APP YOUR SCHOOL

ASPECTS TO TAKE INTO CONSIDERATION FOR THE DEVELOPMENT OF THE DIGITAL ATELIERS

DEFINITION

DIGITAL ATELIER IS
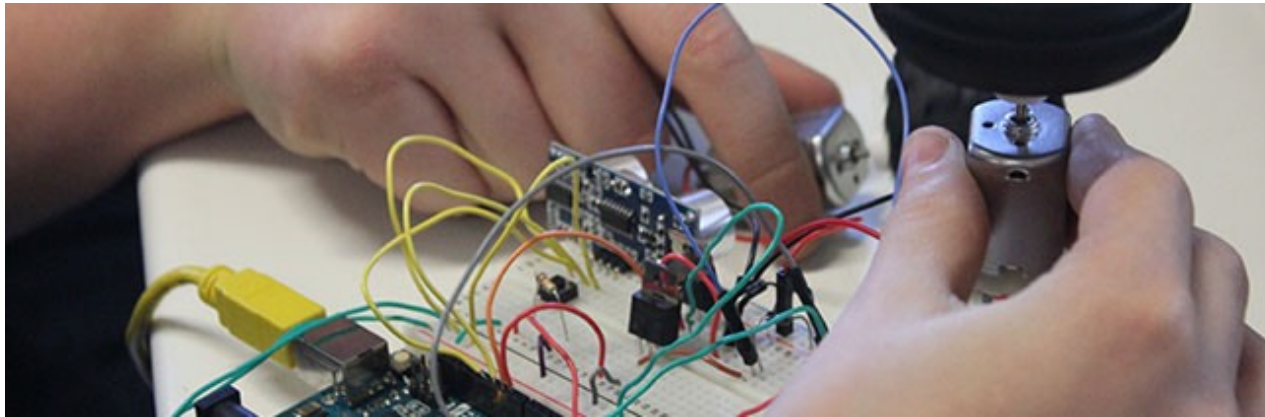
ITALIAN MINISTRY OF EDUCATION:

It is necessary to bring back the focus on "laboratorio" based didactics, as an essential meeting point between knowledge and know-how (to do), between student and his environment.
The laboratorios (workshops) have to be rethought as places of innovation and creativity.

DEFINITION

DIGITAL

digitale1 agg. [dal lat. *digitalis*, der. di *digĭtus* «dito»]. –
Del dito, delle dita; fatto, compiuto con le dita
"made with the use of the fingers"

digitale2 agg. [dall'ingl. *digital*, der. di *digit* (dal lat.
digĭtus «dito») «cifra (di un sistema di numerazione)»].
– "using data of, relating to numeric digits, in eletronics
and informatics, in contraposition to analogical

DEFINITION

ATELIER

atelier ‹*atëli̯é*› s. m., fr. [dal fr. ant. *astelier*, der. di *astelle* «wood splinters», from late lat. *astella*, dim. di *astŭla* variant of *assŭla* «splinter»]. – place of work of an artist, artisan, designer […] also, studio, workshop of artists: *e.g. of a painter, sculptors, as well as photographers*.

E.G: DIGITAL ART

Christiane Paul, curator New Media Arts - Whitney Museum of American Art - NY, «Digital Art»

Digital Art:

original proposals

innovative language
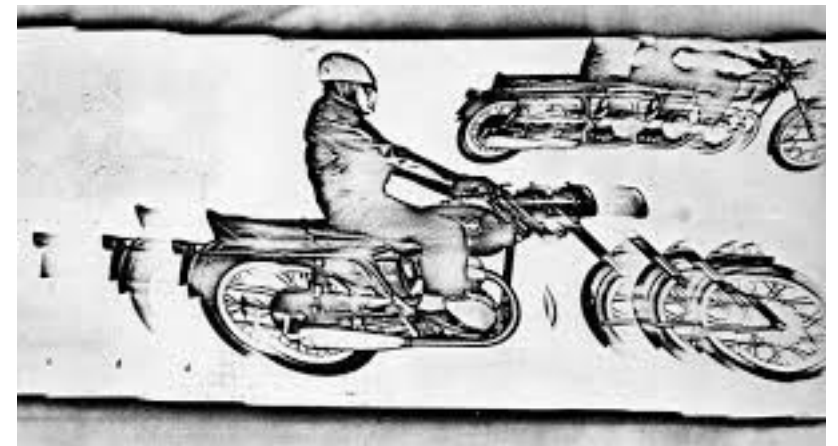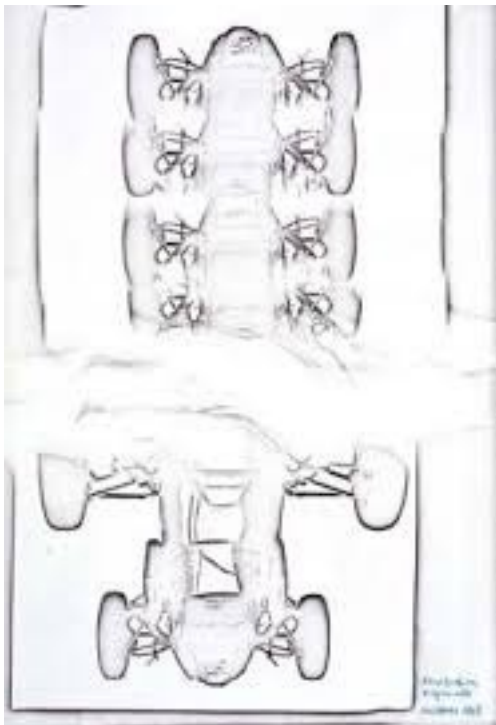
transformation of society

