
e---Learning:

Education Models and Approaches

Computer Supported Learning

Marco Ronchetti



Who am I

Who am I? Why I'm here?

see <http://latemar.science.unitn.it>

home | directory | tracking Marco Ronchetti (professor) | logout

Marco Ronchetti's Web Site > Marco Ronchetti > About me (Home page)

Marco Ronchetti | Software | Corsi per le scuole | Software libero | My courses (Didattica) | Dedicato a Flaiano

About me (Home page)

How to reach me

Present duties

Past duties

Curriculum Vitae

Publications

Positions


My students

My Web 2.0

- stackoverflow
- slideshare
- wikicfp
- blogger
- delicious
- wikipedia


ABOUT ME (HOME PAGE)

Marco Ronchetti
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32,080 Visitors
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This is my official (i.e. related to my job) Web site

I also have a private (non istituzional) home page. If you're curious it's here: <https://sites.google.com/site/marcoronchetti/>

Location of the visitors of this site since Jan 12, 2010. You can also get a more detailed map , or a map of the visits since October 2005

“There is only one message: You have to constantly upgrade your skills. There will be plenty of good jobs out there in the flat world for people with the knowledge and ideas to seize them.”

Web Architectures - 2015/16

eSchooling



didattica per competenze

Hot Stuff

- The LODE system
- Io e Wikipedia
- Carta servizi per studenti con disabilità e BES
- WiildOS
- Software libero

AmoIlWeb (Per riderci su - in italiano)

Grains of wisdom

What will we be doing?

Education Models and Approaches

Computer Supported Learning

In learning, **co-construction** is a distinctive approach, where the emphasis is on collaborative, or partnership working.



From the Syllabus

The course is articulated in frontal lectures, in which theory is presented and applied in several examples. **During the whole course, as far as possible, students are stimulated and actively involved. Frontal presentations will be interleaved with students' discussions.**

During the lectures there will **be time dedicated to laboratory activities.** Mostly intended to favour students' acquaintance with the presented e-learning tools.

Students are requested to **regularly participate into the lectures,** applying in practice techniques and acquired knowledge through individual and group work. It is recommended to study in small groups (two-three persons) to compare the individual understanding.

Students have access to the course web site, where teaching material is regularly published.

From the Syllabus: assessment

Students will be requested **to actively participate to the lectures.**

Effective participation will be part of the overall grading (30%).
The work done in groups will be subject to evaluation (30%)

At the end of the course, students will be requested to produce a final report, which should show the understanding of the presented material and familiarity with the discussed tools. The evaluation of such report will contribute to final grade (40%).

Students who will not be participate to class activity will need to produce the final report (40%) and will have to take an integration in the form of an oral examination (60%).

During the year students will have 5 opportunities to take the exam, according to the calendar approved by the Department Council. .

From the Syllabus: additional material

On line material will be made available on the course web site.
However, the following material will be useful:

Terry Anderson, "The Theory and Practice of Online Learning, second edition", AU Press (2008), ISBN 9781897425084 (free pdf available at <http://www.aupress.ca/index.php/books/120146>)

Dron, Anderson, "Teaching Crowds: Learning and Social Media", AU Press (2014), ISBN 9781927356807 (free pdf available at <http://www.aupress.ca/index.php/books/120235>)

Additional readings: Terry Anderson, "Online Distance Education: Towards a Research Agenda", AU Press (2014), ISBN 9781927356623 (free pdf available at <http://www.aupress.ca/index.php/books/120233>)



From the Syllabus: content

Formative needs analysis

Digital literacy

Innovative teaching methodologies

E-learning environments

Communication and sharing tools (synch – asynch)

Cooperation tools

Tools for the production of digital resources

Resource aggregators

Using videos for teaching/learning

Open Educational Resources

Copyright and Intellectual property

Coding e computational thinking

Educational robotics



Warming up...

- 1) What is learning? Give your definition.
- 2) Why there is an e-learning course in this Master?



Learning is...

... the act of **acquiring** new, or **modifying** and **reinforcing** **knowledge**, **behaviors**, **skills**, **values**, or **preferences** and may involve synthesizing different types of information.

The ability to learn is possessed by humans, animals, plants and some machines.

Progress over time tends to follow a **learning curve**. It does not happen all at once, but builds upon and **is shaped by previous knowledge**.

Learning is a **process**.



Learning and Concept Maps

Ausubel's Assimilation Theory (Ausubel, 1968, 2000) and Novak's Theory of Learning, explain that people learn new things by using their current knowledge and, to a greater or lesser degree, seeking ways to integrate new knowledge and related knowledge already known.

When learning meaningfully, the integration of new concepts into our cognitive knowledge structure takes place through linking this new knowledge to concepts we already understand.

A concept map is a graphical representation of these relationships between concepts in our cognitive structure.

