

SMALL SCHOOLS' NOTEBOOKS

Year 2021 - Notebook N. 3 - Tools

3

2021

Extended Learning Environments for Small Schools

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Stories

Tools

Studies



Extended Learning Environments

English version

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SMALL SCHOOL NOTEBOOKS • TOOLS

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The *working library* is an innovative and unique publishing work designed and directed by Mario Lodi.

From 1971 until 1979 the project was managed by a group of educators: Fiorenzo Alfieri, Francesca Colombo, Tullio De Mauro, Caterina Foschi Pini, Alberto Gianola, Angelica Gianola, Roberto Lantorio, Palmira Maccarini, Luciano Manzuoli, Gioacchino Maviglia and Francesco Tonucci.

The working library was an alternative to the schoolbook. The format should be functional to teacher's activities. They collected 80 issues of “Documents”, “Letters”, “Guides” and 68 sheets with ideas, activities and practical tips for teachers so as they can use according to the classroom needs.

A sort of collection of good practices experienced in Italy. A catalogue that teachers, parents and students can use in every social and geographical situation. Learning activities that have a different approach to the traditional lessons and use tools for effective teaching activities. Mario Lodi and his colleagues wished that students' families and teachers know them.

Everybody wants a better school, a warm and scientifically correct place where the students' experience comes first. The working library had this goal.

Cosetta Lodi

President of Casa delle Arti e del Gioco

<http://www.casadelleartiedelgioco.it>

After so many years from the *working library*, the idea of creating a better school is still alive. Today's model of schooling is still a traditional one, which is difficult to remove from the daily practices and belongs to the image of the standard school.

Indire main goal is to give support and highlight teachers' research activity to "learning experiences, classroom organisation and learning environment that foster the students' autonomy so as they can develop permanent competences and skills" (*Indicazioni Nazionali. Nuovi scenari*, 2017).

The tools in Lodi's *working library* were effective because they used a clear and simple language, essential format, a research work that came from teachers' daily activity. The tools contributed to disseminate innovative teaching method based on the active learning and an inclusive and democratic school model.

Documentation and teaching methods offered in the *working library* allowed teachers to practice and experience innovative pedagogy.

The *Small Schools' Notebooks*, divided into "Stories", "Tools" and "Studies", wishes to pay homage to this experience that is a good practice of research and innovation in schools.

We wish to thank to Mario Lodi's heirs to allow us to use and re-think to the *Working Library*. We also wish to thank to Grandi & Associati which collaborated to the editorial activity and publishing of this volume.

Research team - INDIRE Small Schools
<http://piccolescuole.indire.it>

Sommario

1. Small Schools: the Manifesto and the Movement	7
2. Extended Learning Environments for Small Schools	10
3. A school rooted in the territory: the "G. Spataro" comprehensive school of Gissi	15
4. Key elements of Extended Learning Environments	17
5. An example of Learning Story	21
Tools	25
SHEET 1 - Video conference tools for DISCUSSING and SHARING	25
SHEET 2 - How to COLLABORATE	26
SHEET 3 - Documenting and presenting the experiences of teachers and students	28
SHEET 4 - Using WebQuest to search for information: an example for primary schools	30

1. Small Schools: Manifesto and Movement

The Small Schools Manifesto defines the cultural principles to revitalize the small isolated schools, while aspiring to enhance the skills already present in these schools in order to trigger innovation processes in contexts not yet touched by change.

The Manifesto is based around three principles. The *territory* as a place of memory and as a workshop in which to try out new teaching dimensions. The second, which constitutes a distinctive aspect in the organization of a small school, is the presence of *multiage classes*. This system becomes an opportunity for students to learn from their elders through peer tutoring, although, clearly, teachers must organize the work in a more structured way and need to design and plan educational activities following personalized learning pathways based on their students' specific needs. Last but not least, the third principle, *technology*, as a tool for social inclusion, allows schools that are at risk of isolation or cultural marginalization to broaden their horizons by linking Italian and foreign schools via video conference systems which allow the creation of eTwinning projects between schools in different territories.

These three principles are the pillars supporting the educational research conducted by Indire into small schools and can be considered constants, also in international comparisons.

The Small Schools Movement was founded to identify good practice in educational experiences in multiage classrooms throughout Italy in contexts of cultural isolation, and to foster agreements

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with schools and networks to ensure that the models and practices are transferible and sustainable.

