

SOCIAL MEDIA: CHALLENGES AND OPPORTUNITIES FOR EDUCATION IN MODERN SOCIETY

INTERNATIONAL INTERDISCIPLINARY SCIENTIFIC CONFERENCE

ABSTRACT BOOK



SOCIAL MEDIA: CHALLENGES AND OPPORTUNITIES FOR EDUCATION IN MODERN SOCIETY

International interdisciplinary scientific conference

ABSTRACT BOOK

May 3, 2012

Conference Scientific Committee:

Assoc. Prof. Dr. Vilhelmina Vaičiūnienė, Mykolas Romeris University, Institute of the Humanities
Department of Foreign Languages, vvaiciun@mruni.eu

Prof. Dr. Jolita Šliogerienė, Mykolas Romeris University, Institute of the Humanities
Department of Foreign Languages, j.sliogeriene@mruni.eu

Assoc. Prof. Dr. Galina Kavaliauskienė, Mykolas Romeris University, Institute of the Humanities
Department of Foreign Languages, gkaval@mruni.eu

Assoc. Prof. Dr. Jelena Suchanova, Mykolas Romeris University, Institute of the Humanities
Department of Foreign Languages, jelena.s@mruni.eu

Julia Fotheringham, Lecturer - Academic Practice
The Office of the Vice Principal (Academic)
Edinburgh Napier University, j.fotheringham@napier.ac.uk

Assoc. Prof. Dr. Dangis Gudelis, Mykolas Romeris University, Faculty of Politics and Management, Department
of Public Administration, dgudel@mruni.eu

Assoc. Prof. Dr. Agota Giedrė Raišienė, Mykolas Romeris University, Faculty of Politics and Management,
Department of Management, agotar@mruni.eu

Conference Organising Committee:

Giedrė Valūnaitė Oleškevičienė, Mykolas Romeris University, Institute of the Humanities
Department of Foreign Languages, gvalunaite@mruni.eu

Assoc. Prof. Dr. Vilhelmina Vaičiūnienė, Mykolas Romeris University, Institute of the Humanities
Department of Foreign Languages, vvaiciun@mruni.eu

Nomeda Gudelienė, Mykolas Romeris University, Research Centre, Faculty of Politics and Management,
Department of Management, ngudel@mruni.eu

CONTENT

Title, author	Page
Media Literacy and Uncertain Knowledge: The Case of Social Media in Education Prof. Dr. Michael Klebl, Chair of the Department of Vocational Education, Focus on Further Training and Educational Management, WHL Graduate School of Business and Economics	5
The Pedagogy and Practice of Student Generated Content in Blended and Online Learning Julia Fotheringham, Lecturer - Academic Practice The Office of the Vice Principal (Academic) Edinburgh Napier University	5
Learning Opportunities Using Mobile Devices Prof. Dr. Lorenzo Sommaruga, Nadia Catenazzi University of Applied Sciences and Arts of Italian Switzerland (SUPSI) Department of Innovative Technologies (DTI) ISIN - Institute of Information Systems and Networking	6
Terrorism in the Wake of the 21st Century: Social Media as Educational Vehicle for Aspiring Terrorists Eugen Schlosser, Diplom Kaufmann (University) Research Associate Department of Managerial Accounting and Control WHL Graduate School of Business and Economics	6
Presenting the ISTUS (Institutional Strategies Targeting the Uptake of Social Networking in Adult Education) Project Kirsty Palfreyman ICS	7
Social Technologies and Distributed Leadership Prof. Dr. Aelita Skaržauskienė Mykolas Romeris University, Faculty of Social Informatics, Department of Electronic Business	7
Legal Education System in Lithuania: Nowadays and New Challenges Prof. Dr. Eglė Bilevičiūtė Mykolas Romeris University, Faculty of Law, Department of Administrative Law and Procedure	8
Dissemination of Information in Social Media: Legal Regulation, First Cases in Lithuania and Possible Solutions Liutaras Ulevičius Mykolas Romeris University, Faculty of Social Informatics, Department of Electronic Business	9
Mokesčių mokėtojų švietimo ir konsultavimo problemos ir sprendimai Danutė Adomavičiūtė, Agna Balcevič Mykolas Romeris University, Faculty of Economics and Finance Management, Department of International Trade and Customs	9
The Application of Crowdsourcing in Educational Activities Monika Skaržauskaitė Mykolas Romeris University, Faculty of Politics and Management, Department of Management	10
Teachers and students collaboration through the e-medium: positive and negative aspects of electronic communication Assoc. Prof. Dr. Agota Giedrė Raišienė Mykolas Romeris University, Faculty of Politics and Management, Department of Management	10

