

EASE Summit

1st European Summit for STEAM Educators

Who I am

Hello everyone, my name is Anna Rita Bisogni and I am a primary school Italian teacher, for many years a Coding referent and a part of a digital innovation and teaching team. Among other things, I experiment and spread Coding in my school, I explore the whole STEAM universe, loving the madness of tinkering and making that I bring to school together with my suitcase of wonders. We always start from an idea that we develop in the classroom, then we create it and realize it with that irresistible desire for beauty and magic that makes our children say: wow teacher, it works and it's beautiful!.

I love teach how to learn to have fun learning!

I love and teach STEAM subjects in a country that still does not know its full potential, making sure that my young students can live all the experiences they need, and a right to, for a healthy and balanced growth, trying to fill the territorial gap that we still sadly suffer.

THE PROJECT

Improving written assessments with Ozobot

This activity is born to resolve a problem in my third grade classroom of Convitto Nazionale Gaetano Filangieri Vibo Valentia, Italy with my special colleague Daniela Polito AND THE DIRIGENTE Alberto Filippo Capria

The problem was, How can I increase my children's desire to learn?

Well, I can use gamification to turn an assessment into a game with Ozobot, creating a visual-spatial map for an unusual storytelling and they can use the engineering process “Think Make Play Improve” to realize it.

The objectives are both curricular to deepen and verify. Also they aim to develop soft skills such as

- ✓ problem solving
- ✓ computational thinking
- ✓ creative and divergent thinking
- ✓ debugging skills
- ✓ resilience and perseverance
- ✓ learning to have fun while learning

The materials we need:

- 1 Ozobot

- Schedule storytelling, you can find it on the site of the [TATA ROBOTICA](#)
- Schedule map
- Schedule colour line code, you can find it on the site of [OZOBOT](#)
- Markers in different colours

Lesson Process:

First of all they had to

1-repeat and do research to deepen the topic

2- they planned it, dividing it into 4/5 narrative sequences which they reported in the first descriptive card

3- they added simple images for each sequence

4- in the second schedule they planned taking a cue from the notes and adding explanatory images in the right order

5- they planned the path of Ozobot by adding the colored lines of code and programming the actions it would do

6- they tested, corrected and improved the narrative captions and lines of code so that the robot walked in time with the personal narrative

7- each student eventually shared their storytelling with the class

Innovative elements

1- It is an idea to bring robotics into the classroom even during the disciplinary learning hours of Italian, history and geography.

2- An alternative idea of doing a assessment through storitelling and gamification.

3- An idea to involve Adhd and bes children more, especially useful in the case of children with difficulties because it is inclusive and participatory for all levels

The student's engineering process:

Think The students have to plan a visual map, it is very useful, and respond to the question:

How can I do my visual map? What can I write? In which order?

They study and repeat to realize a plan of their knowledge, important parts of their research with images, organized original notes from the research with images.

MAKE The children design their map, drawing and deciding what the robot has to do and how to do it. Using their extraordinary creativity, insert the lines of colored code. Every colour sequence creates a patterned response for the presentation. They make the little robot follow the colored lines and execute their commands and instructions to do what they had imagined.

PLAY A fundamental moment to verify that everything is going as planned, and Ozobot is activated! They observe any code or narration errors that occur

IMPROVE Focal point of all the activity, after verifying and correcting any errors, the children independently correct and self-evaluate, becoming active protagonists of their learning and have fun!

At only 8 years old

Anna Rita Bisogni

Convitto Nazionale G.Filangieri