

## UNIVERSITIES AND NEW MODELS OF TEACHING AND LEARNING THROUGH NEW TECHNOLOGIES. THE CENTRE OF E-LEARNING AT THE UNIVERSITY OF BARI "ALDO MORO"

Antonio Felice Uricchio  
University of Bari "Aldo Moro", Italy  
editor@ijlt.eu

### **Abstract:**

The definition of reference of skills is that given in the Recommendation of the European Parliament and Council dated 23 April 2008 of the establishment of the European Qualifications Framework for lifelong learning (2008 / C 111/01). The adoption of the European Qualifications Framework (EQF), applied in levels defined on the basis of skills, knowledge and ability, will make it possible to compare titles and professional qualifications of the students of various countries. However, attempting to verify the status of this state of the art new learning paradigm it is clear that the teaching skills are spreading gradually in Italy. Teaching for skills is based on the idea that it is important (Da Re, 2009) that students learn not only the facts, ideas, concepts, but above all that they learn how to apply them in practice, and how to use them in non-conventional fields precisely transforming their skills knowledge. In the ancient profession of teaching it is good to find new means with MOOCs (Massive Open Online Courses) with flipped classes. This approach combined with multimedia learning resources in general can become functional to a constructive and social education. This favored interactive online personalized teaching experience is moving closer to the needs of digital natives. As H. Jenkins (2010), former director of the Comparative Media Studies Program at MIT (Massachusetts Institute of Technology) explains, the traditional analogical model of learning is ill-adapted to our completely hi-tech generation. This paper explores this leading theme through an empirical experimental-approach case study of the Centre of E- Learning of the University of Bari.

*Keywords: new didactic, E-learning, EQF, skills, ICT, Moocs, flipped-learning*