
teknosofikum


Welcome

Agenda

10:00 WELCOME

- Introduction to Teknosofikum
- Icebreaker -> get into your group
- The five teaching perspectives

10:50 BREAK

11:00 TEACHING

- Groupwork: discuss you TTP results
- Share reflections in plenary

12:00 LUNCH

12:45 TECHNOLOGY

- Introduction to the EdTech Implosion
- Groupwork: EdTech Implosion exercise
- Presentation in plenary

14:00 COFFEE and CAKE

14:15 SNEAK PEEK – WHAT'S AHEAD OF YOU

15:00 WRAP UP

15:30 CIAO!

Meet the team

Jeppe Kilberg Møller
Project Management, ITU

Magda Pischetola
Postdoc, ITU

Henriette Moos
Lecturer, ITU

Linea Oxholm Larsen
Visual Design, DSKD

Qamar Un Nisa Sahibzada
Learning Consultant, ITU

Lis Lak Risager
Learning & workshop support, KU

Erdem Solakoğlu
Video Editor, ITU

Daria Damien
Software Developer, ITU

What is Teknosofikum?

- Technology Education - **TechEd**
- **Professional** development
- **Praxis**-oriented
- **Research**-based project

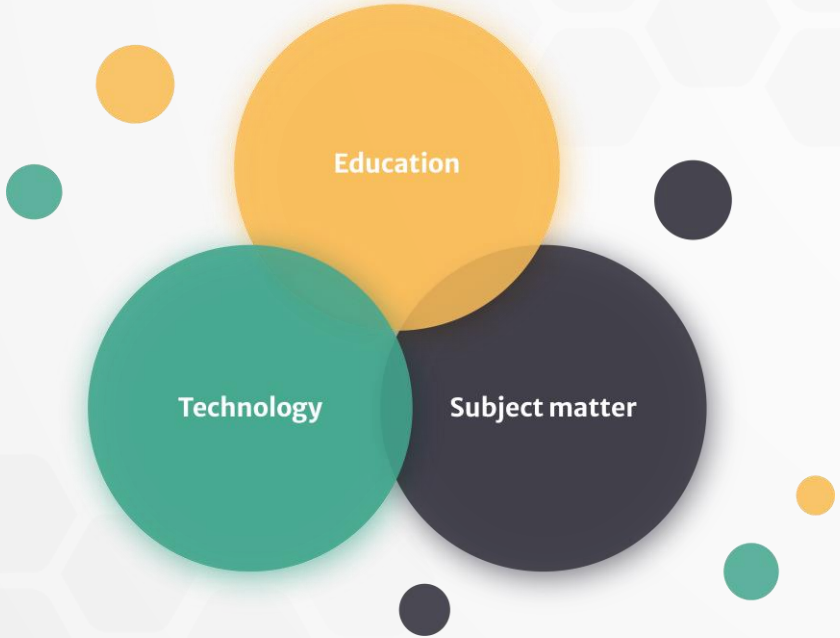
design skolen kolding DK

Det Kongelige Akademi
Arkitektur Design Konservering

IT UNIVERSITY OF COPENHAGEN

KØBENHAVNS UNIVERSITET
DET JURIDISKE FAKULTET

The format



Timeline

Hybrid

Self-study

On-site workshop #1

29.03.2022

Virtual learning platform and midway meeting

20.04.2022/
21.04.2022

Assignment

05.05.2022

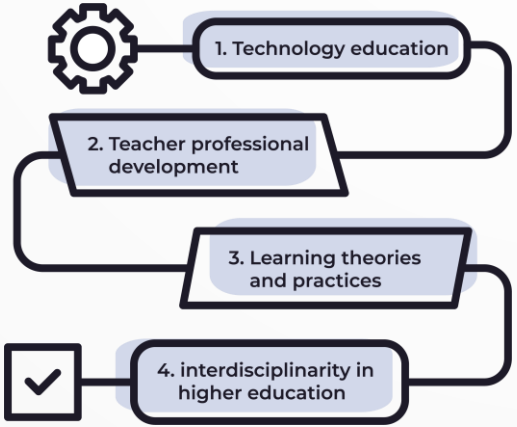
On-site workshop #2

10.05.2022

Please notice

• This is the 3rd iteration of Teknosofikum – we are looking for **honest feedback** to keep improving and learning

