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POTENTIAL MEDIA «IN CONTACT» AND «FACEBOOK» IN TEACHING STUDENTS

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Abstract
The problem of the study was that today there are no specific methods of remote work with students in the social and political upheavals. Such disasters occurred in Ukraine in November-December 2013, which resulted in a massive lack of students in the classroom. The result was a backlog of students from the study program. To solve the problem, which arose before the teachers, it was necessary to use distance learning.

Objective: to establish the potential of the media "In contact" and "Facebook" in the training of students on specialties: "Journalism", "International Law", "International Relations", "Information Technology", "Publishing and Editing", "Advertising and Communication public" in terms of social and political crisis in Ukraine for the period from 1 to 25 December 2013.

Survey Methodology
To achieve this goal we have defined methodology. Among the methods of empirical research, we turned to this: participant observation, description, qualitative and quantitative (statistical) analysis.

Results of the study
Formulated at the beginning of the study goal was achieved in full. We were able to determine the characteristics of distance learning of the work carried out with students of the University of Kiev in a proactive EuroMaidan (social and political crisis in Ukraine in the period from 1 to 25 December 2013). Among the identified contact should include several features.

Feature 1. In terms of the supply and implementation of remote individual assignments have major impact events associated with peaceful protest Ukrainians in Kiev for EuroMaidan.

Feature 2. In connection with the ambiguous attitude of students to the event on the EuroMaidan events were individual tasks of variability in nature. We take into account the negative and the positive attitude of the students with the help of moderation (mitigate) the wording, volume and time of the job.

Feature 3. Evaluation of the quality of assignments made according to the criteria described above is consistent with the nature and complexity of the tasks assigned.

Feature 4. When commenting assessment (the number of balls in the system ECTS) take into account the political and social orientation of students, as well as a measure of their participation in the events at the EuroMaidan.

Feature 5. Despite the acuteness of protests and political sympathies of students in the assessment of the motivation for the performed remote job honestly say we had significant deficiencies that occur in the texts and procedures for assignments.

The problem of research
The problem of the study is that global aggravation of social problems of any society inevitably entails him a chain reaction of local relapse in various spheres of activity of the social actors. In Ukraine, the recent chain of social dislocation, deregulation of the political and social spheres of activity of individuals discovered their weaknesses. Leaders of Ukrainian universities
and students reacted differently to the beating of peaceful demonstrators on the night of 29
November 30, 2013 in Kiev's Independence Square. The rectors of major universities of Kiev
(Kyiv Mohyla Academy, Taras Shevchenko National University of Kyiv National Aviation
University) were on the side of the students and supported their demands. In Ukraine, a wave of
the EuroMaidan. Many students of Ukrainian universities in the maximalist gust came to their
mini EuroMaidan. The country plunged into a legal nihilism (relative to the current time of
power). The students stopped going to classes (lectures already deducted month left to visit the
practice, seminars and laboratory sessions before the session where it is necessary to earn points
as possible in order to get a positive assessment of any exam or test). Teachers are faced with the
problem of students do not go to mass classes do not earn marks for the modules. It should be
noted that the majority of Ukrainian students trapped by the wave of social and political protest,
did not attend for the final semester (at the end of November and all of December 2013)
sessions.

Therefore, they (students) it was not possible to recruit a sufficient number of points for
further studies in the next semester. The conclusion is that the vast majority of Ukrainian
protesters student should be expelled from universities, which would be more like the situation
absurd, because at that time in the more democratic Ukraine law were allowed free assembly,
free expression associated citizens.

In order to minimize the effects, negative for a large number of Ukrainian students,
faculty members were forced to take adequate measures for the situation. Such measures – the
transition to distance learning. Each of the teachers because of their personal research and
teaching experience appealed to different (including specific) forms and types of distance
learning students.

The object and subject of study

Given the problems we set out the object of the research training of students. In this case,
the subject of study was the potential of the media "in contact" with the training of students.

Purpose of the study

Considering the issue, we have formulated the goal of his research: to establish the
potential of the media "in contact" and "Facebook" in the training of students on specialties:
"Journalism", "International Law", "International Relations", "Information Technology",
"Publishing and Edit", "Advertising and Public Relations" in terms of social and political crisis
in Ukraine for the period from 1 to 25 December 2013.

