EDU LEARN 16

CONFERENCE PROCEEDINGS

EDULEARN 16

8TH INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES
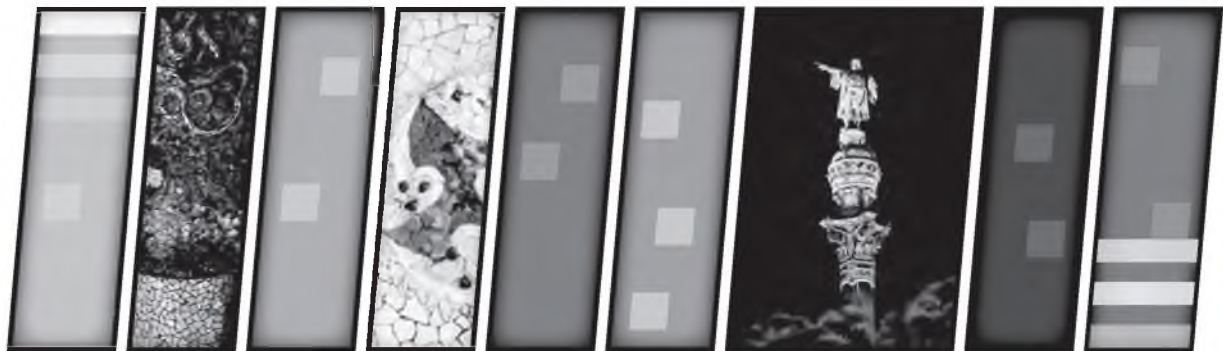
BARCELONA (SPAIN)
4TH - 6TH OF JULY, 2016

CONFERENCE PROCEEDINGS

EDULEARN16 COMMITTEE AND ADVISORY BOARD

Aaron Doering	UNITED STATES	Hanna Kinnari-Korpela	FINLAND	Maria Porcel	SPAIN
Agustín López	SPAIN	Helena Duch	UNITED STATES	Mario De Tullio	ITALY
Aharon Yadin	ISRAEL	Hilda Colón Plumey	PUERTO RICO	Mark Wilkinson	SINGAPORE
Aline Grunewald Nichele	BRAZIL	Ignacio Ballester	SPAIN	Martin Maltais	CANADA
Amparo Girós	SPAIN	Ignacio Candel	SPAIN	Michael Miles	CANADA
Ana Paula Lopes	PORTUGAL	ilknur Celik	CYPRUS	Michela Baraldi	UNITED STATES
Ana Tomás	SPAIN	Iván Martínez	SPAIN	Mónica Fernández	SPAIN
Anders Nordby	NORWAY	Ivana Ogrizek Biskupic	CROATIA	Naoshi Kanazawa	JAPAN
Ann Conway	IRELAND	Janet Herrelko	UNITED STATES	Nicole Jamison	CANADA
Anne-Maria Korhonen	FINLAND	Janine Delahunty	AUSTRALIA	Nikolaos Avouris	GREECE
Antonio García	SPAIN	Jannie Roed	UNITED KINGDOM	Norbert Englisch	GERMANY
Astrid Myklebust	NORWAY	Jasmin Decker	GERMANY	Norma Barrachina	SPAIN
Berhannudin Mohd Salleh	MALAYSIA	Javier Domenech	SPAIN	Olga Teruel	SPAIN
Chelo González	SPAIN	Javier Martí	SPAIN	Panagiotis Fotaris	UNITED KINGDOM
Christian Weber	HUNGARY	Joanna Lees	FRANCE	Patsy Robles-Goodwin	UNITED STATES
Christina Biron	UNITED STATES	Joanna Loveday	UNITED KINGDOM	Peter Gorder	UNITED STATES
Christine McGunnigle	AUSTRALIA	Jolanta Navickaite	LITHUANIA	Peter Haber	AUSTRIA
Clelia Cascella	ITALY	José Bidarra	PORTUGAL	Piedade Vaz-Rebelo	PORTUGAL
Cole Webber	CANADA	Jose F. Cabeza	SPAIN	Priit Reiska	ESTONIA
Constanza Herrera-Seda	CHILE	Jose Luis Bernat	SPAIN	Priscilla Shak	MALAYSIA
Cristina Lozano	SPAIN	Josephine Munthali	UNITED KINGDOM	Regiane Yamaguchi	BRAZIL
Davi De Conti	BRAZIL	Judith Szerdahelyi	UNITED STATES	Roma Kriaučiūnienė	LITHUANIA
David Cline	UNITED STATES	Kalaimagal Ramakrishnan	MALAYSIA	Sergio Pérez	SPAIN
David Dalton	UNITED ARAB EMIRATES	Kanokorn Photinon	SINGAPORE	Susan Mulroney	UNITED STATES
David Martí	SPAIN	Karen Henderson	UNITED KINGDOM	Svein Thore Hagen	NORWAY
Despina Varnava Marouchou	CYPRUS	Karin Lewis	UNITED STATES	Tetyana Antimirova	CANADA
Dimitrios Kotsifakos	GREECE	Kateřina Vitásková	CZECH REPUBLIC	Tolga Akbulut	TURKEY
Drewe Phillips	UNITED KINGDOM	Kayoko Fukuchi	JAPAN	Tomas Kala	CZECH REPUBLIC
Eladio Duque	SPAIN	Koos van der Kolk	NETHERLANDS	Tracey Speake	UNITED KINGDOM
Eline Leen-Thomele	GERMANY	Kristin Brogan	IRELAND	Tuija Eloranta	FINLAND
Filip Devos	BELGIUM	Lia R. Oliveira	PORTUGAL	Ulla Kotonen	FINLAND
Franck Luthon	FRANCE	Lorena López	SPAIN	Victor Fester	NEW ZEALAND
Fritz Vandover	UNITED STATES	Luís Descalço	PORTUGAL	Virginie Leclercq	FRANCE
Gemma van Vuuren Cassar	UNITED KINGDOM	Luis Gómez Chova	SPAIN	Wendy Abigail	AUSTRALIA
Götz Winterfeldt	GERMANY	Mª Jesús Suesta	SPAIN	Xavier Lefranc	FRANCE

CONFERENCE SESSIONS

ORAL SESSIONS, 4th July 2016

Open Educational Resources (OERs)
Flipped Learning (1)
Blended Learning (1)
Meet the Keynote
Language Learning Assessment
Emerging Technologies in Mathematics
Special Education
Flipped and Blended Learning in Business Education
Professional Development of Educational Staff

Massive Open Online Courses (MOOCs)
Flipped Learning (2)
Blended Learning (2)
Mentoring and Coaching
English for Special Purposes
Emerging Technologies in STEM
Inclusive Education
Gamification in Business Learning
New approaches in Teacher Education

Cultural Diversity and Multilingualism in MOOCs
Learning and Teaching Methodologies
Mobile Learning
e-Assessment
Language Learning Innovations
New Experiences in STEM Education (1)
Adult and Vocational Education
Experiences and Innovations in Engineering Education (1)
Training Educational Staff

Advanced Classroom Technology
Links between Education and Research
LMS & VLE
Evaluation and Assessment of Student Learning
New Technologies in Language Learning
New Experiences in STEM Education (2)
University-Industry Cooperation
Experiences and Innovations in Engineering Education (2)
ICT skills for Educational Staff

POSTER SESSIONS, 4th July 2016

New Trends and Experiences in Education
e-Learning and Educational Software

ORAL SESSIONS, 5th July 2016

Videos for Learning
Virtual, Collaborative and Personalized Learning Environments
e-Learning
Serious and Educational Games
Experiences in Health Sciences Education
Game Based Learning in Primary & Secondary Education
Experiences in Architecture & Design
ICT for Development
In-service Teachers Experiences (1)

Immersive Virtual Reality
Collaborative Virtual Learning Environments
e-Learning Experiences (1)
Game Based Learning in Higher Education
Technology in Health Sciences Education (1)
Technology in Schools
Career Development and Training
Education and Globalization
Pre-service Teachers Experiences (1)

Virtual Reality and Augmented Learning
Project and Problem Based Learning
e-Learning Experiences (2)
New Learning Technologies and Gamification
Technology in Health Sciences Education (2)
Experiences in Primary Education
Curriculum Design and Development
New Experiences in Multicultural Learning
Pre-service Teachers Experiences (2)

