

Lektion 10

Læringsteknologi 1

Dagens plan

→ Øvelse: Analyser en læringsteknologi

→ Uncanny Valley

→ Ugens news

→ RoboDidaktik

→ DIGIdidaktik

→ Øvelse: Modellerne og jeres projekt

→ Tekniske spørgsmål?



Spørgsmål siden sidst



Analyser en digital læringsteknologi (15 min)



<https://www.duolingo.com/>

<https://studio.code.org/s/applab-intro/lessons/1/levels/1>

Læringsstile?

Læringstyper?

Niveau?

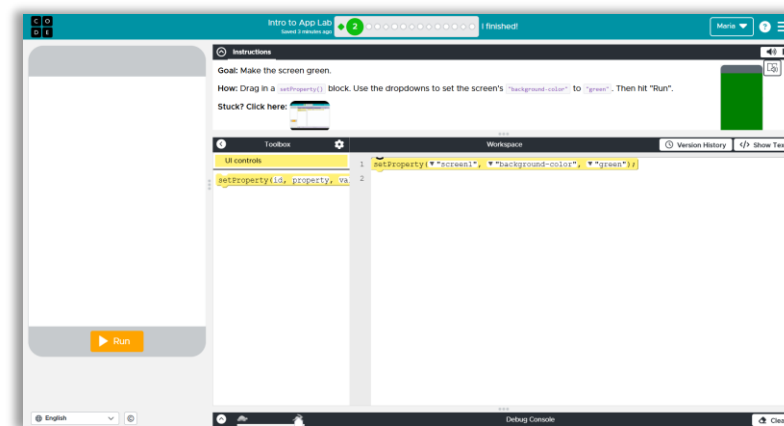
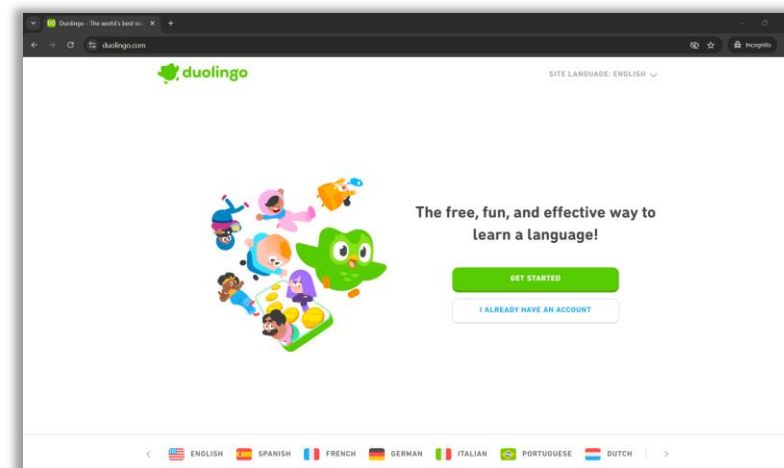
Designprincipper?

Spilelementer?

Inspiration?

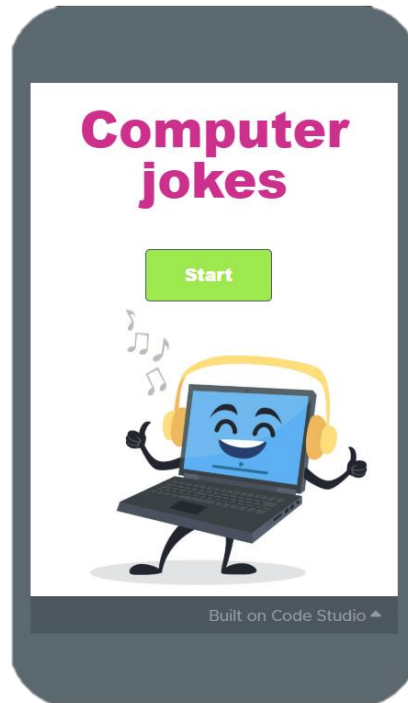
Andet?

....



App demo

→ <https://studio.code.org/projects/applab/EMta8M78hWhpqTTaGUirvZPNF1ndbe-SDT2nNCJGSqk>



Øvelse (10 min)

