

Verkko-opetuksen haasteet ja mahdollisuudet

Jaakko Kurhila

Helsingin yliopisto Avoin yliopisto

21.11.2016

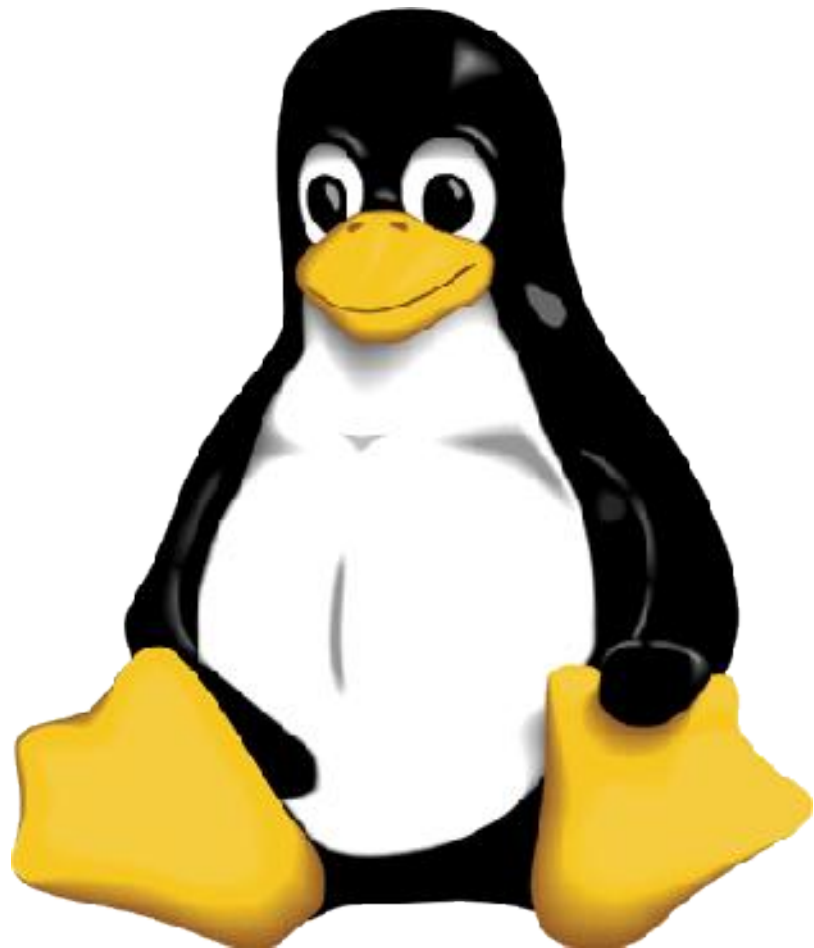
1 pedavinkkejä

2 kirjoittamisen ohjausta

3 opetusvideoista

1

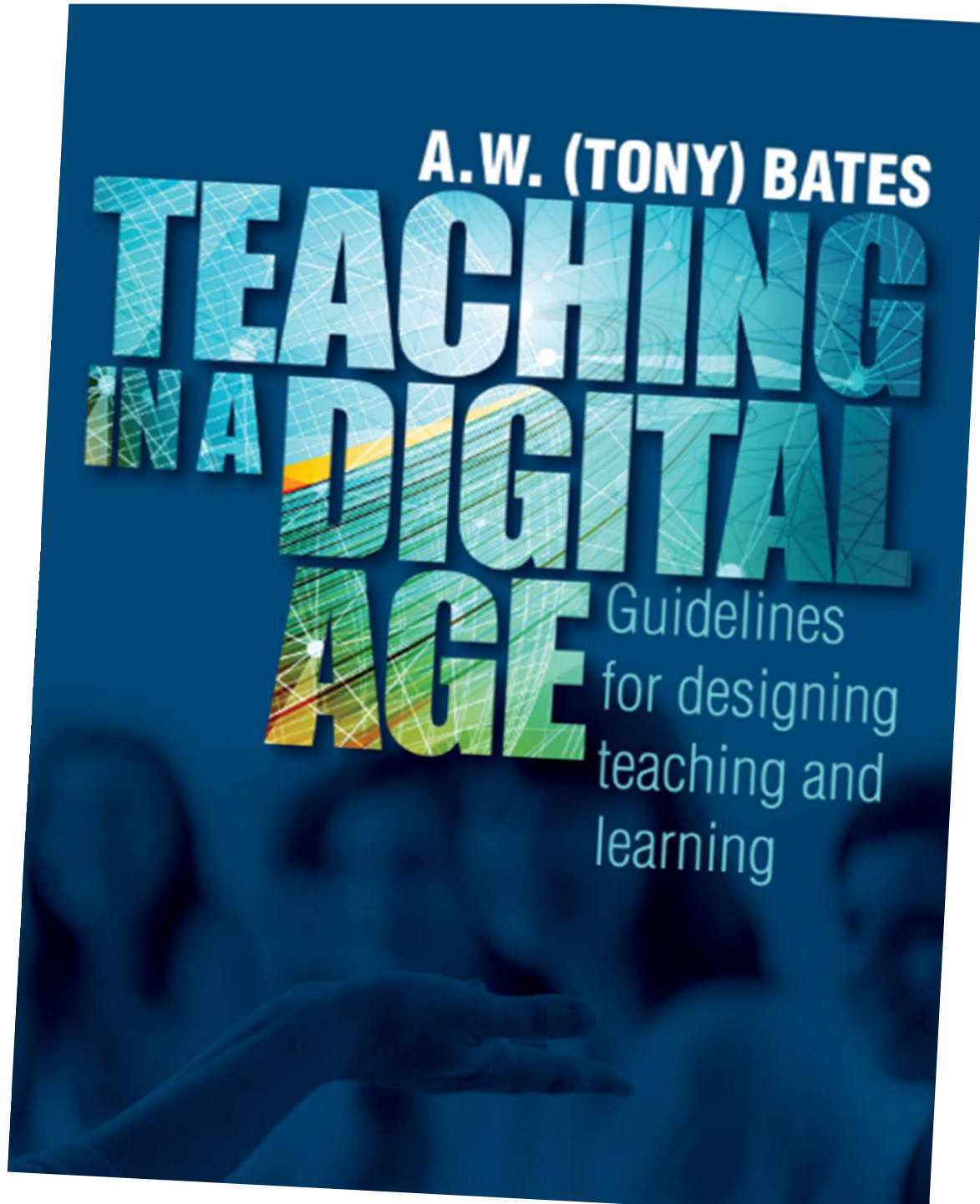
**pedagogisia vinkkejä
ja käytänteitä**

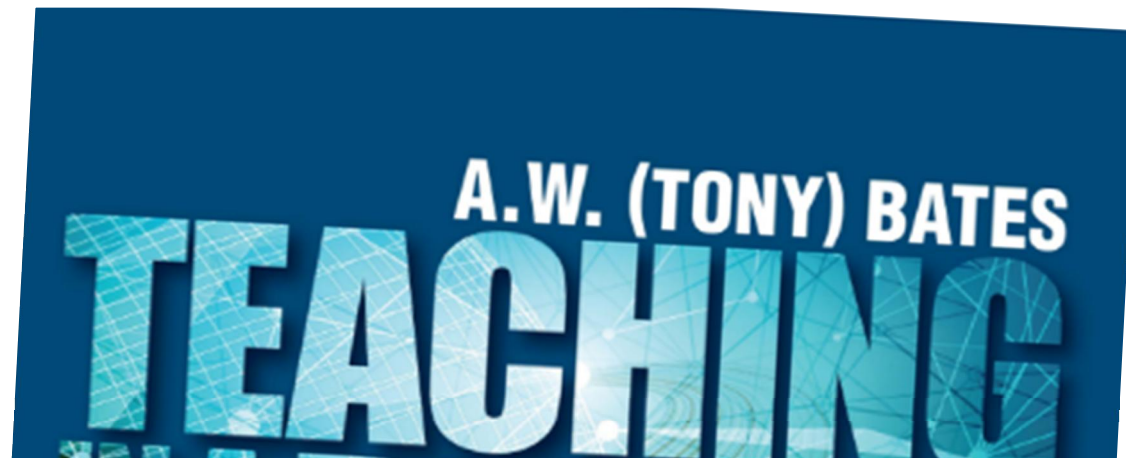


