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مركز التعلم الإلكتروني

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محتويات المحاضرة:

- مقدمة عن النظام وعن ميزاته
- آلية الدخول الى النظام وانشاء Class وانشاء Assignment
- الية رفع الأبحاث - تعديل خيارات النظام - فحص نسبة التشابه للبحث
- تطبيق عملي.

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- ما يزيد عن 40 مليون مستخدم مختلف من أنحاء العالم
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- يحتوي على 120 مليون بحث من 110 ألف مجلة وكتاب
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- لا يستغرق أكثر من 13 ثانية لفحص البحث الواحد
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About this page

To create a class, enter a class name and a class enrollment password. Click submit to add the class to your hor

Create a New Class

خطوة 3

Class type *

Standard class

Class name *

mycourse1

Enrollment password *

a123456

Class start date 19-Nov-2012

Class end date

23-May-2013

Submit

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اختر اي كلمة سر للمادة

اضغط هنا للاستمرار

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خطوة 4

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This is your instructor homepage. To create a class, click the add class button.

The University of Petra

Class ID	Class name
5800938	mycourse1

Class ID 5800938

Enrollment password a123456

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Click the class name to enter the class and start creating assignments.

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All Classes | Join Account | Join Account (TA)

خطوة 5

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The University of Petra

+ Add Class

اضغط على اسم المادة للاستمرار

Class ID	Class name	Status	Statistics	Edit	Copy	Delete
5800938	mycourse1	active	all			

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Assignments | Students | Grade Book | Libraries | Calendar | Discussion | Preferences

خطوة 6

Now viewing: HOME > MYCOURSE1

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اضغط هنا لعمل واجب (لتحميل الواجبات والأبحاث فيها)

mycourse1

CLASS HOMEPAGE


+ Add Assignment

START	DUE	POST	STATUS	ACTIONS
Before you or your students can submit a paper, you first need to create an assignment.				

or an assignment title and choose the start and due dates for the assignment. If you like, you can enter a description. By
 against all of our databases. If you would like to create a custom search or view other advanced assign

خطوة 7

New Assignment

Assignment title [?](#)
 home1 

Point value [?](#)
 Optional

Start date [?](#)
 19-Nov-2012
 at 18 : 41

Due date [?](#)
 26-Nov-2012
 at 23 : 59

Post date [?](#)
 27-Nov-2012
 at 0 : 00

Close options

Enter special instructions [?](#)

Allow submissions after the due date? [?](#)
☐ Yes

Submit اضغط
 في اسفل الصفحة

Assignments Students Grade Book Libraries Calendar Discussion Preferences

NOW VIEWING: HOME > MYCOURSE1

 Congratulations! You have created your first assignment. To add students or view your student list click the "students" tab above.

About this page
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mycourse1
 CLASS HOMEPAGE

[+ Add Assignment](#)

	START	DUE	POST	STATUS	ACTIONS
home1					
PAPER	19-Nov-2012 C 4:45P	26-Nov-2012 11:59PM	27-Nov-2012 12:00AM	0 / 0 submitted	View <div> Edit settings Submit paper Delete assignment More actions </div>

خطوة 8

submit Paper اضغط هنا ثم اختر

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To submit a paper, locate the paper you want to submit on your computer by clicking the "browse" button a submission with a student and click the submit button to upload the paper.

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Author

Non-enrolled student

First name *

Ghassan

Last name *

Issa

Submission title *

mypaper1

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خطوة 9

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اسم البحث

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Look in: competition

10 خطوة

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خطوة 11

Preview Paper

Competition-Based Learning: A Model for the Integration of Competitions with Project-Based Learning

Abstract. In an effort to enhance the learning process in higher education, a new model for Competition-Based Learning (CBL) is presented. The new model utilizes two well-known learning models, namely, the Project-Based Learning (PBL) and competitions. The new model is also applied in a networked environment with emphasis on collective learning as well as collective outcomes. The new model, which is referred to as CBL, provides educators with an alternative solution to overcome many of student's deficiencies associated with traditional learning practices; such as lack of motivation, lack of self esteem, insufficient practical and real-life experience, and inadequate team work practices. The new CBL model makes a

