NAME OF THE COURSE	E-LEARNING IN BUSINESS ENVIRONMENTS					
Code	EUBD28	Year of study				
Course teacher	Associate professor Maja Ćukušić, PhD Associate professor Mario Jadrić, PhD	Credits (ECTS)	5			
Associate teachers	Associate professor Maja Ćukušić, PhD Associate professor Mario Jadrić, PhD	Type of instruction (number of hours)	L	S	E	F
			26		26	
Status of the course	Elective	Percentage of application of e-learning	40%			

COURSE DESCRIPTION

Course objectives	• Get a complete insight into the concepts, approaches, standards, methods and techniques needed to effectively manage e-learning. • Develop students' ability to implement e-learning systems in the business environment.
Course enrolment requirements and entry competences required for the course	There are no prerequisites for enrollment.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Critically evaluate the state and development of e-learning in the business environment. 1. Identify methodological approaches to e-learning in the business environment, 2. Recommend e-learning technology in the business environment, 3. Support the e-learning management process in the business environment, 4. Create an e-Learning course in Moodle.

Course content broken down in detail by weekly class schedule (syllabus)

Lectures		Exercises	
Topic	**Hours**	**Topic**	**Hours**
The definition of e-learning. Historical development of e-learning. Principles of e-learning.	2	Moodle system for e-learning. Choosing a theme and setting up the user interface.	2
Types of e-learning. Relation of e-learning and mobile learning. The e-learning process.	2	**Assignment**. Adding and categorizing courses. Backup. Adding user accounts.	2
Quality and standardization in e-learning. Initiatives and e-learning projects. Future e-learning development.	2	**Assignment**. Organizing basic e-learning content. Editing courses. Organizing blocks.	2
Pedagogical aspects of e-learning. E-learning theories. Learning objectives, styles, outcomes and competencies.	2	**Assignment**. Organizing basic e-learning content. Textual content. Displaying the contents of folders.	2
Pedagogical aspects of e-learning. Theories and types of assessment. Hybrid learning.	2	**Assignment**. Organizing basic e-learning content. Multimedia content. Links to external content.	2

	Communication and interaction in e-learning systems.			
	Technological aspects of e-learning. Development of e-learning technologies. E-learning systems.	2	**Assignment**. Organizing basic e-learning content. Labels. Notifications. RSS Feeds.	2
	Technological aspects of e-learning. Technologies for content presentation, communication and assessment in e-learning courses.	2	**Assignment**. Organizing discussions and collaborative learning forms. Forums. Chats. Messages.	2
	Test			
	Planning the e-learning processes. Determining user requirements and choosing the right e-learning platform.	2	**Assignment**. Organizing discussions and collaborative learning forms. Wikis. Dictionaries. Blogs.	2
	Planning the e-learning processes. Planning and developing the e-learning scenarios.	2	**Assignment**. Organizing assessment and self-assessment. Tasks. Quizzes.	2
	Organizing the e-learning processes. Preparation of e-learning platform.	2	**Assignment**. Organizing assessment and self-assessment. Lessons. Workshops. **Assignment**. Organizing the advanced e-learning content. SCORM packages. Databases.	2
	Controlling the e-learning processes. Controlling the platform performance and user behaviour.	2	**Assignment**. Organizing the advanced e-learning content. Graphs. Useful add-on modules. Creating dynamic learning content.	2
	Controlling the e-learning processes. Control the scenarios e-learning. Inspecting the potential for improvements.	2	**Assignment**. Controlling the progress and behaviour of students. Stats modules. Detection of plagiarism. Analysis of log files.	2
	Methodological approaches to theoretical and empirical research in e-learning area. Concluding remarks. E-learning case studies.	2	**Assignment**. Controlling the progress and behaviour of students. Comments. Collecting feedback from users. **Final Assignment** presentations.	2
	Test			

Format of instruction	x lectures ☐ seminars and workshops x exercises ☐ *on line* in entirety x partial e-learning ☐ field work	x independent assignments x multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	The course work can be described as a method of continuous student progress evaluation since a model of accumulation of points has been formulated which enables the student to collect points through various activities. The goal is that every student collects sufficient number of points corresponding to a grade during the semester. In this model, a low result in one activity can be compensated by points in other activities and enabling students to decide how to allocate their efforts. Requirement for taking the test: 4 out of 6 assignments completed for the first test, and 4 out of 6 for the second test. Requirements for the exam are completed final assignment and case study, as well as participating in at least 50% of all class meetings (25% for the part-time students)..