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TEACHING IN A DIGITAL AGE

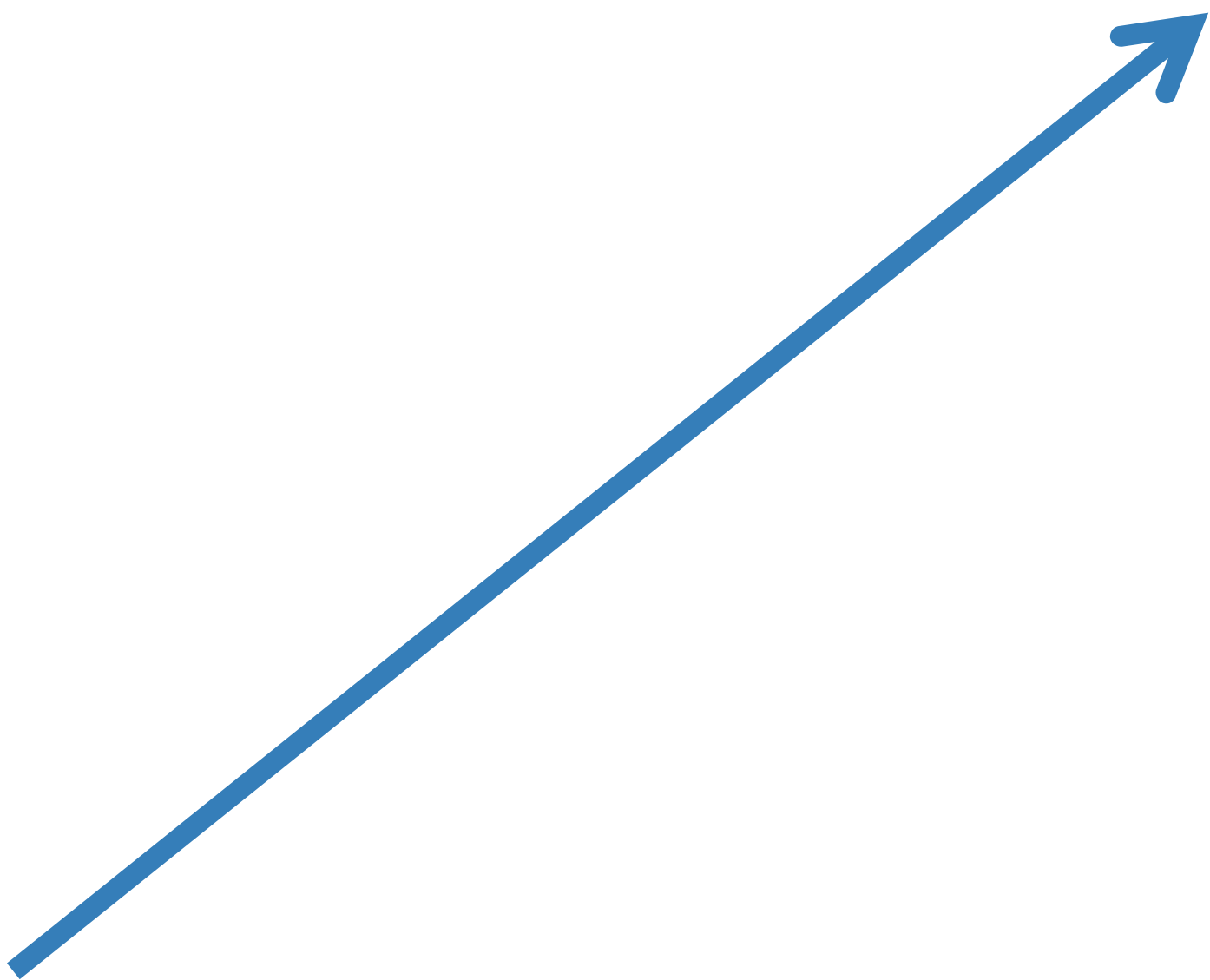
Guidelines
for designing
teaching and
learning



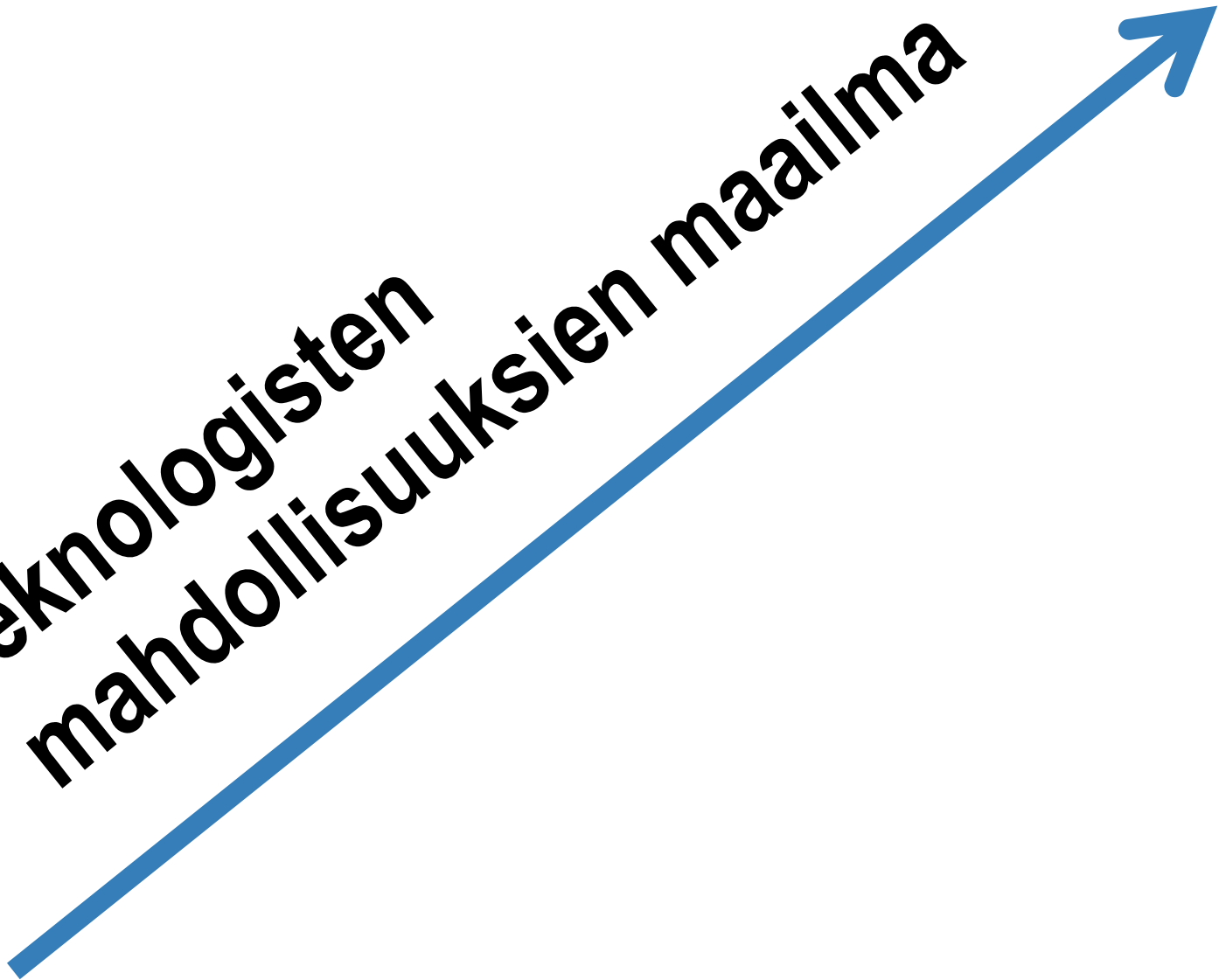


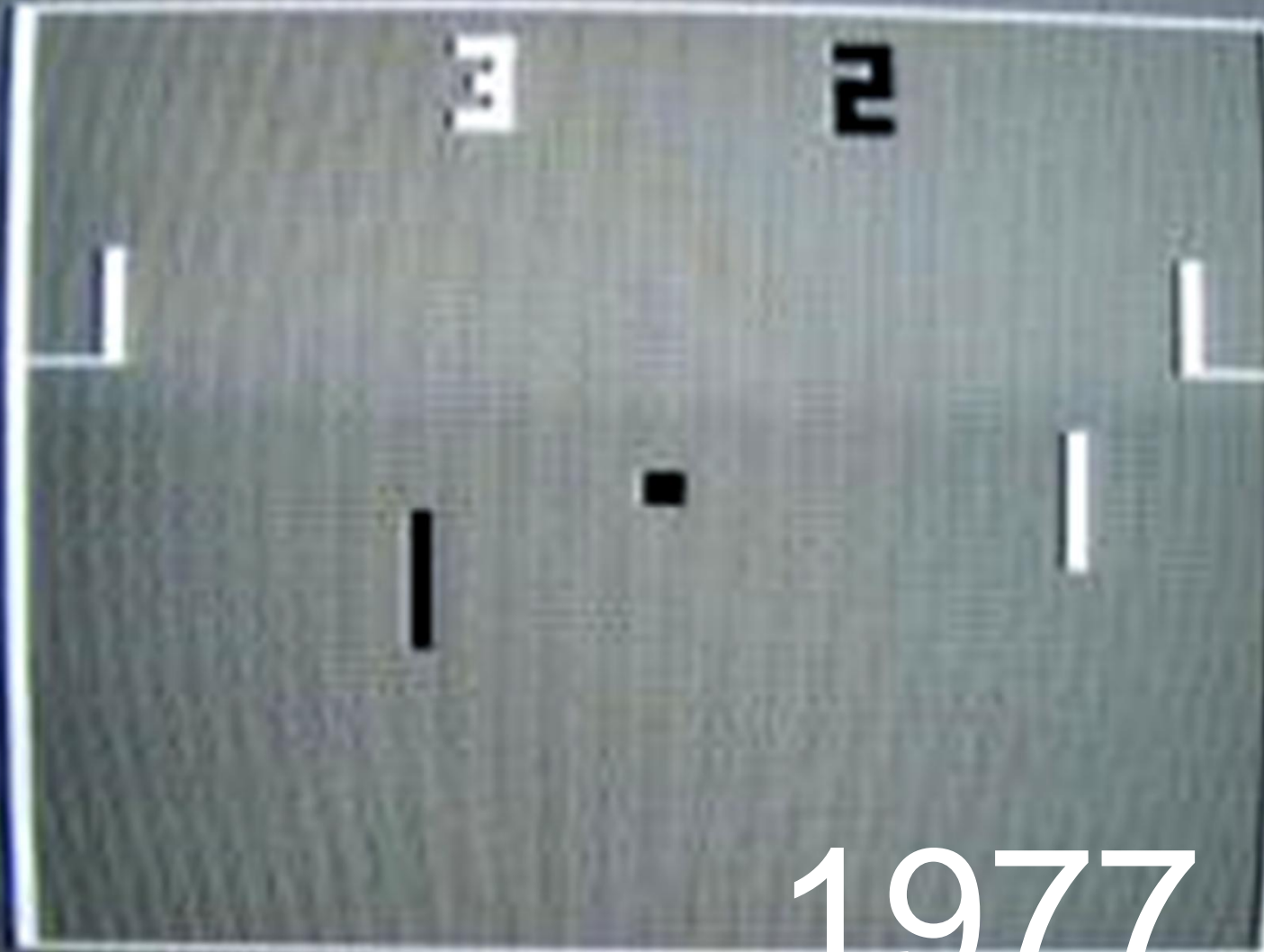
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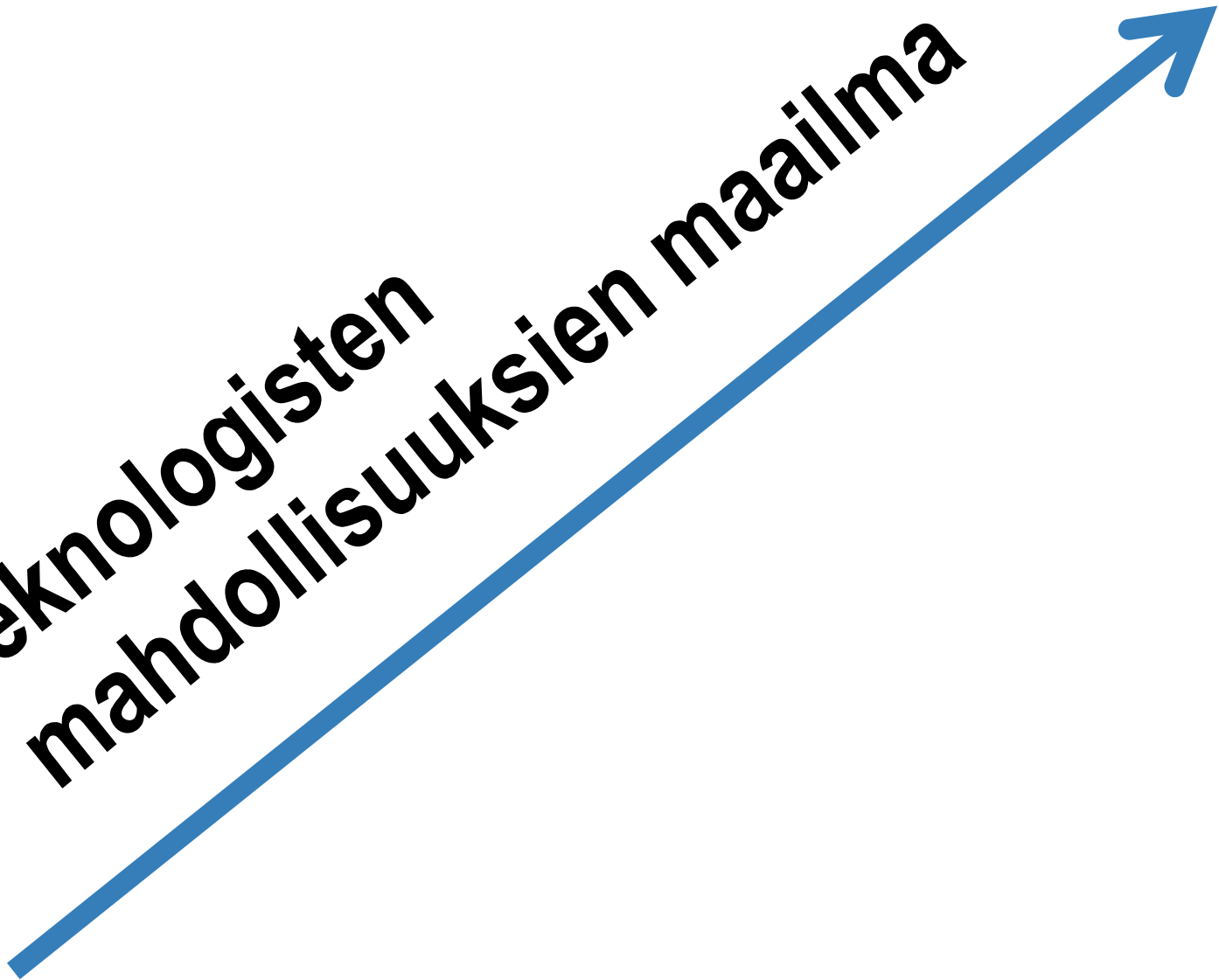


