



ELEARNING & PROBLEM BASED LEARNING

THE HOW!

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Center for elearning technologies
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New paradigms

Critical & digital



EMERGING GLOBAL TRENDS



Consequences for Instructors!



Consequences for Instructors!



Be involved

Consequences for Instructors!



Isolation

The Challenge on hand

Cause-effect

- **Difficulty:** access to equipment & services
- **Wrong** attitudes and approaches – ways and means of doing things
- **Lack** of ICT knowledge and skills competencies

Problem

***Inability to harness
and transfer ICT
competence to
develop learners
as critical citizens
in a digital world***

The Need



Is there a need to address the challenges on hand?



University



World class
Student

funding;
students' population;
globalization,



University



+ELEARNING
and PBL

World class
Student

What is e-learning?



E-learning is electronic learning, using a computer to deliver part, or all of a course.

It can happen in business, school, government etc

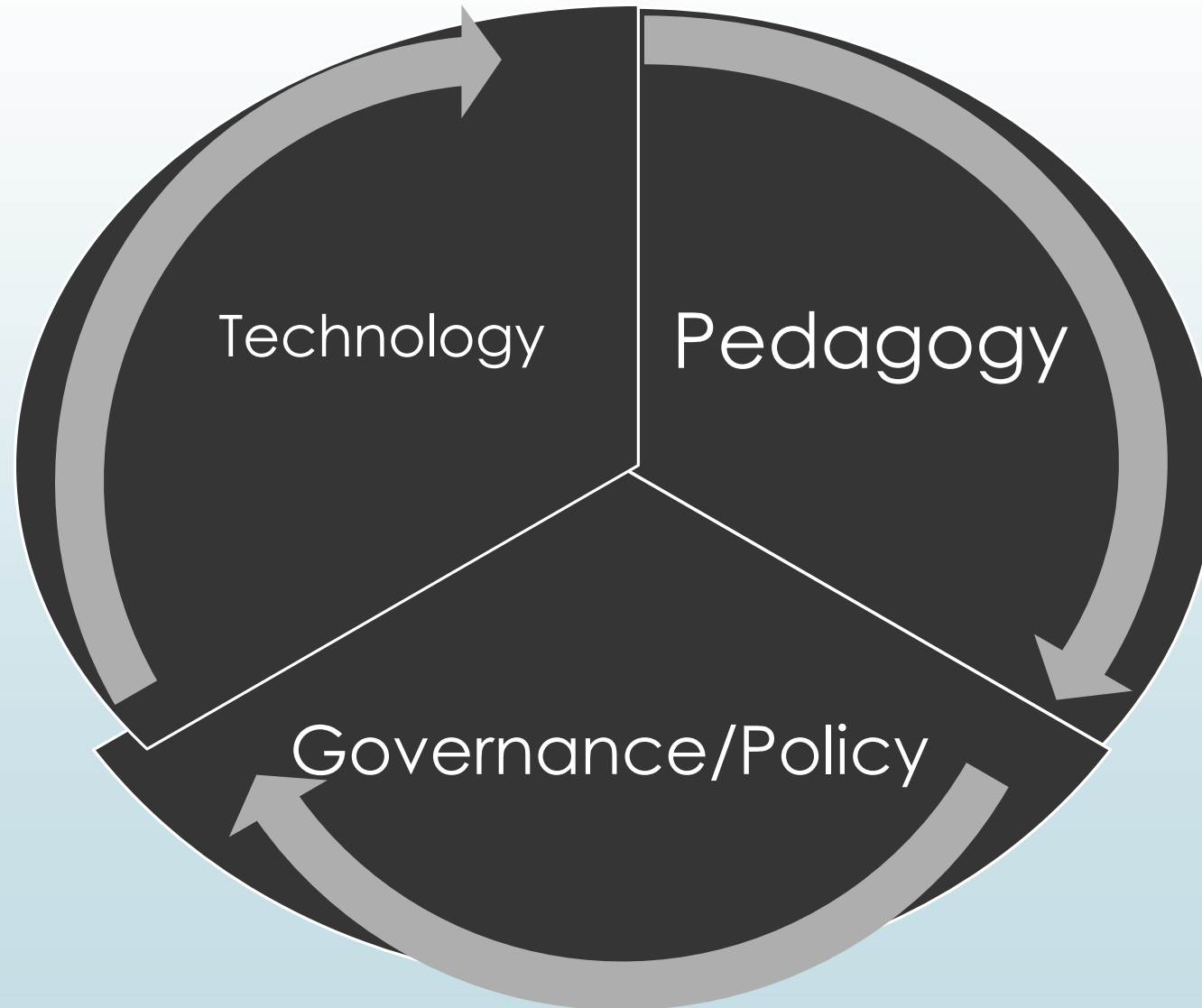


CATEGORIES

Synchronous learning refers to a **learning** environment in which everyone takes part at the same time.

Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time.

E-LEARNING FRAMEWORK



Source: Osei and Mensch, 2014



TECHNOLOGY

- Learning Management System –Moodle (Vclass.knust.edu.gh)
- Multi-media Laboratory
- Connectivity Devices (Dungles) CD Rom

PEDAGOGY

- Programmes
- Facilitation
- Synchronous
- Asynchronous
- Tutoring
- Instructional material
