



GENERIRANJE (MATEMATIČNEGA) UČNEGA MATERIALA S SNB IN SWP

GENERATING (MATHEMATICS) COURSE MATERIAL USING SNB AND SWP

Matej Mencinger

Fakulteta za gradbeništvo

Univerza v Mariboru

Smetanova 17, 2000 Maribor

IMFM Ljubljana

Jadranska 19, 1000 Ljubljana

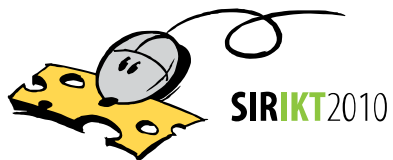
matej.mencinger@uni-mb.si

Povzetek

Na Fakulteti za gradbeništvo (Univerza v Mariboru) smo bolonjsko reformo na univerzitetnih študijskih programih končali leta 2007. V istem letu smo začeli s povsem novim univerzitetnim programom Arhitektura (3-letni študij prve stopnje). Ker se v prenovljenih programih od študenta pričakuje več individualnega dela (domače naloge in projekti) smo v matematične predmete začeli uvajati več IKT (programa Scientific Notebook/Scientific Work Place). Prikazal bom osnovno idejo, kako oblikovati domače naloge in izpitne naloge v teh dveh programih. Prikazal bom tudi strukturo v osnovni datoteki s končnico '.tex' in pretvorbo v aktivnejšo 'kviz'-obliko s končnico '.qiz'. Prikazana bo osnovna ideja spreminjanja parametrov v nalogah in rešitvah. Z aktivno uporabo zgoraj omenjene IKT sem povečal prehodnost (pri primerljivem predmetu) iz 64 % na 81 %.

Abstract

The Bologna reform at the Faculty of Civil Engineering (University of Maribor) was completed (for the university academic programs) in 2007. In the same year we started a new university program Architecture (3 years). Since new programs require more individual work (homeworks, projects) from the student, we implemented more ICT (Scientific Notebook / Scientific Work Place) into mathematical courses. I shall show the basic idea of generating course material from source file which can be created using the software Scientific Notebook / Scientific Work



Place. The source file starts out as a '.tex'-document (i.e. ordinary document). We are ready to generate the exams when the file is transformed into an 'active' document with '.qiz' extension. I shall show in particular the idea of changing the values of the variables (i.e. parameters) that appear in the questions and answers. The use of above mentioned ICT raised the students output from 64% to 81%.