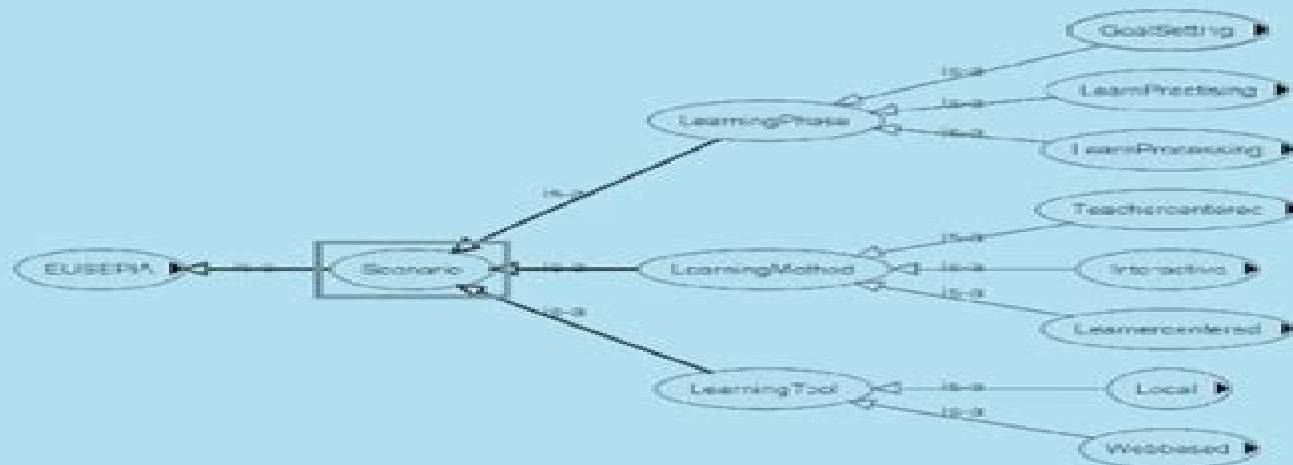


Sven Hofmann

E-Learning und ontologisch strukturierte Planung webbasierter Lehr-Lern-Szenarien



E Learning Ontologisch Strukturierte Webbasierter Lehr Lern Szenarien

Udo Kroack



E Learning Ontologisch Strukturierte Webbasierter Lehr Lern Szenarien:

E-Learning und ontologisch strukturierte Planung webbasierter Lehr-Lern-Szenarien. Entwicklung eines Leitfadens für Lehrende zur didaktisch-methodischen Umsetzung webbasierter Lehr-Lern-Szenarien im Kontext gymnasialen Unterrichts Sven Hofmann, 2015-08-07 Im vorliegenden Werk wird der Frage nachgegangen wie Lehrerinnen und Lehrer bei der Planung webbasierter Lehr Lern Szenarien geleitet und unterst tzt werden k nnen Es werden Vorschläge erarbeitet mittels einer grafischen Entwicklungsumgebung GUI die Lehrenden in die Lage zu versetzen Lehr Lern Konzepte auszuw hlen zu planen und diese in webbasierten Lernszenarien didaktisch sinnvoll umzusetzen Ausgehend von klassischen Modellen der Didaktik wird eine Begriffshierarchie aus Bezeichnern für Lernphasen Lernmethoden und Lernmitteln entwickelt mit der die Lehrenden in ihrer Berufspraxis umgehen Nach empirischen Untersuchungen wird diese Begriffsmenge in Szenarien webbasierten Lernens transferiert werden didaktische Templates und Entwurfsmuster Pattern exemplarisch zusammengestellt Die entwickelte Begriffsmenge und der Entwurf eines Kompetenzmodells m nden in einer Klassenhierarchie welche auf technologischer Ebene in eine Ontologie implementiert wird Diese ontologische Struktur wird gem geltender Standards das Speichern Wiederverwenden und Teilen eines geplanten webbasierten Lehr Lern Szenariums erm glichen Das Werk stellt neben Ergebnissen zu Begriffsmengen Kompetenzmodellen und Ontologien auch Methodologien vor deren Anwendung zu evaluierten hierarchischen Strukturen zu validen ontologischen Strukturen ber didaktische Sachverhalte und zur Konstruktion webbasierter Lehr Lern Szenarien f hren kann

