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Master's Dissertation/
Trabajo Fin de Máster

CLIL IN NATURAL, SOCIAL AND CULTURAL STUDIES: AN ACCESSIBLE PROPOSAL IN THE FUTURE CLASSROOM LAB

Student: Arroyas Roig, Vicente Enrique

Supervisor: Dr. San Isidro, Xabier
Department: English Philology

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ABSTRACT:

This Master's thesis explores the interconnection between Content and Language Integrated Learning (CLIL), the Future Classroom Lab (FCL) model, and the Universal Design for Learning and Accessible Learning (DUA-A) framework. By establishing the relationship between these elements, this research aims to demonstrate how they can be synergistically integrated to facilitate access, presence, and participation of all students.

To this end, a practical proposal based on the DUA-A framework is presented to identify and overcome accessibility barriers in educational contexts, and to create inclusive learning environments and educational practices that foster creativity, collaboration, and active participation of all students.

Key words: CLIL, Future Classroom Lab, accessibility, Universal Design for Learning

RESUMEN:

Este Trabajo fin de máster explora la interconexión entre el Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE), el modelo del Aula del Futuro (FCL) y el marco del Diseño Universal y Aprendizaje Accesible (DUA-A). Al establecer la relación entre estos elementos, esta investigación tiene como objetivo demostrar cómo pueden integrarse de manera sinérgica para facilitar el acceso, la presencia y la participación de todos los estudiantes.

Se presenta, con dicho fin, una propuesta práctica basada en el marco del DUA-A, para identificar y superar las barreras de accesibilidad en sus contextos educativos, y para crear entornos de aprendizaje inclusivos y prácticas educativas que fomenten la creatividad, la colaboración y la participación activa de todos los estudiantes.

Palabras clave: AICLE, Aula del Futuremphasiseo, accesibilidad, Diseño Universal para el Aprendizaje.

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1. INTRODUCTION

1.1. Purpose of the Master's Dissertation

We are at a time where the new educational regulations (LOMLOE and regional decrees) emphasise the competency learning of students that helps them develop skills necessary for the real world. In addition, the need for an **inclusive** and **accessible** education for all students is also underlined. This crucial need is reflected in the LOMLOE, in its single article, section b), as follows:

> Equity, which guarantees equal opportunities for the full development of personality through education, educational inclusion, equality of rights and opportunities, also between women and men, helping to overcome any discrimination, and universal accessibility to education, acting as a compensatory element for personal, cultural, economic, and social inequalities, with special attention to those derived from any type of disability.

Content and Language Integrated Learning (henceforth, CLIL) is an approach that has gained much attention in recent years, particularly in multilingual contexts. CLIL provides opportunities for students to learn content through a foreign language, promoting language development and content understanding simultaneously. At the same time, the Future Classroom Lab (henceforth, FCL) is a learning environment that integrates innovative pedagogical approaches, technologies and learning spaces to foster collaborative, student-centred and inclusive learning.

Accessibility and inclusion are two fundamental principles of education that aim to ensure equal opportunities for all students, regardless of their backgrounds or abilities. In this sense, the DUA-A model, which stands for Universal Design and Accesible Learning, provides a framework to create accessible and inclusive learning environments that meet the needs of diverse learners.

This Master's dissertation aims to explore the interrelation between CLIL, the FCL, accessibility, and the DUA-A model, presenting a didactic proposal which seeks to identify how these approaches can be leveraged to enhance accessibility and inclusion in education, providing teachers with a CLIL practical design that foster creativity, collaboration, active participation and accessibility for all students in the 21st century classroom.

1.2. Justification

CLIL focuses on teaching curricular content through a foreign language, with the aim of developing both language and content skills of students. Although this approach has many benefits, such as "improving language competence and promoting interculturality" (Lagou F., 2020), it may overlook aspects related to accessibility and universal design for learning.

Moreover, it is often assumed that students have an adequate level of proficiency in the foreign language, which can be a barrier for those students who have difficulty with the language. In addition, teaching materials and activities may not take into account the needs of students with disabilities or special needs, which can limit their ability to fully participate in learning.

Consequently, CLIL educators must recognize the wide range of learners present in their classrooms and adjust their teaching approaches to foster an inclusive and easily accessible learning atmosphere. Universal design for learning refers to a pedagogical approach that seeks to create teaching materials and activities that are accessible to all students, regardless of their abilities, needs, and learning styles. This approach takes into account the diversity of students and is based on the idea that barriers to learning and participation should not be in the student, but in the design of teaching materials and activities.

The FCL model can benefit CLIL by providing a space for innovation and experimentation with technology-enhanced learning and teaching. Moreover, this model promotes a learner-centered approach to teaching that is aligned with the principles of universal design for learning and can help to address some of the challenges associated with the implementation of CLIL (European Commission, 2015)

Hence, this Master's Dissertation (henceforth, MD) focuses on incorporating principles of **accessibility** and **universal design for learning** in CLIL classrooms to promote equal access to learning opportunities for all learners. Besides, the FCL model will enrich this MD by promoting a learner-centered approach to teaching and providing a space for innovation and experimentation with technology-enhanced learning and teaching.

The above mentioned information aligns with the principles and objectives set forth in the Royal Decree 104/2018, passed on July 27th, that establishes the principles of equity and inclusion that must be developed in the Valencian educational system; as well as the Order 20/2019, passed on April 30th, which regulates the organization of the educational response to the inclusion of students in educational centers supported with public funds from the Valencian educational system.

1.3. Objectives

- To analyse the theoretical and methodological bases of CLIL, accessibility and the Future Classroom Lab, and explore the interrelationships between these pedagogical approaches.
- To provide an accessible CLIL didactic proposal, enriched with the DUA-A model, to promote inclusion and active participation of students in the Future Classroom Lab.

The structure of the MD is divided into two main parts, as explained below.

The first part is dedicated to the theoretical aspect, which establishes a comprehensive interrelation between CLIL, the FCL, accessibility, and the DUA-A model. This part aims to emphasise the importance of creating an inclusive and effective learning environment for all students. In this section, the theoretical framework is presented, laying the groundwork for the second part of the MD.

The second part is focused on the design of the didactic proposal, which builds upon the theoretical framework presented earlier to develop a practical application of the concepts and principles discussed in an integrated way to provide a comprehensive and inclusive learning experience for all students in the Social Science subject.

2. THEORETICAL FRAMEWORK

2.1. Content and Language Integrated Learning (CLIL)

CLIL is a general term used to refer to the teaching of a non-linguistic subject through a second or foreign language, and it has emerged as a trendy European method for bilingual education. In 1994, David Marsh, an expert in multilingualism and bilingual education, was part of a team of experts that introduced the term CLIL, defining it as "situations where subjects or parts of subjects are taught through a foreign language, with a dual focus on content and the simultaneous learning of a foreign language" (Marsh, 1994).

Regarding the use of a foreign language, taken from the book CLIL: Content and Language Integrated Learning, the authors explain that in CLIL, an additional language is used, which is typically the student's foreign language but can also be a second language.

CLIL is a term used especially in Europe for forms of bilingual education where an additional language, in most cases English, is used as the language of instruction in non-language school subjects (Nikula, T., 2016)

With respect to the definition of this concept, in CLIL the objectives and contents of both areas of study are merged, giving equal importance to both language and content. Although it is a flexible methodological approach, the focus may be on language or content depending on the situation. The practice of CLIL is very diverse, and there is no one-size-fits-all approach.

Furthermore, what makes CLIL distinct from other bilingual education initiatives is what Coyle et al. indicated in 2010, “effective CLIL practice is made up of four interrelated blocks: content, communication, cognition, and culture’.

The **content** is not limited to the curriculum subject matter, but goes beyond to include interdisciplinary and cross-curricular topics. However, CLIL does not only focus on what is learned, but also encompasses how to learn.

In contrast to a learning model based on the teacher as the sole expert in the subject and the student as a mere recipient of knowledge, CLIL advocates for a change.

Learning becomes active, dialogic, and interactive, in which the student becomes the center of the entire process and constructor of their own knowledge through group work, problem-solving activities, asking questions, or creating hypotheses. Meanwhile, the teacher assumes the role of a simple facilitator of this knowledge construction process.

The **communication** component refers to students using language to communicate their thoughts, opinions, attitudes, and discoveries related to the lesson content. Both oral and written language skills are enhanced, as students 'learn to use language and use language to learn' (Coyle, 2010). This approach takes into account the students' language needs in order to access the basic concepts of the content, and enables them to face learning situations in a foreign language while continuing to learn the language as the teaching and learning process progresses.

With regard to **cognition**, learning in CLIL teaching contexts is conceived as a challenge for personalised and individualised creation and construction through understanding, analysis, and reasoning, as well as an opportunity for the development of new cognitive skills and strategies that enable students to successfully face their own learning, both in the present moment and in the future.

Through the CLIL approach, learning about **culture** is not limited to a few lessons about the traditions and customs of a country, meaning it is not just a mere isolated and stereotyped knowledge. Culture refers to both the learning community within a class or school, as well as local and global cultures. Students reflect on their perspective as citizens of the world and understand both their own culture and that of others.

In addition, the 4Cs framework in CLIL can be related to Bloom's Taxonomy, as both aim to develop higher-order thinking skills in students. According to Marsh (2010), the 4Cs framework helps students to progress from lower-order thinking skills, such as remembering and understanding, to higher-order thinking skills, such as analysing, evaluating, and creating. Using Bloom's Taxonomy in a CLIL context is highly important because besides promoting higher-order thinking skills, it also encourages critical thinking, and enables students to make connections between different subject areas.

While CLIL can be a powerful tool for promoting language learning and content knowledge, it is important to be mindful of its potential pitfalls regarding accessibility and Universal Design for Learning.

One of the main challenges of CLIL is making content accessible to all learners, including those with different abilities. This includes students with visual, auditory, or physical impairments, as well as those with learning disabilities. One solution to this challenge is to design materials that are inclusive and accessible from the outset, rather than retrofitting materials after the fact (Novak, K., 2016). Moreover, there is an urgent need to know about how teachers cope with mixed-ability classrooms and develop social justice and inclusion-oriented pedagogies (Pérez Cañado, 2018)

Thus, ensuring that every student can participate in the learning process having access and equal opportunities, is another challenge of CLIL. This implies designing assessments and activities that are flexible and allow for diverse means of representation, action, and expression. For example, teachers can provide students with different options for demonstrating their comprehension of a concept, such as through visual representation, physical demonstration or written or spoken language. Educators can also provide opportunities for students to cooperate in work-group, which can benefit students with different learning styles and abilities.

2.2. Universal Design and Accessible Learning (DUA-A) model

2.2.1. Universal Design for Learning

Universal Design for Learning is an educational framework that advocates the need for inclusiveness, through flexibility in the design of learning environments, curricula, and assessments to meet the needs of all learners. Universal Design aims to make the educational experience more inclusive for students as well as for families, teachers, and the rest of the educational community. All of them with a diversity of conditions, circumstances, abilities, skills, and learning preferences.

The term Universal Design was coined by the architect Ronald Mace, who defined seven principles in the 1990s for making products and environments usable by the largest number of people without the need for adaptations (Story, Mueller, & Mace,

1998). The 7 principles of Universal Design in Education based on the resource from University of Washington (2017) titled 'Universal Design in Education: Principles and Applications', are the subsequent:

- **Principle 1**. *Equitable use.*

  Design is used by people with different abilities and skills.

  This first principle underlies all the others. It implies that spaces, activities, and materials should be accessible and equitable.

- **Principle 2**. *Flexibility in use.*

  Design adapts to a wide range of individual preferences and abilities.

  This principle implies the use of multiple modes of access and expression and favours processing with different levels of depth.

- **Principle 3**. *Simple and intuitive use.*

  The use of design is easy to understand regardless of experience, knowledge, language proficiency, cultural level, or ability to concentrate.

  This principle implies ensuring that our students understand what they have to do. It refers to the ease of understanding the task, not the complexity of it. A task can be very easy, but if students do not know what they have to do or do not have the necessary prior knowledge, it will be complicated or impossible to perform.

- **Principle 4**. *Perceptible information.*

  Design effectively conveys the necessary information to the user, regardless of environmental conditions or sensory ability.

  This principle implies that the information should be perceptible to all students.

- **Principle 5**. *Error tolerance.*

  Design minimises danger and negative consequences caused by accidental or involuntary actions.

  This principle implies that teachers should use strategies to identify and redirect any problematic situation.

- **Principle 6**. *Low physical effort.*

  Design should be used comfortably and efficiently with minimal physical effort.

  This principle implies that spaces and activities should be physically accessible.

- **Principle 7**. *Dimensions that allow for proper use.*

  Dimensions and space are appropriate to allow for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility.

  This principle implies the implementation of necessary adaptations or adjustments to accommodate the user when the other principles have been applied and have not been sufficient.

These seven principles are closely related to **accessibility in education** and provide a framework for designing educational materials, curricula, and environments that are accessible to all learners. Accessibility, in other words, is the implementation, the practical application of the principles of universal design.

The application of the principles of universal design in the educational field has led to different models to identify barriers to learning and promote inclusive teaching proposals. Some focus more on the application of technology in the classroom, while others focus on the design of activities.

This Master's Dissertation is based on the **Universal Design and Accessible Learning** (henceforth, DUA-A) model, which focuses on accessibility, hence the second A (Agustí, F.J., 2021).

2.2.2. Universal Design and Accessible Learning (DUA-A model)

This model, developed by the Center for Teacher Training, Innovation, and Resources (CEFIRE) of Inclusive Education from "Conselleria d'Educació, Cultura i Esport de València", includes two main phases (Figure 1)

- First, to promote the necessary conditions for the **creation of an accessible learning environment** for the entire group, which involves knowing the students and detecting the barriers of the context in wich they are immersed.
- Second, the **application of universal design in the development of activities** to provide opportunities for participation and learning to the diverse students in the group.

