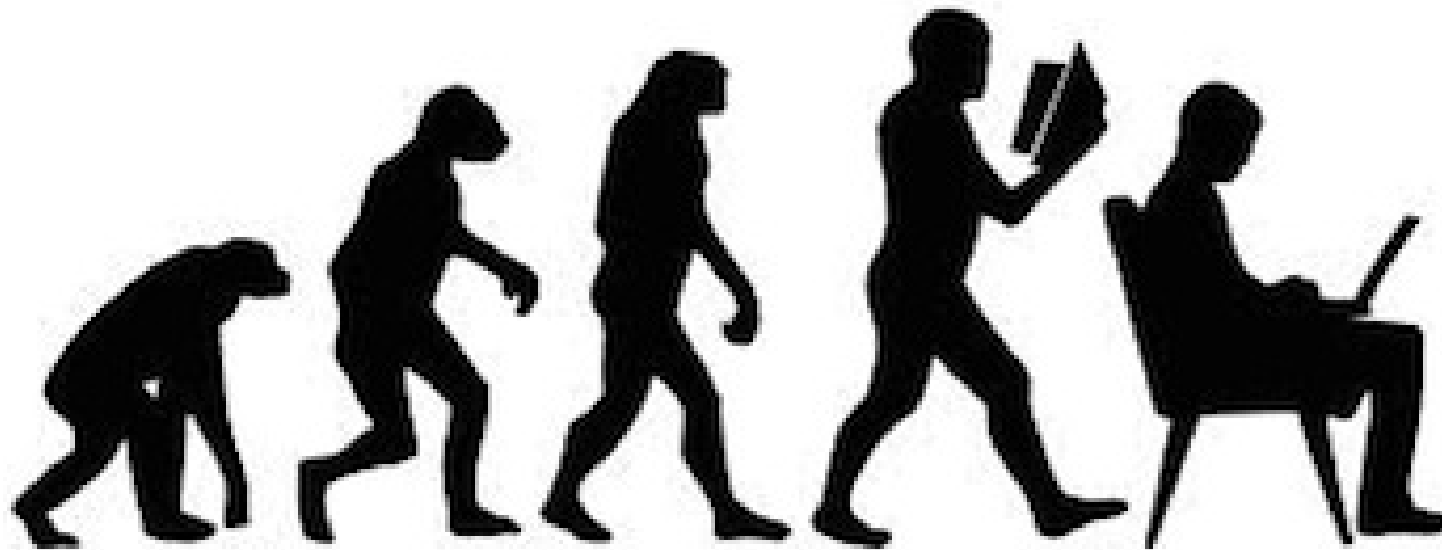


PROJEKTOWANIE EFEKTYWNYCH KURSÓW ONLINE

EWA JANICKA

10 lat e-learningu akademickiego w Polsce



Na polskich uczelniach e-learning znajduje się w fazie, którą cechuje duży potencjał wzrostu i rozwoju.

10 lat e-learningu akademickiego w Polsce?



Pytanie: skoro e-learning akademicki wdrażany jest od ponad 10 lat, dlaczego autorka prezentacji przez 12 lat kariery akademickiej nie miała okazji uczyć i nauczać za pomocą kursów online?

Cyfrowa szkoła

to cztery uzupełniające się komponenty:

to pilotażowy program rządowy, który dzięki wyposażeniu szkół w sprzęt informatyczny i szkoleniu nauczycieli ma przygotować polską edukację do cyfryzacji.



e-szkola

zaopatrzenie szkół w nowoczesne pomoce dydaktyczne



e-uczeń

zapewnienie uczniom dostępu do nowoczesnych pomocy dydaktycznych w domu



e-nauczyciel

rozwijanie umiejętności nauczycieli z zakresu wykorzystania technologii informacyjno-komunikacyjnych na lekcjach



e-podręcznik

stworzenie elektronicznych zasobów edukacyjnych, w tym bezpłatnych e-podręczników

Cyfrowa szkoła w liczbach:

402

szkoły podstawowe zakwalifikowano do programu pilotażowego

140
165
97

szkół małych (do 100 uczniów)
szkół średnich (101-300 uczniów)
szkół dużych (powyżej 300 uczniów)



230 szkół z obszarów wiejskich
172 szkoły z obszarów miejskich

44 mln zł

dofinansowanie zakupu nowoczesnego sprzętu multimedialnego - pilotaż

20 mln zł

zostanie przeznaczone na szkolenie nauczycieli w latach 2012-2015

920

tablic interaktywnych w szkołach - pilotaż

E-podręczniki

powszechny, swobodny i darmowy dostęp w dowolnym miejscu i czasie

W erze nowych technologii nauczyciel jest przede wszystkim przewodnikiem ucznia w poszukiwaniu i posługiwaniu się informacją. Internet i e-podręczniki wpłyną na wzbogacenie i uatrakcyjnienie procesu nauki

Powstaną elektroniczne podręczniki do: edukacji wczesnoszkolnej, języka polskiego, historii, geografii, fizyki, chemii, matematyki, zajęć komputerowych, informatyki, edukacji dla bezpieczeństwa. Powstanie także 2500 uzupełniających zasobów edukacyjnych, które zostaną umieszczone na platformie edukacyjnej

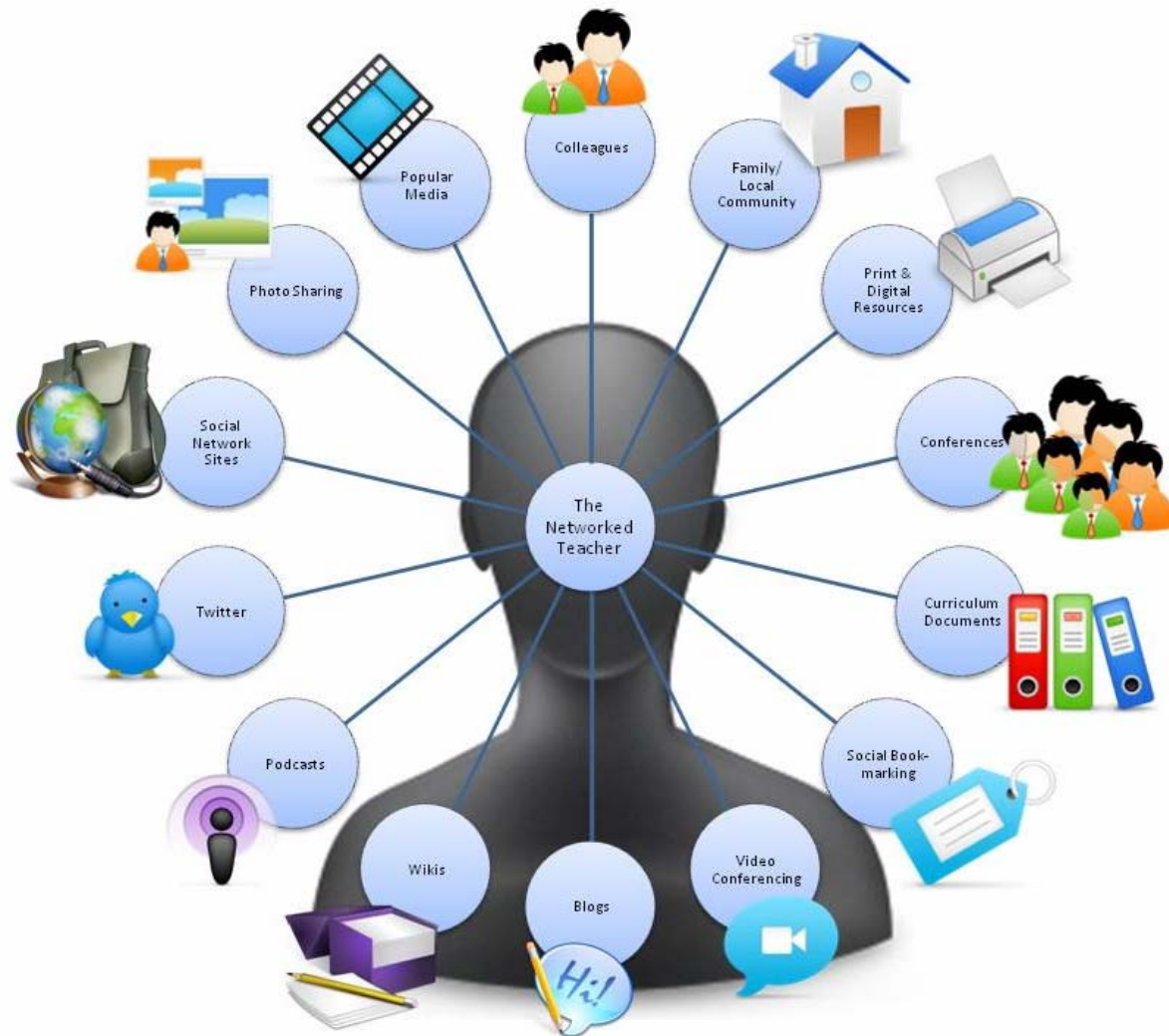


JUTRO ZACZYNA SIĘ DZIŚ



To są nasi przyszli studenci tzw.: **Pokolenie Sieci** (Don Tapscot), cechują ich: wolność, kastomizacja (dopasowanie do swoich potrzeb), baczna obserwacja, współpraca, rozrywka, szybkie tempo oraz innowacyjność.

