

**Реализация дисциплины
«Профессиональная подготовка
на английском языке»
с использованием
электронных ресурсов**

Направление «Информатика и ВТ»

А.Ю. Демин
Х.С. Наламвар

Цель курса



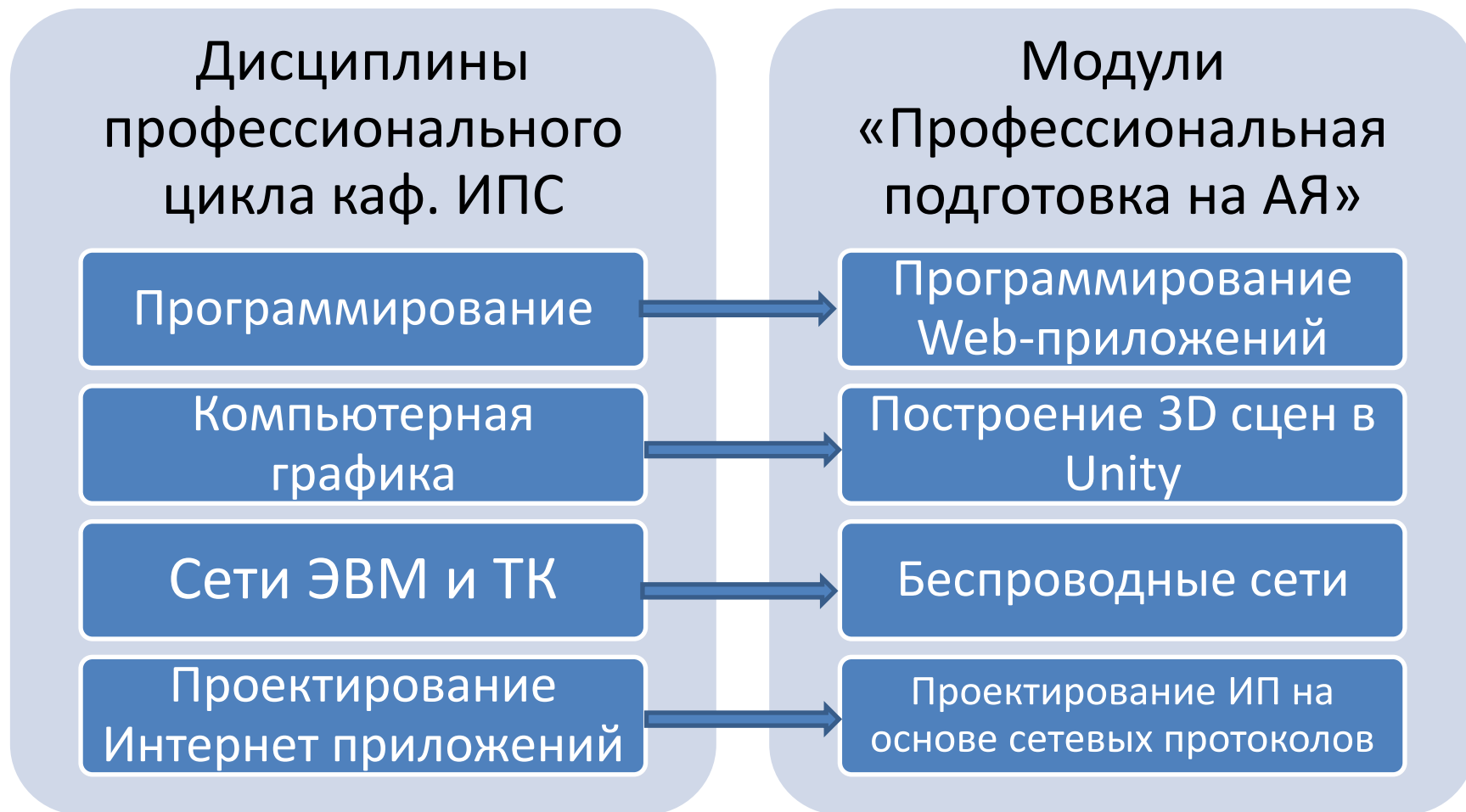
Изучение
дисциплины?

