



Ministero dell'Istruzione, dell'Università e della Ricerca

Ufficio Scolastico Regionale per la Liguria

ART-NET PROJECT

REPORT ON THE GOOD PROCEDURES IN THE E-LEARNING APPLICATION IN
ARTISTIC FRAMEWORK.

Introduction

The importance of the introduction is born from the need to underline that e-learning is a good didactic procedure that has necessarily to depart from a correct use of multimedia environment.

Multimedia environment in e-learning has to foresee the use of the network as a further support to the process of the knowledge.

The Italian Office of the Public Education has privileged with a finalized intervention the artistic education in the plan of technologies development.

This fact underlines the importance of a diffusion of good didactic procedures in a country in which cultural good constitute a patrimony that is impossible to give up...

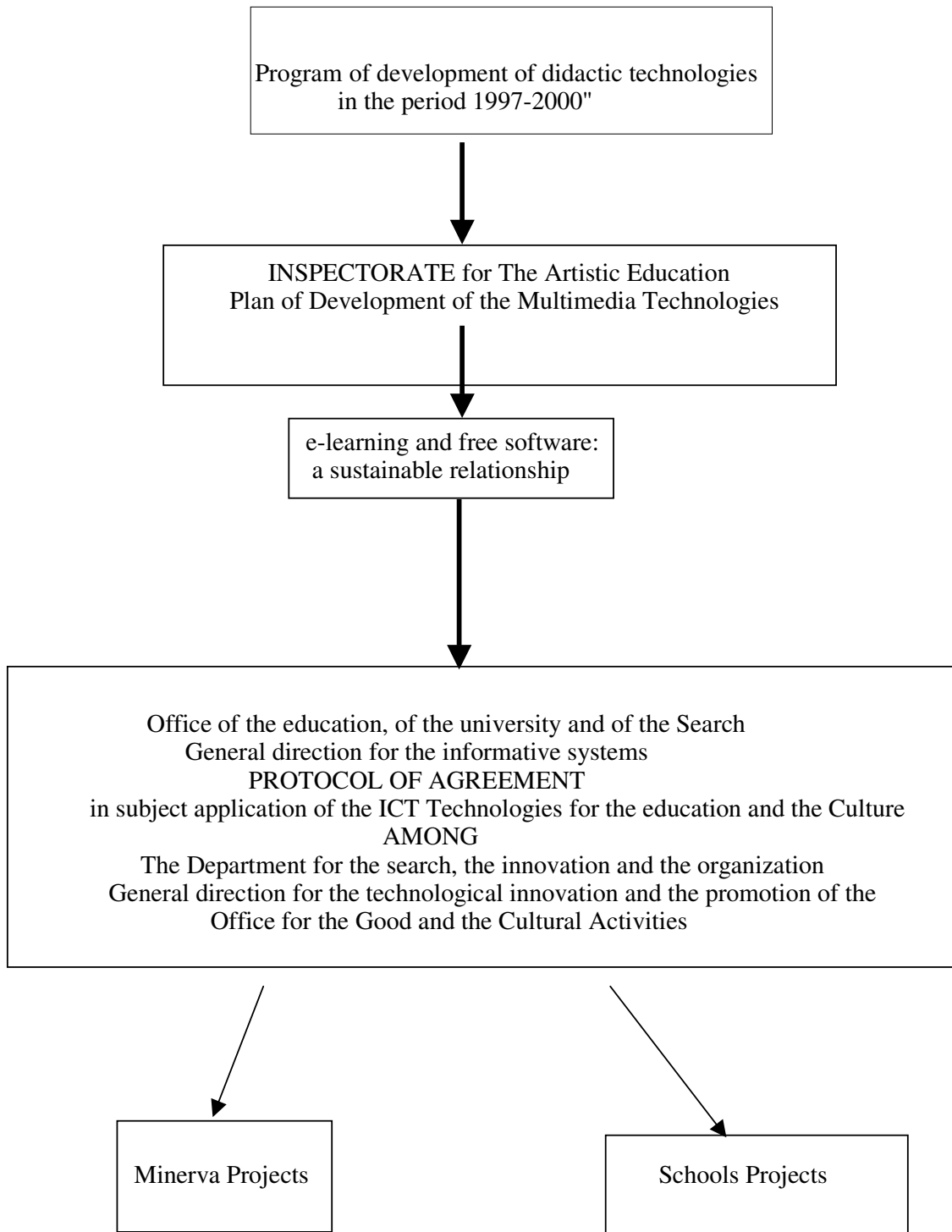
The distance learning constitutes, in this case, a channel of diffusion that cannot put aside from a correct use of multimedia environment as language between different cultures.

E-learning in artistic field becomes a mean of maintenance of the cultural good of every country and contributes to the education to the sustainable development, enhancing the value of the historical and scientific developments of every country in the respect of the cultural identities.

On that base the schools are the true protagonists of this Cultural Revolution that must be sustained in the creation of territorial and virtual networks.

The interventions of the Italian Office of the Public education are therefore finalized to the diffusion both of tied up activity to e-learning both to the diffusion of projects between different cultures.

The report will keep in mind of the following diagram:



Program of development of didactic technologies
in the period 1997-2000"

"The Italian scholastic system has the task to reconsider its own objectives and formative process and to redefine them, both capitalizing the acquired experiences, also thanks to the experimentation, both pushing over the innovation, to be able to answer, in the shortest time and to the more high-level quality, to the need of social and economic development of the Country.

To give strength and the maximum probability in the achievement of such goal appears essential that the processes of change can be based on the definition of a new order in the studies.

What ever is the articulation of the new order, an essential point that can't give up it will however be constituted by that culture and that activity, necessary to the dominion of the technology and at the same time supported by it, that characterize the development of our time.

Particularly, in order to this last aspect, the School cannot assure to all the levels to its students a generalized and deep formation of those techniques and of those technologies of information and communication that transversally involve today any operational commitment and that constitute more and more a "requirement of admission" to the active life.

