

# MOODLE NELLA FORMAZIONE FORESTALE EUROPEA FOREE BLENDED LEARNING ToT

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<https://www.foree.eu/>



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## formazione in ambito forestale

- orientata alla **pratica** e alla natura
- qualche **avversione** nei confronti dei media digitali.
- la **crescente digitalizzazione** modifica i requisiti di lavoro in silvicoltura e in altri settori
- la sindemia ha sollecitato l'uso di varie tecnologie didattiche digitali nella formazione forestale

# Progetto Erasmus+ FOREE (2023-2025)

- 4 partner – Austria, Estonia, Germania e Italia - attivi nell’ambito della formazione forestale e interessati ad una migliore integrazione delle tecnologie digitali in questo ambito
- Nella prima parte del 2023, i partner hanno realizzato un rapporto sullo stato del blended learning nella formazione forestale europea raccogliendo contributi
  - da 89 insegnanti e direttori di 37 centri di formazione forestale in 9 Paesi – con **questionario** online – e
  - da 71 insegnanti e direttori di 24 centri e istituzioni che hanno preso parte a sei **focus group** a livello sia nazionale, sia europeo.



# Rapporto FOREE (2023)

- indica un'accresciuta consapevolezza riguardo a forme d'integrazione dell'e-learning nella formazione forestale, con **livelli di esperienza e aspettative diverse** tra centri e istituzioni per la formazione forestale.
- Le principali barriere all'e-learning identificate includono, oltre a difficoltà organizzative e all'**aumento del carico di lavoro**, la **mancanza di competenze digitali** del personale docente e la relativa preoccupazione per le sfide tecniche e didattiche.
- Raramente sono disponibili corsi di formazione adeguati e il personale docente prova a migliorare le proprie competenze principalmente con la **sperimentazione diretta**.





# Tendenze

la maggior parte degli intervistati:

- considera un vantaggio la capacità di combinazione di insegnamento esperienziale e digitale
- conferma che le prestazioni dei tirocinanti migliorano in questi casi e che gli approcci multimediali li aiutano ad approfondire, mantenere e aggiornare le loro conoscenze e competenze
- anche il ricorso alla realtà virtuale o aumentata per corsi di formazione viene vista positivamente, soprattutto quando si tratta di corsi relativi alla sicurezza.

# risultati dei focus group e del questionario

- la comunità dei formatori forestali già dispone di un nutrito ventaglio di informazioni ed esperienze che riguardano la didattica digitale e che favorire scambi in questo ambito e la costituzione di **comunità di pratiche** può avere effetti positivi.
- i focus group, oltre ad offrire un quadro dettagliato dello stato attuale del rapporto della formazione forestale europea con le tecnologie digitali, segnalano il desiderio dei formatori di realizzare **scambi di esperienze** e di esempi di buone pratiche.

## Chapter 3

### **Collecting and saving meaningful experience: The bakers' and chefs' stories**

Alberto Cattaneo, Jean-Luc Gurtner, Elisa Motta, Laetitia Mauroux





Improving the competences of teachers, trainers, educators and other adult education staff



Addressing digital transformation through development of digital resources, resilience and capacity

