Digital competences and soft skills for a better future

ISTITUTO CARLO V - ITALY

ISTITUTO COMPRENSIVO
CARLO V
Infanzia
Primaria
Secondaria I°
CARLENTINI

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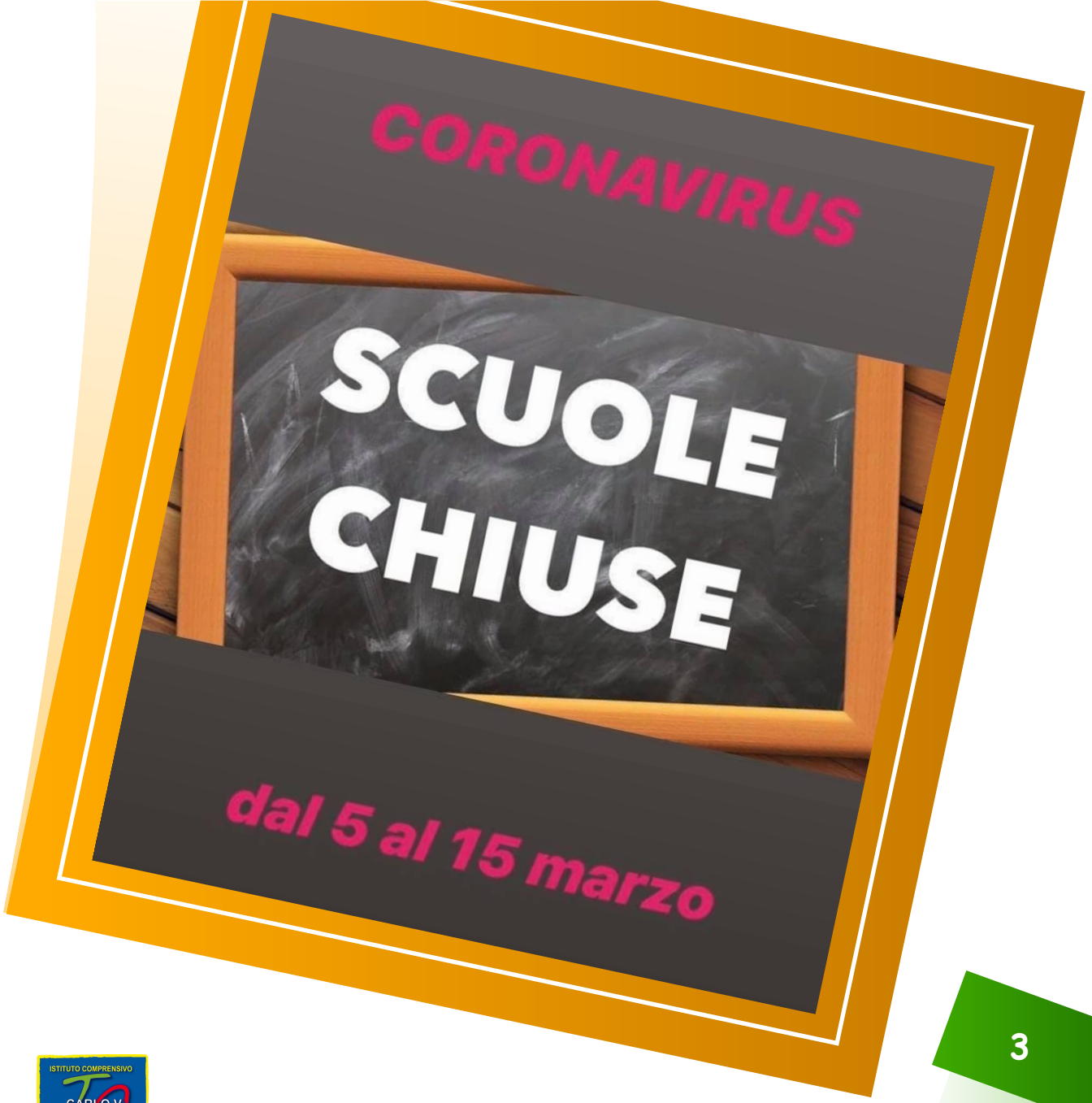
ICT tools and platforms for online education during the Covid-19 pandemic

ISTITUTO CARLO V - ITALY

Premises

Distance learning activities (DAD – Didattica a Distanza) started in our school after the interruption of face-to-face teaching because of the Covid-19 emergency, at first on 5th March 2020 and then, in a more structured way, from 16th March 2020 to the end of the school year. Everything was organized with reference to the school rules and the temporary regulations related to the period.