On the other hand, what with an expression of synthesis is defined "multimedia" it cannot be considered only in key of procedures and technical tools, constituting itself a cultural dimension from which it cannot be put aside since the beginning, in the process of building of the man, of the citizen and of the worker.

It appears therefore essential to be able to adequately sustain the qualitative development of the scholastic system in its entirety, the realization of a program of diffusion of the multimedia environment will engrave on the structure of the teaching and learning processes.

Such program, it's good to notice it:

- a) it doesn't intend to characterize itself as an extraordinary intervention through which to face a situation of emergency; on the contrary it extends to stress, accelerating it, the physiological development of the formative system that must be specified besides, in particular in some components of its, has opened for a long time already to the new languages of the computer science and the communication;
- b) it aims at taking part on all the orders of school; to start from the primary school, to give also a timely comparison to attitudes that are shown soon; the intervention should be realized through diversified plans as regards the goals and the cultural and professional needs and the methodologies of the different sectors and scholastic orders;

- c) it intends to be a picture of address and support to a development that is not able to find its planning and operational reference in the scholastic institutions, in full coherence with the line of the autonomy that the Office of the Public Education is carrying on; the action of the program, therefore, on the whole, all the ministerial activity, will fundamentally be directed to tune up the development, to delineate large spaces of technical and financial convenience, giving however full responsibility to the schools as it regards the planning choices and the operational aspects;
- d) it doesn't ignore, from the point of view of the strategies related to the technical resources, that the speed of the evolution in this sector and the possibility of real changes of technological scenery, can create also situations of obsolescence in a medium-term forecast like the one expressed; in consequence it must be considered as a important element of the program the verification and the annual rescheduling of the choices for adjourning the passed investments and to define the further interventions; this consideration must be kept in mind in the reading of the program and in the evaluation of the choices.

Inside the program the artistic disciplines are object of a finalized intervention:

INSPECTORATE for Artistic Education
Plan of Development of the Multimedia Technologies
General notes

Before starting any program of development and diffusion is necessary to underline the importance of a correct use of the multimedia environment especially in accordance with the artistic activities and with the project.

It is useful to remember therefore that the cultural psychology, recent development of the genetic epistemology of Piaget, replaces the vision of the understood knowledge as progressive construction from the lower part, from the concrete one to the abstract, from the simple one to the complex, the image of a 'dynamic network in which the knowledge are interconnected and interacted the one with the other.

The discovery of the new would derive from the possibility to vary the perspectives and the points of view and would implicate for the subject a continuous reconstruction of the knowledge and the experience in new and coherent organizations.

After all it is a typical and characteristic quality of the artistic and planning way of doing "to question" directly the subjects, the technologies, the typologies, the space generally (from the more abstract dimensions to those more concrete) according to processes of continuous contamination, setting in complex interactions among the speculative thought and the operational thought with the involvement, often at the same time, of a multiplicity of sensory experiences (visual, hearing, tactile, olfactory).

So far it is our goal to act for recomposing "aesthetical experience", that is fundamentally exercise of liberty in its entirety.

These values belong to us as specific culture and as institutional responsibility, and therefore it is our intention to propose them in the tallest way and strengthened, in tuning with the changing times.

These processes, well underlined in the creative job of literates, artists and planners, force the individual to "travel" in literal and figured way in a creative and full knowledge project editing it according to different perspectives again. According to Blacksmiths Montesano and Munari it deals with less rigid and more creative models of those traditional, that are able to join with other models of other fields in a complex multi subjects vision of the knowledge, that authorizes us to a creative and evolutionary use of the to know how."

In this optics multimedia technologies , whose logics are coherent with the model described , cannot certainly take the place of a complete artistic/teaching experience but they can certainly constitute - in perspective and in the phase of more advanced formation - a powerful integrative tool able to recompose theory and procedures of the artistic way of doing in a perceivable vision of multi subjects from the students according to multiple perspectives and in rapid become.

It must be underlined once more that, for different operators of the area of the visual arts, whose searches are above all centred on the direct relationship with the materials and the phenomena, some inorganic and immaterial characteristics of the new technologies limit the possibilities of widening of the artistic experimentation to the new multimedia sceneries.

It deals with attitudes of educational before artistic importance, careful to the dimension of the sensory that is first explained in the critical reading and in the interpretation of the environment, that is of the images, of the spaces, of the objects and of the mutual interrelations.

The artistic and professional positions of the teachers appear in this context very diversified because consequential from experiences, searches and diversified studies; therefore operational caution it is needed for such articulations of the know how not to be translated in radically different ideological positions.

The approach to multimedia will have to be therefore gradual, realistic and increasing, aimed at above all the starting of an " experimental" knowledge of the new technologies so that can move with belief to the didactic activities.

Multimedia technologies, expression of mathematical technological and linguistic know how in many sectors of the knowledge, will be lent to a diversified fruition for demands, intentions and different consumers.

They interests more levels and more artistic and planning fields (visual arts, design, applied arts, music and show); they can be therefore seen how a methodological approach and as a tool, for the formation, the production and the search in the field of the art.

Considered the historical and strong contiguity, for a long time existed among all the working formative Institutions in the artistic area, unfortunately progressively grown weak in the last decades, multimedia tools can finally be as one of the most valid tools to reconstitute that fluid network of didactic interchange, of search, of formation and of experimentation between the artistic Institutions of High Culture and the artistic schools of the secondary band.

INSTITUTES OF ART AND ARTISTIC HIGH SCHOOLS

The National Institutes of art and the Artistic High schools constitute a very small and limited segment, from a numerical point of view purely, of the whole formed from the schools of the national secondary band.

On the contrary they represent an unbelievable experimental wealth both for what they produce and because this search and this production represent a solitary in the European context since Italy is the only Country that has matured from more than one century, and in diffused way, on the national territory, an experience and specific models of artistic didactics within the secondary education band.

Multimedia tool can allow then the interchange, but above all the diffusion, of these experiences and of these models not only among the parallel national institutions but in the whole vast European territory (you are thought besides to the programs Socrates/Comenius) offering to the Countries" partners" this complex reality as value and paradigmatic patrimony to be used.

