Професійній підготовці андрагогів для роботи з дорослими в Угорщині приділяється значна увага й наразі країна накопичила цікавий досвід із цього напряму. На нашу думку, в Угорщині підготовці педагогічного персоналу фахівці андрагогів приділяється значна увага, країна має давні традиції, вагомі напрацювання, прогресивні ідеї у цій галузі, використання яких сприятиме розбудові практичної діяльності щодо підготовки андрагогів в Україні.

ЛІТЕРАТУРА

1. Debreceni Egyetem. (2019). Andragógia mesterképzési szak. URL: https://mad-hatter.it.unideb.hu/portal/displayDocument/Szervezeti%20t%C3%A1rak/Kari%20t%C3%A1rak/BTK/Dokumentumt%C3%A1r/Oktat%C3%A1s/Mesterk%C3%A9pz%C3%A9s/Kepzesi%20tervek/2017/Andragogia%20MA%202017.pdf.
2. Eötvös Loránd Tudományegyetem Pedagógiai és Pszichológiai Kar. (2019). Közösségszervezés BA (korábban Andragógia BA). URL: https://www.ppk.elte.hu/alapkepzesek/andragogia_ba.
3. Felvi.hu. (2019). Szakok,képzések. URL: https://www.felvi.hu/felveteli/szakok_kepzesek.
4. Magyarország. EMMI rendelet 18 (VIII. 5.). (2016). A felsőoktatási szakképzések, az alap- és mesterképzések képzési és kimeneti követelményeiről, valamint a tanári felkészítés közös követelményeiről és az egyes tanárszakok képzési és kimeneti követelményeiről szóló 8/2013. (I. 30.) EMMI rendelet módosításáról. URL: https://net.jogtar.hu/jogszabaly?docid=A1600018.EMM&timeshift=fffffff4&txtreferer=00000001.TXT.

Zembytska Maryna
Khmelnytskyi National University
Khmelnytskyi, Ukraine

AN OVERVIEW OF E-LEARNING TRENDS IN EUROPEAN HIGHER EDUCATION

Key words: e-learning, electronic learning, distance learning, higher education.

Rising costs, shrinking budgets, and an increasing need for flexible education are urging educational institutions to reexamine the way the study is organized. In response to such impermanent conditions, e-learning is being extensively implemented in higher education. Higher education institutions in Europe have been making concerted efforts to educate international students by bringing them to campus and through distance education and satellite programs abroad.

E-learning, or electronic learning, is broadly defined as learning supported by digital electronic tools and media. In other words, the term “e-learning” refers to the use of computer network technology, primarily through the internet, for delivering information and instructions to individuals (Wang et al., 2010). Commission on technology and adult learning (1) defines e-learning as the entire teaching and learning involvements which are delivered through electronic systems such as the internet, audio and visual tapes, satellite broadcasting, computer and compact drives. In the study by Silva & Souza (2016), e-

learning is described as a type of interactive learning which involves online learning content and automatic feedback to student learning activities.

The types of e-learning, as defined by Silva & Souza (2016), are: online learning, distance learning, blended learning, and m-learning. Online learning is usually a self-directed on-demand study through the Internet which may incorporate web-based teleconference such as audio, graphics, synchronous chat, or technology. Distance learning, also realized though different media such as email, teleconferencing etc., takes place when learners and instructors are not at the same place or not at the same time. Therefore, the term "distance education" is characterized by physical separation between the teacher and learner. Another type of e-learning is m-learning (mobile learning) – learning through mobile computational devices. However, a different terminological approach is described in Basak et al. (2018), in which e-learning and m-learning are viewed as subsets of d-learning. Being a modification of several methods, blended learning combines face-to-face learning and e-learning.

The assumption that underlies most distance education systems is that there ought to be a form of learning autonomy that would allow learners to control or guide their knowledge acquisition process. Some authors emphasize the advantages of giving the learners a significant extent of freedom, whereas others suggest that autonomous learning should be reinforced with the assistance of a facilitator/tutor (Silva & Souza, 2016). According to International Institute for Educational Planning (Depover, C. & Orivel, F., 2013), tutors are supposed to assume the following roles in e-learning: teaching (clarifying the objectives, helping to structure course content, leading discussions, promoting reflection, evaluating and assessing, etc.); social support (appreciation of learner's efforts, encouraging cohesion of the group, fostering engagement, etc.); organizational support (task planning and management, giving deadline reminders, time management, etc.). In case of technically complex systems, an additional role provided by tutors is tech support.

