

Our town in the Internet

- **Phase 1: Definition of the Project Goal**
- **Phase 2: Planning the Project**
- **Phase 3: Doing the Project Work**
- **Phase 4: Presentation of the Outcomes**
- **Phase 5: Assessing the Project Work**

Our town in the Internet

In this scenario students enhance the presence of their town in the Internet by ICT tools.

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Learning goals	<p>Knowledge: The students should know and understand specific concepts related to:</p> <ul style="list-style-type: none"> • Historical, cultural and social features of Esplugues de Llobregat (Barcelona), which is the town in which the school is • Wiki-based websites and applications such as Wikipedia, Wikimedia and Wikiloc <p>Skills: The students should be able to:</p> <ul style="list-style-type: none"> • Create artifacts • Work in an autonomous and self-guided manner • Present and support what they have learned and share with others • Provide feedback to others <p>Attitudes: Students should be able to:</p> <ul style="list-style-type: none"> • Find ways to solve problems • Defend their own and others' point of view
Key competences	<ol style="list-style-type: none"> 1. Communication in the mother tongue 2. Communication in foreign languages 3. Mathematical competence and basic competences in science and technology 4. Digital competence 5. Learning to learn 6. Social and civic competences 7. Sense of initiative and entrepreneurship 8. Cultural awareness and expression
Theoretical framework (optional)	Project-based learning

Learning context

Language	Catalan, Spanish
Grade & Age	Late years of Primary Education (10-11 years old)
Learning difficulties/Special needs	If there are students with special needs, the teacher will look for the way to adapt it. For instance, using reading-aloud tools for students with hearing problems, etc.
Domain	<p>Indicate the school subject. Use the following options:</p> <ul style="list-style-type: none"> • Mathematics • Social Sciences • ICT • Foreign Language Learning • Language and Literature • History
Keywords/subject	project-based learning, local culture, language, history, mathematics, geography.
Prerequisites	<p>Good command of Catalan and Spanish language, ability to write a short text in English.</p> <p>Basic skills on mathematics for outdoors orientation</p> <p>Intermediate command of ICT tools such as text and image processing tools.</p>
Difficulty	<ul style="list-style-type: none"> • Medium
Learning environment	<ul style="list-style-type: none"> • Work-based
Duration	<p>30 hours of face to face training</p> <p>30 hours of autonomous work</p>
Assessment strategy	<ul style="list-style-type: none"> • Summative assessment

Phase 1: Definition of the Project Goal

1. Organize into Groups

The teacher divides the class into groups of students and ensures that these groups consist of students with different capacities.

2. Presentation of the New Question/Problem

The teacher introduces the new question/problem to the students: Can we learn from enhancing the presence of our town on the Internet? Why?

3. Discussion

Students discuss about the new question/problem and contribute opinions and ideas and the teacher provides feedback on the students' opinions.

Phase 2: Planning the Project

The students and the teacher agree that the project will have two outcomes:

- a) Enhancing (if needed) the Wikipedia article about their town in Catalan, Spanish and English
- b) Upload a walking route in the town to Wikiloc

All students will participate in the two outcomes. Students and teacher agree on the following steps to achieve the planned outcomes:

1. Research on available information about Esplugues de Llobregat in Wikipedia and in Wikiloc
2. Plan on what is going to be added (product) about Esplugues in Wikipedia and Wikiloc
3. Collect the necessary data to create the content to add to Wikipedia and WikiLoc
 - a) Wikipedia: Information from website, statistics, books and other sources of information
 - b) Wikiloc: Plan a meaningful walking route with google maps
4. Go on an outdoors tour in which we will:
 - a) Wikipedia: take pictures to illustrate the text
 - b) Wikiloc: perform the route and record it with a mobile device
6. Add content to:
 - a) Wikipedia: write text in Catalan and Spanish, the teacher sends text to proofread by an English speaker in LiveMocha online learning community
 - b) WikiLoc: upload the route, thus adding a description and any other necessary information

Phase 3: Doing the Project Work

Students carry out the following steps to achieve the planned outcomes with the guidance from the teacher:

Session 0: Introduction to the project

Session 1: Plan what is going to be added (product) about Esplugues in Wikipedia (one group about history, another about culture, another about economy, etc.)

Session 2: Plan what is going to be added (product) about Esplugues in Wikiloc (the same group makes a draft proposal for a historical route, for cultural route, for economics route, etc.)

Session 3: Each group presents the plan to the other groups, provide and obtain feedback

Session 4: Collect the necessary data to create the content to add to Wikipedia: information from website, statistics, books and other sources of information

Session 5: Collect the necessary data to create the content to add to Wikiloc: Plan a meaningful walking route with google maps

Session 6: Go on an outdoors tour in which each group will:

a) Take pictures/audio/video/ other media to illustrate the Wikipedia article

b) Record the planned walking route with a mobile device in order to upload it to Wikiloc

Session 7: Introduce text and other produced media to Wikipedia article for Esplugues de Llobregat in Catalan and Spanish, those who are able to write it in English

Session 8: Upload the route to Wikiloc, adding a description and any other necessary media

Session 9: Prepare a presentation to give to political representatives of the town

Session 10: Reflection on what we have learnt and improvements needed

Phase 4: Presentation of the Outcomes

The students, with the help of the teacher, arrange a meeting with a representative from the Town Hall to present the work done and to ask for feedback or advice.

Phase 5: Assessing the Project Work

The teacher grades each student based in the following assessment rubric, which looks at the process and the product of learning:

Competence/ Level	Level 1	Level 2	Level 3
Communication in the mother tongue	Understands	Understands, makes critical comments	understands, makes critical comments, uses language to create products in different levels and formats
Communication in foreign language	Understands	Understands, makes critical comments	understands, makes critical comments, uses language to create products in different levels and formats
Mathematic competence and basic competences in science and technology	Understands basic outdoor orientation concepts: north/south, latitude/altitude, etc.	Understands advanced outdoor orientation concepts	uses ICT tools to follow outdoors routes autonomously and create new ones
Digital competence	Consumes artifacts created with the necessary ICT tools to complete the project	Consumes and creates artifacts with the necessary ICT tools to complete the project	Consumes and creates artifacts with the necessary ICT tools to complete the project and understands the role they play in construction of Internet users' construction of knowledge
Learning to learn	Shows self-consciousness about his/her own learning	Shows self-consciousness and basic reflection of his/her own learning	Shows self-consciousness and advanced reflection of his/her own learning
Social and civic competences	Participates in the collaborative learning processes and respects others' opinions to a certain extent	Participates in the collaborative learning processes and respects others' opinions to a high extent	Participates in the collaborative learning processes and respects others' opinions to a high extent, and appropriately behaves depending on the actors involved in the activity, i.e only peers, peers and the teacher, representatives from the Town Hall, etc.
Sense of initiative and entrepreneurship	Sticks to the planned learning	Suggests unplanned activities that can enhance the results within the boundaries of the	Suggests other ways and possibilities to exploit the results of the learning activity

entrepreneurship activities learning activity in which s/he is participating

Cultural awareness and expression	Describes the main features of the culture/s in which s/he participates	Describes and is able to create artifacts within the culture/s that s/he participates in	Describes and is able to create artifacts within the culture/s that s/he participates in, puts his/her own culture in relation to others
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