

СЕКЦІЯ 2

ВПРОВАДЖЕННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ НАВЧАННЯ В НАВЧАЛЬНИЙ ПРОЦЕС

1. THE IMPLEMENTATION OF E-LEARNING IN THE EDUCATIONAL PROCESS

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The Internet has fundamentally changed the practice of teaching and learning during the last ten years, especially in colleges and universities that are well equipped with new technology. The development of the European higher education is connected with the comprehensive modernization in all areas of learning, research and innovations, and improving the coordination, flexibility and adaptation to the needs of society. As a result of this process, the new paradigm of modern higher education incorporates primarily the requirement for informatization of education as an important factor for its development. In response to the informatization of education, online learning is being implemented more and more frequently in higher education, creating new and exciting opportunities for both educational institutions and students. It is difficult to find a commonly accepted definition to “e-learning”. According to Dublin (2003) and Oblinger and Hawkins (2005) there is even no common definition. Dublin states that one of

the myths about e-Learning is that “everybody knows what you mean when you talk about e-Learning: however, the term e-Learning means different things to different people” [1].

According to Oblinger and Hawkins (2005), e-learning means that “an entire course and all the interactions between faculty and students are online”. Dublin states that “e-Learning is “computer-based training delivered over Intranets and the Internet e-Learning is “the delivery of a learning, training or education program by electronic means. In the opinion of Stockley “e-learning involves the use of a computer or electronic device (e.g. a mobile phone) to provide training, educational or learning material”. Singh gives more comprehensive definition of e-Learning, he considers that “this term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more” [1].

The use of online technologies in education can take many forms and assume many different roles in educational settings. Harmon and Jones (1999) describe five levels of Web use in schools, colleges, and corporate training: (a) informational, (b) supplemental, (c) essential, (d) communal, and (e) immersive. Each level represents the relative amount of online-related course content and the level of reliance on the course Web site to deliver instruction. In other settings, use of the Web and online materials usually extends from instances where online

learning supplements the teaching setting, through instances where it is used in ways which are essential to learning (mandated parts of the environment) to more contemporary forms where the totality of the learning is through online access [4].

To introduce e-learning in higher education one must distinguish the following steps.

- Pre-initiation and initiation, in which activities are mainly bottom-up experiences.

- Implementation, in which a more strategic approach is developed.

- Institutionalization, in which the change becomes institutionalized and becomes an integral part of the core processes in higher education institution.

As a conclusion, we would like to state that online learning is a part of higher educational system. The study of online learning has shown that it allows enhanced knowledge, economy and flexibility of access from anywhere and usually at anytime, it creates challenging activities that enable learners to link new information to old, acquire meaningful knowledge, and use their metacognitive abilities. At the same time, it requires commitment accompanied with resources and it must be done right (online learning materials must be designed properly, with the learners and learning in focus). So, a shared responsibility among the higher educational establishments, instructors and students will lead to effective and meaningful e-learning

experiences, positive outcomes extend beyond success in specific courses and programs to facilitate lifelong learning and discovery.

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