

Formazione professionale & apprendimento online

Le tendenze alla luce dell'IFLA Trend 2

Matilde Fontanin – Università di Trieste
IFLA SC Continuous Professional Development & Workplace Learning

Contenuto

- Formazione professionale: tendenze
- Lo Standing Committee Continuous Professional Development & Workplace Learning
- IFLA Trend 2: punti salienti
- Cosa si è detto all'IFLA WLIC di Lione
- Il punto in AIB: esperienze e sviluppi
- Spunti di riflessione
- Conclusioni



Il CPDWL: attività & collaborazioni

- Standing Committee Continuous Professional Development & Workplace learning
- Webinars con ALA
 - Nel 2015 in collaborazione con AIB

Blog About

« [Knowledge Café 2014: New wrap-up](#) [Call for proposals: CPDWL Satellite Conference 2015 in South Africa](#) »

Next webinar of CPDWL and NPSIG on October 14, 2014

7 October 2014 – [ulrike](#)

We are proud to present the fourth session of the 2014 webinar series

“New Librarians Global Connection: best practices, models and recommendations.”

<http://www.ifla.org/node/6141>. The theme for this installment of our series is “**Information as a Human Right**”.

For the third consecutive year, IFLA Continuing Professional Development and Workplace Learning and IFLA New Professionals Special Interest Group are partnering with the American Library Association to present a series of

Tags

[@InterLibNet](#) [ALA](#) [ALIA](#) [New Graduates Group](#) [Brazilian libraries and librarians](#) [career planning](#) [CLM](#) [Communication Conference](#) [Continuing Professional Education](#) [CPDWL](#) [CPDWL Singapore](#) [David Lankes](#) [guidelines](#) [Hack Library](#) [School Helsinki](#) [IFLA](#) [IFLA CPDWL](#) [IFLA Journal](#) [IFLA NPSIG](#) [IFLA WLIC](#) [Information Literacy](#) [intercultural competencies](#) [International Librarians Network](#) [Kate Byrne](#) [Learning Librarians](#) [Libraries in the future](#) [MOOCs](#) [newlibgc](#) [New Librarians](#) [New Professionals](#)

Il CPDWL: abbracciare il cambiamento

- Programmi
 - Library as Learning Organization
 - Manage the Change
 - Taking charge of your career
- A Lionc:
 - MOOCs : opportunities and challenges for libraries

MOOCs: Looking beyond the hype

Русский | Español | 简体中文 | Deutsch | français | العربية

By Michel Wong Man Wan



<http://conference.ifla.org/past-wlic/2014/ifla80/node/833.html>

IFLA: Apprendimento online - i MOOCs

https://www.coursera.org

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- What a Plant Knows (and other things you didn't know about plants)**
TAU • Oct 26th
Italian subtitle available
- Introduction to Guitar**
Berkleemusic • Oct 13th
Italian subtitle available
- The Data Scientist's Toolbox**
Johns Hopkins • Oct 6th
Italian subtitle available
- Foundations of Teaching for Learning 1: Introduction**
CET • Sep 1st
- La visione del mondo della Relatività e della Meccanica Quantistica**
Sapienza • Mar 10th
Taught in Italian
- Get Organized: How to be a Together Teacher**
Relay • Oct 29th

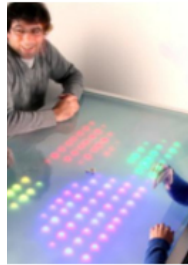
<https://www.coursera.org/course/teach1> title available

- cosa sono
- dove sono sviluppati
- a cosa servono
- vantaggi
- criticità
- Incognite (Gartner's Hype Cycle)
- ruolo dei bibliotecari/delle biblioteche

COMPUTER-HUMAN INTERACTION IN LEARNING AND INSTRUCTION CHILI

- Welcome
- People
- Courses
- Projects
- Dissemination
- Contact

Share Print



- Classroom Orchestration
Paper-based interfaces for primary schools
- Vocational Education Technologies
Tangible Interaction
Paper-based interfaces for primary schools
- Eye-tracking
- MOOCs Research
- Meeting Technologies
- Robots for Education and Daily Life
Anthropomorphism
- Former Projects



...CHILI?

At the Computer-Human Interaction in Learning and Instruction (CHILI) lab, we research innovative technologies that support learning in the classroom.

CONTACTS

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Conference Session 164

Plenary Session

20 August 2014 08:30 - 09:15 | Room: Amphithéâtre | SI



Pierre Dillenbourg



Topic: Ten surprises in our MOOC experience

A former elementary school teacher, Pierre Dillenbourg graduated with a degree in educational science from the University of Mons, Belgium and started research on learning technologies in 1984. He obtained a PhD in computer science from the University of Lancaster (United Kingdom), in the domain of artificial intelligence applications for educational software. He has been an assistant professor at Technologies de Formation et d'Apprentissage (TECFA) at the University of Geneva. He joined the École polytechnique fédérale de Lausanne (EPFL) in November 2002.

