A blended model to support university-professional cross-boundary

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The italian context

In the Italian context, university courses are often based on theoretical knowledge and students have a few chances to develop digital and professional skills during their academic life.

- University courses should provide the opportunity to understand the added value of technology and the educational and professional value of the various tools available

The use of technology may support ….

- The development of students' **awareness** of their own professional goals
- The improvement of **networking** and **professional skills**
- The **transitional processess** across boundaries between academic and professional communities
- A better understanding of the **link betweeen theory and practice**

My theoretical background

- **Cultural Psychology** (Cole, 1996)
- **CHAT** Cultural Historical Activity Theroy (Engestrom, 1987; Vygotsky, 1978)
- **Knowledge Building** Theory (Scardamalia & Bereiter, 1994)
- **Trialogical Learning Approach (Paavola & Hakkarainen, 2005)**
- Educational models such as **Jigsaw, Peer-tutoring, Reciprocal Teaching, Progressive inquiry model**

The context

- The University of Bari, Italy
- A course on Educational and E-learning Psychology
- Duration: 4 months
- Participants:
  - From 30 to 55 students
  - e-learning companies (5-7)
  - Students tutors (intership) (about 5)

The structure

- Two modules:
  - Module 1:
    - Presentation of theoretical concepts -> teacher lecturing
    - Collapsing students into groups
    - Selecting educational materials
    - Individual work (i.e. reviews)
    - Individual task to support group work (i.e. assigning roles)
    - Collective work (i.e. building a collective conceptual map)
    - Self-assessment: e-portfolio

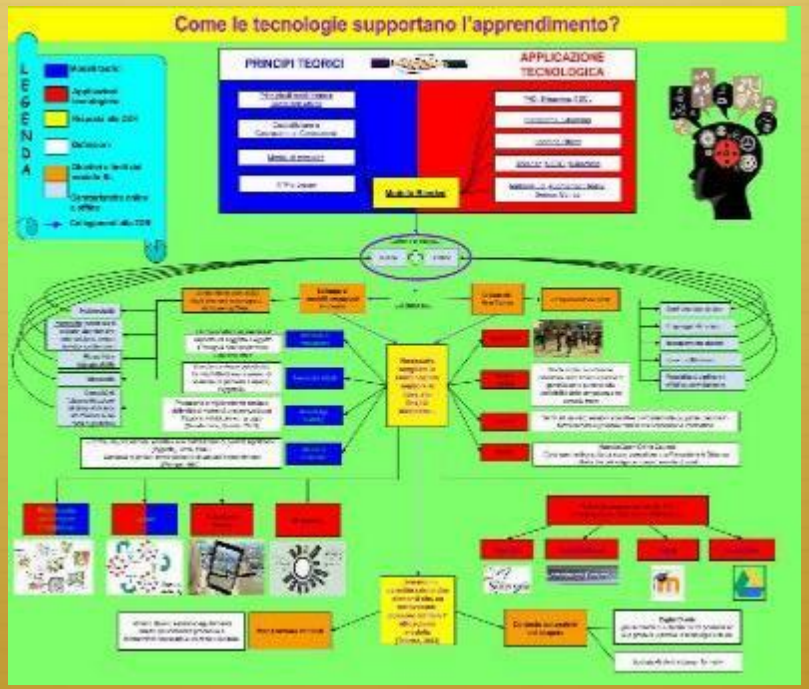
The structure

- Two modules:
  - Module 2:
    - Introducing companies
    - Defining the objects to be built with the companies
    - Assigning groups to the objects
    - Cross-comparison between the groups
    - Individual task to support group work (i.e. assigning roles)
    - Self-assessment: e-portfolio on LinkedIn

The model is organized around some principles

1. Building“shared objects”

- In Module 1: conceptual map



In Module 2: E-learning objects defined together with the companies

2) Integrating personal and collective agency

- Students individually studied the material so to become an «**expert**» about a piece of knowledge → write **individual reviews** → discuss and combine knowledge in group so to re-construct the whole content
- **Role taking**: a few roles were designed so students could cover them in turns. Examples of roles: E-tutor, researcher, product expert, supporter, maps manager
- Students individually develop **e- portfolio**. In module 2 → LikedIn. E-portfolio are monitored by a "friend of zone of proximal development"

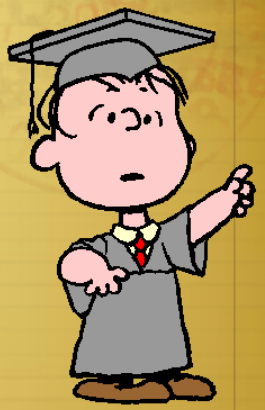
3) Fostering **long-term processes** of knowledge advancement

- Companies help students in reasoning about the future development of the objects built → market perspective

4. Emphasizing development through **transformation** and **reflection**

- From educational material to **maps** collaboratively built
- **Reflective** web forum about:
  - The role → leave instruction and suggestion for the next students covering the role
  - Comparision between own group and other groups

5. **Cross fertilization** of various knowledge practices across communities and institutions



- Companies describe their **best work practices**
- Students and the teacher make visible the academic work

6. Providing **flexible tools for** mediation

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