

Izrada nastavnih materijala korištenjem modernih alata za uređivanje i prikaz web sadržaja

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Topic outline



Hi and welcome!

Course introduction and overview.

 **Welcome note - news forum**

 **Syllabus**

 **glossary**

3 Family

Cultural Explorations: An Internet-based reading lesson

 **Der Blaue Reiter Tasks 1-2**

 **Blaue Reiter English Text (Quiz)**

 **Response to Alexy von Jawlensky**

Communicative practice


 **Chat room**


 **Oral assignment: self-introductions (recorded jigsaw)**


1

Uvod, matematički modeli, struktura matematike

 Predavanja

 [Zadaća 1](#)


 Zadaća 2

 Euklid je u 13 knjiga (Elementi) sistematizirao sva saznanja i otkrića antičke Grčke u geometriji, teoriji brojeva i algebri. Najzanimljiviji je njegov peti postulat na temelju kojeg je u 19. stoljeću nastala tzv. NEEUKLIDSKA geometrija.



2


Matematička logika

 Ishodi učenja


 Predavanja


 Zadaća 3

 Zadaća 4

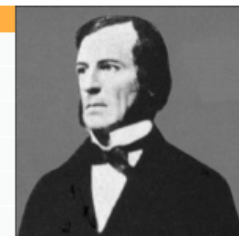
 Zadaća 5

 Zadaća 6

 Rječnik pojmova - matematička logika


 Kratka provjera - vježba

 George Boole je izumitelj tzv. Booleove algebre na kojoj počiva današnja računska aritmetika.




3

Skupovi i relacije

 Ishodi učenja

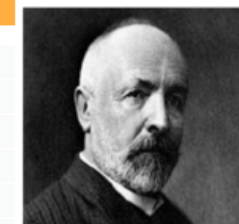
 Predavanja

 Zadaće 7 i 8

 Zadaća 9

 Zadaća 10

 Rječnik pojmova - skupovi i relacije



- Uvod
 - Forum
 - Osnovne informacije o predmetu
 - Ishodi učenja, model praćenja
- Nastavna cjelina 1...X
 - Forum
 - Nastavni materijali: pdf, ppt, video - preko „Page”, „Folder” resursa ili direktno na nastavnoj cjelini („File”)
 - Samoprocjena/Test
 - Zadaća
 - Rječnik

- Moodle 2.0 – potpuno redizajnirane sustav za teme
....
- Moodle 2.5 – Clean tema (bazirana na Bootstrap-u)
- Moodle 2.7 – Clean i More jedine 2 standardne teme
- Puno priče o poboljšanjima u izgledu Moodle kolegija i dostupnosti na mobilnim uređajima
- Nedovoljan naglasak na novim mogućnostima izrade nastavnih materijala
 - Bootstrap
 - HTML5, CSS
 - jQuery/YUI


Topic 1


Matematički modeli i struktura matematike. Dokazi u matematici.

Tipični e-kolegij

foi

- Uvod
 - Forum
 - Osnovne informacije o predmetu
 - Ishodi učenja, model praćenja
- Nastavna cjelina 1...X
 - Forum
 - Nastavni materijali: pdf, ppt, video - preko „Page”, „Folder” resursa ili direktno na nastavnoj cjelini („File”)
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 - Zadaća
 - Rječnik

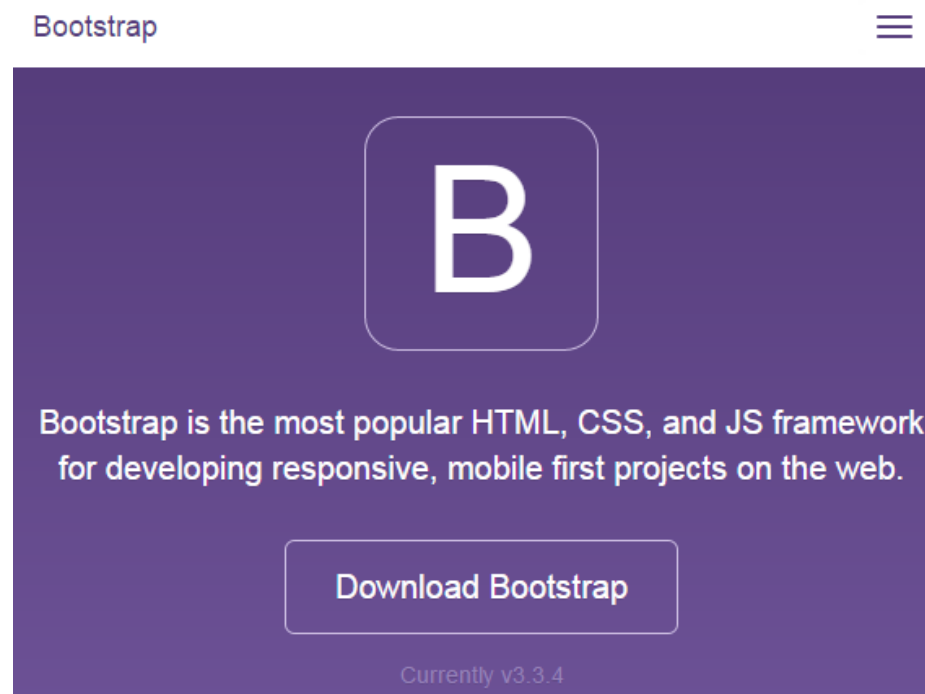
 Ručno crtanje naseovnog dijagrama 20.9KB PDF document

 SAGE

 Zadaci za vježbu



- HTML, CSS, i JS razvojni okvir
- Namijenjen razvoju modernih, responzivnih web stranica
- Mobile First
- Open Source
- Kombinacija HTML-a, CSS-a i JavaScript-a




<http://getbootstrap.com/>

Bootstrap




Designed for everyone, everywhere.

Bootstrap makes front-end web development faster and easier. It's made for folks of all skill levels, devices of all shapes, and projects of all sizes.




