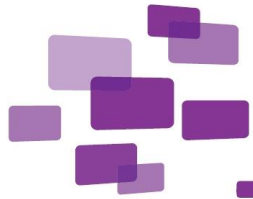




IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER



iTEC

Designing the future
classroom

Meets



New Experiences for Engaging Learning

Mónica Azpilicueta MA Biology
Joanne Fogarty BA Hons.
Gonzalo García MA Physics

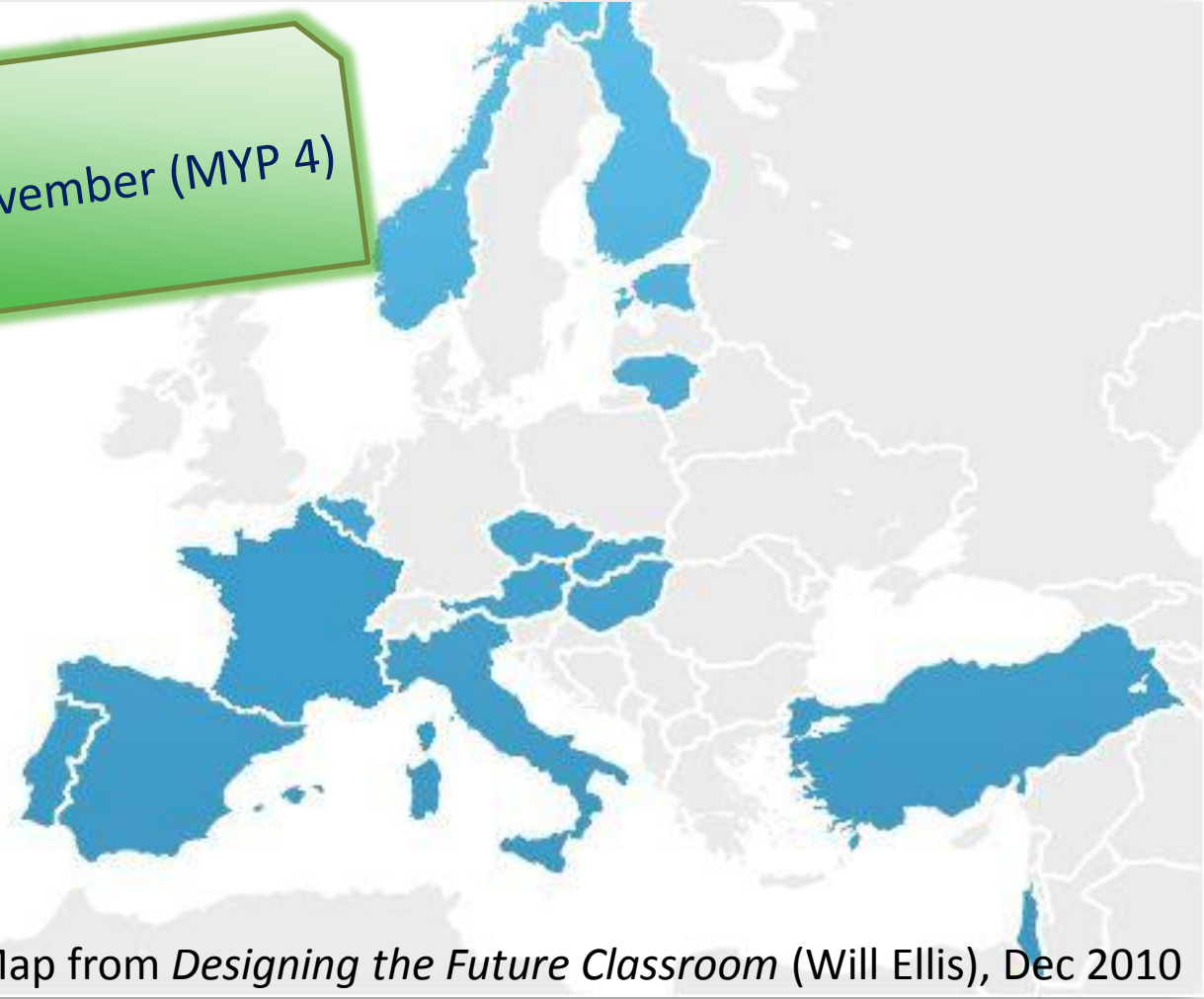


Atlántico



SEK-Atlántico International School

PYP: Authorized School
MYP: Verification Visit in November (MYP 4)
DP: Candidacy School



Map from *Designing the Future Classroom* (Will Ellis), Dec 2010

www.sek.es





iTEC

Classroom

innovative

Designing the future
classroom



Technologies for an Engaging



Trends driving Innovation in Schools

from: Cranmer S., Ulicsak M. (2011) D2.1 - Summary Report of Scenarios Development Process.

