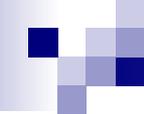


Educational practices at the Faculty of Philosophy in Zagreb – further steps towards student- centred learning

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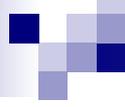


Contents

- Educational transformation
- E-learning
- Blended learning
- Computer-Mediated Communication
- Blended and student-centred learning
- Faculty of Philosophy at the University of Zagreb
- Blended learning at the Department of information studies in Zagreb
- Project
- Project results
- MOODLE
- OMEGA
- Survey

EDUCATIONAL TRANSFORMATION

- Instructor-led models
 - passive knowledge reception
 - teacher as the «gatekeeper» of information
 - individual effort
- student-centred models
 - problem solving
 - teamwork
 - interacting and processing information
 - active involvement learning
 - construction and discovery
 - problem exploration
 - customized learning

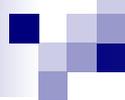
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- 
- Contemporary students view knowledge and derive meaning in a style that is vastly different from the teaching traditionally used in higher education.
 - the traditional lecture system covered material through teaching by telling
 - This approach does not fit the preferred learning style of most of today's students

- 
- Today's students entertain, think, learn and grow up in a synthesis of sensory stimuli
 - The Internet has changed nearly every aspect of how they live, how they work and how they learn.
 - Leaving teachers the role of facilitators and moderators



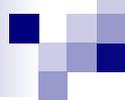
E-learning

- After the initial hype and enthusiasm has calmed down, and oversimplifications regarding the relation between e-learning and traditional learning have earned more and more critics
- New hybrid approach complementing the best features of the traditional and technological paradigm have emerged in higher education
- **BLENDED LEARNING**



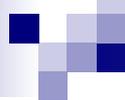
BLENDED LEARNING

- hybrid of classroom and online learning that includes some of the conveniences of online courses without the complete loss of face-to-face contact



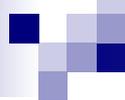
Computer-Mediated Communication

- discussion board
- e-mail
- PROS
 - powerful tool for group communication and cooperative learning
 - promotes a level of reflective interaction
- CONS
 - reduced non-verbal social cues can generate misunderstandings that adversely affect learning



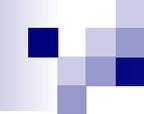
BLENDING AND STUDENT-CENTRED LEARNING

- provide the independence and increased control essential to developing critical thinking
- support free and open dialogue, critical debate, negotiation and agreement
- focus is on active learning
- provide a caring and supportive learning environment



BLENDING AND STUDENT-CENTRED LEARNING

- focus on knowledge construction through authentic learning
- provide learning environments that allows anyone to learn by doing and by receiving feedback
- integrate self-paced learning programs and/or cooperative group situations, ultimately holding the student responsible for his own advances in education
- support complimentary activities and are interactive in nature



Faculty of Philosophy at the University of Zagreb

- 23 Departments
- 33 undergraduate programmes
- 6100 students
- majority studies at two departments i.e. has two majors
- a constant problem of time and space for lectures and tutorials

Blended learning at the Department of information studies in Zagreb

- during the summer semester of academic year 2000./2001. a pilot e-learning course on school libraries started
 - Course was based on:
 - synchronous and asynchronous communication
 - web-based learning
 - students team work
 - research
 - projects
 - Almost completely distant

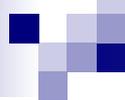


Project

- Organization of Information and Knowledge in the Electronic Learning Environment
- Started in september 2002
- Three year project
- <http://infoz.ffzg.hr/oizeoo>
- One of project tasks was to investigate, test and evaluate open source and commercial solutions and decide upon the best solution

Project results

- The decision felt on the free, open-source course management system (CMS) MOODLE
- Which was:
 - Translated
 - Customized
 - Implemented
- In academic year 2004/2005. under the name OMEGA
- <http://omega.ffzg.hr>

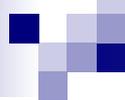


MOODLE

- free
- easy-to-use
- simple and understandable interface
- large variety of modules
 - SCORM compliance
 - authentication via LDAP or IMAP

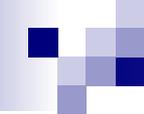
OMEGA

- became a faculty-wide e-learning system
 - 18 Departments
 - 95 courses
 - 79 visible courses
 - 16 invisible courses
 - 140 professors and assistants
 - more than 4 GB of produced learning and teaching materials
 - 1500 students



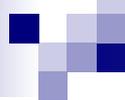
SURVEY

- Conducted among 120 participants enrolled in two compulsory and one elective course at the beginning and at the end of the courses



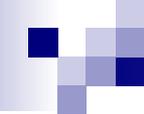
EVALUATION

- Was based on four major factors
 - Content
 - Presentation and interactivity
 - Support and evaluation
 - User satisfaction



RESULTS

- at the beginning of the courses majority of students wasn't very enthusiastic about the course content or simply did not know what to expect
- the results at the end of the course have shown that their attention has been roused up to the point where they are very interested about the subject



CONTENT

- evaluated as difficult but understandable, especially through:
 - Exercises
 - team work
 - connection with the real-life examples



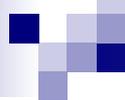
INTERACTIVITY

- Assignments and short quizzes were evaluated positively
- some of the students commenting that they would encourage the increase of such activities



SUPPORT

- Students emphasized the importance and need of having asynchronous communication via OMEGA as well as the human contact



USER SATISFACTION

- students were satisfied with this new teaching and learning style because:
 - they could prepare themselves for the course assignment in time that best suited them
 - expressed themselves positively about the grading