- Figure 1:

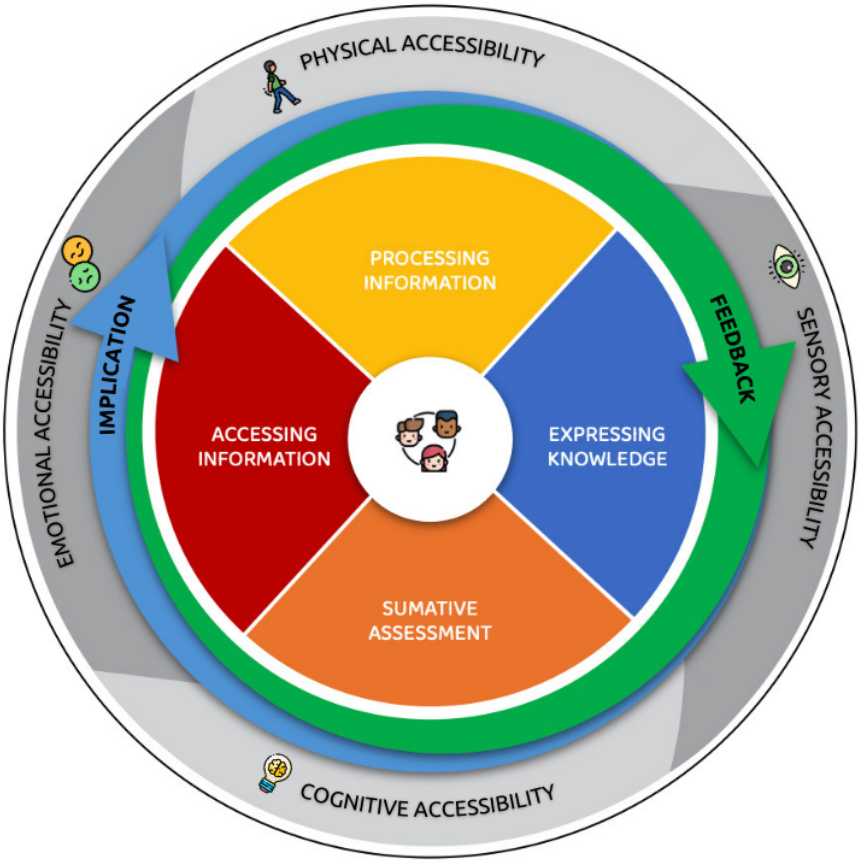


Figure 1. Adaptation of the Graphic Representation of the DUA-A Model
(*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

In the following lines, we will take a more detailed look at the development of each of the phases that have just been introduced.

FIRST PHASE. *Creation of an accessible learning environment* (figure 2)

- Figure 2:

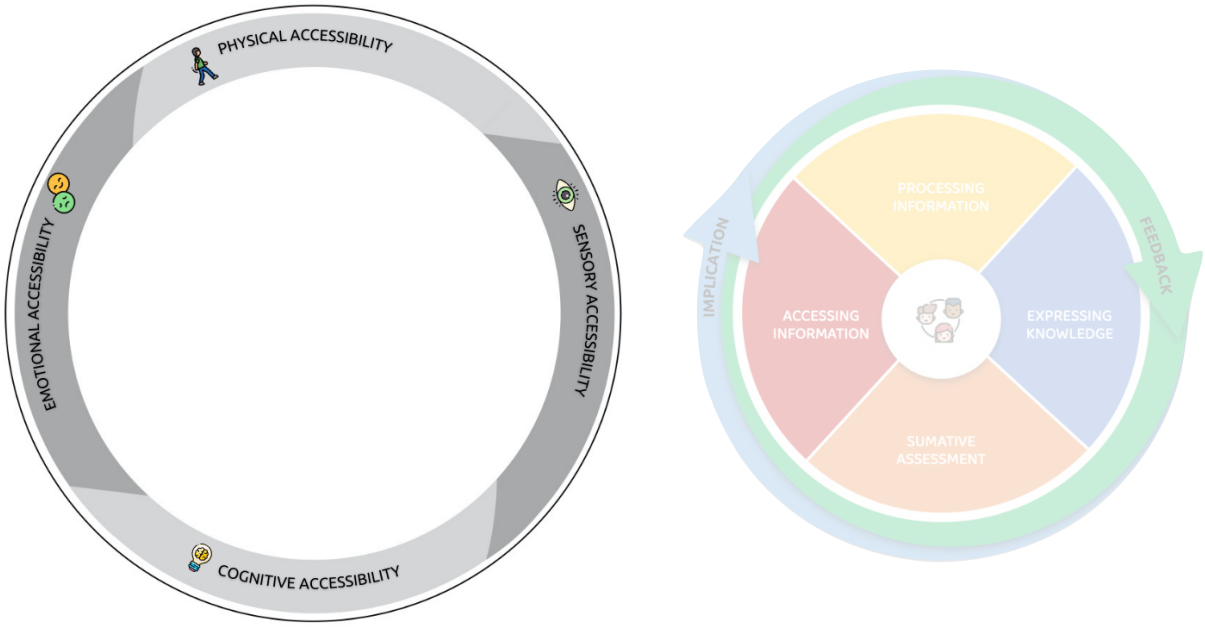


Figure 2. Adaptation of the Graphic Representation of the DUA-A Model. First Phase (*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

It is important to note that accessibility can be considered in its various dimensions, taking a functional perspective to track and address each aspect individually. However, it is crucial to recognize that all these elements are intricately interconnected in practice. Ensuring **physical**, **sensory**, **cognitive** and **emotional**, accessibility (DECREE 104/2018, of July 27, of the Valencian Government, which develops the principles of equity and inclusion in the Valencian educational system) requires a comprehensive and holistic approach, as they often overlap and influence one another. To study accessibility within the DUA-A model, the classification established in the mentioned Decree 104/2018 is used.

- **Physical accessibility** implies that any person will be able to move, arrive, and stay in different places and participate in activities comfortably, as well as handle and manipulate objects comfortably. Therefore, physical accessibility is achieved by removing obstacles that hinder comfortable presence and movement in spaces and by facilitating the use of adequate objects necessary to carry out activities.

- **Sensory accessibility** highlights the significance of creating inclusive educational environments that cater to diverse sensory needs, allowing individuals to perceive and process information through their senses, being able to access the information necessary to carry out activities, manipulate objects, and navigate through environments.

- **Cognitive accessibility** refers to designing and presenting information, environments, products, and services in a manner that is easily understood and processed by individuals with diverse cognitive abilities. Thus, it ensures that our students understand the activities we propose, and comprehend the spaces, the use of objects and the school organization, as they are adapted to the user's level of comprehension and are predictable.

- **Emotional accessibility** is determined by the interaction between the emotional factors of students, teachers, families, and other educational agents, and the learning and social environment. The outcome of this interaction can either limit learning and student participation by activating emotional barriers or, conversely, facilitate learning and student engagement (Villaescusa, M., 2019)

- In addition to these four types of accessibility, we have **digital accessibility**. This type of accessibility guides us to ensure that the use of technology does not become a barrier that hinders the presence, participation, or learning of students, and that it also allows us to remove barriers, especially when using assistive technologies. In this regard, the Organic Law 3/2020, of December 29th, amending Organic Law 2/2006, of May 3rd, on Education (LOMLOE), in its Article 111 bis, "Information and Communication Technologies," emphasises the need to promote the principles of universal accessibility and design for all individuals, both in formats and content, as well as in tools and virtual learning environments.

SECOND PHASE. *Application of universal design in the development of activities* (figure 3)

- Figure 3:

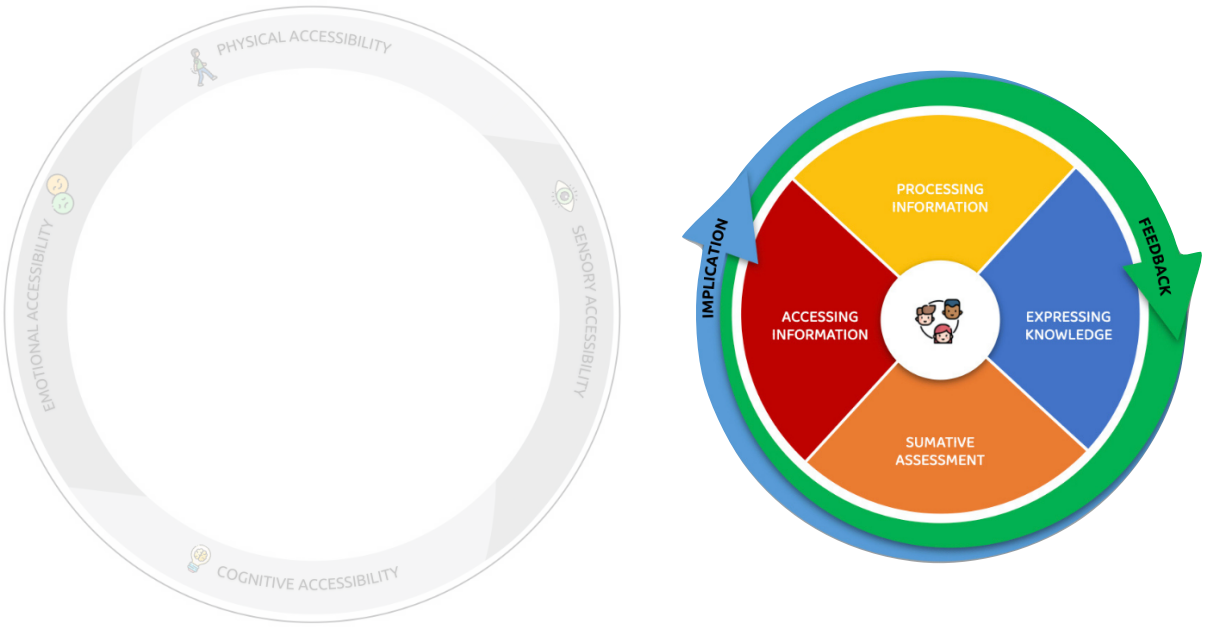


Figure 3. Adaptation of the Graphic Representation of the DUA-A Model. Sesummativecond Phase (*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

On the one hand, there are two elements that are present throughout the entire educational process, and they are necessary to ensure the appropriate conditions for students to be motivated and receive the necessary information that guides them during the educational act:

- Plan different ways to **involve students**. This aspect has to do with motivation, attention, memory, cognitive overload, and, above all, with promoting peer participation and learning, or what we call learning by teaching, which is one of the strategies that most promotes student involvement in their own learning.

- Provide good monitoring of learning and **feedback to students**, from the simplest focused on the task, to that which focuses on the teaching process and develops self-regulation of their learning.

On the other hand, the remaining elements of the model are presented in a sequential order, enabling the principles of accessibility to be reflected in the activities and materials we use in class.

- Facilitate **access to information** by presenting it in various formats and also representing information with different degrees of complexity.
- Promote **processing** by programming different levels of cognitive complexity and using effective thinking strategies as well as different methodologies.
- Offer different **modes of expression** and communication of what has been learned, **summative assessment**, considering individual and group evaluation, self-evaluation, co-evaluation, and other strategies that will improve formative and summative evaluation processes.

2.3. The Future Classroom Lab

The **Future Classroom Lab** is an European inspirational learning environment, offering a platform where teachers, school leaders, teacher educators, policymakers and other stakeholders can explore innovative pedagogical practices, educational equipment, and technologies (European Schoolnet, 2022). The concept was developed by the European Schoolnet (EUN) in collaboration with its partners and was first launched in 2012. The FCL is constantly evolving to adapt to new technologies and pedagogical approaches and offers an opportunity to help visualise how educational spaces can be improved to enhance teaching and learning, making them more flexible and adaptable to different needs.

In 2015, the "Aulas del Futuro" project emerged in Spain, which originated from the Future Classroom Lab project. Following the European idea, the "Aula del Futuro" develops the concept of space organization, focusing on the development of skills in students, beyond the acquisition of content. The Future Classroom aims to enhance

the use of active methodologies for the development of students' competencies. To achieve this, it seeks to exploit the possibilities offered by digital technologies, the use of active methodologies and the use of the available spaces in educational centers, making them more flexible and adaptable to the needs of the context.

In this way, it presents a reconfigurable learning space divided into six learning zones: Investigate, Explore, Interact, Develop, Create and Present, which aim to promote and stimulate teaching and learning processes, making the student the protagonist of the entire process (INTEF, n.d). Each zone promotes a specific aspect of learning and teaching, encouraging a reconsideration of how the physical space configuration impacts learning. It also highlights how the utilisation of diverse resources enhances accessibility to learning, how the roles of both students and teachers can evolve, and how to personalise instruction and support various learning styles (figure 4)

- Figure 4:

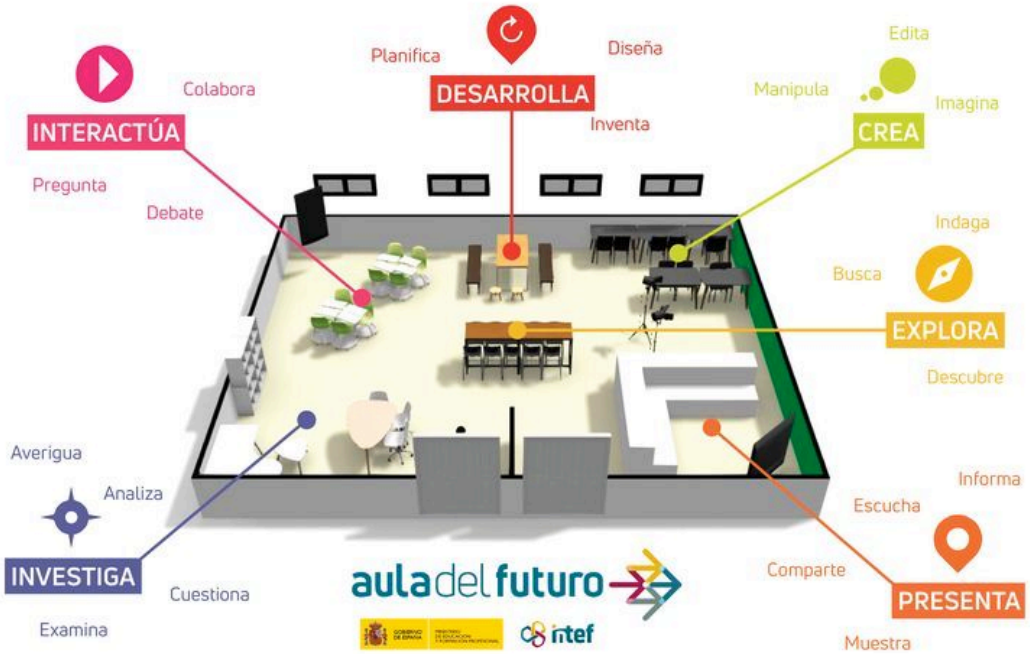


Figure 4. The six learning zones of the Future Classroom (INTEF)

As a result, the learning zones reflect the many ways in which flexible space design and educational technology can facilitate active learning pedagogy and contribute to the development of 21st century key competences (European Schoolnet, n.d.)

- **Interact**: This is the area where the teacher guides all the learners through each step of the learning scenario. However, this does not necessarily mean that students must be passive listeners, as technology can empower them to actively participate in the learning process.

- **Explore**: In this zone, students are encouraged to engage in hands-on, experiential learning. It encompasses activities that enable them to analyze and comprehend their environment, such as creating and visualising 360º materials, virtual reality, robotics, and computational thinking, among others. Here, students can develop their critical thinking skills by experimenting with the various available resources.

- **Investigate**: This zone promotes self-discovery and encourages students to be active researchers, enabling them to learn by doing instead of just listening. This zone provides teachers with an opportunity to promote inquiry and project-based learning, enhancing students' analytical and critical thinking skills.

- **Create**: This area offers students the necessary materials and equipment to unleash their creativity and produce their own unique products, thereby showcasing their learning. Rather than being mere consumers of content, learners are encouraged to become content creators. In this zone, students apply their acquired knowledge to create a new piece of content or artefact by engaging in critical thinking, analysis, synthesis, and evaluation.

- **Present**: This zone provides students with an opportunity to showcase and share their creations, going beyond simply presenting the final product. In this zone, students also learn to deliver and receive feedback effectively. To further enhance their digital skills, students are encouraged to publish and share their work online while keeping in mind the principles of e-safety.