→ Placer billederne i koordinatsystemet på næste slide

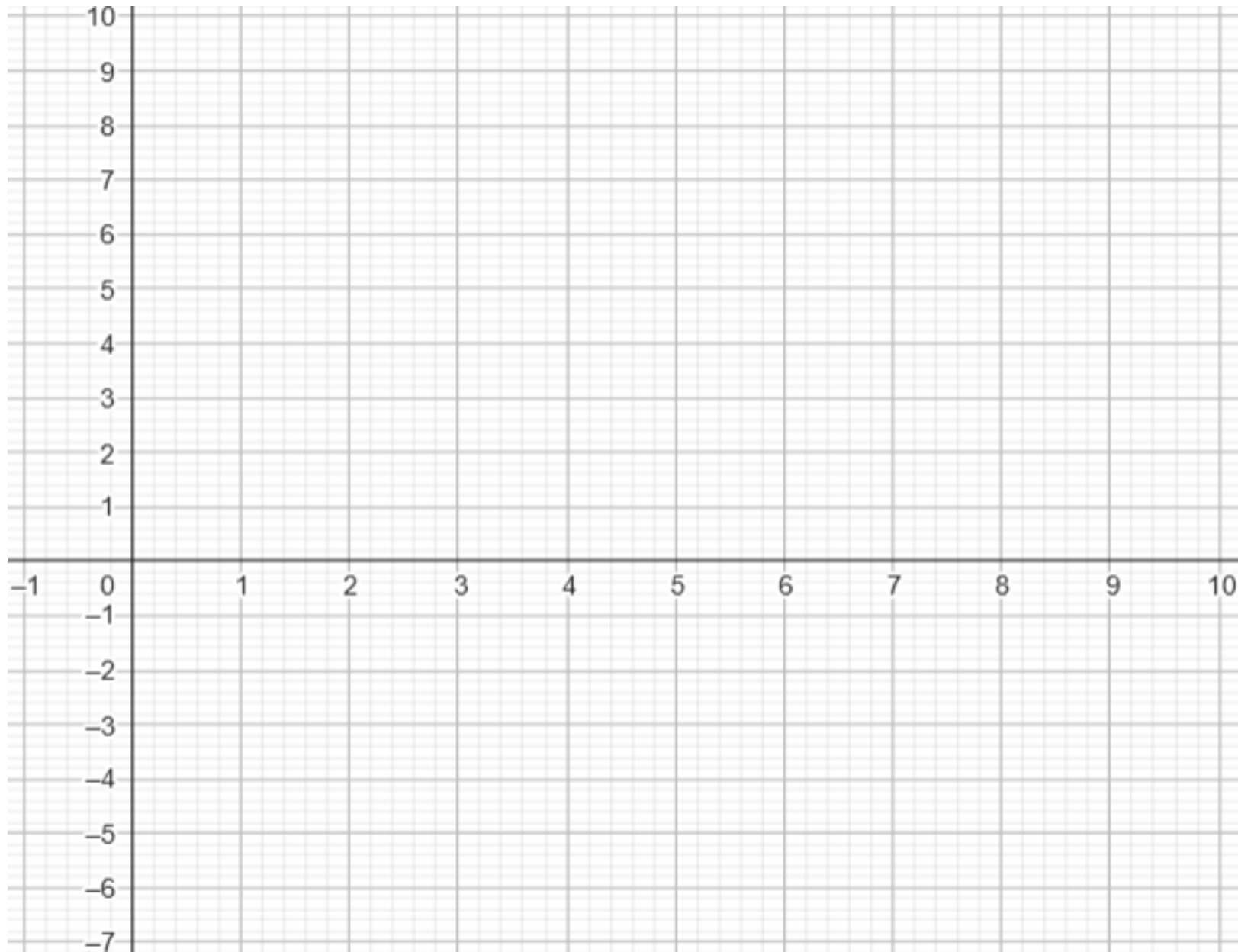
→ Førstehåndsindtryk



Tilhørsforhold/sympati

Behagelig

Ubehagelig



Menneskelighed

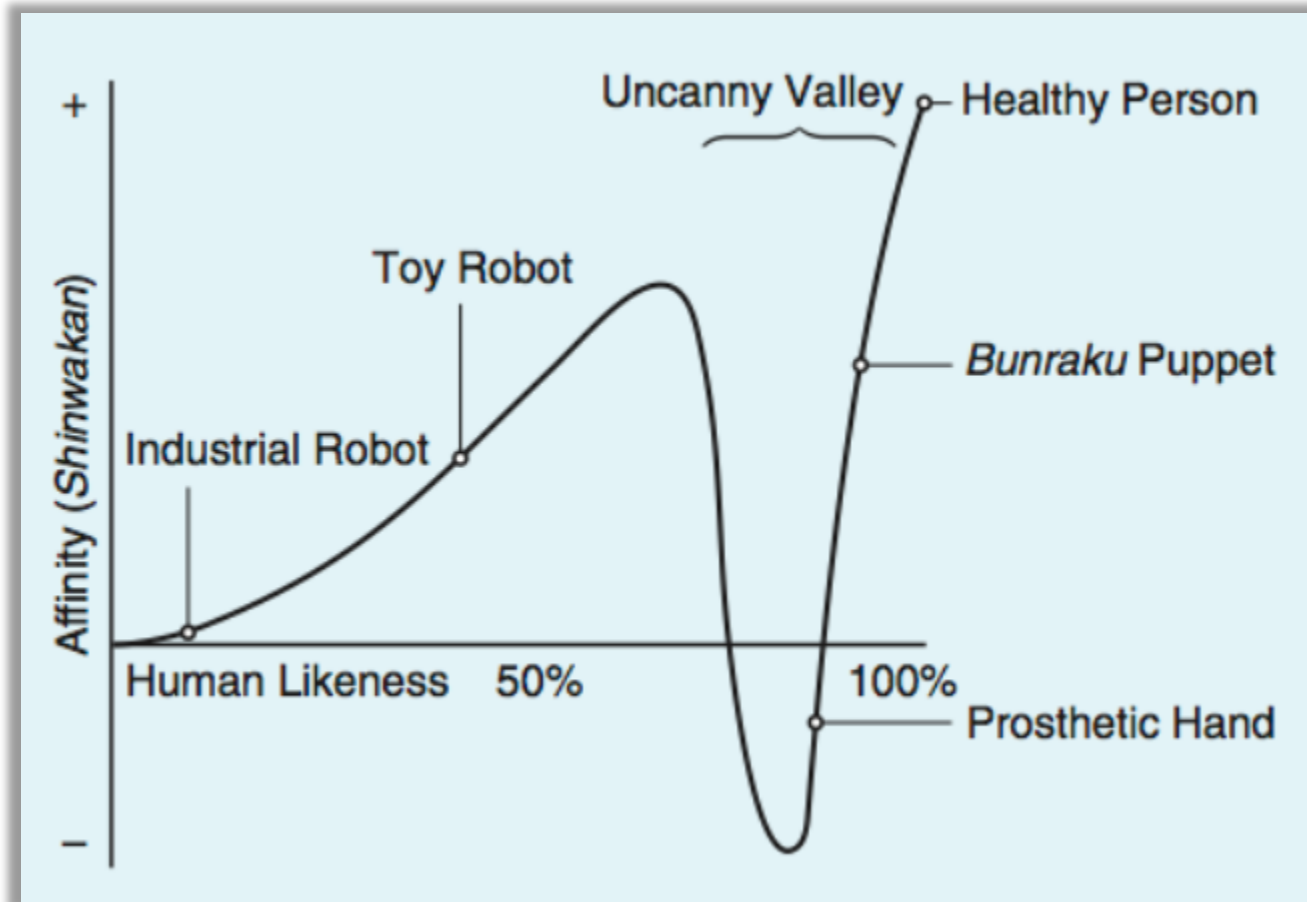
Overvejelser undervejs?

