CHAPTER 11

HOW TO TRANSFER THE APPYOS APPROACH?

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ABSTRACT

In this chapter we present some tools to support the conception, the first testing and the experimentation of an ipothetical brand new Digital Atelier of your own.
Some pages provide you boxes where you can take note of your experience in the process we suggest, while some infographics sum up the methodological approach and you can print them and use them as mini-posters, visual reminders of the key points of the project.

KEYWORDS

KEY POINTS
OPEN TOOLS
INFOGRAPHICS
SHEET
NEW PROPOSALS
PREPARATION

KEY POINTS TO KEEP IN MIND TO DESIGN A DIGITAL ATELIER

RESEARCH WITH STUDENTS
The basic idea is that the teacher leads an exploration instead of being a transmitter of information and knowledge. He / she prepares the tools and materials, to activate the lesson in the discovery of possible answers to a question. The teaching plan is based on key questions. Each question opens a search and many interdisciplinary links, but always linked to the daily experience of the students.

TECHNOLOGIES SHOULD BE TREATED CULTURALLY
Our role as educators is to include ICT in the experiences of the child and the school to make them “instruments” and not “goals” in themselves; allow students to read and write the reality in which they live, for full active citizenship.

THE DIGITAL THAT INCREASES THE REAL IN A POETIC WAY
We are not interested in technical use (the tutorials often allow students to be completely autonomous technical understanding on how to use the tools) but we are interested in working: - on the divergent / creative uses of technology, - on collective and participatory uses, - on the connections and potential of technologies for the exploration of reality and life.

STUDENT’S DOCUMENTATION
Students prepare their documentation and schemes to keep in mind the main findings: learning to use a software or an app also allows the child to organize the phases of his research: how it works, how I discovered, what I can do, how many things can do this tool.
Students can create “collective notebooks” of their technological discoveries that remain available and can grow continuously, even with discoveries made outside the school and that come into the classroom thanks to the graphic / visual documentation. Students document the Digital Atelier to enhance what they have discovered, which mistakes open new ideas, which paths have been chosen.

BECOME AN INVENTOR
Students are usually good “consumers” of technology: thanks to our educational work, we can activate them as “researchers” and design a Digital Atelier where they can become and challenge themselves as “inventors”

ANCIENT QUESTIONS FOR CONTEMPORARY ISSUES
The taste of knowing and discovering what’s inside, how it works, what it can be useful for, what possibility opens me is a question of ancient and profound meaning. From Munari, who gave time to the children so they could experiment with the tools and catalog and classify their discoveries, in Manzi who dismounted together with children the inner work of things, to put their knowledge and desire to students to discover the world for real, and to live experiences full of meaning also for their daily life.

DIGITAL ATELIER SHEET FOR FIRST PROPOSAL

TITLE

AGE
(From 11 to 17)

KEY QUESTION
(Summarize here your Digital Atelier using only one question)

OBJECTIVES

TIME

SOFTWARE AND APPS TO BE USED

TOPICS COVERED

BRIEF PRESENTATION
(5 sentences)

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...)

PREPARATION OF SPACE FOR THE ATELIER

Remember to set up space, materials and tools in order to clarify activities (each tool in its proper moment...)

NEEDED MATERIALS

MAIN INSPIRATIONS TAKEN FROM PERSONAL RESEARCH

NOTE HERE THE MAIN ASPECTS YOU FIND INTERESTING. AT LEAST 3 FROM 3 DIFFERENT DISCIPLINES

(take your time to better discover your theme and how disciplines face it: from art to science, from mathematics to different cultural approaches)

MASS MEDIA AND SOCIAL MEDIA CONNECTIONS

Find interesting connections with the media world (television, cinema, documentaries, fiction, videogame, music...) and social networks

HOW DO YOU PLAN TO GIVE VOICE TO STUDENTS TO PRESENT OR SHOW THEIR PERSONAL SKILLS AND KNOWLEDGE?

We propose some ideas: students work in pairs and they interview each other (double interview); or you plan an artistic activity with the aim to work on images that represents their skills and knowledges; you propose them a text with a specific title.

HOW DO YOU COLLECT ALL INFORMATION AS THE STARTING POINT OF A DIGITAL ATELIER?

Let's imagine, just to give you an example, that a classroom could design specific icons to use as self evaluation: a star could be used to express: I'm very able to do something; a color could have a certain meaning, etc.... so students could do their personal evaluation during all the Digital Ateliers.

INTRODUCING KIDS TO THE KEY QUESTION: THE RESEARCH BEGINS

How will you present the research you will start in the Digital Atelier? Move each phase starting with a question.

