



Marghe

IMPLEMENTARE LA TECNOLOGIA A SCUOLA



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*È oggi necessaria nella scuola la presenza di un **insegnante-social** e dalla mente 2.0: un comunicatore e motivatore, pronto a informarsi e aggiornarsi costantemente tramite la Rete e i Social, capace di produrre contenuti digitali e disposto a dividerli con i colleghi di tutto il mondo.*

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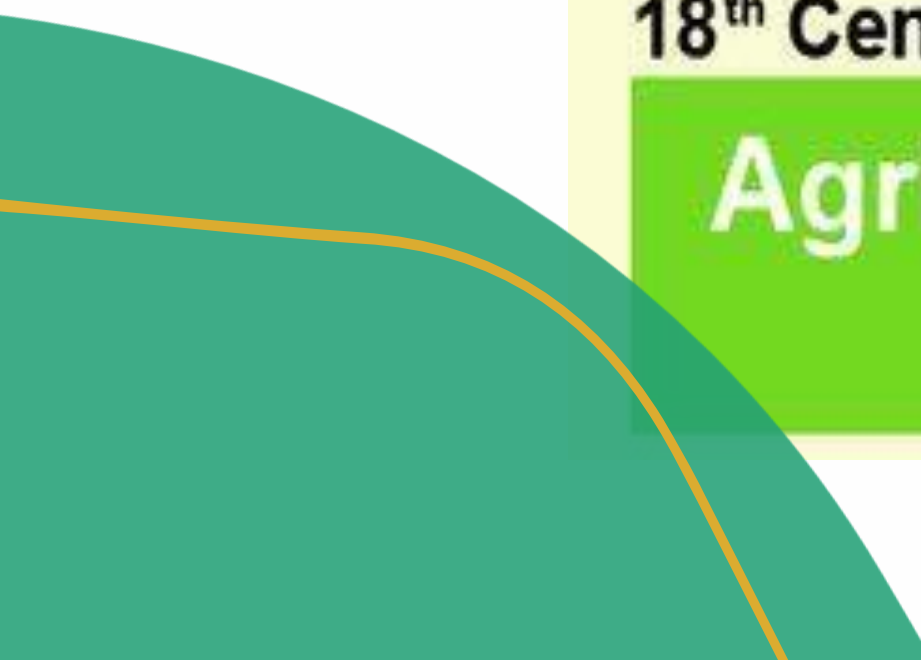
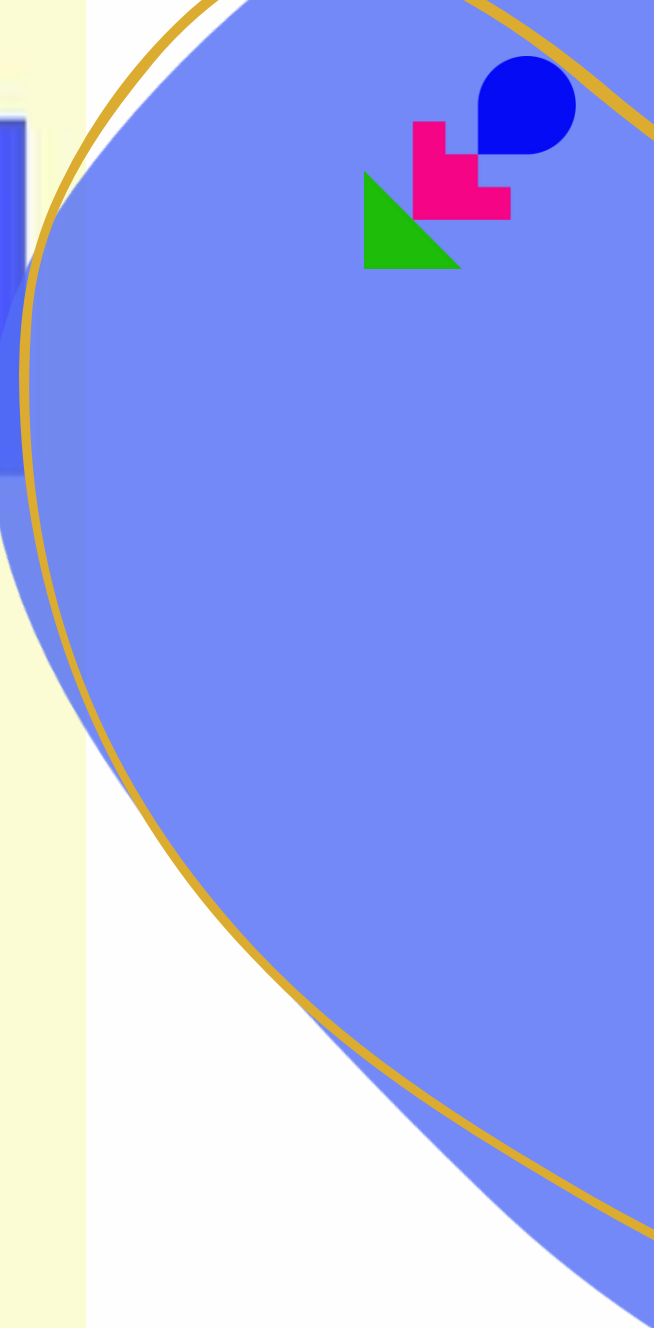
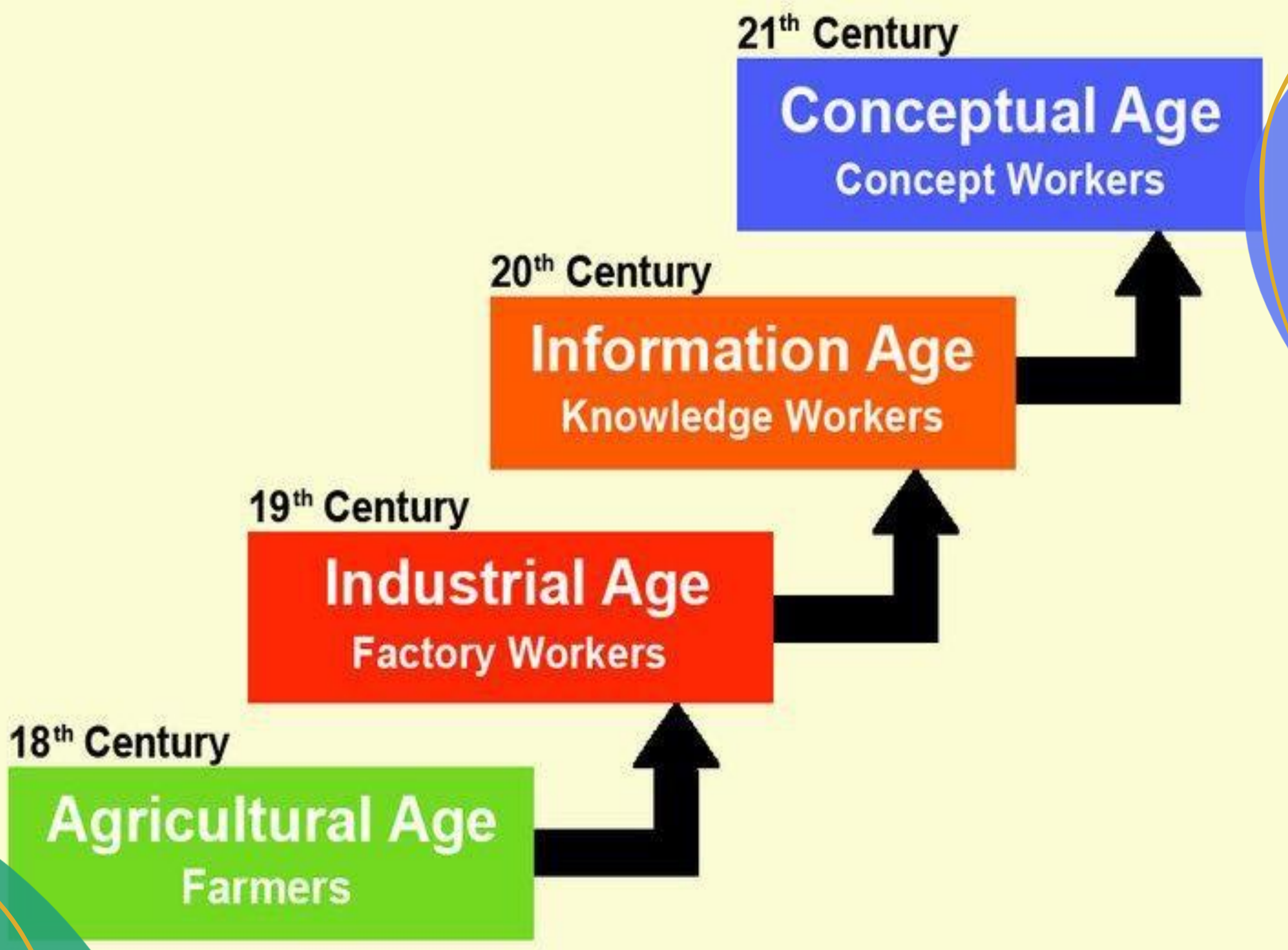
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“Technology can amplify
great teaching,
but great technology
cannot replace poor teaching”

