E-Learning: Experience and New Challenges

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Within the framework of education digitalization, three contours can be conditionally outlined:

1) **external contour** is based on federal information services and systems;

2) **educational contour** covers systems related to educational process organization;

3) **business contour** covers all kinds of university management systems.

At the center of our research is the educational contour in general and the e-learning system in particular.
According to experts, in the near future, the e-learning market in Russia will turn from a seller’s market to a buyer’s market, and university e-learning development strategies should take this into account.

**Seller’s market**
- focus on product
- profit growth due to sales growth

**Buyer’s market**
- focus on customer
- profit growth due to created value
The structure of e-learning program is significantly different from contact form teaching in the classroom. When designing an electronic training course, it is necessary to take into account such characteristics as the academic load (quantity of credit hours), course structure, and assessment technology.

Within the framework one credit hour, one large or several small control points should be provided, which allow the tutor to follow the stages of student competencies formation based on the educational materials.
E-teacher skills:

- experience in directing materials
- experience in generating compressed content
- skills in developing tools for assessing competencies instead of assessing the level of memorization
- understanding the aims of counseling and including elements that require counseling to stimulate educational interest, etc.
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Challenges for educators:

1. Student Motivation
2. Digital divide between students and teachers
3. Development of e-learning courses for students of different generations
4. Electronic course budget determination
5. Search for the ideal learning platform, etc.
Chart shows the dynamics of admission to MPEI educational programs using distance technologies from 2016 to 2019. Students' preferences have changed significantly.

In 2016 more than 60% of applicants chose bachelor and master's programs in Economics and Business, but in 2019 only a quarter of first-year students study for these programs.

The demand for IT-technologies educational programs, electricity and heat increased almost 3 times.
There has been a general increase in the popularity of higher education programs using distance learning technologies.

The number of our students who enrolled in 2014 is more than two times higher than this indicator in 2019.
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- 3% expelled immediately after the start of training
- 50% experience difficulties with passing control points and break deadlines
- 15% expelled after the first examination session
Challenges for students:

- The need for a high level of self-motivation and self-learning skills.
- Lack of live communication with the teacher, and, as a result, the emergence of a sense of isolation.
- The need for time management skills to effectively allocate time to study the course.
Thank you for attention!

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