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## ORGANIZING ICT-SUPPORTED WORKSHOPS AT UNIVERSITIES

**Abstract.** The article systematizes theoretical and practical experience of organizing classes in the format of dynamic training using the technology of the workshop in higher educational institutions. The emphasis is placed on the peculiarities of the use of integrated workshops with technical (computer) support during classes, as well as remote workshops for the organization of students' independent work. The practical experience of organizing dynamic training in the form of the workshop for students of Journalism with the use of both an integrated «training workshop» and the possibilities of a free training platform «Prometheus» is presented. Based on the questionnaire of the participants in the training group, the advantages of using the technology of the workshop in the educational process are determined.

**Key words:** dynamic learning; ICT; workshop; educational workshop; learning process; higher educational establishments; training platform «Prometheus».

### 1. INTRODUCTION

**Formulation of the problem.** The modern educational system of Ukraine is developing dynamically due to geopolitical, social, economical, information factors. The movement of our country towards the European intellectual space actualizes the increase in university education quality. In this regard, a national educational process is aimed at the search of new ideas, concepts and technologies which will not just formally meet international standards but will also modernize Ukrainian education toward improving its quality, and promoting equal access to it throughout life. One of the priorities of national policy is the development of the information society through the educational system, in particular by introducing the latest

information and communication technologies (ICTs) into the educational process. This is also envisioned in the developed «Strategy for the development of the Information Society in Ukraine» dated May 15, 2013, which is planned to be implemented by the year 2020.

N. Grytsyshyna states in her research that a «contemporary graduate must have a number of competencies, not just a set of knowledge and skills that are not always possible to form by means of traditional ways of learning» [1, p. 49]. New approaches and requirements to students' professional development lead to substantial changes of the methods in the educational process, content and tools of training practice. Indeed, modern teacher, in addition to a thorough knowledge of the subject, should be able to deliver educational material to students on advanced scientific level but at the same time skillfully and creatively applying innovative information technology methods and ICT. The vector of university lecturer's activity increasingly shifts towards the application of information and communication technologies (ICT) and innovative forms of work with students both in class and in extracurricular time. On this account I. Konovalchuk observes: «A significant role in the innovative educational processes is assigned to information and communication technologies (ICT) that serve as effective means of gathering, processing, storing, transmitting the information necessary to provide scientific, methodological, informational, managerial and general advisory support for developing innovations in secondary schools» [2, p. 124].

Unconventional, interesting, active methods of education with using ICT help students to develop communicative competence, train them to successfully solve problems and overcome challenges, to prove and substantiate their own opinion, to show organizational skills, to make strategic decisions and so on.

Focusing on European practices, Ukrainian universities are actively implementing innovative educational technologies, such as distance learning, e-learning, mobile learning (m-learning), blended learning, applying interactive learning techniques, etc. According to O. Korotun, «this is due to the availability of high-speed Internet, high level of trainees' computer literacy and advanced technical (computer) equipment at higher educational institutions» [3, p. 117].

In order to improve the efficiency of specialists training and learning activities in universities and to direct them into active interaction, teachers at the lectures and practical classes are increasingly using interactive techniques and ICTs: business games, online master classes, video collections, training workshops, training forums. Such technologies are extremely popular, as «they provide large-scale exchange of experience between practice and theory, give students an opportunity to study real examples, to demonstrate gained knowledge and prove themselves as good specialists in the future» [4, p. 338]. We fully support the opinion of the scientists that the use of ICT indicates the benefits of traditional teaching methods in the context of the implementation of a person-oriented approach, since they contribute more to the implementation of the principles of individualization and differentiation of educational process, expanding its content, enhancing the intensification and effectiveness of learning in general [5, p. 7].

Little tested, but very promising in terms of university education process is such innovative technology as workshop. Under workshop we understand innovative technology, characterized by intensive activity of both training activities subjects (trainers and trainees) aimed at practical implementation of the acquired knowledge and skills. In the article we take as the key definition of the workshop the definition, introduced by its founder in education K. Fopel: «The form of intensive training event where participants learn first of all, thanks to their own active work in groups» [6, p. 13]. We unanimously support the idea that the workshop is a form of dynamic learning.

**Analysis of recent research and publications.** Information and communication technologies in education as an important factor of innovative development of higher

education, as well as their role in the educational process were investigated by O. Voronkin [7; 8], O. Govorovs'ka [9], O. Hrytsenchuk [10], G. Kozlakova, T. Kovaliuk [11], M. Kademiya, I. Shaikh [12] and others.

