



Competenze interculturali online

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Ufficio Scolastico Regionale per il Veneto



Compendium CertiLingua



(p.14) “Gli studenti CertiLingua sono tenuti a documentare... Le proprie competenze di cittadinanza europee ed internazionali acquisite con attività curricolari e progetti di successo “faccia a faccia”

(p.18) - I candidati devono aver partecipato attivamente e con successo ad un progetto internazionale “faccia a faccia” (es. un progetto con studenti di altri Paesi, un periodo di esperienza lavorativa all'estero, ecc.).

- Il progetto deve essere autentico e coniugare le competenze linguistiche con l'apprendimento disciplinare curricolare.

Si tratta di un progetto incentrato su una tematica/problematica specifica che stimoli gli studenti a impegnarsi in uno studio, approfondito e adeguato al livello atteso in una scuola secondaria di II grado (ad esempio, sviluppando una propria ricerca, raccogliendo dati autonomamente).



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Compendium CertiLingua



Il progetto e la documentazione dell'esperienza devono rispettare gli standard qualitativi di *CertiLingua*:

- la documentazione deve essere redatta in una delle lingue straniere previste da *CertiLingua*, corrispondere ad un livello B2 o superiore del QCER,
- illustrare in maniera chiara e dettagliata l'esperienza e i relativi risultati sul livello di competenza atteso per la scuola secondaria di II grado,
- contenere riflessioni sull'argomento in un'ottica europea o internazionale.



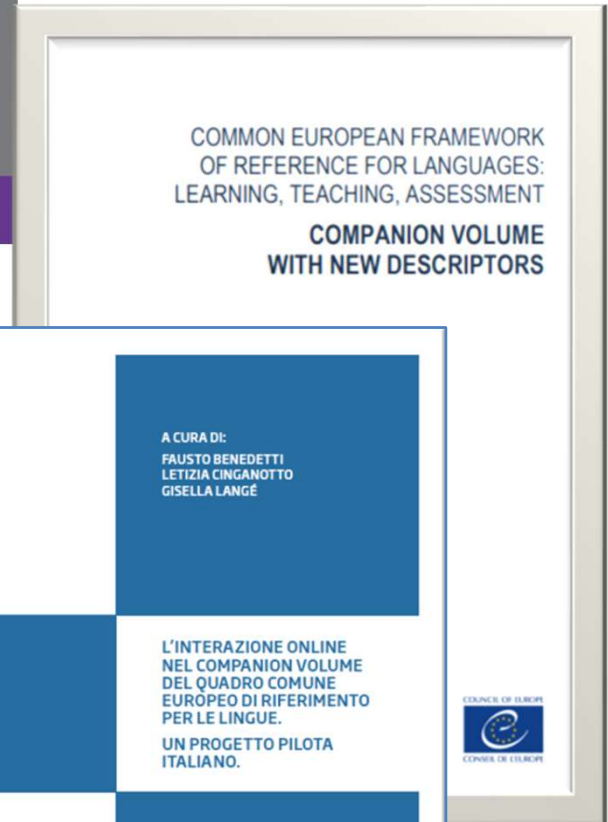
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Competenze europee e internazionali	
Conoscenza delle diversità culturali e sociali	<p>Conosco la realtà socio-culturale dei Paesi di cui ho studiato le lingue.</p> <p>Comprendo l'importanza, la struttura e la funzione delle Istituzioni Europee ed Internazionali (UE, CdE, ONU, ecc.), delle relazioni sia tra di loro sia con istituzioni nazionali/regionali.</p> <p>Sono in grado di mettere in pratica le mie conoscenze in campo comunicativo, rispettando convenzioni e culture straniere.</p>
Consapevolezza e atteggiamenti	<p>Sono aperto/a alle lingue e culture straniere e rispetto diversità culturali e linguistiche.</p> <p>So valutare opinioni e riconoscere pregiudizi inerenti culture diverse, adeguando i miei atteggiamenti alla situazione.</p> <p>Esprimo opinioni personali circa questioni di rilevanza europea e internazionale (quali la nascita e l'ampliamento dell'UE, la globalizzazione, i cambiamenti climatici, ecc.) e loro ricaduta sui cittadini.</p> <p>Sono consapevole che tali questioni possono essere risolte solo tramite la cooperazione internazionale.</p>
Abilità di interazione in contesti interculturali	<p>Svolgo e valuto compiti in collaborazione con persone di altri Paesi durante incontri in presenza.</p> <p>So usare abilità strategiche per individuare e risolvere incomprensioni e conflittualità linguistico-culturali in varie attività progettuali organizzate a livello internazionale.</p> <p>Rifletto e agisco in modo adeguato in incontri e situazioni impegnative dal punto di vista interculturale.</p>