Preprocessors

Bootstrap ships with vanilla CSS, but its source code utilizes the two most popular CSS preprocessors, [Less](#) and [Sass](#). Quickly get started with precompiled CSS or build on the source.




One framework, every device.


Bootstrap easily and efficiently scales your websites and applications with a single code base, from phones to tablets to desktops with CSS media queries.



Full of features


With Bootstrap, you get extensive and beautiful documentation for common HTML elements, dozens of custom HTML and CSS components, and awesome jQuery plugins.






Preprocessors

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.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1	.col-md-1
.col-md-8								.col-md-4			
.col-md-4				.col-md-4				.col-md-4			
.col-md-6						.col-md-6					

<http://getbootstrap.com/>

Bootstrap



Collapsible Group Item #1

Anim pariatur cliche reprehenderit, enim eiusmod high life accusamus terry richardson ad squid. 3 wolf moon officia aute, non cupidatat skateboard dolor brunch. Food truck quinoa nesciunt laborum eiusmod. Brunch 3 wolf moon tempor, sunt aliqua put a bird on it squid single-origin coffee nulla assumenda shoreditch et. Nihil anim keffiyeh helvetica, craft beer labore wes anderson cred nesciunt sapiente ea proident. Ad vegan excepteur butcher vice lomo. Leggings occaecat craft beer farm-to-table, raw denim aesthetic synth nesciunt you probably haven't heard of them accusamus labore sustainable VHS.

Collapsible Group Item #2

Collapsible Group Item #3

```
<div class="panel-group" id="accordion" role="tablist" aria-multiselectable="true">
  <div class="panel panel-default">
    <div class="panel-heading" role="tab" id="headingOne">
      <h4 class="panel-title">
        <a data-toggle="collapse" data-parent="#accordion" href="#collapseOne" aria-expanded="true" aria-controls="collapseOne">
          Collapsible Group Item #1
        </a>
      </h4>
    </div>
    <div id="collapseOne" class="panel-collapse collapse in" role="tabpanel" aria-labelledby="headingOne">
      <div class="panel-body">
        Text...
      </div>
    </div>
  </div>
  <div class="panel panel-default">
    <div class="panel-heading" role="tab" id="headingTwo">
      <h4 class="panel-title">
        <a class="collapsed" data-toggle="collapse" data-parent="#accordion" href="#collapseTwo" aria-expanded="false" aria-controls="collapseTwo">
          Collapsible Group Item #2
        </a>
      </h4>
    </div>
    <div id="collapseTwo" class="panel-collapse collapse" role="tabpanel" aria-labelledby="headingTwo">
      <div class="panel-body">
        Text...
      </div>
    </div>
  </div>
</div>
```

<http://getbootstrap.com/>

Na leđima divova: HTML, JavaScript, CSS...

foi



Statistika korištenja aktivnosti i resursa



- FOI, 18.10.2015

Datoteka	<u>10547</u>
Stranica	<u>2558</u>
Zadaća	<u>1809</u>
Natpis	<u>1571</u>
Forum	<u>1139</u>
Poveznica	<u>974</u>
Test	<u>742</u>
Odabir	<u>593</u>
Mapa	<u>385</u>
Rječnik	<u>142</u>
Anketa	<u>113</u>
Prisutnost	<u>112</u>
Wiki	<u>109</u>
Knjiga	<u>70</u>
Odabir grupe	<u>38</u>
Radionica	<u>19</u>
SCORM paket	<u>18</u>

Plan rada

Semestri: IV.

Izvedbeni program:

Sadržaj predmeta izvodi se u četvrtom semestru. Izvodi se 30 sati predavanja i 30 sati seminara.

Kompetencije koje se stječu ovim predmetom:

- razumijevanje financijskog okruženja poduzeća
- kompetencije koje su osnova za vođenje financija poduzeća
- sposobnost analize financijskih izvještaja poduzeća i ocjene poslovanja poduzeća
- sposobnost donošenja odluka o financiranju poduzeća

Predavanja se izvode uz primjenu suvremenih nastavnih pomagala (grafoskop, videoprojektor). Na seminarima se studentima omogućava raščlamba i svladavanje praktičnih primjera.

Provjera znanja:

Provjera znanja provodi se testovima i usmenim ispitom.

Last modified: Monday, 16 July 2012, 2:48 PM

Literatura

Literatura na kolegiju:

Osnovna:

1. Veselica, V., Financijski sustav u ekonomiji, Inženjerski biro, Zagreb, 1995.
2. Marković, I., Financiranje – Teorija i praksa financiranja trgovačkih društava, RRIF, Zagreb, 2002.
3. Vidučić, Lj., Financijski menadžment, RRIF, Zagreb, 2002.

Dopunska:

1. Van Horne, James C., Financijsko upravljanje i politika (Financijski menadžment), MATE, Zagreb, 1993.
2. Grupa autora, Tehnika financijske analize, HZRIFD, Zagreb, 1997.
3. Vukičević, M., Financiranje malih poduzeća, HZRIFD i RIF, Zagreb, 2000.

