment.
 a. Subject Knowledge Aims Describe what the associated students' learning outcomes in relation to the curron of the students' learning outcomes in relation to the curron of the students' learning outcomes in relation to the students'	ticulum subject area nime	Note: This section can also be developed using the Mi format).	cro level Learning Design Template (presented in a table
Students are expected to:	Runam subject area aims.	Activity 1: Description	
 b. Digital Skills Aims 		Description	
Describe what the expected students' learning outcomes in relation to the use Students are expected to: Aim 1 Aim 2	of digital technologies.	Activity n: Description	
• 10		15. Material and Resources	
c. Transversal Skills Aims Describe what the expected students' learning outcomes in relation to transve learning process.	rsal skills being developed through the	Attach or give links to the material and resources needed for presentations, worksheets, student guides, tests, etc.	or the Learning scenario implementation, such as
Students are expected to: Aim 1 Aim 2 		16. Products In this section attach or give links to the products and artep broadcast, radio scenarios, interviews questions and result	facts of the learning scenario, such as the web radio s, photos etc.
		This section will be completed after the implementation of	the learning scenario.
Developed Learning Scenario Template	Cyprus Pedagogical Institute	Developed Learning Scenario Template	Cyprus Pedagogical Institute



Appendix 4 - Developed learning scenario example

NESTOR	Excited by the Exception of the Repair trans	NESCOR	Co-funded by the Ensureury Programme of the Engrana Using
Developed Lea	arning Scenario	1. Learning scenario title / Short description	
COROCOOL MAILE	o foro ra faccas foros	In a sentence or two give the title of the learning scenario and	a short description
CC BY-NC-SA		Ραδιοφωνικό αφιέρωμα για την υτιεραλίει ση, και καταστρι γονιός"	οφή του γόνου με θέμα: "Αφήνω το γόνο να γίνει…
	Author(s)/Editor(s): Eftychia Touliou	2. Level of education / Students' age group	
	School: ESR Language: Greek/English	Refer to the age group (s) or level of education that the scenar	io aims at.
Contents		Το παρόν σενάριο μπορεί να αξιοποιηθεί σε μαθητές Πρωτο προσαρμόζεται και τάξεις του Γυμνασίου και Λυκείου, προσεγγίζεται διαθεματικά. Ανάλογα με την ηλικία των μαθη	βάθμιας και συγκεκριμένα στην Έκτη Δημοτικού, αλλά διότι αφορά ένα περιβαλλοντικό πρόβλημα που τών οι διδακτικοί στόχοι αναπροσαρμόζονται.
 Learning scenario title / Short description 		3 Subject Areas	
Level of education / Students' age group		Befer to the subject area (s) that the scenario deals with	
3. Subject Areas		Rejer to the subject theu (sy that the scenario deals with.	υποσφία Φυσικές Επιστόμες Κουσινοκό και Πολιτικό
Web radio type		Αγωγή, Εικαστικά.	induction and an and the standard standard
5. Duration		4. Web radio type	
6. Goal		4 Web ladio cipe	
7. Aims		Describe the type of the web radio broadcast to be followed (e. recorded or live.	.g. interview, reportage, debate) and if it is going to be
a. Subject Knowledge Aims	2		
b. Digital Skills Aims		Recorder Interview.	
c. Transversal Skills Aims		5. Duration	
 Relevance to the School Curriculum 		Refer to the length of the learning scenario in hours/teaching p	periods.
 Prerequisites / Prior Skills and Knowledge 		Το εκπαιδευτικό διδακτικό σενάριο υλοποιείται σε τέσσερις (4	4) διδακτικές ώρες.
10. Brief description		6.6-4	
12. Technical Infectoreture		6. GOBI	entry from and the surface discussion
12. Technical Intrastructure		Describe the general goal of the scenario referring to both the	curriculum and the web radio context.
13. Classroom organisation		να αποκτησουν οι μασητες γνωση γυρω απο την υπιρο συνέπειες στις ευρωπαϊκές θάλασσες και να κινητοποιηθούν	μιευρία, να ευαισσητοποιησουν για τις οικολογικες ώστε να συμμετέχουν στο ραδιοφωνικό αφιέρωμα που
14. Description of Activities		θα δημιουργήσουν, το οποίο θα μεταδίδεται από το διαδικτυ	ακό μαθητικό ραδιόφωνο του προγράμματος NEStOR.
Activity 1	c	7. Aims	
Activity 2		Describe the expected students' learning outcomes in relati	on to the curriculum subject area(s), diaital skills and
15. Material and Resources	3	transversal skills aims. Please note that aims related to the we	b radio production should also be incorporated.
16. Products	3	a. Subject Knowledge Aims	
		Describe what the expected students' learning outcomes in reli	ation to the curriculum subject area aims.

