



CRISS

In San Filippo Primary school

Speaker: Alessandra Pazzagli





I am Alessandra Pazzagli

I started my teaching experience at the Italian high school of Bogotá, Colombia

From 2013 I've worked in Italy in primary school teaching Italian, Technology and English.

I am in charge of the digital area in my organization.

In 2018/2019 I've been Criss Project Leader.

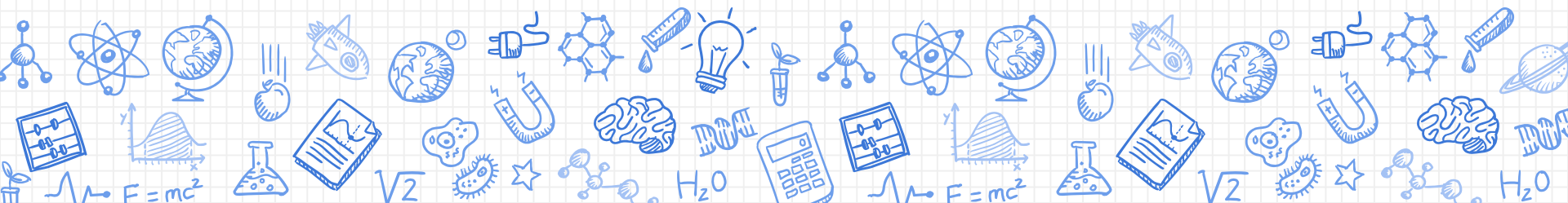
A map of Italy with major cities labeled: Genova, Padova, Bologna, Pisa, Firenze, San Marino, Roma, Napoli, and Zara. The word 'Italia' is prominently displayed in the center. Surrounding countries like 'Croazia' and 'Mare' are also visible. The map shows the Italian peninsula, the island of Sicily, and the island of Corsica.

6 primary schools

3

Before CRISS

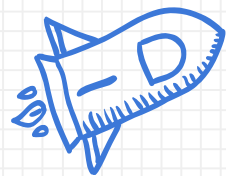
Digital context



Every teacher has an account to communicate, work and share materials both for administrative and didactic purposes

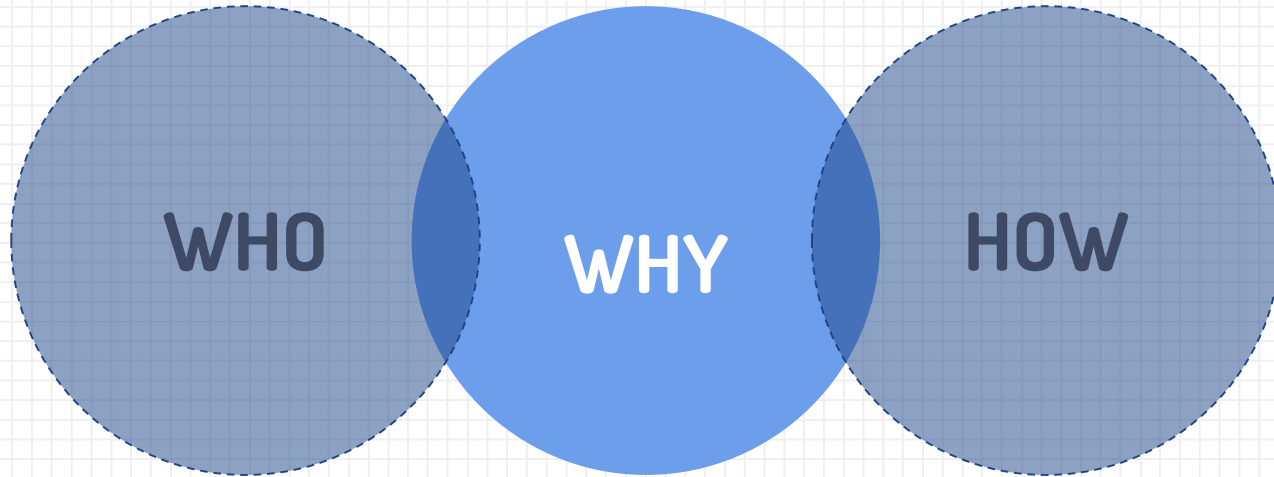
From the 4th grade, students have a personal account (with specified limitations) so that they can virtually interact both with teachers and classmates

