GUIDE FOR THE DESIGN OF CRISS DIGITAL COMPETENCE ASSESSMENT SCENARIOS FOR CERTIFICATION

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TABLE OF CONTENTS

I. INTRODUCTION

The present guide is an internal guide that was created in order to guide the user partners to design a CAS to the CRISS pilot. The guide proposes a work process that requires information detailed in a specific structure. After its validation, the information has been transferred to the Scenario Creation Tool (http://www.criss.tech).
This document is provided as a useful reference rather than a guide. You can check it to see all the elements that comprise a CAS.

The H2020 CRISS project (http://www.crissh2020.eu/) is the demonstration of a scalable and cost-effective cloud-based digital learning infrastructure through the Certification of digital competences in primary and secondary schools.

The CRISS Operational Concept (see Annex I) proposes five areas that group 12 sub-competences. Each sub-competence is composed of a set of performance criteria (PC) (between 2 and 4) which translate the competences into more concrete elements of what students should be able to demonstrate. Each performance criterion is assessed according to a set of indicators. These indicators are observable characteristics of the PC and consist of predefined measures or other types of qualitative information which learner evidence will be measured against or evaluated with.

The descriptors of each indicator are a guideline and can be concreted and adapted to each rubric taking into account the evidence that is going to be assessed.

To make sure that each Performance Criteria is well assessed **Indicator rules** needs to be respected:

- In **each event** a minimum of 2 indicators have to be used -along the CAS- (both indicators need to be from the same PC).

CRISS methodological approach is based on the pedagogy of integration. Rather than only testing students' digital knowledge and skills, a model based on the pedagogy of integration allows teachers to assess students' digital competence as embedded in disciplinary or interdisciplinary problem situations.

This approach confronts the student with meaningful situations and demands the mobilization of a set of competences in order to solve the problem or achieve the expected learning outcomes. In this sense, "the pedagogy of integration" involves developing integration activities that require a higher level of sophistication or complexity than typical standard tests on digital skills or knowledge. At the same time, integration activities are those that allow different competences and subjects to be assessed in the same learning scenario. With the pedagogy of integration, CRISS adopts a learner-centred approach that puts the learner at the heart of the learning process.

As a result of the CRISS project, this guide provides teachers with a procedure to develop a CAS (Competence Assessment Scenario) including the elements that a CAS should contain and concrete examples (the complete CAS can be found in the Annex II).

The design of a CAS has not necessarily to be started from scratch, in fact it is also possible to take advantage of a learning project, didactic unit or a lesson plan, learning activity, etc. already available and adapt them to the specific and necessary format.

Taking into account that not all the teachers are used to work with the CRISS approach it is important to follow the guide in order to:

- Facilitate the work of the teachers that will participate in the pilots and help them to choose the most relevant for them.
- Ensure that the CRISS approach is respected as much as possible.
- Provide all the elements needed to perform the activities (files, links, documents, etc.).
- Provide all the elements needed to perform the assessment (files, links, documents, etc.).
- Justify the assessment methodology (why did you choose that methodology? when will it be performed? etc.).
- Make sure that the instructional approach selected is reflected on the description of the activities and in the tasks and justify it to help teachers to choose relevant scenarios.

Digital Competence Certification Scheme (DCCS)

A DCCS is a set of CAS (competence assessment scenarios) for Digital Competence Certification.

A CAS for DC certification must respect the following conditions:

- Be relevant for 14 to 16 years old students.
- Clearly identify required critical previous knowledge and skills related to subject/discipline (e.g. interpreting maps, basic maths) and digital competence (e.g. using text processor). They are crucial to present an unbiased certification process.
- Make explicit the instructional approach.
- Make explicit the subject or disciplines.
- Implement a student-led approach.
- Ensure a minimum teacher intervention for ensuring assessment fairness (a certification process demands minimum teacher intervention focused on practical issues and not directly related to the student expected performance).

In order to identify and adapt an existing learning activity to a CAS you may start by answering the following questions:

Learning scenario definition

- Does the learning scenario include the development of the digital competence?
- Does the learning scenario have a disciplinary or interdisciplinary approach (the pedagogy of integration)?
- Does it involve more than one curricular / disciplinary competence?

Methodology

- Do the methodological strategies favor active learning?
- Does the learning scenario take into account different dynamics (individual tasks, group tasks, peers tasks, collaborative tasks, etc.)?

Assessment

- Does the teacher participate in the assessment process? (this requirement is essential).
- Can students participate in the assessment of their learning?
- Are the assessment strategies, methods, instruments clearly specified?
- Is the assessment strategy coherent with the learning purposes? Is the digital competence assessed?

II. HOW TO DESIGN A CAS (Competence Assessment Scenario)

A CAS can be designed in different ways:

A. From scratch
B. Adapting a scenario already designed or re-using other educational materials (strongly recommended)

Option A. From scratch

The process of learning design is something difficult to grasp. We do not pretend to present here a design methodology. We may suggest that a CAS can be designed following a bottom up approach through the development of subsequent specific activities and the identification of the targeted competences; or by adopting a top down approach by selecting first the competences to be developed and then propose the activities.

In any case, designing a CAS requires a continuous process of review and refinement. As the design of the CAS progresses we recommend to make sure that all the elements are coherently integrated.

Option B. Adapt a Scenario already designed (strongly recommended)

In case of adapting an existing learning scenario to a CAS or re-using other educational materials you have to take into account that:

- the evaluation of digital competence must reflect the CRISS DC operational concept of areas, sub-competences, performance criteria and indicators.
- the CAS must respect the structure and elements proposed in the guide.

III. GUIDELINES FOR DOCUMENTING THE CAS

CRISS scenarios are implemented in a tool that requires a specific way to document the CAS. For this reason, the way to convey the scenario information according to a predefined structure will help in the CAS implementation as well as in a previous step of the CAS analysis for validation (this process is undertaken to ensure the full compliance of the CAS to the CRISS requirements).

To assist you in the documentation of the CAS according the CRISS requirements we present in Annex II an example that illustrates each one of the CAS sections in their corresponding format.

Writing style guidelines:

- Neutral: in third person (the student, the teacher, the groups…)

Writing content guidelines: All the descriptions should answer the following questions to avoid miss information: (specially the tasks)

- **WHAT** (what they need to do, what is the product that the students will do - the evidence),
- **BY WHO** (student, peers, groups, teacher…),
- **WHEN** (describe the steps - *e.g. The students will write an essay about (...). Once it will be finished, his/her peer will review it taking into account (...)*,
- **HOW** (individually, by group, by peers, one computer for each student, one for each group…),
- **WHERE** (specify if is at home)

Proofreading: Detect and Correct all the mistakes

General guidelines:

- Respect the numbering of the sections.
- Respect the format and numbering of the tables.
- Keep the typography formats; lists; rows, columns and shading of tables.

Guidelines for tables:

- Table 1. Scenario Introduction - Additional rows or columns cannot be added. The table must have just two rows (title and narration).
- Table 2. Scenario summary - Additional rows or columns cannot be added. Respect the bullet list of the sections.
- Table 3. Description of learning activities and resources - You can add as many rows as you need taking into account the amount of activities and its tasks. Each activity has to include a set of 3 rows and 3 columns. Each task has to include a set of 4 rows and 3 columns. The format of the table must be respected.
- Table 4. Assessment of the CAS - Rows can be added according to the number of activities and tasks included in the CAS. Each task has to include a set of 1 rows and 8 columns. The format of the table must be respected.
- Table 5. Digital Competence of the CAS - Rows and columns can not be added. Check with the number of the task (e.g. “Task 1.1”) the corresponding box. Respect the format of the table.

Guidelines for attached documents:

- All the documents related to activities, assessment instruments and resources may be attached to table 3 and table 4 indicating the name of the file according to the following specifications. The same has to be linked to the corresponding file.
- Name of activity:
  CAS_*abbreviation of the title of the sceario*_ACT#_*Name of the activity*
- Name of instrument:
  CAS_*abbreviation of the title of the sceario*_INS#_*Name of the instrument*
- Other documents:
  CAS_*abbreviation of the title of the sceario_Name of the document*

1. SCENARIO INTRODUCTION

The introduction aims at providing a brief written overview on the scenario. The scenario narration must follow a specific order composed of the following elements:

- Title
- Main purpose of the CAS (What are the students asked to do? What are they expected to achieve?)
- Age of students targeted by the CAS (we are now focusing on 15-16 y/o)
- Number of activities and duration (hours and days) of the scenario
- Description of the teaching approach: methodology and work dynamics
- Assessment system: methodology and instruments
- Competences and subjects involved
- Topics developed in it
- Presence of the digital competence (please refer to our operational concept)

In the table below we provide some sentences' prompts to support the writing of the CAS introduction. If necessary, information to further explain the different sections can be added.

Table 1. Scenario's introduction.

"Title"
"Title" is about *a project / activity* **whose main objective is ...** *the elaboration / creation / design of / etc. ...* (what are students asked to do? what sub-competences are they going to develop?). *This project / activity* **is designed for students of** … **years old**. **"Title" consists of** ... (#) **activities and has a duration of** ... (#) **hours**. **The learning methodology (or instructional approach) that will be used in** *this project / this activity* **is**.... *(Name of the instructional approach)* **and will be used** because….. **Students will develop the work in a**... *(individual / group / collaborative / etc.)* **way**. **The curricular / disciplinary competences involved in the scenario are** ... *(in case there is more than one, please, describe the interaction between them)*. **The Digital Competence is developed through …** . **The subjects involved are** ... **and the main themes are** …. ... . **The assessment of "Title" is carried out through**... *(describe the assessment methodology)*. *(Name of the assessment methodology)* **and will be used** because**... The assessment instruments developed are** ... *(name the assessment instruments)*. **The evaluation is planned** ... *(temporality: during or after the activities, at the end of the whole scenario, etc.)*.

See example in Annex IV *Table 1. Scenario's description.*

2. SCENARIO SUMMARY

The purpose of the following table is to present a structured representation of the written scenario.

After completing this table 2 it is recommended to review the written introduction in Table 1 and verify that both contain the same information and are complete.

Table 2. Scenario's summary.

<table>
<tr><th colspan="5">SUMMARY</th></tr>
<tr><td>Scenario (title)</td><td colspan="4">Title: Brief title that give an idea of the subject of the CAS</td></tr>
<tr><td>Main Purpose</td><td colspan="4">Describe in detail the main purpose of the scenario explaining in particular the acquisition of sub-competences.</td></tr>
<tr><td rowspan="2">Curricular areas (Skills / Subjects / Themes)</td><td>Subjects[1] /Competences[2]</td><td colspan="3">● Subjects according to the curriculum of your country / region. For the moment chose among the subjects common in all the countries:
Mandatory subjects
- Maths
- English
- Science (Biology, Chemistry)
- History
Transversal subjects
- Music
- ICT/Computer Science
- Arts
- Geography
- Civics/Social education</td></tr>
<tr><td>Themes[3]</td><td colspan="3">●</td></tr>
<tr><td rowspan="2">Instructional approach (methodology)</td><td colspan="4">Strategies, techniques and methods that a teacher can adopt to fulfil the various learning objectives.
examples: Project-based learning, Problem-based learning, Work-based learning, Inquiry-based learning, Case-based learning, Experiential learning, Direct instruction, Instructional simulation, etc.</td></tr>
<tr><td colspan="4">Explanation to justify the instructional approach and to help teachers to choose relevant scenarios.</td></tr>
<tr><td rowspan="2">Assessment Methodology</td><td colspan="4">Strategies, techniques and methods that a teacher can adopt to evaluate the learning process.
examples: self-assessment, peer evaluation, group assessment, teacher assessment, etc.</td></tr>
<tr><td colspan="4">Explanation to justify the assessment methodology.</td></tr>
<tr><td>Assessment instruments</td><td colspan="4">Tools for assessing learning outcomes
Examples: Questionnaire, Rubrics, Observation grid, etc.</td></tr>
<tr><td rowspan="2">Work dynamics</td><td colspan="4">Taking into account all the tasks, the CAS has:</td></tr>
<tr><td>Individual Tasks</td><td>x</td><td>Collaborative tasks</td><td>x</td></tr>
<tr><td>Workload</td><td colspan="4">Number of hours needed to perform the CAS</td></tr>
</table>

[1] if the pedagogical approach of your institution is organized by subjects, please, list the subjects that are going to be worked in the scenario.