Tomorrow's Learning: Involving Everyone. Learning with and about Technologies and Computing Arthur Tatnall, Mary Webb, 2018-01-25 This book constitutes the refereed post conference proceedings of the 11th IFIP TC 3 World Conference on Computers in Education WCCE 2017 held in Dublin Ireland in July 2017 The 57 revised full papers and 10 short papers were carefully reviewed and selected from 116 submissions during two rounds of reviewing and improvement The papers are organized in the following topical sections futures of technology for learning and education innovative practices with learning technologies and computer science education and its future focus and development Also included is The Dublin Declaration which identifies key aspects of innovation development successes concerns and interests in relation to ICT and education

Web Engineering Maria Bielikova, Tommi Mikkonen, Cesare Pautasso, 2020-06-09 This book constitutes the proceedings of the 20th International Conference on Web Engineering ICWE 2020 which was planned to take place in Helsinki Finland during June 9 12 2020 Due to the corona pandemic the conference changed to a virtual format The total of 24 full and 10 short contributions presented in this volume were carefully reviewed and selected from 78 submissions The book also contains 4 PhD and 7 demo papers The papers were organized in topical sections named User interface technologies performance of Web technologies machine learning testing of Web applications emotion detection location aware applications sentiment analysis open data liquid Web applications Web based learning PhD symposium demos and posters

Vom E-Learning zur

Digitalisierung Reinhard Bauer, Jörg Hafer, Sandra Hofhues, Mandy Schiefner, Anne Thillosen, Benno Volk, Klaus Wannemacher, 2020-07-01 Der Begriff Digitalisierung ist in aller Munde und häufig werden vor allem Anforderungen formuliert die digitale Transformation in allen Bereichen der Gesellschaft mitzugestalten In diesem Zusammenhang wird insbesondere von Hochschulen als Forschungs und Bildungsinstitutionen erwartet diesen Wandel aktiv mitzugestalten Der Begriff Digitalisierung erscheint einerseits als Heilsversprechen andererseits ruft er auch Skepsis und Zweifel hervor Zugleich fällt auf dass Digitalisierung selten konkret definiert wird vielmehr wird meist unhinterfragt vorausgesetzt es gebe einen Konsens was im jeweiligen Kontext damit gemeint ist Daher erscheint es besonders interessant einschlägige Narrative im Zusammenhang mit dem Digitalisierungsbegriff offenzulegen und zu diskutieren sowie aus einer wissenschaftlichen und praktischen Sicht kritisch zu hinterfragen Im Band werden deswegen die Mythen und öffentlichen Vorstellungen rund um Medien und E Learning in den Blick genommen Hochschule bietet dazu den wesentlichen Referenzrahmen Darüber hinaus wird nach Realitäten und Perspektiven in diesem unbestimmten Feld gesucht In Zusammenhang mit dem Band hat die Fachgesellschaft GMW ganz unterschiedliche Personen und Akteure direkt sowie in einem Call dazu eingeladen sich an der Diskussion um den Status quo im Bereich der Nutzung und Bedeutung von Medien in der Wissenschaft zu beteiligen Dieser Band bildet damit sowohl den aktuellen Stand der Diskussion als auch ihre fachlich inhaltlichen methodischen und konzeptionellen Facetten ab *Elektronisch unterstütztes Lernen (E-Learning)* Johannes Bankwitz, 2004-01-06

