

step by step guide

**make it
better !**

& learning diary

name:

tutor group:

What is make it better?

So what have you got to do?

Your job is to work as a group to identify something that needs making better. Once you have decided what needs making better you need to think about what the problems are and how you might put them right. Then you'll work together to find a way of presenting your solutions to the problem to teachers and students. This pack will help you work through the stages step by step and you can use the checklists and job lists to help you keep on track, but it's up to you to get thinking, researching, making, sharing and reflecting. Throughout the pack there are skills logs that will help you take responsibility for thinking about and assessing your own learning.

So why are we doing it this way?

Tallis Lab want you to have a chance to take more responsibility for what you want to learn about and how you want to share that learning. You will have lots of options to decide what subject you want to work on, and it will be up to you to think about how you can plan and organise your work. Of course teachers will be there to help, but we want to see what happens when you take on more responsibility for your own learning.

It?

We could have decided what topic we wanted you to focus on, but instead we decided that it would be better for you to choose. Choosing isn't always easy but we want you to have the opportunity to see that your interests and concerns can produce some great work.

Make it better?

We don't expect you to necessarily be able to find a solution to your chosen problem. Problems can be complex and very difficult to resolve, so what we want you to do is show how you can find out what's wrong and suggest a way of making it better. Your work could be a plan or an intelligently presented set of ideas, it could be a design or a prototype, it could be a film that you send to an M.P. ... What we are interested in is how you make sense of the problem and demonstrate your ability to think about ways of making it better and lastly how you can share those ideas effectively with others.

How do I know if I'm doing it right?

The checklists, job lists and skills sheets will help. The chances are you might not make all the right decisions along the way, but the key thing is how you use your initiative and creative thinking to get back on track. At the end of the project we will spend some time thinking about what went well and what didn't work out. If at the end you realise what went wrong then you have done some valuable learning. It's not just about what you produce at the end, it's about what you learn along the way.

initiating and eliciting

Your first step is to decide what 'it' is you want to make better. You don't need to worry about making a final decision at this stage, but you will benefit for considering as wider set of options as possible. It will also be important to start thinking about the problems at this stage as well. Use the checklist to help you do a really good job! Remember we want to see you taking on responsibility for organising your own learning.

Task list - a step by step checklist (if there s something missing, and you think it s important to do, then add it to the chart)	Done it?
Have you discussed what your 'it' might be?	
Have you found a way of keeping a record of your discussions?	
Have you got a good selection of alternatives and options?	
Has everyone in the group had an opportunity to contribute their ideas and responses?	
Can you find an effective way of sharing your discussions with the other groups?	
Have you started to think about what the problems are and have you found a way of recording them?	
Have you started to think about what the problems are and have you found a an effective way of sharing them with the other groups	
Have you looked at the 'team worker' skills card?	

Which of the following have you done during this stage of the activity? Put a tick next to any that you have done. Is there anything on the list that you could do to make this stage more successful?

- describe
- explain
- discuss
- collect
- observe
- list
- ask questions
- estimate
- illustrate
- note
- draw
- generalise (use one example to link with others)
- imagine
- give an opinion
- measure
- hypothesise (put an idea forward)
- talk
- name
- sketch
- state
- pose problems

The chart underneath is all about thinking about your skills as a team-worker. Try and be honest with yourself. If you cant give yourself a high score this time what can you change to do better next time?

Team-Working

I can work well with any group, even if it's not a group of friends	1	2	3	4	5
I can discuss my ideas with working partners and come to an agreement	1	2	3	4	5
I can change how I behave to either lead a group, or to help others	1	2	3	4	5
I encourage other people to share their views, and I listen to them	1	2	3	4	5
I can take on a responsibility in a group, and make a good contribution	1	2	3	4	5
I can give good advice on how to improve, and act on advice when it is given to me	1	2	3	4	5

Total Score out of 30:

defining and responding

You will have spent some time thinking about and discussing your first ideas but now you need to try and think about how you can refine and develop those ideas. You need to try and decide on a single 'it' to make better and think about how you can make a realistic plan for finding solutions. At this stage you need to think about what you already know and find a way of recording the group's thoughts. You will also need to think about how you can create some key questions and make you're task realistic or possible. You will also need to think about how you can start looking for important and relevant information.

Task list - a step by step checklist (if there s something missing, and you think it s important to do, then add it to the chart)	Done it?
Have you decided and agreed on what your 'it' might be?	
Have you thought about and recorded the key themes and ideas ?	
Have you thought about and recorded what you already know?	
Have made a plan to start finding out important information? What key questions do you need to try and answer?	
Can you find an effective way of getting other people to support your work and help answer some of your questions?	
Have you agreed on a list of the problems that need making better ?	
Have you checked that you are still happy with your idea - does it need changing or improving in any way?	
Have you found a way of recording your discussions and keeping a 'diary' of your work?	
Have you thought about how you can find out the information that you need?	

Which of the following have you done during this stage of the activity? Put a tick next to any that you have done. Is there anything on the list that you could do to make this stage more successful?