(Executive Summary della ricerca OECD "Students, Computers and Learning")





Media and Culture Evolution

Algorithmic Culture

Platform states, large scale stigmergy, information economy, digital humanities

AUTOMATIC TRANSFORMATION & GENERATION OF SYMBOLS: COMPUTERS, INTERNET, ARTIFICIAL INTELLIGENCE

Typographic Culture

Nation states, secular religions, industry, natural sciences

AUTOMATIC REPRODUCTION & TRANSMISSION OF SYMBOLS: PRINT, ELECTRONIC MEDIA

Literate Culture

Cities, empires, universal religions, money, philosophy

OPTIMISATION OF SYMBOLS MANIPULATION: ALPHABET, PAPER

Scribal Culture

Palace-temples (bronze age), state bureaucracy, agriculture & livestock breeding, systematic knowledge

SYMBOLS SELF-CONSERVATION

Oral Culture

Tribes, hunting & gathering, shamanism, ritual and narrative knowledge

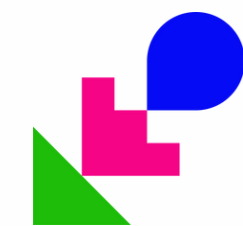




INDICE

- Target
- Bisogni formativi
- Infrastruttura tecnologica
- Curricolo digitale
- Calendario





BISOGNI FORMATIVI

COMPILIAMO I DIGIPAD!!!

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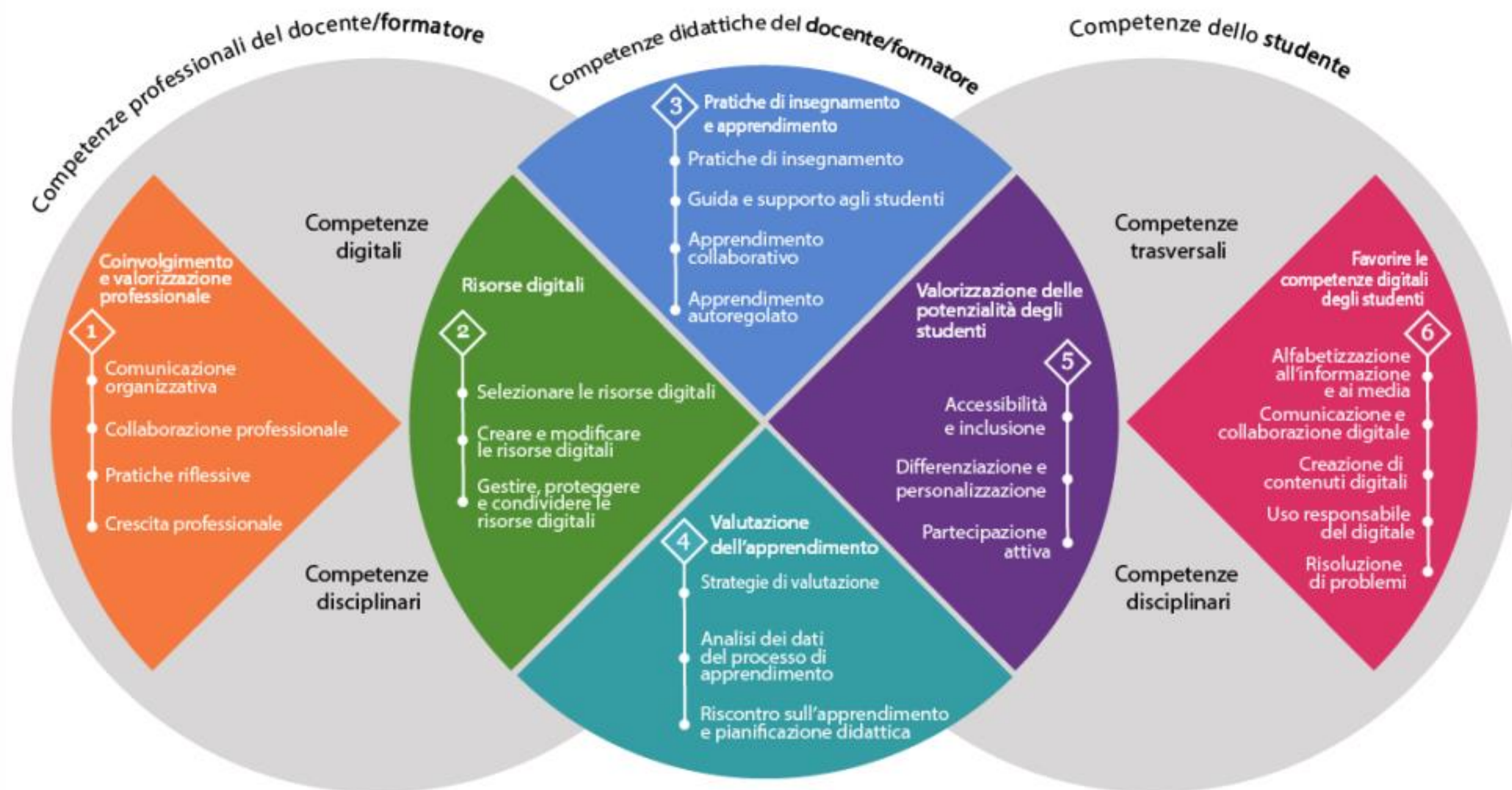
INFRASTRUTTURA TECNOLOGICA