Patyriminis užsienio kalbos mokymasis socialinėje medijoje: livemocha.com atvejo analizė	11
Miglė Eleonora Černikovaitė Mykolas Romeris University, Faculty of Economics and Finance Management, Department of Business Economics	
ICT application and study techniques in Erasmus Exchange programmes- students' mobility schemes	12
Assoc. Prof. Dr. Vilhelmina Vaičiūnienė, Daiva Užpalienė Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	
Socialiniai mokomieji tinklai suaugusiųjų užsienio dalykinės kalbos mokyme(si)	12
Dalia Žuvininkaitė Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	
Certain Aspects of Distance Learning Tools' Application in Extramural ESP Studies and Students' Motivation	13
Liudmila Pogožilskaja, Helma Jankauskaitė, Olga Ušinskiene Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages International School of Law and Business	
Attitudes to Feedback and Correction: English for Students of Psychology and Law	13
Assoc. Prof. Dr. Galina Kavaliauskienė, Assoc. Prof. Dr. Lilija Anusienė Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	
Learner Approach to Online Activities in a Language Classroom	14
Assoc. Prof. Dr. Galina Kavaliauskienė, Darius Valūnas Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	
Use of web 2.0 technologies in teaching foreign language	14
Aleksandra Paciuk Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	
Social Media as a Tool for Ongoing Personal and Professional Development of Teachers	15
Živilė Puodžiukaitienė Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	
University Mission and Changing Organisational Culture: A Dilemma for Leadership	16
Nomeda Gudeliene Mykolas Romeris University, Research Centre, Faculty of Politics and Management, Department of Management	
Social Media in the Process of University Studies	16
Giedrė Valūnaitė –Oleškevičienė Mykolas Romeris University, Institute of the Humanities, Department of Foreign Languages	

MEDIA LITERACY AND UNCERTAIN KNOWLEDGE: THE CASE OF SOCIAL MEDIA IN EDUCATION

Prof. Dr. Michael Klebl

Chair, Department of Vocational Education,
Focus on Further Training and Educational Management
WHL Graduate School of Business and Economics
Hohbergweg 15–17, 77933 Lahr, Germany
Tel +49 7821 9238-35, Michael.klebl@whl-lahr.de
<http://www.whl-lahr.de>

Tools and applications of the Web 2.0 appear to provide socially embedded access to knowledge, and therefore, they become more and more important in education. However, the Web 2.0 offers technologies to create and disseminate knowledge, which also increase uncertainty. This presentation investigates forms of knowledge in the context of social media, which are characterized by uncertainty and different ways of justification. An educational approach to knowledge in the context social media is presented that considers competence in dealing with uncertainty as a crucial part of media literacy.

THE PEDAGOGY AND PRACTICE OF STUDENT GENERATED CONTENT IN BLENDED AND ONLINE LEARNING

Julia Fotheringham

Lecturer - Academic Practice
The Office of the Vice Principal (Academic)
Edinburgh Napier University
Sighthill Campus, Sighthill Court
Edinburgh, EH11 4BN
J.Fotheringham@napier.ac.uk
<http://www.napier.ac.uk>

It is now widely recognized that social media creates all sorts of opportunities for engaging and interacting with students in ways which were previously unimaginable. Julia Fotheringham will describe how pedagogically informed and carefully designed collaborative learning activities that require students to make purposeful use of social media can enable the creation and sharing of student-generated content. Opportunities that encourage students to take an increasing amount of control and autonomy over their learning may be accompanied by a gradual development in the role of the student as 'consumer of content', to that of 'producer of content' (Dale and Povey, 2009). Tutors that design, facilitate and assess such collaborative learning activities also find that their roles are shifting as they become less custodians of knowledge and more co-learners and co-tutors in the co-creation of knowledge (Smyth and Mainka, 2009).

During this presentation, examples will be offered from practice at Edinburgh Napier University's MSc Blended and Online Education that illustrate this type of learning activity, where each groups' collaborative efforts are harnessed to create a student-led seminar that is experienced and evaluated by others in the wider student group. The session will conclude with a discussion about the challenges that face students and staff as they engage with student-generated content and a sharing of lessons learned from our experience on the Masters in Blended and Online Education.

MOBILE LEARNING AND AUGMENTED REALITY: NEW LEARNING OPPORTUNITIES

Prof. Dr. Lorenzo Sommaruga, Nadia Catenazzi

University of Applied Sciences and Arts of Italian Switzerland (SUPSI)

Department of Innovative Technologies (DTI)

ISIN - Institute of Information Systems and Networking

SUPSI-DTI

Via Cantonale - Galleria 2

CH-6928 Manno

Tel. +41 (0)58 666 6531, Fax +41 (0)58 666 6571

lorenzo.sommaruga@supsi.ch

<http://www.supsi.ch/mia>

In mobile learning the learner takes advantage of the opportunities offered by mobile technologies. A number of factors have promoted its diffusion in the last years including: explosion of new mobile learning contents, availability of many content distribution channels, faster networks and devices, new developing tools and delivery platforms, growing number of buyers and users.

Mobile learning provides several new learning opportunities, mainly for informal learning, such as location based learning, mobile content creation, use of augmented reality (AR). AR is a view of a physical environment whose elements are augmented by virtual objects such as text, sound, video, graphics. AR supports a constructivist approach of education, where students take control of their own learning and manipulate/interact with the real and virtual environment. This talk focuses on the use of augmented reality in education and presents several AR applications in different contexts: training, discovery based learning, gaming and books. AR for training provides step-by-step instructions to guide user through completing a complex task with virtual information helping them to identify targets and improve decision making; it is mainly used in military applications, medicine, car maintenance, etc.. AR in Discovery Based Learning helps users to achieve their learning goals by accessing virtual information at their own initiative; application examples include Google Sky Map, Wikitude, Layar. AR in gaming involves role playing, team work, social interaction, strong engagement of students in learning experiences. Augmenting reality books enrich the information provided by the text books with 3d models, animations and other multimedia contents.