Last modified: Monday, 16 July 2012, 2:48 PM

SAGE

Matrice i determinante u SAGE-u

- [Binomni teorem i indukcija HTML](#) - za online pregledavanje
- [Binomni teorem i indukcija SWS](#) - SAGE datoteka

Predavanja

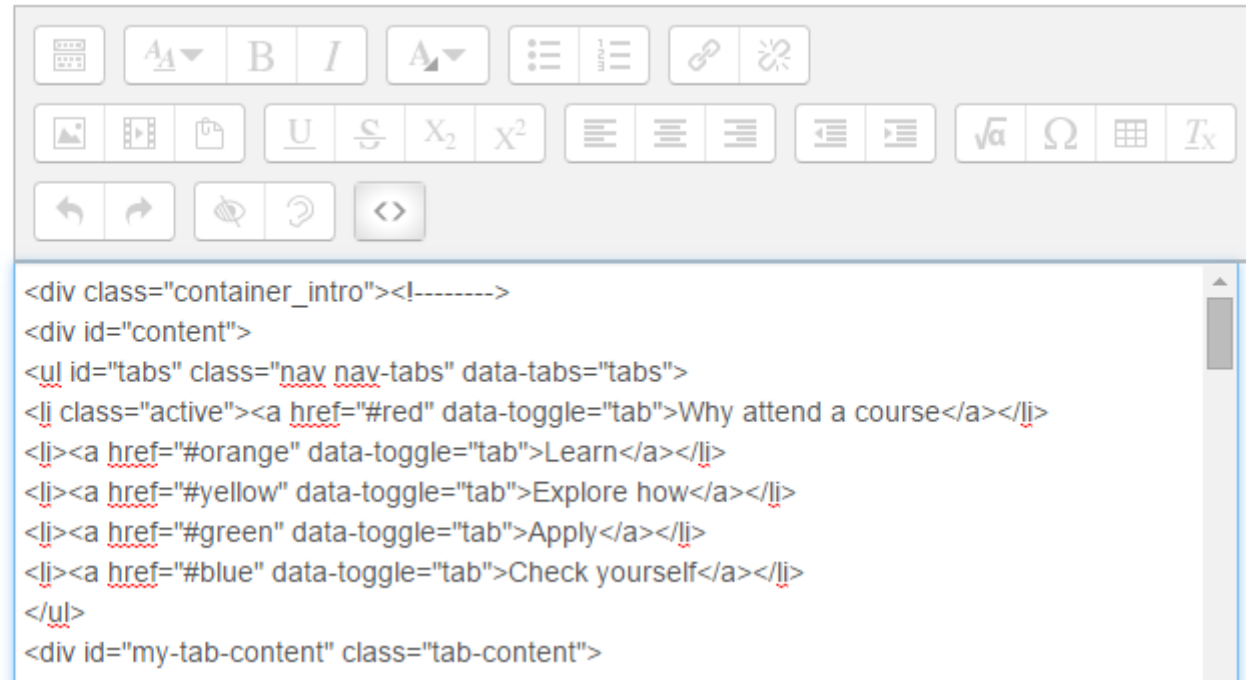
Predavanja: Realne funkcije realne varijable

[Prezentacija](#) — nova verzija prezentacije stavljena na moodle 10.3.2014.

Smart board

- 03.03.2014.
- 10.03.2014.
- 17.03.2014.
-

Sadržaj stranice*







```
<div class="container_intro"><!------->
<div id="content">
<ul id="tabs" class="nav nav-tabs" data-tabs="tabs">
<li class="active"><a href="#red" data-toggle="tab">Why attend a course</a></li>
<li><a href="#orange" data-toggle="tab">Learn</a></li>
<li><a href="#yellow" data-toggle="tab">Explore how</a></li>
<li><a href="#green" data-toggle="tab">Apply</a></li>
<li><a href="#blue" data-toggle="tab">Check yourself</a></li>
</ul>
<div id="my-tab-content" class="tab-content">
```

- Mogućnost upisivanja bilo kakvog HTML + JavaScript web sadržaja
- Izrada naprednih i interaktivnih web stranica (nastavnih materijala)
- Ne vrijedi samo za Stranicu
 - **Book, Lesson, Labela, Opis kolegija/nastavne cijeline, Pitanje, ...**

Primjeri: Moodle početna stranica







elearning.siscatalyst.eu

<p>Listening and Empowering: Children and Young People in Science in Society Activities</p> 	<p>Ethics of Working with Children</p> 	<p>Capacity Building for Hands-on Key Players</p> 	<p>Building Creative Web Sites for Children</p> 
<p>Free access SELF PACED</p>	<p>Free access SELF PACED</p>	<p>Free access SELF PACED</p>	<p>Free access SELF PACED</p>
<p>Want to learn how to empower children in their relationship with science?</p>	<p>Concerned about ethical issues when working with children?</p>	<p>Are you interested in developing your activities or your organization?</p>	<p>You need to create engaging and interesting Web site for children?</p>
<p>Access the course and get theoretical background, general tips and practical tools!</p>	<p>Access the course and learn about ethics and its most important questions about working with children!</p>	<p>Start Your Learning Adventure on capacity building approach!</p>	<p>Read about all important things that you have to consider when addressing such a demanding audience!</p>
<p>Get Started</p>	<p>Get Started</p>	<p>Get Started</p>	<p>Get Started</p>

- 4 Bootstrap kolone
- Bootstrap tablica

Primjeri: Naslovnica Moodle kolegija

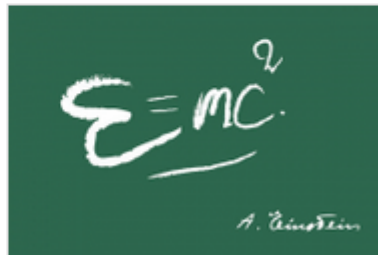
General

-  News forum
-  About the course
-  References
-  Student responses to identifying themselves as key players (for teachers only)

Welcome to our toolkit



Module 1: Scientists



Module 2: Organizers



Module 3: Facilitators



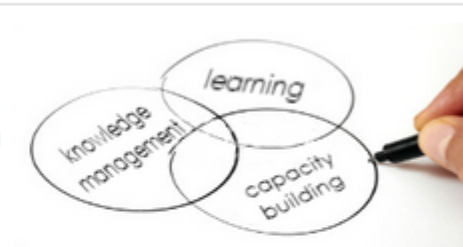
- Grid format kolegija

Primjeri: Naslovnica Moodle kolegija

General

Why attend a course [Learn](#) [Explore how](#) [Apply](#) [Check yourself](#)

- Are you **interested** in developing your activities or your organization?
- **Start Your Learning Adventure** on capacity building approach!
- **Find out** how to improve your management skills and clarify the state of your own activities and products!
- **Learn by doing** through set of very simple tools you can utilize to analyse and develop your activities and organisation!
- **Check yourself!**



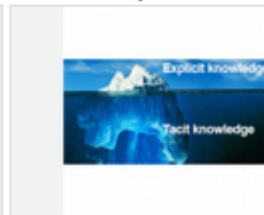
Take this course as a whole or parts of it at no cost to you and work at your own pace.

