



“FLIPPED CLASSROOM” E MOBILE LEARNING:

LA SCUOLA VA IN ONDA

1.1 MOTIVAZIONI ESTESE DEL PROGETTO

La scuola sta cambiando in modo rapido: gli studenti hanno ritmi cognitivi e stili di apprendimento diversi rispetto al passato, gli strumenti per apprendere sono fortemente influenzati dall'avvento del digitale e le nuove tecnologie per la didattica richiedono metodologie innovative basate sull'idea di competenza trasversale più che sui tradizionali contenuti curriculari.

Nell'ambiente di apprendimento tradizionale il docente è visto come un dispensatore di dati e nozioni, ma questo modello, in una realtà in cui le informazioni sono ricavabili in maniera rapidissima ovunque e in qualsiasi momento, appare inadeguato e messo in crisi. Le funzioni del docente si trasformano e l'insegnante diventa allenatore a fianco dello studente, non più centro dell'interazione ma supporto indispensabile per discernere tra la miriade di informazioni, per sviluppare la capacità di pensiero critico degli alunni, per individuare e creare Learning Objects al fine di estendere i confini della classe tramite la realizzazione di ambienti di apprendimento fruibili dai discenti anche in maniera autonoma. Attualmente, gli insegnanti sono chiamati a interagire con alunni che manifestano difficoltà di apprendimento dovute a : non conoscenza della lingua italiana, disagi familiari, affettivi, ambientali, disabilità fisica o psichica , criticità nella letto scrittura (DSA) e/o nell'attenzione (ADHD).

Ad una modificazione nel modo di fruire e visualizzare deve, dunque, necessariamente, corrispondere un adeguato cambiamento nelle metodologie di progettazione , di erogazione delle attività didattiche e dei relativi servizi per la formazione. Occorre pertanto ri-analizzare, in questa nuova ottica, i classici modelli teorici degli approcci all'apprendimento e all'insegnamento, in modo tale da potere sfruttare al meglio le potenzialità offerte dalle nuove tecnologie.

A tale proposito il modello proposto dal fondatore della Khan Academy, Salman Khan, e cioè la “flipped classroom”, appare come una soluzione applicabile, innovativa ma allo stesso tempo estremamente semplice.

Nella flipped classroom avviene il contrario di quanto normalmente accade nella scuola tradizionale, in cui gli insegnanti tengono la lezione in classe ed assegnano compiti a casa per verificare l'acquisizione dei contenuti. Con il metodo del “reversed instruction” (istruzioni rovesciate) la fase della consegna delle istruzioni diventa quella individuale che lo studente effettua al di fuori del tempo e spazio classe, (tramite la visione di video appositamente predisposti, di podcast ...) e la scuola diventa luogo operativo, dove, sotto la supervisione dell'insegnante, si realizza in maniera concreta il concetto di “learning by doing” e si svolgono attività di tipo esperienziale collaborativo.

La flipped classroom si configura dunque come:

- Ambiente dove gli studenti assumono la responsabilità del loro apprendimento
- Classe in cui la lezione tradizionale perde la sua centralità a favore di un'ottica costruttivista che vede tutti gli studenti coinvolti nel processo di acquisizione delle competenze attraverso l'esperienza diretta
- Luogo in cui ad ogni studente è offerta la possibilità di ricevere un'istruzione personalizzata
- Classe dove i contenuti relativi ad aree fondamentali sono permanentemente archiviati e utilizzabili per revisione e recupero.

La flipped classroom non è dunque :

- Sinonimo di video online, poiché le attività interattive e significative che avvengono in classe nel "face to face" sono fondamentali
- Sostituzione dell'insegnante con uno strumento multimediale, poiché il ruolo dello stesso si configura come guida essenziale nella costruzione della struttura alla quale attribuire significato.

Ne consegue che le risorse online per gli studenti devono avere la caratteristica essenziale di essere accessibili in qualsiasi modo, in qualsiasi momento e in qualsiasi luogo, al fine di permettere loro di procedere secondo i personali ritmi di apprendimento e di rivedere e riciclare all'occorrenza. Gli strumenti di tipo mobile si rivelano pertanto di grande utilità: dal concetto di e-learning si passa, in tempi brevi, a quello di mobile learning, inteso sia come apprendimento al di fuori della classe tradizionalmente intesa sia come integrazione in attività di classe.

1.2 Descrizione dettagliata delle attività previste e del programma di formazione degli insegnanti

La flipped classroom consente di colmare lacune e problemi legati al modello attuale di istruzione.

Modello attuale di istruzione

- L'insegnante fornisce i contenuti alla sua platea di alunni
- Si creano di conseguenza gruppi diversi: gruppo medio, che afferra i concetti in linea generale; gruppo avanzato, che recepirebbe i medesimi contenuti in molto minor tempo e non è dunque stimolato; un terzo gruppo, che non riesce, per motivi diversi, a comprendere gli argomenti
- L'insegnante riceve il feedback dalla classe in ritardo e cioè al momento della verifica.

Riassumendo:

- il 90% del tempo classe viene impiegato nella distribuzione del contenuto
- solo il 10% viene impiegato nell'applicazione.

Modello “flipped classroom”

- L’insegnante crea video relativi alle lezioni che mette poi a disposizione degli alunni su piattaforme online
- Gli studenti acquisiscono a casa le informazioni e i contenuti, interagiscono con il materiale online e annotano dubbi e domande.

Vantaggi di questo metodo:

- Gli studenti possono fermare, riguardare il video, riascoltare il podcast e quindi rinforzare contenuti poco chiari
- Gli studenti possono farsi delle domande che chiariranno in una fase successiva (lavoro di gruppo, peer work o feedback diretto dell’insegnante)
- Gli studenti procedono al proprio ritmo ed eventualmente, qualora trovassero i contenuti semplici, possono avanzare in maniera autonoma nel percorso di apprendimento. Essi sono, pertanto, tutti impegnati e stimolati a diverso livello
- In classe si passa direttamente all’applicazione della lezione e l’insegnante ha la possibilità di differenziare l’aiuto, attraverso la formazione di gruppi di livello adeguati. Si crea un clima collaborativo sia tra studenti sia tra studenti e insegnante.

Riassumendo:

- 90% del tempo classe viene impiegato in attività di tipo creativo, quali discussioni/confronti, approfondimenti, ricerca, interazione, applicazioni concrete
- 10% del tempo è destinato a fornire contenuti ed eventuale rinforzo.

Fase 1) Formazione

Un nuovo modello educativo per poter essere adottato dalla scuola al fine di incrementare in maniera sensibile l’efficienza del sistema richiede innanzitutto una fase di formazione.

La nostra proposta di formazione è il risultato di un lavoro di rete tra Istituti che è stato preceduto da un processo di autoformazione generale effettuato da alcune delle insegnanti del gruppo di progettazione, attraverso la visione di webinar e video, la partecipazione a corsi online, la lettura di articoli e blog posts e la condivisione di spazi collaborativi, quali wiki che prevedono il contributo di docenti di tutto il mondo. Tale processo di autoaggiornamento è iniziato nell’anno 2009 e le sperimentazioni effettuate sono reperibili sul blog <http://themachinegoeson.blogspot.com>.

La formazione prevede diverse fasi e coinvolge differenti ambiti di azione didattica:

- una fase di **formazione teorica** sulla flipped classroom: gli insegnanti coinvolti nel progetto conosceranno il modello teorico e rifletteranno sulle attività realizzabili nel contesto della nuova metodologia, che prevede il progressivo e graduale abbandono della lezione frontale e di una didattica istruzionista a favore di una didattica costruttivista
- una fase per la **formazione tecnica** (come usare gli ipads, sia come strumenti per l’apprendimento sia come strumenti di produzione per creare video, podcast e altri learning objects da pubblicare online)
- una fase per l’**approfondimento dei linguaggi emotivi e artistici** attraverso le possibilità espressive delle nuove tecnologie. Particolare attenzione verrà riservata alla creazione di podcast, la realizzazione dei quali sarà preceduta da attività di formazione su vari aspetti dell’educazione alla scrittura (trasformazione di un testo nato per la lettura in un testo adatto alla trasmissione orale; organizzazione, riflessione, rielaborazione dei testi scritti; attività di *storytelling*, analisi degli aspetti narrativi nel linguaggio poetico); alla lettura (espressività della lettura, contaminazione di parole, suoni, stimoli auditivi e richiami ai codici visivi).

La formazione sarà realizzata con l'aiuto dei seguenti esperti esterni:

Nik Peachey (quadro teorico-pratico della metodologia Flipped Classroom)

Rodolfo Galati (utilizzo ipads come strumenti di apprendimento e creazione di contenuti)

Alberto Pian (utilizzo ipads e costruzione del podcast didattico)

Emiliano Poddi (acquisizione tecniche di storytelling, creazione di radiodrammi)

Elena Varvello (aspetti narrativi nei testi poetici)

Fase 2) Progettazione

In questa fase gli insegnanti si riuniscono per discipline e ambiti tematici ed individuano aree chiave e/o problematiche relative ai singoli contenuti curricolari.

