

Appendix 1d: The PbC Learning Event Template

In designing PbC classrooms, all of the three perspectives - PTDL, Drama-Based Learning and Teaching, and Dynamic Assessment within a Learning Cycle - eventually come together. This template shows how these perspectives relate to each other and how they provide guidance in designing PbC Learning Events.

Learning Event (Subject/Topic/SWYK): _____			
Drama-based approach		Pluriliteracies Approach	PbC 5 Step Learning Event Planning
Scoping Getting started	<p>Subject/interdisciplinary content:</p> <p>Opening Learning Conversation to launch a discussion /selection/ overview/ summary of the chosen topic/theme/concepts and the corresponding SWYK.</p>	<p>Meeting Language:</p> <p>Initial brainstorm/introduction of key language types related to theme predicted by learners - not only key vocabulary but the <u>type of language</u> they will need e.g. language of empathy, language of persuasion, language of history, language of science, genre/functions. Learners could build a Digital Word Wall, to be added throughout or play Association Ball etc.</p>	<p>Step 1: Select Learning Focus</p> <p>Step 2: Select SWYK Learning Event including:</p> <p>Learning Conversations</p> <p>Raising language awareness/Creative thinking/</p>
Modelling/ Analysing	<p>Authentic Exemplars: select a series of clips, models, relevant examples of the existing multimedia events which have inspired the SWYK (e.g., radio shows, adverts, exhibition brochures or online museum visits, film trailers, You Tube videos, TV and social media) to raise awareness and contrast different styles and purposes.</p>	<p>Manipulating Language: Making visible subject discourses and language needed to use CDFs/higher order thinking skills (HOTs). Analysis of language use from the exemplars.</p> <p>Learners can use a simple literacies analysis tool or classification cards.</p> <p>This could be done in groups in a class with one team member tasked to capture words and thoughts and the various scribes then compile a composite of all unique terms.</p>	<p>Step 3a: Designing of Tasks leading to learning event.</p> <p>Identifying and developing subject concepts and language (discourse) which makes selection of CDFs clear.</p>

<p>Focusing/ Purposing</p> <p>Identifying (members /rules)</p> <p>Creating (roles)</p>	<p>Classroom organisation: constructing the 'ground rules' e.g., divide class into teams, set time limits re: preparation, time, length of the event etc. Provide necessary resources for learners to create a storyboard for the SWYK, including linguistic resources.</p>	<p>Literacies Language tasks which explore/practice and enable creative suggestions for the use of language both in the modality of trailers as well as in the subject discipline. Task design will need to include scaffolded learning and spaces to experiment language and check it through.</p> <p>The role and timing of the teacher's interventions are crucial. When and what to scaffold? We normally begin this process just before the storyboarding and then again before rehearsal. The intervention typical at these stages is to suggest personification of concepts or processes, give relevant illustrations, and later to talk about the division of roles and options on creating the digital content.</p>	<p>Step 3b: Designing Tasks leading to Learning Event.</p> <p>Support for languaging and ways of expressing ideas.</p> <p>Focus on skills.</p>
<p>Designing</p>	<p>Storyboarding: guidelines, breaking the SWYK into scenes so the work will be focused and concise e.g.</p> <p>When Storyboards are not the organising principle of the event it is useful to talk about learning journeys and how they evolve from outset to destination.</p> <p>Guidelines on scripting, roles and rehearsals. Depending on the Learning Event, teams should appoint a director and a technician (of course they could double up) along with assigning characters both protagonists and supporting. Depending on the issue. Location and possibilities to edit should be considered.</p>	<p>Meaning-making/ Rubrics: Co-construction of Assessment Criteria - both content and language which evidence the deeper learning so that teacher and students together select a rubric format/outline and discuss what the criteria will be – this is critical. The rubric needs to be owned by the learners so they can use it to guide their practice tasks which follow and reward/encourage peer coaching.</p>	<p>Step 3c: Designing Tasks leading to Learning Event</p> <p>Mentoring and scaffolding drafts.</p> <p>Encouraging creativity and providing language support/practice.</p> <p>Focussing on language needed: some tasks in this stage may need to be very language-oriented in making explicit the connection between the type of language functions (CDFs) and the content knowledge being learned.</p>

	Rubric Design – discussion and construction criteria with learners to ensure they understand clearly the goals of the Event. This can also be used to guide Learning Conversations throughout different stages.		
Practising	Practices, iterations and reiterations: important that students experiment, rehearse and explore possibilities themselves or in groups, establishing the dialogue and movement and making the scenes move fluidly.	Languaging: Practice tasks for deeper learning. Interweave practice tasks which scaffolded (constant feedback, feedforward) opportunities by teachers and peers, to enable students to deepen their understanding of subject discourse and linguistic genre and mode regardless of their linguistic level. Ongoing languaging opportunities. Use the rubric for guidance.	Step 3: Designing Practice Tasks leading to Learning Event. Teacher group support /coaching/mentoring/ scaffolded learning/learning conversations/ languaging opportunities.
Enacting	Assessment: SWYK in three parts (preparation, performance analysis and reflection) according to the rubric/agreed assessment criteria.		Step 4: SWYK Assessment 'Performance' of the Learning Event. Teacher, peer and self-assessment.
Reflecting Concluding	Reflection: The debrief for self and group reflection. Reflection takes different forms e.g., spotlight on one group to consider how effective they were as a team in approaching the task, what would they do differently and why? e.g., peer assessment (rubric). Goals setting for extension work (can use Learning Logs). e.g., The Trailer – a group design of posters for the film, interviewed of actors, filming processes, digital - depending on the age, stage, and language development of learners.		Step 5: Reflection Use a self-analysis tool to celebrate achievement, and forward plan in terms subject conceptual and language development.