

ERD 2016: Education, Reflection, Development, Fourth Edition

## The E-Learning Technologies Used in the Educational Process of Jobless Citizens

Polina Ananchenkova<sup>a</sup>, Mikhail Kuznetsov<sup>b\*</sup>

\* Corresponding author: Mikhail Kuznetsov, mukuz@yandex.ru

<sup>a</sup>PhD, professor, Department of Economics and management in social sphere of the Academy of labor and social relations, Moscow, Russia, ananchenkova@yandex.ru, +79035710601

<sup>b</sup>Senior lecturer, Department of Economics and management in social sphere of the Academy of labor and social relations, Moscow, Russia, mukuz@yandex.ru, +79263773654

### Abstract

<http://dx.doi.org/10.15405/epsbs.2016.12.20>

An active policy of job placement of unemployed is realized in Russian Federation. Job centers make educational process for unemployed on the basis of accredited training centers and universities. Unemployed has an opportunity to change the qualification and get a job. The complex system of e-learning is an advanced form of teaching process. There is author's research about e-learning use efficiency in the Moscow's Department of labor and employment. The research was conducted as of 2012 and 2013. The total amount of selection - 339 people. In particular, it is noticed that 93% of graduates remained are happy in 2013. This index was 68,7% in 2012. There were no graduates who wasn't taken with educational process in 2013. There were just 6% of participants who had an experience of e-learning in 2012. However, the amount of participants increased in 2013. The e-learning technologies were assessed and the most interesting are: an assessment practical and group operations through the "Vkontakte" (a social networking service); webinars; video lectures. The disadvantages are: it is complicated to get used to a new educational process; a participants don't have enough computer skill; it is impossible to ask the teacher a question about the material study course. Taking all the aforesaid into consideration the e-learning for unemployed is a challenging educational form which highly assessed by the participations.

© 2016 Published by Future Academy www.FutureAcademy.org.uk

**Keywords:** Research; jobless citizens; e-learning skill; disadvantages.

### 1. Introduction

The Russian employment policy is characterized as “active employment policy”. It’s main element is flexible vocational training of unemployed people. The experts of educational problems consider that



This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

E-learning is educational system of XXI century. That's why vocational training of unemployed people is based on the E-learning.

The author has conducted a research of e-learning technologies in educational system in 2012-2013 to determine the effectiveness of educational distance technologies for unemployed people. There was organized a "Management of Human resources" training program for unemployed people on South-east area of Moscow. The educational process was organized with e-learning technologies.

The research was conducted in two stages. At the first stage students was answering on the questionnaire. At the second stage there was holding an interview with lecturers about e-learning technologies in educational process of unemployed people.

## **2. The E-Learning Process of Jobless Citizens**

The following set of documents was developed for realization training program for unemployed people:

Plan of study which includes set of disciplines and a form of summative assessment;

Calendar-discipline plan, which determine the amount of hours for each discipline as well as hours for e-learning;

Courseware and guidance for tasks.

The total amount of hours of training program is 516 hours. 400 hours are class\distance, 116 hours for independent work (at home).

The plan which was developed in 2012 determines to achieve mastery of course for 400 hours. It's consisted of 128 hours of class work (32%), 102 hours of e-learning (25, 5%) and 170 independent work (42, 5%).

The author took a students' opinion poll about distance technology that were used in an education process in 2012. The polling data are below. In 2013 the amount of hours for e-learning was increased due to positive feedback. The plan which was developed in 2013 determines to achieve mastery of course for 400 hours. It's consisted of 56 hours of class work (14%), 174 hours of e-learning (43,5%) and 170 independent work (42,5%). The amount of hours for e-learning was increased from 25,5% to 43,5%. The author took an opinion poll of students about distance technology that were used in an education process of unemployed people at the end of the program in 2013. Sample size is 339 people; in 2012-115 people; in 2013 – 124 people.

Let's consider the individual results of the research.

The students' answers for a question "Why did you choose this program?" were: "I have an experience working at a human resources department of a small company. When I had a look on the program plan I decided that I will get high level knowledge and it will help me to find a new job"; "I like the set of disciplines"; "The course duration is comfortable"; "The specialty "Human resources" is useful. Every company needs a specialist in that field".

Respondents have graded the program on 4-point scale:

- 4 – “I am satisfied with the program entirely”
- 3 – “I am satisfied with the program, but have some remarks”
- 2 – “I am not satisfied more, than satisfied”
- 1 - “I am not satisfied with the program entirely”

The summarized results of interview is shown that the program of 2013 have been more liked than the program of 2012 (Table 1).

