LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure

App:

LESSON NAME: THE QR CODE REVOLUTION
DURATION: 2 x 60 min
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OVERVIEW

Living in a multimedia environment in which information is delivered as a powerful combination of words, images and sounds we should not neglect the QR codes, which have recently come to the fore, appearing everywhere from marketing and product packaging to museums and bus stops.
QR codes, the strange, little, two-dimensional images, which tend to totally replace the traditional barcodes, work as a paper-based hyperlink that connects the physical world with the online world leading users to much more information.

Advertising has already made full use of them to give another dimension to their promoted product inviting consumers to use their mobiles and either reveal further data or find a discount coupon.

What about education? It is for sure that a new dimension of communication is added combining print and web effectively and our students should be aware of its function and power apart from the ways of decoding this kind of information.
Moreover using QR codes in your classroom consists a great way to differentiate your teaching and reach students, even individually, in new interactive ways; just invite them to pull out their mobiles and make full use of these codes. The most important: replacing printing material and reducing paper consumption will gradually turn your classroom into a non-wasting, "greener" learning place.

Erasmus+

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LEARNING OUTCOMES

Students will be able to :

- decode QR codes- visual images and symbols (visual literacy)
- recognize QR codes as media communications and deliberate constructions (critical and media literacy).
- use current communication technology responsibly (technological literacy)
- read QR codes to explore a course topic
- develop digital skills required by the labour market and by an increasingly digitized society
- make wise use of the QR codes as mass media (media literacy)
- become aware of the function of QR Codes as a means of advertising with a great impact on the viewer and consumer, their influence on society in general and mostly their power as a media to shape our culture and lives. (media literacy)
- develop Self-expression with media, which will enhance learning
- creatively demonstrate new gained knowledge.
- get out of their desks moving and engaging with objects.

PREPARATION AND MATERIALS

MATERIALS

- □ Powerpoint presentation (attached)
- □ Mobile devices with integral camera (laptop and/or smartphone) at least one per group.
- □ i-nigma QR Code reader app (or any other; more suggestions in the ppt presentation)
- □ Internet connection
- □ A colour printer
- □ Postermywall link: http://www.postermywall.com/

PREPARATION

- Teacher prints off the blue (brainstorming), green (resources) and red (assignment) QR codes, or generates and prints any other QR codes necessary, according to his/her classroom needs.

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App:

- Teacher sticks the printed QR codes on non-visible areas (under seats, on/under selves etc) as if it is a scavenger hunt game.
- Students are invited to download i-nigma, an app that turns their devices to a QR code scanner.

PROCEDURE

1. In class students form groups of 3-5.
2. Students are notified that a) this is self-guided lesson and that teacher's presence is just for facilitating purposes, b) they only have to search for and "read" the QR codes posted in order to carry out today's lesson and assignments, c) the QR codes have different colours- blue: questions to be answered, green: helpful resources to get information, red: the assignment and post-lesson evaluation.
3. Students are asked to use their mobiles and start from the questions to be answered (blue QR code, Appendix 1)
4. Students find the answers decoding the green QR codes (Appendix 2)
5. Students search for the red QR code assignment, (Appendix 3), decode it and create a poster to present their gained knowledge (using http://www.postermywall.com/).
6. They are also told to generate their own QR codes using http://www.qrstuff.com/ or any other app either suggested in the ppt presentation or checked and selected by the teacher.
7. Their posters will be really interactive if they record their voice presenting info (making use of https://soundcloud.com/), get the link, generate it to a QR code and post the image on their poster presentation.
8. They post their creations around the school walls to make their findings visible and accessible by the school community.
9. Students are notified that QR codes are to be integrated in any future project presentation including their e-magazine, video creations or even to advertise their wiki, class blog or school webpage.
10. Students decode and fill in the Evaluation form (Appendix 3).

APPENDIX 1

Brainstorming Questions

- ❖ What is a QR code?
- ❖ How are QR codes better than barcodes?
- ❖ What do you do to read a QR code?
- ❖ Who created QR codes?
- ❖ What is the history of them?
- ❖ What are QR codes used for?
- ❖ How can I use QR codes?
- ❖ Are there any safety issues I should be concerned about?
- ❖ What are some examples of QR code use?
- ❖ How have QR codes affected marketing practices and me as a customer?
- ❖ What is the future of this technology according to your opinion?

APPENDIX 2

Ppt presentation

QR Codes Explained by Common Craft

37 Examples Of Using QR Codes

How to Decode a QR Code by Hand

How to create a QR code

How To Make QR Codes

An example: Munzee , scavenger hunt games

APPENDIX 3

ASSIGNMENT

EVALUATION