References

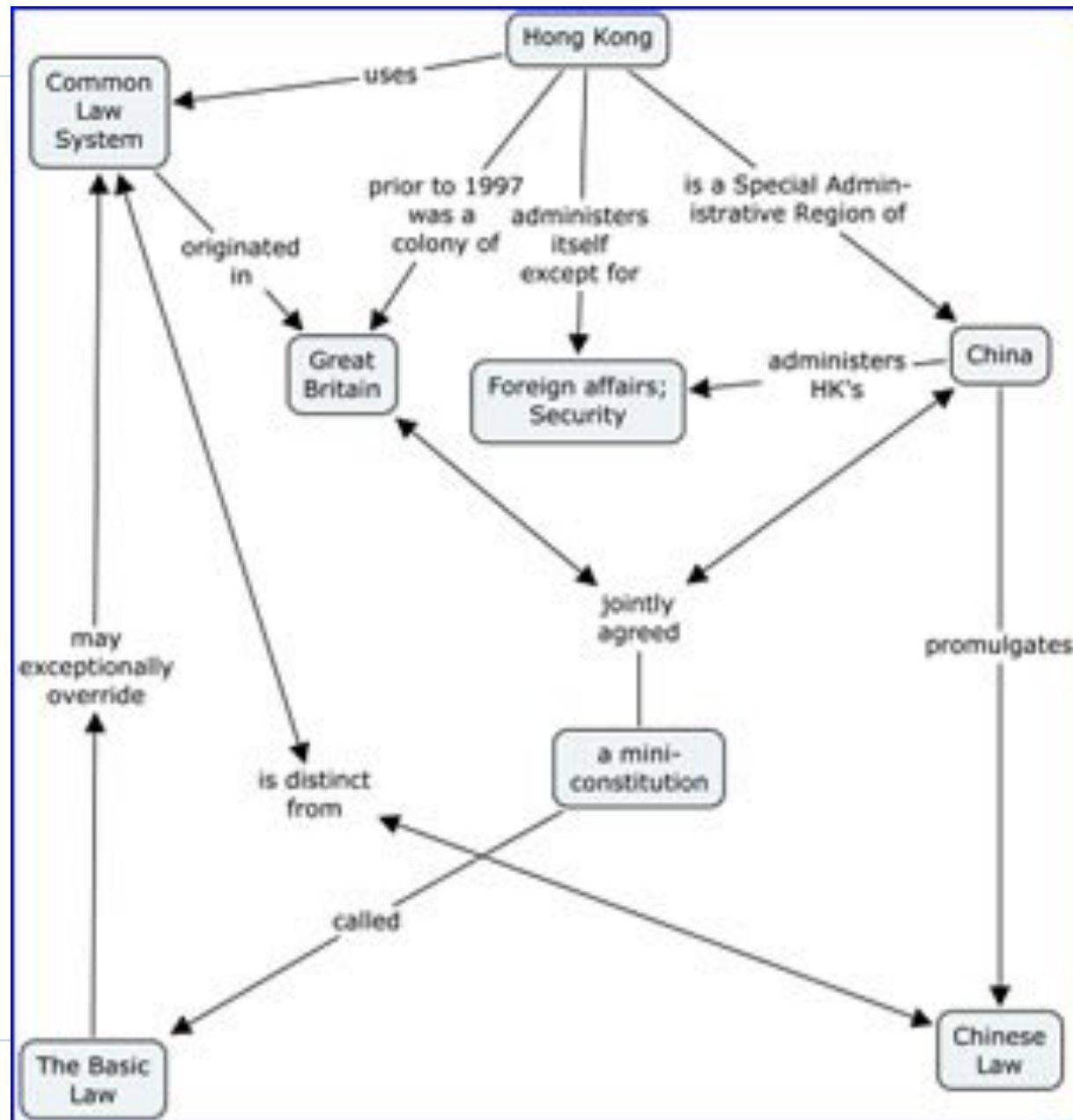
Ausubel, D. P. (1968). Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Winston.

Ausubel, D. P. (2000). The Acquisition and Retention of Knowledge: a Cognitive View. Dordrecht; Boston: Kluwer Academic Publishers.

Novak, J. D., & Gowin, D. B. (1984). Learning How to Learn. New York, NY: Cambridge University Press.



Concept maps



Concept maps

- Are commonly used to **organize and represent tacit knowledge**.
- Usually contain **general concepts at the top** of the map, with more specific concepts arrayed hierarchically below.
- Connector lines usually contains keywords or phrases that summarize the relationship between the topics they connect. Such as topic a “causes” topic B.
- Topics may be cross-linked with each other to depict more complex relationships between topics.

see The theory underlying concept maps and how to construct and use them. Joseph D. Novak & Alberto J. Cañas

[http://cmap.ihmc.us/Publications/ResearchPapers/
TheoryCmaps/TheoryUnderlyingConceptMaps.htm](http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm)

Mind maps

- Tend to be more flexible and personal than concept maps.
- Are used to slice the map's central topic or concept in multiple ways.
- May contain images and color, to make them more visually stimulating
- Topics in mind maps may only have one parent; in a concept map, a topic may have multiple connector lines, each one representing a different relationship.

see

https://www.informationtamers.com/WikIT/index.php?title=Concept_maps_or_mind_maps%3F_the_choice

Mind maps vs concept maps

Mind maps differ from concept maps in that

- mind maps focus on only one word or idea
- concept maps connect multiple words or ideas.
- Mind maps are based on radial hierarchies and tree structures denoting relationships with a central governing concept,
- Concept maps are based on connections between concepts in more diverse patterns
- Concept maps typically have text labels on their connecting lines/arms.

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Tools: Mind maps – concept maps

get Freemind

[http://freemind.sourceforge.net/wiki/index.php/
Main_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page)

Get Cmaptools

<https://cmap.ihmc.us/cmaptools/>



Assignment

- Understand the difference between concept maps and mind maps
 - Create a mind map and a concept map about the content of the rest of this lecture
 - Write a critical report (one page) about your experience with these softwares
 - Deliver: send email to marco.ronchetti@unitn.it
 - Subject: MHCI-Delivery 1
 - Deadline: Tue 19, 23:59
 - Attachments: report + mind map + concept map
-

Main Learning Theories

- } Learning theories
 - Objective: explain how learning happens in humans.
 - Consequence: analysis of the teacher and learner roles in the formation process
- Historical evolution
 - Behaviourisms
 - Cognitivism
 - Constructivism

Behaviorism

- Theory based on the assumption that the explicit behavior of the individual is the only scientific evidence that can be studied in a scientific way, since it is observable.

For the behaviorist, the learning is nothing but the acquisition of a new behavior

Pavlov: stimulus - reaction



Classical conditioning (Pavlov)

Classical conditioning (also known as Pavlovian or respondent conditioning) refers to **a learning procedure** in which a **biologically potent stimulus** (e.g. food) is paired with a previously **neutral stimulus** (e.g. a bell).

It also refers to the learning process that results from this pairing, through which the neutral stimulus comes to elicit a response (e.g. salivation) that is usually similar the one elicited by the potent stimulus.



