

THE EXPERIMEN- TATION IN THE PARTNER COUNTRIES

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ABSTRACT

This chapter reports a synthesis of the national experimentations implemented within the **APP YOUR SCHOOL** project in general and by country, indicating number of teachers and students participating in the experimentations, particularity of the national context, and a short description of each Digital Atelier.

The experimentation of the 40 Digital Ateliers **APP YOUR SCHOOL** Project was made throughout the school year 2017/2018 and involved a total of 960 Students and 58 teachers and educators. Each partner experimented 5 Digital Ateliers that was carried out with students aged 11 – 16. Each Digital Atelier stands alone and has 6 hours duration and objectives, so that teachers, trainers or educators can use various atelier by combining them in different ways according to their curriculum objectives. The Digital Ateliers focus in general 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.

Each national context posed different needs and experimentation situations which were dependent on the difference of the national curricula contexts, available equipment in school, learning approaches, etc., which we will illustrate in the following with the synthesis of all Digital Ateliers by country.

In some countries the focus was on the testing and implementing of the methodology of the project (Italy, Poland, Czech Republic, Greece, Lithuania), in some countries the focus was on the introduction of apps and new software in the school curriculum in a creative way (Turkey, Finland, Portugal).

KEYWORDS

**NATIONAL
EXPERIMENTATIONS**

SYNTHESIS BY COUNTRY

DIGITAL ATELIERS

SHORT DESCRIPTION

**NUMBER OF
PARTICIPANTS**

CZECH REPUBLIC

Digital Ateliers (DAs) implemented in the Czech Republic were oriented towards art education and gallery pedagogy and their crossovers to several fields: biology, ecology, and the environment, photography, literature, and linguistics. These DAs can successfully develop many types of literacy of children, pupils and students: visual, digital, media, literary and emotional literacy. They can also develop communication skills and key core competencies.

DAs met the specified parameters - especially in regards to the involvement and use of Bruno Munari and Alberto Manzi's methodology - mainly in the form of a combination of the use of classical art with the involvement of new media. The use of mobile apps has also been applied in a variety of ways. Individual applications have become a tool of knowledge and source of inspiration, a means of altering the visual aspect of an existing theme and also a key tool for creating a whole new image. At the same time, the concepts of all 5 ateliers were trying to keep up with the availability aspect - that is, working with materials and technologies that are financially and universally accessible to as many schools as possible.

Two DAs were realized at the Elementary Art School Music Art. Elementary art schools are the type of schools that are a specific part of the Czech educational system (arts education). It is a world-unique network of schools in the Czech Republic and Slovakia that provide the basis of education in several artistic disciplines: musical, artistic, dance and literary-dramatic. For the implementation of the DA there are ideal conditions (compared to classical schools) - it is mainly the possibility of sufficient time subsidy and better background (specialized classes with better material and technical equipment).

The second part of the ateliers was realized by the education department of the Prague City Gallery - an important Czech gallery (administered by the Prague City Hall), which focuses on modern and contemporary Czech art (20th and 21st centuries). Thanks to its orientation towards progressive art, the gallery provides space for the realization of educational activities with transitions to other disciplines, which is, among other things, a significant tendency in contemporary art. As in the above-mentioned elementary art school, there was also the ideal background for workshops - in this case in the equipped educational centre with a studio and a reading room. Most of the activities were realized in the interior / classroom, studio /, but some activities were carried out outdoors.

All 5 DAs motivated pupils and students to absorb important topics in an entertaining and attractive way. The concept of all DAs reflects new trends in art education and in education in general: interdisciplinary (intersection of art education with other disciplines, interconnection of disciplines, project teaching), intermediality (interconnection of media - i.e. classical art / print, painting, etc. / with new media), interactivity (mutual interaction of the work / object of knowledge / with viewer / student and pupil /, dialogue with art, entertaining and playful form, clarity, discussion ...). The main principles were mainly interpretation, imagination, inspiration, and reflection. The experimentation involved 90 students and 4 educators.

In the following pages a short summary of the 5 Digital Ateliers implemented in Czech Republic..

SELF-PORTRAIT AND IDENTITY

KEY QUESTION

How can we express and portray our own unique soul, mind and various identity by a combination of the photo with text and by using different art styles to demonstrate the diversity of society?

This DA was focused on self-reflection in the context of society's perception. The main theme was the expression of one's own identity by linking the photo and text through a variety of styles. One of the key goals was to find out that each person is an original, irreplaceable and unique personality that has its own style, thoughts, soul, character, faith, values, and so on.

INSPIRATION

Visual poetry, lettrism, street art and graffiti, calligraphy, typography, graphic design, virtual reality, etc.

GOALS

- To understand concepts such as identity, diversity, society, tolerance, coexistence
- To test relationships between image (photo) and text (words and letters)
- To creatively and effectively implement new media in teaching and gallery education
- To express identity not only through a photo (formal, visual plane) but also by a text (content, meaning plane)
- To learn to be tolerant (awareness of the value and uniqueness of each person)
- To develop visual, literary, media, digital and emotional literacy, to develop communication skills
- To inform about the positive and negative (pitfalls) of new media and social networks



www.vimeo.com/296418660



IN THE OCEAN

KEY QUESTION

How big is the impact of contemporary human civilization and its behavior on the change of ocean environment?

Using interactive educational applications, pupils looked at and gained information about marine life, which was the starting point for their own marine life paintings and artwork, first in the form of study paintings and then the fantastic digital painting of a deep-sea creature that was eventually revived with a short video. They were then tasked to pollute their paintings with plastic rubbish, which opened up the debate on the impact of pollution on the ocean environment. This escalated the next task, where pupils were supposed to cook out of garbage and make a short film reflecting the acquired knowledge and their attitude towards this global problem.

INSPIRATION

Marine life, deep-sea animals, big waste stain, film Plastic Ocean

GOALS

- to develop global thinking, contextual thinking
- to gain more knowledge about the diversity of species, its living
- Conditions and plastic pollution
- to use intermediality - mixing classic art techniques with digital ones
- object creation with graphic design, computer drawing with performing,
- object creation with the movie
- to use experimental way of using smartphone, tablets



www.vimeo.com/296418437



MAPPING OF THE RADOTIN LANDSCAPE – EXPERIMENTAL HERBAL

KEY QUESTION

Do you know landscape around your hometown?

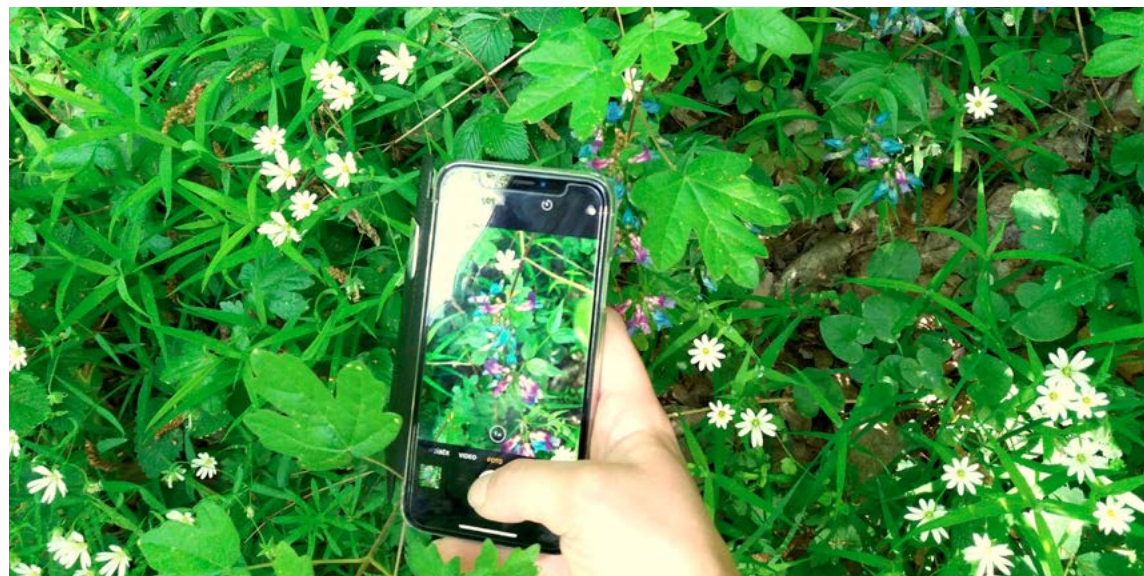
The aim of the Digital Atelier was the synthesis between the world of new media and the real space of the landscape, as well as the synthesis between the systematic study work and the creative flow of the artistic process.

INSPIRATION

Students, along with teachers, made a journey through the countryside. During the trip, they took photos of the most diverse species of vegetation. The mobile application Plantnet was used to identify individual plants. Then the students individually searched for further information about the plants (e.g. curative effects, toxicity, growth process, inflorescence type, fruit properties, nature of the occurrence, botanical name, utilization, etc.). This information served as an inspirational source for subsequent creative work. Each of the students created their own work, which, together with the other students, consisted of a set of paintings - a collective experimental herbarium.



www.vimeo.com/296418543



GOALS

- To get familiar with Plantnet, to learn how to use it for study and personal growth, and to gain knowledge about unknown plants
- To understand the contexts of Czech culture (e.g. the Czech national anthem as a description of the landscape, Bohuslav Balbín's literary work "diversity" in which he depicted the Czech landscape as a rosette) and acquaint with selected authors of the Czech and European art scene (Milos Sejn, Marian Palla, Franz Skale, Wolfgang Laib)
- To use creative insights to learn about art history, botany, and your own memories
- To develop visual imagination - the student should be able to create a new original visual communication based on the acquired knowledge
- To apply study, experimental or creative approach to a creation process
- To use a wide range of classic art techniques and technologies to create a work
- To find subjective sensitivity and relationship to the landscape
- To perceive the value and history of the place where the student lives

PHOTOGRAPHIC STYLIZATION – OLD PHOTOS IN OUR AGE.

KEY QUESTION

How can we connect history and present through media of photography and handmade creation of props and costumes?

The Digital Atelier was focused on photographic stylization. Participants have creatively used their smart mobile phones or tablets with a photo editing application to capture and edit a photo that is as close as possible to the original black and white historical photo. During the photographic process, they themselves stylized into the characters depicted. During the realization of the digital studio, they learned a lot of interesting information about the original analogue technology of photography and compared the positives and negatives with the current digital technologies. The original historical photo (about specific events or celebrities) searched for more information through internet search engines. An important part of the process of realizing the atelier was also the manual production of props and costumes.



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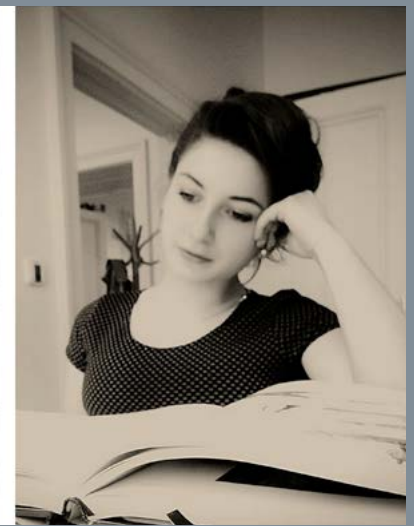
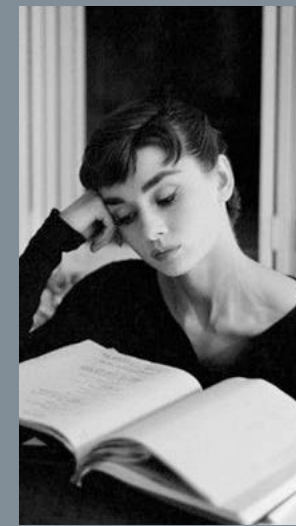
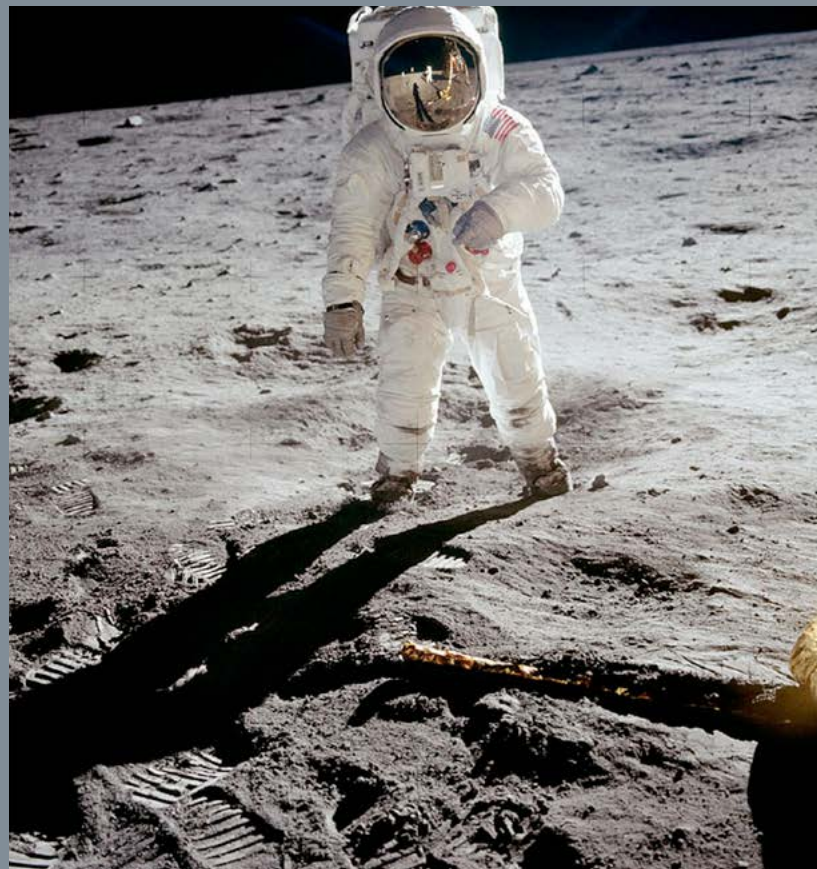


