EUROPEAN CONFERENCE

Conference Proceedings

III International Science Conference
"Using the latest technologies"

February 26 – 27, 2021
Groningen, Netherlands

USING THE LATEST TECHNOLOGIES

Abstracts of III-rd International Scientific and Practical Conference

Groningen, Netherlands
February 26 – 27, 2021

UDC 01.1

The III-rd International Science Conference «Using the latest technologies», February 26 – 27, 2021, Groningen, Netherlands. 120p.

The recommended citation for this publication is: Chudovska V.
Legislative support for the allotment of a land plot for the placement of facilities of power generating enterprises // Using the latest technologies. Abstracts of III-rd International Scientific and Practical Conference. Groningen, Netherlands 2021. Pp. 22-24.

URL: https://eu-conf.com.

PEDAGOGICAL SCIENCES

FEEDBACK IN DISTANCE LEARNING

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In educational institutions of many countries of the world methodical aspects of creation of distance courses are developed, possible ways of the organization of distance classes are considered, questions of technical maintenance and other important questions connected with distance education are solved. Such a rapid development of this form of education is explained by the global pandemic.

The main problem of distance learning is to create opportunities for the organization of the modern educational process at the full-time level. Distance learning should contain all the necessary factors that shape learning. Yes, the problem of communication with the teacher and students among themselves, conducting discussions, in other words, providing effective feedback is becoming relevant.

One of the most important problems facing the generally accepted model of distance education is the so-called transactional distance, which arises due to the lack of proper communication between student and teacher. Therefore, if there is no connection between the student and the teacher, this gap becomes larger. This factor affects the learning process and its quality. Today, various strategies, techniques and procedures are widely used to increase the interaction between students and teachers. Activities such as personal textbooks and the wider use of information and communication technologies, including teleconferencing and the Internet, are most commonly used [1].

In this paper, we propose certain algorithms to maintain quality and effective communication between student and teacher in distance learning. We offer to consider some classic examples of communication support.

1. Lesson - lecture. A modern lecture should be interactive and dynamic. It should not burden students in time. Thus, recording video lectures becomes the optimal choice for distance learning.

You can create discussion posts via social networks or mobile applications to keep in touch with the discussion material.

But in our opinion, creation "play modes" will be more effective activities. Interective modes are best suited for self-study or homework, because it allows your students to work on their own. Teachers can also use this play mode in the classroom if they have a projector: teachers'll elicit responses from students for each question, and input one of them. Such a lecture will be like an interactive game. Where students will have to answer interesting questions right in the middle of the lecture.

 2. Practical or seminar classes.

This type of activity allows closer contact with the classroom. Such classes can be held in conference programs. Communication should be maintained not only in the classroom, but also in non-class time. Here you can also turn to social networks or mobile applications for communication.

However, the most important thing for these types of classes is to create a learning space for students in non-classes. It is obvious that proper control of students' work and assessment of their knowledge should be created. In this case, it is interesting to create online tests or online quizzes.

Every student should understand that he can receive proper support and explanation from the teacher. But the teacher, in turn, can properly monitor the work and knowledge of students.

So, feedback is the main channel that communicates students' performance and progress, it is imperative that its form is continually adapted to cater for students' ever-changing needs. It also goes without saying that students need to adopt a more discursive disposition towards their tutors in order to exploit the benefits of constructive communication to the full [2].

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