These applications demonstrate that Augmented Reality has a great potential in mobile learning because it increases the level of learner "edutainment" and participation, making people feel more involved in their learning process and engaged in an immediate, pro-active and/or social way.

TERRORISM IN THE WAKE OF THE 21ST CENTURY: SOCIAL MEDIA AS EDUCATIONAL VEHICLE FOR ASPIRING TERRORISTS

Eugen Schlosser, Diplom Kaufmann (University)

Research Associate, Department of Managerial Accounting and Control

WHL Graduate School of Business and Economics

Hohbergweg 15–17, 77933 Lahr, Germany

Tel. +49 7821 9238-62

eugen.schlosser@whl-lahr.de

www.whl-lahr.de

Preservation of national security is the key element for sovereign states. A new threat might have emerged in form of social media and its utilization for purposes of terrorist networks. The significance of the topic is indicated among others through a cohort of hearings conducted by the Homeland Security

Subcommittee on Counterterrorism and Intelligence on use of social media through terrorists. Based on conceptual considerations this paper will analyse how such illicit organisations manoeuvre through social media, and address the key presumption of social networks acting as vehicles for communication, education, coordination and recruitment of and for aspiring terrorists. The paper will conclude with avenues for future research.

PRESENTING THE ISTUS (INSTITUTIONAL STRATEGIES TARGETING THE UPTAKE OF SOCIAL NETWORKING IN ADULT EDUCATION) PROJECT

Kirsty Palfreyman

ICS, Skypark 5, 45 Finnieston Street,
Glasgow G3 8JU
tel. +(44) 7747673515
Kirsty.palfreyman@icslearn.co.uk

Various technologies and applications under the Web 2.0 umbrella have a strong impact on education – either as a challenge for digital literacy or as a tool for learning. This learning partnership intends to focus on social networks, like Facebook, MySpace or LinkedIn – or similar approaches within adult educational institutions, like Elgg or Mahara. Educational institutions have to decide how to embrace these services: Since educational institutions should provide a protected area of relationship and trust, they may further develop their virtual learning environments and thus build their own social networks. Other educational institutions opt for the integration approach in order to make use of public (and commercial) services; and thus transfer their activities of social learning and communities of practice there.

The general objective of ISTUS is to elucidate experiences, conditions, criteria and arguments for this choice of strategy. We aim to foster awareness and capabilities related to the impact of these new technologies and applications – both on an individual level of educational staff and on an institutional level in adult education. We want to analyse and harness key concepts of Web 2.0 for adult education. We seek to define scenarios of a successful and efficient uptake of technologies and applications like social networks, social software, web portals and cloud computing by institutions in adult education, including those fields of life-long learning, where informal learning takes place independently of educational institutions (like in study circles).

During this presentation the different stages of project work will be disseminated and discussed. This will include the groups working definition of Social Networking, findings to date and the next stages.

Information on how to contact the group and where to follow progress will also be shared with the consortium.

SOCIAL TECHNOLOGIES AND DISTRIBUTED LEADERSHIP

Prof. Dr. Aelita Skaržauskienė

Mykolas Romeris University,
Ateities str. 20,
LT-08303 Vilnius, Lithuania
aelita@mruni.lt
www.mruni.eu

Purpose – This paper analyses the importance of distributed leadership in organizations and presents new organizational training practices by using social technologies. The team-based formal or informal networked or virtual (online) collaboration requires a different kind of leadership from that in positional hierarchies. Distributed leadership responds to complex situations and fosters team performance, facilitated through group interaction and decision-making, active distribution of specific tasks.

Design/methodology/approach – The paper follows a qualitative research approach: case study. Drawing on qualitative evidence the paper analysis distributed leadership development process by applying social technologies.

Findings – Based on the analysis and synthesis of the scientific literature a concept of Distributed leadership was developed. The theoretical insights were supported by empirical evidence from real organizations perspective. After the training the organizations adapted new style of leadership and improved efficiently their performance. The analyses of research results revealed that applying social technologies for developing distributed leadership was associated with higher networked team as well as training performance.

Research limitations/implications – Because of the chosen research approach, the research results may lack generalizability. In order to generalize the research findings, further research should include more organization form different countries.

Keywords: Networked team, Distributed leadership, Social networks, Collective Intelligence.

LEGAL EDUCATION SYSTEM IN LITHUANIA: NOWADAYS & NEW CHALLENGES

Prof. Dr. Eglė Bilevičiūtė

Mykolas Romeris University,
Ateities str. 20,
LT-08303 Vilnius, Lithuania
eglek@mruni.lt
www.mruni.eu

Legal science and legal studies in Lithuania have been institutionalized in the middle of the XVII Century when it was established in Vilnius University Law Faculty (1641, 11 October). At the end of the twentieth century it has been restored in Vilnius University and opened a new legal education and research traditions in Kaunas (Vytautas Magnus University), and established in Vilnius, even specialized legal institution of higher education – Lithuanian Law University (now - Mykolas Romeris University). Non-university law studies were started to be organized by colleges.

Law Faculty of Mykolas Romeris University, Law Faculty of Vilnius University, Law Institute (State Scientific Institution) and Lithuanian Centre for Forensic Science are prosecuting research in different law fields. In addition to the national Lithuanian law students are studying the law of foreign countries (such as USA, Poland, Russia, Germany, Switzerland) in specialized centres and law schools (for example, VU - German Centre for Law, School of Law in Poland, MRU - Swiss, German, Austrian studies centres). For example, Mykolas Romeris University and University of Lucerne are prosecuting the Module of lectures “Swiss, International, European and Comparative Law”.

