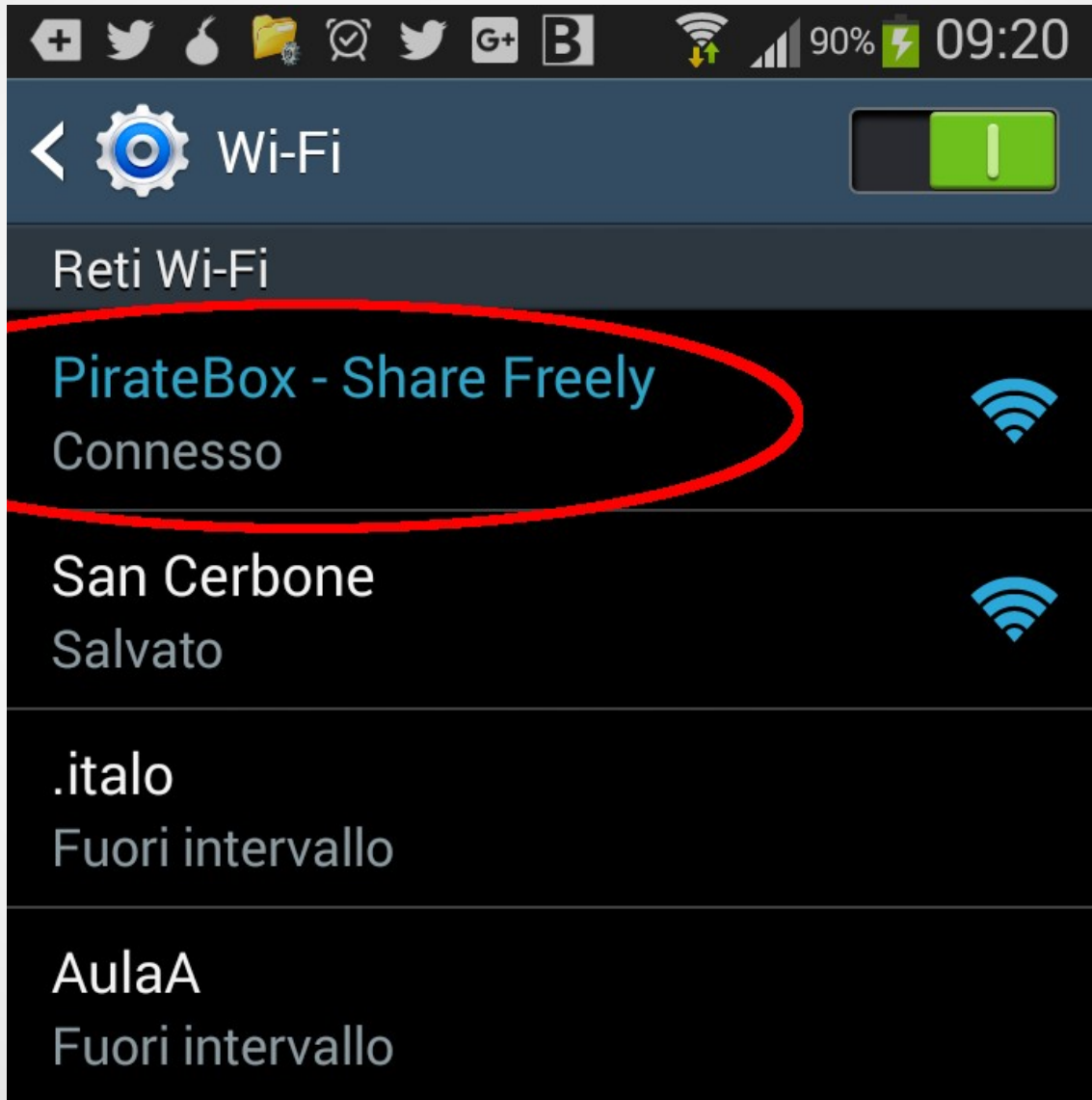
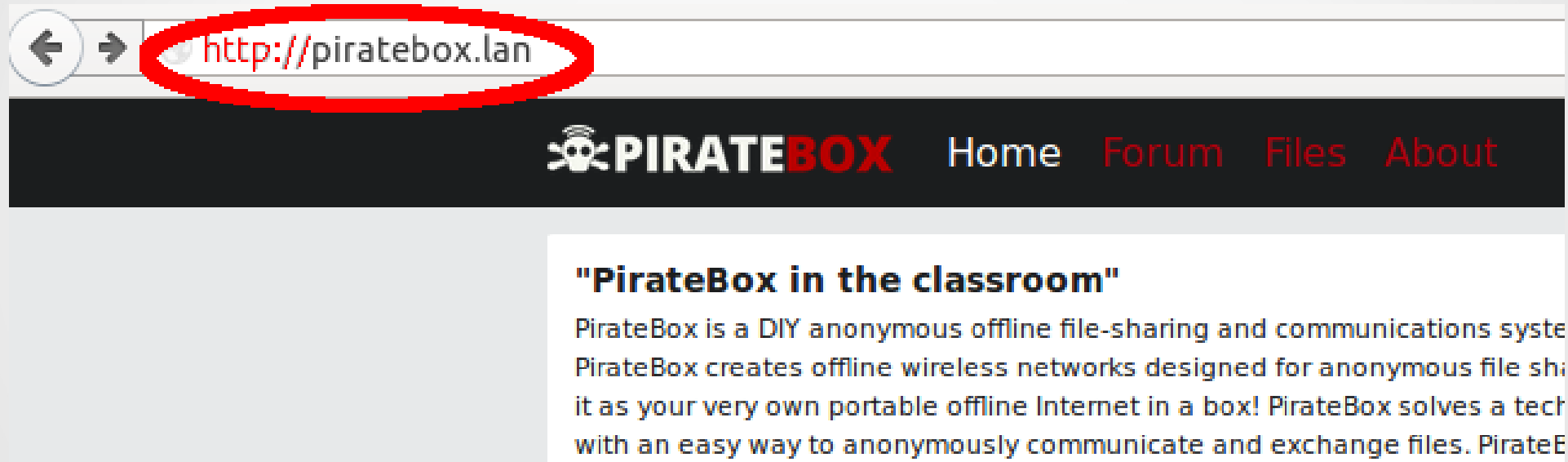