Workshop in a general sense as a learning procedure in a form of a specific practical seminar was considered by S. Petrov [13]; O. Chikurov [14] etc. Other researchers have studied a workshop in terms of the following aspects: as a form of training ethnic consciousness (A. Abasaliyeva) [15]; as a method of interactive technologies implementation in the library (O. Zaporozhets) [16] etc. Relatively few studies were dedicated to the research of workshop technology in education. The most fundamental is the work of German researcher K. Fopel «Effective workshop. Dynamic Learning», where he summarizes various theoretical revelations on workshop technology, comprehensively describes the peculiarities of classes in workshop format, most fully portrays the practical aspects of organizing such type of event. The author examines the workshop as a learning process, a training event, group training [6].

We found only a few publications devoted to studying the use of workshop technology in teaching. Thus, O. Kudyrko focused on the methodological aspect of adapting workshop technology to practical classes at universities [4]. In her turn N. Grytsyshyna defined workshop as one of new forms and methods of teaching foreign languages [1]. S. Litvinenko described the peculiarities of using workshop technology while preparing future psychologists to professional activity [17]; N. Borynets focused on workshop technology application in design and technology training at schools [18]. All researchers who to a certain extent examined workshop as educational phenomenon agree that it is a special form and technology of adult groupwork which is filled predominantly with interactive forms of work. The leading role in acquiring knowledge and decision-making belongs to the participants of educational groups themselves [17, p. 10–12].

The technology of the workshop in education was partially researched by foreign scholars such as N. Manouselis, H. Drachsler, K. Verbert and O. Santos [19]; J. Yost, D. Ciliska and M. Dobbins [20]; L. Uden, J. Sinclair, Y. Tao and D. Liberona [21] and others. However, there are not many of such researches and they all relate to the workshop as a traditional «educational practical class».

Despite the introduction of innovative communication technologies, new creative forms of work with students, distance and blended learning which resulted in growing number of research on the innovative techniques adoption by teachers in recent years still there are no comprehensive studies devoted to the analysis of workshop technology in university education. In this connection, attention is paid to the analysis of the peculiarities of the ICT-supported workshop technology in the educational process in higher school.

At the present stage up-to-date studies aimed at summarizing experience of ICT-supported workshops are high up on the agenda. Certainly it is appropriate to do the step-by-step study of the workshop-class organization, especially in terms of specific professions or disciplines; determine the positive and negative aspects of the specified educational method implementation. It is also important to describe the teacher's role and duties as a leader, manager or moderator while organizing an event in the form of workshop. Due to the fact that the educational process in universities involves information technologies and multimedia, it would be appropriate to explore the possibility of providing workshops for university students with information support which will not only provide additional technical capabilities, but can generally be conducted online. All these abovementioned points have been the object of our study.

**The aim** of the article is to systematize the theoretical and applied experience of organizing classes in the form of the ICT-supported workshop; to prove the potential of the workshop as an active innovative technology; to emphasize the educational advantages of

using workshops in educational activities with the purpose of forming students' information and communication competences; to present the practical experience of organizing interactive lessons in the format of 1) integrated workshop with technical (multimedia) support as an example of blended learning; 2) online workshop using the free training platform «Prometheus» as an example of distance learning.

The research bases on the theoretical developments concerning the use of workshop technology in education and on the hands-on experience acquired during training sessions conducted in ICT-supported workshop format by the lecturers of Social Communications Department at the Lesya Ukrainka Eastern European National University.

## 2. RESEARCH METHODS

The study makes use of general scientific methods (analysis, synthesis, comparison, generalization) as well as highly specialized. The authors have examined and summarized educational experience of university education quality improvement through the use of modern innovative technologies applying ICT. Methods of observation and pedagogical experiment were used for close examination of workshop technology while conducting practical classes for students of Journalism and Publishing. The questionnaire method confirmed successful results of the workshop technology application in university education.

## 3. RESEARCH RESULTS

In a broad sense, *workshop* is considered as an educational course, technology, form, marketing presentation etc. Examining workshop in the field of education, particularly as a component of the educational process, it is appropriate, in our view, to use the term *active innovative technology*.

The founder of the efficient workshop theory K. Fopel examines this phenomenon comprehensively as: 1) *dynamic educational event* where participants learn through their own activity; 2) *an educational process* in which everyone takes part and during which participants learn a lot from each other; this process focuses on the experiences and impressions of participants after graduation allowing them to become more competent; 3) *the educational training* results of which depend more on the participants' contribution than on the leaders knowledge [6] (see. Fig. 1).



