

E-LEARNING IN THE AGRARIAN COLLEGE OF MANAGEMENT AND LAW OF POLTAVA STATE AGRARIAN ACADEMY: Approaches to Global Integration

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ABSTRACT

In the article the author explores distance learning as a form of organization resource-based learning (RBL), in the disciplines of computer cycles for students in the Agrarian College. Is considered the combination of face-to-face and distance learning, providing quality training of future specialists. Analyses the content, types, methods of distance learning, serves the structural scheme of the study subjects cycle computer with resource-based learning. The author offers a way of creating a distance learning course with the help of the Internet service <https://sites.google.com> gives the example of tasks for distance learning.

Keywords: Resource-based learning (RBL), distance learning, electronic educational resources, information and educational environment, Agrarian College, distance learning.

INTRODUCTION

In the conditions of informational society and the global integration processes in the educational space is necessary to form a flexible system of continuous education, with the help of which a person can throughout life to improve their professional skills and to be competitive, mobile and creative expert in their field.

The national system of education in Ukraine will become competitive only if they are able to adapt to changes that occur, and the orientation of which is determined by the global development of civilization. The Ukrainian society will have to abandon a number of outdated ideas about what is education and what it means to be an educated person.

The traditional model of education, based on the disciplinary division of knowledge, has been unable to maintain the integral to the profession in which the professional should have fundamental training in several related fields of science or social practice, a good grasp of interdisciplinary perspectives and apply a systematic methodology in solving specific problems.

To solve these problems of Ukrainian education experience will help scientists of the leading countries of the world (Australia, Britain, Canada, Germany, USA, Sweden and others) that offer a focus on modern teaching systems and approaches, in particular the resource-based learning.

M. Weller argues that the resource-based learning (RBL) is an approach to learning where students are encouraged to use a variety of resources (instead of the limited lifetime of individual course) to understand certain concepts, including the use of web resources, discussions, books and magazines.

This approach covers a wide range of students, brings together different approaches and learning styles, encourages curiosity, activity and independence of students (Weller, 2005).

We consider the resource-based learning: a *resource-based learning* (RBL) is a set of forms, methods and means of education, aims at a holistic approach to the educational process that is focused not only on the assimilation of knowledge and skills, but also on the training abilities of independent and active transformation of the information environment by finding and practical application of information resources.

The main characteristic of RBL is that the training is carried out in tandem "teacher-librarian", is characterized by a high level of independence the student and sent to continuous learning throughout life – *lifelong learning* (Kononets, 2012). One of the modern universal forms RBL distance learning is focused on individual needs of students and the use of information technologies, their specialization and further training.

REVIEW of RELATED LITERATURE

Problems of distance learning and introduction of distance learning technologies in educational process of higher educational institutions is the subject of research of many domestic and foreign scientists: A. Andreev, A. Akhayan, V. Dreyvs, V. Kukhareenko, K. Manzyuk, N. Nuriyev, Ye. Polat, T. Tartarashvili, F. Chetwynd, C. Dobbyn, A. Gaskell, D. Keegan, J. N. Lowenthal, C. Woodleya, C. Meredith, under which distance education is understood as a complex mass of educational services provided to special information the medium by means of transmission of educational information (telephone, radio, satellite communication, etc.).

Distance learning is a synthetic, integrated, humanistic learning, which is based on the use of a wide range of traditional and new information technologies and technical means, which are used to deliver educational material, self-study, organization dialog exchange between teacher and student when the learning process does not depend on their location in space and in time, to specific educational institution (Andreev, 1997). V. Dreyvs under distance learning considers the educational process in which a significant portion of the teaching is done by teacher or group of teachers), remote in space or time from the student (or group of students). Modern distance education is carried out mainly with the help of technology and Internet resources (Dreyvs, 2003).

Important is the approach to distance learning as a new form of education along with intramural, extramural, evening forms of education and external studies. This appears to be distance education. Ye. Polat, under which distance education implies a new form of education and sees it as the result, the process and the system simultaneously (Polat, 2006).

As noted by V. Kukhareno, *distance learning* is a new stage of learning, which is ensured by the use of information and communication technologies based on the use of personal computers, video and audio equipment, space technology and optical communication systems (Kukhareno, 2002).

Depending on the nature of the organization of educational communication between participants of the educational process and educational managers and the way the transport system of delivery of educational materials distinguish between *traditional distance learning* and *e-learning (e-distance learning)*.

Traditional distance learning – a form of distance learning, in which participants and organizers of the educational process interact primarily asynchronously in time, using as a transport system within the delivery of training and other information objects of the system of postal, telephone, Telegraph communication.

E-learning – a form of distance learning, in which participants and organizers of educational process is carried out ndizvo interaction both asynchronously and synchronously in time, using electronic means of delivery learning tools and other information

Today in the practice of the colleges used a balanced combination of these varieties of distance learning with a gradual shift of focus from e-learning through the Internet. According D. Keegan, distance learning is the almost complete absence of permanent study groups throughout the educational process. If distance education was just a learning "alone" which creates an opportunity for personal didactic meetings (Keegan, 1996).

Summing up and analyzing various accepted definition of distance learning" We come to the conclusion that the distance learning is considered scientists:

- As the new organization of the educational process, Based on the principle of independent student learning;
- As a set of information technologies For delivery of students of the basic volume of educational material, Interactive interaction between students and teachers in the process of learning;
- As the new form of teaching, whereby are provided using information technologies Based on the use of personal computers, video and audio input from, Space and optical equipment.
- As a variety of open learning using Computer and telecommunication means enable interactive interaction Teachers and students at various stages of training and independent work of the last with Materials of network , which are prepared teachers.

