

DIDATTICA DIGITALE INTEGRATA PER UN APPRENDIMENTO ATTIVO

Quaderno operativo

Indice



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Mentimeter

&

IL BRAINSTORMING

Creare un account

<https://www.mentimeter.com/>



Per creare un account, fare clic su **Sign Up**



Scegliere uno **username** e una **password**



successivamente per accedere basterà fare clic su **Log In**



Mentimeter



Create a free account

 Sign up with Facebook

 Sign up with Google

or using email

Your email address

brienne@tarth.com

Choose a password

Very secret password

At least 6 characters

First and last name

Brienne of Tarth

Sign up

By signing up you accept our [terms of use](#) and [policies](#)

Le tue presentazioni



+Nuova
presentazione

Mentimeter Your presentations

Home

[+ New presentation](#) [+ New folder](#)

Search: Type to search

Name	Created	Last updated	
SEE THINK WONDER 22.04.20 1 13	Apr 21, 2020	Apr 29, 2020	🔗 📄 👤 📱 🔍
Key words for the Gothic 1 20	Apr 4, 2020	Apr 8, 2020	🔗 📄 👤 📱 🔍
debate 1 16	Feb 18, 2020	Feb 18, 2020	🔗 📄 👤 📱 🔍
Brainstorming on Alter ego 1 16	Jan 17, 2020	Feb 18, 2020	🔗 📄 👤 📱 🔍
Communicating and informing correctly 1 26	Jan 15, 2020	Jan 15, 2020	🔗 📄 👤 📱 🔍
Puritanism 1 18	Dec 10, 2019	Dec 10, 2019	🔗 📄 👤 📱 🔍
Let's introduce ourselves! 1 2	Sep 16, 2019	Sep 16, 2019	🔗 📄 👤 📱 🔍

Archivio delle tue
presentazioni

Creare una nuova presentazione



Create new presentation

Name of presentation

Create presentation Cancel

Scegliere un titolo per la nuova presentazione

Impostare la tipologia di presentazione e il numero di slide.

Home / Prova

+ Add slide Import

Choose a slide type →

Type

Popular question types ?

- Multiple Choice
- Word Cloud
- Open Ended
- Scales
- Ranking
- Image Choice
- Q&A

Quiz Competition ?

- Select Answer
- Type Answer

Content slides ?

- Heading
- Paragraph
- Bullets
- Image slide
- Bullets with image

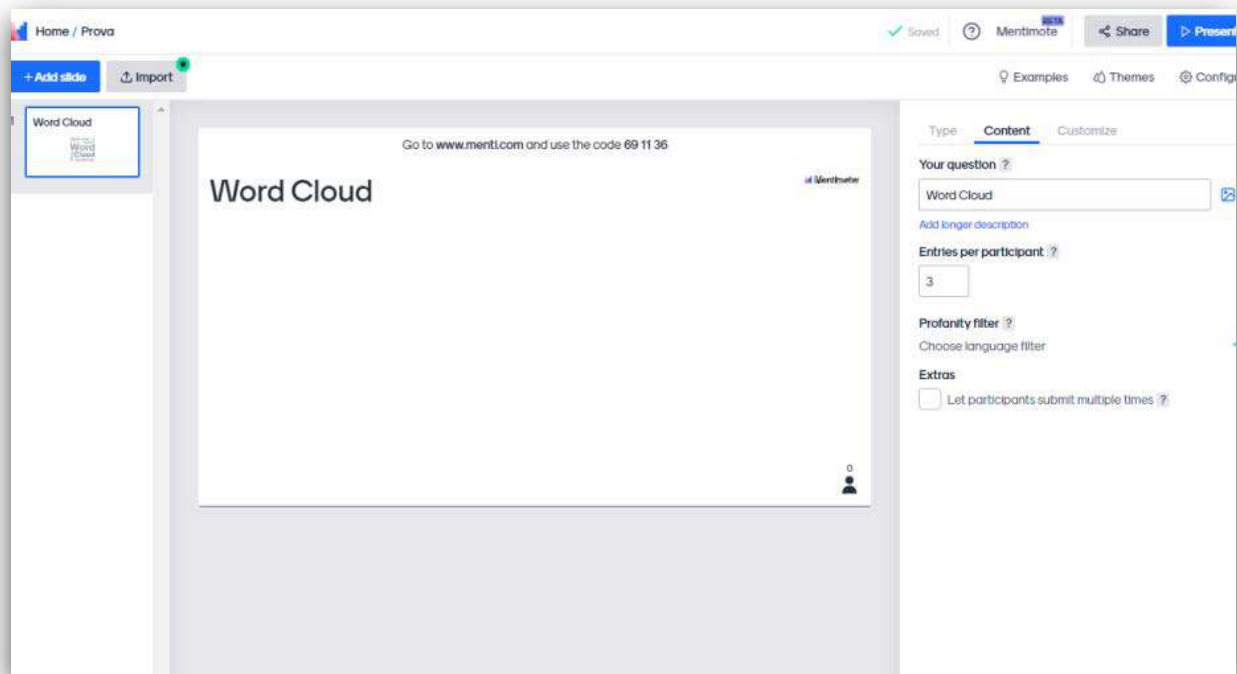
Advanced questions ?

- 100 points
- 2 x 2 Grid
- Quick Form

... continua



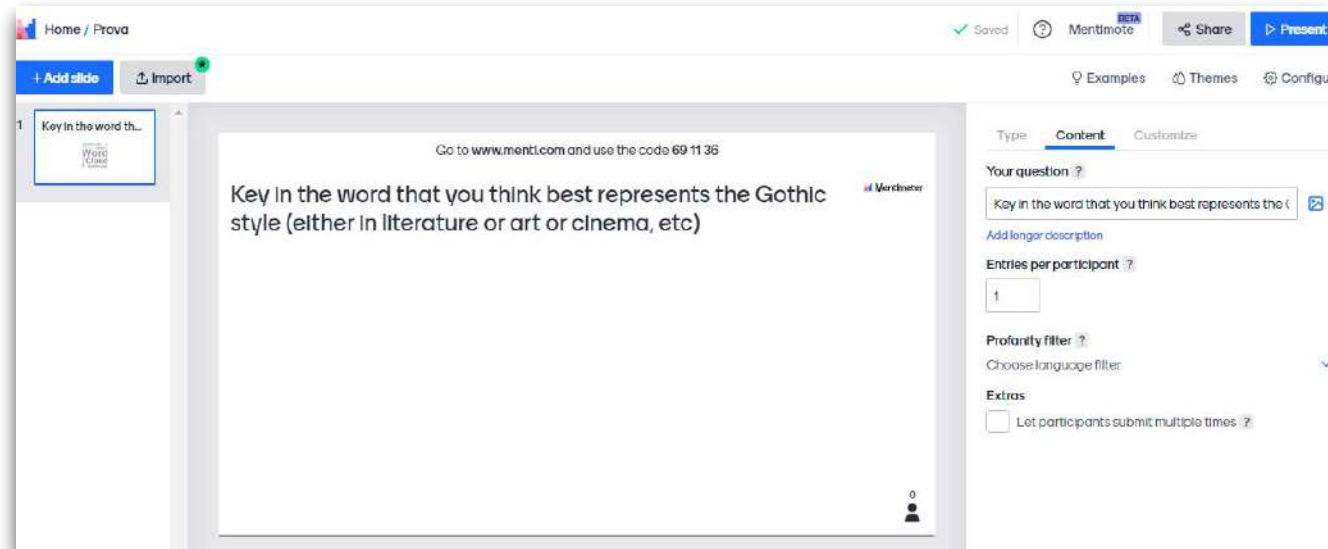
Digitare la domanda o il tema del brainstorming



... continua



impostare il numero di
risposte per partecipante
ed eventuali extra



... e condividi o presenta!



Share

×

ParticipationPresentation sharing

Audience access ?
This presentation is available to join.

Expand

Digit code ?
The digit code 69 11 36 is valid now and expires in 2 days.

Expand

Voting link ?

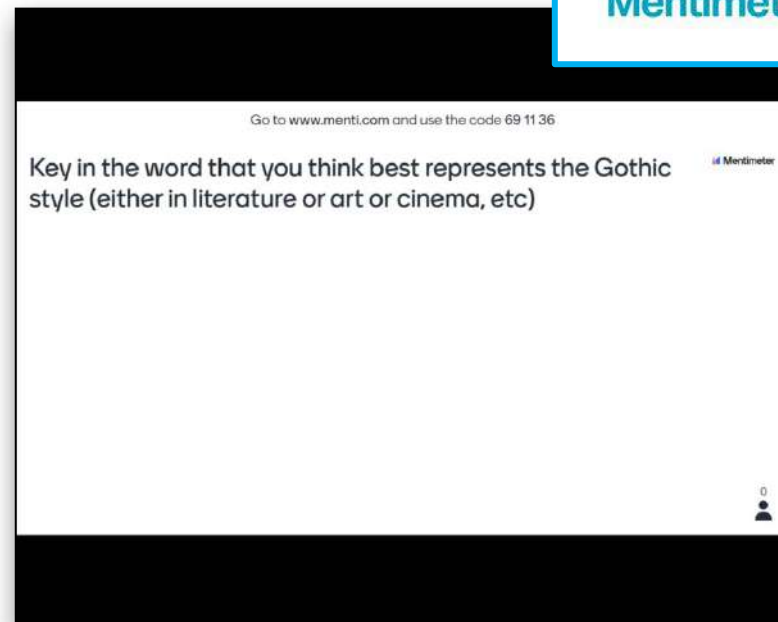
https://www.menti.com/lxrb1fm9j

Copy link

QR Code ?



Download



Risultato



Mentimeter

Go to www.menti.com and use the code 62 81 41

Key in the word that you think best represents the
Gothic style (either in literature or art or cinema, etc)

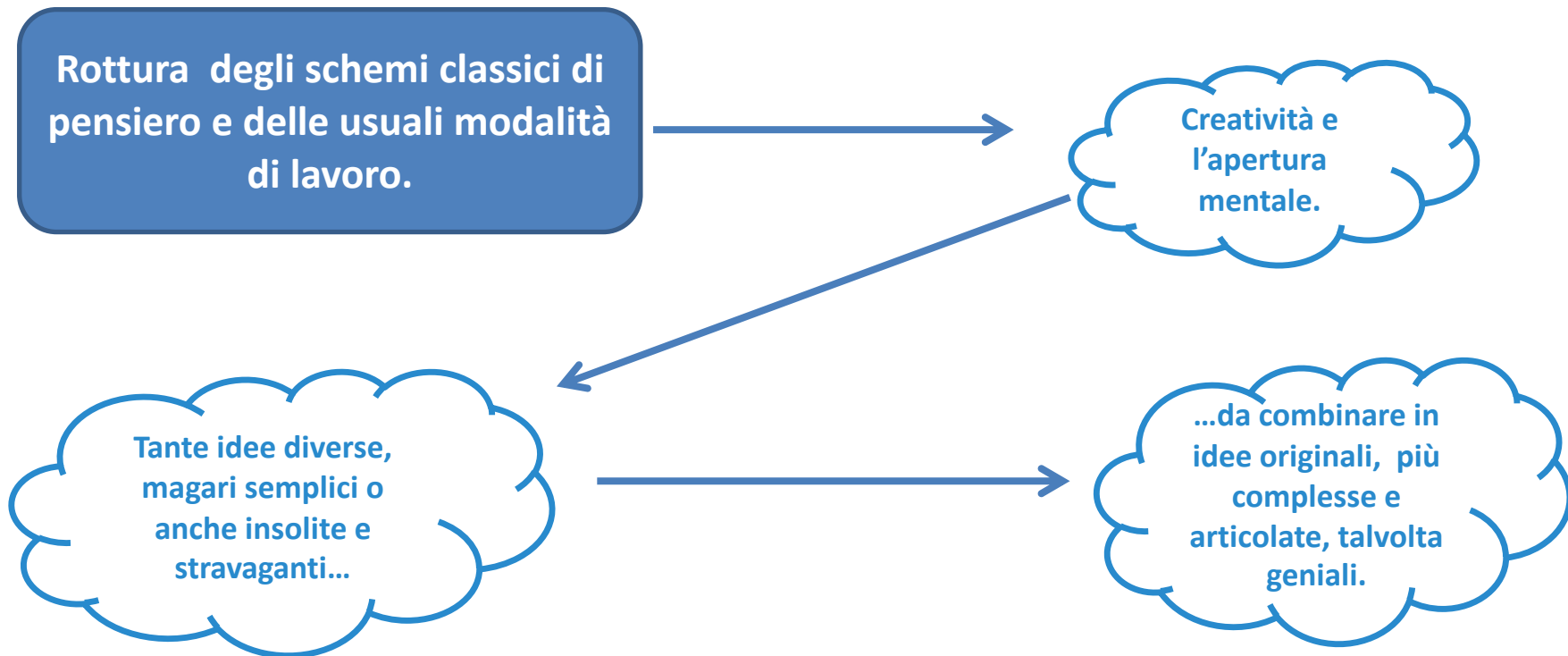
Mentimeter



20

Brainstorming

“Tipo di lavoro di gruppo nel quale più esperti riuniti insieme esprimono liberamente le loro idee, anche astruse o paradossali, circa un determinato problema, al fine di rendere possibile, con la loro combinazione, di trovare una soluzione originale e brillante del problema stesso.” (da *Enciclopedia Treccani*).





E in classe?



- Strategia di apprendimento attivo che promuove il pensiero critico
- Studenti con bisogni educativi speciali
- Rispetto al consueto “Non so...”, sarà possibile esprimere quel che viene in mente in riferimento all’argomento del brainstorming perché **non c’è una risposta giusta**.
- Attività pre campanella: per riempire quei 10 minuti rimasti vuoti...

In generale, a scuola il brainstorming...

