NAME OF THE COURSE	Designing e-learning systems					
Code	PMIK30	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 goal is to master the methodology of designing the e-learning system. Objectives are achieved through learning and teaching of: iterative process for modeling e-learning system by identifying participants and functionalities of e-learning; as well as, time and statical component for the construction 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. design a data model of e-learning system 2. develop a functionality model of e-learning system 3. compare different models of e-learning systems 4. develop the functionality of e-learning in an arbitrary programming language 5. evaluate developed functionalities of the e-learning systems
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introduction to course Week 2: Iterative process for modeling software system Week3: Participants of e-learning Week4: Functionalities of e-learning Week 5: Time component of iteration process (inception, elaboration, construction, transition). Week 6: The static component of the process (business modeling, requirements of the customer, analysis, design, implementation, testing, delivery, process control, change management). Week 7: colloquium Week 8: Installing Moodle and its elements Week 9: Creating queries over Moodle database Week 10: Introduction to PHP programming Week 11: Designing Web applications over the Moodle database. Week 12: Implementation of web applications over the Moodle database.

	Week 13: Setting up a web application over the Moodle database. Week 14: Testing Web application over the Moodle database. Week 15: colloquium					

Format of instruction	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☒ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ homework assignments ☐

Student responsibilities	Attendance, active participation in the learning process, homework, colloquium, exam

Screening student work *(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)*	Name	Ects	Name	Ects	Name	Ects
	Class attendance	0,5	Research		Experimental work	
	Oral exam	0,5	Report		Homework assignments	1
	Seminar essay		Essay			
	Tests	0,5	Practical training	2		
	Written exam	0,5	Project			

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
	Stankov, S.: E-učenje, Prirodoslovno-matematički fakultet, Sveučilište u Splitu, skripta, 2009.	0	da
	S. Stankov: Inteligentni tutorski sustavi: teorija i primjena, Prirodoslovno-matematički fakultet, Sveučilište u Splitu, skripta, 2010.	0	da
	Martha C. Polson; J. Jeffrey Richardson; Elliot Soloway, Foundations of Intelligent Tutoring Systems, LAWRENCE	0	

	ERLBAUM ASSOCIATES PUBLISHERS 1988 Hillsdale, New Jersey Hove and London		
	Bryn Holmes and John Gardner, E-learning: concepts and practice, London: Sage, 2006 ISBN 1-412911-11-7	0	
	William Horton, e-Learning by Design, 2nd Edition, 2011, Published by: John Wiley & Sons	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 Psotka; 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)			