

# Apprendimento on line e in presenza Il concetto di terzo spazio



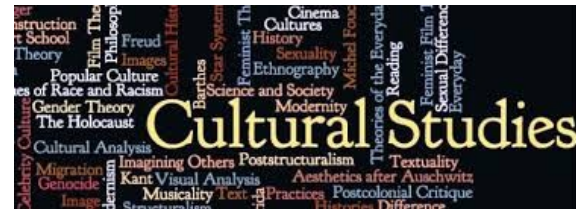
Pier Cesare Rivoltella, CREMIT, UCSC



**“The theoretical recognition of the split-space of enunciation may open the way to conceptualising an international culture, based not on the exoticism of multiculturalism or the diversity of cultures, but on the inscription and articulation of culture’s hybridity. It is the inbetween space that carries the burden of the meaning of culture, and by exploring this Third Space, we may elude the politics of polarity and emerge as the others of our selves.”**

~ HOMI K. BHABHA

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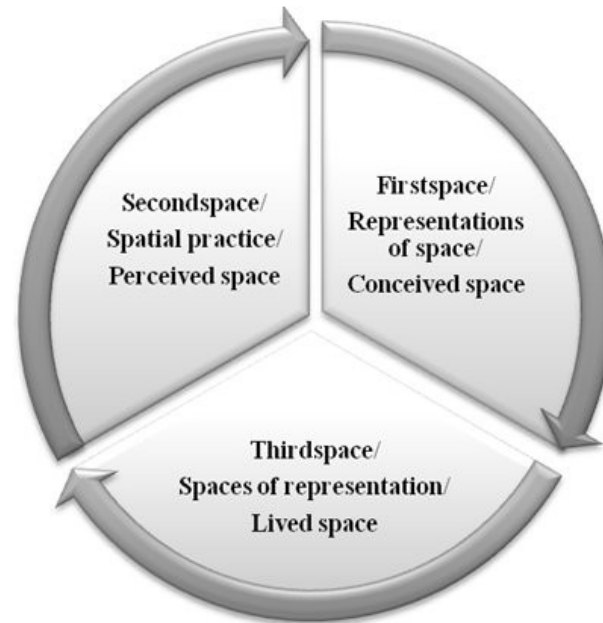
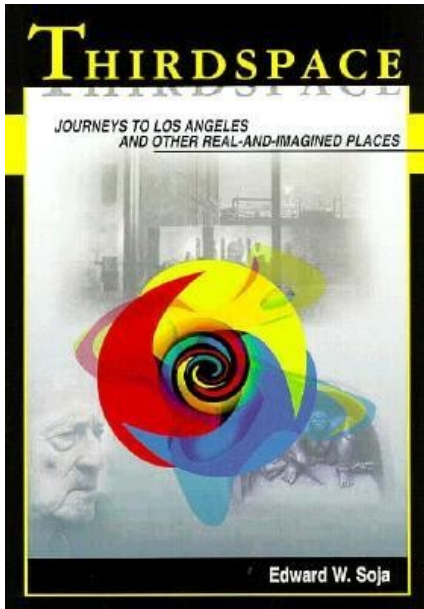
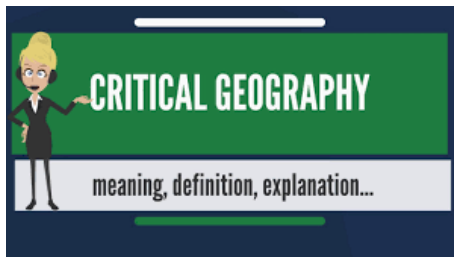


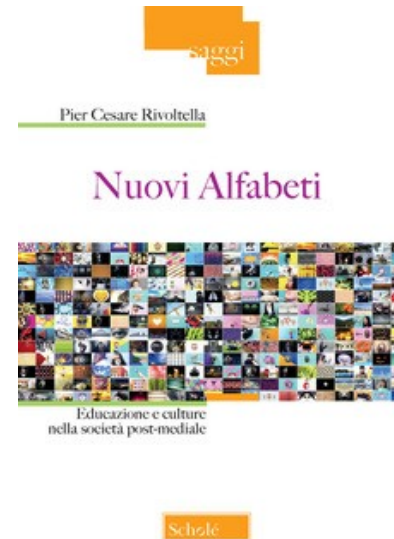
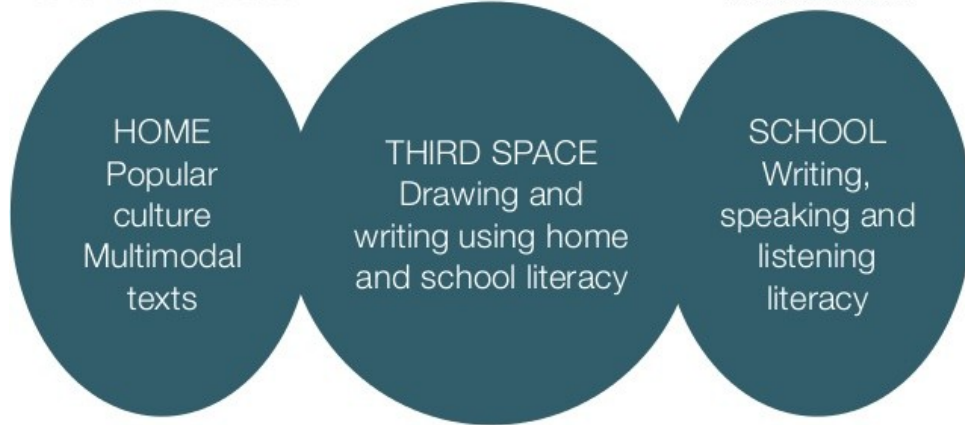
Figure 1. "Trialectic" of space according to Henri Lefebvre and Edward Soja  
(Source: Lefebvre 1991 [1974] and Soja 1996)