•The focus is on ***your* teaching** – please constantly reflect upon how what you will be presented with related to your subject matter



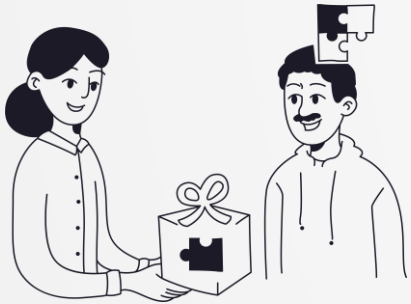
THE ICEBREAKER

Teaching Perspectives

Teaching Perspectives

- The survey is to discover what are ***your*** **perspectives** on **teaching**
- Each perspective has **advantages** and **disadvantages**
- Most teachers hold **more than one dominant perspective**
- Tool to reflect on how **beliefs** and **intentions** translate into **actions**
- The results are first step to **improve your teaching**

Teaching Perspectives



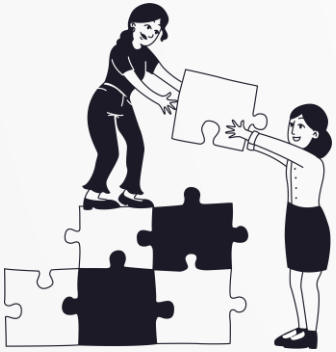
TRANSMISSION

Focus:
Clarity of contents and purposes

Learning:
Pre-determined, information processing, behavioral change

Teaching: Alignment with assessment, measurable learning outcomes

Keyword:
Explanation



DEVELOPMENT

Focus:
Individual internal development process

Learning: Reasoning, Problem-solving, cognitive abilities

Teaching:
Fill knowledge gaps, build on previous knowledge

Keyword:
Construction

EXPERIENCE

Focus:
Specificity of the context/situation

Learning:
Value of experience, peer-work, participation

Teaching:
Cases and examples, real life, participatory design

Keyword:
Scaffolding

Teaching Perspectives

RELATIONS

Focus:
Relations, reflections, community

Learning: Environment, senses, and emotions

Teaching: Adaptation to specific needs, care, and trust

Keyword:
Receptiveness

Empowerment

Focus:
Empowerment and agency

Learning:
Open questions, multiple answers, materials

Teaching:
Improvisation, openness, and risk-taking

Keyword:
Complexity


BREAK
Back at 11:00

Teaching Perspectives

Exercise

Getting started

– Reflect on your survey result

Questions for discussion:

- What are the **two highest columns** in your results?
- Which other column presents a **high score in beliefs** but a **low score in actions**?
- Which other column presents a **high score in actions** but a **low score in beliefs**?
- How do you interpret these results?

(The questions above are also on the handout)

Remember that:

