

Computer Support of Teaching - opis przedmiotu

Informacje ogólne	
Nazwa przedmiotu	Computer Support of Teaching
Kod przedmiotu	06.9-WM-ER-BHP-52_18
Wydział	Wydział Mechaniczny
Kierunek	WM - oferta ERASMUS
Profil	-
Rodzaj studiów	Program Erasmus
Semestr rozpoczęcia	semestr zimowy 2021/2022

Informacje o przedmiocie	
Semestr	2
Liczba punktów ECTS do zdobycia	1
Typ przedmiotu	obowiązkowy
Język nauczania	angielski
Sylabus opracował	dr hab. Eunika Baron-Polańczyk, prof. UZ

Formy zajęć					
Forma zajęć	Liczba godzin w semestrze (stacjonarne)	Liczba godzin w tygodniu (stacjonarne)	Liczba godzin w semestrze (niestacjonarne)	Liczba godzin w tygodniu (niestacjonarne)	Forma zaliczenia
Laboratorium	30	2	-	-	Zaliczenie na ocenę

Cel przedmiotu

Getting to know the computer support of the teaching-learning process.

Wymagania wstępne

Knowledge of the following subjects: pedagogics, general didactics, didactics of technology, IT, vocational subjects, computer techniques, information and communication technology.

Zakres tematyczny

Teaching technology and IT: didactic packages, Internet programs, multimedia books, sets to multimedia support of experiments, computer software. Using computer hardware and software for creating didactic multimedia presentations. Multimedia presentation materials – basic features of presentations, recommendations concerning fonts, a text, color and sound, animation and video; tips connected with showing the presentation.

Using hypertext techniques in didactics. Internet navigation; proper searching for selecting text, digital, graphic and multimedia data; forms of presenting data; gathering and archiving text, digital, graphic and multimedia data with the use of Internet techniques; doing presentations and web pages, shaping the right choice of parameters.

Modern tools of information technology which are to rise attractiveness and efficiency of teaching and learning: interactive board, cyber desk, e-learning etc.

Interactive sources of information and their use at school. The media library – center of information and didactics, place for work of a pupil/student and a teacher. Information workshop versus media education (assumptions of a curriculum path; media education: educational aims, school tasks, content, achievements). *Topics for working out by students themselves*: Didactic use of multimedia operating systems – Windows 10

Data compression in the modern realization of the didactic and upbringing process. Internet communication as a tool supporting the exchange of information between a teacher/tutor – a pupil/student – a parent.

Chosen teaching technology tools – their role and tasks in teaching and learning. A digital camera, camcorder, scanner, multimedia projector, computer (computer software, Internet).

New trends in the relation “user-computer”. Ergonomics of using a computer, user’s interface, supporting its use by the disabled users (equipment and software solutions).

Metody kształcenia

Problem lecture, discussion, practical exercises.

Efekty uczenia się i metody weryfikacji osiągnięcia efektów uczenia się

Opis efektu	Symbole efektów	Metody weryfikacji	Forma zajęć
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Opis efektu	Symbole efektów	Metody weryfikacji	Forma zajęć
Knowledge and abilities in the field of supporting teaching with modern computer technology: defining its role, places and tasks of the modern information and communication technology in rising attractiveness and efficiency of teaching and learning processes; describing, explaining and analyzing the essence and possibilities of the computer software and hardware in activities supporting theory and practice of education; projecting and constructing multimedia teaching materials.		• aktywność w trakcie zajęć • bieżąca kontrola na zajęciach • obserwacja i ocena aktywności na zajęciach • projekt • sprawdzian	• Laboratorium

Warunki zaliczenia

Laboratory: getting positive grades of an oral or written quiz concerning the above mentioned topics or issues worked out in writing on a given topic and their presentation with the use of multimedia teaching materials and modern information and communication technology.

Literatura podstawowa

1. Baron-Polańczyk E. (ed.), ICT in educational design: processes, materials, resources, Vol. 1-14, Oficyna Wyd. Uniwersytetu Zielonogórskiego, Zielona Góra 2012-2019.
2. Dirksen J., Design for How People Learn, Second Edition, Pearson Education New Riders, Berkeley, CA 2016.
3. Gabriel R., Röhrs H.-P. Social Media. Potenziale, Trends, Chancen und Risiken, Springer, Berlin 2017.
4. Paul Joshua, Digital Video Hacks: Tips & Tools for Shooting, Editing, and Sharing, O'Reilly Media, Sebastopol USA, 2005.
5. Aaron Johnson, Excellent Online Teaching: Effective Strategies For A Successful Semester Online, www.excellentonlineteaching.com, 2013.
6. Holly Clark, Tanya Avrith, The Google Infused Classroom: A Guidebook to Making Thinking Visible and Amplifying Student Voice, EdTechTeam Press, Irvine, CA USA, 2017.
7. Lisa Highfill, Kelly Hilton, Sarah Landis, The HyperDoc Handbook: Digital Lesson Design Using Google Apps, Elevate Books Edu, 2019.

Literatura uzupełniająca

1. Levinson Paul, New New Media (2nd Edition), Penguin academics, Pearson, Boston USA 2013.
2. Eric C. Sheninger, Thomas C. Murray, Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today, ASCD Alexandria USA, 2017.

Uwagi

Zmodyfikowane przez dr Katarzyna Skrzypek (ostatnia modyfikacja: 29-04-2021 11:00)

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