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Innovation Activity of Education Information Centers

Pedagogical innovations, modernization of education require the profound information-methodical, information-analytical, bibliographic support. It deals mainly with the informative and resource support of innovative processes during the development and further approbation of pedagogical innovations.

Special attention is paid to different Education Information Centers (EIC), whose activity in different countries has its own peculiarities. For instance, there are many urban and regional educational centers with powerful information resources in Russia. As for Ukraine, the EIC is subordinated to Institutes of Postgraduate Studies, which due to a set of reasons provide social strata with formal methodological, educational and organizational services regarding postgraduate training, educational innovations etc. Unfortunately, the national pedagogical science and practice equates sometimes the EIC with the activities of libraries of educational direction.

According to I. Malitskaya, there is a single system for sharing documents between countries at the International Bureau of Education (IBE) (International Bureau of Education – IBE) [Malitskaya 2010; *Site of the international bureau of education* 2011]. Since 1974, a project of international education information service desk has been put into action. The International Network for Educational Information (INED) has been established at the IBE; in addition the International Bureau of Education publishes a quarterly newsletter „Educational Innovation and Information” (starting 1975). European Documentation and Information System for Education (EUDISED; Strasbourg, France) provides different national education information centers with necessary materials. Since 1984, the terminology service has been functioning in this system. In 1964 documentary based association of pedagogy (DOPAED) was established as a union of Western European countries where the German language is the native one [Malitskaya 2011].

Taking the above mentioned into consideration, the emphasis should be made on the urgency of creation with further improvement of educational research networks – the new information technologies, which enable the storage, analysis and spread of research and educational information and aimed at the development of education information milieu in accordance with the modern requirements of education systems. This problem is closely related to the functioning of education information centers.

With reference to foreign experience, the education information centers should be as close as possible to the educational institutions, meet the multifaceted needs of all participants in the educational process: students, teachers, parents, and various professional associations. Their primary mission is to provide its users with the most comprehensive information and technology resources in regions and paying attention to the support of educational initiative at the local level. This mission is being realized through three tasks: information and documentation support; propagation of effective educational technologies; publishing.

First and most important is that there is an intensive information interchange including methodological aids among centers. They are responsible for a thorough selection of educational information which is of a great interest to the public. Then comes its dissemination in different ways: through the publication of thematic catalogs and advertising leaflets, through the organization of mobile exhibitions in institutions, through computer networks.

Technological modernization of centers enables them to work in advance mode comparing with other educational establishments. It gives an opportunity for school staff to be informed about all technological and pedagogical innovations. Qualified specialists teach how to search for required information with the help of computer programs on the Internet. Furthermore, each center has a constantly updated library fund, audiovisual training documents and procedures. They can be used on-site, take a subscription, and what is particularly useful for rural teachers, order it by post.

One of the most relevant tasks is to promote new educational technologies. Centers provide technological and pedagogical expertise of teaching facilities. Such a detailed analysis shows to all the peculiarities of definite conditions and helps to see the pros and cons of innovation activity.

Besides, the centers provide a wide range of services: prepare and consult teachers; assist in the choice of methodological support and equipment, and its further maintenance; develop various computer training programs adjusted to the needs of each customer; carry out technical support.

Nowadays the French education information centers in the context of modern educational technologies extension are of much interest. These centers carry out particularly technological and pedagogical expertise of methodical complexes with the further publication of experimental results in the „Dossier of Education Technology”. The detailed analysis described in the „Dossier ...” reveals for the general public the pros and cons of innovation activity. Specialists from centers at the invitation of school administration organize seminars, including education innovation, adjust new technological equipments.

Thoroughness of the EIC is due to beneficial partnership with other organizations. These include territorial authorities, various ministries and departments, international and national organizations: Council of Europe, UNESCO, National Center for Distance Learning, National Centre for Scientific Research, the Na-

tional Library of France, the Louvre Museum, powerful companies and firms: Citroen, Sony, IBM, Apple, JVC, Panasonic and others. It is common knowledge that the National Center for Educational Documentation is a member of two trade unions: audiovisual producers and publishers.