INSPIRATION

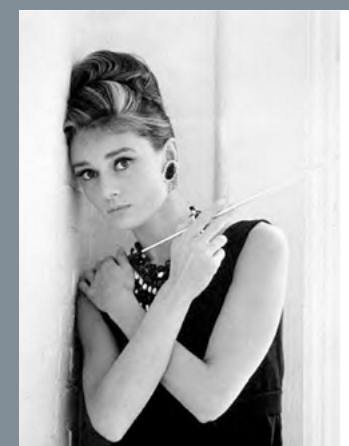
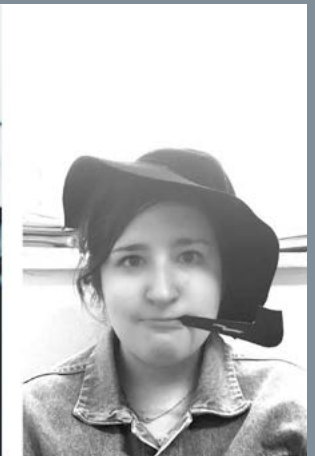
Interesting historical photographs from different periods of history capturing human figures - often known or important personalities (artists, actors, singers, politicians, and ordinary people). Another development was the development of photography from its beginnings to the present.

GOALS

- To work meaningfully and creatively with mobile apps
- To engage also the handmade creation
- To be able to search for information on the internet
- To understand the old techniques of photography and compare with contemporary digital media
- To work together and improve communication
- To develop visual and media literacy



**PHOTOGRAPHIC STYLIZATION
- OLD PHOTOS IN OUR AGE.**



A Digital Atelier from Czech Republic

DIFFERENT VISION OF URBAN SPACE

KEY QUESTION

How various can the visual perception of open urban space be?

This Digital Atelier has dealt with the issue of diverse vision based on the biological diversity of the species. The sight is the sense through which one perceives about 80% of the information and is therefore considered to be the most important for us. Through our own vision, we compose an image of the world in which we live. We create for us an authentic form that is constructed by the specific physiology of the human eye, but also the individuality of each of us, not only at the biological but also psychosocial and cultural level. However, this privileged position of sight does not necessarily apply to other species, notwithstanding that the form of what is seen is often very different. Digital Atelier different vision; introduced an attractive form of vision (Room Obscura), followed by traditional techniques (eye painting) and multimedia techniques (edited photographs and videos imitating the view of the selected animal) gave space to explore the world with the eyes of the animals. The studio was related to one specific public place that pupils know well and where they live beside certain species of animals. It should lead to the realization that as we see the world / specific space is just one of many possible versions. Through their

own works and experiments, pupils have the opportunity to inspect and better understand not only the vision and life of animal neighbours but also the individual experience of each of us.

BENEFIT

Using cell phones and commonly available applications to simulate animal vision and thus gain a closer look at the different possibilities of seeing the world through experimentation.

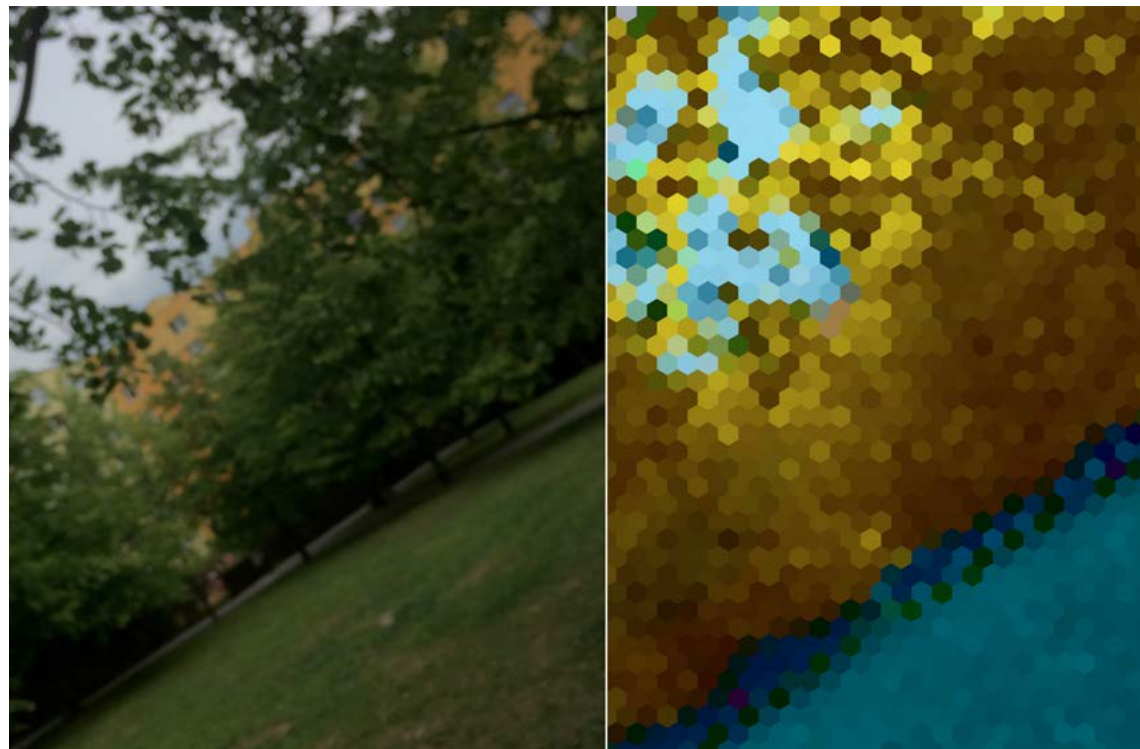
Inspiration: eye evolution in different species and their way of vision

GOALS

- To implement creative and effective digital technologies in education
- To introduce pupils to the principles of vision and optics
- To explore the variety of eyes and their mechanism
- To get experience how different visions/ perceptions of public space can be
- To expand knowledge of the animals living with us in the neighbourhood
- To development of empathy and tolerance
- To recognize the possibilities of photography and its manipulation
- To use of mobile phone and tablet as a tool for discovering the world around us



www.vimeo.com/296418354



FINLAND

The Finnish team executed the five Digital Atelier experimentations collaboratively among the consortium partners: City of Kuopio 's Education Department, two schools of the city of Kuopio (Nilsia upper secondary school and Juankoski upper secondary school) and Savonia University of Applied Sciences. Altogether 75 students participated to the Digital Atelier experimentations and two teachers, one peer assistant teacher/student and two experts of Savonia University of Applied Sciences guided them. A special aspect of the Finnish experimentation was that the Digital Ateliers were executed in two schools, which are situated in the countryside area of the city of Kuopio, which is the ninth biggest city in Finland. Through this the education department of Kuopio wanted to boost the access to the novel educational innovations in the countryside areas of the city as well as improve the status of the students and teachers who are situated far away from the more populated areas. The five Digital Ateliers have had an impressive impact in the two countryside schools and their students and teachers. The schools have had the opportunity to experiment new pedagogical methods, which combine creativity and technology.

In the following pages a short summary of the 5 Digital Ateliers implemented in Finland.

SEPPPO.IO

KEY QUESTION

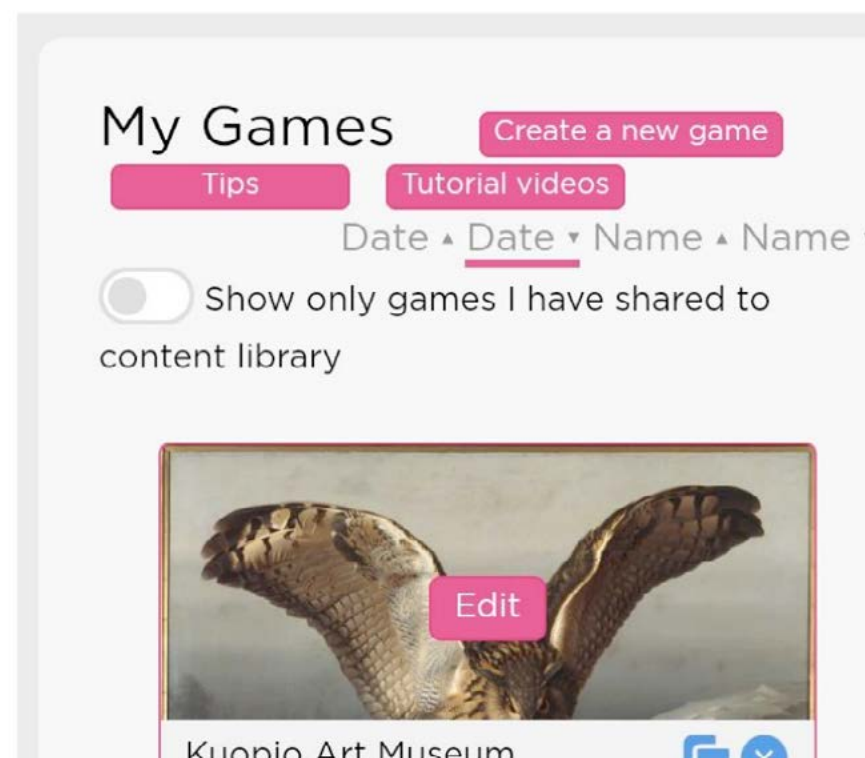
How can we enhance learning process need with developing serious and learning games?

The aim of the experimentation was to combine art and technology in an interesting, creative and motivating way taking into consideration the 21st century skills and the new curriculum in Finland. Seppo.io is a platform and a new way of learning. It combines experiential, project-based learning and utilizing technology in a real-life environment. The objective of playing Seppo.io game was to improve students' 21st century skills, such as problem solving, creativity, teamwork and sharing your know-how. Seppo's game pedagogy is to teach in a way that inspires and motivates students. It gets players on the move, which also makes the brain work better. City of Kuopio and Nilsia upper secondary school have a license of Seppo.io at all the schools in Kuopio but the application and the license are quite recent and we wanted to activate the use of the platform through this Digital Atelier experiment. The Finnish team organised this Digital Atelier experimentation in collaboration with the two consortium partners, Savonia University of Applied Sciences and the City of Kuopio and its Nilsia upper secondary school. Savonia University of Applied Sciences prepared the lessons in collaboration with the English language teacher and they were put into practice at Nilsia upper secondary school.

During the execution of the Digital Atelier experimentation the students played a game of Seppo.io prepared by the teacher of English language at Kuopio Art Museum. There were 10 open questions including pictures and text. Students were supposed to answer using text, sound or image or a combination of these. Students learned about traditional Finnish art of the Von Wright brothers who lived in Kuopio area and about the inspiration provided by Finnish nature in their art. After this the students made also retrospects of the traditional art and produced all the new artefacts as a game in the digital environment of Seppo.io. The game has been made public and is to be found at Seppo.io library under the name Kuopio Art Museum. The students learned about the pedagogy of Bruno Munari and Alberto Manzi during the experimentation, e.g. preferring action to words, visuality and the acceptance of mistakes. In addition, both the students and the teacher felt like artists in this experimentation.



www.vimeo.com/273654281



USING KAHOOT AS A TOOL FOR ENGLISH LANGUAGE LEARNING

KEY QUESTION

How to use Kahoot.com in learning and revising English vocabulary and structures?

