[1]M. Nazhipkyzy[*], [2]A. Seifullina

[1]Al-Farabi Kazakh National University, Republic of Kazakhstan, Almaty
[2]S.Seifullin Kazakh Agrotechnical University, Republic of Kazakhstan, Astana
[*]E-mail: Meruert.Nazhipkyzy@kaznu.kz

E-learning system at the University of Reading

At the moment life is unthinkable in any sphere of economy and society without the «e-Learning» system, which came into the education system all over the world with new information and communication technologies. E-learning prepares students for the future life, where almost all services are electronic, and professional activities simply will not be possible without the Internet, computers and network of social and professional communities. State Program of Education Development, approved by the Decree of the President of Kazakhstan Nursultan Nazarbayev, first defined the task of implementing an e-learning. By 2015 in Kazakhstan plans to cover 50% of educational institutions to e-learning, and by 2020 to bring this figure to 90% in organizations of all levels of education. In organizations of all levels of education planned to be equipped work places of teachers leading e-learning with computers of modern modification, multimedia projectors and interactive whiteboards. Thus, the investigations of e-learning system is relevant to the global level.

This article discusses the electronic system of education at the University of Reading (Reading, UK), which is included in the top 25 UK universities in the top 200 in the world. Thanks to the international scholarship «Bolashak» established in 1993 on the initiative of the President of Kazakhstan, Nursultan Nazarbayev, the holders (teachers) this scholarship during language training in the UK independently to carry out project on the basis of questioning of students from different countries who are studying at the University of Reading. The main objective of this study is to analyze, which includes the following tasks: identifying the elements, and the role of e-learning in the educational process of the University of Reading; create a schema of e-learning system at the University of Reading; to understand the attitude of students and staff to e-learning system at the University of Reading.

Key words: e-learning system, University of Reading, scholarship, education.

М. Нажипқызы, А. Сейфуллина
Рединг университетіндегі электрондық оқыту жүйесі

Қазіргі таңда әлемдегі барлық мемлекеттерге жаңа ақпаратты қатынас технологияларымен келген, білім берудің электронды жүйесінсіз «e-learning» экономика және қоғамның кез келген саласында өмір сүруді елестету мүмкін емес. Барлық қызметтер электронды түрде болып, ал кәсіптік әрекеттер интернетсіз, компьютерсіз және желілі әлеуметтік және кәсіби қауымдастықтарсыз мүмкін емес болғандықтан, электронды оқыту (e-learning) білім алушыларды болашақ өмірге дайындайды. Білім беруді дамыту жөніндегі Қазақстан Республикасының Президенті Н.Ә. Назарбаевтың мемлекеттік бағдарламасындағы бұйрығы бойынша, білім берудің электронды жүйесін (e-learning) енгізу алғаш анықталған. 2015 жылға қарай білім беру мекемелерінің 50%, ал 2020 жылға қарай бұл көрсеткішті білім берудің барлық деңгейіндегі мекемелердің 90% электронды оқыту жүйесімен (e-learning) қамту жоспарланып отыр. Білім берудің барлық деңгейіндегі мекемелерде электронды оқытуды (e-learning) жүргізетін оқытушылардың жұмыс орындарын қазіргі модификациядағы компьютерлермен, мультимедиалық проекторлармен және интерактивті тақталармен жабдықтау жоспарланған. Осылайша, электронды білім беру жүйесін «e-learning» зерттеу әлемдік деңгейде өзекті мәселелердің бірі болып табылады.

Мақалада Ұлыбритания елі бойынша 25 және әлем бойынша ең үздік 200 жоғары оқу орындарының құрамына кіретін Рединг университетіндегі электронды оқыту жүйесі қарастырылады. 1993 жылы Қазақстан Республикасының Президенті Н.Ә. Назарбаевтың бастамасымен бекітілген

Халықаралық «Болашақ» стипендиясының арқасында, осы шәкіртақының иегерлері (оқытушылар) Ұлыбритания елінде тілдік тағылымдаманы өту барысында Рединг университетінен білім алып жатқан әртүрлі мемлекет студенттерінен сауалнама жүргізу негізінде жоба жұмысын өз беттерінше орындаған. Бұл зерттеудің негізгі мақсаты Рединг университетінің оқыту үдерісінде электронды оқыту жүйесінің элементтері мен рөлін анықтау; Рединг университетіндегі электронды оқыту жүйесінің сызбанұсқасына талдаулар жасау міндетінен тұрады.