Survey Methodology
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**Progress in research**

For the first procedure, the study further we mention about the results of studies on specific problems in our work, for example: E. S. Polat (1998); E. S. Polat (2006) and others. The problems of university distance learning considering B. B. Aysmontas (2014), A. A. Andreev (1997), M. P. Karpenko (2001), V. I. Soldatkin (1999), T. A. Chernjavskaja (2011) and others.

About distance education television reported last century explorers H. Perraton (1988), D. Keegan (1986); D. Garrison, D. Shale (1987); B. L. Lim (1997); J. McNabb (1994) and others. The researchers did not distinguish between the meaning of the terms "distance education" and "distance learning." Among the main features of distance learning authors call:

- separation of teacher and student in time and space H. Perraton (1988);
- inconsistency of communication between teacher and student, the presence of volitional control of the student with his hand (D. Keegan (1986); D. Garrison, D. Shale (1987)).

Since the beginning of the twentieth century, researchers have begun to pay attention to an active e-mail and other Internet tools used in distance education (Lim, 1997). Furthermore votes advocates the idea of distance learning on the Internet, and heard the voices of those who oppose this form of education. For example, a researcher J. McNabb said that "though the students felt that the availability of distance learning courses is much outweigh the absence of good communication between teachers and students, there is still a significant lack of communication technology-based distance learning courses compared to face to face teaching with the class" (McNabb, 1994).


Interestingly, in our opinion, should be considered research M. A. Cambre (1991), in which he studied the state of the art educational television. In a paper presented at a seminar in absentia Armstrong Laboratory (San Antonio, Texas), the author presented the application and
limitations of hypertext technology for distance learning. The problem of online learning has
dedicated his work M. Doggett (2014). The researchers examined the preferences of graduate
students, the future of Mechanical Engineers in online learning technologies.

E. Gehringer (2010) in their study compared the effectiveness of the implementation of
tasks by students on paper and on the Internet. The author came to the conclusion that is not
always the technology of online learning is applicable to different types and behaviors of
students. By the same conclusion reached by S. Guerrero, and T. Crites (2013), who studied
online learning technology mathematical education program graduates students. L. Holtslander,
L. Racine, S. Furniss, M. Burles and H. Turner (2012) developed and tested a course online
nursing mothers, using qualitative research methods training. An interesting opinion should be
considered Kesim A. and E. Agaoglu (2007), who analyzed the paradigm shift in distance
education using Web 2.0. The authors focus on social software. Analyzing the higher education
in the Pacific Islands, K. Rao and C. Giuli (2010) concluded that in remote areas online training
should take into account the peculiarities of local populations. On the need to address the social
nature of online learning informs a group of researchers, which included I.-C. Tsai, B. Kim, P.-J.
Liu, S. P. Goggins, C. Kumalasari and J. M. Laffey (2008). Researchers have proposed a
theoretical model of the recording and published it in the journal "Educational Technology &
Society" in 2009. Then their colleagues went Kristopher M. Joyce and Abbie Brown (2009),
which offered the tools of mediation strategies, applied to social networks in the online training.

It should be noted that overseas there is a distance learning online magazine administration and
Distance Learning Center at West Virginia University.

Among Russian researchers should be called G. V. Vishnevskaya, which draws attention
to the fact that among the most popular at present for distance learning should be considered
such information and communication technologies in the format of e-learning, which is
confirmed by O. A. Shchukin (2008):

• Program Power Point;
• Surfing numerous educational resources and media network.

In our view, quite convenient and widespread today is the online communication (e-mail
correspondence, conduct dialogue or chat polylogue by creating a conference on the site). A very
common and convenient way of distance learning should be considered and create your own
digital resources (website creation, online groups, discussion threads in the group).

It seems interesting to note G. V. Vishnevskaya that "didactic potential of networks for
tele-education, first of all, connected with the possibility of an active learner's communicative
activity ..." (Vishnevskaya, 2011). Although there are a number of issues.
1. To what extent the current teaching staff is ready to effectively use the didactic potential of the networks?