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Να επιλέγουν την κατάλληλη μουσική επένδυση για τη ραδιοφωνική εκπομπή Να μάθουν τις βασικές αρχές παραγωγής μιας ραδιοφωνικής διαδικτυακής εκπομπής

b. Digital Skills Aims

NESTOR

Describe what the expected students' learning outcomes in relation to the use of digital technologies. Students are expected to:

- Να προεγγράφουν το πείμενα τους και να επεξεργαστούν αρχεία έχου με πρόγραψμα τχαγράφησης (καλακάτη)
 Να προεγγράφουν το πείμενα τους αρχικής μάθησης συναξήτηση πληροφορούν στο διαδέσευ
 Να αποτήσουν δεξιόξητες συνεργατικής μάθησης συναξητιση πληροφορούν στο διαδέσευ
 Να προγράφουν τα εκίμενα τους και να επεξεργαστούν αρχεία έχου με πρόγραψμα τραγράφησης (καλακάτη)
- Να συνθέτουν πολυτροπικό κείμενο με χρήση πολυμέσων και να δημιουργούν διαδρηστική ηλεκτρονική
- παρουσίαση

c. Transversal Skills Aim

Describe what the expected students' learning outcomes in relation to transversal skills being developed through the earning process

- aming process. Waters are expected to: Να αναπτιζίουν τις κανότητες συνεργασίας και αλληλεπίβρασης για την επίτευξη των γινωτικών στόχων Να αναπτιζίουν της καιτολιτους μανότητα και αλ ήμωουργική τους σείξηη Να εκφαριστούν μοίου αλλιτους ής δημιουργικής της προφορής Να εκφαριστούν μούου αλλιτους μαρότητα και το ήμωουργική τους σείξηη Να εκφαριστούν μούου αλλιτους μαρότητα και το ήμωουργική τους σείξηη Να εκφαριστούν μούου αλλιτους μαρότητα και το ήμωουργική τους σείξηη Να εκφαριστούν αγιου αλλιτους μαρότητας και ειθαιρούνοντας για αντίστουχη δρόσης. Να ευφαριστούν το δειδομένου τους μαροδητές διλλους φολλιών ατολ την ακρόσιης της εκπομπής και τις ποιουνικήσουν άρισα σχυλιάζοντας, εφίσοντας και ειθαιρούνοντας για αντίστουχη δρόσης. Να ευφαριστούν το δειδομένου που παρουσιάζονται από άλλους μαθητές μίσω της ακρόσσης μιας εκπομπής με το δικά τους

8. Relevance to the School Curriculum

Refer to the subject areas and give a short description on how they are covered.

, προτεινόμενο σενάριο εντάσσεται στο Αναλυτικό Πρόγραμμα Σπουδών της Γλώσσας, Γεωγραφίας, Φυσικών ιασημών, Αγωγής του Πολίτη, Μουσικής, Πληροφορικής

Τλώσσα: παραγωή γραπτού και προφορικού λόγου, καλλιέργεια της ερτικής καινότητας και δημιουργικής οκέψης στον εμπλοιτισμό του λεξιλογίου με αναξήτηση νέων ορολογιών και της ορισικός τους, στην εξάρισση (διαχείριση της πλαροδορίας: εντοπισμός ξιάδομμαν και πλαροδοριών σχετικών με το θέμα και αξιοποίησή τους, αφάριση πριγρυφαίματις εκτοπισμός αριζολομία.

