ELM Pilot Implementation Plan

School(s)
Gymnasium 227

Name of the ELM, Unit of Study or Activity being piloted, and target group
Electronic Alphabet of St Petersburg & Helsinki

Pedagogical model for the use of the ELM (e-resource) under the pilot phase	
Pedagogical approach: instructional strategy/ didactic approach or method(s)/ teaching methods/ delivery mode	Electronic educational materials are planned to use in academic and extracurricular activities subject, educational work, development of special projects, organization of independent work of students. ELM can be used as information for educational work, task on which students should think creative assignments for students, reflection, control and self-control, creation of their own products on the project. The basis of teaching process with the use of EEM is laid two approaches-cultural studies approach and activity approach. - How do you know? - What do you like the best? Why? Explain. - Choose an interesting object and make a story, using the material that you know. If your knowledge is not enough, look for this material with the use of hyperlink, you can also ask your teacher for the help. - At home you must perform an unusual home task: -find and add the object of our city, which is not submitted in our "ABC" on this letter but, from you point of view, is very important. Prepare short information of this subject, using different materials and knowledge of your parents.

	• Creative task for you: visit this object, photograph this object, then you and those who were with you describe your opinions, make you own opinions, write it on a paper or on a computer, adding your picks. We can say that you'll receive your own view of our city. On the proposed facility students can be asked to make the task, formulate the targets for Russian and Foreign languages lessons, Math, Nature and so on. Execution of tasks can be carried out in the following organizational forms: frontal, group and individual forms of learning; for lesson or home task, after classes work. Students & teachers act in different roles: -developers and creators of new project. -performers -experts -generators of new ideas.
Person(s) in charge	Vladimir Sedov, Elena Letucheva, Hellya Sedova
Anticipated risks	The assessment of the achieved meta-results
Notes for Experience Report about Pedagogical model, see at the end of the template	Key findings, results and discoveries, experienced risks What needs updating and developing? How much work will be needed in the future and how have you prepared for that?

Design Template for E-learning Material (ELM)

Structure and navigation of the ELM being piloted

Structure of the ELM: Modules/ Learning paths/ Learning process or Delivery process/ including assessment schedule	The ELM based on the PowerPoint 2010 presentation and includes the information about main attractions of Saint-Petersburg an Helsinki (history of different attractions and memorials, historical events connected with it). The navigation is in form of alphabet. Each letter is a reference to page with information about attractions which name begins from this letter. Also ELM includes the quiz for students and blank pages which can be filled with different original information by the students.
Person(s) in charge	Maria Ivanova, Serge Chechin
Resources	The structure and navigation of the ELM are already developed
Anticipated risks	Some teachers have not enough technical knowledge. To solve this problem we can provide group and individual consultations for such teachers.
Notes for Experience Report about Structure and navigation, see at the end of the template	Key findings, results and discoveries, experienced risks What needs updating and developing? How much work will be needed in the future and how have you prepared for that?

Content production	
Content units	- We create the script of our ELM which includes different elements, structures and multimedia technologies, such as animation, video, sound, text and graphics. - Also we design the content of each page (selecting photos and video, developing annotations, etc.). - Using this ELM students perform different tasks: - Have a look to the page of the Alphabet with the letter "М".

	o Choose the most interesting object on this page and tell everyone about it. If you haven't enough information about this one you can use the reference and know more. o At home you can do different interesting work. For example: find and add to presentation new sight object on the letter "M". Prepare short information about this new object using encyclopedias, Internet, etc. o Students are asked with the creative task: have a look on the sight object that you have choose with your parents, do the photos and video of your trip. Discuss this sight object with your parents and prepare the PowerPoint slide. o If you can create some tasks according mathematics, Russian and foreign languages, PE, etc.
Person(s) in charge	Galina Krasulina, Maria Ivanova
Resources	The most part of the ELM content is already developed.
Anticipated risks	There are some problems with coordinating teacher's work because each teacher have it's own vision of the project.
Notes for Experience Report about Content production, see at the end of the template	Key findings, results and discoveries, experienced risks What needs updating and developing? How much work will be needed in the future and how have you prepared for that?

Technological solutions

Technologies	- Services: Moodle, prezi.com, Microsoft Office, Adobe Photoshop, Pinnacle Studio. - Media elements: photo collages, audio and video, animation
Person(s) in charge	Serge Chechin, Galina Krasulina, Irina Gallyamova
Resources	Additional expences will be needed in case of purchasing additional software and hardware
Anticipated risks	There are some problems with technical knowledges of our teachers, which are solving during the work with project.
User support, user management	Technical support we provide in form of group and individual consultations.
Notes for Experience Report about Technological solutions, see at the end of the template	Key findings, results and discoveries, experienced risks What needs updating and developing? How much work will be needed in the future and how have you prepared for that?

