

# TECHNOCLIL FOR EVO 2017

Letizia Cinganotto & Daniela Cuccurullo

## OUTLINE OF THE VIDEO-RECORDED TEACHING PATH



Name and surname **Ippolita Gallo**

**Blogs:** <http://illaboratoriodelle7.wixsite.com/home>  
<https://ippolitagallo.wordpress.com/>  
<http://ippolitagallo.wixsite.com/pnsd-1cd>



**Title of your teaching path: Park visitors' Handbook – Pollino National Park**

**School level: A1-A2**

- ☐ **primary**
- ☐ lower secondary
- ☐ upper secondary

1. **The context (brief description of the context of the teaching path): A CLIL Project : HOW TO BEHAVE IN THE PARK . Number of students: 17 - class 5 B: 8 girls and 9 boys - Primo Circolo Didattico di Castrovillari – Cosenza -**

### 2. The lesson plan

Topic	<b>Environmental Education Project: our proposals to save the environment – Pollino National Park -</b>
Subject/s	<b>Italian/Science/Tecnology/Maths/ Citizenship and Constitution/English Language</b>
Target	<b>Class 5 Primary School</b>
Target competence level (A1,A2,B1,B2, C1, C2)	<b>Level A1-A2</b>
Number of hours (approx)	<b>100</b>
Objectives	<b>Learning Design for: Park visitors' Handbook – Pollino National Park – <a href="https://v.gd/0uzZ5B">https://v.gd/0uzZ5B</a></b>

**Teaching-Learning activities:**

**1 STEP:** about **POLLINO NATIONAL PARK** - Calabria -

*Read Watch Listen 60 minutes 17 students Tutor is available*

The teacher show a map on LIM about Pollino National Park and more informations on following link Maps:

<http://www.parks.it/parco.nazionale.pollino/Emap.php?opt=puntiMappa>

<http://www.parks.it/parco.nazionale.pollino/Emap.php>

Informations Pollino National Park

[https://en.wikipedia.org/wiki/Pollino\\_National\\_Park](https://en.wikipedia.org/wiki/Pollino_National_Park)

<http://www.parks.it/parco.nazionale.pollino/Epun.php>

<http://parcopollino.gov.it/homevivere-il-parco1/mappa-del-parco>

The students listen and point the area of Pollino. Watch a video about the Pollino National Park on following link: **DISCOVER THE PARK**

<https://www.youtube.com/watch?v=3wzXaq8vcf4>

**2 STEP:**

*Discuss 60 minutes 17 students Tutor is available*

The teacher shows a brief text / presentation on the Pollino National Park, and together with the students underlines the important parts. Use the tools of LIM for editing text. The students discuss and reason about parts of the text considered and write the information found with the teacher data link:

Nature and Man Intertwine

<http://www.parks.it/parco.nazionale.pollino/Eindex.php>

Nature and Man Intertwine

<http://www.parks.it/parco.nazionale.pollino/Eindex.php>

Protected Area Protected Area Identity Card

•Pollino National Park:

<http://www.parks.it/parco.nazionale.pollino/Epar.php>

[http://www.parks.it/parco.nazionale.pollino/Eindotto.php?id\\_servizi\\_ap=27](http://www.parks.it/parco.nazionale.pollino/Eindotto.php?id_servizi_ap=27)

**3 STEP:**

*Collaborate 60 minutes students Tutor is available*

The teacher divide the class into n.6 cooperative-groups The students discuss about the assigned tasks and cooperate for the creation of drawings on how to behave when you go to a park. Other students research information about the park of Pollino and write them to the computer.

**4 STEP:**

*Investigate 80 minutes students Tutor is available*

The teacher proposes and explains the use of the WEB 2.0 TOOL Glogster

<http://edu.glogster.com/?ref=com>

For more information on using GLOGSTER with my class 5B go to the following link: <http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali>

The groups of students practice the use of Glogster for the realization of the **VIRTUAL POSTER** and write the information and insert the drawings.

