MAKE MAP TALKING ABOUT ARTS

UNIVERSITY OF FLORENCE

IDENTIFICATION OF THE PARTNER

Name	Maria Ranieri
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Country	Italy
Status /Institution	University of Florence
Participants	Initial training
Comments about experimentation context	This learning scenario has been conceived within the context of a university course in Educational Technology at the Faculty of Primary School Teachers Education. The course provides both critical theoretical contents on the relationship between education and technologies, and laboratory activities aimed at promoting trainees' multi-literacy skills. For two years the course has been involved in an experimental programme to implement blended learning approaches within the Faculty. Due to the involvement in the experimentation, the author of the learning scenario has already tested, with positive feedback from trainees, the use of Moodle as a learning environment for teaching and learning.

TRAINING MODULE DESCRIPTION

Original Title	Make Maps Talking about Arts

Abstract

This learning scenario aims at improving the capacity to listen to and communicate through audio-languages (e.g., spoken words, sounds, music), and developing knowledge and competences in the use of location aware media. In the 'Panopticon' world, the expressive power of audio-communication risks to be underestimated with negative consequences in terms of capacity to decode audio-messages in a broad sense and imagination.

The rise in use of tools like mobile devices provides new opportunities to reflect on the potential of audio-communication in so far as capturing and disseminating audio has become increasingly easy. At the same time, the use of mobile devices allows us to combine old media literacy practices (e.g., audio-languages) with new literacies linked to geotagging and mobility.

Rationale

This learning scenario is based on combining the development of trainees' media literacy competences in the field of audio-communication and mobile media with the promotion of trainees' capacity to manage media literacy education processes. In particular, it promotes trainees' media literacy skills through learning by doing and, then, provides trainees with examples of educational practices to be analysed and tested.

The focus on communication and expression skills is consistent with the National Indications for the Curriculum, particularly referring to the area of "Media and Languages", while the attention to the opportunities provided by geotagging is linked to the National Curriculum in Geography. The learning scenario will provide trainees with opportunities to understand how to implement this type of approach with students in and out of school.

Keywords	Audio-language, Geotagging, Location aware media, Mobile device, Media production, Collaborative learning, Group work

Level of training	Initial training
Teaching level	Primary school, i.e. students aged 6-11
Ideal number of trainees	About 100-200

AIMS

ME competences	• A 1121 Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students • A 2112 Organize time and space in (and out) the classroom, using media and new technologies of information and communication, integrating them into the classroom practices • A 2114 Conduct media production projects in classrooms
ME (secondary)	

ML competences	• B 11203 Recognize specific languages of different media (advertising, press, TV news, film, comics) and explain how data of various types can be represented in text/sounds/pictures
	• B 1211 Recognize production, diffusion and reception techniques (textual, visual, audio-visual and sound techniques) and be able to evaluate the relevance of technical choices
	• B 1221 Understand how the media and the digital tools work according to their technical characteristics and be able to imagine alternatives with regard to these devices
	• B 201 Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)
	• B 21201 Develop expression skills when producing media content
ML (secondary)	• B 2212 Master technical processes (production, edition, publishing processes, etc.)
	• B 23211 Produce/write media messages according to specific audiences
	• B 23212 Ensure that media messages are received and gather feedback
Other objectives	

ORGANISATION

Duration	Total hours for the TS = 28h
Planning	Global Timeline

The course is organized in 3 thematic modules, which will become visible to trainees according to a specific scheduling.

Unit 0 – 1 week, 1h face-to-face trainer-trainees and independent work online

Unit 1 – 1 week, 2h face-to-face and independent work online

Unit 2 - 1 week, independent work online

Unit 3 – one month

1h 30 face-to-face to start group work

online and face-to-face group work

face-to-face trainees-trainees for field trip

3h face-to-face trainer-trainees for DST presentation

Technical tools	An e-learning platform including lectures, forum, quiz, assignment activities and file, page and book resources.

