



ISTITUTO OMNICOMPENSIVO GIANO DELL'UMBRIA - BASTARDO

Via don Luigi Sturzo n. 2 – 06030 - Giano dell'Umbria - Fraz. Bastardo (PG)

C.F. 82005300544 - Codice IPA: istsc_pgic83200a

Codice univoco per la F.E.: UFWQ46

Sito web: www.omnicomprensivogianodellumbria.edu.it

PEO: pgic83200a@istruzione.it PEC: pgic83200a@pec.istruzione.it

Centralino 0742/931953 - Presidenza 0742/931954



Circ. 275
Prot. vedi segnatura

Giano dell'Umbria, 04/05/2022

Al personale docente

OGGETTO: Erasmus+ Summer school per docenti

Si comunica che nel mese di luglio Egina propone dei corsi in lingua inglese per docenti a Rovigno in Croazia.

Sentito il responsabile Altheo Valentini, risultano ancora disponibili 2-3 posti la cui adesione deve essere confermata entro il 15 Maggio 2022. In allegato alla presente i progetti ai quali aderire. Chiunque fosse interessato a vivere un'esperienza formativa all'estero, quale quella recentemente vissuta con la classe VB della Scuola Secodnaria di II grado e dei docenti Esposito e Padiglioni in job shadowing a Malaga, faccia pervenire la propria adesione alla mail dirigente@iogiano.edu.it entro il 12 maggio 2022, per poter comunicare i nominativi da candidare.

Certo di un Vs interessamento in merito, considerando la validità formativa di un'esperienza, che seppur breve (7 gg.), possa fornire opportunità e spunti per rivedere la propria azione didattica, invio cordiali saluti.

*** IL DIRIGENTE SCOLASTICO**
Dott. Maurizio Madonia Ferraro

* Firmato digitalmente ai sensi della normativa vigente

Allegato 1 – Proposte Summer school Erasmus+ luglio 2022

RP: Dirigente Scolastico – dirigente@iogiano.edu.it

AR & VR FOR THE EDUCATION AT DIGITAL CULTURAL HERITAGE

The course aims to provide the theoretical expertise, operating methods and innovative design tools for digital enhancement of heritage, as well as events of art and tangible and intangible culture. The course is open to all those interested at improving the educational experience of young or adult students in the cultural, environmental and artistic field.

Methodology

The course relies upon:

- The D.R.E.A.M. methodology to merge digital reality and educational activities in museums;
- The Museater model to transform visits to a museum into AR-based theatrical plays for actors from 5 to 90 years;
- Hubs, the easy-to-use social VR open platform developed by the Mozilla Foundation;
- WebAR tools to enjoy AR experiences from any smartphone's browser.

LEARNING OUTCOMES

BY THE END OF MODULE 1 - "THE VR HAUNTED HOUSE" THE TRAINEES WILL LEARN:

- the basic concepts of virtual reality;
- the fundamental meaning of digital cultural heritage;
- many stories and anecdotes about Dante and other prominent characters of Italian culture and arts;
- how to use Mozilla Hubs to design and deploy engaging VR social experiences;
- how to create effective narrative digital content for VR experiences;
- how to interact with other people in VR.

By the end of Module 2 - "The Haunted House" the trainees will learn:

- how to use free WebAR platforms to design and deploy simple but effective AR experiences;
- how to create effective narrative digital content for AR experiences;
- how to stage a simple but engaging museater performance at any museum or point of cultural interest.

BLENDING COURSE ON KA2 PROJECT PROPOSAL WRITING

The course is addressed to trainers and teachers, e-facilitators, project managers, researchers and all actors (digital competence centers, SMEs, NGOs, VET providers, universities, public entities etc.) interested in applying for Erasmus+ KA2 Cooperation Partnerships project funding to improve the educational experience and digital skills of adult learners.

Methodology

This is the 1st blended training on EU proposal writing in Europe with intensive preparatory phase and actual proposal writing. The course is hands-on and practical: participants will contribute to developing a project proposal and will constantly receive the support from expert mentors and tutors. Participants will acquire theoretical knowledge, as well as carry out practical work, gaining valuable experience in project proposals. Divided into smaller groups, they will complete different tasks related to planning and writing a project proposal.

During the training, different tools will be made available by the organizers: work plan for the submission process; project concept note template; detailed work plan template; internal detailed budget template; an online collaboration platform for group work (e.g. Basecamp), etc. The course is an excellent networking opportunity for participants who want to establish potential partnerships for future applications.

LEARNING OUTCOMES

Participants will learn about:

- How to read and understand the Erasmus+ Call, guidelines, e-form, and tools;
- How to plan the submission process (steps, roles, deadlines for tasks, division of responsibilities, collection of documents etc.) and accomplish the essential procedures to submit the proposal;
- How to design an innovative project idea in the field of adult education (goals, objectives, activities, expected results, impact, dissemination, etc.);
- How to identify Intellectual Outputs and produce a detailed project work plan;
- How to plan a sound project management and quality assurance;
- How to plan dissemination and exploitation;
- How to plan the financial aspects of the project and produce a balanced budget;
- How to build a strong partnership.

