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POSSIBILITIES AND LIMITS OF THE USE OF DISTANCE LEARNING TECHNOLOGIES IN TEMPORALLY DISPLACED UNIVERSITY ACTIVITIES

Mykola Karchevskiy¹, Vitalii Komarnytskyi², Volodymyr Krasnopolskyi³

^{1,2,3}Luhansk State University of Internal Affairs named after
E.O.Didorenko: Luhansk, Luhansk region, UA

comcriminal@gmail.com mail@lduvs.edu.ua v.e.krasnopolskyi@gmail.com

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ABSTRACT

Potential of the majority of educational innovations was often overestimated, unreasonably accounted as solution of almost all problems with education quality. Actual task nowadays is maximally effective usage of potential given by the distance education technologies for the purposes of qualitative updating of higher education, as well as risks minimization of imitation education development. This task performance, among others, involves generalization of successful experience in distance education technologies implementation. The aim of this work is description of the above technologies' usage at the Lugansk State University of Internal Affairs named after E.O. Didorenko. Principal trends of distance technologies' usage at the University are following: intensification of education of full-time and part-time students of the University; 2) development and implementation of distance refresher courses for law enforcement agencies officials. These technologies are used for the purposes of effectivization of time usage allotted for class hours and organization of substantial self-development in the first trend. It promotes solution of the most difficult problem of the modern higher education: preservation of educational quality provided for reduction of teaching load and increase of self-development.

Implementation of the above developments in postgraduate education system of the Ministry of Internal Affairs (the second direction) is able to provide with: 1) possibility of distance mastering of the material; 2) constant connection of the scientific and teaching staff of the higher education establishments and practical employees by means of modern information

technologies; 3) consulting, intermediary and final controls passing without visiting the educational establishment. It will promote much effective time usage for practical employees as well as costs cutout for the Ministry, whereas in case of “classic” approach to the postgraduate education funds are allocated for officials’ trips.

Distance education in this work is considered as organization of the nationwide professional discourse. In particular, analyzed is potential of distance education technologies for the purposes of solution of the most complicated problem of the national criminal justice – problem of quality increase and provision of judicial practice integration.

INTRODUCTION

Distance learning has become the brand of modern education. The vast majority of higher education institutions actively use specialized network resources. All this is generally positive. Modern information technologies make it possible to increase the access to higher education, enable more people to rational public discourse and, eventually, a certain way to improve the social situation.

However, it should be noted that the possibility of many pedagogical innovations revalued frequently, seen as unreasonably solution to all almost problems of education quality. Thus, at the time it was the fashion for various forms of computerized testing, but the practice of its wide implementation has clearly demonstrated the serious limitations of this technology. Testing, of course, allows you to check the level of knowledge, to coach students, but it is not able to replace the communication with the teacher during exams, and training-based testing, does not ensure the development of the creative abilities of the student, and etc.

An interesting example is the introduction of multimedia presentations into the learning process. Indeed, lectures with presentations are more vivid and this, at first glance, should foster cognitive activity. However, teachers underline another trend: "Presentations weaken the students' will to cognition and intellectual activity in the classroom" [5]. Again, we raise an issue of determining the limits of the use of pedagogical technology. Many issues are impossible or very difficult to present to the audience without presentations so presentations should be used. At the same time, their excessive use can lead to the fact that pupils and/or students will always expect a simplified and vivid presentation of information and, in the end, will lose the ability to realize complex and substantive provisions.

This presentations distinctive feature has not been unnoticed by scientists and even the militaries. In 2010, Robert Gates, at that time Minister of defense, issued a decree according to which the American officers and generals are forbidden to make important decisions based on PowerPoint presentations [2]. US General Herbert McMaster noted that the presentation is unsafe for the military because "create the illusion of understanding and control" [1]. He banned the presentation during a mission in Iraq and called PowerPoint an internal threat [3]. Advisor of the General staff Richard Russell, who also teaches students of the University of Central Florida (University of Central Florida) discipline of state for security, even insists on banning presentations in military education. Examples of the negative impact presentations Russell cites the

report of the Commission on investigation of the Space Shuttle "Columbia Disaster" (2003). The Commission then noted that representatives of NASA relied too heavily on the presentation of technical information in the form of slides, replacing them many reports [1].

