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Blended Learning: Leading Modern Educational Technologies

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Abstract

The article describes the experience of active use of e learning in the western countries and compared with traditional forms of learning, based on the direct personal contact teacher and the student. Identified strengths. The strengths of e-learning include flexibility, personalization, interactivity and adaptability as the ability of the educational process for students with different abilities and demands, etc. The strengths of the traditional full-time students rank the emotional component of personal communication, spontaneity in the formation of chains of association of ideas and discoveries

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1. Introduction

"If we teach today as we taught yesterday,
we rob our children of tomorrow."

John Dewey

Special feature of modern life is high rate of changes in various fields of person's activity. Each new generation from the moment of birth plunges into intensively changing living conditions that by all means affects trajectory of development and formation of the person. The system of Russian education dynamically develops, considering requirements and conditions which pupils and school leavers meet.

New and complex tasks are set for school and pedagogical collective. These tasks concern not only knowledgeable preparation being trained, but also development of competences of the critically conceiving, socially active, ready to work in fast-changing vital conditions school leaver with deep outlook.

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The federal state educational standard (Russian Federation) of the second generation focuses on transition from teaching where pupil – object of teacher's influence, to the educational activity which subject is being trained, and teacher acts as organizer, employee and assistant. Gradually school changes principles of organization of educational process, creating conditions for realization of dynamic flexible personalized training.

Experience of electronic training active use in western countries and its comparison with traditional forms of education based on direct personal contact of teacher and trainee, revealed accurately distinguishable strengths of each of these forms. For example, to strengths of electronic training refer flexibility, individualization, interactivity, adaptability as possibility of organization of educational process for trainees with different possibilities and inquiries, etc. Strong points of traditional full-time tuition include emotional component of personal contact, spontaneity in formation of chains of associative ideas and discoveries.

The combination of advantages of each education forms laid the foundation for technology of blended learning which is being used for more than ten years at schools of Europe and the USA. System approach in organization of educational process, being expressed in a combination of intramural and electronic teaching, is called as blended learning.

The American organization Innosight Institute (www.innosightinstitute.org) studies experience of implementation of technology of blended learning in schools of America since 2007. Results schools leavers are given in their annual reports, which always higher, than of school leavers that are being trained on traditional intramural tuition.

Experience of the American schools allowed allocating blended learning models. Each model differs by prevalence of one of three components of blended learning technology:

1. Component of traditional direct personal interaction of educational process participants.
2. Component of interactive interaction mediated by computer telecommunication technologies and electronic information and educational online resources.
3. Self-education component.

Introduction in educational process of blended learning allows solving a number of tasks:

to expand educational opportunities of students at the expense of increase of availability and flexibility of education, accounting of their individual educational requirements, and also speed and a rhythm of development of a training material;

to stimulate formation of subject position of a student: increase of his motivation, independence, social activity, including in development of training material, reflection and introspection and, as a result, increase of educational process efficiency as a whole;

to transform style of a teacher: passing from translation of knowledge to interactive interaction with student, promoting a student to design his own knowledge;

to personalize educational process: student independently defines his educational purposes, ways of their achievement, considering his educational requirements, interests and abilities, teacher is an assistant of student.

2. Monitoring and analysis of activity

Realization of these tasks is impossible without complex monitoring and analysis of activity of all educational process participants.

Let's turn attention to working conditions teacher accompanying pupil in innovative technology of teaching. Teacher together with student builds their individual educational trajectories both within lesson, and out of it; organizes different types of activity with the use of information and educational resources, including the Internet; coordinates activity of students both internally, and remotely in conditions of hi-tech education-information environment of school.

Teacher continuously carries out monitoring of educational process and complex analysis of intermediate results of activity of each pupil. To these data, as a rule, refer operating time in networks, quality of the control tasks carried out in test form, number of attempts of accomplishment of this or that task, resort to additional educational resources within educational platform, data on individual consultation with teacher within the platform, data on activity of work at a forum.

The teacher is able to select electronic educational content corresponding to the purposes of a lesson, or creates his own multimedia products, including audio recordings, video lectures. It is necessary not because the sphere of

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