Experiences in Computer Science Education
Computer Supported Collaborative Learning
Emerging Technologies in Education (1)
Learning Analytics
New platforms to Teach Coding Skills (1)
Experiences in Primary & Secondary Education
Pedagogical Innovations in Education
Barriers to Learning
In-service Teachers Experiences (2)

e-Learning Projects and Experiences
Entrepreneurship Education
Emerging Technologies in Education (2)
Assessment and e-Assessment
New platforms to Teach Coding Skills (2)
Learning Experiences in Preschool Education
Quality Assurance and Accreditation
Student Support in Primary & Secondary Education
Educational Management

POSTER SESSIONS, 5th July 2016

Technology, Research and Training in Education
Pedagogical Innovations and International Projects

VIRTUAL SESSIONS

Academic Research Projects
Barriers to Learning
Blended Learning
Computer Supported Collaborative Work
Curriculum Design and Development
Distance Learning
Diversity Issues, Women and Minorities
E-content Management and Development
e-Learning Projects and Experiences
Education and Globalization
Educational Management
Educational Software & Serious Games
Educational Trends and Best Practice Contributions
Emerging Technologies in Education
Enhancing Learning and the Undergraduate Experience
Evaluation and Assessment of Student Learning
Flipped Learning
Impact of Education on Development
International Projects
Language Learning Innovations
Learning and Teaching Methodologies
Learning Experiences in Higher and Further Education
Learning Experiences in Primary and Secondary Education
Lifelong Learning
Links between Education and Research
Massive Open Online Courses (MOOCs)
Mobile Learning and Tablet Technologies
New Learning/Teaching Models
Organizational, Legal, Policy and Financial Issues
Pedagogical Innovations in Education
Pre-service and In-service Teacher Experiences
Quality Assurance/Standards and Accreditation
Special Education
STEM in Education
Student Support in Education
Technology-Enhanced Learning
The Bologna Declaration and ECTS Experiences
Training educational staff
Transferring Skills and Disciplines
Tutoring and Coaching
University-Industry Cooperation
Virtual Learning Environments (VLEs)
Workplace Training and Employability Issues

ABOUT EDULEARN16 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at EDULEARN16 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers trough your default Web browser (open the file named "EDULEARN16.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching EDULEARN16 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in EDULEARN16 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "EDULEARN16.pdf" with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the EDULEARN16 Proceedings index:
1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The "EDULEARN16_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:
1. In the "Edit" menu, choose "Search". You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click "Load".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:
1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:
1. In the "Edit" menu, choose "Full Text Search".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

STRATEGIES, DEVELOPMENT AND IMPLEMENTATION OF VPL - PRACTICES IN SIBERIAN FEDERAL UNIVERSITY: MULTICULTURAL CONTEXT

Olga Smolyaninova, Ekaterina Bezyzvestnykh

Siberian Federal University (RUSSIAN FEDERATION)

Abstract

The paper overviews the development strategy and validation of prior learning (VPL) implementation practice at the School of Education, Psychology and Sociology, Siberian Federal University. In the furtherance of the goal the VPL technologies, personal and professional resources for long life learning (e-portfolio, STARRT-method, competence self-assessment according to "CH-Q assignment Bottle") and multicultural IPE – based technologies have been used. The material was prepared within the framework and sponsorship of the international project "ALLMEET[1]".

Keywords: evaluation of learning outcomes, formal, non-formal and informal learning, e-portfolio, authentic assessment, formative assessment, federal university, Bachelor's degree programme, Master's degree programme, postgraduate training programme, Lifelong Learning, e-portfolio, validation prior learning, multicultural center.

1 CONTEXT

Modernization of education in the Russian Federation highlights the significance of complex evaluation of educational outcomes, both individual and professional experience of students. In response to such challenges traditional methods of the interim and final evaluation of students, graduates (tests, exams, essays, etc.), as well as different types of CVs requested by employers from candidates, could hardly provide comprehensive information to the fullest extent for appropriate assessment of the entire spectrum of personal and professional competencies and skills that are required for a decision making in a particular case. The problem of personalized comprehensive assessment take on a new significance and seem more pressing in terms of geographical and occupational mobility, that are typical of many multicultural regions of the Russian Federation, including Krasnoyarsk Territory with more over 159 nationalities living here and continuous influx of immigrants.

For the development of tolerance in a multicultural educational environment of the Siberian Federal University has played a pivotal role. In October 2015 SibFU had joined the federal project 5-100, which aims to enhance competitiveness of the leading Russian universities in the global research and education market, including the establishment of the Open University and supportive environment for the students worldwide. Twenty one university, including Far Eastern Federal University (Vladivostok), National Research University 'Higher School of Economics' (Moscow), Kazan (Volga District), Federal University (Kazan), and others are part of the project. [9]. There are several basic gaps in the international competitive growth program of the SibFU with 'Small number of international students' being part of them (Fig. 1).

The mainstreams of the SibFU Development Agenda till 2021 address the issues of design and implementation of adaptability programme for international students and academic staff; national and international mobility; and promotion of social and cultural development of Siberia [8]. We further consider theoretical aspects and best practices in implementation of the given strategies in multicultural environment of the Krasnoyarsk Territory as in the case of School of Education, Psychology and Sociology.

Fig. 1 The slide 'Basic Gaps' from the presentation of the international competitive growth program of the SibFU [12]

2 METHODOLOGY

Today long life learning and wide circulation of adaptive learning approaches applied by universities contribute to competitiveness of their graduates on the job market worldwide.

Validation of Prior Learning (VPL) aims to provide opportunities for planning individual path for the sake of personal development and meeting professional growth.

Duvekot R., Halba B, Aagaard K., and other VPL ideologists [2] argue that social success of an individual hinges on their educational background. VPL allows for self assessment and underpins the modification of modern educational paradigm. In the context of VPL competence-based paradigm of education constitute on individual characteristics of an individual, freedom of choice and decision-making and is supported by activity approach.   VPL is the process focused on ensuring assessment and validation of professional experience and competences of people at a certain stage of their lives.VPL is not intended to identify the deficit of a competence but to develop in the assessed individual resources of the competences available. European countries, Holland, Switzerland, Germany, Finland and others, make active use of VPL. VPL, the way we see it, may have good look for evolving in the Russian educational practice as it is in line with the current educational paradigm for competency based high and higher schools (according to E.Yamburg) [11]. Not only competence-based paradigm assessment implies expertise, knowledge and skills, but also competences in various fields. Primarily, it is formative assessment. And in the context of such approach the attainment of the summarized and mapped out educational outcomes is the competence-formation process is an integral prerequisite for successful realization of personal potential of graduates in profession and career in the context of ever-changing world.

Competence is the basic term in VPL that implies relevant knowledge, skills and awareness an individual can use in certain situations. To identify and measure competences is the challenge. A person reveals their knowledge and skills during their activity (real or simulated events) [10] that can be analyzed   based on the information submitted by a candidate.

Competence includes not only knowledge and skills but also awareness how to use them. In practice, it is based on individual perception of environment and ambitions.

VPL is based on the definition of the European Center for the Development of Vocational Training ("Cedefop") [4], which defines competence as a possibility beyond knowledge and skills. It is much broader and encompasses such functions as cognitive, functional, personal and ethical (see table below).
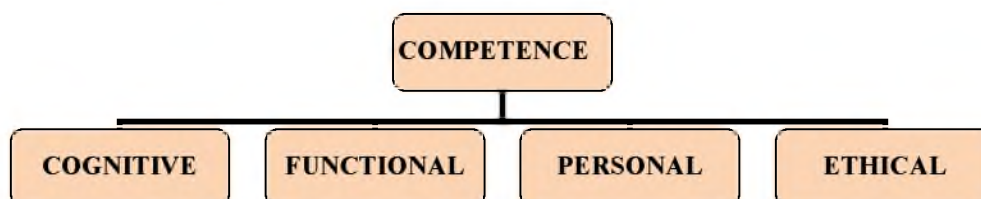

Fig.2 – Content of competence (definition of the European Center "Cedefop")

According to the VPL concept personal competence has been the most relevant and can be defined, validated and developed (in the future) only in certain contexts and real situations holistically meaningful sense [2].

E-portfolios, interviews, STARRT-method, case method and simulations are the 'glue' VPL technologies for validation of prior experience and professional development.

3 EXPERIENCE

School of Education, Psychology and Sociology of Siberian Federal University (SEPS, SibFU) has been a part of international project TEMPUS "ALLMEET" (2013- 2016) which has been implemented by five Russian and three European universities, the European Centre for Validation of Prior Learning (EC-VPL, the Netherlands), the Institute of Vocational Education Pedagogy and Psychology RW and youth public organization "Center volunteering development "Volunteer" (Kazan) [5].

In the framework of the projects of professional mobility and sharing best practices the SEPS, SibFU team participated in two stages of the international EC-VPL – initiated training center events[2]. One of the major outcomes of the training has materialize into implementation of innovative VPL practices in educational and professional Bachelor's and Master's degree programmes including the activities of Multicultural Centre for long life learning based on individual training services.

We shall describe the VPL in assessment and consider bases for its use in School of Education, Psychology and Sociology of Siberian Federal University, report the results of using the method based on the examples.

It should be noted that the VPL assessment has been successfully tested and blended into information-educational environment of SEPS SibFU due number of VPL fundamentals (Pic. 3 below)
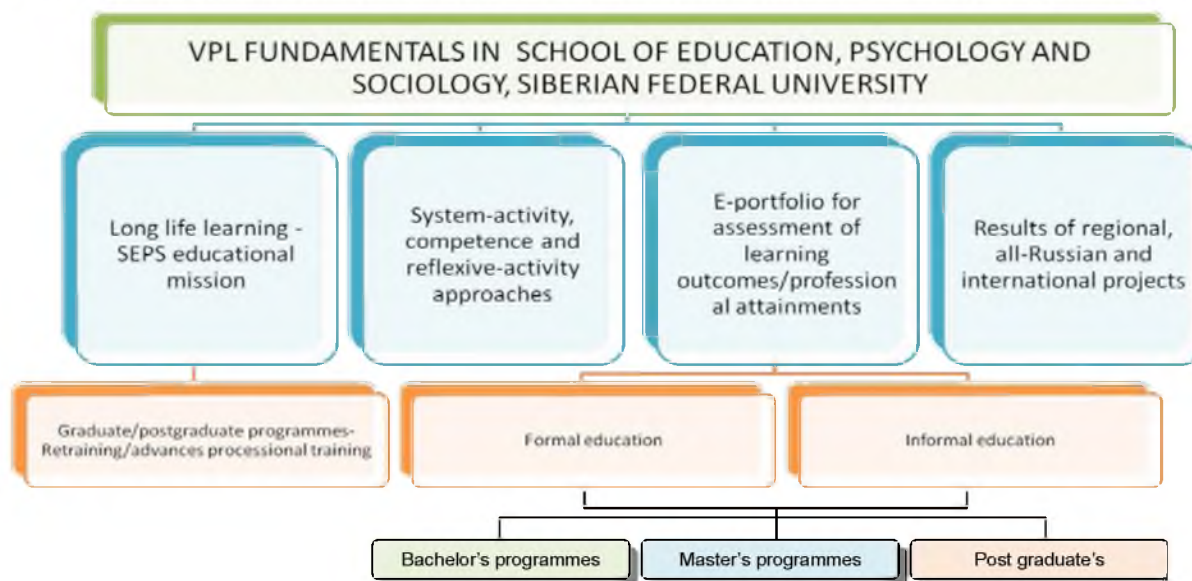

Fig. 3

Let us consider two examples of VPL technology: e-portfolio and STARRT-method, which have been successfully evaluated for 2 years in SEPS with BA and MA programmes, (major "Pedagogic").

It should be noted that the SEPS, SibFU has a long-term experience of using e-portfolio technology in training BA and MA student, majoring in Pedagogic. Since 2015, for designing practical tasks for future teachers the focus was on reflection, self-reflection, and evaluation of personal and professional competencies. First-year BA (Pedagogic) students acquire their skills in creating e-portfolio in the course of study of the discipline "E-portfolio Technology of in Education."

---

[2] International trainings in European Centre for Validation of Prior Learning (EC-VPL, the Netherlands): Volendam (Nivember 2014), Hague (January, 2016).

The discipline aims to acquisition methodological approaches to the creation, development and use of e-portfolios in the context of lifelong learning, the formation of the basic and professional competencies needed in the information-educational environment of the university. One of the first practical tasks that Bachelors of Pedagogy are given when studying this discipline is to create individual e- portfolio within SEPS e-learning course, having the following structure: "Greeting", "Summary", "Reflection", "Private", "Contact".