I docenti stabiliscono le priorità a livello di curricolo disciplinare, relative a macro aree (quali grammatica, acquisizione lessico, comprensione del testo, etc...). All'interno di esse si individuano contenuti essenziali e si introduce in modo graduale la metodologia "flipped classroom", che viene utilizzata per argomenti quali "tempi verbali" oppure "regole grammaticali di base", con il ricorso a risorse multimediali appositamente predisposte.

I docenti, lavorando in maniera trasversale e interdisciplinare, procedono inoltre alla scelta di testi scritti, musicati e opere d'arte su cui lavorare in laboratorio con i ragazzi, stendono un programma di lavoro sull'opera da adattare al podcast, ne pianificano le fasi di strutturazione per arrivare alla creazione finale dello stesso.

Gli insegnanti della scuola primaria, in raccordo con i docenti della classe prima della scuola secondaria di primo grado, lavorano sui nodi fondamentali di competenze che costituiscono i prerequisiti di base per l'accesso all'ordine di scuola successivo.

Fase 3) Applicazione

Dopo aver individuato le competenze specifiche da sviluppare, i docenti lavorano in classe con il sistema innovativo descritto sopra e, in un secondo momento, nella fase di verifica (alternative assessment) i ragazzi, utilizzando gli ipads, procedono alla creazione di learning objects da immettere in rete, che costituiranno una banca di risorse a cui tutti potranno accedere in modo gratuito. Si lavorerà in modo creativo e multimediale ed in questo modo i ragazzi saranno i creatori e i fruitori dei contenuti medesimi, in un'ottica altamente innovativa e motivante. Il concetto di flipped classroom approda dunque alla fase finale del percorso di apprendimento secondo la tassonomia di Bloom e cioè alla fase della creazione (higher order thinking skills).

Pertanto gli studenti saranno impegnati, sotto la guida e la direzione degli insegnanti, nella realizzazione di Learning Objects, cioè di risorse modulari e digitali che possono essere usate e riusate in un contesto di apprendimento per raggiungere un obiettivo didattico univoco. L'idea innovativa è quella di creare risorse che siano auto consistenti e che non abbiano bisogno di tutta quella rete di rimandi concettuali ed intertestuali tipici di una rappresentazione sequenziale/narrativa propria del libro tradizionale.

1.3 Gruppo di lavoro ed elenco provvisorio degli insegnanti

INSEGNANTE	DISCIPLINA	SCUOLA	ATTIVITA'
Tomatis Daniela	Lingua Inglese	Secondaria Villanova	Coordinamento del progetto e figura tutor per l' introduzione nelle classi della metodologia "flipped" Diffusione attività formazione/Creazione digital/video textbook
Pione Emanuela	Area Linguistica	Primaria Villanova	Raccordo primo e secondo ciclo
Laugero Antonella, Giuggia Tiziana	Area Linguistica e Alunni in difficoltà	Primaria e secondaria Villanova	Dsa e difficoltà di apprendimento/uso ipad per personalizzazione percorsi di apprendimento: rapporti con le famiglie e informazioni alle stesse.
Baudena Fiorella, Campodonico Marta, Ramondetti Chiara, Chiriotti M. Grazia	Lettere/Storia/Geografia	Secondaria Villanova	Uso Ipad come notebook digitali/sviluppo writing skills/Creazione i-books
Ravotti Gianluca	Sostegno	Secondaria Villanova	Differenziazione per alunni con problemi generalizzati di apprendimento
Becchio Daniela, Zantedeschi Stella	Lingua Inglese	Media Unificata Cuneo	Creazione strumenti per apprendere (e-flashcards e lexical notebook digitali, creazione video con Imovie)
Giuso Andrea, Giordana Cristina	Scienze	Media Unificata Cuneo	Realizzazione di problem solving video tutorials
Quasimodo Francesca	Lettere	Media Unificata Cuneo	Creazione contenuto scritto su ipad/realizzazione podcast didattici
Silvia Merlo, Anna Moraglio, Donatella Pastura, Paolo Racca, Anna Maria Giuliano.	Area Umanistica e Lingue straniere	Ic Centallo-Primaria e Secondaria	Realizzazione podcast didattici/lavoro sul linguaggio, per la trasformazione di testi narrativi e poetici in testi fruibili in maniera digitale
Maria Grazia Brondino, Anna Maria Serra, Antonella Soglio, Elena Mattalia	Area Linguistica e Lingue straniere	Ic Bernezzo primaria e secondaria	Realizzazione podcast didattici/lavoro sul linguaggio, per la trasformazione di testi narrativi e poetici in testi fruibili in maniera digitale

A seguito dell'analisi comparata delle varie apps, effettuata durante la fase di autoaggiornamento, si propone la seguente tabella operativa:

ATTIVITA'	APPLICAZIONE
Creazione video	 Video  vimeo
Registrazioni audio/podcast	 Soundcloud  Audioboo
Uso di audiolibri	 Ibooks  Audiobooks  LibriVox  Librivox
Creazione contenuto scritto	 Google docs  Evernote
Abilità di studio	 Quizlet  Quizlet
Creazione i-books	 iBookcreator  iBooksauthor

1.4 Piano di applicazione

TIPOLOGIA	GRADO/ANNO DI CORSO	NUMERO CLASSI	NUMERO ALUNNI
SCUOLA PRIMARIA	CLASSI QUINTE	4	100
SCUOLA SECONDARIA PRIMO GRADO	CLASSI PRIME	9	230
SCUOLA SECONDARIA PRIMO GRADO	CLASSI SECONDE	9	230
SCUOLA SECONDARIA PRIMO GRADO	CLASSI TERZE	9	230

La metodologia “flipped classroom” verrà introdotta in modo graduale durante l’anno scolastico 2012/13.

Nell’a.s. 2013/14 si procederà alla sperimentazione in 31 classi (relativamente alle aree chiave individuate per ciascuna disciplina) e alla contestuale realizzazione dei prodotti digitali che saranno raccolti sotto forma di podcast/video/digital textbook e pubblicati online. In questo modo si otterrà un duplice obiettivo:

- Creare una audience più vasta per il lavoro degli studenti
- Offrire agli studenti stessi la possibilità di dimostrare la loro comprensione degli argomenti

1.5 Attività di documentazione e diffusione

L’obiettivo finale del progetto è far sì che gli studenti condividano il proprio apprendimento con i compagni della propria e di altre scuole, con la comunità e, in ultima analisi, con il mondo intero, in un’ottica di democratizzazione della cultura e di libero riutilizzo delle risorse.

La divulgazione, sia all’interno sia verso l’esterno sarà espletata mediante:

- pubblicazione online del materiale digitale prodotto su un *wiki* appositamente predisposto;
- utilizzo dei siti *web* delle scuole per la condivisione di esperienze significative;
- divulgazione tramite i giornali locali dei momenti salienti del progetto;
- condivisione collegiale delle buone pratiche;
- condivisione con le scuole vicine con le quali già si compartecipano in rete buone pratiche su tematiche relative al procedimento di insegnamento-apprendimento;
- pubblicazioni di sintesi dei risultati raggiunti su riviste didattiche specializzate, in formato cartaceo o multimediale.

1.6 Procedura strutturata di valutazione

Scopo del progetto è attuare un insegnamento di tipo innovativo che permetta di coinvolgere in maniera attiva gli studenti facilitando il raggiungimento di obiettivi didattici specifici e misurabili.

Si rilevano tre tipologie di obiettivi:

- Obiettivo globale (impatto)
- Obiettivi specifici (risultati ed effetti diretti/immediati)
- Obiettivi operativi (realizzazioni)

Per quanto riguarda gli indicatori, gli stessi sono suddivisibili in :

- Indicatori di realizzazione (riferiti all'attività)
- Indicatori di risultato (effetto diretto del programma)
- Indicatori di impatto (conseguenza del programma sui beneficiari diretti, registrabili dopo un certo lasso di tempo)

	DESCRIZIONE	INDICATORI
REALIZZAZIONE	Learning Objects realizzati dagli studenti	Numero di video, podcast e altri prodotti realizzati
RISULTATO	Performance nei tests	Numero di sufficenze/insufficenze registrate nei class tests Confronto tra gruppi (classi ai quali è applicata la metodologia "flipped" e classi tradizionali) Tempi di apprendimento
IMPATTO SPECIFICO	Sviluppo competenze	Risultati in esami per ottenimento certificazioni esterne Risultati prove invalsi
IMPATTO GLOBALE	Interesse per i contenuti disciplinari, motivazione a proseguire in modo autonomo, miglioramento nella capacità di autovalutazione	Numero di e-portfolios Scelta della Scuola Secondaria di Secondo Grado

1.7 Descrizione delle collaborazioni con altri enti

- Comuni, per l'utilizzo dei locali nella fase della diffusione dei risultati;
- Altre scuole del territorio invitate agli eventi.