Premises

At the beginning of the new school year 2020-2021 we planned an integrated digital education plan (DDI – Didattica Digitale Integrata) in order to integrate face to face teaching activities with online learning, in the event of a new closure of the school.

First step

More than 800 students and about 100 teachers have reconverted their knowledge and skills to use DAD (distance learning). In particular it was necessary to:

- choose tools and channels of communication useful to reach every single student online;

- define the weekly timetable of sinchronous and asynchronous activities for each subject.

First step

In this phase of health emergency, the double objective of using distance learning has been to keep in touch with the pupils and their families, in order to support social relationships and a sense of belonging to the community, and to give continuity to the learning process. During the first weeks teachers used the Argo platform (electronic register) as a means of communication with pupils and their families.

Second step

A critical issue emerged from the beginning: the digital divide.

Our school has:

- carried out the mapping of needs for pupils without digital devices and/or internet connection;

- provided devices on loan in order to make the use of distance learning appropriate.

Second step

It was necessary to provide teachers and parents with support on the procedures relating to the use of platforms. The school also provided help to solve problems and assistance regarding the use of devices and the connection.

Third step

As the interruption of face-to-face activities continued, we created a work team to deal with the timetable and with the implementation of more effective tools for e-learning/teaching.

Organisation

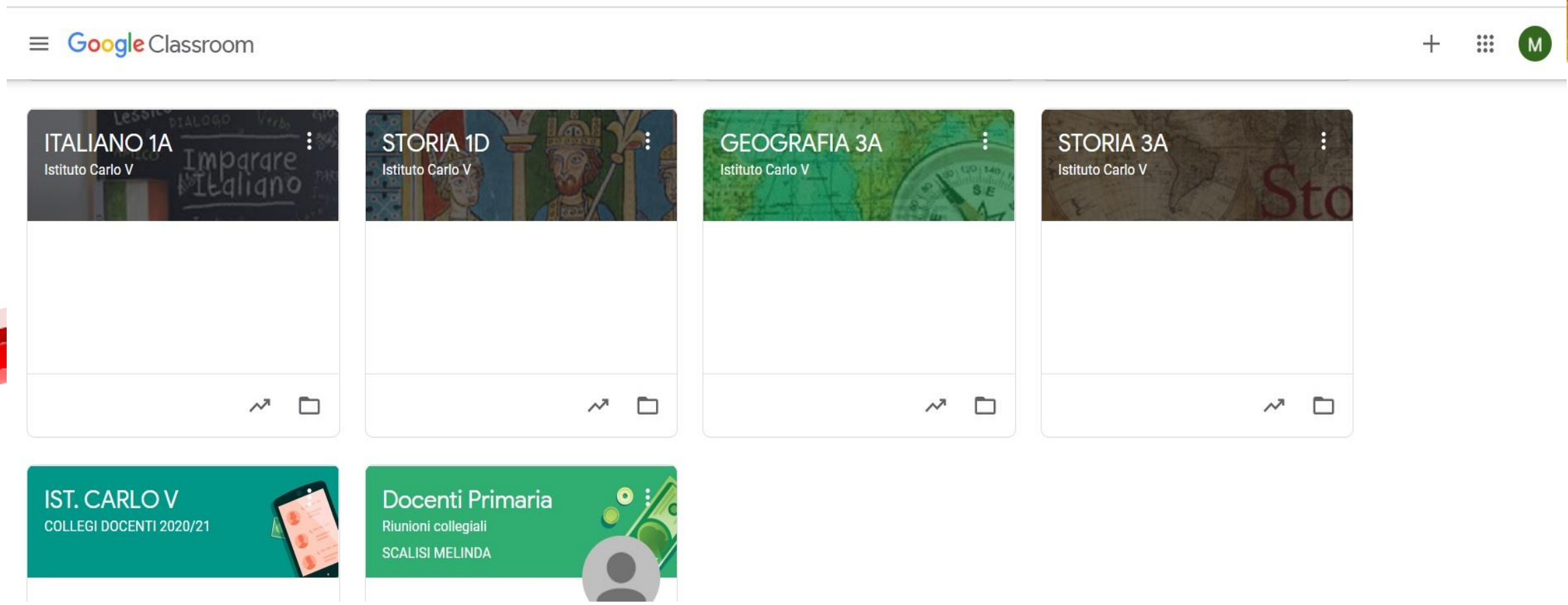
Our school has chosen to add the G Suite for Education platform to the Argo platform. It includes various tools, such as:

