11th International Technology, Education and Development Conference

6-8 March, 2017
Valencia (Spain)

Conference Proceedings

Sharing the Passion for Learning
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</tbody>
</table>
CONFERENCE SESSIONS

ORAL SESSIONS, 6th March 2017

Educational Software Experiences
Social Media in Education (1)
Collaborative and Problem Based Learning (1)
Teachers Development: Online & Blended Learning
Experiences in Math Education
Digital Competence for Lifelong Learning
ICT in Special Needs Education
Technology in Engineering Education

Videos for Learning
Blended Learning (1)
Collaborative and Problem Based Learning (2)
ICT Skills and Competencies among Teachers (1)
Technology in STEM Education
Quality Assurance & Accreditation
Challenges of an Inclusive Classroom
Experiences in Engineering Education (1)
Preparing Pre-Service Teacher-Librarians for a Technological Environment

Learning Analytics and Adaptive Learning
e-Assessment
The other side of the Flipped Classroom
ICT Skills and Competencies among Teachers (2)
Experiences in STEM Education
International Experiences in Higher Education
New Trends in Humanities Education
Experiences in Architecture and Civil Engineering

Technology Enhanced Education to Adults and Seniors
Assessment of Student Learning
Student Support & Tutoring
Pre-service Teacher Experiences
Teachers Experiences in STEM (1)
Work Integrated Learning & Internship Programs
ICT Enhanced Language Learning
Experiences in Computer Science Education

POSTER SESSIONS, 6th March 2017

Emerging Technologies in Education
Pedagogical Innovations and New Educational Trends
ORAL SESSIONS, 7th March 2017

Quality Assurance in e-Learning
Learning Management Systems & Virtual Learning Environments
Serious and Educational Games
Competence Evaluation
Education and Globalization
Enhancing Learning and Academic Performance
Experiences in Primary & Early Education
Pedagogical & Didactical Innovations (1)
Experiences in Engineering Education (2)

e-Learning Experiences
MOOCs: Massive Open Online Courses
Virtual and International Collaboration
New Trends in Higher Education
Leadership & University Management
University-Industry Collaboration
Teachers Experiences in STEM (2)
Pedagogical & Didactical Innovations (2)

Flipped Learning (1)
Social Media in Education (2)
Learning Coding and its Applications
New Trends and Experiences in Lifelong Learning
Experiences in Multicultural Education
Entrepreneurship Education
Pedagogical Innovations in Foreign Languages
Experiences in Health Sciences Education

Flipped Learning (2)
Technological Issues in Education (1)
Games and Simulations Experiences
Lifelong and Adult Learning
Intercultural and Diversity Issues in Education
New Challenges for the Higher Education Area
Language Learning Innovations
Technology in Health Sciences Education

Blended Learning (2)
New Trends in MOOCs and Distance Learning
Technological Issues in Education (2)
Generic Skills and their Development
Experiences in Education for Disadvantaged Students
Employability Issues and Trends
New Challenges in Language Learning
Experiences in Business Education

POSTER SESSIONS, 7th March 2017

Experiences in Education

Global Issues in Education and Research
VIRTUAL SESSIONS

Apps for education
Augmented Reality
Barriers to Learning
Blended Learning
Collaborative and Problem-based Learning
Competence Evaluation
Computer Supported Collaborative Work
Curriculum Design and Innovation
Digital divide and access to internet
Diversity issues and women and minorities
E-content Management and Development
e-Learning
Education and Globalization
Education in a multicultural society
Educational Research Experiences
Educational Software and Serious Games
Enhancing learning and the undergraduate experience
Ethical issues in Education
Evaluation and Assessment of Student Learning
Experiences in STEM Education
Flipped Learning
Impact of Crisis on Education
Impact of Education on Development
Inclusive Learning
International Projects
Language Learning Innovations
Learning and Teaching Methodologies
Learning Experiences in Primary and Secondary School
Lifelong Learning
Links between Education and Research
Mobile learning
New projects and innovations
New Trends in the Higher Education Area
Organizational, legal and financial issues
Pedagogical & Didactical Innovations
Pre-service teacher experiences
Quality assurance in Education
Research Methodologies
Research on Technology in Education
Student Support in Education
Technological Issues in Education
Technology-Enhanced Learning
Tutoring and Coaching
University-Industry Collaboration
Virtual Universities
Vocational Training
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2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