"Third Space theory"  
(Pahl & Rowsell 2005, *Literacy and Education*)

Out-of-school literacies

School literacies



# Indagine condotta dal 15.05 al 15.06. 2020

## TOTALE ATENEIO: Invitati a rispondere e Rispondenti



SEDE	N invitati a survey	N rispondenti	tasso di risposta
<b>BRESCIA</b>	<b>1557</b>	<b>912</b>	<b>59%</b>
▣ Primo Livello	1470	851	58%
▣ Secondo Livello	87	61	70%
<b>MILANO</b>	<b>3246</b>	<b>1602</b>	<b>49%</b>
▣ Primo Livello	2712	1324	49%
▣ Secondo Livello	534	278	52%
<b>PIACENZA</b>	<b>237</b>	<b>140</b>	<b>59%</b>
▣ Primo Livello	168	95	57%
▣ Secondo Livello	69	45	65%
<b>Totale</b>	<b>5040</b>	<b>2654</b>	<b>53%</b>

## Dati Scenze della Formazione

Ci sono cose che ti sono mancate in questo periodo di forzata sospensione delle attività didattiche in presenza, a causa del covid-19?

Cosa manca	%
La possibilità di confrontarmi faccia a faccia con i miei colleghi universitari sulle questioni didattiche	78%
Il fatto di venire a lezione fisicamente	60%
Il lavoro di gruppo e le attività pratiche	49%
Il sentirmi parte di una comunità	48%
Gli stimoli dati a lezione	47%
L'organizzazione abitudinaria delle lezioni settimanali	39%
Le sale studio	31%
La possibilità di fare domande di chiarimento mentre ascolto la lezione	28%
Il prestito libri	16%
La mensa	5%
altro	2%
<b>Totale</b>	<b>100%</b>





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- Instructional e Learning Design, da implicito a esplicito
- Semplificare: riduce l'ansia e migliora l'efficacia
- Curare la comunicazione transizionale (routines, saluto, appuntamenti fissi)
- Aprire canali di comunicazione extra con gli studenti per:
  - Inviare loro messaggi importanti real time;
  - Rilevare i loro bisogni;
  - Favorire la comunicazione tra loro
- Ripensare la didattica:
  - Microlearning
  - Spaced learning
  - Just in time teaching
  - Flipped learning, EAS

# MICROLEARNING DESIGN

## 7 MUST-HAVE CHARACTERISTICS

Microlearning is not a theory. It's a learner-centric approach that can be leveraged in corporate training. Effective microlearning design follows these 7 must-have characteristics

- 1. Addresses A Single Performance-based Objective**  
 Microlearning addresses a **single performance-based objective** so that the training delivered contains information that's targeted and focused. This reduces cognitive overload and helps learners fight the forgetting curve.
- 2. Leverages Existing Content**  
 Good microlearning design leverages **existing content** used in classroom training such as PPTs, PDFs, videos etc. to create micro modules.
- 3. Follows the Minimalist Design Trend**  
 Microlearning follows the **minimalist design** trend by using **crisp content** along with relevant visuals. There's no room for unnecessary elements that do not aid the learning process.
- 4. Delivers Short and Useful Bursts of Learning**  
 Microlearning nuggets are all about content that's **short and extremely useful**. Design microlearning in a way that makes it easy for learners to accomplish tasks on the job.
- 5. Uses a Variety of Formats**  
 Mix and match a variety of learning formats to engage learners. The principle of **Form Follows Function** is applicable in microlearning design as well. This means your choice of microlearning asset or format depends on the purpose it's intended to achieve.
- 6. Adheres to a Mobile-First Design**  
 Microlearning needs to be designed in a way that supports learning on multiple devices. It is best to follow a **mobile first** design while developing microlearning solutions.
- 7. Provides Intuitive Access**  
 Microlearning is short and focused and hence suitable for learners who are looking for specific information. It is much easier to provide microlearning modules as **searchable** components on the LMS as compared to lengthy e-learning modules.