The objective of the experimentation was to develop teamwork and collaboration skills, to practice data mining and management, to share and acquire new information through using Kahoot questionnaires as a help to learn English language. The main goal was to revise and learn new vocabulary and structures in a fun way using interactive quizzes/games/discussions/surveys as format, to share new information, to develop teamwork skills, to utilize ICT in completing the tasks and sharing the results. The goal is also to study by using analogical and digital methods. In order to encourage civic engagement the students were encouraged to use different working environments, e.g. the public library. Each realisation of Kahoot included vocabulary, expressions and structures from a different topic of the course book which required data mining and management as well as using computers and mobile devices with the other members of the team. The Digital Atelier as itself combined artistic, educational and recreative themes and approaches.



www.vimeo.com/309443285



STORYBIRD.COM AT MULTIDISCIPLINARY LEARNING OF ENGLISH LANGUAGE

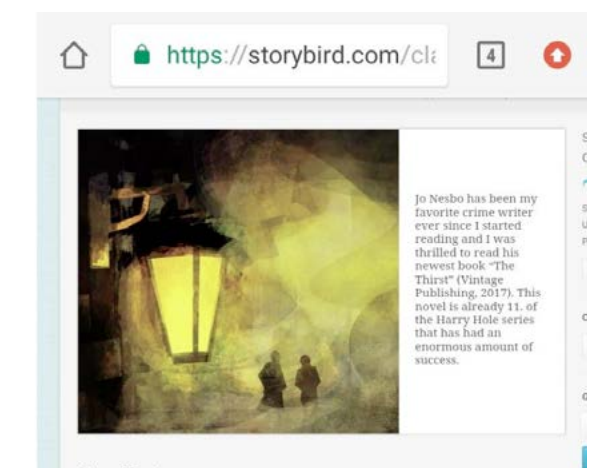
KEY QUESTION

How to use Storybird as a tool in creating a visualized book review?

The objective of the experimentation was to practice reading and writing skills in English, to develop presenting skills (both written and oral), to practice data mining and management, to enhance media literacy, to acquire, share and create new information through creativity of the students. The main goal of the DA was to encourage students in independent and self-guided learning process during which they read an original English novel of their choice and created a visual book review using the guidelines provided by the teacher. They were also encouraged to gain multidisciplinary knowledge about the author and the context of the era present in the novel, to share new information with their fellow students, to utilize ICT in completing the tasks and sharing the results. The DA combined English literature, writing a book review and the creation of a presentation applying Storybird.com and other sources of social and mass media. The Digital Atelier developed the students' individual, self-guided working skills, data mining and time management skills as well as artistic, reading, writing and presenting skills, as well as enhanced their media literacy skills and the ability to share and acquire new information.



www.vimeo.com/321495287



PADLET AT MULTIDISCIPLINARY LEARNING OF FINNISH LANGUAGE AND LITERATURE

KEY QUESTION

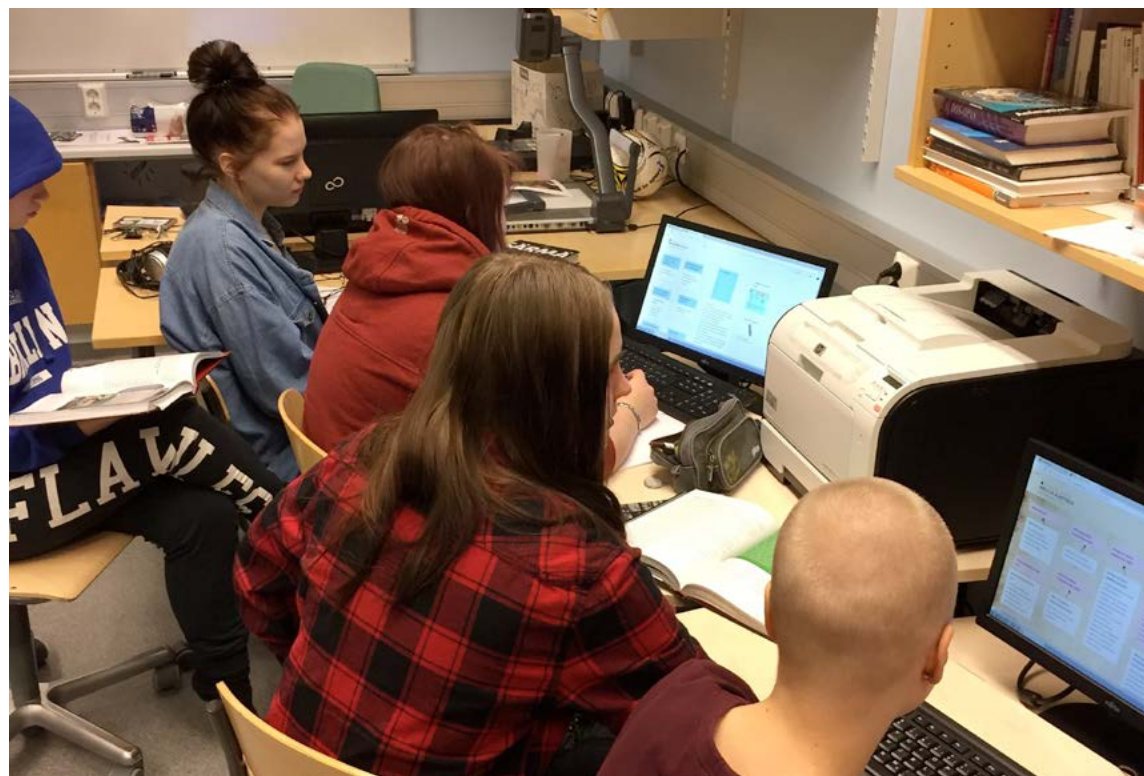
How to use Padlet as a platform in examining the special features of the Finnish language?

The objective of the experimentation was to experiment the use of Padlet at multidisciplinary learning of Finnish language and literature. In addition to Padlet the students used Movie Maker and Photo Director as applications in the experimentation. Furthermore, the Digital Atelier aimed to develop teamwork and collaboration skills of the students, to teach them data mining and management, to enhance media literacy and to share and acquire new information on our mother tongue and its structure and history. The main goal was to encourage the students in independent data acquisition related to Finnish language and its cognate languages and different dialects in Finland. In addition, students were guided how to share new information, to gain new knowledge about the subject in a creative manner, to develop teamwork skills, to utilize ICT in a varied way in completing the tasks and sharing the results. A visit into the local library and using padlet and own or school devices completed the task. Through

the Digital Atelier experimentation, the students' understanding of the link between Finnish language and thinking was improved and they became more aware of the importance of one's mother tongue in the context of the other languages of the world. The students had to make use of their creativity in various tasks using e.g. video, audio, visual and written sources. The Digital Atelier developed the students' teamwork and collaboration skills and taught them data mining and management, as well as enhanced students' media literacy and ability to share and acquire new information.



www.vimeo.com/261790217



SOCRATIVE DIGITAL GALLERY

KEY QUESTION

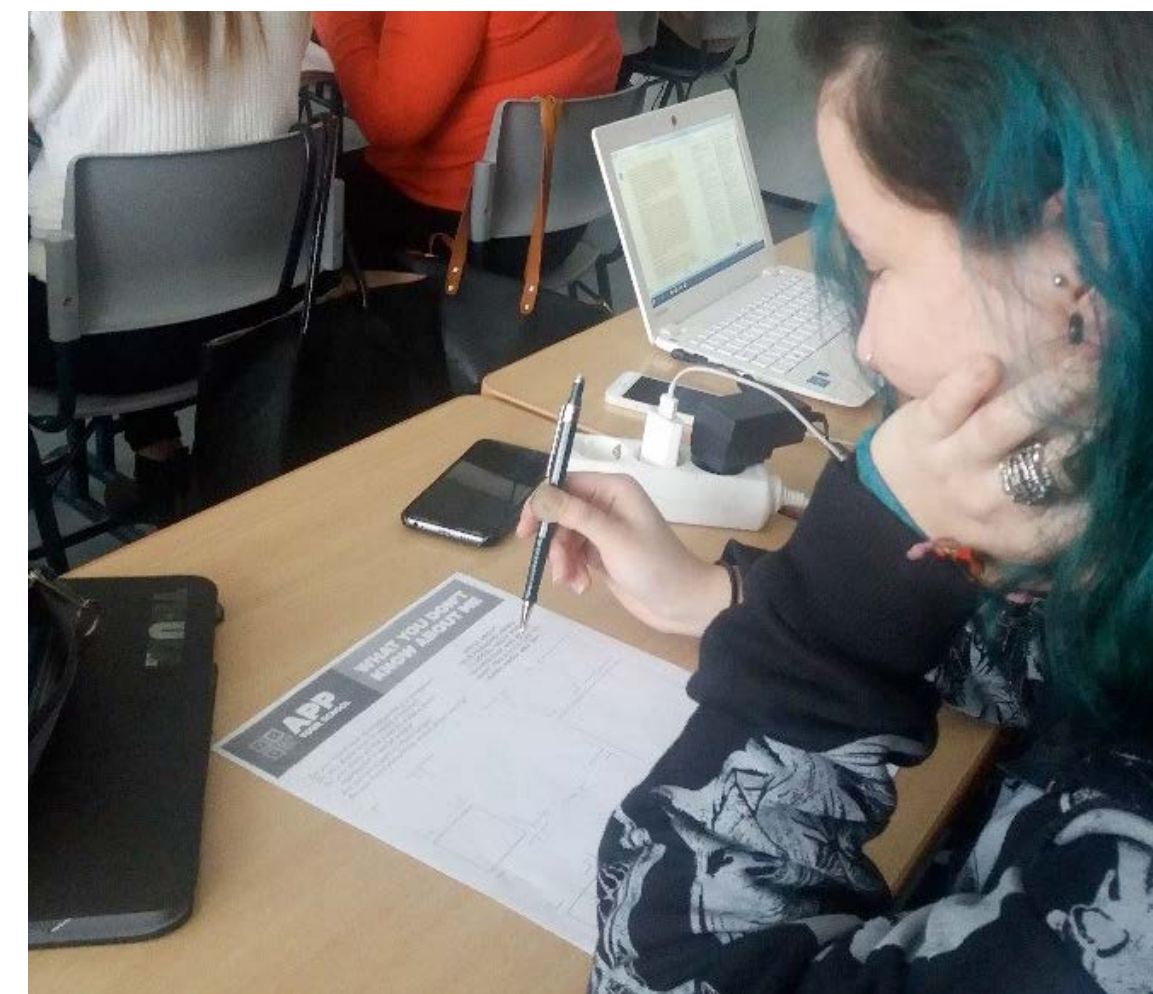
How we can enhance learning process need with developing serious and learning games?

The objective of the experimentation was to experiment the use of Socrative platform at learning English language and as a feedback tool for the students. The aim was to discover how learning process can be enhanced through an online study platform and learning games. The objective of Socrative Digital Atelier was to develop teamwork and collaboration skills of the students as well as teach them data mining and management, and enhance media literacy of the students while learning English language. The Finnish team organised this Digital Atelier experimentation in collaboration with the two consortium partners, Savonia University of Applied Sciences and the City of Kuopio and its Nilsia upper secondary school. Savonia University of Applied Sciences prepared the lessons and they were put into practice at Nilsia upper secondary school. The novel aspect of this Digital Atelier was the intensive use of peer learning because

the school had a Turkish exchange student as an instructor/teacher. The Socrative tool had been in use at her school in Turkey and she was an expert of it so she was given a possibility to instruct the other students showing them the basics of creating a test using the tool. The other students were very collaborative and receptive in their learning process. As an outcome, Socrative Digital Atelier developed students' teamwork and collaboration skills as well as taught them data mining and management and enhanced media literacy of the students while learning English language. Students were able to use their creativity in all the tasks and see the outcome of their work have a positive impact on studying which might hence prevent early school leaving.



www.vimeo.com/309443727



The Digital Ateliers (DAs) that we designed were all tested in schools. Specifically, we completed a pilot test for each atelier in a classroom of an average of 20 students, aged 12-15. The full DAs were tested in 5 schools and parts of them were tested in another 4, so approximately 200 students were reached and 11 teachers were involved.