Изучение
языка?

Задачи

- научить студентов:
 - читать научную литературу на иностранном языке
 - использовать учебные видео материалы на иностранном языке
- развитие коммуникативных умений
- подготовка к участию в программах академической мобильности и программах double degree
- вовлечение в международную научную деятельность

Планирование на уровне бакалавриата



Дисциплины для магистров

Проф. Подготовка на АЯ

- System software of intelligent communication systems
- Digital processing of signals and images

Профильные дисциплины

- Мультиагентные интеллектуальные системы в инфокоммуникациях
- Cloud-вычисления
- Системы сетевого сопровождения и поддержки инфокоммуникационных сервисов
- Малые земные станции спутниковой связи HUGHES HN/НХ

Human resources

ППС каф. ИПС



Foreign staff



Hitesh Nalamwar
Assistant Professor,
Concordia University
of Canada

Diego Oliva
Doctor of Engineering,
Complutense University
of Madrid

Каф. ИЯ ИК ТПУ



Introduction to the Course



ACM SIGGRAPH

Learn

To appear in ACM Transactions on Graphics (Proc. SIGGRAPH 2014)

Learning Bicycle Stunts

Jie Tan *

Yuting Gu *

C. Karen Liu †

Greg Turk †

Georgia Institute of Technology

Abstract



We present a general approach for simulating and controlling a human character that is riding a bicycle. The two main components of our system are offline learning and online simulation. We simulate the bicycle and the rider as an articulated rigid body system. The rider is controlled by a policy that is optimized through offline learning. We apply policy search to learn the optimal policies, which are parameterized with splines or neural networks for different bicycle maneuvers. We use Neuroevolution of Augmenting Topology (NEAT) to optimize both the parametrization and the parameters of our policies. The learned controllers are robust enough to withstand large perturbations and allow interactive user control. The rider not only learns to steer and to balance in normal riding situations, but also learns to perform a wide variety of stunts, including wheelie, endo, bunny hop, front wheel pivot and back hop.

Abstract

We present synthesis

ACM Categories: I.3.7 [Computer Graphics]: Three-Dimensional Graphics and Realism—Animation; I.6.8 [Simulation and Modeling]: Models of Simulation

