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Affiliated with
Harvard University

Educación, Presencialidad, Innovación y Covid-19

Prof. Dr. Pablo Valdivia

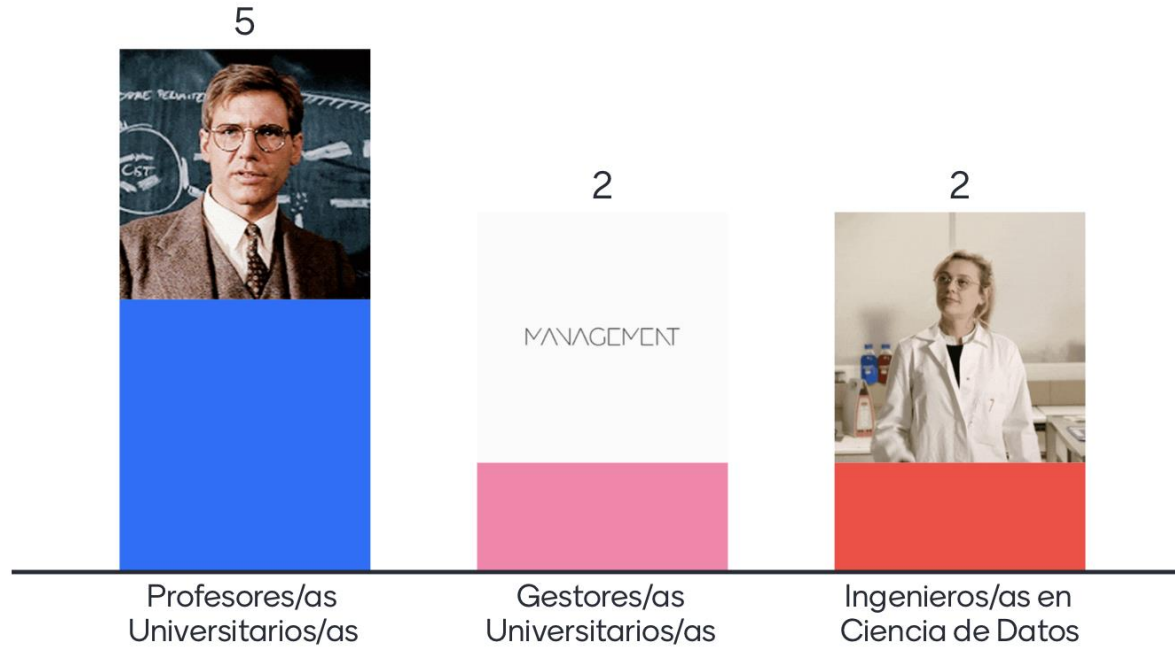
Universidad de Groninga / Universidad de Harvard


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Mentimeter

¿Cuál es nuestro background?



 Voting is closed

9 

Modelo AUCTORITAS



Miniatura: Laurentius de Voltolina (second half 14th Century, Bologna [Wikimedia Commons])



COVID-19

Coronavirus Disease 2019



¿Cuál es la nueva situación con la Pandemia? Antes de la Covid-19 teníamos...

campus

**Transferencia de
Información**

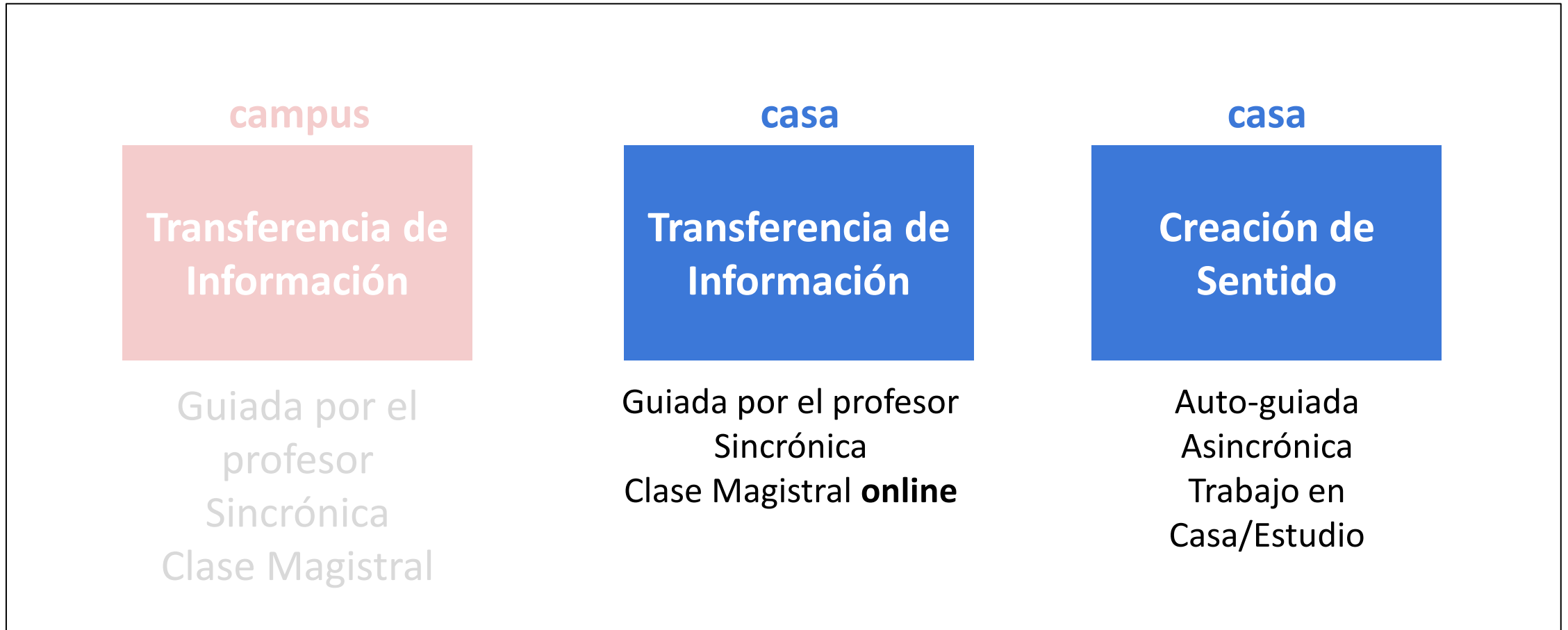
Guiada por el profesor
Sincrónica
Clase Magistral
/Seminario

casa

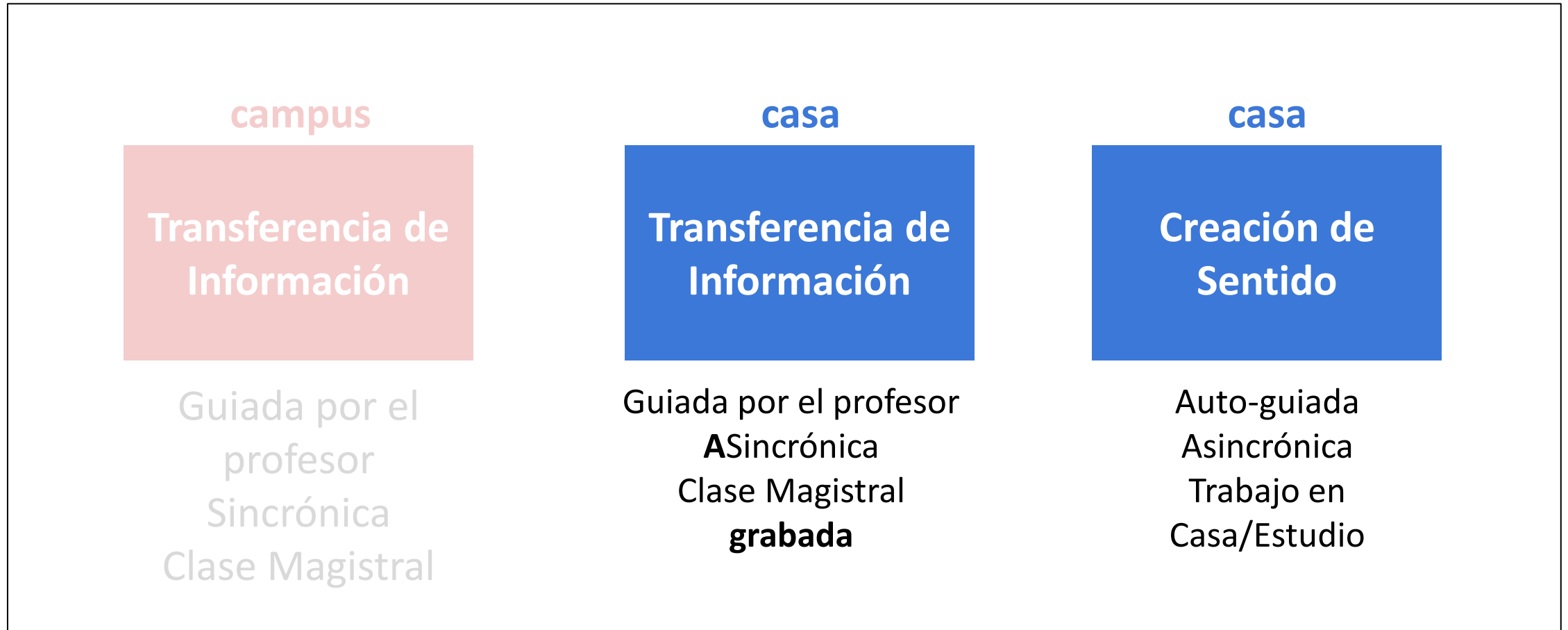
**Creación de
Sentido**

Auto-guiada
Asincrónica
Trabajo en
Casa/Estudio

Tras la Covid-19 hemos experimentado un primer escenario...



Y un segundo escenario...



Solo

Eric Mazur, Harvard University, 2020

Motivación Intrínseca y Aprendizaje Cooperativo

Eric Mazur (Harvard)

Dimensiones del aprendizaje cooperativo



Suárez, Cristóbal (2010)

[Para más información](#)



Clase Invertida (*Flipped Classroom*)



En casa

Los estudiantes estudian y se preparan para participar de las actividades.



En Clase

Los estudiantes practican aplicando conceptos clave, mientras reciben retroalimentación.



Después de clase

Los estudiantes evalúan su entendimiento y extienden su aprendizaje.

Modelo Metodología de Aprendizaje Activo Antes Covid-19: Clase Invertida (*flipped classroom*)

campus

**Creación de
Sentido**

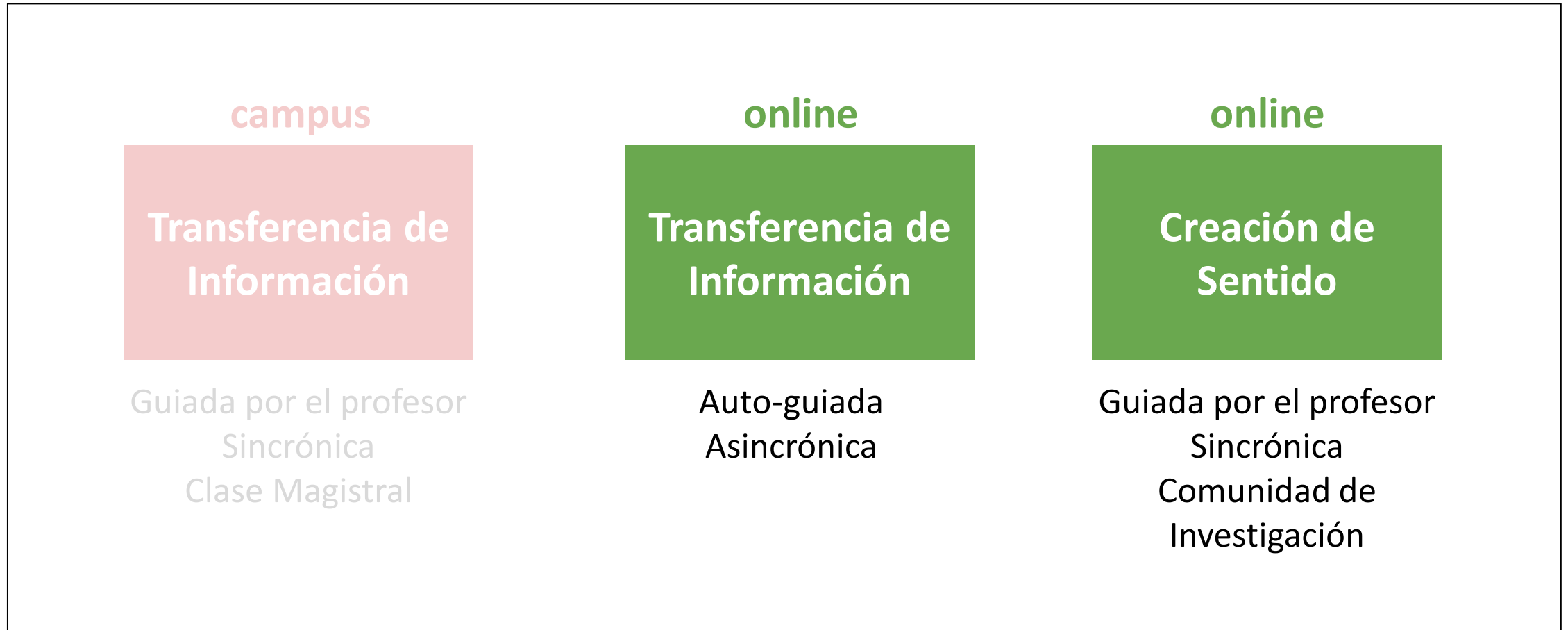
Guiada por el Profesor
Sincrónica
Aprendizaje Activo (ej.
Instrucción por Pares)

casa

**Transferencia de
Información**

Auto-guiada
Asincrónica
Lecturas Preparación

Solución

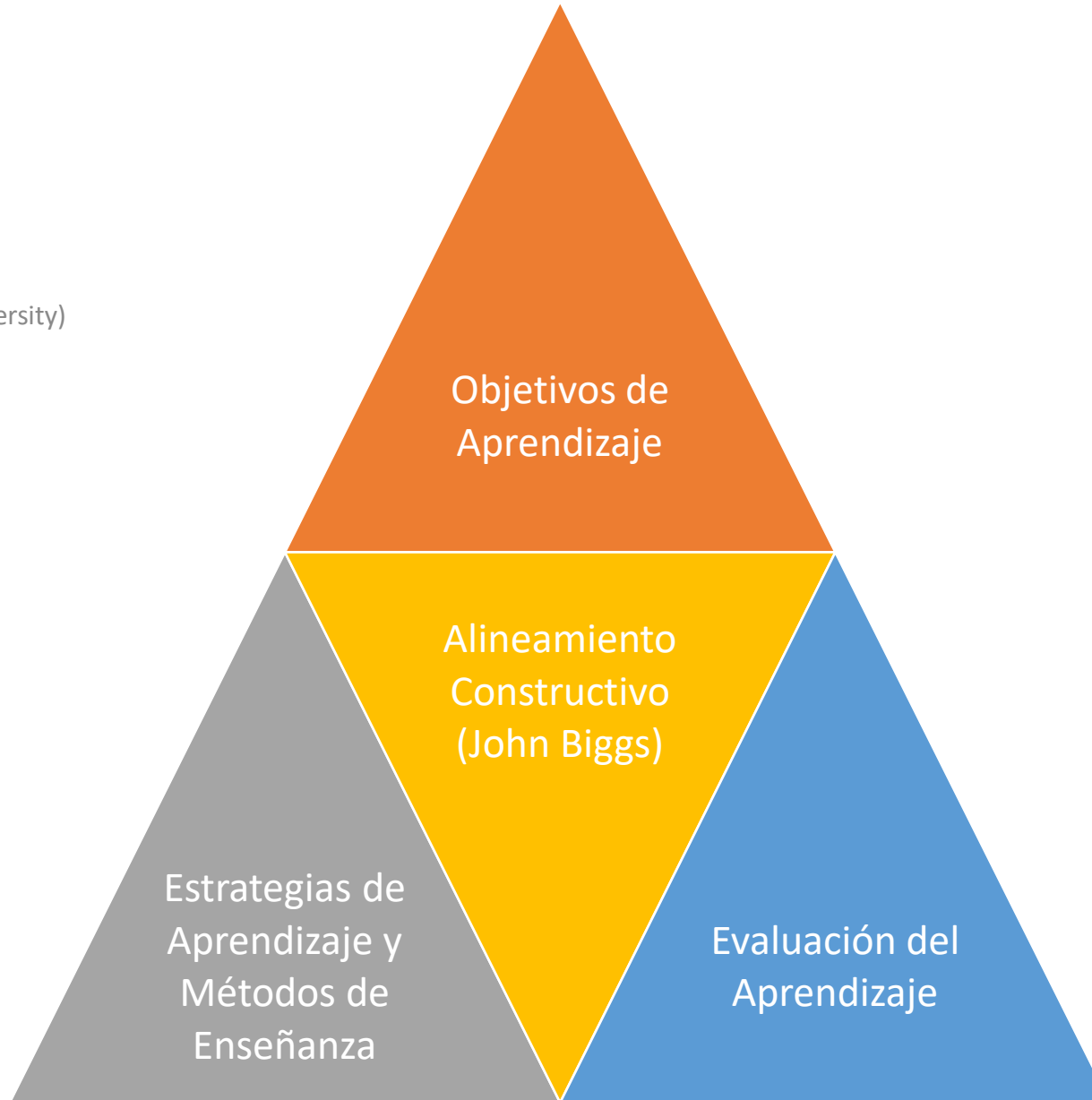


Interactiva

Eric Mazur, Harvard University, 2020

Alineamiento Constructivo

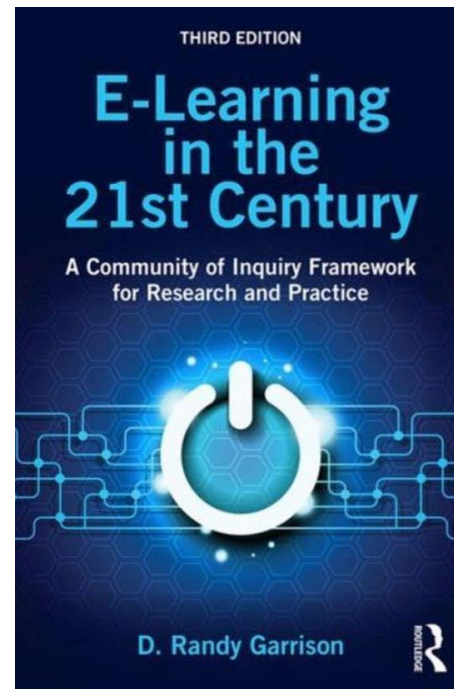
© Pablo Valdivia (Harvard University)



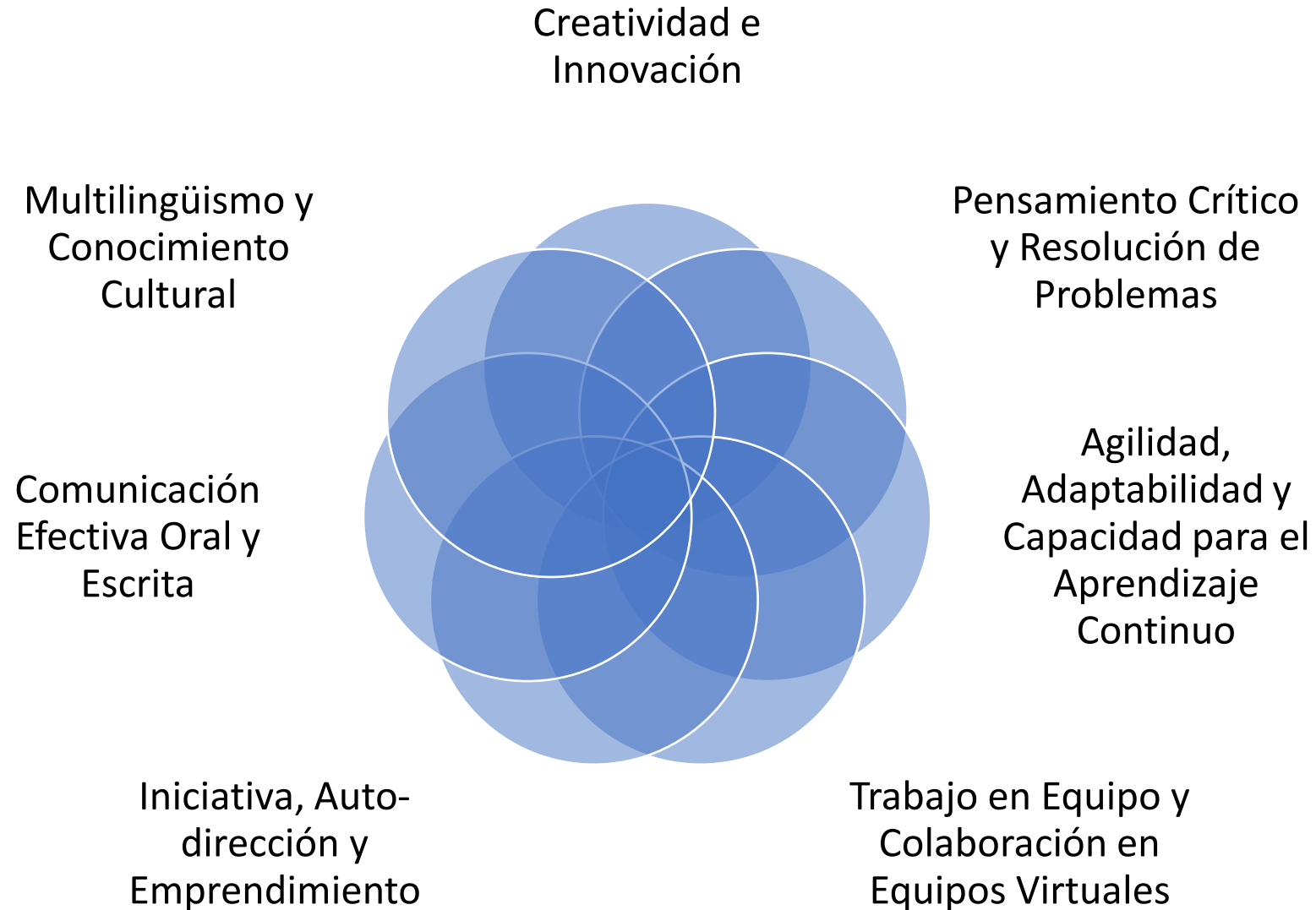
Comunidad de Investigación (COI)

