

ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ В ОСВІТІ

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USE OF MIRO BOARD DURING DISTANCE LEARNING OF ENGLISH IN MARITIME ACADEMY

The global pandemic and wars have made changes to the educational process, which has necessitated the transition of education at all levels to distance learning. For the successful consequences of such a transition, it is important to take care of increasing the efficiency of the educational process and creating comfortable learning conditions, which would help adapt to the individual needs of students, intensify the learning process, increase their motivation and cognitive activity. These problems can be solved through the use of information and communication technologies in general and online whiteboards as a means of increasing the effectiveness of learning in particular.

The analysis of the main research and publications shows the increasing attention of both Ukrainian and foreign scientists to the problem of creating an information educational environment for the training of future specialists in higher education, in particular, to the use of cloud technologies and the application in the process of teaching English of online services, the study of various aspects related to their use in distance and blended learning (N. Aristova, N. Buriachenko, D. Varganova, L. Dankevych, V. Kukharenko, A. Kushnir, O. Kuzmenko, O Malykhin, Yu. Lisova, I. Myskiv, A. Naidonova, S. Nikolaeva, R. Popov, N. Tsypanova, T. Yarmolchuk; R.K. Allah, S. Boell, A.T. Cram, A.J. Brock). However, it should be noted that despite the presence of a significant number of publications, we consider it necessary to continue researching this issue,

since certain problems constantly arise in the use of new information technologies, in particular for teaching Maritime English, requiring both theoretical coverage and the search for practical ways solutions.

This article aims to analyze the features of using the Miro virtual board during distance learning when teaching English in Maritime Academy.

Miro is a digital whiteboard platform that enables real-time collaboration, providing an expansive canvas for users to create, collaborate, and communicate visually. Its intuitive interface allows users to brainstorm, organize ideas, and work on projects collectively, irrespective of geographical barriers. Miro is a tool that can be used effectively in several ways such as: remote brainstorming; mind mapping; designing; planning; demonstrating concepts, presenting in a creative way. Miro facilitates a comprehensive and interactive learning experience [4].

Miro platform is designed for collaborative remote operation and can accommodate a lot of information. This online board provides the use of various functions and tools: working with a pen and elastic, adding pictures (note that Miro has accelerated search pictures and photos), color stickers, as well as attachment of documents, tutorial (whole) or separate pages from books; creating all sorts of schemes, tables, mental maps; writing text, comments, chatting, exporting whiteboards in PDF format. Miro interactive whiteboard not only allows to visualize many ideas, but can also become the basis for an entire lesson. Using this service, teacher can create and classify different materials for lessons, explain and practice various lexical and grammatical topics, organize brainstorming sessions, and organize project work [2, p. 286].

Since all participants in the educational process can jointly edit notes within the canvas, the service can be used to practice various aspects of grammar and vocabulary: writing sentences or questions, filling in etc.

With Miro, it's possible to easily and quickly monitor multiple groups at scale. Initially created as a design thinking tool where teams can interact and share ideas on a large canvas, Miro offers a vast space where users can share post-it-notes, documents, pictures and tables. Teachers can make use of this by pre-populating a Miro board with instructions and slides replicated in groups, that scaffold classroom activities to guide student interaction [3].

According to Nur Aziemah Mohd Azman, Miro board serves as a hub for group projects and teamwork, enabling students to work collectively on assignments, brainstorm ideas, and provide feedback seamlessly. Through its interactive features, Miro facilitates peer-to-peer learning, enhancing communication and teamwork skills among students. The platform's versatility empowers students to unleash their creativity and hone critical thinking skills. Students can express their ideas visually, fostering a deeper understanding of the subject matter with tools like templates, shapes, and various media integrations. This process encourages innovative thinking and problem-solving, crucial skills of future marine specialists [4].

Miro as a learning tool is recommended to use at English lessons to organize various forms of group work of students with elements of creative activity. Modern web services of virtual boards are not limited to maintaining visual contact of all participants of the group. The resource considered is convenient for organizing students' educational activities, monitoring, recording progress and mutual verification in the format of cooperation. This online whiteboard promotes the development of creative abilities, critical thinking, and independent / teamwork skills of students during a lesson [1, p. 140].

As noted by S. Boell et al., Miro isn't the only visual collaboration tool on the market, it's similar to Padlet. Other EdTech tools are great for one-off activities, but Miro can support a sequence of activities or even a whole semester of classes all in the one place. The platform has been built for design thinking and flexibility, so provides more options both for teachers designing activities and for students in completing them. It's also easy to add additional resources, like Powerpoint slides, so students have everything they need in the one place. Finally, it's easy to copy sections of Miro boards and entire boards to reuse activity templates across classes and semesters [3].

Here are some examples of using interactive whiteboard at English lessons in Maritime Academy.

Mind map tool extends the association activity into a more organized, visual plan. Working in pairs or individually, teacher writes the topic word in the centre of a page and then students list associated words into categories scattered around the frame. With the help of this tool, teacher can engage students into the topic, encourage students to think about different

synonyms or vocabulary groups and grammar structures based on some common features. The important thing is to allow your students to use the tool themselves so that their creativity can flow.

Another way to engage your students in active learning is to offer a task in a kanban form. The benefit of this tool is that you can move blocks from columns around the board. You can prepare some target words or structures, toss them, and ask students to replicate the correct order.

Miro has such tool as stickers, this activity is fun and super-exciting for students. Teacher may use the sticker notes or shapes to hide parts of or whole objects. He asks students to guess what is under the sticker. It's possible to use the same tool as a part of reading or writing tasks. For example, read a text, hide some parts of it, and rewrite it using the target vocabulary.

Miro virtual whiteboard is an indispensable tool for distance learning of English in Maritime Academy, which greatly simplifies the process of sharing educational material, and also allows all students to see the work of others without having to access and switch screens. The built-in tools of the Miro board provide much greater functionality than traditional chalkboards, in particular the ability for several students to work on the same area at the same time.

References:

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