Chapter 7

Specific Features of Fragmented Content:
Nano-Technology of Learning

ABSTRACT

In the future, data will connect everything and everybody. Open data is related to transparency, affordability, and participative education. The open pedagogy will be concerned with a specific feature of fragmented content. This chapter provides an informal introduction to micro-learning and nano-learning, especially as it may be applied to open textbook use and development. What is fragmented content? What is nano-curriculum? What is nano-learning? In which ways are they similar, and what distinguishes one from another? The principal characteristics of each are described. An assumption, made explicit from the start, is that fragmented content should not just be used as content, but as a strong correlation between the content, context, and learning process. This innovation is described involving a metacognitive collaborative activity "student as a partner." Based on the outcomes of this project, a further methodological idea was undertaken. This chapter suggests that fragmented content is an excellent means for enhancing the self-regulation competence of university student.

INTRODUCTION

In the future, data will connect everything and everybody. "Open is related to affordable education, transparent science, and accessible scholarships. These ideals are slowly becoming a reality thanks to the open education, open science, and open access movements. Running separate-if parallel-courses, they all share a philosophy of equity, progress, and justice" (Jhangiani and Biswas-Diener, 2017). Nevertheless, most universities continue to teach students in the traditional way and use classic strategies for professional development.

Nowadays, students are wired differently. Their world has changed dramatically. The educational system becomes open, but old pedagogy slowly moves through innovations. Cornelius (2018) notes "Institutional fear of embracing and managing change has alienated an entire generation of learners. They no longer believe what is being pushed to them in school has relevance to their future. And they may be right. The resulting disconnection caused by our irrelevance on yesterday's inflexible failing systems and pedagogy is effectively robbing our students of their future by continuing to prepare them for careers that no longer exist".

University pedagogy can and should play an important role in the OER movement instead the primary role of open pedagogy is not about content at all. One of the biggest problems in education is fragmented content. Every day has appeared new OER that allow to remix and share text, photos, music, video, and animation in various creative ways. According to the British English Dictionary, the meaning of term "fragmented content" refers to separated into or consisting of several parts. First meaning would have been an extremely radical (metaphysic) thesis of non-traditional instructional methods, and most particularly, of active learning and skills development. The second meaning is more a concern about reading with open textbooks.

This chapter is focused on the pedagogy of learning in the ill-structured fragmented environment. For this aim, it was established two basic objectives. The first is to describe the specific features of the fragmented content. The second objective is to establish how nano-learning meets the standards of Creative Commons Attribution 4.0 license. This chapter is organized as follows: we begin with an explanation of issues regarding the fragmented content and proceed with an explanation of how nano-learning could be taken into account.

The chapter is a first attempt to give an overview of learning in an ill-structured fragmented environment. It is an intention to follow up a discussion

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