

Michael R. Sichler
University of the Federal Armed Forces Hamburg

Content Creation



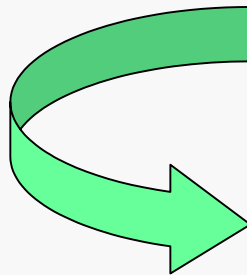
Creation of learning contents
appropriate to learners

Michael R. Sichler

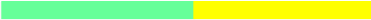
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Unicmind.com AG:

„E-learning and management of knowledge in
German large-scale enterprisiss“



- more topical
- easier
- faster
- more flexible
- cheaper



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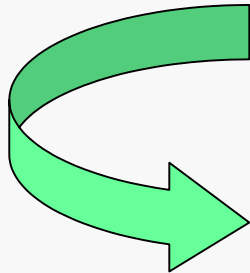


„COMPUterbasierte DidAKTIK“

(engl.: COMPUter-based didACTICs)

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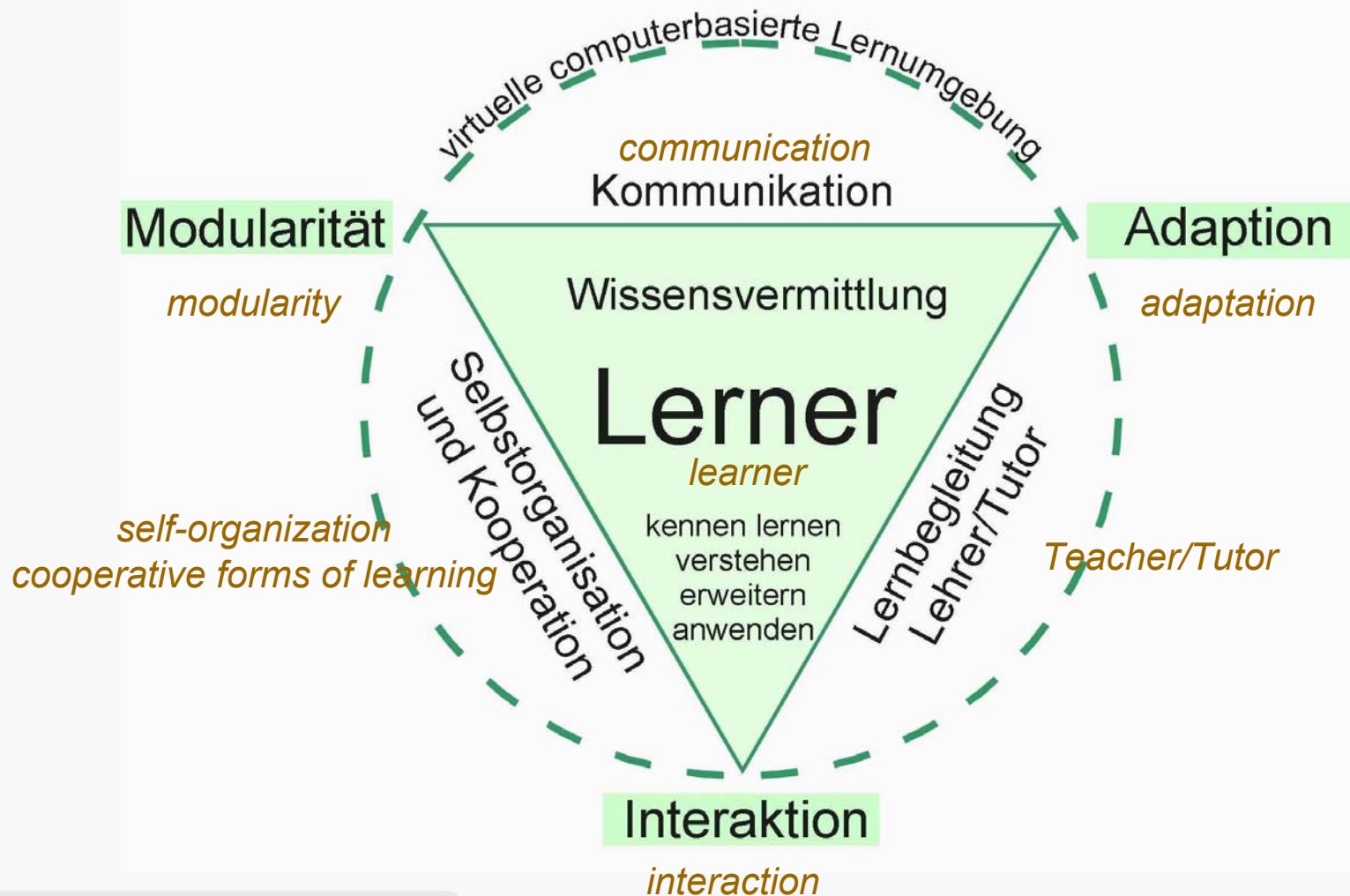
didactic-methodical conception
to produce
virtual learning arrangements

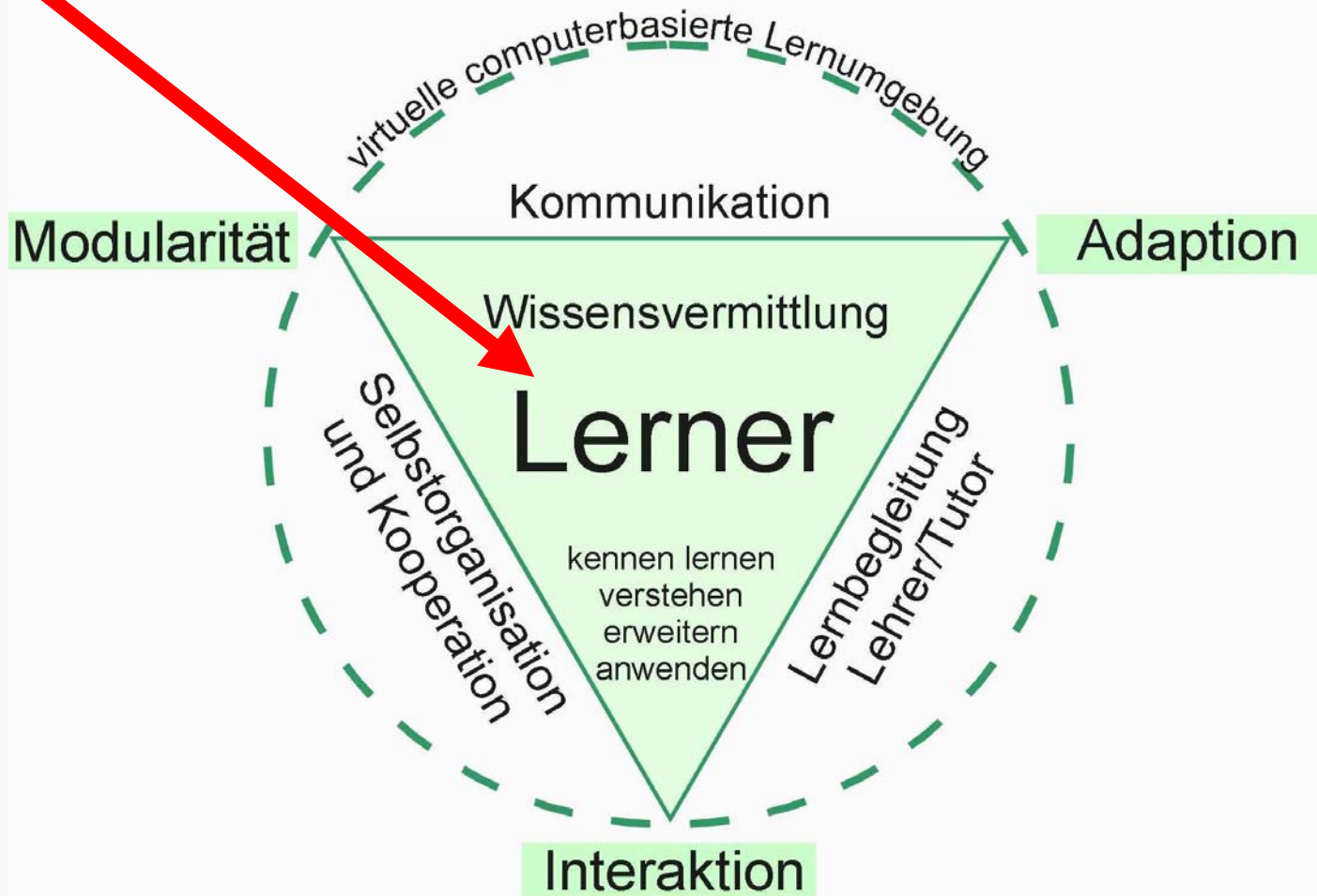
- 1 Structure of Compaktik[©]
- 2 Adaption, interactivity and modularity
- 3 Learning process and social interaction
- 4 Discussion

