Onlife

Norberto Patrignani

Digital World
InfoSphere
OnLine
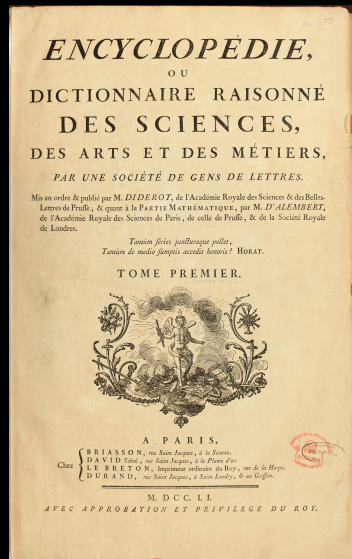
OnLife

Physical World
BioSphere
OffLine

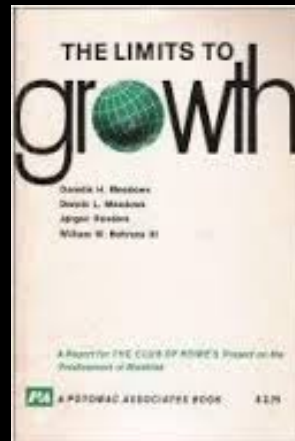| XVIII Century	XX Century	XXI Century
Enlightenment	Sustainability	HyperConnectivity
The Sky is the Limit	*The Earth is the Limit*	*The Self is the Limit*

OnLife (*online & offline blending*)

Barcelona, Mobile World Congress 2016

Nel nuovo scenario creato dalla rivoluzione digitale
le risorse scarse diventano il tempo e l'attenzione
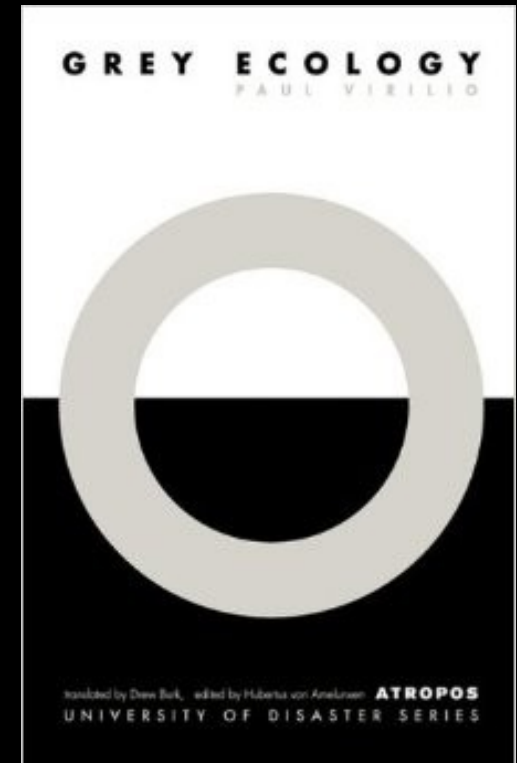(anche la fiducia)

Time, Attention, and Trust are the new scarce resources
in the Digital Scenario

Information Overload
Sovraccarico Informativo

From Green Ecology to Grey Ecology

In the digital age,
attention has to be considered as a scarce resource
to be protected as are (or should be)
the natural resources in the industrial one

Grey Ecology is an invitation
to politicize a collective concern about attention,
a new front of general interest
a new ground for cultural and social movements

GREY ECOLOGY
PAUL VIRILIO

translated by Drew Burk,   edited by Hubertus von Amelunxen **ATROPOS**
UNIVERSITY OF DISASTER SERIES

- Our minds have a max bandwidth
- Our minds have limits in "adsorbing" messages
- We need time (thinking, questioning)
- We need silence (stop inputs)
- We need (our) interpreting codes, (our) histories

"Forse, se facessimo tutti un po' più di silenzio qualche cosa potremmo capire"

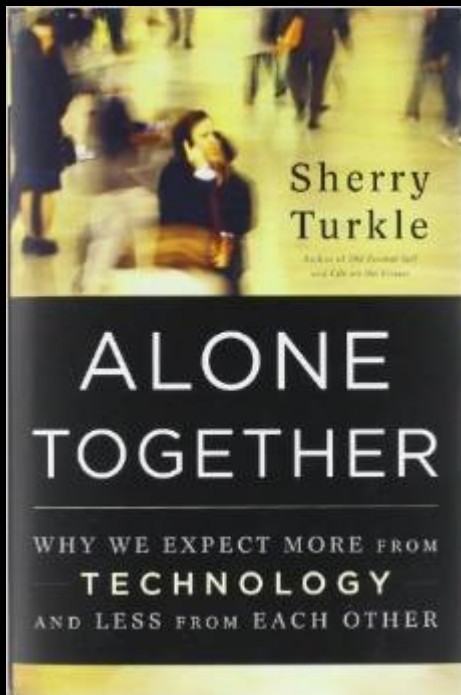Federico Fellini, La voce della luna, 1990

Thomas Stearns Eliot
1948, Nobel Prize - Literature
S.Louis, USA - 26 September 1888
London, UK - 4 January 1965

"*Where is the wisdom
  we have lost in knowledge?
    Where is the knowledge
    we have lost in information*?"