1977



Actual Next Gen NBA 2K14 game footage with variable camera angles.

**teknologisten
mahdollisuuksien maailma**



**teknologisten
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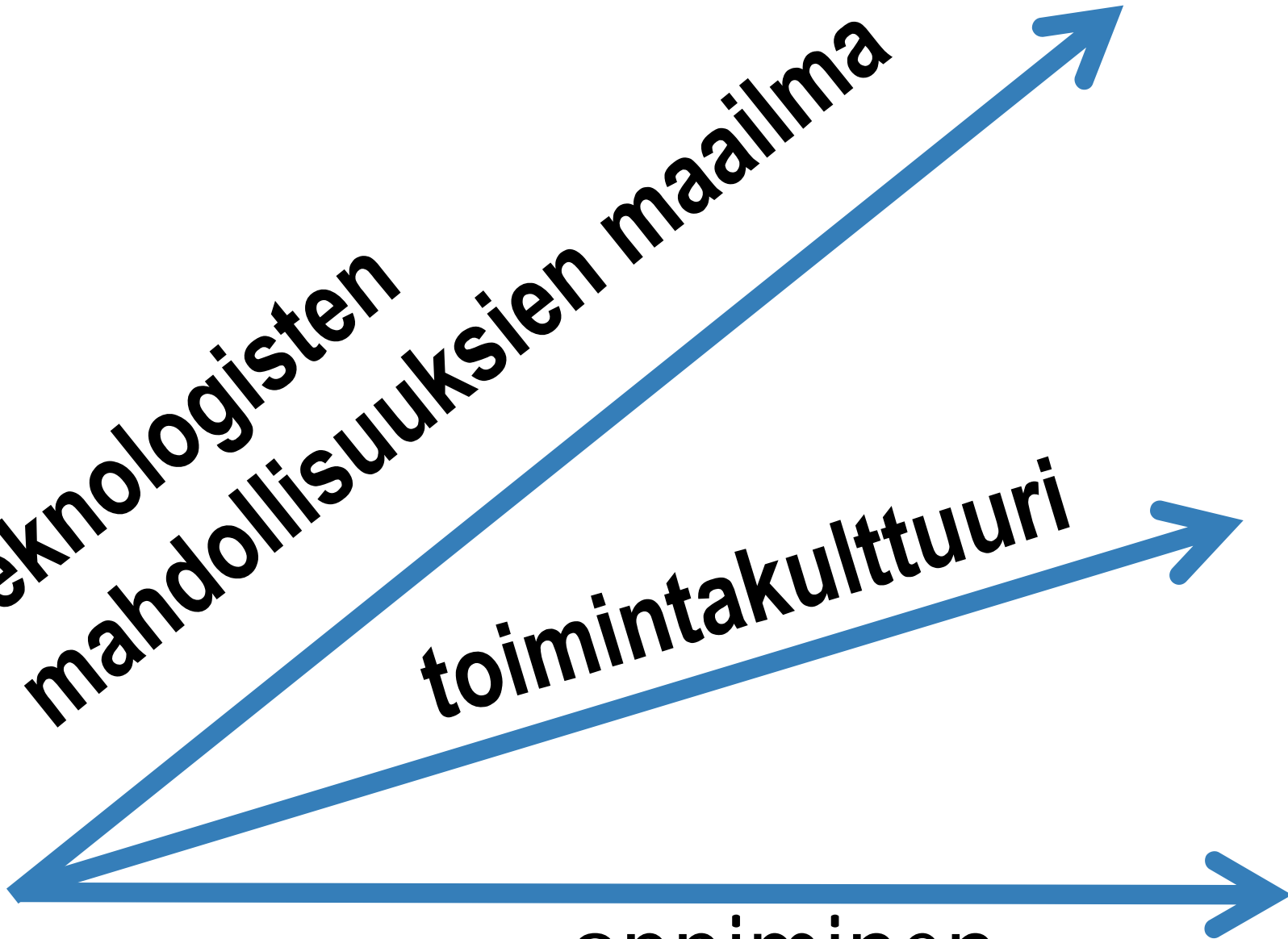


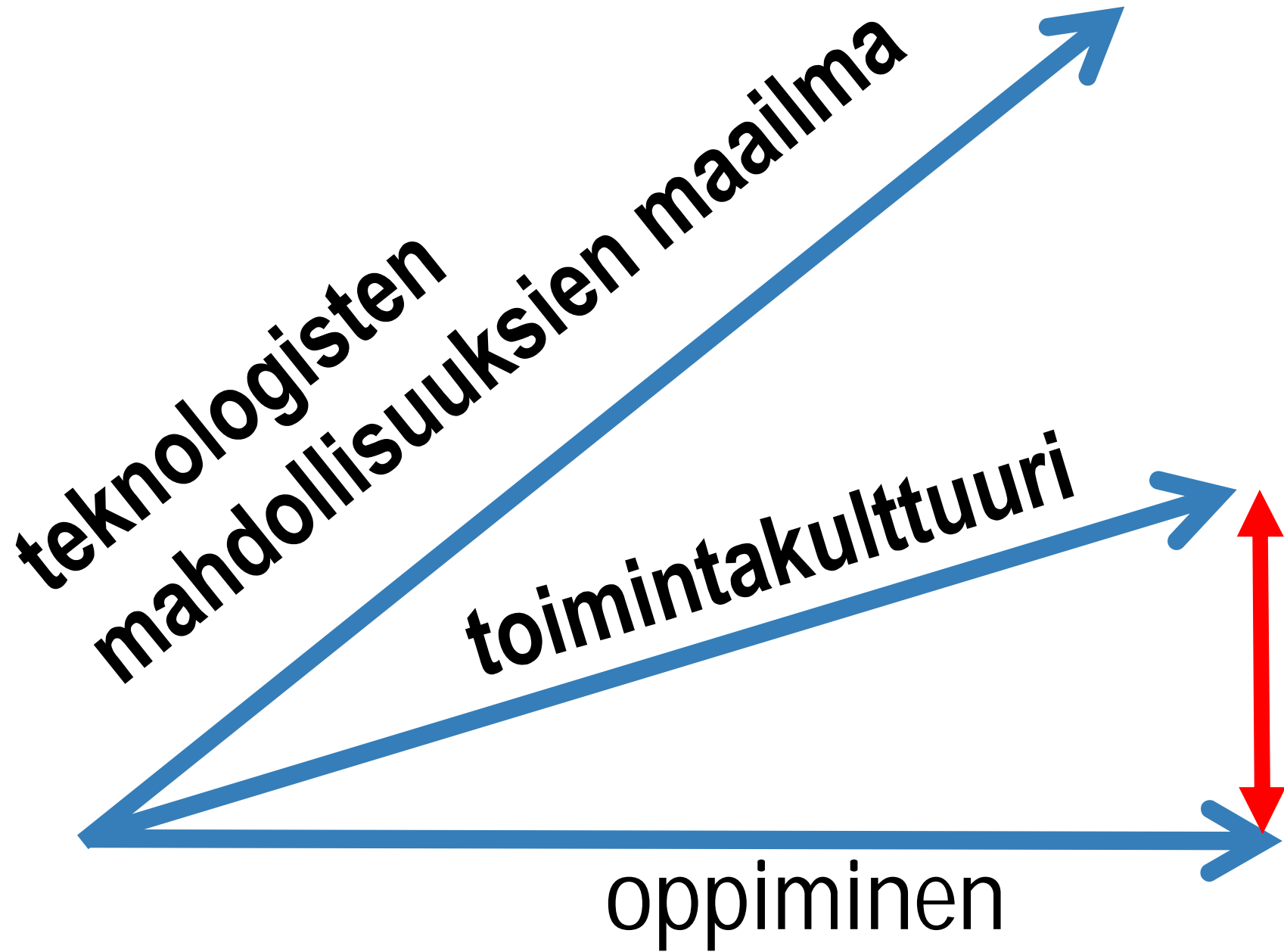
oppiminen

**teknologisten
mahdollisuuksien maailma**

toimintakulttuuri

oppiminen