Uncanny Valley

- Menneskers sympati/tilhørsforhold falder kraftigt, når noget bliver næsten, men ikke helt menneskeligt
- Masahiro Mori
- Japansk robotforsker
- Kendt for konceptet "Uncanny Valley" fra 1970

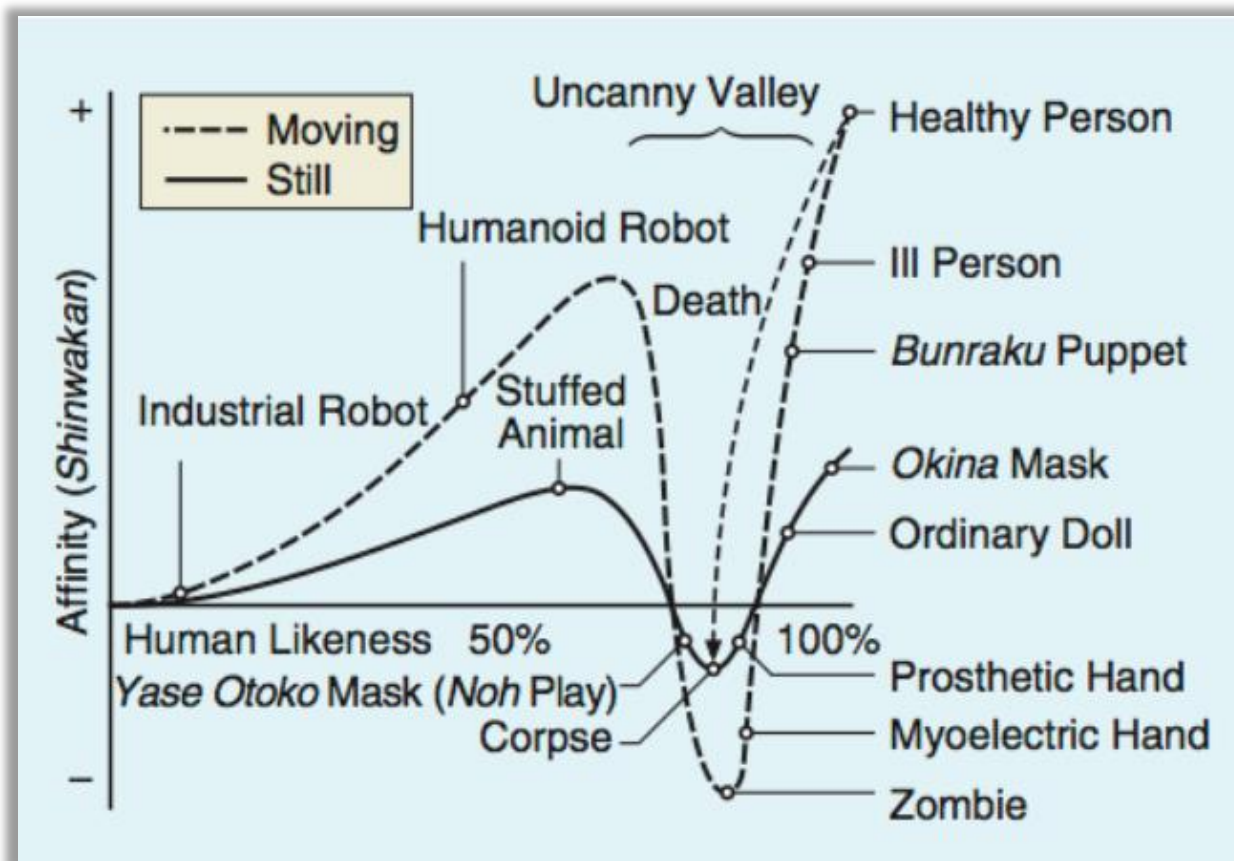


Uncanny Valley



Med bevægelse

→ Forstærker



Hvordan undgår man at falde i dalen?

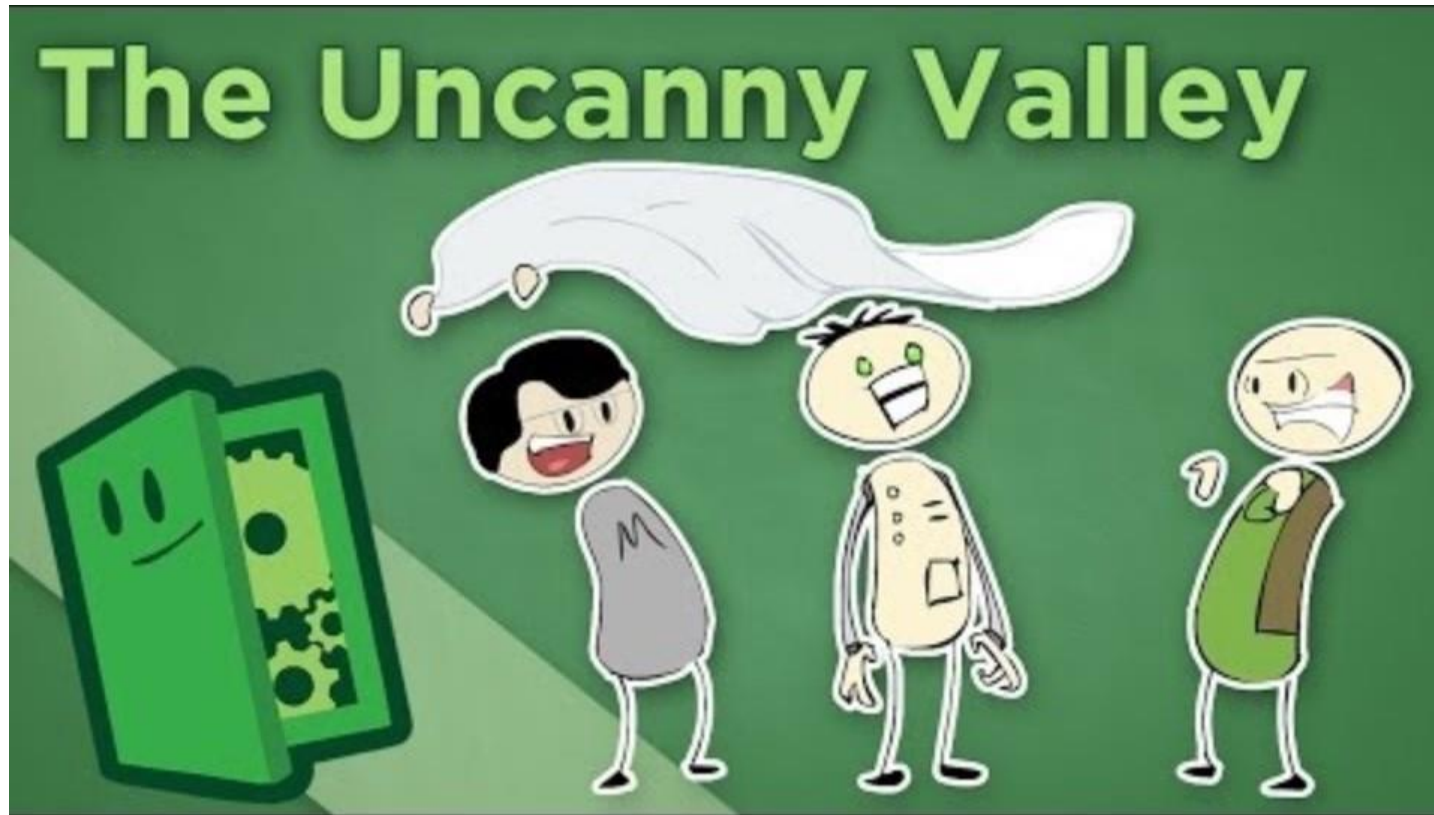
→ Tink – pair – Share

→ 3 min selv

→ 5 min med sidemakker



Character design





dhax



Imagine your Twitter network



duol



hipmunk



Ugens news: AI sprog



HeyGen

AI-powered video
creations at scale

4.8/5 500+ Reviews

The advertisement features a central video player showing a man in a white shirt. Overlaid on the video are three circular icons: a cloud with an upload arrow, a speech bubble, and a person with a plus sign. The background is a gradient from light purple to dark purple.