EDUKACJA PRZYSZŁOŚCI

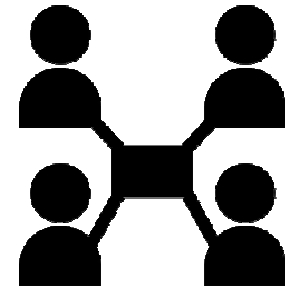
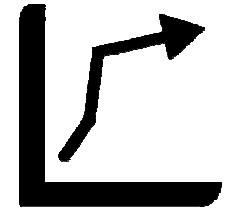
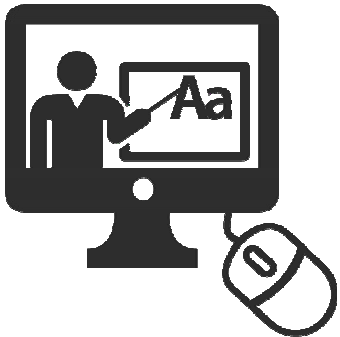


Podnoszenie kwalifikacji zawodowych nauczycieli akademickich w zakresie e-edukacji.

Zdobywanie specjalistycznej wiedzy w zakresie nowych trendów i technologii w e-learningu.

Poszukiwanie inspiracji i gotowych rozwiązań pośród narzędzi internetowych, z których korzystają nasi przyszli studenci.

UNIWERSYTET TRZECIEJ GENERACJI



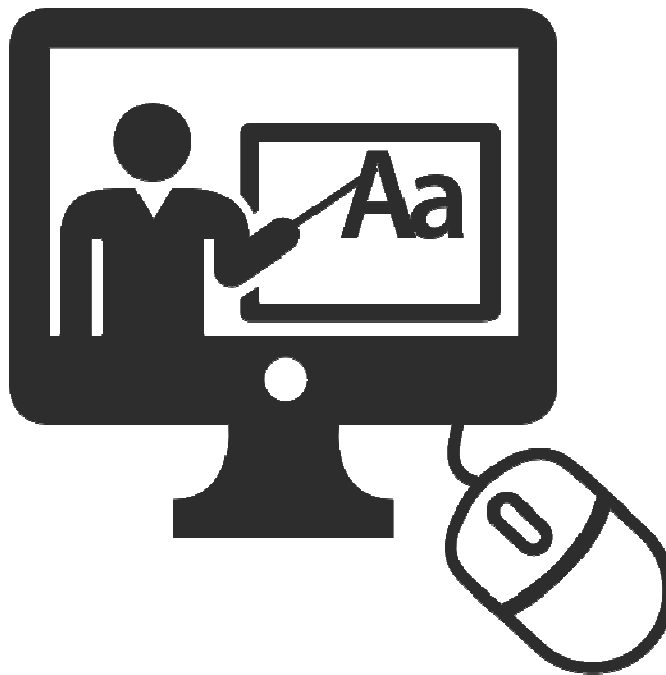
Cechy charakterystyczne Uniwersytetu III Generacji:

- Interdyscyplinarność badań,
- Uniwersytety sieciowe – współpraca z przemysłem, biznesem, itp..
- Działalność na konkurencyjnym rynku międzynarodowym,
- Masowość edukacji,
- Przywrócenie znaczenia kreatywności,
- Korzystanie z nowoczesnych technologii w procesie dydaktycznym.

E-LEARNING AKADEMICKI W POLSCE

PROBLEMY

- niska dostępność ekspertów ds. e-learningu akademickiego,
- brak wykształconej kadry i *know-how* na wysokim poziomie
- niedoprecyzowane podstawy prawne funkcjonowania e-edukacji w kształceniu akademickim
- bariery mentalne



ROZWIĄZANIA

- doskonalenie zaplecza technologiczno-administracyjne,
- kursy doskonalące kompetencje w zakresie e-learningu,
- „zeszyty dobrych praktyk” w zakresie tworzenia profesjonalnych materiałów dydaktycznych
- współpraca z specjalistami od projektowania i wytwarzania zasobów edukacyjnych na portalach e-learningowych: eksperci dziedzinowi, metodycy zdalnego nauczania, graficy, programiści i redaktorzy.
- maksymalizacja zaangażowania władz, kademickiej i studentów

- A** Access and flexibility
- C** Costs
- T** Teaching and learning
- I** Interactivity and user friendliness
- O** Organizational issues
- N** Novelty
- S** Speed

AKOŚĆ E-LEARNINGU

- S** Struktura
- I** Interaktywność
- L** Linki
- V** Wizualność
- E** Łatwość (Ease)
- R** Reputacja

STRUKTURA E-LEARNINGU

The "e" in e-Learning stands for education -we too often forget that - it is not about bandwidth, servers, and cables. It is about education - first and foremost.

**KEN GAINES
EAST-WEST UNIVERSITY**



10

10 'links' which makes the 'chain' of e-Learning

1

Start with a bang: Good eLearning courses have great beginnings - say icebreaker questions or casestudies etc.

2

Set measurable and attainable learning objectives: State the learning objectives before the lesson begins. Learning content should meet these objectives.

3

Address different learning styles: Human beings have different styles of learning. Success eLearning courses addresses these different learning styles.

4

Add instructions: Help learners navigate the course by adding instructions.

5

Keep the content conversational: Conversational style improves learning. Use first or second person to keep to the tone conversational.

6

Assess the learners: Instead of just assessing their memorizing skills assess them on the business context

7

Keep distraction to minimum: Avoid eye candy and overuse of decorative graphics

8

Use interactivities judiciously: A good rule of thumb is to use an interactivity on every third page.