The online work model is reflected in the Actor-Network Theory (ANT), according to which every social element can survive if it is part of a network rather than remaining isolated. Such a network is made up of 'nodes' whose "importance does not come from their specific characteristics, but from their ability to contribute to the effectiveness of the network in achieving its objectives as defined by the values and interests programmed by the networks themselves."

For a network to be effective, schools must identify their own horizons while upholding their specific territorial conditions.

Key aspects of this system are the technologies with which the network becomes a "digital communication network", a vertical design for an idea of a joint school, a vision of the territory involving a workshop approach and, finally, a community of objectives between school and territory to turn it into "a community school".

This way of working, within a network based on a central institute and many complexes answering to it but spread across the territory, makes it possible to:

- ensure access to quality education beyond the school's geographical location (thus overcoming the inconveniences due to particular morphological conditions of the territory), also for students unable to attend the classes in person;
- enrich the learning environment with opportunities for joint education and socialization;
- overcome teachers' sense of isolation;
- use technologies to encourage collaboration and the development of cognitive and social skills;

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- strengthen the initiatives created by particular institutions and thus transform the school into a point of reference for the territory in addition to becoming a local flywheel of innovation.

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2. Extended Learning Environments for Small Schools

How can we ensure quality schooling even in geographically deprived areas at risk of depopulation? How can we offer an opportunity for debate and exchange and how can we bolster social relationships in isolated areas? How can we manage the multiage classroom so that this potentially detrimental dimension becomes an occasion for more effective methodologies?

Starting from these questions, in 2014 Indire researchers developed two possible educational scenarios which, by exploiting the potential of ICT, might help to answer these needs: **Shared lesson, and the Extended Learning Environment (ELE)**.

These scenarios are the result of observing teaching practices in geographically isolated situations, a practice which began in 2006, and involved teachers with experience of online activities in conjunction with other schools.

The process of developing the scenarios came from a trial project carried out on a vast scale between 2010 and 2014 involving 18 European countries and over 2,000 classes, 100 of which were in Italy: *iTEC. Designing the future classroom*.

This project – together with other related initiatives promoted by European Schoolnet – developed activity packs, resources and tools based on educational scenarios or descriptions of learning and teaching environments inspired by a vision of the classroom of the future.

In an ELE, online learning does not replace the usual practices but

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complements and enhances traditional teaching, with the advantage of optimizing the available resources and allowing greater opportunities for interaction between teachers, students, and their families.

This is a way of working which, by combining various teaching principles, means that two or more classes can develop a common project and organize regular meetings via video conferencing. Through the use of these tools it is also possible to reach out to external experts whom it would normally be difficult to meet and who can make contributions to the teaching and the students' knowledge.

The middle ground between the physical environment and the video conference tools is a communal online space that is used for collaboration, management, sharing and the exchange of educational content through various tools (lessons, archives, message boards, production and/or multimedia editing apps), which is open access.



Writing a Storytelling

To help teachers create an ELE scenario, Indire has produced a structured tool kit that uses two basic elements of the iTEC model: 'Learning Stories' and 'Learning Activities'.

From a practical point of view, the scenarios are translated into **Learning Activities**, or active learning pathways, by combining and reorganizing them through a narrative approach related to the syllabus and the specific context in which the teacher is working.

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[6] Project website iTEC (Innovative Technologies for Engaging Classrooms), <http://itec.eun.org/web/guest/home>

This means that each teacher tackles the scenario through a personal Learning Story, which is open and can be configured ex ante as a planning tool and ex post as documentation of the pathway actually followed.

The Learning Story therefore constitutes the 'script' of a series of **Learning Activities**, divided into objectives, resources, defined roles and interactions, classroom settings, school timetables, evaluation tools, and so forth.

The Learning Activities proposed are:

Discussing

Students are involved in a brainstorming activity to bring out their prior knowledge on the themes of the educational pathway chosen by the teacher.

Questioning

Students identify and question an expert from outside the school to obtain information that will enable them to organize/plan the work to be carried out in an informed, effective way.

Reflecting

Students reflect on the work done for their presentation; highlighting any weak points and identifying helpful ideas to improve their way of working.

Collaborating

The students work in groups face-to-face and/or online to swap opinions, discuss and share the phases of planning, developing and creating an object of knowledge or a learning pathway.

