Forskningsseminar på Syddansk Universitet

Forskningsseminar

Crossing boundaries of digital learning

PROGRAM - *seminaret afholdes på engelsk*

13:00   Professor Kirsten Drotner, director of DREAM and the research programme Media, learning and knowledge formation, University of Southern Denmark
Welcome and seminar presentation

13:10   Professor Mike Sharples, Open University, United Kingdom
Computer-mediated inquiry learning across formal and informal settings

14:10   Associate professor Gunver Majgaard, The Mærsk Mc-Kinney Møller Institute, University of Southern Denmark
Design of educational tools and learning processes using robotic media and children as co-designers

15:00   Coffee and tea

15:30   Associate professor Bo Kampmann Walther, Institute of Literature, Culture & Media Studies, University of Southern Denmark
Places of ludic desire: Transmedia and ludification in LOST

Convenor   DREAM and the research programme Media, learning & knowledge formation, Inst. of Literature, Culture & Media Studies, University of Southern Denmark.

TID OG STED
Fredag den 30. marts 2012
kl. 13.00-16.30
Syddansk Universitet
Campusvej 55
5230 Odense M
Lokale 99
Vejviser: http://vejviser.sdu.dk/
opslag?lid=2706

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Resumés of presentations

Professor Mike Sharples, Open University, United Kingdom

Computer-mediated inquiry learning across formal and informal settings

Over the past 150 years, the education system has formed rigid boundaries between: learning at home, school, museum, workplace, and outdoors; formal, informal and non-formal learning; expert and novice. All these boundaries are being eroded by a convergence of digital technologies that enable new mediations of learning, and by a new conception of learning as collaborative inquiry within and across contexts. I shall describe the idea and opportunity of cross-contextual learning - illustrating it with examples from learning between school, museums, home and outdoors - and some of the issues it raises including disruption to traditional education, the difficulty of enabling a productive cycle of engagement and reflection, and the role of the teacher as orchestrator, The talk will end with some speculations about large-scale citizen inquiry.

Lektor Gunver Majgaard, Mærsk Mc-Kinney Møller Institute, University of Southern Denmark

Design of educational tools and learning processes using robotic media and children as co-designers

How can learning processes be enriched by the experimental development of educational robotic systems? and how to organize design processes in order to best exploit the inherent potential of this technology for the benefit of the target group. This is explored in the design of two robotic tools for mathematics, where schoolchildren and their teachers group contributed as co-designers. The learning goals were not settled from the beginning in order to explore the potential of both the children and the technology.

Associate professor Bo Kampmann Walther, Institute of Literature, Culture & Media Studies, University of Southern Denmark

Places of ludic desire: Transmedia and ludification in LOST

We witness today a wealth of new fiction genres. They come in all forms and are hard to define and grasp because they deliberately blend traditional codex storytelling, cinematic linearity, "gamification," hypermedia, world building, and fan literature. Ever since The Matrix trilogy - and before that, Homicide: Life on the Street and The Blair Witch Project - cross-media production and consumption with its wealth of enhanced television, locative arts, pervasive gaming, alternate reality games, interactive dramas and more have played a predominant part in the shaping of an advanced participatory culture flexible enough for the complex traits of contemporary, narrative convergence. Might we not think of "fiction" as a stretchy epistemological category? In order to illustrate this flexibility in modern storytelling, Iwill provide a quick and geeky reading of the American television series Lost (ABC 2004-2010). In many ways, Lost must be "played," rather than interpreted, "solved" and not read in the traditional sense. Puzzles are abundant in this highly intelligent and complex drama about a group of survivors stranded on a mysterious island, and the viewers are invited to invest in ludic desire, wanting to dissect and understand the underlying mechanisms of the intricate world we see on the television screen, on the computer, on the net, and in many other places. Being the first TV series to successfully deploy media convergence on a grand scale, using divergent techniques including accompanying games, false websites, mockumentaries, on-location adventures for the fan audience, and much, much more, Lost is, essentially, a text one can "live" in, a site, a space, a universe, thus taking the Disney franchise to the next level using both artistic and commercial means.