Le competenze interculturali sono valutate secondo gli **Standard CertiLingua di Eccellenza nelle competenze interculturali**

Come sviluppare le abilità del punto 3 in questo periodo di emergenza?

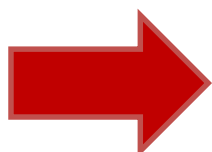




<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

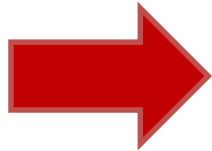


<http://www.indire.it/2020/07/20/online-i-materiali-del-webinar-di-presentazione-del-progetto-pilota-sul-companion-volume-del-cefr/>



3.1 Svolgo e valuto compiti in collaborazione con persone di altri Paesi durante incontri in presenza

COLLABORATING IN A GROUP		
	FACILITATING COLLABORATIVE INTERACTION WITH PEERS	COLLABORATING TO CONSTRUCT MEANING
C2	<i>No descriptors available</i>	Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.
C1	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. Can develop the interaction and tactfully help steer it towards a conclusion.	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.
B2	Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction. Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.	Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action. Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.
	Can ask questions to stimulate discussion on how to organise collaborative work. Can help to define goals for teamwork and compare options for how to achieve them. Can refocus a discussion by suggesting what to consider next, and how to proceed.	Can further develop other people's ideas and opinions. Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.



3.1 Svolgo e valuto compiti in collaborazione con persone di altri Paesi durante incontri **online**

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION

B2

Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals.

Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.

Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.

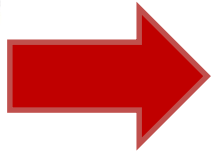
Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.

The CEFR Illustrative Descriptor Scales ► Page 99

Questo descrittore si concentra su:

- acquisto di beni e servizi online;
- transazioni che richiedono di negoziare delle condizioni, sia da parte dell'operatore che da parte del cliente;
- partecipazione a project work collaborativi;
- risolvere problemi di comunicazione.





3.1 Svolgo e valuto compiti in collaborazione con persone di altri Paesi durante incontri **online**

<https://www.onlinemodelunitednations.org/>

How can I debate online with OMUN?



1. Find a debate BELOW which interests you



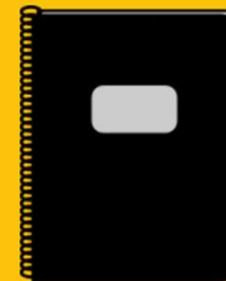
2. CLICK REGISTER NOW to sign up



3. Wait 72 hours.. Then check the debate page to see your country assignment confirmed on the spreadsheet



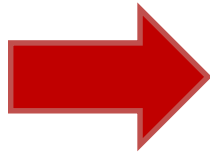
4. Research and prepare for the debate using OMUN's Research Guides and Care Packages