The ateliers were implemented in subjects such as English, Ancient Greek, Modern Greek, Biology, ICT and a Project class with themes ranging from internet addiction to Aesop's fables. In all the ateliers we combined elements of technology and media. We tried to use technology in a level that would be interesting for the students, but at the same time will help the teachers develop their confidence in technology. We took into consideration the way teenagers use technology, what they do with it, their passions. At the same time we used technology as a means to an end, as a tool; a tool to investigate, simulate and create. While designing the ateliers, one of the most important factors was the fact that we wanted the ateliers to become tools for greek teachers to use in class. This meant that we had to work around very specific constraints such as the 45 minutes class time, the strict time frame for completion of the annual curriculum and the large number of students in a classroom.

Our main goal was for the DAs to be concise and flexible. That is why we designed each atelier to have the following three stages: 1. experimentation with the technology/medium, 2. development and 3. further development.

Each stage starts with a question in order to intrigue and initiate the investigation. The three different stages work like three levels through which the students go deeper and deeper into the exploration of the initial question, a methodology that mirrors the two pedagogical approaches of the project: Alberto Manzi and Bruno Munari. The stages are in sequel, but they also work autonomously. Each stage is completed in two 45 minutes sessions (a whole atelier is completed in six 45 minutes sessions). Therefore, teachers can choose to complete as many stages as they can depending on their available time. Furthermore, each atelier is designed so that the educators can implement their own theme, directly relating the atelier to the subject that they teach at a particular time: all the greek ateliers can be applied to almost every subject area of the curriculum. Additionally, another two factors were taken into consideration in order for the DAs to be implemented in the reality of the greek school. First of all, the lack of technical equipment. In recent years there are efforts made by the ministry of education to equip schools with new ICT equipment, however the reality is that there are still schools that lack the resources. Thus, our ateliers are designed to work with basic technical equipment and working in groups allows sharing what's available.

Having said that, during the testing period of our ateliers, we found out that whoever is willing always finds a way: in one of our pilot ateliers where the students had to use an online application on their phones, we were pleasantly surprised to see an eager teacher creating a hot-spot with his own device to overcome the fact that his school had no wi-fi! Finally, another important factor was that as of the academic year of 2018-2019 the Greek Ministry of Education has given a direct order for banning the usage of mobile phones in schools. That meant that students' most favorite technological tool could not be used in the ateliers and that is why we looked into

providing alternative options (for example the use of specific online platforms instead of apps).

Two out of the five digital ateliers that we designed (*QR codes* and *Soundscapes*) were tested in our partner school, 1st Gymnasium of Ymittos. After the completion of the ateliers, the involved teachers organized an open day for the APPYOS project. Under the supervision of one teacher, the students that took part in the ateliers helped to transform one of their classes into an exhibition space. During a whole day visitors came in turns from other classes and explored the exhibition. The students guided the visitors explaining the process and the aim of the project. They urged their fellow students to interact with the exhibits: reading the qr codes from their original posters and listening to the soundscapes while comparing with the original texts that inspired the recordings. In addition, several students were encouraged by us to document the whole event with photographs, interviews and video. This participatory small exhibition was a novelty in this school as it proved a collaborative process and way to become visible, creating an impact in the local community (in this occasion it was the school).

In the following pages a short summary of the 5 Digital Ateliers implemented in Greece.

SOUNDSCAPES

KEY QUESTION

Can we tell a story through sounds exclusively?

OBJECTIVES

- Research a theme;
- Observe, analyse;
- Structure content for a time based medium
- Recognise and develop a narrative
- Experiment
- Develop communication and organizational skills within the group.

The aim of this DA was to create a story exclusively with sounds. After a group brainstorming about the sound profile of a location or a short narrative, students make lists and draw a self-made music sheet, organising sounds on a timeline, their levels and sequence.

Roles are shared within the team as in an orchestra. They rehearse and record their performance for the peer audience. Similarly, they do this with digital devices by searching in sound libraries to create the desired storyline. This performance uses the devices' speakers as music instruments. Additionally, they can visit the actual space and record and edit a documentary soundscape afterwards.



www.vimeo.com/321186595



QR CODES

KEY QUESTION

How can I hide information and create a campaign?

OBJECTIVES

- to use technology (in this case qr codes) creatively
- to learn how to combine different media
- to combine different aspects of reality (digital and analogue)
- to experiment with visual communication using elements of surprise
- to create an engaging campagne on a specific topic.

The students get to know and experiment with qr codes. Then, in teams they create content on a specific theme using video, image, sound and text and they generate their own qr codes in order to 'hide' their content. Finally, they combine their QR Codes with other visual elements in order to create an engaging poster. All the teams' posters constitute a campaign on the specific subject.

The basis of this activity is the gamification of learning. Students are being engaged in hiding and seeking/revealing information using qr codes. They have to collaborate, to think creatively, to test and evaluate, to present their work and create engagement.



www.vimeo.com/269603866



TRUTH OR DARE

KEY QUESTION

How easy is it to become a fake news victim? Can I build and share my own news campaign through media?

OBJECTIVES

- Introduction to the recent concept of "fake news" in the digital world of information.
- Experimentation with visual communication tools, such poster creation or short interviews.
- Experimentation with social media writing and post creation.
- Social media openness and validity problems, misinformation and solutions.

Build your own student campaign, even if it is based on a fake news. How easy is to create content through the web? Create your campaign using 3 technology tools:

1. Social Media writing and post
2. Poster creation
3. Video proof-interviews

Students work in groups of 4 and at the end vote on which campaign tells a true story and which lies. Regardless of the original validity of the story or piece of news (it may be truth or fake), the winning campaigns are the ones that made it look real and convincing. How easy is to get fake news victims? How can we protect ourselves?

Students are encouraged to discuss the easiness for someone to create content across the various new media and communication channels, based on their personal experiences. In addition, they are encouraged to negotiate the concept of misinformation and to propose ways of dealing with it.



www.vimeo.com/297729550



INFOGRAPHICS

KEY QUESTION

Can information and knowledge be presented in a visual way in order to become more understandable and memorable by a wider audience?

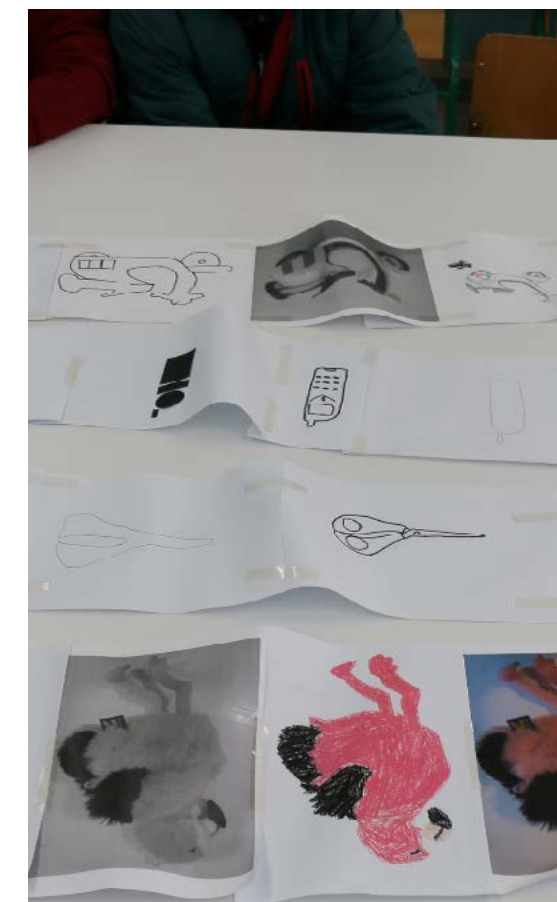
OBJECTIVES

- to investigate verbal and visual abstraction
- to investigate the relation between verbal and visual communication
- to experiment with the visualisation of information
- to be able to create an infographic.

Students experiment with verbal and visual abstraction. They are introduced to the concept of symbols and they create their own. They study how verbal and visual communication (text and symbols) can be combined to create a visual representation of a set of information. Finally, they create their own infographic in order to communicate a set of information/knowledge in a quick and easy way



www.vimeo.com/260303655



ONE IDEA, MANY VARIATIONS

KEY QUESTION

How can an object or concept be visualized in different ways?

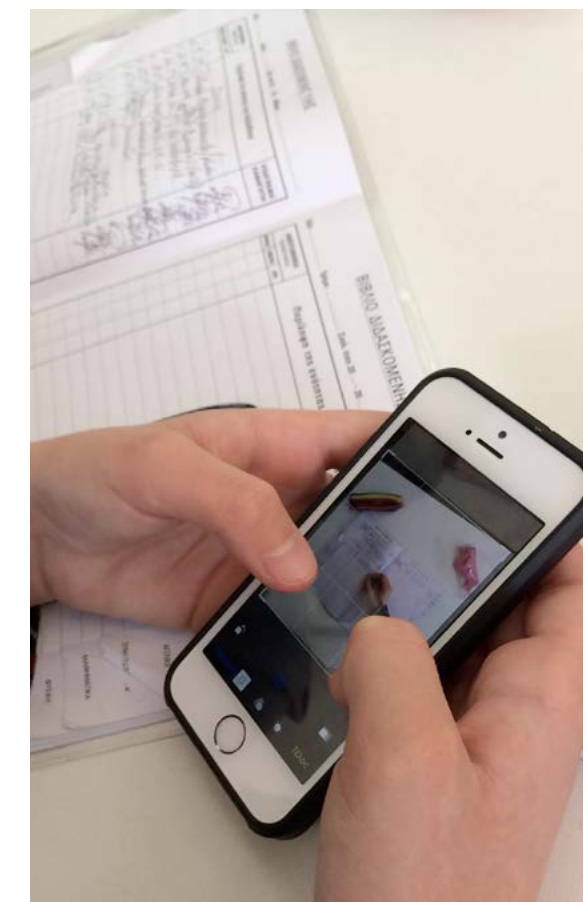
OBJECTIVE

To investigate the subjectivity of the message hidden in a photograph, photo-collage or a video.

Students photograph a selected object or idea in 5 different ways related to 5 specific conditions: reality, surreal use, advertising, fairy tale and social interaction. Then, based on the same theme, they create a digital collage with min 5 new photos, trying to portray the idea in a synthetic visual way. Finally, they develop this concept into video, selecting one of the different types of video: reportage interview, documentary with personal narrative, fiction, no sound video with titles (as for social networks, advertisement). Text can be added and applied in all stages to enhance or twist the meaning of the picture.



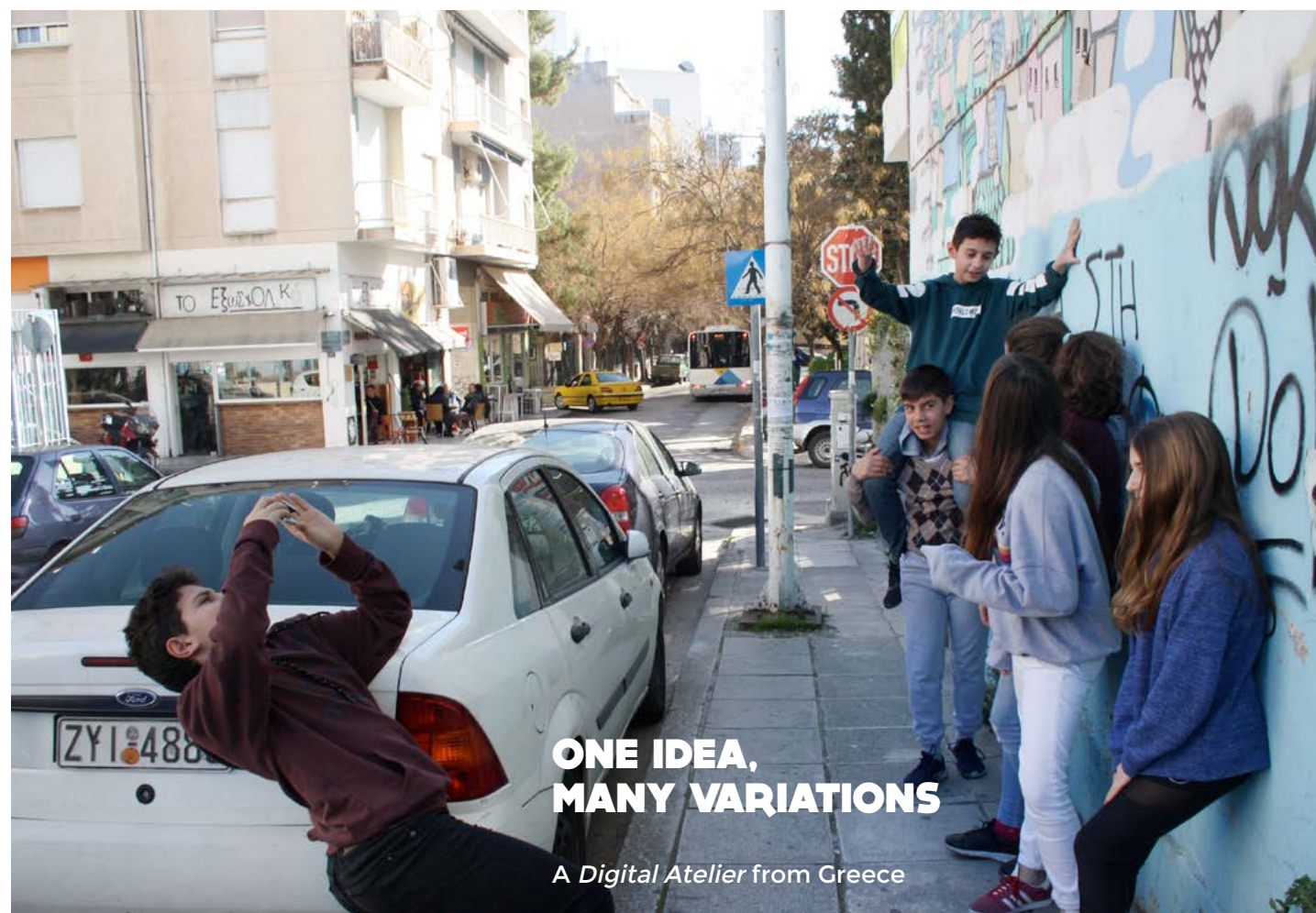
www.vimeo.com/307678607





QR CODES

A Digital Atelier from Greece



ONE IDEA, MANY VARIATIONS

A Digital Atelier from Greece

ITALY

The experimentation of the **APP YOUR SCHOOL** project, implemented by the Zaffiria Center, involved the Rocca dei Bentivoglio Foundation and the secondary schools of the Union of Municipalities of Valsamoggia. The experimentation lasted for the entire school year of 2017/2018 and involved 15 teachers and 200 students.

