



WebQuest e e-book a supporto della metodologia CLIL: ipotesi operative per l'Economia Aziendale

sintesi della presentazione

Daniela Pagnini

22 Maggio 2017



The image shows the word "WebQuest" in a blue, sans-serif font. A magnifying glass with a black handle is positioned over the text, focusing on the "Q". The entire graphic is set within a white rectangular frame with a grey border.

WebQuest

Bernie Dodge

(Università di San Diego, California, 1995) http://webquest.org/sdsu/about_webquests.html

L'e-book (electronic book) è un libro in formato digitale leggibile attraverso dispositivi. Per e-book si intende anche la versione elettronica di un libro cartaceo.

The image features the word "Ebook" in a bold, 3D, red font. A red computer mouse is connected to the "E" by a red cord. The entire graphic is set within a white rectangular frame with a grey border.

Ebook

[Esempio di un sito per la creazione di un WebQuest](http://questgarden.com/) <http://questgarden.com/>



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Examples

We all learn best by seeing examples. Here are two ways in you can immerse yourself in the creative efforts of fellow educators.

Recently Published WebQuests

Hot off the press! These are the lessons that other teachers have just completed (or almost). [Click here.](#)

Search All QuestGarden WebQuests

This search engine will show only WebQuests created in QuestGarden which the authors have published and made public. Those that allow others to copy and modify them are identified in the results as *Shared*. QuestGarden members can import those WebQuests into their workspace and modify them to meet their needs.

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Member Dashboard

Welcome, Pagnini Daniela _ Scalone Marina. | [Edit your Profile and Biography](#)

You have **2** WebQuest(s) in your workspace.
Your QuestGarden membership expires on **Jul 28, 2016**.

You have WebQuests attached to the following group(s):

[Informatica per le Lingue Seconde - Summer 2016](#)
Click the link to give some friendly feedback to your peers!

The GL column shows the reading grade level of your WebQuest as estimated by the [Flesch-Kincaid formula](#).

| Delete | Edit | Preview | GL | Published URL |
|--------|------|--|-----|---|
| | | Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone | 6.5 | http://questgarden.com/189/98/8/160628080218/ |

<http://questgarden.com/189/98/8/160628080218/>

WebQuest Search Results

01

| Status | Name & Description | Grade/Content Areas | Reading Grade Level |
|--------|--|-------------------------------|---------------------|
| Shared | <p>Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone</p> <p>This WebQuest is useful for students of Business Administration in order to enhance their knowledge in Industrial Enterprises. It contains both individual and team works and it is 3 weeks long in terms of overall activities. Furthermore it develops content and English language skills and it can be experimented as a CIL activity.</p> <p><i>Last published: Jul 18, 2016 Word count: 1377</i></p> | Grade: College/Adult Business | 6.7 |

Le **indicazioni operative** delineano i potenziali destinatari del percorso

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

- Introduction
- Learners
- Standards
- Process
- Resources
- Credits

- Student Page

by Marina Scalone

Teacher Introduction

WEBQUEST ON

Industrial enterprises

by Daniela Pagnini and Marina Scalone

This WebQuest is tailored for students (18-19) attending the final year of a Secondary Technical School.

It promotes the CLIL Methodology in English Language, enhances the students' individual learning and encourages the working group activities .

We are teachers of Financial accounting, Business Administration, Marketing, Tourism in two different Secondary technical schools, respectively T. Scerbo -Pescara and N. De Guardagnola - Guardagnola (Chieti) in Italy.

We have been teaching for about 20 years.

L'Introduzione ha l'obiettivo di suscitare l'interesse degli studenti, collocando il percorso nel contesto di riferimento

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits


- Teacher Page

by Marina Scalone

Introduction

*You are discovering
the world of the....*

INDUSTRIAL ENTERPRISES



*have a good trip
and enjoy your work!!*

Il **Compito** contiene la descrizione sintetica di ciò che gli studenti dovranno svolgere

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

- Introduction
- **Task**
- Process
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Task

You have to do research on the industrial companies, focused on their aims, strategies and organization.



You will write your answers in a Word file and you will email it to your teacher

then

you will show to your classmates the results of your research by using a Power Point presentation.



Use your time wisely!

In questa fase si descrivono i passaggi previsti per la realizzazione del compito e si forniscono le risorse. Esempio di lavoro individuale.

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

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Process

YOUR INDIVIDUAL WORK



After reading the following resources related to the topics, answer these questions (8 points max):

1) What is a business enterprise and why start up a business?

<https://businesseducation.ie/enterprise/>

<http://www.bbc.co.uk/education/guides/zc3gkdt/revision/1>

2) What are the main aims and goals to be reached by the business organization?

<http://www.bbc.co.uk/education/guides/z8gqd2p/revision/2>

<http://www.policconomics.com/Industrial-organization/>

3) What does the term "flexibility" mean in the global economy context?

<http://learnenglish.britishcouncil.org/en/business-magazine/change-management>

Your answers must be written on a Word document and emailed to your teacher within the next 1 week.

Esempio di lavoro in team

YOUR TEAM WORK



You will be divided into 4 groups based on the following topics.

TOPICS

Group 1:

Analyse the importance of the producers' services in terms of customers' satisfaction, efficient transformation, prices selling and total quality.

http://ebusiness.mit.edu/research/papers/242_Cusumano_Theory%20of%20Services.pdf

Group 2:

Explore the advantages and the disadvantages about the "Just in time" theory.

<http://www.strategy-business.com/article/A-Strategists-Guide-to-Industry-4.0>

Group 3 :

Analyse the value chain process as a controlled system of activities that convert inputs to outputs, according to Porter's theory.

www.ifm.eng.cam.ac.uk/research/dstools/value-chain-/

Group 4:

Explain how the SWOT analysis can be applied in order to create a successful competitive position.

<http://www.businessnewsdaily.com/4245-swot-analysis.html>

1) After reading the links, each group has to design a Power Point presentation (max 10 slides)

2) The Power Point must contain the key words of your task and you are required to include at least one of the items of the following list:

- engaging image
- gif animated
- short video
- mind map
- hyperlink
- graph
- flow chart.

3) The presentation must be no longer than 5 minutes and each component will show a part of it.

Your work deadline is in 2 weeks

La procedura **valutazione** viene chiaramente
esplicitata agli studenti

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

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Evaluation

INDIVIDUAL EVALUATION



Each individual work will be evaluated according to the following points:

- **Relevance** (Did you stay on topic? Did you answer all the questions?) (max 5 points)
- **Rewriting/Reformulation** (Avoid copy-past!) (max 1 point)
- **Linguistic correctness** (Did you check vocabulary and grammar?) (max 2 point)



GROUP EVALUATION

Each point increases the individual score of 0,5:

- **Research skills:** have you been able to select information? Have you answered to all the questions? Are the answers correct?
- **Communicative skills:** have you been able to rework the information to communicate to your schoolmates?
- **Digital skills:** have you complied with the agreed deadlines? Your presentation was adhering to the assigned task?
- **Cooperation in group:** did you share equally the work charge? Have you participated to the group discussions?