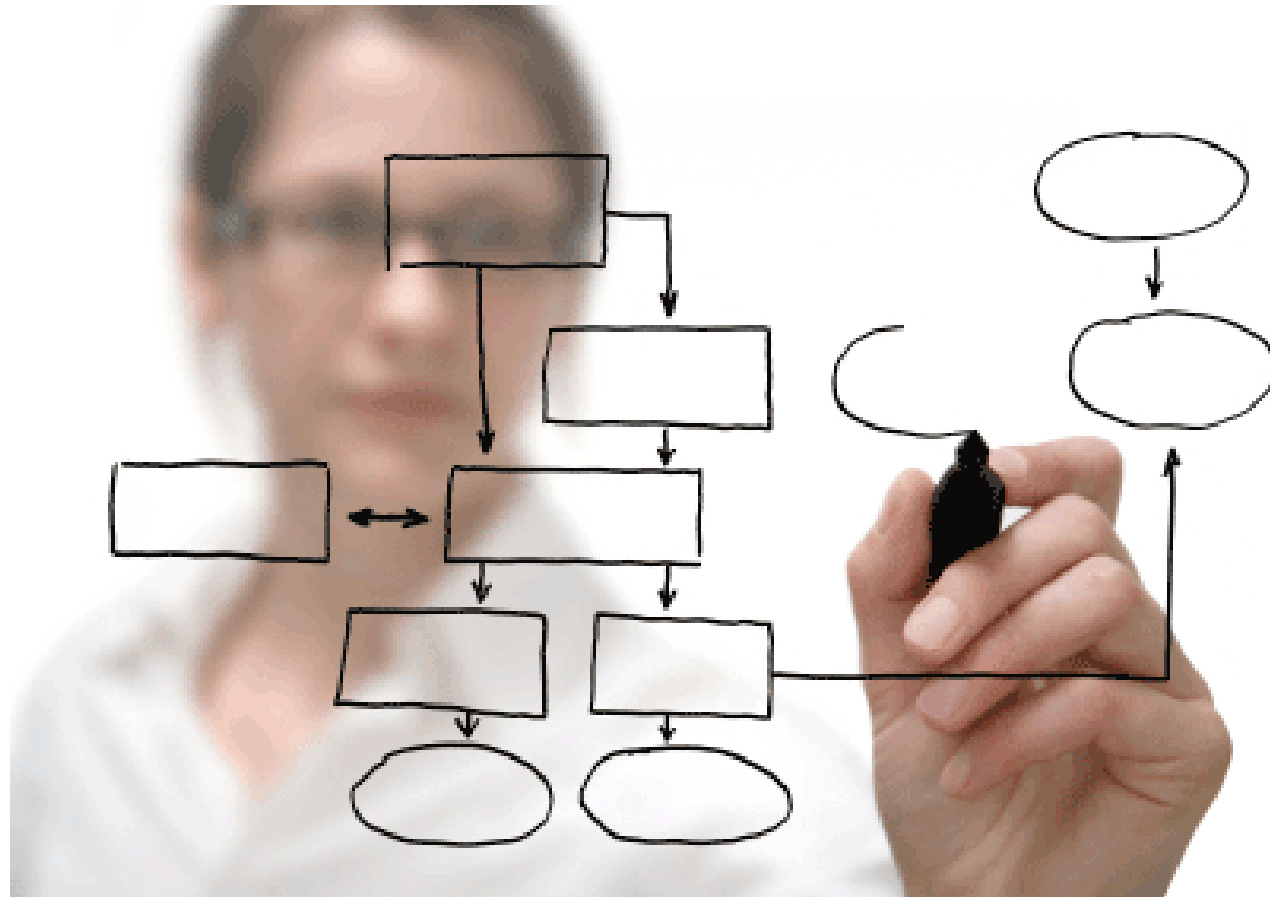
9

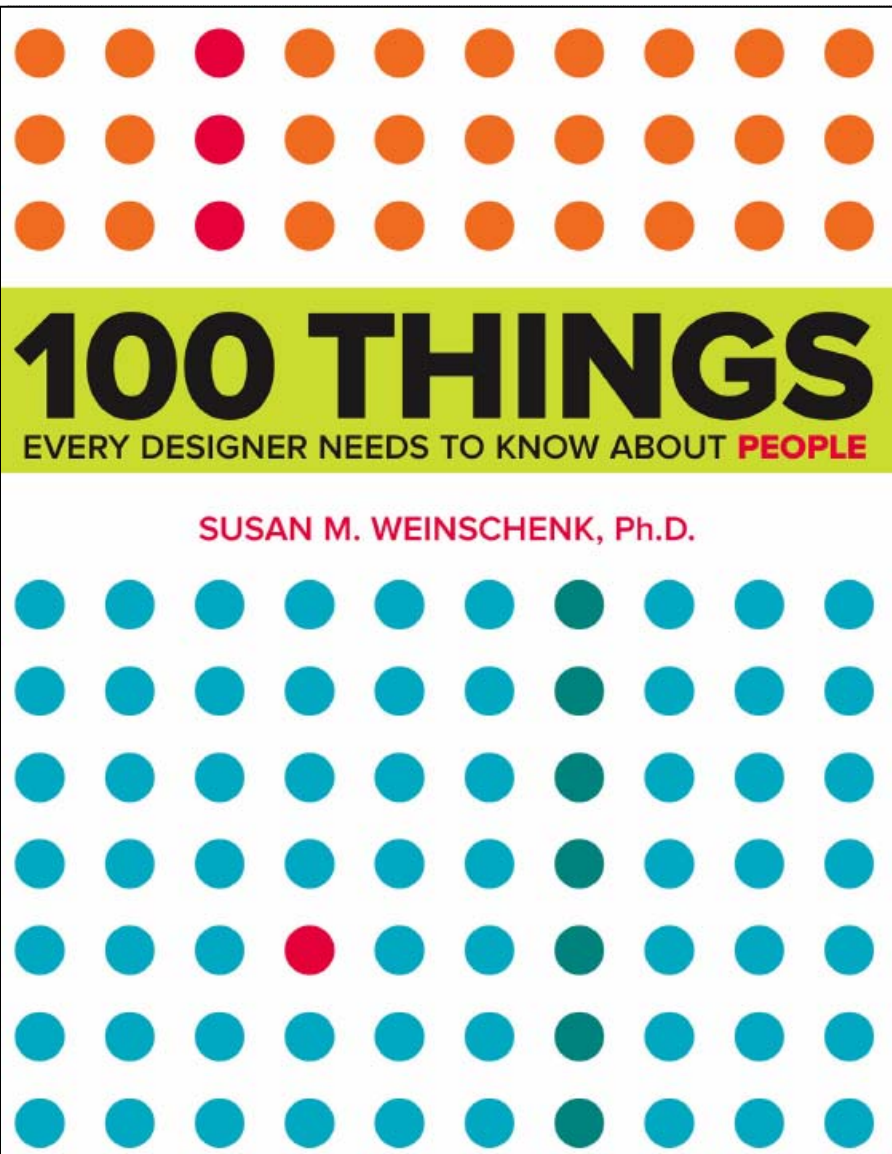
Follow usability guidelines: E-learning should have a proper course structure, flow, and instructions for the learners to complete the course.

10

Chunk at the screen level: When the content itself is too heavy, it is reasonable to organize the content, so each screen consists of one chunk of related information. Too much information given on-screen can disrupt the learner's attention.

INSPIRACJE





WEB DESIGN

In order to make text readable make sure that you have enough contrast between the text and the background.

White text on a black background is hard to read

In order to make text readable make sure that you have enough contrast between the text and the background.

Make sure you have enough contrast between the text and the background

In order to make text readable make sure that you have enough contrast between the text and the background.

The best combination for readability is black text on a white background

FIGURE 17.1 Black text on a white background is easiest to read

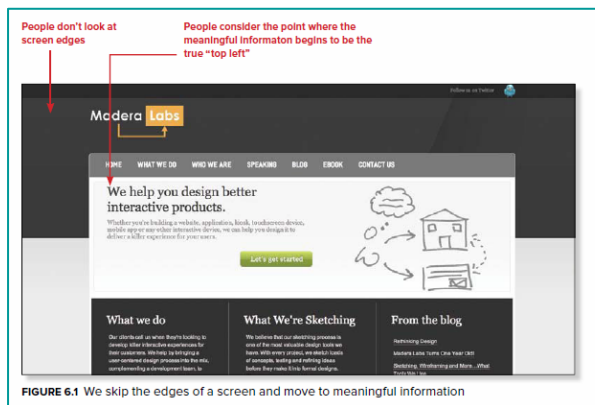


FIGURE 6.1 We skip the edges of a screen and move to meaningful information



Socrates Minerva Education and Culture

Handbook on Digital Video and Audio in Education

Creating and using audio and video material for educational purposes.

VIDEO AKTIV

Published by
The VideoAktiv Project
www.videoaktiv.org

VIDEO

Introduction to Mathematical Thinking

1. There are infinitely many prime numbers.
2. For every real number a , the equation $x^2 + a = 0$ has a real root.
3. $\sqrt{2}$ is irrational.
4. If $p(n)$ denotes the number of primes less than or equal to the natural number n , then as n becomes very large, $p(n)$ approaches $n / \log_e n$.

0:17 / 7:15

YET I USE THESE AND MUCH MORE EVERY DAY

DOES THIS MEAN I'VE GON

1:32 / 4:54

Clase 22

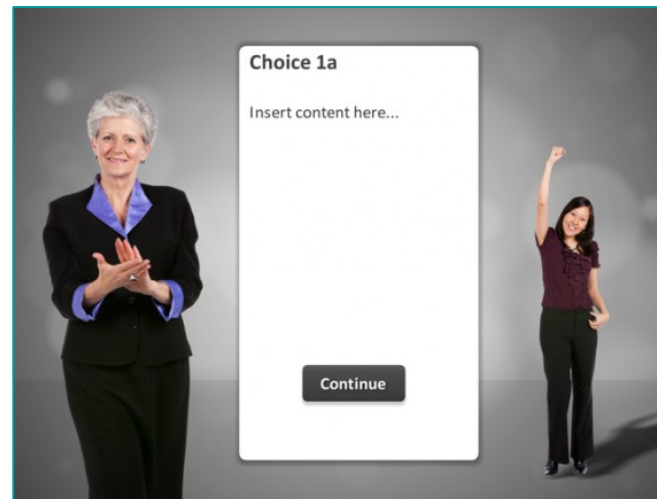
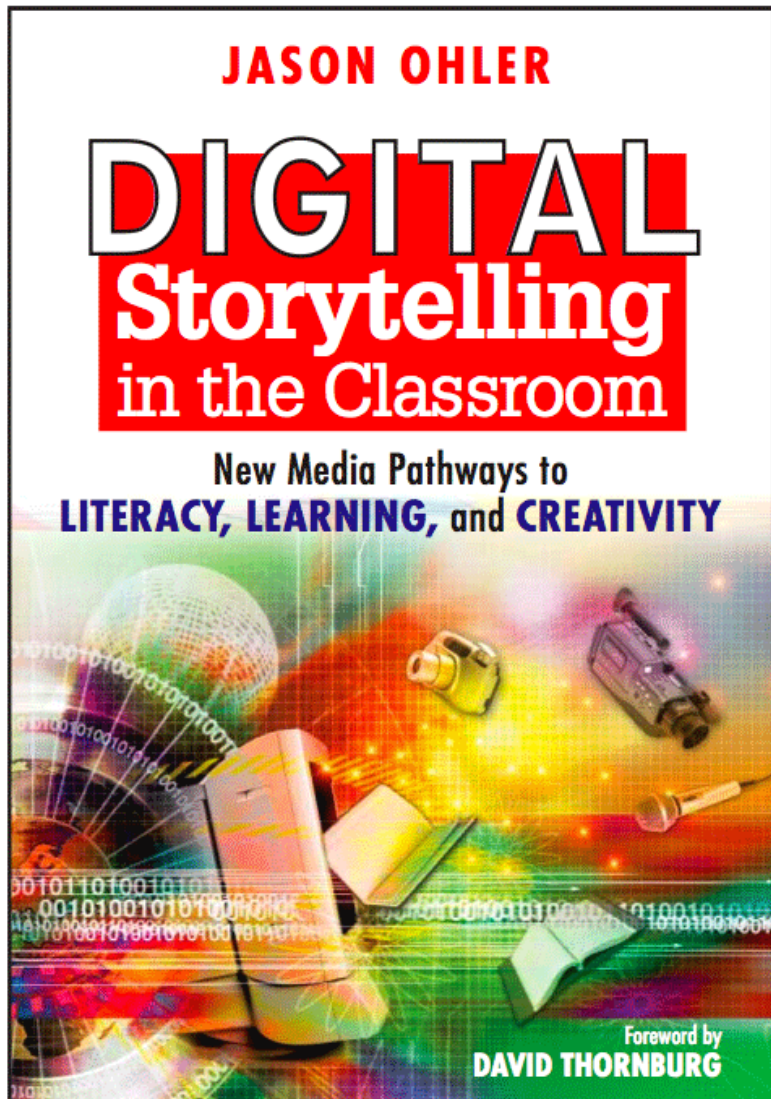
3.- Estimación de Parámetros

