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## TECHNOLOGIES OF E-LEARNING FOR JOURNALISTS: EXPERIENCE OF INTEGRATING SC TRAINING PLATFORM (EDAPP)

The experience of online learning became significantly more relevant in 2020 due to the COVID-19 pandemic and the shift to remote learning. Even after returning to in-person classes, educators did not abandon some forms of distance learning; Massive Open Online Courses (MOOCs) remained an important part of virtual teaching portfolios. This format is inclusive, convenient, and a constantly evolving environment for managing educational resources. It attracts users with its easy-to-plan schedule, a variety of formats, and most importantly, the ability to make learning interesting and engaging.

This article describes the experience of a group of MOOC developers from Al-Farabi Kazakh National University who launched and tested the course "Central Asian Region: Journalism Education on Migration Issues" on the innovative SC Training (EdApp) platform. The goal of the study is to evaluate the effectiveness of the chosen platform, conduct a qualitative analysis of student and teacher feedback, and describe the methodology and tools of SC Training as an integrative resource in journalism education.

The research methods used include the analysis of measurable empirical data obtained through surveys, questionnaires, live interviews, experimental testing, and assessment of the effectiveness of skill acquisition. The authors also used universal methods of segmenting primary and secondary information, gaming aspects of pedagogical forms, and their own experience in using innovative digital resources.

As a result of the study, the authors conclude that there is a high demand for new ways of giving knowledge through mobile formats (mobile-first), a positive response from students to innovative gaming educational resources, and the prospects for the development of this branch of online education due to its compactness, dynamism and proximity to the young audience's needs.

**Keywords:** journalism education, SC Training (EdApp), methodology of online education, MOOC, media coverage of migration.

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### Журналистерді электронды оқыту технологиялары: SC Training (EdApp) платформасын енгізу тәжірибесі

2020 жылы COVID-19 пандемиясына байланысты қашықтан білім беру жүйесіне жаппай ауысу онлайн-оқыту тәжірибесін өзекті тақырыпқа айналдырды. Офлайн форматқа оралғаннан кейін, оқытушылар қашықтан жаңа білім берудің әдіс-тәсілдерін жетілдіре түсті; жаппай ашық онлайн курстар (ЖАОК) виртуалды педагогикалық портфельдердің маңызды бөлігі болып қала берді. Бұл әдіс білім беру ресурстарын басқарудың инклюзивті, ыңғайлы және үнемі дамып отыратын түрі және жұмыс кестесін жоспарлаудың қарапайымдылығымен, әдістерді таңдау, ең бастысы – оқуды қызықты әрі пайдалы ету мүмкіндігімен ерекшелінеді.

Мақалада SC Training (EdApp) инновациялық платформасында орналастырылған "Өңір-Орталық Азия: көші – қон мәселелері бойынша журналистік білім беру" курсын іске қосқан және сынақтан өткізген Әл-Фараби атындағы ҚазҰУ-дың MOOC әзірлеушілер тобының тәжірибесі сипатталған. Зерттеудің мақсаты – таңдалған платформаның тиімділігін бағалау, студенттер мен оқытушылардың жауаптарына сапалы талдау жүргізу, SC Training әдістемесі мен құралдарын журналистерді оқытудағы интегративті ресурс ретінде сипаттау.

Зерттеу әдістері ретінде сауалнамалар, жанды сұхбат, эксперименттік тестілеу, дағдыларды игеру процесінің тиімділігін бағалау арқылы алынған өлшенген эмпирикалық деректерді талдау қолданылады. Сондай-ақ, авторлар негізгі және қосымша ақпаратты сегменттеудің әмбебап

әдістерін, педагогикалық формалардың ойын аспектілерін және инновациялық цифрлық ресурстарды пайдаланудың өзіндік тәжірибесін қалыптастырды.

Зерттеу нәтижесінде авторлар мобильді форматтар арқылы білім берудің жаңа әдіс-тәсілдеріне жоғары сұраныстың бар екеніне көз жеткізіп, студенттердің инновациялық ойын түріндегі білім беру ресурстарына оң реакциясын айқындап, курстың сыйымдылық, динамизм және жас аудиторияның сұраныстарына жақындығын есепке алып, онлайн білім беру саласын дамытудың кезек күттірмейтін өзекті мәселе екендігін анықтайды.

