



CERTILINGUA

Sharing Experiences of Successful Online Teaching:
Voices in Finland & Italy
28th September 2020

Supporting Teaching in Upper Secondary School in Italy

☐ Équipe
☐ Formative
☐ Territoriali

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2015 - the **National Plan for Digital School** (Piano Nazionale Scuola Digitale - PNSD) was published.

It constitutes a fundamental pillar of Law 107/2015, known as “Good School”. The document aims to propose the use of widespread technologies as a tool to facilitate new interaction models and a sustainable, collaborative, inclusive and open school vision (MIUR, 2015).

In 2018, a new law guaranteed support to NPDS with the selection of 120 **Innovative Teacher Trainers** (**Equipe Formative Territoriali - EFT**).

EFT were appointed as members of **Technology Regional Teams**.

The role of each **Technology Regional Team** is to take care of the following four dimensions of innovation:

1. CREATION OF DIGITAL ENVIRONMENT

2. EXPERIMENTATION OF ORGANIZATIONAL MODELS

3. PLANNING OF TRAINING COURSES

4. DOCUMENTATION OF EXPERIMENTATION

1. CREATION OF DIGITAL ENVIRONMENT: *Support and accompaniment within the local school institutions for the development and diffusion of solutions for the creation of digital environments with innovative and sustainable methods.*

2. EXPERIMENTATION OF ORGANIZATIONAL MODELS: *promotion and support for the experimentation of new organizational models, aimed at realizing didactic methodological innovation, and at the development of digital teaching projects, digital citizenship, digital economy, media education.*

3. PLANNING OF TRAINING COURSES: Support and accompaniment for the design and implementation of training courses for teachers on didactic and digital innovation in local educational institutions, also in order to promote the animation and participation of school communities, through the laboratory and / or training workshops.

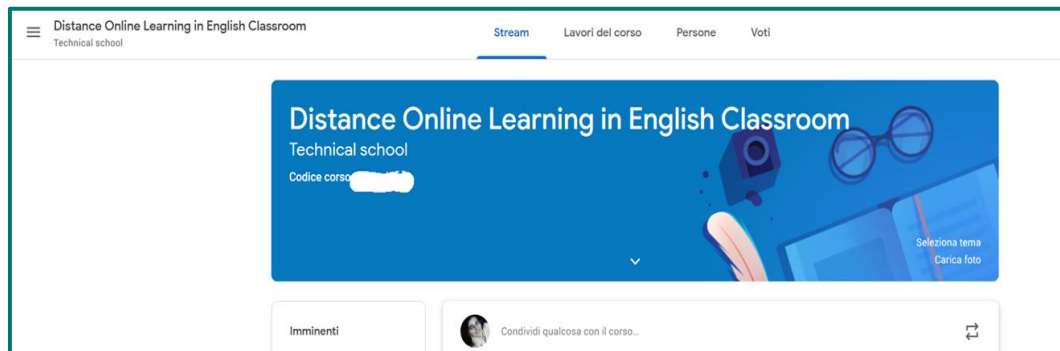
4. DOCUMENTATION OF EXPERIMENTATION: Documentation of the best practices taking place in the school institutions, in the field of innovative teaching methodologies, monitoring and evaluation of the training actions carried out (<https://bit.ly/3f46Dfj>).

Teacher tutoring as part of action 2:

I supported a teacher of ESL in my school who introduced *methodological innovation in her teaching*.

Distance Online Learning (DOL) mode in upper secondary school using:

- **google meet platform** for **synchronous** activities
- **google classroom** for the **asynchronous** one.



Brexit project

Age of students: 17

Upper School: Technical school for ICT - year 3

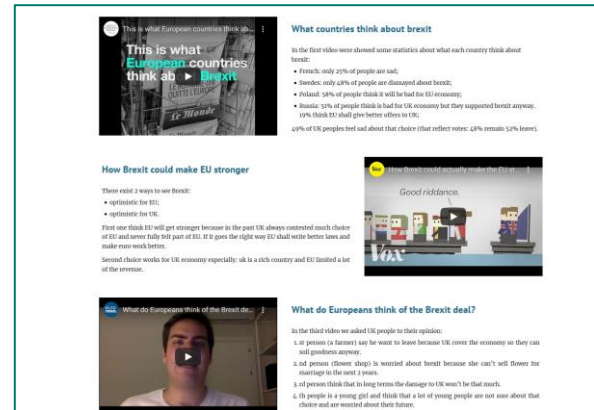
Methodology: PBL, Flipped Classroom, Guided Conversation, Learning by doing

Topic: Brexit from different point of view: internal and external

Activities: Analysis of referendum campaigns, Critical reading of articles and political texts

Digital tools: Padlet, Mentimeter, video of important speeches, trailer of films

Final product: Creation of a website



Aims:

- ☐ learning about the UK in EU and Brexit
- ☐ analysing texts and searching information
- ☐ developing critical thinking
- ☐ recognizing cultural aspects of Great Britain

Key competences:

- ☐ digital, social,
- ☐ citizenship
- ☐ cultural awareness and expression,
- ☐ communication in a foreign language (English).