## Microlearning



deals with short learning sessions and small learning activities

can be found under different forms:



video



article



infographic

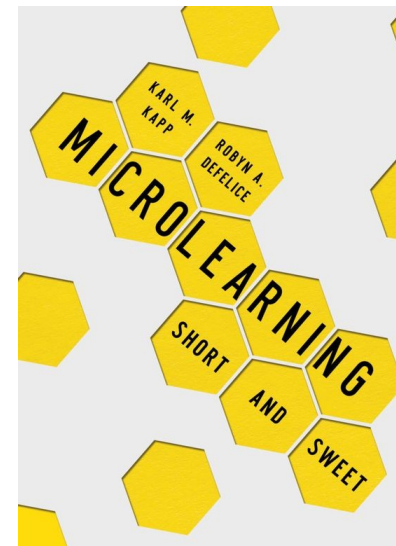


online games

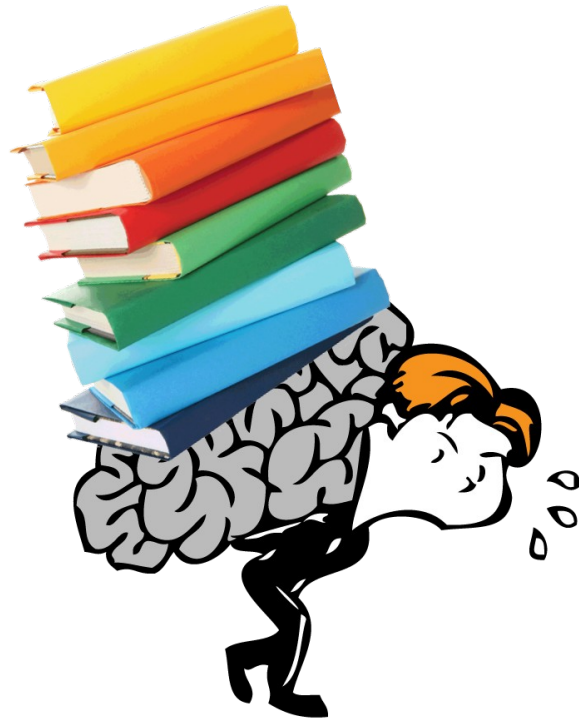
[www.momslvelearning.com](http://www.momslvelearning.com)

## Defining Microlearning

+ Free online microlearning resources







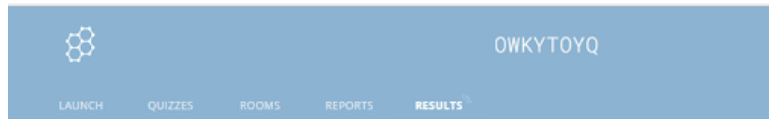
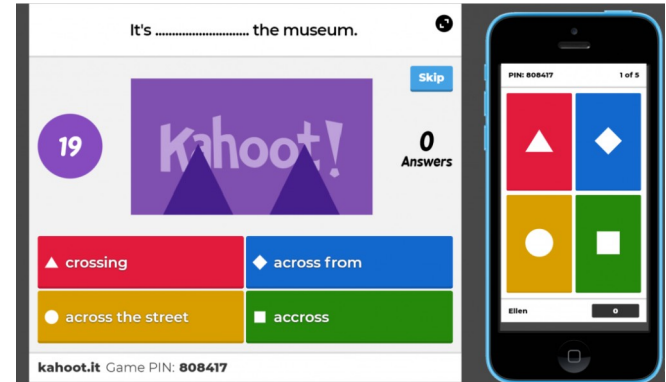
*Don't strain the brain*



*Train the brain*



# Mentimeter



Il clima


Show Names  Show Answers

Name ↑	Progress (%)	1	2	3	4	5	6	7
giota	100% ✓	D	C	B	B	D	C	D
<b>Class Total</b>		100%	100%	0%	100%	100%	0%	0%

Click question numbers or class total percentages for detailed views.

if one looks at teaching as a profession based upon a ‘combination of complex cognitive and higher-order skills, highly integrated knowledge structures, interpersonal and social skills, and attitudes and values’ (Van Merriënboer & Kirschner) the TEL distinction need not be made. Teachers need to receive training in how to apply what they have learnt ‘in a variety of situations (transfer) and over an unlimited time span (lifelong learning)’. TEL is simply the newest tool on the horizon. (Kirschner 2015: 312).

Kirschner, P. A. (2015). Do we need teachers as designers of technology enhanced learning? *Instructional Science*, 43(2), 309–322. <https://doi.org/10.1007/s11251-015-9346-9>.



Thank  
You