



Almost Web 3.0: an Experimentation Project for Middle School

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Abstract

In this paper we present and evaluate a new learning environment model based on Web 3.0 approach.

Creativity is the most important feature of human beings, but nowadays we face a paradox: our students deal with a dramatic impoverishment of their creativity although they face a lot of technologic tools.

School is going to become a place where knowledge could be wasted instead of being communicated: 'teaching' is reduced to 'collect information'. Sense and language are not going in the same direction. We have words, but we are not able to communicate with them; moreover teachers and students do not share the same language while working together.

Learning environments reflect - according to McLuhan - the technological means of each age, but still 2.0 e-learning is rare in Italian school.

In our study, technological and web strategies are used to write and share digital texts, by creating a multi-input environment where knowledge becomes stratified, complex and stable. Information is categorized into a coherent structure, by creation of a database of inputs semantically connected: students organize knowledge - by some specific 'tagging' of each thought - and thus communicate it. Knowledge is thus reinforced.

Teachers and students share the same language, they create texts and experiment new linguistic registers: digital artifacts were aggregated, configured and manipulated. The quality of contents was improved, and students assessed the meaning of their learning. Communication itself became more and more coherent.

Our experimentation thus suggests a new strategy that could improve the 'classical' editorial digital proposals used in Italian school. Teachers are clearly 'visible' in this environment (in order to contrast the lack of authoritative critique in our schools): they deliver resources, make contributions and suggestions, and above all they offer a clear judgment on knowledge objects they communicate.