

**Liliia Varchenko-Trotsenko**

PhD (pedagogical sciences), Researcher of IT in Education Laboratory  
Borys Grinchenko Kyiv University, Kyiv, Ukraine  
*l.varchenko@kubg.edu.ua*  
ORCID: 0000-0003-0723-4195

**Anastasiia Tiutiunnyk**

Methodist of IT in Education Laboratory  
Borys Grinchenko Kyiv University, Kyiv, Ukraine  
*a.tiutiunnyk@kubg.edu.ua*  
ORCID: 0000-0003-2909-7697

**THE ORGANIZATION OF PROJECT ACTIVITIES WITHIN THE STUDENTS' WORK EXPERIENCE INTERNSHIP OF SPECIALTY "MANAGEMENT OF E-LEARNING IN THE INTERCULTURAL SPACE"**

**Abstract.** Modern labor market demands new educational and innovative skills, ability to work with the large volumes of data, skills of cooperation, communication, ability to think critically, life and career skills from a new generation of students. The main function of modern education is the formation of these skills and a task of the institution of higher education (IHE) is the formation of the effective educational environment. In the information-oriented society, statements and informational process are becoming one of the most important components of human life and society that is caused by the growing processes of global informatization and computerization of various fields of activity of society and the person. Already today, based on digital technologies, scientific and production technologies, business technologies, educational technologies, etc. are created, developed and improved. The article presents the features of the project method and project activities. The emphasis is on wiki-technology, as one of the forms of innovative methodological learning technologies to support the educational process, which enables content to communicate in the web space, discuss significant issues, share the experience, collaborate, and use various educational Web resources. In addition, the article states that students can be active participants in the project activity, determine its purpose, tasks and seek ways to solve them. For representation of results of the practice of students of specialty "Management of e-learning in the intercultural space", Borys Grinchenko Kyiv University has chosen a wiki-platform and has created a project to support the master's student internship "Teaching internship".

**Keywords:** Wiki-portal; wiki-technology; project activities; project method; e-learning management; students internship

**Introduction.** The modern educational system is in the stage of global change around the world, the emphasis is on comprehensive human development, preparation for life in an open informational space, providing lifelong learning, forming a tolerant world outlook, etc. There is the interaction of various social, economic and technical development in the field of education in a global context. Open education plays an important role in ensuring free access to all educational resources.

**Analysis of recent studies and publications.** The theoretical foundations of the project activity are revealed in the research of V. Guzeyeva, A. Kobernyk, N. Matyash, A. Pekhota, E. Polat, V. Radionov, V. Slobodchenkov, S. Sysoyeva, I. Shendrik, etc. The content and significance of the project activity are discussed in the publications of A. Vdovychenko, A. Kaspersky, O. Kobernyk, V. Sydorenko, A. Tereshchuk, L. Khomenko, and other scientists.

**The article's goal.** Description of the model of the organization of the project activity within the framework of the students' work experience internship of specialty "Management of e-learning in the intercultural space" with the help of the wiki-oriented educational environment of Borys Grinchenko Kyiv University.

The labor market requires students to have skills in the 21st century, so modern education must form the ability to work in a team, take responsibility for decisions, be responsible, proactive, learn to solve problems, that is, they should be formed and created in higher

education institutions by means of the e-learning environment. That is why it should contain a component for the project work, because the project method allows forming such skills. This is a part of the Wiki-portal since the main purpose of Wiki is to work together and display the results of the collaboration (Morze, Varchenko-Trotsenko, 2015).

The project method assumes the possibility of the solution of some problem. It requires, on the one hand, to use a variety of methods, means of learning, and on the other hand – the integration of knowledge, skills from various fields of science and art. The method provided a certain set of the educational and informative methods allowing to solve this or that problem by independent actions of students with the obligatory presentation or representation of the received results which promote the use of research, search, problem methods, creative by nature.

The project method is a method based on the development of cognitive, creative skills of students, the ability to independently construct their knowledge, navigate the information space, think critically (Morze, Dementievskaya, 2014).

The purpose of using the project method is to develop the skills of effective use of information and communication technologies in teaching students through innovative pedagogical technologies that provide for independent (individual or group) research and research activities of students.

The result of effective learning in a project method is development and protection of own educational project which further development provides the use of information and communication technologies and meeting the special requirements to the content, further implementation of the planned project when learning students (Morze, Dementievskaya, 2014).

During the out-of-school activities, it makes sense to consider educational projects as the general educational and informative ones, research, creative or game activity of the students having a common goal apply the same methods and modalities of action directed to the achievement of the general real result necessary for the solution of some significant problem. For more effective learning activities, students need to diversify, practice in pairs, groups, and individually.

The project's folder is a set of informative, edifying and methodical materials to the class project developed for the purpose of its effective organization and training by a topic relevant to the learning program of a basic course (Morze, Dementievskaya, 1999).

These materials are created by teachers and students during the out-of-school activities with the use of digital technologies (tools for the multimedia computer presentations, text and graphics processors, spreadsheet, computer programs for the creation of publications and websites, implementation of information search on the Internet, work with e-mail, etc.) (Morze, Varchenko-Trotsenko, Tiutiunnyk, 2018).

Let's define the ways of wiki-technology use for support of the educational process, namely for students internship:

- papers writing – the summary to the paper, the analysis of the paper, estimation;
- bibliography composition to the subject – the annotated listing on web resources;
- annotation of sources on the topic;
- glossary composition of terms on this subject;
- performance of descriptive works;
- instructions formation for implementation of these or those actions;
- discussion and arguments at the level of group/specialty;
- the comparative analysis of approaches of various authors according to the solution of certain questions, problems, definitions, etc;
- development of classification scheme by certain classification features;
- determination of criteria for evaluation of events, phenomena, processes;
- projects review;

- group work;
- etc.

The use of wiki-technology in the context of educational projects allows participants to share knowledge efficiently and to add the contribution to collective knowledge (Morze, Varchenko-Trotsenko, 2014).

Evaluation of such projects can be carried out using molding evaluation, which relates to innovative pedagogical technologies (Table 1). Formal assessment is used to determine the individual achievements of each student, can be used at various stages of the educational process – before the work begins: to identify the needs of students, to assess the possession of student material, to identify the interests of everybody, to formulate the goal; in the process of work: to encourage autonomy and work in pairs and groups, to ensure the monitoring of progress; upon completion: to evaluate the results. The forming estimation for students helps to learn from mistakes; to understand what is important, for the teacher to help to formulate educational result accurately which is subject to formation and assessment in each case (Varchenko-Trotsenko, 2017, pp. 117-122).

Table. 1.  
The form of estimation of the wiki-project of students on the chosen topic

<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Goal</b>			
The project has the goal and the main message of the project, concerning the chosen topic. Each part of our wiki-portal supports its purpose	Our project has a purpose. Each part of our site supports the chosen topic	Our project, in general, opens the chosen topic. Each part of the website concerns its topic, but some components have very superficial relation to it	It seems that our project is devoted not to the chosen topic
<b>Content</b>			
Our project provides a piece of comprehensive, detailed information concerning the parties of the research.	Our project provides adequate information from at least two points of view.	The data in our project has a number of significant disadvantages and seems to be presented rather one-sidedly.	The data in our project has many disadvantages and represent only one side of the question.
<b>Interpretation and conclusions</b>			
We use data from our researches to make the assumptions and to draw original conclusions on our website's topic	We draw our conclusions from our research.	We are trying to draw conclusions, but they are not always based on our research.	We do not try to draw conclusions on our own.
<b>Sources</b>			
We collect data for our project from various primary sources and reliable secondary sources, such as print media, websites, interviews, investigations, databases, and researches.	We collect information for our project from several trusted sources.	We collect information from several sources, but some of them may be unreliable.	We collect information from one or two sources, or do not use any sources at all.
<b>Copyright</b>			
We comply with copyright laws for the entire content of our project.	We comply with copyright laws for the entire content of our project, but sometimes we make inconspicuous mistakes.	We do not comply with copyright laws for some of our project materials.	We do not comply with copyright laws for most of our project materials.

