



REFLECTIVE TEACHING/LEARNING IN A MODERN EUROPEAN DIGITAL CLASSROOM

Piatra Neamt –Romania

24th – 28th May 2021

Erasmus+ Project 2018-1-IT02-KA229-047976_2

▶ **CONTEXT AND CONTEST**

METHODOLOGY RESULTS

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

**The "Context and Contest" methodology
has been used three times,
within the same class,
over two school years
(2018-2019 and 2019-2020)**

**twice in the mother tongue and once
through the CLIL methodology (in English)**

THE VIRTUAL CLASSROOM



- The whole class, made up of 25 students, was placed in a virtual classroom.
- We used Facebook, for reasons of convenience and universality of the medium, but it is also possible to use dedicated educational platforms (such as MOODLE - GSUITE ...)
- It's essential that the platform allows **instant feedback** between teachers and students.

CONTEXT AND... CONTEST

The methodology was divided into a preparatory period (context) and a final challenge (contest).

During the contest, students from other classes, participating in the Erasmus project, were invited as judges and observers.



THE LOGBOOK

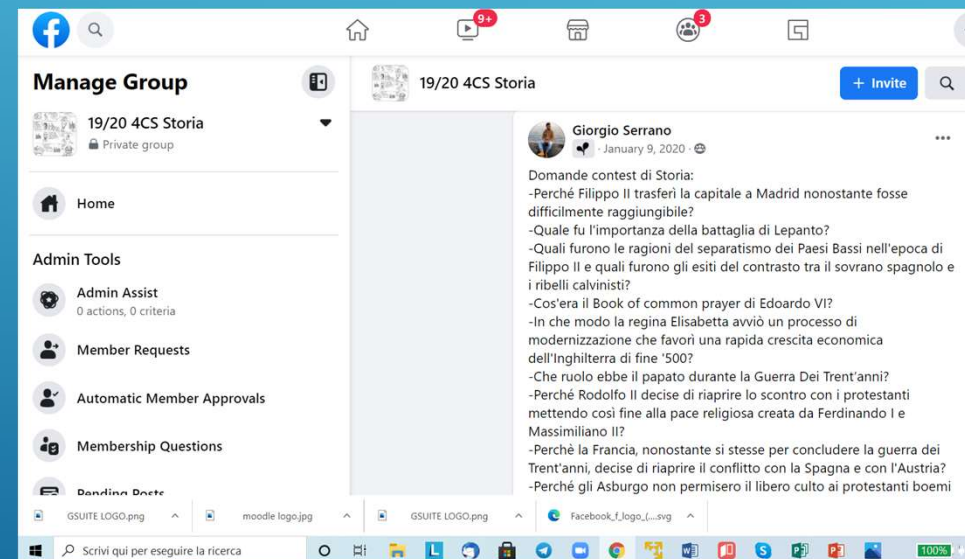
We dedicated **2 hours per week for 1 month** to the preparatory period

During these hours we alternated lectures, readings, collection of materials.

During each meeting, students and teachers elaborated **questions** on various topics.

The questions were recorded and uploaded to the virtual classroom **logbook**.

Even the teaching materials, the links to websites were gradually uploaded to the virtual classroom logbook.



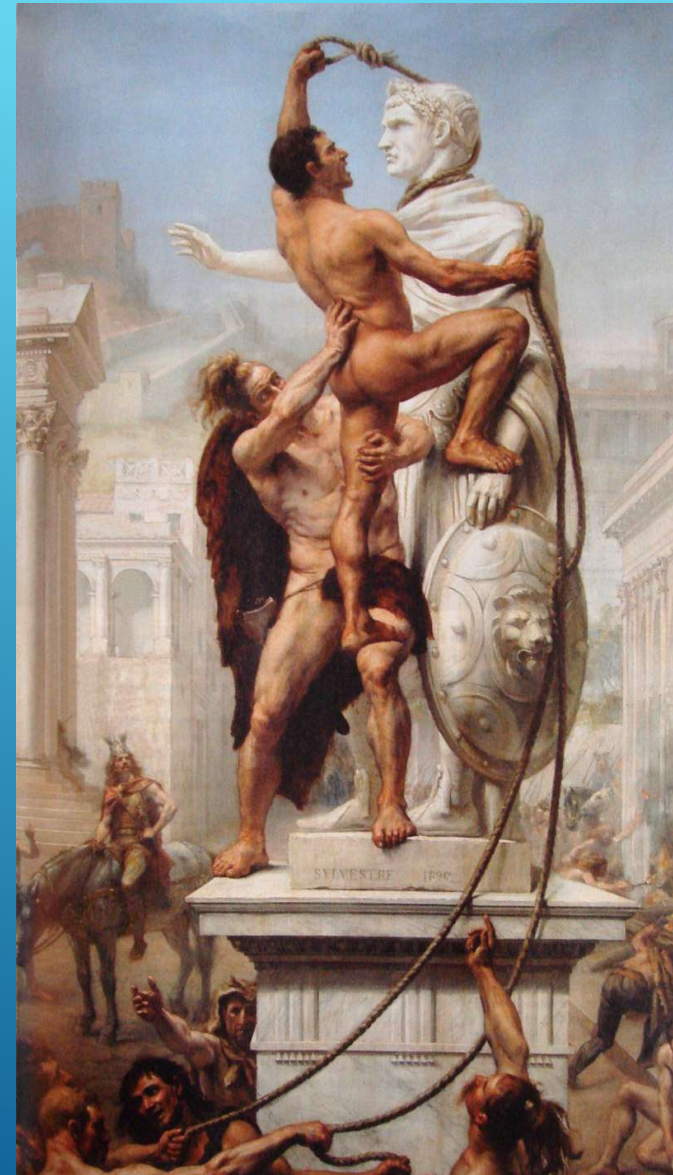
TOPICS - 1

The topics covered were the following:

1) 2018-2019

The **Early Middle Ages**: with particular reference to the **barbarian invasions**, the birth of monasticism, the survival of the Eastern Roman Empire.