Programmed Instruction

- } Technology invented by Burrhus Frederic **Skinner** (behaviorist psychologist) to improve the quality of teaching
- } Based on “operating conditioning”
 - } A living being learns that his actions
 - have certain consequences
- Objective: introduce new didactic content
- Spelling machine
 - } Sequence of cards designed to teach elementary school kids to write complex words



Skinner



<https://www.youtube.com/watch?v=jTH3ob1IRFo>

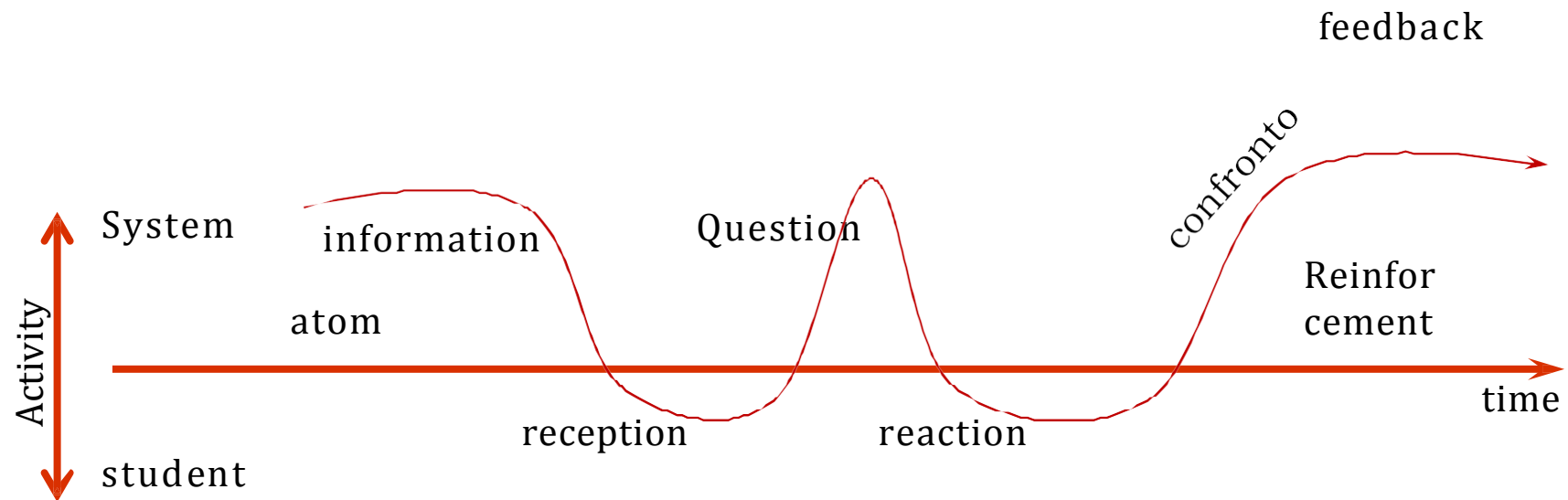
Long (30 min) <https://www.youtube.com/watch?v=DeEBq2bhIZw>

The Seven rules of programmed instruction

1. Every answer must have an immediate feedback
2. Students learn at their own pace
3. Learning objectives must be declared explicitly and in a clear and objective way - Every topic must have a series of questions and answers
4. The topic sequence must happen in an increasing difficulty level, and must include multiple points of view
5. The student must be active, responding to questions
6. To have a positive reinforcement, tasks must be successful with probability higher than 90%
7. Better performance must be rewarded

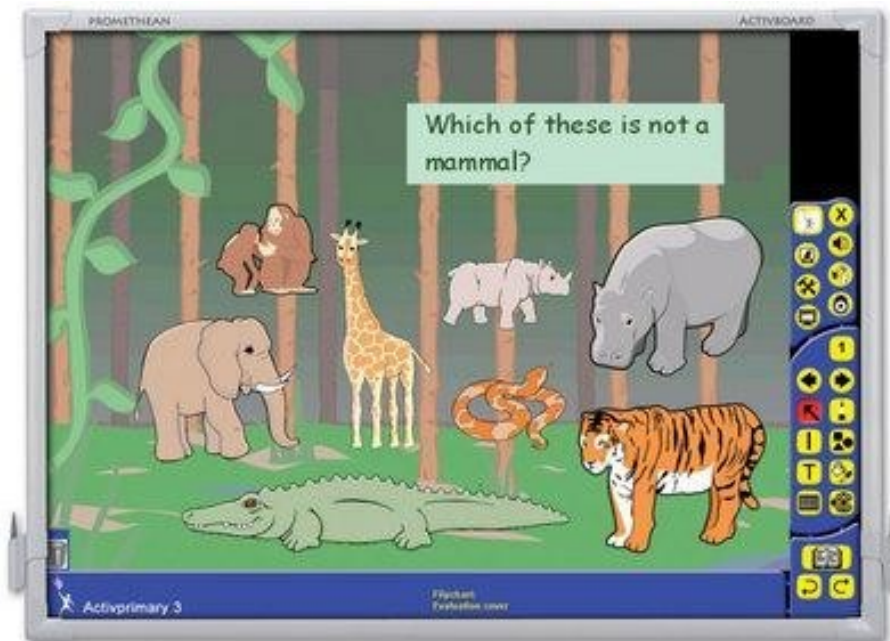
Programmed instruction: The “single step strategy”

- Teaching material is decomposed into "atoms"
- Every "atom" ends with a question (content recall)
- Task design: success probability must be higher than 90%
- Correct answer => positive reinforcement: go to next learning unit
- Wrong answer => repeat learning unit



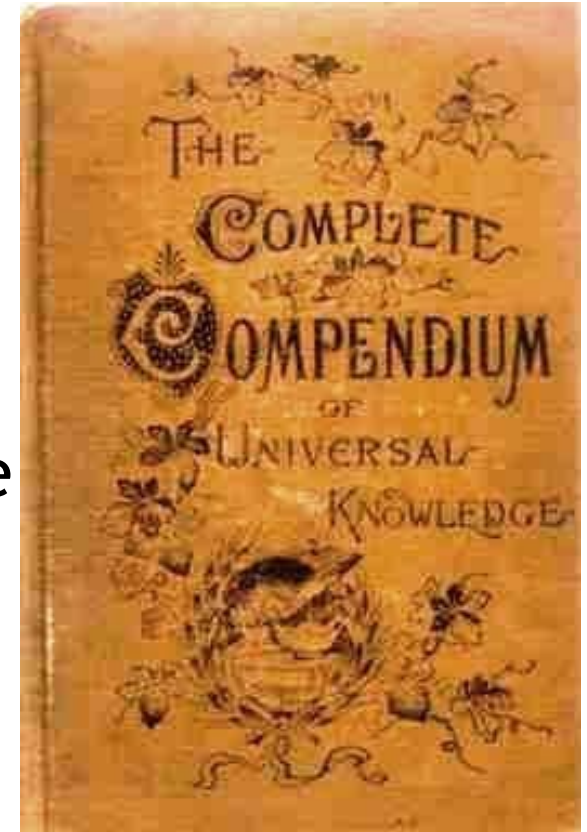
Drill & practice

- Another behaviorist approach
- Objective: put into practice the acquired notions
- Still used in programs for learning languages or math
- Characteristic: growing difficulty and time limit