***Tästä* oppimisessa on lopulta kyse**



Opiskelijan tekoja, toivottuun suuntaan, tekemisestä palautetta



© Julian Hakes



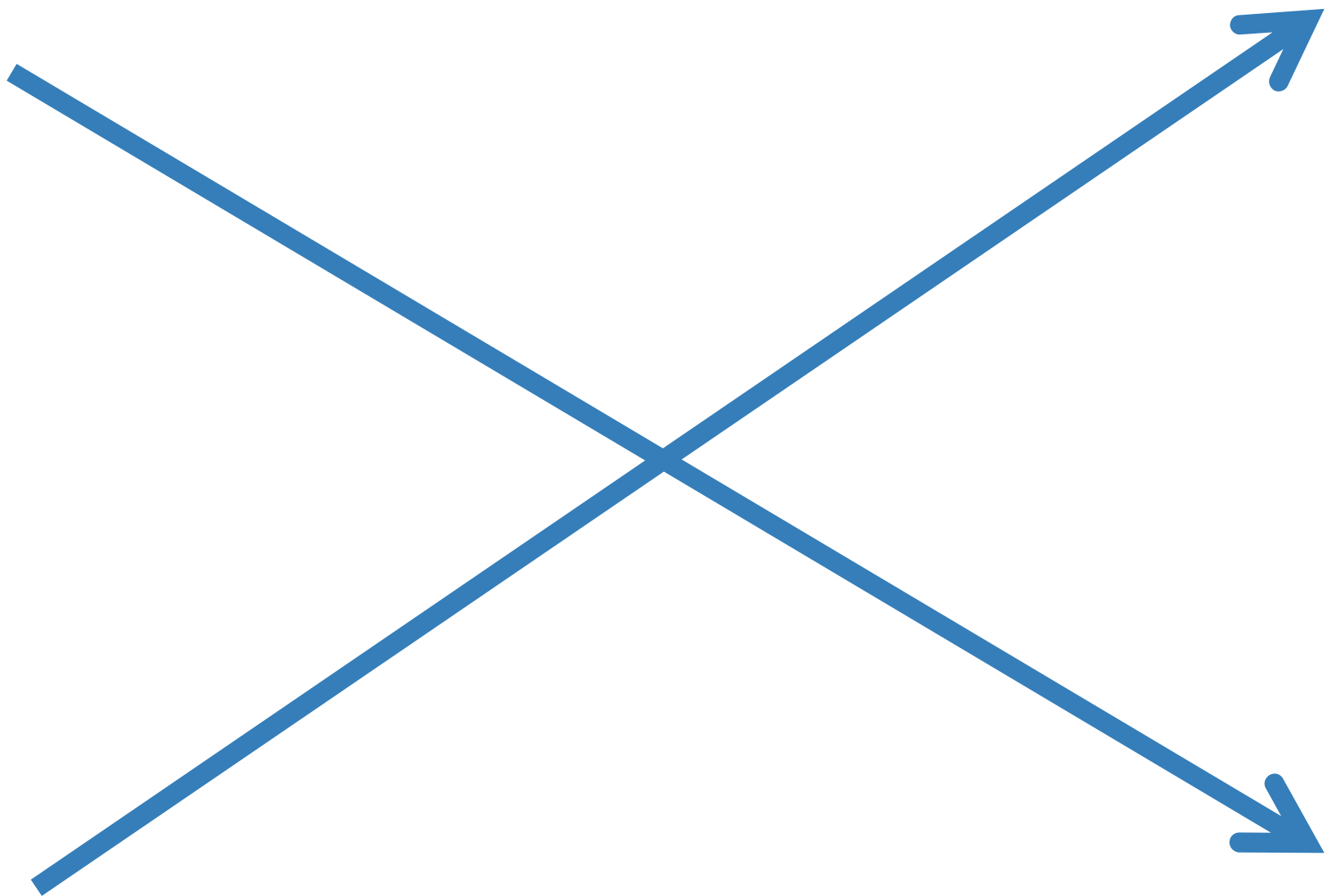


**Opiskelijan tekoja, toivottuun
suuntaan, tekemisestä palautetta**

tekojen tekeminen =
opiskelu

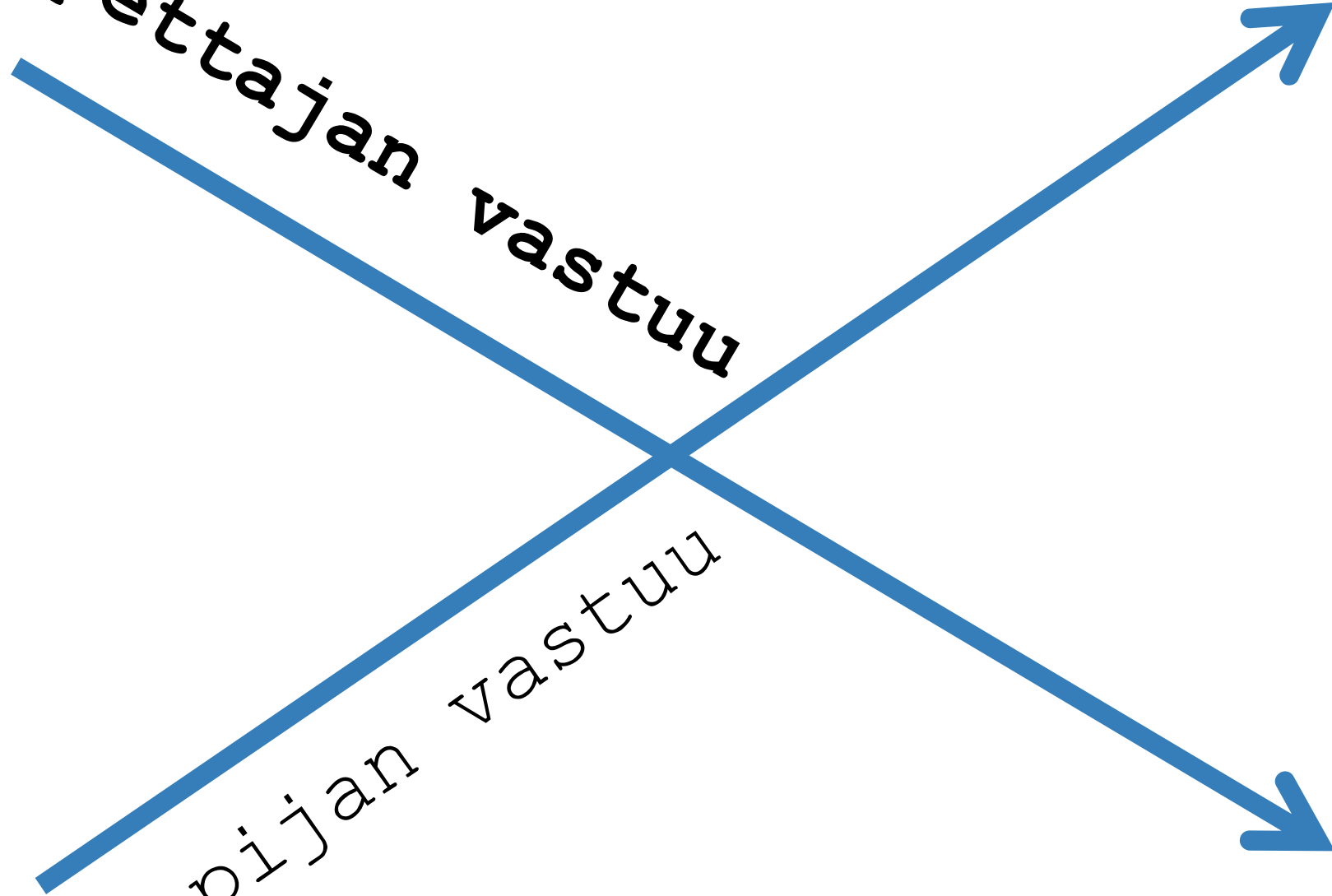
tekojen tekeminen =
opiskelu

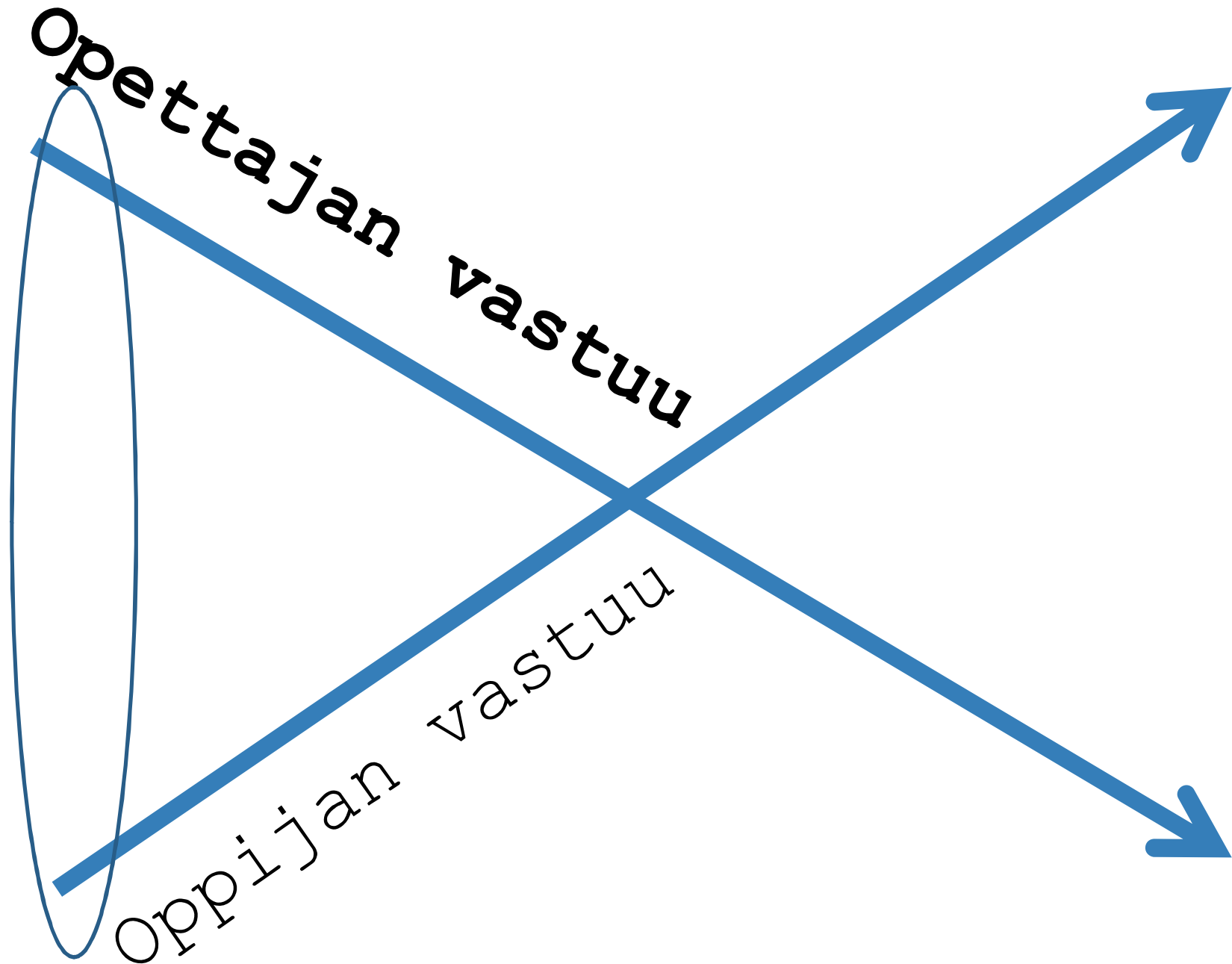
tekojen seuraus =
oppiminen

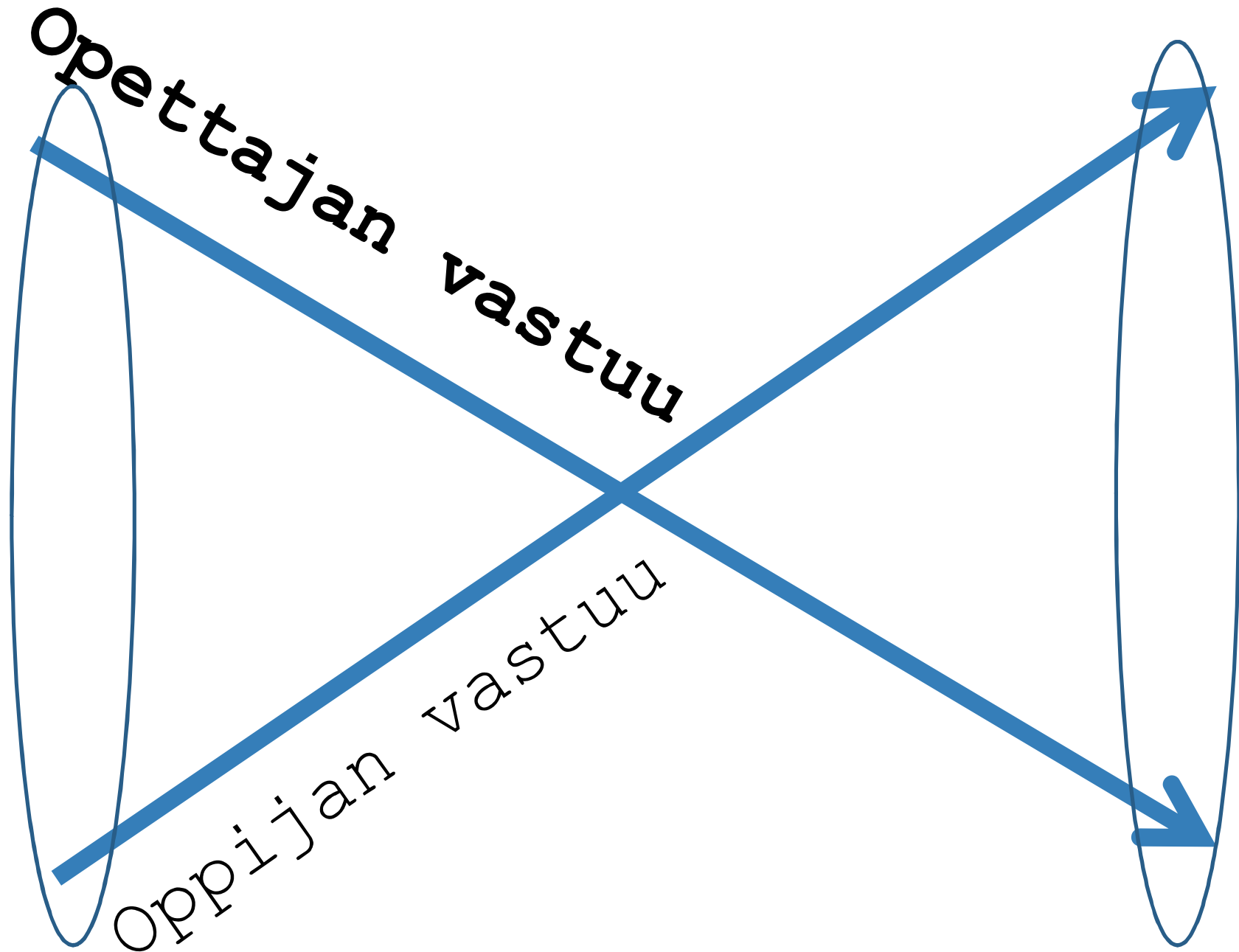


