



**ДНІПРОДЗЕРЖИНСЬКИЙ  
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# **ПРОБЛЕМИ ІННОВАТИЗАЦІЇ ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ**

**Тези доповідей**  
(3 червня — 5 червня 2013 р. м. Дніпродзержинськ)



**Дніпродзержинськ  
«ДДТУ»  
2013**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**Дніпродзержинський державний технічний університет**  
**(ДДТУ)**

**І МІЖНАРОДНА НАУКОВО-МЕТОДИЧНА**  
**КОНФЕРЕНЦІЯ**  
**ПРОБЛЕМИ ІННОВАТИЗАЦІЇ**  
**ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ**

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do not want anybody to hold a grudge against them. Hysterical personalities on the other hand like taking risks and do not fear the conflict situations, sometimes they even enjoy them.

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## LEARNING THROUGH CREATIVITY

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The many efforts to make higher education more effective for tomorrow's economy and society seem to fail as there is an ever-growing urgency to measure its short-term "effectiveness". As the

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clarity of measuring “objectively” and the need to convince skeptic policy makers dominate didactic evolutions it is not likely that higher education will transform itself into new vital scenarios for problem. MOOCs (massive open online courses) work out as a complication as it articulates the need for perfect lecturing modes like movie recordings rather than teacher-student dialogues. Finally I will present communication paradigms that allow educationalists to blend both the lecturing with the learning in discursive ateliers. Essentially the message is that creative learning needs the design of creative teaching from the beginning.

Wisdom of the cloud: The financial crisis not only urges the economic sector to reflect and reorient; Also education, care and the institutions for social cohesion are in serious reconsideration on how to let communities survive and target a new ideology. This keynote presentation starts from the initial notions of the current interconnected communities as a networked society. Authors like Castells and Van Dijk mention the vulnerability and fragmentation of social networks and its threats for a self-regulated society. Much more important is the value of networked instead of hierarchic relationships for creating innovative ideas. The compact summary is that instead of regarding knowledge to be as an interpersonal rather than intrapersonal asset. If we look to the recent type of large projects, they are interdisciplinary and the result of a massive “wisdom of the cloud”: Already in its conceptual stage there is a large cross-over among idea dimensions like the economical-, sustainable- and political considerations, so that less unexpected negative side effects can emerge during the stage of implementation and dissemination. This keynote presentation brings recent models in the domain of creative problem solving like the Triz model and the best possible examples in the medical and societal domain. Its goal is to inflict the conference participants with new frameworks to generate more optimal future scenarios.

Massive open online courses. So far we have seen that the potential of web-based communities entail both to solutions and to

complications of new innovations like the arrival of MOOCs: Massive Open Online Courses. The first symptom of MOOCs as a solution is its widespread dissemination; any online learner may access the best available video lectures from top teachers at top institutes around the world. The first complication is that countries that rely heavily on international students may fear less online students or maybe a shorter residence as they already master parts of the prerequisite courses via MOOC-based certificates. Feel welcome to visit our monitoring of recent reflections on MOOCs by Ronald Voorn and Piet Kommers: <http://www.scoop.it/t/disruptive-innovation-and-moocs>. A second potential positive effect of MOOCs is its stimuli to increase quality awareness by the traditional f2f universities; lectures currently show a great deal of improvisation and rest upon pseudo-interaction between the teacher and the students in the best case. In the scope of this special issue, it is the challenge to see how students' perception of "joining an online community can mitigate the negative connotation of "feeling a remote guest" rather than a "participant" etc. The overall reactions to MOOCs is that it is essentially not a new phenomenon and MOOCs are massively overhyped. Its unique selling point that it may attract several hundred of thousand students at the same time already shows to be a disadvantage; systems get overloaded and the size of responses to broadcasted course schedules can hardly be handled in back- and mid-offices. An even more pervasive problem is that research on instructional design so far migrated from pure delivery to interactive and cooperative learning modes. So we barely lack appropriate models for optimizing broadcasted learning modules. Even more: the majority of academicians doubts about the essential premise that distance learning can be achieved without tutorials and process diagnostics by a human teacher. In other words: MOOCs need to be complemented by collaborative learning anyway. Massive Open Online Courses (MOOCs) offered by the best universities and entities are entering our world. Business models are yet to be developed. How these how does the interactions work in online education. How can

web based communities support this new developments? Important aspects are:

- Virtual versus pseudo social presence.
- Demand-instead of delivery-based knowledge.
- Courses where (re)construction, problem solving and creativity is key.
- Collaborative- rather than solitary learning.
- New implications for social media in education.
- Fresh quality awareness and branding standards for the institutes in higher education.

The conclusion from current MOOC disputes is likely to stress that “perfect lectures via video” is not sufficient to create active and loyal student attitudes. Once we find ways to promote collaborative learning at a distance, a more successful stage of MOOCs can be expected.

From delivery into demand-driven education: The larger underlying question of innovation in higher education is if and how we can bring students in the responsible position of being the owner of one’s learning process. It might already look like conquered innovation step, however as long as fixed curricula and assignment criteria are there, students will refrain from accepting full autonomy and responsibility. If the teacher already knows the test items, it does not look smart to undertake problem-based and authentic learning; In this case the teacher is kindly requested to tell as much as possible from his/her priorities in the topic domain, hence helping the students to prepare for a higher grade.

The examples in this keynote lecture target the audience to think about more options for active (“committed”) co-learning and how a new generation of social media can trigger such process.