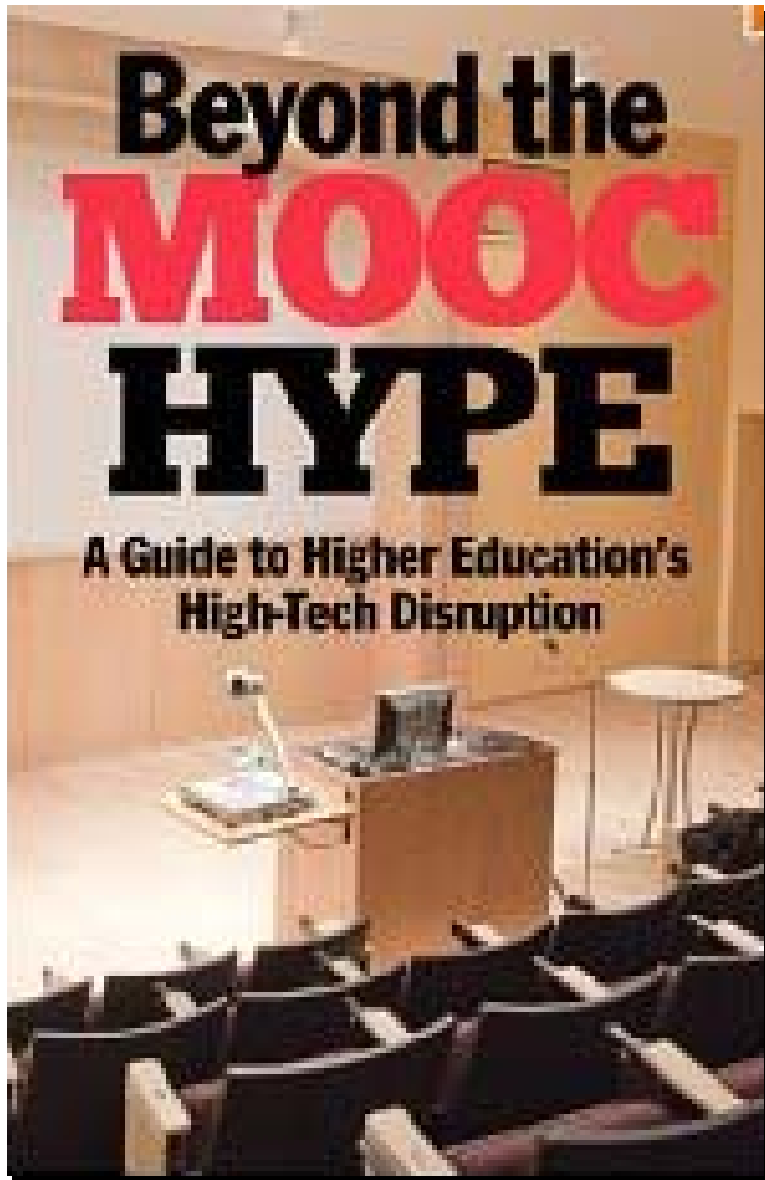
- Sigiente paso en la Identificación
- Estadísticos utilizados en la Estimación:
 - MEDIA
 - VARIANZA
- Cálculo de Estadísticos:
 - Media: $\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$
 - Varianza: $s^2 = \frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}$

$\mu, \hat{\lambda} = ? (\bar{x}, s^2)$

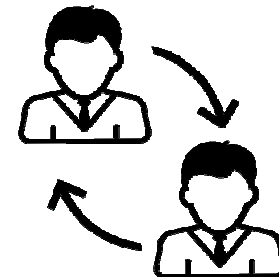
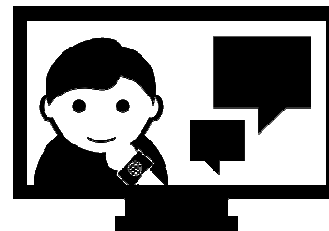
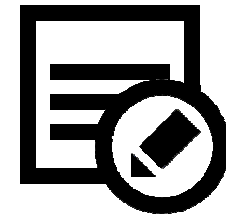
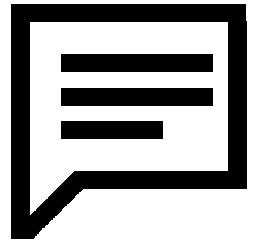
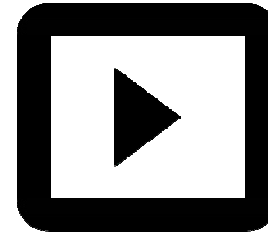


□ STORYTELLING





□ MOOCs



Robert Gagné's 9 EVENTS OF INSTRUCTION

THIS IS AN INSTRUCTIONAL DESIGN MODEL CREATED BY ROBERT GAGNÉ IN 1965. THE STEPS ARE NOT IRON CLAD RULES BUT BROAD CONSIDERATIONS TO BE TAKEN INTO ACCOUNT WHEN DESIGNING INSTRUCTION.

1 GAIN ATTENTION

Present a new problem or scenario to pique interest and grab the learners' attention.

2 DESCRIBE THE OBJECTIVE

Inform the learner about what they will be able to accomplish and how they will use the knowledge gained.

3 STIMULATE RECALL OF PRIOR KNOWLEDGE

Remind learners of related information and knowledge they already have to help them build on previous knowledge and skills.

4 PRESENT THE MATERIAL

Present the material through text, words, images, sounds and simulations. Present in small "chunks" to avoid information overload.

5 PROVIDE LEARNER GUIDANCE

Provide guidance strategies like examples, case studies, analogies and mnemonics to help learners store information long-term.

6 ELICIT PERFORMANCE (PRACTICE)

Allow learners to practice the new skill or behavior. This provides an opportunity for learners to confirm their understanding.

7 PROVIDE FEEDBACK

Provide learners with specific and immediate feedback. Explain the **why** not just "you're wrong" or "you're right".

8 ASSESS PERFORMANCE

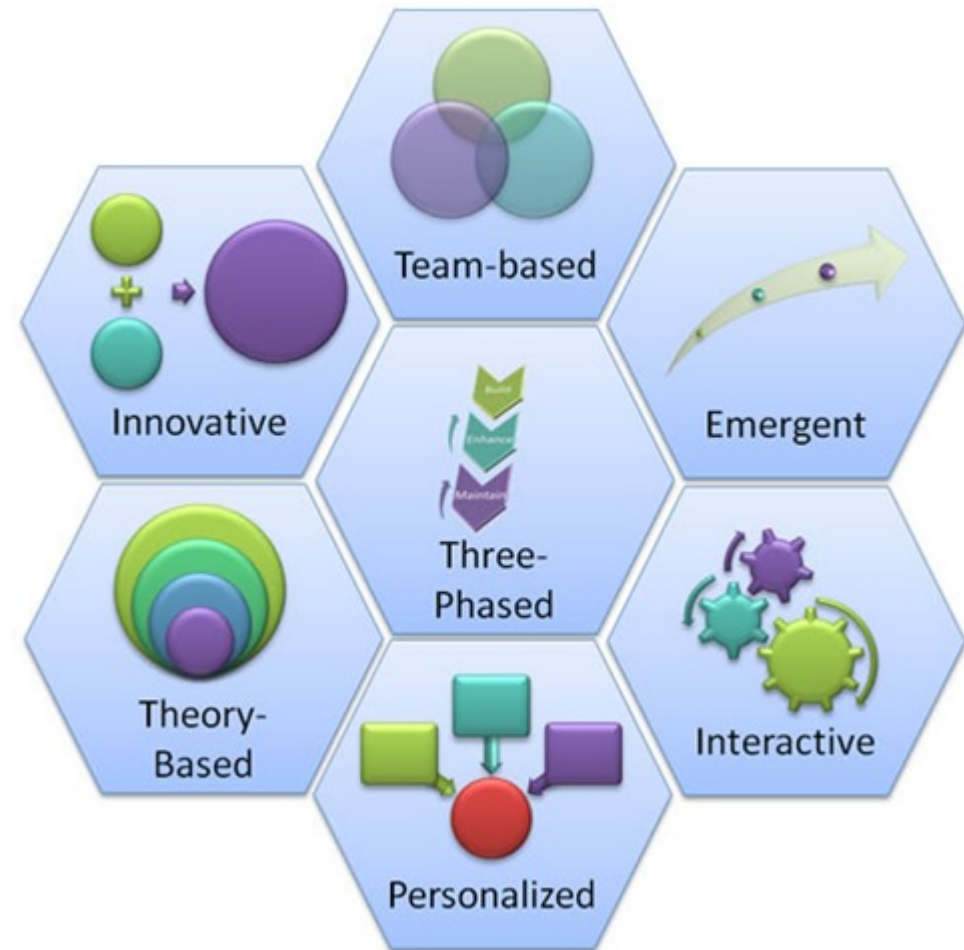
Test the learners to determine if the lesson has been learned.

