

Chapter 7

Multi-Perspective Concept Mapping in a Digital Integrated Learning Environment: Promote Active Learning Through Shared Perspectives

Walter Nuninger

Université de Lille 1, France

Annamaria Goy

Università di Torino, Italy

Claudia Picardi

Università di Torino, Italy

Giovanna Petrone

Università di Torino, Italy

ABSTRACT

Improving higher education requires a pedagogical transformation of the trainers but also of the learners committed in their learning activities. In the framework of distance learning and WIL, learner-centered pedagogical approaches are useful. Thus, the Conceptual Map Project (CMP) is proposed with the support of Perspec-Map, a software aimed at strengthening the knowledge acquisition in automatic control of the audience in WIL. Perspec-Map is a web application promoting reflexive learning based on the sharing of users' point of view, thanks to multi-perspectives. It is an additional support for collaboration and blended-course momentum, changing the behavior of all the parties involved. On the basis of an evaluation with users, several improvements are envisioned: easier map design; management of the trainer-perspective for an improved reference map enriched by the peer reviews; availability of a digitally assisted trainer dashboard for map quality assessment, skills recognition, and facilitated guidance. These last issues demand an ethics and learning analytics.

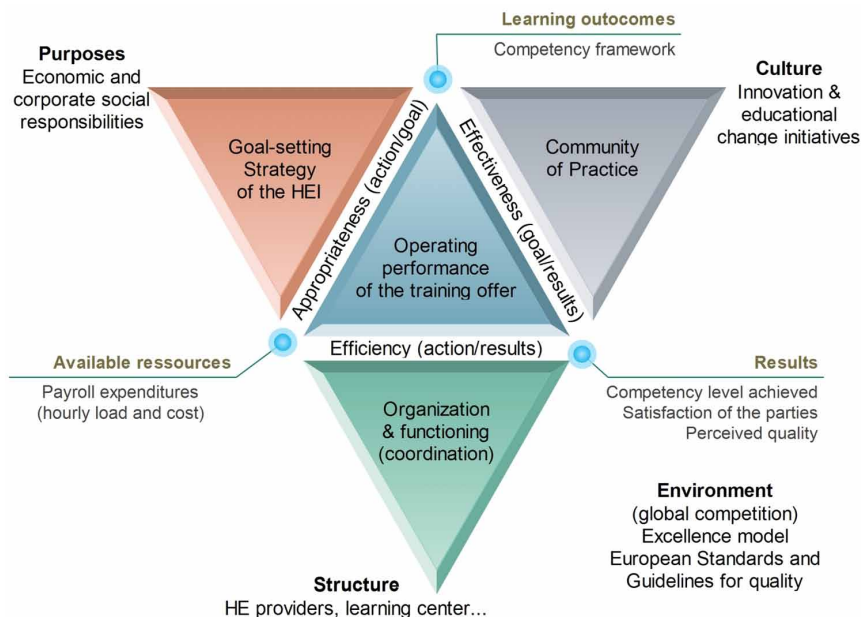
DOI: 10.4018/978-1-5225-6361-7.ch007

INTRODUCTION

In the framework of Long-Life Learning (Yang, Schneller, & Roche, 2015), Higher Education Institutions (HEI) are deemed responsible for the triangle of learning performance of the training offer (see Figure 1) for the satisfaction of the audience based on an appropriately chosen pedagogy for the learning goal. Thus, the triangle of operating and economic performance (learning outcomes, resources, results) is widened for overall coherence (purposes, culture, structure).

The European Standards and Guidelines by ENQA (2015) demand a pedagogical U-evolution of the trainers for commitment in a shared culture (Sharmer, 2009; Lave, 2014). The support of their organizations is the underlying requirement (Kanuka, 2010). Solutions are mainly based on blended-courses, reflexive pedagogy and pedagogical device hybridization, integrating classical and digital tools to create new collaborative Integrated Learning Environments (ILE). ICT should be mobilized (Albion, Tondeur, Forkosh-Baruch, & Peeraer, 2015) to promote the “future work skills” (Davies, Fidler, & Gorbis, 2011): meta cognitive abilities, collective and social intelligence, a capability for virtual collaboration, computational thinking, cognitive load management and design mindset, in addition to the acquisition of knowledge and the ability to use it to pursue specific goals. This scenario promotes

Figure 1. Global learning performance
Based on Gartiser et al. (2004) and Gibert (1980)



29 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/multi-perspective-concept-mapping-in-a-digital-integrated-learning-environment/220182

Related Content

Teacher Training and Online Teaching: Bridging the Gap

Krista S. Chambless, Kelly Moserand Sandrine Hope (2022). *Handbook of Research on Effective Online Language Teaching in a Disruptive Environment* (pp. 221-246). www.irma-international.org/chapter/teacher-training-and-online-teaching/293373

The Future of Immersive Instructional Design for the Global Knowledge Economy: A Case Study of an IBM Project Management Training in Virtual Worlds

Lia DiBelloand Whit Missildine (2011). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 14-34). www.irma-international.org/article/future-immersive-instructional-design-global/62090

Increasing Access to Effective Education Across Oceania

Robert Hoganand Natalie Nimmer (2013). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 17-31). www.irma-international.org/article/increasing-access-to-effective-education-across-oceania/86252

Construction of an English-Chinese Bilingual Classroom Platform for Psychology Under the Background of Environmental Health

Jie Wei (2024). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 1-18). www.irma-international.org/article/construction-of-an-english-chinese-bilingual-classroom-platform-for-psychology-under-the-background-of-environmental-health/340031

Intelligent Development of College Physical Education Teaching Mode Based on “Internet+”

Xiaoming Zhangand Chenjie Ma (2024). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 1-13). www.irma-international.org/article/intelligent-development-of-college-physical-education-teaching-mode-based-on-internet/340724