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Implementation in our schools

Let's start CRISS



Students involved

- X 5th grade students, as they were already familiar with most of the tools to be used
- X 7 class groups spread throughout 5 school buildings
- X 21 teachers
- X Depending on the situation, students had school devices or brought their computers (BYOD school policy)



We decided to get involved on a structured path to certify our students digital competence



- ☐ In 2017 Italian Ministry of Education adopted standards for Students Competences Certification at the end of primary school
- ☐ Digital competence is a particular case, as it is still not encoded in national curricula
- ☐ The wording of Digital Competence it's made from Digcomp, as recommended in the key-action 14 of PNSD
- ☐ In 2018 Ministry of Education Guideline for Digital Competence Certification it is mentioned that Regional Departments of Education are in charge of processing and developing a common framework.

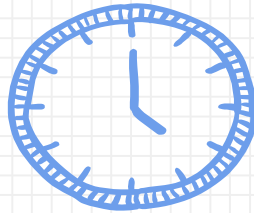
Time-scales

December 2018:

Directive staff
and teachers
meeting
discussing on
Criss.

February-June 2019:

Implementation of the activities in
class groups.



Certification of Subcompetence 3.2 through Quick path

Our students have been certified for Sub Competence 3.2

3.2. Managing data, information and digital content To organise, store and retrieve data, information and content in digital environments.	3.2.1	Adopt a system for management, storage and retrieval of information (e.g. folders, connection between devices, use the cloud, safe copies, etc.).
	3.2.2	Organize autonomously the Personal Learning Environment (people, devices, tools, resources).

To get that, they worked on **A quick path**, rather than on a single scenario. They carried out the following activities:

- **Oliver Twist** – task 2.2: Create a Google Drive Folder – PC (performance criteria) **3.2.1**; task 5.1: "Portability" evidence of the project – PC **3.2.2**;
- **My Internet** – task 1.2: Shared folder – PC **3.2.1**;
- **E-Newspaper** – task 2.2 Illustrate newspaper content – PC **3.2.1, 3.2.2**;
- **Tips** – task 3.4 - PLE (Personal Learning Environment) – PC **3.2.2**.





Un benvenuto ai nostri ospiti

Go back



Scenario: Un benvenuto ai nost...



Activity: 0 Introduzione



Task: 0.1 Spiegazione della Str...



Activity: 1 Organizzazione del l...



Task: 1.1 Ruoli



Task: 1.2 Selezione degli strum...



Task: 1.3 Primo inserimento (ri...



Activity: 1 Organizzazione del lavoro e creazione del gruppo

In questa attività gli studenti creeranno dei gruppi di lavoro. Assegneranno ruoli e selezioneranno il proprio lavoro e gli strumenti di registrazione; decideranno inoltre come organizzare lo spazio condiviso.

Per migliorare l'apprendimento della competenza, dovranno essere gli studenti stessi a creare i gruppi e selezionare lo strumento per condividere e registrare il proprio lavoro.

Work dynamics: Collaborative, Individual

Workload: 2 hrs : 0 min

Task 1: 1.1 Ruoli

Task 2: 1.2 Selezione degli strumenti per lavorare, registrare il lavoro fatto e condividerlo

Task 3: 1.3 Primo inserimento (riflessione personale)