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Evaluating

Students evaluate a product/presentation performance using assessment headings that they themselves have formulated.

Presenting

Face-to-face and/or online, students illustrate the work carried out by the group they belong to.

During the execution of each learning activity the teacher elicits the students' innate skills through 4 main actions:

PREPARING

The teacher organizes and plans the task, structuring the curriculum content and providing educational materials and technological tools (for example by configuring software or applications to share resources, develop artefacts, or set up video conferences)

INSPIRING

Students are motivated to tackle the learning task by proposing challenging topics and involving them in experiences that arouse creativity and interest regarding the objects of knowledge.

SUPPORTING

The phase in which the students tackle the Learning Activities with the teacher guiding and orienting them in the achievement of the objectives through practical suggestions.

EVALUATING

The teacher monitors the learning results and encourages students to reflect on the activity carried out through self-evaluation and peer review processes.

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Finally, a preliminary step is the **design** during which all the teachers involved agree on the curricular themes to be developed and plan the pathway in relation to the learning goals and competence objectives – both disciplinary and generic – for the students to pursue, with a careful scheduling of the times when the classes interact synchronously and asynchronously.

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3. A school rooted in the territory: the “G. Spataro” comprehensive school of Gissi

For some years the Spataro school of Gissi (Chieti), in southern Abruzzo, has welcomed Indire’s proposals as a part of research and experimentation on Small Schools and Extended Learning Environments in particular.

This approach was sparked by the national seminar for teachers at small isolated schools held in Genoa on 7-8 November 2014 as a part of the ABCD Fair, when Indire presented the first version of its tool kit, which was later distributed through the movement’s site.

The school adopted this approach to create a network with other schools of the territory but not only, underscoring just how effective the use of technology in an isolated context can be.

As stated in the Three-Year Educational Plan (PTOF), the School undertook to schedule *actions aimed at overcoming the risk of isolation resulting from the characteristics of the territory and its communities, which share the problems of all inland areas: namely, depopulation, inadequate services and infrastructure, socio-economic and cultural disadvantages. [To be accomplished through] synergies with local authorities but also students’ families, local cultural associations – at regional, national and international levels – as well as authorities, networks, schools and other institutions, to continuously improve the quality of*

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the courses and, at the same time, protect and develop 'small schools' – resources of inestimable value for any territory.

One of the tools which the school uses to create unity within the constellation of school complexes is the promotion of training activities open to all, to counter the risk of fragmentation caused by distribution across the territory and the diversity of school levels.

Implementation of an ELE has allowed the school to embark on a path of innovation that began by training teachers in the use of technological tools which primarily aid collaboration between teachers working in different schools. For the students, working on a common theme online with schools that are geographically distant as well as with neighbouring complexes has allowed them to get to know other 'classmates'. Teachers at primary and lower secondary schools succeeded in tying the online activities to the curriculum through unity of knowledge.

After initial experiences between multiage classrooms at the same institute starting from the 2014-15 school year, the ELE way of working was tested out in other schools in Abruzzo. Starting from the 2016-17 school year, Spataro began collaborating with other multiage classes in Abruzzo and the Molise region and extended the experimentation to lower secondary schools. The following year, 5 multiage primary school classes begin to collaborate with classes in the Upper Friuli region, while the two multiage lower secondary classes extended their learning environment to work with other multiage classes in Abruzzo, in the provinces of Pescara and Teramo.

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4. Key elements of Extended Learning Environments

As emerged from the experience of the teachers at Spataro school-experimentation with the use of ELEs led to an increase in the field of knowledge within ever-widening relationships between students.

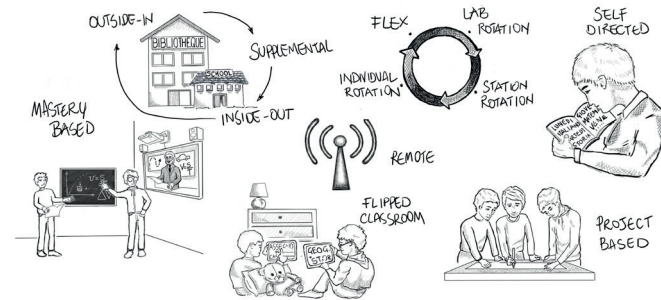
In addition, the objective of the research which Indire conducted by proposing the ELE strategy was also to check what effects online learning might have with respect to such aspects as socialization and motivation to study, aspects that are even more significant where disadvantaged students, foreigners, or those with learning difficulties are concerned.

