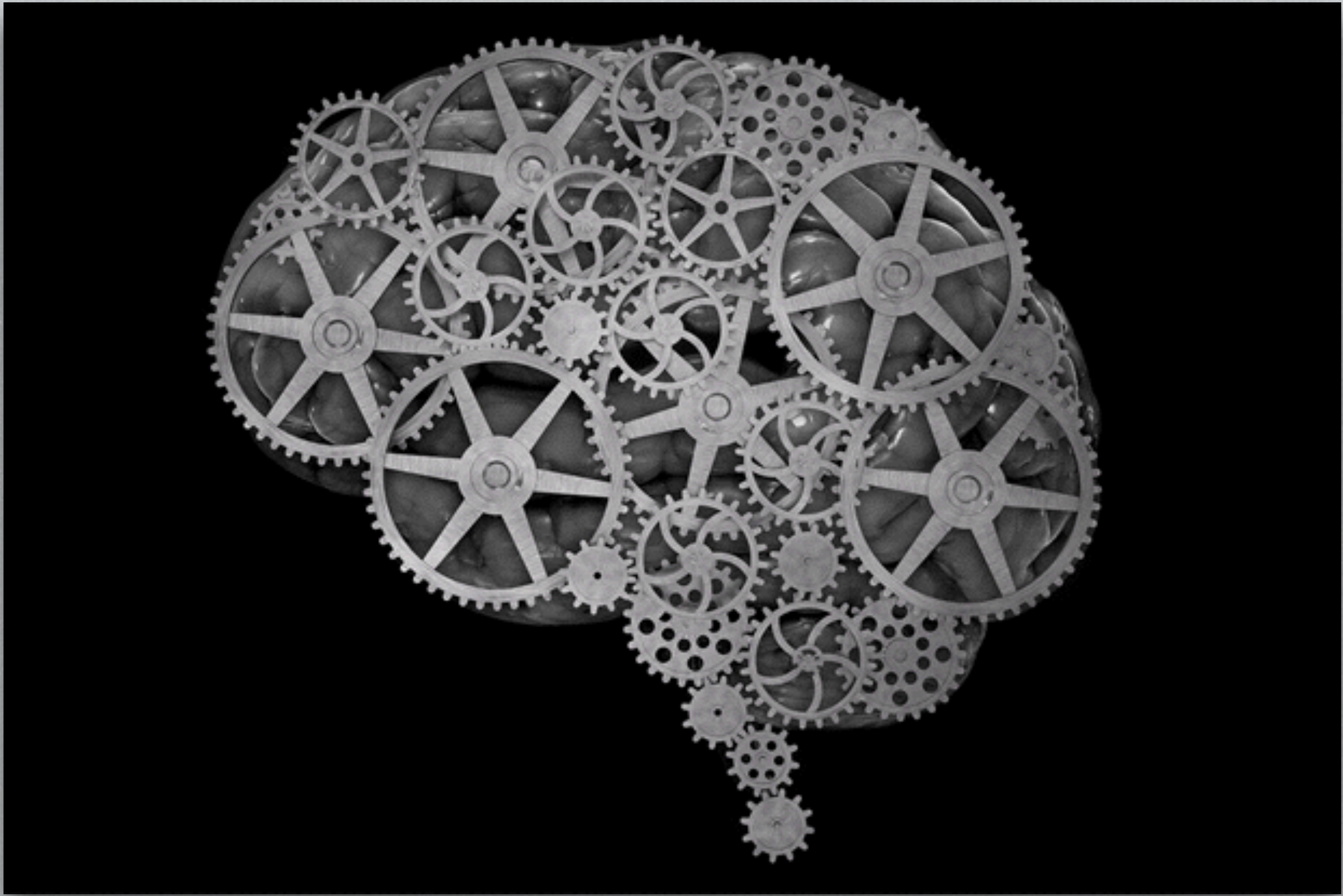


“IT er ikke et isoleret værktøj.”