The program of development is directed to the curricula of arrangement both to those experimental effected in more than the 70% of the schools.

The actual plant of the assisted projects" Michelangelo" and" Brocca" (congruent besides with the proposal of reform of the scholastic cycles), attributes particular importance to the indicative finality in the common two years and to that pre-professionalism in the tree years of address: finality that can draw great advantage from the diffusion of multimedia both for the amplification that it assures to the processes of communication and for the innovation that introduces in the normal didactic activity and in the search laboratories.

The program of multimedia development articulates in the projects 1A) and 1B) that must exclusively be introduced from the single schools and directly **to the Education Office to the Studies of competence.**

General finality of the program:

- To develop in the student the awareness of the evolution of the linguistic codes in relationship to the social cultural context, productive and to the finalities of the communication;
- To break the isolation of the sections of arrangement and of experimental address;
- To interconnect the sections among them and with the address establishing continuity and contiguity;
- To interconnect the common artistic disciplines among them and with the disciplinary areas;
- To favour didactic characterized by inside modularity, open to disaggregations and to new aggregations;
- To integrate the traditional planning procedures of intuitive type and of empirical nature introducing methodical systemic of planning and ability of control of the operational techniques;
- To spread in an interactive way the artistic-cultural production of the scholastic institution in the social and productive fabric of reference;
- To use some multimedia tools (i.e. video, connection internet, teleconference) to make not otherwise available cultural and human resources that can be reached.

General goals

To develop in the students:

- logical ability and ability to translate a procedure from the natural language to the formalized one;
- ability to solve problems choosing between hypothesis and different decisive ways;
 - To use multimedia environment as advanced teaching aid for the understanding of the artistic phenomena;
 - To integrate with multimedia technologies the available equipments for the production in the artistic sector;

Specific goals

- To renew the methodologies of teaching/learning disciplines;
- To connect and integrate the contained concerning mathematics, graphic-visual communication, history of the art;
- To use multimedia technologies as a didactic advanced tool open to teaching of science of space and of representation;
- To know and to apply in the reading and in the production of images the operational techniques of the multimedia environment;
- To widen the perceptive sense of the graphic representation of the project with the aid of the computer techniques;
- To strengthen the levels of communication among the disciplines of composition area and of planning;
- To know the new languages of the communication (visual design, synthetic image, virtual reality, cinema, television);
- To use multimedia technologies as tools of production of new messages audio/visual and of new artistic visions.

AREAS OF POSSIBLE INTERVENTION

Area of basic disciplines: Italian/history, mathematics, foreign language, sciences;

Area of characteristic disciplines: drawing, history of the art, perception and visual communication;

Area of the disciplines of address: relief cataloguing documentation, planning, graphics;

In the indicative two years the experiences and multimedia services will be reserved in generalized form and prevailing of all the disciplines of the area of basic (Italian, history, foreign language, mathematics, sciences).

The area of the artistic disciplines, through conceptual or material comparative experiences, it will extend toward the acquisition of methods, concepts and fundamental elements of the expressive language (graphic, technical and visual), essential and conclusive factor for a future artistic maturation.

In the last tree years multimedia technologies will be spread to the didactics of the disciplines of the area of address and to the experiences of laboratory.

Without give up to the exhaustive examinations of disciplinary type, the employment of multimedia should in any case, and above all, privilege the interconnections and the integrations among the areas and among the disciplines through a coordinated planning of the didactic ways.

Some possible applications in specific fields of formation of the second degree Artistic education are illustrated as follow:

APPLICATE ARTS /ARCHITECTURE / DESIGN

Multimedia technologies , facilitating the unstructuralism of the complex language of the art and returning their function of archetypes of the figuration to the elementary forms, they allow to accelerate and to deepen the traditional processes of reading of analysis and of representation of the artistic objects.

Possible applications in the field of design, of architecture and of public spaces generally are:

- visual perception - stings, line, surface, texture, form, colour, shade, dynamic vision (use of programs of 2D modelling);
- formal analysis - geometry, carrying structures, dimensional relationships, modular structures (use of programs of 3D modelling);
- composition analysis, proportions, modularity, symmetry, rhythm, equilibrium;
- representation - descriptive geometry – right-angled projections , axonometric and perspective drawings and details in staircase;
- relief employment of the CAD in the urban relief, building, of objects;

CULTURAL GOODS

It deals with a field of great cultural and didactic impact characterized by multi-discipline of the cognitive and open approach to experiences and collaborations with external subjects that operate in the sector of the Artistic Good (Superintendence, Museums, local bodies, private).

The characteristics of contiguity, of contemporaneousness and of rapid exploration space-time of multimedia technologies result particularly effective for the constitution of database both of numerical and graphic type and for connections and exchanges with files of external computer networks (schools, libraries, corporate body, firms).

Without pretending to submit to the students exercises with superior difficulty to the levels of competence reached, it will be possible to start simple but rigorous experiences, tending to the understanding of the complexity of the artistic products and the acquisition of a correct method of job.

Possible applications:

Objectives

- to know and to describe the objects of art through the use of fit programs;
- to intersect the acquired know how with elaborations and experimentations conducted within historical, visual and technical-scientific disciplines;
- to simulate hypothesis of project and possible interventions of restoration;

Type of intervention

for the relief and the cataloguing:

- individualization of cognitive parameters (historical, formal, chromatic, technological, dimensional) of the objects reasoned cataloguing and comparative analysis of images, buildings, objects through the use of database;
- construction of repertoires of comparison according to historical categories, stylistic, of typology, functional, thematic;
- for the restoration:
- elaboration of synoptic tables for verify the historically contemporaneous and culturally an object;
- simulation of possible interventions (of consolidation, graphic, chromatic) according to the criterions and the methods of the modern restoration
- tools: knowledge and use of programs for the construction of database, knowledge and use of CAD for the representation of the objects.

GRAPHIC IMAGE, PUBLISHING AND ADVERTISING

In this field the employment of multimedia technologies results essential for the versatility of the instrumentations, for the rapidity of elaboration and control of the project, for the multiplicity of possible simulations.

