



Directorate for Education
Centre for Educational Research and Innovation (CERI), OECD

Innovative Learning Environments (ILE)

INVENTORY CASE STUDY

The School Improvement Advisor: “Supporting Schools in the Management of Change”

Switzerland (Ticino)

This project focuses at Swiss vocational schools, with the objective to improve students' reasoning abilities by stimulating teachers to use “Understanding by design” methodology to plan their lessons by taking into account the desired outcomes/understandings. Each unit starts with the presentation of the information to the students, followed by an exploration of the topic and in the end an exhibition of the products. So-called School Improvement Advisors are introduced as new figures in the school domain, acting as consultant, critical friend, and academic researcher who help and give advice to the school and the teachers in a non-invasive but scientifically sound way. The aim is to extend the project to other schools in the future, creating local groups of teachers working on the basis of the same methodology and sharing their experiences through cooperative networks. This initiative starts with motivated teachers and progressively involves other colleagues in the use and mastering of the methodology.

This Innovative Learning Environment case study has been prepared specifically for the OECD/ILE project. Research has been undertaken by Alberto Crescentini and Lorenza Kyburz under the supervision of Emanuele Berger from the Department of Education and Learning of Scuola Universitaria Professionale della Svizzera italiana (SUPSI), following the research guidelines of the ILE project.

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OECD/CERI: INNOVATIVE LEARNING ENVIRONMENTS' INVENTORY

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Case study***The School Improvement Advisor: "Supporting Schools in the Management of Change"*****A. Abstract**

Starting from the approach called "Understanding by design" has been implemented a project devoted to the improvement of a True Learning environment. This project grew up from some teachers needs. The School Improvement Advisor helps these teachers to better define their needs and to develop some possible answers. The results of this project seem to be strictly connected with the person that has the role of SIA. The scarce material involvement of the institution in the implementation make difficult to evaluate properly the results and so for the possible generalization process.

B. Introduction

This project is innovative in the Swiss vocational school for two main reasons. Firstly is a project in which teachers are involved in each part of the work. It follows a bottom up approach for the teachers professional developing. Secondly it applies the constructivist vision in a practical way giving students the chances to develop a knowledge connected with their experience. Both these represent an innovation in the context of vocational school especially in Italian speaking part of Switzerland.

C. Aims and History

Context

Learners are students of Swiss vocational schools, with an age ranging from 15 to 19 years, even if in one school they can be more aged than 19 (CITE 3B-3C). All students of each class take part to the experience. The main school involved is the *Scuola professionale artigianale e industriale* (SPAI) of Mendrisio with 701 students. In this school the whole school staff participated in the first training session. Other schools involved, in a more informal way (the training didn't involve the whole school staff, rather singular teachers), are *the Scuola Professionale per Sportivi d'Elite* (SPSE) of Tenero, and the *Scuola Superiore Medico Tecnica* (SSMT) of Lugano.

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History of the Innovative Learning Environment

This ILE started from a previous project that begun in 2003 called DAAP (Dispositivo di autovalutazione e autoanalisi del piano quadro³). DAAP is a project that aims to develop habits of self-evaluation and self-analysis in schools. The project is developed in vocational schools and starts from the hypothesis that teachers are led more by theoretical than by comprehension aims. One of the effects of this condition is that students receive information and are evaluated on knowledge and not on true comprehension.

At the end of the DAAP analysis, in order to face the new challenges coming out of the evaluation process, a new figure has been introduced in the schools' everyday reality: the School Improvement Advisor (SIA). The role of the SIA is to provide advice and support in the improvement of the formative proposals and of the academic experience. Under the supervision of the SIA, the involved schools showed an interest in applying the concept of authentic evaluation (Wiggins, 1990) with the idea to transform the traditional way of teaching and develop a true comprehension on students' side. In Wiggins' words, traditional teachers "fail to realize that it is the form, not the content of the test that is harmful to learning ... students come to believe that learning is cramming; teachers come to believe that tests are after-the-fact, imposed nuisances composed of contrived questions -- irrelevant to their intent and success. Both parties are led to believe that right answers matter more than habits of mind and the justification of one's approach and results" (2008).

Starting from this interest, the SIA began to build up a training session for the teachers who choose to participate. It is important to underline that all the involved subjects (mainly the SIA and the teachers) choose voluntarily to participate and that teachers didn't receive any material support from the institutions. During the school year 2009 – 2010, the SIA trained a small group of teachers, who carried on some lesson cycles during this period. Actually there are four teachers who are conducting lessons applying the chosen methodology, under the SIA's supervision. This number is inconstant during the year but it is possible to state that twelve teachers have been involved in different ways in the work with the SIA during the year. Recently at ECER 2008 Ostinelli and Cattaneo identify the following action of a SIA: "The SIA's action is non-invasive and is guided by three main functions:

1. The epistemological one, aimed at guaranteeing the scientific status of the improvement process conducted by the school
2. The interface one, aimed at establishing a bridge between practice in the school and results stemming from the academic educational research

³ <http://www.supsi.ch/dfa/ricerca/progetti/dettaglio.431.backLink.4e625083-6e7f-4fba-9cb4-714d0b380b1b.html> (4/2011)

3. The consultancy one, aimed at giving sound advice and assistance to the actors of the school (principal, teachers, students, etc.)”