- Anne Kathrine
(a.k.a. A. K.), 3. V





Digital dannelse

- på Teknisk Gymnasium Silkeborg

*“Bare de ikke spørger mig,
hvad digital dannelse er!”*

- Mig

- *Informationssøgning*
 - *at kunne læse multimodale tekster*
 - *at kunne producere multimodale tekster*
- Tænketaank for Digital Dannelse i
Gymnasieskolen

Bilag 2

Studieområdet – htx, juni 2013

1. Identitet og formål

1.1. Identitet

Studieområdet er et fagligt samarbejde med udgangspunkt i de teknologiske og naturvidenskabelige fagområder og med inddragelse af de humanistiske og samfundsfaglige fag områder. Studieområdet beskæftiger sig med samspillet mellem teori og praktisk arbejde, og der indgår eksperimenter og værkstedsarbejde hver for sig og i kombination.

Studieområdets faglighed omfatter særfaglige og overfaglige elementer. Det særfaglige er karakteriseret ved at bidrage til opfyldelse af mål for de fag, der indgår i studieområdet. Det overfaglige består af samspil mellem fagene, et metodisk element og et element om videnskab og vidensformer. Det metodiske element omfatter fagenes studieteknikker og arbejdsmetoder. Elementet om videnskab og vidensformer omfatter vidensproduktion og videnskabelige metoder inden for uddannelsens fagområder samt de tanker og teorier, der ligger bag.

1.2. Formål

Studieområdet har til formål at sætte eleverne i stand til at anvende uddannelsens studie- og arbejdsmetoder, at udvikle elevernes refleksion og kritiske sans i anvendelsen af faglig viden og faglige metoder samt at give indsigt i sider af videnskab, så de gennem grundforløbet udvikler sig fra at være grundskoleelever til at være gymnasieelever, og så de gennem studieretningsforløbet udvikler sig til at kunne blive studerende i et videregående uddannelsesforløb.





“The Dumbest Generation: How the Digital Age stupefies Young Americans and Jeopardizes Our Future [Or, Don't Trust Anyone Under 30]”

- Mark Bauerlein

“Medier er at forstå som rene køretøjer, der afleverer instruktioner, men som ikke påvirker den studerendes resultater ... ligesom en lastbil, der afleverer varer, ikke i sig selv forårsager forandringer i ernæringen.”