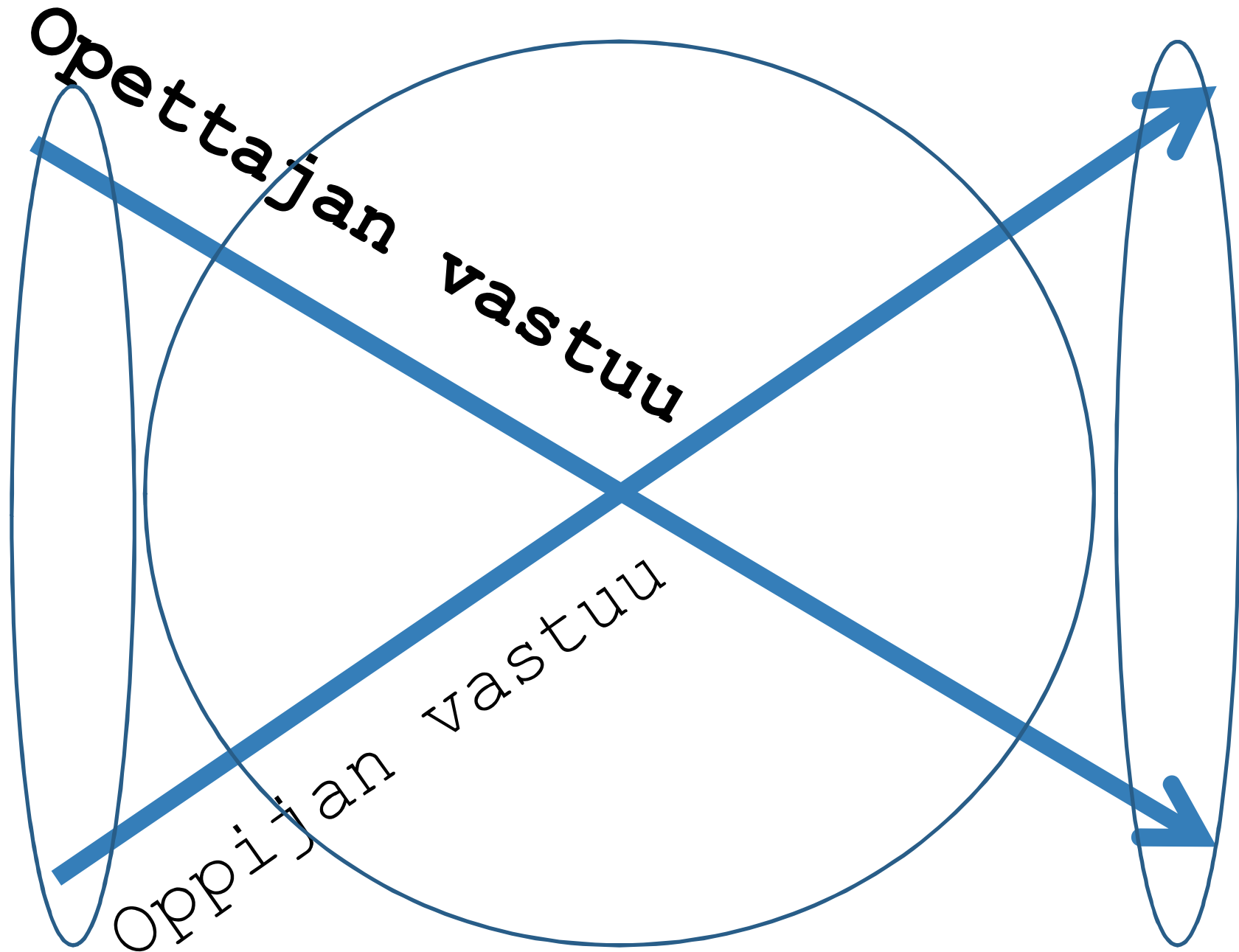
Opettajan vastuu

Oppijan vastuu









LinkedIn CEO says college degrees are overrated and more vocational training is needed

Nov 16, 2016, 6:49am PST



Riley McDermid

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San Francisco Business Times



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“nostat 20%
työllistymistymistäsi, jos ...”