**Түйін сөздер:** журналистік білім, SC Training (EdApp), онлайн білім беру әдістемесі, MOOK, көші-қонды қамту.

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### **Технологии электронного обучения журналистов: опыт интеграции платформы SC Training (EdApp)**

Опыт онлайн-обучения значительно актуализировался в 2020 году, в связи с пандемией COVID-19 и переходом на удаленные формы учебного процесса. После возвращения в офлайн формат, за парты, педагоги не отказались от некоторых форматов дистанционного получения новых знаний; важной частью виртуальных педагогических портфелей остались массовые открытые онлайн-курсы (MOOK). Даная форма является инклюзивной, удобной и постоянно развивающейся средой управления образовательными ресурсами, привлекает простотой планирования рабочего графика, выбора форматов, а главное – возможностью сделать учебу интересной и увлекательной.

В статье описан опыт группы разработчиков MOOK из КазНУ имени аль-Фараби, запустивших и апробировавших курс «Регион – Центральная Азия: журналистское образование по вопросам миграции», размещенный на инновационной платформе SC Training (EdApp). Цель исследования – оценить эффективность выбранной платформы, провести качественный анализ откликов студентов и преподавателей, описать методологию и инструментарий SC Training как интегративного ресурса в образовании журналистов.

В качестве методов исследования применяется анализ измеряемых эмпирических данных, полученных через анкетирование, опрос, «живые» интервью, экспериментальную апробацию, оценка результативности процесса усвоения навыков. Также авторы оперировали универсальными методами сегментации основной и дополнительной информации, игровых аспектов педагогических форм и собственным опытом использования инновационных цифровых ресурсов.

В результате исследования авторы приходят к выводу о высокой востребованности новых способов передачи знаний через мобильные форматы (mobile-first), позитивном отклике студентов на инновационные игровые образовательные ресурсы, перспективах развития данной отрасли онлайн образования в силу компактности, динамизма и приближенности к запросам молодой аудитории.

**Ключевые слова:** журналистское образование, SC Training (EdApp), методика онлайн-образования, MOOK, освещение миграции.

## **Introduction**

Information and communication technologies have provided vast opportunities for the development of online education. This has become a great alternative to traditional forms of mandatory attendance in a classroom with a lecturer. Time, distance, and personal circumstances are no longer barriers to learning from the top professors at internationally recognized universities. With an internet connection one can enter a virtual classroom from home at any time. Asynchronous forms of work allow students to build a flexible schedule, choose the format, and method of examination.

Al-Farabi Kazakh National University (KazNU) is a leader in implementing MOOCs (Massive Open Online Courses) in Kazakhstan, having successfully integrated dozens of author courses into the educational process for over 20 years. The KazNU platform (<https://open.kaznu.kz/>), with its advantages (massiveness, openness, online format, and comfort), has been appreciated by 48,000 registered users, with 500 people visiting daily to study in 15 fields of science and technology. Some MOOCs from KazNU instructors have sparked international interest and are available on the global platform Coursera (Press Service of KazNU, 2024).

The study of integrating online formats into offline education continues to attract interest because it represents a synthesis of classical and innovative methods, dynamic interactivity, the inclusion of audiovisual resources, and an expanded illustrative base. Researchers also highlight new opportunities for creative work in small groups, stimulating activity and motivation among all participants in the process: both teachers and students (Villegas-Ch, Cañizares, Pacheco, 2020).

However, online learning also raises legitimate concerns about equal subject comprehension and parity in effectiveness for each student: in a classroom, a teacher can control understanding, emotional responses, participation, and engagement in the topic, but remote learning does not provide such opportunities (Barkley, Major, 2020). There are also challenges related to the technical side of the process: unstable internet connections, complex interfaces, poor microphone or headphone quality, and even an interrupted voice of the teacher can reduce understanding of the material (Mallillin, Carag, Laurel, 2020).

This is why today, especially after the end of the COVID-19 pandemic, educators increasingly consider integrating various teaching methods, including “real” and “virtual” classes. This allows educators to use the digital resources and skills developed during the pandemic, such as video lectures, tests, gaming platforms, MOOCs and more. At the same time, they can maintain the opportunity for personal moderation of the learning process, group discussions, motivational engagement, cooperation, and student personalization.