[Go >>](#)

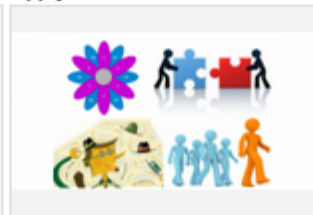
Why attend a course



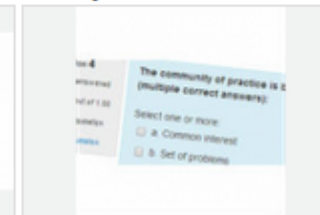
Learn and explore how...



Apply



Check yourself!



- Grid format kolegija
- Bootstrap Tabs

Primjeri: Naslovnica Moodle kolegija

[Introduction](#) [State of the Art](#) [Children as Web users](#) [Web design for children](#) **[Best practices](#)** [References](#)



Best practices According to proposed guidelines for designing website for children based on the performed literature review, below are presented websites designed in compliance with design principles.



Color

Colors make a big impression on children's young minds. Color choices and combinations that would likely be rejected or laughed at when designing a typical website may be welcomed on a website for children (Smashing Magazine, 2009).



Elements from nature

Incorporating natural elements such as trees, water, snow, animals, home, vehicles, school, store, toys, seasons, clothes into the website will create a natural look and feel (Inspirationfeed, 2011).



Happy mood

Nobody likes a sad website, so keeping all of the characters happy and smiling is a must (Inspirationfeed, 2011).

- Bootstrap Tabs unutar sažetka nastavne cijeline

1.2. The relevance of ethics when working with children

Now that we have explained what ethics is and why it is important in general, it is time to link it more specifically with working with children. What is the relevance of ethics when working with children? On one hand, ethics is of course at least equally relevant when working with children as it is in all the other areas of our life. On the other hand, there are also reasons to believe that ethics becomes especially important when working with children.



- Bootstrap Modal
- Google fontovi
- CSS

Primjeri: Moodle „Stranica“

1.2. The relevance of ethics when working with children

Now that we have e...
On one hand, ethics...
especially important

with working with children. What is the relevance of ethics when working...
s of our life. On the other hand, there are also reasons to believe that ethi...

Professionalism

about trustworthiness. According to Koehn:

"A professional is an agent who freely makes a public promise to serve persons [...] who are distinguished by a specific desire for a particular good [...] and who have come into the presence of the professional with or on the expectation that the professional will promote that particular good. In other words, agents become professionals by virtue of what they profess or publicly proclaim before persons lacking particular goods."

(Koehn 1994: 95)

When people give themselves or their children in the hands of professionals (doctors, lawyers, coaches, educational staff etc), they become dependent on the professional who is much more knowledgeable than they are. This creates a power disparity, and puts...

Close

as not
ed...

...yet worthy of respect!

Ethics becomes especially important for professionals working with children because children are especially vulnerable to exploitation and manipulation. This, however, does not mean th...
regard children merely as incomplete beings and make decisions for them, irrespective of their own preferences. Respect is due to all people, children included.

- Bootstrap Modal
- Google fontovi
- CSS

1.3. The relationship between morality and the law

[Legalistic understanding of morality](#)

[Similarities between morality and law](#)

[Differences between morality and law](#)

But there are also differences.

1) Despite some convergence, there is **no perfect overlap between the spheres of morality and law**.

a) On one hand, **law also deals with things that are not inherently immoral**. For example, it deals with traffic regulations, whereas the fact on which side of the road one must drive has nothing inherently to do with morality (from a moral point of view, the rule could just as well be “drive on the left side”).

b) On the other hand, there are also **moral demands that surpass the reach of law**. An example of a moral failure that does not quite amount to a crime can be found from Jamie Oliver's TED talk where he says: “We, the adults of the last four generations have blessed our children with a destiny of a shorter life span than their own parents,” and compares unhealthy school food with “child abuse”, even though all that the parents that Jamie Oliver has in mind do is just follow their own unhealthy eating habits, and providing their children with the same unhealthy food. Their food choices can be harmful to their children even if they are not consciously working towards a malicious end. In that sense, this is also a good example of ignorance and lack of foresight (which was discussed in more detail in 1.1).



- Bootstrap Collapse

What is informed consent and assent?

In order to consider the best interests of the child, and to respect participants' autonomy it is important to ask for their agreement to be involved in a project. Agreement can be given in two forms: as an informed consent or informed assent.



[Why is consent/assent so important?](#)

[Why is it especially important to get the consent from parents?](#)

It is important to ask informed consent from parents because parents are the protectors of child's interests. They have a right and obligation to be involved. Supposedly, they are the ones who know their child better than anyone else and they are also the ones who care about the child the most. This is why **they are in the most appropriate position** to consider what is in the very best interests of their child.

Asking informed consent can also help **to avoid future problems and alienation issues**. When properly informed, parents will be more knowledgeable about

- Bootstrap Collapse
- Bootstrap Modal
- HTML Map

4.1. How to select participants

One of the first questions that one encounters when organizing a project is: how to select participants? There are at least three main ways to select participants: **positive discrimination** and targeting only certain minority groups, or **equal access for every child** and targeting everyone, or **seeking diversity** and targeting only those who are in need.

- + Nobody will be declined. The doors are open for everyone interested.
- Expensive
- Might not grant diversity, especially when one seeks to include minority groups.

Equal access for every child

Seek diversity

Positive discrimination

- + Being among other children with different background broadens participants' horizons about different ways of living, and promotes toleration.
- Some children in the group may need extra funding in order to be able to participate. When this becomes known to other children they might start asking why some of them are treated special.

4.2. How to select participants for a social project?

One of the first questions that one encounters when organizing a project is: how to select participants? There are at least three main ways to select participants: **positive discrimination** and targeting only certain minority groups, or **equal access for every child** and targeting everyone, or **seeking diversity** and targeting only those who are in need.

- + Promotes equality on a larger scale by seeking to include minorities.
- It may be hard to find the best criteria for choosing the right target group. How to reach the ones who need it the most? One way, for example, is to target schools with statistically lowest scores. But in areas which are known as especially problematic there may be children from other schools as well who are not eligible just because they go to a different school.

It is also worth noting that **positive discrimination** and promoting diversity, differentiate between children on the basis of external criteria, such as their family background, ethnicity, etc. It should also be considered whether and how much importance should be given to these criteria, as motivation and potential. A child who does not fit under the external criteria might be just as motivated and have a great potential. Some kids are not allowed to take part just because there are already other people from the same ethnic, or other, group.

Overall, when deciding which groups to target, it is equally important to ask: **who will be the ones left out?** Might they deserve the chance as well? Is it fair to exclude them?

- Bootstrap Popover

Primjeri: Moodle „Stranica” s provjerom znanja

Exercise

Fill out a table on the problems mentioned in this section...

Problem	Cause(s) of the problem	Solution(s) to the problem
Impression that science is all about fun	romantic rhetoric that depicts children as hero-scientists who are supposed to save the world	make sure that (at least in the long run) children get to see different faces of doing science
Too high expectations concerning one's real abilities	practitioners' silent expectations concerning children advancing a future career in science	explain children how long the project lasts and provide support for how they should continue their lives after the project
Too much pressure	wish to raise interest in science	try to be sensitive to how children with different character may react to your words
Impressions that doing science is the only way to succeed in life	wish to encourage children	
Alienation from friends and family	children come from a different background where people do not know much about science	organise events to include parents as well
Feeling of abandonment		

Cause(s) of the problem

Solution(s) to the problem

lack of regard for what happens after the project

make sure that children understand that self-attainment via higher education is just one possibility among others

remember that educational projects are there for children (so that they could make more informed decisions about their future), not the other

- JavaScript + CSS

Primjeri: Moodle „Stranica” s provjerom znanja

Exercise

Fill out a table on the problems mentioned in this section...

Problem	Cause(s) of the problem	Solution(s) to the problem
Impression that science is all about fun	romantic rhetoric that depicts children as hero-scientists who are supposed to save the world	make sure that (at least in the long run) children get to see different faces of doing science
Too high expectations concerning one's real abilities	practitioners' silent expectations concerning children advancing a future career in science	explain children how long the project lasts and provide support for how they should continue their lives after the project
Too much pressure	wish to raise interest in science	try to be sensitive to how children with different character may react to your words
Impressions that doing science is the only way to succeed in life	wish to encourage children	make sure that children understand that self-attainment via higher education is just one possibility among others
Alienation from friends and family	children come from a different background where people do not know much about science	organise events to include parents as well
Feeling of abandonment	lack of regard for what happens after the project	remember that educational projects are there for children (so that they could make more informed decisions about their future), not the other way around

- JavaScript + CSS

Problemi

foi



Summary of General

General

Section name General

Summary ?

Font family

B *I* U ABC

☰ ☲ ☳ ☴ ☵ ☶ ☷

- Why attend
- Learn
- Explore how
- Apply
- Check your

- Are you interested in developing your activities or your organization?
- Start Your Learning Adventure

Path: div.container

Save changes

HTML source editor

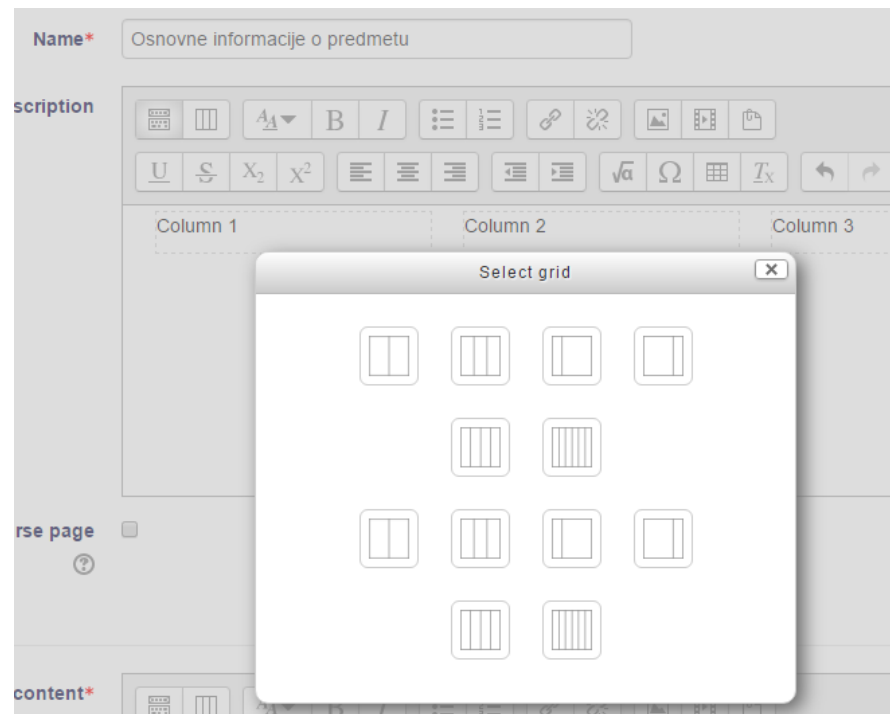
```
<div class="container_intro"><!--</div>
<div id="content">
<ul id="tabs" class="nav nav-tabs" data-tabs="tabs">
<li class="active"><a href="#red" data-toggle="tab">Why attend a course</a></li>
<li><a href="#orange" data-toggle="tab">Learn</a></li>
<li><a href="#yellow" data-toggle="tab">Explore how</a></li>
<li><a href="#green" data-toggle="tab">Apply</a></li>
<li><a href="#blue" data-toggle="tab">Check yourself</a></li>
</ul>
<div id="my-tab-content" class="tab-content">
<div class="tab-pane active tab" id="red">
<p></p>
<ul class="ul_bullets">
<li>Are you <strong>interested</strong> in developing your activities or your organization?</li>
<li><strong>Start Your Learning Adventure</strong> on capacity building approach!</li>
<li><strong>Find out</strong> how to improve your management skills and clarify the state of your
own activities and products!</li>
<li><strong>Learn by doing</strong> through set of very simple tools you can utilize to analyse
and develop your activities and organisation!</li>
<li><strong>Check yourself</strong>!</li>
</ul>
<br />
<p style="text-align: left;"><strong>Take this course as a whole or parts of it at no cost to you
and work at your own pace.</strong></p>
<p style="text-align: left;"><a href="http://elearning.siscatalyst.eu/course/view.php?
id=2&amp;section=1" class="btn btn-small btn-primary"> Go &gt;&gt;</a></p>
</div>
<div class="tab-pane tab" id="orange">
<p></p>
<ul class="ul_bullets">
```

Update Cancel

- Responsive SCORM
- Uređivanje HTML-a unutar WYSIWYG editora
- Vanjski alati za izradu web sadržaja
- Korištenje specijaliziranih alata za izradu sadržaja za e-učenje
- Moodle moduli

Uređivanje HTML-a unutar WYSIWYG editora

- Atto

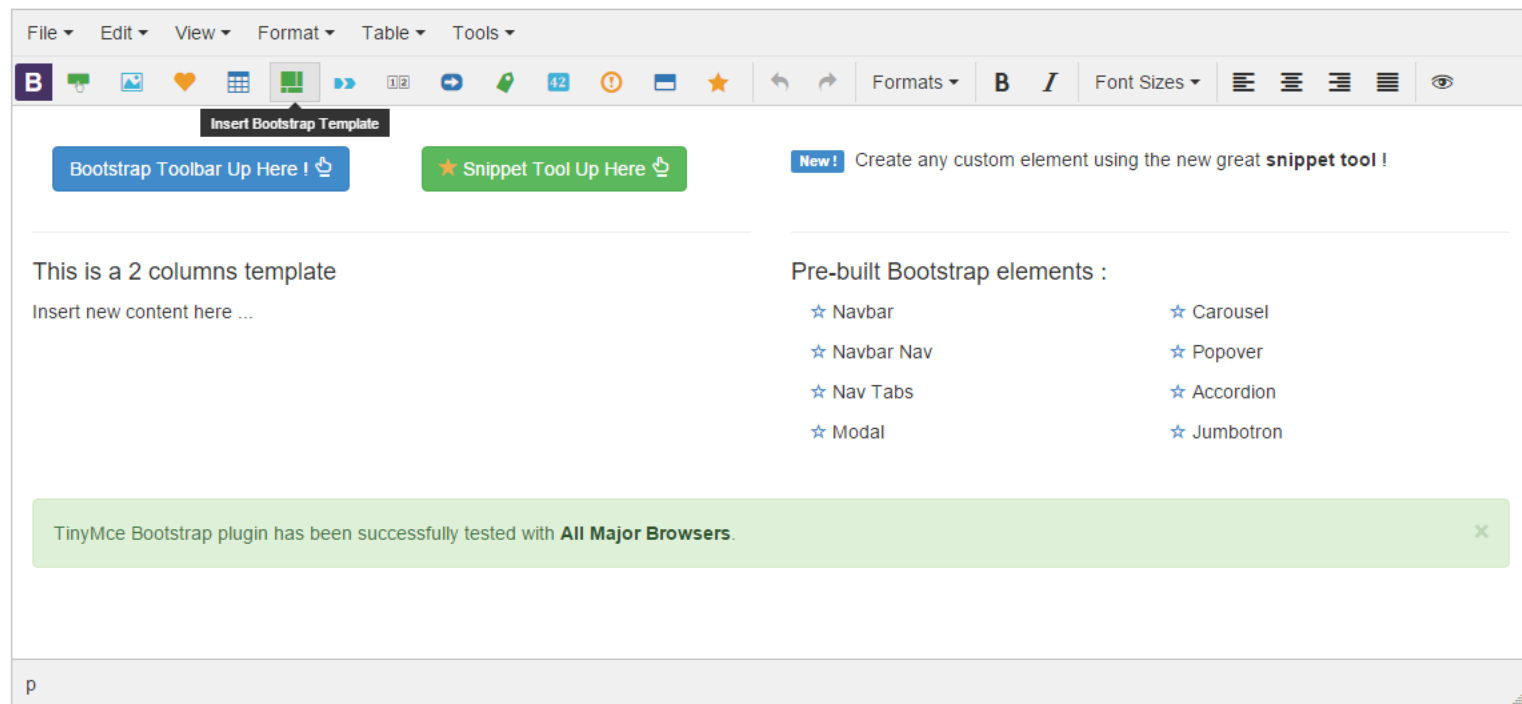


[Bootstrap Grid](#)