- **Develop**: This zone is a space for self-directed learning, informal exploration, and self-reflection. Learning should not be confined to the time spent under the direct supervision of a teacher, and this zone provides students with the opportunity to work independently at their own pace, to explore their interests and to develop their own learning paths. In this zone, students can engage in self-directed learning, self-reflection, and meta-cognitive skills development, fostering their autonomy and agency in the learning process.

The "Aulas del Futuro" project is beneficial for students as it promotes **inclusion**, **accessibility**, and **active participation**.

Additionally, the project promotes the development of 21st-century competencies such as critical thinking, creativity, collaboration, and communication skills, which are essential for students to thrive in a rapidly changing world.

3. DIDACTIC PROPOSAL

3.1. From theory to practice

The objectives of the Master's dissertation further highlight the importance of exploring the theoretical and methodological bases of CLIL, accessibility, and the FCL, in order to apply them in a practical way through an accessible CLIL didactic proposal, enriched with the DUA-A model. This approach aims to promote inclusion, active participation, and the development competences in the future classroom.

By employing CLIL, educators will gain insight into how students can enhance not only their content and language skills but also their cognitive, social, and cultural abilities. Additionally, teachers will also be able to carry out or experience this proposal under the Future Classroom Lab model, which emphasises the importance of active methodologies and the support of technologies, along with the flexible use of space. Last but not least, they will be able to implement accessibility criteria and universal design to cater to all students.

This didactic proposal aims to provide a set of **stages and guidelines** for teachers to reflect upon and address the barriers within their educational contexts that may hinder students' presence, participation, and progress in their learning. (Figure 5)

The proposed stages serve as a practical framework for teachers to identify and overcome barriers to accessibility. These stages encourage teachers to critically examine their teaching practices, materials, and activities, and incorporating elements that can have a positive impact on students' learning process.

Throughout this practical section, we will present examples, strategies, and practical recommendations that demonstrate how the principles of CLIL, the FCL model, and the DUA-A model can be applied to enhance accessibility and inclusion.

- Figure 5:

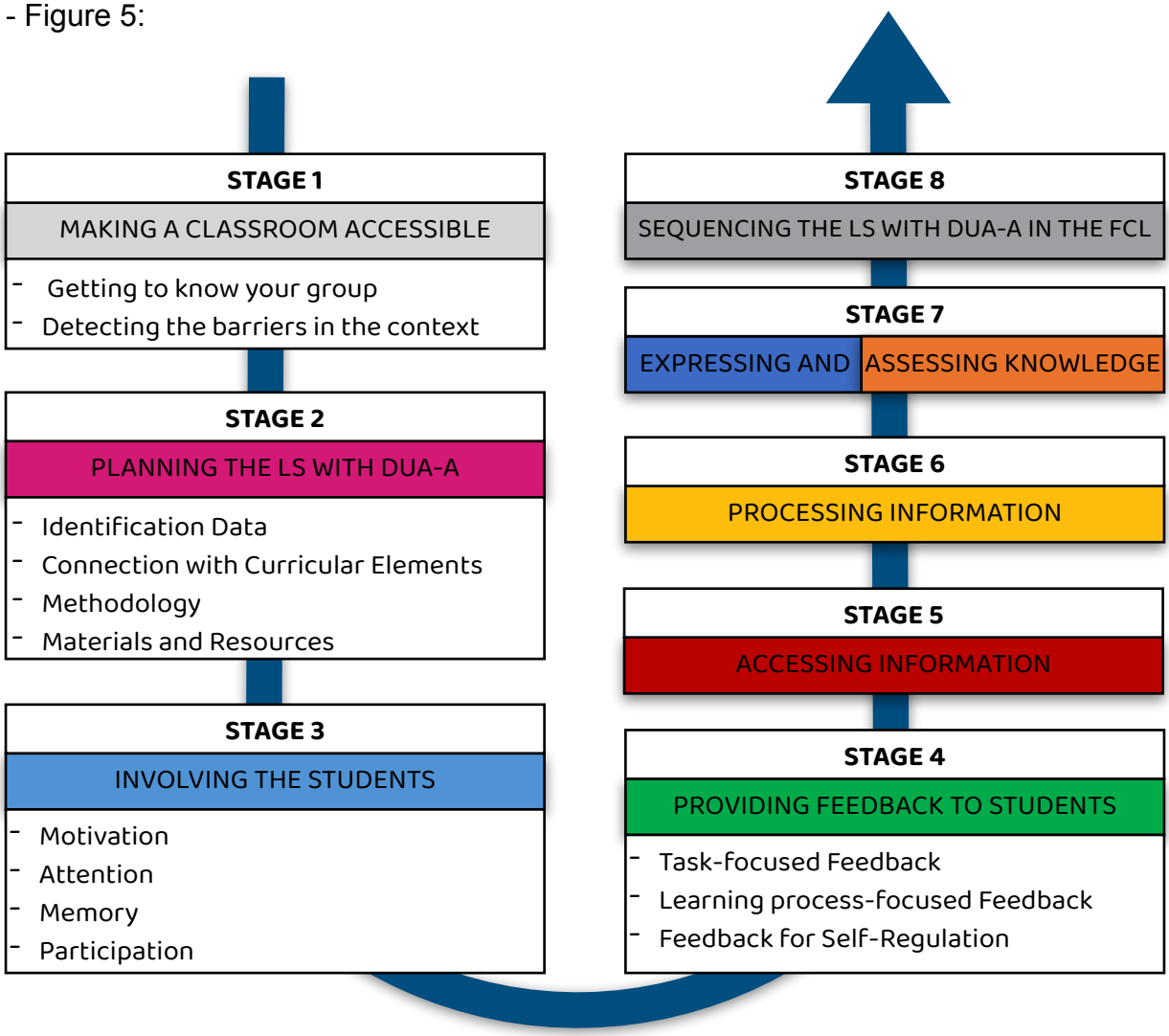


Figure 5. Stages of de Didactic Proposal. Self-created.

3.2. STAGE 1: Making a classroom accessible

3.2.1. Getting to know your group

Explanation

Prior to designing any educational activity or learning situation, it is essential to have a **deep understanding of the students** and the **context** in which they are immersed. According to the DUA-A model, it is recommended to conduct a thorough and systematic analysis of each student and the whole group, focusing on descriptive characteristics rather than clinical labels.

This analysis enables us to identify their areas of strength and challenge, curricular competence and weaknesses, interests, and personal characteristics, as well as detecting the obstacles that the group may face in different activities within the classroom and the school. With all this information in mind, teachers will be able to create inclusive activities for all students from the beginning, avoiding, as far as possible, the need for subsequent adaptations.

For this purpose, templates such as the one found in Annex 1, which has been developed internally, can be used.

Implementation

The didactic proposal has been designed to be implemented in any school, taking into consideration the peculiarities of each individual context. By way of example, this proposal is contextualised in a rural public school, specifically the **CRA Benavites-Quart de les Valls**, located in the "Camp de Morvedre" area of Valencia.

The majority of families in this area are native residents, but in recent years, there has been an increase in the number of families from outside the local community who wish to enrol their children in this school. In general, all families are highly involved in the school and deeply concerned about the education of their children. They have a moderate social and cultural background, with their main sources of income being from the service sector and agriculture.

In the selected classroom, which serves as an example, a heterogeneous group of students from third grade of Primary Education is made up of a total of 20 students, consisting of 7 girls and 13 boys.

In order to exemplify the implementation of this phase, Annex 1 has been used to detail four fictional student profiles (Table 1 and 2)

- Table 1:

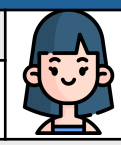
GETTING TO KNOW YOUR GROUP			
Name and preferred pronouns **Lucía**. She/her		**Name and preferred pronouns** **Pablo**. He/his	
Interests		**Interests**	
Animals, outdoor activities, and reading adventure novels.		Work in projects with classmates, dancing and sports.	
Characteristics		**Characteristics**	
In general, she shows a lot of curiosity and enjoys learning. She has broken her leg and will be using a wheelchair for some time.		He has a moderate congenital visual impairment. He is a sociable child who gets along well with his peers.	
Curricular Competence		**Curricular Competence**	
Excellent academic performance.		He has outstanding academic performance in language and environmental studies, and in science subjects.	
Areas of Strength		**Areas of Strength**	
Quick learner. Science.		He is a child with a great sense of humor. He particularly enjoys linguistic areas.	
Areas that are still Challenging		**Areas that are still Challenging**	
Accepting corrections. Completing some tasks.		Due to his low visual acuity, he requires help in most areas to access learning materials.	
Personal Proposal for Motivation		**Personal Proposal for Motivation**	
Personalising learning with a project based on her interests.		Engaging in group projects where he has a role of responsibility.	

Table 1. Fictional student profiles. Obtained from DUA-A model

(*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

- Table 2:

GETTING TO KNOW YOUR GROUP			
Name and preferred pronouns **Felipe.** He/his		**Name and preferred pronouns** **Ana.** She/her	
Interests		**Interests**	
Technology, computers, video games.		Sports, especially basketball, and games.	
Characteristics		**Characteristics**	
He is very selective in his social relationships, but it is evident that he is valued and appreciated by others.		She is a very active child and tends to intervene impulsively. Socially, she is accepted within the group, and they sometimes help her to control impulses.	
Curricular Competence		**Curricular Competence**	
Strong curriculum competency.		Her academic performance varies depending on the subjects.	
Areas of Strength		**Areas of Strength**	
He has great skill in handling technology. When he has to work on assignments at home, he always utilises digital tools that enhance his presentations. He frequently creates concept maps to aid in studying.		She organises basketball matches with her classmates during recess. In Physical Education, she always helps her classmates, and the teacher has appointed her as her assistant.	
Areas that are still Challenging		**Areas that are still Challenging**	
He enjoys working individually, and he feels uncomfortable when cooperative group work is assigned.		She struggles with tasks that require sustained mental effort and lacks persistence in completing them.	
Personal Proposal for Motivation		**Personal Proposal for Motivation**	
Participating in projects where he can explain to his peers the use of technology.		Implementing more gamified activities in the classroom and assigning her different roles to foster responsibility.	

Table 2. Fictional student profiles. Adapted from DUA-A model

(*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

The students work cooperatively, and for most learning areas, the Future Classroom model is used. As indicated in the theoretical framework, this model advocates for the flexible use of available spaces, applying active methodologies, along with the support of educational technology. Therefore, the classroom is designed with movable and adaptable furniture, two interactive whiteboards, iPads for each student, as well as a large quantity of technological tools, books and hand-on resources.

3.2.2. Detecting the barriers in the context

Explanation

Universal accessibility is defined as "the condition that environments, processes, goods, products, services, as well as objects or instruments, tools, and devices must meet to be understandable, usable, and practicable by all individuals in conditions of safety, comfort, and the most autonomous and natural manner possible" (art. 2. Royal Legislative Decree 1/2013, of November 29, approving the Consolidated Text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion).

From a descriptive point of view, we can talk about four types of accessibility that, in practice, occur in an interconnected manner. (Table 3)

- Table 3:

ACCESSIBILITY			
PHYSICAL	SENSORY	COGNITIVE	EMOTIONAL
Any person can move, reach, and stay in different places, manipulate objects with ease and participate in activities comfortably.	Access, through the senses, to the necessary information to carry out activities, manipulate objects, and navigate through environments.	The user can understand the environments, activities, and use of objects because they are adapted to the their level of comprehension and predictability.	The interaction between the personal factors and the learning environment, can limit participation or facilitate learning and engagement.

Table 3. Obtained from DUA-A model

(*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

In our classroom and school, individuals have varying abilities when it comes to moving through spaces, participating in activities, and utilising objects. Therefore, it is crucial to design these elements while keeping this diversity in mind. By doing so, we can ensure that they are accessible to all individuals without requiring additional adaptations.

Moreover, to ensure accessibility, we must identify the **barriers in the context** that may render students "disabled" and apply strategies to eliminate or, at least, reduce them, thus establishing an accessible context. (Annexes 2,3,4 and 5)

Implementation

The context we consider in this didactic proposal is that of a classroom that adheres to the pillars of the **Future Classroom Lab model**. The Future Classroom Lab model is an innovative pedagogical approach that promotes the use of active methodologies, flexible use of available spaces, and the support of educational technology to enhance competency-based learning. This model generates an accessible and inclusive context for all students, aligning with the principles of Universal Design.

However, despite being a context that meets accessibility criteria, we have analyzed the potential barriers within it, using the annexes mentioned in the explanation section. It is proposed to continue implementing measures to ensure accessibility in all its variations, without overlooking the economic and personal barriers that often go unnoticed in schools and have a direct impact on the well-being and learning of students.

As a result, teaching practices improve for both students with temporary or permanent disabilities or personal circumstances, and for the learning of all students. This enables the guarantee of quality and successful learning for all students, offering numerous opportunities for participation in the learning processes.

3.3. STAGE 2: Planning the Learning Situation with DUA-A

3.3.1. Identification Data

Explanation

In the process of planning the learning situation, it is important to create an **engaging and informative title** that captures students' attention. Moreover, the **educational level** for which it is intended should be taken into account, as well as the **subject areas** and the **timing** to determine the number of sessions needed.

A **brief description** can provide a general overview and the desired competency-based outcomes. It may also include **educational objectives**, linking them to the challenges of the 21st century or the Sustainable Development Goals (SDGs).

Another aspect to consider is the **initial challenge** or **problem**. It can be based on a question or need, which should serve as a trigger for the learning situation, appealing to students' prior knowledge and stimulating their interest in wanting to participate.

As for the **product** or products, clear expectations are established for the outcomes that students should produce during the learning situation. These products can serve as evidence of progress and applied learning.

Implementation

The title of the **learning situation** is *"Digital Storytelling: Taking Action for Positive Change in our Town".* It is a title that declares intentions. On the one hand, the inclusion of the final product the students will be developing helps to focus on the task. Employing the verb phrase *"Taking Action",* on the other hand, explicitly conveys that the students will actively engage in a situation where their involvement is necessary for the betterment of their community. In other words, there is a direct connection between what they will learn and its application in real life.

This learning situation targets **3rd-grade students in Primary School** and encompasses the subjects of ***Conocimiento del Medio Natural, Social y Cultural***, as well as **English as a foreign language**. It will be developed over **6 sessions** during the second trimester.

Regarding the **description** of this learning experience, *"Digital Storytelling: Taking Action for Positive Change in our Town",* aims to engage students in a meaningful and impactful experience in which they will make a positive change within their community, identifying Eco-social problems and proposing sustainable solutions through the creation of Digital Storytelling.

By actively participating in this learning situation, students will develop **competencies** such as communication in a foreign language, critical thinking, creativity, and social awareness, as well as digital competences. The **educational objectives** are to foster students' storytelling skills, enhance their understanding of community issues, and empower them to take action towards addressing those issues. This learning situation aligns with the **challenges of the 21st century** by promoting active citizenship, favouring inclusion, empathy, and sustainable development practices, in line with the **Sustainable Development Goals** (SDGs).