Implications of the behaviorist approach

- The teacher knows what the student needs to know
- **Teacher-centred approach:** the teacher controls the learning process
- There is an optimal sequence of learning objects, which maximizes learning
- Students get the content, and can reproduce it (repeat) when requested



Main ideas

- Learning is a change in observable behaviour caused by external stimuli in the environment (Skinner)
- Observable behaviour indicates whether or not the learner has learned something (not what is going on in the learner's head).



Positive aspects

- Acknowledges the importance of planning with great care the learning material
- Acknowledges the importance of learning at one's own pace
- Focuses on student's performance
- Gives feedback on individual performance
- The system is patient, indifferent to the number of errors
- Suitable for drill and practice (learn to write, learn words, perform math operations, prepare for driving licence...)
- Suitable for memorization
- Focuses on answers speed
- Opportunity as part of more complex learning tasks
 - Math: exercises, multiplication tables
 - Languages: vocabulary
 - Other disciplines: facts (e.g.. dates in history)

Negative aspects

- }Lack of clear-cut empiric evidence of its efficacy
 - Same efficacy by subdividing into atoms, but without feedback, or not following a redefined path
- 90% correctness is not more effective than other percentages
- Low level of students' acceptance (they feel controlled)
- Learning targeted at passing an exam (easy to forget)
- Passive learning (only reception)
 - difficult to activate tacit knowledge
 - difficult to transfer knowledge to a new domain, a new situation
- Low motivation level, low responsibility level
- Inappropriate for deep learning such as problem solving

Cognitivism

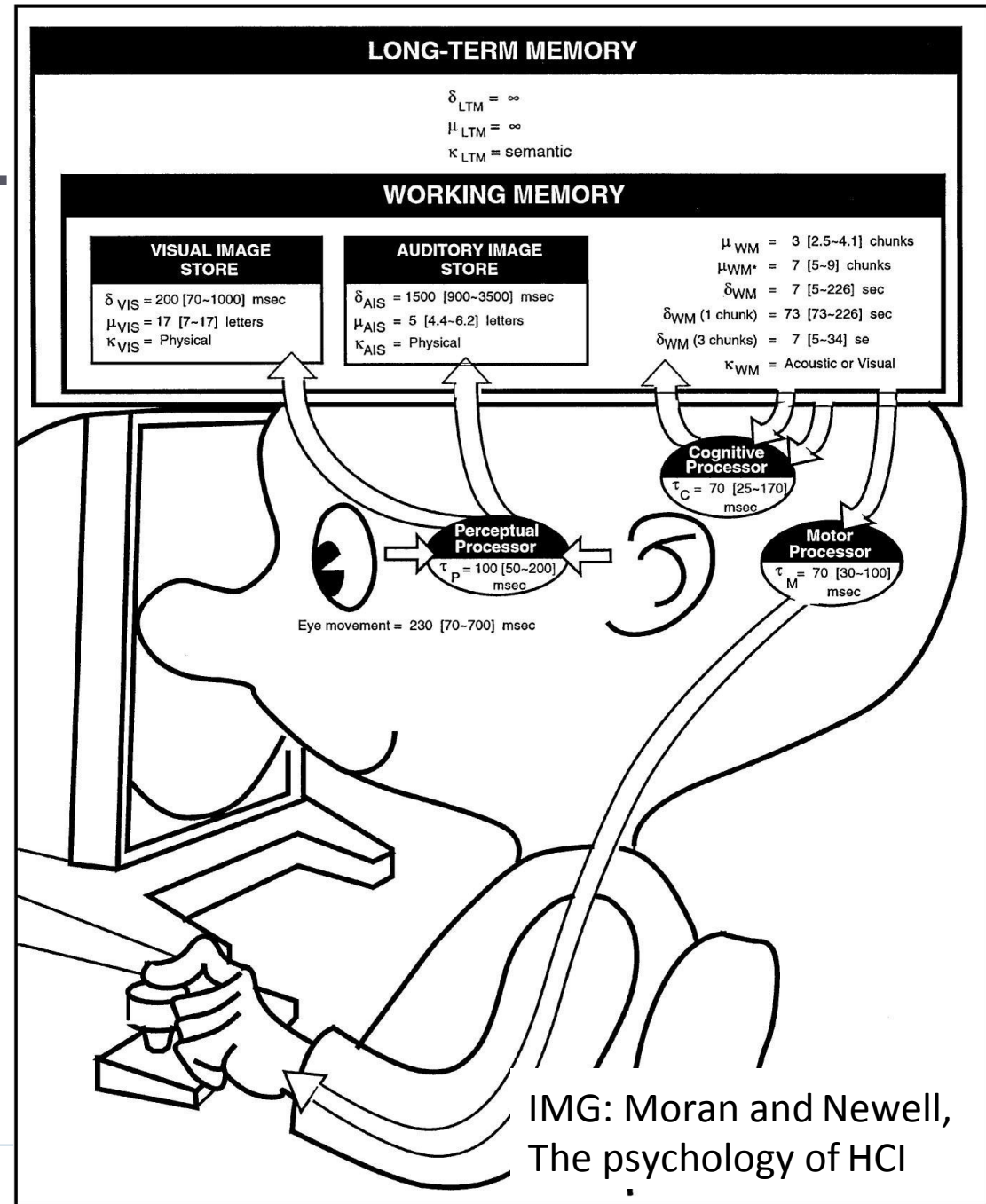
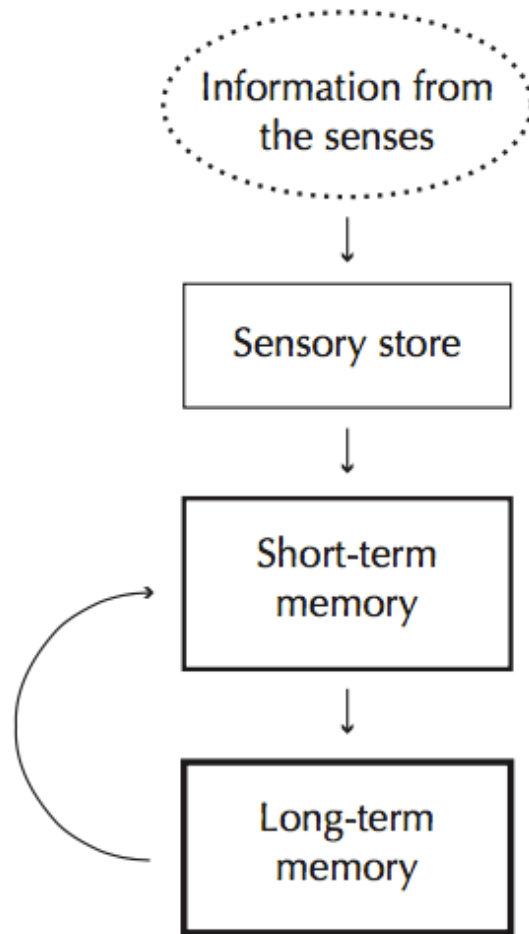


