



**NSU**

NOVA  
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*Beyond the Classroom*



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UNIVERSITY

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**Abraham S. Fischler  
College of Education**




*Dois tendencias  
de la educación  
contemporánea*

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*En tiempos de  
Google*

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# Una Pregunta





**¿Pondrías la salud de su  
hijo en manos de un  
médico que ...?**

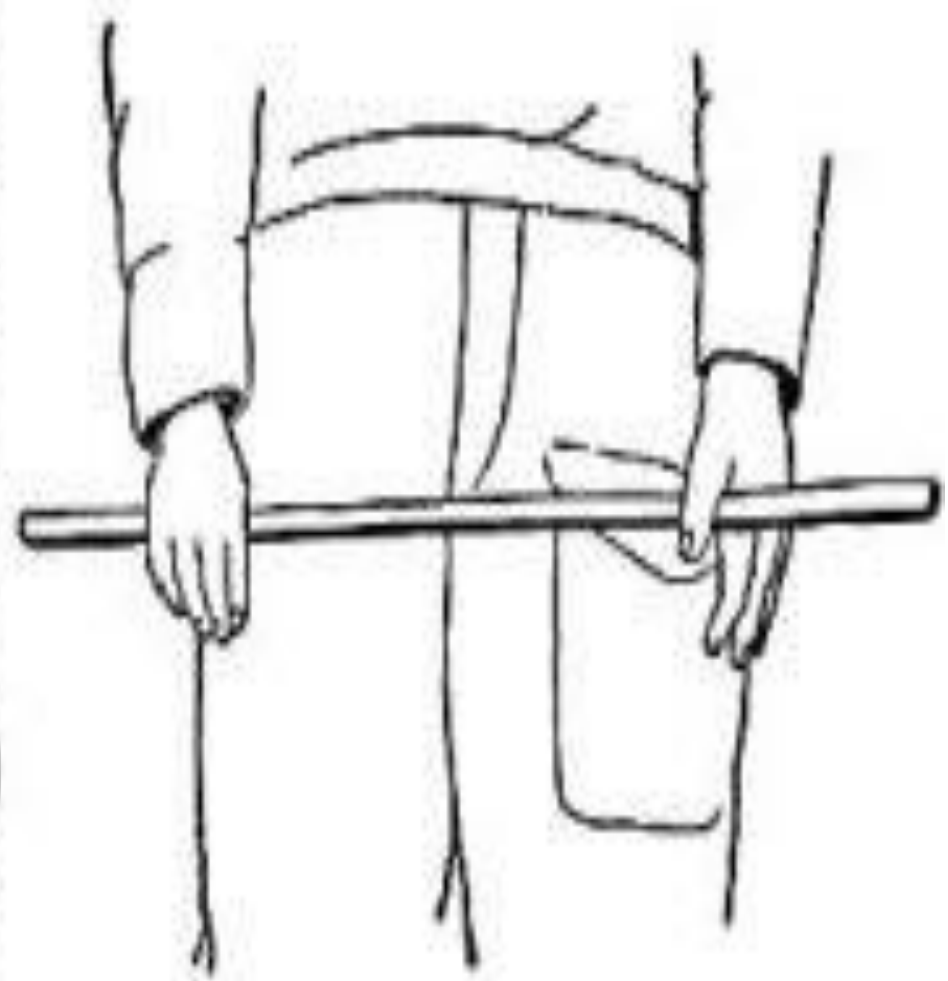
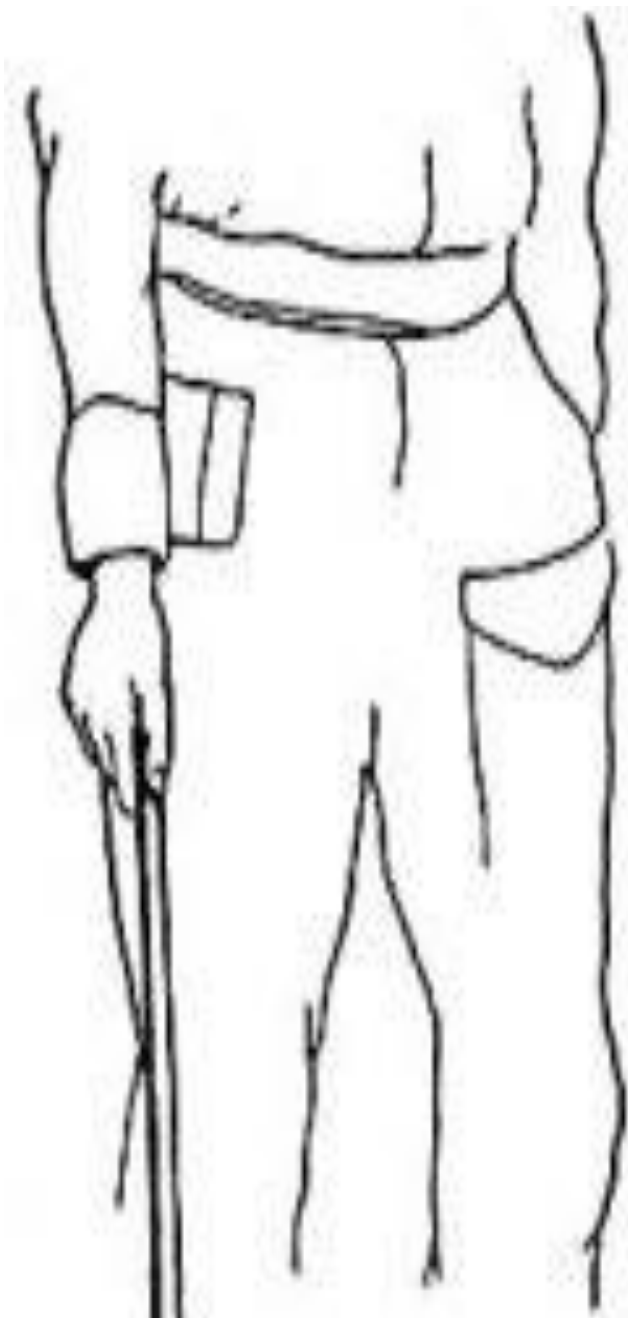
**...improviza, o carezca  
de la fundamentación  
científica de lo que  
hace?**











Tres alternativas...







**KEEP**

**CALM**

**THIS IS**

**ONLY THE**

**BEGINNING**

Google



The Google logo is displayed in its characteristic multi-colored font: 'G' is blue, the first 'o' is red, the second 'o' is yellow, 'g' is blue, 'l' is green, and 'e' is red.

BING – DuckDuckGo – YAHOO

TWITTER



Gmail – Calendario – Google Earth – Google Mapas - YouTube

Google

APP



Contexto ...

# MUNDO VUCA

Contexto volátil, incierto, complejo, ambiguo ...

# V U C A

## **VOLATILITY**

Equity, bond and currency market volatility; the lack of stability and predictability.

## **UNCERTAINTY**

The potential change in the inflation index calculation, the potential switch to "smoothing" for pension funds calculating their recovery plan; the lack of ability to foresee what major changes might come.

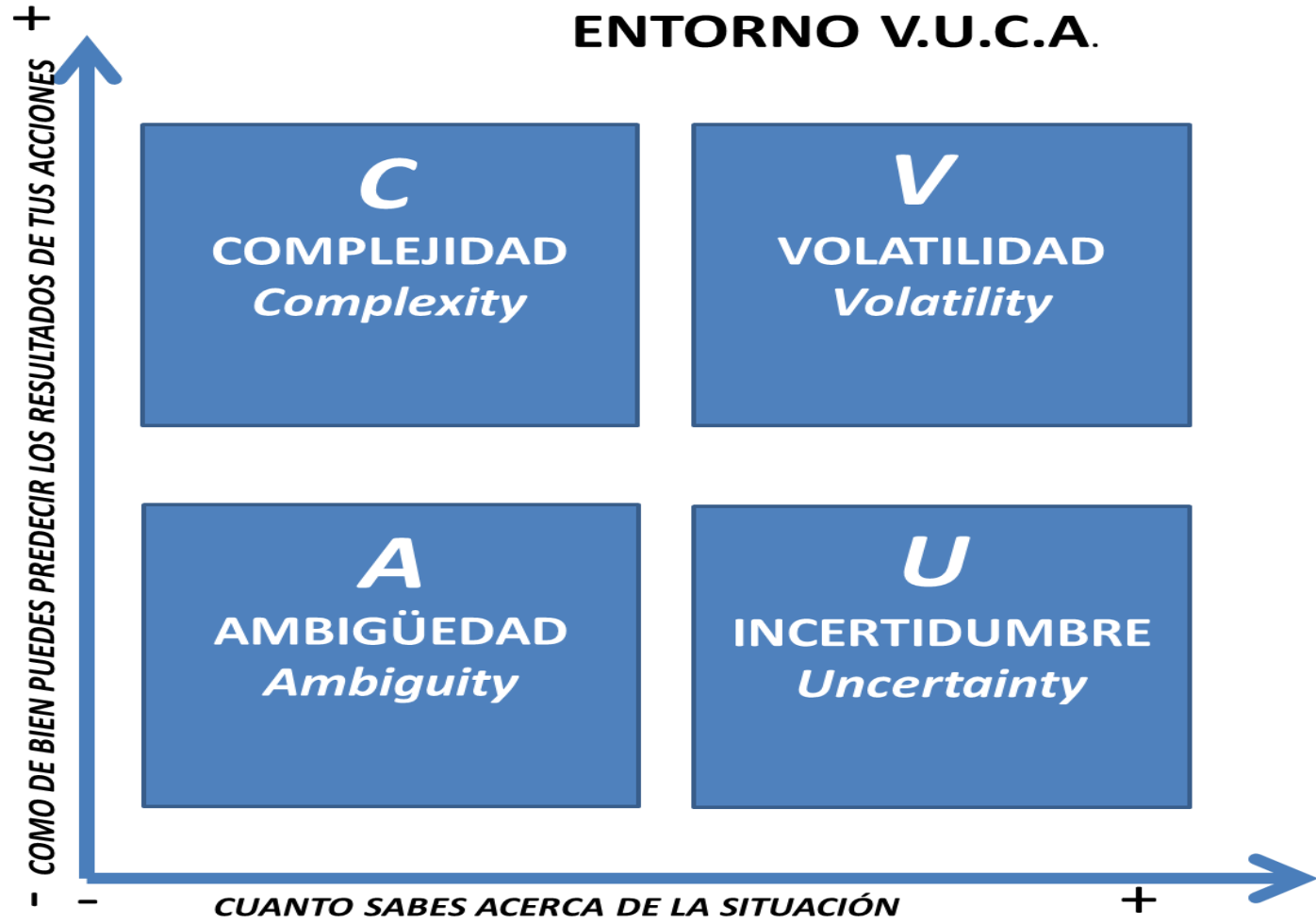
## **COMPLEXITY**

In understanding these financial markets in the era of the "new normal". The proliferation and increasing complexity of new financial instruments and regulation to deal with increasingly complex markets, moving in ways experts have never seen before.

