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Computer-based activities in academic process

*Topicality of the research.* In XXIth century computer technologies, electronic books, networks, boards have been considered as common accepted standards in academic process. The main task of a teacher is to contribute to find important information from verified sources. A teacher must be aware of well-known verified sites, ways of searching information on the Internet. In addition any teacher should know two or three good web-based platforms \ applications at least.

*The body of the paragraph 1.* An electronic board can be a perfect tool for solving a large number of problems in teaching. By means of the Internet on the electronic board a teacher shows academic video- and audiofiles, presentations, web-based platforms with interactive lessons or assignments. For example, the most famous web-based platforms \ applications are Quizlet and Kahoot. They contribute to check knowledge of formulae, foreign words, skills of solving equations. In addition Quizlet and Kahoot contain a lot of interactive tasks. As an example one can find such tasks in Kahoot as “Type answer” or “Puzzle” which enable to avoid guessing by accident. The assignment “True” or “False” is good for comparison of chemical or physical processes, the correctness of written formulae or foreign words.

A large number of interactive cards is represented in Quizlet. By means of these cards a teacher can check how well students know foreign words or formulae.

The most famous web-based platforms \ applications presume availability functions “team play”, “two players”, “single player”. A teacher takes decision about the platform with interactive tasks and functions. If the purpose of a class is to evaluate knowledge of every student, the function “single player” will be the best one.

*The body of the paragraph 2.* The web-based platforms have been extending their functions, the set of games and tasks. For instance, Kahoot has improved well-known functions in chapters “Test knowledge” (paragraphs “Quiz”, “True or False”, “Type answer”, “Puzzle”) and “Collect opinions” (“Poll”, “Word cloud”, “Open-ended”, “Brainstorm”). In addition, good platforms enable a possibility to fix time, choose criteria of giving points for each answer. All the mentioned above can be used in checking knowledge of formulae and skills of solving tasks in chemistry, astronomy, physics by means of these formulae: choice of the correct answer for a basic formula gives 1000 points, solution to an assignment by means of this formula brings 2000 points. We consider as basic formulae in physics as average speed formula, density formula, Newton’s second law, power formula, kinetic energy formula etc.

The option “Type answer” is good for solving practice exercises: to calculate, to multiply, to substract, to sum up. For instance, the task requires calculating the lens axis in optics, the average background concentration of the gaseous pollutants, the dose of the medicine \ remedy per body weight. A student calculates and writes by himself the answer in the line. Such tasks are supposed to take more time as tasks in options “Test knowledge” or “True or false”. Therefore it is recommended to give from 30 till 60 seconds depending on the complexity of an assignment.

*Conclusions.* All the mentioned above leads to the conclusion that a teacher of the XXI century should be aware of computer technologies as a user at least, know the best web-based academic platforms \ applications and involve new interactive items in academic process.

References

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