

Slovenian online course – was it a success or not?



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Univerza v Ljubljani



slovensko
društvo
informatika

**Vrtačnik, M., Dolničar, D., Schlamberger, N., Svoljšak, Š.
Milano, 26th – 27th Settembre 2011**

What defines quality of e-learning?



- **level and quality** of interactions and orientations between students and tutors (teachers) during the learning process from low level (LMS) to high level online interactions for VLE
- **the lack** of orientation and interactions as well as formative assessment leads **to higher dropout** rates, since from the perspective of students these elements of the system generate criticism and suggestions that guide them toward ultimate learning goals and improve their sustaining rates, Chen and Huang (2010)



The biggest challenge of online learning



<http://lenny.blog.siol.net/page/2/>

The best solution – blended learning



e-TQM College Blended Learning Approach

Our experiences – Slovene online course

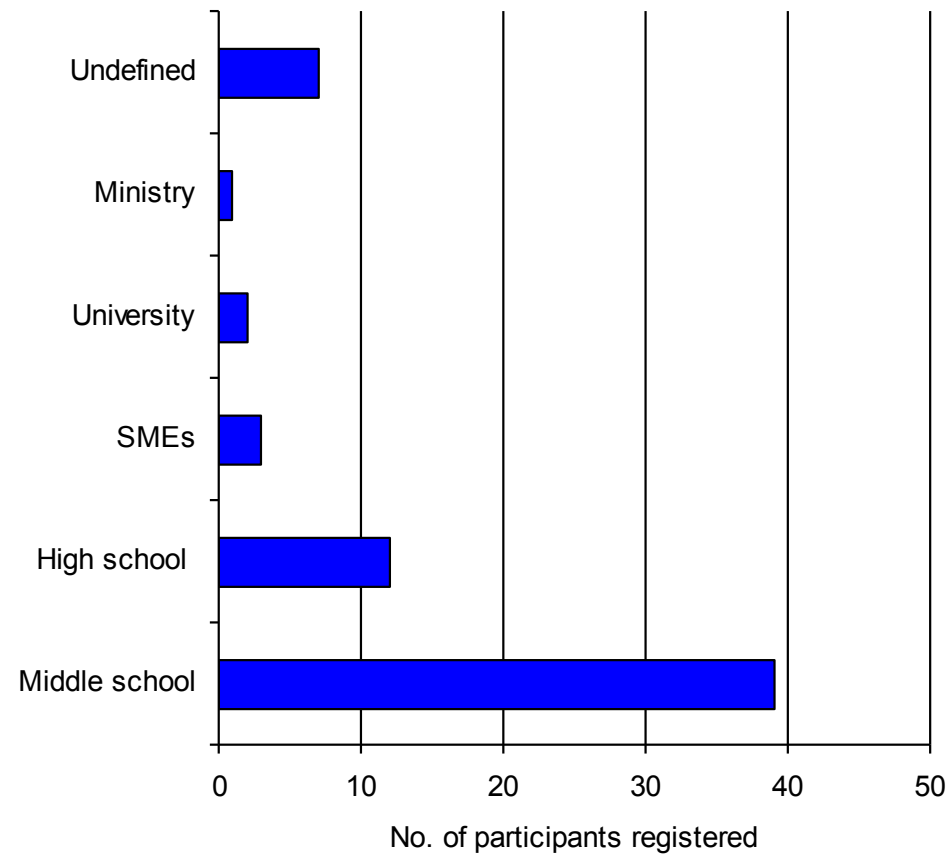


Our additional goal

To introduce to the participants the EUCIP syllabi

“Developing e-learning teaching and learning resources based on the EUCIP standard “

