

Dekalog e-learning

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Introduction

The Bologna process - a brief historical outline

<http://wwsi.edu.pl/>

- Magna Charta Universitatum
 - Bologna, September 1988
 - 900 years of the oldest European university
 - Signatures of nearly 400 rectors (now over 500)

The beginning of the process of educational and scientific integration in Europe

 - Sorghum declaration
 - Paris, May 1998
 - 800th anniversary of the Sorbonne in Paris
 - 4 countries (ministers of education): France, Germany, United Kingdom, Italy

Bologna Process - Ministers of Education Conferences

Bologna Declaration, June 1999

- 29 countries, including Poland
- Baseline: 2010 European Higher Education Area
- European Area of Higher Education or European Educational Space
- Prague Press, May 2001
- "Towards the European Higher Education Area"
- 33 countries

Bologna Process - Ministers of Education Conferences

- Berlin Communication, September 2003
 - "Implementation of the European Higher Education Area"
 - Third degree: doctoral studies
 - 40 countries (among 7 new ones: Russia)
 - Message from Bergen, May 2005
 - "European Higher Education Area - Achieving Goals"
 - 45 countries
 - Message from London, May 2007
 - Summary and priorities for the next 2 years
 - 46 countries (Montenegro arrived)
 - Conference: Benelux countries, 2009

European educational space

- Basic assumptions
 - Promoting mobility ("horizontal" and "vertical")
 - Comparability of diplomas
 - European Credit Transfer System (ECTS)
 - Two-Stage Studies (Three-Stage)
 - European dimension
 - E-learning
 - Continuing education
 - Quality assurance of education

E-learning - Terminology (and not only!)

- http://www.profesornet.pl/na_odl.htm
 - *Distance education, e-education, telematic education, distance education, virtual education*
 - *E-learning, distance learning, online learning, distance education, internet-based education*
 - *E-learning, distance learning, internet teaching, remote teaching*
 - *Distance learning*
 - *Distance learning, distance*

*E-learning
At the University of
Warsaw*

COME@UW

Center for Open and Multimedial Education – genesis

- Interdepartmental unit
 - Transformation of Open Learning in 1999
 - Center for Open and Multimedia Education
 - <http://www.come.uw.edu.pl/>
 - Professor Grażyna Wieczorkowska
 - The creator and director of COME until August 31, 2005
 - Currently Chair of the Program Board of COME
 - MSc in Mathematics
 - Doctorate, habilitation and professorship: i profesura: psychologia

Need to start with the tools - "platform"

- Existing solutions
 - Commercial systems (eg Blackboard, Lotus Learning Space, WebCT)
 - Systems available free of charge (eg Claroline, ILIAS, Moodle)
 - Systems developed at universities for their own use or for wider dissemination (eg NGin2)
 - Platform in COME
 - Phase 1: own system
 - Phase 2: cooperation with the Jagiellonian University and development of NGin2
 - Phase 3: since mid-2004 – Moodle

Platform functionality

- Existing solutions
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Platform functionality – c.d.

- Information on progress
 - Individual for the learner
 - Collective and individual for the leader
 - Communication with / between participants
 - Asynchronous (newsgroup, message board etc.)
 - Synchronous (chat or Internet phone)
 - Reporting
 - Ability to analyze individual results and the course and effects of training

Didactic model COME

- Developed by the experience of several years
 - First Class Assessment in Education took place in 2000
 - Courses of various types, including:
 - Group discussion in English
 - Online education
 - Mayan Epigraphy (theoretical and practical writing)
 - Intercultural education
 - Writing abstracts in English
 - Psychology of eating
 - Psychology of motivation
 - Social Change in Poland
 - Survival Polish

Typical online course

- Weekly material
- Typical tasks of the week
 - Get to know the pages of the paper manual
 - Get to know the selected media files (text, audio, video, pages)
 - Housework
 - Test selection
 - Add-on test (classic, crossword)
 - Open questions
 - Group questions

Typical online course-cd

- The courses last 6-10 weeks
- Examination in stationary form
- In real life"
- Occasionally, by phone
- Examination - 80% of tasks within the deadline

Costs

- Science subjects
- Humanities subjects

Advantages of online education

- Full control of the education system
 - Monitoring work and learning and teaching
- Forcing high student activity
 - Setting good goals
- Breaking the geographic and temporal barrier
 - Students and teachers from around the world
 - Asynchronous
- Breaking the social barriers
 - Disabled person
 - Families with children

Dekalog

(1) Combine online education with stationary („*Be blended*”)

Some features of traditional classes can not be played on the Internet

–Non-verbal signals during interaction

Intonation, gesturing, mimicry

–Monitoring the students' reaction by the lecturer

Influence on course of lectures "without words"

–Personality and charisma of the lecturer

–Problem of Identification of students

(2) Put more emphasis on interacting with students than developing elaborate tools

- The learning process is tedious and complicated
 - It is necessary to maintain an appropriate level of motivation
 - Excessive freedom is killer
- Success requires viewers
 - The biggest success is not happy when we have no one to talk about him
- Dialogue is more important than the best multimedia
- packages

(3) Create a social group from the participants, working in a team with an integrator and assistants.