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	1,7 ECTS	Research		Practical training	
	Experimental work		Report		Tests (Other)	
	Essay	0,5 ECTS	Seminar essay		Final assignment (Other)	1 ECTS
	Tests	1,6 ECTS	Oral exam		Workshop attendance (Other)	0,2 ECTS
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Requirements for the exam exemption: a total of 71 points achieved overall based on the tests, assignments, and homework during the semester. Through additional engagement and active participation (for example by submitting critical review of the book chapters and coursework), the student can get up to 14 bonus points. In the case of exam exemption, the score is based on the total number of points where every five points give a higher grade. Up to 10 points can be achieved in the oral part of the exam. Threshold and related grades: 0-70 insufficient (1) 71-75 sufficient (2) 76-80 good (3) 81-85 very good (4) 86-100 excellent (5) If a student does not have enough points from the assessment activities during the semester, he or she is required to take the final exam. The final exam can be organized in a written and/or oral way. The questions in the exam are of the essay-type.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Ćukušić, M., Jadrić, M.: E-učenje: koncept i primjena, Školska knjiga, Zagreb, 2012.	5	
	Jadrić, M., Ćukušić, M., Lenkić, M.: E-učenje: Moodle u praksi, Ekonomski fakultet u Splitu, Split, 2013.	10	YouTube
	Jadrić, M., Ćukušić, M.: Informacijsko-komunikacijske tehnologije u cjeloživotnom učenju, Ekonomski fakultet u Splitu, Split, 2015.		Moodle

Optional literature (at the time of submission of study programme proposal)	Books (selected chapters): Clark, R., Mayer, R.: E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning, 3. izdanje, John Wiley & Sons, 2011. Papers: • Jadrić, Mario; Ćukušić, Maja; Garača, Željko; Analysing Students' Behaviour Patterns in Online Assessment // Proceedings of 28th International Conference 2017 / Strahonja, Vjeran ; Kirinić, Valentina (ur.). Varaždin: Faculty of Organization and Informatics, University of Zagreb, 2017. str. 83-90 • Bralić, Antonia; Ćukušić, Maja; Jadrić, Mario; Comparing MOOCs in m-learning and e-learning settings // Proceedings of 38th International Convention MIPRO 2015. / Biljanović, Petar (ur.). Rijeka: Croatian Society for Information and Communication Technology, Electronics and Microelectronics - MIPRO, 2015. str. 1080-1085. • Mijač, Tea; Ćukušić, Maja; Jadrić, Mario; State of e-learning projects in Croatian companies // Proceedings of 37th International Convention MIPRO 2014. / Biljanović, Petar (ur.). Rijeka: Croatian Society for Information and Communication Technology, Electronics and Microelectronics - MIPRO, 2014. str. 942-947. • Ćukušić, Maja; Garača, Željko; Jadrić, Mario; Online Self-Assessment and Students' Success in Higher Education Institutions // Computers & education, 72 (2014), 100-109. doi:10.1016/j.compedu.2013.10.018 Other sources: Learning in the Social Workplace blog (http://www.c4lpt.co.uk/blog/)		
Quality assurance methods that ensure the acquisition of exit competences	• Monitoring attendance and performance of other student obligations (teacher) • Teaching Supervision (Vicedean for Teaching) • Analysis of the success of studies in all subject studies (Vicedean for Teaching) • Student Survey on the Quality of Teachers and Teaching for Each Subject Study (UNIST, Center for Quality Improvement) • The exam conducted by the subject teacher examines all learning outcomes of the subject. Periodic examination of the content of the exam is conducted on the basis of which the appropriateness of the method of checking the learning outcomes (Vicedean for Teaching)		
Other (as the proposer wishes to add)			