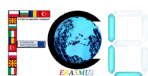




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FUTURE CLASSROOMS' LEADERSHIP SCENARIO

Graphic design.

AUTHOR: Monika Kachurova

TOPIC: Graphic design.

First-year students

APPROACH: transdisciplinary, collaborative, and project-based lesson and technology

DURATION: 90 min

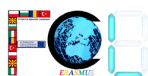
Summary: Summary where you briefly mention the trend used for this learning scenario (project-based learning, flipped classroom, etc), the related subjects if it's a transdisciplinary approach, etc.

In this lesson, project-based learning, a transdisciplinary approach, and the use of technology are the primary trends. The training includes instruction and graphic design demonstration (creating banners, posters, videos, and logos). Students develop their IT abilities in a class by using the Internet, Canva, computers, interactive whiteboards, and educational applications (Miro application for presentation of the work done). The class is structured around group projects where students complete a variety of activities like creating posters for the academy, advertising using banners, and creating promotional videos for the academy. The research done by the students assists in the preparation of their final group project. They are thus able to complete the last part of the productive output and present it to others. Photographs will be taken of students working.





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Objectives, Skills, and Competencies:

What are the main objectives? What skills will the learner develop and demonstrate within the scenario?

- Using contemporary technologies, students will be able to independently search for and choose information from a variety of knowledge sources while developing their critical thinking skills (authentic materials).
- They will get the capacity to carry out graphic design-related initiatives (how to make a poster, banner, etc.)
- Students will get the capacity to appropriately and rationally articulate statements in an environment of mutual respect because of group work. Additionally, they will be able to mix their knowledge and skills from many disciplines to complete the task.
- The students' project work will incorporate classroom activities.
- Gaining expertise in planning and design

Learners' role:

What sort of activities will the learner be involved in?

- Searching for information,
- Writing practice- writing the poster, presentations
- Planning and designing the posters and presentations
- Presentation of the student's work: presentations of the group work
- Making photographs





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Tools and Resources

What resources, particularly technologies, will be required?

15 computers, an interactive smart board, projector.

Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, or in an online space?

Classroom with the necessary IT equipment

Future Classroom Scenario Narrative

Describe in max 10 sentences the main ideas of the scenario

At the beginning of the lesson, students will be divided into three groups of 3 in each group. Each group will receive a computer on which to perform tasks. Students will be introduced to the basic skills of graphic design on an interactive whiteboard. Furthermore, they will be given enough time to create a poster on their own on the topic of promoting the Military Academy. They will present the poster through the Miro application on the interactive smart board and their work will be photographed.

Learning Activities

Warm-up activity

Students are led in the context of the lesson and are asked to complete questions about their knowledge of graphic design.





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Collaborative work	The students will work in 6 teams to gather the necessary information and do the tasks. In the end, they will combine the results of their work to make a final product - the poster for the Military Academy.
Investigation work	They are supposed to find appropriate information to complete the given tasks. Found information will be useful for their presentations.
Producing work	The leader of each group will present their work in front of the class using the interactive whiteboard and Miro application.
Discussion	The teacher discusses each exercise with the students making sure they know how to perform a certain exercise
Presentations	The students will present their group works; a poster for promoting the Military Academy





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Assessment and
feedback

Each student will have their starting level of individual competencies—the project's goal—and their level of expectations determined before the course even begins. After the project is finished, students' newfound knowledge and abilities will be evaluated in terms of the project's appeal and each component.

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