METHODOLOGY

Distance Learning opens up new horizons for Ukrainian Education and enables practical implementation one of the leading social problems -to ensure equal rights for every person in the modern educational space.

Modern distance education has to integrate psycho-pedagogical, pedagogical, information and telecommunication technologies, to match the level of their development and possibilities of effective collaboration in the creation of a distance learning environment (sometimes called virtual). However, the existing state of development of distance learning in Ukraine does not meet the requirements of society, and educational institutions who need government assistance, coordination, scientific and educational components. Today in Ukraine, not all schools have the permission of the Ministry of education and science of Ukraine for the provision of educational services for distance learning. If we talk about the College, none of them such permission has not. This is why we can speak of e-learning in colleges merely as a form of resource-based learning. Given the current situation in the sphere of distance learning, analyzing the works of scientists, the experience of distance learning courses, it can be argued that while in College, and teachers, and, most importantly, students are not ready to completely switch to a new kind of learning.

It is connected not so much with the technical solution of this problem, many psychological unpreparedness of the subjects of the educational process. We are not going so sharply to adopt new forms of training, you need a more complete pedagogical and psychological research in this direction.

In the higher education system, despite years of experience, there are ongoing debates on the problems of improving the quality of education of students in agrarian colleges.

Today in Ukraine are such form of training -full-time education and correspondence courses. The content, methods and means of these forms of training is not enough focused on the current requirements of specialist training. Among others, there is the view that distance learning is secondary, abbreviated and simplified way of obtaining knowledge and diploma.

In the educational process of the College had included the specifics of training, individual characteristics and work environment of the student.

As in the whole system of agricultural education in agrarian colleges is still dominated by extensive forms and methods of teaching, not created the necessary conditions for individual self-study, not considered specific students of the correspondence form of training, not considered specific students of day form of education, students on an individual schedule.

Not take into account the requirements of modernity in the selection of content, methods and organization of learning.

For example, at a time when the specialist needs to operate effectively in the modern information society, in which rapidly evolving information and communication technologies (ICT), written tests require students distance learning to submit is written "by hand". Some teachers forbid the use of online resources when writing tests, term papers, reports, work practices, theses and the like. Therefore, in such circumstances, it is appropriate gradual transition to resource-based learning, in which it is possible to eliminate the above drawbacks of the existing system of education in colleges of Ukraine.

In our study we demonstrate experience in the use of distance learning when studying disciplines of a computer cycle, the practice of creating distance learning courses. When you switch to RBL disciplines of computer cycles in the Agrarian College, as shown by our own experience, the optimal form is e-learning.

The *information-educational environment of distance learning* is a set of systematically organized, distributed collateral means of data transfer, information resources, interaction protocols, hardware and software, organizational and methodological support, focused on meeting the educational needs of students. Distance learning provides students the opportunity to study in a convenient location and at a convenient time, and all who wish to constantly improve their professional level taking into account individual characteristics. In the process of teaching the student some of the time independently develops interactively teaching materials, testing, performs audit work under the guidance of a teacher and interacts with other students "virtual" study group.

Note that there are significant differences between distance learning from correspondence courses:

- when the remote training holds joint activities of students in small groups cooperation that part-time teaching is not practiced;
- at remote form practiced systematic discussion of the issues, problems, just interesting proposals in interactive mode the whole group, using forums, chats, blogs, video conferencing, social networking, and distance learning is not practiced.

Distance learning is a form RBL and technological complex based on the principles of open learning, extensive use of computer-based training programs for various purposes, creates with the help of modern telecommunications information and educational environment as a space for the delivery of educational material and communication and provides all opportunities for obtaining academic results of the highest quality.

The main purpose of the use of distance learning in College as a form RBL discipline of computer cycles is to provide access to *electronic educational resources* (learning materials, for playback using an electronic device) through the use of modern ICT and telecommunication networks.

This form RBL involves the creation and use of a single *information-educational environment* containing various electronic educational resources:

- distance learning courses
- electronic textbooks and manuals published on the national educational servers (for various models of distance learning)
- virtual library;
- database of educational resources;
- educational web quests;
- telecommunication projects;
- virtual methodical association of teachers;
- newsgroups, blogs, forums for teachers and students;
- scientific association of students on the Internet.

The specificity of the disciplines of computer cycles in the agrarian colleges is their applied orientation, because the needs of the community identified social order education system for training specialists, including agricultural areas, which would be owned at a high level of knowledge regarding the application of modern ICT in the process of solving the linking of professional tasks. And this is not possible without mastering the knowledge on computer science and its applied aspects, which are reflected in the practical tasks that students must perform.

