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Dokuments pieder SMART LESSON partnerības organizācijām. Nav atļauta tā kopēšana vai izplatīšana jebkurā formā vai ar jebkādiem līdzekļiem bez iepriekšējas rakstiskas saskaņošanas ar autortiesību īpašnieku.

Atzīšana-Nekomerciāls-Nepārveidojams
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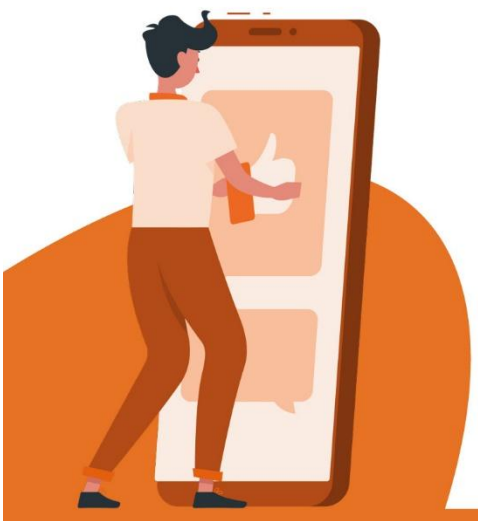
Smart Lesson Structure

Main data of the lesson	
Title:	What is hiding in our surroundings?
Subject:	Natural science
Specific topic:	Ecosystem
Main target:	Grade 2 (lower secondary school)
Duration:	80 min
Context:	Outside the classroom
School/Author:	RV

Contents

1. Learning outcomes
2. Digital tools/apps
3. Design of the Smart lesson in 4 steps

LEARNING OUTCOMES	
Key Competences:	<u>According to 8 Eu Lifelong learning Competences*:</u> • To store, manage and organise digital data, information and content. • To create and edit digital content. • To be aware of the environmental impact of digital technologies and their use. • Using the PlantNet app is useful for ecological research and biodiversity conservation. • Copyright and licences
Digital Competences:	<u>According to the DigiComp:</u> • Browsing, searching and filtering data, information and digital content • Evaluating data, information and digital content • Managing data, information and digital content • Sharing information and content through digital technologies • Solving technical problems
Technical Competences:	<u>Students individually will use their digital devices to:</u> • to scan plants and their parts; • to search for the information, they need; • to translate the information found; • to create a document; • to collect information; • to share the collected information; • to fill self-assessment questionnaire.



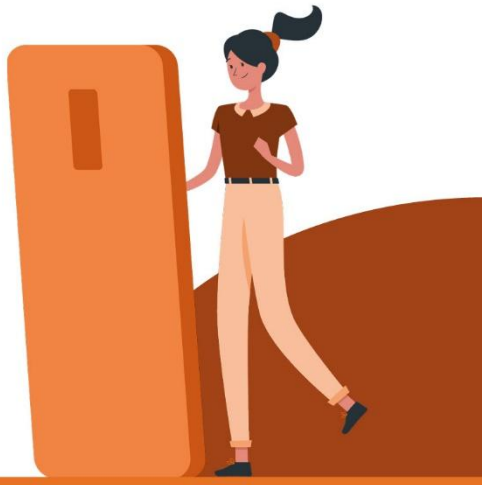
DIGITAL TOOLS/APPS

APPs and other IT tools	Apps: • PlantNet - https://identify.plantnet.org/ • Google Translate • Google Sheets • Google Classroom • Google Forms

DESIGN OF FHE SMART LESSON IN 4 STEPS

Step 1 – eTASK **Introduction to the digital task**	Topic Introduction: Using smart devices with the PlantNet application, students will find out the variety of plants in the nearby area and collect information about the plants found. Learning Outcomes Explanation: • Find out the common and more common plants in the surrounding area and will know if any of them are rare. • Get an idea of the fact that there are plants that need special protection. • Use English to obtain information. • Use language translation tools to select required information. • Reflect the obtained information in a document, present it to others and compare the obtained results. Activity Overview: Students learn how to use the PlantNet app to scan plants, its parts and to find out information about plants found in the nearby area. Google spreadsheets to summarise the information found, create diagrams with most common plants. Google translate to translate information about plants from English.
Step 2 – eEXECUTION **Digital execution of the task**	Activities: • The students will go outside.

	• Using smartphones with the SmartPlant application will scan various plants. • Will look for information about the plant by evaluating various sources of information. • The obtained information will be entered into the google spreadsheet application - the name of the plant and how often such a plant was scanned, a short description of the plant, a picture of the plant, indicating references to sources of information. • The collected information will be shared with classmates and teacher in the Google Classroom learning environment. • Fills in the self-assessment questionnaire in the Google Forms application.
Step 3 – eCORRECTION **Digital correction of the task**	<u>Self-Correction:</u> The student corrects spelling errors while writing the text which are presented by the Google Sheets/Translate app. The PlantNet app indicates the real plant to the student if the student has recognized it as a different one. <u>Teacher Feedback:</u> Students receive immediate feedback from the teacher with error corrections in the Google Classroom learning environment.
Step 4 – eASSESSMENT **Evaluation of the digital task**	



LEARNING PATHS BASED ON THE USE OF SMARTPHONES AND THEIR POTENTIAL TO DEVELOP STUDENTS' KEY SKILLS

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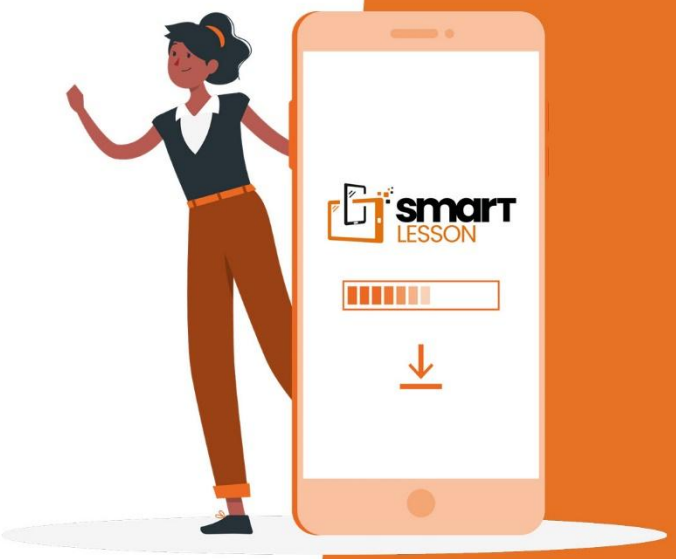
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