## **AMBIGUITY**

The resulting feeling. Is this the great rotation from bonds to equities? Or will bond yields stay low for longer? What is the best course of action?







HOW WELL CAN YOU PREDICT THE RESULTS OF YOUR ACTIONS?



## **complexity**

**Characteristics:** The situation has many interconnected parts and variables. Some information is available or can be predicted, but the volume or nature of it can be overwhelming to process.

**Example:** You are doing business in many countries, all with unique regulatory environments, tariffs, and cultural values.

**Approach:** Restructure, bring on or develop specialists, and build up resources adequate to address the complexity.

## **volatility**

**Characteristics:** The challenge is unexpected or unstable and may be of unknown duration, but it's not necessarily hard to understand; knowledge about it is often available.

**Example:** Prices fluctuate after a natural disaster takes a supplier off-line.

**Approach:** Build in slack and devote resources to preparedness—for instance, stockpile inventory or overbuy talent. These steps are typically expensive; your investment should match the risk.

## **ambiguity**

**Characteristics:** Causal relationships are completely unclear. No precedents exist; you face “unknown unknowns.”

**Example:** You decide to move into immature or emerging markets or to launch products outside your core competencies.

**Approach:** Experiment. Understanding cause and effect requires generating hypotheses and testing them. Design your experiments so that lessons learned can be broadly applied.

## **uncertainty**

**Characteristics:** Despite a lack of other information, the event's basic cause and effect are known. Change is possible but not a given.

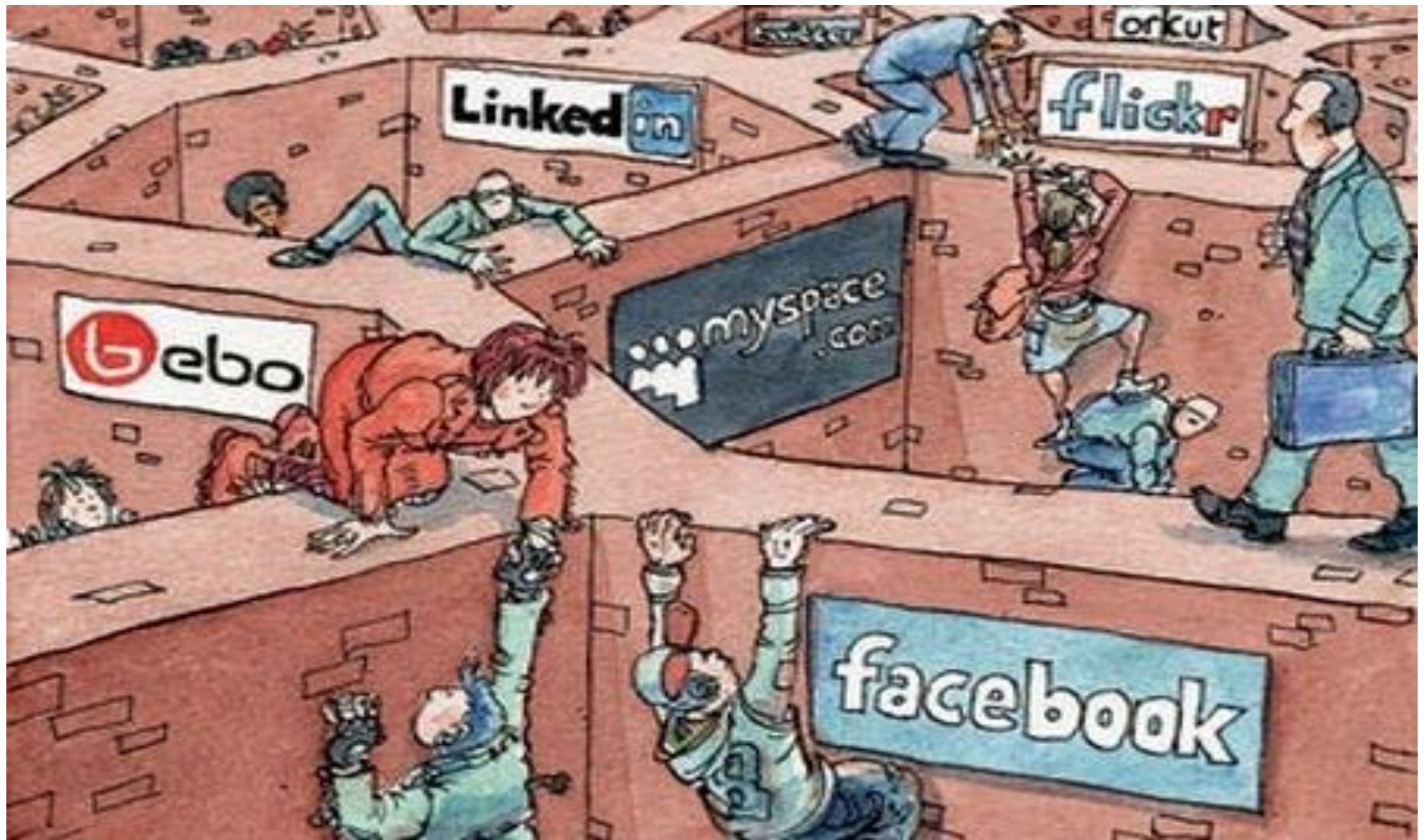
**Example:** A competitor's pending product launch muddies the future of the business and the market.

**Approach:** Invest in information—collect, interpret, and share it. This works best in conjunction with structural changes, such as adding information analysis networks, that can reduce ongoing uncertainty.

HOW MUCH DO YOU KNOW ABOUT THE SITUATION?

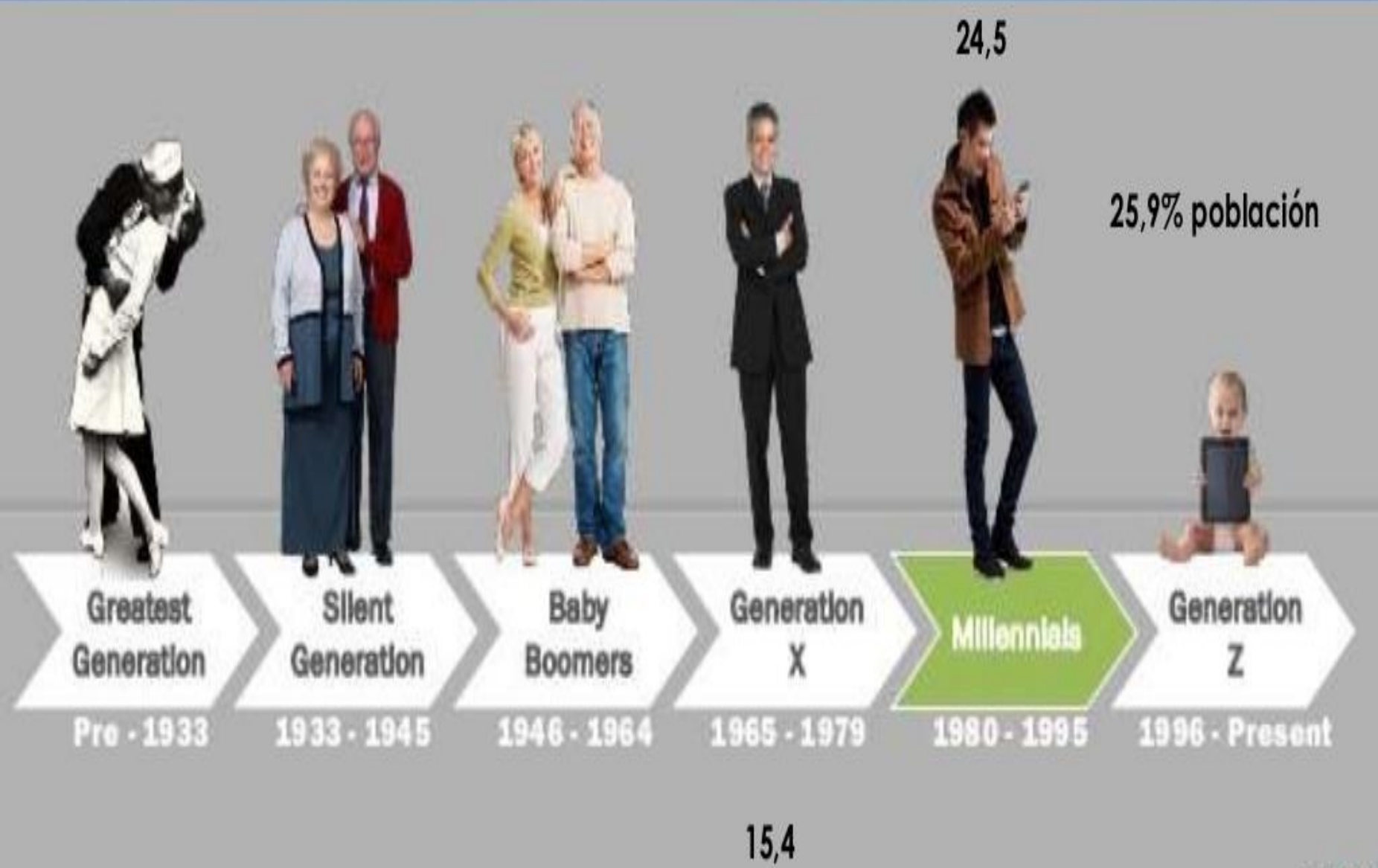








Contexto ...