The obvious disadvantage of presentations for scientific discussions has forced researchers from the Department of Physics at the State University of Florida to ban their use during reports. Andrew Esquie, one of the participants in the experiment, described the results: "PowerPoint was like a straitjacket for discussion. When we got rid of the slides, it turned out that the barrier between the speaker and his audience was gone. Communication has become more two-way, while still within 15-20 minutes at a time spoke only speaker. The audience became actively participate in the discussion, people stopped to stare at their laptops and started asking questions." [3].

Ukrainian researchers N.V. Karchevskaya and V.P Karchevskiy, with almost 40 years of teaching experience, said: "... multimedia plays an ambiguous role in the perception of information by students in general and lecture information in particular.

The lecture material is poorly remembered and not guaranteed to further increase the intellectual level of the student "[7].

Therefore, the effectiveness of using any pedagogical innovation is directly related to the definition of the limits of its application. Excessive use of distance learning technologies can also have negative consequences. These technologies are a powerful means of education intensification, hence the negative effects can be significant. In a context of underdevelopment mechanism of self-regulation of the labor market, excessive seizure of distance is guaranteed to lead to outflow of students from higher education, which provide quality education, and in the difficult question of choosing between the number of students and the quality of educational services, chosen last. Displacement of meaningful educational activities by imitation, sharp deterioration in the quality of education, irreversible losses in the pedagogical building will take place.

Globalization of the information space introduces fundamental changes to the issue of management of national educational segments. The problem of preserving national peculiarities of education, the necessary diversity of content and forms of education, and the preservation of scientific schools is acute.

Therefore, an urgent task today is the most effective use the opportunities provided by distance learning technologies for qualitative higher education upgrading, and minimize the risks of developing simulation education.

This task, among other things, involves a synthesis of the successful experience of introducing distance learning technologies. The aim of the paper is to describe the experience of the use of the indicated technologies at the Lugansk State University of Internal Affairs named after E.O. Didorenko.

First of all, we should note that above mentioned distance learning technologies provide a rapid restoration of the University after the forced relocation in 2014.

Due to the aggression of the Russian Federation in 2014, the continuation of the University's activities in Luhansk became impossible, it was originally moved to Sumy and Mykolaiv, and from 2016 to the city of Sievierodonetsk. The learning process in 2014- 2015 academic year was organized on the basis of the Mykolaiv Educational and Consultation Centre of the Faculty of Correspondence and Distance forms of training of the Luhansk State University of Internal Affairs named after E.O. on the basis of a platform Moodle. More than 700 students who have been through military operations in different cities under the control and uncontrolled territories of Ukraine have started classes.

The main trends of using distance technologies at the University are: 1) intensification of students training of full-time and part-time forms; 2) development and introduction of distance training courses for law enforcement officers.

The main trend in modern higher education is the reducing time that students and teachers in classrooms, increasing component of the curriculum which is allocated to independent work of students. Therefore effective use of time spent on classroom work, and organizing meaningful independent work – can be safely attributed to the priority tasks facing the university teaching staff. Distance learning technologies are quite effective means of solving these problems. Used University concept is quite simple and, in practice, effective. Students perform the remote task, and the teacher during classroom instruction pays more attention to the revealed errors and shortcomings.

Another aspect is the formulation of tasks in a way which excludes the possibility of plagiarism. Within the framework of legal education, it can be ensured through the widespread use of the Unified State Register of Court Decisions. For example, the task of the topic "Law on Criminal Responsibility" is offered to students: 1) using a designated resource to find a guilty verdict in any criminal case to analyze the verdict and set: type of dispositions and sanctions of the article of the Special part which actions are qualified as criminal act; 2) to substantiate the use of the law on criminal liability, according to which the actions of the guilty person are qualified, from the point of view of validity in time (if there is - the justification of the reciprocal action); 3) determine the effective date of the law according to which the actions of the guilty person are qualified 4) to substantiate the use of the criminal liability law, according to which the actions of the guilty person are qualified, from the point of view of space validity. Formulated in this way, the tasks provide individual work, enhance the practical training orientation.