5. Review the debate's resolution, prepare amendments and speeches

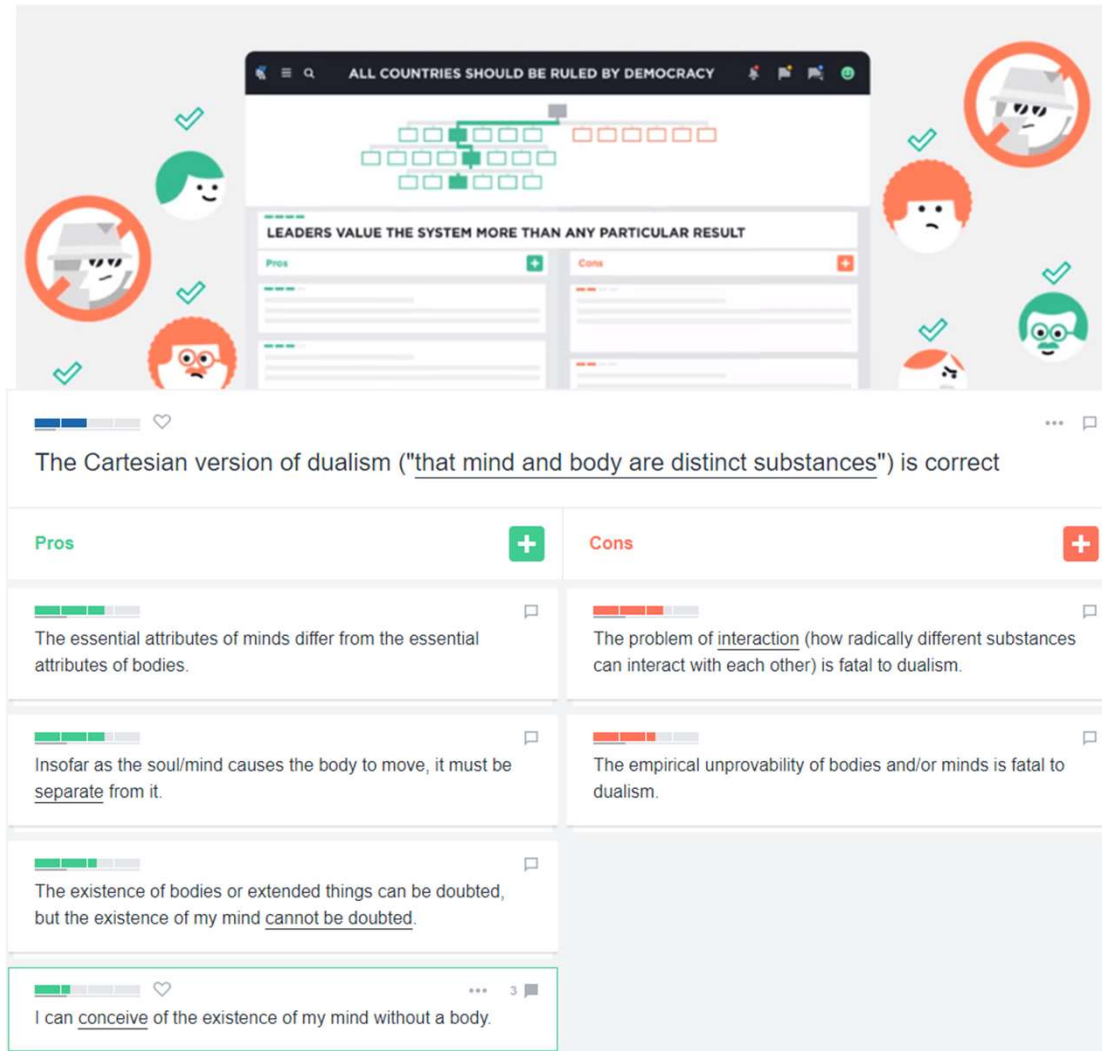


6. Debate online via zoom, with hundred of delegates from around the world about the issue!



3.1 Svolgo e valuto compiti in collaborazione con persone di altri Paesi durante incontri **online**

<https://www.kialo-edu.com/>

ALL COUNTRIES SHOULD BE RULED BY DEMOCRACY

LEADERS VALUE THE SYSTEM MORE THAN ANY PARTICULAR RESULT

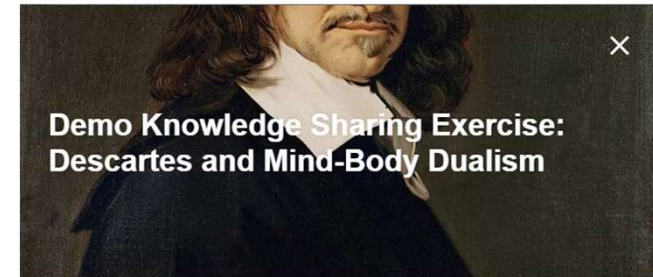
Pros

- The essential attributes of minds differ from the essential attributes of bodies.
- Insofar as the soul/mind causes the body to move, it must be separate from it.
- The existence of bodies or extended things can be doubted, but the existence of my mind cannot be doubted.