3.3.2. Connection with the curricular elements

Explanation

At this point, the learning situation must be connected with the **curricular elements** established in DECREE 106/2022, of August 5th, by the Consell (Council), on the organization and curriculum of the Primary Education stage. These elements include **Specific Competencies** that contribute to the attainment of key competencies, **Evaluation Criteria** associated with specific competencies, and **Fundamental Knowledge** that will be mobilised during the development of the learning situation to acquire specific competencies.

Implementation

First, the **Specific Competencies** of the subject areas described below are the skills that students must be able to develop in the proposed learning situation, which require a foundational understanding of each subject area. In this didactic proposal, two curricular areas come into play: *Conocimiento del Medio Natural, Social y Cultural* and English as a Foreign Language.

Second, the **Evaluation Criteria** are the benchmarks that indicate the expected levels of performance in students in the learning situation to which the specific competencies of each subject area refer. (Tables 4 and 5)

- Table 4:

SUBJECT AREA 1	
CONOCIMIENTO DEL MEDIO NATURAL, SOCIAL Y CUTURAL (CMNSC)	
Specific Competencies (SC)	**Evaluation Criteria (EC)**
CMNSC.SC1. To use guided and limited digital devices and resources to search for information, communicate, collaborate, and create simple digital content safely and effectively.	**CMNSC.EC1.1.** Use commonly used simple computer applications to search for information on the internet, in a guided and secure manner, about close and personally interesting topics.
	CMNSC.EC1.3. Create simple digital texts using detailed guides.
CMNSC.SC5. To identify, analyse, and propose solutions to problems generated by human action in the environment, both at the local and global levels, stemming from demographic, historical, economic, technological, and environmental factors.	**CMNSC.EC5.1.** Relate the actions that people perform in everyday life to the environment in which they live, considering natural and social factors.
	CMNSC.EC5.3. Actively participate in the development and formulation of action proposals aimed at solving ecological problems present in the nearby environment.

Table 4. Obtained from DECREE 106/2022, of August 5th, by the Consell on the organization and curriculum of the Primary Education stage.

- Table 5:

SUBJECT AREA 2	
ENGLISH AS A FOREIGN LANGUAGE (EFL)	
Specific Competencies (SC)	**Evaluation Criteria (EC)**
EFL.SC4. To produce guided, comprehensible, and structured oral and multimodal texts to convey brief and simple messages in personal, social, and educational contexts, applying strategies of planning and compensation.	**EFL.EC4.1.** Produce simple oral and multimodal texts, expressed with appropriate pronunciation, rhythm, and intonation, with the guidance of the teacher, using a repertoire of expressions, vocabulary, and basic structures.
	EFL.EC4.2. Use basic planning and production strategies, guided by the teacher, with the support of body language or non-verbal elements to produce simple monologues.
EFL.SC5. To produce, under guidance, written and multimodal texts that are comprehensible and structured, in order to express brief and simple messages in personal, social, and educational contexts, applying strategies of planning, text composition, and revision.	**EFL.EC5.1.** Produce simple written and multimodal texts in analog and digital formats on topics within the personal, social, and educational realm, based on models and with the assistance of the teacher, using a basic repertoire of linguistic structures.
	EFL.EC5.2. Revise written texts based on models and with the assistance of the teacher.

Table 5. Obtained from DECREE 106/2022, of August 5th, by the Consell on the organization and curriculum of the Primary Education stage.

Third, the **Fundamental Knowledge** are specific knowledge, skills, and attitudes within a subject area that constitute the necessary content for acquiring specific competencies.

Likewise, as specified in the previous tables, since this is an interdisciplinary learning situation, the following tables also outlines the fundamental knowledge from all subject areas (Tables 6 and 7)

- Table 6:

SUBJECT AREA 1	
CONOCIMIENTO DEL MEDIO NATURAL, SOCIAL Y CUTURAL (CMNSC)	
Block	**Fundamental Knowledge**
B1. SCIENTIFIC CULTURE	**1.2 Life on our planet (CMNSC.SC5)** • The landscape, agents that transform it, awareness of human action on the landscape. Sustainable development. The ecological footprint of human beings on the natural environment. • Shared responsibility in environmental protection.
B2. TECHNOLOGY AND DIGITALISATION	**2.1. Digitisation of the personal learning environment (CMNSC.SC1)** • Search engines • Guided, safe, and efficient information search strategies: assessment, discrimination, selection, organization, contrast, and comparison. • Presentation of information: document (structure, different fonts, insertion of images…) • Knowledge and use of restricted and secure digital resources and platforms to communicate with other people.
B3. SOCIETIES AND TERRITORIES	**3.1. Challenges of the modern world (CMNSC.SC1, CMNSC.SC5)** • Strategies for expressing simple opinions based on given information. • Acceptance of other viewpoints, assumption of diverse roles, contributing constructive ideas of one's own.
	3.4. Eco-social awareness (CMNSC.SC5) • Eco-social responsibility. Conservation and care of the landscape elements in the environment.

Table 6. Obtained from DECREE 106/2022, of August 5th, by the Consell on the organization and curriculum of the Primary Education stage.

- Table 7:

SUBJECT AREA 2	
ENGLISH AS A FOREIGN LANGUAGE (EFL)	
Block	**Fundamental Knowledge**
B1. LANGUAGE AND USAGE	• Basic communicative functions commonly used in appropriate contexts: describing objects and places. • Basic linguistic units commonly used: expression of quantity and number, space and spatial relationships. • Basic discursive genres commonly used in the comprehension and production of multimodal texts. • Elementary vocabulary for students: nearby places and environments. • Basic sound patterns, accentual patterns, and intonation patterns. • Basic orthographic conventions commonly used.
B2. COMMUNICATION STRATEGIES	• Basic commonly used strategies for understanding and producing short, simple, and contextualised multimodal texts. • Self-confidence and reflection on learning. Error as an integral part of the process. • Introduction to basic self-assessment and peer assessment strategies and tools. • Basic analog and digital tools commonly used for understanding and producing multimodal content.
B3. CULTURE AND SOCIETY	• Basic commonly used strategies to appreciate linguistic and cultural diversity. • Differences in non-verbal communication across different languages and cultures. • Differences and plurilingual and intercultural diversity.

Table 7. Obtained from DECREE 106/2022, of August 5th, by the Consell on the organization and curriculum of the Primary Education stage.

3.3.3. Methodology

Explanation

According to authors Mehisto, P., Marsh, D., and Frigols M.J., in CLIL, the primary focus is on substance (**content**). This information should be connected to existing knowledge, skills, and attitudes of individuals. Additionally, as meaning-making is both a personal and social process (**community**), new knowledge is developed through personal and cooperative reflection and analysis (**cognition**) and through communicative processes (**communication**).

We are referring to the 4Cs framework described by Coyle (2007) and Coyle et al. (2010) in which we develop how we are going to integrate content, communication, cognition and culture.

These principles serve as a reference for planning learning situations and, as we will see in the subsequent sections, they are aligned with the elements of the DUA-A model and the Future Classroom. (Table 8)

In line with the CLIL methodological approach, the DUA-A model, and the context of the Future Classroom, will help us to use an active methodology based on the idea of learning by doing. In the design of this didactic unit and its activities, there is a strong emphasis on the social and connected nature of learning, thus promoting the creation of links and communities among students. Teachers will provide the necessary support and guidance throughout the learning experience. In addition to the assistance of teachers, volunteers and language assistant, students will help and collaborate with each other to overcome difficulties and challenges that may arise. Peer support, learning, collaboration, and assessment are key aspects of the methodological approach.

To facilitate practical application, a **Task-based Learning** approach will be conducted in the Future Classroom Lab. Each aspect of the proposal will be enhanced through the lens of the DUA-A model, and every step of the activity will be undertaken in a distinct learning area within the Future Classroom Lab.

Implementation

- Table 8:

CLIL INTERRELATED BLOCKS
Content
• Eco-social responsibility: conservation and care of the environment. • Sustainable development and shared responsibility in environmental protection. • Discrimination, selection, organization, contrast, and comparison of information. • Knowledge and use of secure digital resources to communicate with others. • Strategies for expressing opinions and acceptance of other viewpoints. • Presentation of processed information as a group.
Cognition
• Provide appropriate support and scaffolding based on students' language proficiency levels and prior knowledge. • Arouse learners curiosity-creative use of language and learner questions. • Encourage students to think critically and analytically about the topic of positive change in their town. • Understand the relationship between cause and effect in human actions. • Carry out a discussion into possible solutions and share with other groups. • Help students develop a deep understanding of the concepts related to DS.
Culture
• Become aware of the importance of respecting the environment. • Develop a sense of responsibility for caring for the environment and the town in which they live. • Experience the potential of using technology for transmitting ideas to create a positive impact on society. • Understand that they can learn, no matter which language they are using. • Value that being members of a learning community is enriching.

Communication		
Language ***of*** learning	Language ***for*** learning	Language ***through*** learning
• Key vocabulary: nearby places, locations and environments, human influences • Key phrases: ◦ *there is a/an* ◦ *there is not a/an* ◦ *I visit/go to (place)* • Language of describing, defining, explaining how our town could improve: ◦ *The town needs…* ◦ *We would change…* • Effective use of present progressive and future tense to express planed actions: ◦ *We are going to…* ◦ *We will…*	• Desk placement, displays on walls, scaffolding resources. • Asking and answering questions using evidence in groups. • Building arguments and disagreements: ◦ *I think we needDo you agree?* ◦ *What's your opinion* ◦ *Our town needs…* • Digital Storytelling: the teacher provides explanations, clarifying concepts. • Supporting visual aids, diagrams, and real-life examples to foster understanding.	• Presenting evidence • Recycle and extend new language. • Using discussion skills at a higher level. • Digital Media skills • Creating digital stories or multimedia presentations, incorporating images, videos, and narration to communicate their ideas effectively. • Engaging in peer feedback and evaluation sessions, providing constructive criticism and suggestions

Table 8. CLIL interrelated blocks. Following the 4Cs framework described by Coyle and adapted to the current didactic unit.

3.3.4. Materials and resources

The **materials** and **resources** are mentioned in the description of the activities, which we have called **destinations**, to enhance the active aspect of learning and the movement of students during their completion.

3.4. STAGE 3. Involving the Students

Explanation

Up to this point, the learning situation of the didactic unit and its constituent elements have been defined. Before starting to develop the activities, it is essential to reflect on the prerequisites that must be met and the elements to consider if we want students to be prepared for learning. We refer to key elements such as **motivation**, **attention**, **memory**, and **participation**, which lead to students' involvement and put them in a position to learn.

To start with, it is well known that the connection between the emotional and the cognitive areas is achieved through **motivation,** as a set of actions that activate, direct, and maintain behaviour aimed towards a goal. In practical terms, it is necessary to clearly state the purpose of the task when presenting an activity and ensure that students understand the stated objective. For example, we can rephrase the objective, have a peer explaining it to the rest, or use visual aids to exemplify it.

Second, it is also important to capture, focus, and maintain students' **attention** to help them select the most relevant information from all that reaches them through their senses. That is why it is important to create environmental conditions and control stimuli to direct attention to the truly important aspects.

The next element is memory. It can be understood as the "storehouse of data about the world and how to do things". When information reaches us, we process it with the goal of consolidating it so that we can access it in the future. However, there are many factors that affect memory, such as motivation, fatigue, anxiety at the moment, etc. Additionally, it is important to know that when memory becomes saturated, it cannot process all the incoming information. Therefore, in practice, we must present the material while eliminating anything that may overload it.

Finally, in order to truly engage students in the learning process, we must not forget to actively promote **participation**. Although we can learn individually, learning is fundamentally an act of communication and social interaction. Students who actively engage in their learning are the ones who achieve more meaningful learning.

Implementation

In the following table, we will provide some strategies to enhance each of the key aspects that can have a positive impact on student involvement, and they serve as prerequisites for learning. Therefore, it is important to keep these in mind before developing the activities. (Table 9)

- Table 9:

INVOLVING THE STUDENTS
STRATEGIES TO FOSTER **MOTIVATION**
Encourage **active participation**: Provide opportunities for students to actively engage in the learning process, such as asking questions or completing projects.
Set **clear goals** and **objectives**: Help students establish specific and achievable goals, so they can measure their progress.
Provide **constructive feedback**: Offer frequent and specific feedback on student performance, highlighting strengths and areas for improvement.
Relate content to **real-life situations**: Show the relevance of academic content in students' everyday lives, demonstrating how it benefits them.
Use **diverse** educational **resources**: Incorporate a variety of resources and activities in the teaching process to maintain student interest and motivation.
Foster **collaborative learning**: Promote collaboration among students, allowing them to work in groups, which fosters a sense of belonging and intrinsic motivation.
Recognize and celebrate **achievements**: Acknowledge students' efforts and accomplishments, to motivate and reinforce their commitment to learning.
STRATEGIES TO CAPTURE **ATTENTION**
Eliminate or **reduce irrelevant stimuli** in relation to the activity to be performed.
Clearly **define** the **purpose** of the task and frequently focus attention on the main activity.
Provide **clear instructions** and provide work scripts.
During task performance, provide **feedback** and **redirect attention** towards the proposed objectives.
Take into account the **attention curve** by combining different types of activities.
Present **new materials first**.
Final **synthesis** activity.

STRATEGIES TO STIMULATE **MEMORY**
Propose activities with an **appropriate level of complexity.**
Clarity in explanations, materials, and resources.
Present **new** or important **content** at the **beginning** (20 minutes).
Formulate **relevant questions**.
Engage in **synthesis** tasks.
Train in the use of diagrams or **mind maps**.
Teach **strategies** for **retaining** and **utilising information** (paraphrasing, collaborative storytelling).
Teach **strategies** for **selecting** and **completing** relevant information.
STRATEGIES TO PROMOTE **PARTICIPATION**
Propose tasks that require **interaction with** other **classmates**.
Create **heterogeneous** working **groups**.
Be **aware** of **situations** that promote an **individualistic** or **competitive** classroom climate, and **incentivate cooperative** relationships**.**
Value **involvement** and **effort**.
Highlight **progress** and **compare** it to a **previous** point in time.
Take into account the different levels of performance for students with **higher** or **lower** competencies.
Propose **challenging** (yet appropriate) **expectations** in learning.

Table 9. Strategies to involve students. Obtained from DUA-A model
(*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

3.5. STAGE 4. Providing Feedback to Students

Explanation

Effective **feedback** is essential for student learning. It provides valuable information about their performance, helping them learn from mistakes, improve their skills, and solidify their understanding. There are three types of feedback: task-focused, learning process-focused, and feedback for self-regulation.

First, **task-focused feedback** goes beyond right or wrong answers, highlighting errors and, above all, recognising achievements. It encourages students to reflect on their responses and understand the reasoning behind their mistakes.

Second, **learning process-focused feedback** strengthens students' learning approaches by suggesting specific changes and providing strategies for error detection and problem-solving.

Third, **feedback for self-regulation** enhances students' self-evaluation and self-regulation skills, offering tools for assessing their own work and guidelines for self-management.