The use of remote technology also makes it possible to efficiently organize the students work for the discussion of controversial issues during the seminars. Thus, in the framework of distance learning course "Crimes in the sphere of use of computer technology" students are encouraged to formulate solutions to individual casual task of criminal involvement. Moreover, working with such tasks is organized as follows: the student formulates his response and, after his teacher, gets the opportunity to read the answers of other students to comment on them. Organized in this way work enables much more efficient use of time during the proposed answers classroom discussion makes the discussion lively

and more meaningful.

Innovative forms of law enforcement officials advanced training as an independent trend for implementation of distance learning technologies at the Luhansk State University of Internal Affairs named after E.O. Didorenko need to be further explored. According to the decision of the Ministry of Internal Affairs of Ukraine on the basis of the Lugansk State University of Internal Affairs named after E.O. Didorenka introduced a distance training course for National Police investigators. Today more than 300 investigators from Luhansk and Mykolaiv regions have been qualified for this technology.

In order to proper support of the educational process in the distance form, scientific-pedagogical employees of the University on the basis of the standard educational-thematic plan of professional development of the National police investigators, as well as professional programs have been developed appropriate training material (theoretical materials for each topic, video lectures, practical, test and creative tasks, the final control of knowledge), which were available on the distance learning platform Moodle. An additional training on the procedure of organization and conduct training sessions for remote training courses was organized for teachers who were involved in the experiment.

A developed online course successfully passed the preliminary testing, was approved by the Methodical University Council and recommended for use in the educational process. Also, to ensure proper organization of the educational process were developed and approved in accordance with the established procedure.

The mentioned activities have allowed the police officers to carry out in-service training, with the exception of the first and last days of the course.

On the first day of professional development, police officers arrived at the university to register, instruct and familiarize themselves with the distance learning platform, and on the last day to take the final knowledge check.

The educational process was carried out in the following forms: independent work, training, tests. Such organization of educational process provides daily students with educational materials are available on the platform, practical exercises in the form of "forum" which involves the participation of students in virtual discussions on the topic and the creative tasks (method of solving a problem situation, which took place in the practical activities of the listener). In order to better absorption of students of educational material was organized daily web consultation, during which University research and teaching staff explained the theoretical principles that caused students of the difficulty, and also discussed issues that had arisen during the implementing of practical tasks.

Monitoring activities include the current and final control of knowledge and skills acquired by the trainees in the learning process. The current control was carried out in the form of daily testing on topics of the classes, materials that were studied that day, as well as daily students' work assessment at the "Forum". Current control also included evaluation for the creative task.

The final control in the form of complex examination was carried out on the basis of the university in the form of testing all the disciplines taught.

The student performance evaluation system has been designed to motivate students to work daily with a distance course. The minimum score needed to receive a positive grade for undergraduate courses is 60. The maximum score for a course is 100, with the maximum possible score for current control - 55, and the maximum possible score for final control - 45. Thus, receiving a positive mark on the course was possible only on the condition of daily work and passing the final control.

The following positive points were identified during the distance training of National Police investigators:

First, the level of informatization in Ukraine is sufficient for the widespread introduction of distance learning forms of vocational education.

Secondly, each of the students who received a high score of knowledge, conscientiously studied theoretical materials and completed practical tasks. Monitoring their activity showed daily systematic work with the course. That is, it can be noted that the main purpose of the course (to stimulate the professional cognitive activity of practitioners) was achieved. The proposed form of organization of training courses provided interest in acquiring new knowledge, active participation of investigators in the discussion of practical work.

Thirdly, the positive aspect is the organization of in-service courses related to the investigation of criminal proceedings. Accordingly, the number of procedural actions that have not been completed in a timely manner as a result of the police officers being on advanced training is minimized.

Fourth, the organization of an educational process using remote technologies has made it possible to save budget funds earmarked for police business trips.

Thirdly, the positive aspect is the organization of courses on the job everyday duties related to the investigation of criminal proceedings. Accordingly, the number of proceedings that have not performed in a timely manner due to stay at the police training courses, is reduced to a minimum.