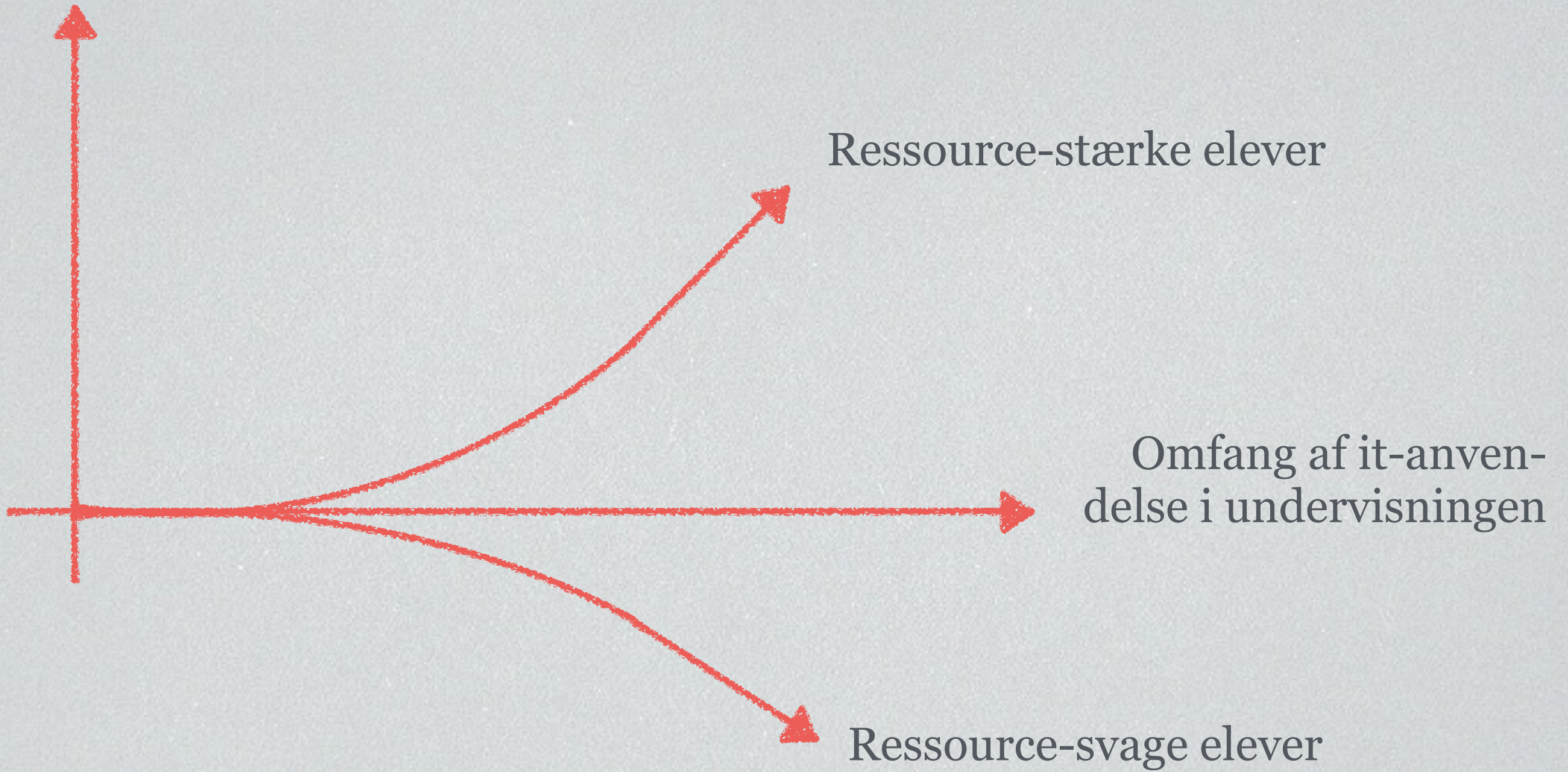
- Richard E. Clarck



“Forskningsdata og viden om, hvad it i undervisningen gør ved læringen, spiller ikke nogen særlig rolle for skolernes ledelse og skolernes praksis”

- Francesco Pedro, OECD, 2009

Læringsudbytte



Ressource-stærke elever

Omfang af it-anvendelse i undervisningen

Ressource-svage elever

SÅ!

- At tænke over it's betydning, samle forskningsdata, læse og danne os et teoretisk grundlag
- At udarbejde passende studieområdeformulering, forløb og læringsmaterialer ud fra samme overvejelser
- Implementere i studieområdet og så evaluere

Hvordan former it eleverne, og hvordan kan de blive bedre studerende med den forståelse?

Hvordan former it uddannelserne og arbejdsmarkedet, og hvordan kan eleverne reagere bedst ud fra den viden?



*“Vi former vores værktøjer, og
vores værktøjer former os.”*

- John Culkin (Marshal McLuhan)





“Teknologi er hverken god eller ond. Ej heller er den neutral.”

- Melvin Kranzberg

Hvordan vælger eleverne selv applikationer, der forbedrer deres læringsudbytte og former dem positivt?

Eksempel:

*Valg af app til fokuseret
skrivearbejde - træning
(formning) af koncentration
og reflekteret skriveproces*

“[...] easily distracted generation with short attention spans”

&:

“[...] do more to distract students than to help them academically”

- PEW Research Center, 2012



A plain in Denmark.

Enter FORTINBRAS, a Captain, and Soldiers, marching

PRINCE FORTINBRAS Go, captain, from me greet the Danish king;

Tell him that, by his license, Fortinbras

Craves the conveyance of a promised march

Over his kingdom. You know the rendezvous.

If that his majesty would aught with us,

We shall express our duty in his eye;

And let him know so.

Captain I will do't, my lord.

PRINCE FORTINBRAS Go softly on.

Exeunt FORTINBRAS and Soldiers.

Enter HAMLET, ROSENCRANTZ, GUILDENSTERN, and others.

HAMLET Good sir, whose powers are these?