In the Italian case, the design was as faithful as possible to the design and pedagogical approach of Alberto Manzi and Bruno Munari. The work was set up starting from engaging and attractive questions that made the students want to get to work to understand, try and undo. Individual and collective work has been stimulated in every phase. The teacher never gave direct and conclusive explanations but created the conditions so that the students could explore independently, look for their answers, change their mind or working method if necessary.

In all DAs, being able to do, experiment, ask questions, exchange ideas, build with your own hands has been fundamental to the success of the pedagogical paths.

The main effort was made at the technological level: what could distinguish these DA from other technological experiments? Probably breaking the rules of allegedly correct use of a technology, to start writing a new instruction booklet.

Being artisans, designers and poets (but also artists and engineers) at the same time was the key to living and using technology in a less consumerist, discounted, repetitive and stereotyped way.

A lot of attention has been given to ensure that the work was beautiful and cared for, so that the students could live an aesthetic experience, feel able to reproduce and redesign it.

The goal of the shared planning was to bring out as much as possible the educational value of the participation of boys and girls in the life of the territory, rethinking technology as an instrument for creativity and authorship.

All Digital Ateliers have in fact led to public initiatives, to rethink and re-imagine their territory, to create a new service for libraries.

In the following pages a short summary of the 7 Digital Ateliers implemented in Italy.

AR FOR STORYTELLING

KEY QUESTIONS

- How to "increase the reality" of own school and local community?
- Why, when, which is the purpose of adding content to reality? Does diminished reality exist?
- How do you design and project with technology as augmented reality?

OBJECTIVE

Understand and handle a tool like AR in a creative way, developing a community project.

The Digital Atelier tries to explore augmented reality inspired by the creative and poetic uses of technology by some artists, such as Julie Stephen Cheng, who have been able to reconcile manual and technological aspects to create stories capable of emotion.

In the Digital Atelier the students investigate:

- How many ways are there to increase reality (from artists working with acetates, to window games, to video mapping)?
- What is the meaning of this operation? Does adding to reality improve the experience? How do I delete it: does "diminished reality" exist?
- How can a story be created? Examples from Julie S. Cheng, Uramado Exhibition and other artists.
- Design stories using paper art, animated drawings (iStopmotion) and AR

At the end of the DA the students realized a collective exhibition with the collaboration of Rocca dei Bentivoglio Foundation.



www.vimeo.com/252121976



COLOR MATCHING: LANDSCAPE'S COLORS AND SOUNDS

KEY QUESTIONS

- What color has a sound?
- How does a color sound?

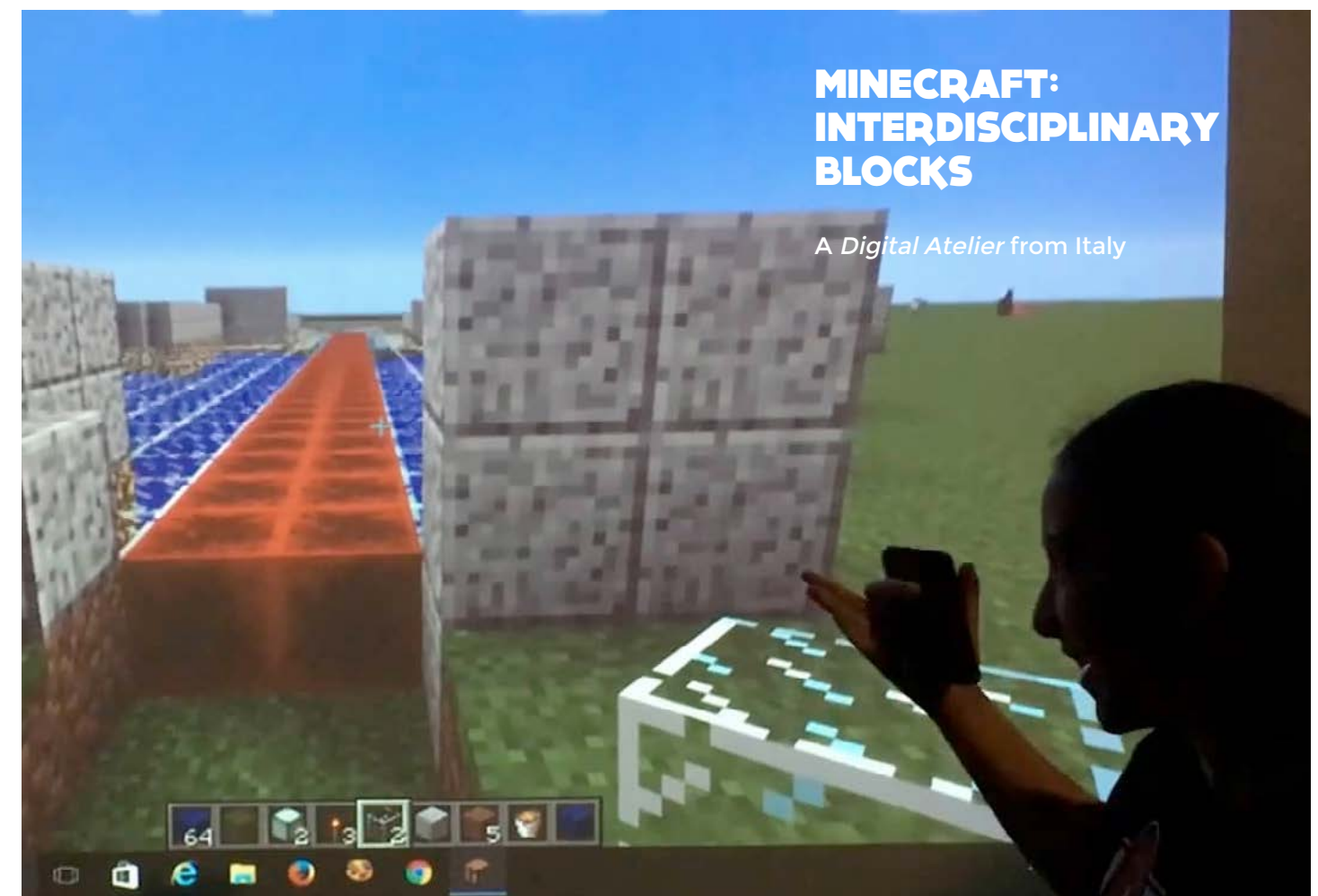
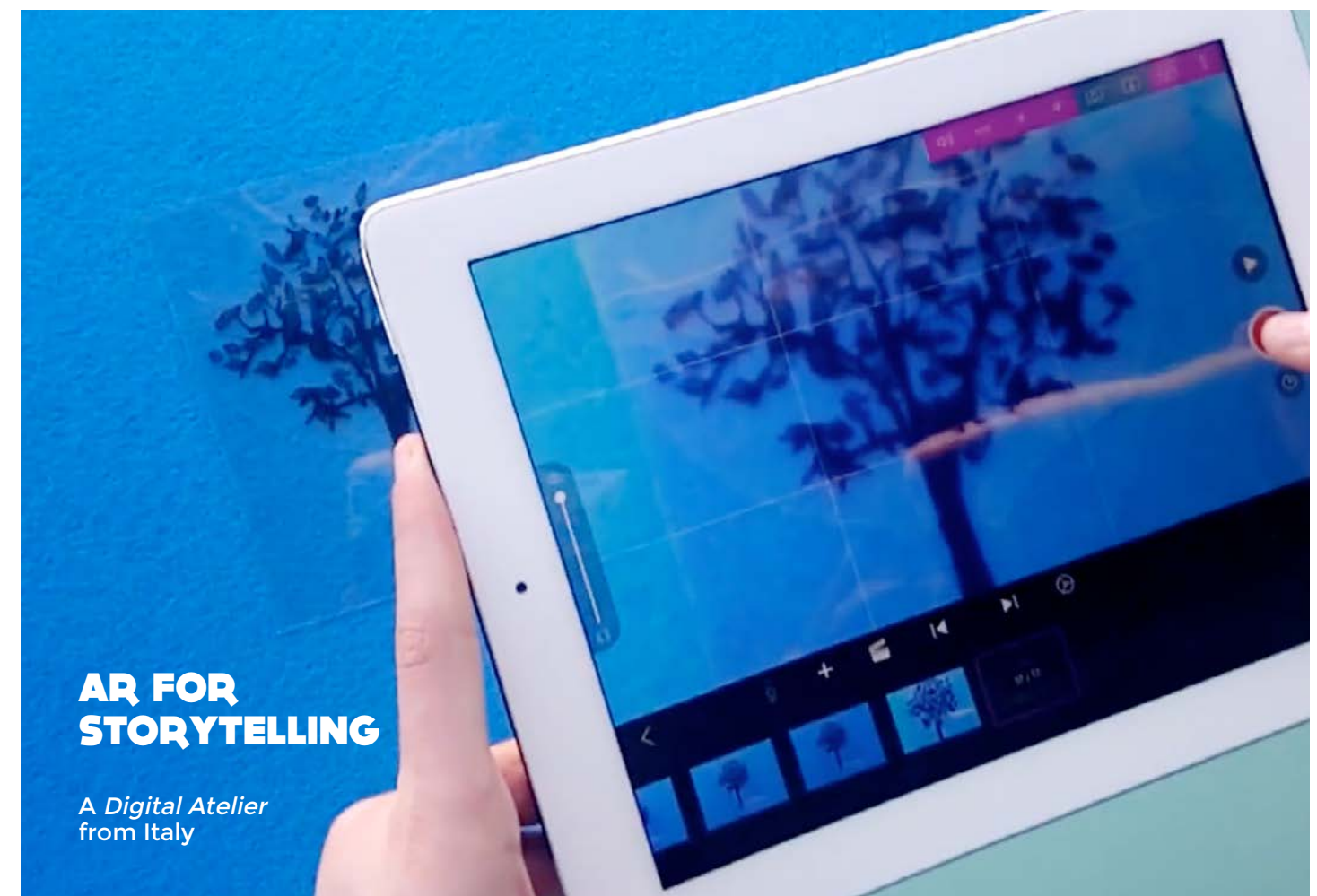
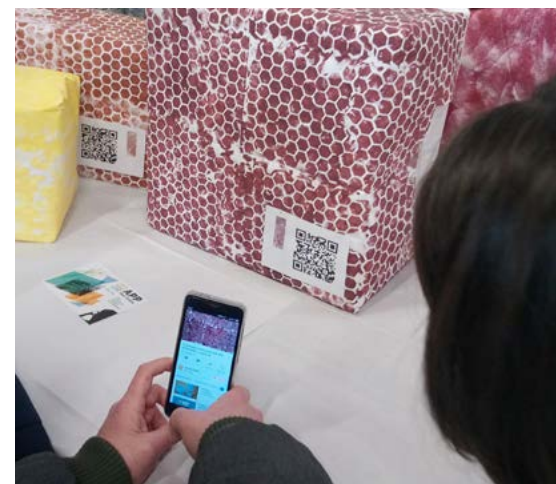
OBJECTIVES

