

INVESTIGATION
ON BEST PRACTICES
IN INNOVATION
AND RESEARCHES
ON EXTRACURRICULAR
MEDIA COMPETENCES

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

Co-funded by the
Erasmus+ Programme
of the European Union



THE DIGITAL ATELIER

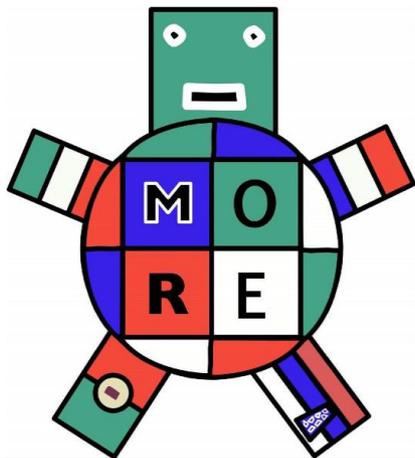
The “digital atelier” is a “laboratorio” in which the teacher proposes **ICT activities using the Alberto Manzi and Bruno Munari Methodologies**. The teacher will be able to design an educational experience that starts from an ICT content (for example an app) to develop then a manual task, with tools and materials, in order to start a personal and collective research with students.

Contemporary art and installations, ICT, cultural services and common work materials will be mixed in students' and teachers' hands. The media content is a new space of "signification" and becomes the material of labour of the student who interacts in a divergent way.

Students are asked to use their extracurricular skills to solve problems in new ways, being the attitude that of the "researcher" who is both autonomous and involved in the group. The digital atelier focuses on the creative use of the new media and apps, on the promotion of a creative and innovative attitude to use and interact with media, to carry out successful digital actions embedded within life situations.

For this purpose each consortium interviewed and analyzed 5 innovative best practices in their countries and 3 researches on extracurricular media competences, defining each 5 key aspects to take into consideration for the development of the Digital Ateliers.

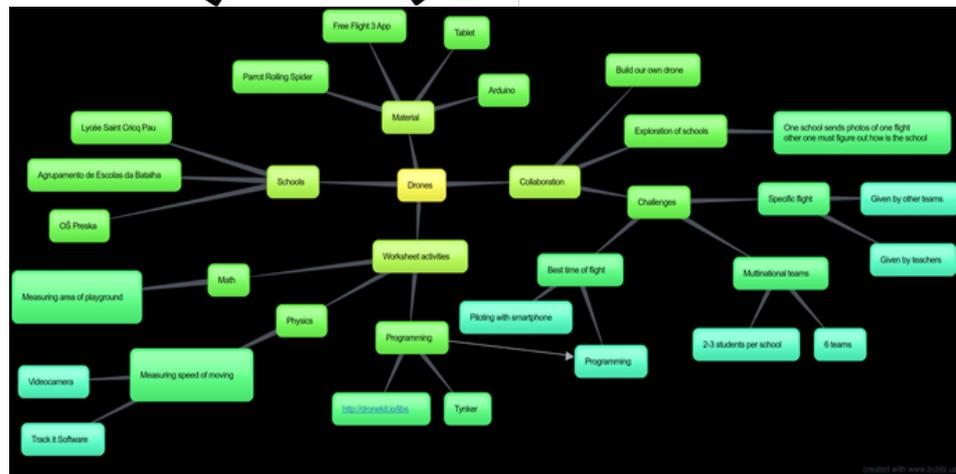
MORE - MOBILE Resources on Education: let's learn with each other



“MORE - MOBILE Resources on Education: let's learn with each other” was a project carried out that joined specialized teachers in different field of education, such as robotics, microcontrollers, mobile apps programming and Math and Science from primary school

- Teacher aimed to spread their knowledge to increase the students' participation in learning and better prepare them for their future jobs or career all over Europe.

