# KNORK

**PROMOTING KNOWLEDGE WORK PRACTICES IN EDUCATION
INTERNATIONAL CONFERENCE**

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## *An Italian Case*

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Lifelong
Learning
Programme

# My course

**Topic: Educational Psychology and E-learning**

**Master level**

**Pedagogical technique: Lecturing, collaborative learning, Jigsaw, Role Taking, Progressive Inquiry**

**From 20 to 40 students;**

**22 years old in avarege**

**8 weekly hours**

# Beyond the design principles

- For the specific declination of each Trialogical Design Principle see the Poster prepared with some of my students of the course (Porfido, Amenduni, Zaccaria, & Ligorio)

- Here: a narrative of how the course was ri-organized to implement a trialogical approach

# The structure of the course

- Module 1: theories and method of e-learning

- Module 2: Building trialogical objects

- For the specific declination of each Trialogical Design Principle see the Poster (Porfido, Amenduni, Zaccaria, & Ligorio)

# Module 1: the teacher side

- Planning ahead the groups size: 7-8 students

- Preparing the didactical material

- Training and supervising a group of tutors

- Setting the digital environment: ForumCommunity, LinkedIn, Padlet, Doodle, Google Drive

- Contacting entrepreneurs

- Assessing the material produced by the students

- Together with the tutor team: assessing the online participation and the e-portfolio

# Module 1: the students side

- Opening the e-portfolio
- Attending to the teacher lecturing
- Entering an "expert group" to discuss the assigned material
- Writing individual reviews
- Covering the role assigned by the teacher
- Entering a "Jigsaw" group to build a conceptual map
- Comparing the various maps
- Up-dating the e-portfolios

# Module 2: the teacher side

- Keeping the contacts with the entrepreneurs (5) to:
  - Define the objects
  - Assign roles to the students
  - Define indicators to assess the objects
  - Assigning groups to the companies/objects
- Supervising the tutor team monitoring the groups
- Assessing students final reports
- Together with the tutor group: Assessing the online participation and the e-portfolio

# Module 2: Students side

- Attending to the entrepreneurs presentations
- Choosing the object and build it (in group)
- Covering the role assigned
- Comparing objects (Jigasw groups)
- Up-dating e-portfolio
- Writing a final individual report

# 8 Objects built

- Public Administration:
  - (1) A Social Media Manager **e-book** meant for **Social Media Managers** based on a review of how Public Administrations (PA) use *socials networks*. The e-book offers recommendations for a successful communication between citizens and PA

- Eulab Consulting:
  - (2) An **APP** for **job placement** to be used at the university of Bari.

# Objects built

- Grifo Multimedia (Bari)
  - (3) ConstitutionLand: a **three-dimensional game** to learn about the **Italian Constitution** for students around 10-13 years old.

  - (4) E-driving license: a **three-dimensional game** to learn how to **drive**

# Objects built

- Smart Skill Center (Arezzo)
  - (5) A **MOOC** course about **critical thinking** for middle school teachers.
  - (6) A **MOOC** course on how to **assess online course** meant for trainers.
- Problem based learning has been used and students entered a real professional community to receive feedback. Both courses will be on the market

# Objects built

- Osel (Bari)

- **(7) Storyboard** for a **Learning Object** about **leadership** titled "Survivor's Island": a team leader have to manage a group of survivors in a desert island

- **(8) Storyboard** for a **Learning Object** about **effective communication.** A soccer team leader has to manage find the right communication style to support the team