"Inside the mind of Van Gogh" Project

Good practice, CFR Vigo

What is it?

This project was developed on a course called "Integrating collaborative tools in the classroom". Participants were teachers from different schools in the area of Vigo.

This course is part of a [CFR of Vigo](#) project named "[ConVigoTablets](#)". The general project goal is to integrate ICT as a means to develop students' creativity, to improve students' learning and to develop students' competences for the 21st century success.

The project in brief

Inside the mind of Van Gogh project:

- *Participants*: teachers from different Schools in the area of Vigo

- *Task (integrated activity)*: To create an interactive image with reinterpretations of Van Gogh masterpieces

- *Social relevance of the project (Public final product)*: To participate in a Collaborative Project about Van Gogh called "[Van Gogh 2015](#)" (In this project different Spanish schools participated)

- *Subjects*: Arts, Music, Spanish Language

- *Methodology*: Learning by tasks (PBL methodology), cooperative learning (using simple structures)

- *Timing*: 20 hours

- *Organization*: teamwork (4 people in each team - 5 teams)

- *Devices*: each team has 1 Ipad and 1 laptop. All the devices are connected to the Internet

- Time. It was implemented twice (1st edition March 2015, 2nd edition October 2015)

- Number of participants: 20 people each time

What is done?

The task is designed for students on the sixth grade. The class is organized in teams, in each team there are four students. Each of the teams should develop one sequence of activities. Activities are related to assessment criteria (standards) of the school curricula, so each activity is evaluated using an assessment tool. ICT tools were used in all the activities. The final activity of the sequence is the task product, in this case, "One interactive image with five reinterpretations of Vang Gogh 's masterpieces" to share in the [Collaborative Project Van Gogh 2015](#).

The complete activity set is linked in this [Web Page "En la mente de Van Gogh"](#).

Two examples of the assessment instruments are:

[This rubric](#), designed to evaluate the oral expression at the presentation activity

[This portfolio](#) made by one of the teams.

CREACIÓN FINAL : REINTERPRETANDO A VAN GOGH
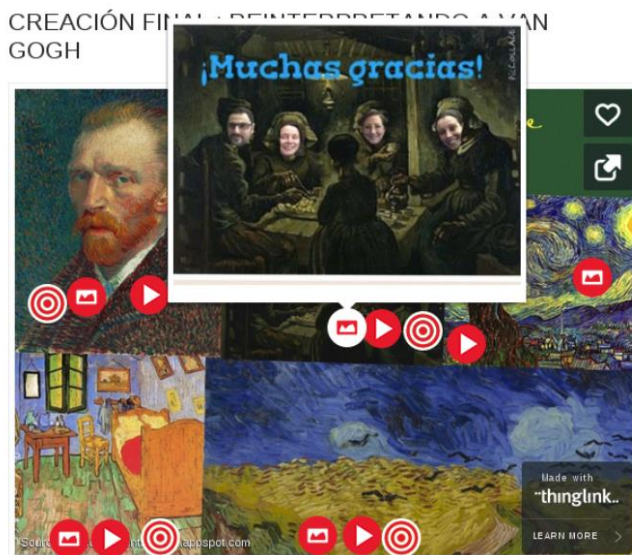
Is the project transferable?

During the course, the final product was made by teachers who played the role of sixth grade students, so the project should be implemented in a sixth grade classroom. It should be a good guide for teachers from other different levels as it is completely transferable.

One of the reasons of its portability is that this project was implemented twice following the same scheme, evaluation and structure. Other is because it was designed by two consultants of CFR Vigo although it was implemented by two school teachers, this was possible because it had been well documented.

The last reason is because it can be reproduced with different contents but following the same structure. For example,

if one teacher implements this project once, the next time he or she can put into practice the same activities in relation to other painter or sculptor or maybe a comic writer. This is possible because the process, the evaluation and the structure are the same.

Proof of this is that when the 1st edition course finished, one of the participant teachers implemented one similar task with her sixth grade students. The project was about Egypt. The students followed a PBL structure, so they investigated, they extracted conclusions and created a final product. Working in teams, their final product was a "News Programme".