Griglia di valutazione del lavoro individuale

| WRITTEN TEST - ASSESSMENT GRID - 7 POINTS MAX | | | | |
|--|--|---|--|--|
| LEVELS TRAITS | EXCELLENT/GOOD (7- 6) | SATISFACTORY (5-4) | ALMOST SATISFACTORY (3-2) | UNSATISFACTORY (UNDER 2KK) |
| CONTENT AND TOPIC KNOWLEDGE | Content is detailed and complete. The student's answers demonstrate full understanding of all relevant concepts and they identify the core object being described. He/she provides a variety of effective details. | Content is complete. The student's answers demonstrate understanding of the major topic concepts. He/she provides some appropriate details. | The student's answers are almost complete, because some pieces are missed. They contain some gaps in conceptual understanding. He/she provides general or limited details. | The student's answers are incomplete and several important pieces are often missing. The student shows significant gaps in conceptual understanding. He/she provides too general or even off-topic details. In some cases the student lacks central idea and development is minimal or non-existent. |
| VOCABULARY AND GRAMMAR | The student applies appropriate vocabulary to subject matter. He/she uses accurate grammatical clauses. | The student applies the correct vocabulary and uses correct grammatical clauses. | The student applies basic vocabulary and uses almost correct grammatical clauses. | The student applies inappropriate vocabulary and often uses incorrect grammatical clauses. |
| NEATNESS | The writing assigned is neatly typed or handwritten. | The writing assigned is generally neatly typed or handwritten. | The writing assigned is almost neatly typed or handwritten. | The writing assigned is not neatly typed or handwritten. |

Griglia di valutazione del lavoro di gruppo

| PRESENTATION – ASSESSMENT GRID – 3 POINTS MAX | | | | |
|---|---|--|---|--|
| LEVELS TRAITS | EXCELLENT/GOOD (3) | SATISFACTORY (2) | ALMOST SATISFACTORY (1) | UNSATISFACTORY (0) |
| CONTENT AND TOPIC KNOWLEDGE | The student demonstrates full knowledge of the topic by answering all class questions with further explanations and elaboration. | The student is at ease with expected answers to all questions, but they are without specific elaboration. | The student feels uncomfortable with information and he/she is able to answer only rudimentary questions. | The student has a poor knowledge of the overall topic. He/she answers the questions committing several mistakes. |
| LANGUAGE | The presentation has no misspellings or grammatical errors. The vocabulary is appropriate to the topic. The student uses fluent connected speech. | The presentation has a few misspellings and/or grammatical errors. The vocabulary is generally appropriate to the topic. The student uses fluent connected speech occasionally disrupted by search for correct form of expression. | The presentation has numerous, but not serious misspellings and/or grammatical errors. The vocabulary is poor and sometimes it is inappropriate to the topic. The student uses simple sentences and often the speech is not fluently connected. | The student's presentation is full of mistakes in spelling and/or has numerous grammatical errors. The vocabulary is, in some cases, totally inappropriate. The student often keep the quiet and/or uses not fluent connected speech. |
| ORGANIZATION (structure) | The student presents information in logical and interesting sequence which audience can easily follow with engaging interest. | The student presents information in logical sequence which audience can follow with satisfying closure. | The student presents information with low level of coherence and the audience has often some difficulties in following the presentation. | The students presents information with no sequence and the audience cannot understand the main sense of the presentation. |
| CONTRIBUTION TO GROUP | The student contributes consistently and actively to the group activities. He/she accepts and performs all of the tasks. He/she helps the group set goals | The student contributes to the group activities. He/she completes the assigned tasks He/she contributes to setting the group goals. | The student contributes inconsistently to the group's work. He/she completes the assigned tasks with encouragement. He/she contributes sporadically in setting the group's goals. | The student choose not to participate. He/she does not complete the assigned tasks. He/she delays the group from meeting goals. |
| COOPERATION WITH GROUP | The student shares many ideas and contributes relevant information. He/she encourages other members to share their ideas. He/she balances his/her listening and speaking. He/she concerns about others' feelings and ideas. | The student shares some ideas . He/she generally allows all members to share their ideas. He/she listens to others proposal. He/she shows sensitivity to other people's feelings and ideas. | The student shares ideas Occasionally, but only when he/she is encouraged. He/she allows sharing by most group members. He/she listens to others sometimes and he/she generally consider other people's feelings and ideas. | The student does not like to share his/her ideas. He/she does not contribute to group discussions. He/she interrupts when others share ideas. He/she does not listen to others and does not considerate of others' feelings and ideas. |

Questa fase consente la riflessione da parte degli studenti e la sintesi da parte del docente

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

- Introduction
- Task
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- Conclusion
- Credits

▪ Teacher Page

Conclusion



At the end of your activities you will have:

- 1) learnt more about Industrial enterprises
- 2) Improved your oral and written English 'for special purposes'
- 3) appreciated how it is important to work in team
- 4) Improved your skills in ICTs
- 5) learnt how to use authoritative sites

and.... you will be ready for another WEBQUEST!

WebQuest.Org

ALTRI SITI PER PROGETTARE WEBQUEST

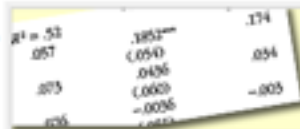
- Home
- Find WebQuests
- Create WebQuests
- Share WebQuests
- Useful Resources
- Community
- Research
- Bookshelf **NEW**
- News
- Latest news:
June 17, 2015:
This year marks the 20th anniversary of the WebQuest model. Watch this space for announcements of some new resources coming later this summer!

Welcome

You've arrived at the most complete and current source of information about the WebQuest Model. Whether you're an education student new to the topic or an experienced teacher educator looking for materials, you'll find something here to meet your needs.

Announcing: The WebQuest Research Consortium

Are you a doctoral student or faculty member interested in conducting research on WebQuests? You're invited to join a new informal group to exchange ideas, collaborate and co-author. We can capture data as QuestGarden users create their own WebQuests. Lines of inquiry about WebQuests: bdodge@mail.sdsu.edu



What is a WebQuest?

A WebQuest is an interactive activity that learners work with. **Dodge** at San Diego SDSU/Pacific Bell Fell

ZUNAL.COM | Browse | Help | Questions?

WEBQUEST MENU

- Art Music
- Business/Economics
- English/Language
- Foreign Language
- Health/PE
- Life Skills/Careers
- Mathematics
- Professional Skills
- Science
- Social Studies
- Technology
- User Profiles
- WebQuest Search

WELCOME TO ZUNAL

FREE ZUNAL is a FREE web-based software for creating WebQuests in a short time without writing any HTML codes!

MOST VISITED

The Life And Times Of William Shakespeare!
This is a webquest that will help students learn about William Shakespeare and the time period in which he lived.
Subject: English / Language Arts | Grade: 9-12
Author(s): [Caroline Tanner](#)
Views: 2,418,732 | Favorited: 292 | Reviews: ★★★★★ (10)

Progettare un WebQuest con Google sites

Dove reperire il format

<https://sites.google.com/site/studentwebquesttemplate/>

WebQuest Template Ultimo aggiornamento 21 feb 2010, 21:18

This template is for designers of WebQuests. Each page includes instructions for what should be included on that page.