Aims of the Innovative Learning Environment

The aim of the project is to lead an extended number of students of some Swiss vocational schools to develop forms of authentic understanding, interacting with their teachers in a framework inspired by the methodology "Understanding by design (UBD)" by Wiggins and McTighe (Wiggins & McTighe, 1998; McTighe & Wiggins, 1999; Wiggins & McTighe, 2007). The aim is to create local groups of teachers working on the basis of the same methodology and sharing between themselves their experiences through the participation to a cooperative network, under the supervision of an external scientific advisor. The philosophy of the project is to start small and local, with some more motivated teachers, produce and share some results in a collaborative way, and progressively involve other colleagues in the use and mastering of the methodology. This kind of approach can lead to overcome some well-known problems linked to top-down strategies, like the indiscriminate operationalization of the results of educational research (Ostinelli, 2008). The chosen methodology proposes a different organization of curricula, giving instruments to better identify and correspond to the formative necessities of students and the institutional requirements. In a first instance, it focuses on end goals, and on this base it gives basic instruments to adapt the formative action to institutional goals on the one hand and to the needed competencies of students on the other hand. Through a focused thinking about the mission of schooling and its operationalization into practice it contributes to begin a bottom-up process, which may lead to new changes in the way to conceive the formative experience, starting from the direct experience of teachers and students. Moreover, following this methodology specific contents are shaped as a part of broader understanding and transfer aims. This is given by the focus on authentic understanding, which deepens the appropriation of habits and attitudes like (among others) critical thinking, civic responsibility and lifelong learning, which constitute the foundation of a successful working experience (Wiggins & McTighe, 2007).

D. Patterned Features

Role of the School Improvement Advisor

The task of the SIA isn't limited to a consulting activity; rather his function is although close to that of a critical friend. The SIA encompasses those two roles, and he mentors the teachers in the process of creation and implementation of the educative plan. Through his action, he guarantees the accomplishment of three main functions: the epistemological one, paying attention to the scientific accuracy of the process, the interface one, creating a bridge between the school practice and the

research outcomes, and the consultancy one, supplying consultancy to the actors implicated in the process (Ostinelli, 2008). The involved teachers welcome the SIA as an external exchange figure; they appreciate the opportunity to discuss the didactical planning as a chance to guarantee a precise application of the method and to enrich the curricula.

Functions of SIA

The SIA accomplish the epistemological function helping school in the management of improvement processes and in develop/adapt instruments. This function is strictly connected with the second one (creating bridge) in which the SIA is called to maintain connection with the two contexts. The methodologies developed in the academic world need to be adapted to the school world and to do this kind of action a deep knowledge of the two domains is needed. The third function is close to a critical friend role that the SIA have to maintain with the teachers involved in the project.

The ILE “Target understanding” is mainly a work directed to create bridge between academy and local school environment. The methodology is well known but need to be adapted. A practical example is the assistance given by the SIA to the teachers in developing the evaluation instruments, analyze results and plan the action subsequent. In the role of critical friend SIA have helped in management of “difficult cases” suggesting some “ad hoc” strategies. Another practical example is the work conducted with the teachers using individual and collective meeting aimed to go deep in the meaning of change in school.

The role of SIA may be intended as an alternative to the introduction of methods and project that came from outside of the school and are perceived as artificial. This kind of work may be connected with the aims of the action research way of proceed.

Learning process

In the present case, the SIA proposed as methodology “Understanding by Design” which was developed by educators Grant Wiggins and Jay McTighe as a framework for improving student achievement (Wiggins & McTighe, 1998; McTighe & Wiggins, 1999; Wiggins & McTighe, 2007). This method emphasizes the teacher's critical role as a designer of student learning, and works within the standards-driven curriculum to clarify learning goals, devise revealing assessments of student understanding, and create effective and engaging learning activities. Understanding by Design aims a development and deepening of student understanding by following the idea that students reveal their understanding most effectively when they are provided with complex opportunities to explain and apply. The assessment of student understanding occurs through the direct application of knowledge in concrete situations. Learning takes place on three steps: 1 - acquire information and skills, 2 - make

meaning of that content, and 3 - effectively transfer the learning in new situations. During the lessons, teachers seek feedback from students and use that feedback to adjust approaches to design and teaching. The curriculum is developed departing from the end goal on, using a strategy called "backward design", which delays the planning of classroom activities until goals have been clarified and assessments designed⁴.

The methodology was chosen in accord with the mission of professional schools in Canton Ticino, Switzerland. Those schools have the task to supply young people technical and practical competencies and professional knowledge necessities to enter the working world. In this perspective the ability to apply theoretical contents to real life situations is crucial; following this statement it is very important to teach them in a way that supports the transfer into practice. The ability to apply learned contents in real life situations represents the most difficult part of learning, because it presupposes a well-developed ability to adapt strategies and skills to different contexts.

E. Nature of Learning

Instruction and mentoring of the teachers

The teacher training begins with five instruction meetings. During the first two meetings, an external expert presents the methodology. Thanks to the interest of the school authorities, the whole teachers' staff of the SPAI participated in the first two instruction meetings. As facilitator was called Mario Comoglio, professor at the Università Salesiana in Rome. Professor Comoglio is a theoretician of the construct of "authentic performance", which indicates the effective transfer of learning into practice. The authentic performance represents the goal of every educative session in the chosen teaching methodology. Professor Comoglio was an important exchange figure for the SIA during the planning of the implementation. His intervention in the training session was focused on the methodological patterns of the method.

