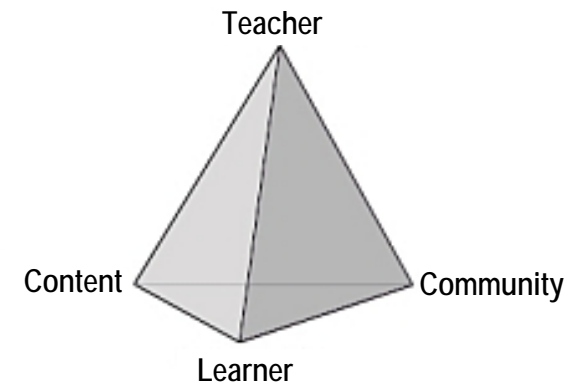


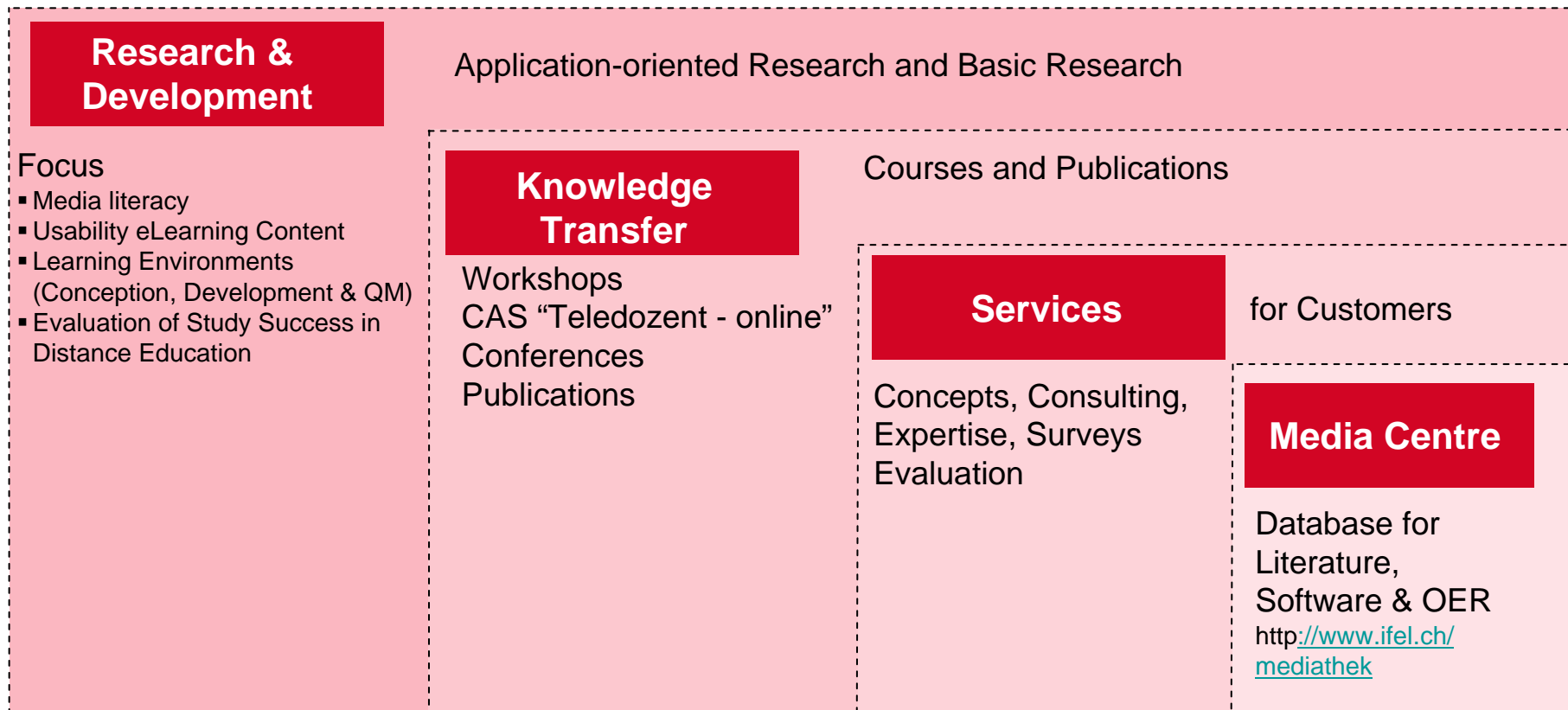
Round Table Presentation

Openness and Adaptability of Learning Materials

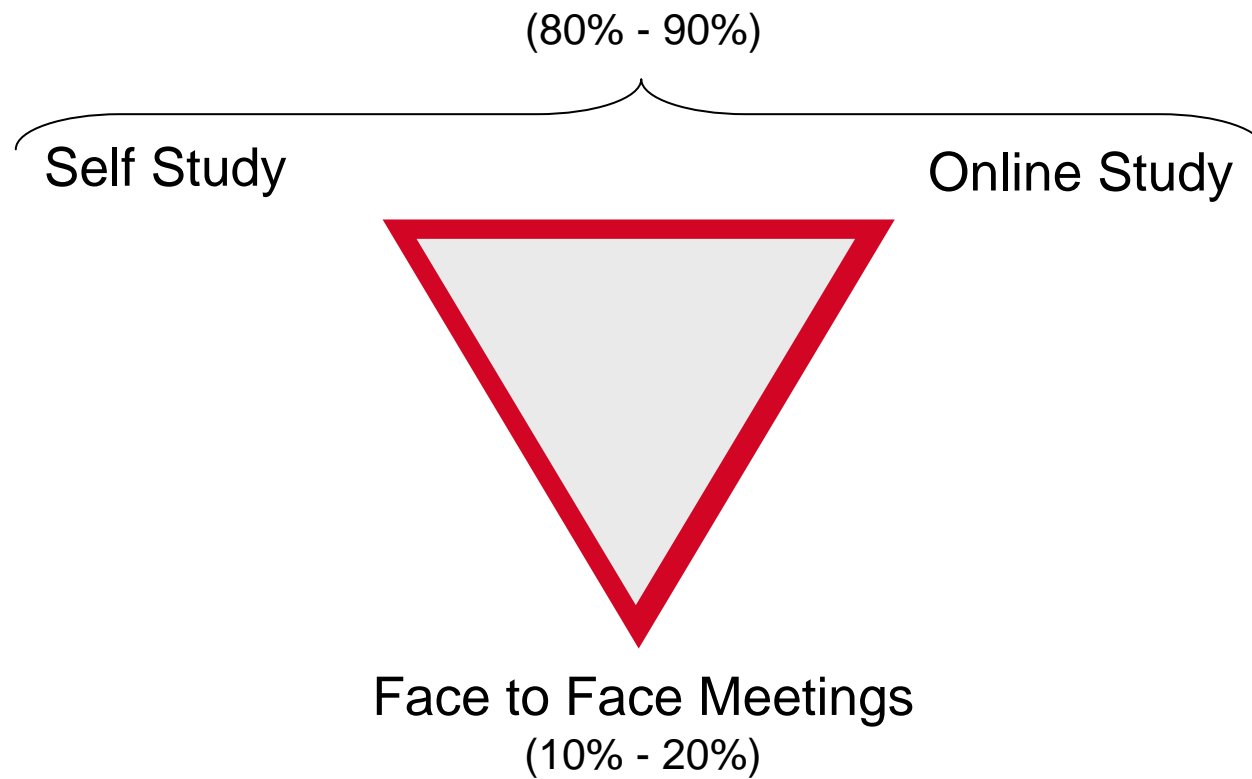
Per Bergamin
Barbara Brunner
Jetmire Hasani



Lines of Action



Didactical scenario in D.E.

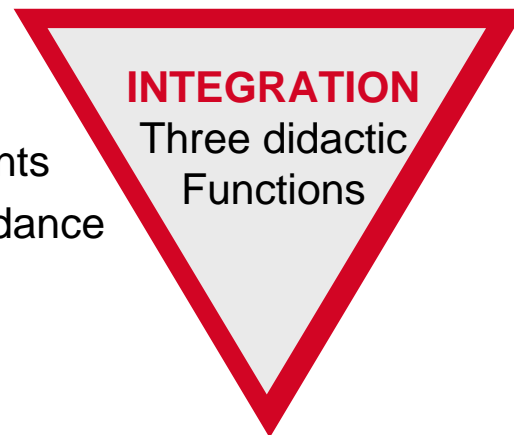


Didactical scenario in D.E.