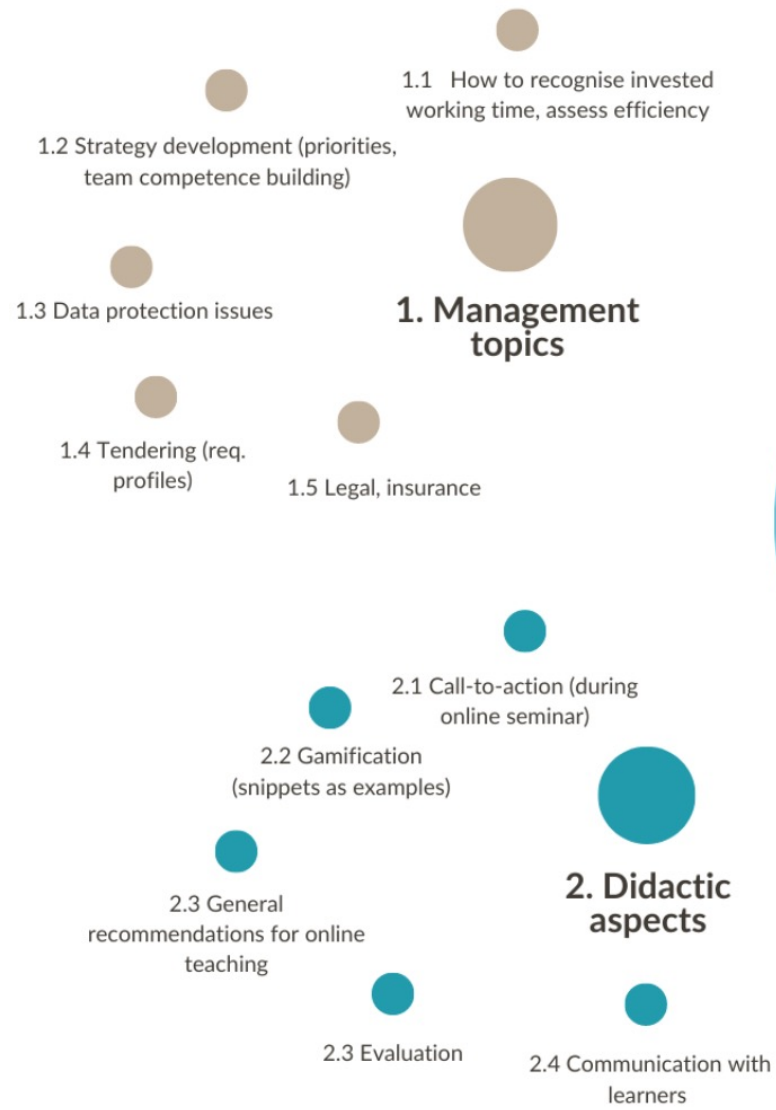


Contributing to innovation in vocational education and training

## 2 strumenti

- **TOOLBOX** hosted @ <https://educationaltoolsportal.eu/>
- **CORSO e-learning ospitato all'Università di Padova tramite la collaborazione fra i dipartimenti FISPPA e TESAF (Moodle 4.1.4)**
- **Il corso è articolato in 4 moduli con particolare attenzione per gli aspetti di design e per l'utilizzo di video educativi**





# FOREE digital Toolbox



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# FOREE MOOC: Blended Learning in Forestry Education

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[Corso](#) [Impostazioni](#) [Partecipanti](#) [Valutazioni](#) [Report](#) [Altro](#) 

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## INTRODUCTION

[Minimizza tutto](#)

### **E+ FOREE MOOC**

The objective of the Erasmus + FOREE 'Digital skills for forest education' is to develop a Train-the-Trainer course (ToT) MOOC on blended learning models to support European forestry education to integrate digital and online learning into classroom- and forest-based courses. This intends to facilitate the design of flexible and hybrid education environments through the complementary use of digital learning concepts, tools and platforms and their broad application in adult forestry training courses.

The present course is composed of 4 main Modules corresponding each to a week of course. Each Module is organised in 3 or more Units with contents like videos, images, texts, infographics, PDF and final quizzes to check the progress of the learning process.



UNIT 2 Video: Blended Learning benefits for learners

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UNIT 2 Video: The role of the educator in Blended Learning

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UNIT 2 BENEFITS AND CHALLENGES OF BLENDED LEARNING

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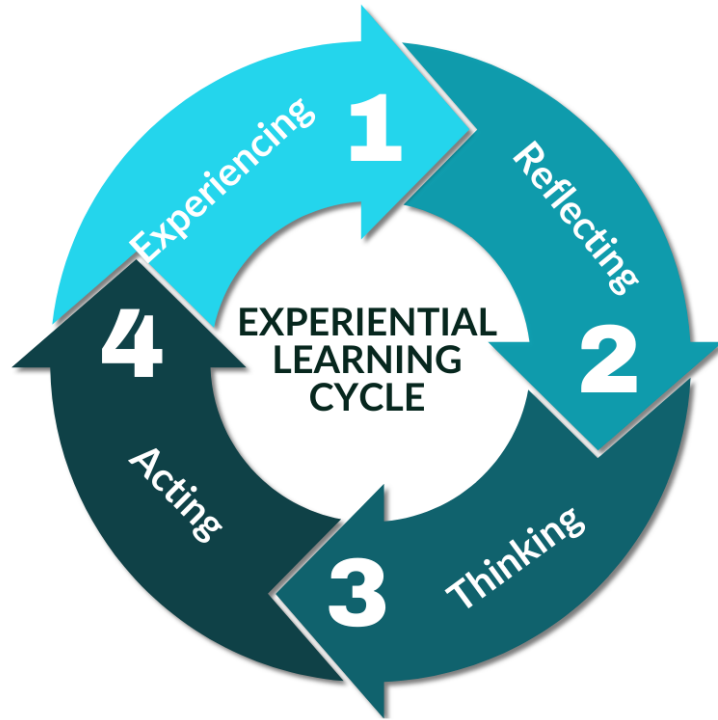
UNIT 2 Quiz on Blended Learning's Benefits and Challenges

