

## Проектно-цифровая образовательная среда УрФУ

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**Аннотация.** В статье рассматривается проектно-цифровая образовательная среда Уральского федерального университета (УрФУ), опирающаяся на европейский перечень цифровых компетенций преподавателя и включающая в себя множество сервисов для электронного обучения и выполнения проектов, в том числе на иностранном языке.

**Ключевые слова:** высшее образование, проектное обучение, цифровые компетенции, иностранный язык, электронное обучение.

## Project-based digital educational environment of UrFU

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**Abstract.** The article considers project-based digital educational environment of Ural Federal University (UrFU) based on the European Framework for the Digital Competence of Educators. The environment comprises many different services for e-learning and project work including work on projects conducted in English.

**Key words:** higher education, project-based learning, digital competences, foreign language, e-learning.

Nowadays it is hard to imagine educational environment without information and communication technologies. Everything is being digitized and educational environment of universities is no exception. Ural Federal University (UrFU) like many other universities is undergoing a digital transformation. Digital university model of UrFU is based on the European Framework for the Digital Competence of Educators [1] shown on Figure 1.

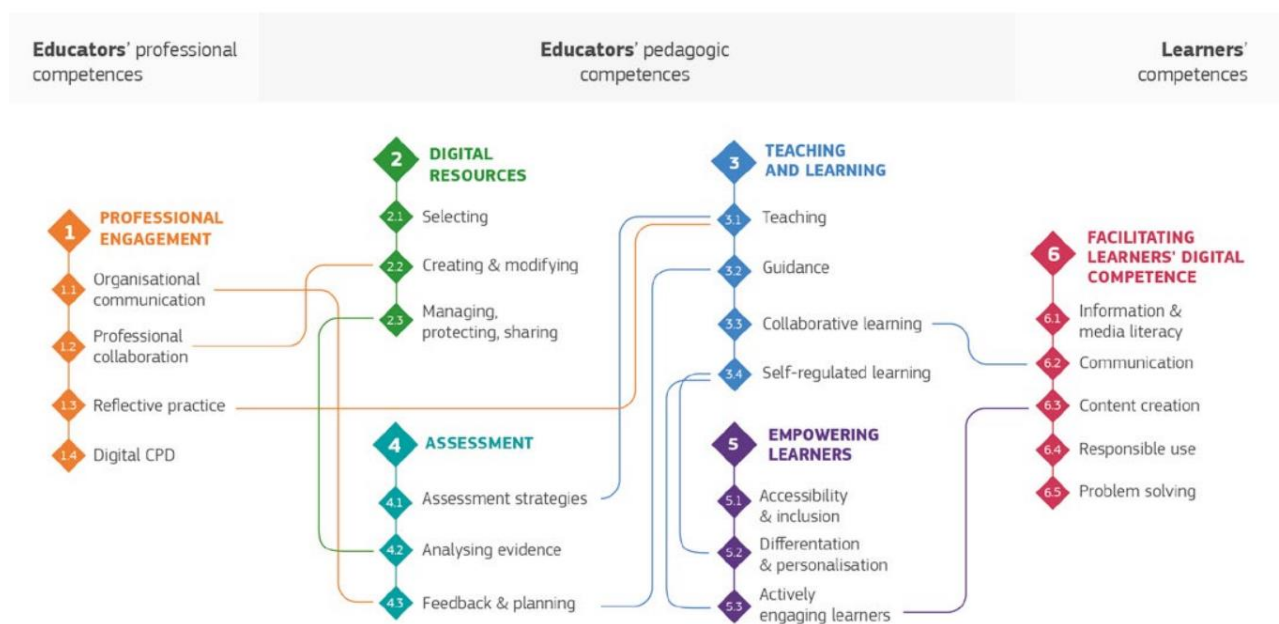


Fig. 1 – Digital competences and their connections [2, p.16]

The six DigCompEdu areas focus on different aspects of educators' professional activities: the first area (Professional Engagement) describes the use of digital technologies for communication, collaboration and professional development. The second area (Digital Resources) focuses on selection, creation and sharing of digital resources and protection of personal data in compliance with copyright laws. Area 3 (Teaching and Learning) addresses managing and orchestrating the use of digital technologies in teaching and learning. Area 4 (Assessment) implies using digital technologies and strategies to enhance assessment. Area 5 (Empowering Learners) stands for using digital technologies to enhance inclusion, personalization and learners'

active engagement. Area 6 (Facilitating Learners' Digital Competence) emphasizes the importance of enabling learners to use digital technologies for searching information, communication, content creation, wellbeing and problem-solving creatively and responsibly [2, p.16].

Each individual competence of the DigCompEdu framework is described along six proficiency levels (from A1 to C2) (Fig. 2) with a cumulative progression, similar to the Common European Framework of Reference for Languages (CEFR) [3, p.363].