Integration of Self-, Online and Face to Face Learning Activities within Standards

Distribution of
Information and
Content

- Literature
- Supplements
- Study Guidance



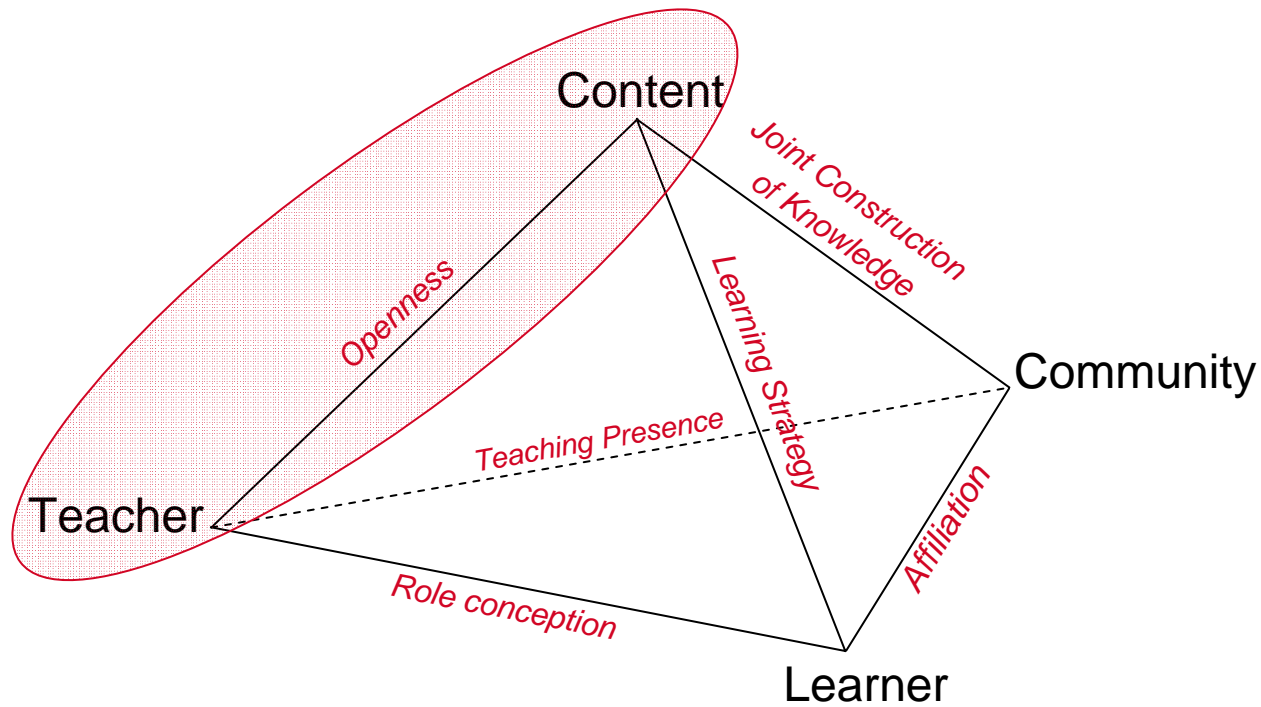
Interaction

- Testing
- Exercises
- Feedback

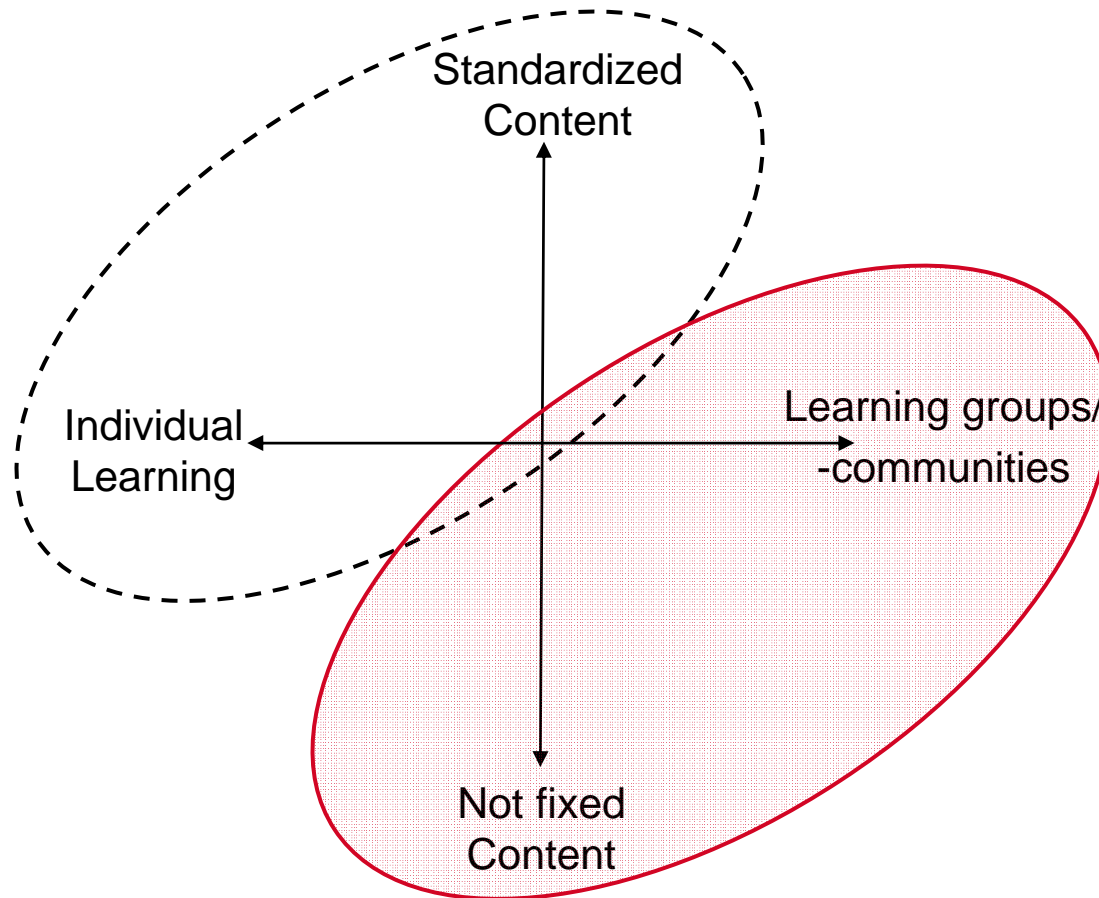
Cooperation

- Between Students
- Between Teachers and Student

Didactical Setting in D.E.



Openness of Content



Types of virtual Teaching Settings (Schulmeister, 2004)

Framework Reference Courses

Didactical Factors

Quality and Standards

- Didactic quality by standards for teaching activities
- creation of content in accordance to a clearly-defined curriculum
- methodological standards & recommendations for learning activities regarding the individual learning process

Settings

- Integration of self-, online- & face to face-learning
- Openness of teaching

Reference

Production Factors

Core Issues

- *high media literacy of the developer of the reference courses*
- *elaborated qualification and didactic support for the teacher using this reference courses*
 - *confident channels of distribution*
- *effective quality management and didactic monitoring*
 - *good technical support*

