

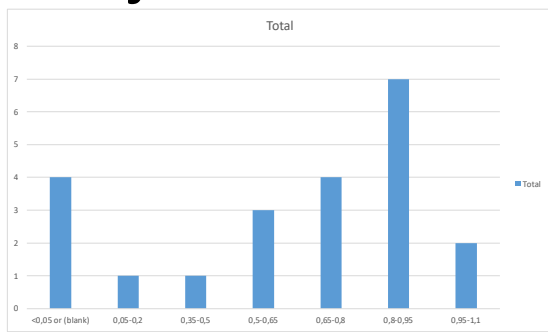


Iskustva (početnička) s provedbom aktivnosti Radionica u sustavu Moodle

Izv. prof. dr. sc. Marko Hell

Kontekst

- 1. godina diplomskog, ljetni semestar
- Predmet: Planiranje i analiza IS-a
- Primjena radionice u segmentu teorijskog dijela nastave
- Iskustvo: Jedna probna i dvije za ozbiljno

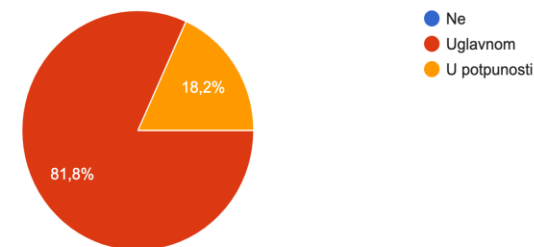


1	Satnica i udio ocjene ishoda u konačnoj ocjeni predmeta													72											48				30	150									
2														48%											32%				20%	100,00%									
3	shodi učenja:													1. i 2. Procijeniti i povezati učinke IT-a s poslovnim ciljevima										3. Analizirati i specificirati korisničke zahtjeve										4. Modelirati poslovnu tehnologiju			Bonus (max=10)		UKUPNO (max=110bodova)
4	Pokazatelj trenutne uspjehnosti	1. Forum diskusija	TEST 1.	2. Forum diskusija	TEST 2.	3. Forum diskusija	TEST 3.	Vježba 1.	Vježba 2.	Vježba 3.	Vježba 4.	Vježba 5.	Vježba 6.	IU2 (max 56 boda)	4. Forum diskusija	TEST 4.	Radionica 5.	TEST 5.	Vježba 7.	Vježba 8.	Vježba 9.	Vježba 10.	IU3 (max 24 boda)	6. Forum diskusija	Radionica 6.	Vježba 11.	Vježba 12.	IU3 (max 20 boda)											
5		4	4	4	4	4	4	4	4	4	4	4	4	48	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
6	91%	4	1,5	4	3,5	4	2,5	4	4,0	4,0	4,0	4,0	4,0	43,5	4	3,0	2,9	3,0	4,0	4,0	4,0	4,0	3,5	28,4	4	3,6	4,0	4,0	15,6	1	88								
7	61%	2	2,5	4	3,0	4	1,5	4	3,5	4,0	4,0			32,5		3,5		3,0			4,0	3,0	13,5	4		4,0	4,0	12,0	1	59									
8	82%		2,5	4	4,0	4	2,0	4	4,0	4,0	4,0	4,0	4,0	40,5	4	3,0		1,5	4,0	4,0	4,0	4,0	24,5	4	1,9	4,0	4,0	13,9	1	80									
9	95%	4	3,5	4	3,5	4	2,0	4	4,0	4,0	4,0	4,0	4,0	45,0	4	2,5	3,5	3,0	4,0	4,0	4,0	4,0	29,0	4	3,6	4,0	4,0	15,6	3	93									
10	97%	4	3,5	4	4,0	4	2,5	4	4,0	4,0	4,0	4,0	4,0	46,0	4	2,5	3,5	3,5	4,0	4,0	4,0	4,0	29,5	4	4,0	4,0	4,0	16,0	3	95									
11	12%	4	2,0		2,0									8,0				2,5					2,5					0,0	1	12									
12	54%	2	2,5	3	2,5	4	3,5	4	3,5	3,5	4,0	4,0	3,0	39,5					2,0	3,0		0,0	5,0			4,0	4,0	8,0		53									
13	77%	4	2,5	2	3,5	4	3,5	4	4,0	4,0	3,0			34,5	3	2,5	3,3	2,5	4,0	4,0	4,0	4,0	27,3	4		4,0	4,0	12,0	1	75									
14	0%													0,0									0,0					0,0		0									
15	84%	4	4,0	4	4,0	4	1,0	4	4,0	4,0	4,0			37,0	4	3,0	3,6	2,5	4,0	4,0	4,0	3,0	28,1	4	3,7	4,0	4,0	15,7	1	82									
16	38%				3,0	4	2,9	4	4,0					17,9						4,0	4,0	3,0	11,0			4,0	4,0	8,0		37									
17	0%													0,0									0,0					0,0		0									
18	0%													0,0									0,0					0,0		0									
19	81%	4	2,5	4	4,0	4	3,5	4	4,0	4,0	4,0			38,0		2,0	3,1	3,0	4,0	4,0	4,0	3,0	23,1	4	3,7	4,0	4,0	15,7	2	79									
20	85%	4	2,0	4	3,0	4	3,5	4	4,0	4,0	3,0	4,0	4,0	43,5	4	1,0	1,8	1,5	4,0	4,0	3,0	4,0	23,3	4	2,0	4,0	4,0	14,0	2	83									
21	85%	4	3,5	4	3,5	4	1,5	4	4,0	3,5	4,0	4,0	4,0	44,0	4	3,0	3,3	2,5	4,0	4,0	3,0	3,0	26,8	4		4,0	3,0	11,0	1	83									
22	74%		0,5	3	2,5	4	2,5	4	4,0	4,0	3,0	4,0	4,0	35,5	4	3,0	3,6	3,0	4,0	4,0	4,0	3,0	28,6			4,0	4,0	8,0		72									
23	85%	4	3,5	4	3,0	4	2,5	4	4,0	4,0	4,0	4,0	4,0	45,0	4		1,4	3,5	4,0	4,0	4,0	4,0	24,9	4		4,0	4,0	12,0	1	83									
24	68%		0,0	4	2,5	2	3,0	3	3,0	4,0	4,0	4,0	4,0	33,5	4	3,5	1,7	2,5	4,0	4,0	4,0	1,0	24,7			4,0	4,0	8,0		66									
25	78%	4	3,5	4	2,5	4	3,0	4	4,0	4,0	4,0	4,0	4,0	45,0	4	2,0	3,8	2,0			4,0	4,0	19,8	4		4,0	2,0	10,0	1	76									
26	61%		1,5	4	3,5		1,5	4	3,5	3,5	4,0	4,0	4,0	33,5				2,5	4,0	4,0	4,0	3,0	17,5			4,0	4,0	8,0		59									
27	0%													0,0									0,0					0,0		0									
28	Dinamika ost	4	4	4	4	4	4	4	4	4	4	4	4	48	4	4,0	4,0	4	4	4	4	4	32	4	4	4	4	16	1	97									
29	Minimum za pravo izlaska na usmeni ispit														19,68											13,12				6,56									

