

# Open Content Aktivitäten

## Erfahrungen mit strategischen Konzepten und ihrer didaktischen Integration

Peter Baumgartner

Bildungstechnologie

<http://www.fernuni-hagen.de/bt>

<http://www.campuscontent.de>

<http://peter.baumgartner.name>

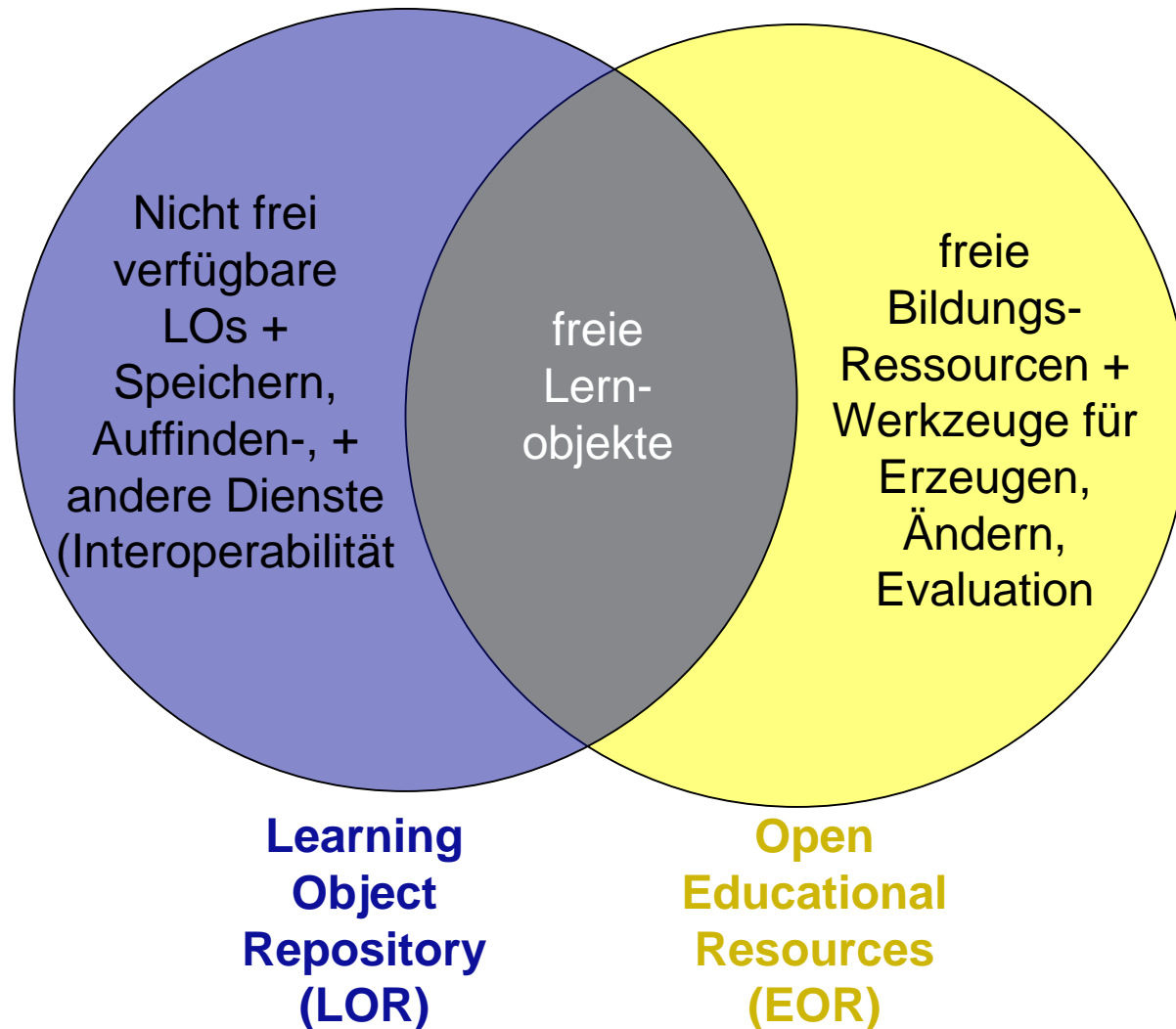
CAMPUS  
CONTENT



# Gliederung

- **Fragestellung - Begriffe: EOR und LOR**
- **EOR: MITOpenCourseWare, Open Learning Software (OLS), Open Learning Initiative (OLI), Connexions**
- **LOR: MERLOT, EdNA, eduSource Canada, ARIADNE, NIME = GLOBE (Global Learning Object Brokered Exchange)**
- **LO's: Begriff, Implementierung, Kritische Menge, Nutzung von LOM**
- **Community Building**

# Unterscheidung: EOR <-> LOR





# MITOPENCOURSEWARE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Welcome to MIT OpenCourseWare a free, open publication of MIT Course Materials. We invite you to [view all the courses](#) available at this time.

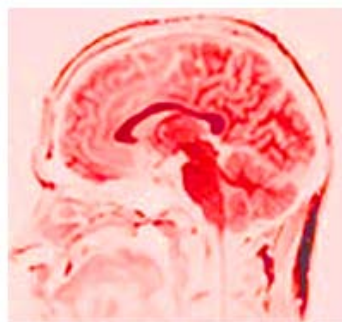
- Erstmals Frühjahr 2001 angekündigt
- Versprechen: Alle Kurse am MIT frei zugänglich zu machen
- Stand Juni 2005: 1100 BA und MA Kurse
- Abschluss des Projektes: 2007
- <http://ocw.mit.edu/index.html>

## Search

GO

» [Advanced Search](#)» [Course Home](#)» [Syllabus](#)» [Calendar](#)» [Lecture Notes](#)» [Assignments](#)» [Exams](#)» [Study Materials](#)» [MIT OpenCourseWare](#) » [Brain and Cognitive Sciences](#) » [Introduction to Psychology, Fall 2002](#)

## 9.00W Introduction to Psychology, Fall 2002



Magnetic resonance image of adult human brain. (Image courtesy of MIT Department of Brain and Cognitive Sciences.)

### Highlights of this Course

This first course in psychology introduces students to how we think, see, feel, learn, talk, act, grow, fear, like, love, hate, lust, and interact. The site features [writing assignments](#), sample [exams](#) from previous terms, a selection of [lecture notes](#), [class handouts](#) and "[chapter notes](#)" representative of the course content.

Course 9.00W is taught by Professor Jeremy Wolfe. OCW also presents a version of Introduction to Psychology, 9.00P, taught by Professor Steven Pinker.

» View this course [en Español](#) courtesy of [Universia](#).

### Course Description

This course surveys questions about human behavior and mental life ranging from how you see to why you fall in love. The great controversies: nature and nurture, free will, consciousness, human differences, self and society. Students are exposed to the range of theoretical perspectives including biological, evolutionary, cognitive, and psychoanalytic. One of the best aspects of Psychology is that you are the subject matter. This makes it possible to do many demonstrations in lecture that allow you to experience the topic under study. Lectures work in tandem with the textbook. The course breaks into small recitations sections to allow discussion, oral presentations, and individual contact with instructors.

### Staff

Instructor:  
Prof. Jeremy Wolfe

### Course Meeting Times

Lectures:  
Two sessions / week  
1.5 hours / session

### Level

Undergraduate

### Feedback

Send [feedback](#) about OCW or this course.





## Search

 [» Advanced Search](#)[▶ Course Home](#)[▶ Syllabus](#)[▶ Calendar](#)[▶ Lecture Notes](#)[▶ Assignments](#)[▶ Exams](#)[▶ Study Materials](#)[» MIT OpenCourseWare](#) » [Brain and Cognitive Sciences](#) » [Introduction to Psychology, Fall 2002](#)

## Lecture Notes

This section contains a selection of lecture notes and class handouts representative of the course content. These lectures are NOT intended as a substitute for attending class. They are merely a skeletal outline of the material that will be covered in lecture. They are intended as an aid to taking notes in class and as a prod to memory when reviewing later.

[Lecture 1 - The Beginning and the Brain \(PDF\)](#)[Lecture 2 - Making the Brain Happy \(PDF\)](#)[Lecture 3 - Learning to Make Your Brain Happy \(PDF\)](#)[Lecture 4 - Disgust \(PDF\)](#)[Lecture 5 - Perceptual Decision Making \(PDF\)](#)[Lecture 6 - Comparisons are Important \(PDF\)](#)[Lecture 7 - Why is Vision \(and, by extension, everything else\) Hard? \(PDF\)](#)[Lecture 8 - Memory \(PDF\)](#)[Lecture 9 - Language & its Acquisition \(PDF\)](#)[Lecture 10 - Language & its Acquisition Part II \(PDF\)](#)[Lecture 11 - Cognitive Development \(PDF\)](#)[Lecture 12 - Nature, Nurture, and the Problem of Intelligence \(PDF\)](#)[Lecture 13 - The Battle of the Sexes \(PDF\)](#)[Lecture 14 - From Evolution to Social Exchange \(PDF\)](#)[Lecture 15 - \(Lecture note not available at this time\)](#)[Lecture 16 - The Compliant Sadist and the Apathetic Bystander \(PDF\)](#)[Lecture 17 - Who are You? \(PDF\)](#)[Lecture 18 - From Dissociation to Repression \(PDF\)](#)[Lecture 19 - Freud and Morality \(PDF\)](#)[Lecture 20 - Freud: Morality -> Sleep and Dreams \(PDF\)](#)[Lecture 21 - Freud: Morality -> Sleep and Dreams Part II \(PDF\)](#)[Lecture 22 - Freud, Bettelheim, and Fairy Tales \(PDF\)](#)[Lecture 23 - Mind and Brain in Psychiatry \(PDF\)](#)[Lecture 24 - \(Lecture note not available at this time\)](#)[Lecture 25 - Successful Disasters \(PDF\)](#)[Lecture 26 - I wooed thee with my sword.... \(PDF\)](#)

# Brain & Cognitive Science, Introduction to Psychology, Lecture Notes

## Lecture One - The Beginning and the Brain

### What is love?

emotion  
cognition.  
motivation

### Why is love?

evolution  
Freud.

### How is love?

Language  
Perception

### What do you love?

### Where is love?

Tell me where is fancy bred,  
Or in the heart, or in the head?  
How begot, how nourished?  
Reply, reply.  
It is engender'd in the eyes...Merchant of Venice 3:2

and so on....

### A bit about the course: (READ THE SYLLABUS)

### The brain

materialism & dualism

How can we learn about the functioning of the brain?

Four methods

- 1)
- 2)
- 3)
- 4)

Problems & Pitfalls

### A whirlwind tour of the brain

Lobes: frontal, temporal, occipital, parietal

Cortical localization:

visual cortex, somatosensory cortex, motor cortex  
auditory cortex, wernicke's area, broca's, area

## 2002 Lecture One - The Beginning and the Brain

### A historical note about Phrenology

### Underneath the cortex:

Limbic system  
Basal ganglia  
Brain stem/core  
Cerebellum

### The Neuron

axon  
dendrite  
soma  
myelin  
synapse

neurotransmitters

### brain and behavior

Obsessive-compulsive disorders (for example)

Serotonin

In humans, there are drugs that are serotonin re-uptake blockers

explain re-uptake

Prozac is a \* serotonin re-uptake inhibitor\* (what does that mean).



Search Forums:

ADVANCED SEARCH

# WELCOME

to Utah State University's Open Learning Support: a free and open resource for faculty, students, and self-learners around the world. OLS supports USU's mission by engaging the public, cultivating diversity of thought and culture, and supporting learning.

Open Learning Support:

- Is a space where individuals can connect to share, discuss, ask, answer, debate, collaborate, teach, and learn.
- Is not a degree-granting or certificate-granting program.
- Does not provide formal access to university faculty.

OLS currently serves **seven courses** from MIT's **OpenCourseWare** initiative. OLS will be integrated with additional courses from MIT/OCW and educational materials from other collections over time (you can **vote** for the courses you would like to see supported next). If you have an MIT/OCW-like collection of educational materials and you would like to integrate with OLS, **let us know**.

Open Learning Support is generously supported by a grant from **The William and Flora Hewlett Foundation**.

Login | Register

## Latest News

- OLS Coverage of MIT OCW Expands
- OLS Source Code Available
- OLS has Changed!
- OSLO Group Announces "Open Learning Support" more...

## OLS Statistics

**1895** registered users.  
**457** total posts.

Most active forums

- Linear Algebra(142)
- Introduction to Algorithms(89)
- Introduction to Computers and Engineering Problem Solving(40)
- Real Estate Finance and Investment(37)
- Electricity and Magnetism(32)

## OLS Poll

How did you find out about OLS?

- ☐ MIT/OCW website
- ☐ Other website/blog
- ☐ News story
- ☐ Friend
- ☐ Other

Vote

View Results



# Zusammenfassung (OCW)

- **Vor allem Marketing-Initiative**
- **Meistens nur curriculare Hinweise = Struktur des Inhalts, kaum didaktische Einbindung**
- **Mit wenigen Ausnahmen nicht für Selbstlernen**
- **Kontrolle nach „innen“: Was genau bringt der einzelne Dozent?**
- **Werbung nach „außen“: Nicht der Inhalt sondern die Betreuung ist entscheidend - Komm ans MIT!**

# Carnegie Mellon: Open Learning Initiative



openlearninginitiative

- Overview
- Course Features
- People
- Request Information
- Research
- Funding

## Welcome to Carnegie Mellon's Open Learning Initiative (OLI):

A collection of "cognitively informed," openly available and free online courses and course materials that enact instruction for an entire course in an online format.

[Learn more about OLI...](#)



BIOLOGY

ENTER!



CAUSAL REASONING

ENTER!



CHEMISTRY

ENTER!



ECONOMICS

ENTER!



LOGIC

ENTER!



PHYSICS

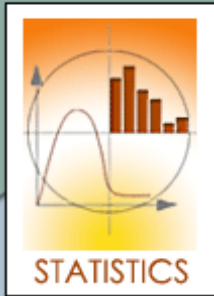
ENTER!



STATISTICS

ENTER!

# Open Learning Initiative (OLI): Statistik



- the opinions of the population of US adults about the death penalty, or
- how the population of mice react to a certain chemical, or
- the average price of the population of all one bedroom apartments in a certain city.

Population, then, is the entire group that is the target of our interest:

Population



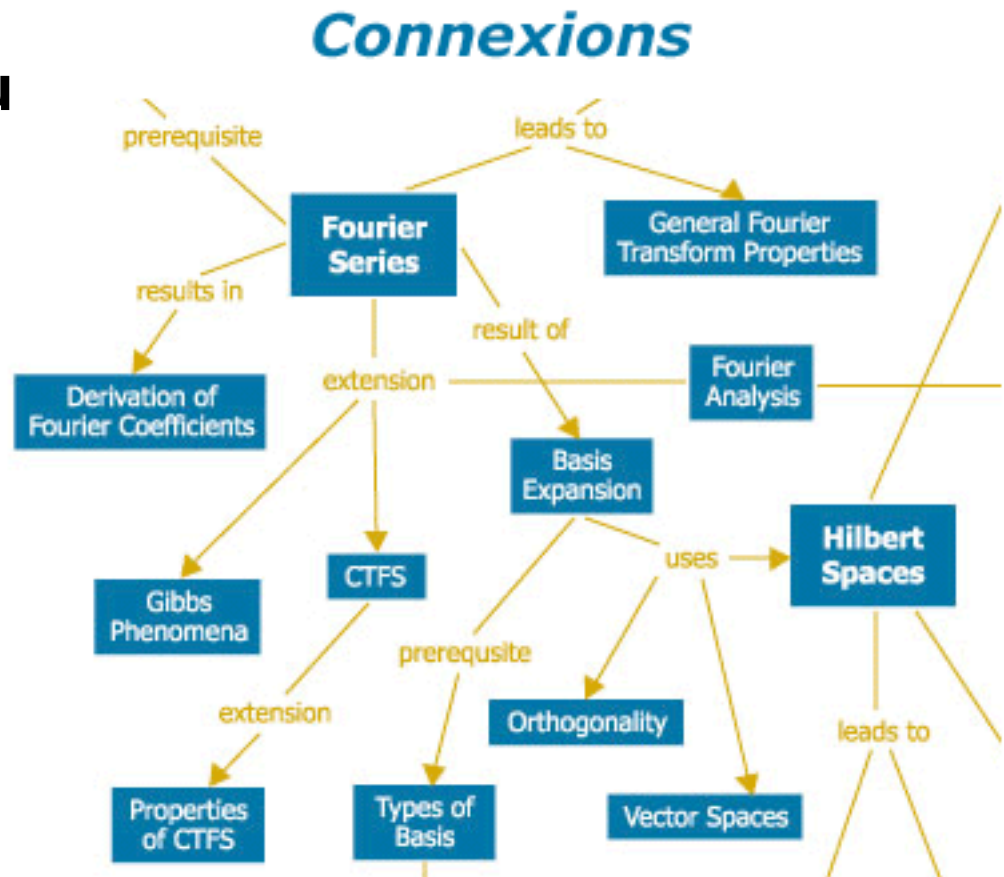
In most cases, the population is so large that as much as we want to, there is absolutely no way that we can study all of it (imagine trying to get the opinions of ALL U.S. adults about the death penalty...). A more practical approach would be to examine and collect data only from a sub-group of the population which we call a sample. We call this first step which involves choosing a sample and collecting data from it **Producing Data**.

Table of Contents:

- Introduction
  - Introduction
  - Course Overview
- Exploratory Data Analysis
- Producing Data
  - Producing Data
  - Introduction (Producing Data)
  - Sampling
  - Designing Studies
  - Summary (Producing Data)
- Probability
- Inference
- Resources

# Connexions: Richard Braniuk (Rice University)

- <http://cnx.rice.edu>
- Collaboration
- Build & Share Resources
- Explore Links



links between concepts are explored

# Components of LORs

1. **Object Store**
2. **Metadata Creation and Maintenance Database**
3. **User Authentication & Rights Management**
4. **GUI (Expose, Gather, Search, Alert, Submit, Store, Request, Deliver = IMS Digital Repository Interoperability Specification)**
5. **Internet Connection**
6. **(E-payment)**



# Types of LORs

- ~~1. Isolated Single Computer~~
2. Web Portal: Client-Server Architecture
- ~~3. Harvesting Metadata (No Object Storage =  
Referatory)~~
4. Peer-to-Peer (P2P)Based Systems (Edutella,  
LionShare, GLOBE)

## Browse Materials by Subject

Click on the ▶ symbol to see sub-categories. Click on the category name to see items in that category.

**Browse Path: All**

- |   |   |   |
|---|---|---|
| ▶ <a href="#">Arts (435)</a>            | ▶ <a href="#">Business (2340)</a>                   | ▶ <a href="#">Education (1824)</a>              |
| ▶ <a href="#">Humanities (2066)</a>     | ▶ <a href="#">Mathematics and Statistics (1036)</a> | ▶ <a href="#">Science and Technology (5093)</a> |
| ▶ <a href="#">Social Sciences (890)</a> |   |   |

### Browse By Subject Area:

To browse materials by subject, click the desired subject above. Categories with subcategories will have a triangle next to them. Clicking on this triangle will refresh the page with the subcategories. Clicking on the category links will display the materials in that subject category in place of this text. To continue browsing additional materials, click on the page numbers at the bottom of the hitlist. The numbers in parentheses indicate the approximate number of materials in each subject category.  
[More Help?](#)

[Request New Subject Category](#) | [View Subject Index](#)

Results Path: [All](#) > Education

1824 Material Matches:

Items 1 - 10 shown

Default sort order by rating.

Resort by: Title

go

Sub-Search:

[advanced sub-search](#)

[WebQuest Page](#) (Reference Material)

Author: Bernie Dodge

Bernie Dodge of San Diego State University developed the idea of WebQuests to teach students how

Location: [http://edweb.sdsu.edu/webquest/webquest\\_collection...](http://edweb.sdsu.edu/webquest/webquest_collection...)

Added: Aug 25, 2000

[Ojala que llueva cafe](#) (Tutorial)

Author: Barbara K. Nelson

A guided-reading selection in Spanish based on a song by Dominican artist Juan Luis Guerra, optional

Location: <http://www.colby.edu/~bknelson/exercises/ojala/ind...>

Added: Mar 2, 2001

[Authentic Assessment Toolbox](#) (Tutorial)

Author: Jon Mueller

The Authentic Assessment Toolbox site is a tutorial for learning all about authentic assessment. It

Location: <http://jonathan.mueller.faculty.noctrl.edu/toolbox...>

Added: Jan 6, 2003

[The Paper Project](#) (Tutorial)

Author: Charles J. Kazilek, Gene Valentine, and Jennifer Tsukayama

This module was selected as the 2005 Classics Award Winner by the MERLOT Teacher Education Editorial

Location: <http://ls.la.asu.edu/paperproject/>

Added: Jun 14, 2005

[Native American Elders Health Care Series](#)

(Lecture/Presentation)

Author: Dr. Tish Smyer, Dr. Gloria Craig, and Dr. Kay Foland

This project is designed to improve the health status of elderly Native Americans who experience a

Location: <http://learn.sdstate.edu/share/>

Added: Mar 3, 2002

[Active Learning with PowerPoint](#) (Lecture/Presentation)

Author: William Rozaitis, Ph.D., and Paul Baepler, Ph.D

An online tutorial that suggests ways faculty can use PowerPoint as a medium to support active

Location: <http://www1.umn.edu/ohr/teachlearn/workshops/power...>

Added: Mar 11, 2004

[Research Guide for Doing Undergraduate History](#) (Reference Material)

Author: Franklin M. Doeringer

A website designed to help undergraduates use internet (and printed) resources in researching and

Location: <http://www.lawrence.edu/dept/history/HistoryResear...>

Added: Sep 27, 2000



[Peer Reviews](#) (1) avg:★★★★★

[Member Comments](#) (4) avg:★★★★★

[Assignments](#) (1)

[Collections](#) (50)



[Peer Reviews](#) (1) avg:★★★★★

[Member Comments](#) (3)

[Assignments](#) (none)

[Collections](#) (27)



[Peer Reviews](#) (1) avg:★★★★★

[Member Comments](#) (1)

[Assignments](#) (2)

[Collections](#) (52)

[From the author](#) [What's this?](#)



[Peer Reviews](#) (1) avg:★★★★★

[Member Comments](#) (1)

[Assignments](#) (1)

[Collections](#) (3)



[Peer Reviews](#) (1) avg:★★★★★

[Member Comments](#) (1)

[Assignments](#) (none)

[Collections](#) (3)



[Peer Reviews](#) (1) avg:★★★★★

[Member Comments](#) (none)

[Assignments](#) (none)

[Collections](#) (50)

# „Federated Search“



Welcome to the MERLOT Federated Search. To learn more about Federated Search click on the About link below, to search our collections enter a query and choose your collections then click Search.

## Perform Search

Search Terms:  [search tips](#)  
**GO**

Collections to Search: (at least one must be selected)

- ☒ MERLOT - Multimedia Educational Resource for Learning and Online Teaching
- ☒ EdNA Online - Education Network Australia
- ☒ ARIADNE - ARIADNE Foundation for the European Knowledge Pool

Maximum results from each collection:  ▼

## Other MERLOT Federated Search Communities

MERLOT also offers the following federated searches:

[MERLOT Physics](#)

[MERLOT Teaching and Technology](#)

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Questions? Email [webmaster@merlot.org](mailto:webmaster@merlot.org)  
Last Modified : Date: 2005/08/03 16:12:03

**Federated Search Results:**


[Visit the main MERLOT](#)


Your search returned 20 materials out of 46 found






**Keyword(s):** Conflict Resolution

**Collection(s):** MERLOT, EdNA Online, ARIADNE

Default sort order by relevance.

Sort by:  

Items 1 - 10 shown. Please show  

Collection	Item Information	Awards
	<p><b>Initiating Conflict Resolution</b> (Tutorial)</p> <p>Students learn about conflict resolution and identify and write assertive "I" statements that focus on BCF (behavior, consequences, and feelings). The lesson also lists the...</p> <p><b>Author:</b> Ann Heidkamp</p> <p><b>Date Added:</b> 2/3/2003</p> <p><b>Associated Materials:</b> <a href="#">Peer Reviews</a> (1)</p> <p><a href="#">see details</a>   <a href="#">go to material</a></p>	
	<p><b>Best Practices on Non-Violent Conflict Resolution In &amp; Out of School</b> (pdf)</p> <p>Designed by UNESCO this report aims to outline experiences of non-violent conflict resolution in different social and cultural contexts, based either on new communication...</p> <p><a href="#">go to material</a></p>	
	<p><b>Conflict Resolution Network (CRN)</b> (html)</p> <p>The Training Manual put out by CRN has lots of teaching ideas for the area of conflict resolution.</p> <p><a href="#">go to material</a></p>	
	<p><b>Online Journal of Peace and Conflict Resolution</b> (text/html)</p> <p>The Online Journal of Peace and Conflict Resolution is intended as a resource for students, teachers and practitioners in fields relating to the reduction and elimination of...</p> <p><a href="#">go to material</a></p>	
	<p><b>Initiative on Conflict Resolution and Ethnicity (INCORE)</b> (text/html)</p> <p>A joint Initiative of the United Nations University and the University of Ulster, to address the management and resolution of such conflicts. The site provides information on...</p> <p><a href="#">go to material</a></p>	



**Conflict Resolution Style** (Lecture/Presentation)

"Students will read about Robert Maddux's conflict model and complete an exercise to test their understanding of the model. They will also submit a self reflective paper on...

**Author:** Robin Rathsack

**Date Added:** 5/5/2002

**Associated Materials:** [Peer Reviews](#) (1)

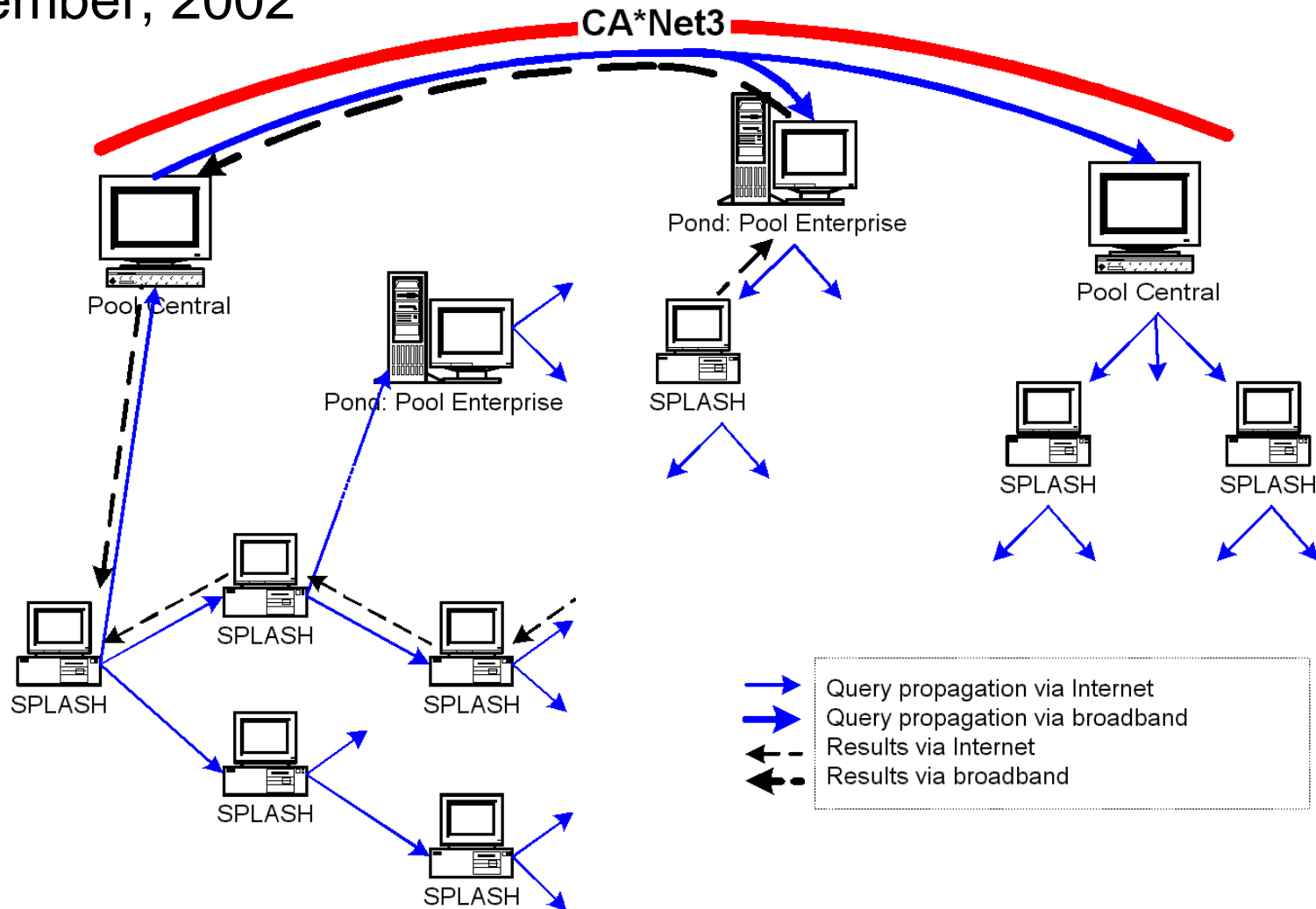
[see details](#) | [go to material](#)



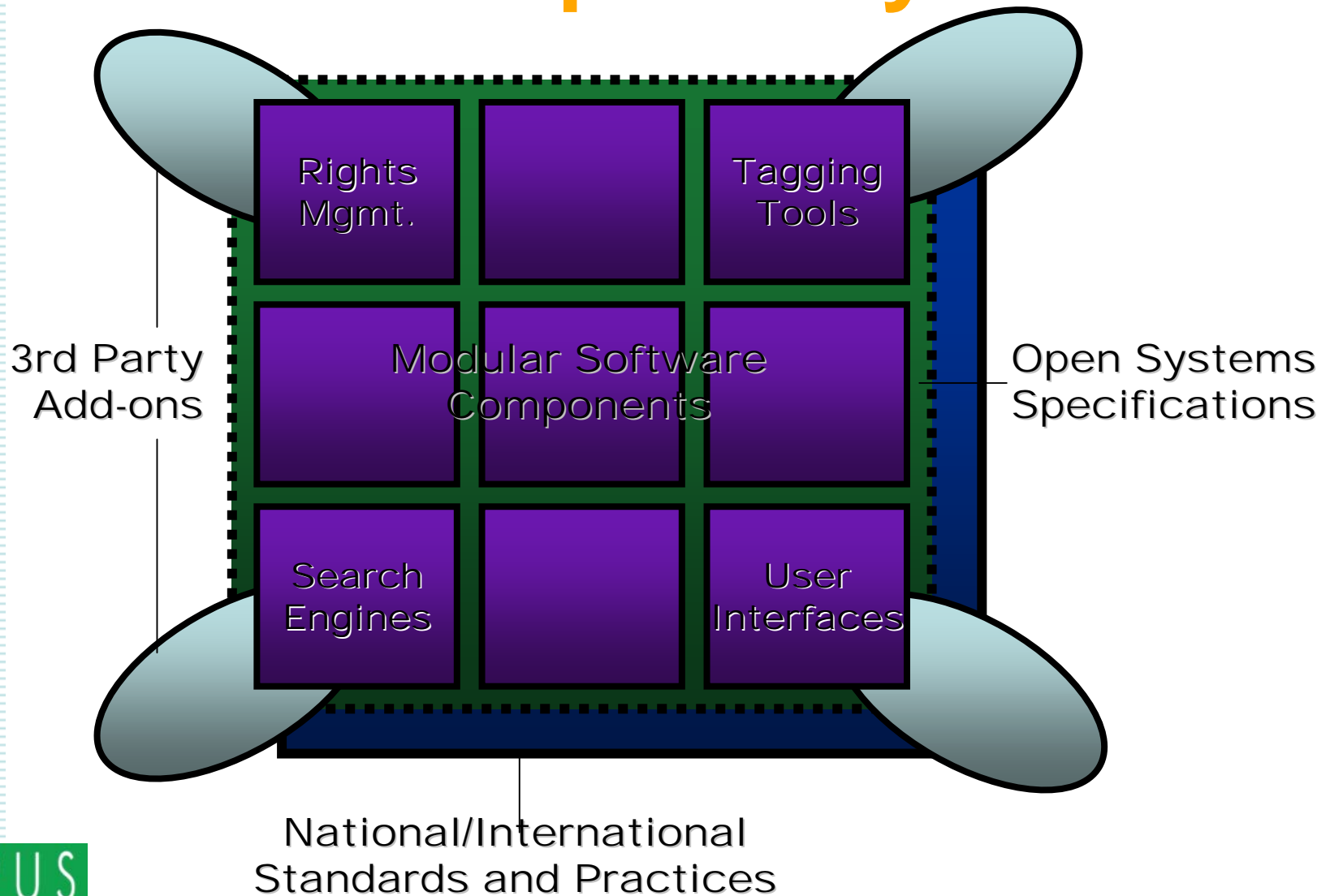
# POOL: Peer-to-Peer, POND -> SPLASH


Norm Friesen

November, 2002



## Repository in a Box





Language: English ▼

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## Welcome to Splash

The *Portal for Online Objects in Learning (POOL)* Project is a consortium of several educational, private and public, sector organizations to develop an infrastructure for learning object repositories. We address the issues of building such architectures including the metadata, software and hardware considerations and bootstrapping the system with initial content. We also make our tools available for download, to help set up similar infrastructures elsewhere and to connect them to *POOL*. The main advantage of our solution is that it can potentially embrace all nature of individuals and organizations involved in the learning object economy.

Contact Us:

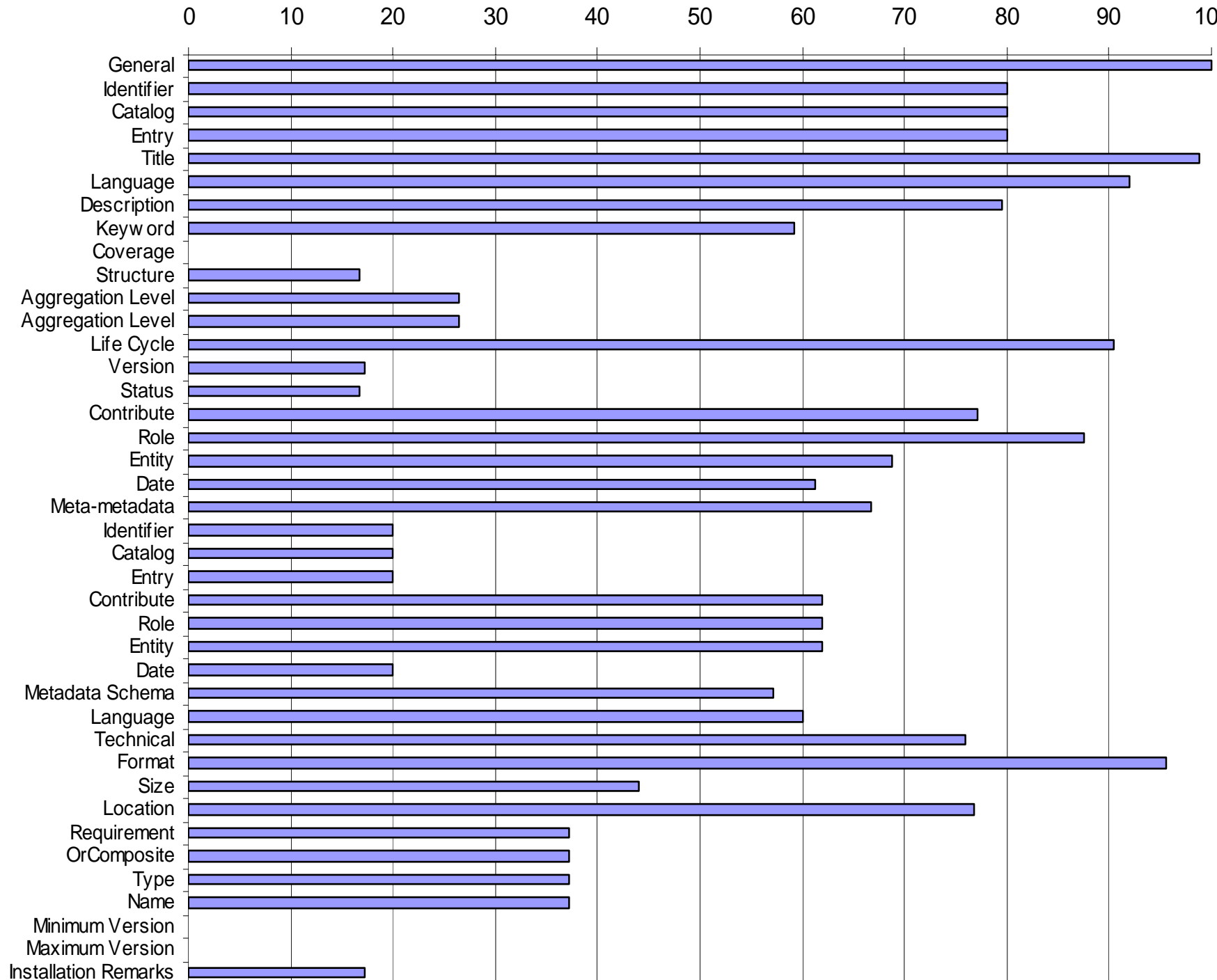
**Griff Richards** is Project Manager for *POOL*  
**Marek Hatala** is Technical Lead for *SPLASH* development

Simon Fraser University @ Surrey  
2400 Surrey Place,  
10153 King George Highway  
Surrey, BC,  
Canada V3T 2W1