In a second instance, the teachers who are interested in adopting the method for their own lessons participate in three additional group meetings and then begin a series of singular meetings with the SIA, whose goal is the creation of the lessons cycle over a chosen theme. It is important to point out that teachers are involved in an informal way; they aren't implicated through the school direction. During the singular meetings they get familiarized with the methodology and they apply it to their subject, constructing a session of didactic sequences on a chosen theme. Those meetings are carried out by the SIA, who continues in a second stage with the teachers' mentoring. The SIA participates in some classroom activities with two purposes: modeling for the teacher and then observe him and give him

⁴ <http://www.authenticeducation.org/ubd/ubd.lasso> (2/2011)

some piece of advice about the conduction of the didactic sequence. During the whole session there is a continued exchange between the teacher and the SIA about needed adjustments or regulations, always pointing to the methodological bases.

Beside the activities with the staff of SPAI, the SIA got in touch with more teachers in other schools, in order to broaden the action field. Those contacts took place in an informal way, so that there wasn't any involvement of the whole school staff. At the SPSE and at the SSMT, the SIA got directly in contact with the interested teachers; the involvement didn't take place through the school authorities. Four teachers participated in the first group meetings, held by the SIA, and two of them continued with the singular meetings and carried out the programs with their classes.

Design of the formative sequence

Themes are given by the official school curriculum, and they are chosen by the teacher because of their importance in the personal and professional growth of the students. The programming occurs backwards, that is: once the theme is clear, the ultimate goal of the formative sequence is individualized, and on this base the classroom activities are constructed. The acquisition of the ultimate goal is verified by solving a complex real life situation (authentic performance). The leading question by constructing the lesson cycle is which experiences can allow the students to reach that acquisition goal. The first activity must wake the attention of the pupils, because of this it always begins with critical questions about the theme. During the following lessons the goal is not simply to learn contents about the theme, but to acquire critical competencies, which are necessities to apply those contents to real life. The lesson cycle is based on a process of co-construction of competencies, and a large space is given to students' questions, impressions, expectations, and suggestions. Nearby professionals are invited to participate in some classroom activities, so that an exchange with field people can take place. In some cases professionals participate although in the crossed evaluation at the end of the formative sequence. It is possible to observe an example in Attachment 1. It is the didactical plan of seven lessons conducted in the SPSE (school for elite athletes) in which the students create an advertise that is evaluate together with some professional that steer students after school.

Classroom activities

A description of the classroom activities follows by the means of concrete examples. First, a formative sequence about the theme “Mediation and conflicts”, proposed by a history and public institutions teacher at the SPAI. The sequence was composed by seven lessons, and a report of every one of them, written by students in turn, permitted to follow the red line of the co-construction of contents. The start-up questions were provoking and very close to the everyday reality, so that they allowed beginning a discussion over the theme. They focused on little personal conflicts, which everyone encounters, stimulating the auto reflection. During the central sessions, where contents are co-constructed, the following themes were discussed: the phenomena of terrorism, the concept of mediation, the distinction between reality and the ways people perceive it. Additionally, the teacher gave an historical point of view. By the elaboration of the different contents, various modalities were adopted beside the open discussion, like document analysis or students’ and teacher’s presentations. During the sixth class the task was to construct together a decalogue over the rules of a good mediation, and in the seventh meeting the authentic performance took place. Students were asked to stage a mediation session in the conflict between Israel and Palestine. For this task, they were divided in three groups: Israeli delegates, Palestinian delegates and mediators. This exercise permitted them to experience the application of the elaborated rules in a very difficult context.

The second example is a formative session about the theme “Time is money?”, carried out by a general culture teacher at the SPAI. The goal of this sequence was to lead students to understand the function of money in our lives and society, and the important aspects of its successful management. The session comprehended six lessons. The starting point was given by very precise questions about common habits about the use of money (the critical question was: “Nowadays it’s very easy to get something: through leasing and special offering we can buy lots of things, and then pay later. This is a big advantage: we can have everything even if we don’t have money. What do you think about this statement?”). During the following two meetings other related themes were discussed and worked out, like what is money, why does money exist, what is its function, what is a familiar management, how does it work? In the fourth lesson, a professional was invited to participate to the activity: a social worker presented his experience with juvenile indebtedness and money management. The knowledge acquired during the first four lessons was then put into practice during the fifth meeting, by the preparation of the authentic performance. The students have to analyze the case of a young man who just started his first job and wanted to improve his life standard. For doing this, they received some documents about the details of this improvement (see attachments 3 to 8). After analyzing the documents, they discussed in small groups with the goal to create a power point presentation of how

would look like the optimal management of this young men. During the last lesson every group presented his work. In attachment 2 can be found the didactical planning of this session.

The student's perceptions of SIA role are very different in the different classes. The knowledge varies from a very superficial one to a more deep. This difference is mainly connected with the level of autonomy of teachers and the desire of participation of other persons to the lessons. We have to remind that the difference in the involvement is part of the methodology cause of is a non invasive system. When the SIA has been invited to become part of the class environment he has played the role of a second voice in the lessons giving different ways of seeing the lessons topics.

F. Impact and Effectiveness

Results

To evaluate the results some interviews have been conducted with teachers and a questionnaire have been administered to the students have been administered, the promoter of the innovation has been interviewed too.

All the teachers interviewed affirm that they perceive a better climate in class and also students seem more involved in the work. The same teachers underline that they think that it is almost impossible to use this kind of approach for all the lessons due to the amount of time needed. They affirm that the students have a deeper understanding of the topics and that almost all the students have a stronger learning.

All the students' states that they feel themselves more motivated and they prefer to use this kind of approach to the lessons. The perception of the students is that the work is almost the same but they understand better the content of the lessons and the commitment needed is a bit more.

