



UDC 37.026+378

Kindrat Iryna Petrivna

Candidate of Biological Science, PhD, Teaching assistant
Ivano-Frankivsk National Medical University, Ukraine

Savyak Oksana Lubomyrivna,

Teaching assistant
Ivano-Frankivsk National Medical University, Ukraine

Melnychuk Lubov Vasylivna,

Teaching assistant
Ivano-Frankivsk National Medical University, Ukraine

Kryvoviaz Oksana Stepanivna,

Teaching assistant
Ivano-Frankivsk National Medical University, Ukraine

Kindrat Hanna Vasylivna

Candidate of Medical Science, Associate Professor
Ivano-Frankivsk National Medical University, Ukraine

Ersteniuk Hanna Mykhailivna

Doctor of Biological Sciences, Professor, First Pro-Rector
Ivano-Frankivsk National Medical University, Ukraine

**RESOURCES TO PROVIDE DISTANCE STUDYING AT UNIVERSITY
DURING CORONAVIRUS DISEASE (COVID-19)**

Introductions. In March 12, 2020, the World Health Organization (WHO) declared the coronavirus disease 2019 (COVID-19) outbreak, caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), to be a pandemic [1]. The outbreak was first identified in Wuhan, China, in December 2019. In Ukraine, due to the threat of coronavirus, all schools and universities have been quarantined since March 12. On March 18, 2020, the UN Educational, Scientific and Cultural

Organization reported that 107 countries had implemented national educational institution shutdowns related to COVID-19 [2]. As a result, education has changed drastically, with the substantial rise of distance learning, through which teaching is undertaken on digital platforms. Distance learning during a global pandemic requires to find the right platforms for establishing an effective and efficient educational process. However, it is a challenge to choose appropriate learning platform for effective study.

In response to this, the **aim** of our study is to suggest learning platforms which can be used by universities as a tool to improve educational process in distance higher education.

Materials and methods. To achieve this goal, we analyzed systematic reviews by searching literature across multiple disciplines using PubMed as the data source, investigated educational applications, platforms and online resources.

Results and discussion. The educational resources, learning apps and platforms help teachers and university administrators to create, curate, facilitate student learning and interaction, and to improve educational process in distance higher education during a global pandemic. Despite the presence of similar features, such applications can be categorized, based on distance learning needs and objectives, into several types [3].

Online learning management systems, for example:

Google Classroom – Helps classes connect remotely, keep them organized and improve communication with students.

Moodle – Community-driven and internationally-supported a free open learning platform.

Edmodo – A network platform which enables to manage classrooms and engage students remotely, offering a variety of languages.

Skooler – Tools to turn Microsoft Office software into an education platform, which allows for a number of pathways and collaboration opportunities between teacher and student.

Collaboration platforms that support live-video communication, such as:

Microsoft Teams – The hub for team collaboration in Microsoft 365 that integrates the people chat, meet, call and collaboration features.



Skype – Supports video, audio calls, instant text chat and collaboration features.

WhatsApp – A cross-platform, allows to make audio and video calls, messaging and content sharing mobile application.

Zoom – Cloud platform for video and audio conferencing, collaboration, chat and webinars.

Massive Open Online Course (MOOC) Platforms, like:

Canvas Network – Course for educators in order to support personal growth and skills development.

Coursera – Online courses taught by expert instructors from the world's best universities and instructors.

EdX – Online education courses from leading institutions worldwide.

Future Learn – Courses, created by experts from leading universities and organizations to help learners study and build professional skills.

Having well evaluated and defined the right application, participants of the educational process will be able to make a clearer strategy for its using.

Within coronavirus quarantine in Ukraine, the Microsoft Teams is a primarily using platform at Ivano-Frankivsk National medical university for distance studying.

Conclusions. Thus, educational online applications and learning management systems play an important role in learning processes, provide an opportunity for effective individual and team learning all over the world.

References:

1. WHO. WHO Director-General's opening remarks at the Mission briefing on COVID-19. 2020. <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-missionbriefing-on-covid-19> (accessed March 12, 2020).
2. United Nations Educational, Scientific and Cultural Organization. COVID-19 educational disruption and response. 2020. <https://en.unesco.org/themes/education-emergencies/coronavirus-schoolclosures> (accessed March 19, 2020).
3. United Nations Educational, Scientific and Cultural Organization. Distance learning solutions. <https://en.unesco.org/covid19/educationresponse/solutions> (accessed March 19, 2020).