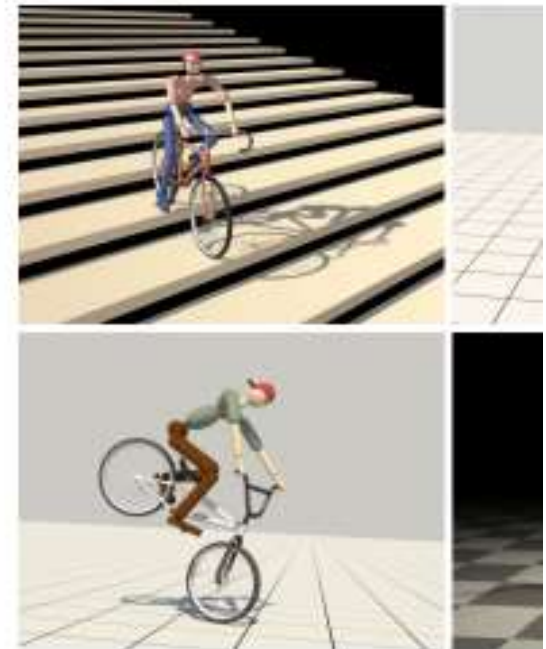
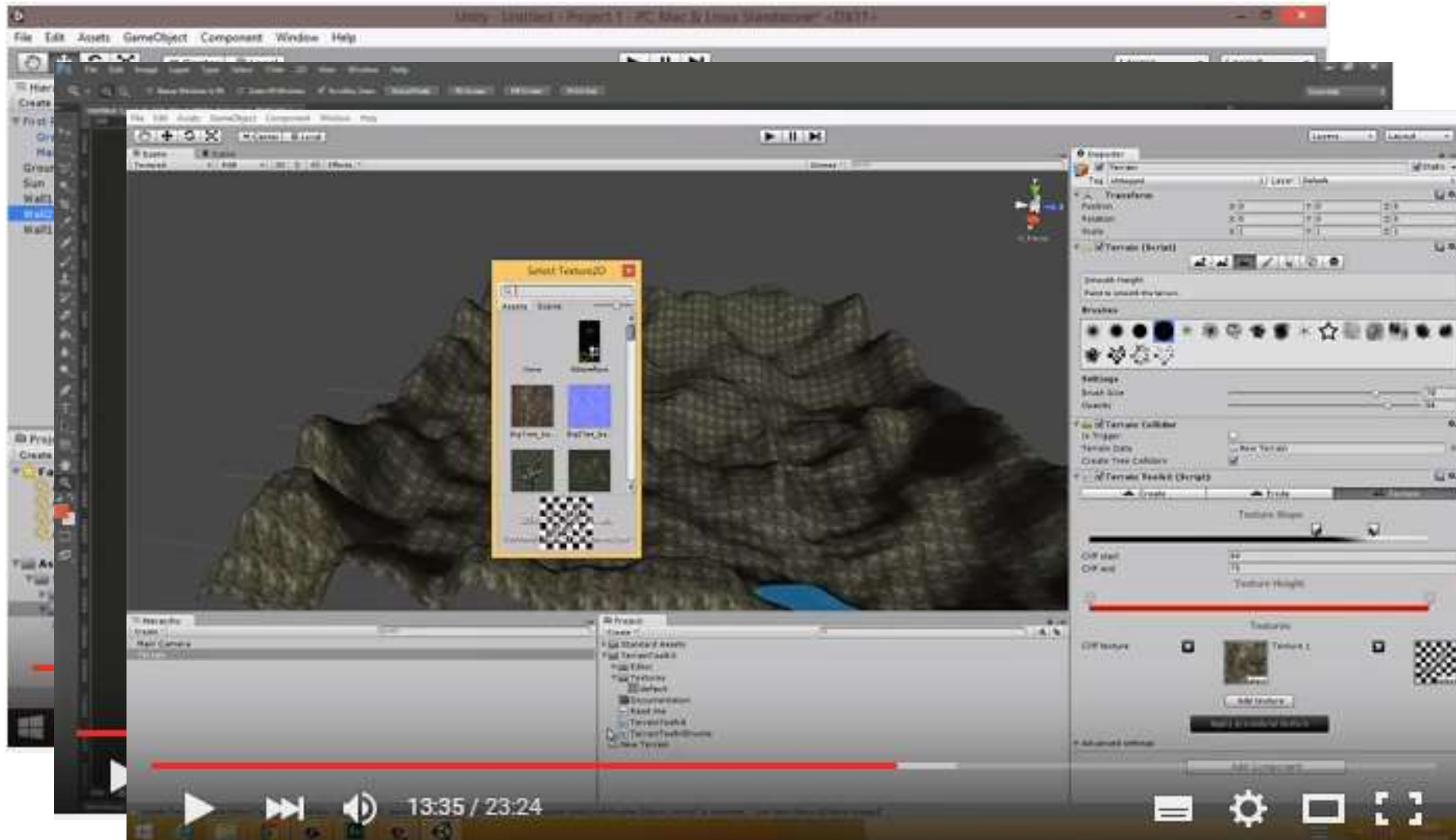


