



Pedagogical Script

Planning an online course

Period:

Nonstop:

Course Title:	Italian language
Unit of Learning Outcome:	
Scope of studies:	Provide the students in the class with a basis for better interpreting a text of a poetic/musical nature and understanding the evolution of the genre over the time
Language of instruction:	Italian
Coordinating teacher(s):	Alessandro Fabbro
Target group:	2nd year Hairdressing/ Graphic
Prior studies:	Basis of Italian grammar and poetry (e.g. figure of speech...)
Description:	<p>The first two lessons were dedicated to the presentation of the main technical characteristics of the song (structure, language used, etc.) and its history, starting from the medieval troubadour poets to the current musical panorama, passing through the 20th century 'Genoese school' (particular emphasis was placed on Fabrizio De Andrè, Luigi Tenco and Gino Paoli).</p> <p>The tool used to prepare these activities was Prezi.</p> <p>In the last two lessons, each student, after choosing a song of their liking, analysed its lyrics in the light of the knowledge they had acquired in the previous meetings. The songs chosen by the students, together with the examples provided earlier, were collected in a class playlist on Spotify and YouTube for the students to listen to and study.</p>
Learning objectives:	<p>Develop and implement text analysis skills.</p> <p>Understand in addition to the evolution of the musical genre its place in various historical and social contexts and from a more technical point of view various linguistic registers and the use of figures of speech.</p>
Strategy:	<p>Expert centered <input type="checkbox"/> Problem centered <input type="checkbox"/> Material centered <input checked="" type="checkbox"/></p> <p>Task centered <input type="checkbox"/> Interaction centered <input checked="" type="checkbox"/> Cooperation centered <input type="checkbox"/></p>
Mode of teaching:	<p>Guided <input type="checkbox"/> Independent <input type="checkbox"/> Blended <input checked="" type="checkbox"/></p>
Learning process:	<p>Individual <input checked="" type="checkbox"/> Collaborative <input type="checkbox"/> Both <input type="checkbox"/></p>
Learning environment:	<p>Moodle <input checked="" type="checkbox"/> Itslearning <input type="checkbox"/> Google classroom <input type="checkbox"/> Odissea <input type="checkbox"/></p> <p>Microsoft Teams <input type="checkbox"/> MOOC <input type="checkbox"/></p>



	Other:		
Digital tools:	Microsoft office <input type="checkbox"/> Adobe <input type="checkbox"/> Canva <input type="checkbox"/> Thinglink <input type="checkbox"/> Kahoot <input type="checkbox"/> Quizlet <input type="checkbox"/> VR <input type="checkbox"/> Social media <input type="checkbox"/> Miro <input type="checkbox"/> Nearpod <input type="checkbox"/> Trello <input type="checkbox"/> Mural <input type="checkbox"/> Padlet <input type="checkbox"/> Slack <input type="checkbox"/> Asana <input type="checkbox"/> Eduteams <input type="checkbox"/> Youtube <input checked="" type="checkbox"/> Other: Prezi, Spotify		
Learning materials:		Done	Needs to be done
	Texts Content:		
	Pictures Content:		
	Videos Content:		
	Audios Content:	X	
	Tasks/Games Content:		
	Accessibility		
	CC License	X	
Student guidance:	Peer support, teacher guidance, automatic guidance		
Estimated amount of guidance:	In the early stages of studies,		
Assessment methods and feedback:	work <input type="checkbox"/> tasks <input type="checkbox"/> tests <input type="checkbox"/> other: self-assessment <input type="checkbox"/> peer assessment <input checked="" type="checkbox"/> teacher assessment <input checked="" type="checkbox"/> oral feedback <input checked="" type="checkbox"/> written feedback <input type="checkbox"/> audio feedback <input type="checkbox"/> video feedback <input type="checkbox"/> automatic feedback <input type="checkbox"/>		
Feedback:	<i>How you collect feedback on the course to improve it. Oral feedback, final result and students' engagement during the activities.</i>		