Fig. 1. Workshop training opportunities (by K. Fopel)

The diverse approaches of researchers to the concept of «workshop» in education, the peculiarities of using this form of educational activity, and, most importantly, the advantages of conducting classes in the workshop format are shown in Table 1.

Table 1

**Systematization of theoretical researches of scientists concerning the features of the use of workshops in education**

<b>Author</b>	<b>Definition of the concept</b>	<b>Application features</b>	<b>Advantages of application</b>
O. Abasalieva	technology	provides a set of different methods that activate the participants, making them not just listeners.	at the workshop they study with the help of obtaining actual experience and personal experience, which is much easier achieved in group than in individual study
O. Kudirko	training session	contributes to the achievement of the synergistic effect on the classes through the maximum contribution of each participant	has a personal character, contributes to the development of collective work, aims at solving problem issues has a great practical value
S. Lytvynenko	a kind of a workroom	the professional shares his thoughts and experiences	participants initiate a discussion and exchange of opinions; all participants are involved in the discussion of the problem issue
N. Grityshyna	unconventional lesson	multifaceted didactic and psychological activity	solving a specific problem
O. Zaporozhets	seminar, conference, training	discovers the features of group consulting	demonstrates «market of ideas»

The special advantages of conducting lessons in the format of the workshop using ICT are also shown in the application of a variety of methods for working with students: these are brainstorming, lecture-dialogue (interactive lecture), work in pairs, small group work, discussions (debates, dialogues), presentations, demonstrations, simulations, action learning (skills training), games (business, role), video training, case method, focus group, aquarium, show, tour [16, p. 4].

This educational technology also has great potential in terms of physiological and psychological characteristics of those who take part in it, because, as it is known, physiologically a person assimilates only 10 % of the read information, 20 % of information is perceived aurally, 30-40% from the data portrayed in the visual form, 60 % – during the oral discussion, 80 % – in the process of independent search and problem formulation, 90 % – in the process of independent problem formulation and solution. The workshop technology most completely realizes the last two practices while the work within study group studio with clearly defined thematic focus provides independent formulation and joint solution of problem tasks.

We see the uniqueness of the workshop technology in the fact that on the one hand it provides independent learning of each participant and on the other – team learning, since

workshop provides a certain dynamic work of microgroups. This technology leads to the creation of imaginary educational studio in which students who are learning a discipline become active members of the group with imaginary roles. Workshop allows translating theoretical knowledge into practice during the active communicative interaction, it helps to build a model of learning in which action prevails and that distinguishes this technology from others. Receiving actual experience in terms of group work is a major component of successful educational workshop. Successful organization of workshop requires great effort from teacher, because: «... well-organized workshop provides a set of different methods, activating participants and incorporating them into group discussions and reflections, as well as independent knowledge acquisition» [17, p. 11].

In order to truly become a high-performance educational studio workshop on the one hand should imply great work intensity within the whole group and on the other it should provide maximized independence and activity of each participant. Major role is also assigned to the supervisor (moderator) – the expert of workshop, because he/she directs the activities of participants into educational track, selects the methods and techniques to obtain good results, effectively controls the whole learning process. Teacher (invited expert) must observe the following key components to effectively conduct workshop: the moderator should choose those educational techniques that fit the situation and the specific group of students; during the class it is necessary to maintain the climate of acceptance; the feeling of trust should dominate in a study group. He must also have high qualification skills of the trainer and consultant, highest level of information and communication competence, be a good actor, since repeatedly you need to quickly switch from one role to another one. A teacher must have a firm grasp of the proposed technology, know all the peculiarities of the participants group; be sure of tools used and consistently carry out all tasks. Because in the end the workshop class should achieve its main goal: every student – participant of the workshop should discover more than they knew of the topic and be able to do more than they could before.

In the course of the study, we outlined the advantages of using workshop technologies in comparison with traditional training, analyzed the results of their use, and also emphasized what personal competencies are formed by students in a workshop format using ICT. All of this we presented in Table 2.

