Quaderni di Comunità

Persone, Educazione e Welfare nella società 5.0

Community Notebook

People, Education, and Welfare
in society 5.0

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TEACHING ENHANCED LEARNING FOR ENGAGING

AND INCLUSIVE LEARNING

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INDICE

1. THE CONNECTION BETWEEN DISCIPLINES IN THE DEVELOPMENT OF A TRAINING COURSE

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Introduction

The "Digital Social Studies" training course was implemented in one Year Four and one Year Five class of the "Carlo Tenca" High School in Milan in January 2023. The project was carried out by involving a high school teacher in both the design and the teaching. In the design of the training activity, we referred to data from the world of marketing and studies on media education.

1. The proposal

The training module was initially designed by the course development teacher and subsequently revised and integrated with the collaboration from the class teacher involved in the course (figure 1).

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Figure 1: *How to design the training initiative*

In Phase 1, the digital content considered as Emerging issues in the field of digital social studies was identified. After that, the order in which the contents would be introduced to the students, plus any additional possible insights, were decided upon. Subsequently, in order to aid understanding, multimedia content was added so as to make the topics covered more interesting.

Finally, we linked the training course to a professional journalistic story actually experienced by the course development teacher.

We chose to link the training course to a narrative, a technique in line with suggestions by new marketing concepts. In the text, The Sea We Swim In, Frank Rose (Rose 2021:13) indicates a new way of understanding stories and their role in our lives. "If we live in a sea of stories, then narrative thinking is being aware of the sea we swim in. It means realizing that stories are a way of thinking in themselves, and that they play such a crucial role in the human experience that anyone who wants to sell something, communicate ideas, motivate people(...) or change their opinion should know the mechanisms in depth". In a training course, communicating ideas and motivating people is essential to achieving authentic learning. The result of this "contamination between disciplines" was the inclusion of the storytelling of the journalistic experience within the training course. Therefore, we hinged the contents of the training course in the narrative context on the teacher's professional journalistic experience. As reported in (Rose, 2021:13-14) "What researchers are observing is that we seem to understand stories by projecting ourselves into them; the deeper we project ourselves, the more immersed we are in it; And the more immersed we are in a story, the more likely it is that it will influence our ideas on the subject it covers" The idea was to involve students in the story so that they could better understand the importance of the digital tools illustrated in the course and indispensable for realizing their digital social studies.

Following on, Phase 6 is innovative compared to the usual training courses carried out at school. In this phase, instruction received by the target classes taking the training course involved the class teacher. With this approach, the custom that sees the remote teacher teaching the students while the class teacher remains relegated to the role of merely controlling class discipline

is overcome. We agreed on the order of class lesson rotation, the contribution of the remote teacher and the class teacher (in person). An evaluation of the effectiveness of this method of presenting the contents, which we can define as "alternating teaching", was requested of the students in the form of a questionnaire at the end of the training course.

2. Digital tools and services used

The hardware tools used for the lessons were an Interactive Multimedia Whiteboard (hereinafter LIM) used for presentations, and the computer lab used for the test and the questionnaire.

For the preparation of teaching materials and for the progression of the lessons, we used a variety of software and the videoconferencing service, Zoom.

The software used for the preparation of the multimedia materials were: QuickTime, HandBrake and DaVinci Resolve for the preparation of video clips integrated into the presentation.

For the demonstrations, we used the certified e-mail (hereinafter PEC) ArubaPec, the digital signature ArubaSign and for the questionnaire and the test, GoogleForm. We used Power Point for electronic presentations, Word and Acrobat Reader to prepare the letter to apply the digital signature, and for conversion to pdf format, the internet service ilovepdf.com.

For the preparation of the materials to illustrate this article, we used Excel for the infographics while for the word clouds we used Wordart and Photoshop.

3. Teaching methods

We carried out lessons with electronic presentations displayed on the LIM.

To evaluate the effectiveness of the course we proposed:

- a test on the readiness of the students by creating a personal profile on the social network LinkedIn
- a Customer Satisfaction Survey questionnaire

4. Contents Summary

Brief summary of the contents covered:

- a reflection on the difference in messages creation in Apps messaging and communications to be sent to the public administration
- F.O.I.A. (Freedom of Information Act)[1]
- digital signature. (Demonstration on user instructions)
- Identity theft
- Certified e-mail. (Demonstration on user instructions)
- Similarities and differences between registered letters and certified e-mail, PEC
- public digital identity system (SPID)[2]
- Web reputation
- Certification of skills, past and present
- social network LinkedIn

The test and the questionnaire at the end of training course were then presented.

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[1] Content presented by the teacher.
[2] Content presented by the teacher.

5. Media

To promote the understanding of the "Similarities and differences between registered letter and PEC", we chose a cross-media approach by presenting a short video and then an animation created in Power point.