Trends

iTEC Map



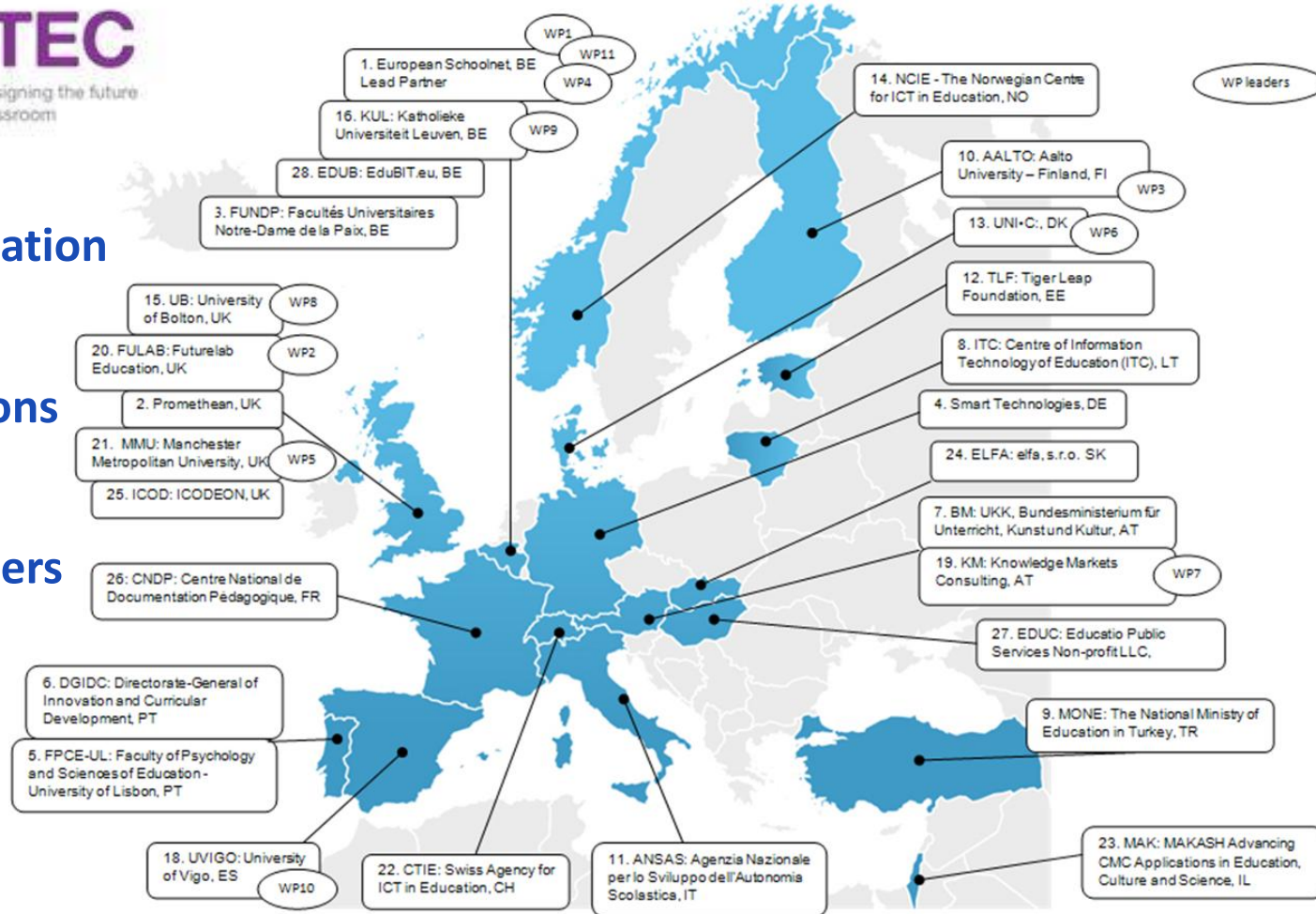
15 Ministries of Education

Educational Institutions

Experts and researchers

ICT providers

Innovative teachers



Map from *Designing the Future Classroom* (Will Ellis), Dec 2010



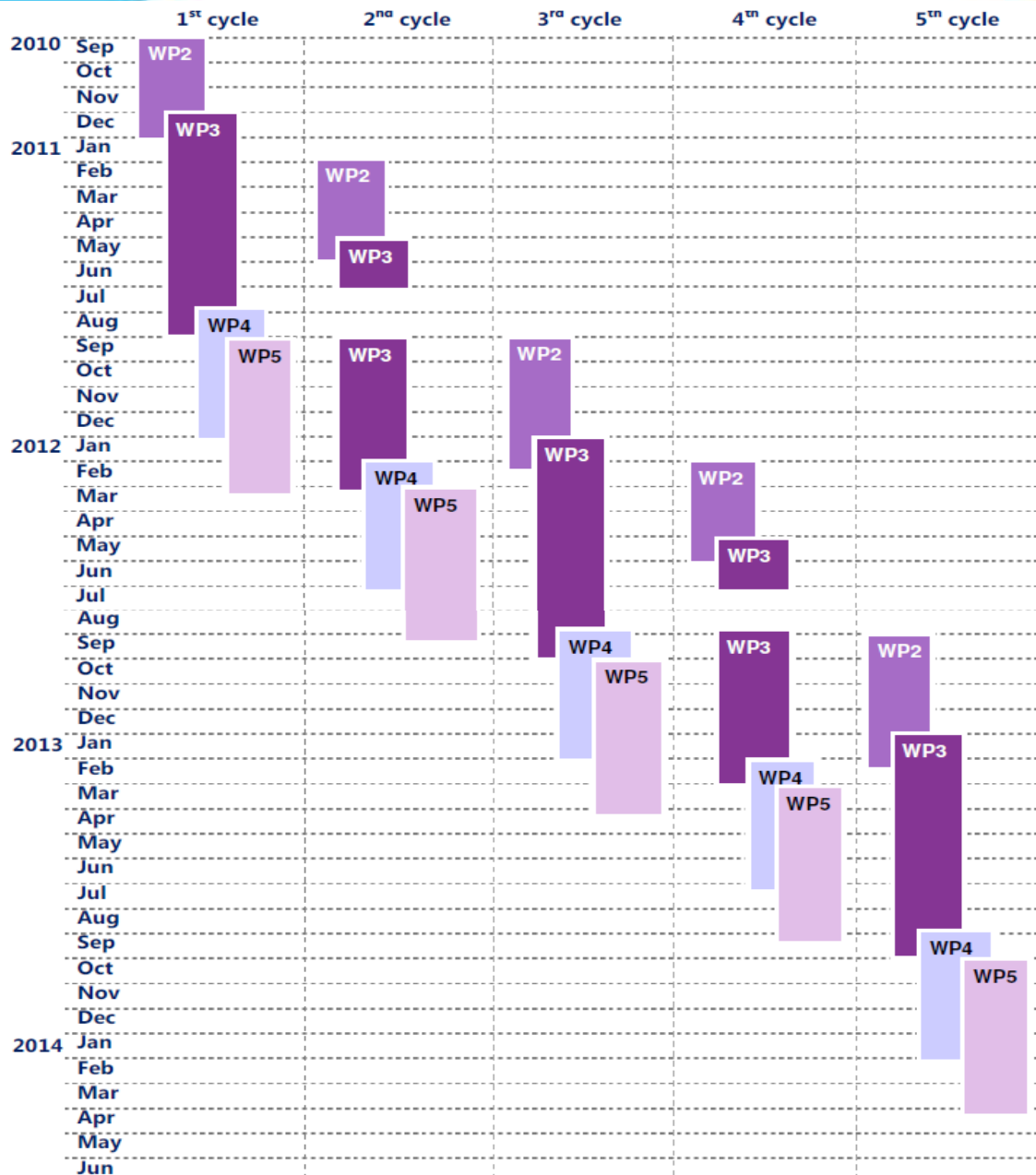
iTEC

Technologies

**Student
participation**

Teamwork

Collaboration



iTEC project overall view:

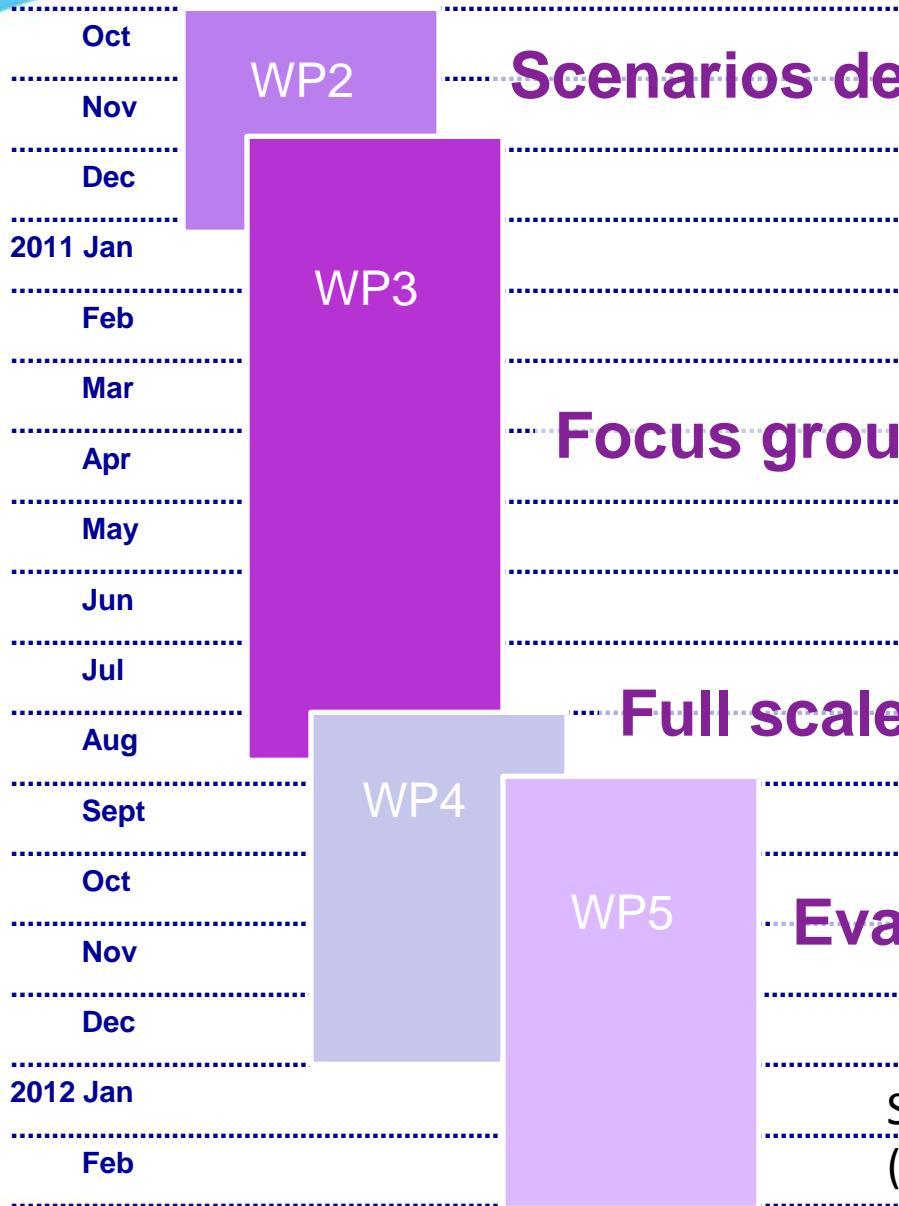
Project progress



Source: *Designing the Future Classroom* (Will Ellis), Dec 2010



2010 Sep



Scenarios development

Focus groups and Pre-pilots

Full scale pilots

Evaluation

One cycle basic structure:

Source: *Designing the Future Classroom*
(Will Ellis), Dec 2010



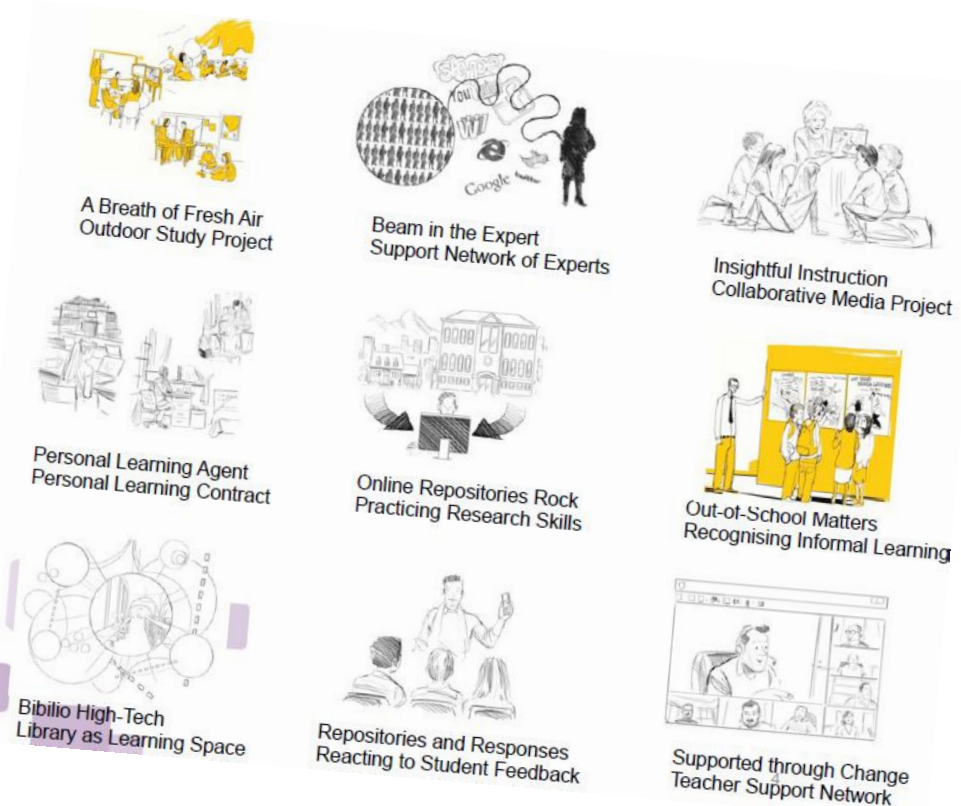
Vocabulary:

- **Learning Scenarios:**

General descriptions of classroom learning experiences drawn from emerging trends in education, society and technology.