“98% todennäköisyydellä
tämä rekrytointi on
onnistunut, koska...”

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STUDENT RATING



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TIMELINE ?

6 MONTHS

SKILL LEVEL ?



BASE SALARY: FULL STACK WEB DEVELOPER

\$43K TO \$124K

Entä ne vinkit?

Artificial Intelligence for Robotics



UDACITY



Advanced

INSTRUCTORS

Sebastian Thrun

[Take the Class](#)

Class Summary

Learn how to program all the major systems of a robotic car from the leader of Google and Stanford's autonomous driving teams. This class will teach you basic methods in Artificial Intelligence, including: probabilistic inference, planning and search, localization, tracking and

What Should I Know?

You should either already know Python, or have enough experience with another language to be confident you can pick up what you need on your own. Fortunately, Python was built to be easy to learn, read, and use. If you already know another programming language, you'll be coding in

What Will I Learn?

This course will cover probabilistic inference, planning and search, localization, tracking and control, all with a focus on robotics.

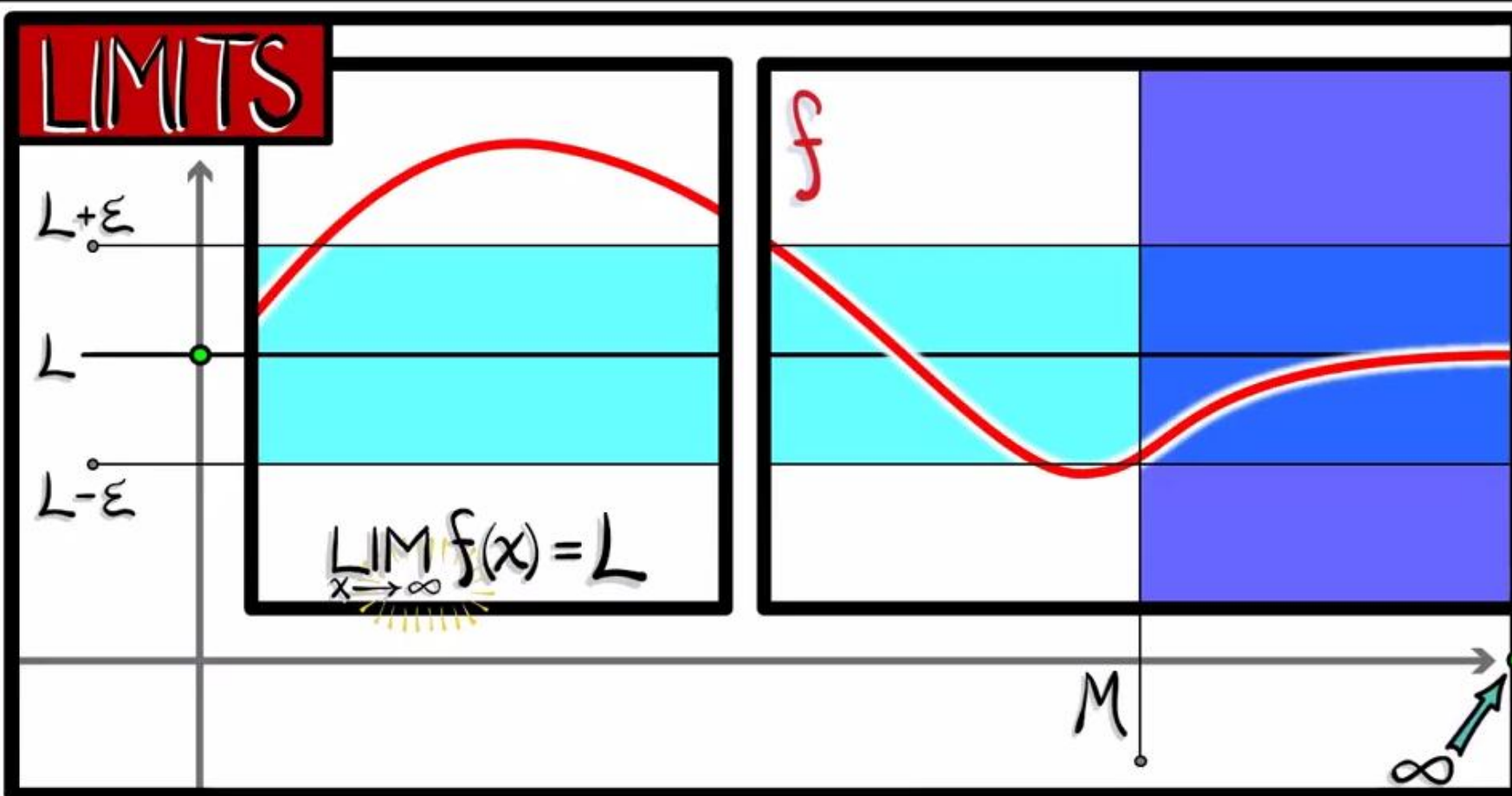
Course Instructors

Sebastian Thrun

Instructor



Lecture 7: Limits



Calculus: Single Variable, © 2012-13 Robert Ghrist



05:49 / 15:16



1x



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Week 2 Quiz

The due date for this quiz is Sun 18 May 2014 4:30 PM PDT.

☐ In accordance with the Coursera Honor Code, I (@hana) certify that the answers here are my own work.

Question 1

Which of the following commands will create a directory called `data` in your current working directory?

- ☐ `mkdir data`
- ☐ `touch data`
- ☐ `cd /data`
- ☐ `pwd data`

Question 2

Which of the following will initiate a git repository locally?

- ☐ `git push`
- ☐ `git boom`
- ☐ `git init`
- ☐ `git remote add`

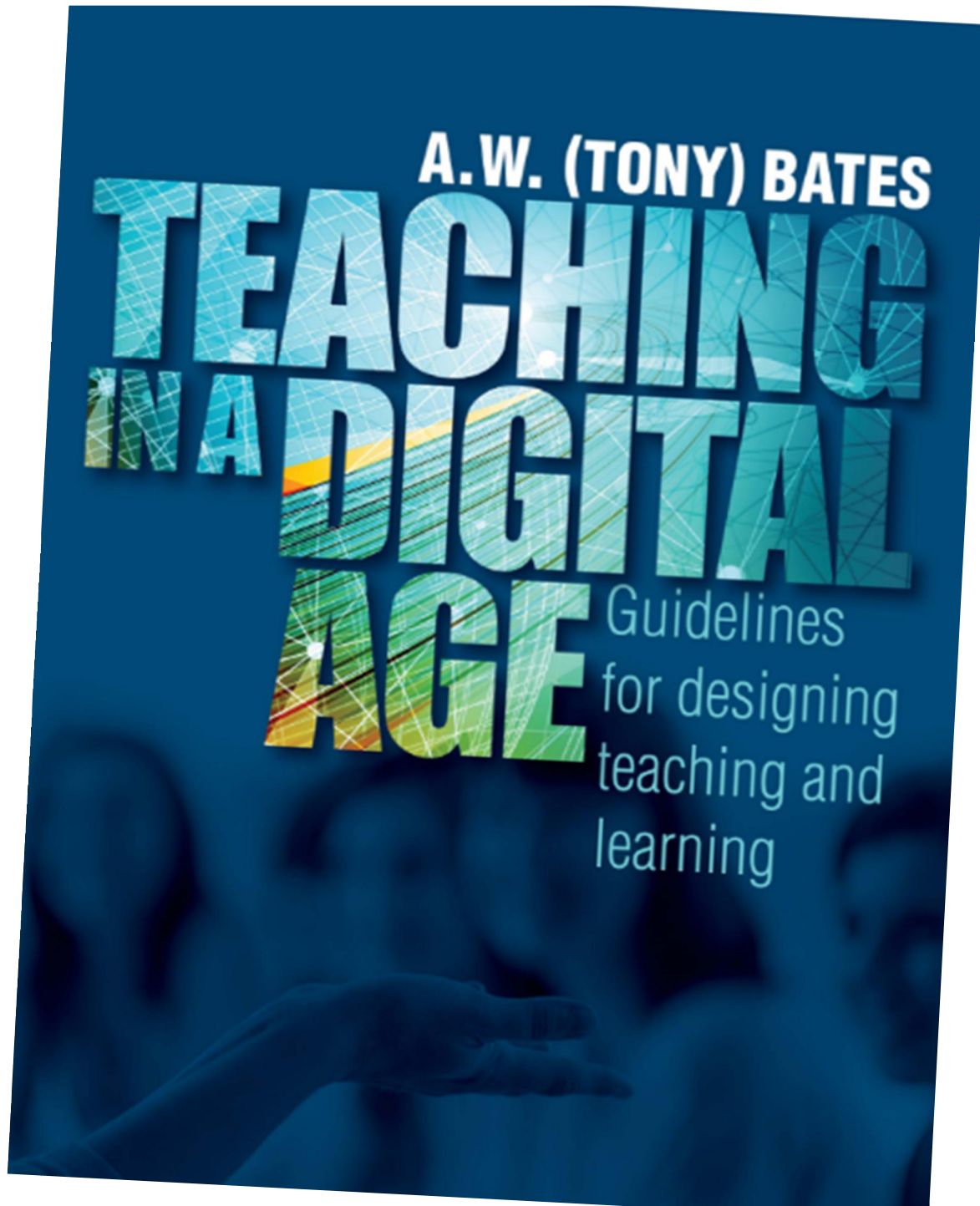
“Georgia Tech also received funding from the Gates Foundation to develop a MOOC **a first year college physics course**. ... a ‘laboratory’ where students take videos of moving objects, then construct computational simulations in Python to match the real-world observations. **20 000** students signed up, **3000** students completed the first assignment, and only **170** finished.”