# Foreword: the PirateBox – step 1



# Foreword: the PirateBox – step 2



← → http://piratebox.lan

 **PIRATEBOX** [Home](#) [Forum](#) [Files](#) [About](#)

### "PirateBox in the classroom"

PirateBox is a DIY anonymous offline file-sharing and communications system. PirateBox creates offline wireless networks designed for anonymous file sharing. It is your very own portable offline Internet in a box! PirateBox solves a technical problem with an easy way to anonymously communicate and exchange files. PirateBox

# Foreword: the PirateBox – step 3

## "PirateBox in the classroom"

PirateBox is a DIY anonymous offline file-sharing and communications system built with free software and inexpensive off-the-shelf hardware. PirateBox creates offline wireless networks designed for anonymous file sharing, chatting, message boarding, and media streaming. You can think of it as your very own portable offline Internet in a box! PirateBox solves a technical/social problem by providing people in the same physical space with an easy way to anonymously communicate and exchange files. PirateBox is inspired by the free culture and pirate radio movements. The name is a playful remixing of the title of the famous BitTorrent site, The Pirate Bay.

"PirateBox in the classroom" is an initiative of the "Laboratorio Online Permanente di Tecnologie Internet per la Scuola - #loptis - <http://iamarf.org>

C grazie

## Chat

13:57:47 **Anonymous:** wow  
13:46:54 **Alberto:** quello di prima ero io. ciao.  
13:46:16 **Anonymous:**  
13:32:52 **Giampiero:** questa la scrivo io... la nostra intelligenza è monotasking  
12:28:38 **Alberto:** "Quando siamo con le nostre meravigliose umani di fronte a un foglio bianco ...non ho limiti, ho una libertà totale"  
12:24:06 **Alberto:** "Le idee buone vanno fatte volare"  
12:13:17 **Alberto:** "parlare di tecnica senza nessuna valenza etica ... è..." perso il resto della frase. qualcuno ha scritto il resto?  
12:12:06 **Alberto:** "Ai ragazzi va insegnato a dire di no". Ma anche agli insegnanti va bene. :)  
12:10:53 **Alberto:** "Agli insegnanti va insegnato a dire di no"  
12:05:51 **Alberto:** software libero è diverso da open source; prodotto con spirito collaborativo"  
12:03:50 **Alberto:** "Secerniamo l'intelligenza usando 'sti balocchi"  
12:03:15 **Alberto:** "Con poco di può fare tantissimo, molto facile con tantissimo fare niente"  
12:02:12 **Alberto:** Andreas, prima: "Doccia tecnologica che toglie il tempo per pensare".