They describe the context and environment in which the learning takes place and the interactions between teachers and students.

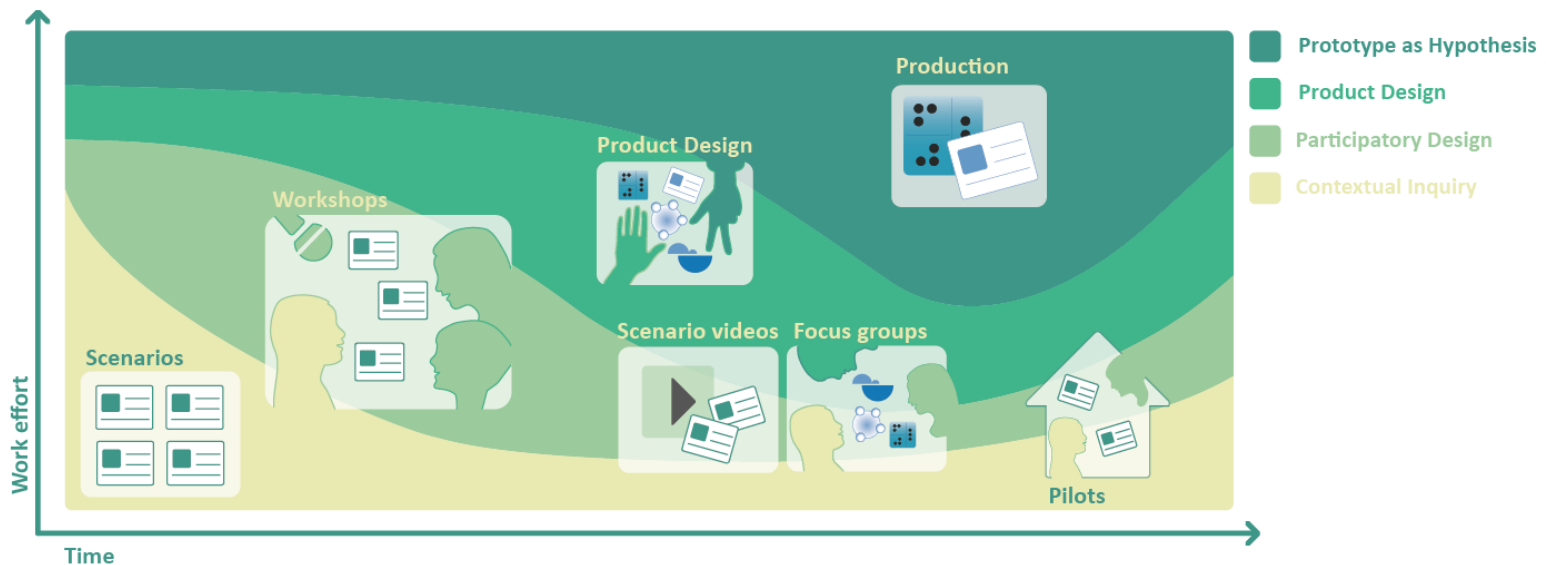
Their purpose is to provide a vision of teaching and learning to help teachers evaluate and rethink their current practice.



Source: *Designing the Future Classroom* (Will Ellis), Dec 2010

- **Learning Activities (LA):**

are based on Learning Scenarios and describe classroom activities. “Working in teams”, “creating multimedia presentations” and “reflecting on learning” are all examples of Learning Activities.

