

# *The experience of a class in Italy (high school)*

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# outline



- The school
- Implemented scenarios
- Students products & competences acquired
- Challenges & strengths





Where

città' di castello

When

For 4 years





## The school

Technical Institute (Chemistry, Informatics, Graphics, Electronics, Sport, Mechanics)



# The *CRISS* team

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- Teacher involved:

7 teachers (science, math, english, informatics)

- 8 classes:

174 students (all attending second year high school\*)

\*Also first year students got the *CRISS* credentials



# Competence Assessment Scenarios (CAS)

## Reach 20

- Subjects: Math & ICT
- Task: Computational thinking process

## We welcome our guest

- Subjects: English
- Task: City interest places

## OtoMAP

- Subjects: Science & Physics
- Task: Survey about earring

## Our choice:

- Not all classes completed a full scenario
- Tasks from different CAS were completed
- Students reached at least one subcompetence



# Competence Assessment Scenarios (CAS)

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## otoMAP

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# The project - OtoMap

## Phase 1

- creating groups

## Phase 2

- choosing 10 ear-related words

## Phase 3

- creating surveys

## Phase 4

- creating interactive maps

- Students arranged themselves in groups of 3/4 students (potentially re-arranged by the teacher)

The screenshots show email threads from the OtoMap project. The first row shows four email threads: 1. From Luca Fratini to Edoardo Bellini, Luca Fratini, Elisa Domicchi, and Diletta Bartolucci. 2. From Elisa Fontanelli to a group including Fontanelli Elisa, Stocchi Alessia, Del Bene Caterina, and Fabbri Maria. 3. From Giulia Boninsegni to a group including Boninsegni Giulia, Biagini Nicole, Urbanelli Martina, and Piccioloni Giulia. 4. From Davide Bianchi to a group including Fiorucci Paolo, Fiorucci Francesco, Radici Giacomo, and Bianchi Davide Maria. The second row shows two more email threads: 1. From Desirée Giuliani to Franchi Andrea, Giuliani Desirée, and Montedori Gianmarco. 2. From Nico Sensi to Ayoub El Alami, Augusto Casacci, and Nico Sensi. To the right of these is a list titled 'GRUPPO PROGETTO CRISS' containing Camilla Luchetti, Claudia Rossi, and Giorgia Gustinelli.



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**Competence:**

- Area 2. Digital communication and collaboration



# The project - OtoMap

## Phase 1

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- Each group chose a set of 10 words related to biological and physical aspects of the ear

## 2° activity - Words Biology:

- Udito (perché è il senso legato all'orecchio)
- Orecchie (perché è l'organo con cui si ascolta)
- Martelletto
- Timpano (perché sono parti fondamentali dell'orecchio)
- Meningite (perché sono importanti problematiche legate all'udito)



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## 2° activity - Words Physics:

- Onde sonore (spiegano il modo in cui si propaga il suono)
- Mezzo elastico (perché sono i soggetti teorici dell'argomento suono)
- Lunghezza d'onda
- Decibel
- Hertz (unità di misura del suono)



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**Competence:**

- Area 2. Digital communication and collaboration
- Area 3. Search and manage digital information



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## Phase 1

- creating groups

## Phase 2

- choosing 10 ear-related words

## Phase 3

- creating surveys

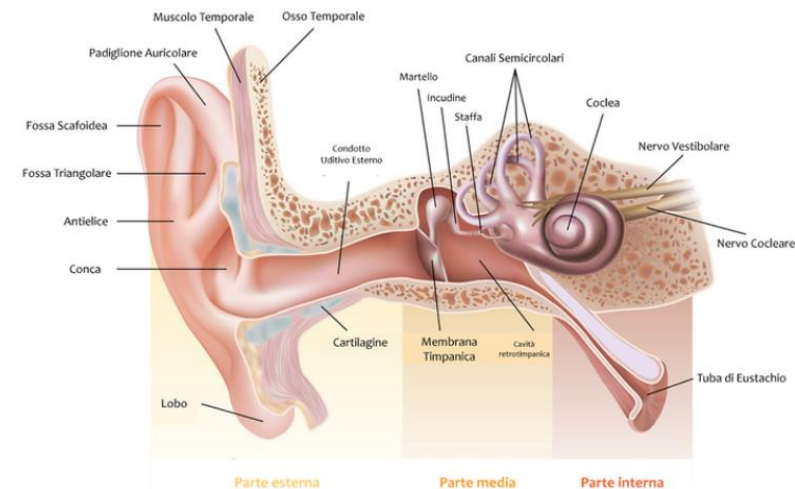
## Phase 4

- creating interactive maps

- Each group created a survey based on chosen words (Google Forms)

Secondo te qual'è l'elemento costitutivo di maggior importanza nell'orecchio?

