

Educational Scenarios

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Overview

1. The Need for a New Categorization Scheme

2. Levels of Abstractions

3. The Categorization Scheme

4. Examples of Educational Scenarios

5. Examples of Interaction Patterns

6. Conclusions

Peter on eLearning

Welcome Peter Baumgartner !

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This list of learning management systems is taken from our [virtual learning](#) website. There it was the starting list where we began the evaluation.

Here I would like to maintain this list independently if certain criteria are fulfilled or not.

It would be nice to start a second -commented - list of LMS.

- ③ Alf
- ③ Anlon 4
- ③ Ariade
- ③ Bildungswerkzeug
- ③ Blackboard 5
- ③ Blackboard Campus Wide
- ③ Brain +
- ③ BSCW
- ③ Campus 2000
- ③ Campus Edition
- ③ Campus Pipeline
- ③ Centra 5
- ③ Centra Symposium 5.0
- ③ CentralTrainer
- ③ CentraOne 5.0
- ③ Chatspace Webboard
- ③ Classweb
- ③ Claudia
- ③ Clega
- ③ Clix
- ③ CMS-W3
- ③ Colloquia
- ③ CoMentor
- ③ Commsy
- ③ Connect
- ③ Corporate Learning
- ③ Cose

Index of LMSes

Auswahl von Lernplattformen



384 pages,
€ 69.-

www.studienverlag.at/titel.php3?ISBN=3-7065-1771-X

<http://www.peter.baumgartner.name/directory/32/~27~>

What tool to choose from?

- ◆ **Product Evaluation**
 - LMS
 - CMS
 - Authoring Tools
- ◆ **Disadvantage**
 - Market oriented
 - Technically driven
 - Product based (not user based)

<http://www.virtual-learning.at>

The screenshot shows a web browser window with the URL <http://lms.virtual-learning.info/>. The page title is "Virtual Learning" and the subtitle is "Herzlich Willkommen in der Virtual Learning Community". The main content area features a news item dated "Samstag, 7. Juni 2003" titled "LMS-Empfehlungen für den Schulbereich". The text discusses the selection of Learning Management Systems (LMS) for schools, mentioning a survey of 120 systems. A link is provided: <http://el3.uibk.ac.at:8080/files/virtualelearning/EvaluationLMSSchulen.pdf>. Below this, there is a section for "Mittwoch, 16. April 2003" titled "Europäischer E-Learning Wettbewerb EureleA". The text describes the EureleA competition, which aims to promote innovative e-learning solutions. The website also includes a sidebar with navigation links, a calendar for June 2003, and a list of links to various educational services and projects.

<http://lms.virtual-learning.info>

Proposition I

(Inglehart 1997)

The predominant educational assumptions of a society are not invented freely but reflect the predominant cultural values of this society.

