



DESIGN LEARNING SITUATION:
INTEGRATION OF DIGITAL COMPETENCE

BEST PRACTICES

Authors

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Title of the Learning Situation	<i>A Debate on Emotions</i>	
Application Context	Stage/Educational Level Curricular Areas Involved	Scuola Secondaria di I grado Third classes <ul style="list-style-type: none"> • Italian • Art • Science • Music
Description of the Situation	Skills	<p><i>Communication in the mother tongue</i> Use vocabulary and functions of the Italian language according to the communication needs in the various contexts: social, cultural, scientific, economic, technological.</p> <p><i>Digital competence</i> Use and produce visual and multimedia communication tools, according to expressive strategies and technical tools of online communication.</p> <p><i>Learning to learn</i> -Participate in the activities with personal contribution; -Find, organize, use information from different sources to perform a certain task; Organize one’s own learning; -Acquire study skills.</p> <p><i>Social and civic competences</i> -Acting autonomously and responsibly, knowing and observing rules. -Collaborate and participate by understanding</p>

		<p><i>Sense of initiative and entrepreneurship</i></p> <ul style="list-style-type: none"> -Solving problems by proposing solutions; -Assessing risks and opportunities; -Choosing from different options; -Making decisions; -Using flexibility; -Knowing the settings in relation to one's resources. -Cultural awareness and expression; -Recognizing the value and potential of artistic and environmental assets, for their proper use and enhancement; -Establishing links between national and international cultural traditions; -Recognizing the geographical, ecological and natural aspects, the connections with demographic, economic, social, cultural structures and the transformations that occurred over time; -Understanding the communicative, cultural and relational aspects of body expression.
	<p>Methodology</p>	<p>Discussion;</p> <p>Group work (simulating, in small groups, a debate to a problem-situation:</p> <ul style="list-style-type: none"> - some students will present the thesis - some students will present the antithesis - some will judge the validity of theses and antitheses - a moderator - a verbalizer - a presenter will show the multimedia presentation; <p>In groups students will find documents and make online researches;</p> <p>Frontal lesson.</p>
	<p>Kind of activities</p>	<p>What are you asked to do:</p> <p>carry out a debate among classes on a problem-situation</p> <ul style="list-style-type: none"> - How: creating argumentative texts, using the debate methodology and cooperative learning - Which products: realization of a multimedia presentation in support of the thesis - Objectives: understanding how to evaluate new or express

	Learning Resources and Digital Technologies	<p>understanding the importance of writing to create debate giving own reasons and not in a superficial way)</p> <p>Time: 10 hours of lessons</p>
	Monitoring and Assessing	<p>-Computer Lab and WLAN/wi-fi connection -PCs -Laptops -Interactive White Boards/Monitors -School Library</p> <p>In addition to computers and personal devices, students will use online researches for content and images and online apps for creating multimedia presentations (e.g. prezzi.com, genial.ly.com, adobespark.com, padlet.com)</p> <p>Assessment criteria: various aspects will be verified: -what the students will have learned to do; -the competence of working in groups, - responsibility, punctuality in deliveries; -the competence in using digital tools and apps.</p> <p>Assessment Rubric</p> <p>Advanced level: the student produces correct argumentative texts, with rich and appropriate vocabulary and pertinent to the communicative situation, works in groups with responsibility and respect, uses digital tools and online apps with autonomy.</p> <p>Intermediate level: the student produces argumentative texts fairly correct from the textual point of view, with appropriate vocabulary and pertinent to the communicative situation, it works in group but not always with responsibility and respect, uses the digital tools and the online apps not always in an autonomously way.</p> <p>Basic level: the student produces argumentative texts that are substantially correct from a textual point of view, with a quite appropriate vocabulary according to the communicative situation, finds some difficulties in the interaction in a group, uses digital tools and online apps for the first time.</p>
	Role of the Teacher	Moderator/Coach

Learning Outcomes		Various aspects will be verified: <ul style="list-style-type: none">- what the students have learned to do;- competence in working in groups, responsibility, punctuality in deliveries,- competence in producing multimedia texts that meet the seven requirements of textuality: cohesion, coherence, intentionality, acceptability, information, situationality, intertextuality.
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