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**НОВЫЕ ОБРАЗОВАТЕЛЬНЫЕ СТРАТЕГИИ  
В СОВРЕМЕННОМ ИНФОРМАЦИОННОМ ПРОСТРАНСТВЕ.**

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специфической компетентности педагога не только по организации и формам представления информации на сайте, но и коммуникативной компетентности по поддержке коллективного взаимодействия. Отсюда актуальным становится включение в программу подготовки педагога факультативной дисциплины «Использование персонального сайта педагога в работе с родителями». Данная программа включает 3 темы: «Проблема просвещения родителей в образовательной практике», «Электронный сайт педагога как средство коммуникации и взаимодействия», «Содержание и формы работы с родителями посредством профессионального сайта педагога». На наш взгляд важно, чтобы студенты в результате освоения содержания программы овладели следующими умениями:

- технологиями просветительской и партнерской деятельности;
- правовыми нормами предъявления информации;
- разнообразными коммуникативными стратегиями;
- навыками профессионального представительства и этикета;
- отбором содержания для предоставления информации на сайт.

Считаем, что реализация данной программы обеспечит формирование готовности будущего педагога к профессиональному взаимодействию с родителями учащихся в информационной среде.

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### **Обучение в 21 веке: практический опыт организации тематических дискуссий для студентов на базе социальных медиа**

*В статье рассматривается опыт организации тематических сетевых дискуссий со студентами с использованием блогов. Студентам предлагалось просмотреть два видео, созданных в рамках реализации проекта IRNet, по тематике проблем и перспектив обучения в 21 веке, представленных профессорами двух европейских университетов. Анализируются комментарии студентов в двух направлениях: способ подачи информации в формате дидактического видео, а также содержание видео - понимание и*

*критические комментарии студентов относительно обсуждаемой проблематики.*

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### **Teaching in the XXI century: a practical experience of organizing students' thematic discussion via social media**

*The article discusses the experience of thematic online discussions with students using blogs. Students were asked to view the two videos, created as part of the IRNet project, on the subject of the problems and prospects of education in the 21st century, presented by two researchers from European universities. Students' comments were analyzed in two aspects: the way of presenting information in a didactic video format and the content of video - understanding and critical comments of students regarding the discussed issues.*

Social media is widely applied to reinforce various types of students' learning activities. A special type of activities, which is very important, is connected with organizing students' active learning approach. Involving students in communication and sharing opinions, is one of the prerequisite for conscious material mastering. Social media technologies provide an opportunity for a user to modify and configure different electronic recourses, to increase own network environment, to personalize, to collaborate, to manage knowledge resources, to perform the new role of an expert in network societies. Particularly, blogs are widely used to reach various educational objectives [1,2,3].

Testing different ICT instruments for organizing students' learning is the aim of one of the stages of IRNet project (Research network for study and development of new tools and methods for advanced pedagogical science in the field of ICT instruments, e-learning and intercultural competences, [www.irnet.us.edu.pl](http://www.irnet.us.edu.pl)), Work Package 4.

The first aim of the case study, described in this paper, is testing the opportunities of social media, specifically, blogs and video channels for organizing students' network discussions. Secondly, to analyze students' demands for the content, stimulating discussions. The two videos, used in the case study were presented at the DLCC conference in October 2015 at the University of Silesia, Poland. The first video "To be a teacher in the XXI Century" was presented by professor Antonio dos Reis, The Graal Institute. The video is available online <https://www.youtube.com/watch?v=z-vKnZ4Lmoc>. The second video "Teaching in the XXI century" was presented by professor Norbert Pachler - pro director of Education Science Institute at University College of London. The video is also available online <https://www.youtube.com/watch?v=q6SqFM1KwhI>.

Let us give a short overview of the main messages, presented in the videos. Since all the videos are available online, here I give only those ideas that are important for the analysis of students' answers.