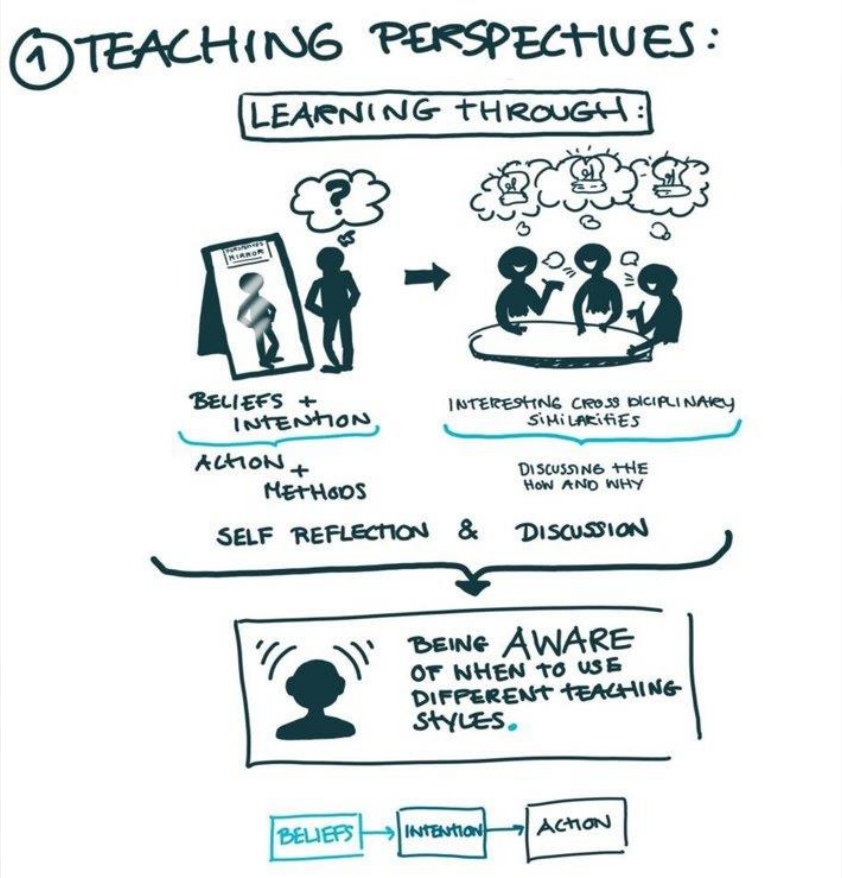
- Not a diagnostic tool (it's a **point of departure**)
- All teachers **embody all perspectives**

Use Mentimeter to fill in questions and individual insights for plenary discussion:

https://www.menti.com/cw856uor89

Voting code:
5921 5300

Note: Your input is anonymous



Plenary


Lunch
Back at 12:45

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14:15 SNEAK PEEK – WHAT'S AHEAD OF YOU

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15:30 CIAO!

What is Technology Education?

What is TechEd?

- **Future of professions:** Technological trends impact on new roles, decision-making, regulation, and use of data ⇨ **new knowledge is needed**

- **Technology:** Technology is more than a tool; it is an active agent that changes society ⇨ **'defamiliarize' our understanding of technology**

- **Interdisciplinarity:** Higher education teachers work with research, business, and industry ⇨ **dialogue provides exchange about tech trends across fields**

What is TechEd?

Educational Technologies - EdTech

What Teknosofikum is not	What Teknosofikum is
Course in general IT and/or digital skills (e.g. PC-driving license	Course for teachers' professional competences development
Digital technologies as mere tools/instruments (educational technology)	Digital technologies as tools, forms of organization, shape of knowledge (technology education)
Static knowledge of relevant tools and resources for the digital age	Dynamic knowledge of a variety of available technologies and imagined pedagogies
Distance teaching (forgets human relationship as pedagogical core)	Hybrid teaching with a focus on human relationships (critical relational pedagogy)
Digitization (how to make things digital, e.g. wikipedia)	Digitization (how do we organize ourselves around technologies, e.g. in education)
Tips and tricks	Critical/creative thinking to deal with uncertainty

Technology Education - TechEd

Implosion

Exercise

Explore what you know

– In 3 steps

Step 1: Pick a technology to explore in the group:

Communication platforms:
- Zoom
- Teams
- Moodle/Absalon/Platform (course systems)

Hardware:
- Tablet
- Microphone
- Webcam
- 3D printer
- VR

Formats
- Podcast
- Video lecture

Toos
- Padlet/Stepstone

Step 2: Reflect on a list of questions and draw a poster divided in two:

1. A **knowledge map** about the technology

2. An **ignorance map** about the technology

Step 3: Present a summary of your discussions in **plenary**, showing the poster with the two-sided map.

(The 3 steps are also on the handout including further instructions)

7 Exploratory questions

1. What is its history?
   How does its history matter?

2. Who makes it? How is it made?
   What materials are involved in its production?
   What are its parts? What are its stages?

3. What kind of professionals are involved in making expert decisions regarding its development, production, and dissemination?

4. What are the regulations concerning it?
   How do these regulations help constitute it?

5. How much do we learn about it?
   What kinds of people get to learn about it?

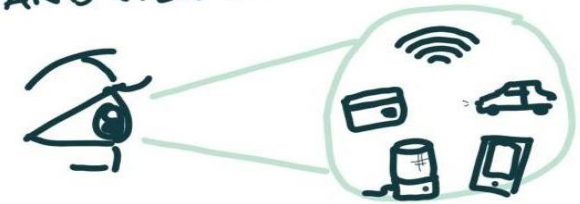
6. How does it impact organizations (schools, businesses, governments)?
   How does it impact personal life (family, friendship...)?