University Law degree enables person to become a lawyer, notary, bailiff, judge, or a civil servant working as a lawyer in the company) and non-university education enable less opportunities - students who have graduated from schools that are not university education is much lower career prospects than university graduates. For example, they can't become lawyers, prosecutors or judges. University of choosing the right course of study, obtained higher legal education, University provides access to comprehensive legal career. The question of quality of legal studies has a new view in recent situation. After graduation lawyer during his career should constantly improve his professional skills, so the role of Universities in this field is very important.

Keywords: legal education system, university, quality of legal studies, new challenges of legal education according Bologna process.

DISSEMINATION OF INFORMATION IN SOCIAL MEDIA: LEGAL REGULATION, FIRST CASES IN LITHUANIA AND POSSIBLE SOLUTIONS

Liutaras Ulevičius

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
liutas@mruni.eu
www.mruni.eu

Social media are de facto one of the main communication channels. As usual in social relations, it is an area for conflicts, therefore regulators must monitor, whereas legal regulation is sufficient, how first cases should have been handled, what are viable alternative solutions. Lithuanian context should be compared with other international precedents, both on the regional and international scale, various legal acts and principles behind them.

Socialiniai tinklai de facto yra tapę plačiai naudojamu komunikacijos kanalu. Kaip ir visuose visuomeniniuose santykiuose, čia kyla įvairaus pobūdžio konfliktai, todėl kyla klausimas, ar egzistuojantis teisinis reguliavimas tinkamas, kaip vertinti pirmuosius Lietuvoje fiksuotus ginčus, kokie galimi sprendimo būdai. Lietuviškas kontekstas lyginamas su tarptautiniais precedentais, įvertinamas regioninių ar tarptautinių teisės aktų vaidmuo ir įtvirtinti principai.

MOKESČIŲ MOKĖTOJŲ ŠVIETIMO IR KONSULTAVIMO PROBLEMOS IR SPRENDIMAI

Danutė Adomavičiūtė, Agnė Balcevič

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
adomaviciute@mruni.eu, agnesiukas@gmail.com
www.mruni.eu

Mokesčių mokėtojų švietimas bei konsultavimas mokesčių srityje prisideda prie kokybiško mokesčių surinkimo aparato veikimo, nes mokesčiai yra pagrindinis valstybinių pajamų šaltinis. Mokesčių sumokėjimas yra mokesčių mokėtojo pareiga ir, kai mokesčiai nėra mokami, susidaro tam tikra žala valstybei. Todėl daug dėmesio skiriama mokesčių mokėtojų švietimo ir konsultavimo efektyvumui bei kokybei gerinti. Labai svarbu įvertinti švietimo ir konsultavimo būdų veiksmingumą bei efektyvumą ir išsiaiškinti, kurie iš jų yra mokesčių mokėtojams prieinamiausi ir informatyviausi.

Daugiausia įvairių mokesčių nuostatų taikymo, mokesčių apskaičiavimo klaidų padaro veiklą pradėdantys, naujai įsiregistravę mokesčių mokėtojai. Jiems sunku susigaudyti mokesčių įvairovėje. Todėl tokiems mokesčių mokėtojams yra labai svarbu padėti jų veiklos pradžioje.

Mokesčių administratorius įgyvendindamas mokesčių mokėtojų švietimo ir informavimo apie mokesčių teisės aktus funkciją, rengia ir platina mokesčių mokėtojams skirtą informacinę medžiagą, taip pat atlieka švietimo funkciją kitais būdais: organizuoja seminarus, susitikimus su mokesčių mokėtojais, žodžiu arba raštu teikia individualaus pobūdžio išaiškinimus, įvairias konsultacijas mokesčių mokėjimo klausimais bei rengia apibendrintus Mokesčių administravimo ir kitų įstatymų mokesčių klausimais išaiškinimus ir komentarus, kurie skelbiami Valstybinės mokesčių inspekcijos prie FM interneto svetainės duomenų bazėje bei nuolat skelbiami specializuotuose spaudos leidiniuose.

Vienas pagrindinių Valstybinės mokesčių inspekcijos tikslų yra sukurti efektyvią, į mokesčių mokėtojų poreikius orientuotą aptarnavimo sistemą, plėtoti patogias mokesčių mokėtojų švietimo ir konsultavimo viešąsias ir autorizuotas paslaugas, plačiau naudoti informacinių technologijų teikiamas galimybes bei taikyti naujus aptarnavimo ir informacijos teikimo būdus. Taikant informacines technologijas, mokesčių mokėtojams

suteikiamos naujos kartos aptarnavimo paslaugos, reikiama informacija suteikiama patogiu būdu, mokestinės procedūros gali būti atliekamos nuotoliniu savitarnos būdu. Kartu mažinamos mokesčių mokėtojų aptarnavimo išlaidos ir užtikrinama jų aptarnavimo kokybė.

