



DESIGN LEARNING SITUATION:
INTEGRATION OF DIGITAL COMPETENCE

Digital Skills Europe

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1. Project Description

A multidisciplinary path that starts from geography comes from the idea that both the environment and the landscape are the result of different stories related to economy, culture, history and the morphology of its territory. The journey is the dimension that is suitable itself to discover the richness of the "different stories" that each country offers to the visitor.

The new technologies applied to teaching allow pupils to "surf" in some European countries still unknown to them. Their workplace in which young people process proposals and confront each other is GDrive; the platform in which to recover-deliver materials and document learning processes is WeSchool.

It creates a collaborative space, extending the school time and transforms it into a collaborative research lab with new spaces and dilated times for learning. The digital skills become the engine for a new way of bringing the children closer to research, deepening, critical and collaborative study.

2. General Information

Title of the learning situation	Digital Skills Europe	
Application context	Stage / educational level	First grade secondary school, second year
	Curricular areas involved	history, technology, geography, Italian
Description of the learning situation	Skills	-Communication in the mother tongue -Digital skills -Learning to learn -Spirit of enterprise
	Methodology	- Flipped Classroom - Peer Education - Cooperative Learning - Eas - Taught lesson
	Activities	1-preparatory phase (EAS) 2-Research and share (Flipped) 3-Build the route (cooperative) 4-Preparation for the presentation of the route 5-Presents the Path (EAS) 6-Debriefing
	Learning resources	Textbook Maps and topographical maps Advertising materials (flyers, travel catalogues,...) Postcards, photos
	Digital technology	Hardware: Computer or tablet with connection, LIM or videoprojector, cameras/smartphones Software-App: Presentation tools, Google Maps, Google Earth, Tour Builder, Crowdmap, StoryMap, Fieldpapers, Thetruesize, Geacron, Pow Toon. For the teacher: zunal, Rubistar, WeSchool, CurriculumMapping
	Monitoring and evaluation	Evaluation Section Check list remark Test
	Teacher role	Designer, designer (planning and preparation). Tutor, Director and facilitator (towards pupils)
	Working load	20 hours for the students; 18 hours for the teacher
Learning outcomes	<p>Italian:</p> <ul style="list-style-type: none"> ➤ It exposes orally to the teacher and to the classmates subjects of study and research, also using specific supports (Diagrams, maps, presentations to the computer, etc.). ➤ Understands and uses the words of the basic vocabulary appropriately (fundamental; of high use; High availability). ➤ Recognizes and uses specialist terms based on the fields of speech. ➤ Appropriately adapts informal and formal registers according to the communicative situation and the interlocutors, making suitable lexical choices. <p>History</p> <ul style="list-style-type: none"> ➤ He knows fundamental aspects and processes of world history, from the Neolithic civilization to the industrial revolution, to globalization. ➤ He knows essential aspects and processes of the history of the country under consideration. ➤ He knows aspects of the cultural heritage and knows how to relate them to the historical phenomena studied. 	

Geography

- *It uses suitably geographic maps, contemporary and old photographs, images from remote sensing, digital elaborations, graphs, statistical data, geographic and digital information systems to effectively communicate spatial intelligence.*
- *Observes, reads and analyzes territorial systems near and far, in space and time at different geographic scales.*
- *It recognizes in the European landscapes, comparing them in particular to the Italian ones, the significant physical elements and the historical emergencies, artistic and architectural, as a natural and cultural heritage to be protected and valued.*

Technology

- *Is able to hypothesize the possible consequences of a decision or a technological choice, recognizing opportunities and risks in every innovation.*
- *It uses adequate material, informative and organizational resources for the design and the realization of simple products, also of digital type.*
- *From reading and analysing texts or tables information on the goods or services available on the market, in order to express evaluations versus different types of criteria.*
- *Knows the properties and characteristics of the different means of communication and is able to make an effective and responsible use of it in relation to its own study needs and socialization.*
- *Knows how to use procedural communications and technical instructions to execute, in a methodical and rational way, complex operational tasks, including collaborating and cooperating with partners.*
- *Designs and realizes graphical or infographic representations related to the structure and operation of tangible or intangible systems, using elements of technical drawing or other multimedia and programming languages.*