<b><i>Creative approach</i></b>			
We submit data on our wiki-portal in the original way that helps to inform of the main message. We effectively use language, structure, and web-design.	We use language, structure and web design effectively and in an original way to convey our main message to readers.	We try to use the original language, structure, and web design to convey our main message, but some of our attempts prevent us from perceiving it.	We do not try to convey our main message in a kind of original way.
<b><i>Cooperation</i></b>			
We use the technology of effective decision-making and the strategy of belief. We help to express the identity of each other structurally. We respect the work of each other.	We work together to coordinate the main components of our site. We agree to make any changes to the site before we post them.	We try to work together to reach agreement on filling our project, but some members of the group contribute to the site more than others.	Our site is mostly a work of several people whereas other members of the group are very little involved.
<b><i>Website structure</i></b>			
The data in our project are logically distributed on pages on various aspects of a topic; pages contain the corresponding volume of content, opening and supports our ideas. Sections are divided into the corresponding number of subsections. A convenient navigation of the website with the use of links.	The data in our project are logically divided into pages from different aspects of the topic; they contain an appropriate volume of content. Internal links help users navigate the site, and each page has a link to the home page.	The data in our project is divided into pages that are usually devoted to various aspects of the topic. Links help users navigate the site, but sometimes navigation is unfinished.	It seems that the pages of our project are devoted to the random aspects of the topic. Some pages have links, but readers can easily get lost or stay on one of the pages of the site.
<b><i>Structure of pages</i></b>			
Each page of our project drills down the important topic connected with the main objective. The major data are provided at the beginning of the page. Our project has an effective structure.	Each page of our project concerns the subject connected with our purpose. We effectively use titles, subtitles, fonts, and web-design.	Each page of our project is usually devoted to one topic. We sometimes use titles and web design, but sometimes it is difficult for readers to find what they are looking for.	Our pages are unorganized and poorly organized.
<b><i>External links</i></b>			
All external links in our project work and submit important data about the main message of the website. All additional websites correspond to our topic, and we provide a short description.	All external links in our project work and relate to the topic of the site, they have a brief annotation. All linked sites are relevant to our topic.	Links in our project concern its topic, but some of them do not work properly.	In our project, there are no external links, or our links are inappropriate, do not work, or are not related to the topic.
<b><i>Spelling</i></b>			
We do not have mistakes in spelling, grammar, punctuation, sentence construction, and capitalization.	We check the written for errors in spelling, grammar, punctuation, and capitalization, and we have no mistakes that would confuse readers.	We check the written on mistakes in spelling, grammar, punctuation, but sometimes we have mistakes which confuse readers.	We do not check the written on mistakes in spelling, grammar, punctuation, and capitalization, and we have many mistakes which will confuse readers.

Teaching internship is an integral part of the teaching and educational process which provides a combination of theoretical training of students to their practical activities. That allows putting the lessons learned and abilities to use and serves as one of the effective means of successful learning of students for future professional activity. It deepens and consolidates the theoretical knowledge, skills, and abilities of students in general-professional and special disciplines (Varchenko-Trotsenko, Tiutiunyk, Smirnova, 2017). Teaching internship allows students to be convinced of the correctness of the choice of future profession finally. For carrying out and the organization of VI course students internship of the master degree of extramural form of study of specialty 073 "Management" of the education program "Management of e-learning in the intercultural space" (ELM) of Faculty of Information Technology and Management of Borys Grinchenko Kyiv University was used the project method. Students worked with the project "Students' internship" on Wiki-portal of Borys Grinchenko Kyiv University ([http://wiki.kubg.edu.ua/Students' internship\(ELM\)](http://wiki.kubg.edu.ua/Students' internship(ELM))) (fig. 1).