1.8 Descrizione della rete

NOME/GRADO ISTITUTO	SEDE	DIRIGENTE	REFERENTE	N.STUDENTI	N.INSEGNANTI	N. ATA	COLL. EST.
IC VILLANOVA M.VI'	C.so Marconi, 37 – Villanova Mondovì	Bogliotti Giulio	Daniela Tomatis	1049	108	25	7
SCUOLA MEDIA UNIFICATA CUNEO	Via Sobrero,14 – Cuneo	Basso Luciana	Daniela Becchio	1094	108	23	10
IC CENTALLO	Viale delle Scuole, 8 - Centallo	Cattero Paolo	Anna Moraglio	615	52	8	1
IC BERNEZZO	P.za Solidarietà e Volontariato - Bernezzo	Bramardi Maria (reggente)	Maria Grazia Brondino	417	40	11	1

Gli insegnanti indicati nella tabella 1.3 parteciperanno alla formazione, alla progettazione e all'applicazione del progetto. In fase di realizzazione, ciascuno di loro si occuperà di un settore specifico, come indicato nella medesima tabella. A seguito delle attività di formazione, a partire dai primi mesi, verranno attivati gruppi di studio trasversali tra gli Istituti partecipanti al progetto, che a loro volta, in sede di programmazione curriculare, coinvolgeranno gli altri colleghi dell'Istituto. Gli studenti con i quali si utilizzerà la metodologia *flipped classroom* appartengono a tutti gli istituti della rete (I.C. Villanova, Scuola Media Unificata Cuneo, I.C. Centallo, I.C. Bernezzo) e ai due ordini di scuola (primaria e secondaria).

1.9 Budget del progetto

ATTIVITA'	VOCE DI COSTO	IMPORTO
Formazione	Esperti esterni	10.000,00 €
	Insegnanti	3.000,00 €
Progettazione	Insegnanti	15.000,00 €
	Documentazione e preparazione attività da svolgere in classe	5.000,00 €
	Realizzazione lezioni in formato digitale (PP/Prezi/Slideshare)	5.000,00€
Applicazione	Insegnanti (esplorazione delle apps, creazione lezioni per utilizzo ipad come strumento di apprendimento e come strumento di creazione di contenuti, realizzazione podcast)	7.200,00 €
	Pubblicazione digital/video textbook	1.000,00 €
COSTO SVOLGIMENTO DEL PROGETTO		46.200,00 €
CONTRIBUTO MASSIMO		42.000,00 €
COFINANZIAMENTO RISULTANTE		4.200,00 €

1. **Nick Peachey:** Metodologia flipped classroom ;
Uso i-pad per creare video istruzionali;
Creazione piattaforme on-line per la condivisione blended:
18 ore (1 giorno e 3 pomeriggi) + una parte on-line (**Villanova Mondovì o Bonelli Cuneo**)
date: 5 (ore 9-12; 14.00-17.00) 6-7-8 (ore 14-18) novembre 2012
2. **Alberto Pian:** Creazione podcast didattici;
Uso i-pad a fini didattici
16 ore (2 gruppi per 2 incontri pomeridiani da 4 ore ciascuno) (**Cuneo**) febbraio-marzo 2013
3. **Emiliano Poddi:** Acquisizione tecniche di storytelling e radiodramma
6 ore (2 incontri di 3 ore) (**Centallo**) novembre-dicembre
2012
4. **Elena Varvello:** Lavoro sul testo poetico (come raccontare poesie)
6 ore (2 incontri di 3 ore) (**Bernezzo**) novembre-dicembre
2012
5. **Rodolfo Galati:** Collegamento i-pad alle LIM
3 ore (incontro pomeridiano) (**Bernezzo**) maggio 2013

The machine goes on

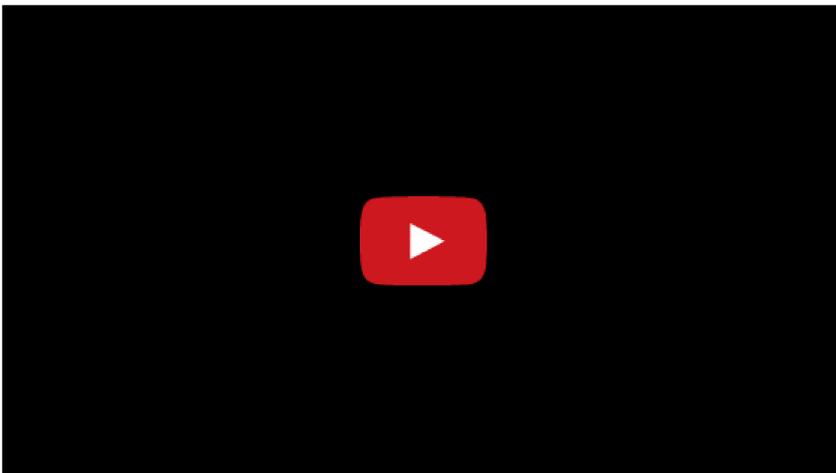
"You talk as if a god had made the Machine.. Men made it, do not forget that. Great men, but men. The Machine is much, but it is not everything. I see something like you in this plate, but I do not see you. I hear something like you through this telephone, but I do not hear you. That is why I want you to come. Pay me a visit, so that we can meet face to face, and talk about the hopes that are in my mind."The machine stops - 1909 - Forster

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Tuesday, April 14, 2015

INTEGRATING TECHNOLOGY: "Inspiring people" - Work in progress



Posted by [Daniela Tomatis](#) at 6:21 PM [No comments:](#)
Labels: [flipped classroom](#), [INTEGRATING TECHNOLOGY](#), [ipads](#)

Monday, January 19, 2015

INTEGRATING TECHNOLOGY: "Inspiring people" webquest

Click on the link ["INSPIRING PEOPLE" WEBQUEST](#)

About me



I'm Daniela Tomatis, a teacher of English as a foreign language and a teacher trainer. I'm interested in effective technology integration in the classroom. I like experimenting and learning.

Articles I have written

- [hltmag.co.uk - Teaching grammar to dyslexic children : some ideas](#)
- [hltmag.co.uk - Ideas for teaching vocabulary](#)

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share some of the ways my students and I...

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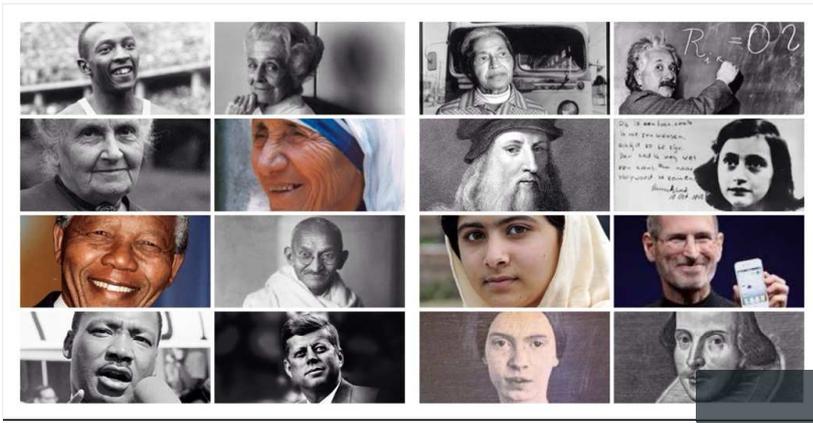
Some ideas on how to make students practice daily routines and present simple. Click on the icon at the bottom to start the presentation. ...

SIMPLE PRESENT GLOGSTER

Take a tour of the glogster. Post as a comment: a) the answers to the questions (video step 1) b) the verbs you remember (video step 5 ...

VOCABULARY PANEL - GLOGSTER

What does this picture remind you of? It's the vocabulary panel which hangs on the



Posted by Daniela Tomatis at 4:58 PM No comments:
 Labels: [flipped classroom](#), INTEGRATING TECHNOLOGY

Wednesday, September 24, 2014

INTEGRATING TECHNOLOGY: setting up a semi-flipped classroom

School : istituto comprensivo Villanova Mondovi

Grade : Middle School - Third Class

Subject : English as a foreign language - Vocabulary

School year: 2014-2015

Step 1

LEARNING PLATFORM CREATION



Step 2

LETTER FOR PARENTS

You can download the letter [here](#)

Step 3



wall of our classroom. Time has come to digital...



PRESENT CONTINUOUS - GLOGSTER

This is a glogster I've made with a colleague of mine, Daniela Becchio. Click here to open the glogster.

REMEMBER!! IN THE PRESENT...

Present Perfect - Glogster

Click here to open the Glogster.

INTEGRATING TECHNOLOGY: summer homework - second classes

Touch the image and do the exercises. GRADING CRITERIA You can download the evaluation form here Acknowledgements: picture m...

