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## **Report from the International Scientific-practical Conference *E-environment in the Open Pedagogical Education*, Herzen State Pedagogical University, Sankt Petersburg, Russia, December 2016**

On the 1<sup>st</sup> December 2016, in the Discussion Hall of Herzen University, the opening of the international scientific-practical conference *E-environment in the Open Pedagogical Education* took place. The event was organised by the Institute of Education and Psychology and the Institute of Computer Science and Technology Education.

At the plenary session of the conference, an IRNet participant, prof. T. Noskova presented the keynote speech. T. Noskova spoke on the topic: “Electronic Educational Environment: the Challenges of Pedagogical Activity.” She posed the problem of achieving a fundamentally new quality of educational activity in the conditions of e-learning environment. Today, in the process of informatisation of education, we see new effects associated with remote educational interactions, with the expansion and enrichment of the spectrum of educational services. However, it has not yet reached a new level of quality of educational activity, which would be adequate to the high material and labour costs associated with the establishment and operation of the e-learning environment.

It is proved that the achievement of a new level of quality of education in the process of informatisation of teacher activities requires not just the formation of ICT competencies, but a methodological shift, new professional thinking, and changes in the training of future teachers, who in the 21<sup>st</sup> century will have to operate in a wide and multidimensional electronic part of the educational environment.

In addition, T. Noskova, T. Pavlova, and O. Yakovleva presented the report “Formative Assessment Tools in E-learning Courses” within IRNet research. They

outlined the key features of the collaborative study, dedicated to the development of recommendations on the use of ICT tools in order to optimise the personal remote educational interaction.

Researchers from Constantine the Philosopher University in Nitra, Slovakia – professors M. Drlik, M. Cápaj, P. Švec, and J. Tomanova – participated in the remote mode. The paper entitled “Strategy for Engaging Students in Learning Activities” was presented. They raised the problems of the modern strategy of activation of educational activity of schoolchildren. They stressed that the lack of activity of students is a huge problem of teachers around the world, so training materials should include meaningful information for students, designed with the purpose of acquiring knowledge and transforming personal experience of each student. In their paper, the authors provided some examples of tasks to be used in the process of learning the basics of computer science with students, aimed at enhancing their performance, in particular: a series of games and puzzles for children, author workshops using robotics and mobile devices.

The team of authors from the University of Extremadura, Spain – S. Cubo Delgado, G. Delicado Puerto, P. Gutiérrez Esteban, L. Alonso Díaz, J. Arias Masa, R. Yuste Tosina – and the University of Silesia in Katowice, Poland – E. Smyrnowa-Trybulska – also participated in the remote mode and presented a report entitled “Evaluation of the Implementation of ICT in Higher Education.” This article shows the results obtained after evaluating the incorporation of ICT in the individual professional, teaching, and research development of university faculty members. The research was implemented in the frame of the IRNet European Project (A Marie Curie action).



*Figure 1.* The participants of the international scientific-practical conference *E-environment in the Open Pedagogical Education*, Herzen State Pedagogical University, Sankt Petersburg, Russia, December 2016.

A questionnaire designed ad hoc was applied to a number of universities members of the project team. The questionnaire was validated by experts from member institutions. Reliability was accomplished by using Cronbach's Alpha procedure, and the coefficient obtained was 0,879. The sample was composed by faculty members from the University of Extremadura, Spain. The results confirm beliefs and attitudes of faculty members concerning the following items: teaching, educational work, research, in-service training, professional development, and understanding the role of ICT in education.

Issues raised during the conference are particularly important for university graduates who will work in the 21<sup>st</sup> century, in a dynamic and expanding electronic environment, responding with drastic impact on the development of new generations of students.