Specific applications of increasing complexity are pointed out as follow:

Construction of a way of graphic elaboration:

- formulation of a problem;
- construction of the plan of job;
- selection and composition of the typographic characters e/o of the images;

Planning of a logotype or a trade mark;

Planning of a coordinated image:

- a) construction of a grate of interdisciplinary contents;
- b) simulation and verification of the constitutive parameters of the image (graphics, text, photo);

Planning of an informative or advertising campaign: *

- a) elaboration of one or multiple images tied to a slogan (verbal/written) or to an only programmatic thesis;
- b) development of the interrelations among the disciplines, also for the necessary close examinations on the organizational and managerial aspects.

ACTIONS OF FORMATION OF THE TEACHERS

Specific Objective:

- To start an " experimental" knowledge of the new technologies in two didactic areas: that tied up to the linguistic and expressive problems of the " to make art" and that connected to the world of the communications and design.
- To overcome the traditional planning procedures of intuitive type and of empirical nature to acquire conscious and adjourned method in the planning and in the ability of control of the operational techniques;
- To reach to the production of multimedia packages " strongly exemplary" and that can easily be sold and/or imitated both to facilitate the use of multimedia tools and to promote the " online" diffusion of new didactic methodologies.

Multimedia packages for the distance formation they will aim at the elaboration and production of models of reference that can be sold in different artistic areas more than on specific searches.

For the planning and the realization they will be individualized in the schools of artistic education (also in the Academies of Belle arts and in the I.S.I.As.) experienced professionalism of multimedia technologies applied to the formation and the artistic search.

For the diffusion of multimedia packages and the capillary formation of the teachers will use some regional networks of artistic address schools.

Through the same channel the tools will be predisposed for the necessary verifications.

FORMALITY OF DIFFUSION OF THE PROJECTS

Project 1a - operational Unity for teachers

The suitable procedures will be followed for the other general directions.

Project 1b – Multimedia in the classroom

Being a matter of projects to put into practice with the presence of basic competences already existing, the presentation of specific projects it is required by the interested schools.

The board of class, also according to the suggestion of the single sections., in operation of the finalities of the curriculum and coherently with the general objectives and those of sector pointed out in the general plan of multimedia development and in the present document, they will plan disciplinary and multi-disciplinary experiences of duration and varying complexity, individualizing in multimedia environment a function of service of the didactics but also a new language to be used for its characteristics of contiguity, of contemporaneousness, of space-time exploration.

The proposal compiled by the group of project will have to point out:

- the formative and didactic objectives;
- the methodologies of job;
- the classes or the groups of involved students;
- the persons responsible of the project and the teachers involved;
- the possible external collaborations;
- the times of realization;
- the tools and the formalities of verification;
- the characteristics of the already available equipments and those additional necessary for the realization of the project;
- the formalities of documentation and diffusion of the reached results.

E-learning And Free Software:
A Sustainable Relationship

The constitution of a permanent observatory of the technological equipments for the didactics in the government scholastic institutions (www.osservatoriotecnologico.it) it allows the updating and the maintenance of the registry of the computer equipments of the single schools, with particular reference to the open source software in schools.

In reference to how much established by the communication of the Committee UE (Com. UE 318/00 (e-Learning)) is strongly necessary to provide the schools with technologies and technological formation.

The problem of the costs sets open source as a resource that is impossible to give up for the school. (E-Government in the School as the modern technologies can encourage the learning and the innovation in the Italian school. Author: Alessandro Musumeci)
Scholastic autonomy sets the schools to face choices and different costs.

The necessity to adopt open source platforms that have been used by few interesting but episodic cases till now, has to become a good procedure that is impossible to give up within the facilitation of activity and-learning.

The directives of the Ministry bring in the direction of a general improvement of the technological support of the schools described as follow.

- ICT Infrastructure in schools:

the objective is the improvement of the computer infrastructure of the scholastic institutes, both in terms of equipment of personal computer for the activities of reception office and didactic, and for wires of the buildings and access to internet with connections to wide band.

Within 2005 the relationship between PC and the number of students wants to reach the European level equal to 1/12.

- Mobility on line:

the initiative proposes to optimize the annual process of mobility of the scholastic personnel directly making the insertion of the relative requests and the dispatch of following communications on line, from house or from a site situated near the school.

- Informative System:

To redraw Informative System in an optics directed not anymore toward the inside administrative support but more and more addressed to give the maximum support to the true client of the system: the student and his family.

- E-learning and ICT rudiments:

Free start up package of 50 hours of English language for all the students of every level; development of a basic course for around 160 thousand teachers that will achieve the European licence of the computer; creation of experienced teachers in the didactic methodologies offered by the technologies of the information; training for "responsible of technological infrastructures" of the school or of network of connected schools that will concern 4.500 teachers.

- National portal of the formative offer:

The objective is the realization, through an ad hoc web site, a point of unique access to the consultation of the plan of the formative offer of the scholastic institutes.

The families are the addressee of information, for the choice of the scholastic institute for their children.

In this context it is necessary to speak of the network ENIS:

The European Net of Schools of the innovation ("European Network Innovative of Schools" - ENIS) was constituted for the first time in 1999 as a central project of the activity of the European School net (EUN).

The objective of the network was that to gather the European schools considered by their offices schools leader in the use of the Technologies for the information and the Communication (Tic).

These schools offer practical examples of as the Tics that can be used for improving the teaching and the learning and to promote the innovation and the change.

The network ENIS has four specific objectives:

- Dissemination of the good practices that reflects themselves in actions and in the activities of the schools ENIS
- Collaborative projects that involve advanced and experienced schools
- Validation and verification of projects with offices, university, industry and other partners in projects of research and development (Research and Development - R&D)
- Innovation and change, founded upon the experience of the schools ENIS and on their propensity to continue to evolve.

The lack of a specific intervention on the good procedures in artistic framework has marked the necessity to stipulate a protocol of agreement among MiBAC and MIUR finalized to enhance the relationship among e-learning and the art, of which I carried over the most meaningful aspects.

