# Digitalization of Education: Evaluation of UNN Students

Ilya Kuzmin and Elena Livanova

March 22, 2020

# DIGITALIZATION OF EDUCATION:
# ASSESSMENT OF NNSU STUDENTS

Kuzmin I.V. PhD in Philology;  Associate Professor at the School of history of Russian language and comparative of Slavic linguistics, Institute of Philology and Journalism, Lobachevsky Nizhniy Novgorod National Research State University, Russian Federation

Livanova E.Y., PhD in Economics;  Associate Professor at the School of World Economy and Customs, Institute of Economy and Entrepreneurship, Lobachevsky Nizhniy Novgorod National Research State University, Russian Federation

The modern student is very sensitive to all the changes that begin to be outlined in the field of education. So to speak, the ersatz training (especially for students who pay for their education) does not suit him in any way. We do not need to look far for examples: there are already precedents for students to write "up" complaints that they were "not provided with educational services" at the University where they are studying.

In this regard, the modern practice of using distance learning technologies is often considered by students not only as positive trend in modern education, but also as an attempt by the teacher to ignore their direct responsibilities, the desire to "simplify" the educational process.

This paper analyzes the opinions of students of Nizhny Novgorod State University (NSU) on the feasibility and effectiveness of using distance educational technologies in the educational process. Focus group — students full-time and part-time forms of training. Why weren't part-time students involved in the survey? Simply because students of the part-time form of education predictably look positively at all innovations, since the part-time form in its "classic" version is currently perceived as archaism. Of course, first of all, the model of so-called "mixed learning" as the most effective form of parallel attraction of digital didactic material comes into view.

Distance learning at Nizhny Novgorod state University N. I. Lobachevsky has been actively introduced into the educational process since 2013, that is, since the time when the NSU opened "Philology remotely" - a bachelor's degree in" Domestic Philology", fully implemented remotely by means of 98 electronic managed courses (ECS) performed in the sea Moodle of NSU. Thus, NNSU teachers had the opportunity to hone their skills in creating and maintaining EUS for seven years, and students of several generations, respectively, had the experience of learning in an electronic environment.

In this paper, we consider not only the assessment of students in the field of development of sea Moodle NSU EUK-analyzed the General opinion on the use of courses located on various mooc platforms in the educational process, and also discussed the feasibility of the so-called micro-training, which is currently popular due to the use of gadgets such as smartphones. It should be noted at once that few of the respondents studied at the "micro-training" courses, and, so to speak, only a few reached the final.

On the contrary, in the framework of e-courses performed in the e-learning system of the University (Nizhny Novgorod State University's e-managed courses (EUC), created in the Moodle learning environment, were used by almost all the surveyed students; undergraduates also worked in Moocs located on various platforms (usually called such platforms as Lectorium, Arzamas and the national open education platform). When passing EUK, the student has no choice: to pass the test (exam), the student must pass the course. As for the Mooc, the question "How many mooc course certificates have you received?"the most typical answer is 'none'. We studied, watched the video, probably answered a few questions and left the course safely. However, students note that "the time was not spent in vain, the information received was useful".

Our students are interested in various fields, which, however, can be outlined within the framework of the humanitarian sphere: journalism, linguistics, literature, literary studies, world culture, psychology, photography, video, cinema. In addition, sports and health, Floristics and even cooking are celebrated.

Students were asked to compare Euki and Mooki (on a 10-point scale) on the following parameters:

Complexity (generalization) of the course: the mooc 5,2, EUK – 3,5; complexity tests in electronic courses (mooc – 5,1, EUK – 3,0); attention to student in different courses (mooc – 6,0, EUK – 5,0); the degree of learning (mooc – 5,8, EUK – 5,8). As can be seen from the results, almost all parameters of Moocs are inferior to Eucs, except for one, designated as "the degree of assimilation of the material", which, oddly enough for the testers, is evaluated by students in exactly the same way.

As a result of the survey, it was found out that students prefer to use a smartphone to log in to the educational portal (even though some of the functions required for e-learning that are available to a PC and laptop are not supported by this gadget).

In the question "what is the scope of application of distance technologies in education?" the students are very unanimous: "mixed" training (in all forms). Moreover, all students are ready to work in the electronic course systematically during the semester, if the results are taken into account in the final assessment of the discipline.

Does the motivation to learn increase when using distance education technologies? "No" answers are rare: almost everyone agrees with this statement. But to the question of how the use of remote educational technologies affects the interest in learning, rarely anyone answers that it is more interesting to study remotely — the answer is usually unambiguous: "it does not affect".

A rather abstract question is "what tasks does e-learning solve?" there are two unanimous answers: 1) it builds skills to work with volumes of information and 2) it provides the opportunity to learn at a convenient time and place. In addition, students note that e-learning: develops independence in finding and using the necessary information; increases my level of knowledge, skills, and skills; develops self-control skills, and also forms motivation for self-education.

Among the factors of using distance learning technologies that have a positive impact on the educational process, students, first of all, distinguish the following:

— individual pace of learning;

— access of students to educational materials at any time;

- expanding opportunities for independent work of students;

— possibility to use graphics, as well as audio and video content in e - courses;

— the ability to study remotely "at home" (here the students are unanimous).