As indicated in the article 'Effective feedback: the key to successful assessment for learning', effective feedback is specific and clear, provided at the right time, directly connected to the learning objective, and ensures that the learner understands the criteria for success. It focuses on the task rather than the individual, provides prompts that help progress learning, offers strategies rather than solutions, presents challenges, requires action, and is attainable.

Implementation

In the article "Effective feedback: the key to successful assessment for learning" published by Oxford University Press, the characteristics that feedback must possess to be considered effective are indicated. On the other hand, the publication of DUA-A specifies criteria to consider for each type of feedback we have detailed earlier.

Therefore, the following table gathers all this information, which can serve as a guide or checklist when providing effective feedback to our students. It should be mentioned that since this didactic proposal has not been implemented, we can only emphasise the importance of feedback in the teaching and learning process, which we would take into account when putting the proposal into practice in the classroom. (Table 10)

- Table 10:

PROVIDING FEEDBACK TO STUDENTS
TASK-FOCUSED FEEDBACK
Reinforce what they do **correctly**.
Correct and **guide** the process.
LEARNING PROCESS-FOCUSED FEEDBACK
Guide through the **appropriate steps** (level of competence and difficulty of task)
Offer **strategies** for error detection and problem-solving.
FEEDBACK FOR SELF-REGULATION
Facilitate **correction guidelines** (rubrics, checklists)
Ask **directed questions.**
EFFECTIVE FEEDBACK
Effective feedback is: ◦ Specific and clear. ◦ Provided at the right time. ◦ Directly connected to the learning objective. ◦ Clear and helps the learner to understand the criteria for success. ◦ Focused on the task rather than the individual. ◦ Helpful and provides prompts for progress learning. ◦ Challenging and requires action. ◦ Attainable.

Table 10. Strategies to provide feedback to students. Obtained from DUA-A model (*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

3.6. STAGE 5. Accessing Information

Explanation

So far, we have discussed the stages that focus on the *accessibility* of the context on one hand, and *student involvement* and *effective feedback* on the other. In this stage, we will talk about how to **present information** in an **accessible** and **equitable** manner **for all students** and how to help students to **process** that **information.** In

the subsequent stages, we will deal with how to facilitate the **processing of information** and the **expression** of the **knowledge.**

To enhance the learning opportunities for all students, it is necessary to facilitate a**ccess to information** using **different formats** and with varying **levels of complexity**. It is recommended to consider the barriers identified for the group of students (STAGE 1) to present the information through various means of access, including written text, images, videos, audios, graphics, infographics, and animations. It should be decided whether multiple channels will be used simultaneously, such as combining the visual and the auditory. Additionally, it may also be necessary to utilise **different media** to present the information, ranging from traditional to modern approaches, such as digital media, multimedia, or transmedia.

Implementation

Among the actions we can take to **facilitate access to information** are the following measures. (Table 11)

- Table 11:

ACCESSING INFORMATION
Take into account **specific** temporary or permanent **needs**.
Present the content using **multiple modalities**.
Supplement **written** information with **oral** communication.
Avoid **cognitive overload** if using too many modalities.
Ensure optimal lighting and acoustic **conditions** in the **space**.
Ensure accessibility of technological and physical **resources**.
Provide materials with different **levels** of conceptual **complexity**.

Table 11. Strategies to facilitate access to information. Obtained from DUA-A model (*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

3.7. STAGE 6. Processing Information

Explanation

Processing information refers to how the student constructs their own knowledge through the use of cognitive processes, based on the accessed information. The DUA-A approach proposes working with different levels of information processing, ranging from simpler and superficial levels to more elaborate ones, which are related to deeper learning. In this regard, we can use the **revision of Bloom's taxonomy** conducted by Lorin Anderson and David Krathwohl, published in 2001, known as the Taxonomy for Learning, Teaching, and Assessment (Conklin.J, 2005), that establishes different levels of knowledge and complexity.

As we observe, the zones of the Future Classroom outlined in section 2.3 are well-matched with the development of diverse cognitive processes, ranging from basic lower-order skills to more complex ones. The more processes involved, the richer the learning experience will be.

For example, the **explore learning zone** offers students the chance to access diverse resources to retrieve and recall information, what helps them to enhance their memory and comprehension abilities, which are essential skills for learning. On the other hand, the **create learning zone** aligns with the higher-order thinking skills emphasised in the revised taxonomy. In this zone, students are encouraged to produce their own content using technology tools like video editing software, cameras, or tablets. This engages them in the creative process and supports the development of higher-level cognitive skills, such as analysis, synthesis, and evaluation.

Implementation

Among the actions we can take to **facilitate processing information** are the following measures. (Table 12)

- Table 12:

PROCESSING INFORMATION
Design proposals with **different levels** of cognitive complexity.
Promote information **selection.**
Work on information **organization** and **elaboration.**
Use **thinking routines** and effective thinking strategies.
Formulate **questions** as a strategy to pose challenges, guide responses, and provide strategic support.
Facilitate processing and expression through **peer learning**, **project development**, and **problem-solving.**

Table 12. Strategies to facilitate the processing of information. Obtained from DUA-A model (*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

3.8. STAGE 7. Expressing and Assessing Knowledge

Explanation

Similarly to the access to information, it is also necessary for students to have the ability (and the opportunity) to **express the knowledge** and communicate what they have learned through various channels and formats. For example, in the **present learning zone**, the AT model allows students to demonstrate their understanding of the information by presenting to the group using the touchscreen, showcasing an interactive presentation, an infographic, or a video. Prior to this, in the **create learning zone**, students would have created a product using different equipment such as green screen technology, cameras, digital tablets, or a 3D printer, that final product can be assessed.

As we can see, the Future Classroom model accommodates many active methodologies such as cooperative learning or project-based learning, where the expression of knowledge serves a practical purpose and holds real significance, fostering competency development.

Regarding **assessment**, it is important to highlight that **every expression of knowledge is assessable**. Therefore, knowledge expression activities will serve as a source of data that can be used for making decisions. We should consider individual assessment as well as group assessment, self-assessment, peer assessment, and other strategies that will enhance formative and summative assessment processes.

Implementation

Among the actions we can take to facilitate **expressing** and **assessing knowledge** are the following measures. (Table 13)

- Table 13:

EXPRESSING AND ASSESSING KNOWLEDGE
Encourage students to communicate and express their knowledge using **different means.**
Incorporate **technical supports** that enable, enhance, and enrich expression and communication.
Continuously assess in a wide variety of situations.
Evaluate both **individual** and **group tasks.**
Design **assessment activities** with **different levels** of cognitive complexity that activate various cognitive resources.
Provide students with **feedback** that includes **not only** their **grade** and correct/ incorrect answers but **also information** about the correct responses and **suggestions for improvement** based on their starting point.
Provide assessment criteria or **rubrics** to enable students to **self-assess** or engage in **peer evaluation**.
Evaluating both the **learning outcomes** and the **involvement** and **contributions** to the group of each participant in group tasks.

Table 13. Strategies to facilitate the expression and assessing of knowledge. Obtained from DUA-A model (*Center for Teacher Training, Innovation, and Resources, CEFIRE of Inclusive Education)*

3.9. STAGE 8. Sequencing the Learning Situation with DUA-A

Explanation

Up to this point, we have provided an explanation of the different components that constitute the DUA-A model and offered strategies and tools for their implementation in the classroom.

In Stage 8, we will present the sequence of activities that form the Learning Situation titled "Digital Storytelling: Taking Action for Positive Change in our Town." This learning experience will interconnect all the elements of Universal Design and Accessible Learning (DUA-A model), and the Future Classroom Lab model in practical ways.

Within the didactic sequence, we have assigned the term "destinations" to each proposed activity to emphasise the notion that learning is an active process that propels us towards specific goals. For each destination, we have provided descriptive details such as the destination's name, the corresponding learning zone within the Future Classroom and its connection to other curricular elements. It is important to highlight that the activities are not organised in closed sessions in order to provide flexibility to the learning situation and allow for personalised learning. The different student groups will start at the same time, but each group may progress at its own pace, which is perfectly compatible with the development of the learning situation.

Additionally, we highlight the integration of the Future Classroom elements and the specific elements of the DUA-A model that have been given special consideration to ensure, or at least strive for, an accessible and inclusive classroom environment.

This approach aims to provide teachers with a comprehensive example to facilitate students' access, presence, and active participation in all activities. By implementing the elements of the DUA-A model and the Future Classroom, teachers can create an inclusive and welcoming environment that fosters a sense of belonging among students. This, in turn, enhances their overall learning experience.

Implementation

	Destination 1 ***Present***	**DO YOU WANT TO BE A CHANGE MAKER?**

Description

The Learning Situation (hereinafter, LS) "Digital Storytelling: Taking Action for Positive Change in our Town" is introduced:

First, the following statement and question are projected on the digital whiteboard:

"Stories have the power to change the world.
Do you want to be a changemaker?"

After a few minutes for reflection and the discovery of the LS topic, a photo (Annex 6) is shown, and the following question is posed:

"What is the story behind this image?"

The "*I see, I think, I wonder*" routine is performed individually to answer the question, and the responses are shared.

The objective of the LS is explained: to reflect on how positive changes can be made in our immediate environment and raise community awareness. To achieve this, Digital Storytelling (hereinafter referred to as DS) will be created as the final product.

An explanation is provided regarding what a DS entails, and an example video is played (link).

The roadmap for the entire LS, outlining the steps to be followed, is distributed, and any potential questions are addressed.

Specific Competence and Evaluation Criteria

- CMNSC.SC5 / CMNSC.EC5.1

Fundamental Knowledge

- CMNSC. B1. 1.2. Life on our planet / 3.4. Eco-social awareness

Assessable Product

- Thinking routine (formative assessment)

Assessment Tools

- Thinking routine template (Annex 7)
- Direct observation

Resources and Materials

- See - Think - Wonder thinking routine.
- Digital Storytelling (link)
- Roadmap (Annex 8)

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Present	Chairs with wheels and bleachers forming an agora.	Group techniques and dynamics	Interactive Whiteboard Laptop

DUA-A

Accessibility

Physical: Conditioning classroom access through visual codes to promote autonomy for visually impaired student (Ibai), and increasing space between desks and chairs to facilitate movement and autonomy.

Sensory: Using subtitled videos and *routemap* printed in big format (**Pablo**)

Cognitive: Placing the *routemap* in a visible area (**Lucía** and **Ana**).

Emotional: Promoting a classroom climate where everyone feels comfortable.

Implication

Motivation: At the beginning of the session, the *objective* of the activity is explained, and questions are asked to foster interest: 'Do you know what it means to be eco-friendly?', 'What things would you like to change or improve in our town and school playground?', 'Have you heard about ways we can help the environment?'

Attention: A *roadmap* is provided to follow the itinerary of the LS along with the objective and the time to be allocated for each task.

Participation: *Peer tutoring* is encouraged to explain to classmates.

Feedback

It is *verified* if the students have *understood* the given instructions, and for students with more difficulties, *examples* are provided on how to do it.

Accessing Information

The teacher gives an *oral presentation* supported by *images* and *visual resources*, using the digital whiteboard and traditional whiteboard to write key concepts and clarify doubts.

Asks *questions* to the group to check their understanding of the provided information.

Asks several students to *rephrase the information* to enhance comprehension.

Processing Information

To activate prior knowledge and connect with the new information, the "see-think-wonder" thinking routine is used.

Expressing Knowledge

Templates in an appropriate format are provided to facilitate the expression of knowledge.

Summative Assessment

Assessment is conducted through direct observation and collection of information on the used templates.

	**Destination 2** ***Investigate***	**WHAT IS A DIGITAL STORYTELLING?**

Description

In the **investigate zone**, heterogeneous groups of 5 students are formed. They use the *3-2-1-Bridge* thinking routine (Annex 9). Each group performs the routine following self-instructions:

- Write **three** ideas about what DS are, their characteristics, and how they can help raise awareness to improve climate change.
- Note **two** questions about what you would like to know about DS.
- Provide **one** analogy about DS (e.g., a kind of short video with narration)

Next, each group conducts a simple research by visiting website pages or videos to learn more details about DS (e.g.,website 1, website 2, video 1). Printed material could also be facilitated. To verify the reliability of sources, the Red Light, Yellow Light thinking routine is used (Annex 10)

Students use these guiding or prompting questions and write the answers using the iPads.

- What are Digital Storytelling? How long have they been around?
- Why are they important?
- How can they help spread ideas that improve our lives?
- What tools can you use to create a Digital Storytelling?

Finally, students move on to the **interact zone** to share their work and engage in a brainstorming and debate.

Specific Competence and Evaluation Criteria

- CMNSC.SC1 / CMNSC.EC1.1. EFL.SC5 / EFL.EC52

Fundamental Knowledge

- CMNSC. B2. 2.1. Digitisation of the personal environment.
- EFL. B2. Basic strategies for understanding simple texts.

Assessable Product

- Thinking routines (formative assessment)

Assessment Tools

- Thinking routines template (Annexes 9 and 10)
- Direct observation and online documents on the iPad (Microsoft Teams)

Resources and Materials

- 3-2-1-Bridge and Red Light, Yellow Light thinking routines.
- Multimedia materials.
- Guiding questions.

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Investigate Interact	Near the two interactive whiteboards, folding tables, corridors.	Students grouped in pairs Whole class debate	Two interactive whiteboards iPads Seach Engines

DUA-A

Accessibility

Physical: Arrange the elements in the classroom in a way that ensures all students can access materials and have visibility to the board, the teacher, etc. (everyone, especially for **Pablo** and also **Lucía**, because she is using a wheelchair).
Sensory: Use different formats to present information (**Pablo** and **Ana**).

Implication

Attention: The teacher reminds students of the aspects they should focus on during the task. They move through different learning zones of the Future Classroom, taking into account the attention curve.
Participation: Teamwork to involve all students. Explaining to other groups afterward encourages participation.

Feedback

The teacher supervises the work done by each group and highlights what has been done well, recognising the students' effort.

Accessing Information

A glossary with terms related to Digital Storytelling could be provided. The glossary would also include images.

Processing Information

To select information and assess the reliability of sources, the Red Light, Yellow Light thinking routine is used. To organise and elaborate on the information, the 3-2-1 thinking routine is employed.

Expressing Knowledge

The students document the results of their research using different formats such as text, infographics, drawings, etc., using their iPads.

Summative Assessment

A checklist is used to address observation

	**Destination 3** ***Develop***	**WHAT DO WE NEED TO EXPLORE OUR TOWN?**

Description

In the **develop zone**, a quadrant displayed in a visible area of the classroom, shows the different locations (in the town near the school and in the school) that can be visited. This quadrant includes photos and the locations on Google Maps.

Each group is given a copy of the quadrant where they can include other areas they are interested in investigating, so that their research process aligns with their particular interests (personalised learning). In addition, students will have to find complementary information about each place, its significance, environmental impact, green zones, or any other relevant aspects they want to include.

To help students focus their attention and practice self-regulation, a **planner** is provided (Annex 11). This tool serves as a guide for completing various activities in the learning situation (LS). It outlines the tasks that the group should complete and provides organisers and guiding questions to assist with organization and understanding.

