



# ANALYSIS OF THE CURRENT STATE OF DISTANCE LEARNING IN THE VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS

Larysa Petrenko, Svitlana Kravets, Oleksandr Bazeliuk,  
Lyudmyla Mayboroda, Ivan Muzyka

# TOPICALITY

the need to create a new mechanism to directly use information and knowledge in the production and service spheres

the need to meet personal needs of school graduates and adults for new knowledge

the complicated social, cultural and economic situation with persons with special educational needs

the need to expand the potential sphere of domestic information and education environment for sustainable education process participants by using the IT

**The article aims to study and analyze whether VET teachers are ready to implement distance learning technologies**

# THE CONCEPTS OF THE RESEARCH



distance vocational learning

distance vocational learning technology

learning content management system  
(LMS or LCMS) in the VET institutions

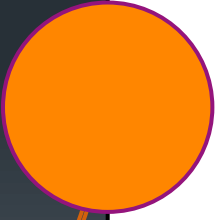
# TEACHERS' READINESS TO IMPLEMENT DISTANCE LEARNING



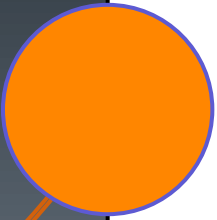
personal and professional formation concerning progressive development of information and communication environment



teacher's permanent motivation towards self-development



readiness manifested in the complex of components though the implementation of distance education functions



promotion of effective combination of traditional and innovative forms of learning to achieve educational goals

# QUESTIONNAIRE STRUCTURE

The questionnaire consisted of 4 groups of mostly closed questions (except for questions in Group 3)

1

- A group of questions – a description of the respondent's VET institution (geography and specialization)

2

- A group of questions – a description of the respondent (age, work experience, qualification, subjects)

3

- A group of questions was compiled based on SPOT analysis methodology (they aimed to determine the expediency of using distance learning technologies in vocational education)

4

- A group of questions made it possible to determine teachers' readiness for distance vocational learning according to the developed criteria and indicators

# COVERAGE OF VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS' TEACHERS

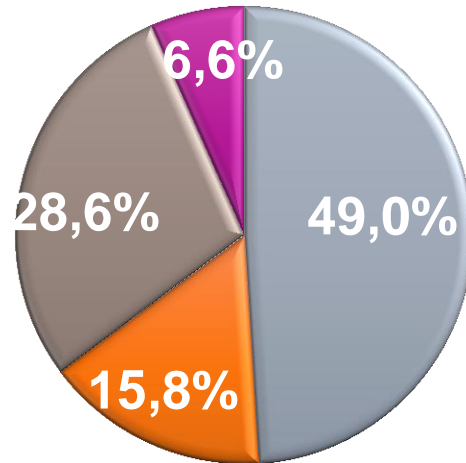


~3,5 K

VET institutions' teachers  
from all the regions of Ukraine\*

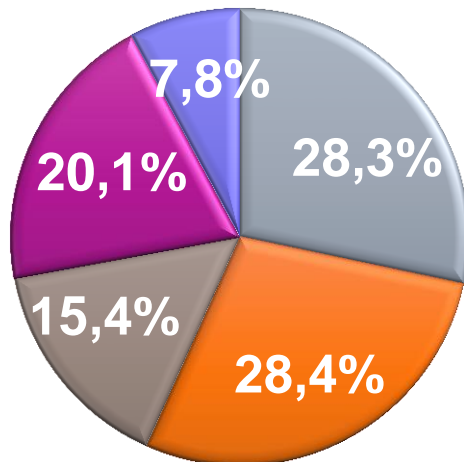
\* except temporarily occupied areas of Donetsk and Luhansk regions, as well as in the Autonomous Republic of Crimea and Sevastopol

# VET TEACHERS' EXPERIENCE OF DISTANCE VOCATIONAL LEARNING



- Never used
- Tried to use but not very successfully
- Used one or several times successfully
- Use frequently and successfully

# WHAT VET TEACHERS THINK ABOUT THE INTRODUCTION OF DISTANCE LEARNING



- Yes, it is perspective
- Rather yes
- I cannot decide
- Rather no
- No, it is not necessary

# DISTANCE VOCATIONAL LEARNING (SPOT ANALYSIS)

## Satisfaction (strengths)

- maximum consideration of each student's identity, creating conditions for their self-realization
- providing vocational education to people with disabilities
- instant feedback between distance vocational learning subjects
- convenience and objectivity of input and output control, which frees the teacher additional time
- development of students' skills to work independently

## Problems

- the lack of VET institutions' provision with equipment and licensed software product for distance vocational learning organization
- the lack or difficulty of accessing the Internet for certain categories of students
- low level of teachers' and students' IT literacy
- difficulties in integrating theoretical and practical training
- VET students' weak skills of individual work

