

EDULEARN¹⁴

**6TH INTERNATIONAL CONFERENCE
ON EDUCATION AND NEW LEARNING
TECHNOLOGIES**

**BARCELONA (SPAIN)
7TH - 9TH OF JULY, 2014**



CONFERENCE ABSTRACTS



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WELCOME INTRODUCTION

Dear EDULEARN14 participants,

It is truly a pleasure to welcome you all to EDULEARN14.

Today, we have the privilege of bringing together participants from more than 80 different countries. This will provide a platform for you to network with other colleagues and learn from diverse views in the field of education and e-learning. In one single place, you will be able to listen to delegates from all over the world, establish new partnerships and present your projects in a multicultural atmosphere.

During this conference, many different educational topics will be addressed by international experts. We encourage you to get the most out of this occasion and to discover some of the latest educational innovations that will be presented in the conference sessions.

Also, make sure to take some time to discover the wonderful city of Barcelona, its cultural offer, sandy beaches and local gastronomy. Without doubt, Barcelona will be the best complement to your conference experience.

Thank you for coming to EDULEARN14 and for contributing with your valuable experiences.

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CONFERENCE SESSIONS

ORAL SESSIONS, 7th July 2014.

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This CD includes all presented abstracts at EDULEARN14 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "EDULEARN14.html").

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The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected abstract in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

THE DEVELOPMENT OF POLY CULTURAL COMPETENCE OF STUDENTS AND TEACHERS OF THE UNIVERSITY BY MEANS OF EPORTFOLIO ON THE BASIS OF THE INTERCULTURAL EDUCATION PLATFORM

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Abstract

One of the tasks of the international project TEMPUS - 544410-1-2013-J is the development of polycultural competence of teachers/staff members and students of the universities, development of tolerance to different ethnic groups of the multinational Russian society. Under multicultural competence we understand an integrative quality of the individual, including a system of polycultural knowledge, abilities, skills, interests, needs, motivations, values, polycultural skills, experience, social norms and rules of conduct necessary for daily life and work in the polycultural society. Polycultural competence is implemented in a person's ability to solve tasks of professional activity in the course for positive interaction with representatives of different cultures. Russian scientists distinguish the following structural components of polycultural competence: cognitive, motivational and axiological, practical.

It should be noted that the necessity of the development of polycultural competence of students and teachers within the framework of the TEMPUS project ALLMEET assumed on the basis of Intercultural Educational Platform (IEP).

IEP is the foundation for organizing a public dialogue on key issues in the field of national politics, migration and social development, interaction between education, business, government and civil society institutions.

The main tool of the open dialogue' realization is the website of IEP, equipped with interactive tools, effective communication, and lifelong learning. The main tools of formation and development of students' and teachers' polycultural competence on the basis of lifelong learning are ePortfolio tools. In the framework of the TEMPUS project- ALLMEET ePortfolio is one of the tools of Personal Lifelong Learning Services (PL2S). The ePortfolio technology is conditioned upon its openness, interactivity, reflexivity and active character. The practical component provides formedness of polycultural skills, observance of social norms and rules of conduct in a polycultural society, the experience of positive cooperation with representatives of different cultures. For students and teachers of the modern University not only embeddedness in real polycultural activities is important, but also its planning, reflection, accumulation of case studies of the best multicultural practices. There are all of these possibilities in ePortfolio. In addition, because of «the duality of its nature (product-process), personal ePortfolio is a tool of lifelong learning for self-representation, personal development, self-study and career-building» H. Barret (2007).

The presumed structure of teacher' ePortfolio (aimed at the development of polycultural competence) along with the traditional (greetings, summaries, publications), can include the following topics: polycultural practices (programs, seminars, educational courses modules on intercultural interaction, cases of polycultural situations), methodological developments (methodological materials for seminars and workshops on cultural equality, inclusions, the problems of unemployment, trainings for migrants and others) psychological and sociological toolkit of studies (tests, questionnaires, interviews and others), participation in professional/expert communities. Student' ePortfolio along with the traditional, may include the following sections: photo/video albums (representing polycultural life events, multimedia work material of national holidays), reflection (educational practices in polycultural environment, participation in public forums), mobility (the experience of participation in the programs of academic mobility), language competences. It is possible to organize a link with personal language portfolio, reflecting standardized qualifications in foreign languages, demanded on the labour market. The language portfolio is part of European passport, which is accessed through the EUROPASS portal.

In the above – described approach ePortfolio is not only PL2S, but is also a tool of lifelong learning for development of self-awareness, self-esteem, multicultural competence. ePortfolio technology serves

as an instrument for implementing the mission of education in polycultural environment of the University. As I.G. Koreneva¹ notes, this mission involves «building the institutional capacities of the social growing-up (social adaptation, social mobility, social responsibility both for students and for teaching personnel), and the provision of opportunities for students in the field of development and implementation of innovative ideas and programs of information technology and pedagogy of cooperation».

The creation of a database of students' and teachers' ePortfolio of universities of Krasnoyarsk Region is planned on the basis of Intercultural education platform (IEPs), which will be placed in open information space.