Structure of Compaktik[©]

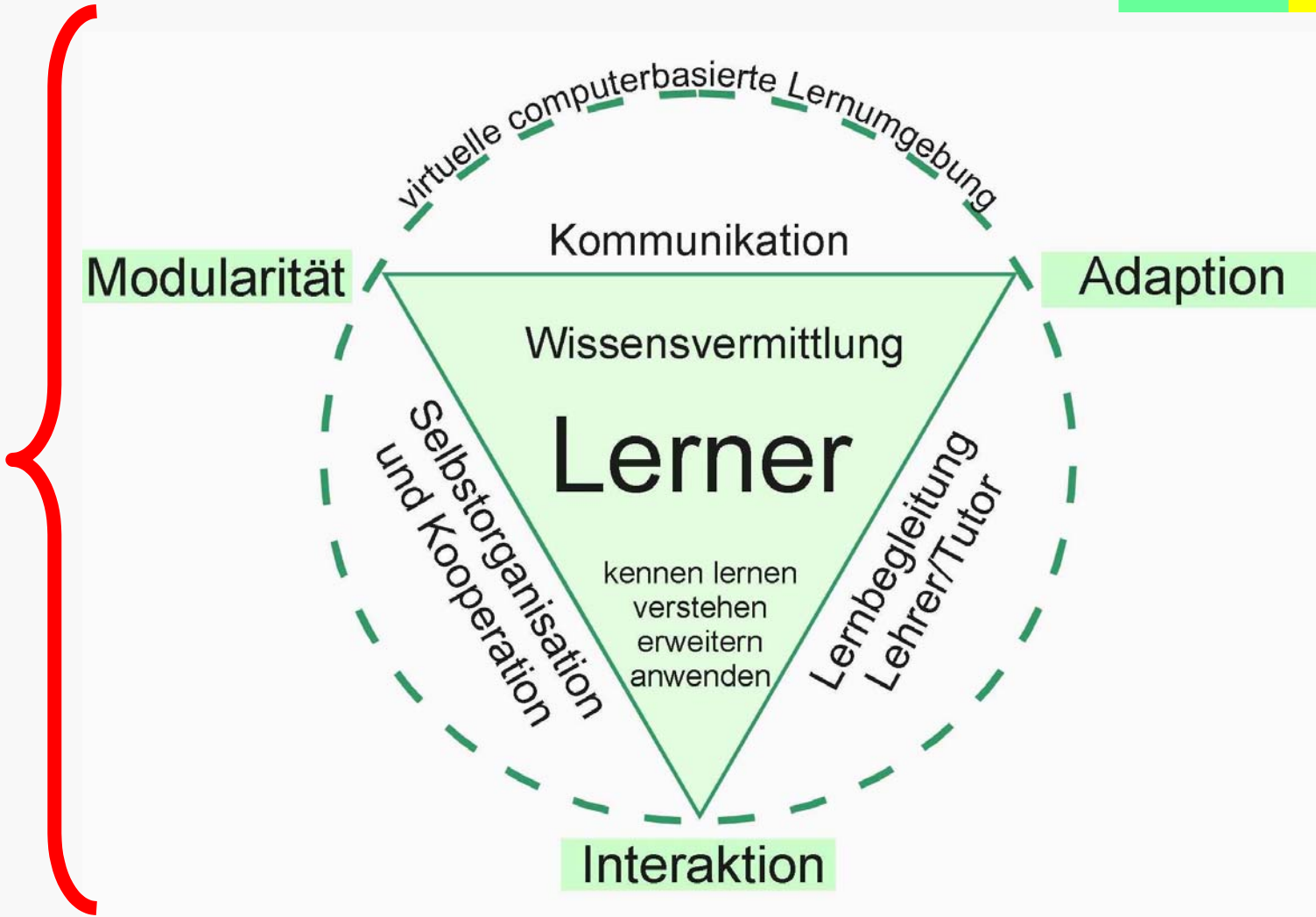
Compaktik[©]