7. How does it change what we know about the world?
   How does it change what kinds of information we value?
   What kinds of knowledge count in talking about it?

(The questions are also on the handout including further instructions)

② IMPLOSION:

DIFFERENT UNDERSTANDING AND VIEW ON TECHNOLOGY



Wi-Fi ROUTER
siri
Rijekort
CORONA PAS APP
ELECTRICAL AUTOMATIC CAR

HOW DOES OUR PERSONAL EXPERIENCE OF TECHNOLOGY CORRELATE WITH OUR USE OF IT?

BEING AWARE ON OUR BELIEFS AND INTENTIONS WITH TECHNOLOGY

Plenary


BREAK
Back at 14:15

Agenda

14:15 SNEAK PEEK – WHAT'S AHEAD OF YOU

- Teasers from course material (Law, Design, IT, and testimonials from first round of participants)
- How to navigate the platform
- How to use the group
- Intro to worksheet for workshop 2

14:45 GROUP WORK – PLANNING NEXT STEP

- The plan from here (book group midway online meeting)

15:00 WRAP UP

- Takeaways from TTP
- Takeaways from implosion
- Expectations until we meet again

15:30 CIAO!

Sneak Peek

How to navigate the platform

www.teknosofikum.dk

IT · 40 min
Blockchain

IT · 20 min
Regulation, Organizations, and IT

IT · 20 min
Biases in Algorithms

Law · 15 min
Law and Technology

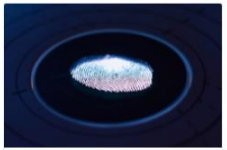
Education · 10 min
The 5 Teaching perspectives