- Awarded good practice 2017 Portuguese NA



Key aspect [1]

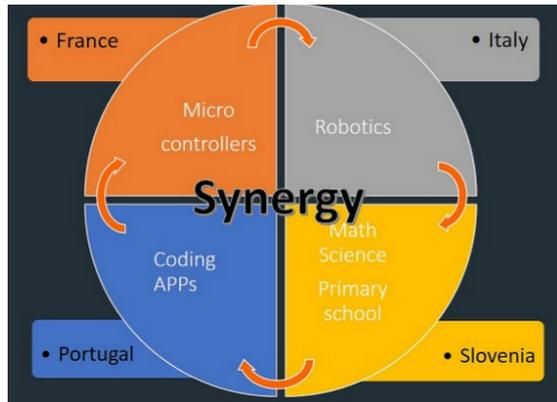
App your school



MORE - MOBILE Resources on Education: let's learn with each

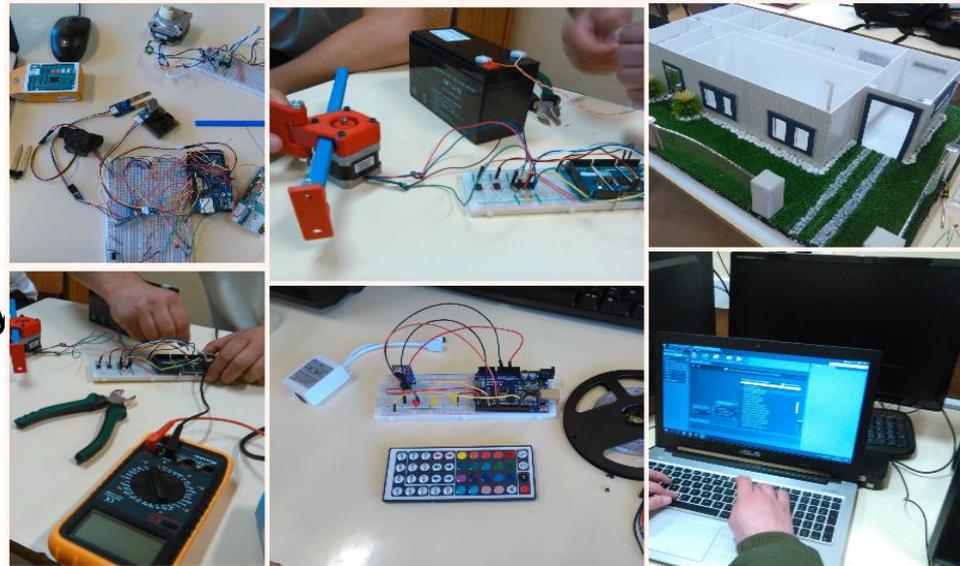
other

- Was used methodologies with scenarios and project base learning approaches were students' responses to real-world problems working in teams



Competences developed:

- Flexibility & Adaptability
- Initiative & Self Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility



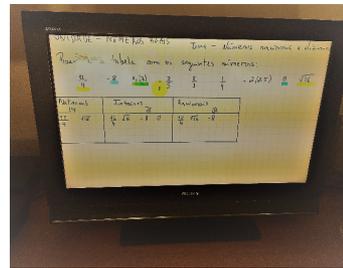
Key aspect [2]

App your school

Schools Alentejo: The Path of Leadership



- Inspired on the Khan Academy methodology
- The interactive teaching samples are made by the titular teachers with a maximum of 2,3 minutes
- the process/work is done on an Ipad, going to youtube and uploading on the national television channel being available to all- open source

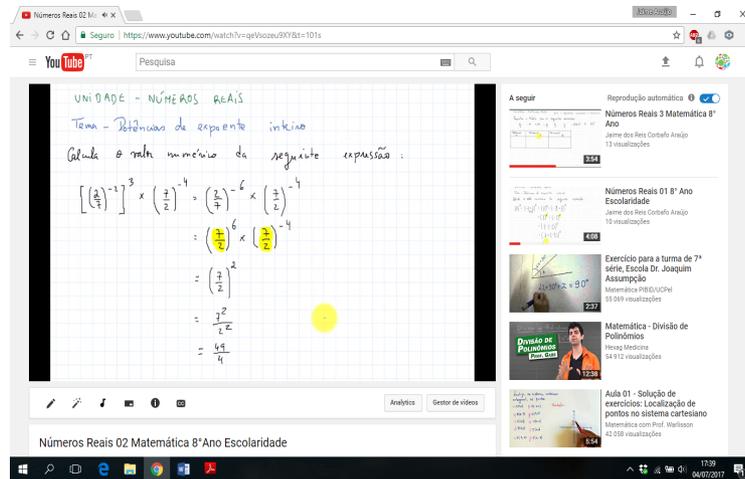


Key aspect [2]