## Opportunities

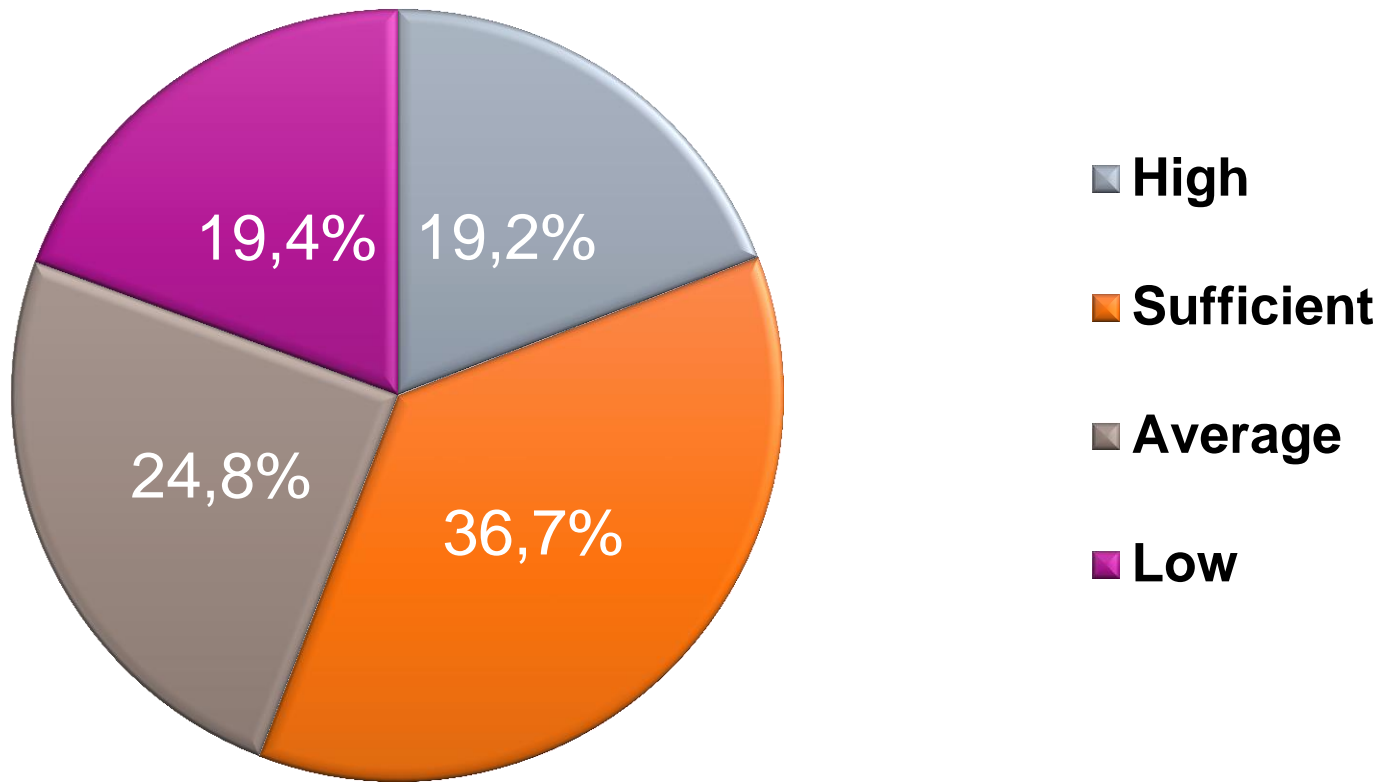
- combine traditional (paper) information sources with modern (electronic) ones
- focus on the available tools
- create and/or use the existed resources;
- use experience and recommendations of the Laboratory of Distance Vocational Learning of the Institute of Vocational Education and Training of NAES of Ukraine

## Threats

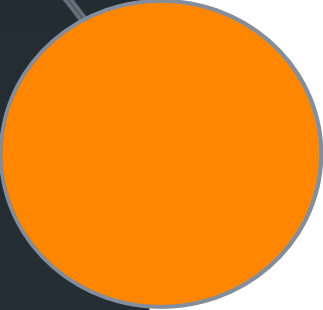
- rejection of distance vocational learning by separate categories of students;
- quick renewal of information and technologies
- appearance of technical problems and absence of access to Internet for some students at home;
- a low level of teachers' and students motivation to virtual environment activity,
- insufficient number of e-resources on the subject taught distantly, etc.



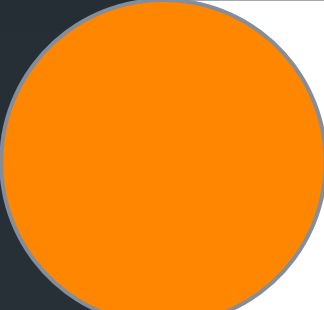
# LEVELS OF VET TEACHERS' READINESS FOR DISTANCE VOCATIONAL LEARNING



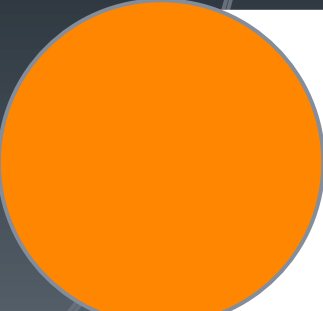
# THE CONCLUSION



VET teachers need not only scientific, but also thorough methodological support of distance vocational learning to use all the distance education opportunities fully and effectively and to achieve the highest level of readiness to qualitative organization of distance process, usage of distance vocational learning functions, distance courses design, etc.



Only some fragments of distance vocational learning are used in the practice of vocational education. Most VET teachers recognize the need to implement distance technologies in the process of concrete subjects teaching (general education, general vocational, vocational theoretical).



Still, the level of development of individual components of teachers' readiness to work with distance learning indicates the need to organize their training both in the system of advanced training and in the organization of methodical work.

# HOW CAN THE SYSTEM OF DISTANCE EDUCATION BE DEVELOPED?

1

- **at the national level:** the update of goals and objectives of distance education; the optimization of load and funding of distance mode of learning

2

- **at the regional level:** the informatization of information flows for optimal administrative decision-making concerning providing the regional labour market with skilled workers, junior specialists and specialists with higher education

3

- **at the VET institution level:** creation of the necessary material and technical, organizational, psychological and pedagogical, didactic conditions, appropriate training and methodological assurance of distance vocational learning; monitoring the effectiveness of distance vocational learning usage in subjects' teaching