Түйін сөздер: Рединг университеті, электронды оқыту жүйесі, шәкіртақы, білім.

М. Нажипқызы, А. Сейфуллина
Электронная система обучения в Университете Рединг

Государственной программой развития образования, утвержденной Указом Президента Республики Казахстан Н. А. Назарбаева, впервые определена задача внедрения системы электронного обучения (e-learning). К 2015 году в Казахстане планируется охватить 50% организаций образования, а к 2020 году довести этот показатель до 90%. В организациях всех уровней образования планируется оснастить компьютерами современной модификации, мультимедийными проекторами и интерактивными досками рабочие места преподавателей, ведущих электронное обучение (e-learning). Таким образом, исследование системы электронного обучения «e-Learning» является актуальной задачей мирового уровня.

В статье рассматривается электронная система образования в университете Рединг, который входит в 25 лучших вузов Великобритании и в 200 лучших в мире. Благодаря международной стипендии «Болашак», учрежденной в 1993 году по инициативе Президента Республики Казахстан Н.А. Назарбаев, обладатели (преподаватели) этой стипендии во время языковой стажировки в Великобритании самостоятельно выполняли проектную работу на основе анкетирования студентов из разных стран, которые обучаются в университете Рединг. Основная цель данного исследования заключается в проведении анализа, который включает следующие задачи: определить элементы, и роль системы электронного обучения в учебном процессе университета Рединг; создать схему систем электронного обучения в университете Рединг.

Ключевые слова: электронная система, Университет Рединг, стипендия, образование.

Introduction

Nowadays to be competitive is very important factor. Over the last years, many talented students won International scholarship of the President of the Republic of Kazakhstan to undertaking knowledge at leading Universities in different countries such as the UK, USA, Germany, France, Italy, Japan and others.

In 2013 many teachers from universities of Kazakhstan have received support from university leaders, and studied 9 month research internship which included 6 month «English Language Enhancement Programme» at the University of Reading in Reading (United Kingdom). All teachers who obtained a scholarship from the government have studied English course which called «English Language Enhancement Programme» during 6 months. At the end of the course, all teachers from different Universities of Kazakhstan prepared a project work in pairs and presented it in front of all scholars.

The aim this project work was to check how scholars improved their English. The head of the Institute of Education and internationalization Tony Macfadyen gave a certificate of attendance to teachers which certify about successfully completed the «English Language Enhancement Programme». The topics of project work were different and our team investigated about «e-learning system of University of Reading».

As the development and the popularization of the computer network technology, the education will become the biggest industry after the electronic commerce on the Internet.

Today many countries use information technologies in an education process, however each university has its own e-learning system, which differs from other systems.

Therefore, in the frame of this project was considered an e-learning system at the University of Reading at the Reading, UK.

Learning is the acquisition of new mental schemata, knowledge, abilities and skills which can be used to solve problems potentially more successfully. The learning process is optimum when it is assisted and personalized. Learning is not a single activity, but should involve many possible activities to make learning become meaningful. Many e-learning

applications provide facilities to support teaching and learning activities. One way to identify whether the e-learning system is being used by the learners is through the number of hits that can be obtained from the e-learning system's log data. However, we cannot rely solely to the number of hits in order to determine whether learning had occurred meaningfully. This is due to the fact that meaningful learning should engage five characteristics namely active, constructive, intentional, authentic and cooperative. The result of this analysis helps us categorize which e-learning activities that are meaningful to learning and guide us to measure the effectiveness of e-learning usage [1].

E-learning, with all its characteristics defining its advantages and disadvantages is a major breakthrough in academic education and professional training. Various Universities worldwide have incorporated e-learning solution in their curriculum and commercial companies from different fields of business have also integrated this method in their staff training programs to further enhance and develop the skills and knowledge of their workforce which can significantly contribute in the company growth in terms of production and profit [2].

E-learning refers to the use of electronic media and an information and communication technologies in education.

E-learning is inclusive and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruc-tion (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital educational collaboration. These alternative names emphasize a particular aspect, component or delivery method.