Favorisce l'inclusività

Elimina la paura dell'errore

Richiama le conoscenze pregresse

Incoraggia anche i più timidi a rischiare

Consente a tutti gli studenti di esprimere le proprie idee

Fa leva sulla creatività degli studenti



Webtools per brainstorming



Mentimeter



Google docs



Google form



...e molti altri



&

IL DEBATE

Creare un account



<https://www.kialo-edu.com/>



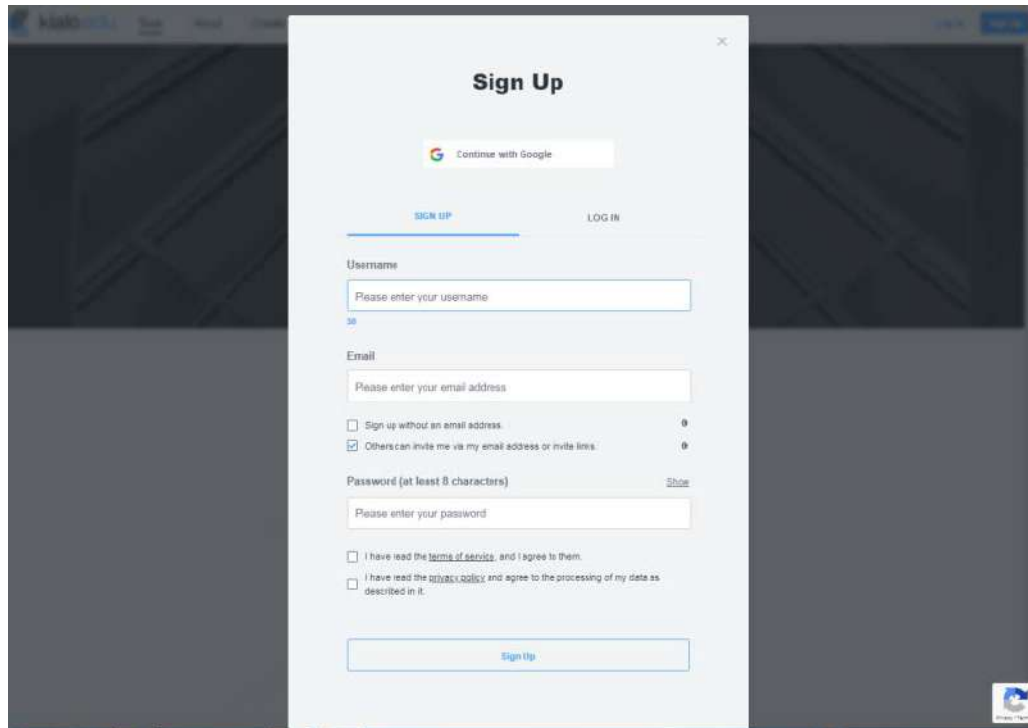
Per creare un account, fare clic su **Sign Up**



Scegliere uno **username** e una **password**



successivamente per accedere basterà fare clic su **Log In**

A screenshot of the "Sign Up" form on the Kialo website. The form is titled "Sign Up" and has a "Continue with Google" button at the top. Below this are two tabs: "SIGN UP" (active) and "LOG IN". The form contains several input fields: "Username" (with placeholder text "Please enter your username"), "Email" (with placeholder text "Please enter your email address"), and "Password (at least 8 characters)" (with placeholder text "Please enter your password"). There are also two checkboxes: "Sign up without an email address" (unchecked) and "Others can invite me via my email address or invite links" (checked). At the bottom, there are two lines of text: "I have read the terms of service, and I agree to them." and "I have read the privacy policy and agree to the processing of my data as described in it." Below these is a "Sign Up" button. The background of the form is light blue, and the overall page has a dark blue header and footer.

My Kialo



A screenshot of the "My Kialo" web interface. The top navigation bar includes the "kialo edu" logo, "My Kialo", "Tour", and a search icon. On the right, there is a "Create Discussion" button, a heart icon with the number "1", and a profile picture. Below the navigation bar, the "My Kialo" header is followed by tabs: "Overview" (selected), "Respond", "Following", "Own", "Recent", and "Teams". The "Following" tab is active, showing a list of discussions. Each discussion entry includes a user profile picture, a timestamp, a status (e.g., "added a claim", "deleted a claim", "made changes"), a thumbnail image, and the text of the claim. The first claim is "It's become appallingly obvious that our technology has surpassed our humanity" by ChandaS. The second is "Younger people usually have less prejudices than elderly people" by Luxe_u. The third is "20b-1 - Younger people usually have less prejudices than elderly people" by GranMaria. To the right of the "Following" list is a "Recently Viewed" section showing the same three discussions. At the bottom, there is a "Recent Teams" section showing a team named "2Cc" with "1 Member".

Aprire un Debate



Aprire una discussion (= debate)
che di default è privata

impostare la lingua

inserire una thesis con
una breve descrizione

invitare gli studenti tramite email a
partecipare alla discussion
suddividendoli in gruppi

New Discussion

Discussion Title

Non esiste libero arbitrio.

Language

Italiano

Next

Struttura



thesis = claim, mozione

Non esiste libero arbitrio.

claim = argomentazione
contro

claim = argomentazione **pro**

Le azione umane sono determinate da un rapporto causa-effetto legato al modo fisico.

claim = argomentazione contro l'argomentazione **pro**,
quindi **confutazione**

Gli essere umani dispongono di pensiero e coscienza, i quali appartengono al mondo dell'immaterialità e come tali non sono soggetti a leggi fisiche.

Collaborazione e feedback



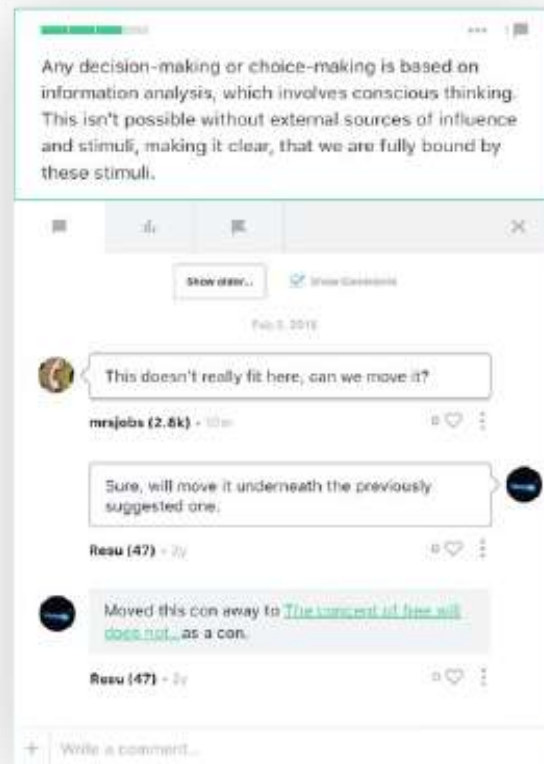
Sotto ogni argomentazione inserita è disponibile un campo per:



Fornire un **feedback** agli studenti



consentire una **collaborazione** tra gli studenti stessi per migliorare i propri contributi



**Dalla grande oratoria
classica...**

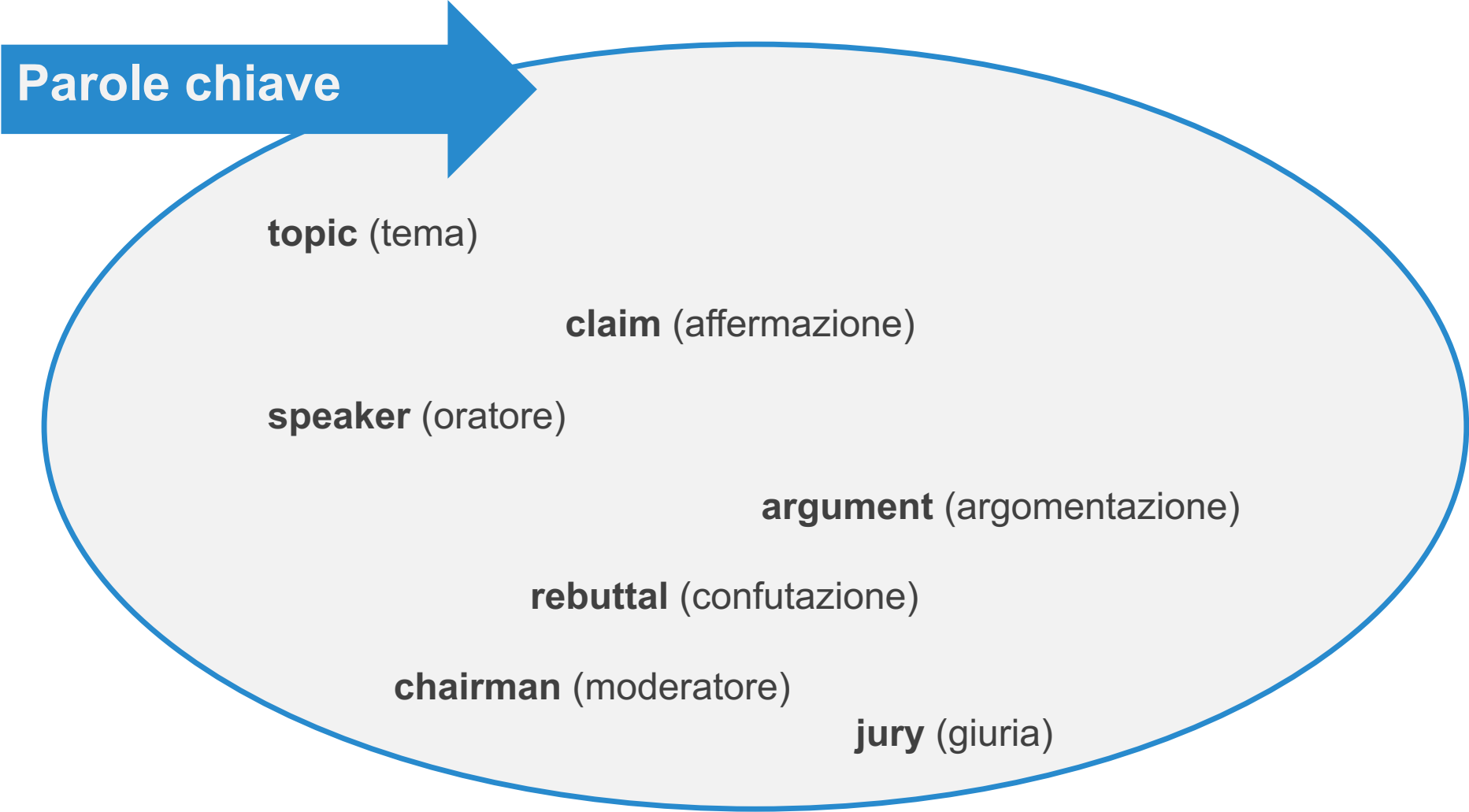


Una disciplina da
tempo affermata
nel mondo anglosassone,
con insegnante
e materia dedicati!

D E B A T E

**Un'occasione ludo-didattica volta al
conseguimento dei seguenti obiettivi.**

Parole chiave



topic (tema)

claim (affermazione)

speaker (oratore)

argument (argomentazione)

rebuttal (confutazione)

chairman (moderatore)

jury (giuria)



1. Consolidare le conoscenze lessicali e morfosintattiche grazie alla realizzazione di un prodotto (i *punti di forza*, le *motivazioni* e la *performance*).

2. Migliorare l'abilità dello *speaking*.

3. Allargare i propri orizzonti culturali.

4. Vincere la timidezza.

6. Imparare a parlare in pubblico.

7. Imparare a lavorare in gruppo e con le ICT.

5. Maturare il carattere, in quanto lo studente si trova spesso a difendere posizioni che personalmente non condivide: l'*uscire da sé* favorisce il rispetto per gli altri e una visione multilaterale della realtà.

Format di Debate

- Class debate
- Rete weDebate
- Speed debate
- British Parliamentary debate

e molti altri...



Actively Learn

&

IL SOCIAL READING

Creare un account

www.activelylearn.com/



Come docenti, per creare
un account fare clic su
**CREATE EDUCATOR
ACCOUNT**



Come studenti, su
STUDENT SIGN UP

The screenshot shows the Actively Learn website homepage. At the top, the Actively Learn logo is on the left, and navigation links for REMOTE LEARNING, CATALOG, PLANS, BLOG, and SIGN IN are on the right. The main heading is "Meet the challenge of remote learning". Below it, a paragraph states: "Our curriculum platform will be free for the remainder of the school year to help you meet the unique needs of distance learning. Educators [learn more](#). Parents [learn more](#)." There are two prominent buttons: a blue "CREATE EDUCATOR ACCOUNT" button and a white "STUDENT SIGN UP" button. The background features a collage of educational icons like a globe, a microscope, a book, a dinosaur skeleton, and a portrait of Albert Einstein. At the bottom, a black banner contains the text: "We stand with Black families, educators, and communities in the fight against racial injustice and systemic oppression." and a "Read our statement" button.

Actively Learn

REMOTE LEARNING CATALOG PLANS BLOG SIGN IN

Meet the challenge of remote learning

Our curriculum platform will be free for the remainder of the school year to help you meet the unique needs of distance learning. Educators [learn more](#). Parents [learn more](#).

CREATE EDUCATOR ACCOUNT

STUDENT SIGN UP

We stand with Black families, educators, and communities in the fight against racial injustice and systemic oppression.

[Read our statement](#)

...continua

www.activelylearn.com/



Scegliere uno **username**
e una **password**



successivamente per
accedere basterà fare
clic su **Log In**



Welcome educator! Sign up with



Google



Clever



Office

— or —

Title

First name

Last name

Email address

Password

NEXT

Already have an account? [log in](#)

La mia scrivania



Actively Learn interface showing the "My Workspace" view. The interface includes a sidebar with navigation options (Content, Professional Learning, CLASSES, My folders, Shared, Starred, My folders, Pesaro, Prova, MANAGE, Student Library, Sign out) and a main content area displaying a grid of assigned documents.

Top navigation bar: Search, All grade levels, All Lexile levels, All standards, MICHELE MG.

Content tabs: My Workspace, Curriculum Units, Genres, Themes, News & Articles, School Library, My Imports.

