Inspiring Creative Thinking: how can ICT be used to inspire learning?

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| **Project year** | **Term** | **Children’s project** | **Curriculum skills** | **Teachers’ CPD** | **Final outcome** |
| 1 | 1 | Launch with a technology week. Set up an exhibition showcasing the technology currently available for use in school. Children will have the opportunity to try out different forms of technology over the course of the week – Word Wall, Kinex, tablets, netbooks etc. By the end of the week, complete a knowledge harvest – what do we already know? What do we want to find out? Focus on how these technologies help us to learn. | **ICT** – use of current technologies. | Initial meeting with partner countries – identify technologies used and share existing good practise. | Set up a communal blog which can be used by all partners to post news, messages and share good ideas. Can be accessed by staff and children (possibly need 2), |
|  | 2 | Focussed work on partner countries. Teachers can feedback what they have found out from their initial meeting. Identify where our partners are and how they use technology for learning? What have they got that is the same? What do they have that is different? Look at the countries in detail – what are the countries like? Where do our new friends live? | **Geography** – identify where countries are. Some work on the environment in that country.  **ICT** – discussion surrounding technology that other places use. Do we use more/less? | Training for iPad use in home school. |  |
|  | 3 | Look at ourselves in comparison with the wider world. We are part of a worldwide global community. Look at good examples of technology in use in schools throughout the world and in the workplace. Encourage children to think about the world that they will be working in. What will it be like in 10 years’ time? What will it be like in 20 years? What are we going to need to learn to equip us to meet the world’s demands? | **ICT** – look at countries which demonstrate ICT excellence in education and work. What do they do?  **Geography** – where are the world leaders in ICT located? Atlas work.  **History** – looking at where we have come from and building for the future. | Visit a school in home country which is a leader in this field in preparation for Y2 work. |  |
| 2 | 1 | Market research week. Launch the idea of designing an app to inspire learning in schools. Children to carry out surveys to identify the gap in the market. | **Maths** – data handling to collate results.  **Design Technology** – begin the process of identifying a product to create. | Training for creating apps in home country. | Survey results to be shared – are there similarities between what children would like to develop? |
|  | 2 | Moving on to think about the technology that will need to be used to enable effective use of apps. Children to have the opportunity to experiment with iPads and tablets in lessons – not necessarily just using apps. Use of inbuilt cameras to film, take pictures, create movies. How do the children feel about using these technologies in class? | **Design Technology** – recording and evaluating successful use of iPads in lessons. Encourage children to think about what worked to help their learning and what was distracting or not useful.  **ICT** – using technology that is available to the best effect. Teaching children to use programmes such as iMovie and Garage band. | Meeting with project partners to share planning ideas. |  |
|  | 3 | Evaluation of the research we have carried out this year. An app needs to be created, what would be most useful? Children to work in groups to create a proposal for their app. This can be a week long project – they need evidence from their market research and their experimenting stage. They might want to include labelled diagrams showing what their app will look like. They will need to write a report explaining why their app is the best. Hold a ‘Dragon’s Den’ style event. Each class is to pick their best app idea. The team will present their ideas to the panel who will make a decision based on what they see. | **Literacy** – a report justifying the creation of our new app.  Emphasis on cross curricular learning at this stage, |  | Share our app ideas. What is each country going to go ahead and design? Try to ensure that there is not too much overlap so that we have several distinct apps that we can all use. |
| 3 | 1 | Development of our product. The app will have been agreed in Y2. All year groups to be involved in developing their level – app to have different levels for children to move to as they progress. Children can design graphics and have input on content. | **Computing** – designing their app.  Emphasis on problem solving skills. |  |  |
|  | 2 | Possibility that Term 1 work will need to continue. Opportunity for children to test their product out on local schools in home countries and Erasmus+ partners. Any problems can then be ironed out. Generate first lot of feedback and evaluation. | **Design Technology** – testing and evaluating product. |  |  |
|  | 3 | \*See final outcome\* |  | Project partners to be invited to each other’s app launch. | App launch. Children to organise and hold a press conference in their home countries to launch their app. |