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**LEARNING & CREATIVITY PLAN (L&C PLAN): A CUSTOMIZED E-SHOP**

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| **1. Overview** |

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| Title |  |
| Driving Question or Topic | *Composition of οne or small number of essential questions (or related topics)* |
| Ages, Grades, … | *Age selection* | *K-12 grade level selection* |  |
| Duration, Timeline, Activities | *Number of learning hours* | *Timeline/frame, calendar* | *Number of activities* |
| Curriculum Alignment |  |
| Contributors, Partners |  |
| Abstract - Synopsis | *Brief description of the project and/or learning activities related with objectives (50-100 words)* |
| References, Acknowledgements |  |

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| **2. STEAME Framework\*** |

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| Teachers’ Cooperation | *Teacher 1 cooperation with Teacher 2 and formulation of students’ guidance* |
| STEAME in Life (SiL) Organization | *Meeting with business representatives**Entrepreneurship - STEAME in Life (SiL) Days* |
| Action Plan Formulation | *Reference to the Stages and the Steps of the STEAME Framework (Action Plan Formulation)* |

*\* under development the final elements of the framework*

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| **3. Objectives and Methodologies** |

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| Learning Goals and Objectives | *Identification of goals or objectives using appropriate verbs, related or corresponding to competences (knowledge – skills - values), what learner be able to do after the project* |
| Learning Outcomes and expected Results  | *Definition of Learning Outcomes using action verbs**Expected results as any kind of deliverables or "artifacts”*  |
| Prior Knowledge and Prerequisites | *Prior experiences, knowledge and skills do the learners bring with them to this learning experience* |
| Motivation, Methodology, Strategies, Scaffolds | *Teaching strategies, approaches, methods, and/or techniques for achieving learning objectives and outputs (project-based, inquiry-based, problem-based, gamification etc.)* *Instruction differentiation for students’ needs (learning styles, multi-modal representations, roles to students etc.)**Active students’ engagement, individual-team-classroom work, scaffolding techniques, etc.* |

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| **4. Preparation and Means** |

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| Preparation, Space Setting, *Troubleshooting Tips* | *Procedures, spaces, and material preparation**Setting in classroom, outdoor activity, computer lab etc* |
| Resources, Tools, Material, Attachments, Equipment | *Instructional sources and digital material with the related references needed for the implementation of the learning plan* |
| *Safety and Health* |  |

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| **5. Implementation** |

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| Instructional Activities, Procedures, Reflections | *Brief and comprehensive description of the creative activities, tasks, or learning experiences (individual-team-classroom working)**Engagement and active participation through hands-on practices**Students’ feedback and reflection on their thinking, process, or learning.**Monitoring students' learning and progress measuring* |
| Assessment - Evaluation | *Assessment and formative evaluation processes and rubrics to measure the student’s ability to perform what was described in the objectives* |
| Presentation - Reporting - Sharing | *Documents, outputs, artifacts, products produced by the students with references, web links etc, for sharing to media* |
| *Extensions - Other Information* |  |

Resources for the development of the STEAME Learning and Creativity Plan Template

**STEAME Prototype/Guide for Learning & Creativity Approach**

Action Plan Formulation

*Major steps in the STEAME learning approach:*

**STAGE I: Preparation by one or more teachers**

1. Formulating initial thoughts on the thematic sectors/areas to be covered
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

**STAGE II: Action Plan Formulation (Steps 1-18)**

*Preparation (by teachers)*

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

*Development (by students) – Guidance & Evaluation (in 9-11, by teachers)*

1. Background Creation - Search / Gather Information
2. Simplify the issue - Configure the problem with a limited number of requirements
3. Case Making - Designing - identifying materials for building / development / creation
4. Construction - Workflow - Implementation of projects
5. Observation-Experimentation - Initial Conclusions
6. Documentation - Searching Thematic Areas (STEAME fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
7. Gathering of results / information based on points 7, 8, 9
8. First group presentation by students

*Configuration & Results (by students) – Guidance & Evaluation (by teachers)*

1. Configure mathematics or other STEAME models to describe / represent / illustrate the results
2. Studying the results in 9 and drawing conclusions, using 12
3. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

*Review (by teachers)*

1. Review the problem and review it under more demanding conditions

*Project Completion (by students) – Guidance& Evaluation (by teachers)*

1. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
2. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions
3. Presentation of Conclusions - Communication Tactics.

**STAGE III: STEAME Actions and Cooperation in Creative Projects for school students**

**Title of STEAME Project : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

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| **STAGE** | **Activities/Steps**Teacher 1(T1) Cooperation with T2and student guidance | **Activities /Steps****By Students**Age Group: \_\_\_\_ | **Activities /Steps**Teacher 2 (T2)Cooperation with T1 and student guidance |
|  |  |  |  |
| A | Preparation of steps 1,2,3 |  | Cooperation in step 3 |
| B | Guidance in step 9 | 4,5,6,7,8,9,10 | Support guidance in step 9 |
| C | Creative Evaluation | 11 | Creative Evaluation |
| D | Guidance | 12 | Guidance |
| E | Guidance | 13 (9+12) | Guidance |
| F | Organization (SIL)STEAME in Life | 14Meeting with Business representatives | Organization (SIL)STEAME in Life |
| G | Preparation of step 15 |  | Cooperation in step 15 |
| H | Guidance | 16 (repetition 5-11) | Support Guidance |
| I | Guidance  | 17 | Support Guidance |
| K | Creative Evaluation | 18 | Creative Evaluation |