



Educational flexible and creative environments

DIDACTIC GUIDE FOR TEACHER

<p><u>Title:</u></p> <p>Virtual cruise in the Italian seas.</p>
<p><u>Specific Aims and Competences:</u></p> <p>1) learning the geography of many Italian regions; 2) reflect on similarities and differences; 3) learn to use several computer tools.</p>
<p><u>Contents:</u></p> <p>The pupils who prepared this material imagined to make a cruise in the Italian seas, touching all regions along the coast and illustrating the main characteristics of all of them, as concerns the natural environment, monuments, historical events and typical dishes of the local cuisine. All the images used are drawings worked out by the pupils using the technique of the material "Creative images".</p> <p>This material can be used as an example to develop a similar hypermedia presentation or to study geography.</p>
<p><u>Sense of the material: in an educational stage</u></p> <p>Knowing the geography of one's own country is very important. Tackling the study of the Italian regions as a virtual trip naturally leads to make connections among the characteristics of the different regions, hence remarking similarities and differences and building a global idea of the country as a whole. Considering a number of different aspects of each region allows the students to have a more complete and less abstract idea of the territory and to learn geography in a pleasant way. This is an alternative way to study Italian geography, using many different sources of information: books, magazines, personal information and experience, Internet. Constructing the multimedia presentation, moreover, is a good exercise on the use of ICT.</p>
<p><u>Required resources to "Adapt" the material to other contexts</u></p> <p>A similar material on the geography of other countries can be built by designing a meaningful itinerary to follow and basing on the same procedure as this one. A similar presentation could be built for many other topics whose knowledge can be constructed following an itinerary. In this case, first design an itinerary that would make sense for the pupils, then figure out what kind of sources of information could be suitable to be consulted and what aspects of the domain would better lead to its knowledge. Then it is possible to proceed in the same way as for this one.</p>
<p><u>How to show material/activity in the classroom:</u></p> <p>First describe to the whole class the work they will be doing and list the</p>

tasks that must be carried out; then divide the class into subgroups and split the tasks among them. It is a good idea to make one or more task rotations during the development of the itinerary, so as to allow all pupils to experience all the kinds of tasks.

Roles to be held by teacher-s:

The teacher makes the overall plan and coordinates the activity, guides the selection of the sources and of the materials to use, helps assembling the parts made by the different groups.

Methodological introductions:

The main difficulty consists in keeping up the interest of the pupils for the whole duration of the project, which can last a few months. Task rotation and involving the pupils in source selection and figure preparation helps to keep the interest alive.

Indicators and evaluation educational process' criteria:

The experience can be considered successful if the pupils get engaged in the activity and perform with care the assigned tasks. Evaluate both the process and the final product.

Other recommendations, if any: