# E-Learning Model Canvas

## Inhalte

## Zielgruppe

## Misskonzepte

## Lehrziele

Für diesen Kurs verwenden wir die überarbeite Lehrzieltaxonomie von Bloom ([Krathwohl (20002)](http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf)). Diese Taxonomie ist zweidimensional und unterteilt Lehrziele in **kognitive Prozesse** und **Wissensdimensionen**.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Knowledge Dimension | Remember | Understand | Apply | Analyze | Evaluate | Create |
| Factual Knowledge |  |  |  |  |  |  |
| Conceptual Knowledge |  |  |  |  |  |  |
| Procedural Knowledge |  |  |  |  |  |  |
| Metacognitive Knowledge |  |  |  |  |  |  |

## Instructional Design

### Makroebene

* [Reigeluth, C. M. (Ed.). (2009). Instructional design theories and models: An overview of their current status. Routledge.](https://katalog.ub.uni-freiburg.de/opac/RDSIndex/Results?lookfor=instructional+design+models+reigeluth&submit=Suche+starten&limit=10&view=list)
* [Merrill, M. D. (2002). First principles of instruction. Educational Technology Research and Development, 50(3), 43–59. http://doi.org/10.1007/BF02505024](http://download.springer.com/static/pdf/580/art%253A10.1007%252FBF02505024.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2FBF02505024&token2=exp=1470658808~acl=%2Fstatic%2Fpdf%2F580%2Fart%25253A10.1007%25252FBF02505024.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252FBF02505024*~hmac=7d8c4743451355b7bd1fd5b5cedb4001e5a3b3eea9d2d7f610d75be90e42aa4d)
* Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach*. Springer Science & Business Media.
* [van Merriënboer, J. J. G., Clark, R. E., & Croock, M. B. M. (2002). Blueprints for complex learning: The 4C/ID-model. Educational Technology Research and Development, 50(2), 39–64. http://doi.org/10.1007/BF02504993](http://download.springer.com/static/pdf/506/art%253A10.1007%252FBF02504993.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2FBF02504993&token2=exp=1471958509~acl=%2Fstatic%2Fpdf%2F506%2Fart%25253A10.1007%25252FBF02504993.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252FBF02504993*~hmac=72150a99530cf13686da1c2a95d4748886bdc88d9cc7a5d061c0f0e3204ca928)
* [Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn.](http://www.nap.edu/read/9853/)

### Mikroebene

* [Clark, R. C., & Mayer, R. E. (2008). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning. John Wiley & Sons.](https://katalog.ub.uni-freiburg.de/opac/RDSIndex/Results?lookfor=e-learning+and+the+science+of+instruction&submit=Suche+starten&view=list)
* [Guo, P. J., Kim, J., & Rubin, R. (2014). How video production affects student engagement. In Proceedings of the first ACM conference on Learning@ scale conference (pp. 41–50). http://doi.org/10.1145/2556325.2566239](https://www.researchgate.net/profile/Juho_Kim3/publication/262393281_How_video_production_affects_student_engagement_an_empirical_study_of_MOOC_videos/links/53d51e170cf220632f3d49f5.pdf)
* [Wittwer, J., & Renkl, A. (2008). Why Instructional Explanations Often Do Not Work: A Framework for Understanding the Effectiveness of Instructional Explanations. Educational Psychologist, 43(1), 49–64. http://doi.org/10.1080/00461520701756420](http://www.tandfonline.com/doi/full/10.1080/00461520701756420)
* Dunlosky, J. (2013). *Strengthening the Student Toolbox*. American Educator, 37(3), 12–21. Retrieved from http://www.aft.org/sites/default/files/periodicals/dunlosky.pdf
* Roediger, H. L., Finn, B., & Weinstein, Y. (2012). Applications of cognitive science to education. In S. Della Sala & M. Anderson (Eds.), *Neurosciene in Education. The good, the bad and the ugly* (pp. 128–151). Oxfort University Press. http://doi.org/10.1017/CBO9781107415324.004
* Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). *Ten Benefits of Testing and Their Applications to Educational Practice*. Psychology of Learning and Motivation - Advances in Research and Theory (Vol. 55). http://doi.org/10.1016/B978-0-12-387691-1.00001-6
* Berney, S., & Bétrancourt, M. (2016). Does animation enhance learning? A meta-analysis. Computers & Education, 101, 150–167. http://doi.org/10.1016/j.compedu.2016.06.005

### Webseiten

* [CS6460 Educational Technology](https://www.udacity.com/course/educational-technology--ud915)

## Technologien

### Scrolling Tutorial

* [Materialize](http://materializecss.com/)
* [Skrollr](https://github.com/Prinzhorn/skrollr)
* [GitHub](https://github.com/)
* [Git](https://git-scm.com/)
* [npm](https://www.npmjs.com/)
* [gulp](http://gulpjs.com/)
* [HTML](http://www.w3schools.com/html/)
* [CSS](http://www.w3schools.com/css/default.asp)
* [Javascript](http://www.w3schools.com/js/default.asp)

### Web Based Training (WBT)

* [Captivate 9](http://www.adobe.com/de/products/captivate.html)
* [Adobe Illustrator CC](http://www.adobe.com/de/products/illustrator.html?mv=search&s_kwcid=AL!3085!3!86545761197!e!!g!!adobe%20illustrator&ef_id=VpTTngAABMl0NTEN:20160808141329:s)
* [GithHubPages](https://pages.github.com/)

### YouTube Lehrvideo

* [Camtasia](https://www.techsmith.de/camtasia.html)
* [Photoshop](http://www.adobe.com/de/products/photoshop.html)
* [WacomPad](http://www.wacom.com/de-de)
* [Audacity](http://www.audacityteam.org/)

## Design

* [FreePik](http://de.freepik.com/)
* [FlatIcon](http://www.flaticon.com/)
* [Adobe Color CC](https://color.adobe.com/de/create/color-wheel)
* [Paletton](http://paletton.com/)
* [Practical Typography](http://practicaltypography.com/)

## Learning