DEVELOPMENT OF DIGITAL COMPETENCE



1. Organizzazione del lavoro e creazione del gruppo

DEVELOPMENT OF DIGITAL COMPETENCE



Area Subcompetence

1. Digital Citizenship

2. Digital communication and collaboration

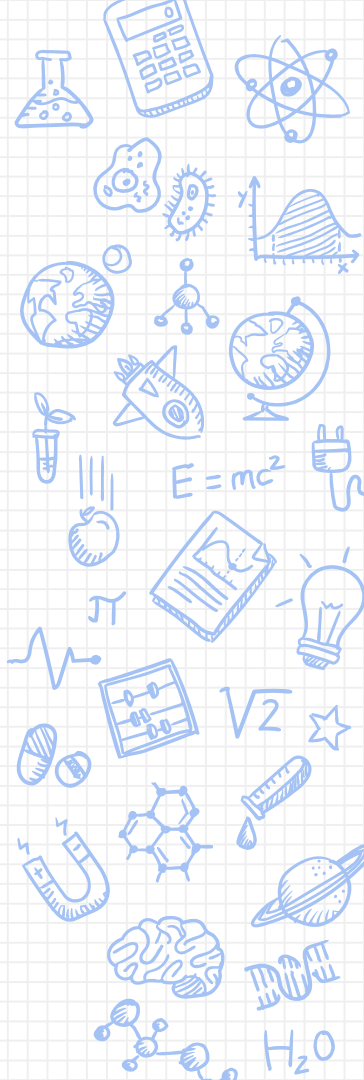
3. Search and manage digital information

Start

Scenario



Checking together and becoming acquainted with the new working environment



Stages of the class activity

1. Eportfolio

Profile editing and personalization (biography and photo)

4. Tools

How do they work concretely?

Communication tool: notifications and messaging

Production tool: create story and portability

2. Scenario

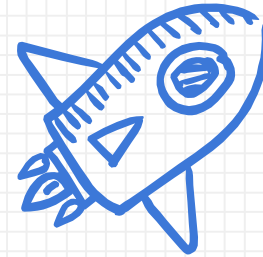
What is a scenario? Through teacher's profile, look at scenario general structure (displayed on Lim)

**Ready
to start**

3. Activities and tasks

What am I supposed to do?
Look at specific tasks.

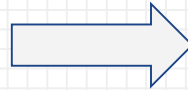
Am I able to do that? Class discussion



Scenario adaptation



Based on “Welcome
our guests” scenario
structure



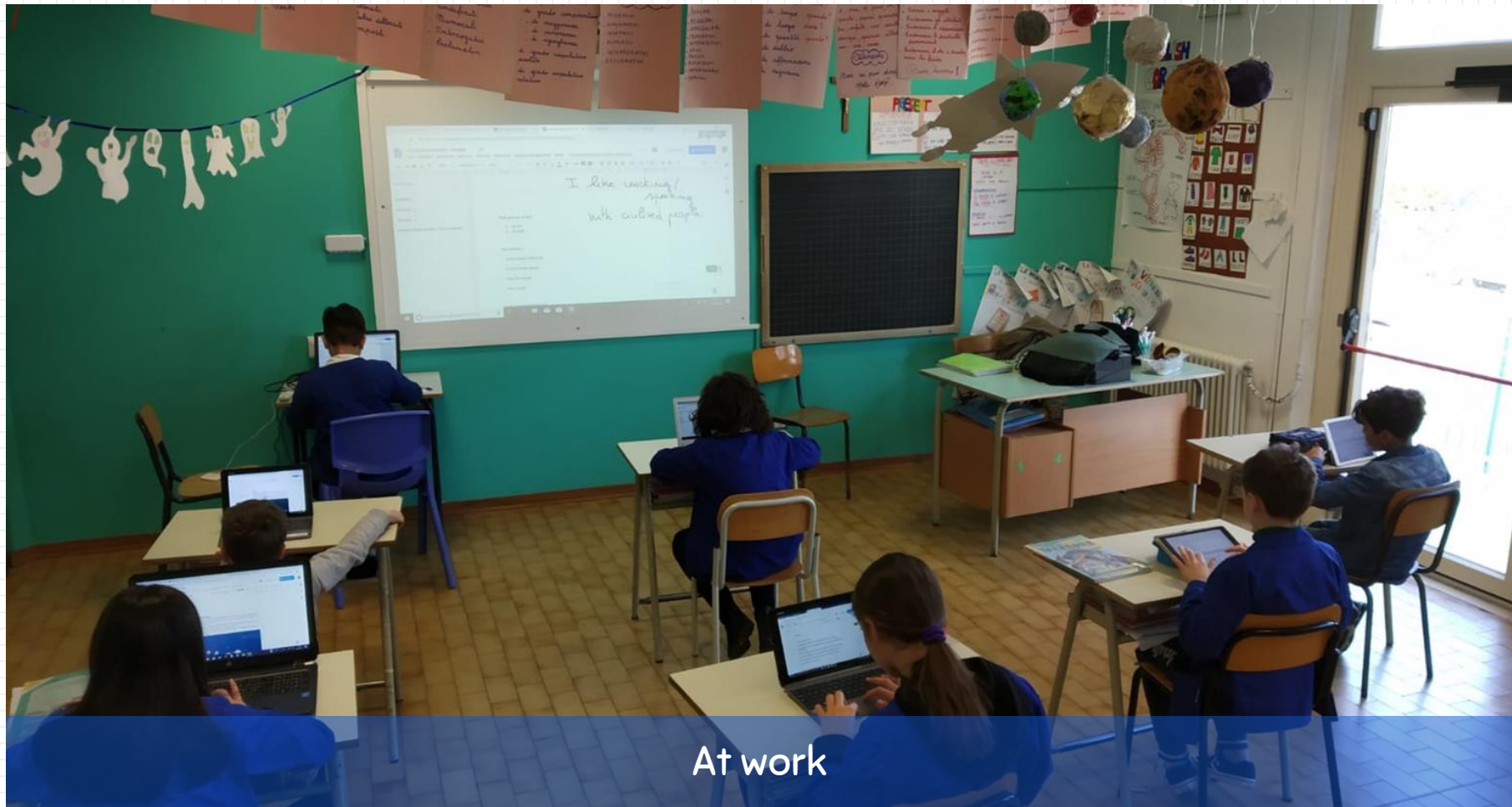
We changed theme, subject
involved and related
outcomes, maintaining
planned digital tasks.