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1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

*For Acrobat 7 and earlier:*
1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
E-PLATFORM FOR DEVELOPMENT AND ASSESSMENT OF THE STUDENTS TOLERANCE

O. Smolyaninova, E. Bezyzvestnykh

Siberian Federal University (RUSSIAN FEDERATION)

Abstract

In this paper we present the resources and opportunities of educational system, which promote development, international understanding and cross-cultural communication between cultures and nations of the Krasnoyarsk territory. Trend analysis in terms of poly-cultural development in the RF education and approaches with focus on formation and assessment of tolerance level at various levels has been made. In the paper we also describe the effective models of interaction based on effective E-PLATFORM LONGLIFE LEARNING [2]. The results of the study undertaken in the context of implementation of the project №16-16-24005 ’Development of education and research center in the Krasnoyarsk Region by means of an electronic platform of long-life learning (PL2LS)’ are presented in the paper [1].

Keywords: e-platform, tolerance, lifelong learning, multicultural education, ethnic identity.

1 BACKGROUND/CONTEXT

One of the focal points of the modern-day educational system is to organize the curriculum aimed at developing in the next generation of professionals tolerance when interacting in multicultural, multi-confessional and poly-social environment. This challenge is the most relevant for such diverse nation regions like Krasnoyarsk Krai, with the population of 2.8 mln. people of 159 nations and nationalities, when the total number of nationalities living on the RF territories is about 190 [4].

The focal strategic directions of development of modern multicultural education have been set in the UNESCO report of the International Commission on Education 1997, according to which, "on the one hand, an individual must be aware of their roots, and by that realize they role in the modern world, on the other hand cultivate respect for other cultures in them" [5].

In the context of the development of multicultural education, many scholars emphasize the role and interference of the educational environment and students. In modern pedagogy, there are different definitions of the educational environment. According to V.I. Slobodchikova, Doctor of Psychology, director of the Institute of preschool education, Russian Academy of Science educational environment for a student is considered in the cultural and social context, allowing for a development mechanism if a child and search for the roots in the objective side of cultural society: "These two poles - objectivity of culture and insight, essential powers of an individual in their interreliance within the educational process precisely determine the scope of the content and its structure [6]."

In its turn A.V. Khutorskoy employing the philosophy of Russian cosmism determines educational environment as "the world naturally or artificially created by the socio-cultural environment, including various kinds of tools and educational content, allowing for productive activities of the student [7]." In other words, the expansion of the students’ insight to the outside, accompanied by productive activity. V.C. Zharov, Yu. Taratukhin [8] qualify multicultural educational environment as educational cross-culture. Under cross-cultural education, we understand "the space, which includes a set of disparate informational and educational environments are in a state of cooperation in the format of the educational communication and educational activities in a state of "diffuseness"."

According to G.F. Zamaletdinovoy, multicultural educational environment comprises the following cultural elements:

1 spiritual and moral traditions;
2 ideals;
3 language [9]

The main requirements which multicultural learning environment should comply with are:

- ensuring continuous development of students;
• relationship between students and educational resources, consistently implemented in the educational environment;
• formulation of educational guidance;
• evaluation of educational outcomes and skills of the students, contributing to the successful operation of the individual national and international culture;
• creating a positive emotional background.

According to N.U. Yarychev [10], the multicultural educational environment as a set of conditions for the realization of the educational process serves an essential prerequisite for objectively existing in the context of formation of tolerance of educational process.

In accordance with the results of research the scientists of the National Research University "Higher School of Economics" identified a number of difficulties which teachers usually face with in a multicultural educational environment:

• a variety of familiar patterns of communication with the teacher;
• characteristic aspects of representation of educational information and educational content;
• making decisions related to creativity in the learning process;
• ambiguous understanding of educational problems and terminology;
• preference type of testing and assessment materials.