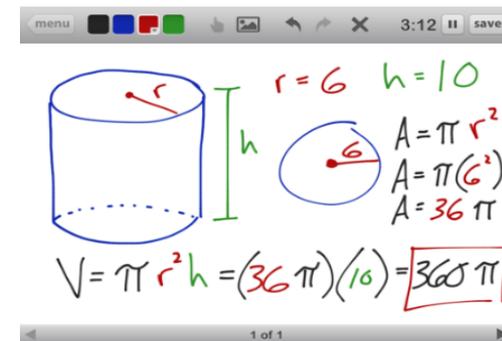
App your school



Schools Alentejo: The Path of Leadership



- Students can watch lesson summaries on television, allowing parents to be involved in the study of their students.



- A television channel was created with free access to all the students to access the pedagogical content

Key aspect [1] Won the best practices award in Portugal in 2017_ PT NA and the best Erasmus innovation + 30 years of Portugal in Bonn- Germany App your school

Project “Promoting Changes in Learning – Gulbenkian XXI School Learning Communities”



- In this project students and teachers are learning how to work in a more technological environment. In this environment they work not only digital skills but also wellbeing based on open curricula.

Curriculum enriched | Open curricular approach

School convergence partnerships

Helping to turn information into knowledge and knowledge into wisdom

A graphic with a blue header "Curriculum enriched | Open curricular approach". Below it is a yellow box with the text "School convergence partnerships". To the right of this box is a photo of a group of students sitting on the floor in a circle, engaged in an activity. Below the yellow box is another photo of students working together. At the bottom, there is a blue box with the text "Helping to turn information into knowledge and knowledge into wisdom".

- we've been helping students to develop their computational thinking skills always trying to use the official and formal curricula as the basis for each activity developed



Key aspect [2]

pp your school



Project “Promoting Changes in Learning – Gulbenkian XXI School Learning Communities”



- Those activities have been helping them develop their imagination and creativity, their collaborative skills and teamwork, their relational skills regarding emotions and feelings

- This project is responsible for giving all the students and teacher we work with the opportunity to live different learning experiences. From visits to modern art museums to Science Centers they have had contact with many different interesting and demanding opportunities to learn the same things they are supposed to learn, because they are part of the official curricula, in several diverse ways.

New understandings about how one learns: interdependence of cognitive, emotional, social and environmental factors



Key aspect [1]

Apply your school

MANEELE



Key aspect [3]

Competences developed

- The methodology of the 1:1 classroom environment appeals the very different skills and competences - Classes are different, students learn instead of being taught, therefore we found a clear development of very important skills for the future of the students, such as problem solving, critical thinking, communication, collaboration.

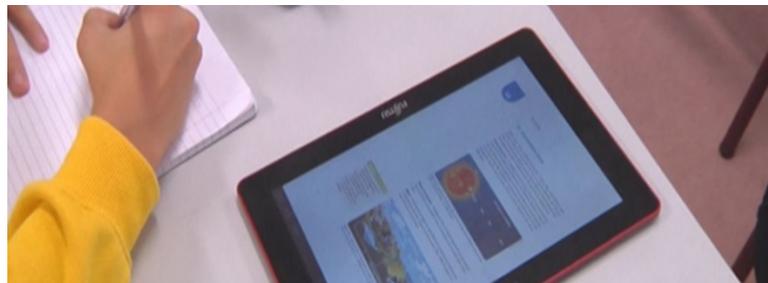
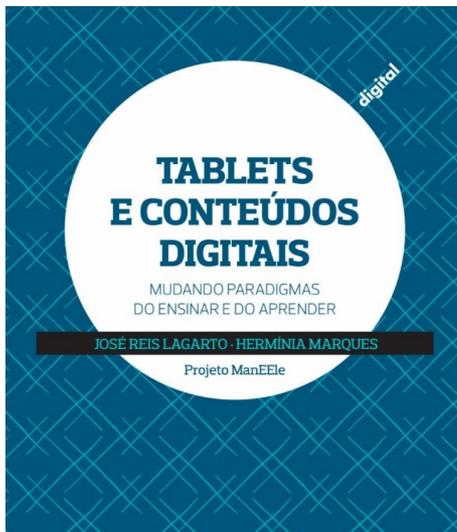
App your school

MANEELE



- Students consider that they feel more motivated to use the tablet, a view shared by teachers.