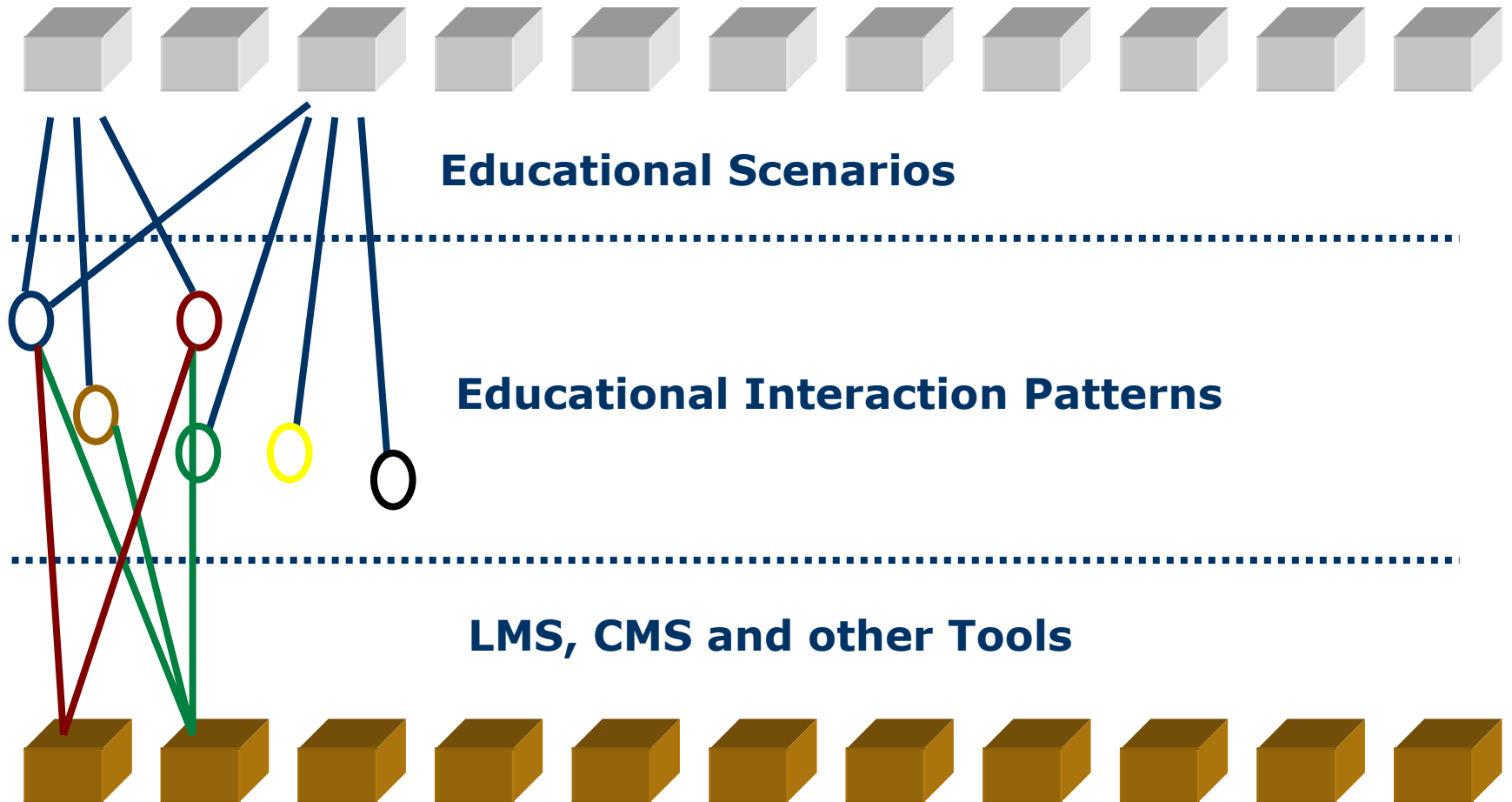
Proposition II

(Baumgartner/Payr 1999)