Criss participants

Teachers	21
Students	128
Students with 1 indicator	124
Students with SC badges	122



At work



**Difficulties
experienced**



**Proposed
solutions**

- X We sent a specific consent form to parents, informing of temporary changes on student accounts



Login 2

X Technical problems
when all students are
logged in at same time

X Smaller students group
take turns to log in



Teamwork

X Being young students, most of the activities have been developed in teamwork rather than individually

X After doing the teamwork activity, each student made a copy of the document to create a story individually





What to keep

Scenario adaptability



Following the given structures, Scenario it's a very useful teaching tool you can adapt to specific learning needs

Digital skills development

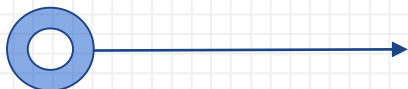


Students can train and improve digital skills in a different learning environment

Relational skills development



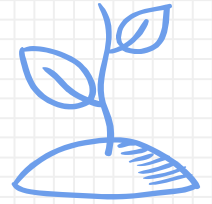
Cooperative learning, peer tutoring and self confidence



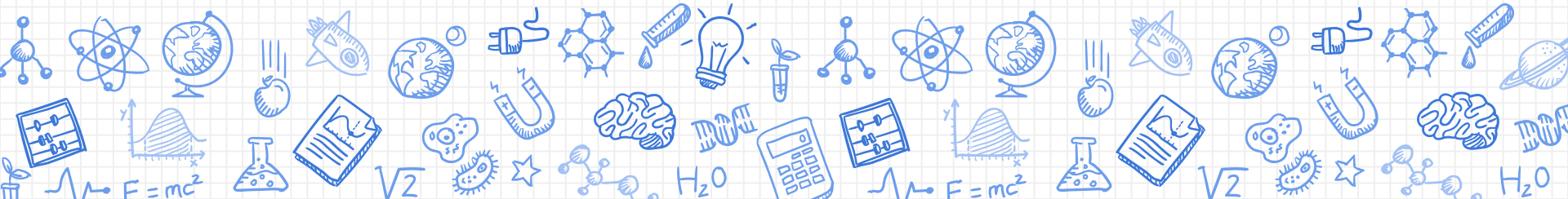
Having a common standard would encourage a wider participation

