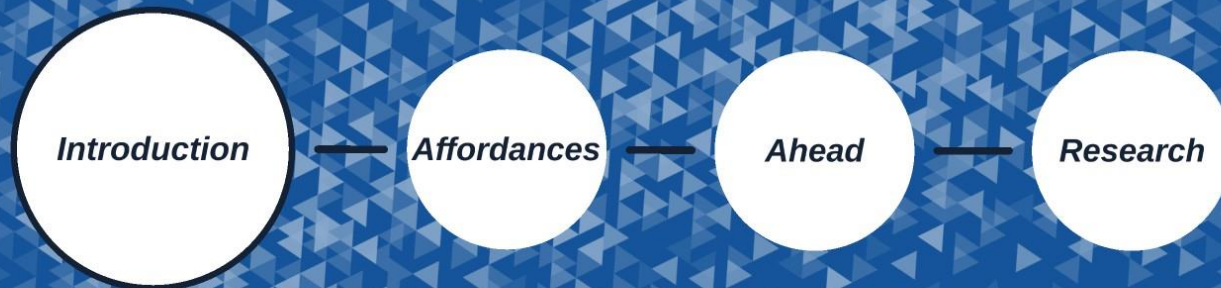


Learning in the 21st Century

Italo Masiello

(Lärande i en digital tid)



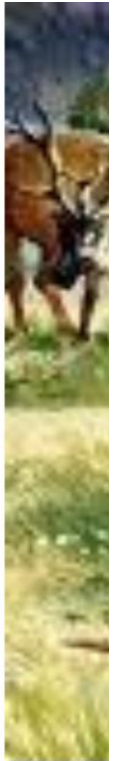
Linnéuniversitetet 

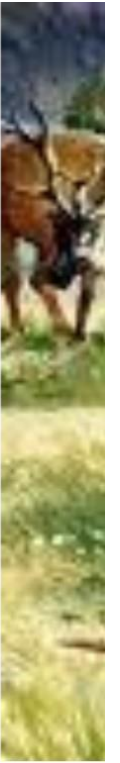
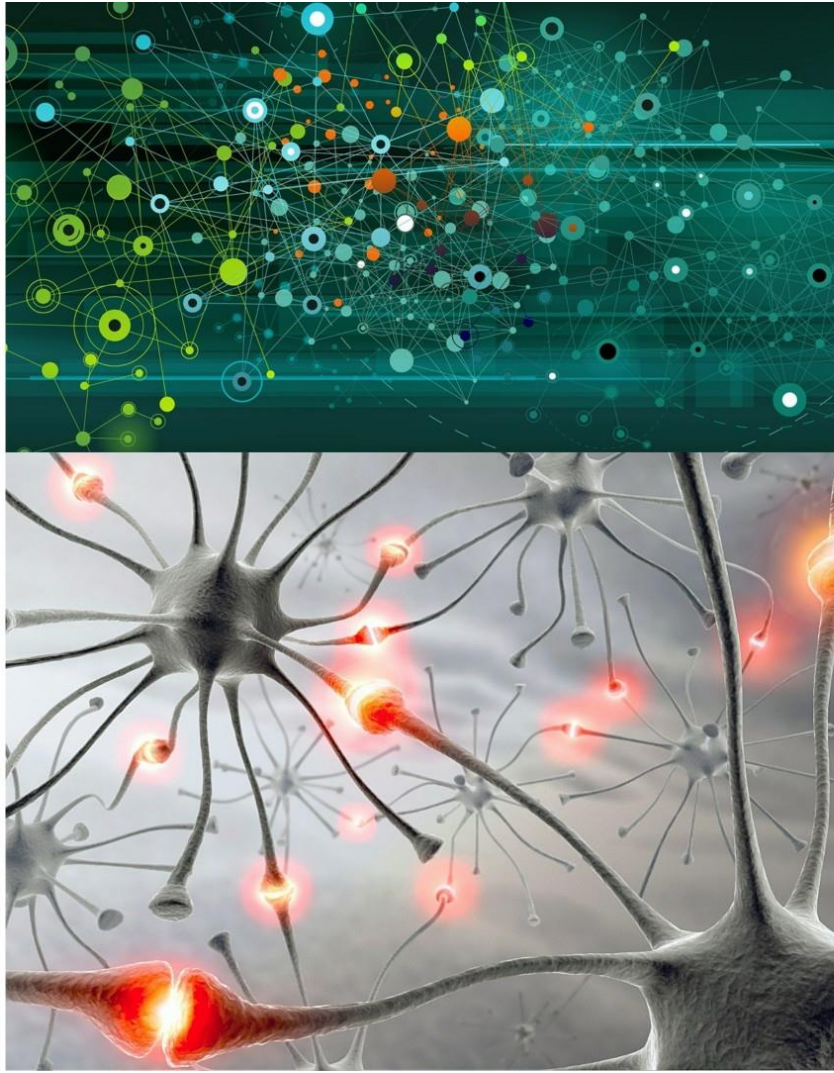
Evolution of learning



Transformation

21st Century













Transformation of learning



No Play

Transformation of learning

- *Play and exploration*
- *Physical activity*
- *990 000 years*

No Play

Transformation of learning

- *Play and exploration*
- *Physical activity*
- *990 000 years*



- *Suppression of play and exploration (apprenticeship)*
- *Physical activity*
- *10 000 years*

No Play

Transformation of learning

- *Play and exploration*
- *Physical activity*
- *990 000 years*



- *Suppression of play and exploration (apprenticeship)*
- *Physical activity*
- *10 000 years*



- *Suppression of play and exploration*
- *Suppression of physical activity (schooling)*
- *150 - 200 year*

No Play













Learning is work, and not play

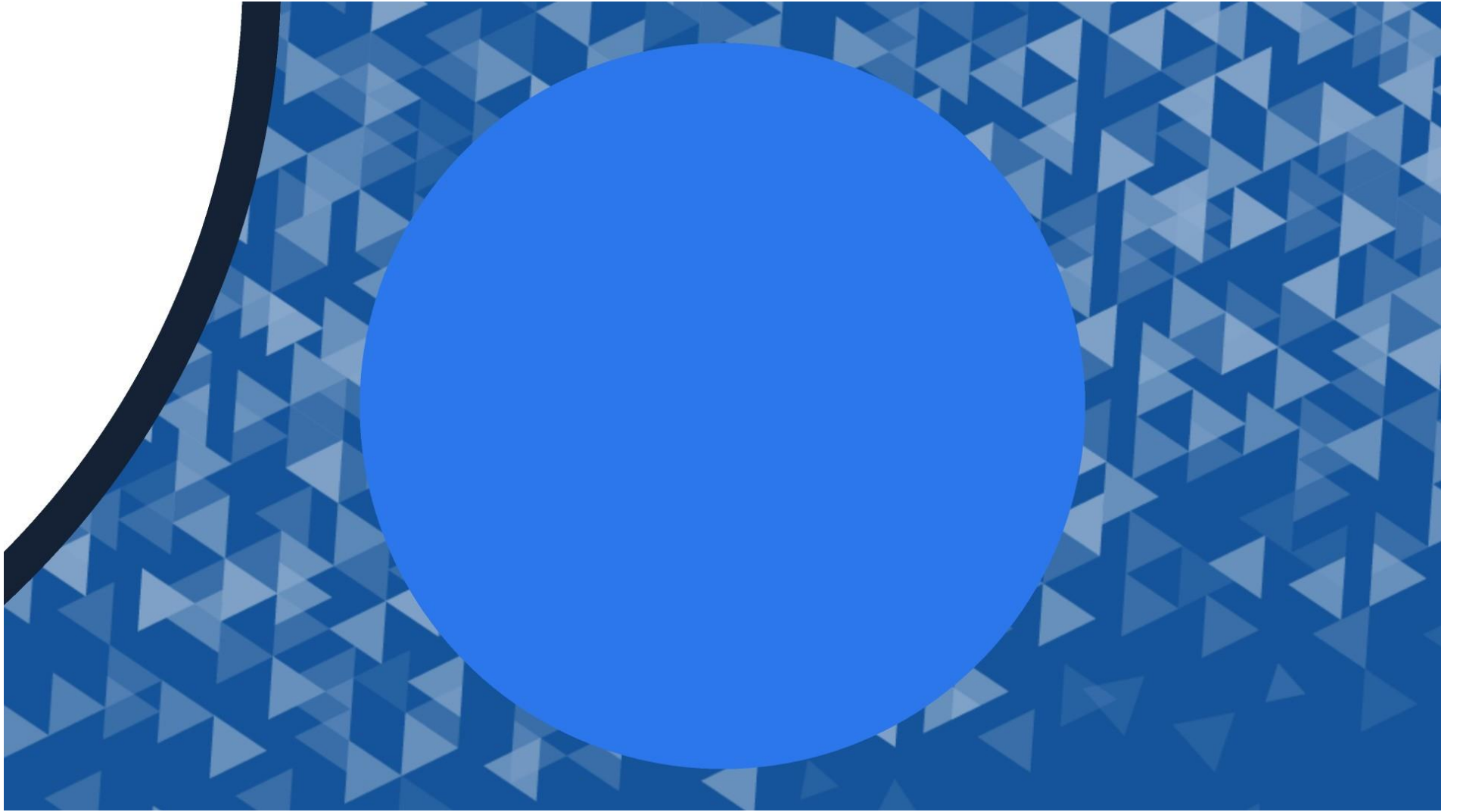
Digital technology in education

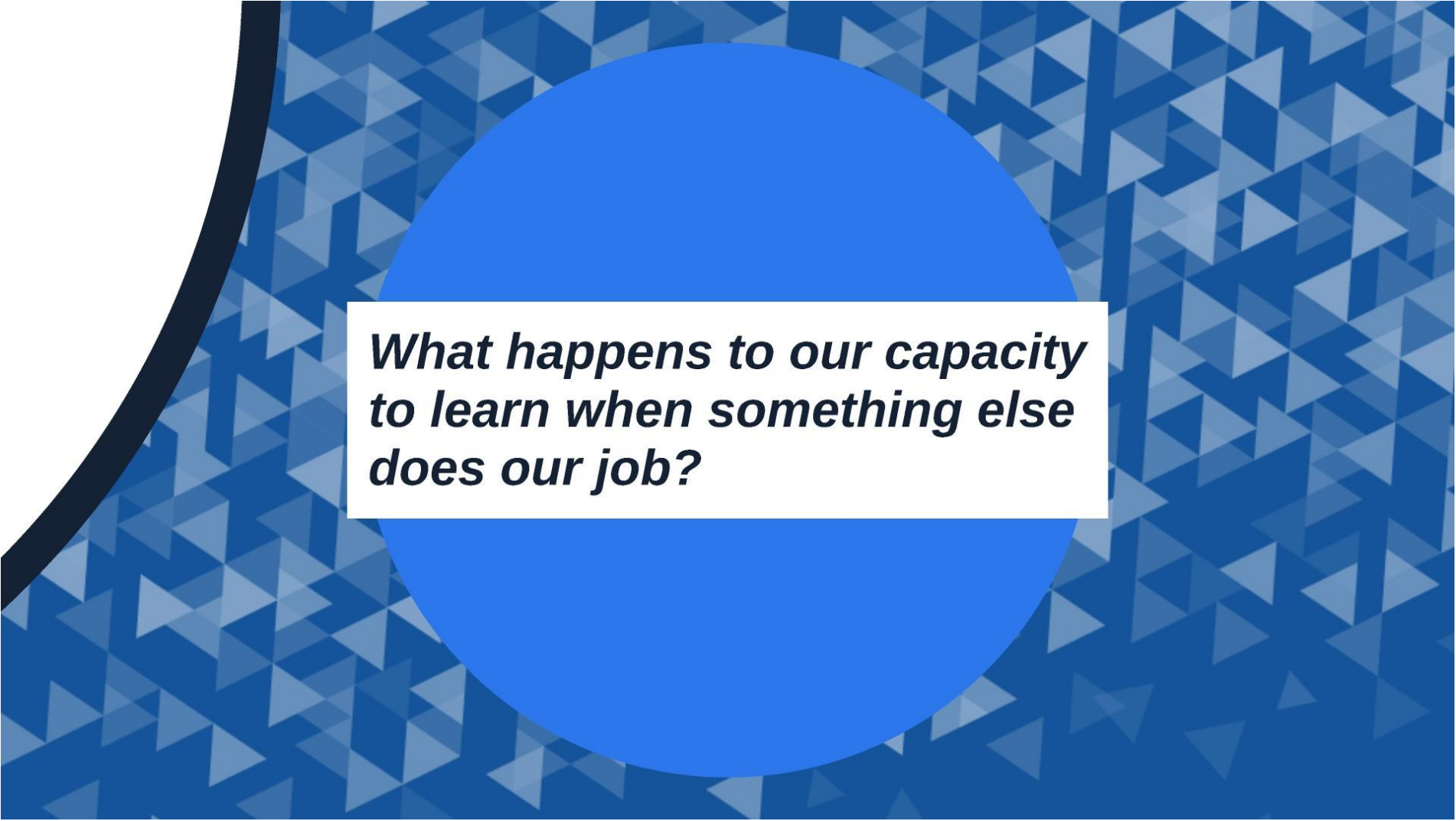


Digital technology in education

***An enormous amount of possibilities
but also a number of problems***





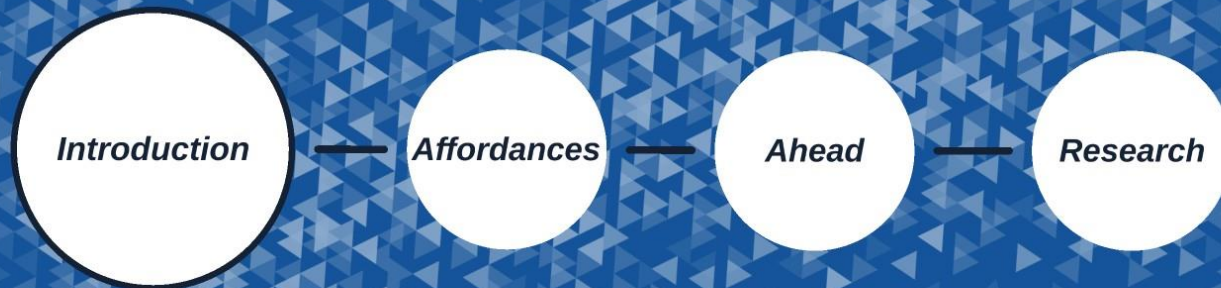


***What happens to our capacity
to learn when something else
does our job?***

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Digital Technology Affordances to Education

(We do not use the possibilities
that digital technology affords us)



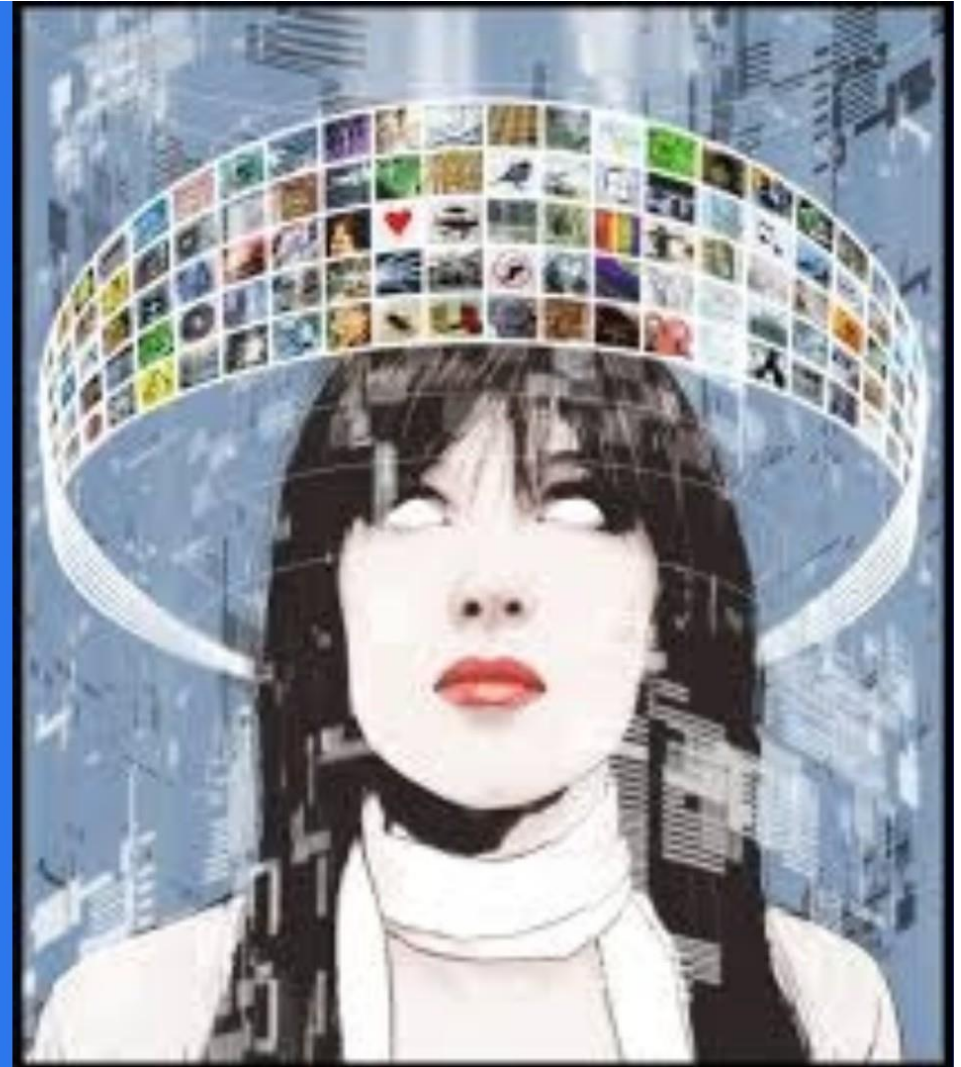
Which?

IoT

connectivity/networking/data

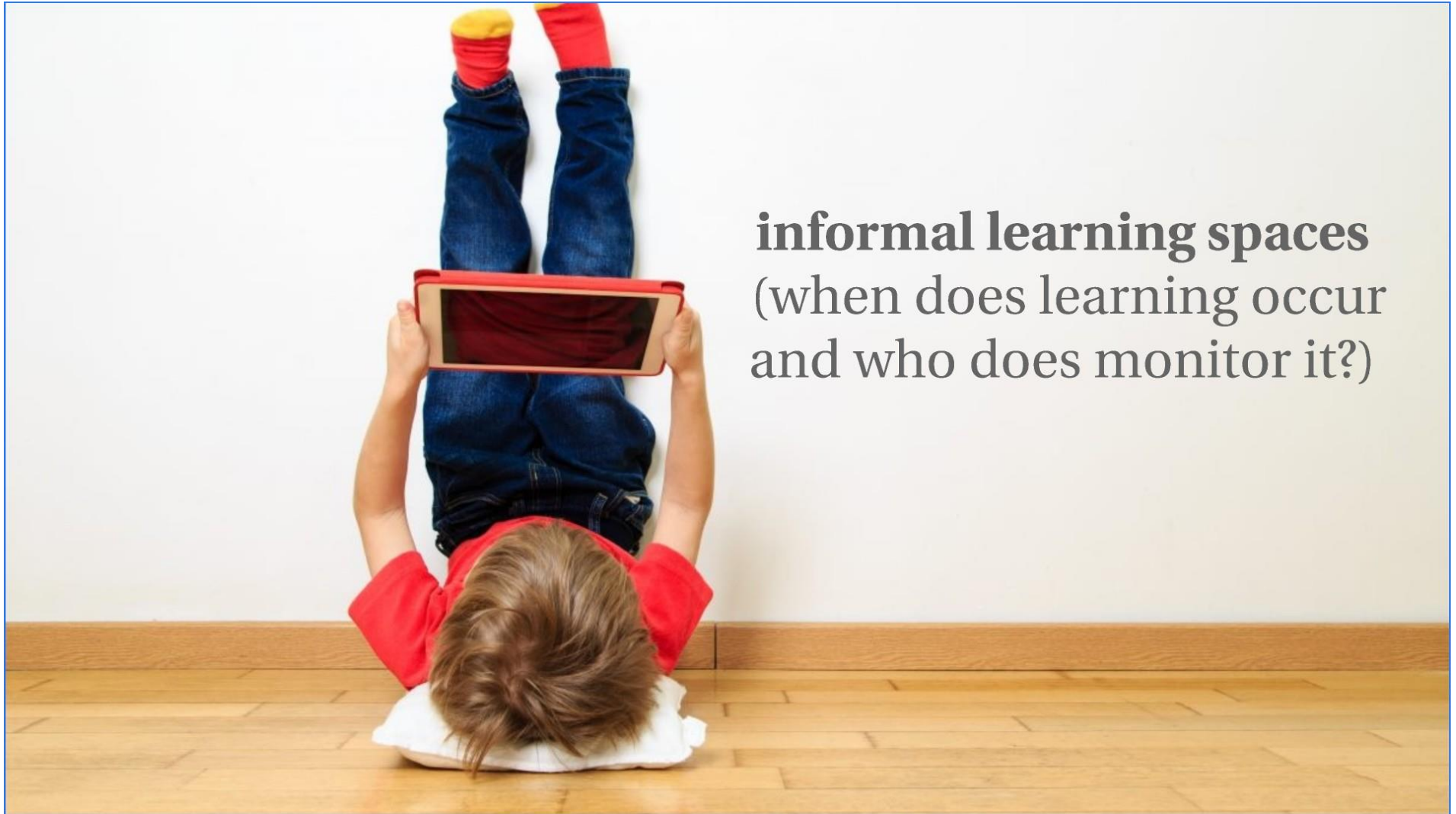


**how each of us access
knowledge**
(how do you integrate skills?)



A hand is shown holding a smartphone. The screen of the phone displays a photograph of a long, well-lit library aisle with rows of bookshelves filled with books. The floor is a light-colored carpet. The text is overlaid on the upper portion of the screen.

amount of knowledge
(what is a reliable information
source?)



informal learning spaces
(when does learning occur
and who does monitor it?)

Premier Reference Source

Emerging Research and Trends in Interactivity and the Human-Computer Interface

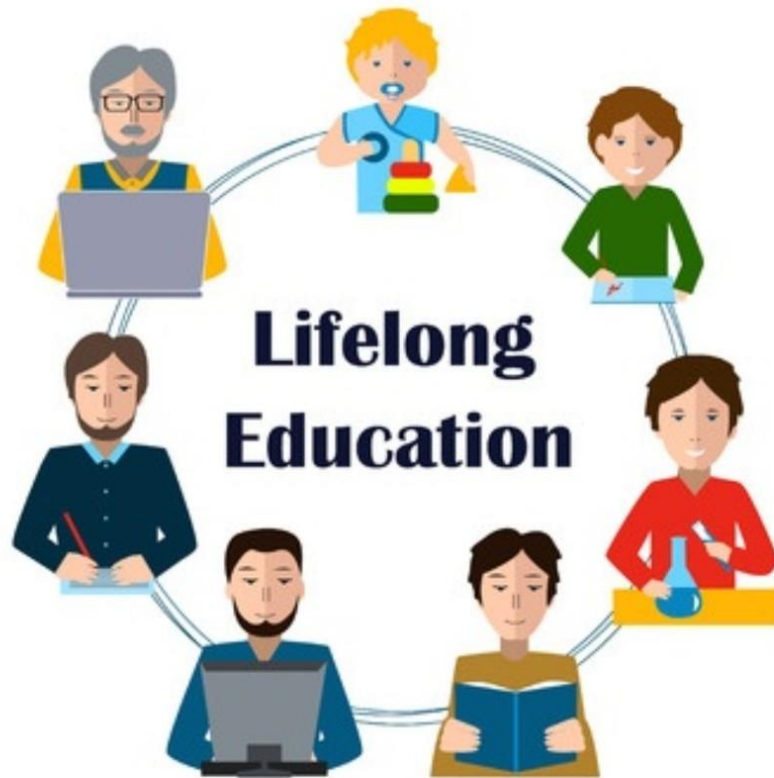
Part of the Advances in Human and Social Aspects of Technology Book Series



interactivity and social aspects
(is it distracting?)



digital examination
(more data and predictions...need for exams?)



life-long learning
(when, how, and what I
want, on my own terms)

implementation science

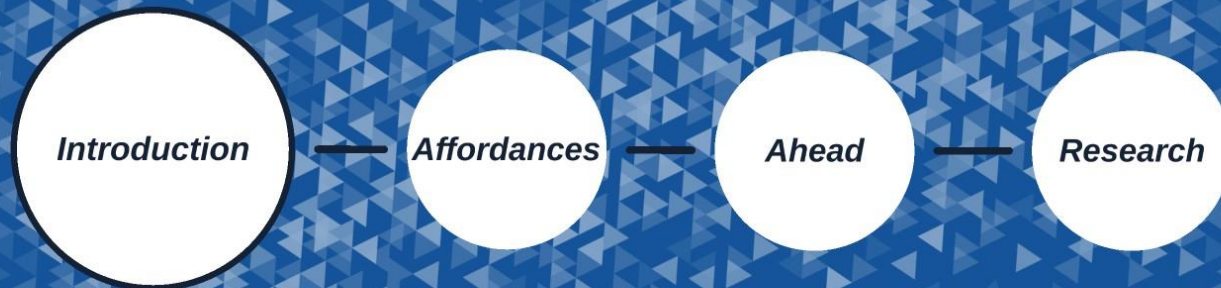
(a solid model leads to sustainable changes, also in schools)



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Learning in the 21st Century

What can it look like?

In 50 years









Technology Integration for Education in the Future

How technology and data can harness the path of your professional career



Who will shape the education agenda in the future?

Individuals?

Who will shape the education agenda in the future?

The university?

Individuals?

Who will shape the education agenda in the future?

The university?

The government/municipalities?

Individuals?

Who will shape the education agenda in the future?

The university?

The government/municipalities?

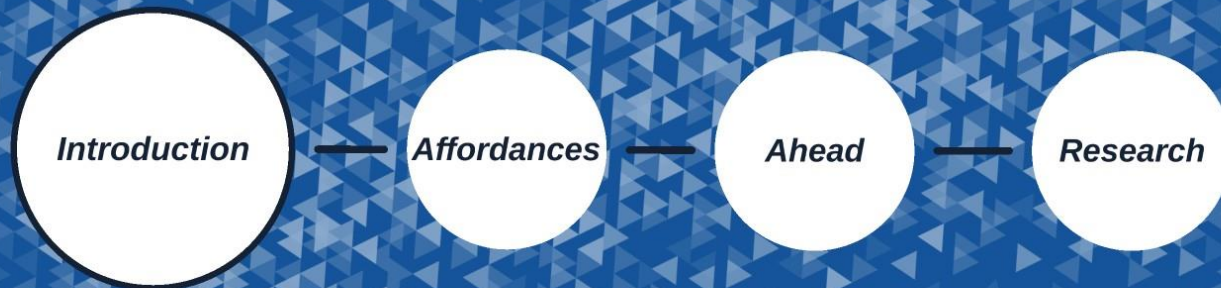
Corporations?

Individuals?

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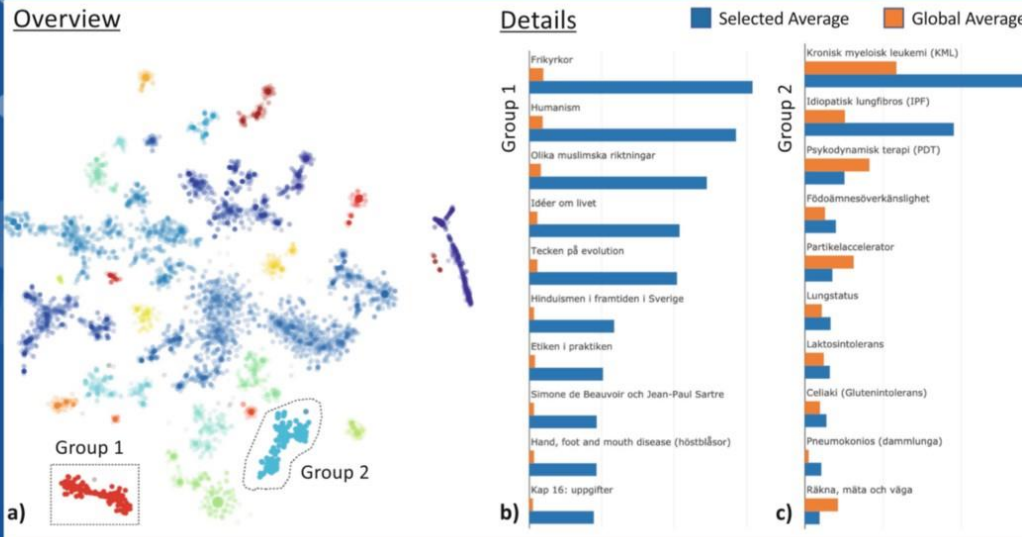
(Lärande i en digital tid)



Visual Learning Analytics of Multidimensional Student Behavior in Self-regulated Learning

Rafael M. Martins¹(✉), Elias Berge², Marcelo Milrad¹, and Italo Masiello¹

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Analytics

- *Visual analytics*
- *Visual learning portfolio*
- *Implementation studies*
- *Learning effectiveness*

- *Mix physiological, pedagogical, behavioral and analytics data to increase the evidence base*

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