Mario Rotta

L'educazione tra continuità e ubiquità: insegnare e apprendere in un mondo digitale

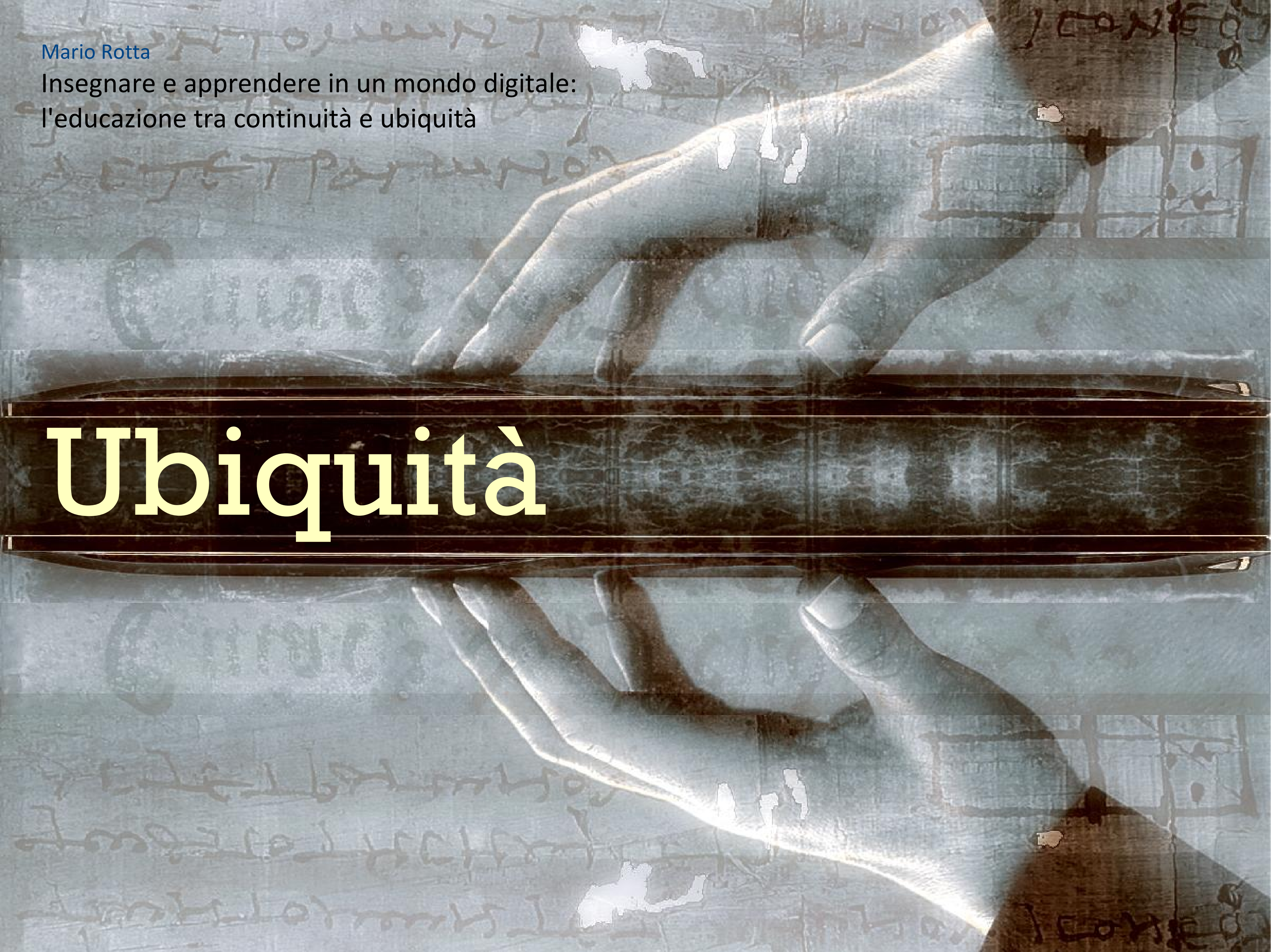
In questa presentazione ci sono 33 schermate, ma soltanto 26 parole (e 16 immagini)

Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità

Due parole

Continuità

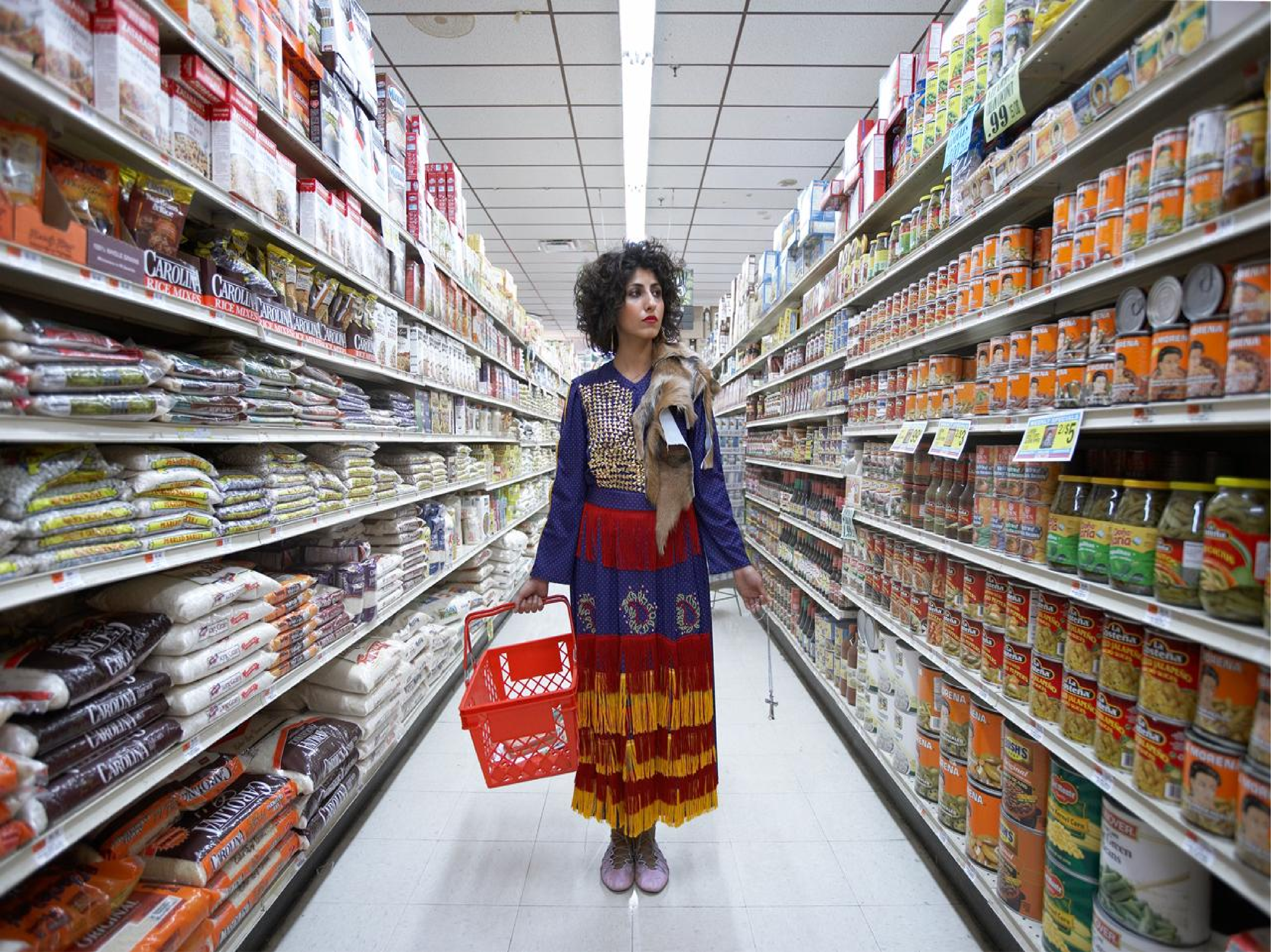


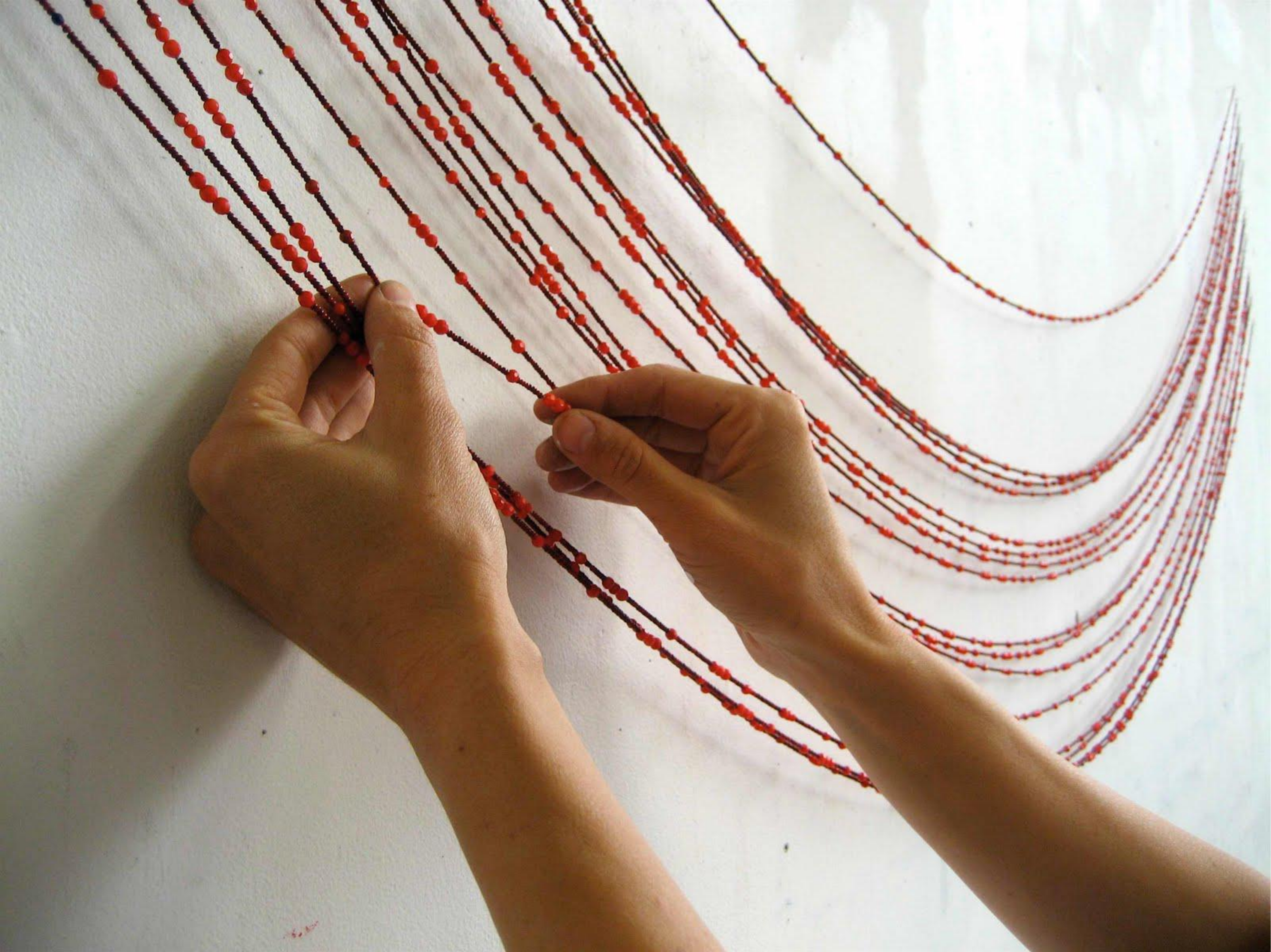
Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità

Ubiquità

Apprendere è…


CAROLINA
RICE MIXES
.99
2/$5
La Costeña
MORENA



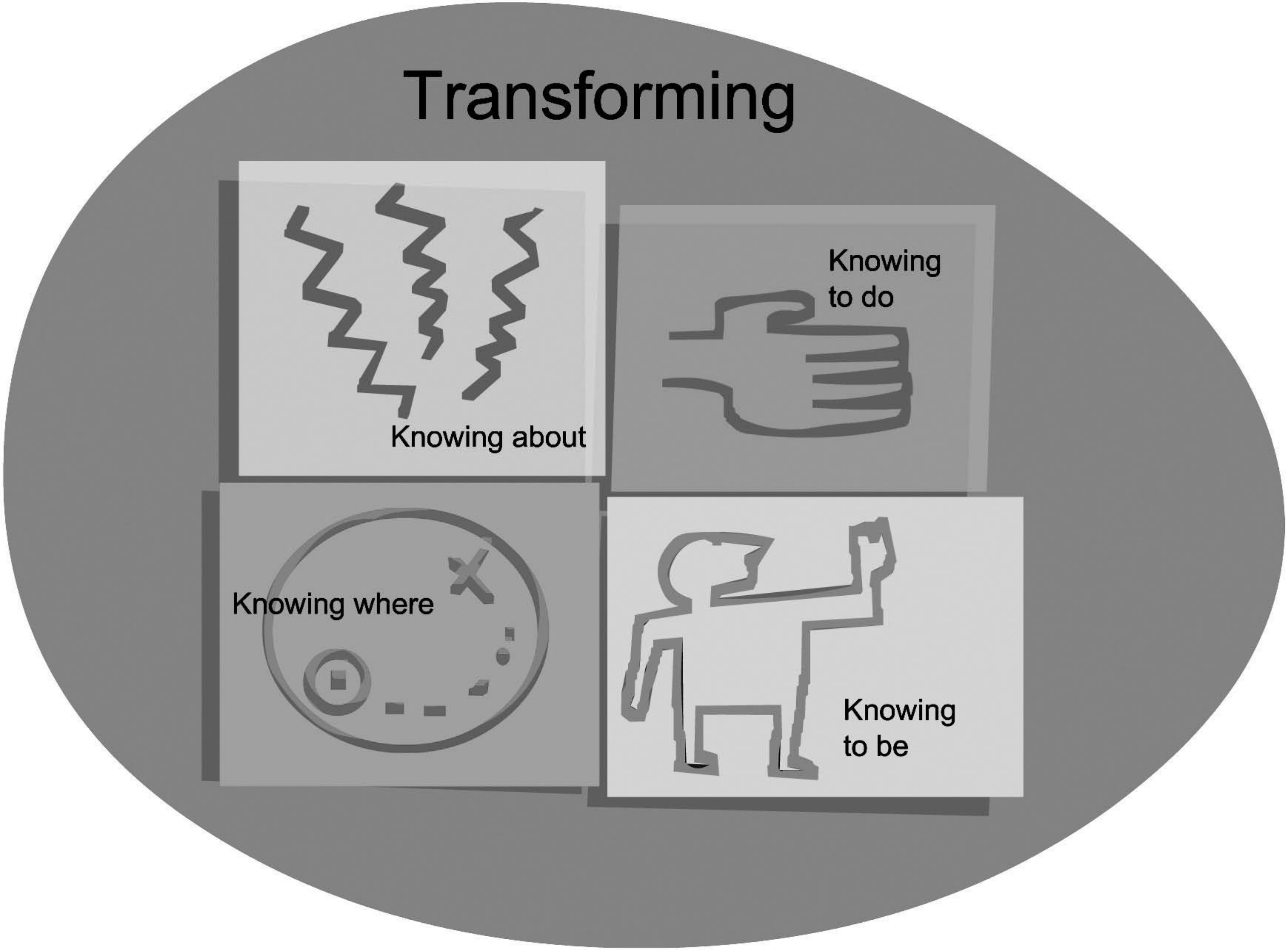
Setting Solving Sharing

Ma tutto cambia...

Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità

La conoscenza



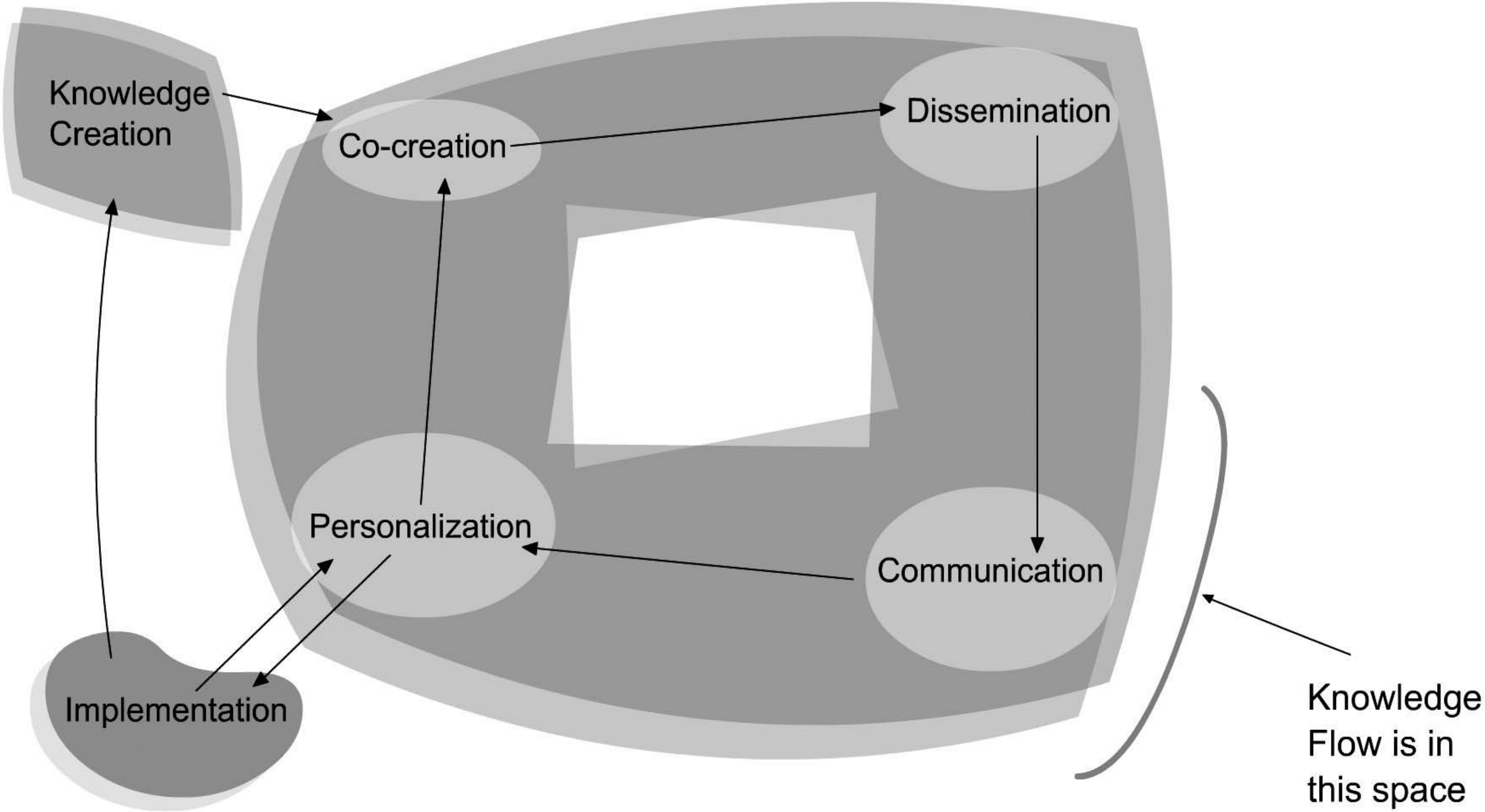
Transforming

Knowing about

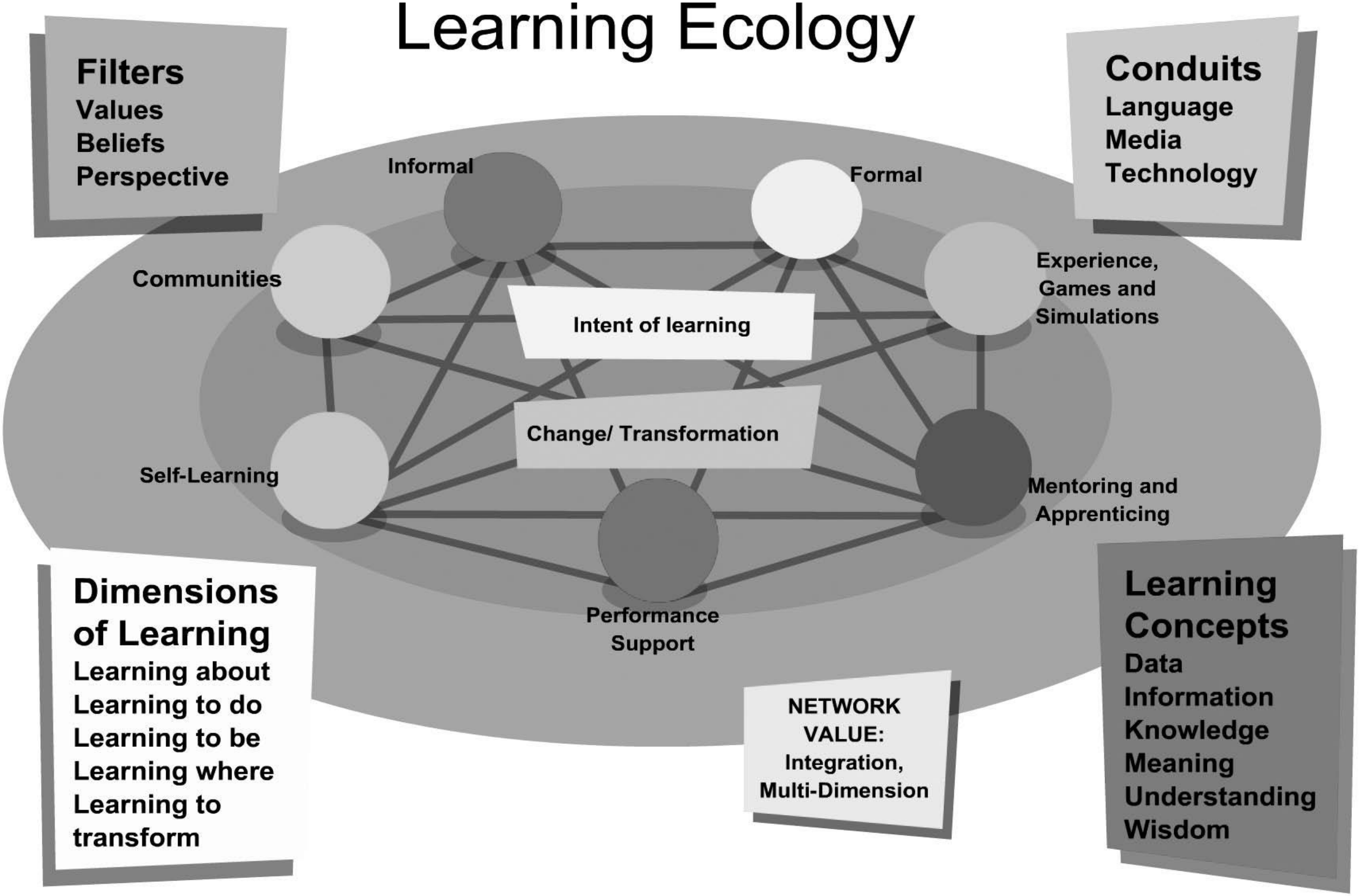
Knowing to do

Knowing where

Knowing to be


Knowledge Creation
Co-creation
Dissemination
Personalization
Communication
Implementation
Knowledge Flow is in this space

Learning Ecology



Filters
Values
Beliefs
Perspective

Conduits
Language
Media
Technology

Informal
Formal
Communities
Experience, Games and Simulations
Intent of learning
Change/ Transformation
Self-Learning
Mentoring and Apprenticing
Performance Support

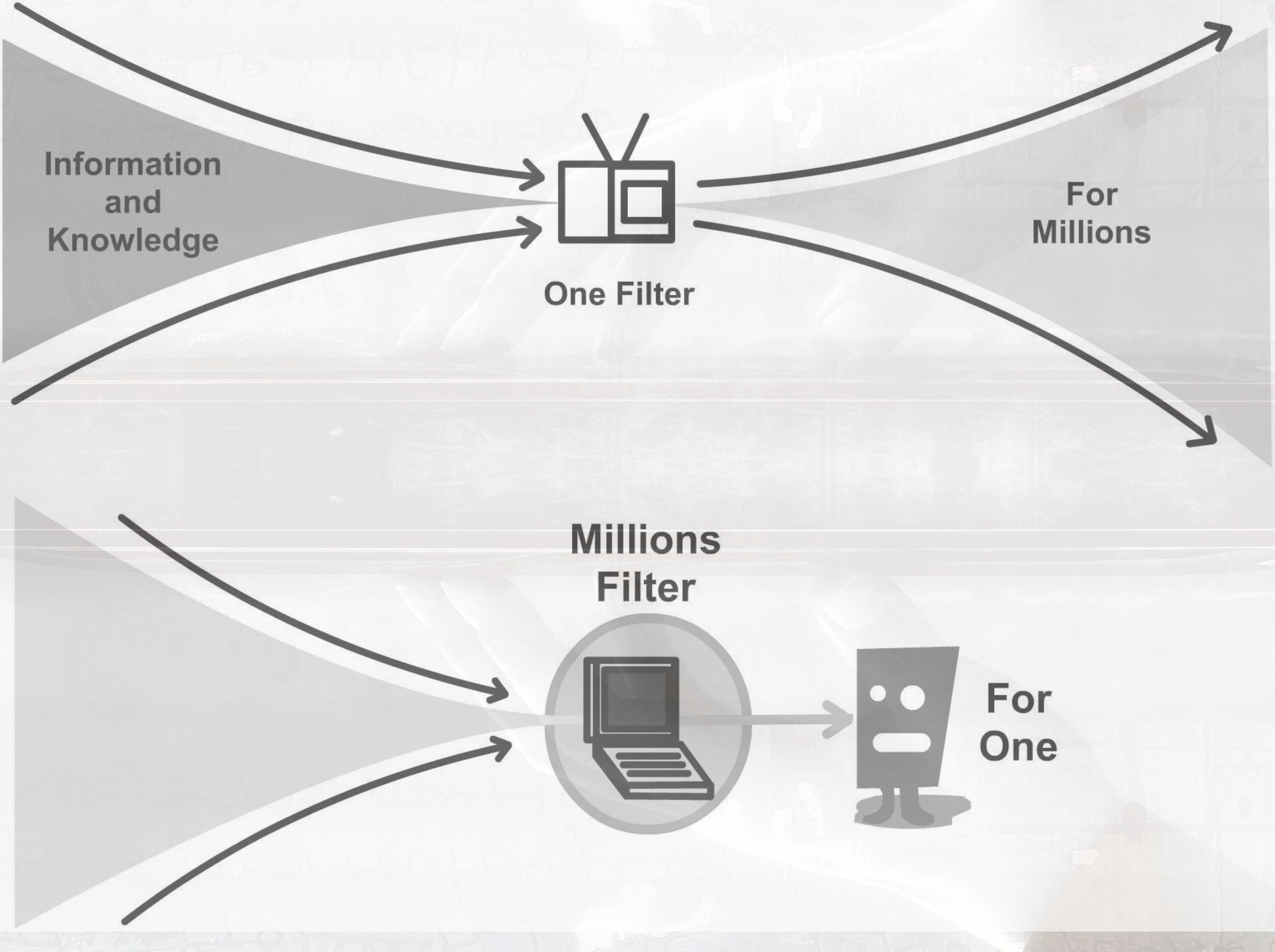
Dimensions of Learning
Learning about
Learning to do
Learning to be
Learning where
Learning to transform

