

# Report on Training at LUT

<b>Project title</b>	Improving STEM Teaching Process using Digital Transformation
<b>Project acronym</b>	DIGSTEM
<b>Project reference number</b>	22310113
<b>Coordinator</b>	University of Pristina in Kosovska Mitrovica
<b>Project start date</b>	September 01, 2023
<b>Project duration</b>	13 months

## EVENT DESCRIPTION

Date	03rd-04th October 2023
Authors of the report	Vladimir Maksimovic, Jelena Todorovic, Nebojsa Arsic, Aleksandra Petrovic, University of Pristina in Kosovska Mitrovica
Consortium	<ul style="list-style-type: none"> <li>• University of Pristina in Kosovska Mitrovica - coordinator</li> <li>• Lublin University of Technology</li> <li>• Obuda University</li> <li>• University of Zilina</li> <li>• Universum College</li> </ul>
Venue	Lublin University of Technology (LUT)
Event title	Training for teaching process of STEM
Event description:	
<p><b>Summary</b></p> <p>This document reports the training for staff of WB HEIs on V4 institutions' experience in the application of STEM in teaching. The training included a visit to the host laboratory where WB HEIs staff learned about the application of STEM in practical teaching. The meeting was hosted by the Lublin University of Technology (LUT) in the LUT Campus, Lublin on 03-04th October 2023. The meeting was chaired by the University of Pristina in Kosovska Mitrovica (UPKM) the main coordinator of the project.</p> <p><b>Event description</b></p> <p><b>First day</b></p> <p>Following the registration of participants, which began at 9:30 a.m., Vladimir Maksimovic (UPKM), Project Coordinator, took the floor to announce the agenda of the meeting. LUT representative Michal Charlak (LUT) then welcomed everyone and briefly introduced Lublin and the university. At 9:45 a.m. representatives of the participants in the project (Stefan Pitulic (UPKM), Uran Rraci (UC), Michal Charlak (LUT), Viktor Gonda (OBU), Radovan Madleňák (UNIZA)) presented their institutions and informed all participants about their capacities and possibilities. After that, at 11:00 a.m. Jelena Todorovic presented the timeline of the project and all project activities: Preparation of the DIGSTEM webinar and DIGSTEM publication. Then Vladimir Maksimovic at 11:30 a.m. continued on project management issues with a special focus on administration and budget.</p> <p>At 12:00 a.m. the session of the STEM subject in the teaching process in V4 HEIs has started. The speaker, Izolda Gorgol (LUT) gave a presentation on: Application of Wolfram Demonstration Project Platform in teaching.</p>	

A coffee break was followed by an event: Inauguration of the academic year of the Faculty of Mathematics and Technical Computer Science (the newest Faculty at LUT), which lasted from 13:00 to 15:30. After the ceremony at 15:30, the session continued where presenter András Horváth (OBU) gave a presentation on: Challenges and Opportunities of Online Learning and Teaching at Obuda University and speaker Radovan Madleňák (UNIZA) gave a presentation on: Online learning environment at University of Zilina. At the end of the session at 17:00, a general discussion of the training was opened, and conclusions were made about the first day of training.

## **Second day**

The second day of the meeting began at 9:30 a.m. with a presentation on LUT's possibilities of using digital transformation in the stem teaching process, led by Michał Charlak from LUT. Following this, digital communication tools for evaluation were presented by Agnieszka Gandzel (LUT). Viktor Gonda (OBU) presented an example of application of the collaborative workshop module in moodle for e-learning of forming technologies course.

Following a productive discussion that took place at 11:45 a.m., all participants were given the opportunity for a coffee break at 12:00 p.m.

The second part of the event, which focused on good practices in the STEM teaching process, was initiated with a presentation by Ewa Łazuka (LUT), who introduced an office365 for students of the Lublin University of Technology. At 12:45 Béla Mészáros (OBU) presented a creation of an online facilitate and engaging workshop practice for students. Subsequently, at 13:30 Radovan Madleňák (UNIZA) presented an innovative laboratory (HMI-LAB) related to neuroscience and its usage for support of students. The use of e-learning tools in the teaching of technical subjects at the University of Žilina was presented by Jiří Tengler at 14:15.

Following a productive discussion that took place at 15:00, all participants were given the opportunity for a coffee break at 15:15.

The visit to Lublin University of Technology Laboratory took place after the break. The visit began at 15:15. with a welcome by Michał Charlak (LUT), who introduced the laboratory's research focus and its significance in the field of technology and science, as well as using laboratories for STEM teaching process. This session provided a continuation of the laboratory exploration and the second tour was led by Ewa Łazuka (LUT) and began at 16:00 and continued until 17:00.

At 17:00, a final discussion session was held, during which participants had the chance to share their insights, ask questions, and provide recommendations based on the knowledge gained during the laboratory tour. This session served as a valuable exchange of ideas and a platform for collaborative thinking. The visit to Lublin University of Technology Laboratory concluded at 17:30.

Later in the day, discuss to strategize future activities within their respective project and distribute tasks efficiently. The day's proceedings concluded with a summarizing session where all partners shared their conclusions and thoughts on the event's second day.

### Conclusions

The training in Lublin was successful because V4 HIEs shared their experiences, good practices, and potential solutions for the application of STEM in the teaching process that WB HEIs can apply. All planned agenda items were fulfilled. In addition to interesting keynote speeches, the participants discussed in more detail future activities and tasks on the project. The training contributed to potential future cooperation between partners and space for new ideas. These highly productive meetings served as significant milestones for the project, fostering collaboration, facilitating decision-making, and charting the course forward.

## Training at LUT - Agenda

Day 1 - Tuesday, 03 <sup>rd</sup> October 2023	
09:00-09:30	<b>Participants registration</b>
09:30-09:45	<b>Welcome and introduction</b> <i>Michał Charlak, Lublin University of Technology</i> <i>Vladimir Maksimovic, University of Pristina in Kosovska Mitrovica</i>
09:45-11:00	<b>Partner presentations</b> <i>Stefan Pitulic, University of Pristina in Kosovska Mitrovica</i> <i>Uran Rraci, Universum College</i> <i>Michal Charlak, Lublin University of Technology</i> <i>Viktor Gonda, Obuda University</i> <i>Radovan Madleňák, University of Zilina</i>
11:00-11:30	<b>Project activities and timeline: Preparation of the DIGSTEM webinar and DIGSTEM publication</b> <i>Jelena Todorovic University of Pristina in Kosovska Mitrovica</i>
11:30-12:00	<b>Project Management Issues: Administration and Budget</b> <i>Vladimir Maksimovic, University of Pristina in Kosovska Mitrovica</i>
12:00-12:45	<b>Application of Wolfram Demonstration Project Platform in teaching</b> <i>Izolda Gorgol, Lublin University of Technology</i>
12:45-13:00	<b>Break</b>
13:00-15:30	<b>Inauguration of the academic year of the Faculty of Mathematics and Technical Computer Science (the newest Faculty at LUT)</b>
15:30-16:15	<b>Challenges and Opportunities of Online Learning and Teaching at Engineering at Obuda University</b> <i>András Horváth, Obuda University</i>
16:15-17:00	<b>Online learning environment at University of Zilina</b> <i>Radovan Madleňák, University of Zilina</i>
17:00-17:30	<b>General discussion and conclusions of the Day 1</b>

<b>Day 2 - Wednesday, 04<sup>th</sup> October 2023</b>	
<b>09:00-09:30</b>	<b>Participants registration</b>
<b>09:30-10:15</b>	<b>Possibilities of using Digital Transformation in the STEM Teaching Process</b> <i>Michał Charlak, Lublin University of Technology</i>
<b>10:15-11:00</b>	<b>Digital communication tools for evaluation</b> <i>Agnieszka Gandzel, Lublin University of Technology</i>
<b>11:00-11:45</b>	<b>Application of the Collaborative Workshop Module in Moodle for Elearning of Forming Technologies Course</b> <i>Viktor Gonda, Obuda University</i>
<b>11:45-12:00</b>	<b>Break</b>
<b>12:00-12:45</b>	<b>Office365 for students of Lublin University of Technology</b> <i>Ewa Łazuka, Lublin University of Technology</i>
<b>12:45-13:30</b>	<b>Creation an Online Facilitate and Engaging Workshop Practice for Students</b> <i>Béla Mészáros, Obuda University</i>
<b>13:30-14:15</b>	<b>HMI-LAB and its usage for support of student</b> <i>Radovan Madleňák, University of Zilina</i>
<b>14:15-15:00</b>	<b>The use of e-learning tools in the teaching of technical subjects at the University of Žilina (practical presentation)</b> <i>Jiří Tengler, University of Zilina</i>
<b>15:00-15:15</b>	<b>Break</b>
<b>15:15-16:00</b>	<b>Study visit to LUT laboratory</b> <i>Ewa Łazuka, Lublin University of Technology</i>
<b>16:00-17:00</b>	<b>Study visit to LUT laboratory</b> <i>Michał Charlak, Lublin University of Technology</i>
<b>17:00-17:30</b>	<b>General discussion and conclusions of the Day 2</b>

### ***Useful Information***

The study visit was held in the Faculty of Mathematics and Technical Computer Science,  
room 8 (1<sup>st</sup> floor)

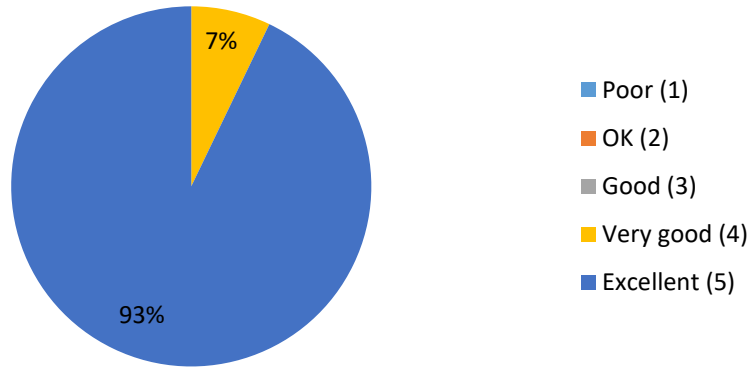


## Event Evaluation List

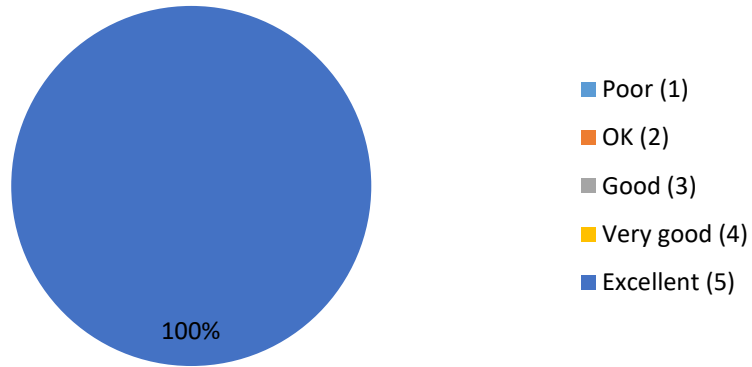
	<p style="text-align: center;"><b>Staff</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Academic</td> <td>86%</td> </tr> <tr> <td>Non-academic</td> <td>14%</td> </tr> </tbody> </table>	Category	Percentage	Academic	86%	Non-academic	14%							
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	<p style="text-align: center;"><b>Gender</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>64%</td> </tr> <tr> <td>Female</td> <td>36%</td> </tr> <tr> <td>Non-binary</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Male	64%	Female	36%	Non-binary	0%					
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	<p style="text-align: center;"><b>Logistic preparation and organization of meeting</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Poor (1)</td> <td>0%</td> </tr> <tr> <td>OK (2)</td> <td>0%</td> </tr> <tr> <td>Good (3)</td> <td>0%</td> </tr> <tr> <td>Very good (4)</td> <td>21%</td> </tr> <tr> <td>Excellent (5)</td> <td>79%</td> </tr> </tbody> </table>	Category	Percentage	Poor (1)	0%	OK (2)	0%	Good (3)	0%	Very good (4)	21%	Excellent (5)	79%	
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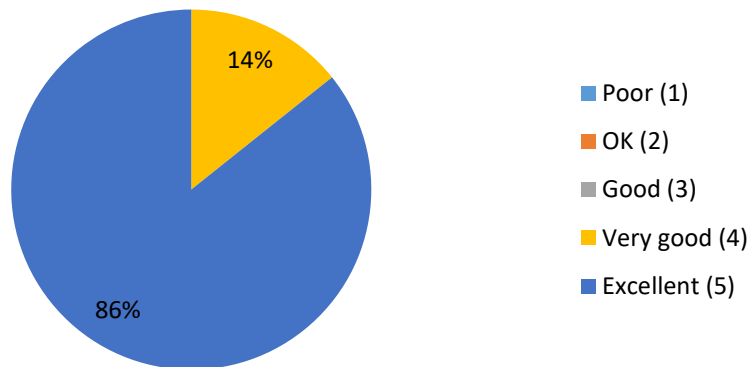
### Content of the Agenda



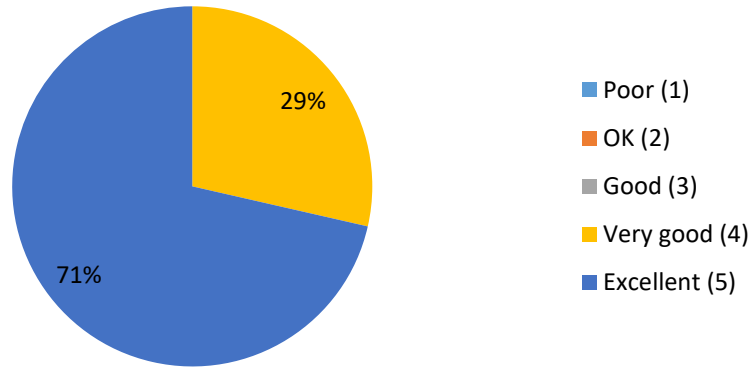
### Arrangements of the meeting



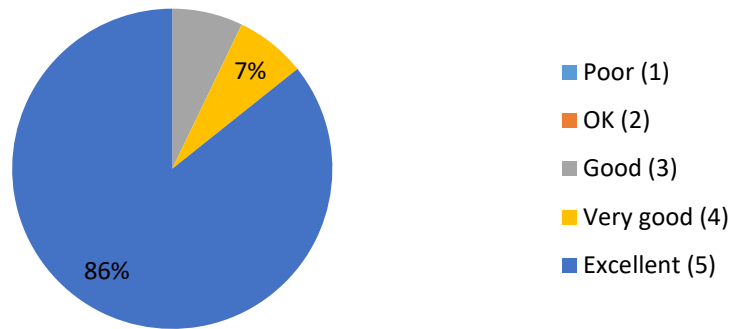
### Communication before the meeting



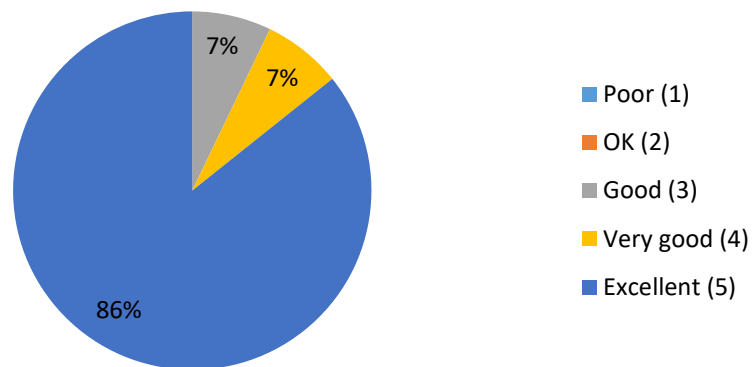
### Duration and timetable of the meeting



### Quality of materials provided during the meeting



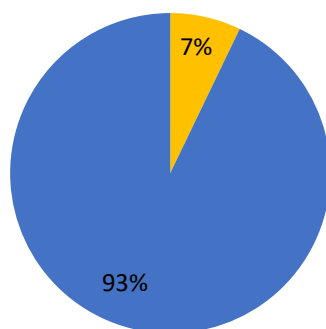
### Quality of presentations





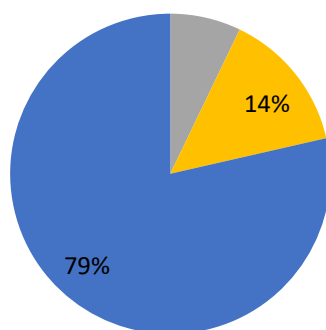


**Communication between the coordinator of the project and the other partners**



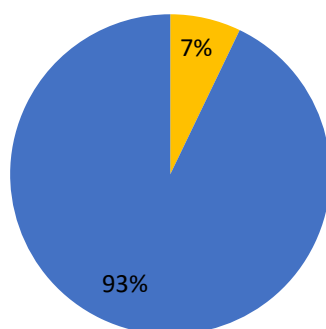
- Poor (1)
- OK (2)
- Good (3)
- Very good (4)
- Excellent (5)

**Engagement of the participants in the activities and discussions**



- Poor (1)
- OK (2)
- Good (3)
- Very good (4)
- Excellent (5)

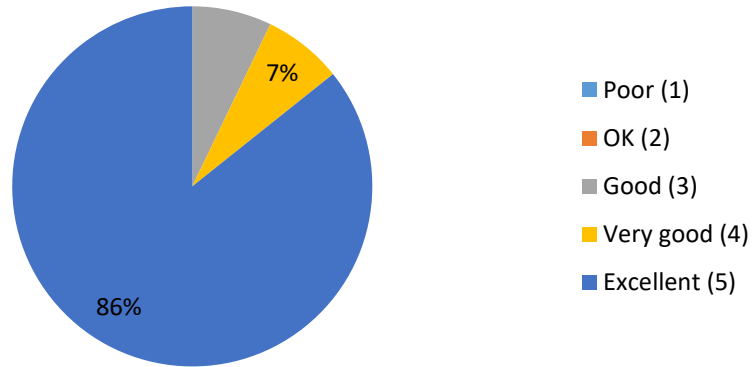
**Objectives in the agenda regarding the DIGSTEM project are reached**



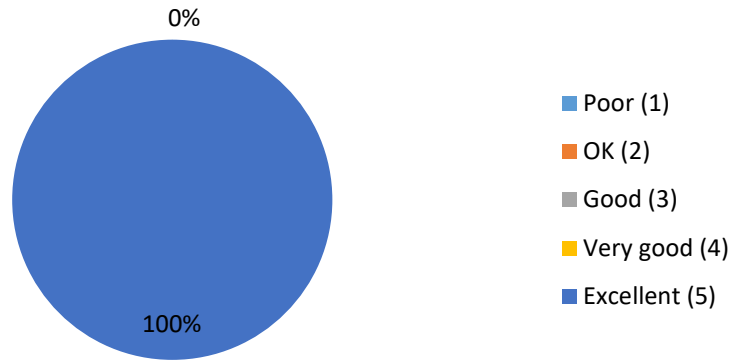
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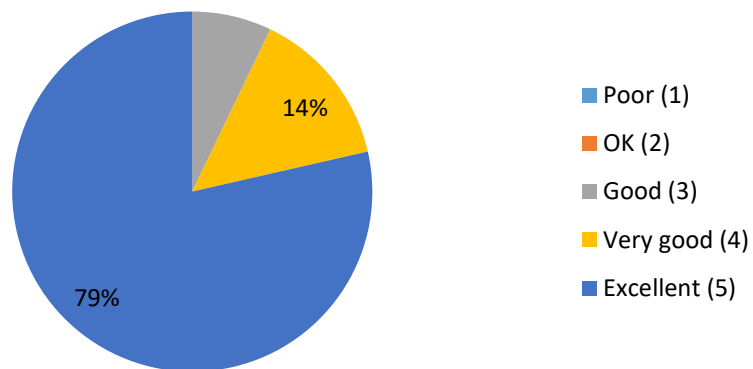
### Mode of reaching the decisions at the meeting



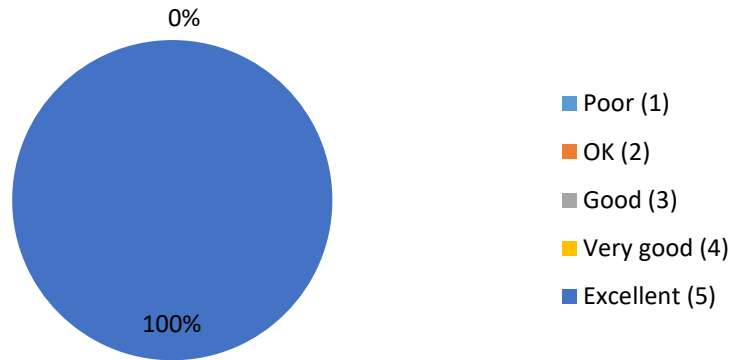
### Opportunities to express your opinion and influence decisions



### Achievement of the meeting and project goals



## Discussion of tasks for the upcoming activities and meetings



## Training at LUT - Attendance list

### Attendance list

DIGSTEM - ATTENDANCE LIST

Event	Training "Improving STEM Teaching Process using Digital Transformation"
Venue	Lublin University of Technology, Lublin, Poland
Date	03/10/2023 - 04/10/2023
Organizer	Lublin University of Technology

No.	Name	Institution acronym	E-mail	Signature	Signature for pictures & audiovisual material publication <sup>1</sup>
1.	JIRI TENGLER	UNIZA	TENGLER@UNIZA.CZ		
2.	RADOVAN MADLENA	UNIZA	MADLENAR@UNIZA.SK		
3.	Vladimir Maesimoni <sup>2</sup>	UPKM	vladimir.maesimoni@upkm.ac.rs		
4.	Jelena Todorovic	UPKM	jelena.todorovic@upkm.ac.rs		
5.	Nilos Guozdic	UPKM	nilos.guozdic@upkm.ac.rs		
6.	Stjepan Prucic	UPKM	stjepan.prucic@upkm.ac.rs		
7.	Viljaq Gonda	OE	gonda.viljaq@logi.uni-obuda.hu		
8.	Bela Meszaros	OE	meszaros.bela@logi.uni-obuda.hu		
9.	ANDRAS BORVATH	OE	borvath.andras@logi.uni-obuda.hu		
10.	Michał Ciwiarak	PL	m.ciwiarak@pollub.pl		
11.	MICHAŁ CIWIARAK	PL	m.ciwiarak@pollub.pl		
12.					
13.					
14.					

<sup>1</sup>By signing this you agree to give permission to the hosts of the event to take pictures and audiovisual footage of you, during this event and publish those in public mediums such as website, social media, media outlets & printed promotional materials. The usage of the pictures shall be solely for purposes of event and topic related promotional events and initiatives.

DIGSTEM - ATTENDANCE LIST

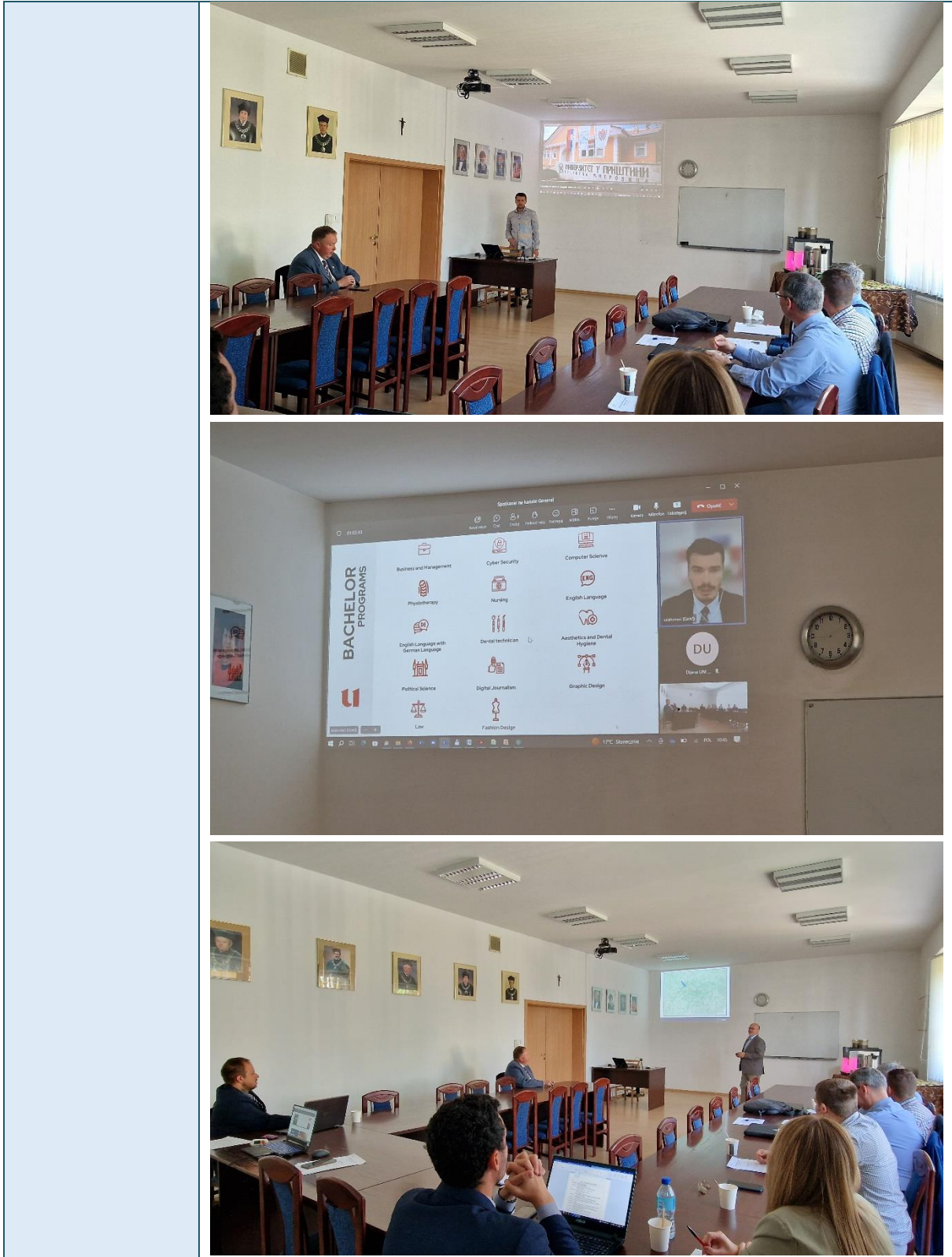
Event	Training "Improving STEM Teaching Process using Digital Transformation"
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No.	Name	Institution acronym	E-mail	Signature	Signature for pictures & audiovisual material publication <sup>1</sup>
1.	Vladimir Maesimoni <sup>2</sup>	UPKM	vladimir.maesimoni@upkm.ac.rs		
2.	Jelena Todorovic	UPKM	jelena.todorovic@upkm.ac.rs		
3.	Nilos Guozdic	UPKM	nilos.guozdic@upkm.ac.rs		
4.	Stjepan Prucic	UPKM	stjepan.prucic@upkm.ac.rs		
5.	Meszaros Bela	OE	meszaros.bela@logi.uni-obuda.hu		
6.	Viljaq Gonda	OE	gonda.viljaq@logi.uni-obuda.hu		
7.	ANDRAS BORVATH	OE	borvath.andras@logi.uni-obuda.hu		
8.	RADOVAN MADLENA	UNIZA	madlenar@uniiza.sk		
9.	JIRI TENGLER	UNIZA	tenglert@uniiza.cz		
10.	ROMESLAWA GANDEK	PL	gandek.romeslawa@pollub.pl		
11.	CIWIARAK MICHAŁ	PL	m.ciwiarak@pollub.pl		
12.	GRÓSKA MIROSLAWA	PL	miroslawa-graska@pollub.pl		
13.	CLA SZENKA	PL	e.szanka@pollub.pl		
14.					