fisica e online



<https://www.teknoring.com/guide/guide-architettura/progettare-spazi-per-lapprendimento-nelledilizia-scolastica/>

CURRICOLO DIGITALE



SELFIE FOR TEACHERS: <https://education.ec.europa.eu/selfie-for-teachers>

DIGCOMP EDU

Il Podcasting rientra nella macroarea «Comunicazione e collaborazione» e in quella della «Creatività» presenti nel [DigCompEdu](#), manifesto europeo delle competenze digitali, un documento utile per costruire il Curricolo digitale scolastico.

DigComp 2.2
Il Quadro delle Competenze Digitali per i Cittadini

Con nuovi esempi di conoscenze, abilità e attitudini

Traduzione in italiano

SELFIE FOR STUDENTS: <https://europa.eu/europass/digitalskills/screen/home?lang=it&referrer=epass&route=%2Fit>



RUOTA PADAGOGICA

Il linguaggio radio-televisivo è collocato al livello più alto della Tassonomia di Bloom e del Modello S.A.M.R., come ben descritto nella [RUOTA PADAGOGICA](#)

App Selection Criteria

Remembering Criteria: Apps that fit into the "remembering" stage improve the user's ability to define terms, identify facts, and recall and locate information. Many educational apps fall into the "remembering" phase of learning. They ask users to select an answer out of a line-up, find matches, and sequence content or input answers

Understanding Criteria: Apps that fit into this "understanding" stage provide opportunities for students to explain ideas or concepts. Understanding apps step away from the selection of a "right" answer and introduce a more open-ended format for students to summarise content and translate meaning.

Applying Criteria: Apps that fit into the applying stage provide opportunities for students to demonstrate their ability to implement learned procedures and methods. They also highlight the ability to apply concepts in unfamiliar circumstances.

Analysing Criteria: Apps that fit into the "analysing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognise the organisation of content.

Evaluating Criteria: Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Creating: Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

Would you like the Padagogy Wheel in your language?
If you would like to translate it into your language, please use your phone to scan the QR code & email Allan.

Standing on the Shoulders of Giants
This Taxonomy wheel, without the apps, was first discovered at Paul Hopkin's edu consultancy website www.education.org.uk. That wheel was produced by Sharon Arley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the iPad in V2.0 and V3.0, I want to acknowledge Kathy Schrock on her website BloominApps.com. In V4.0 the App Selection Criteria is based on an excellent [5 part article in EduTopia](http://www.education.org.uk) by Diane Darrow. V5.0 of the Padagogy Wheel has a comprehensive list of Action Verbs which are from the info-graphic "Bloom's Digital Taxonomy Verbs" published by GlobalDigitalCitizen.org, first viewed at "Bloom's Digital Taxonomy Verbs for 21st Century Students" (TeachThought). V6 introduces Instructional Strategies adapted from "Bloom's Cognitive Taxonomy Slider". Strategies are explained in the excellent book "Teaching for Learning: 101 Intentionally Designed Educational Activities"

Developed by Allan Carrington Designing Outcomes Adelaide South Australia
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The Padagogy Wheel by Allan Carrington is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Based on a work at bit.ly/bloomingspinner.