Anonymous

Message...

Send

### Text Color:



## Index of contents:

[Click here](#)

## Browsing through files and folders:

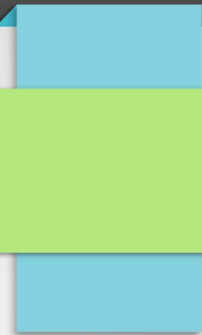

[Click here](#)

## If you wish to upload a file...

Browse...

No file selected.

Send



# Open and continuous teachers training for an open school: experiences from the Italian University Line

Andreas R. Formiconi

Italian University Line

Dip. Informatica, Statistica e Applicazioni  
University of Florence

# IUL - Italian University Line

- An on-line university devoted to the lifelong learning of school personnel
  - <http://www.iuline.it>
- Consortium
  - University of Florence
  - Indire: Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa

# Italian online universities

- 11 universities
- Instituted between 2004 and 2006
- A general and sound regulation still to be defined...
- The institution of new online universities has been prohibited since 2010 to 2016

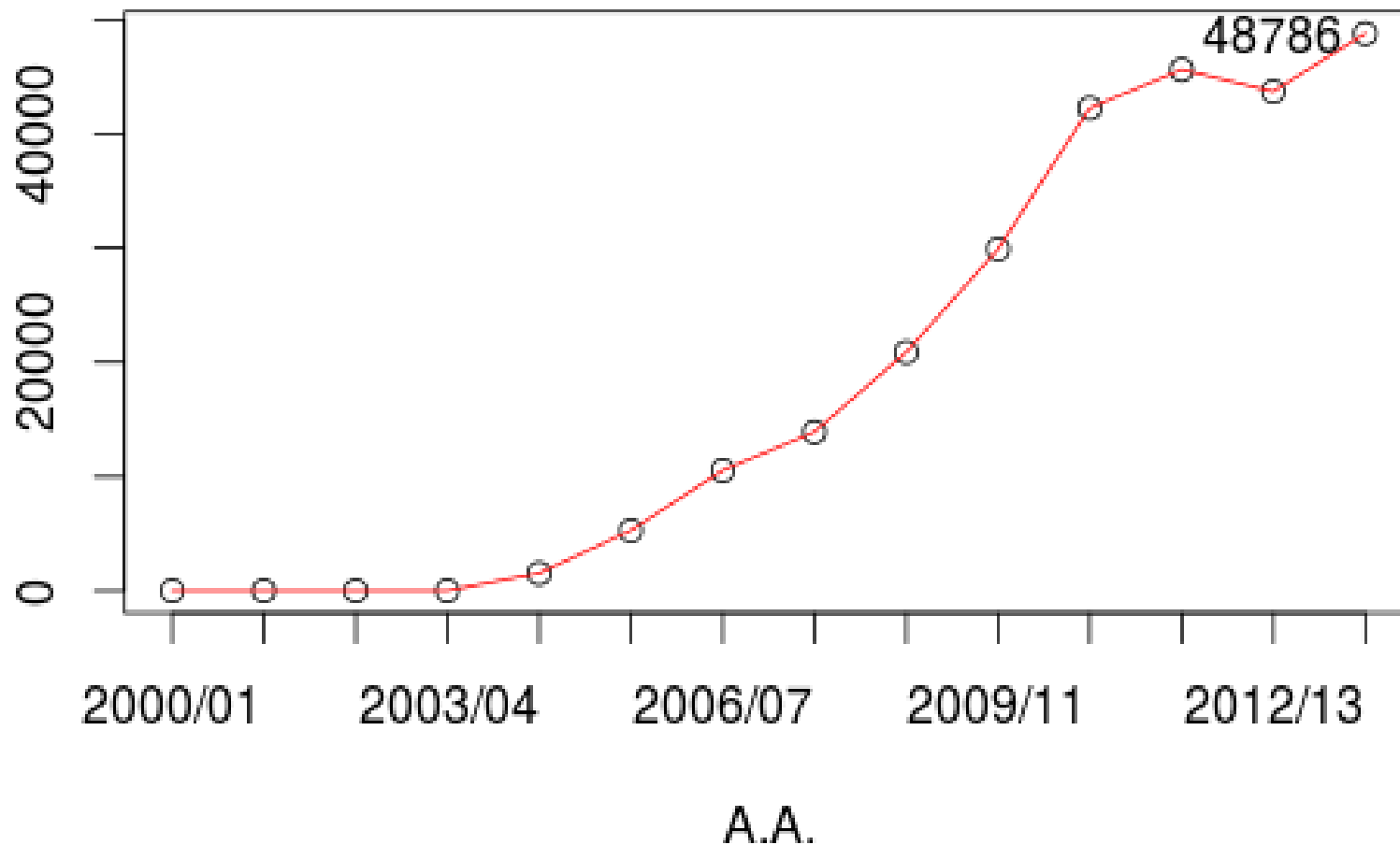
**Why?**

# Concerns about online universities

- Questionable quality of didactic activities
- Absence of any kind of research
  - Nor disciplinary
  - Neither methodological (distance education)