During each year the teachers involved have the opportunity to prepare one or two didactical plan that take in account all the prescription of the project. Teachers that have experimented the approach during the first year not ever can experiment in the subsequent year cause some of them don't carry on the experimentation. This situation cause many problems in evaluating the results of the approach and especially the presence of any stabilized transformation.

Since the beginning of the experimentation the improver try, without luck, to find the economical sources that can help in extending the project and in giving better condition to experiment for the teachers. The absence of stable and continuous resources make impossible to involve other people in help the improver and so the project is strictly connected with the person and the personality of the improver.

This kind of approach needs a systemic involvement in the process. Al the persons that take part in a work like that needs to do bit more than they usually do accepting also to make observable and

evaluable their work. The School (as organization) needs to involve resources (time and money) in training implementing and sustain both the SIA and the teachers. Nowadays it is not possible to evaluate how to generalize this kind of approach also cause of the extremely high relation between project and personality of the improver. The project has been also a learning opportunity for the improver that have changed different times the approach. We think that an important lesson is that every project need to be adapted continuously to the real framework but also that when a project is administered by a single person it can be difficult to distinguish the characteristics of the person from the characteristics of the approach. The economic dimension of the project has not to be underestimated. We suppose that the lack of a well defined system of material an immaterial recognition of the work done can be connected with a reduction of motivation especially in the subjects that are not lead by an internal motivation so, it seem to us that, to extend a project like this an economical panning on several years is needed.

G. Attachments: didactical planning and materials received by students to prepare the authentic performance about the themes “Creating a commercial to promote SPSE” and “Time is money?”

Attachment 1 – Didactical planning of the session “Creating advertising to promote SPSE”

**TITLE: “Creating a commercial to promote SPSE”
Class 1EA**

Questions:

- (1) An Italian proverb says: “It’s not nice what is nice, but is nice what you like”. Do you agree?
- (2) On which criteria do I judge a commercial as good? On which criteria do I judge a commercial as bad?
- (3) Which elements do I bring into consideration to judge it as good? (images, music, characters, technical?)
- (4) Does a good commercial always reach its goal (to sell the product)?
- (5) Is it possible to sell a product although through a bad commercial?

Long term comprehension:

- (1) Understand and apply methods to interpret or judge in a critical way a commercial. The student sets connections between the commercial and its cultural historic and esthetical contest. The goal is to comprehend the characteristics and the contents of a commercial in a non-specialist way. At the end of the course, the student will create an “effective” commercial to promote his school.

GOALS

Contents:

The professor shows some commercials, stimulating the students to observe them in a critical way, analyzing its internal functioning mechanisms. Disassembling its structure in its different parts (iconic, acoustic, and verbal), he discovers its messages, its goals, and its values. In a second part, he thinks about the goals and about the message he has to create to promote the positive values of his school and he creates a commercial which he will submit to the school staff and to the vocational guidance professionals to promote the SPSE of Tenero.

Abilities:

Cognitive

- (1)
 - The Student learns and puts into practice scientific methods of analysis and interpretation.
- (2)
 - The student individualizes communication's strategies to sell a product.
- (3)
 - The student gets to know, interpret and judge in a critical way a commercial.
- (4)
 - The student sees the connections between the commercial and its cultural and esthetical context.

Metacognitive abilities

- (1) Think about the strengths of acquired knowledge and examine new ways and new methods of learning.

Other abilities

- (1) Be able to participate in a constructive way to a group discussion.
- (2) Be able to orally present the results of a research.
- (3) Take a position towards the publicity; be able to interpret the mechanisms and the communicative strategies to be able to face the "invasion" of different types of products in our lives.

Mental dispositions

- (1) The student adopts an open attitude towards the ideas of others.
- (2) The student is motivated to be attentive and to comprehend.
- (3) The student is able to persist in the research.

PROCESS OF CONSTRUCTION OF THE AUTHENTIC PERFORMANCE OF EVALUATION OF THE LEARNING

1. THE PERFORMANCE

Realize in a group activity a commercial and a paper advertising which will be submitted to the school team to promote the school.

2. THE PERFORMAMCE WITH METACOGNITIVE ELEMENTS

Reflect about the sense of some content and formal choices by the creation of a commercial. In the research group, be open and ready to discuss and take into consideration valid alternatives with the goal to sell the product.

3. THE PERFORMANCE WITH GROUP ELEMENTS

Discuss in the group activities (organization, active listening, sharing of materials) attitudes and personal choices about values and hierarchies in this field. Distribute among the participants the different activities, which will take to the end goal.

4. THE PERFORMANCE WITH MENTAL DISPOSITIONS

The presentation needs a propensity towards the explanation and the comprehension, and although a readiness to discuss the one's vision in this field.

5. THE AUTHENTIC PERFORMANCE

Situation:	The vocational guidance professional need materials to promote the SPSE. You are in charge to study, realize and submit to them some commercials to promote your school for young people and their parents.
Role:	Your task, after the study and the analysis of the strategies which are used in the publicity, is to realize a commercial which you will have to submit to the vocational guidance professionals and to the school staff. The work groups will be of 3 – 4 students and each student will analyze a different aspect of the commercial. The end product will constitute a synthesis of the work of each student of the group.
Recipient:	SPSE's school staff, vocational guidance professionals.
Product:	The commercial has to: <ul style="list-style-type: none"> a. Clearly present the added value of the SPSE. b. Be clear, persuasive and creative.