It should be noted that the International Centre of Teacher Education (Sevres), and numerous education information centers functioning in France provide a wide range of services, including: training and tutoring teachers on pedagogical methods; assistance in selecting methodological support and equipment with its further technical maintenance; preparing and presenting seminars, colloquia, educational pilot projects; developing different websites, computer training programs adopted to the needs of each user, installation of cable, satellite TV, making records on various media of foreign TV programs, movies, creating and producing interactive CD-ROMs and video-based materials [Zhukovskyy 2010].

Especially popular are yearbooks issued by the center for different categories of teachers. This is the so-called „Blue Book” series, first published by the Regional Centre of Orleans in 1977 as a manual, which is based on the statutory and regulatory basis and reflects the main content of activity. The book is designed for leaders of secondary schools, contains six chapters:

- 1) The public education system – structure, network of institutions, their specificity, main individuals of the system;
- 2) administrative cadres – job duties, training and professional development, preparation of contests concerning job vacancies;
- 3) pedagogical mission of educational institutions – the role of a leader, project work, individual approach and support for students, providing service;
- 4) school life – internal regulations, rights and responsibilities, extra-curricular activities;
- 5) administrative management – management structure of educational staff, council activity, examinations, secretariat activity;
- 6) financial management – budget, its structure and performance [Zhukovskyy 2010].

The official website of the National Centre was originally created in 1997 in Paris to offer consultations on different issues. Various information sources were put into action: texts of official documents, educational records on specific topics, specialized databases, directories of published material, collections of current materials on teaching and general cultural themes, methodological support to television shows, relevant information concerning centers, as well as a list of major events of Ministry of Education.

This work on a contractual basis is of high demand among many well-known scientists, educators, practitioners, who are able to realize their professional projects: study guide release, to record a series of video lessons, to prepare a CD with songs or poetic works in a foreign language in the performance

of their students etc. The demand for this product, its sale profitability on the educational market are taken into account.

It should be emphasized that various information centers (are the most effective forms of elimination of information inequality among educators. These centers and information services help to create and distribute through the local networks the unique electronic information and scientific resources. For example, according to the latest data, more than 10 scientific and education centers of Media Pedagogics functionated in Russia in 2010, which are aimed at Media Education. Besides, scientific and methodological centers have become more common lately [Fedorov 2010: 62–67]. There are numerous urban and regional education information centers with powerful information resources.

The analysis of sources in electronic and paper formats allows to make the conclusion that the majority of foreign EIC are mainly institutions with information, technology and teaching resources which quickly react to changes in society, in educational sector and are aimed at predicting the development of educational situation in the country and around the world. Meanwhile, there has not been created any single education information center as well as information and communication network in Ukraine yet. Nowadays a topical issue is to mobilize the potential of pedagogical research libraries and libraries of educational institutions of various types.

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Abstract

The article provides insight into some peculiarities of activity of Education Information Centers in France, Russia and Ukraine. Special attention is paid to diversity, innovativeness of their activity and concrete actions towards the elimination of information inequality among educators.

Key words: Education Information Centers, innovations.

Иновационная деятельность центров педагогической информации

Аннотация

В статье проанализированы некоторые особенности деятельности центров педагогической информации во Франции, России и Украине. Акцентируется внимание на разноплановости, инновационности их работы, деятельности по устранению информационного неравенства среди педагогов.

Ключевые слова: центры педагогической информации, инновации.

Innowacyjna działalność Centrów Informacji Oświatowej

Streszczenie

Artykuł pozwala wejrzeć w niektóre aspekty działalności Centrów Informacji Oświatowej we Francji, Rosji i Ukrainy. Szczególną uwagę zwrócono na różnorodność i innowacyjność ich działalności, podano także przykłady konkretnych działań w celu eliminacji nierówności dostępu do informacji dla nauczycieli mających wspierać ich działalność dydaktyczną.

Слова ключовые: Centra Informacji Oświatowej, innowacje.