Randy Garrison

Comunidad de aprendizaje basado en indagación



El Aprendizaje como Experiencia Social: Competencias para el Siglo XXI



Aprendizaje como Experiencia Social e Inteligencia Artificial



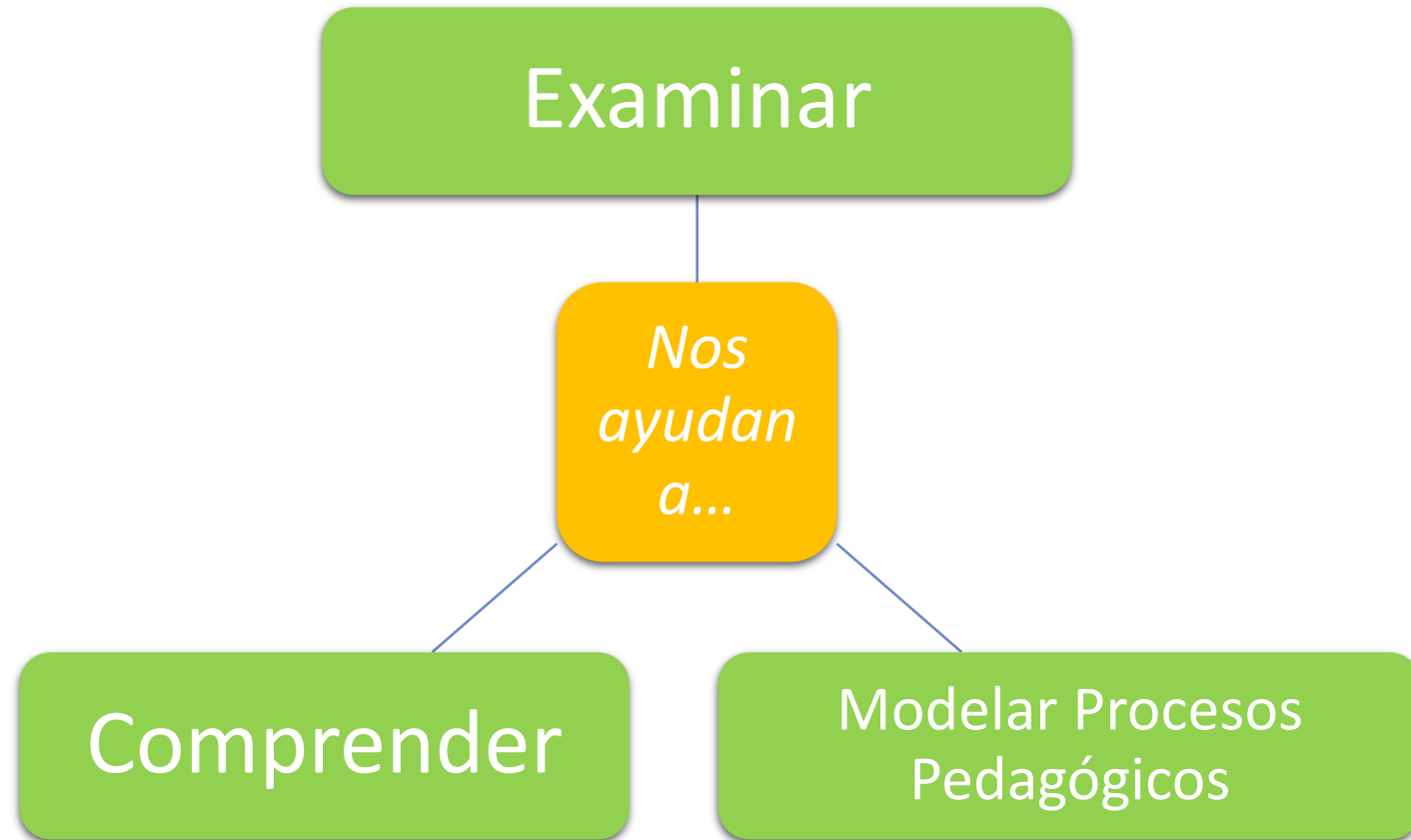
¿Qué son “Data Analytics”?

(Nguyen, Gardner & Sheridan, 2020)

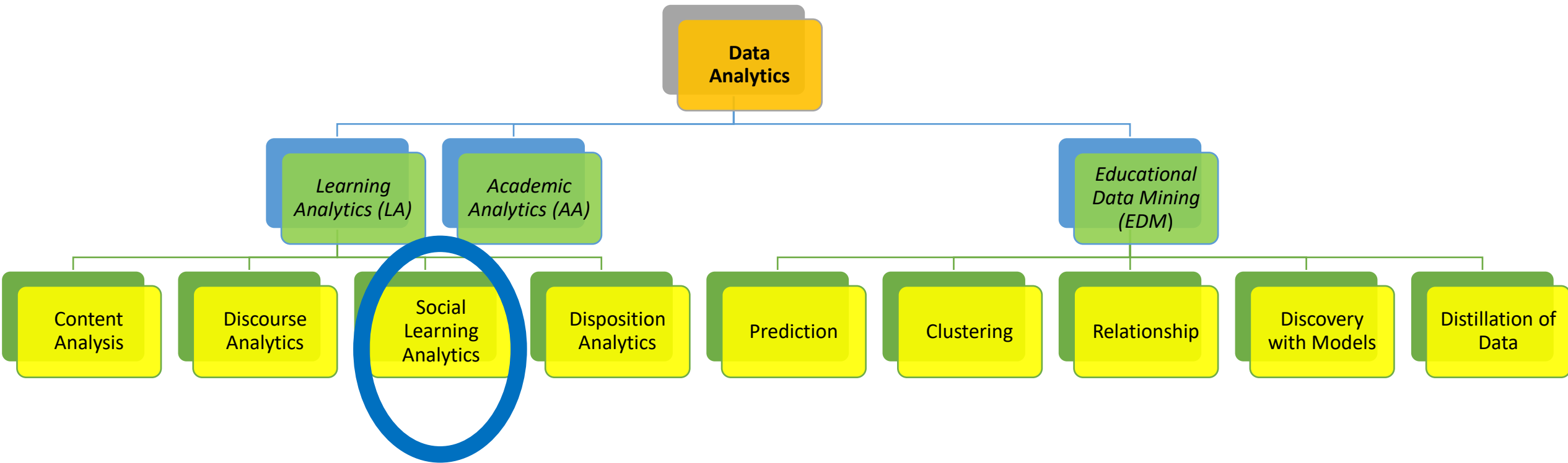
- **Educational systems**, including learning management systems and course authoring systems, generate enormous datasets during daily operation.
- **Massive data** generated by educational systems are becoming available for collecting and mining.
- The **educational datasets**, in particular, contribute to the evolution of learning theories, learning support, learning design, learner feedback, and the development of future learning support systems.

