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Implementing Learning by distance at CPIA of Padova



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A NEW ARRIVAL IN THIS FAMILY!

WHY?

- CPIAs is born in 2014 by regulatory act from previous experiences for adult learning organized at the level of single institution (CTP)
- A CPIA is conceived as a single administrative system that works on locations spread over large areas now connected one each other
- CPIA is a system of people, ideas, rules, tools...
And problems to solve



WHAT'S THE PROBLEM?

CPIA IS A SYSTEM OF PEOPLE, IDEAS, RESOURCES, RULES,...

- **People: teachers** with different backgrounds, most of them used to thinking locally in their home;
students/users: not TIC skilled, poor in devices, fragile in the language of communication;
- **Ideas:** ideas arise from the motivations of each and and a contribution (always?) valid;
- **Resources:** TIC tools and and the ability to use them!
- **Rules:** imposed from above but practiced from below;



“*THE MAJORITY OF MEN ARE BAD*”

BRIANTE DI PRIENE, VI CENTURY B.C.

D.P.R. 263/2012 (it is above)

- Distance fruition is one of the main innovations of the new organizational and educational structures outlined in the REGULATION; the new adult education system provides that the adult can enjoy at distance a part of the educational period of the path required at the time of enrollment, as a rule not exceeding 20% of the total hours of the teaching period same
- remote fruition contributes to the development of "digital competence", recognized among the eight key competences for LLF... the digital divide that can be a new source of discomfort and prevent a real social inclusion and the exercise of active citizenship
- **among other warnings:** choice of the model of distance use that best suits the identified resources, the context and the type of user, including the methods of self-assessment by the adult of their own learning process



THE LEGISLATURE SAYS AND RECCOMENDS...

In any case, remote fruition, even in the flexible diversification of the forms of implementation, is carried out according to technical and technological specifications defined by the CPIA but such

- a) to privilege aspects related to multimedia, interactivity, resource adaptability;
- b) to use a plant designed to favor the development of a sustainable model from a social, environmental, economic and institutional point of view;
- c) to allow personalization of the educational path within virtual learning communities;
- d) to guarantee the protection of personal data, through the adoption of all the security measures required by current legislation.



SOME KEY WORDS (FROM THE TOP)

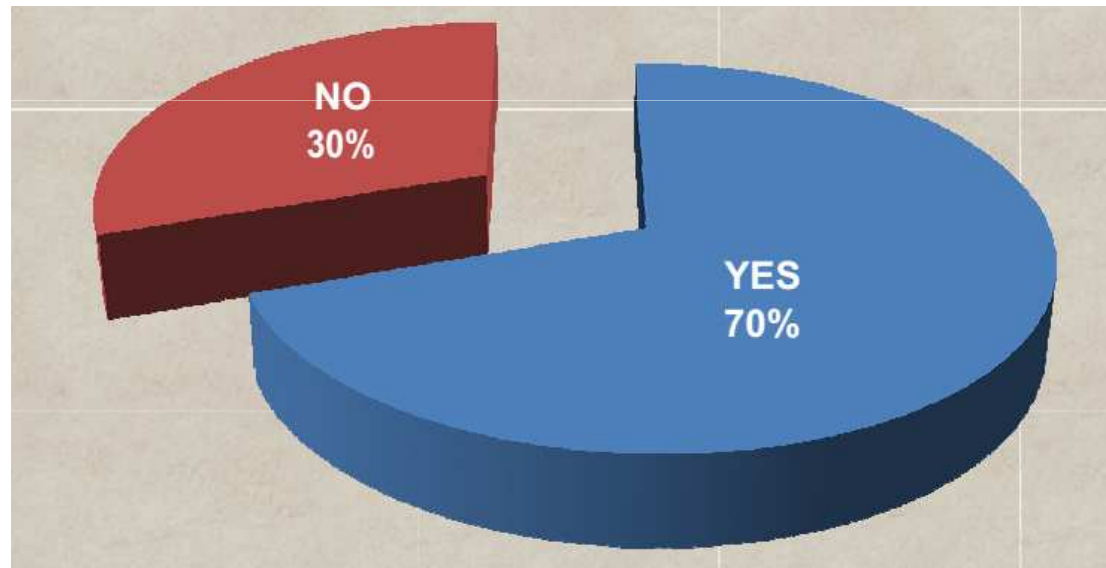
- Distance/remote fruition of contents (no learning by distance)
- 20% of learning contents provided by distance fruition
- Distance fruition as contrast to digital divide and as a tool of social inclusion
- Model or models of use have to suit identified resources, the context and the type of user