Virtual, computer-based comprehensive learning surroundings

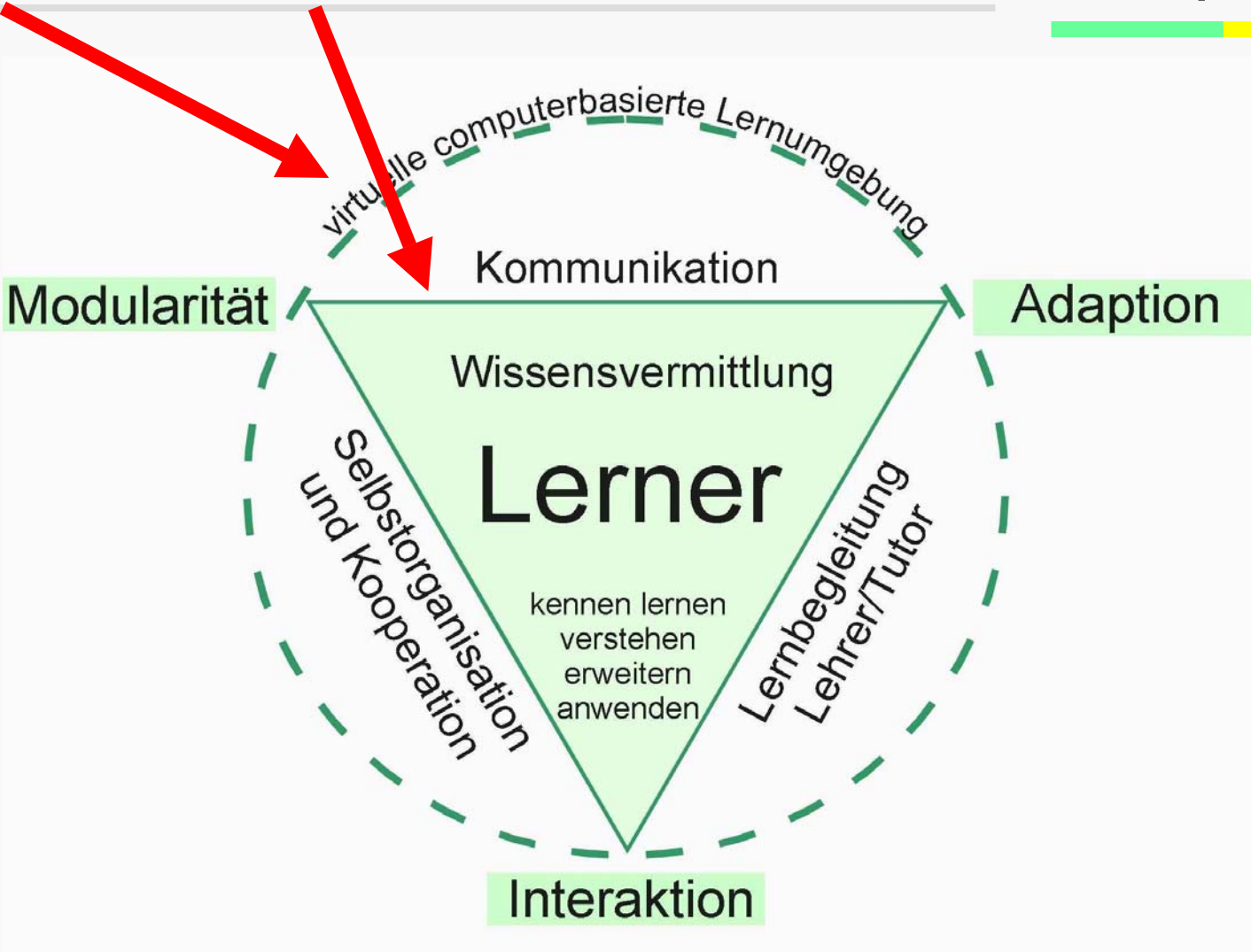




Corners and sides



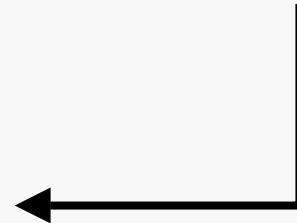
Circle and triangle



Analysis of the learning person



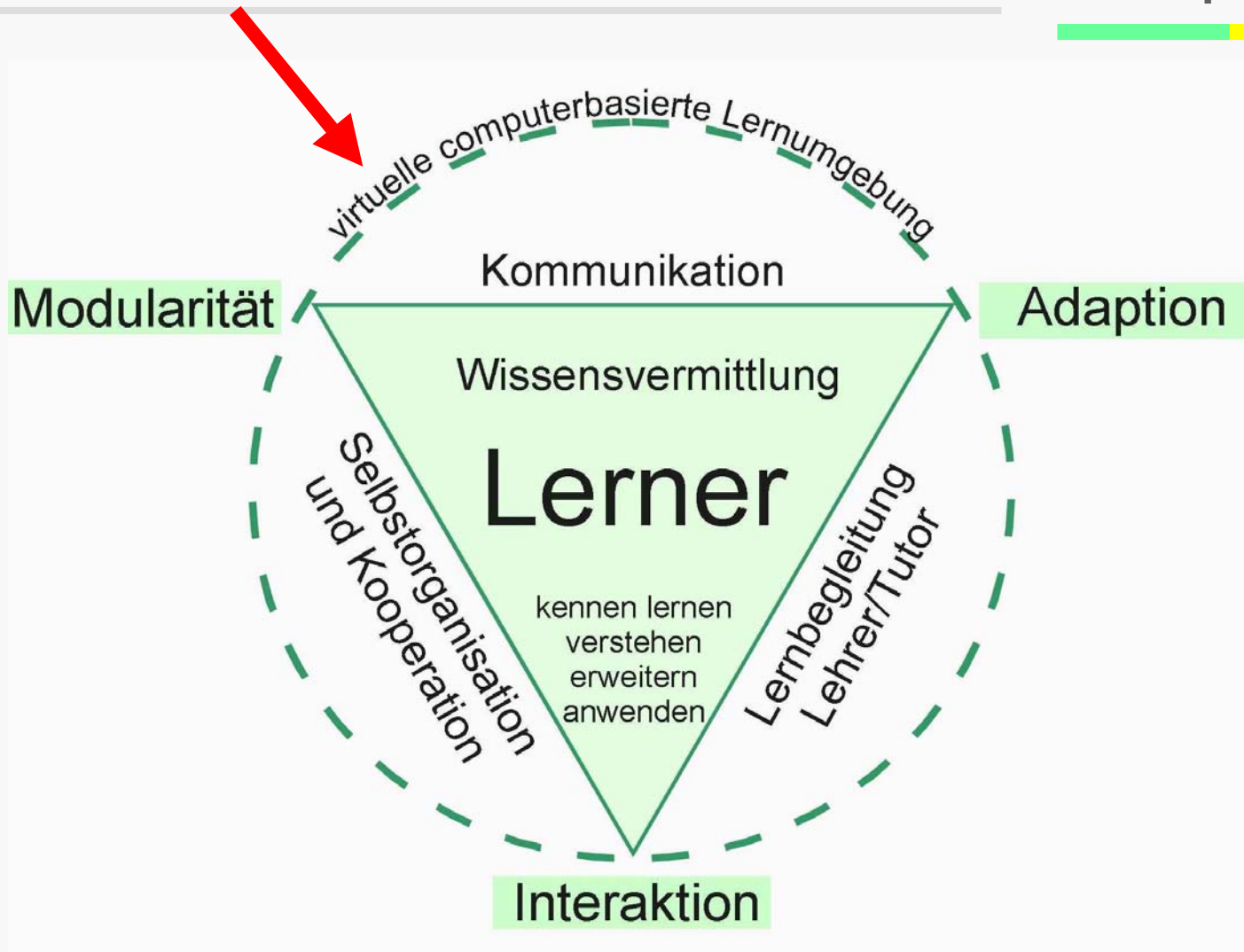
The way of learning?



- visually
- auditory
- motor
- by individual work or
- teamwork

Virtual, computer-based comprehensive learning surroundings

Compaktik[©]



1

Structure of Compaktik[©]