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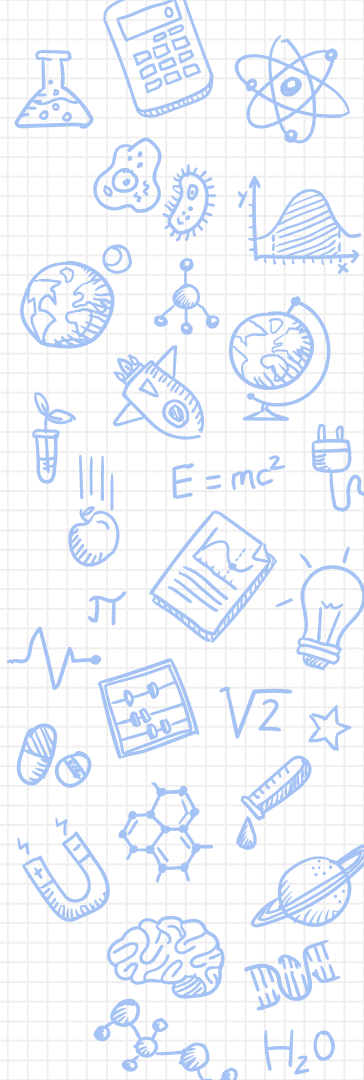
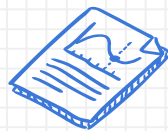
Insights



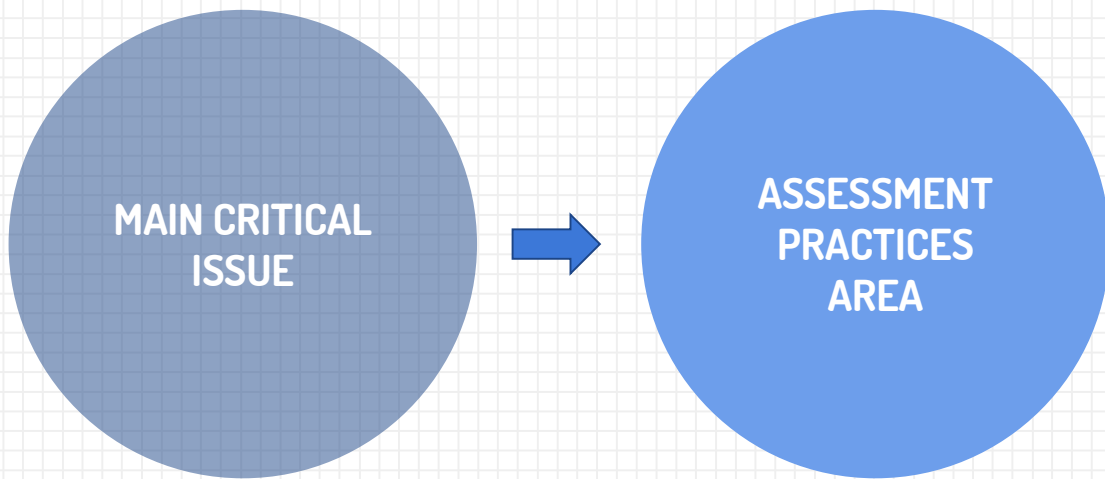
From our school organization point of view



Our digital performance



Based on Self-evaluation Process results



The Digital Competence Certification

HOW TO ASSESS IT?

At the moment we use an internal assessment methodology



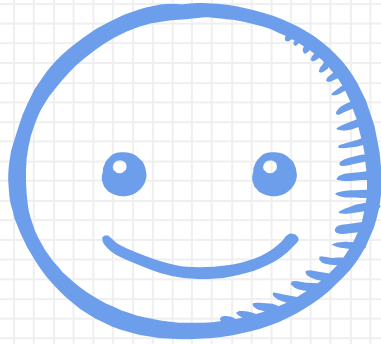
Based on Departmental Digital Framework which itself is based on Digicomp 2.1

WE AIM TO:

Adopt a Digital Competence evaluation system that:

- ❑ provides a framework as uniform as possible at European level
- ❑ Allows schools to overcome self-referentiality





THANKS!

To Criss partners

From

X Students

X Teachers

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