THE APPLICATION OF CROWDSOURCING IN EDUCATIONAL ACTIVITIES

Monika Skaržauskaitė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
moskarzaus@stud.mruni.eu
www.mruni.eu

Purpose – This paper analyses the role of crowdsourcing use in educational activities. In recent decades, the rapid growth of innovative Internet based information and communication technologies created a new field of opportunities for organizations to reach their goals. One of the alternatives is - crowdsourcing. Crowdsourcing as defined by Jeff Howe (2006) is the act of taking a job traditionally performed by a designated employee and outsourcing it to an undefined, generally large group of people in the form of an open call. Educational organizations have many tasks that are essential, but that require time and energy that could be used to focus on instruction, crowdsourcing can be the answer.

The newness of the term indicates that there is not any significant literature on the subject of how this operating method is utilized in educational activities. The objective of this paper therefore is to take an exploratory look at how educational organizations are using crowdsourcing as part of their activities at the present time, and to suggest how the practice of crowdsourcing may spread to other educational activities as time goes on.

Design/Findings – The paper presents a theoretical model of crowdsourcing application in educational activities. The model is supported by the analysis and synthesis of the scientific literature and case studies.

Research limitations/implications – The model presented here is a conceptual model and needs to be validated empirically.

Practical implications – For practical purposes, the variables proposed in the model would provide a more comprehensive framework for the assessment of crowdsourcing use in education activities and work as a guide for crowdsourcing strategies

Originality/value – Although the relevant literature consists of many partial and indirect insights and indications in the direction as conceived by the model, the full model as such is original. The authors' primary contribution is in perceiving the holistic picture of the research subject.

Keywords: crowdsourcing, social innovation, educational activities.

TEACHERS AND STUDENTS COLLABORATION THROUGH THE E-MEDIUM: POSITIVE AND NEGATIVE ASPECTS OF ELECTRONIC COMMUNICATION

Assoc. Prof. Dr. Agota Giedrė Raišienė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
agotar@mruni.eu
www.mruni.eu

Nowadays maintaining connections without the help of informational technologies is impossible to imagine. The electronic space of communication removes the necessity of coordinating the time, place and length of social contacts, and enables to expand the number of contacts at the moment. IT is undoubtedly progressive

for communication. However, there is an increasing number of scientific researches revealing that e-medium of communication has several disadvantages that become more significant as the proportion of direct and indirect communication changes due to the means of remote communication becoming more widely used. Those are, for example: increased levels of stress experienced by the users of informational technologies, reduced responsibility when making decisions, increased time of making decisions, reduced feeling of commitment, superficiality of interaction etc.

The teachers and students in universities are increasingly communicating remotely. The tools used are email, real-time conversation program Skype, electronic space of studies Moodle, etc. These tools enable establishing and maintaining personal connections with each student as well as consulting groups of students regarding their interests and difficulties experienced with learning assignments. Due to the reason that the specifics of teachers' work do not allow to attach to a single work place, electronic communication space seems to be the best tool of organizing a high quality joint work between the teacher and the student. The research presented in the article partly confirms this assumption. The results of the research show that technologized communication is a valuable tool of teacher and student communication. However, for the joint work of teacher and student to be effective the threats related to human nature and specifics of communicating by electronic medium must be evaluated and reduced as much as possible.

Keywords: electronic medium, e-learning, technologized communication, students, teachers.

PATYRIMINIS UŽSIENIO KALBOS MOKYMASIS SOCIALINĖJE MEDIJOJE: LIVEMOCHA.COM ATVEJO ANALIZĖ

Miglė Eleonora Černikovaitė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
miglec@mruni.eu
www.mruni.eu

Šiuo pranešimu siekiama atskleisti esminius patyriminius užsienio kalbos mokymosi proceso aspektus socialinėje medijoje bei apibendrinti užsienio ir Lietuvos socialinių medijų tyrimų rezultatus.

Atlikti tyrimai Jungtinėse Amerikos Valstijose ir keliuose Europos valstybėse pranešime apibendrinami ir leidžia identifikuoti interneto bei socialinių tinklų dalyvius, ištirti jų įpročius bei iškirti svarbiausias besimokančiųjų internete elgsenos internete tendencijas pastebint, vertinant ir mokantis užsienio kalbos. Skirtinga interneto vartotojų elgsena internete ir jų poreikių kaita kelia sumaištį ir verčia persvarstyti mokymosi visą gyvenimą veiksmus. Modernių valdymo priemonių pasirinkimas, pritaikymas bei jų efektyvumo vertinimas valdant užsienio kalbos patyriminį mokymosi procesą interneto erdvėje tampa vienu iš prioritetinių švietimo įstaigų uždaviniu, leidžiančiu užtikrinti konkurencinį pranašumą.

Patyriminis mokymosi procesas orientuota į besimokantįjį ir jos pagrindinė prielaida yra ta, kad individai geriausiai mokosi iš savo patirties. Patyriminis mokymasis leidžia besimokančiajam tiesiogiai įsitraukti į tai, kokios medžiagos yra mokomasi, vietoj to, kad tiesiog tik mąstyti ar kalbėti apie tą medžiagą. Patyriminio mokymo teorija leidžia tiek suprasti dėstomą medžiagą, tiek perkelti savo įgūdžius bei žinias;

Pranešime nagrinėjama livemocha.com patyriminio užsienio kalbos mokymosi atvejo analizė, pateikiami tokio mokymosi principo privalumai ir trūkumai. Privalumai: iš pradžių priimama vizualinė informacija ir mąstant apdirbama, naudojantis savo patirtimi ir gaunamas grįžtamasis ryšys iš panašiai besimokančių užsienio kalbą užsieniečių, kurių gimtąją kalbą mokaisi. Trūkumai: patyriminis mokymasis neatsižvelgia į kultūrinius skirtumus, trūksta motyvacijos mokytis, nes nėra aiškus tikslai ir ketinimai. Sunku įvertinti grįžtamojo ryšio kokybę ir daromą pažangą.