2

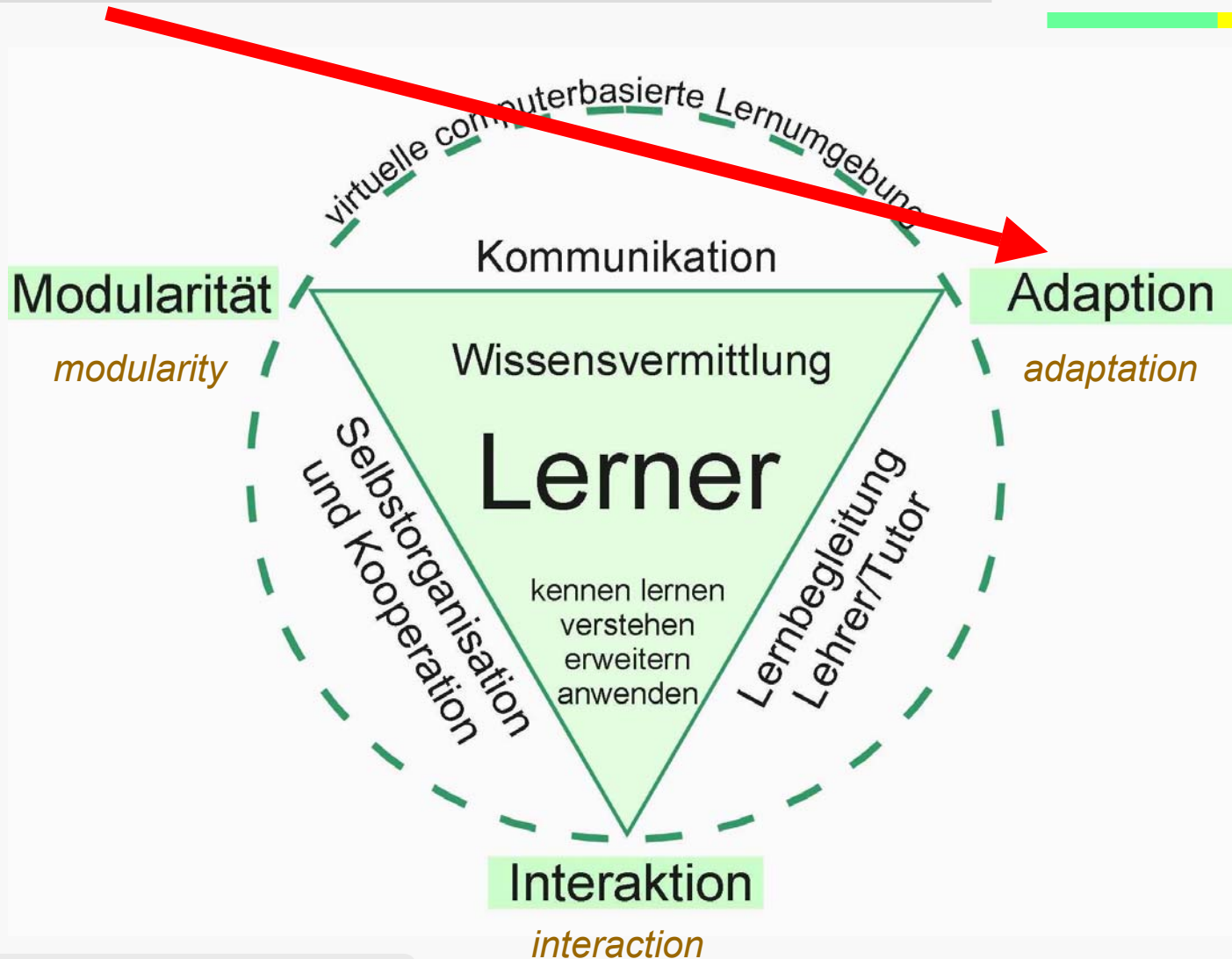
Adaption, interactivity and modularity

3

Learning process and social interaction

4

Discussion

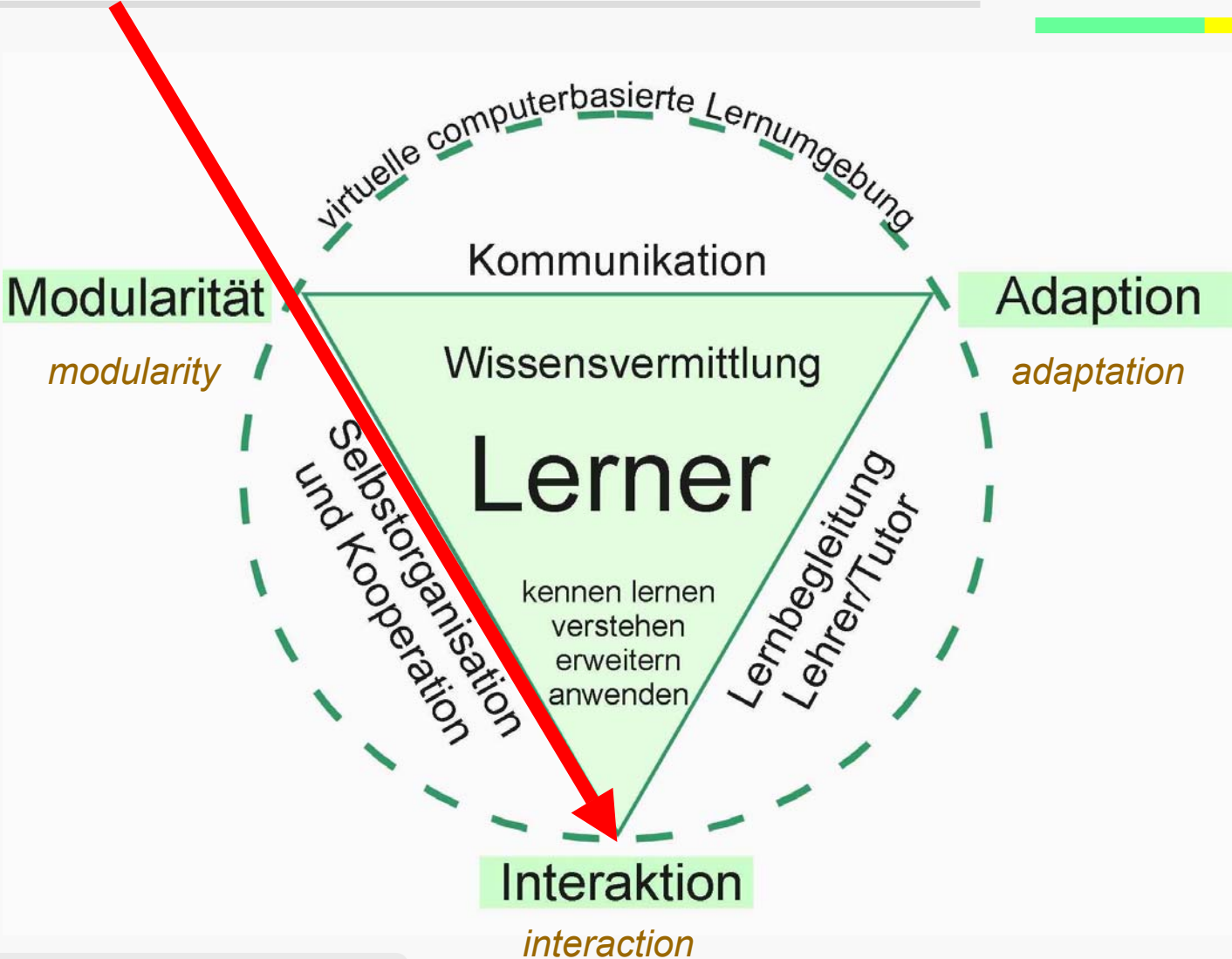


- adapting of learning contents to social environment
- previous knowledge
- fields of duties of the learner

1. Examples which go on from everyday and professional experiences
2. Analogies and comparisons
3. Excursion

Adaptation also means:

- Learner can adapt the program surface
- Automatic adapting of the learning program



Virtual learning arrangements should enable high extent of interaction

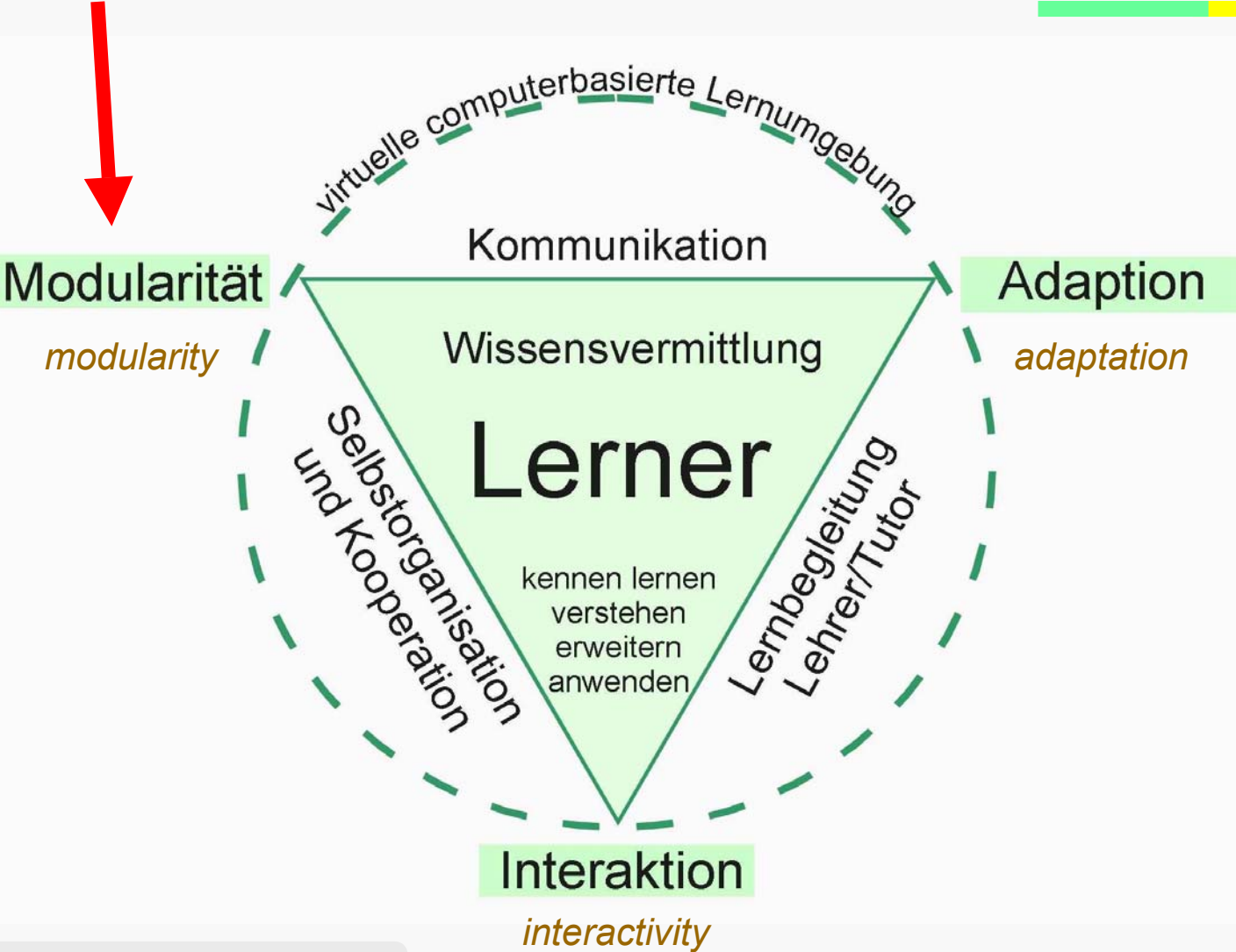
- Execute steps of learning
- continue the learning process

