

Report on the pedagogical approach

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Berlin,
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“Report of the pedagogical approach”

Essential new landscape characteristics

- Proliferation of available media due to the convergence of technologies and the parallel operation of old and new media.
- Loss of the hegemonic role of written materials and increasing use ‘multimedia texts’.
- Predominance of shorter and less linear texts that requires smaller time engagement.
- Possibility for more interactive and participative ways of reading e.g. surfing via links.
- Fragmentation of publics (in terms of their special interests).

- The communication landscape
- The current trends
- Technical features
- Descriptive language
- Operational grid
- Overview



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The current trends

- *the solely technical approach*: material is designed and produced on the basis of technological rather than pedagogical priorities
- *the conversion of existing material to digitalized forms*: the contents and ‘logic’ of conventional material to digital form
- *reference to the facilitator*: facilitators are content to incorporate e-material into the current practices,
- *focus on one learning theory*: which appears mainly in the software,
- *the consideration of design as a new and complete performance in a new environment.*



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Technical features: Constitution of content

- Access to a large amount of information
- Easy updating
- Investigation and application of knowledge in controlled environments

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Technical features: Mediation of knowledge

- Individualized mode of usage: non-linear character of material, user’s ability to select the sequence and pacing, self-evaluation processes.
- Social treatment of knowledge: users are able to exchange information and views and to develop collaborations.
- Interactivity: e-material incorporates into its very structure the prerequisites for the student’s active involvement in the learning process.
- Record of the user’s actions



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Technical features: Expressive codes

- Simultaneous use of and active link with multiple modes of expression: e-material is built on the synergy of multiple modes of expression such as realistic images, conventional representations (graphics, charts, maps, diagrams, statistical tables), written texts, sound documents and animated images (video, animation graphics).
- Immersion in digital reality environments: digital reality permits the user to interact in real time with three-dimensional artificial environments that represent realistic or non-realistic situations and conditions.



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The fields of pedagogical practices I

	Strong Classification	Weak Classification
High Formality	Esoteric	Mythical
Low Formality	Metaphorical	Public



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The fields of pedagogical practices II

		Framing	
		Weak	Strong
Scientificness	High	Liberal esoteric	Traditional esoteric
	Moderate	Liberal metaphorical	Traditional metaphorical
	Low	Liberal public	Traditional public



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Operational grid: Formality markers (linguistic mode)

Formality marker	High formality	Moderate	Low formality
Terminology and notation (terms, symbols, equations)	Presence of all three elements	Presence of two elements	Presence of only one element
Nominalizations	Presence of nominal groups of three or more nouns	Presence of nominal groups of two nouns	Presence of single nouns (e.g. temperature)
Syntactic complexity	Prevalence of subordination	Equivalence of hypotaxis and parataxis	Prevalence of co-ordination
Passive voice	Prevalence of verbs in passive voice	Equivalence between passive and active voice	Prevalence of verbs in active voice
Overall formality	At least three markers take a high value	At least three markers take a moderate value	At least three markers take a low value



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Operational grid: Formality markers (visual mode)

Formality marker	Formality level		
	High	Moderate	Low
Elements of techno-scientific code	Geometrical shapes and alphanumeric strings	Geometrical shapes or alphanumeric strings	Absence of any geometrical shapes or alphanumeric strings
Color differentiation	Monochrome	2-4 colors (black included)	More than 4 colors
Color modulation	No shade	1-3 shades	All the shades picked up
Contextualization	Background of the same color as the rest	Mono-chromatic or bi-chromatic background	Background as photographic realism
Overall formality	At least two markers high and two moderate value	At least two markers high and two low value	At least two markers low and two moderate value



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Pedagogy	Value	Feature of e-material
Classification	Strong	<ul style="list-style-type: none"> ➤ Large information volume ➤ Material easy to up-date ➤ Material permitting further investigations and application of knowledge in new environments ➤ Social negotiation of knowledge if and only if the editing part are knowledge specialists
	Weak	<ul style="list-style-type: none"> ➤ High information volume including the use of non specialised knowledge sources ➤ Social negotiation of knowledge in case specialists have no dominant role
Formality	Strong	<ul style="list-style-type: none"> ➤ Use and interconnectivity of multiple expressive but elaborated exclusively codes
	Weak	<ul style="list-style-type: none"> ➤ Immersion on virtual reality environments ➤ Use and interconnectivity of multiple expressive codes including 'restricted' ones
Framing	Strong	<ul style="list-style-type: none"> ➤ Recording of users navigation
	Weak	<ul style="list-style-type: none"> ➤ Emphasis on personalized navigation ➤ Social negotiation of knowledge concerning sequencing of knowledge and pacing of teaching ➤ Interactivity (pacing, evaluation) ➤ Recording of users navigation (for evaluation only)

