Teach 21

Kjenn Universitetsskole, høsten 2020
Undervisningsopplegg engelsk og engelsk fordypning 9 trinn

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English and in-depth English, 9th grade
English in 9th grade is awarded two sessions of 60 min per week. All students of lower secondary attends this course.

The in-depth English course is an elective offered in all lower secondary schools in Norway. The course is designed as an additional English course. It was first introduced in 2006. Students who choose this course tend to fall into two categories – those who enjoy English and would like to deepen and improve their knowledge of the language. However, by choosing this course, there is no room in the schedule for other languages. Consequently, the other pile of students tend to be students who cannot manage a second foreign language.

From Teach 21
The overall aim is to investigate how collaborative problem solving in digital environments (CoISP) takes place in school. An exploration into collaborative problem solving through designing teaching sessions that facilitate for this. Second, facilitating learning environments where technology integration and transfer effects are possible.

Background
One of the teachers partaking in this project has previously used some of the games on the app https://sleuthit.com/index.html. Her observations seem to suggest that students worked more collaboratively. Additionally the app provided an increased knowledge of English. In connection with Teach 21 she suggested that we should revisit this app and design a lesson plan connected to it.

Description of lesson plan
Lesson plan developed to target collaborative learning and problem solving in a digital classroom environment. The media is a digital game and the overarching topic is Murder Mystery Stories. Before embarking on playing the game, students are given a short introduction to famous detectives. From a list of detectives, students chose one, research and make a short presentation of this character. Second, in collaboration students play one of the Murder Mystery games provided by the app SleuthIt (https://sleuthit.com/index.html).
The games are spun from the idea of doing detective work – investigating the site and finding clues and of solving riddles. The third element running through the entire sequence is creating a mystery story. An instruction video https://youtu.be/22Q7aiXmbBA is provided and

students are given freedom in terms of choice of genre and narration for instance a multimodal texts using pictures and text or a movie.

Step 1. Preparation I – researching famous murder mystery detectives (literacy and collaboration)
- o Students are introduced to famous fictional detectives e.g. Sherlock Holmes provided by teacher
- o Students choose one famous fictional detective, research and make a short presentation. (creativity, invention, critical thinking)

Step 2. Preparation II – understanding the framework and the genre (literacy and collaboration)
- o Toolkit & discussion to find genre traits for murder mystery stories
- o Students plan and think about the creation of their own murder mystery story. A work that is introduced early on in the sequence and is a continuous process throughout the project. (creativity, invention, critical thinking)

Step 3. Preparation III – understanding the game & the technology (literacy and collaboration)
- o Description of game & game playing by teacher (behavioral intention)
- o Description of design of App SleuthIt (technology)
- o Elevene spiller spillet – 1 spill - 6 ulike rom – litt escaperom aktig

Step 4. Collaborative problem solving in digital environments I
- o Students work in groups and play the game. Each game has six unique rooms with six problems (problem solving, creativity, invention, critical thinking)
- o Evaluation and input from others - (creativity, invention, critical thinking)
- o Game is inspiration for own text production (creativity, invention, critical thinking)

From the curriculum LK20:

Competence aims after Year 10 – the student shall be able to:
- o use a variety of strategies for language learning, creation of texts, and communication
- o use different digital resources and other aids for language learning, creation of texts, and interaction
- o express oneself with flow and coherence with varied vocabulary and idiomatic expressions adapted to purpose, receiver, and situation
- o write formal and non-formal texts, including multimodal text, with structure and coherence that describe, convey, and reflect adapted to purpose, receiver, and situation
- o read, discuss, and communicate content from various texts, including self-chosen texts
- o read, interpret, and reflect on English-language literature, including young adult fiction