Participants of the online course by place of employment

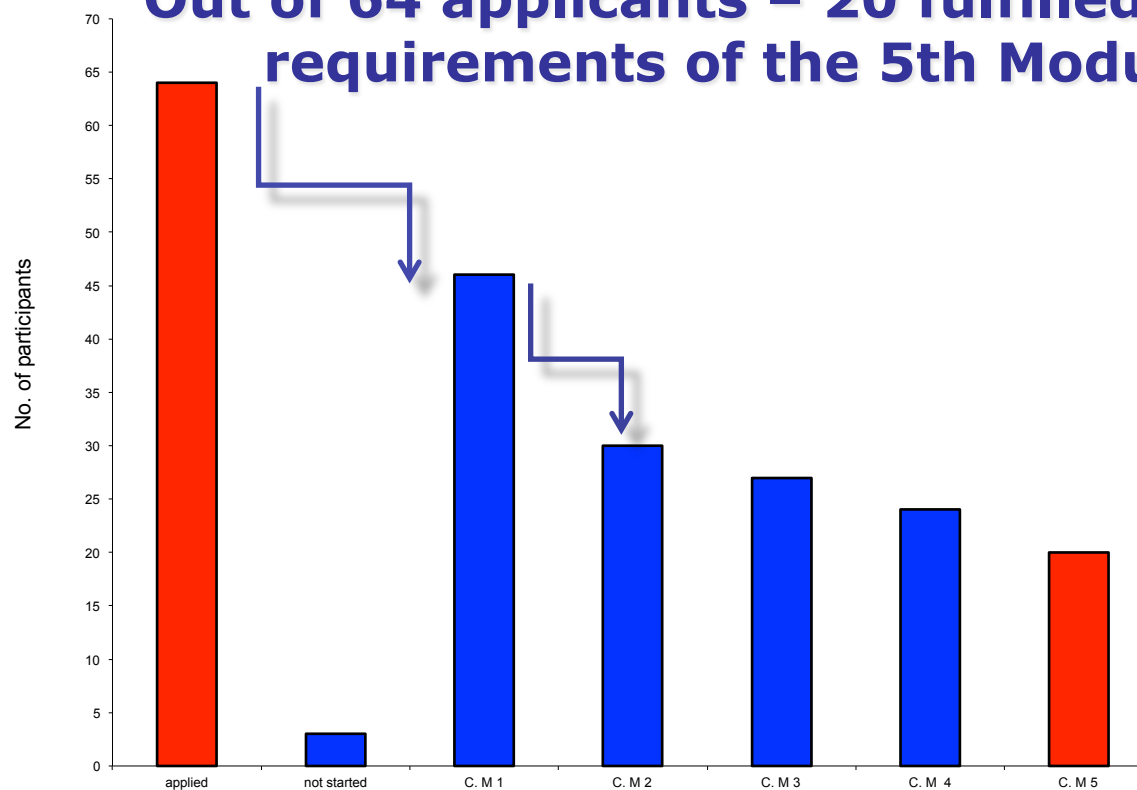




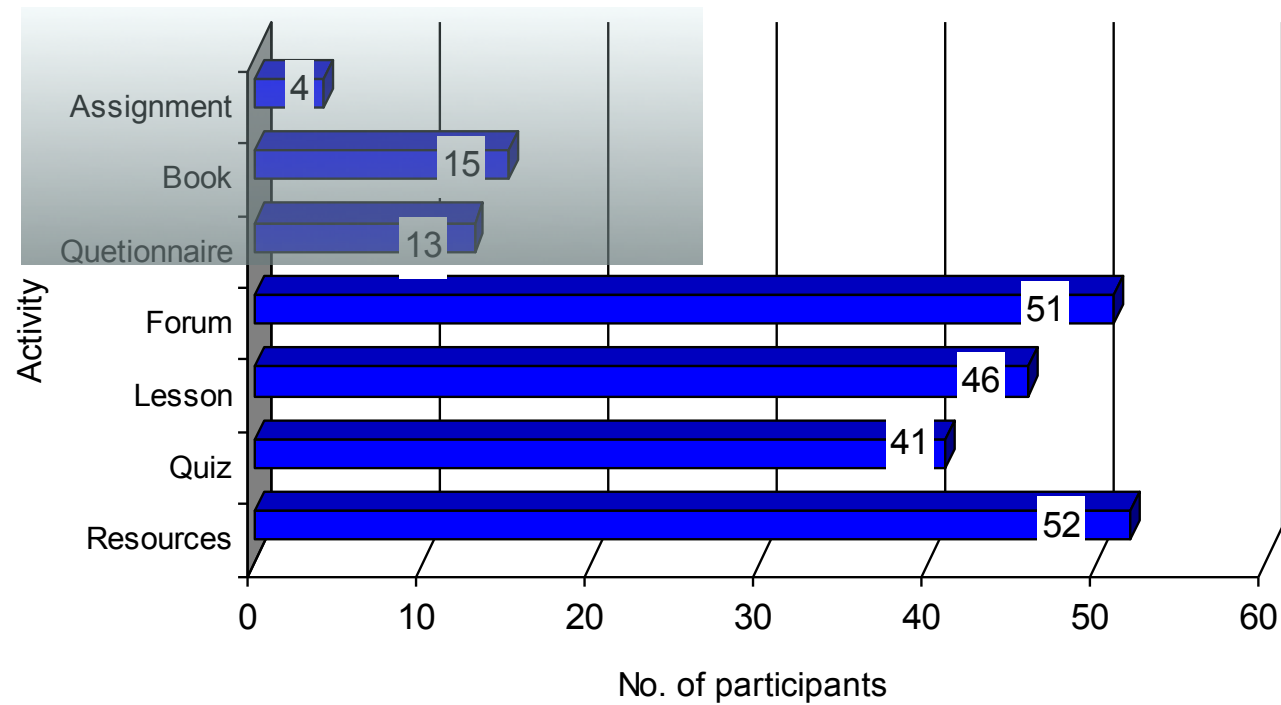
Drop-out rate



