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**MoPED: Modernization of Pedagogical Higher Education by Innovative  
Teaching Instruments**  
**586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP**

## **HANDBOOK**

**TITLE OF THE COURSE:** Innovation technologies and tools in organizing and  
monitoring the quality of distance education  
**SPECIALITY** - 013 “Primary education”,  
**HIGHER EDUCATION DEGREE:** Master

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**Faculty:** pedagogical



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**Abstract of the academic discipline:** Within the framework of the academic discipline students will get acquainted with the theory and practice of the use of distance learning technologies in the system of continuous pedagogical education, as well as with domestic and foreign experience in organizing distance learning in higher education institutions, pedagogical conditions and models of distance learning implementation. The academic discipline will be developed by using both traditional methods (lectures and workshops) and innovative pedagogical methods ( problems-based learning, personalization and differentiation of study, and interactive methods), as well as information and communication technologies.

**Keywords:** Distance Learning System, Distance Learning, Distance Education, Primary School Teachers, Informative and Educational Environment, Tutor, Educator of Distance Learning, Distance Learning Administrator, Primary School System of Continuing Education for Teachers



## CONTENT

### 1. Academic discipline description

#### 1.1. Volume and distribution of the discipline in ECTS credits according to the forms of organization of education process and types of educational classes.

##### 3.0 ECTS credits

Total hours: 90

For full-time education: 6 lecture hours, 24 hours of workshops, 60 hours of consultations, individual student work;

For the distance learning form of study: For full-time education: 4 hours of lectures, 6 hours of workshops, 80 hours of consultations, individual student work.

#### 1.2. Language of study: Ukrainian

#### 1.3. Website addresses of the permanent educational content of the discipline

<http://moodle.g35.info/course/view.php?id=97>

#### 1.4. Developer(s), working group(s)

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Kovtun Oleksandr Viktorovych - Ph.D. in Pedagogical Sciences, Associate Professor

#### 1.5. Discipline purpose:

The formation of future primary school teachers' readiness for distance learning in the system of long-term education, which structure is defined as an integral property of the personality, reflecting the integral interaction of the motivational-value (increasing the awareness of the need to acquire the theory and technology of distance learning through self-education at the individual level) and cognitive (the formation of personalised knowledge of modern information technologies of education, the basics of its organisation in primary school, the method of learning)

#### 1.6. Software competencies that are formed as a result of the course of study

##### 1.6.1. Integral competence:

A person's ability to solve difficult tasks and problems in a certain area of professional activity or in the course of training, it is based on research and/or innovation activities and is characterised by uncertainty of conditions and requirements.

##### 1.6.2. General competencies:

Ability for searching, processing and analysis of information from various sources (possess practical ways of searching scientific and professional information by using modern computer facilities), as well as cloud technologies, databases and knowledge.

##### 1.6.3. Professional (special) competencies:

Technological (the ability to implement a technological approach in the educational process: the usage of optimal pedagogical technologies for teaching junior pupils on the basis of different knowledge of technologies and their scientific foundations).

#### 1.7. Discipline results

Methodological handbook “Innovative technologies and tools in organizing and monitoring the quality of distance education”



#### 1.7.1. Professional expertise:

Knowledge of the legal and regulatory documents that regulate the activities of general secondary education institutions; teacher's activities, their functional responsibilities; rights and duties of educational process subjects; the scope and functions of the primary education organizer; principles of administration and management; conditions and prerequisites for the functioning of general secondary education institutions.

#### 1.7.2. Professional skills and abilities:

To use information, communication and computer technologies for solving standard and non-standard tasks of professional activity.

#### 1.7.3. Communication:

To implement, to maintain and to change interpersonal communication from professional issues; to express thoughts in a demonstrative and clear verbal way according to the meaning, conditions of communication and the addressee, while at the same time trying to convey their vision of the question.

#### 1.7.4. Autonomy and responsibility:

To assist teaching staff in mastering modern pedagogical technologies and teaching methods through various forms of methodical work.

### **1.8. Opportunities for social competency building**

Ability to cooperate in a group and team, mobility, ability to adapt and define personal goals and perform various roles and functions in the team, to plan, to develop and to implement projects of individual and collective actions; ability to define and implement communication goals according to the circumstances; to maintain relationships; to solve problems in different life situations.

### **1.9. Students' knowledge control**

#### 1.9.1. Evaluation criteria of learning outcomes:

Low level (unsatisfactory). The student does not describe phenomena, does not show knowledge and understanding of the main points of the topic.

Medium level (satisfactory). The student describes phenomena, gives examples without explanations on the basis of his/her own observations, textbook materials, teacher's stories, reveals knowledge and understanding of the main provisions (laws, theories) and deals with simple tasks that do not consist of tasks.

Sufficient level (good). The student can apply knowledge in standard situations, with the help of the instructor analyzes the results while solving a task. He is able to explain phenomena, carry out analysis, summarize knowledge, systematize it, and make conclusions.

High level (excellent). The student is fluent in the studied material, applies it in everyday practice in regular situations ( tasks performance, practical works), gives arguments on the basis of his thoughts. The student independently assesses various phenomena, facts, by showing a personal position about them, finds sources of



Information and uses the received knowledge and skills at performance of practical tasks.