3. Activities

Activity 1	Preparatory phase (EAS): the Scenario
Learning targets	<p>At this stage students prepare for the next path. There are indications on the use of some digital tools indispensable to carry out the task; We promote the skills necessary for the use of some specific tools; We promote correct behaviors for the use of online resources:</p> <ul style="list-style-type: none"> ➤ Respect for copyrights ➤ Correct quotation
Description	<p>The geography of Europe: First steps through conceptual frameworks delivered to pupils containing: operational framework, objectives, purpose, possible path. Assigning states to groups and locating roles within groups.</p>
Working strategies	<p>Construction of the groups and preparation of the next work. Construction of heterogeneous groups also through the use of specific tools, in particular the wheel of the names of Flippity (sheet add-on)</p>
Learning resources	<p>Web Quest created by the teacher http://zunal.com/webquest.php?w=400734 or: http://quarini.scuole.piemonte.it/webquest/romania/index.htm https://www.aicanet.it/documents/10776/186010/Scheda+di+progettazione+viaggio+virtuale+a+Parigi/ee98f1ee-d979-4e32-a7e5-0edae7651bfb</p>
Digital devices	<p>Teachers use:</p> <ul style="list-style-type: none"> ➤ Zunal for the creation and sharing of the WebQuest ➤ Rubistar for the creation of the evaluative headings ➤ Flippity for the formation of groups and the assignment of nations to explore.
Learning environment	<p>The class is organized into heterogeneous groups</p>
Monitoring and evaluation	<p>Checklist for Learning Tools Share Address Book for the next work, possible collaboration of the pupils to its construction</p>
Learning outcomes	<p>It uses the means of communication which it possesses in an opportune way, respecting the common rules defined and relative to the scope in which it is to operate. It is able to identify which means of communication/information is more useful to use than a given/indicated task/purpose. It knows the basic tools, functions and syntax of the main data processing programs (also OpenSource). It produces maps respecting the predefined criteria, using the programs, the structure and the operative modalities best suited to the achieve task's goal</p>
Working load	<p>For the teacher: 2 hours For students: 2 hours more possible learning of tools</p>

Activity 2	Search and Share (flipped): Travelling
learning targets	<p>Know how to collaborate</p> <p>Know how to search for information</p> <p>Knowing how to evaluate the reliability of information</p> <p>Respect the use licenses and use quotes</p>
Description	<i>The pupil identifies the geographic elements, the economic activities, the traditions and the culture of the country under consideration</i>
Working strategies	<p><i>In flipped classroom mode the pupils, in small groups, carry out the search of the requested information following the indications of the WebQuest formulated by the teacher.</i></p> <p><i>Together they compile a shared document (it will be the teacher's care to provide guidelines or a template and request the insertion among collaborators)</i></p>
Learning resources	<p>Web Quest created by the teacher</p> <p>http://zunal.com/webquest.php?w=400734</p> <p>Learning books</p>
Digital devices	<p>Computer or tablet with network access</p> <p>Sharing text Processing tool (GDrive or Word online documents)</p> <p>Online tools listed in the WebQuest</p>
Learning environment	<i>Space agreed by pupils (home in group or online collaboratively e.g. WeSchool, Moodle)</i>
Monitoring and evaluation	<i>Check list</i>
Learning outcomes	<p><i>He uses the means of communication which it possesses in an opportune way, respecting the common rules defined and relating to the scope in which it is to operate</i></p> <p><i>Know the basic tools, functions and syntax of the main data processing programs (also OpenSource)</i></p> <p><i>He knows and places in space and time facts and Elements related to the environment of life, the natural and anthropic landscape</i></p> <p><i>Identifies transformations in the natural and anthropic landscape</i></p> <p><i>It produces a shared document, with companions and lecturer, with the geographic elements, the economic activities, the traditions and the culture of the country under consideration</i></p>
Working load	<p>Teacher: 2 h for supervision of documents</p> <p>Pupils: 4 h</p>

Activity 3	<i>Build your route (cooperative): Travel Diaries</i>
Learning targets	<i>Know how to collaborate Knowing how to argue Knowing how to choose the most significant topics Mastering the expressive and argumentative tools necessary to manage verbal communicative interaction in various contexts</i>
Description	<i>Selection of relevant information Making a digital presentation (e.g. ppt)</i>
Working strategies	<i>I work in small groups at school where each pupil has their own well-defined task</i>
Learning resources	<i>Collaborative document realized in the previous activity Resources selected or realized in the previous activity</i>
Digital devices	<i>Pc or tablet connected to the network Collaborative presentation Tools (Any photographic editing tools)</i>
Learning environment	<i>Computer class or laboratory or other school space with connection, organized for collaborative work</i>
Monitoring and evaluation	<i>ceck list</i>
Learning outcomes	<i>Realization, by each group of pupils, of a presentation, on the assigned country, including the news and resources indicated by the teacher</i>
Working load	<i>Teacher: 4 hours for assistance and consultancy Pupils: 4 hours for the realization</i>