*Table 2*

**The expediency of ICT-supported workshops in the educational process in higher school: author's approach**

<b>Advantages compared to traditional training</b>	<b>Usage results</b>	<b>Formation of personal competencies of students</b>
1. The main focus is on the applied aspect	The implementation of theoretical knowledge in practice, the project is implemented	Practical knowledge and abilities, ability to participate in the development of a training project
2. Provides independent and collective training	Find and offer individual solutions in the team, as well as jointly solve the problem. Each participant makes the maximum contribution to the class	Independence and ability to formulate a problem, activity, initiative, ability to work in a team
3. Takes into consideration the psycho-physiological	Individually oriented approach	Detecting hidden abilities

features of participants in the educational process		
4. Permanent exchange of information between participants	Getting new knowledge and relevant information	Communicative, oratory abilities
5. The dynamic nature of learning	Getting dynamic knowledge	The ability to think quickly, make decisions quickly
6. Dominant role of students in the educational process	Formulation by students of the goals and objectives of the class, as well as the main provisions that should be considered and studied.	Organizational, leadership abilities, mastery of pedagogical competencies
7. Modified role of the teacher: from the pedagogical dictator to the mediator (facilitator)	The teacher is the coordinator, mediator and moderator of the learning process, activates the group in the process of solving problem points and finding the right decisions.	Ability to study in a team and work for your own positive result, greater activity and openness
8. Provides different types of educational work, in particular, game innovative methods	Forms complex competences and skills of students	Non-standard abilities related to thought-making processes
9. Jointly organized educational process	This allows you to look at the outstanding unsolved problems volumetrically, from different unexpected angles	It forms in students the feeling of originality, their own vision of the problem
10. Comfortable, relaxed learning climate	The participants (students) find new and interesting approaches in solving the proposed tasks, quickly solve the problems	Creative thinking, the ability to absorb complex mental models
11. Presence of multimedia support	Ability to organize live broadcasts, master classes online, video clips, enhance the practical effect.	Information and communication competencies

In addition, the workshop should be organized so that each stage of training is interesting and semantic, giving the chance to manage the educational process. The group of participants should keep positive atmosphere of support, respect and recognition providing everyone with the opportunity of open communication. We believe that for workshop to become a productive educational activity it is necessary to organize educational process in such a way that skills evolve gradually. Given the physiological and psychological characteristics of each group member, the teacher should involve visual, emotional, tactile, auditory, verbal and nonverbal abilities of each student in a three-hour mini-workshop. The short-term intensive integrated workshop entitled «Editorial and publishing guidance for

freshers handbooks» consisted of the following educational steps:

- 1) teacher (workshop moderator) organizes an active group of third-year students and announces workshop;
- 2) students formulate the goals, objectives and identify the methods of operation within the imaginary training studio;
- 3) students watch online master class on the manual method of brochures preparation and manufacturing;
- 4) students watch a video presentation in the form of interviews with first-year students;
- 5) students formulate and present the concept and content of the future publishing product;
- 6) students discuss and choose the actual concept for further work with the freshers guide in the form of brochure;
- 7) students manually work on a guide-advisor for first-year students using improvised means;
- 8) Students summarize results – get ready the final publishing product.

A mini-workshop (1,2 hours) on the topic «Rules for the design of a bibliography» was organized during the class «Professional Workshop». In order to achieve a dynamic effect and maximum practical nature, in addition to a moderator-in-charge, specialists of the university library were involved – the staff of the bibliographic department. Having previously obtained brief theoretical information about the reference and bibliographic apparatus of the publication directly from the specialists, students in practice implemented their bibliographic skills, working with the virtual help, electronic library catalogue. As a result of the workshop, students deepened their knowledge of bibliographic description of documents, as well as learned to incorporate lists of literature into scientific works, bibliographic indexes, etc. During the organization of such an occupation, the workshop involved technical (multimedia) support, as the workshop participants could virtually travel online through the electronic library site, use the electronic catalogue, receive the necessary information from the virtual reference. Moderators also used multimedia presentations, additional electronic materials, etc. during workshop.

Integrated workshop incorporated a virtual «media bridge» between the students of our faculty and the students who study «Journalism» at one of the Lithuanian universities. Short-term training and information exchange between Ukrainian and Lithuanian students was held online with the help of the Skype-conference. In the course of this event, the following educational objectives were achieved: 1) students of both countries, during active scientific communication, received new knowledge concerning their specialty; 2) focused attention on the ways of solving problematic issues; 3) realized the practical aspect, as illustrated in supplied examples. Problems of the Ukrainian and Lithuanian media were demonstrated during the workshop. In general, the whole educational activity was characterized by active collective work, since each participant made a major contribution to achieving the goal of the workshop.