1.9.2. Means of diagnosing learning outcomes (current and final assessment):

Current assessment in practice (testing), assessment for individual learning and experiential tasks, quizzes (testing), test scores.

1.9.3. Assessment scale: national and ECTS:

Sum of points for all educational activities	ECTS evaluation	National scale score
90 – 100	A	counted
82 – 89	B	
74 – 81	C	
64 – 73	D	
60 – 63	E	
35 – 59	FX	not counted, with possibility of rewriting.
0 – 34	F	not counted, with mandatory repetition of discipline.

## 2. Content and structure of the academic discipline

### 2.1. Module 1: Theoretical foundations of distance learning

2.1.1. Theme 1: Distance learning in modern educational area.

2.1.2. Aim and expected results (*to inform students to the main goals and objectives of the course, its general terminological concepts, history of distance learning and to show how to be able to navigate in the stages of development and technologies of distance learning*).

2.1.3. Criteria and forms of assessment of learning outcomes by topic (*testing*).

2.1.4. Digital tools (*personal computer, projector, tests*).

2.1.5. Lecture

Distance learning in modern educational area

Plan:

The nature and objectives of distance learning at the current stage.

1. 1. Development of distance learning in pedagogical theory and practice.

2. Technologies of distance learning.

2.1.7. Practice session 1.

Distance learning in modern educational area

Plan:

- 1) The essence and tasks of distance learning at the present stage.
- 2) Development of distance learning in pedagogical theory and practice.
- 3) Technologies of distance learning.
- 4) Students should know:
- 5) basic concepts: "distance learning", "distance education", "lifelong learning", etc;
- 6) purpose and objectives of distance learning;
- 7) features of distance learning;



8) the history of distance learning in pedagogical theory and practice; disadvantages and advantages of distance learning.

1) Students should be able to:

2) navigate through the stages and phases of distance learning development; be aware of distance learning technologies (asynchronous, synchronous).

2.1.6. Self-Study Tasks (*Create a crossword puzzle with terms and concepts that reflect distance learning at a modern stage. Look through and analyse the publications:*

<http://openedu.kubg.edu.ua/journal/index.php/openedu/article/view/236/pdf#Xd-ESVzRBdg0>

2.1.7. Methodological materials and instructions.

*Approval of the Regulations of distance learning: Order of the Ministry of Education of Ukraine from 25.04.2013 № 466 [Electronic resource]. Access mode: <http://zakon2.rada.gov.ua/laws/show/z0703-13>*

*Mukoviz O., Ihnatenko N., Kovtun O. Selection of the Distance Learning Management System for Pedagogical Higher Education Institutions. Open educational e-environment of Modern University Special Edition «New Pedagogical Approaches in Steam Education». Borys Grinchenko Kyiv University, 2019. C. 216-221. URL: <http://openedu.kubg.edu.ua/journal/index.php/openedu/article/view/236/pdf#Xd-ESVzRBdg0>*

2.1.8. Theme 2: Organization and implementation of distance learning in higher education institutions

2.1.9. Aim and expected results (*to acquaint students with the structure of a distance course, functional responsibilities of professionals involved in distance learning field; to be able to navigate in models of distance learning*).

2.1.10. Evaluation criteria and forms of assessment of learning outcomes on the topic (*testing*).

2.1.11. Digital tools (*personal computer, multimedia projector, tests*)

2.1.12. Lecture

Organization and implementation of distance learning in higher education institutions

Plan:

1. Simulation of distance learning in HEI.
2. Informational and educational environment of the HEI.
3. Conditions of distance learning implementation in the HEI.

2.1.13. Practice session 1.

Organization and implementation of distance learning in higher education institutions

Plan:

1. Simulation of distance learning in HEI.
2. Informational and educational environment of the HEI.
3. Conditions of distance learning implementation in the HEI.



Students should know:

- 1) Course structure.
- 2) Characteristics and functions of HEI education environment.
- 3) Tutor, distance learning organizer and administrator functions.
- 4) Distance learning conditions in the system of continuing education for primary school teachers.

Students should be able to:

- 1) go with the distance learning model;
- 2) navigate through the components of HEI environment;
- 3) radar the distance learning community.

2.1.14. Independent tasks for students (*analyse the models of distance courses from the topic and compare them with the structure of an e-learning course developed at the level of the HEI and the Ministry of Education of Ukraine*). (<https://ru.calameo.com/books/00282326166f80824a536>). *Project your own distance course model.*)

2.1.15. Methodological materials and instructions

*Mukoviz O.P. Review of the distance learning models for the primary school teachers in continuous education system / O.P. Mukoviz // Problems of education. – K., 2013. – Edition № 74. – P. 1. – C. 134 – 144.*

*Mukoviz O.P.. Conditions for e-learning in the continuing education system for primary school teachers / O.P. Mukoviz // Higher education of Ukraine № 3 (Annex 1). Thematic issue "Pedagogy of Higher Education: methodology, theory, technology" - 2013 - T. 2. - C. 225 - 227.*

## **2.2. Content module 2: Distance learning technology in primary education**

2.2.1. Theme 1: Primary school teacher requirements in distance learning conditions

2.2.2. Aim and expected results (*to acquaint students with the tasks of informatization in the education, criteria of the primary school teacher's readiness for using information technologies, psychological and pedagogical principles of distance learning organization; to be able to use various pedagogical software*).