Office of the education, of the university and of the Search
General direction for the informative systems
PROTOCOL OF AGREEMENT
in subject application of ICT Technologies for the education and the Culture
AMONG
The Department for the search, the innovation and the organization
General direction for the technological innovation and the promotion of the
Office for the Good and the Cultural Activities

Art. 1 - FINALITY OF THE PROTOCOL

To approach the world of the school to the national and European cultural and scientific patrimony, through the use of the Technologies of the information and the Communication (ICT).

To favour the access to the digital cultural resources and the creation of new digital contents defined according to parameters shared to national and European level.

To recognize common politics and strategies for campaign of communication made for the fruition of the cultural patrimony, also by telematics, to address above all toward the world of the superior school.

To sustain the autonomous scholastic institutions in the formation of a historical conscience of the diffused cultural patrimony from all the citizens as base of the identity of the national community, what remarkable moment of the scholastic typical activities and extra activities.

To promote, to sustain the use of the cultural digital contents for didactic goals, making them available to such purpose.

Art. 2 – ACTIVITY AND APPOINTMENTS OF THE PARTS

The parts commit themselves to:

To sustain the creation of products and services for the fruition of the digital resources through web sites and portals, that keep in mind of the standards and the national and international norms.

To sustain and to favour the realization of cultural public web sites according to the criterions of quality MINERVA.

To spread the knowledge of the standards, of the recommendations, of the lines it drives, of the good existing practices in the field of the digitization, making tools available and products realized by the Project MINERVA for the creation of new contents, also to the purpose of:

- to program and to effect activity of formation in the field of delineated interest.
- to elaborate virtual and/or real didactic runs on the territory
- to predispose materials and telemathic benefits

To realize a Kit of planning of quality web site for schools, starting from the study of the prototype tune up by the Project MINERVA.

To program events as seminars, training of formation connected to the Protocol of agreement, particularly to favour in the schools the knowledge of the tools for the realization of web sites and for the creation of digital contents.

To collaborate for contributing to the realization of the articles 5 and 7 of the mentioned Stanca law. To promote and to spread the initiatives that come from the following Protocol of agreement.

MINERVA PROJECTS

MINERVA is a network of Member States' Ministries to discuss, correlated and harmonise activities carried out in digitisation of cultural and scientific content for creating an agreed European common platform, recommendations and guidelines about digitisation, metadata, long-term accessibility and preservation.

MINERVA is collecting to list of good practices in digitisation, according to the ten categories selected in the Good Practice Handbook, edited by the MINERVA Working group 6.

Among the objectives:

Digitization of the cultural patrimony: the project foresees the acquisition of data inventory for 44 million good, with data of cataloguing for 41 million among them, as well as the digitization of 14 million good.

The inventoried good, listed and digitisation, organized as artistic good, book and archivistic, will be made through a multilingual portal able to interest a world stage of around two million people and open to the multimedia and multilingual exploitation (virtual museums, virtual visits of the places of the culture).

Among the projects we have to mention the project of Digital Library and Cultural Tourist Network with the objective to make to meet in an only architecture the libraries and their catalogues; the project for the informative system of the Archives of State and the Archive Superintendence that realizes systems for the management and consultation of the documentary patrimony of the archives of state.

We carry forward the project:

Integral digital reproduction of the fund “Mediceo before the Principality”

This realization is the fruit of the first scientific project of the Public Records in Florence concerning the application of the new technologies for the safeguard and for the diffusion of the know how of the archivist patrimony preserved by the institute.

The documentary digitization has concerned the whole deep Mediceo before the Principality, one of the most known and consulted among those preserved near the Florentine institute, including the archive of the family Physicians for a chronological range that goes from the half XIV the XVI century, that is for the preceding period the investiture of Cosimo of the Physicians to Duke of Florence.

The MaP primarily contains envelopes of political-diplomatic correspondence, over how private and, for a limited part, the documentation coming from the bench Physicians. The fund consists of 165 archivist unities for a total of over 65.000 papers.

The project Mediceo before the Principality has been for the first time introduced to the public in 1996, inside the Conference The Archives from the paper to the networks.

The sources of file and their communication promoted from the Central Archivist Good Office, from the Public Records in Florence and from the General Direction X of the Committee of the European Communities (F. KLEIN, Services of file and new technologies: the “Mediceo before the Principality” on the digital support, in The Files from the paper to the networks.

SCHOOLS PROJECTS

Some examples of use of technologies and of e-learning artistic framework realized from some schools are following.

It misses nevertheless the possibility of a specific recognition because there is not today a catalogue of products in artistic framework.

The projects belong to national initiatives or single schools or of network of schools and they are the testimony of what in theme of good practices individually the teachers have realized.

The proposed examples are examples of use of multimedia in artistic framework of great merit fit to possible e-learning platforms because of the for the abundance of multimedia and artistic contents.

ISTITUTO TECNICO INDUSTRIALE “ANTONIO MEUCCI” – FIRENZE

www.itismeucci.it

ITIS A. Meucci

type institute	Tec. Industrial Institute
province	FLORENCE
region	Tuscany

title	Show-room of artistic elaboration
recipient	Scholastic institutes
typology	international cooperation

objective	To encourage in the young people the attitude to the critical and creative use of the new technologies, in relationship to the development of the know how, in general and as integrative tool in comparison to the artistic production, also in relation to a Post-diploma formation.
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disciplines

thematic	integration of technical-scientific with artistic knowledge
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description	Start up, in experimental form, of a technological-computer laboratory for the acquisition of basic notions related to the management of the digital image, basic notions for the planning of Web pages and the presentation of the elaborations. Realization of papery informative material (brochure) and of an internet portal that has the function to pick up the more meaningful elaborations, produced in Artistic Education Institutes. The project has to develop through the collaboration of schools that are present in the network, to have contributions also from different curricula, from the artistic production to the computer one, where however the school of art is the point of reference inside the pole.
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Show-Room for school art works

The project intends to create a technological laboratory for the acquisition of a basic knowledge related to the digital management of images, for the WEB page designing and for the product presentation through software instruments. Informative documents on paper (brochure), on CD-Rom and a WEB site with the function of collecting the most significant works produced inside an art school are to be produced.

