



International research network for study and development of new tools and methods for advanced pedagogical science in the field of ICT instruments, e-learning and intercultural competences

Report on Milestone 2

Milestone number:	2
Milestone name:	Decision on Clarification of the next research direct based on evaluation of Analyses and evaluate the level of ICT, e-learning and intercultural development in every partners countries. Completion of national and international reports
Scheduled delivery month:	16
Scheduled delivery date:	April 2015

Milestone 2 report

Decision on Clarification of the next research direct based on evaluation of Analyses and evaluate the level of ICT, e-learning and intercultural development in every partners countries. Completion of national and international reports

WPs	Deliverable ID	Deliverable description	Planned Milestones	Progress status	Amended Milestone	Comments
WP3	D 3.1.	Scientific papers in the ICTE-2014 Conference proceedings	2	were published		<p>“Information and Communication Technology in Education” (ICTE-2014) Conference Proceedings, Ed. Jana Kapounova, Katerina Kostolanyova, University of Ostrava, Roznov-pod-Radhostem, 2014, ISBN 978-80-7464-561-7 ((https://konference.osu.cz/ictc/dokumenty/2014/proceedings/ICTE2014.pdf):</p> <p>Publications on IRNet project:</p> <p>1) Smyrnova-Trybulska E., Ogrodzka-Mazur E., Gajdzica A., Noskova T., Pavlova T., Yakovleva O., Morze N., Kommers P., Sekret I.: “Research</p>



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						<p>Instrument to Study Students' Beliefs about eLearning, ICT, and Intercultural Development in their Educational Environment in the framework of the IRNet project", pp. 254-263.</p> <p>2) Morze N., Spivak S., Smyrnova-Trybulska E. "Personalized Educational Environment - As one of the trends of modern education", pp.158-166</p> <p>3) Malach A., Malach J. "Reflection of programmed learning in pedagogical literature and professional community opportunities", pp. 135-149.</p> <p>4) Kostolányová, K., Nedbalová, Š. "Diagnostics of student's characteristics and study materials structure in adaptive language learning instruction". pp. 118-127.</p> <p>5) Nagyová, I. "Educational Technologies in the Preparation of Future Teachers". pp. 167-173</p> <p>6) Prextová, T. "Evaluating Student's Knowledge Through the Use Adaptive Testing". pp. 195-201.</p>
WP3	D 3.2.	Discussion and e-round table debate "Analyses and Evaluation of the ICT and e-learning and intercultural competences in Australia, Czech Republic, Netherlands, Poland, Portugal, Russia, Slovak Republic, Spain and Ukraine" was conducted by CU	2	was published		<p>Kommers P., Smyrnova-Trybulska E., Morze N., Issa Tomayess, Issa Theodora: "Conceptual aspects: analyses of legal, ethical, human, technical, social factors of development of ICT, e-learning and intercultural development in deferent countries" Vo.25, No.4, 2015 Special Issue "E-Learning and Lifelong Learning in European Countries and Australia" in the International Journal of Continuing</p>





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						Engineering Education and Lifelong Learning (IJCEELL, ERIH).
WP3	D 3.3.	Monograph “Education of children and youth in culturally diverse environments”	2	has been prepared	5	<p>Monograph “Education of children and youth in culturally diverse environments” has been prepared and, after the end of the publication process, should be published by the end of the year 2016.</p> <p>D 3.3. Monograph “Education of children and youth in culturally diverse environments” has been prepared and, after the end of the publication process, should be published by the end of the year 2016. The reason for the delay was a wide range of quantitative and qualitative research in culturally diverse environments, requiring intensive time and a large number of trips, as well as numerous and time-consuming statistical calculations.</p>
P3	D 3.4.	Scientific working paper “Contrastive Analyses and Evaluation of the ICT, e-learning and intercultural competences in Australia, Czech Republic, Netherlands, Poland, Portugal, Russia, Slovak Republic, Spain and Ukraine”	2	was published		<p>Kommers P., Smyrnova-Trybulska E., Morze N., Noskova T., Yakovleva O., Pavlova T., Drlík M., Malach J., Cubo Delgado S., Pinto P., Issa Tomayess, Issa Theodora, 2014: <i>Contrastive Analyses and Evaluation of the ICT and E-Learning Competences in Australia, Czech Republic, The Netherlands, Poland, Portugal, Russia, Slovakia, Spain And Ukraine Within the Framework of the IRNet International Research Network Project</i> In: <i>E-learning and Intercultural Competences Development in Different Countries</i>, Monograph Sc. Editor Eugenia Smyrnova-Trybulska, University of Silesia, Studio-</p>