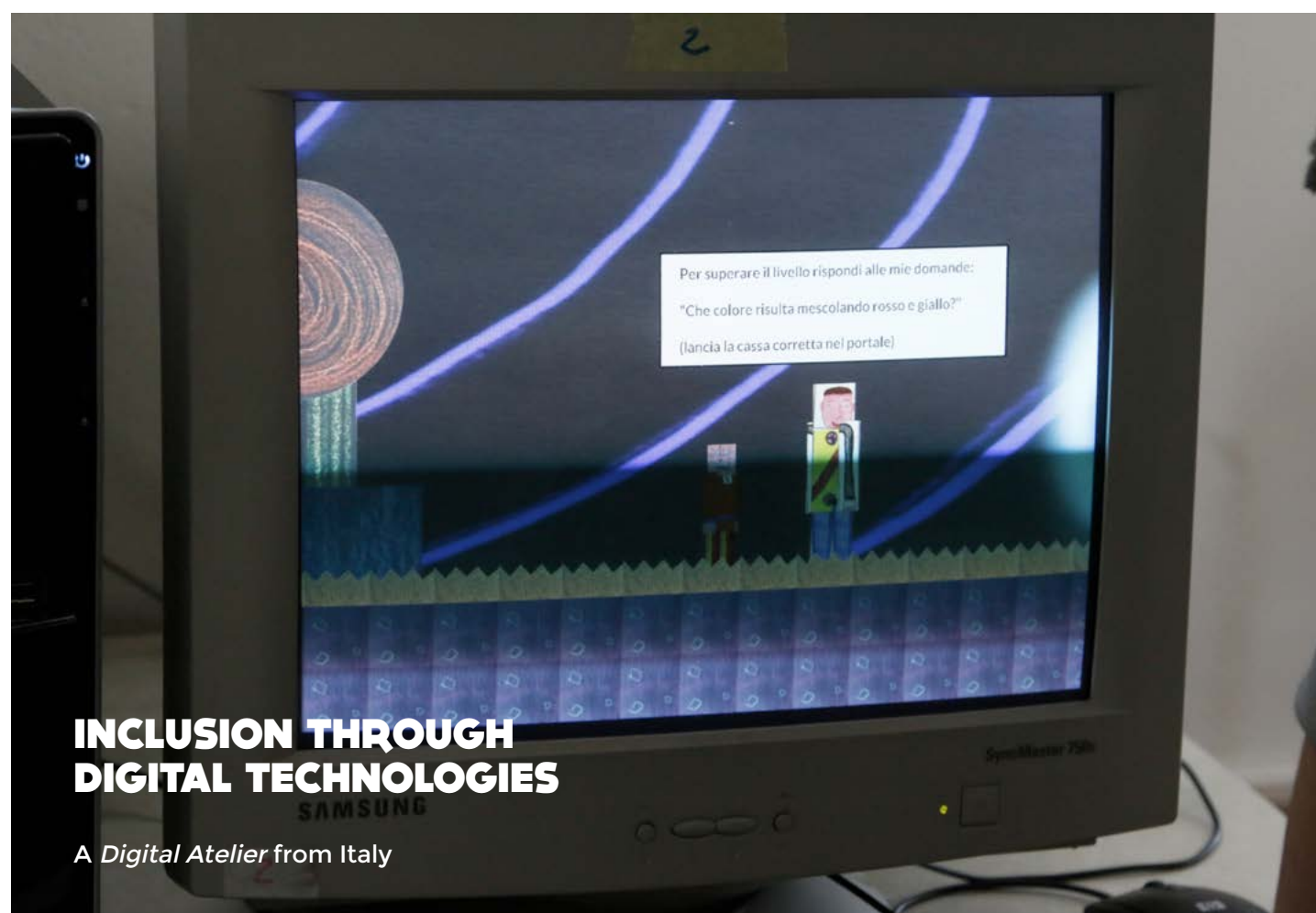
- investigate colors and sounds of the student's territory using technology to code new meanings;
- explore the "already known" in a new and different way, to design a new sensory experience thanks to technology.

Color matching is the process of transferring a particular color across different technologies or platforms. In our Digital Atelier, color was transferred from the students' living environment to an abstract support (for example cubes made with boxes), and re-contextualized thanks to the combination of recorded sounds. Colors that risk getting lost in the environment because remain often "unobserved" become the theme of a playful installation in which cubes of different sizes can be used to build precarious architectures, like in a gigantic construction game. Thanks to the qrcode, the cubes become sound and the noises and sounds of the environment "enter" in the installation. The final installation was designed for a cultural institution of the city, the Rocca di Bentivoglio Foundation, to give space to the creativity of teenagers and at the same time to "look" at their own landscape with other eyes.



www.vimeo.com/256066451





HOW DOES YOUR TERRITORY SOUND? DESIGNING SOUNDSCAPES

KEY QUESTIONS

- How does your territory sound?
- What emotions and feelings do you remember from a sound?
- How to become a designer of a soundscape?

OBJECTIVES

- know how to read, write and interact with a soundscape;
- know how to use technology in a creative and relevant way related to the landscape;
- be able to narrate starting from the landscape;
- integrate visual and auditory languages;
- know how to create a sound repertoire.

The aim of this Digital Atelier was to make students work on the theme of landscape and technology, integrating also the use of scratch and makey makey. The goal was to create a landscape with recycled materials (a second one has been designed entirely with paper and carving) able to take in the recorded sound repertoire, which was cataloged and designed by the students. The work of reconstruction of the landscape allows to investigate the structure of the territory: areas with different vocations (for example residential or productive), natural spaces (for example the management of the water cycle) force the students to find a coherence in the planning, to recognize and respect the rules while organizing their personal sound landscape.



www.vimeo.com/256076116



INCLUSION THROUGH DIGITAL TECHNOLOGIES

KEY QUESTION

How many different skills do you need to create a video game?

OBJECTIVES

- Explore students' gaming passions to find new paths for the inclusion of students with disabilities
- Encourage teamwork and the integration of disabled students
- Give value to students' interests, skills and creativity
- Use the video game also as a tool for verifying the school subjects

Students worked in groups and following different steps created their videogame starting from a pre-programming developed ad hoc by Zaffiria¹ with the name PlatformCraft. Using some models on paper, the settings and characters of the videogame are first designed, drawn and then colored. Afterwards the elements of the videogame are digitized (using gimp or similar programs for photographic cutout), the sounds are recorded and a series of multiple choice quizzes are created, the topics of the quizzes can be linked to the curriculum disciplines. At the end students can play together or have others play with their first craft videogame.



www.vimeo.com/261480622



INCLUSION THROUGH DIGITAL TECHNOLOGIES

A Digital Atelier from Italy

¹ It is possible to request the executive files at info@zaffiria.it

MINECRAFT: INTERDISCIPLINARY BLOCKS

KEY QUESTION

Is it possible to activate interdisciplinary connection paths through the videogame?

OBJECTIVES

- Promote interdisciplinary paths between technological and artistic subjects
- Promote teamwork
- Promote the ability to design three-dimensional spaces
- Promote presentation skills

The proposal was to start from their extracurricular passion (generalizable in the passion for video games) to design new cultural spaces for the community. Starting from a historical-artistic study, students chose works of art, currents and artistic movements as a basis to design a new artistic-cultural space, as future's designers. These new places of culture and art were displayed thanks to three dimensional work using Minecraft, which was also explored and questioned, to better understand how it works and what kind of relationship we have with technology.



www.vimeo.com/266278691



QR STORIES

KEY QUESTIONS

- How much wonder can be hidden in a code?
- Designer in the library: how to create a new public service made by teenagers?

The Digital Atelier² consists in two main steps:

First step

The discovery of the QRcodes in which the detail of an image is hidden: an A3 sheet is given to the students, some black pens to draw around the cell phone to complete the illustration; the new images become micro-stories contained in micro-videos and combined with new QRcodes: compose your story by mixing the QRcodes.

Second Step

The creation of more complex stories: starting from the favorite book, borrowed from the municipal library, prepare the trailer, upload it to the youtube channel of the library and generate the Qrcode to paste it in the back cover: "Are in doubt about the chosen book? Look at the book trailer made by a teenager like you."



www.vimeo.com/267261528



SEARCH MYSELF ON THE WEB

KEY QUESTION

How to find new images and words to tell about yourself through technology?

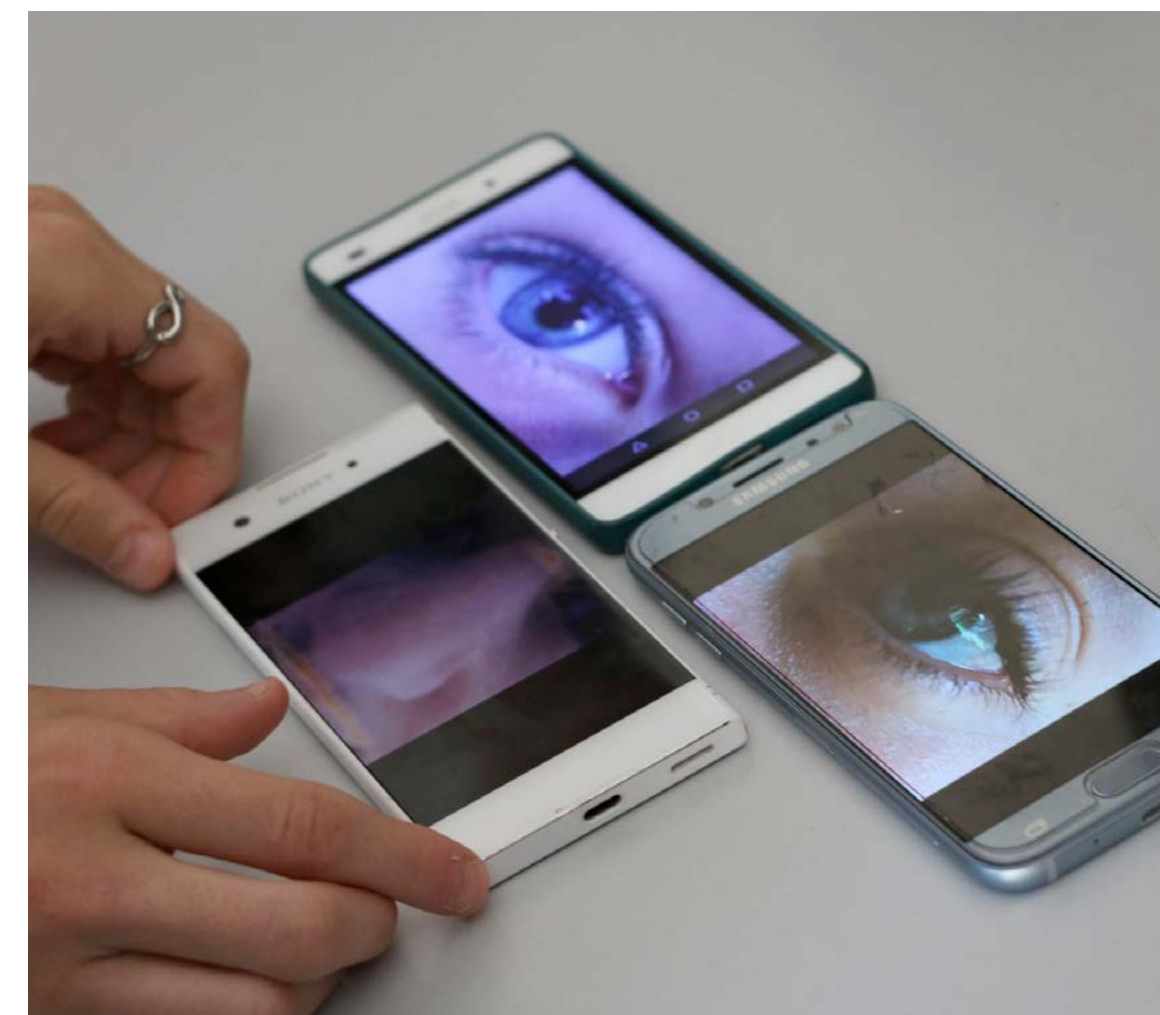
OBJECTIVES

- to help building a new personal narrative for boys and girls at risk of school dropout;
- to experiment a creative use of technology aimed at increasing one's ability to express oneself;
- to improve self-esteem and self-confidence of boys and girls in difficult life situations.