Fourth, the organization of educational process using remote sensing technology enabled budgetary savings intended travel cops. In the process of improving the training of cadets was developed author's method of adaptive testing by means of Web-based technologies (developers Krasnopolskyi V.E., Mohilevska N.E.) with block adaptation, which is available on the specialized site <https://test.aim2.top> (Fig. 2)

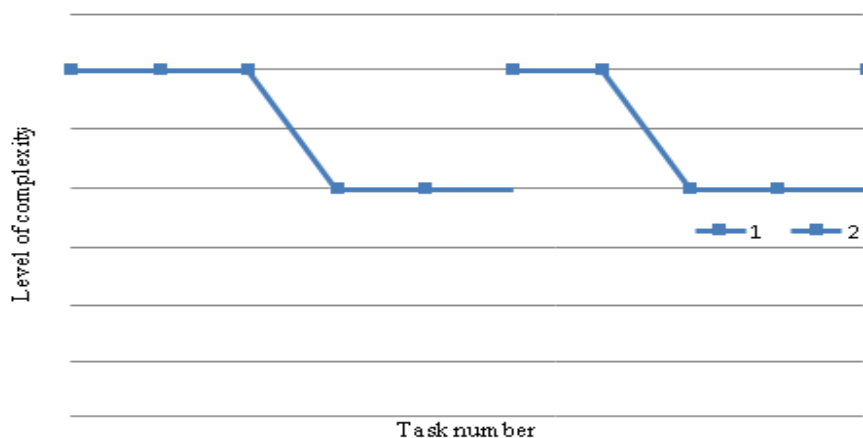


Fig. 1. The scheme of representation problems in adapting block (O - wrong answers, B - correct answers)

Task number

Task Bank consists of tests of 5 levels of difficulty (Elementary, Pre-Intermediate, Intermediate, Upper - Intermediate, Advanced). The decision to change the order of tasks is carried out after analyzing the results of processing a special block of tasks and allows the cadet / student, anywhere in the country or the world, to submit the task according to his level of knowledge, as well as to monitor the level of knowledge of foreign languages by students.

In the process of passing the adaptive test, students with a high level of foreign language proficiency received more complex tasks, with a low level of proficiency - more number of easy tasks. The number of correct answers for some students was the same, but given the complexity of the questions, each gaining points within a certain language level.

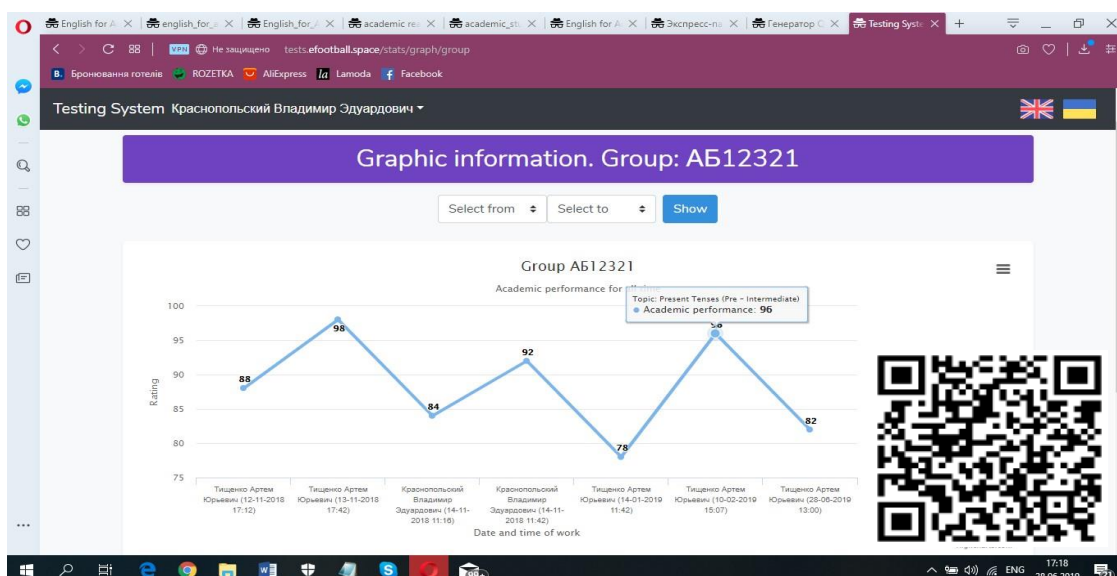


Fig. 2. The screenshot of the monitor screen with the statistical data of performance of the group, after passing the adaptive test

For each student a set of tasks is individual, with the result that minimizes the possibility of promptings, memorization of correct answers and etc. When you re-test, students performed a new task to reduce the effect of anxiety. Because the Task Bank contains 800 questions covering all language levels, this will significantly reduce the effect of guessing on test results.

