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Resources
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*O4- A1 – Learning scenarios –
Partner 1 – LBU– Romania*

EU-StORe
Research paper
Developing EU-Store Learning Scenarios with OER
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Titel of the task: Developing EU-Store Learning Scenarios with OER

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Partner: Partner 1-Lucian Blaga University

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Developing EU-Store Learning Scenarios with OER

<p>Title of the learning scenario Competences for XXI century using Project Based Learning</p>	<p>Target group: Teachers from Vocational school</p>	<p>Time frame of the learning scenario: - 90 minutes</p>
<p>Short description of the learning scenario</p>	<p>The topic helps teachers to create assessments for the competencies of the XXI century and provides strategies for integrating evaluation into the process of teaching and learning of the students. The learning scenario will show how to teach the first module of this course</p>	<p>Outcomes of the learning scenarios: -knowledge of different types of the projects -stages in projects development -integration of assessment during the development of projects to ensure student success -classroom management using projects based learning -planning the training to support learning</p>
<p>Short description of the OER</p>	<p>The OER consist in following activites like: 1. knowledge about project based learning 2. differences between traditional learning and project based learning 3. the advantages of project based learning</p>	<p>URL of the OER: http://iteach.ro/intel/elements1/content.htm Author of the OER: Creation date: Time frame of the OER: - 50 minutes Other information:</p>
<p>Structure of the learning scenario with OER</p>		<p>Methods, use of media and didactical design</p>
<p>Introduction</p>	<p>The OER present the diagram of the action plan for the first module. In this step the students must fill in the table, answering to the questions from the worksheet 1</p>	<p>Brainstorming about project based learning Worksheet 1(K/W/L/H)</p>
<p>Main Part</p>	<p>Discussion about the teaching process. The differences between traditional teaching and PBL.</p>	<p>Using the flipchart the teacher will collect the answers on a piece of paper Working in pairs, students will find the differences between traditional teaching and PBL Worksheet 2</p>

	<p>Knowing more about the own teaching style.</p> <p>Presentation of a lesson scenario which uses projects methods. Roles in the project: what are teacher/students doing. Can the roles be changed?</p> <p>Knowing more about the advantages of PBL. Presentation of the study case in order to understand which typ of project is useful for different kind of learners</p>	<p>Short video presentation: Project Based Learning: Explained https://www.youtube.com/watch?v=LMCZvGesRz8</p> <p>From the Internet, students will find their teaching style, using Teaching Style Survey (Grasha-Riechmann) http://longleaf.net/teachingstyle.html</p> <p>The teacher present the regular step of project development and finally ask the students to identify the roles and if/how can the roles exchanged? Worksheet 4</p> <p>Working in pair, the students find the advantages of PBL Worksheet 5</p> <p>Working in group for 10` students solve the case, than they present the case in front of the classroom Worksheet 6</p>
Last Part	<p>At the end of the lesson is time for feed-back.</p> <p>Students must find the answer to the following questions:</p> <ul style="list-style-type: none"> - How can I used the PBL in my teaching activity? - What was the most important aspect of the lesson? - How can I involve the students in project evaluation? 	<p>Working in pairs/teams, students will find the answers to the questions. They will present the answers in front of the classroom</p>
Reflection of the learners	<ul style="list-style-type: none"> • What objectives for project-based learning do you propose for the subject you taught • Write down three goals that proposed to address PBL 	

Worksheet 1

In the brainstorming session, answer to the following questions:

1. What do you know about the project based learning?
2. What do you want to know more about PBL?
3. What are your questions regarding PBL ?

Know	Wonder	Learned	How
...

Worksheet 2

Differences between traditional and based learning projects

Traditional teaching	Project based teaching
Teacher centred	Student centred
...	
...	
...	

Worksheet 3

Teaching style Survey

<http://longleaf.net/teachingstyle.html>

(Grasha-Riechmann)

Respond to each of the items in terms of how you teach.

If you teach some courses differently than others, respond in terms only of one specific course. Fill out another survey for the course(s) that you teach in a different style.

Try to answer as honestly and as objectively as you can.

Resist the temptation to respond as you believe you should or ought to think or behave, or in terms of what you believe is the expected or proper thing to do.

Worksheet 4

Describe the roles encountered in the project and show how they could be changed

1. The teacher shows students the project scenario. Students come with ideas and think of different questions in connection with the subject.
2. Discussion about evaluation of the projects. The teacher read rating scale with students and shows them their demands.
3. Experiment – in front of the students, teacher shows the experiment.
4. Students, in teams seek information from various sources to solve project. The teacher helps students during information activity.
5. The teacher invites a specialist in lesson to present important information for solving project.
6. Students make investigations and conduct tests to solve project.

Worksheet 5

The advantages of learning through the projects:

(possible responses)

1. Increase the motivation of learning.
2. Better school results.
3. Higher order thinking Involvement.
4. More collaboration.
5. Increasing autonomy.

Worksheet 6

Case Study

Maria is a motivated student who likes to work independently and is accustomed to traditional teaching. Do well to tests and answer correctly to the teacher questions. She likes reading the books, to complete worksheets and to solve the tests from the end of chapters. She does not like open learning and she quickly lose the interest in studying whether a subject is too long. What kind of project would help the most on Maria?

1. The teacher conducts a two-week project about plants. Students studying plants, than they choose one to study, collect data, formulate questions and then shows the project in front of the whole class.

2. biology teacher asks Mary to propose a question related plants that seek answers. Asks Mary to work with a group of students weakest and to guide them in finding the answers

3. The teacher of biology with chemistry propose a joint project about plants during the month. The project involves visits to various organizations and students work in teams daily.

Question: What kind of project would help her the most on Maria? Why and argument