WebQuest

- Home
- Introduction
- Task
- Process
- Resources
- Evaluation
- Conclusion
- Credits
- Signup

Home

This Google Site is a template for a WebQuest. When you create your own WebQuest, you will delete the information provided on each page following the instructions provided.

On this page include:

Write a short explanation about your WebQuest for teachers who might use your WebQuest, including:

- grade level
- short description of the project
- teaching standards: subject area and technology
- your name and contact information

This template was created by [Patricia McGee](#) and [Deborah Clouton](#) from the work of [Bernie Dodge](#).

[Home](#) | [Introduction](#) | [Task](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Signup](#)

Un esempio...

<https://sites.google.com/site/webquestoncosts/>

Webquest on industrial costs

- Industrial costs**
- Introduction
- Task
- Process
- Resources
- Evaluation
- Conclusion
- Credits
- Sitemap

Industrial costs

This WebQuest is useful for students of Business Administration in order to enhance their knowledge in Industrial Enterprises.

It contains both individual and team work and it is 2 weeks long in terms of overall activities. Furthermore it develops content and English language skills and it can be experimented as a CIII activity.



This template was created by [Patricia McGee](#) and [Deborah Clouston](#) from the work of [Bernie Dodge](#).


Si può inserire un Voki

<http://www.voki.com/>

Webquest on industrial costs

Industrial costs
Introduction
Task
Process
Resources
Evaluation
Conclusion
Credits
Stamp

Introduction



[Click here to see the avator](#)

Industrial companies have to face increasing costs related to the production of goods and services.

This is the reason why it is necessary to manage companies' cost analysis to reduce expensive product processes. In fact, markets require low prices for goods / services, otherwise companies are considered not competitive enough.

The control of costing system helps industrial enterprises to gain profits and to remain competitive.

Welcome to the industrial enterprises' world
and **enjoy the trip!!!**

Link al Voki:

[http://www.voki.com/site/pickup?
scid=13869605&chsm=191c54c508c886ffee1423ebdc6ee5d7](http://www.voki.com/site/pickup?scid=13869605&chsm=191c54c508c886ffee1423ebdc6ee5d7)

L'Introduzione

Webquest on industrial costs

Industrial costs
Introduction
Task
Process
Resources
Evaluation
Conclusion
Credits
Map

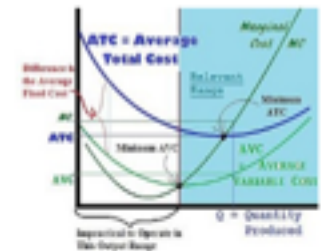
Task



The main purpose of these activities is to understand clearly how companies have to manage costs of products/services in order to be more competitive in the market.

You will be divided into groups of four people and you will be working with different tasks.

At the end you will have to put the information into a **Power Point** presentation.



Si possono inserire link alle attività da svolgere:



Before you start the process, work together to complete these tasks:



1) MATCH THE WORDS WITH THEIR DEFINITIONS: [click here for the activity](#)

2) READ THE TEXT AND TRY TO UNDERSTAND THE CONTENT: [click on the link to start activity](#)

3) THEN SOLVE THE FOLLOWING PUZZLE BY PRINTING IT:

[Link to use](#)
Word search

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | F | O | O | T | D | E | S | T | I | S | T | C | E | R | A | T | A | B | C | H | | |
| K | O | A | K | E | P | A | K | E | I | O | F | L | V | A | K | E | V | R | A | K | E | |
| S | D | I | E | A | S | T | O | E | C | O | J | T | I | G | O | J | O | T | O | I | | |
| K | I | T | O | L | E | R | K | E | F | O | F | C | H | I | V | R | A | V | O | R | K | |
| X | Z | A | P | E | R | X | X | K | F | E | F | C | O | V | I | O | D | P | A | K | E | |
| I | D | E | E | O | O | T | O | I | S | S | T | O | V | E | S | A | S | A | S | O | | |
| A | C | C | E | T | O | O | O | D | R | D | O | R | A | P | R | E | C | O | M | B | E | |
| R | E | C | A | V | T | A | N | A | L | V | E | I | E | R | C | O | R | P | A | D | E | O |
| O | E | C | H | O | I | S | I | A | V | T | O | V | H | T | O | O | O | V | E | O | | |
| X | E | D | X | R | E | C | P | T | R | A | V | X | A | S | T | R | E | O | R | E | S | I |

business
orders
effort
strategy
its
value
help
write
costs
input

When stating up a if any time, it is important to ensure that your business is lean and but this is particularly the case when order economic as difficult

Even this early on in your business, you may be able to your business costs, just by considering whether

any element of your business product or can be removed while still allowing the product or service to meet its requirements

there are cost-effective alternatives to high-cost elements

You may be able to make on your fixed costs (often called overheads), which you to regardless of how much you produce or sell. They include rent, rates and

You may be able to make savings on your costs, which are linked to how much you produce or sell. Variable costs include materials, overtime and transport costs

Clilstore [multidict.net](#)

Students: Find language videos at your level on various topics, with transcripts where every word is linked to a choice of online dictionaries in your own language

Teachers: Create, store and organise multimedia wordlinked learning units for use by students

Wordlink

Link (mostly) any webpage automatically word-by-word to online dictionaries in a choice of languages

Multidict

Find and switch easily between online dictionaries in many languages

Lifelong Learning Programme

This project has been funded with support from the European Commission. Disclaimer: This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Descrivere i processi

To accomplish the task, you will be divided into groups of four and each individual will have to work on different tasks.

These are the roles for each person in the group:

1) **cost manager**: you will be given some examples connected to expense reductions in business companies. Reflect on the given strategies, distinguish facts from opinions and choose the best solution to apply in different situations. Write your answers on the T-chart shown in the Resource page.

Click on these links and select the expressions to be used in your answers:

[Link 1](#)

[Link 2](#)

2) **marketing manager**: you will be given some case studies which analyze prices and revenues. You will have to compare and contrast the different ways of increasing revenues and demonstrate how to solve pricing mistakes. Write your answers on the graph shown in the Resource page.

Click on these links and select the expressions to be used in your answers:

[Link 1](#)

[Link 2](#)

3) **production manager**: you will have to examine and describe the main challenges that a production manager has to face in case of launching new products. Furthermore, imagine the skills generally required of a production manager for a successful company's brand. Write your answers on the graph shown in the Resource page.

Click on these links and select the expressions to be used in your answers:

[Link 1](#)

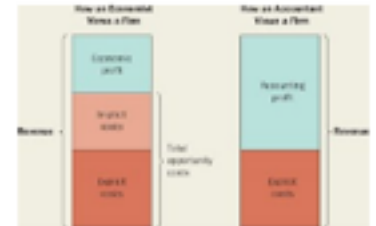
[Link 2](#)

4) **planning manager**: on the basis of given documents related to business plans and profitability, select the main economic factors that should be considered in order to plan businesses and describe them. Moreover, imagine the benefits of planning in industrial enterprises. Write your answers on the graph shown in the Resource page.

