

Advanced teachers training in the remote mode

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Abstract

The article is devoted to solving the problem of advanced teachers training in remote mode. In today's pandemic increasing the teachers competencies through the MOODLE platform is one of the possible solutions to this problem in educational institutions. In the course of the research it was analyzed the effective ways of advanced training of teachers of higher educational institutions. By use of the e-learning system MOODLE there was carried out the terminological analysis of the "advanced training" and "professional development" concepts. In the article there is given the experience of using effective ways of teachers advanced training in the Center for professional development. LMS Moodle resources and activities, that most effectively contribute to the acquisition of the necessary knowledge by advanced training course students, are described in the paper. It is proved that raising the level of teachers' qualification on the basis of LMS MOODLE is quite effective in the current conditions of pandemic. E-courses create conditions not only for obtaining theoretical knowledge, but there is an opportunity for practical development and consolidation of acquired competencies.

Keywords 1

Distance learning, LMS Moodle, e-course, teachers advanced training

1. Introduction

The modern system of higher education and education in general demands teachers to acquire new competencies, that are associated not only with knowledge of their subject, but also with the ability to use modern electronic platforms in their work to improve the efficiency and quality of educational process. The modern teacher cannot use only the textbook, library funds, blackboard and chalk. He must cope well enough with the challenges of modern society: using gadgets used by students of all educational levels to more effectively implement them in the educational process, because today it becomes a necessary competence for young people, so teachers have a task to improve their skills and abilities in this area.

The problem of the effectiveness of teacher training on the basis of the Center for Professional Development of Teachers of Kherson State Maritime Academy does not need to be found, because, especially in the current pandemic and quarantine conditions in educational institutions increasing the teachers competencies through the MOODLE platform is undeniable. The purpose of our study is to analyze effective ways to improve skills of teachers of higher education institutions using the e-learning system MOODLE.

Therefore, at the Center for Professional Development of Teachers of KSMA, they began to conduct permanent distance courses for advanced training of teachers, instructors of training centers, managers / heads of departments of enterprises and institutions in various fields. At the same time, the Center for Professional Development of Teachers can provide consulting services on the creation of

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an e-learning system or fully develop the course and system of distance learning and administration, taking into account the specificity of the institution, which is essential.

It is an indisputable fact that scientists widely use the concept of "advanced training" together with the term "professional development". Thus, the Ukrainian researcher V. Oliynyk, identifying these two concepts, interprets them as a form of education that plays an important role in improving the knowledge and skills of staff [1].

The article "Information educational environment of teacher's training as a tool providing quality of postgraduate education of computer science teachers" considers the process of continuous advanced training of computer science teachers using information tools, resources of the institution, including the distance learning platform Moodle, video conferencing tools such as BigBlueButton, a Wiki space, etc [15].

American scientist C. B. Allman and Canadian scientist M. C. Holbrook in their work on advanced training courses, argue that upon completion of the course, the vast majority of teachers improve their professional skills and reported a high level of professional competence of course participants [2].