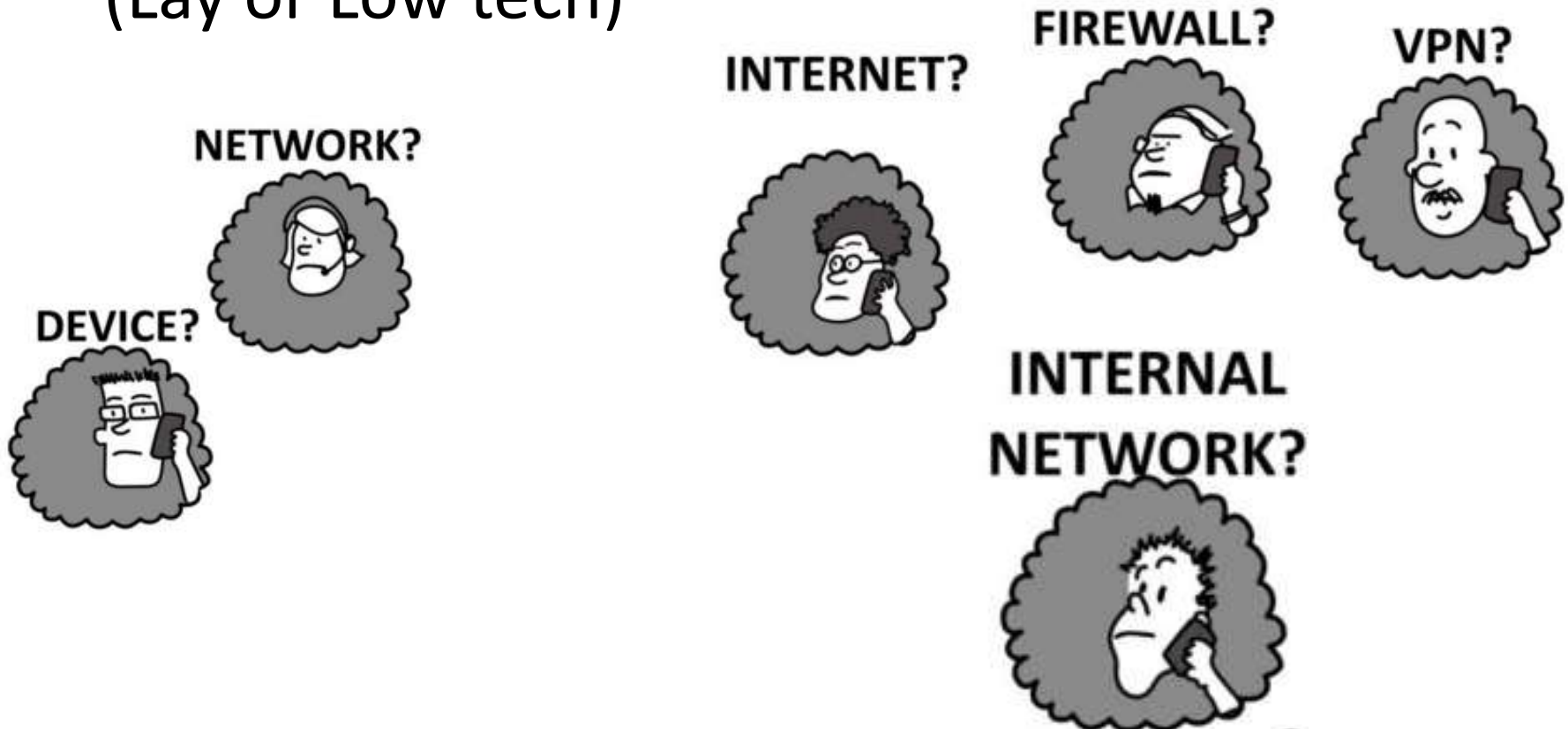
Figure 1: A human character performs

Using Videos in Teaching



Important Issues in Teaching Professional Courses in English

- High-tech audience but in terms of English (Lay or Low tech)