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TEACHING IN A DIGITAL AGE

Guidelines
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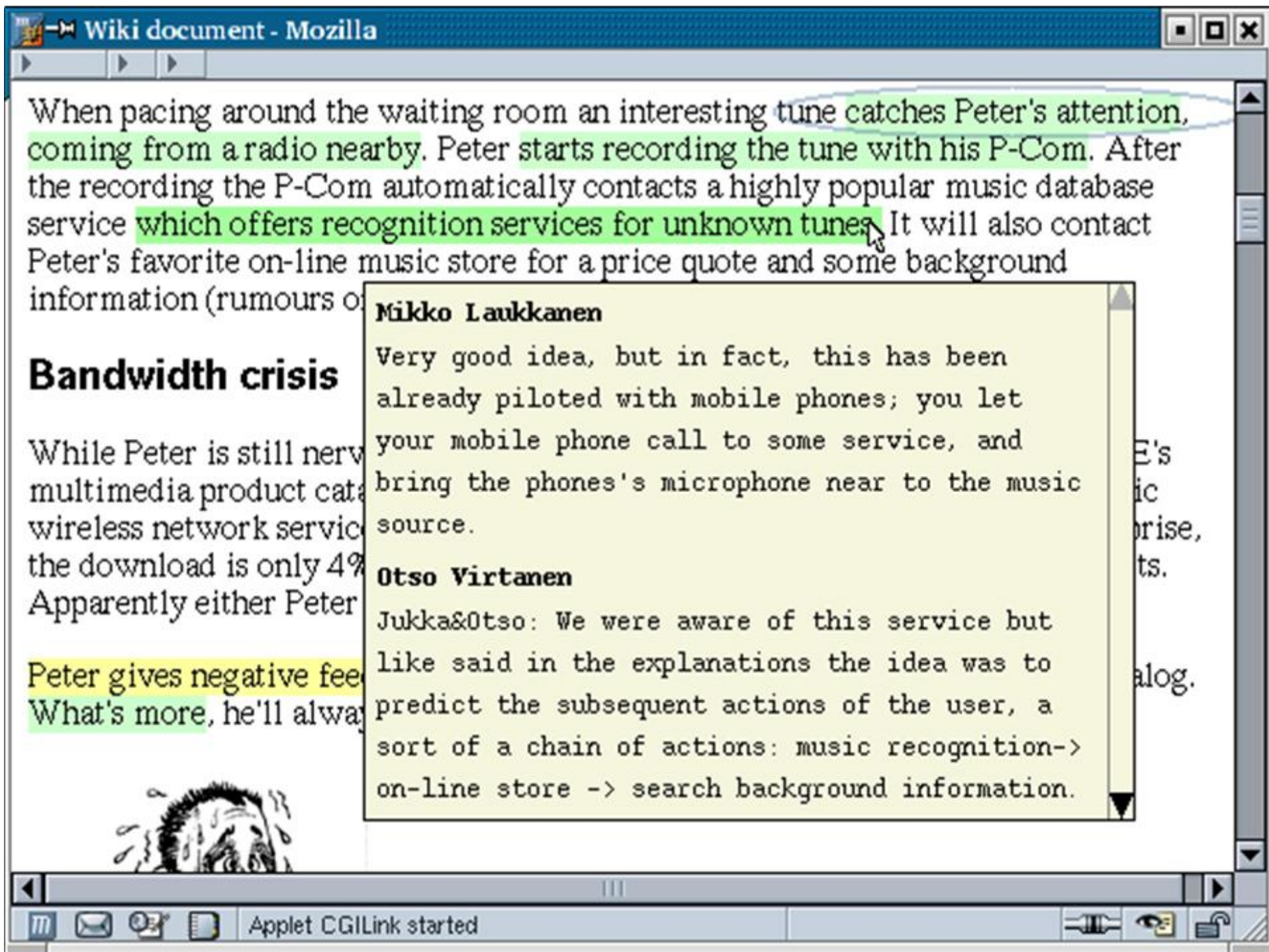
<i>Design model</i>	<i>Epistemology</i>	<i>20th century learning</i>	<i>21st century learning</i>	<i>Academic quality</i>	<i>Flexibility</i>
Transmissive lectures	Objectivist	**	*	**	*
Interactive lectures/seminars	Constructivist	***	**	***	*
Classroom-type online learning	Objectivist	n/a	*	*	***
Online collaborative learning	Constructivist	n/a	***	***	***
ADDIE	Mainly objectivist	***	**	***	**
Experiential learning	Constructivist	**	***	**	***
Competency-based learning	Objectivist	n/a	**	**	***
Communities of practice	Connectivist	**	**	*	***
x MOOCs	Objectivist	n/a	*	**	***
cMOOCs	Connectivist	n/a	**	*	***
Agile design	Constructivist	n/a	***	**	***

xmooc vs cmoooc?

xmooc = nauhoitettu
teatteriesitys

cmooc = käsikirjoittamaton
tosi-tv

cmooc-kurssien nimetkin
tyyppiä “Thought vectors in
concept space” ja “Project
community”



When pacing around the waiting room an interesting tune catches Peter's attention, coming from a radio nearby. Peter starts recording the tune with his P-Com. After the recording the P-Com automatically contacts a highly popular music database service which offers recognition services for unknown tunes. It will also contact Peter's favorite on-line music store for a price quote and some background information (rumours of

Bandwidth crisis

While Peter is still nerv
multimedia product cata
wireless network servic
the download is only 4%
Apparently either Peter

Peter gives negative fee
What's more, he'll alwa



Mikko Laukkanen

Very good idea, but in fact, this has been already piloted with mobile phones; you let your mobile phone call to some service, and bring the phones's microphone near to the music source.

Otso Virtanen

Jukka&Otso: We were aware of this service but like said in the explanations the idea was to predict the subsequent actions of the user, a sort of a chain of actions: music recognition-> on-line store -> search background information.

E's
ic
prise,
ts.
alog.


Mikko Suonio

Hannu Kuusi

[Mail to all](#)

Published work:

Simulaattorit ja niiden opetuksellisuus (versio 1)

Simulaattorit ja niiden opetuksellisuus (versio 2) **New!** 

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Title: I-Help -järjestelmä

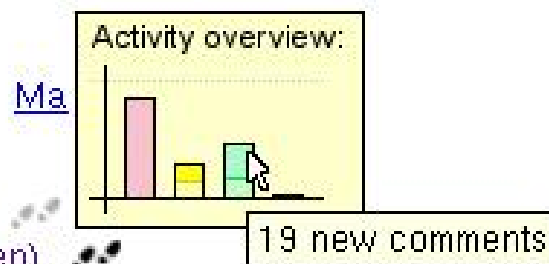
Description: I-Help järjestelmän toiminta. Kokemuksia sen käytöstä.

Proposed by: [Juha Hinkula](#) (01.03.2004)

Status: Closed

Team members: [Juha Hinkula](#)
[Tomi Ahonen](#)

Published work: [I-Help](#) 
[I-Help 2.version](#) 
[I-Help \(Lopullinen\)](#)



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1-9-90

- 1: Decide how you want to teach
- 2: Decide on mode of delivery
- 3: Work in a Team
- 4: Build on existing resources
- 5: Master the technology
- 6: Set appropriate learning goals
- 7: Design course structure and learning activities
- 8: Communicate, communicate, communicate
- 9: Evaluate and innovate

2

**kirjoittamisen
ohjausta**

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Plagiarism and the Internet by Smithson Terry

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Overall Similarity Index: 94% [exclude quoted](#) [exclude bibliography](#) mode: show highest matches together

Plagiarism has never been as easy as it is today. Potentially, anyone can find appropriate works in a nearby library, and copy them by hand. Since these resources were almost always professionally written, the risk of detection was very high.

1 75% match (live internet)
<http://www.craigslist.org>

2 12% match (live internet)
<http://www.millhouseofbeats.com>

1 75% match (live internet)
<http://www.craigslist.org>

3

4

nearby library, and copy them by hand. Since these resources were almost always professionally written, the risk of detection was very high.

1 The internet now makes it easy to find thousands of relevant sources in seconds, and just a short time period plagiarists can find, copy, and paste together an entire term paper or essay. Because a good deal of the material online is produced by other students,

it is often based on the work of other students or educators to identify plagiarism. Even the sheer size of the internet seems to work in the plagiarist's favor.

2 Search engines can be useful for tracking down suspect passages, but even they have their limitations, given the number, variety, and password-protected nature of many websites. Even where search engines do prove useful, manually searching the internet for matches of hundreds of

or impossible to track down suspect passages, but even they have their limitations, given the number, variety, and password-protected nature of many websites. Even where search engines do prove useful, manually searching the internet for

Refresh any report at a later date to include the most recent content in your results

print report
refresh report
help

Investigate suspect sources either all together or one at a time

Similarity Index shows percentage of total matching content to outside sources

View results without including quoted material or the student's bibliography

The Direct Source Comparison window appears whenever you click on a matching passage in the paper body

close

show in web page

next match:

Live internet pages can easily be viewed in their original context

Easily scroll through all matching passages within a source

Matching text is blocked-out and highlighted for easy identification. Short, non-matching sections are easily identifiable within larger passages

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Direct Source Comparison window appears whenever you click on a matching passage in the report body

close

match: up down

These

wri

a diff

Easily scroll through all matching passages within a source

Click on a passage Source Comparison window appears to the right of the match is within the suspect source