Contexto ...

Computadora Internet Web Blog  
Mouse Google Yahoo Altavista Web Web site ebook  
Wikipedia YouTube  
Portal de Internet Facebook iPod iPhone Wekimar  
Inalámbrico Tablet PC MySpace Wireless eMail Wi-Fi  
Blogger PC MP3 Videoconference  
Web2.0 Moodle Blackboard WebCT MSN Realidad  
Virtual iPad Wikis  
Webquest Digital Red Social Twitter LinusX Disco  
Duro elearning Tablet Webquest Facebook  
Laptop Post cast Blogoteca



Las Peculiaridades

**¡Tecnofílicos!**

Las Peculiaridades

**¡Tecnoadictos!**

# CONECTADOS

¿Conectados?

El tenia mas de 2000 amigos en facebook , no crees que deberia haber mas gente aqui?



HiPER  
CONEC  
TADOS

The logo features the words 'HiPER', 'CONEC', and 'TADOS' stacked vertically. The text is rendered in a glowing orange, neon-like font. The letters are interconnected, with the 'C' in 'CONEC' and the 'T' in 'TADOS' sharing a common vertical stroke. A horizontal line extends from the right side of the 'C' in 'CONEC', ending in a realistic USB-A connector. The entire graphic is set against a solid black square background.



# *La Didáctica en Tiempos de Google*

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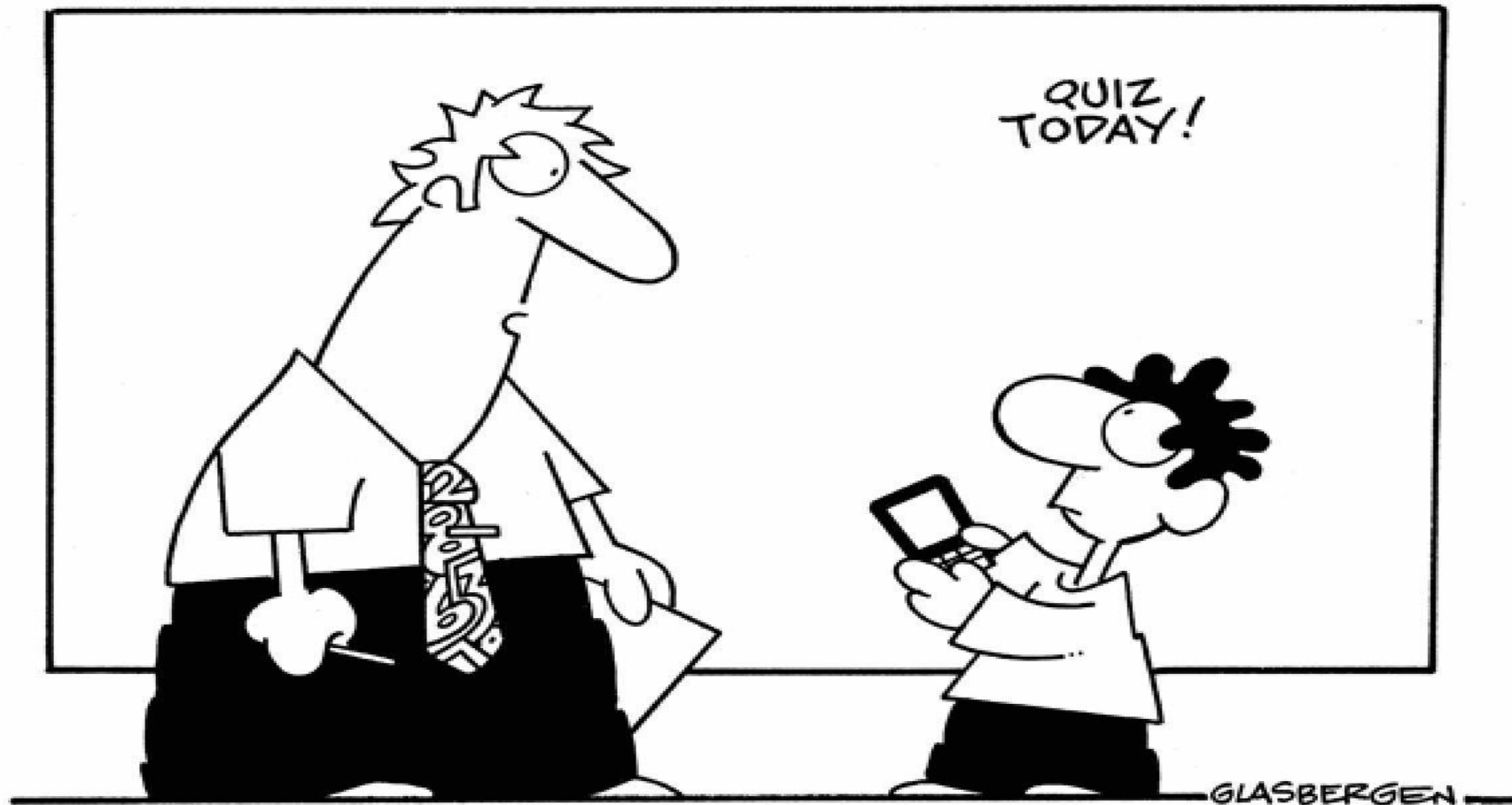


Veamos ...



**“Why am I going to school if my phone already knows everything?”**

¿Por qué debo ir a la Escuela si mi teléfono lo conoce todo?



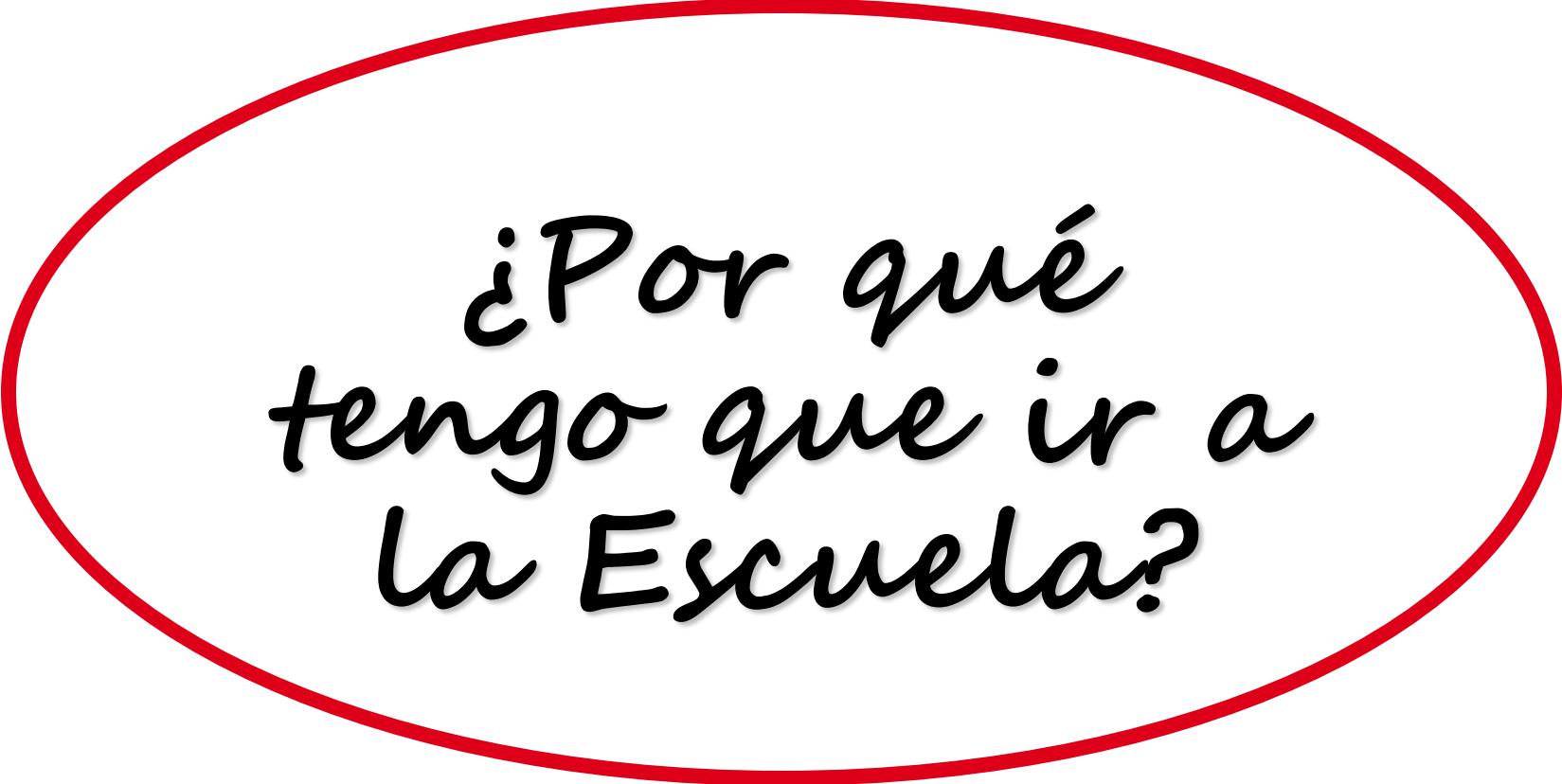
**“You have to attend classes. You can’t just follow me on Twitter.”**

Debes ir a la Escuela. No puedes seguirme solo en Twitter.