ACTION THAT UNFOLDS THE PRACTICAL ACTIVITY TO CLARIFY THE QUESTION AND ADVANCE TO THE FIRST ANSWERS

EXPERIMENTAL PHASE

ACTIVE WORK OF THE STUDENT

CONCRETE HANDLING

PRESENTATION OF FINDINGS AND RESULTS

GRAPHIC FORMAT /
VISUALIZATION OF INFORMATION

ANALYSIS OF RESULTS

SECOND ACTION THAT UNFOLDS THE PRACTICAL ACTIVITY

PROJECT / DESIGN PHASE

How will you start the second activity? Move to each phase starting with a question.

ACTIVE WORK OF THE STUDENT

CONCRETE HANDLING

PRESENTATION OF FINDINGS AND RESULTS

GRAPHIC FORMAT / VISUALIZATION OF INFORMATION

ANALYSIS OF RESULTS

THIRD ACTION THAT UNFOLDS THE PRACTICAL ACTIVITY

(PROJECT / DESIGN PHASE)

How will you start the third activity? Move to each phase starting with a question.

ACTIVE WORK OF THE STUDENT

CONCRETE HANDLING

PRESENTATION OF FINDINGS AND RESULTS

GRAPHIC FORMAT / VISUALIZATION OF INFORMATION

ANALYSIS OF RESULTS

APPROACH TO A NEW SOFTWARE OR A NEW APP

How will you present it? technical aspect and cultural aspect (it's not only a question of skills:e.g. in the case of coding, it's not enough to present scratch, you have to work on what is coding and coding in real life...)

LINK OF THE DIGITAL ATELIER WITH THE REAL LIFE OF STUDENTS

HOW DO YOU IMAGINE TO EVALUATE KNOWLEDGES AND SKILLS?

CONCLUSION

To support the dissemination of the methodological approach we propose 4 infographics that illustrate the key concepts of the methodological Approach of **APP YOUR SCHOOL**.

- The manifesto in 3 points
- Ten suggestions on how to design a Digital Atelier
- 3 Fundamental steps of a Digital Atelier
- Essential Features of a Digital Atelier

A MANIFESTO FOR THOSE WHO DEAL WITH TECHNOLOGY AND LEARNING

1. STUDENT RESEARCHER

Technology and students both need good questions in order to investigate the world with rigour and imagination. The teacher guides the exploration, prepares tools, materials, settings, and cultivates their own personal research.

2. STUDENT ARTISAN

Technology is used to make and think, undo and create. The teacher can disassemble and reassemble the technology to understand how it works and what it can do.

3. STUDENT INVENTOR

Technology is used to change the real and describe the imaginary, in a collective, divergent, poetic way. The students are the protagonists, the teacher is their main helper.

Replace “teacher” with “educator” “students” with “teenagers” and (if they seem useful) keep these rules on your desk.

TEN SUGGESTIONS TO HELP CREATE THE BEST POSSIBLE DESIGNS

1. TEACH STUDENTS TO THINK

2. AROUSE WONDER AND CURIOSITY, EXPERIENCE BEAUTY AND POETRY

3. DO NOT IMPOSE YOURSELF: MAKE THEM TALK, GIVE THEM INCENTIVES, SHARE PASSIONS, SET THEM FREE

4. EXPERIMENT WITH TOOLS, TECHNIQUES, MATERIALS TO EXPLORE VARIANTS, RESEARCH POSSIBILITIES

5. ACCEPT THE ERROR AND THE ACCIDENTAL, THE UNCERTAIN AND THE AMBIGUOUS

6. OVERCOME THE LIMITS, DARE TO THINK BIG WITH A SMILE

7. ASK YOURSELF AUTHENTIC QUESTIONS

8. PROVIDE SPACE AND TIME

9. MAKE SURE ACTIONS ARE SMART: MAKE AND UNDO, WITH ALL THE SENSES, WITH EXPERIENCED, INVENTIVE HANDS

10. IMAGINE SOLUTIONS, DISCOVERING THE NEW AND THE OLD

FROM CONSUMPTION TO INVENTION

SWITCHING FROM THE CONSUMPTION OF TECHNOLOGY

↓

TO "DOING RESEARCH" WITH TECHNOLOGY

↓

INVENTING NEW THINGS AND NEW TECHNOLOGIES

1

CHILDREN'S AND TEENAGERS' PASSION FOR TECHNOLOGY

↓

CONSUMPTION

↓

UNDERSTANDING HOW IT WORKS

↓

PHASE INSTRUCTION BOOKLET

2

TEACHER INTERVENTION

↓

RESEARCH

↓

GETTING AWAY FROM THE STEREOTYPICAL

↓

PHASE GUIDED EXPERIMENTA-TION

3

HANDS-ON AND WORKSHOP ACTIVITIES

↓

INVENTING

↓

OPENING UP TO NEW POSSIBILITIES

↓

PHASE DESIGNING SOMETHING NEW

ESSENTIAL FEATURES