Inhaltsangabe Zusammenfassung Die vorliegende Arbeit spannt einen weiten Bogen von psychologisch didaktischen Grundlagen des Lernens über die Klassifikation von Lern- und E Learning Szenarien bis hin zu Rahmenarchitekturen von E Learning Lösungen Diese Tatsache spiegelt den Facettenreichtum des Themas elektronisch unterstütztes Lernen bzw E Learning wider Eine rein technisch motivierte Betrachtung ist ebenso wenig gewinnbringend wie eine lediglich pädagogisch didaktisch motivierte Auseinandersetzung mit E Learning Nach der Klärung grundlegender Begriffe werden verschiedene Lerntheorien diskutiert sowie Verbindungen zwischen Lerntheorien und Gestaltungsprinzipien aufgezeigt Die Klassifikation von Lehr- und Lernszenarien bildet die Grundlage für die Gestaltung von E Learning Szenarien wie Open Distance Learning Teleteaching Teletutoring und Blended Learning Weiterhin wird in eher technischer Sicht auf die Konzeption von E Learning Lösungen Standardisierungsinitiativen Lernplattformen und Lernumgebungen sowie auf Informationssystem Architekturen für E Learning eingegangen Insbesondere wird eine Rahmenarchitektur für verteilte Lehr- und Lernsysteme sowie eine Architektur einer integrierten Internet Lernumgebung I2LU besprochen Inhaltsverzeichnis Inhaltsverzeichnis
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Lernen im Internet Veronika Hornung-Prähauser,2008 Selbstorganisiertes Lernen umfasst Lernformen die Lernenden im
 Vergleich zu traditionellen Bildungsszenarien ein gr eres Ma an Selbstbestimmung einr umen Selbstbestimmtes Lernen gibt
 den Lernenden die M glichkeit die Auswahl von Inhalten Was wird gelernt und die Lernziele woraufhin eigenst ndig festlegen
 zu k nnen Heutzutage wird diese Art des Lernens zunehmend von interaktiven Lernumgebungen im Internet dem Einsatz von
 leichter bedienbarer Social Software z B Wikis Weblogs E Portfolios Social Bookmarks YouTube StudiVZ Flickr u und Freien
 Bildungsressourcen Open Source Tools Open Content Open Licenses unterst tzt Die neuen M glichkeiten des Selbst
 Gestaltens Ver ffentlichens und Teilens von Texten Video Audio Bildern oder Lesezeichen sowie der sozialen Vernetzung und
 Kooperation unter Lernenden bilden ein interessantes Potential f r Bildungsinnovationen Dieser Band bietet einen Einblick in
 die junge und bunte Landschaft webbasierter Lehr und Lernszenarien Ausgehend von einer theoretischen
 Standortorientierung folgen kritische Reflexionen sowie praktische Erfahrungsberichte f r die E Learning
 Expertengemeinschaft In sechs Kapiteln stellen E Learning Expertinnen und Experten der internationalen EduMedia
 Fachtagung ihre p dagogische Konzeption Herangehensweise und Erfahrungen mit den entsprechenden Werkzeugen des
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 Bildungswelten digitale Spiele kooperative Informations und Wissensmanagementwerkzeuge vor edumedia salzburgresearch
 at 6 2008 *E-Learning, E-Didaktik und digitales Lernen* David Kergel,Birte Heidkamp-Kergel,2019-10-16 Der vorliegende
 Band liefert eine praxisorientierte und theoretisch fundierte Auseinandersetzung mit den M glichkeiten von E Learning
 Theorie und Praxis des digital gest tzten Lernens werden integrativ analysiert und anwendungsorientiert vermittelt So
 werden lerntheoretisch fundierte Ans tze zur didaktischen Gestaltung von digital gest tzten Lehr Lernveranstaltungen
 dargestellt wie Strategien zum Qualit tsmanagement vermittelt **E-Learning** Ullrich Dittler,2022-04-19 E Learning und
 Online Learning haben in den letzten Jahren nicht zuletzt durch die Corona bedingte Zunahme von Home Office und Home
 Schooling an Bedeutung gewonnen Dieses Buch zeigt neue Trends Erfolgsfaktoren und Einsatzkonzepte von digitalen Lehr
 und Lernformen anhand zahlreicher neuer konkreter Beispiele sowohl aus der betrieblichen Praxis weltweit operierender
 Unternehmen als auch aus renommierten Hochschulen auf **E-Learning und Blended Learning als neue Lehr- und**
Lernformen Udo Kroack,2013-04-29 Studienarbeit aus dem Jahr 2013 im Fachbereich P dagogik Medienp dagogik Note 2 3

