



TeCoLa Task: “Waste and waste avoidance” (Learning station in the TeCoLa Virtual World)

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This learning station has been set up in the TeCoLa Virtual World on the virtual island Chatterdale. The learning station is intended as an example and model. It is ready for use but can also be further adapted or used as a source of inspiration for the development of new learning stations.





1. Task summary

Topic	Waste (Learning station in the TeCoLa Virtual World)
Target group, CEFR level, mode of telecollaboration	Secondary school students, level B1 and higher, synchronous in the TeCoLa Virtual World
Summary of activities 	Students meet in small international groups or pairs at a learning station in the TeCoLa Virtual World. They talk about waste separation and recycling in their countries and families and think of ideas of how to reduce waste. In the classroom, students exchange the outcome of their teamwork and create posters with the ideas for waste avoidance gathered in their international teams. The posters of both classes can be uploaded in Moodle and they could also be displayed in the classroom and in the school building.
Learning goals 	Being able to • talk about waste separation and recycling • collaborate on ideas for waste avoidance • create a poster
Final product	Completed worksheet with discussion notes and ideas for waste avoidance Posters
Assessment	Presentation and exchange of team outcomes in class Reflecting on performance and teamwork
Tool suggestions 	Assignment Boards in the TeCoLa Virtual World: • Information about the TeCoLa Virtual world: https://sites.google.com/site/tecolaproject/virtualworld • PDF document and help video for setting up and adding content to a TeCoLa Assignment Board: https://sites.google.com/site/tecolaproject/gamify



2. Task description

Preparation activities

Task elements 	Activities and/or related skills 	Supporting tools 	Differentiation 
Task introduction and appropriation	The teacher introduces the telecollaboration project and explains the task.		Depending on students previous knowledge and abilities, the teachers can introduce the topic in more or less detail in class, ensuring that all students will be prepared for their meeting in the international groups.
Familiarisation with the tools	The teacher introduces the students to the TeCoLa Virtual World, e.g. by • showing a video of the TeCoLa Virtual World and/or • introducing the virtual environment in a hands-on session where students learn how to move around (walk, fly, sit down, teleport, etc.)	Video of the TeCoLa Virtual World, e.g. https://youtu.be/k0D4hOBydGQ Instructions: https://sites.google.com/site/tecolaproject/virtualworld	
Forming teams and arranging meetings	The teachers form international teams of students. A team should not have more than 4 members.		The students could arrange meetings themselves, e.g. by using the forum in Moodle. To ensure that the arrangements are made quickly, it is advisable to give the students the



			possibility to write their forum posts in class and ask them to offer several time options. The students could also enter their availabilities in a spreadsheet and the teachers arrange meetings on this basis.
Getting to know each other	If the students are working together for the first time, it is advisable to start the exchange with an ice breaker task. One option would be to use the "Snakes and Ladders" game in the TeCoLa Virtual World (see the "Snakes and Ladders" task description).	"Snakes and Ladders" in the TeCoLa Virtual World	Alternatively, in case the students prefer an asynchronous written task for a start, they may use the forum or Padlet to get to know each other. See e.g. task description "O7 TeCoLa Task_EN_ENG3_T1_Getting to know each other using Padlet".

Learning activities

Task elements 	Activities and/or related skills 	Supporting tools 	Differentiation 
Meeting in the TeCoLa Virtual World	The students of an international team meet in the Welcome Area of the TeCoLa Virtual World. They say hello and introduce themselves. They follow the instructions on the worksheet.	TeCoLa Virtual World Worksheet (see link at the end of this document)	Students who have the facilities at home and feel comfortable being on their own can work from their home computers. Students who do not have the facilities at home or feel uncomfortable working on their own could use a computer at school assisted by the teacher or a classmate.



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Discussing and answering questions	The students follow the instructions on the first discussion board (see screenshot below). They discuss the questions and note down the answers on their individual worksheets.	TeCoLa Virtual World Board 1 (see below)	If a team consists of more than two students, they could take on different roles (e.g. leading the discussion, or making sure that everyone takes notes).
Collaborative creation of a product	The students follow the instructions on the second board (see screenshot below): they discuss the limitations of recycling and complete their worksheets with ideas for how to avoid waste.	TeCoLa Virtual World Board 2 (see below) Worksheet	The students write down the ideas on their individual worksheets. As an alternative, the teachers could also create a worksheet in Google Docs for each team, which the students could use during their meeting in the TeCoLa Virtual World to collaboratively work on their ideas for waste avoidance. This would also allow them to continue adding information and ideas after their meeting.
Follow-up in class	After their meeting in the TeCoLa Virtual World, the students present and discuss the ideas of their international groups in class. The students collaborate in class to create posters presenting the waste avoidance ideas they find most convincing. The posters of both classes can be uploaded (e.g. in a Padlet on Moodle); they can also be shown at different places in the schools.	Moodle Padlet Google Docs	Students work in mixed groups and take on different roles and responsibilities in the creating process (e.g. discussion leader, designer, editor).



3. Overview of assessment activities

Self assessment

Task elements 	Activities and/or related skills 	Supporting tools 	Differentiation 
Reflecting on performance and teamwork	The students complete a learning journal based on open and closed questions to reflect on their exchange experience.	Reflection sheet	The questions may differ depending on the students' proficiency level and learning needs.

Teacher Assessment

Assessment objectives 	Activities and/or related skills 	Supporting tools 	Differentiation 
Summative assessment	Assessment based on the completed worksheets and posters.		Discussion of the exchange experience and summary feedback in class. Individual feedback where required.



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4. TVW board content and ID and URL numbers

The discussion board content has been created using the following Google Docs documents:

Board 1: https://docs.google.com/document/d/1rCa4OWCHnUPNRCNltfi_VC1pkHUj_rOuBEEVQxSyQIM/edit?usp=sharing

Board 2: <https://docs.google.com/document/d/1TZ0IJ9w08ZW7Mhu7lwT67U4Kh4RIHmEErsCTElip4p4/edit?usp=sharing>

The teachers can download the Google Docs documents and adapt adapt them for the development of new learning stations.



BOARD 1:

Waste separation and recycling

What can we do to solve the waste problem?



Discuss the following questions in your team:

1. Do you separate waste in your country, community, or family? And how?
2. Are waste separation and recycling the solution? Consider and weigh the pros and cons.

BOARD 2: What else can we do?

Discuss and evaluate the following information:

"According to the EPA [Environmental Protection Agency], each year, Americans generate over 250 millions tons of trash and we only recycle or compost 1.51 pounds of the 4.4 pounds of waste each person generates per day!" [<https://toxicsaction.org/issues/waste/>]

And you can only recycle a piece of paper or plastic for a limited number of times before it, too, becomes garbage.



If recycling alone does not solve the waste problem, so what else can we do?

Sit down around the table and discuss this issue in your team. List at least five ideas of how to reduce waste.

ID and URL numbers for projecting content unto the learning station boards

Identification number	60
URL number for Board 1	1
URL number for Board 2	2



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5. Worksheet

The worksheet is intended to support the students’ telecollaboration activities:

<https://docs.google.com/document/d/1pWMLNFZcRkkYqv-Kr7zyTxWyFoKfDSrU1ffpaHFRz4A/edit?usp=sharing>

Teachers can further adapt it to fit their students’ needs and requirements.