Premium access expires July 31st. [Learn more.](#)

Assigned documents displayed in the grid:

- Frankenstein (32 pgs)
- The Last Night of the World by Ray Bradbury (3 pgs, 7:12h, 640L)
- Not only Sherlock Holmes.docx (1 pg)
- Five Fighting Fingers.docx (2 pgs)

I miei caricamenti



Actively Learn

Content

Professional Learning

CLASSES

1Cc_2019-20

2Cc_2019-20

2Db-I_2019-20

3Cc_2019-20

4Cc_2019-20

5Cc_2019-20

Pesaro

Prova

MANAGE

Student Library

Sign out

My Imports

Add Content

Premium access expires July 31st. [Learn more.](#)

Assigned

Frankenstein

Assigned

Not only Sherlock Holmes.docx

Assigned

Five Fighting Fingers.docx

Assigned

LIKE A ROLLING STONE.docx

La biblioteca



Actively Learn

Actively Learn

Content

Professional Learning

CLASSES

1Cc_2019-20

2Cc_2019-20

2Db-L_2019-20

3Cc_2019-20

4Cc_2019-20

5Cc_2019-20

Pesaro

Prova

MANAGE

Student Library

Sign out

Library

Search by title, author, or publisher

?

MICHELE

Grade Levels

☐ 2nd grade (31)

☐ 3rd grade (31)

☐ 4th grade (155)

☐ 5th grade (155)

☐ 6th grade (492)

☐ 7th grade (454)

☐ 8th grade (453)

[show more](#)

Topics

☐ Animals (53)

☐ Art & Society (134)

☐ Classics (223)

☐ Friendships & Relationships (101)

☐ Health (105)

☐ Honor & Suspense (39)

☐ Myths & Legends (37)

[show more](#)

Lexile Levels

☐ 450L - 780L (39)

☐ 780L - 965L (136)

☐ 965L - 1115L (104)

☐ 1115L - 1215L (104)

☐ 1215L+ (109)

Text Type

☐ Books (27)

☐ Drama (6)

☐ Excerpts (19)

☐ News (25)

☐ Poetry (23)

☐ Related Articles (377)

☐ Short Stories (157)

[show more](#)

Page Count

☐ 1-5

Recommended for Grades 9-12



The Fly



The Yellow Wallpaper



2 B R O 2 B



Sonnet 18



Kindness: What I've learned from 3,000 children and adolescents



Dædalus and Icarus

Preparare l'HyperDoc



Actively Learn

Navigation bar: < | User | Tools | 1 of 32 | Search | Frankenstein PDF | GRADE+ | ASSIGN | My instruction

ASSIGNMENT DIRECTIONS

Read two chapters / week; then post to our Weekly Frankenstein padlet walls your personal Impressions and feedback. Please be concise (ca. 50 words each), original and, most important, link what we do to our contemporary times (time of coronavirus; that is also a time of fears, doubts and uncertainties) or to your personal experience. You can also upload a pic/video if you want, as long as it is necessary to support your note. Sign your post with "Name" + first letter of your family name, because I am going to share parts of the Journal to other teachers. Attention: I do not expect a summary or stuff like that, rather your thoughts. Do not be banal. If you feel you don't have anything to post, no need to. Pay attention to the links embedded here (video or other readings) in the text as well as to the questions to have to answer.

ADD EXTRA HELP SUMMARY | User

FRANKENSTEIN

by [Mary Shelley](#)

... continua



Actively Learn

Navigation bar: < [User Icon] [Edit Icon] [List Icon] [Up/Down Arrows] 1 of 32 [Search Icon] [Search Bar] **Frankenstein** PDF [Grade +] [Assign] My instruction ▾

events of the story whatsoever.

QUESTION 1 STANDARD SL.2 [Down Arrow] [More Icon]

Say what are you afraid of. What are your fears?

QUESTION 2 (POLLS) [Up Arrow] [Down Arrow] [More Icon]

Do you like horror movies/stories?

☐ Yes

☐ Not

☐ They are OK

QUESTION 3 STANDARD SL.7 [Up Arrow] [More Icon]

What do you find most impressive in Mary Shelley's life (please see link above to Britannica)?

[ADD QUESTION(S) TO END OF PAGE]

[Down Arrow]

... continua



Actively Learn

3 of 32 **Frankenstein** PDF **GRADE** **ASSIGN** My instruction

He then told me his story.

2.

Speaker: Victor Frankenstein

I was born in **Geneva**, and my family is one of the most distinguished of that republic. My father had filled several offices with honor and reputation. My mother possessed a mind of uncommon powers, and was violent, yet stocked by great courage.

When I was born, the **exhaustible stores of affection** from a very mine of love to bestow upon me, and their idol.

When I was five, my **peasant family** who could no longer care for a girl who had been placed in their charge. My mother fixed eyes of wonder and admiration on this girl—a child fairer than pictured cherub. Elizabeth Lavenza became my parents' ward and more than my sister—the beautiful and adored companion of all my occupations and pleasures. She was my mother's gift to me—and until death she was to be mine only.

In time, my parents were to have two more sons. But my true brother in spirit was one of my schoolfellows. Henry Clerval was the son of a local merchant; a boy of singular talent and fancy and a lover of chivalry and romance.

The three of us—Henry, Elizabeth, and myself—were thicker than blood, though each quite unique. I thirsted for knowledge, often with obsessive intensity; Clerval yearned for adventure; and the saintly soul of Elizabeth shone like a beacon of kindness and tenderness, tempering our boyish passions. In this manner, harmony was the soul of our companionship throughout our childhood.

As we grew, while my companions delighted in the magnificent appearance of things, I investigated their causes. The world was to me a secret which I desired to divine.

Books of natural philosophy became the friends of my adolescence. I endeavored to teach myself the wonders of science, mathematics, and anatomy. When I was thirteen, I discovered the writings of several ancient alchemists, not yet knowing that their teachings had been entirely discredited by the modern system of science. To my childish imagination, the wild fancies of these men appeared to me treasures of discovery. I sought with the greatest of diligence the raising of ghosts and devils, visions promised by my favorite authors. I searched for the Philosopher's Stone and the Elixir of Life—that legendary potion that would bestow upon its drinker eternal youth. What glory would attend the discovery if I could banish disease from the human frame and render man invulnerable to any but a violent death!

Dentro una classe virtuale



Actively Learn

4Cc_2019-20

Roster Assignments Gradebook Student Data Class Data

ASSIGNMENT SETTINGS LOCK / UNLOCK POST URL ASSIGN TO INDIVIDUALS MANAGE

Frankenstein

LIKE A ROLLING STONE.docx

Not only Sherlock Holmes.docx

Around the World in 80 Days

Plan: Prime

Switch to Student Mode

My profile

Sign out

Sign out

Controllo delle attività



FRANKENSTEIN

by Mary Shelley

Adaptation by Joelle Jackson

Main Item: Follow-up

"The adaptation is approximately one-third the length of the original novel. The vast majority of the novel's most famous scenes, I would estimate, are Mary Shelley's, although I rearranged in some passages. I have created only one minor character (Frankenstein's daughter) to be the final enemy and a few others who do not actually appear in the novel but are only evoked by other characters (i.e., Walton's first mate). I placed priority on the preservation of the style of the original language; the words actually spoken by the characters, and key descriptions of events, actions and settings. No changes have been made to the content of the story whatsoever."

QUESTION 1 STANDARD RL.2

Say what are you afraid of. What are your fears?

ANSWERS CLASS RESULTS

Yes	42%
Not	22%
They are OK	33%

Question 1 (21/21 graded)

Question 2 (poll)

Question 3 (21/21 graded)

Question 4 (21/21 graded)

Question 5 (21/21 graded)

Question 6 (21/21 graded)

Question 7 (21/21 graded)

Question 8 (21/21 graded)

Question 9 (21/21 graded)

Question 10 (21/21 graded)

Question 11 (21/21 graded)

Question 12 (21/21 graded)

Question 13 (21/21 graded)

Question 14 (21/21 graded)

Question 15 (21/21 graded)

Question 16 (21/21 graded)

Question 17 (poll)

Question 18 (22/22 graded)

Click here to leave feedback for student...

CAMILIA / 04/11/2016 02:42 AM

To lose a special person, for example an important friend. Because a friend can always support you and make you happy. So my fear is to be abandoned or lose someone that I love.

Zero Incomplete Basic Proficient Advanced

Leggere, ovvero un problema a monte

Leggere non è più di moda?

“A scuola si dovrebbero trattare meno contenuti. Il **peggior nemico della comprensione e dell'apprendimento è il coverage...** Si dovrebbe invece puntare a coinvolgere **profondamente** gli studenti in pochi argomenti, così che riflettano su di essi in diversi modi e poi possano metterli in pratica.”

(Howard Gardner)

Mancanza di spazi adeguati.

Come leggere in profondità?

Problema del coverage

“La lettura, proprio perché siamo in grado di controllarla, è adattabile ai nostri ritmi e alle nostre necessità. Possiamo indulgere nel nostro innato, e del tutto soggettivo, impulso alle associazioni. In questo consiste la lettura profonda: una lenta e meditata presa di possesso del testo. Non ci limitiamo a leggere le parole, bensì viviamo le nostre vite come sognando accanto a esse.”

(Sven Birkerts)

I programmi scolastici non spingono alla lettura

Leggere assieme - una possibile soluzione

Posso fare
domande

Il caffè letterario

Il gruppo di lettura

Posso
esprimere
emozioni

Posso conoscere
meglio gli altri e
me stesso

Leggere sui social

Posso
confrontarmi
su passi più
impegnativi

Social reading digitale

“...un’uscita verso il sociale” (R. Maragliano e M. Pireddu)

Aperto al
mondo, aperto
a tutti

Sempre aperto
e sempre
disponibile



Una memoria
permanente

Un’uscita
dall’isolamento
in corso di
lettura



Social reading e sviluppo delle competenze di cittadinanza digitale

Area 2 del DigComp2.1: Comunicazione e collaborazione

2.1 Interagire attraverso le tecnologie digitali

Interagire attraverso una varietà di tecnologie digitali e comprendere i mezzi di comunicazione adeguati a un determinato contesto.

2.2 Condividere attraverso le tecnologie digitali

Condividere dati, informazioni e contenuti digitali con altri attraverso tecnologie appropriate. Agire come mediatori, essere proattivi nella distribuzione di contenuti e risorse; saper correttamente citare le fonti ed integrare nuove informazioni all'interno di conoscenze già possedute.

2.4 Collaborare attraverso le tecnologie digitali

Usare strumenti e tecnologie digitali per intraprendere processi di collaborazione, co-costruzione e co-creazione di contenuti e conoscenza.

Webtools per Social Reading



Actively Learn



NowComment



ANOBII



Bookliners



Progetto Betwyll

...e molti altri



&

VALUTAZIONE FORMATIVA

Creare un account



<https://socrative.com/>



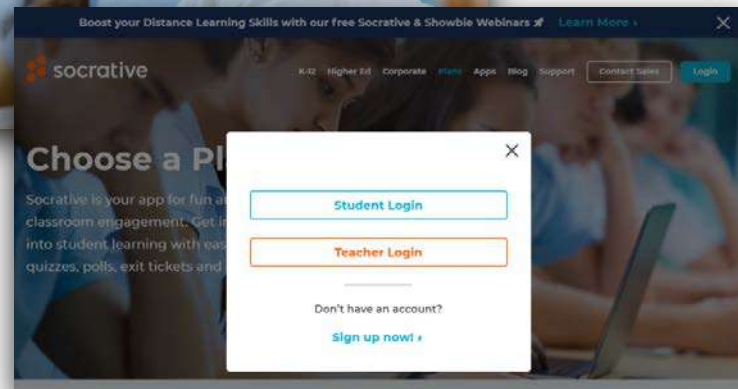
Per creare un account,
fare clic su **Sign Up for
free**



scegliere uno **username**
e una **password**



successivamente per
accedere basterà fare
clic su **Teacher Login.**



Accesso studenti



Per gli studenti è
necesario **registrarsi**



Fare clic su **Student
Login**



Inserire il **codice**
condiviso dal docente
(Room Name)

The screenshot shows the Socrative website's student login page. At the top, the Socrative logo is displayed. Below it, a light blue box contains the text "Student Login". Underneath, there is a label "Room Name" followed by a white input field. Below the input field is a prominent orange button labeled "join". At the bottom right of the page, there is a small language selector showing a flag and the text "English" with a dropdown arrow. The footer of the page also displays the Socrative logo.

La mia scrivania (launch)



Room Name, ossia il nome identificativo della mia aula Socrative, è in dato in modo casuale

The screenshot shows the Socrative 'My Desktop' interface. At the top, the room name 'NBUBMQC' and the user email 'michele.gabbanelli@savoiaabenincasa.it' are displayed. Below this, three main icons are visible: 'Quiz' (a document with a signal icon), 'Space Race' (a rocket icon), and 'Exit Ticket' (a document with an arrow icon). Each icon is highlighted with a red rounded rectangle. Callout boxes with orange borders and lines pointing to the icons provide the following information:

- A callout box pointing to the 'Quiz' icon contains the text: "Posso lanciare un test".
- A callout box pointing to the 'Space Race' icon contains the text: "Posso lanciare una gara di test".
- A callout box pointing to the 'Exit Ticket' icon contains the text: "Posso lanciare un Exit Tiket".

Below the main icons, a 'QUICK QUESTION' section is partially visible, showing a 'Multiple Choice' question with options 'M' and 'A'. The Socrative logo and 'Get PRO! Learn More' link are at the bottom of the interface.