2.2.3. Evaluation criteria and forms of assessment of learning outcomes on the topic (*testing*).

2.2.4. Digital tools (*personal computer, multimedia projector, tests, online school Educational Era*)

2.2.5. Lecture

Requirements for a primary school teacher in distance learning conditions

Plan:

1. Elementary school teacher's information literacy.
2. Requirements for a primary school teacher to use distance learning technologies.

2.1.7. Practice session 1.

Requirements for a primary school teacher in distance learning conditions

Plan:





1. Primary school teacher's information literacy.
2. Requirements for a primary school teacher to use distance learning technologies.

Students should know:

- 1) Informatization tasks in education;
- 2) Primary school readiness criteria for using information technology;
- 3) the basics of psychology and pedagogy in distance learning;
- 4) etiquette policy;
- 5) basic algorithmic structures;
- 6) PC structure and operation;
- 7) semiotic knowledge (sign, meaning, languages, types of languages), the concept of programming (cognitive aspect).

Students should be able to:

- 1) get to grips with concepts: computer literacy and information culture;
- 2) to create and maintain psychological comfort, to solve conflict situations, to express oneself orally and in written form;
- 3) to use various pedagogical software tools;
- 4) to use telecommunications systems;
- 5) to model, to interpret, to systematize, to plan, to semanticize, to think logically (operational aspect).

2.2.6. Independent tasks for students (*Sign up Educational Era* (<https://www.ed-era.com/>). When registering, please specify correct e-mail and check that it is spelled correctly! Take the online course for primary school teachers).

2.2.7. Methodological materials and instructions.

*Primary school teacher's professional competence: educational and methodical manual for teachers / Authors: V. Y. Bereka, A. V. Halas. – Kharkiv: Pub. «Ranok», 2018. – 496 p.*

2.2.8. Theme 2. The educational foundations of distance learning in primary education

2.2.9. Aim and expected results (to familiarize students with the main principles of the organization of distance learning in the system for primary teachers in continuing education; to be able to work in a chat room, forum and webinar).

2.2.10. Evaluation criteria and forms of assessment of learning outcomes on the topic (*testing*).

2.2.11. Digital tools (*personal computer, multimedia projector, tests*)

2.2.12. Practice session 1.

The didactic foundations of distance learning in primary education

Plan:

1. Purpose of organizing and implementing distance learning in the continuous education system for primary school teachers.
2. Purpose of organizing and implementing distance learning in the continuous education system for primary school teachers.



### 3. Distance learning organization forms and methods in primary school teachers' continuing education system..

Students should know:

- 1) aims and objectives of distance learning organization in the system of primary school teachers' continuous education;
- 2) basic guidelines for distance learning in the system of continuing education of primary school teachers;
- 3) basic forms and methods of organizing distance learning.

Students should be able to:

- 1) Be aware of the forms and methods of distance learning organization in the system of continuous education for primary school teachers;
- 2) to work in a chat room, forum or webinar;
- 3) orientate yourself in control methods: testing, questionnaires, self-monitoring, rating method and design and communication methods

2.2.13. Independent tasks for students (*Make a crossword puzzle with terms and concepts that reflect the process of organizing distance learning.*).

2.2.14. Methodological materials and guidelines

*Mukoviz O. P. Features of distance learning organization in the system of primary school teachers' continuous education / O. P. Mukoviz // Humanitarian Visnyk SHEI «Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University»: Collection of scientific works. – Pereiaslav-Khmelnytskyi, 2013. – ED. 28. – II. – C. 211 – 218.*

2.2.15. Theme 3: Means of supporting distance learning in primary education

2.2.6. Aim and expected results (*signify the informational medium of Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University for students. (<http://moodle.g35.info>); know how to work there.*).

2.2.17. . Evaluation criteria and forms of assessment of learning outcomes on the topic (*testing*).

2.2.18. Digital tools (*personal computer, multimedia projector, tests, Moodle platform*)

2.2.19. Practice session 1.

1. General characteristics of the PHSPU information learning environment based on the e-learning Moodle system.
2. Acquaintance with the homepage.
3. Review and work with e-learning courses..

Students should know:

- 1) web address of the PHSPU website, login name (login) and password;
- 2) general characteristics and the main elements of the site interface Information and educational environment of PHSPU on the basis of Moodle e-learning system;
- 3) The structure of the e-learning course window and management capabilities on the website of the Information Educational Resource PHSPU;
- 4) features of test preparation and other types of monitoring in the distance



course of the Informational and Educational Resource PHSPU.

Students should be able to:

- 1) To navigate in the Main Menu on the website of the Informational and Educational Resource PHSPU;
- 2) work with the distance course topics on the Informational and Educational Resource PHSPU;
- 3) be guided through the units (navigation, administration, news, calendar, etc.) on the website of the Informational and Educational Resource PHSPU;
- 4) work with resources or activities (forum, work program, glossary, lecture, practical work, seminar, video work, tasks, individual research assignments, surveys, literature and others) of the distance course on the website of the Informational and Educational Resource PHSPU;
- 5) text and file sharing on the website of the Informational and Educational Resource PHSPU;
- 6) do some tests and other monitoring in a distance course on the website of the Informational and Educational Resource PHSPU;

2.2.20. Independent tasks for students (*In accordance with the Regulations on certification of e-learning course at the level of the HAI and the Ministry of Education of Ukraine please analyze the distance courses (<https://ru.calameo.com/books/00282326166f80824a536>) please analyze the distance courses*).

