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EXAMPLES OF ORIGINAL DESCRIPTIVE GEOMETRY TASK ITEMS

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Now blended-learning is widely used in teaching descriptive geometry, which means that traditional teaching and e-learning are interspersed alternately within a single issue. For teachers basic advantage of this system is the possibility of efficient organization, while for the students the availability of learning materials, including the ability to learn at any time and from any place. This model assumes stages of compulsory labour interlaced self-study at home using the website.

For descriptive geometry the precise construction of the course is very important because of the hierarchical-sequential structure of the subject. Teaching-learning is here treated as a process, in which the individual stages and their interrelationships in the system are carefully planned. In this process the consistency and compatibility of different stages are very important as they should match the content and level of difficulty.

Communication in descriptive geometry is performed through graphics, during lectures, classes, and other stages of learning process tasks of drawing are the main form of transmission the content. The selection of topics and the degree of difficulty of the task are adequate to the stage and the role of which is to play in the adopted system.

The paper will present the concept of teaching descriptive geometry using the Internet platform and the short description of each component in the established system. Moreover the article will include the typology of tasks due to the target application in the described system. Presented examples of drawing tasks and solutions will include the analysis of the structure of topics and practical remarks from the teacher's point of view. The examples will refer to variety of subjects including the most successful 1m, by standard for the unusual.