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SmartWeather:

A multidisciplinary project for scientific and technical high schools

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Why

- ✓ Instruction is mainly based on learning rather than understanding
- ✓ Absorption short-cuts the natural ability of the teenagers to learn by intuition, observation, and knowledge integration





Why

- ✓ Text reading, lectures listening, step-by-step investigation hides the potential curiosity and intuition capabilities of the students
- ✓ This approach to teach science and technical subjects is not efficient





How

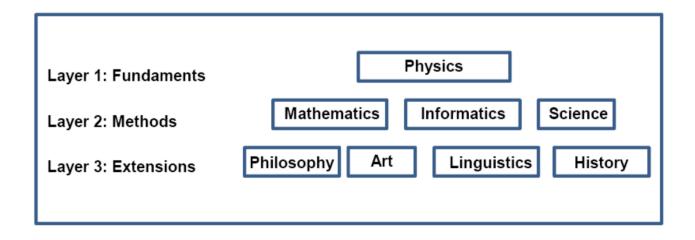
- ✓ Combining disciplines on student's learning is demonstrated to be effective
- ✓ Computational science can lead to meaningful learning and the emerging of the knowledge integration process
- ✓ Technology and its innovative uses is the medium leading to knowledge integration





What

✓ A three-layer cultural model to lead the students to integrate their knowledge, starting from physical measurements and observations, and applying known methods to execute humanistic and linguistic extensions.



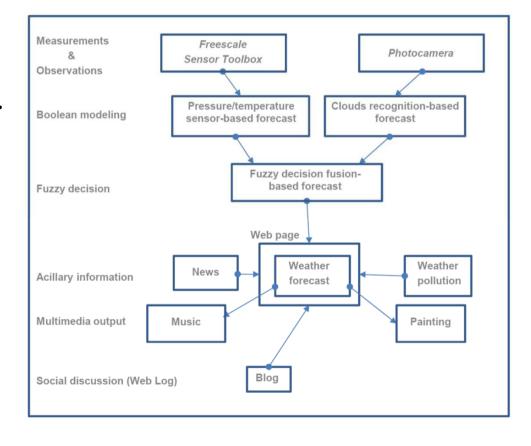




Reference project

- ✓ Weather forecast: multicultural reference project
- ✓ Physics +
 Mathematic +
 Informatics =
 Computational
 Science
- ✓ More ...

SmartWeather



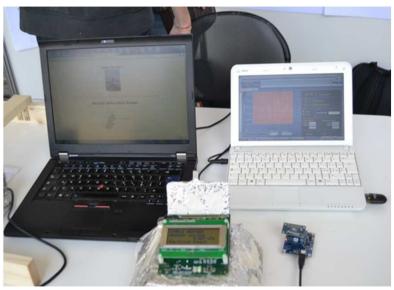




Case History

- ✓ Smart Weather project is running in a third-year high school class
- ✓ Two classrooms
- ✓ Topic-oriented groups
- √ Four months run
- ✓ Prototype presented to public on May 2014 (UniMI-Under18 initiative of the Università degli Studi di Milano)

Embedded weather forecast station



Prototype of the Smart Weather forecast system with the web page (up left) ,Freescale Semiconductor barometric pressure sensor toolbox(up right) , Freescale Semiconductor APEX sensor board (bottom left), and Freescale Semiconductor MPL3115A2 barometric pressure sensor (bottom right).





Conclusions

- ✓ Smart Weather is a driver project for scientific and technical high schools
- ✓ Designed to stimulate the integration of the knowledge
- ✓ Based on a three-layer cultural model
- ✓ Computational science approach





Acknowledgments

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- ✓ Prof. Irene Poli and Prof. Sara Furcas who have applied this project in their physics laboratory (Liceo Scientifico Maria Ausiliatrice, Milano, Italy)
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Thanks for your attention

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