NETWORK VALUE:
Integration, Multi-Dimension

Learning Concepts
Data
Information
Knowledge
Meaning
Understanding
Wisdom

Connectivism: Process of creating network

I significati



Information and Knowledge

One Filter

For Millions

Millions Filter

For One

Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità

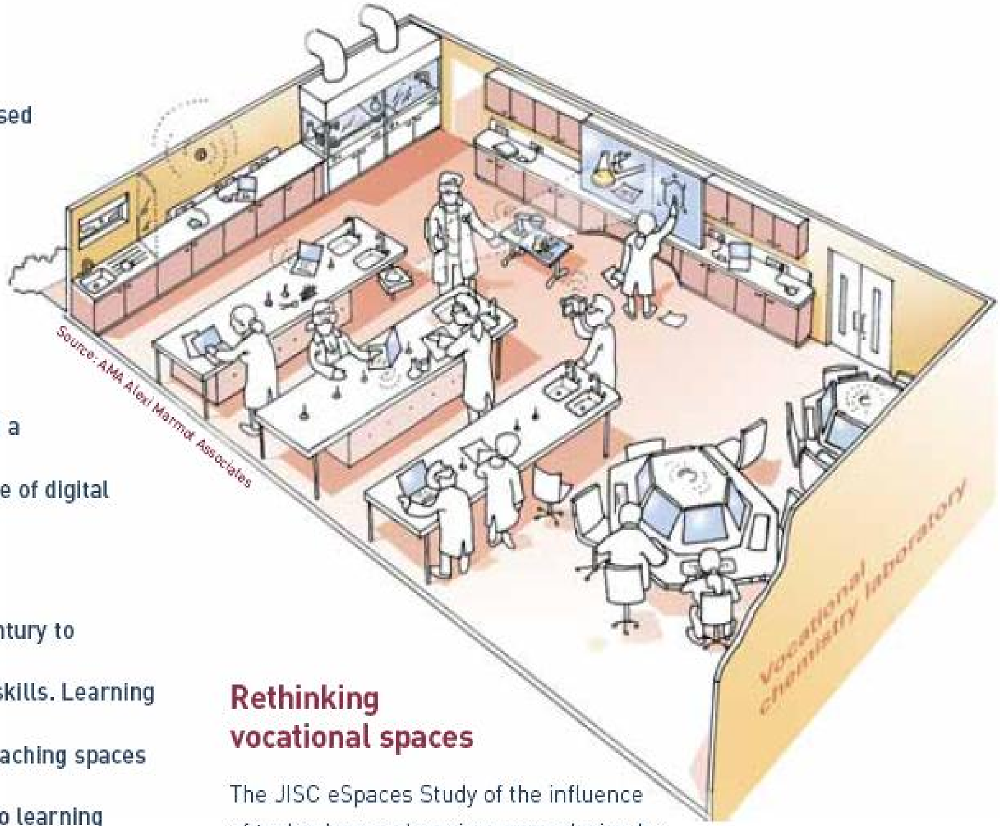
Gli spazi

Vocational teaching spaces

Images of Life

Vocational spaces are diverse, and have highly specialised requirements for equipment, room size and supporting infrastructure. As a result, the use of learning technologies within these environments has not always been given priority. Vocational areas have often lagged behind other parts of the institution in providing a technology-rich learning experience, apart from the use of digital equipment in particular activities.

However, a higher priority is being given in the 21st century to developing learners' creativity, adaptability and wider skills. Learning technologies embedded into the design of vocational teaching spaces can make a difference by providing immediate access to learning resources, diversifying routes to understanding, and supporting opportunities for on-the-spot recording and assessment of skills.


Source: AMA Alexi Marmot Associates

Vocational chemistry laboratory

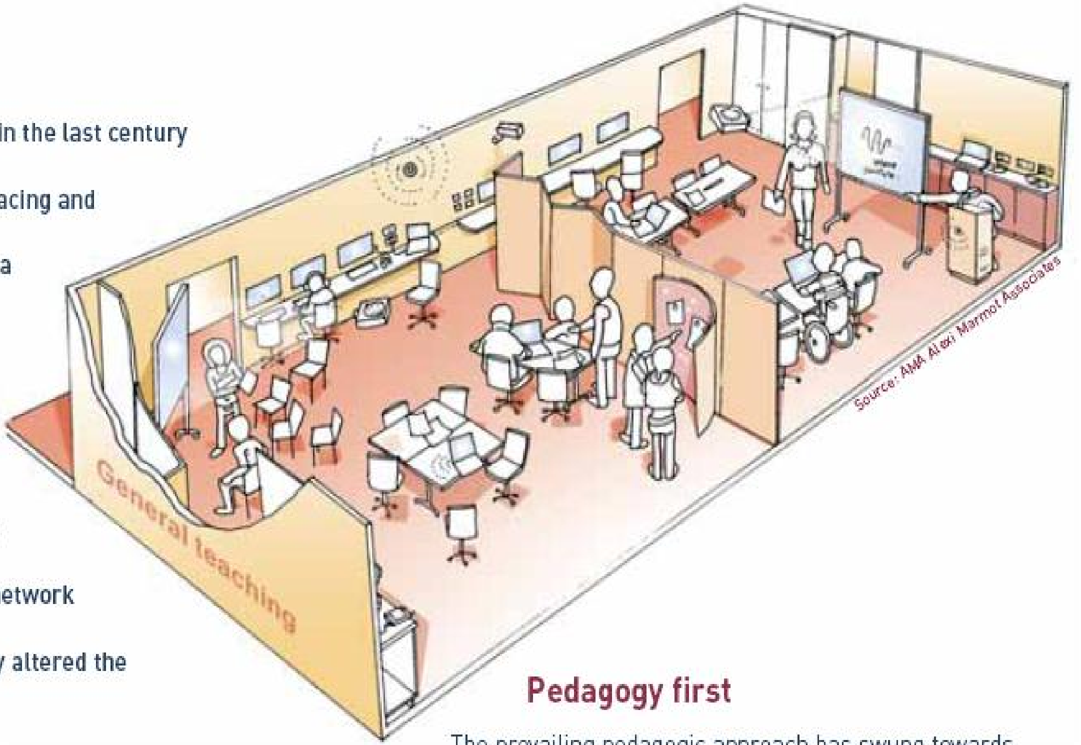
Rethinking vocational spaces

The JISC eSpaces Study of the influence of technology on learning space design by Birmingham University identifies two key drivers – pedagogic and operational. Operational drivers may have particular relevance for vocational areas – the need to refurbish ageing or scattered estate, and the impact of changes in the economy and in demand for types of courses have frequently prompted institutions to reassess their provision.

Pedagogic drivers matter too. Laboratory or workshop-based learning and outreach classes can all too often be a narrowly-focused experience which takes place in outdated environments at a distance from the main campus. But this need not be the case.

Teaching spaces

General teaching spaces have been dominated in the last century by one type of design: tutor-focused, one-way facing and presentational, with seating arranged in either a U shape or in straight rows. Technologies have subsequently been added – interactive or conventional whiteboards mounted on the wall behind the main speaker, ceiling-mounted projectors with cabling to a laptop, a wireless network and/or wired computers – but these have rarely altered the dynamics of the design.



Source: AMA Alexi Marmot Associates

Pedagogy first

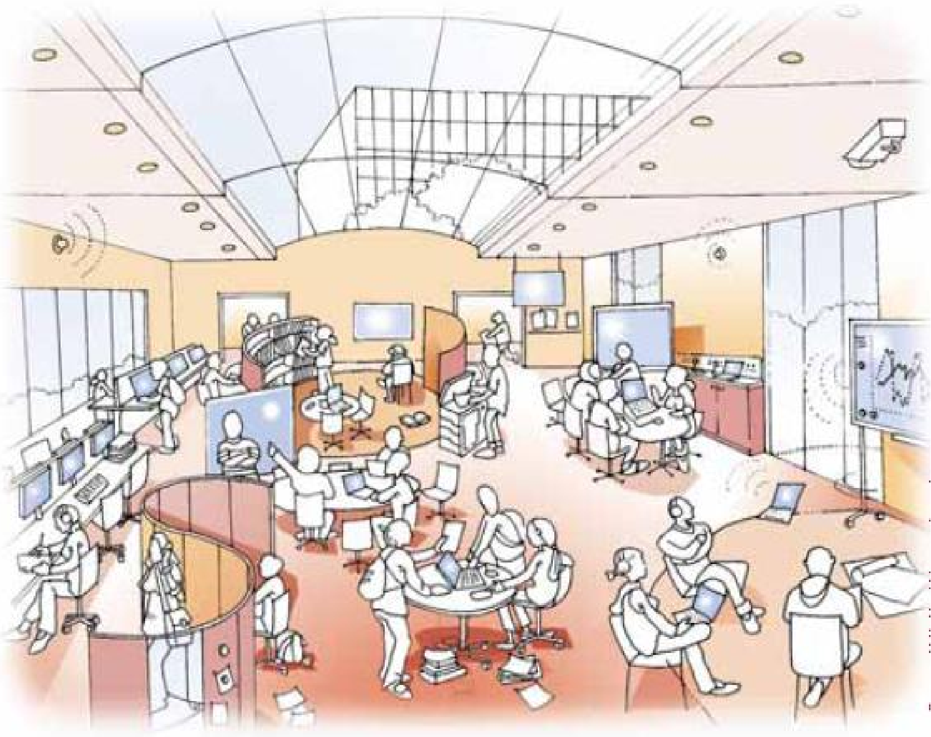
The prevailing pedagogic approach has swung towards active and collaborative learning, but room design and staff skills sets do not always reflect this.