The quality of performance by students of various types of applied problems, as well as the study of computer science in General, depends on the quality of teaching materials for distance learning. Development of educational-methodical complexes of disciplines for students includes not only mandatory training materials in electronic form for possible use in distance education, but also the adaptation of methods of teaching computer science to students of different specialties:

- formulating the objectives of teaching computer science;
- specification content learning
- selection of training tools (Microsoft Office: MS Word, MS Excel, MS

Access, Adobe Photoshop, 1C: Enterprise, MathCad, Gran1, Compas, AutoCad, ProdictExpert LIGA:LAW, MEGA-NAU, Sketch, SAIL-Management and Marketing, M.E.Doc IS, Delphi, etc)

- the form definition of classes (traditional lecture, video lecture, virtual consultations, practical classes, laboratory practice, virtual tour, interactive Colloquium, interactive discussions, on-line consultations via Skype)
- selection of methods of teaching computer science (problem-search method, case study method, project method, students ' portfolio, web quest, mental maps)
- preparation of tasks and methodical recommendations for the implementation of control of work, individual assignments, essays, research papers.

E-learning is the optimal form of organization RBL disciplines of computer cycles in College not only by correspondence. The elements of distance learning are used in full-time education because they allow:

- additional fastening of skills of ICT use,
- additional fastening of skills of information retrieval from electronic and Internet resources,
- further consolidation of skills, which would help the student to quickly navigate in the information space, to appropriate certain amounts of information and analyze them
- to use the acquired skills in their future professional activity, thereby forming students professionally important knowledge, abilities and skills to work with computers and application programs as important components of information culture of the future specialist.

In the Agrarian College of Management and Law of Poltava State Agrarian Academy, we practice using your own e-learning resources developed by teachers the cyclic Commission of mathematics, computer science and information activities (electronic lecture notes, dynamic Informatics in circuits, electronic textbooks, electronic laboratory workshops, etc). These electronic resources are distributed to students daily learning the first lesson in the classroom, the students of the correspondence form of training on the first day of the session, or, if necessary, are sent during the intersessional period. Note that the form of teaching computer science in College, which use Internet technology, there are:

- fully remote using electronic mail, chat interaction, video, social networks,
- on-campus distance, when part of full-time classes in the classroom is balanced with the number of remote sessions conducted by teacher away from students
- the addition of the internal form of the elements of distance learning, for example, a teacher conducts classes with students in person, but it uses materials from the Internet, the video lectures from educational sites and other Internet resources.

Most commonly used third option, which mainly refers to *Internet education*. Online education can be carried out without the remoteness of the teacher and the students from each other, providing them access to the Internet, for example, with a computer's computer lab.

In this case, the Internet is used as an educational tool that enables the implementation of online education as part of the classroom process.

The method of organization of such classes is easier in comparison with distance learning when the teacher and the student removed from each other, and provides special forms and methods of communication.

The main value of distance learning as a form of RBL students is the opportunity to study at their own pace according to individual educational trajectory.

But really none of the existing resource, such a possibility does not provide. The main reasons those colleges:

- no training resources which are full filled with informative, highly structured and have the potential to ensure the formation of the content of the training program in order;
- there is no medium that allows you to effectively create and administer customized training programs at the same time for many students;
- there is no system (organizational, technological, regulatory), which provides for the development, update and administration of appropriate training resources and administration of the process of individual distance learning at the same time a large number of students;
- here is no system of training of Tutors of distance learning.

So the main purpose of RBL disciplines of computer cycles is the organization of the learning process, which focuses on the *use of any convenient for student resources: traditional electronic, media resources, Internet resources, and the like.*

Distance learning in this context offers a wide range of distance learning courses (DLC) available on the Internet that students can choose, based on your own taste and individual selection criteria (availability, visibility, communication with the practice, the availability of videos and the like).

Simultaneous use of different resources in combination with the methods of distance learning (Figure 1.) in College makes possible a comprehensive review of the Chapter or topic, a deeper and more complete study of the discipline as a whole.

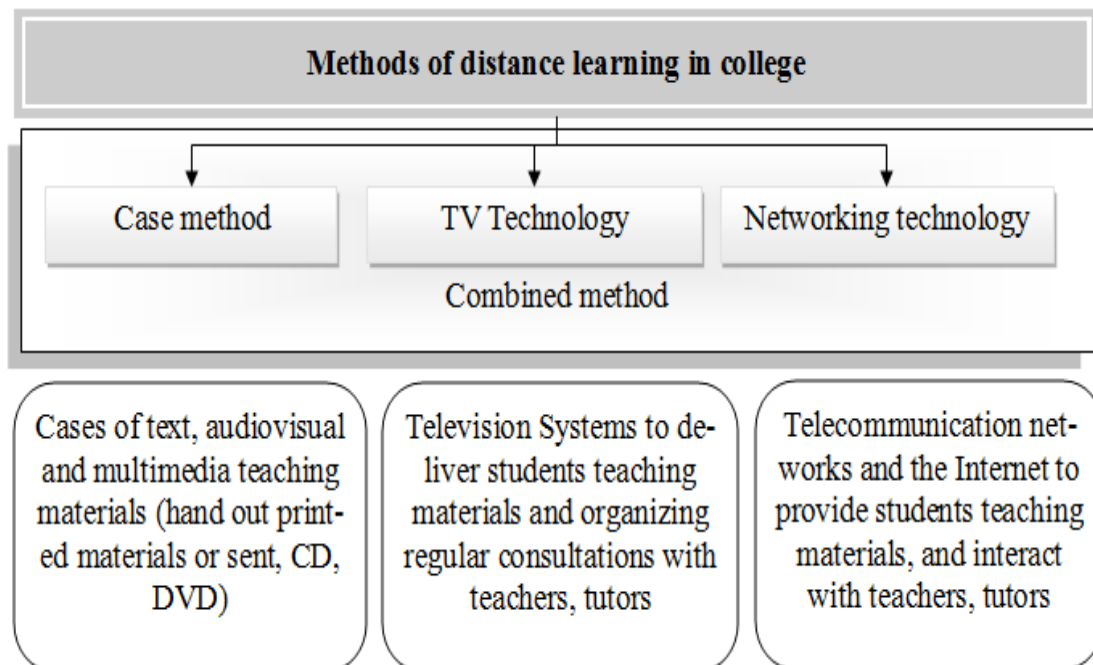


Figure 1.
Methods of distance learning in RBL in college

Note that the combined method of distance learning in College is perfect:

- provides an opportunity to diversify the learning process in the classroom
- provides an opportunity to study without leaving the place of residence and in the production process (for students of the correspondence form of training)
- provides broad access to national and world educational resource (Andreyev, 1997).

We offer the following structural scheme of the study subjects cycle computer in College with the use of remote technologies in the context of RBL on the example of discipline "Informatics and computer technology" (Figure: 2).

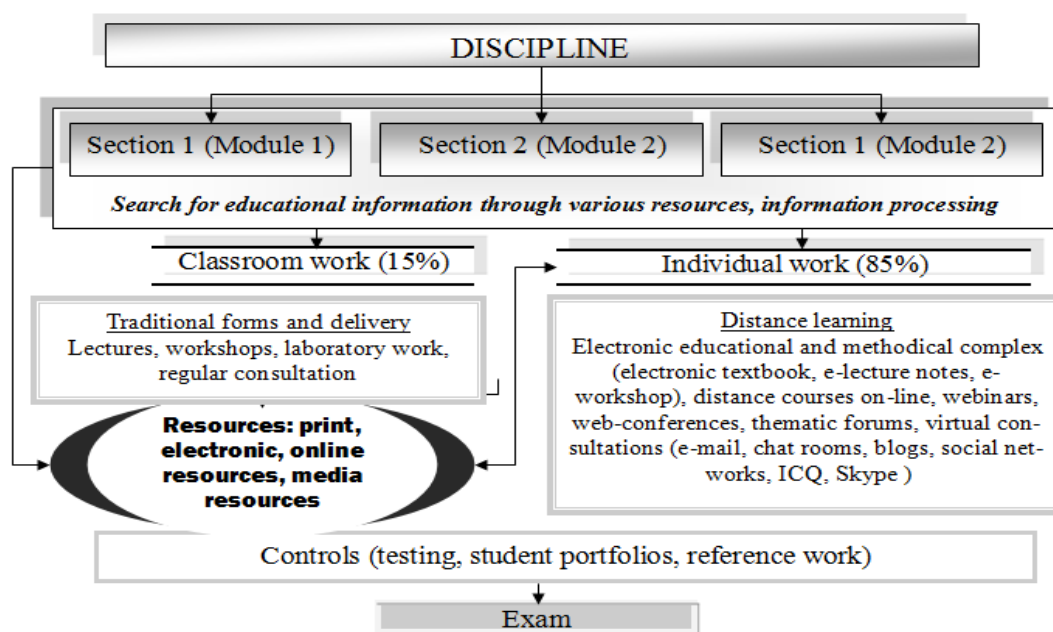


Figure 2.
Distance learning courses computer cycle in terms of
Resource-based learning students

Organization of distance learning in College is a planned, purposeful process of creating conditions that ensure the effectiveness of the subject-subject relations and subject-object relations in distance education. Resource support for distance learning should be viewed as a set of legal, financial, human, material and technical, informational resources aimed at the organization and functioning of distance learning in the education system. It should be noted that in today's difficult financial and economic conditions of functioning of the colleges, the development of electronic learning resources, online courses and their implementation in the educational process of the agrarian colleges is not only pedagogically appropriate activities, but also economically beneficial to the colleges.

The process of developing online courses using free platforms, free software and their further implementation provides economic impact: the creation of electronic means of teaching a new generation solves the pressing problem of providing vocational and theoretical, professional and practical pagevec without requiring financial costs of printing and distribution of educational materials.

Distance learning course (DLC) is a set of teaching materials and educational services that are created in a virtual learning environment for distance learning based on ICT (Kononets, 2015). The main elements of DLC are complex electronic teaching materials and the system of educational services that are available to any student from the Internet. To provide distance learning disciplines of computer cycles in the Agrarian College of Management and Law of Poltava State Agrarian Academy teachers developed and used DLC – specially prepared platforms based on the Internet service <https://sites.google.com>

Today in College full-function DLC for the study of such subjects computer cycle:

- "Economic Cybernetics"
<https://sites.google.com/site/economiccyberneticsakup>
- "Internet technologies in information activities"
<https://sites.google.com/site/internettechnologiesakup>
- " E-Commerce " <https://sites.google.com/site/elcommerceakup>
- "Information and computer technology"
<https://sites.google.com/site/informakup>
- "Basics of algorithms and programming"
<https://sites.google.com/site/programakup/home> (Figure 3.)