**Table 1.** Indicators of satisfaction with the program of training, people.

<b>Balls</b>	<b>2012</b>	<b>2013</b>
4 balls	11	32
3 balls	68	83
2 balls	29	9
1 ball	7	-

The presented data show 93% of respondents were satisfied with the program in 2013. In 2012 68,7% of respondents were satisfied only. It is indicative, that none respondent answer “I am not satisfied at all (entirely)”. Moreover, in 2012 students estimated on a high level the following criteria: “class schedule” and “comfortable class”. In 2013 it was “education technology”, “program content” and “professional level of lecturers”. There were 6 % of students who had an experience in e-learning in 2012 by comparison in 2013 this amount increase to 14%. It means that people use innovative education forms more. The respondents estimated the distance technology also, the following technologies were called the most interesting: “peer assessment through the “VKontakte” social network”, “webinars”, “video-lectures”. Also, the respondents marked the video-materials in the Web.

The most problematic thing, by the student’s opinion, was self-organization; time-management skills to do all planned deals and to join the on-line work in time. Some of students spent money to buy a camera and internet connection.

The students noticed, to compare with traditional educational technologies it is more difficult to study with distance technologies. The students marked the following advantages and disadvantages of the e-learning lessons:

**Table 2.** Advantages and disadvantages of e-learning.

<b>Advantages</b>	<b>Disadvantages</b>
- a possibility to choose the time for studying	- necessity to study by the new way
- a possibility to re-watch the materials;	- insufficient computer skills
- cost saving for extra time and money to get to a class	- impossible to ask the lecturer
- extra knowledge	

The distance technologies into the education process of unemployed people are a perspective way, as the research results are shown. It’s high ranked by the students

### **3. The E-Learning Process of Jobless Citizens: pluses and minuses**

The 100% lecturers have answered “Yes” for the question “Do you use distance technologies for your discipline?”.

In spite of that 12 lecturers of 17 did not use distance technologies in their lessons because of had not have devices for that (computers, cameras, internet connection etc); hadn't have an experience to use distance technologies in their lessons; have opinion that distance technologies is useless and inefficient.

However, this situation changed in 2013. The results of students' interview in 2012 have shown that the distance technologies have positive attitude and it should be developed. Accordingly this, in 2013 a condition of hiring for lecturers was: “a lecturer should be prepared to give classes with distance technologies and to develop a courseware”. As a result, only two lecturers from 21 didn't use distance technologies.

The lecturers admit to collect the materials that could be used for a distance class, courseware developing and to conduct an interim and final attestations are difficult.

Also, the lecturers admit difficulties into the education process: a low student's discipline into the process of video and on-line conferences; an untimely loading homework to the Internet; the students don't have skills to use the e-learning programs and Internet; and readiness for self-development and master computer and other programs.

At the same time all of the lecturers who used distance technologies in their classes admit it's a perspective and effective technologies for unemployed people education.

### **4. Conclusions**

The conducted research is determined the following benefits: non scheduled time for master a discipline (students could study at anytime they want); a possibility to use any information; chat with the lecturers and other students by e-mail; the information is grouped by modules; equal opportunity education independently of the place of life; equal quality of education services; student can develop his creative and intellectual potential; customizability of the educational process by a student attainment level and live experience that can make shorter the time of education; to increase lecturers role in accordance with innovations.

The e-learning is the perspective way to get an education for the unemployed people who lives without accessibility of university or other education centers. By the way, the lecturers must have opportunity to make distance course, use innovative education technologies as well as to develop the distance courseware.

## References

- Ananchenkova, P. (2013). Human resources in the system to provide the enterprise. *Labour and social relations*. 12.12-23
- Ananchenkova, P.I., Ponomareva, E.G., Kuznetsov, M.Y., Levashova, M.A. (2014). Gender inequality in social and labor sphere. *Etnosotsium and ethnic culture*. 8. 68-96
- Alexandrova, O., Nenakhova, Y.S. (2013). The education possibility of the population in a changing socio-economic context. *Economic and social changes: facts, trends, forecast*. 6. 121-129
- Koloso, R.P., Razumov, T.S. (2012). Human development and productive employment. *The standard of living of regions of Russia*. 4. 12-19.
- Zeer, E.F. (2007). Innovation in vocational education. *GOU VPO. Russian state Pedagogical University*. 107-112
- \*\*\* (2008). The Law of the Russian Federation «On employment in the Russian Federation». Publishing house "jurid. Lit-ra .39-41