

Technology-enhanced Learning - Activity Plan

Name: *Moreno Bonda*

Grade / Course: *History of the Mediterranean Region. Lesson 01.*

Length of Activity: *45 in class + 45 to 90 minutes of individual and collective activities.*

Lesson Summary:

This is the first lesson of the course of History of the Mediterranean Region for Lithuanian students of the bachelor programme in Italian studies.

In this first meeting, students will (1) express and share their ideas about the hypothetical borders and the defining features of this region. This is an important step since, according to H. Gardner (and others), to teach means, first of all, to correct or contextualise students preconceived ideas. (2) Secondly, some alternative definitions of the Mediterranean region will be proposed by the teacher paying attention to climatic and geographical features. (3) Finally, a comparative and diachronic investigation of the nomenclature used to refer to the sea, its borders or limits, and some of its geographical features will help students to perceive this region from different – non Western or Europocentric – perspectives.

Lesson Objective:

A CLIL (Content and Language Integrated Learning) approach will be adopted in order to introduce historical topics and, at the same time, help students developing their Italian vocabulary in the specific area of geographical terminology. Students are invited to collectively create a dictionary of geographical terms using online tools.

A first specific objective is to make students aware of the existence of a quite well defined “Mediterranean Region”. Students will understand that this region does not exactly coincide with the Mediterranean Sea and cannot be defined by political, religious, ethnic or historical parameters. Rather it is the result of a variety of interconnected long term phenomena: climatic changes, technological innovations, migrations, the transformations of the morphology of the territory etc.

The main objective is to invite students to abandon event-driven and short periods history in order to adopt a multifaceted, long period perspective to contextualize phenomena rather than events. In other words, the need to “decolonize history” will be explained: using terms such as *Mediterranean*, or *Dardanelles*, or even *Gibraltar*, we are in fact proposing an europocentric reading of history based on a Western (Latin and Greek) cultural perspective.

Resources/Technology – Teacher

Moodle distance learning platform

Powerpoint slideshow

OER

Other online resources

Resources/Technology – Students

Online (one topic) forum

Students created Database

Moodle distance learning platform

Powerpoint slideshow

OER

Other online resources

Settimana 1

Elementi di storia: I limiti della regione mediterranea ovvero decolonizzare storia e geografia.

Aspetti linguistico-lessicali: Dizionario minimo di geografia fisica.

Tema di discussione: Cosa sono il Mediterraneo e la regione mediterranea? Quali sono i nostri preconcetti?

Videolezione: Documentario: "Atlante Terrestre - Il Mediterraneo"

Per approfondire: La macchia mediterranea

Discussione: l'idea di Mediterraneo 1 neskaitytas įrašas

Pensiamo ai nostri preconcetti e a quello che sappiamo: cosa sono il Mediterraneo e la regione mediterranea? Si tratta solo del mare o l'area mediterranea coincide forse con gli stati attorno a quel mare? Dove finisce l'area mediterranea? Quali sono i suoi confini? L'Italia, la Francia, la Spagna o la Libia sono interamente "stati mediterranei"? Come si definiscono i confini di quest'area? Politicamente, storicamente, geograficamente o magari etnicamente? (Risposte in lituano o italiano)

Diapositive della prima lezione [ketta 5/02/17, 11:25]

M. Bonda, Storia Mediterraneo, Parte 1 [ketta 30/01/17, 00:34]

Documentario: "Atlante Terrestre - Il Mediterraneo"

Documentario divulgativo (non scientifico) sulle origini del Mediterraneo e sulla sua storia fino ai giorni nostri.

La macchia mediterranea [ketta 24/01/17, 18:07]

PAGINA 7 E 8 SONO OBBLIGATORIE. Dettagliata spiegazione della macchia mediterranea. Interessanti esempi di arbusti e piante tipiche di questo ecosistema. La distribuzione della macchia mediterranea nel mondo e nel Mediterraneo

Dizionario minimo di geografia

Creiamo un dizionario minimo di geografia. Quali parole avete imparato a lezione o studiando il materiale didattico? Ogni studente deve aggiungere almeno due nuove parole o espressioni italiane e scrivere la loro traduzione in lituano. Si possono aggiungere solo parole sul tema "geografia". Un esempio è già stato inserito.

Test di ricapitolazione

Figure 1. The Moodle page containing activities and resources. Note the preliminary discussion forum and (on the right) the students collectively created/edited dictionary and the self-assessment test.

- Science popularization documentary in (easy to understand) Italian:
<https://www.youtube.com/watch?v=Qj5MV-mXVyc>
- The Moodle forum:
<http://moodle2.vdu.lt/mod/forum/view.php?id=230028>
- OER about the Mediterranean maquis shrubland:
http://www.comune.udine.it/opencms/opencms/release/ComuneUdine/cittavicina/cultura/it/musei/storianaturale/pubblicazioni/quaderni/allegati_it/06-Macchia1.pdf
- The students collectively created/edited dictionary:
<http://moodle2.vdu.lt/mod/glossary/view.php?id=230031>
- Final self-assessment test:
<http://moodle2.vdu.lt/mod/quiz/view.php?id=230521>

Intended Curriculum Learning Outcomes

- Students will discuss parameters alternative to the political, historical and strictly geographical ones used to define the limits of the Mediterranean region.
- Students will learn the advantages of historical approaches based on the investigation of long term phenomena (as defined by the French *Annales School*)
- Students will enrich their Italian language (L2) vocabulary in the specific field of geographical terminology.

Instructional Activities

The teacher (1) will illustrate the dangers and the preconceived ideas intrinsic in the terminology used to refer to the Mediterranean region both in Italian (L2) and Lithuanian (L1) comparing and explainign, as an example, the names given to the sea itself. Moreover, the teacher (2) will demonstrate the influence of climatic changes and topography on the development of historical events illustrating, as an example the coincidence between the extention of the maquis shrubland and the territories of the Roman Empire. (30 minutes)

Students will (1) discuss their ideas about the limits of the Mediterranean region in the forum; (2) they will watch the online documentary about the Mediterranean sea; (3) they will study the OERs and take the self-assessment test; (4) they will create an Italian-Lithuanian dictionary of geographical terms. (45-90 minutes)



Figure 2: the Italian perspective – the sea surrounded by lands – and the Turkish perspective – the land between seas. According to the Altaic way to call cardinal points: Black (north) Sea; White (west) Sea – the Mediterranean; Red (south) Sea.



Learner Assessment

The teacher will review and comment the forum discussion to contextualize students preconceived ideas. The teacher and the students will analyze the collectively created online dictionary to discuss uses and morphology of the uploaded Italian terms. (35 minutes)