Evaluation of educational results: Student learning assessment

Evaluation	Evaluation of the pedagogical results includes: • Evaluation and self-evaluation of the activity products, provided by students and teachers • Evaluation of our partners, parents and experts. Success of the results of our project will be monitored with different diagnostic methods, presentations of the intermediate results, portfolios of the team members.
Person(s) in charge	Natalya Zadorina, Andrey Frolov, Elena Letucheva, Julia Skibinskaya
Resources	Additional expences are connected with surveys, testings, making different polls and processing of it's results.
Anticipated risks	Some risks are: • Developing the methods of the results evaluating Unavailability of some teachers to active work with the project
Timetable	Write your own unofficial timetable for the student evaluation process (phases and dates)
Notes for Experience Report, see at the end of the template	Key findings, results and discoveries, experienced risks What needs updating and developing? How much work will be needed in the future and how have you prepared for that?

Design Template for E-learning Material (ELM)

Pilot processes and timetable	
Process of technological developing	Serge Chechin is in charge of the technologies Timetable: *January* – finalizing the structure *February* – gathering the rest of content materials from the teachers *March* – finalizing the presentation of ELM
Content product process	Galina Krasulina, Maria Ivanova coordinate the work of subject teachers who are in charge of content production. Timetable: *October-December* – gathering the required materials from other teachers who are responsible *January* – summing up the results of work, presenting subject units.
Collaboration and evaluation	Organizing regulary workshops for teachers involved in the project. Controlling the materials for the quality that corresponds to the requirements/
Skills and competencies	We need some special training on the ways of assessment. We provide the technical and methodological support in form of group and individual consultations.
Timetable	*February* – finalizing the structure and content of the ELM *March* – summing up the results of work, presenting subject units. *April* - implementation experience, analyzing the results, developing new subject units; getting ready for the spring seminar
Monitoring	Difficulty in coordinating work of teachers
Anticipated Risks	What might be difficult or is uncertain now? How you have prepared for that?

Notes for Experience Report	Key findings, results and discoveries, experienced risks What needs updating and developing? How much work will be needed in the future and how have you prepared for that?

Timetable Document phases, check-points and deadlines for different activities. Also, estimate hours of work needed per month and mark down the actual hours of work.				
Pedagogical approach	**September**	**October**	**November**	**December**
Vladimir Sedov	Definition of the main approaches of the work	Making the content of the ELM. Definition of the main features of the used approaches.	Coordination of the chosen approaches with the team members	Уточнение: заданий, выполняемых с помощью ЭУМ, основных форм организации работы с ЭУМ Elaboration of the main forms of organization of the work with ELM
Structure and navigation	**September**	**October**	**November**	**December**
Galina Krasulina Serge Chechin	Definition of the content blocks and information structure of the ELM	Development the structure and navigation of the ELM	Development the navigation structure	Complete the work with interface of the ELM
Content production	**September**	**October**	**November**	**December**
Galina Krasulina Mariya Ivanova	Development the materials for presentation on the seminar in Helsinki	Developing the content of the ELM	Gathering the learning material	Сбор и переработка учебного материала Gathering and processing the lerning material
Technical solutions	**September**	**October**	**November**	**December**
Serge Chechin	Choosing the required	Developing the special	Processing the audio and	Arrangement of the

	software	elements of the ELM	video materials	material
Assesment	**September**	**October**	**November**	**December**
Vladimir Sedov Irina Gallyamova	Sorting and evaluation of the available material	Definition of the evaluation criteria	Intermediate evaluation of the ELM by selected criteria	Comparison of self-evaluations of teachers and project managers.

Design Template for E-learning Material (ELM)

Experience Report

Using the notes you have taken about the different activities during the pilot, please write a short report of your experiences.

Evaluation of Pilot Implementation Present briefly the key findings, results and discoveries from each section: - how was the ELM used; - your success stories; - things that worked well; - experienced risks; - things that did not work so well; - need for revisions; - ideas for further development; - other comments	*Updating and Developing* Describe briefly what needs updating and developing during the final phase (completion)?

 TIMETABLE - document phases, check-points and deadlines for different production topics. Also, estimate working hours needed per month.