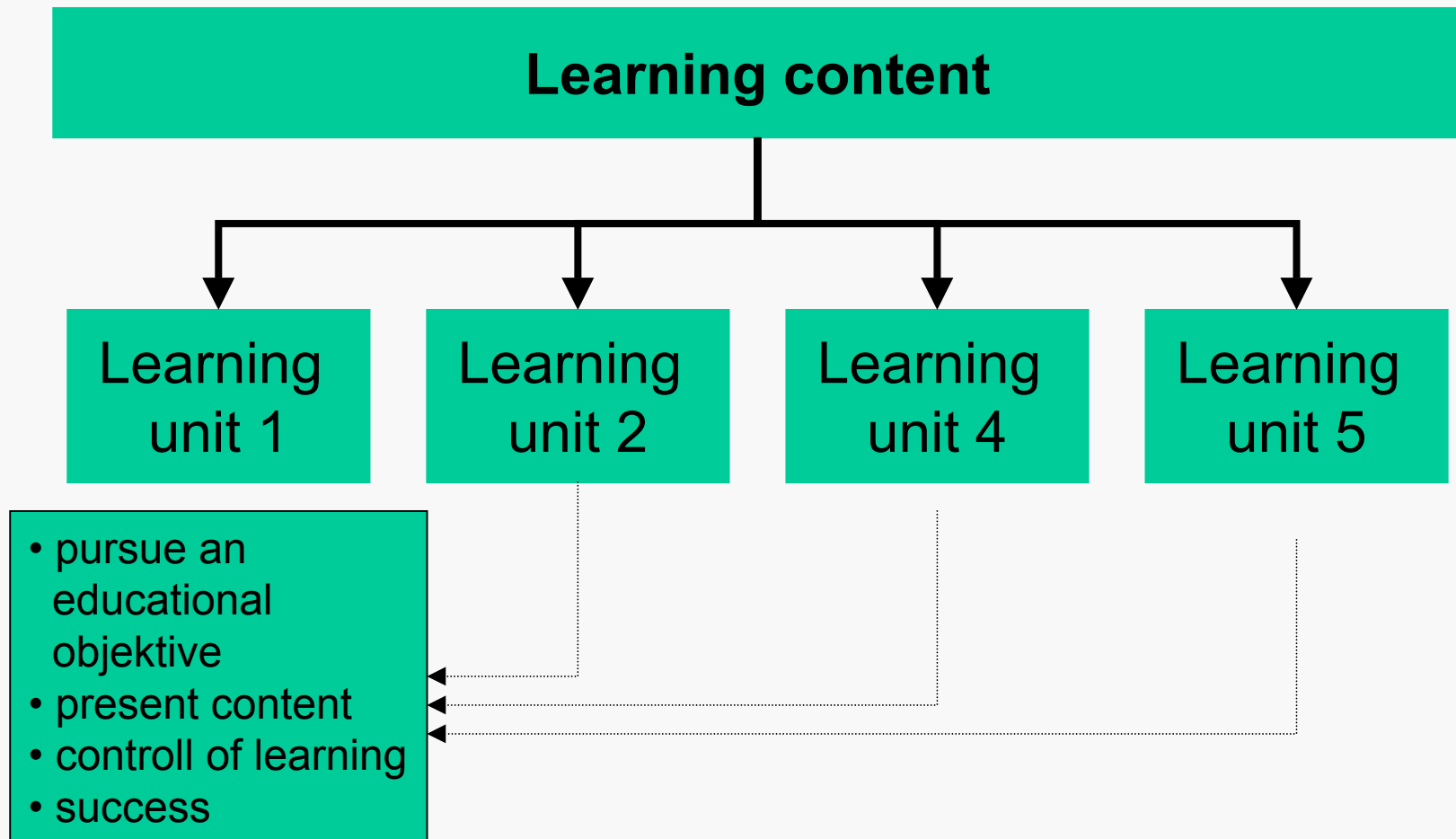
- Participate in the learning process
- social interaction

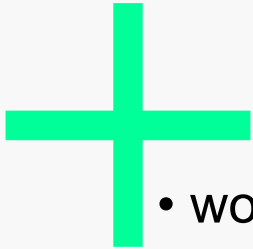
Prof. Dr. Ludwig J. Issing:

1. Possibility to control the virtual learning arrangement
2. Learner has the possibility to select learning contents
3. Learner controls the form of presentation
4. Learner has the possibility to communicate with the computer by the input and output of data
5. Learner can modify respectively renew data and objects
6. Synchronous and asynchronous possibilities of communication with other learners are possible

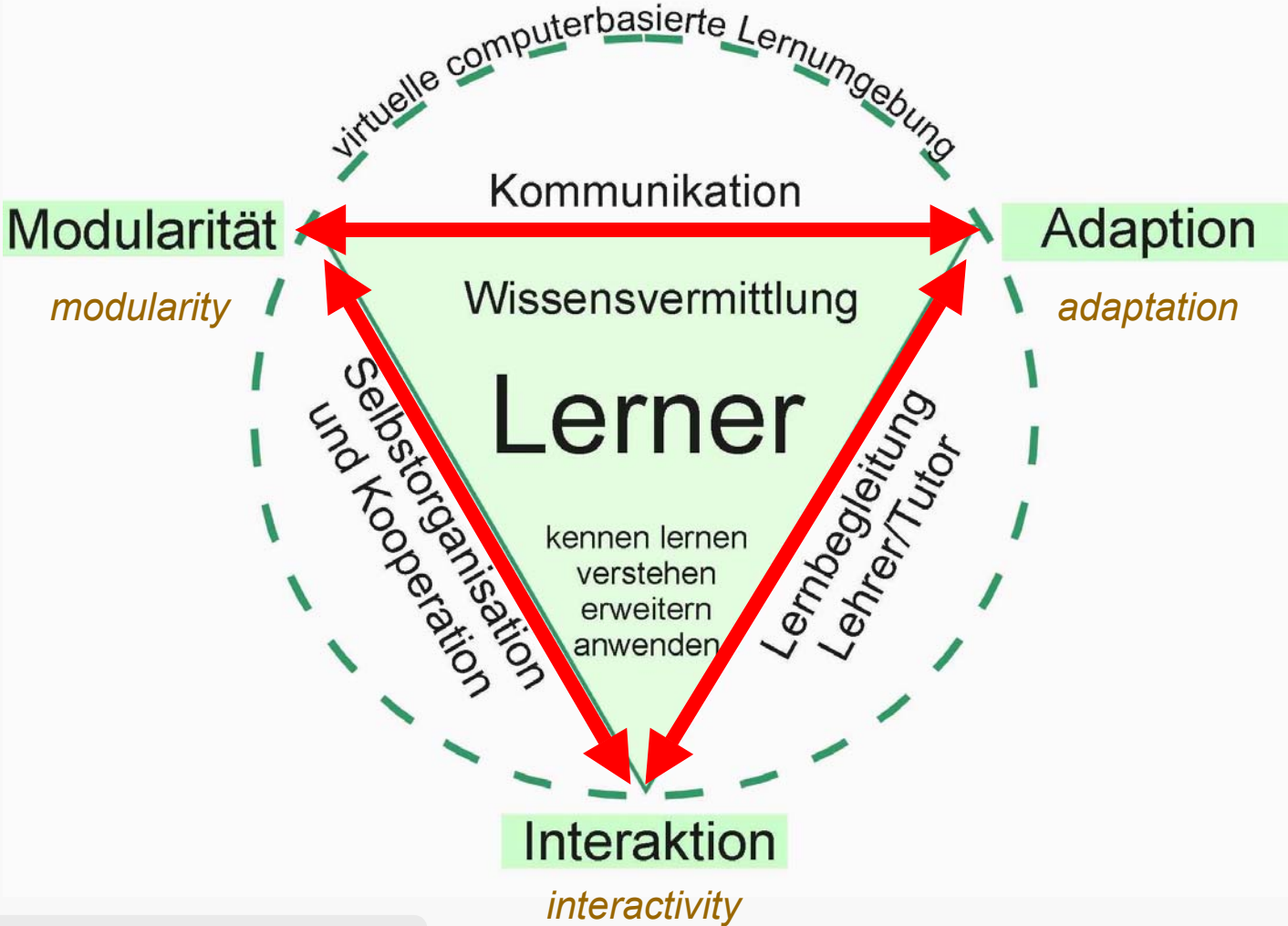
Modularity







- work on the learning modules in a relatively short time
- learner is able to work well-aimed on individual learning sections
- possible to concentrate on certain modules
- general view of the learning subject
- *for teacher/tutor:* work on, extend or improve the learning contents





media like:
text, picture, film, animation or sound

modularity

auterbasierte Lernumgebung

Adaption

adaptation

wissensvermittlung

Selbstorganisation
und Kooperation

Lerner

kennen lernen
verstehen
erweitern
anwenden

Lernbegleitung
Lehrer/Tutor

Interaktion

interactivity

1

Structure of Compaktik[©]