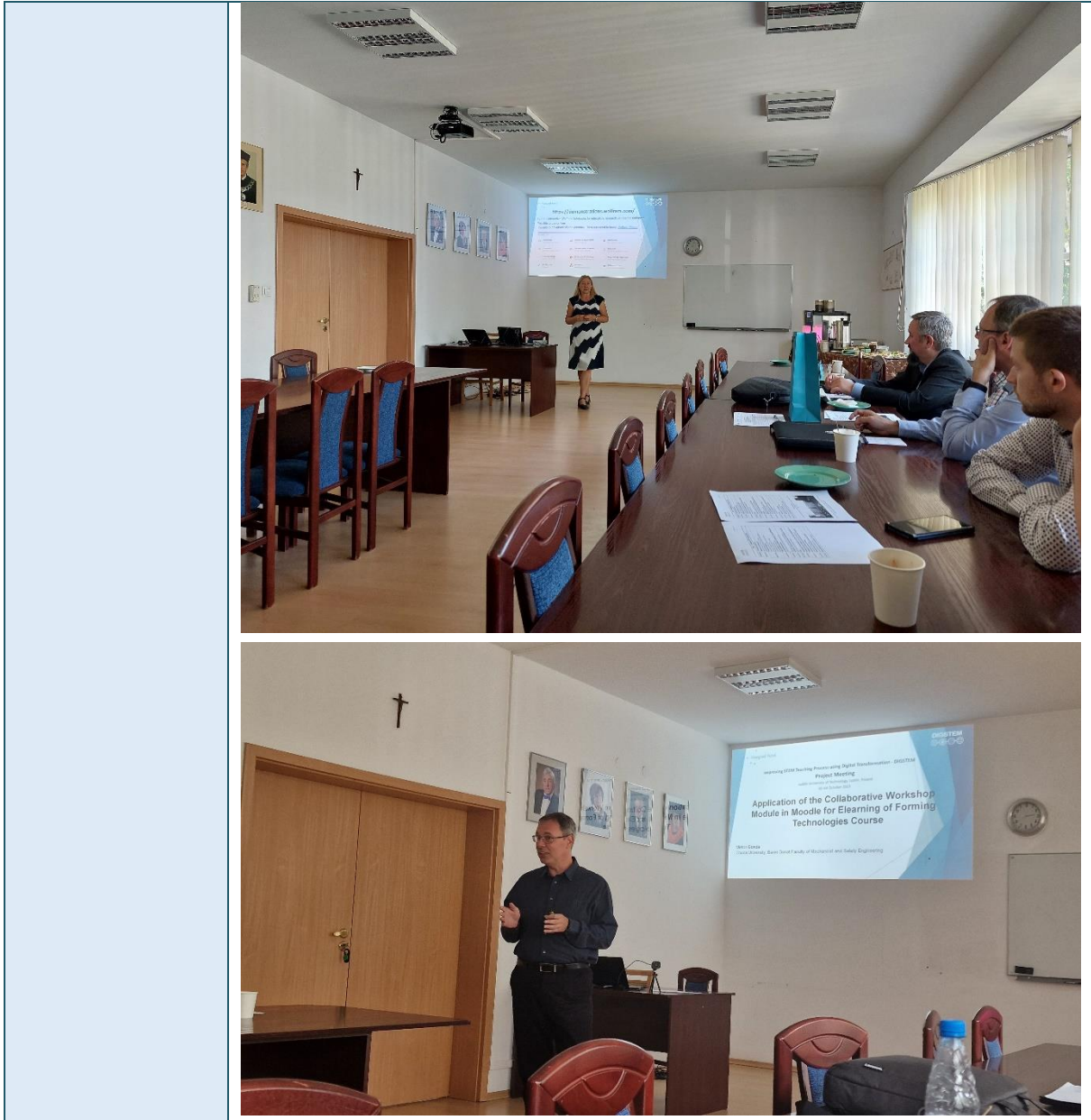
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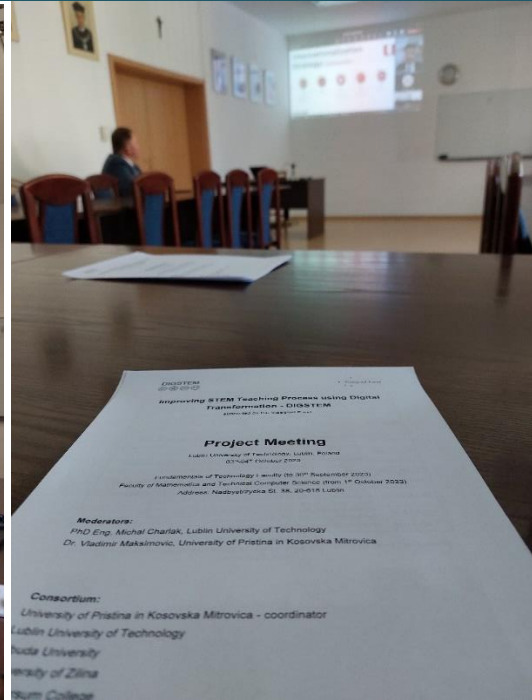
Photos





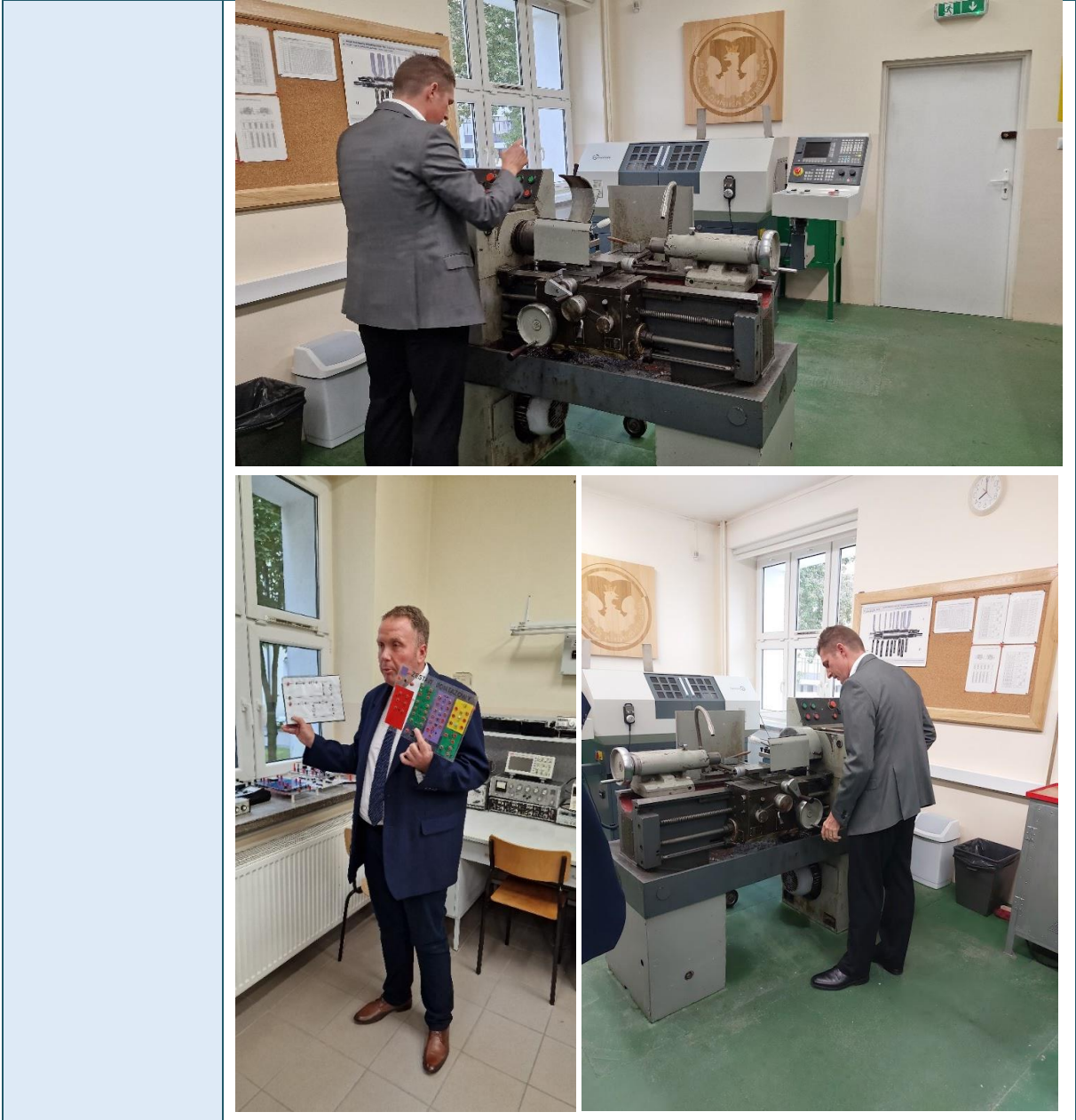








<p><b>Presentation title</b></p>	<p><b>Study visit to LUT laboratory</b></p>
<p><b>Photos</b></p>	<p>The first photograph shows a group of approximately ten people in a computer laboratory. Several individuals are seated at desks with computer monitors, while others stand around them. A man in a dark suit is pointing towards a screen. The room has a whiteboard in the background and large windows.</p> <p>The second photograph is a closer view of the same scene, focusing on the man in the dark suit who is pointing at a computer monitor. Other people are visible in the background, some looking at the screen and others standing nearby.</p> <p>The third photograph provides a wider perspective of the laboratory. It shows rows of wooden desks and chairs. In the background, there are various industrial machines, including what appears to be a lathe and a mill. A man in a dark suit is walking through the room, and other people are visible in the distance.</p>







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**Improving STEM Teaching Process using Digital Transformation - DIGSTEM**

## **Project Meeting**

Lublin University of Technology, Lublin, Poland

03-04 October 2023

# **Project activities and timeline: Preparation of the DIGSTEM webinar and DIGSTEM publication**

**Jelena Todorovic**

University of Pristina in Kosovska Mitrovica

# The main objectives of the project

- IMPLEMENTATION PERIOD: 01/09/2023–30/09/2024
- The overall goal of the project is to improve the application of digital technologies STEM (Science, Technology, Engineering, Mathematics) in the educational process of higher education institutions (HEIs) in Kosovo\* through the exchange of experiences between HEIs from Kosovo\* and the V4 region.
- The experience of HEIs from the V4 group will help to clearly define methodological approaches in the publication that will aim to:
  - developing the research spirit in young people,
  - developing a logical and critical observation of the experiment performance,
  - developing the ability to work with instrumental technique,
  - connecting theoretical knowledge and experiments,
  - increasing the level of scientific literacy.

## Deliverables

<p>Training for teaching process of STEM (Event-Public), Lublin, PL 03/10/2023-04/10/2023</p>	<p>V4 institutions will prepare presentations and two-days training for staff of WB HEIs on their experience in the application of STEM in teaching. The training will also include a visit to the host laboratory where WB HEIs staff will learn about the application of STEM in practical teaching.</p>
<p>Webinar "Implementation of STEM principles in education system" (Event-Public), Mitrovica, XK First week in February 2024</p>	<p>The webinar will be organized online. The main organizer of the webinar is the University of Pristina in Kosovska Mitrovica. Teaching and non-teaching staff from WB HEIs and V4 HEIs will participate.</p>
<p>Publication (Product) 01/03/2024-30/06/2024</p>	<p>As a final result, the publication will contain all the material from the project.</p>
<p>Promotional materials (Product) 01/09/2023-28/09/2024</p>	<p>The project coordinator in collaboration with other partners will design promotional materials to be distributed to target groups. Promotional materials will be in electronic versions.</p>

# Webinar

- Through the webinar, students, teaching and non-teaching staff of HEIs will be introduced to the capacities and state of the partner institutions and thus create space for a way that will enable the implementation of STEM principles in education. The conclusions from the webinar will be included in the final publication.
- All partner institutions will have presenters at the webinar, while the webinar will be hosted online by the University of Pristina in Kosovska Mitrovica. Participation in the webinar can be taken by staff and students both from the participating HEIs and from other HEIs that are not part of the project. The link will be available for registration throughout the month.



## Webinar - survey

- Before the webinar, a survey of students and teaching staff will be conducted. Surveys will be used to examine the prevalence and application of digital technologies STEM in teaching, what are the benefits, what are the advantages and disadvantages, how helpful is it, etc.
- Each partner institution will present its survey results.
- The survey will be compiled by the coordinator, and other partner institutions can make proposals for it.
- The survey questions should be created during November, while the survey should be conducted in December.

# Webinar

- Each institution will have experts who will present on the webinar.
- Experts should prepare topics and presentations. Presentations are preferred, but video content is also possible.
- Promotion of the webinar should be a month before the event in order to include as many students as possible (sharing links regarding the event).
- Each institution should provide a certain number of students, teaching and non-teaching staff to attend and follow the webinar (20-30 people).
- Before the webinar, the material that will be presented by the experts should be sent to the coordinator, so that it can be included in the publication.

# Publication

- The publication will consist of two parts. The first part will contain descriptions of project results and project activities (trainings, webinar conclusions, photos from the event, etc.) and will be intended for the general public. The second part will serve as a guide for the implementation of STEM in education based on the training reports and conclusions of the webinar.
- All material presented at the training and webinar by the experts will be included in the publication.
- The electronic publication will be distributed through the website and social networks. It will be available after the end of the project.
- All institutions will participate in the creation of the publication. The publication will be designed by the project coordinator.
- Defining the concept of the publication will take place one month before its creation, so that all partner institutions will be able to make proposals and participate in defining the content.
- Experts will create final publication based on reports from trainings and webinar.



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## Promotion

- Partner institutions should share links and posts from the project website on their websites and official profiles on social networks during the project.
  
- Website: [www.digstem.pr.ac.rs](http://www.digstem.pr.ac.rs)
- Facebook: [www.facebook.com/DigstemVisegrad](https://www.facebook.com/DigstemVisegrad)
- Instagram: [www.instagram.com/digstem\\_visegrad](https://www.instagram.com/digstem_visegrad)



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DIGSTEM



**THANK YOU FOR YOUR ATTENTION**

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**Improving STEM Teaching Process using Digital Transformation - DIGSTEM**

## **Project Meeting**

Lublin University of Technology, Lublin, Poland

03-04 October 2023

# **Project Management Issues**

## **Administration and Budget**

**Dr. Vladimir Maksimovic**

University of Pristina in Kosovska Mitrovica

## Project overview

- The goal of the project is to improve the application of digital technologies in the field of STEM (science, technology, engineering, mathematics) within the educational process of higher education institutions (HEIs) in the WB countries through the exchange of experiences between HEIs from the WB and the V4 region.
- Project implementation period: 01/09/2023 – 30/09/2024
- Consortium:
  - University of Pristina in Kosovska Mitrovica - coordinator
  - Lublin University of Technology
  - Obuda University
  - University of Zilina
  - Universum College
- Budget: €25,273.00 (The 1<sup>st</sup> installment in the amount of €20,219.00 and the 2<sup>nd</sup> installment in the amount of €5,054.00 after the Final Report, Financial Statement and Audit report)



## Coordinator's reports to Fund



- Interim report
- Final Report
- Financial Statement
- Audit Report
- The Fund reserves the right to carry out monitoring visits of projects and, if necessary, to request additional documentation

## Partner's reports (requests) to coordinator

- **Work report**
- **Reimbursement request**
- **Bank account details**
- **Copies of the tickets and bills**
- Transportation costs reimbursement sheet (only if you use the private car as a means of transport)

# Work report for Experts

- Work report must be filled for every expert and every task
- Must be signed by expert and local project coordinator
- Name of expert
- Expert category (researcher, teacher, trainer, manager, technician, administrative)
- Institution
- Position in institution
- Country
- Output
- Engagement period
- Number of days
- Description of tasks performed and outputs product

Project name: Improving STEM Teaching Process using Digital Transformation  
 Project acronym: DIGSTEM  
 Grant No. 223L0113  
 Project duration: 01/09/2023 – 30/09/2024  
 Project coordinator: University of Mitrovica

### Work Report

Name of the expert			
Expert category <small>researcher, teacher, trainer, manager, technician, administrative</small>			
Institution			
Position in Institution			
Country			
Output			
Engagement period	from	dd/mm/yyyy	to dd/mm/yyyy
Number of days			
Description of tasks performed and outputs product			
Name of the local project coordinator and position			

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Signature of the expert  
\_\_\_\_\_

Signature of the local project coordinator  
\_\_\_\_\_

# Reimbursement request for experts, travel and accommodation

- Fees for all expert should be filed in Table 1 (same data as in Work report)
- Transportation, accommodation and board for all experts
- Accommodation costs include and meals costs
- Annexes for delivery:
  - Work report
  - Copies of the tickets and bills
  - Bank account details
- Must be signed by local project coordinator and legal representative
- If your institution use currency other than EUR, convert them to EUR using the exchange rate of your national bank on the day the bills and tickets are issued

• Visegrad Fund

Project name: Improving STEM Teaching Process using Digital Transformation  
 Project acronym: DIGSTEM  
 Grant No. 223L0113  
 Project duration: 01/09/2023 – 30/09/2024  
 Project coordinator: University of Mitrovica

### Reimbursement Request

**Expert Fees**

Institution					
Country					
Output					
Engagement period	from	dd/mm/yyyy	to	dd/mm/yyyy	
	Expert name and surname	Expert category <small>researcher, teacher, trainer, manager, technician, administrative</small>	Number of days	Fees per day (EUR)	Total fees (EUR)
1					
2					
3					
4					
5					
6					
7					
8					
<b>TOTAL (EUR)</b>					

**Accommodation and transportation costs**

Event				
Data				
Host / Organizer				
Address (city/country)				
Name of the passenger/s (participant/s)				
Residence (city, country)				
	Names of passengers	Accommodation costs (EUR)	Transportation costs (EUR)	Total costs (EUR)
1				
2				
3				

• Visegrad Fund

4				
5				
6				
7				
8				
<b>TOTAL (EUR)</b>				

I request the reimbursement from the project coordinator University of Mitrovica in the amount of \_\_\_\_\_ as the equivalent of the expert fees, accommodation and travel costs.

Annexes:

- Work report.
- Copies of the tickets and bills.
- Bank account details.

Name of the local project coordinator and position	
Name of the legal representative and function	

Date: \_\_\_\_\_ Place: \_\_\_\_\_

Signature of the local project coordinator \_\_\_\_\_ Signature of the legal representative \_\_\_\_\_

\*If your institution use currency other than EUR, please convert them to EUR using the exchange rate of your national bank on the day the bills and tickets are issued.  
 \*\*Accommodation costs include and meals costs.

# Transportation costs reimbursement

- Only if you use the private car to travel to the venue
- Section B should be filled
- Must be signed by local project coordinator
- Type of car
- License plate number
- Consumption per kilometre (liter)
- Currency and amount
- Names of other persons travelling in this car
- Total km
- From - To

**TRANSPORTATION COSTS REIMBURSEMENT SHEET**

Event:					
Held (where/when):					
Organizer (grantee/project partner):					
Address (city/country):					
Name of the passenger/s (participant/s):					
Residence (city, country):					

**A. Train/bus/air/boat Transportation** (i.e., disbursement based on enclosed transport tickets):

Date of departure	Date of arrival	From	To	Currency on ticket	Price of ticket
<b>TOTAL</b>					

**Note:** In order to have the payment approved by the Fund, **copies of tickets** must be delivered to the Fund. The grantee (organizer) is obliged to collect the tickets from the travelers.

**B. Private car**  
(Please note that the Fund can only reimburse the use of private cars. Any use of official cars is considered an "in-kind contribution" and cannot be accepted.)

Type:	License plate No.:
Consumption per kilometer (liters):	
Official reimbursement per 1 km (by law):	Currency:      Amount:
Names of other persons travelling in this car:	

**Note:** In order to have the payment approved by the Fund, a copy of the **car registration** must be submitted with this sheet.

Date of departure	Date of arrival	From	To	km	*** read note under table	
					Currency	Amount
<b>TOTAL</b>						X

Hereby I declare that I have used a private car as specified in the table above—please mark a) or b)

a) I request the reimbursement in the amount of ..... for ..... km as specified in the table  
b) I request the reimbursement in the amount of ..... as the equivalent of the costs of train/bus (please underline one) and I enclose a confirmation about the ticket price from the provider of transport services.

---

Hereby I confirm the receipt of:      **currency:** ..... **amount:** .....

Signature of the participant (receiver of payment)      .....

In ..... date: .....

Approved by: name & signature of the representative of the organizer (grantee/partner of the Fund)      .....





## Dissemination



**DIGSTEM**



[www.digstem.pr.ac.rs](http://www.digstem.pr.ac.rs)

**Training for  
teaching process of STEM**

Lublin University of Technology, Lublin, Poland  
03rd - 04th October 2023

Organiser: Lublin University of Technology  
Participants: University of Pristina in Kosovska Mitrovica, Obuda University,  
University of Zillina, Univerzum College

Supported by  Visegrad Fund

Share and follow

- Website: [www.digstem.pr.ac.rs](http://www.digstem.pr.ac.rs)
- Facebook: [www.facebook.com/DigstemVisegrad](https://www.facebook.com/DigstemVisegrad)
- Instagram: [www.instagram.com/digstem\\_visegrad](https://www.instagram.com/digstem_visegrad)

- 
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**THANK YOU FOR YOUR ATTENTION!**

**Any questions?**



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**Improving STEM Teaching Process using Digital Transformation - DIGSTEM  
Project Meeting**

Lublin University of Technology, Lublin, Poland  
03-05 October 2023

# **Application of Wolfram Demonstration Project Platform in Teaching**


**Izolda Gorgol**  
Lublin University of Technology


# <https://demonstrations.wolfram.com/>

- 12,000+ Interactive Wolfram Notebooks for education, research, recreation and more
- Possible to use on-line
- Possible to download off-line versions – then one need to install [Wolfram Player](#)


---


## BROWSE TOPICS


 **Mathematics**  
Algebra | Calculus & Analysis ...


 **Business & Social Systems**  
Economics | Finance

 **Creative Arts**  
Art | Architecture | Music ...


 **Computation**  
Algorithms | Computer Science ...


 **Systems, Models & Methods**  
Discrete Models | Networks ...


 **Kids & Fun**  
For Kids | Puzzles | Optical Illusions

 **Physical Sciences**  
Physics | Earth Science ...

 **Engineering & Technology**  
Machines | Electrical Engineering ...

 **Programming Functionality**  
Short Programs | 3D Graphics ...

 **Life Sciences**  
Biology | ...

 **Our World**  
Everyday Life | Geography ...

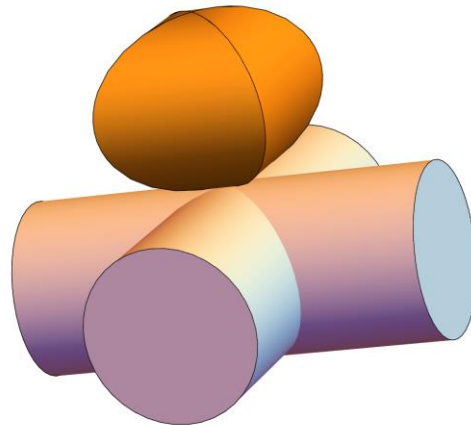
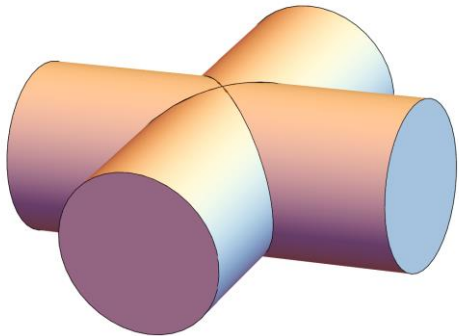
 **US Common Core**  
*State Educational Standards*

# Examples of demonstrations

- Intersecting Cylinders
- Shortest Distance between Two Skew Lines
- Hanoi Towers
- Numerical Methods for Differential Equations
- Forest Fire Simulation

# Intersecting Cylinders

- ▶ An example of the presentation illustrating 3D objects (elevation of intersection of two cylinders)

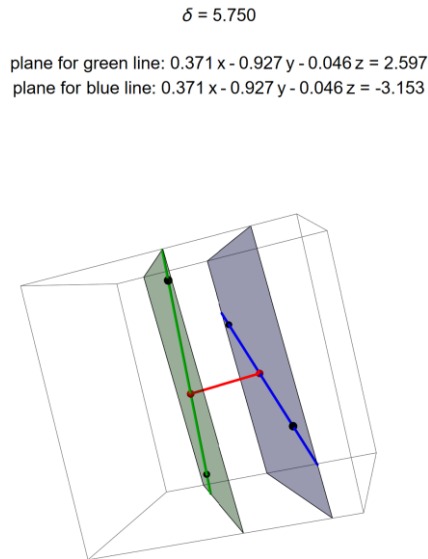
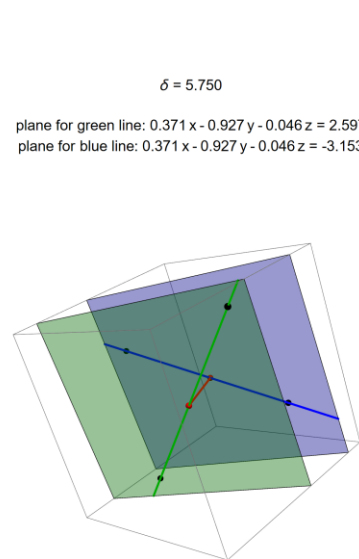
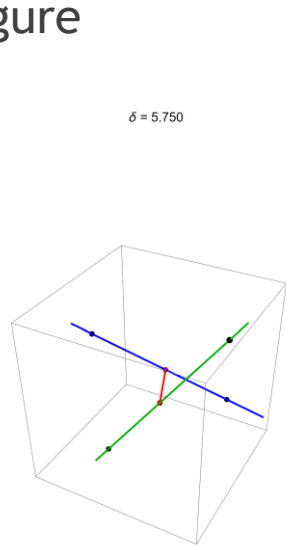


# Shortest Distance between Two Skew Lines

- ▶ Illustration of the definition of the distance of two skew lines
- ▶ Possibility of manipulation of coordinates of points, showing planes, rotate the figure

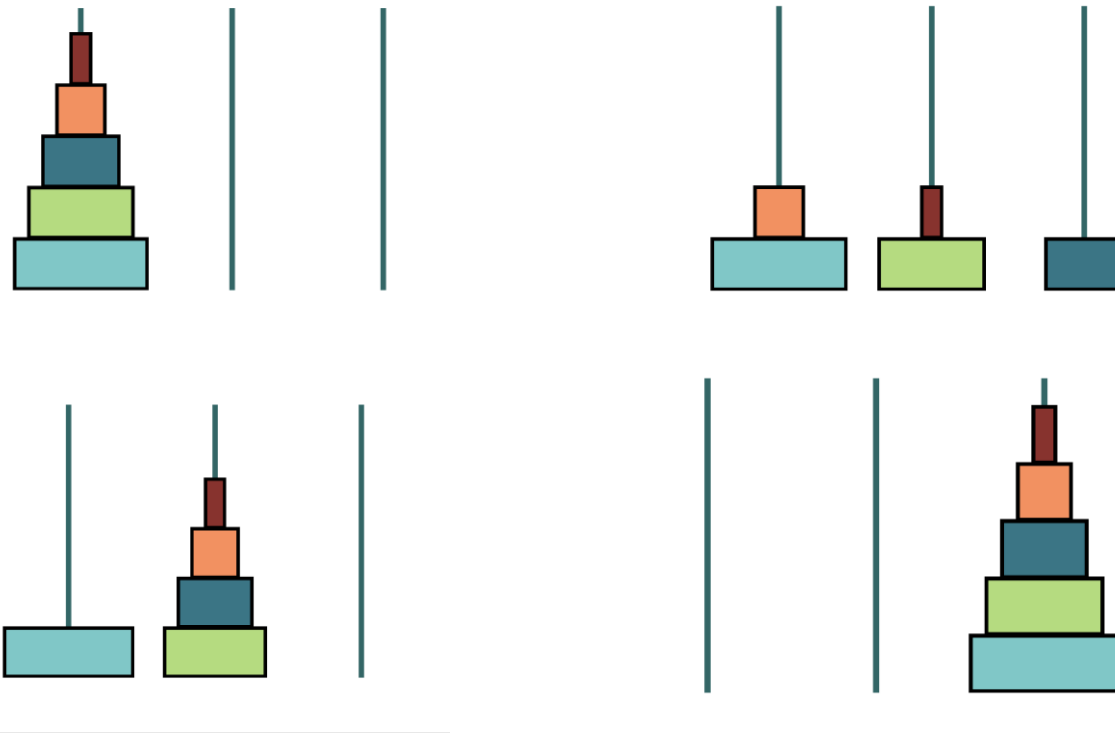
8  
 0  
 8  
 -4  
 -4  
 -8  
 -8  
 0  
 4  
 4  
 6  
 6  
 -4

show plane for green line  
 show plane for blue line  
 show coordinates of P and Q  
 P is on the green line and  
 Q is on the blue line.



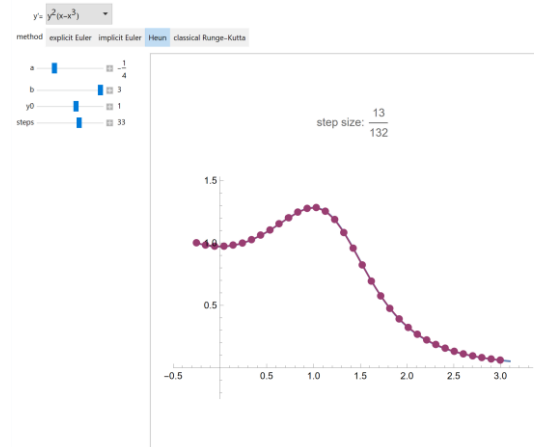
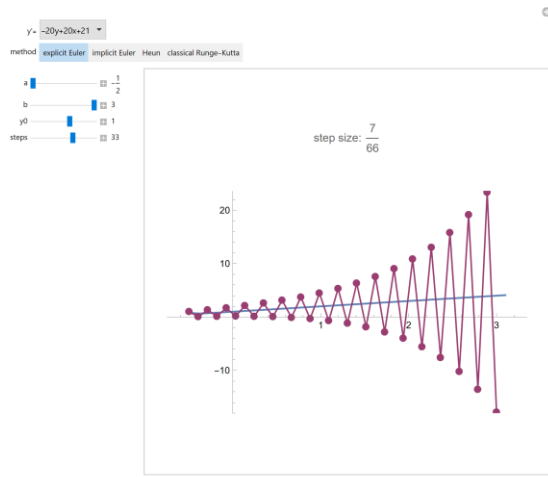
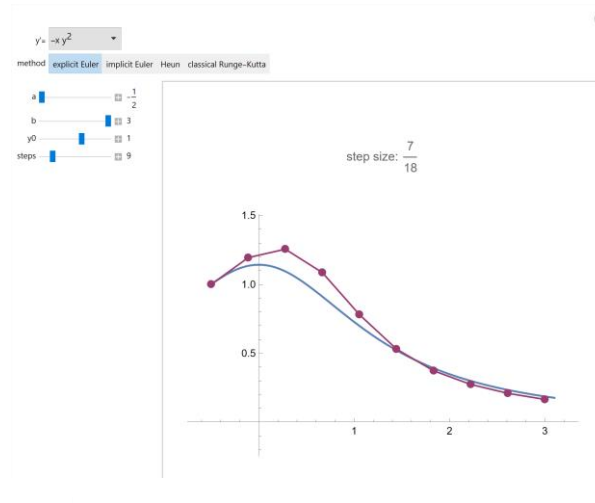
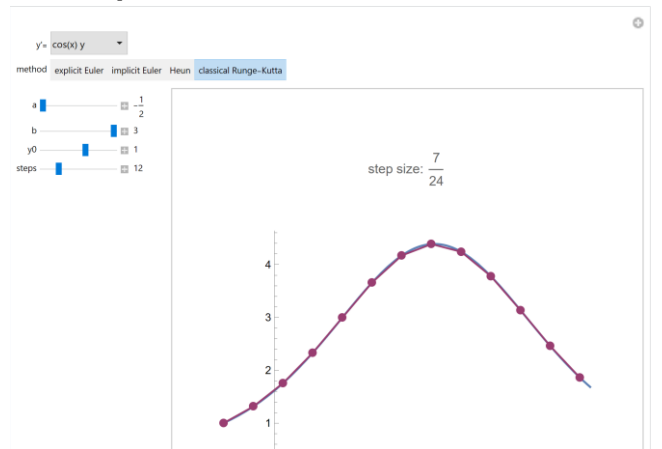
# Hanoi Towers

- ▶ Illustration of Hanoi Towers puzzle - how to move a tower of discs from one peg to another not placing bigger disc onto smaller. One can follow each move; possibility of changing number of discs and pegs.



# Numerical Methods for Differential Equations

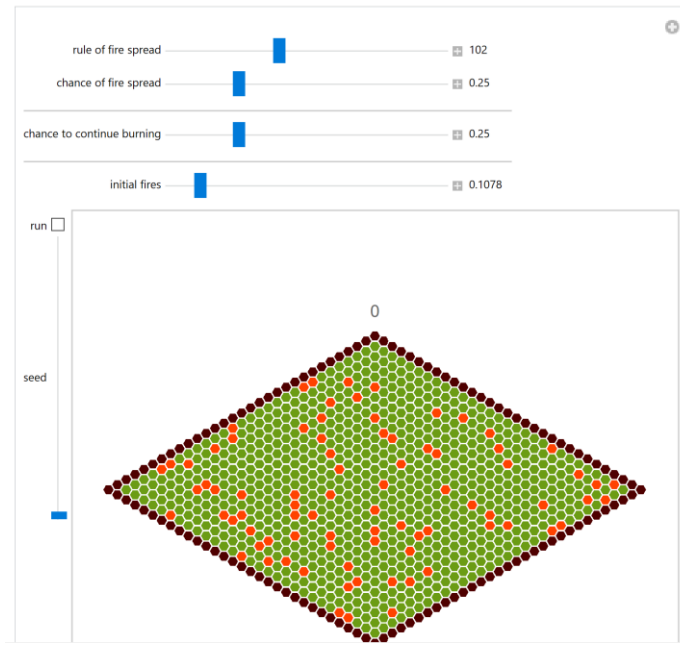
- Possibility of illustrating 4 numerical methods for solving different Cauchy problems with various integration steps



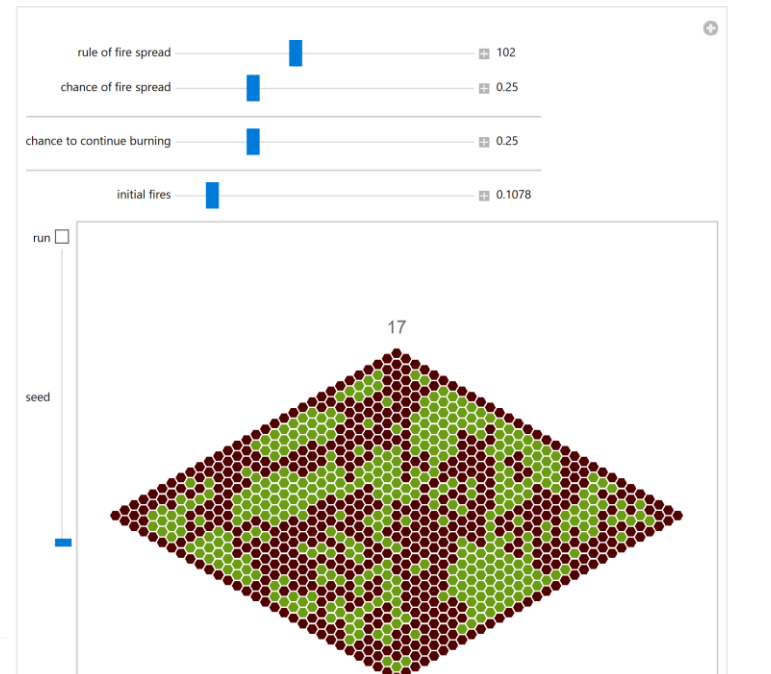
# Forest Fire Simulation

- ▶ Animation of spreading a fire with different fire scenarios: the number of burning trees at the beginning, probability of fire propagation, etc. (start and end)

## Forest Fire Simulation Using a Randomized Hexagonal Automaton



## Forest Fire Simulation Using a Randomized Hexagonal Automaton





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- • Improving STEM Teaching Process using Digital Transformation - DIGSTEM

## Project Meeting

Lublin University of Technology, Lublin, Poland

03-04 October 2023

# Challenges and Opportunities of Online Learning and Teaching at Engineering at Obuda University

**András Horváth**

Bánki Donát Faculty of Mechanical and Safety Engineering, Óbuda University, Budapest, Hungary

- Visegrad Fund

# Online learning, or how the world has changed



## Online learning - Definition



Online education is the method of education in which students and teachers or instructors use digital technologies and the Internet to communicate and interact with each other without physically being in the same space. This enables learning and instructional flexibility and enables students to access educational content from many different places and times.