2.2.21. Methodological materials and guidelines

*E-Learning System for Universities Based on MOODLE: Methodological Handbook. Y. V. Tryus, I. V. Herasymenko, V. M. Franchuk // For the ed. Y. V. Tryusa. – Cherkasy, 2012. – 220 p.*

2.2.22. Theme 4: Organization of distance learning in continuing education for primary school teachers.

2.2.23. Aim and expected results (*to familiarize students with the website of the Primary School Teachers Continuing Education System (<https://sno.udpu.edu.ua>) to be able to work there*).

2.2.24. . Evaluation criteria and forms of assessment of learning outcomes on the topic (*testing*).

2.2.25. Digital tools (*personal computer, multimedia projector, tests, GoogleDrive, OneDrive*)

2.2.26. Practice session 1.

Organization of distance learning in the system of continuing education for primary school teachers

Plan:

1. Site structure of primary school teachers' continuing education system.
2. Distance learning in primary school teachers' continuing education system.
3. Scientific and methodological work in primary school teachers' continuing education system.



4. The use of resources in the continuing education system for primary school teachers.
5. Development of a personal cloud for the organization of educational activities.

Students should *know*:

- 1) web address of the Primary School Teachers Continuing Education System website, login name (login) and password;
- 2) general characteristics and basic elements of the website interface of the Continuing Education System for Primary School Teachers;
- 3) Forum rules on the website of the Continuing Education System for Primary School Teachers;
- 4) Features of using the resources on the website of the Continuing Education System for Primary School Teachers.

Students should be able to:

- 1) To navigate in the Main Menu on the website of the Continuing Education System for Primary School Teachers;
- 2) to provide distance learning courses at the website and networking systems at the primary schools.;
- 3) to organize activities at the forum of the Continuing Education System for Primary School Teachers;
- 4) to work in the Library on the website of the Continuing Education System for Primary School Teachers;
- 5) to share files in the cloud on the website of the Continuing Education System for Primary School Teachers.

2.2.27. Independent tasks for students (*Analyze and compare OneDrive and Google Drive services. Build a personal cloud based on the applications you use*).

2.2.28. Methodological materials and guidelines

*Mukoviz O.P. Development features of the website for continuing education system for primary school teachers / O.P. Mukoviz // Computer at school and family. – 2014. – № 3. – C. 30 – 34.*

### **3. Final certification assignment**

3.1. Test assignments.

*Content module 1. Theoretical foundations of distance learning*

*Theme 1: Distance learning in modern educational environment.*

1. What is the name of the set of educational services that are provided to the population through a special information educational environment which is based on the means of exchanging basic information from a distance?

- a) distance learning;
- b) distance education;
- c) part-time education;
- d) continuing education.

2. What is the name of the individualized process of acquiring knowledge, skills and ways of cognitive activity of a person, which occurs basically due to the



mediated interaction of participants of the educational process remote from each other in a specialized environment, functioning on the basis of modern psychological, pedagogical and information and communication technologies?

- a) distance learning;
- b) distance education;
- c) part-time education;
- d) continuing education.

3. Which education system is characterized by the following features: flexibility, modularity, parallelism, a large audience, economy, technology, social equality, internationality, a new teacher role, a positive impact on the student ( pupil, listener ) and quality?

- a) distance learning;
- b) distance education;
- c) part-time education;
- d) continuing education.

4. What is called the set of ways, means, ways and forms of acquisition, deepening and expansion of general education, social maturity and professional competence, education of aesthetic attitude towards reality, enrichment of culture ... .. people in a network of public and private educational institutions and in the process of self-education?

- a) distance learning;
- b) distance education;
- c) part-time education;
- d) continuing education.

5. What is the name of an open, ramified system of didactic and information and communication technologies, which is created by combining the necessary forms, methods and means of learning in order to obtain high quality learning results and is used for the development of distance courses, organizing the learning process?

- a) distance learning technologies;
- b) distance education technologies;
- c) part-time education technologies;
- d) continuing education technologies.

6. What is the name of a distance learning mode in which interaction between subjects of distance learning occurs with a delay in time, using e-mail, forum, social networks, etc.?

- a) asynchronous;
- b) individual;
- c) personality-centric;
- d) synchronous.

7. What is a distance learning method, in which the participants learn how to interact with each other's remote start sub-projects, while all the participants



simultaneously try out the website via distant learning (chat, audio, video, video conferencing, social media, etc.)?

- a) asynchronous;
- b) individual;
- c) personalized;
- d) **synchronized.**

8. The name of learning, where one-way communication prevails and it is like self-learning?

- a) **correspondent;**
- b) case study;
- c) translational;
- d) part-time.

9. What is the name of training where two-way communication prevails (telephone training, interactive videos, radio and television broadcasts, multimedia, computer programs, e-mail, and fax)?

- a) correspondent;
- b) **case study;**
- c) translational;
- d) part-time.

