

TITLE

REAL CHILDREN LEARN IN VIRTUAL WORLDS

Short Summary

The work is original in its kind because it involves children interacting in tri-dimensional chat-lines with adults, who are willing to "virtually" realize – with 3D constructions – the children's desires.

The following is a research work, since adults are engaged in verifying the impact of new communication technologies in children, taking note of behavior, hypotheses, graphic realizations, as well as of the memory itself of such experience. A mixed community is thereby created, involving: teachers, parents, children, and people not directly related to the school world. Communication occurs via chat, e-mail and telephone, giving rise to a strong social interaction.

This new solution of virtual community for the (3-5 years old) child has a strong social-educational and pedagogic impact. We believe that this virtual community is well suited for reflections on experience and on the analysis of the behavior resulting from it.

New solutions for virtual (and real) communities - Internet for the child **"What is real, what is virtual and what do we mean as image of something which is real?"** Philosophers and scientists have long debated it, and we do not pretend to answer this question: we would only like, with the opportunity we have, to tell you how school-children aged three, four and five are working on these questions, and how they are interacting with a tri-dimensional chat: Active Worlds.

School: Nursery school

Country: Latina - Italy**Partner schools:****Classes:** Scuola Infanzia: Bambini e bambine di 3-4-5 anni - children (3-5 years old)**Project team:** Insegnanti di classe ed amici di chat**Project coordinator:** Linda Giannini, Educational Researcher and Scholar.**Contact person (name, surname, e-mail address):** Linda Giannini

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Link to the Project:http://www.descrittiva.it/calip/virtual_en/aw.htmhttp://www.descrittiva.it/calip/aw_en/index.htm<http://www.descrittiva.it/calip/nir99.html>http://www.descrittiva.it/calip/99_00_virtual.htmhttp://www.descrittiva.it/calip/0203/narnia_aw.htm**Collaborative work at school:** bambini – bambine – genitori - insegnanti**Technological tools:** Computer - Internet – connessione ADSL – sw ActiweWorlds**Socrates Programme:** YES NO **Distance Collaboration (among Partners):**

RESOURCES	Internal (from your school)	External (from outside your school)	Costs
Human	L'attività si è svolta senza oneri per la scuola; le spese sono state sostenute solo dall'ins. sperimentatrice		
Facilities (<i>rooms, labs, etc</i>)	Principalmente la classe		
Equipment (<i>pc, videorecorder, cameras, etc.</i>)	Due computer nella classe e le ITC personali dell'ins.sperimentatrice (per le attività svolte a casa) *		
Funds	NESSUNO		
Other			

*** Technology tools and Software:**

- Pentium 200 Computer
- ADSL
- Explorer browser
- Eudora electronic mail system
- Scanner HP
- Laser and inkjet printers
- Digital camera
- TV
- Video projector
- Video tapes
- Educational CD
- Encyclopaedia (Multimedia and printed)
- Tape recorder
- Audio cassettes
- Word 98

for Web-page creation and production of letters to be sent as e-mail attachments

Graphics Techniques:

- Water color
- Alcohol color
- Pencil color
- Wax color
- Paint

OBJECTIVES	
Overall objectives	<ul style="list-style-type: none"> • compare methodologies; • create conscious and active children-children and adults-children interaction; • encourage the creativity and the development of an interactive community.
Specific objectives	<ul style="list-style-type: none"> • to collect, to elaborate and to interpret data; • to describe situations, problems and to devise solutions; • to develop the skills to communicate intentionally and creatively; • to present to the others the results paths.

Study skills	Orientamento spaziale Verbalizzazione Logica
Social skills	Cooperazione Co-decisione
Subjects involved	Bambini e bambine di 3-4-5 anni; docenti di altre scuole; genitori; amici di chat

PROJECT DESCRIPTION	
Duration: dal 1997/98 e continua presenza ed a distanza	From: Attività in presenza ed a distanza To:
Children worked on the Project for hours a day/a week/a month Nei diversi anni scolastici hanno partecipato al progetto interi gruppi classe (da 28 a 75 bambini/e); il progetto	
Teachers worked on the Project for hours a day/a week/a month Tutti gli anni scolastici dal 1998 ad oggi (ovviamente i gruppi classe sono mutati nel tempo)	
Work has been done in class/at home I lavori sono stati fatti sia a casa (es. attività di preparazione, chat e documentazione on line) che a scuola (chat)	
<p>Short description of how the Project has been carried out</p> <p>From little everyday objects and games to the mystery of the big object and the computer game.</p> <p style="text-align: center;">This project provides a soft approach, designed for children, taking account of their need to touch and handle in order to understand. A simple path towards the concepts of "symbol" and "virtual reality" so that what appears on the screen can be treated as something tangible</p> <p style="text-align: center;">- to be copied, cut out, stuck on and moved around... just like what children enjoy doing with objects.</p>	
<p>1) <i>How work has been organized either in class and at home (i.e. individually/in pair/ in small groups/all class)</i></p> <p><i>Il lavoro a casa e' stato svolto dalla sola docente sperimentatrice al fine di:</i></p> <ul style="list-style-type: none"> - <i>incontrare i partners on line (in chat, posta,...)</i> - <i>documentare le attività svolte (documentazione cartacea ed on line)</i> <p><i>Il lavoro in classe è stato svolto :</i></p> <ul style="list-style-type: none"> - <i>col grande gruppo per le attività di supporto a quelle con e per le ITC</i> - <i>a piccoli gruppi per ciascuna interazione chat on line</i> 	
<p>2) <i>How the work has been shared among children</i></p> <p><i>Sulla base degli interessi di ciascun bambino.</i></p>	
<p>3) <i>How resources have been used/managed</i></p>	
<p>Educational Methodologies:</p> <ul style="list-style-type: none"> · Research · Exploration · Comparison · Hypotheses-formulation 	

USE OF TECHNOLOGICAL TOOLS

Short description of how technological tools have been used

Technological tools (*videocamera/camera/digital camera/computer/Internet/scanner/printer*)

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for Web-page creation and production of letters to be sent as e-mail attachments

Users (*teachers/children/experts*):

Ins. sperimentatrice: Linda Giannini
Bambini/e dei diversi anni scolastici

Where (*at home/at school*):

A casa (per quanto riguarda il solo lavoro del docente)
A scuola (per tutte le interazioni e per gli interventi docente-bambini – bambini/e-bambini/e)

How:

Come da documentazione on line

Vedi:

- http://www.descrittiva.it/calip/virtual_en/aw.htm
- http://www.descrittiva.it/calip/aw_en/index.htm
- <http://www.descrittiva.it/calip/nir99.html>
- http://www.descrittiva.it/calip/99_00_virtual.htm
- http://www.descrittiva.it/calip/0203/narnia_aw.htm

WORKPLAN			
Activity	Responsible	Expected outcome	When

PROBLEMS/BARRIERS
WAYS TO OVERCOME PROBLEMS/BARRIERS

EVALUATION	
Evaluation worksheets of operative objectives	
Feedback from students	buono
Feedback from parents	buono
Feedback from teachers	buono
Other	

OUTCOME DISSEMINATION	
Wall-charts	
Article on school/local/district magazine	
Brochure	
Multimedia products	
Exhibition	
Website	SI
Seminar/Panel session	SI
Other	

REFERENCE BOOKS
Linda Giannini <calip@mbox.panservice.it>

I allow to publish the above information on the ECOLE website (www.ecolenet.nl)

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YES **NO**