# The types of online learning

1. Synchronous Learning

2. Asynchronous Learning

3. Blended or Hybrid Learning

4. Self-Paced Learning

5. Massive Open Online Courses (MOOCs)



# 1. Synchronous Learning

- **Real-Time Interaction**
- **Scheduled Sessions**
- **Instructor-Led**
- **Interactive Learning**
- **Visual and Verbal Communication**
- **Immediate Feedback**
- **Structured Learning Environment**
- **Technology Requirements**
- **Attendance and Participation**
- **Recorded Sessions**

# 1. Synchronous Learning at Óbuda University



<https://bigbluebutton.org/>

- Open source
- Cost effective
- **Dedicated to Education**
- **Integration (with e.g. Moodle)**
- **Interactive Tools**
- **Screen Sharing**
- **Breakout Rooms**
- **Recording Capabilities**
- **No Installation Required**
- **Continuous Development**



Microsoft Teams

- **Real-Time Communication**
- **File Sharing and Collaboration**
- **Integration with Microsoft 365 Apps**
- **Mobile Accessibility**
- **Limited Free Version**
- **Dependency on Microsoft Ecosystem**
- **Limited Customization for Non-Technical Users**
- **Platform Updates**

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## 2. Asynchronous Learning



Learning Management System (LMS)





## 2. Asynchronous Learning



Khan Academy



Lynda.com is becoming LinkedIn Learning



UDACITY



## 2. Asynchronous Learning at Óbuda University



Advantages	Disadvantages
Open Source	Technical Expertise
Cost-Effective	Usability
Flexible and Customizable	Resource-Intensive
Large Community	
Access Control and Security	
Rich Content Creation	

### 3. Blended or Hybrid Learning

Blended learning, also known as hybrid learning, is an educational approach that combines traditional face-to-face instruction with online learning experiences. This model aims to leverage the strengths of both in-person and online teaching methods to create a more flexible and effective learning environment.

Advantages	Disadvantages
Flexibility	Design and Planning
Enhanced Engagement	<b>Technology Requirements</b>
Personalized Learning	Technology Requirements
Efficiency	Assessment and Evaluation
Access to Resources	Accessibility
Scalability	Communication

## 4. Self-Paced Learning

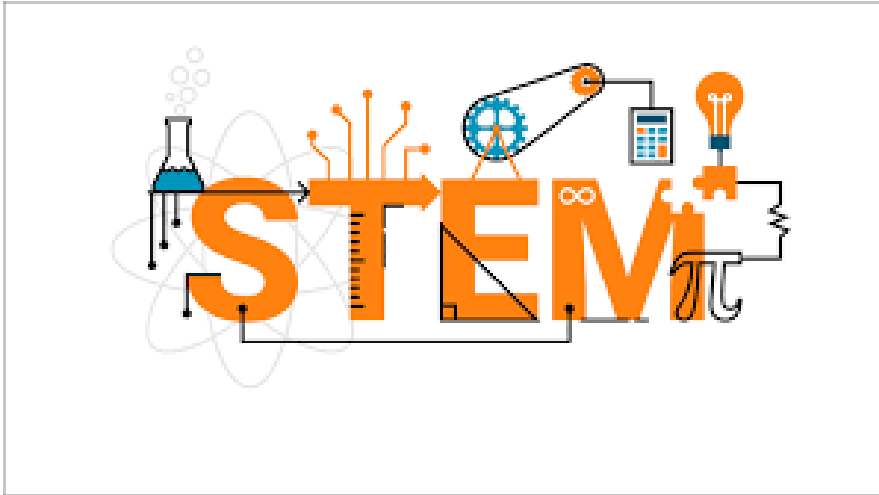
Self-paced learning is an instructional approach in which learners have control over the pace at which they progress through course materials or educational content.

In self-paced learning, students can decide when and how quickly they study, review, and complete assignments or modules, rather than following a fixed schedule or timeline set by an instructor.

This approach offers flexibility and allows learners to tailor their educational experience to their individual needs and preferences.

- **No Set Schedule:** Unlike traditional classroom-based or instructor-led courses, self-paced learning does not adhere to a predetermined class schedule or specific deadlines for assignments or assessments.
- **Individualized Progress:** Learners progress through the content at their own speed, allowing them to focus more on challenging topics or breeze through familiar material.
- **Self-Assessment:** Learners are typically responsible for self-assessment and monitoring their own progress. They can review and revisit content as many times as needed to reinforce their understanding.
- **Minimized Peer Interaction:** Self-paced learning may involve minimal interaction with instructors or peers, although some courses incorporate discussion forums or chat features for collaboration.

# What is STEM?



"STEM" is an acronym that stands for Science, Technology, Engineering and Mathematics. These subjects are grouped together because of the interconnectedness of their disciplines in the academic world and their shared importance in driving innovation in the modern economy.

# STEM-based learning programs

- STEM is a growing movement in education, not only in the United States, but around the world.
- STEM-based learning programs are designed to increase student interest in higher education and careers in these fields.
- STEM education typically uses a **newer blended learning model** that combines traditional classroom instruction with online and hands-on learning.
- The purpose of this model of blended learning is to provide students with the opportunity to learn about different methods of learning and problem solving.

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# STEM-based learning programs

## STEM Science

Classes in the science category of STEM programs must be familiar with biology, ecology, chemistry, and physics. STEM science classes incorporate technology, engineering, and math into science studies.



## Science

This encompasses a wide range of fields that study the natural world and aim to understand how the universe works. This includes disciplines such as:

- Biology (study of living organisms)
- Chemistry (the study of matter and its properties)
- Physics (study of matter, energy and fundamental forces)
- Earth science (the study of planet Earth and its processes)
- Environmental science (the study of the environment and human impacts)
- Astronomy (the study of celestial bodies and the universe)





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## Technology

This field focuses on the practical application of scientific knowledge and covers a range of areas including:



S T  
EM

- Information Technology (IT)
- Computer technology
- Artificial Intelligence (AI)
- Robotics
- Data analysis





STEM

## Engineering

Engineering involves the application of mathematical and scientific principles to the design, construction and maintenance of structures, machines, systems and processes. There are several branches, including:

- Mechanical engineering
- Deep construction
- Electric engineer
- Chemical engineering
- Aeronautical Engineering
- Biomedical engineering



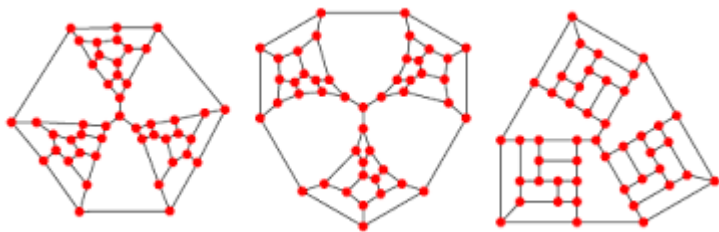
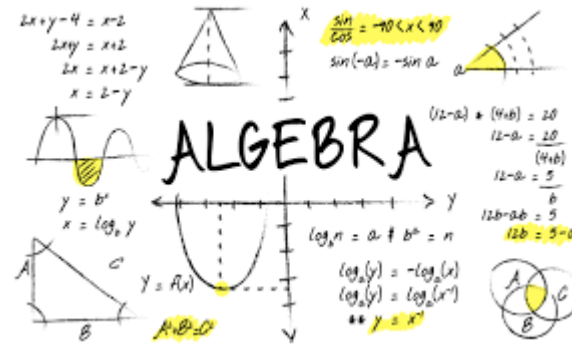
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STEM

## Mathematics

It is the study of numbers, quantity, space, structure and change. It provides the basic tools and techniques used in STEM fields. Sub-disciplines include:

- Algebra
- Geometry
- Calculation
- Statistics
- Discrete mathematics





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In recent years, some advocates have proposed expanding the acronym "STEAM" to include "Arts" as a crucial component, emphasizing the importance of creativity and design in technological innovation.

STEM

Art?



# Online teaching in STEM

Emphasis on STEM education has increased worldwide due to its role in fostering innovation, economic growth, and problem-solving skills, making individuals in these fields highly sought after in the workforce.

STEM fields often involve hands-on activities, experiments, and problem-solving, which can be more challenging to replicate in a virtual environment. However, with the right strategies and tools, effective online teaching in STEM is achievable.

# Tips for online learning in STEM

## Choose the Right Technology

- Learning Management System (LMS)
- Video Conferencing Tools
- Online Lab Simulations
- Interactive Whiteboards
- Online Collaboration Tools

## Create Engaging Content

- Video Lectures
- Interactive content
- Real-World Applications
- Multimedia

## Virtual Labs and Experiments:

- **Virtual Labs:** Utilize virtual lab simulations, if available, to replicate experiments and hands-on learning experiences.
- **At-Home Experiments:** Design experiments that students can safely conduct at home using readily available materials.

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# PhET Interactive Simulation



PhET Interactive Simulations is a University of Colorado Boulder project that creates free interactive math and science simulations. Founded in 2002 by Nobel laureate Carl Wieman, PhET Simulations aims to improve the teaching and learning of science and mathematics. Their simulations offer a unique learning experience that differs from traditional teaching methods.

<https://phet.colorado.edu/>  
<https://phet.colorado.edu/hu/>  
<https://phet.colorado.edu/sr/>



**164**

interactive  
simulations



**121**

language  
translations



# Practice of online teaching of STEM at Óbuda University



1. Carpathian-mediterranean Online Education Centre (K-MOOC)
2. Application Of The Collaborative Workshop Module In Moodle For Elearning Of Forming Technologies Course - Prof. Viktor Gonda, Óbuda University
3. Creation an Online Facilitate and Engaging Workshop Practice for Students - Béla Mészáros, Óbuda University



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## 1. Carpathian-mediterranean Online Education Centre (K-MOOC)

<https://www.kmooc.uni-obuda.hu/>



- MOOC: Massive Open Online Courses
- It is open to everyone, the courses are not location-based and the pace of learning is controlled by the student
- In Hungarian and in English
- The K-MOOC aims to promote and disseminate online courses in Hungary, primarily for Hungarians in the Carpathian Basin, but also for all native Hungarian speakers around the world. It is now also available in English for foreign students and learners.
- K-MOOC provides a form of online education recognised with a credit or certificate for students of higher education institutions, faculties and departments in the Carpathian Basin, which offer partial or complete Hungarian language education, and offers a new form of education for lifelong learning.

# 1. Carpathian-mediterranean Online Education Centre (K-MOOC)

<https://www.kmooc.uni-obuda.hu/>

**Available languages**

Magyar

English

**Category**

Social Sciences

Economics

Art History

Computer Science

Engineering

**Credits**

0 - 7+

Min:

Max:

**Host Institution**

**i You can take courses from any institution.**

Apor Vilmos Katolikus Főiskola

Babes-Bolyai Tudományegyetem

Budapesti Corvinus Egyetem

Budapesti Gazdasági Egyetem

Budapesti Műszaki és Gazdaságtudományi Egyetem

**Databases**

Available languages: **Computer Science**

In the framework of the subject, students get acquainted with the theoretical foundations and implementation of database management systems, the database design process, and modern data management methods. a

5 credits

**Hedy - Life in the AI Era**

Available languages: **Social Sciences** **Computer Science**

The aim of the English - language online course is for students lake learn about the role of AI interpreted within the framework of Industry 4.0 ( or 5.0), especially its Impact in the economic, social and technical fields.

The main topic of the online course to be developed as part of the HEDY project is artificial intelligence (AI), which is represented in many areas of life. The course participants can learn about the achievements, key technologies, opportunities and challenges of the 4th industrial revolution. They can map how AI shapes our daily lives, our needs in various subject areas, and the challenges it poses to developing our skills and competencies. They can get an idea of their Impact on business and government life in customer needs, product development and business modelling.

4 credits

**ASP.NET Core web application development with Orchard Core CMS**

Available languages: **Computer Science**

The aim is for students to be able to build a real-world custom web app by the end of the course that utilizes Orchard and ASP.NET Core features appropriately. Students will gain ready to use knowledge that they then can employ to build stylish and feature-rich websites, interactive web apps, or even a headless content management backend for other apps to consume web APIs of. Getting a glimpse into how an open-source project and community works will also be part of the course.

3 credits

**Programming robots in ROS**

Available languages: **Computer Science** **Engineering**

The Robot Operating System (ROS) is a platform widely used in research and also in the industry. The students will learn how to develop ROS applications in Python programming language. The aim of the course is to get the students acquainted with ROS, and also to give them an opportunity to practice Python.

2 credits



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## 1. Carpathian-mediterranean Online Education Centre (K-MOOC)

<https://www.kmooc.uni-obuda.hu/>

Available STEM courses in Hungarian language

- Introduction to Quantum Informatics
- Digital Techniques I., II.
- Mechanics
- Artificial Intelligence I, II
- Introduction to Matlab



By taking a K-MOOC Course, you can...

- gain new, exciting knowledge in your interests
- improve your digital competency
- learn from university teachers
- peek into the world of higher education
- learn with time to spare for your other university courses
- move at your own speed
- learn for free
- retake courses every semester, as many times as you want
- request a Credit Certificate if you are successful
- rest assured if you fail, as there are no negative consequences

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**Improving STEM Teaching Process using Digital Transformation - DIGSTEM**

## **Project Meeting**

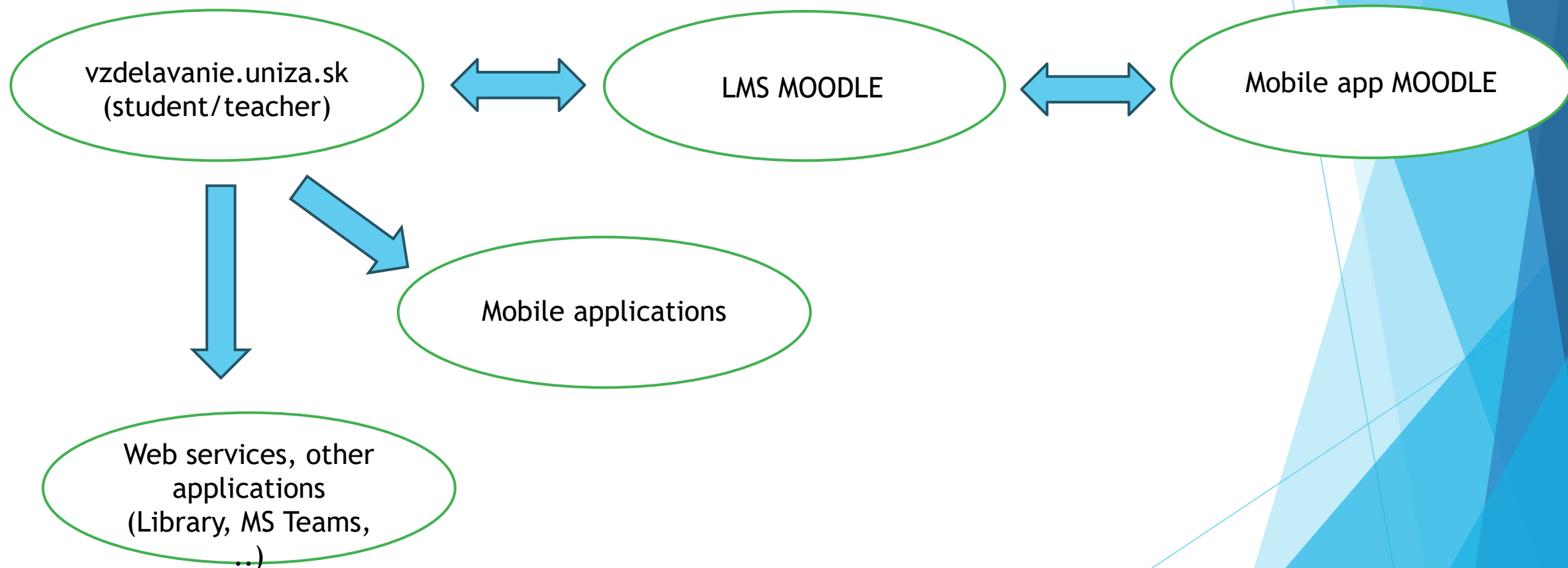
Lublin University of Technology, Lublin, Poland

03-04 October 2023

# **Online learning environment at University of Zilina**

**prof. Ing. Radovan Madleňák, PhD.**  
University of Zilina

# AILS (Academic Information and Learning System) structure





NOVÝ VZDELÁVACÍ MINISERIÁL



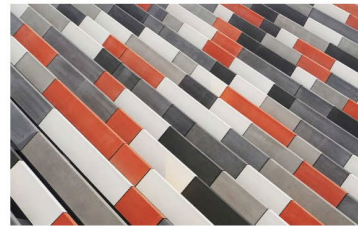
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TEACHING PLANS



More >

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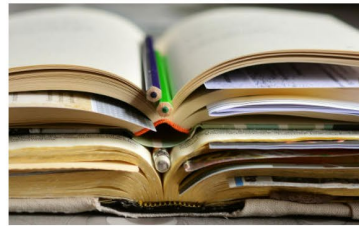
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PSYCHOLOGICAL SUPPORT CENTER



More >

STUDENTS WITH SPECIFIC NEEDS



More >

MAP OF UNIZA



More >



Navigation bar: < > Hľadat Žilinská univerzita v Žiline [Profile] [Settings] [Close]

Left sidebar: Aktivita, Chat, Tímy, Priradené ú..., Kalendár, Hovory, Súborny, Schválenia, Aplikácie

### Tímy

Buttons: [Menu] [Settings] Pripojiť sa alebo vytvoriť tím

 vzdel-FPEDAS-11S275- marketing	 Elektronické obchodovanie 1 - FHV-8KB068	 Elektronické platobné systémy - FPEDAS-13S271	 vzdel-FHV-8KM039- webova_analyza	
 madlenak	 edu-fpedas- Marketing_v_elektronicko...	 vzdel-FHV-8KB088- elektronicke_obchodovani...	 edu-fpedas- Elektronicke_obchodovanie	 vzdel-FPEDAS-11S250- elektronicke_podnikanie
 edu-fpedas-erasmusplus	 vzdel-FHV-8KM060- optimalizacia_pre_vyhlada...	 vzdel-FPEDAS-13S256- elektronicke_obchodovanie	 vzdel-FPEDAS-13S263- elektronicke_obchodovanie	 vzdel-FPEDAS-11S356- elektronicke_obchodovanie

Bottom right: Show desktop





ŽILINSKÁ UNIVERZITA  
V ŽILINE

Vyberte jazyk

## PRIJÍMACIE KONANIE

AKADEMICKÝ ROK: 2023/2024

# UNIZA *sity*



## Študuj výzvy



Podaj si prihlášku na  
Žilinskú univerzitu v Žiline

### Prijímacie konanie na UNIZA

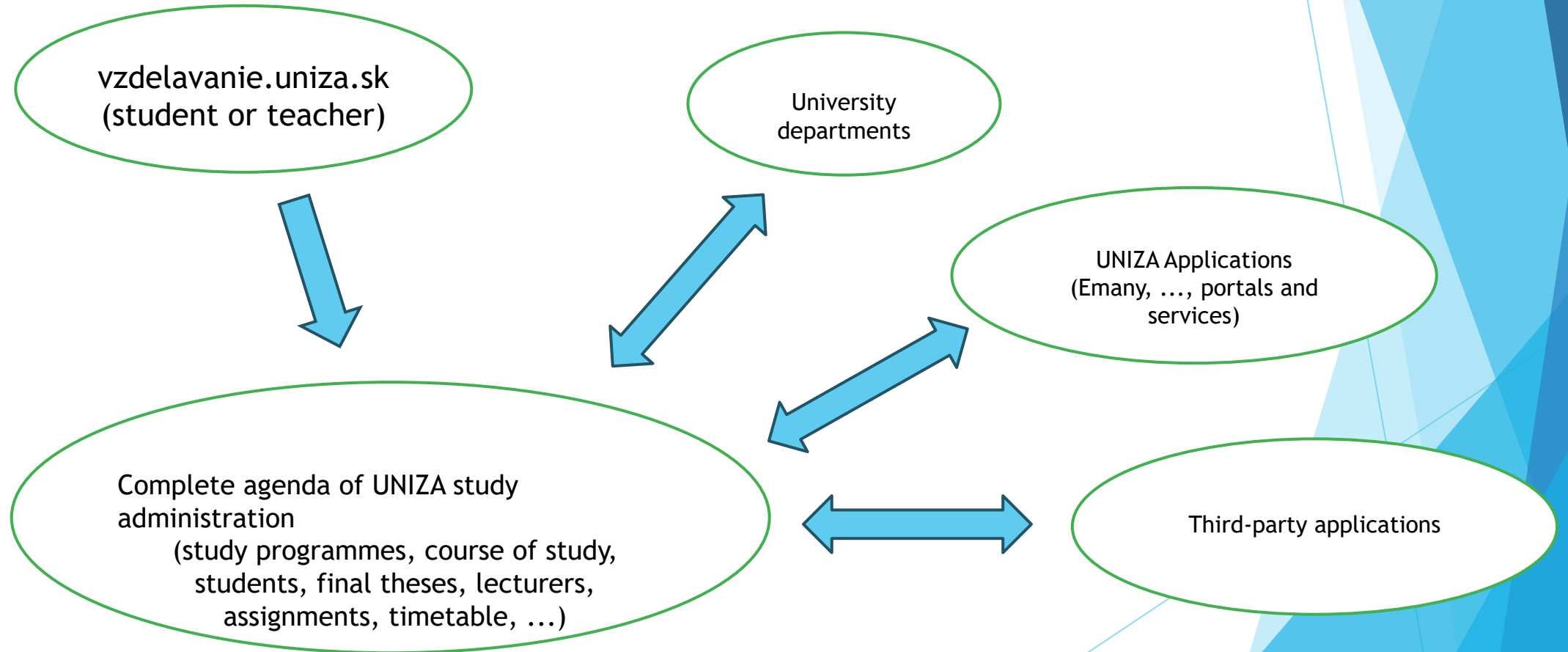
ELEKTRONICKÁ PRIHLÁŠKA

VÝSLEDKY PRIJÍMACIEHO KONANIA

Ak máte otázky súvisiace s prijímacím konaním alebo otázky na študijné programy, kontaktujte referentku dekanátu príslušnej fakulty.  
Ak máte problém s prihlásením do informačného systému alebo s vytvorením elektronickej prihlášky, kontaktujte **administrátora**.

AKTUÁLNE INFORMÁCIE FAKULT UNIZA O PRIJÍMACÍM KONANIACH

# Information system - [vzdelavanie.uniza.sk](http://vzdelavanie.uniza.sk)





## Učebné plány na akademický rok 2023 / 2024

Fakulta:

Miesto:

Forma štúdia:

Ročník:

Štud.program:

Predmet	Skr.	Pov.	Rozsah	Ukon.	Kred.	Katedra
<b>Zimný semester</b>						
1B0E101 všeobecná ekonomická teória	VET	Pov.	2 - 1 - 0	S	5.0	Ek
1B0M101 matematika 1	Mat1	Pov.	2 - 3 - 1	S	7.0	KMHI
1B0M109 informatika 1	Inf1	Pov.	0 - 0 - 3	H	3.0	KMHI
1B0S101 úvod do dopravy	UDD	Pov.	2 - 1 - 0	S	5.0	KS
1B0S102 technológie elektronických komunikácií	TEK	Pov.	2 - 0 - 1	S	5.0	KS
1B0S103 manažment podniku	MPO	Pov.	4 - 2 - 0	S	5.0	KS
1B0M107 seminár z matematiky	SEM1	Výb.	0 - 2 - 0	H	2.0	KMHI
1B0P001 telesná výchova 1	TV1	Výb.	0 - 2 - 0	H	2.0	ÚTV
1B0P002 telovýchovné sústredenie 1	TVS1	Výb.	0 - 1 - 0	H	1.0	ÚTV
<b>Letný semester</b>						
1B0M151 matematika 2	Mat2	Pov.	2 - 3 - 1	S	7.0	KMHI
1B0M154 informatika 2	INF2	Pov.	0 - 0 - 3	H	5.0	KMHI



Katedra Department of Communications  
Teaching in the academic year 2023 / 2024

Faculty of Operation and Economics of Transport and Communications

Full-time Bachelor's Degree Study

Year	Subject	Extent	Com.	End.	Cred.
<b>Winter term</b>					
1	1B05101 Introduction to Transport Theory	2 - 1 - 0	Com.	S	5.0
1	1B05102 Technologies of Electronical Communication	2 - 0 - 1	Com.	S	5.0
1	1B05103 Management of Enterprise	4 - 2 - 0	Com.	S	5.0
1	1B05104 Distribution Management	2 - 1 - 0	Com.	S	5.0
1	1B05204 Algoritmization and Basics of Programming	2 - 0 - 2	Com.	S	5.0
1	1B05000 výmaz predmetu	0 - 0 - 0	Opt.	S	.0
2	1B05201 E-Business	2 - 0 - 2	Com.	S	7.0
2	1B05202 Accounting	2 - 0 - 3	Com.	S	7.0
2	1B05203 Human Resource Management	2 - 0 - 2	Com.	S	5.0
2	1B05206 Telematic Services	2 - 0 - 2	Com.	S	5.0
2	1B05104 Distribution Management	2 - 1 - 0	C.o.	S	5.0
2	1B05203 Human Resource Management	2 - 0 - 2	C.o.	S	5.0
2	1B05204 Algoritmization and Basics of Programming	2 - 0 - 2	C.o.	S	5.0
2	1B05205 Public Administration	2 - 0 - 2	C.o.	S	5.0
2	1B05207 Safety Management of Information Systems	2 - 0 - 2	C.o.	S	5.0
2	1B05201 E-Business	2 - 0 - 2	Opt.	S	7.0
2	1B05204 Algoritmization and Basics of Programming	2 - 0 - 2	Opt.	S	5.0
3	1B05301 Information Systems in Management	3 - 0 - 2	Com.	S	7.0
3	1B05302 Distribution Mechanization and Automation	3 - 0 - 2	Com.	S	7.0
3	1B05303 Telematic Services	2 - 0 - 3	Com.	S	7.0
3	1B05304 Economic Statistics	2 - 0 - 2	Com.	S	5.0
3	1B05305 Market Research	2 - 0 - 2	Com.	S	5.0
3	1B05307 Information Systems in Management	3 - 0 - 2	Com.	S	6.0
3	1B05308 E-Commerce	2 - 0 - 2	Com.	S	5.0



Služby

História

Vložit' kredit

Odhlásenie

## Ponuka služieb eMANY:

### Parkovacie poplatky na rok 2023

Platby parkovného na zvolené obdobie pre zamestnancov UNIZA a študentov denného doktorandského štúdia.

### Bezkontaktná nálepka

Bezkontaktná nálepka slúži na vstup motorového vozidla na vyhradené parkoviská Žilinskej univerzity. Okrem toho je potrebné mať zaplatený poplatok za parkovné na príslušné obdobie.

### Úhrada objednávky eShopu EDISu - vydavateľstva UNIZA

Platba za objednávku v elektronickom obchode [www.edis.uniza.sk](http://www.edis.uniza.sk)

### Poplatky za identifikačné preukazy


Platby za preukaz študenta, preukaz zamestnanca

### Úhrada objednávky eShopu FEIT

Platba za objednávku v eShope Fakulty elektrotechniky a informačných technológií

### Atletický štadión UNIZA

Registračný poplatok za využívanie Atletického štadióna UNIZA


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# UNIZA Rozvrh

LK DEV

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Stiahnuté

Pre všetkých

Zdieľať
 Pridať do zoznamu želaní

Nemáte žiadne zariadenia

	Pon	Uto	Str	Štv	Pia
<b>3.</b>		<b>09:00 - 9:50</b>			
Príprava a riadenie stavieb 1 - PRS					
AULA1 4ZT120,4ZT129 <i>Luboš Remek</i>					
Príprava a riadenie stavieb 1 - PRS					
AULA1 4ZI133,4ZI134,4ZI135					
<b>4.</b>		<b>10:00 - 10:50</b>			
Príprava a riadenie stavieb 1 - PRS					
AULA1 4ZT120,4ZT129 <i>Luboš Remek</i>					

Podpora aplikácie



denné štúdium | externé štúdium

Rozvrh - Zimný semester 2023/2024, denné štúdium

učiteľ | štud. skupina | miestnosť | predmet

madlenak

prof. Ing. Radovan Madleňák Ph.D. | tlač

	1	2	3	4	5	6	7	8	9	10	11	12	13
	7:00	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00	18:00	19:00
Pondelok							Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované
Utorok						P AF3A4 ElekPod 1ZD521...			C AC304 OpV 8ZF111				
Streda	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované
Štvrtok	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	Blokované	P BF121 DigM 1ZD52A...		P AF1A1 ElekObch 1ZD51A...			
Piatok													

- Tlačivo na zmenu rozvrhu
- Zoznam učební UNIZA

- Po zobrazení rozvrhu získate podrobné informácie presunom kurzoru na daný blok (miestnosť, predmet, pedagóg, študijná skupina)
- Predmet môžete vyhľadávať podľa názvu, alebo kódu napr. 5BI006.
- Zmeny budú platné po zaevidovaní na oddelení pre vzdelávanie - rozvrhy (p. Hlušková, p. Hazuchová) AA20 rektorát-prizemie, kontakt: rozvrhy@uniza.sk

Archív rozvrhov

- 2022/2023, letný semester
- 2022/2023, zimný semester
- 2021/2022, letný semester
- 2021/2022, zimný semester
- 2020/2021, letný semester
- 2020/2021, zimný semester
- 2019/2020, letný semester
- 2019/2020, zimný semester

Predmety

- povinný
- povinne voliteľný
- výberový



E-VZDELÁVANIE 🏠

Akademický rok: 2023 / 2024 ▾

rozvrh - zimný semester 2023/2024, denne štúdium

učiteľ | štud. skupina | miestnosť | predmet |

madlenak

AF1A1 / AULA1 | tlač

	1	2	3	4	5	6	7	8	9	10	11	12	13
	7:00	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00	18:00	19:00
Pondelok		<b>P</b> Zuzana Papánová <b>SSK2</b> 4ZS122...		<b>P</b> Richard Hlinka <b>ZNaZK</b> 4ZS324...		<b>P</b> Iveta Kubasáková <b>SaMsM</b> 1ZD221...		<b>P</b> Karol Achimský <b>AZP</b> 1ZD521...		<b>C</b> Antónia Ďuranová <b>ZaPr</b> 1ZE111...	<b>C</b> Antónia Ďuranová <b>ZaPr</b> 1ZE311		
Utorok		<b>P</b> Miloš Poliak <b>SPPCD</b> 1ZD821		<b>P</b> Miloš Poliak <b>OFRP</b> 1ZD21A...		<b>P</b> Milan Dado <b>USS</b> 3ZIE20...		<b>P</b> Pavol Kráľ <b>SMkt</b> 1ZE11A...		<b>P</b> Ivan Zajačko <b>PEMO</b> 2ZSA2A...	<b>P</b> Jozef Majerčák <b>GATD</b> 1ZD111...		
Streda	<b>P</b> Katarína Zvaríková <b>OMP</b> 1ZE11A...	<b>P</b> Milan Sága <b>PrP</b> 2ZSV1A	<b>P</b> Miloš Poliak <b>KTC</b> 1ZD231...	<b>C</b> Veronika Michelčíková <b>DM</b> 1ZE115...	<b>P</b> Lucia Michalková <b>JM</b> 1ZE31A...	<b>C</b> Zuzana Sedláčková <b>SMAT2</b> 2ZSE11...	<b>C</b> Patrik Böhm <b>SEM1</b> 1ZD111...						
Štvrtok		<b>P</b> Pavol Makyš <b>EP1</b> 3ZED30...	<b>P</b> Aleš Janota <b>ÚDSA</b> 3ZKA10...	<b>P</b> Emese Tokarčíková <b>ZE</b> 5ZY111...		<b>P</b> Iveta Kubasáková <b>DSL</b> 1ZD711...	<b>P</b> Radovan Madleňák <b>ElekObch</b> 1ZD51A...						
Piatok		<b>P</b> Peter Jankovič <b>AaUS2</b> 5ZII11...	<b>P</b> Lukáš Gorel <b>KMRVS</b> 3ZEG1A...										