"Every day, computers are making  
people easier to use"



<innovation always produces hostility among  
those who prosper in old paradigms>



*¿Por qué  
tengo que ir a  
la Escuela?*

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¿Por qué  
tengo que  
ir a la  
escuela?



Hartmut Von Hentig



## **Hartmut Von Henting**


Posen, Alemania

(1925 – )



The TED logo is a red circle with the word "TED" in white, bold, sans-serif capital letters. It is positioned at the top center of the book cover.

**TED**

A white tablet with a green stylus resting on its top right corner. The tablet screen displays the title "Why School?" in large, bold, yellow, sans-serif font on a black background. Below the title, there is a small white icon and the text "Add to watch".

# Why School?

**WILL  
RICHARDSON**

CHRIS LEHMANN | ZAC CHASE

# BUILDING School 2.0

How to Create the Schools We Need



JOSSEY-BASS  
A Wiley Brand

VERSIÓN COMPLETA OFICIAL HD

La educación  
**PROHIBIDA**



Una película documental de Alea

# Entre Maestros

# EDUCACIÓN A LA CARTA (LA REVOLUCIÓN PENDIENTE)

EDUCATION À LA CARTE (THE PENDING REVOLUTION)

0:55 / 1:13:38



## Educación a la carta - Un documental sobre libertad educativa



Plataforma por la Libertad Educativa

Subscribe 895

38,869

+ Add to Share ... More

509 10



# **Dos Categorías**

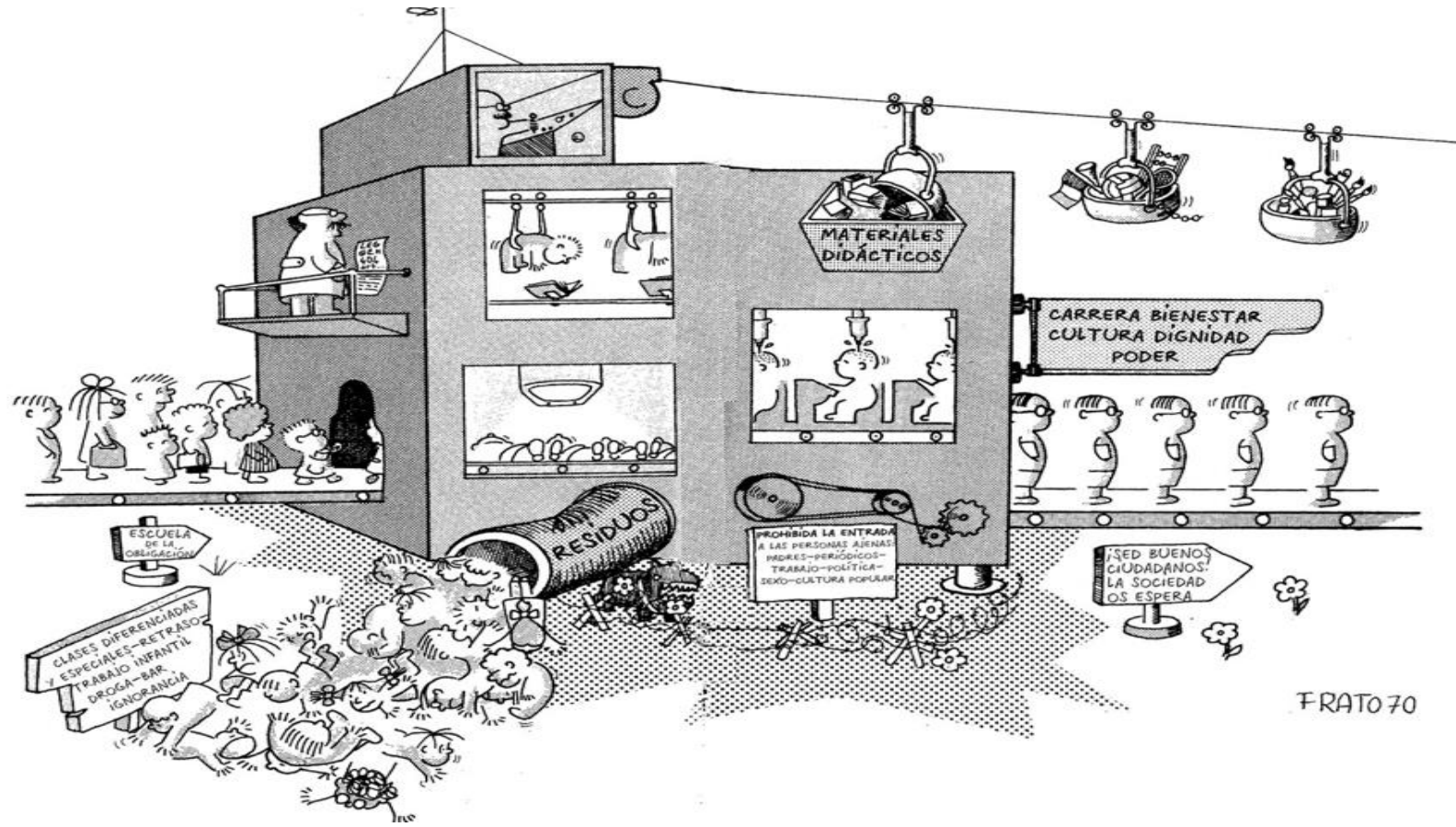
**Información**  
**Formación**

**!Cuidado!**

**!No perdamos  
el norte!**

Reconceptualización de la  
categoría

**FORMACION**









Whaddya mean all my facts are wrong?!?

I copied everything straight off the internet!!





*Una didáctica  
para los  
“makers”*

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LOS EXPERTOS  
AFIRMAN

**¡Regreso a la Básico!**



Pero ...

¿Cuál es la  
Clave?

La Clave

**EL MAESTRO**

DOS TENDENCIAS

# CONTENT CURATOR

¿“Curador de Contenido”  
o “Depurador de Contenido”?

# ¿Qué Enseñar?

Crecimiento Exponencial de la Información  
Caducidad Temprana del Conocimiento

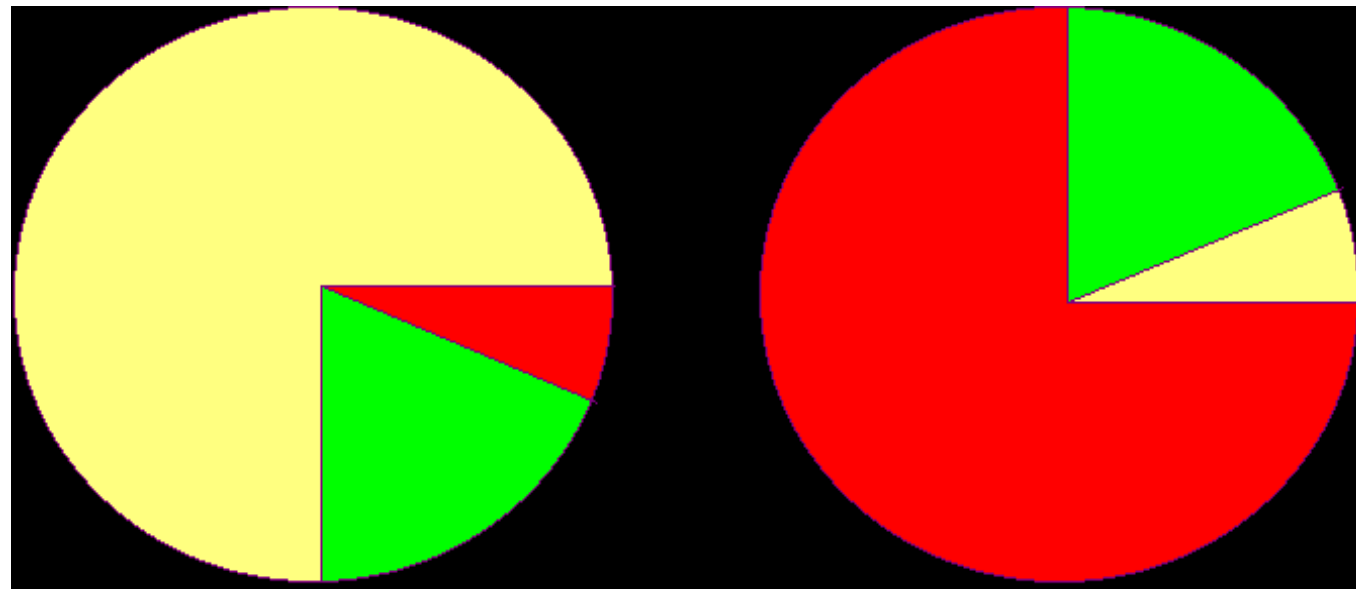




# Distribución porcentual del contenido de enseñanza - aprendizaje

Pasado

Futuro



 Conocimientos  Habilidades  Actitudes y Valores



# CONTENT CURATOR

¿“Curador de Contenido”  
o “Depurador de Contenido”?