Cons

- The problem of interaction (how radically different substances can interact with each other) is fatal to dualism.
- The empirical unprovability of bodies and/or minds is fatal to dualism.

I can conceive of the existence of my mind without a body.



Demo Knowledge Sharing Exercise: Descartes and Mind-Body Dualism

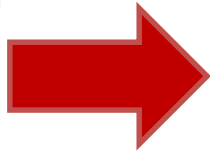
Background

This is a sample of an assignment that can be used to share difficult material with students in an organized, detailed way that emphasizes the logical connection between different pieces of information. It includes complete instructions to finish the assignment. In it, students read through a debate prepared in advance by their instructor. You can...

[Read More](#)

Discussion Topology

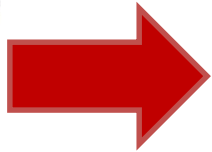




3.2 So usare abilità strategiche per individuare e risolvere incomprensioni e conflittualità linguistico/culturali in varie attività **progettuali** organizzate a livello internazionale

FACILITATING PLURICULTURAL SPACE

C2	<p>Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences.</p> <p>Can guide a sensitive discussion effectively, identifying nuances and undercurrents.</p>
C1	<p>Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings.</p> <p>Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.</p>
B2	<p>Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved.</p> <p>Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.</p> <p>Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.</p>



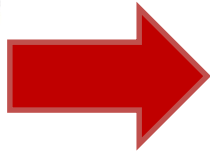
3.2 So usare abilità strategiche per individuare e risolvere incomprensioni e conflittualità linguistico/culturali in varie attività **progettuali** organizzate a livello internazionale

Realizzare un giornale online in maniera condivisa con classi di scuole europee

<https://etwinning.indire.it/esperienze/a-scuola-di-giornalismo-per-comprendere-lattualita/>

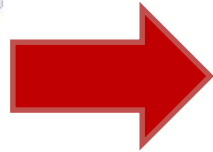


<https://etwinning.indire.it/esperienze/un-magazine-condiviso-contro-la-violenza-sulle-donne/>

