DECODE

DESIGN LEARNING SITUATION:
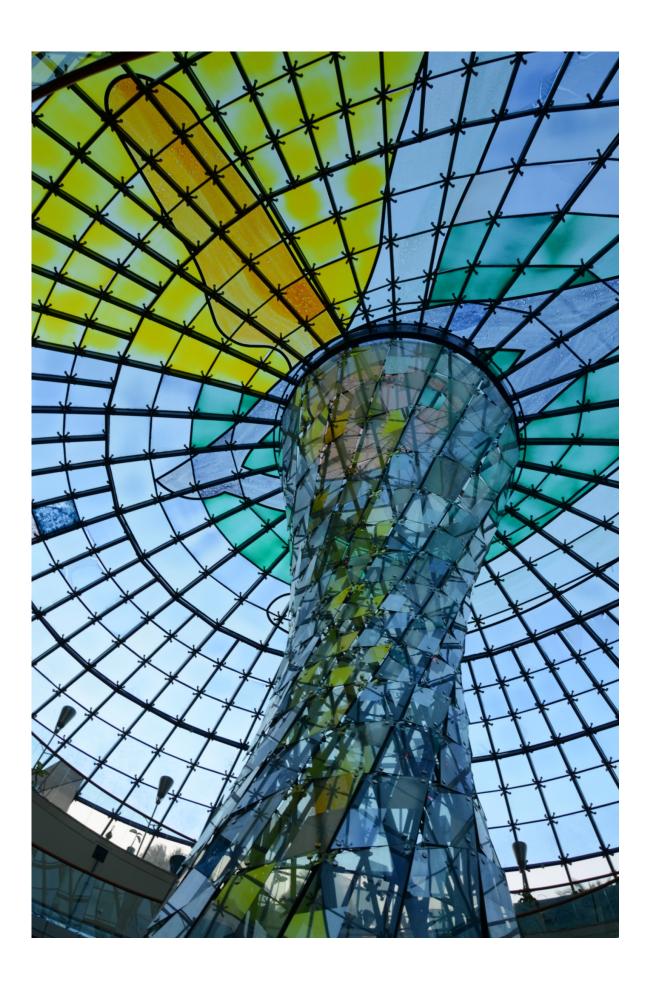
INTEGRATION OF DIGITAL COMPETENCE

BEST PRACTICES

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learning environment, methodology support, ICT use

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Title of the learning situation	Learn as little geographers - play of lights and shapes	
Application context	Stage / Educational level	Primary school
	Curricular areas involved	Geography, geometry/ mathematics, art and image, physical education, education in democratic coexistence, linguistic expressive area, technology and computer science.
Description of the situation	Skills	**Disciplinary skills** Obtain geographic information from direct observation and graphic representations of the known territory; It recognizes, in its own living environment, different spaces with specific characteristics and functions linked by relationships of interdependence; It is oriented in the surrounding space using topological indicators and mental maps of known spaces; It uses the language of geography to represent well-known spaces, plan routes and create simple thematic maps and / or three-dimensional projects; Recognizes forms of the plane and space, represents some of them and begins to compare them; Observe, explore, describe and decode images of different types; Recognizes and identifies the main formal aspects of works of art and craft; Experiment and re-elaborate images of different types with multiple techniques, materials and tools. **Key competences for lifelong learning** Functional alphabetical competence; mathematical competence and competence in science, technology and engineering; Competence in the field of awareness and cultural expressions; Personal, social competence and ability to learn to learn; Digital competence. **Digital skills** Knowing how to identify, recover, organize information and judge their importance; Identification of needs and decision of the instrument suited to one's needs or purpose; Communicate within digital environments, share resources and collaborate by interacting and participating in virtual communities.

	Methodology	The methodologies proposed through the learning situations are purely laboratory-based, active and cooperative and aim at the development of skills. Teaching methods: Learning by doing Tutoring / peer education Cooperative learning Gamification In particular, through cooperative work the students will learn new ways of observing the space that surrounds them, capturing details that will lead them to discover the artistic side of space. Within the working groups the students will experience roles that will allow them to acquire organizational and relational skills.
	Kind of activities	Discover the world of the geographer and what geography studies; move in the known space; lateralization games; observation of different landscapes even with changing seasons; identify the cardinal points. Go out on the territory, discover small photographers, fix shapes and begin to identify the various features related to them. Use of applications related to design and graphics and production of simple documents.
	Learning resources	Tablet camera PC LIM User-friendly material Online resources
	Digital technologies	Digital technologies are used as a tool to integrate pupils' ideas enriching their thoughts, their language and their way of communicating and creating. Applications / software for: image capture research / collection of materials repository and virtual collaboration drawing and graphics (also 3D) compass
	Monitoring and assessment	Sub-articulated process observation grid in: - detection of problem-solving skills; - detection of communication and collaboration skills; - detection of skills related to the creation of digital content; - Detection of skills related to information processing and management.

	Teacher role	The teacher will guide the students in the various phases, particularly in the proposed problem solving situations, acting as director of the learning situation.
	Workload	65 hours. A weekly programming meeting with the psycho-pedagogical team to link the interventions to be proposed and the interdisciplinary activities.
Learning outcome		- Analyzes, compares and evaluates data, information and content within structured digital environments; - Create and develop contents in different formats to express themselves through digital tools; - Use digital tools and technologies to collaborate with others; - Use digital tools and technologies to identify suitable solutions to improve learning; - Apply good behavioral rules in digital communication; - It includes the need to protect oneself and others from possible dangers in digital environments and when needed, asks for help from the adult.