“Curar” los contenidos

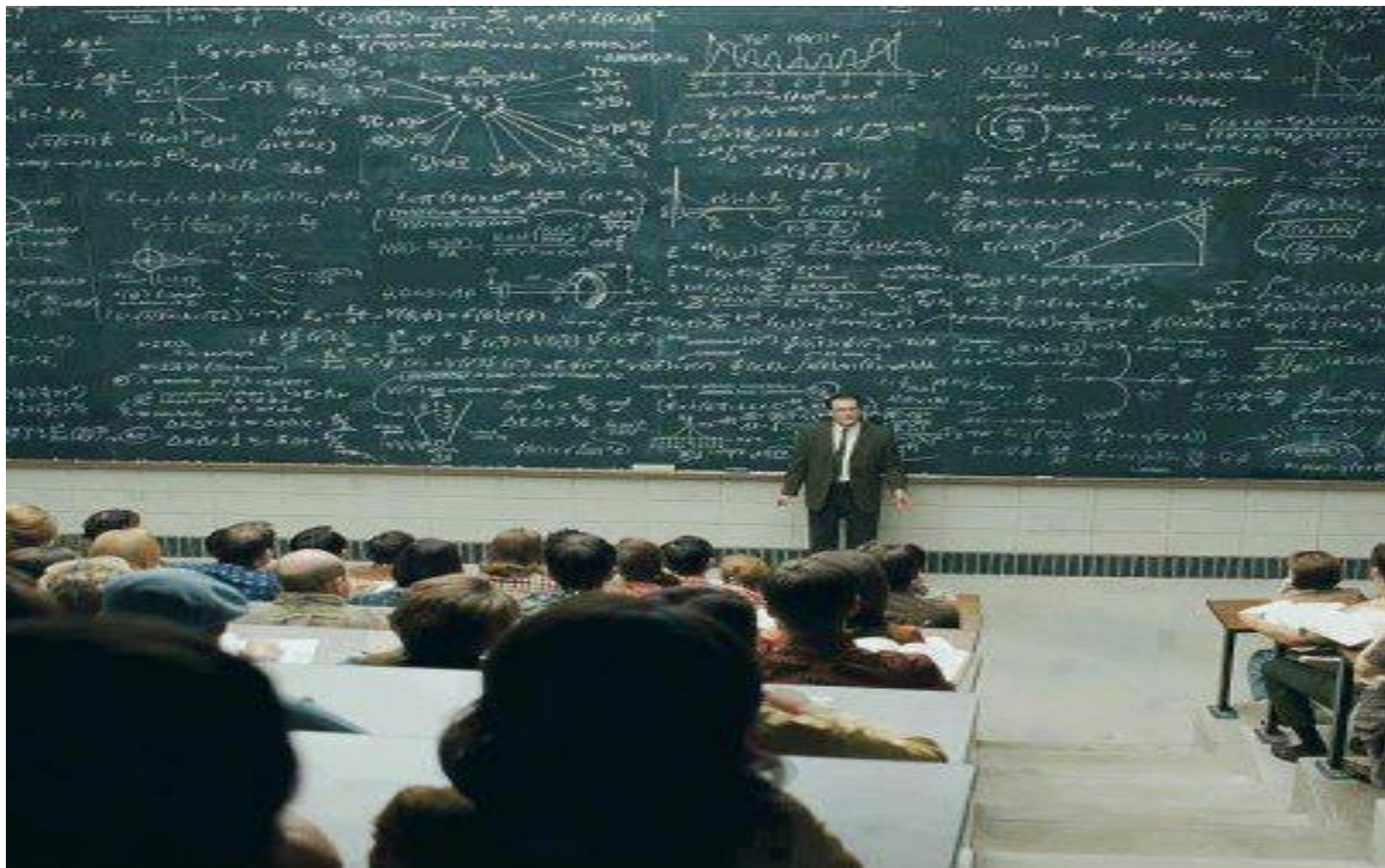
**“Curador de Contenido”**

(Intermediario del contenido)

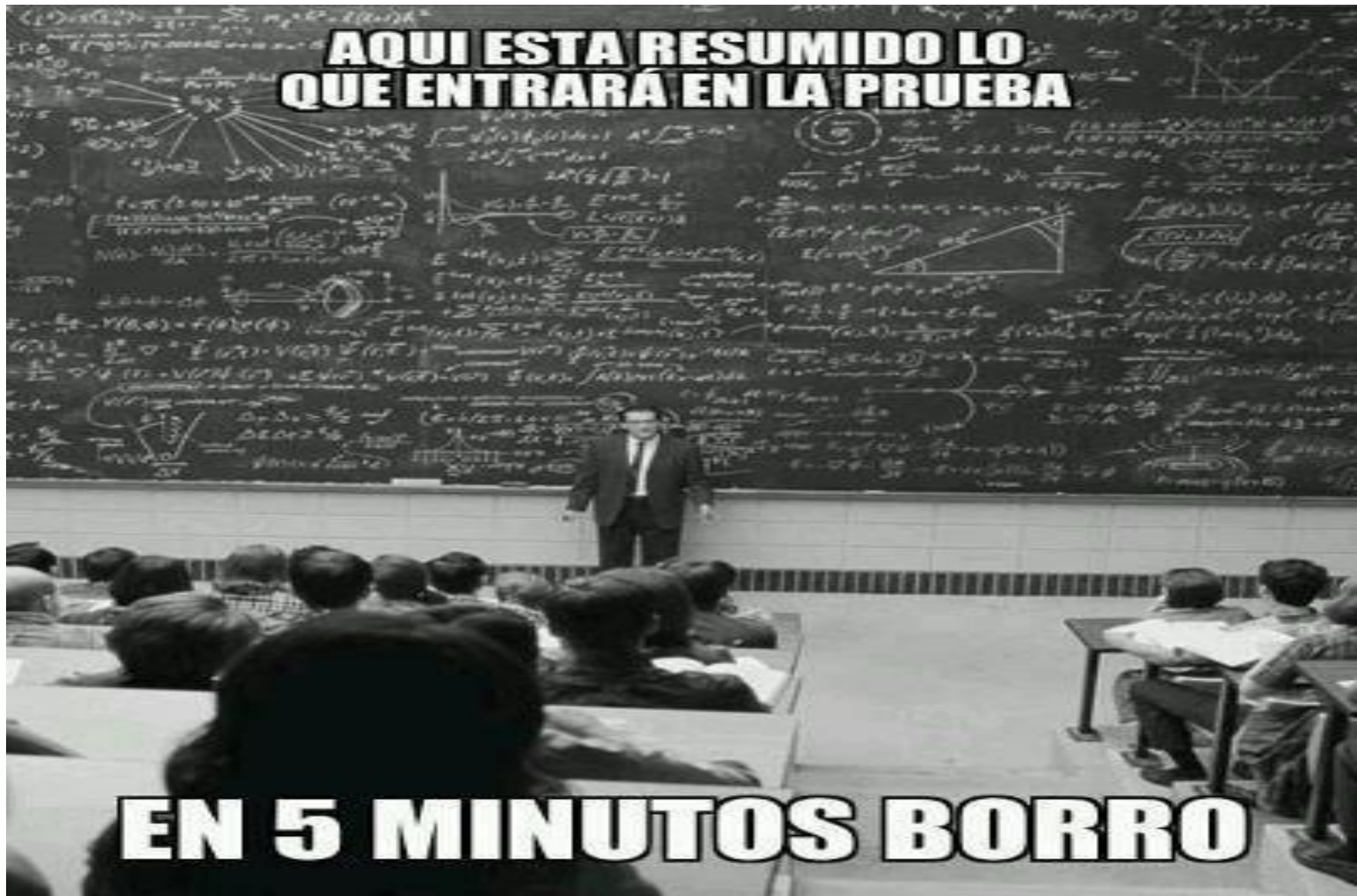
# CONTENT CURATOR

¿“Curador de Contenido”  
o “Depurador de Contenido”?





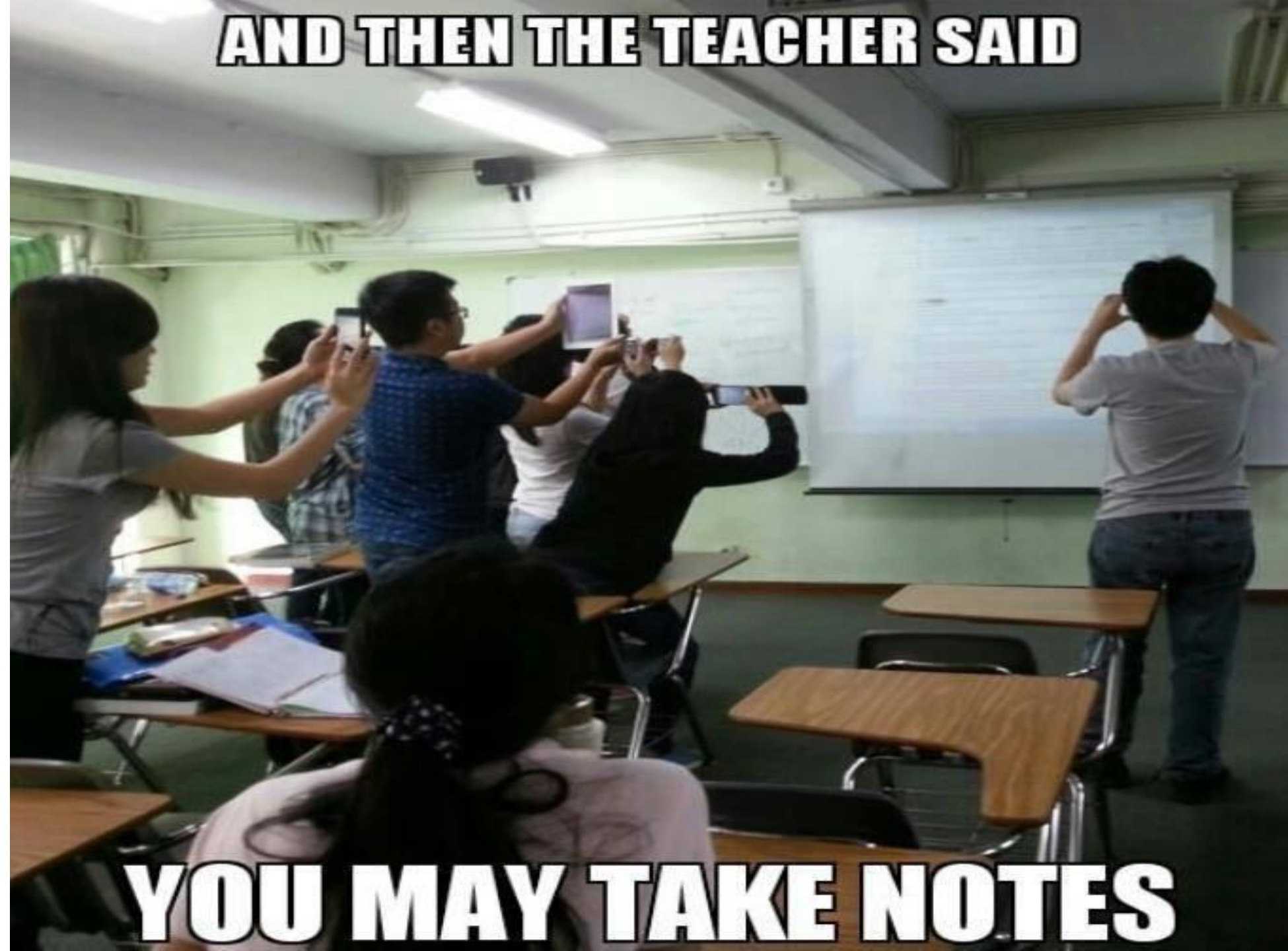
**AQUI ESTA RESUMIDO LO  
QUE ENTRARÁ EN LA PRUEBA**



**EN 5 MINUTOS BORRO**



**AND THEN THE TEACHER SAID**



**YOU MAY TAKE NOTES**

# Curar ...?

## ¿En qué consiste?

¿Qué se cura?