T.S.Eliot, "*Choruses from the rock*"
Selected Poems, Harvest / Harcourt , New York, 1962, p.107

Alone Together

"We are lonely but fearful of intimacy.
Digital connections
offer the illusion of companionship
without the demands of frienship.
We expect more from our technology
and less from each other..."

Sherry Turkle, 2011
Prof. Science, Technology and Society, MIT

Reclaiming Conversation

"*Why Technology is undermining our creativity, and how face-to-face conversation can help us get it back... An engaging look at how we have taken flight from conversation due to social media, texting and email, and how it's damaging our relationships, creativity and productivity....*"

Suzanne Kreiter/Globe Staff

Sherry Turkle

Sherry Turkle, 2015
Prof. Science, Technology and Society, MIT

Reclaiming Conversation

Mobile Lovers

Come entrare, uscire e
tornare alla vita reale

How to get you In, and Out
and back to Life

Really?
Windows Phone ad (October 2010)

Keep Your Eyes on the Road, NOT Just on the Map

Remember that you must always be cross-checking your assumptions (your map) with what you actually see going on

Outdated GPS directed driver off abandoned Indiana bridge

La sindrome FOMO

La sindrome FOMO (Fear Of Missing Out) e'
la paura di essere tagliati fuori,
da quello che ci potrebbe essere di interessante
e a cui non possiamo partecipare.
E' il pensiero costante che gli altri
stiano facendo qualcosa
di piu' bello o divertente
di quello che stiamo facendo noi ...

Contrario di "*age quod agis*" (fai [bene] quanto stai facendo)

School for the Future

"Chi legge naviga meglio"

"Nonostante investimenti considerevoli in computer,
connessioni internet e software educativo,
c'è ben poca evidenza che un maggior uso dei computer da parte degli studenti
porti a risultati migliori in matematica e nella lettura...
... Le risorse investite in tecnologie TIC per l'istruzione
NON sono collegate a miglioramenti nei risultati degli studenti
nella lettura, in matematica, e nelle scienze.
Nei Paesi in cui gli studenti hanno meno uso di internet a scuola o per i compiti,
i risultati nella lettura sono migliorati in media più velocemente
che nei Paesi in cui tale uso è più diffuso...
L'uso limitato dei computer a scuola può esser meglio che nessun uso,
ma un uso dei computer al di sopra della media OCSE
è associato con risultati significativamente peggiori"