- Calendar, to plan the lessons' schedule;

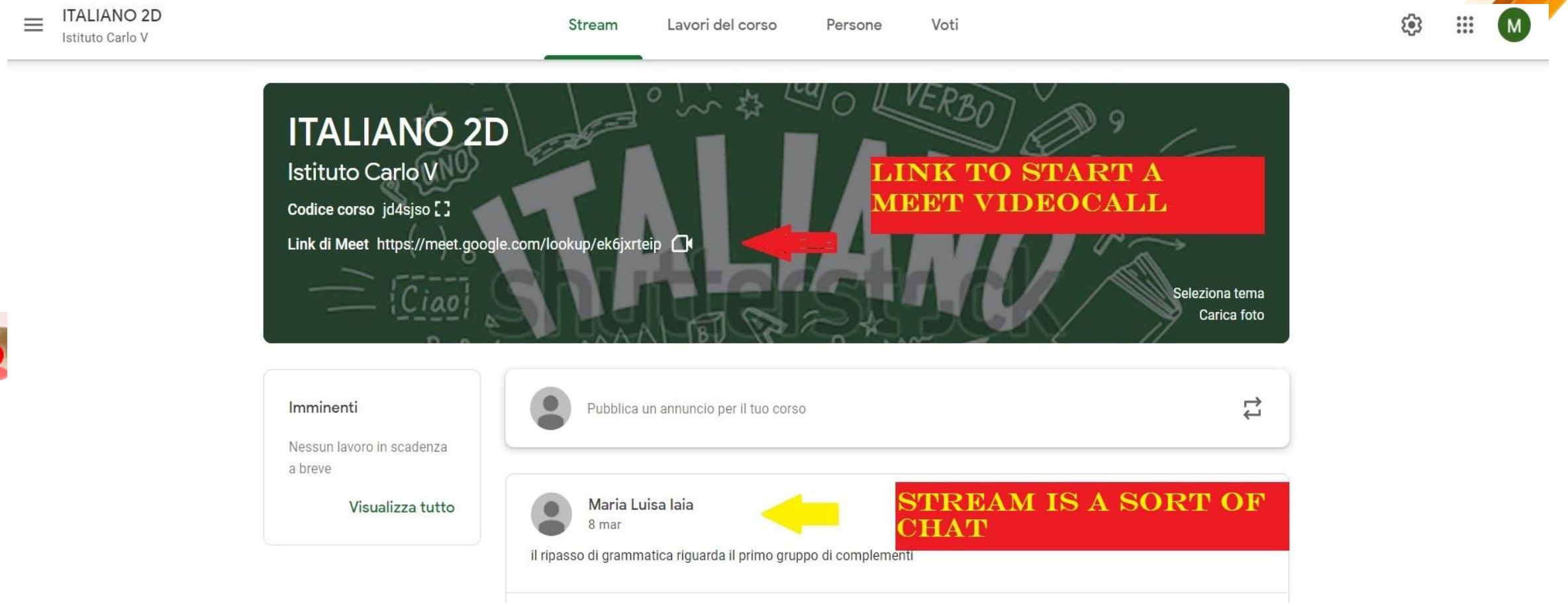
- Classroom, to organise virtual classrooms and share materials;

- Meet, to manage videoconferences;