- The mind is not a black box. It has to be opened and understood
- Progresses in cognitive psychology influence learning theories (= mind process theory)
 - hypotheses on the mind structures to explain observable behavior
- Learning changes brain's structure
 - how are these structures made?
 - which processes have to be activated to favor learning?

Cognitivism

- Computational model of the mind
- The mind is an information processor
 - collects information through senses
 - Transforms information
 - Memorizes information
 - Recollects information
 - Generates answers
- Learning changes memory structure

Computational model of the mind



Short term memory

https://en.wikipedia.org/wiki/Short-term_memory

The limited duration of short-term memory (~18 seconds without a form of memory rehearsal quickly suggests that its contents spontaneously decay over time. Rehearsal is the process where information is kept in short-term memory by mentally repeating it.

George Miller suggested that human short-term memory has a forward memory span of approximately seven items plus or minus two.

Chinking is the process by which one can expand his/her ability to remember things in the short term.



Implications for the learning environment

- Information must be presented so as to:
 - activate pre-existing knowledge
 - motivate the student
 - optimize memory effect
- Student is at the center of the learning process. Must be able to:
 - choose the learning path and adapt it to her(*) pre-existing knowledge
 - experiment (explore material, adapt it to pre-existing knowledge)
 - find information by herself - evaluate, structure, reorder, rearrange them, generate her own conclusions, derive general rules which allow her to receive new problems
 - get personalized help

* short for his/her

Implications for the learning environment

- teacher becomes a "facilitator"
- main objective of the learning: acquire ability to solve problems

Main ideas

- Learning involves the use of memory, motivation, and thinking.
- Reflection plays an important part in learning
- Learning as an internal process. The learned amount depends on:
 - the processing capacity of the learner,
 - the amount of effort expended during the learning process,
 - the depth of the processing
 - the learner's existing knowledge structure