For this reason, the educational objectives are tackled flexibly in terms of levels of study giving students the opportunity to work in a group regardless of different ages and geographical distance. An inspiring theme is always chosen that allows the knowledge, education and inclusivity of the entire group to grow. The projects involve the activation of personalized learning pathways, respecting each student's learning time and style, study method, ability and potential. Collaboration between students, through both forms of tutoring and cooperative learning, creates opportunities for the education of everyone, including those deemed at risk or with disabilities. In a multiage classroom situation, this experience offers the opportunity to expand the boundaries of their own small school while being a stimulus and motivation for other classes in the same condition.

At the beginning of each year the teachers agree on a school programme for parallel classes. To allow the students to grasp the

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intimate connection between varieties of knowledge and to elaborate personal educational pathways, the team of teachers identifies core themes, which can also be multidisciplinary, that are immersive enough to allow everyone to grow and learn. The teacher builds situations where everyone can acquire skills and achieve educational-learning goals, while always providing the students with an active role. In this way, the students enjoy a great space of organizational autonomy and acquire skills through real-world tasks.



Types of Blended Learning

In the course of the curricular activities, the teacher **forms groups** that allow peer learning experiences, where the older students are naturally inclined to help the younger ones and those in difficulty. In lecture-based lessons too, indispensable for certain topics, an explanation given to the older students becomes a stimulus for the younger ones, while, in contrast, one given to the younger students creates an opportunity for their elders to consolidate their knowledge or even fill some gaps. With appropriate organization, room can also be made for **lessons dedicated to subject contents** that are specific to each class, making use of the simultaneous hours

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and the collaboration of supplementary and learning support teachers, if present. Teachers have the tricky task of arranging and editing the educational material necessary to fulfil the various activities, as well as organizing – with a certain flexibility – the timetables, spaces, furniture and groupings of students.

To facilitate learning processes the teacher **arranges the furniture** in the classroom according to the activities to be carried out. Desks may be arranged in a circle or horseshoe to watch a film on the IWB or for listening and brainstorming sessions. These can involve small or large groups for workshop activities, but also class groups for specific subject activities.

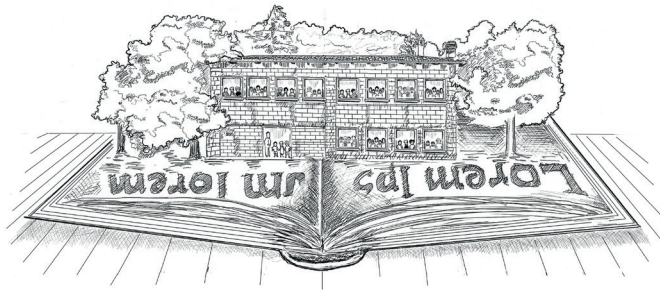
Another key aspect is the **involvement of the territory**: the teacher coordinates workshop activities by working together with parents, grandparents, and local experts. This creates meaningful learning experiences aimed at: allowing the students to get to know and rediscover their home culture, to develop a sense of belonging to the group/community, to build a personal identity collectively, to view traditions as a value, and to become testimonials of their home village's cultural heritage.

Below is an example of a Learning Story developed by primary school teachers in Casalanguida school in collaboration with some teachers from a school in Lauco (nr Udine).

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This is the account of an educational project dedicated to the theme of knowledge of the territory and proposed in 2 versions:

- the first version expresses the project intention and illustrates a hypothetical pathway planned on the basis of the objectives and the available resources;
- instead, the second version shows the pathway actually followed and represents a script for a replicable lesson and documentation of what actually occurred.



Telling about the Village

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5. An example of Learning Story

PROJECT “Describing my village”

Casalanguida (Chieti) 4th/5th year multiage classes - Lauco (Udine) 1st/5th and 2nd/3rd/4th year multiage classes

The teachers of 4th/5th year multiage classes at the Casalanguida primary school and teachers of two multiage classes at the Lauco primary school embarked on the pathway outlined in the Learning Story. This was based on the aims and objectives laid down for the project “Describing my Village”, aimed at deepening knowledge of the territory, which, for this school year, involved all the primary and lower secondary schools with multiage classes answering to the Gissi comprehensive school.