Anatomia dell'orecchio



- ☐ OSSO TEMPORALE
- ☐ MUSCOLO TEMPORALE
- ☐ PADIGLIONE AURICOLARE
- ☐ FOSSA SCAFOIDEA
- ☐ FOSSA TRIANGOLARE
- ☐ ANTIELICE
- ☐ CONCA
- ☐ LOBO
- ☐ CARTILAGINE
- ☐ TUBA DI EUSTACHIO
- ☐ NERVO COCLEARE
- ☐ NERVO VESTIBOLARE
- ☐ COCLEA
- ☐ CANALI SEMICIRCOLARI
- ☐ STAFFA
- ☐ INCUDINE
- ☐ MARTELLO
- ☐ Altro:



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Ti ho invitato a compilare un modulo:


### UDITO

Questionario sull'udito

Qual'è il paese che risente di più la perdita dell'udito? \*

- ☐ Svizzera
- ☐ Stati Uniti
- ☐ Italia
- ☐ Francia

Invia

Powered by  
 Google Forms

Questi contenuti non sono creati né avallati da Google.  
[Segnala una violazione](#) - [Termini di servizio](#) - [Ulteriori termini](#)



# The project - OtoMap

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**Competence:**

- Area 2. Digital communication and collaboration
- Area 4. Digital content creation
- Area 5. Digital problem solving



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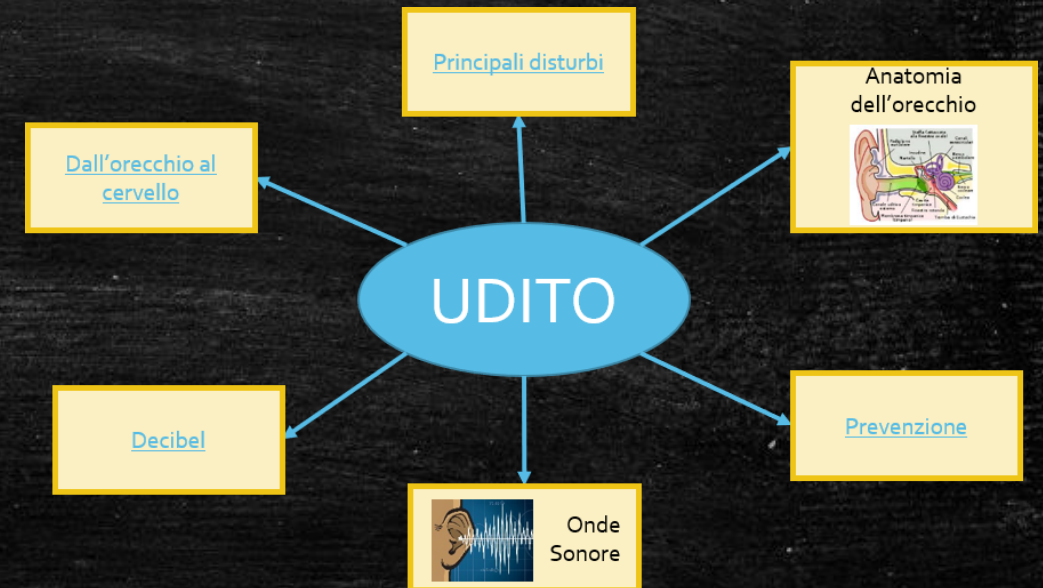
## Phase 3