Αγωγή του Πολίτη: οι μαθητές δρουν ως ενεργοί πολίτες και ενημερώνουν μαθητές εντός και εκτός της χώρας για την έκταση του προβλήματος, που είναι τουλάχιστον ευρωπαϊκής διάστασης. Γεωγραφία- Φυσικές Επιστήμες: μελέτη των επιπτώσεων του οικολογικού προβλήματος στα θαλάσσια οικοσιστήματα

Μουσική: οι μαθητές επιλέγουν τα κατάλληλα μουσικά ακούσματα για τις εκπομπές

Πληροφορική: ηχογράφηση και επεξεργασία ήχου

9. Prerequisites / Prior Skills and Knowledge

Describe what kind of skills and knowledge the students' need to have prior the lea

Οι μαθητές να εργάζονται <u>ομαδορυχερχατικά</u>, να είναι εξοικειωμένοι με τις Νέες Τεχνολογίες, με τη χρήση του υπολογιστή ως εργαλείο μάθησης και συγκεκριμένα την αναζήτηση πληροφοριών από πηγές στο διαδίκτυο. Επίσης,

ing scene

NESTOR

να χρησιμοποιούν επεξεργαστή κειμένου σε χώρους κοινής εργασίας Google Docs, να επισκέπτονται ιστοσι που μετατρέπουν βίντεο από το χομτμόχοε (pg3, να έχουν εργαστεί σε προγράμματα ηχογράφησης (Audjacity)

Ως προς τα γνωστικά αντικείμενα (Γεωγραφίας, Αγωγής του Πολίτη, Γλώσσας, Φυσικών Επιστημών), students are

10. Brief description

Give a short description on the students' expected learning outcomes, main activities and learning approaches to be

Co-funded by the Executive Programme of the European Union

Γάλαγέ ται πέλλωματαινήσι αξουρισκή ται μόρου το ποιμόρου το μαγιορία το πάρου πο διαδορία. Ο καλαγμέτες κάτα τη παραγμάτη τη παραγμάτη το ποιμορία το πορομού το ποροματικό το ποροματικό το πορογραφικό τη προγού το ποροματικό το ποιμότικο το ποιμότικο το ποιμότικο το ποιμότικο το ποροματία πο ποροματία το ποροματία πορομα

Αγματικά προτο παταφοίτηται να διαριουγηθούν οι ευαλλακτικές αυτλλήθεις των μαθητών γώρω από την <u>υξηφαβέρισης</u> Ενδέξεται διαταρα από την τεχρική του κατατοιρομού διεών να προκόφουν γωστικές συγκρούσεις. Στη σχολική τάξη παροί να συμβηλού την ολιμέζεται ότι όρις το αντικείμου στιμτρικέται να αναπτυχθούν κίνητρα μάθησης και οι μαθητές το αναθητήσιου Χημοροδιμές για να συσδομίσου γιώρα.

11. Ass

Give a short description on the assessment approaches to be followed referring to both formative and summative Η αξιολόγηση της εργασίας των μαθητών γίνεται από τους μαθητές και τον εκπαιδευτικό ως προς την επιτυχία των σκοπών και των στέχων, τον τρόπο λειτουργίας της ομάδας σε συνεργατικά πλαίσια και την έκφραση των σναναθημάτων κους (καινοποίηση, το ύσκολιλα, δασασθασίαη κατά τη διάσκεια του εκπαιδευτικού σεναρίου.

Η αξιολόγηση της εργασίας των μαθητών έχει τριπλή μορφή: αρχική, διαμορφωτική και τελική.