Uređivanje HTML-a unutar WYSIWYG editora

- tinyMce

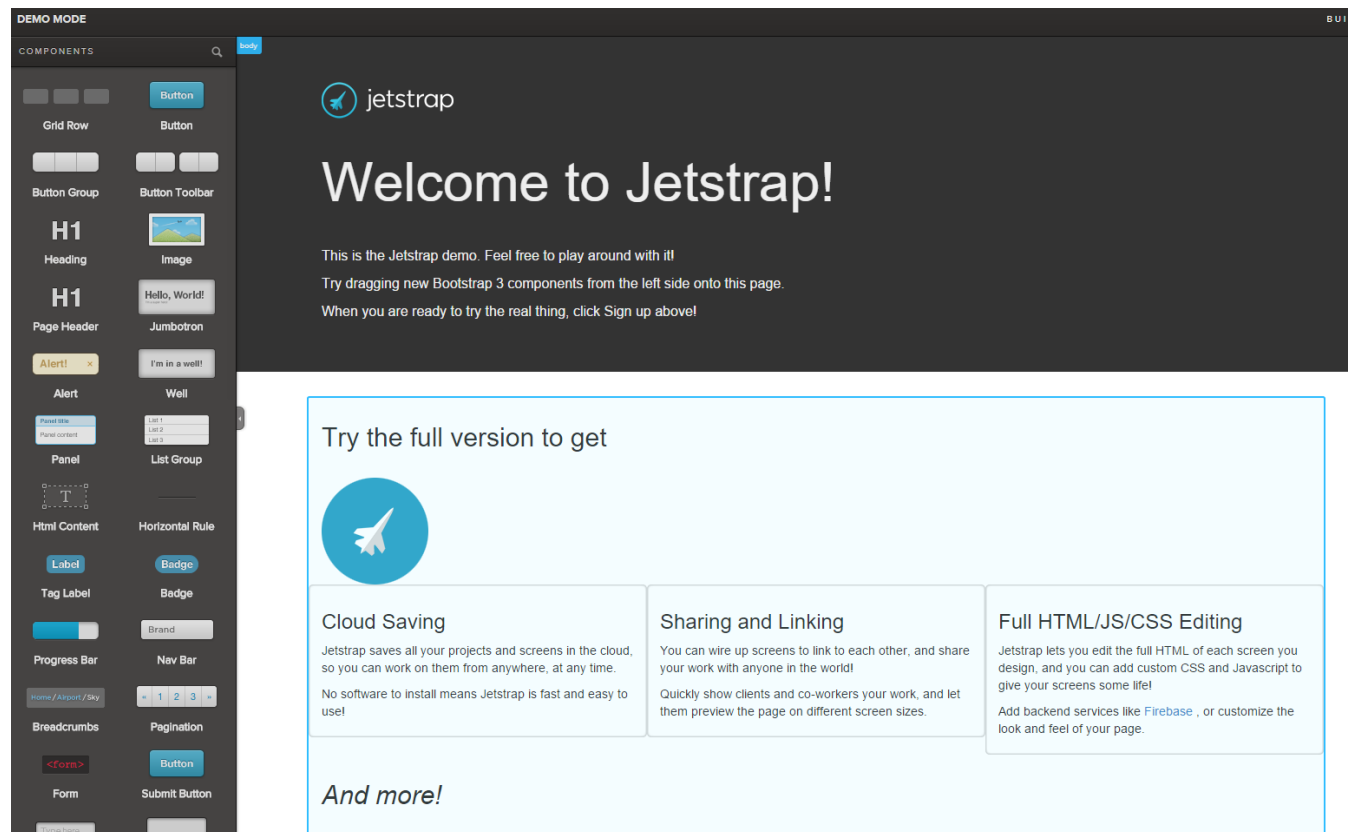
Tinymce Bootstrap Plugin



[tinyMce Bootstrap Plugin](#)

Vanjski alati za izradu web sadržaja

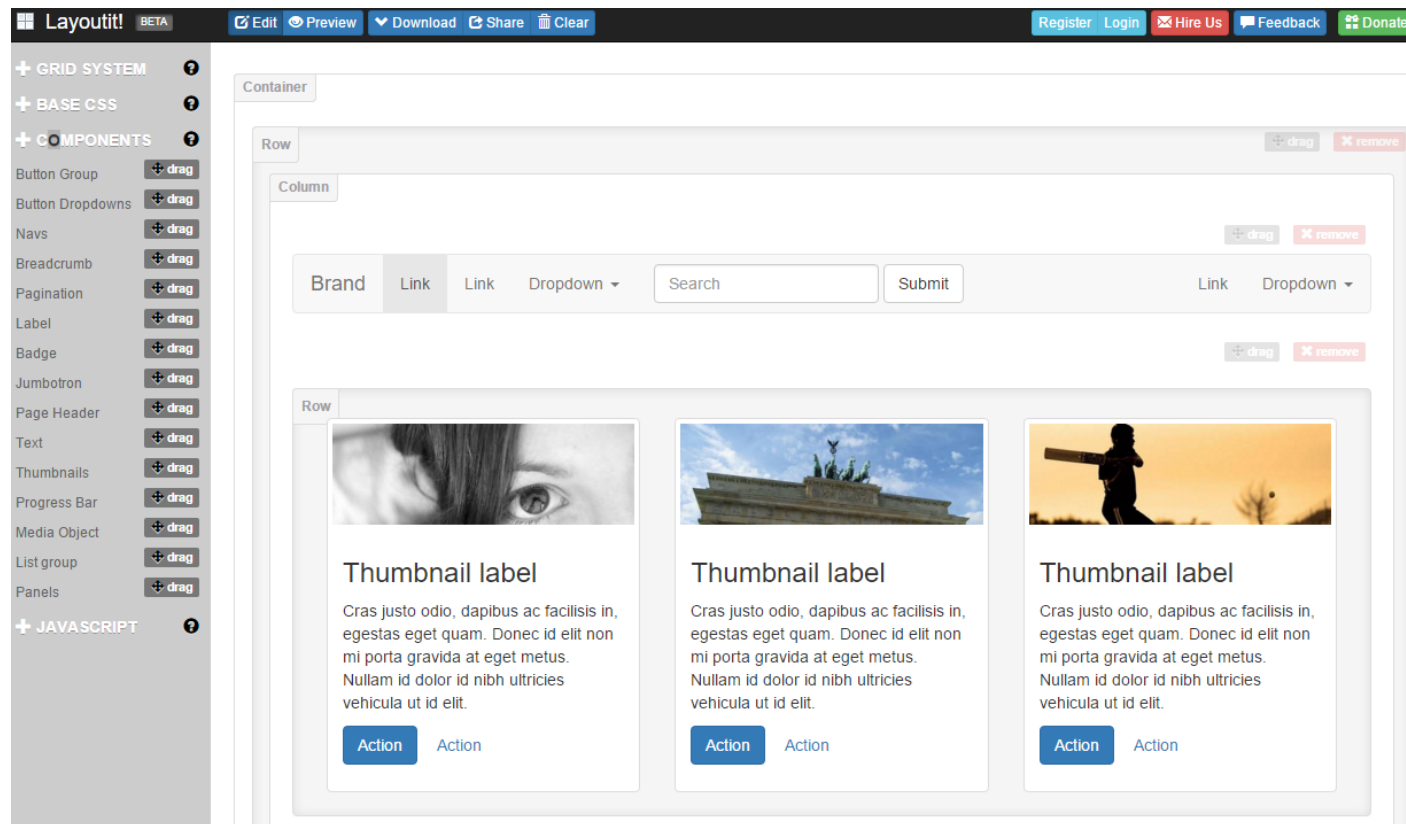
- Jetstrap (nije besplatan)