Education · 30 min
Learning Strategies

Education · 60 min
Multiple Formats

Education · 20 min
Feedback and Assessment

Law · 50 min
Regulation OF Technology



Law · 40 min
Regulation BY Technology

Law · 40 mins
Technology and the Legal Field

Design · 40 min
Technology and Design

Education · 60 min
EdTech tools

Education · 30 min
Online teaching

Education · 50 min
Ideas from Teachers and Students

Education · 15 min
The Flower Model

Design · 35 min
Human-Tech Relations

Design · 75 min
Creative Coding

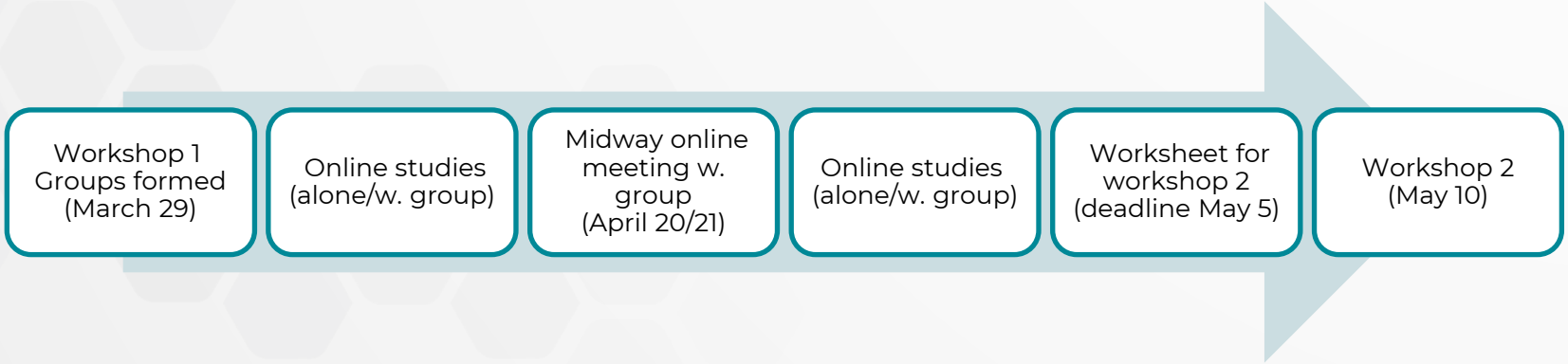
IT · 40 min
Smart Home

IT · 60 min
Diversity

Education · 60 min
Teaching Plan

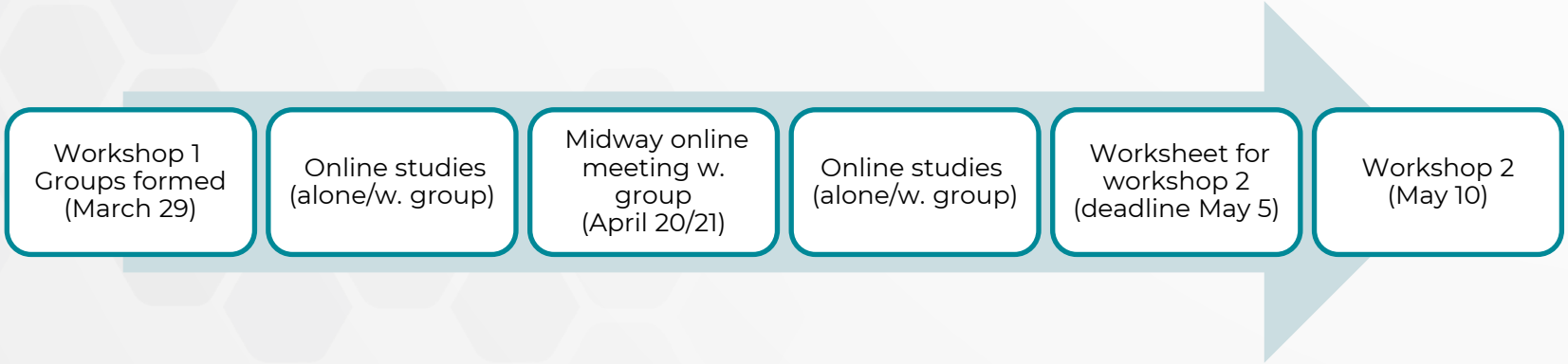
How to use the group

1. Shared experiences around **selected topics (3 under Teaching topics + 3 under Tech topics)**
2. Knowledge sharing through **forums** (some topics link to a forum and encouraged you to share)
3. Prepare questions and status for the **Midway Online Meeting**
4. Get feedback on your individual teaching ideas for the **worksheet** for workshop 2



Individual tasks before workshop #2

1. Engage in additional **6 topics** (as a minimum) - either before or after the online midway meeting.
2. Engage in **informal dialogue** with your group about the topics.
3. Engage in the **forums** by sharing your experiences (all former, present and future participants).
4. Participate in the **Midway Online Meeting**.
5. Fill out the **worksheet for workshop 2** (your input will be used to customize the program for workshop 2).



Intro to worksheet for workshop #2

Do the exercise: 'How might I...?'

1. List **students' needs/challenges** that you noticed in the past or you expect to meet in the future.
2. **'Flip' the challenge** to identify potential new solutions in your teaching (based on input from workshop 1, from the Teknosofikum topics, from discussions in the group).
   For example, ***How might I*** *optimize group formation?*
3. Explain the **intended purpose of each idea** to address the change you want to make.
4. Think of **one or more digital tool(s)** that could help you address the need/challenge.
5. Pick the **three most important ideas** to bring at workshop 2, where we will plan teaching experiments.
6. Describe your ideas in the **worksheet template** and upload them to the folder of your group on gdrive

Intro to worksheet for workshop #2

Idea #1	Break 6 x 2 hour hour lectures into several independent, but yet connected, videos bites.
Purpose	To accommodate a more flexible learning pat h for groups working with independent challenges.
Digital tool(s) to support the idea	Video lectures recorded with Zoom and made available onthe learning platform
Changes in the learning environment	'Flipped classroom' approach: More flexibility and customization to each groups' actual project process and timing of the lecture subjects into that process.