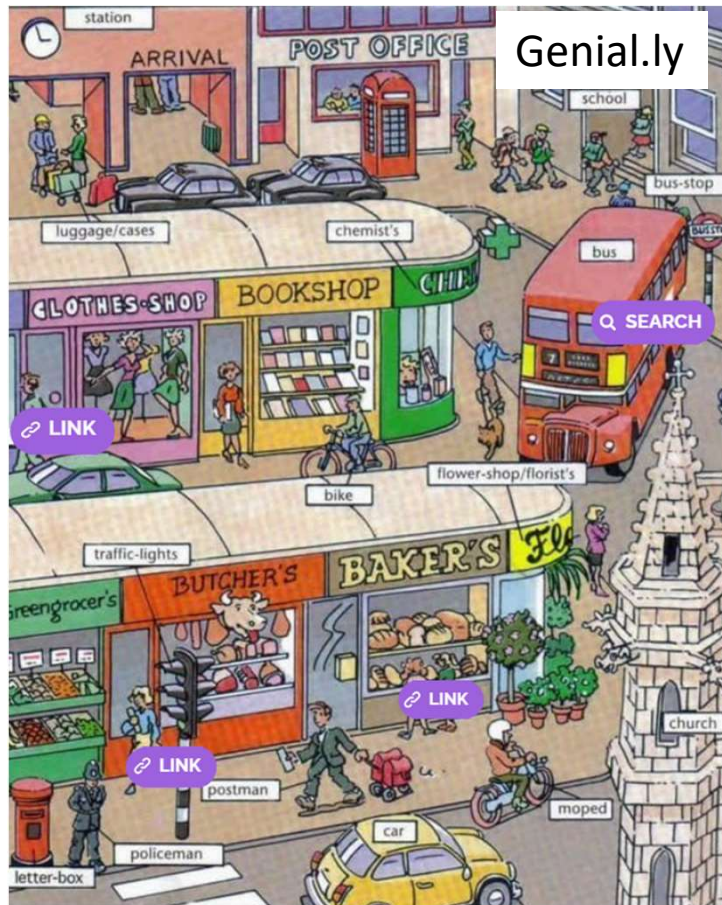


3.3 Rifletto e agisco in modo adeguato in incontri e situazioni impegnative dal punto di vista interculturale

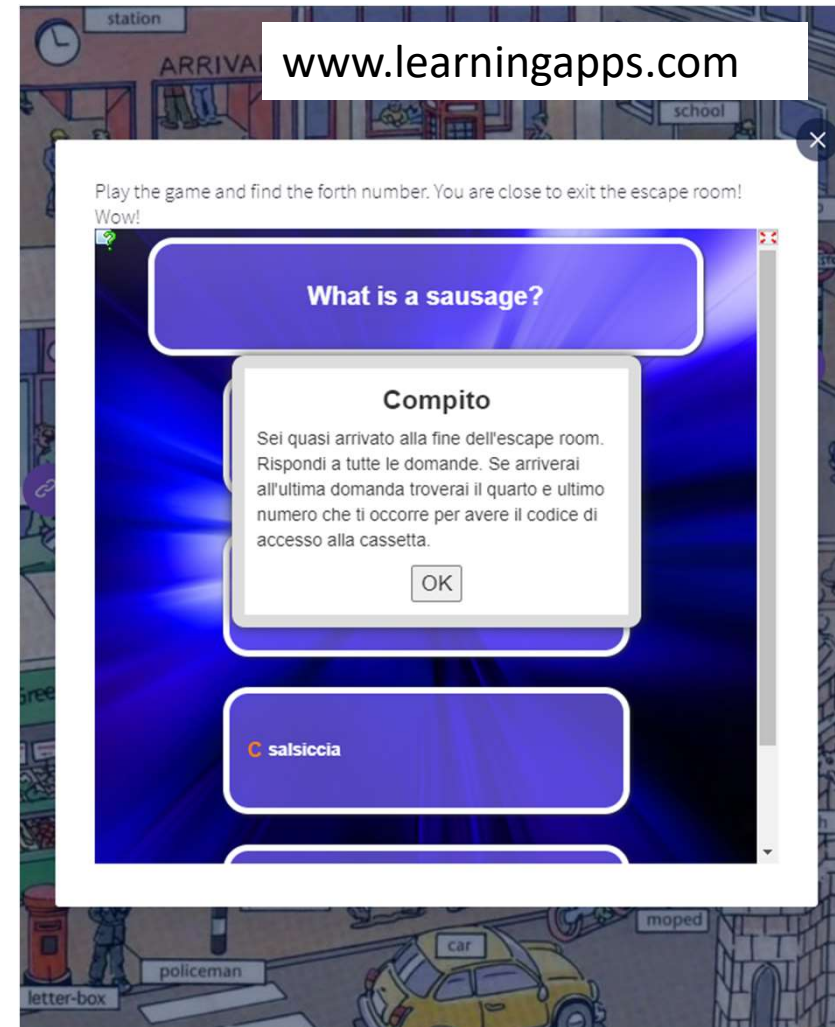
ADDRESSING AUDIENCES		PROSIGN
C2	<p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>Can handle difficult and even hostile questioning.</p>	
C1	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.</p> <p>Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>	
B2	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p> <p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>	



3.3 Rifletto e agisco in modo adeguato in incontri e situazioni impegnative dal punto di vista interculturale



Credits: Marina Screpanti- SOS didattica a distanza
<https://groups.etwinning.net/files/collabspac/9/69/169/112169/files/c6128fc86.pdf>





Prossimi webinar eTwinning



- «eTwinning e didattica innovativa in DAD e DDI»: **27 nov e 3 dic 2020**
- «eTwinning e la valutazione degli apprendimenti: un approccio innovativo all'insegnamento dell'educazione civica»: **26 nov e 11 dic 2020**
- «Gamification ed Escape Room in eTwinning»: **1 e 10 dic 2020**

Programmi e locandine

<https://istruzioneveneto.gov.it/argomenti/etwinning/>



Iscrizioni

<https://monitoraggi.istruzioneveneto.it/limesurvey/index.php/119173?lang=it>



Ufficio Scolastico Regionale per il Veneto



GRAZIE
PER L'ATTENZIONE



Ufficio Scolastico Regionale per il Veneto