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LOGGED-ON

Empowering learning with technology

CASE STUDY:PLICKERS

as an evaluating tool

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OVERVIEW

Plickers is an evaluating tool, interactive and playful.
We decided to use plickers in an anonymus way in order to let students give feedback about fellow works.
Plickers workes with a QR code printed on paper and it does not requires students access to internet.

CASE STUDY:PLICKERS

as an evaluating tool

OVERVIEW / CONTEXT

As an art school we often need to evaluate/ self-evaluate artistic work. It is important that students grow this ability. With older students it is possible to do evaluation activities in order to make them observe and critique works of other students. This activity is made by writing on paper comments and then sharing them with the others.

We found out about Plickers in Kendal (England) during the second Logged-on meeting.

We thought that it would be interesting to use this technology as an evaluating tool.

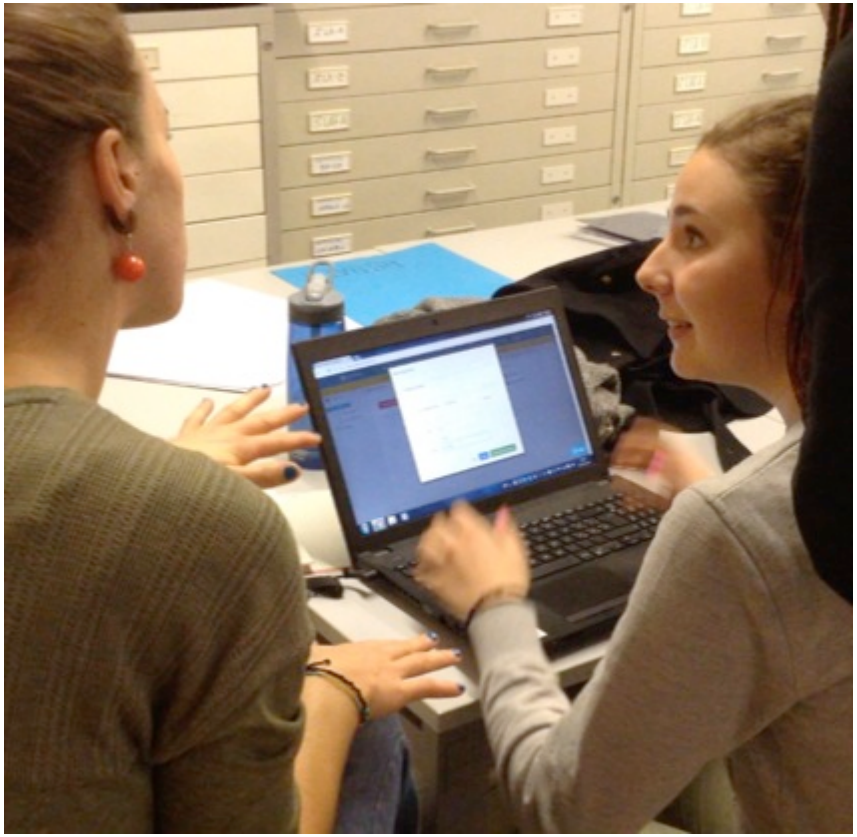
CASE STUDY:PLICKERS

as an evaluating tool

IMPLEMENTATION

We decided to do a 2h experiment with 5th year students.

After a brief introduction of the software the students were asked to come up with 4 questions that would evaluate some drawings they had previously made. These drawings were realistic copies of photographs. The questions they chose were about technical aspects and subjective considerations.