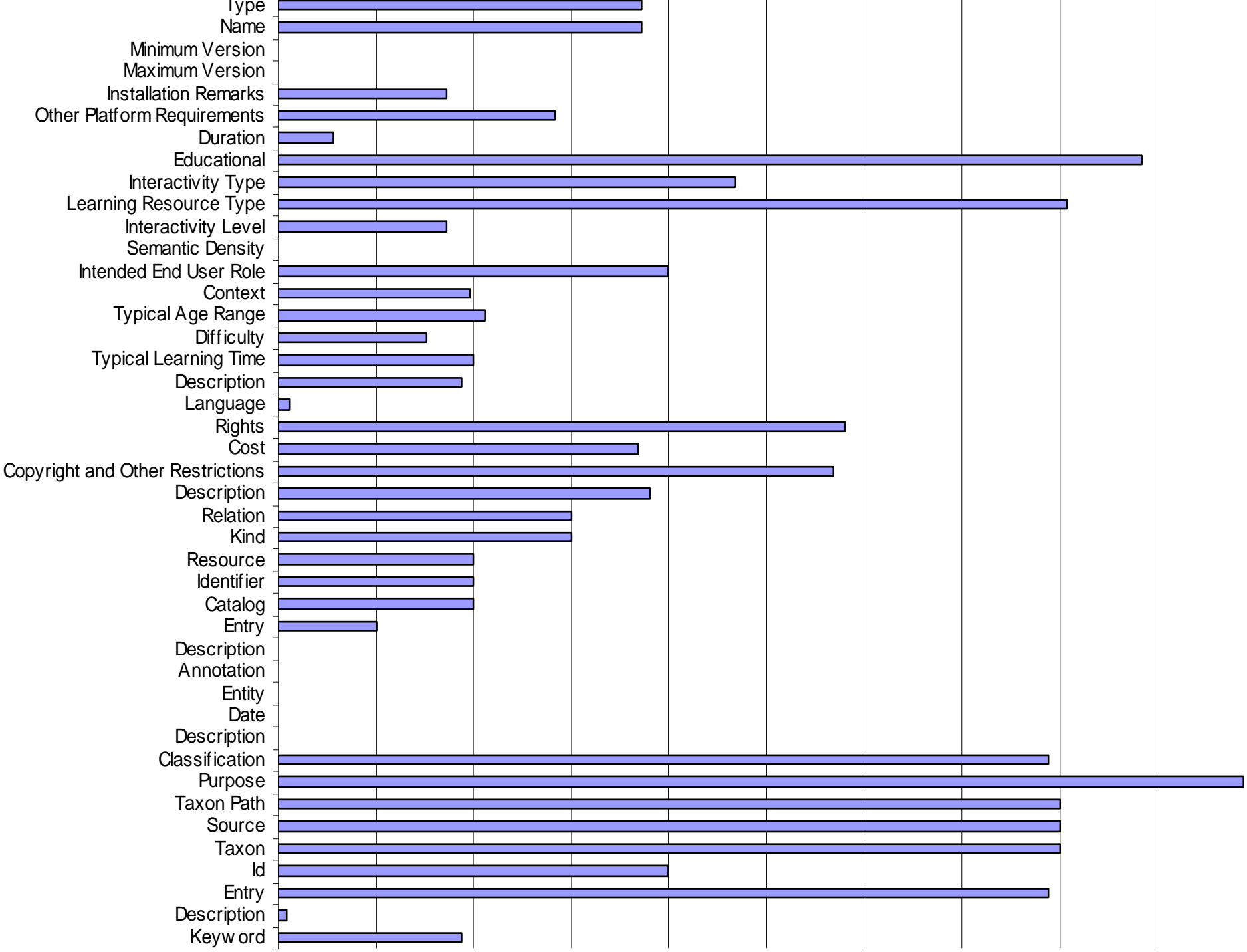
Please address technical questions related to SPLASH to [support@edusplash.net](mailto:support@edusplash.net).

# Learning Object Metadata (LOM)

- **Zahlen aus Dr. Norm Friesen: LOM Survey, 2004**
- **Nur 1/3- max. 2/3 der LOM Elemente ausgefüllt**
- **Meistens nur die Dublin Core Elements**
- **Kaum ausgefüllt: Didaktische Elemente**
- **Jedoch: 9 Classification: Oft + genau ausgefüllt**







# Learning Object Metadata (LOM)

- **Zahlen aus Dr. Norm Friesen: LOM Survey, 2004**
- **Beschreibung des geistigen Inhalts = ok!**
- **Datei + Mediencharakteristik = ebenfalls ok!**
- **Jedoch: Kein didaktischer Kontext**
- **Keine Beschreibung der Software Objekte**

# LO: Kritische Masse

- **Geschätzt: 1 Million Reusable Learning Objects**
- **Größten Repositorien: Etwa 10.000-20.000**
- **Es mangelt um Faktor 100!**
- **Beispielrechnung: GLOBE**



## Web Communities

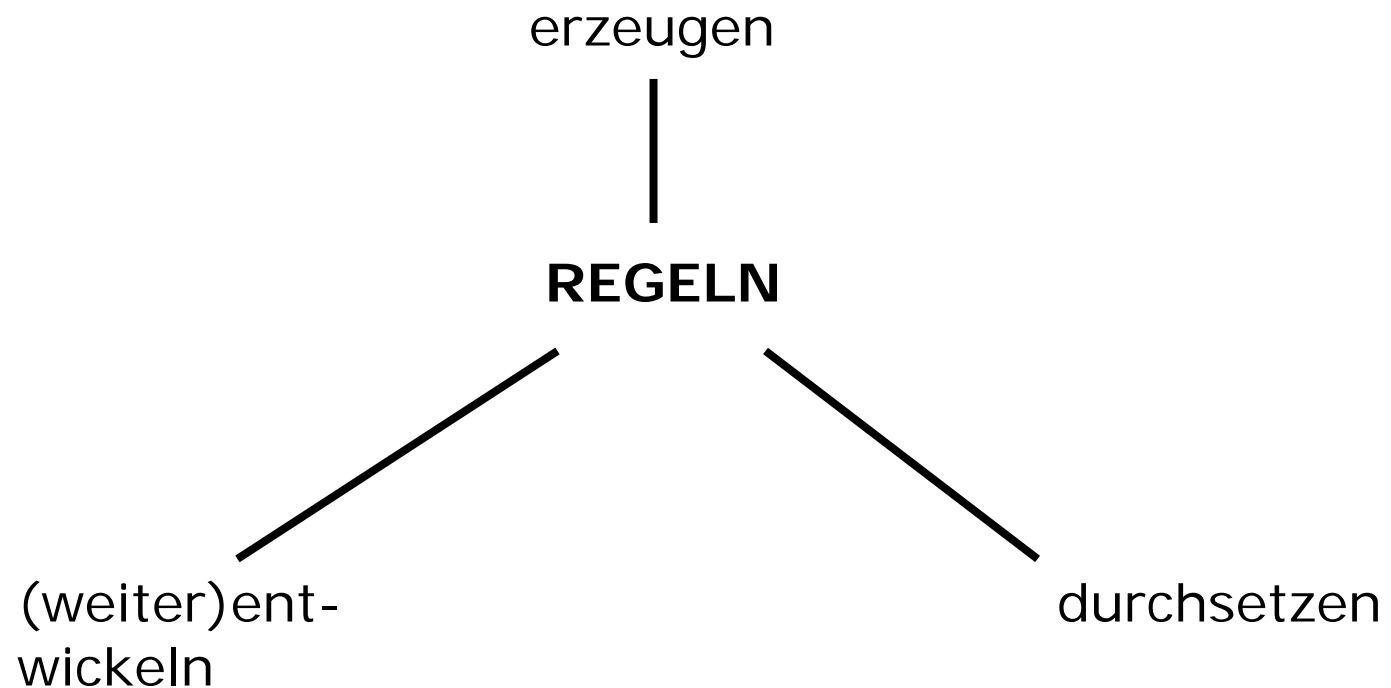
Gruppen von Personen mit ähnlichen Interessen/Zielen, die durch Kommunikation und soziale Interaktion eine gemeinsame Wissensbasis aufbauen.