CONTENT DEVELOPMENT

Description	This training scenario introduces trainees to the use of audio-languages and explores the potential of location aware media and geotagging to produce collaborative audio-guides of a town or place. It provides background knowledge and know-how on radio broadcast languages as well as on techniques to geotag maps adding multimedia contents through mobile devices. It also provides trainees with a hands-on opportunity based on collaborative learning to allow them to create their own audio-guides.
Prerequisites	• Ownership of a mobile device either tablet or mobile phone • Basic skills in the use of mobile devices (e.g., taking pictures, connecting to the Internet)
Structure	**Unit 0 – e-MEL Project (2h 15 min)** Sequence 1 – Introduction to the training (1h face to face) Sequence 2 – Pre-test and survey (1h 15 min online) **Unit 1 - Listen to and record (6h)** Sequence 1 – Listening to… 3h (2h face to face, 1h independent work online) Sequence 2 – Creating and editing audio: test your voice 3 h (1h online, 2h independent work) **Unit 2 - Geotagging and educational uses (5h)**

Sequence 1 – What is geotagging? 2h (online and individual independent learning)

Sequence 2 – Utilization of geotagged contents 3h (online and group work)

Unit 3 - Create your geotagged audio-guides (13h 30 min)

Sequence 1 - Audio-guide format and formation of small groups 2h 30 min (face to face)

Sequence 2 – Documentation, Field trip and Storyboard 6h

Sequence 3 - Recording, geotagging and sharing 3h

Sequence 4 – Maps and guide presentation 2h

Unit 0 – e-MEL Project (1h 15 min)

Sequence 1 – Post-test (1h online)

Sequence 2 – Post-survey about enjoyment and satisfaction (15 min)

UNIT N°0 – EMEL PROJECT CONTEXT	
Topic	This unit aims to present the specificities of the eMEL training process: context, actors, objectives, approaches etc.
Evaluation of the unit	

SEQUENCE NO. 1	INTRODUCTION TO THE TRAINING	
Specific objectives	To inform participants on the training context and to discuss their expectations of the training.	
Time and modalities	Duration: 1h Modality: face to face	
Pedagogical methodologies	Presentation Discussion	
Content	Activity no. 1 – Presentation of eMEL project and the Training Scenario. Using a power point presentation, the trainer provides information on the training context to the participants. Then, the trainer shows the platform and explains how to subscribe to the course, illustrating planned activities.	1h face-to-face
	Activity no .2 – Power point presentation of the training scenario, published as PDF on the platform	online
Resources	eMEL project flyer, power point presentation	

Technical support	eMEL site, e-Lab platform

SEQUENCE NO. 2	PRE-TEST AND SURVEY	
Specific objectives	Assessing students' media literacy/education competences and their expectations about the course	
Time and modalities	Duration: 1h 15 min Modality: online	
Pedagogical methodologies	Authentic assessment, assessment of expectations	
Content	Activity no. 1 – Pre-test Trainees have to complete the assignment, which is composed of one media analysis and one media production activity.	1 h online X e-learning sequence Moodle assignment
	Activity no. 2 – Pre-survey Trainees have to complete the questionnaire about their expectations of the course.	15 min online X e-learning sequence online-survey module
Resources	Two audio transmissions to compare for the analysis activity	
Technical support	e-Lab platform, online survey service	

UNIT N°1 / LISTEN TO AND RECORD (6H)	
Topic	This unit introduces trainees to the 'secrets' of audio-languages by focusing on oral communication, sounds, music, etc. More specifically, it involves trainees in a series of exercises of listening to, recording and editing. Different examples of broadcast radio transmissions are analysed and some tools to record and edit soundtracks are presented.
Evaluation of the unit	

SEQUENCE NO. 1	LISTENING TO . . .	
Specific objectives	Understanding the main elements of audio-communication	
Time and modalities	Duration: 3h (2h face to face, 1h independent work online) Modality: online, independent work and face to face	
Pedagogical methodologies	Lecture Individual work Sharing and discussion	
Content	Activity no. 1 – Face to face lecture Introduction to audio-communication through the presentation of examples of radio podcast transmissions to engage trainees in active listening and in identification of audio language elements.	2h face-to-face

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	Activity no. 2 – Exercise "Listening to"	1h online
	Each trainee individually listens to example podcasts paying attention to the use of voice, music, noises and sounds and fills in a grid of listening comprehension.	e-learning sequence
Resources	Repository of podcasts with examples of different genres, Grid of analysis of the elements of audio language	
Technical support	e-Lab platform	