Use of Electronic Media for Enhancing Education & Learning Process

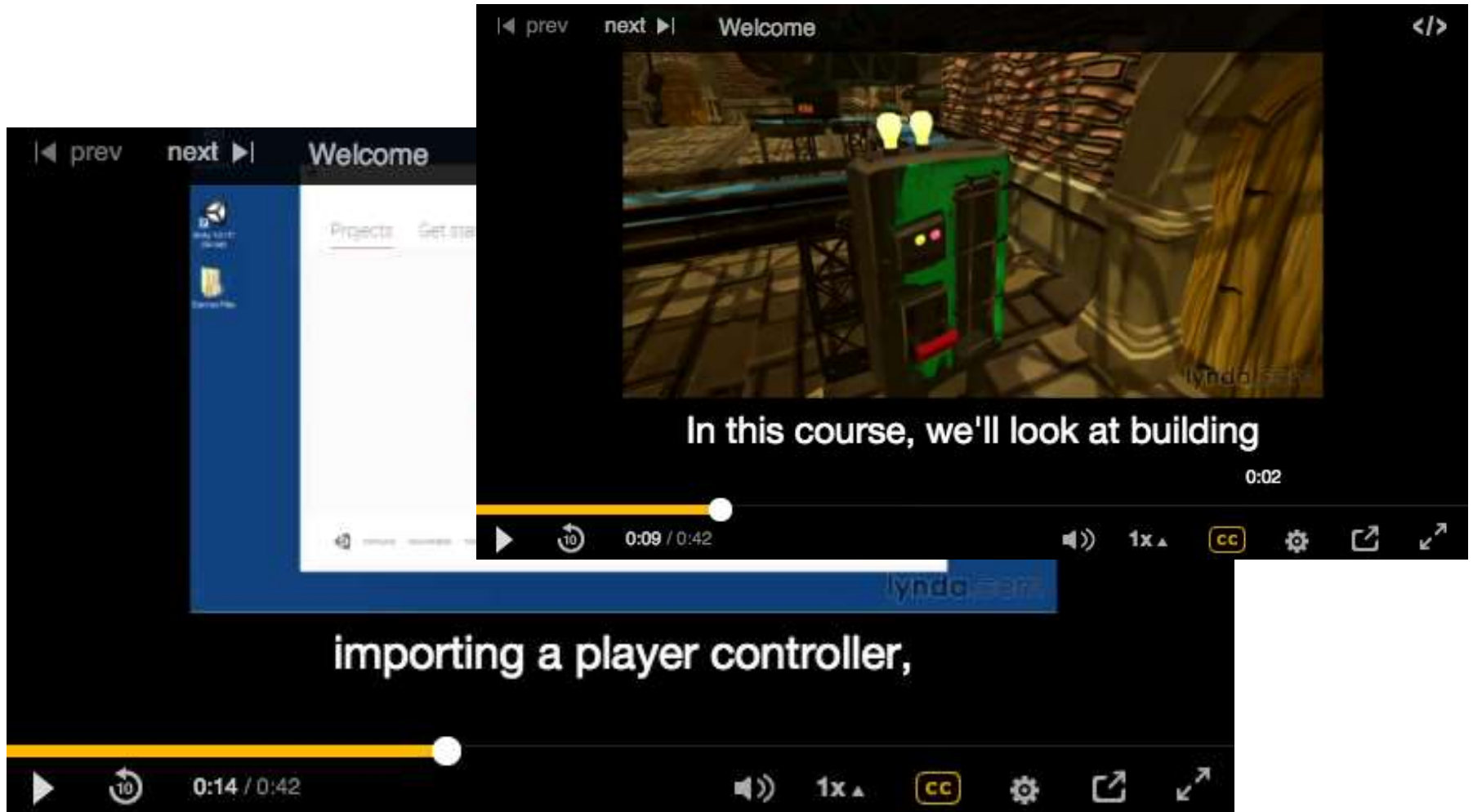
- Course Administration tools (e.g. Moodle)

The screenshot displays the Moodle Features Demo interface. At the top, it says "Moodle Features Demo" and "You are logged in as Ger Tielemans (Logout)". Below this, the page is organized into several sections:

- Topic outline:** A list of general features including Overall design of Moodle, Site management, User management, and Course management.
- 1 Text filters:** A section describing text filters that can be applied to all text throughout a Moodle site, listing features like Auto-linking, Mathematics notation, Media plugins, and Multi-language content.
- 2 Assignments:** A section listing assignments such as An "Upload File" assignment and An "Offline" assignment.
- 3 Chats:** A section listing chat events like A "Repeating" chat with public session logs and A "Open" chat event.

On the left side, there are navigation menus for "People" (Participants, Edit profile) and "Activities" (Assignments, Chats, Choices, Dialogues, Exercises, Forums, Glossaries, Journals, Lessons, Quizzes). On the right side, there are widgets for "Online Users" (Ger Tielemans), a "Calendar" for November 2004, and "Upcoming Events" (A "Repeating" chat with public session logs).