This is the time to prepare the rest of the LS. Students start working on the planner.

In addition, the group receives an observation notebook to take notes during the future visits to the locations, and a checklist with points to observe during those visits with questions such as: *Are there green areas? What are the floors and materials like? What type of vegetation is present in the surroundings? Are there shaded areas and protection? What is the schoolyard like?*

Specific Competence and Evaluation Criteria

- CMNSC.SC5 / CMNSC.EC5.1 and 3 EFL.SC4 and 5 / EFL.EC4.2 and 5.1

Fundamental Knowledge

- CMNSC. B1. 1.2. Life on our planet / 3.4. Eco-social awareness
- EFL. B2. Basic strategies for producing simple texts.

Assessable Product

- Student's Planner (formative assessment)

Assessment Tools

- Student's Planner (Annex 11)
- Direct observation

Resources and Materials

- Student's Planner
- Guiding questions.

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Develop	Flexible spaces: corridors, floor, Z chais…	Working in teams, collaboratively	Non-technological destination

DUA-A
Accessibility
All previous accessibility measures are still being implemented. Additionally, for the Student's Planner, appropriate contrasts and font sizes have been used to ensure that all students, including **Pablo**, can access the content.
Implication
Motivation: During the activity, teachers provide feedback to redirect and instill confidence, maintaining motivation. **Attention**: A guide is provided with the tasks to be performed, the content, and the instructions to help focus attention. **Memory**: Information is presented orally with visual support, along with supporting tools (guide, planner, etc.), to enhance information retention. **Participation**: To engage students in the tasks, teamwork is encouraged.
Feedback
The work being done by each group is supervised, and any content that can be improved will be questioned by the teachers to redirect the work, providing suggestions or hints on how to do it correctly if necessary. Tools are provided to help students plan their work and self-regulate: **Student's Planner**
Accessing Information
Questions are asked to the group to verify their understanding of the information provided to them. A planner, observation notebook and checklist are provided with clear and concise instructions, detailing the sections they should include to plan their research work. Students work on information **organization** and **elaboration.**
Processing Information
All the provided tools are designed to facilitate proper processing of information by the students. The questions asked by the teachers also contribute to effective information processing.
Expressing Knowledge
The provided tools help students express their knowledge, using the observation notebook and planner.
Summative Assessment
Including a rubric with the criteria to consider when carrying out teamwork could be beneficial.

	**Destination 4** ***Explore***	**HOW CAN WE IMPROVE OUR TOWN?**

Description

iPads and an interactive digital screen are used to conduct a digital preview visit to the locations that will be analyzed. This allows students to have an aerial view that helps them understand the spatial distribution of different areas in the town, the distances from the school to each location, and the surrounding vegetation or other terrain elements. If available, students can also use virtual reality glasses with specific software to watch 3D videos.

Later on, an on-site visit is conducted to observe the outdoor spaces near the school as well as those within the school premises (such as the playground, garden, green areas, etc.). This visit involves the collaboration of a language assistant, a support teacher, and two volunteer family members. Students take notes in their observation notebooks, focusing on general ideas similar to those discussed in the previous destination.

They will also propose improvements to make the outdoor spaces greener, such as creating recycling areas, shaded tree zones, vertical gardens, or enhancing the school garden. This work is accompanied by the creation of a digital field notebook using tablets, where students develop a map of the school with the various outdoor and adjacent areas. They describe the initial state of each space, propose potential improvements, and outline the time and resources required for those improvements (they can refer to the work done so far in the planner).

Students take photos during the process and incorporate them into their digital portfolio.

Specific Competence and Evaluation Criteria

- CMNSC.SC5 / CMNSC.EC5.1 and 3 EFL.SC4 and 5 / EFL.EC4.2 and 5.1

Fundamental Knowledge

- CMNSC. B1. 1.2. Life on our planet / 3.4. Eco-social awareness
- EFL. B2. Basic strategies for producing simple texts.

Assessable Product

- Student's Planner (formative assessment)

Assessment Tools

- Student's Planner (Annex 11)
- Direct observation

Resources and Materials

- Student's Planner and Guiding questions.
- Teacher, language assistant, volunteers.

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Explore	Inside the classroom and outside, during the second part.	Working in teams, collaboratively	◦ Interactive Whiteboard ◦ iPads ◦ VR glasses

DUA-A
Accessibility
Sensory: Reorganise the classroom layout to ensure that all students can see and hear the necessary information from different locations. Use different formats to present information (visual, gestural, auditory, digital). **Cognitive**: Accompany activity explanations with clear and concise instructions, specifying the intended objective. Provide options for multi-levelling the tasks, thereby adjusting the activity with different levels of cognitive complexity.
Implication
Relate content to **real-life situations**: Show the relevance of academic content in students' everyday lives, demonstrating how it benefits them.Use of **strategies** for **retaining** and **utilising information** (paraphrasing)
Feedback
The teacher offers helpful feedback and provides prompts for progress learning. The teacher supervises the work done by each group and highlights what has been done well, recognising the students' effort.
Accessing Information
Special attention is given to digital accessibility, ensuring that the tools are understandable and easy to use, in other words, user-friendly. **Pablo** can utilise the digital whiteboard, which features a more comfortable size and usability**.**
Processing Information
Students can access **different levels** of cognitive complexity.
Expressing Knowledge
The teacher assess the progress students are doing in a variety of situations.
Summative Assessment
The teachers evaluates both the **learning outcomes** and the **involvement** and **contributions** to the group of each participant in group tasks.

	**Destination 5** ***Develop***	**HOW IS A DIGITAL STORY DONE?**

Description

It is important to note that digital storytelling incorporates various multimedia materials to tell a story.

We explain each of the steps to follow so that each group can create their own, accompanying the explanation with an infographic and providing specific examples that help understand each phase of the creation process. For each step, different options are given to multi-level the proposal, thus adjusting the activity with different levels of cognitive complexity.

These are the steps, which are provided to students, to create a Digital Storytelling about improving our town to make it more Eco-friendly and sustainable.

1. **Come up with ideas**
2. **Research/explore/learn**
3. **Write and script (storymap)**
4. **Create a storyboard**
5. **Gather/create images, video, and audio**
6. **Put it all together**
7. **Share your story**
8. **Get feedback and reflect**

An activity called Ping-Pong Recall (link) is carried out to reinforce knowledge and checking comprehension of the concepts.

Specific Competence and Evaluation Criteria

- CMNSC.SC1 / CMNSC.EC1.1. EFL.SC4. / EFL.EC4.2

Fundamental Knowledge

- CMNSC. B2. 2.1. Digitisation of the personal learning environment
- EFL. B1. and B2.

Assessable Product

- No product is assessed in this case.

Assessment Tools

- Ping-Pong Recall activity
- Direct observation

Resources and Materials

- Instructions to make a Digital Storytelling
- Ping-Pong activity

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Develop	The students use movable chairs and/or stand while using devices.	The students participate in the Ping-Pong Recall activity in random groups.	Interactive Whiteboard

DUA-A
Accessibility
Physical: Increase the space between desks and chairs, use movable chairs and folding tables to create more space. Utilise a height-adjustable digital screen to facilitate usage. **Cognitive**: Accompany the activity explanation with clear and concise instructions, specifying the objective to be achieved. **Emotional**: Considering the strengths of each student when assigning roles. Provide flexibility in time to complete the activity.
Implication
Motivation: The teacher explains the usefulness and importance of Digital Storytelling as powerful tools for communication and sharing ideas. **Attention**: The purpose of the task is clearly explained to capture students' attention. **Memory**: Access to information is facilitated, avoiding cognitive overload.
Feedback
Throughout the task, it is continuously checked whether students have understood the purpose of the DS they will be making. For students who may have more difficulties, examples are provided to demonstrate how to do it (**Lucía** and **Felipe**)
Accessing Information
The presentation of the steps to create a Digital Storytelling, along with the use of an infographic, combines visual and auditory channels, ensuring that everyone can access the information.
Processing Information
The formulation of relevant questions by the teacher helps students process information better and assists in identifying possible errors.
Expressing Knowledge
The teacher incorporates **technical supports** that enable, enhance, and enrich expression and communication. For each step, different options are given to multi-level the proposal.
Summative Assessment
The teacher evaluates both the **learning outcomes** and the **involvement** and **contributions** to the group of each participant during the Ping-Pong activity.

- The **Digital Editor** is responsible for editing the digital content, combining the visuals, audio, and text into a cohesive and engaging digital storytelling project.
- Additionally, all of these roles have the **responsibility of ensuring accessibility**, making sure that the created content is understandable and accessible to all individuals.

Specific Competence and Evaluation Criteria
CMNSC.SC1 / CMNSC.EC1.1. EFL.SC4/EFL.EC4.1. EFL.SC5. / EFL.EC5.1.
Fundamental Knowledge

◦ CMNSC. B1. 1.2. Life in our planet
◦ CMNSC. B2. 2.1. Digitization of the personal learning environment
◦ CMNSC. B3. 3.1. Challenges of the modern world
◦ CMNSC. B3. 3.4. Eco-social awareness
 	
◦ EFL. B1. LANGUAGE AND USE
  ◦ Basic communicative functions commonly used in appropriate contexts: describing objects and places.
  ◦ Basic linguistic units commonly used: expression of quantity and number, space and spatial relationships.
 	
◦ EFL.B2. COMMUNICATION STRATEGIES
  ◦ Basic commonly used strategies for understanding and producing short, simple, and contextualised multimodal texts.
  ◦ Self-confidence and reflection on learning. Error as an integral part of the process.
  ◦ Basic analog and digital tools commonly used for understanding and producing multimodal content.
 	
◦ EFL.B3. CULTURE AND SOCIETY
  ◦ Basic commonly used strategies to appreciate linguistic and cultural diversity.

Assessable Product
◦ Digital Storytelling
Assessment Tools
◦ Rubric ◦ Direct observation
Resources and Materials
◦ Instructions to make a Digital Storytelling ◦ Storymap (Annex 13) ◦ Storyboard (Annex 14) ◦ Rubric

	**Destination 6** ***Create***	**LET'S DO OUR DIGITAL STORY!**

Description

The students are provided with the **rubric** (Annex 12) that will be used to evaluate their digital stories so that they know the expectations from the beginning of the creation process.

These are the six first steps to create a digital storytelling about improving our town to make it more Eco-friendly and sustainable:

1. **Come up with ideas for improving our town's sustainability**: Students gather the ideas they thought about on how to make their town more Eco-friendly.
2. **Research/explore/learn about Eco-friendly practices**: Students conduct research, explore different sustainability ideas, and learn about practices implemented in other towns or cities.
3. **Write and script your story focused on improving the town**: Students write the storymap (Annex 13) for their digital story, highlighting specific actions and initiatives to enhance the town's Eco-friendliness and sustainability. They consider the situation of the outdoor spaces in the school and the town, the importance of creating green spaces, and possible improvements that can be implemented.
4. **Create a storyboard:** Students create a visual storyboard (Annex 14) that outlines the sequence of scenes and key elements to showcase the sustainable changes they envision for their town.
5. **Gather/create images, video, and audio:** Students collect visuals (they can use pictures they have previously taken), video clips, and audio elements that illustrate Eco-friendly practices and sustainable solutions relevant to their town's improvements.
6. **Put it all together to create your digital story:** Students use digital tools or software (such as iMovie or other options) to assemble the visuals, video clips, audio, and text, combining them into a cohesive and engaging digital storytelling project. Each team will need access to video editing applications (such as iMovie) and either iPads or laptops.

The students, working cooperative groups, are assigned different roles:

- The **Content Writer** is responsible for writing the content of the digital storytelling, ensuring clarity, coherence, and engaging language.
- The **Visual Designer** takes charge of creating or gathering relevant graphics, images, or visual elements to enhance the visual appeal and support the storytelling.
- The **Scriptwriter** is responsible for developing the script or narrative for the digital storytelling, ensuring a well-structured storyline and a clear message.
- The **Narrator** manages the narration or voiceover of all the group members, helping them to use a clear and expressive voice to enhance the storytelling experience.

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Create	Flexible use of the space. The Chroma key is located in a quiet area.	Students work in groups cooperatively, assuming roles.	iPads Chroma key Microphones Digital editing software

DUA-A

Accessibility

Physical: Increase the space between desks and chairs, use movable chairs and folding tables to create more space. Utilise a height-adjustable digital screen to facilitate usage.
Cognitive: Accompany the activity explanation with clear and concise instructions, specifying the objective to be achieved.
Emotional: Focus on the strengths of each student when assigning roles. Provide flexibility in time to complete the activity. Promote the importance of group work among students. **Felipe** has an especial role to be more motivated.

Implication

Motivation: We provide different options for students to choose how to create the digital storytelling (link) . The teacher provides feedback, highlighting what they have done well and offering guidance for improvement, fostering motivation.
Attention: Vocabulary, syntax, and structure are clarified to direct attention.
Memory: We maximise memory and information transfer by connecting essential content covered thus far and repeating key ideas.

Feedback

It is verified if the instructions given have been understood, and for students who may have more difficulties, examples are provided to demonstrate how to do it.

Accessing Information

Options that allow for customisation of the presentation of information, are provided, including recording instructions for creating the digital storytelling (benefiting all students, as they can listen to them multiple times).

Processing Information

The teacher creates collaboration groups with clear objectives and roles.
Guidance to students on when and how to seek help from peers or teachers.
Peer interaction is promoted (e.g., through peer tutoring).
Expectations for group work (rubrics, norms, etc.) are established.

Expressing Knowledge

Starter or sample sentence fragments can be provided to assist in the writing of the storymap and/or storyboard.

Summative Assessment

The teacher evaluates both the **process** and the **involvement** and **contributions** to the group of each participant during the creation of DS.The product is also assessed using a familiar rubric that the students are already familiar with.