INTEGRATING TECHNOLOGY: Summer homework - First Classes

Touch the image and do the exercises. GRADING CRITERIA You can download the evaluation form here . Acknowledgements: picture made ...



INTEGRATING TECHNOLOGY: comparatives in a semi-flipped classroom

Flipping the classroom is a process which needs to be done by small steps and it is not just about creating and watching videos. There are m...



SYLLABUS BLACKBOARD VS. UNPLUGGED BLACKBOARD

This post is a response to Jason Renshaw's initiative "Meeting of the boards" . I really liked the idea of starting a lesson h...

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What's the date?

VIRTUAL CLASSROOM CREATION WITH EDMODO

Posted by Daniela Tomatis at 3:53 PM No comments:
 Labels: ESL ACTIVITIES, flipped classroom, INTEGRATING TECHNOLOGY

INTEGRATING TECHNOLOGY: setting up a flipped classroom

School : Istituto comprensivo Villanova Mondovi

Grade : Middle School - Second year

School year : 2014/2015

School subject : English as a foreign language

Step 1

LEARNING PLATFORM CREATION

Term 1



THE CLASSROOM AND MORE
 ANNO IN SCUOLA WIKI
 Middle School - 2014-15
 Second class- Term 1

Term 2



VOCABULARY PANEL

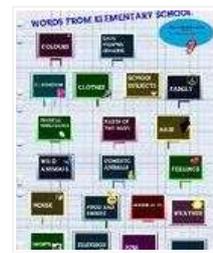


Lexical fields - Basic vocabulary

COOPERATIVE LEARNING - CLASS WIKI



WORDS from PRIMARY SCHOOL



First class entry test

PERSONALIZED LEARNING - "CREATE YOUR OWN PATH" (...still working on it ...)



create your own path

Links for autonomous learning (all classes)

- Vocabulary: quizzes
- Audio dictionary with pictures
- English words: lexical notebook
- Talking Dictionary
- English Dictionary
- Grammar and vocabulary activities
- Speaking and visual dictionary (English)

Past Simple

Past Simple	Creative Tasks	Stories	Comparatives	Digital Tasks	Speaking
WATCH THE VIDEO PAST OF VERB 'TO BE' WSQ/ INTERACTIVE TASK 30	GRAMMAR REVISION FLIPBOOK 50	CLASS ACTIVITY 10	WATCH THE VIDEO/ONLINE RESOURCES WSQ/ INTERACTIVE TASK 10	TASK 1 50	SPEAKING ACTIVITY 50
CLASS ACTIVITY 10	STUDENT GENERATED CLASS TEST PAST SIMPLE 50	CLASS ACTIVITY 10	OPPOSITES QUIZLET VOCABULARY TEST 20	TASK 2 50	SPEAKING ACTIVITY 50
WATCH THE VIDEO/ONLINE RESOURCES WSQ/ INTERACTIVE TASK 10		CLASS ACTIVITY 10	CLASS ACTIVITY 10		
CLASS ACTIVITY 20		CLASS ACTIVITY 10	CLASS TEST COMPARATIVES 60		
IRREGULAR VERBS CLASS TEST 50		CLASS TEST READING COMPREH 60			

TOTAL SCORE

Past Simple	Digital Tasks	Speaking
30	50	50

Creative Tasks

Stories

Comparatives

Blog Archive

Classroom and digital learning in the 21st century
Middle School - 2014-15
Second class- Term 2

- Speaking and visual dictionary (other languages)
- Vocabulary: activities for learning new words

Labels

animals (1) articles (1) attitude (1) blogging (1) comparatives (2) digital storytelling (1) english teaching (4) **ESL ACTIVITIES (35)** exams (3) fashion (1) flipped classroom (7) food (2) free time (1) **GLOGSTER (19)** grammar (14) halloween (1) holidays (1) **INTEGRATING TECHNOLOGY (26)** ipads (2) ket (1) language learning (1) mind maps (1) mixed ability (1) mobile learning (2) **online feedback (21)** online polls (1) past simple (1) plurals (1) possessive adjectives (1) present continuous (3) present perfect (1) PRIMA A (1) PRIMA E (1) routines (1) scavenger hunt (1) school (2) shopping (2) simple past (3) **simple present (5)** speaking (2) speed dating (1) **students works (12)** Summer homework (7) superlatives (1) TREASURE HUNT (2) trinity course (8) TRINITY COURSE 2011 (7) vocabulary (8) vocabulary challenge (2) voki (2) wandrous whiteboard challenge (1) **web2 (5)**

Blog Archive

- April (1)
- January (1)
- September (2)
- May (3)
- May (1)
- April (2)
- December (2)
- May (3)
- April (1)
- March (1)
- February (1)
- January (3)
- December (1)
- November (2)
- October (3)
- September (2)
- August (3)
- July (1)
- June (2)
- April (2)
- March (2)
- February (2)
- January (2)
- December (6)
- November (8)
- October (4)
- July (2)
- June (2)
- April (1)
- March (18)
- February (5)
- January (4)
- December (3)

Step 2

LETTER FOR PARENTS

You can download the letter [here](#)

Step 3

VIRTUAL CLASSROOM CREATION WITH EDMODO

Posted by Daniela Tomatis at 3:27 PM No comments:
Labels: ESL ACTIVITIES, flipped classroom, INTEGRATING TECHNOLOGY

Friday, May 23, 2014

INTEGRATING TECHNOLOGY: summer homework - second classes

Touch the image and do the exercises.

Followers



GRADING CRITERIA

You can download the evaluation form [here](#)

Acknowledgements: picture made by Clara Toselli.

Posted by Daniela Tomatis at 2:55 PM No comments:
 Labels: [ESL ACTIVITIES](#), [INTEGRATING TECHNOLOGY](#), [Summer homework](#)

INTEGRATING TECHNOLOGY: Summer homework - First Classes

Touch the image and do the exercises.

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GRADING CRITERIA

You can download the evaluation form [here](#).

Acknowledgements: picture made by Clara Toselli.

Posted by Daniela Tomatis at 2:45 PM No comments:
Labels: [ESL ACTIVITIES](#), [INTEGRATING TECHNOLOGY](#), [Summer homework](#)

Wednesday, May 21, 2014

INTEGRATING TECHNOLOGY: comparatives in a semi-flipped classroom

Flipping the classroom is a process which needs to be done by small steps and it is not just about creating and watching videos. There are many ways to flip a class, if we consider "flipping" as reversing roles as well as instructions. This way teachers don't simply deliver information - to be accessed whether at school or at home - but they create the ideal conditions for students to discover what they need to build new knowledge by themselves . What follows is our semi-flipped experiment on a grammar point - comparatives - carried out in class 2 of Middle School.

Step 1

After working on vocabulary and introducing some common adjectives with various activities ([quizlet](#), [wheel of emotions](#) are two of them) students were told they had to focus on how to make comparisons.

I drew a big mushroom on the blackboard and I elicited adjectives from the class. I wrote each adjective in "strategic" and different parts of the mushroom, without explaining the reason for the specific collocations.



Step 2

As follow up , at home , the students had to :

- personalize their mushroom
 - go to an [online board](#) and post their answers to the following questions (they were numbered from 1 to 6 and they were given a different question each)
- 1) How were the adjectives sorted?
 - 2) Why did we sort the adjectives in such a way?
 - 3) Why are "good" and "bad" out of the mushroom?
 - 4) Why did we choose a mushroom?
 - 5) Where would you put the following adjectives:?
 - 6) Which grammar topic is related to this activity?

Our aim was to make them think about possible solutions and make them aware of different patterns.