To illustrate how in the introduction of innovations there is a strong reference to previous technological and organizational achievements, we played a video clip from the film 'The Time Machine'. In the sequence, we see a car with a body identical to that of a carriage, but without horses to pull it. The scene shows this unusual vehicle travelling a short stretch of road alongside traditional horse-drawn carriages.

With an animation prepared with Power point, we then explained the differences between a registered letter with confirmation of receipt and a PEC. This has enabled us to highlight the role played by post offices in the past compared to that played today by PEC providers.

To emphasize the importance of a carefully crafted cover letter to accompany one's Curriculum Vitae when sending a job application to a prospective employer, an excerpt from the film Santa Maradona was proposed. The sequence shows how important it is to clearly indicate, and without subsequent second thoughts, one's availability about office location and working hours of the post.

6. Teacher assessment

The intervention of an external teacher in a social studies course, and with particular reference to the axis of digital education, represented a valuable opportunity for students to

experience an innovative approach to learning. The collaboration between the remote teacher and class teacher constitutes a model for sharing knowledge and skills between professionals, and represents an excellent example for students in view of their studies and their professional future.

The collaboration was also an opportunity for the class teacher to enrich her professionalism through interaction with the remote teacher, not only in the implementation phase of the project but also in the design phase.

7.   The Questionnaire

The first part of the questionnaire included multiple-choice and checkbox questions. In the second part of the questionnaire, we included two short-answer questions that we then used to create word clouds.

8.   Word Clouds

In the questionnaire, we proposed two open questions whose results we summarized in word clouds: one relating to the positive elements, and one on the negative elements present in the training course. The word cloud related to negative elements is reproduced in Figure 2.

Figure 2: Answer to the question: What is the thing you found most negative about the digital social studies course?
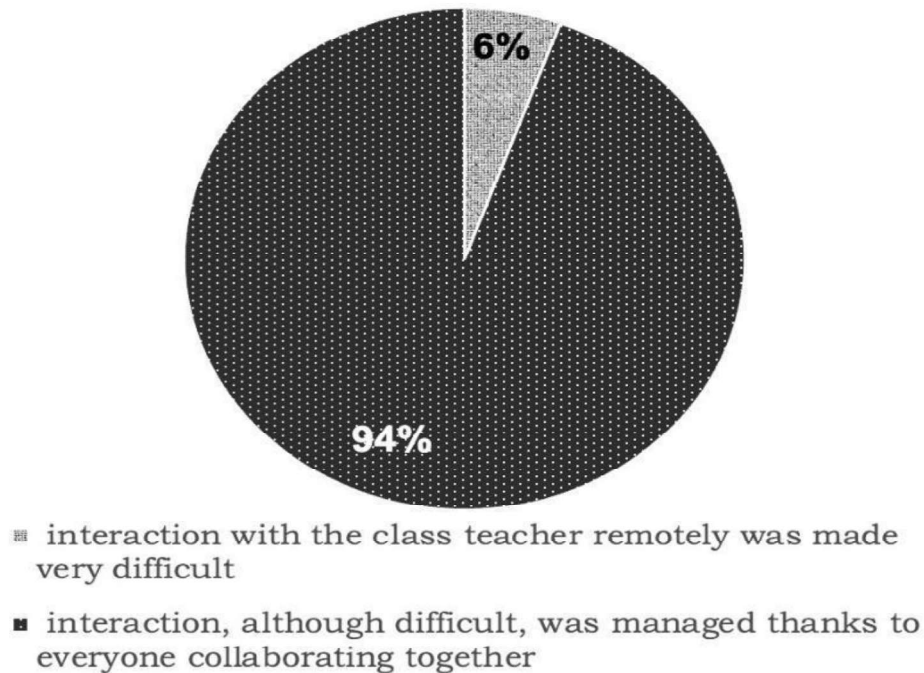

Source: Authors' elaboration 2023

The cloud indicates that the most negative thing for the students was the remote teacher intervening from a distance. It may seem strange, but the fact that the word presence is highlighted in the word cloud is a confirmation of this. This is because the term has been used by students by preceding the adverb not in front of the term present. The expression thus assumed an adverse value of: "non-presence".

Comparing this result with what emerged from the questionnaire; however, the negative effect of the "remote" presentation was reduced (figure 3).

Figure 3: Distance learning: level of discomfort

A digital social studies course operated remotely

6%

94%

▦ interaction with the class teacher remotely was made very difficult

▪ interaction, although difficult, was managed thanks to everyone collaborating together

Source: Authors' elaboration 2023

References

Frank, R. (2021), *The sea in which we swim. Strategic storytelling in a world governed by data*, Turin, Codice, 21.

The Time Machine (2002), directed by Simon Wells, science fiction genre, USA, the film is based on H.G. Wells' classic science fiction literature, "The Time Machine".

Santa Maradona (2001), film written and directed by Marco Ponti, Mikado Film gruppo De Agostini, Turin.