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C.J. Burton/Getty Images Charles W. Elliott, who served as president of Harvard University for 40 years, charted a way to education in his Seminal paper, New Education. The case, written in 1869, made the case for constant updates on how and what students learn, so education can evolve in step with society. This approach remains equally relevant to today, 150 years later. Today's educators need to think again about higher education for a world that is being overtaken with technology. As Farnam Jahanian, president of Carnegie Mellon University, recently observed, The unprecedented pace of social change makes the need for reform more urgent. Technology is turning jobs and skills faster than organizations or individuals who can adapt. The 2019 Corsera Global Skills Index found that two-thirds of the world's population lags behind in critical skills. Research by the World Economic Forum suggests that the core skills needed to perform most roles will change by an average of 42% by 2022. At this level of disruption, companies are scrambling to identify and source the skills needed to stay competitive. Key skills availability is now one of the top three business threats to CEOs globally, according to a recent PwC survey. As a knowledge gatekeeper and steward of human capital, universities should play a major role in preparing the global skilled workforce. Doing so requires an ecosystem-oriented mentality, using online offerings to expand access and build partnerships with other universities and content providers. For that matter it will require much more investment than the 3 percent overall spending currently devoted to technology in the education sector. Much like industries, universities will need digital solutions to solve big problems in higher education. Higher education for people, on a global scale by harnessing emerging technologies, universities can reach beyond campus walls to empower diverse learners on a global scale. It begins with a stacked embrace, online learning, which provides flexibility and affordability that increases access to university curricula and allows students to engage in smaller chunks of learning before pledging to larger degree programs. Technology-powered formats such as mobile-friendly experiences meet the learner where they are, enabling more seamless transitions for those entering a new learning environment or picking up where they leave off. At a more advanced level, embracing adaptive learning with artificial intelligence will enable universities to personalize education for millions for more effective outcomes. Universities have already seen immediate and powerful results from online degree programs. Top MBA programs such as the Global Master of Business Management from Macquarie University, the University of Illinois at Urbana Champaign IMBA, Kelley School of Online Business MBA and Carnegie The University (Tapper) have embraced an online MBA, specifically, learning online to increase accessibility and affordability for professional work. These programs also offer stack learning such as a short set of online courses that enable learners to close certain competency gaps or add specific skills to meet immediate career goals. Embracing technology in its various forms, universities will be able to offer life-changing access to millions of others globally. But this is not the only prize. Through deeper interactions and local industry partnerships around the world, top colleges will be able to create a virtuous cycle that advances research and collaborative thinking to tackle some of the most pressing challenges we face today. A game-changing academic ecosystem will take on a global community working together to scale access to higher education. Universities can be the center of this revolution by using technology to join together and create a shared learning ecosystem, completing their curriculum with courses superior to other institutions. Last year, Tec de Monterrey in Mexico, Universidad de los Andes in Colombia, and Pontificia Universidad Católica de Chile came together for La Tríada - a collaboration of its kind that enables its combined 150,000 students to share access to 100 online courses available from three institutions. The potential benefits go beyond shared curricula. Universities could also pool resources to set up a shared credit or grading system, create virtual collaborative learning spaces, or combine insights from a larger network to shape the direction of apps. Technology-driven collaboration will also help alleviate the shortage of faculty plaguing institutions around the world. Earlier this year, Inside Higher Ed reported on a nationwide shortage of computer science professors, describing it as supply and demand stories, but on steroids. In India, faculty shortages hinder the impact of top institutions - the Indian Institute of Technology, a leading technology institute, has a 35% faculty shortage. Digitally powerful ecosystems could seamlessly connect content experts from the academy or industry to offer customized learning programs for students anywhere in the world. Universities will be able to leverage the best minds in the industry or open the door to online faculty exchanges between institutions. Technology ecosystems also accelerate research among universities. For example, Quartolio, an artificial intelligence research platform, helps researchers across universities like Berkeley, MIT and Stanford connect dots and explore mutual disciplinary insights into their research fields. Transforming industry-ready Stanford and Silicon Valley intertwined history expels what is possible when the industry and the Academy come together. Stanford had the highest number of entrepreneurs —1178— in a world-class program in 2018 (with 1,015 companies and \$28.84 billion in capital), according to a PitchBook report. With the rapid evolution of skill demands in the workplace, we need more industry and academic interconnectedness. Institutions such as ParisTech Mines are leading the way with strong ties to businesses and more than 100 major industrial partners. In addition to research synergies, courses include internships and study projects with partner companies. As talent shortages grow around the world, institutions, and companies must chart partnerships that equip learners with employable skills. One of Google's leading examples is supporting professional certificate alignment with 25 community colleges in the U.S. to offer the IT education program as part of its curriculum. With more than 215,000 open IT support roles, this collaboration is addressing a major skills shortage. Google closes the loop by connecting learners in the program with top employers hiring for IT support jobs, including Walmart and Bank of America. Expanding impact, the University of London and the University of the North East also offer credit over an online bachelor's degree for learners who complete the program. The mission for changing higher education institutions is to burst with the workplace, with reach, impact, and communication as important