Lanciare un test



Scelgo il test da lanciare

Launch Quiz

1 Choose Quiz Step 1 of 2

Search Quizzes

QUIZZES

NAME	DATE
☐ Test on "The Curious Incident of the Dog in the Night-Time"	9/9/19
☐ Test on "Frankenstein"	9/9/19
☐ World Facts Quiz	9/6/19

2 Choose Delivery Method and Settings Step 2 of 2

Previous Next

...continua



Scelgo la modalità di lancio

Launch Quiz

1 Choose Quiz Test on "The Curious Incident of the Dog in the Ni... [Change](#)

2 Choose Delivery Method and Settings Step 2 of 2

 Instant Feedback 	☐ Require Names
 Open Navigation 	☐ Shuffle Questions
 Teacher Paced 	☐ Shuffle Answers
	☐ Show Question Feedback
	☐ Show Final Score
	☐ One Attempt 

[Previous](#) [Start](#)

Scelgo altri parametri

TEST



NBUBMQC michele.gabbanelli@savolabenincasa.it

LAUNCH QUIZZES ROOMS REPORTS RESULTS

Quizzes

Search Quizzes

Posso creare un test

+ ADD QUIZ

FOLDERS

Quizzes

DELETE MERGE MOVE CREATE FOLDER

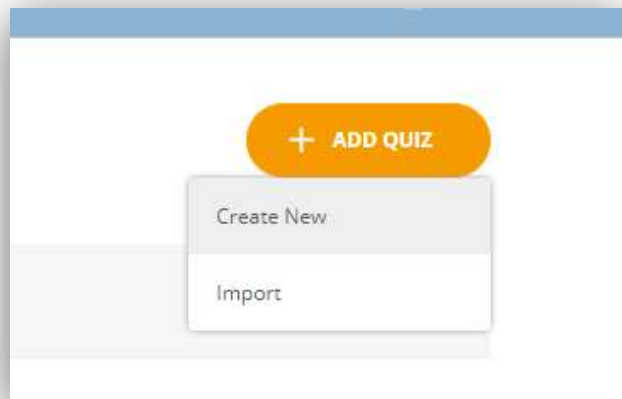
ALL NAME ↑

Create folders and so much more! ★ Go PRO! Learn More

☐	Test on "The Curious Incident of the Dog in the Night-Time"	MORE
☐	Test on "Frankenstein"	MORE
☐	World Facts Quiz	MORE

**Posso controllare il mio
archivio di test da assegnare**

Creare un test



Import Quiz



From Another Teacher

Enter the SOC number of a shared quiz to Import it into your account.

IMPORT QUIZ

From Excel (xls)

CHOOSE FILE

[Download Template](#)

...continua



Dare un titolo al test

Untitled Quiz

Save and Exit

☐ Align Quiz to Standard

☒ Enable Sharing
SOC-48390481

Add a question to get started!

Scegliere la tipologia di test

MC

Multiple Choice

TF

True / False

SA

Short Answer

...continua



 NBUBMQC michele.gabbanelli@savoiaabenincasa.it

LAUNCH QUIZZES ROOMS REPORTS RESULTS

Prova 

Save and Exit

☐ Align Quiz to Standard ☒ Enable Sharing
SOC-48391479

Add a question to get started!

MC **TF** **SA**

Multiple Choice True / False Short Answer

Titolo del test

...continua



LAUNCH QUIZZES ROOMS REPORTS RESULTS

Prova

Save and Exit

☐ Align Quiz to Standard ☒ Enable Sharing
SOC-48391479

1. La capitale d'Italia è....

A ☐ Milano + ✕

B ☒ Roma + ✕

C ☐ Firenze + ✕

+ Add Answer

i B I U x₂ x² + ✕

Dal 1871 la capitale d'Italia è Roma.

+

✓

Multiple choice

...continua



Prova



Save and Exit

☐ Align Quiz to Standard

☒ Enable Sharing
SOC-48391479

1. La capitale d'Italia è....



☐ A Milano

☒ B Roma

☐ C Firenze



☐ I Dal 1871 la capitale d'Italia è Roma.

Risposta aperta

Spiega come Roma divenne capitale d'Italia.

+ Add Answer

☐ I Usa non più di 50 parole.



...continua



Vero/Falso

2. Spiega come Roma divenne capitale d'Italia.

i Usa non più di 50 parole.

3. L'evento che segnò la caduta dello Stato Pontificio fu la breccia di Porta Venezia.

True

False

i

B I U $\times_2$ $\times^2$

+

L'evento che segnò la caduta dello Stato Pontificio fu la breccia di Porta Venezia.

Add a Question

Multiple Choice

True / False

Short Answer

Back to Top

Lanciare il test creato



Launch Quiz

1 Choose Quiz

Step 1 of 2

Q Search Quizzes

QUIZZES

NAME ↑	DATE ↓
☐ Prova	6/16/20
☐ Test on "The Curious Incident of the Dog in the Night-Time"	6/16/20
☐ Test on "Frankenstein"	9/9/19
☐ World Facts Quiz	9/6/19

2 Choose Delivery Method and Settings

Step 2 of 2

Previous

Next

La valutazione – tassonomia prof. Mario Castoldi

La valutazione predittiva/orientativa

→Test di orientamento al termine di un percorso per individuare il miglior percorso formativo successivo

La valutazione diagnostica

→All’inizio di un percorso formativo per verificare le caratteristiche in ingresso in relazione al percorso scelto

La valutazione formativa

→Serie di feedback immediati durante un processo di apprendimento (UdA, modulo didattico, UFC, learning cycle, ecc)

→Affonda nella fluidità del rapporto insegnamento-apprendimento, che dovranno adattarsi l’un l’altro *in itinere* proprio in risposta a quanto emerge dai feedback degli studenti.

La valutazione sommativa

→Bilancio al termine di un processo di apprendimento (UdA, modulo, ecc oppure quadrimestre o anno scolastico)

La valutazione certificativa

→Al termine del percorso formativo (ciclo di studi) per attestare ufficialmente il conseguimento di obiettivi



La valutazione nella DAD

Autonomia
scolastica

Delibera del
Collegio dei
Docenti

Linee Guida



→ Molteplici “evidenze” su eventi/prestazioni/prove anche con voti ponderati → integrazione di valutazione formativa e valutazione sommativa → quadro il più possibile attendibile

Tipologie di evidenze

Prove orali non espositive bensì di ragionamento → “Perché...?”, “Cosa te lo fa dire?”

Prestazioni più tradizionali → saggi, analisi, testi, riassunti, ecc.

Prestazioni meno tradizionali → debate, commenting, blog, ecc.

Lavori autentici → team work, prove per competenze trasversali

Test online a tempo → valutazione formativa

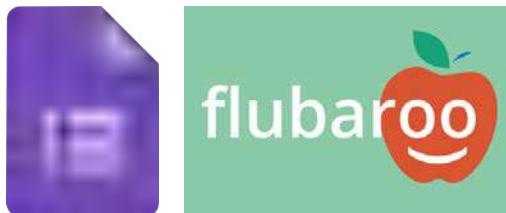
→ comprensione dell'argomento, attenzione ed efficacia

→ anche in modalità blended o presenza

Webtools per test online



Socrative



Google form + Flubaroo



QuestBase



Kuizza



ThatQuiz

...e tanti altri



**Moduli
di Google**

&

autovalutazione

Creare un account

<https://www.google.com/>



Una **suite di strumenti** progettati per aiutare educatori e studenti a imparare e innovare insieme.



Registra il tuo istituto a **G Suite for Education.**

G Suite for Education



Creare un account



**Registrarsi
a G Suite**



Una scelta di istituto

G Suite

Iniziamo

Stai per trasformare il modo in cui studenti e insegnanti interagiscono gli uni con gli altri. **G Suite for Education è gratuito per gli istituti idonei.**

Ti guideremo nella creazione di un account per il tuo istituto scolastico.

AVANTI



Per accedere, fare
clic su Sign in



Sign in

Google



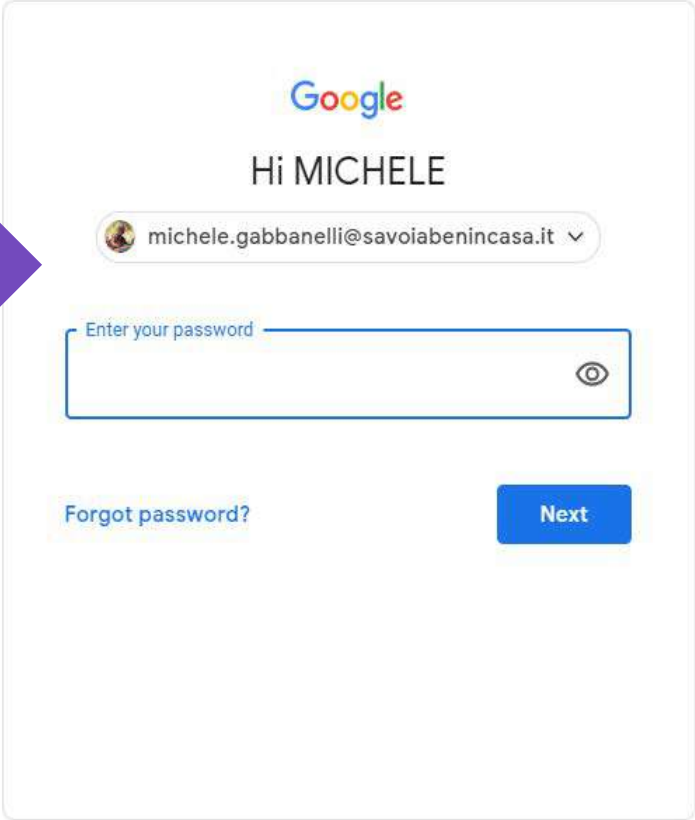
Google Search

I'm Feeling Lucky

Google offered in: Italiano



Il mio account



The image shows a Google account login interface. At the top is the Google logo. Below it, the text "Hi MICHELE" is displayed. Underneath is a profile picture placeholder and the email address "michele.gabbanelli@savoiaabenincasa.it" with a dropdown arrow. A password field is labeled "Enter your password" and includes a toggle icon for visibility. Below the password field are links for "Forgot password?" and a blue "Next" button. At the bottom, there are links for "English (United States)", "Help", "Privacy", and "Terms".

Google

Hi MICHELE

 michele.gabbanelli@savoiaabenincasa.it ▾

Enter your password 

[Forgot password?](#) [Next](#)

[English \(United States\)](#) ▾ [Help](#) [Privacy](#) [Terms](#)



Google



Google Search

I'm Feeling Lucky

Google offered in: Italiano

Gmail Images



Le app di G suite

Account



Drive



Gmail



Docs



Sheets



Slides



Calendar



Chat



Meet



Sites



Contacts



Google



Google Search

I'm Feeling Lucky

Gmail Images



Groups



YouTube



Maps



Google Ads



Photos



Translate



Vault



Hangouts



Forms



Keep



Cloud Sea...



Earth

**Altre app scorrendo la barra
verticale**



Spazio moduli
in Drive

Moduli

Q Ricerca



UNIVERSITÀ DEL
SAVOIA
BENINCASA



Crea un nuovo modulo

Galleria modelli



Vuoto



Quiz in bianco



Lezioni imparate



Valutazione



Titolo del foglio di lavoro...

Format per un
nuovo modulo

Moduli recenti

Di proprietà di chiunque



Meta cognitive reflection on our learning in the current school year

My learning in the current...

Aperto 6 giu 2020

Meta cognitive reflection on our 5 years together

5 years together - A self e...

Aperto 3 giu 2020

Meta cognitive reflection on our Shakespearean journey

Our Shakespearean journ...

Aperto 3 giu 2020

Riepilogo attività per credit

Riepilogo attività per cre...

28 mag 2020

I miei moduli di
Google

Sondaggio sul corso di preparazione al CAE

Sondaggio sul corso di preparazione al FIRST

Richiesta rimborso tassa esame FIRST e CAE

Test on "Frankenstein" & The Gothic novel - 4C2



Modulo senza titolo

Inserire titolo del sondaggio



Invia



Domande

Risposte

Modulo senza titolo

Il titolo passerà automaticamente dentro il modulo

Descrizione modulo

Inserire una breve descrizione (istruzioni, ecc)

Prima domanda

Domanda senza titolo

Scelta multipla

Posso selezionare il tipo di domanda

☐ Opzione 1

☐ Aggiungi opzione o [aggiungi "Altro"](#)



Obbligatorio



Prova

Rispondi al seguente sondaggio

Domanda senza titolo

- ☐ Opzione 1
- ☐ Aggiungi opzione o [aggiungi "Altro"](#)

 Risposta breve

 Paragrafo

☒ Scelta multipla

☒ Caselle di controllo

 Elenco a discesa

 Caricamento di file

 Scala lineare

 Griglia a scelta multipla

 Griglia con caselle di controllo

 Data

 Ora





Our Shakespearean journey - A self evaluation



Tutte le modifiche sono state
salvate in Drive



Domande

Risposte

13

Meta cognitive reflection on our Shakespearean journey

Reply to the following questions as per the instructions given.

Risposta breve

Focus on skills and competences rather than on knowledge and answer honestly: What have you ^{*} learned in this Shakespearean journey of ours (MAX 30/40 words)?

Testo risposta breve:

Scelta multipla

What level of the above described skills and competences do you think you have achieved? (1 = ^{*} min. - 5 = top)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5



What level of utility do you think the above described skills and competences have for your life? *

(1 = min. - 5 = top)

- ☐ no useful at all
- ☐ poor
- ☐ OK
- ☐ definitely useful
- ☐ very useful

Importa domande

Aggiungi immagine

Aggiungi sezione

Aggiungi domanda

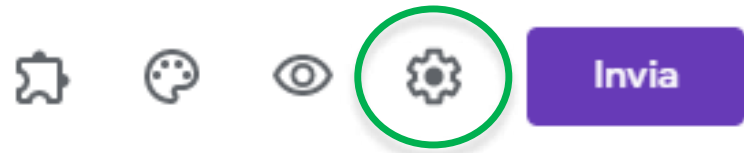
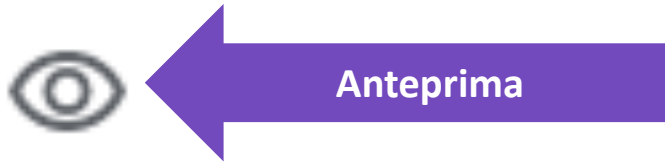
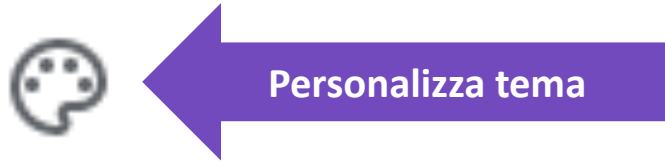
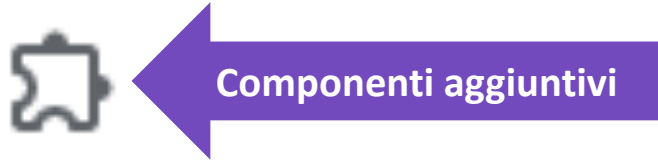
Aggiungi titolo e descriz.