SEQUENCE NO. 2	CREATING AND EDITING AUDIO: TEST YOUR VOICE 3 H (1H ONLINE, 2H INDEPENDENT WORK)	
Specific objectives	Understanding the main characteristics of audio-communication	
Time and modalities	Duration: 3 h (1h online, 2h independent work) Modality: online and individual independent learning	
Pedagogical methodologies	Lecture Individual work Sharing and discussion	
	Activity no. 1 – Webinar "Audio script" Online lecture on how to write the script of an audio content.	40 min online e-learning sequence
	Activity no. 2 – Exercise "Audio script"	1h online

	Examples of audio scripts are provided. Each trainee individually writes his/her script also inserting music and sounds.	e-learning sequence
	Activity no. 3 – Webinar "Audacity" Presentation of the software Audacity for audio recording and editing	20 min online e-learning sequence
	Activity no. 4 - Exercise "Audio recording" An exercise is proposed requiring trainees to produce a short transmission as an example	1h online e-learning sequence
Resources	Examples of scripts, Webinar "Audio script", Webinar "Audacity"	
Technical support	e-Lab platform, Audacity software	

UNIT N°2 / GEOTAGGING AND EDUCATIONAL USES (5H MIN)

Topic	This unit provides knowledge and skills about location aware media and geotagging, with particular focus on geotagging audio-contents. It starts from explaining the location awareness functionalities that are now built into many current mobile devices, then it introduces the concept of geotagging and shows examples of uses, focussing on educational ones. It then moves to analyse and test location-aware applications to create geo-localized narratives.
Evaluation of the unit	

SEQUENCE NO. 1	WHAT IS GEOTAGGING? (2H ONLINE)	
Specific objectives	Understanding what geotagging is and how it can be used in educational projects	
Time and modalities	Duration: 2h Modality: online	
Pedagogical methodologies	Presentation, self-assessment	
Content	Activity no. 1 – Webinar "Geolocation and maps: possible educational uses" What is geotagging? benefits and critical aspects. Presentation of location aware applications and examples of educational uses of geotagging (e.g., creation of geolocalized audio-guides)	1h online e-learning sequence
	Activity no. 2 – Exercise "My map, my tool"	1h online individual work

13

	Trainees are asked to imagine an educational project related to places, maps and the production of multimedia content, defining targets and objectives. Then, they have to define the most appropriate technological solution to accomplish the project in an effective and sustainable way.	e-learning sequence
Resources	Webinar "Geolocation and maps: possible educational uses"	
Technical support	e-Lab platform, Moodle assignment activity	

SEQUENCE NO. 2	UTILIZATION OF GEOTAGGED CONTENTS (3H ONLINE)	
Specific objectives	To improve trainees' analysis competences	
Time and modalities	Duration: 3h Modality: online	
Pedagogical methodologies	Presentation	
Content	Activity no. 1 – Exercise "Test this guide" An exercise is proposed requiring trainees to explore the functionalities of one geotagging app by using a guide of geotagged contents produced by students. Some trainees have to utilize the guide in place, while others can listen to contents at a distance.	1h face-to-face trainees-trainees
	Activity no. 2 – Forum "Test this guide"	2h online, group work

	Trainees are required to share their impressions of contents and fruition in the forum.	e-learning sequence
Resources	App of geotagging and content production (Shoudio, Tales & Tours…)	
Technical support	e-Lab platform, Moodle assignment activity	

UNIT NO. 3 / CREATE YOUR GEOTAGGED AUDIO-GUIDES (10H 30 MIN)	
Topic	This unit is focused on the design, development, implementation, and sharing of geotagged audio-guides by trainees. It is characterised by collaborative learning and project work. Trainees are involved in all phases of the media production process from defining the structure of the audio-guides, to creating and recording audio contents, to geotagging and sharing them.
Evaluation of the unit	Self-evaluation rubric

SEQUENCE NO. 1	AUDIO-GUIDE FORMAT AND FORMATION OF SMALL GROUPS	
Specific objectives	Defining the format of audio-guides and formation of small groups	
Time and modalities	Duration: 2h 30 min Modality: face to face	
Pedagogical methodologies	Brainstorming, discussion, collaborative learning	
Content	Activity no. 1 – Brainstorming All students brainstorm about the format of audio-guides and then decide how to organise their contents. Definition of roles and tasks in each group. Decision about the technical solution to realize the final product. Then, they form small groups, each working on a specific section of the guide.	1h 30 min face-to-face
	Activity no. 2 – Guide project	1h online, group work