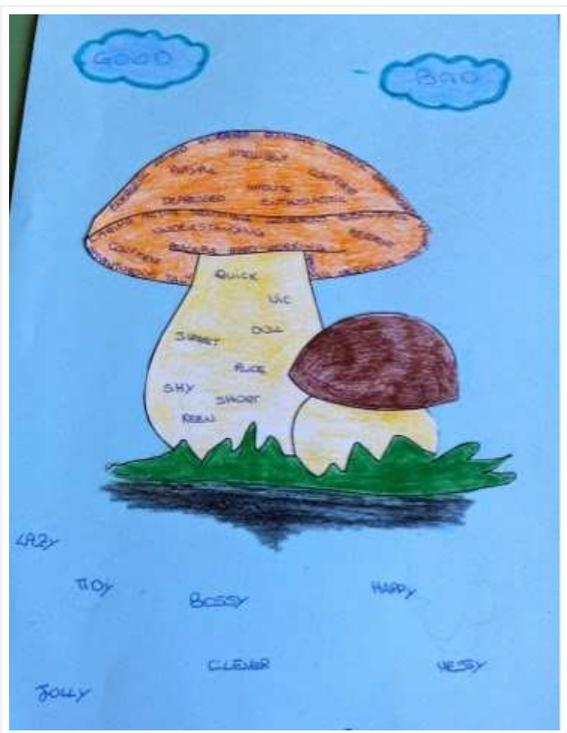
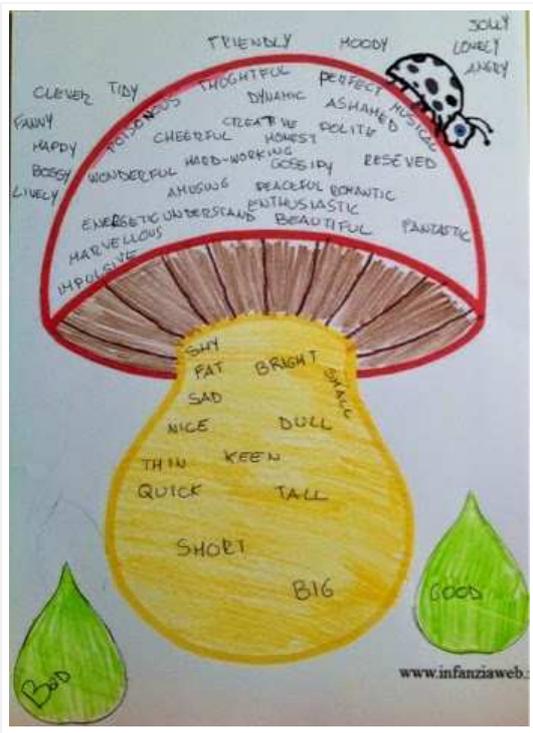
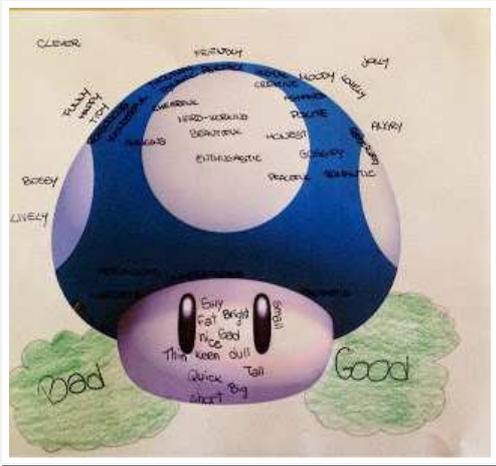
These are the results.

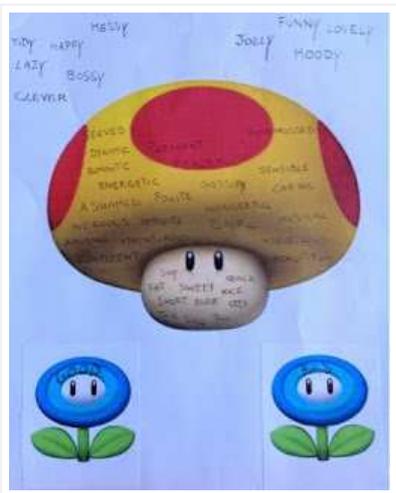
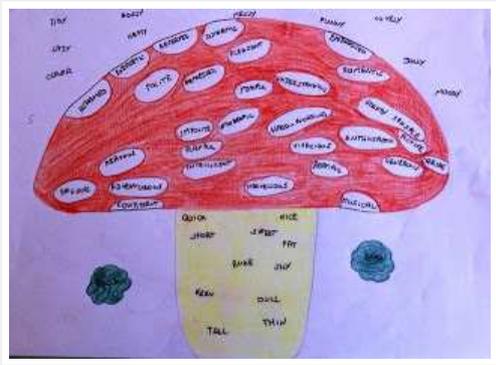
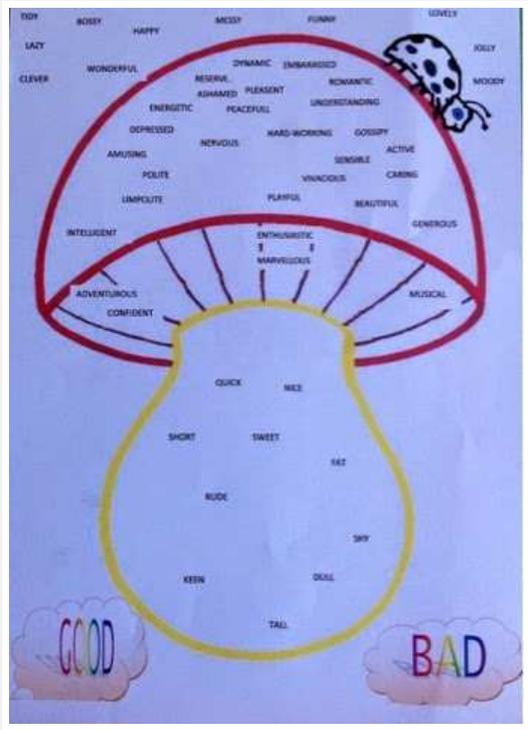
THINKING TIME

WRITE THE ANSWER TO YOUR QUESTION

CHIARA
M.
DOMANDA
N 2 :
Secondo
me gli
aggettivi
si sono
suddivisi
in base
a come
diventano
al
grado
superlativo
e
comparativo.
Forse
BAD e

Created with Padlet





Step 3

The answers were discussed in class, I tried to speak the least possible and at the end the students agreed on a classification based on the length of the adjectives. Then, for homework, they were directed to this [glogster](#) which they had to explore and where they could watch a video in Italian on comparatives and superlatives. They were left free to choose what to see and how to practice.

Step 4

The following lesson the students "volunteered" for a [test](#). To be honest, not all of them had done the homework, but this is part of the game.

The results showed that some students at this point (4 out of 25) mastered the topic, even more than they were required as they also watched the video on superlatives.

To wrap things up:

- so far I hadn't "explained" anything
- 16% of the students had understood a grammar topic by simply watching videos and speculating on key input
- most of the students were on the right path to a clear understanding, even if they were not totally accurate in translating sentences from L1 to L2
- a couple of students were not involved at all

So, what was different from a traditional classroom scenario where the teacher delivers information by lecturing? In my opinion the differences have to be found more in the added value of the process itself than in the final results. Students were active right from the beginning, they used their higher order thinking skills, they probably improved their ability to retain information thanks to the memorable and visual way to introduce the topic, they had the opportunity to express their opinion and to evaluate their classmates' ones, they could choose the level of competence they wanted to reach and, hopefully, they could realize how crucial their role in learning is and that they don't need a teacher to feed them but simply someone to guide them towards autonomy.

Step 5

Students were divided into groups (with a "master" student in each group) and they did activities on comparatives.

Step 6

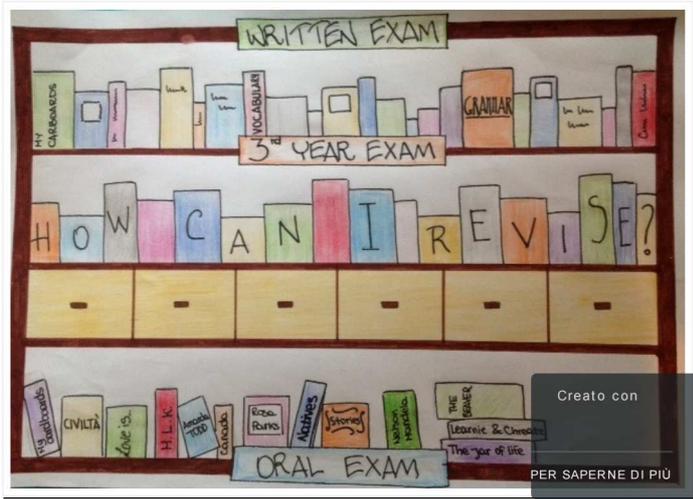
Finally, I "explained" how to form comparatives and I made a video students could refer to just in case they needed to revise.

Posted by [Daniela Tomatis](#) at 10:05 AM No comments:

Labels: [comparatives](#), [flipped classroom](#), [grammar](#), [INTEGRATING TECHNOLOGY](#)

Saturday, May 25, 2013

INTEGRATING TECHNOLOGY:how can I revise for third year exam?



This is a revision board I created with my colleague [Daniela Becchio](#). The drawing was made by a very creative girl, Clara (Daniela's daughter). We gave her some instructions, basically that we wanted something like a bookcase. Then, we linked the different parts of the picture to a digital source (audio recordings, videos, glogsters, exercises).

We wanted to give students:

- a complete digital version of the curriculum
- a possibility to revise for the exam autonomously (that's why we provided both the written and the oral version of the stories, for example)
- suggestions on how to practice grammar and vocabulary
- examples of student-created content ("my grammar book" and "personal coursebook")
- a possibility to check their material, in case they missed some lessons during the school year.

Our aim was to help them with pronunciation, to support parents and also to facilitate success for dyslexic students.