- CDs
- Print

POLICY

- Rules and regulations governing:
- *Programmes and courses*
 - *academic issues*
 - financial issues
 - *student services* (administrative) issues
 - *Quality assurance*

Learning Management System(LMS)

- ▶ Word document,
- ▶ Graphics
- ▶ pdfs
- ▶ Slides,
- ▶ Video,
- ▶ Internet Links
- ▶ Forums,
- ▶ Assignment
- ▶ Training

Sample LMS

Virtual classroom
Institute of Distance Learning, KNUST

Information Support

Turn editing off

NAVIGATION

- My home
 - Site home
 - Site pages
 - My profile
 - Current course
 - ISD 458**
 - Participants
 - Badges
 - General
 - SUPPLY CHAIN MANAGEMENT
 - IT CONCEPTS AND MANAGEMENT
 - SUPPLY CHAIN TECHNOLOGY – MANAGING INFORMATION FLOWS
 - SUPPLY CHAIN INFORMATION SYSTEMS
 - INTER-ENTERPRISE INTEGRATION
 - CASE STUDIES OF IT SYSTEMS

News forum Edit

Lecture Slides Edit

Demonstration Videos Edit

GROUP WORK Edit

Not available unless:

- It is on or after **20 February 2015**
- It is before end of **30 May 2015** (hidden otherwise)
- You belong to any group (hidden otherwise)

Practise Questions Edit

Individual Assignment Edit

ONLINE CLASS Edit

SEARCH FORUMS

Go

Advanced search

CALENDAR

August 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Events key

- Hide global events
- Hide course events
- Hide group events
- Hide user events

Unit Objectives

After reading this unit students will be able to:

- Discuss Supply Chain Management and Logistics
- Identify the Roles of IT in Supply Chain Management

SUPPLY CHAIN MANAGEMENT

LATEST NEWS

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THE HOWS'