9 ENHANCE RETENTION & TRANSFER

Provide the learners with additional practice and materials (job-aids, follow-up test), review the lesson with them.

created by: @nicole_legault

INSTRUCTIONAL DESIGN



WEB TOOLS

A Practical Guide to the Top 100 Tools for Learning 2013: Contents

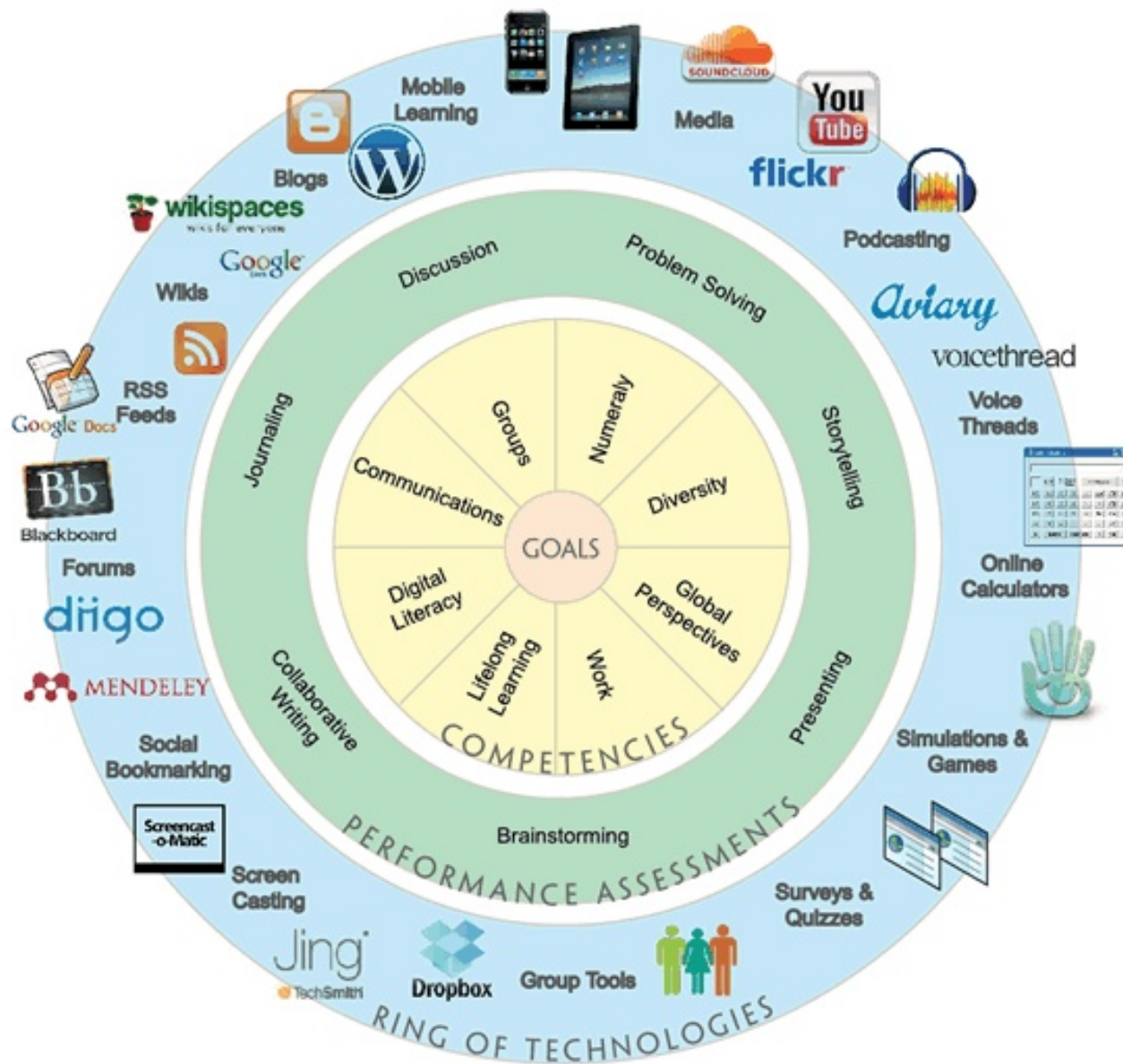
Written by Jane Hart, A Practical Guide to the Top 100 Tools for Learning 2013 describes the essential features of each of the tools in the Top Tools for Learning 2013 list, and how they can be used for personal productivity, professional learning and development, education and/or training. Below are the links to the pages of the web-based Guide. The PDF version is available from the link on the right hand column.

[PURCHASE ACCESS TO THE GUIDE HERE](#) | [Preview 3 Quick Guides here](#)

Quick Guides to the Top 100 Tools for Learning

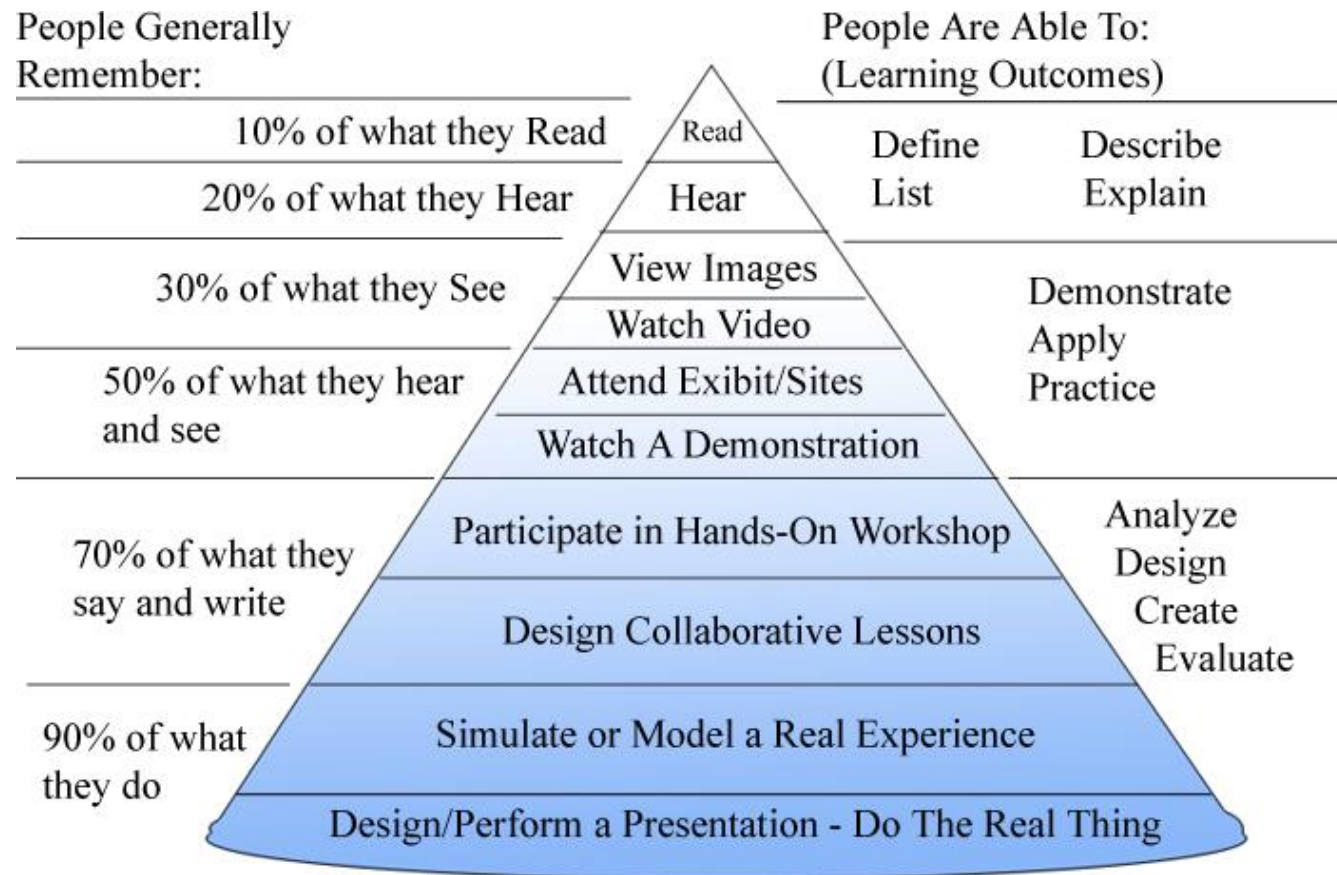
- | | | | |
|--------------------------------------|-------------------------------------|--|---|
| 1. Twitter | 26. Google Chrome | 51. Symboloo | 76. Popplet |
| 2. Google Docs/Drive | 27. Jing | 52. Flickr | 77. Google Translate |
| 3. YouTube | 28. Camtasia | 53. Keynote | 78. Kindle & App |
| 4. Google Search | 29. Edmodo | 54. Excel | 79. Doodle |
| 5. PowerPoint | 30. Adobe Connect | 55. SurveyMonkey | 80. Wikispaces |
| 6. Evernote | 31. Snagit | 56. Quizlet | 81. Animoto |
| 7. Dropbox | 32. Gmail | 57. Padlet | 82. Livebinders |
| 8. WordPress | 33. Audacity | 58. Storify | 83. Voki |
| 9. Facebook | 34. Pad & Apps | 59. SharePoint | 84. Zite |
| 10. Google+ | 35. Google Scholar | 60. Delicious | 85. Today'sMeet |
| 11. Moodle | 36. Flipboard | 61. iTunes & iTunesU | 86. WhatsApp |
| 12. LinkedIn | 37. Adobe Captivate | 62. Etherpad | 87. Trello |
| 13. Skype | 38. Coursera | 63. Tweetdeck | 88. Blackboard Learn |
| 14. Wikipedia | 39. Outlook | 64. GlogsterEDU | 89. Vimeo |
| 15. Prezi | 40. Voicethread | 65. Tumblr | 90. eLearningArt |
| 16. Slideshare | 41. Khan Academy | 66. Blackboard Collaborate | 91. ProProfs Quiz Maker |
| 17. Word | 42. Adobe Photoshop | 67. eFront | 92. Mindjet |
| 18. Blogger | 43. SkyDrive | 68. iMovie | 93. Google Sites |
| 19. Feedly | 44. WebEx | 69. OneNote | 94. Pearltrees |
| 20. Yammer | 45. Screenr | 70. Google Maps | 95. Android & Apps |
| 21. Diigo | 46. iSpring | 71. Google Apps | 96. Ning |
| 22. Pinterest | 47. Hootsuite | 72. Socrative | 97. Firefox |
| 23. Scoopit | 48. GoToMeeting | 73. Wordle | 98. OpenOffice |
| 24. Articulate | 49. Pocket | 74. PBWorks | 99. Learnit |
| 25. TED Talks/Ed | 50. Udutu | 75. Poll Everywhere | 100. Paperli |