Posted by [Daniela Tomatis](#) at 12:35 AM No comments:

Labels: [exams](#), [INTEGRATING TECHNOLOGY](#)

Monday, April 29, 2013

INTEGRATING TECHNOLOGY: a doodle video

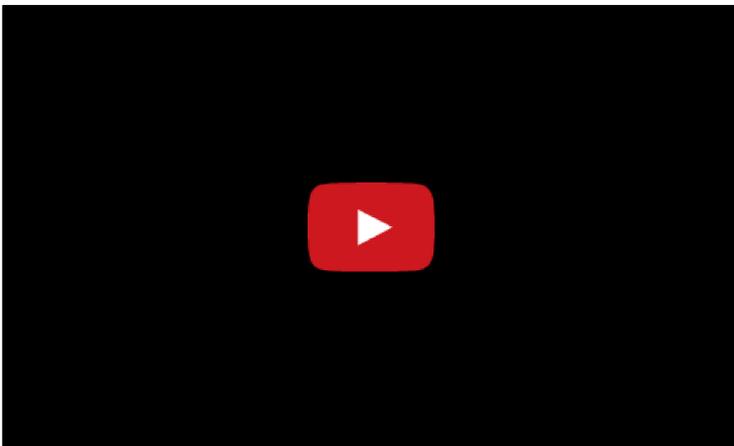
This is a doodle video made by my middle school students (third year).

First we chose the song and then we asked for the art teacher's collaboration. Each students got a song line and had to draw something representing the words.

Next step was to take photos of the images (we used the ipad) and then pictures and music were put together in a video.

The same technique could also be used to visualize poems.

[Here](#) you can find a detailed explanation of the whole process.



Posted by [Daniela Tomatis](#) at 5:17 PM 1 comment:

Labels: [ESL ACTIVITIES](#), [INTEGRATING TECHNOLOGY](#), [mobile learning](#), [students works](#), [web2](#)

Wednesday, April 24, 2013

FLIPPED CLASSROOM AND MOBILE LEARNING

"Flipped classroom and mobile learning: school is on" is the project our [school](#) is currently working on.

The project has been funded by Fondazione Cassa di Risparmio di Cuneo and it is the winner of the [Educational Innovation Competition 2012](#).

The duration of the project will be two years (September 2012 - September 2014) and we've just gone through the training phase. Next step will be the design phase which will be followed by the operational stage involving the construction of learning objects - created by both teachers and students - to be published on an online platform.

In the meanwhile I'm experimenting in my classes in a situation of "one ipad only" (mine), one IWB, some laptops and WI-FI connection covering the whole school. My students and I have been testing apps, trying activities and running through content in a different and new way.

Students will be given ipads (1 to 1) at the beginning of the next school year. Up to then I'll keep record of our work by posting the most meaningful results here.

[Here](#) you can watch a presentation of the project.

Posted by [Daniela Tomatis](#) at 10:22 PM 1 comment:

Labels: [flipped classroom](#), [INTEGRATING TECHNOLOGY](#), [ipads](#), [mobile learning](#)

Thursday, May 17, 2012

INTEGRATING TECHNOLOGY: third year exam

This post is dedicated to III A and III E students.

You can listen to the texts related to Rosa Parks and Martin Luther King.

For the oral exam - conversation phase - you should practise answering the questions. I suggest you listen to a question, pause the audiobook, answer using at least 3 sentences, and then move on to the next one.

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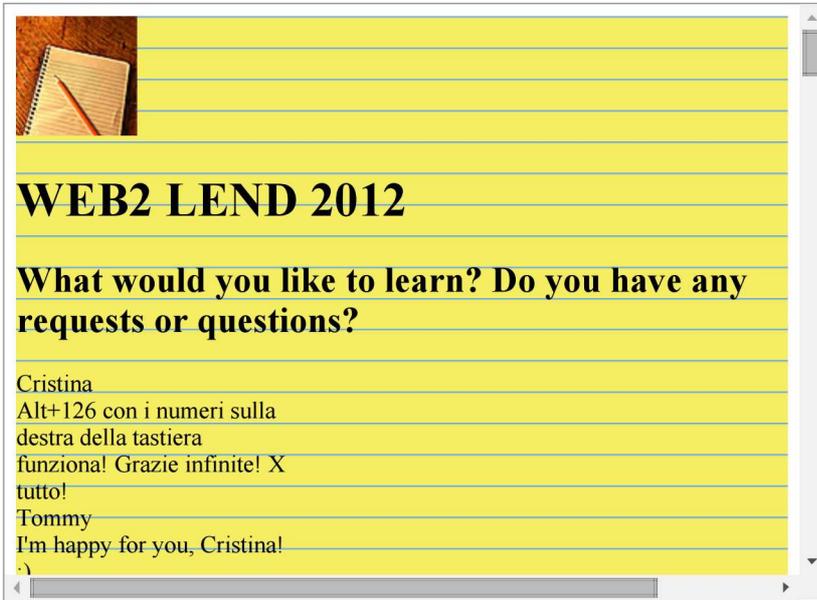
Posted by [Daniela Tomatis](#) at 2:48 PM [No comments:](#)
Labels: [exams](#), [INTEGRATING TECHNOLOGY](#)

Monday, May 7, 2012

INTEGRATING TECHNOLOGY: web2 course for teachers

After exploring the mindmap "My favourite web2 tools" you can post your reflections, questions, requests, doubts on this [online board](#)

Dopo aver esplorato la mappa " My favourite web2 tools", potete usare questa [lavagna online](#) per fare domande, avanzare richieste e condividere riflessioni.



Posted by Daniela Tomatis at 9:37 PM No comments:
 Labels: INTEGRATING TECHNOLOGY, web2

Sunday, May 6, 2012

My favourite web2 tools mindmap

Click [here](#) to open the map.



Posted by Daniela Tomatis at 2:12 PM 2 comments:
 Labels: INTEGRATING TECHNOLOGY, web2

Saturday, April 21, 2012

INTEGRATING TECHNOLOGY: "Create your own path"-mixed ability classes

The main problem in a mixed ability class is that it is quite difficult to give each student what he needs and you get the feeling that nobody is working at his own pace. This is a profile of a mixed-ability class, as it is perceived by the students themselves.

Mixed-ability class: a quick survey on PhotoPeach

The project "Create your own path" has two main objectives:

- to provide students with a wide variety of activities
- to give them the possibility of being assessed in an alternative way.

Here you can watch the presentation of the project.

[Create your own path on Prezi](#)

Posted by [Daniela Tomatis](#) at 10:45 PM No comments:
Labels: [INTEGRATING TECHNOLOGY](#), [mixed ability](#)

Tuesday, January 24, 2012

INTEGRATING TECHNOLOGY: diary writing and paper blogging

[Classtools](#) is a fabulous site, with great resources to use with students.

These are the steps my class and I went through when dealing with diary writing.

1) Choosing a fictional, historical, cartoon or legendary character.

2) Creating Fakebook profiles and writing diary entries.

Some of them didn't use the web tool and drew their own profiles on paper.

Here are some samples from students' works.



Click [here](#) to view fullscreen.



Click [here](#) to view fullscreen



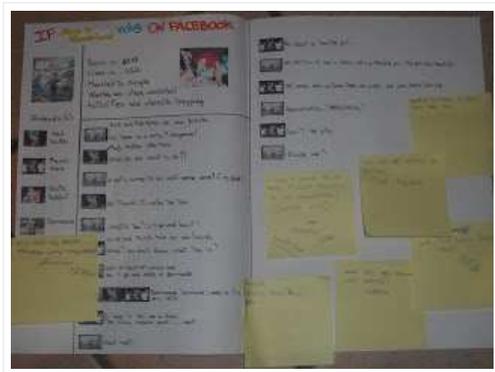
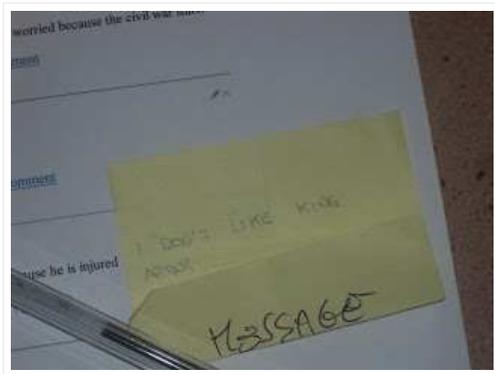
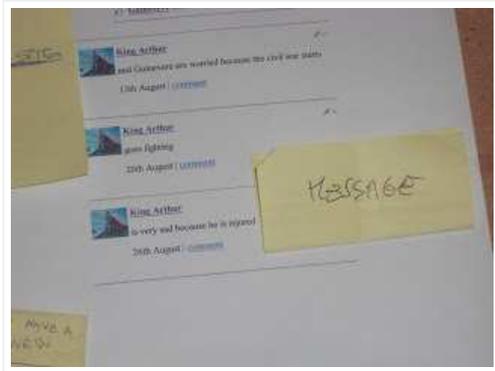
Click [here](#) to view fullscreen

3) Editing the writing and getting feedback from the teacher

4) Printing the profiles

5) "Visiting" each other's profiles and commenting on them using post-it notes.

