LABORATÓRIOS INTEGRADOS - DIMENSÃO PEDAGÓGICA III

Code: 27221

Main Scientific Area: Computer Graphics and Multimedia

Lecturer: Sara Maria Alves da Cruz

Language of Instruction: Portuguese

Regime: T3

Contact Hours: 8h Total Workload: 19h

ECTS: 1,0

Objectives

The course unit will be taught in collaboration with a lecturer from HAMK Häme University of Applied Sciences, under the RegionalUniversity Network - European University (RUN-EU). Anne-Maria Korhonen's academic staff curricular file is attached as a PDF file in section 11.1.2 - Mapa VII.

Learning Outcomes

Participants are familiar with various pedagogical approaches that can be used for designing learning processes, such as Technology Enhanced Pedagogical Infrastructure (Lakkala et al., 2010) and Dialogical Digital and Deep learning model (Ruhalahti, 2019). In addition, they are able to connect distributed scaffolding into the learning processes (Korhonen, 2020).

Course Contents

1. Introduction of the theoretical frameworks and how to use them in a modern way with new digital technologies:

1.1. Technology Enhanced Pedagogical Infrastructure (Lakkala et al., 2010);

1.2. Dialogical Digital and Deep learning model (Ruhalahti, 2019);

1.3. Approaches to distributed scaffolding (Korhonen, 2020). 2. Learning design.

Recommended Bibliography

- Korhonen, A.-M. (2020). Designing scaffolding for personal learning environments: Continuous learning perspective in vocational teacher education context. Annales Universitas Turkuensis B 516.

https://www.utupub.fi/handle/10024/150210

- Lakkala, M., Ilomäki, L. Kosonen, K. (2010). “From instructional design to setting up pedagogical infrastructures: designing technology-enhanced knowledge creation.” Technologies and practices for constructing knowledge in online environments: Advancements in learning (pp.169-185). New York, NY: Information Science Reference. - Ruhalahti, S. (2019). Redesigning a Pedagogical Model for Scaffolding Dialogical, Digital and Deep Learning in Vocational Teacher Education, Acta electronica Universitatis Lapponiensis 257.

Learning and Teaching Methods

Participants create a learning design by following one or several introduced frameworks. They will reflect the future needs for learning processes when modern technology is utilized and try to add new approaches accordingly to the learning designs. They will present their new improved learning designs to other participants and will have feedback from teachers as well as peer-assessment.

Assessment Methods

Student assessment will be continuous and operationalized through the following assessment elements:

- Attendance and participation: 20%.

- Learning Design: 70%. - Presentation: 10%.

In the assessment by EXAM (all sessions), there will be a single final exam carrying 100% of the weight.

If the final grade is less than 9.5 points, the student is not approved in the curricular unit.