The main aim of our research project is to conduct an analysis, which includes some tasks:
– to define elements of e-learning system;
– to know what role e-learning system occupies in an education process of the University of Reading;
– to create a scheme of e-learning systems at the university of Reading;
– to understand the attitude of students and staff to this system.

Main body

In sociology, the questionnaire and an interview – this survey methods used to compile statistical (single questionnaire) or dynamic (with repeated questioning) representation about the state of society and public opinion, the state of political, social and other tensions in order to predict the actions or events.

We obtained our data and information which was given to 32 students through use of a questionnaire.

Results
Question 1. What elements of e-learning do you use in your education process?

Blackboard learn login	Student e-mail	Blogs	RISIS web-portal	Outlook web e-mail	Web-site the University of Reading	IT Services	Library	Maps	Timetables and room booking	Research	Peer Support	Software (programs etc.)	Hardware (blackboard etc.)
28	28	2	21	15	21	15	29	7	12	12	7	19	17

Question 2. Do you think the University of Reading provides enough e-learning recourse?

Yes	No
28	2

Question 3. How often do you use electronic resource from the library?

Every day	3-4 times a week	As needed
13	4	12

Question 4. What is your purpose, when you use e-learning technology in education process?

Communicating with students	Communicating with family/friends	Communicating with tutors/teachers	Doing a learning task collaboratively	Doing a learning task individually	Gathering information	Listening to course material	Reading course material aging information	Oral presentation	Preparation for an exam	Self preparation	Online studying	Acquire new skills	Viewing course material
22	11	26	23	27	28	19	30	16	28	26	27	21	28

Question 5. Do you think e-learning will replace traditional face to face learning in a future?

yes completely	probably	no	definitely no
2	14	8	7

Question 6. Please indicate in which of the following places you use e-learning system?

at home and using a computer connected to the Internet	at my place of work	on campus	at a hall of residence	elsewhere – please specify
29	9	25	19	5

Question 7. Does your level of knowledge improve if lectures use e-learning system?

yes	probably	no
15	12	1

Question 8. Do you think the e-learning system of the University of Reading could be improved? If yes, how?

Yes	No
13	9

In our project we considered e-learning system at the University of Reading, United Kingdom. Thus we have got some result of our research. Also, it created follow scheme of e-learning system at the University of Reading (Figure 1).

We survey about 32 students and 5 teachers thus we adhered to our tasks of research project. Firstly, we asked to students and teachers about «How would you define «e-learning»?» most of they gave following answers:

– learning by reading listening to and writing in respect of materials available on any electronic media:

– learning using electronic recourses;

– e-learning can define as finding electronic sources;

– use web-site, electronic book;

– learning with electronic equipment;

– learning on-line;