- Video Tutorials with sub-titles (rather than additional reading materials)



- Presentation of lectures (bilingual)

Functions of the Intelligent Processing Layer (слой интеллектуальной обработки)

The functions of the intelligent processing layer are performed by the following systems:

- Knowledge-base system (система база знаний)
- Natural language processing system (Система обработки естественного языка)
- Media conversion system (Система преобразования среды передачи)

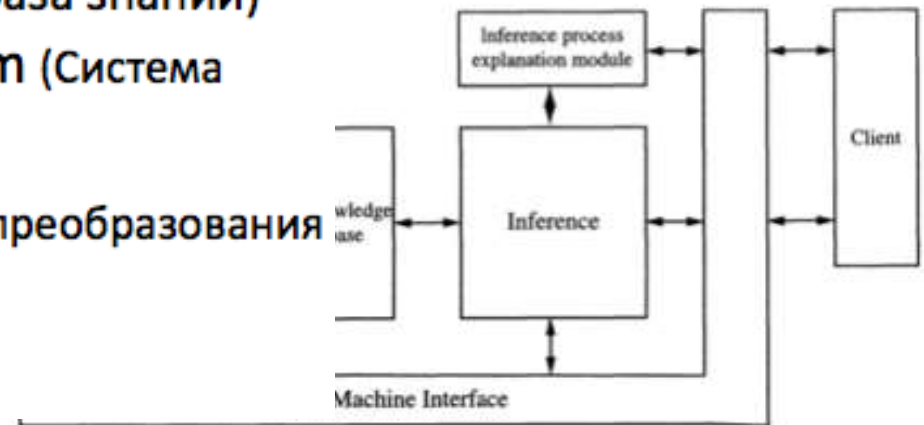


Fig: Knowledge Based System

Рис : система база знаний

• Research papers & presentations

English 2 Honors
F.U.H.S, Hollon

Name _____

Synthesis Research Project

This research project encompasses many of the English Language Arts standards and objectives, including expository reading and writing, synthesizing information from multiple sources, critical reading, understanding bias and author's intent, writing a thesis, supporting arguments with evidence, using a variety of sources for research, and using proper formatting and citation.

General Guidelines

Timeline – the project will take several weeks to complete, with interim due dates for each step along the way. Read the directions carefully and meet all due dates to receive full credit for each element.

Format – all elements of the project must be typed in a plain, 12-point font with a 1-inch margin. Formatting will follow MLA guidelines.

Sources – you will need to find at least 5 sources total for your paper. At least 2 of the sources must be on the opposing side of the issue. You will list the sources in an annotated bibliography (examples will be shown in class) in which you evaluate the credibility, bias, and “agenda” of each source. Additionally, a works cited page of the specific works that you use will be attached to the final draft of your essay.

Tone – the varying elements of the project will require you to write in different tones of voice. For the reflection pieces you write at the beginning and end of the project, you may write in first-person, voicing your thoughts in a nearly conversational tone. The annotated bibliography is less conversational, but can include your assessment of the value of each source. The synthesis essay, in which you describe the research on each side of the issue, should have an objective, third-person voice and analytical tone.

Plagiarism – one primary objective of the assignment is to learn how to correctly attribute the thoughts and words of others. Keep in mind that you must properly cite not just the words of others, but also the thoughts and ideas you get from others as well. For a more detailed tutorial on what constitutes plagiarism, visit the following website: www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Final Product – at the end of the project, all work completed must be submitted in a binder or report folder of some kind. Keep all pieces along the way.