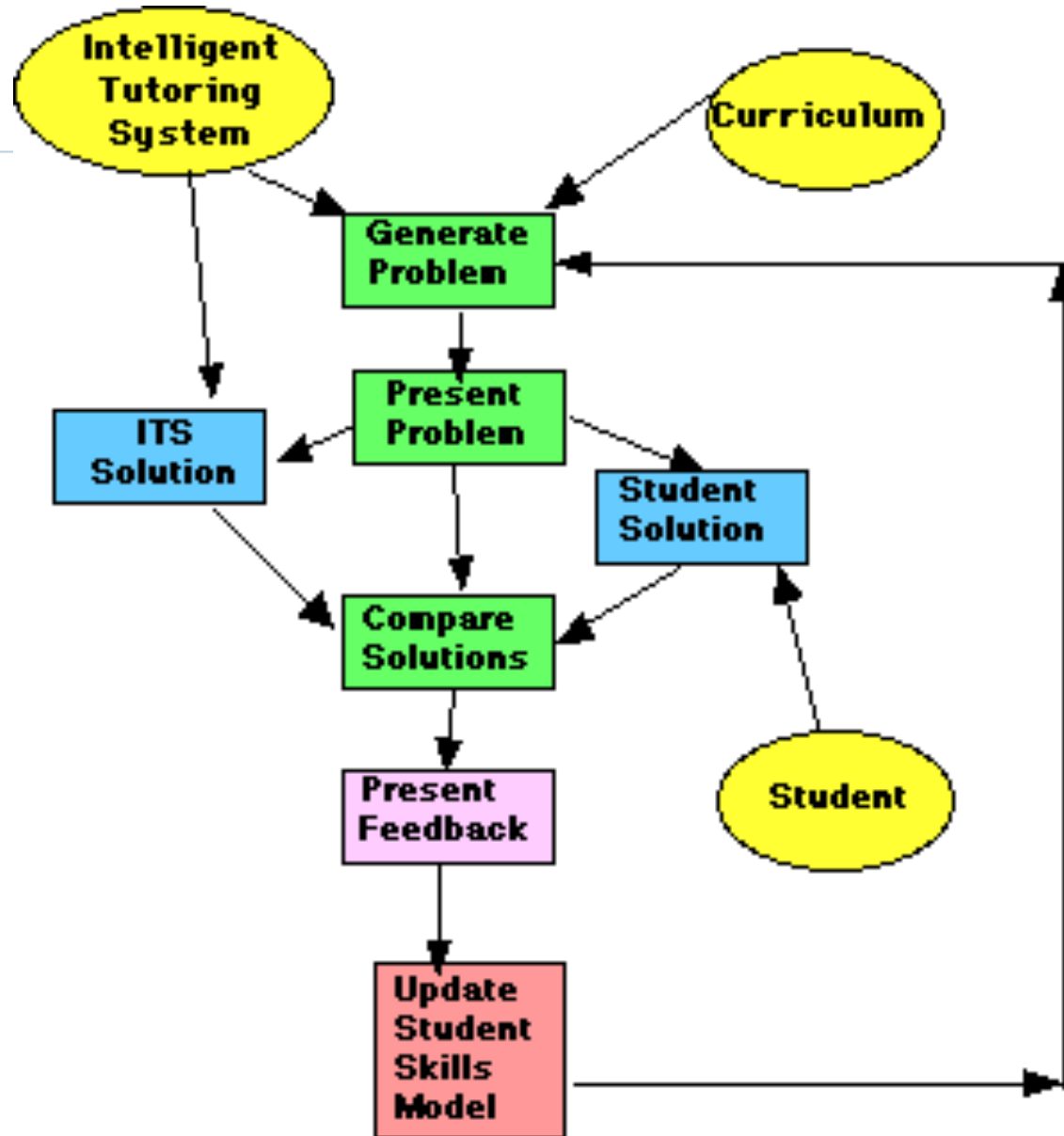


Intelligent Tutoring System (ITS)

- Artificial intelligence as teacher replacement
- Intelligent Tutoring System: the "perfect teacher"
 - Chooses the right material
 - Chooses the optimal presentation
 - Chooses the best sequence, based onto the progresses
- Adaptive system
 - modifies its behaviour according to the students' performances
- Fundamental ingredient: students model
- knowledge, competence, preferences, objectives...

ITS

The model



Negative aspects

- too little attention to the social and motivational aspects of learning
- too much emphasis on A.I.
- expensive systems
- Effectiveness not yet demonstrated, except for closed and well formalized domains
- Research is active since the '60ies, and still visionary!

Positive aspects

- } Rich aspects, which offer opportunities for:
 - adaptation to formative path
 - explorations (e.g. simulations)
 - meta-knowledge

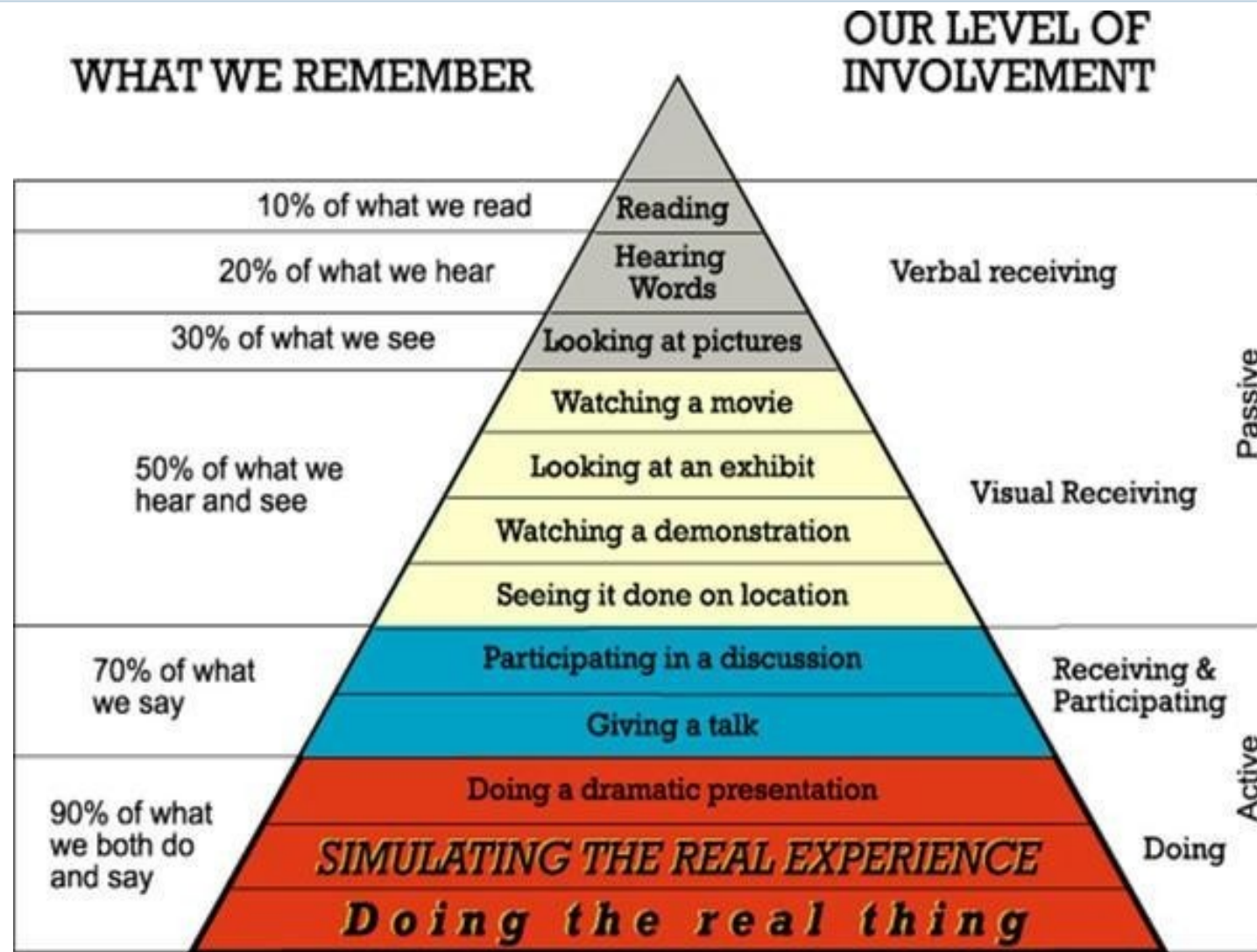
Meta---knowledge

- }Objective: being aware of one's own learning process, and of the best conditions for making it happen
- knowledge of the "self"
- knowledge of the task to be performed
- Cognitive strategies to solve problems
- }Feedback must be a meta-learning tool, rather than an evaluation tool
 - Planning objectives, reflection on results, comparison between plan and results

Costructivism

- Learning is an active and situated process
- Learning aims at building rather than acquiring knowledge
- Knowledge construction is based on personal experience, and observation of the environment
- people actively build their own subjective representation of the objective reality.
- People continuously test their hypotheses through social negotiation
 - communication is important!
- New information is linked to preexisting one
- All situations generate knowledge
- Radical interpretation: knowledge can not be thought!

