

віртуальний клас та в режимі самостійного навчання. Під час використання віртуального класу питання та варіанти відповідей з'являються на екрані проектора або комп'ютера викладача, а студенти мають змогу відповідати на них використовуючи мобільні гаджети. В режимі самостійного навчання питання та варіанти відповідей з'являються на екрані комп'ютерів чи смартфонів студентів.

Використання онлайн-платформи для перевірки знань за допомогою гри має ряд переваг:

– по-перше, студенти мають змогу вивчати та закріплювати навчальний матеріал з дисципліни через вирішення ігрових завдань;

– це також сприяє розвитку критичного мислення та розширенню пізнавального інтересу;

– під час ігрового процесу відбувається процес активізації уваги здобувачів вищої освіти. Це сприяє розумінню теми і засвоєнню нових знань та навичок;

– вивчення матеріалу у формі гри мотивує студентів проявляти ініціативу та наполегливість;

– для викладача така форма роботи є доповненням до традиційних форм контролю знань.

Слід зазначити, що інтерактивні вікторини також дають можливість додатково пояснити незрозумілі терміни та поняття.

Завдання, створені для спільної інтерактивної роботи викладачі та студентів за допомогою сервісу Kahoot, можуть бути використані як під час онлайн-навчання, так і офлайн - в рамках аудиторної роботи.

Таким чином, використання онлайн-платформ в навчальному процесі дозволяє зробити висновки, що така форма роботи допомагає залучити студентів до активної взаємодії, сприяє зростанню рівня зацікавленості здобувачів, спрямовує до пошукової діяльності – опрацювання теоретичного матеріалу для відповіді на конкретні завдання які пропонуються в ході ігри.

Література

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STEAM APPROACH TO TEACHING JOURNALISM

STEAM as an approach in education using Science, Technology, Engineering, the Arts and Mathematics, has become very popular not only in Ukraine but all over the world. Scientific journals and conferences devoted to STEAM education, fairs of best STEAM practices, and appearance of national STEAM strategies proved that STEAM approach became a real trend in teaching and learning. In the United Nations activities, STEAM education is used as one of the instruments of reaching Sustainable Development Goals [1]. Working with STEAM for students who are engaged “in experiential learning, persist in problem-solving, embrace collaboration,

and work through the creative process” [2] means studying professionalism in the age of technologies and coexistence of digital and real environment in the lifeworld of a person.

Challenges to Journalism in modern world have caused transformations in journalism education and, in general, in understanding what Journalism is in digital age. Influence of the new technologies in the World Wide Web, appearance of such phenomena as fake news, citizen journalism, information war, information services provided by artificial intelligence caused broader understanding in society of many of practices called journalism, and upgraded the profession. On the other hand, answers to these challenges from the professional environment came out in the journalists` practices. I mean, first of all, the rise of data journalism, media literacy movement and integration with new media, all this allowing the idea of cooperation of formal and humanitarian sciences to enter the methodology of teaching journalism. New methods of teaching, pedagogical projects, educational materials appeared on this wave outreaching professors and students with new opportunities, including STEAM approach.

The aim of this research is to study how STEAM educational approach can be used in teaching journalism. According to this aim, the tasks are the following: 1) to substantiate the relevance of STEAM approach to teaching journalism and media communications; 2) to learn the opportunities, experience and best practices of using STEAM; 3). to investigate the effects of suggested methodology on students` learning motivation and outcomes.

J. Spencer suggests using STEAM approach as a method revealing journalism's ability to “integrate digital citizenship, media literacy, and creativity in a connective and authentic way, while students can discover and be engaged in inquiry, research, content creation, and publishing”. [3] The project of “STEAM Student Reporting Labs” can be mentioned as an example of STEAM journalism project, supported by the Knology Center of social science research, called “STEAM Engagement through Journalism”. As a result of this, 98 STEAM stories were produced. This experience is interesting because it gives program participants “chance to share their stories with national and local audiences as a part of News Hour broadcasts as well as through local news affiliates... to share their stories as part of national conferences and festivals as well as through an SRL-organized film festival and competitions” [4, p.33].

STEAM approach is based on interdisciplinary learning, its advantage lies in combination of possibility to solve “authentic tasks (i.e. real-world problems) through addressing to complex or multistep questions and offer opportunities to integrate disciplines across science and arts”. [5, p.1]. Researchers Marja G. Bertrand, Immaculate N. Namucasa analyzing the learning outcomes after using STEAM approach mention, that it gives good results in teaching such skills as: critical thinking and problem solving; collaboration and communication; and creativity and innovation [5, p.1]. In scientific works of 2021, there are popular innovative ideas. For example, combination of STEAM education with VR-aided experience courses: Peng Wei Hsiao, Chung-Ho Su proved that “it could help to improve the learning satisfaction and outcomes of students and to arouse their learning motivation”[6]. The Siemens Stiftung combined STEAM education with Design thinking, introducing the “STEAM and creativity” project into its international education program by defining design thinking as a new teaching method in STEAM lessons”. [7]. To support progressive ideas among young people, the project generators used typical algorithm of design thinking process: conceptualization of challenge – creation of the solution for the problem, “keeping the user at the heart of the process” [7].

There is a group of scientific works devoted to journalism and media as tools of STEAM practices popularization. For example, as it is presented in the work “Engaging Students in STEAM Based Learning Through Media and Technology” by I. R. Suwarma, I. Kaniawati and D.S. Kaniawati (2019) and the already mentioned project of the Knology Center “STEAM Engagement through Journalism” (2019). STEAM can be used in teaching journalism not only as an innovative approach, using Science, Technology, Engineering, the Arts and Mathematics. In roots, the findings of these sciences provide the convergent nature of modern journalism. That

is why, journalism practices can be explained organically through technology process, for example, radio or TV program preparation.

Taking into account that students of journalism departments very often mention lack of practice in the surveys, as it is represented in the audit materials of Erasmus Plus project “Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism” [8], research work “Requirements for Modern Journalism Education”, funded by the Konrad-Adenauer-Stiftung for Media Program South East Europe [9]. STEAM approach can help in solving of this problem and will make knowledge closer to reality, realizing the principle “Learning by doing”.

Preparation of radio or TV cycle of programs starts with monitoring of the audience, calculating the results and transforming them into the audience profile. Development of the architecture of the program, which includes script, technical capabilities of studio and procurement, forecast of the reception create the scheme in which STEAM approach works. Multimedia materials creation can unite this scheme with software testing tutorial. Therefore, teaching journalism through relevant technologies helps reveal specific features of each type of journalism.

Investigation of the STEAM lessons devoted to the process of radio and TV program creation showed that students’ attention to the study process rises. As a result of interviews with 50 participants of these lessons they mentioned in addition to the elevated attention to the material training, first of all, of such skills as capability to analyze for problem solving in real situations and be innovative.

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