It should be noted that integrating MOOCs into the educational process may seem easy at first glance, but it actually requires significant preparatory work from the educator, who must act as a facilitator. Before selecting additional sources of information for a given subject, one must decide on the method of synchronously or asynchronously incorporating the online course into offline education, structure modules and topics, determine methods of individual and group communication, prepare a course navigation guide, consider the students’ initial capabilities (such as knowledge of a foreign language if the MOOC is not in their native language, technological competence), and more. The MOOC itself, according to its authors, is self-sufficient and complete, but its content does not always match or fully cover the details, illustrative base, structure, or thematic content of the syllabus used by the teacher in the offline format. This is normal, as, for exam-

ple, journalism uses different content and themes in various countries. The undeniable value of a foreign speaker’s MOOC lies in the broad extrapolation of knowledge and a global understanding of the subject. The instructor integrating such a MOOC into their subject focuses on updating the theoretical knowledge gained and translating it into skills and competencies based on local materials.

Such integration forms a strong educational resource, minimizes the risks of online learning, which, according to researchers, requires additional skills in time and motivation management from students. Without these skills, learning effectiveness can significantly decrease, affecting student performance (Baker, Evans, Li, Cung, 2019).

The possibility of using innovative materials, mobile learning applications, relevant video content, and user-friendly navigation of the course can enhance motivation, engagement, and overall academic performance (Scagnoli, Choo, Tian, 2019).

Introducing new technologies into the educational process also strengthens the competencies of the educator, enhancing flexibility and readiness for change (Taimalu, Luik, 2019). The speed at which new educational resources and computer programs appear requires university professors to continuously self-develop and expand their ICT competencies. At the same time, they need to monitor students’ new demands, abilities, attention span, analytical skills, and expectations, as well as model the alternation between theory, example, and practice; designing small group work that address the individual needs of each student.

Thus, modern university practices are shaping a new demand for hybrid education: short innovative lectures, personalized competency-based practical assignments reinforcing subject skills, and innovative MOOCs or other supplementary software products that expand or complement the subject being studied.

The authors of this research turned to their own experience with one of the innovative MOOC platforms – SC Training (EdApp), acquired in 2023. The UNESCO Department in Journalism and Communication, with the support of the International Communication Development Program (ICDP), implemented a project called “Central Asian Region: Journalism Education on Migration Issues” throughout the year. The goal of the project was to create a new mobile course based on the best journalistic practices for covering migration issues and the negative examples of presenting stereotypes. The course was designed not only for students but

also for practicing journalists ready to cover migration topics accurately and positively in the media. The project was aligned with several sustainable development goals (SDG 4 – Quality Education, SDG 5 – Gender Equality, SDG 10 – Reduced Inequality, SDG 16 – Peace, Justice, and Strong Institutions).

As a result of the project, a mobile course (MOOC) was launched in five languages (Kazakh, Russian, Kyrgyz, Tajik, and Uzbek), each with its own interface and autonomous address on the platform. The course includes current and final assignments, tests, games, and educational elements (KazNU, 2024).

Project stakeholders include universities, journalism faculties, students, master and doctoral candidates, professors, media schools, editors, journalists, bloggers, and press service representatives.

The project leader from KazNU is Doctor of Philology, Professor N.T. Shyngyssova. The project participants include faculty members from the UNESCO Department of Journalism and Communication: Professors A.V. Rozhkov, A.I. Skripnikova, E.I. Dudinova, and M.O. Negizbayeva.

## Literature Review

The period of active use of online technologies, with remote lecturers and students, and new formats of lectures and seminars conducted via computer screens in the early years of the third decade of the 21st century, sparked significant interest among researchers. The direction of their inquiries was multifaceted: empirical studies, summarization and classification of features and forms of online education, experimental research of specific models, identification of advantages, disadvantages, and risks, and comparative analysis of various approaches and methodologies.

A group of authors from the University in the Philippines identified conceptual and technical issues related to online classes and formulated final recommendations, considering factors such as internet speed, the lecturer's personal qualities (voice, diction, etc.), student motivation, and the availability of a special workspace for virtual classroom activities (Mallillin, Carag, Laurel, 2020: 14).

An overview of 2.0 e-learning concepts, which include the development of technological enhancements to the pedagogical model of education, active use of ICT, interactivity, syndication, and socialization, is provided in the article "Integration of E-Learning 2.0 in Online Courses" by Steve Chi-Yin Yuen. The author presents the history of the emer-

gence of a new e-learning model based on the combination with a social network or Web 2.0, leading to the creation of the second generation of e-learning: e-learning 2.0 (Yuen, 2014).

The article "Improving the Online Education Model with Integration of Machine Learning and Data Analytics into Learning Management Systems" provides interesting insights into the changing roles of the teacher and student. The authors note that the traditional view of the teacher as the primary actor is shifting in online education, where the student comes to the forefront. This shift introduces several issues: the creation of a comfortable environment, resource availability, control systems, motivation, and the personal qualities of students. The authors also propose enhancing online education with new technologies such as blockchain for data protection and the internet of things for continuous improvement of the educational model (Villegas-Ch, W., Román-Cañizares, M., & Palacios-Pacheco, X., 2020).

A group of authors from an American university studied critical success factors for online learning from the student's perspective. Seven factors were identified as essential: basic online modality, academic support, teacher presence, cognitive presence, online social comfort, online interactive modality, and social presence. The researchers emphasized the importance of the teacher as a guide, observer, and facilitator of the learning process. Cognitive presence, including stimulating curiosity, providing opportunities for reflection, helping to explain concepts, and the applicability of the material, was also considered crucial. Social presence, such as group work with other students, sharing knowledge, and creating a sense of community, was noted as another key factor. Structured feedback, communication, student coordination, and the creation of an online community were also highlighted as significant (Van Wart, M., Ni, A., Medina, P. *et al.*, 2020).

Elizabeth F. Barkley and Claire H. Major's book "Student Engagement Techniques" is also of interest, that presents a dynamic model of student engagement, offering practical advice on motivation, building connections, and strategies for engaging students in the online environment (Barkley, E.F., Major, C.H., 2020).

In terms of using MOOCs as an online learning platform, there are various scholarly opinions and findings. Researchers describe three possible ways of integrating MOOCs into educational programs: "embedding them in a blended learning format; replacing part of face-to-face courses with online

programs; and creating online master's programs where all courses are delivered in MOOC format." As risks, the authors point out the lack of universally accepted standards for organizing and assessing the quality of MOOCs, as well as the uncertainty surrounding the economic and educational impacts and the business models of online education. Moreover, some subjects or specialties may not be suitable for conversion into this format (Semenova T.V., Vilko-va K.A., 2017).

However, as mentioned earlier, the COVID-19 pandemic of 2020 significantly emphasized remote learning formats, with many universities discovering MOOCs as an effective model for distance education. The Coursera for Campus platform responded quickly and conceptually by offering free access to over 3,800 courses and 400 specializations from leading universities and industry partners (Anna McKie, 2020). Al-Farabi Kazakh National University (KazNU) actively and successfully used this resource during the pandemic and continues to do so, providing students with the opportunity to take courses from top professors worldwide.

In recent years, KazNU has developed a methodological model for implementing MOOCs, aimed at "realizing the methodology of electronic education while harmoniously preserving national traditions and introducing innovative pedagogical technologies (rational interaction between online and offline formats, where online education can significantly complement and enrich the educational process)" (Zhapparkulova, K.N., Alexandrova, O.I., 2021). The authors also note the varying levels of motivation among instructors and learners, strong and weak students, and active researchers and traditional lecturers.

## Materials and Methods

The research material was drawn from the experimental period of the project's implementation (September 2023 – September 2024), which includes the experience of educators in creating MOOCs on the SC Training (EdApp) mobile platform, methodological developments by educators, and feedback from testers, later including students and lecturers from other universities, regarding the course content and format.

The stages of preparation were studied, including priority-setting, material collection, mapping of educational resources, and platform selection. The course modules and thematic focus, relevant to the four Central Asian countries—Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan—were developed

based on the Journalism Teaching Guide from UNESCO's "Reporting on Migrants and Refugees" series (UNESCO, 2023).

The diachrony of this process was also represented in the validation materials, which were reviewed at a joint meeting on October 17, 2023, with representatives from over 40 domestic and international universities. The discussion covered the curriculum, indicators, resources, standards, methodology, quality control, and practices of covering migration in media in Central Asian countries. The essential part of this process was investigating the opinions and feedback from media outlets and migration-focused NGOs regarding the working practices for verifying migration-related statistics and digital data, as well as creating and reinforcing the media portrayal of migrants while considering risks such as stereotyping, victimization, and traumatization.

Additionally, various e-learning platforms were analyzed, with a focus on the SC Training (EdApp) platform, which uses a mobile-first approach tailored for "on-the-go" learning. This approach is more gamified than traditional work processes. The course development team chose this platform due to its simplicity and flexibility, ease of integration, gamification and micro-learning features, compatibility with any schedule, progress tracking, engagement incentives (e.g., stars for completing tasks), AI analytics, spaced repetition, push notifications, assessments, and certification options. Subsequently, the course's general concept, lesson sequence, and methodology relevant to its objectives were defined.