Aggiungi video

Scelta
multipla

What are your expectations in terms of results in the subject ESL at the upcoming IGCSE certificates? "I think my grade will be...."

- ☐ E
- ☐ D
- ☐ C
- ☐ B
- ☐ A
- ☐ A*



Impostazioni

Informazioni generali

Presentazione

Quiz

☒ Raccogli indirizzi email

☐ Ricevute di risposta ?

Richiede l'accesso:

☒ Limita agli utenti in IIS SAVOIABENINCASA e alle relative organizzazioni attendibili ?

☒ Limita a 1 risposta
Gli intervistati dovranno accedere a Google.

Gli intervistati possono:

☐ Apportare modifiche dopo l'invio

☐ Visualizzare grafici riepilogativi e risposte in formato testo

Annulla

Salva



Impostazioni

Informazioni generali

Presentazione

Quiz

- ☐ Mostra barra di avanzamento
- ☐ Ordina domande in modo casuale
- ☐ Mostra link per inviare un'altra risposta

Messaggio di conferma:

La tua risposta è stata registrata.

Annulla

Salva

Impostazioni

Quiz

- ☒ **Trasforma in un quiz**
Assegna valori in punti alle domande e consente la valutazione automatica.

Opzioni quiz

Modalità di blocco su Chromebook



Gli intervistati non potranno aprire schede o altre applicazioni durante lo svolgimento del quiz. Questa funzionalità è disponibile solo per le scuole che utilizzano Chromebook gestiti. [Ulteriori informazioni](#)

☐ Attiva la modalità di blocco

Pubblica voto:

- ☒ Subito dopo ogni invio
- ☐ Successivamente, dopo la revisione manuale
Attiva la raccolta di email

Chi risponde può visualizzare:

- ☒ Domande senza risposta ?
- ☒ Risposte corrette ?
- ☒ Valori in punti ?



Invia modulo

☒ Raccogli automaticamente l'indirizzo email di IIS SAVOIABENINCASA degli intervistati

Invia via

Email

A

Oggetto

Meta cognitive reflection on our Shakespearean journey

Messaggio

Ti ho invitato a compilare un modulo:

☐ Includi modulo nell'email

Aggiungi collaboratori

Annulla

Invia



Our Shakespearean journey - A self evaluation



Tutte le modifiche sono state
salvate in Drive



Invia

Domande

Risposte

13

Per visualizzare le risposte sul modulo stesso

13 risposte

Per creare un foglio di raccolta delle risposte



Accetta risposte

Per chiudere il
sondaggio

Riepilogo

Domanda

Individuali



Domande

Risposte

13

Focus on skills and competences rather than on knowledge and answer honestly: What have you learned in this Shakespearean journey of ours (MAX 30/40 words)?

13 risposte

I learned to analyze Shakespearean's plays and sonnets, adding a lot of new words to my vocabulary.

I have learnt to analyze extracts written in Elizabethan English, searching for hidden meanings and figures of speech.

I have learned to analyse snnets and plays but I also learned aspects, costumes and attitudes of the elizabethan age. And finally i learned the real meaning of the famous "to be or not to be".

I think I understood quite clearly Shakespeare's main stylistic features and the personality of his characters although some aspects are still a bit dimmed.

I learned about his life and his main works, and through them I understood how a man of his era thought.

I learned how to analyse and understand the message in sonnets and plays.

During our Shakespearean journey, I have deepened my understanding of the English language and I have learnt new expressions and terms. I have also been able to form my own thoughts on particular issues, analyzing them.

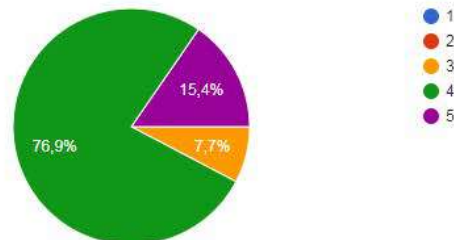


Domande

Risposte **13**

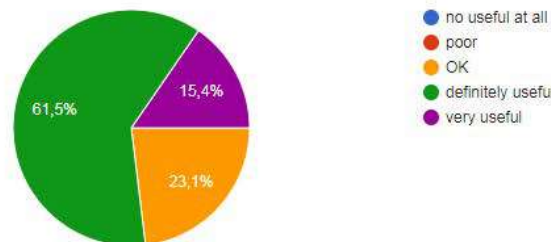
What level of the above described skills and competences do you think you have achieved?
(1 = min. - 5 = top)

13 risposte



What level of utility do you think the above described skills and competences have for your
life? (1 = min. - 5 = top)

13 risposte



Autovalutazione e meta cognizione sulle competenze

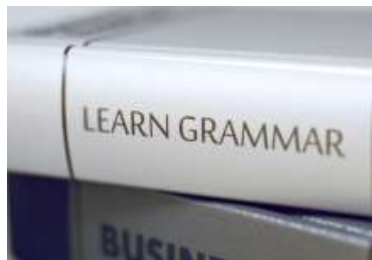
Autovalutazione come “riflessione partecipata” (prof. M. Castoldi)

→ parentesi di pensiero sull'azione (dimensione *meta*)

→ apprendimento calato in un contesto relazionale

Presa di coscienza delle competenze sviluppate e possedute al termine del percorso di apprendimento

→ conoscenze - abilità - competenze



Conoscenze =
contenuti



Abilità = applicazione
delle conoscenze in
contesto noto



Competenze (disciplinari) =
applicazione delle conoscenze e
delle abilità in contesto ignoto

David Perkins parla di un continuum fra *tame* e *wild* nei curricoli scolastici. E della possibilità di rendere *wild* il *tame* e viceversa (*wilding the tame/taming the wild*).

Tame sono le comuni e assai numerose esperienze didattiche strettamente volte all'apprendimento con *input* e *output* prevedibili: esercizi di matematica, *fill-in the gaps*, riassunti, ecc. Il risultato è prevedibile. Sono le **abilità**, sono utili ma in genere anche noiose, e comunque sempre prevedibili perché non lasciano spazio alla creatività dello studente.



TAME

Wild(ed) sono esperienze didattiche dal risultato imprevedibile, come uno workshop di scrittura creativa, l'allestimento di uno spettacolo teatrale, esperimenti scientifici svolti sul campo, stage linguistici all'estero, lettura socializzata di un'opera integrale. Sono le **competenze**: l'applicazione in contesto ignoto di abilità e conoscenze.



WILD

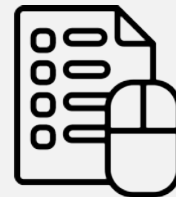
Usi dei moduli Google



Autovalutazione e
meta cognizione



Sondaggi di
gradimento



Test online



Raccolta di
manifestazioni
di interesse



Iscrizioni a
progetti

...e tanto altro



&

**Valutazione di lavori autentici,
prestazioni e competenze**



Search:

Use the fields below to perform a search. You may search up to 3 different words. Leave a space between keywords. Words **less than 3 characters** in length **will not be searched**.

Search Keywords:

Search

Search Options:

- ☒ Search Rubric **Titles**
- ☐ Search Author **Name**
- ☐ Search Author **Email Address**

- ☐ **AND** search type (all words must match)
- ☒ **OR** search type (any of these words)

Parametri di ricerca

No Results Found for:

Please modify your search using the form above.

Search:

Use the fields below to perform a search. You can search for different words. Leave a space between keywords. Words **less than 3 characters** will not be searched.

Search Keywords:

Parola
chiave

Search Options:

☐ Search Rubric **Titles**
☐ Search Author **Name**
☐ Search Author **Email Address**
☐ **AND** search type (all words must match)

☒ **OR** search type (any of these words)

Search Results for: debate

Total Rubrics Found: 484

Viewing Page 1 / 49

View Page Results

1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17 18 19 20 21 22 23 24
25 26 27 28 29 30 31 32 33 34
35 36 37 38 39 40 41 42 43 44 45
46 47 48 49

Building A Structure : Foro debate sobre qué es el E Learning (UD1)

Author: Mr. Morán

Date Created:

May 17, 2018

Date Last Modified:

May 17, 2018

This is a Demo Rubric!

Rubric Expiration Date:

May 24, 2018

Buyer rubric for energy debate

Author: Mrs. Battles

Date Created:

March 11, 2008

Date Last Modified:

March 11, 2008

Campaña de Conciencia Pública : Rubrica debate

Author: Sr. MCarmenBuenaposada

Date Created:

April 19, 2018

Date Last Modified:

April 19, 2018

Class debate

Author: Ms. Chase

Date Created:

November 21, 2009

Date Last Modified:

Occorrenze

Choose a Customizable Rubric Below:

Oral Projects

[Class Debate](#)
[Historical Role Play](#)
[Interview](#)
[Newscast - Presentation and Planning](#)
[Oral Presentation Rubric](#)
[Puppet Show](#)
[Story Telling](#)
[Video - Talk Show](#)

Products

[Making A Brochure](#)
[Making A Game](#)
[Making A Map](#)
[Making A Poster](#)
[Newspaper](#)
[Public Awareness Campaign](#)
[Timeline](#)
[Writing a Musical](#)

Multimedia

[Digital Storytelling](#)
[HyperStudio/Powerpoint Appearance and Content](#)
[Multimedia Project](#)
[Scott County Digital Storytelling](#)
[Storyboard- multimedia](#)
[Video- Preproduction](#)
[Web Site Design](#)

Science

[Building A Structure](#)
[Lab Report](#)
[Science Fair Experiment](#)
[Scientific Drawings](#)

Research & Writing

[6+1 Trait Writing Model](#)
[Book Jacket Report](#)
[Group Planning -- Research Project](#)
[Letter-Writing](#)
[North Carolina Writing Rubric for Content and Conventions](#)
[Persuasive Essay](#)
[Research Report](#)
[Story Writing](#)

Work Skills

[Collaborative Work Skills](#)
[Self-Evaluation of Participation In Music](#)

Math

Graphing

Math - Problem Solving

Art

Analysis of A Work of Art

Art History

Creating a Painting

Making A Collage

Making A Mask

Mural

Stage Design

Music

Classical Concert Etiquette

Designing and Making An Instrument

Elementary General Music Rubric for Standards & Benchmarks

Instrumental - Individual:
Concert Music - Percussion

Instrumental Music
Performance - Individual

Musical Theater Production

Music - Composition

Music In History & Cultures

Vocal Music Performance - Individual

Reading

Independent Reading - Elementary

Literature Circle - Listening and Sharing

Reading - Analyzing Information

Rubric per...



Create Rubrics for your Project-Based Learning Activities

Warning:

This page will expire in 40 minutes.

If you do not click the Submit button within 40 minutes, the system will not be able to keep your data. If you feel that you require more time, please go ahead and Submit part of your data. Then you can choose to save your rubric online and you may return to this page in the editing mode to continue working on it.

Rubric Description

Here is a list of the people who contributed to the creation of this rubric template. [hide/show](#)

Rubric Information

Your Name:

Salutation:

Mr. ▼

First Name:

Michele

Last Name:

Gabbanelli

Dati autore rubric

Nome rubric

Rubric Project Name:

Mural :: Debate graffiti

Zip Code:

Since RubiStar is free, supported by a grant from the U.S. Dept. of Education, we use the zip codes in your reports to show where RubiStar is being used. International visitors should type 99999 as their zip code. Please be as accurate as possible:

60100

Demonstration Rubric?

Yes, my rubric is a temporary rubric ▼

If you would like to keep your rubric for more than one week, please select the permanent option from this pull-down menu.

Creating and Editing Your Rubric

Here are some quick steps to help you create your rubric. [hide/show](#)

Spazio creazione rubric

Category:	Master=4 points	Apprentice=3 points	Novice=2 points	Untrained=1 point	Score

Creating and Editing Your Rubric

Here are some quick steps to help you create your rubric. [hide/show](#)

4 livelli

Indicatori

Spazio per
descrittori

Category:		Apprentice=3 points	Novice=2 points	Untrained=1 point	Score
- Please Choose -  If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	Reset	Reset	Reset	Reset	Reset
- Please Choose -  If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	Reset	Reset	Reset	Reset	Reset
- Please Choose -  If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	Reset	Reset	Reset	Reset	Reset
- Please Choose -  If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	Reset	Reset	Reset	Reset	Reset

Creating and Editing Your Rubric

Here are some quick steps to help you create your rubric. [hide/show](#)

Category:	Master=4 points	Apprentice=3 points
- Please Choose - Planning/organization Thematic Accuracy Drawings Color Use Balance and Use of Space Craftsmanship Knowledge About Murals Collaboration and Teamwork Time and Effort - Please Choose - - Please Choose -	Reset	Reset
 If you don't like the text in the box above, you can use the text box below to rename a category or		

Proposte indicatori
dedicati

Creating and Editing Your Rubric

Here are some quick steps to help you create your rubric. [hide/show](#)

Category:	Master=4 points	Apprentice=3 points	Novice=2 points	Untrained=1 point
Color Use If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	The colors in the mural work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or Reset	The use of color is coordinated across the mural and is appropriate for the items and theme. Reset	The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident. Reset	Color choice for various items in the mural seems inappropriate. Reset
Planning/organization If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what Reset	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her Reset	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan. Reset	Leaps into action without any evidence of planning or focus. Reset
Craftsmanship If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	The team's portion of the mural has been crafted with great care. The lines are sharp, colors clear, cutting crisp, and text aligned. No smudges, drips, tears or erasures are seen. Reset	The team's portion of the mural has been crafted with some care. Most lines are sharp, colors clear, cutting crisp, and text aligned. Smudges, drips, tears or Reset	The team's portion of the mural has been completed, but it appears a little messy. Smudges, drips, tears or erasures detract from the overall appearance. Reset	The team's portion of the mural looks hastily thrown together. or like it was wadded up in a desk. The mural seems quite messy. Reset
Collaboration and Teamwork If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name. You may add or modify content in the rubric text boxes to the right:	The group worked well together with all members contributing significant amounts of quality work. All group members participated in discussion and actively listened to others. Reset	The group generally worked well together with all members contributing some quality work. All group members participated in discussion and actively listened to others. Reset	The group worked fairly well together with all members contributing some work. Most group members participated in discussion and actively listened to others. Reset	The mural appeared to be the work of only 1-2 students in the group AND/OR there was little discussion, working together or active listening. Reset

Usso del colore

Pianificazione e organizzazione

Abilità tecnica

Collaborazione e lavoro di gruppo



Submit and preview your rubric



Reload
Page

Cancel all changes and re-load this
page



CATEGORY	Master=4 points	Apprentice=3 points	Novice=2 points	Untrained=1 point	Score
Color Use	The colors in the mural work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or is purposely exaggerated in some way to make a point.	The use of color is coordinated across the mural and is appropriate for the items and theme.	The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident.	Color choice for various items in the mural seems inappropriate.	
Planning/organization	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.	
Craftsmanship	The team's portion of the mural has been crafted with great care. The lines are sharp, colors clear, cutting crisp, and text aligned. No smudges, drips, tears or erasures are seen.	The team's portion of the mural has been crafted with some care. Most lines are sharp, colors clear, cutting crisp, and text aligned. Smudges, drips, tears or erasures are few and do not detract.	The team's portion of the mural has been completed, but it appears a little messy. Smudges, drips, tears or erasures detract from the overall appearance.	The team's portion of the mural looks hastily thrown together or like it was wadded up in a desk. The mural seems quite messy.	
Time and Effort	Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school.	Class time was used wisely, but it did not appear there was much work done outside of class.	Class time was not always used wisely, but additional work was done at home or other times during the day.	Class time was not used wisely and no additional effort was put in at other times or places.	