The example of reflective essay of BA e-portfolio placed on the web site SEPS SibFU, is shown in Fig. 4.

Fig. 4 – Example of reflexive essay of a Bachelor-degree student' e-portfolio- future teachers, available on the website of SEPE, SibFU.

It should be noted that in the example of reflexive portfolio a future primary school teacher has demonstrated their understanding of significance and necessity of the acquired.

For the presentation and description of the personal and professional competences Bachelor degree students, majoring in Pedagogic performed self-, peer- and expert assessments, that were presented in the private e-portfolio made available on the website of SEPS-SibFU. i.e. "Evaluation of the e-portfolio of the student-teacher of SEPS, SibFU. Technology of formative assessment", "Self-assessment of competencies by the method of CH-Q assignment Bottle", "Designing the structure of e-portfolio of SEPS, SibFU Bachelor student", " Photo report/video on the results of the work placement at the school in the first semester of study". The example of section "Attainments" of the BA SEPS, SibFU (Pedagogic) e-portfolio is shown in Fig. 5

Fig. 5 – an example of section "Attainments" from a Bachelor degree e-portfolio, SEPS, SibFU

The STARRT-method (Situation-Task-Activities-Result-Reflection-Transfer), another VPL technology, is intensively used at the Master degree level in SEPS, SiBFU. Within the framework of the module "Assessment of personal and professional experience, goal-setting and planning in lifelong learning, and career development" of the e-course "E-portfolio for professional development and carrier" Master degree students have to fill in their individual from a piece of which is presented below (Fig. 6)

Fig. 6 - a piece of STARRT-method form, filled in by a SEPS, SibFU Master-degree student.
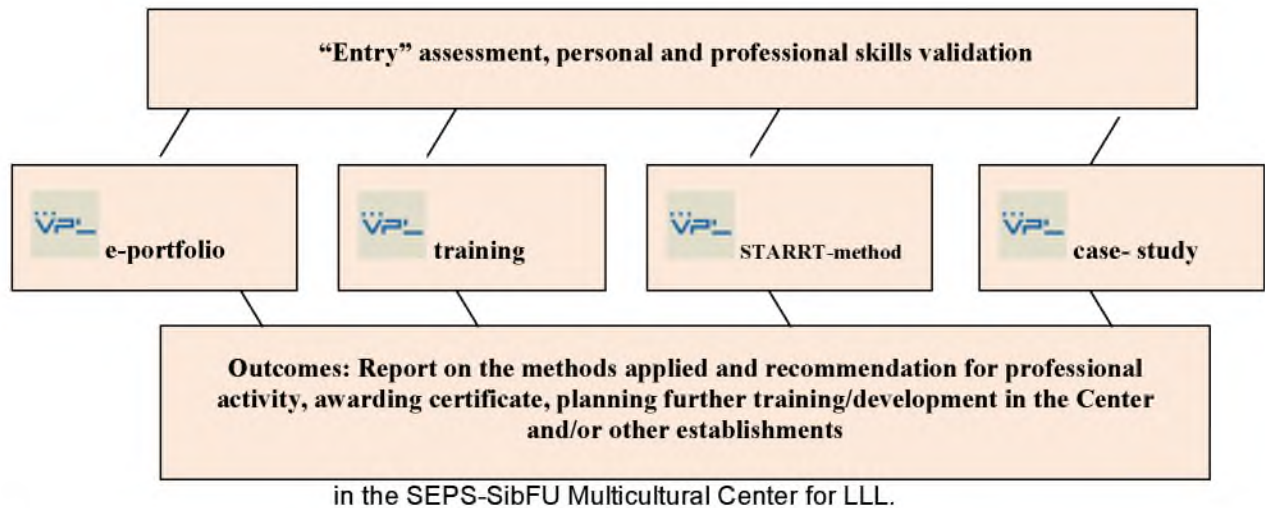
In 2015 the Multicultural Centre for lifelong learning based on personal training services was established in SEPS, SibFU within the framework of the TEMPUS project "ALLMEET".

The Center has set the following as its main objectives:

- Orientation of formal education to continuous education;

- Development of ethno-cultural competencies that are currently in demand in multicultural society;

- Implementation of consulting activity for the representatives of different ethnic and cultural groups facilitating their integration into the multicultural space of the Krasnoyarsk Territory [7].