¿Qué son “Data Analytics”?

[\(Nguyen, Gardner & Sheridan, 2020\)](#)



Tipología de Data Analytics



DAHE Framework

(Data Analytics in Higher Education)

[\(Nguyen, Gardner & Sheridan, 2020\)](#)

Term	Proposed Definition	Focal Objects of Interest	Level of Education System
Learning Analytics	The application of data analytic techniques and tools for purposes of understanding and enhancing learning and teaching.	Learner Learning settings	Course level
Educational Data Mining	The development and evaluation of data analytics methods for exploring educational data and using those methods to better understand learners and the learning environment (adapted from IEDMS).	Methods and Techniques	Departmental level
			Faculty Level Institutional Level
Academic Analytics	The application of data analytic techniques and tools for purposes of supporting institutional operations and decision-making.	Institutional operation and decision-making	Regional National International

Table 2. Proposed Definitions for Data Analytics in Higher Education

DAHE Framework

(Data Analytics in Higher Education)

(Nguyen, Gardner & Sheridan, 2020)

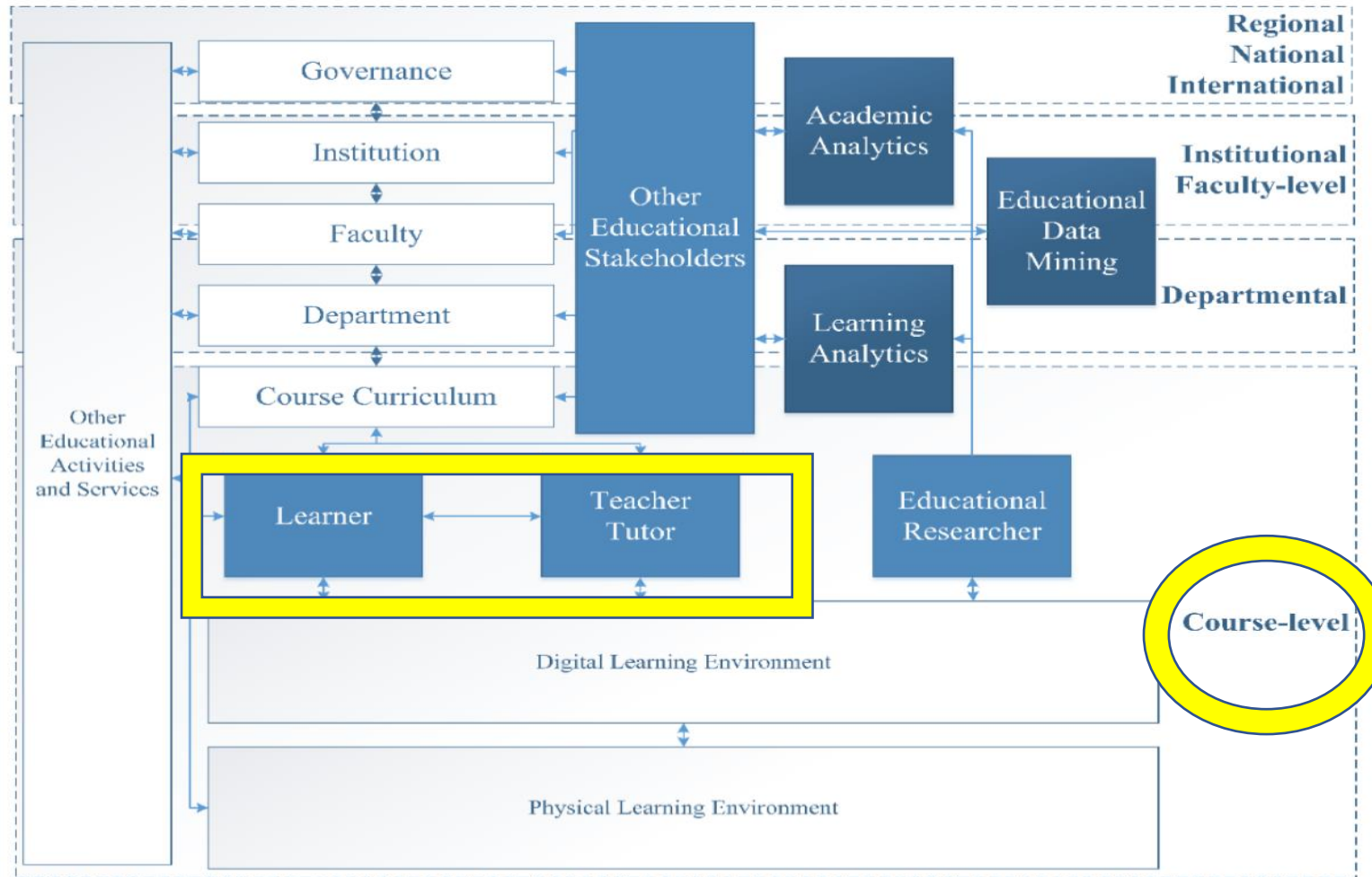
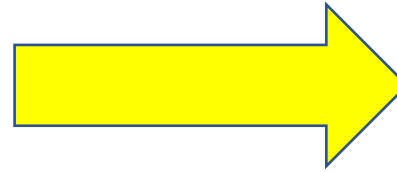


Figure 3. An Integrated Framework for Data Analytics in Higher Education (DAHE)

DAHE Framework

(Data Analytics in Higher Education)