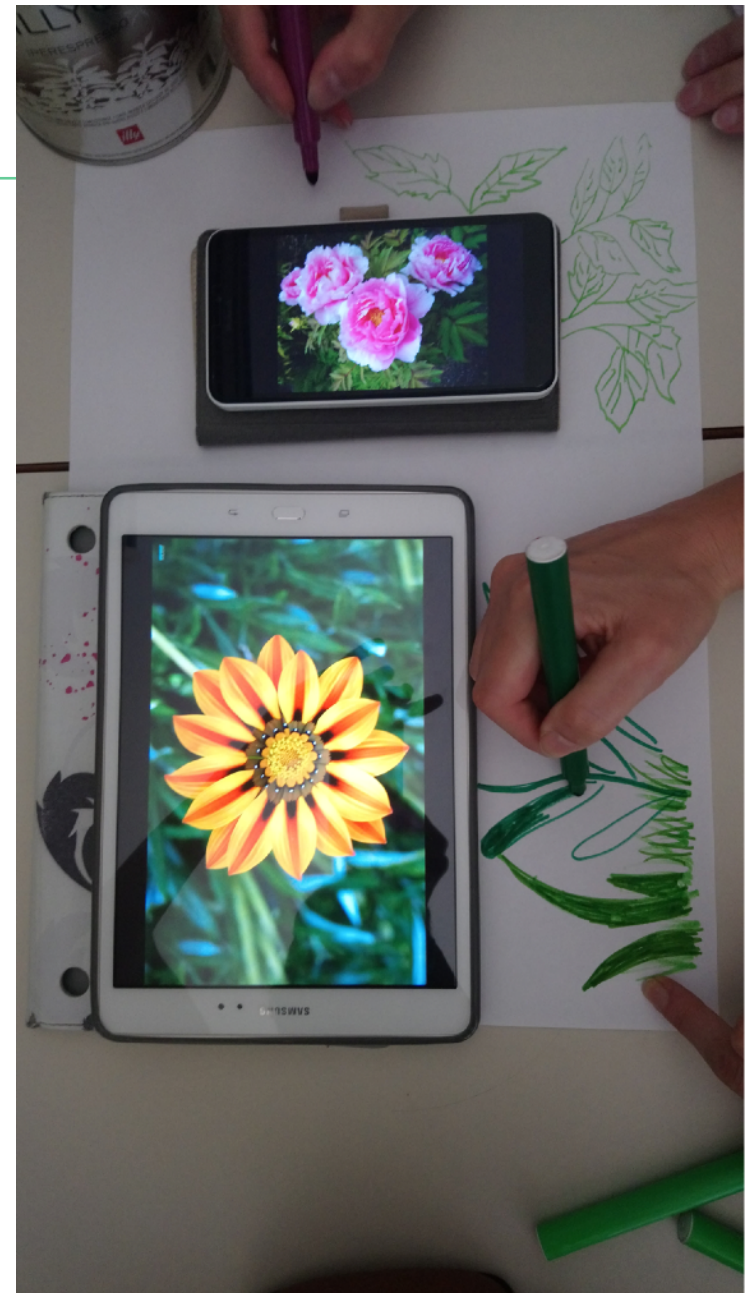new creative and communication processes

E.G: CONTEMPORARY ART

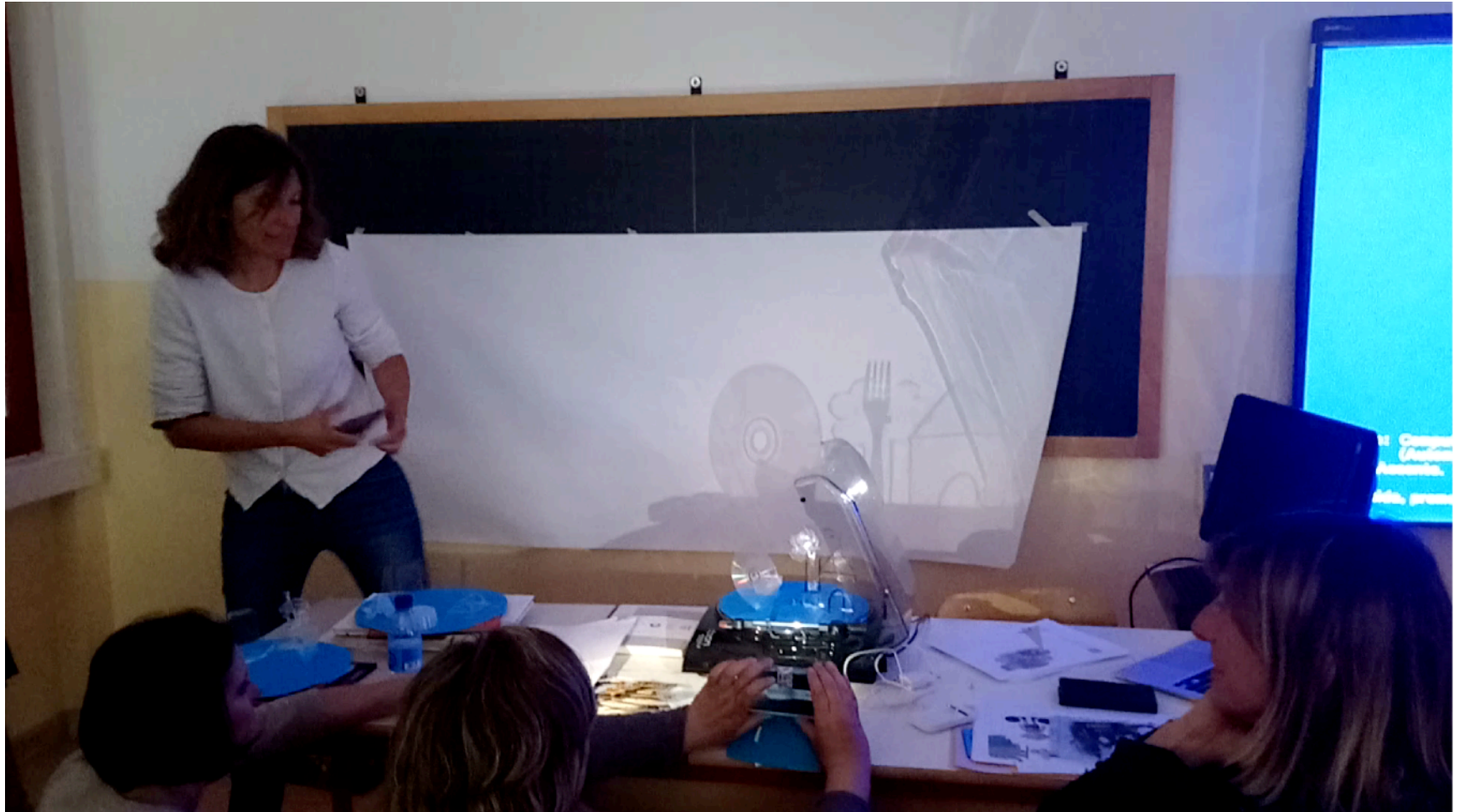# E.G: DESIGN APPROACH

BRUNO MUNARI

DIVERGENT?

DIVERGENT?

DEFINITION

According to our project:

LABORATORIO (not explanation but concrete experience, common research: how can i do? how many ways?)

2 MAIN METHODOLOGIES: MANZI (scientific approach) / MUNARI (design approach)

DIGITAL AND MANUAL in DIALOGUE
The teacher will be able to design an educational experience that starts from an ICT content (for example an app) to develop then a manual task, with tools and materials, in order to start a personal and collective research with students

THE IMPORTANCE OF BEAUTY

DEFINITION

According to our project:

DIFFERENT SUBJECTS RELATED - INTERDISCIPLINARY

Contemporary art and installations, ICT, cultural services and common work materials will be mixed in students' and teachers' hands.