Jamón

Heridas

Esencial para el docente  
Esencial para el estudiante

**¿Eres buen “curador” de contenido?**

No es una profesión, es una  
función del Siglo XXI, de la  
Escuela 3.0

# FILTRACION

¿Filtrar, qué. para qué ...?

Proceso de filtración de lo mejor  
de la información consultada

Sí, eso soy: “curadora de contenidos”. Significa que busco, selecciono, comento y comparto... contenido que me interesa y que encuentro en la Web

Marta Torán

“Yo, Curator” Blog CUED Nov 4 2015

<http://blogcued.blogspot.com/2015/11/yo-curator.html?u>



# Estar al día

Identificar los temas y tópicos, las tendencias, los hallazgos, los líderes ...

# Ser un filtro

Leer no basta. Hay que procesar información.

Procesar información implícita  
entre otras cosas:  
“filtrar” y “colocar” bits de  
información en un contexto de  
ideas diferentes ...

Identificar lo que tiene valor,  
significado ...

Coleccionar, clasificar,  
guardar ...

# Comunicar

Publicar, compartir con otros ...

# Enriquecer

Añadir-Completar-Corregir



PROCESAR - COMPARTIR

**INFORMACION**

# CURACION DE CONTENIDO

¿Para quién?

¿Con qué propósito?

¿Cómo hacerlo?

BUSCAR-EXPLORAR-LOCALIZAR-  
SELECCIONAR-“CURARLA” –  
“EMPACARLA” – DIFUNDIRLA  
(Comunicación) – PROBARLA-  
VALIDARLA

**PROCESAMIENTO DE LA INFORMACION**

# EXIGENCIAS - REQUERIMIENTOS

Acceso --Estrategías para trnsformar la  
información en conocimiento - Participación  
(Actividad/Comunicación )

Compartir

# Inteligencia Colectiva

Inteligencia Individual Versus  
Inteligencia Colectiva

# Inteligencia Colectivo

Grupo Heterogéneos

Habilidades Sociales

Interactividad-Interacciones-Participación

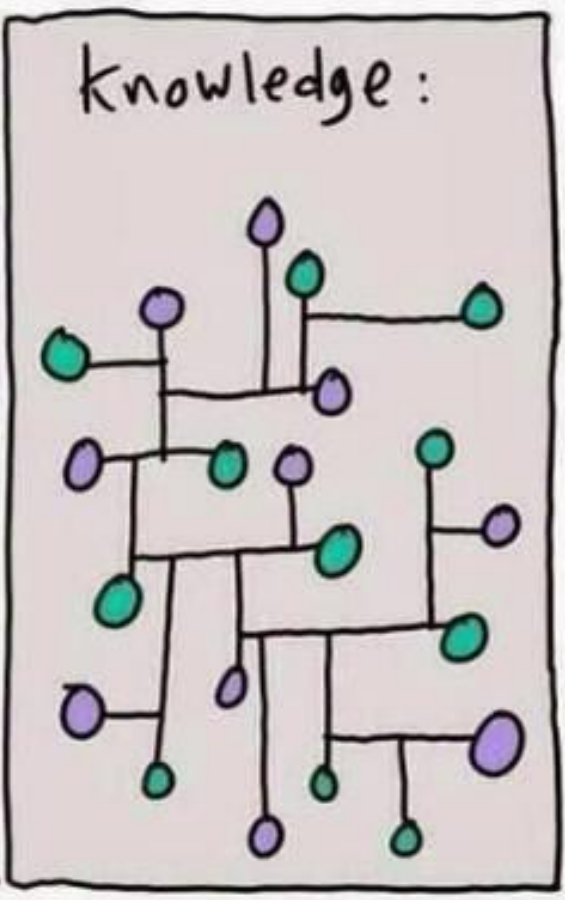
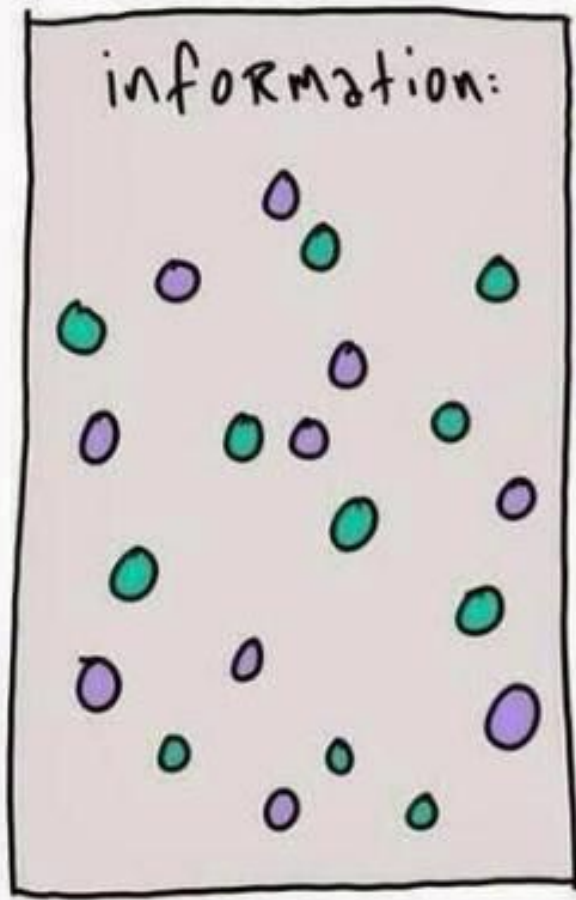
División Social del trabajo

Liderazgo Distribuido

Cooperación

“If you can't explain it simply, you  
don't understand it well enough”

BrainyQuote, 2012



@gapingvoid



“Curar” los contenidos

**“Curador de Contenido”**

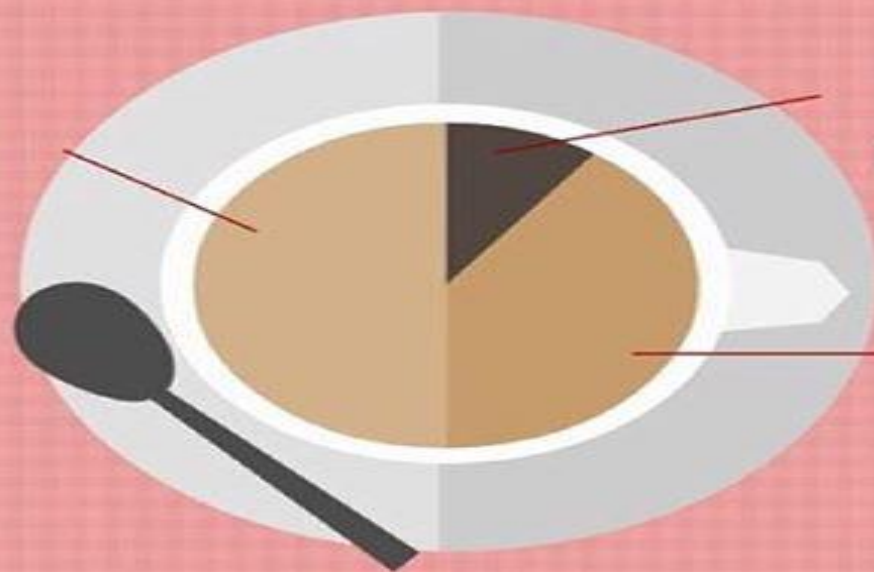
(Intermediario del contenido)