[2] if the pedagogical approach of your institution is based on competency-based learning, please, list which competences are going to be worked in the scenario in addition to the Digital Competence.

[3] please, list the themes of the syllabus that the scenario is going to deal with.

Activities	Number of activities of the CAS
Age range of students	Age range. *Example: 14-16 y/o*

See example in Annex II Table 2. *Summary of the scenario.*

3. SCENARIO ACTIVITIES AND TASKS

The following table has to be used to describe the learning activities, the tasks included in them, the resources composing the scenario and the workload.

The following points should be taken into account:

- Activities have to contain a more general description of what the students are going to perform, what are they expected to achieve, etc. while the tasks have to describe in depth what the students have to do and the different steps of the work.
- Tasks' descriptions can include digital competence references (e.g. 4.1.5.2) next to concrete actions in order to make clear which action leads to the evaluation of a competence.
- Please, remember that each activity has to contain at least one task (this format is required also by the functioning of the platform). Activities without any task will not be accepted.
- Resources may be listed taking into account all their different types (human, material, technological, etc.)
- The documents providing further description and information about the activities and the resources may be attached indicating the specific activity they belong to.

Table 3. Description of the learning activities and resources.

ACTIVITIES DESCRIPTION AND LEARNING RESOURCES		
Activity 1	**Title**	**Doc. attached**
Description	*(description of the activity)* general description of what the students are going to perform, what are they expected to achieve, what are the etc.	
Total Activity Workload		
Task 1.1	**Title**	**Doc. attached**
Description	*Description should include two parts (A and B):* ***A) DESCRIPTION:*** *(description of the task)* the tasks have to describe in depth what the students have to do and the different steps of the work. Description should include digital competence references (e.g. 4.1.5.2) next to actions so that it is clear to the evaluator what competence is addressed.	

	B) EVIDENCE: *The task should generate an evidence (physic or not) through which the assessment will take place.* ***Here we need to write down WHAT is/are the <u>evidence(s)</u> and the <u>assessment instrument</u> that we will use to assess it.*** ***Evidence: Name*** *(*Examples: presentation, text document, record of the work, teacher's observation, management of the shared space…) ***Assessment instrument: Name*** ***Indicators: indicate***	
Resources	*(list and description)*	
Task Workload	*(number of hours)*	
Activity 2	**Title**	
Description	*(description of the activity)*	
Total Activity Workload		
Task 2.1	**Title**	**Doc. attached**
Description	*Description should include two parts (A and B):* ***A) DESCRIPTION:*** ***B) EVIDENCE:*** ***Evidence: Name*** ***Assessment instrument: Name*** ***Indicators: indicate***	
Resources	*(list and description)*	
Task Workload	*(number of hours)*	

See example in Annex IV *Table 3. Description of learning activities and resources.*

4. SCENARIO ASSESSMENT

The table below refers to the assessment instruments and methods to be used in each task.

If the same assessment instrument and the related assessment methodology are used in more than one task, they should be present in each row and the related file should be attached again.

To complete the table and mark down the indicators that are going to be used in each task, please, see the Operational Concept and descriptors.

Table 4. Assessment of the CAS.

Activity Title	**Task**	**Assessment Methodology[4]**	**Instrument - Type**	**Indication to use it (instructions and guidance to carry out the evaluation)**	**When? (before - during - after)**	**Indicator**	**Doc. attached**
Act 1							
Act 2							

See example in Annex II *Table 4. Assessment of the CAS.*

5. MAPPING TO THE CRISS OPERATIONAL CONCEPT

This following table aims at quickly check the digital competence that is going to be assessed through the implementation of the CAS.

Indicators used to assess students has to be marked with the specific task “Task x.x” (e.g. “Task 1.1”). It will facilitate to do the mapping of each CAS and to know exactly the task where the indicator will be perform.

Table 5. Digital competence of the CAS.

Area	Sub-competence	PC	Indicators				
			1	2	3	4	5

[4] The CRISS assessment approach foresees that the assessment can be conducted by different actors. Nevertheless, at the current project stage only the teacher assessment has been implemented in the platform. Additional assessment approaches (self, peer and/or group) can be performed separately (i.e. not in the platform) and can be recorded and uploaded by the teacher. As the project continues to develop, further assessment approaches will be implemented into the platform allowing for wider use of the tool itself.

1. Digital citizenship	1.1. Creating and managing digital identity with privacy, and taking care of health and well-being	1.1.1					
		1.1.2					
		1.1.3					
		1.1.4					
	1.2. Protecting data and digital systems and be ethical and responsible when using digital technology	1.2.1					
		1.2.2					
		1.2.3					
	1.3. Engaging in citizenship using digital technologies	1.3.1					
		1.3.2					
		1.3.3					
2. Digital communication and collaboration	2.1. Communicating through digital technologies	2.1.1					
		2.1.2					
		2.1.3					
	2.2. Collaborating through digital technologies	2.2.1					
		2.2.2					
		2.2.3					
3. Search and manage digital information	3.1. Planning, searching and critically selecting data, information and digital content	3.1.1					
		3.1.2					
		3.1.3					
	3.2. Managing data, information and digital content	3.2.1					
		3.2.2					
4. Digital content creation	4.1. Developing digital content	4.1.1					
		4.1.2					
		4.1.3					
		4.1.4					
		4.1.5					
	4.2. Developing creativity using digital technologies	4.2.1					
		4.2.2					
5. Digital problem solving	5.1. Applying digital solutions to identified needs	5.1.1					
		5.1.2					
	5.2. Solving technical problems	5.2.1					
		5.2.2					
	5.3. Programming and configuring digital tools, applications and devices	5.3.1					
		5.3.2					

See example in Annex II *Table 6. Digital competences of the CAS.*

Annex I - Operational Concept scheme

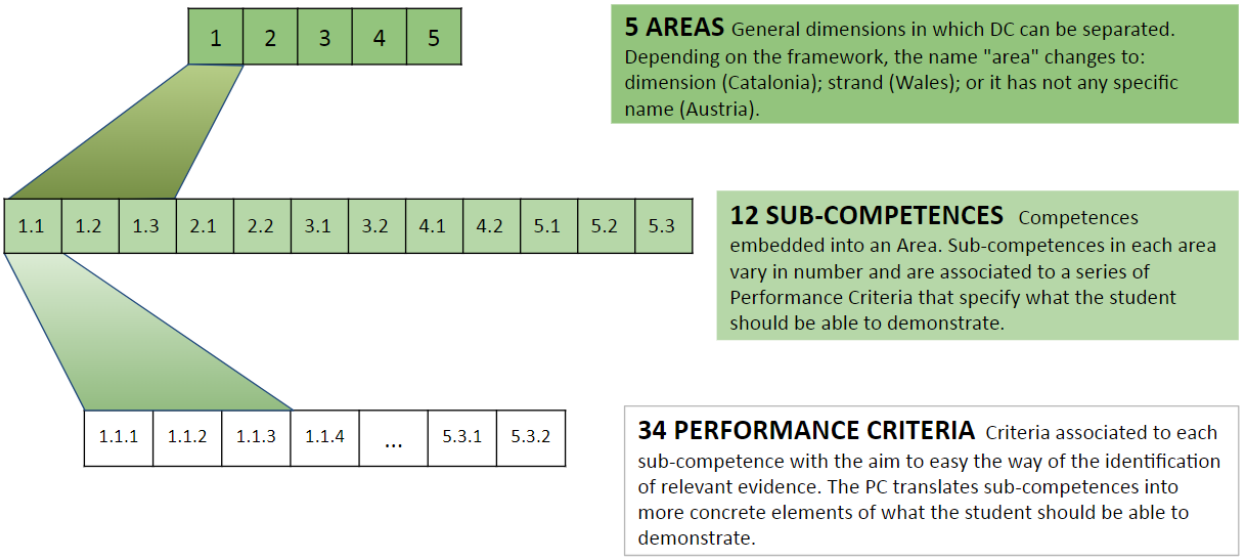


Figure 1. Operational Concept

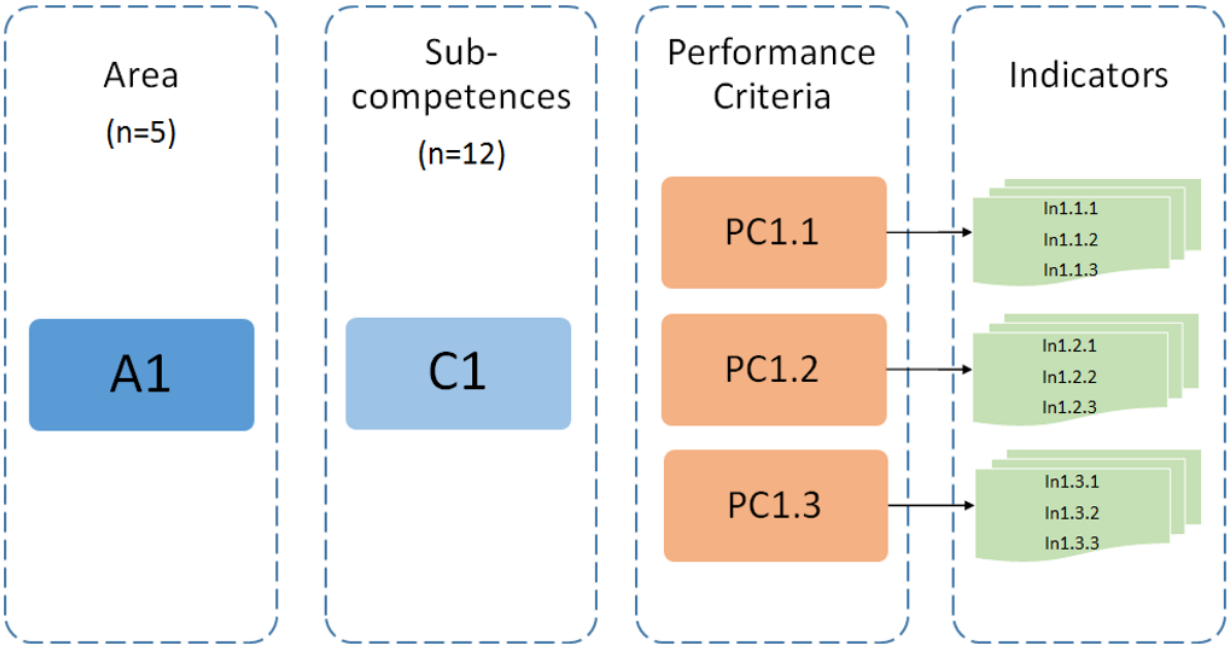


Figure 2. Hierarchical structure of DC.

Annex II - CAS Design example

1. SCENARIO INTRODUCTION

The introduction aims at providing a brief written overview on the scenario. The scenario narration must follow a specific order composed by the following elements:

Table 1. Scenario's description.

"Was Oliver Twist a son of the Industrial Revolution?"
"Was Oliver Twist a son of the Industrial Revolution?" is about a project **whose main objective** is the creation of a digital timeline providing answers to the question that gives its name to the project, in which students must include some information about the main changes and inventions of this historical period. Evidence from the project will be uploaded to the CRISS platform library by the teacher or the students depending on the type of resource or product and then, these resources will be used by each student to create his/her "Portabily" project (multimedia presentation). This project **is designed for students aged** 14-16 years old. **"Was Oliver Twist a son of the Industrial Revolution?" consists of** 5 **activities and has a duration of** 12 hours and 30 minutes. **The learning methodology (or instructional approach) that will be used for** this project is project-based learning because it is proved to be an effective way to learn and develop deeper learning competencies. Projects engage students and provide relevance for learning. Students make learning memorable because it is meaningful and interesting. In a project, students learn how to take initiative and responsibility, they work collaboratively, communicate their ideas, build their confidence and manage themselves better. In order to work on this project, collaborative and cooperative groups will be used. In collaborative learning students work together to search for a solution, to understand and/or to create a product of their learning. In cooperative learning, students depend on each other, at all levels, to be successful. Success depends upon everybody working towards the same objective. However, some individual work will be carried out in order to provide some time for individual thinking and creation. **The curricular/disciplinary competences involved in the scenario** are communicative competence in the mother language, communicative competence in a foreign language (English), digital competence and learning to learn competence. The work done in each of the areas involved is important to provide a multidisciplinary answer to the question.