(8 hours + 2 of class study + 2 of contest)



Sack of Rome by the Visigoths on 24 August 410 by
JN Sylvestre 1890

TOPICS - 2

2) 2019- 2020

The Thirty Years War
and the New Europe of
the *Ius Publicum*
Europaeum.

(8 hours + 2 of class
study + 2 of contest)



Westphalian Peace by Gerard Terborch (1648)



TOPIC - 3

3) 2019 – 2020

The English Revolution

(6 hours + 2 class study + 2 contest)

TEAMWORK



At the end of each preparatory period, the students were divided into **5 groups of 5 students** each, distributed in a balanced way by level. These groups were granted **2 hours** of classroom study to prepare the team and refine their preparation on the subject studied.

CONTEST

Finally, the contest was held in the IT classroom. During the contest, some students of the **Erasmus Reflective Teaching Project** and some history teachers participated as observers and jurors, invited to evaluate the responses of the students.

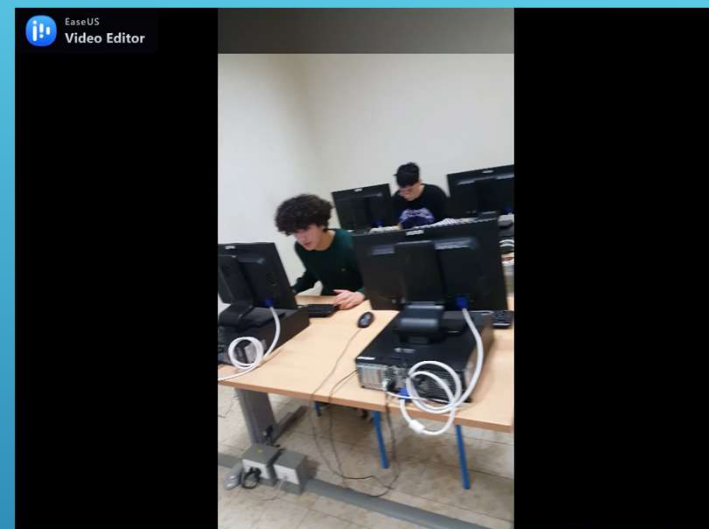


A CHALLENGING TASK

During the contest 1 student for each team took place at the PC, connecting to the facebook group, without having any aid (book, maps...).

The teacher randomly chose an open-ended question and published it on the platform.

Students were given a limited time (about 5-7 minutes) to elaborate a detailed answer, and then publish it as soon as time ran out. For the CLIL test, time was extended to 8 minutes.



VIDEO DEL SECONDO CONTEST

THE JURY

The jury, made up of teachers and students, evaluated the answers, assigning a point to the richest and most correct one.

While the jury evaluated the first answer, another series of students faced the second question, and so on. Each student had to answer **2** questions for a total of **10** questions overall.



VIDEO DEL SECONDO
CONTEST

STUDENTS EVALUTATION

At the end of the questions, the jury declared the winning team the one that had obtained the most points.

Each student, however, is then evaluated by his class teacher on the basis of the two answers that he has personally elaborated.

The result of the team neither positively nor negatively affects the evaluation of the individual.



POSITIVES



- The methodology is a mix of tradition and innovation.
- The contents of the subject matter have been solidly acquired by all students.
- The competitive climate has given enthusiasm to the activity: the possibility of an immediate comparison between different productions prevailed as an opportunity for growth, rather than simple competition.

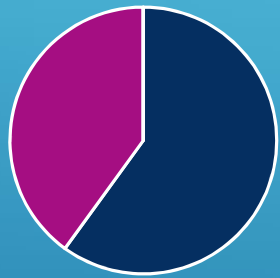
DOWNSIDERS



- The organization is demanding and the development of the methodology takes time and perseverance.
- Some students try to put technical problems behind the difficulty of answering.
- Some students feel **excessive stress** during the test.

STATISTICS

You feel more motivated when you teach History using «Context and Contest» methodology.



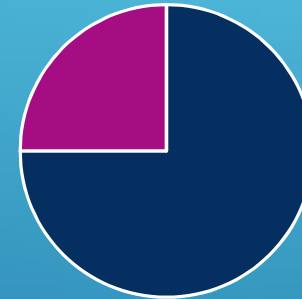
- very much
- quite a lot
- a bit
- not so much

Which method do you consider the most effective teaching History?



- C & C
- Debate
- Flipped
- Experiential

Context and Contest enhances the collaboration among students and allows students to explore the subject in a deeper manner.



- very much
- quite a lot
- 3° trim.
- 4° trim.

THANK YOU



eTwinning

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3CS a.s. 2018/2019

4CS a.s. 2019/2020

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