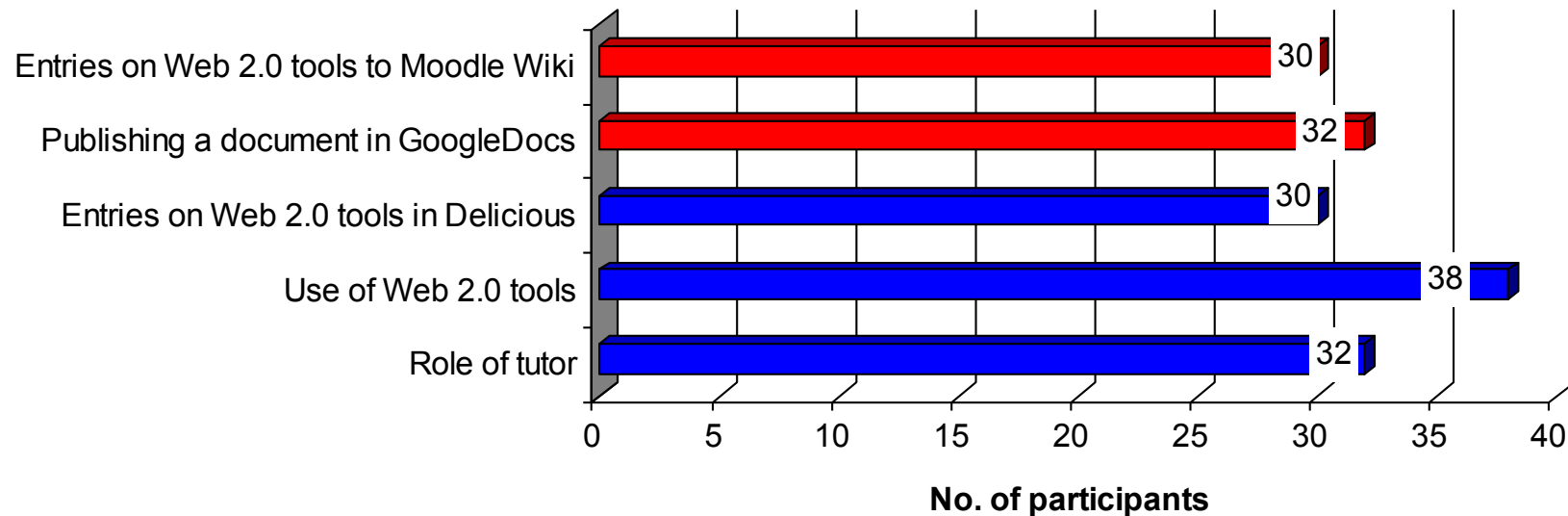
**Final drop-out rate was 68,75 %
Out of 64 applicants – 20 fulfilled all the
requirements of the 5th Module.**