FernUniversität Hagen Veranstaltung Modul 2 Bildungswissenschaftliche Voraussetzungen für den Einsatz von neuen Lehr- und Lernformen Sprache Deutsch Abstract Neue Medien allen voran der Computer spielen sowohl in unserem beruflichen als auch privaten Alltag eine immer größere Rolle. Diese Veränderungen betreffen unsere gesamte Lebenswirklichkeit. Menschen verbringen immer mehr Zeit vor Bildschirmen und in der virtuellen Realität. Für die junge Generation der so genannten digital natives ist die ständige Kommunikations- und Informationsmöglichkeit selbstverständlich und die Nutzung von SMS, E-Mails, Instant Messengern oder sozialen Netzwerken wie z.B. Facebook nicht mehr weg zu denken und im normalen Leben fest verankert. Auch das Lernen hat sich verändert. Durch die Digitalisierung ist Wissen nicht nur anders darstellbar, sondern auch jederzeit an jedem Ort verfügbar und vor allem nicht an einen personalen Vermittler gebunden. Digital learners sollen nicht mehr aufbereitetes Wissen konsumieren, sondern müssen in der Lage sein, zur Verfügung stehende Informationen und Kenntnisse zu nutzen, diese sinnvoll zu filtern und damit effiziente Lernresultate zu erreichen. Veen Jacobs 2005 zitiert nach Bastiaens et al 2012 S. 13f: So wird Medienkompetenz zur Schlüsselqualifikation, um an der Wissensgesellschaft teilhaben zu können. Als zentrale Ressource verstanden, wird partizipieren zu können. Das hierfür notwendige und somit häufig postulierte lebenslange Lernen stellt neue Anforderungen an Lernwerkzeuge. Für die E-Learning auf den ersten Blick die ideale Lösung zu sein scheint. Der Einsatz computer- und netzbasierter Lerntechnologien. E-Learning spielt vor diesem Hintergrund eine immer größere Rolle. E-Learning wurde in den letzten Jahren sowohl inhaltlich als auch technisch kontinuierlich weiterentwickelt und stellt inzwischen eine echte Ergänzung zum Präsenzlernen dar. Die Einsatzgebiete liegen in allen Bildungsbereichen von der Schule über die berufliche Aus- und Weiterbildung bis hin zur Erwachsenenbildung bis hin zur Hochschullehre. Durch die technische Entwicklung in der Informations- und Kommunikationstechnologie wie z.B. digitalisierte Lerninhalte, multimediale Darstellungsformen, vor allem aber der Vernetzung der Lehrenden und Lernenden, durch das so genannte Web 2.0 ist es möglich, neue Lernformen zu etablieren, die einerseits breit einsetzbar und andererseits individualisierbar sind. So können bei der Konzeption von Lernszenarios individuelle Voraussetzungen und Kompetenzen berücksichtigt werden. Kimpeler 2010.

Lernplattformen in Schulen Dominik Petko, 2010-03-26. Das vorliegende Buch beschäftigt sich mit internetgestützten Lernplattformen in Schulen. Während die Nutzung solcher Plattformen an Hochschulen und in größeren Unternehmen bereits alltäglich geworden ist, geschieht ihre Verbreitung an Schulen mit einiger Zeitverzögerung und nahezu unbemerkt. Die Aufmerksamkeit eines Großteils der Fachwelt liegt bereits bei Online-Werkzeugen der nächsten Generation, etwa bei den Möglichkeiten des Web 2.0 oder des mobilen Lernens. Trotzdem lohnt sich ein Blick auf die aktuelle schulische Praxis mit Lernplattformen. Als Werkzeug zur Ergänzung des Präsenzunterrichts und in der Arbeit mit Schülerinnen und Schülern unterschiedlicher Altersstufen entstanden, entstanden andere Einsatzszenarien als in den E-Learning-Veranstaltungen der Hochschulen und Firmen. Hierzu liegen erst sehr wenige Darstellungen vor. In der Schweiz wird der Einsatz von Lernplattformen in Schulen durch Bund und Kantone in besonderer Weise unterstützt. Im Rahmen des Schweizerischen Bildungsservers educa.ch

wird die Lernplattform educanet2.ch betrieben die von Schulen und anderen Schweizer Bildungsinstitutionen gratis genutzt werden kann Mittlerweile arbeitet fast die Hälfte der Schweizer Schulen mit diesem Angebot Fast fünf Jahre nach Inbetriebnahme ist es nun an der Zeit für eine Bestandsaufnahme deren Ergebnisse hier berichtet werden

E-Learning-Grundlagen Alexander Sperl, Ralf P. Frenger, 2014 **Web 2.0 in der universitären Lehre** Christian Lehr, 2012

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