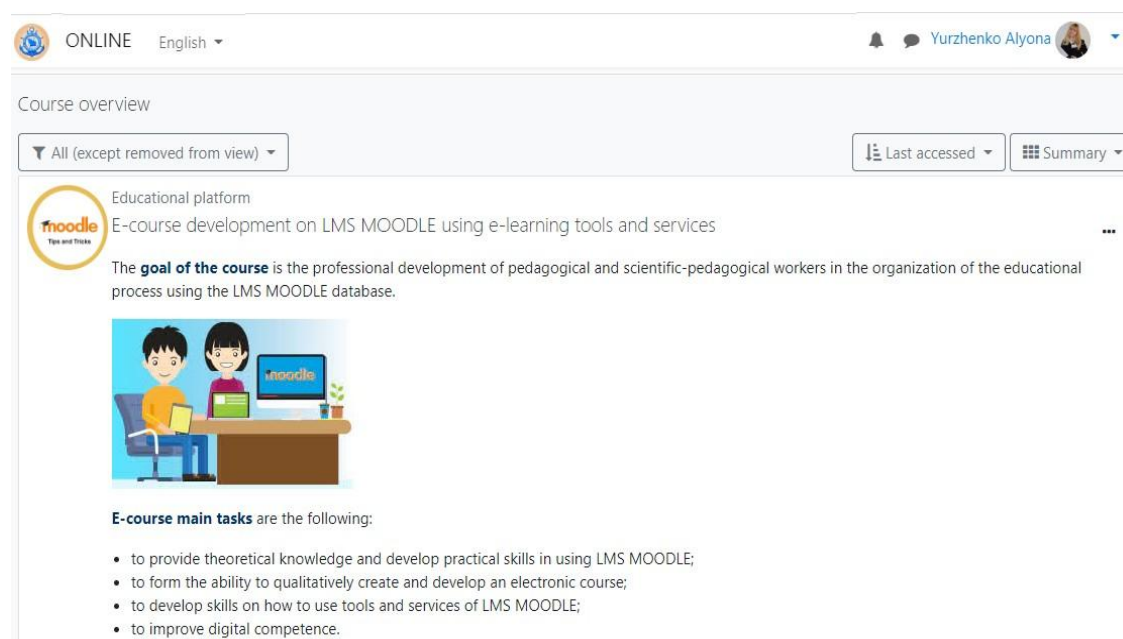
Researchers Paragina F., Paragina S., Jipa A., Savu T., Dumitrescu A. place emphasis on both the advantages and disadvantages, the challenges of teachers / lecturers' work on the development of e-course in the LMS MOODLE. They focus on the use of different types of tasks, glossary, lesson activities, several types of tests, quizzes, chat, forum, survey and SCORM module in Romanian educational programs, which completely diversify the educational component [14].

Despite the significant number of works to date, their analysis shows that domestic and foreign researchers have mainly considered certain methodological aspects of the application of distance learning courses for advanced training in the system of continuing education of teachers. However, research is needed on new opportunities for improving the technology of development and use of various LMS MOODLE tools to ensure the effective functioning of advanced training courses etc.

Results

Let's analyze the experience of using effective ways to improve teachers skills at Kherson State Maritime Academy (KSMA) on the example of the course "E-course development on LMS MOODLE using e-learning tools and services ". A separate section called "Educational Portal" has been created in the e-learning system of KSMA, that contains two sections - a list of e-courses for participants of the Center for Professional Development of Teachers and a list of courses for these participants, using which teachers can apply the acquired knowledge.

The purpose and objectives of the course "E-course development on LMS MOODLE using e-learning tools and services" are shown in Fig. 1.



The screenshot shows the Moodle course overview page. At the top, it displays 'ONLINE English' and the user 'Yurzhenko Alyona'. The course title is 'E-course development on LMS MOODLE using e-learning tools and services'. Below the title, it states: 'The goal of the course is the professional development of pedagogical and scientific-pedagogical workers in the organization of the educational process using the LMS MOODLE database.' There is an illustration of two people at a computer. Below the illustration, it lists the 'E-course main tasks' as follows:

- to provide theoretical knowledge and develop practical skills in using LMS MOODLE;
- to form the ability to qualitatively create and develop an electronic course;
- to develop skills on how to use tools and services of LMS MOODLE;
- to improve digital competence.

Figure 1: Goal and main tasks of e-course for teachers advanced training

At the beginning of the course, teachers see an infographic that displays the names of the modules to be taught; the News forum, that reflects the events that will take place; information about the course tutor; rules of the course; mutual assistance forum; working program of the course; dictionary of terms [3, 4].

Welcome!



Figure 2: Course map

The Forum module allows participants to have asynchronous discussions that take place over a long period of time. Teachers can subscribe to new notifications. The course tutor can set the subscription mode as "forced" or "auto", "optional" or prohibit subscription altogether. In the course "E-course development on LMS MOODLE using e-learning tools and services" the forum was used for course announcements and as a help center, where the tutor answered questions, provided recommendations. The advantage of using the forum is the ability to save time when sending e-mails announcing each participant or answering similar questions [5, 6]. The course consists of tasks, which can be of three types - for lectures (presentation of material with the least use of feedback: watching videos, presentations, instructions, etc.), practical classes (writing tests, essays, practical tasks) and independent work [7-9]. To present the lecture material, the Lesson task is used, that helps to create a set of web pages filled with different types of content - videos, presentations and text. At the end of each such interactive lecture, the last pages contain control questions such as multiple choice, comparison and essay. The figure 3 represents an example of the e-course part.