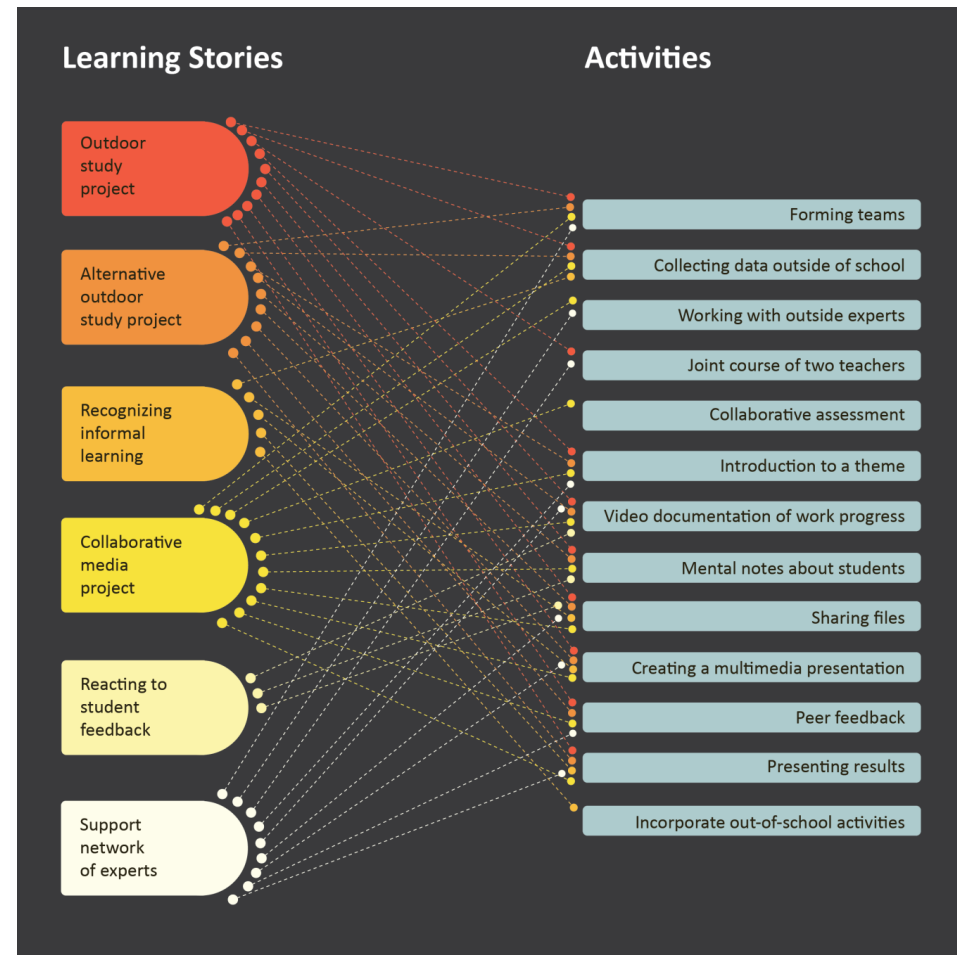


Scenarios to learning activities

Source: *Designing the Future Classroom* (Will Ellis), Dec 2010

- **Learning Stories (LS):**

are produced when Learning Activities are packaged together to provide a comprehensive learning experience. They provide a narrative that relates the what? who? and why? of a lesson or a unit of work. In the iTEC Project they were often used to illustrate what a pilot lesson might look like in order to stimulate ideas. Pilot teachers related them as part of their evaluation.



Source: *Designing the Future Classroom* (Will Ellis), Dec 2010

Some iTEC results:

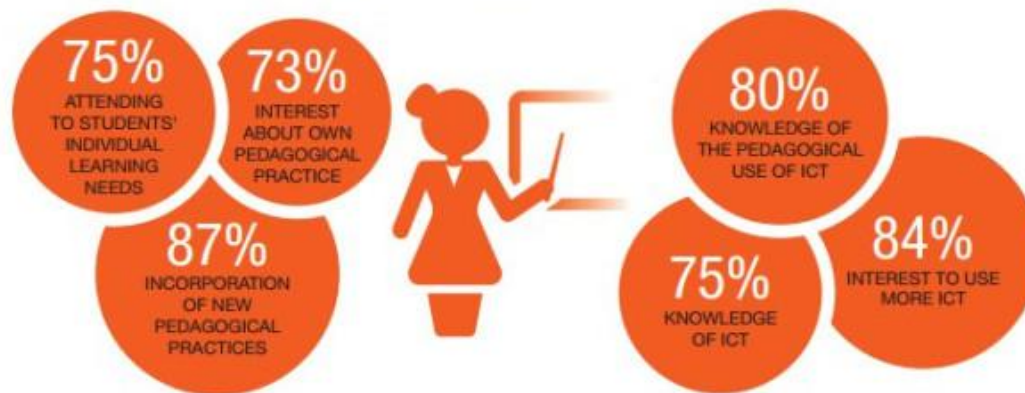
Source: Evidence of the impact of iTEC on teaching and learning
Source: *Impact of iTEC on teachers and pupils* (Alexa Joyce), October 2013
(Cathy Lewin, Will Ellis, Maureen Haldane, Sarah McNicol), May 2013

iTEC in Schools

Carrying out iTEC learning activities had a positive impact on **students'**



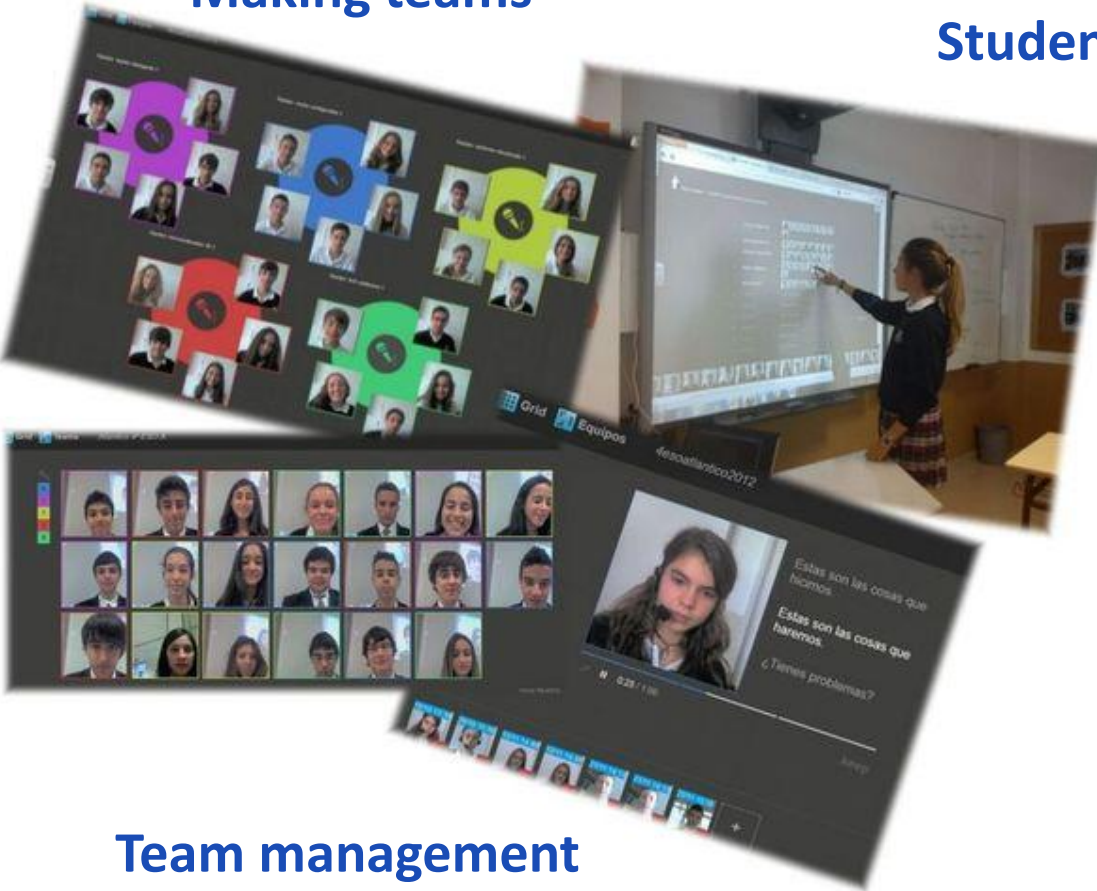
Carrying out iTEC learning activities had a positive impact on **teachers'**