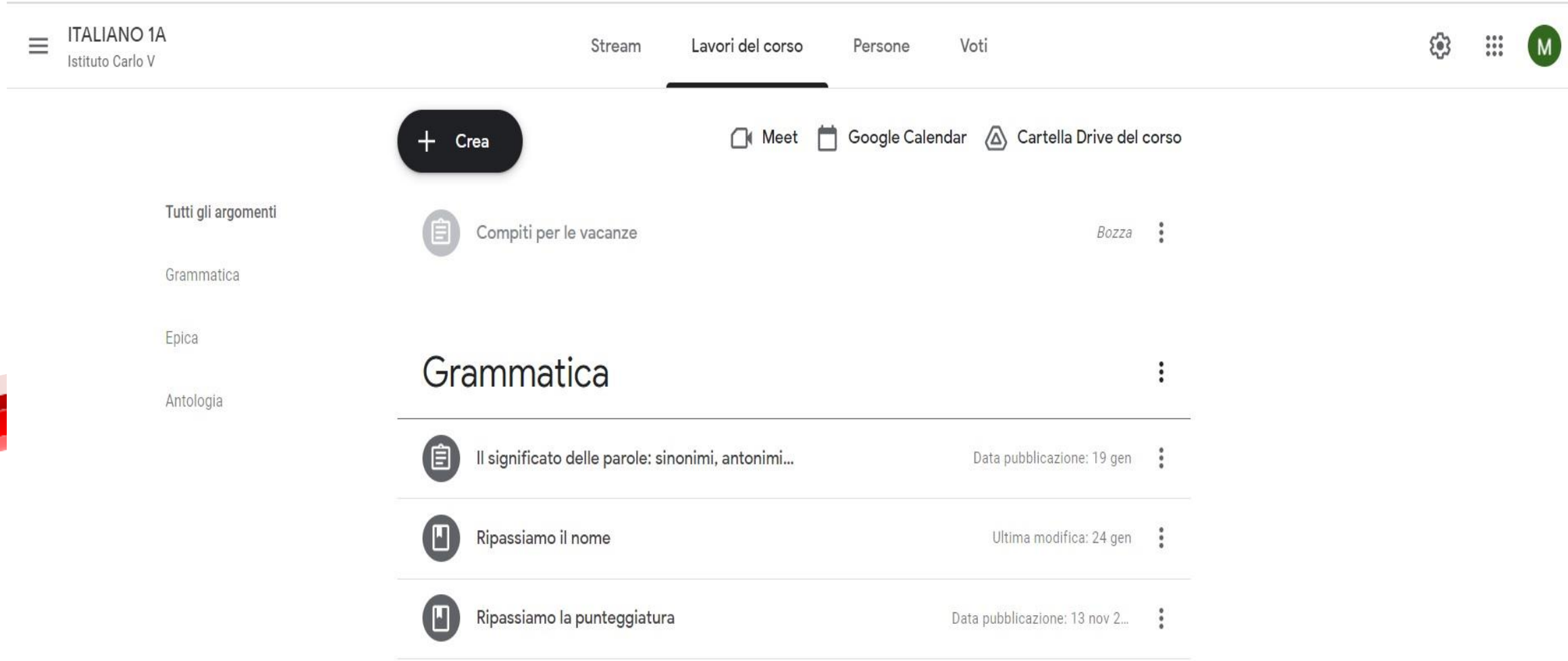
- Docs, Sheets, Slides, Forms, to create documents, spreadsheets, presentations, quizzes and surveys



