Jeg har udarbejdet to forløbseksempler, som har fokus på en eller flere af dimensionerne for de innovative kompetencer, og til sidst er der en evaluering af forløbet ift.opfyldelse af de tre innovationskriterier. Der er også lagt op til evaluering af elevernes arbejde. *“Some of the core methods and practices of formative assessment are useful to note as potentially framing elements in enhancing the role of learning in innovation.1”*

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| **Innovative English Lesson Plan – example 1** | |
| **Content/Genre:**  Novel: 1984 by George Orwell dystopian, science fiction | **Level:**  English A |
| **Lesson Topic:**  Fake News & Winston Smith | **Other possible topics:**  Surveillance, |
| **Innovative dimensions:** Creativity, cooperation, navigation, implementation, communication | **English Methods:**  Literary analysis (character and plot), news criteria |
| **Prep work:**   1. What are the traditional news criteria? 2. Define and discuss the concept of Fake News: In groups, students research the concept of Fake News and make their own definition and possible criteria to detect Fake News. 3. Find examples of Fake News from the media and analyze according to your own definition and criteria.    1. The teacher finds one Fake News story that the groups work with.    2. The groups each find one Fake News story on their own. .    3. Discuss what may have been added/eliminated from the true story.    4. Discuss why this fake news story is appealing and who its targeted audience is. 4. Groups share their work with each other. (matrix/jigsaw groups or other method) | |
| **Assignment:**   1. You have Winston's job of deleting/changing history to fit the narrative (= to make a fake news story adapted to current reality). You are a better writer than Winston. Write a short article in which you change history. 2. Characterize Winston with regards to his profession/job. Explain what Winston’s job entails and how it can be compared to Fake News. Use examples from the book. How does he feel about his job? 3. Choose a relevant topic and provide a brief explanation of its current reality. (Example topics: climate change, plastic pollution, fossil fuels vs. solar/wind energy, social media, Facebook, data mining, the economy, Apple or Microsoft, etc.) 4. Use your definition and criteria to help make the changes you want.    1. What will you change?    2. Why?    3. Who would it benefit?    4. Who would suffer consequences?    5. What would Winston think about your article? 5. Evaluation (I use rubrics for evaluation of group and individual work.) | |
| **Opfyldelse af de innovative kriterier** | |
| **Nytænkningskritieriet**:  for at vurdere om noget er nytænkende, skal man kende til den gamle ”tankegang” | Eleverne skal kende til nyhedskriterier og til begrebet Fake  News og derefter lave egne (nye) definitioner og kriterier for Fake News |
| **Forbedringskritieriet**:  for at vurdere om noget er en forbedring, skal | Eleverne skal gøre Winstons arbejde bedre end han selv kunne gøre ved at anvende deres viden om nyhedskriterier og deres |

1 https://studylib.net/doc/18715789/21st-century-learning--research--innovation-and-policy

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| **Innovative English Lesson Plan – example 1** | |
| man kende til værdimålestok og måleevner | egne Fake News metode/defintion. |
| **Relevanskriteriet**:  for at vurdere om noget er relevant, skal man kende noget til de aktuelle problemer og hvad der er ønskeligt | Eleverne skal kende til et relevant emne som man normalt ønsker at kende sandheden om. |