# ¿Cómo “curar”?

Crecimiento Exponencial de la Información  
Caducidad Temprana del Conocimiento

# ¿Cómo "curar"?

Buscar y filtrar



Editar y compartir

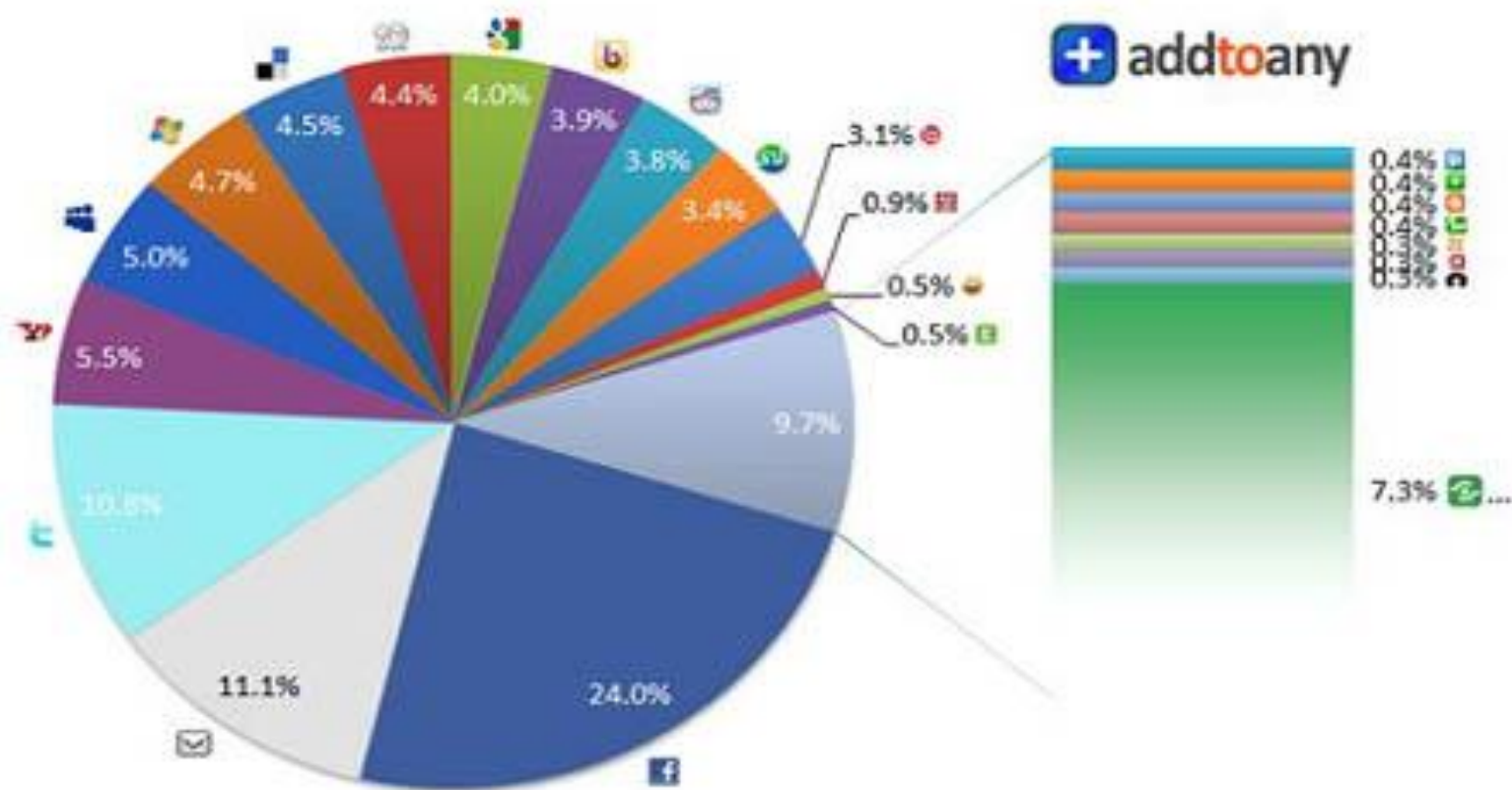
Organizar y mezclar

## Curación de contenidos

- ♥ Buscar y filtrar en la web
- ♥ Utilizar las herramientas para gestionar
- ♥ Buen criterio para filtrar
- ♥ Menos contenido, más calidad y enfoque

Filtrar -> Curar -> Compartir





Facebook [24.0%]

MySpace [5.0%]

Google Bookmarks [4.0%]

Bebo [3.1%]

LinkedIn [0.4%]

Propeller [0.3%]

Email [11.1%]

Windows Live [4.7%]

Yahoo Buzz [3.9%]

Mister-Wong [0.9%]

Netvibes Share [0.4%]

Mixx [0.3%]

Twitter [10.8%]

Delicious [4.5%]

Reddit [3.8%]

Yahoo Messenger [0.5%]

Blogger Post [0.4%]

Netlog [0.3%]

Yahoo Bookmarks [5.5%]

Digg [4.4%]

StumbleUpon [3.4%]

Evernote [0.5%]

Technorati Favorites [0.4%]

Other [7.3%]

# ¿Cómo Enseñar?

Crecimiento Exponencial de la Información  
Caducidad Temprana del Conocimiento

Ctrl

+

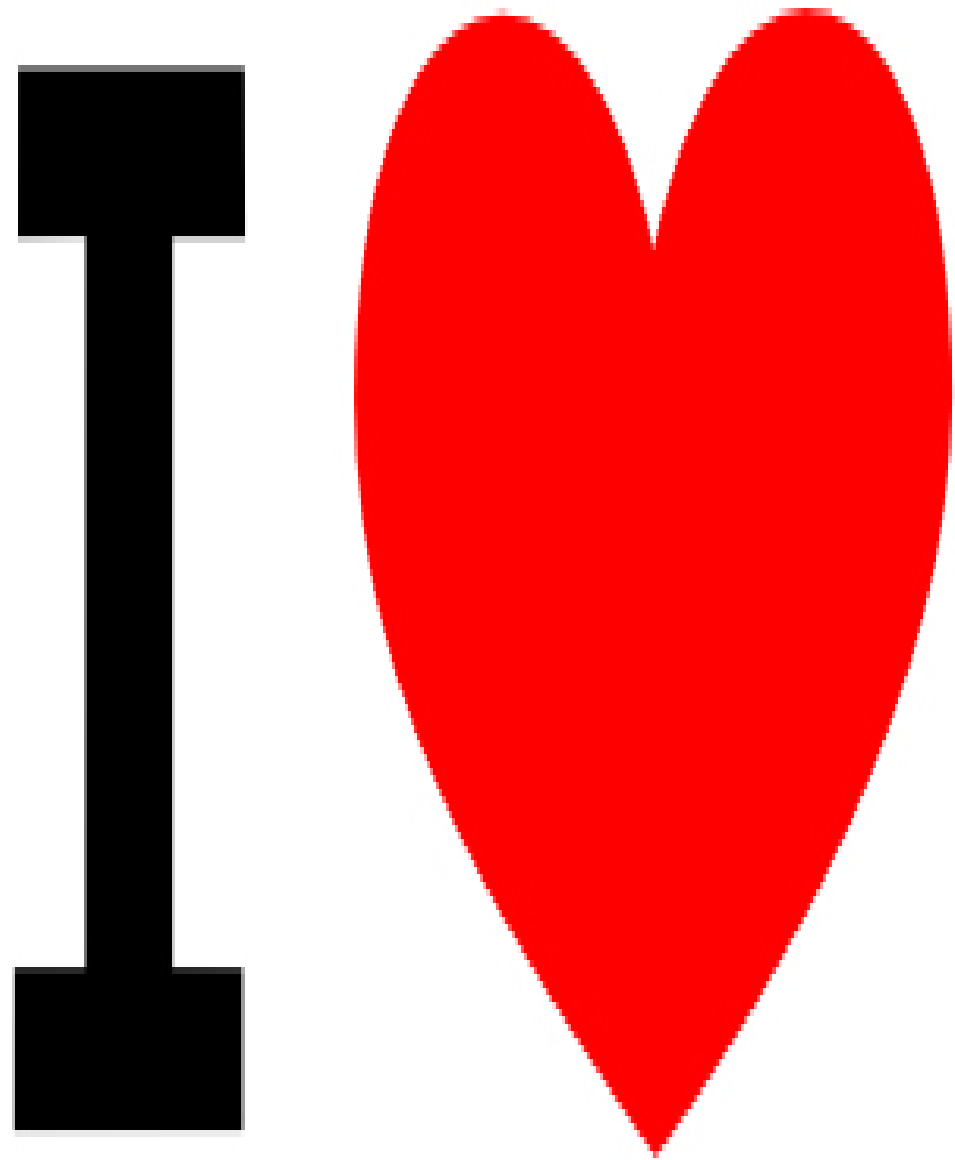
**C**

Ctrl

+

**V**






**Ctrl-C**

**Ctrl-V**



A photograph of a person holding a white sign with black text. The sign is held up in front of a crowd of people. In the background, there is a city street with buildings, trees, and a traffic light. The text on the sign is a playful reference to the 'Copy Paste' meme.

**"My name is Paste.**

**Copy Paste."**

PLAGIO  
AUTOR  
DERECHOS REFERENCIA  
DE INFORMACION  
HONESTIDAD ETICA  
INTERNET



# Método ELI

Siete funciones didácticas “sensibles”

# Estrategia AIDA

Tipos de pensamiento/Habilidades de PI

# MICRO LEARNING



# MICROLEARNING

MICRO APRENDIZAJE

MICRO ENSEÑANZA



**MON**



**TUE**



**WED**



**THU**



**FRI**



**SAT**



**SUN**

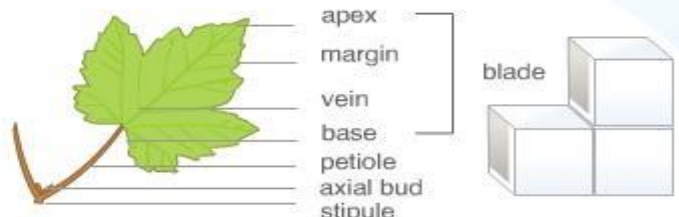




**MICROLESSON**  
Parts of a Leaf Outline



**TERMINOLOGY**  
Petiole, Stipules, Vein



apex  
margin  
vein  
base  
petiole  
axial bud  
stipule

blade

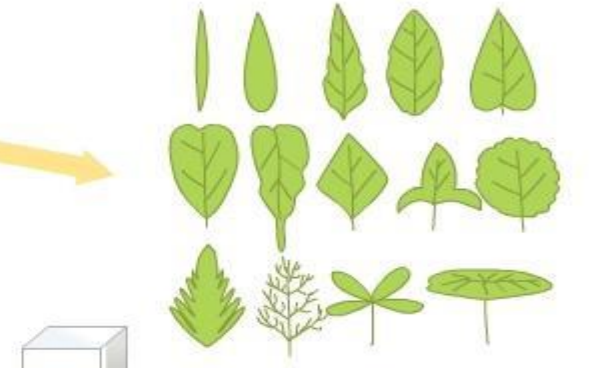
**INTERACTIVE EXERCISE**  
Drag the part name on to right part of the leaf