Repeatedly the University held mini-workshops with journalists and practitioners, editors of national and regional media, PR managers. At one of these workshops, journalism students worked with the editor-in-chief of business online journal «Konkurent» Andrew Luchik. This workshop was extracurricular and open, thus it united students from different years. The use of such technology in the educational process showed its positive results since for the first time students worked in teams, participated in a discussion with the creative title “The newspaper is different from detergent”, skillfully performed the tasks proposed by the lecturer. Those students who already have experience in journalism exerted a greater communicative activity. Others, non-journalists, were adopting their knowledge and

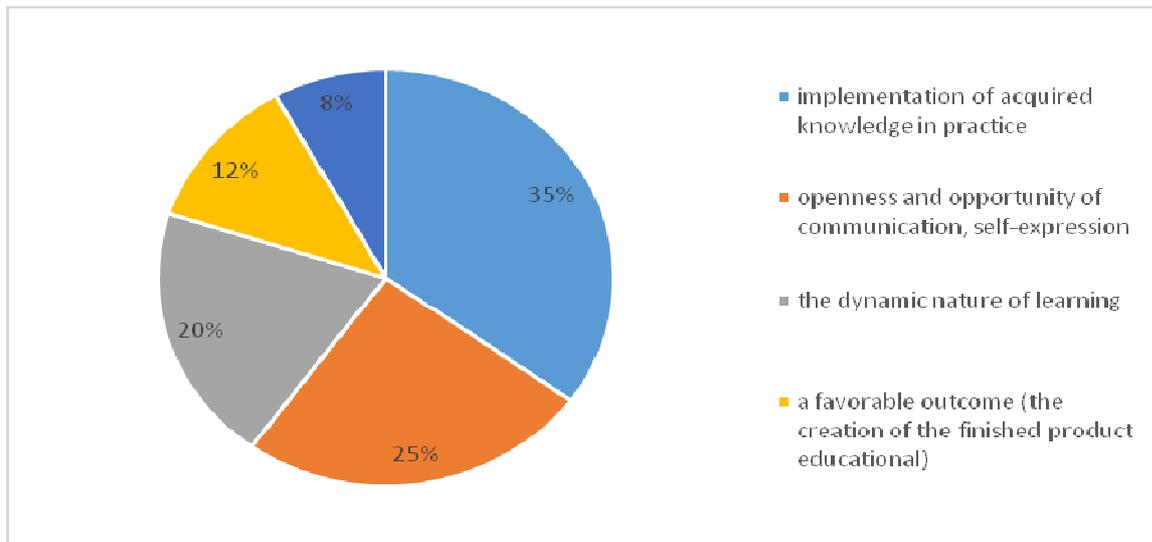
experience of colleagues mixing it with considerable amount of theoretical background appropriate for journalism, also expressed interesting thoughts and offered innovative solutions. The workshop combined the theoretical and practical components, distinguished by the high visibility of demonstrated examples from printed Volyn mass media, as well as Internet publications, electronic sites.

While constructing an imaginary journalism training studio moderator suggested that the participants of event come up with their own media outlets. As is typical for the workshop, four teams presented their own concepts of regional media and proved their professional suitability.

We believe that in the university educational process it is advisable to use mini workshops, the duration of which is limited to 1h-1,5h, as implementing more lengthy workshops (there are different variations from half a day to a week) is not very suitable for the current university curriculum which provides alternation of lectures and practical classes. In our opinion the intensity of workshops rapidly drives students fatigue since this technology requires active participation and special commitment, obviously in a long term perspective students will work inefficiently. As we see the organization of mini-workshop that includes one training session (1.2 hours), is justified for the university student groups.

A remote workshop may also have big educational perspectives in the teaching of university students. This is the same active work of students online, but unlike the traditional workshop, it is characterized not by a group activity, but by the independent learning and the individual approach. A remote workshop, in our opinion, is most suitable for organizing the independent work of students, because 1) it allows students to study at home at a convenient time; 2) it helps to acquire dynamic knowledge individually; 3) it doesn't limit the duration of training (unlike the traditional workshop). As a result of training with the help of a remote workshop, participants receive knowledge and skills on a specific issue. Positive side of this educational technology is that during an online workshop, like a webinar, students receive training information and then successfully put it into practice. This form of work allows you to immediately check the knowledge gained in practice. Thus, we decided to test the form of a remote workshop in terms of independent work at the «Editorial skills» class for the 3rd year journalism students. To do this we made use of the training facilities at the free «Prometheus» online platform. All participants of the training group, who pre-registered for the online course «Internet Media», were trained by means of video lectures for several weeks. This form of training required dynamic knowledge and active participation from students, because after each topic, it was necessary to check the acquired knowledge through interactive tasks and tests. In addition to the benefits of the independence of such training, the collective activity of this workshop was realized through a forum where students had the opportunity to discuss the issues they were interested in with other students or faculty. After successful completion of the online training, the participants received certificates confirming their independent work.