2

Adaption, interactivity and modularity

3

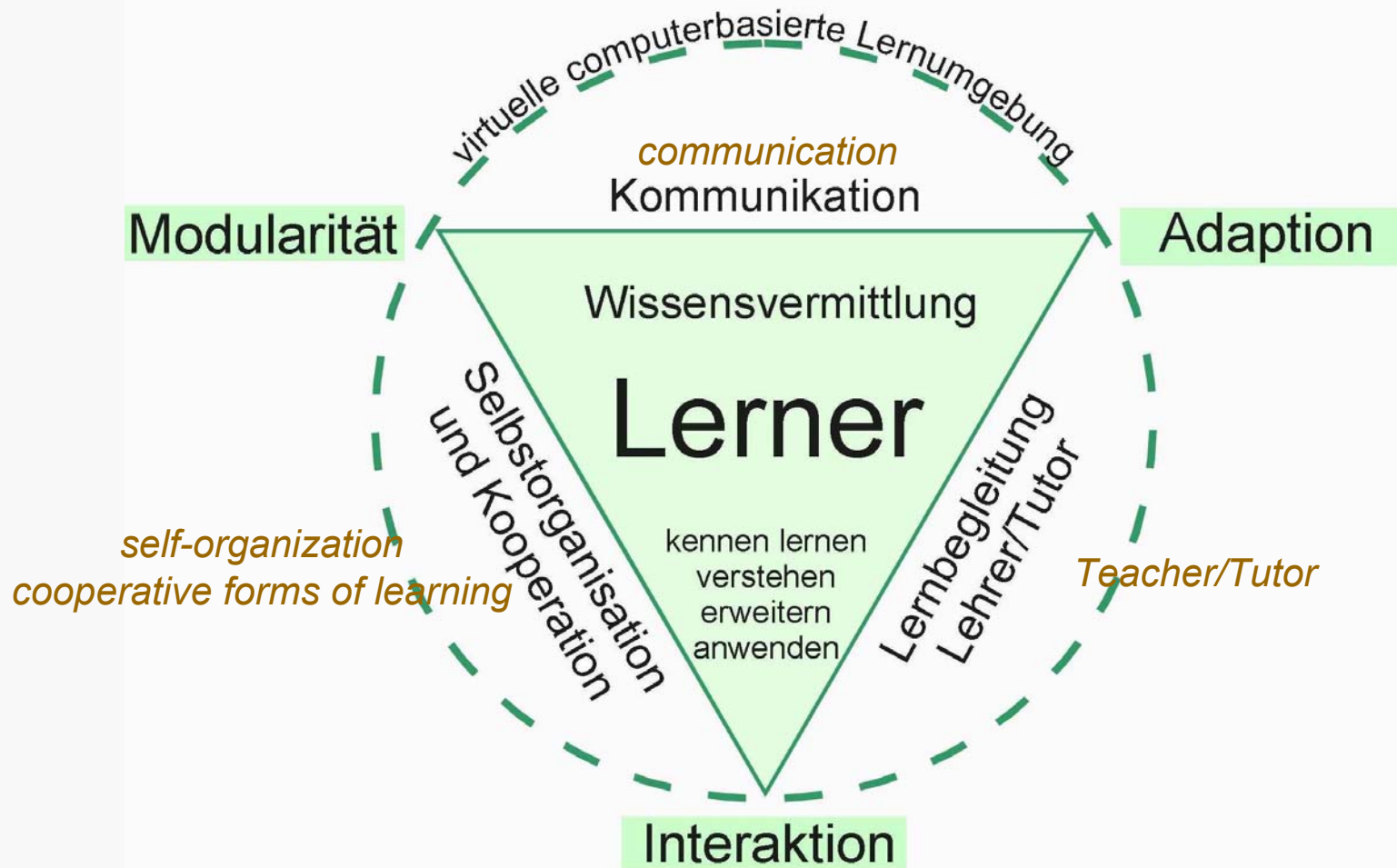
Learning process and social interaction

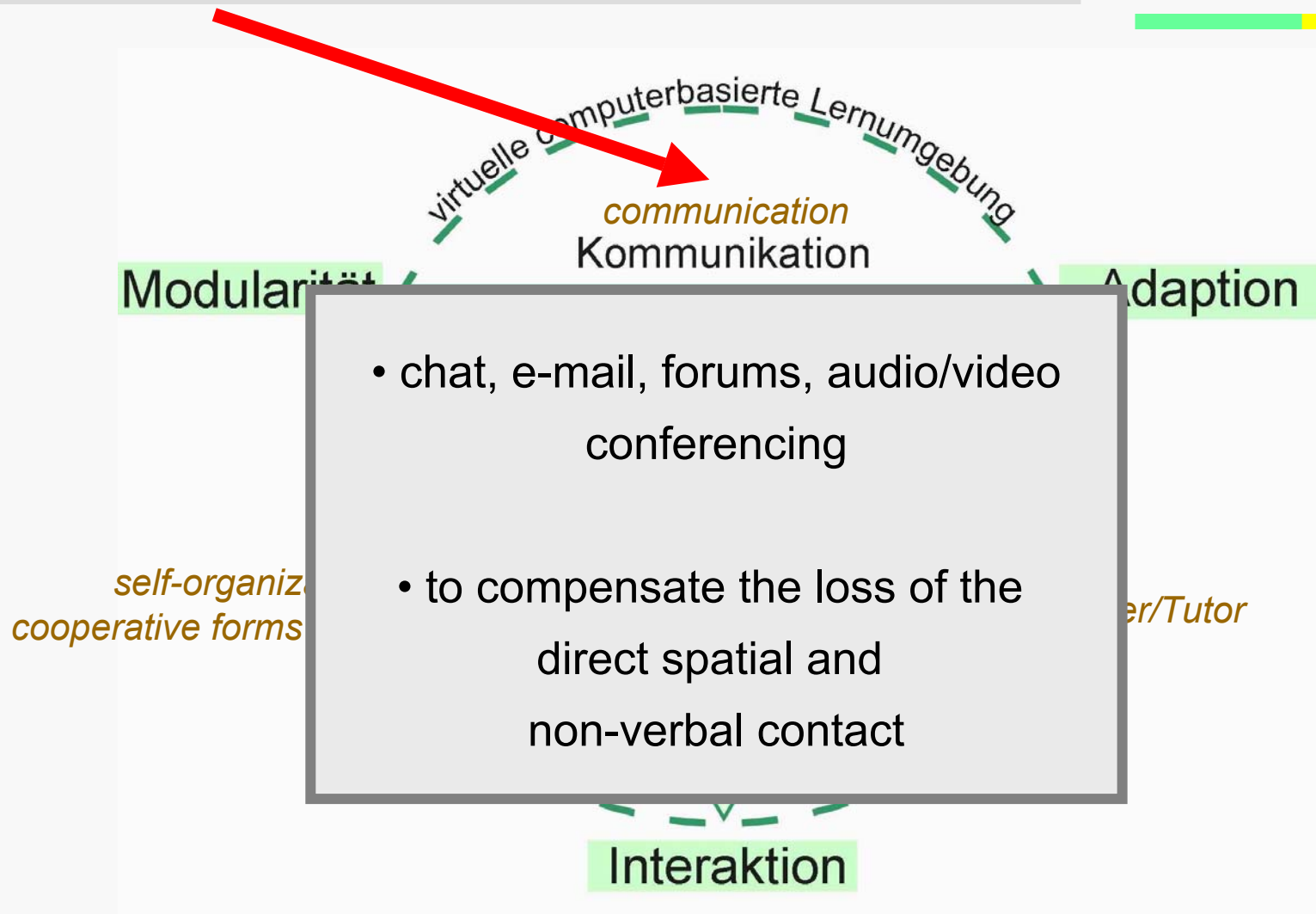
4

Discussion

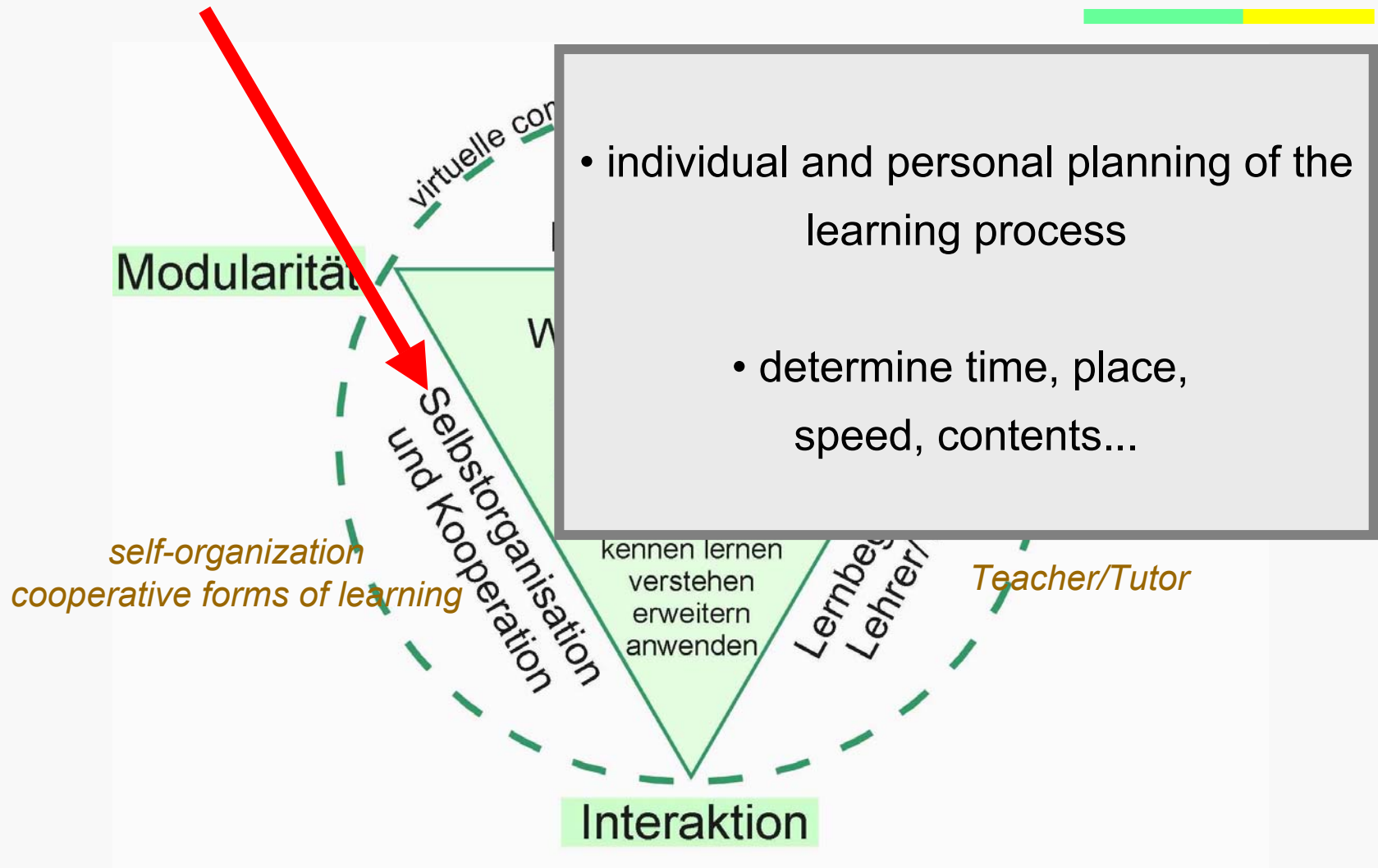


The sides in the triangle

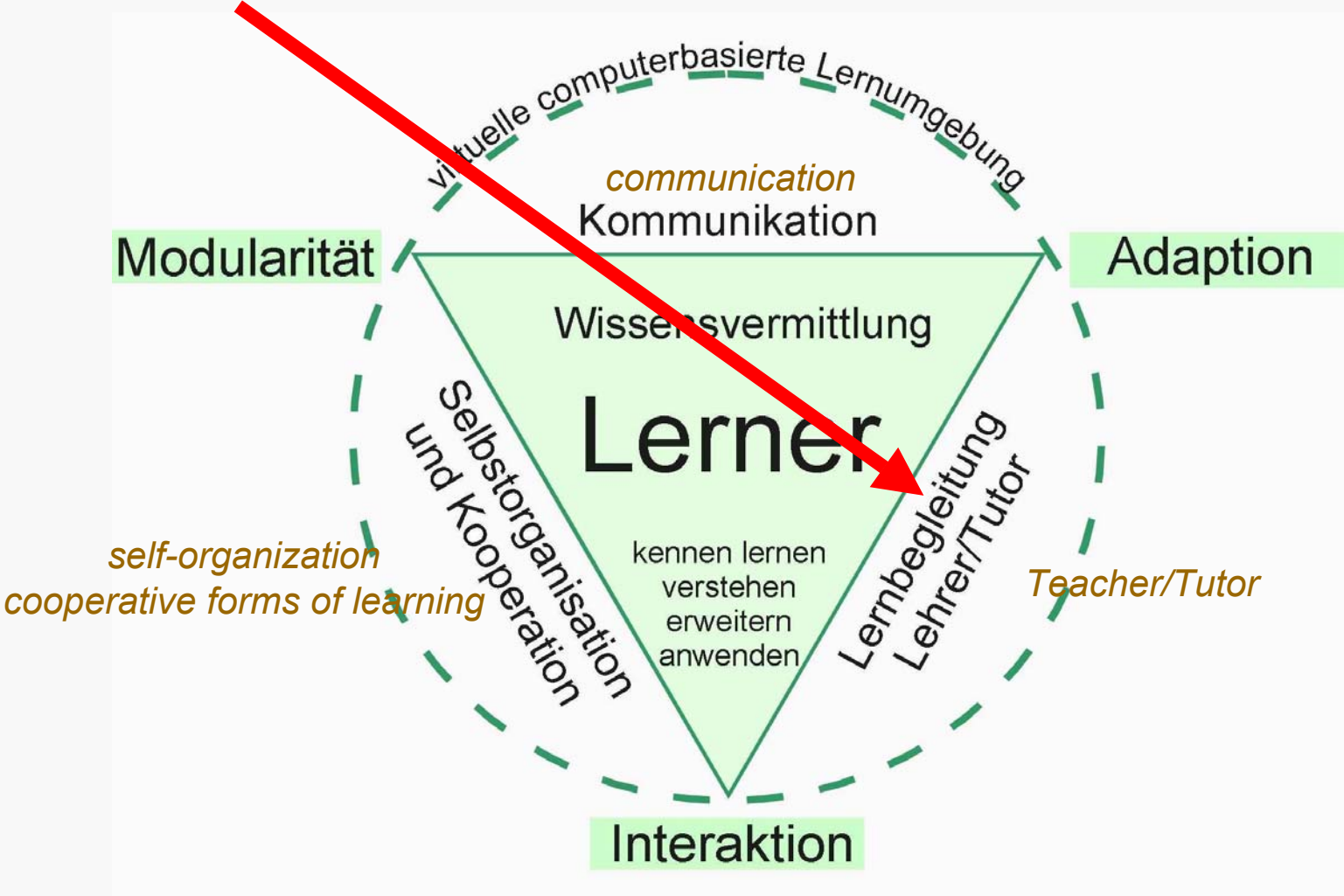