To resolve what is the best way forward for the institution, effective dialogues are needed to establish what will be required from the spaces, what changes in pedagogic approach are desirable, and why. Investment in developing the skills of staff also needs to be matched by fostering their ownership of the proposed changes. Visits by staff to other institutions have proved beneficial in supporting change.

The design of most general teaching spaces will usually need to support both tutor-led and learner-led activities. These will include presentations, discussion, collaborative project work, and information

Learning centres

The concept of the learning centre is still evolving, usually blending with other previously distinct spaces to absorb more of their functions. Rethinking the learning centre has led to substantial new-build projects in universities especially, where this space is envisaged as the social and academic hub of the campus. However, smaller scale learning centres are also appearing – connected to teaching accommodation to form curricular clusters, for example, or as a separate high-tech, highly personalised learning environment in addition to the library.

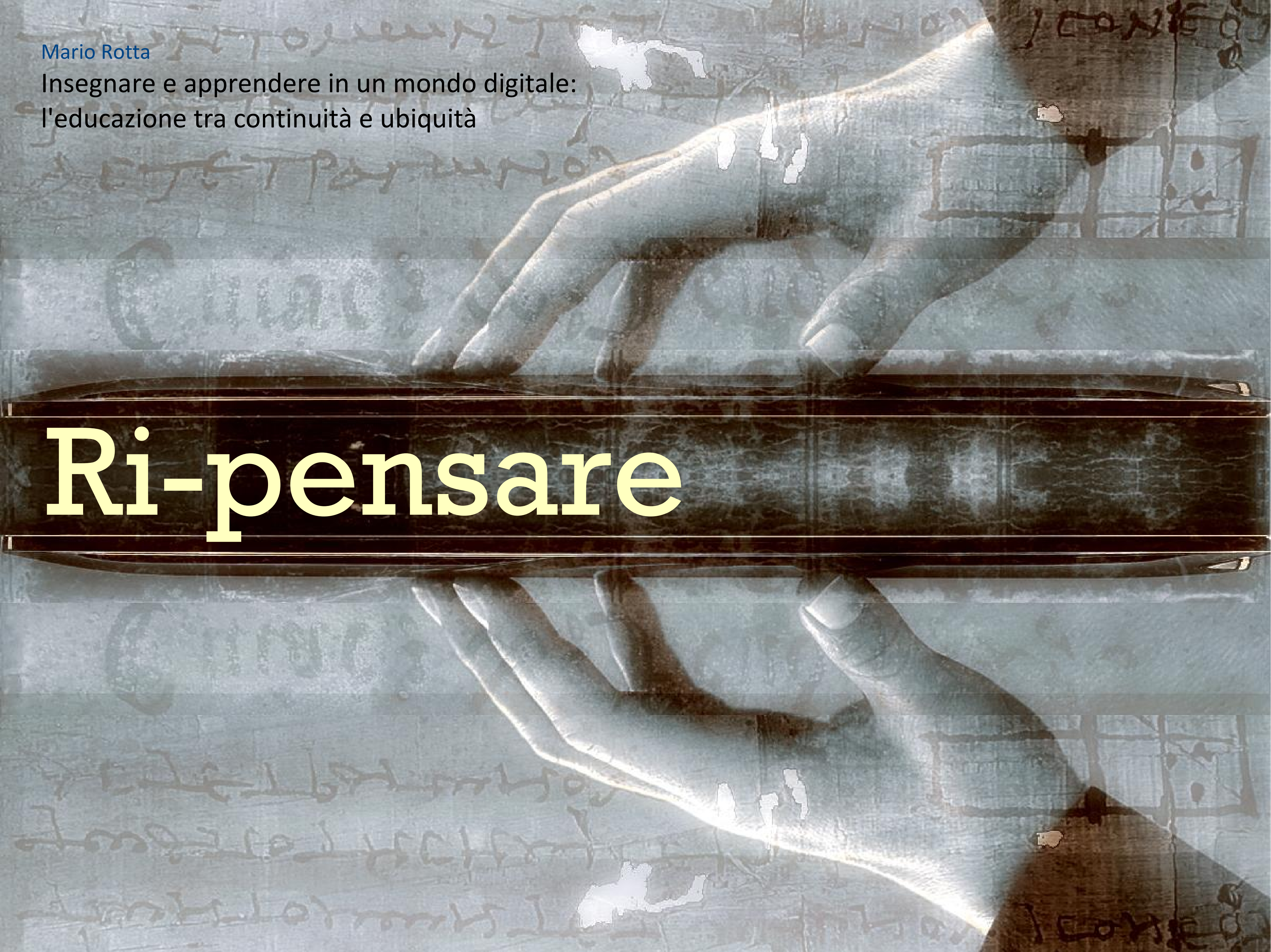


Form and purpose

We now expect that learning will involve many different activities, each having different behaviours associated with it. This can make the learning centre the most multifunctional of spaces. A large central learning centre in a university, for example, provides social spaces, student services and study support, book and laptop loan, access to IT, and different kinds of working environments, from comfortable seating for collaborative group work, to 'board rooms' for practice presentations. Some elements of teaching may also take place within a learning centre environment.

These varied purposes demand a clear vision for each area within the centre. Zones, or different floors for different modes of learning, are

Che fare?



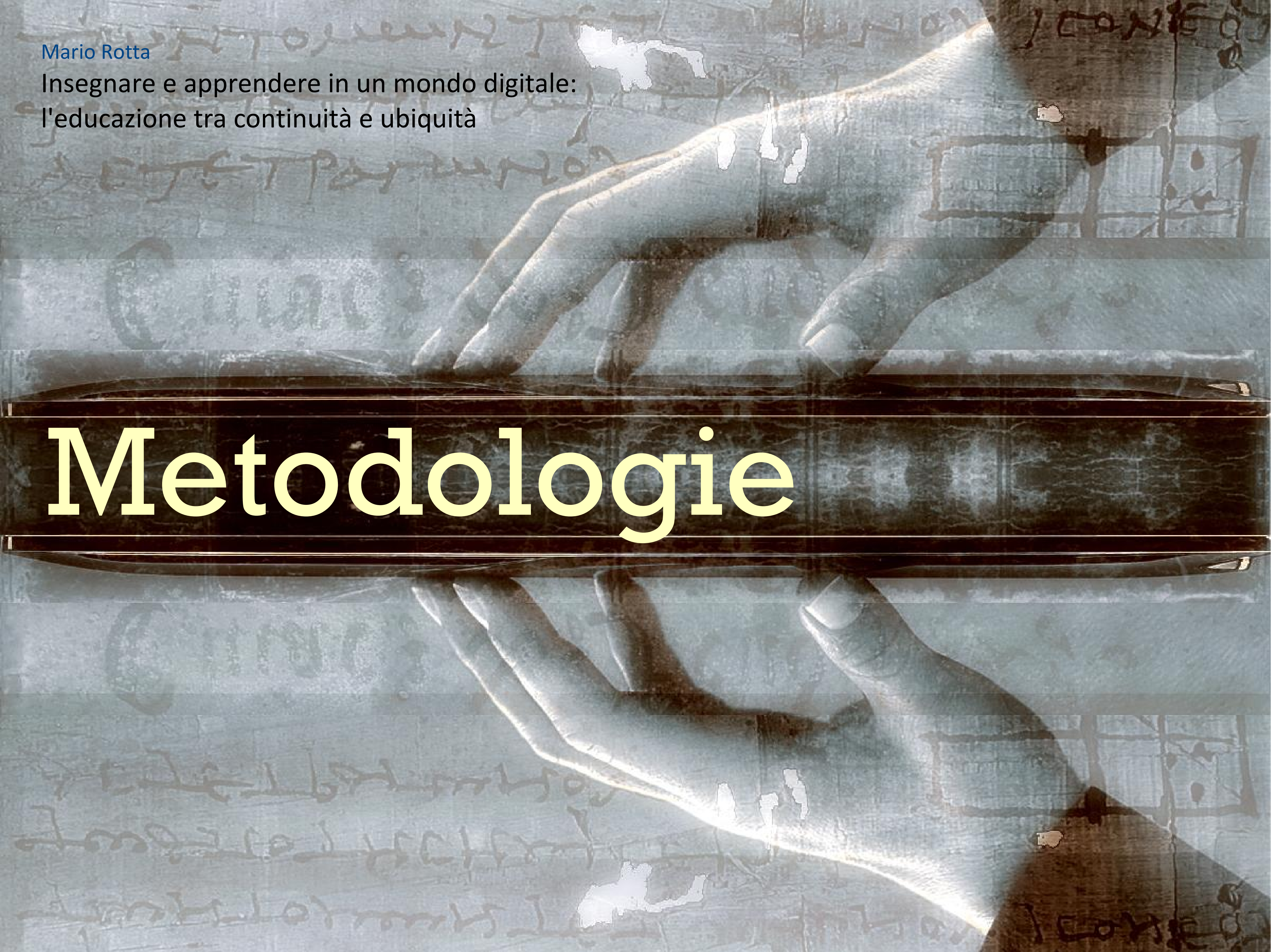
Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità

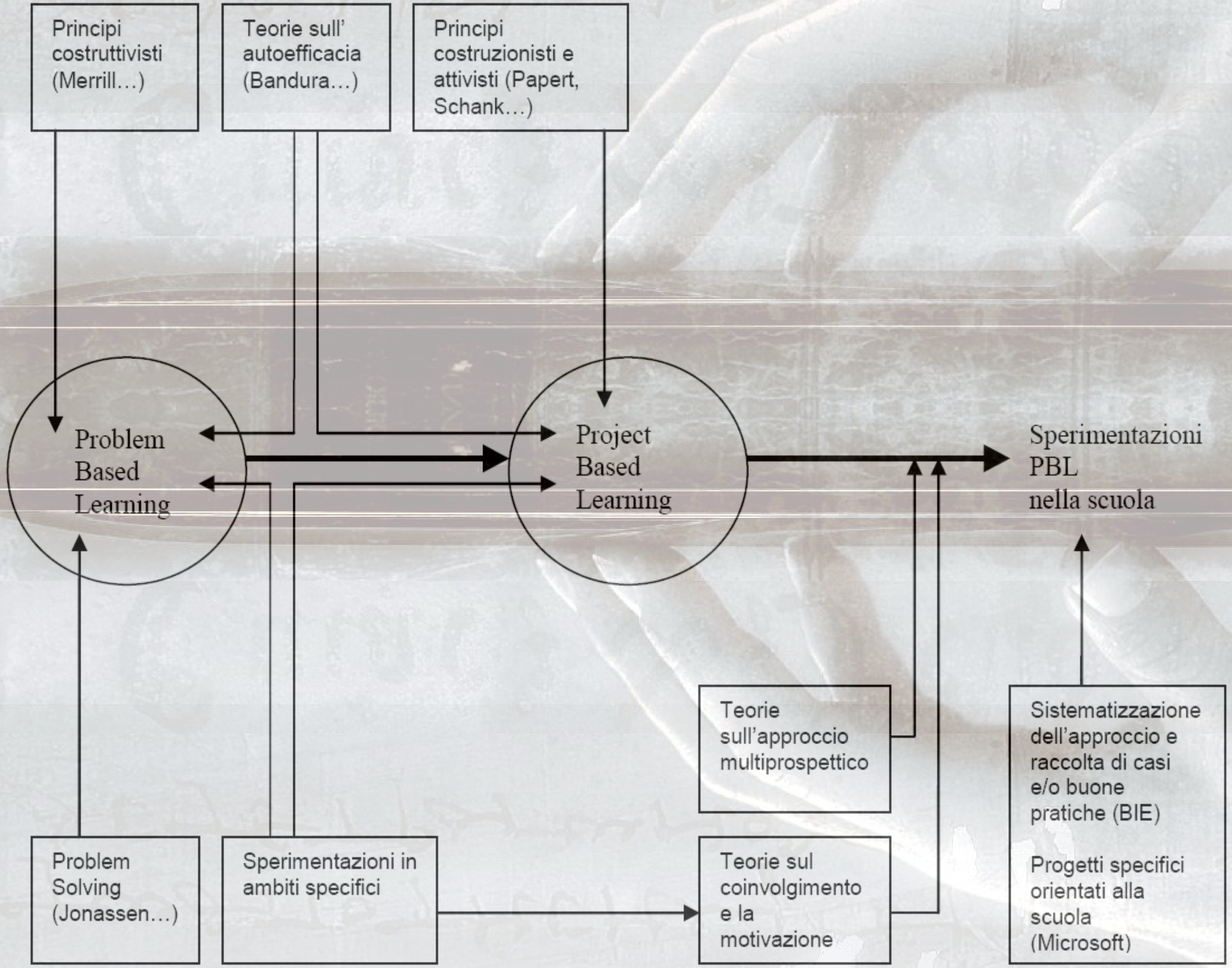
Ri-pensare

Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità



Metodologie



Principi costruttivisti (Merrill…)

Teorie sull' autoefficacia (Bandura…)

Principi costruzionisti e attivisti (Papert, Schank…)

Problem Based Learning

Project Based Learning

Sperimentazioni PBL nella scuola

Teorie sull'approccio multiprospettico

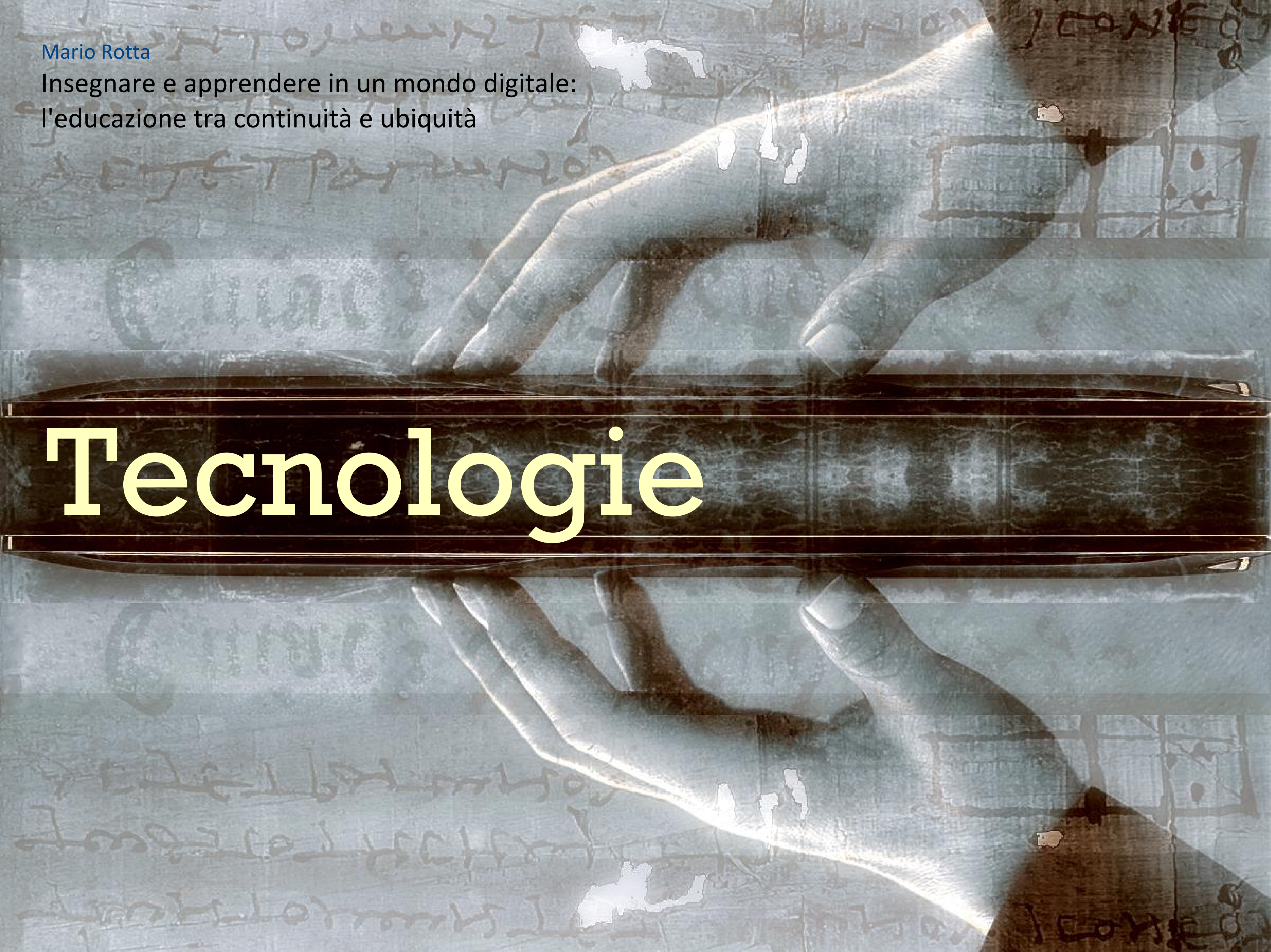
Sistematizzazione dell'approccio e raccolta di casi e/o buone pratiche (BIE)

Progetti specifici orientati alla scuola (Microsoft)

Problem Solving (Jonassen…)