6. EVALUATION OF THE AUTHENTIC PERFORMANCE

Evaluation				
Quality scale				
Comprehension of the situation				
1 The situation was understood in a specific and deep way.	2 The situation was understood in its main aspects.	3 The situation was understood in an approximate way.	4 The situation wasn't understood in a satisfactory way.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficacy of the message of the product				
1 The proposed message is clearly comprehensible for the recipient.	2 The proposed message is comprehensible for the recipient but it needs to be modified.	3 The proposed message isn't very comprehensible for the recipient and needs to be largely modified.	4 The proposed message isn't comprehensible for the recipient and needs to be radically modified.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esthetical value of the product				
1 The product is realized through very effective images and music.	2 The product is realized through effective images and music which need some changes.	3 The product is realized through not very effective images and music which need big changes.	4 The product is realized through images and music which aren't effective at all.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of the language				
1 The text of the product is absolutely effective.	2 The text of the product is effective, but can be improved.	3 The text of the product isn't very effective and needs some changes.	4 The text of the product isn't effective at all.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearness of the oral presentation to the vocational guidance professional.				
1 The student is able to clarify and explain with conviction and efficacy the choices which took to the end product.	2 The student is able to explain the choices which took to the end product, even though the comprehension isn't always good.	3 The student isn't able to clarify and explain the choices which took to the end product, causing incomprehension and misunderstandings.	4 The student isn't able to clarify and explain the choices which took to the end product, causing confusion.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. DIDACTICAL PROGRAMMING

First lesson (2 unities; 80 minutes) – 18th March

How do we define a commercial as good or bad? Which elements do we take into account?

- We watch 3 very different commercials and we give an aesthetical judgment about them.
- We reflect about their message:
 - What is their goal?
 - To which target do they point?
 - Which values do they promote?
 - Which “tone” do they have? Ironic, sensual, aggressive, performing, suspense etc.

Second lesson (2 unities; 80 minutes) – 21th March

Participation to the lesson of a professional advertising agent (Roberto Luzzani, *Amila Entertainment*). He will show some products and explain the creative process to the students: particularly the creative process of the new publicity of the Chicco d'Oro coffee, which will be broadcasted on the Swiss Italian television channels.

Third lesson (2 unities; 80 minutes) – 23th March

Disassembling and analyzing 3 different commercials (3 groups)

Every group analyses the commercial following the scheme:

- Iconic, acoustic and textual elements.
- Analysis of the framing (eventually it will be necessary to make an introductory lesson on the communication of images) and of the cutting.

Every group presents to the class the results of its analysis.

Fourth lesson (2 unities; 80 minutes) – 25th March

Conception and structuring of the advertising campaign (in groups).

Brain Storming: how can we promote SPSE: which strategies? Which values can we promote?

Which prejudices are there about this school? How can they be countered?

Realization of sketches (storyboard) and written elaboration of the project.

Fifth and sixth lesson (4 unities; 160 minutes) – 28th March

Realization of the movies.

Seventh lesson (2 unities; 80 minutes) – 1st April

Cutting.

Summarizing scheme of the class activities in relation with the dimensions of Wiggins e McTighe

	EA1	EA2	EA3	EA4	EA5	PA
<p><u>Explanation</u></p> <ul style="list-style-type: none"> • He defines criteria to judge a commercial; • He defines the efficacy objectives of a commercial; • He explains which aspects are to be taken into consideration to realize a good product. 						
<p><u>Interpretation</u></p> <ul style="list-style-type: none"> • He attributes a meaning to the terms: <ul style="list-style-type: none"> a) “nice” in the advertising field b) “bad” in the advertising field 						
<p><u>Application</u></p> <ul style="list-style-type: none"> • He realizes a good advertising product. 						
<p><u>Perspective</u></p> <ul style="list-style-type: none"> • He compares the “good” and “bad” opinions about the advertising products seen in class and a new project to promote his own school. 						
<p><u>Empathy</u></p> <ul style="list-style-type: none"> • He imagines to be a professional advertising agent and to create a product, which is aesthetically good for him. 						
<p><u>Self - consciousness</u></p> <ul style="list-style-type: none"> • He chooses a commercial, which he judges as “good”, and he explains the reason why. 						

Attachment 2 – Didactical planning of the session “Time is money?”**TITLE: “Time is money?”****Class II****Questions:**

- (1) “Nowadays, to have something (car, bike, Ipod, Iphone, brand clothes, etc.) you can do a leasing or profit from different the offers. Only later you will think about paying, there’s time enough. That’s a big advantage: It’s possible to have immediately what you want, even if you don’t have enough money”. Do you agree?
- (2) Why does money exist? Is it always existed?
- (3) Today I was free and I spent the afternoon with my friends. Instead, if I had spent my time to do some work, I would have earned some money. What’s better?
- (4) Do I know what is a familiar budget and its efficient administration?

Long term comprehension:

- (1) To comprehend the function of money in our life and the important aspects related to its efficient administration, especially with a preventive interest (foresee situations, programme). Connect the own salary and its utilization with life quality, without to limit it to material aspects.

GOALS**Contents:**

Money in its historic development; function of money in the contemporary economical world; juvenile debts; concepts of “good” and “need”; consumer’s role; free time and choices; moral and material values; life quality.

Abilities:*Cognitive*

- (1) To know the function and the functioning of money as paying and accumulation mean, in the past and today.
- (2) To be conscious about our role as consumers and about the importance of considering not only the materials aspects in our choices.
- (3) To be conscious about how we use our free time, in relation with moral and material values.
- (4) Know which are the elements of a familiar budget (incomes, fix outcomes, etc.) and which significance they have.

Metacognitive

- (1) Reflect about our relation with money and about its use to assure a good life quality.