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2

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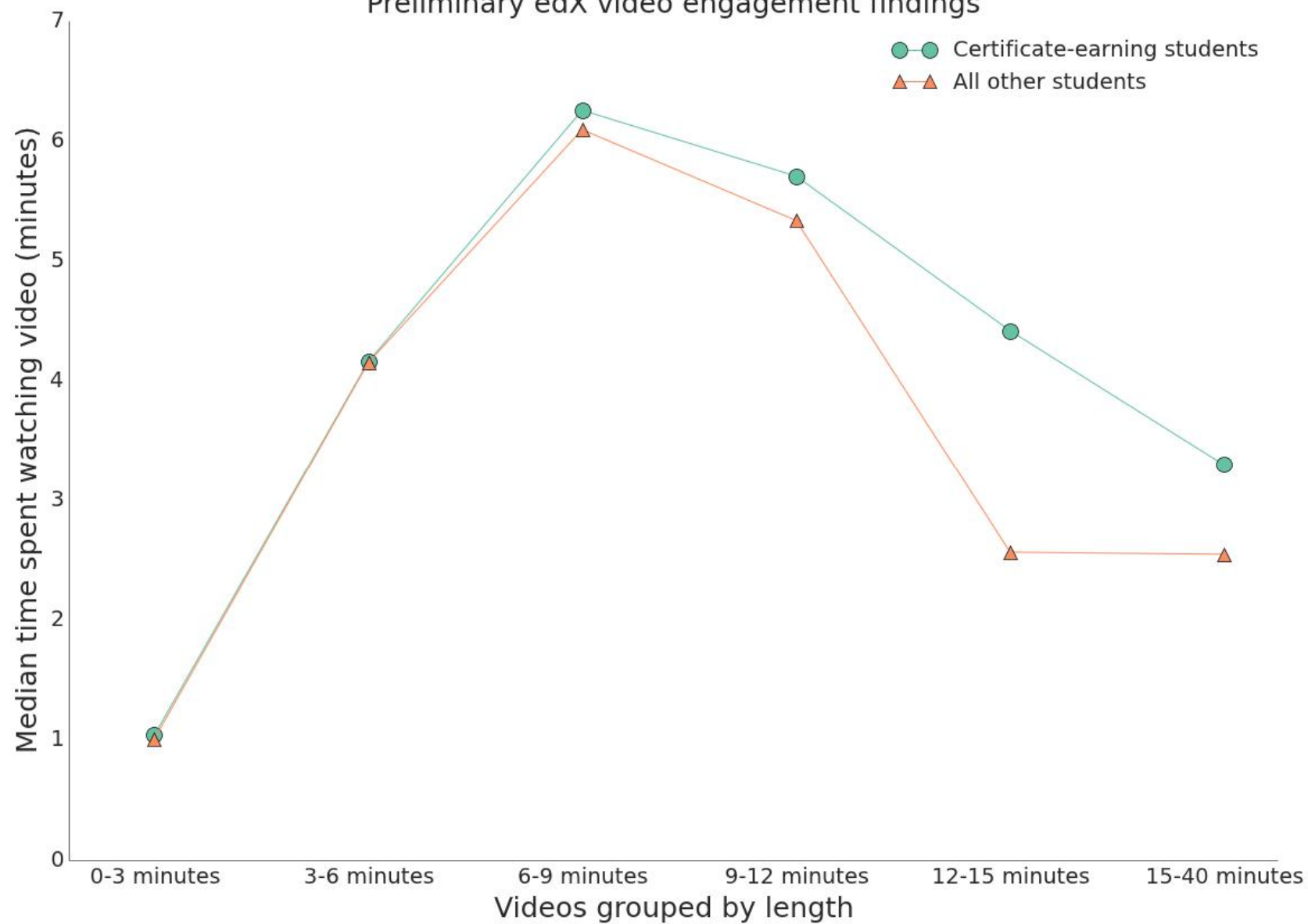
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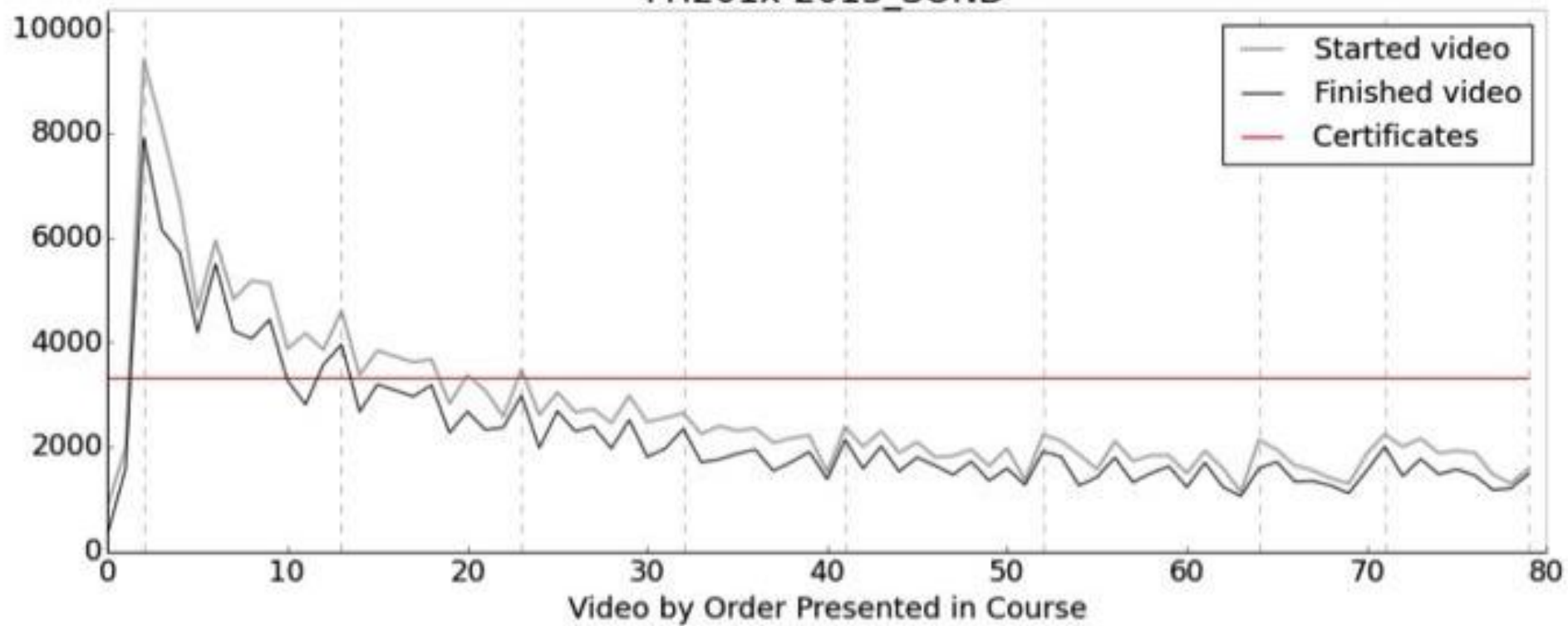
opetusvideot

Preliminary edX video engagement findings



Analysis by Philip Guo (pg@cs.rochester.edu)

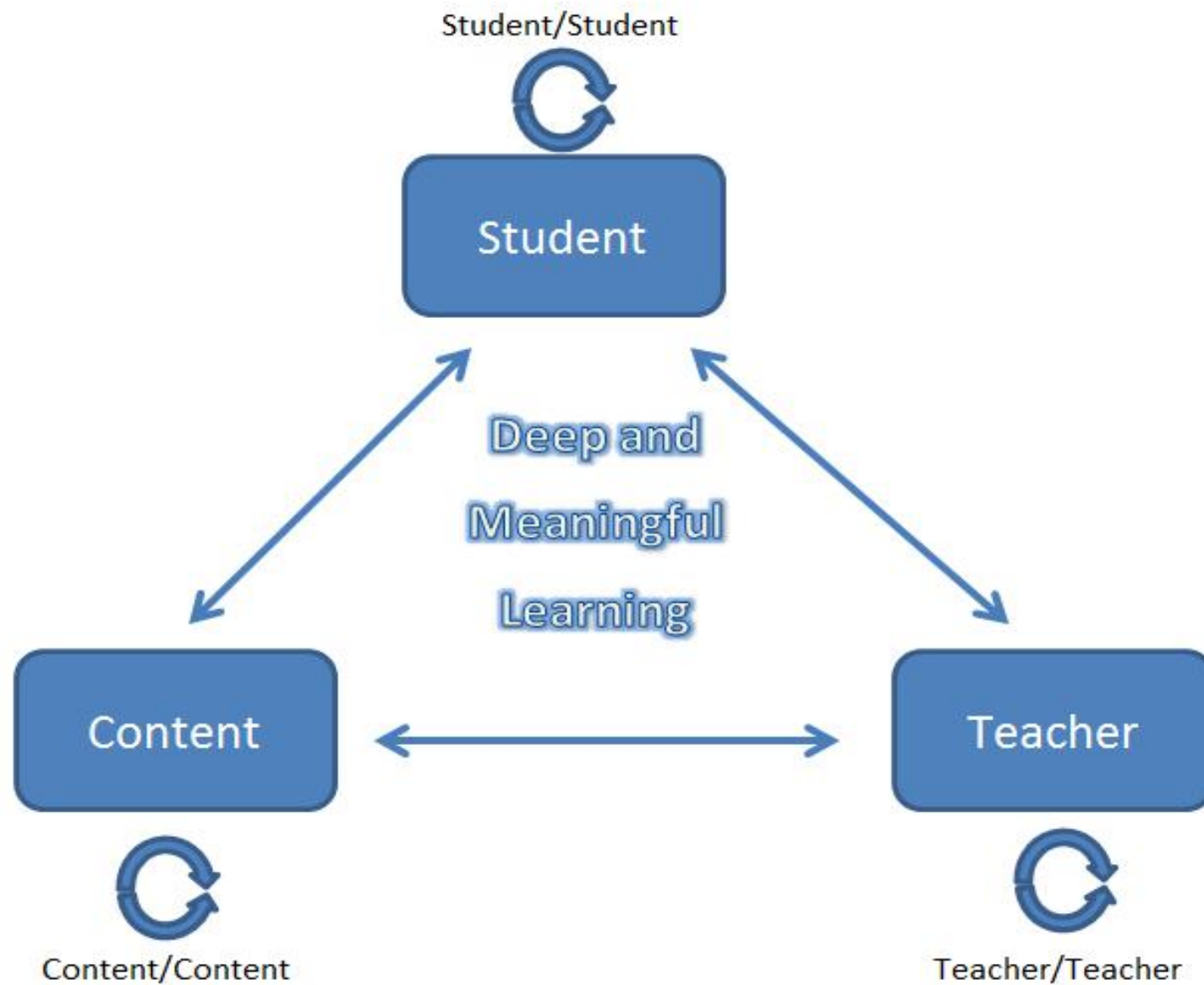
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**Mistä siis on
kyse?**



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**Vain todellinen
avoimuus
opetuksessa ja
oppimateriaaleissa
mahdollistaa laadun
ja jatkojalostuksen**

Kiitos!