- ▀ **Tlačivo na zmenu rozvrhu**
- ▀ Zoznam učební UNIZA
- ▀ Po zobrazení rozvrhu získate podrobné informácie presunom kurzoru na daný blok (miestnosť, predmet, pedagóg, študijná skupina)
- ▀ Predmet môžete vyhľadávať podľa názvu, alebo kódu napr. 5BI006.
- ▀ Zmeny budú platné po zaevidovaní na oddelení pre vzdelávanie - rozvrhy (p. Hlušková, p. Hazuchová) AA20 rektorát-prízemie, kontakt: rozvrhy@uniza.sk
- ▀ **Archív rozvrhov**
- ▀ 2022/2023, letný semester
- ▀ 2022/2023, zimný semester
- ▀ 2021/2022, letný semester
- ▀ 2021/2022, zimný semester
- ▀ 2020/2021, letný semester
- ▀ 2020/2021, zimný semester
- ▀ 2019/2020, letný semester
- ▀ 2019/2020, zimný semester

**Predmety**

- povinný
- povinne voliteľný
- výberový





Subjects in the academic year 2023 / 2024

Form	Year	Subject	Location	Teaching	Appreciation
<b>Winter term</b>					
<b>Faculty of Operation and Economics of Transport and Communications</b>					
Full-time Bachelor's Degree Study	2	1B05201 E-Business	Žilina		
Full-time Bachelor's Degree Study	3	1B05308 E-Commerce	Žilina		
Full-time Master's Degree Study	1	1I05107 E-Commerce	Žilina		
Full-time Master's Degree Study	2	1I05107 E-Commerce	Žilina		
Full-time Master's Degree Study	2	1I05203 Digital Marketing	Žilina		
Part-time Master's Degree Study	2	1I15107 E-Commerce	Žilina		
<b>Faculty of Humanities</b>					
Full-time Master's Degree Study	1	7I0D511 Search Engine Optimization	Žilina		
Part-time Master's Degree Study	1	720E511 Search Engine Optimization	Žilina		
<b>Summer term</b>					
<b>Faculty of Operation and Economics of Transport and Communications</b>					
Full-time Bachelor's Degree Study	2	1B05252 Postal and Distributional Networks	Žilina		
Full-time Bachelor's Degree Study	3	1B05360 Final Thesis	Žilina		
Full-time Master's Degree Study	1	1I05155 Database Design	Žilina		
Full-time Master's Degree Study	2	1I05260 Final Thesis	Žilina		
Full-time Doctoral Degree Study	1	1D0F116 Information Systems in Process and Services Management	Žilina		
Part-time Doctoral Degree Study	1	1D0F116 Information systems in process and service management	Žilina		

**Informačný list predmetu**

Vysoká škola: Žilinská univerzita v Žiline

Fakulta: Prevádzky a ekonomiky dopravy a spojov

Kód predmetu: 1B05201

Názov predmetu: elektronické podnikanie (ElekPod)

Atribúty predmetu:

 Povinnosť: povinný  
 Ukončenie: Skúška  
 Predmet jadra: áno  
 Profilový predmet: áno
**Druh, rozsah a metóda vzdelávacích činností:**

Týždenný počet hodín výučby vo forme prednášky, cvičenia, seminára, klinickej praxe

Prednášky: 2.0 Cvičenia: 0.0 Lab.cvičenia: 2.0

Metóda, akou sa vzdelávacia činnosť uskutočňuje

Výučba sa uskutočňuje prezenčne

Metódy dosiahnutia výsledkov vzdelávania 🖋️

Predmet sa vyučuje formou prednášok s problémovým výkladom, ktoré majú charakter výkladu základných princípov a teórie elektronického podnikania. Prednášky sú podporované s využitím IKT (video prezentácie a prípadové štúdie aplikovanie foriem elektronického podnikania v praxi). Interakcia so študentami a motivácia aktívne sa zúčastňovať diskusie na prednáškach je zabezpečená využitím gamifikačných nástrojov. Cvičenia sú realizované formou praktického precvičovania problematiky preberanej na prednáškach. Študenti aktívne vyhľadávajú informácie z oblasti aplikácie foriem elektronického podnikania, ktoré sú zverejňované v stanovených termínoch v študentskom časopise.

**Počet kreditov:** 7.0**Záťaž študenta:** 175 hodín

Špecifikácia záťaže:

Celková časová náročnosť predmetu je 175 hodín (7 kreditov x 25 h), z toho:

- kontaktná výučba: 52 hodín (2-2 h x 13 týždňov)
- tvorba podkladov pre vydávanie elektronického časopisu – 4 vydania po 6 hodín – 24 hodín,
- samoštúdium a príprava na priebežné testovanie – 49 hodín
- príprava na skúšku a absolvovanie skúšky - 50 hodín

**Odporúčaný semester/trimester štúdia:** 2. ročník, zimný semester**Stupeň štúdia:** 1.**Podmieňujúce predmety:**

Prerevizity:

Korekvizity:

Podniková ekonomika

**Podmienky na absolvovanie predmetu:***Priebežné hodnotenie:*

Cvičenia: bodové hodnotenie cvičení zahŕňa: hodnotenie aktívnej práce na cvičeniach, získaných vedomostí a schopností používať odbornú terminológiu v písomnom a ústnom prejave študenta pri tvorbe tematicky zameraných študentských elektronických časopisov. V rámci cvičení študenti absolvujú:

- 13 krátkych priebežných testov v elektronickom systéme pre podporu vzdelávania po 2 body, t. j. spolu 26 bodov
- tvorba príspevkov do študentského časopisu (spolu 4 príspevky za každého študenta – spolu 14 bodov).

Jednotlivé čísla študentského časopisu sú venované špecifickým formám elektronického podnikania:

- 3. týždeň – ERP systémy
- 6. týždeň – CRM systémy
- 9. týždeň – Systémv elektronického obchodovania



[Nový termín](#) [Zoznam všetkých termínov - iní učitelia](#)

Zoznam termínov na predmet: elektronické obchodovanie							
Dátum/čas	Miestnosť	Skúšajúci	Kapacita	Počet prihlásených	Typ	Poznámka	
21.12.2022 / 10:00	BF106		12	2	riadny termín	Predtermín pre študentov, ktorí navštevovali prednášky.	🗓️ 📄
09.01.2023 / 09:00	AS127		40	21	riadny termín	Prvý termín, ktorý je určený študentom, čo navštevovali prednášky.	🗓️ 📄
19.01.2023 / 09:00	AS127		40	29	riadny termín		🗓️ 📄
23.01.2023 / 09:00	AS127		40	37	riadny termín		🗓️ 📄
30.01.2023 / 08:30	AS127		40	28	riadny termín	Pozor zmena času konania skúšky!!	🗓️ 📄
01.02.2023 / 09:00	BF121		20	15	riadny termín		🗓️ 📄
07.02.2023 / 09:00	AS127		40	25	riadny termín		🗓️ 📄
14.02.2023 / 09:00	BF121		25	21	riadny termín	Posledný termín	🗓️ 📄
10.03.2023 / 11:30	BF327		10	5	riadny termín		🗓️ 📄
05.04.2023 / 10:00	ONLINE		10	3	riadny termín	Stretnutie o 10:00 pred kanceláriou BF441.	🗓️ 📄
04.05.2023 / 10:00	ONLINE		20	3	riadny termín	Posledný termín. Stretneme sa pre miestnosťou BF441. Emailom mi potvrdte účasť a taktiež mi uveďte, z akého predmetu idete na skúšku.	🗓️ 📄





## Informácie o termíne

2022	elektronické obchodovanie	Fakulta prevádzky a ekonomiky dopravy a spojov	Denné inžinierske štúdium	1
2022	elektronické obchodovanie	Fakulta prevádzky a ekonomiky dopravy a spojov	Denné inžinierske štúdium	2
2022	elektronické obchodovanie	Fakulta prevádzky a ekonomiky dopravy a spojov	Denné bakalárske štúdium	3

Dátum/čas **19.01.2023 / 09:00**Uzávierka **18.01.2023 / 10:00**Miestnosť **AS127**Kapacita **40**Počet prihlásených **29**

Študent	Forma	Štud. skupina	Ročník	Odbor/zameranie	Predmet	Počet termínov
<input type="checkbox"/>	Den.inž.	1 ZE11A	1	EaMP	elektronické obchodovanie	1
<input type="checkbox"/>	Den.bak.	1 ZE221	2	EOaM	elektronické obchodovanie	1
<input type="checkbox"/>	Den.inž.	1 ZE11A	1	EaMP	elektronické obchodovanie	1
<input type="checkbox"/>	Den.inž.	1 ZD51A	1	PI	elektronické obchodovanie	1
<input type="checkbox"/>	Den.inž.	1 ZE11A	1	EaMP	elektronické obchodovanie	1
<input type="checkbox"/>	Den.bak.	1 ZE231	3	EOaM	elektronické obchodovanie	1
<input type="checkbox"/>	Den.inž.	1 ZE11D	1	EaMP	elektronické obchodovanie	1
<input type="checkbox"/>	Den.inž.	1 ZE11D	1	EaMP	elektronické obchodovanie	1
<input type="checkbox"/>	Den.inž.	1 ZE11D	1	EaMP	elektronické obchodovanie	1

ŽILINSKÁ UNIVERZITA  
V ŽILINE

 VŠEOBECNÉ INFORMÁCIE ▾    Hlavná ponuka ▾

E-VZDELÁVANIE 

 Akademický rok: 2022 / 2023 ▾

**Fakulta: Fakulta prevádzky a ekonomiky dopravy a spojov**

[+]	Denné inžinierske štúdium	elektronické obchodovanie (110S107)	1 roč.	Žilina	2022/2023
[+]	Denné inžinierske štúdium	elektronické obchodovanie (110S107)	2 roč.	Žilina	2022/2023
[-]	Denné inžinierske štúdium	digitálny marketing (110S203)	2 roč.	Žilina	2022/2023

elektronický obchod a manažment  
 poštové inžinierstvo

[+]	Denné bakalárske štúdium	elektronické podnikanie (1B0S201)	2 roč.	Žilina	2022/2023
[+]	Denné bakalárske štúdium	elektronické obchodovanie (1B0S308)	3 roč.	Žilina	2022/2023

**Fakulta: Fakulta humanitných vied**

[+]	Denné magisterské štúdium	optimalizácia pre vyhľadávače (710D511)	1 roč.	Žilina	2022/2023
[+]	Externé magisterské št.	optimalizácia pre vyhľadávače (710E511)	1 roč.	Žilina	2022/2023

**Letný semester**

**Fakulta: Fakulta prevádzky a ekonomiky dopravy a spojov**

[+]	Denné inžinierske štúdium	databázový dizajn (110S155)	1 roč.	Žilina	2022/2023
[+]	Denné bakalárske štúdium	poštové a distribučné siete (1B0S252)	2 roč.	Žilina	2022/2023

Dátum termínu  [kalendár](#)

Čas  :  hh:mm

Miestnosť  [vyberte miestnosť](#)

Počet študentov

Uzavierka termínu  [kalendár](#)  
zruší uzáverku

:  hh:mm

Typ termínu  ▾

Poznámka



### 1B05308 - elektronické obchodovanie (zimný semester 2022 / 2023)

Skúšková správa [W](#) | Správa s priemerami [W](#) | Zoznam študentov [W](#) | Pôvodná správa [W](#) (pre študentov označených "+") | Export údajov [K](#)

Údaje možno **zoradiť** kliknutím na záhlavie stĺpca  
**Dátumy** zadávajúte v tvare DD.MM.RRRR (deň,mesiac,rok)  
 \* Predmet je prenesený z predchádzajúceho akademického roka.  
 + Predmet je prenesený do ďalšieho akademického roka.  
 - Predmet je uzavretý a nemožno ho meniť.




Váš prehliadač nepodporuje používanie digitálneho podpisu. Použite MS Internet Explorer alebo Mozilla Firefox.

[Poslať správu študentom...](#)

Počet študentov: 34 Výber študijnej skupiny:  Termín skúšky:

Skup.	Meno	Osobné číslo	Body za sem.	Záver. hodnotenie	Skúška						Zapísal	
					1.termín		2.termín		3.termín			
1ZE231		9	32		9.1.2023	C ▾						👤
1ZE221		9	26			▾						
1ZE231		6	37.00		23.1.2023 FX		1.2.2023 FX		5.4.2023 E			👤
1ZD322		3	0		7.7.2023	A ▾						👤
1ZE231		2	26		19.1.2023	E ▾						👤
1ZE231		6	26.00		14.2.2023 FX		4.5.2023 E					👤
1ZE231		1	36		23.1.2023	D ▾						👤
1ZE231		3	26		19.1.2023	E ▾						👤
1ZE231		5	27		30.1.2023	FX ▾	1.2.2023	FX ▾	4.5.2023	E ▾		👤
1ZE231		8	34		30.1.2023	FX ▾	7.2.2023	D ▾				👤
1ZE231		9	26		19.1.2023	E ▾						👤
1ZE231		2	37		19.1.2023	FX ▾	30.1.2023	D ▾				👤



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**vzdelavanie.uniza.sk says**

Zapísal: prof. Ing. Radovan Madleňák, PhD.  
 Dátum: 5.4.2023 11:26:34  
 Bez elektronického podpisu

OK

AKADÉMICKÁ PONUKA ▾

Akademický rok: 2022 / 2023 ▾

**1B05308 - elektronické obchodovanie (zimný semester 2022 / 2023)**

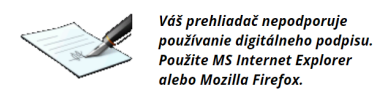
[Skúšková správa](#) | 
 [Správa s priemerami](#) | 
 [Zoznam študentov](#) | 
 [Pôvodná správa](#) (pre študentov označených "+") | 
 [Export údajov](#)

Údaje možno **zoradiť** kliknutím na záhlavie stĺpca  
**Dátumy** zadávajúte v tvare DD.MM.RRRR (deň,mesiac,rok)  
 \* Predmet je prenesený z predchádzajúceho akademického roka.  
 + Predmet je prenesený do ďalšieho akademického roka.  
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[Poslať správu študentom...](#)

Počet študentov: 34    Výber študijnej skupiny: - všetky - ▾    Termín skúšky: - všetky - ▾

Skup.	Meno	Osobné číslo	Body za sem.	Záver. hodnotenie	Skúška						Zapísal	
					1.termín		2.termín		3.termín			
1ZE231		9	32		9.1.2023	C ▾						po
1ZE221		9	26									
1ZE231		6	37.00		23.1.2023 FX		1.2.2023 FX		5.4.2023 E			po
1ZD322		3	0		7.7.2023	A ▾						po
1ZE231		2	26		19.1.2023	E ▾						po
1ZE231		6	26.00		14.2.2023 FX		4.5.2023 E					po
1ZE231		1	36		23.1.2023	D ▾						po
1ZE231		3	26		19.1.2023	E ▾						po
1ZE231		5	27		30.1.2023	FX ▾	1.2.2023	FX ▾	4.5.2023	E ▾		po
1ZE231		8	34		30.1.2023	FX ▾	7.2.2023	D ▾				po
1ZE231		9	26		19.1.2023	E ▾						po
1ZE231		2	37		19.1.2023	FX ▾	30.1.2023	D ▾				po



1ZE11C	38.00		23.1.2023 E			00
1ZE11B	37.00		23.1.2023 A			00
1ZE11B	38.00		9.1.2023 D			00
1ZE11D	30.00		30.1.2023 D			00
1ZE11C	32.00		23.1.2023 D			00
1ZE11B	39.00		19.1.2023 A			00
1ZE11C	38.00		23.1.2023 E			00
1ZE11C	36.00		23.1.2023 D			00
1ZE11B	33.00		23.1.2023 D			00
1ZE11D	33.00		23.1.2023 FX	1.2.2023 FX	7.2.2023 D	00
1ZE11B	36.00		23.1.2023 A			00
1ZE11B	34.00		23.1.2023 FX	7.2.2023 FX	14.2.2023 E	00



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E-VZDELÁVANIE 🏠
Akademický rok: 2023 / 2024 ▾

1ZE221	Chibiseta Sisay Mena	134163	0							
1ZE232	Jakubíková									
1ZE232	Jančovičová									
1ZE231	Janíková Luc									
1ZE232	Józsová Vikt									
1ZE231	Kluková Lýd									
1ZE232	Kostúr Adan									
1ZE232	Kováčik Mat									
1ZE232	Kurtulík Mic									
1ZE232	Kytrysh Ant									
1ZE232	Martiniaková Simona	131959	0							
1ZE232	Mišová Tamara	132161	0							
1ZE231	Mrvová Simona	131318	0							
1ZE231	* Pápežová Lucia	130986	31							
1ZE231	Patay Adrian	131342	0							
1ZE231	Pošteková Nataša	131357	0							

Elektronický index:

Akad.rok 2022 / 2023, 2. ročník, letný semester

1B0E251 marketing	Pov.	S	20.6.2023	B
1B0P257 cudzí jazyk 3	Pov.	S	22.5.2023	C
1B0S251 ekonomika sietí	Pov.	S	25.5.2023	E
1B0S254 financie a finančné riadenie	Pov.	S	1.6.2023	D
1B0Z262 kalkulácie a ceny	Pov.	S	27.6.2023	C
1B0E252 etika podnikania	P.v.	S	9.6.2023	E
1B0S255 odborná prax	P.v.	H	20.6.2023	A

Akad.rok 2023 / 2024, 3. ročník, zimný semester

1B0S304 ekonomická štatistika	Pov.	S		
1B0S305 výskum trhu	Pov.	S		
1B0S307 informačné systémy v riadení	Pov.	S		



### Hodnotenie predmetu aplikovaná algebra a teória grafov

Milé študentky, milí študenti,

budeme veľmi radi, ak vyplníte tento dotazník, ktorého cieľom je vyhodnotiť kvalitu výučby konkrétneho predmetu, ktorý absolvujete (alebo ste už absolvovali) vo Vašom študijnom programe. Našou snahou je aj na základe spätnej väzby od Vás zvyšovať kvalitu výučby našich študentov, k čomu potrebujeme Vašu pomoc.

Prosíme odpovedať na všetky otázky, pretože každá z nich je pre nás dôležitá. Ak v otázke nie je uvedené inak, označte vždy len jednu odpoveď.

Dotazník je anonymný a všetky informácie od Vás budú dôverné.

Vopred ďakujeme za spoluprácu a prejavenu dôveru.

UNIZA

### Štruktúra a celková kvalita prednášok

Vyberte z nasledujúceho zoznamu meno učiteľa, ktorý Vám zabezpečoval prednášky

Mgr.

\* Prednášajúci vysvetľoval danú problematiku zrozumiteľne

- Úplne súhlasím
- Skôr súhlasím
- Skôr nesúhlasím
- Nesúhlasím
- Neviem
- Netýka sa ma



### Štruktúra a celková kvalita cvičení, seminárov, laboratórnych cvičení

Vyberte z nasledujúceho zoznamu meno učiteľa, ktorý Vám zabezpečoval cvičenia/semináre

Mgr.

**\* Problematika cvičení/seminárov korešpondovala s problematikou prednášok**

- Úplne súhlasím
- Skôr súhlasím
- Skôr nesúhlasím
- Nesúhlasím
- Neviem
- Netýka sa ma

**\* Vyučujúci vysvetlil danú problematiku zrozumiteľne**

- Úplne súhlasím
- Skôr súhlasím
- Skôr nesúhlasím
- Nesúhlasím
- Neviem
- Netýka sa ma

**\* Vyučujúci využíval vhodné vyučovacie metódy**

- Úplne súhlasím
- Skôr súhlasím
- Skôr nesúhlasím
- Nesúhlasím
- Neviem
- Netýka sa ma

*napr. diskusia, riešenie prípadových štúdií, práca s odborným textom, demonštrovanie cez video, pozorovanie, manažérska hra, simulácie, praktické cvičenia, programovanie, kooperatívne/kolaboratívne vyučovanie, problémové vyučovanie, výskumné-heuristické metódy, projektové vyučovanie, prípadové štúdie, inscenačné metódy - hranie rol, riešenie problémov, brainstorming, tvorba modelov, návrh otázok výskumu...*

**\* Pri výučbe sme mali k dispozícii potrebné technické vybavenie**

- Úplne súhlasím
- Skôr súhlasím
- Skôr nesúhlasím
- Nesúhlasím
- Neviem
- Netýka sa ma

*napr. SW, HW, meracie prístroje, špecifické vybavenie vo väzbe na odbor....*

**Celkové zhodnotenie predmetu****\* Vyznačte tri slová z uvedeného zoznamu, ktoré najlepšie vystihujú výučbu predmetu**

- zaujímavý
- nejasný
- potrebný
- ľahký
- nudný
- monotónny
- zavádzajúci
- ťažký
- systematický
- motivujúci
- interaktívny
- praktický

Tu môžete doplniť Vaše hodnotenie o ďalšie postrehy, ktoré by mohli prispieť k zvýšeniu Vašej spokojnosti



## Rozosielanie pošty

Predmet:

Odosielateľ:

Text:

Odoslať

Návrat



## Odoslané správy študentom

**Prednáška 6.3. 2023** 06.03.2023 07:50

Dobrý deň,

chcel by som Vás informovať, že prednáška z predmetu Databázový dizajn sa 6.3. 2023 o 12:00 hod. neuskutoční z dôvodu choroby vyučujúceho. Náhradný termín prednášky bude upresnený neskôr.

S úctou

Madleňák

Skrýť študentov ▲

Meno	Os.č.	E-mail
		tud.uniza.sk
		uniza.sk
		l.uniza.sk
		tud.uniza.sk
		ud.uniza.sk
		d.uniza.sk
		:ud.uniza.sk
		ud.uniza.sk
		:tud.uniza.sk
		ud.uniza.sk
		uniza.sk
		tud.uniza.sk
		stud.uniza.sk
		d.uniza.sk

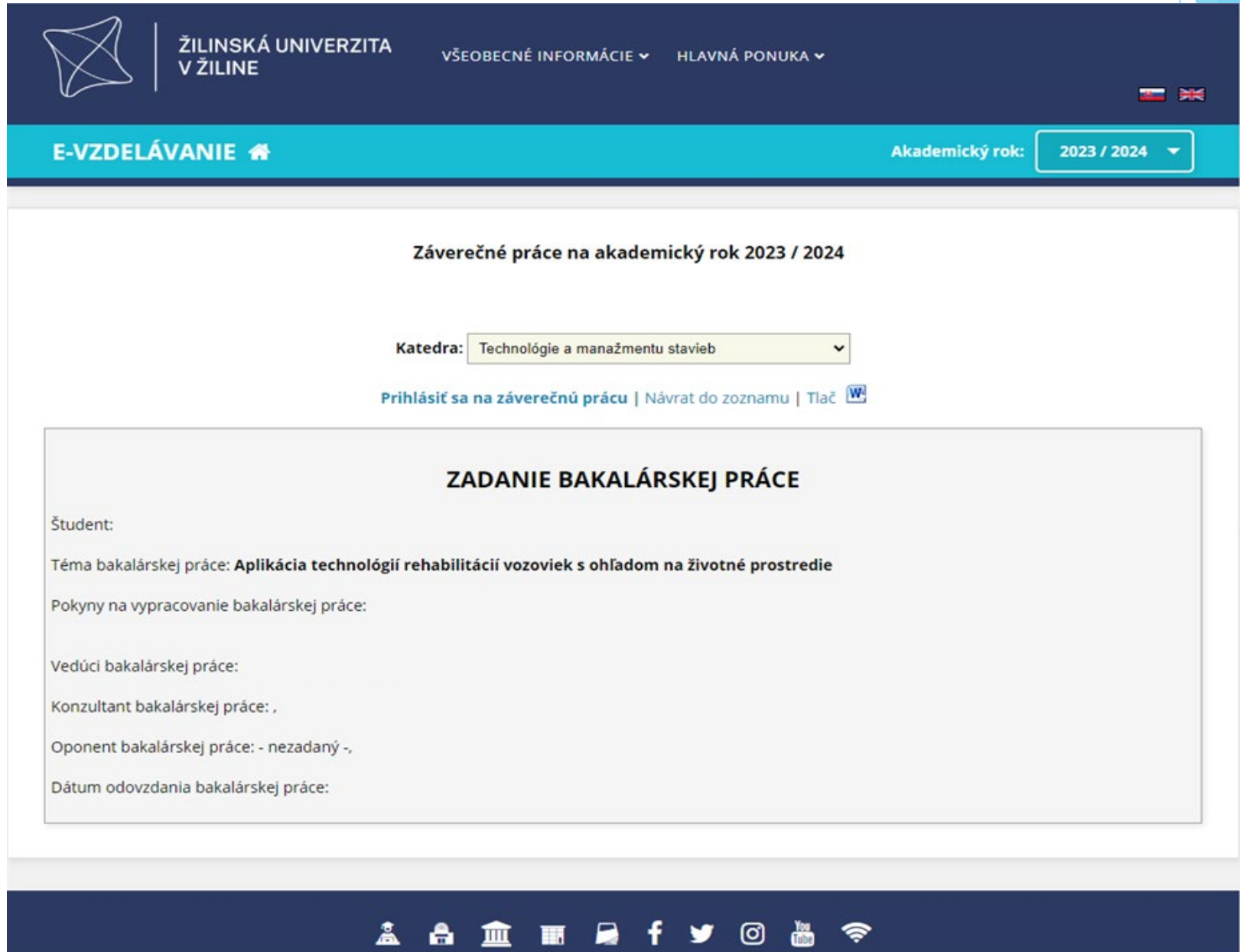
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E-VZDELÁVANIE
Akademický rok: 2023 / 2024 ▾

### Záverečné práce na akademický rok 2023 / 2024

Katedra: Technológie a manažmentu stavieb ▾

Názov práce	Vedúci	Prihlásený	Akcia
Analyza parametrov v univerzálnej rovnici straty pôdy USLE	Nguyen Giang, doc. Ing. CSc.		Prihlásiť
Analyza vplyvu prípravy vzoriek na výsledky hustomernej skúšky	Nguyen Giang, doc. Ing. CSc.		Prihlásiť
Analyza životného cyklu vozoviek	Mušuta Juraj, Ing.		Prihlásiť
Aplikácia technológií rehabilitácií vozoviek s ohľadom na životné prostredie	Mikolaj Ján, prof. Ing. CSc.		Prihlásiť
Bariéry spojené so zavádzaním nástrojov a prístupov v rámci platformy Construction 4.0	Šedivý Štefan, Ing. PhD.		Prihlásiť
Digitálne platformy modelov stavieb	Pitoňák Martin, doc. Ing. PhD.		Prihlásiť
Efektívna vzdialenosť pri porovnávaní praktického výkonu skrapera a terénnych sklápačov	Danišovič Peter, Ing. PhD.		Prihlásiť
Elektronizácia stavebných konaní	Pitoňák Martin, doc. Ing. PhD.		Prihlásiť
Kľúčové výkonnostné parametre správcu ciest v podmienkach ŽSK	Zgútová Katarína, doc. Ing. Dr.		Prihlásiť
Možnosti kontroly miery zhutnenia podložia vozovky	Kozel Matúš, Ing. PhD.		Prihlásiť
Nakladacia rampa so zastrešením - návrh konštrukčného riešenia	Odrobiňák Jaroslav, doc. Ing. PhD.		Prihlásiť
Návrh a posúdenie progresívnych technológií z hľadiska energetickej náročnosti	Mikolaj Ján, prof. Ing. CSc.		Prihlásiť
Návrh založenia vežového žeriavu	Bulko Roman, Ing. PhD.		Prihlásiť
Odolnosť cestnej infraštruktúry voči účinkom klimatickej krízy	Remek Luboš, Ing. PhD.		Prihlásiť
Operatívne určovania zaťažiteľnosti mostných provizórií pre súčasné potreby armády	Odrobiňák Jaroslav, doc. Ing. PhD.		Prihlásiť
Optimalizácia počtu cestných sklápačov v nadväznosti na strojovú zostavu dozér-rýpadlo	Danišovič Peter, Ing. PhD.		Prihlásiť
Optimalizácia počtu dopravných prostriedkov pre obsluhu rýpadla, resp. nakladača	Danišovič Peter, Ing. PhD.		Prihlásiť
Prístupy v stavebníctve znižujúce uhlíkovú stopu	Šedivý Štefan, Ing. PhD.		Prihlásiť



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E-VZDELÁVANIE 🏠

Akademický rok: 2023 / 2024 ▾

Záverečné práce na akademický rok 2023 / 2024

Katedra:

[Prihlásiť sa na záverečnú prácu](#) | [Návrat do zoznamu](#) | [Tlač](#) 

### ZADANIE BAKALÁRSKEJ PRÁCE

Študent:

Téma bakalárskej práce: **Aplikácia technológií rehabilitácií vozoviek s ohľadom na životné prostredie**


Pokyny na vypracovanie bakalárskej práce:

Vedúci bakalárskej práce:

Konzultant bakalárskej práce: ,

Oponent bakalárskej práce: - nezadaný -,

Dátum odovzdania bakalárskej práce:





# UNIZA Moodle IS

vzdelavanie.uniza.sk/moodle  
moodle.uniza.sk



- list of categories and subjects (study programmes)
- modules enabling students and teachers to carry out the teaching process (study materials, tests, assignments, assessments, question bank, comments, ...)