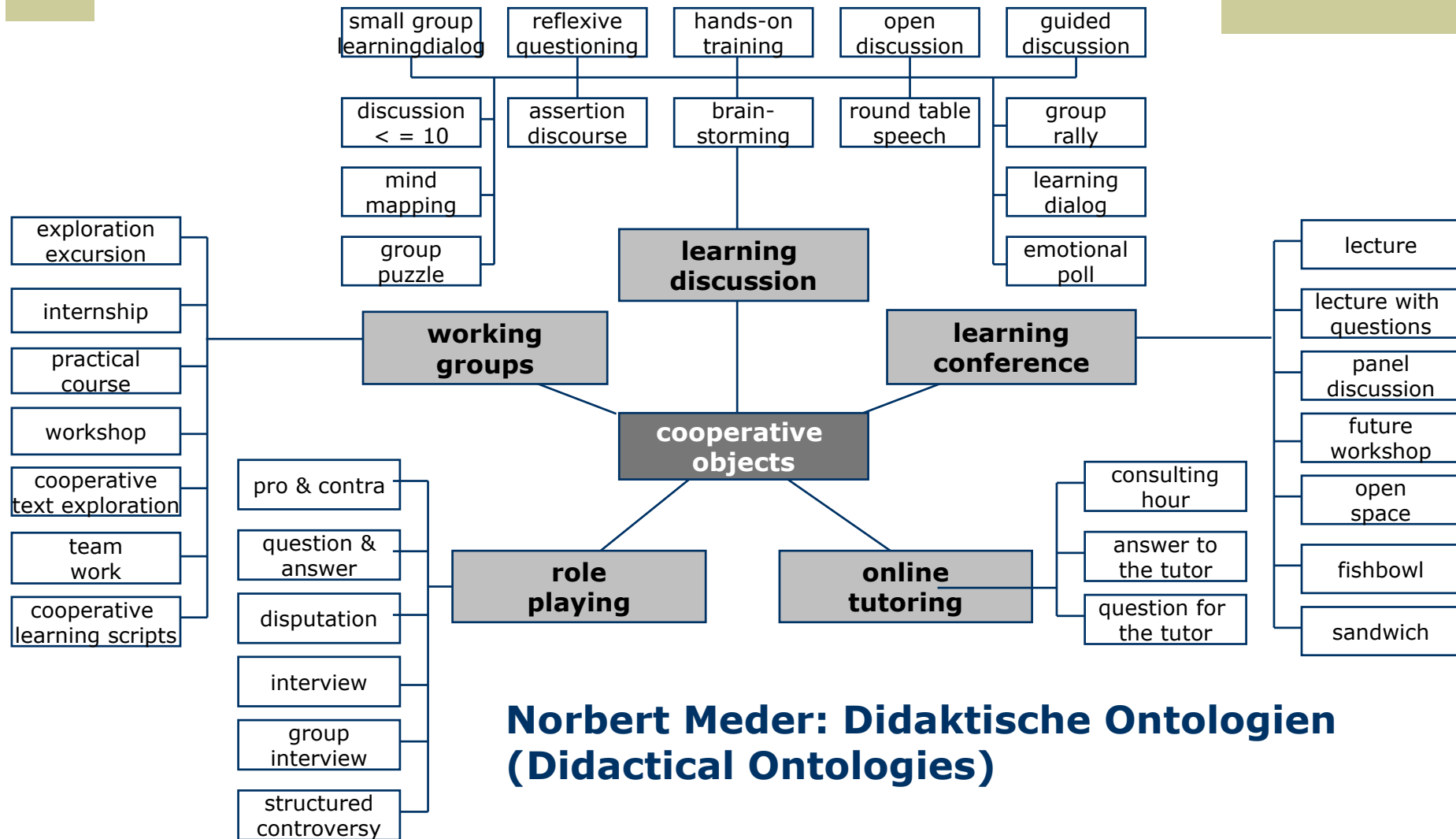
Every piece of Educational Software, Authoring Tool or Learning Management System (LMS) implements a certain kind of learning theory.

Every function of the software has underlying (tacit) pedagogical assumptions.

