

I am creating my personal QR code

1. Name of the project:

I am creating my personal QR code

2. Subjects covered from STEAM areas:

technology,
arts

3. Target group (age group and size of the group):

4th grade,
suitable in class or in smaller groups

4. Duration of activity:

presented lesson as a double lesson

5. Keywords:

digital fact sheet,
QR code,
mosaic technique.

6. Key sentence describing the context of the activity, followed by a short description (200 words):

Students create a digital profile about themselves that can be accessed using a self-generated QR code.

At the beginning of the series the teacher shows a QR code as a silent impulse and asks who has seen something like this before and who might know what it is. The teacher then explains in a child-friendly way that this is a QR code and explains what a QR code is and that something is hidden behind it (background: "The QR code (Quick Response) is a two-dimensional symbol that allows easy access to information via the Internet. It is a template consisting of many square areas that can be scanned by a camera on a mobile device to connect to websites or other sources of information"). The teacher then hands out tab-lets and asks the children to open a specific app to read the QR. The children scan this QR code and are taken to their teacher's Padlet page. On the Padlet is a profile about the teacher. The teacher streams this profile, for shared viewing. This is followed by a repetition of the contents of a profile (the teacher's profile remains open and serves as an example). Lesson objective of this lesson: "Create your personal profile on Padlet".

The described sequence now refers to the following lesson. The children have already created their profile and will now continue with the creation of their own QR code, as presented by the teacher at the beginning. The QR code should now lead to their profile. Work assignment:

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"Create your individual QR code to get to your Padlet page". The children are provided with step-by-step instructions for this. When they are done with this task, they make the QR code using concrete materials (small black and white paper squares). Work assignment: "Creating the QR code using the mosaic technique". This QR code is to be placed on the children's tables so that they can access the fact sheet (and optionally other child-related information as time goes on). Finally, the children scan the QR codes of the other children and try them out as well as fill out a reflection sheet in which they assess and reflect on their own performance as well as the process.

Differentiation:

Scope and design of the profile optional, teacher's profile as orientation (design can be adopted).

Creation of the QR code using the mosaic technique can be varied:

- Instead of paper squares, mosaic tiles can be used (more tactile, thicker).
- Furthermore, a square can be provided as a frame.
- Size of individual black, white squares can vary (quite large).

7. Description of the environment of the activity, including the list of materials and tools needed:

The sequence described is conducted as part of a double lesson in a 4th grade class.

The class has a class set of tablets equipped with a QR code scanner app.

In the classroom, there is a beamer and a surface that can be used to track the teacher's activity on the

8. Step by step, detailed description of the activity, including teaching and learning strategies:

Time and social form	Phase	Material & Media
approx. 20 minutes, plenary, sitting circle	<u>Introduction:</u> - Greeting - Review of last lesson "Who can remember what we did last lesson?", the teacher shows the QR code that was created using the mosaic technique.	-QR code created using the mosaic technique. -row transparency

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<p>Approx. 10 min, in plenary, sitting circle</p>	<ul style="list-style-type: none"> - Reference to Row Transparency "Last time you created plug-in letters in your Padlets. Today, we're going one step further on our row transparency." "The goal today is: <ol style="list-style-type: none"> 1. you create your individual QR code today to go to your padlet page. 2. you will also create your QR code using the mosaic technique." - Teacher calls up the website. Orientation on the page to generate QR codes. She exemplify creates the QR code that leads to her padlet. - Formulate work assignment: <ol style="list-style-type: none"> 1. create your personal QR code to go to your padle page. - 2. when you are done: create your QR code using the mosaic technique. 	<p>Projector to demonstrate proceeding for all.</p> <ul style="list-style-type: none"> - Link to website: QR Code Generator Kosten- lose QR Codes erstellen (qr-code-generator.de) - Visualization of work steps on blackboard
<p>Approx. 50 minutes</p>	<p><u>Work phase:</u></p> <ul style="list-style-type: none"> - The students receive the tablets and start the work phase. - They create their personal QR codes with the help of the step-by-step instructions. <p>When they have finished, the students can make their own QR code using the mo- saic technique. They will be given small black and white squares that are to be arranged like the digital QR code. The self-created QR code is then to be stuck on and placed on the child's table in the classroom so that the insert can be viewed.</p>	<p>Step-by-step instructions step-by-step instructions for creating the QR code</p>
<p>Approx. 10 minutes</p>	<p><u>Reflection:</u></p> <ul style="list-style-type: none"> - Students complete a reflection sheet (tabular form) with items such as: <ul style="list-style-type: none"> - My profile contains the most important information about me. - I was able to create a QR code for my Padlet. - I was able to use the mosaic technique to make my QR code out of paper squares - The QR code made from paper squares works - This is what I learned: - I enjoyed this the most: - I had trouble with: - I still haven't understood: - I would still be interested in: - The students try out the QR codes in class. 	<p>Reflection sheets</p>

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	<p>- The teacher picks up on some important things, such as: digital QR code also works, made from paper squares (if necessary, explain how it works); data protection, etc. (If necessary, go into how it works); data protection, etc.</p>	
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9. Learning objectives/competencies:

Media Literacy framework:

- 3. communicating and cooperating 3.1 Communication and cooperation processes
- 4. producing and presenting 4.1 media production and presentation

10. Evaluation/assessment guidelines:

Final product: profile created on tablet ((content) design), QR code created to padlet (functionality), QR code created from paper squares (functionality).
Reflection sheet

11. Lessons learned:

STEAM elements can be made interesting for elementary school as well. STEAM elements touch on children's everyday experiences.
Even without a lot of technical knowledge, STEAM projects can be integrated into lesson design. Nevertheless, it would be desirable for the teacher to deal with such topics in more depth and to have the appropriate professional training.

12. Additional information/links: -

13. Contact person:

Prof. Dr. Tenberge