Fig. 2 – DigCompEdu proficiency levels [2, p.31]

According to the Conception of education<sup>23</sup> universities should introduce digital services and activate implementation of digital educational environment. Digital educational environment of UrFU is very diverse – it includes such services as Moodle, Modeus, Exam1, Exam2, Grade-Rating System (БРС), Personal Area of an Applicant, of a Student, of an Employee, library services (elar.urfu.ru).

Project-based learning is a progressive technology. John Dewey expressed its essence of by a slogan “learning through doing” meaning that if you want to learn something, you should be doing something [4, p. 5; 5, p.251]. Also, J. Dewey said that learning cannot be isolated from the real world, it should be connected with real live experiences [5, p.323] and UrFU does it. Projects at UrFU allow students to learn on real-live tasks set by companies and organizations. Nowadays it is done in a digital format. Employers send requests through the platform <https://partner.urfu.ru/> (this platform has become the finalist of the award “Digital peaks” for the best IT solution for higher education). After that, students and their curators plan, design and conduct projects, exchange the documents, distribute the tasks and evaluate the results using a special digital service <https://teamproject.urfu.ru/> [6; 7, p. 217]. When the project is completed, grades are transferred to the Grade-rating system automatically.

Individual educational trajectories are also project-based. Students can choose courses of different difficulty and their format (online, offline, mixed) (Fig. 3) [8].

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<sup>23</sup> Концепция подготовки педагогических кадров для системы образования на период до 2030 года. Утверждена Распоряжением Правительства Российской Федерации от 24 июня 2022 г. № 1688-р, МОСКВА. с. 8-14.

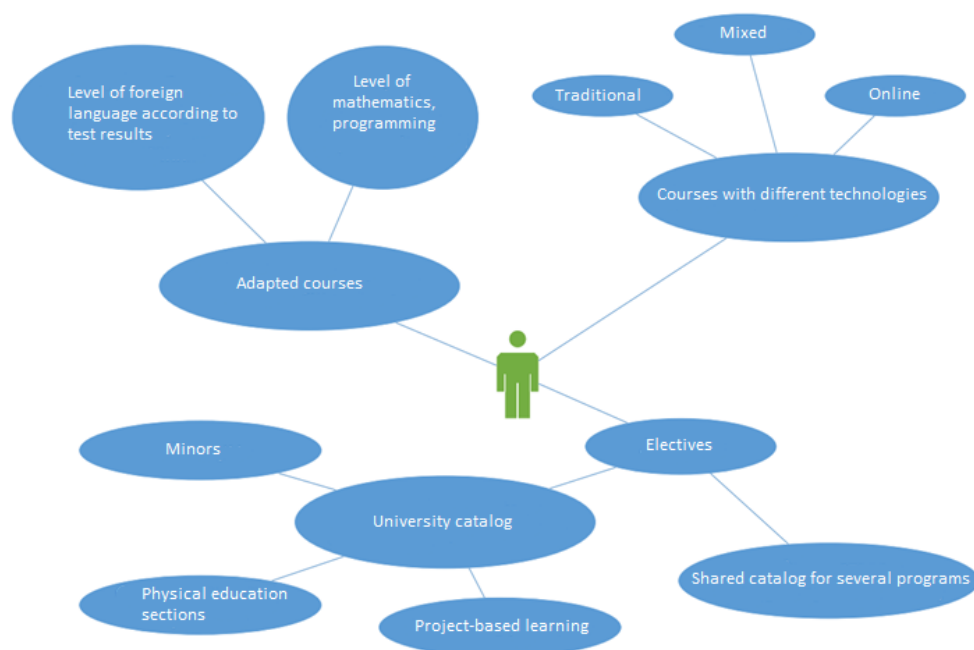


Fig. 3 – Individual educational trajectories [8]

What is more, e-learning is successfully implemented for teaching and studying foreign languages. Thus, first-year students have one offline lesson in a classroom with a teacher and one online lesson on the platform Exam1 instead of two offline classes. Tasks on Exam1 are for self-study. They are aimed at development of four skills: reading, writing, listening, speaking plus grammar exercises.

The department of foreign languages and translation of Ural Institute of Humanities organises the project “Together into the profession of the future”. Students and schoolchildren work together on a chosen topic then present their results on a conference. While working on a project, participants learn to take interviews, analyse obtained data, present the results in a form of graphs, diagrams and tables, work in a team, select reliable information, shoot and edit videos, work in WS office and develop their digital competences. Starting next year, this project will be conducted through project-based learning services.

To sum up, UrFU has created a project-based digital environment that functions successfully and allows all the participants to communicate, organise educational process and conduct complex projects.

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