Captain They are of Norway, sir. 10

HAMLET How purposed, sir, I pray you?

Captain Against some part of Poland.

HAMLET Who commands them, sir?

Captain The nephews to old Norway, Fortinbras.

HAMLET Goes it against the main of Poland, sir,

Or for some frontier?

Captain Truly to speak, and with no addition,

We go to gain a little patch of ground

That hath in it no profit but the name.

To pay five ducats, five, I would not farm it; 20

Nor will it yield to Norway or the Pole

A ranker rate, should it be sold in fee.

HAMLET Why then the Polack never will defend it.

Captain Yes, it is already garrison'd.

HAMLET Two thousand souls and twenty thousand ducats

Will not debate the question of this strag:

This is the imposthume of much wealth and peace,

That inward breaks, and shows no cause without

Why the man dies. I humbly thank you, sir.

Captain God be wi' you, sir. 30

Exit

ROSENCRANTZ Will't please you go, my lord?

HAMLET I'll be with you straight go a little before.

Exeunt all except HAMLET

How all occasions do inform against me,

And spur my dull revenge! What is a man,

If his chief good and market of his time

That can I;
At least, the whisper goes so. Our last king,
Whose image even but now appear'd to us,
Was, as you know, by Fortinbras of Norway,
Thereto prick'd on by a most emulate pride,
Dared to the combat; in which our valiant Hamlet--
For so this side of our known world esteem'd him--
Did slay this Fortinbras; who by a seal'd compact,
Well ratified by law and heraldry,
Did forfeit, with his life, all those his lands
Which he stood seized of, to the conqueror:
Against the which, a moiety competent
Was gaged by our king; which had return'd
To the inheritance of Fortinbras,
Had he been vanquisher; as, by the same covenant,
And carriage of the article design'd,
His fell to Hamlet. Now, sir, young Fortinbras,
Of unimproved mettle hot and full,
Hath in the skirts of Norway here and there
Shark'd up a list of lawless resolute,
For food and diet, to some enterprise
That hath a stomach in't; which is no other--
As it doth well appear unto our state--
But to recover of us, by strong hand
And terms compulsory, those foresaid lands
So by his father lost: and this, I take it,
Is the main motive of our preparations,
The source of this our watch and the chief head
Of this post-haste and romage in the land.

You're working on the master version.
The project will be updated when you save.

CLOSE

hamlet

h2

h3

**B***i*


That can I;

At least, the whisper goes so. Our last king,
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224 WORDS

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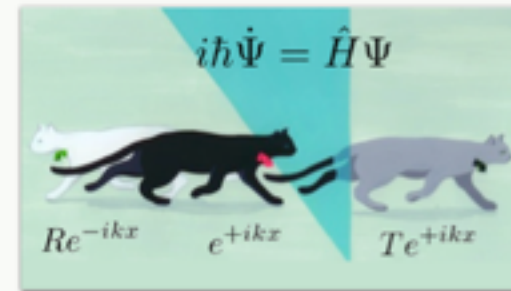
The University of North Carolina at Chapel Hill »



История экономической мысли
(History of Economic Thought)
HSE • Apr 4th



Re-Engineering Your Science Curriculum
exploratorium • Apr 6th



Exploring Quantum Physics
UMD • Apr 7th



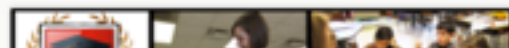
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Rice • Apr 7th