Other abilities

- (1) Learn how to participate to group activities in a constructive and organized way.

Mental dispositions

- (1) Motivation towards the comprehension and towards an ethically correct behavior.

- (2) Habit to consider situations from more than one point of view.
- (3) Perseverance.

PROCESS OF CONSTRUCTION OF THE AUTHENTIC PERFORMANCE OF EVALUATION OF THE LEARNING

1. THE PERFORMANCE

The goal is to deepen the relation between an efficient use of money and a good life quality, emphasizing eventual non-suitable behaviors (debts, etc.). The students have to prepare a Power Point presentation with their analysis and found solutions for given budget situations. They although prepare a reassuring brochure with the more important points which came out in the group discussions about a responsible budget administration. Those brochures will be distributed to the other students of the school.

2. THE PERFORMANCE WITH METACOGNITIVE ELEMENTS

The goal is to deepen the relation between an efficient use of money and a good life quality, emphasizing eventual non-suitable behaviors (debts, etc.). The students have to prepare a Power Point presentation with their analysis and found solutions for given budget situations. They although prepare a reassuring brochure with the more important points which came out in the group discussions about a responsible budget administration. Those brochures will be distributed to the other students of the school.

Reflect about the sense, the importance of some choices in the budget administration. Comprehend which kind of choices can have negative outcomes on our financial situation.

3. THE PERFORMANCE WITH GROUP ELEMENTS

The goal is to deepen the relation between an efficient use of money and a good life quality, emphasizing eventual non-suitable behaviors (debts, etc.). The students have to prepare a Power Point presentation with their analysis and found solutions for given budget situations. They although prepare a reassuring brochure with the more important points which came out in the group discussions about a responsible budget administration. Those brochures will be distributed to the other students of the school.

Reflect about the sense, the importance of some choices in the budget administration. Comprehend which kind of choices can have negative outcomes on our financial situation.

Discuss in group activities (organization, active listening, and appropriate techniques) personal and professional behaviors and choices in the administration of our economic resources. Share out the different activities in the group, according to the goals.

4. THE PERFORMANCE MENTAL DISPOSITIONS

The goal is to deepen the relation between an efficient use of money and a good life quality, emphasizing eventual non-suitable behaviors (debts, etc.). The students have to prepare a Power Point presentation with their analysis and found solutions for given budget situations. They although prepare a reassuring brochure with the more important points which came out in the group discussions about a responsible budget administration. Those brochures will be distributed to the other students of the school.

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Discuss in group activities (organization, active listening, and appropriate techniques) personal and professional behaviors and choices in the administration of our economic resources. Share out the different activities in the group, according to the goals.

The performance implies the development of a comprehension of the role that some important factors play in the familiar or personal budget administration, a motivation towards the comprehension of trends, and the disposition to bring into question our beliefs in this field.

5. THE AUTHENTIC PERFORMANCE

Situation:	A lot of young people are living in problematic situations from the point of view of their budget administration: they have debts, etc. it's important to realize some interventions to help them to better their situation through a reflection about their money use and a more organized budget administration.
Role:	You are consultants, and your target group is young single or couples who aren't able to administrate their budget. You will examine some concrete situations (through bills, contracts, etc.), and try to find out how you can better them. To do this, you will prepare a Power Point presentation, which you will present to your group. At the end you will have to work with the other groups to create one brochure with the more important points.
Recipient:	The other students of the school.
Product:	<ol style="list-style-type: none"> (1) Power Point presentation, which shows the situation, the problem analysis and the proposed solutions, and some pieces of advice to give to other young people. (2) Brochure for the other students, which shows the more important aspects of the budget administration, the risk of debts and of a bad administration of financial resources.

6. EVALUATION OF THE AUTHENTIC PERFORMANCE

Evaluation			
Quality scale			
Comprehension of the situation			
1 The situation was understood in a specific and deep way.	2 The situation was understood in its main aspects.	3 The situation was understood in an approximate way.	4 The situation wasn't understood in a satisfactory way.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification of problematic aspects			
1 Nearly all the problematic aspects were individualized and characterized.	2 A lot of problematic aspects were individualized and characterized.	3 At least the more important problematic aspects were individualized and characterized.	4 The individualized problematic aspects weren't significant to the goal of the performance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Validity of proposals			
1 The proposed solution is very valid.	2 The proposed solution is valid, but presents some little incongruity.	3 The proposed solution is valid, but presents a lot of incongruities.	4 The proposed solution is incongruent.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of the Power Point presentation			
1 The presentation is clear, structured and it helps the understanding.	2 The presentation is clear, but could be better structured. It helps the understanding but could generate some misunderstandings.	3 The presentation is not so clear, it presents some lacks and doesn't help the comprehension. It generates misunderstandings.	4 The presentation isn't clear at all and doesn't have a structure. It generates confusion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of the oral explications			
1 The explanations are always clear and convincing.	2 The explanations are in general clear and convincing.	3 The explanations aren't very clear and convincing.	4 The explanations aren't clear or convincing at all.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. DIDACTICAL PROGRAMMING

First lesson (18th March)

“Nowadays, to have something (car, bike, Ipod, Iphone, brand clothes, etc.) you can do a leasing or profit from different the offers. Only later you will think about paying, there’s time enough. That’s a big advantage: It’s possible to have immediately what you want, even if you don’t have enough money”. Do you agree?

The goal of this lesson is to introduce the theme. Different leasing advertises are showed and then is asked to the students if with a certain salary they are sustainable.