The indicator of the effectiveness of foreign language training of students of non-philological profile (moved to the next level: $A1 \rightarrow A2 \rightarrow B1 \rightarrow B2$.) increased by 30,79%.

The use of adaptive knowledge control was saved 15% of the time that is given to the test, as compared with traditional.

At the end it should be noted that the introduction of distance learning technology in higher legal education, can carry out more serious tasks. As an example, consider the possibilities offered by distance learning technologies to solve one of the most challenging problems of national criminal justice – problems of increasing quality and uniformity of judicial practice.

The crisis of the current criminal justice system appear to increase the risk of formation of judicial practice, which leads to social costs that do not meet the social needs of criminal-legal regulation [8]. Ensuring the uniformity and quality of judicial practice provides a set of different activities: the activities of higher judicial organs of the state, implementation of scientific researches, organization of professional education of judges. At the same time, there is the obvious need to improve the efficiency of these means. Quite an interesting solution to this problem might be to enable law students to the system of monitoring of judicial practice.

The introduction of distance learning elements and creation on their basis of national professional discourse the subject of which is the judicial practice is the technological side of the proposals. Research and teaching staff of law schools in the process of updating methodological support of criminal law is developing tasks focused on the use of the Unified State Register of Court Decisions (example of such tasks was given above). Established during the execution of designated tasks of the controversial aspects of specific court decisions become the discussion subject in the classroom and are available to discuss students and faculty of other universities through a dedicated website or more simple solutions (e.g., forums or groups in social networks). Based on the discussions preparing the appropriate appeal to the Supreme court of the state legislative proposals. A separate direction of work of law students can become multidimensional and the systematic cataloging of judicial decisions for use in research activities, obtaining generalizations of the judicial practice of quality solutions. The expected result of the widespread involvement of student community to the analysis of judicial practice should be the formation of the natural limiter of the subjectivity of judicial decisions, improvement of judicial practice.

A positive aspect of the proposed form of work is a significant increase in cognitive activity and law students' knowledge quality. This conclusion is confirmed by the results of a pedagogical experiment conducted at the

Department of Criminal Law of the Luhansk State University of Internal Affairs named after E.O. Didorenko during the 2012-2013 and 2013-2014 academic years.

It is impossible not to note that the main danger of the implementation of the above proposals is the excessive use of administrative methods. Like any institution of civil society, the monitoring mechanism of judicial practice will not be effective without the development of creativity of students. The national practice of the functioning of civil society organizations demonstrates that their administration always leads to the creation of quassies that do not perform their stabilization features, but rather create the danger of the capacity-building of crisis phenomena [9]. It is obvious that the efficiency of the power forms of civil society activities are exhausted, their use is futile, the most active part of the population – the students – need to offer professional form of interaction with the government. Thanks to them you can provide much-needed streamlining today's public and political discourse in General and qualitative renewal of jurisprudence in particular.

Thus, as shown by the experience of LSDVS, the use of distance learning technologies in law education is popular and necessary, it provides solutions of classroom problems, load reduction and efficient organization of independent work. In addition, the formation through distance learning professional wide discourse can provide new ways to solve problems in legal practice. At the same time, the limits of the use of distance technologies should be determined taking into account the risks of types of simulation education.

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Information about authors

Karchevskiy Mykola Vitaliiovich - Doctor of Laws, Professor, Acting Rector at the Luhansk State University of Internal Affairs named after E.O. Didorenko (Sievierodonetsk, Ukraine)

Komarnitskiy Vitalii Marianovich - Doctor of Laws, Professor, Leading Researcher at the Luhansk State University of Internal Affairs named after E.O.

Didorenko Research Laboratory on Crime Prevention, Termination and Investigation by Territorial Authorities of the National Police of Ukraine (Sievierodonetsk, Ukraine) Krasnopol'skiy Volodymyr Eduardovich -

Doctor of Pedagogical Sciences, Associate Professor, Head of the Foreign Languages Department at the Luhansk State University of Internal Affairs named after E.O. Didorenko (Sievierodonetsk, Ukraine)