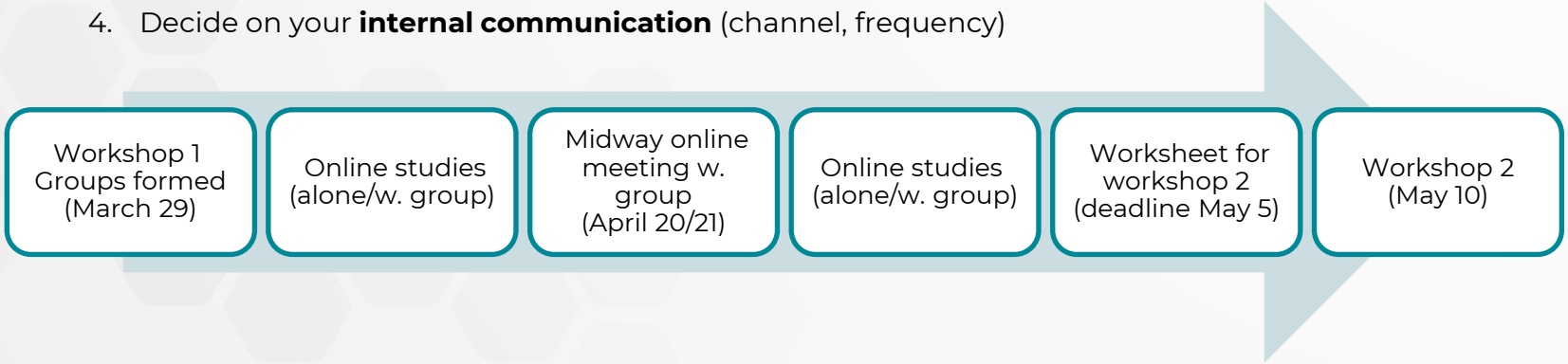
Recap: tasks for the group today

1. **Fill out group document** (group#, names, emails, phone, institution, midway meeting, 6 shared topics)
   https://docs.google.com/spreadsheets/d/1BbK0pYfszUeNw-4lvOK983T77FNCbaA3EXTgmlil2CE/edit?usp=sharing

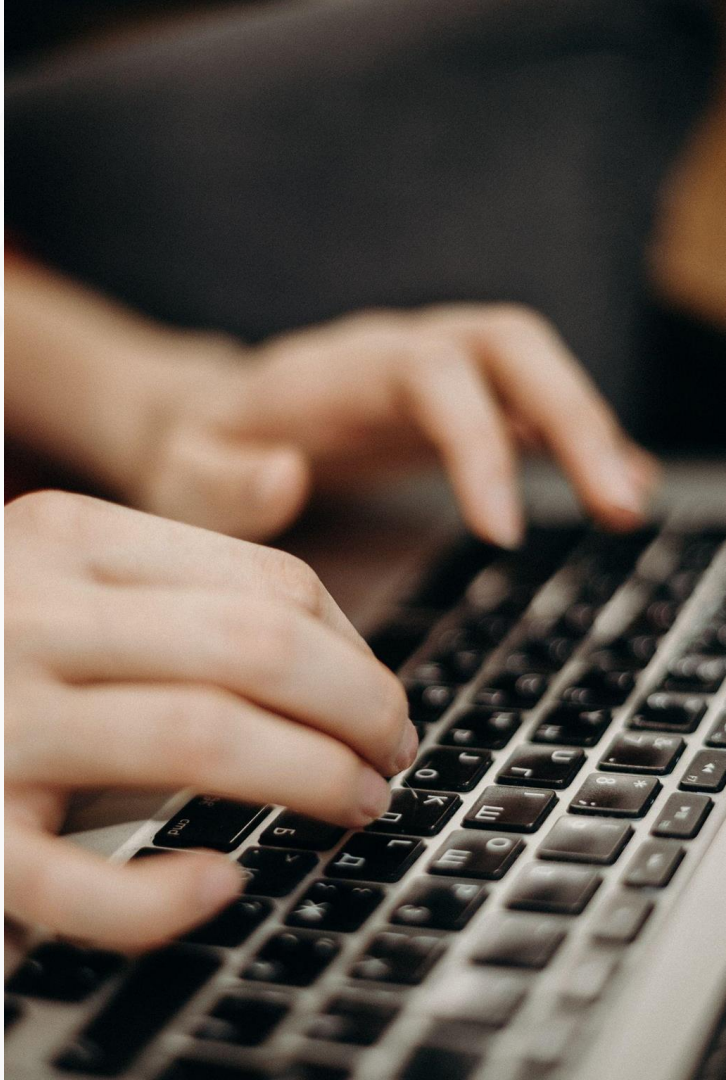
2. **Pick doodle time** for Online Midway Meeting (April 20th/21st)
   https://doodle.com/meeting/participate/id/9avzGWXa

