This publication has been produced with the support of the Erasmus+ Programme of the European Union. The contents of this publication are the sole responsibility of LOGGED-ON and can in no way be taken to reflect the views of the NA and the Commission. Project number: 2015-1-NO01-KA202-013219

School:	Scuola Ladina di Fassa
Country:	Italy

Case-studies:
Wordpress, Plickers and Video Tutorials

Introduction

As outlined in our State of the Art Report Italy is undergoing profound changes in its school system thanks to new laws and government initiatives which offer us an excellent opportunity to embrace innovation and technology.

We as teachers felt that there is a gap between our students' technological ability in social media platforms and their ability to transfer this digital knowledge to classroom-based learning.

We were able to identify a young team of forward looking teachers who were happy to work on a bottom up approach of learning from students and then developing a peer support group to enhance this new technological capability to make it suitable for a classroom environment. The teachers involved in Logged On were non-specialist ICT teachers but were however not intimidated by the notion of having to confront with their students, who could be considered digital natives, to develop effective communication and cooperation channels.

As in the State of the Art Report the ICT provision in the school had limitations therefore we knew that in some way we would have to invest in technology or use our personal devices or use those of the students. Knowing we would need the students to be willing to use their own devices led us to consider the choice of Case Studies from the point of view of investment by the students. In fact, the choice of Wordpress and Video tutorials was directly linked to the enthusiasm of students to create something for themselves. Plickers we knew could function with the phone /iPad of the teacher alone so again was a solid option.

As a LOGGED-ON work group we discussed at length the choices of case study and presented them to the classes involved to have feedback and generate discussion about the use of technology in class. As team teaching is common in our school, especially in laboratory time we were able to involve other teaching staff in the case studies and also have ongoing support and advice from other staff members as well as the LOGGED-ON work group. The choice of case studies was approved by the relevant heads of department and the Headmistress.

Case-study 1: Wordpress.com as a platform for sharing

Context:
Wordpress.com is a free online platform for creating blogs/websites.
This tool is very useful to make students have an overview on their artistic production during the 5 years of high school, as an online portfolio.
This case study is presented to the last year students of the Liceo Artistico (art school) in both fine arts and design sections.

Implementation of the case-study:
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

Aims and methods of the case-study:
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.

Findings from the case-study:
After an introduction and general guidelines some of the most advanced students carry out the project very autonomously with peer support or teacher input. There is a continuation of class work done at home with most students working well also at home. Other students need more guidance especially on organising ideas but also technicalities of Wordpress but with team teaching we had the time to dedicate to developing skills individually with students.

Conclusions:
Most of the students took the blog project as an opportunity to talk about themselves. They also used it as a container for photos, designs, projects shared on social media. During the school year in general the blog project has been successful and the learners are having fun working on it. It is also seen as an investment for the future as many of our students present it at university interviews if they wish to follow an art related course as it acts as a portfolio of their work. The project, although only a year old, has a legacy as ex-students have maintained and continually updated their Wordpress even when they have graduated from our school and are pursuing their artistic development at university or independently.

Case-study 2: PLICKERS as an effective way to give impersonal judgements

Context:
Within the teaching of artistic subjects in our institution, the student needs to demonstrate a good understanding of the inherent themes of the subject and the resulting ability of the techniques. The connections being a good understanding of the material and its use and a good ability of putting into practice the acquired skills and understanding of the operator, in addition to, over time, developing time management, self-criticism of the work produced and judgement of others' work. The principal objective, apart from personal growth is that of asking the student to learn to use constructive criticism to improve continuously, living together with their companions in a positive and serene manner.

Plickers seemed to be a new method of valuation that we could use in class because it was immediate and anonymous in contrast to the classic method (written on a piece of paper giving a final numeric valuation). Plickers has an immediate result, giving an opportunity to teacher-student sharing, quicker than the traditional method.

The classes involved were 3, 4 and 5 because they were considered mature enough to give impersonal judgements.

The principle problem was the internet connection. The fiber only arrived in the last months therefore the connection was slow and given that the school doesn't have up-to-date digital material meaning that the teachers often had to use their own devices.