Kompas narzędzi internetowych

Uwzględnienie celu, kompetencji, metod aktywizujących i nowoczesnych technologii

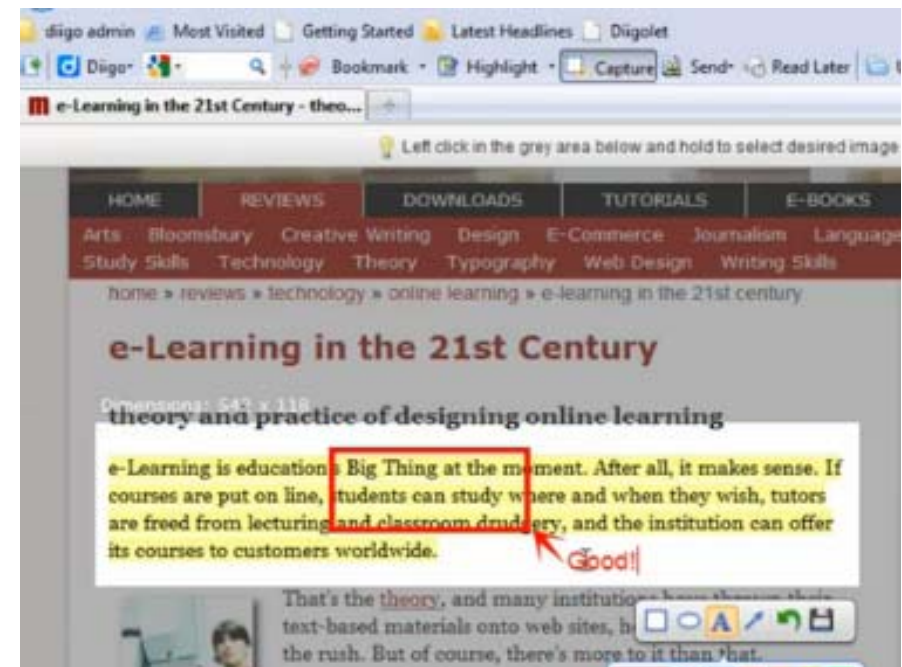


Dale's Cone of Experience

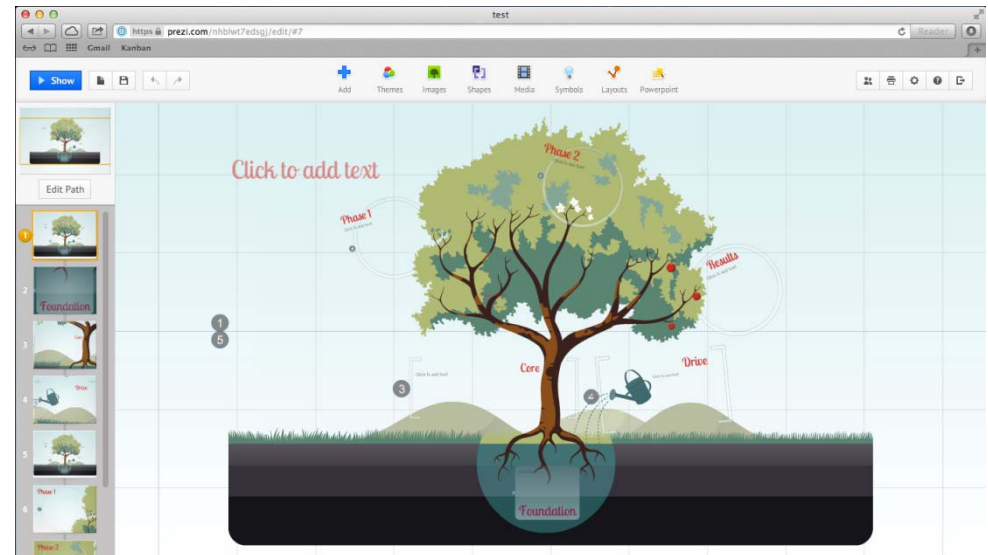
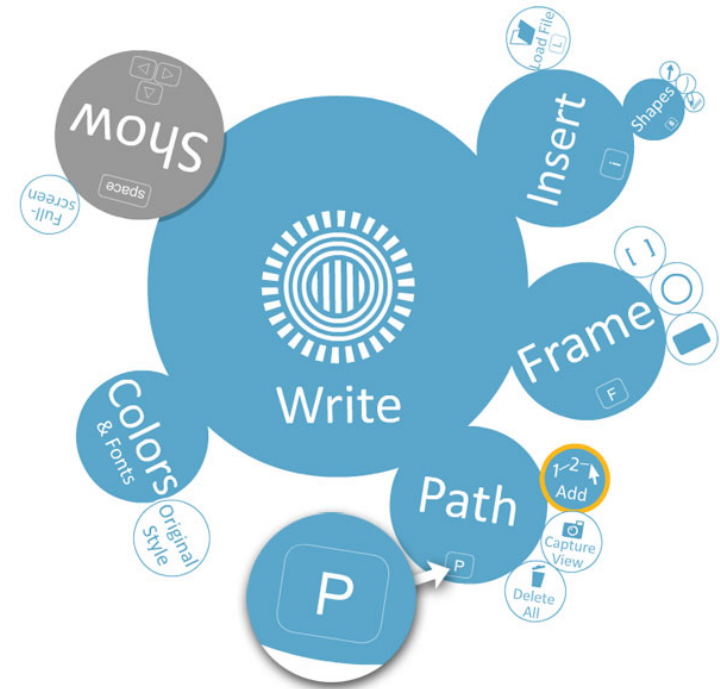
Analiza narzędzi internetowych na wszystkich etapach procesu nauczania w kontekście wizji zarysowanej przez Dale'a