	Using the group forum and wiki in the e-Lab, groups have to write down their project for a guide
Resources	
Technical support	Whiteboards or posters for each group for the brainstorming Computers to carry out research online about content

SEQUENCE NO. 2	DOCUMENTATION, FIELD TRIP AND STORYBOARDING	
Specific objectives	Outdoor observation and selection of places and topics	
Time and modalities	Duration: 6h Modality: face to face	
Pedagogical methodologies	Collaborative learning, project work	
Content	Activity no. 1 – Documentation Each group starts by collecting information and multimedia materials about topics and places covered in the guide	1h online, group work
	Activity no. 2 – Episodes scheme Using the group forum and wiki in the e-Lab, groups have to write down their scheme of episodes with a brief summary of contents.	1h online, group work

| | Activity no. 3 – Field trip

In groups trainees visit the town (or other outdoor places), select monuments to talk about and search for information (even through interviews) and take pictures. | 2h face-to-face |
|---|---|---|
| | Activity no. 4 – Storyboard

Using the information gathered in previous activities, each group writes down the script of the episodes and delivers it in the e-Lab. | 2h face-to-face/online |
| Resources | Map of the city/place, Spreadsheet of the episodes of the guide, Storyboard scheme | |
| Technical support | Mobile phones or cameras | |

SEQUENCE no. 3	RECORDING, GEOTAGGING AND SHARING
Specific objectives	Recording audio-tracks
Time and modalities	Duration: 3h

Modality: face to face |
| Pedagogical methodologies | Collaborative learning, project work |

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Content	Activity no. 1 – Audio editing	2h face-to-face/online
	Voice recording, research of sounds and music and editing of the episode	
	Activity no. 2 – Guide publishing	1h online
	Online publishing of all contents	
Resources		
Technical support	Software of audio recording	
	Sites for music and sound searching	
	Mobile devices and app for geolocation	

SEQUENCE No. 4	GUIDES' PRESENTATION	
Specific objectives	To share final products and evaluate them	
Time and modalities	Duration: 2h	
	Modality: face to face	
Pedagogical methodologies	Collaborative learning, project work	
Content	Activity no. 1 – Presentation of products	2h face-to-face/

	Each group presents its work and evaluates it through the rubric provided by trainer.	
Resources	Rubric for self-evaluation	
Technical support		

UNIT N°0 – EMEL PROJECT	
Topic	This unit aims at evaluate trainees' satisfaction and level of media literacy competences
Evaluation of the unit	

SEQUENCE NO. 1	POST-TEST AND SURVEY	
Specific objectives	Assessing students' media literacy/education competences and their satisfaction with the course	
Time and modalities	Duration: 1h 15 min Modality: online	
Pedagogical methodologies	Authentic assessment, assessment of expectations	
Content	Activity no. 1 – Post-test Trainees have to complete the assignment, which is composed of one media analysis and one media production activity.	1 h online X e-learning sequence Moodle assignment
	Activity no. 2 – Post-survey Trainees have to complete the satisfaction questionnaire	15 min online X e-learning sequence online-survey module
Resources	Two audio transmissions to compare for the analysis activity	
Technical support	e-Lab platform, online survey service	

RESOURCES & OUTPUTS

Internal resources	**Webinars**

- Webinar "Audio script"

- Webinar "Audacity"

- Webinar "Geolocation and maps: possible educational uses"

Multi-media presentations for face to face lectures

Lesson on audio-communication and presentation of examples of radio podcast transmissions

Rubric for self-evaluation

Sheets

- Grid of analysis for audio language

- Example of scripts

- Audio storyboard scheme

- Spreadsheet of the episodes of the guide

	Technical resources • Mobile phones, tablets or PCs • Wiki e forum • App for geolocalized content production like Shoudio https://shoudio.com or Tales & Tours http://talesandtours.com
External resources	Examples of previous projects at school • La Resistenza in Oltrarno http://talesandtours.com/guide/794/la-resistenza-in-oltrarno.html • Cecina https://shoudio.com/user/1dspes
Outputs	• Increased knowledge about location aware media functionalities • Improved level of media literacy, especially audio-communication and expressive skills • Development of collaborative skills and creativity • Design and implementation of audio-guides • Increased capacity to manage media education processes