Authors: Bayot, Brodard, Torras & Vallori

Title of the learning situation	Activity 2.1. Prehistory. Reflecting upon the past with technology	
Application context	Stage / education level	Primary school students (up to age 11)
	Curricular areas involved	● Catalan ● Social Sciences ● Maths ● Natural Sciences ● (incorporate student subject interests)
Description of the learning situation	Skills	● Problem solving ● Research ● Collaborative working ● Analysis ● Presentation ● Selection of appropriate resources ● IT ● Critical thinking through evaluation

	Methodology	<u>Problem-based learning:</u> The teacher will introduce the topic of prehistoric civilizations and explain that the first civilizations focused heavily on family and society and that we can learn from how humans lived then. Students will receive a letter from the directors of an interactive history museum due to open in two weeks asking for help as they have lost all the information and material they had in their prehistoric hall. The students have the task of developing a project where they can solve the problem of the missing material/exhibits by providing resources (using the following questions as a guide at all times for development of the final product:) ● What do we want to talk about? ● Who will make up my group and why? ● When we will carry out the project? ● How will each group contribute? ● What tools will be used? <u>Cooperative Learning</u>. Groups will have 4-5 students each Students will work from the documents provided in Google Drive, organized in the following way: ● Research ○ Documentation ○ Multimedia ● Agreements and discussion ● Preliminary draft ● Final project <u>Gamification and interactive roleplaying</u>. Elements and components of the game itself will be used within a situation of learning to achieve the objectives. Older students or those with experience of computer programming will lead on developing a story through Scratch covering the below topics: ● When did it happen? ● What were the people like who lived there? ● Where did they live? ● What were their habits? ● What did their diet consist of? ● Were they organized into different classes depending on their social conditions? ● What was the role of men? ● What was the role of women? ● Discoveries ● Interesting facts

	Activities	Activity typology: ● Research activities - individually or in small groups, students will collect a handful of written and multimedia resources for the presentation to be shared with class members (in?) Debate activities ● Tasks assignment activities - Each student will be assigned a role and will establish a handful of conditions and rules for the aspect of the project they are leading on. ● Construction activities - Through Scratch, the students will collaboratively develop resources for the project. ● Synthesis activities - Each group, through a multimedia creation tool (Glogster or canva, for example), will compile the most important information they have found and share it with the rest of the groups. ● Self-evaluation/co-assessment activities - Students will complete analysis and evaluation forms throughout the entire activity. As well as completing co-evaluation forms, each student will provide a self-evaluated grade – based on specific provided criteria.
	Digital technologies	● Classroom computer ● Projector ● Chrome cast playback device ● Chrome book laptops with Internet access ● Scratch ● Multimedia tools – Gloster or canva ● G-suite

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<tr><td rowspan="2"></td><td>Monitoring and evaluation</td><td><u>Follow-Up:</u>
The teacher will follow the progress of each group. They will encourage those who have difficulties in keeping up with peers by offering them support. They will also establish additional communication channels such as email, Hangouts or Meet to resolve doubts or conflicts that may arise.

<u>Evaluation:</u>
Student evaluation will be based on:
50% average score provided by the involve teaching staff
35% co-evaluation
15% self-evaluation
G-Suite surveys will be used to carry out the co-evaluations and self-assessments of the groups, taking into account the following:
Adaptation of the established guidelines
Spelling and grammar
Aesthetics
Impact
Oral Presentation
Involvement in the exhibition
ICT Skills</td></tr>
<tr><td>Teacher role</td><td>Subject teacher - motivator, instigator, guide, facilitator
ICT coordinator – solve technical problems and manage software
Support teacher - support those with additional needs</td></tr>
<tr><td>Learning outcomes</td><td colspan="2">Students will have:
Learned about the main features and stages of the Prehistoric age.
Correctly synthesized the information they have researched and appropriately present it to the group.
Participated responsibly and equally in cooperative work proposals.
The works will be presented with an interactive poster in a large group to be analyzed and evaluated.</td></tr>
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