

FOCUS OF INSTITUTIONAL FRAMEWORKS ON THE DIFFERENT ASPECTS OF ONLINE LEARNING

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Since the beginning of the 2000's, the very possibility and prospects of online learning have been a subject of a great interest among researchers, resulting to the formation of e-learning theory, the formulation of provisions on online education and the development of appropriate tools. Despite significant progress of the distance learning online technologies, the researchers emphasized that without achieving the appropriate level of institutional sustainability, it is highly likely that e-learning will remain a niche product in the "long tail" of services offered by educational institutions [1, c.598].

The processes of integration in the international sphere, globalization of the economy, lockdowns associated with the COVID-2019 pandemic have changed the view of e-learning in a rather dramatic way.

The traditional division into "hardware" and "software", where the effectiveness of the learning process was measured by reducing the level of uncertainty - either the students adopt (or not) the new education system [2, c.1], is enhanced by the factors of socialization of the educational process, among which stress reduction plays an important role.

Considering a number of toolsets and methods of online learning as a social environment for the organization of the educational process (Fig. 1), for the contextualization of which, among other means, Learning metaphors are used:

«The acquisition metaphor conceptualizes learning as an individual process for acquiring knowledge, and it can take on the form of a traditional receptive process ... With the participation metaphor, learning is represented as a participation process in various cultural practices and in shared learning activities.» [3, c.94].

According to this division, online learning methods developed in several main directions and reflected in conceptual frameworks, implemented by public associations, international associations and government agencies in order to regulate the educational process.

Learning Management System (LMS) and Social and Emotional Learning (SEL) are characteristic representatives of the acquisition metaphor of learning, although they aimed at developing different skillsets of the Competence Framework.

On the other hand, due to the lack of opportunity to fully implement the acquired theoretical knowledge in practice, Design-Based Learning, (a learning method where

students evaluate their understanding through design [4, c.1]) approach even to non-engineering courses proved its benefits in long-term perspective.

The most comprehensive approach to the social aspects of online learning stated in Digital Citizenship Education Handbook (DC), developed by Council of Europe, where "...it identified three aspects of online life – being online, well-being online and rights online – in which it can promote the Council of Europe’s fundamental principles of democracy, human rights and the rule of law. These principles apply just as much to human relations and behaviour in the digital environment as they do in the physical world.” [5, c.5].

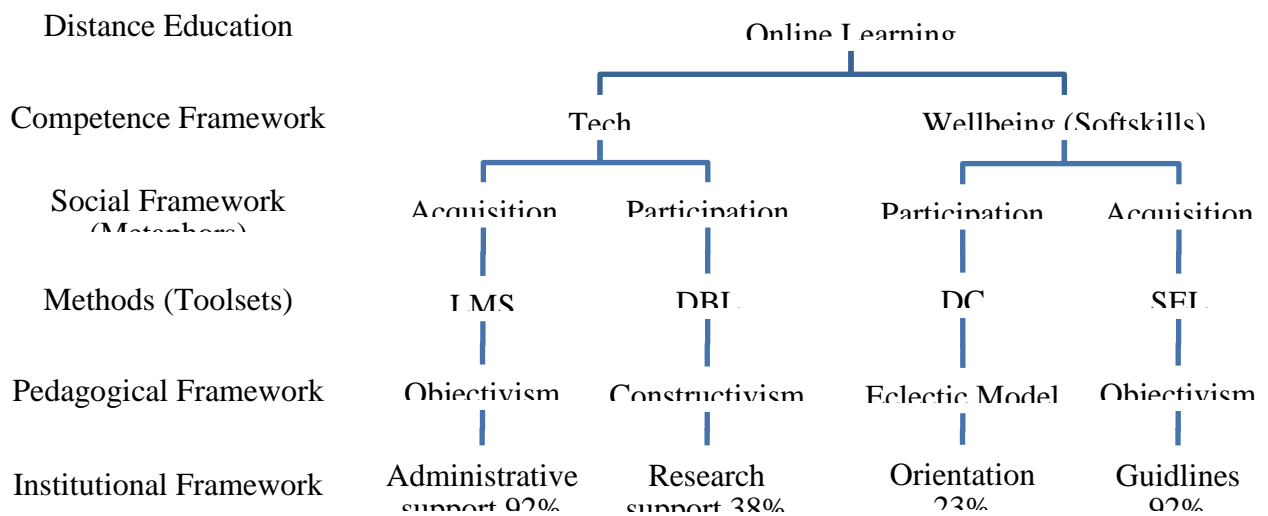


Fig.1 Organizational Diagram of the Educational Process

Online education’s approaches can be depicted by the vision of two main school of pedagogics: the objectivism versus the constructivism learning theory.

Objectivism model specified learning environments, where the students learn individually through computer-mediated communication. They interact with web-based instructional materials stored at remote locations and have minimal interaction with instructors/teachers and peers - (LMS, SEL).

Constructivism model specified computer-supported collaborative learning (CSCL), which “can be understood as an emerging phenomenon of online education that provides a framework to bring individual learners together to achieve a shared learning goal by managing their learning processes” [6, c. 23] - (DBL).

Eclectic model combines the most appropriate aspects of both constructivist and behaviourist (based on objectivism) perspectives. Such type of approach assumes that learners will acquire half of knowledge by themselves and the other half through collaboration with their peers (other students) – (DC).

Though the quality assurance of online education could be assessed in many different ways, one of the key point is the institutional support of e-learning. According to the recent studies [7, c.58], institutional support still focused on individuals' objectivist approach to the online education. Administrative support and guidelines covered up to 92% of provided online available resources, whereas current demand has been shifted to the orientation and research support (23 and 38% respectively).

In conclusion, it can be stated that creating healthy environment for collaborative online learning with proper orientation at earliest steps of educational process is the instant task – worldwide, with specific approach to the online education in Ukraine, considering provisions of Martial Law and other limitations, related to the current situation.

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