Raktiniai žodžiai: socialinių medija, besimokančiųjų internete mokymosi procesas, patyriminis mokymasis visą gyvenimą, virtuali erdvė.

ICT APPLICATION AND STUDY TECHNIQUES IN ERASMUS EXCHANGE PROGRAMMES- STUDENTS' MOBILITY SCHEMES

Assoc. Prof. Dr. Vilhelmina Vaičiūnienė, Daiva Užpalienė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
vvaiciun@mruni.eu, duzpal@mruni.eu
www.mruni.eu

The promotion of students' mobility in the EU has had a huge impact in recent years in Lithuania, which has now become one of the countries with more students going abroad on an Erasmus programme. Students from different cultures come together to study in host countries bringing with them different levels of language skills as well as expectations and beliefs of how they should be taught together. In other words, they contribute to the whole with their own academic, cultural and linguistic input. Rapid changes in the technological area challenge educational traditions in teaching. ICT application for teaching/learning purposes is becoming one of the major issue of contemporary education. Information technologies provide with a variety of opportunities and forms of learning; therefore it sometimes is a highly important factor, influencing learning.

The authors of the article aim to present Erasmus Exchange students' experience and attitudes to types of study techniques applied in different educational institutions of host countries. The teachers' considerations and observations are based on the research findings obtained through the questionnaire survey. The conducted research focuses on Erasmus Exchange Students' self-evaluation of their study techniques, ICT application and reflections about the challenges they have encountered in study process. For collection of data the qualitative research method was applied. The paper also addresses a very important issue of interrelation between study techniques and their educational aims to motivate students in study process.

Keywords: ICT, Erasmus exchange programme, students' mobility, evaluation of study techniques.

SOCIALINIAI MOKOMIEJI TINKLAI SUAUGUSIŲJŲ UŽSIENIO DALYKINĖS KALBOS MOKYME(SI)

Dalia Žuvininkaitė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
dalzuv@mruni.eu
www.mruni.eu

Pranešime siekiama atskleisti socialinių mokomųjų tinklų galimybes suaugusiųjų profesinės užsienio (prancūzų) kalbos nuotolinio, tęstinio mokymo/mokymosi procesui realizuoti. Apžvelgiama socialinių tinklų klasifikacija, analizuojami frankofoniškųjų socialinių mokomųjų tinklų privalumai užsienio profesinės kalbos mokyme(si). Taikomi metodai: lingvistinis metodas, padedantis išsiaiškinti tiksliai sąvokų reikšmes, ir įvairių šaltinių analizės metodas, kuriam pritaikomas konstruktyvistinis požiūris, susijęs su informacinių komunikacinių technologijų (IKT) taikymu užsienio (prancūzų) kalbos mokymo(si) procese.

Socialiniai tinklai – interneto dalis, kuriai priskiriama tiek įvairūs diskusijų forumai, tiek sudėtingi visuomeniniai interneto projektai, tiek socialiniai mokomieji tinklai. Socialiniai tinklai yra bendravimo, informacijos sklaidos, taip pat ir pedagoginė priemonė užsienio profesinės kalbos mokyme(si), skatinanti tikslingai atsirinkti informaciją, naudingą besimokančiajam sakytinės ir rašytinės komunikacijos gebėjimams ugdyti.

Socialiniai mokomieji tinklai, su integruota vaizdo, garso ir kt. autentiška medžiaga, yra veiksminga mokymo(si) priemonė, leidžianti skirtingais būdais pateikti mokymosi medžiagą, užmegzti grįžtamąjį ryšį tarp dėstytojo ir besimokančiojo, įvertinti individualius besimokančiojo gebėjimus, virtualioje mokymosi aplinkoje.

Raktiniai žodžiai: socialinė medija, socialiniai mokomieji tinklai, užsienio kalbos mokymas, virtuali mokymosi aplinka.

CERTAIN ASPECTS OF DISTANCE LEARNING TOOLS' APPLICATION IN EXTRAMURAL ESP STUDIES AND STUDENTS' MOTIVATION

Liudmila Pogožilskaia, Helma Jankauskaitė, Olga Ušinskienė

Mykolas Romeris University
Ateities str. 20, LT-08303 Vilnius, Lithuania
www.mruni.eu
International School of Law and Business
Laisvės pr. 58, LT-05120, Vilnius, Lithuania
liudmila@mruni.eu, helma.j@mruni.eu,
olga.usinskiene@gmail.com

This paper aims at analyzing the impact of using Moodle distance learning tools in language teaching/learning process on intrinsic motivation of undergraduate students. A quantitative research has been conducted to reveal the purposes Moodle distance learning tools are used in and out of language classroom in extramural studies, how students themselves evaluate the impact of using such learning tools on the learning process. The article comprises a theoretical analysis carried out with the aim to establish reasons of applying Moodle distance learning tools in extramural studies and motivating factors in ESP teaching/learning. The present investigation into application of Moodle distance teaching/learning tools particularly focuses on the following issues: what Moodle distance learning tools students and their teachers use in and out of language classroom, what benefits for the teaching/learning languages they see in using such tools, and the general impact of using IT on students' motivation to study and explore the field of ESP.