Digital Competence is developed through the design of a multimedia timeline in which students will include videos, images and text that they have created themselves using the information that they found on the internet, in text books, novels, reference books, etc., whilst always taking care to respect the authors' rights. Students will also play group games to check their existing knowledge of the subject and will share their ideas and outcomes using digital walls created by the teacher. Students will create a "Portabily" evidence in the CRISS platform in which they will gather all the work done in the Learning Scenario.

The subjects involved are History and English as a Foreign Language **and the main themes are** Industrial Revolution in England and "Oliver Twist", (see in more detail in Table 2 - Themes). English and History teachers will work together in this project, but not always at the same time. The activities are in a sequence that must be followed in order for them to be coherent. Activities 1, 2, 4 and 5 are part of History. Activity 3 is part of English. The sequence is the following:

- Activity 1 (History): 1 hour
- Activity 2 (History): 1 hour 30 minutes
- Activity 3 (English): 4 hours
- Activity 4 (History): 3 hours
- Activity 5 (History): 3 hours

The project is worked on mainly in History but English is a good supporting subject in order to make the most of the topic and to have a multidisciplinary view. After the first session (60 minutes), which introduces the project, both the History and the English teachers can start working on this Scenario, at the same time. However, the English part is much shorter and they will finish it within a week, whereas in History they will be working on it for 2-3 weeks, depending on whether students will do all the work in the classroom or they will finish some of the tasks at home.

The assessment of "Was Oliver Twist a son of the Industrial Revolution?" will be carried out through formative and summative assessment by the teacher, self-evaluation by each group of students and by individual self-assessment. The teacher's formative assessment will be used as an ongoing process of gathering information on the whole learning process by using evaluation rubrics for each of the tasks. This assessment will be used to keep a record of students' work, attitudes and development of competences, and also to readjust the planning of sessions, activities, tasks, groups, etc. At the end of the project, the teacher will do a summative assessment of the 'Portabily' evidence which should include all the tasks and work in which each student was involved and each student will have to hand in an essay in which he/she will have to give an answer to the project question and show what he/she has learnt about this historical period of time.

The assessment instruments developed are rubrics for the teachers, students and group activities and a digital self-evaluation tool, a gamification technique (Kahoot). An initial evaluation will be made before starting the project to evaluate previous knowledge. The teacher will make a note of the starting point of the class in order to readjust future sessions, if needed. During the project, teachers and students will use rubrics to evaluate their learning process and there will be a final assessment of the final product - “Portabily” evidence - done by the teacher. The teacher will also assess an essay written by each student in which they reflect about what he/she has learnt in the project. This essay will also be uploaded on the CRISS platform. Each activity and task will have its own assessment rubrics.

2. SCENARIO SUMMARY

The purpose of the following table is to present a structured representation of the written scenario.

After completing this table 2 it is recommended to review the written introduction in Table 1 and verify that both contain the same information and are complete.

Table 2. Scenario’s summary.

SUMMARY		
Scenario (title)	**Was Oliver Twist a son of the Industrial Revolution?**	
Main Purpose	This project has been designed with the aim of developing digital competence in the History and English classes in a well-integrated way. The title of the Scenario is used as a thread that students will follow and will learn about the Industrial Revolution while developing their digital, communicative and learning to learn competences as well. The Learning Scenario has 5 activities, 4 of them to be carried out in the History class and 1 for the English class. In these activities we are going to find a series of task that will help us to provide an answer to the question: Was Oliver Twist a son of the Industrial Revolution? develop the competences previously mentioned and learn about the Industrial Revolution. The tasks have been designed to be done mainly in small groups but there is also time for whole group and individual tasks. Assessment is an important part and it will be done by the teachers, students and groups at different moments and using different tools. Gamification is included in the evaluation as it is an important motivational tool for students. CRISS platform will be used to have access to the resources and to create a final “Portabily” evidence in which all the products of the tasks will be added and that students will include in their Portfolio.	
Curricular areas (Skills / Subjects / Themes)	Subjects / Competences	● Digital competence ● Communicative competence in the mother language ● Communicative competence in a foreign language (English)

<table>
<tr><td rowspan="2"></td><td></td><td>

Learning to learn
History
English

</td></tr>
<tr><td>Themes</td><td>
History:

Industrial Revolution in England and in Europe.
Inventions from the Industrial Revolution.
Women and children in the Industrial Revolution.
Industrial Revolution in your country, compare it with England’s.

English:

Charles Dickens - Oliver Twist.
Comprehension of oral texts (Oliver Twist).
Comprehension of written adapted texts (Oliver Twist).
Production of answers to comprehension questions about an oral or written text.

</td></tr>
<tr><td>Instructional approach (methodology)</td><td colspan="2">
Project based learning and collaborative learning groups.

Project Based Learning is a teaching method in which students acquire knowledge and skills by working on an issue for an extended period of time in order to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The elements present in a PBL methodology are:

Knowledge, Understanding, and Success Skills. The project must focus on student learning goals, content and skills.
Challenging Problem or Question. A meaningful question is the starting point of a project.
Sustained Inquiry. Students get involved in a process of asking questions, finding resources and using the information to provide answers.
Authenticity. The project features real-world context.
Student Voice & Choice. Students can take their own decisions within the project.
Reflection. Students must reflect on their learning process, on the quality and work that they do, on their difficulties and how to overcome them.
Critique & Revision. Feedback is important to improve students learning process. Students must provide and receive feedback from teachers and other students.
Public Product. Students must make their work public by presenting it. It would be ideal to show it beyond the classroom.

Collaborative learning groups

According to the UNESCO definition by Professor Deirdre Butler.

“Collaborative Learning is a process through which learners at various performance levels work together in small groups toward a common goal. It is a learner-centred approach derived from social learning theories as well as the socio-constructivist perspective on learning. Collaborative learning is a relationship among learners that fosters positive interdependence, individual accountability, and interpersonal skills. For collaborative learning to be effective, teaching must be viewed as a process of developing students’ ability to learn.
</td></tr>
</table>

	The teacher's role is not to transmit information, but to serve as a **facilitator for learning.** This involves creating and managing meaningful learning experiences and stimulating learners' thinking through real-world problems. The **task must be clearly defined** and be guided by specific objectives. Sometimes cooperative and collaborative learning are used interchangeably but **cooperative work usually involves dividing work among the team members, whilst collaborative work means all team members tackle the problems together in a coordinated effort."** **Cooperative learning: Jigsaw Technique** The **Jigsaw technique** is a cooperative learning technique that promotes learning, improves motivation and makes students responsible of their own learning process. There are a few basic steps we need to follow to use it in the classroom: 1. **Make groups** with 5-6 students, in our case we have groups with 4 students so we can adapt the activity. 2. The coordinator of the group is going to be the **leader of the Jigsaw group.** 3. **Divide the lesson in 5 or 6 segments.** In our case we have 5 questions to which each group must find the answers. 4. Assign **each student one segment or question.** We have one question to many that can be assigned to the fastest/s in finishing. 5. Give **students time to think, research and find the answer** to the question assigned. 6. Create **"temporary experts groups"** in which all the members are the students that have been researching the same question. Give time to **put the findings in common** and rehearse the presentation that they will do to the rest of the members of the group. 7. Bring **students back into their Jigsaw groups.** 8. Ask students to **present their segments/answers to the rest of the members of the group.** 9. The **teacher** visits the groups to find and **resolve possible problems**. The **leader of the group** can be **trained to do this by whispering an instruction on how to intervene.** 10. At the end of the work give a **quiz** on the material learnt. In our case students will create collaboratively a timeline with their findings and they will present it to the rest of the class.
Assessment Methodology	At the beginning of each activity students will be provided with the rubric that it will be used to assess each task and they will be told the minimum requirements in order to pass the tasks and activities. Each student must keep a record of their rubrics' punctuations and each group must do the same with the group's rubric punctuations. Students will be told from the beginning of the project that at the end of it an essay must be handed in with a reflection of the learning process and giving answer to the project question. ● Teacher assessment of the final products, of the learning process (learning diaries), of each of the tasks and activities (rubrics) and of the final essay in which students must write down a summary of what they have learnt. ● Self-assessment (rubrics). ● Group assessment (rubrics).

	Formative assessment has been chosen because it is an ongoing process of gathering information on the whole learning process. This assessment will be used to adjust the planning of the activities and tasks. The assessment of the learning diary is a good way to record student's work, feedback, feelings about the project and possible problems within the group. Rubrics will be used. **Summative assessment** is a way of get a summary of all the work done by each student. It will be done at the end of the project and it will be a written essay of the individual learning process of each student. The teacher will evaluate these works using a rubric that will be provided to the students beforehand.			
Assessment instruments	Rubrics, digital self-evaluation tool and learning diaries as a group evaluation tool. Individual final essay summarizing the learning process.			
Work dynamics	Taking into account all the tasks, the CAS has:			
	Individual Tasks	x	Collaborative tasks	x
Workload	18 hours			
Activities	5 activities			
Age range of students	14-16 years old			

3. SCENARIO ACTIVITIES AND TASKS

The following table has to be used to describe the learning activities, the tasks included in them, the resources composing the scenario and the workload.

Table 3. Description of the learning activities and resources

ACTIVITIES DESCRIPTION AND LEARNING RESOURCES		
Activity 1	**Presentation of the project and previous ideas - brainstorming**	**Doc. attached**
Description	In this activity we are going to introduce the topic of the Learning Scenario that is the Industrial Revolution in the UK and in Europe, and we are going to do an initial evaluation of our students' prior knowledge. Before starting the activity and the tasks the teacher will provide each student with a copy of the evaluation rubric with the information of what is expected for them to do in this activity and the minimum requirements to pass it. This will be done **at the beginning of each activity**. The rubrics will always be available in the project folder that the teacher will have previously created in the CRISS platform. At the end of each task students will evaluate their performance and record it in their learning diaries. Students will also be told that at the end of the project each of them will have to submit an essay giving answer to the project's question and with his/her reflection on the learning process. The teacher will guide students through CRISS platform so they get used to it and can find the resources for the project easily.	
Total Activity Workload	**1 hour** (task 1.1 - 1 hour)	
Task 1.1	**OLIVER WHO?**	

Description	***A) DESCRIPTION:*** The teacher will introduce the question: "Was Oliver Twist a son of the Industrial Revolution?" and will ask the students to access two digital walls [E1.1] [2.2.2.3] created by the teacher to answer these two questions: ● Who was Oliver Twist? ● What do you know about the Industrial Revolution? Students will be asked to think before answering and to provide as many ideas as they can [2.2.2.1] in order to get a first picture of their prior knowledge. When students post a new entry on the digital wall, they must write his/her name on the Title so the teacher knows who has contributed to the brainstorm. Students can find the digital walls in the CRISS platform Library in a folder named after the project. **<u>Teaching notes:</u>** ***B) ASSESSMENT:*** ***Evidence:*** [E1.1] Digital Walls (frequency and wall's use) ***Assessment instrument:*** Rubric 1 - Teacher assessment and Self-assessment ***Indicators:*** 2.2.2 [2.2.2.1-2.2.2.3]	
Resources	Internet access. CRISS platform - Library - "Was Oliver Twist…?" folder. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…) and a projector/monitor to share the outcomes. Padlet links to be remade by each teacher who uses the Learning Scenario: ● Who was Oliver Twist? ● What do you know about the Industrial Revolution? Documents: ● Rubrics for the teacher and for students to be found in the project's folder within the CRISS platform.	AnnexIII_CAS_Oliver_Assessment_Instrument
Task workload	1 hour	
Activity 2	**Collaborative groups - Learning diaries**	
Description	***A) DESCRIPTION:*** The groups will get together and each member chooses their role within the group. The first activity will be sending a message talking about the members of the group and the project using the CRISS Messenger tool. At the end of each day of work the group will write a message to the teacher/s explaining the work done during the session. Students will also create a **Google Drive Folder** in which they will collaborate to do some of the projects' work. The teacher will create the **collaborative groups.**	
Total Activity Workload	**1 hour 30 minutes** (task 2.1 - 1 hour) (task 2.2 - 30 minutes)	
Task 2.1	**CREATING WORKING GROUPS**	
Description	***A) DESCRIPTION:*** The project is going to be carried out using two different types of work dynamics; some work will be individual and some work will be done in collaborative groups. At the beginning of this class the teacher will provide students with the rubric to evaluate their work as a group. The rubric can be found in the project's folder in the CRISS platform. Students will know what is expected from them and the minimum	