**Rubric in
preview**

Date Created: Jun 17, 2020 03:23 am (CDT)

Finished with Your Rubric?

Scaricare la
rubric



Download

Choose this option if you simply wish to create paper copies of your rubric, or if you wish to save your rubric onto your computer (download). The saved rubric will be in a format that can be viewed offline.

Your rubric will not be saved in our database. Your data is gone once you Print your rubric or Download your rubric to disk.



**Make Available
Online**

If you choose this option, we will save your rubric data in our online database. Rubrics that are saved online may be modified at a later date and will be viewable online. You may also use RubiStar to Analyze the Results of your rubric to aid in determining items that need further teaching or explanation.

Your rubric will be saved in our database and will be available online. Users who wish to use this option must have an existing account or create a new free RubiStar account.



Print Or Download Your Rubric.

Please choose how you wish to proceed from the links below:



Print your Rubric:

Once you click on this link, you will see your rubric in a printer-friendly view.

To Print the document, choose **File :: Print** from your browser menu.



Create an offline browser-document:

When you click on this link, your rubric will be displayed in your web browser. You may choose to save the page to your computer so that you may view the file later. Please keep in mind that this is **not** the same as creating a bookmark to an online document. You are actually saving your rubric onto your computer, and the rubric may be viewed without having your computer online.

To Save the document, choose **File :: Save As** from your browser menu. Make sure you remember where you save your document.



Download Excel Spreadsheet:

Use this link to download your rubric in Microsoft Excel™ format. When you click on this link, your web browser will prompt you that you are about to download a file. Make sure that you choose to [Save] it, and take care to remember where you save your rubric.

This feature has been tested with the following **Web Browsers**:

- Microsoft Internet Explorer 5.5 and 6.x (PC)
- Microsoft Internet Explorer 5.2 (Mac OS X)
- Opera Version 7.x (PC)

This feature has been tested with the following versions of **Microsoft Excel**™:

- Excel 2000 (from MicroSoft Office 2000) (PC)
- Excel XP (from MicroSoft Office XP) (PC)
- Excel X (From Microsoft Office X) (Macintosh)

Formato editable

Teacher Name: **Mr. Gabbanelli**

Student Name: _____

CATEGORY	Master=4 points	Apprentice=3 points	Novice=2 points	Untrained=1 point	Score
Color Use	The colors in the mural work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or is purposely exaggerated in some way to make a point.	The use of color is coordinated across the mural and is appropriate for the items and theme.	The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident.	Color choice for various items in the mural seems inappropriate.	
Planning/organization	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.	
Craftsmanship	The team's portion of the mural has been crafted with great care. The lines are sharp, colors clear, cutting crisp, and text aligned. No smudges, drips, tears or erasures are seen.	The team's portion of the mural has been crafted with some care. Most lines are sharp, colors clear, cutting crisp, and text aligned. Smudges, drips, tears or erasures are few and do not detract.	The team's portion of the mural has been completed, but it appears a little messy. Smudges, drips, tears or erasures detract from the overall appearance.	The team's portion of the mural looks hastily thrown together or like it was wadded up in a desk. The mural seems quite messy.	
Time and Effort	Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school.	Class time was used wisely, but it did not appear there was much work done outside of class.	Class time was not always used wisely, but additional work was done at home or other times during the day.	Class time was not used wisely and no additional effort was put in at other times or places.	

Valutazione del lavoro autentico e della prestazione

Compiti relativi a prestazioni autentiche: “**problemi complessi, aperti**, posti agli studenti come mezzo per dimostrare la **padronanza** di qualcosa”. (Glatthorn)

- Sono ideati con un focus sullo sviluppo di una o più competenze
- Sollecitano il pensiero critico e creativo
- Sono calati in un contesto di realtà (vera o simulata)
- Sono volti a colmare il gap tra apprendimento scolastico e richieste del mondo reale

→ Prestazione non di tipo meccanico e volta a mobilitare le diverse dimensioni dell'apprendimento (conoscenze, abilità/procedure e competenze disciplinari o disposizioni mentali) + competenze extra disciplinari afferenti alla dimensione sociale, affettiva, ecc.

Valutazione della competenza

Valutazione centrata sulle competenze → triplice prospettiva:
SOGGETTIVA – OGGETTIVA - INTERSOGGETTIVA

→ Triplice modalità di valutazione:

AUTOVALUTAZIONE (es. diario di bordo)

ANALISI DELLE PRESTAZIONI (verifiche, compiti di prestazione)

OSSERVAZIONE (rubriche valutative, osservazioni)

→ Valutazione delle competenze: le **rubriche valutative**, “lo strumento attraverso cui strutturare ed esplicitare i criteri di valutazione di una competenza e descrivere i diversi livelli di padronanza da parte dello studente” (M. Castoldi). Esempio: il Quadro comune europeo di riferimento per la conoscenza delle lingue (QCER).



Literature Circle - Listening and Sharing : Competenza di Social Reading

Teacher Name: **Mr. Gabbanelli**

Student Name: _____

CATEGORY	4		2	1
Participates Willingly	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
Thinks about Characters	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.	Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how a character might have felt at a certain point in the story.
Respects Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.

Date Created: Jun 17, 2020 05:37 am (CDT)

Rubric in formato Excel

- Eventuale integrazione, modifica e traduzione
- Attribuzione livelli

Webtools per creare rubric



Rubistar



Quick Rubric



Rubric Maker

...e altri



Google Tour Creator

&

Lavori autentici multimediali

<https://arvr.google.com/tourcreator/>

Un webtool per creare e
pubblicare tour immersivi in
realtà virtuale con una visuale a
360°



Create a virtual tour

Tour Creator makes it easy to build immersive, 360° tours right from your computer

GET STARTED

Inizia



Google

MICHELE GABBANELLI

 michele.gabbanelli@savoiaabenincasa.it ▼

Inserisci la password

[Password dimenticata?](#)

[Avanti](#)

Italiano ▼

[Guida](#)

[Privacy](#)

[Termini](#)

← Inserire un indirizzo @gmail

← Inserire la password



+ New tour

Templates

Modelli

Creare un nuovo tour



Welcome to Tour Creator

Build immersive, 360° tours right from your computer



Inserire titolo del tour

Caricare un'immagine di copertina

Cover photo

Drop an image here

or

Select an image

Allowed file types: .jpeg, .jpg, .png

Scegliere la categoria del tour

Title

Untitled

Description

Category

Animals & Pets

Architecture

Art

Culture & Humanity

Current Events

Food & Drink

Furniture & Home

History



Using this tour in Google Expeditions?

To guide this tour, make sure you're signed in with the same Google account that you use for Google Expeditions. [Learn more](#)

Cancel

Create



Title

La mia parete verde

Esploriamo la mia parete verde: un prato verticale all'interno del mio open space.

Category

Furniture & Home

Add scene

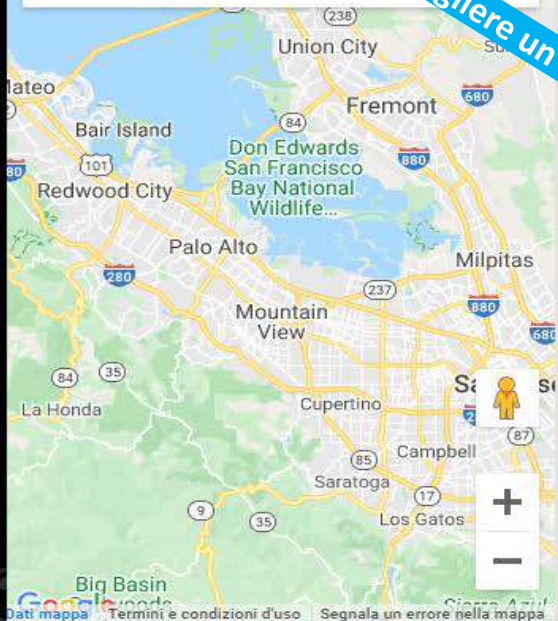
Street View

Upload

Caricare un'immagine a 360° o 180°

Search for places

Scegliere un'immagine da Street View



Cancel

Add scene

Add scene

Street View

Upload

Drop a 360° or 180° image here
or
[Select a 360° or 180° image](#)

Selezione immagini

Allowed file types: .jpeg, .jpg, .png



Cancel

Add scene

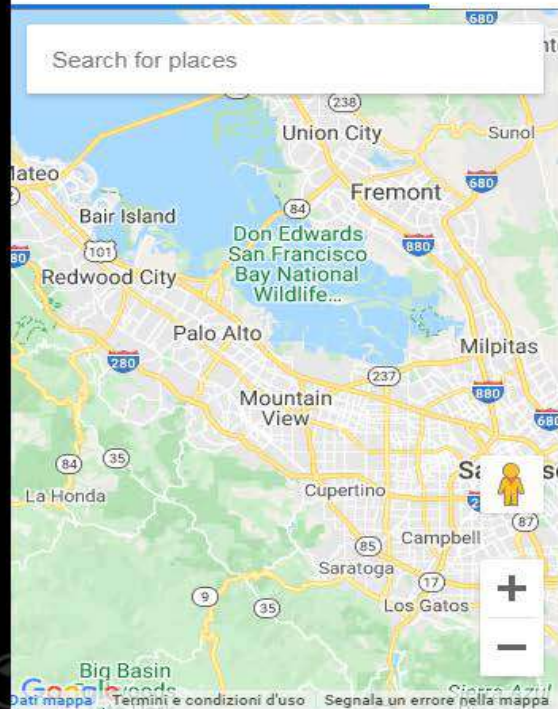
Add scene

Street View

Upload

Search for places

Digitare il nome della località



Cancel

Add scene



360 photo - Google Maps

Titolo della scena

Untitled scene

Descrizione

4 Piazza Dante Alighieri, Osimo, Marche

Description

Crediti

Credits

Inserire propria voce

Inserire musica



Inserire un Point of Interest

+ Add point of interest



Set starting view





360 photo - Google Maps

Untitled scene

4 Piazza Dante Alighieri, Osimo, Marche

Description

Credits



Untitled point of interest

Describe this point of interest



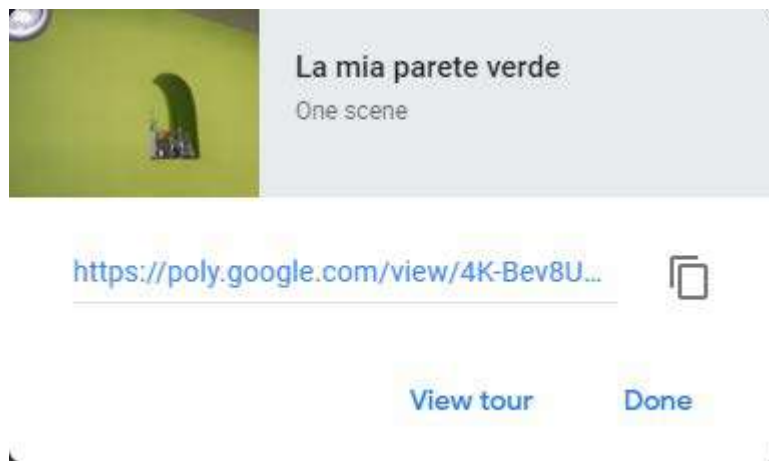
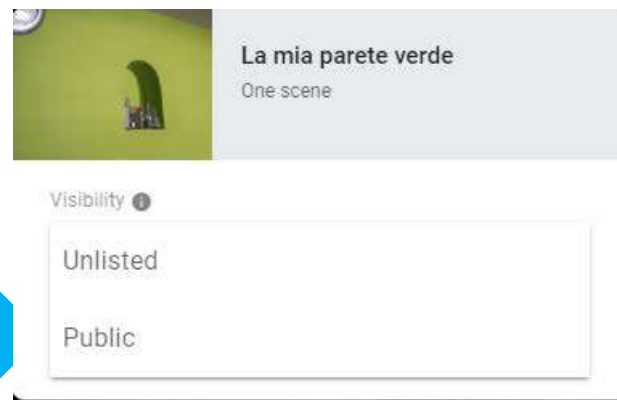
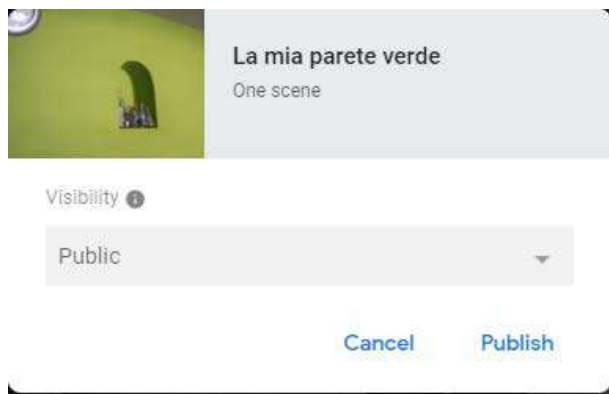
+ Add point of interest

Point of Interest

Impostazione Point of Interest



Set starting view



Realizzazione di lavori autentici multimediali

Lavori focalizzati sullo sviluppo di una o più competenze disciplinari e extradisciplinari che puntano a sollecitare lo spirito critico e creativo dello studente assieme alle sue capacità di *team work*.