IEP is a specially organized system on the basis of higher educational institutions of interaction between the individuals of educational process and other members of the institutions of formal and informal education. Its goal is the implementation of practices of polycultural education in the Russian regions, the development of polycultural competence and tolerance of the individuals of educational field. The basic principles of the IEP are: openness, dialogue, interactivity, humanity. These values and principles are important and necessary conditions for the formation of civil society in Russia.

Individuals of educational process in the framework of IEP are:

1. the staff and students of the Russian universities-participants of the project TEMPUS;
2. representatives of intonationally living in areas of accommodation of IEP (target audience of the platform): representatives of ethnic and religious communities, foreign migrant workers and members of their families, students, representing different ethnicity and et cetera;
3. representatives of government, business, civil society institutions.

In the basis of the development model of Intercultural education platform on the idea that the theory of network education developed by Russian teachers². One of the main principles of the organization of platform is the development of personality in the conditions of system integration of traditional and e-learning environment. This approach allows to apply to the sphere of rational consciousness of representatives of target audience, and to the field of emotions through the use of modern multimedia tools. As the authors of the theory of network education note, synthesis of traditional and e-learning environment allows to meet the needs of subjects of educational process, which is not implemented to the necessary extent in the process of their real interaction. These are "needs for information of interest in the exact moment (both temporary and long-term use); needs for professional competence (need to compensate for a lack of communication on specific professional issues); needs to increase personal competence in real life, which is not related to professional; needs to compensate the lack of warmth and love; needs to compensate the lack of opportunities for realization of creative potential; needs to increase their social status, self-presentation; needs for greater communication; needs for game activity and other» Berulava G.A.³.

Tasks solved in the framework of Intercultural Education Platform (IEP):

- development of concepts and practices in the field of polycultural education;
- the formation and realization of integrative strategies for intercultural dialogue;
- development strategies of social activation and to ensure equality of representatives of intonationally through their self-competence management and self-organization of social integration;
- training of trainers in the field of personal services for lifelong learning
- creation of centers for personal services for lifelong learning

The main activities implemented in the framework of IEP are:

- monitoring of issues related to migration, interethnic and interreligious relations;

1 Koreneva I.G. Peculiarities of educational process in multicultural environment (from experience of the higher school) // cross-cultural communication: contemporary theory and practice (materials of the VII of the Convention RISA September 2012: a Scientific edition / edited by A. C. Shestopal, M. C. the seafront Silantieva; resp. Ed. Century A. Malgin. PC Publishing house "Aspect-Press", 2013.118-123 pp.

2 Berulava G.A, Berulava M.S. Innovative methodological platform of higher education // Vestnik of the University of Russian Academy of education. 2012. №4. 8-36 pp.

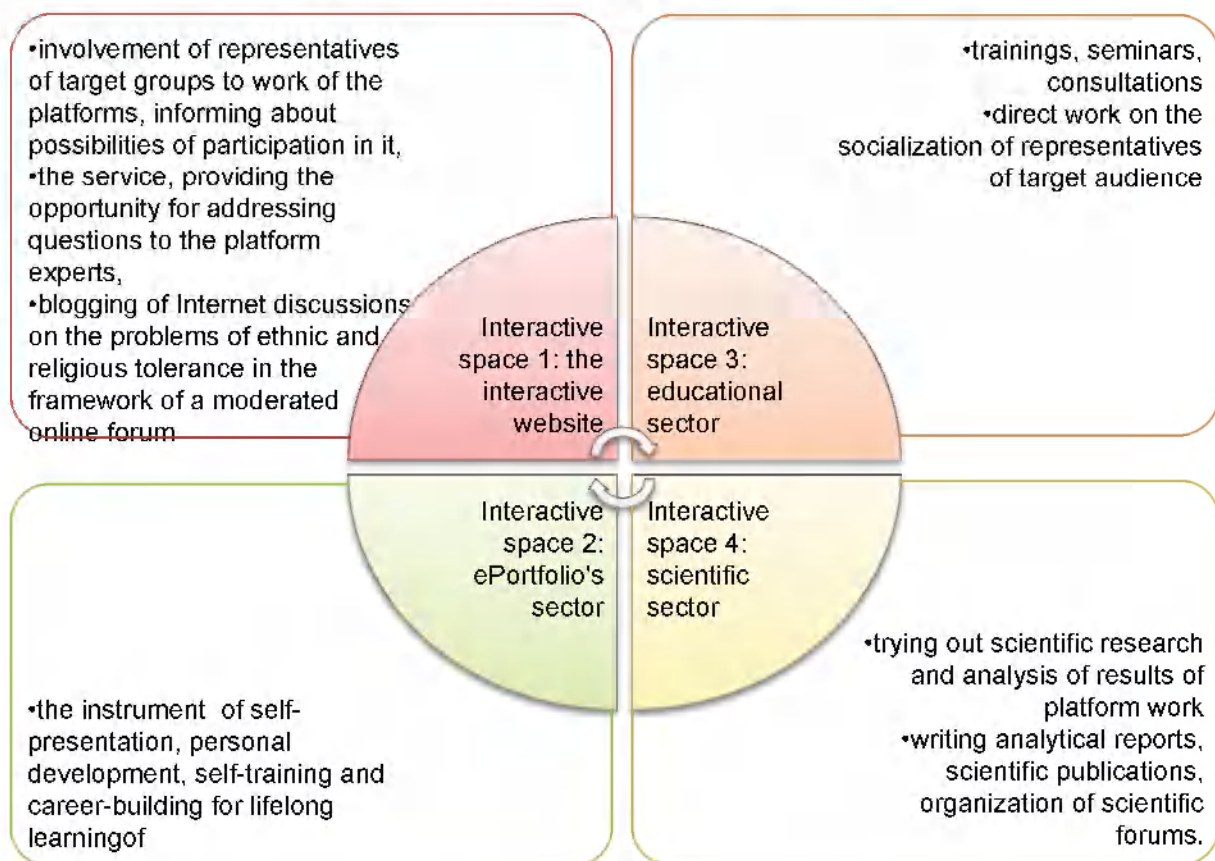
3 at the same article.

