І Міжнародна науково-методична конференція

ПРОБЛЕМИ ІННОВАТИЗАЦІЇ ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ

Тези доповідей
(3 червня — 5 червня 2013 р. м. Дніпродзержинськ)
І МІЖНАРОДНА НАУКОВО-МЕТОДИЧНА КОНФЕРЕНЦІЯ

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Дніпродзержинськ
«ДДТУ»
2013
ing them. What they like best is when they
ly «must» argue, even without any reason.
ment's notice, functioning according to
ich is an explanation for the Greek word
ments they can exceed others' expectations.
d characteristics moulded by our «ratio» do
practice (Riemann 2003, 209). They are,
idal shapes in all the groups.
imbued and even geared to a large extent by
every human being. These characteristics
negative and oppressive, but offer a lot of
situations. Depressed personalities for instance
lot more sensitive towards people in trouble.
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,
their own problems. It is
alities who help a society acquire the
ity. Schizoid individuals, however, take care
work.
ension is formed by the other two types of
stical personalities. The first ones take
routine, but at the same time they are diligent and
ot guarantee there is no
en 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
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.

**Literature**


**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
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 Open Online Courses. The first symptom its widespread dissemination, any online available video lectures from top teacher world. The first complication is that co international students may fear less online residence as they already master parts of MOOC-based certificates. Feel welcome recent reflections on MOOCs by Ronald http://www.scoop.it/t/disruptive-innovatio potential positive effect of MOOCs is it awareness by the traditional 2f 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; synt size of responses to broadcasted courses handled in back- and mid-offices. An even that research on instructional design s delivery to interactive and cooperative le lack appropriate models for optimizing br Even more: the majority of academicians premise that distance learning can be all process diagnostics by a human teacher. It to be complemented by collaborative learn Online Courses (MOOCs) offered by the I are entering our world. Business models a these how does the interactions work in
lectively" and the need to convince skeptics like movie director Student-dialogues. Finally, I will present ideas that allow educationalists to blend both teaching and learning in discursive settings. Essentially, the learning needs the design of creative teaching.

The financial crisis not only urges the need to reorient education, care, and the economy to serious reconsideration on how we and target a new ideology. This keynote focuses on the initial notions of the current society as a networked society. Authors include the vulnerability and fragmentation of networks for a self-regulated society. Much more than ever before, hierarchic relationships are questioned. The compact summary is that instead of being an interpersonal rather than a networked society, the result of a massive "wisdom of the concept stage as there is a large cross-over, like the economical-, sustainable- and unexpected negative side effects of implementation and dissemination models. The Triz model and the best possible framework provide new frameworks to generate more innovative 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 is as a solution to the 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 Kamms: http://www.scoop.it/t/disruptive-innovation-and-moocs. A second potential positive effect of MOOCs is its stimulus 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 Stude
I. V. Sekret
Dniproderzhinsk State Tech
Ukraine

Rapid development of technolog networks cannot but attract attention of e methods and techniques of improving q students’ competences and getting them r of a modern economy after graduating fro

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

Considering great potential of soc provide communication educators can use social media powers for the constructive personality and enhancing their skills professional domain. Analysis of the differentiating a number of directions in social media have been conducted. Amor the society and learning digitalizing B. Wellman); educational and psycholog and social media (P. Kommers, R. Kop, managing social media and their role N. Jurgenson), theories on selection of so D. R. Moodie); implementing soc (T. Barseghian, R. Voorn, P. Kommers);i in learning via social media (S. Ducourti

The topicality of the problem, I interactivity in learning as a factor whi activeness, responsibility and creativity in
SOCIAL MEDIA IN STUDENTS' LEARNING

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Rapid development of technologies, Internet resources and networks cannot but attract attention of educators who are seeking for methods and techniques of improving quality of teaching, enhancing students’ competences and getting them ready to face the requirements of a modern economy after graduating from their universities.

Meanwhile the question of the social media implementation in the formal learning remains to be disputable, arousing a lot of praising statements as well as negative remarks.

Considering great potential of social media to connect and to provide communication educators cannot stay aloof but try to use social media powers for the constructive development of the student’s personality and enhancing their skills and competences in their professional domain. Analysis of the recent publications allowed differentiating a number of directions in which researches concerning social media have been conducted. Among them: tracing dynamics of the society and learning digitalizing (F. Feiner, P. Kommers, B. Wellman); educational and psychological aspects of e-learning and social media (P. Kommers, R. Kop, I. Sekret); social issues of managing social media and their role in our life (K. Anderson, N. Jurgenson); theories on selection of social media (RuiGu, K. Higa, D. R. Moodie); implementing social media in education (T. Barseghian, R. Voorn, P. Kommers); interpersonal communication in learning via social media (S. Ducourtieux, P. Williams); etc.

The topicality of the problem, its urgency for enhancing interactivity in learning as a factor which contributes to students’ activeness, responsibility and creativity in learning determined the aim