COOPERATIVE BUSINESS SIMULATION FOR SDGS

The course will guide the participants through the discovery of an innovative and engaging methodology, and related tools, to introduce and enhance cooperative business education in secondary schools and adult education centers. The workshop is open to School teachers, VET trainers and Adults' educators interested in boosting their teaching practice by using different entrepreneurial methods based on the cooperative principles of self-help, self-responsibility, democracy, equality, equity and solidarity

Methodology

In a cooperative learning classroom students work together to attain common goals that cannot be obtained by working alone or competitively. In this classroom structure, students discuss subject matter, help each other learn, and provide encouragement for member of the group. Cooperative learning, as an instructional methodology provides opportunities for students to develop skills in group interactions and in working with others that are needed in today's world. In addition, cooperative learning will result in positive effects on student achievement and retention of information.

The role of the teacher is very important in cooperative learning. To have an effective cooperative learning group, teachers must know their students well. Grouping of students can be a difficult process and must be decided with care. Teachers must consider the different learning skills, cultural background, personalities, competences and gender when arranging cooperative groups. Much time is devoted to prepare the lesson for cooperative learning. However, teachers fade in the background and become a coach, facilitate, or and sometimes a spectator after the lesson is implemented. Teachers who set up a good cooperative lesson teach children to teach themselves and each other. Students learn from their peers and become less dependent on the teacher for help.

LEARNING OUTCOMES

After concluding the training modules, the participants will be able to:

- Have a clear focus about legal status, tax rules, organization and governance of a social enterprise;
- Define the business model starting from social aims, enhancing the social scopes of their idea;
- Learn to recognize the relevant stakeholders for a social enterprise and how to exploit human resources operating in your company;
- Learn how to finance a social enterprise, both at the start-up stage and throughout the life of the social enterprise;
- Learn how to promote a social brand and be able to constantly measure the social impact of your social enterprise.

DIGITAL STORYTELLING FOR GLOBAL CITIZENSHIP EDUCATION

The art of storytelling supports local and global communities. The program introduces to creative thinking design approaches, animated and digital narrative techniques along with shooting strategies and video editing elements. From the cinematic context to the means of social media communication, the course proposes an ecosystem of contents, scenarios and transversal languages in favor of the development of the 21st century skills.

Methodology

The aim of the training course is to provide participants with a specific methodology to implement Global Citizenship Education using Digital Storytelling technique both in schools and in non-formal educational contexts.

The course aims to respond to crucial training needs that are emerging among young people, such as intercultural and cross-cultural skills, critical thinking, collaborative and project-based learning, creativity and digital literacy.

LEARNING OUTCOMES

The course has the main aim of developing the competences of the participants in the field of Global Citizenship Education, as well as to train them on how to use Digital Storytelling to let the students producing short stories using the techniques developed with the BRIGHTS project.

The main learning outcomes are:

- analyse GCE opportunities for formal and non-formal education;
- use digital storytelling in the classroom/group;
- plan a digital storytelling workshop;
- experience one concrete tool to facilitate the story-circle;
- being engaged to use digital storytelling in the classroom.

DIGITAL TOOLS FOR STUDENTS WITH SPECIAL NEEDS

Video art therapy, 3D drawing, puzzle of the Self, paINTeraction system are some of the topics covered by this course focused on the active inclusion of students with special needs. The course aims at letting the learners understand the tools and their theoretical background, as well as to make them able to choose the best tool for the right person.

Methodology

The Tools are the result of years of therapeutic applications with different populations. Throughout failures and successes, by trial and error, the best practices were selected by the people with special needs themselves and then we have found developers for customized applications.

- The main tool is the PaINTeraction system, a customized software based on video and audio feedback of movements.
- Video art therapy
- 3D Drawing
- The puzzle of the Self

LEARNING OUTCOMES

Practical sessions

Students will learn how to use the different methods by using them in their own group of students.

Theoretical sessions

Starting from the theoretical background and the scientific knowledge on the different populations of people with special needs, the aim of every tool will be explained and illustrated. The evaluation methods of tool efficacy performed by different research groups will be explained. Different applications of the same tools in different populations will be illustrated. Real life situations will be introduced through videos of sessions with subjects with special needs.

Simulations

Students will in turn simulate to be people with special needs while using the tools.

Supervising

After every experience and simulation there will be a space of supervising and sharing. A virtual environment will be created where students can continue the discussions about the tools also after the training course. Every practical sessions will be video recorded, thus giving the opportunity of being watched during supervising sessions.

There will be the opportunity of having observing sessions in groups of people with special needs using the introduced tools.

EASY DIGITAL DESIGN FOR COMMUNITY AND SERVICE LEARNING

The course is addressed to school teachers, VET trainers and adult education staff working with socially fragile and disadvantaged target groups. The main aim of the course is to provide the participants those technical, operational and social competencies needed for the digital empowerment of schools, educational centres and non-profit organizations and their main target groups.

Methodology

Every edition of the training course is organized in partnership with a local non-profit organization. During the course, participants from all over Europe will cooperate for the implementation of a real digital project, working together with the members of the hosting non-profit organization.

LEARNING OUTCOMES

The training program focuses on media literacy in the field of mobile photography and audio-visual production, digital storytelling and project management. Divided into smaller groups, participants will produce a short film clip by using mobile technology (smartphones / tablets), including: Online Collaboration Platforms, Photography, Photo editing, Video recording, Video editing, Audio recording, Audio editing, Publishing, Promotion, Project management.

By project based learning, the participants will have the opportunity to master theoretical knowledge as well as practical work, gain valuable experience in different types of media as well as project planning and implementation.