# Step by Step zur erfolgreichen Community

- **Definition von Bedürfnissen und Zielen**
- **Identifizierung der Mitglieder durch Profile**
- **Etiquette, Regeln, Rituale**
- **Kommunikation und Kooperation**
- **Rollenübernahme**
- **Führungsaufgaben**

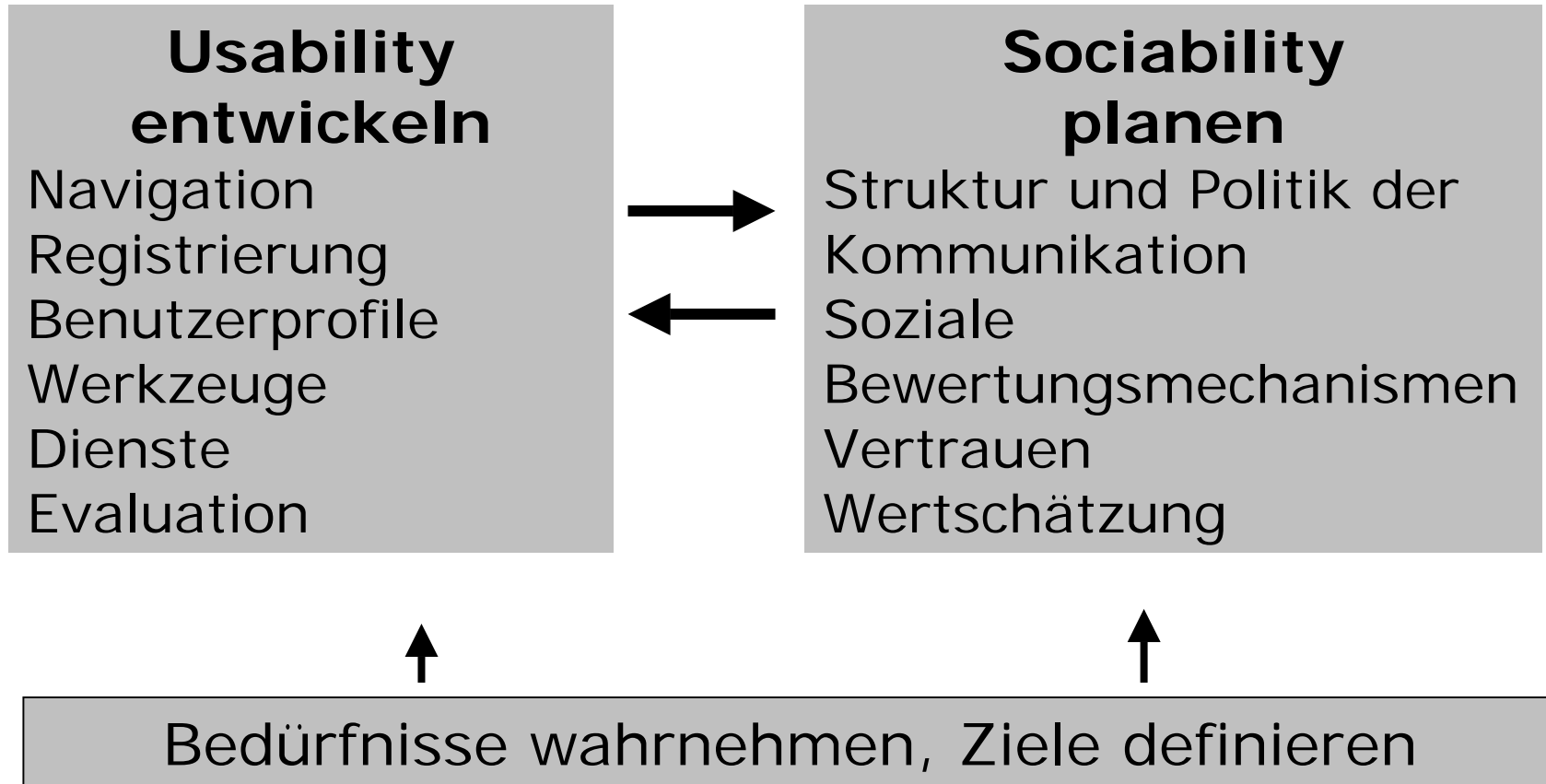


# Step by Step Soziale Regeln Umsetzen



# Step by Step

## Unterstützung der Community



# Next Steps

- **Digital Rights Management**
- **Next Generation Metatagging**
- **Services and Integration: Critical Mass, P2P**
- **Reusability: RLO's**
- **Ease of Use and Interface Design**
- **Community Building, e-Economy of LO's**

# Danke für Ihre Aufmerksamkeit!

Peter Baumgartner

Bildungstechnologie

<http://www.fernuni-hagen.de/bt>

<http://www.campuscontent.de>

<http://peter.baumgartner.name>

<http://www.furl.net/members/baumgartner/Repositorien>