Module 1 - Activities



Module 2 - Activities



With substantial delay and with great support of tutors

M5 – WG A7: Results



A7 : Ethical and legal issues

- **6 members – 4 active**
- **3 videos**
- **2 SCORMS**
- **2 Quizzes**
- **2 Web Pages**
- **1 slideshare ppt**
- **6 Assignments**
- **7 optional teaching materials as links to web pages**



Example of SCORM



M5 – WG B2: Results



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B4 : User Interface and Web Design

- **6 members – 3 active**
- **3 videos**
- **7 Wikies**
- **2 Quizzes**
- **1 Questionnaire**
- **3 Forumes**



Example of Video (not original)



M5 – WG B4: Results

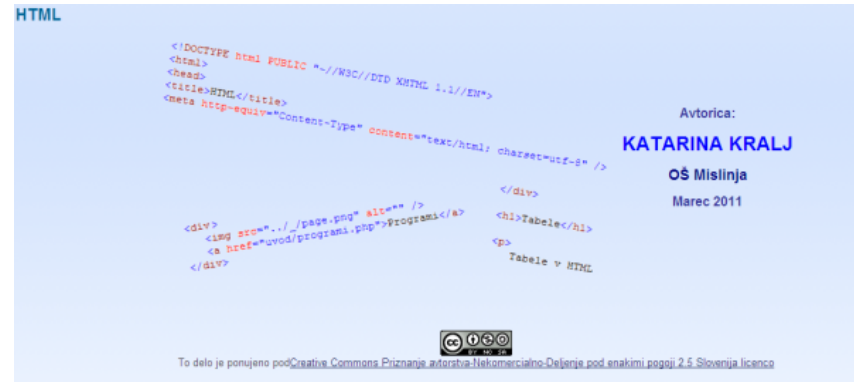


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B2 : Data management and Use

- **7 members – all active**
- **1 video**
- **1 Forum**
- **3 Quizzes**
- **1 Lesson**
- **5 SCORMS**
- **1 assignment**
- **Several html documets**



Examples of SCORMs



M5 – WG M1: Results



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M1: PC Hardware

- **6 members - 4 active**
- **2 videos**
- **5 Forums**
- **2 Quizzes**
- **3 Questionnaires**
- **3 SCORMs**
- **1 Slideshare ppt**
- **Several html documets**