10. What is the name of training where two-way communication prevails (telephone training, interactive videos, radio and television broadcasts, multimedia, computer programs, e-mail, and fax)?

- a) correspondent;
- b) case study;
- c) **translational;**
- d) part-time.

*Theme 2: Organization and implementation of distance education in higher education institutions*

1. Which of the proposed options correctly defines the structure of the distance course according to IMS specifications?

- a) training module;
- b) control module;
- c) communication module;
- d) additional material unit;
- e) all options offered are missing;
- f) all options are presented below.

2. What is the name of HEI environment in which the organized set of means of information transfer, principles of interaction of educational process participants, didactic, organizational and methodical support is realized?

- a) **Educational information;**
- b) information and education technology-based environment;
- c) interactive;
- d) online distance learning environment.



3. Which of the proposed options defines the functions of the information and education environment correctly?
- Informative;
  - educational;
  - organisational;
  - all options offered are missing;
  - all options are presented below.**
4. What is the name of a teacher (mentor) of distance education, who provides educational and practical support, advice to students from the discipline in order to more deeply personalise the learning process?
- Tutor;**
  - distance learning organizer;
  - distance learning moderator;
  - distance learning administrator.
5. What is the name of the employee, who provides the organisation of the learning process (schedule, interaction with students and teachers, etc.) by using information technology?
- Tutor;
  - distance learning organizer;**
  - distance learning moderator;
  - distance learning administrator.
6. What is the name of the employee who administers special software that manages the distance learning process?
- Tutor;
  - distance learning organizer;
  - distance learning moderator;
  - distance learning administrator.**
7. Which of the proposed options correctly defines the conditions for the implementation of distance learning in the continuing education system for primary school teachers?
- Didactic;
  - psycho-pedagogical;
  - organizational-pedagogical;
  - all options offered are missing;
  - all options are presented below.**
8. Which of the proposed options reflects the world model of distance learning organization?
- Externship training;
  - multi-educational collaboration;
  - institutionalization;
  - non-formal, integrated multimedia-based learning;
  - all options offered are missing;
  - all options are presented below.**



9. Which of the proposed options reflects the educational and information environment of Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University?

- a) Distance learning system (<http://moodle.g35.info>);
- b) tutorials archive;
- c) all options offered are missing;
- d) all options are presented below.

10. What is the name of the SCA environment in which a systemically organized set of means of data transmission, information resources, interaction protocols, software, organizational and methodical support, focused on solving the needs of users?

- a) Information and educational;
- b) interactive;
- c) information and communications technology education environment;
- d) e-learning web-based environment.

*Content module 2. Technology of distance learning in primary education*

*Theme 1: Requirements for a primary school teacher in distance learning conditions*

1. Which of the proposed options defines the tasks of informatization of education?

- a) the formation of human information culture;
- b) ensuring the development of personal qualities of a person, disclosure of his or her creative potential;
- c) improving the efficiency of the educational process through the introduction of information technologies of education, by providing creative, scientific activities;
- d) intensification of methodological work and scientific research;
- e) all options offered are missing;
- f) all options are presented below.

2. Which of the proposed options defines the criteria of readiness of a primary school teacher to use Information technologies of education (according to O. V. Sukhovirskym)?

- a) compute-user skills level;
- b) level of knowledge of computer usage in primary school;
- c) skills to use computer technology in primary school lessons, searching for information, obtaining new knowledge and self-education through IT tools, creating own didactic materials through IT resources, diagnosing students' level of knowledge through IT facilities, carrying out organisational activities and planning through IT technologies, and using IT for scientific activities and preparing diplomas?
- d) all options offered are missing;
- e) all options are presented below.





3. Which of the proposed options identifies the main components of primary school computer literacy for teachers?
- a) knowledge of the theoretical foundations and understanding of computer technology operating principles;
  - b) operational skills and ability to encode, input and process data;
  - c) programming language proficiency;
  - d) all options offered are missing;
  - e) all options are presented below.
4. Which option identified the main elements of the primary school teaching information culture?
- a) Concept of computer science as a component of information culture;
  - b) learning methods;
  - c) IT skills;
  - d) all options offered are missing;
  - e) all options are presented below.
5. What do you call the ability to work on the basis of the acquired knowledge?
- a) Competence;
  - b) knowledge;
  - c) skills;
  - d) competence.
6. How do you call the individual quality that is necessary to perform certain functions, to solve certain tasks in a certain area?
- a) Competence;
  - b) knowledge;
  - c) skills;
  - d) competence.
7. Which of the proposed options defines the core competencies of a primary school teacher who is able to learn from a distance (highlighted by the Council of Europe)?
- a) Political and social competence;
  - b) competencies related to living in a multicultural society;
  - c) competence in oral and written communication;
  - d) competencies related to the growth of the information society;
  - e) competence that brings to life the ability and desire to learn throughout life.;
  - f) all options offered are missing;
  - g) all options are presented below.
8. What competencies form teachers in primary schools, in distance learning?
- a) public cultural;
  - b) psycho-pedagogical;
  - c) informational;
  - d) all options offered are missing;
  - e) all options are presented below.



9. How do you call the ability to use electronic processor technology for storing, processing and using information?

- a) Computer literacy;
- b) information culture;
- c) interactive literacy;
- d) full interaction.