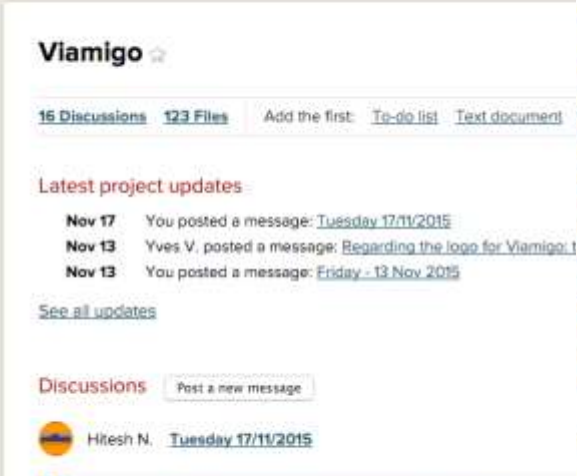
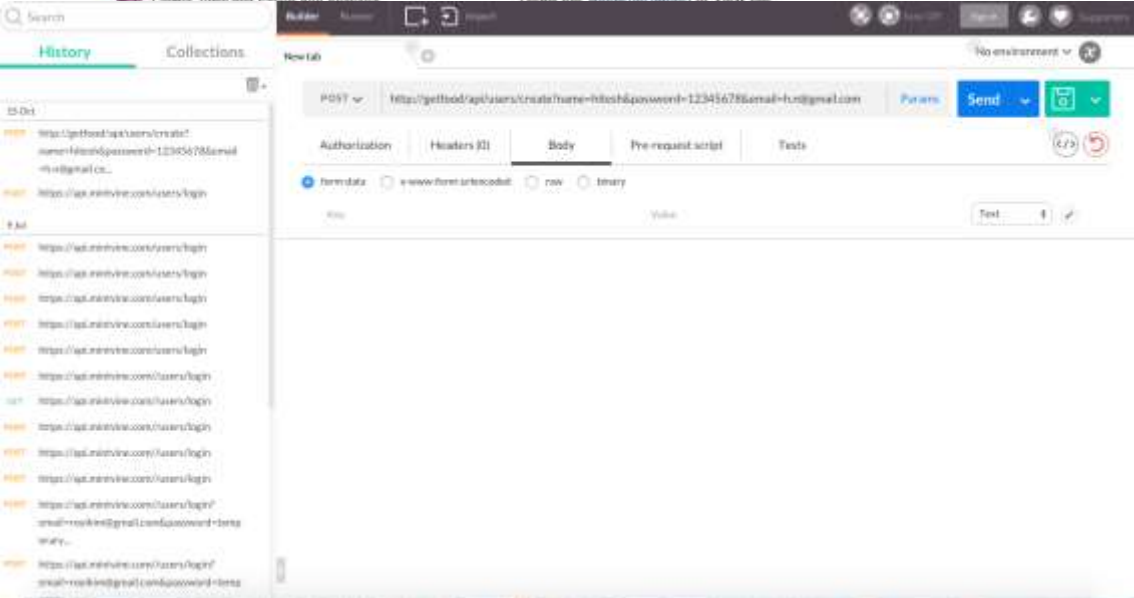
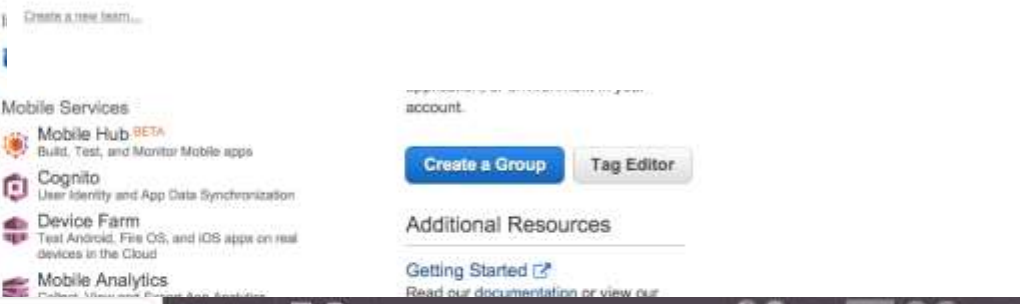
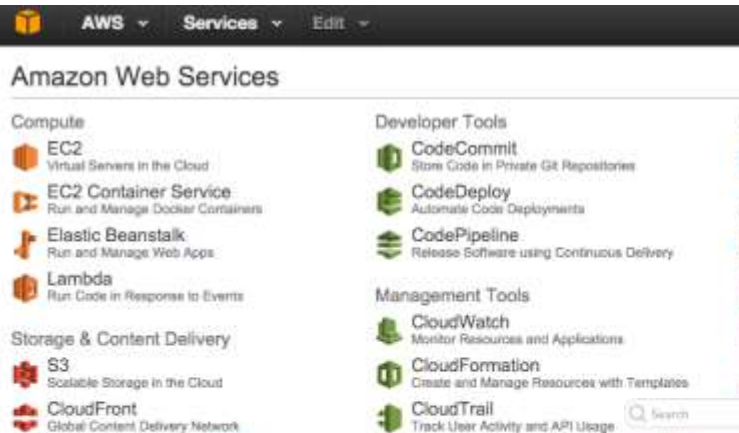
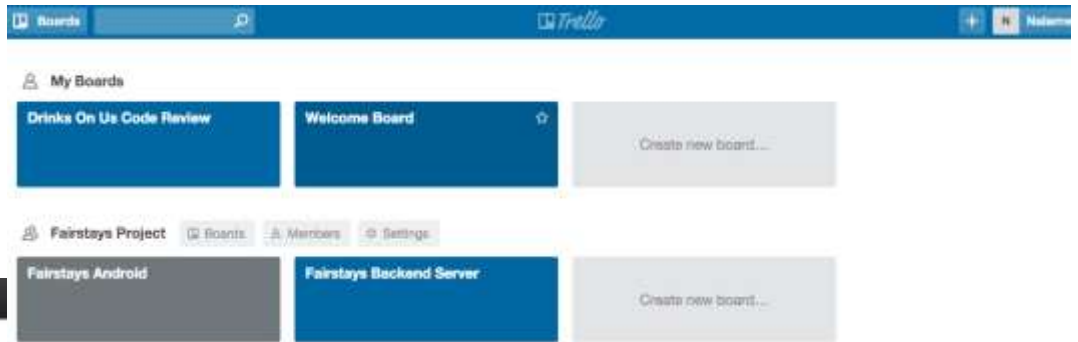
Grading – carefully read the list of the required elements and the points possible on each.