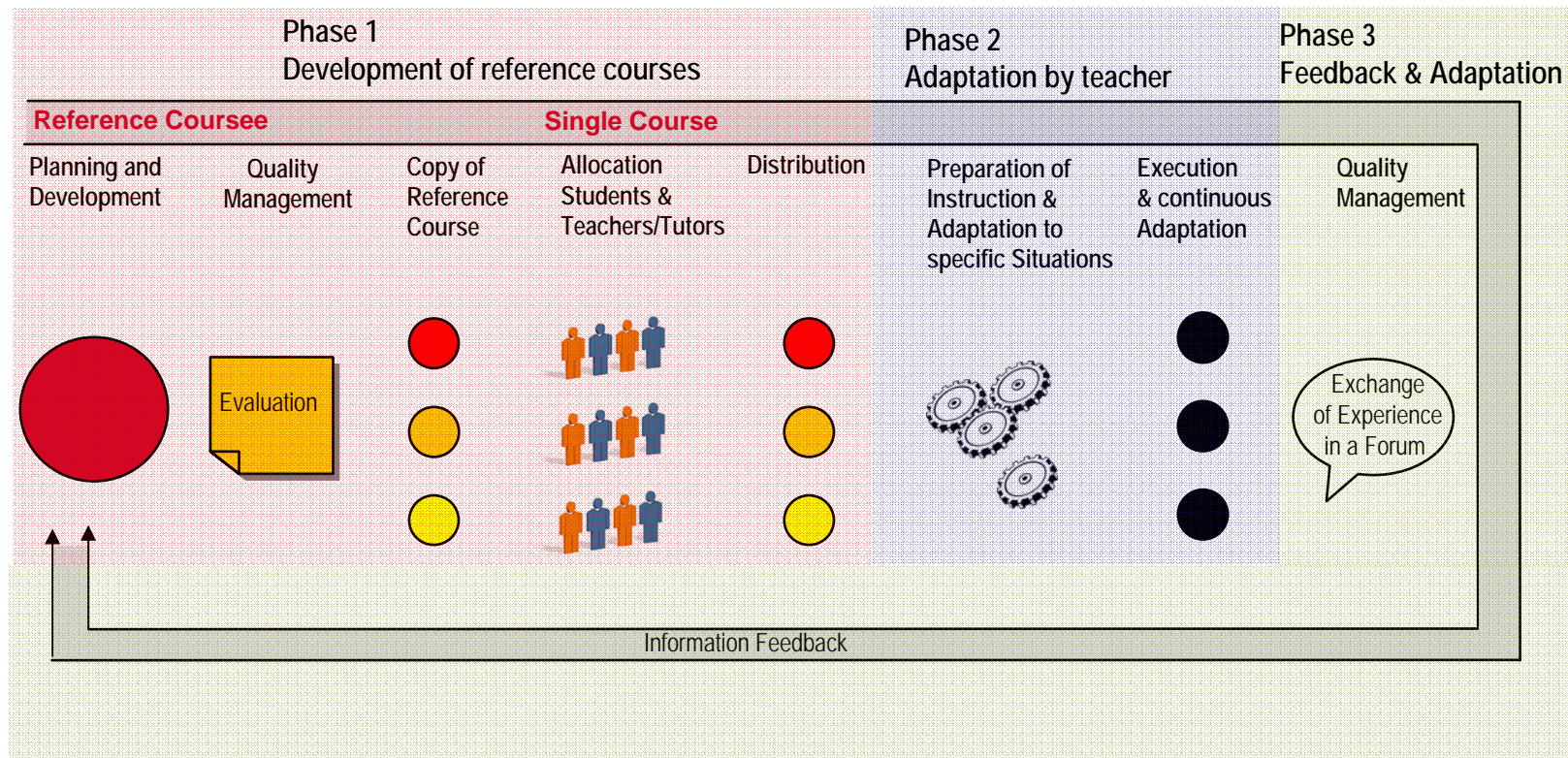
Sustainability

- Experience of teacher and students
- Cooperative knowledge production

Standards and Openness, Paradox or do they fit?



Reference Courses



- Reutilisation of Learning Material
- Ongoing Adaptation to new Requirements
- Preservation of Knowledge (Products and Content)

Experiences

Content Analysis

- Reference Courses
 - => A lot of new setting and new learning material
- Single Courses
 - => New communication spaces
 - => Publication of new learning materials
 - => **Sporadic adaption of specific instruction situations**

Interviews with teachers and tutors

- => Students do not want new time-consuming learning activities
- => Exercises are not adaptable because of the standardized content
- => Costs and benefits are not balanced
- => Lack of technological competence (by the teachers)

Measures

- => Short-time perspective: introduction of open learning phases as didactic standard
- => Long-time Perspective: Problem-based learning and stimulation of computer-added process control in the online learning activities

Hypotheses to discuss

- Fixed content leads to declination of participation of students in (online) learning activities
- Methodical and didactical standards facilitate quality management of online courses
- Joint course production leads to a sustainable use of learning material

Thank you for your attention!

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