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## The experiential learning cycle

[1 minute reading]



The experiential learning cycle is a four-step learning process that is applied multiple times in every interaction and experience: Experience – Reflect – Think – Act.

It's a learning process initiated by a concrete experience, which demands reflection, review and perspective-taking about the experience; then abstract thinking to reach conclusions and conceptualise the meaning of the experience; leading to a decision to act, engaging in active experimentation or applying what you've learned.

This cycle is so natural and organic that people engage in it without being aware that they are learning.

### Experiential learning and digital technologies

Practical learning activities in the forest are based on experiential learning approach. Digital technology can enhance and improve the experience. Let's make an example. To learn how to correctly cut a tree, in order not to cause any damages and ensure our safety and the safety of others, it is fundamental to take a proper body posture during work and position ourselves in the right place with respect to the tree felling direction. Normally, in traditional courses in the forest, the instructor shows the learners how to correctly perform the procedure. The learner apprehends while analysing the directions of the instructor and repeating the same actions, while the instructor corrects him/her. However, the practical activity actually entails felling a tree so it cannot be repeated many times to internalise the process and adjust the posture and the gestures. A simple, affordable and common digital technology such as the smartphone can be used to record the learner while performing the cut and show her/him the videoclip in order to watch and assess better any mistakes she/he is making.

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<https://lely.h5p.com/content/1292127086361992757>



## The ‘Erfahrraum’: a pedagogical model for designing educational technologies in dual vocational systems

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(Received 9 July 2014; final version received 6 June 2015)