Mobile application

- configuration option
- functionality (alerts, mobile functions)



☰ e-Learning ŽU
🔔 🗨️ 👤

## e-learning Žilinskej univerzity

[Domov](#) / [Kurzy](#)

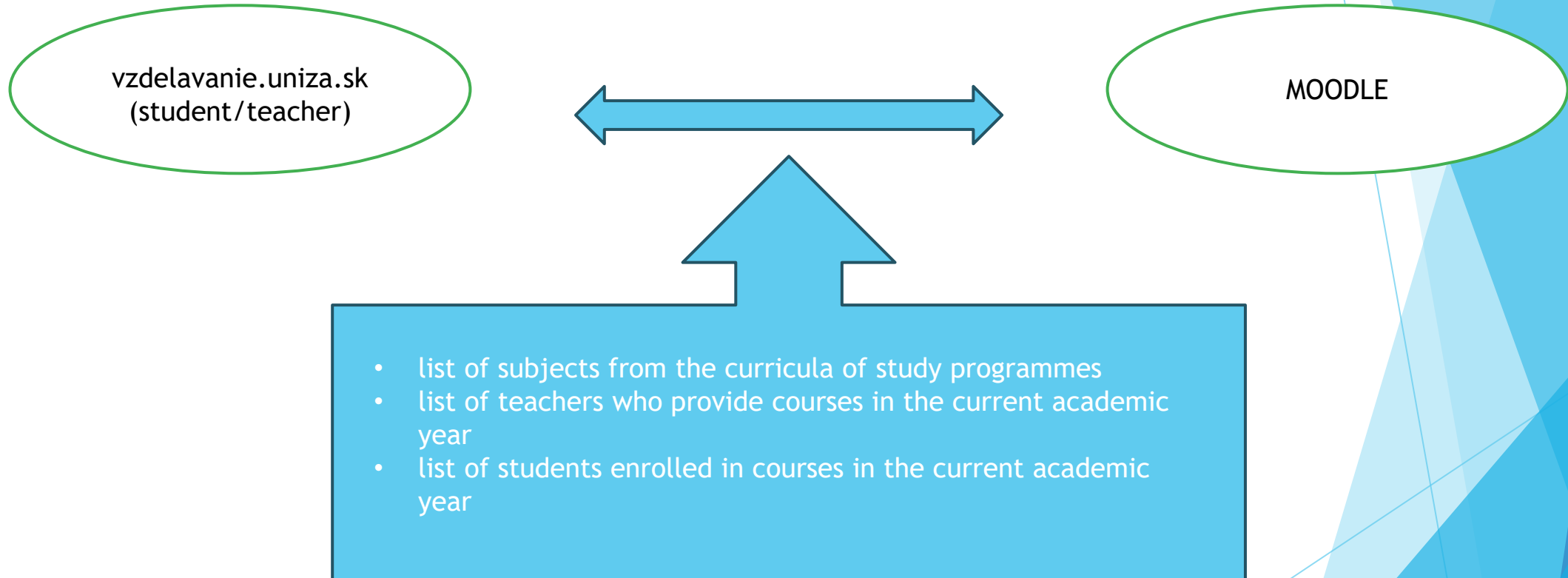
Vyhľadať kurzy  Ísť ?

▶ Rozbaľiť všetko

« 1 2 »

- ▶ 2. ročník
- ▶ Denné doktorand.štúdium
- ▶ 2. ročník
- ▶ Ostatné kurzy
- ▶ Výskumný ústav vysokohorskej biológie
- ▶ Fakulta humanitných vied
- ▶ Projekty
- ▶ Fakulta prevádzky a ekonomiky dopravy a spojov
- ▶ Elektrotechnická fakulta
- ▶ Stavebná fakulta
- ▶ Fakulta prírodných vied
- ▶ Strojnícka fakulta
- ▶ Fakulta bezpečnostného inžinierstva

# UNIZA Moodle IS - user's view



Browser address: https://vzdelavanie.uniza.sk/moodle/

e-Learning ŽU

## e-learning Žilinskej univerzity

### Moje kurzy

- optimalizácia pre vyhľadávače**  
 Učiteľ: Radovan Madleňák
- elektronické obchodovanie 2**  
 Učiteľ: Radovan Madleňák
- Poštové siete**  
 Učiteľ: Radovan Madleňák  
 Učiteľ: Lucia Madleňáková
- Elektronické platobné systémy**  
 Učiteľ: Roman Chinoracký  
 Učiteľ: Radovan Madleňák
- Elektronické obchodovanie 1**  
 Učiteľ: Radovan Madleňák
- optimalizácia pre vyhľadávače**  
 Učiteľ: Radovan Madleňák
- Webová analýza - externé štúdium**  
 Učiteľ: Radovan Madleňák
- Elektronické obchodovanie 1 (ext)**  
 Učiteľ: Radovan Madleňák

Hlavné menu

- Miestne správy

Systém Moodle, ktorý využíva e-learning Žilinskej univerzity, je integrovaný do systému **Vzdelávanie**. Na vytváranie účtov, zmeny hesiel, kontrolu zapísaných predmetov a prístup k ich zdrojom v Moodle a pod. využívajte systém **Vzdelávanie**.

V súvislosti s možnými náhodnými problémami pri testovaní, sme upravili konfiguráciu v SW MOODLE. Ak napriek tomu zaznamenáte nekorektné fungovanie tohto modulu, napíšte prosím na helpdesk.uniza.sk, alebo priamo na Peter.Malacky@uniza.sk, Peter.Frano@uniza.sk.

Ďakujeme.

Kalendár

October 2023						
Pon	Utv	Štv	Pia	So	Ne	
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Moje kurzy

Hledat

- optimalizácia pre vyhľadávače**  
 2. ročník
- elektronické obchodovanie 2**  
 3. ročník
- Poštové siete**  
 3. ročník
- Elektronické platobné systémy**  
 2. ročník
- Elektronické obchodovanie 1**  
 2. ročník
- optimalizácia pre vyhľadávače**  
 2. ročník
- Webová analýza - externé štúdium**



e-Learning ŽU

## digitálny marketing

Domov / Moje kurzy / DigM

Oznámenia

Otázky na skúšku 2022

**Skryté pred študentmi**

### Prvý týždeň

- Prednáška DM - úvod
- Cvičenie 1
- Odovzdanie denníka úloh cvičenie 1 - 1ZE22B, 1ZD52A
- Odovzdanie denníka úloh cvičenia 1 - 1ZE22A
- Denník úloh - cvičenie 1

### Druhý týždeň

- Prednáška DM - 1

**Skryté pred študentmi**

### Tretí týždeň

- Prednáška DM - 2

**Skryté pred študentmi**

### Štvrtý týždeň

- Prednáška DM - 3

**Skryté pred študentmi**

# Types of Moodle at UNIZA

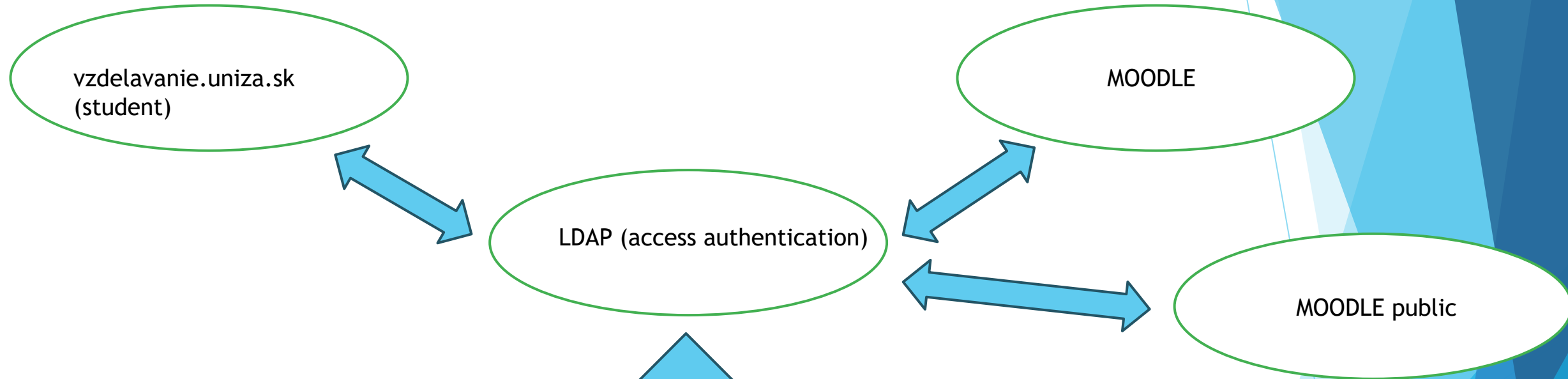
MOODLE

- access is only granted to users who are enrolled in the course as a student or who are providing the course as an educator
- individual assignment of roles as required
- system and other modules for securing processes
- custom development of modules according to requirements

MOODLE public

- MOODLE version for unauthorised access
- possibility to create a subject (course) for subjects that are not in UNIZA study programmes
- access for ERASMUS students, projects
- promotional purposes

# Security of UNIZA eLearning systems



- login to MOODLE via a dedicated module that verifies the username and password in the university LDAP directory
- if necessary, creates a new user in MOODLE (students and teachers) - assigned roles student and teacher
- all actions are synchronised to avoid duplication
- use also for mobile application



**Login**

Name:

Password:

[Login with personal certificate...](#)

Use your university login and password from [LDAP account](#), or you can enter your personal number as a name, UPN identifier, or your university email address.

If you do **not already have create an account** to enter the system, or you **forgot your login name**, enter your birth registration number as a login name and your university ID card number as password (without leading zeros).

**Account activation** - if you have not already used an LDAP account, [activate it here](#). Also activate your LDAP account after a **new enrollment**. You'll get a **forgotten password** [on the LDAP account management page](#).



**Contact**

Comments, suggestions, failure report

**Support IKT UNIZA**

Tickets + onlinechat  
CeIKT, AA018, ext.1717

**University doctor**

MUDr. Daniela Podolinská  
041 56 52 611

**Instructions for working with LMS Moodle**

About Moodle, documentation for

**Welcome guide**

A practical assistant in discovering the opportunities that offer our





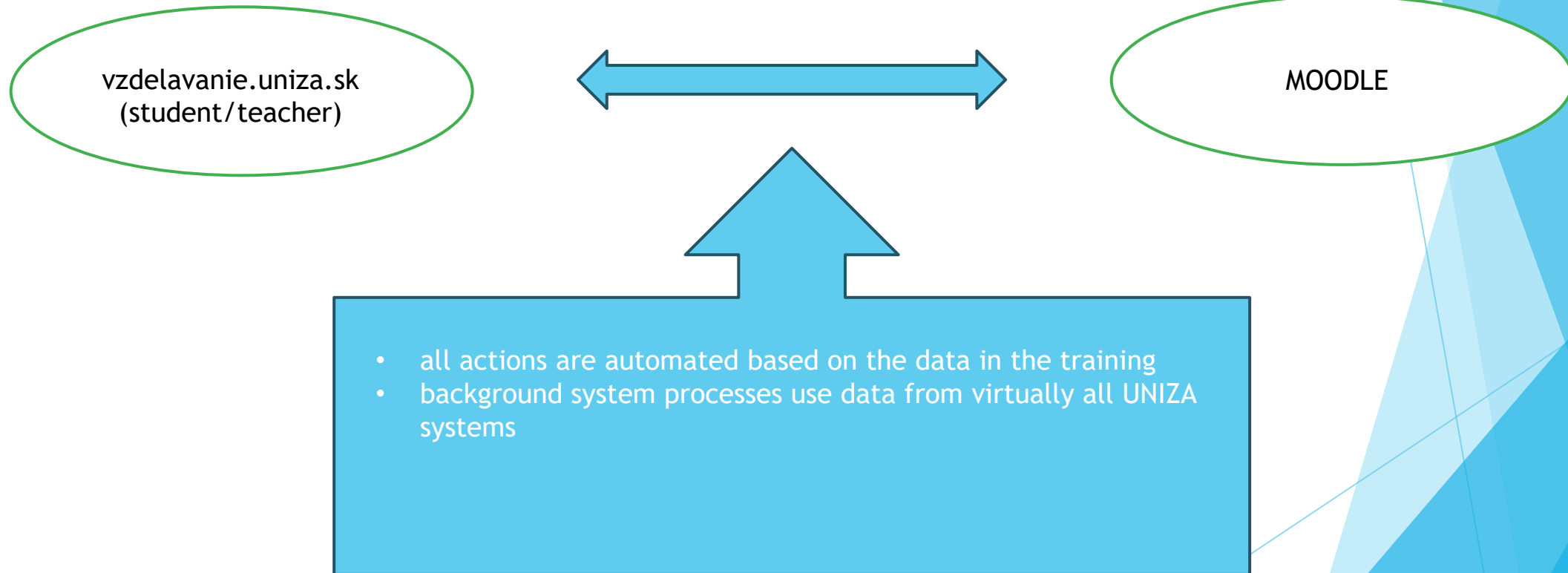
## Moodle Žilinskej univerzity v Žiline

### Oznámenia portálu

There are no discussion topics yet in this forum



# Sync data in eLearning IS



- Visegrad Fund

DIGSTEM



THANK YOU  
FOR  
YOUR  
ATTENTION  
ANY QUESTIONS?

- Visegrad Fund



Improving STEM Teaching Process using Digital Transformation - DIGSTEM

## Project Meeting

Lublin University of Technology, Lublin, Poland

03-05 October 2023

# Possibilities of using Digital Transformation in the **STEM** Teaching Process

**Michał Charlak**

Lublin University of Technology

# Science, Technology, Engineering

- use:**
- Calculations
  - Designing
  - Computing
  - Simulations
  - Phenomena Analysis
  - Programming
  - Control and regulation
  - Remote controlling
  - Data converting
  - Measurements
  - Data acquisition
  - Data mining
  - On-line meetings
  - Other brilliant solutions!



- 
- Visegrad Fund
- 
- 

# E-learning tools

- MS Teams
  - Webex
  - Zoom
  - VirtualClass
  - Moodle
  - Google classroom
- Advantages
  - Disadvantages
  - Ease of use
  - Smart control
  - Effectiveness
  - Functions

- Asynchronous
- Synchronous transmission
- Preparing documents, lessons
- Showing presentations, movies
- Tasks, projects
- Simulations
- Virtual laboratories

## Methods

- knowledge
- skills
- social competence

## Case study: Electrotechnology

- theory
- calculation tasks
- LabView Simulations
- videos from the Internet
- videos recorded by employees
- online broadcast from the laboratory when 2 students perform the exercise
- ...?
- traditional laboratory classes in the next semester

Why?



# Case study: Electrotechnology

## Problems:

- The students were unable to perform the simplest measurement activities
- They couldn't connect the circuits properly
- They were unable to identify and fix connection issues

## Reasons:

- Students did not have to **solve real problems** themselves during classes, so they did not **pay attention to details**.
- They were unable to **use the acquired knowledge and combine it with manual skills**.
- Students did not acquire specialized **manual skills** during online classes

## 2nd Case Study

- Teach someone remotely how to sharpen a pencil using a knife without your student using it
- What teaching methods and tools do you need?

## 2nd Case Study

- Teach someone remotely how to sharpen a pencil using a knife
- What teaching methods and tools should be used?

**VR technology with feedback controlled by AI ?!**

**Looks good!** ...for teaching a dentist or surgeon

But would you like to go to a specialist with such education only?

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**THANK YOU FOR YOUR ATTENTION**

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**Improving STEM Teaching Process using Digital Transformation - DIGSTEM**

## **Project Meeting**

Lublin University of Technology, Lublin, Poland

03-05 October 2023

# **Digital communication tools for evaluation**

**Agnieszka Gandzel,**

**Lublin University of Technology**



# ADVANTAGES OF USING DIGITAL TOOLS IN STUDENT EVALUATION

- creating a friendly and effective learning environment,
- attractive activities
- interactivity,
- quick feedback and error correction;
- motivating students

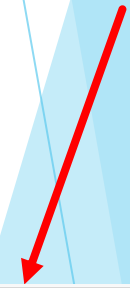
- Visegrad Fund



1.

The screenshot shows the Kahoot! homepage with a navigation bar at the top containing links for News, School, Work, Home, Study, Academy, Marketplace, Contact sales, Explore content, Play, Sign up, Log in, and EN. Below the navigation bar are four promotional cards:

- For Teachers:** "All you need to make learning awesome this back-to-school". Text: "Get the all-in-one engagement, teaching, assessment, and review tool loved by millions around the world. Save over 20% on Kahoot!+ Max, now \$9.99/month until September 30." Buttons: Buy now, Learn more >
- For Professionals:** "Engage your colleagues wherever they are!". Text: "Instantly transform your training and presentations with quiz questions, word clouds, and brainstorming! Save over 25% on Kahoot! 360 Presenter today from \$29/month." Buttons: Buy now, Learn more >, For teams > & organizations >
- For Students:** "New school year, new smart ways to study". Text: "Ease your way back to school with flashcards, study groups, goal setting, and our latest AI-enhanced features. Save over 20% with Kahoot!+, starting from \$7.99/month until October 31." Buttons: Buy now, Learn more >
- For Family & Friends:** "Game on for good times with Kahoot!+". Text: "Host exciting get-togethers! Tap into premium ready-to-play games or easily create your own using AI. Save over 20% on Kahoot!+, starting from \$7.99/month until October 2." Buttons: Buy now, Learn more >, For kids & young learners >





2.



The screenshot shows the Kahoot! user interface for a user named AGandzel. The top navigation bar includes the Kahoot! logo, an Upgrade button, and a Create button. The main content area is divided into three sections:

- User Profile:** Shows the user's name (AGandzel), privacy status (Private), a Home button, and a Student passes section with a Try out button.
- Promotional Banner:** "Elevate your instruction with Kahoot!+". Text: "Discover what's new this back-to-school with new features like AI enhanced kahoot creator, slide reactions, and enhanced student passes. Upgrade to unlock these new features with Kahoot!+Max, now 20% off at \$19.99/month." Button: Learn more
- My kahoots:** A list of created kahoots. The first one is titled "What do you know about the Lublin...", has 5 questions, and has been played 1 time by AGamaLBN.




3.


 **Kahoot**   
Short interactive lessons with  
polls and quizzes




 **Course**   
Best for longer sessions with  
videos, documents and  
assessment

4.

Create a new kahoot

 **Blank canvas**  
Create from scratch

 **Templates**  
Pre-made kahoots

 **Question Generator**   
Create ready-to-play  
kahoots with AI  


Close

1 Quiz

Question

20



Add question



Add slide


Start typing your question







Find and insert media

or drop an image here to upload

 Add answer 1 

 Add answer 2 

 Add answer 3 (optional) 

 Add answer 4 (optional) 

Themes ✕

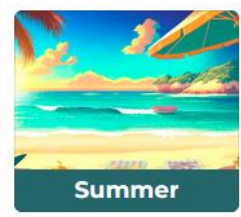
Your themes + ∨



Free ∨



Standard



Summer



Autumn




Winter




Support


5.

6.

 Question type

 Quiz 


 Time limit

20 seconds 

 Points

















Standard 

 Answer options

Single select 

7.

Test knowledge

 Quiz	 True or false
 Type answer 	 Slider 
 Puzzle 	
Collect opinions	
 Poll 	 Drop pin 
 Word cloud 	 Open-ended 

[www.kahoot.it](http://www.kahoot.it)

Mrs. G

Basic account

Upgrade your Plan

Invite & earn  
free Super



+ Create

QUIZIZZ

Search in Quizizz library

Quizizz library

Enter code

Mrs. G

Basic account

Upgrade your Plan

Invite & earn  
free Super



+ Create

Explore

My Library

My school

Reports

Classes

Settings

What will you teach today?

Search for quizzes on any topic



Social Studies



Career Ed



Math



English



Languages



Science



Computers



Creative Arts



Health & PE

## What would you like to create?



### Quiz

Make assessments and practice motivating with interactive questions



### Lesson

Add fun and interactive slides to assessments that students already love

#### Assessment



Multiple Choice



Reorder



Drag and Drop



Math Response



Hotspot



Categorize



Fill in the Blank



Match



Drop Down



Labeling



Graphing



Comprehension **BETA**

#### Higher-order thinking



Draw



Video Response



Open Ended



Audio Response

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## Improving STEM Teaching Process using Digital Transformation - DIGSTEM Project Meeting

Lublin University of Technology, Lublin, Poland  
03-04 October 2023

# Application of the Collaborative Workshop Module in Moodle for Elearning of Forming Technologies Course

**Viktor Gonda**

Obuda University, Banki Donat Faculty of Mechanical and Safety Engineering

# Workshop tool

- Workshop is a powerful peer assessment activity. Students add submissions which are then distributed amongst their peers for assessment based on a grading scale specified by the teacher.
- Workshop phases
  - The work flow for the Workshop module can be viewed as having five phases. The typical workshop activity can cover days or even weeks. The teacher switches the activity from one phase to another.
  - The typical workshop follows a straight path from Setup to, Submission, Assessment, Grading/Evaluation, and ending with the Closed phase. However, an advanced recursive path is also possible.
  - The progress of the activity is visualized in so called Workshop planner tool. It displays all Workshop phases and highlights the current one. It also lists all the tasks the user has in the current phase with the information of whether the task is finished or not yet finished or even failed.



# Workshop phases

- Setup phase
  - In this initial phase, Workshop participants cannot do anything (neither modify their submissions nor their assessments). Course facilitators use this phase to change workshop settings, modify the grading strategy or tweak assessment forms. You can switch to this phase any time you need to change the Workshop setting and prevent users from modifying their work.
- Submission phase
  - In the submission phase, Workshop participants submit their work. Access control dates can be set so that even if the Workshop is in this phase, submitting is restricted to the given time frame only. Submission start date (and time), submission end date (and time) or both can be specified.
  - The workshop submissions report allows teachers to see who has submitted and who has not, and to filter by submission and last modified:
  - A student is able to delete their own submission as long as they can still edit it and it has not been assessed. A teacher can delete any submission at any time, however if it has been assessed, they will be warned that the assessments will also be deleted and reviewers' grades may be affected.

# Workshop phases (cont.)

- Assessment phase
  - If the Workshop uses peer assessment feature, this is the phase when Workshop participants assess the submissions allocated to them for the review. As in the submission phase, access can be controlled by specified date and time since when and/or until when the assessment is allowed.
- Grading evaluation phase
  - The major task during this phase is to calculate the final grades for submissions and for assessments and provide feedback for authors and reviewers. Workshop participants cannot modify their submissions or their assessments in this phase any more. Course facilitators can manually override the calculated grades. Also, selected submissions can be set as published so they become available to all Workshop participants in the next phase. See Workshop FAQ for instructions on how to publish submissions.
- Closed
  - Whenever the Workshop is being switched into this phase, the final grades calculated in the previous phase are pushed into the course Gradebook. This will result in the Workshop grades appearing in the Gradebook and in the workshop. Participants may view their submissions, their submission assessments and eventually other published submissions in this phase.

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

Irányítópult / Kurzusok / 2022/23/2 / BGK / 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00 / Alakítástechnológia / Alakító eljárások beadandó feladat - workshop

Course Title

Forming technologies

### Alakító eljárások beadandó feladat - workshop

**Leadások megnyíltak:** 2023. március 8., szerda, 16:19  
**Leadások lezárultak:** 2023. április 20., csütörtök, 22:00  
**Értékelések megnyíltak:** 2023. április 21., péntek, 16:00  
**Értékelések lezárultak:** 2023. május 4., csütörtök, 22:00

Deadlines for Submission (4 weeks) and assessment (2 weeks)

#### Lezárva

Beállítási szakasz Kapsoljon át a beállítási fázisra	Leadási szakasz Kapsoljon át a leadási fázisra	Értékelési szakasz Kapsoljon át a felmérési fázisra	Pontozásértékelési szakasz Kapsoljon át az értékelési fázisra	Lezárva Jelenlegi fázis
<ul style="list-style-type: none"> <li> Műhelymunka leírásának beállítása</li> <li> Utasítások megadása a leadott munkákhoz</li> <li> Értékelő űrlap szerkesztése</li> </ul>	<ul style="list-style-type: none"> <li> Utasítások megadása az értékeléshez</li> <li> Leadott munkák hozzárendelése elvárt: 22 leadott: 18 hozzárendelendő: 0</li> <li> Legalább egy szerző még nem adta le munkáját</li> <li> Leadható ekkortól: 2023. március 8., szerda, 16:19 (198 nappal ezelőtt)</li> <li> Leadott munkák határideje: 2023. április 20., csütörtök, 22:00 (155 nappal ezelőtt)</li> <li> Az időkorlátozás Önre nem vonatkozik.</li> </ul>	<ul style="list-style-type: none"> <li> Értékelhető 2023. április 21., péntek, 16:00 időponttól (154 nappal ezelőtt)</li> <li> Értékelés határideje: 2023. május 4., csütörtök, 22:00 (141 nappal ezelőtt)</li> <li> Az időkorlátozás Önre nem vonatkozik.</li> </ul>	<ul style="list-style-type: none"> <li> Leadott munkákra adott pontok kiszámítása elvárt: 22 kiszámított: 18</li> <li> Értékelési pontok kiszámítása elvárt: 22 kiszámított: 17</li> <li> A tevékenység összegzésének megírása</li> </ul>	

Workshop phases Teacher's view

## Report about submissions

### Műhelymunka pontjairól szóló jelentés ▾

Name	Topic	Incoming points	Report points	Given points	Assessment points
Vezetéknév ▾ / Keresztnév ▲ ▾	Leadott munka ▲ ▾ / Utolsó módosítás ▲ ▾	Beérkezett pontok	Leadott munkára adott pont (szerző: 10) ▲ ▾	Adott pontok	értékelési pont (/10) ▲ ▾
	Zömítés és redukálás módosítás dátuma: 2023. április 20., csütörtök, 21:34	10 (10)<	10	10 (10)>	10
		10 (10)<	8	9 (10)>	
	A felhasználóhoz nincs leadott munka	-	-	-	-
	Mélyhúzás módosítás dátuma: 2023. április 20., csütörtök, 20:30	10 (10)<	10	10 (10)>	10
		10 (10)<	9	10 (10)>	
	FFPV6S Zömítés-redukálás: csapágygolyó módosítás dátuma: 2023. április 20., csütörtök, 11:57	10 (10)<	10	10 (10)>	10
		10 (10)<	7	9 (10)>	
	Kivágás-lyukasztás kábelelvezető lemez módosítás dátuma: 2023. április 16., vasárnap, 16:48	- (-)<	10	10 (10)>	10
		10 (10)<	7	10 (10)>	
	Mélyhúzás - Hochsteiger József módosítás dátuma: 2023. április 20., csütörtök, 11:41	10 (10)<	9	- (-)>	-
		8 (10)<	6	- (-)>	

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

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### Lezárva **Assignment**

Beállítási szakasz	Leadási szakasz	Értékelési szakasz	Pontozásértékelési szakasz	Lezárva
Kapcsoljon át a beállítási fázisra	Kapcsoljon át a leadási fázisra	Kapcsoljon át a felmérési fázisra	Kapcsoljon át az értékelési fázisra	Jelenlegi fázis
<ul style="list-style-type: none"> <li> Műhelymunka leírásának beállítása</li> <li> Utasítások megadása a leadott munkákhoz</li> <li> Értékelő űrlap szerkesztése</li> </ul>	<ul style="list-style-type: none"> <li> Utasítások megadása az értékeléshez</li> <li> Leadott munkák hozzárendelése elvárt: 22 leadott: 18 hozzárendelendő: 0</li> <li> Legalább egy szerző még nem adta le munkáját</li> <li> Leadható ekkortól: 2023. március 8., szerda, 16:19 (198 nappal ezelőtt)</li> <li> Leadott munkák határideje: 2023. április 20., csütörtök, 22:00 (155 nappal ezelőtt)</li> <li> Az időkorlátozás Önre nem vonatkozik.</li> </ul>	<ul style="list-style-type: none"> <li> Értékelhető 2023. április 21., péntek, 16:00 időponttól (154 nappal ezelőtt)</li> <li> Értékelés határideje: 2023. május 4., csütörtök, 22:00 (141 nappal ezelőtt)</li> <li> Az időkorlátozás Önre nem vonatkozik.</li> </ul>	<ul style="list-style-type: none"> <li> Leadott munkákra adott pontok kiszámítása elvárt: 22 kiszámított: 18</li> <li> Értékelési pontok kiszámítása elvárt: 22 kiszámított: 17</li> <li> A tevékenység összegzésének megírása</li> </ul>	

Course Title

Forming technologies  
Deadlines for  
Submission and assessment

Workshop phases Teacher's view

Aim: An overview of the technologies of parts created by mass production and chip-free forming processes in manufacturing technology, especially regarding the upsetting-reduction, blanking/punching and deep-drawing technologies.

We use the framework of the Moodle workshop for the task. During the workshop, the student work will have two phases: 1. development of the topic, 2. evaluation.

First, each student receives an individual topic, as a result of which they have to present the production technology of a part by plastic forming on presentation slides and with a short text summary. In the second phase, two other student works must be evaluated: those who, e.g. he was assigned the technology of compaction-reduction, in the evaluation he receives the other two technologies, so they can get an overview of all three technologies.

Student Code - Technology, e.g.:

A27C0U Deep drawing; DE20FI upsetting-reduction; GPSCA3 blanking/punching

You can choose a component for each topic, some examples:

1. Upsetting-reduction : screws, rivets, other fasteners, bearing rollers, other selected parts
2. Blanking/punching : electronic components, switches, computer housing, sheet metal components of vehicles, other selected components
3. Deep drawing: car body parts, drink cans, kitchen utensils, lampshades, other selected parts

The proposed activities for the first phase: 1. Review the basics of the three technologies using the presentation slides, or using the note. 2. Select the component for the given technology. Here, you can use books, notes, electronic search results (Google, Wikipedia, Youtube) as sources. 3. Prepare the ppt and doc file required for submission and upload it to Moodle.

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

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### Lezárva Submissions

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Workshop phases Teacher's view



To be uploaded:

1 power point ppt (10 slides):

structure:

slide 1: presentation of the selected component;

2-3-4. theoretical presentation of the technology;

5-6-7-8-9. presentation of the production technology of the specific component;

10. summary.

1 word doc (1 page): text summary for the power point slides.

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

Irányítópult / Kurzusok / 2022/23/2 / BGK / 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00 / Alakítástechnológia / Alakító eljárások beadandó feladat - workshop

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### Lezárva Assessment considerations

Beállítási szakasz	Leadási szakasz	Értékelési szakasz	Pontozásértékelési szakasz	Lezárva
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Forming technologies  
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Workshop phases Teacher's view

## Viewpoints:

**Formal:** The length and structure of the submitted ppt and doc are in accordance with the announcement;

**Content:** Does the component match the designated technology; whether the theoretical summary is substantive; whether the presented production technology is correct and understandable.

Do you have any further suggestions for the job?