Activity 4	Preparation for the presentation of the route: preparing the suitcases
Learning targets	<i>Report orally on a topic of study explaining the purpose and presenting it clearly: To display the information in a predetermined and coherent order, to use a register appropriate to the subject and the situation, check the specific lexicon, (the Paraverbale and non-verbal code) specify the sources and use any support materials if necessary (Maps, tables, graphs).</i>
Description	<i>Exposure of information through the presentation made in the previous activity, taking care of and perfecting the control of the verbal codes, the Paraverbale and non-verbal.</i>
Working strategies	<i>Divided into pairs, the boys, in turn, are divided into observer and presenter. The observer, using an observation board, has the task of indicating to the rapporteur criticality and strengths of his communicative skills. The observer, using his smartphone, can record the performance of the presenter to highlight criticality and strengths.</i>
learning resources	<i>Presentation made in the previous activity Any summary cards reported by the teacher</i>
Digital devices	<i>LIM or video projector Presentation Tools Smartphone</i>
Learning environment	<i>Distribution in a large space (Aula Magna or otherwise) of the working couples.</i>
Monitoring and evaluation	<i>Evaluation Section</i>
Learning outcomes	<i>It exposes orally to the teacher and to the companions subjects of study and research, also using specific supports (Diagrams, maps, presentations to the computer, etc.). Understands and uses the words of the basic vocabulary properly (Fundamental of high use; High availability). Recognizes and uses specialist terms based on the fields of speech. Adapts the informal and formal registers appropriately according to the communicative situation and to the interlocutors, making appropriate lexical choices.</i>
Working load	<i>Teacher and pupils: at least 3 sessions of 2 hours each</i>

Activity 5	Presents the Path (EAS): I tell you about Europe
Learning targets	<p>-Report orally on a subject of study explaining the purpose and presenting it clearly: to display the information in a predetermined and coherent order, to use a register appropriate to the subject and the situation, check the specific lexicon, (the Code Paraverbale and non-verbal-ed) specify the sources and use possibly of supporting materials (Maps, tables, graphs).</p> <p>-Orient themselves in distant territorial realities, also through the use of multimedia pro-Read and interpret various types of maps (from topographical to planisphere), using reduction scales,grams of visualization from above geographic coordinates and symbology. Use traditional tools (cards, graphs, statistical data, images, etc.) and innovative (remote sensing and computerized cartography) to understand and communicate facts and territorial phenomena.</p> <p>Interpret and compare some characters of the Italian, European and World landscapes, also in relation to their evolution over time.</p> <p>-Approach new computer applications by exploring the functions and potentials Design... Using the Internet to find and select useful information.</p> <p>-Use different types of sources (documentaries, iconographies, narratives, materials, oral, digital, etc.) To produce knowledge on defined themes.</p> <p>- Select and organize information with maps, schemas, tables, graphs, and digital resources. Construct graphs and space-time maps, to organize the knowledge studied. To argue about knowledge and concepts learned using the specific language of the discipline</p>
Description	Exposing information through the presentation in the previous activity
Working strategies	Individual exposure subdivision
learning resources	<p>Presentation made in the previous activity</p> <p>Any summary cards reported by the teacher</p>
Digital devices	<p>LIM or video projector</p> <p>Presentation Tools</p>
Learning environment	The children dress up as teachers and propose a frontal lesson to their companions
Monitoring and evaluation	Evaluation Section
Learning outcomes	See the "Learning Outcomes/Milestones" listed in the General Information tab.
Working load	Teacher and pupils: 3 hours (depends on the number of groups)

Activity 6	Debriefing: Let's make the point
Learning targets	<i>Develop self-assessment and evaluative skills</i>
Description	<i>Self-assessment and peer evaluation using cards developed by the teacher and/or built with pupils</i>
Working strategies	<p><i>Individual work and group discussion:</i></p> <ul style="list-style-type: none"> • <i>Individually the pupils fill in the personal self-assessment and evaluation tools of the Group</i> • <i>The teacher collects the data and compares it with its own evaluations</i> • <i>Collegially the teacher returns the evaluations and opens the discussion on highlighted strengths or weaknesses more critical</i>
learning resources	<i>Rubrics and cecklists predisposed and, possibly, co-constructed</i>
Digital devices	<p><i>LIM, PC or tablet connected to the network Possible platform for creation and sharing of rubrics.</i></p> <p><i>For example:</i></p> <p><i>Rubistar for Creation (later Press)</i></p> <p><i>ForAllRubrics for the creation, compilation and tabbing of evaluations.</i></p>
Learning environment	<i>class</i>
Monitoring and evaluation	<i>Summary tables of the compiled headings</i>
Learning outcomes	<i>Critical review of your work to identify strengths and weaknesses Constructive and empathic interactions with companions</i>
Working load	<i>Teacher and Pupils: 1 h approx.</i>