2. As far as current users of Internet resources ready for the effective integration of didactic potential of networks?

3. In connection with the lightning spreading "the virus" "fragmentary thinking" customers of the students the following questions: how long they can concentrate on their own remote assignments?

4. In view of the weak capacity of ownership of information technology systems (including distance learning technologies) from teachers the following question arises: What is the capacity and speed of performing remote control tasks?

Researcher E. S. Polat in distance learning highlights the following features:
- "Expeditious transfer at any distance information, of any size, any form (visual and audio, static and dynamic text and graphic)";
- "Storage in the computer memory for a desired time, its editing, processing, printing and etc.";
- "Interactivity via a specially created for this purpose multimedia information and rapid communication with the teacher";
- "Access to various sources of information";
- "Work with this information" (Polat, 2006).

Researcher G. V. Vishnevskaya in his work describes the three distance learning technologies:
1) case-technology ("student receives a special set of teaching materials (case) for self-study and periodically consults teachers have created for this regional training center");
2) TV-technology ("television lectures and advice from teachers");
3) network technology (student consultation with "the transfer of the teaching materials on the Internet") (Vishnevskaya, 2011).

So we made a superficial analysis of the currently available results of scientific research, proposed by our predecessors, which was the first procedure of studying the subject of research.

Implementation of the second study procedure involves the identification and classification of traditional and innovative methods of distance learning in higher education.

Among the traditional methods of distance learning is now called Case technology and TV-technology.

To innovative methods of distance learning should include networking technologies, chat sessions, web-class, web forums and newsgroups.
However, innovation in distance learning authors proposes to consider telepresence.

To perform the procedure, a third study (the description of the results of monitoring the implementation of distance learning techniques used by us as a Ukrainian (Kiev), a teacher of high school), we turned to the method of participant observation.

For 10 days in the period from 7 December 2013 to 17 December 2013, the year we remotely (in the social network "in contact") were given the task of six species:

1) Task 1: 5–10 analyze journalistic verbal materials (various genres) on topics related to social protests in Ukraine, Thailand, Russia and the threads that reveal the meaning of the authorities' response to the actions of the Protestants mentioned three countries;

2) Task 2: Search the Internet 10–15 photographic material related to protest events in the EuroMaidan; produce a written analysis of the images;

3) Task 3: to make the Internet search and found an interview 2–3, which tells about the events in the EuroMaidan; I am writing to express their attitude to the media coverage of events taking place in the EuroMaidan;

4) Task 4: Interrogate (from 50 to 75 respondents or 75 and more respondents) on his page on the social network "Vkontakte" or "Facebook" on topics related support/conviction or involvement/participation/non-participation in social protests in the EuroMaidan;

5) Task 5: Interrogate (from 15 to 20 respondents – protesters, who are directly at EuroMaidan) on his page on the social networks "in contact" or "Facebook" on topics related support/condemnation or involvement/participation/non-participation in social protests in the EuroMaidan;

6) Task 6: to write an essay or essay on a topic related to the attitude of students to the events at the EuroMaidan, to the reaction of the President of Ukraine Viktor Yanukovych at protest events in the country, to the world's response to peaceful demonstrations in support of the signing of an association agreement between Ukraine and the European Union.

Features 1 steel feed job the following characteristics:

1) the tasks given in chat or in the communications networks, "Vkontakte" and "Facebook";

2) sometimes the task required additional instructions (at the request of students).

Analyzing the data, we note that for the analysis of the quality of implementation of tasks assigned by students remotely 1, we turned to the seven evaluation criteria in the written test proposed in the study M. J. Kreer (2007: 325). The criteria we are transformed into the criteria for the analysis of verbal journalistic material to accomplish the purpose of the study:

1) the general impression of journalistic material;
2) compliance with a given topic (topics related to social protests in Ukraine, Thailand, Russia and the threads that reveal the meaning of the authorities' response to the actions of the Protestants mentioned three countries);

3) organization structure of the text (the analysis of the quality of the title, the presence/absence of Lida, the presence/absence of the genre characteristics);

4) compliance with the stated theme;

5) the depth of the content;

6) cohesion (connectedness of the text);

7) grammatical correctness.