The teachers, each in their own multiage classroom, introduced the topic by drawing inspiration from what had been discovered in the previous school year regarding their own village and arousing the students’ curiosity to investigate certain aspects. As a result, the students were led to reflect to prompt them to analyse the village where they live in more detail along with various facets of it.

The first Skype call took place in November. The students and teachers began by greeting one another. In particular, the children of Casalanguida thanked their fellows in Lauco for the welcome gifts received (a book and DVD on the village of Lauco) handed over by a teacher, Barbara, to another teacher, Daniela, during the Summer School held at the Gissi institute the previous July.

In December, a second Skype call took place so that the “new” students of the three multiage classes could meet and introduce themselves. This time there were problems with the internet connection, but the teachers opened WhatsApp and, thanks to a video call, albeit on small screens, the

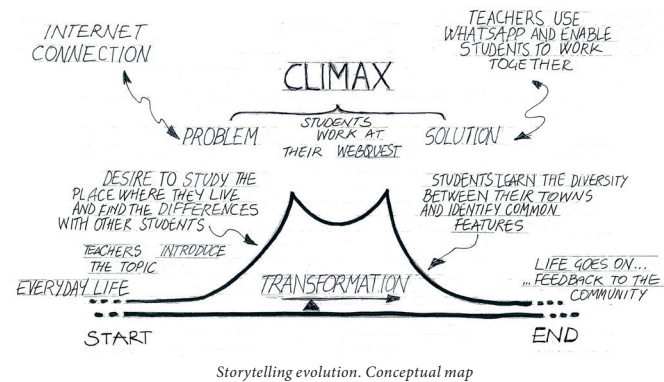
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children were able to see one another. It was suggested to employ a new video conference tool: "Hangouts Meet".

After reading the book and watching the DVD on Lauco, in December, before the Christmas holidays, the children of Casalanguida asked their fellows in Lauco questions via Skype to analyse interesting aspects of the village's ancient crafts and festivities. In this way, there was a first comparison of the two villages' traditions, made even more appealing due to the approach of the Christmas time.

The activities continued in the multiage classrooms in January: the students watched videos on the village of Casalanguida, whose links were given in the Learning Story. Meanwhile, the children at Lauco went on trips around their territory and to neighbouring villages to investigate the topic of "Earthquakes".

At the beginning of February, the teachers and children met again during a Skype hookup, this time lasting approximately an hour and a half thanks to a glitch-free internet connection. The students in Lauco were manifestly keen to illustrate the scientific side of the earthquake phenomenon. This sparked a collective conversation, needless to say guided by the teachers, in which events that had occurred in both regions were recalled.



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The children of Casalanguida also went on some trips around their village and with a Skype video call in March, using guiding questions proposed by the teachers, and taking turns, reported on what they had discovered and then exchanged some sentences in their local dialects – that of Casalanguida and in Friulan. The realization thus arose that, although living in the same nation, each territory's history and culture are decisive and characterize it by endowing it with unique characteristics.

In the meantime, the activities planned in detail were carried out: a WebQuest was compiled, with the students working in heterogeneous groups, searching for news stories on the web, redeveloping any found, drawing graphs as required, and putting together simple PowerPoint and short video presentations. The students from Lauco showed those from Casalanguida videos on their visit to the Basilica of Aquileia, an educational trip to Grado, and one to a Woodman's Museum when certain birds were set free, assisted by components of the Associazione Prosegugio. The videos featured comments added using the Screencast-O-Matic app, i.e., through a digital recording of the screen output, the students observed the slides and, at the same time, could see their fellows and listen to their explanations.

One morning in mid-May, a new meeting took place via Skype: the hard and digital copies produced to date were illustrated and, above all, a comparison was made of the elements characterizing the two villages. The students of Casalanguida also described a trip to Carpineto Sinello, a visit to their village of children from Carpineto Sinello primary school, meetings with grandparents, and shared their new knowledge with their fellows from Lauco. The conclusion was reached that these were two completely different realities but that certain traits were similar. Like the teachers, all the children agreed on the usefulness of the reciprocal exchange.