The most important formative goal is the integration of technical knowledge with artistic knowledge.

The project should develop through network connected schools, to integrate different curricula and complementary formation, where the art school will be the pole, the centre of the net.

The activities are to be developed out of normal school working hours, in the school laboratories that accept to work to the project. There will be frontal lessons to introduce software and, above all, workshops to create paper and digital products.

The project is aimed for students that are almost going to finish their course (aged 17-19). The group should consist of about 20 units, composed of heterogeneous students, coming from the schools that are working together.

At the end of the course it will be issued a certificate for each student taking part to the course; the certificate of attendance will specify the developed program, the reached profit, the death topics and the hours of presence.

Software

Vector Graphic Macromedia Freehand 11.0 Mx

Bitmap Graphic Adobe Photoshop CS

Cad Design Autocad 2002 - 3Ds max

Power-Point 2004 Microsoft Office 2004

Macromedia Dreamweaver

JANUA PROJECT INSTITUTE BERGESE GENOA

<http://www.istitutobergese.it/doc/janua/>

The Project is put in the framework of the initiatives that intend to facilitate the relationships among the schools, the institutions and the cultural associations with the purpose to enrich the formative offer.

"JANUA - Genoa Door Of the Seas" promoted from the Municipality of Genoa and from the Foundation for the schools of the "Compagnia di San Paolo" foresees a series of initiatives and activity of the schools for the exploitation of the cultural patrimony of our city and the strengthening in the young people of the sense of affiliation to the city

In JANUA project are involved, besides the schools, the city Museums, university, historical Archives on the base of macro-thematic to develop.

We have chosen the way Genoa MEDIOEVALE: the Boundaries of the Barbarossa.

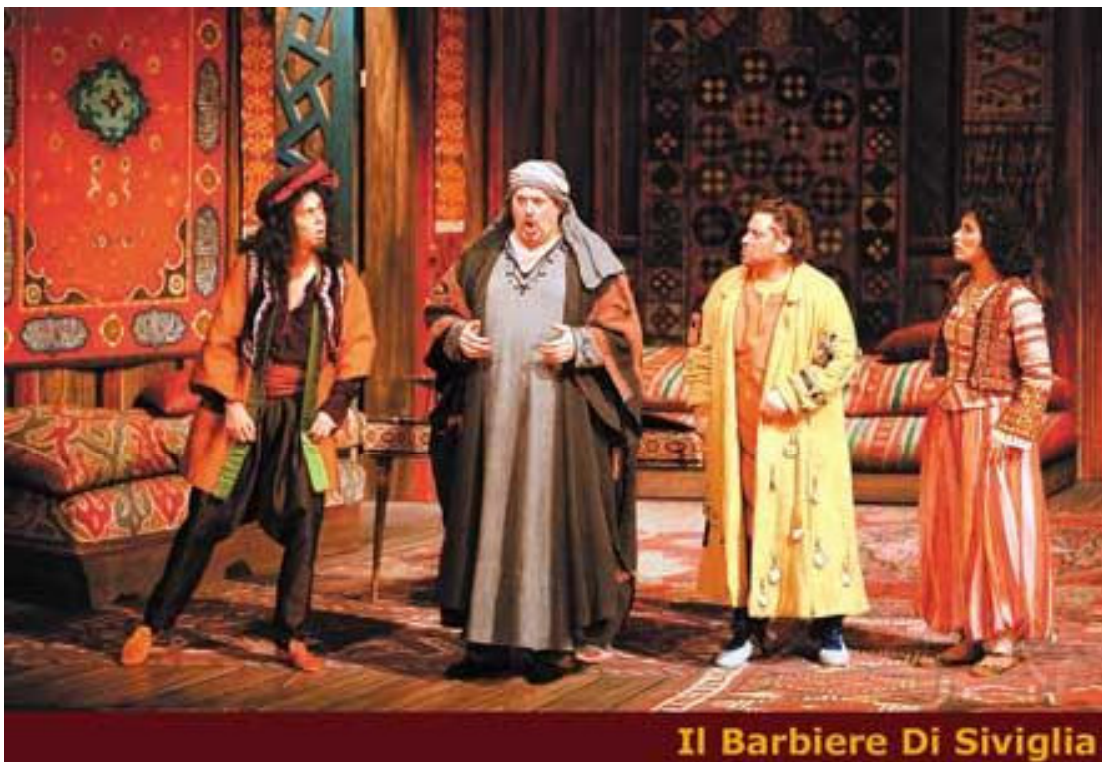
The results of our job are concretized in a series of conclusive events including: a driven way through the streets of the medieval city from Door of the Cow to Soprano Door, open to the citizen and to students of other cities with which to become twin cities;

a CD ROM containing the description of the way and the historical, artistic and cultural close examinations on the studied monuments;

a brochure to be distributed to the visitors, containing photos realized around the streets of the historical city;

a pamphlet (papery reproduction of the content of the CD ROM).





Theme of the project

Il Barbiere di Siviglia is a comedy written by Beaumarchais but above all it is an opera created by Rossini with the libretto by Cesare Sterbini.

In spite of its difficult beginnings, with time Rossini's work has drawn a new public to opera in many different countries and it still fuels enthusiasm and passions today.

The origins of the theme

The theme represents the starting point of a shared project and springs out of the common passion of those teachers that would like to create an opportunity for joint didactics.

It is therefore not a project on the opera itself, even if this is also possible, but rather an itinerary that can travel through different school subjects in different countries.

The motivation

The project aims at a multi-subject approach to the world of opera in general and Il Barbiere di Siviglia in particular.

The potential activities are many: the analysis of its themes, research on the historical background, the technological aspects, music and sound aspects, scenography, the lexicon specific to the theatre and the music world in various languages etc..

These are only some of the possible investigations with this form of art, a form that has renewed itself in different ages even though faithful to the same original script.

The use of new technologies in communication and in information allows teachers and students of distant countries to get in contact with each other and to work together.

The presence of a well-equipped environment and of cooperating colleagues make this an opportunity for those teachers who are willing to experiment with new didactic challenges.