Keywords: Moodle, teaching/learning process, teaching/learning environment, teaching/learning methods, IT application, ESP, motivation.

ATTITUDES TO FEEDBACK AND CORRECTION: ENGLISH FOR STUDENTS OF PSYCHOLOGY AND LAW

Assoc. Prof. Dr. Galina Kavaliauskienė, Assoc. Prof. Dr. Lilija Anusienė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
gkaval@mruni.eu, lilijaa@mruni.eu
www.mruni.eu

Feedback is a method used in the teaching of languages to improve performance by sharing observations, concerns and suggestions with regard to written work or oral presentation. Recently the value of feedback in language studies has been a matter of debate among language teaching practitioners.

This study examines attitudes of students of English for Specific Purposes with regard to usefulness and effectiveness of feedback, including relative benefits of teacher and peer review and correction, whether criticism

has a negative impact on student confidence and whether perceptions of feedback depend on professional specialization.

A survey was administered to groups of undergraduate students of psychology and penitentiary law at Mykolas Romeris University. The results indicated that feedback was considered helpful though correction of written work was more appreciated than correction of speech. Differences between the responses of students who study two disciplines were slight. Criticism did not appear to undermine self-esteem, though some students were more confident than others. Perceived merits of oral, handwritten, electronic, teacher and peer feedback as well as the value of statistical analysis in interpretation of data are discussed.

LEARNER APPROACH TO ONLINE ACTIVITIES IN A LANGUAGE CLASSROOM

Assoc. Prof. Dr. Galina Kavaliauskienė, Darius Valūnas

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
gkaval@mruni.eu, darius_valunas@yahoo.com
www.mruni.eu

Online learning has become a commonplace during recent decades. The concept of online learning is twofold as it refers to distance learning taken entirely in a virtual classroom and to blended learning, where conventional classes involve online activities, as well. This article focuses on blended learning, a form that affords combination of face-to-face instruction with online resources. The study examines student perceptions and attitudes towards integration of online activities in the traditional English language classroom. University students of three different specializations who study English for Specific Purposes have been chosen as respondents in the survey based on a specially designed questionnaire. As the frequencies of positive and negative responses not only depend on student specialization but also differ within different groups of the same specialization, a conclusion that resistance towards online learning is predetermined by individual likes and dislikes may be arrived at. Statistical treatment of the student responses by a means of Software Package for Social Sciences (SPSS) includes computations of frequencies of the responses and an Analysis Of Variance (ANOVA) to indicate whether the findings are statistically significant and can be extended outside the scope of the surveyed samples.

Keywords: attitudes to online learning, respondents of different specializations, statistical treatment by SPSS.

USE OF WEB 2.0 TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

Aleksandra Paciuk

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
apaciuk@mruni.eu
www.mruni.eu

The development of information technologies has led to the new opportunities of using Internet. Currently, development of an information society, which should provide the best opportunities to every person's self-realization, is observed in many countries. Information society is based on three main components: information itself, information technologies and social as well as structural changes in the society.

Web 2.0 technologies are quite simple in use, which makes them easily accessible for everyone. They allow using the Internet resources in a new way and inspire the users to share their opinions on the net. Flexibility, convenience and accessibility have a vital influence in the use of social networking in education. Internet gives new opportunities to teaching and learning foreign languages, based on speech and thought imitation as well as processing textual information. Web 2.0 technologies do not only provide information, they require cooperation of the users and feedback. Four important parts, performed by Web 2.0 technologies, can be distinguished: 1) research 2) literacy 3) cooperation 4) publication of the information. Internet resources, used for teaching/learning a language, can be divided into several categories: 1) media sharing 2) media manipulation 3) conversational resources 4) social networking 5) blogging 6) creating libraries 7) collaborative editing.

Considering the foreign language learning process, Web 2.0 technologies provide students with a great choice of individual way of learning a language, enable them to participate in different online communities and exchange their skills and knowledge. Use of Web 2.0 technologies in teaching and learning foreign language allows to reach certain level of the foreign language competence during studying, as well as to improve the acquired knowledge, skills and abilities in the subsequent professional work. Using Web 2.0 technologies for education opens great opportunities for developing a new form of autonomous learning, which becomes well-organized, controlled and adapted to student's individual needs. The lecturers can use Web 2.0 technologies for making the students perform homework or conduct personal research in order to increase their knowledge and competence. Such tasks make the learning process more person-oriented. Learning a foreign language via Internet and computer creates psychologically comfortable environment for effective absorbing the material, as well as provides an opportunity to study at one's own pace, selecting and processing information, revising and memorizing it, and in such way increasing the quality of education process.

SOCIAL MEDIA AS A TOOL FOR ONGOING PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Živilė Puodžiukaitienė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
z.p55@mruni.eu
www.mruni.eu

In the context of lifelong learning programmes promoted by the EU, educators of different levels (primary, secondary and tertiary education) are encouraged to put more effort into continuous professional self-development. Furthermore, to keep up with rapid development of ICT, educators have to introduce the use of ICT into their classroom.