10. Definition of the concept of informatics as a component of information culture. Methods of cognition. Ability to use information technologies?

- a) Computer literacy;
- b) information culture;
- c) interactive literacy;
- d) full interaction.

*Theme 2. Didactic foundations for the organisation of distance learning in primary education*

1. Which of the proposed options reflects the principles of distance learning organization?

- a) Creativity in cognitive activities;
- b) personal learning trajectory;
- c) virtualisation training;
- d) identification;
- e) interactivity;
- f) all options offered are missing;
- g) all options are presented below.

2. The principle of providing distance learning, in which information technology enables the teacher to control the learning process, to make changes in the course of study, to make contact between the teacher and the student available, as well as to ensure that students can communicate with each other?

- a) Identification;
- b) interactivity;
- c) basic knowledge;
- d) pedagogical feasibility of information technology tools.

3. A joint activity of a teacher and a student aimed at individual self-realization of a student and development of his/her personal qualities in the course of mastering a specific discipline is called?

- a) Personalized training;
- b) self-study;
- c) interactive learning;
- d) educational development.

4. The development of physical, cognitive, moral and other abilities of students based on their individual capabilities is called?

- a) Personalized training;
- b) self-study;
- c) interactive learning;



**d) educational development.**

5. The name of a resource that allows instant online text messaging between instructor and students?

**a) Chat;**

b) forum;

c) e-mail;

d) webinar.

6. This resource is called the teacher-student communication resource in asynchronous mode, which allows participants to discuss certain topics, read and reply to messages of other participants by sending messages?

a) Chat;

b) e-mail;

**c) forum;**

d) webinar.

7. What is the name of the resource for organizing seminars with the use of video technology?

a) Chat;

b) forum;

c) e-mail;

**d) webinar.**

8. The interaction in continuing education of primary school teachers with teaching resources with minimal teacher participation is called?

**a) Self-study;**

b) customised learning;

c) frontal education;

d) group training.

9. The interaction between a primary school teacher in continuing education and a lecturer or other teacher?

a) Self-study;

**b) customised learning;**

c) frontal education;

d) group training.

10. What is the name of active interaction between all participants in the learning process (teachers, students and primary school teachers) in the system of continuing education?

a) Self-study;

b) customised learning;

c) frontal education;

**d) group training.**

*Theme 3: Means of supporting distance learning in primary education*

1. Which of the proposed options has a parameter for the Moodle distance learning system?

a) Educational success;



- b) user integration;
  - c) system code is open;
  - d) toolbox to create courses;
  - e) module structure;
  - f) web-based structure;
  - g) customer service support;
  - h) Methodological and pedagogical particularities have been taken into account;
  - i) different types of fonts, drawings, animations, video broadcasts, etc. are available.;
  - j) forum availability;
  - k) all parameters are missing;
  - l) all parameters are available.**
2. Enter the web address of the educational and information environment of Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University.
- 
3. In which of the proposed options it is possible to change the information about the user of the information and education environment?
- a) Administration → My profile → Edit information;**
  - b) Administration → Course Management;
  - c) Navigation → My profile → View profile;
  - d) Navigation → My courses.
4. Which block of the information and education environment has such elements: Course Management Grading log, My Profile?
- a) Administration;**
  - b) Navigation;
  - c) Latest news;
  - d) Future developments;
  - e) Forum search;
  - f) Recent activities.
5. Which block of the information and education environment has such elements: Home, My Profile, Current Course, My Courses, etc.?
- a) Administration;
  - b) Navigation;**
  - c) Latest news;
  - d) Future developments;
  - e) Forum search;
  - f) Recent activities.
6. In what kind of activity of a distance course of the information and educational environment it is possible to communicate synchronously with users?
- a) Forum;
  - b) Chat;**
  - c) Glossary;
  - d) Task;



- e) Topic;
- f) Workshop.

7. In which block of the information and education environment can resources be loaded?

- a) Administration;
- b) My personal files;**
- c) My recent awards;
- d) Navigation;
- e) Calendar;
- f) latest activities.

8. What steps should be taken in an e-learning course in order to take a practical work.?

*Please specify the order of all 4 answer choices:*

- a) in the subject being studied, select "Practical work";
- b) click on "Submit";
- c) print the answers to the questions, if need download the file;
- d) click "Save changes".

9. What steps do you need to take in an e-learning course to write a test on a topic?

*Please specify the order of all 6 answer choices:*

- a) Click the "Test" option;
- b) click "Start testing";
- c) in the window of confirmation click "Start trying";
- d) flag the right answers to the question;
- e) click "Next";
- f) click "Send All and Finish".

10. Which steps should be taken in a distance learning Information and Education Environment course to process and submit a topic?

*Please specify the order of all 6 answer choices:*

- a) to open the "Theme" section;
- b) familiarize with the theoretical material (text, lecture);
- c) answer to the questions of control and self-monitoring on the topic;
- d) do the research;
- e) upload the material of the done work to the teacher for examination;
- f) take a thematic control (testing).

*Theme 4: Organization of distance learning in continuing education for primary school teachers*

1. From the suggested content content was used to develop the website for the continuing education system for primary school teachers (<http://sno.udpu.edu.ua/>)?