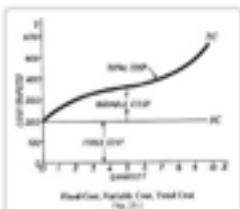
Click on these links and select the expressions to be used in your answers:

[Link 1](#)

[Link 2](#)



At the end of these activities, in your group, you will have to collect all the results and prepare a Power Point presentation.



Fornire schemi e modelli di lavoro

roduction
a
ices
source
duction
duction
skills
wrap

Resources

For some help with vocabulary use this link: [wordlink](#)

Links for the Costs Manager:

[Click here for the first article](#)

[Click here for the second article](#)

Use the T-chart to show your answers:

| Cost Manager | | |
|--------------|-------------|--|
| Name: _____ | Date: _____ | |
| Factor | Costs | |
| | | |
| | | |
| | | |

Links for the Production Manager:

[Click on the first article](#)

[Click on the second article](#)

Use the graph to show your answers:



Links for the Marketing Manager:

[Click on the first article](#)

[Click on the second article](#)

Use the graphic to show your answers:

Marketing Manager

Name: _____ Date: _____

| The way to increase revenues | Challenges | Effect on prices and how to solve mistakes |
|------------------------------|------------|--|
| | | |
| | | |
| | | |

Links for the Planning Manager:

[Click on the first article](#)

[Click on the second article](#)

Use the graph to show your answers:

Planning Manager

Name: _____ Date: _____

| Factor | Benefits | Description |
|--------|----------|-------------|
| | | |
| | | |
| | | |

Esplicitare i criteri di valutazione...

Evaluation

Your work will be evaluated on the basis of the following rubric:

Oral Presentation Rubric : Webquest

Teachers' Names: Mrs Pagnini and Mrs Kowalczyk

Student's Name: _____

| CATEGORY | Excellent | Very good | Good | Poor |
|---------------------------------------|--|---|--|--|
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| Vocabulary | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Well prepared | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Listens to Other Presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |



rubistar.4teachers.org/

Conclusioni e credits

Webquest on industrial costs

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Conclusion



At the end of your activities you will have:

- 1) learnt more about industrial enterprises
- 2) improved your oral and written English 'for special purposes'
- 3) appreciated how it is important to work in team
- 4) improved your skills in ICT
- 5) learnt how to use authoritative sites

and... **you will be ready for another WEBQUEST!**



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Sitemap

Credits

This webquest has been created by **Daniela Pagnini** and **Karolina Kowalczyk** – the teachers of Business Administration and English in Italy and Poland.

Here are websites links that we used during our activities:

<http://www.voki.com>
<https://www.google.com/> (for images)
<https://learningapps.org>
<http://multidict.net/multidict/>
<http://multidict.net/ci/store/>
<http://www.getsilverback.com/cost-reduction-case-studies>
<http://www.mtgi.com/wp-content/uploads/2013/06/Chem-Strategic-Cost-Mgmt.pdf>
<http://www.revenuemanage.com/case-studies/recovering-from-past-pricing-mistakes/>
<https://blog.kissmetrics.com/increased-revenue-by-425/>
<http://www.venturegrit.com/what-everybody-ought-to-know-about-the-product-manager-case-interview/>
<https://www.greplounge.com/en/bootcamp.php/case-cracking-toolbox/identify-your-case-type/profitability-case>
<http://myhumanities.zischina.com/files/2013/02/Data-Service-Group-Case-STudy-Planning-a-budget.pdf>



Un esempio di e-book didattico

<http://www.epubeditor.it/ebook/?static=53194>


CLIF
RETE DI SCUOLE

Aule 2.0 Community

Navigazione : Aule 2.0 > Aula asse > Modulo


DigitalCLIL

Creazione Ebook [← Torna indietro](#)




Daniela PAGNINI
[Logout](#)
Il mio portfolio

Chi è online?
93 utenti iscritti, solo tu sei online




- Informazioni Modulo
- Attività del modulo
- Materiali di studio
- Materiali prodotti >>>**
- Forum del modulo

Avvii
nessun avviso pubblicato





Pagnini Daniela

ONLINE BANKING AND PAPERLESS FINANCE
Si tratta di una unità CLIL di Economia Aziendale elaborata per le quinte classi degli Istituti Tecnici Economici. L'argomento affronta e sviluppa i mutamenti avvenuti nell'offerta dei servizi bancari e finanziari a seguito dall'introduzione delle moderne tecnologie di comunicazione e di informazione.
[Gruppo di lavoro](#)
Ultima modifica: 27/01/17 17:05



Daniela PAGNINI
[Scarica file](#)

ONLINE BANKING AND PAPERLESS FINANCES

Punteggio: 0 / 50 - 0%



1 / 32



Copertina

Copertina ✓

FOREWORD

WARM UP PHASE. LET'S
START WITH A VIDEO!

WORK WITH YOUR
CLASSMATES

LET'S READ AN
AUTHENTIC BUSINESS
ADMINISTRATION TEXT

REINFORCING GLOSSARY.
WORK IN GROUP AND
SOLVE THE FOLLOWING
CROSSWORD

CLIL UNIT

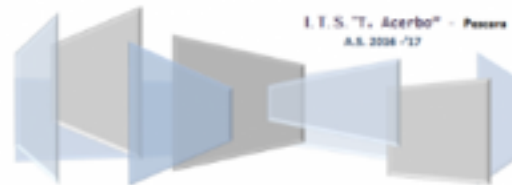
Online banking and paperless finance

BUSINESS ADMINISTRATION / ACCOUNTANCY

PAGINI Daniela

Docente di Economia Aziendale

I.T.S. "T. Acerbo" - Pinerolo
A.S. 2016 /17



Attività di warm up: un breve video (multimodal activity)

ONLINE BANKING AND PAPERLESS FINANCES

Punteggio: 0 / 50 - 0%

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WARM UP PHASE. LET'S START WITH A VIDEO!

Copertina

FOREWORD

WARM UP PHASE. LET'S START WITH A VIDEO!

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COMPRFHNSION

The Benefit...

1. CLICK ON THE LINK:



Click SUBSCRIBE for more great MonkeySee videos!