Modern innovative technologies, which are currently applied in different fields, provide learners with different possibilities of interacting and learning online. On the other hand, teachers are also encouraged to share their best practice and keep up with modern innovations. Qualified educators have many possibilities to use various online sources to make the learning process more interesting and up to date, which often serves as a motivator and incentive for learners.

However, focusing on using the best methods and techniques in the process of teaching educators may underestimate the importance of continuous self-development and improvement of personal professional skills. This paper analyzes the possibilities of using social media on the following three levels:(i) as a means of both professional self-development and interactive professional communication of teachers, and sharing their best practice; (ii) as a means of giving and getting feedback from students as a way of improving the learning environment and teachers and students' relationship; and (iii) as a source of up-to-date teaching and learning material.

UNIVERSITY MISSION AND ORGANISATIONAL CULTURE: A DILEMMA FOR LEADERSHIP

Nomeda Gudeliene

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
ngudel@mruni.eu
www.mruni.eu

The relation between university mission and organizational culture has received an increasing attention in recent years both from academicians and practitioners. University leadership often faces a dilemma how to fulfill university mission under competing factors of organizational culture. University's mission is to lead innovation by generating and disseminating knowledge - providing education, research and outreach to society. In order to understand an organization and its interaction with other organizations it is necessary to understand its culture. Organizational culture is an abstraction, yet forces that are created in it are powerful and have taken different roles at different times, different societies and nations. Today universities often find themselves struggling at the crossroad between innovative and conventional organizational culture.

The article is aimed to discuss how university leadership should resolve the contradiction between innovative and conventional factors of organizational culture to fulfill university mission.

Based on scientific literature analysis the fundamental university values, mission and characteristics of innovative and conventional organizational culture are analyzed.

It was concluded that university leaders can fulfill university mission and resolve the contradiction between innovative and conventional organizational culture by exploiting fundamental value-based approach, evaluating the spectrum of factors and making perspective-based decisions.

Keywords: university, organizational culture, mission, values.

SOCIAL MEDIA IN THE PROCESS OF UNIVERSITY STUDIES

Giedrė Valūnaite Oleškevičienė

Mykolas Romeris University
Ateities str. 20,
LT-08303 Vilnius, Lithuania
gentrygiedre@gmail.com
www.mruni.eu

Rapid development of new Web 2.0 technologies and their applications such as social networks raises the question of the proper technology use in the process of university studies. It is important to develop technology awareness and its effective use in teaching/learning processes. Social networks include billions of users and the numbers are constantly growing. The generation of future students is already participating in social networks actively. They are using digital media and creating digital content. Various technologies and their applications using Web 2.0 advantages acquire vast influence as they improve digital literacy and act as effective teaching/learning aids. Educational institutions are able to apply the advantages of Web 2.0 such as simple and fast micro content creation and social factor which ensures immediate communication and feedback which leads to further development and creation of digital knowledge. Institutions of higher education face numerous possibilities of using social networks in the study processes and some institutions start using them already. However, different institutions choose different ways of using social networks. Some institutions trying to ensure safe study environment start creating their own inner networks, whereas others apply integrative approach and start using already existing public social networks in such a way trying to move the study process into the public environment and create learning communities in the public space. Therefore, it is important to collect and compare positive experience of various institutions in using social networks in the study process.

Keywords: social media, social networks, study process, higher education.

SOCIAL MEDIA: CHALLENGES AND OPPORTUNITIES FOR EDUCATION IN MODERN SOCIETY.
International interdisciplinary scientific conference. Abstract book, 2012, 17 p.

ISBN 978-9955-19-458-3

The publication is funded according to the EU Lifelong Learning programme which is administered by the Education Exchanges Support Foundation, a Lithuanian national agency, in the Republic of Lithuania. It is issued according to the project ISTUS (Institutional Strategies Targeting the Uptake of Social Networking in Adult Education), (project number Nr. LLP-GRU-MP-2011-LT-00034) The material represents the views of the beneficiary but not the views of the Foundation or EU and its institutions. EU is not liable for the content of the publication or the possible use of the information.

Leidiny s finansuojamas Mokymosi visą gyvenimą programos lėšomis, kurią Lietuvos Respublikoje administruoja Švietimo mainų paramos fondas, finansuojamas pagal projektą „Institutional Strategies Targeting the Uptake of Social Networking in Adult Education“ (Institucinės strategijos, kurių tikslas – socialinių tinklų panaudojimas suaugusiųjų švietime) (projekto dotacijos sutarties Nr. LLP-GRU-MP-2011-LT-00034) Medžiaga atspindi dotacijos Gavėjo, bet ne Švietimo mainų paramos fondo, Europos Komisijos ar jos institucijų požiūrį ir pažymėti, kad Europos Komisija neatsako už medžiagos turinį bei už galimą informacijos panaudojimą.

The Abstract Book contains unedited original manuscripts submitted by the authors.

SOCIAL MEDIA: CHALLENGES AND OPPORTUNITIES FOR EDUCATION IN MODERN SOCIETY
International interdisciplinary scientific conference

SL 585, 17 09 2012.
Order 17278.

Mykolas Romeris University Publishing
Issued by JSC “Baltijos kopija”
13B Kareivių str., Vilnius, Lithuania
Website: www.kopija.lt
E-mail: info@kopija.lt



Lifelong
Learning
Programme



Mokymosi
visą gyvenimą
programa

ISBN 978-9955-19-458-3



9 789955 194583