Stages:

Pre-requisites: open discussion

Referendum campaign: films – articles
(introduction)

Remainers campaign vs leavers
campaign

Task: comparison via padlet

European point of view

Task: comparison using mentimeter

Final task: creation of a website

Evaluation and assessment:
observation grid, final product

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Gains for the EU other countries



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Losses for the EU other countries



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The eTwinning - EFT model to support action 3:

I created a network of 12 schools (6 lower and 6 upper secondary school)

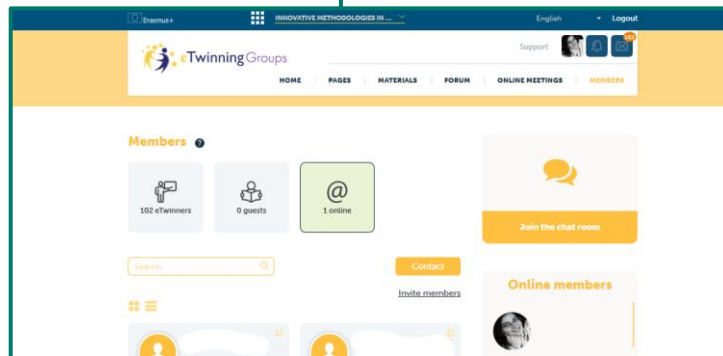
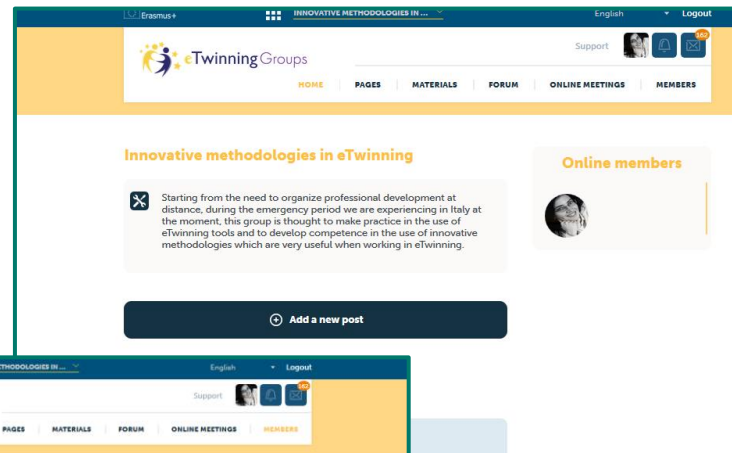
I offered training for the use of eTwinning in the local community.

Training and support from November to February
in presence or blended.

Training and support from March to May in
Distance Online Learning (DOL) mode.

Division in mixed working groups in DOL.

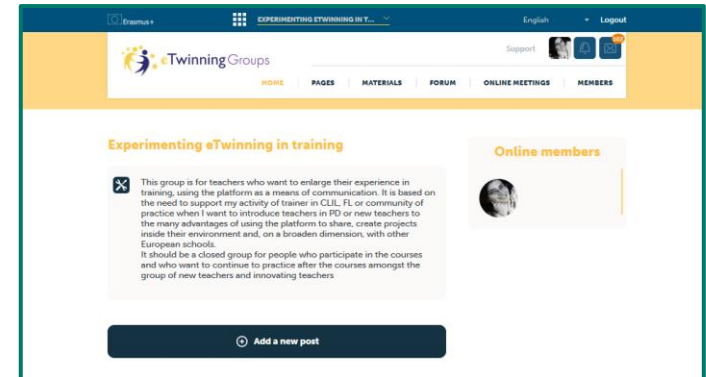
Tool: groups in eTwinning:



Numbers of teachers involved: over (180), projects written collaborating online in groups (15). Projects activated in eTwinning (10).

Some positive aspects of remote collaboration in eTwinning:

- ❖ creation of networks in the territorial area (Milan)
- ❖ use of the Group Space / Twinspace as a meeting place
- ❖ promotion of the PBL as a curricular teaching methodology.



- Further step carried out by some of the trained schools: creation of a network of 12 schools for a high level training project under the Erasmus+KA1 programme.

- In emergency, the teachers of the schools involved had to learn to work remotely and to become independent in:



- ❖ registering on the platform,

- ❖ in accessing the private group,

- ❖ in participating in the group's webinars, always relying on the EFT remote support.



- Advantage of being member of the EFT consists in being able to reach schools in a capillary manner and to offer them continuous support both before the emergency, but also during.

One more input to think about:

- Students in Erasmus+ during pandemic emergency (<https://bit.ly/345aBkr> - p. 42)



*Thank you
for
your attention*

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