

# Learning and Exercising Citizenship in Physical and Digital Ecosystems

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## Abstract

The study presents the Online Digital Learning Ecosystem (EDOA) planned and developed by the Brazilian Higher Education Institution (IES) UNINTA. The connectivism of George Siemens (2004) theoretically supports the EDOA, used by 20,000 students. EDOA references are that the political, economic and social transformations of the Knowledge Society, in the post-pandemic, should foster a culture of sustainable and disruptive innovation in Higher Education. Learning and exercising citizenship will take place in physical and digital ecosystems. EDOA transcends the disciplinary boundary and encourages the management of learning paths, spaces and resources in a multidisciplinary network of collaboration between areas of knowledge, between the sciences and the arts. EDOA reinvents itself in partnership with Brazilian and foreign HEIs. EDOA takes place based on the active participation and individual and collective interests of students. The teacher trusts that the student is learning according to their needs and desires, considering their contribution independently or in online groups, in learning networks. The intention is that the information provided by the teacher and that made available by the student becomes the focus for peer comments and can be the main resource for teaching learning. At EDOA the aim of the study is to learn, it is not a grade. The teacher and student can propose activities, but always optional. The reduction of the teacher's authority means that the “truth” and the “wrong” do not exist and the learning result is the result of negotiation and consensus.

**Keywords:** Active learning; Connectivism; Disruption; Online Digital Learning Ecosystem; Innovation