EXPO MILANO 2015
PoliCulturaExpoMilano2015 Award Ceremony
June 4th, 2015, Media Center

550 students and teachers from all over Italy (and beyond), will be in the Media Center of the Universal Exposition.

Schools of all kinds and all grade levels, from preschool to high school, will visit the Universal Exposition and will participate in this suggestive ceremony that, in the presence of authorities of the Politecnico di Milano and Expo Milano 2015, will announce the winners.

Abbruzzo, Campania, Emilia Romagna, Lombardia, Molise, Piemonte, Puglia, Sardegna, Sicilia, Toscana, Umbria and Veneto are the represented regions. With a surprise: **an Italian school from Tehran!**

The Italian school has produced
7 days of interactive multimedia stories on ExpoMilano2015 topics
Only looking at the trailers (less than 1 minute each) requires more than **6 hours**!

The finalists who will participate in the ceremony were chosen by a complex process of jury in several stages, to evaluate three aspects: the quality of the educational approach, the quality of communication and the quality of content related to the Universal Exhibition.

Specialists and 300 students from various institutions were involved: Politecnico di Milano (Scuola di Ingegneria Industriale e dell'Informazione), Università di Milano (Facoltà di Agraria), Università Cattolica di Milano (Facoltà di Scienze della Comunicazione) Università di Perugia (Facoltà di Pedagogia), Università di Bologna (Facoltà di Pedagogia).

The PoliCulturaExpoMilano2015 competition was designed and developed by HOC-LAB of Politecnico di Milano in collaboration with the School Project of Expo Milano 2015. **More than 10,000 students (from 5 to 18 years)** worked, led by their teachers, on educational projects related to the theme of the Universal Exposition and then translated into multimedia stories through "1001storia", the innovative tool of digital "Storytelling" created by the Politecnico di Milano.

Competition for Italy was launched in September 2014. Teachers were helped by online courses (MOOC, "Massive Open Online Courses") to which in more than 3,000 were enrolled. Hundreds of pages of support, by means of interviews with experts, and more than 1200 teaching suggestions developed by a group of 40 teachers (of staff and volunteers) were produced. The material produced is also available as an eBook.

A high educational impact

The teachers have been working for months with their classes, involving their students in activities that combined three factors: use of network and multimedia technologies, deepening the themes of the Universal Exposition, participation in a competition (national or international).
These elements have increased the participation of all students, involving in school activities also "difficult" subjects, normally little affected by the school routine.

Surveys and interviews to teachers are used in order to verify the pedagogical impact of participation to PoliCulturaExpo. Final data will be fully disclosed at the end of June 2015. Here are a few quotes taken from interviews.

The themes of the Universal Exposition are important

"I would like to engage the same group of students again next year, for carrying on with digital storytelling on the themes of Expo Milano 2015; we have just started understanding the complexities of the issues, and my students want to know more" (Senior High School teacher, May 2015)

Digital storytelling is engaging

"When I get into the class and I say 'today, you have to write a text', most of the students complain. On the other hand, if I say 'today we create a digital story', all the children are happy: it is not because of the competition, or because they are using a PC, but because the outcome is special: it is something that others will see and appreciate. It is something real." (Primary school teacher, May 2015).

Creating interactive narratives with 1001stories is pedagogically valuable

"The good thing about 1001stories [the digital storytelling authoring tool] is that you need to think before jumping into action; sometimes with technology, you just kind of 'plunge into it', but when creating knowledge is at stake, you have to design and plan, not just sit and push buttons." (Primary school teacher, May 2015)

Changing attitude toward "Feeding the Planet, Energy for Life"

"Lunch-time has turned into a wonderful time: there is no need for us to ask 'do you know what you are eating? Do you know how rice is grown or what a sole is?' It's the kids who ask questions…now they want to know more. We have two twins who at the beginning of the school year used to eat practically nothing. Now they have started to taste the food: I do not say that they eat everything, but with respect to the initial 'nothing', well, this is a revolution! And all the others, they literally devour fruit. I even took pictures of the trays, 'before' and 'after' (when they are empty), in fear that the parents would not believe me!" (Pre-school teacher, May 2015).

A different role for teachers

"I had to be humble. I did not tell my students 'guys, I know how to do it', but I said 'we'll have to cooperate…'. Thus, we split the tasks among us. I asked them to teach me some technical skills. I think that this approach makes the teacher more 'human' and closer to the students." (High-school teacher, May 2015).

LA CUCINA DEI PIRATI

Facciamo provviste

Navigazione

1.3. Io sono goloso di....

2. I pirati sulla nave
2.1. A ciascuno il suo compito
2.2. Ricette dalla Cambusa
2.3. Cuochi all'opera!
2.4. Tutti a tavola

3. I biscotti della felicita'
3.1. Una ricetta per tutti
3.2. Gli ingredienti dei biscotti della felicita'
3.3. Pronti...via!
3.4. Adesso si fa sul serio!

4. Sbarchiamo sull'isola...
4.1. Alla ricerca del....cibo!
4.2. Ecco cosa abbiamo trovato

Scuola dell'Infanzia – Piemonte

Insieme si può!

Cosa non si vede nel piatto

Navigazione

1. Cosa c'è nel piatto
1.1. Cosa bolle in pentola
1.2. Mangiare oggi
1.3. La qualità di un alimento
1.4. Le scelte dei consumatori
1.5. Leggiamo le etichette
1.6. Filiera "Lunga o "Corta"?

2. Cosa non si vede nel piatto
2.1. Lo sfruttamento del suolo
2.2. Spreco dell'acqua
2.3. Spreco del cibo
2.4. Rifiuti e smaltimento
2.5. Acqua virtuale

3. L'acqua è un nutriente
3.1. L'acqua negli alimenti
3.2. Acqua di sorgente o di falda

kindergarten – Puglia

Primary School – Lombardia e Somalia (in cooperation)

Secondary School - Lombardia