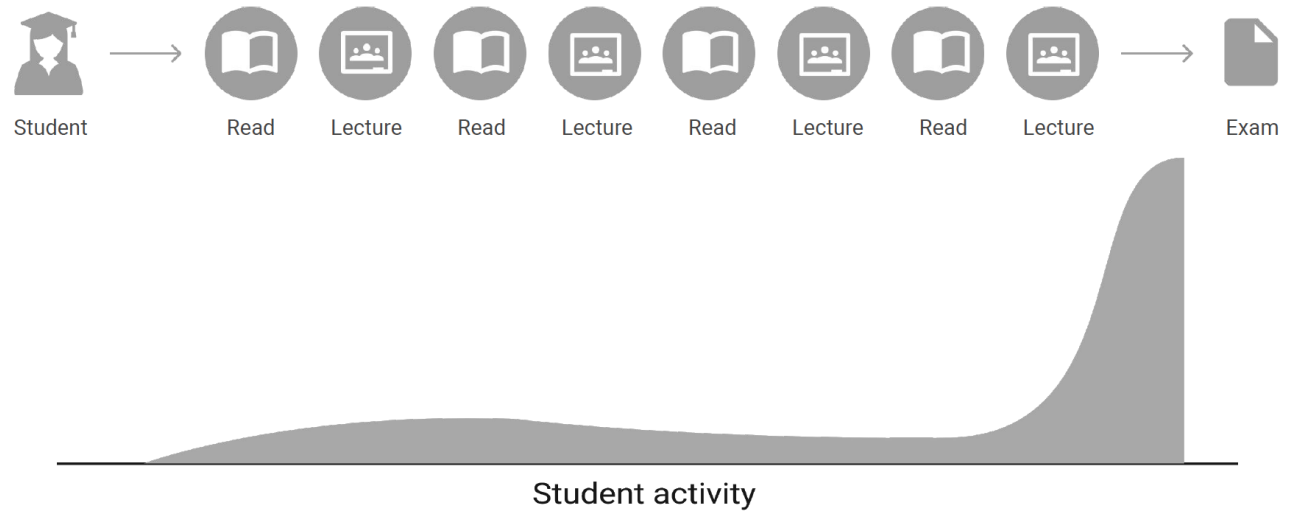
[\(Nguyen, Gardner & Sheridan, 2020\)](#)



Application Level	Educational Stakeholder	Examples of Analytics
Course-level	Learners, Lecturers, Tutors, Researchers	Patterns of learning behaviour Modeling self- regulation in learning. Intelligent curriculum
Departmental	Lecturers, Researchers, Administrators	Predictive modeling Identification of at- risk students Performance or Achievements
Faculty-level	Administrators, marketing	Modeling knowledge flow Optimising Resources allocation
Institutional	Administrators, funders, marketing	Learner profiles Performance of academics Job suggestion services
Regional	Funders, administrators	Cross-institutional analysis Institutional performance
National and International	National governments, education authorities	Decision support systems for educational policy making Demographic analysis of educational stakeholders

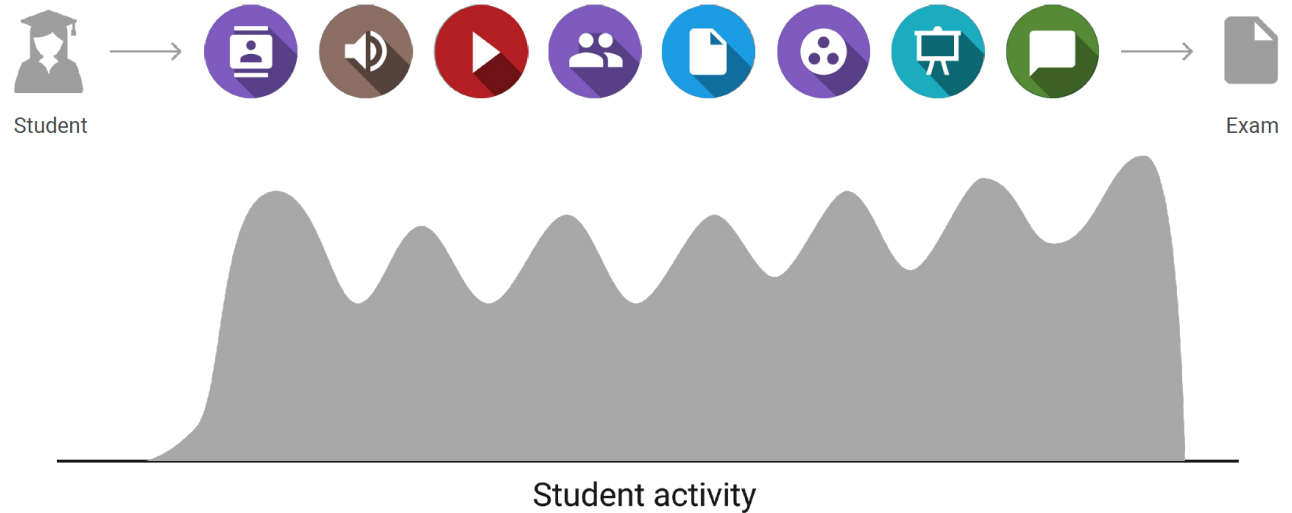
Table 3. Examples of Analytics at each Application Level of DAHE

¿Qué sucede cuando No utilizamos una Metodología de Aprendizaje Activo?

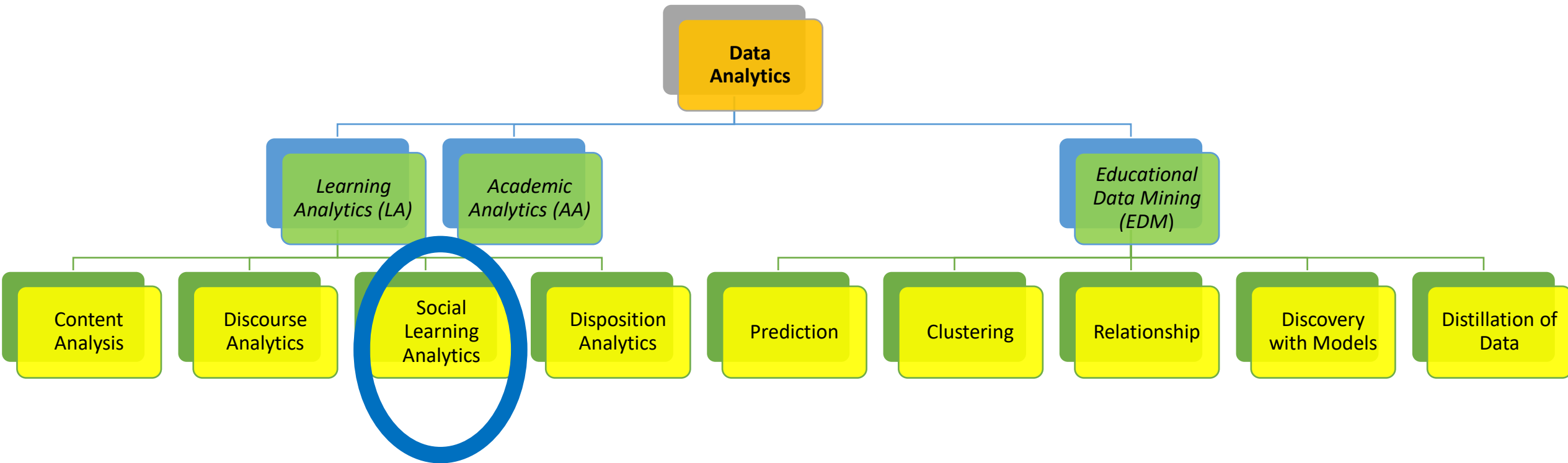


¿Qué sucede cuando Sí utilizamos una Metodología de Aprendizaje Activo?

Result: Improved course design with activating Learning Activities



Tipología de “Data Analytics”





Herramienta creada para conectar, activar y apoyar a la Comunidad de Investigación (COI) en la consolidación y en la adquisición de las competencias facilitadas en la Educación Sincrónica y Asincrónica

¿Qué es Perusall?

Aprendizaje Colaborativo

The image shows a screenshot of the Perusall LMS interface. On the left is a sidebar with navigation options: Online CDI (J...), My Courses and Cl..., Course home, Settings, Gradebook, Student view, Notifications (8), Notes, and Add to my calendar. Below these are sections for Readings, Documents (How to Be a Better..., Teaching Online Will...), Chats, Groups (Announcements, General discussion), One-on-One, and Hashtags (#CognitivePresence, #grades, #lecture, #logistics). The main content area displays a text post starting with "First let's define a few commonly used terms of online teaching." It defines a Learning Management System (LMS) and lists four common elements: a grade book, web pages for content, assessment tools, and discussion forums. It then defines a Module and Asynchronous learning. A chat window on the right shows a conversation with three participants (KC, RD, DA) discussing the integration of synchronous and asynchronous content.

Perusall

Online CDI (J...)

- My Courses and Cl...
- Course home
- Settings
- Gradebook
- Student view
- Notifications
- Notes
- Add to my calendar

Readings

Documents

- How to Be a Better ...
- Teaching Online Will...

Chats

Groups

- Announcements
- General discussion

One-on-One

Hashtags

- #CognitivePresence
- #grades
- #lecture
- #logistics

First let's define a few commonly used terms of online teaching.

Learning management system. Otherwise known as an LMS. Online classes typically take place via your institution's chosen learning-management system — a platform that include communication, content delivery, and assessment tools to facilitate the teaching-and-learning process. The specific features of an LMS can vary from campus to campus, but usually you will find the following common elements and functions:

- A grade book to record student progress.
- Web pages or sites that allow you to present text, videos, or links to other sources.
- Assessment tools so students can submit their assignments, or take a quiz or an exam.
- Discussion forums that enable students to engage in conversations about class content with you and with one another.

Module. The most common unit of organization for an online class is a module (it has different naming conventions). If the term is new to you, think of it as tantamount to a unit in your in-person class. Instructors use modules to organize class materials into topics. They're ordered sequentially and contain all course materials and learning activities for that particular topic or unit.

Asynchronous. Most online courses are asynchronous — meaning students aren't all together in class at the same time, and class activities don't take place in real time. Instead, students can complete the tasks whenever their schedules permit. Flexibility is one of the main advantages offered by online education, and a primary reason why many students elect to attend class online.

Current conversation

One thing I have been thinking about in the back of my mind is how to integrate synchronous meetings with asynchronous content. I am wondering if other folks have thought about the different forms of information flow. The only obvious thing I have picked up is making modules available over time.


While there are lots of class activities that can be replicated in an asynchronous model, there is something about the accountability and interaction of a synchronous model that adds value. A hybrid model seems a better approach.





I think part of it depends on the demographic of the class. If you have students in Saudia Arabia, Vietnam, China, etc. you have to be cognizant of what time it will be in their part of the world for any "synchronous" activity. You don't want to put them at a disadvantage by having them show up at class at 2am, etc. An option is to offer multiple synchronous "sessions" so that you hit all the timezone of your students at some convenient time for all of them.

We also recorded our synchronous





Interacción

Current conversation

+63  Are gravitational and electric fields mutually exclusive? Presumably objects that have electric fields are also massive and thus must have a gravitational field. Do the electric and magnetic fields interact at all?

    Jun 28 10:29 pm

Gravitational and electric fields are not mutually exclusive. It is possible to have things that are both massive (and therefore exert a large gravitational field) and are have a lot of charge (and therefore exert a large electric field). Electric and magnetic fields definitely interact! It is the interaction between these two types of fields that is behind a lot of technologies (radio, telegraph, electromagnetic motors, just to name a few).

   Jun 28 10:32 pm 

Informe de Confusión

(Content + Discourse + Disposition + Social Learning Analytics)

Confusion report for Juvenile Delinquency and The Comic Book Scare of the 1950s, Entire document



Topic 1 (Page 25)

1. Why would the American Civil Liberties Union defend the publication of comic books as free speech?

2. Do you believe that the arguments of free speech are more important than the right of a community to defend itself against expressions that seem threatening to its well-being and social order?

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10_BDC_07938_u10_001_029_6.5x9.125.indd 25 7/28/16 10:55 AM



Vital? haha



vital?



It's a complicated question. It can't just be a "who is right and who is wrong?" or "What community is more important?" type of situation. Each side has their opinions and both do carry some fair points, as well as not so strong points. I guess, in my opinion, it depends who you ask. It's a conversation that could go on forever.



Show more...

Topic 2 (Page 5)

The Juvenile Delinquency/Comic Book Panic of the 1950s BDC-Z-5

In 1939 I was appointed director of psychiatric services at the Mental Hygiene Clinic at Queens General Hospital.

In 1946 I organized and started the first psychiatric clinic in Harlem, a volunteer staff. A few years later I organized the Quaker Emergency Mental Hygiene Clinic, which functioned as a clinic for the treatment of sex offenders under the magistrates court of New York.

These are my main qualifications. I have taught psychiatry in [Johns] Hopkins



Where is his evidence, though? He states this as if it's a proven fact, yet doesn't offer any actual proof.



Good question!



I wonder how this group came together and if they were all like minded?



Show more...

Email Print

Algunas Características

Gratuito y
Disponible en
Español

El 90% de los
estudiantes
completan la
preparación

Todo tipo de
textos, imágenes,
websites y videos

Aprendizaje es más
profundo y
duradero

Aprendizaje
práctico en su
contexto

Integración con
cualquier LMS

Ejemplo: Imagining Europe's Tomorrow (University of Groningen) Pablo Valdivia & Esther Andela

Lectures 🖱️ Interactive Knowledge Briefings [transfer of knowledge + application]

Seminars 🖱️ Interactive Labs [sense-making + application]

Learning Engagement:

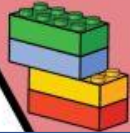
Collaborative & Co-Creative Work in a Community of Research + Peer-Instruction + Real World Assignments