Αρχική: ανιχνεύεται η πρότερη γνώση των μαθητών γύρω από το θέμα της υ<mark>περολίεμσης,</mark> της οικολογικής ίστασης του προβλήματος καθώς και η αναγκαιότητα ύπαρέης ενιαίας πολιτικής της ΕΕ.

το Το Τολική συναγράθωστική και αγοχροβοδοχική, διαδυιασία προκειμένου να εκτιμηθεί ο βαθιμός επίτευξης των στόχων. Οι μαθητές, συγκράθονυ υπό μορφή πουμάτος ένα παρομιθά σχετικό με το γίου για να το αφειρώσουν στοίς αφορατές του ευτορακη sitestoni dada. Το το τόλος έναται ανέξηση το τι τους όρεσε, τό ής, τι τους δοσκολέψε, τι άλλο θα ήθείαν (<u>aφορτομομός</u>, επαιδευτικού-μαθητών για τη μαθητοιαή διαδικασία). Σε αυτό βοηθάει και ένα ερωτηματολόγιο με κλειστού και ανοχτού τόπου ερωτήσεις, ώστε οι μαθητές να αποτυπώσουν τις απόψεις τους

12. Technical Infrastructure

Το στάριο υλοποιείται σε σχωλική άθουσα με φορτά εργαστήριο ή σε εργαστήριο Η/Υ. Οι υπολογιστές να έχουν πρόσβαση στο διαδιοτίται και σχωλική άθουσα με φορτά εργαστήριο ή σε εργαστήριο Η/Υ. Οι υπολογιστές να έχουν απόξεργασή το διαδιότευ και να είσια υπημεριμένου με έλδορα λογομικά γενινής χρήσης (ανοιχτά έγροφα επιξεργασίας εκμένου και παρουσίασης (Google Drive), πρόγραμμα πχοιράφησης Αυδιετίν, διοβοστράβ αποτοινανικά εγκριλάζει Έλθρο]. Όλα τα πιο πάνω λογισμικά είσια ανοιστού κώδικα και η εγκατάστασή τους στον υπολογιστή γίνεται χωρίς χρίωση.

4 αίθουσα να είναι εξοπλισμένη με φορητούς υπολογιστές, εκτυπική, σαρικτή και <u>βιχτερτροβολές, γι</u>α την ταρουσίαση της εργασίας, μικρόφωνο, ηχεία, web-camera.