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

Irányítópult / Kurzusok / 2022/23/2 / BGK / 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00 / Alakítástechnológia / Alakító eljárások beadandó feladat - workshop

### Alakító eljárások beadandó feladat - workshop

**Leadások megnyíltak:** 2023. március 8., szerda, 16:19  
**Leadások lezárultak:** 2023. április 20., csütörtök, 22:00  
**Értékelések megnyíltak:** 2023. április 21., péntek, 16:00  
**Értékelések lezárultak:** 2023. május 4., csütörtök, 22:00

Lezárva

### Peer review arrangement

Beállítási szakasz	Leadási szakasz	Értékelési szakasz	Pontozásértékelési szakasz	Lezárva
Kapcsoljon át a beállítási fázisra	Kapcsoljon át a leadási fázisra	Kapcsoljon át a felmérési fázisra	Kapcsoljon át az értékelési fázisra	Jelenlegi fázis
<ul style="list-style-type: none"> <li>✓ Műhelymunka leírásának beállítása</li> <li>✓ Utasítások megadása a leadott munkákhoz</li> <li>✓ Értékelő űrlap szerkesztése</li> </ul>	<ul style="list-style-type: none"> <li>✓ Utasítások megadása az értékeléshez</li> <li>✓ Leadott munkák hozzárendelése</li> </ul> <p>elvárt: 22 leadott: 18 hozzárendelendő: 0</p> <ul style="list-style-type: none"> <li>Legalább egy szerző még nem adta le munkáját</li> <li>Leadható ekkortól: 2023. március 8., szerda, 16:19 (198 nappal ezelőtt)</li> <li>Leadott munkák határideje: 2023. április 20., csütörtök, 22:00 (155 nappal ezelőtt)</li> <li>Az időkorlátozás Önre nem vonatkozik.</li> </ul>	<ul style="list-style-type: none"> <li>Értékelhető 2023. április 21., péntek, 16:00 időponttól (154 nappal ezelőtt)</li> <li>Értékelés határideje: 2023. május 4., csütörtök, 22:00 (141 nappal ezelőtt)</li> <li>Az időkorlátozás Önre nem vonatkozik.</li> </ul>	<ul style="list-style-type: none"> <li>Leadott munkákra adott pontok kiszámítása elvárt: 22 kiszámított: 18</li> <li>Értékelési pontok kiszámítása elvárt: 22 kiszámított: 17</li> <li>A tevékenység összegzésének megírása</li> </ul>	<p><b>Lezárva</b></p> <p>Jelenlegi fázis</p>

Course Title

Forming technologies  
Deadlines for  
Submission and assessment

Workshop phases Teacher's view

## Alakító eljárások beadandó feladat - workshop

Kézi hozzárendelés   Véletlenszerű hozzárendelés   Ütemezett hozzárendelés

Reviewers for author A résztvevőt ez felülvizsgálja:	Author Résztevő	Author reviews A résztvevő ezt értékeli:
<p>Értékelő hozzáadása</p> <p>Felhasználó kiválasztása... ▾</p> <p>Student name</p> <p>Student name</p>	<p>Student name</p> <p>Zömités és redukálás <b>Topic</b></p> <p>Már pontozták</p>	<p>Önértékelés kikapcsolva</p> <p>Értékelendő hozzáadása</p> <p>Felhasználó kiválasztása... ▾</p> <p>Student name</p> <p>Student name</p>
<p><i>Nincs mit felülvizsgálni</i></p>	<p>Dr. Student name er</p> <p><i>A felhasználóhoz nincs leadott munka</i></p>	<p>Értékelő saját leadott munka nélkül</p> <p>Önértékelés kikapcsolva</p> <p>Értékelendő hozzáadása</p> <p>Felhasználó kiválasztása... ▾</p>
<p>Értékelő hozzáadása</p> <p>Felhasználó kiválasztása... ▾</p> <p>Student name</p> <p>Student name</p>	<p>Student name</p> <p>Mélyhúzás</p> <p>Már pontozták</p>	<p>Önértékelés kikapcsolva</p> <p>Értékelendő hozzáadása</p> <p>Felhasználó kiválasztása... ▾</p> <p>Student name</p> <p>Student name</p>

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

Irányítópult / Kurzusok / 2022/23/2 / BGK / 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00 / Alakítástechnológia / Alakító eljárások beadandó feladat - workshop

### Alakító eljárások beadandó feladat - workshop

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Lezárva

### Peer review arrangement

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Summary of submissions

Deadlines for submissions

Course Title

Forming technologies  
Deadlines for  
Submission and assessment

Workshop phases Teacher's view

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

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### Alakító eljárások beadandó feladat - workshop

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**Értékelések lezárultak:** 2023. május 4., csütörtök, 22:00

Lezárva

### Assessment

Beállítási szakasz Kapcsoljon át a beállítási fázisra	Leadási szakasz Kapcsoljon át a leadási fázisra	Értékelési szakasz Kapcsoljon át a felmérési fázisra	Pontozásértékelési szakasz Kapcsoljon át az értékelési fázisra	Lezárva Jelenlegi fázis
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Deadlines for assessment

Course Title

Forming technologies  
Deadlines for  
Submission and assessment

Workshop phases Teacher's view

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

Irányítópult / Kurzusok / 2022/23/2 / BGK / 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00 / Alakítástechnológia / Alakító eljárások beadandó feladat - workshop

### Alakító eljárások beadandó feladat - workshop

**Leadások megnyitak:** 2023. március 8., szerda, 16:19  
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Lezárva

### Evaluation

Beállítási szakasz	Leadási szakasz	Értékelési szakasz	Pontozásértékelési szakasz	Lezárva
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Summary of points

Course Title

Forming technologies  
Deadlines for  
Submission and assessment

Workshop phases Teacher's view



## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

Irányítópult / Kurzusok / 2022/23/2 / BGK / 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00 / Alakítástechnológia / Alakító eljárások beadandó feladat - workshop / Leadott munka

Alakító eljárások beadandó feladat - workshop

Workshop title

Leadott munkám

Utasítások a leadott munkához ▾

Feltöltendő: **Submission tasks**

1 db power point ppt (10 dia): felépítése: 1. dia: a kiválasztott alkatrész bemutatása; 2-3-4. a technológia elméleti bemutatása; 5-6-7-8-9. a konkrét alkatrész gyártástechnológiájának bemutatása; 10. összefoglalás.



1 db word doc (1 oldal): a power point diákhoz tartozó szöveges összefoglaló.

Zömítés és redukálás



név: Student name

leadás dátuma: 2023. április 20., csütörtök, 21:33 | módosítás dátuma: 2023. április 20., csütörtök, 21:34

-  Zömítés és redukálás Student name n.docx
-  Zömítés és Redukálás Student name n.pptx

Submitted files



Dr. Gonda Viktor visszajelzése

## Teacher's response

Formailag rendezett ppt, word javítható. Zömítősjajtót érdemes lenne bemutatni. Megeresztés leírása pontatlan. Forrásjelölés nincs. Értékelés lehetne részletesebb.



Értékelés

Student name tékelte

Értékelő űrlap ▾

1 szempont

Szempontok:

Formai: A leadott ppt és doc hossza, felépítése a kiírásnak megfelelő;

Tartalmi: Az alkatrész illeszkedik-e a kijelölt technológiához; az elméleti összefoglaló lényegretörő-e; a bemutatott gyártástechnológia helyes és érthető-e.

Van-e további javaslata a munkával kapcsolatban?

1 szempont osztályzata

10 / 10

Megjegyzés ehhez: 1 szempont

Tartalmilag és külalakban megfelel, sőt meg is haladja a minimumot. A technológia általános ismertetése tömör és lényegretörő, az elméletet számolásal is igazolja. A beszúrt képek összhangba vannak a magyarázattal, segítik a megértést.

Esetleg a wordbe egy műszaki rajzot be lehetett volna szúrni.

## Peer reviewer's (student) response

**ZŰMÍTÉS ÉS REDUKÁLÁS**  
BAKONYI JÓZSEF - PÉLYSÉTS

1

**A KIVÁLASZTOTT ALKATRÉSZ BEMUTATÁSA**

A kiválasztott alkatrészek azonosításához szükséges csavar M16x200  
 Gyártó: DDF  
 Átmérő: 16mm  
 Hossza: 200mm  
 Csavar Ni-tartalmú hűtőanyag  
 Méret: M16  
 Rézarány: 0,05%  
 Ábrázolás: 0,5  
 Téma: 324

2

**A ZŰMÍTÉS**

- Zömítési folyamat az a technológiai lépés, amelyben a kőolaj- vagy vízszelvényben használt alkatrészt a kívánt méretűre, alakúra, felületre, és a szükséges tulajdonságokra készítik fel.
- A zömítési folyamat során a felület érdességét csökkentik, a felület simaságát növelik.
- A zömítési folyamat során a felület érdességét csökkentik, a felület simaságát növelik.
- A zömítési folyamat során a felület érdességét csökkentik, a felület simaságát növelik.
- A zömítési folyamat során a felület érdességét csökkentik, a felület simaságát növelik.

3

**A REDUKÁLÁS**

A redukálás a zömítés utáni lépés, amelyben a zömített alkatrészt a kívánt méretűre, alakúra, felületre, és a szükséges tulajdonságokra készítik fel.

A redukálás során a felület érdességét csökkentik, a felület simaságát növelik.

4

**A ZŰMÍTÉS ÉS A REDUKÁLÁS VÉGYZÉSE**

Pt. csavargyártás

5

**GYÁRTÁS LÉPÉSEI**

- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
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- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.

6

**GYÁRTÁS LÉPÉSEI**

- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
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- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.

7

**GYÁRTÁS LÉPÉSEI**

- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
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- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.

8

**GYÁRTÁS LÉPÉSEI**

- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
- A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.
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9

**ÖSSZEFOGLALÁS**

A gyártás során a felület érdességét csökkentik, a felület simaságát növelik.

10

## 2022/23/2 - Kötés- és alakítástechnológia - BAXKA14BNE/00

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#### Lezárva

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#### Closing session

Course Title

Forming technologies  
Deadlines for  
Submission and assessment

Workshop phases Teacher's view

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- Visegrad Fund
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DIGSTEM



**THANK YOU FOR YOUR ATTENTION**

- Visegrad Fund



## Improving STEM Teaching Process using Digital Transformation - DIGSTEM Project Meeting

Lublin University of Technology, Lublin, Poland  
03-05 October 2023

# Office365 for students of Lublin University of Technology

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Lublin University of Technology





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## *Service Office365*

Office365 is a collection of applications and network services available from Microsoft servers.

Most important applications for students:

- **Outlook** - internal e-mail,
- **OneDrive** - network disc; data storage space,
- **Excel, Word, PowerPoint** - office applications,
- **Teams** - programme to contact teachers: chat, audio-video meetings,
- **Whiteboard** - virtual board used for classes.

## **What is Microsoft Office 365? A 2020 Beginners Tutorial:**

**<https://www.youtube.com/watch?v=ZY8KQrZd0Tw>**

**The basic feature of OFFICE 365 is its adaptation to efficient teamwork online and the use of data stored in a cloud online.**

**The IT Centre of LUT sets up students' accounts in Office 365.**

**These are official accounts.**

**If you already have a private Office 365 account – it won't be compatible with the platform available via LUT for free.**





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To get an Office365 account, please send an email to the IT Centre to [office365@pollub.edu.pl](mailto:office365@pollub.edu.pl).

You will get the email with the login and temporary password to your account on Office365 platform.

The temporary password may be changed in account settings.

Due to security matters, it is recommended not to use the same password for Office365 and your email box.



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**Sample student account login:**

**[name.surname@pollub.edu.pl](#)** (before)

**[S123456@pollub.edu.pl](#)** (now)

**Sample Erasmus+/ exchange student account login :**

**[E123456@pollub.edu.pl](#)**

**Numbers 123456 are a student album number.**

**Sample teacher account login: [n.surname@pollub.pl](#)**



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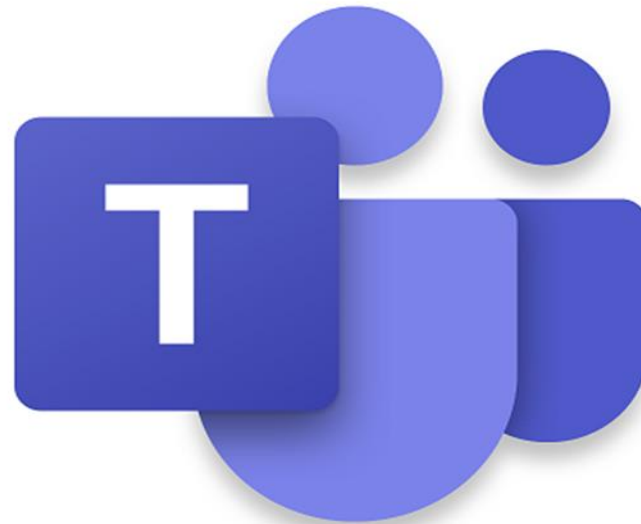
Any exchange of information between the teacher and the student connected to online education and verification of study effects **must** be done **exclusively** via:

- Office365 on Office365 platform,
- Email box with the domain **pollub.edu.pl**.

It is obligatory for students to use Office365 account and the email box with the domain **pollub.edu.pl**, because it is one of the forms of identification verification in online contact. The teachers will not take into account students' mail sent from other domains.

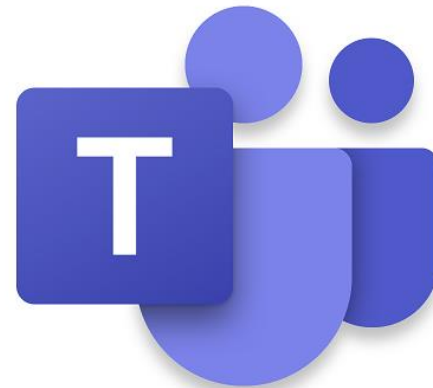
**Email box check and students' Office 365 login must be done regularly and systematically!**

1. **Online class with audio-video or audio:**
  - **Real time connection: video, audio and text – Teams.**



## 2. Distribution of didactic materials in different formats, including multimedia files:

- Files for downloading – applications **OneDrive** and **Teams**,
- Video materials for viewing – **Teams** application.



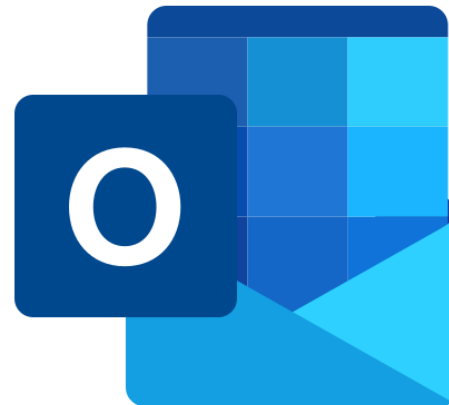
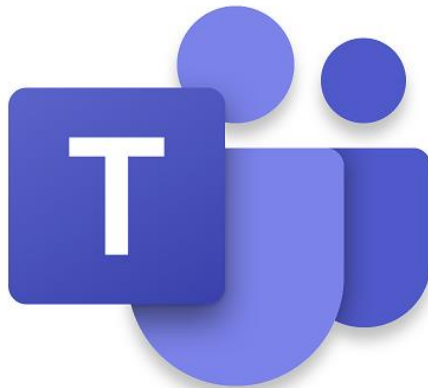
### 3. Office hours in synchronic or asynchronic mode via audio or text (chat):

- Video streaming or audio connection (live) and text chat (synchronic or asynchronic) – **Teams**.



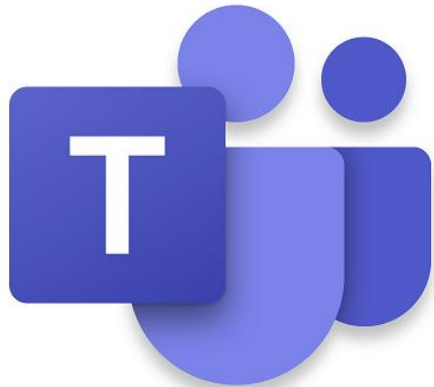
#### 4. Exchange of materials with students via email and current information via chat :

- Text chat (synchronic or asynchronic) – **Teams**,
- Internal email in Lublin University of Technology – **Outlook**.





5. Verification of the study effects; including particular works in the semester, semester projects, final projects
- Oral answers in video streaming – **Teams**,
  - Written works – **Forms, Teams**,
  - Written documents (reports, projects) – **Teams, Outlook.**



**Office365 main platform login website:**

<http://office.com>

**Outlook direct login website:**

<http://outlook.com>

**Teams direct login website:**

<http://teams.microsoft.com>

**After login to Office 365, the main language of communication will be Polish.**

**If you change the language, all Office 365 applications will be operated in a language you set.**

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The screenshot shows the Microsoft Office 365 web interface. A red box highlights the gear icon (Settings) in the top right corner of the navigation bar. A text box in the center of the screen contains the following instructions: "To change language find **Settings** icon and then in the opened panel find **Change language (PL: Zmień język)** command." A red line connects the gear icon to the "Ustawienia" (Settings) panel on the right. In this panel, a red box highlights the "Język i strefa czasowa" (Language and time zone) section, which includes the "Zmień język" (Change language) option. Below this, there are sections for "Tryb ciemny" (Dark mode), "Hasło" (Password), and "Preferencje dotyczące kontaktu" (Contact preferences).

**To change language find **Settings** icon and then in the opened panel find **Change language (PL: Zmień język)** command.**

**Ustawienia**

Motywy

Wyświetl wszystkie

**Język i strefa czasowa**  
Zmień język →

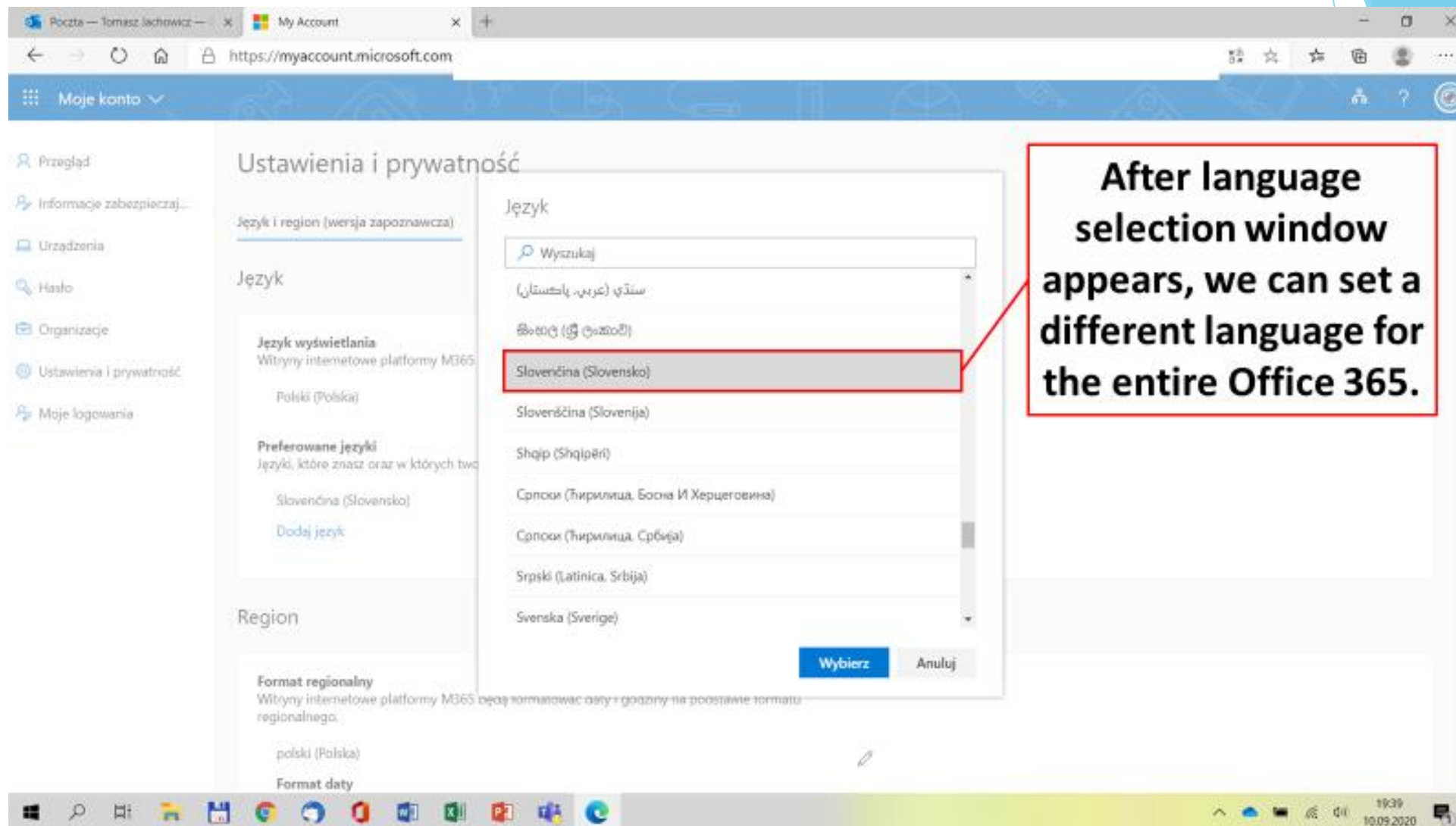
Tryb ciemny

Hasło  
Zmień hasło →

Preferencje dotyczące kontaktu  
Aktualizuj preferencje dotyczące kontaktu →

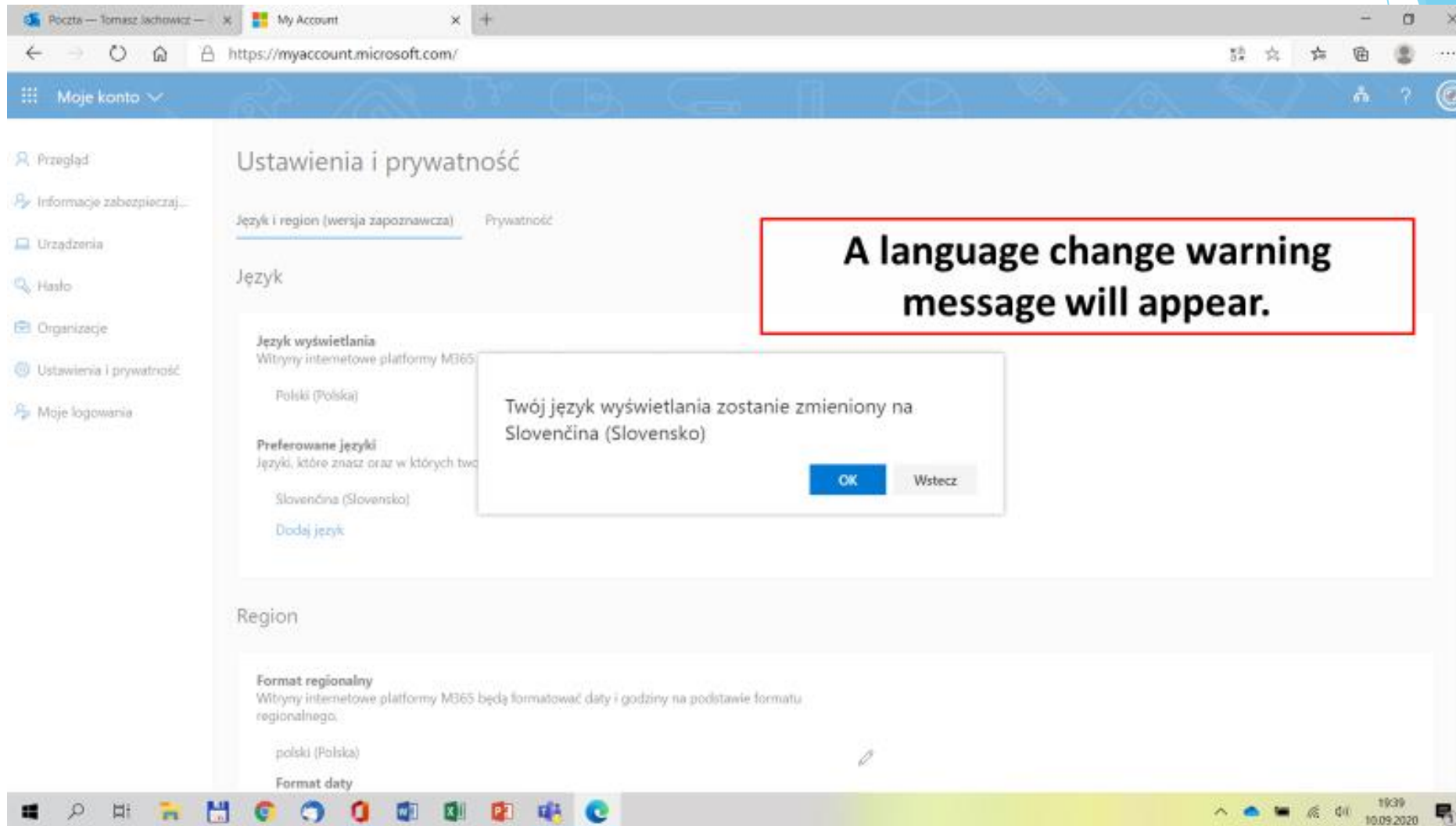
Ostatnio używane	Przypięte	Udostępnione mi	Odkryj
Szkolenie Office 365 - część 1 - obrazkowa Tomasz Jachowicz — OneDrive dla Firm > ... > Documents	wt. o 09:53	Tylko Ty	
Prezentacja 3-6 Tomasz Jachowicz — OneDrive dla Firm > ... > Documents	pon. o 12:23	Tylko Ty	
Prezentacja3 Tomasz Jachowicz — OneDrive dla Firm > ... > Documents	pon. o 12:21	Tylko Ty	
Prezentacja 2-6 Tomasz Jachowicz — OneDrive dla Firm > ... > Documents	pon. o 12:15	Tylko Ty	
Prezentacja2 Tomasz Jachowicz — OneDrive dla Firm > ... > Documents	pon. o 12:12	Tylko Ty	

**Choose Settings and privacy (PL: Ustawienia i prywatność) tab where you can choose a different language in the field Display language by clicking on edit icon (in the form of a pen).**

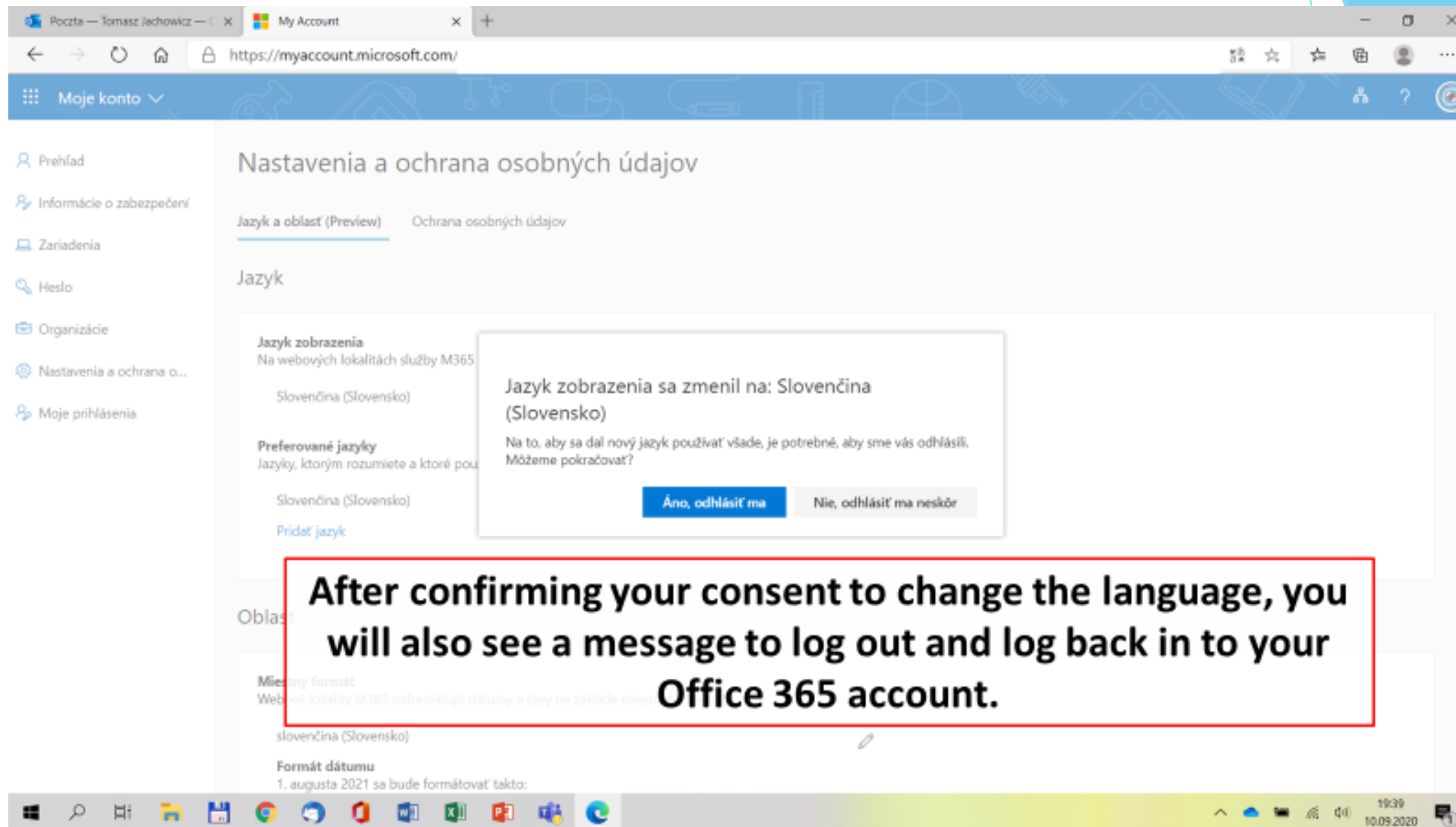


The screenshot shows a web browser window with the URL <https://myaccount.microsoft.com>. The page title is "Ustawienia i prywatność" (Settings and privacy). The "Język" (Language) section is active, displaying a list of languages. A red box highlights "Slovenčina (Slovensko)". A callout box points to this selection with the text: "After language selection window appears, we can set a different language for the entire Office 365." The Windows taskbar at the bottom shows the date and time as 10.09.2020, 19:39.

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The screenshot shows a web browser window with the URL <https://myaccount.microsoft.com/>. The page title is "Ustawienia i prywatność" (Settings and privacy). The "Język" (Language) section is active, showing "Język wyświetlania" (Display language) set to "Polski (Polska)" and "Preferowane języki" (Preferred languages) including "Slovenčina (Slovensko)". A warning dialog box is displayed in the center, stating: "Twój język wyświetlania zostanie zmieniony na Slovenčina (Slovensko)" (Your display language will be changed to Slovenčina (Slovensko)). The dialog has "OK" and "Wstecz" (Back) buttons. A red box highlights the text: "A language change warning message will appear." The Windows taskbar at the bottom shows the time as 19:39 on 10.09.2020.



The screenshot shows a web browser window with the URL <https://myaccount.microsoft.com/>. The page title is "Nastavenia a ochrana osobných údajov" (Settings and personal data protection). The left sidebar contains navigation options: "Prehľad", "Informácie o zabezpečení", "Zariadenia", "Heslo", "Organizácie", "Nastavenia a ochrana o...", and "Moje prihlásenia". The main content area is titled "Jazyk" (Language) and shows "Jazyk zobrazenia" (Display language) set to "Slovenčina (Slovensko)". A confirmation dialog box is displayed in the center, asking for consent to change the display language to Slovak. The dialog text reads: "Jazyk zobrazenia sa zmenil na: Slovenčina (Slovensko). Na to, aby sa dal nový jazyk používať všade, je potrebné, aby sme vás odhlásili. Môžeme pokračovať?" (The display language has changed to: Slovak (Slovakia). For the new language to be used everywhere, we need to log you out. Can we proceed?). There are two buttons: "Áno, odhlásiť ma" (Yes, log me out) and "Nie, odhlásiť ma neskôr" (No, log me out later). Below the dialog, a red-bordered box contains the text: "After confirming your consent to change the language, you will also see a message to log out and log back in to your Office 365 account." The Windows taskbar at the bottom shows the time as 19:39 on 10.09.2020.



## ***Office 365 hard disc applications***

**All components of Office 365 can be opened with a web browser. The recommended browser is Microsoft Edge.**

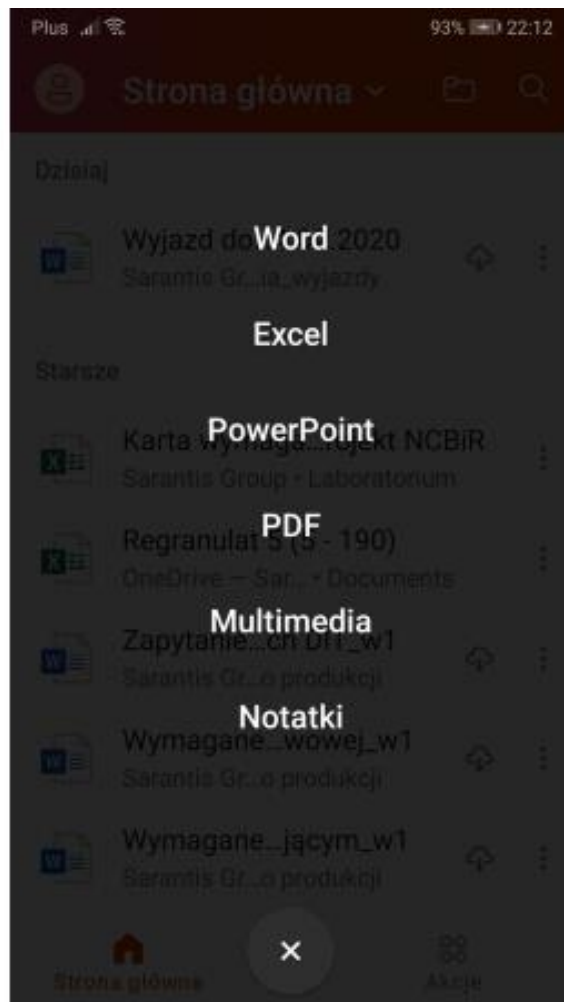
**Some of Office 365 apps can be installed on a hard drive. It is especially recommended for two apps: **Teams** and **Whiteboard**.**

## ***Office 365 mobile apps***

Office 365 is available for mobile devices on Android and iOS platforms.