Barbara Shaw
Wells Fargo

2. TRY TO UNDERSTAND THE CONTENT OF THE VIDEO, WITHOUT READING THE SCRIPT.

Lavorare sulla comprensione: listening and reading comprehension

| | |
|---|--|
| Copertina ✓ | |
| FOREWORD | |
| WARM UP PHASE. LET'S START WITH A VIDEO! ✓ | <p style="text-align: center;">IN GROUP OF 4. Read the following video script, underline the words/phrases you think are unfamiliar and try to understand their meaning. If it is necessary, use your dictionary</p> <p style="text-align: center;">VIDEO SCRIPT</p> |
| WORK WITH YOUR CLASSMATES ✓ | <p><i>Hi, I'm Barbara with WELL FARGO & COMPANY.</i></p> <p><i>For many people the convenience and time savings online banking are the best part. Do you need to check your balance, make a transfer or balance your checkbook? All those things can take time, especially if you do it manually.</i></p> <p><i>Many people spend hours each month sitting at their kitchen table going over bills, writing out checks and putting them in the mail; and tax season means even more time going over your paper statements and records.</i></p> <p><i>Online banking reduces the time you spend on banking, leaving more time to do what you really enjoy. Online banking is also a good way to reduce clutter and simplify your life by opting out of paper account statements.</i></p> <p><i>You can access statements online only when you need them and, with the bills, you may be able to aggregate all your bills within your bank's bill pay service, set up fee bills to pay a host of bills</i></p> |
| LET'S READ AN AUTHENTIC BUSINESS ADMINISTRATION TEXT | |
| REINFORCING GLOSSARY. WORK IN GROUP AND SOLVE THE FOLLOWING CROSSWORD | |
| COMPREHENSION | |

Lavorare sulle parole-chiave: writing - speaking - designing

- 1. Write the list of your translated words/phrases and build a group glossary.**
- 2. Write a short summary containing the main advantages of online banking services.**
- 3. Imagine some disadvantages that may occur in adopting online banking services. Then write a short report and explain the reasons of your opinion.**
- 4. Debate the results of your work with the other groups.**
- 5. As a marketing expert of an important company, create an advertising slogan for a big bank, in order to convince new costumers to subscribe online services. Use words, colours, pictures, and everything you think may satisfy your client's request.**

I ragazzi al lavoro...



Attività di rinforzo: reading a text



5 / 32



LET'S READ AN AUTHENTIC BUSINESS ADMINISTRATION
TEXT

Let's read an authentic business administration text

PAPERLESS FINANCES A

REALITY, VIRTUALLY

The world we live in is becoming a virtual one: everything, including managing our finance can now be conducted on line.

Internet-only deals are usually better value because the provider does not have to cover the cost of a call centre or branch network: immediate access to accounts and the ability to do everything without leaving the house are certainly some of the benefits.

Lavorare sulle parole: rinforzare la microlingua



6 / 32



REINFORCING GLOSSARY. WORK IN GROUP AND SOLVE THE FOLLOWING CROSSWORD

FIND THE WORDS

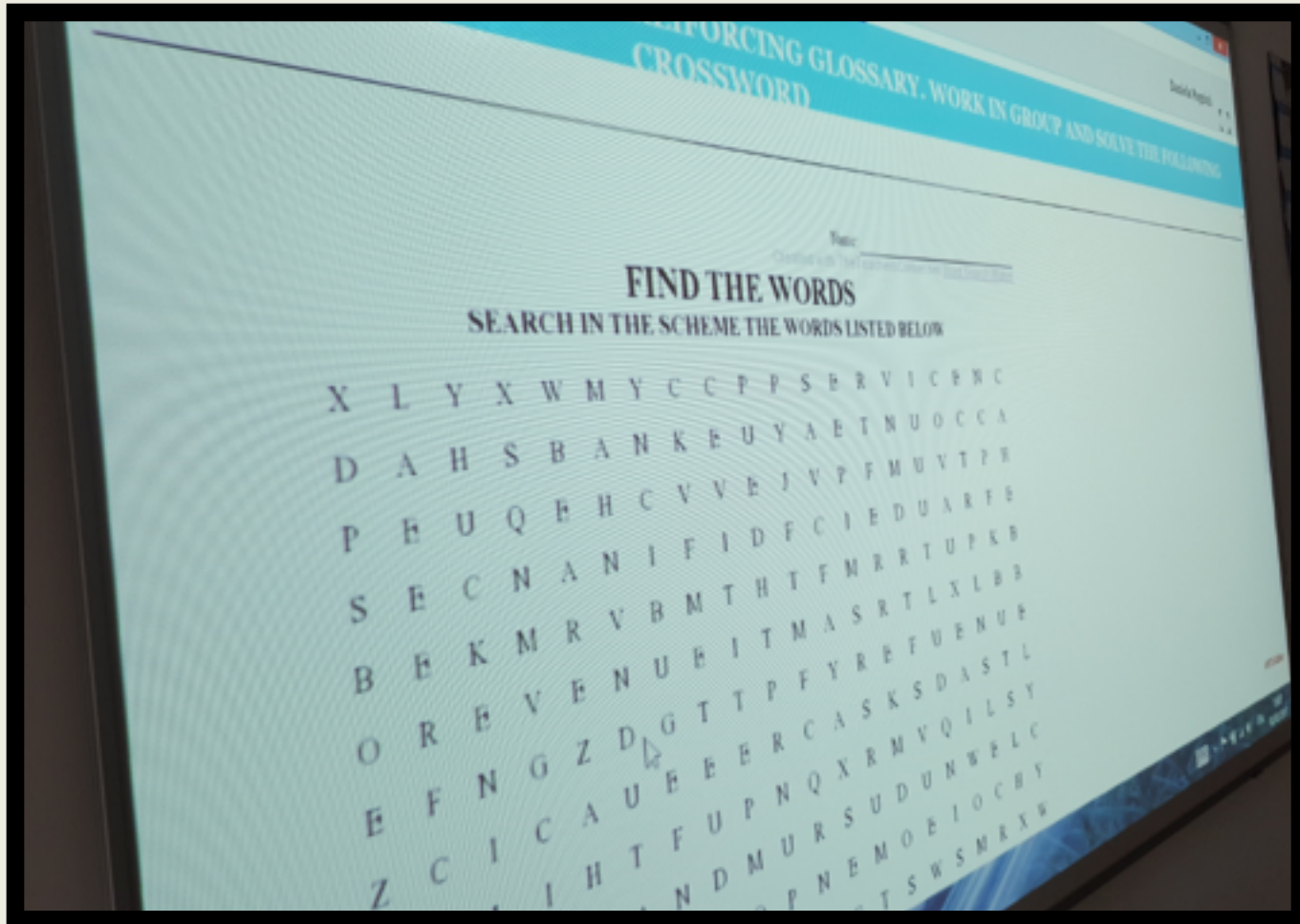
SEARCH IN THE SCHEME THE WORDS LISTED BELOW

X L Y X W M Y C C P P S E R V I C E N C
 D A H S B A N K E U Y A E T N U O C C A
 P E U Q E H C V V E J V P F M U V T P H
 S E C N A N I F I D F C I E D U A R F E
 B E K M R V B M T H T F M R R T U P K B
 O R E V E N U E I T M A S R T L X L B B
 E F N G Z D G T T
 Z C I C A U E E E
 U S L I H T F U P
 V E N E X A N D M
 Y T O G Y J R E O
 N A H A S V U G C
 A R J T A A E N E
 P O Y N V I T F F

N N U D W E B K H C N A R B J V U E I N

- | | | |
|-----------|-------------|-----------|
| PAPERLESS | INTERNET | COST |
| RATES | COMPANY | CHEQUE |
| DEBT | SAVING | VALUE |
| ONLINE | BONDS | VIRTUALLY |
| DEALS | REVENUE | INTEREST |
| BANK | BANKNOTE | CREDIT |
| SERVICE | FRAUD | STATEMENT |
| SHARES | FINANCES | INSURANCE |
| PREMIUMS | BRANCH | ACCOUNT |
| DRAFT | PERCENTAGE | ADVANTAGE |
| BUSINESS | COMPETITIVE | CHARGE |

L'e-book è anche sulla LIM della classe



Testare la comprensione e verificare la capacità di sintesi



READ THE TEXT AND ANSWER THE
FOLLOWING QUESTIONS



1. In the word we leave, how managing and finance are affected by Internet?

2. Why Internet-only deals are generally interested in accessing on online services?

3. What are the main disadvantages of virtual services that



4.

