

TEAMBLOGGING

pratica, rielaborazione e documentazione

**Teamblogging: practice, re-working
and documentation**

Seminario Nazionale di ReteDialogues

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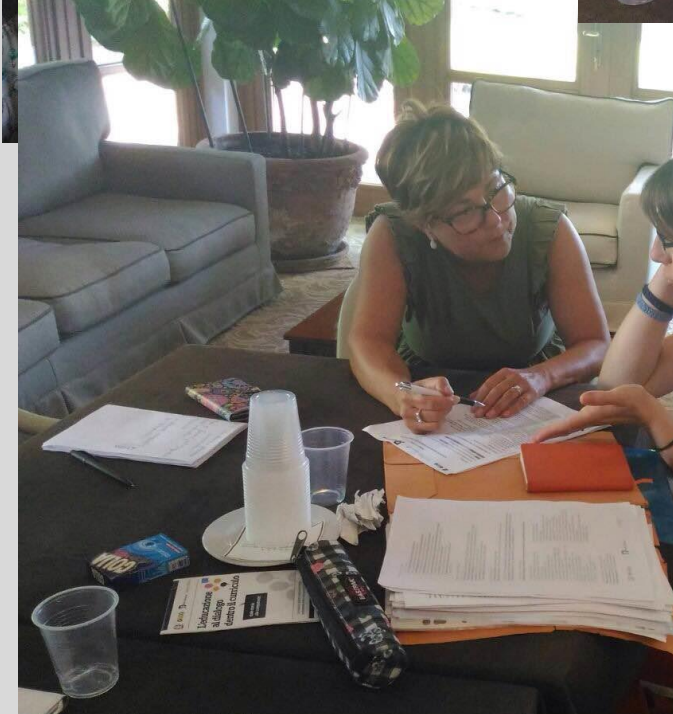
The people

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Premise

In the Italian Teamblogging several tools have been implemented to promote the development of a **Community of Practice** (the team) **during** the three weeks of **writing activity**

- Might the team become a CoP even in the **documentation phase**?
- And how to structure the **preparatory phase** to get to this goal?

Purpose of the workshop

- Make suggestions and find ideas for the TB documentation as a **shared collective narrative**
- The documentation should be used to **R**eflect, **R**ework, **C**ommunicate

The present documentation of TB

DOCUMENT	ACCESSIBILITY	ANALYSIS	COMMUNICATION
TEAMBLOGGING Pupils' blogs	Pupils, teachers, technical team, researchers	<i>Class pupils and teachers</i> researchers	<i>Inside the class and/or school</i> Seminar presentation Rete Dialogues website
O'BLOG Teachers' blogs	Teachers, technical team, researchers	Researchers	Seminar presentation Rete Dialogues website
ONLINE QUESTIONNAIRES Teachers Pupils	Technical team, researchers	Researchers	Seminar presentation Rete Dialogues website
POST ACTIVITY FORM TB observing teachers	Technical team, researchers	Researchers	Seminar presentation Rete Dialogues website

Teamblogging post-activity form

DOCENTE:	CLUSTER :
SCUOLA:	TEAM:
RUOLO : OSSERVATORE TB ITA / TB ENG (specificare)	ARGOMENTO:
1. Hai utilizzato i materiali a disposizione per prepararti al tuo ruolo? Quali in particolare?	Esperienza dell'osservatore
2. Ritieni siano stati utili? Come si potrebbero eventualmente migliorare?	
3. Riguardo alla tua esperienza di osservatore, quali compiti (tra quelli descritti nella documentazione) hai trovato più difficili da assolvere? Perché?	
4. Quali parte del tuo lavoro ti è piaciuta di più?	
5. Ci sono state difficoltà di carattere tecnico nello svolgere il tuo ruolo? Se sì, quali?	
6. Secondo te, il periodo di attuazione di questo TB (aprile/maggio) è stato favorevole per lo svolgimento dell'attività? Puoi indicare il periodo per te migliore?	Osservazione dei blog dei ragazzi
7. Ritieni che gli alunni avrebbero potuto approfondire maggiormente la tematiche trattate? Se sì, come?	
8. Nel TB ritieni ci sia stato dialogo autentico e profondo? Se sì, riporta degli esempi	
9. Pensi invece che i ragazzi non abbiano manifestato il desiderio di approfondire e siano rimasti ad un livello superficiale? Se sì, quale credi sia il motivo?	
10. Ritieni che i suggerimenti contenuti nella Netiquette siano stati rispettati?	
11. Come giudichi l'interazione tra docenti su O'Blog?	Relazioni tra docenti
12. Come ti sei trovato a lavorare con gli altri docenti del tuo team? Hai avuto contatti con loro?	
13. Come si potrebbe migliorare l'azione di tutoraggio del team?	
14. Cosa hai più apprezzato di questa esperienza?	Considerazioni generali
15. Hai suggerimenti per migliorarla?	

Questions 1-6
About the observer tasks

Questions 7 - 12
About the pupils blogs

Questions 11 - 13
About teachers relationships

Questions 14 -15
About the overall experience.

Analysis method

- 18 **post activity forms**, made by TB observing teachers, have been analyzed by workshop participants in pairs
- For each form have been identified
 - A **strength**
 - A **critical point**
 - Something **unexpected**

REFLECTION: STRENGTHS

- Team working and collaboration among teachers
- Useful, clear and complete guide lines and materials
- Respect for the Netiquette
- Team tutor as a reference point
- Freedom of expression for the learner and freedom of observation for the teacher.

REFLECTION: CRITICAL POINTS

- Schedules TB time (on May is too late, preferably February -March)
- Timing (much discussed topic: for someone one blogging week per questions is OK, for others is too short)
- O'Blog: little interaction among teachers, rare exchanges of views
- Too many blogs for a single team observer

REFLECTION: I DO NOT EXPECT THAT ...

- Deeper knowledge of pupils personal life
- In some cases, genuine and profound dialogues exchanges
- No barriers between teacher and pupil because there is no evaluation
- Stimulating for professional growth
- It was easy to exchange views with teachers from different schools
- Reading the pupils blogs could arise so many emotions
- Including mean for students with special educational needs

REWORK: PLENARY DEBATE

- The **post activity form** should be **filled by all the team teachers**, and shared among them
- **Collective analysis** of the forms to reflect and rework
- **Self-assessment of students**
- Development of an **evaluation grid** for students blogs, structured by **competences**

COMMUNICATION

SUGGESTIONS FOR COLLECTIVE NARRATION- I

- **Sharing of multimedia products** (ppt / padlet) produced by the students containing:
 - **documentations on expectations and what really happened;**
 - **most significant intervention and reasons for the choice**
- **Pupils are free to choose** the tools for documentation

COMMUNICATION

SUGGESTIONS FOR COLLECTIVE NARRATION- II

- **TB log book** for each team class, where pupils are free to describe the whole TB experience (log book structure agreed in the preparatory phase)
- **Video editing of interviews** with all participants of the team (using a choice of questions among a **set available on ReteDialogues** site)

COMMUNICATION

SUGGESTIONS FOR COLLECTIVE NARRATION - III

- **PPT or video** made by each class including the most significant interventions
- **Sharing** within the team (pupils, class and observing teachers, TB tutor and final VC facilitator)
- **Team VC** at the end of the TB
- **Reflection and rework of blogs** (qualitative and quantitative analysis) made by team teachers