

Online and Distance Learning

HRCM17-122

Purpose of course

Among the impacts on education arising by changes in the information society, in the framework of the course we are dealing with the possible forms of learning and teaching processes. Within this, we pay special attention to the learning of pedagogical foundations of online learning environments and distance learning systems that can be built in the practice of adult training and education. The course prepares for the professional design and management of processes and learning forms supported by distance education and e-learning; in connection with these, we will discuss in detail the changed educational institution, pedagogue and learning image of the information society. In the course, students will learn about the possibilities, theory and methodology of distance learning and e-learning in adult training, about the learning organization, the operation of internal and external training systems.

By completing the course, students can formulate adequate goals in adult education at a professional level, design and manage andragogical processes to achieve the goals, and carry out and supervise their implementation – taking advantage of the opportunities of distance learning and e-education.

Learning outcomes and competences

Knowledge

Students completing the course will...

- gain knowledge of the possibilities, theory and methodology of using distance education and e-learning in adult education.
- be able to formulate adequate goals in adult education at a professional level, to plan and execute andragogical processes to achieve the goals and taking advantage of the opportunities of distance learning and e-education.

Attitude

Students completing the course will...

- be committed to distance education, but accept that it can be put in other forms of training, can be combined with other forms of training.
- accept the extension of the learning-teaching process in time and space.
- be committed to the cultured, constructive and productive use of digital tools and to the forming of digital culture; they will be committed and active in configuring of digital tools.
- be open to technological innovations and new technology solutions.
- be open to pedagogical innovation and participatory, productive and information-sharing computer and internet use.
- be committed to an active and efficient work as member of a team.
- open to innovative and creative solutions in their work.
- apply motivating methods that support collaboration.
- not consider their professional knowledge to be permanent; they will be ready for continuous renewal in profession, methodology and pedagogical sciences.

- be open for independent work.
- committed to successfully performing professional tasks.
- accept that they will need to have initiating skills in their professional activity, both in communication and work.

Skills

Students completing the course will...

- be able to follow the steps of the curriculum development project and make a timeline and task schedule for them.
- be able to communicate efficiently and conduct consultative and advisory activities.
- be capable of planning, making an ICT strategy and of evaluating it.
- be able to analyze educational processes and to develop a reflection.
- be able to identify processes for developing others.

Content of the subject

Main content and thematic units

- Discussion of the course, harmonizing of the semester's work
- Typology of educational environments, interpretations of e-learning and distance learning
- Tool systems and educational culture
- Course design and development, process of content development
- An instructive and activity-oriented approach to distance education
- Open education, open courses, the educational culture of MOOC
- Evaluation and efficiency, the role of feedback in the education process
- Group theme processing
- Teaching and teaching role, competence system of teaching activity
- Learning, learning methodology and interpretation of roles of students
- Education organizing and learning support, control of the education process

Exam and evaluation system

Requirements, methods and aspects of assessment:

Requirements:

- Independent processing of lectures, podcasts, and literature linked to the nodes of the course.

Methods and aspects of assessment:

- The colloquium-based performance is based on the topics that appear in the list of knowledge items and on the basis of the literature.
- In addition to the subject of each item, it is also necessary to exam in dissimilar literature related to the item. Dragging an item gives a random selection. Accordingly, the literature is given.
- Completion of a colloquium is possible only on the basis of an oral examination.
- The duration of the exam is usually 25 to 30 minutes long after the preparation period.
- At the oral examination the consideration of the item and the literature is set at 80%-20%.

- If the student completes an exam inadequate, then the whole exam is inadequate.

Item list for the oral colloquium:

1. The typology of educational environments
2. Interpretations of e-learning and distance learning
3. Toolkit systems and educational culture
4. Course design and course development, the process of content development
5. An instructive and activity-oriented approach to distance education
6. Open education, open courses, the educational culture of MOOC
7. Evaluation and efficiency, the role of feedback in the process of education
8. Theme processing in groups
9. Teaching and teaching role, competence system of teaching activity
10. Learning, learning methodology and student interpretation
11. Education organizing and learning supporting, control of the educational process

Item list of literature in Hungarian:

1. A tanulás filozófiája a mobil információs társadalomban (Nyíri)
2. eLearning anyagok ergonómiai kérdései (Hercegfői - Jókai)
3. Az elektronikus tanulást támogató tanuláselméletek (Szűcs - Zarka)
4. A tanulási környezet (Kőfalvi)
5. A tanuló és a távoktatás (Kovács)
6. A tanító és a távoktatás (Kovács)
7. A hagyományos távoktatás és az elektronikus tanulás kapcsolódása (Kovács)
8. A technológiák helye és jelentősége az oktatásban (Kovács)
9. Sajátos nevelési igényű tanulók (Virányi)
10. A virtuális oktatási környezet fejlesztése és kutatása (Ollé)
11. Kognitív disszonanciák, pszichológiai és didaktikai ellentmondások (Korányi)

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| Literature |
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Compulsory:

- Benedek András (szerk.): Digitális pedagógia. Typotex, Budapest, 2008.
- Benedek András (szerk.): Digitális pedagógia 2.0. Typotex, Budapest, 2013.
- Komenczi Bertalan (2009): Elektronikus tanulási környezetek. Budapest, Gondolat, Budapest. ISBN: 9789636931575
- Korányi Tibor: Pszichológiai és didaktikai ellentmondások az andragógia világában. Novum, Sopron, 2009.
- Kőfalvi Tamás: e-Tanítás. Nemzeti Tankönyvkiadó, Budapest, 2006.
- Kovács Ilma: Új út az oktatásban? A távoktatás. OKKER, Budapest, 2005.
- Kovács Ilma: Az elektronikus tanulásról. Holnap, Budapest, 2007.
- Ollé János (2012): Virtuális környezet, virtuális oktatás. Budapest, ELTE Eötvös Kiadó. ISBN: 978 963 284 283 7
- Ollé János et al. (2013): Oktatásinformatikai módszerek. Tanítás és tanulás az információs társadalomban. Budapest, ELTE Eötvös Kiadó. ISBN: 978 963 312 157 3

Recommended:

- Antalovits Miklós et al. (2008): Távoktatás és e-learning a felnőttképzésben. Budapest, Nemzeti Szakképzési és Felnőttképzési Intézet.
- Bodó Balázs: E-learning módszertan – tananyag és technológiafejlesztés a felsőoktatásban. In: Tudásmenedzsment. IV. évf. 2.sz. PTE Felnőttképzési és Emberi Erőforrás Fejlesztési Kar. <http://feek.pte.hu/tudasmenedzsment/index.php?ulink=665>
- Hutter Ottó – Magyar Gábor – Mlinarics József: E-Learning 2005. Műszaki Könyvkiadó 2005.
- Papp Lajos szerk.: Az e-learning a felnőttképzésben (trends, perspektívák, európai környezet). Felnőttképzési Kutatási Füzetek, NFI, Budapest, 2005.
- Szűcs András – Zarka Dénes: A távoktatás módszertanának fejlesztése. Felnőttképzési Kutatási Füzetek, NFI, Budapest, 2006.