3. *N. Zagorodna, H.-P. Höller. Double degree programme at Ternopil National Technical University and University of Applied Sciences, Schmalkalden // Proceedings of the International scientific conference "Actual Problems in International Students Teaching and Learning within European Higher Education Area". – Ternopil, Ukraine, May 13-16, 2014. – P. 198-199.*

UDC 378.1
Yuriy Skorenkyy

Ternopil Ivan Puluj National Technical University, Ukraine

OPEN ONLINE RESOURCES: AN UKRAINIAN PERSPECTIVE

Юрій Скоренький

Тернопільський національний технічний університет імені Івана Пулюя, Україна

ВІДКРИТІ ОНЛАЙН-РЕСУРСИ: УКРАЇНСЬКИЙ ПОГЛЯД

Nowadays, this is already an established practice to use information technology for benefit of education. However, an extent to which technology is allowed to change the landscape of teaching and learning has become a divide among proponents of “new era” in education. Many still believe that IT will just make traditional educational techniques simpler and less time-and-effort-consuming. Really, it is very appealing to use multimedia presentations instead of lecture experiments and discussions, to share homeworks through social media, and, the most tempting, to avoid assessing numberless student works by turning all testing into a computerized quest. None of citations is in place in this paragraph, as these ideas are spread anonymously, as “common wisdom”.

For more than two decades there exist, however, an alternative view on the problem, which can be addressed to as blended learning [1], labeling courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner. By intention, classroom is “flipped”, and in-class discussion serves as source of motivation and means to resolve puzzles rather than transfer of knowledge mechanism in teacher-to-student chain. Researches have shown that “self-propelled learning” ensures not only a quality education but also produce more motivated, though more demanding, professionals [2]. Needless to say that this does not lift the responsibility out from the teacher, who still does determine direction and pace of learning process. Instead, it allows sharing a part of this responsibility with students. Of course, it could be impossible, on student’s demand, to reproduce any experiment he saw filmed on youtube or vimeo. Not only the harsh economy situation is Ukraine is to be blamed but the very complexity of experimentation and vastness of available online material.

Nonetheless, wise use of modern educational inventory as open visualisation tools at MIT (e.g., web.mit.edu/8.02t/www/802TEAL3D/visualizations) enriches teachers capabilities immensely. In preceding publication [3] the author described his first experiences with using massive online open courses on nanotechnology at Coursera platform as well as circuits and electronics at edX platform for enhancing both Ukrainian and international students at TNTU learning within courses of Physics and Electronics. Now, one can state that this practice has proven to be an advantage to many students and can possibly pave a route for improvements in foreign students socialization. There is no barrier between students of different nationalities in open courses and flipped classrooms. International education is practiced in TNTU for nearly a decade. During this period we found, that stereotypes concerning difficulties of intercultural barriers in professional activities, teaching and learning can hinder efforts of learners, academics and researchers. The practical approach is to enhance intercultural dialogue by involving international students in every practice, which bring benefits to them and local community. The provised European Researcher's Night at TNTU in 2016 has a potential to become an example of an event, in which students of all nationalities will share their personal experiences and knowledge, acquired both in classroom and online. In our opinion, a social dimension of information technology use in higher education is far from exhausting its capabilities.

An open problem which is still to be addressed on both institutional and national level is the formal recognition of certificates, received from online education incentives. This is an issue on European scale as well [4], as there is hardly any general approach for recognition of non-formal and informal learning implemented into higher education programme requirements. Commercialization of some online platforms, Coursera being the most prominent example, may seem to be an obstacle for their free educational use but the newly emerging Ukrainian counterparts, prometheus.org and ed-era.com to name a few, open new perspective for technology advancements in the field of education.

References

1. *Blended Learning Research Perspectives. Ed. by A.G. Picciano and Ch.D. Dziuban – The Sloan Consortium, 2007. – Available at onlinelearningconsortium.org/book/blended-learning-research-perspectives/*
2. *E. Hixon, P. Ralston-Berg, J. Buckenmeyer, C. Barczyk. The Impact of Previous Online Course Experience On Students' Perceptions of Quality // Online Learning. – 2016. – Vol. 20, Issue 1. – p. 25 – 40. – Available at onlinelearningconsortium.org/read/online-learning-journal/.*
3. *Skorenkyy Yu. Incorporation of massive online open courses best practices into Ukrainian university curriculum // Proceedings of the International scientific conference "Actual Problems in International Students Teaching and Learning within European Higher Education Area", Ternopil 13-16 May 2014, p. 48-51. – Available at elartu.tntu.edu.ua/handle/123456789/8399.*
4. *The European Higher Education Area in 2015: Bologna Process Implementation Report – European Commission/EACEA/Eurydice, 2015. – Available at eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/182EN.pdf.*