- Study Materials

- Videos

- Notes Plus or minus Study guides

- Slides

Sample Standard Power Point Template



INSTITUTE OF DISTANCE LEARNING

KWAME NKRUMAH UNIVERSITY OF SCIENCE
AND TECHNOLOGY, KUMASI, GHANA



COURSE
CODE
COURSE NAME

Lecture 1

Mr. Christopher Addo

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ACTIVITIES

► UPLOADS AND DOWNLOADS

- Course Materials

- Assignment

- Discussions

- Forums

- Chats

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THE PROBLEM BASED LEARNING (PBL) APPROACH TO ELEARNING



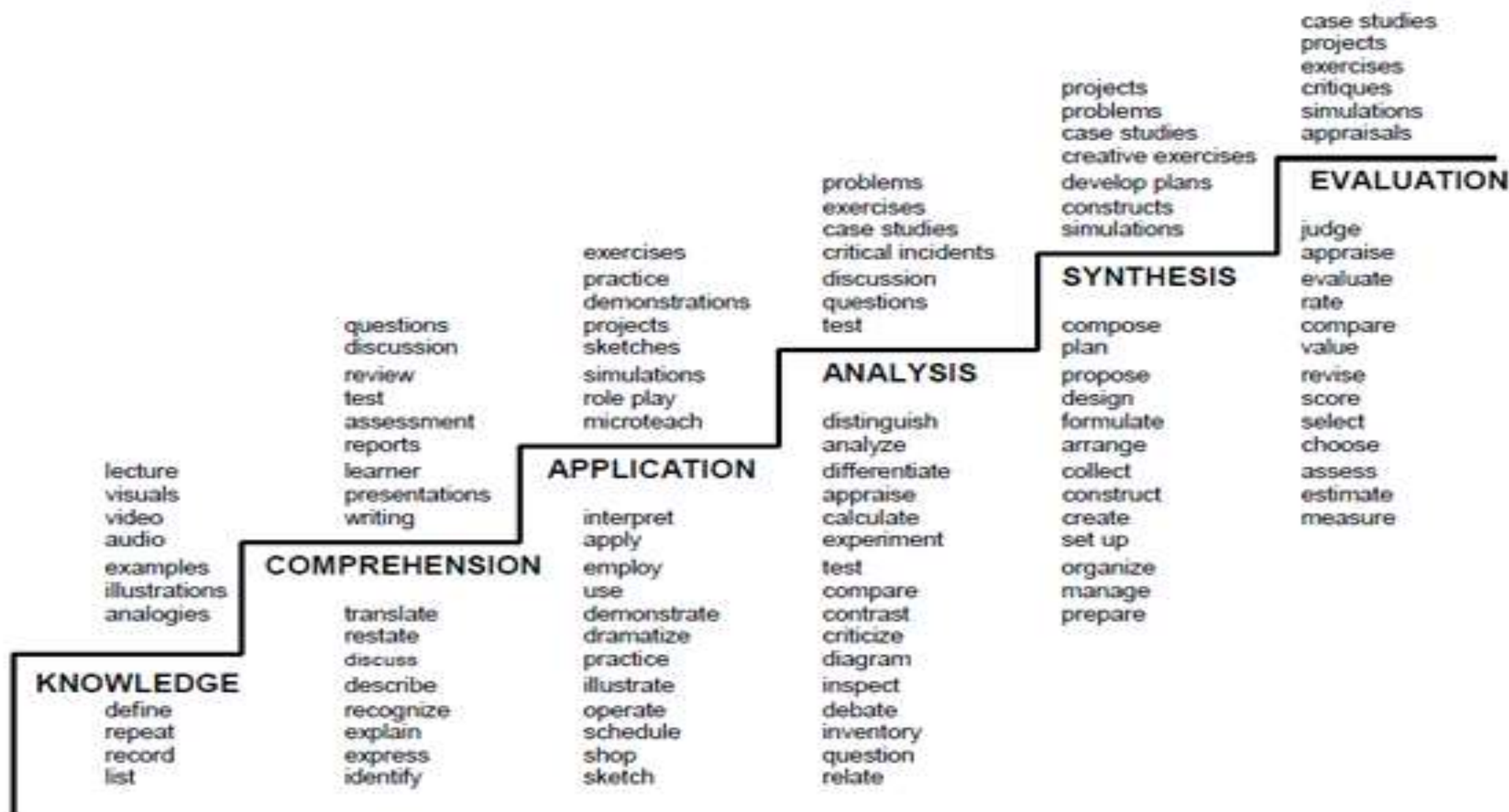




THE GOAL:

COMPETENCE

Suggested Instructional Strategies for Use with Each Level of Bloom's Taxonomy



► COURSE LEARNING OUTCOMES

► Knowledge

- Define and describe essential terms and concepts in ICT
- List ICT equipment and devices for e-learning

► Skills

- Identify Available ICT Applications in IDL and Apply ICT skills
- Analyse the E learning Applications available in IDL

► Competences

- Create an online learning community for student learning activities
- Select appropriate ICT Applications for online learning tasks



➤ **ASSESSMENT OF COURSE LEARNING OUTCOMES**

➤ Knowledge

- Orally discuss and describe essential terms and concepts in ICT
- Write a description of down at least 5 ICT equipment and devices for e-learning

➤ Skills

- Demonstrate the use of two ICT Applications in IDL
- Ask Learners to critically analyse the ICT Applications available in IDL

➤ Competences

- Write a case study of a selected appropriate ICT Applications for online learning task of not more than 12 pages.