Antonio dos Reis, firstly, paid special attention to the evolution of technologies and learning since 2.500 years – from “talk with chalk” to the most sophisticated modern technologies. Technologies in its turn evolved from “just delivering contents in written format” to interactivity, to “b-learning as a different format in asynchronous or synchronous format, in presence or virtual environment”. Moreover, now we witness the convergence of e-learning, b-learning into “just learning”. The second idea that was underlined is the multimodal nature of learning and the ideas of constructivism. It is important that all the information today is available online, so students need to be taught how to learn, how to search for information. In addition, here I can note that teachers also need to teach how to analyze, critically assess information, and resist the suggestion from the media [4]. That is, to develop personal information culture. The video ends with the conclusion about the importance of self-learning for teachers and students. Teachers need to “know how to present contents in presence as well as in video format, be able to make a good tutoring, formative continuous assessment, and teach how to learn”.

Norbert Pachler underlined several concepts, connected with the use of new media and its impact on education. Firstly, “multi functionality and convergence with different technological tools, being able to do many, many things but at the same time a linking through to the Internet, being portable, being available at all times and everywhere, being personally owned, being context-sensitive...” It means from the author’s point of view that users “generate not merely new content, but new context for learning, creating opportunities of combining formal and informal learning”. The second idea is that today students, future teachers need to understand these affordances to “change pedagogical practices” in future. School learners have different set of expectations in comparison to learners in the past. It is “important for educators, to understand the changing in media habits and social behavior in relation to friendship and interest-driven online activities”. The third interesting idea is connected with the new role of universities as knowledge communities and students as “digital scholars - comfortable and competent in online teaching and learning”.

It is important to note that the research group from Herzen State pedagogical University of Russia (HSPU) made Russian subtitles for the both videos, in order to facilitate students in understanding the whole idea and the context better. In the case study students, firstly, were suggested to compare the form, the way of presenting material and, secondly, to express their opinion about the content of these two videos. Sixty students of HSPU took part in the blog discussion. They made initial posts and commented each other on the blog, especially created for this assignment. To facilitate content analysis of students' posts, in each video were identified the key concepts. However, it should be noted that students perceived whole videos; they had to identify themselves interesting ideas and comment on them.

The general scheme of students’ comments, as well as the popularity of different concepts of the two speakers is presented in Figure 1.

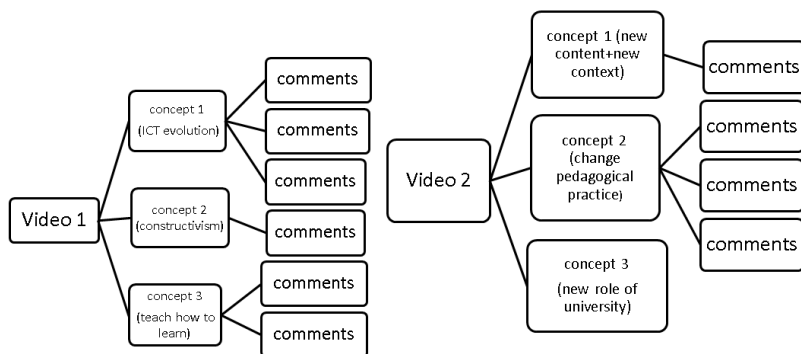


Figure 1. Comparison of students' interest in the discussion of different concepts, presented in videos.

As we see from the Figure 1, students produced the greater part of comments, related to the concept “ICT evolution” and “change pedagogical practice”. Others concepts evolved less comments, but still were productive. No support received the idea of a “new role of universities”. What could be the reasons of such distribution?

Analyzing the way of presenting material in the videos, students underlined several aspects. All students found similarities and differences in the videos. Among the similarities were mentioned the popular-science approaches of the videos as they are addressed to general auditorium - students, teachers or other people, interested in the topic devoted to information, as well as education in the 21st century. However, presentation and narration differs in their amount of multimedia in general.

In the first video, the presenter provides the presentation, which includes not only the text and narration, but also visual examples and figures that help to assimilate the information better. It is obvious how the professor is interested in presenting the material and in the disclosure of the topic “Being a teacher in the XXI century”. His facial expressions, gestures and intonations vary depending on the relevance of the information. Students appreciated in the first video the inserted examples, clearly supporting the narrator (e.g., the representation of Microsoft wireless class in 2010). It mean that the way of presenting material determined the greater interest of viewers to the content, consequently, all the concepts were perceived. The greater interest to the “ICT evolution” and “teach how to learn” themes and the less interest to others (constructivism) can be explained by students' age and experience. Students of 1<sup>st</sup> and 2<sup>nd</sup> year can be not familiar with the ideas of constructivism in psychology and pedagogy.