Ugens news: AI samtalepartner



The landing page for Gliglish features a blue header with the logo. A central image shows a 3D-rendered female AI teacher with glasses. To the right, the main headline reads "Learn languages by speaking with AI." Below this, a sub-headline says "Talk to a teacher. Roleplay real-life situations. Improve your speaking & listening." A prominent purple button with white text says "Speak now for FREE →". At the bottom, it states "No signup required ©".

This screen is titled "Learn languages by speaking with AI". It features a message from the AI: "Hey Maria! Gliglish is here to help you SPEAK foreign languages! Pick your language below." Below this, it says "Maria, let's have a conversation in...". A "Filter languages..." section is followed by a grid of language options, each with a flag and the language name and its associated country: English (United States), English (United Kingdom), English (Australia), Bulgarian (Bulgaria), Chinese (China), and Chinese (Taiwan).

This screen is titled "CHOOSE A SCENARIO" and is for "English (United States)". It includes a search bar "Find in scenarios...". Under the heading "LANGUAGE CLASSES", it says "Talk to your favorite AI-based English teacher". Three scenario options are listed, each with a small AI teacher avatar: "Talk to Gliglish", "Describing habits and routines", and "Directions: giving directions".

Muligheder

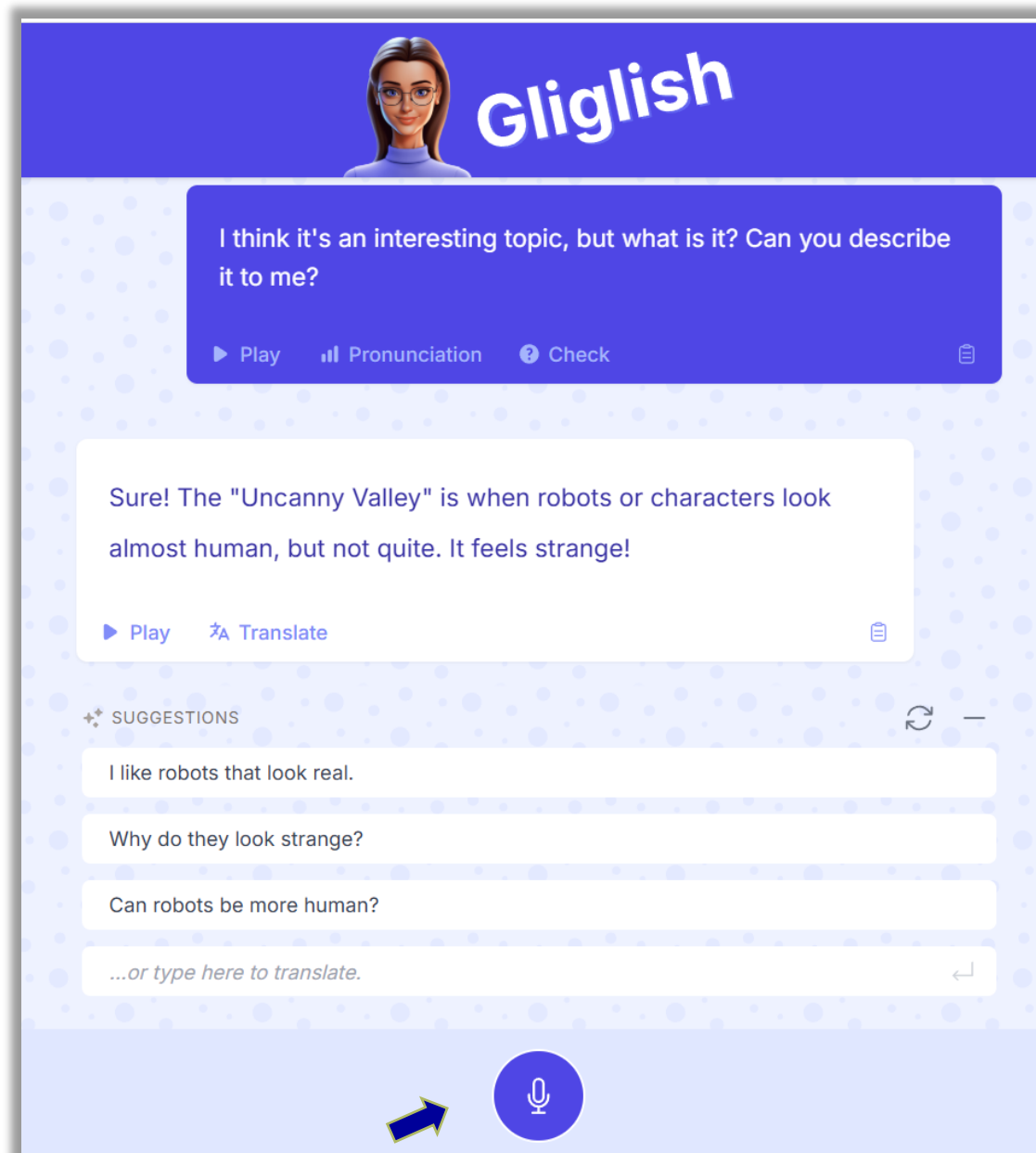
→ Indtale beskeder

→ Høre sproget

→ Oversættelsesmuligheder

→ Forslag til svarmuligheder

→ Feedback



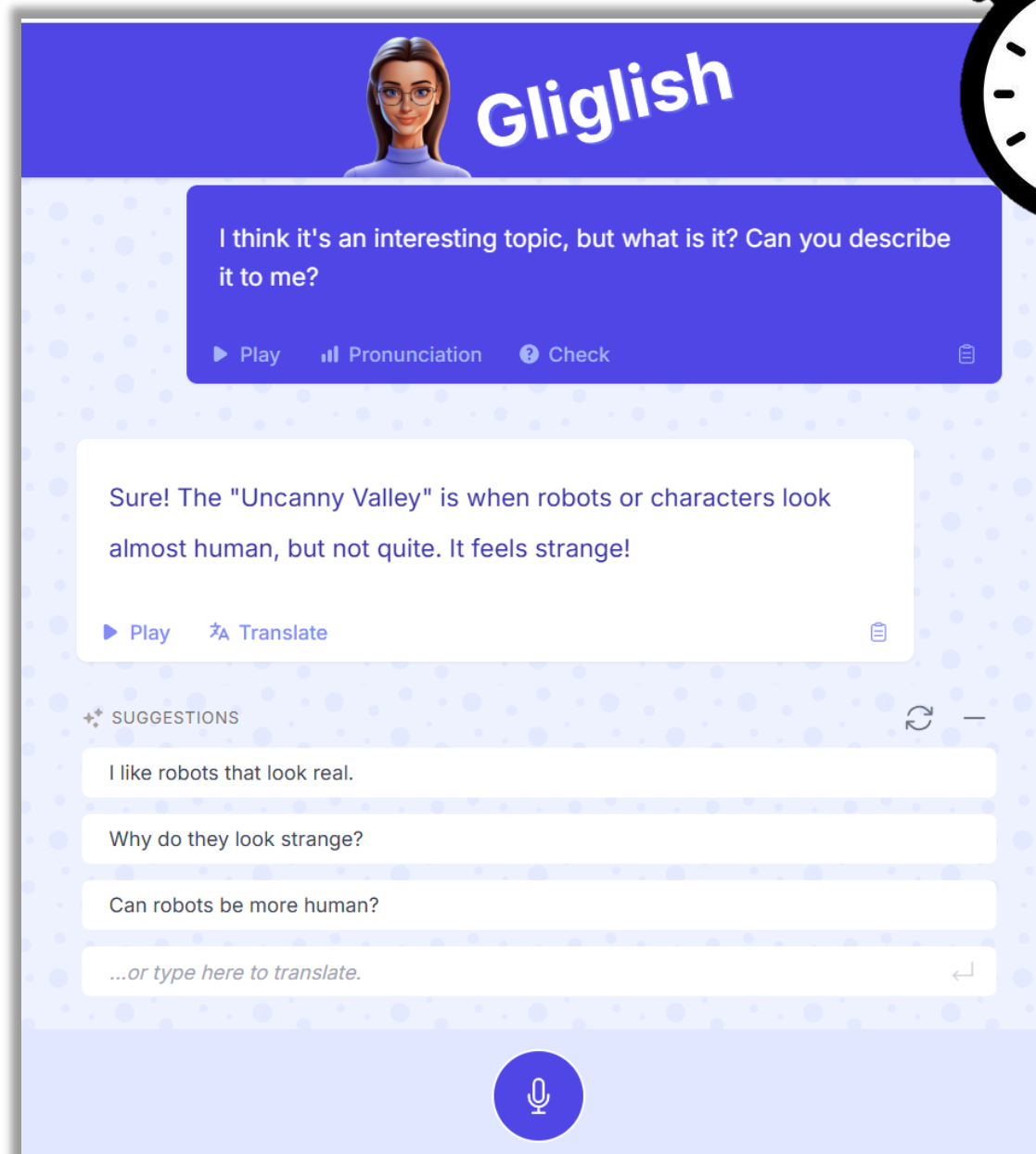
The screenshot displays the Gliglish app interface. At the top, there is a blue header with a female avatar and the text "Gliglish". Below the header, a blue speech bubble contains the text: "I think it's an interesting topic, but what is it? Can you describe it to me?". Below this bubble are icons for "Play", "Pronunciation", and "Check". In the center, a white speech bubble contains the response: "Sure! The 'Uncanny Valley' is when robots or characters look almost human, but not quite. It feels strange!". Below this bubble are icons for "Play" and "Translate". At the bottom, there is a section titled "SUGGESTIONS" with a refresh icon and a list of three suggested responses: "I like robots that look real.", "Why do they look strange?", and "Can robots be more human?". Below the suggestions is a text input field with the placeholder text "...or type here to translate." and a return key icon. At the very bottom of the screen, there is a blue arrow pointing right and a circular microphone icon.

Gliglish (15 min)

→ Kan man snakke med den om teori?

→ Hvad er Uncanny Valley?..

→ Fordele og begrænsninger?



The screenshot shows the Gliglish app interface. At the top, there is a blue header with a female avatar and the text "Gliglish". Below the header, a blue speech bubble contains the text: "I think it's an interesting topic, but what is it? Can you describe it to me?". Below this bubble are icons for "Play", "Pronunciation", and "Check". A white speech bubble below contains the response: "Sure! The 'Uncanny Valley' is when robots or characters look almost human, but not quite. It feels strange!". Below this bubble are icons for "Play" and "Translate". Underneath is a "SUGGESTIONS" section with a refresh icon and a minus sign. It lists three suggestions: "I like robots that look real.", "Why do they look strange?", and "Can robots be more human?". Below the suggestions is a text input field with the placeholder "...or type here to translate." and a return key icon. At the bottom center, there is a blue circular button with a white microphone icon.



Hvad er I nået frem til?

Uncanny Valley?

Pause

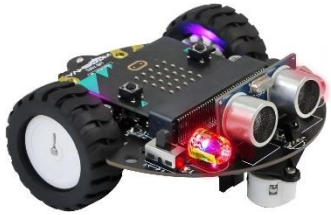
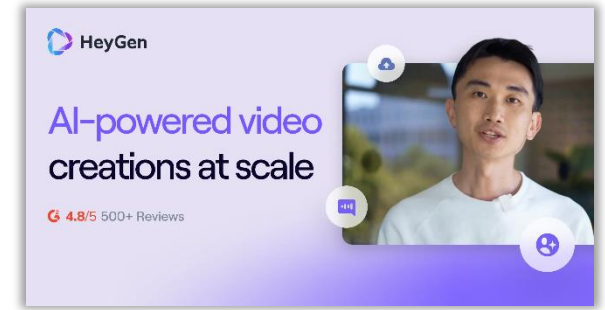