It is worth installing on your mobile device those apps which are used for direct transfer of information i.e. **Teams** and **Outlook**. This way instant messaging with lecturers and colleagues from studies will be possible.

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## ***Office 365 – lecturers vs. students***

**Lecturers and students use the same Office 365 platform.**

**This way they have the same programmes and features.**

**Models of reports, templates, projects, control works and other documents prepared in Office 365 provided by teachers will not cause problems with reading, saving, and sending for checking.**

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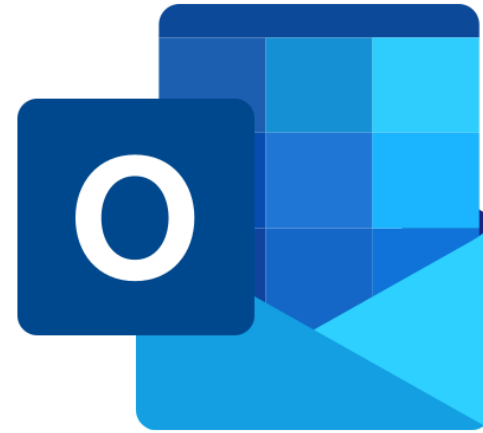


## ***OneDrive***

**OneDrive disc space of 1024GB is provided for Office 365 user.**

### **OneDrive Video Training**

<https://support.microsoft.com/en-us/office/onedrive-video-training-1f608184-b7e6-43ca-8753-2ff679203132>



## *Outlook*

**Outlook** app is set to send e-mails between the users of Lublin University of Technology organization who have Office 365 accounts.

E-mail communication **between the users** of Lublin University of Technology organization sent and received with Outlook functions correctly both ways, however it should be treated as an **internal communication** only within Office 365 service.

Students have to distinguish the internal communication within Office 365 (Outlook) from an e-mail account working through POP3/IMAP and SMTP servers.

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**An e-mail in Outlook can be addressed and sent to any number of recipients within Lublin University of Technology organization. The maximum size of an attachment to the e-mail in Outlook is 35MB.**

### **Outlook Video Training**

**<https://support.microsoft.com/en-us/office/outlook-training-8a5b816d-9052-4190-a5eb-494512343cca>**



# *Teams*



**Teams** app plays the most important role in conducting on-line classes. Students have to make an effort to keep in contact with the lecturer and receive the information from him/her on the groups on **Teams** they should be assigned to.



A group on **Teams** app is a group of students with whom the lecturer is conducting a specific subject.

Through Teams app the lecturer:

- conducts on-line lectures,
- conducts on-line consultations,
- shares teaching materials to students,
- assigns tasks to students and grades them.



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## **Microsoft Teams Video Training**

<https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7>

## **Meetings in Microsoft Teams**

<https://docs.microsoft.com/en-us/microsoftteams/tutorial-meetings-in-teams>

## **Get started with Microsoft Teams**

<https://www.youtube.com/watch?v=jKnV6H6wbNA>

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## **Microsoft Teams Tutorial**

<https://www.youtube.com/watch?v=2zB2jiCxxuQ>

## **Microsoft Teams Full Student Guide. Remote Learning & Teaching**

<https://www.youtube.com/watch?v=aO9LE6ZKnUM>

## **How to Use Microsoft Teams - Beginner's Guide**

<https://www.youtube.com/watch?v=dPYZ05EYai0>

## **Connecting with Microsoft Teams as a student**

[https://www.youtube.com/watch?v=PasT3Q1ZR\\_I](https://www.youtube.com/watch?v=PasT3Q1ZR_I)

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## Improving STEM Teaching Process using Digital Transformation - DIGSTEM Project Meeting

Lublin University of Technology, Lublin, Poland  
03-04 October 2023

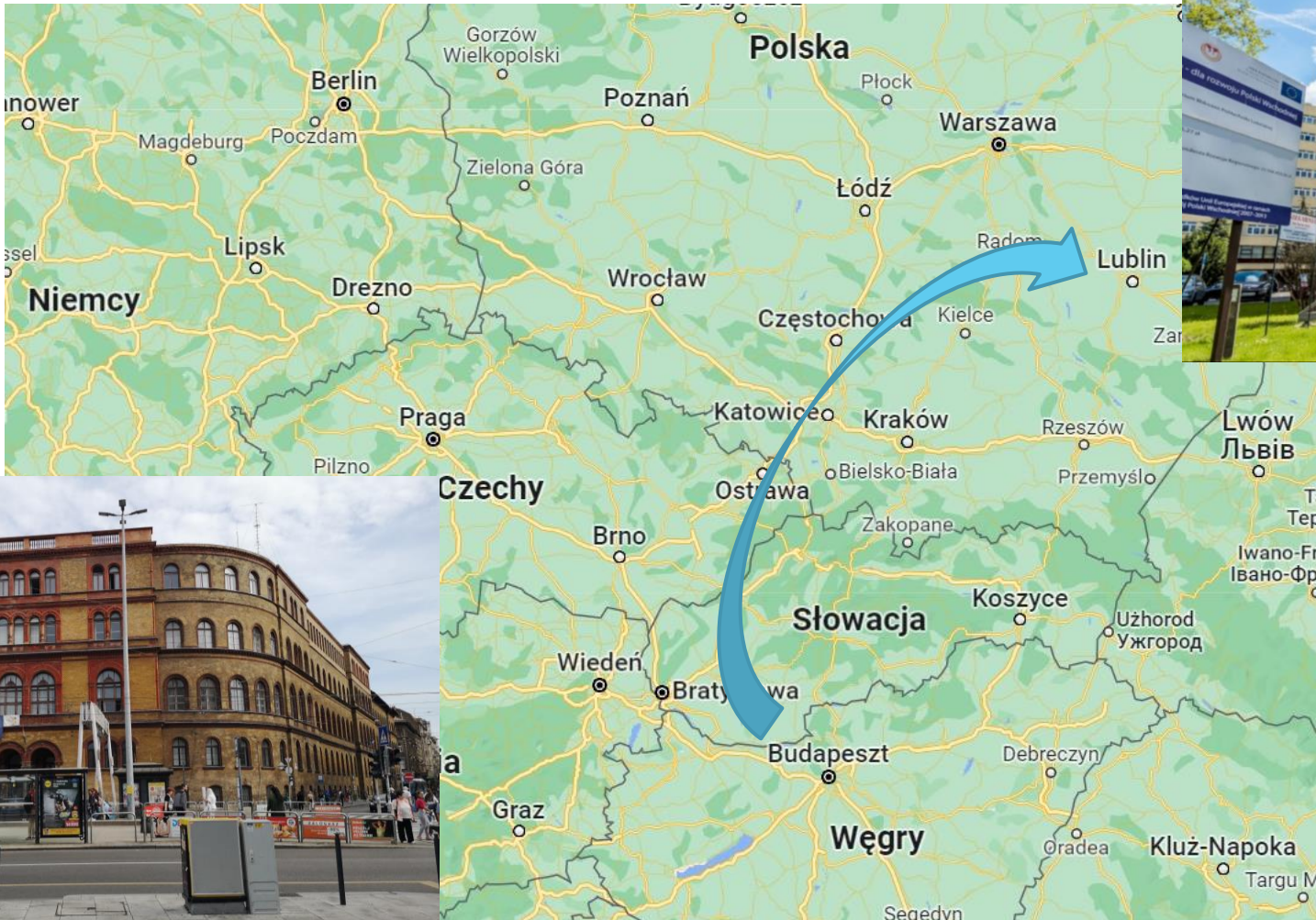
# Creation of an Online Facilitate and Engaging Workshop Practice for Students

**Béla Mészáros**

Óbuda University, Budapest, Hungary

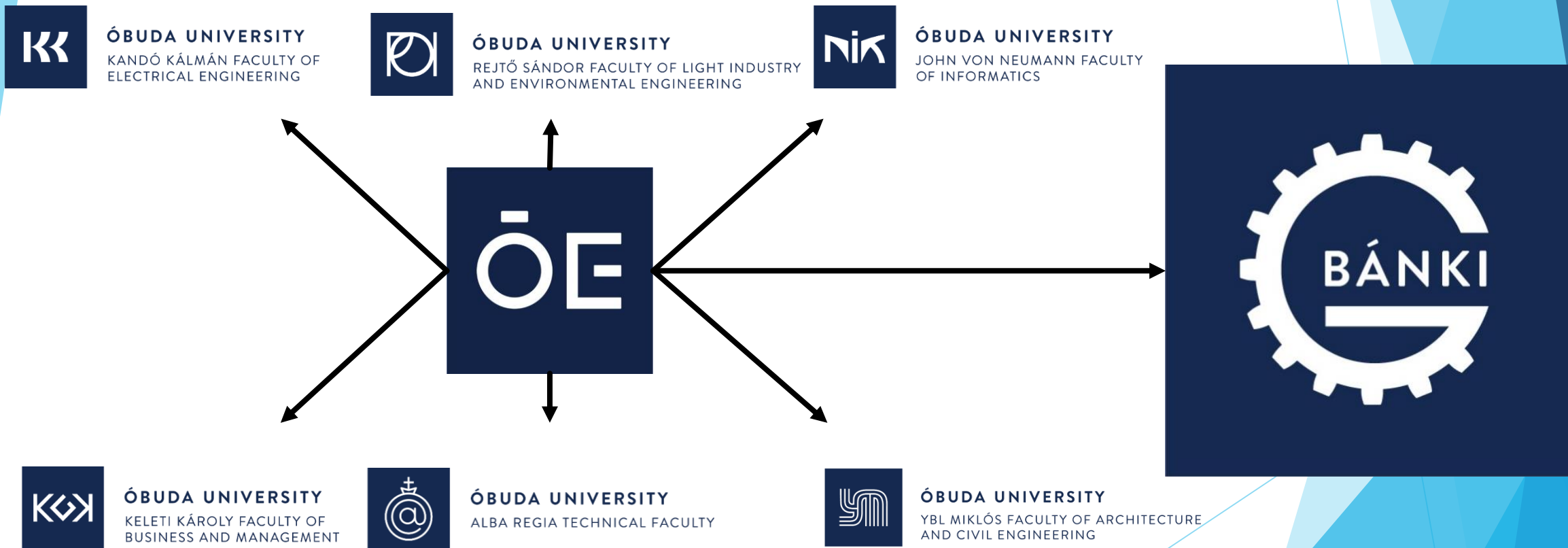
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# Óbuda University to Lublin University



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# Banki Donat Faculty of Mechanical and Safety Engineering







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# Machining workshop

- Experiments
- Tools tests
- Investigation of cutting technology
- Scientific Students' Associations





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## Beginnings

- First try → live stream → result → not the best 😊
- Long duration video
- Poor sound quality
- Shaky image quality

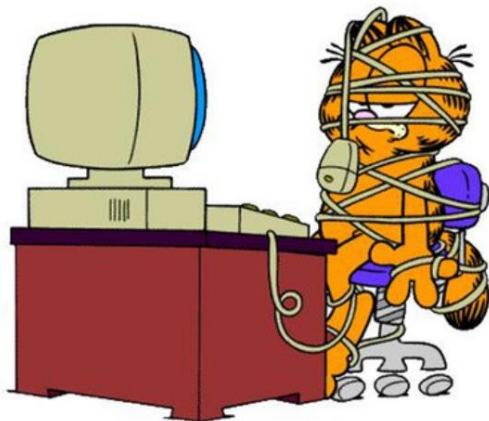




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# Technical problems

- Bad quality video (picture and sound)
- How can we show the small details
- Cameras from the several sides



We are having some  
technical problems

\_\_\_\_\_.

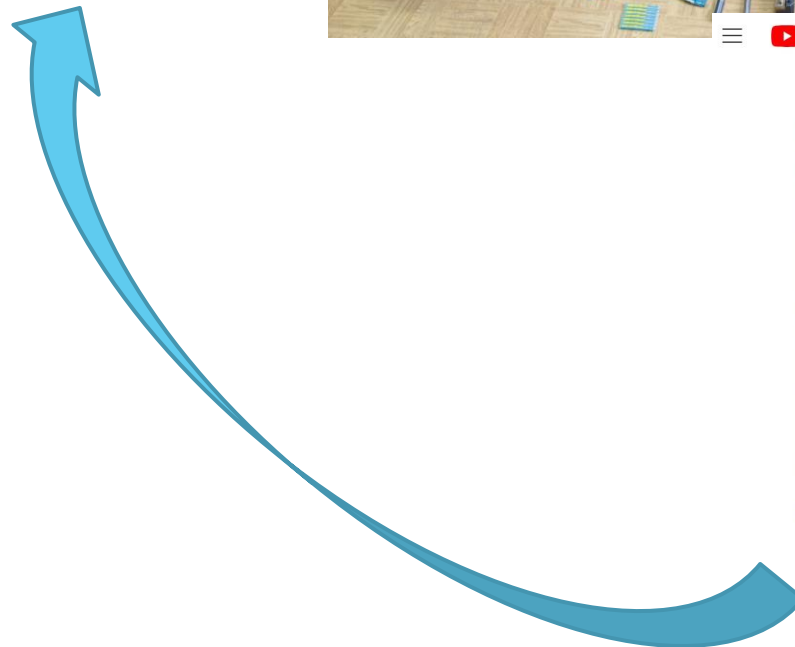
# Solutions

- NO LIVE STREAM
- Short videos (30min. max.)
- Just essential
- DJI OSMO Mobile equipment (best image sharpness)
- External microphone (good quality of sounds)



# Results and Consequences

- How many students saw it → ~2000 students
- Machining tools promotions
- Base material promotions
- Financial support
- How to sharpen drill bits video → 370.000 viewers



gépműhely csatorna fűrő élezés

YouTube HU

Csigafűrő élezés - fűrőkösörülés #S2E11

Gépműhely 25,3 E feliratkozó Feliratkozás

6 E Megosztás

371 138 meqtekintés Premier dátuma: 2021. febr. 5.

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## Improving STEM Teaching Process using Digital Transformation - DIGSTEM Project Meeting

Lublin University of Technology, Lublin, Poland  
03-04 October 2023

# HMI-LAB and its usage for support of student

prof. Ing. Radovan Madleňák, PhD.  
University of Zilina

# HMI-LAB

- ▶ **HMI-LAB** is the unique laboratory within the University Science Park, University of Žilina
- ▶ Laboratory enables its user to carry out testing for the human-machine interaction in various conditions.
- ▶ Laboratory suggests changes leading to the increase in the efficiency and safety of this investigation based on an analysis of obtained data.





# Human - Machine Interaction

**Human - machine interaction** can be characterized as mutual communication and interaction between human and machine.

„The place where technology meets with human“



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# Neuroscience and its core principles

- ▶ The utilization of neuroscience to analyse consumer responses and decision-making.
  - ▶ Brain Imaging
  - ▶ Eye Tracking
  - ▶ Facial Expression Analysis
  - ▶ Physiological Measurements
- ▶ Adapting Neuroscience to Education
  - ▶ Attention and Engagement
  - ▶ Emotional Engagement
  - ▶ Content Optimization
  - ▶ Feedback and Assessment

# HMI-LAB equipment

## Laboratory Hardware Equipment:

### ▶ Eyetracking Analysis:

- ▶ Eye Tracking Glasses 2 Wireless Analysis, iView X™ RED500 Laptop System, REDn Scientific System (60Hz), PupilLabs Pupil Core Eyetracking Glasses (binocular), **Tobii Pro Glasses 3, Tobii Pro Fusion**

### ▶ Brain Activity Analysis:

- ▶ Emotiv EEG Neuroheadset, EMOTIV Insight EEG Neuroheadset, Muse 2 Neuroheadset, **Advanced Brain Monitoring Headset X24**

### ▶ Biosensors - Physical Activity Analysis:

- ▶ Telemetric System BIOHARNESS, BIOPAC Sensors for Blood Pressure, Pulse, Temperature, and Skin Resistance, Mindfield-Biosystems – eSense Skin Response (GSR), Mindfield-Biosystems – eSense Respiration, **Shimmer3 GSR, Shimmer3 EXG**

## Laboratory Software Equipment:

- ▶ SMI Scientific Center Premium Edition
- ▶ SMI BeGaze
- ▶ EMOTIV Enterprise Plus Edition
- ▶ EMOTIV EPOC Brain Activity Map
- ▶ MP36R ENTERPRISE SYSTEM
- ▶ **iMotions All Modules (Eyetracking, FEA, GSR, EEG, EMG, ..)**
- ▶ **Tobii Pro Studio**

# HMI-LAB research areas

- ▶ Impact analysis of external conditions on the human factor when interacting with the machine in real or simulated environment (reaction time behaviour in crisis situations, etc.)
- ▶ Analysis of the impact of mental condition of a human on his ability to use machines and devices
- ▶ Analysis of the transport infrastructure in point of view of user of transport infrastructure
- ▶ Audit of road signs of road infrastructure
- ▶ Analysis of visual smog (billboards) on road safety
- ▶ Ergonomic design of machinery and equipment (vehicles)
- ▶ Ergonomics' work activities in production cycles
- ▶ Product placement strategy in the business units
- ▶ User experience testing of websites
- ▶ User experience testing of internet ads



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## Realised research - HMI-LAB

- ▶ UX testing of eshop and websites
- ▶ Email Newsletter testing
- ▶ A/B advertising testing
- ▶ Testing customer flow in eshop
- ▶ Influence of visual smog on driver
- ▶ Passportisation of visual smog and traffic signs on selected road
- ▶ Visibility of traffic signs on road infrastructure during the day and night
- ▶ Comparison of eye tracking measurement in real and laboratory conditions
- ▶ Testing of driver in laboratory conditions - road simulator (sharing the knowledge)
- ▶ Impact of mobile phones and GPS usage on driver - safety of road transport (laboratory conditions)
- ▶ Sharing of knowledge of train driver in real conditions
- ▶ Pilot testing in airplane simulator
- ▶ Driver testing in rally simulator
- ▶ Research of driver's reactions on pedestrian behaviour in real conditions
- ▶ ...

# Student's thesis - examples

## ▶ Bachelor thesis:

### ▶ Analytical

- Analysis of tools human-computer interaction (2016)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=DFA67B8070F30CA1EF97C200DAEA>
- Potential of neuromarketing as a standard marketing tool in Slovakia (2017)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=998D604438B59F55B5825FFC0D22>

### ▶ Experimental

- Analysis of e-shops purchasing process by neuroscience (eye-tracking) (2022)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=D6903242A3B61C7D24CEEFD68D19>



# Student's thesis - examples

▶ **Master thesis:**

▶ **Marketing oriented**

- The use of marketing communication tools within the discount portal (2016)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=7A24B9B1E4B8C85D5489497807C5>
- A/B Internet Advertising Testing under the Terms of Selected E-commerce Shop (2017)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=B7A4F0D5DE0EE4D8F95578CD7EE5>
- Measurement of the impact of visual advertisement of mobile operators on potential customers (2017) <https://opac.crzp.sk/?fn=detailBiblioForm&sid=0CE18B4C4079C60D2846A52DB261>
- Effectiveness of sales promotion in e-commerce terms. (2018)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=CB745B58B0F7E53C005FC26F3E25>
- The impact of external factors on online shopping behavior. (2018)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=CB745B58B0F7E53C005FC36F3E25>
- The impact of customer product reviews on the shopping behavior of e-commerce customers (2021)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=6327E39BEACEDA03010C0F820365>
- Design of PPC advertising and its A/B testing for the promotion of studies at the Department of Communications (2021)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=6327E39BEACEDA0307050E820365>
- The influence of outdoor advertising on purchasing decisions made online  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=7950E184AA7EAF4CBE82F543086F>

# Student's thesis - examples

## ► Master thesis:

### ► Webdesign oriented

- Suggestion to increase the conversion rate of a selected e-shop based on identifying factors of leaving the purchase process (2017)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=B7A4F0D5DE0EE4D8F95579CD7EE5>
- Optimize the elements of the selected ecommerce website (2018)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=B73135A61A1C578FAD858F3CADA1>
- Eyetracking testing of UNIZA faculties web pages (2020)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=201CE56335A527AB070E96791929>
- Research of web page usability by using eye tracking camera (2020)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=F50A3640C856E51086E2B961DB62>



# Student's thesis - examples

## ▶ Master thesis:

### ▶ Technically oriented

- Design of driving simulator (2017)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=B7A4F0D5DE0EE4D8F05272CD7EE5>
- Proposal of experimental testing methodology at a selected post office workplace (2020)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=F50A3640C856E51086E2B861DB62>

# Student's thesis - examples

## ► Doctoral thesis:

- Evaluation and optimization of selected forms of marketing communication in the Internet environment (2016)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=394581B55BAE63AC61ACB86F4926>
- Economic impacts of visual smog in transport (2017)  
<https://opac.crzp.sk/?fn=detailBiblioForm&sid=877A1C170D2F97A1DB3BA42BFB25>

# Additional action to promote Science and Technology education

- ▶ Christmas at the University 2017 - Presentation Stand
- ▶ University Open 2019 - Laboratory Presentation to the Public
- ▶ Researchers' Night 2019 - Presentation Stand
- ▶ ITEXpo 2019 - Xth ITEXPO 2019
- ▶ Night of Researchers 2022 - Presentation Stand
- ▶ European Researchers' Night 2023 - Presentation Stand
- ▶ Open Days of UNIZA and FPEDAS - Science and Technology Presentations
- ▶ Collaboration with Schools
- ▶ Public Lectures and Workshops



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THANK YOU  
FOR  
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ATTENTION  
ANY QUESTIONS?

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## Improving STEM Teaching Process using Digital Transformation - DIGSTEM Project Meeting

Lublin University of Technology, Lublin, Poland  
03-04 October 2023

# The use of e-learning tools in the teaching of technical subjects at the University of Zilina (practical presentation)

**Jiří Tengler**  
University of Žilina

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# An idea for reflection

# Content

- E-learning tools at the University of Žilina
- Education students portal
- LMS Moodle
- Sample channel on the subject of database design - Moodle LMS
- Sample channel on the subject of database design - Oracle LMS
- APEX – application express
- MS TEAMS

# E-learning tools in the University of Žilina

- ▶ Education student portal
- ▶ Moodle LMS
- ▶ MS Teams
- ▶ and more



# Education student portal

- ▶ Information lists
- ▶ Student evaluation
- ▶ Enrolling for the exam
- ▶ Access to the LMS moodle
- ▶ Course evaluation by students

# LMS Moodle

- ▶ For providing information to students - together with MS Teams
- ▶ As means of getting feedback of students
- ▶ For checking attendance
- ▶ For providing study materials
- ▶ For assigning and submitting homeworks and projects
- ▶ For providing manuals of softwares
- ▶ To provide information regarding the planned topic area (content, motivation and objective)
- ▶ For testing and student evaluation

# Example of moodle channel „Database design“

e-Learning ŽU

Čiž Tenger

## Cvičenie z predmetu Databázový dizajn

- Oznámenia
- Prosby a námietky
- Dochádzka
- Skúška 14.6.2023
- Test 14.6.2023

**Systém hodnotenia cvičení:**

	Hodnotený prvok		body (max)	v %
1.	Testy na tématiku databázového dizajnu (Databázový dizajn)	Pololetní test	50	100%
		Konečný test	50	
2.	Testy na tématiku používání SQL dotazů (SQL dopyty)	Pololetní test	50	100%
		Konečný test	50	
3.	Semestrální projekt (Návrh ERD diagramu)	Práce	50	100%
		Prezentace	50	
4.	Bonusy a aktivita		10	10%

Maximálny počet bodov, ktoré môže študent získať za cvičenie, je 50b.

Výpočet počtu bodov za cvičenie možno vypočítať podľa nasledujúceho vzorca:

$$\text{Výsledok} = \left( \frac{\text{Databázový dizajn} + \text{SQL dopyty} + \text{Návrh ERD diagramu}}{3} \right) + \text{bonus a aktivita} * 0,5$$

**Príklad:** Budeme simulovať, že ste za každú časť získali nasledujúce body.

1.	Testy na tématiku databázového dizajnu (Databázový dizajn)	Pololetní test	32	60%
		Konečný test	38	
2.	Testy na tématiku používání SQL dotazů (SQL dopyty)	Pololetní test	40	90%
		Konečný test	50	
3.	Semestrální projekt (Návrh ERD diagramu)	Práce	40	75%
		Prezentace	35	
4.	Bonusy a aktivita		10	10%

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Čiž Tenger

**Príklad:** Budeme simulovať, že ste za každú časť získali nasledujúce body.

1.	Testy na tématiku databázového dizajnu (Databázový dizajn)	Pololetní test	32	60%
		Konečný test	38	
2.	Testy na tématiku používání SQL dotazů (SQL dopyty)	Pololetní test	40	90%
		Konečný test	50	
3.	Semestrální projekt (Návrh ERD diagramu)	Práce	40	75%
		Prezentace	35	
4.	Bonusy a aktivita		10	10%

Takže výpočet bude vyzerať takto:

$$\text{Výsledok} = \left( \frac{\text{Databázový dizajn} + \text{SQL dopyty} + \text{Návrh ERD diagramu}}{3} \right) + \text{bonus a aktivita} * 0,5$$

$$\text{Výsledok} = \left( \frac{60 + 90 + 75}{3} \right) + \text{bonus a aktivita} * 0,5$$

$$\text{Výsledok} = \left( \frac{225}{3} \right) + \text{bonus a aktivita} * 0,5$$

$$\text{Výsledok} = ((75) + (75 * 0,1)) * 0,5$$

$$\text{Výsledok} = ((75) + 7,5) * 0,5$$

$$\text{Výsledok} = (82,5) * 0,5$$

$$\text{Výsledok} = 42,25b$$

To znamená, že za cvičenie na skúšku získate **42,25 bodu z možných 50 bodov.**

# Example of moodle channel „Database design“

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**Semestrální projekt**

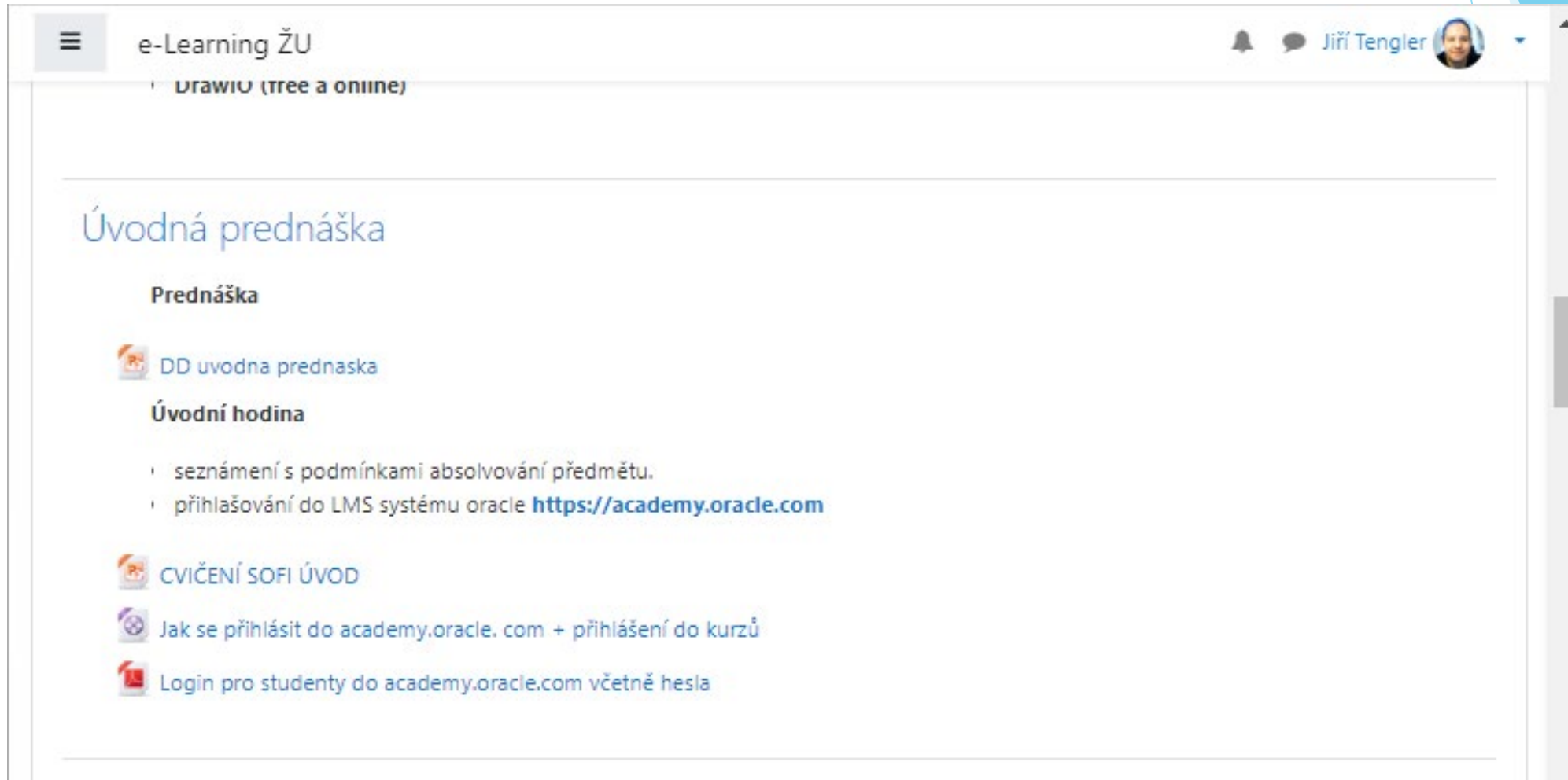
Predchádzajúce projektové úlohy (zadania), t. j. scenáre:

-  [Semestrální projekt - Zdravie, scénár rok 2022](#)
-  [Semestrální projekt - Recykluj, scénár rok 2023](#)

**Podpůrný software pro modelování ERD diagramů - odlišné notace**

- **SQL Developer Data modeller (free)**  
Odkaz ke stažení: <https://www.oracle.com/database/sqldeveloper/technologies/sql-data-modeler/download/>
- **Mysql Workbench**  
Odkaz ke stažení: <https://dev.mysql.com/downloads/workbench/>
- **MS Vision (free pro studenty uniza)**
- **EDraw Max (Komerční)**
- **DrawIO (free a online)**

# Example of moodle channel „Database design“



The screenshot shows a Moodle channel interface. At the top left, there is a hamburger menu icon and the text 'e-Learning ŽU'. To the right of the header, there are notification and chat icons, and a user profile for 'Jiří Tengler' with a small circular profile picture. Below the header, the channel name 'Database design' is visible. The main content area features a section titled 'Úvodná přednáška' (Introductory lecture). Under this title, there is a sub-section 'Prednáška' (Lecture) with a small orange icon, followed by the text 'DD uvodna prednaska'. Below that is another sub-section 'Úvodní hodina' (Introductory hour) with a small orange icon, followed by a list of items: 'seznámení s podmínkami absolvování předmětu.' and 'přihlašování do LMS systému oracle <https://academy.oracle.com>'. At the bottom of the list, there are three more items, each with a small icon: 'CVIČENÍ SOFI ÚVOD', 'Jak se přihlásit do academy.oracle.com + přihlášení do kurzů', and 'Login pro studenty do academy.oracle.com včetně hesla'.