The Pyramid of Constructivism



The learning process

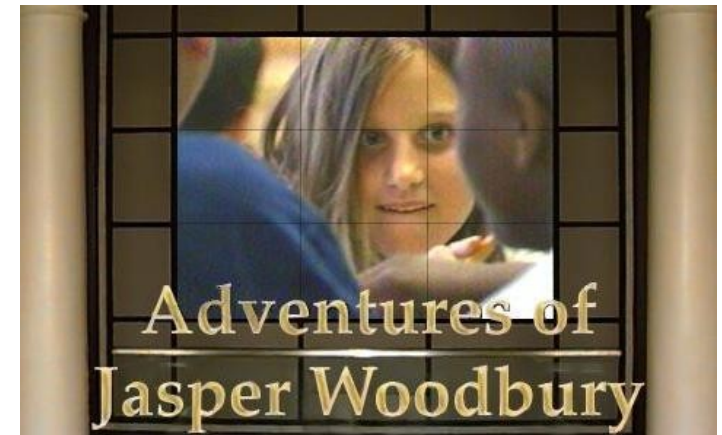
- Active, self-managed, constructive, situated, social
 - Requires;
 - Interest and intrinsic motivation
 - Guidance and orientation
 - Linking with pre-existing knowledge
 - Opportunity for sharing and reflect
 - The teacher is:
 - a coach: he starts the natural learning process, activates and promotes meta-learning
 - Designer of the learning space, which is student-centric and rich of problem-solving opportunities
 - Domain expert
 - Moderator: asks questions, keeps the process alive
-

Implications for the learning environment

- }Authentic
 - complexity, adherence to reality
 - context which is familiar for the student
- Different perspectives
 - Stimulate competence transfer between domains
 - concept associations
- Social context
 - knowledge validation, communities of practice
- Externalization and reflection
 - generalization and abstraction starting from concrete situations
 - Problem solving competences

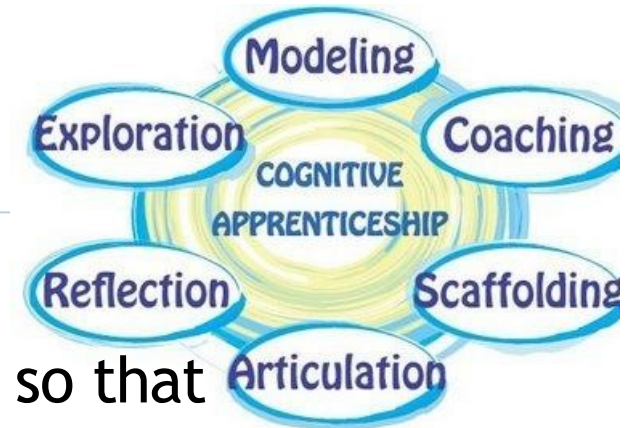
Learning environment

- }Anchored Instruction: Technique to situate a technique in a series of real life contexts to stimulate reflection , transfer to other contexts and the ability to solve complex and realistic problems
- videos are "anchors" or macro contexts.
- teaching activities are designed around the anchor, and are presented as cases to be solved.
- An example is the famous series adventures of JasperWoodbury



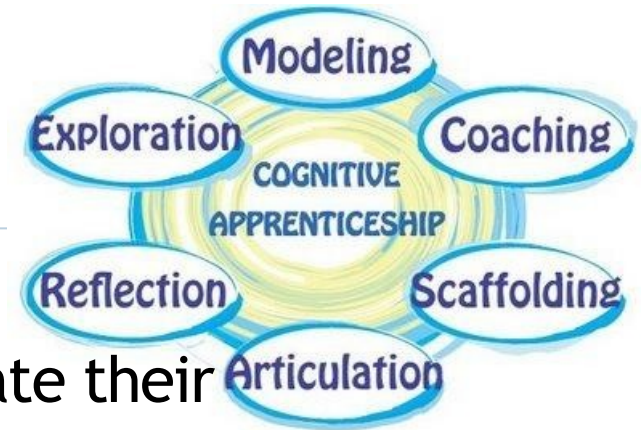
<https://www.youtube.com/watch?v=C6OGFk0cttl>

Cognitive Apprenticeship Model



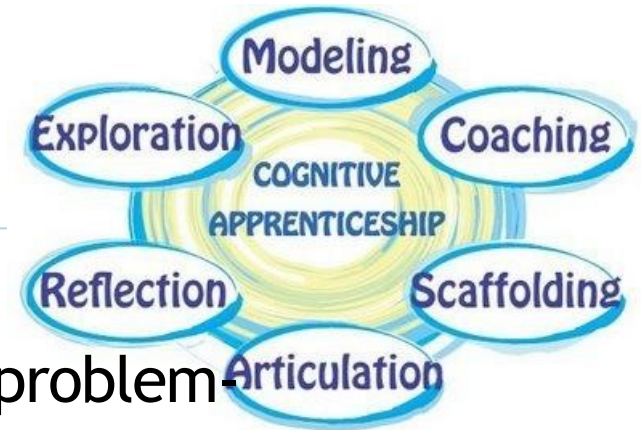
- Modeling
 - an expert demonstrates a task explicitly so that novices can experience and build a conceptual model of the task at hand.
- Coaching
 - An expert observes a novice task and offers feedback and hints to improve the novice's performance to that of an expert.
- Scaffolding
 - putting into place strategies and methods to support the student's learning. These supports can be teaching manipulatives, activities, and group work. The teacher may have to execute parts of the task that the student is not yet able to do.

Cognitive Apprenticeship Model



- } Articulation
- "any method of getting students to articulate their knowledge, reasoning, or problem-solving process in a domain
 - inquiry teaching: Teachers ask students a series of questions that allows them to refine and restate their learned knowledge and to form explicit conceptual models.
 - Thinking aloud: students articulate their thoughts while solving problems.
 - Critical student role: Students assume a critical role monitor others in cooperative activities.