CASE STUDY:PLICKERS

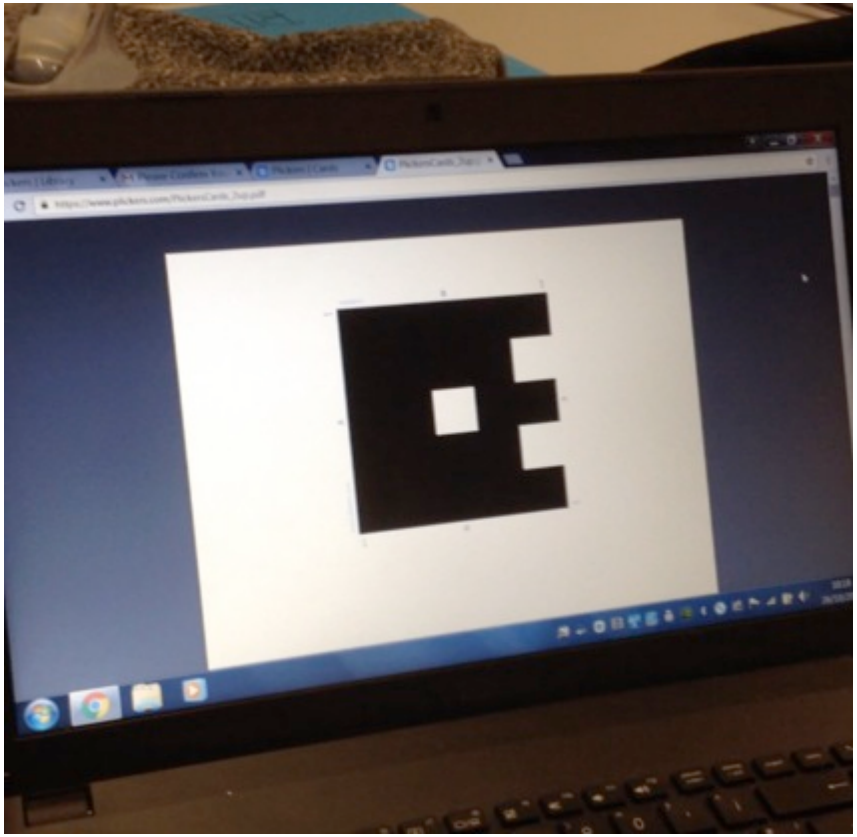
as an evaluating tool

IMPLEMENTATION

During the set up of the software some students displayed their drawings in the corridor, After printing the QR codes every student received one code randomly.

The teacher then asked each question and the students had to aswer with the QR code using 4 options: yes / almost / slightly / no.

During the evaluation phase, students had to: observe, process questions, answer and analyse output.

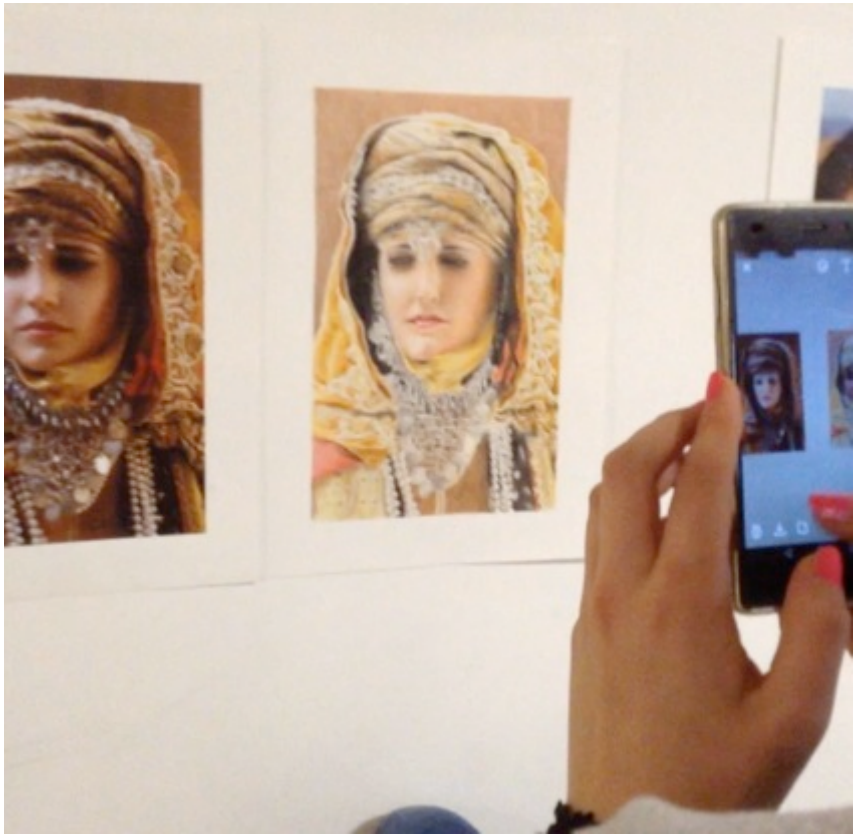


CASE STUDY:PLICKERS

as an evaluating tool

FINDINGS

During this process an interesting thing occured: with the drawings hanging on the wall (the copy and the original next to it) a student had the idea to use the swap face tool on **snap chat** in order to verify the similarity.



CASE STUDY:PLICKERS

as an evaluating tool

CONCLUSIONS

The feedback by the students was very positive, they enjoyed the playfulness and the fact that they could give an opinion without fear.

Plickers used in this way is a great opportunity to remove the friend judgment barrier.

CASE STUDY: WORDPRESS.COM

as a platform for sharing

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OVERVIEW

Wordpress.com is a free online platform to create blogs/websites.

This tool is useful to make students have an overview on their artistic production during the 5 years of high school, as an online portfolio.

CASE STUDY: WORDPRESS.COM

as a platform for sharing

CONTEXT

This case study is presented to the last year students of the Liceo Artistico (art school) in both fine arts and design sections.

