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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.

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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:	Inside 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> ● Create a presentation using the obtained information. ● To create and edit digital content. ● To be aware of the environmental impact of digital technologies and their use. ● Using Google Presentation app is useful for ecological reasons. ● Copyright and licences. ● Rules of good practice in creating a presentation. ● Presentation skills.
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 ● Creation of presentation design using the best options of the program.
Technical Competences:	<u>Students individually will use their digital devices to:</u> ● to create a presentation; ● to form it following the rules of good practice; ● to share presentation in the learning environment, google classroom; ● to present work; ● to fill self-assessment questionnaire.



DIGITAL TOOLS/APPS

APPs and other IT tools

Apps:

- Google Sheets.
- Google Slides.
- Google Classroom.
- Google Forms

Devices:

- Chromebook/PC/Tablet

DESIGN OF THE SMART LESSON IN 4 STEPS

Step 1 – eTASK

Introduction to the digital task

Topic Introduction:

Using the information gathered from the previous lesson about plants, create a presentation using Google Slides to share with classmates and the teacher in Google Classroom.

Learning Outcomes Explanation:

By the end of this smart lesson, students will be able to:

- Create a digital presentation based on the rules of good practice in creating and designing a presentation.
- To introduce the obtained results to the classmates.
- Compare your obtained data with the results of other classmates.
- Guided by self-collected information, expresses conclusions about the diversity of plants in the immediate area.

Activity Overview:

Using previously obtained and processed data creates a digital presentation for presentation in the classroom. Inserting images, diagrams into the presentation. Inserting properly formatted references. Create a presentation design following the rules of good practice in creating a presentation.

Step 2 – eEXECUTION

Digital execution of the task

Activities:

- Students create a digital presentation.
- Inserts the information and data obtained into it.
- Indicates sources of information.
- Create a presentation design following the rules of good practice.
- Tells and presents to classmates.
- Discuss the results obtained by the class, their differences and commonalities.
- Fills in the self-assessment questionnaire in the Google Forms application.

Step 3 – eCORRECTION

Digital correction of the task

Self-Correction:

The student corrects spelling errors while writing the text which are presented by the Google slides/sheets app.

Teacher Feedback:

Students receive immediate feedback from the teacher with error corrections in the Google Classroom learning environment.

Classroom Interaction:

In Google Classroom, students can familiarize themselves with the presentations of other classmates and add comments with suggestions.

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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