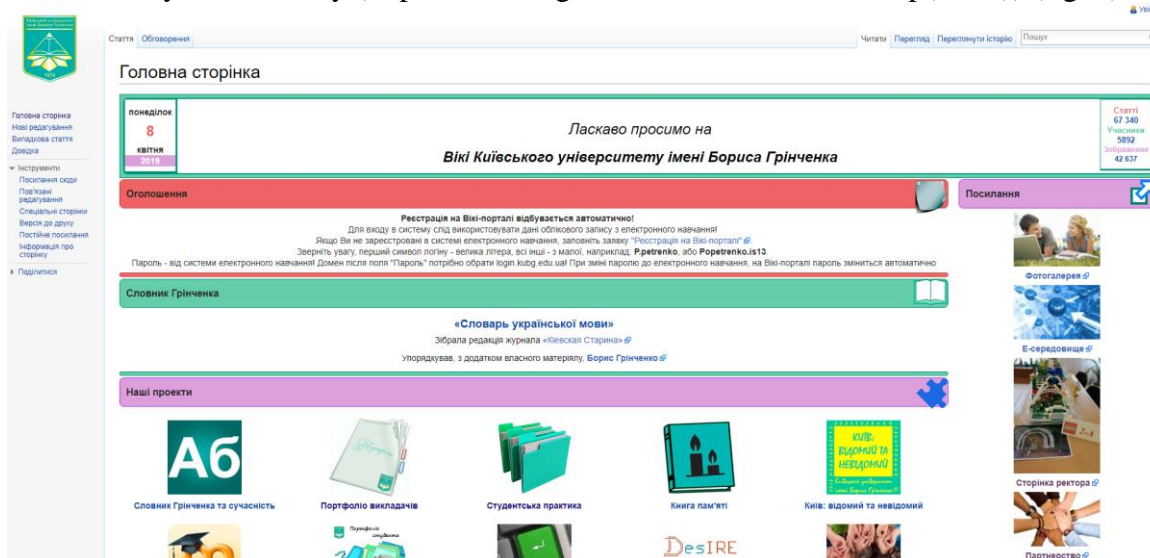


Fig. 1. Projects of the Wiki-portal of Borys Grinchenko Kyiv University

Students' internship of master students in the specialty "Management of e-learning in the intercultural space" was in I and II semesters (fig. 2).

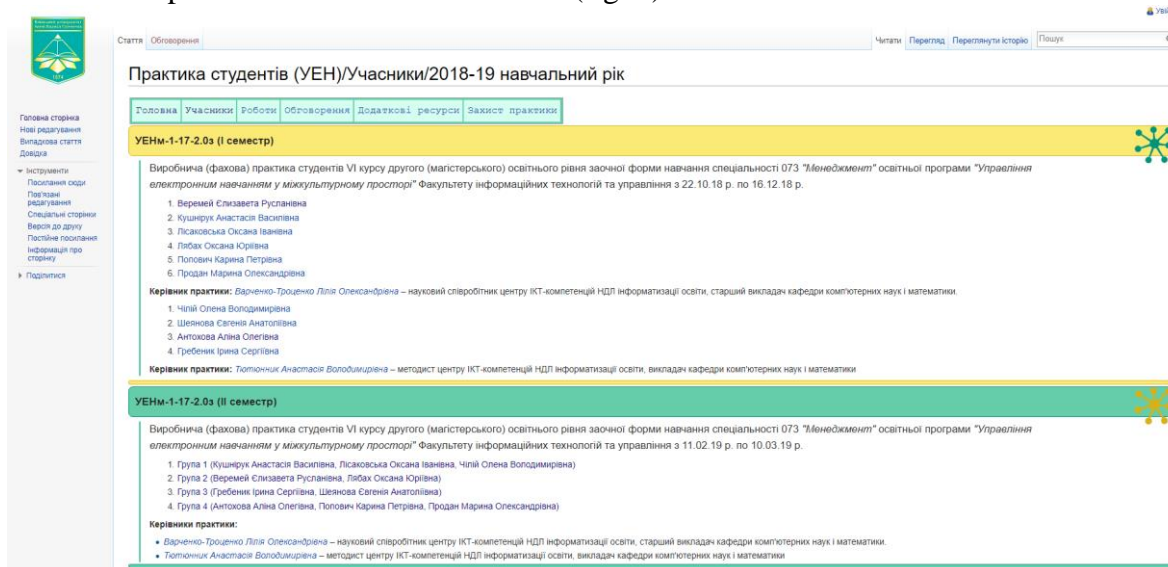


Fig. 2. The general internship page of the I and II semesters of master's students of the specialty ELM

In the I semester students chose from the list a topic for own webinar and fixed their choice in the general document. The task of internship was to investigate the chosen problematics, to allocate the most interesting moments on the chosen topic and to present it creatively. Before the beginning students were acquainted with the basic principles of work with Wiki-portal and bases of wiki-formatting. The results were evaluated using formative assessment, students had the criteria at the beginning of the task so they could focus on how to improve their results throughout their activities. Students had to hold a small webinar, make a video, put it out on their own YouTube channel and take an opinion poll of its participants on the benefits and quality of the proposed materials. All the students presented their works on the pages of the internship of the Wiki-portal of Borys Grinchenko Kyiv University (fig. 3).