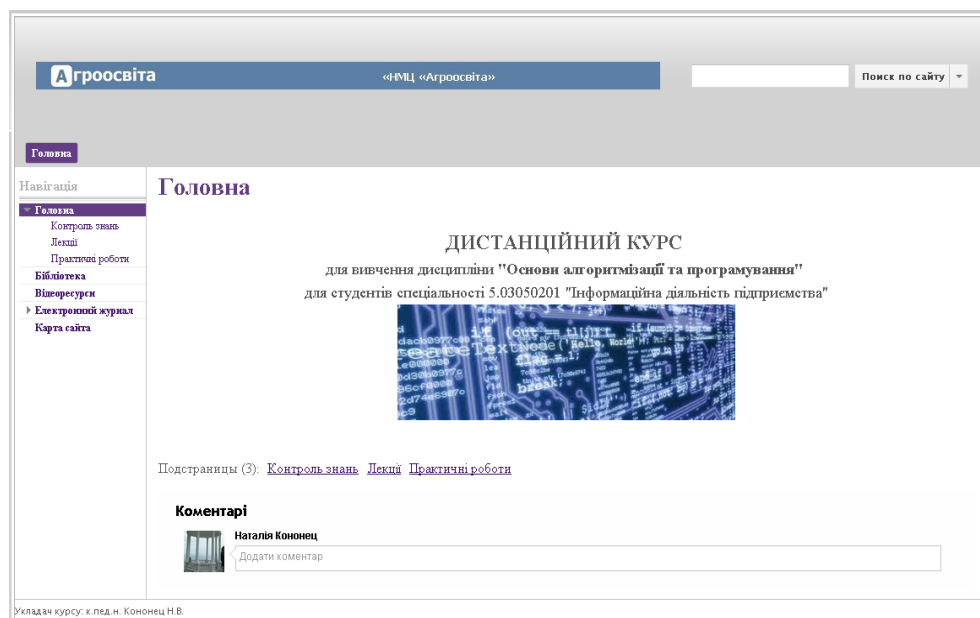


Figure 3.
DLC "Basics of algorithms and programming"

For the development of distance learning courses we attract teachers from other colleges of Ukraine. For example, DLC of information and computer technology <https://sites.google.com/site/informacup> was developed by two teachers at the same time:

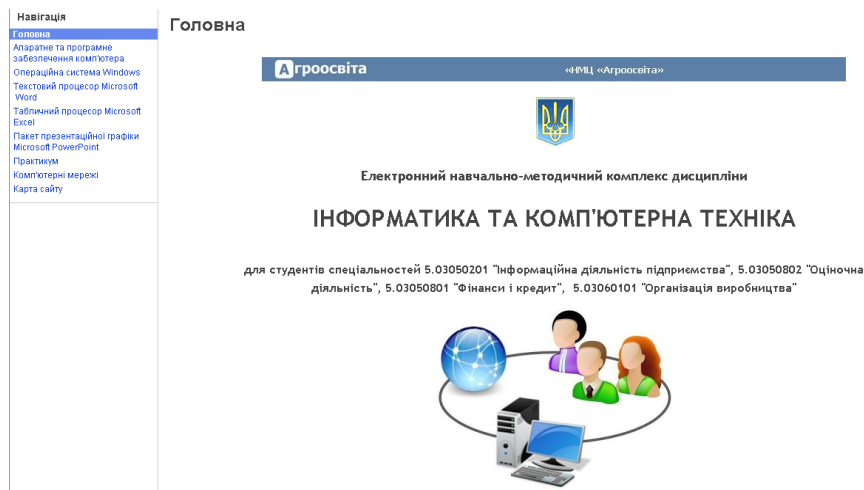


Figure 4.
DLC "Information and computer technology"

Kononets Natalia, Ph.D., teacher of Informatics and computer technology, teacher of the highest category, teacher-methodologist of the Agrarian College of Management and Law of Poltava State Agrarian Academy.

Yatskiv Lubov, teacher of the highest category, teacher-methodologist, the Chairman of the cyclic Commission of fundamental and special disciplines of the specialty "Maintenance of software systems and complexes" College Stryi of Lviv National Agrarian University (Figure: 4).

The DLC content the training content is constantly updated, updated training materials simultaneously by two teachers who are in different places of Ukraine, in different colleges, at a distance of 1000 kilometers from each other. An open learning environment distance learning course allows you to make the course informative, interesting, with a deep sense of quality. Two teachers who are working on the track, you can implement your own views on the teaching discipline, to offer our own methods, means and forms of training. It will be pain effective and efficient for students. Teachers in the process of working on remote course share their own experiences of teaching science.

The process of creating online courses using the platform <https://sites.google.com> not difficult and available to any teacher of the College, and most importantly-free.

To create a DLC teacher enough to have a *Google* account, which will allow the use of different *Google* services, namely <https://sites.google.com> To create a DLC, you need to visit the service *GoogleSites* and press the Create button.

The following steps create a DLC is the choice of site template, the site name (site address is automatically proposed service *GoogleSites*), theme (by request of the developer) and enter your code. After that, just press the Generate button and the platform will be created for DLC. Will only have to fill it instructional content.

The edit mode of the page of DLC is activated by using the buttons on Edit page, Create page, or other actions. The edit page of the DLC allows the implementation of various standard objects, gadgets, objects Google to apply specific formatting, insert and format tables, use the layout for the page. The edit mode provides help. Note that to apply the changes click on the Save button. Adding pages to the DLC by using the button to create a page that opens a window to enter the name of the page template and where it will be located in the overall structure of the DLC. Note that for easy placement training and methodological content of the DLC should just choose a template file Cabinet.