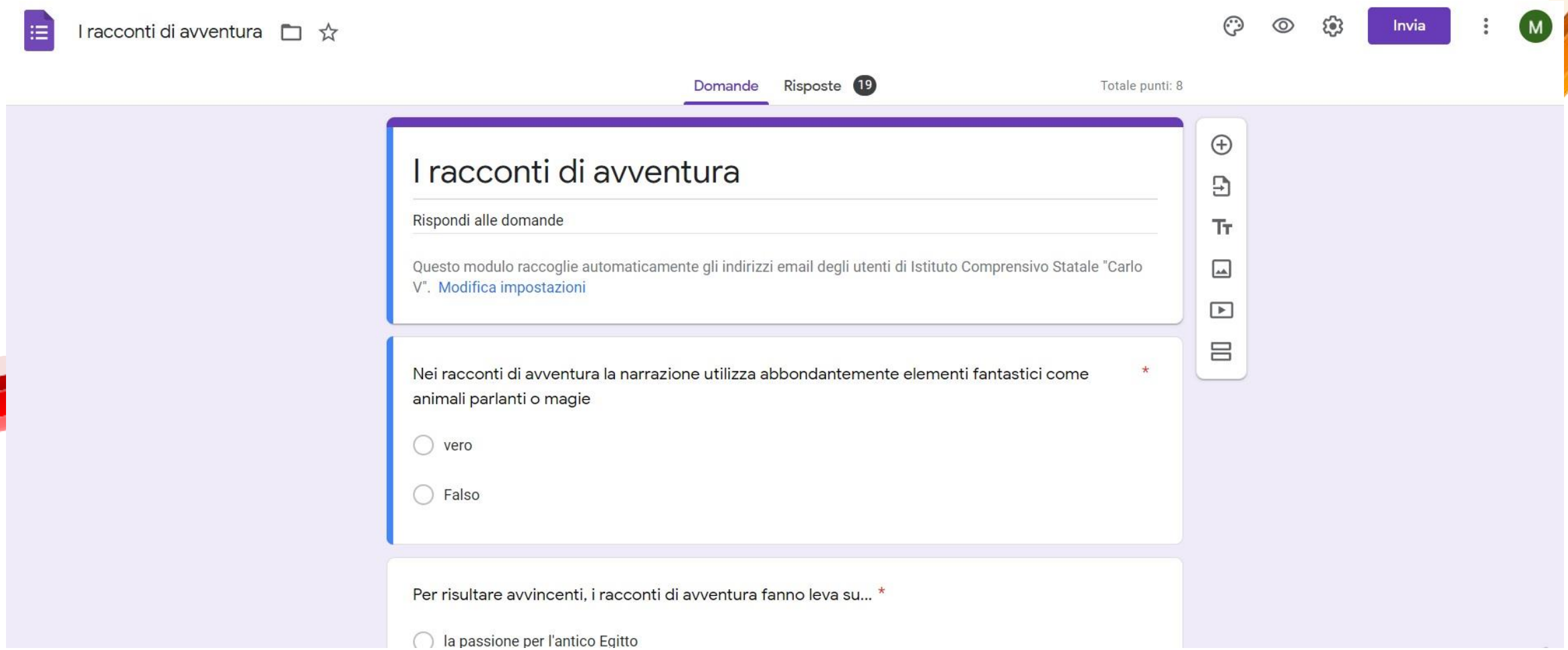
Classroom courses



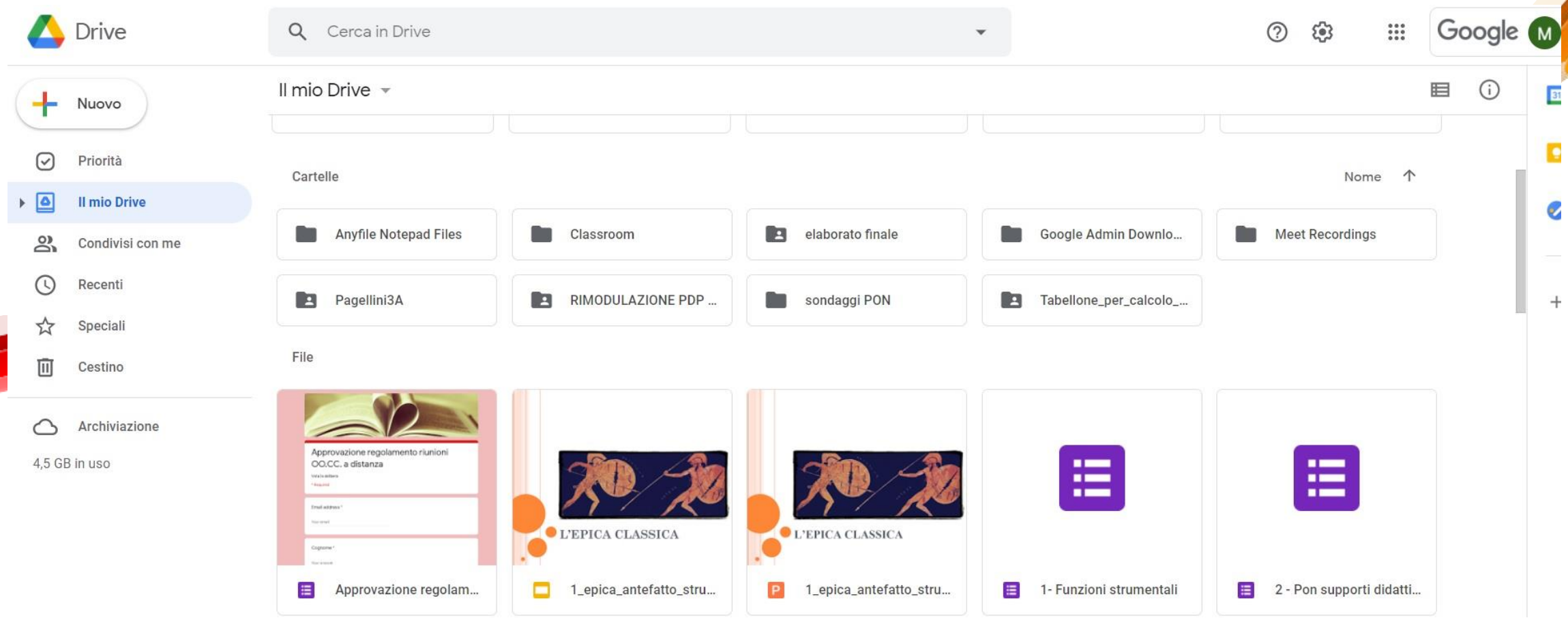
Classroom stream



Classroom: shared materials



Google Forms to prepare tasks, tests and surveys



Drive to share materials among teachers and pupils

Organisation

E-learning activities take place in two ways:

- synchronous (online video lessons)

- asynchronous (recorded video lessons, activities in virtual classrooms, sharing of educational material).