- creating surveys

## Phase 4

- creating interactive maps

- An interactive map was created based on the results of surveys





# The project - OtoMap

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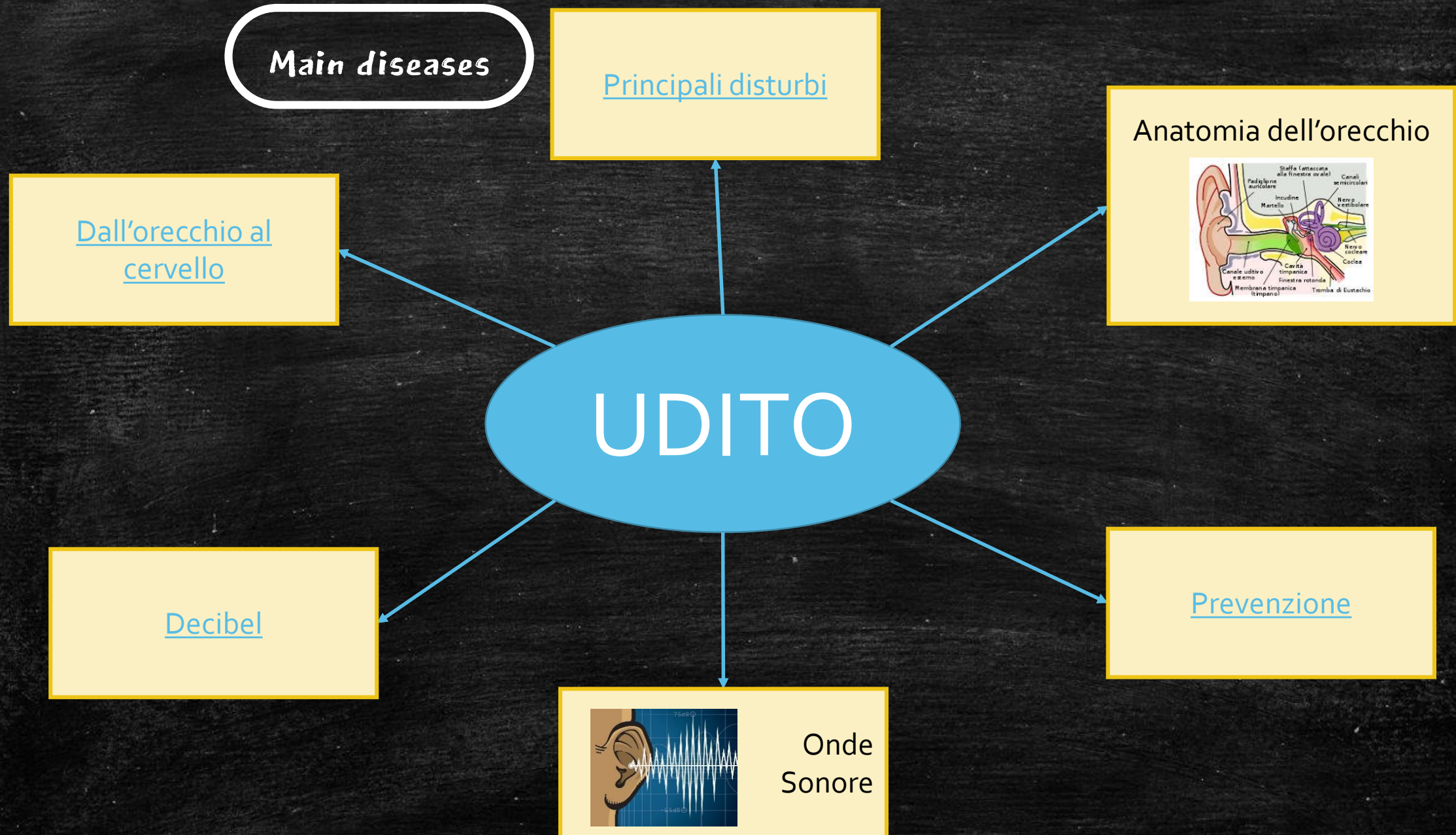
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**Competence:**

- Area 1. Digital citizenship
- Area 2. Digital communication and collaboration
- Area 3. Search and manage digital information









**Il portale dell'epidemiologia per la sanità pubblica**  
a cura dell'Istituto superiore di sanità

Disturbi dell'udito
Informazioni generali
News
• ultimi aggiornamenti
Studi
Link

## disturbi dell'udito

### Informazioni generali

I disturbi dell'udito possono variare non solo nella tipologia, ma anche in origine e intensità.