- a) CMS Joomla;



- b) Moodle;
  - c) OneDrive;
  - d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.
2. What is the name of the software package for organizing distance learning in a global network?
- a) CMS Joomla;
  - b) Moodle;
  - c) OneDrive;
  - d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.
3. One of the proposed content was used to organize scientific and methodological work on the website of the system of continuous education of primary school teachers?
- a) CMS Joomla;
  - b) Moodle;
  - c) OneDrive;
  - d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.
4. What is the name of the software service for posting any resources on the online page?
- a) CMS Joomla;
  - b) Moodle;
  - c) OneDrive;
  - d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.
5. From the offered content, it was used in the organization of distance learning on the continuous education system website for primary school teachers (<http://dls.udpu.org.ua>)?
- a) CMS Joomla;
  - b) Moodle;
  - c) OneDrive;
  - d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.
6. Among the proposed services can be used to create a personal cloud environment?
- a) CMS Joomla;
  - b) Moodle;
  - c) OneDrive;



- d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.
7. Which of the proposed web pages function on the website of the continuing education system for primary school teachers (<http://sno.udpu.edu.ua/>)?
- a) Home;
  - b) distance learning system for primary school teachers;
  - c) scientific-methodological work;
  - d) library;
  - e) scientific-methodical journals;
  - f) normative documents;
  - g) pedagogical software;
  - h) all options are presented below.**
8. One of the proposed content was not used in the development of the website for continuing education of primary school teachers. (<http://sno.udpu.edu.ua/>)?
- a) CMS Joomla;
  - b) Moodle;
  - c) Padlet;
  - d) WebCT;**
  - e) all options offered are missing;
  - f) all options are presented below.
9. From the offered services can not be used to create a personal cloud environment?
- a) Moodle;**
  - b) GoogleDrive;
  - c) OneDrive;
  - d) all options offered are missing;
  - e) all options are presented below.
10. How do you name a software service where you can store files on the Internet, access them from any computer, open and edit office documents, share files with other users and work with them?
- a) CMS Joomla;
  - b) Moodle;
  - c) OneDrive;**
  - d) Padlet;
  - e) all options offered are missing;
  - f) all options are presented below.

*Final test assignments:*

1. What is the name of the set of educational services provided to the population through a special information educational environment which is based on the means of primary information exchange from a distance?
- a) Distance learning;
  - b) distance education;**
  - c) part-time education;



- d) continuing education.
2. What is called an individual process of acquiring knowledge, skills and ways of cognitive activity of a person occurs mainly due to the mediated interaction of distant participants in the educational process within a specialised environment, which operates on the basis of modern psychological, pedagogical and information and communication technologies?
- a) Distance learning;  
b) distance education;  
c) part-time education;  
d) continuing education.
3. Which education system is characterized by the following features: flexibility, modularity, parallelism, a large audience, economy, technology, social equality, internationality, a new teacher role, a positive impact on the student (pupil, listener) and its quality?
- a) Distance learning;  
b) distance education;  
c) part-time education;  
d) continuing education.
4. What is the name of a teacher (mentor) of distance learning, who provides educational and practical support, as well as advice to students from the discipline in order to more deeply individualize the learning process?
- a) Tutor;  
b) distance learning organizer;  
c) distance learning moderator;  
d) distance learning administrator.
5. What is the name of the employee who organizes the learning process (schedule, interaction with students and teachers, etc.) by using information technologies?
- a) Tutor;  
b) distance learning organizer;  
c) distance learning moderator;  
d) distance learning administrator.
6. How do you name a person who is an admirer of a special program of protection, in order to help you to manage the distant initial process?
- a) Tutor;  
b) distance learning organizer;  
c) distance learning moderator;  
d) distance learning administrator.
7. How do you call the ability to use electronic processor technology for storing, processing and using information?
- a) Computer literacy;  
b) information culture;  
c) interactive literacy;





- d) distance communication.
8. What is the name of the teacher-student instant online text messaging resource?
- a) Chat;
  - b) forum;
  - c) e-mail;
  - d) webinar.
9. What is the name of the teacher-student communication resource in asynchronous mode, allows participants to discuss specific topics, read and respond to messages from other participants by sending messages?
- a) Chat;
  - b) e-mail;
  - c) forum;
  - d) webinar.
10. What is the name of the resource for organizing seminars by using video conferencing technology?
- a) Chat;
  - b) forum;
  - c) e-mail;
  - d) webinar.
11. What is the name of the interaction in the continuing education system of primary school teachers with teaching resources with minimal teacher participation?
- a) Self-learning;
  - b) customised learning;
  - c) frontal education;
  - d) group training.
12. What is the name of the interaction of a primary school teacher in continuing education with a teacher or with another teacher?
- a) Self-learning;
  - b) customised learning;
  - c) frontal education;
  - d) group training.
13. What is the name of active interaction between all participants in the learning process (teachers, students and primary school teachers) in continuing education?
- a) Self-learning;
  - b) customised learning;
  - c) frontal education;
  - d) group training.
14. Some of the proposed services can be used to create a personal cloud environment?
- a) Moodle;



- b) PhpBB;
- c) OneDrive;
- d) all options offered are missing;
- e) all options are presented below.

15. What is the name of the software service for placing any resources on the online page?

- a) WordPress;
- b) Moodle;
- c) PhpBB;
- d) OneDrive;
- e) Padlet.