Organisation

Argo Scuola Next electronic register

Our school uses the electronic register to inform families about the school choises and to record the teachers' planning, the assessment of the students and of the teaching path.

Organisation

G Suite for Education platform

This platform is used to provide activities, share didactic material, organize the various courses and manage the communication between students and teachers. The access to the platform is reserved to school users who have been provided with personal accounts, in full compliance with privacy laws. All the users have viewed the notice concerning G Suite for education and agreed to its use.

Organisation

With the adoption of the Piano della Didattica Integrata (Integrated Teaching Plan), ordinary teaching practices are remodeled and integrated by those synchronous and asynchronous activities tested with distance learning, in order to:

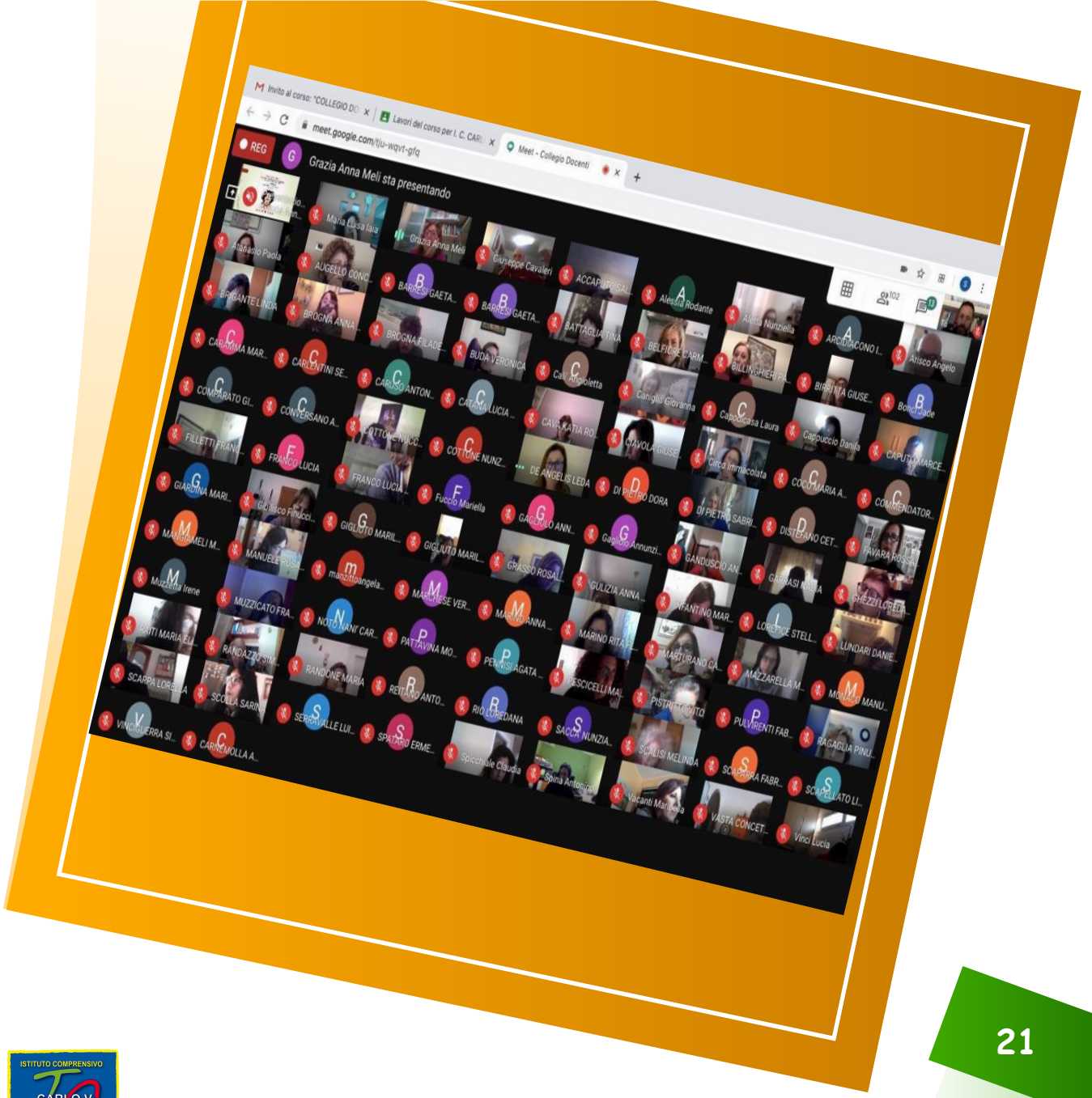
- individualise the learning paths and the learning recovery;
- improve the effectiveness of teaching in relation to different learning styles;
- respond to special needs (disabilities, specific learning disorders, linguistic disadvantage, etc.);
- encourage pupils to use digital tools more and more consciously and correctly;
- teach blended lessons, with some pupils in the classroom and others connected from home.