A central material in the study includes feedback from testers and students regarding the course content, methodology, evaluation criteria, and technical characteristics of the mobile course. This feedback was collected in two stages: the first from May 14 to September 2, 2024, and the second from November 20 to December 25, 2024. The results from the first round of surveys were incorporated into the final versions of the courses.

The study also analyzed the content of the MOOC "Central Asian Region –: Journalism Education on Migration Issues" (<https://link.edapp.com/kHUWsZP5zMb>). The research focused on interactive educational technologies, gamified methods (e.g., identifying incorrect phrases, crossing out "extra" words, matching definitions, searching for encrypted phrases, evaluating resources, writing brief texts, selecting definitive positions, combining text with images), and more.

Both surveys assessed multimedia and animation elements used in the course as supplementary

content to enhance student engagement, comprehension, and motivation.

The study also reviewed global research, normative frameworks, and UNESCO educational materials regarding media coverage of migration, combating violence, stereotyping, stigmatization, and the politicization of migration issues in the media.

In examining the local presentation of migration issues in the media, the authors analyzed content from local digital media, conducted significant work to collect, systematize, and evaluate the existing practices, and carried out a frame analysis of responses and comments to the journalists and officials.

The research methods included comparative practices and analysis of measurable empirical data gathered through the two-stage surveys, in-person and remote polls, “live” interviews with students, master’s students, and journalists. The authors also examined student results from various academic levels, conducted experimental testing, and evaluated the effectiveness of skill acquisition during the course. The course content, gamification aspects of pedagogical methods, and animation forms of student engagement were analyzed using universal segmentation methods for main and supplementary information. Additionally, the authors reflected on their experience using innovative digital resources, having worked with traditional MOOCs before.

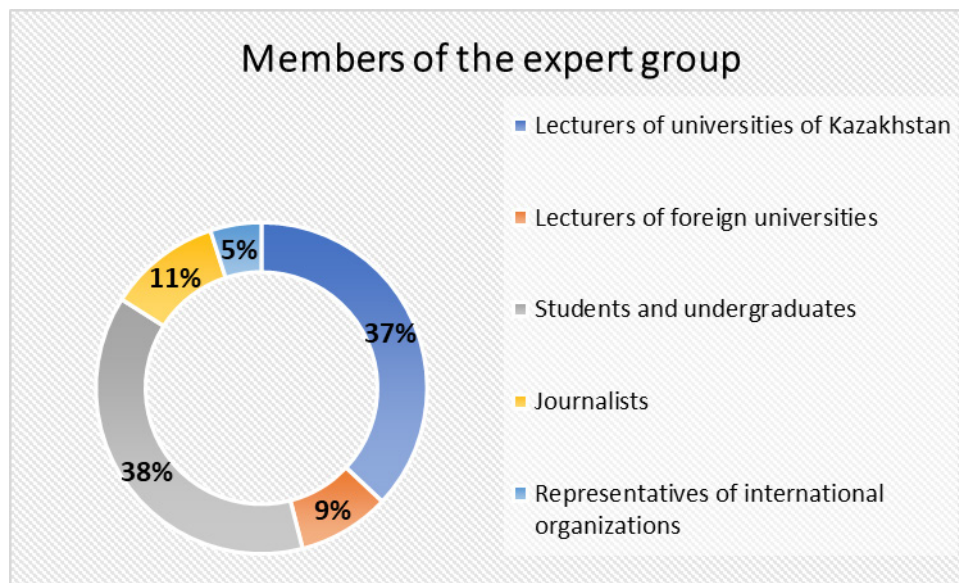
In studying the qualities of e-learning, the authors emphasized the need to increase student en-

agement with modern forms of educational content, as new generations of students are less receptive to traditional lecture-heavy formats. Based on this premise, the authors formulated the research question: Is a mobile platform using a mobile-first approach with gaming elements equivalent to a traditional MOOC? Can such a format be self-sufficient for retraining the practicing journalists and serve as a supplement to offline education for future media professionals in universities?

## Results and Discussion

The research was conducted in two stages. The first stage lasted 16 weeks, from mid-May to September 2024, and was a multi-level process: consultations with the working group, communications with testers and experts, surveys, and “live” interviews. The evaluation concept was summative, meaning all participants reviewed the content of the proposed online course in terms of usability, innovation, and engagement. Suggestions and feedback were carefully studied and incorporated into the project.