This first lesson promotes a reflection on the economical balance relevance, priority given in consumption choices and role of money in our lives.

The example is about Giovanni that receive a salary of 4500 ChF, the students have to prepare a monthly balance: firstly they receive an empty schema which they have to define the expense voices, secondly students receive a standard monthly balance and they can do some confrontation. Then they can use internet and some catalogues to define the exact amount of money for each voice.

Second lesson (1st April)

Why there is money? It is ever been?

From the two questions and a short introduction the students can search information on line to prepare presentation made mainly of pictures and key word on the role and history of money.

The results will be transformed in a film to be proposed to the class.

Third lesson (15th April)

I know what a family balance and its effective administration is?

A role play related to the first salary expenses is proposed to the students. At the end a reflection about family balance and young people debts is done with the class. The class as a group works on the definition of some question to be proposed to an expert in these topics that come in the next lesson.

Fourth lesson (30st April)

An expert of young people debts presents the main topics of this field and then answer to the class questions. The expert will be part of the evaluation team of the true performance.

Fifth lesson (14th May)

True performance preparation

Sixth lesson (28th May)

True performance and evaluation. Discussion about different evaluation and research o fan agreement among the subject on a shared reflection bases.

Summarizing scheme of the class activities in relation with the dimensions of Wiggins e McTighe

	EA1	EA2	EA3	EA4	PA	PA
<u>Explanation</u> <ul style="list-style-type: none"> • He explains how some young people can come to have debts. 	X		X	X	X	X
<u>Interpretation</u> <ul style="list-style-type: none"> • He gives a meaning to the terms debts, needs, goods, life quality. 		X	X	X	X	X
<u>Application</u> <ul style="list-style-type: none"> • He analyses and proposes solution for some given situation through a revision of the budget administration and the change of some habits. 			X	X	X	X
<u>Perspective</u> <ul style="list-style-type: none"> • He compares the opinions of different professionals about this topic. 				X		
<u>Empathy</u> <ul style="list-style-type: none"> • He imagines being a social assistant who has to helps a young person to solve his debt problems. 			X	X	X	X
<u>Self - consciousness</u> <ul style="list-style-type: none"> • He develops reflections about his habits, his needs and his wishes, and hi puts them in relation with his real present or future opportunities. 	X	X	X	X	X	X

Attachment 3 – Example of a concrete situation, which the students had to analyze

“Giovanni and the familiar budget”

Giovanni just finished his apprenticeship two months ago. Finally he disposes of a good salary: 4500 franks a month! The first thing he did was changing his car, he bought a new golf, with a leasing. Then he rented a flat in the region of Lugano, where he lives now with his girlfriend, who is unemployed. So he pays although for her and in return she helps him with the housekeeping.

This month he decided to buy a new television, and of course although the best television license, with which he can see all its favorite channels.

Then he saw the offer of a new cell phone subscription, which included Iphone and internet access and he took it, too.

Tasks:

1. Calculate the outcomes of Giovanni.
2. Add all the other outcomes which you think are appropriate.
3. Verify if Giovanni can afford all this outcomes.

Information about costs

In the following pages are described all the aspects that has to be taken into account to analyze the situation of Giovanni, and the basis information to calculate his budget. In the last three pages are presented the examples which were given to the students for the creation of the budget administration table.

Car leasing

Modello: Golf GTI 2.0 TSI 210 cv (155 kW) 6 marce trazione anteriore

Colore carrozzeria: nero

Equipaggiamento interno: Sedili in stoffa GTI nero-rosso

Nessun Optional

Link per calcolare le rate fisse:

http://www.configurator.volkswagen.ch/ch/configurator/fs_base.aspx?context=default&app=ICC-CH-IT

Cell phone

Calcolare la rata mensile al seguente indirizzo

Suddividere i costi del telefonino e della scheda su 12 mesi, ottenendo la parte per ogni mese

http://www1.sunrise.ch/Con-abbonamento/Apple-iPhone-4-16GB-pcQAnAqFI.cOwAAAEub1Q1nWwDK6LAqFI.wAsAAAEp9Tlh89US-Sunrise-Residential-Site-WFS-it_CH-CHF.html

Television

Cercare il modello sul sito seguente e poi suddividere i costi su 12 mesi, ottenendo la parte per ogni mese

<http://www.interdiscount.ch/idshop/index.jsf>

Cable TV

Offerta SKY a 39 euro al mese

Car insurance and medical insurance

<http://it.comparis.ch/>

Car insurance

Modello **Golf VI 2000**; valore **41'800** fr; km percorsi **10'000**;
uso privato e per recarsi sul posto di lavoro, con garage. Conducente CH, nato il 22.11.1989;
licenza il 12.04. 2008; nap 6500; il conducente è uno solo; i genitori hanno un'auto e il richiedente aveva uno scooter.

Franchigie: 300 (casco parziale) e 2000 (collisione).

Medical insurance

Due persone, la seconda nata il 5.04.1991; franchigia massima; infortuni solo per la seconda persona; assicurazione standard (senza medico di famiglia o Telmed)

Road tax

Fr 620/anno

Statal taxes

5.2% del reddito complessivo (tolte le deduzioni = 40'000 fr)

National taxes

0.6% del reddito complessivo (tolte le deduzioni = 40'000 fr)

Municipal taxes

80% della somma dell'imposta cantonale

Radio/TV tax

Fr 462/anno

Information about flats: The students have to choose a flat and calculate the budget of Giovanni in accord with the information reported about it.

