



## Innovadidattica Project

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### Abstract

The project, focused on the key competences of citizenship, proposes the activation of modules which involve different cultural axes in order to improve both key and cultural competences (we dealt with sciences, mathematics and literacy). The modules were:

RELATIONS WITH THE OTHERS: COLLABORATING AND PARTICIPATING, inquired through Module 1: School and territory. The job consisted in the following tasks:

- presentation of the public agencies working in the territory where the students (aged: 13-14) live, and explanation of what such agencies do for us;
- presentation of the purpose and the utility of the new rules about rubbish;

CONSTRUCTION OF HIMSELF, inquired through Module 2: Personal and social competences. The students (now aged 14-15) had to write down an hypothetical curriculum vitae imagining themselves at 25 years of age;

RELATIONS WITH THE OTHERS: COLLABORATING AND PARTICIPATING, inquired through Module 3: Being a participating citizen. Our students (aged 15-16) had to plan a journey.

All the described tasks could be done by involving sciences, mathematics and literacy competences, knowledge, and skills.

Knowing that the assessment of key competences is possible whether with observation or with the measurement of the learning outcomes inside each cultural axis, we chose the second way. Then we built the tests for the assessment of the learning outcomes, according to the didactic activity (we adopted, for the evaluation of the prerequisites, the test Invalsi 2007/2008).

We set up our job going backwards from the goals we wanted to achieve; we built the simulation, based on such goals, of a real situation (so called "proof of truth", a kind of training) that students had to tackle spending their competences; then we organized the teaching activity and the learning units.

We think the goals of the project have been realized; in particular our purposes were:

- experimenting new learning techniques (see key competences for lifelong learning);
- supporting the continuity between primary school and secondary school;
- evaluating the students' appreciation of the new proposals;
- supporting the circulation of the experiences.