□ LITERATURA

diigo

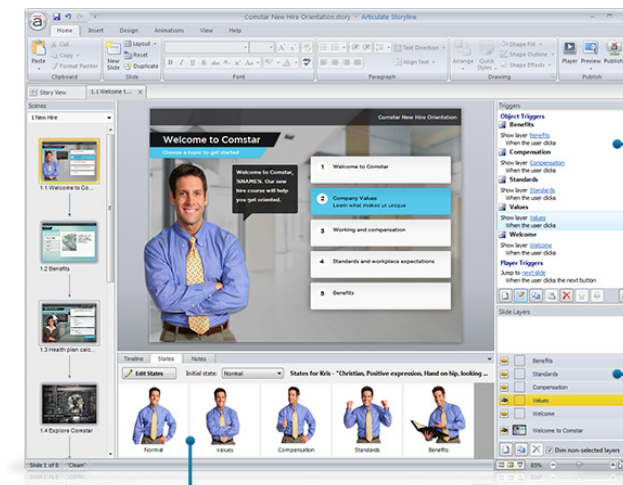


PREZENTACJE AUDIOWIZUALNE





PREZENTACJE AUDIOWIZUALNE/DRAMA

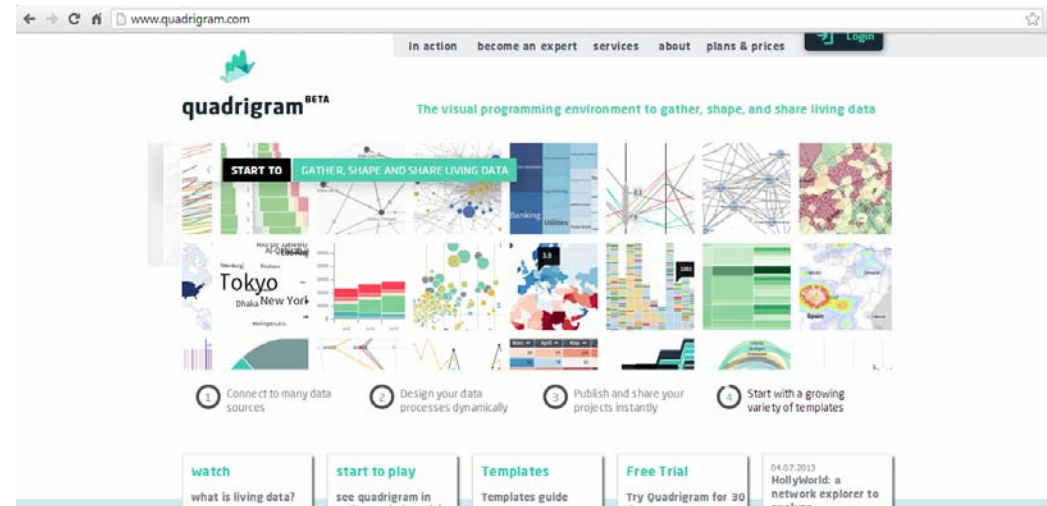
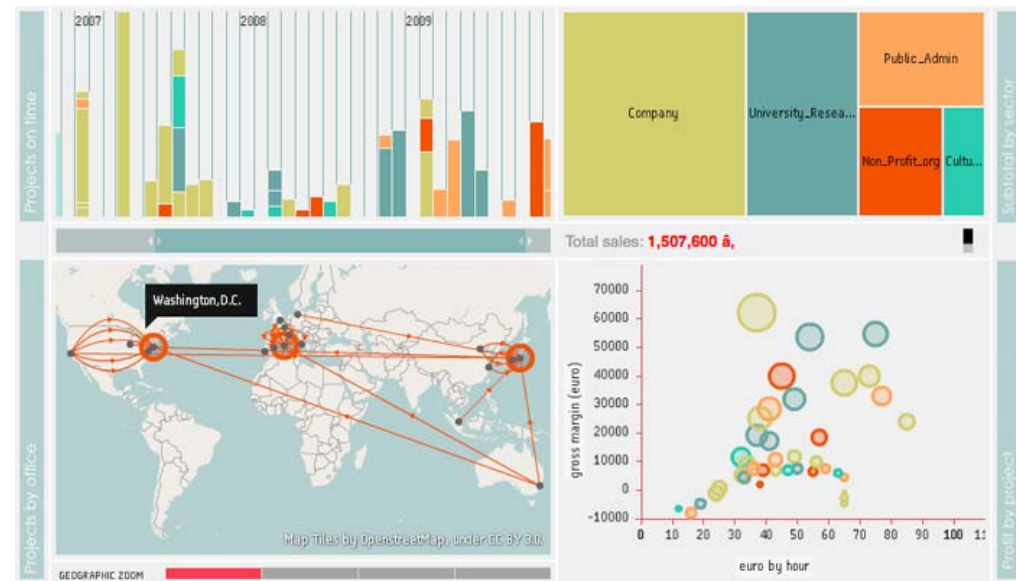


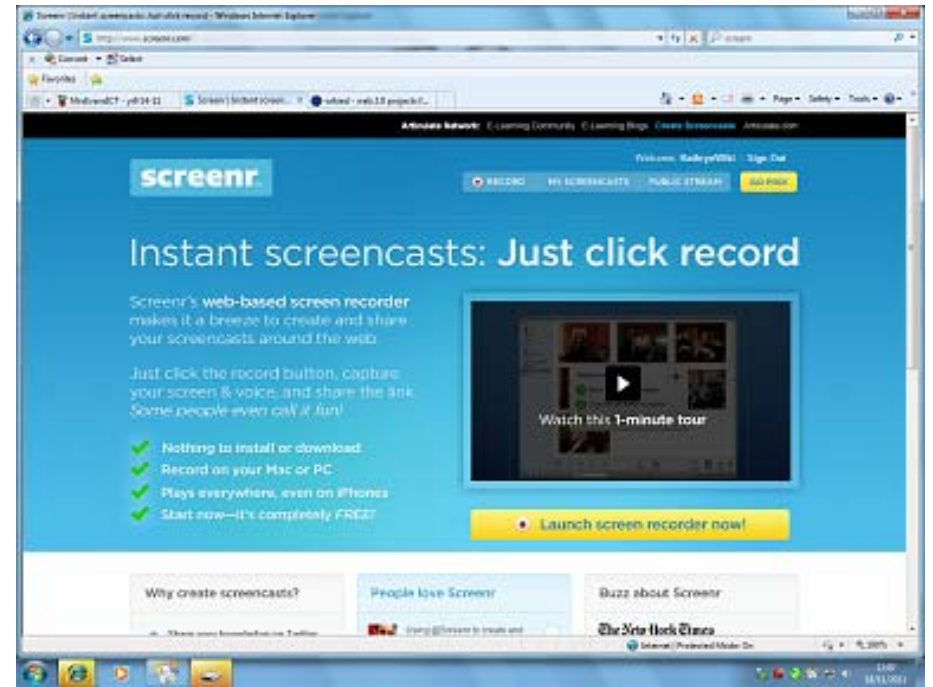
Triggers
Select from a menu of easy-to-understand actions, then choose when you want it to occur.

Slide Layers
Build feedback layers within a single slide to add responses to user interactions.

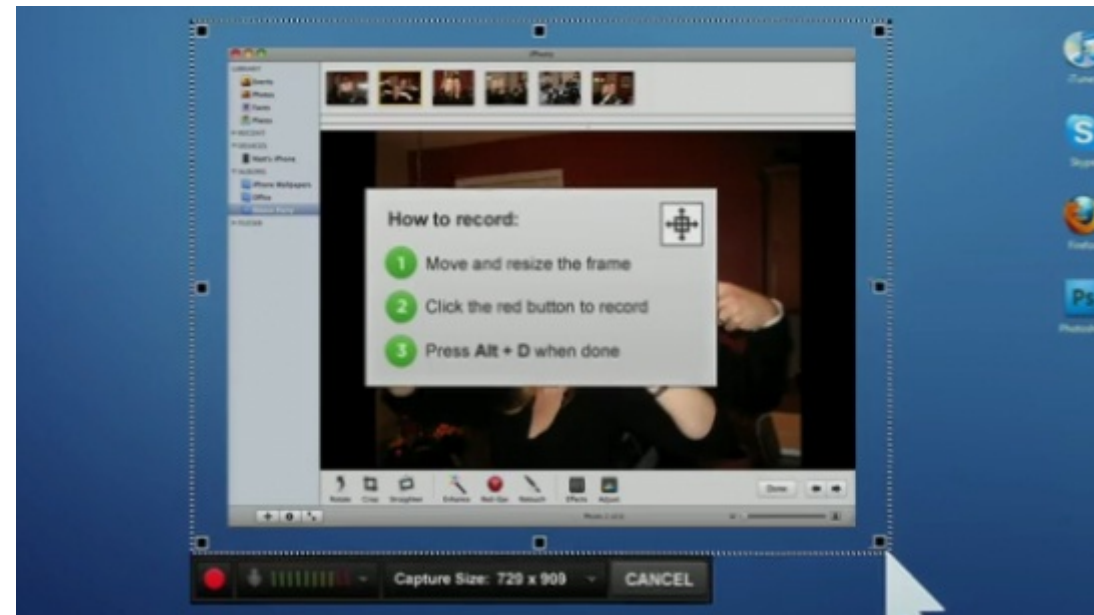
States
Make objects react to a learner's actions, with just a few clicks.

WIZUALIZACJA DANYCH





❑ SCREENCASTY



DYSKUSJE



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Here's how it works:

- Anybody can ask a question
- Anybody can answer
- The best answers are voted up and rise to the top

Questions containing 'asp.net' +

stackoverflow.com/search?q=asp.net+mvc

You have 3 favorite changes. See your favorites.