WHAT FROM THE BOTTOM? (1)

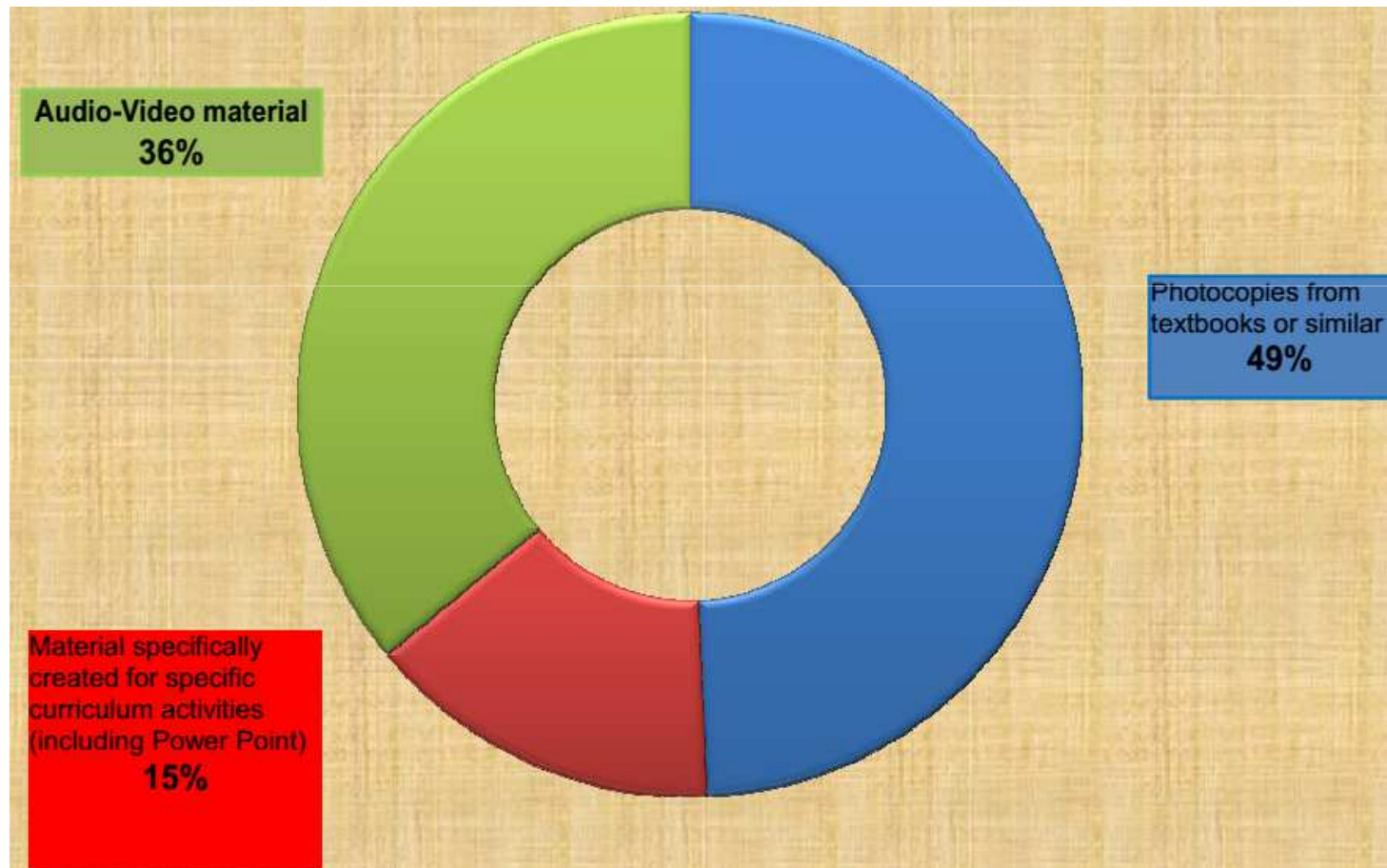
Have you used fad in the last 3 years at CPIA?

(no mention or definition provided for FAD that normally has been conceived as "learning by distance")



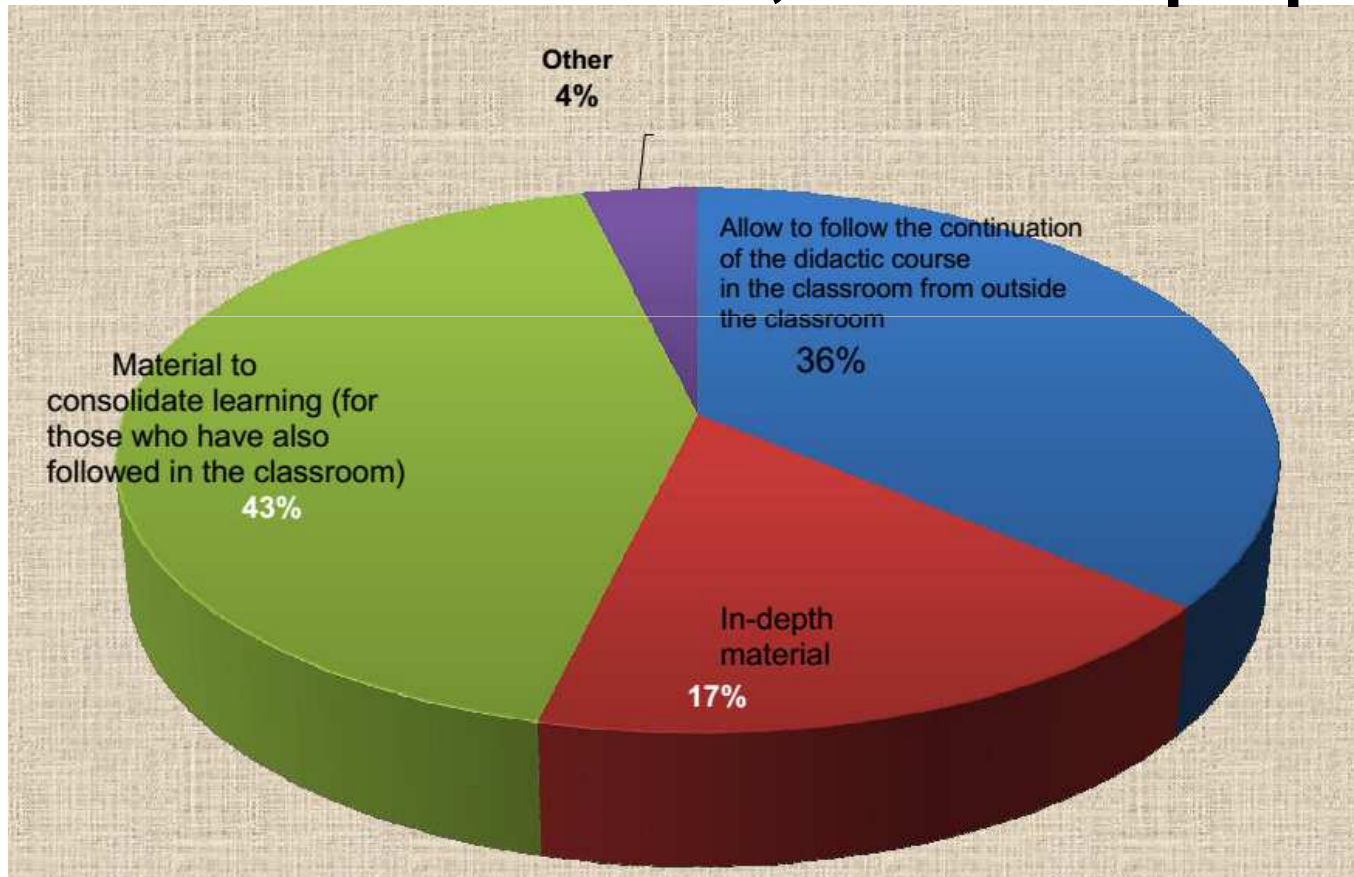
WHAT FROM THE BOTTOM? (2)

If you have used the FAD, in which way?



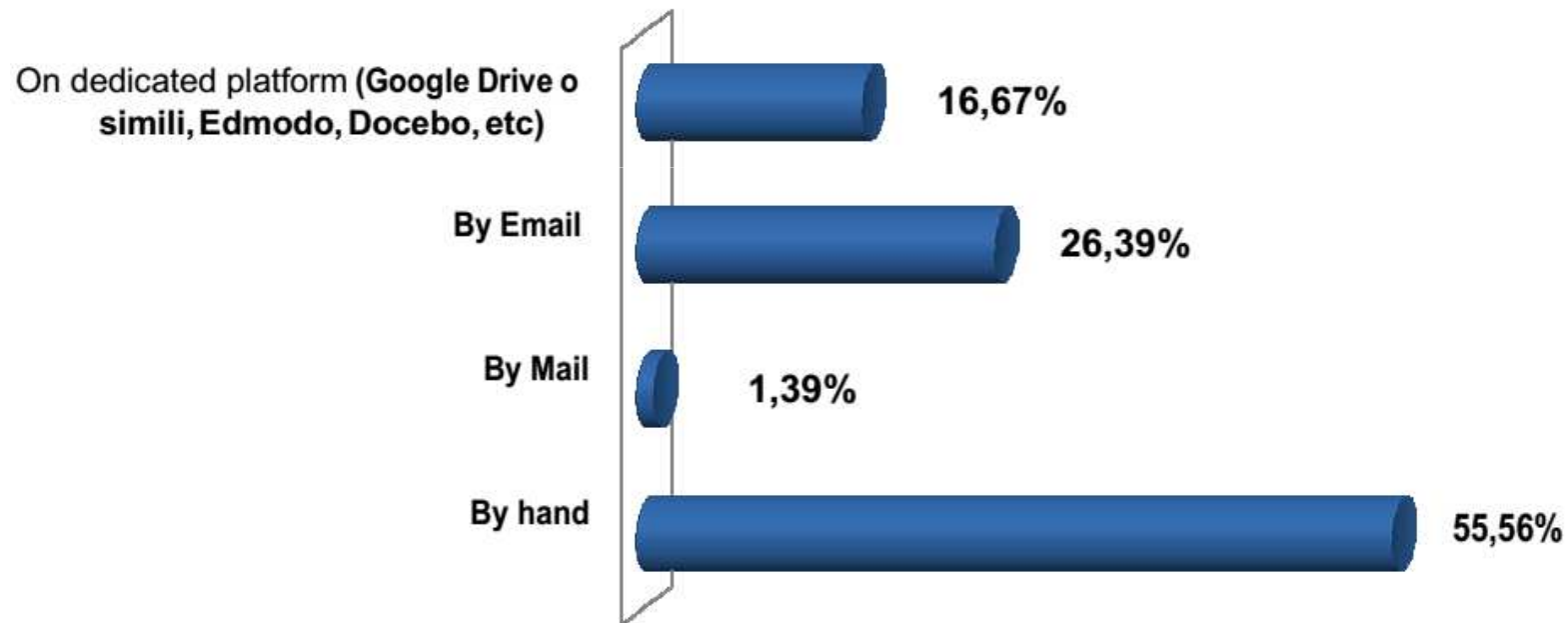
WHAT FROM THE BOTTOM? (3)

If you have used the FAD, for which purposes?



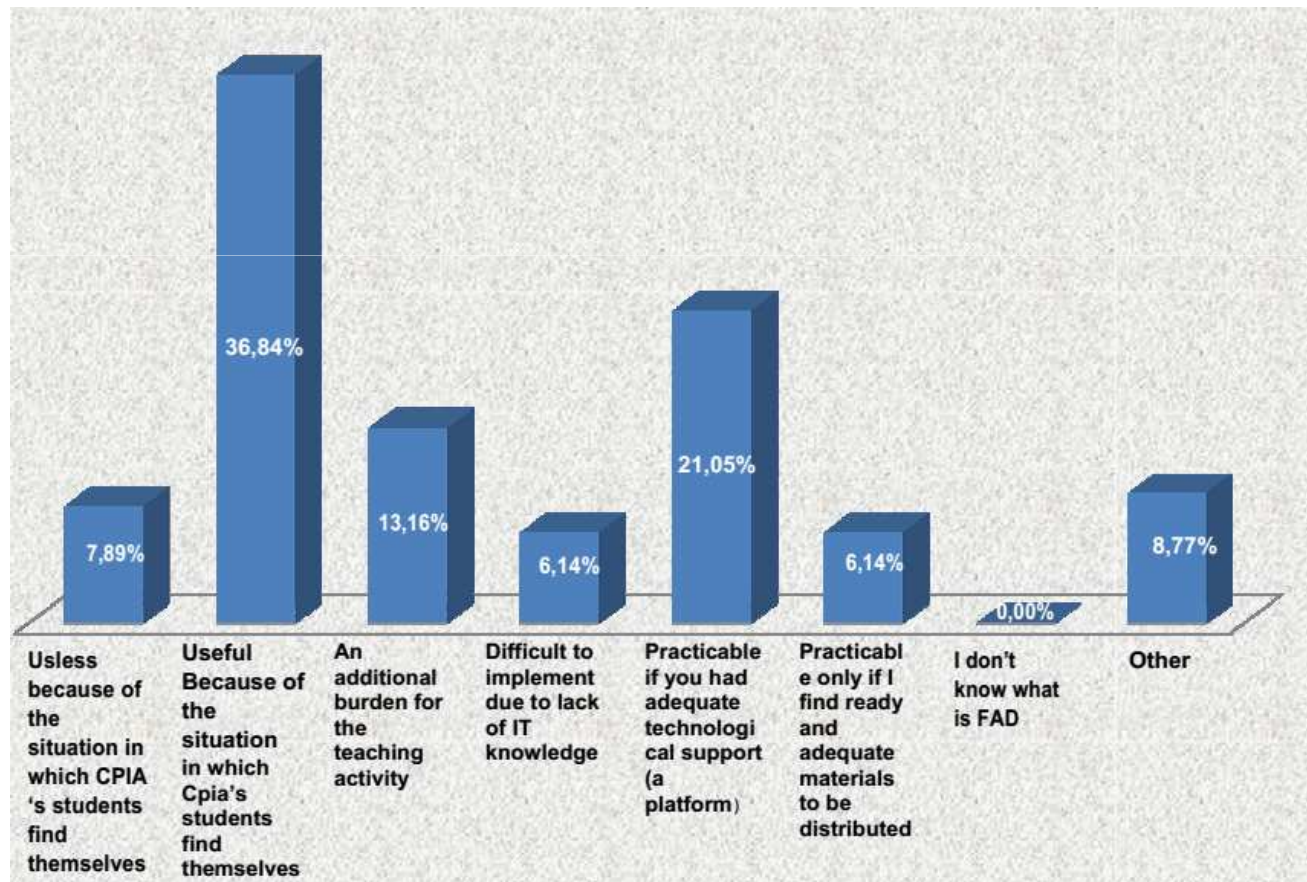
WHAT FROM THE BOTTOM? (4)

If you have used the FAD, how did you deliver it?



WHAT FROM THE BOTTOM? (5)

Do you think that FAD is.... ?



SOME KEY WORDS 1 (FROM THE BOTTOM)

- FAD is not a new “concept”
- 70 % has already used FAD in the last 3 years, but half of them has delivered it by hand
- The most has used FAD to consolidate contents already developed in classroom
- Only 7,3 % considers FAD unuseful because of IT constraints of students; 13 % a burden activity for teachers.



SOME KEY WORDS 2 (FROM THE BOTTOM)

Qualitative data add some other info:

- A succesful FAD depends on IT device accessed by students;
- To start FAD teachers need training;
- FAD could be improved by the help of dedicate APP for smartphone;
- FAD needs of a repository of pre-packaged materials ready to use; or of a free on-line resources;
- FAD depends on IT tools at disposal of teachers.



A LONG WAY TO GO... TOGETHER

- Understanding “words”:
distance/remote/use fruition **VS** learning by distance?
- Models of learning by distance
- Sharing models (contents and delivering tools)
- Customized model of FAD **VS** (useful) prepackaged
- Defining training needs for teachers: to suit specific lack of knowledge
- Finally: *the end justifies the means...*



MANY THANKS FOR YOUR ATTENTION AND
BE PATIENT WITH MY ENGLISH...

ANNALISA