CASE STUDY: WORDPRESS.COM

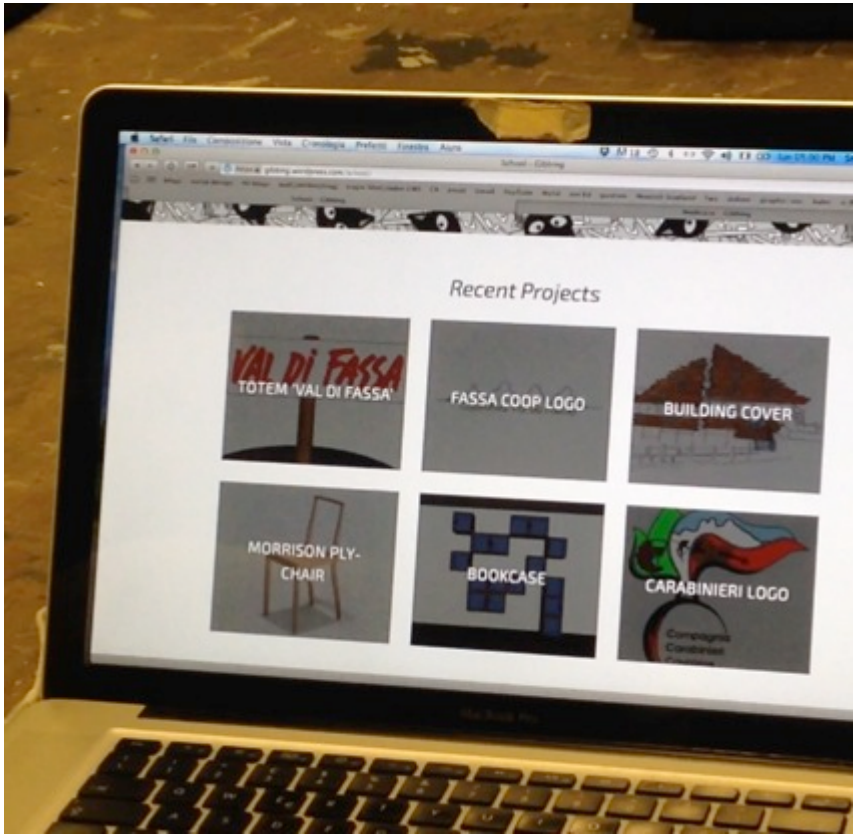
as a platform for sharing

IMPLEMENTATION

To start off with each student had to come up with a concept for the blog, an identity which would reflect the particularities of each student.

During the project students had to:

- come up with a name for the blog
- document works (photograph, scan, post-produce)
- use copyright free material
- organise content and define navigation of blog (posts, pages, menu, widgets etc..)
- learn how to use wordpress.com using coding in some occasions
- publish their work (optional) and have a world exposure
- manage views and comments



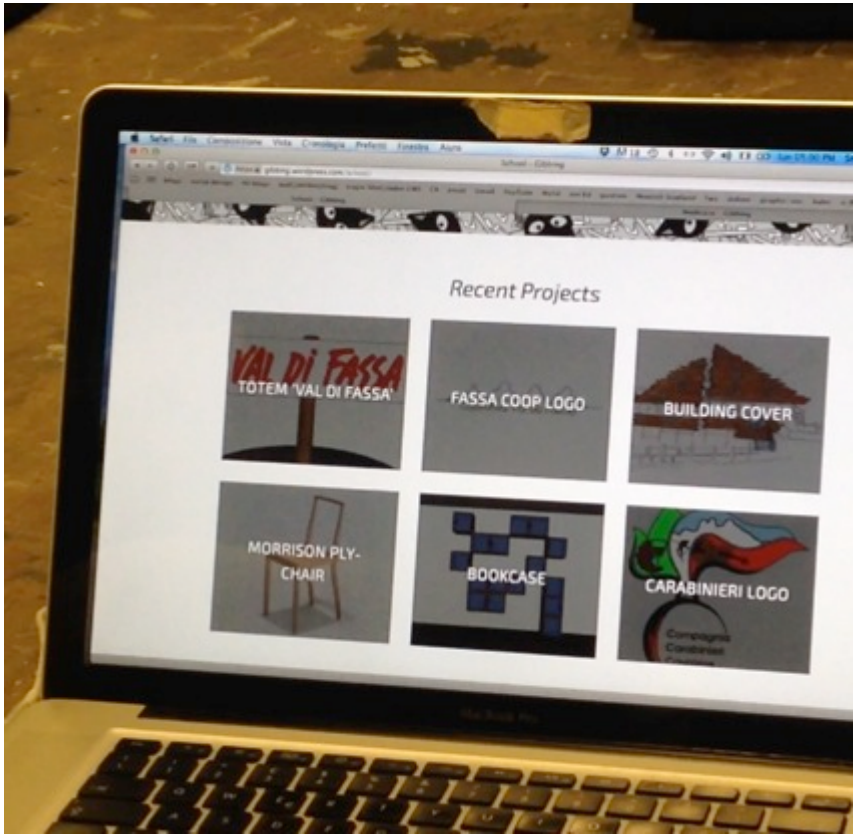
CASE STUDY: WORDPRESS.COM

as a platform for sharing

AIMS & METHODS

This activity was developed in CLIL methodology using L2 English during the artistic lab lessons.