Online Biology Course  
**Parts of a Leaf**



**MICROASSIGNMENT**  
Collect leaf sample and tag, as in video example.  
Submit your assignment as photo image



**IMAGES AND GUIDE**  
Leaf patterns: veins and types

# The Microlearning Trend: Accommodating Cultural and Cognitive Shifts

Jeff Fernandez

# ANTECEDENTES

ENSEÑANZA PROGRAMADA – CONDUCTISMO – MAQUINAS DE  
ENSEÑAR – OBJETIVOS CONDUCTUALES

DE LAS EMPRESAS, DE LA  
CAPACITACION DE FUERZA DE  
TRABAJO TECNICA Y  
PROFESIONAL A LA ESCUELA



## Microlearning: Small Bites, Big Impact.

8 must-haves every organization needs to be  
successful with microlearning

Axonify

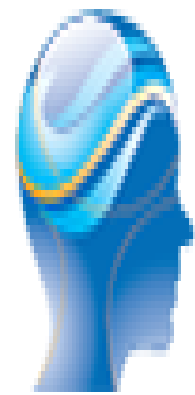
WHITEPAPER

# Microlearning: Small Bites, Big Impact

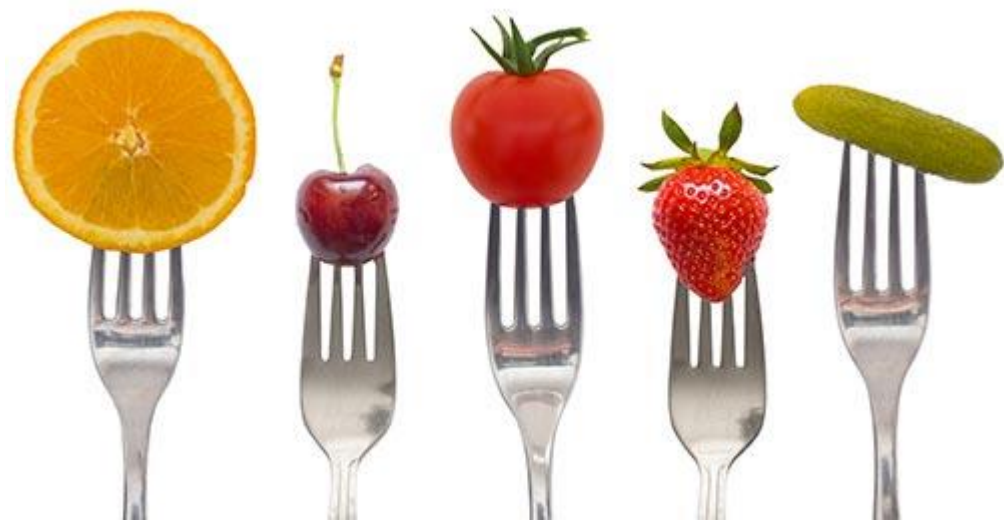
DE LAS EMPRESAS, DE LA  
CAPACITACION DE FUERZA DE  
TRABAJO TECNICA Y  
PROFESIONAL A LA ESCUELA



# BITE SIZED LEARNING

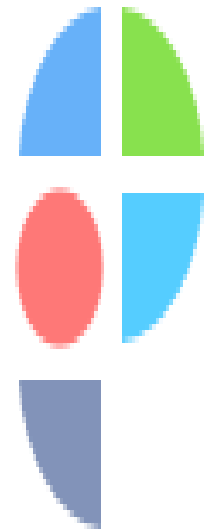


BlueOceanBrain®



# PERFORMANCE CHALLENGES

# STUDENT INSIGHT



practice

# Is Microlearning The Solution You Need?

## A Closer Look at Bite-sized Learning

# MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their own development.

**OVERWHELMED...**

41% of time workers spend on things that offer little personal satisfaction and do not help them get work done.

**DISTRACTED...**

Number of times online every day:  
early days of the internet: 5 | today: 27

41% of time workers spend on things that offer little personal satisfaction and do not help them get work done.

Most learners won't watch videos longer than **4 minutes**.

Knowledge workers are constantly distracted with millions of websites, apps, and video clips.

People unlock their smartphones up to **9 times every hour**.

2/3 of knowledge workers actually complain that they don't have time to do their jobs.

**IMPATIENT...**

Online, designers now have between **5 and 10 seconds** to grab someone's attention before they click away.

5 minutes—Workers now get interrupted as frequently as every 5 minutes—ironically, often by work applications and collaboration tools.

## OVERWHELMED...

## DISTRACTED...

4 minutes

9 times every hour

2/3

## IMPATIENT...

5 and 10 seconds

5 minutes

1%  
of a typical workweek  
is all that employees  
have to focus on  
training and  
development

## UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.



## ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:



## COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.



## EMPOWERED

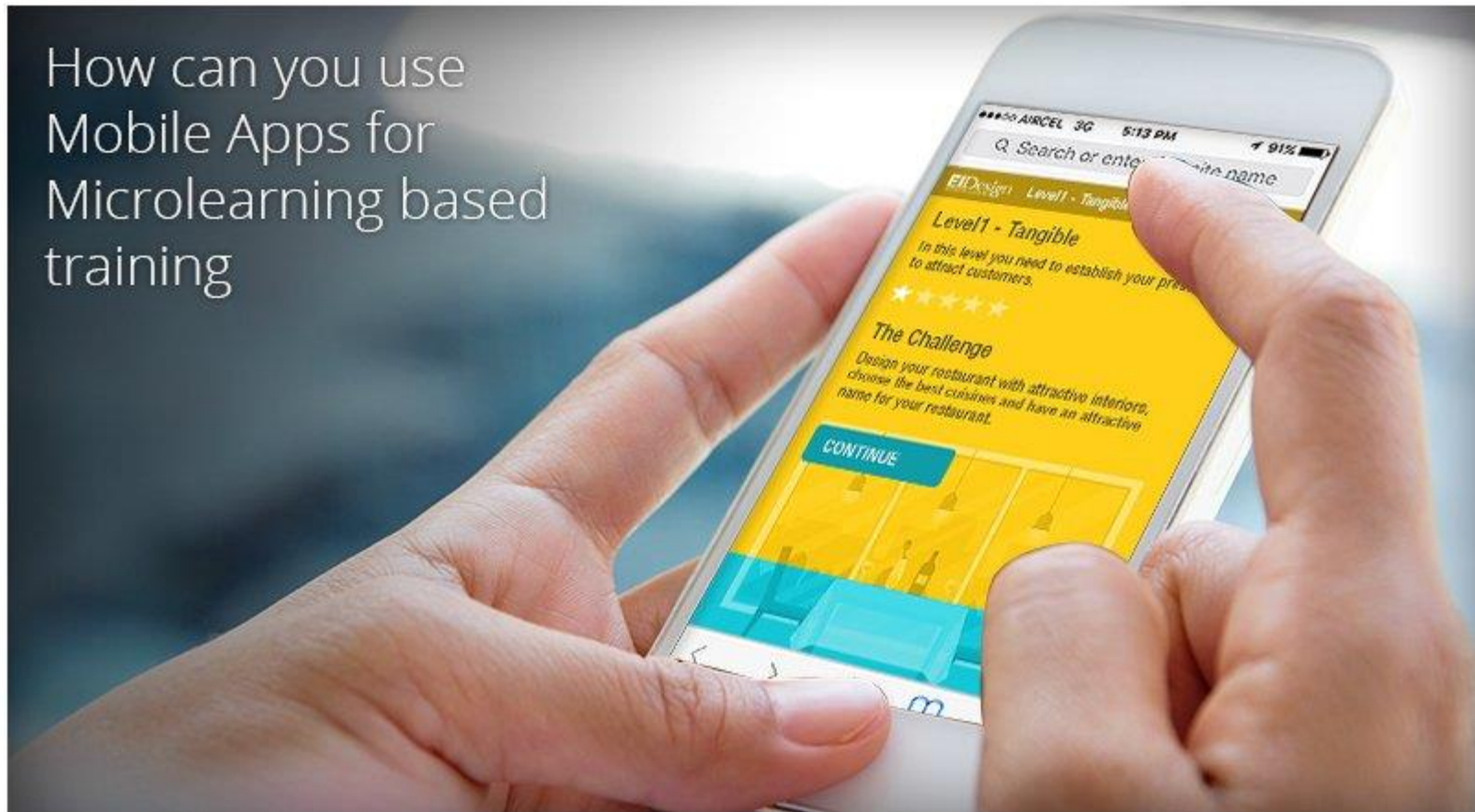
Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.



SOURCES:  
 "The Global Talent Shortage: Insights from the Workforce" by Deloitte University Group  
 "The Knowledge Worker's Day" by Gartner  
 "Mobile Time for the Work-Rest Balance" by Deloitte University Group  
 "Collaboration & Social Tools Drive Business Productivity, Changing HR as well as Learning" by Bersin  
 "Work in Emerging & Culture of Digital Work" by Bersin  
 "Study on Job's Link to Future Skills: Work Day" by Bersin  
 "The Global Talent Shortage: Insights from the Workforce" by Deloitte University Group  
 "The Workforce Learning Ecosystem" by Bersin  
 "The Role of the Digital Worker" by Bersin  
 "The Global Talent Shortage: Insights from the Workforce" by Deloitte University Group  
 "Study on Job's Link to Future Skills: Work Day" by Bersin  
 "The Global Talent Shortage: Insights from the Workforce" by Deloitte University Group  
 "The Global Talent Shortage: Insights from the Workforce" by Deloitte University Group



How can you use  
Mobile Apps for  
Microlearning based  
training



BENEFITS



# ¿Cómo y Qué Enseñar?

TENDENCIAS DIDACTICAS DE LA EDUCACION

# ¿Cómo Evaluar?

Crecimiento Exponencial de la Información  
Caducidad Temprana del Conocimiento

# Gracias ...

**Dr. Ramón F. Ferreiro Gravié Ph.D.**  
**Nova Southeastern University, USA.**  
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***Sigamos en contacto...***

***Su amigo Ramón***

***rferreir@nova.edu***