An integrator is a person who:

- knows all the members of the group
- He knows what he's doing and what he's up to
- Helps you to go through a phase of frustration
- initiates / monitors discussion in a group

The professor / lecturer may be an integrator, but ... an economic account!

(4) Individualize the difficulty levels of the classes

- Pattern of individualization — gym
 - Everyone exercises at the same time and place, but with individually tailored workload and set of exercises

Advantages of individualization

- The ability to compensate for differences in pre-processing
- Opportunity for the more capable

(5) Set good goals Do not reload the program

- The teacher often thinks only of what he wants to convey

On the Internet, more than in traditional teaching (where time is a natural constraint), it is possible to overload

- Providing information versus assistance in assimilating information

(6) Be multimedia - especially to record sound files

- Try to "imitate" traditional teaching as much as possible
 - Audio and video recordings
 - Possibility of non-verbal signals
 - Paper manuals

Weight of asynchronous interaction

- Students value the recorded comment for their work
- The more feedback the better

(7) Plan student activity, check the level of assimilation — automate testing

- During the teaching phase, it is important to plan the student activity path

What and in what order should the learner do?

- Exams and tests of choice
 - Automatic test checks
- Feedback weight

(8) Separate the teaching process from the certification phase. Allow repeating tests in the learning phase

- Recipe for problems with student identification
- During the learning process
 - Please help
 - Ability to repeat tests
 - Possible cheating is a learning problem

Verification and certification phase

– Same as in traditional education

– The final effect is important!

(9) Monitor the didactic process - Ask questions open in the evaluation questionnaires

- Obligatory filling of the questionnaire
 - Condition of the certificate
 - The only way to get full feedback

Examples of questions:

- What should be changed in the next edition?
- Would you recommend this course to others?
- If so, who? If not, why?

Clarity

(10) Be involved and flexible

- Do not hold on to the slave program
 - Watch the students
 - Modify the execution progress according to the group level

The teaching process is a compromise between the teacher's expectations and the student's abilities

Better and better!

*A na koniec, jeśli czas
pozwole ...*

IBIZA

Interdyscyplinarna Baza Internetowych Zajęć Akademickich

- Idea
 - Interdyscyplinarność kształcenia
 - Przełamywanie barier wydziałowych
 - Upowszechnianie zdalnego nauczania
- Wsparcie władz centralnych
 - Zarządzenia Rektora z lipca 2004 oraz czerwca 2005
- Zwiększająca się popularność
 - Semestr zimowy 2005/06: 21 kursów
 - Semestr letni 2005/06: 32 kursy
 - Kilkadziesiąt tysięcy studentów zainteresowanych

IBIZA – przykładowe kursy w semestrze zimowym 2005/06

- *Geologia – wybrane zagadnienia*
- *Gry świadome i podświadome w bliskich związkach*
- *Historia Unii Europejskiej i jej miejsce w świecie*
- *Konflikty zbrojne – zasady i mechanizmy*
- *Maya_1, Maya_2 Hieroglyphic Writing*
- *Programowanie w Java 2 Micro Edition*
- *ROBOTOMACHIA czyli Warsztaty Nowych Technik Medialnych*
- *Słowniki i encyklopedie w Internecie – budowa i użytkowanie*

„Hymny pochwalne”

- „Mogę dowolnie sterować czasem nauki, ale wiem, że co tydzień muszę wyrobić się z kolejną porcją materiału. [...] Nie ma taryfy ulgowej. Muszę być aktywny.”
- „Poziom kształcenia jest jak najbardziej uniwersytecki i jako taki nie odbiega jakością od zajęć stacjonarnych na Uniwersytecie. Forma internetowa, dzięki swojej elastyczności jest wygodna dla osób pracujących. Jest też dużo bardziej motywująca i skuteczna dzięki interaktywności i wymogowi cotygodniowych zaliczeń.”
- „Żadne studia stacjonarne nie dały i zapewne nie dałyby mi tak wielu wiadomości. [...] Studia wymagają szalonej systematyczności i samozaparcia [...] Przez 5 lat studiów magisterskich nigdy nie byłam tak zaangażowana i tak skutecznie ‘zmuszana’ do pracy.

Dziękuję za uwagę