- collection and analysis of data, information about migration;
- seminars and workshops dedicated to the practice and methods of cultural equality;
- courses-trainings for migrants, devoted to the problems of unemployment, social tensions and inclusion;
- promotion of forms of Association to maintain ethnic self-awareness and identity in small groups;
- organization of public forums, aimed at formation of respectful attitude to the traditions and cultural heritage of the small groups.
- prevention of extremism, nationalist radicalism.

Intercultural education platform consists of several interactive spaces and systems of functional connections between them. Each interactive space is organized as a medium of individuals' communication of educational process, which directly implements the specific activities listed above. Interactive spaces may be arranged as in a network the Internet, and in the format of direct interactions of individuals of educational process. In the first version it operates as an open Internet resource - site with interactive features, social network, online public reception office, consulting, Internet-center and et cetera. In the second variant interactive space is organized in the institution where there is direct contact between the subjects of the educational process - classes with inonatsionally, courses, trainings, seminars and et cetera.

Each interactive space may perform one or more functions associated with implementation of the main activities of IEP. The platform consists of several interactive spaces, which are united in the functional connections in a single complex of interactions.

There is an example configuration of IEP, consisting of five interactive spaces:



Interactive space 1 presents an interactive website. It is made to solve the problems of integration of the Intercultural education platform into information environment of the community where the platform operates. Highlight three main functions that must be implemented on the website. First of all, it is the involvement of representatives of target groups to work of the platform, informing about possibilities of participation in it. This feature provides the ability to log in the Intercultural education platform, creates

an informational message to potential individuals of educational process. It should be brought into focus that the involvement to work of the platform is provided means of art with the use of modern multimedia technologies. This allows referring not only to the cognitive reactions of representatives of target audience, but to emotional reactions. Secondly, the website serves as a service that allows members of the target group to ask questions to specialists of the platform. It thereby establishes the interactive format of the contacts between the individuals of the educational process. Thirdly, blogging and Internet discussions on the problems of ethnic and religious tolerance in the framework of a moderated online forum.

Interactive space 2 is represented with the digital ePortfolio service. It acts as an instrument of self-presentation, personal development, self-study and career-building of the target groups throughout life.

Interactive space 3 is actually educational sector of the platform. Here the problems of the trainings, seminars, consultations are solved, also the direct work for the socialization of representatives of target audience is made. In the educational sector can be applied technologies such as distance learning and direct training. First are presented in the form of webinars, e-learning courses and other similar formats; the second are in the form of courses, trainings, forums, workshops, training seminars, et cetera.

Interactive space 4 is the scientific sector of the platform. Here the scientific analysis of the progress and results of the work of Intercultural education platform and its separate components is carried out. In the scientific sector is scientific reflection of platform, develop recommendations on improvement of its functioning. Obtained during scientific analysis conclusions are drawn in the form of analytical reports, scientific publications and presentations at scientific conferences.

Interactive space 5 is a coordination center. It provides general and operational management of the work of Intercultural education platform, provides a general reflection with participants of the project, identify problem areas, making decisions on their optimization. The main task of the coordination center is to create conditions for functioning and efficient interaction of all interactive spaces.

The number and forms of interactive spaces may vary in different Intercultural educational platforms. The configuration of each platform is created taking into consideration national-cultural features of the region where it is implemented, as well as the actual resources of universities-participants of the project TEMPUS. Thus, each platform is created as a unique configuration of connected interactive spaces, realizing the aim of the platform.

Thus, Intercultural education platform (IEP) is an integrated interactive educational resource of productive collaboration in polycultural educational space of the region. In the platform work a wide range of individuals are involved, including formal and informal educational institutions, civil society, business and government. Intercultural educational platform that provides the operation of the lifelong learning services, conducting researches in the network space, organization of effective interaction of its participants through the forums, conferences, seminars, webinars, and other forms. Thus, Intercultural education platform is becoming an important and necessary tool for personal and professional development, social adaptation and integration of representatives of different nationalities living in Russia.

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- [4] Website Europass <http://europass.cedefop.europa.eu/it/home>
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