Organisation

Every lesson includes 40 minutes of synchronous teaching activity and 20 minutes of asynchronous activity which can be carried out also in an interdisciplinary way. The reduction of the time dedicated to synchronous activities was established to safeguard the health and well-being of both teachers and pupils in relation to the hours spent on computers.

Organisation

All the activities functional to teaching, meetings of the teaching staff, councils, are carried out thanks to the G-Suite platform and the Meet application.



Organisation

School-family relationships, which are essential, are kept through the same online communication channels.

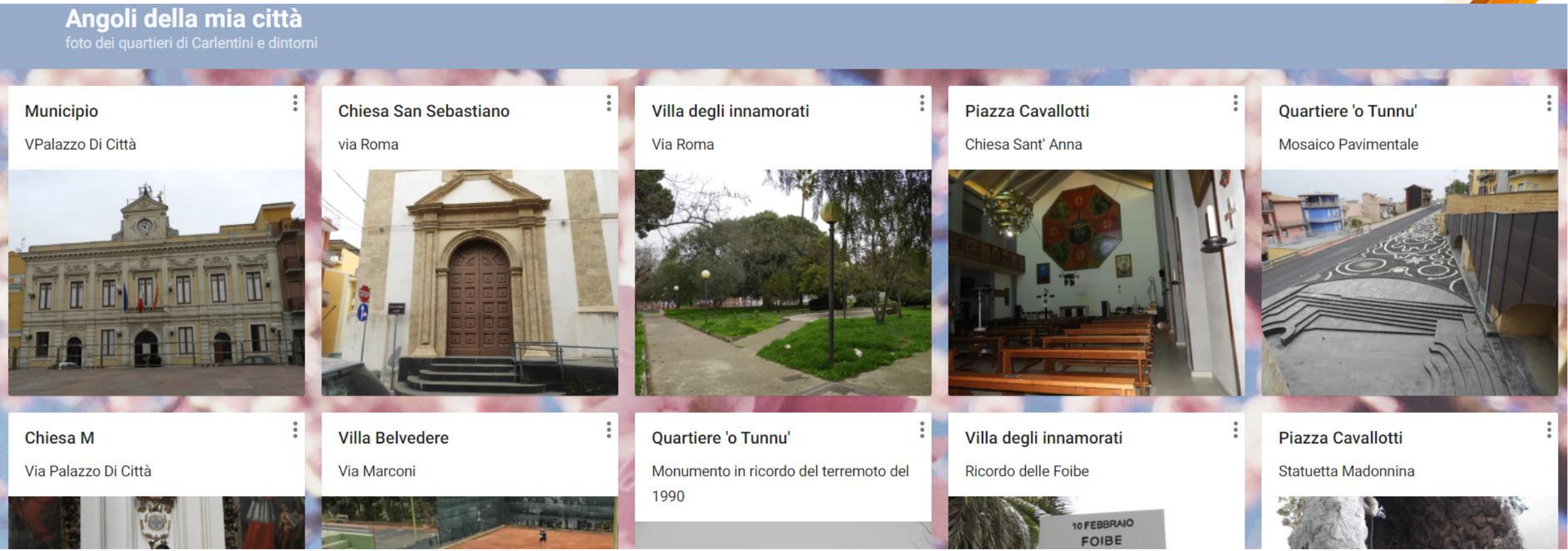
In this regard it was necessary to integrate the Pact of Joint Responsibility between school and families.

ICT tools- activities

ICT tools- activities

- Creation of videos or tutorials by teachers; the videos are shared on the platform using Screencast-O-Matic;
- creation of online tests with Google forms;
- use of Kahoot, a game-based learning platform in "live" mode (when teachers start it from their accounts) or in "challenge" mode (when the student decides to log in);
- use of Padlet, a free web space that looks like a virtual, shareable and collaborative “SHEET” or “WALL”.