NESCOR	Co-Gorded by the Ensemuer Programme	NESTOR	Co-funded by the Einsensel Programme of the European Union
13. Classroom organisation		Οι μαθητές συμπληρώνουν σε έγγραφο κοινής χρήσης Google Docs τα κείμενά του:	και μεταφορτώνουν τις επιλογές
Describe briefly the classroom organisation referring to the students' and teacher's role.		των τραγουδιών τους σε φάκελο κοινής χρήσης στο Google <mark>Drixe.</mark>	
Η διάταξη των θρανίων ευνοεί την ομαδρουχερχατική, μέθοδο διδασκαλίας. Έτσι, οι ρόϊ δραστηριότητα για το ραδιόφωνο είναι κατανεμημένοι σε επίπεδο ομάδας.	ιοι που είναι αρκετοί σε κάθε	Επίσης, πραγματοποιείται διόρθωση από τους συμμαθητές (βοιες (ανίανι) στο έγγρα και συνολικά η εργασία εποπτεύεται από τον εκπαιδευτικό.	φο με το κείμενο της εκπομπής
Η οργάνωση της τάξης έχει δύο βασικές μορφές:		Activity 3:	
 εργασία κατά ομάδες (αναζήτηση πληροφοριών και σύνθεση περιεχομένου) 		Description	
 εργασία με το σύνολο της τάξης - ολομέλεια (ηχογράφηση) 		"Δημιουργία εκπομπής"	
Ο ρόλος του εκπαιδευτικού είναι να συντονίζει και να ειψύνχώνει τις ομάδες. Καθοδηγι παρεμβαίοιει ως βοηθός της ομάδας, όπαν οι μαθητάς το ζητούν και λατεουργεί το διαδικασία. Ο εκπαιδευτικός προσιομάζει και μάλτα τις στοσολίδες που θα διαριουν φύλλα εργασίας των ομάδων και φροντίζει για τη σωστή και εύρυθμη λειτουργία του ε	ί όποτε αυτό είναι αναγκαίο, ιοστηρικτικά στη μαθησιακή ούν οι μαθητές, σχεδιάζει τα ογαστηρίου.	Χρησιμιοποιώντας το λογισμικό Audacity η ηχογράφηση (Εκινά με τους διαλόγους κ έχουν μπροστά τους. Εισάγουμε τα μουσικά κομμάπα που ταριάζουν και κάνουν ο α <u>ποβοφηζοι</u> ς και πετέργασία του αρχαίος: Τη συνέχται, εξέργουν το αρχείο αυζ της ερωτήσεις πολλαπλής επιλογής και επιλογή δέκα (10) ερωτήσεων που θα συνθέ τους αφοστάς Η, έκτοισημι είναι διόρκαις 15 λαττών.	11 τα κείμενα των μαθητών που παραίτητες προσφωνήσεις, β. Έπειτα, γίνεται συζήτηση για 20υν το κουίζ γνώσεων προς
14. Description of Activities		Activity A:	
Describe the activities (each activity separately) as detailed as needed for a teacher	to be able to implement the	Paulinity 1.	
learning scenario. Please refer to the title of the activity, the teacher's and students' act. learnina/classroom organisation. tools/resources/material. assessment.	ons/role, expected outcomes,	Description	
Note: This section can also be developed using the Micro level Learning Desian Te	nplate (presented in a table	οι μαθατές γωρίζονται οι ομάδες:	
format).		Ανά ομάδες: Γράφουν ένα άρθρο ως πρόσκληση σε άλλα σχολεία για το μετάδοση ι	ης εκπομπής, σχεδιάζουν ένα
Activity 1:		έξυπνο λογότικο για την προώθηση της συνεργασίας και για το κάλεσμα και άλλων δημοσιεύουν στην Κοινότητα του European School Radio την ανάρτηση και, τέλος,	σχολείων. Στη συνέχεια, αναλαμβάνουν την ώρα
Description		μετάδοσης.	
"Καταιγισμός Ιδεών- Αρχική αξιολόγηση με ερεθίσματα"		Activity 5:	