	<p><b><u>5 STEP:</u></b>  <i>Practice 80 minutes students Tutor is available</i>  Students write about the Pollino National Park and complete the POSTER of Glogster DIGITAL with the LIM, COMPUTER, TABLET, IPAD  <a href="http://teacherippolita63.edu.glogster.com/park-visitors-handbook">http://teacherippolita63.edu.glogster.com/park-visitors-handbook</a></p> <p><b><u>6 STEP:</u></b>  <i>Produce 120 minutes students Tutor is available</i>  Students practice and make the DIGITAL POSTER Glogster to the computer that is posted on the school blog PNSD  <a href="http://teacherippolita63.edu.glogster.com/park-visitors-handbook">http://teacherippolita63.edu.glogster.com/park-visitors-handbook</a></p> <p><b><u>FINAL STEP</u></b>  <i>Read Watch Listen minutes students Tutor is available</i>  All work is published at the following link <a href="http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali">http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali</a>  Pupils express their opinion on the proposed project by QUESTIONNAIRE:  <a href="https://docs.google.com/forms/d/e/1FAIpQLSduoshZKokTaKQMyZXWZ0BEec_eJS7y5OV9aT3G9FYB8FX_xew/viewform">https://docs.google.com/forms/d/e/1FAIpQLSduoshZKokTaKQMyZXWZ0BEec_eJS7y5OV9aT3G9FYB8FX_xew/viewform</a></p>
Teacher's role Students' role	<ul style="list-style-type: none"> <li>❖ Teacher/Tutor's role is available as guide/mediator during the whole project</li> <li>❖ Student's role is important for working on the all project</li> </ul>
Outcomes (links, resources etc.)	<p><b><u>Outcomes:</u></b></p> <p><i>Knowledge(Knowledge): PROPOSALS TO SAVE ENVIRONMENT</i></p> <p><i>Analysis(Analysis): HOW TO BEHAVE IN THE NATIONAL PARK OF POLLINO</i></p> <p><i>Application(Application): Use the Woob tool 2.0 GLOGSTER: A DIGITAL POSTER</i></p> <p><i>For more information on using GLOGSTER and the project with my class 5B go to the following link:</i></p> <p><a href="http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali">http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali</a></p> <p><a href="http://teacherippolita63.edu.glogster.com/park-visitors-handbook">http://teacherippolita63.edu.glogster.com/park-visitors-handbook</a></p>
Assessment	<p>For my project I evaluate Cooperative Learning: Rubric Project Name: <i>Collaborative Work Skills</i> and Making A Poster: Rubric Project Name: <i>Make a Virtual Poster with Glogster</i></p>

## Rubric

Rubric Made Using:  
RubiStar ( <http://rubistar.4teachers.org> )

## Collaborative Work Skills : Cooperative Learning

Teacher Name: Mrs. Gallo

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Monitors Group Effectiveness</b>	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Time-management</b>	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

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<http://rubistar.4teachers.org/index.php?screen=CustomizeTemplatePrint&>

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### Making A Poster : Make a Virtual Poster with Glogster

Teacher Name: Mrs. Gallo

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Graphics -Clarity</b>	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

But I will try to prepare some Rubric about:

✚ **Initial evaluation: : to diagnose and become aware of the starting points, objectives**

✚ **Evaluation during the learning process: to identify difficulties and understand the causes**



	<p>✚ <b>Sumative Evaluation:</b> to identify what has been learnt and values the quality of the teaching process.</p> <p><b>In addition, students complete a questionnaire with Google Modules "IL DIGITALE IN CLASSE" at the following link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLSduoshZKokTaKQMyZXWZ0BEceJS7y5OV9aT3G9FYB8FX_xew/viewform">https://docs.google.com/forms/d/e/1FAIpQLSduoshZKokTaKQMyZXWZ0BEceJS7y5OV9aT3G9FYB8FX_xew/viewform</a></p> <p>✓ <a href="#">Attached Grids / Rubrics for the general evaluation of the project</a></p>
<p><b>Webtools and/or devices used</b></p>	<p><b>Webtool: GLOGSTER "PARK VISITORS' HANDBOOK"</b>  <a href="http://teacherippolita63.edu.glogster.com/park-visitors-handbook">http://teacherippolita63.edu.glogster.com/park-visitors-handbook</a></p>  <p><b>All the CLIL PROJECT at the following link:</b></p>

	<a href="http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali">http://ippolitagallo.wixsite.com/pnsd-1cd/digital-wall-muri-digitali</a>
Video sent by email:	<p>Yes <b>no</b></p> <p>if no, <b>link to the video uploaded on the web:</b></p> <p>📌 Here is the URL to my YouTube video:  <a href="https://www.youtube.com/watch?v=EzkO7O5RIGI&amp;rel=0">https://www.youtube.com/watch?v=EzkO7O5RIGI&amp;rel=0</a></p> <p>📌 Here is the URL to my Powtoon:  <a href="https://www.powtoon.com/online-presentation/dEWQUmPqdFM/park-visitors-handbook-pollino-national-park/?utm_source=transactional&amp;utm_medium=email&amp;utm_campaign=Transactional-Publish-success&amp;mode=movie#/">https://www.powtoon.com/online-presentation/dEWQUmPqdFM/park-visitors-handbook-pollino-national-park/?utm_source=transactional&amp;utm_medium=email&amp;utm_campaign=Transactional-Publish-success&amp;mode=movie#/</a></p>
Attachments	<p><b>Grids/Rubrics</b> (click on the words)</p> <p>➤ More about Evaluation at the following link:  <a href="http://illaboratoriodelle7.wixsite.com/home/valutare">http://illaboratoriodelle7.wixsite.com/home/valutare</a></p>

## EVALUATION GRID with rubistar.4teachers.org



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