During the course validation phase, a working group was formed, consisting of experts from four countries (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan), practicing journalists, bloggers, and lecturers from both domestic and international journalism departments, as well as students (refer to Illustration 1).

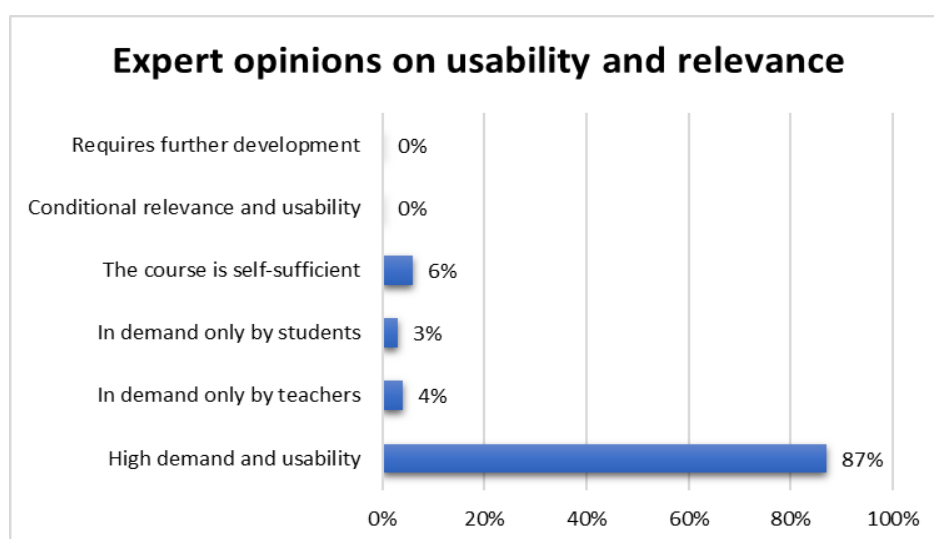


**Illustration 1** – The qualitative composition of the expert group for the period September to May 2024.

Participants of the expert group had the opportunity to comment and evaluate the course based on various criteria. These were divided into two main sections: external characteristics (such as user interface convenience, graphic design, technical features and tool capabilities, navigation clarity, etc.) and internal qualitative characteristics (such as text clarity, task difficulty, relevance of examples, the clarity of formulations, the sequence of topics and the compositional structure). The opinions of the experts were divided. The student audience was more interested in the graphic design and the mobile-first game

modules, while the teachers focused on the methodological aspects of material comprehension and the opportunities to reinforce skills related to the topic of migration.

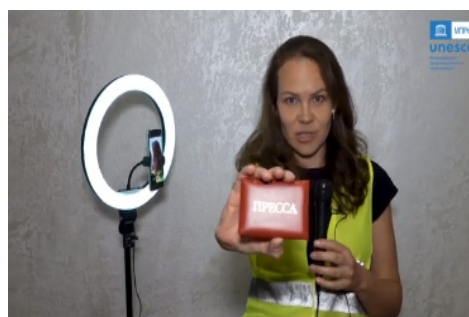
Practicing journalists rated the course as independent and capable of enhancing the professional competencies of media workers and others in fields related to migration, without interrupting their work schedules, effectively serving as an additional professional development course (see Illustration 2). An important factor for them was the fact that the platform provides a certificate.



**Illustration 2** – The structure of responses regarding the website’s usability and the demand for the course among stakeholders.

The interface of the lessons, as well as the introductory video created by Anastasia Skripnikova in the

style of an acting sketch (see Illustration 3) sparked significant interest and received positive feedback.

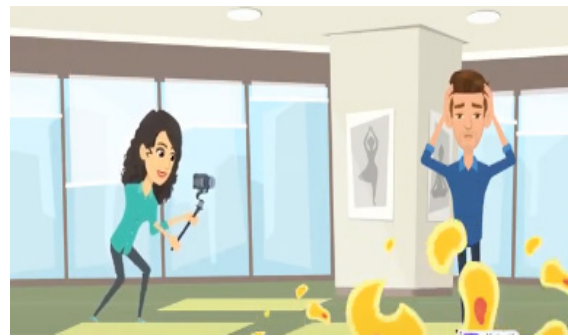
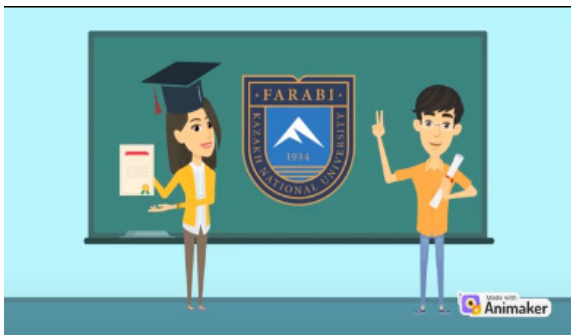