- 3 possible topics with initial thesis statements for each (10 pts)
- initial reflection/position paper (25 pts)
- finalized topic with complete thesis statement (10 pts)
- initial research sources (one pro, one con) with 10 note cards from each (30 pts)
- final list of 5 sources min – annotated bibliography (25 pts), works cited working draft (10 pts)
- detailed outline with thesis and introduction (25 pts)
- 1st draft of research essay (25 pts)
- 2nd revised draft (10 pts)
- final draft (100 pts) with cover page and finalized works cited pages (20 pts)
- final reflection/position paper (25 pts)

Additional source for MLA/Plagiarism: www.gervaseprograms.georgetown.edu/hc/plagiarism.html



- Internet




- Discussions

Moodle for Language Teaching

Moodle » Lang Teaching » Forums » What is constructivism in language teaching? »

Quizzes can be dangerous!


Display replies in nested form Move this discussion to ...

 **Quizzes can be dangerous!**
by Don Hinkelman - Sunday, 25 January 2004, 12:40 PM

I first taught a CALL (computer-assisted language learning) class six years ago using the BBC English learning software series. It had sixty units and each unit had about 200 quiz questions. I found I could keep a student busy for over four years with this system. Not only that, but I could show his or her progress in ability to handle quiz questions of higher and higher difficulty. Unfortunately, during the two years I had them, the students never talked to each other and were afraid to talk with me. The extensive reporting and graphs gave the illusion of progress and language learning. I am sure something good may have happened, but it was not learning a language. I sometimes wonder if I should give my salary back for those wasted years.

I realized that all those huge banks of quizzes could have been effective as a homework review or redigestion of concepts and words used in a busy class full of face-to-face communicative projects and tasks. Quizzes have a role, but only when connected to full curriculum of connected and constructive activities.

[Delete](#) | [Reply](#)

 **Re: Quizzes can be dangerous!**
by Paul Nijbocker - Wednesday, 3 March 2004, 09:44 PM

Hello Don,

We use quizzes mainly as "motivators" to inspire students to study on-line study material, because often, if they have the impression that their knowledge won't be tested, they do not bother to study (even though the assignments and other tasks may be explicitly based on the study material).

Working with quizzes easily leads one into the trap of rote memorisation-MC quiz (repeat process xxx times). We try to get away from that by diversifying the learning material and the tasks and aim to limit the traditional quizzes to the above mentioned role.

Проблемы и планы

- Разноуровневая подготовка студентов
- Мотивация студентов