І Міжнародна науково-методична конференція

ПРОБЛЕМИ ІННОВАТИЗАЦІЇ ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ

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

Дніпродзержинськ «ДДТУ»
2013
І МІЖНАРОДНА НАУКОВО-МЕТОДИЧНА КОНФЕРЕНЦІЯ

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ТЕЗИ ДОПОВІДЕЙ
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themselves. What they like best is when they
find routine and negotiations boring. They
must argue, even without any reason. A
moment's notice, functioning according to
an individual's ratio goes out of control. They
are, in a different shade in all the groups.
characteristics moulded by our ratio do
practice (Riemann 2003, 209). They are,
imbued and even geared to a large extent by
the Greek word moments they can exceed others' expectations.

Depressed personalities for instance
lot more sensitive towards people in trouble.
From pain, trying to avoid it, the depressed ones
where it does not exist at all. So schizoid
ility and empathy from them, the depressed
learn from the schizoid ones how not get
troubles but accept them. Without depressed
group can become a union of colleagues, good
able of hurting people when reaching them.
on the other hand turn into a club of moaners,
and drown in their own problems. It is
abilities who help a society acquire the
unity. Schizoid individuals, however, take care
work. Schizoid individuals, however, take care
of the other two types of
en hysteric personalities. The first ones take
routine, at the same time they are diligent and
en hysteric personalities can always, guarantee there is no
een though they can be quiet, usually staying in
able of exploding in a decisive moment and
whole group when others do not dare to do it. In
can also be the schizoids' domain although they
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 to-
morrow's economy and society seem to fail as there is an ever-
growing urgency to measure its short-term "effectiveness". As the
clarity of measuring "objectively" and the need to convince skeptical 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 Open Online Courses. The first symptom its widespread dissemination; any online available video lectures from top teachers world. The first complication is that co international students may fear less online residence as they already master part of MOOC-based certificates. Feel welcome recent reflections on MOOCs by Ronald http://www.scoop.it/t/disruptive-innovation potential positive effect of MOOCs is it awareness by the traditional if universiti great deal of improvisation and rest upon the teacher and the students in the best special issue, it is the challenge to see I "joining an online community can mitigate of "feeling a remote guest" rather than a " reactions to MOOCs is that it is essential and MOOCs are massively overhyped. It may attract several hundred of thousand already shows to be a disadvantage; syst size of responses to broadcasted courses handled in back- and mid-offices. An even that research on instructional designs delivery to interactive and cooperative lea lack appropriate models for optimizing br Even more: the majority of academicians premise that distance learning can be act process diagnostics by a human teacher. If to be complemented by collaborative learn Online Courses (MOOCs) offered by the are entering our world. Business models a these how does the interactions work in
uctively" and the need to convince skeptical didactic evolutions it is not likely that higher itself into new vital scenarios for problem. time courses) work out as a complication as for perfect lecturing modes like movie sher-student dialogues. Finally I will present that allow educationalists to blend both thing in discursive ateliers. Essentially the learning needs the design of creative teaching the financial crisis not only urges the and reorient. Also education, care and the erson are in serious reconsideration on how we and target a new ideology. This keynote on the initial notions of the current ies as a networked society. Authors like mention the vulnerability and fragmentation of states for a self-regulated society. Much more networked instead of hierarchic relationships ens. The compact summary is that instead of be an interpersonal rather than look to the recent type of large projects, they the result of a massive "wisdom of the conceptual stage there is a large cross-over like the economical, sustainable- and that less unexpected negative side effects stage of implementation and dissemination.

A brings recent models in the domain of like the Triz model and the best possible and societal domain. Its goal is to infract the with new frameworks to generate more in courses. So far we have seen that the 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 Vorn and Piet Kimmers: http://www.scoop.it/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.

SOCIAL MEDIA IN STUDENT

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Rapid development of technology networks cannot but attract attention of e methods and techniques of improving students’ competences and getting them ready for a modern economy after graduating from school.

Meanwhile the question of the social media in formal learning remains to be disputa statements as well as negative remarks.

Considering great potential of soc media provide communication educators can design social media powers for the constructive personality and enhancing their skills in professional domain. Analysis of the social media has been conducted. Among them the society and learning digitalizing (B. Wellman); educational and psychologi (P. Kommers, R. Kop, managing social media and their role in learning via social media (S. Ducourtier).

The topicality of the problem, interactivity in learning as a factor within activeness, responsibility and creativity in