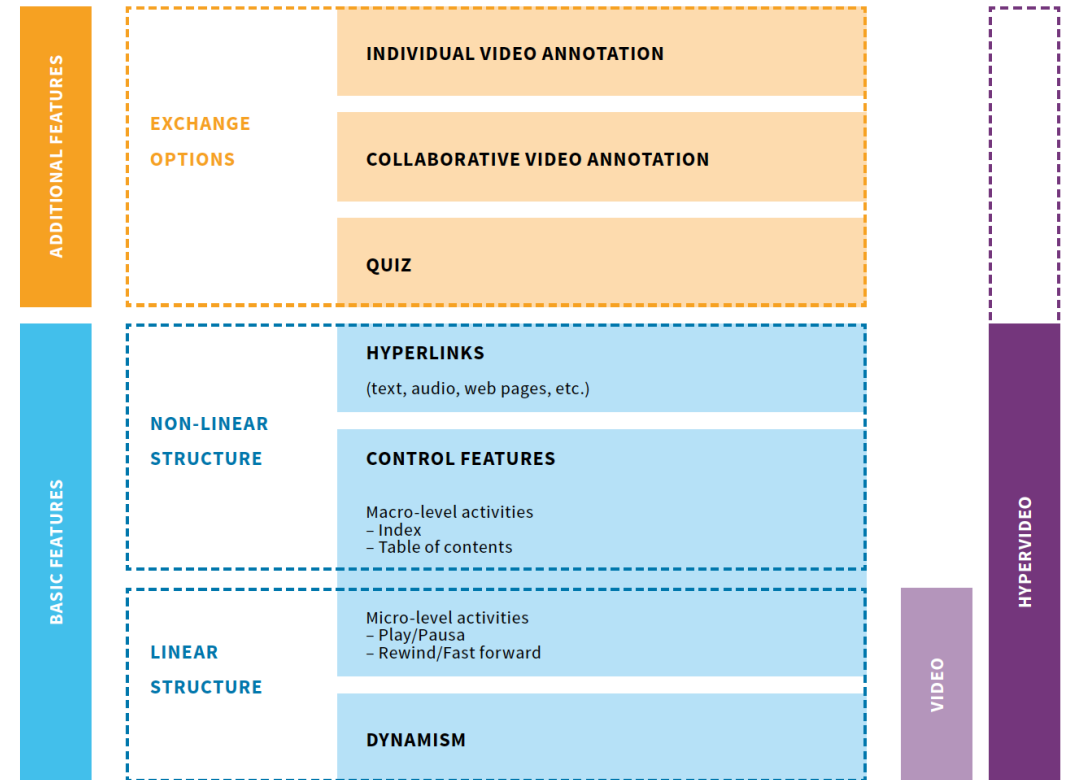


Figure 1. Features found in interactive video (see Sauli, Cattaneo, and Van der Meij, 2017).



# Shifting online: 12 tips for online teaching derived from contemporary educational psychology research

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## Abstract

**Background:** As a result of the COVID-19 pandemic, many teachers found themselves making a rapid and often challenging shift from in-person classroom teaching to teaching in an online environment. As teachers continue to learn about working in this new environment, research in cognitive and learning sciences, specifically findings from cognitive load theory and related areas, can provide meaningful strategies for teaching in this 'new normal'.

When hot air rises, it cools and condenses creating the air droplets to gather together and form clouds. These clouds, in turn, become more dense with temperature changes and can drop water on the surrounding landscape



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**TABLE 1** Summary of tips informed by contemporary educational psychology research.

Identified effect/ Principle	Tip
<b>Approaches to optimize the design of online learning materials</b>	
Split attention	When presenting visual information such as diagrams or graphs with explanatory text, place text within the diagram, at spatially nearby locations, instead of off to the side or below, like a map legend.
Modality	When using multimedia, ensure that auditory (verbal) explanations support visual materials (text or images) without being redundant.
Redundancy	Like modality, when presenting novel information to learners, ensure that auditory and written explanations do not replicate already-presented visual information exactly, but instead highlight key points and serve to enhance learner understanding. If redundant information is present, consider removing it.
Signalling (cueing)	When presenting novel information, add visual cues to guide learner attention to key areas either by using colour, symbols or text on diagrams.
Transient Information	When using multimedia materials, ensure that new concepts are not covered too quickly, and instead slow down the presentation, 'chunk' information into smaller, more digestible resources, or allow students agency to control playback of these materials.
Instructor visible	When teaching online instructor presence is crucial to establishing community through social connections. Additionally, when presenting information through video or multimedia, a visible instructor who gestures, or provides other visible cues to guide attention can support learning.
Human movement	Like the first-person perspective effect, when presenting procedural motor tasks for students to learn, use animations, and present them from a first-person perspective.
First-person perspective	In learning domains that involve procedural motor tasks such as learning a new skill using one's hands, presenting video demonstrations from the first person, instead of the third person perspective, can support learning.
<b>Instructional strategies to support learning</b>	
Example-based learning	In STEM domains that involve problem-solving based on established rules and sequences, provide worked out examples for students to study in conjunction with practice tasks/questions. These examples can take many forms such as video explanations with visible instructors, static examples with steps labelled or examples with erroneous steps for learners to study. Additionally, asking students to create mini-lessons for their peers based on presented examples can support student understanding of the problem and build problem-solving skills.
Tracing	When studying visual learning materials such as diagrams or charts, teachers can encourage students to trace or use other hand gestures if they find it beneficial for their own learning
Spacing	When learning online, allow time for learners to 'reset', allowing space for them to rest and replenish their cognitive resources before continuing, either in a synchronous learning environment or asynchronous lessons
Generative learning	In contrast to passive absorption of novel concepts and traditional studying techniques, learners benefit from generation and creation of their own understanding. Teachers can encourage active engagement with new ideas through summarizing, practice testing, and the creation of video tutorials to teach others





UNIT 2 Video: Instructional strategies to support learning

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UNIT 2 VIDEO TUTORIALS EDUCATION

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USEFUL TIPS FOR VIDEO CREATION

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UNIT 2 Quiz on Video Tutorials Education

grazie per l'attenzione

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Digital Skills for Forest Education

## Riferimenti bibliografici

1. Rekola, M., Nevgi, A. and Sandström, N. *Regional Assessment of Forest Education in Europe* (2021). FAO. Rome, Italy.  
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