1. Title

Write here the title of your SLE.

1. Authors

SLEs initiator(s)’ name(s).

1. Abstract

**Portfolio - In a nutshell:** Provide a short description of the SLE, making sure to mention the topic and learning product (if any)

1. Aim of the SLEs

|  |  |
| --- | --- |
| Summary Table |  |
| The challenge | **Portfolio** - Describe the challenge/ real life problem addressed by this SLE. |
| The main learning objectives | **Portfolio** - Please provide a list of the main learning outcomes/ objectives |
| Subjects | (eg. Sustainability, IT, Artistry, Biodiversity conservation etc.) |
| Age of students |  |
| Project duration |  |
| Suggested familiarity with Open Schooling Approach | ​From 1 to 5 please indicate the level of familiarity with Open Schooling needed to implement this activity.  ​1 being Beginner and 5 Experienced – 3 Intermediate |
| Learning environment | **WP 4 Survey** - Where and with whom or how are students learning in the pilot SLE? E.g. are they better learning individually, in small groups, or whole-class? |
| Type of stakeholders involved | The community: Please provide a list of the stakeholders involved in this SLE (copy the list from the Overview file) |
| Learning artefacts link | Link to the folder |

1. Activities

#### Section 1 : SLEs activities/learning paths. & learning products/artefacts

| Learning paths | Learning products |
| --- | --- |
| PPD 1- Potential learning paths (i.e. how resources can be utilized to form learning routes; decision trees based on learner choices in the open learning environments of SLEs).  Please describe the sequence of learning activities in the SLE pilot.  Which learning resources are necessary for these learning activities? Is there one path to take only or can learners have alternative learning paths?  You can copy the activities from the Overview file as well as a short description from the results column. | **PPD 2 -** Learning products (or artefacts) to be created by students themselves along learning paths  Please provide what artefacts are expected by learners along the learning paths. Please record texts, graphs, drawings, sketches, demos, mockups, etc., for these learning products, as you will need to upload them.  Among these, which are the 5 most important learning artefacts that would allow another reader/teacher reconstruct your SLE paths? Highlight them in yellow. If your SLE is focused only on one artefact, highlight the main steps that led to its creation. |
| Activity 1.1: xxx |  |
| Activity 1.2 |  |

#### Section 2: reaching out to- and engaging stakeholders

**WP4 Survey/PPD4/WP6 interview** – What interactions occurred to reach out and actively engage stakeholders? Did you already know them, or you reached out to new ones?

How are stakeholders involved in supporting and guiding students’ learning along the learning paths?

*The WP 4 Survey has 5 statements and a scale from 1 to 5 for this question. You may choose to explain here the statements with the higher value, if you’ve already completed it.*

1. Integration into the curriculum: mapping the knowledge and skills reflected by the learning products

**PPD 3/WP4 survey** - Which targeted knowledge and skills are developed after the completion of these learning products? Please match knowledge and skills reflected in the learning products to curriculum standards. Refer to 21st century skills and transversal competences.

*The WP 4 Survey has 9 statements and a scale from 1 to 5 for this question. You may choose to explain here the statements with the higher value, if you’ve already completed it.*

1. Opportunities for female engagement

**Interview/PPD 5/ WP4 Survey**- Opportunities for female engagement. How do you think that your STE(A)M Learning Ecology engaged and attracted learners to opportunities in science-related fields, in particular young females? Have these activities contributed to deconstructing gender stereotypes?

*The WP 4 Survey has 6 statements and a scale from 1 to 5 for this question. You may choose to explain here the statements with the higher value, if you’ve already completed it.*

1. Opportunities to inspire students’ career paths

**PPD 6 -** Please describe how stakeholders involved in the SLE pilot can inspire students' career paths.

1. Promotion of innovation: use of innovative practices/knowledge from stakeholders/ technological innovations

What innovative practices, knowledge from stakeholders or/and technologies have you implemented in the classroom which hadn’t been used before this SLE?

1. Initiators’ remarks

* **WP4 Survey/ WP 6 Interview** - Why do you think that your STE(A)M Learning Ecology was helpful? What are the benefits and the added value brought to your community? What are the benefits and added value brought to the educational experience of students/teachers, after the implementation of the project?
* **WP 6 Interview** - Looking ahead, do you plan to further collaborate with the various stakeholders involved? Do you envisage to further sustain this SLE in the near/ long future?