Sperimentazioni in ambiti specifici

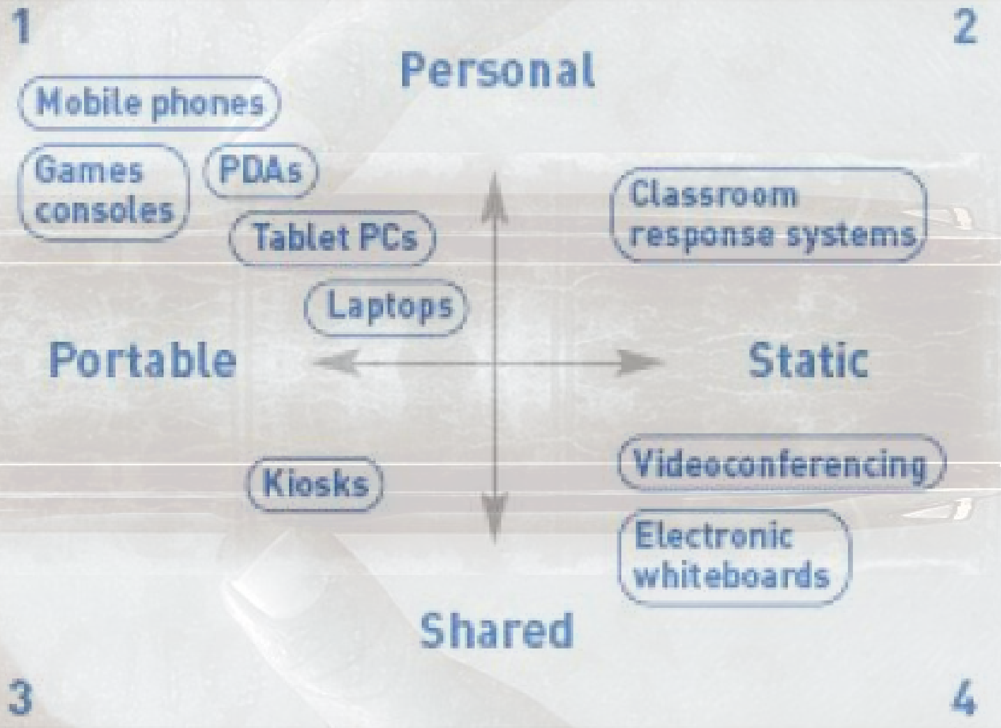
Teorie sul coinvolgimento e la motivazione



Tecnologie

Mario Rotta

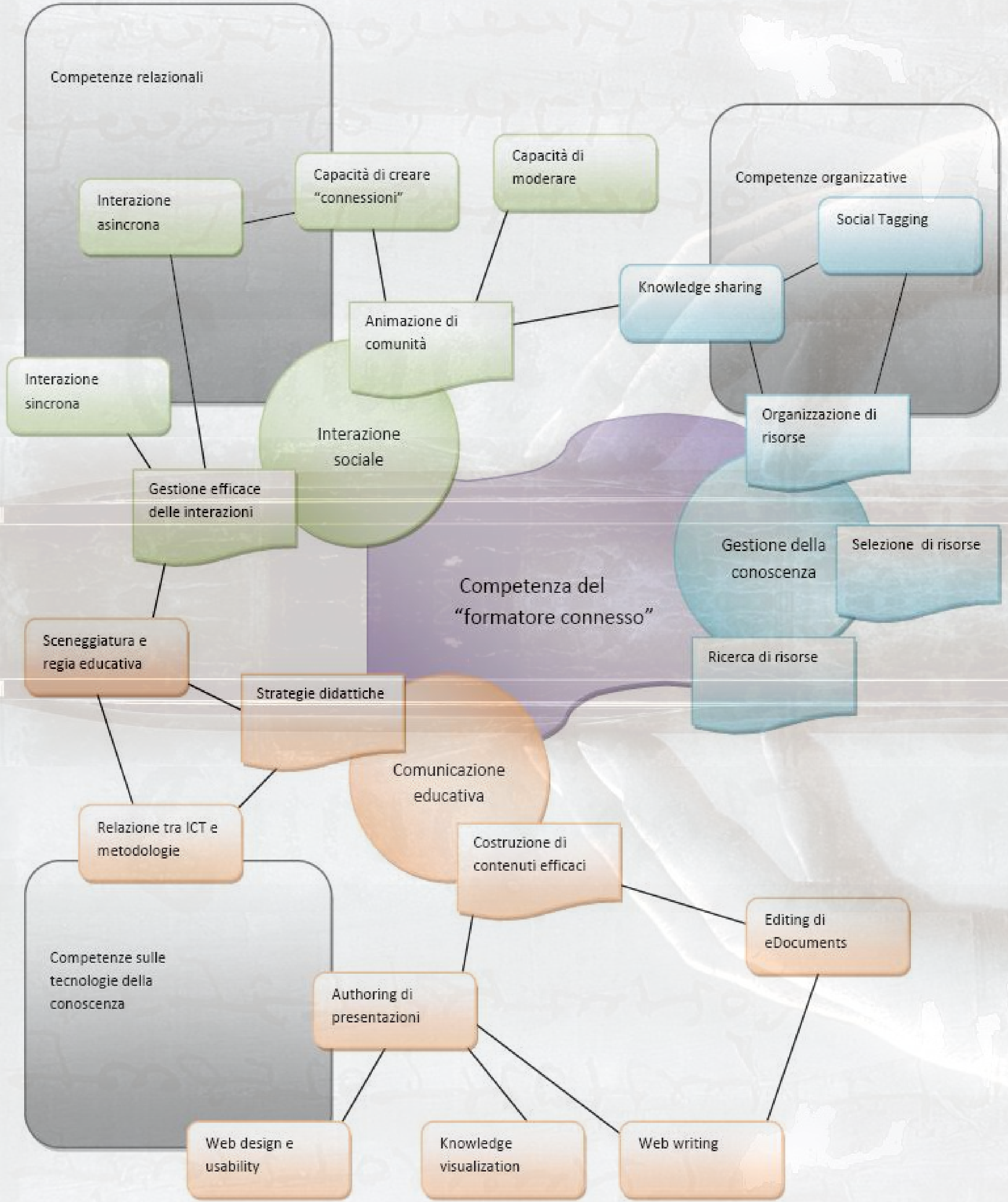
Insegnare e apprendere in un mondo digitale: l'educazione tra continuità e ubiquità


1
2
Personal
Mobile phones
Games consoles
PDAs
Tablet PCs
Laptops
Classroom response systems
Portable
Static
Kiosks
Videoconferencing
Electronic whiteboards
Shared
3
4

Mario Rotta

Insegnare e apprendere in un mondo digitale:
l'educazione tra continuità e ubiquità

Competenze



Competenza del "formatore connesso"

Competenze relazionali

Interazione sociale

Interazione asincrona

Capacità di creare "connessioni"

Capacità di moderare

Animazione di comunità

Interazione sincrona

Gestione efficace delle interazioni

Competenze organizzative

Gestione della conoscenza

Social Tagging

Knowledge sharing

Organizzazione di risorse

Selezione di risorse

Ricerca di risorse

Comunicazione educativa

Sceneggiatura e regia educativa

Strategie didattiche

Relazione tra ICT e metodologie

Costruzione di contenuti efficaci

Editing di eDocuments

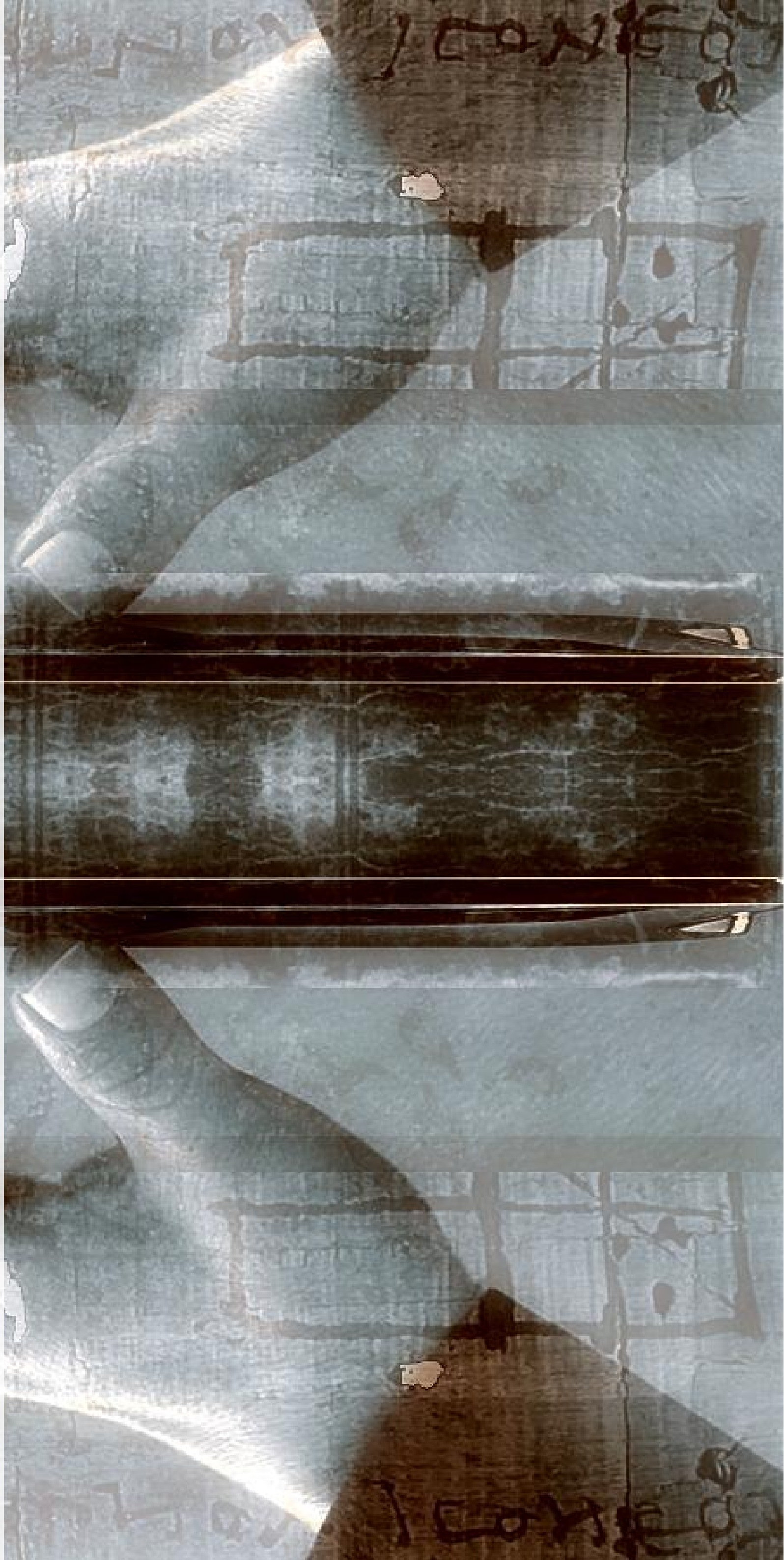
Competenze sulle tecnologie della conoscenza