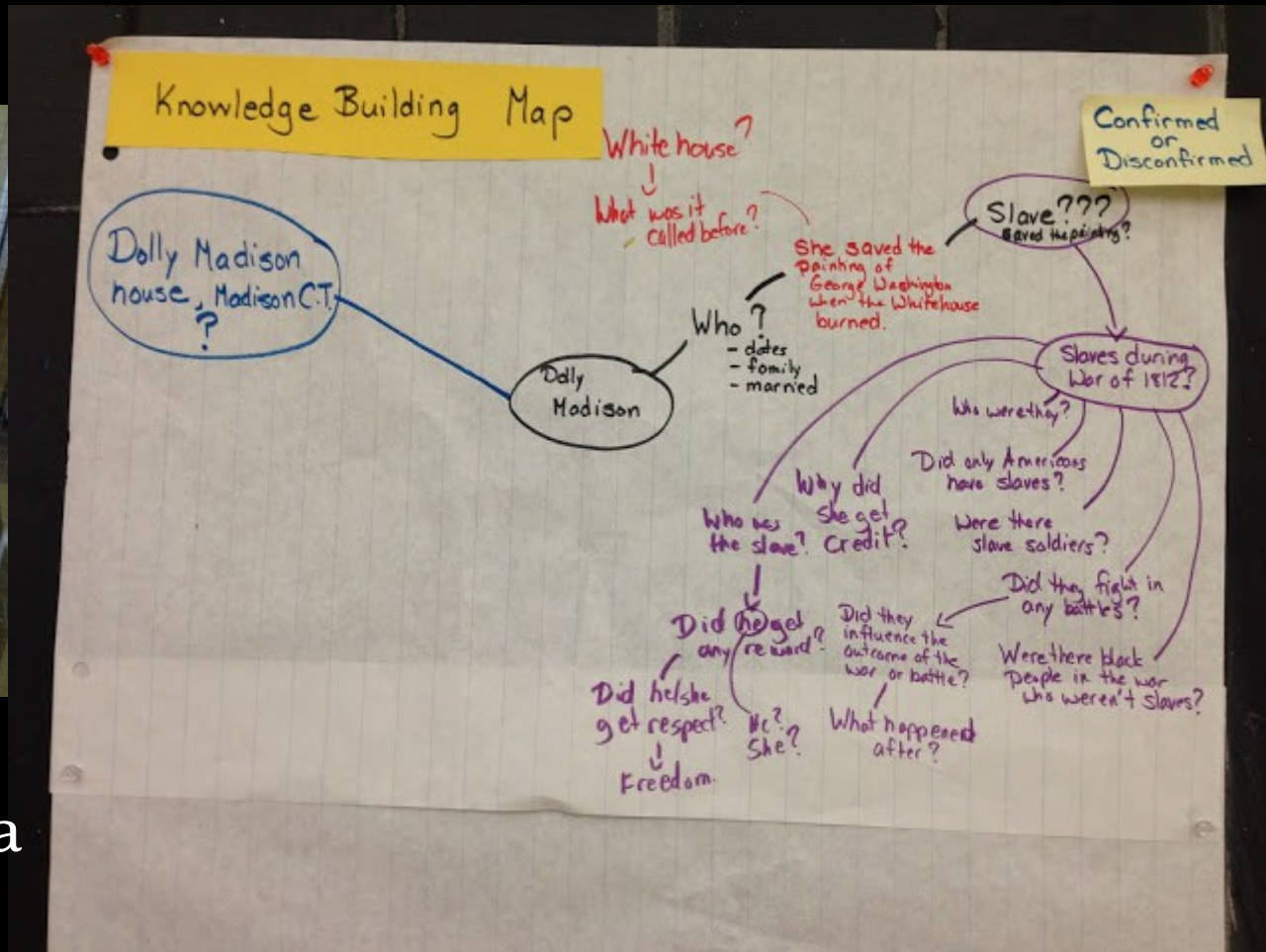*"Students, Computers and Learning: Making the Connection"*, OCSE, 2015

(Wise) Use of Technology at School
The 21st Century Classroom

Heidi Siwak
Hamilton, Ontario, Canada

Technology in the Class?

- From WOW! to How
- From Information Consumers to Knowledge Producers
- From Digital Consumers to Digital Citizens

Ask Good Questions! And let Students Choose their Tools!

(Montessori, 1913!)

Technology in the Class?

A Better Digital Agenda for Education

addressed to decision makers in the European Union and member countries who plan to invest a billion euros in the next five years to introduce Information and Communication Technologies (ITC) in their school systems

1 Involve teachers early on in the process (as opposed to: first buying gadgets, then blaming teachers for poor results.)

2 Make sure you know all the empirical evidence about the relevant teaching and learning processes (as opposed to: wishful thinking about the magical powers of ICT.)

3 Resist changing the subject (for instance, "tablets minimize weight in pupils' backpacks" is an orthopedic, not a pedagogical issue.)

4 Use ICT only when needed. (E.g. not good for reading in depth; very good for doing simulations and teaching programming). Clearly tell apart low level skills like computer use (everyone can use a computer today!) and high level skills (knowing how computers work.)

5 Carefully design spaces and times in your school for the use of ICTs: one hour per day or less, in a dedicated place, will do for most intelligent uses. (As opposed to populist "one tablet per student, all day long" mantras.) This will save you 80% of the planned investment, as you only will need computers on demand; and it will in turn allow you to renew your technological park at a much faster pace, so that your students do not complain about using yesterday's technology.

6 Resist buying off-the-shelf computers. (As opposed to introducing into classrooms the terminals of monopolistic content providers.) Remember that your country is likely to invest a billion euros in ITC for schools in the next five years, so that you can comfortably negotiate with producers to comply with your own specifications. Incidentally, this should help develop European know-how and production.

7 And your specifications should be: learning-friendly, school dedicated computers; privacy-friendly e-environments; non-distracting interfaces; school-customizable devices. (Avoid the Swiss army knife predicament: from the fact that a tablet can do so many cool things, it does not follow that it does well the things that you, as a teacher, want it to do. No one uses a Swiss army knife as a substitute for the many diverse tools in one's kitchen).

8 Only adopt open source software, so that you can control the quality of the interaction at each phase of the teaching-learning process (as opposed to buying proprietary, opaque, commercial-oriented software: and why should a foreign corporation intrusively get to know everything about your teachers and pupils?)

9 Adopt free software whenever possible. Incidentally, this should help free software attitude and development, on top of saving you money and time.

10 Move slowly, step by step, one class at a time, one project at a time. Test each alleged innovation, produce evidence that it works in controlled studies. Build a database of tested good practices, then propagate them.

