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THE MAIN PRINCEPLES OF DESIGNING ON-LINE COURSES FOR PROFESSIONAL ADULTS

On-line educational courses could be considered as an effective and original teaching approach with innovative potential for teaching students in accordance with their previous professional background and level of primary knowledge. Recently a range of on-line courses aimed to building strong competence in environmental science has been developed at the International Sakharov Environmental University in the framework of the ECO-BRU Tempus project. The target groups of the courses are teachers of different levels of education. Having professional adults as a target group the courses curriculums have been designed according to the following principles:

1. Relevancy – the curriculum must be relevant to the adult's work: the new information presented could be immediately useful to participants and as application-based as possible.

2. Spiraled curriculum – participants need the opportunity to continually revisit material learned in ever increasing levels of complexity: adults benefit from multiple and increasingly complex looks at the same material. The more recursive the curriculum, the better.

3. Collegiality – adults learn best when their learning is associative: since the participants in this courses most likely work as part of a team in their home settings, it is important to mimic that environment in their learning. Adults also learn more effectively when they are given an opportunity to discuss and debate differing viewpoints.

The full realization of these principles has been achieved by using Bloom's Taxonomy and Teaching and Learning Triangle as the main planning tools as well as basing the design of the courses on the authenticity of their participants.

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ОСНОВНЫЕ ПРИНЦИПЫ РАЗРАБОТКИ ДИСТАНЦИОННЫХ КУРСОВ ДЛЯ СПЕЦИАЛИСТОВ

На примере курсов, разработанных в рамках реализации совместного проекта МГЭУ им. А.Д.Сахарова и Университета Бремена по программе Tempus, рассматриваются основные принципы составления

дистанционных курсов для уже работающих специалистов. Главные из них включают: релевантность, коллегиальность и «спиральное» усложнение учебных материалов.