In addition, such factors are also called:

— implementation of teacher-student feedback in a remote form;

- improving the ability to consolidate knowledge through distance learning course materials;

- improving the ability to control knowledge using distance learning course materials, including automated tests;

— ability to get objective ratings based on testing;

— availability of materials in the distance learning course for additional study by students in accordance with their cognitive interests (additional amount of material on the subject);

- expanding the use of electronic educational resources;

In addition, the opportunity to avoid contact with some teachers and students is also mentioned as positive, which, we note, is not a manifestation of social phobia, but rather a consequence of the extreme individualization of modern education…

The following factors are identified as factors of using distance educational technologies that negatively affect the educational process:

— insufficient Internet speed and other technical difficulties;

- lack of time for independent studies in the framework of DOT due to the heavy workload at the University;

- lack of free access to all course materials;

— lack of quality distance learning materials.

In addition, many students honestly admit that they cannot always bring themselves to sit down to study…

Students were also asked to imagine the purpose for which modern teachers use distance technologies in e-learning. The most frequent responses are the following:

- placement of large educational materials;

— issuing tasks for self-completion;

- Control of the acquired knowledge;

— development of practical skills based on the task system;

- checking tasks for self-completion;

- possibility of individual consulting.

Of course, I also wanted to discuss the" very burning topic "of trust in the results:" can I trust the results of e-learning or not, because you can always use ready-made answers or somehow deceive the teacher?" Most students believe that

they can be trusted, because there is no point in deceiving the teacher, and also because the teacher "by default" trusts the student, who, accordingly, does not want to disappoint him in this.

Students were also asked to note the best ways to interact with the teacher in the distance learning system. The following were selected:

— forum;

— chat;

— practical work presented in digital form, with feedback from the teacher;

— individual consultation;

— email;

— phone;

— social network.

Interestingly, forms such as webinars and other video services were ignored.

When evaluating the use of e-learning at the University, students are unanimous-of course, as an auxiliary training.

The same consensus (the answer is "Yes") is observed in the question "do you need the skills to use distance learning technologies obtained in the course of e-learning in your chosen specialty in your future professional activity?»

How do students see a good e-course? In their opinion, it should be visual, that is, full of information, and graphic and media data. And this is exactly what can be implemented in the framework of an e-course. However, the information must be correctly grouped and provided with a harmonious system of verification testing. In other words, there is a need for a clear structuring of the proposed educational material. And this is even more important than a well-made video... a Good e-course should have a user-friendly, clear interface, which the user will not encounter difficulties when working with. The student should be able to contact the teacher if they have any questions or need advice. It is good if the student has the opportunity to take the course at their own pace; the time frame is necessary to maintain motivation to learn, but it should not be too strict.

Question "how (in what mode, etc.), in the opinion of the student, should the teacher conduct an electronic course?"I caused students difficulties. However, it is not difficult to divide all students into two groups: those who really want to benefit from working in the course (and in General from studying), and those who are "serving" the training hours and are interested only in successfully passing the su bject, to get a positive assessment of the discipline.

So, the results of the analysis of the completed questionnaires made us think and reconsider many, it would seem until today, understandable facts and phenomena related to some aspects of higher education in Russia.

## Literature

1. Borisova I. I., Kvashnin S. S., Kuzenkova G. V., Kuzmin I. V., lesheva V. B., Safronova O. V. Guide to the preparation of educational materials. - Nizhny Novgorod: NNSU, 2015. - 32 p.

2.    Krasnova G. A., Nukhuly A., Teslenko V. A. E-education in the world and Russia: state, trends and prospects // Vestnik RUDN. Series: Informatization of education. – No. 3. - 2017. - Pp. 371-377.

3.    Kuzmin I. V. Distance learning at the faculty of Philology of NNSU. N. I. Lobachevsky / / Pedagogical readings at NSU: collection of scientific articles-Nizhny Novgorod-Arzamas, 2015. S. 247 – 251.

4.    Kuzmin I. V. Motivation of students in the process of distance teaching of Humanities / / Modern Web-technologies in digital education: meaning, opportunities, implementation: collection of articles of participants of the V-th International scientific and practical conference. - Arzamas, 2019. - Pp. 542-546. (618 p.)

5.    Kuzmin I. V. Slavic languages in the NSU. N. I. Lobachevsky: experience of distance learning / / VIII International conference 3K (KKK – Kultura – Komunikatsija – Kompjuter). Novi Sad, Serbia. - 2017. - Pp. 18-26.

6.    Kuzmin I. V. Philology remotely: experience of Nizhny Novgorod state University. N. I. Lobachevsky / / Information technologies in ensuring Federal state educational standards: materials of the International scientific and practical conference. - Yelets, 2014. - Volume 1, pp. 317-322.

7.    Kuzmin I. V., Livanova E. Yu. Remote technologies: organization of independent work of a modern student / / eLearning Stakeholders and Researchers Summit 2018: materials of the international conference. Conf. — M.: Publishing House. house of Higher school of Economics, 2018-Pp. 155-162.

8.    Timkin S. student Motivation in the model of mixed learning / / Higher education in Russia. - #9. - 2008.- Pp. 116-119.