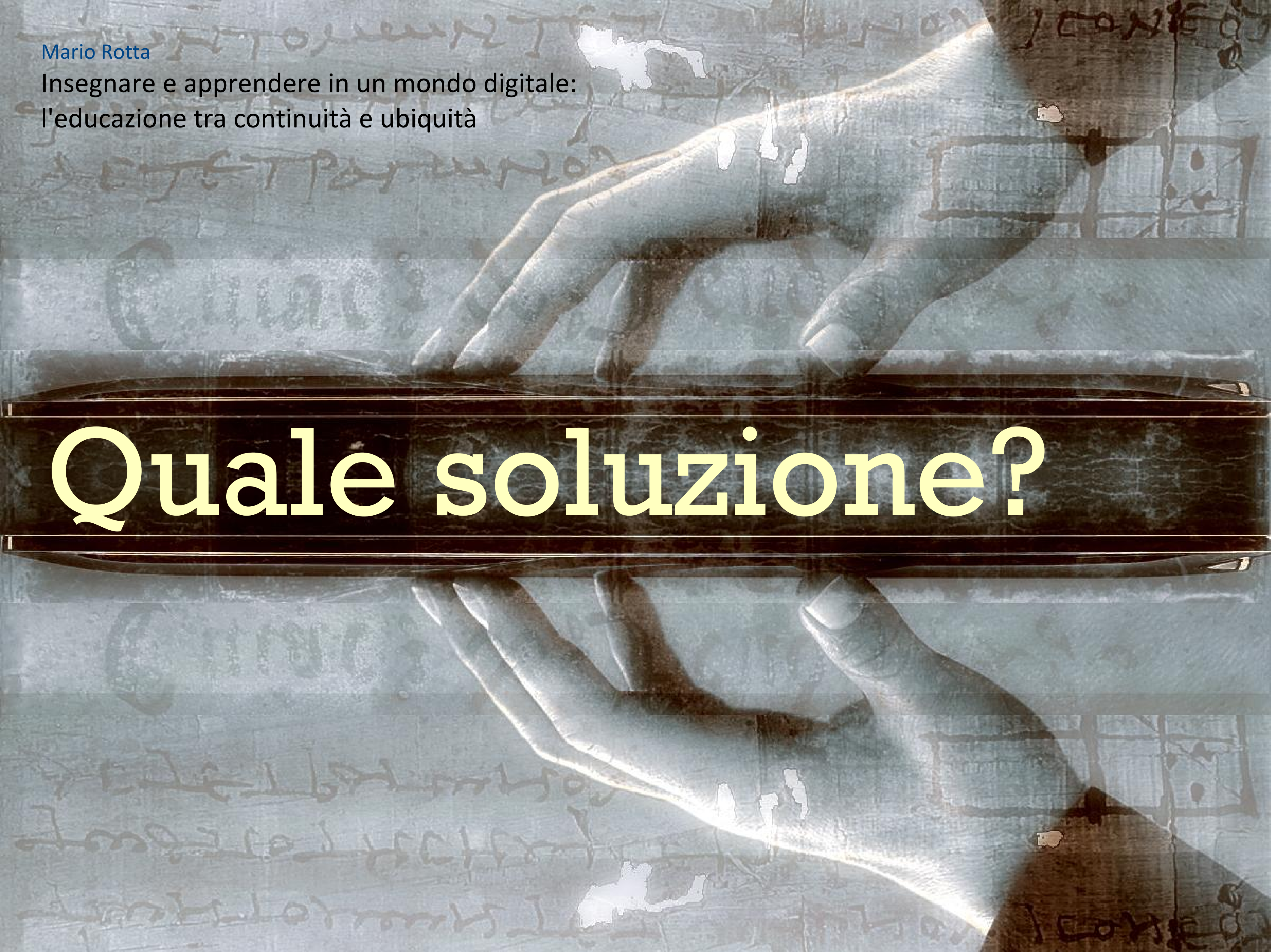
Authoring di presentazioni

Web design e usability

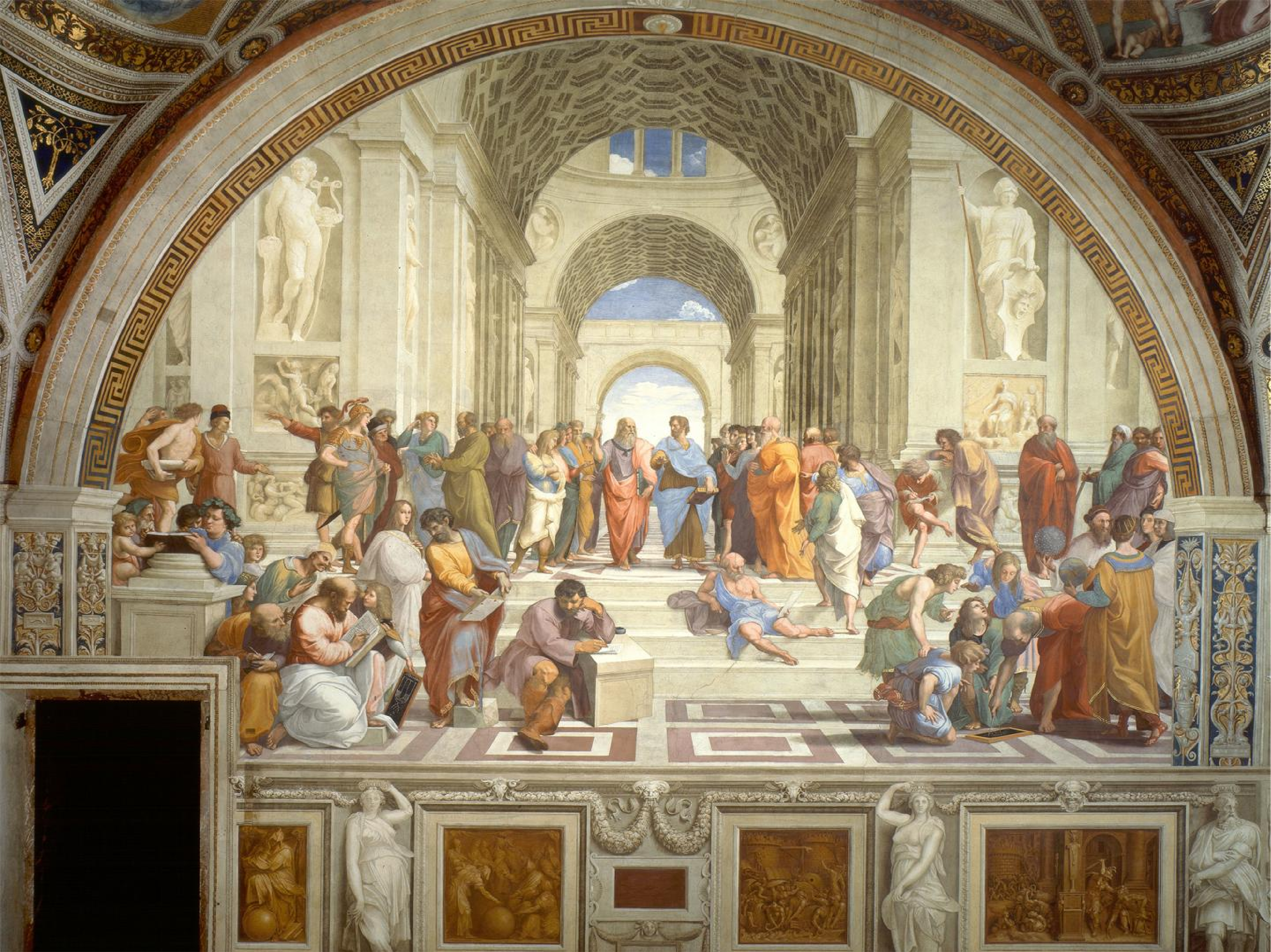
Knowledge visualization

Web writing





Quale soluzione?



PERIODIC TABLE OF THE ELEMENTS

EOF

Mario Rotta: mrxibis@yahoo.it