Zašto sam se odlučio za “Radionicu”?

- Moje vječno pitanje: „Da li nastavu prilagoditi generaciji ili obratno?“
 - Nastavniku omogućava procjenu težine nastave prije zaključivanja ocjena
 - Vrednovanje studentskih radova od strane drugih studenata doprinosi objektivnosti ocjene od strane nastavnika
- Kako motivirati na rad i kod kuće?
- Učenje od drugih studenata potiče kritičko razmišljanje, samopouzdanje studenata, samoprocjenu znanja...

3.6. Procijenite jesu li ostvareni bodovi rezultat vašeg realnog znanja
11 odgovora



Tehnička priprema za jednostavniju provedbu

The screenshot shows a Moodle course interface. The course is 'Planiranje i analiza informacijskih sust - diplomski'. The current week is '9. tjedan (predavanja): Modeliranje podataka'. The visible groups are 'RADIONICA 9. TJEDNA'. The gradebook shows the following data:

First name / Surname	Submission / Last modified	Grades received	Grade for submission (of 2.00)	Grades given	Grade for assessment (of 2.00)
PB	dijagram modela modified on Saturday, 11 May 2024, 11:01 AM	2.00 (1.76) 2.00 (1.64) 2.00 (2.00) 2.00 (1.64) 2.00 (1.76) - (-)< MŠ - (-)< MV	2.00	2.00 (1.76) 2.00 (1.57) 2.00 (1.40) 2.00 (1.64)	1.59
AB	No submission found for this user	-	-	- (-)> AD - (-)> AJ	-
FC	No submission found for this user	-	-	2.00 (1.76) 2.00 (2.00)	1.88
AD	Dijagram ZLS modified on Saturday, 11 May 2024, 9:57 PM	2.00 (1.76) - (-)< AB 2.00 (2.00) - (-)< FK	2.00	2.00 (1.64) 2.00 (1.57)	1.59

