Таким чином, у вищому навчальному закладі потрібно створювати проблемні ситуації, щоб спрямовувати студентів проявляти ініціативність та впевненість, стимулювати внутрішню мотивацію студентів, викликати співробітництво та бажання вчитися, виробити усвідомлений та самостійний підхід до активного оволодіння знаннями, цілісності та системності знань.

Література

THE APPLICATION OF LEARNING THEORIES/MODELS IN TEACHING SOCIAL WORK DIRECT PRACTICE COURSES ONLINE

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The paper aims to explore some of the current learning theories/models and their application in teaching direct practice social work courses through distance education delivery methods. A brief review of the literature on what technology is used in teaching social work direct practice skills in online learning environment is presented. More research is suggested to ensure that the eclectic learning model is evaluated in diverse practice settings with the use of different types of educational technology for teaching social work direct practice courses.

The evolution of learning theories and the use of technology in education has created an opportunity for schools of social work to develop new approaches for designing and delivering social work direct practice skills courses. The paper aims to explore some of the current learning theories/models and their application in teaching direct practice social work courses through distance education delivery methods.

Currently a very limited number of articles are available to explore the nature of online delivery and the use of technology for teaching social work direct practice courses. In the 1980s and early 1990s first articles appeared on the topic of teaching direct practice social work courses using distance education delivery methods. During the second generation of teaching direct practice skills utilizing computer-based technology various tools were used that incorporate multimedia, such as sound, graphics, pictures, video, and animation. The third generation of teaching direct practice skills online started in the mid-90s when technologies were used to deliver classroom experiences to off-campus locations using satellite broadcasts of classes, Interactive Television (ITV), and the WWW (online technology). Fourth generation of teaching direct practice skills is completely conducted online (Coe & Youn, 2008).

Based on the literature review conducted by Coe and Youn (2008) three themes were identified as relevant to the development and use of online environment for teaching direct practice courses in social work curricula. The first theme is the influence of rapid developments in technology and the use
of these technologies in teaching direct practice skills online. A second identified theme from Coe and Youn (2008) can be described as continuing resistance by social work educators to teach direct practice courses using distance education delivery methods. The third identified theme from the Coe and Youn (2008) review reflects that there is a need to develop a coherent body of knowledge to support the teaching of direct practice courses in online learning environments for future social work education. In order to provide some educational background and to promote research in social work teaching, learning theories which can be used in teaching social work practice courses using distance education delivery methods will be further explored.

The evolution of learning theories as explained by Halpern, Donaghey, Lamon, and Brewer (2011) is “a progression from broad theories which are developed to explain the many ways that learning occurs to more specific theories that are limited in the types of learning they are designed to explain” (para.2). The authors outline four major learning theories which evolve over time: behavior theory, cognitive theory, constructivist approach and schema theory. In order to select key learning models for teaching social work direct practice courses using distance education delivery methods it is important to understand what currently constitute the effective learning environment. Organization for Economic Cooperation and Development (OECD) through the center for education research and innovation recently published a book Educational Research and Innovation the Nature of Learning: Using Research to Inspire Practice (2010). The book summarizes the key principles of modern learning environment as follows:

The learning environment recognizes the learners as its core participants, encourages their active engagement and develops in them and understanding of their own activity as learners.

The learning environment is founded on the social nature of learning and actively encourages well-organized co-operative learning

The learning professionals within the learning environment are highly attuned to the learner’s motivations and the key role of emotions in achievement

The learning environment is acutely sensitive to the individual’s differences among the learners in it, including their prior knowledge

The learning environment derives programmes that demand hard work and challenge from all without excessive overload

The learning environment operates with clarity of expectations and deploys assessment strategies consistent with these expectations; there is strong emphasis on formative feedback on support learning

The learning environment strongly promotes “horizontal connectedness” across areas of knowledge and subjects as well as to the community and wider world. (p.14-17)

Constructivist learning can accommodate all the above mentioned principles and is currently becoming more accepted in the social work education community (Cooper, 2010). Numerous modern learning models have emerged in evolutionary fashion through the use of investigative techniques associated with the constructivist theory. There are four relatively current constructivist frameworks in existence that seem to fit with the OECD principles of modern learning and can be possibly applied to teaching social work direct practice courses. These include: Theory of Interaction and Communication, Cognitive Apprenticeship, Community of Inquiry, and Constructivist, Emotionally-
Oriented Model. It would seem appropriate to provide a brief description of each of the identified frameworks and answer key questions on what are the key principles of the learning model, how the learning is occurring and apply each model for teaching paraphrasing skills before comparing them and addressing their application in teaching social work direct practice courses. In order to describe key similarities and differences among models and to analyze if each model is suitable for teaching social work courses using distance education delivery methods the comparison table is constructed (see Table 1).

Table 1: Comparison among four models for teaching direct practice courses online.

