



# Pedagogical Script

## Planning an online course

Period:

Nonstop:

<b>Course Title:</b>	Visual Communication
<b>Unit of Learning Outcome:</b>	
<b>Scope of studies:</b>	Art and image, art history, drawing
<b>Language of instruction:</b>	
<b>Coordinating teacher(s):</b>	Monica Boffa
<b>Target group:</b>	1st year students Hypermedia Graphics
<b>Prior studies:</b>	Manual colouring techniques, history of art
<b>Description:</b>	<p>FIRST STEP 1h: presentation of the work and the work phases. Projection of the slides prepared by the trainer with the description of the colouring techniques to be used. Analysis of the work "La Gioconda" by Leonardo da Vinci (slides+ documentaries on You Tube+ museum and art sites)</p> <p>SECOND STEP - 45 min: time dedicated to individual visual research on the web of the reworked graphics made by artists and creative contemporary images (on a PC or smart phone), analysis of styles, reflection on the uses and uses of these images, presentation of the individual's research to the class, reflections</p> <p>THIRD STEP - 3h: time available to draw by copying the example given by the teacher (drawing consisting only of the essential outline lines taken from Leonardo da Vinci's work) and to colour with coloured pencils (manual activity)</p> <p>FOURTH STEP -1.15h: scanning individual works and layout to create a collective digital graphic work to be printed in large size (Canva - students work individually on their PCs or with</p>



	<p>smart phones) and pasted on a rigid support to be displayed in the classroom</p> <p>FINAL PHASE - 1h: summary of work, considerations and possible publication on the school's social media with captions created by the students</p>		
Learning objectives:	<p>Exercising creativity, improving the handcolouring technique, suggesting the use of a work of art from the past in a contemporary interpretation by approaching it with respect for the work and the original imprint. Teaching the work process consisting of an initial phase of analysis, research and study on an image. Combining several media to create a collective decorative graphic work to be used as a pattern (suggesting many ways of commercial use) or as a decorative panel.</p>		
Strategy:	<p>Expert centered <input checked="" type="checkbox"/> Problem centered <input type="checkbox"/> Material centered <input type="checkbox"/>                  Task centered <input type="checkbox"/> Interaction centered <input checked="" type="checkbox"/> Cooperation centered <input type="checkbox"/></p>		
Mode of teaching:	<p>Guided <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Blended <input 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"/>                  Microsoft Teams <input type="checkbox"/> MOOC <input type="checkbox"/>                   Other: Thinglink</p>		
Digital tools:	<p>Microsoft office <input type="checkbox"/> Adobe <input type="checkbox"/> Canva <input checked="" 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 type="checkbox"/>                   Other:</p>		
Learning materials:		Done	Needs to be done
	<b>Texts</b> Content:	X	
	<b>Pictures</b> Content:		
	<b>Videos</b> Content:		
	<b>Audios</b> Content:		





	<b>Tasks/Games</b> Content: Accessibility CC License			
			X	
Student guidance:	Peer support, Teacher guidance, automatic guidance			
Estimated amount of guidance:	In the early stages of studies, before using machines			
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 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:	Consultation with students on the timing and future development of an activity similar to the one proposed.			