- This change in strategy can effectively start by replacing the textbook on paper for digital books
- can allow the use of a diverse set of existing digital tools to support learning and enable a paradigm shift in teaching processes.



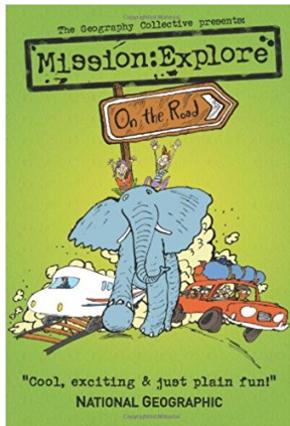
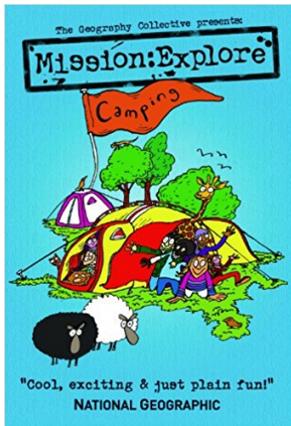
Key aspect [4]



Mission Explore books



Alan Parkinson
The Geography Collective
Illustrations: Tom Morgan Jones



- It is based on non-formal activities
- They can become a guerilla explorer and extreme missioner with missions that defy gravity, see the invisible and test their mental agility. In each of the Mission Explore books pupils will find illustrated missions that challenge them in daring new ways.
- Draw, rub, smear, write, scrape, and print your findings and achievements as you complete each mission.
- Also the books are being used for non formal youth Exchange activities in vents

Key aspect [1]

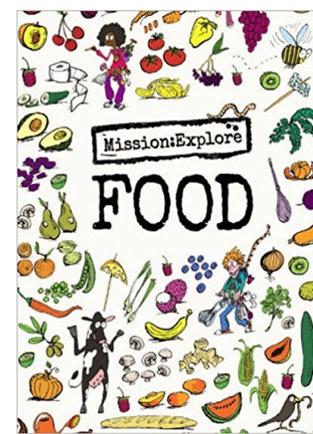
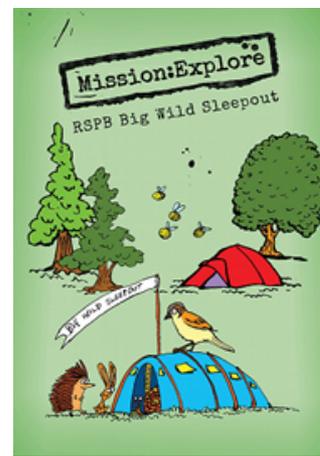
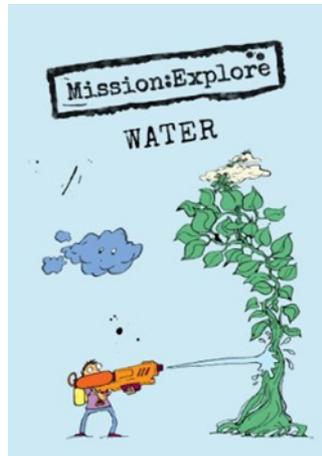
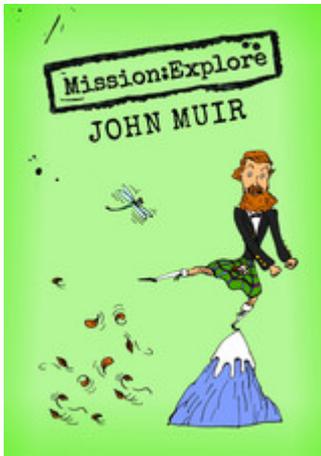


App your school



Mission Explore books

- It's easy for the students to join the activities of the different books since it is done in the context of class outside the classroom



Explore...