► **COURSE LEARNING ACTIVITIES**

► Knowledge

- (Individual) Read recommended course material and search the internet for further information on concepts and terminologies in ICT
- (Group) within your study group discuss and compare Listed ICT equipment and devices for e-learning

► Skills






- (Individual): Write a reflection paper discussing identifiable ICT Applications in IDL.
- (Group) Upload draft reflection paper for comments and peer review before handing in paper for assessment

► Competences

- (Individual) Evaluate two group members submission.
- (Group) Test a selected ICT Applications for online learning tasks

- Eligible For**
- Course Certificate 315
 - Specialization 113
 - All Categories**
 - Arts 58
 - Biology & Life Sciences 138
 - Business & Management 188
 - Chemistry 34
 - Computer Science: Artificial Intelligence 51
 - Computer Science: Software Engineering 85
 - Computer Science: Systems & Security 50
 - Computer Science: Theory 71
 - Economics & Finance 145
 - Education 135
 - Energy & Earth Sciences 48
 - Engineering 94
 - Food and Nutrition 33
 - Health & Society 163
 - Humanities 203
 - Information, Tech & Design 144
 - Law 47
 - Mathematics 82
 - Medicine 129
 - Music, Film, and Audio 54

Courses

	<p>Johns Hopkins University</p> <p>R Programming</p> <p>with Roger D. Peng, PhD, Jeff Leek, PhD & Brian Caffo, PhD</p>	<p>September 7, 2015</p> <p>4 weeks long</p> <p>Specializations</p>
	<p>University of California, San Diego</p> <p>Learning How to Learn: Powerful mental tools to help you master tough subjects</p> <p>with Dr. Barbara Oakley & Dr. Terrence Sejnowski</p>	<p>View course</p> <p>Course Certificate</p>
	<p>Johns Hopkins University</p> <p>The Data Scientist's Toolbox</p> <p>with Jeff Leek, PhD, Roger D. Peng, PhD & Brian Caffo, PhD</p>	<p>September 7, 2015</p> <p>4 weeks long</p> <p>Specializations</p>
	<p>Stanford University</p> <p>Machine Learning</p> <p>with Andrew Ng</p>	<p>View course</p>
	<p>University of Michigan</p> <p>Programming for Everybody (Python)</p> <p>with Charles Severance</p>	<p>October 5, 2015</p> <p>10 weeks long</p> <p>Course Certificate</p>

Download this video ? X



Upload

Download this video ? X



1. Introduction: five first lessons

Up next

Autoplay



2. Putting yourselves into other people's shoes
by YaleCourses
127,398 views



11. Behavioral Finance and the Role of Psychology
by YaleCourses
67,948 views



4. Foundations: Skinner
by YaleCourses
183,645 views



1. Electrostatics
by YaleCourses
266,731 views

4. Foundations: Skinner



Game Theory
by YaleUniversity
29,582 views



How to Use Game Theory for Negotiations and Strategic Decisions
by stanfordonline
61,048 views

Factors of Change

	Concensus +	Skills +	Incentives +	Resources +	Action plan	= Confusio
Vision +		Skills +	Incentives +	Resources +	Action plan	= Sabotag
Vision +	Concensus +		Incentives +	Resources +	Action plan	= Anxiety
Vision +	Concensus +	Skills +		Resources +	Action plan	= Resistanc
Vision +	Concensus +	Skills +	Incentives +		Action plan	= Frustratio
Vision +	Concensus +	Skills +	Incentives +	Resources +		= Treadmill
Vision +	Concensus +	Skills +	Incentives +	Resources +	Action plan	= CHANGE

CHRISTOPHER ADDO CELTIDE(RN031)

Tools are available and mostly free





➔ THANK YOU