

Petrova O. Case of the digital transformation of education: Moodle system used for the university medical students asynchronous training in the corporate network (Досвід використання системи Moodle для асинхронного навчання студентів-медиків у корпоративній мережі університету як аспект цифрової трансформації освіти) / O. Petrova, M. Bogun; [Електронний ресурс] // Десята міжнародна науково-практична конференція MoodleMoot Ukraine 2022 "Теорія і практика використання системи управління навчанням Moodle". (Організатори: Міжнародний науково-навчальний центр інформаційних технологій та систем НАН України та МОН України, Київський національний університет будівництва і архітектури, Інститут цифровізації освіти НАПН України; Конференція відбулася онлайн 4 листопада 2022 р.). – Режим доступу: <https://2022.moodlemoot.in.ua/course/view.php?id=9> – 13.11.2022.

Досвід використання системи Moodle для асинхронного навчання студентів-медиків у корпоративній мережі університету як аспект цифрової трансформації освіти

Petrova Olha, Bogun Maryna

Kharkiv National Medical University

Case of the digital transformation of education: Moodle system used for the university medical students asynchronous training in the corporate network

Introduction

The modern world has reached previously incredible heights in technology, information technology, developing man himself as an inventor and creator. Digital transformation considers educational change, as well. Like any development, this progress brings positivity, for the sake of which it is all created, and brings changes to the way of life and all aspects of existence without exception. We are witnessing the introduction of distance learning platforms such as Moodle which received common recognition.

Objective

The work aims at presenting the case of the usage of the distance learning platform Moodle for digital transformation of education, namely, for the university medical students, being proposed for their asynchronous training in the corporate network.

Results and discussion

Pressing need of objective reality, which leads to a demand to use distance or hybrid learning conditions, determined the changes in the system, organization, content, preparation and general nature of learning, allowed to apply new pedagogical methods that contribute to the learning acquisition.

In the education of the students of the medical university, we use many distance technologies that allow our university to hold at the modern level and satisfy continuous, high-quality work. The most popular Moodle platform has been chosen as the main platform in our corporate network, which has necessary capacities for all disciplines and types of work included in the curricula at various levels of education of our higher education institution.

In relation to the digital transformation that we actively implement, in particular, due to the practical use of the Moodle distance learning platform, we thereby respond to the existing modern needs in the development of both education seekers and stakeholders and scientific and pedagogical staff. So far, we have acquired the digital skills that allow us to develop such transformative changes and at the same time take advantage of new ways of training.

The Department of Foreign Languages, as other departments of our university, uses Moodle to manage the educational activities of students in various functional aspects. We use Moodle to manage and monitor learning outcomes, assessment, independent work of students, online learning and work-offs of missed classes, work in virtual classrooms, etc. Recently, we have started to work with the Moodle platform to provide asynchronous learning on all disciplines of our profile.

In General section, the News category, moderator places up-to-date information on the schedule of work-offs, teachers in charge and consultations, as well as other important information for students.

For each topic in the tasks, the teacher who creates them chooses the most relevant types of tests and evaluation methods (for example, to perform training pre-test tasks, we choose the method: "Highest Grade"). According to the stage of the topic processing, a certain number of attempts is allowed (for example, unlimited or two for training, or only one for final control).

The asynchronous mode allows you to count on the completion of included tasks within certain time frames (as the name "asynchronous" itself means, i.e. not during a scheduled class), and the student has an opportunity to choose the most suitable time to complete the task by a certain deadline. Moodle is a platform that allows you to accurately record all the student's progress and actions, the time spent on the course, the score and grades received for each of the tasks, tests given, percentage of correctly completed tasks, number of attempts, etc.

Moodle makes it possible to limit access to task performance if the previous activity has not been completed, so that a student could understand an importance of completion of all assigned types of work without missing any of them.

Opportunities for the arrangement of materials in Moodle allow you to include instructions for each step and recommendations for students ("take a test to check how you understand terminology of the topic", "it is recommended to study the vocabulary of the lexical minimum for the specialty of Dentistry consistently by topics", etc.).

Conclusion

The experience of the Moodle platform usage provides a positive attitude for this instrument, which plays a significant role in digitization and transformation in this field of education. In the practice of asynchronous learning, it has been shown that the Moodle distance platform integrates various types of learning activities and is an indispensable means of learning nowadays. It can be emphasized once again that unwillingness to participate in changes leads to a routine that reduces the efficiency of work and quality of results. On the contrary, an interest in the use of digitization contributes to the maintenance of education at a deserving level.

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