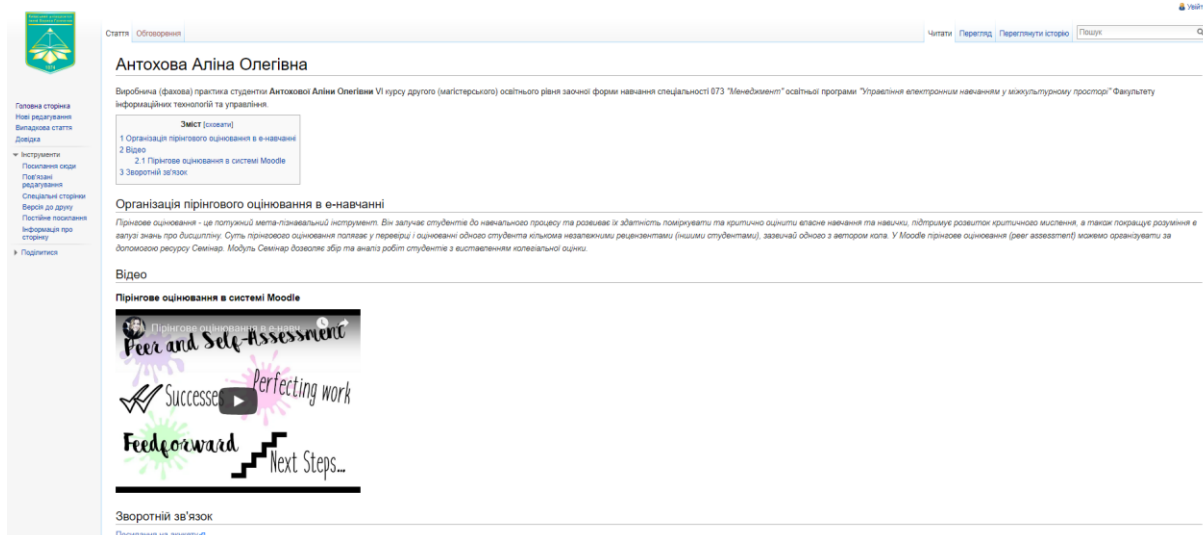


Fig. 3. An example of the completed assignment of the I semester

In the II semester, students were united in small groups on 2-3 persons. In the joint document students fixed short information concerning the project of the introduction of a system of e-learning in their educational institution (the type of educational institution, the budget, server availability, etc.). For the convenience of the performance of practice's tasks, they were noted down weekly.

The tasks of the internship were:

1. To create the questionnaire for diagnostics of needs of participants of the educational process to the readiness of introduction of a system of e-learning.
2. To analyze the possible options for using commercial and free e-learning systems.
3. To build a model of implementation of e-learning in an educational institution.
4. To describe the required documents for the implementation of e-learning.
5. To make a plan for implementing e-learning.
6. To create a questionnaire to diagnose satisfaction with the implementation of e-learning.

The corresponding categories and background materials for the work of students according to internship tasks are created on Wiki-portal. The corresponding templates were developed for assessment of educational achievements of the interns and ways of their use were noted. The check of interns work was carried out by acquaintance with the articles and pages of discussions which were created or edited. The contribution of each student was defined on the page of the project by viewing of change history and comparison of versions of the articles. The result of the II semester of the internship was the presentation of materials on the Wiki-portal, as well as auxiliary services for the presentation of materials (fig. 4) and the printing of



a small poster for internship defense which they submitted on the internship defense (fig. 5).

