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Prospects for comparative study e-learning and ict competences in international project irnet

Evolution of knowledge society, learning strategies through life expansion is impossible without international scientific research, knowledge and educational practices experience sharing. In this direction project IRNet (International 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) is realizing. The project is planned for 4 years, and there were already implemented the first two work

packages (7 months every work package). The number of consensual conclusions were achieved and the next study steps were outlined.

The overall goal of the previous project stages was to lay the foundations for further cooperation between universities, both in terms of student exchange and in terms of technological and infrastructural procedures for exchanging staff members and open online courseware material. Crucial was the research of compatibility of institutional policies, benchmarks for effectiveness and the mutual recognition of assessment characteristics. Were realized 3 secondments of researchers to the following universities of Spain, Slovakian Republic and Russian Federation.

During collaborative work a wide range of research activities was carried out. Among them were the following:

- review of the existing literature, legal documents, web sources, etc, drawing on contributions from a range of relevant disciplines (education, computer science, intercultural education, sociology, anthropology, political science)
- analysis of legal, ethical, human, technical, social factors of development ICT,
- e-learning and intercultural development in partner's countries;
- addition of new perspectives on the problem of understanding the higher education and developing some key competences - globalization nexus in different regional and national contexts

The transfer of knowledge and scientific cooperation was organized in a number of modes, both during the secondments and in remote mode. They proved really fruitful and enriching for all sides:

- videoconferences (including monthly ones),
- debates
- roundtables,
- scientific and methodical seminars
- discussions,
- interviews.

The collaboration of researchers during WP2 yielded the following outcomes.

The researchers worked out a glossary of terms, concerning the use of ICTs in higher education. It appeared that partner-countries have different terminology in the field of e-learning and ICT competences. Consequently, next research stages will help to find common points in this field.

There was elaborated a well-structured questionnaire for all universities, concerning the main points of ICT functioning, which is a product of researchers' collaborative effort. It lays a solid foundation for further analysis and comparative study of legal, ethical, human, technical, social factors of development ICT, e-learning and intercultural development in partner's countries. The questionnaire is addressed to two main focus groups: students and academic teachers. The questionnaire for students has been implemented in several partner countries (). The most interesting results were obtained during the analysis of relationship between Classroom and Extracurricular Interactions in the Virtual Learning Environment. It was proved that the virtual learning environment is effective when it reflects students' interests and demands, such as:

- educational information,
- suggestions for work,
- invitations to participate in events (conference, contests),
- photo galleries and reports on past events,
- resources for distant learning and other educational resources.

Researchers studied the main documents on international cooperation, including international agreements of universities involved into the project, Spanish, Russian and Slovak legislation concerning the development of a knowledge society (from aid to e-learning as a means of building competences) and the role played by higher education institutions, namely

- World Declaration on Higher Education for the Twenty-First Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education

- United Nation Development Programme
- The Millennium Development Goals: Eight Goals for 2015
- European Association of Institutions in Higher Education
- European Educational Research
- Evaluation education system in OECD Countries
- The European Higher Education Area in a Global Setting
- Erasmus+ The EU Programme 2014-2020 for Education, Training, Youth, and Sport

Sport

- Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union, other

A special attention was payed to the analysis of the education system in Spain, Russia and Slovak Republik in terms of e-learning implementation through studying of the legal and official university and faculty documents.

The comparison of Legal Factors of ICT and E-learning Development in Partner Countries showed the following:

- In the West European universities the potential of MOOCs is adopted in such a way that stimulates the further use of other ICT tools and e-learning for flexible learning and teaching and for internationalisation of education.

- In the Central European universities and in Australia blended learning is implemented based on the Regulation of the Minister of Science and Higher Education, for example in Poland the number of hours in remote mode does not exceed 60 % of the total number of hours of classes.

- In Russia and Ukraine Regulations of the Minister of Science and Higher Education define the legal basis of e-learning and distance educational technologies. Simultaneously the Regulation does not detail the time, which can be used by teachers of the University to conduct classes on-line.

The administrative structure responsible for the evaluation of teaching quality and teacher's training in every university participating in project has been analyzed. The centers for quality assessment of education revealed detailed managerial structure, which is either controlled by the local Ministry of Education, or internally - by normative documents or corporate standards of the educational institution. The research underlined

that the new quality of educational activities in the virtual learning environment must comply with the principles of self-actualization, self-learning, attended self-development of students, involved in multiform network educational activities. In this case advanced web-based educational technologies implemented in the new pedagogical approaches, will affect the classroom practice, transforming the whole educational environment to the «high-tech» form. Formation and development of all information educational environment components must be balanced.

Ongoing research will reveal more precise relationship between student's information behavior, teaching activities in blended learning and virtual learning environment qualities providing perspective educational outcomes for modern society.

Intercultural aspects of leaning have also been studied. Universities devote a lot of attention to linguistic aspects of communication, bearing in mind the geopolitical aspects of the university itself and current trends in the country researched. Universities do not reveal, though, common features of educating intercultural communication, as important intercultural keywords may me spread across a number of subjects, and may differ from faculty to faculty. Researchers paid particular attention to the universities' activity in international research programs, both through the analysis of university web-portals and interviews with the officers, responsible for international affairs; the search for innovative projects of partners universities in the field of international cooperation was held.

All the above mentioned lay the grounds for further research within work package WP3. The overall goal of WP 3 presupposes analyses and evaluation of the ICT level, e-learning and intercultural developments in every participating country.

The main objectives are:

- To shape out the verified results of analysis from every university in a unified form (table, list etc)
- To present comparative analysis of the data obtained in different universities and put forward hypotheses about the progress in the field of distance learning and the use of remote forms of education and IT-technologies
- To work out recommendations for preparing modern specialists and helping them to switch to e-learning,
- To work out recommendations as to the intercultural competences, developed by certain subjects (as revealed by the previous research, teaching of intercultural notions is country- and institution-specific)
- To prepare for testing the recommendations in teaching practice of participant universities;
- To prepare collaborative publications and reports on the conferences or seminars.

Researcers are supposed to carry out the following activities:

1. Overview and systematization of approaches to the ICT competence evaluation for students' (undergraduate and graduate students, future teachers), school teachers, university lecturers in each of the countries participating in the project.
2. Overview and ordering tools used for assessment of ICT competence of students (undergraduate and graduate students, future teachers, school teachers, university lecturers in each of the countries participating in the project).

3. Comparative analysis of systematic materials and system development tools that will be suitable for use in all countries participating in the project and will provide reliable and comparable data on the development of ICT, e-learning, educational activities of teachers and students, the ratio of ICT in learning and professional life, as well as their cross-cultural understanding.

4. Comparative analysis of approaches to the management of e-learning at the university level (the basis for the analysis are the regulations governing e-learning at the university level, analysis of the processes of educational policy implementation and analysis of a virtual learning environment of the institution (based on regulations, selected within the WP 2 and analysis tools virtual educational environment for its internal indicators proposed in the framework of WP 2).

5. Develop a model system of information technology in teaching activities and model of pedagogical activity, adequate to knowledge society

6. Develop tools for evaluation and assessment of a professional educator's information environment internal indicators as means of estimating the level of professional ICT competence.

Research perspectives:

1. To create new scientific journal - International Journal on E-learning (IJOEL): Editorial Board, executive Editor, Organizational and Technical Questions. The editorial board will include representatives of the universities of the project participants - the leading scientists in the field of e-learning, ICT.

2. To create and integrate new innovative educational programs on the basis of the European and national standards and qualification frameworks.

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