The Share button allows you to grant (or restrict) access to a remote platform to students or teachers. So, teachers who teach the same discipline, can simultaneously and with equal rights to work on the development of the content of the DLC. Students are provided with restricted rights: they can only view, read or download certain information, but cannot make changes to the content. Practically, the student gets access to a recreation center on the first lesson of the subject, but after studying it, the teacher closes the access to the DLC. For example, the platform of DLC for the discipline of information and computer technology (page edit mode of course, which is created by two teachers), depicted in Figure 5.

ENMKD-IKTacup

Пошук на сайті

Навігація

Головна

Апаратне та програмне забезпечення комп'ютера

Операційна система Windows

Текстовий процесор Microsoft Word

Табличний процесор Microsoft Excel


Пакет презентаційної графіки Microsoft PowerPoint

Практикум

Комп'ютерні мережі

Карта сайту

Текстовий процесор Microsoft Word



Microsoft Word (MS Word, WinWord або Word) - це текстовий процесор, що випускає фірмою Microsoft, який входить до пакету Microsoft Office. Перша версія була написана Річардом Броді (Richard Brodie) для IBM PC, що використовувались в DOS, у 1983 році. Word - це повністю WYSIWYG-редактор (принцип "What You See Is What You Get" - "одержую те, що бачу"). Microsoft Word 2010 пропонує найкращі рішення: розширені функції для створення документів професійної якості, простий спосіб спільної роботи з людьми і доступ до файлів майже з будь-якого місця. Розроблений для надання кращих інструментів форматування документів, Word 2010 допомагає читати і писати документи більш ефективно. Можна зберігати документи в мережі Інтернет і отримувати доступ до них, редагувати їх і забезпечувати спільну роботу з ними майже з будь-якого веб-браузера. Microsoft Word 2010 пропонує безліч нових і вдосконалених засобів, які допоможуть вам додати вражаючі ефекти в текст документа. Тепер ви можете використовувати багато з тих же ефектів для тексту та фігур, які можна вже використовувати для фотографій, діаграм і графіки SmartArt.

Додати файл

Додати посилання

Додати з Диска

Перемістити до

Видалити

Підписатися на зміни

<input type="checkbox"/>	1 Текстовий процесор Microsoft Word 2010. Можливості, інтерфейс програми.pdf	843КБ	версія 1	23 квіт. 2015 р. 09:56	Любов Яцків
<input type="checkbox"/>	2 Текстовий процесор Microsoft Word 2010. Створення нового документа та ввід тексту.pdf	409КБ	версія 1	23 квіт. 2015 р. 09:57	Любов Яцків
<input type="checkbox"/>	3 Табличний процесор Microsoft Word. Редагування тексту.pdf	662КБ	версія 1	23 квіт. 2015 р. 09:57	Любов Яцків
<input type="checkbox"/>	4 Текстовий процесор Microsoft Word 2010. Форматування текстового документу.pdf	1018КБ	версія 1	24 квіт. 2015 р. 01:47	Любов Яцків
<input type="checkbox"/>	Лекція з теми "Текстовий процесор Microsoft Word".pdf	341КБ	версія 1	20 квіт. 2015 р. 09:53	Наталія Кононець

Figure 5.
Page DLC in edit mode

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The main advantage of using the platform <https://sites.google.com/> to create a distance learning course is the versatility. DLC can be made available for all Internet users, and then such a course will be powerful electronic database of training materials, electronic educational methodical complex of discipline. DLC can be made private, the developers of the course may require registration for access to training materials, and then study the discipline can only those students to whom the teacher provides access. For access to e-learning course, a student must have an account in Google.

The problem of organization and implementation of distance learning in the agrarian colleges of Ukraine devoted to workshops auctions pedagogical ideas on the theme "Information and communication technologies in the educational environment", which were organized and conducted by the State Institution "Scientific and Methodological Center of Information-Analytical maintenance of Activity of higher educational institutions "Agroeca" of the Ministry of education & science of Ukraine (March-April 2015). Read more with the plan of the seminar can be found on the website http://www.agroosvita.com/pedagogichniy_dosvid On-line broadcast of the seminars is also available on the website: <http://www.agroosvita.com>

Functionally the DLC are designed to provide on-line exchange of educational information between teachers and students in the educational programs of higher educational institutions, as well as administrative on-line monitoring of their implementation.

The platform provides distance learning courses:

- on-line registration of students in a virtual environment
- on-line registration by teacher curriculum of the discipline
- preparation and registration of the teacher e-learning (training material, guidelines, test tasks, test questions and exercises, and more)
- open teacher access to e-learning course
- on-line newsletter jobs to students on their virtual platform
- on-line sharing and sharing documents
- on-line control (electronic journals, messaging) the progress of the students of control tasks
- on-line work on network projects
- virtual control of the Department (cyclic Commission) for the implementation of the curriculum
- the organization of virtual electronic library of educational material and the author's on-line downloading of study material for free distribution
- author on-line monitoring of the functioning of a library of training material
- on-line transmission of information messages about the organizational issues of the educational process on the virtual platform participants
- virtual mail server, where each participant can send or receive private message. DLC are designed using the service <https://sites.google.com/>, provide:

- careful planning of students, its organization, clear planning objectives and learning objectives;
- delivery of necessary teaching materials over the Internet;
- interactivity between the student and teacher (tutor, manager), feedback between student and teaching material;
- the possibility of individual, collective, group training.

The main advantage of distance learning is the independence of its members from the geographic location of higher education institutions.