The publication of the material implies cooperation among all partners, close or distant, in order to achieve common results.

The level

This initiative is open to all school grades and to students of different ages.

The collection of data and of experiences, the documentation and the publication of the work done will involve all the different grades of school. The creation of a didactic map can be a result of this coordinated project.

School subjects

All subjects can be involved in the project directly or indirectly, each in their own field. The participation of European and American schools in the project enhances the value of diversity and variety and the consequent growth of cultural awareness.

The language

The official language of the project is the language of Il Barbieri di Siviglia, that is Italian, but also those of the American and European schools that are part of the project.

The presence of teachers of different countries in the coordinating school enlarges the participation for all those schools that would be interested in the project even if only for linguistic interest or for the didactic use of the means of communication.

The timetable

By June 2005:

- layout of the plan;
- organization of the work;
- establishment of the work on the web among the schools;
- presentation of the projects to the coordinating school.

By June 2006:

- completion of the projects;
- general revision of the materials;
- delivery of the materials to the coordinating schools that will elaborate the final product;

By June 2007:

- delivery of the final product to the participating schools and organizations;

- closing of the project website;
- closing of the project.

Preparation

The creation of a team in the coordinating school but also in all the other participating schools is fundamental to the realization of the project. The sharing of enthusiasm, ideas and mutual respect is the glue that will keep us together.

The coordinated projects.

Il Barbieri is a multilingual educational environment; it is also a supporting structure for individual creativity within a joint field. In this environment it is possible to contact the other teachers and students and enhance one's own knowledge of what directly or indirectly spins around Il Barbieri di Siviglia and the world of opera. The coordinating school is ready to share its competence, structures and technology in order to promote the culture of shared learning through the employment of new technologies.

The website

The main inside structure of the project is the project's specific website. The individual projects and activities find their space within this location. The participation in Il Barbieri allows the use of vehicles such as videoconferences, audio conferences, the use of chat-lines and lists, the engine of research and of the space in which to publish the different projects.

The development

After the initial moments when the participating schools present their projects and their work environment, the actual elaboration will take place. The elaboration will have to be formalized on the form in Italian, English or German. The form is present on the website.

Product sharing

The products of the different activities must be publishable according to the guidelines specified in the project.

The problems related to the use of different languages will be taken care of and resolved by the intervention of the teachers and the students of the coordinating school.

The publication of the materials.

The quantity and the quality of the various didactic materials and their continuous updating will show the level of interest in the project and its validity.

Il Coordinatore di progetto.
Prof. Vania Di Narda



THE PROJECT “SOUND AND IMAGE”

The project “Sound and Image” for the years 2006 is a project which continues with the work begun in recent years. The project aims to extend the experiences and research made during the hours spent in the multimedial laboratory, that are split in.

- IMAGE LABORATORY of 2d and 3d graphics, photography, video (making movie),
- SOUND LABORATORY of musical group, guitar training, digital music (making the soundtrack),
- NETWORK COMMUNICATIONS LABORATORY of “html” and “asp” languages (make the website).

The final results, are the realization of a movie, of a website and of a multimedial show.

The project concerns our institute’s students, and the schools that will connect to us through the network.

The 3 sections will work separately with possible moments of collaboration.

Students of different ages and classes, will be protagonists of a common project, with the intent of improving themselves and their skills.

OBJECTIVES

The project begins with a period of study and research of social themes which will then be developed on film and through the Internet.

During the period of study, articles from newspapers, opinions, films and literary themes are analysed.

After a long discussion a theme is selected; this one involves the students who are inserted in a reality made up of dreams, and expectations as they observe their lives through the video camera.

Later we move to the operational phase: a statistic investigation within the school and/or on internet and we conclude with the making of a video.

The video is focused on interaction between images and sound rhythm; it uses simple and synthetic language, suitable for guiding the students to wards a creative use of multimedia languages, especially to develop their critic skills regarding social problems which usually emerge in the suburban environment of the big cities: youthful “dies-ease”, difficulty in communication between the generations, environmental degradation and lack of places for young people to meet.

THE PROJECT “EDUROBOT “

The EduRobot project has been financed by the European Commission in the framework of the Socrates Programme - Minerva Action.

The project's partnership involves ten partners in seven European countries.

These are: Pixel, the project's promoter; Associazione Culturale "Scuola di Robotica" (Italian School of Robotics), Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche (Italian National Center of Research) who are the project's scientific experts; Consorzio Verona Tecnologia, responsible for the schools co-ordination at European level. The other project's partners are Escuela Universitaria d'Enginyeria Tècnica Industrial, Liverpool Hope University College, Inforef, Greco Transfertelle, Epimorfotiki Kilkis Ltd and Centrum Kształcenia Ustawicznego (Center of Continuing Education) from Spain, United Kingdom, Belgium, Germany, Greece and Poland respectively.

Each of the non Italian partner is responsible for the co-ordination of schools at national level.

OBJECTIVES

The aim of the EduRobot project is to spread the knowledge of the robotic science throughout European secondary schools. The reason for this is that robotics is a science that incorporates several other sciences (e.g. mechanics, electronics, etc.).

ACTIVITIES



The first year of the project is devoted to the creation of training packages, which will be deliverable on-line, on topics related to robotics (e.g... mechanics, electronics, computer programming, etc.). These are to be created by secondary school teachers of scientific subjects according to a common format which has been developed by Pixel.

Each group of schools involved chooses their own topic and are to develop the training material of the chosen subject.

Once produced, the training material will be revised by the National Centre of Research in Italy and by the Italian School of Robotics. These two bodies are also in charge of

the development to some of the training modules as well as of a glossary for robotic terms that will be translated by all the partners in their national languages.

The first half of the second year of the project will be dedicated to the delivery of training to all teachers and students involved. The delivery of the training will be carried out with the use of an e-learning platform where the training material developed during the course of the first project's year will be uploaded.