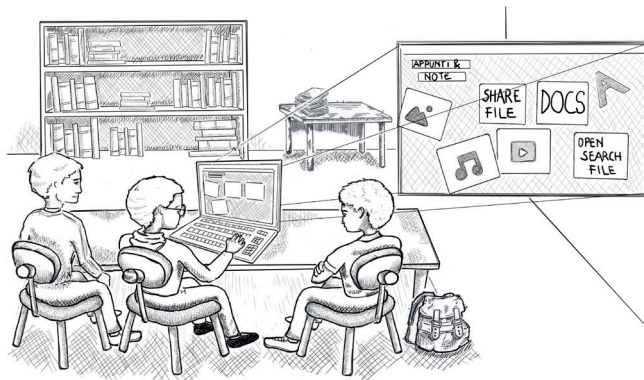
In June, before the school year ended, and using Hangouts Meet, the children from Lauco showed their fellows in Casalanguida videos made to summarize the entire pathway followed; then together they commented on it.

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In the meantime, all the students were administered a feedback questionnaire and on 6 June, during the last Skype meeting, the results of this were shared: the educational proposals made within the scope of the project were much appreciated, so much so that the children of two multiage classes expressed their desire to continue to use them the following year.

During two school open days, also this year it was seen that the project met with approval and appreciation on the part of parents, citizens, the mayor, and the school principal.

The teachers who had seen the project through also met up and concluded that they had all conducted it with commitment and passion, employing every strategy required so that even those students with a slower pace of learning could attain the common goals.



Paper and digital document

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Tools

Below is a range of the methodological tools and technological devices used by the teachers in Gissi to put the ELE method into practice and subsequently disseminate it.

SHEET 1 Video conference tools for DISCUSSING and SHARING

Video conference tools provide joint education and socialization opportunities for students attending schools that are more or less distant, geographically speaking; they help to overcome isolation by making ELEs even more engaging and rich in opportunities for the growth and education of students in today's society. They create situations that encourage listening and commitment. The optimum combination of synchronous moments in class (video conferencing) and joint work sessions done by students on individual workstations can make possible various types of work.

Therefore, an online connection can definitely enlarge the confines of small schools and at the same time offer incentive and motivation to classes with the same conditions.

These links allow the creation of communal activities between normal and multiage classes involved in a joint project. They make it possible to share the screen of one's own computer with those of the other class groups involved. Thanks to this fact, the students can present and display the work carried out on a shared online space either

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by showing it live or by posting files, photos and videos of any size. Conversations can be enriched by a group chat in which the students exchange the knowledge acquired in the educational pathway by interacting with each other. Furthermore, by sharing their screen, the students can record the various topics on a virtual bulletin board.

In their online communications, the students can carry out interviews on topics included in the educational pathway involving different people, from their home territory or otherwise (mayors, members of local cultural associations, experts in the subjects being dealt with, students' family members, the village's resources). By re-elaborating this information, the students can produce material relating to the topic in question which they then share with their peers in the partner schools. In the online appointments they are able to evaluate themselves and reflect on the online classwork.

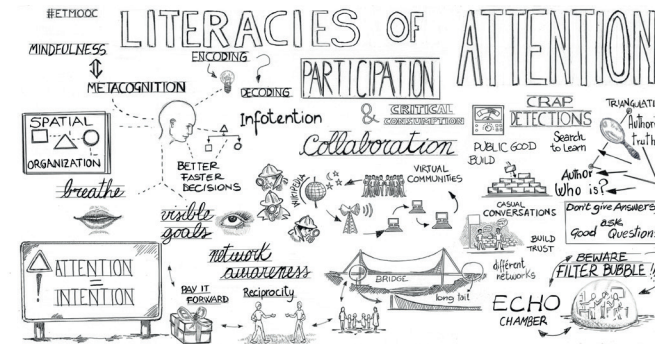
Therefore, a video conference can definitely enlarge the confines of small schools and at the same time offer incentive and motivation to classes with the same conditions. Students participate eagerly in all these activities bringing the invaluable contribution of their own culture and traditions.

SHEET 2 - How to COLLABORATE

Collaboration between students allows the building of new knowledge and the creation of digital products with different functions and uses. With the support of their teachers, the students are divided into heterogeneous groups and choose topics to work on. They work together to build a learning pathway that encourages collective knowledge. In an ELE, cooperation takes place face-to-face and/or online,

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also through innovative tools that allow the students to work together on a shared project while facilitating the creation of joint project activities for normal and/or multiage classes.