The features of the job 1 are such:

1) the task to be performed quickly (within 5 hours from 1 hour to 5 hours), but not always qualitative (social and political events unfolded quickly enough, every hour; the complicity of many students in the events at the EuroMaidan was obvious that explain the speed and often spoiled the job);

2) the task to be performed occasionally (25 % of cases) formal (verbal material selected events did not match).

3) properly (in 50–55 % of cases), analyzed the events covered in the chosen materials (often in 30 % of cases, there was no depth analysis of the events, almost 65 % of cases there was no cohesion, coherence, text analysis, text in 50–55 % of the cases were not grammatically correct and in 25–30% of cases, the text assignments were incomplete organization structure of the text, almost 80% of cases there was no statement of the overall impression of journalistic material by performing a writing assignment).

Among the features of the job 2, we noted three of these:

1) The selected pictures are sometimes (20% of cases) were repeated;

2) sometimes (in 15–20 % of cases), instead of analyzing the content of the photos offered students their names;

3) Part (25%) returned to students for job completion (of a written analysis of the content of photos).

3 Features of the job are such three:

1) of the (7.7 %) students found no interviews about the events at the EuroMaidan, and new cosmetic products or a new type of gadget (in social networks were safe at the time to openly express your opinion about the EuroMaidan);

2) the majority (92 %) of the students spoke frankly about the events related to the EuroMaidan, instead of their attitude to the media coverage of the events;
3) 92 % complete the task correctly, 36 % of students expressed support for the protesters, 25 % – against the protesters, and the rest 31 % of the task has been fulfilled anyway.

As a result of the job has been identified 4 such features:

1) in 1.2 % of cases (1 student) without motivation he refused to perform the task and asked to replace it with another;

2) out of the total (98.7 %) fulfilled the task of (96.7 %) students have formulated your question to the audience in support of the protesters at the EuroMaidan, the other part (3.2 %) to formulate a question, from which it became clear that The asker condemned participants in the EuroMaidan;

3) out of the total (98.7 %) of students who have completed the task, one (1.6 %) students gathered responses from 1456 respondents; 67 % of the students have collected answers from respondents 51–75; 35.3 % of students gathered responses from 76 or more respondents.

When the job was 5, the following features:

1) in two (100 %) cases, the number of respondents was 16 and 39, since not all respondents agreed to voice their opinions;

2) despite the partial fulfillment of the task (the sample should be between 50 to 75 respondents), the work of students was evaluated (they got 5 points out of 6 maximum for the fulfillment of the individual scientific research tasks).

Task 6 was carried out with the fixation of such features (completed assignments were analyzed according to the criteria: 1) ability to find the connection between cause and effect; 2) the ability to formulate the text in accordance with the rules of logical judgments (thesis, argument, and conclusion). According to the analysis of texts 3 essay (60 %) and 2 abstracts (40 %), it was found that:

1) the relationship between cause and effect could be established only 2 (40 %) of students who have completed (5 pers. – 100 %) of the job; 2) 3 (60 %) students were able to formulate the idea, based on the logical structure of the judgments (thesis, argument, conclusion);

2) it was found that all 5 (100 %) of students who have completed the task 6, made a shallow analysis, calling 1–2 cause or reason for replacing the investigation.

CONCLUSIONS

Based on these findings, we formulated a particular distance learning work carried out by us with the students of the Kiev university in the conditions of social and political crisis in Ukraine for the period from 1 to 25 December 2013.
Formulated at the beginning of the study goal was achieved in full. We were able to determine the characteristics of distance learning of the work carried out with students of the University of Kiev in a proactive EuroMaidan (social and political crisis in Ukraine in the period from 1 to 25 December 2013). Among the identified contact should include several features.

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Prospects for further research can be:

1) a comparative study of the features of distance learning work carried out with students in a social and political crisis in Ukraine and Ireland; Ukraine and Thailand;

2) to study the features of distance learning work carried out with students of different specialties in a social and political crisis;

3) the search for new potential in distance training work carried out by the students in these conditions.

Reference


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