

Technology that Motivates and Structures Learner-Generated Content: ChatScaper, a Case Study

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Abstract - Handheld devices are emerging as one of the most promising technologies for supporting learning and particularly collaborative learning scenarios. Emerging technologies are leading to the development of many new opportunities to guide and enhance learning that were unimaginable even a few years ago (Rosman, 2008). In fact, technology advancement is fundamentally changing the way education is delivered, not only in terms of when, and where, but also in terms of who, what, and how. Modern technologies are giving educators the opportunity to involve students in content development and creating new ways for learning and teaching. In short, a new pedagogy can be developed following the important technological changes that have recently taken place and will certainly continue. The future of education that new technologies are shaping will most likely be an evolved, social form of “blended learning” where educators and students intelligently mix the instructor-led training and student-driven learning. The objective of this paper is to present a new pedagogical solution to be used under the m-learning umbrella. It aims at involving students through an appeal to their creativity and collaboration. This goes beyond what are perceived as the loose and fundamentally informal practices of social learning. It enables and requires, through gamified strategies, learners delving with greater contextual depth into the subject matter being studied.

Keywords - M-Learning, Handheld Devices, Tablets, Pedagogy 2.0, Learner-Generated Content, Creativity, ChatScaper

Remark: The full paper may be found in www.eLearn2015.siamtechu.net