Attention and Collaboration

By collaborating, the students can build, for example, a virtual bulletin board to save ideas, texts, illustrations, photos, links retrieved from the web, and links obtained from online archives of products created in class. This virtual memo pad is visible to all those who have created it and also to others who can enrich it along the way with their own activities. There is no limit to the number of classes that can post simultaneously. E-learning platforms and other online collaboration tools can also ensure exchange, sharing and cooperation between multiage classrooms, creating learning environments where the students and teachers can work together. These are safe environments in which it is forward possible to create virtual classes and subgroups, assign homework, and create calendars for online appointments and joint events. The teacher organizes the uploading of digital resources online which can be viewed and downloaded by “online friends”. The students display everything that has been shared and express their

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thoughts and reflections either by posting messages or through video conference tools. This is a moment for self and peer evaluation of the products created and the pathway realized. Equally useful for collaboration between students are e-readers, which make it possible to collect all the activities to be submitted, presented, and disseminated in a creative way.

SHEET 3 - Documenting and presenting the experiences of teachers and students

Documentation of experiences is a possibility that allows communication and justification of the various educational experiences to others, by collecting, sorting, processing and propagating documents, using appropriate tools to present them correctly and consistently.

The ways of documenting experiences assume different characteristics depending on who is doing so. A teacher who documents must know how to observe, in order to become aware of the networks of relationships triggered in the classroom; he or she must be able to pick out the most significant events and encode and interpret these in order to communicate them to the outside world.

For students, documenting means establishing the educational conditions that allow them to build personal knowledge, reflecting on their actions and carrying out self-evaluation regarding them, thereby building their own identity and bolstering their independence.

Clear and cohesive documentation makes it possible *to create* an archive of knowledge, preserving memory in continuity with the future

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so that it can be transformed into collective knowledge; *to give life* to processes of research and innovation within schools by reinforcing the learning process and expressing the educational quality of the results achieved; *to leave* a trace of their experiences for all those who participate in the life of the school; *to preserve* memories, since remembering what you did at school is an active and informed operation to build knowledge.

Documented activities make it possible to review the pathways realized to then reflect on them and improve them *in itinere*, clarifying the objectives and design phases, giving visibility to the processes activated and encouraging self and across-the-board evaluation.

It is possible to document by: *recounting* the experience through guiding questions, with the possibility of writing a document together; *composing* a sequence of slides aimed at encouraging deeper investigation of the topics dealt with, the pathways activated, and the tools used (using presentation software); *creating* a reportage by filming the activities in real time and interviewing the protagonists (using video software); *retracing* the experiences through spaces of synchronous communication (using video conference systems or online collaboration tools); *recalling* the experience through an online diary.

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SHEET 4 - Using WebQuest to search for information: an example for primary schools

DISCOVERING THE TERRITORY

Learners: heterogeneous groups of 4-5 students from 2nd/4th/5th year multiage classes of a primary school

Educational goal: to compile an information leaflet for visitors and present it publicly.

Introduction - Teachers at primary and lower secondary schools in Gissi launched a campaign to promote local landscapes and tourism, in particular concerning the main features of the students' home villages. To this end, they involved the human resources present plus some external experts with the task of assisting the students in their research and to execute a precise survey of the places where they live to create an information brochure.

TIME FRAME: Approximately 12 hours

REAL-WORLD TASK: the task involves the production of a tourist information brochure with the following characteristics:

- clear information, using simple, catchy language;
- photos, images and drawings of the main local monuments;
- links with local tradition, history and culture.

Lastly, publication of the digital product created on the platform.

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PROCESS:

It is possible to organize the group's work through the following steps:

- a. Brainstorming on the task.
- b. B. Analysis of the above-listed resources.
- c. C. Using the information acquired to answer the following questions:
 - Where is Casalanguida located?
 - What are its general characteristics?
 - Which important monuments does it have?
 - What are the village's customs?
 - Is there a peculiarity that distinguishes the village?

EVALUATION: of the processes and products. To be carried out using the following procedures: *Self Evaluation*, *Peer Evaluation*, and *Teacher Evaluation*. To evaluate the process, the group employs an evaluation chart based on self-evaluation and featuring 3 levels (basic, intermediate, expert).

CONCLUSION:

List of disciplinary and interdisciplinary skills which the task in question helped to acquire

- _____
- _____
- _____

List of strong and weak points.

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