Showing the percentage of teachers agreeing, n= 826

TeamUp

Making teams



Team management

Students voting



Reflection

Design process of pilot cycle 4



Design Process of Pilot Cycle 3



Equivalences iTEC - IB

iTEC cycle 3	iTEC cycle 4	IB
Design Brief	Dream	REFLECTION
Contextual Enquiry	Explore	
Product Design	Map	
	Make	
Participatory Design Workshop	Ask	
Final Product Design	Re-Make	
	Show	
Reflection		
		Initial Assessment
		Enquiry
		Continuous Assessment
		Final Assessment
		Reflection

Reflection		Reflection
	Show	Final Assessment
	Make	

What we've done (our experiences):

Cycle 3

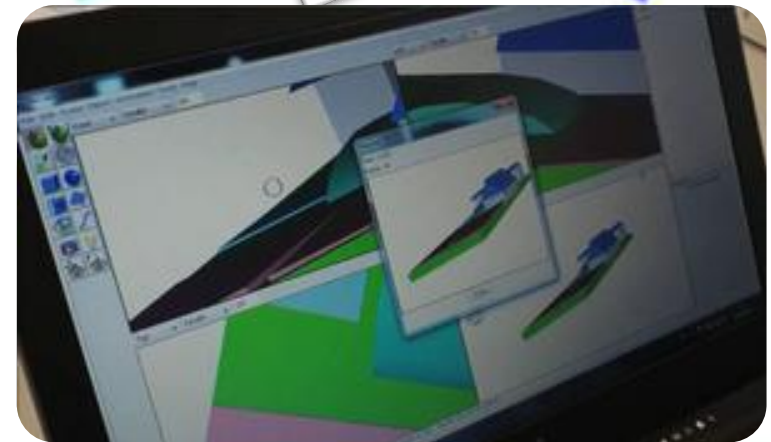
6th grade

Redesigning School



MYP3

Physical Simulation
(Creating an Object)



10th grade

Redesigning School

What we've done (our experiences):

Cycle 4

6th grade

Telling a Story

MYP3

Telling a Story

10th grade

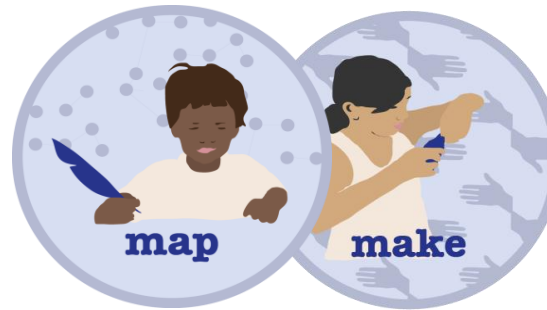
Telling a Story



design
brief



product
design



contextual
enquiry



final
product design



reflection



participatory
workshop



Dream

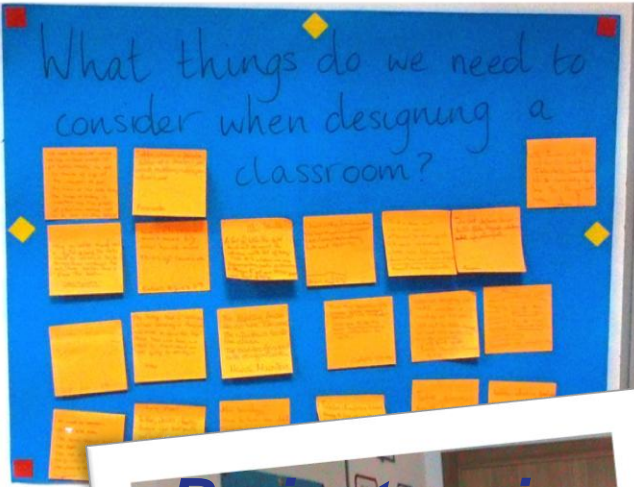
Design Brief...

Laboratory

design brief



dream



Brainstorming



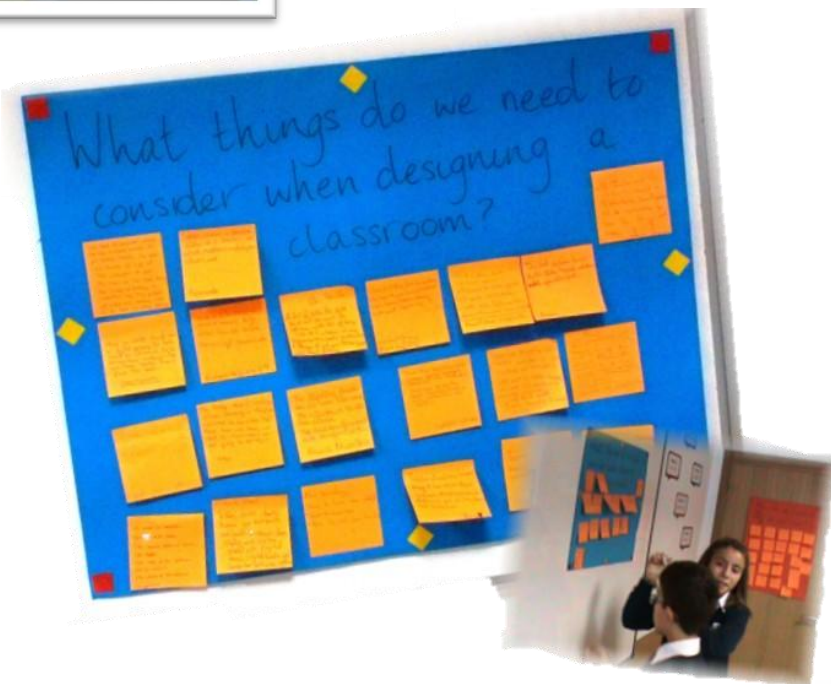
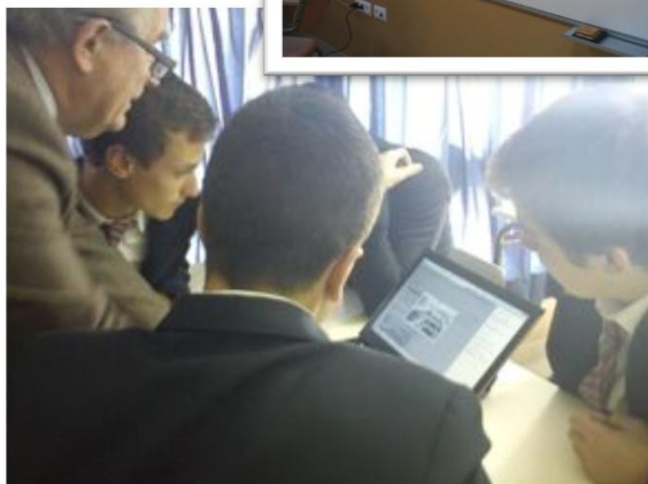
Moving on...