	work that will be accepted. The teacher will also have an evaluation rubric to assess the group and the individual work. The teacher will make groups and use the CRISS Messenger tool as a group learning diary to reflect about their learning process. Ideally each group would have 4 members with different roles that they will be changing during the project. ● **COORDINATOR**: Makes sure that every voice is heard. Focuses work around the learning task. ● **SECRETARY:** Compiles group members' ideas and communicates with the teacher. ● **SUPERVISOR**: Encourages the group to stay on task. Announces when time is halfway through and when time is nearly up. ● **ANIMATOR:** Helps the group discover and use all of its potential for creative and constructive teamwork. The students that take each role can change depending on the task so everybody takes every role at least once. Group roles are not static; students may adopt different roles at different times during the project's life-cycle. Any changes must be communicated to the teacher by the secretary. The teacher would use the CRISS Messenger tool also as a learning diary for each group. The students and the teacher/s will communicate using this tool in order to keep a record of the work done during the project and of their reflections. After each task the Animator of the group will write a message about the work done during each activity. The whole group will collaborate to create a text that will summarize the work done after each working session at the school or at home, if the group has some work to do after school. These messages can be used by the teacher to keep a record of the work done by each group. In the messages, the group would reflect on the work done and it would be a group evaluation tool together with the rubric for group work. Once the groups are created by the teacher, the members of each group will get together and write their first message [E2.1] [2.1.1.1] in which they will talk about the new project, the members of the group and what they are expecting to learn [2.1.1.2]. This task will be done after each day/session working in the project in order to have a diary of the learning process [2.2.1.1] [2.2.1.2]. The teacher will provide 10 minutes at the end of each class for students to summarize the work done during the lesson and write a message. **<u>Teaching notes:</u>** ***B) ASSESSMENT:*** ***Evidence:*** [E2.1] first message ***Assessment instrument:*** Rubric 2 group assessment - teacher assessment ***Indicators:*** 2.1.1 [2.1.1.1-2.1.1.2] 2.2.1 [2.2.1.1-2.2.1.2]	
Resources	Internet access. CRISS Messenger tool. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), at least one device per group. Projector or monitor to share the outcomes with the rest of the class.	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	1 hour	
Task 2.2	**GOOGLE DRIVE FOLDER**	
Description	***A) DESCRIPTION:***	

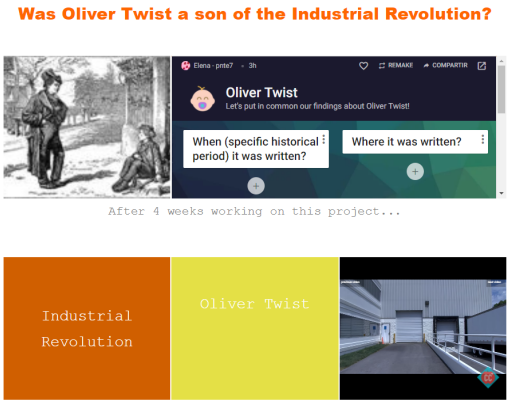
	The teacher will talk about the importance of keeping a group common folder with all the work of the project. At this point it is important to talk about the different ways of collaborating in one Google Drive Folder or shared document, presentation… All together we will look at the different options and we will decide which one is the best options for our work to be safe and private if this is what we want. Each group of students will create a **Google Drive Folder** [E2.2] [3.2.1.1] for them to collaborate in the project. All the members of the group will be able to edit the common documents and upload what they find interesting for the rest of the group [3.2.1.3]. Both teachers (History's and English') should be included in all the groups' Google Drive folders in order to keep a record of the work done by the group and by each member. Students are guided by the teacher guides students to share the Google Drive folder and documents correctly [1.1.2.1] [1.1.2.2]. **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E2.2] Google Drive Folder ***Assessment instrument:*** Rubric 2 - group assessment - teacher assessment ***Indicators:*** 1.1.2 [1.1.2.1-1.1.2.2] 3.2.1 [3.2.1.1-3.2.1.3]	
Resources	Internet access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), at least one device per group. Documents: ● Google Drive Folder created by each group ● Rubric 2	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	30 min	
Activity 3	**Oliver Twist, who was that boy?**	
Description	In this activity students are going to find out who Oliver Twist was and when he was born. In the first task students will have to answer some questions before reading a text from an adapted version of Oliver Twist. Then they will put the findings in commons before reading the text in detail working on the vocabulary and answering some after reading questions. Students will have to find the information on the Internet and share them first with the rest of the group by using a **collaborative Google Doc** and then, with the rest of the class. To finish the activity there is a game with which students can check their answers to the questions.	
Total Activity Workload	**4 hours** (task 3.1 - 45min) (task 3.2 - 45 min) (task 3.3 - 30 min) (task 3.4 - 2 hours)	
TASK 3.1	**BEFORE YOU READ ABOUT OLIVER**	
Description	***A) DESCRIPTION:*** Each group of students has a text from an adapted edition for English as a foreign language students of the novel **"Oliver Twist"** by Charles Dickens with a set of questions in the Library of the CRISS platform (see document attached). Students will have to find the answers to the questions individually and then put them in common with the rest of members of the groups through a Google Doc [E3.1] created for this task. [2.1.3.1] [2.1.3.3] **Teaching notes:** ***B) ASSESSMENT:***	AnnexIII_CAS_OliverTwist_ACT3_Task 3.1

	Evidence: [E3.1] Google Doc ***Assessment instrument:*** Rubric 3 - teacher - group - self assessment ***Indicators:*** 2.1.3 [2.1.3.1-2.1.3.3]	
Resources	Internet access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), one device per student. Documents: ● Oliver Twist adapted text with questions: CAS Oliver Twist, who was that boy? Act 3 Task 3.1 ● Google Doc created by each group ● Rubric 3	AnnexIII_CAS_OliverTwist_ACT3_Task 3.1 AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	45 minutes	
Task 3.2	**LET'S SHARE OUR FINDINGS!**	
Description	***A) DESCRIPTION:*** The groups put in common the answers to the questions (using the Google Doc created in the task 3.1) before reading the text [2.2.2.2]. Students will have access to the digital wall (such as **Padlet**) through CRISS platform in which each group will publish their findings [2.2.2.3]. The students with the teacher will look at the answers in the Padlet [E3.2] to find elements in common and the answers will be discussed. **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E3.2] Answers ***Assessment instrument:*** Rubric 3 - teacher - group - self assessment ***Indicators:*** 2.2.2 [2.2.2.2-2.2.2.3]	
Resources	Internet access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), one device per student. Documents: ● Rubric 3 ● Link to the digital wall (such as Padlet)	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	45 minutes	
Task 3.3	**WORK ON THE TEXT**	
Description	***A) DESCRIPTION:*** Once the students have a general knowledge of the background of the text that they are going to read we provide a text for each student. The students read the text individually the first time. Then they will have to look up the unknown words and these vocabulary words in an English digital dictionary, such as: https://dictionary.cambridge.org/dictionary/english/ https://en.oxforddictionaries.com/ Vocabulary words: ➢ Workhouse ➢ Orphan ➢ Hunger ➢ Cruelty For the second reading we could use a **recording of the text** in which the intonation would help us get into the mood of the story. The podcast will be available for the students through the CRISS platform. Podcast of the text	

	The podcast will be available from CRISS platform Library. Using a digital board (such as: https://webwhiteboard.com) each student shares the definition of the vocabulary words [E3.3] [2.2.3.1]. The group will discuss through the digital board about each definition and come up with the right definition for the context [2.2.3.3]. A different whiteboard will be used for each word. The URL of the collaborative whiteboards will be accessible from the Library of CRISS platform. **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E3.3] Behaviour ***Assessment instrument:*** Rubric 3 ***Indicators:*** 2.2.3 [2.2.3.1-2.2.3.3]	
Resources	Internet access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), one device per student. Projector or digital board. Documents: • Podcast of the text	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	30 minutes	
Task 3.4	**JIGSAW TASK ABOUT OLIVER AND KAHOOT!**	
Description	***A) DESCRIPTION:*** Students will answer these questions as a group about Oliver Twist using the **Jigsaw technique**. Each member of the group is in charge of one of the questions. Once they all have their answer [E3.4] [3.1.3.1] [3.1.3.2], they will have to tell and explain the outcomes to the rest of the group so everybody has all the answers required. The first student or couple of students who finish their answers can try to find out the answer to question 5. QUESTIONS 1. What type of people lived in a workhouse in the 18th century? 2. Who was Oliver Twist's mum? 3. Why was the doctor surprised when Oliver cried? 4. Why did the doctor make the comment about the woman's wedding ring? 5. What is going to be the future of Oliver? Once all the members of the group have put in common the answer to his/her questions, they will write them in a new Google Doc with the title of the task [E3.4]. Also, students will include the references of the resources where they have found the answers [3.1.3.1] [3.1.3.2]. Once all the groups have finished the Google Doc, the teacher will provide the access code to a Kahoot (evaluation/gamification tool) to check the answers to the questions. Students will answer to the Kahoot in groups (at the same time) and they can use the document that they created with the answers to the questions. **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E3.4] Google Doc with the answers and the references ***Assessment instrument:*** Rubric 3 - teacher - group - self assessment ***Indicators:*** 3.1.3 [3.1.3.1-3.1.3.2]	

Resources	Internet access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), one device per student. Projector or monitor. Documents: ● Rubric 3 ● Google Doc created by each group ● Kahoot link: https://play.kahoot.it/#/k/543d4ca5-f051-4a3f-9e60-a37e89ae4363	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	2 hours	
Activity 4	**What happened in the Industrial Revolution?**	
Description	In groups students will have to find the answers to a series of questions and show them in a timeline.	
Total Activity Workload	**3 hours** (task 4.1 - 1 hours) (task 4.2 - 2 hours)	
Task 4.1	**JIGSAW ACTIVITY ABOUT THE INDUSTRIAL REVOLUTION**	
Description	***A) DESCRIPTION:*** In that task, students will share a Google Doc in which all the members of the group will have access and permission to edit. They will call this document: "What happened in the Industrial Revolution?" [E4.1] and they will keep it in their group's Google Drive folder. In groups students have to find out the answers to these questions to check if Oliver Twist belonged to this part of the history. To do that task, first of all students will plan an information search to find the answers to the following questions (timing, tools, goals, etc.). Students will write down that planning into the document "What happened in the Industrial Revolution?" [3.1.1.1] [3.1.1.2]. Students would use the Jigsaw technique to find the answers to the questions [3.1.2.1] [3.1.2.2]. The first or first students in finishing will be in charge of the fifth question. 1- From what year to what year did the industrial revolution take place? 2- What changes did take place in agriculture and livestock? 3- What changes did take place in the industry? 4- What changes did take place in transportation? 5- Explain the process of the demographic transition. Students will share a Google Doc in which all the members of the group will have access and permission to edit. They will call this document: "What happened in the Industrial Revolution?" and they will keep it in their group's Google Drive folder. In this document students will share their findings, links… **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E4.1] "What happened in the Industrial Revolution?" (Google Doc) ***Assessment instrument:*** Rubric 4 ***Indicators:*** 3.1.1 [3.1.1.1-3.1.1.2] 3.1.2 [3.1.2.1-3.1.2.2]	
Resources	Internet access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…), one device per student. Documents: ● Rubric 4	AnnexIII_CAS_Oliver_Assessment_Instrument