Significant for the formation of a culture of tolerance and its development by means of education in a multicultural environment are the following principles:

• subject-to-subject interaction;
• joint experience of educational events, participation and dialogue.

In this regard, the use of innovative pedagogical methods of investigation and assessment of formalization and further development of tolerance in the multicultural educational environment in the region at various levels of education is of particular importance. The technology of context learning [12], e-portfolio technology [13], multicultural and other case [14] are referred to as the innovative tools of educational evaluation in a multicultural environment, the levels of formalization and further development of the culture of tolerance.

The educational process in multicultural environment rests on general pedagogical principles: upbringing human dignity and high morale, acceptance attitude, involvement and collaboration in multinational groups, acceptance and awareness of joint responsibility for positive nature of interpersonal and international communication [15].

It has been noted that predominant function of education in multicultural environment is building up socially sensitive personal qualities, with special focus on collaboration, flexibility and adaptability to paradigm and precepts which are effective in certain socio-cultural space [16].

Tolerance is a complex and multifaceted phenomenon, which reflects various aspects of social life: ethnic, inter-cultural, religious, ethical, political and social. At different times and under different social conditions, some of these aspects take on special relevance to a given society. In the Siberian region, where multinational and multi-confessional community has been existing for several centuries, the aspect of the true, not declarative tolerance predominates, as the level of tolerance in a society serve as an index of the success of its development and freedom.

T.A. Fenvesh, PhD, Associate professor of Siberian Federal University, specializing in ethno-sociology, notes that "if we regard tolerance as the characteristic of the culture, not just actual pure response but the "external" that we get in the process of socialization, the development of tolerance among young people is directly associated with the development of positive ethnic identity [17]. So it is called: Positive, as this is one of the characteristics of the ethnic scale. Studies conducted in the city of Krasnoyarsk in 2013 and 2015 among the high school students in a school on the periphery of the city, which is known for enclave settlement of migrants from Central Asia, consistently demonstrated the low level of tolerance at 17.4% (in 2013) and 20% (in 2015). Somewhat surprisingly, representatives of national minorities demonstrated a higher level of tolerance. We attribute this to the high level of assimilation of migrants, willingness to accept other (Russian) culture.
Global trends in education aimed at strengthening cultural diversity and the development of multicultural competencies of the student. Educational organizations are represented by a plentiful number of multinational students who belong to different ethnic, racial, denominational groups and culture-bearers, their values and morality and code of behavior. In a multicultural region the teaching staff is challenged to contribute to adaptation and integration of migrants, and development of a tolerant attitude in native population. There is an urgent need to mainstream the issue of social and cultural diversity of society in the context of the formation of cultural values of students, preserving ethnic identity and development of the Russian citizenship.

The educational process of a multicultural environment are observed trend of increased non-formal education. Much stress in the educational environment of the multicultural region is laid to the idea of event and practice-oriented education. In this sense, knowledge and understanding of the traditions and religions of various peoples has an impact on the formation of self-awareness of students, development of tolerance and identity of young people. Strengthening of the cultural diversity of society and the educational environment contributes to a greater extension of international economic and cultural cooperation.

2 DESCRIPTION

During the research and design of electronic platform PL2LS in the framework of the project within the RHSF grant № 16-16-24005 the following areas were presented: science, education, culture and information [1]. These areas of life, in our opinion, are the most popular among students of multicultural region.

The active position of each party and their proactive interaction of the participants in the electronic platform of continuing education PL2LS (Fig. 1) will contribute to the successful integration and the socialization of migrants and further development of the level of tolerance amongst students [2]. That, in turn, will open the floodgates for the migrants as participants of the platform to promptly integrate in and adapt to the local culture, build a path for personal development, to hold themselves out in the educational and cultural environment against the level of education and culture, define the trajectory for professional development with due consideration of the strategies of regional development.

![Fig. 1 Long life learning PL2LS functional chart](image-url)
The principles which are paramount for forming and developing tolerance through education in multicultural space are:

- Subject-object interrelationship;
- Collaborative experience of educational events, involvement and multicultural dialogue.