Undervisning med nye teknologier



More Youths Realize Emerging
Technologies





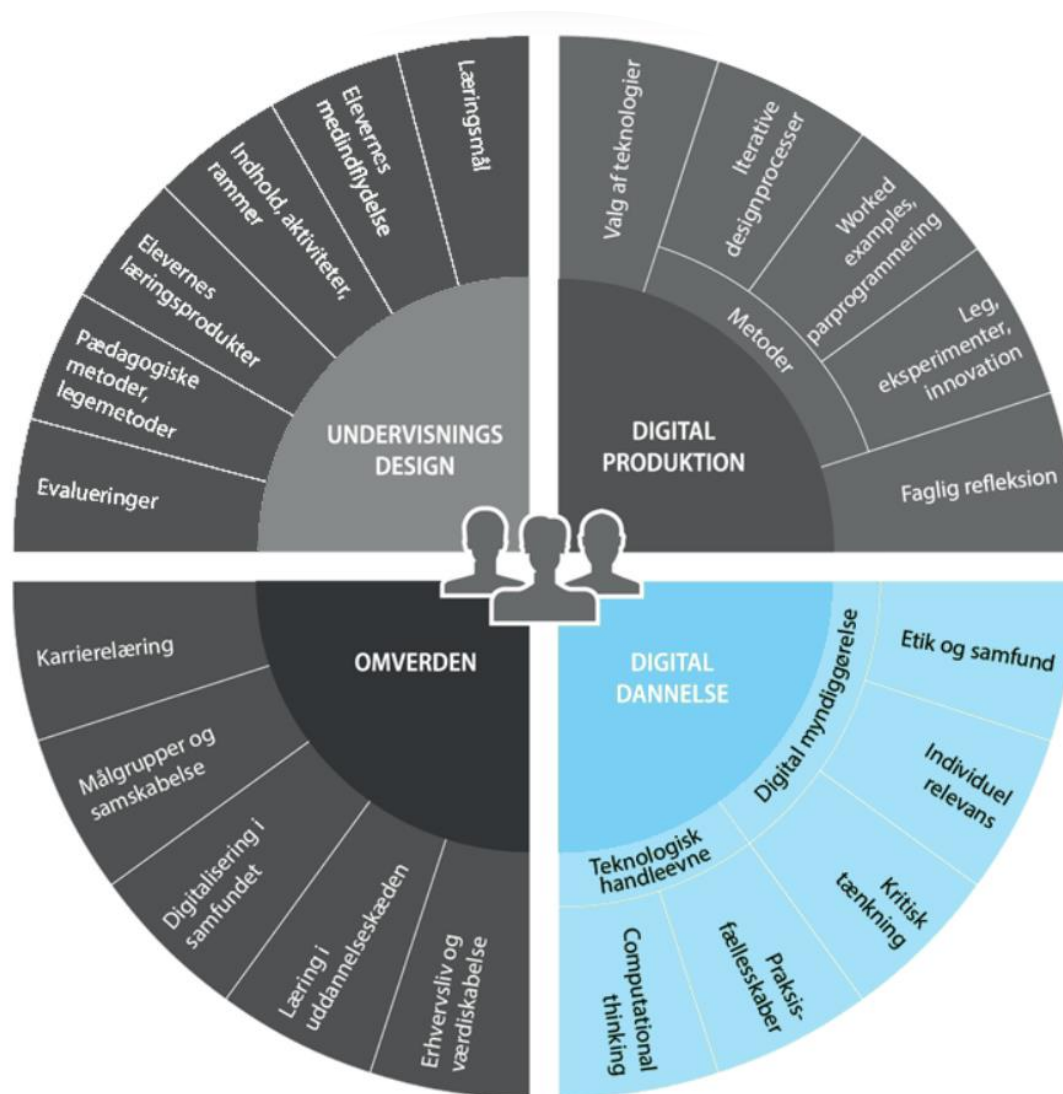
ROBOdidaktik

→ Teknologi-didaktisk model

→ Kursusplanlægning

→ Dokumentation af undervisningsforløb

→ Pick-and-choose



Vejledende spørgsmål	
▶ UNDERVISNINGSDESIGN	▶ DIGITAL PRODUKTION
▶ OMVERDEN	▶ DIGITAL DANNELSE



Vejledende spørgsmål

▲ UNDERVISNINGSDSIGN

Læringsmål

Omhandler viden, færdigheder hhv. kompetencer, som eleverne skal opnå i forløbet: fagligt, socialt og/eller personligt. Se også vejledningerne til fagene.

- *Hvilke faglige mål og hvilket kernestof skal der arbejdes med (viden, færdigheder, kompetencer)?*
- *Hvilke fag skal indgå?*
- *Hvordan giver forløbet mening for en given målgruppe?*
- *Hvordan kan man tilpasse eksisterende forløb til mål og målgruppe?*

Elevernes medindflydelse

Eleverne inddrages med fordel i planlægning af forløbet og undervejs. Ved fx at vælge tema, case, sted, målgruppe, rolle el.lign.

- *På hvilken måde kan eleverne inddrages aktivt i planlægningen af undervisningen? Kan eleverne inddrages i timernes struktur, fx minipausser eller rækkefølge af fagligt indhold?*
- *Kan eleverne byde ind med problemstillinger, de gerne vil undersøge? Kan eleverne fx vælge temaer ved projektarbejde? Hvordan inddrager man elevernes interesser og hverdagsliv?*
- *Har eleverne ønsker til at arbejde med konkrete teknologier?*
- *Kan eleverne inddrage aspekter fra andre fag, de har på deres uddannelse?*
- *Skal eleverne inddrages i dannelse af grupper – eller netop ikke?*

▶ DIGITAL PRODUKTION

▶ DIGITAL DANNELSE

Undervisning med fokus på nye teknologier



Minutvideoer: eksempler fra underviserens praksis

UNDERVISNINGSDSIGN

- ▶ Læringsmål
- ▶ Elevernes medindflydelse

Video



- ▶ Indhold, aktiviteter og rammer
- ▶ Elevernes læringsprodukter
- ▶ Pædagogiske metoder, leg
- ▶ Evalueringer

DIGITAL PRODUKTION

- ▶ Valg af teknologier
- ▶ Om metodevalg
- ▶ Iterative designprocesser
- ▶ Worked examples, parprogrammering
- ▶ Leg, eksperimenter, Innovation
- ▶ Faglig refleksion

DIGITAL DANNEELSE

- ▶ Etik og samfund
- ▶ Individuel relevans
- ▶ Kritisk tænkning
- ▶ Praksisfællesskaber
- ▶ Computational Thinking

