CrowdSchool

Cities and Landscapes campaign

Age	Campaign	Time
9 y.o.	Cities	55 minutes

Topic	Tutoring
Summary	Presentation of the Crowdschool project to another class
Educational objectives	Express themselves orally to present the project to other students Cooperate, develop critical thinking skills and autonomy This tutoring stage must allow for the evaluation of the system and the drawing up of an assessment.
Materials	CrowdSchool platform Interactive board, computers
How to implement the activity	The class involved in the project will present the platform and the objectives to other students of the same level. The work is done in pairs: a student from the class already trained and a student who is new to the project. Step 1: the student of class 1 presents the project, its objectives, the platform and its functionalities in an autonomous way to the student of class 2. He must be able to answer his questions. Step 2: The student from class 2 annotates the images and writes a description with the help of the student from class 1. This stage of tutoring must allow the evaluation of the device and to draw up an assessment: -The students' presentation of the project? They understood what Crowdschool was and were able to explain it to their partner. -They were able to validate or, on the contrary, explain and argue about the vocabulary entries to be modified. In fact, during the first sessions, the students had difficulty identifying the terminology to be entered. They will focus on a detail in the background of the image. Over the course of the sessions, thanks to the interactions between students, they will quickly identify the relevant data from those that are not. They will be able to interact very quickly on these data when the students of class 2 will make the same mistakes.

	They have also acquired the ability to quickly identify the type of document they are consulting and to write a descriptive sentence.
Suggestions	Continue to introduce the CrowdSchool project and platform to other classes in the school.
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