Blended lesson, with some pupils in the classroom and others connected from home



Padlet about my town

Scuola online
PON: SPERIMENT'ARTE
Meet - mnf-rcvn-qrf
Meet - mnf-rcvn-qrf
Scuola online
meet.google.com/mnf-rcvn-qrf?authuser=1
App
Siti suggeriti
Classi virtuali Istitut...
Scuola online
Come spiegare la la...
M
ESTER SPAGNOLELLO
17:23
21/05/2020

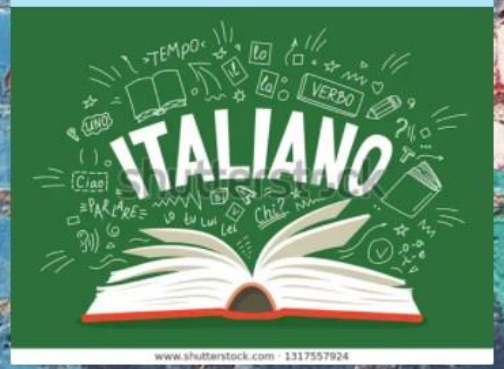
Art lesson

Grammatica

dalla mitica 5 D

Benvenuti!

Questo è il nostro padlet, qui vi metterete al lavoro!



Di Mauro Francesco

1 Il mio telefono è migliore del tuo 2 il mio televisore è più grande del vostro 3 io sono il settimo più alto della classe 4 io ho il piede più piccolo del tuo 5 il mio

1. Consegna

Scrivi 8 frasi in cui siano presenti tutte le parti del discorso studiate finora:

es.: la mia stanza è più grande della tua

Catania Vania

La Ganga Francesco

Di Stefano Davide

NUMERO 1

1)Mio cugino è più alto di me
2)La tua macchina è più piccola della mia
3)Marco è più veloce di te
4)Francesco è meno alto di te

Bombagi Lorenzo

Carlentini Tommaso

1 Maria è tanto gentile
2 Tu sei meno bello di me
3 Marco è piu simpatico di Daria
4 Giorgio é il piu simpatico
5 Ora mangio 4 torte
6 Che ore sono ?
7 Che buona questa torta!
8 Marco é simpatico,lo inviterò alla mia festa

ok

Cappadona Cristiana

Brogna Matteo

Curcio Carola

Hares Emanuele

1 Elisa ha tanti giocattoli ma Bea ne ha di più
2 ognuno ha il diritto di dire quello che pensa
3 la persona con cui hai parlato e un poliziotto
4 E' paolo il tale che ai salutato?
5 Costui e' sotto casa mia
6 Quel ragazzo ha le scarpe uguali alle mie
7 Qualcuno ha acceso il termosifone
8 Loro sono decisi su quale gusto di gelato prendere

Bufalino Vittoria

1 Io voglio questo gelato!
2 Voi siete più simpatici di Giulio
3 Lui ha 2 cani un pappagallo.
4 Studia con noi e non con loro
5 Mi potete chiamare alle 17:30?
6 Vi ho detto che non mi dovete chiamare: sto studiando!
7 Il mio letto è più comodo del loro
8 Questo aeroporto è più accogliente e bello di quello.

Di Mauro Marianna

1- Il mio cane è più vecchio del tuo.
2- Il suo quaderno è meno usato del tuo.
3- Olimpia vuole il gelato più grande del mio.

Collaborative grammar with Padlet

Physical Education class

Daily lessons

Strong points / weak points

Teachers have noticed the following strong and weak points.

Strong points	Weak points
It has allowed the learning path to continue, in order to guarantee the right to education.	It was a bit difficult for young pupils to use technology autonomously.
It has made it possible to maintain the relationships and the communicative and relational exchanges with and among pupils.	Distance learning could not fully replace the richness of the educational relationship, the physical interaction, the communication that takes place in the classrooms between teachers and pupils and among peers, made up not only of words but also of gestures.

Strong points / weak points

Teachers have noticed the following strong and weak points.

Strong points	Weak points
Collaboration among teachers has grown. In some cases the school-family relationship has been strengthened.	
The digital skills of teachers and pupils have grown.	

This experience has made us grow professionally, but above all as human beings...

"There is an opportunity behind every problem"

Galileo Galilei

Thank you!

Istituto Carlo V - Italy