OMVERDEN

- ▶ Karrierelæring
- ▶ Målgrupper og samskabelse
- ▶ Digitalisering i samfundet
- ▶ Læring i uddannelseskæden
- ▶ Erhvervsliv og værdiskabelse

→ <https://gdlit.sdu.dk/projects/myre/robodidaktik-vejledning/>

Udvalgte videoer: Valg af teknologier



Udvalgte videoer: Etik og samfund



Udvalgte videoer: Individuel relevans



Udvalgte videoer: Computational Thinking



Begrænsninger

Kompliceret for nytilkomne



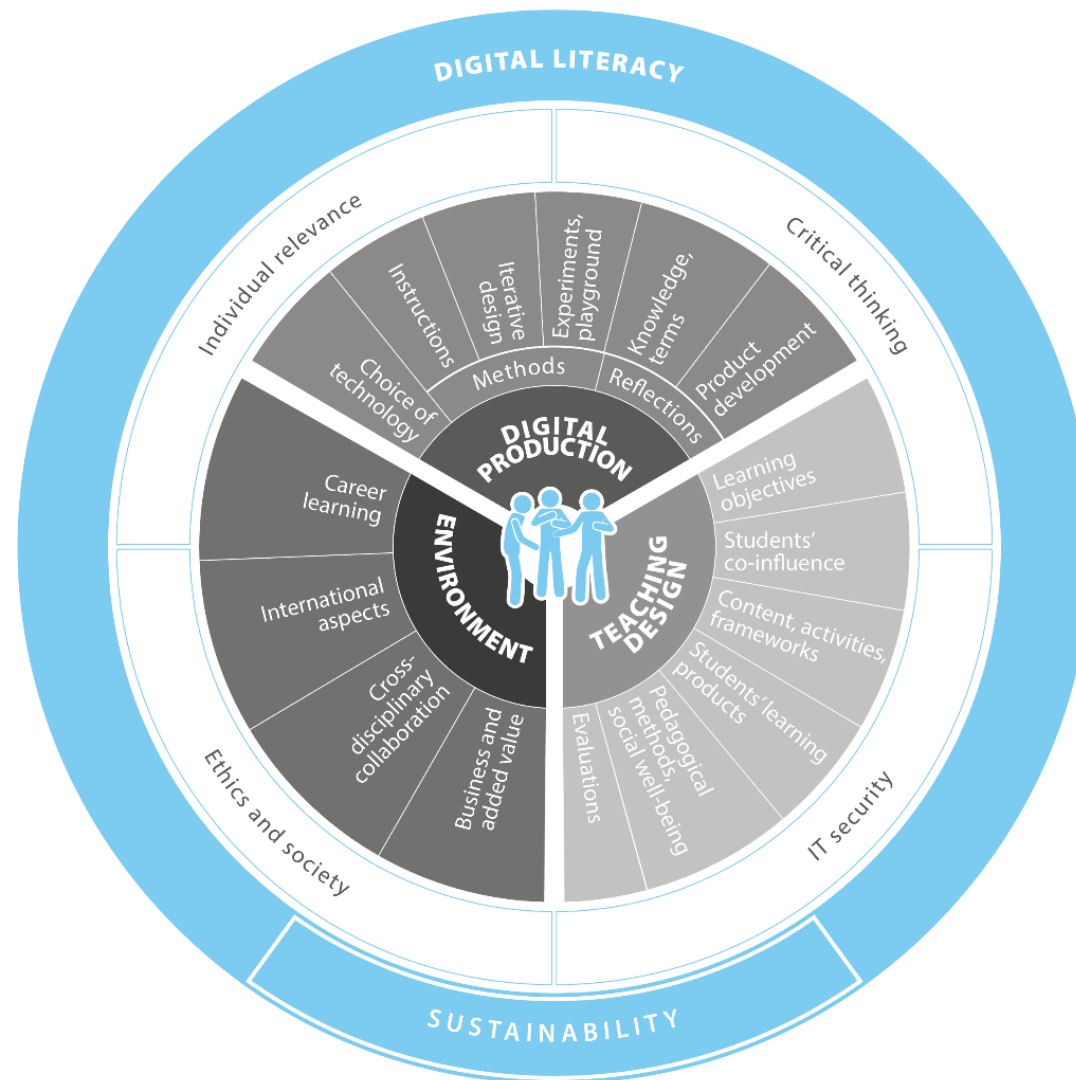
DIGdidaktik

→ Tilpasninger

→ Digital dannelse er fundamentet

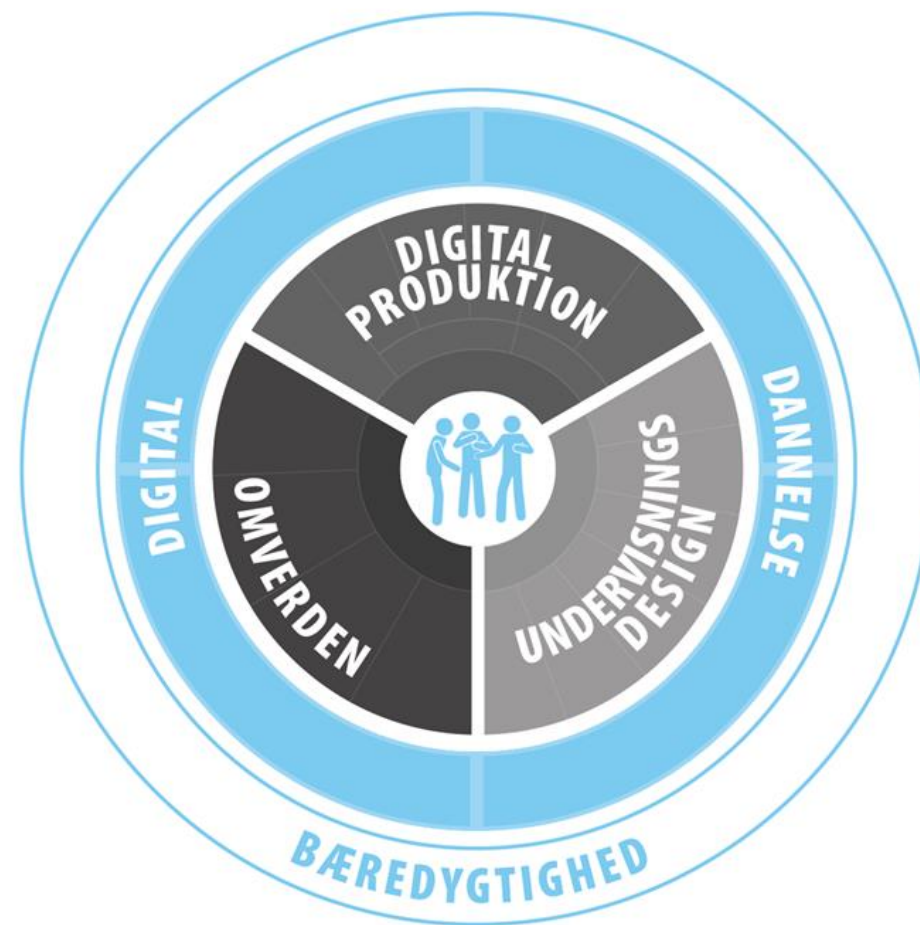
→ Bæredygtighed

<p>► TEACHING DESIGN</p> <p>► ENVIRONMENT</p> <p>The new guiding questions for sustainability (Oct. 24) in the context of teaching with digital production, are inspired by the aims of balancing the needs of the economy, environment, and social well-being (Brundtland report, 1987, and SDG goals, UN 2015).</p>	<p>► DIGITAL PRODUCTION</p> <p>► DIGITAL LITERACY</p> <p>► SUSTAINABILITY</p> <p>In general</p> <ul style="list-style-type: none"> • Do you apply and create relevant teaching materials about sustainability and ethics that include economic, environmental, and social aspects, so students understand what sustainability is and why it is important? • How can