# Trend of enrollments online universities

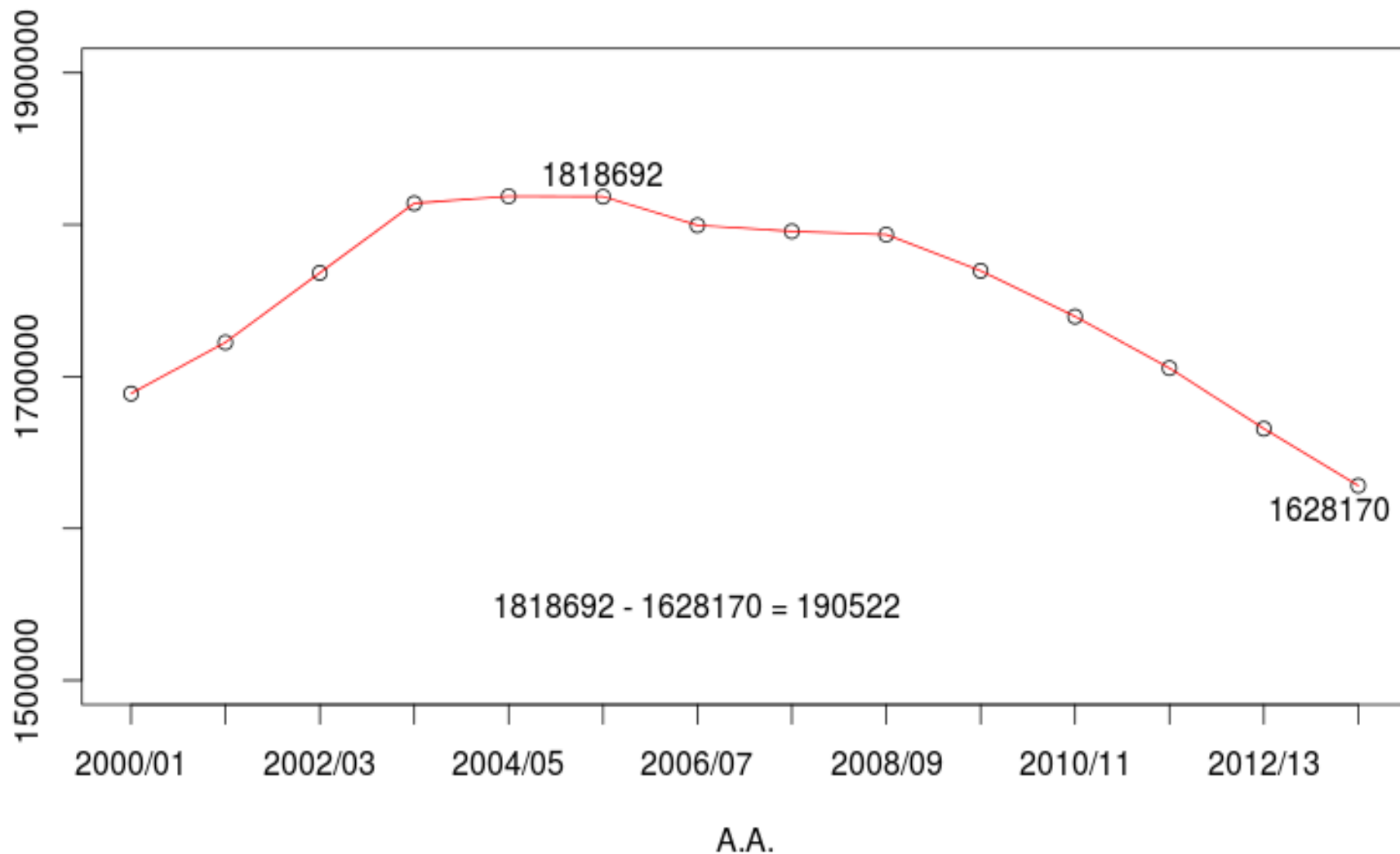
## Numero iscritti lauree telematiche





# Trend in conventional universities

Numero iscritti lauree non telematiche



# All over the world

- In the UK the Open University <http://www.open.ac.uk>
- In the US 4 million students enrolled online in 2007
- Online increasing rate: 13%
- Conventional courses increasing rate: 1.2%

# All over the world: MOOC

- 2008 first connectivist MOOCs
- Since 2012 spread of xMOOCs
- Coursera ~ 11 millions enrollments
- 5% completion rate
- 20% of 5% apply for certification

**What's about quality in distance education?**

# Distance education

- Online learning has been around for decades, starting in 1878 with a correspondence course!
- Five generations:
  - Correspondence
    - '60 Radio-TV broadcast
      - '80 Open Universities
        - '90 Teleconferencing
          - > 2000 Web

Moore & Kearsley (2012) Distance Education: A systems view of online learning. Wadsworth Engage Learning 3<sup>rd</sup> Ed.

# Quality in distance education

- Despite the rather long history, effective online teaching is still a matter of debate
  - Hart, C. (2012) Factors associated with student persistence in an online program of study: a review of the literature. *J. Interact. Online Learn.* 1:19-41.
  - Ragan, L. (2011) 10 Principles of effective online teaching: Best practices in distance education. Faculty Focus Special Report. <http://is.gd/ragan>
  - Boettcher, J. (2011, May). Ten best practices for teaching online: Quick guide for new online faculty. <http://is.gd/boettcherj>
