Preface

The book is structured in six chapters. Specifically, Chap. 1 presents the open networked model enabling i-learning processes. This model is further applied in four cases that are described in Chaps. 2–5. Finally, Chap. 6 discusses future trends impacting on “next-gen” learning.

The following figure gives a graphical representation of the book’s architecture.

Chapter 1: “The emergence of the Open Networked i-Learning Model”. The author Gianluca Elia provides an overall description of the model, highlighting the process-based perspective and the technology-based perspective. The chapter introduces the model moving from the main changes happening in ICT sector, in Management, as well as in Society and Workplace. Moreover, the proposed model contributes to shape a new professional archetype for leading change, named “Π-shaped” people. Finally, it is also presented the “i-Learning Radar”, an
operational graph with six trajectories (interdisciplinarity, interactivity, internetworking, individualization, immediacy, interoperability) useful to design and represent an “i-Learning experience”.

Chapter 2: “i-Communities as Cooperative Learning Spaces: the case of the Knowledge Forum”. The author Antonella Poce highlights mainly the concept of interactivity, by introducing the “i-Communities” as cooperative and interactive learning spaces. She presents the pedagogical foundations of the “i-Communities”, the new role of the involved actors, the change of strategy, the different approach to contents and to the use of technology, the updated conception of space and time characterizing the learning dynamics. Finally, a case study named “Knowledge Forum” is presented to highlight the main knowledge- and learning-based advantages carried out by this new kind of communities.

Chapter 3: “Problem-Based Learning in Web Environments: the case of Virtual eBMS for Business Engineering Education”. The authors Gianluca Elia, Giustina Secundo and Cesare Taurino present a case study where Problem Based Learning approach is applied to a Web-based environment, through the design and the implementation of an innovative platform named “Virtual eBMS” (eBMS stands for e-Business Management Section, a research and education department of Scuola Superiore ISUFI – University of Salento, Italy). The authors describe firstly the system from the technological and service based perspectives; then they present two cases in academic and entrepreneurial context. The chapter provides illustrative concepts and applications that make Virtual eBMS a proof-of-concept of “interactivity”, “immediacy”, “internetworking”, “interoperability”, “interdisciplinarity”, and “individualization”.

Chapter 2

Chapter 3
Chapter 4: “Social computing as next-gen learning paradigm: a platform and applications”. The authors Alessandro Margherita, Cesare Taurino and Pasquale Del Vecchio discuss how individuals and groups interact for learning and working purposes, through the generation of Internet applications tagged as web 2.0. In this chapter, the authors describe an innovative platform (named “WeLearn”) designed and implemented to support a case-based and project-driven learning strategy. A set of illustrative scenarios are described, for the development of business and technology management competencies in undergraduate and graduate education programs. This chapter highlights five dimensions of the implemented i-learning model presented in the first chapter: “interactivity”, “immediacy”, “inter-networking”, “interoperability” and “individualization”.

Chapter 5: “A Learning Dashboard to monitor an Open Networked Learning Community”. The authors Francesca Grippa, Giustina Secundo and Marco De Maggio propose an operational model to monitor and assess an Open Networked i-Learning Community. Specifically, the model is based on the Intellectual Capital framework, and it relies on the social network analysis to map several and complementary perspectives of a learning network. The chapter highlights three fundamental dimensions of the open networked i-learning model: “internetworking”, “interactivity” and “individualization”.

Chapter 6: “Future Trends for i-Learning Experiences”. The authors Gianluca Elia and Antonella Poce outline future technological and organizational trends for designing better “i-Learning” experiences. Technological trends are mainly related
to the Future Internet technological framework, and they underline the concepts of Personal Learning Environment (PLE) and Cloud Computing, with some deepening on Mobile Learning Environments (MLE) and 3D Learning Environments (3DLE). Organizational trends are focused on presenting the emerging of the “Stakeholder University” archetype as emerging model to support competence development processes in twenty-first century.

Feedback

We are interested in hearing your comments about this book and about the effectiveness of your applications of the “i-Learning Model”.

Your suggestions and your work will contribute significantly in realizing a society.

Our hope is to share with the reader feedback and insights that contribute to shape a world in which learning is like the air we breathe, and effective application of knowledge is like our heart that beat.

This will make better our society, our people and our planet.
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