Task Workload	1 hour	
Task 4.2	**CREATE A GROUP TIMELINE**	
Description	***A) DESCRIPTION:*** With the information from the Google Doc and from the CRISS platform Resource Library, students will create in groups a **timeline** [E4.2A] [4.1.1.2] [4.1.1.4] to represent the most important changes and inventions during the years of the Industrial Revolution and show the answers to the previous questions [4.1.4.1]. Before starting with the online design of the timeline we will work with our groups to design a first draft in paper in order to make sure that we include the aspects we want. We will also discuss the design, images to be used, texts, etc. [4.1.3.2] [4.1.4.2] [4.1.5.1]. Students should include that draft somehow in their e-portfolio (e.g.: scan, take photo…) [E4.2B]. In order to create the digital timeline we will use Timeline JS as it is integrated in the CRISS platform. At this point it is important to bear in mind the ethical and legal aspects of the creative work. The teacher will talk to the class about using images, videos, documents, etc. for which students have permission to use. In order to find this type of resources we will use the creative commons search engine and students will always look for resources with a licence that will allow us to reuse the content. Students will practice looking for some pictures, documents, videos… as a whole class to get used to the search engine: https://search.creativecommons.org/ It is important that the group use images, videos and resources with the correct creative commons licences to create their timeline [1.2.3.2]. Once the timelines are finished [4.1.3.3] [4.1.5.2] it is time to provide a licence to our work depending on the use that we want people give to it. We will look at the different types of creative commons licences [1.2.3.1] and each group will design its own that will be included in the timeline. To do this work we will use the following information from Creative Commons: https://creativecommons.org/share-your-work/ **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E4.2A] timeline [E4.2B] timeline's draft (digital version) ***Assessment instrument:*** Rubric 4 ***Indicators:*** 1.2.3 [1.2.3.1-1.2.3.2] 4.1.1 [4.1.1.2-4.1.1.4] 4.1.3 [4.1.3.2-4.1.3.3] 4.1.4 [4.1.4.1-4.1.4.2] 4.1.5 [4.1.5.1-4.1.5.2]	
Resources	Paper, colour pens. Internet access. Digital devices with access to internet (tablets, chromebooks, PCs…), one device per group. Useful links: ● Time-line: Timeline JS ● Creative Commons search engine: https://search.creativecommons.org/ ● Creative Commons licences: https://creativecommons.org/share-your-work/ Documents: ● Rubric 4	AnnexIII_CAS_Oliver_Assessment_Instrument
Task workload	2 hours	
Activity 5	**Portabily evidence in the CRISS platform**	
Description	Each student will create his/her "Portability" evidence in which it is show the learning process and the work done throughout the project.	
Total Activity Workload	**3 hours** (task 5.1 - 1 hour and 30 minutes)	

	(task 5.2 - 1 hour and 30 minutes)	
Task 5.1	**PORTABILY EVIDENCE**	
Description	***A) DESCRIPTION:*** Once the previous 4 activities and their corresponding tasks have been completed successfully, students can work individually in the creation of their "Portably" [E5.1] evidence for their CRISS portfolio. Each student must create a "Portably" evidence in which they include all the digital works in which they have been involved [3.2.2.1]. They give a title to their evidence and choose a layout [3.2.2.3] [4.2.1.2]. Some elements must be present in this multimedia work [4.1.3.3] [4.1.3.5]: ● Digital walls in which the student has taken part. ● Collaborative Timeline. ● Answers to the projects' questions. ● Oliver Twist text with answers to the before and after reading questions. [4.2.1.4] Example:  **Teaching notes:** ***B) ASSESSMENT:*** ***Evidence:*** [E5.1] "Portably" ***Assessment instrument:*** Rubric ***Indicators:*** 3.2.2 [3.2.2.1-3.2.2.3] 4.1.3 [4.1.3.3-4.1.3.5] 4.2.1 [4.2.1.2-4.2.1.4]	
Resources	Internet and CRISS platform access. Digital devices with access to internet (mobile phones, tablets, chromebooks, PCs…) and a projector/monitor to share the outcomes. Documents: ● CAS Portably evidence in the CRISS platform ● Rubric 5	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	1 hour and 30 minutes	
Task 5.2	**WRITE AN ESSAY**	
Description	***A) DESCRIPTION:*** To finish the Learning Scenario students will have to write an essay [E5.2] in a Google Docs that they will share with the teacher in which they reflect about what they have learnt about the Industrial Revolution in a Google Doc shared with the teacher. Students can use the Portably project as a guide not to forget any of the work done during the project. The History teacher will evaluate the essay according to a rubric that he/she will have provided to the students beforehand. The teacher will state the length of the essay according to their student's competences. [4.1.1.2] [4.1.1.4] **Teaching notes:**	

	The History teacher will evaluate the essay according to a rubric that he/she will have provided to the students beforehand. The teacher will state **the length** of the essay according to their student's competences. ***B) ASSESSMENT:*** ***Evidence:*** [E5.2] Essay in Google Doc ***Assessment instrument:*** Rubric ***Indicators:*** 4.1.1 [4.1.1.2-4.1.1.4]	
Resources	Portabily evidence as a guide of the work done. Google Doc. Essay rubric.	AnnexIII_CAS_Oliver_Assessment_Instrument
Task Workload	1 hour and 30 minutes	

4. SCENARIO ASSESSMENT

The table below refers to the assessment instruments and methods to be used in each task.

Table 4. Mapping of CAS and Digital Competence.

Activity Title	Task	Assessment Methodology	Instrument - Type	Indication to use it (instructions and guidance to carry out the evaluation)	When? (before - during - after)	Indicator	Doc. attached
Act 1	Task 1.1	-Teacher assessment. -Student self-assessment	-Rubric 1 for the teacher. -Rubric 1 for students' self-assessment.	The teacher will use the rubric provided to assess students' performance at the end of the class. Each student will have a rubric for self-assessment from the beginning of the class and at the end of it they will assess their performance.	TEACHER After task 1.1 STUDENT After Task 1.1	2.2.2.1 2.2.2.3	Rubric 1 - Task 1.1
Act 2	Task 2.1	-Teacher group assessment. -Group assessment.	-Rubric 2 for the teacher to assess group work. -Rubric 2 for the groups to assess their own group work.	The teacher and the groups will use the same rubric to assess the work done by the groups. Task 2.1 rubric will be used at various moments within the project as this is a task that should be done after each lesson.	After Task 2.1	2.1.1.1 2.1.1.2 2.2.1.1 2.2.1.2	Rubric 2 - Task 2.1
	Task 2.2				After Task 2.2	1.1.2.1 1.1.2.2 3.2.1.1 3.2.1.3	Rubric 2 - Task 2.2

Act 3	Task 3.1	-Teacher individual student and group assessment. -Group assessment. -Student's self-assessment.	-Rubric 3 for the teacher. -Rubric 3 for students. -Rubric 3 for the groups.	There is a three different evaluations of this activity. Each student will evaluate the work done individually. In groups the students will evaluate the group's work. The teacher will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.	After Task 3.1	2.1.3.1 2.1.3.3	Rubric 3 - Task 3.1
	Task 3.2	-Teacher individual student and group assessment. -Group assessment. -Student's self-assessment.	-Rubric 3 for the teacher. -Rubric 3 for students. -Rubric 3 for the groups.	There is a three different evaluations of this activity. Each student will evaluate the work done individually. In groups the students will evaluate the group's work. The teacher will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.	After Task 3.2	2.2.2.2 2.2.2.3	Rubric 3 - Task 3.2
	Task 3.3	-Teacher individual student and group assessment. -Student's self-assessment.	-Rubric 3 for the teacher. -Rubric 3 for students. -Rubric 3 for the groups.	There is a three different evaluations of this activity. Each student will evaluate the work done individually. In groups the students will evaluate the group's work. The teacher will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.	After Task 3.3	2.2.3.1 2.2.3.3	Rubric 3 - Task 3.3
	Task 3.4	-Teacher individual student and group assessment. -Group assessment. -Student's self-assessment.	-Rubric 3 for the teacher. -Rubric 3 for students. -Rubric 3 for the groups.	There is a three different evaluations of this activity. Each student will evaluate the work done individually. In groups the students will evaluate the group's work. The teacher will evaluate the work done by the group taking into consideration the work done by each student in the group's	After Task 3.4	3.1.3.1 3.1.3.2	Rubric 3 - Task 3.4

				Google Doc.			
Act 4	Task 4.1	-Teacher group assessment. -Group assessment.	-Rubric 4 - Task 4.1 for the teacher and for each group.	After the task is completed each group will evaluate their own work using the rubric provided at the beginning of the activity 4. The teacher will use the same rubric to evaluate each group's performance.	After Task 4.1	3.1.1.1 3.1.1.2 3.1.2.1 3.1.2.2	Rubric 4 - Task 4.1
	Task 4.2	-Teacher group assessment. -Group assessment.	-Rubric 4 - Task 4.2 for the teacher and for each group.	After the task is completed each group will evaluate their own work using the rubric provided at the beginning of the activity 4. The teacher will use the same rubric to evaluate each group's performance.	After Task 4.2	1.2.3.1 1.2.3.2 4.1.1.2 4.1.1.4 4.1.3.2 4.1.3.3 4.1.4.1 4.1.4.2 4.1.5.1 4.1.5.2	Rubric 4 - Task 4.2
Act 5	Task 5.1	-Teacher assessment rubric. -Student self-assessment rubric.	-Rubric 5	The teacher will use the rubric to evaluate the final product created by each student. Each student will use the rubric for self-evaluation of the final product which contains all the works in which the student has taken part in. At the end of the project each student must write an essay that will summarize the work done during the project and what the student has learnt.	After Task 5.1	3.2.2.1 3.2.2.3 4.1.3.3 4.1.3.5 4.2.1.2 4.2.1.4	Rubric 5 - Task 5.1
	Task 5.2	-Teacher assessment rubric. -Student self-assessment rubric.	-Rubric 5	At the end of the project each student must write an essay that will summarize the work done during the project and what the student has learnt.	After Task 5.2	4.1.1.2 4.1.1.4	Rubric 5 - Task 5.2

5. MAPPING TO THE CRISS OPERATIONAL CONCEPT

This following table aims at quickly check the digital competence that is going to be assessed through the implementation of the CAS.

Table 5. Digital competence of the CAS.

Area	Sub-competence	PC	Indicators				
			1	2	3	4	5
1. Digital citizenship	1.1. Creating and managing digital identity with privacy, and taking care of health and well-being	1.1.1					
		1.1.2	task 2.2	task 2.2			
		1.1.3					
		1.1.4					
	1.2. Protecting data and digital systems and be ethical and responsible when using digital technology	1.2.1					
		1.2.2					
		1.2.3	task 4.2	task 4.2			
	1.3. Engaging in citizenship using digital technologies	1.3.1					
		1.3.2					
		1.3.3					
2. Digital communication and collaboration	2.1. Communicating through digital technologies	2.1.1	task 2.1	task 2.1			
		2.1.2					
		2.1.3	task 3.1		task 3.1		
	2.2. Collaborating through digital technologies	2.2.1	task 2.1	task 2.1			
		2.2.2	task 1.1	task 3.2	task 1.1 task 3.2		
		2.2.3	task 3.3		task 3.3		
3. Search and manage digital information	3.1. Planning, searching and critically selecting data, information and digital content	3.1.1	task 4.1	task 4.1			
		3.1.2	task 4.1	task 4.1			
		3.1.3	task 3.4	task 3.4			
	3.2. Managing data, information and digital content	3.2.1	task 2.2		task 2.2		
		3.2.2	task 5.1		task 5.1		
4. Digital content creation	4.1. Developing digital content	4.1.1		task 4.2 task 5.2		task 4.2 task 5.2	
		4.1.2					
		4.1.3		task 4.2	task 4.2 task 5.1		task 5.1
		4.1.4	task 4.2	task 4.2			
		4.1.5	task 4.2	task 4.2			

	4.2. Developing creativity using digital Technologies	4.2.1		task 5.1		task 5.1	
		4.2.2					
5. Digital problem solving	5.1. Applying digital solutions to identified needs	5.1.1					
		5.1.2					
	5.2. Solving technical problems	5.2.1					
		5.2.2					
	5.3. Programming and configuring digital tools, applications and devices	5.3.1					
		5.3.2					

Document: CAS_OliverTwist_ACT3_Task3.1

ACTIVITY 3 : OLIVER TWIST

TASK 3.1: BEFORE YOU READ ABOUT OLIVER

1. Look at the text without reading it and try to find who and when it was written and what is the title of the book it is taken from.
2. On the internet, try to find information about the context of the original work:
   - ❏ when (specific historical period) it was written
   - ❏ where it was written
   - ❏ the author's life and its influence on his work
3. Use these links to help you:
   - ❏ https://en.wikipedia.org/wiki/Oliver_Twist
   - ❏ https://en.wikipedia.org/wiki/Victorian_era
   - ❏ http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml

TEXT

Chapter 1.

In most towns in England there was a workhouse, a place where the very poor people lived. They were terrible places. In the early eighteen hundreds Oliver Twist was born in a workhouse. The local doctor delivered Oliver, a woman called Old Sally who lived in the workhouse assisted him.