For ten years Mr. Dillenbourg was the director of the Centre de Recherche et d'Appui pour la Formation et ses Technologies (CRAFT), EPFL's pedagogical unit. He is now the academic director of the EPFL Center for Digital Education and head of the Computer-Human Interaction for Learning & Instruction (CHILI) Lab.

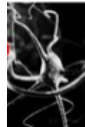
Mr. Dillenbourg recently organized the [European MOOC summit 2013](#), the first European congress on MOOCs (Massive open online courses).

News & Upcoming events



Talk by George Siemens, October 7th, 13:15, BC 420

01.10.14 MOOCs as a lens to the future of higher education, a talk by George Siemens >>



The Learning Analytics Week

01.10.14 Presented by the Center for Digital Education (CEDE) from the 6th to the 9th of October 2014 at EPFL THE PROGRAM HAS BEEN UPDATED >>



Julia Fink's public PhD thesis defense

18.08.14 Friday the 29th of August, 16:30, room BC 420 >>



Library Advocacy Unshushed: Values, evidence, action

Learn how to be a powerful advocate for the values and future of libraries and librarianship. Be informed, strategic, courageous, passionate, and unshushed!

About this Course

Note - This is an Archived course



School: [University of TorontoX](#)

Course Code: LA101x

Classes Start: 24 Feb 2014

Course Length: 6 weeks

Estimated effort: 4 to 5 hours / week

Prerequisites:

Knowledge of librarianship and library services is recommended, but not required.

IFLA Trend 2:

Online Education will Democratisise and Disrupt Global Learning

If online education is free, then how much is it really worth?

Trends in online education stand to have profound impacts on employment, culture, communication and class around the world. The rapid global expansion in online education resources will make learning opportunities more abundant, cheaper and more accessible. Increased value placed on lifelong learning and the recognition of non-formal and informal learning will change the nature of recruitment, and equalise employment opportunities in a number of ways.

An abundance of online learning resources, coupled with the rise of Open Access also stand to affect the nature and services provided by libraries. We've started the conversation in [Riding the Waves or Caught in the Tide: Insights from the IFLA Trend Report](#) looking at the impacts of open access on the production of local content, data protection and online education and future online education providers.



LOG IN

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to enjoy all the resources this

Riding the Waves or Caught in the Tide?

Navigating the Evolving Information Environment



INSIGHTS FROM THE



TREND
REPORT

TREND 2:

L'ISTRUZIONE ONLINE DEMOCRATIZZERÁ E SCONVOLGERÁ L'APPRENDIMENTO MONDIALE

La rapida espansione mondiale delle risorse educative online aumenterà le opportunità di apprendimento, rendendole più economiche e accessibili. L'apprendimento permanente, non-formale e informale acquisirà un valore aggiunto.

Traduzione del gruppo Giovani Bibliotecari e Aspiranti

Spunti di riflessione dall'IFLA WLIC

- Ruolo dell'apprendimento visuale
 - Cataloghi visuali
 - BRODIN BERGGREN, Lenita and JOSEFSSON, Malin (2014) *New ways to search the library catalog*. <http://library.ifla.org/973/>
 - Insegnare la *Visual literacy* (guardare criticamente, adoperare e produrre contenuto visuale)
 - AZMI, Hesham (2014) *Media and Visual Competencies for Information Professionals in the Arab World: Challenges of the Digital Environment*. <http://library.ifla.org/888/>

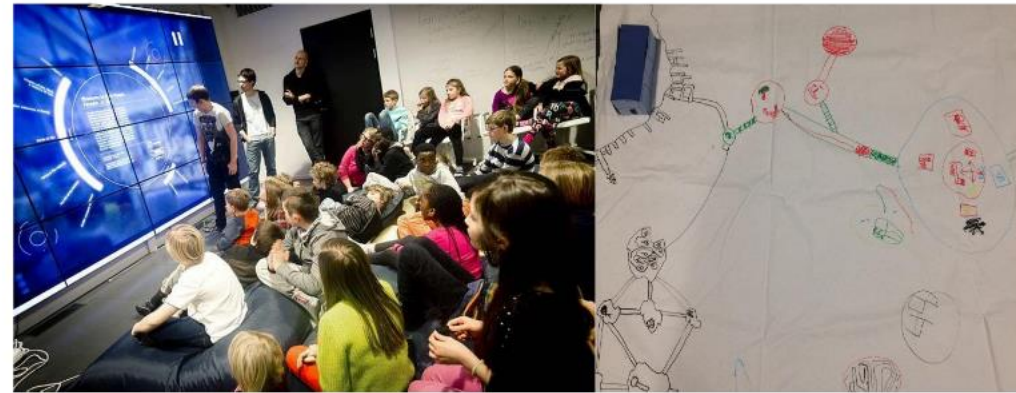


Photo: Abebe Asres Berggren

Photo: Lenita Brodin

Spunti di riflessione (II)