CREATIVITY - BECOME INVENTOR (FROM CONSUMERS)

The media content is a new space of "signification" and becomes the material of labor of the student who interacts in a diverge way.

DEFINITION

- collective and participatory uses

- exploration of reality

- engagement: a creative and a responsible use can transform reality

- link to everyday life

KEY POINTS

Educate to think: it's a global approach, not only an ICT approach. For this objective, we need:

- to transform student in a researcher: they have to feel the need of an answer, we have to create cognitive interests and curiosities to move them and to passionate them;

- teacher guides an exploration on a content, NOT GIVE EXPLANATION, but propose good questions linked to the everyday life of students, good path to explore;

- central role of students: valorization on skills and knowledge, documents steps of research to understand process, share knowledge and skills (collective notebook), BECOME INVENTORS.

KEY POINTS

Educate to think: it's a global approach, not only an ICT approach. We need, for this objective:

- media education competencies (to understand, to evaluate, to create with/about media); technologies should be treated culturally.

- have to propose analogical and sensorial experiences, a divergent use of technology (link between analogical and digital; collective and participatory uses, exploration of reality, engagement in reality and in society: a creative and a responsible use can transform reality);

- each digital atelier have to be interdisciplinary and linked to everyday life.

Key aspect   [1]   App your school

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DESIGN A DIGITAL ATELIER

1. HOW DO YOU PLAN TO GIVE VOICE TO STUDENTS TO PRESENT OR SHOW THEIR PERSONAL SKILLS AND KNOWLEDGE ON ICT?:

    (a) we need to know and to valorize the students skills, passions and knowledge outside school;

    (b) we need **tools** to give them the opportunity to share their ICT world.

1. Ideas from our DA: e- diary; mentimeter (but how we can use this app in a new way?); work in pairs; padlet; post-it app

VERY IMPORTANT: IT'S NOT about what they learn, BUT what they are proud to do with ICT outside school. "I'm very able to do tutorial about...; I love to design videogame..." Its' not important to have a complete map ok skills of students but to give the possibility to students to enter their extra school skills into a digital atelier!

Key aspect   [2]   App your school

DESIGN A DA:

How do you collect all information as the starting point of a DA?

We need an educational design for this phase: how to give voice but also how to VISUALIZE this skills.

The link with daily life, the possibility to connect extra school and on-school it's a key point also to avoid the Early School Leaving.

PAY ATTENTION TO CAREFULLY DESIGN THIS PHASE!

(*"Implementation" section - national toolkit*)

PREPARATION OF THE SPACE

App your school

TO DESIGN SPACE

INTERDISCIPLINARITY

The importance of the before going research for an atelier: we need to discover link among discipline to give a global overview and to have ideas, topics, tools, knowledges, different points of view from disciplines:

- this research permits to find GOOD QUESTIONS to investigate with students.

- to transform students in a researchers where disciplines are tools to discover and to understand the world;

- a digital atelier will be reacher on questions if we have an interdisciplinarity approach.

(take your time to better discover your theme and how disciplines face it: from art to science, from mathematics to different cultural approaches) - ("Implementation" section - national toolkit)

Key aspect [5]   App your school

EMPTY SPACES

In our digital atelier proposals we have a lot of empty spaces that are IMPORTANT to develop for a digital atelier:

•MASS MEDIA AND SOCIAL MEDIA CONNECTIONS. Find interesting connections with the media world (television, cinema, documentaries, fiction, videogame, music…) and social networks – see slide Key points: media education competencies (to understand, to evaluate, to create with/about media); technologies should be treated culturally.

• ACTION THAT UNFOLDS THE PRACTICAL ACTIVITY TO CLARIFY THE QUESTION AND ADVANCE TO THE FIRST ANSWERS (Experimental phase): it's important this double path from digital to analogical and to analogical to digital. **It was a key point on our submission!;**

• PRESENTATION OF FINDINGS AND RESULTS - graphic format / visualization of information - The process it's important to show: we have to imagine how in a single way each student can have its path but also a collective exhibition of results.

• LINK OF THE DIGITAL ATELIER WITH THE REAL LIFE OF STUDENTS

• HOW DO YOU IMAGINE TO EVALUATE KNOWLEDGES AND SKILLS?

• CIVIC ENGAGEMENT: describe how the digital atelier engages students to civic engagement (if possible, find a partner to send the proposal to, as a local library, a museum, a festival…)

("Implementation" section – national toolkit – methodologies and tools for teachers)

Key aspect [5]   **App your school**

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