**Illustration 3** – Screenshot from the introductory video of the online course “Region – Central Asia: Journalism education on migration issues” (<https://link.edapp.com/kHUWsZP5zMb>).

The creative approach effectively set the students in a discussion-driven and somewhat provocative mindset, as throughout the lessons, they were often confronted with allusions to stereotypical views of migration and migrants. Students were encouraged to make the correct choices in texts, definitions, evaluations, and opinions.

In the development of the online course “*Central Asian Region: Journalism Education on Migration Issues*” the authors actively leveraged the SC Training (EdApp) platform’s tools and a variety of options that allowed integration of videos, animations, and content from media and YouTube.

Animated characters guide the students throughout all the lessons—young journalists, Amir and Dana – who were present in every module. These characters undertook editorial tasks, prepared for interviews, collected materials, and shared their skills and experiences on the complex issue of migration. The virtual characters moved actively, expressed emotions, voiced the problem and potential solutions, and learned alongside students how to apply global standards and recommendations from international organizations on working with traumatized migrants or survivors of violence (refer to illustration 4).



**Illustration 4** – Screenshot of animated videos created using the online service Animaker (<https://link.edapp.com/kHUWsZP5zMb>)

The “live” interviews with experts, comments, and evaluations are also noteworthy. The most indicative and complete response in the video feedback from the course tester, Dameli Kabulova, sent from the USA, where she was studying. Dameli noted: “I liked the course primarily because the format of the material is not a continuous text with a test at the end, but a theoretical part divided into small segments, each followed by an engaging practical exercise. Secondly, the interface is very simple and user-friendly. Personally, I was able to take the lessons while on public transportation, which is a 100% advantage of the course! Moving on to the content, I’d like to point out that the topics flow very smoothly from one to another, providing a gradual immersion into the issue. I also liked that some advice and recommendations can be used as a basis for covering any socially significant, difficult topic. The inclusion of links and additional literature is very useful and convenient for a detailed study of the material” (from the author’s personal archive). It was also noted that not all questions provided the

correct answer with explanations if a student made a mistake.

The suggestions and recommendations from the testers are highly valuable as they allow for quick fixes or updates to some parts of the course. For example, the navigation presented on slide 4, which allowed students to easily and quickly receive quality instructions for navigating through the topics and tasks, was improved and refined several times during the process.

The course structure was also positively assessed as it represented a dynamic, compact quest with convenient, understandable, and expected components: Introduction, eight lessons, and conclusion. Each contains short tasks that are awarded with stars. The awarded stars can be accumulated and used for passing other courses. Illustrations, photos, videos, graphs, and drawings, considering regional specifics and multimedia technologies, made the course engaging and useful.

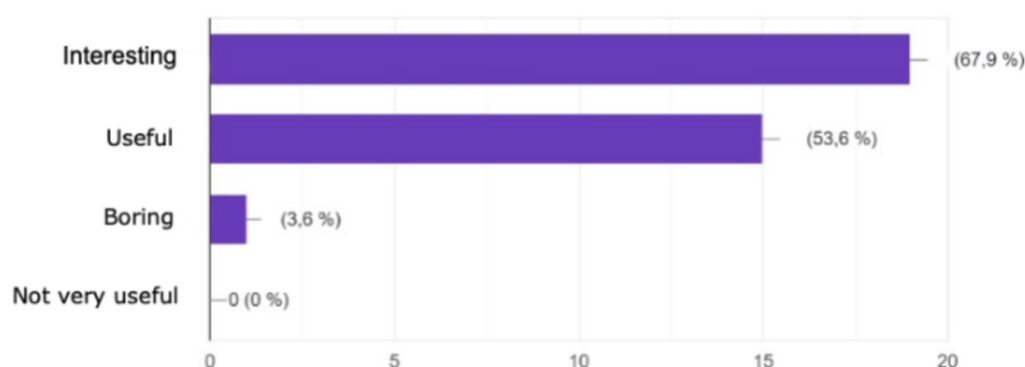
The second phase of the evaluation of the qualitative characteristics and post-implementation

frames of the course took place at the end of 2024 and lasted almost 5 weeks (from November 20 to December 25), after the official launch and publication of active links to the courses in five languages on UNESCO resources (UNESCO Almaty, 2024), and focused the attention of researchers on the main stakeholders – students and journalists.