Examples of SCORMs



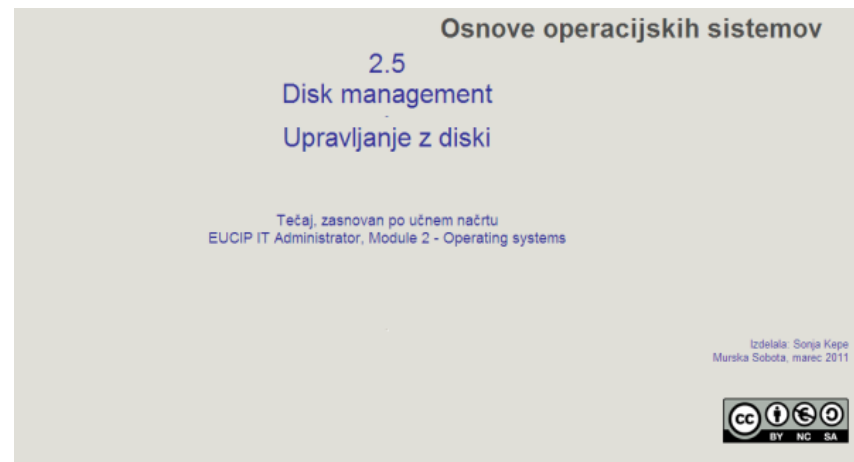
M5 – WG M2: Results



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M2: Operating Systems

- **6 members – 2 active**
- **5 SCORMS**
- **1 Quiz**



Examples of SCORMs

Chemistry students - Results



- **13 all active**
- **13 SCORMS**
- **13 Quizzes**
- **13 Lessons**
- **13 Forums**
- **Several resources**

Kemijska kinetika

KEMIJSKA KINETIKA

Low concentration = Few collisions High concentration = More collisions

Matej Huš, MMXI

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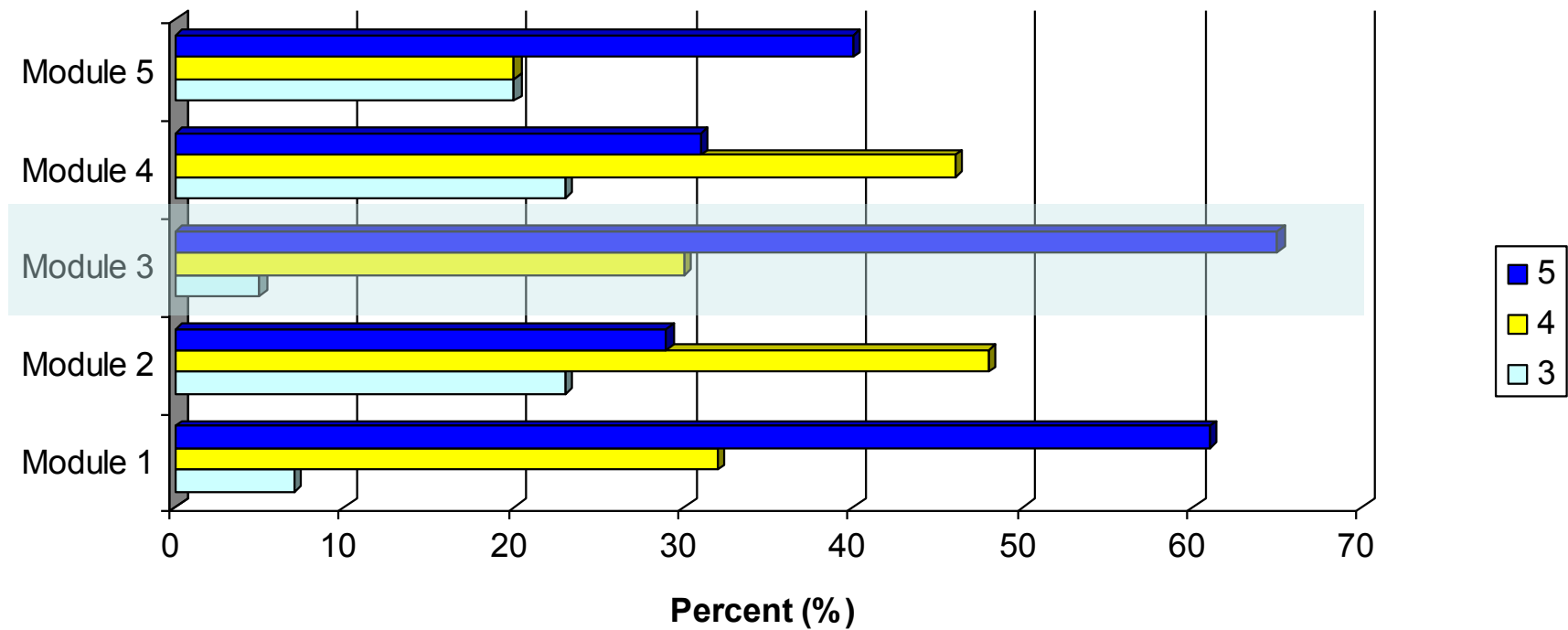
Marec, 2011

