



Keynote speaker prof. Beatrice Ligorio

Short Bio

M. Beatrice Ligorio is full professor at the University of Bari (IT) where she teaches Educational Psychology and a specialized course on E-learning. She has been a member of EARLI and ISCAR Executive Committee. She is a co-founder of the Collaborative Knowledge Building Group (www.ckbg.org) and she is the main editor of a journal called *Qwerty* and she is in the scientific committee of many journals in the field of education. Her main research interests concern collaborative learning and socio-constructivism, educational technology, innovation in education, communities, identity, learning organization, intersubjectivity, blended and mobile learning, dialogical approach, virtual environments, sustainable learning, knowledge building, social networks and web-forum in education. She has more than 200 publications among scientific articles on national and international journals, chapters and edited texts.

Keynote Abstract

A Blended Collaborative Constructive Participation Model

I would present a model called Blended Collaborative Constructive Participation (BCCP) and it is based on the Triological Learning Approach (Paavola ET AL., 2012; Sansone et al., 2016). The model combines various educational strategies, ranging from traditional lecturing to socio-constructivism educational approaches. The core of this model can be summarized around the following five elements (Ligorio & Sansone, 2014):

- 1) Structuring the educational content. The suggestion is to break the curricula content into modules so to repeat activities in each module and turn students' individual responsibilities.
- 2) Organizing the groups. Jigsaw (Aronson, 1978) method is suggested in combination with role-taking (Cesareni et al., 2016). Jigsaw offers the opportunity to alternate "expert" groups that go in depth in a piece of the content whereas "Jigsaw" group are supposed to combine all the pieces. In this way, students can experience different groups, that are temporary and formed randomly. Role-taking guides students in participation. Traditional roles – such as leader, researcher, observer – can be accompanied to new roles, purposely designed (Impedovo et al., 2018).
- 3) Organizing the contamination between the learning context and other contexts, interesting and interested to the learning activities. Inviting external stakeholders, relevant to the course, makes it possible mind-set contamination. Learning is used right away, to build an object interesting also for an external community, and not just for the community building it – as usually happens in education (Ritella, et al., 2020).
- 4) Defining activities. The model includes two types of activities: a) within the modules; b) across the modules. In the first case, the modules always start with teacher's or expert's lecture, followed by group discussion aimed at building a product. Across modules, the activities proposed are aimed to support metacognition and reflection, such as e-portfolios and informal mediated discussions - it can be via WhatsApp, web-forum or within a Learning Management System.
- 5) Organizing the digital environment to support communication and content sharing. Any available technology is valuable; as long as it is clear what educational aim is serving. Many BCCP's instantiations are already available, both in higher education (Ligorio et al. 2017; Sansone et al., 2020) and lower education (Barzanò et al. 2020).



Results have shown that students participating to this model develop agency (Ligorio et al, 2017), professional skills (Sansone et al., 2020), creativity and team work (Ritella et al., 2020). Technology becomes “invisible” since it is totally functional to the aim of the learning activities. Indeed, further applications are welcome so to improve the model and to make it suitable to a larger variety of contexts.