In order to determine the benefits of using workshop as a form of practical class we conducted survey among the students of “Publishing and Editing” field of study. 18 students who participated in workshop on “*Drafting and publishing freshers guides for first-year students*” were interviewed. As for the positive aspects of workshop technology application, students indicated the following: 35 % – implementation of acquired knowledge in practice; 25 % – openness and opportunity of communication, self-expression; 20 % – the dynamic nature of learning; 12 % – a favourable outcome (the creation of the finished product educational); 8 % – a high productiveness of group activity (*see. Fig.2*).



*Fig. 2. Positive aspects of workshop technology application*

#### 4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The analysis of the researches on the possibilities of using the workshop technologies in education, as well as the practical experience of teachers of the Department of Social Communications of the organization of integrated workshops with multimedia support and remote workshops using the training platform «Prometheus», allow us to draw the following conclusions:

1. Workshop activities using ICT have significant advantages over traditional teaching. Among them, the most important are the following: the predominance of practical exercises over the theoretical; personality-oriented approach taking into account psycho-physiological peculiarities of learning participants; the educational process has both independent and collective character, dynamic learning; the dominant role of students and a less active role of teacher; comfortable, easy learning through the changed role of the teacher (teacher is now only a moderator); the presence of multimedia support, innovative role-play techniques.

2. The result of the workshop training is always a completed project, adopted collective solutions and possible ways to solve the problem, obtaining new knowledge and relevant information.

3. During the workshop, students who make the maximum contribution to the classroom develop a number of personal competences such as independence, initiative, activity, openness, ability to work for themselves and the team, leadership and oratorical abilities, creative thinking, communicative qualities, assimilation of complex mental models, as well as, importantly, information and communication competencies.

4. The questioning of students as a result of a pedagogical experiment on workshops using ICT has shown that workshop students are positively evaluating such teaching technology and pointing to the following advantages of the workshop as opposed to traditional teaching: the practical aspect, the possibility of open communication, self-expression, dynamic learning, group activity, collective achievement of a successful result.

**Prospects for further research.** The further studies of the workshop technology application in university education, particularly in the terms of teaching specific subjects can be very promising. Further development of research concerning ICT supported workshop as an element of student learning activities is highly advisable. It would be also appropriate to analyze the use of workshops in the learning process of the foreign universities.

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## ПРОВЕДЕННЯ ВОРКШОПІВ З ІКТ-ПІДТРИМКОЮ В УНІВЕРСИТЕТАХ

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**Анотація.** У статті систематизовано теоретичний і практичний досвід організації заняття у форматі динамічного навчання з використанням технології воркшопу у ВНЗ. Акцентовано увагу на особливостях застосування інтегрованих воркшопів з технічним (комп'ютерним) супроводом під час проведення занять, а також дистанційних воркшопів для організації самостійної роботи студентів. Представлено власний практичний досвід організації динамічного навчання у форматі воркшопу для студентів журналістських спеціальностей із застосуванням як інтегрованої «навчальної майстерні», так і можливостей безкоштовної навчальної платформи «Prometheus». На основі анкетування учасників навчальної групи визначено переваги використання технології воркшопу у навчальному процесі.

**Ключові слова:** динамічне навчання; ІКТ; воркшоп; навчальна майстерня; навчальний процес; ВНЗ; навчальна платформа «Prometheus».

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**Аннотация.** В статье систематизирован теоретический и практический опыт организации занятия в формате динамического обучения с использованием технологии воркшопа в вузе. Акцентируется внимание на особенностях применения интегрированных воркшопов с техническим (компьютерным) сопровождением во время проведения занятий, а также дистанционных воркшопов для организации самостоятельной работы студентов. Представлены собственный практический опыт организации динамического обучения в формате воркшопа для студентов журналистских специальностей с применением как интегрированной «учебной мастерской», так и возможностей бесплатной учебной платформы «Prometheus». На основе анкетирования участников учебной группы определены преимущества использования технологии воркшопа в учебном процессе.

**Ключевые слова:** динамическое обучение; ИКТ; воркшоп; учебная мастерская; учебный процесс; вуз; учебная платформа «Prometheus».



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