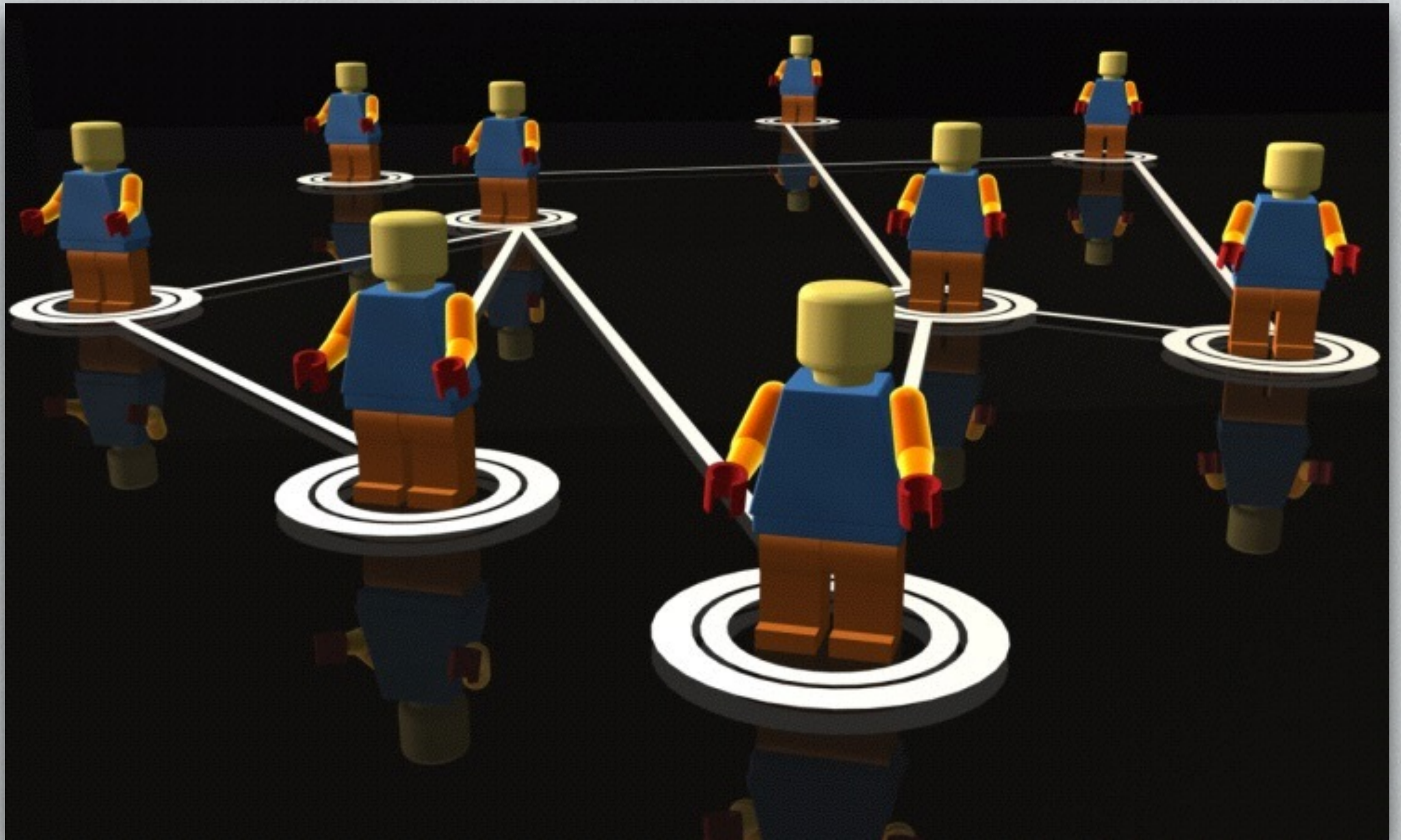
Microeconomics





Eksempel:

*Forstå og træne medudvikling
af ny viden, ansvar for både
egen og andres læring -
crowdsourcing innovation*



Miksikuksikaksi / simplecms

Miksikuksikaksi / simplecms

GitHub, Inc. (US) | https://github.com/Miksikuksikaksi/simplecms

lego innovation

This repository Search or type a command Explore Gist Blog Help

Miksikuksikaksi + · ✕

PUBLIC Miksikuksikaksi / simplecms

Unwatch 1 Star 0 Fork 1

Tut-files — Edit

2 commits 1 branch 0 releases 1 contributor

branch: master simplecms /

Create README.md

Miksikuksikaksi authored 24 days ago latest commit 82d9b6244c

images	Tut-files for simple cms with php	24 days ago
includes	Tut-files for simple cms with php	24 days ago
README.md	Create README.md	24 days ago
createpost.php	Tut-files for simple cms with php	24 days ago
createuser.php	Tut-files for simple cms with php	24 days ago
index.php	Tut-files for simple cms with php	24 days ago
login.php	Tut-files for simple cms with php	24 days ago
logout.php	Tut-files for simple cms with php	24 days ago
style.css	Tut-files for simple cms with php	24 days ago

README.md

simplecms

Tut-files

ONLY FOR LEARNING PURPOSES!!