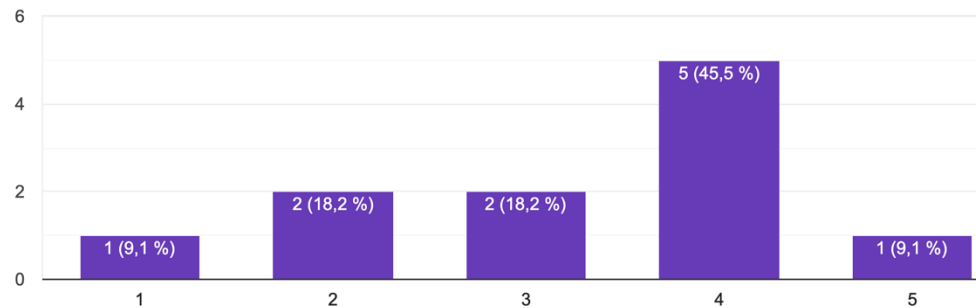
Prednosti iz nastavničke perspektive

- Sve je unaprijed isplanirano, formalizirano-ništa nije prepušteno slučaju
- Individualizacija pristupa kroz korištenje mogućnosti povratnih informacija
- U kombinaciji s ostalim metodama omogućava lakšu motivaciju za istraživanje novog gradiva: potrebno ih zainteresirati za gradivo, ne za učenje
- Studenti mogu samostalno i kad žele odraditi radni zadatak
- Prebacivanje dijela odgovornosti ocjenjivanja na studente
- Osigurava samostalni rad na studentskom razvoju: kritičkog promišljanja, samostalnosti, samoprocjene, samopouzdanja, odgovornosti...

Preferencije studenata

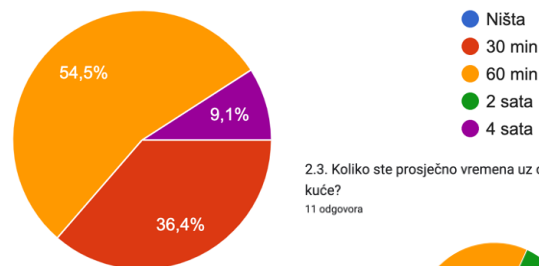
4. Uvodno klasično predavanje uz korištenje moodle radionice u svrhu učenja na izrađenim primjerima kolega

11 odgovora



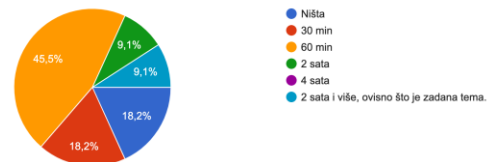
3.3. Koliko ste prosječno vremena uz ovakav način predavanja utrošili na samostalno učenje kod kuće?

11 odgovora



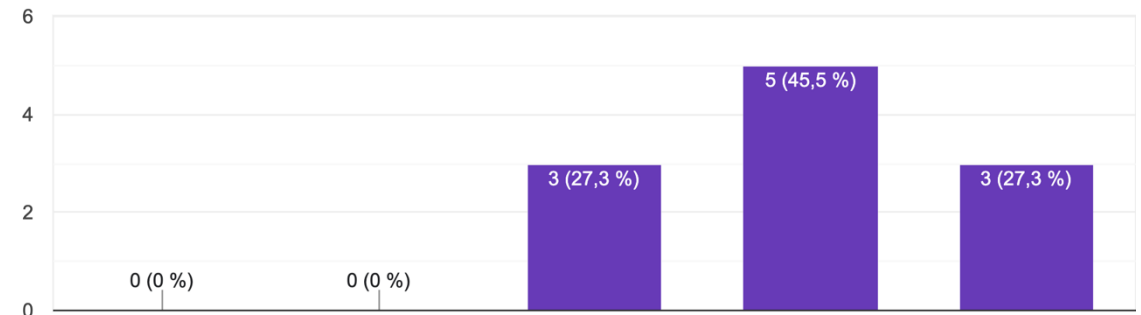
2.3. Koliko ste prosječno vremena uz ovakav način predavanja utrošili na samostalno učenje kod kuće?

11 odgovora



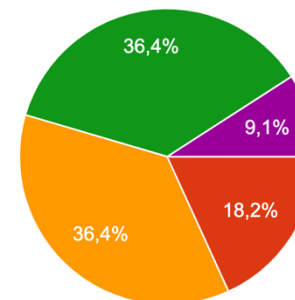
3.1. Koliko vam je ovakav način održavanja predavanja učinkovit u usvajanju novog gradiva?

11 odgovora



3.4. Koliko su vam pomogli, kod usvajanja novog gradiva, diskusije (forumi) ili pregledavanje uradaka drugih kolega (forumi ili videouradci)