3 Levels of Abstraction

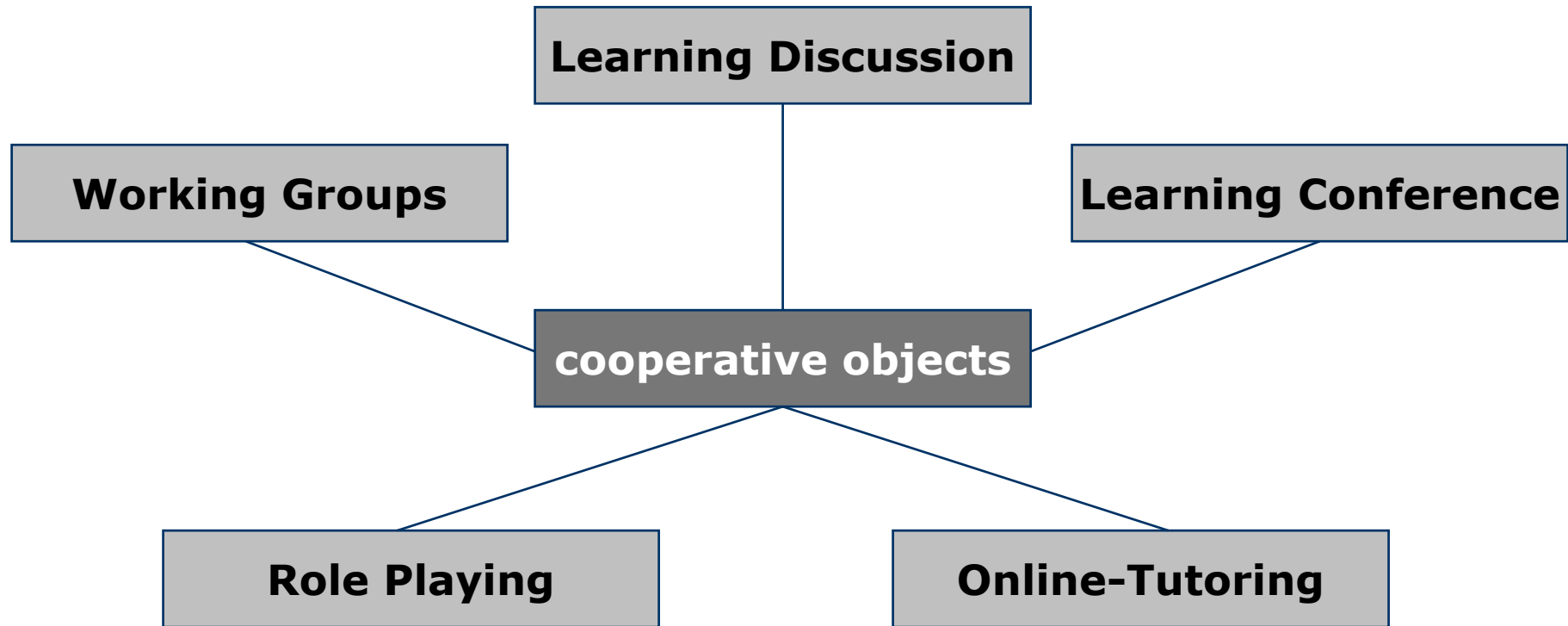


Categorization scheme



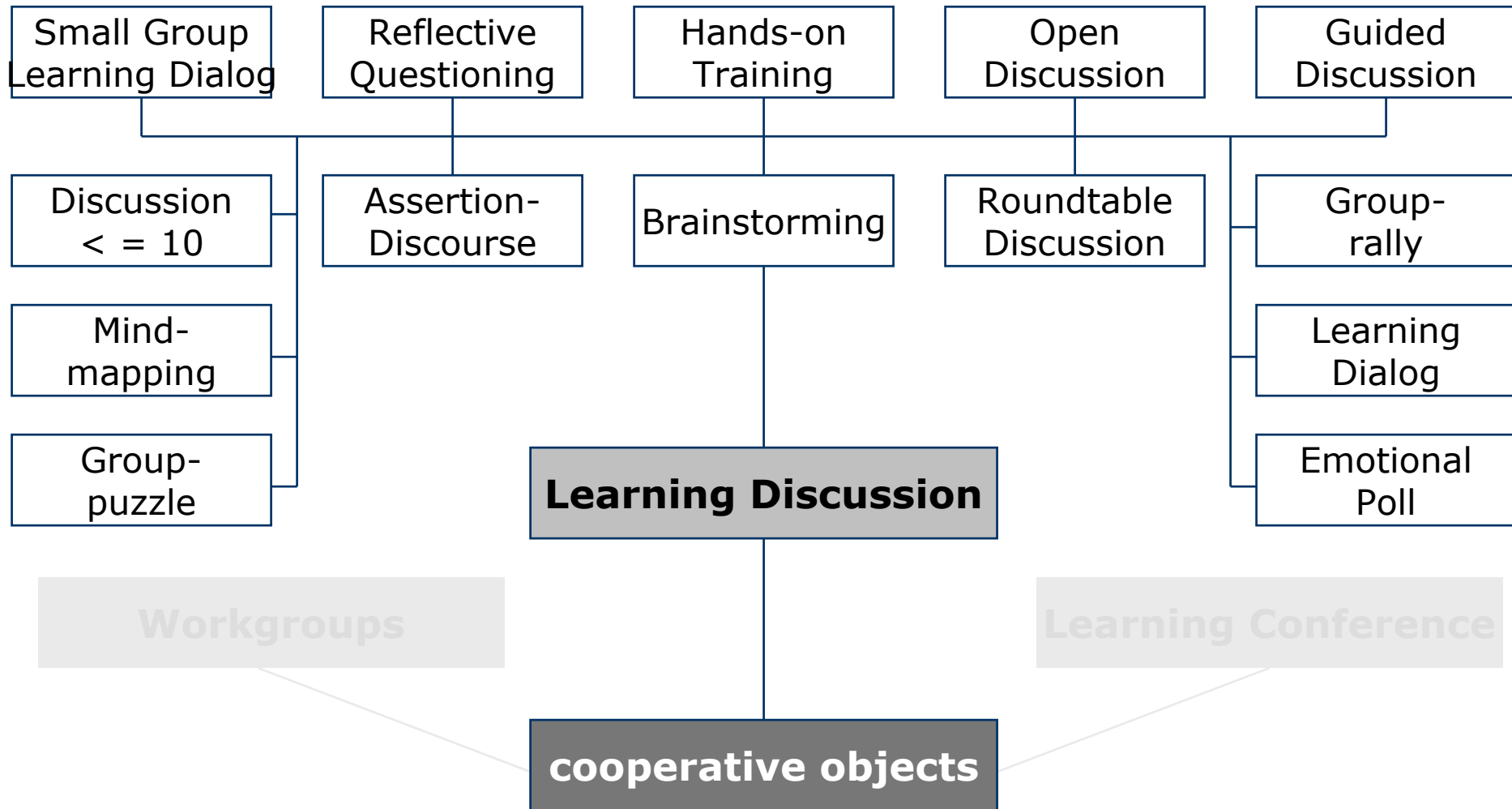
Norbert Meder: Didaktische Ontologien
(Didactical Ontologies)