The students responded positively to the activity, having fun at the same time as actively participating in alternate methods of valuation. They also expressed queries regarding the limited number of responses (4) without being able to go into depth.

Implementation of the case-study:
During the normal lesson in a 5th class, after seeing the use of Plickers in England, it was decided to use it as a way to valuate a drawing explaining to the students the difference between the traditional method and the Plickers way.

The students chose the questions and possible answers, with help from the teacher, during a discussion about identifying the best drawings on the board. After printing the QR codes and understanding how to use them they enjoyed using them as a method of valuation. The first time they followed the process with attention and exchanged their opinions about their answers and, in addition, thought about other contexts in which they could be used.

It was decided to use the method in others classes and classrooms, the third, fourth and fifth years. It was used in different courses to examine the differences between uses in the two different courses. It was implemented in different areas inherent in the artistic areas. Overall it can be considered that it gave the students the opportunities of growth and helping each other with criticism. In addition, the students involved the teacher often in the understanding of their level of judgement.

Aims and methods of the case-study:
With the evidence in the classes of this case study (Plickers), we tried to involve students in evaluating their graphic designs, which has always been done by comparing the work and actively discussing possible improvements and errors made. This was done both verbally and by asking students to write, each on their own, criticisms or praise, and then confront them with those written by their companions and the teacher. We consider this process important for individual student growth, but we wanted to

propose something different and more immediate than producing a quick account to be able to view and discuss together. Moreover, Plickers has made it possible to respond more in an objective manner because it was often used anonymously so no student was afraid to offend a friend or companion by judging his work.

The students have always been actively involved in the organization of the evaluation itself, drawing on the drawings, evaluating the questions and answers to be asked, trying to improve from time to time, going in the specific subject matter or subject matter discussed in the project, asking to visualize the answers and have a final graph, then discuss it in class by observing the work done.

Findings from the case-study:
The students involved seem interested and they enjoyed wanting to experiment and judge themselves the value of a new method of verification. They spoke about it with their friends and many classes and teachers asked to be able to try Plickers for other activities in the future.

As a complement to the ideas and additional proposals from the pupils, targeted reflections emerged, such as the constraint for some, to have to choose from the answers given, perhaps used to arguing and explaining their views on a given subject by finding the program reductive.

In the negative, we encountered connection problems in the institute and malfunctioning of the equipment (which made some steps slow in preparation). Also, it depends on the availability of equipment.

Conclusions:
Students are always open to novel ideas, which are very beneficial both in experimentation and in actual use, they are willing to advise the teacher by proposing alternatives. In recent years, technological growth has been seen exponentially in schools, stimulated by the fact that young people use the new technologies more intuitively and more casually, experimenting with apps and programs to succeed in their schooling and responding more actively to activities that make use of it.
Technology should not take the place of technical and theoretical acquisitions or classical practical experiences, but it must be something more to improve and expand the knowledge, skills and abilities of the individual so that you can then share it more immediately with different people, in different places and with different experiences. This prompts freedom of thought and ideas, channeled in the right direction.

We felt that Plickers was often an excellent start to a discussion about an art project where students felt able to express themselves anonymously at first and then once we opened up the discussion they gained in courage to express their opinions openly.
Plickers has been rolled out for use in non-artistic classes as a tool for evaluation in terms of quick quizzes or multiple-choice tests as starter or plenary activities. It was the most successful case study in terms of dissemination as many teachers in school now use it in class.

Case-study 3: Video Tutorials as a medium to revise, share and improve

Introduction
The idea was to make videos of the artistic classrooms in the Art School together with a lay out map. The videos are available online on a You Tube channel accessible via a QR code. The map, also connected by a QR code on You Tube, presents the various classrooms and their position within the school.

The work was completed by a Fourth Year class of 'Grafico-Pittoriche' supervised by their teacher. They were chosen because as they are Fourth Years they have the ability to work independently.