The aim is to give the students a tool/ container to share their work,



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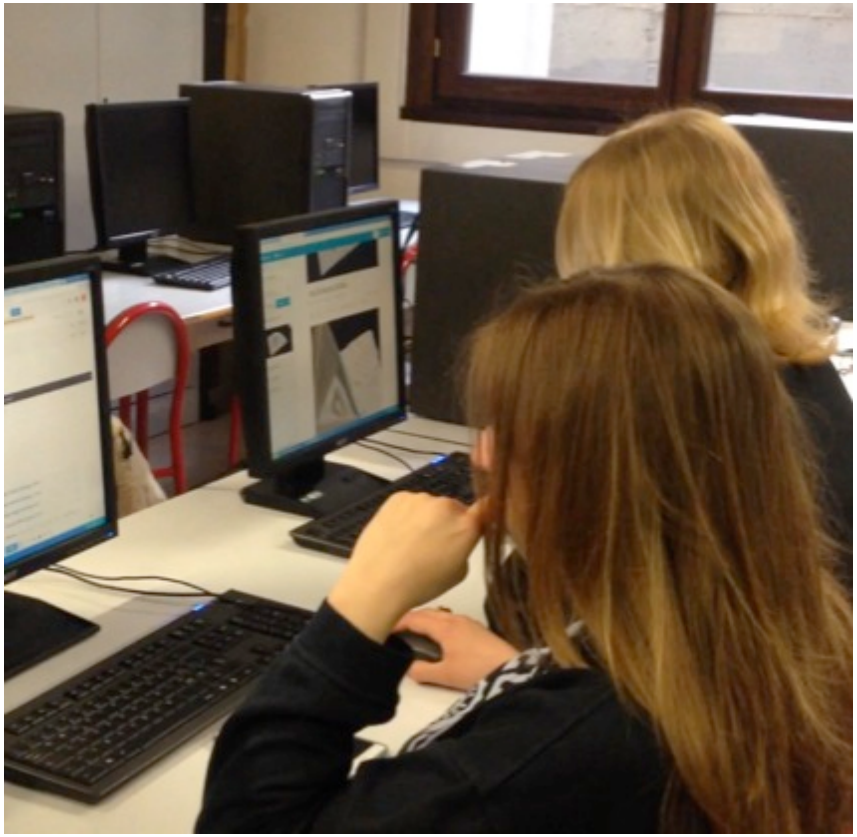
CONCLUSIONS

After an introduction and general guidelines some of the most advanced students carry out the project very autonomously, working well also at home. Other students need more guidance especially on organising ideas but also technicalities of wordpress.

Most of the students took the blog project as an opportunity to talk about themselves. In general the blog project has been successful and the learners are having fun working on it.



CASE STUDY:VIDEO TUTORIALS

as outputs for learning, applying and sharing

CASE STUDY:VIDEO TUTORIALS

as outputs for learning, applying and sharing

OVERVIEW

Videos and tutorials are very used in our world. We decided to make our students create video tutorials about different artistic techniques in order to share them with the net and future students.

CASE STUDY:VIDEO TUTORIALS

as outputs for learning, applying and sharing

CONTEXT

This project has recently started with the 4th and 5th year students in the design section.

Two years ago the students made a booklet illustrating each step for art techniques. This exercise was assembled using Adobe InDesign.

This year we decided to make the students create video tutorials explaining other techniques.

CASE STUDY:VIDEO TUTORIALS

as outputs for learning, applying and sharing

AIMS & METHODS

We belive this project has a great potential because learners work on many different levels:

- they learn the technique
- they learn how to explain the process
- they learn how to create a set
- they learn how to edit a video

CASE STUDY:VIDEO TUTORIALS

as outputs for learning, applying and sharing

IMPLEMENTATION

Each group will use their own resources for making the final product. Many students are familiar with video editing progarms and they will share this knowledge with others.

Collaboration and cooperation is the key of this project.

CASE STUDY:VIDEO TUTORIALS

as outputs for learning, applying and sharing

CONCLUSIONS

The final output will be useful for future explanations during didactic activities. There will also be a QR-code directing to the online video in the design workshop.

This will introduce the students in a contemporary way to traditional techniques that usually are proposed from a less interesting angle

We aim at creating an archive of samples which will be available online.