Students, in their character's shoes, could leave a public message on the wall, that everyone could read and comment, or write a private "message" (a folded post-it) that only the owner of the profile could open and read.

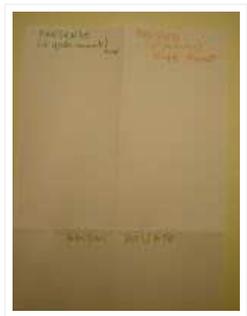




At school, the following lesson, the students examined each other's clouds and commented on them.

So we decided to work on the BIG words, the ones which recurred more often in their writings, and to find synonyms.

On the IWB we used a free visual [Thesaurus](http://www.thesaurus.com) .



They wrote the sentences, in Italian, in the correct section, dividing them into now-actions, habits and past actions.

First thing after doing that, they ripped out the "past actions" part of their paper and they threw it away.



My intention was to make them physically aware of the fact we were dealing with present actions (yes, maybe it's hard to believe and a bit disappointing, but some of them still had problems in fully grasping the concept of present/past actions).

Then, as a class activity, we translated the "simple present" sentences into English and that was a revision of our last grammar topic. At this point they were left with some sentences they couldn't translate by applying what they knew. I told them they had to use a new grammar structure but I also declared I wasn't going to tell them anything about it, in other words: I wasn't going to "explain" it to them.

In short, this is what I said:

" Ok, let's see if you can do it by yourself. Go and watch this glogster. There are some short videos explaining how to use the present continuous. Watch them carefully, as many times as you like, and, when you think you have figured it out, write the "rule" of this new tense on a piece of paper and put it in an envelope. Seal it, write your name on it and hand it in next lesson. I'm going to give you a "plus point" if you do it correctly."

NB

* "plus" and "minus" points are part of our classroom management, a sort of "token economy" approach. Students get plus and/or minus points, which are an integral part of their assessment.

* the envelope had the purpose to charge the activity with a sort of "formality", an official character, to make it appear important to the students' eyes.

I have to say that this task was optional, because not all the students have internet access at home. That's one of the reasons why I called it "the SEMI-flipped" class experiment.

This is the present continuous glogster I had previously done and published online.

The following lesson, 12 students out of 21 had done what I had asked them to do. Nearly all of them had been able to understand how to form a sentence using the present continuous, as you can see from the pictures.



Slideshow design made with Smilebox

First reflections

I was obviously happy about the result especially because the 12 students were not just the best ones.

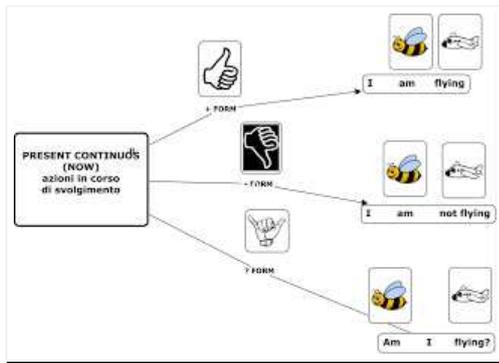
First thought was: " You see?! They don't even need a teacher..at least, not a teacher in the traditional way..."

and my second reflection was on how to "exploit" those savvy students for the whole class benefit.

So I gave my usual presentation on the topic to the class (using IWB and Power Point and more) and in the practice phase we worked in groups. In each group there was at least one present continuous-self-trained student. I got the impression that in the group work there was more energy and enthusiasm than there had been in other occasions.

A lot of practice lessons structured in this way gave them the opportunity to learn and consolidate the grammar point according to their learning styles. One of their final

outcomes was the creation of a mindmap, where the main focus was on the two visual reminders (the bee and the boeing).



Click [here](#) to see another example of mindmap.

Results

Of course, at this point, I'm not able to draw conclusions on the students' ability to retain the information in the long-term memory, neither can I say this was the best way to introduce the topic, but I can share the results of the class test. Far from being the most effective way to assess students' learning, grammar tests are nevertheless quite clear indicators of the students' progression in the initial stages of Bloom taxonomy, that is they show how well a rule, a structure has been remembered and understood.

And the test results were amazing!

The class average test score was 8,4 out of ten, which is definitely high if we consider that middle school classes in Italy are strongly mixed-ability.

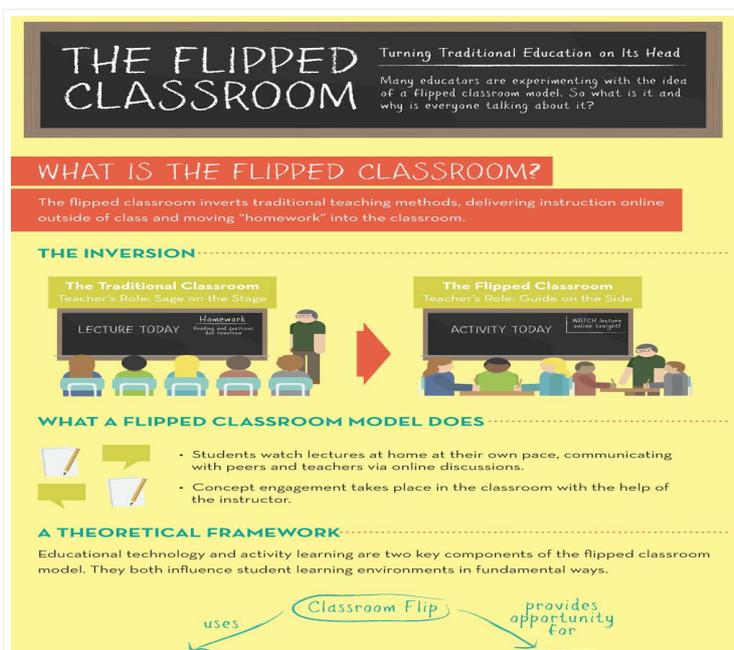
Conclusions

I called this experiment "the semi-flipped" classroom for two main reasons:

- 1) not the whole class watched the videos at home
- 2) the "explanation" phase was double and not only confined to something to be done at home, but it was used as a sort of reinforcement for some students and as check/verification for others.

It was certainly rewarding and I'd like to consider it a small step on a long path worth walking on.

This is a great infographic to visualize the concept of "flipped classroom"



Educational Technology influences **The Learning Environment**, which is also influenced by **Learning Through Activity**.
Source: Jeremy P. Strayer, Ohio State University

HOW IT CAME TO BE

Many factors influenced the creation and adoption of the flipped classroom model. However, two specific innovators played a key role.

ITS INFANCY

2007: Teachers Jonathan Bergman and Aaron Sams at Woodland Park High School in Woodland Park, CO, discovered software to record PowerPoint presentations. They recorded and posted their live lectures online for students who missed class.

Bergman and Sams were asked to speak to teachers around the country about their methods. The online lectures started spreading.

Teachers began using online videos and video podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

WHAT'S DRIVING IT?

Two key factors are driving increased adoption of the flipped classroom model.

POOR LEARNING OUTCOMES

The traditional one-size-fits-all model of education often results in limited concept engagement and severe consequences.

Yearly High School Dropouts

- 69% graduate, 31% don't. Only 69% of students who start high school finish four years later.
- 7,200 each day. An average of 7,200 students DROP OUT of high school each day, totalling 1.3 million a year.

PREVALENCE OF ONLINE VIDEO

The availability of online video and increasing student access to technology has paved the way for flipped classroom models.

Adults Who Have Viewed an Online Educational Video

- 2007: 15% of Internet Users
- 2010: 30% of Internet Users

+2,400 online video lessons in Khan Academy
 covering topics from arithmetic to physics, finance to history

WHAT IT LOOKS LIKE

Many schools and classrooms have adopted the flipped classroom model. Here, we look at Clintondale High School near Detroit, which has employed the flipped classroom model to great success.

HOW IT WORKED

- Teachers created three videos a week.
- Students watched the 5- to 7-minute videos at home, or in school if they didn't have Internet access at home.
- Class time was spent doing labs or interactive activities to illustrate concepts.

Students receive instant feedback. Teachers have more time to help students and explain difficult concepts.

Students don't get as frustrated. Before, many students wouldn't complete homework if they got frustrated with it. Working on problems in class minimizes this problem.

Teachers revisit concepts students don't understand. After students watch lessons, they write down any questions they have. Teachers review those questions with students individually.

Teachers support students in class. Students who might not have technology or parents to help them outside of school now have teachers guiding them in class.

"It's about changing instructional models so the students can receive more instructional support in the classroom from the experts that Clintondale has on staff."
 — Bruce Simpson, Michigan Office of Education, Technology & Data Coordinator

THE RESULTS

BEFORE THE FLIP		AFTER THE FLIP	
+50% of freshmen failed English	44% of freshmen failed math	19% of freshmen failed English	13% of freshmen failed math
736 discipline cases in one semester		249 discipline cases in one semester	

Sources: Jeremy P. Strayer, Ohio State University | Flipped Class Conference 2011 | Telegraph.co.uk | Blackboard.com | Microsoft.com | Khan Academy | Education Week | George Mason University

Created by Knewton and Column Five Media

Posted by Daniela Tomatis at 9:25 PM 1 comment:
 Labels: english teaching, flipped classroom, INTEGRATING TECHNOLOGY, present continuous

Monday, October 10, 2011

The English Raven Halloween lesson materials design challenge

After reading [The English Raven Halloween lesson materials design challenge!](#) I've customised the lesson material and I've added some parts.

