Chapter 22
Using Programmer Products
iSpring in Educational Technologies

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ABSTRACT

The Russian Federal State Educational Standards requires teachers of the Russian school to develop the new educational technologies based on the use of modern world pedagogical innovations. The software iSpring is a reliable tool for their implementation. In accordance with the requirements of the Russian Federal State Educational Standards to the modern lesson, the teacher should promote to improve the efficiency of information perception by students in the classroom. In this chapter explain our teaching activities about use software iSpring Suite 7 and iSpring QuizMaker 7 as an effective means to achieve this goal.

INTRODUCTION

iSpring Suite 7 - is a new program for the development of training courses, tests, video lectures and educational games in PowerPoint. This program allows you to turn the presentation into a full training course, adding to it the characters, interactivities, such as “Book”, “Catalog”, “Timeline”, “FAQ”, as well as tests, questionnaires, audio, video, Flash- files and links to web sites. iSpring QuizMaker 7 - a reliable tool for developing interactive HTML5 and Flash tests and interviews with a unique design, audio and video available for viewing on mobile devices. Creating tests, you can use 11 types of evaluation questions and 12 types of survey items with flexible scoring, branching, time limit and other capabilities that enable to implement qualitative verification of students’ knowledge. The NMC Horizon Project from the New Media Consortium is a long-term investigation launched in 2002 that identifies and describes emerging technologies likely to have a large impact over the coming five years in education around the globe. The NMC Horizon Report Europe: 2014 Schools Edition, the first of its kind for Europe, examines six key trends, six significant challenges and six important developments in educational technology that are very

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likely to impact educational change processes in European schools over the next five years (2014-2018). The topics within each section were carefully selected by the Horizon Project Europe Expert Panel, a body of 53 experts in European education, technology, and other fields. They come from 22 European countries, as well as international organizations and European networks. Throughout the report, references and links are made to more than 150 European publications (reports, articles, policy documents, blog posts etc.), projects (both EU-funded and national initiatives) and various policy initiatives from all over Europe. The Creative Classrooms multidimensional framework, developed by European Commission’s JRC-IPTS on behalf of DG EAC, was used for analysing the trends, challenges and technologies impacting European schools over the next five years. The analysis reveals that a systemic approach is needed for integrating new technologies in European schools and impacting educational change over the next five year (Johnson, Adams-Becker, Estrada, Freeman, Kampylis, Vuorikari & Punie, 2014).

BACKGROUND

iSpring Suite 7 - is a new program for the development of training courses, tests, video lectures and educational games in PowerPoint. This program allows you to turn the presentation into a full training course, adding to it the characters, interactivities, such as “Book”, “Catalog”, “Timeline”, “FAQ”, as well as tests, questionnaires, audio, video, Flash- files and links to web sites.

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According to the World Internet voting “TOP 100 tools for learning 2014” iSpring products are in the top 40 of the best tools used for training. Today iSpring is the only Russian company developing tools for learning, which has received such high recognition in the international arena. Aligned with findings of the 2013 MATEL report, games and game fiction are positioned as key technologies for primary and secondary education. The roots of game-based learning can be traced back to 2003, when a burgeoning body of research began exploring the impact of game play on cognitive development. Since then, games and simulations, digital and otherwise, have been developed to help learners build social and intellectual skills with greater goals in mind. A recent report, The Potential of Digital Games for Empowerment and Social Inclusion of Groups at Risk of Social and Economic Exclusion, concluded that online and other digital games can positively impact employment, economic growth, and innovation by increasing socioeconomic inclusion of at-risk populations, including youth who may be struggling academically. The report also recommends that serious games and game fiction be integrated across industry, research, and learning sectors. When the gaming industry began to incorporate network connectivity into game design, they revolutionized game-play by creating vast virtual arenas where participants from all over the world could connect, interact, and compete. The Internet offers gamers the opportunity to join massively multi-player online (MMO) role-playing environments and to build online reputations based on their skills, accomplishments, and abilities. In the last five years, games have converged with natural user interfaces to create an experience for players that more closely mimics real life, engaging users with touch screens and gesture-sensing technologies. Game fiction applies gaming mechanics to routine activities, often with the express purpose of engaging and supporting people as they learn new skills. www.simple.