

Behaviour-Education-Technology



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Editorial

Education can really benefit from the many opportunities, although not always immediate and explicit, that technology makes available. Let's consider the following example. The use of the Internet has determined, among others, the redefinition of the methods of creation and access to teaching and learning resources, of the physical spaces in which the education takes place, of the frequency and type of interaction between learners and teachers.

It is a phase of the education's lifecycle that is neither stoppable nor preventable. We could consider that as a phase of renewal that can further enhance the whole educational process. In other words, new and interesting opportunities are opening for redefinition of educational models. Although the path of "educational evolution" has already begun, there is a lot of potential yet to be explored. As it's well known, technology offers a wide range of opportunities but, ultimately, Universities and Schools are responsible for organizing themselves to manage and coordinate this educational evolution path.

One of the most important pillars of network society is represented by the mechanisms of interconnection and interaction between all the actors in the network. In the educational context this means redefining the ways in which all interaction processes

are managed, not only between the students themselves but between students, alumni, teachers, external professionals. So, how do the technologies intervene in this context? The technologies offer interesting opportunities in this context, among which the possibility to observe and analyze potentially a very high number of many-to-many interactions and, at the same time, of giving back some initial feedback based on student behavior. The analysis of behaviors and the exchange of constructive feedback are, even more, an integral part of the learning process.

In the managerial discipline the adoption of educational models that make use of experiments and, more generally, experiential learning models do not represent a novelty per se. Technology today has increased the value of these models for educational purposes. Leveraging on continuous feedback on their behaviors, students can verify their learning progress. The integration of behavioral analysis in economic disciplines is also consistent with the concept of "evidence-based economics" recently proposed by Nobel laureate Richard Thaler, according to which the use of descriptive models, through which to analyze the behavior of human beings, would help to increase the value of economic models.



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