Thus, we can see all students and teachers linked the term e-learning system with Internet, electronic resources, electronic equipment. This says that e-learning refers to the use of electronic media and information and communication technologies (ICT) in education process.
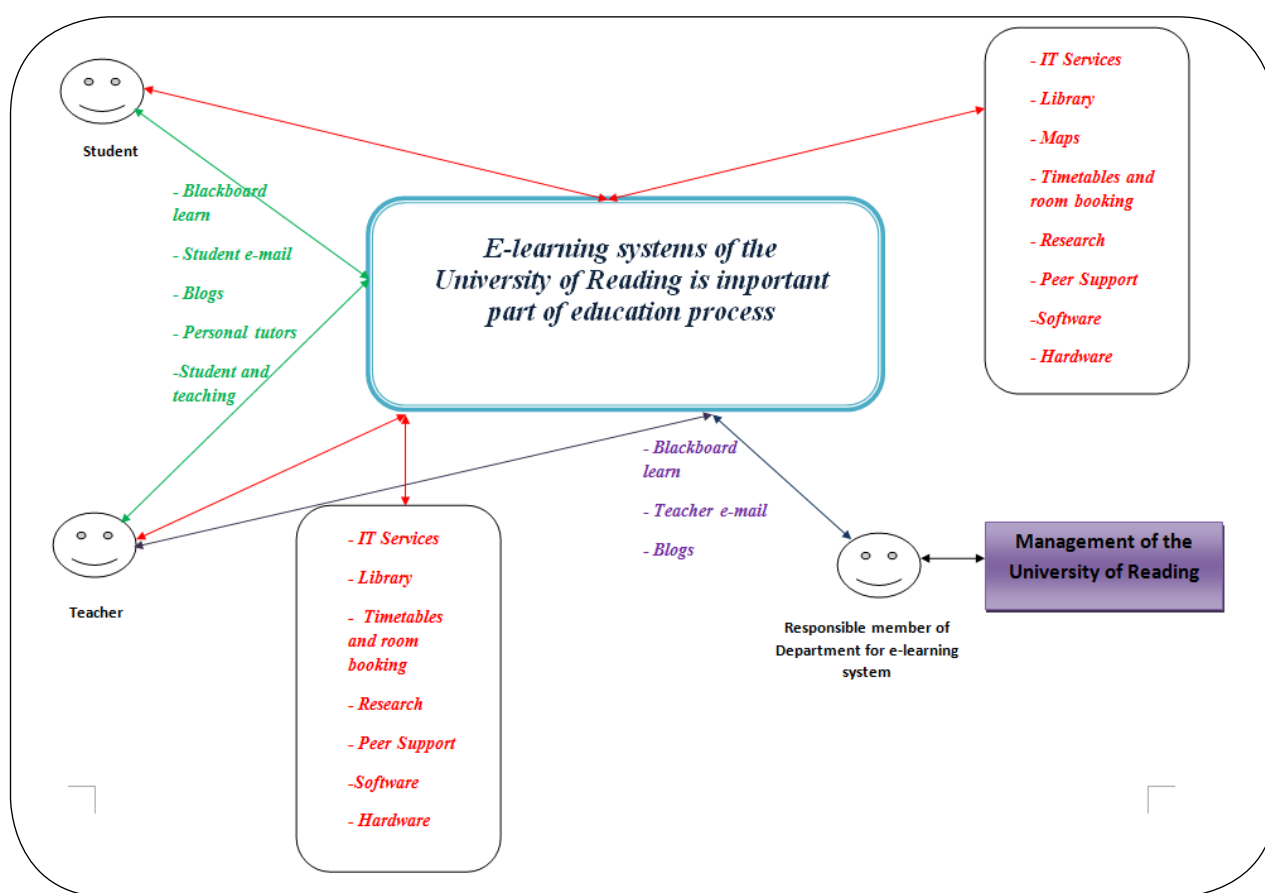

Figure 1 – Elements of e-learning system at the University of Reading

Our next question was about «What elements of e-learning do you use in your education process?»

It seems that more used than blogs. However student e-mail, RISIS web-portal, software

(programs etc.) also are most popular. On the other hand this says about that a great deal of students are self – confidence in education process, the library has enough on-line resources which anyone can access 24 hours a day (Figure 2).
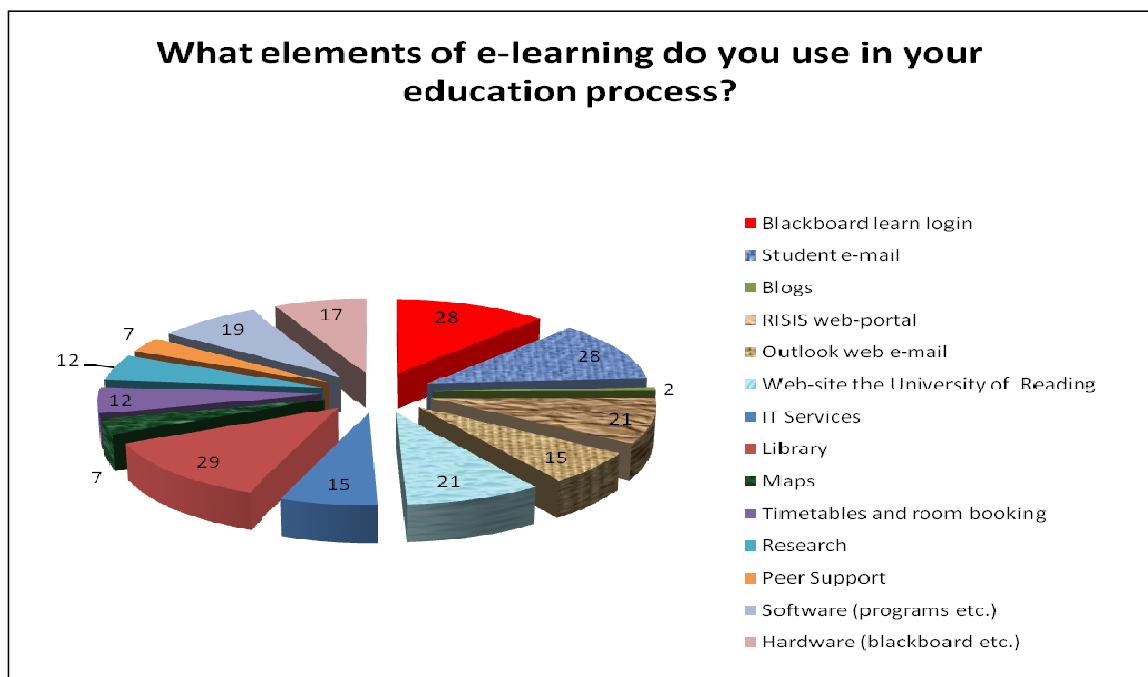
What elements of e-learning do you use in your education process?