Cognitive Apprenticeship Model

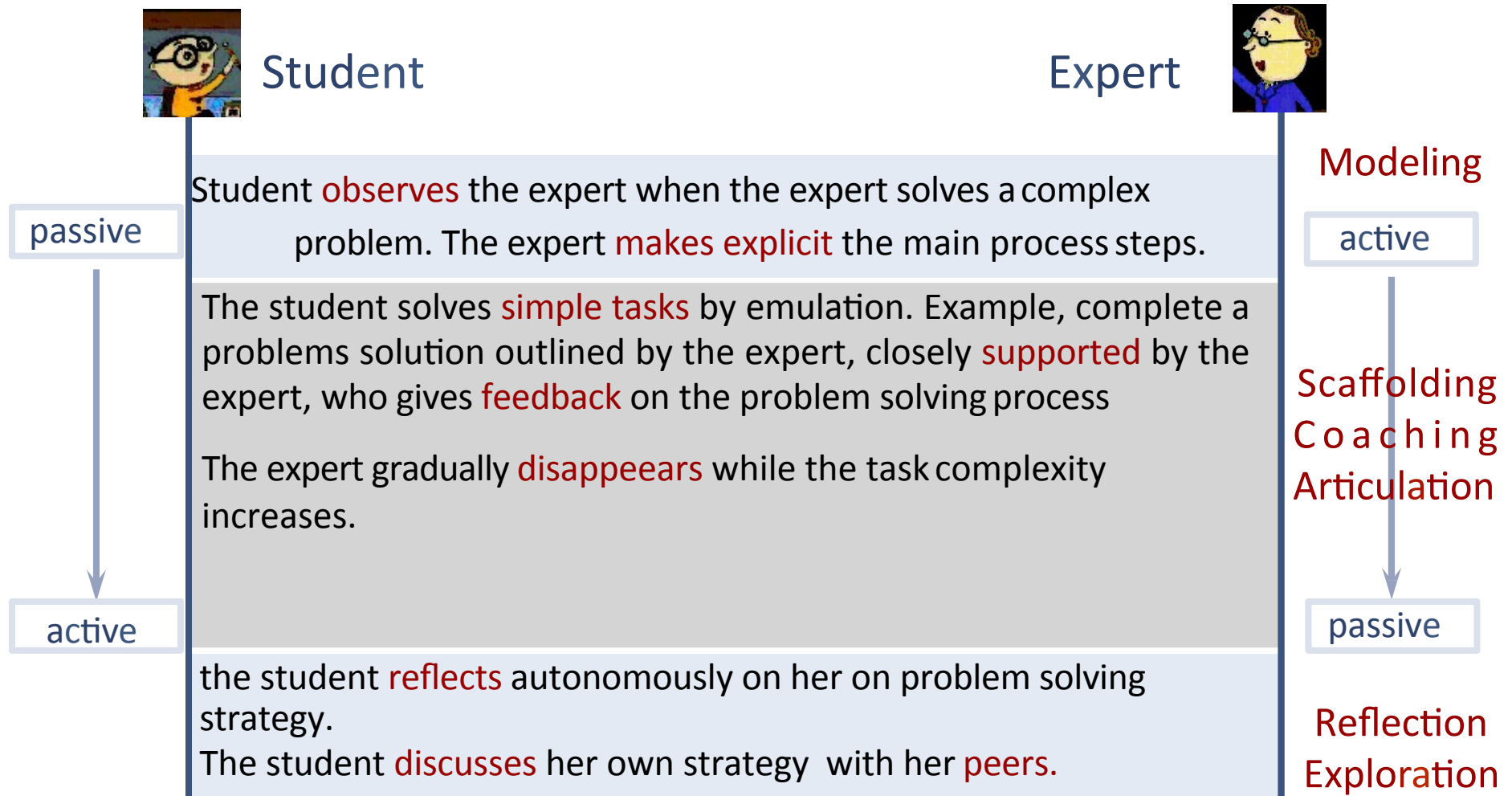


- Reflection
 - allows students to "compare their own problem-solving processes with those of an expert, another student, and ultimately, an internal cognitive model of expertise".
- Exploration
 - gives students room to problem solve on their own and teaches students exploration strategies. The former requires the teacher to slowly withdraw the use of supports and scaffolds. The latter requires the teacher to show students how to explore, research, and develop hypotheses.

Exploration allows the student to frame interesting problems within the domain for themselves and

then take the initiative to solve them.

Learning phases



Main ideas

- Learners interpret the information and the world according to their personal reality, that they learn by observation, processing, and interpretation, and then personalize the information into personal knowledge
-
- Learners learn best when they can contextualize what they learn for immediate application and personal meaning.



Critical aspects

- The philosophy of learning as individual construction is not to be interpreted as arbitrary knowledge acquisition
 - not all mental models are equal, as far as correctness, adequacy, common sense, relevance are concerned
 - mental models have to be validated via predefined solutions, discussions, group evaluations...
- the delegation of control to the student requires new competences: motivation, reflexion, organization capability...
- Time and effort

Implications of the formative project

Behaviourism	Cognitivism	Constructivism
Decomposition of the learning material in small units, proposed in a sequence	Use feedback to guide the student.	Instructional design = creation of complex, authentic, contextualized, transferable learning opportunities
Clear objectives for every teaching unit	Creation of accurate mental maps	
Self---evaluation	Connection between practice and theory	Very limited external control of the student
Immediate feedback and tangible reward	Creation of new situations to promote knowledge transfer	

So, what is important?

- Behaviorism
 - to structure the material in learning objects with explicit learning objectives
 - To allow practice and self-evaluation
- } Cognitivism
 - To have students build good mind maps
 - to favor knowledge transfer to other domains
 - to be able to solve problems
 - to enable metalearning
- Constructivism
 - The problem solving strategy (not the result)
 - To have opportunities to reflect and externalize
 - To learn from experts
 - To have a good motivation
 - The social aspect of learning



Comparison of theories suitability

Behaviorists' strategies can be used to teach the *what* (facts);

cognitive strategies can be used to teach the *how* (processes and principles);

constructivist strategies can be used to teach the *why* (higher-level thinking that promotes personal meaning, and situated and contextual learning).



Acknowledgments

Some material derived and adapted from:

MASTER- e-learning per la pubblica amministrazione

<http://elite.polito.it/index.php/teaching/current-courses/247-master-elpa>



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