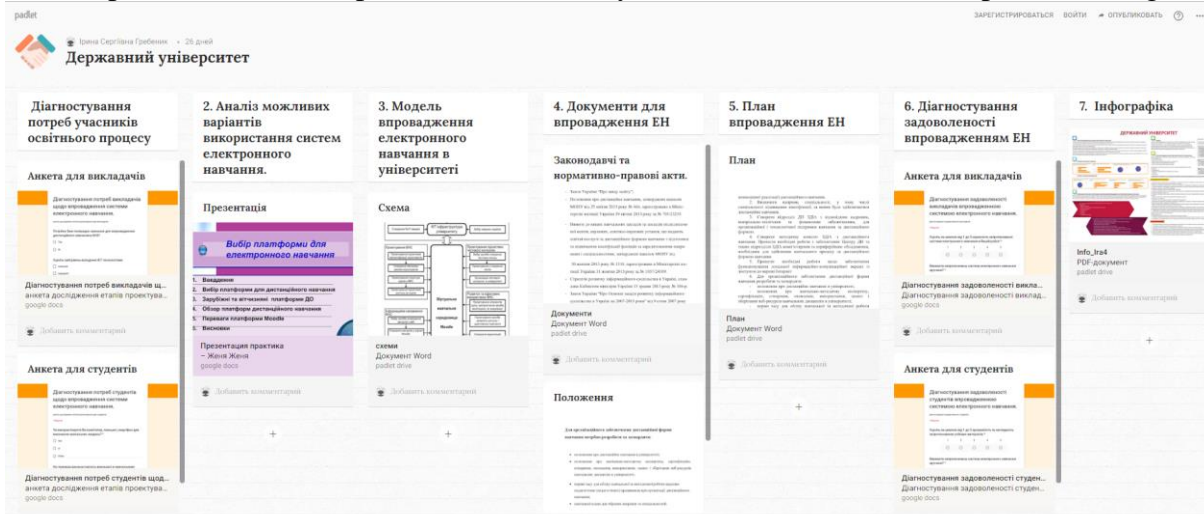


Fig. 4. Results of the internship of one of the groups are presented using the service "Padlet"

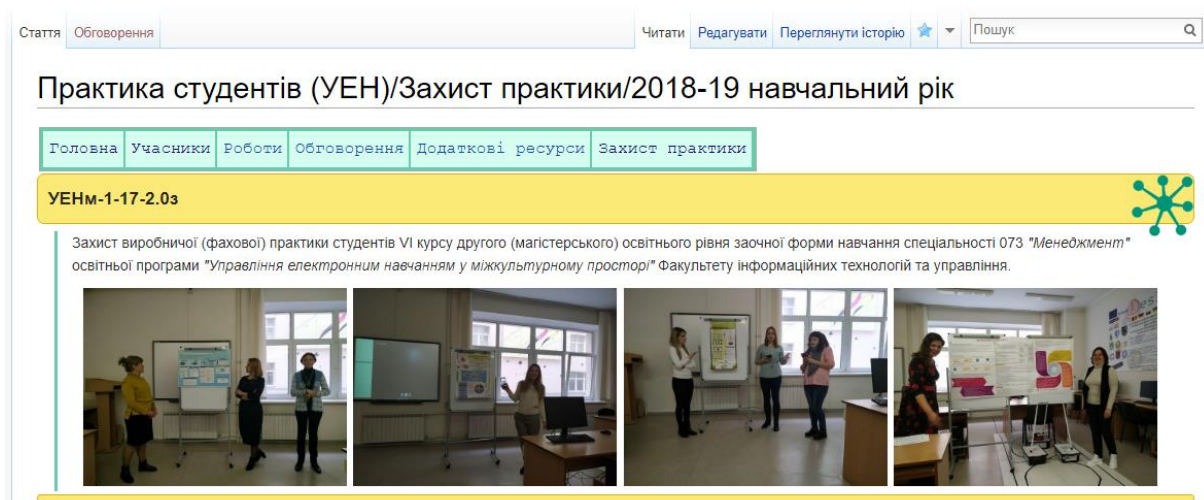


Fig. 5. A page on Wiki-portal with a photo of internship defense

The use of wiki-technology provides openness and transparency of results of activity of the student and teacher, each structural division and university in general. The page of the internship on Wiki-portal of the university should be viewed as a generalization of the use of various components of the e-learning environment at the university.

For the organization of moments and discussions, a webinar room was created and online meetings were held every week. In general, students highly assessed the effectiveness of the internship (90% of the students consider it to be very effective), all students noted the effectiveness of the internship for the formation of professional skills. The most useful, in their opinion, were activities such as working with the wiki-project, preparing an internship report (in the form of infographics) and creating a model of the educational and informational environment of the educational institution (fig. 6).