contextual
enquiry



explore



contextual enquiry



explore



Apellido	Nombre
Curs, Grupo	Alfabeta
Fecha	

Materiales:

- cañas de bambú de diferentes tamaños
- hilo/lana /cuerda
- 3 trocitos de madera

Idea:

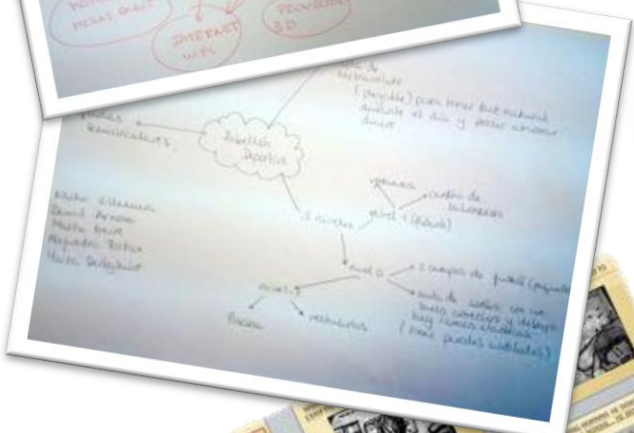
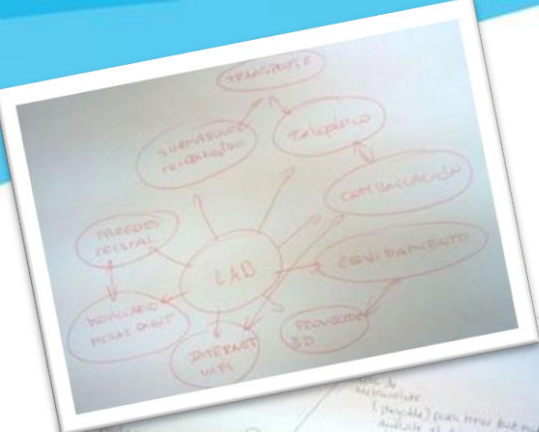
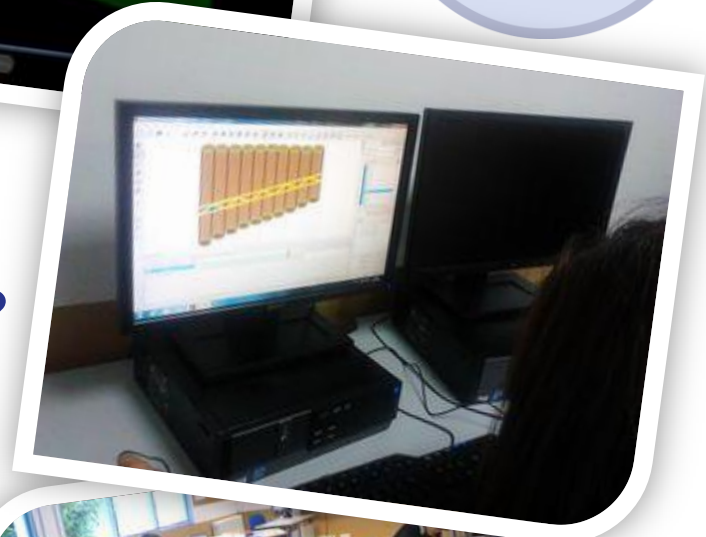
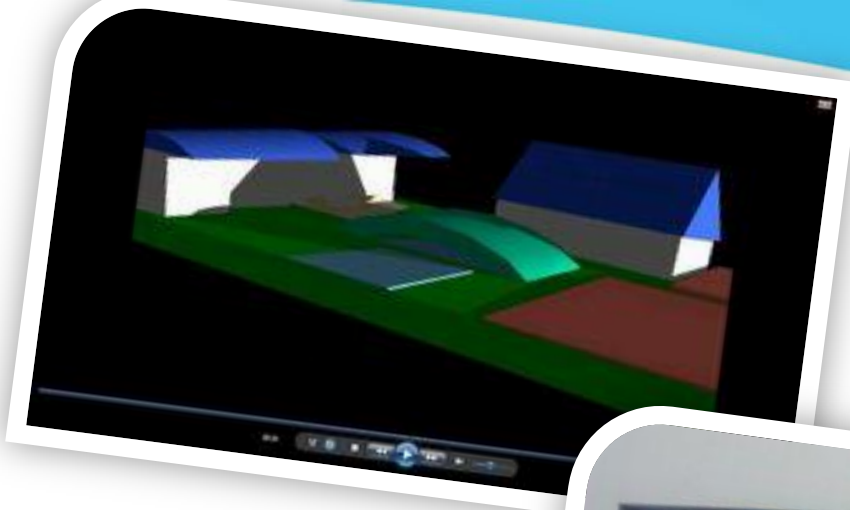
- Tapar los agujeros más sencillos
- las cuerdas de diferentes tamaños diferentes maderas en cada tubo
- trabajar con los sonidos a través de la flauta, luego se compara con el piano.