Avtor: Dejan Klement

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Examples of SCORMs

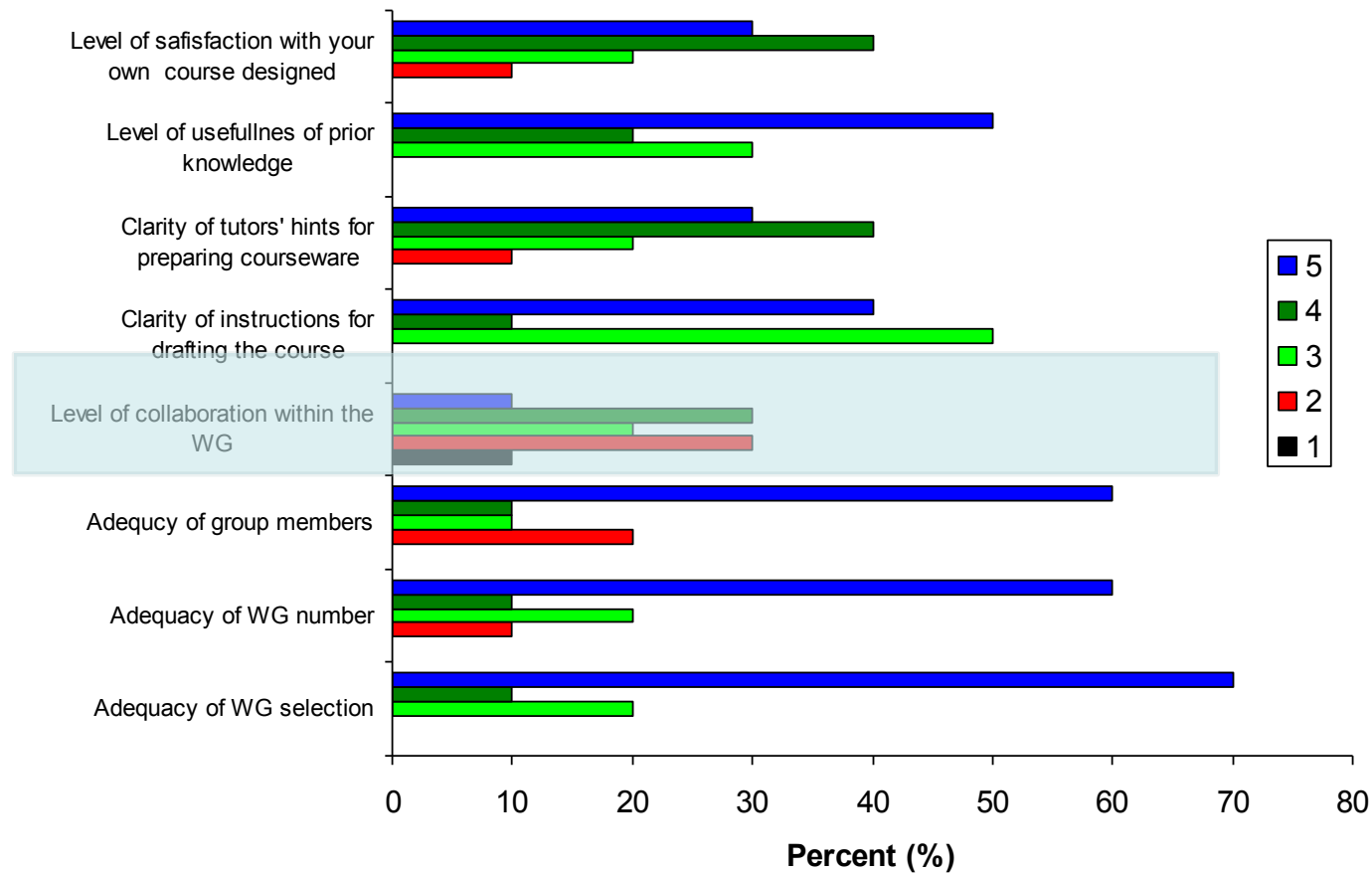
Participants' total grades of Modules



Evaluation of Module 5



Additional questions





What did we learn?



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- **transferring the content** of the course from one cultural background into another is not a trivial task,
- the **real expectations** and prior knowledge of the course participants are needed before designing the content of each module,
- the content was presented too mechanically, while they needed **didactical guidance** on the use of Moodle, GoogleDocs, Wiki,
- a special attention should be given to **collaborative assignments**,
- **responsibility** for their own learning process should be stressed at the very beginning of the course,
- **authorities** responsible for teachers' education act irresponsible,
- **community of practice** – no interest in the EUCIP system

Dissemination of the results



- **Poster** presented at the annual meeting of the society INFORMATIKA, Portorož, April 2011
 - **An article** published in the proceedings of the meeting – INFORMATIKA 2011
- Presentation at the meeting “***Education for the Information Society***” – VIVID 2011 (**article accepted**)
 - Final ***stakeholders meeting*** 21. 09. 2011
 - Paper sent to be presented at the conference ***InfoKomTeh***