- Blackboard learn login
- Student e-mail
- Blogs
- RISIS web-portal
- Outlook web e-mail
- Web-site the University of Reading
- IT Services
- Library
- Maps
- Timetables and room booking
- Research
- Peer Support
- Software (programs etc.)
- Hardware (blackboard etc.)

Figure 2 – Using elements of e-learning

After that we asked students «Do you think the University of Reading provider enough e-learning resource?». 70 per cent of respondents confirm that University of Reading provides enough e-learning resource, 25 per cent respondents did not answer anything, 5 per cent respondents answered negative.

On the question «How often do you use electronic recourse from the library?» we received next result (Figure 3).

The fifth question was «What is your purpose, when you use e-learning technology in education process?»
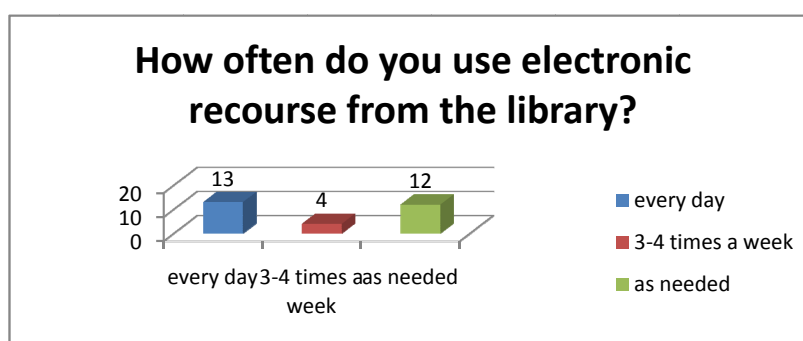
How often do you use electronic recourse from the library?

- every day
- 3-4 times a week
- as needed

Figure 3 – Using electronic resource from the library

If we look at received results can understand that most of students have the link with teachers through available service of e-learning systems, which they can use in their education process (Figure 4). Because the university has abundant resources, students can achieve their goals to find information e.t.c. Thus they can realize posed purposes to use possibility resources of the university.

We had got interesting information when we asked students «Do you think e-learning will replace traditional face to face learning in a future?». As a result we discovered that 94 per cent don't want that e-learning replace traditional face to face system. This says that many students are not ready to change traditional education systems and perhaps in the anytime soon we will observe that

e-learning system will be only additional by face to face system. Maybe it seems it is great idea, because there is a desire for we have a personal contact with our teachers.

When we asked respondents about «Please indicate in which of the following places you use e-learning system» we received next results (Figure 5).

The eight question is «Does your level of knowledge improve if lectures use e-learning system?» definitely most students agree that e-learning systems improve their level of knowledge

that to show a visual material helps them to learn new information and achieve results.