  - Ko, S. S., & Rossen, S. (2010). *Teaching online: A practical guide*. New York, NY: Routledge and Taylor.
  - Palloff, R. & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco, CA. John Wiley & Sons.
  - Swan, K. (2004). Relationships between interactions and learning in online environments. The Sloan Consortium. <http://is.gd/swank04>

# Main issue in distance education

Distance education may work well, even better than face-to-face education, but only for highly motivated individuals which already have good competences

Very good for professionals willing to improve their skills

Main problem: high drop-out rate, low persistence

# Recommended practices

- 1) **Show up and teach!**
- 2) Create learning communities
- 3) Foster collaborative experiences
- 4) Invite reflective thought
- 5) Perform assessment throughout the course
- 6) Synchronous events

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# #loptis





# iamarf.org

- Eight years
- 846 posts
- 9173 comments
- 3921 answers by the author
- 693 enrolled for the newsletter
- 507 enrolled through Wordpress
- 1019 connections through Twitter
- 1769 connections through facebook

# MOOC “Laboratorio Tecnologie Internet per la Scuola #Itis13

- April 2013 – 10 weeks
- 481 enrollments
- 42 posts
- 3587 comments
- 489 answers
- 88 comments/post
- 10 min
- 265 max

# MOOC “Laboratorio Tecnologie Internet per la Scuola #Itis13

- 165 (34%) students blogs
- 2231 posts
- 2594 comments
- 3587 comments
- 83 (17%) social bookmarking (Diigo)
- 88 comments/post
- 457 bookmarks
- 990 tags
- 50 (10%) applied for credits

Back home

<http://www.iuline.it>

<http://iamarf.org>

# Distance education

Is about listening