Conclusions



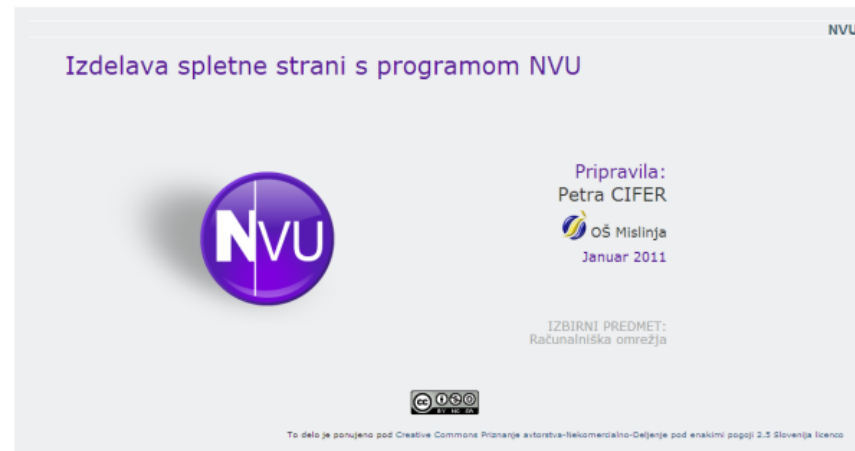
- The Italian online course was **adapted** and **modified** to meet the needs of Slovenian informatics teachers.
- The adaptation refers primarily to **adding elements** that according to a series of research results proved to support **sustainability** and better orientation of participants.
- It has been found that, from the participants' viewpoint, the most demanding part of the course were **collaborative** tasks, which is an observation indicating that our teachers were poorly prepared to take the responsibility of their learning process.
- The drop-out rate (68.75 %) was considerable but in line with our **expectations**.



Conclusions



- those teachers (**31 %**) who persisted in the course as well as the tutors are proud to have overcome all challenges and managed to finish the course delivering **useful products of reasonable professional and didactical quality**,



- the **tutors**, have learned that playing a tutor's role is a demanding task that requires patience, persistence and more than just a bit of diplomacy.



For the end



Are we closer to the adoption of EUCIP certification system?



**In the future those who will be not
able to learn how to learn, will be considered
iliterate.**
Alvin Toffler



Acknowledgements



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