21st CENTURY CLASSROOMS:
meeting the challenge of the digital era with innovation and creativity

Chapter 3
Future Classroom: Internet and WEB Tools in 21st century education

1. **School/Institution** Vittorio Emanuele II - Italy

2. **Theoretical approach or conceptual guideline**

   Structuring axes of our education plan:

   - Technology and Communication
   - Perform good practices concerning strategies and tools that can be of use and help , both for students and teachers
   - Diminishing the gap between the digital use of ICT inside and outside Schools
   - Citizenship Education
   - Improving foreign languages skills
   - Fostering the access into the labour market

3. **Context references pertinent to the main issue**

   - Creating the conditions for a Future Classroom Learning Scenario
   - Reinforcing digital bridges of communication, in a learning and teaching concept
   - Implementing strategies to motivate the study
   - To help, bolster and promote students and teachers achievement.

4.1.   School needs good ICT infrastructure: The GARR-X Progress project (P.V.)

Brief Description

GARR-X PROGRESS is an integrated e-infrastructure to promote research, education and innovation in Southern Italy.

Schools are among the most distributed entities on the national territory and, especially in the Regions of Convergence, they are often lacking high bandwidth connectivity. The implementation of a fiber network access infrastructure for schools , interconnected by the national GARR-X network, is among GARR-X Progress objectives, in line with the " National plan for digital schools" established by the Ministry of Research and Education and with activities already being carried out by other Research and Education Networks in Europe and worldwide. The deployment of a high-bandwidth access network based on fiber optics will not only offer high quality connectivity, but also a set of additional services that can contribute to achieve the objectives set out in the Digital Agenda.

http://www.garrxprogress.it/en/

4.2. Digital Storytelling for teachers and students: Storyboardthat (L.S.)
Brief Description

The ancient art of storytelling is especially well-suited for learning/teaching. We applied digital storytelling approach to create comics, for re-writing Epic/Epos stories in digital way, to put into play the elements of narrative theory, using Storyboardthat.

STORYBOARDTHAT is an online storyboard creator that helps visually communicate ideas and concepts to quickly tell a story. It provides templates in which you can create your stories in a comic strip style along with hundreds of scenes, characters, and text bubbles to fill your storyboard's frames.

General stories:

https://www.storyboardthat.com/storyboards/martinadegregorio/to-be-save-the-privacy

Odissea:

https://www.storyboardthat.com/storyboards/martina-degregorio-357/ulisse-e-polifemo

https://www.storyboardthat.com/storyboards/luigi2000/odisseo-e-polifemo2

https://www.storyboardthat.com/storyboards/francescaramaglietti/ulisse

Epic legend:

https://www.storyboardthat.com/storyboards/antonioesposito/il-minotauro

https://www.storyboardthat.com/storyboards/francescaramaglietti/icaro-e-dedalo

https://www.storyboardthat.com/portal/storyboards/zeusdivinity/classroom-public/unknown-story3

a. Justification (why is that a good practice?)
Digital Storytelling for teachers and students: Storyboardthat
a.i. Context
- The digital storytelling represents a great opportunity for students to work together, discuss what they want their story to say, how to structure it, and what imagery to use.
- Students learn to create simple cartoon stories, outlines for longer creative writing projects or to script videos they're producing.
- Students can also use it to practice a language, creative writing and studying History.
- Digital storytelling ensures that students stay engaged in their work.

a.i.1. Careful identification of the departure point
Students must be introduced to Storyboard, Comics and Narrative Theory.

a.i.2. Problem situation or Dream departure
- Sometime students have some difficulty in writing narrative texts, then they talk about this issue with the teacher, and finally they find a solutions: try to create a digital tale!

a.ii. Difficulties and problems

a.ii.1. **Technological**

- Web-based tools – students need BYOD;

- Technical support for problem solving;

- Updated equipments.

a.ii.2. **Training**

- Having a visual approach to storytelling and narrative theory.

a.ii.3. Human

a.ii.4. **Budget**

The lack of public funding in digital teaching.

b. **Process** (How are we developing this practice)

The whole process of this digital storytelling practice has been explained in these following links:

PADLET https://padlet.com/lisasomma2015/storyboarding

LEARNING DESIGNER *http://v.gd/oEdtxS*

    b.i. Tool/Device: Storyboardthat

    b.ii. Skills: Digital Skills; Communication and collaboration

    b.iii. Advantage: It is an innovative tool designed to be easy to use with a simple drag and drop interface and hundreds of carefully chosen pieces of clipart for clear expression. A lot of context can quickly be shared and communicated with little ambiguity which leads to faster consensus with everyone on the same page. This web tool presents a great opportunity for students to work together, discuss what they want their story to say, how to structure it, and what imagery to use. Students can use it to create simple cartoon stories, create outlines for longer creative writing projects or to script videos they're producing. They can also use it to practice a language, creative writing and studying History.

    b.iv. Disadvantages: it's web based and paid.

c. **Assessment**

    c.i. Good Results

        c.i.1.   Not yet measurable

    c.ii. Impact

        c.ii.1.   The tool is used by a few teachers in the school

    c.iii. The next step

        c.iii.1.   Implementing the Digital Storytelling approach.