CPS: My Town Teacher: Students: year 1 or 2

Tools: VR App

Google Earth; Street view; AZ Screen Recorder

Learning goals - expected leaning outcomes

1. Do research work, select the information, evaluate, and process & compose clear information

2. Learning to design learning scenario by creating a script and use of different resources in a clear and creative way.

3. Process Information to include relevant and adequate information, all resources used; evidence of details in the search, understanding and explanation

4.design the learning scenario with VR . and four routes in the city

5.Produce podcasts, videos, texts , 3D objects …

6. Produce the CPS with Virtual reality route in the city

7.Present the products to the class and do positive feedback for improvement

Tasks to develop these competences towards the learning outcomes

. Implement creativity

• Brainstorming conducted as a class group.

• Collective and individual analysis of the different types of information .

• Choose the contents students are going to work ..

• Research in reliable documentary sources (digital and analogue).

• Performing the different digital tools to & compose clear information through writing and other digital media using various digital formats.

• Creation of organized learning scenarios according to the models and following the criteria of adequacy, cohesion and coherence.

Ceate videos , podcasts , texts… and use VR APP

Evaluation and proposal for improvement of the same by colleagues

Learning outputs – through all stages (assessmen

- Make route in the city
- Present your town with VR .
- **Self-assessment by rubric (Google** Forms).of the process, difficulties encountered and results obtained in the "Learning" section. Peer assesment
- Peer assessment in groups

Metodology: Active Learning , teamwork , digital literacy, immersive learning, learning to learn

Skills and competences necessary to reach the expected outcomes

- Transversal Skills
- 1.Informational literacy (AI) .2.Collaboration / Communication (C) .3.Creativity / Innovation (I) .4.Digital literacy (AD) .5.Self learning (AU)
- .Key competences
- 1.Competence in linguistic communication (CCL).
- 2.Mathematical competence and basic skills in science and technology (CMCCT).
- 3. Digital competence (CD) .
- 4.Learning to learn (CAA) .
- 5.Social and civic competences (CSC).
- 6. Sense of initiative and entrepreneurial spirit (CSIEE).
- 7. Awareness and cultural expressions (CCEC).

Transversal Skills

Digital skills

Virtual reality

Creativity

Description of the project

Personal skills

Creativity and be digital confident

Context : Subjects: History, Geography, Social studies, Math, Language, IT, Natural sciences

Learning objectives:

- Cultural awareness and expression
- competence Social and civic competences
- Mathematical competences and basic competences in science and technology
- Linguistic communication competence

Description of overall activity:

- Recognition of city cultural and historical sites.
- Selection of necessary information about different places
- .Creation of tourist route “City guide”
- Presentation of the created tourist routes.
- Presentation of the four routes (Cultural , literary , science Main monuments)

Creation of an App

Students do research work and turn the inornation on knowledge and communicate their knowledge through an APP , this can be used for inmersive learning

Title: My Town

Teacher:

School: **Class: year 1 o 2 secondary (also for primary students)**

Phases of the project:

Explore & Understanding

A group of students is divided in 4 smaller groups. For the activity, each group needs to have a map of the city and tasks suitable for their age: Primary students look at the webs of the city and recognize the the main places in the city, tell what they know about it and get more information about it. Primary students look at the images, recognize the places in the city, choose the a appropriate map, create a route "City guide" on software or on the map, get acquainted with the information about the object or place, create a story, plan the duration and length of the route, and present the work to other groups. After the work presentation, the pupils strengthen their newly acquired knowledge.

Students produce and App using the VR APP about the most important routes in the cities . Cultural , literary , science main monuments (students will implement creativity for design learning scenarios

Representing & formulating

Students look at the images, recognize the places in the city, choose the a appropriate map, create a route "City guide" with Google earth; Street view; AZ Screen Recorder (or another app that allows you to record the screen about the monument or place.

Students do research work , colect images ….

Apps: Google earth Street view, az recording ; The apps are installed on a mobile phone: Google earth; Street view; AZ Screen Recorder .

Draw the app idea …

Students do research work and design de learning scenario to produce **VR App**

Students produce: podcasts, videos , textes , photographs … to produce the VR App

Planning & executing

Include city buildings and important places in history and nowadays. City and maps, access to internet for obtaining information, computers for creating the route

Apps: Google earth Street view, az recording ; The apps are installed on a mobile phone: Google earth; Street view AZ Screen Recorder (or another app that allows you to record the screen)

Virtual tour and 360 photo with Android mobile Virtual tour with Google Earth and Android mobile Using Google Earth, the places to be displayed are located using the zoom and using a screen recorder (AZ Screen Recorder) the places visited are captured. (Optionally, the resulting video is edited).

360º photo with Street View and Android mobile

The Street View app opens, tap Create Add Photo. At the bottom right, tap Camera / Take photo. Take a series of photos. At the bottom, tap Done Done. Students prepare the 360 ° photo is attached and saved in the "Private" tab of your phone. The photo is also saved on your computer

Learn to work with VR APP : (see the info in the the team folder)

see the videotutorial

Bild the Vr App in groups

Monitoting & reflecting

Each group of students present their app to the students in the class and coment their contents, students fron other group do questions about the project tasks and results ; the evaluation team comment what is good and what could be improved

Secondary school: formative assessment, summative assessment

Rubrica

Project rubrica				
Student; Project:	1	2	3	4
Discovering my habilities as team member.				
Discovering the collaborative interaction to solve the problem along the tasks and goals				
Building a shared representation & documentation on the meaning of the project				
Compare and evaluate competing arguments or design solutions according to explanations, new evidence, limitations, ...				
Identifying and describing the tasks to be completed				
Level of communication with team members about project work .				
My role enhancing plans and executing				
Monitoring, create & repairing the shared understanding				
Monitoring results of actions and evaluating succes on Collaborative, Solving Problems				

Pairs assesment (students evaluation)

To evaluate other group work, students and teacher agree the criteria for assesment , and write it on the whiteboard

As an example to evaluate a *project* by students, we can write

- It leads to and immersive learning ?
- Is it Clear ?
- Does it use apropritate digital Tools ?
- What would you add ?
- How will you improve it ?

The class can also do sugestions to improvement the project

Teacher' s evaluation

Teacher's observation sheet

Class observation: a second teacher observs the presentation and takes ***field notes***