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						Noa, Katowice-Cieszyn, 2014, PP.13-30, 484 p. ISBN 978-83-60071-76-2 (http://sbc.org.pl/dlibra/docmetadata?id=209365&from=latest)
P3	D 3.5.	Monograph “E-learning and intercultural developments in different countries”	2	was published		Monograph “E-learning and Intercultural Competences Development in Different Countries” Sc. Editor Smyrnova-Trybulska E., University of Silesia, Katowice - Cieszyn, Studio-Noa, 2014, 484 p. ISBN 978-83-60071-76-2 (http://sbc.org.pl/dlibra/docmetadata?id=209365&from=latest)
P3	D 3.6.	The Scientific paper titled “New Educational Strategies in Contemporary Digital Environment”, prepared for publishing in Scientific International Journal <i>IJCEELL</i> .	2	prepared for publishing		The Scientific paper titled “New Educational Strategies in Contemporary Digital Environment”, prepared for publishing in Scientific International Journal <i>IJCEELL</i> . Smyrnova-Trybulska, E., Tatiana Noskova, Tatiana Pavlova, Olga Yakovleva Morze, N., ‘New Educational Strategies in Contemporary Digital Environment,’ Int. J. Continuing Engineering Education and Life-Long Learning, Vol. 26, No. 1, ISSN 1560-4624
WP3	D 3.7.	D 3.7. 2 Scientific papers, prepared to publish in Scientific International Journal <i>IJWBC</i>	2			In the course of the work related to the preparation of these publications we received the information that the articles could be published in the <i>IJCEELL</i> , a journal of the same publisher (“Inderscience”), but much more rated that initially planned <i>IJWBC</i> . <i>IJCEELL</i> (International Journal of Continuing Engineering



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						<p>Education and Life-Long Learning) is the journal of continuing engineering education, lifelong learning and professional development for scientists, engineers and technologists. It deals with continuing education and the learning organisation, virtual laboratories, interactive knowledge media, new technologies for delivery of education and training, future developments in continuing engineering education; continuing engineering education and lifelong learning in the field of management, and government policies relating to continuing engineering education and lifelong learning. The magazine IJCELL is on the list of ERIH, indexed in the scientific databases Scopus, Web of Science, Web of Knowledge.</p> <p>Although we planned to publish 2 articles, finally 3 articles have been published:</p> <ol style="list-style-type: none">1) Noskova T., Yakovleva O., Pavlova T., Smyrnova-Trybulska E., 'Students in the information environment: a study of educational and extracurricular activities' Int. J. Continuing Engineering Education and Life-Long Learning, Vol. 25, No. 4, pp.394-410. ISSN 1560-46242) Morze N., Smyrnova-Trybulska E., M.Umryk 'Designing an E-University Environment Based on the Needs of
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						Net-Generation Students', Int. J. Continuing Engineering Education and Life-Long Learning, Vol. 25, No. 4, ISSN 1560-4624 pp. 466-486. 3) Ogrodzka-Mazur E., Gajdzica A.: "New professionalism of the teacher and education towards interculturalism", Int. J. Continuing Engineering Education and Life-Long Learning, Vol. 25, No. 4, pp.487-497 ISSN 1560-4624
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In WP3 "Analyses and evaluation of the ICT level, e-learning and intercultural developments in every participating country", the research methodology and instruments were elaborated. An analyse and evaluation of the ICT level, e-learning and intercultural developments in every participating country was conducted. The research methodology has been established. The main objective was to define the system of indicators for developing e-learning and ICT competences.

Two questionnaires (for academic teachers and for students) were elaborated as research instruments. Both need to determine how students and academic teachers use e-learning and ICT in education - particularly, how their effects are reflected in teachers and students' activities. The questionnaire for students consists of 13 questions and for academic teachers of 18 questions. The questionnaire was translated into students' native languages and Google Drive technologies were used to automate data collection and analysis. The first results of the survey were presented at ICTE and DLCC conferences. The questionnaire for students was to gain the data on students' views and attitudes to various educational processes in their educational environments, entailing the use of the ICT, intercultural and professional competences. There are more than 100 valid responses collected. The preliminary results have been published in different articles and presented at conferences, meetings and seminars.

The main benefits of e-learning and ICT in education were described: improvement of educational services, formation and development of the knowledge society's competences, increased competitiveness of institutions in science and education. Then, the manifestations of these benefits were specified as well as their determinants: electronic space and interactions, the level of participants' competences. The hypothesis of WP3 research was that e-learning and ICT development contribute to the quality of educational services, to the development of knowledge society competencies and to the increased competitiveness of institutions of science and education. The e-learning participants aim at the increased comfort of the scientific and educational process, lifelong learning goals, personalization of education, the formation of new scientific and educational cooperation and intercultural competence, self-fulfillment in education and work, increased the openness of scientific and educational environment, enhancing self-organizational effects which support the sustainable development of the university environment.



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The findings show that students perceive as meaningful the following attributes of e-learning environment: massive online courses provided by university; attractive university website; university social network; presentation of teachers' and students' achievements (awards, grants, publications, etc.); information on successful university graduates and social partners (cooperation of a university of with schools and educational centers); university participation in social events and cultural life (volunteering, charity concerts, exhibitions, etc.). Students see these attributes as a potential opportunity for themselves to show their activity, attitudes and abilities. The data shows that students actively use external information resources and less actively are turning to university resources. This allows us to specifically recommend that students should be familiarized with these opportunities offered by each university participating in the IRNet project.

Completion of national and international reports as well as of the next research direct based on evaluation of Analyses and evaluate the level of ICT, e-learning and intercultural development in every partners countries has been presented on the project conferences such as : ICTE2014 (September, 2014, Roznov-pod-Rodhostem – Ostrava, Czech Republic) DLCC2014 (October 2014, Cieszyn, Poland), New Strategy in Education (December, 2014, Sankt Petersburg, Russia), High-Tech of university e-environment (May 2015, Sankt Petersburg, Russia), other as well as in numerous project publication.



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