you make students become aware of sustainability in the development process and the digital product? <p>Environment and 'digitalnability'</p> <ul style="list-style-type: none"> • (How) can the digital product benefit the environment? Such as offer energy-saving alternatives to ordinary solutions, make energy
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Forenkling af model i fremtidigt projekt

- Vil gøre det nemmere for ny-tilkommere
- Bagvedliggende elementer mere fleksible
- Ny version af de bagvedliggende spørgsmål



Modellen i relation til projekterne

→ Hvordan passer jeres læringsteknologi ind i et kursus/læringsforløb?



Vi prøver noget nyt

→ Modellen som design-reflektions værktøj

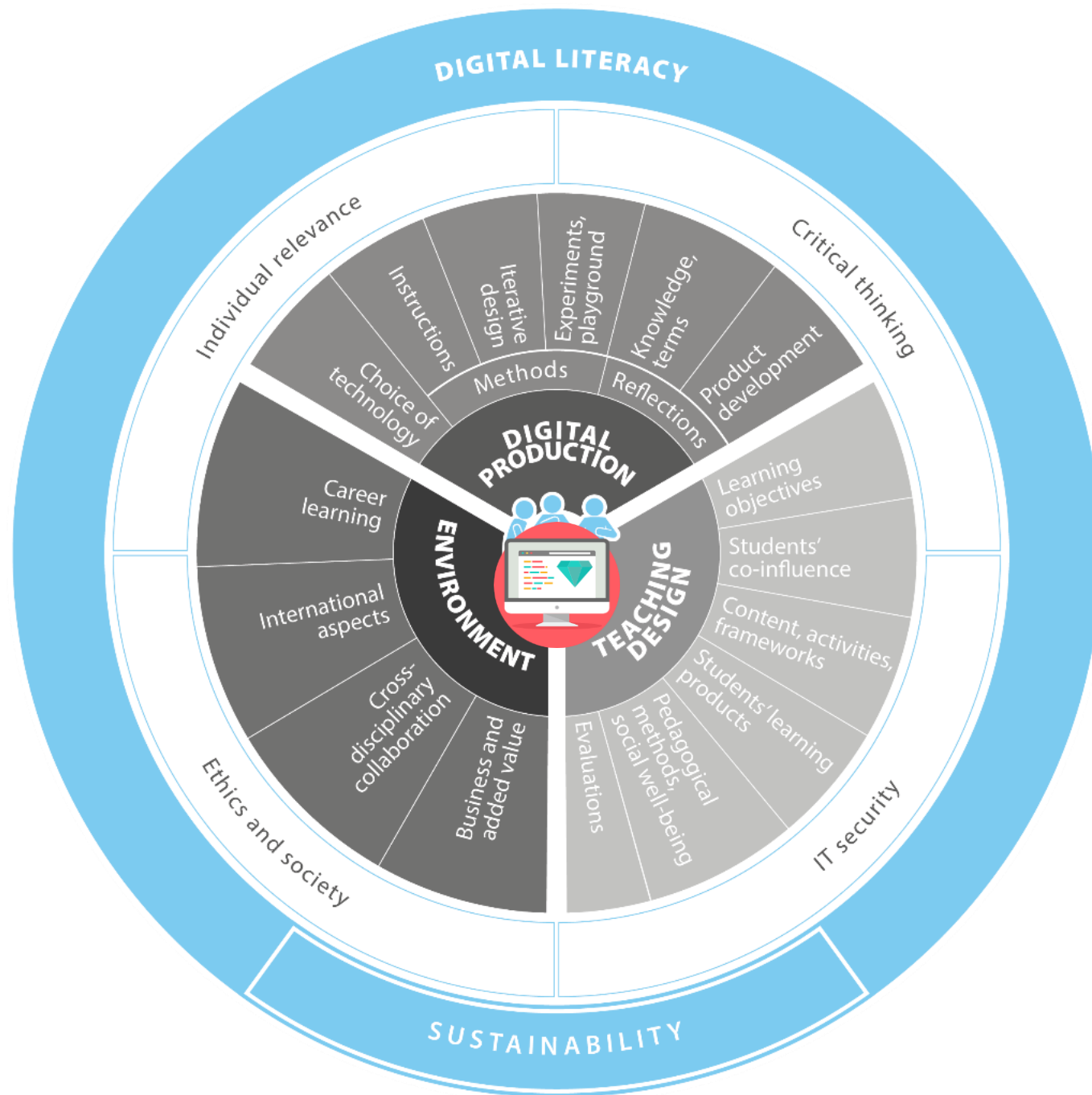
→ Koncepter og projektet

→ 30 min i jeres gruppe

→ Fortælle hvad I er nået frem til for klassen

Forestil jer jeres teknologi er blevet valgt, som teknologien, eleverne skal arbejde med. Brug modellen til at reflektere over koncepterne/felterne i relation til jeres projekt. Hvordan kan jeres projekt/ide forbedres? Fx bæredygtighed, it sikkerhed, kritisk tænkning

Og spørgsmålet på forrige slide.



Tekniske spørgsmål

→ Delt eksempel på god web rapport

→ Vejledning om onsdagen

→ Hjælp til kode?