Prevedono l'utilizzo di almeno un tool digitale →

→ Sviluppo delle competenze di cittadinanza digitale



Il frame

L'UdA

L'HyperDoc

Il percorso di
apprendimento

Il learning cycle

→ Progettare un **frame** che abbia come fine ultimo, ma non esclusivo, la realizzazione di un lavoro autentico (multimediale)



UNITA' DI APPRENDIMENTO

TITOLO

Science fiction – Back to the future!

Prodotto

Video/fumetto/poesia/canzone ispirati al materiale analizzato

Competenze di riferimento

Competenze digitali

Competenze extra disciplinari

Area 2 del Curricolo Digitale: Comunicazione e collaborazione

2.1 Interagire attraverso le tecnologie digitali

Interagire attraverso una varietà di tecnologie digitali e comprendere i mezzi di comunicazione adeguati a un determinato contesto.

2.2 Condividere attraverso le tecnologie digitali

Condividere dati, informazioni e contenuti digitali con altri attraverso tecnologie appropriate. Agire come mediatori, essere proattivi nella distribuzione di contenuti e risorse; saper correttamente citare le fonti ed integrare nuove informazioni all'interno di conoscenze già possedute.

2.4 Collaborare attraverso le tecnologie digitali

Usare strumenti e tecnologie digitali per intraprendere processi di collaborazione, co-costruzione e co-creazione di contenuti e conoscenza.

Competenze disciplinari

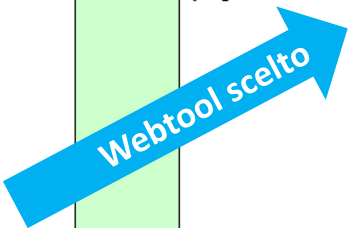
Competenze disciplinari

Comprendere, interpretare e rielaborare un testo riadattandolo a una diversa tipologia: ad esempio da canzone a fumetto, o video ecc.

Individuare scopi comunicativi ed espressivi di un testo riuscendo a collocarlo nel contesto culturale di riferimento

SPECIFICAZIONE DELLE FASI

Fasi	Attività	Strumenti	Evidenze osservabili	Esiti	Tempi	Valutazione
1	Lavoro sul testo in piattaforma	Piattaforma prescelta, LIM, ecc.	Presentazione del lavoro da svolgere e della piattaforma in funzione degli obiettivi da raggiungere; proposta del testo.	Iscrizione; interazione sulla piattaforma; lettura e ascolto del testo.	3/4 ore curricolari + lavoro domestico in piattaforma.	Valutazioni individuali (A-F) per sviluppo delle competenze linguistiche, capacità critiche e di analisi, partecipazione, rispetto dei tempi nelle consegne, livello di utilizzo della piattaforma.
2	Sviluppo del progetto	LIM, ecc.	Suddivisione della classe in gruppi, assegnazione dei ruoli, indicazioni su come operare	Gruppi e piano di lavoro	1 ora + lavoro domestico	Valutazioni di gruppo (A-F) con apposita <i>rubrica</i> di prodotto
3	Realizzazione del progetto	Programma informatico prescelto	Realizzazione del progetto assegnato a ogni gruppo	Prodotto digitale	3 ore + lavoro domestico	multimediale: livello di utilizzo dei mezzi informatici, capacità di <i>team work</i> , originalità del prodotto, sua coerenza con la traccia fornita e sua correttezza formale, rispetto dei tempi nelle consegne. Come fase 2 <i>In itinere</i> potranno essere somministrate a giudizio del docente verifiche scritte/orali (voto


 Webtool scelto

Webtools per creare lavori autentici multimediali



Google Tour Creator



Google Cardborad



Power Point



Prezi



VideoPad Video Editor

...e altri



**Documenti di Google
&
TR Circle of Viewpoints**

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clic su Sign in



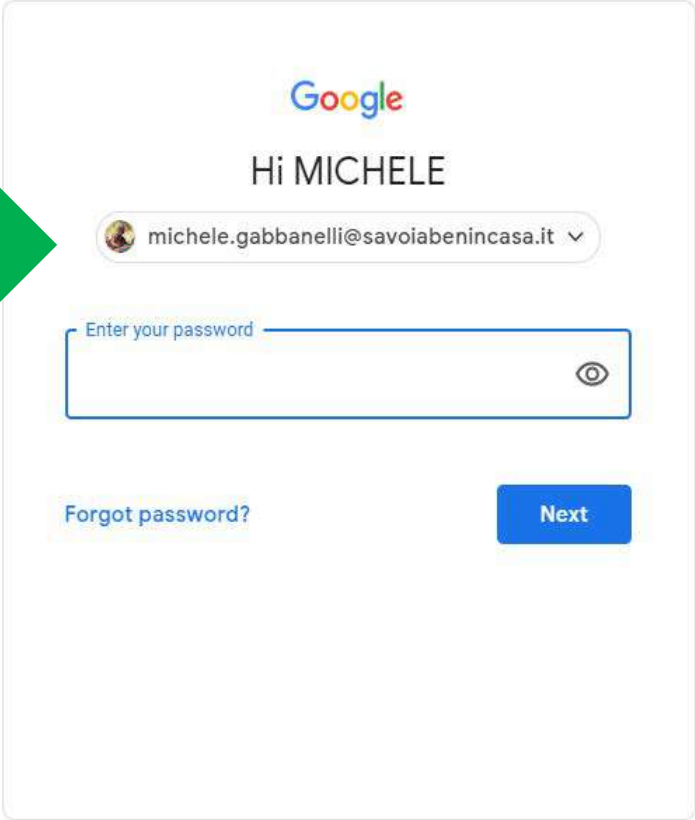
Google

Google Search

I'm Feeling Lucky

Google offered in: Italiano

Il mio account



The image shows a Google account login interface. At the top is the Google logo. Below it, the text "Hi MICHELE" is displayed. Underneath is a profile picture placeholder and the email address "michele.gabbanelli@savoiaabenincasa.it" with a dropdown arrow. A password input field is labeled "Enter your password" and includes a toggle icon for visibility. Below the password field is a "Forgot password?" link. To the right of the password field is a blue "Next" button. At the bottom of the page, there is a language selector set to "English (United States)" and links for "Help", "Privacy", and "Terms".

Google

Hi MICHELE

 michele.gabbanelli@savoiaabenincasa.it ▼

Enter your password 

[Forgot password?](#) [Next](#)

English (United States) ▼ [Help](#) [Privacy](#) [Terms](#)





Gmail Images 

Google

[Google Search](#) [I'm Feeling Lucky](#)

Google offered in: [Italiano](#)

Account

 Docs

 Drive

 Gmail

 Sheets

 Slides

 Calendar

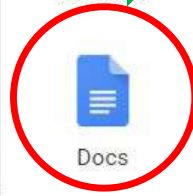
 Chat

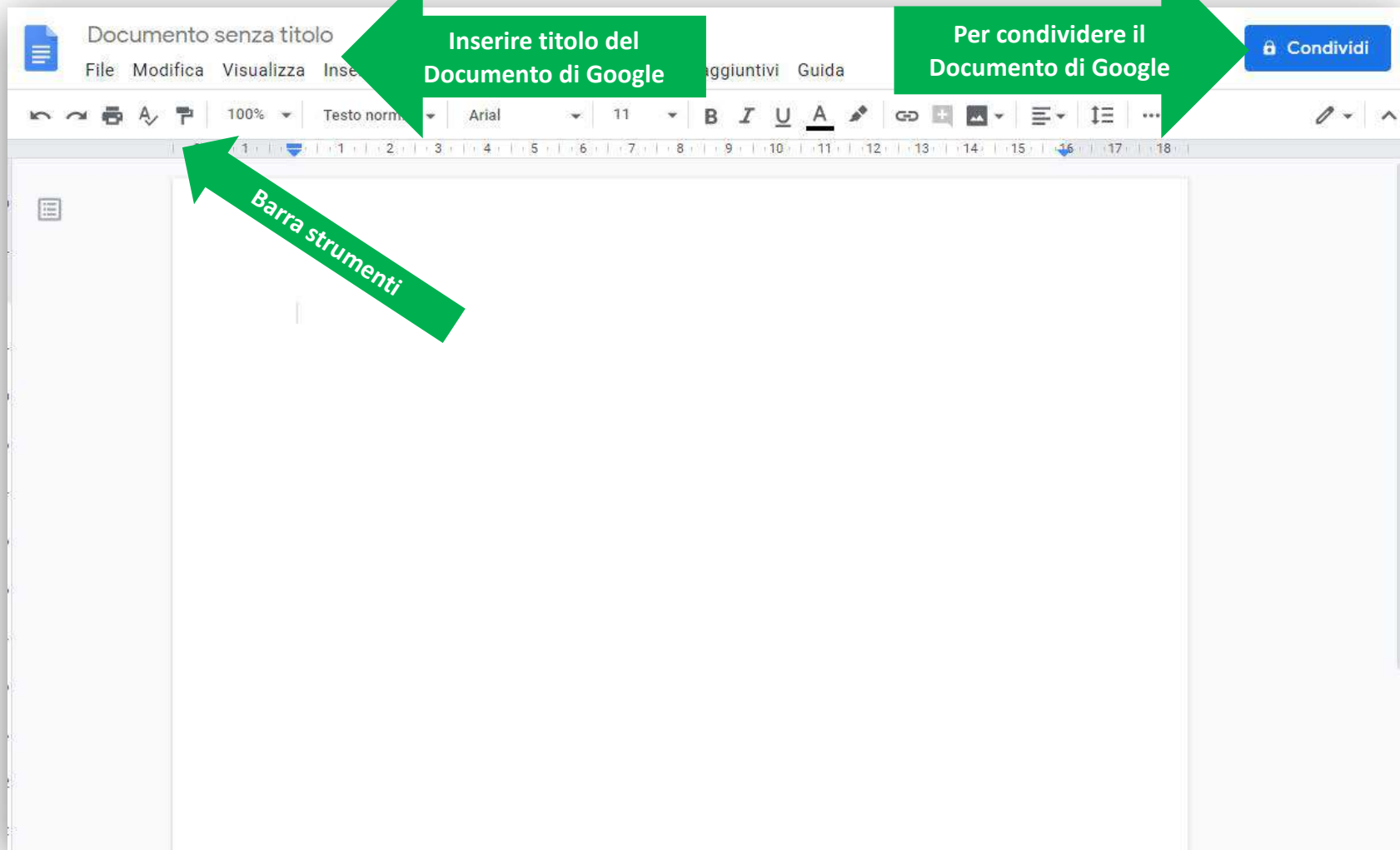
 Meet

 Sites

 Contacts

Le app di G suite





TR Circle of Viewpoints ☆ 📷 ☁

File Modifica Visualizza **Inserisci** Formato Strumenti Componenti aggiuntivi Guida Appena modificato

100% ↕

Inserisci tabella ➔

- Immagine ➤
- Tabella** ➤
 - 1 x 1
- Disegno ➤
- Grafico ➤
- Linea orizzontale
- Nota a piè di pagina Ctrl+Alt+F
- Caratteri speciali Ω
- Equazione π^2
- Intestazioni e piè di pagina ➤
- Numeri di pagina ➤
- Interruzione ➤
- Link Ctrl+K
- Commento Ctrl+Alt+M
- Segnalibro
- Sommario ➤

11 12 13 14 15 16 17 18

[illegible]



Condividi con persone e gruppi



|Aggiungi persone e gruppi

Inserire indirizzi e-mail studenti



MICHELE GABBANELLI (tu)

michele.gabbanelli@savoiaabenincasa.it

Proprietario

[Commenti?](#)

Fine



Copia link

Chiunque in IIS SAVOIA BENINCASA abbia questo link può visualizzare questo elemento

[Cambia](#)

[Copia link](#)



Condividi con persone e gruppi



Alessandra Rucci - Dirigente IIS SAVOIA BENINCASA X

Editor ▾



Invia notifiche

Messaggio

Diritti di condivisione

Visualizzatore

Commentatore



Editor



TR Circle of Viewpoints

[Commenti?](#)

Fare clic su Invia

Invia

Esempio di TR COV sul racconto *The Prioress*, di G. Chaucer

Alla stesura su Documento di Google condiviso segue la performance orale (in presenza o in remoto)

name	viewpoint	I think...	I wonder...
Jacopo	The white horse	We're doing a long walk, this time the journey has been longer than last one. Finally, after days, we stopped, you can barely see me in the painting, I'm the white horse, the woman I have above is a certain "wife of bath", she's in the upper middle class; and you know, rich people... We stopped and I don't know why, but I needed some rest, unfortunately this "wife" won't stop talking and laughing so I'll have to stay awake...	Why have we stopped walking? Where are we going? What's the name of the city behind us?
Filippo	Little dog	It was a sunny day when my mistress, the Prioress, and I went for a walk. On our way there was a group of people, probably some friends of the woman, and she	What did the package on the floor contain? Why was the Prioress spreading all those flowers on the floor?