- ### Miembros:
- Manuel
 - Rita López
 - Lidia C
 - Carl

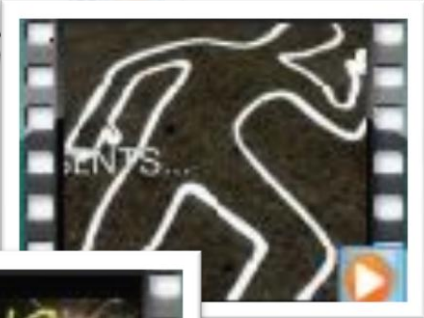
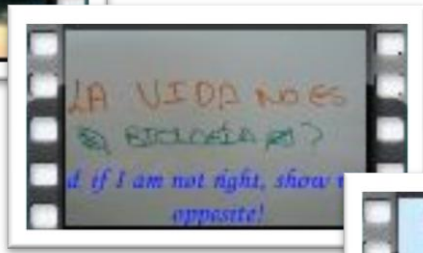


Product design

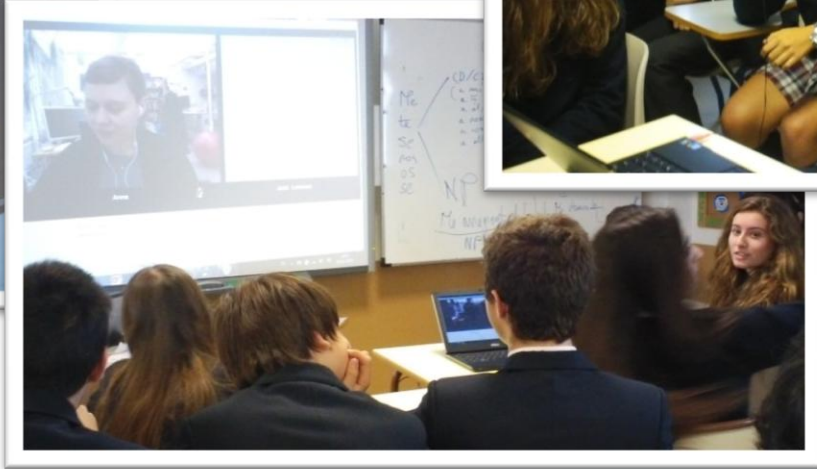
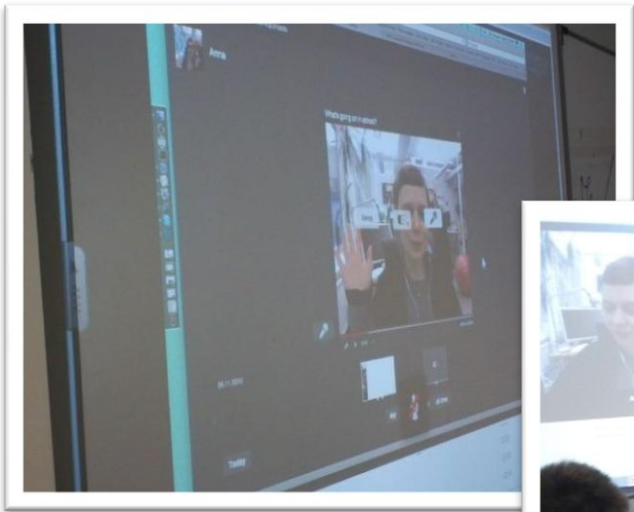


Format....????

Product design



Participatory Design Workshop



**final
product
design**

show



reflection



SMART Response

Reflect & assess final reflections
 Matemáticas presentes mundo
 Provoca un interés de aprender real,
 matemáticas de una forma diferente
 PROYECTOS+PROYECTOS...=VIDA

Itec
 An innovative and simple way of learning maths
 Smagus būdas mokyti ir masyti.
 Uma boa ferramenta para aprender que deveria levar-se a outros eidos.
 C'est une creative forme d'apprendre à travailler dans une équipe

LS: Tell a story

Robo joya

Helicopter stability

Reflect & assess

Comenzar a crear un primer boceto no nos hizo tener que utilizar la imaginación, buscando una historia original educativa

map

En mi opinión fue la parte más compleja del proyecto de ITEC, había que desenvolverse para realizar la idea entre todos los miembros del colectivo

La considero la parte más aburrida del proceso del trabajo. Complicado no, pero sí aburrido.

No creo necesario plasmar ideas en un papel si ya están escritas en tu cabeza.

Crear el guión fue la parte más aburrida

I personally think this part was definitely NOT the most boring one because here we got to use our imagination and just let creativity flow

Nos ayudó a mejorar nuestra creatividad y originalidad, a pesar de que al final no se usó demasiado

Tuvimos que hacerlo en poco tiempo, no fue fácil

Desarrollar la creatividad e ideas de los alumnos

En este paso del trabajo, planeamos en un archivo de power point los pasos de nuestro trabajo, como lo haríamos y cuales serían las partes. Lo subimos a facebook que es el lugar donde lo vio y comentó la gente

No fue lo más divertido del mundo pero fue necesario para la organización del trabajo

Los grandes proyectos empezaron como un grano de arena, lo importante es darle forma.

Un trazo con un lápiz no marca el transcurso de la actividad.

La parte del storyboard fue amena porque incluimos dibujos

En mi opinión fue una tarea motivadora.

Necesidad de compañerismo

Lo malo es que nos llevó mucho tiempo

El hecho de perder una clase o más haciendo el guión nos quitó tiempo de hacer lo que realmente importaba que era el proyecto final, y el guión no nos sirvió de mucho

Fue la parte menos entretenida, dado que nos llevó bastante tiempo planificar nuestro trabajo. Negativo, podríamos haber recibido más ayuda.

reflection

Tech assisted reflection



TeamUp



Reflection with the community



**final
product
design**

show





iTEC

Designing the future
classroom

nnovate

ducate

reate



Pictures and videos from SEK-Atlántico International School archive.
Photographers: Monica Azpilicueta, Joanne Fogarty, Gonzalo Garcia,
Antonio de Ron and Rafael García

iTEC maps on slides 3 and 7 from *Designing the Future Classroom* (Will Ellis),
December 2010

Graphics and infographies on slides 3, 7, 8, 9, 10, 11 and 12: *Designing the
Future Classroom* (Will Ellis), December 2010

Cloud model on slide 6 from Cranmer S., Ulisack M. (2011) D2.1 – *Summary
Report of Scenarios Development Process*

iTEC schedule infography on slides 8 and 9 from *Designing the Future
Classroom* (Will Ellis), December 2010

iTEC scenario samples on slide 10 from *Designing the Future Classroom* (Will
Ellis), December 2010

iTEC Scenario to Learning Activity infography on slide 11 from *Designing the
Future Classroom* (Will Ellis), December 2010

iTEC Learning Story vs Activity infography on slide 12 from *Designing the
Future Classroom* (Will Ellis), December 2010

Infography on slide 13: *Impact of iTEC on teachers and pupils* (Alexa Joyce),
October 2013

Graphs on slide 13: *Evidence of the impact of iTEC on teaching and learning*
(Cathy Lewin, Will Ellis, Maureen Haldane, Sarah McNicol), May 2013

For further enquiries:



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