11 odgovora

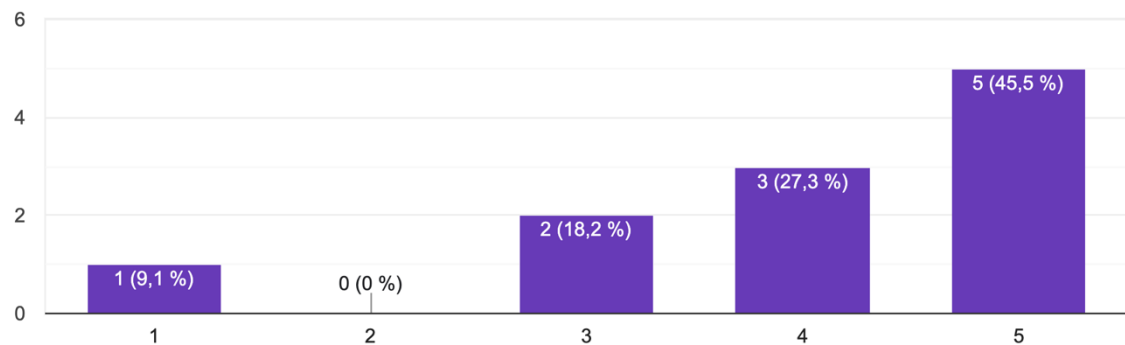


- Ništa mi nije pomoglo
- Pomoglo mi je da proširim primjere primjene
- Pomoglo mi je da shvatim smisao novog gradiva
- Više mi je pomoglo da procijenim svoje znanje
- Sve navedeno

Učinci radionice na vještine

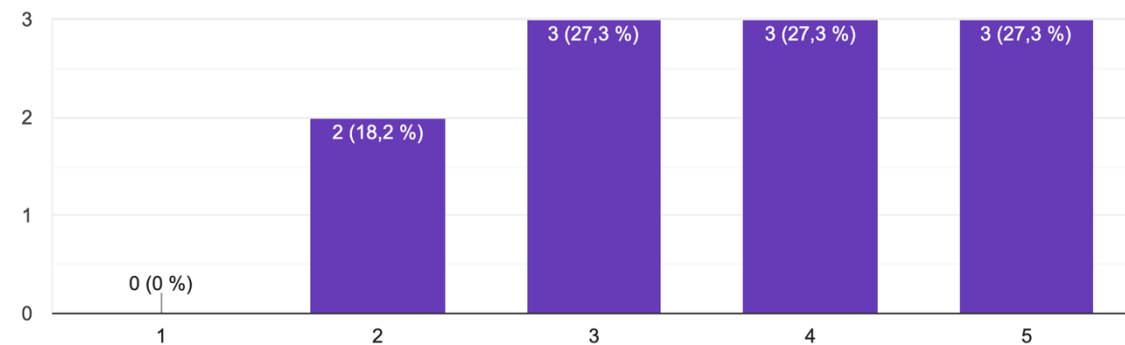
3.7. Je li Vas ovaj način rada osnažio za kritičko razmišljanje (preispitivanje postavljenih teza)?

11 odgovora



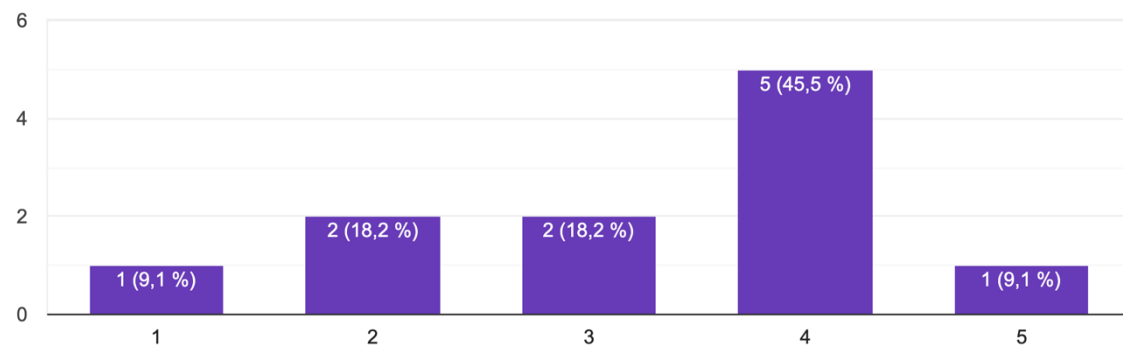
3.8. Je li Vas ovaj način rada osnažio u vlastitom izlaganju?

11 odgovora



3.9. Je li Vas ovaj način rada osnažio u timskom radu?

11 odgovora



Izazovi

- U početku:
 - Istražiti načine bodovanja i njihov prikaz dodijeljivih bodova,
 - pronaći export rezultata u Excel,
 - objasniti studentima načina stjecanja bodova.
- Jasna formulacija i objašnjenje kriterija ocjenjivanja radova za studenata
- Usklađivanje načina ocjenjivanja ovisno o broju studenata
- Implementacija u klasični nastavni proces:
 - više posla dok se ne stekne iskustvo
 - prilika za uvođenje on-line aktivnosti u klasičnoj nastavi

Veliko HVALA SRCE ekipi
na pomoći u implementaciji aktivnosti
Radionica,

a Vama HVALA na pažnji!!!