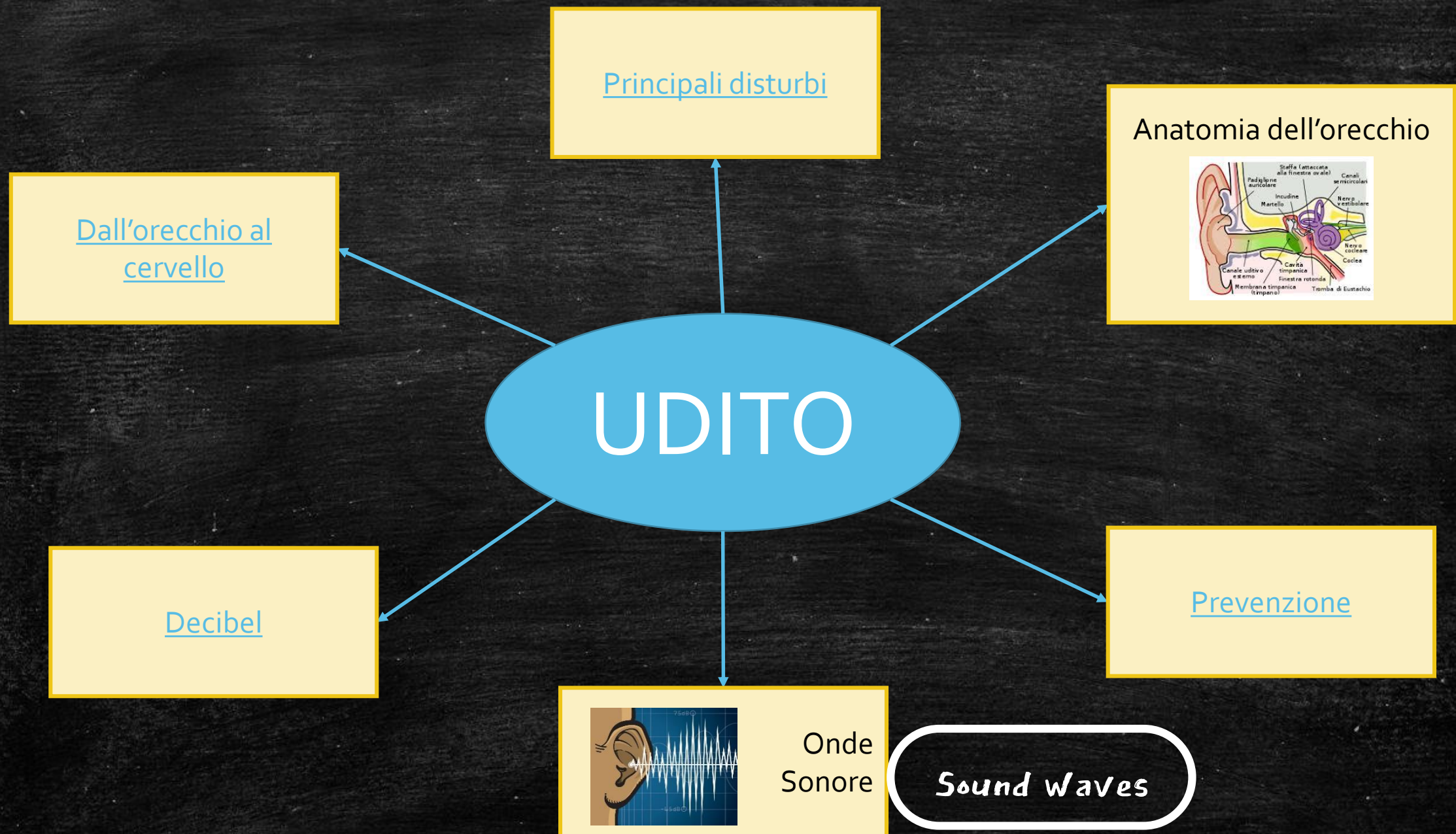
Si definisce sordità la perdita totale delle capacità uditive. Si parla invece di compromissione dell'udito quando la perdita è parziale, con livelli che vanno da leggera a moderata, severa, profonda. Se il disturbo interessa un solo orecchio si definisce unilaterale.

I deficit della funzione uditiva vengono anche definiti ipoacusie e possono essere schematizzati in due grandi categorie dal punto di vista clinico-audiometrico, in base alla localizzazione del problema:

- ipoacusia di trasmissione: è causata da malformazioni, traumi ma soprattutto processi infiammatori a carico dell'apparato di trasmissione dei suoni nell'orecchio esterno e medio. Si tratta di una patologia trattabile sia medicalmente, sia chirurgicamente. L'esempio più classico è l'infezione dell'orecchio medio nell'infanzia









FocusJunior.it > Scienza > Natura > Corpo umano > Come funzionano l'orecchio e l'udito

## COME FUNZIONANO L'ORECCHIO E L'UDITO



### ultimi articoli



**L'antica Roma era multietnica: lo dimostra uno studio sul DNA**

12 novembre 2019



**Salviamo il pianeta con la "Guida Galattica per Eroi Green"**

12 novembre 2019



SCONTO 30%

**ABBONATI O REGALA Focus Junior!**

**SCOPRI DI PIÙ**



Scrivi qui per eseguire la ricerca



08:26

13/11/2019





# A summary of cRISS project



## Main challenges

- Students/teachers took some time to understand how to use the platform
- Due to school business we could not start before February/March (end: May)
- Tools proposed in tasks were not known by students



# A summary of cRISS project

## Stengths

- Students enjoyed this new modality of doing 'school'
- New way to certificate digital competences
- Possibility to present specific arguments with different subjects





# Recommendations

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- Start at the beginning of the year
- Let teachers do 'students' to try themselves scenarios
- Dedicate fix time for the project (e.g. once each two weeks)
- Propose more informatic tools to complete tasks
- Complete one scenario to motivate students