

DECODE



DESIGN LEARNING SITUATION:

INTEGRATION OF DIGITAL COMPETENCE

BEST PRACTICES

Authors

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Title of the learning situation	Love: Common Thread between "old" and "new"	
Application context	Stage / Educational level	Language / classical high school (third year)
	Curricular areas involved	English, Italian, ICT
Description of the situation	<p> Digital Skills: Be able to use knowingly and responsibly the ICT to search for, produce and process data and information. Be able to interact with other people to support creativity and problem solving techniques. </p> <p> Learning to learn: Be able to have a balanced asset of knowledge and basics. Be able to search for and organize new information. Be able to get new learning by his/her own. </p> <p> Communication in foreign languages Be able to speak English at an intermediate level (B2 of the Common European Framework of Reference for Languages). Be able to talk properly in different everyday life situations. Be able to use English in ICT </p> <p> Spirit of initiative Be able to have spirit of initiative and make ideas and creative plans. Be able to take on responsibilities, to ask for help when in need and to know how to help someone else asking for help. Be able to self analysis and to challenge with new situations and unexpected events. </p> <p> Mother tongue or education language communication Be able to have good language skills in order to understand and create statements as well as literature texts, to express his/her own ideas and to use the right stylistic register to any situation </p>	

		<p><u>Social and civic skills</u> Be able to take care of him/herself and of others. Be able to know other people's needs, respecting their times and manners. Be able to undertake every kind of work, alone or by cooperating and interacting in a team.</p> <p><u>Self-awareness and cultural expression</u> Be able to express his/her capacity and own talents in the most personal ways: physical, artistic and musical</p>
	Methodology	<ul style="list-style-type: none"> - Frontal lesson using slides and mind maps to share on the IT platform Edmodo and/or by using an interactive whiteboard - <i>Cooperative Learning</i> - <i>Peer to peer</i> - Use of BYOD (bring your own device) techniques - Video (Interactive Whiteboard) - <i>Dramatization</i>
	Kind of activities (tipologia di attività)	<ul style="list-style-type: none"> - Frontal lesson /interactive lesson about W. Shakespeare (life, literary works, language, world vision, historical period) and presentation of "Romeo and Juliet" - Story telling in the classroom about "Romeo and Juliet" (roles and theatre parts) - this activity will be carried on during all the working period. - Vision of the film "<i>Shakespeare in Love</i>", directed by John Madden, 1998 - Modern-day (Re)Writing of the five acts of the play "Romeo and Juliet", by using the IT platform Edmodo. - Script writing of "Romeo and Juliet" in a modern-day version both in Italian and in English - Staging of the theatre drama both in Italian and in English

	Learning resources	<ul style="list-style-type: none"> - Text books - <i>Slides</i> -Internet (online digital materials offered by the teacher) -Film
	Digital technologies	Use of didactical IT platforms and personal devices
	Monitoring and assessment	<p>Monitoring.</p> <ul style="list-style-type: none"> - Entry test about the level of knowledge concerning some computer programs (ex: Word, Power-point and the learning Edmodo IT platform) - On-going monitoring test: online questionnaire through Kahoot IT platform. - Final Test: "What have I understood about W. Shakespeare as a drama author, director, actor and writer?" <p><i>Assessment by using an evaluation grid created by the Italian and Foreign Languages Departments.</i></p>
	Teacher role	Tutor – Guide – Learning Facilitator – Digital Animator
	Workload (prodotto finale)	<p><u>Class (Re)Writing and script writing of the drama "Romeo and Juliet"</u></p> <p>twenty-four (24) hours in total divided into twelve (12) double lessons</p> <p>Staging of the theatre drama both in Italian and in English</p> <p><u>Afternoon staging of "Romeo and Juliet":</u></p> <p>twenty (20) hours in total divided into ten (10) double lessons</p>
	<p><i>(what is the final output)</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> - get digital skills - analyze and rework a text personally - get specific knowledge about the topic of the project <p>In terms of citizenship skills:</p> <p>Be able to work in a team, to negotiate and make decisions respecting others.</p>	

	<p>Be able to include "different people" who need special educational approaches.</p> <p>The disabled student will have an important and active role based on his/her possibilities in order to participate to the activities in a creative and unusual environment.</p> <p>The dyslexic student will be able to get involved in a creative and more suitable environment by avoiding strict didactic approaches and by using personalized timing.</p> <p>Be able to improve his/her English knowledge and competences.</p>