Η αρχή γίνεται με καταιγισμό ιδεών στην τάξη σχετικά με θέματα που αφορούν περιβαί Καθοδηγούνται στην Αλιεία και την καμπάνια "Αφήνω το γόνο να γίνει γονιός".	ιλοντικά ζητήματα.	Description	
Συζήτηση για την αλιεία στη θάλασσα και το ψάρεμα στα γλυκά νερά.		"Μετάδοση εκπομπής- ακρόαση"	
Μέσω προβολής επιλεγμένων πηγών στο διαδίκτυο οι μαθητές έρχονται σε επαφή με τ της υπεραλίευσας.	ην ύπαρξη του προβλήματος	Είναι η ώρα της μετάδοσης της εκπομπής και παράλληλα ηχογράφηση και επικοινω μέσω του ςίχει του European School Radio.	νία με ακροατές άλλων σχολείων
Υλοποιείται έρευνα από μαθητές (με την υποστήριξη και εμψύχωση του εκπαιδευτικού	για το θέμα. Ζητείται από	Activity 6:	
τους μαθητές να μελετήσουν τις ψηφιακές πηγές που έχουν αναρτηθεί στην ιστοσελίδο αναζητήσουν ειδικούς επιστήμονες που ασχολούνται με το ζήτημα της αλιείας και να ζι	του σχολείου και να πήσουν μια συνέντευξη από	Description	
τον ειδικό.		"Avagtoxagujes"	
Activity 2:		Οι μαθητές ακούνε προσεκτικά την εκπομπή που δημιούργησαν και συζητούν στην που θα χρειάζονταν. Με καθοδηγούμενες ερωτήσεις ο εκπαιδευτικός ικμαιεύει απ	Ολομέλεια για τις βελτιώσεις 5 τους μαθητές το παιδαγωγικό
Description		όφελος που υπήρξε μέσα από τη διαδικασία. Στη συνέχεια, απαντούν ατομικά σε έ να του εντουπό	α έντυπο τελικής αξιολόγησης
"Συνέντευξη- Απομαγνητοφώνηση- Σύνθεση εκπομπής"		yiz tiy skrount.	
Πραγματοποιείται η συνέντευξη με <mark>βιστεφδιάσκεψη.</mark> Οι μαθητές κατά τη διάρκεια κρατ τετράδιο. Η συζήτηση κατά τη συνέντευξη ηχογραφείται <mark>πρ</mark> 3 skype recorder.	ούν σημειώσεις στο	15. Material and Resources	relementation cuch as
Δραστηριότητα κριτικής ακρόασης: Οι μαθητές χωρίζονται σε ομάδες για συνοπτική πι και απαντήσεων της συνέντευξης σε γραπτό λόγο. Εργάζονται στο κοινό έγγραφο Goi	τρουσίαση των ερωτήσεων gle Docs και γράφουν στον	presentations, worksheets, student guides, tests, etc.	gnementation, such us
αύξοντα αριθμό που χαρακτηρίζει την ομάδα τους. Ανά ομάδες των δύο ατόμων συντάσσουν διαλόγους σε αυτά		ΠΗΓΕΣ	
που εχουν γραφει για να τα παρουσιαστούν στην ραδιοφωνική εκπομπή και φτιάχ τύπου (πολλαπλής επιλογής για το κουίζ).	νουν ερωτησεις κλειστού	1. Προετοιμασία ηχογραφήσεων	
Επιπλέον, αναζητούν στο www.youtube.com τραγούδια με θέμα τη θάλασσα, τα ψάριο	, τον ψαρά, τα δίχτυα και	https://sites.google.com/site/esthelp/home/6-a1-echographeste-tis-ekpompes-me-	ten-omada:sas
άλλων σχετικών λέξεων με την αλιεία και χρησιμοποιώντας την ιστοσελίδα http://www	γουτυρεταρ3.org/gr για τη	https://sites.google.com/site/eschelp/odegos-echographeseon	
μετατροπη των ριντεο σε ηχο, κανουν ληψη αρχείων και τα τοποθετουν τα στο φακελο Drive.	κοινης χρησης του Googie	2. Προετοιμασία συνέντευξης	
		https://sites.google.com/site/eschelp/kanones-poiotikon-ekpompon/synenteuxe-sh	radiophono