as ever. Universities are asked to serve more diverse learners on a massive scale. They have to create credentials that attract the attention of employers that are increasingly focused on skill over traditional degrees. They need to create shorter paths for new skills. And alongside basic knowledge, they need to offer flexibility for learners to be proficient throughout their careers since lifelong learning is the only way forward. Technology will change the link through this, revolutionizing what we know as higher. In 1993 most people had not heard of the Internet. Yet there I am, in my zirc office, involving 300 people around the world on a discussion list for education and development managers. Although many of us worked in organizations with email systems (some of us in the corporate world, others in the Academy), we all knew we were doing something revolutionary. We worked outside our enterprise silos, talking to each other about topics from developing 360 degree multi-rate feedback systems to facilitating online classes one day. We would do it without meeting each other, inge a lot of knowledge of each other's organizations, or make a certain deliberate effort to learn from each other. However, we were networking and learning non-stop. Too bad that a few elearning programs now include some of the lessons learned on that list: that learning happens in the field, with the help of other people, when you are motivated to learn the subject, and stems from authenticity. Although a small percentage of elearning apps are looking impressive and many are better than existing apps even five years ago—most elearning programs are still in turn another web-based training page and teacher-led classrooms on the web. They make bland, static and enclosed. Others who use dynamic technologies, including games and simulations, can score high on the cool meter, but they get paddles when it comes to knowledge transfer and behavior change. What is sold because of its sleek seductive can fail where it counts: helping them get what they came to learn. No wonder then that people are still wondering if we can really learn online. But it's worth noting that it's not tools, but tired assumptions that underlie them that fall short. More specifically, the problem lies in the thought that all people learn the same way. We can learn online. In fact, with almost every web visit we're learning something, whether it's about new developments in the world, the climate in our region, changing stock prices, or who won the big game. We decide which sites to mark and which sites to avoid. He certainly seems to be learning for me. Likewise, based on our style, some of us get more from elearning apps than others. To maximize the value of elearning programs, it's important to understand why people are investing in learning and the different ways they do it. StyleOver motivation 30 years ago, education experts Cyril Houle and Alan Tough identified three natural motivations for learning. There is a learning-focused motivation, meaning people may learn because they enjoy it. There is a socially focused motivation, or learning driven by the social aspects of the activity. And there is a goal-focused motivation, which means that those learnings do it in the wake of a specific goal. Although these drives overlap, Hoole and Tars observed that a person's motivations for learning tend to carry across subjects and situations. In other words, no matter what the circumstances, people generally have a primary motivation to learn, whether online or off. When it comes to learning online, then, those looking for a goal are likely to achieve that goal using almost any means. In looking for the clearest path to their goal, tech-savvy learners may be straight for their computer and your browser window. Other learners will turn to any other means they can achieve their goal. Those who simply like learning may turn to the same resources. But many in the camp may feel frustrated with online learning programs that dedicate more time to processing than actual learning. I still find it remarkable that it takes longer to learn how to use some apps than it does to master the content inside. If you learn best when engaged in conversations with other people because you are building relationships, you are likely to completely avoid learning online unless there is a strong social component. You pick up issues of body language and subtle cues, and you have those Not learning around online chat, IM, or discussion list. What senses do you rely on to learn? Learning Styles Impact how and where we learn best. We bring in information directly through our eyes, ears, muscles, and nerve endings. Each of us prefers to get information using one of these senses. It may have a secondary state that we prefer, but one usually prevails in each of us. And it doesn't change much over time. Similar to motivation styles, people with some learning styles are more suitable for online learning. Most elearning apps include images and graphs (best known for visual learners) and almost all include words and audio clips (preferred by traditional auditory learners). These needs seem to meet at least two learning styles: that's not true. Although some auditory learners get better information by hearing it (hearing or other voices or their own voices in their minds when they sing) they need a lesser-known type of auditory learner to express their thoughts aloud. Most elearning programs rarely contribute to this type of learner. Today, most online apps offer even less for cockle learners (those who learn through their nerve endings) or kinetic learners (those with their muscles). Sitting on a computer usually involves only the fingers and occasionally an arm. To reach users with these learning styles, elearning apps need to include as many physical activities as possible. Otherwise they risk losing mid-flow learners. What can you do now? If you are interested in learning more online, it's time to understand the different ways you learn in information and why you're looking to learn. Motivation styles and learning styles are a key component to finding your best path. Ask yourself if the media you're using suits your style and, if not, what you might do to complete the app. If you consider social motivation, for example, doing work with a group of people, be neighbors, colleagues, family members or friends. Watch out for new programs that employ both attractive technology and sound educational architecture. Personally, I promise educational content that will be delivered over mobile phones because you can literally learn when you go. Complement any elearning app with additional resources including articles you'll find through search engines, books on the shelves of your teammates, and ad-hoc conversations with colleagues over lunch. Finally, learning you online is not discounted every day without the help of any app. Contemplate what worked and what you learned... And then consider how you might be able to employ the same method to learn something else. Another.

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