PRACTICE 1. Practical session

- 1) Read the guidelines
Restricted Not available unless: The activity **2) Edit the first section of your e-course** is marked complete
- 2) Add/delete the section in your e-course
Restricted Not available unless: The activity **1) Read the guidelines** is marked complete
- 3) Do the practical task
Restricted Not available unless: The activity **2) Add/delete the section in your e-course** is marked complete
- 4) Check the correct answer

Figure 3: Example of part of the course

The grade for the lecture is obtained only if the participant answers the control questions correctly. In case of an incorrect answer, the participant goes to the intermediate page, where is the explanation why the answer is incorrect. The only transition from such a page is to re-acquaint with lecture materials [10-11].

To create practical tasks in each module, the activity of Assignment was used, reviewing the tasks of which, the participants of the courses performed them on a separate electronic course, previously created for this purpose. Examples of tasks: create a test in your course and add three questions; add a forum to your course and write the first message in it, create a SCORM package and upload it to your course, etc. When submitting work to the task activity, users only wrote a text answer: did they complete the task, what task was the most difficult, unclear, and so on. The tutor, seeing the text answer, also reviewed this completed task in the user's e-course and only then evaluated it [12- 15].

1. LMS MOODLE -general information, creating and filling in your profile

Start

By the end of the section you will know what LMS MOODLE is and learn how to create and fill in your own profile (edit information about yourself, upload a photo, etc).

The screenshot shows a Moodle course interface. At the top, there is a 'Theory' icon and the heading '1. Lecture'. Below this, a list of activities is displayed, each with a completion status icon (a checkmark in a box) on the right. The activities are:

- 1) Choose the right answer (Status: Complete)
- 2) Watch "What is MOODLE?" video. (Status: Complete)
- 3) Read the guidelines on how to enter KSMA LMS MOODLE (Status: Restricted - Not available unless: The activity 1) Choose the right answer is marked complete)
- 4) Read more about LMS MOODLE (Status: Restricted - Not available unless: The activity 2) Watch "What is MOODLE?" video. is marked complete)
- 5) Read the guidelines on how to edit your profile (Status: Restricted - Not available unless: The activity 3) Read the guidelines on how to enter KSMA LMS MOODLE is marked complete)

Below the '1. Lecture' section, there is a 'PRACTICE' icon and the heading '2. Practical session'. The activities listed are:

- 1) Answer the questions (Status: Complete)
- 2) Do the practical task (Status: Restricted - Not available unless: The activity 1) Answer the questions is marked complete)

At the bottom, there is a magnifying glass icon and the heading '3. Individual work'. The activity listed is:

- 1) Check your course administration (Status: Complete)

Figure 4: Example of part of the first module of the course

One of the LMS Moodle advantages is also the fact that the system automatically generates a gradebook in which there are visible all participants of the course, the tasks for which will be graded as well as all grades. By going to the assessment, you can see the submitted work, if this is a test, then the questions that have been answered correctly, incorrectly and partially correctly [16-20].

2. Conclusions

Thus, raising the level of teachers qualification on the basis of LMS MOODLE is quite effective in today's pandemic: the conditions are created not only for theoretical skills, but there is an opportunity for practical development and consolidation of acquired competencies.

The negative pandemic situation became the impetus for the development of e-learning courses. Advanced teachers training courses have moved to a new level, more automated and remote. Most of the modern educational material is developed taking into account the digitalization processes. Classic courses have been transformed to meet the needs of students taught by teachers and employers, providing a resource that is relevant today.

In addition, the teacher can improve his skills at a convenient time, comfortable conditions, can always get feedback from the tutor and has the opportunity to rework the task, thereby realizing and processing the information again and consolidate the material. The acquisition of new skills, in turn, becomes the impetus for the emergence of new trends in teaching, training techniques, processing and presentation of material, which makes the development process endless.

3. References

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