The second part of the second year of the project will be dedicated to the development of a "virtual lab". Schools will be divided into transnational groups. Each transnational group of schools will have the task of creating a robot. The aim of the activity is for the students to experiment with the concept and methodology of transnational research and development projects that are carried out in Europe. This will be achieved through a "learning by doing" approach, with the support of two of the scientific partners (i.e. the National Centre of Research in Italy and by the Italian School of Robotics).

At the end of the second year of the project, a conference will be organized in order to present both the project's results and the robots that will have been developed.

ISTITUTO COMPRENSIVO JESI CENTRO a.s. 2005/2006

www.jesicentro.it/PERCDIDA/GOLD/2004_05/TREKKING/index.htm

EXPERIENCE GOLD

DOWN TOWN IN THE TREKKING

TRAVEL IN THE CITY PEDESTRIAN (TOWN-PLANNING)



LICEO ARTISTICO FOPPA BRESCIA GALLERIA 3D VIRTUALE

<http://www.liceoartisticofoppa.it/>



Our gallery was created to publish the works our students realised in drawing and figurative fields.

During the year some representing works of figurative and plastique subjects are chosen and inserted in the gallery.

Now paintings of students of the last degree are visible.

LICEO ARTISTICO PAUL KLEE GENOVA

www.spaccini.net



This online course of geometric drawing allows the pupils to work at home to communicate with the teacher by email to unload examples and tables.

LICEO ARTISTICO STATALE DI GENOVA - largo Cattanei, 3

[Cornice1] :

Anno scolastico
2004/05

■ [Classe 2^E Tr](#)

■ [Classe 3^A Tr](#)

■ [Classe 3^G Tr](#)

■ **Prospettiva:** [indice delle tavole](#)

■ **Architettura:** [indice delle tavole ed utilità](#)

Ottimizzato per IE 6.0 e schermo 1024x768

Corso di Architettura - docente: prof. arch. Spaccini
a.s. 2004/2005

Classi terze Tr (A e G) LAS KLEE - Genova

Ti ricordo che per vedere e stampare le tavole occorre scaricare il viewer gratuito DWF di Autodesk o in alcuni casi Acrobat Reader

Le scritte sono in Stylus BT, se non hai il font scaricalo



Simbologia per gli arredi (file jpeg)

[Visualizza JPG](#)

Elementi dimensionali vani abitabili

[Visualizza PDF](#)

Schemi distributivi, minimi, di bagni

[Visualizza PDF](#)

Schemi distributivi cucine

[Visualizza PDF](#)

Il soggiorno

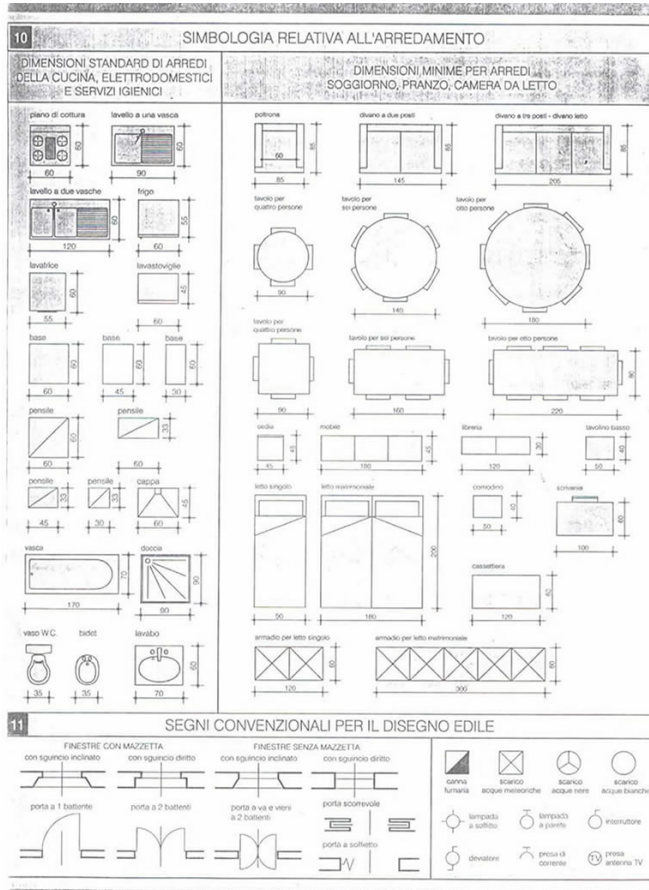
[Visualizza PDF](#)

Tetti a falde

[Visualizza DWF](#)

Tema di Progettazione architettonica: 1

[Visualizza RTF](#)



LICEO ARTISTICO PAUL KLEE GENOVA

www.liceoartisticopaulklee.191.it



High school Artistic Paul Klee, Comprehensive Institute St. Gottardo

Coordinators of the plan: Ornella Raineri - Giovanna Santinoli (Institute Comprehensive S. Gottardo) - Emanuela Filippi (L.A.S. Klee)

Comprehensive Institute S.Gottardo - Classes: 1^A/B/C/D - 2^A/B/C/D - 3^A/B/C/D - S.M.S.
2^B/2^C High school Artistic Paul Klee - Classes: IV D Visual Graphic studies

The plan is inserted in the programme “Genoa 2004”, which is an occasion for various manifestation of international importance. Our aim is to face the topic “Genova città sognata” developing a series of reflections starting from Genoa in the 19th century and going towards the most abstract interpretations using individual or group interpretations, with the help of students and teachers belonging to different kinds of schools.

Recognition-acquaintance with parts of the city, transcript of “figures” rich of meanings and “opened” in order to be able to work on different plans, working out images having always in mind a return to the key words (words of people who wrote about Genoa, or born out of suggestion of images) which become true paths to be onto by other paths. It’s a way of discovering history in its continuity, the values, the deep structure, the love for our own city, finding again the dimensions of the respect, of preservation, of renewal in an unique image. The result of the job will be an hypermedia product, consultable in the net, and an exhibition of the produced materials.

The choice of an hypermedia is motivated by the fact that informatics systems are very effective instruments to favour a collaborative job, an opening of the school to the territory, and use of extra scholastic resources, a comparison among students and their participation to interdisciplinary plans.