

Digital Education at ITT Buonarroto Pozzo

Outcome of the workshop held on 29th March 2017

Negative factors regarding the use of digital methodologies at Buonarroto -Pozzo

Positive elements for learning which don't happen frequently enough

- personalization of lessons for students who attend one year abroad
- Digital Kafè
- flipped classroom: the use of videos made by the teacher which are adapted to the needs and capacities of students help the teacher to make effective and streamlined expositions of the relevant topics
- conceptual maps
- record speeches
- it all works when the students themselves do the work
- allows for group-work and peer-to-peer work (such as cooperative learning)
- teachers who interact as facilitators learn with students
- innovation of the product
- digital methodology allows to vary the educational methodology
- near-pod for small texts at the end of the units
- numbers for tables and graphs
- kahoot for the final revision
- it is important to train not only teachers, but also students
- handwriting is the most effective tool for learning
- the digital education materials have to be prepared in advance by the teacher, the lesson needs to be well-structured

Negative factors for learning which happen quite frequently

- despite a lot of commitment, there is little financial recognition and families don't perceive the effort involved
- the teachers has to continuously update their apps and platforms
- source of distraction for some students
- the use of digital methodologies never allows for objective evaluations
- innovation of productive system
- there is a risk in certain groups where some students don't involve themselves properly
- there is a lack of equilibrium and skills of teachers who push with either only the digital methodology or only the traditional one
- digital methodology: stimulation or sedation?
- the use of digital methods means removing the issue of quality contents, neither for completeness, nor for clarity
- if it's only the teacher that uses the instrument, students may just listen in a passive way
- non-organized activities
- easy transfer of assigned homework from one student to another
- use of the spell-checker without paying attention to the automatic correction

Positive factors regarding the use of digital methodologies at Buonarroto-Pozzo

Negative aspects for learning which don't happen to much

- Not using parallel channels for blended learning
- Lack of guidance for carrying out the blended-learning activities in an efficient way
- Use of LIM as traditional blackboard
- POWER POINT AS a fake for digital lessons
- Missing the right balance between innovative digital teaching and traditional methodologies depending on the subject goals to be achieved

Positive factors for learning which happen frequently

- learning subjects without using a book
- using the CLIL methodology for Italian lessons
- video, PPT, question forms with answers that must be found in the text
- workgroup on the same topic taken from different texts or papers with final presentations done by the students
- digital education is not the only tool to stimulate innovation
- Digital teaching for special needs. Example for the learning of foreign students: reading and speaking in different environments
- Inclusiveness
- enhancing skills, identifying and promoting excellence
- flipped classroom: Ed-Puzzle identifies the parts most seen
- blended learning involves, optimizes the education and establishes empathy
- Web quest: where the teacher becomes merely a coordinator for learning
- blended learning can be improved with cooperative learning
- Ed puzzle permits spending most of the time in the classroom for exercises and reserve the study of theory at home
- it can diversify the assigned homework and work in class with level groups
- learning to learn
- students can experiment independently on their device
- for foreign language the interaction is fundamental
- in groupwork students are constantly active
- watch a video with their own personal device is more involving
- it is necessary to dedicate a lot of time to the preparation, if the teacher can't ever reuse the prepared materials they will stop doing it
- students are more available to collaborate if the teacher uses the digital instruments
- learning becomes better with motivated students

DIDATTICA DIGITALE ALL'ITT BUONARROTI-POZZO

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Proposals for solving critical aspects

- Organize Workshops for different subjects and for different kinds of APP. For example using and simulating peer-to-peer teaching methodology
- Education of students and teachers on digital methodology to be done during their first period at school; for the first classes it can also be used the welcoming period.
- Regulation for using and managing tablets
- Different setting of the classes, with appropriate disposition of the devices
- Multidisciplinary modules for the first two years which involve topics related to latest news
- Customized activities and homework; active learning during the lessons
- spell checker is an useful instrument also for DSA
- teachers' planning should be rewarded economically and formalized with group work for different subjects
- sharing materials using databases
- digital caffè as an experience of non-formal sharing in comfortable 3.0 physical spaces
- keeping writing activities giving incentives for developing writing /even handwriting
- students are passive if they don't have devices (BYOD/flipped classroom/sharing tablets)