Punti di vista e pensiero degli studenti

MLTV

Making Learning and Thinking Visible

Harvard Graduate School of Education
nell'ambito di **Project Zero**

(Percorso di ricerca sul pensiero umano e sui processi di apprendimento e di costruzione della conoscenza iniziato nel 1967 da Nelson Goodman e già diretto, tra gli altri, da Howard Gardner)



Thinking Routines



Routine di pensiero

Protocols



Protocolli

Documentation



Documentazione

TR Circle of Viewpoints (COV – Cerchio di punti di vista)

- 1) Individua **un punto di vista** che preferisci (umano, animale, inanimato, interno o esterno)
→ *Penso a* (problema o evento) *dal punto di vista di...*
- 2) *Penso...* (descrivi l'argomento dal tuo punto di vista.
→ *Perché...* (spiega il tuo ragionamento)
- 3) Una **domanda/dubbio** che mi viene da questo punto di vista è...

Obiettivi: allargare l'orizzonte narrativo del testo/foto/ immagine oggetto della TR e portare alla luce il pensiero degli studenti sviluppando la loro creatività

Usi dei Documenti di Google



Scrittura
condivisa



Prendere
appunti



Progettare
a distanza



Eseguire
verifiche

...e tanto altro



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Per accedere, fare
clic su Sign in



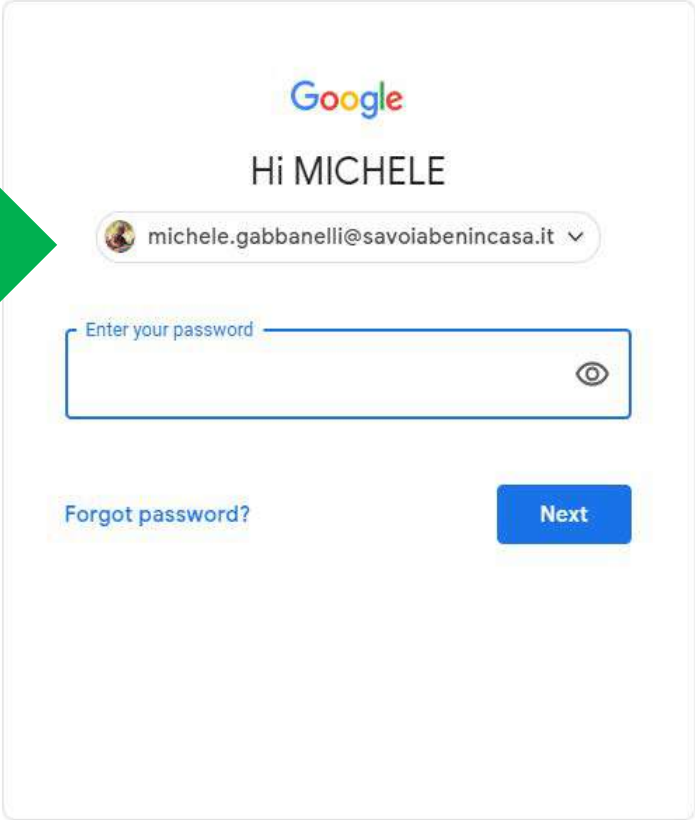
Google

Google Search

I'm Feeling Lucky

Google offered in: Italiano

Il mio account



The image shows a Google account login interface. At the top is the Google logo. Below it, the text "Hi MICHELE" is displayed. Underneath is a profile picture placeholder and the email address "michele.gabbanelli@savoiaabenincasa.it" with a dropdown arrow. A password field is labeled "Enter your password" and has a toggle icon for visibility. Below the password field is a "Forgot password?" link. To the right of the password field is a blue "Next" button. At the bottom of the page, there is a language selector set to "English (United States)" and links for "Help", "Privacy", and "Terms".

Google

Hi MICHELE

 michele.gabbanelli@savoiaabenincasa.it ▾

Enter your password 

[Forgot password?](#) [Next](#)

English (United States) ▾ [Help](#) [Privacy](#) [Terms](#)





Gmail Images 

Google



Google Search I'm Feeling Lucky

Google offered in: Italiano

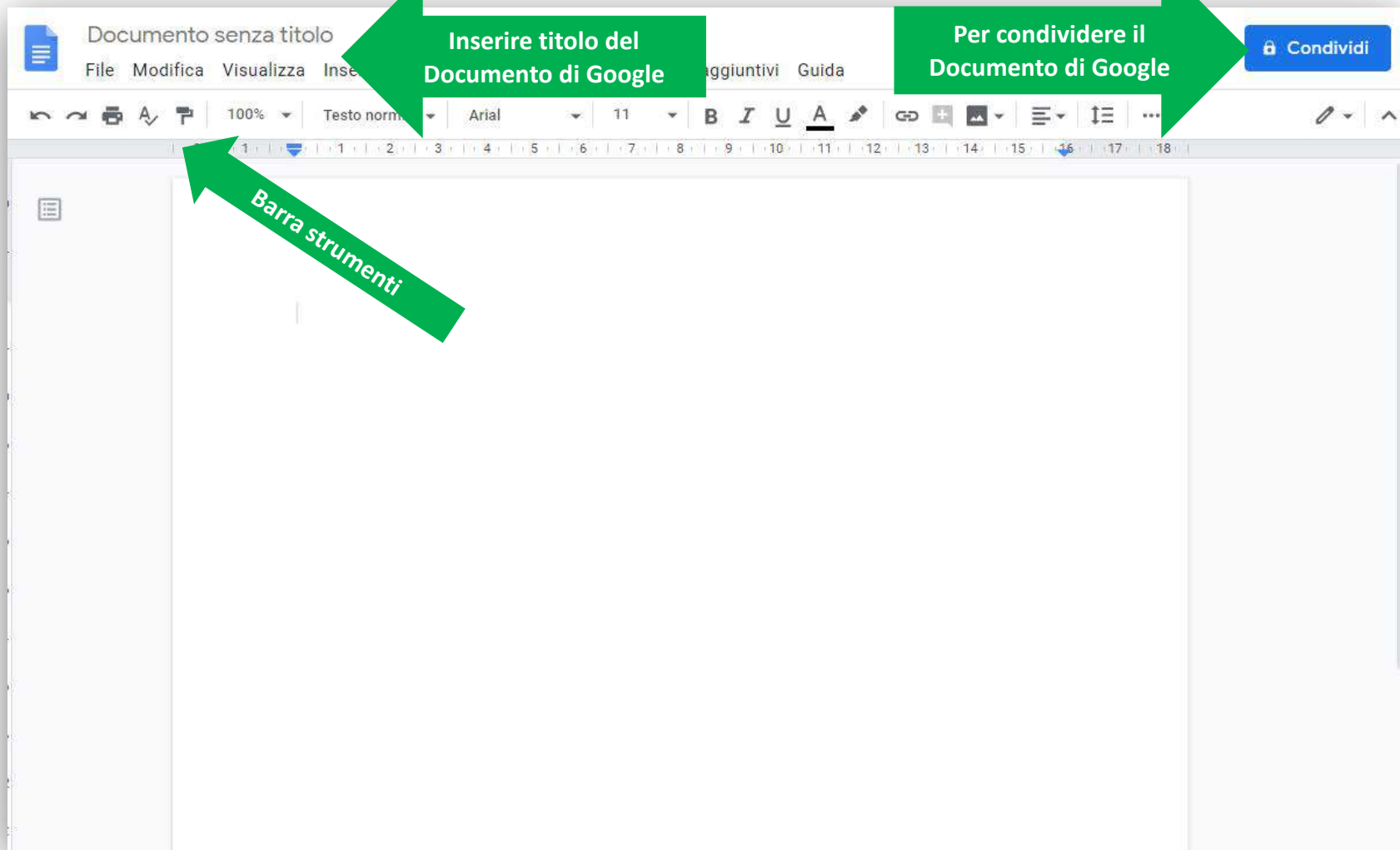
Le app di G suite 

Account  Drive  Gmail

 Docs  Sheets  Slides

 Calendar  Chat  Meet

 Sites  Contacts



TR Circle of Viewpoints ☆ 📄 ☁

File Modifica Visualizza **Inserisci** Formato Strumenti Componenti aggiuntivi Guida Appena modificato

100% ↕

Inserisci tabella ➔

- Immagine ➤
- Tabella** ➤
 - 1 x 1
- Disegno ➤
- Grafico ➤
- Linea orizzontale
- Nota a piè di pagina Ctrl+Alt+F
- Caratteri speciali Ω
- Equazione π^2
- Intestazioni e piè di pagina ➤
- Numeri di pagina ➤
- Interruzione ➤
- Link Ctrl+K
- Commento Ctrl+Alt+M
- Segnalibro
- Sommario ➤



100% Testo norm... Arial 11 B I U A

Countable and uncountable nouns	

Rendere l'HyperDoc colorato e accattivante

Proprietà della tabella

Bordo tabella



1 pt



PERSONALIZZATI



Dimensioni (centimetri)

☐ Larghezza colonne☒ Altezza riga minima

Riempimento cella

Allineamento tabella

Sinistra

Rientro a sinistra (centimetri)

0

Annulla

OK

Countable and uncountable nouns

File Modifica Visualizza Inserisci Formato Strumenti Componenti aggiuntivi Guida Appena modificato

100% Testo norm... Arial 11 B

Countable and uncountable nouns	

Funzione *Unisci celle*

- Copia Ctrl+C
- Incolla Ctrl+V
- Incolla senza formattazione Ctrl+Malusc+V
- Elimina
- Suggerisci modifiche
- Salva in Keep
- Inserisci una riga sopra
- Inserisci una riga sotto
- Inserisci 3 colonne a sinistra
- Inserisci 3 colonne a destra
- Elimina riga
- Elimina tabella
- Unisci celle**
- Distribuisci righe
- Distribuisci colonne
- Proprietà della tabella
- Seleziona tutto il testo corrispondente
- Aggiorna "Testo normale" perché corrisponda



The video player shows a scene from a British Council video. On the left, a woman with brown hair in a ponytail, wearing an orange long-sleeved shirt and grey pants, is holding a white smartphone up to take a photo. In the center and right, two young men are standing behind a wooden kitchen island. The man on the left has blonde hair and is wearing a light blue apron over a grey t-shirt. The man on the right has dark skin and is wearing a yellow apron over a blue t-shirt. On the island, there are various ingredients: a plate with a red pepper, a bowl of cherry tomatoes, a plate of cooked chicken, a whole red apple, a lemon, and a package of chicken. In the background, there is a kitchen with white cabinets and a window looking out onto greenery. The text 'BRITISH COUNCIL' is visible in the top left corner of the video frame, and 'Learn English Teens' is in the top right corner.

So, our first chef is Alfie.
Alfie, let's see your ingredients.

0:21 / 3:24

Countable and uncountable nouns ☆ 📌 ☁

File Modifica Visualizza **Inserisci** Formato Strumenti Componenti aggiuntivi Guida [L'ultima modifica è avvenuta 3 minuti fa](#)

100%

Immagine ▶
Tabella ▶
Disegno ▶
Grafico ▶
Linea orizzontale
Nota a piè di pagina Ctrl+Alt+F
Caratteri speciali Ω
Equazione π^e
Intestazioni e piè di pagina ▶
Numeri di pagina ▶
Interruzione ▶
Link Ctrl+K
Commento Ctrl+Alt+M
Segnalibro
Sommario ▶

Evidenziare la parola da linkare

Inserire link

Countable and uncountable nouns

Watch this short video

Countable and uncountable nouns

File Modifica Visualizza Inserisci Formato Strumenti Componenti aggiuntivi Guida Appena modificato

100% Testo norm... Arial 11 B I U A

2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Countable and uncountable nouns

Watch [this](#) short video

Grammar Snacks: Counta...
youtube.com

Countable and uncountable nouns

learnEnglish Teer



Grammar Snacks

Find more English language learning resources here: <http://www.britishcouncil.org/learnenglisht...>

Fare clic su “this” per aprire il link e avviare il video

Countable and uncountable nouns

Match the words and the pictures.

8 items remaining

a chicken

a coffee

some coffee

a pizza

some pizza

a cake

some cake

some chicken



In your grammar book deepen the topic → B2 level



Condividi con persone e gruppi



|Aggiungi persone e gruppi

Inserire indirizzi e-mail studenti



MICHELE GABBANELLI (tu)

michele.gabbanelli@savoiaabenincasa.it

Proprietario

[Commenti?](#)

Fine



Copia link

Chiunque in IIS SAVOIABENINCASA abbia questo link può visualizzare questo elemento

[Copia link](#)

[Cambia](#)



Condividi con persone e gruppi



Alessandra Rucci - Dirigente IIS SAVOIA BENINCASA X

Visualizzatore ▾



Invia notifiche

Diritti di condivisione



Visualizzatore

Commentatore

Editor

Messaggio



Countable and uncountable nouns

[Commenti?](#)

Fare clic su Invia

Invia

Learning design

→ Project-based learning

→ **UdA, HyperDoc, Learning cycle...**

...collaborazione.

...costruzione autonoma della conoscenza.

...flessibilità.

...responsabilizzazione.

...confronto e collaborazione.

...didattica per competenze.

...realizzazione di un prodotto.

HyperDoc

Obiettivi

Trattare una questione complessa

Affrontare un sfida

Lavorare in DaD

Lavorare in asincrono

Lavorare in autoapprendimento

Recuperare le carenze

Differenziare la didattica

Mostrare quel che si è imparato

Format HyperDoc

(Lisa Highfill, Kelly Hilton, Sarah Landis)

ENGAGE: Catturare l'attenzione degli studenti attivando le loro conoscenze pregresse →immagini, video, siti web, registrazioni audio.

EXPLORE: Link a risorse online (video o testi) per fornire più informazioni.

EXPLAIN: Spiegare agli studenti qual è l'obiettivo di apprendimento → istruzioni dirette o altre risorse.

APPLY: Applicazione di quanto appreso per dimostrare il reale apprendimento → assegnare un compito.

SHARE: Dare agli studenti la possibilità di condividere il loro lavoro e ricevere un feedback.

REFLECT: Pausa di riflessione (di gruppo, a coppie, ecc), in presenza o in remoto, in sincrono o in asincrono.

EXTEND: Per chi è in vantaggio sugli altri, fornire ulteriori stimoli e risorse di approfondimento.

Supporti per HyperDoc



Documenti
di Google



Moduli
di Google



Presentazioni
di Google



Actively Learn

Testi caricati in
Actively Learn

...e tanti altri