5.

6. In general cases, is online insurance pr

7. Are online trading shares less con

MIND MAP

Work in group. Based on the text, draw a mind map to summarize the main content. Use the key words you have learnt.



Alcuni lavori dei ragazzi



THE MAIN ADVANTAGES OF ONLINE BANKING SERVICES

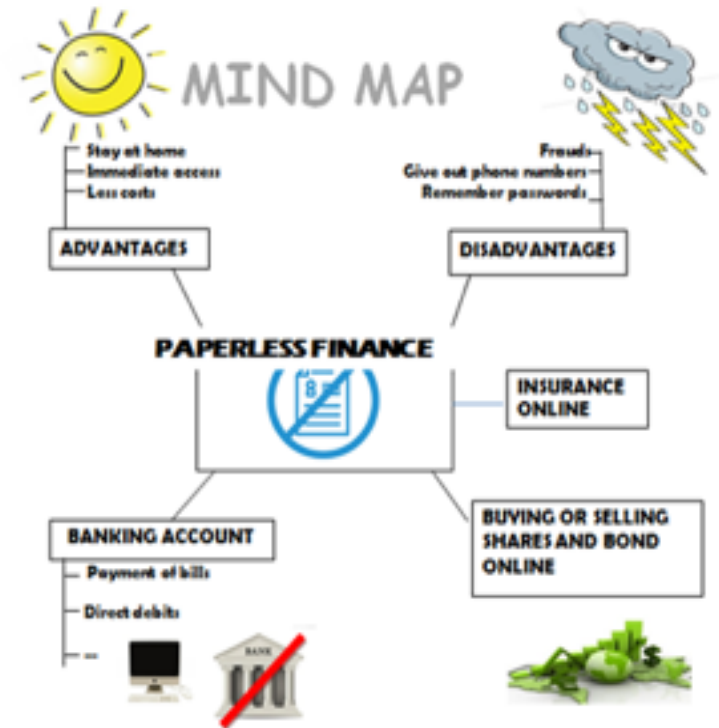
An online banking account is more convenient than a traditional account. In fact it is possible to save a lot of time, because it is not necessary to go to the premises, due the fact that online services allow to do banking by using a remote system. Furthermore it is possible to check the bank statement whenever required by the client.

SOME DISADVANTAGES THAT MAY OCCUR IN ADOPTING ONLINE BANKING SERVICES

A virtual banking account can occurs the risk of frauds. This crime happens when there is a violation of privacy due to a wrongful acquisition of sensitive dates such as the PIN code or the password.

Another disadvantage consists on the necessity to memorize lots of passwords and IDs.

Moreover, a slow Internet connection can make difficult to do your banking activities.



T-CHART

Work in group.

List the advantages and the disadvantages of the Internet only-deals users.

Then write near each sentence if it is a general opinion (O) or a fact (F).

T-Chart

| + item | - item |
|--------|--------|
| | |
| + item | - item |
| | |
| + item | - item |
| | |

Verificare la capacità di analisi



Complete each sentence with the correct form of the words in brackets.

With online services finance can be conducted virtually (to manage)

Internet-only deals are provider reduces comp

Customers have a lot of online (sole).

Current account _____

apply).

Rates on Internet-only deals are generally cheap

T-CHART

| ADVANTAGES | DISADVANTAGES |
|--|--|
| It is possible to access immediately to the account and to do everything without leaving the house | There is the danger of frauds |
| Payments can be made online | Customers memorize a lot of different passwords and ID numbers |
| Rates are higher than a traditional account | Online premiums may not always be the cheapest |
| It allowed to let banks lesser-known more knew | |
| Buying shares online offers lower charges for online services | |

ACTIVITIES



Word in pair - Speaking

Imagine you are a bank employee and you have to convince a new customer to access finance banking services online. Use the key words you have acquired during these CLIL activities.

Comunicare e scegliere tra ipotesi alternative



Complete the following sentences with the words given

FI _ L IN T _ E B _ ANK

1. It is really important for a business company to decide what kind of is better for the market.
2. The companies are required to pay high attention to the of the goods.
3. If the price is not customers will buy products sold by competitors.
4. Lost consumers mean lost for the business.
5. In general cases, the prices of goods are fixed by adding to the of the manufacturing an amount of profit.
6. The profit covers the of business.

Say whether the following statements are True or False



- | | TRUE | FALSE |
|--|-----------------------|-----------------------|
| a. Nowadays the online finance services are considered not so important for business companies | <input type="radio"/> | <input type="radio"/> |
| b. The Internet-only deals do not have to cover the costs of call centres | <input type="radio"/> | <input type="radio"/> |
| c. The access to online accounts are free of passwords | <input type="radio"/> | <input type="radio"/> |
| d. Internet-only companies have only advantages in managing services | <input type="radio"/> | <input type="radio"/> |
| e. The threat of Internet frauds encourage customers to use online services | <input type="radio"/> | <input type="radio"/> |

Rinforzare la microlingua



In the following set of words, one word does not belong. Underline the word which is not...

Profit is the result of the comparison between:

- a. revenue
- b. cost
- c. activity

Correlare e scegliere tra ipotesi alternative



18 / 32



UNDERLINING

Select the correct alternative

In general cases, Internet applications require a number *password* / *code* to log in.

- a. password
- b. code



17 / 32



CONNECTION

Connect the following Italian words with their English translation

azionista

bonifico

prelievo

azionista

saldo del conto

mutuo

estratto conto

statement

account balance

withdraw

revenues

interest rate

bank (or credit) transfer

Riorganizzare il testo

27 / 32 PUT IN ORDER

Put on order the scrambled texts


Read the scrambled texts and put them in order:

- ‡ The threat of Internet fraud also means the customers must memorise lots of different passwords and ID numbers, which can be frustrating. Here is the guide to doing (just about) everything online.
- ‡ The world we live in is becoming a virtual one: everything, including managing our finance can now be conducted on line.
- ‡ Internet-only deals are usually better value because the provider does not have to cover the cost of a call centre or branch network: immediate access to accounts and the ability to do everything without leaving the house are certainly some of the benefits.
- ‡ But there are disadvantages. For instance, some Internet-only companies, such as Swiftcover, the insurer, can be reluctant to give out phone numbers because they want people to run their policies solely online.