	**Destination 7** ***Present***	**LET'S SHARE OUR DIGITAL STORY!**

Description
The creation of digital stories involves the use of apps and mobile devices, providing a mobile learning experience for students. Once created, these stories can be shared through the school's communication channels such as the website, the Moodle-Aules virtual environment, and the Telegram channel. This aims to make the learning experience real for students and beneficial for the educational community and society, allowing them to hear the voice and opinions of the students. We continue with the steps of creating and sharing the digital stories: 7. **Share your story** about making our town more Eco-friendly and sustainable: Students present or share their digital stories with classmates, teachers, local community members, or town officials. They also publish the DS on the school's website, raising awareness about the importance of Eco-friendly practices and sustainable development. 8. **Get feedback** and **reflect** on how you can further enhance the town's sustainability: Students receive feedback on their DS, reflect on the proposed improvements, and consider additional measures or ideas to make their town even more Eco-friendly and sustainable.
Specific Competence and Evaluation Criteria
CMNSC.SC1 / CMNSC.EC1.1. EFL.SC4/EFL.EC4.1. EFL.SC5. / EFL.EC5.1.
Fundamental Knowledge
◦ Same Fundamental Knowledge as in destination 6
Assessable Product
◦ Digital Storytelling (final product) ◦ Digital Storytelling Presentation
Assessment Tools
◦ Digital Storytelling Rubric and Specific Competences Rubric ◦ Direct observation ◦ Student's Planner
Resources and Materials
◦ Instructions to make a Digital Storytelling ◦ Rubric

FUTURE CLASSROOM			
Learning Zone	Space Distribution	Methodology	Technology
Present	Chairs with wheels and bleachers forming an agora.	Group techniques and dynamics	Interactive Whiteboard

DUA-A
Accessibility
Cognitive: The language is adapted based on the students' competencies. **Emotional**: Emotional factors that come into play during a public presentation are taken into account, offering tools and strategies to facilitate the process.
Implication
Motivation: After the group presentation, we congratulate the students on their work and encourage them to continue putting effort to achieve good results.
Feedback
A space is provided for individual doubts resolution and corrections to identify areas where students face more difficulty, ensuring that the demands align with the students' competency level. Questions are asked to assess how they have conducted the presentation.
Accessing Information
The rubric is provided with the aspects to be considered for completing the task. They could be provided with a rubric outlining the criteria to be taken into account when carrying out the team work.
Processing Information
Group work and the presentation/explanation of learning objectives activate the processing and expression of information.
Expressing Knowledge
A rubric is provided to assess the criteria for the oral presentation. Time is flexible to facilitate knowledge expression, and feedback is provided, taking into account emotional aspects.
Summative Assessment
Throughout the learning situation, various tasks have been assessed. Additionally, a qualitative analysis of the level of development of specific competencies should be conducted (see Annex XXX).

4. CONCLUSIONS

As demonstrated throughout this Master's dissertation, the principles of Universal Design, accessibility and inclusion are crucial in education, aiming to provide equal opportunities for all students, regardless of their backgrounds or abilities.

In this regard, the DUA-A model, representing Universal Design and Accessible Learning, in line with new educational regulations, such as LOMLOE, serves as a comprehensive framework for designing learning environments that are accessible and inclusive, catering to the diverse needs of learners.

The interconnections between CLIL, the FCL, accessibility, and the DUA-A model, have been explored. In doing so, a didactic approach that harnesses the potential of these approaches to enhance accessibility and inclusion in education, has been proposed.

Through this research, valuable insights and practical strategies have been provided to empower educators in creating inclusive and accessible learning environments that effectively address the diverse needs of students. By embracing the principles of CLIL, the FCL, accessibility, and the DUA-A model, educators can foster an inclusive and equitable educational experience that prepares students for success in the modern world.

However, one of the key conclusions drawn is the absence of shared bibliography on the intersection of CLIL and attention to diversity. Furthermore, there is a need to continue exploring accessible models such as the Future Classroom Lab to provide more conducive learning environments where all students feel acknowledged and can learn independently, regardless of their individual characteristics or conditions.

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6. ANNEXES

ANNEX 1. GETTING TO KNOW YOUR GROUP			
Name and preferred pronouns		Name and preferred pronouns	
Interest		Interest	
Characteristics		Characteristics	
Curricular Competence		Curricular Competence	
Areas of Strength		Areas of Strength	
Areas that are still Challenging		Areas that are still Challenging	
Personal Proposal for Motivation		Personal Proposal for Motivation	

ANNEX 2. PHYSICAL ACCESSIBILITY QUESTIONARIE				
Any person can move, reach, and stay in different places, manipulate objects with ease and participate in activities comfortably.				
Flexible Use of Space		✅	❌	**Suggestions**
1	Can all students move, arrive, enter, and remain in different places comfortably?			
2	Are there flexible seating options available to accommodate different student needs and preferences?			
3	Are the classroom layout and furniture arrangement designed to facilitate student interaction and collaboration?			
4	Is there sufficient space in the classroom for students to move around and engage in group activities?			
Use of Active Methodologies		✅	❌	**Suggestions**
5	Can all students participate in any activity without encountering physical difficulties?			
6	Are the teaching methods and instructional materials accessible and adaptable to diverse student needs?			
7	Do you incorporate inclusive teaching strategies that promote active participation and engagement of all students?			
8	Is the necessary support and/or accommodations provided to ensure the full participation of students with reduced			
Support of Educational Technologies		✅	❌	**Suggestions**
9	Can all your students comfortably pick up and manipulate objects (school materials, computers, etc.)?			
10	Do you incorporate technology tools and resources that are accessible and suitable for all students?			
11	Are there assistive technologies available to support students with physical disabilities?			
12	Do students have access to devices and software that facilitate their learning and participation?			

ANNEX 3. SENSORY ACCESSIBILITY QUESTIONARIE				
Any person can access, through the senses, to the information necessary to carry out activities, manipulate objects and move around environments.				
Flexible Use of Space		✓	✗	**Suggestions**
1	Is all the furniture arranged in a way that allows easy access and movement for all students, including those with sensory			
2	Do you have adapted work areas or corners that consider the needs of students with visual or hearing impairments?			
3	Is there adequate lighting in place to ensure good visibility for all students, including those with low vision or colour perception issues?			
4	Do you implement strategies for organising the space that allow students with sensory disabilities to actively participate in group?			
Use of Active Methodologies		✓	✗	**Suggestions**
5	Do you incorporate multisensory resources to facilitate understanding and engagement for all students?			
6	Do you provide communication and participation options that cater to the individual needs of students with hearing or			
7	Do you promote collaboration among students, fostering respect and inclusion for those with sensory processing issues?			
8	Have you considered the incorporation of tactile resources to support students with tactile sensitivity or touch-related difficulties?			
Support of Educational Technologies		✓	✗	**Suggestions**
9	Do you use technologies or tools that facilitate access to information and learning for students with sensory disabilities?			
10	Do you have specific devices or software that allow you to adapt audiovisual resources for students with visual or hearing			
11	Do you promote the use of assistive technologies, such as screen readers or subtitles, to ensure equal opportunities?			
12	Have you explored the use of emerging technologies, such as virtual or augmented reality, to provide enriching experiences?			

ANNEX 4. COGNITIVE ACCESSIBILITY QUESTIONNAIRE				
Any person can understand environments, activities and the use of objects because they are adapted to the comprehension level of the user and are				
Flexible Use of Space				**Suggestions**
1	Is the classroom layout designed in a way that promotes clear comprehension and ease of navigation for all students?			
2	Do the resources in the classroom provide clear and explicit instructions, labeling, and organisation to support understanding?			
3	Are there visual cues, such as visual schedules or visual aids, to provide predictability and help students comprehend			
4	Are there spaces or quiet areas available for students who may need to calm and focus their understanding and engagement?			
Use of Active Methodologies				**Suggestions**
5	Are the instructional activities structured with clear goals, steps, and expectations to promote comprehension and anticipation?			
6	Do the teaching strategies and methodologies used in the classroom incorporate multi-sensory approaches to			
7	Are alternative forms of representation, such as visual supports, graphic organisers, or interactive technologies, utilised to facilitate			
8	Are collaborative learning opportunities provided, allowing students to engage in peer discussions and to enhance cognitive			
Support of Educational Technologies				**Suggestions**
9	Are digital tools available to support students' comprehension, such as text-to-speech software or adaptive learning			
10	Do you use multimedia to present information in diverse formats (visual, auditory, interactive) to accommodate			
11	Do you facilitate comprehensive assessment by offering alternatives, such as allowing extended time or the use of assistive			
12	Are there digital platforms in place for students to review materials outside the classroom, fostering continuous cognitive			

ANNEX 5. EMOTIONAL ACCESSIBILITY QUESTIONNAIRE				
Any person can feel safe, included, respected and trusted. The environment promotes academic success and values mistakes as learning opportunities.				
Flexible Use of Space		✅	❌	**Suggestions**
1	Do you create an inclusive learning environment where all students feel supported and capable of participating in			
2	Do you ensure that all students are aware of and understand the class norms and rules of coexistence?			
3	Do your students feel comfortable and confident in navigating various learning environments within and outside the			
4	Is there an emphasis on fostering autonomy and independence for all students within the learning space?			
Use of Active Methodologies		✅	❌	**Suggestions**
5	Are the classroom activities designed to mobilise and showcase the abilities and strengths of all students?			
6	Are the tasks and requirements designed in a way that promotes a sense of safety and confidence for all students?			
7	Do you consider the needs of students with a history of academic struggle when designing activities and providing additional support if			
8	Do you take into account any personal or familial situations that may act as emotional barriers to learning and participation?			
Support of Educational Technologies		✅	❌	**Suggestions**
9	Do you utilise educational technologies to support emotional well-being and engagement among your students?			
10	Are there resources or online platforms available to facilitate communication and collaboration among students, teachers, and			
11	Do you use technology-based resources that offer personalised feedback and guidance to support students' emotional development?			
12	Do you utilise technology tools that facilitate individualised support and interventions for students experiencing emotional challenges?			

ANNEX 6. IMAGE FOR SEE - THINK - WONDER THINKING ROUTINE

Source: Uğur Gallenkuş digital artist (Instagram profile)

ANNEX 7. SEE - THINK - WONDER THINKING ROUTINE

See Think Wonder
THINKING ROUTINE

OBJECTIVE:

- To make careful observations and interpretations.
- It helps stimulate curiosity.

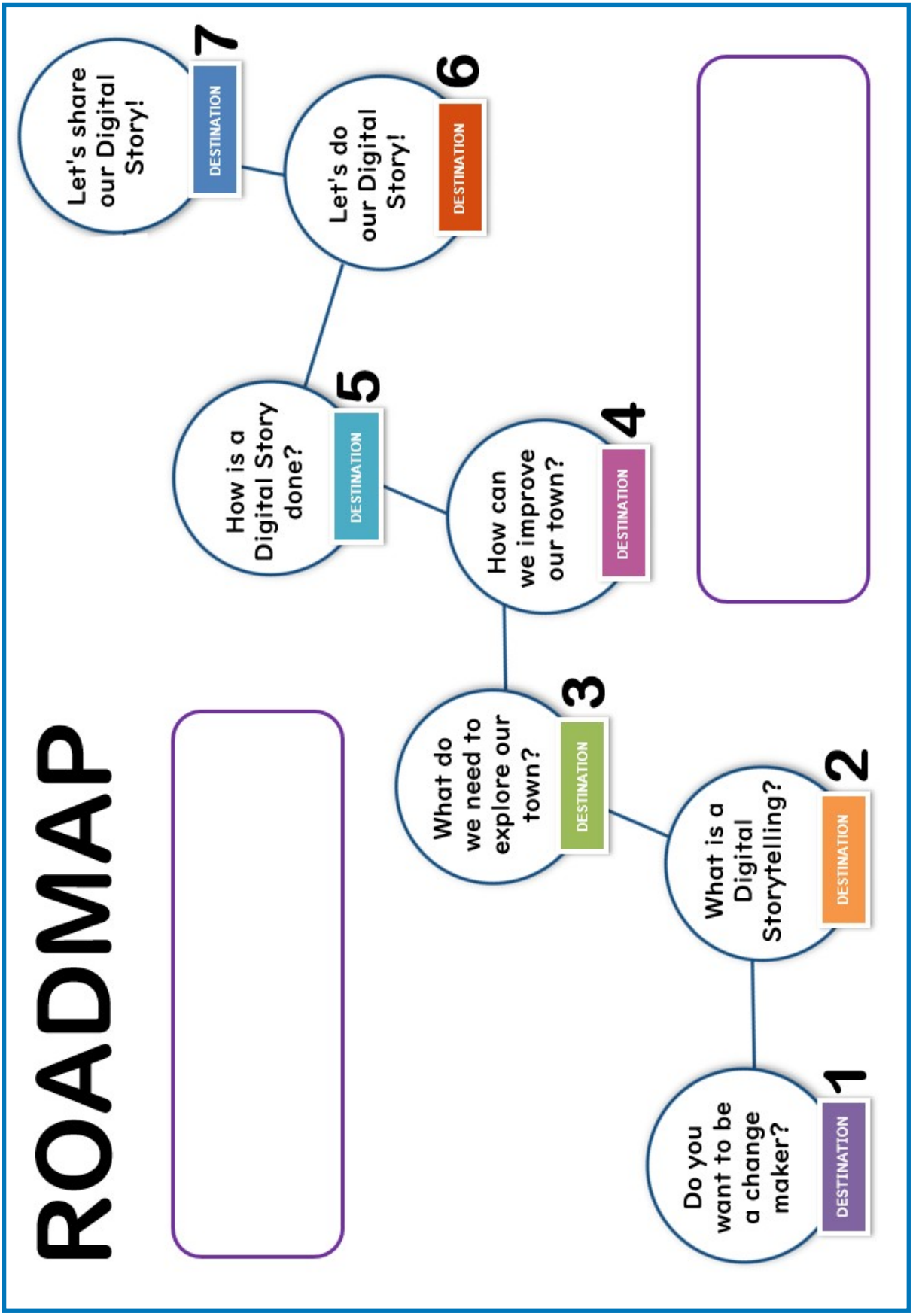
DIRECTIONS:

1. Take some time to observe the image.
2. **SEE**: WHAT DO YOU SEE?
   Write exactly what you see.
3. **THINK**: WHAT DO YOU THINK IS GOING ON?
   Write what you think about what you're seeing.
4. **WONDER**: WHAT DOES IT MAKE YOU WONDER?

See	Think	Wonder

Icons from Falticon

ANNEX 8. ROADMAP



ANNEX 9. 3 - 2 - 1 BRIDGE THINKING ROUTINE

3 - 2 - 1 BRIDGE THINKING ROUTINE

OBJECTIVE:

- To contrast ideas about a topic before and after a learning experience.

DIRECTIONS:

1. In the last destination we watched an example of a Digital Storytelling. Now, think and write:

2. **3**: WHAT IS A DIGITAL STORYTELLING?
   Write down **trhee** words or thoughts about DS.
3. **2**: WHAT WOULD YOU LIKE TO KNOW ABOUT DS?
   Write down **two** questions about what you would like to know about DS.
4. **1**: CAN YOU TELL US AN EXAMPLE OF A DS?
   Write down **one** analogy (example) about DS.

3	2	1

ANNEX 10. RED LIGHT, YELLOW LIGHT THINKING ROUTINE

RED LIGHT, YELLOW LIGHT THINKING ROUTINE

OBJECTIVE:

- To analyze sources of information.

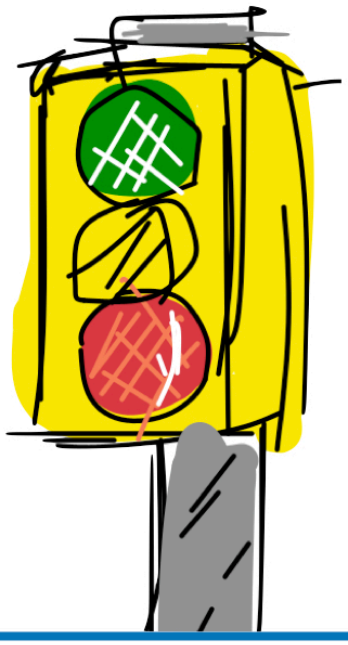
DIRECTIONS:

You are going to identify the source of information (text, web, etc.).