After he was born Oliver laid in an old, dirty bed. The doctor thought that Oliver would die, death was an everyday occurrence in the workhouse. Finally, Oliver started to breathe normally, then, he cried loudly, announcing his arrival to the world. When the baby cried, Oliver's mother, a pale, young woman lifted her head from the pillow and said in a weak voice: " I want to see my child, then I can die." The doctor said to her: "You must not talk about dying." The doctor put the child into his mother's arms, she kissed the baby with her cold, white lips. Then she closed her eyes and died.

The doctor prepared to go. "Call me if the child cries" he said to the old woman. "He is not strong and perhaps he would give you trouble". He looked at the dead woman and said: "She was a beautiful girl. Where did she come from?". "Someone found her lying in the street last night" replied Old Sally. "Nobody knows where she came from or where she was going". The doctor lifted the dead's woman's hand. "The old story" he said sadly. "She hasn't got a wedding ring. Aahhh, goodnight."

Without clues the baby looked like any other child, but now that he was dressed in a dirty old blanket, it was clear that he was an orphan, an orphan with a life of hunger and cruelty in front of him.

(FROM Dickens, Charles 1838 (1999) Oliver Twist 4ª ESO Burlington Books)

Document: CAS_Oliver_Assessment_Instrument

ACTIVITY 1 - Presentation of the project and previous ideas - brainstorming

Task 1.1 - Oliver who?	NOVEL	APPRENTICE	ADVANCED	EXPERT
	1	2	3	4
2.2.2.1 Frequency of the interaction in virtual environment.	The student does not take part in the task or if it does his/her answers are not appropriate.	The student interacts at least with one time.	The student interacts more than once. The interactions are appropriate.	The student interacts with more than 2 times. The interactions are valuable and reflected.
2.2.2.3 Use of different online collaborative tools.	No use of online collaborative tool and lack of interest in doing it.	Able to use the online collaborative tools with guidance.	Demonstrates reasonable confidence in the use of online collaborative tools. Some help is needed in order to post the answers.	Confident in the use of online collaborative tools and makes really good independent use of them.

ACTIVITY 2 - Collaborative groups - Learning diaries

Task 2.1 Creating Working groups	NOVEL	APPRENTICE	ADVANCED	EXPERT
	1	2	3	4
2.1.1.1 Use of the appropriate language for specific audience (e.g. age, professional role, cultural sensibilities,	Language is not appropriate to topic or audience at all. There is not a proper summary of the work done by the group.	Language is quite informal and not always appropriate to topic and audience. The summary of the work done is quite vague.	Language is usually appropriate to topic and audience. The summary of the work done is adequate.	Language is appropriate to topic and audience. Language enhances the effectiveness of a presentation, it is vivid, imaginative, and expressive.

relationship, etc.).				The summary of the work done is very accurate and well redacted.

2.1.1.2 Adequacy of the behaviour when using specific digital tools and platforms (e.g. blog, chat, networks, email, etc.).	The student has not worked appropriately or seriously.	The task has been done quite well but the teacher may have given guidance and corrections.	The task has been usually done seriously and correctly. The teacher may have given some guidance.	The task has been done seriously and the use of the tool has been always correct.
2.2.1.1 Coherence and viability of the plan.	The student is not able to work and he/she does not follow teacher's advices.	The student works well. However, the teacher helps him/her with the organization of his/her work to be successful.	The student is well organized and he/she has only minor problems. The teacher has to provide some guidance to help him/her.	The student is very well organized and he/she does the task with no problems. He/she contributes to the group's work according to his/her role.
2.2.1.2 Adequacy of the digital tools for the planning and the development of the work.	The messages do not summarize the work done by the group and/or are not appropriate.	The messages are not always appropriate and some recordings are done quickly and without thinking as a group.	The messages are quite appropriate but more details could be provided to enrich them and describe better the work done by the group.	The messages are always appropriate and the content is a really good summary of the work done by each member of the group.

Task 2.2 Google Drive Folder	**NOVEL**	**APPRENTICE**	**ADVANCED**	**EXPERT**
	1	**2**	**3**	**4**
1.1.2.1 Quality of the verification of the	The work is not well protected, anyone can access it and edit it which could be very risky.	Students need the teacher's guidance to share and protect their work correctly. There are some	The privacy policies are usually correct and the work is usually shared correctly. Minor sharing	All the privacy policies are correct and the work is always shared appropriately. There has been a

privacy policies.		sharing mistakes.	mistakes could be found.	previous reflection about how we want to share our work.
1.1.2.2 Strategy used for guarding against identity theft and scams that try to	The student does not know strategies for guarding against identity theft and scams. Student creates, uses and share documents without any	The student knows some strategies for guarding against identity theft and scams. However, there are some privacy issues that should be	The student knows strategies for guarding against identity theft and scams and usually uses them. Sometimes, he/she does not take care to log off	The student knows good strategies for guarding against identity theft and scams and always uses them. Always, he/she takes care to log off

access their private information online.	reflection about privacy. Student is not careful with his/her credentials and he/she usually does not log off from the online places.	reconsidered. He/she does not take care to log off from the online places.	from the online places.	from the online places.
3.2.1.1 Use of a coherent, clear and efficient system to manage, storage or retrieval information.	No organisational skills. Products are not organised and usually delivered late. Only one member of the group works in the Google Drive Folder and there is not any collaboration.	Basic organisational skills. Products need to be better organised and delivered on time. Only 2 or less members of the group work actively in the Google Drive Folder.	Good organisational skills. Products are usually well organised. Well productive in accomplishing assignments. The majority of members of the groups work actively in the Google Drive Folder.	Really good organisational skills. Products are really well organised. Highly productive in accomplishing assignments. All members of the group take part actively in the Google Drive Folder.
3.2.1.3 Coherence of the own strategy with the one adopted by the collaborative environment.	There is no strategy adopted.	The strategy adopted is not coherent.	The strategy adopted is coherent for the group.	The strategy adopted is coherent and clear for everybody (group and teachers).

ACTIVITY 3 - Oliver Twist, who was that boy?

Task 3.1 Before you read about Oliver	NOVEL	APPRENTICE	ADVANCED	EXPERT
	1	2	3	4
2.1.3.1. Interaction and exchange of online information with other students through one or more communication systems.	No participation at all and lack of involvement. The student does not take part in the activity and the interaction and the information exchanged is not enough.	Enough participation, needs more involvement. The information is quite basic and there are some problems with the use of communication systems.	Good, quality participation. The use of communication systems is good. Students need some guidance provided by the teacher.	Very high quality and appropriate participation. The use of communication systems is excellent good and autonomous.
2.1.3.3 Adequacy and coherence of the communication and of shared information.	The information provided does not cover all the points.	The information is ok, but more research is needed.	The information provided covers all points but there are not too many details or extra information.	The information provided by the student is accurate and extensive.

Task 3.2 Let's share our findings!	NOVEL	APPRENTICE	ADVANCED	EXPERT
	1	2	3	4
2.2.2.2. Quality of interventions: argumentation of the own interventions and consideration of the interventions of the group.	The interventions are neither argued nor coherent. No new content provided.	To some extent the interventions are argued. No new content provided.	The interventions are argued, but not always add new content.	The interventions are argued, coherent and add new content. The group shows respect towards other groups' interventions.
2.2.2.3 Use of different online collaborative	No use of online collaborative tool and lack of interest in doing it.	Able to use the online collaborative tools with	Demonstrates reasonable confidence in the use of online	Confident in the use of online collaborative tools and makes really

tools.		guidance.	collaborative tools. Some help is needed in order to post the answers.	good independent use of them.

Task 3.3 Work on the text	**NOVEL**	**APPRENTICE**	**ADVANCED**	**EXPERT**
	1	**2**	**3**	**4**
2.2.3.1. Respect and tolerance to classmates and their opinions.	The student rarely shows respect to the interventions of others. He/she is not tolerant with different opinions.	The student sometimes does not show respect to the interventions of the others and there are discussions.	The students always shows respect to the interventions of the others.	The student evaluates positive and negative aspects and offers help to solve the negative things.

2.2.3.3 Ability to negotiate (resolve conflicts, identify one's own and others' positions, exchange concessions and reach satisfactory agreements, etc.)	Even with the teacher's involvement student finds it very difficult to reach an agreement and they rarely find a common one.	Student discuss a lot and find it difficult to reach an agreement without the teacher's involvement.	Student usually reaches an agreement but the teacher may have to take part in the negotiation.	Student is always ready to listen the others opinions, valuates them and always finds a common agreement.

Task 3.4 Jigsaw activity about Oliver and Kahoot!	**NOVEL**	**APPRENTICE**	**ADVANCED**	**EXPERT**
	1	**2**	**3**	**4**
3.1.3.1. Quality, reliability, comprehension and adequacy of the information founded.	Do not find the information, or it is not adequate or has no quality.	Do not find most of the information. The information found is adequate or has quality.	Find almost all the required information. The information found is adequate and has quality.	Find all the required information. The information found is relevant, adequate and has quality.

3.1.3.2. Use of different sources searching the same information.	The student doesn't use any source on the Internet.	The students used 1 sources on the Internet to search the same information.	The students used 2 and 3 sources on the Internet to search the same information.	The students used more than 3 sources on the Internet to search the same information.

ACTIVITY 4 - What happened in the Industrial Revolution?

Task 4.1 Jigsaw Activity about the Industrial	**NOVEL**	**APPRENTICE**	**ADVANCED**	**EXPERT**
	1	**2**	**3**	**4**
Revolution				
3.1.1.1 Adequacy and coherence of planning information search to the needs.	Student does not planning information search to the needs.	Student's planning information search is poor to the needs.	Student's planning information search is adequate to the needs.	Student's planning information search is excellent to the needs.
3.1.1.2 Viability of the planning in terms of timing, content, tasks, tools, goals, etc.	The planning and its viability is poor (it does not contain any of the following points: timing, content, tasks, tools, goals, etc.).	The planning or its viability is poor (it contains some of the following points: timing, content, tasks, tools, goals, etc.).	The planning and its viability is adequate (it contains some of the following points: timing, content, tasks, tools, goals, etc.).	The planning and its viability is excellent (it contains all of the following points: timing, content, tasks, tools, goals, etc.).
3.1.2.1 Quality and suitability of concepts or keywords' list for the information search.	The student does not use appropriate keywords.	The student uses less appropriate keywords than inappropriate.	The student uses more appropriate keywords than inappropriate.	All keywords are appropriate.

3.1.2.2 Adequacy of different information search tools.	Search is done without any reflection and this is shown in the information presented that is quite vague and not enough.	One search tool is used and some research was done. However, not all information was appropriate or relevant. There is no reference of the tool used.	Only one search tool is used but the information found was relevant. There is no reference of the tool used.	The search tools used are varied and helped to compare the information. There is reference of the tools used.

Task 4.2 Create a group timeline	**NOVEL**	**APPRENTICE**	**ADVANCED**	**EXPERT**
	1	**2**	**3**	**4**
1.2.3.1 Knowledge about the legal and ethical dimensions respecting creative work.	The student does not know the different Creative Commons licences and does not include any in their work.	The students has difficulties in differentiating the different types of licences and the teacher has to guide them to create an appropriate one for their work.	The students know the different Creative Commons licences but he/she needs the teacher's guidance to create a licence for their work.	The students knows the different Creative Commons license and apply this knowledge to his/her work perfectly well.