Digital tools and applications

The picture below summarise the set of applications which participants used to create their final production
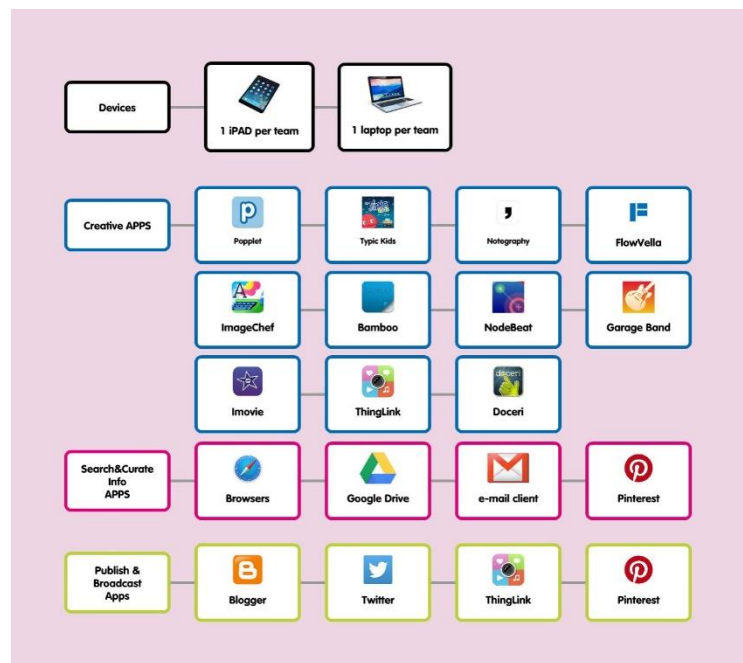
To have access to the Pinterest wall with all the apps links, click "[Apps Inside the Van Gogh mind](#)"

Methodological and pedagogical aspects

This project is focused on student learning goals, including standard-based content and key competences and skills such as critical thinking, visual thinking, cooperation and self-management.

To reach the goal, the methodologies implemented were:

- PBL Methodology (learning by tasks): one final creation made by students to participate in a social and relevant context

- Cooperative Structures: simple cooperative structures were implemented as "1-2-4 structure" "rotary sheet", ..

- Methodology focused on students as creators

- Methodology based on teamwork which encourages peer learning and evaluation

- Methodology which allows to integrate ICT as a means, not as a goal.

The complete process is explained in the link of the project.

To summarize, I would like to list some of the advantages of this practice:

- Tablets allowed participants to create artistic products more easily than using pcs or laptops.

- Students were really motivated participating in a Collaborative Project.

- Participants highly valued the teamwork method because it provided them with peer learning.

- PBL methodology helps students develop key competences

- Promoting the use of social networks in a coherent and professional way
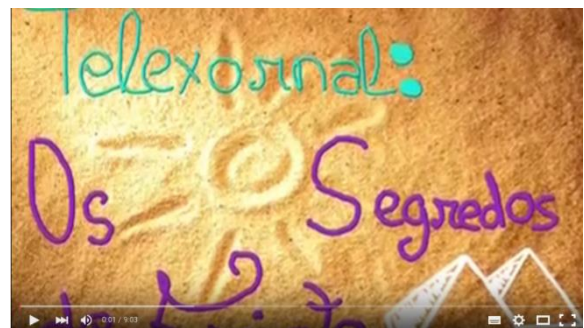
This video was made by the Canicouva Primary School fifth grade students.

Why a good practice?

In my opinion this is a good practice because it is completely transferable to schools, it integrates active methodologies, it is referred to the standards of the school curricula, it focusses on the student, it develops key competences, it encourages peer learning and evaluation, it introduces ICT and social networks in a professional role. Summarizing, it trains students to develop themselves in the 21st century world.

LINKS "Inside the Mind of Van Gogh"

- Web Page: Teachers documentation

- [Students blog (Portfolio): Course march 2015](#) (1st edition)
- [Students blog (Portfolio): Course october 2015](#) (2nd edition)

- [Collaborative Project Van Gogh 2015](#)
- [1st edition Photos](#)
- [2nd edition Photos of participants](#)
- [Apps used](#)