- give examples
- compare
- match
- mindmap
- compare
- combine
- re-arrange
- select
- distinguish
- separate
- justify
- compile
- re-organise
- summarise
- infer
- discriminate
- divide
- predict
- organise
- breakdown
- select
- reject
- categorise
- discuss

The chart underneath is all about thinking about your skills as an independent enquirer. Try and be honest with yourself. If you cant give yourself a high score this time what can you change to do better next time?

Independent Enquiry

I think of things that I want to learn about for myself	1	2	3	4	5
I can find out about things independently	1	2	3	4	5
I can easily look at things from other peoples points of view	1	2	3	4	5
I'm good at working out what information is useful and accurate	1	2	3	4	5
I am good at explaining why things have happened	1	2	3	4	5
I can explain my answers using the information I have found out	1	2	3	4	5

Total Score out of 30:

doing and making

This is going to be the longest part of the project. Now you have thought about how you're going to research the potential solutions for your 'it' you need to work together to complete research and start putting together your potential solutions. You need to think about the most effective ways of presenting and organising your ideas. You need to think about what equipment you have and how it could help you make a fantastic presentation. You might choose to do one or more of the following:

- make a short film
- make a powerpoint or keynote presentation
- build a blog or a website with the different stages of your work
- make a series of posters or displays
- a series of podcasts
- create a leaflet using images and text

Task list - a step by step checklist (if there s something missing, and you think it s important to do, then add it to the chart)	Done it?
Has your research helped you find out the important information you need to know?	
Have you discussed the best way of sharing your work ?	
Have you made sure that everyone in the group knows how they can contribute to your project?	
Can you explain your plans to someone else and get someone's guidance and support?	
Can you make a job list for everyone and use it to make sure you get things finished?	

Which of the following have you done during this stage of the activity? Put a tick next to any that you have done. Is there anything on the list that you could do to make this stage more successful?

- | | | |
|--------------|---------------|-------------|
| • illustrate | • decide | • evaluate |
| • analyse | • investigate | • use |
| • make | • solve | • outline |
| • plan | • monitor | • interpret |
| • examine | • compute | • invent |
| • record | • test | • interview |
| • assess | • criticise | • produce |
| • support | • construct | • design |
| • create | • devise | • research |
| • write | • study | • advise |
| • verify | • experiment | • compose |

The chart underneath is all about thinking about your skills as a creative thinker. Try and be honest with yourself. If you cant give yourself a high score this time what can you change to do better next time?

Creative Thinking

I can come up with original and new ideas to complete a task or solve a problem	1	2	3	4	5
I can think of ways to extend my learning, asking new questions or investigating new things	1	2	3	4	5
I can link together what I have learned in different places and lessons	1	2	3	4	5
I can ask questions to check whether what someone is thinking is correct - including myself	1	2	3	4	5
I can try out different ways of working and follow these through to completion	1	2	3	4	5
I can modify my ideas to adapt to new circumstances	1	2	3	4	5

Total Score out of 30:

communicating, presenting and evaluating

This is the final stage of the project. You need to work together to deliver your presentation then spend some time thinking about what went well, the skills you used and what you have learned from the process. Your class teacher will email you a link to a self-assessment questionnaire that you can use to think about your progress and learning. In addition to this you can:

- make a post on your blog about how you effectively you worked
- make a shared google docs report on your work with the rest of your group.
- make a short video diary to post on your blog
- upload examples of your work and thinking to your blog

Task list - a step by step checklist (if there s something missing, and you think it s important to do, then add it to the chart)	Done it?
Is your presentation finished?	
Have you rehearsed and practised your presentation	
Did you make a contribution to your group's presentation?	
Have you completed to the self-assessment questionnaire?	
Have you found a way of sharing your experiences of the project?	
Have you found a way of sharing what you think you might have learned from the project?	
Have you found a way of reflecting as a group and the shared this with the rest of the class?	

Which of the following have you done during this stage of the activity? Put a tick next to any that you have done. Is there anything on the list that you could do to make this stage more successful?

- | | | |
|---------------|-------------|--------------|
| • reflect | • appraise | • express |
| • celebrate | • rewrite | • change |
| • present | • review | • articulate |
| • alter | • modify | • transform |
| • revise | • evaluate | • perform |
| • reconstruct | • assess | • exchange |
| • peer-assess | • verbalise | • speak |
| • communicate | • re-draft | • improve |

The chart underneath is all about thinking about your skills as a reflective learner. Try and be honest with yourself. If you cant give yourself a high score this time what can you change to do better next time?

Reflective Learning

I can use success criteria and scales to review and assess my own work	1	2	3	4	5
I can set my own targets for improving my work	1	2	3	4	5
I can look back over my work and identify how to improve it for myself	1	2	3	4	5
I can take compliments, and advice for improvement, and respond positively	1	2	3	4	5
I can identify ways in which I can improve as a learner	1	2	3	4	5
I can think of how best to present my work to suit a particular audience or need	1	2	3	4	5

Total Score out of 30: