Virtual Classroom Tour - VCT

Partners in Learning Egypt Forum 2019

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Virtual Classroom Tour – VCT

Name of Project:: Fun of Learning with Mico:Bit

Educator(s)	Eman Mohamed Youssef Saddik
School *Brief description of school context*	Gamal farghaly secondary school . Public school . Including 500 students . At Sadat district , Assuit, Egypt. https://education.microsoft.com/Story/Lesson?token=XJi9T
School Website	Site: https://wordpress.com/view/assuithourofcode.wordpress.com facebook group : : https://www.facebook.com/groups/1734183053276838/ Facebook page: https://www.facebook.com/gamalfarghaly Twitter: https://twitter.com/yousif_eman One Drive Link: https://egmoet3-my.sharepoint.com/:f:/g/personal/eman_67417_t3_moe_edu_eg/Et4_84GBfcFPmalH4Y3XI5wBZYOZGu8dkiZa5QIwGuf7MA?e=DRYRCR Sway: https://sway.office.com/EYBWb6HDW3MLMtNR?ref=Link&loc=play
Content/Subject Areas	The strategy of teaching with games
Age/Grade level	All ages
Project Objectives	• Students will get knowledge about Micro:Bit Device.. • Students will create codes similar to hour of codes' • Students will enjoy collaborating and communication in exchanging information from younger to older and older to younger and applying 21st century skills in life.

Eman CV

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Project Description

Brief description of the project and the background.
What are the stated objectives and learning outcomes? Is the learning activity long-term? Does it call on students to plan their work and assess their work over time?
Please add background information files if needed. See how to embed documents in notes. VCT should be a max of 5MB. Please add additional documents as "supporting sesources" in your Learning Activity.

Design of the Learning Environment

Examples of planning (e.g. pedagogic approach, links to resources used). Please highlight creativity and innovative teaching practices. Emphasize to what extent the planning for learning facilitates the development of different dimensions of 21st century skills e.g. knowledge building, use of ICT for learning, problem-solving and innovation, self-regulation, collaboration and skilled communication.

Description of the project

A team of students presented their coding experience through learning about Computer science in making Code , using Java and Blocks in Micro: Bit , also in hour of code to create a game to apply it in a real life . This game is called " My Bag Needs Micro:Bit".Students attracted by using light signals and music tone as signal and a sign for caution and attention for the owner to take care of his needs. They use it as a kind of protection of all their needs. And they presented also the best way of solving problem .. Algorithms as the best style in dealing with any issue in real life**.**

Building of the project

The project was built according to what students have suggested as below:
* How can we feel fun of what we have learned at our schools?
 * What are the steps that we can follow to achieve success and happiness in life?

 * How about creating a game is the best way of achieving joy and happiness?

After demonstrating students ' questions ,I was eliciting several ideas to support the goal

Strategies of the project

of the project as * the idea of Coding.
 * The Idea of learning through creating a game or play.
 * The Idea of algorithms' .

To answer students' questions and explaining the ideas , I used the following strategies to all ages :
 blended learning , brainstorming , collaboration, ICT , algorithm's, communication, problem solving , role play , flow chart for designing and drawing , face to face , one to many , many to many and communicative learning .

The outcome of Learning

Students are expected to ...
1. be a good learner of computer science.
2. be creative in designing , drawing shapes and building up codes.
3. create play, games and apps to apply it in real life.
4. transfer knowledge to his peers either inside his schools or globally.
 5. feel entertainment in communication with his friends either younger or older from his school or neighboring school.

Evidence of Learning

Examples of products and outcomes created by the learners throughout the project – including use of ICT. What sort of ICT is used and how has it been used in the project.

To what extent do students use ICT in ways that support knowledge building, collaboration, or learning beyond the classroom? Does ICT use enable new knowledge-building/collaboration/learning beyond the classroom opportunities that would not have been possible without it? Have digital tools been used in imaginative and ground-breaking ways to support learning processes?

Please add files, videos etc. which documents clearly the learning process and evidence of students' learning

https://sway.com/c7pTBOxj3NNlRseˈعرض انشطة لأدلة لتعلم

Students'activities on Sway as evidence of learning

Sorts of ICT students used in the project:

➢ Microsoft Sway
➢ Microsoft Stream channel
➢ Microsft Form
➢ Microsoft One Note in classroom
➢ Evaluation , Using Microsoft Excel
➢ Students used M. Word for researches.
➢ Students used M. power point for presentation
➢ For exchanging information between teacher and students ,using Yammer, Facebook and twitter.
➢ Windows media player
➢ Paint
➢ You tube channel
➢ Microsoft Movie maker
➢ Microsoft One drive
➢ Microsoft share point.

Algorthim

Rubric

it's actually ,using technology inside and outside classroom , helps students to support knowledge building , collaboration, learning beyond the classroom and supports also with new building technology , collaboration and learning beyond the classroom walls. Here is example of how technology creates innovation inside students activities that appears their innovation and to be talent ones.
here is sample of exchanging younger students with older one and older with younger and students with peers globally to prove that technology support knowledge building and collaboration.

صور لعرض واتصالات الطلاب
فيديو
توضح مدى التخطيط للتعلم وبناء المعارف واستخدام تكنولوجيا المعلومات والإتصالات وحل المشاكل والإبتكار والتعاون والتواصل بكفاءة
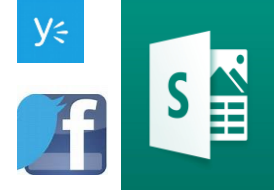
Knowledge Building & Critical Thinking

Examples of how the learning activities require students to move beyond reproducing what they have learned to building knowledge through interpretation, analysis, synthesis, or evaluation.

Extended Learning Beyond the Classroom

If the learning experience is not bound by classroom walls, time-frame of conventional lessons, subject parameters – please show examples of this.

If the project addresses real world issues (i.e. authentic situation and data from outside the classroom) or has meaningful impact on communities locally and / or globally please show examples of this.

Learning activities help students to create designing and new games to build knowledge beyond what they have learned inside the classroom and compared them among them, then they set an evaluation to measure their understanding and progress of coding and Computer Science. They use light signal and music tone as a tool of protection of their needs as bag , mobile phone or their bike.

Evaluation among students
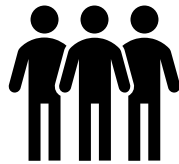
Learning with peers and contacting with them created a good atmosphere of co operation and confidence among younger and older students.
Students use the following to express the spirit of love and co operation among each other and produce their society a good picture of tolerance and good relationship through:
- Meeting online through skype .
- Facebook,twitter and yammer chat.
- Face to face in lab trainings.

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Students'achievements

D:\fie hex_project\
microbit-Al-RasmiaPrii

microbit-Al-RasmiaPrinciple-school.hex

microbit-Al-RasmiaPrinciple-school (2).hex

microbit-MicroPet.hex

microbit-Assuit-al-Shaheed-principle-School.hex

D:\fie hex_project\
microbit-Assuit-al-Sha

microbit-Eman-Loop-model (1).hex

microbit-Eman-Loop-model (4).hex (Command Line)

microbit-Eman-retrieve-Numbers.hex

microbit-Eman-Loop-model (4).hex

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Collaboration

Examples of how the students work with other people, sharing responsibility while making substantive decisions for developing a joint product, a design, or an answer to a complex question. Students may be collaborating with their peers in the classroom, or with students or adults outside the classroom

Cutting Edge Use of Technology for Learning

The learning activity involves students' use of ICT – whether or not the use of ICT helps students build knowledge/collaborate or learn beyond the classroom, and whether or not students could build the same knowledge/ collaborate or learn beyond the classroom in similar ways without using ICT

Primary students share their elder friends from preparatory stage and the two stages share their responsibility with secondary stage students in discussion and planning . Each group of students designing their own app for example , primary students plan for finishing direction for (games as cat searches fish and complete circles) prep students plan to complete and act a PLAY (All mathematics shapes and Micro:Bit) and secondary students complete(Minecraft hour of code courses , creating App and complete courses). And all of them meet together online , through uploading their activities, video chat , skype meeting and teamwork conversation too.

Yes, It's actually true that using technology helps students to build their knowledge outside the bounders of schools and helps them to collaborate with their peers globally easily to change and build their knowledge.

Educator as Innovator and Change Agent

In environments where innovative teaching is challenging, have innovative teaching practices and ICT been used in instrumental ways to change how students learn. Does the educator demonstrate evidence of continuous improvement in their professional practice, model lifelong learning and exhibit leadership in their school and professional community by supporting other educator's development and understanding of the impact on learning of the effective use of digital technologies?

Swayhttps://sway.office.com/EYBWb6HDW3MLMtNR?ref=Link

We as educators , I used several strategies in teaching and in giving guidance to students as: blended learning, Role Playing , Problem solving, collaborative learning , self learning , survey learning Strategy/ fact- finding strategy and Communicative Learning as encouraging students to be in the site of problem and how to deal with it , using algorithms to change their thoughts and ideas and to be logically in facing problems in life..

Teacher Role:

➢ teacher as a guide and facilitator to the teaching process , helping students in their planning their project and set the objectives to follow.
➢ Encouraging students in organizing themselves and to respect each other in making dialogues and giving chance to everyone to express their ideas.
➢ Help students to think in different way and give chance to everyone to share in the project , even the shy and naughty students with good thought and good manner .
➢ His goal to see his students with bright future , self reliance , confidence to build their projects , face problems logically with problem solving strategy, the ability to control and challenge the difficulties and publish their activities globally.

Students Role:

❖ So students managed to use algorithm in change thoughts and to deal with problem logically .
❖ Students feel confidence in putting goal and how to design their project.
❖ Students feel self reliance in sharing responsibilities with their peers.
❖ Students become creative and innovative in producing good shapes and create new games and app , sharing them globally.
❖ Feeling confident in marketing their projects to their peers inside and outside their schools.
❖ For the first time , student study Computer science by his own and conveyed what he has learned to his colleagues.
❖ Student has learned to be patient in completing the direction on the maps to reach certain goal.
❖ Students has become clever in using Microsoft tools, as sway, form, teamwork , OneNote , facebook , skype and yammer.

School role:

Publish the project and make it available for each stage inside school.
❑ https://www.youtube.com/watch?v=JHZ8ouI9p1k Teacher Role in Changing
❑ https://www.youtube.com/watch?v=o2uWmm9MKbg Fun of Learning