Educational (Meta) Scenarios



Norbert Meder: Didaktische Ontologien

An example (detailed)



An example (detailed) II

Open
Discussion

Guided
Discussion

Learning Discussion

Workgroups

Learning Conference

cooperative objects

An example (detailed) III

Educational Scenarios

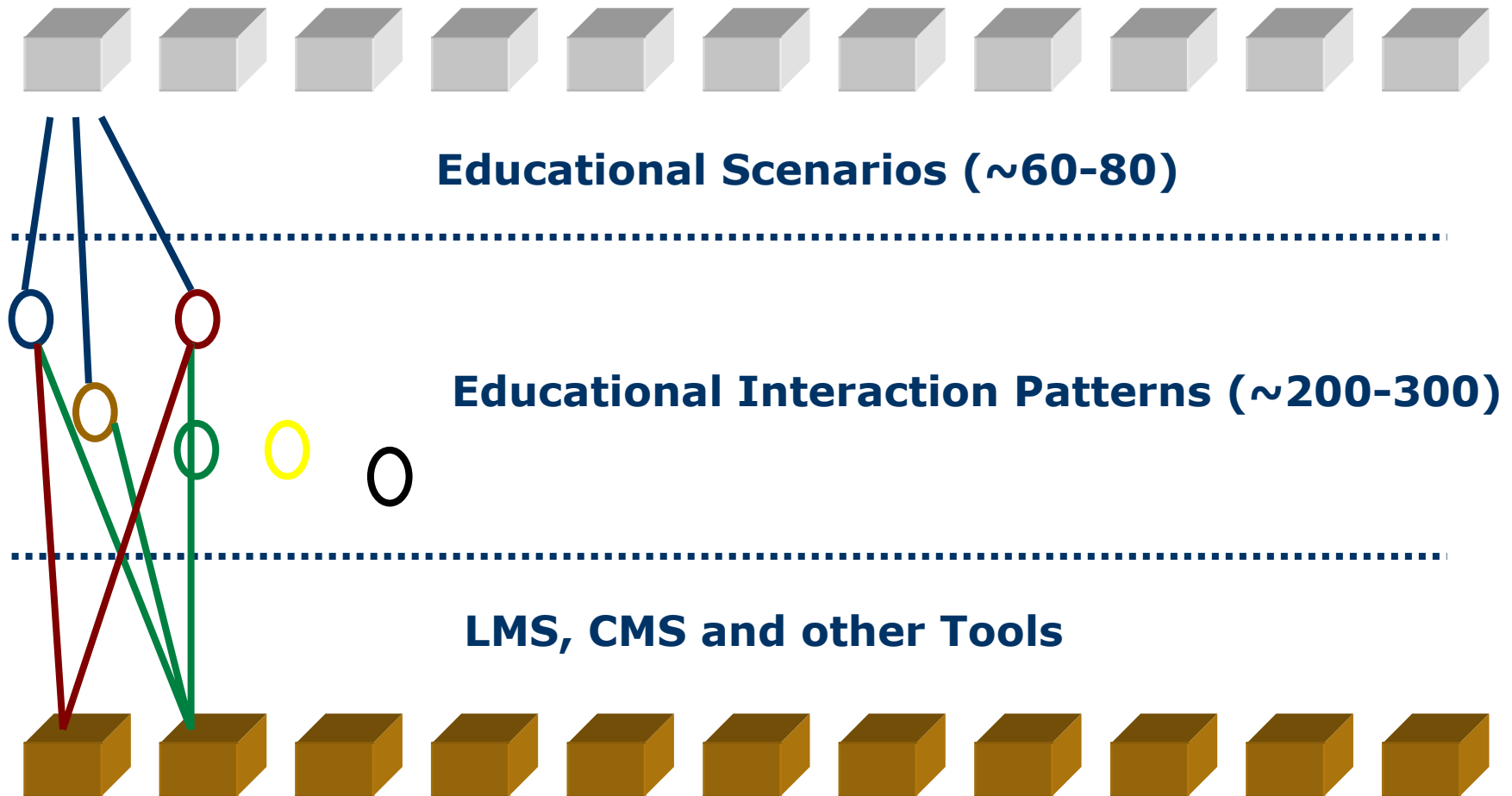


- read a contribution
- write a contribution
- post a contribution
- answer to a contribution
- create new topic
- ...

- read a contribution
- write a contribution
- send a contribution to the moderator
- ...

Educational Interaction Patterns

From scenario to tool



Research Agenda

- 1. Define and categorize learning scenarios according to the underlying educational interaction pattern (iterative process)**
- 2. Explore the variety of educational interaction patterns which are the components of educational scenarios**
- 3. Discover the reflexive relationship between higher (scenario) and lower (interaction pattern) level.**