Art and design,
Citizenship, Computing,
Design and technology,
English, Geography,
History, Languages,
Maths, Music, PE,
Science



Key aspect [

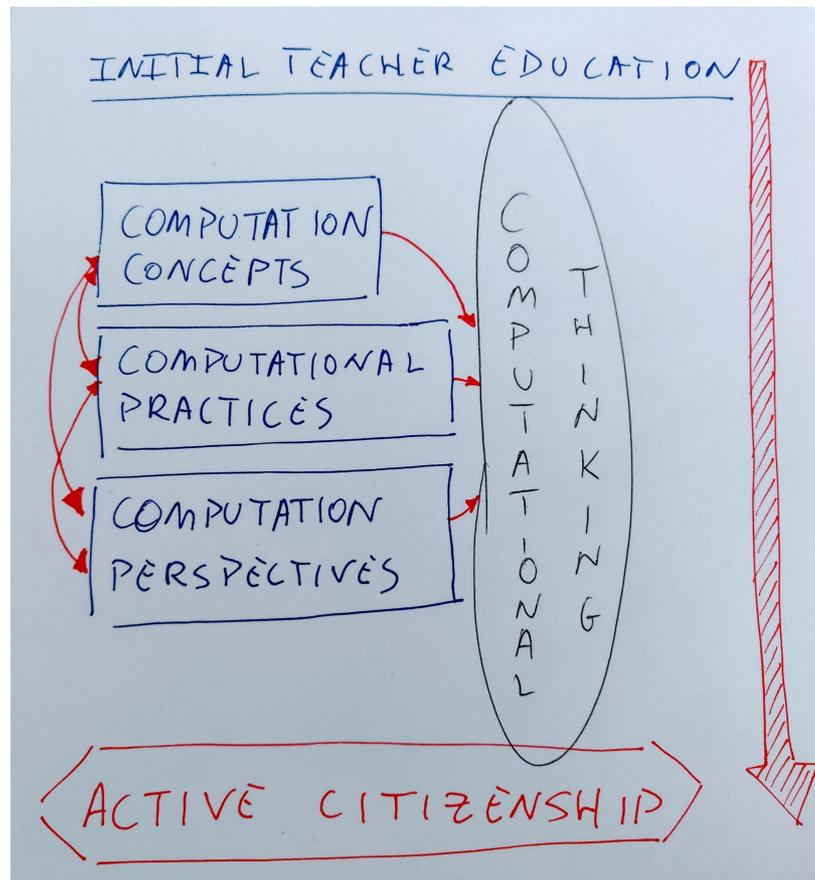


App your school



Researches

1. Ramos, J.L. & Espadeiro, R.G. (2014) Introducing computational thinking in pre-service teacher education. Issues in evaluation and research.



Key topics:

- Focus on the introduction of computational thinking in the context of initial teacher education through the use of Scratch programming language;
- Results show the importance of providing experiences and learning opportunities to the initial teacher training students, appropriate to the development of computational thinking so that students can, as citizens, be able to prepare an increasingly demanding and complex society and, as future education professionals, take fully advantage of the fully educational potential of the computers and particularly the computational environments for children.

Researches

2. Resnick, M. (2016). A Message to All Makers. Afterword in Start Making!



Key topics:

- How to become a Maker?
- Learning how to start with a spark of an idea and turn it into a meaningful project;
- Learning how to break down complex challenges into simpler parts;
- Learning how to identify problems as they arise, to keep trying when things get difficult, and to come up with new strategies and approaches.

Researches

3. Bers, M. (2008). Blocks to Robots: Learning with Technology in the Early Childhood Classroom.



Key topics:

- The broad issue of childhood and technology;
- Constructionism and its four basic subconcepts: learning by designing within a community, technological tools for learning, powerful ideas and wonderful ideas, and learning about learning with technology;
- The issue of developmentally appropriate practice with robotics.



Co-funded by the
Erasmus+ Programme
of the European Union