1.2.3.2 Ethical and responsible behaviour respecting the creators and users of creative work.	The student does not care about creative commons licences and uses the resources he/she finds without checking the licence that he/she have.	The student usually uses resources for which he/she has a licence. However, some of the resources have no creative commons licence and/or there are no references to them.	The student is very careful and respectful and only uses the resources for which he/she has a licence. However, he/she forget to refer the resources that he/she uses.	The student is very careful and respectful and only uses the resources for which he/she has a licence. He/she references the resources correctly.
4.1.1.2 Content quality (argumentation, syntax, cohesion, clarity, etc.).	There is a lot of information missing and the quality of the content is very poor. There are many syntax and spelling mistakes.	The information is in the timeline but it is not clearly presented and some information is missing or hidden. There are some syntax and spelling mistakes.	All the information is in the timeline but sometimes it is a bit confusing to follow. More clarity is required. There are some minor syntax or spelling mistakes.	The cohesion is excellent. All the information is in the timeline, in context and in chronological order. There are not syntax or spelling mistakes.
4.1.1.4 Relevance of the information according to the objectives.	Information is irrelevant and does not answer the questions of the project. There is no connexion among the resources.	Some information is not relevant or coherent. More information is required to be able to understand the content.	The information is related and coherent to the project but a more thoughtful selection criteria are needed. Some content is not well connected or explained.	The information has been carefully selected and it is relevant to the project. There has been some thinking before and it is reflected in the work.
4.1.3.2 Design of a draft to produce digital content including format, content, objectives and structure.	The draft is very poor and its viability too. The draft has no coherence according to the aim of the project and this is reflected in the digital content.	The draft and its viability is adequate and it is coherent according the aim of the project. However, new content has been added to the digital content without being in the draft.	The draft and its viability is adequate and it is coherent according the aim of the project. However, some aspects could have been more carefully selected and presented. There is some improvisation in the digital content.	The draft and its viability is excellent and it is coherent according the aim of the project. There is a very well organization and it is reflected in the digital content.
4.1.3.3 Content quality of the final product.	The quality of the final product is quite poor (even though help was provided).	The quality of the final product is acceptable, but a little more work could have been done.	The quality of the final product is quite good. (Some guidance is needed to finish the product	The quality of the final product is very high quality. The products of all the tasks are present.

		(Step by step guidance is	satisfactorily).	

		required to finish the product).		
4.1.4.1 Elaboration of a presentation using the appropriate options of the tool selected.	The tool is used at a very basic level. The different options have not been considered. The presentation is poor and basic.	The tool is used at a basic level, many options are not used. The information could be presented better if all the options had been considered.	The tool is used well but not at its full potential, some options are not used or taken into consideration. The presentation could be improved and made more attractive.	There is a previous work to learn to use the tool and make the most of it. The presentation is well selected in order to make the most of the tool. The majority of the tool options are used well.
4.1.4.2 Adequacy of the content taking into account the goals of the project.	The content is not relevant nor adequate.	Some of the content is not appropriate or does not answer the project questions. More research work should be done.	The content is appropriate but it could be analysed in more detail. Some important aspects/answers are missing or not completed fully.	The content has been carefully analysed, studied and selected. All the questions have been answered with detail.
4.1.5.1 Integration of the elements in different formats into a digital document (text, images, video, etc.) using the appropriate options of the tool selected.	The student does not use elements in different formats.	The student does not use many formats and they are not integrated at all.	The student uses some formats and the majority of the parts are well integrated, but there are some minor errors.	The student uses a huge range of formats and all parts of the presentation are well integrated.
4.1.5.2 Format quality of the digital content (elements in the document, organization, etc.).	There has not been any reflection in the way the content was organized. The presentation is quite poor.	The presentation should be revised to integrate all the content better. It needs a bit more reflection.	The content has been presented well. The presentation is well organized but there is some room for improvement.	The organization of the content has been carefully thought. The presentation is excellent, all the elements required are present and all the information is relevant and well organized.

ACTIVITY 5 - Portabily evidence in the CRISS platform

Task 5.1 Portable evidence	NOVEL	APPRENTICE	ADVANCED	EXPERT
	1	2	3	4
3.2.2.1 Flexibility and integration of one's own system with the people who share learning (teachers, students, experts, etc.).	There is no one's own system.	The personal system adopted is not flexible and does not allow integration.	The personal system adopted is flexible but does not allow integration.	The personal system has a high flexibility and allows a completed integration.
3.2.2.3 Efficient and coherent management of the resources.	The resources are hardly used, many resources are missing or not visible.	The resources are managed at a basic level. There is a need for more efficient and coherent use, many important tasks are not visible and accessory aspects have an important place.	The resources are usually well managed, but the student can make more out of them, some resources have not the presence required for their importance.	All resources are well managed and the student makes the most out of them.
4.1.3.3 Content quality of the final product.	The quality of the final product is quite poor (even though help was provided).	The quality of the final product is acceptable, but a little more work could have been done. (Step by step guidance is required to finish the product).	The quality of the final product is quite good. (Some guidance is needed to finish the product satisfactorily).	The quality of the final product is very high quality. The products of all the tasks are present.
4.1.3.5 Relevance of the product according to the objectives.	The product is not appropriate for the purpose of the project. Many final task products are missing.	The product could be more adequate for the purpose of the project. Not all the products required are present. It could be improved.	The product is adequate for the purpose of the project. Some minor details need to be corrected.	The product is very adequate for the purpose of the project. It is a perfect compilation of the work done.

4.2.1.2 Originality of the aesthetic.	The student does not take into account a chromatic range, images in the same style, typographies...	The student rarely takes into account the elements related to aesthetic and originality (a chromatic range, images in the same way, typographies...).	The student takes into account almost of the elements related to aesthetic and originality (a chromatic range, images in the same way, typographies...).	The student takes into account a chromatic range, images in the same way, typographies...
4.2.1.4 Adequacy of the content taking into account the goals of the project.	The presentation shows less than the 50% of the tasks of the project.	The presentation shows the 50% of the tasks of the project.	The presentation shows more than the 50% of the tasks of the project and less than 75%.	The presentation shows more than the 75% of the tasks of the project.

Task 5.2 Portable evidence	**NOVEL**	**APPRENTICE**	**ADVANCED**	**EXPERT**
	1	**2**	**3**	**4**
4.1.1.2 Content quality (argumentation, syntax, cohesion, clarity, etc.).	There is a lot of information missing and the quality of the content is very poor. There are many syntax and spelling mistakes.	The information is in the timeline but it is not clearly presented and some information is missing or hidden. There are some syntax and spelling mistakes.	All the information is in the timeline but sometimes it is a bit confusing to follow. More clarity is required. There are some minor syntax or spelling mistakes.	The cohesion is excellent. All the information is in the timeline, in context and in chronological order. There are not syntax or spelling mistakes.
4.1.1.4 Relevance of the information according to the objectives.	Information is irrelevant and does not answer the questions of the project. There is no connexion among the resources.	Some information is not relevant or coherent. More information is required to be able to understand the content.	The information is related and coherent to the project but a more thoughtful selection criteria are needed. Some content is not well connected or	The information has been carefully selected and it is relevant to the project. There has been some thinking before and it is reflected in the work.

Document: CAS_Oliver_Teaching Notes

That document is designed in order to inform teachers about some information that is exclusive for them.

GENERAL COMMENTS
The teacher would use the CRISS Messenger tool also as a **learning diary** for each group. The students and the teacher/s will communicate using this tool in order to keep a record of the work done during the project and of their reflections. These messages can be used by the teacher to keep a record of the work done by each group. History's teacher is in charge of Activity 1-2-4-5. English' teacher is in charge of Activity 3.
ACTIVITY 1 - Presentation of the project and previous ideas - brainstorming
History's teacher is in charge of Activity 1. In this activity we are going to introduce the topic of the Learning Scenario, which is the Industrial Revolution in the UK and in Europe, and we are going to do an initial evaluation of our students' prior knowledge. Before starting the activity and the tasks, the teacher will provide each student with a copy of the evaluation rubric with the information of what it is that they are expected to do in this activity and the minimum requirements to pass it. The rubrics will always be available in the project folder that the teacher will have previously created in the CRISS platform. Students will also be told that at the end of the project each of them will have to hand in an essay giving answer to the project's question and with his/her reflection on the learning process. The teacher will guide students through CRISS platform so that they can get used to it and find the resources for the project easily. **Assessment notes:** The teacher will use the rubric provided to assess students' performance at the end of the class. Each student will have a rubric for self-assessment from the beginning of the class and at the end of it they will assess their performance.
TASK 1.1 - OLIVER WHO?
The teacher asks the class the question: **Was Oliver Twist a son of the Industrial Revolution?** In order to elicit the student's previous knowledge the teacher will create two digital walls, one per question, in which the students can add their answers to these two questions: (teacher need to provide the correct links, the following links are just an example) 1. Who was Oliver Twist?

2. What do you know about the Industrial Revolution?

The teacher can encourage the students to think about films, musicals, etc. in which they may have heard Oliver Twist's name or the topic of the Industrial Revolution.

Padlet is a good digital tool to create collaborative walls. Without registering students can add their answers to the questions. These two questions are linked to two Padlet example walls that any teacher can remake and use for his/her class. In order to remake a Padlet wall **the teacher has to register and Remake the wall.** Once the new version is created modifications can be applied to it. The teacher can also make a new digital wall from scratch using Padlet or another tool to make digital walls.

When we post a new entry on the digital wall, we must write our name on the Title so the teacher knows who has contributed to the brainstorm. Other tools can be used to do this type of activity, Padlet is just an example.

Previously, the teacher will have created a folder within the Library of CRISS platform with the name of the project: Was Oliver Twist a son of the Industrial Revolution? In this folder students can find all the material that they need for the project, such as links, texts, images, etc.

At the end of the class the teacher will provide some time so students can reflect on the work done in the class and use the students' rubric to assess their work. They will complete the evaluation rubric in the CRISS platform.

With this information we can have an idea of our students' previous knowledge and start working on the main topic, **the Industrial Revolution in England**, **children and women in the Industrial Revolution**, **Charles Dickens and his work "Oliver Twist**" and the **main changes and inventions of this historical period.**

The teacher asks the question that gives name to the project: **Was Oliver Twist a son of the Industrial Revolution?** and tells students that by the end of the project they will know who Oliver Twist was, where he was born and the future that lays in front of him from the day he was born. Also they will know what the Industrial Revolution was, its importance, the changes that it brought about and the inventions from this period of time.

By the end of the project students must provide a **group digital timeline** that they will use to give answer to the project question and to explain what they have learnt during the project.

In order to create the digital timeline we will use Timeline JS as it is integrated in the CRISS platform.

The digital walls created will be included by each student in his/her "Portabily" (multimedia presentation) of the project.

This activity will be done in the **student's mother language within the History class.**

Duration: 1 hour

ASSESSMENT:

Evidence: [E1.1] Digital Walls (frequency and wall's use)

Assessment instrument: Rubric 1 - Teacher assessment and Self-assessment

Indicators: 2.2.2 [2.2.2.1-2.2.2.3]

ACTIVITY 2 - Collaborative groups - Learning diaries

History's teacher is in charge of Activity 2.

Assessment notes:

The teacher and the groups will use the same rubric to assess the work done by the groups.

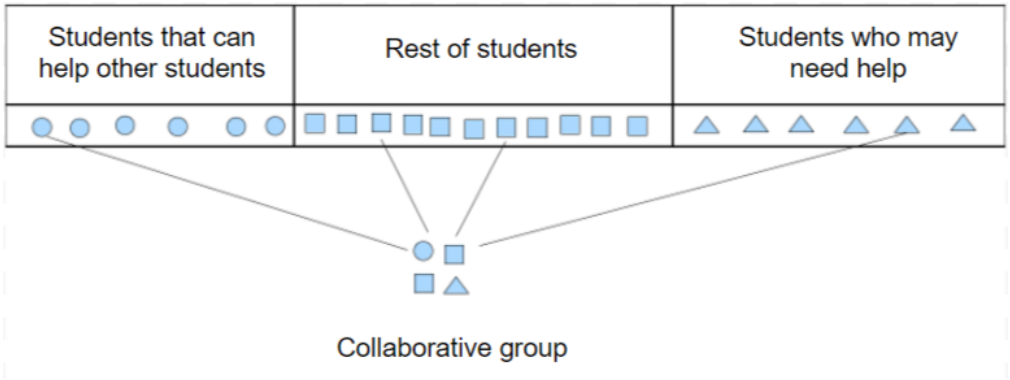
Task 2.1 rubric will be used at various moments within the project as this is a task that should be done after each lesson.

TASK 2.1 - CREATING WORKING GROUPS

The teacher will create the heterogeneous groups taking into consideration the students' abilities. In order to create the groups the teacher will classify students into 3 big groups:

- **Circles**: students able to help other students
- **Triangles:** students that may need help from other students
- **Squares:** rest of students

In each group will have at least one circle, one triangle and two squares if it is possible.



Duration: 1 hour

ASSESSMENT:

Evidence: [E2.1] first message

Assessment instrument: Rubric 2

Indicators: 2.1.1 [2.1.1.1-2.1.1.2] 2.2.1 [2.2.1.1-2.2.1.2]

TASK 2.2 - GOOGLE DRIVE FOLDER

The teacher will talk about the importance of keeping a group common folder with all the work of the project.