Appendix 5 - Micro level design template (optional)

Activity title	Learning goals –	Tasks (students)	Teacher's role	Resources/	Methodology	Learning Outputs	Assessment
Activity 1:	Learning Outcomes - Explain what social networks are	Students attend a	Presents and	Material/Tools	Panel	(expected) A report on which	Knowledge
networks	networks are	presentation	discussions			and what top look for	
Activity 2:	- Identify the						
Join a couple of social	affordances and						
report on the affordances	risks of social networks						
and risks	inceworks.						
Activity 3:							
In groups, exchange good							
networks in a creative.							
responsible, ethical and safe							
way							
Activity 4:							
prepare a list of good							
networks in a creative,							
responsible, ethical and safe							
way							
Activity 5: Study about taking a live							
interview							
Activity 6:							
Each group identify a peer							
and apply selection criteria)							
Activity 7:							
Each group prepare the list of							
the interview questions							



Appendix 6 – *Learning scenario summary (to be published on the online portal)* template





Appendix 7 – Macro level design, Aglantzia Gymnasium, Cyprus





Appendix 8 – Macro level design, Peiramatiko Lykeio Makedonias, Greece





Appendix 9—Macro level design, Kaunas district Garliava Juozas Luksa High School, Lithuania

NESTOR		Co-Anoid by the Stray Emmast Programme of the European Union
Learning area: Lithuanian Narrative Folklore Web Radio approach: Recorded Integrated Less Audience: Students	on (Lithuanian, English, Drama, Music)	Topic: Lithuanian Tales of Magic Class: Secondary School
Learning goals - expected leaning outcomes (curriculum) - Gain knowledge on Lithuanian narrative folklore and the tales of magic ; - Awareness of social, cultural and educational aspects of the source text and the target text, analyses and identification of the right values and ideas of the tales of magic; - Act by participating in the radio tribute.	 Fasks towards the learning outcomes Familiarize with the tales of magic; Distinguish among different aspects of the tale; Extend reading skills through the tale both in Lithuanian and English; Extend artistic reading skills through the tale both in Lithuanian and English; Develop critical thinking and ability to create; Develop collaboration in achieving goals; Select the appropriate music background; Share the experience with the students from other schools; Learn the basic principles of web radio broadcast production. 	Class. Secondary school Resources/tools - A guide on how to set up a recorded integrated lesson. - Signing the agreement between parents (whose kids are involved in recording and acting) and school. - I CT tools to create a web radio lesson (software, hardware) Web Radio approach - Organize the recording of the integrated lesson according to roles and time table; - Broadcast the recorded lesson; - Commentary on the recorded lesson.
Visualised Learning Design: Macro-level template		Cyprus Pedagogical Institute



Appendix 10 – Learning objects matrix (initial version)

Learning Objects Matrix - version	1.0		
Area	sub area	object	status
Webradio	what is webradio?	The function of web radio station	yes
		Acouctics in the field of radio production	yes
	good practices		
Pedagogy			
	learning theories	constructivism	yes
		collaborative learning	yes
	learning design	 have to design a lasson incomparating skills for the webradia	
	learning design	now to design a lesson micorporating skins for the webradio	yes
	educational lessons	evample 1 - fainy tales	Vec
	cadationariessons	example 2 - literature	ves
		example 3 - environment	ves
			1
		LD template	ves
	exemplar webradio shows	example 1 - fairy tales	ves
	· · · · · · · · · · · · · · · · · · ·	example 2 - literature	yes
		example 3 - environmnent	yes
	educational activities	Roles for students for teamwork in radio production	not yet
		Engage the students in interschool partnerships	not yet
		Activate your students' motives for learning through radio production	not yet
		How to find your radio voice (orthophony)	not yet
	supporting students with special needs		yes
Web radio approaches			
	audio products	Radio program on the school web radio (music zones, radio shows)	notyet
		what is a radio reportage and how to produce one	?
		what is a radio interview and how to produce one	?
		what is a radio debate and how to produce one	?
		what is a commentary on the radio and now to write one	notyet
	web fadio process	how to write a web radio coopario (corint, dialogues, quateions atc)	2
		how to produce a web radio show	2
		how to broadcast a web radio show	?
tools			
	software	what are the digital tools needed for radio production	Yes
	hardware	what is the minimum hardware needed for radio production	Yes
Copyright issues		Oral content	Yes
		Music	Yes
Media and Information Literacy		The information on the web radio production (resources, critical thinking)	notyet
		School Web radio as a new media in education	not yet
Guides for NEStOR application		Registration	not yet
		Create a group for the school	notyet
		Invite your students	notyet
		Find- invite your partner school	not yet
		Booking process	not yet
		Dromoting the radio show	notyet
		Communication and interaction characteristics on the application	notyet
eTwinning kit for NEStOR		Educational material for interschool partnerships through the eTwinning portal	(T) responsible
C. MINING KILIOI NESION		concerts in the control intersection parallelatings through the convinting polital	e n responsible