## Які завдання та види діяльності виробничої практики були найкориснішими для Вас?

10 відповідей

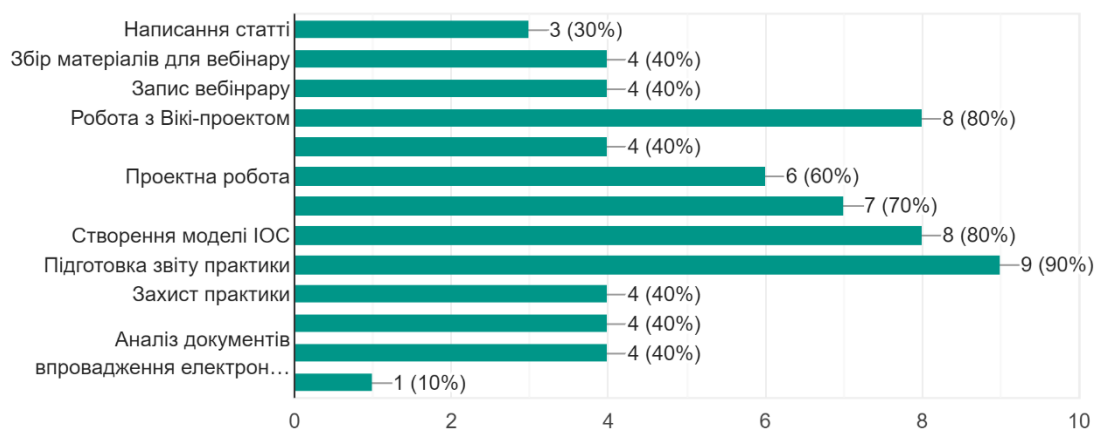


Fig. 6. Answers of the students of comparatively useful types of activity on work experience internship.

Students also expressed their wishes to make mixed-type meetings-consultations. This means several meeting is full-time meeting and other online webinars, because they originally had questions about internship and want to discuss their in f-2-f mode.

**Conclusions.** The educational environment of the modern university has to conform to requirements of a modern education system, to be open, quickly updated, to promote the formation of professional and key competence. The use of wiki-technology for creation of the educational environment gives the chance:

- to create an open educational environment taking into account specifics of needs of users;
- to intensify the use and creation of educational web resources;
- to organize individual and group projects of students;
- to implement active communication and cooperation of teachers and students through the open web space;
- access to educational resources at any convenient time and in the convenient location.

**Prospects for further research.** Investigation possibilities of introducing the use of this methodology in other specialties.

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## **ОРГАНІЗАЦІЯ ПРОЕКТНОЇ ДІЯЛЬНОСТІ В РАМКАХ ВИРОБНИЧОЇ ПРАКТИКИ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ «УПРАВЛІННЯ ЕЛЕКТРОННИМ НАВЧАННЯМ У МІЖКУЛЬТУРНОМУ ПРОСТОРІ»**

### **Варченко-Троценко Лілія Олександрівна**

Кандидат педагогічних наук, науковий співробітник науково-дослідної лабораторії інформатизації освіти Київський університет імені Бориса Грінченка, м. Київ, Україна  
[l.varchenko@kubg.edu.ua](mailto:l.varchenko@kubg.edu.ua)  
ORCID: 0000-0003-0723-4195

### **Тютюнник Анастасія Володимирівна**

Методист науково-дослідної лабораторії інформатизації освіти Київський університет імені Бориса Грінченка, м. Київ, Україна  
[a.tiutiunyk@kubg.edu.ua](mailto:a.tiutiunyk@kubg.edu.ua)  
ORCID: 0000-0003-2909-7697

**Анотація.** Тенденційні зміни в суспільстві призводять до оновлення запитів роботодавців до нового покоління студентів. Молодь має вміння швидко засвоювати інформацію та працювати з великим об'ємом даних, мати навички комунікації та співпраці, інноваційні, життєві та кар'єрні навички, а також вміння критично мислити. Головною функцією сучасної освіти є формування саме цих навичок, а завданням закладу вищої освіти (ЗВО) є формування ефективного навчального середовища. В інформаційному суспільстві відомості та інформаційні процеси стають одними з найважливіших складових соціуму та життєдіяльності людини, що обумовлено зростаючими процесами глобальної інформатизації та комп'ютеризації різних сфер діяльності суспільства і людини. Вже сьогодні на базі цифрових технологій створюються, розвиваються та вдосконалюються наукові та виробничі технології, технології бізнесу, освітні технології тощо. У статті представлено особливості методу проектів та проектної діяльності. Акцентується увага на вікі-технології, як одній з форм інноваційних методичних технологій навчання для підтримки освітнього процесу, яка дозволяє змістовно спілкуватись у веб-просторі, обмінюватись досвідом, обговорювати важливі проблеми, співпрацювати та використовувати різноманітні освітні Веб-ресурси. Також в статті наголошується, що студенти можуть бути активними учасниками проектної діяльності, визначати його мету, завдання та шукати шляхи для їхнього вирішення. Для представлення результатів практики студентів спеціальності «Управління електронним навчанням у міжкультурному просторі» Київським університетом імені Бориса Грінченка було обрано платформу вікі та створено проект підтримки практики студентів магістратури «Педагогічна практика».

**Ключові слова:** Вікі-портал; вікі-технологія; проектна діяльність; метод проектів; управління електронним навчанням; практика студентів