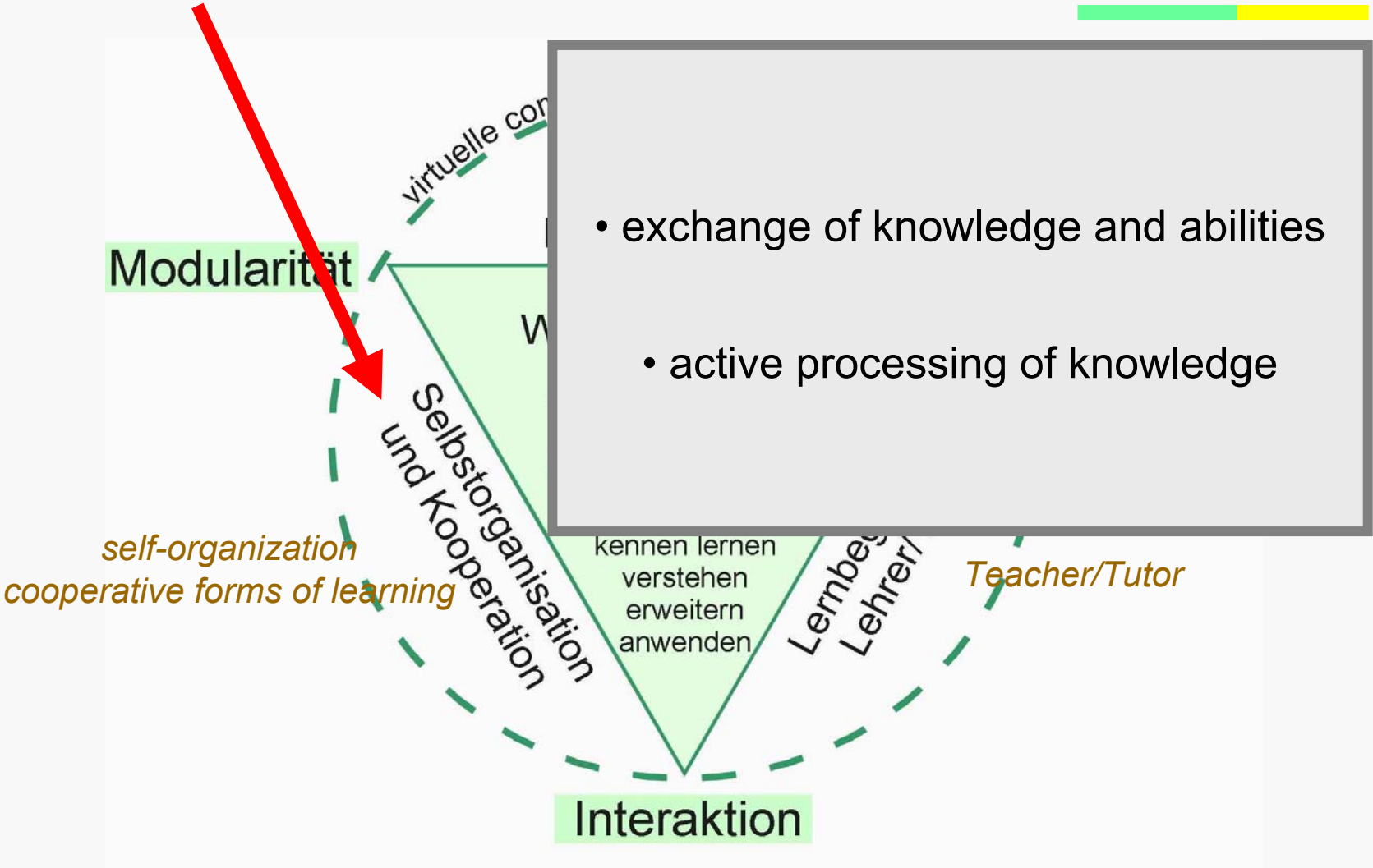


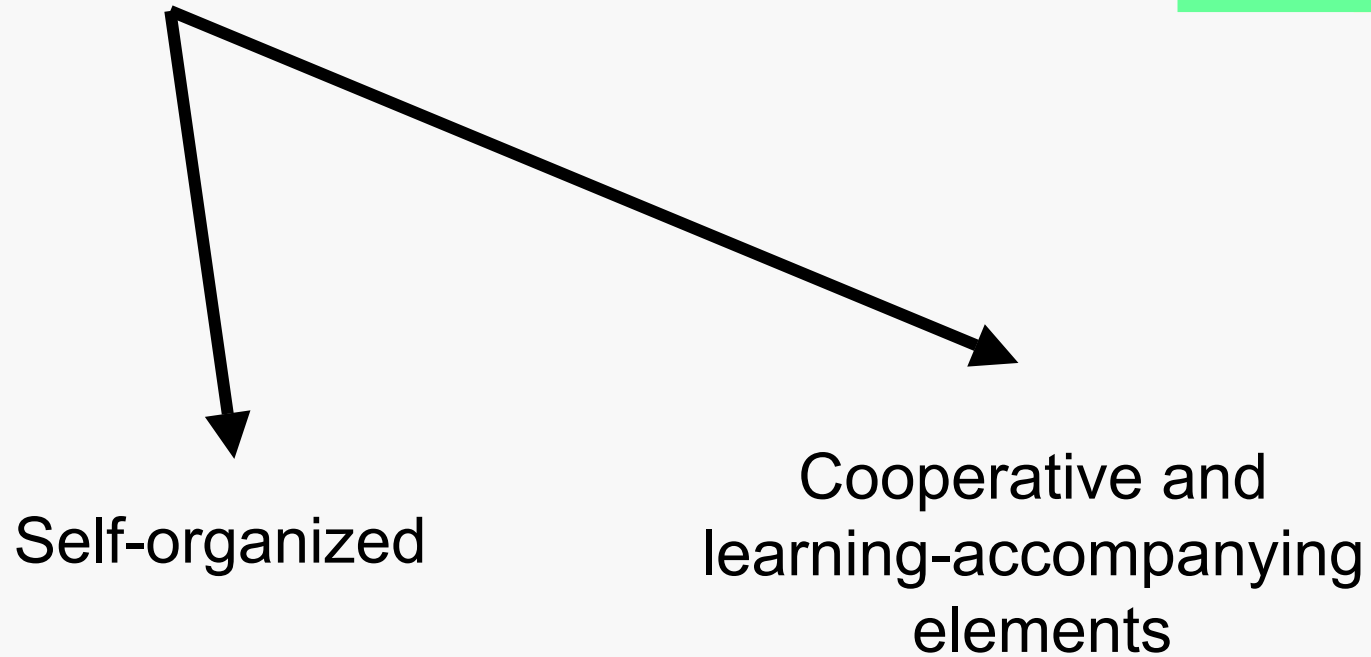
Self-organization



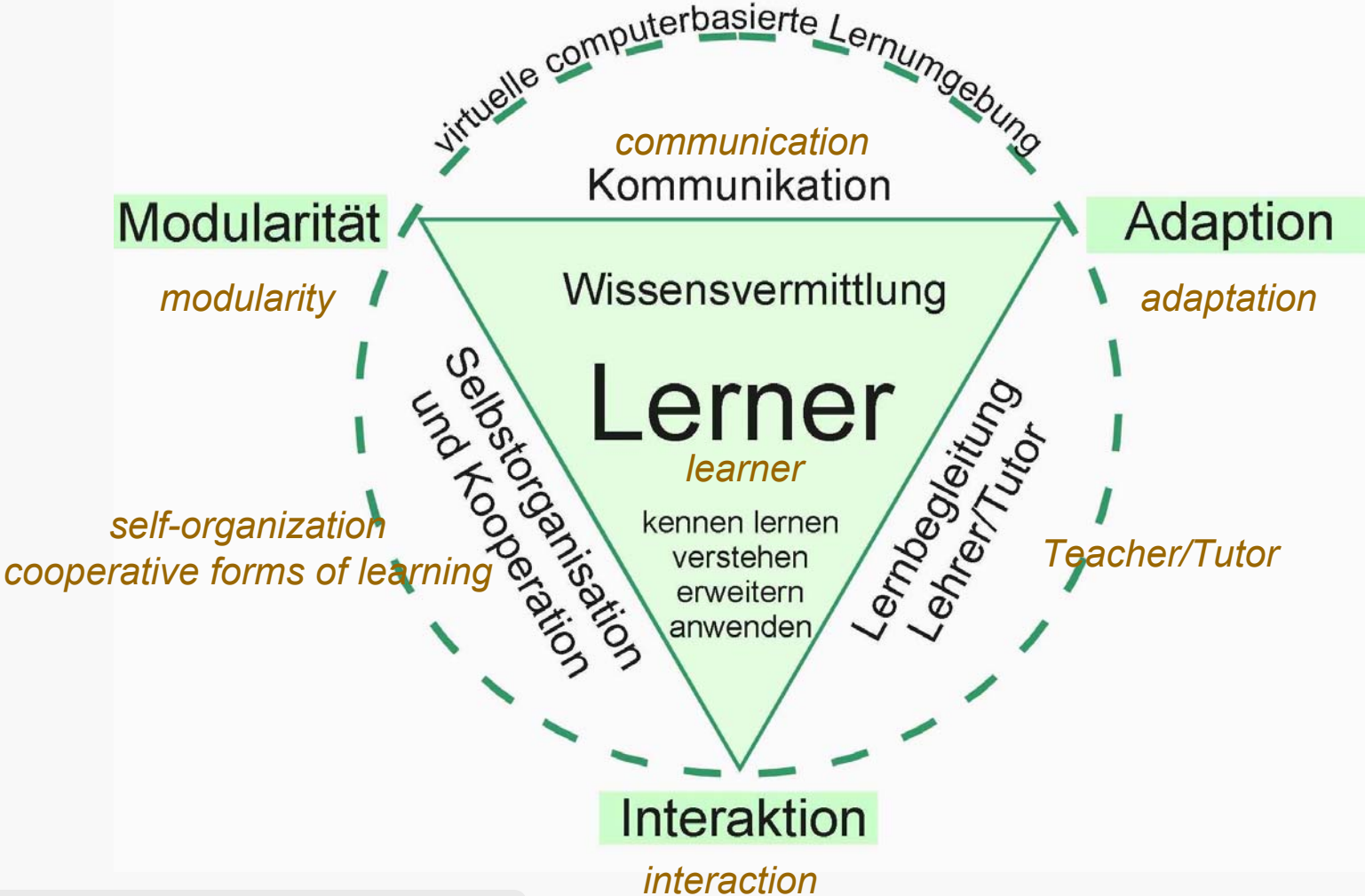
Learning accompanying







Virtual, computer-based comprehensive learning surroundings



1

Structure of Compaktik[©]

2

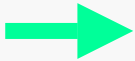
Adaption, interactivity and modularity

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Learning process and social interaction

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Discussion





Ask in English
or German!

Have a nice day in Hamburg

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The end of presentation