	Weekly Preparation & Active Learning Assignments (Perusall+Peerceptiv)	Students Outputs	Knowledge Briefings (synchronous, 90 minutes max, facilitator: Pablo Valdivia)	Labs (synchronous, 90 minutes max, facilitator: Esther Andela)	Real-World Research Questions & Sustainable Development Goals	Course Learning Objectives & Active Learning Competences
Week 1	<ul style="list-style-type: none"> Deadline Perusall: Wed 03/02/2021, 21:00 White Paper on the Future of Europe Why our world needs science fiction Science fiction when the future is now 	<ul style="list-style-type: none"> 5 Comments per each Perusall Assignment + Labs Collaborative Work 	<ul style="list-style-type: none"> Reading the Future: Visions, Expectations & Renewal; Tue 02/02/2021 15:00-16:30 in Blackboard Collaborate KB1 Presentation KB1 Mini-Lab results KB1 Co-Creating Conclusions KB1 Video-Recording 	<ul style="list-style-type: none"> Thurs 04/02/2021, 13:00-14:30, Blackboard Collaborate Week 1 Labs Presentation 	<ul style="list-style-type: none"> What are Cultural Narratives and in which ways do they orientate, trigger and shape our world-views, emotions and behavior? How does Science Fiction operate as primer for experiential enactment, social mobilization and engineering? In which ways Cultural Narratives and Science Fiction articulate power practices and processes of decision-making? Sustainable Development Goal: Number 16 Peace, Justice and Strong Institutions 	<ul style="list-style-type: none"> Demonstrate knowledge of a wide range of literary texts as well as literary history and theory relating to utopian and dystopian visions of Europe as well as conflict and crisis Competences: Team-Based Learning; Peer Instruction; Co-Creation; Innovation; Autonomy; Initiative; Adaptability; Critical Thinking; Problem Solving; Collective Leadership; Collaboration in Virtual Environments; Effective Written & Oral Communication
Week 2	<ul style="list-style-type: none"> Deadline Perusall: Wed 10/02/2021, 21:00 Brave New World 1 Why utopias are important? On the concept of Utopia 	<ul style="list-style-type: none"> 5 Comments per each Perusall Assignment + Labs Collaborative Work 	<ul style="list-style-type: none"> Utopias & Dystopias of everyday life; Tue 09/02/2021 15:00-16:30 in Blackboard Collaborate KB2 Presentation KB2 Mini-Lab results KB2 Co-Creating Conclusions KB2 Video-Recording 	<ul style="list-style-type: none"> Thurs 11/02/2021, 13:00-14:30, Blackboard Collaborate Lab 1: Applying Dystopia & Bio-politics Lab 2: Applying Cultural Narratives of Hope & Environmentalism Week 2 lab: Key terms, Core Concepts, and Vision Report ideas 	<ul style="list-style-type: none"> In which ways utopian cultural, social and political practices have shaped our recent shared European history? How does a dystopian perspective contribute to shed light on complex processes of othering, invisibilization and political profiteering? How do cultural narratives of utopias/dystopias inform current debates on equity, the engineering of our social fabrics and possibilities for social change? Sustainable Development Goal: Number 10 Reduced Inequalities 	<ul style="list-style-type: none"> Discuss and critically assess a variety of utopian and dystopian discourses Competences: Team-Based Learning; Peer Instruction; Co-Creation; Innovation; Autonomy; Initiative; Adaptability; Critical Thinking; Problem Solving; Collective Leadership; Collaboration in Virtual Environments; Effective Written & Oral Communication Competences: Team-Based Learning; Peer Instruction; Co-Creation; Innovation; Autonomy; Initiative; Adaptability; Critical Thinking; Problem Solving; Collective Leadership; Collaboration in Virtual Environments; Effective Written & Oral Communication

BLOOM'S TAXONOMY

CREATING

USE INFO TO CREATE SOMETHING NEW



design, build, plan, construct, produce, devise, invent

EVALUATING

CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS



judge, critique, test defend, criticize

ANALYZING

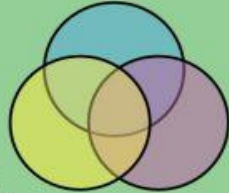
TAKE INFO APART & EXPLORE RELATIONSHIPS



categorize, examine, organize, compare/contrast

APPLYING

USE INFO IN A NEW (BUT SIMILAR) FORM



use, diagram, make a chart, draw, apply, solve, calculate

UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFO



interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING

FIND OR REMEMBER INFO



list, find, name, identify, locate, describe, memorize, define

✓ Upvoted by instructor

Overall, I found this text particularly challenging. There was much I couldn't gather, I think due to the fact that I had not read the Lacan text that this text draws so much inspiration from. That being said though, it was super interesting to learn of all the different components that comprise of this notion of 'public'.

+1 ✓

📄 🔗 ⚠️ ☆ Mar 10 7:11 pm

✓ Upvoted by instructor

I completely agree. It was a tough one to get through with a lot of academic language as well. It was very interesting though, and the comments from everybody helped to understand. This text actually made extra clear to me how useful Perusall is.

+1 ✓

Evaluación del Curso: 5 sobre 5 (Calificación Máxima Posible)

I really liked the mixture of videos, theoretical texts and literature pieces and I liked discussing in Perusall! Thank you for the course!

I loved the more interactive seminars on Thursdays with Esther. Moreover, I liked how Politics and Literature (my two profiles) came together in this course and how we can relate the topics we talked about to our daily lives.

This course was fantastic! I really enjoyed it and I have learned a lot, I think it is the best literature course so far. The chosen texts were really interesting and really fitted the themes of the week and the TEDtalks were very inspiring.

One of the best literature courses I have ever had. Instructive, interesting and very original! The subject offers the students to discover new insights and to think critically in different ways. The texts we had to read were very challenging and it was interesting to think about the future in this way.

Hacia un nuevo Modelo de Aprendizaje Activo reforzado por Inteligencia Artificial y Analíticas de Aprendizaje

Model Auctoritas	Modelo Co-Creación
Centrado en el Profesor	Centrado en el Estudiante
Transferencia de Contenido	Creación-Comprensión de Contenido
Basado en la Memorización	Basado en la Recuperación
Estudiantes Mayoritariamente Pasivos Proceso Aprendizaje	Estudiantes Mayoritariamente Activos Proceso Aprendizaje
Orientado al Castigo (Foco en el Examen Final)	Orientado a la Investigación (Foco en el Proceso de Aprendizaje)



[Para más info, click aquí](#)

Educación, Presencialidad, Innovación y Covid-19

📌 Cambio | COVID-19 | Educación | Igualdad

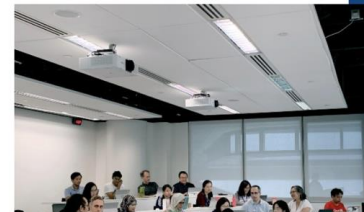


Pablo Valdivia
Catedrático de Cultura y Literatura Europeas, University of Groningen

Tiempo
3'
de lectura



Afrontar el desafío y la oportunidad que plantea la Covid-19, en lo que se refiere a las modalidades educativas y a las diferentes respuestas posibles en el ámbito universitario dentro del marco de la llamada "nueva normalidad", requiere de una profunda reflexión por parte de las autoridades políticas y académicas. Entendemos además que la necesidad del debate es urgente y que para que resulte fructífero se ha de comenzar abordando algunos aspectos importantes que, en nuestra opinión, han quedado soslayados por el problema de la "presencialidad" en este contexto de crisis. La reflexión y el debate han de estar acompañados, también y desde el primer momento, por la decidida voluntad de alejarse de cualquier tentación de esconder nuevos recortes entre las posibilidades reorganizativas de la tradicional "presencialidad".



Las comunidades educativas que menos impacto negativo de la COVID-19 han sufrido son las que ya habían invertido en la capacitación de su profesorado y en el desarrollo innovador de metodologías activas de aprendizaje

Publicaciones relacionadas

COVID-19: la pandemia que ha retado a la inteligencia humana

El mundo en proceso de cambio: pos COVID-19

La diversidad en el mundo pos-COVID-19

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Q&A