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🔔 💬 Jiří Tengler

Database design (tree a online)

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## Úvodná přednáška


**Přednáška**


 DD uvodna prednaska

**Úvodní hodina**

- seznámení s podmínkami absolvování předmětu.
- přihlašování do LMS systému oracle <https://academy.oracle.com>

 CVIČENÍ SOFI ÚVOD

 Jak se přihlásit do academy.oracle.com + přihlášení do kurzů

 Login pro studenty do academy.oracle.com včetně hesla

# Example of moodle channel „Database design“

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Tematika 2

**OBSAH TÉMATICKÉHO OKRUHU:**

- o Identifikace a rozdíl mezi údaji a informacemi
- o konceptuální a fyzický model a jejich rozlišení
- o identifikace entit a instancí
- o Identifikace entit ze scénáře

**MOTIVACE:** Po prostudování přednášky a cvičení by měl být student schopný identifikovat údaje a informace, stejně tak identifikovat proces transformace údajů na informace. Student by měl být schopný odlišit rozdíl mezi konceptuálním a fyzickým modelem. Stejně tak by měl být schopný identifikovat předpoklady pro správné sestavení koncepčního modelu. Student by dále měl být schopný identifikovat entity, atributy a instance.

**CÍL:** Seznámit se s významem údajů a informací z pohledu důležitosti pro organizace. Prostudovat problematiku modelování údajů a tvorby konceptuálního a fyzického modelu, včetně požadavků na jejich návrh a tvorbu.

**Přednáška**

DD 1


**Pracovní list**

Pracovní list č.1 (WORD)

Pracovní list č.1 (PDF) bez komentářů

**Úlohy č.3 pracovního listu č.1**

Ukázka rozlišené implementace studentů při specifikaci domu snů



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+ Tematika 13

**OBSAH TÉMATICKÉHO OKRUHU:**

- změna struktury databáze - doplnění a smazání sloupce
- změna struktury databáze - změna datového typu, jména či přesnosti
- změna struktury databáze - vložení, smazání změna omezení databáze
- smazání databáze, znovu vytvoření databáze a tvorba, změna a odstranění pohledů

**MOTIVACE:** Student bude schopný realizovat změny nad databází včetně sloupců. Bude schopen vytvářet, měnit a odstraňovat pohledy.

**CÍL:** Umožnit změnu databáze při její špatné implementaci, příp. doplnit databázi o další prvky. Z pohledu zvýšení bezpečnosti vytvářet, měnit i odstraňovat pohledy.

**4) Oracle Database Programming - FINALTERM TEST**

Test vrámci e-learningového systému academy.oracle.com - kurz Programování databáz - final term test

-opět 50 otázek s již prostudované problematiky.

- Vnitřní limit systému není, ale stanovená doba, by neměla přesáhnout 90 min

Semestrální projekt - odevzdávací formulář

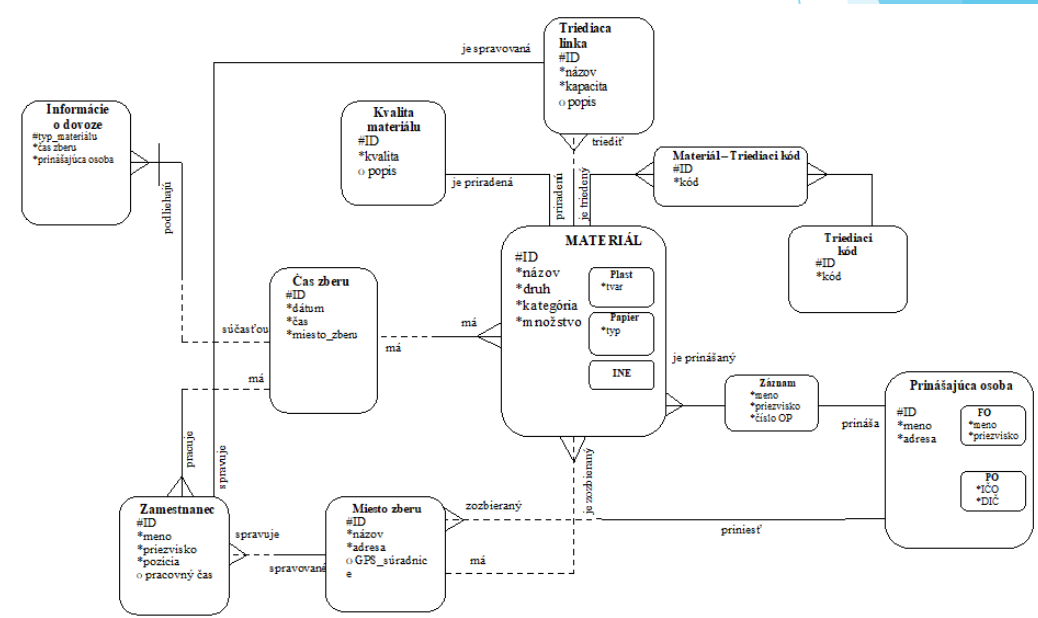
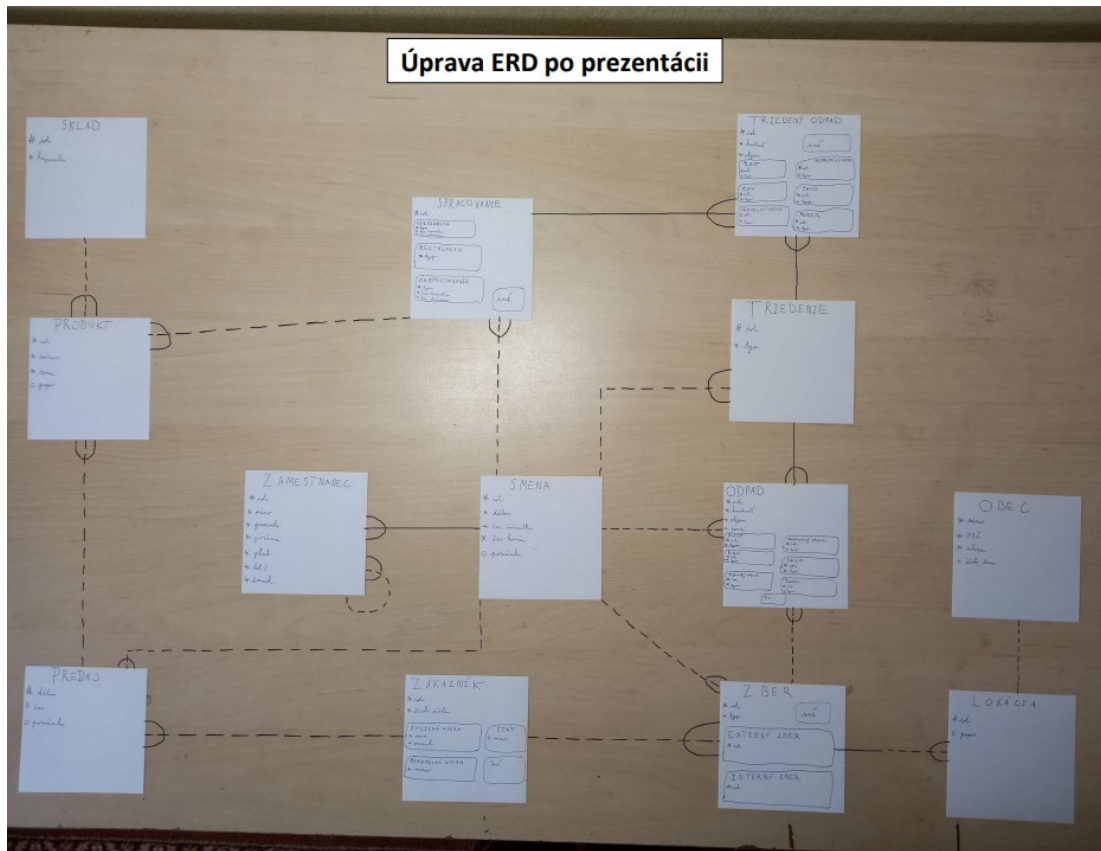
**Příklady kvalitně zpracovaných semestrálních prac z minulého období**

- Studentsky\_projekt\_rok\_2021
- Studentsky\_projekt\_rok\_2022
- Studentsky\_projekt\_rok\_2023

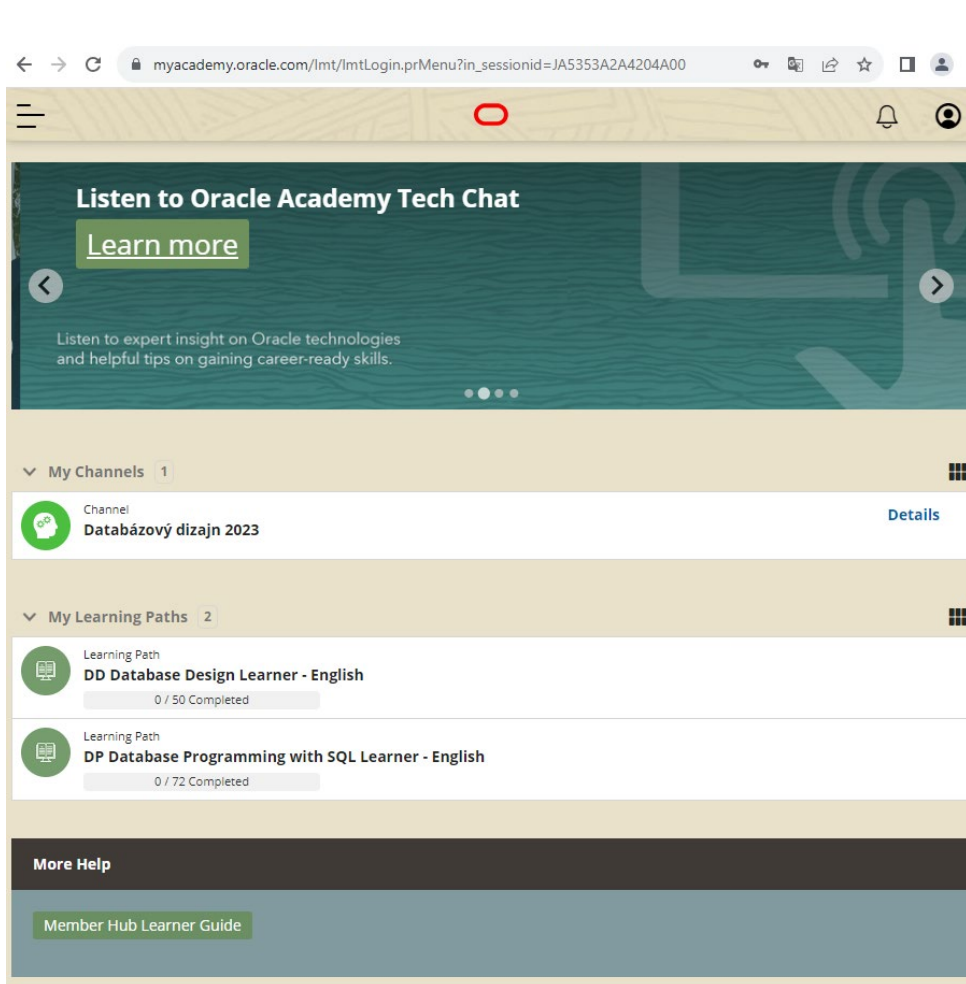
+ Přidat aktivitu alebo zdroj

+ Přidat tematicky

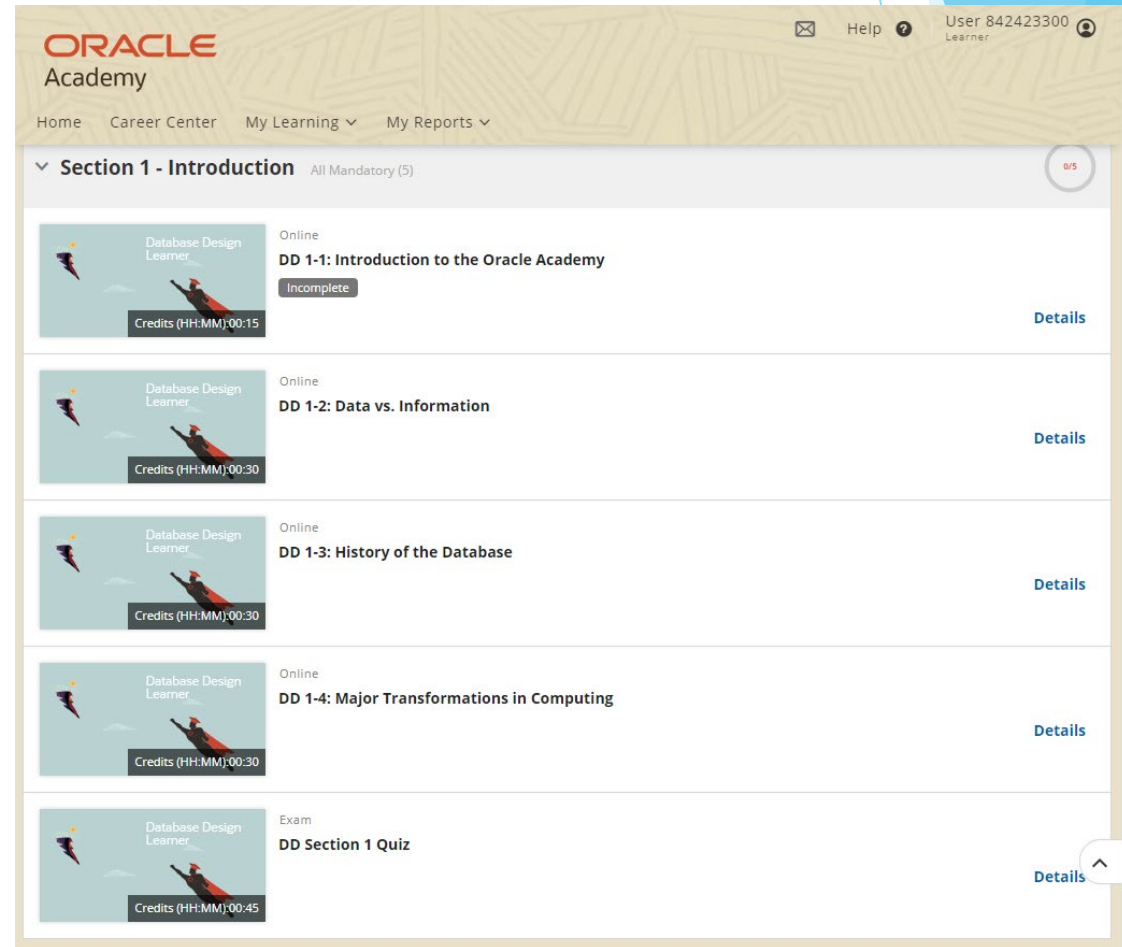
# Example of moodle channel „Database design“



# Sample channel on the subject of database design - Oracle LMS



The screenshot shows the Oracle LMS home page. At the top, there is a navigation bar with the Oracle logo and a user profile icon. Below the navigation bar, there is a banner for "Listen to Oracle Academy Tech Chat" with a "Learn more" button. The main content area is divided into sections: "My Channels" with one channel "Databázový dizajn 2023", "My Learning Paths" with two paths "DD Database Design Learner - English" (0/50 Completed) and "DP Database Programming with SQL Learner - English" (0/72 Completed), and a "More Help" section with a "Member Hub Learner Guide" button.

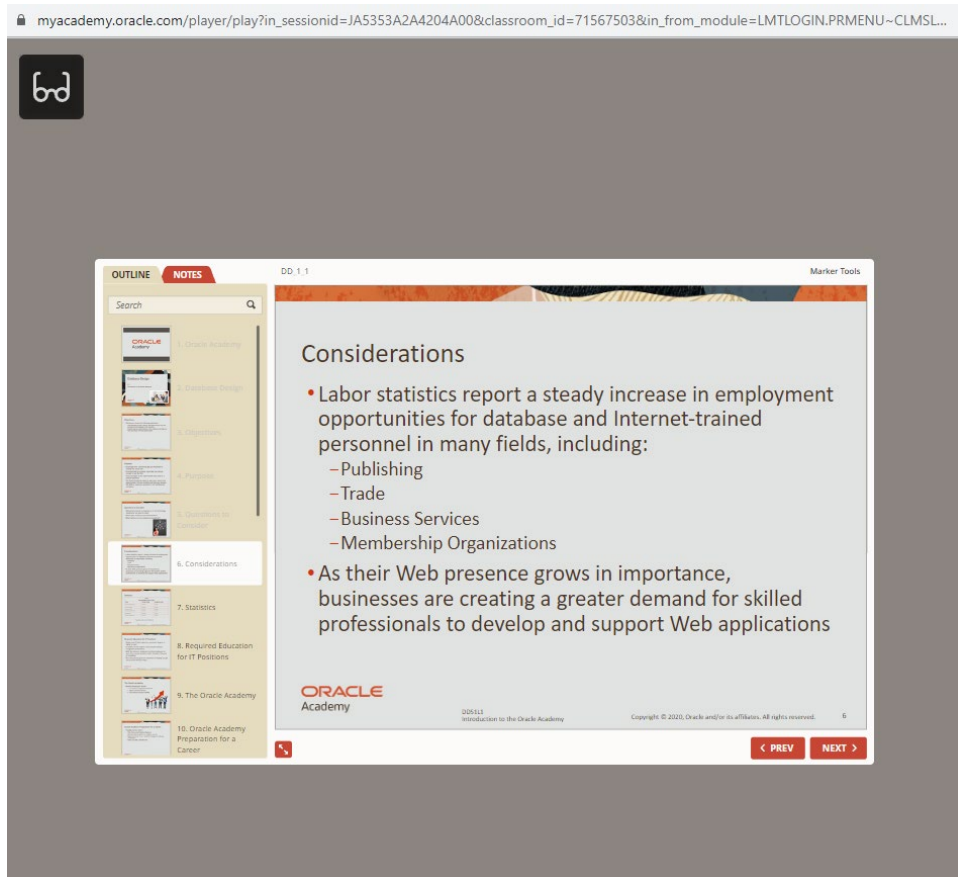


The screenshot shows the Oracle LMS course content page. The top navigation bar includes the Oracle Academy logo, a user profile icon, and a "Help" button. Below the navigation bar, there is a section for "Section 1 - Introduction" (All Mandatory (5) credits). The course content is organized into a list of items, each with a thumbnail, a title, a status, and a "Details" button. The items are:

- Database Design Learner Online **DD 1-1: Introduction to the Oracle Academy** (Incomplete) Credits (HH:MM):00:15
- Database Design Learner Online **DD 1-2: Data vs. Information** Credits (HH:MM):00:30
- Database Design Learner Online **DD 1-3: History of the Database** Credits (HH:MM):00:30
- Database Design Learner Online **DD 1-4: Major Transformations in Computing** Credits (HH:MM):00:30
- Database Design Learner Exam **DD Section 1 Quiz** Credits (HH:MM):00:45



# Sample channel on the subject of database design - Oracle LMS



myacademy.oracle.com/player/play?in\_sessionid=JA5353A2A4204A00&classroom\_id=71567503&in\_from\_module=LMTLOGIN.PRMENU--CLMSL...

Oracle Academy logo

OUTLINE NOTES DD: 1.1 Marker Tools

Search

1. Oracle Academy  
2. Database Design  
3. Organizations  
4. Purpose  
5. Components of Oracle  
6. Considerations  
7. Statistics  
8. Required Education for IT Positions  
9. The Oracle Academy  
10. Oracle Academy Preparation for a Career

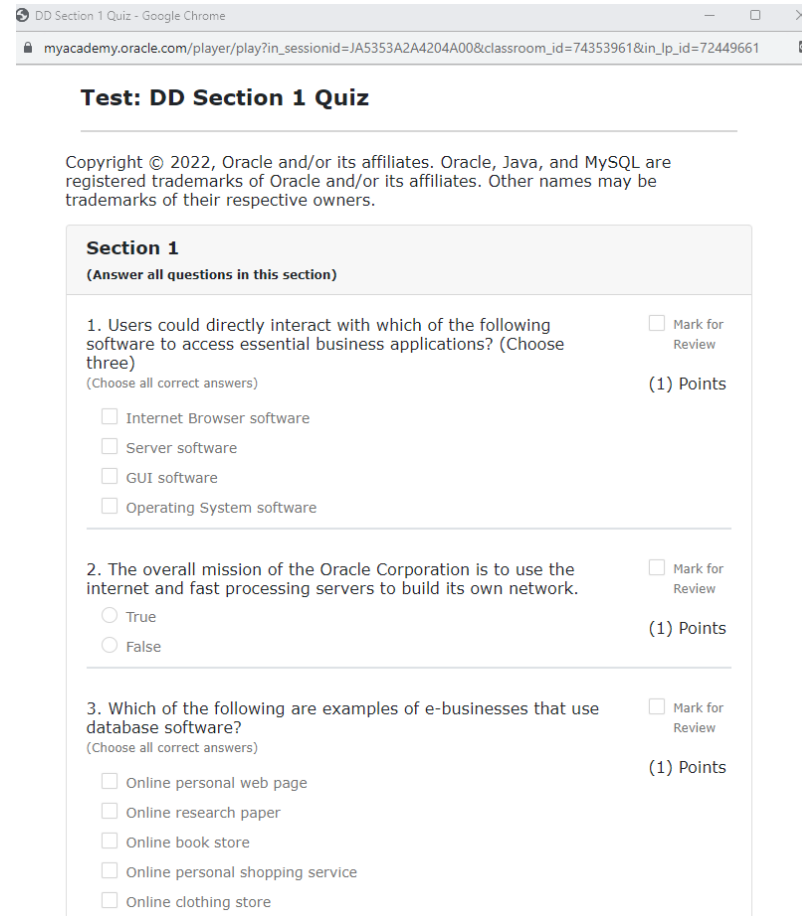
## Considerations

- Labor statistics report a steady increase in employment opportunities for database and Internet-trained personnel in many fields, including:
  - Publishing
  - Trade
  - Business Services
  - Membership Organizations
- As their Web presence grows in importance, businesses are creating a greater demand for skilled professionals to develop and support Web applications

ORACLE Academy

02611 Introduction to the Oracle Academy Copyright © 2020, Oracle and/or its affiliates. All rights reserved. 6

< PREVIOUS NEXT >



DD Section 1 Quiz - Google Chrome

myacademy.oracle.com/player/play?in\_sessionid=JA5353A2A4204A00&classroom\_id=74353961&in\_lp\_id=72449661

## Test: DD Section 1 Quiz

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### Section 1

(Answer all questions in this section)

1. Users could directly interact with which of the following software to access essential business applications? (Choose three)  Mark for Review (1) Points

(Choose all correct answers)

- Internet Browser software
- Server software
- GUI software
- Operating System software

2. The overall mission of the Oracle Corporation is to use the internet and fast processing servers to build its own network.  Mark for Review (1) Points

True

False

3. Which of the following are examples of e-businesses that use database software?  Mark for Review (1) Points

(Choose all correct answers)

- Online personal web page
- Online research paper
- Online book store
- Online personal shopping service
- Online clothing store

# Sample channel on the subject of database design - Oracle LMS

1. Users could directly interact with which of the following software to access essential business applications? (Choose three)

(Choose all correct answers)

- Internet Browser software (\*)
- Server software
- GUI software (\*)
- Operating System software (\*)

✔ Correct

(1/1)  
Points

2. The overall mission of the Oracle Corporation is to use the internet and fast processing servers to build its own network.

- True
- False (\*)

✔ Correct

(1/1)  
Points

3. Which of the following are examples of e-businesses that use database software?

(Choose all correct answers)

- Online personal web page
- Online research paper
- Online book store (\*)
- Online personal shopping service (\*)
- Online clothing store (\*)

✘ Incorrect. Refer to Section 1 Lesson 4.

(0/1)  
Points

## Test: DD Section 1 Quiz

Note your score.



Percentage Scored:

**93.3 %**

Score: 14 out of 15

Mastery Score: 70.0 %

To return to your home page, close this window.

[View Feedback](#)

# Sample channel on the subject of database design - Oracle LMS

The screenshot shows the Oracle Academy interface. At the top, the Oracle Academy logo is displayed. Below it, a navigation menu includes Home, Curriculum, Upcoming Events, Career Center, My Learning, and My. The main section is titled "My Learning History" and shows the user's name "Barbora Slaná (OA842423277)". There are tabs for View, Edit, Curriculum, Current Learning, and Learning History. The Learning History tab is active, showing a search filter for Course Name, Course Type (All), and Date Range. Below the filter, there is a list of completed courses:

Course Name	Status	Score	Completed Date
DD Database Design Final Exam	Passed	94%	25-Apr-23 12:11 EEST
DD Database Design Midterm Exam	Passed	88%	31-Mar-23 09:22 EEST
DD Section 1 Quiz	Passed	100%	02-May-23 11:28 EEST
DD Section 2 Quiz	Passed	86.7%	02-May-23 11:32 EEST

The certificate is framed and contains the following text:

**ORACLE Academy**

*AWARD of COURSE COMPLETION*

Database Design

PRESENTED TO

Barbora Slaná

FOR SATISFACTORY COMPLETION OF ALL COURSEWORK

4/14/2023

Ing. Jiří Tengler, PhD.  
Oracle Academy Instructor

# APEX - application express

The screenshot shows the Oracle APEX workspace interface. At the top, there is a navigation bar with the APEX logo, menu items for App Builder, SQL Workshop, Team Development, and Gallery, a search bar, and a user profile for Barbara Slaná. Below the navigation bar, there are four main tiles: App Builder, SQL Workshop, Team Development, and Gallery. The main content area is divided into several sections: Top Apps, Top Users, Summary, Workspace Message, Available Updates, and a right-hand sidebar. The Top Users section shows a bar chart for Barbara Slaná with a value of 1. The Summary section displays 0 Applications and 34 Tables, along with 4 Developers. The Available Updates section indicates that Oracle APEX 23.1 is available. The sidebar contains an About section, a Learn More section with links to the APEX Website, Blog, Tutorials, Videos, Educational Resources, and Ideas & Feature Requests, and a Social section with icons for Twitter, LinkedIn, Facebook, and YouTube.

← → ↻ iacademy2.oracle.com/ords/f?p=4500:1000:14284591211832:...

**APEX** App Builder SQL Workshop Team Development Gallery Search

BS Barbara Slaná sk\_a546\_sql\_t01

App Builder SQL Workshop Team Development Gallery

Top Apps

Top Users

BS Barbara Slaná 1

Summary

0 Applications 34 Tables

4 Developers

Workspace Message

No Workspaces Message

Available Updates

✓ Oracle APEX 23.1 is available [More Information]

About

Oracle APEX is a low-code development platform that enables you to build scalable, secure enterprise apps, with world-class features, that can be deployed anywhere.

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Twitter LinkedIn Facebook YouTube

# APEX - application express















The screenshot shows the Oracle APEX SQL Workshop interface. At the top, the browser address bar displays the URL: `iacademy2.oracle.com/ords/f?p=4500:1003:14284591211832:::`. The APEX header includes the logo, navigation tabs for 'App Builder', 'SQL Workshop', and 'Team Development', a search bar, and the user profile 'Barbora Slaná' with the session ID 'sk\_a546\_sql\_t01'. Below the header, the 'SQL Commands' section shows the current schema as 'SK\_A546\_SQL\_T01\_ADMIN'. The 'Language' is set to 'SQL' and 'Rows' is set to '10'. The SQL command entered is: `1 SELECT * FROM EMPLOYEES WHERE SALARY >= 10000`. Below the command, the 'Results' tab is active, displaying a table with 10 columns: `EMPLOYEE_ID`, `FIRST_NAME`, `LAST_NAME`, `EMAIL`, `PHONE_NUMBER`, `HIRE_DATE`, `JOB_ID`, `SALARY`, `COMMISSION_PCT`, and `MANAGER`. The table contains 6 rows of data. At the bottom, the footer shows the user 'sk\_a546\_sql\_s02', the session 'sk\_a546\_sql\_t01', the language 'en', the copyright notice 'Copyright © 1999, 2022, Oracle and/or its affiliates.', and the version 'Oracle APEX 22.2.1'.

EMPLOYEE_ID	FIRST_NAME	LAST_NAME	EMAIL	PHONE_NUMBER	HIRE_DATE	JOB_ID	SALARY	COMMISSION_PCT	MANAGER
100	Steven	King	SKING	515.123.4567	06/17/1987	AD_PRES	24000	-	-
101	Neena	Kochhar	NKOCHHAR	515.123.4568	09/21/1989	AD_VP	17000	-	100
102	Lex	De Haan	LDEHAAN	515.123.4569	01/13/1993	AD_VP	17000	-	100
205	Shelley	Higgins	SHIGGINS	515.123.8080	06/07/1994	AC_MGR	12000	-	101
149	Eleni	Zlotkey	EZLOTKEY	011.44.1344.429018	01/29/2000	SA_MAN	10500	.2	100
174	Ellen	Abel	EABEL	011.44.1644.429267	05/11/1996	SA_REP	11000	.3	149

# MS TEAMS

Tímy

Pripojiť sa alebo vytvoriť tím

 org-uvp- evidencia_publicacnej_cin...	 vzdel-FPEDAS-13S177- automatizacia_tehnologi...	 vzdel-FPEDAS-13S174- automatizacia_logisticky...	 vzdel-FPEDAS-1B0S151- informacia_a_jej_prenos	 vzdel-FPEDAS-11S277- informacia_a_jej_prenos
 vzdel-FPEDAS-110S214- modelovanie_systemov	 proj-uniza-tik-inteligentná- doprava	 vzdel-FPEDAS-1B0S204- algoritmizacia_a_zaklady_...	 vzdel-FPEDAS-1B0S206- telematicke_sluzby	 edu-FPEDAS-KS- vyberove_prednasky_EOM...
 vzdel-FPEDAS-1B0S154- informacia_a_jej_prenos	 vzdel-FPEDAS-110S208- aplikacia_informacnych_te...	 vzdel-FPEDAS-110S155- databazovy_dizajn	 vzdel-FPEDAS-1B0S201- elektronicke_podnikanie	

# MS TEAMS

Váš stav je nastavený na možnosť Sústredená práca. Budete dostávať iba oznámenia o naliehavých správach a od prioritných kontaktov. [Zmeniť nastavenia.](#)

**vF** **Všeobecné** Príspevky Súbory + Stretnúť sa

utorok 2. mája 2023

**JT** Jiří Tengler 2. 5 10:31  
`select concat(count(*),'osob(a)) "počet osob", department_id from employees group by department_id`  
7 odpovedí od vás  
↩ Odpovedať

**JT** Jiří Tengler 2. 5 10:49  
`select round(4646567.165646, -3) from dual`  
8 odpovedí od vás  
↩ Odpovedať

**JT** Jiří Tengler 2. 5 11:30  
`SELECT LAST_NAME,SALARY,to_number(BONUS,'99999'), NVL2(BONUS,SALARY+BONUS,SALARY) AS "KOMPLETNÍ PLAT" FROM EMPLOYEES`  
↩ Odpovedať

**JT** Jiří Tengler 2. 5 11:34  
`select first_name, last_name,case department_id  
when 90 then 'oddeleni marketingu'  
when 20 then 'oddeleni distribuce'  
else 'nezname oddeleni'`  
Zobrazit viac  
4 odpovede od vás

[Nová konverzácia](#)

- 
- Visegrad Fund
- 
- 

DIGSTEM



**THANK YOU FOR YOUR ATTENTION**