



Cofinanciado por el programa Erasmus+ de la Unión Europea

OBJETIVO: ELABORAR GUIAS TURÍSTICAS DIGITALES BILINGÜES(INGLÉS + LENGUA PROPIA) DE CADA VISITA REALIZADA

COMUNICATIVE COMPETENCE	EXCELENT (4)	ADVANCED (3)	IN PROGRESS (2)	BASIC (1)
<i>WRITTEN EXPRESSION</i>	The final product has the subtitles in English and another language, making copies of the product for each participating country. Each student translates to the language of their country. And the phrases are simple, with a correct use of the language.	The final product has the subtitles in English and in another language, but 2 languages are missing from the countries of the group. It has simple sentences, the translation shows 2 grammatical errors	The final product has the subtitles in English but 3 of the languages of the countries of the group are missing. It has simple sentences, the translation shows 3 grammatical errors.	The final product has the subtitles only in English.
ITC USE	The components of the team are distributed the different actions, to achieve the goal: selection of the photos taken, editing of the photos and 360 video with the mobile application (day they have it on your computer), editing of the video with the editors that agree in the center devices. They help each other to achieve the ultimate goal	Team components do not perform the steps in the order indicated, skipping any of them: Selection of photos, editing of 360 videos, editing of joint guide, creative elements. Editor selection with subtitles. Support is offered.	The components make the selection of the photos, they do not use the material 360 in video when they have it, they offer support to be able to finish the product.	The components distribute tasks every day, but repeat them more than one day. The selection of the photos, is not consensual, as well as 360 photos, which are not used, nor the video.



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COOPERATION	Students assign the necessary roles to achieve the final product. These roles are rotating in each work session. Photo editor, PC video editor, 360 camera editor, Quality Manager and time controller.	The students have roles that each exit changes, keep a record of their experiences in their virtual diary. Support and assistance are given in carrying out tasks both at work and at other times.	Students keep the roles assigned by themselves in part of the output, so they do not develop all their possibilities. They are supported in the work within the class.	The students are distributed in the assigned roles, but they do not keep them along the exit. And thus they lose possibilities of collaboration. They are supported in the edition exclusively.
CREATIVITY	The guide will try to show the future visitor the most relevant aspects of it, focusing on monuments, aspects linked to the cultural heritage that unites us as Europeans. It presents the CCC logos, as well as the EU Co-funded logo, music at certain times, as well as its own recording.	The guide partially presents the places, and monuments visited, in a logical order. It does not present music, it does present the EU logo. As well as voice for the presentation	The guide presents the places partially, it does not focus on the cultural heritage, if it presents the UE Logo, music, but not its voice.	The guide presents the places without any context, nor narrative sense. It does not focus on heritage, it presents the EU logo, but there is no audio or music.