This Digital Atelier wants to stimulate teenagers to conceive new narrations to describe and tell about themselves. In fact, the risk is that adults always use the same words to describe the teenagers, in this way closing their story, especially in the case of difficult boys and girls. This Digital Atelier tries to take some possibilities offered by technology to put in circulation words and images that we use to tell each other, to think of ourselves, to plan our lives. The DA develops a path that alternates between single, couple and collective work.



www.vimeo.com/285785868



² This Digital Atelier has been implemented by the Rocca di Bentivoglio Foundation thanks to the Cultural Heritage Institute of Emilia-Romagna, which has supported it among the most deserving ideas in the context of the call *I love cultural heritage*.

LITHUANIA

The Lithuanian experimentation took place from January to May 2018 in the two schools Ragaine Progymnasium and Simonas Daukantas in Šiauliai city, and involved 82 students in total and 5 trainers.

The project methodologies helped the trainers to organise their work and at the same time to encourage the creativity of students and their own. The 5 Digital Ateliers were implemented and adapted based on the creativity and the capacities of students. Interesting on the experimentation was to observe that students are much more involved into the learning process when they are allowed to use modern technologies. An aspect that was very surprising, and that emerged with the DA *Emotions decoded* was on the big necessity of handling and talking about emotions. Students were not used to talk about emotions and feelings, and very negative expressions emerged during the DA, that stay very often out of the school interest, but which have an important influence on real and virtual life of adolescents. Another aspect was that often the students have shown a bigger knowledge on new apps and their application than teachers which opened a different learning hierarchy. During the lessons, cell phones are very often avoided as means of distraction. The process of introducing ICT during lessons is still quite slow. But Interdisciplinarity is being implemented more and more and the Digital Ateliers contributed significantly to promote a bigger openness from sides of teachers and schools, having had a very positive feedback.

In the following pages a short summary of the 5 Digital Ateliers implemented in Lithuania.

TRANSFORMING MY CITY / DESIGNERS OF THE CITY

KEY QUESTION

How can we contribute to making our local city more attractive to us and tourists?

OBJECTIVES

- To encourage children to learn more about constructions, buildings;
- Using different static and dynamic tools to stimulate the joy of discovery, imagination and creativity of workshop participants;
- To give children a sense that they are creators/ designers of their own city;
- To develop a wide set of skills: creativity, orientation, artistic; knowledge: mathematics, arts, history, IT;
- To make indirect suggestions to the local authorities, tourism center to make one's local city more attractive by offering new tourist routes complemented with objects of augmented reality.

This Digital Atelier focuses on creating buildings, landscape using different techniques of Augmented Reality and decorating the city (with the help of the map) with them in order to contribute to making it prettier, more modern and attractive to local residents and tourists. In addition to the augmented reality apps, prints of photos of the city places under reconstruction were used, which were selected by the students themselves. Specific transparent paper was placed on the photograph and drawn with markers in this way also creating augmented reality.



www.vimeo.com/299389484



EMOTIONS DECODED

KEY QUESTION

Are we the ones who control emotions or emotions control us?

OBJECTIVES

- To subject ICT for learning about emotions;
- To help recognise, name and manage emotions to contribute to improving mental health of students;
- To contribute creating good atmosphere in the class, school;
- To contribute to stopping bullying in the class, school.

The Digital Atelier focuses on learning about emotions with the help of ICT tools, different materials, apps, movies, presentations, methods and in synthesis of different subjects. In order to successfully implement all parts of the workshop a prior preparation is necessary on the Forum theatre and Laughter Yoga, however, in this case it is aimed at implementing at least basic principles.



<https://vimeo.com/299389907>



TRANSFORMING MY CITY/ DESIGNERS OF THE CITY

A Digital Atelier from Lithuania

APP
SCH
OOL YOUR SCHOOL

MISSION (IM)POSSIBLE?

KEY QUESTION

How can we improve relations between school, parents and community?

OBJECTIVES

- To use different ICT tools to foster better relation in the class, encourage integration of all students into common activities, removal of tension between different groups in the class;
- To improve relations between school, parents and community;
- To incorporate elements of different subjects and ICT tools.

The Digital Atelier focuses on team building activities while incorporating elements of different subjects and ICT tools. It is applicable in different contexts: can be used solely in the class or it can be used to create closer, understanding relations between class, parents, school and community in general.

It is aimed at different skills development through active, creative tasks.

The workshop also encourages common activities between all class members, encouraging involvement of the “quiet” and introverted ones.



www.vimeo.com/299390096

DAY IN THE MUSEUM

KEY QUESTION

Do ICT connect or separate us from our parents, grandparents?

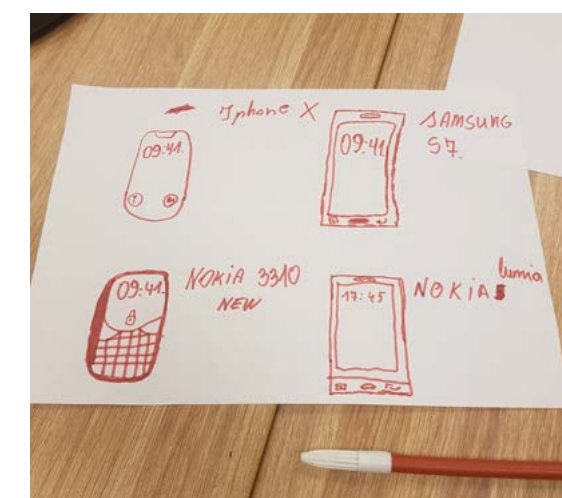
OBJECTIVES

- Using different ICT tools to improve communication between different generations.
- To transfer learning from schools to museums, galleries.
- To encourage lifelong learning.
- To encourage knowledge share between different generations.

Workshop was organised in the premises of a museum. Participants were mixed (teenagers, parents, grandparents). At first a tour is organised in the museum (its history, presentation of the current exhibition). Afterwards in an education room everybody is sitting mixed or intergenerational groups are formed. The following tasks are being performed: trying to remember a poem and filling in the missing words; creation of the poem looking at a piece of art; power point about stereotypes about elderly people (presented by students); then a discussion between students and elderly people – what do people say about young / elderly people; creation of a postcard with an elderly person and a piece of art, printing it out and sending best wishes to him / her; work in intergenerational groups – creation of a poster (using online tools, apps) – “Positive sides of being older”, printing posters and making an exhibition in the museum / gallery / school or making an online exhibition.



www.vimeo.com/299390332



ECO-FRIENDLY CITY

KEY QUESTIONS

- Do we know fauna and flora in our own city?
- How can we make our city friendly to environment?

OBJECTIVES

- To stimulate eco-friendly thinking;
- Raising community awareness about pollution;
- Contributing to finding solutions for environmental problems in the city;
- Proposing concrete solutions to solve concrete problems in the city.

This workshop includes different activities from which the students can choose according to their interests:

- Using internet to find examples of eco-friendly solutions in the city and present them to other groups as good practice examples (in groups of 5);
- Using Tinkercad.com tools to design an object that would help to solve some environmental problem in the city (individual or group work);
- Using materials that can be recycled to create works of art and make an exhibition in public library, make a dissemination campaign with photos, collages and upload them in school media networks or websites to let as many people as possible to know;
- To collect and present tools / channels of dissemination used (a common work by the whole group - composing a dissemination strategy using online programme - <https://create.ly.com>)
- To create a poster for community awareness about pollution and suggested solution (<https://infograph.venngage.com>)

In our experimentation students have chosen to create a poster. Additional activities were introduction to mind-mapping method, logo creation technologies, also, participants made a research of biodiversity in the city using mobile apps. After this research they had a discussion on how this biodiversity is influenced by humans and shared the ideas on how can it be protected.



www.vimeo.com/299390181



POLAND

In Poland all Digital Ateliers we realized in Bytom. All DA were concentrated on local history and identity. Bytom, city where we realized our DA is a city in Silesia with 170 thousand habitants and interesting and quite long story, it is one of the oldest cities of Upper Silesia, originally recorded as Bitom in 1136. It received city rights in 1254.

In all DA took part 154 students from 5 different schools. We designed our DA as a cycle, but in the same time it is possible to organize only one chosen DA. Small group of students took part in each DA, which gave them a possibility to develop different competencies as well as to see all the process of discovering identity and locality. All DA was led by two main teachers but at the same time observed by others which gave them possibility to gain the spirit of methodology. As they said after DA it's a very interesting way to work with youth, to develop different competencies (not only digital and media, but also social and interpersonal).

After each and after all DA we collected very positive feedback from participants of the workshop. They underlined that DA gave them a possibility how to use apps they had known in new, more creative way, how to use digital media. The DAs gave them chance to develop their media and digital competences (they said: I learned how to take photos, how to use virtual maps, how to create a video) and social skills. This social skill was even more important for a major party of participants. They underlined that this kind of activity helped them to integrate in a group, but also to open for the people they didn't know before (in this point both: participants of workshops but also passers-by they met in the city during some activities).

All 5 DAs are taught and designed as a kind of a cycle with a common goal to discover the locality. But, of course, each DA can be organized independently.

In the following pages a short summary of the 5 Digital Ateliers implemented in Poland.

CITY FONTS

KEY QUESTION

How to talk about your city and discover it using new technologies?
stimulate participants' curiosity

OBJECTIVES

- Focus on the neighbourhood.
- Plan route of a walk using school competencies and applying them creatively with new technologies.
- Experience city space with different senses - recording sounds and taking pictures with smartphones.
- Promote being open to others and curious about their work.
- Gain competencies of using programmes and apps.

The main goals of this DA was to help participants to discover their own region, strengthen their identity and create the image of their place of residence. On the same time during the DA they were discovering unique fonts of the city in use of new technologies. All of the activities were connected with apps thanks to which participants created a map and animations.



www.vimeo.com/283409962



URBAN BOX

KEY QUESTION

How to discover the history of family internal migrations in my town using new technologies?

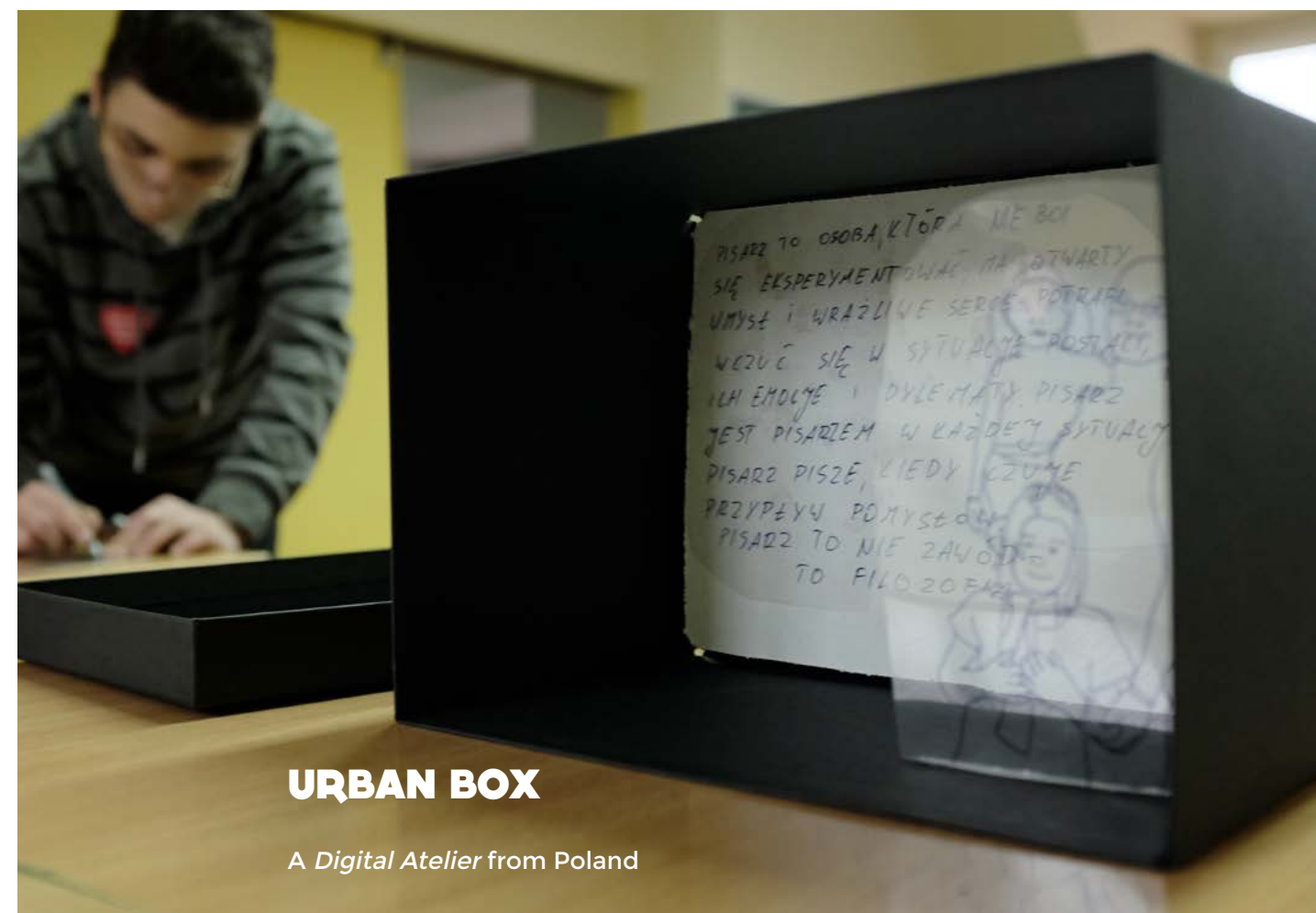
OBJECTIVES

- focus attention on family stories,
- use technology to collect family stories,
- create a story using family memorabilia,
- digitization of family memorabilia,
- creation of the memory box,
- develop competencies needed to use apps and programs.