TESTED

CREATED WITH FREE SOFTWARE

5-Senses Involvement

Vista (Internet)

Udito (Internet)

Olfatto

Gusto

Tatto
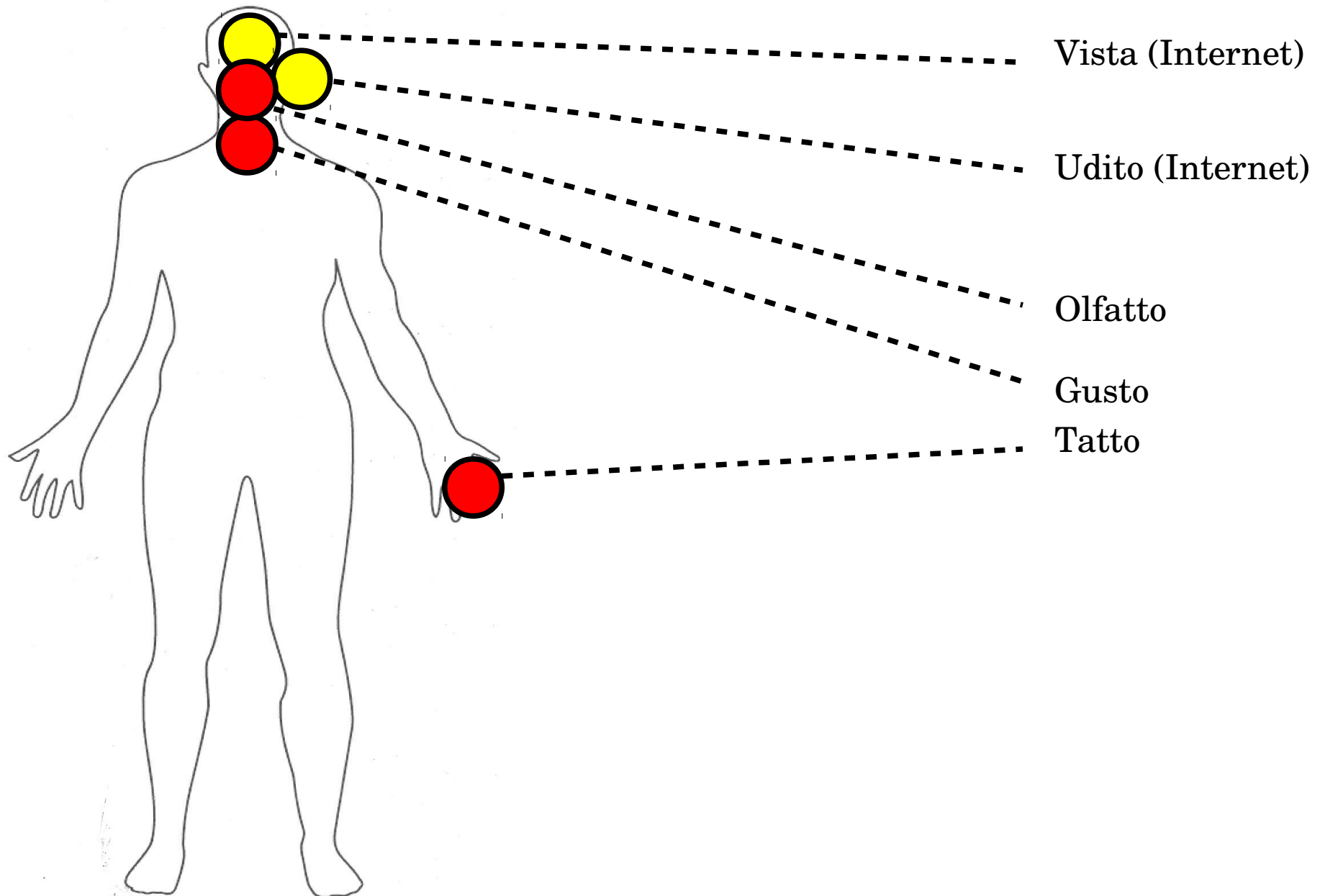
Digital Wisdom

~~DIY~~
~~(Do It Yourself)~~

DIWO
(Do It With Others)

La tecnologia diventa pervasiva
Technology becomes Pervasive

I Computer e Internet sono nati negli uffici, per il lavoro
Computers and Internet was born in Offices, for Work

Ora essi sono nelle nostre tasche, per la vita di tutti i giorni
Now they are in our Pockets, for Life

otium vs negotium

Media Holidays

Giorni / weekend senza tecnologia
Day / Weekend without Media

Esercita la concentrazione
Practice Mindfulness

Play Chess!
Gioca a scacchi!

Serious Game: Happy Onlife

https://ec.europa.eu/jrc/en/scientific-tool/happy-onlife-game-raise-awareness-internet-risks-and-opportunities