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Chiasso
Descrizione	Chiasso, affittasi appartamento di 2 e 1/2 locali, cucina abitabile, ammobiliato o no, mq. 50, terrazza, posizione tranquilla.
Prezzo	CHF 800.--/mese spese incluse
Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Lugano-Cassarate, affittasi appartamento di 3 e 1/2 locali, mq. 110, cucina arredata, balcone, cantina, posizione tranquilla, parziale vista lago, libero dal 01.06.2010
Prezzo	CHF 1800.--/ spese incluse
Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Locarnese
Descrizione	Minusio, affitto uno splendido appartamento bilocale con favolosa vista lago, residenza di lusso con sauna e fitness, zona tranquilla e soleggiata, camino, giardino privato, posteggio coperto.
Prezzo	CHF 1400.--
camera	
Località	Nazione: Svizzera - Canton TI, Chiasso
Descrizione	affitto camera arredata
Prezzo	CHF 500
Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, appartamento di 3 1/2 locali, 1° piano, 110 mq., aria condizionata, terrazza, animali ammessi, palazzina rinnovata di recente, alto standard qualitativo, zona tranquilla, vicinanze centro.
Prezzo	CHF 2000.-- / Spese CHF 200
Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, appartamento di 3 1/2 locali, alto standard qualitativo, zona tranquilla, giardino, piscina.
Prezzo	CHF 2300.--

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, appartamento di 3 locali, 2° piano, 90 mq., aria condizionata, terrazza, animali ammessi, palazzina rinnovata di recente, alto standard qualitativo, zona tranquilla, vicinanze centro.
Prezzo	CHF 1650.--

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, appartamento di 3 1/2 locali, 3° piano, 110 mq., aria condizionata, terrazza, animali ammessi, palazzina rinnovata di recente, alto standard qualitativo, zona tranquilla, vicinanze centro.
Prezzo	CHF 2180.--

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, appartamento di 4 1/2 locali, 4° piano, 125 mq., aria condizionata, terrazza, animali ammessi, palazzina rinnovata di recente, alto standard qualitativo, zona tranquilla, vicinanze centro.
Prezzo	CHF 2350.-- / Spese incluse

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, appartamento di 4 1/2 locali, 4° piano, 120 mq., aria condizionata, terrazza, animali ammessi, palazzina rinnovata di recente, alto standard qualitativo, zona tranquilla, vicinanze centro.
Prezzo	CHF 2280.--

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Luganese
Descrizione	Lugano, Cadempino, affittasi appartamento di 3 1/2 locali, 6° piano, 100 mq., terrazza, zona tranquilla, posteggio.
Prezzo	CHF 1340.- + le spese

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Brissago
Descrizione	Brissago, affittasi appartamento di 2 locali direttamente a lago, arredato, 60 mq, residenza di lusso con piscina coperta e sauna, grande terrazza, posteggio coperto. L'appartamento è composto da: cucina, bagno con WC, salotto, camera da letto.
Prezzo	CHF 1200.--

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Lugano-Paradiso, affittasi appartamento bilocale ammobiliato, piccola cucina, balcone, vista lago favolosa, spiaggia privata, cantina, posizione tranquilla
Prezzo	CHF 1200.-- / spese CHF 100

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Lugano, Cadempino, affittasi appartamento di 1 e 1/2 locali, ammobiliato, con balcone, garage interno. Le tasse più basse del cantone 57 %.
Prezzo	CHF 900.--/ spese CHF 100

Appartamento	
Località	Svizzera - Canton Ticino - Luganese
Descrizione	appartamento di 4 locali 2 servizi, con garage, terrazza
Prezzo	CHF 1580.--/mese + spese

Monolocale	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Monolocale di circa 25 mq, situato al primo piano di una palazzina a pochi passi dal centro di Lugano, arredato, angolo cottura, wc con vasca, non ha il balcone.
Prezzo	CHF 800.-- spese comprese

Monolocale	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Affittasi appartamento monolocale a Molino Nuovo, 24 mq, armadio a muro, piccolo corridoio, wc con doccia, soggiorno con angolo cottura, balcone, primo piano
Prezzo	CHF 800.--/mese

Appartamento	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Appartamento di ca. 45 mq, ammobiliato, balcone, doccia, cucina, zona tranquilla nelle vicinanze del supermercato Coop e della fermata del bus, 10 min dal centro di Lugano.
Prezzo	CHF 900.--/mese

Monolocale	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Lugano, Cassarate, affittasi monolocale, cucina a vista, balcone, wc con doccia, vicinanze supermercati e fermate del bus.
Prezzo	CHF 900.--/mese

<u>Appartamento</u>	
Località	Nazione: Svizzera - Cantone: TI - Regione: Lugano
Descrizione	Appartamento di 3.5 locali, 100 mq, undicesimo piano, cucina nuova, bella vista lago, terrazza, doppi servizi, posteggio interno.
Prezzo	CHF 1800.--/mese

Completed budget administration table

Outcomes	
Affitto	1300
Leasing auto	500
Abbonamento Sunrise	90
Leasing televisore	100
Abbonamento SKY	50
Fattura energia elettrica	45
Assicurazione malattia	340
Assicurazione auto	200
Tassa circolazione auto	50
Tasse cantonali	350
Tasse comunali	270
Tasse federali	35
Carburante auto	200
Alimentazione	400
Abbigliamento	250
Tassa programmi radio/TV	40
Divertimenti	200
Vizi	
Vacanze	
Cane/gatto	
Parrucchiere	
Moto	
Estetista	
Hobby	
Sport	

Incomes	Total outcomes
4500	
Balance	