In the framework of the project implementation powered by the RHSF [1] a pilot investigation was performed [3] for assessment of tolerance level among students (total of 3,214 people) of various educational level institutions of Krasnoyarsk Krai (primary, secondary and vocational schools and Higher Educational Schools). The findings of the investigations (Table 1 below) show that the students of Krasnoyarsk Krai and Krasnoyarsk itself demonstrate high level of tolerance whereas the youth of the principle city of the region demonstrated just an average level of tolerance.

**Table 1. The findings of investigations of the tolerance level of the students of Krasnoyarsk Krai (May-November, 2016).**

<table>
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<th>№</th>
<th>Level of education</th>
<th>Number of respondents of Krasnoyarsk</th>
<th>Level of tolerance—mail city of the region (%)</th>
<th>Number of respondents of Krasnoyarsk Krai (Minusinsk, Divnogorsk, Zheleznogorsk, Norilsk)</th>
<th>Level of tolerance among respondents of Krasnoyarsk Krai (%)</th>
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<td>Secondary school</td>
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<td>Vocational schools</td>
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It should be noted that the among the respondents with the highest level of tolerance (75%) the majority of primary school students of Krasnoyarsk Krai demonstrated there awareness about national identity and declared interest way of life of their nationality. Successful development of civil identity in primary school pupils is realized during face-to face educational communication.

The majority of primary school pupils reported their awareness about national identity (Table 2 below), at that, however male schoolchildren demonstrate more concerned about their national identity then female schoolchildren (Table 3).

**Table 2. ‘I am aware about my national identity’**

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**Table 3. ‘I am aware about my national identity’ sex**

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
</tr>
<tr>
<td>Yes</td>
<td>90%</td>
</tr>
<tr>
<td>No</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

On the top of that the majority of the primary school respondents of Krasnoyarsk Krai reported their interest to the way of life of their nationality (Table 4). The level of their interest demonstrates consistency (Table 5).
Table 4. ‘I am interested in the way of life of my nationality’

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5. ‘I am interested in the way of life of my nationality’

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
</tr>
<tr>
<td>Yes</td>
<td>88%</td>
</tr>
<tr>
<td>No</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Slightly over a half of the primary school respondents expressed a wish to study together with schoolchildren of other nationalities (Table 6), at this, more interest has been shown by the boys than girls. (Table 7).

Table 6. ‘I want to study with children of other nationalities’

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7. ‘I want to study with children of other nationalities’, sex

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
</tr>
<tr>
<td>Yes</td>
<td>58%</td>
</tr>
<tr>
<td>No</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The majority of primary schoolchildren claim their awareness about national feasts and holidays (Table 8) at that, boys demonstrate more awareness on the issue than girls. (Table 9).

Table 8. ‘I know national feasts and holidays’

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 9. ‘I know national feasts and holidays’ sex

<table>
<thead>
<tr>
<th>Answers ‘Y/N’</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
</tr>
<tr>
<td>Yes</td>
<td>86%</td>
</tr>
<tr>
<td>No</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

For all awareness on the issue claimed by the majority of the respondents about national holidays and feasts, the actual level of awareness is proved to be somewhat low. The respondents demonstrated higher level of awareness about civil holidays, celebrated in Russia (New Year – 116, Victory Day – 79, International Women’s Day - 70, Defender of Motherland – 37). On the second level is the cluster of 'Russian national holidays', including Slavonic paragon feasts -Shrovetide (‘Maslenitsa’) – 65 St. John the Baptist (Ivan Kupala) - 11, Feast of the Intercession (Russian Orthodox Church feast) - 4).

The results of sociological research in the Krasnoyarsk region showed that respondents expressed dominantly tolerant or indifferent attitude to other nationalities, they are ready to interact at the level of classmates and neighbors. The national identity of the respondents takes the third rank place in the structure of identities and goes under the civil identity (to be a citizen of the Russian Federation) and territorial identity (to be a resident of the region).

3 CONCLUSIONS

The findings of the investigation are used to support and further development of tolerance culture of the population of Krasnoyarsk Krai by means of E-PLATFORM LONGLIFE LEARNING, strengthening effective interaction between students on the basis of principles of collaboration in multicultural space of the Siberian region.

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