You've earned the "Nice Answer" badge for Are there any conversion tools for porting Visual J# code to C#?. See your profile.

stackoverflow Questions Tags Users Badges Unanswered Ask Question

Search Results **relevance** newest votes active

17 votes **11** answers
2k views
Prerequisite knowledge for ASP.NET MVC
...trated in my attempts to learn the arcana that is ASP.NET, I decided to try ASP.NET MVC. ... WinForms, Windows Services, remoting, ...) except ASP.NET. I've been writing PHP for even longer than I've ... all of this experience, I thought I was ready for ASP.NET MVC. I now see I'm learning the following simulta ... the MVC pattern in general ... ASP.NET ... ASP.NET MVC ...
asked Apr 15 '09 at 14:43
Dinah 6,469 • 3 • 38 • 58

23 votes **5** answers
5k views
Practical Application of MVC || When to use, or not use MVC
... I have seen the ASP.NET community buzzing about MVC. I know the basics of its origin, and that there ... ss I am mistaken, stack overflow itself based on ASP.NET MVC. ... From everything I have heard and read about MVC it seems to be the future of ASP.NET development. ... ring the following: when is it appropriate to use MVC and when is it not, and why? Examples of great (a ... nd terrible) use of MVC would be fascinating ... ough I realize there are other implementations of MVC view other languages like RoR I am more intereste ...
asked Nov 15 '08 at 13:49
Marcus Cicero 269 • 2 • 9

posts containing **mvc**
within these tags **asp.net**
Want better search results? See our search tips!

Interesting Tags
asp.net-mvc **asp.net**
cf **.net** **jquery**
facebook **stackoverflow**
javascript **css** **seo**
url-rewriting **url-routing**
Add

Sending request...

Google docs



PRACA W GRUPIE

Google docs



A screenshot of a Google Docs document titled "Product Launch Plan". The document is open in a browser window showing a menu bar (File, Edit, Insert, Format, Help) and a toolbar. The main content area is divided into two columns: "Option A: Beta Launch" and "Option B: Alpha Launch".

Option A: Beta Launch

- Text: "We love store anything and can't wait to let people store any object in their household."
- Text: "Wider availability", "Faster service", "Less expensive per person"
- Table with columns "PROs" and "CONs":
 - PROs: "Messaging easy", "Don't leave anyone out"
 - CONs: "Need to fill support", "Hard to pull back"
- Text: "Requirement: SV", "We are really testing the limits fully integrated in order to make efficient one", "Anyone should be able to"
- Comment: "Can we be extra careful on how we explain this? It's very complicated"

Option B: Alpha Launch

- Text: "We might want to test this a bit more. There is so much going on that something could go on."
- Text: "More time to test", "Get to use teams"
- Table with columns "PROs" and "CONs"

Chat Window: "jpatinson and 2 others are viewing" (jpatinson, kroberts, otazi).
kroberts has opened the document.
otazi has opened the document.
jpatinson has opened the document.
jpatinson: Just finished up details for option B
otazi: Added some additional pros and cons
jpatinson: Added a note about the sv integration
kroberts: Beta launch section is finished now
me: Great. Looks like we're done!

ROZWIĄZYWANIE PROBLEMÓW



FEATURED CHALLENGE

SUPPORTED BY JAMIE OLIVER'S FOOD REVOLUTION



How can we raise kids' awareness of the benefits of fresh food so they can make better choices?

Jamie Oliver won the TED Prize wish last year. His wish was to create a Food Revolution in America, to change the way kids eat by teaching them how to cook and what fresh food can do for them. This is all in the effort to help fight to obesity, one of the largest health issues in the United States. OpenIDEO is all about getting a broader group of people to solve some of the world's most difficult challenges, and this seemed like a great one to kick off with.

[Read The Challenge Brief](#)



INSPIRATION

Take up the Challenge

WATCH OUR VIDEO TO
LEARN HOW IT WORKS



329
INSPIRATIONS

112
CONCEPTS

734
USERS

ACTIVITY FEED

CURRENT CHALLENGES

FIELD NOTES

METODA PROJEKTU

ORACLE ThinkQuest
EDUCATION FOUNDATION

The screenshot displays the Oracle ThinkQuest Education Foundation website. The top navigation bar includes 'My Home', 'My School', 'World', 'Competition', 'Library', and 'Help'. The user 'Mr Brown' is logged in. The main content area is titled 'Rainforest Life' and features a 'Pictures' section with two images: a red warbler flower and a tree frog. Below the pictures is a 'Facts' section with text about rainforest animals and a 'Why Should we save it?' section with three user-generated responses. The interface includes a sidebar with navigation options like 'Project Rainforest', 'Calendar', and 'Members: 26', and a 'Coach' section for Mr. Brown at Dogwood Elementary.

ORACLE ThinkQuest
EDUCATION FOUNDATION

Mr Brown | My Account | Sign Out

My Home My School World Competition Library Help

Project Rainforest
Calendar
Members: 26
Send a Message to Members

Pages
Geography
Rainforest Life
People
The Environment
Government
New Debate



Coach
Mr Brown
Dogwood Elementary
United States

Projects > Science & Technology > Animals > Project Rainforest

Write Upload Interact

Rainforest Life

July 28, 2008
Pictures
Sally B



Move Delete Edit

July 25, 2008
Facts
Ryoko W

The rainforest is home to many animals including the anaconda, jaguar, anteater, macaw, and toucan. There are also thousands of species of insects including ants, termites, and mosquitoes. Many animals live in the gigantic rainforest trees. A variety of foods and medicines come from the local plants. Rainforests are being cut down for lumber. This is destroying the lives of the animals and local people.

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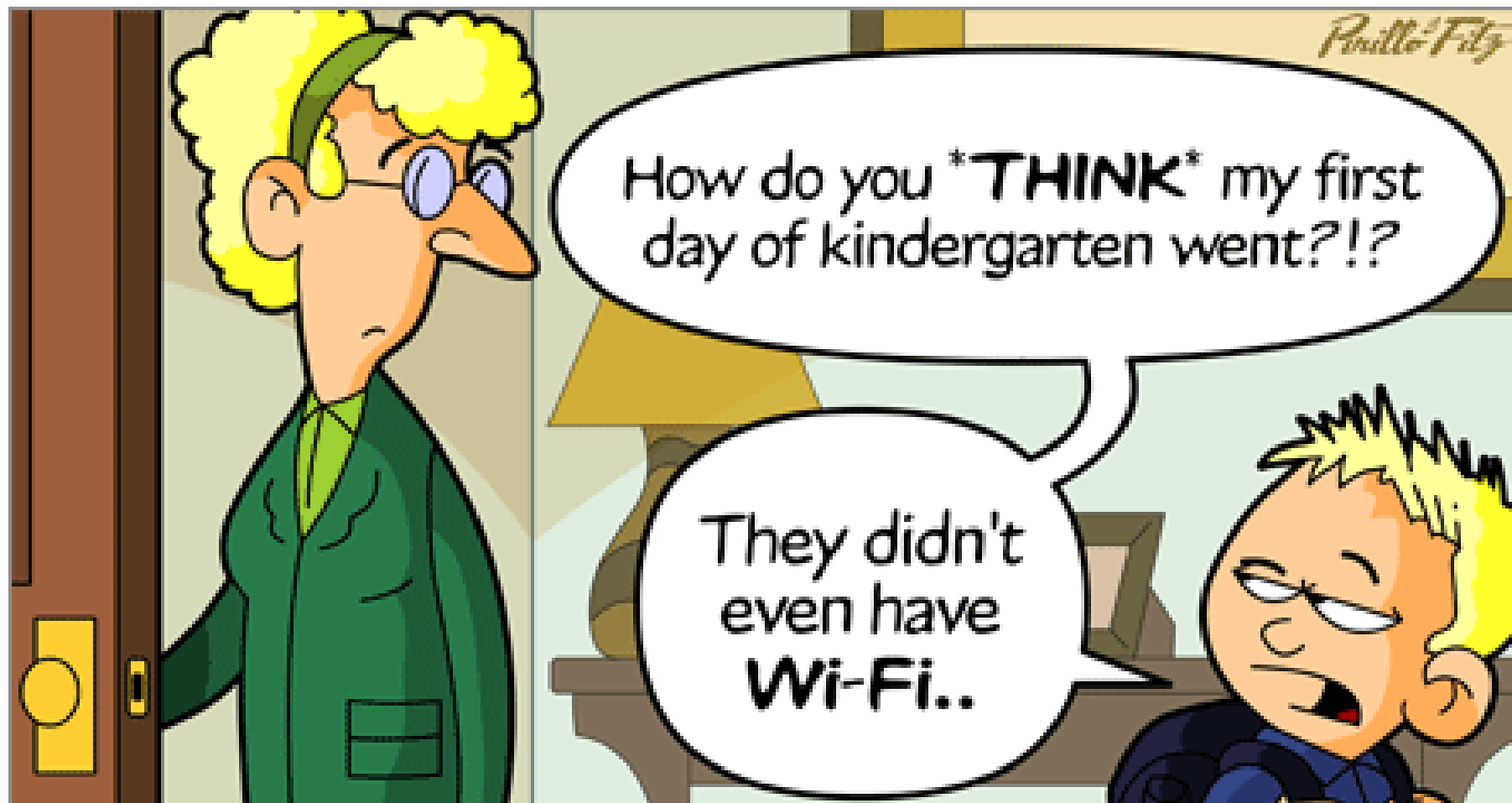
March 26, 2008
Why Should we save it?
Saber Z

Julie C | July 26, 2008
It helps keep the air clean.
Delete

Megan F | July 26, 2008
Animals live there.
Delete

Mustafa A | July 26, 2008
It is beautiful and should be preserved.
Delete

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Dziękuję za uwagę

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