Modelling an Educational Ontology

- 1. Not all combinations of patterns create meaningful scenarios. The relationship between patterns is a factor in a scenario also.**
- 2. The educational interaction patterns make certain learning scenarios possible, but you cannot simply reduce the scenarios to the patterns. The scenarios “organize” the patterns into meaningful units.**

Gregory Bateson (1904-1980)

**The pattern which
connects is a
metapattern. It is a
pattern of pattern.
(Mind and Nature 1979,
p.11)**

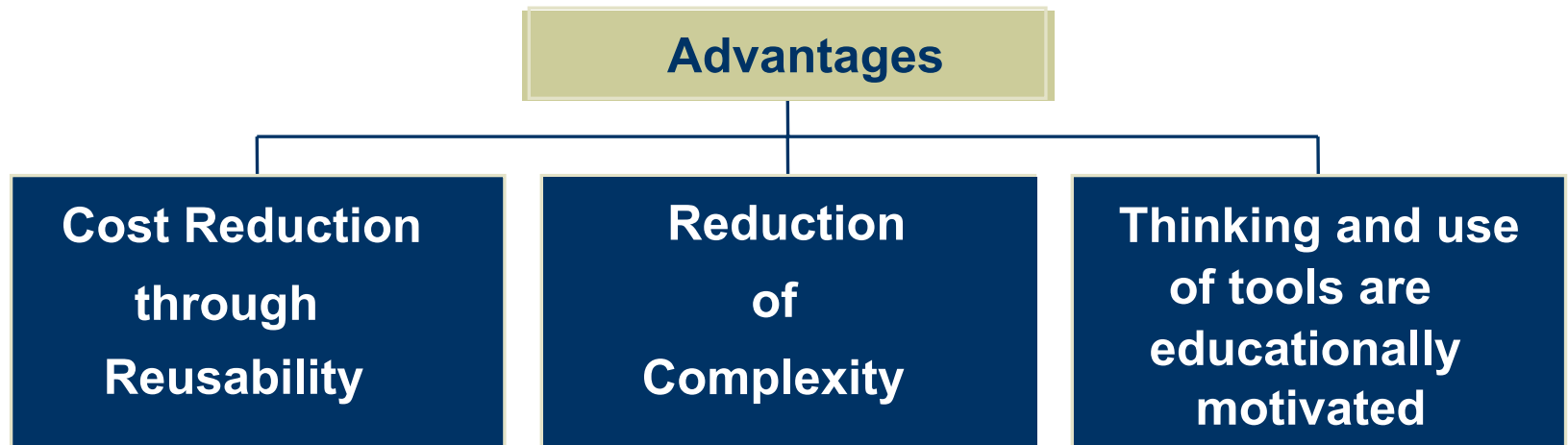
Zur Anzeige wird der QuickTime™ Dekompressor „TIFF (Unkomprimiert)“ benötigt.

Michael Polanyi (1891-1976)

**Connoisseurship,
like skill,
can be communicated
only by example, not by
precept.
(Personal Knowledge
1962, p.54)**

Zur Anzeige wird der QuickTime™ Dekompressor „TIFF (Unkomprimiert)“ benötigt.

Conclusions



Thanks for your attention!

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