The questionnaire contained closed and open-ended questions (<https://docs.google.com/forms/d/e/1FAIpQLSespW9HmjyIirc3B06HVJZ0mfuRoeM9E1LPHt8v1i-wN4Fnmw/viewform>), 108 students

of educational programs “Journalism” and “International Journalism” of three levels of education, 15 journalists specializing in migration, took part in the survey. 90% of the respondents are 17-21 years old, 10% are older than 21 years old.

The course interface was clear to 95% of the interviewees. In general, the majority (99%) found the course interesting and useful. 57% of the listeners managed to master the course in less than 10 hours, 25% did it in more than 10 hours, the rest coped in a week (see illustration 5).



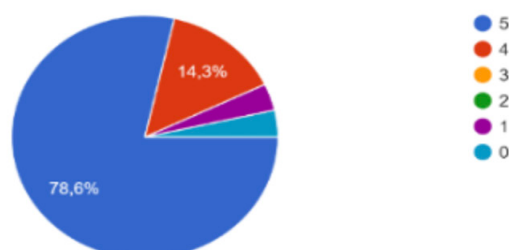
**Illustration 5** – Course evaluations based on criteria of interest and usefulness.

90% of respondents answered negatively to the question of whether there were difficulties in navigating the course and tasks, while 10% experienced some difficulties. In response to an open question, a suggestion was made: “To simplify the work with tasks at each stage, it would be more convenient to scroll from right to left, instead of the ‘Next’ button”; “The background image interferes while reading the white text. I recommend to make the

background simple and more readable”. 97% of respondents recommended to integrate the course into the educational process.

The positive assessment of the interactivity and game elements of the course can be considered a success for the developers. Since the recipients are mainly young people, their requirements for multimedia and spectacular content are high (refer to Illustration 6).

Оцените эффективность интерактивных заданий курса (тесты, игровые элементы и др.) от 0-5 баллов, где 5 – высший балл



**Illustration 6** – Course ratings on gamification elements and interactivity with 5 being the highest score.

The self-sufficiency of the course was assessed by journalists who are limited in time and can quickly improve their competencies on this matter. Students also found the course complete, but there were suggestions for integrating the mobile course with basic disciplines. 96.4% of respondents would recommend this course to colleagues and classmates.

## Conclusion

The research carried out, comparative analysis of the platforms, feedback and interviews that allowed authors to form the following conclusions:

Nowadays, modern lecturers must be involved in permanent process of self-learning and to acquire new skills of working with innovative e-learning platforms. The speed at which new technologies develop requires educators to monitor, analyze and choose the most comfortable and convenient technological concept for their students. For example, choosing SC Training (EdApp) as a base platform – course developers studied exiting models of the platform. For the past couple of years, the situation has changed, and the new alternative platforms such as Cloud Assess, Axonify, 7taps Microlearning, TalentLMS and others have emerged. Undoubtedly, they are neither better nor worse than EdApp but may be more useful for some forms of micro-learning, personalized learning sessions, short-term rapid learning courses, or when there is a need to enhance gamification, multimedia, or integrate with Zoom and Salesforce.

New generations of students are forming a demand for an umbrella-type education, where a synthesis of various pedagogical methods, technologies, and platforms are being used. Traditional forms do not always give high results in knowledge retention. The use of innovative platforms, AI-based analytics for monitoring and controlling students' progress, digital optimization of learning courses, and involvement of traditional forms with electronic sources and platforms receive positive responses.

Analysis of the conducted survey showed not only students' readiness for gamification but also an intellectual demand for "smart games" that require certain efforts, engagement in finding answers, or decoding dates, surnames, and terms. Highly value and grade the accessibility, convenience and brief explanations of mobile-first courses, students still strive for the significant strengths of education – remembering fundamental knowledge, accepting new in-demand skills, and engaging highly effective and important real market cases, problem-based learnings etc.

It is important to understand, that entering various spheres and economy industries, university graduates will face with demand for technological compliance, which means continuous professional development. This can only be achieved through integration with mobile education, skill for which each student must gather while studying within the walls of the university.

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