To enhance the interactivity of distance learning teachers and College students use social networks.

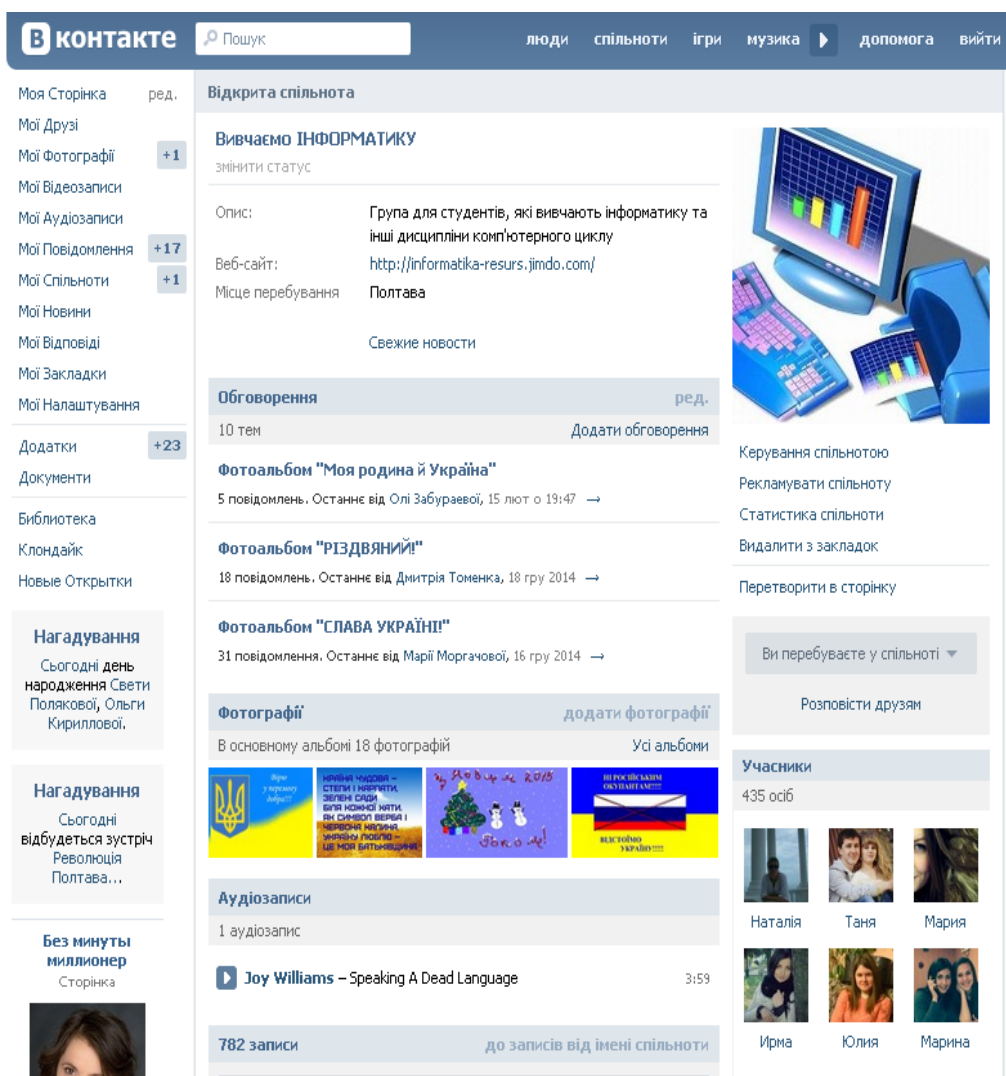


Figure 6.
Studying computer science <http://vk.com/club51545903>

C. Woodleya, C. Meredith noted that the University of Victoria in Melbourne uses Facebook for student participation in distance education. They offer a General analysis of the use of Facebook as an interactive point of interaction, and encouraging its use in that capacity (Woodleya & Meredith, 2012). Study the opinions of students in agrarian colleges showed that Ukrainian students prefer the social network Vkontakte <https://vk.com> 96.1% of students surveyed indicate that most commonly used network Vkontakte. We took into account the opinion of students and created for educational purposes, special group Vkontakte.

Each group is designed to help in learning the discipline and organization of interactive communication:

Interactive group in social network Vkontakte, which are used in College:

- Higher mathematics with Natalia Kononets <http://vk.com/club82238087>,
- Studying computer science <http://vk.com/club51545903> (Figure: 6),
- Studied physics and astronomy <http://vk.com/club78817990>
- Economic Cybernetics <https://vk.com/club90350030>

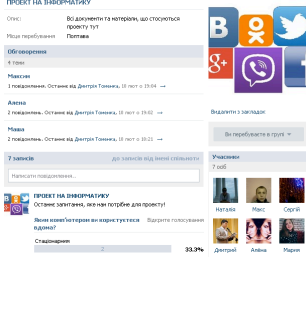
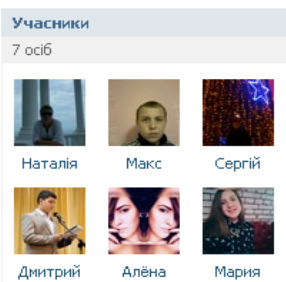



In distance learning are popular network projects - a kind of educational project, all the tasks which you perform on the Internet.

Actually, students benefit from comprehensive tasks that are performed with the help of Internet services and social networks and the web-portfolio project.