Our last question was «Do you think the e-learning system of the University of Reading could be improved? If yes, how?». We knew that 41 per cent respondents don't want to change e-learning systems at the University of Reading. However 22.5 per cent respondents want to change the following:

– more use by lectures – interactive responses;
– using the newest appropriate techniques;
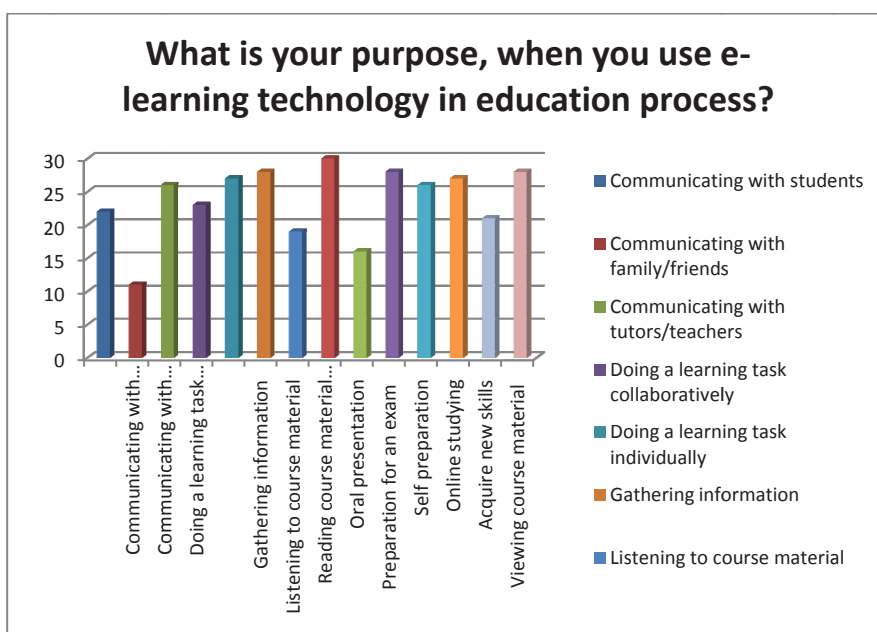– to increase number of software.

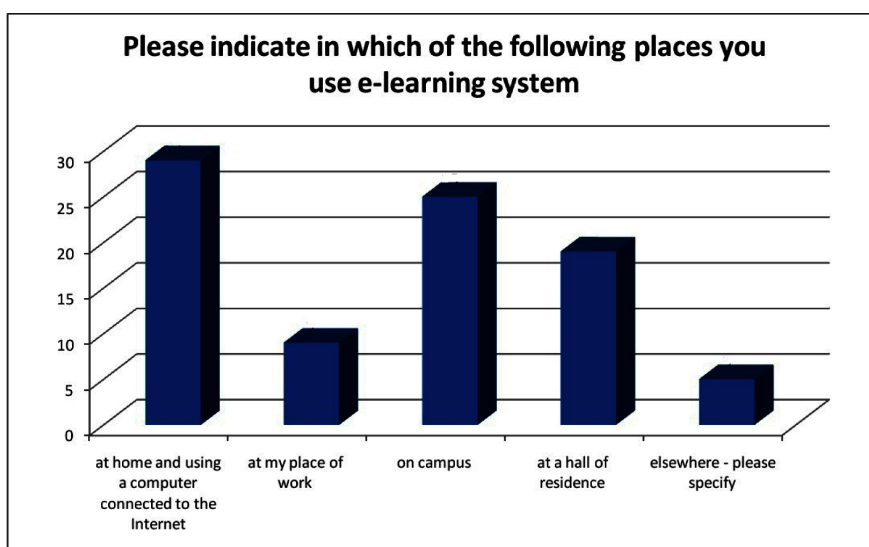**Figure 4** – Using e-learning technology in education process

Figure 5 – Answers of respondents on question
«Please indicate in which of the following places you use e-learning system»

Conclusion

The result of our research is that e-learning system will not replace traditional face to face system soon. This says that many students and teachers are not ready to change traditional education system and in the short term we will be only additional support by face to face system.

The University of Reading provides enough e-learning systems, but some students and teachers want to update this system in part of technical and software support. This analysis discovers the activities that have high impact to meaningful learning, as well as activities that are less meaningful.

References

1   By Norazah Yusof, Mohd. Shahizan Othman, Arda Yunianta,Dewi Octaviani. Analysis and categorization of e-learning activities based on meaningful learning characteristics. World Academy of Science, 2012.
2   Universitet Redinga // https://www.unicorn.reading.ac.uk/uhtbin/cgisirsi/ ?ps=tkzFt4CjUA/MAIN-LIB/74190019/2/1000