



*European Standards for Open Education and Open Learning
Resources
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*O4- A1 – Learning scenarios –
Partner 1- LBU*

EU-StORe

Research paper

Developing EU-Store Learning Scenarios with OER

Partner 1- Lucian Blaga University

Project Title: European Standard for Open Education and Open Learning Resources

Project Acronym: EU-StORe

Title of the task: Developing EU-Store Learning Scenarios with OER

Activity Code: O4-A1

Partner: Partner 1- Lucian Blaga University

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Developing EU-Store Learning Scenarios with OER

<p>Title of the learning scenario Web 2.0</p>	<p>Target group: Students of the 12th grade</p>	<p>Time frame of the learning scenario: - 90 minutes</p>
<p>Short description of the learning scenario</p>	<p>The students will learn new things about Internet, comparing different media sources (newspaper, social media, messenger, blog, online games, and multimedia site), important explanation about hacking, phishing, spam, grooming etc., a figure representing a lot of Web 2.0 tools and applications.</p>	<p>Outcomes of the learning scenarios: - the guide of use the Internet under safe conditions - knowledge about social networking - video game ratings</p>
<p>Short description of the OER</p>	<p>The teacher will use the first game entitled “The drawing: Yes/No”. Children are divided into 4 – 6 groups (depending on the total number of pupils in the class). Each group must find examples of the advantages and risks which can be in connection with internet uses. Next game is The RIDDLE. After the finished the YES/NO drawing, each group will received 2 words (a benefit and a risk associated with the use of the internet). Each group will have to guess the words of the other riddles.</p>	<p>URL of the OER: http://www.sigur.info/docs/jocuri-si-activitati-de-utilizat-la-orele-de-clasa.pdf Author of the OER: National Coordinator “Save the Children” Organization Creation date: 1.09.2009 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 game with its conditions and restrictions is presented.</p>	<p>First, the students are divided into 4-6 groups and each group receives one sheet of flipchart with work instructions.</p>

Main Part	<p>Each group will have to divide by a line or in some other way invented by them (leaving them the freedom to explore, depending on how they feel) the sheet of the flipchart into halves. They are asked than to write down 10 benefits of the use of the internet in one of the halves and 10 risks in the other one and to make then a registered representative for the content of each halves. After 20 minutes, the children are asked to submit to the groups the benefits and risks discovered, defining each concept (they can even describe a situation in which they have heard that the concept has been used). For the next game, the groups do not know the words received by the other group. Each group will come up with two riddles and they have to be developed with answers in form of communicated words. On the blackboard/sheet of the flipchart 30 words should be entered (15 benefits and risks 15). Among these words, there will be and the 4 x 2 or 6 x 2 words from each data group.</p>	Using different ways of arrangement of the classroom, the students will work in groups and they will answer the questions from the sheet of the flipchart.
Last Part	<p>Each group will nominate a leader who will present their answers in front of the classroom. Each presentation of each group will be ended in a common debate regarding the best answers. The students will decide who came up the best answers and teacher will reward this group. For the next game, the group who will guess the biggest number of words will be the winner.</p>	<p>Discussions, conversations Group activity Group presentation</p>
Reflection of the learners	<ul style="list-style-type: none"> - Why is so important to take care on the internet access? - What are the main risks of using internet? - How confident should someone be when opening different addresses? 	



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