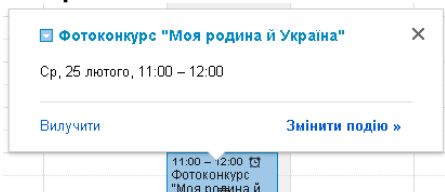

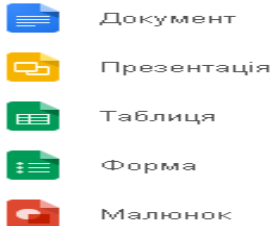

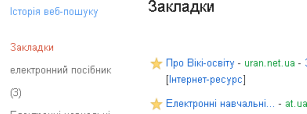

Here is an example of a web portfolio network project done by students in the Agrarian College of Management and Law of Poltava State Agrarian Academy for the study of Informatics.

Topics of network projects:

- Happy family.
- My Ukraine is a free country.
- My home town (village).
- Ukrainian traditions.
- Ukrainian cuisine.
- Ukrainian art.
- Ukraine is a country of wonders.
- All health.
- Ukrainian youth for healthy life.
- Long Live Ukraine.

Components of Web Portfolio	Task	Tools
Group VKontakte 	Create a group "theme Name" to add the project participants and NataliaKononets 	http://vk.com 
Gmail account https://sites.google.com	<ul style="list-style-type: none"> - Register an account in Google - to create your email Inbox for Gmail address to post in the VK group) <p>To create a website on a specific topic independently to design the number of pages to select the material for the site (texts, photos, files), and place on the pages. Each project participant must find and place a message on the site, signing it with his name and putting in the resource where this message is taken (link). Access to edit the website to provide all team members and Kononets N. V. natalkapoltava7476@gmail.com</p>	Account Google, Gmail mail Sites 
Group Vkontakte	<p>To conduct on-line survey as part of the theme in the social network Vkontakte. <i>Define 1-2 questions. For example, under the topic "Ukrainian cuisine" you can ask a question:</i></p> <p><i>"What Ukrainian dish often cook in your family?"</i></p> <ul style="list-style-type: none"> - Borscht - Dumplings - Cabbage rolls - Pancakes <p>Link to the voting results to display on the page.</p>	http://vk.com
Group Vkontakte https://www.blogger.com/home	<p>Create graffiti on a wall and place in a group project</p> <p>Create a blog under the theme (eg "Interesting recipes"), a link to a blog post on Google-site; invite students to post comments (items 10-15)</p>	http://vk.com Google blogger 

	Create your own channel in Youtube, the video	Youtube
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https://www.youtube.com	post. Link to the channel embed in your blog	 YouTube
https://www.google.com/calendar	<p>Create a calendar project and post it online on a separate page "Calendar project." Events can be painted as follows: <i>February 28 11.00-12.00 "Creating a Vkonkakte group " (Iryna Ivanova)</i></p> <p>Examples of events:</p> 	<p>Calendar</p>  Календар
https://drive.google.com 	<p>Create means Google Drive documents:</p> <p>1 text document; 1 presentation; 1 table; 1 form; 1 picture. Sharing editing give all group members.</p>	<p>Disc Google</p>  Диск
https://www.google.com.ua/bookmarks 	<p>Create bookmarks from the list used Internet resources: links to bookmarks place on the site.</p>	<p>Bookmarks Google</p>  Закладки Отримуйте дост зірочкою
Group Vkontakte	<p>Present project</p> <p>The project group VK post: Link to the website, Link to the blog, Links to bookmarks, Link to calendar, links to files Disc Google, Link to the Youtube channel, Online Survey VK. Show completed tasks.</p>	http://vk.com

WEB PORTFOLIO NETWORKING PROJECT

CONCLUSIONS

For the effective implementation of distance learning as a form RBL disciplines of computer cycles in the agrarian College, it is advisable to outline the strategy:

- the creation of a well structured Bank of training materials (print and electronic), from which you can generate specific individual training program;

- the creation of an environment of the administration of training materials and development of individual programs (resources) distance learning;
- creating an environment of distance learning (distance learning courses and interactive groups in the social network), which is connected with the Bank of training materials, and supports individual learning format on individual programs;
- the creation of a social network, which ensures the development, update and administration of appropriate training resources and administration of the process of distance learning.

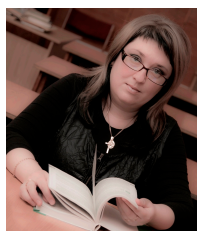
Distance Learning as a form RBL will solve the problem of improving the quality of teaching disciplines of computer cycles, optimization, intensification and individualization of learning of students in agrarian colleges, will contribute to the effective organization of working time of the student and instructor, and will also contribute to global integration into the world educational space.

On the other hand, the use of distance learning is a step to education throughout life, unlike the practice for a long period of study in the College separated from employment at a specific production, because of continuing professional education is a global trend, the main concept is to learn to acquire knowledge.

Perspectives of the study was to organize a full -fledged e-learning in each of the agrarian College of Ukraine, which will form a unique educational program by combining courses that are taught in the colleges; will improve the level of independence of students full-time education and correspondence courses, the level of information culture will allow us to teach more students. Distance Learning as a form RBL students will improve the quality of teaching disciplines of computer cycles that will undoubtedly raise the level of educational potential of society and the quality of education will satisfy the country's needs for highly-qualified specialists and skilled workers of the agricultural sector.

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