3. **Pick 3 EdTech + 3 TechEd topics for the whole group to watch** before the Online Midway Meeting (fill them in in the group document)

4. Decide on your **internal communication** (channel, frequency)



Planning



Wrap Up

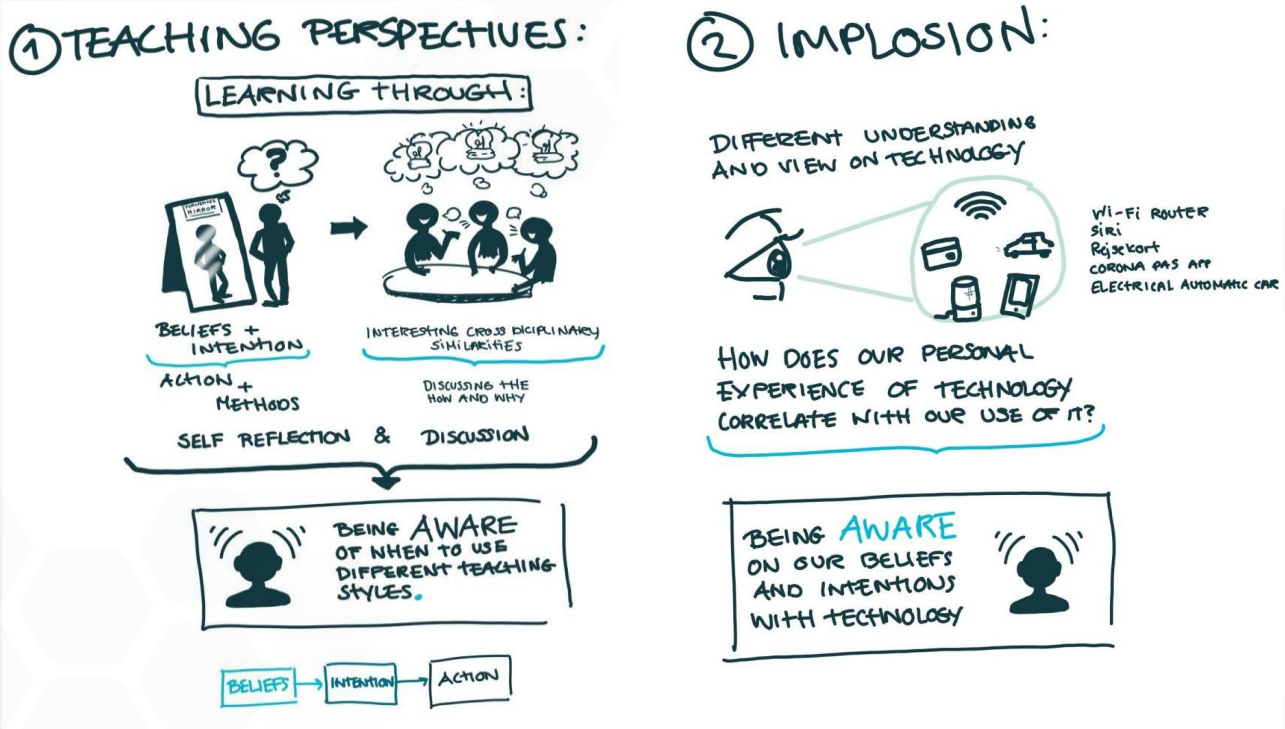
Takeaways from the day – 4 slides

Join Mentimeter:

https://www.menti.com/c6hejzft6y

Voting code: 2488 8083

Note: Your input is anonymous



3) Your expectations until the Midway Meeting?
4) Your overall assessment of the workshop

Plenary

Contact: Jeppem@itu.dk