3.2. Additional creative tasks (if available).

Individual educational and research task involves creating a student or teacher blog using BLOGGER tools. (<https://www.blogger.com>).

The blog should be author's and reflect primary school experience (interesting lesson developments, contests, holidays, photo video gallery, etc.).

Blog structure:

1. Home (or about yourself) (teacher's photo, photo of the institution, office photo (optional), storyline photos (in class, on the mug, etc.), Credo).

2. Autobiography, hobby, photo, video (if available) as an illustration of the teacher's personality.

3. Methodical box (description of the teacher's experience on the topic in the form of a presentation, master class illustrating the teacher's work video with a link to YouTube, publications (if available), photo and video materials (if available) about the teacher's methods of work).

4. Open lesson (lesson notes, extracurricular activities, own (developed by the teacher) lesson presentations, photos, videos, as illustration of textual information, as well as programming and didactic software).

5. Note ( links to programs, documents, textbooks, films, master classes, virtual libraries, blogs, websites, forums, etc.). (Anything from the Internet that a teacher can use in a primary school).

6. For students and parents (achievements of the teacher and his pupils (diplomas, certificates, contests, drawings), master classes (own (video) someone else's - links with the author's instructions) are interesting for children taking into account the specifics of the subject: calendar (plans, schedules, contests, events), calendar planning, electronic journal, magazine of the class teacher (if there is one for parents), homework to the lessons (if necessary), notes, suggestions, feedback from students and parents.

7 Forum (discussing questions of the teachers' community in the specialty (questions and answers) of the rubrics (approximate) "where to find?", "How to organize?", "What's new?").



During the design of the blog know that excessive use of colours sprays attention and interferes with adequate perception (the usage of no more than four colours on one page is provided, but shades of one are possible) do not spray the information, follow the principle of clarity and conciseness. Buttons, pages displayed on the main page should be the same color.

Photos, illustrations, pictures should be placed in essence, keep in mind that a large amount of text on the page is not readable, small images are not perceived. Be aware of copyright and liability for copyright infringement.

### 3.3. Procedure for final certification

Testing at the end of the topic, assessment by the individual research assignment (IRA), monitoring testing at the end of the discipline.

Module I						Module II (IRA)	Final control	Amount
Thematic module 1		Thematic module 2						
T1	T2	T3	T4	T5	T6	25	15	100
10	10	10	10	10	10			

## 4. List of recommended literature (including electronic resources)

### 1. Main literature:

*Mukoviz O. P. The foundations of distance learning organization in the system of continuous education: [rhetorical method.] / O. P. Mukoviz – Uman : Zhovtyi O. O., 2016. – 66 p.*

*Mukoviz O. P. Basics of distance learning in primary education: [teaching material]/ O. P. Mukoviz. – Uman : Vizavi, 2018. – 128 p.*

### 2. Other literature:

*Mukoviz O. P. Distance Learning in Continuing Education for Primary School Teachers: Theory and Methodology: Monograph / O. P. Mukoviz. – Uman : publisher “ Sochinskyi M. M.”, 2016. – 393 p.*

*Habrusiev V. Y.. Distance learning is easy. / V. Y. Habrusiev. – K. : School World, 2011. – 83 p.*

*Smulson M. L. Psychological basics via distance learning / M. L. Smulson. – K., Kirovohrad: Imeks-LTD, 2012. – 239 p.*

*Bodnenko D. M. Pedagogical fundamentals of distance learning / D. M. Bodnenko. – Cherkasy: Publication Center of Cherkassy National University named after. B. Khmelnytskoho, 2006. – 20 p.*

*Kozlakova H. O. Distance education software and information support: foreign and local experience: [monograph]/ H. O. Kozlakova. – K., 2002. – 231 P.*

*Scientific and methodological basis material for credit-module organization of the educational process in the course of advanced training of managerial staff in the form of full-time and distance learning: training manual. / V. V. Oliinyk, V. O. Hravit, L. L. Liakhotska [and others.] ; – K.: «Pedahohichna Dumka», 2012. – 210 p.*

*Distance learning organizational model for postgraduate students / V. I. Saiuk, O. L. Anufrieva, N. Y. Volianiuk. – K. Pedahohichna Dumka, 2012. – 163 p.*

*Polikhun N.I. Students' research activities remotely supported: methodological guidelines / v. – K. : Gifted Child Institute, 2014. – 87 p.*

*Distance Learning Workshop: a training manual / Edited by V.N. Kukharenko. – K. :*



Co-funded by the  
Erasmus+ Programme  
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*Myllennyum*, 2003. – 196 p.

*Shunevych B. I. Course Notes on " Theory and Practice of Concluding Distance Courses". - Lviv: Publishing Agency Ukrainian Academy of Book Printing, 2005. – 127 p.*

*Mukoviz O., Ihnatenko N., Kovtun O. Selection of the Distance Learning Management System for Pedagogical Higher Education Institutions. Open educational e-environment of Modern University Special Edition «New Pedagogical Approaches in Steam Education». Borys Grinchenko Kyiv University, 2019. C. 216-221. URL: <http://openedu.kubg.edu.ua/journal/index.php/openedu/article/view/236/pdf#.Xd-ESVzRBdg0>.*