During the last decade, European higher education institutions have significantly diversified their e-learning resources and instructional techniques. With the UK Open University having served as a starting point for establishing many open universities in economically developed and developing countries, the context of e-learning has undergone the following modifications: 1) teaching/learning products for e-learning have become much more accessible and cost-efficient in terms of both production and reception. The cost of IT equipment has fallen considerably and free Internet access has contributed to immediate and inexpensive interaction between the learner and the educational institution. Moreover, teachers have been getting used to either producing the electronic versions of their instructional materials, or digitalizing those used for face-to-face instruction; 2) the role of instructors in e-learning, which was once deemphasized, is now regaining its significance; 3) while traditionally e-learning has been a part of lifelong learning and full-scale distance education utilizing platforms, online classrooms, tutors, multimedia, interactive tools, resources, and computer-supported collaborative learning, a range of possibilities has opened to facilitate teaching and learning processes in fully on-site or blended environments; 5) Massive Open Online Courses (MOOCs) are still of high and seemingly growing interest among European higher education institutions.

Many traditional institutions (HEIs) have become bimodal, providing both face-to-face learning and online courses. In some cases, e-learning has grown extensive enough for the institution to award its own degrees. For example, the University of London offers 432 undergraduate and postgraduate level e-learning courses leading to degrees in Accounting and Finance, Business and Management, IT, Education, Health, Humanities, International

Relations, Law, Languages, Social Sciences, Veterinary Science etc. The courses are studied either independently, or with an academic direction from the stakeholders (university departments/schools, institutes and colleges).

According to the data obtained through a survey of HEIs from 38 European systems (EU and wider Europe) conducted by the European University Association in 2013(Gaebel et al., 2014), almost all HEIs of the sample started to embrace e-learning – both blended and online learning. Most of the surveyed institutions were using blended learning (91%) but 82% of institutions also indicated that they offered online learning courses. Less common were such forms as joint inter-institutional collaboration and online degree courses. In terms of institutional support, services, and intra-institutional coordination, only half of the institutions indicated that e-learning was implemented throughout the institution. Less than one third of institutions involved all or most of their students in e-learning. Particularly frequent use of e-learning was reported in such disciplines as business and management, education and teacher training, engineering and technology subjects; however, it was rarely applied in law and arts. On the whole, some 20% of institutions indicated using e-learning in all subjects.

E-learning is currently an additional asset in the competition among HEIs, with the quality, relevance, and adaptability of educational programs becoming increasingly important. However, despite the significant achievements in e-learning implementation, many European HEIs still need to develop effective policies and practices ensuring its acknowledgement and extensive support at the organization level.

LITERATURE

1. A Vision of E-Learning for America's Workforce: Report of the Commission on Technology and Adult Learning. Washington, DC: American Society for Training and Development, 2001.
2. Basak, S., Wotto, M., & Belanger, P. (2018). E-learning, M-learning and D-learning: Conceptual definition and comparative analysis. E-Learning and Digital Media, 15(4): 191–216.
3. Depover, C., Orivel, F. (2013). Developing countries in the learning era. UNESCO: International Institute for Educational Planning. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000218002_eng.
4. Gaebel, M., Kupriyanova, V., Morais, R., & Colucci, E. (2014). E-Learning in European Higher Education Institutions. Results from a mapping survey. Brussels: European University Association.
5. Silva, V., Souza, R. (2016). E-Learning, B-Learning, M-Learning and the Technical and Pedagogical Aspects on the New Platform Trends as Massive Open Online Courses. Retrieved from: https://oerknowledgecloud.org/sites/oerknowledgecloud.org/files/e-learningb-learningm-learning-ICERI2016.pdf.
6. Wang, M, Ran, W, Liao, J, et al. (2010). A performance-oriented approach to e-learning in the work-place. Journal of Educational Technology & Society, 13(4): 167–179.