<table>
<thead>
<tr>
<th>Criteria for Comparison</th>
<th>Interaction and communication</th>
<th>Constructivist, Emotionally-Oriented</th>
<th>Cognitive Apprenticeship</th>
<th>Community of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model developer(s)</td>
<td>Holmberg</td>
<td>MacFadden</td>
<td>Collins et.al</td>
<td>Garrison</td>
</tr>
<tr>
<td>Is the model learner centered, instructor-centered or content centered?</td>
<td>The model can be seen as both learner-centered, instructor-centered and content-centered</td>
<td>The model can be seen as both learner-centered, instructor-centered and content-centered</td>
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<td>The model can be seen as both learner-centered, instructor-centered and content-centered</td>
</tr>
<tr>
<td>Is the model well designed and structured</td>
<td>The model is well designed and structured</td>
<td>The model is well designed and structured</td>
<td>The model is well designed and structured</td>
<td>The model is well designed and structured</td>
</tr>
<tr>
<td>Is the model profoundly personalized?</td>
<td>Somewhat</td>
<td>Somewhat</td>
<td>Somewhat</td>
<td>Somewhat</td>
</tr>
<tr>
<td>Is the model inclusive?</td>
<td>Not discussed</td>
<td>Not discussed</td>
<td>Not discussed</td>
<td>Not discussed</td>
</tr>
<tr>
<td>Is the model social?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the model outline the collaboration process among students?</td>
<td>No</td>
<td>Somewhat</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the model explore the teaching presence in learning?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the model outline how cognitive learning should occur?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the model outline how emotional learning should occur?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the model explain the physical presence in online learning?</td>
<td>The physical presence is substituted with the use of technological tools, such as web / audio conferencing, etc.</td>
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</tr>
<tr>
<td>Does the model present variations in learning among different social work target groups (women, immigrants, people with disabilities, Indigenous people)</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Does the model explain the mental and spiritual presence in learning?</td>
<td>No explanation is provided</td>
<td>No explanation is provided</td>
<td>No explanation is provided</td>
<td>No explanation is provided</td>
</tr>
</tbody>
</table>
The criteria for evaluation of each model derived from the OECD learning principles and the social work principles which are used in teaching generalist social work practice courses. The overview of four constructivist learning models for distance education courses can create a possibility for seeing more complete picture for application of the constructivist theory in social work online teaching.

Teaching social work direct practice courses in online environment is a new field for social work education research. As with any new advancement in education there are many challenges which should be overcome. The resistance by many social work educators to teach online is one of the major challenges which might continue to escalate in the future years and question the validity of online social work education. In order to face the challenge and to demonstrate the opportunities which online education can bring to the social work field of practice it is important to share research findings about existing attempts for distance delivery of social work courses. The careful review of available literature on learning theories for online education, principles of effective learning environment and rigorous design and evaluation for teaching social work courses will provide the answer to the question can we teach direct practice courses online. So far the answer is not easy to construct.

This paper made an attempt to demonstrate how current developments in constructivist learning models can be applied in teaching social work direct practice courses. The community of inquiry model is currently the closest model to incorporating all of the OECD principles of effective learning environment and can be expanded to satisfy the criteria for delivering social work content for the diverse types of learners. More research is suggested to ensure that the new eclectic learning model is evaluated in diverse practice settings with the use of different types of educational technology for teaching social work direct practice courses.

References:


ФОРМУВАННЯ ПРОФЕСІЙНОЇ ЕТИКИ ПІДПРИЄМЦІВ ЯК АКТУАЛЬНЕ ЗАВДАННЯ УКРАЇНСЬКОЇ БІЗНЕС-ОСВІТИ

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Робиться акцент на актуальності підготовки українських підприємців у галузі етики бізнесу. Наводиться зміст програми розробленого авторкою спецкурсу “Етика професійної діяльності підприємців”.

Цілеспрямоване формування професійної етики підприємців є актуальним у декількох аспектах. По-перше, українська бізнес-освіта спрямована, головним чином, на засвоєння певних знань і умінь в галузі підприємницької діяльності. При цьому проблемам професійної етики увага приділяється лише на теоретичному рівні, отже існує необхідність практичної підготовки підприємців з питань етики бізнесу. По-друге, формування у підприємців адекватних етичних настанов і набуття ними необхідних навичок етичної поведінки та взаємовідносин з іншими економічними агентами та неприбутковими інституціями сприятиме застосуванню етичних принципів у ділових ситуаціях професійної діяльності. По-третє, цілеспрямований розвиток професійної етики підприємців буде корисним для налагодження етичних взаємовідносин з клієнтами та працівниками організації.

Оскільки етика бізнесу як наукова дисципліна, що вивчає особливості застосування етичних принципів у ділових ситуаціях, виступає важливою складовою підготовки фахівців в галузі економіки і підприємництва в країнах Західної Європи та США, при розробці програми спецкурсу ми ретельно дослідили досвід університетів цих країн й адаптували його до конкретних умов української дійсності.

В цілому спецкурс “Етика професійної діяльності підприємців” спрямовано на розвиток етичної складової їх професійної культури. Головну мету спецкурсу можна визначити як підготовку підприємців до реалізації у професійній діяльності сукупності моральних норм, правил та уявлень, які регулюють ставлення, поведінку і взаємовідносини людей в процесі прийняття управлінських рішень.

За своєю структурою навчальна програма спецкурсу “Етика професійної діяльності підприємців” включає вступ і чотири основні розділи [1]. Вступ передбачає ознайомлення підприємців із загальною метою спецкурсу і правилами роботи у тренінговій групі. Розділ “Філософія моралі і бізнес” включає теми “Основні принципи етики бізнесу” та “Предмет і