

NAME OF THE COURSE		E-Learning Systems				
Code	PMIK10	Year of study	GU-1			
Course teacher	doc.dr. sc. Ani Grubišić	Credits (ECTS)	5,0			
Associate teachers	Ines Šarić	Type of instruction (number of hours)	L	S	E	F
			30		30	
Status of the course	mandatory	Percentage of application of e-learning	40%			
COURSE DESCRIPTION						
Course objectives	The aim is to gain knowledge of e-learning systems and their application in learning and teaching. Given objective is achieved by learning and teaching: definitions, functional model and e-learning systems configuration, learning objects; Standards for the design of e-learning; pedagogical paradigm for e-learning, intelligent tutoring systems, examples of e-learning.					
Course enrolment requirements and entry competences required for the course	Course enrolment requirements: none. Entry competences: basic knowledge of computer science.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. classify e-learning systems 2. classify learning objects 3. classify standards for e-learning systems architecture and design 4. compare the basic configuration of e-learning systems 5. design courses in e-learning by using ADDIE model 6. evaluate the effectiveness of e-learning					
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introduction to course Week 2: Areas of application of computers and Information and communication technologies in teaching Week3: The definition of e-learning and e-learning systems Week4: Functional model of e-learning Week 5: Configuration of e-learning systems Week 6: Learning objects (definition, characteristics, models) Week 7: Standards for e-learning systems architecture design Week 8: colloquium Week 9: Pedagogical paradigm for e-learning (two sigma problem, traditional learning, mastery learning, tutoring learning) Week 10: E-Assessments Week 11: Intelligent Tutoring Systems Week 12: ADDIE model for designing teaching					

	Week 13: Application ADDIE model Week 14: The methodology for the evaluation of e-learning Week 15: colloquium					
Format of instruction						
Student responsibilities	Attendance, active participation in the learning process, homework, colloquium, exam					
Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Name	Ects	Name	Ects	Name	Ects
Grading and evaluating student work in class and at the final exam	Activity of students in lectures and exercises (attendance, problem solving, general activity in the classroom) (20%). Project (60%) Written exam (10%) Oral exam (10%). The final grade is derived on the basis of all the above ratings.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
				0		
Optional literature (at the time of submission of study programme proposal)	Larkin, Jill H., and Ruth W. Chabay. Computer-Assisted Instruction and Intelligent Tutoring Systems: Shared Goals and Complementary Approaches. Technology in Education Series. Lawrence Erlbaum Associates, Inc., 1992. Gauthier, Gilles, Frasson, Claude, VanLehn, Kurt (Eds.) Intelligent Tutoring Systems, 5th International Conference, ITS 2000, Montreal, Canada, June 19-23, 2000 Proceedings Hugh Burns, James W. Parlett, Carol Luckhardt Redfield, Intelligent Tutoring Systems: Evolutions in Design, LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS 1991 Hillsdale, New Jersey Hove and London Joseph Psootka; L. Dan Massey; Sharon A. Mutter; John Seely Brown, Intelligent Tutoring Systems: Lessons Learned, LAWRENCE ERLBAUM ASSOCIATES PUBLISHERS 1988 Hillsdale, New Jersey Hove and London					

Quality assurance methods that ensure the acquisition of exit competences	Talk with students, student evaluation using the anonymous survey, the success of students in the exam, self-assessment.
Other (as the proposer wishes to add)	