








## **VIEW OF MOTFAL IN DAILY SCHOOL LIFE.**

The content of this project is being implemented slowly and gradually. It should be considered that the content is integrated in the general, daily curriculum: we try to apply it in the different subjects (geography, history, natural sciences, new technologies, physical education...). Therefore, it is something we try to do every day, in every subject and as intensively as possible, whilst always trying to interfere as little as possible in the day to day implementation of the official curriculum content.

We do everything possible, with the utmost caution and delicacy, to implement the new technologies as a motivating method in the process of teaching/learning, of acquisition of knowledge by research and in the process of socialisation, both between equals and with the rest of the community.

The main limitation is time, both for field trips and the use of the computer equipment (limited in quantity and usage time).

**Material used.** Basically, it is the following:

-  PCs
-  Table-top scanner.
-  External hard disks.
-  External recorder.
-  Printer.
-  Digital cameras.
-  G.P.S.

### **Work undertaken.**

We are researching the archaeological and botanical heritage of our surroundings: archaeological remains and botanical richness of the beach and surroundings.

This involves making record cards, like for a database: with photos and data about the content, point of access with GPS, exact position (way point), drawings, sketches... In short, it involves a research process in which knowledge is acquired via the process of locating, searching for information, classifying, computerising ...

## **Didactic Process.**

The didactic process comes about in the following way:

We plan a field trip and everything that this involves: charge the batteries for the digital cameras, prepare the necessary guides, prepare the bicycles if we are going to use this form of transport, get out the field work notebooks, hats, backpacks... Everything we need to go out and collect data.

We do the trip in the morning, early, after checking the material. Some trips are made on foot, others on bikes and on foot (mixed). We make sketches of the access, drawings, photos, we look information up in the guides, we collect samples, we ask families and neighbours the common names of the plants and we ask for information about other archaeological remains which are the same...

When we go back to the classroom, if there is still time in the morning (if not on the following days), we download the photos onto the computers, classify them in folders, copy them onto all the computers (they are not networked, something that is necessary) and, in small groups, make record cards for each of them. The number of records increases successively. Later, with the plants, we create Power Point presentations. At certain times historical-archaeological activities are undertaken involving visits to the remains.

The evaluation of the work is continuous and undertaken on the same computers, which facilitates feedback, reduces tension and allows the work to be extended and improved. It also reduces the amount of paper used (important in the process of raising awareness of natural resources, something we concentrate on at our school). Once finished, the students give me a copy on an external hard drive (pent drive) so that their work can be archived.









Another piece of work being undertaken on a daily basis in History is a glossary of the terminology that arises. This work is undertaken on an individual basis, but we periodically spend one or two sessions synchronising the work of the group. The aim is to review the terminology, share ideas that are enriching for everyone and create **la visión de que no se olvida, que de vez en cuando tenemos de debatir en gran grupo.**

## Needs

We have been dealing with these, the process of installing Internet access and networking the computers, for longer than desirable. The advantages of these changes are obvious.

Other needs would be the addition of some more material that facilitates small group work, something that is also in progress.

## What do I expect?

-  To motivate the students.
-  To enjoy ourselves.
-  Not to be bored.
-  To develop skills in the use of TICs.
-  To facilitate the acquisition of knowledge via scientific methods
-  To use active methodology.
-  To have more resources.
-  ...

Bologna, October 15 2003

Signed: Manuel Quílez Serrano