

Prova teorico-pratica n.1

Un ateneo intende mettere a disposizione dei propri docenti alcuni strumenti a supporto della didattica attiva; in particolare sta pensando a strumenti come Wooclap e FeedbackFruits. Il candidato descriva quali vantaggi può avere la didattica curricolare dall'inserimento di strumenti come quelli citati, quali funzioni di Wooclap e di FeedbackFruits possono essere più efficaci per stimolare la lettura di testi da parte degli studenti, come ci si può muovere per l'integrazione dei due strumenti nell'offerta di tool a disposizione dei docenti, e che azioni è possibile mettere in campo per supportare l'utilizzo degli strumenti da parte dei docenti dell'ateneo.

Prova teorico-pratica n.2

Un ateneo decide di realizzare una serie di Massive Open Online Course (MOOC) rivolti ai professionisti su temi di interesse e di competenza dell'ateneo. Il candidato descriva quali passi possono essere fatti, dall'individuazione dei docenti coinvolti nella produzione, fino all'erogazione dei MOOC sulla piattaforma di ateneo e al monitoraggio dei modelli di utilizzo anche attraverso specifici strumenti.

Prova teorico-pratica n.3

Un ateneo decide di avviare la produzione di Massive Open Online Course (MOOC). Il candidato descriva quali decisioni vanno prese rispetto alla piattaforma di erogazione e ai servizi complementari da integrare per il monitoraggio e quali accortezze metodologiche mettere in atto per la progettazione di MOOC efficaci dal punto di vista didattico.

Prova orale n.1

Cosa sono gli Student Response Systems? Che vantaggio offrono nella didattica universitaria?

Prova inglese n.1

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs. The learning management system concept emerged directly from e-Learning. Learning management systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s. Learning management systems have faced a massive growth in usage due to the emphasis on remote learning during the COVID-19 pandemic.

Learning management systems were designed to identify training and learning gaps, using analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. In the higher education space, an LMS may offer classroom management for instructor-led training or a flipped classroom. Modern LMSs include intelligent algorithms to make automated recommendations for courses based on a user's skill profile as well as extract metadata from learning materials to make such recommendations even more accurate.

Domanda Office n.1

Microsoft Excel: Come si ottiene la formattazione dei dati nelle celle di MS Excel?

Prova orale n.2

Cos'è Open edX? Come funzionano la costruzione e l'erogazione di un MOOC attraverso Open edX?

Prova inglese n.2

A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having pupils complete readings at home and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom, with a mentor's guidance.

The flipped classroom intentionally shifts instruction to a learner-centered model, in which students are often initially introduced to new topics outside of school, freeing up classroom time for the exploration of topics in greater depth, creating meaningful learning opportunities. With a flipped classroom, 'content delivery' may take a variety of forms, often featuring video lessons prepared by the teacher or third parties, although online collaborative discussions, digital research, and text readings may alternatively be used.

Domanda Office n.2

Microsoft Word: come si integrano in Word grafici prodotti in MS Excel?

Prova orale n.3

Cos'è FeedbackFruits? Cosa consente di fare all'interno di un corso?

Prova inglese n.3

A rubric is "a scoring guide used to evaluate the quality of students' constructed responses". Put simply, it is a set of criteria for grading assignments. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. They are often presented in table format and can be used by teachers when marking, and by students when planning their work.

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review.

Rubrics can be classified as holistic or analytic. Holistic rubrics integrate all aspects of the work into a single overall rating of the work. In contrast, an analytic rubric specifies various dimensions or components of the product or process that are evaluated separately. The same rating scale labels may be used as the holistic, but it is applied to various key dimensions or aspects separately rather than an integrated judgement. This separate specification means that on one dimension the work could be excellent, but on one or more other dimensions the work might be poor to average.

Domanda Office n.3

Microsoft Excel: come si inseriscono formule nelle celle di MS Excel?

Prova orale n.4

Come strutturerebbe il processo di progettazione di un Massive Open Online Courses affinché sia efficace dal punto di vista didattico?

Prova inglese n.4

Coursera is a U.S.-based massive open online course provider founded in 2012 by Stanford University computer science professors Andrew Ng and Daphne Koller. Coursera works with universities and other organizations to offer online courses, certifications, and degrees in a variety of subjects. In 2021 it was estimated that about 150 universities offered more than 4,000 courses through Coursera.

Coursera was founded in 2012 by Stanford University computer science professors Andrew Ng and Daphne Koller. Ng and Koller started offering their Stanford courses online in fall 2011, and soon after left Stanford to launch Coursera. Princeton, Stanford, the University of Michigan, and the University of Pennsylvania were the first universities to offer content on the platform.

Google, IBM, Meta and other well-known companies, launched various courses for professional certificates, allowing students to fill the workforce in various sectors, such as data analytics, IT support, digital marketing, UX design, project management, and Data science. According to Google, their courses are equivalent to 4 year degrees. They also offered 100,000 scholarships. Google and its 20+ partners will accept those certificates as 4-year degree equivalent

In March 2020, in response to the global COVID-19 pandemic, Coursera, alongside its partners, sponsored over 115 certification courses for people who may have been affected by the global pandemic. This is part of an outreach initiative for people who may have lost their jobs, been retrenched, had their salaries reduced, or merely want to improve and grow by learning and developing their technical skills through recognized certifications.

Domanda Office n.4

Come si crea un grafico in MS Excel?