Testare la comprensione di nuova microlingua

28 / 32 MATCHING

Match the words and their definitions



The logo for the game 'MATCH' features the word 'MATCH' in large, bold, white letters. The letters 'M', 'A', 'T', and 'H' are set within green rectangular boxes, while the letter 'C' is inside a red square that is tilted. A red curved line resembling a smile is positioned below the 'C'.

| | | |
|-----------|--|--|
| Leasing | | To lose a job |
| To gamble | | A successful and powerful organization |
| To switch | | Go into debt |

...la riflessione sul percorso



29 / 32



POWER POINT TASK

Work in group



Prepare a five-slide Power Point presentation (or a different tool you prefer) containing your overall CLIL experience. Use short sentences, videos, pictures, images and nice colours.

Then, each member of the group orally explains the content of one slide max, to the other classmates.

My CLIL experience





Le riflessioni degli studenti sugli apprendimenti



La griglia di valutazione del docente

30 / 32 ASSESSMENT GRID

Name: _____

| Learning outcomes | Often | Sometimes | Not often |
|--|--------------|------------------|------------------|
| Cooperates with others | | | |
| Introduces new ideas | | | |
| Personalizes subject content | | | |
| Makes decisions | | | |
| Thinks creatively in subject area | | | |
| Works systematically | | | |
| Respects other's opinion | | | |
| Works independently | | | |
| Communication skills | Often | Sometimes | Not often |
| Asks questions about specific contents | | | |
| Selects and combines information to produce structured answers | | | |
| Gives feedback | | | |
| Identifies points of similarity and differences | | | |

Il questionario di gradimento per la classe

31 / 32 FINAL QUESTIONNAIRE

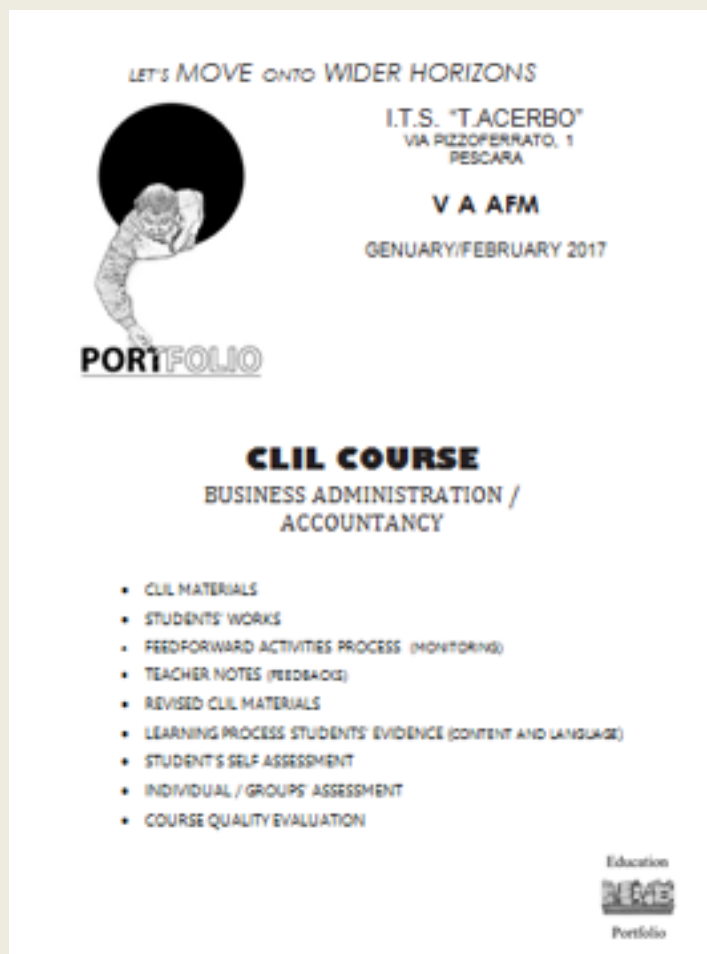
Your name _____

At the end of your C.L.I.L. experience, please answer the following questions:

| 1) Which of these situations have you used the foreign language and how often? | always | often | sometimes | seldom/ never |
|--|--------|-------|-----------|------------------|
| discussion | | | | |
| oral interchange with classmates | | | | |
| oral interchange with teacher | | | | |
| work group | | | | |

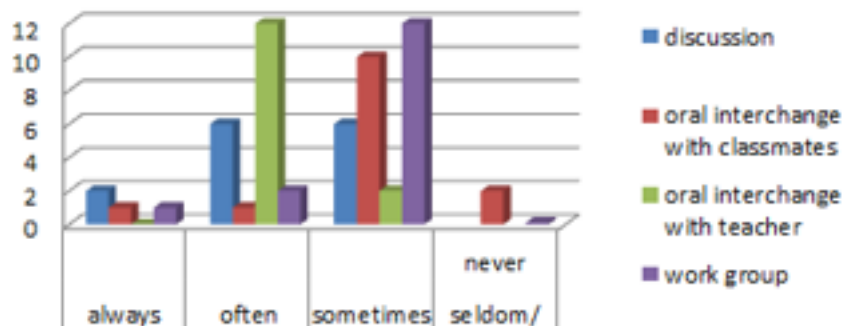
| 2) How safe/comfortable did you feel in the following situations? | always | often | sometimes | seldom/ never |
|---|--------|-------|-----------|------------------|
| discussion | | | | |
| oral interchange with classmates | | | | |

Il folder delle attività

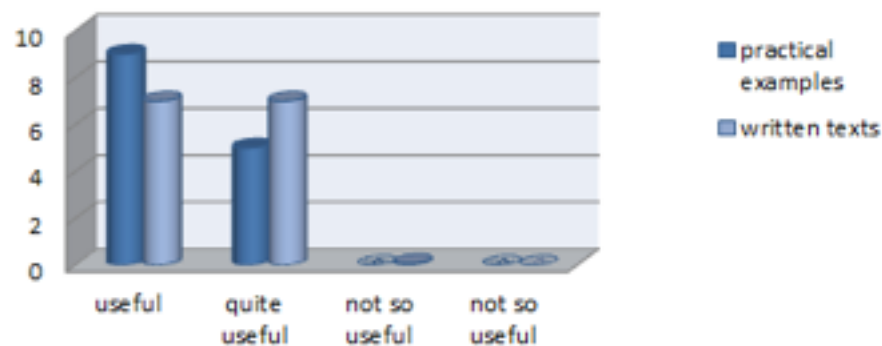


La tabulazione delle risposte dei ragazzi

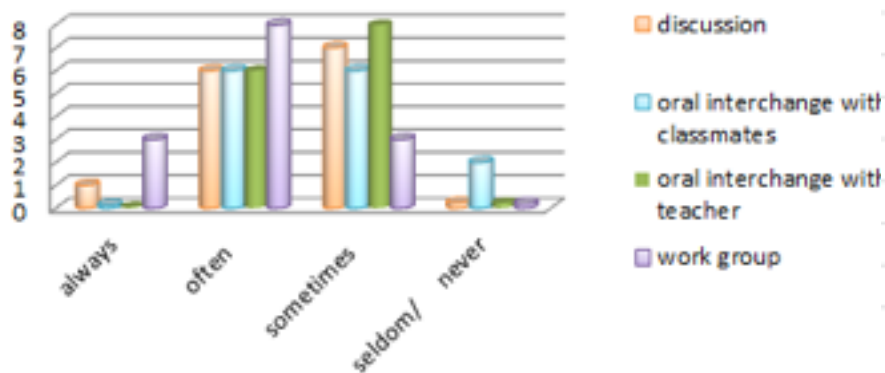
Which of these situations have you used the foreign language an how often?