18 Essential Bootstrap UI Editors

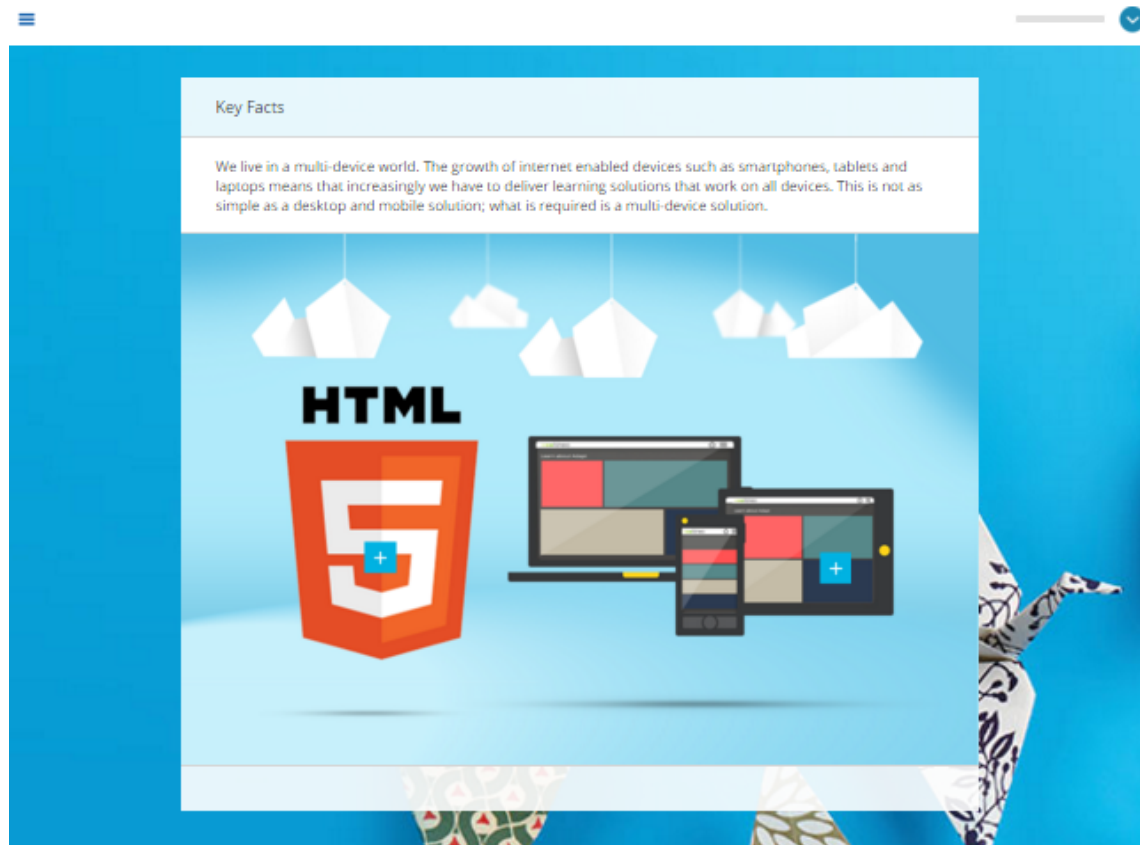
Vanjski alati za izradu web sadržaja

- Layoutit (besplatan)



18 Essential Bootstrap UI Editors

- Adapt Learning



[The Ultimate List of HTML5 eLearning Authoring Tools](#)


- Bootstrap Elements

Adding a new Bootstrap Elements

General

Title*

Content



Element Type

Modal ▼
Modal
Toggle
Enhanced Label
Blockquote

Icon

[Bootstrap Elements](#)

- Izvrstan članak o mogućnostima prilagodbe lekcije (lesson)

<http://goo.gl/CyJV7Y>

Preview Edit Reports Grade essays

Ongoing score is only displayed for student. Login as a student to test ongoing score


Introduction

Renewable Energy

Renewable energy is generally defined as energy that comes from **resources** which are naturally replenished on a human timescale such as sunlight, wind, rain, tides, waves and geothermal heat.


Renewable energy replaces conventional fuels.

Watch the video below to gain a deeper understanding of why it is important that we invest in renewable energy.



The diagram shows a circular flow of energy sources. At the center is a green circle labeled 'Renewable Energy'. Surrounding it are four green arrows forming a circle, labeled 'Biomass', 'Wind', 'Solar', and 'Geothermal' (partially visible). The arrows indicate a continuous cycle between these sources.

Alternative Energy Resources



The video player shows a satellite view of Earth from space, focusing on the Americas. A red play button is centered over the image. The video player interface includes a progress bar at the bottom showing 0:00 / 0:02.

Move to the next page

Pitanja?



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Fakultet organizacije i informatike

<http://www.foi.unizg.hr/>