My Go-Lab story

The IC9 Il Guercino school had previously contributed to another EUN project, the Acer-EUN Tablet Pilot project in 2012 with a team of teachers of several subjects working in the same class. As a science teacher, I was invited to join the Go-Lab project in October 2014, in its second pilot phase. Thanks to the headmistress Giovanna Cantile, who has always encouraged innovation and teaching with ICT in the institute, we started our Go-lab exciting experience.

Go-Lab training and support

I attended webinars, the SPW workshop in the Future Classroom Lab in 2016, and 3 Summer Schools (2015, 2016 and 2017) which were especially significant to share experiences with colleagues and to keep in contact and collaborate online.
The support team has always been available online at any time, often offering help to solve technical issues as well as providing useful suggestions to improve my work.

Go-Lab in my school

In the pilot phase the principal's support was first needed to get the participation approved, then all the project development phases were shared with her and with the school staff. After publishing every ILS activity on the Go-Lab sites, they were also shared on the school Moodle pages devoted to teachers training. Several ILSs have been used by more than one class.

Go-Lab in my classroom

In my experience, students get the best of Go-Lab experience when they are in the classroom, both individually and in small groups: when cooperating, students can share their skills and find solutions together, getting more engaged in the inquiry learning process. The more independent and motivated students also use Go-Lab resources as homework. In their 3 years of lower secondary school, many students start as users of digital contents made by the previous classes, and end up as authors of new ones, ready to use for their younger schoolmates.

Go-Lab's influence on students

Students often feel more comfortable in a trial and error approach when they perform an inquiry activity individually, and even more in a collaborative situation when they use an ILS in small groups. They also find digital contents more interesting than books or theoretical lessons. The main effect is getting almost all students involved, both in individual and group investigations. The most effective aspect is when students can evolve from users to authors: it allows students to develop communication and creativity besides disciplinary skills.

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