In the second video, the information flow from the presenter is significantly reduced, because the presentation is dominated by continuous text, and the speech of the narrator lacks non-verbal communication with his audience – there are no facial expression, gestures and intonation changes. On the contrary, in the first

video, the narrator appeals much more to the audience, and that keeps the viewers involved. That is why students concluded that the second presentation was more a personal conclusion on the problem, more a presentation of own ideas. Therefore, not so bright and involving way of presenting material determined the lack of concepts reception.

Now we come to the analysis of students' opinion about the content of the videos. Students agree with the idea that the profession of a teacher in the XX and XXI century are very different. In connection with the advent of new technologies, a teacher should be able to use the latest developments and to be able to teach in a class with laptops connected to one where each student can ask a specific question to the teacher through common blog discussions). In addition, a teacher needs to be interested in learning of those students who cannot attend classes (e.g., because of health or disabilities, etc.) Moreover, a teacher needs to be able to deal with different types of technology while conducting classes.

Students ambiguously estimate opportunities of technology in the teaching of different content. Interactive lessons and communication with students through virtual networks are not always the most productive and comfortable teaching methods. However, this depends on the specifics of the subject - questions related to natural science (mathematics, physics, computer science, etc.) are easier to show clearly on the computers that exhibit the work of the different mechanisms and the relationship between the elements. At the same time, the humanities (history, literature, philosophy, art, etc.) are more effective in "real", "live" communication. When students are listening to the teacher in the classroom, they have direct visual contact when the narrator's speech. ICT here can play a supporting role, showing objects, people or events. The educational process implies a dialogue between teacher and student, and this communication can occur easier and emotionally only in the living presence of both parties. Unfortunately, sometimes students misuse the opportunities of technology and only facilitate the learning process, rather than make it effective and productive. Education "in presence" gives a teacher a vivid picture of how students relate to the topics studied, indifferently or with interest, how they respond, etc. The issue remains controversial and is likely to be many more studies on this topic.

Students supported the starting point of the vocational education concept, which is to establish a time and space choice for a learner, together with no age limit. Students have noted a number of dangers that ICT introduce. For example, on the one hand, using information and communication technologies "student will no longer be alone", i.e., he can always count on the support of other students, a teacher and the rest of the network community in solving any issues. Nevertheless, does not this reduces the possibility of the independence and creativity in carrying out assignments? After asking for help from others, a person begins to draw on the experience lived by someone else, rather than trying to find a completely new solution for the problem that has not been face before.

With the advent of various electronic media and the development of ICT there is no need for memorizing. This may be a great danger for human development. Today there is an opportunity at any time to refer to a search engine and get an

answer to almost any question. On the one hand, the availability of information is a great achievement of humankind, on the other hand, in this lies the danger that users will rely too much on a variety of devices, services, programs, and other gadgets.

Several students expressed the idea that “virtual education does not require much effort”. However, it is a common delusion and proves the thesis that students do not have the experience of a “truly virtual” education, they witness merely facilitation of the educational process. This conclusion is confirmed by the views of students such that e-learning or distance learning eliminates a rigid control. This confirms the lack of students’ experience of in the field of e-learning. On the other hand, the definition of “rigid” contradicts the very idea of e-learning, which is designed to expand educational opportunities.

Summing up the results of the discussions it is possible to make several conclusions. The practical experience of organizing students’ thematic discussion via social media proves that students get involved in the active learning approach when they in compliance with several conditions. Firstly, when the content provided is engaging to study and assimilate (in the case this was a series of videos, presented by leading researchers from different countries). Secondly, when they have the opportunity to exchange ideas, comments and thoughts based on the content (e.g., via blogs or any appropriate social media). It is important to note that the examples of didactic videos, analyzed by students, are interesting themselves from the point of view of presenting material and delivering message. It is a good practical experience to see the examples of advanced teachers and use the already developed techniques in training and future career.

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