It is a Web2-style lesson.

The tools/sites I've used are:

[Transl8it](#)

Ifaketext
Myrebus
Voki
Wordle

Thank you for your input, Jason.



Speaker Deck

Talk by [themachinegoeson](#)

Full Screen

The screenshot shows a presentation slide titled "Halloween Party" under a "Culture" header. On the left is a glowing jack-o'-lantern. The main text reads: "When: October 31, 7 p.m. Where: My home (52 Osborne Ave) I'm providing all the food, drinks, and music. Bring along a fun Halloween activity for everyone to do. See you there! Michael". Below this is a challenge: "A2 This is Michael 's parents' message. Can you work it out?". To the right, a text message conversation is shown with a challenge: "A1 Tom and Mark have just texted each other. Can you translate their sms into standard English?". The message content is: "Hi Michael, the U a e of Istanbul's kind of good! How mhd got wh, b there? I'll. Am mhd of mine? It wud b g'd 2 wear scary costumes! c U @ 7." and the response: "Of course! It hnd to be big & my parha wnt b there. We're gon' 2 see a lot of fun! c you! Don't b late!"

Click [here](#) for the Web2-style Halloween lesson (PDF)

Click [here](#) for the Web2-style Halloween lesson (Word)

Posted by Daniela Tomatis at 8:40 PM No comments:
Labels: [ESL ACTIVITIES](#), [halloween](#), [INTEGRATING TECHNOLOGY](#), [vocabulary challenge](#)

Friday, June 3, 2011

INTEGRATING TECHNOLOGY: speaking postcards for present continuous

Riddle of the day:

"What does a keen on blogging English teacher on a second honeymoon in Istanbul do?"



She posts cards. :)

I'd like to share a lovely idea a friend of mine, Daniela Becchio, had to teach her students the Present Continuous tense.

While on holiday in Istanbul she took the time to write a postcard to each student, describing what she was doing at the moment.

Postcards from Istanbul on PhotoPeach

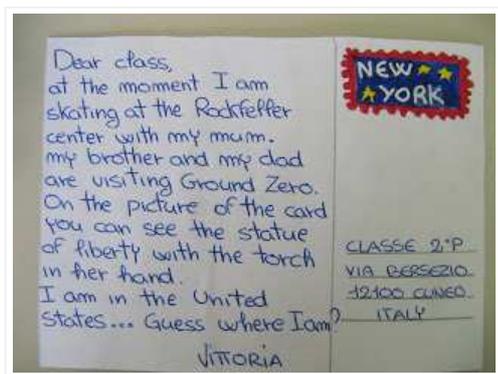
Then it was their turn.

They created speaking postcards using [Vocaroo](#).

Here is an example.

Digital version

Paper version



Thanks for sharing, Daniela. ...wish you were here :)

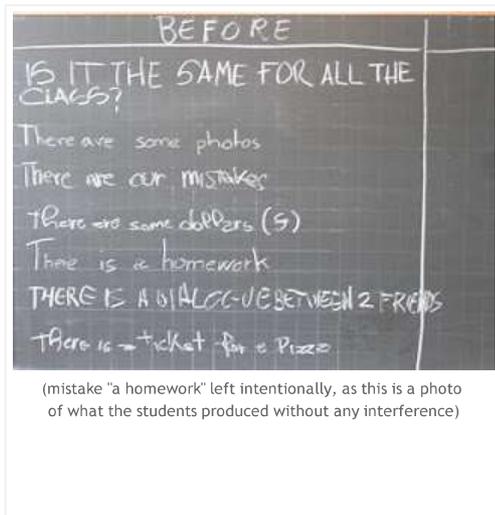
Posted by Daniela Tomatis at 11:05 PM 1 comment:
Labels: INTEGRATING TECHNOLOGY, present continuous, students works

Friday, April 22, 2011

INTEGRATING TECHNOLOGY : a "LEARNIEing" unit



At the beginning there wasan orange envelope. One for each student.
On the blackboard they brainstormed ideas about the possible content.

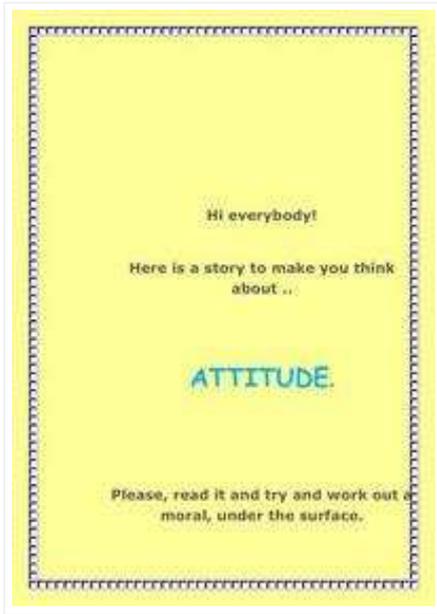


Then they were asked to open the letter.

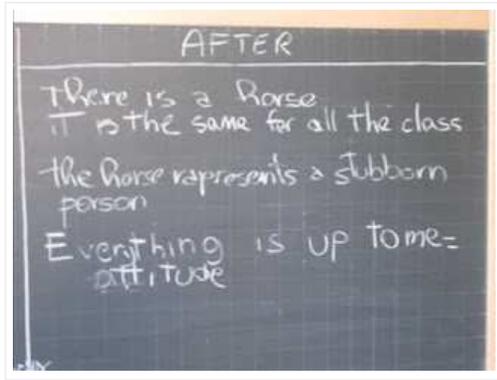
Inside there was a short story.

You can read it here.



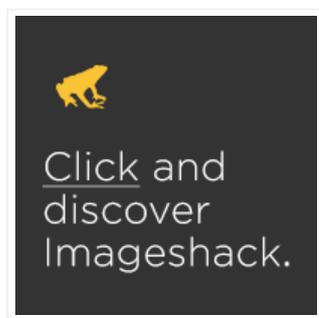


After reading the story, they wrote their first impressions on the blackboard.

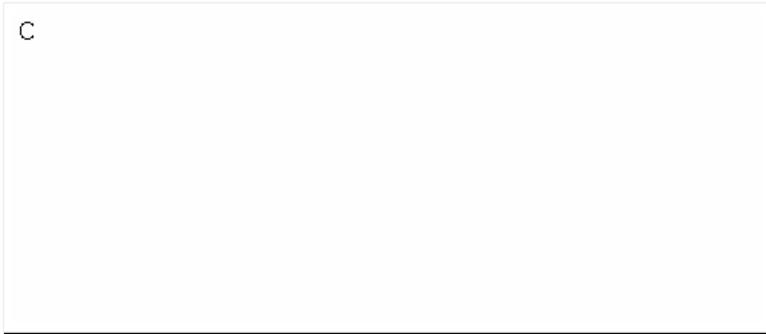


A class discussion followed on the meaning of the story.

Next task was to unscramble the word CHREATE.



After some guesses, they finally got it.



LiveTyping.com

The identification of Learnie with the figure of the student-learner was the next obvious step.

And the moral of the story

"... I can take you to the spring but I can't make you drink if you don't want to.."

was summarized in one word:



How much is attitude? How worth is it?

They were quite surprised to discover that

if

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

is equal to

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

then

A	1
T	20
T	20
I	9
T	20
U	21
D	4
E	5
	—

100%

One student explored the concept a little further and she found out other small truths on the web which she published on her wiki page

<http://villanovaschoolenglish.pbworks.com/w/page/21155049/Attitude>

The class agreed on the closing sentence



In the following lessons the students wrote new versions of the story with different points of view.

The narrators were other characters in the story such as Learnie itself, Chreate, some animals in the farm, a plant, a boy, dragons, and so on...

At this point digital media were introduced.

A new character came out: that was Lalla, Learnie's "girlfriend".

She spoke to the students and asked for their help.

Listen to the Blabberize.

The new task was helping Lalla find Learnie.

At this stage a glogster was created to introduce students to digital storytelling , to help them understand the meaning of "digital explanation" and to explore some of the tools available online.

Click [here](#) to open the glogster.

They wrote the texts, drew the pictures and showed great creativity and imagination.

Finally, they gave voice to their characters using [Blabberize](#).

Here are some of their digital answers.

These were our first steps on the path of digital storytelling.

Posted by [Daniela Tomatis](#) at 10:16 PM 2 comments:

Labels: [attitude](#), [digital storytelling](#), [ESL ACTIVITIES](#), [INTEGRATING TECHNOLOGY](#), [students works](#)

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