Chapter 11

Optimizing an Online Learning Course Using Automatic Curating in Sliding Mode

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ABSTRACT

Various platforms can be used for webinars in online programs; such as WizIQ. This online service allows the user to conduct webinars with audio-visual material, presentations, etc. Listeners of the online programs can hear presenter’s voice, see a presentation, listen to music, and take an active part in the chat. However, there are great difficulties associated with the ongoing course content- an abundance of unstructured information, inaccuracy of information, a growing number of public resources, an ever-changing world and a changing labor market have led to the emergence of a new kind of activity - curating content. This chapter describes the authors’ suggestions of optimizing online learning course content using an automated curator in the sliding mode. The given system has been successfully used by Professor Vardan Mkrtchian in five different Russian Universities, teaching online for its 10 academic disciplines.

INTRODUCTION

The learning process has always been organized in such a way that it enables students to acquire the necessary knowledge and skills for one’s future independent activities. It is not a coincidence that in pedagogies, such natural learning, tendency is considered to be one of the guiding principles, i.e., the principle of practical tendency for a students’ training (previously labeled the principle of interrelation between training and everyday activities). Furthermore, owing to the occupation and business scopes

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variety, the principle’s content has become uncertain, creating an uncertainty in the practical application of it. It is the scientific knowledge that is being emphasized in the education process; the scope and content of such knowledge are determined from a common sense point of view which includes the actual time allocated for the study of a certain subject. Such knowledge is rarely ever correlated with learning activities, with the exception of the assigned solutions for study problems.

The necessity for new teachers to be prepared for real life in the K-12 classroom is recognized by scholars, practicing teachers, and psychologists. However, one question still remains; what are the necessary skills and knowledge’s required for teachers to be successful in the rapidly changing world?. To consider this, ways to implement the principle of practical tendency in K-12 training should be carried out in two ways: 1) search for the applied studies describing the practical tendency of knowledge; 2) generate the didactics for practical skills promotion.

The generated didactics effective use methodology structure was not implemented. The second direction, generating didactics for practical skills promotion, could not be carried out successfully either due to: the generally acknowledged definition of the term “practical skills” being absent, skills vitally essential for people in their independent activities was not selected, and pedagogical experiment carried out proved that students do not memorize the technical objects presented in textbooks and don’t realize that scientific knowledge is a basis for the solution, of not only the professional problems, but also a great number of everyday ones as well. As a result of this, the existing directions for searching the ways to implement the practical training principle were deemed to be ineffective requiring the inquiry into another direction.

The search for another direction was carried out in the following sequential order:

1. The evolution of the principle of practical tendency in training was studied with the consideration of its alteration during the progress of society, including a view into the changing social and economic structures;
2. The following concept of Galina Stephanova (Mkrttchian, & Stephanova, 2013) was taken as the theoretical basis, which includes working out the goals of teaching a certain subject by distinguishing a set of routine problems that students are being trained to solve;
3. The theoretical concept of the research was evolved – the problem of implementing of the principle of practical tendency in training can be resolved if the goals of teaching are presented as a set of the routine problems that people solve during their lifetime, with methods for their solutions and ways to obtain these goals;
4. On the basis of this concept, a model for training K-12 teachers was developed;
5. The training practicability based on the above-mentioned model was tested.

BACKGROUND

The term of a “pedagogical principle” covers quite a wide range of notions that can be considered from a variety of definitions, principles as: fundamental general standings of a theory, doctrine, or science in general (the definition of A. N. Leontiev, V. I. Zagvyaziniskiy, A. A. Radugin); notions, views of things, relations, phenomena, or facts (B. T. Likhachev, E. V. Bondarevskaya, P. I. Pidkasisty); primarily guiding concepts, or key standards of personal conduct (Y. K. Babanskiy and others); logical origins of activ-