The Padagogy Wheel

ENG V6.0 Apple iOS

Scan QR Code for the Apple iOS Screen Version

A PDF of both the Apple iOS and Android screen versions can be downloaded from this link <https://bit.ly/PWENGv6combined>

Getting the best use out of the Padagogy Wheel
Use it as a series of prompts or interconnected gears to check your teaching from planning to implementation

The Attributes Gear: This is the core of learning design. You must constantly revisit things like ethics, responsibility and citizenship. Ask yourself the question what will a graduate from this learning experience 'look like' i.e. what is it that makes others see them as successful? Ask how does everything I do support these attributes and capabilities?

The Motivation Gear: Ask yourself 'How does everything I build and teach give the learner autonomy, mastery and purpose? The Blooms Gear: Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.

The Technology Gear: Ask 'How can this serve your pedagogy?' Apps are only suggestions, look for better ones & combine more than one in a learning sequence.

The SAMR Model Gear: This is "How are you going to use the technologies you have chosen?"

Allan Carrington

Acknowledgement
The PW ENG V6 is supported by the Northwest Missouri State University. Apps on all versions of the model have been updated thanks to the team at the Learning and Teaching Centre. Project leader: Dr Gail Cullen

Please visit the NW "Padagogy Wheel Model" webpage (short link: <https://bit.ly/NWPadagogy>) to download posters and see more research about how the Model supports good teaching practice.

English V6.1 published January 2023

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[Marc Prensky](#), Nativi e Immigranti digitali.

[Il post di Pier Cesare Rivoltella](#), docente di Tecnologie didattiche alla Cattolica di Milano, sulle teorie di Prensky.

[Una raccolta di articoli](#) sulla piena integrazione a scuola delle tecnologie dell'apprendimento.

Presentazione del [modello TPCK](#) e del [modello SAMR](#).

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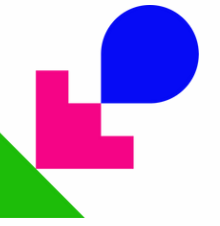
[Piano Nazionale Scuola Digitale](#) in cui sono presentati svariati ambienti di apprendimento con la tecnologia.

Una [Serie di articoli](#) dedicati al PNSD.

[L'aula del XXI secolo come ambiente di apprendimento](#)

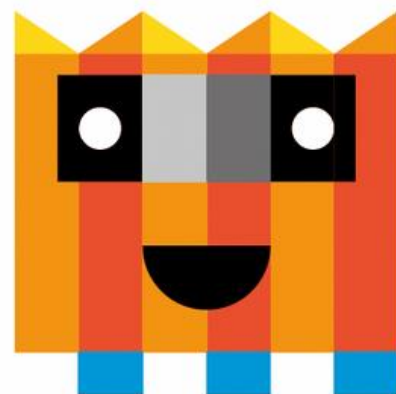
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Avanguardie Educative : [Aule laboratorio disciplinari](#)

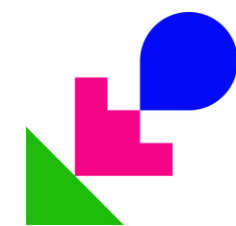


Steam's Sisters

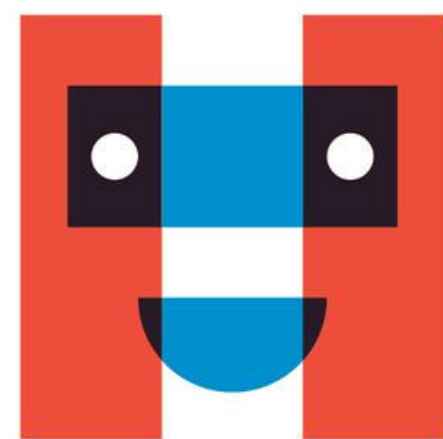




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Frida



Lucy



Maia



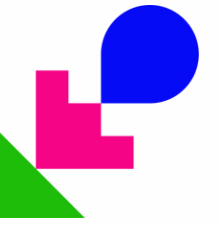
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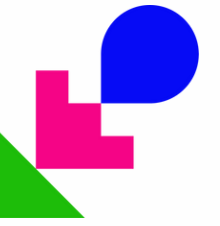
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