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خطوة 12

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Author: Issa, Ghassan

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Competition-Based Learning: A Model for the Integration of Competitions with Project-Based Learning

Abstract. In an effort to enhance the learning process in higher education, a new model for Competition-Based Learning (CBL) is presented. The new model utilizes two well-known learning models, namely, the Project-Based Learning (PBL) and competitions. The new model is also applied in a networked environment with emphasis on collective learning as well as collective outcomes. The new model, which is referred to as CBL, provides educators with an alternative solution to overcome many of student's deficiencies associated with traditional learning practices, such as lack of motivation, lack of self esteem, insufficient practical and real-life experience, and inadequate team work practices. The new CBL model makes a clear distinction between PBL and competitions and CBL. It avoids the disadvantages of competitions, while at the same time gaining from the many benefits of PBL. Identification features of CBL compared to PBL are well-documented in the paper.

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خطوة 13

نتيجة التشابه - اضغط عليها لتحصل على كافة التفاصيل

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تسبب التشابه ومصدرها الأصلي

خطوة 14

التشابه ومكان وجوده في البحث الذي تم تحميله

Literature Review

Project-Based Learning (PBL)

PBL is a learning model that has been recognized as an effective teaching method for many years (Thomas 1998, Howard 2002, Mifflin 2003). It is a contextualized and project-based learning model that is designed to be a challenging problem that requires design, problem solving, decision making, and creativity. Students are expected to work on such projects over extended periods of time with minimal direction from the teacher.

Thomas (2000) presented five distinguishing criteria for PBL, as an attempt to address the confusion with what constitutes a PBL, and what does not. The five criteria are: contextualized, driving question, authentic investigations, learning, and student. These five criteria lead to the following understanding of PBL. Projects are part of the curriculum in which students learn core concepts. Projects are not used for merely illustration nor are used to enrich students with knowledge outside the curriculum. The above criteria distinguish between an exercise and a project, the problem to be solved must be complex enough to drive students to inquire, build new knowledge, and resolve conflict. The mere application of already learned knowledge or skills is not considered a project but rather an exercise. In PBL, students must feel autonomous without direction and direct supervision from the teacher who really is considered just as a facilitator. Projects should not have a predetermined outcome nor follow a predetermined path. A project must resemble a real-world problem that is authentic (not simulation) capable of being transformed and implemented.

In project studies, solving distinct problems, studying in a group and finding solutions might attract student attention. In projects, students might acquire knowledge and learn and implement concepts and principles. They also have to plan a study and monitor their progress as well as evaluate solutions. All these factors indicate the benefits of PBL to the learning process. However, the literature contains some studies that argue that there are some problems with this approach even though it increases learning and motivation. According to many researchers (Koussapouraki et al 2012, Rahman et al 2012, Edrins 2012, Ouden et al 2009, Alsagoff 2008), these problems resulted from the fact that projects were developed without making the necessary evaluations for motivation and knowledge, the selected problems were not appropriate for students and the class administration was inadequate.

Competitions

A competition can be defined as a contest between individuals or groups to reach a common goal that cannot be shared. There are hundreds of local and international competitions attracting students at all levels of higher educational institutions. For example, some of the well-known competitions in the Information Technology area may include: ACM Collegiate Programming Contest, Microsoft Imagine Cup, Yahoo! Hack U! Competition, and Google ThinkQuest.

While some studies in the field may view competitions in education negatively, many others think that competitions often bring the best out of individuals and motivate students to achieve more in school (Felix 2007, Fathi and Makhadmeh 2005, Lawrence 2004). Competitions can enhance student's motivation, self-esteem, and learning outcomes. Competitive goals make students take better care of their responsibilities and tasks for the sake of their group (Cassidy 2010, Yu 2002, Lam et al 2001, Edrins 2009).

PAGE: 2 OF 10

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