This DA required from participant engagement not only during the workshop but also before. They received a task to collect some memorabilia - such as photographs, medals, letters, objects - important for them and their family as well as to record voices of family members with explanations: why are this memorabilia so important? During this DA participants use apps to record their family stories and to create an innovative way to show them to other members of their family. What's important to do this they combine both: manual creative and artistic way and new technologies. With those activities we bring them to ask themselves the question: Where am I from?



www.vimeo.com/283409240



URBAN BOX

A Digital Atelier from Poland



CITIZENS

A Digital Atelier from Poland

CITIZENS

KEY QUESTION

What does it mean to be a citizen?

OBJECTIVES

- focus on a human being,
- using smartphones to build relationships, make contact with a stranger understanding citizenship,
- being aware of the power of photography to convey information,
- building awareness of being a citizen.

In this DA we concentrated on portait. We started work with manual work with wooden briquettes. Participants had to decorate them by using newspaper sections and decorative materials and create faces of city habinats. After that we went to he city to meet real inhabitants of the city and make contact with them. The task was to take photo-portraits to collect faces of cities passers-by. We were also redrawing collected photo with carbon to A3 paper using the method from the "Memory project" and - in the end made timelaps films.



www.vimeo.com/277655025



EMOTIONS

KEY QUESTIONS

How to talk about emotions with help of new technologies, apps and GIFs?

OBJECTIVES

- develop skills of recognizing and naming emotions,
- develop self-expression skills,
- develop openness, ability to interact with strangers,
- gain competencies of using programmes and apps.

We invite participants to take a look at emotions from different points of view. The first task was to tell stories about emotions using only emoticons, no words. It made us to face the question if it is possible to communicate by using only emoticons, without words. Participants had very interesting reflection in this point. We use plasticine to made heros of our stories (putting pieces of plasticine on face one of the participants - our hero) and took photo of them to create after comics and storyboards. Paricipants used their competencies of taking photo to develop the competencies of telling stories. We created also social campaigns entitled "Emotions are important" using the Inshot app



www.vimeo.com/282464915



URBAN LEGENDS

KEY QUESTION

How to show city historic legends/ cultural text in a creative way using new technologies?

OBJECTIVES

- analysis and interpretation of the text,
- reformulating the text into your own artistic vision,
- focusing on the nearest area - placing legends in the locality - work with the city map,
- use of urban space for text visualization,
- developing openness, interacting with neighbours,
- use of applications.

For organize this DA was important to find some local legend/history. It was a task for teacher but could be a part of work with students as well. Inthe place of a legend it is possible to use any cultural text. The main taks for participant is to reformulate the content of this text into a comic, made in urban space. It should make this text (legend, cultural text) easier to understand. To do this we used mainly PICPAC app as well as various paper material such as for example wrapping paper. It gave possibility to learn and reformulate urban legends according to own artistic vision in a creative and modern way.



www.vimeo.com/283410859



TURKEY

All 5 Digital Ateliers in Turkey were implemented in different schools in the Esenler district, involving around 160 students and 18 teachers. During the implementation of each Digital Atelier teachers and students had different experiences. After students' and teachers' feedbacks we became aware that classical teaching methods were not enough to learn effectively. With the DAs, students found opportunity to learn lessons more enjoyable way. We observed that most of the students which attended to Digital Ateliers at first thought that the Digital Ateliers was not a lesson, firstly they were thinking it is a game or it is an extra curriculum activity. But during implementation of the DA they played their games whilst learning the programme of their lessons. In this way all Digital Ateliers reached the goals which we will explain one by one on the next sentences.

With the classical teaching methods, students don't get the chance to test a lesson as they don't have the right to make mistakes. But thanks to the Digital Atelier they found this opportunity and their experiences during implementation of DAs reinforced their learning capacities. When joining an atelier the student had to read the introductions, listen to their teachers' explanation and explain their tasks to their friends and teachers. They were in this way more effectively involved into the lessons. Students and teachers alike enjoyed the connection of the lesson with the Digital Ateliers and experienced the fact that they can have an alternative lessons plan. The DAs give them the possibility to enrich their lessons while in connection with the national curriculum.

In the following pages a short summary of the 5 Digital Ateliers implemented in Turkey.

PLAY WITH WORDS

KEY QUESTION

How can we form simple sentences and words using digital drawings?

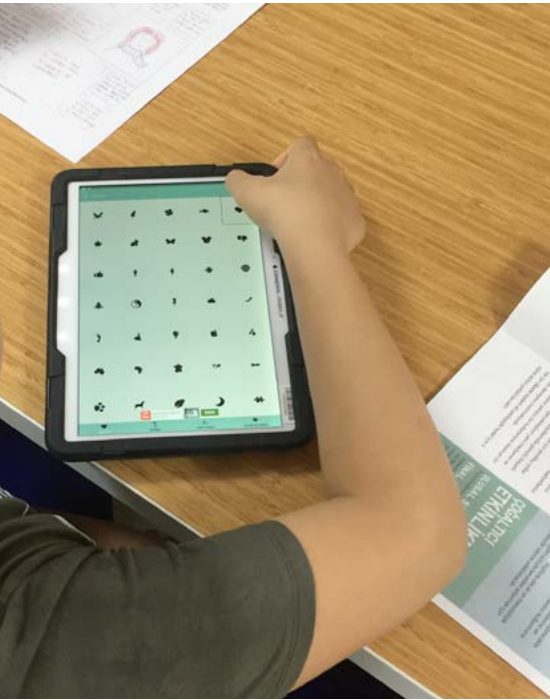
OBJECTIVES

- Making simple sentences
- Visualizing words and objects
- Memorizing words in a fun way
- Learning correct pronunciation

The general aim of this Digital Atelier was to correct misconceptions of students in specific a subject. During the implementation on this atelier firstly they have choose a topic and they try to find different concepts which are related with this topic's vocabulary. Also this Digital Atelier gives a chance to enrich their visual memory. With this way it provides permanent learning for students. One of our ideas on this atelier is photo editing, they are choosing a shape and they decide a colour which is suitable with the topic. During studying period of DA they can make changes on their previous ideas. After they finish their word cloud they can share their outputs with their classmates with this way they can give comments about other outputs and this ensured peer learning. The works on this DA encourage students to think in a questioning perspective.



www.vimeo.com/293180742



ANIMALS' SOUND

KEY QUESTION

How can we teach about animals and their sounds?

OBJECTIVE

- Teaching the use of applications which are related to animals

The general aim of this Digital Atelier was to show wild animals to the students in 3D way which they can't see those animals except in the zoo. It is not always possible to organise a trip to the zoo with students to show this kind of animals and when a biology teacher try to teach to students this kind of animals they can't remember it easily if they only read instruction. This Digital Atelier provides partly learning by leaving methodology.

This DA helps to understand in a concrete way of abstract concepts theoretical events. And it helps to improves and enrich of the students imagination. Also it helps to teach lessons in an enjoyable way. On this atelier when they learn each animal also they can learn which animal eats which food and they can differentiate carnivorous and herbivorous concepts in the biology curriculum. Also it provides to hear animals' sounds. By the end of the atelier, students took some photos about their outputs and they share these photos on social media.



www.vimeo.com/293176332



BIOGRAPHIES OF FAMOUS PEOPLE

KEY QUESTION

How can we teach the Atatürk's life to the students?

OBJECTIVES

- Teaching History
- Teaching how to write a biography
- Teaching Atatürk's life

The general aim of this Digital Atelier was to teach history to the participants. Actually it gives a chance to the students to learn important peoples life in an enjoyable way. While preparing the Digital Atelier they can familiarize with the photos of important people and they should make a research about that important people's life and ideas. And then if they want they can prepare a presentation or they can find a ready video about the important person's life. The next step is to match this with the photo of the important people. For this matching they have to use a special programme with their tablets. In this atelier, participants have a chance to learn with visual and auditory methods, supporting permanent learning. With the tools of this Digital Atelier, all teachers can use it for their own lessons. Its mean this atelier is suitable for any kind of lessons in the curriculum.



www.vimeo.com/293178725



WEB 2.0 TOOLS IN EDUCATION

KEY QUESTION

How can we use WEB 2.0 tools in education?

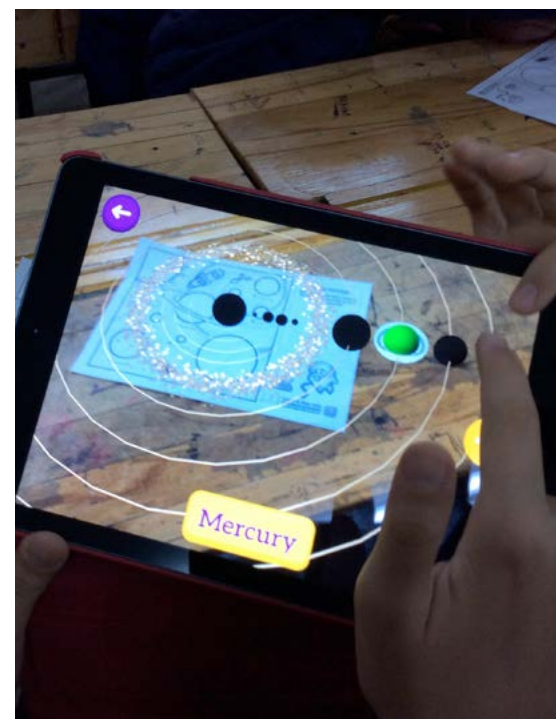
OBJECTIVES

- Using technology in education
- Learning educational applications
- Preparing lessons with ICT
- Using social media in ethic rules

The general aim of this Digital Atelier was to give a chance to the students to show their ideas about any topic. They can give information to their friends or to their teachers; they can share and discuss their ideas with this way they can involve to the lessons effectively. Thanks to this DA atelier, students and teachers can create a more active and participatory classroom environment. Online tools and resources have made it easier for teachers to instruct students, and for students to collaborate with those teachers and with other students and parents. In the educational environment, group work, effective learning, high-level thinking, constructivist learning, individual learning, taking responsibility, etc. contribute to the development of skills.



www.vimeo.com/296031829



LET'S DISCOVER OUR BODY

KEY QUESTION

How can we discover the human body in a more detailed way?

OBJECTIVES

- To get detailed information about organs
- To learn how the body system Works.
- To analyze each organs in details one by one with 3D glasses
- To discover with which technologies we can better know
- To reflect and present our body using technology creating a link with the medical/ biology and the "representation" of the own body in the media, social network etc.

The biggest benefit of this atelier is to transmission of the message with sound and image with meaning integrity. Also this atelier is very excited and enjoyable for students. During implementation of atelier the students will use 3D Glasses and VR videos which already prepared for a specific aim.

Before using this method, the students were learning body system on the paper and they saw organs on the paper.

But with this way it will not be easy to remember details of body system or organs. In this way when they use 3D Glasses, they can have a chance to see each organs with 3D way one by one according to their orders. In cases where movement is important for learning (eq running a machine), moving films are more effective than other visual materials in teaching and learning concept. Different peers of students can collaborate with VR videos to gain a common experience to effectively discuss a problem. Nowadays VR videos are very popular and each teacher can find different videos according to their lessons and students can buy easily 3D glasses for themselves and they can watch educational videos at their home and they can watch the videos for few times until they can understand. In this way we can provide individual differences.



www.vimeo.com/293179668





ANIMALS' SOUND

A Digital Atelier from Turkey