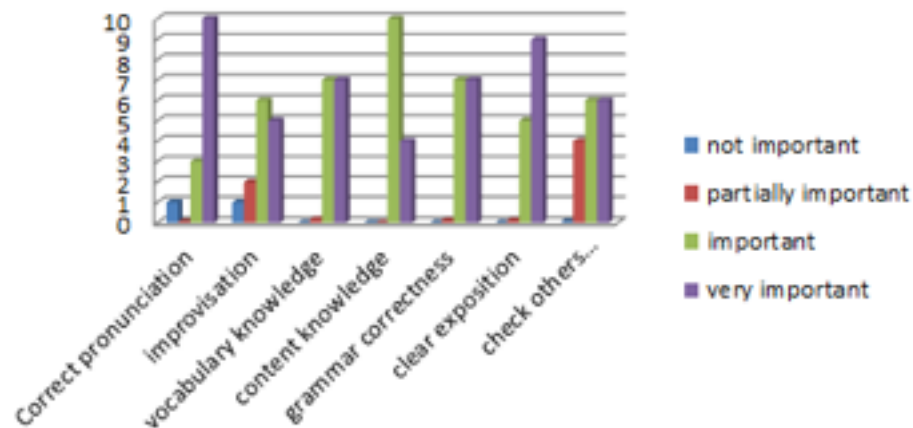
Which tools used by the teacher have been more useful?



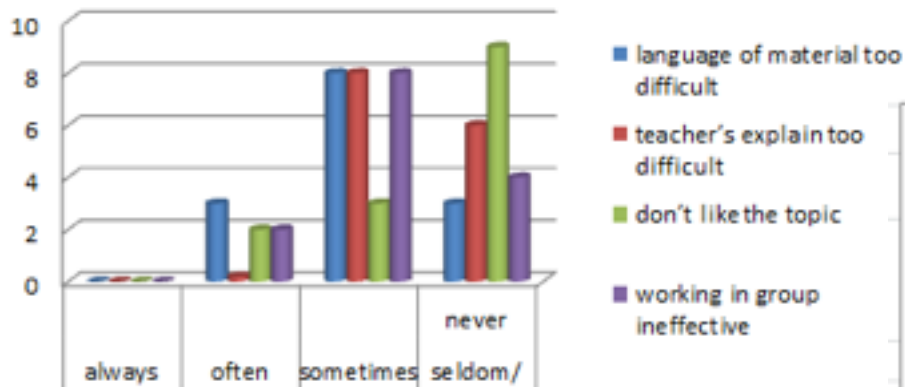
How safe/comfortable did you feel in the following situations?



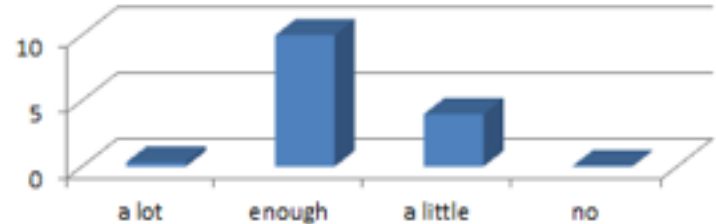
What did you consider important when speaking in a foreign language in this subject?



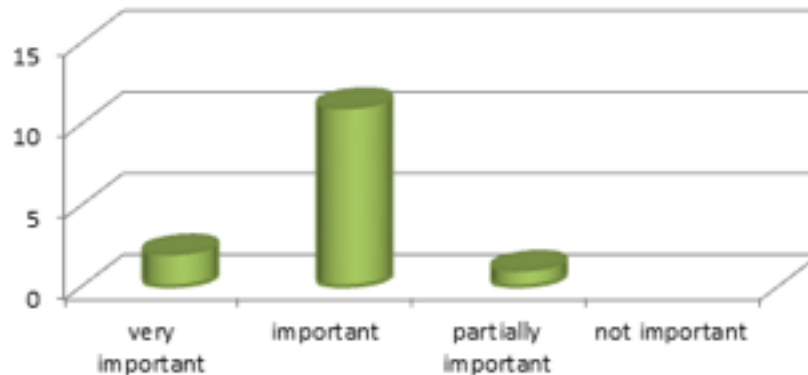
What problems did you have during the C.L.I.L. experience?



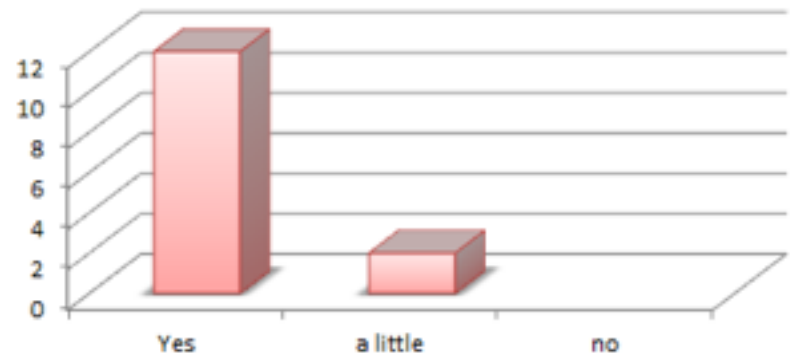
7) Did this module help you improve your ability to express yourself in the foreign language?



8) How do you evaluate your learning of the subject studied in the foreign language?



9) Did you like the overall experience?



La progettazione dell'unità CLIL

CLIL UNIT PLAN

TEACHING OBJECTIVES (CONTENT):

- To introduce the main concepts of online banking and paperless finance
- To explain how online banking and paperless finance have affected the daily business activities
- To know the evolution of paperless finance
- To understand the advantages and the disadvantages of Internet-only deals in terms of timing and charges
- To describe the principles of web progression in finance and how it has affected the traditional customers' habits
- To classify the economic sectors in which finance transactions can be done without using papers
- To compare the main American companies' strategies in applying percentage rates and charges
- To solve problems in order to calculate the benefits of online banking activities
- To recognize and demonstrate how it is possible to use different instruments to approach finance activities

TEACHING OBJECTIVES (LANGUAGE):

Students can understand written and spoken language B₁/B₂ QCER levels.

Language of learning (Analyse)

Vocabulary and grammar

Key vocabulary: Internet-only deal, branch network, to give out, to run they policies solely..., threat/fraud, conducted, statements, bills, direct debits, standing orders, text-message statements, cheques, savings rates, premiums, shares, established, charge

Grammar:

Grazie