- Nuove generazioni in arrivo (DSA)
 - Didattica inclusiva
 - [European Agency for Development in Special Needs Education](#)
- valutare la diversità degli alunni: la differenza tra gli alunni è una risorsa e una ricchezza;
- sostenere gli alunni: i docenti devono coltivare aspettative alte sul successo scolastico degli studenti;
- lavorare con gli altri: la collaborazione e il lavoro di gruppo sono approcci essenziali per tutti i docenti;
- garantire l'aggiornamento professionale continuo: l'insegnamento è una attività di apprendimento e i docenti hanno la responsabilità del proprio apprendimento permanente per tutto l'arco della vita.



Photo: Abebe Asres

Sono anche nostri utenti

Apprendimento online: AIB

- «La formazione continua AIB e-learning: insegnare ed apprendere usando le nuove tecnologie» gen-mag 2014
- Sforzo fatto dal precedente Osservatorio Formazione
- Perché un corso a 4 fasi? (documento *Indicatori di qualità dell'AIB*)
 1. Contenuto;
 2. Didattica;
 3. Valutazione dell'apprendimento;
 4. Impatto/Outcomes

http://www.aibformazione.it/pix/presentazione_integrale.pdf



Melvil Dewey

"The time was when a library was very much like a museum, and a librarian was a mouser in musty books... The time is when a library is a school, and the librarian is in the highest sense a teacher."



» Benvenuti sul sito della formazione AIB

AIB - associazione professionale dei bibliotecari italiani - OSSERVATORIO FORMAZIONE

[Info Osservatorio Formazione](#)

★ News

La formazione continua AIB e-learning: insegnare ed apprendere usando le nuove tecnologie
Gennaio-marzo 2014

[Info](#)

★ Video di benvenuto



Leggi il testo integrale [QUI](#)

[YouTube](#)

Apprendimento online: AIB

- Corso a 4 fasi:
 - Si certifica l'acquisizione di competenze
 - Circa 90 colleghi da tutta la penisola
 - Collaborazione/interattività
 - Impegno elevato
- Criticità:
 - Gestione del tempo/dell'impegno
 - Fatica del mettersi in gioco – Apprendere è un processo coinvolgente e faticoso.

Apprendimento online: AIB (II)

- Vantaggi:
 - Ridotti spostamenti
 - Possibilità di organizzare il lavoro autonomamente
 - Partecipazione asincrona
 - Confronto con gli altri partecipanti
 - Scambio di conoscenze
 - Sviluppo di competenze
- Avvertenza: il tempo lavorativo deve poter essere riorganizzato (come avviene nel caso di assenza per la partecipazione ad un evento qualsiasi)

Spunti di riflessione (III)

- Quanto siamo disposti a spendere nella formazione?
 - Tempo
 - Impegno mentale
 - Denaro
- Quanto sono disposte a spendere le nostre biblioteche/istituzioni?
 - Funzione sociale delle Biblioteche
 - Inserire le biblioteche nell'agenda politica
 - Investimenti

Conclusioni

- Il professionista deve essere pronto al cambiamento
 - Opportunità NON ostacolo
- Principessa Laurentien dei Paesi Bassi:
 - Advocacy
 - Perseguire un obiettivo per volta, ma con perseveranza

Conference Session 82

Plenary Session

18 August 2014 08:30 - 09:15 | Room: Amphithéâtre | SI

Her Royal Highness Princess Laurentien of the Netherlands

Founder and Honorary Chair of Stichting Lezen & Schrijven (Reading & Writing Foundation)

Princess Laurentien works on issues concerning the development of individuals and their impact on society. In particular, she is active in the fields of literacy and sustainability. In 2004 she founded *Stichting Lezen & Schrijven (Reading & Writing Foundation)*, which works both in the Netherlands and internationally to prevent illiteracy among children and to reduce it among adults.



The Princess is UNESCO's Special Envoy on Literacy and Development and served as Chair of the EU High Level Group of experts on Literacy, which presented its findings in 2012. Princess Laurentien has also been professionally engaged on sustainability and wildlife preservation for over a decade. She is Founder and Director of the Missing Chapter Foundation ([MCF](#)), which brings together children and (corporate) leaders to engage in dialogue aimed at changing mind-sets of both the adults and children.

Princess Laurentien is also the initiator and author of the Mr Finney series of children's books.

<http://conference.ifla.org/past-wlic/2014/ifla80/node/299.html>

Grazie per l'attenzione!



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