1. Mark in **GREEN** those data that are **true**.
2. Mark in **YELLOW** those data that are of **questionable veracity**. They are **unclear** or **not well-founded**.
3. Mark in **RED** those data that are **unreliable** or **not trustworthy**.

The indicators of **RED flags** can include, among others:

- Overgeneralizations.
- One-sided arguments.
- Mere assertions without supporting evidence.
- Clear personal opinion.
- Extreme convictions.
- Purely subjective opinions.
- Statements based on emotions.
- Lack of reliable evidence.
- Absence of credible references.



ANNEX 11. STUDENT'S PLANNER (PAGES 1-4)

DIGITAL STORYTELLING: Taking Action for Positive Change in our Town

PLANNER

Welcome to this new adventure,
changemakers!

You need to organize yourselves and distribute tasks within your team.

Plan and set goals for yourselves to achieve.

Once your research is planned, think about how you will communicate your findings to others. How will you create your Digital Storytelling to showcase everything you have learned?

Remember to always ask an adult if you have any doubts.

Enjoy the adventure of learning and sharing your knowledge with others!

Group members

LET'S START WORKING!

Follow the steps:

1. PLAN
Plan with the help of a small grid all the tasks. Always keep in mind the deadlines you set for yourselves.

2. CHALLENGE
Think about the locations you want to visit, what are your goals?, what aspects would you like to improve about them? Get ready for the exploration!

3. EXPLORE
Observe · Read · Listen · Watch · Absorb. Ask yourself all possible questions while visiting the different locations in our town. Take notes using your observation notebook!

4. DEVELOP
Learn about the steps in the creation of your Digital Storytelling. Think about how you will convey everything you are going to tell in Digital Storytelling. Make your StoryBoard to structure your story. Then, explore all the possibilities that best fit what you want to tell: images, pictures, drawings, playdough...

5. CREATE
Once you have the idea, get to work. You have the resources, use them creatively!

6. IMPROVE
Check everything you have done. Improve the product as necessary. Evaluate it.

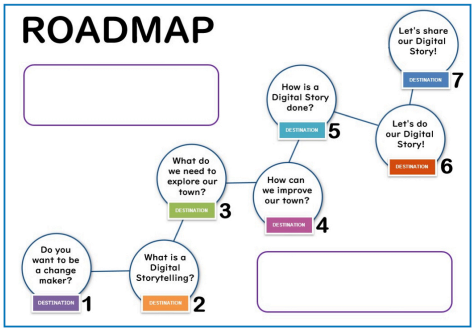
7. PRESENT AND SHARE
Share your work with your classmates, families, and colleagues.

8. ASSESSMENT AND SELF-ASSESSMENT
Assessment for learning, more necessary than ever.

9. REFLECT

Destination 3

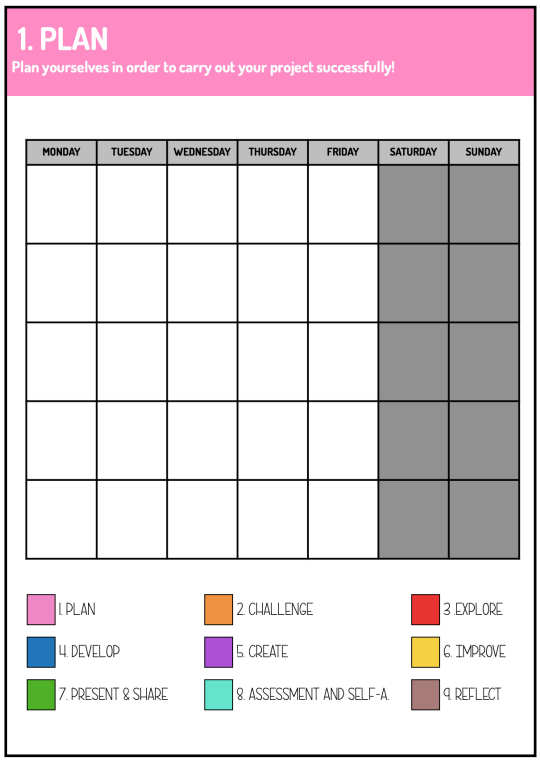
ROADMAP

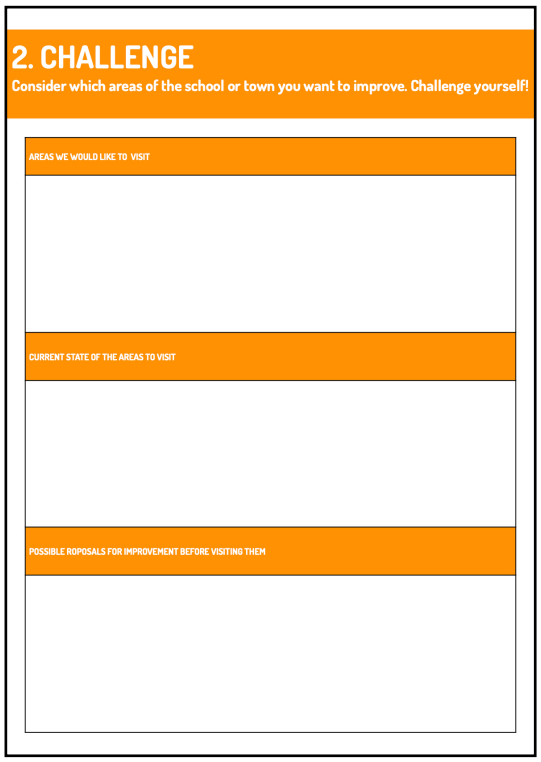


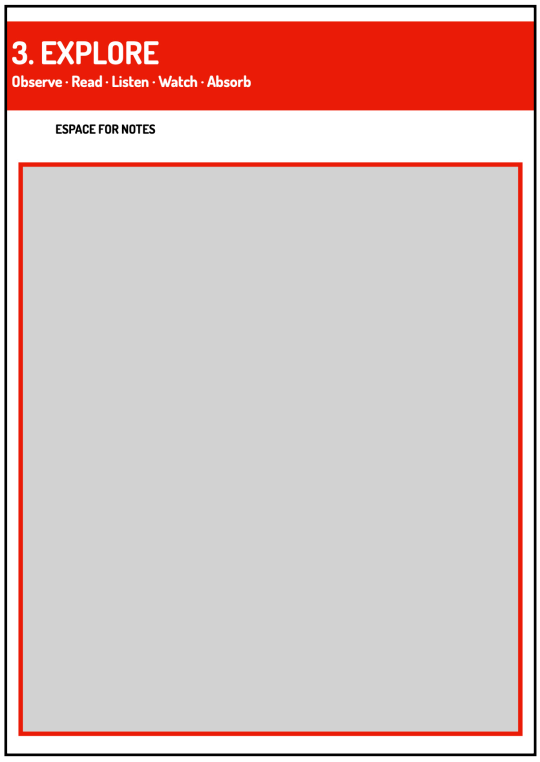
After visiting destinations 1 and 2, we have arrived at **destination 3**. It's time to start planning the exploration you will conduct and the subsequent creation of your Digital Storytelling.

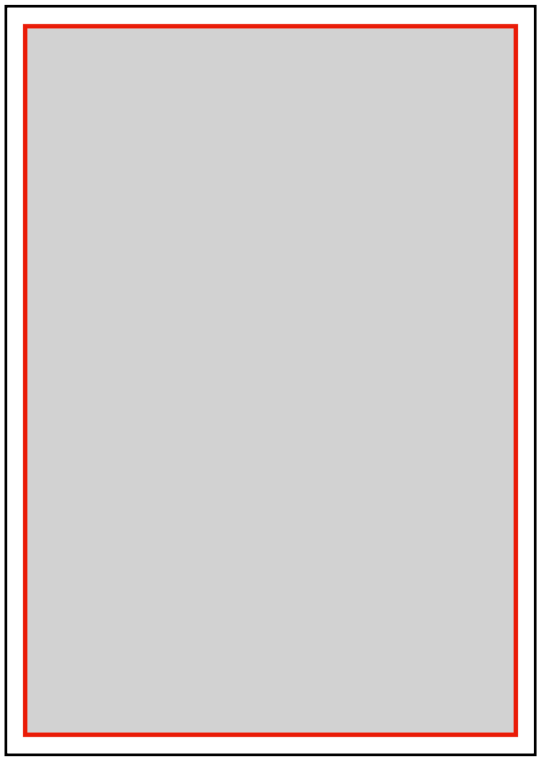
Ready?

ANNEX 11. STUDENT'S PLANNER (PAGES 5-8))









ANNEX 11. STUDENT'S PLANNER (PAGES 9-12)

4. DEVELOP

Learn about the steps to create your Digital Storytelling! Take notes !

STEPS TO CREATE A DS	
1	Come up with ideas
2	Research/explore/learn
3	Write and script
4	Create a storyboard
5	Gather/create images, video, and audio
6	Put it all together
7	Share your story
8	Get feedback and reflect

SPACE FOR MORE NOTES

5. CREATE

One you have the idea, get to work!

DIGITAL STORYTELLING

- **Type of Digital Storytellin we are going to create**: photos + voice, stop-motion + voice, video + voice…
- **People involved:** Do you need the help or intervention of more people?
- **Roles to define**: Content Writer, Visual Designer, Scriptwriter, Narrator…
- **Materials to be used:**
- **Preparation time:**
- **Date for presentation:**
- **Do we need any special permission?**
- **Sketch presentation moment:**

- Write down the basic elements of your story using the Storymap

- Write your Story using the Storyboard

ANNEX 11. STUDENT'S PLANNER (PAGES 13-16)

6. IMPROVE

Improve the product as necessary

- **Please write clearly the product that you are generating. What are you doing?**
- **Does it work well? Do you think the information it provides is clear?**
- **Do you think modifications are necessary? What would you change?**
- **Do you think anything else is needed? Do you think it is ready to be presented?**
- **Do you need more time?**

7. PRESENT AND SHARE

Share your work with your classmates, families, and colleagues.

FINAL PRODUCT

The final product, the **Digital Storytelling** requires a proper PRESENTATION, addressing an audience to showcase the idea.

So, once you have made the decision that the product is finished, it is time to ask yourselves some questions as a team:

Who is the target audience?

What do we intend to achieve?

Which channels do we know, and which are beyond our reach?

What are our needs to make it known?

It is as important how it is presented as **what is being conveyed**. The key idea is to present it as something personal, a personal experience, a journey.

Telling a story, your story, your journey is essential.
It is the only way to reach people!

8. ASSESSMENT AND SELF-ASSESSMENT

Assessment for learning

TEAM REFLECTION

We need to review the objectives we set at the beginning of the project and assess whether we have achieved them, not achieved them, or if we are halfway there.

Justify your answers. It is important to always justify our responses, think, reflect, and write because our work deserves a certain grade or another.

Have we achieved all the proposed objectives?

Have all team members achieved the proposed objectives?

Have we been sufficiently involved? Could we do better?

If you were to give your work a numerical grade, what would it be? Why?

This rubric will be used to evaluate your group's work. You can only assess yourselves.

EVALUATION RUBRIC. TEAMWORK

RUBRIC FOR EVALUATION (objectives and evaluation criteria)	EXCELLENT (2 points)	GOOD (1 point)	AVERAGE (0,5 points)	DEFICIENT (0 points)
Roles and Functions	All members have done their roles and functions	More than half of the group has done their roles and functions	Less than half of the group has done theirr roles and functions	No member has done their roles and functions
Respect and Tolerance	All members know how to listen and make decisions accordingly	More than half of the group respects the decisions of their classmates	Less than half of the group respects the decisions of their classmates	No member of the group respects the decisions of their classmates
Agreements	We have reached agreements through consensus	We have reached agreements through voting	One member of the group has taken the lead	We have not been able to reach an agreement
Cooperation within the group	We have worked together successfully, distributed the work	We have worked well together, although there have been occasional problems	We have encountered many problems within the group	We have not supported each other in the work. Each person did as they pleased
Time Management	We have followed the proposed timeline	We have not been able to meet the timeline	We created a timeline but did not adhere to it	We have not been able to organize ourselves

ANNEX 11. STUDENT'S PLANNER (PAGE 17)

9. REFLECT

SELF-EVALUATION

As a conclusion, you should write a brief piece describing how the process has been, everything you have learned, what you would change now, what improvements you would make for the next time, and the impact you think you have had on the community through your group's Digital Storytelling.

ANNEX 12. DIGITAL STORYTELLING RUBRIC

Criteria	Initial Level	Intermediate Level	Advanced Level
Ideas for improving sustainability 	Students use their creativity to generate **basic ideas** on making the town eco-friendly and sustainable.	Students are able to provide **more specific ideas**, supported by examples from other cities.	Students can propose **detailed and innovative ideas**, backed by thorough research and creative solution.
Research on eco-friendly practices 	Students use various resources to conduct **basic research** on eco-friendly practices.	Students are able to gather more **in-depth information** using a wider range of resources.	Students can conduct **comprehensive research, using reliable resources** to gather information.
Writing and scripting the story 	Students can write a **basic script**, using simple sentences to communicate their ideas.	Students are able to develop a **coherent script with more complexity** in their sentence structure.	Students can create a **well-structured script that engages the audience** through descriptive language.
Creation of a storyboard 	Students use **simple pictures** to create a basic storyboard, showcasing a general sequence of scenes.	Students are able to design a clear and **organized storyboard**, using **appropriate pictures** or visuals.	Students can produce a **detailed and visually appealing storyboard** that demonstrates creativity.
Gathering visuals and audio 	Students can **gather simple visuals and audio**, using basic resources to support their storytelling.	Students are able to **collect relevant visuals and audio** from a variety of sources.	Students can **gather diverse and high-quality visuals and audio** that effectively enhance their storytelling.
Integration of content in the DS 	Students use **basic skills to integrate** visual, audio, and text resources in their digital story.	Students are able to **integrate visual, audio, and text resources more cohesively** in their digital story.	Students can seamlessly **integrate** visual, audio, and text resources, **ensuring smooth transitions and flow.**
Presentation 	Students present their digital story with **basic quality**, although **narration** may **lack clarity**.	Students are able to **improve the quality** of their digital story, **enhancing the clarity** of the narration.	Students can deliver a **high-quality digital story**, with **clear and expressive narration** engaging the audience.

ANNEX 13. STORYMAP

STORYMAP

Group members: _____

WHAT IS OUR LOCATION?

WHY HAVE WE CHOSEN IT?

HOW DOES IT LOOK LIKE?

WHAT CHANGES DO WE PROPOSE?

HOW DOES IT AFFECTS OUR LIVES?

WHAT WOULD WE LIKE TO TELL IN OUR STORY?

HOW ARE WE GOING TO TELL OUR STORY?

ANNEX 14. STORYBOARD

STORYBOARD

Group members: _____

1

What's your first shot?

_____

_____

2

What's happening now?

_____

_____

3

And now?

_____

_____

4

And now?

_____

_____

5

And now?

_____

_____

6

How does your Digital Storytelling end?

_____

_____