Think about if a specific name is needed for each folder. For example, each group have a number and they should name the folder "Group#".

ASSESSMENT:

Evidence: [E2.2] Google Drive Folder

Assessment instrument: Rubric 2

Indicators: 1.1.2 [1.1.2.1-1.1.2.2] 3.2.1 [3.2.1.1-3.2.1.3]

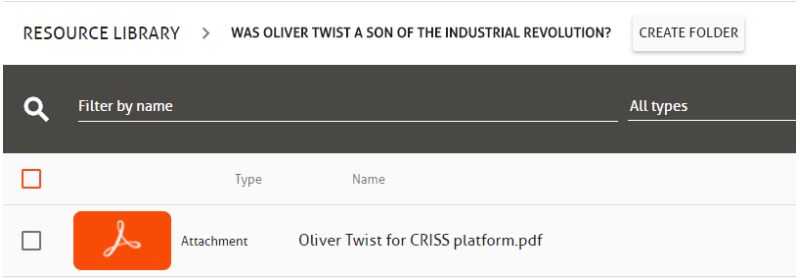
ACTIVITY 3 - Oliver Twist, who was that boy?

This activity will be done in English. English' teacher is in charge of this activity.

TASK 3.1 - BEFORE YOU READ ABOUT OLIVER

English' teacher is in charge of Activity 3. **This task will be done in English.**

The teacher uploads the text with the questions to the Library of CRISS platform so each group of students has a text from an adapted edition for english as a foreign language students of the novel **"Oliver Twist"** by Charles Dickens with a set of questions.



This extract is from the version done by http://www.burlingtonbooks.com/ Any other version could be used if it is from the appropriate language level.

Remember to upload the file "*CAS Oliver Twist, who was that boy? Act 3 Tasks 3.1*" to the platform.

Assessment notes:

There are three different evaluations for this task. Each student will evaluate the work done individually. In groups the students will evaluate the group's work. The teacher will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.

ASSESSMENT:

Evidence: [E3.1] Google Doc

Assessment instrument: Rubric 3.1

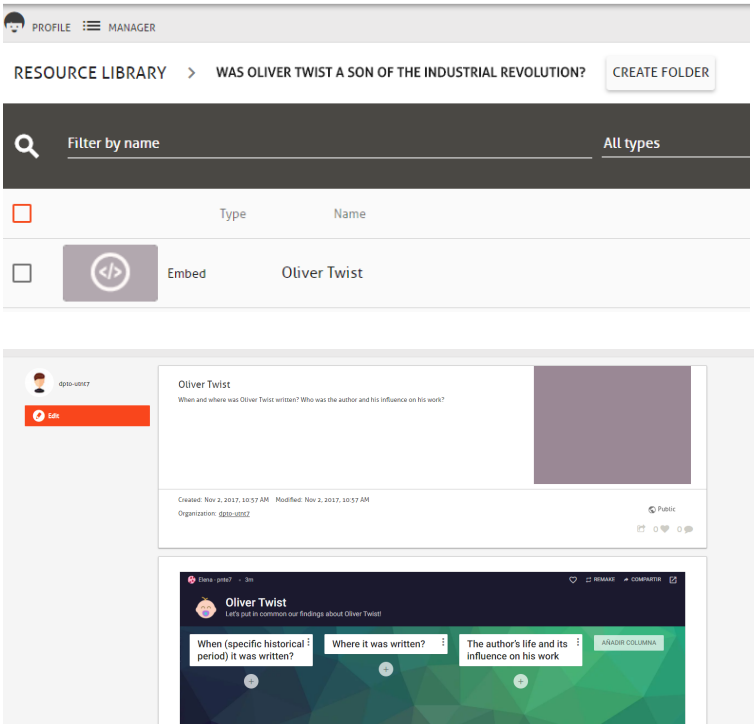
Indicators: 2.1.3 [2.1.3.1-2.1.3.3]

TASK 3.2 - LET'S SHARE OUR FINDINGS!

This task will be done in English.

The teacher will create and provide to the students a digital wall in which students can publish their findings, such as **Padlet.**

Teacher will publish the an access to the digital wall (such as **Padlet**) through CRISS platform in the Library in the project's folder.



The teacher will look the answers in the Padlet.

Duration: 45 minutes

Assessment notes:

There is a three different evaluations of this activity. Each student will evaluate the work done individually. In groups the students will evaluate the group's work. The teacher will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.

<u>ASSESSMENT:</u>

Evidence: [E3.2] Answers

Assessment instrument: Rubric 3

Indicators: 2.2.2 [2.2.2.2-2.2.2.3]

TASK 3.3 - WORK ON THE TEXT

This task will be done in English.

Teacher can decide to suggest or not suggest the English digital dictionaries:

https://dictionary.cambridge.org/dictionary/english/

https://en.oxforddictionaries.com/

The teacher creates a **collaborative whiteboard** with a digital tool, such as: https://webwhiteboard.com By sharing the URL through the project's folder from CRISS platform Library, each student shares the definition of the vocabulary words. We would use a different whiteboard for each word. The URL of the collaborative whiteboards will be accessible from the Library of CRISS platform.

Assessment notes:

There are three different evaluations for this task. **Each student** will evaluate the work done individually. **In groups** the students will evaluate the group's work. **The teacher** will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.

ASSESSMENT*:*

Evidence: [E3.3] Behaviour

Assessment instrument: Rubric 3

Indicators: 2.2.3 [2.2.3.1-2.2.3.3]

TASK 3.4 - JIGSAW ACTIVITY ABOUT OLIVER AND KAHOOT!

This task will be done in English.

The questions and the link to Kahoot will be available in CRISS platform.

In this task students will use Kahoot! (free game-based learning platform). The objective is that each group check their answers playing that game. The following link is already a Kahoot created for that task: https://play.kahoot.it/#/k/543d4ca5-f051-4a3f-9e60-a37e89ae4363. The teacher can create one's own Kahoot! in this link https://kahoot.com

Kahoot has the opportunity to play 1:1 devices or Team Vs Team.

Assessment notes:

There are three different evaluations of this activity. **Each student** will evaluate the work done individually. **In groups** the students will evaluate the group's work. **The teacher** will evaluate the work done by the group taking into consideration the work done by each student in the group's Google Doc.

ASSESSMENT:

Evidence: [E3.4] Google Doc with the answers and the references

Assessment instrument: Rubric 3

Indicators: 3.1.3 [3.1.3.1-3.1.3.2]

ACTIVITY 4 - What happened in the Industrial Revolution?

History's teacher is in charge of Activity 4.

TASK 4.1 - JIGSAW ACTIVITY ABOUT THE INDUSTRIAL REVOLUTION

The following links could help students to find the answers, they can be found in the Resource Library of CRISS platform. Teacher can decide to include them into the description of the task or not.

- Simple Wikipedia:

https://simple.wikipedia.org/wiki/Industrial_Revolution

- Khan Academy:

https://www.khanacademy.org/partner-content/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution

- BBC - Bitesize

http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_industrial_revolution/revision/1/

but they can also use textbooks or other reference books.

Assessment notes:

After the task is completed each group will evaluate their own work using the rubric provided at the beginning of the activity 4. The teacher will use the same rubric to evaluate each group's performance.

ASSESSMENT:

Evidence: [E4.1] "What happened in the Industrial Revolution?" (Google Doc)

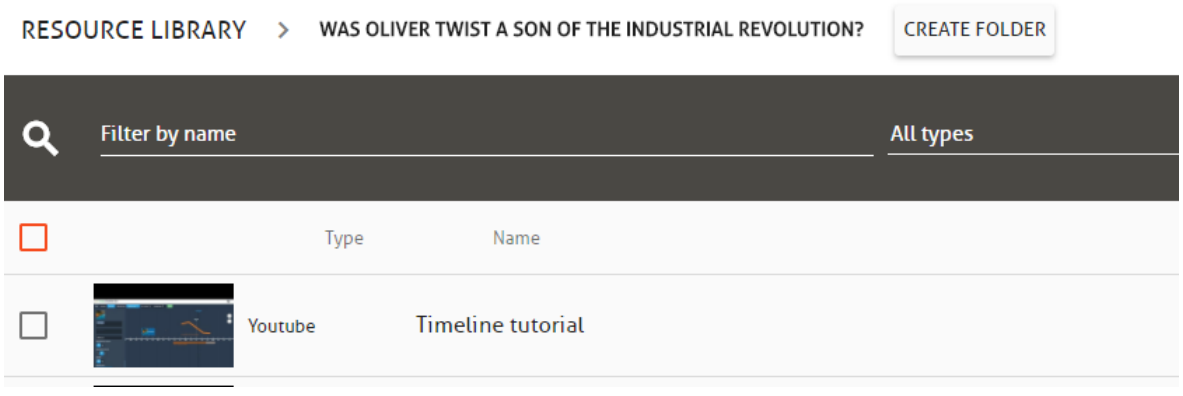
Assessment instrument: Rubric 4

Indicators: 3.1.1 [3.1.1.1-3.1.1.2] 3.1.2 [3.1.2.1-3.1.2.2]

TASK 4.2 - CREATE A GROUP TIMELINE

The teacher will talk to the class about using images, videos, documents, etc. for which students have permission to use.

At this point it is important to bear in mind the ethical and legal aspects of the creative work. **The teacher** will talk to the class about using images, videos, documents, etc. for which students have permission to use. In order to find this type of resources we will use the creative commons search engine and students will always look for resources with a licence that will allow us to reuse the content. Students will practice looking for some pictures, documents, videos… as a whole class to get used to the search engine: https://search.creativecommons.org/ It is important that the group use images, videos and resources with the correct creative commons licences to create their timeline.



Assessment notes:

After the task is completed each group will evaluate their own work using the rubric provided at the beginning of the activity 4. The teacher will use the same rubric to evaluate each group's performance.

ASSESSMENT:

Evidence: [E4.2A] timeline [E4.2B] timeline's draft (digital version)

Assessment instrument: Rubric 4

Indicators: 1.2.3 [1.2.3.1-1.2.3.2] 4.1.1 [4.1.1.2-4.1.1.4] 4.1.3 [4.1.3.2-4.1.3.3] 4.1.4 [4.1.4.1-4.1.4.2] 4.1.5 [4.1.5.1-4.1.5.2]

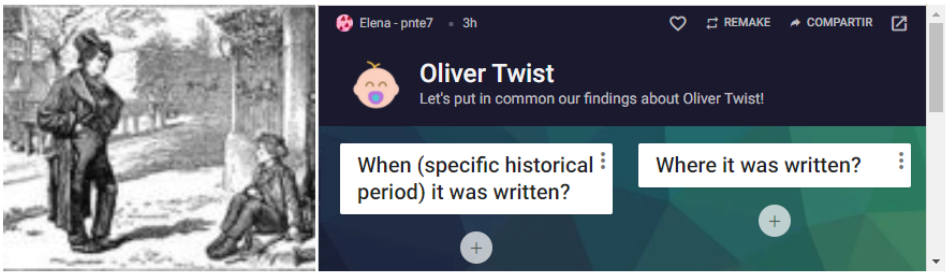
ACTIVITY 5 - Portabily evidence in the CRISS platform

History's teacher is in charge of Activity 5.

TASK 5.1 - PORTABILY EVIDENCE

Example:

Was Oliver Twist a son of the Industrial Revolution?



After 4 weeks working on this project...

Assessment notes:

The teacher will use the rubric to evaluate the final product created by each student.

Each student will use the rubric for self-evaluation of the final product which contains all the works in which the student has taken part in.

At the end of the project each student must write an essay that will summarize the work done during the project and what the student has learnt.

ASSESSMENT:

Evidence: [E5.1] "Portabily"

Assessment instrument: Rubric

Indicators: 3.2.2 [3.2.2.1-3.2.2.3] 4.1.3 [4.1.3.3-4.1.3.5] 4.2.1 [4.2.1.2-4.2.1.4]

TASK 5.2 - WRITE AN ESSAY

The History teacher will evaluate the essay according to a rubric that he/she will have provided to the students before hand. The teacher will state **the length** of the essay according to their students competences.

Assessment notes:

At the end of the project each student must write an essay that will summarize the work done during the project and what the student has learnt.

ASSESSMENT:

Evidence: [E5.2] Essay in Google Doc

Assessment instrument: Rubric

Indicators: 4.1.1 [4.1.1.2-4.1.1.4]