- SHOULD NOT BE USED IN ONLINE WORK - ONLY LOCALHOST!

These files are for training and learning for my students in Communication & IT A. As such they are designed to make learning a specific part of php easier, and therefore in no way secure for online work.

But you are more than welcome to extend, develop and improve every little bit of this mini-CMS ;-)

Kind Regards, Michael Hanson

Code

Issues 0

Pull Requests 0

Wiki

Pulse

Graphs

Network

Settings

HTTPS clone URL

https://github.com

You can clone with HTTPS, SSH, or Subversion.

Clone in Desktop

Download ZIP

https://github.com/Miksikuksikaksi/simplecms

JBcoding/simplecms

JBcoding/simplecms | GitHub, Inc. (US) | https://github.com/JBcoding/simplecms

This repository Search or type a command Explore Gist Blog Help Miksikukakaksi

PUBLIC JBcoding / simplecms
forked from Miksikukakaksi/simplecms

Watch 2 Star 0 Fork 1

Tut-files

8 commits 1 branch 0 releases 3 contributors

branch: master simplecms

This branch is 0 commits ahead and 0 commits behind master Pull Request Compare

Update footer.php

hrjakobsen authored 10 days ago latest commit e2bdeecd13

images	Tut-files for simple cms with php	24 days ago
includes	Update footer.php	10 days ago
README.md	Create README.md	24 days ago
createpost.php	Tut-files for simple cms with php	24 days ago
createuser.php	Update createuser.php	21 days ago
index.php	Tut-files for simple cms with php	24 days ago
login.php	Update login.php	21 days ago
logout.php	Tut-files for simple cms with php	24 days ago
style.css	Update style.css	10 days ago

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Code

Pull Requests 0

Wiki

Pulse

Graphs

Network

HTTPS clone URL

https://github.com

You can clone with HTTPS, SSH, or Subversion.

Clone in Desktop

Download ZIP

- At blive klar over, hvordan digitale devices former vores verden og vores måde at tænke og lære på
- At bruge den forståelse til at blive en bedre studerende og optimere lærings- og arbejdsudbytte ved valg af rette applikationer, kritisk tænkning og evne til at gennemskue og udnytte forandringer i lærings- og arbejdsformer





Manhattan, 1969.

mh@tss.dk

Ko:

<http://www.okobarn.dk/indlaegsarkiv/kom-og-se-de-oekologiske-koeer-danse.aspx>

Hjerne:

<http://www.wired.co.uk/news/archive/2012-12/01/spaun-virtual-brain>

Computere ved bord:

<http://blog.f-i.com/ace-your-ux-interview/>

Sovende elev:

<http://www.theguardian.com/stage/theatreblog/2009/nov/24/sleeping-theatre>

Tankpasser:

http://www.sn.dk/soroe/tankpasser-slaebt-efter-benzintyves-bil/artikel/258576#.U1_aKMcz4hQ

Modellervoks:

<http://hjemmeunger.dk/opskrift-pa-modellervoks/>

Tahumara-løbere:

<http://www.learn2run.org/>

Teenagere der bruger mobil i klassen:

<http://yourteenmag.com/2012/01/teen-mental-health-technology-parenting-styles/>

Rigtig mange kinesere:

<http://www.namelymarly.com/2010/06/in-china-your-name-must-be-on-the-list/>

Lego innovation:

<http://blog.smartbear.com/apis/sparking-innovation-with-open-data-apis-and-legos/>

Mand ved computer:

<http://www.theepochtimes.com/n2/united-states/senate-passes-border-security-bill-increases-visa-fees-for-indian-it-workers-40899.html>

Hippie-hænder:

<http://mckenziemarston.blogspot.dk/2011/01/archeology-culture-dig-hippies.html>