Implementation of the case study:
It was explained to the students that they should complete the task using personal technology, including mobile phones and tablets for taking photos and videos and laptops to make the videos. In addition, there was the introduction of various Apps; Viva Video, musical.ly, Magistro, ThingLink, all of which have pros and cons for realising the project.

All the work was completed by groups of two students, who were assigned specific roles, including taking photos and videos, making the map and creating the video. The close contact group work, developed much needed socialization and for this the groups were chosen, in part, on the basis of personality.

Aims and Methods of the case-study:
The main objectives for this activity were the discovery and experimentation of new technologies within an educational context, with particular emphasis on mobile phones, tablets and personal computers. The abilities developed could be developed within the context of the work place and to help face various educational, social and cultural contexts. The project was aimed at stimulating the participants to:

1. have a vision of the connection between content and formative environments both digital and non-digital with the recognition of the respective use of each.
2. re think and re define daily teaching based on the connection between it and the world around us.
3. know how to find, use and create content and environments with new technologies in a critical and knowledgeable way, reflecting the special educational needs of individuals and groups.

Findings from the case-study:
During the realisation of the project there were numerous interesting and positive findings.
The students tried to experiment with the new Apps on their phones to try and understand if they could be useful in the development of the project.
For example, the students discovered that;

- Not all phones have the option of images in 16:9 the most suitable for a good image.
- the App musical.ly only works when the images are taken vertically, therefore it's not suitable for transferring videos to a computer to be made into a video.
- VivaVideo is very good both in the recording and making of the video but the "VivaVideo" banner remains on the video and requires a fee to take it down.
- Magisto is also fee based, the films created cannot be downloaded and, keeping them online, as they are created automatically by the App, makes them not suitable for a project of this type.
- ThingLink is excellent for making online maps.
- The group work was effective in making the students collaborative.

Conclusion
The work completed by the students was difficult from the point of view of the internet connection and the use of the personal computers. The students, rightly, complained about having to use their personal internet allowance to complete the work. Other difficulties included not having the possibility to use more than one or two computers at the same time, therefore the making of the videos was done in turns, requiring months of work.

In conclusion the work produced by the students was interesting and satisfying. It was useful also in getting to know themselves in a different context, not only as students but as team players from which emerged particular characteristics and abilities, and ultimately reliability.

“The correct balance between educational content and environment and the creative role of the teacher and students as makers of knowledge…” should be the strong points of the project.

Overall conclusions of our Case Studies

We were aware that our students were innovative and creative and we feel that through our case studies we were able to develop ways to motivate them to harness these talents. We thought that technology could be a motivator and this was confirmed in their enthusiasm for the projects we proposed. As the LOGGED-ON team has remained stable during the project we were able to fine tune our case studies over more than one academic year leading to the team having a solid skill set with which to approach other ways of digital teaching and learning. We found that using technology has made us better team players.

We also found, predictably, that institutions like ours are always playing catch up with technology, that there were problems with connections, download speeds, devices not working or being broken. These problems however made us become expert problem solvers and we learnt that with just one computer and one camera and a lot of team work we could achieve the results the same. In fact, we found that the students cooperated more effectively if there was a technological problem. This also made us develop ‘low tech options’ for many of the online tools we used, some of which, for example Thinglink and Wordcloud we rolled out for use in different subjects as a paper-based version.

Overall, we feel that we chose our case-studies well because the students could see value in them and were therefore active stakeholders because they wanted to obtain the desired results. Producing something was essential to the success of our art students who were happy to invest their free time and use their personal devices and data packages because the final product would be theirs. We found with Plickers that our students developed a respect for focused and impersonal evaluation.

The impact on the students with whom we have worked with for the duration of the project is easier to evaluate than the impact on the staff. Our LOGGED-ON team have developed an excellent skill set in terms of technologically aided teaching and we have shared our knowledge with other staff members to various degrees of success. We are optimistic that LOGGED-ON has created a group of determined and forward-thinking teachers who are able to see the value of using technology in classrooms and that this is having a ripple effect throughout the school. Our new school building (due in September 2019) will be a fantastic chance to continue working towards our objective of including technology in classroom to aid learning.