Multicultural Center for lifelong learning [13] is the off-line interactive platform [6] of the multicultural educational platform of SEPS, SibFU [3].

Representatives of national communities and autonomous regions, lecturers, teachers, graduate and Master- degree students, public and municipal officials are students of the Center. One of the main activities of the Multicultural Centre is assessing and validating personal and professional competences including VPL evaluation of the stakeholders as presented in the Fig.7 below.

"Entry" assessment, personal and professional skills validation

e-portfolio	training	STARRT-method	case- study

Outcomes: Report on the methods applied and recommendation for professional activity, awarding certificate, planning further training/development in the Center and/or other establishments

in the SEPS-SibFU Multicultural Center for LLL.

The TEMPUS "ALLMEET" project team trainers of SEPS SibFU provides training module "Assessment of personal and professional experience, goal-setting and planning in lifelong learning, and career development" as a part of Multicultural Center for lifelong learning. The majority of the training participants are lecturers, teachers, methodologists, school head teachers. The training is primarily focused on educational, professional, socio-cultural needs of students in the context of long life learning, free choice of directions and levels of professional education customized to individual interests, inclinations, abilities and relevance of the Multicultural Center for lifelong learning to comply with the modern open labor market requirement. The processes of goal setting and planning of individual educational path of teachers and students can be realized through system-activity approach [1], in creating a multicultural environment of co-creation and co-cooperation, ensuring continuity in stage-to- level of education transition, the implementation of professional and academic mobility , validation of personal and professional experience using innovative technologies formative assessment. The 'glue' methods of evaluation are: IEPs SibFU, e-portfolio, STARRT-method competences self-assessment, "CH-Q assignment Bottle".

4   CONCLUSIONS

Thus, the system implementation of VPL validation of educational outcomes of students at various levels of training, validation of their personal and professional experience for employment purposes or other competence-relevant events considered in the framework of the multicultural center-based personal training services SEPPS , provide a   solution to problems related, first of all, with the formation of the open University and multicultural educational environment for all stakeholders in the Krasnoyarsk Territory.

REFERENCES

[1]   Bezyzvestnykh E.A., Smolyninova O.G. The analysis of practical training of future elementary school teachers in the context of active reflective learning // EDULEARN15 Abstracts 7th International Conference on Education and New Learning Technologies, July 6th-8th, 2015. — Barcelona, Spain. — Pp.7529-7263.

[2]   Duvekot R., Halba B, Aagaard K., Gabršček S., Murray J. The Power of VPL: Validation of Prior Learning as a multi-targeted approach for access to learning opportunities for all. EC-VPL, 2014. 273 p.

[3]   Smolyaninova O.G., Trufanov D.O. The development of multicultural competence of students and teachers of the university by means of e-portfolio on the basis of the intercultural education platform// EDULEARN14 Abstracts 6th International Conference on Education and New Learning Technologies, July 7th-9th, 2014 — Barcelona, Spain. — Pp.6414-6417.

[4]   European Center for the Development of Vocational Training ("Cedefop") [e-resource]. Access: http://www.cedefop.europa.eu/.

[5]   Long-life learning seeks development of multicultural education and tolerance in Russian Federation //Project TEMPUS ALLMEET № 544480-TEMPUS-1-2013-1-IT-TEMPUS-YPHES, 2013-2016.

[6]   Mulicultural educational platform of SEPS, SibFU. Access mode: http://tempus-allmeet.ipps.sfu-kras.ru.

[7]   Regulation on Mulicultural Center for long life learning on the basis of individual education programme of School of Education, Psychologie and Sociology, SibFU, Oct.26, 2015, (in Russian)

[8]   2011-2021 Development Agenda of Siberian Federal University 2011-2021 Access mode: http://about.sfu-kras.ru/node/8232.

[9]   Project 5/100. Official website of the federal project for competitiveness enhancement of leading Russian universities in the global research and education market. [e-resource].Access mode: http://5top100.ru/universities/.

[10]   Smolyninova O.G.. Validation of Learning Outcomes during Long-Life Learning: e-portfolio//Monography, Krasnoyarsk, Siberian Federal University– 2016. 473 pp. (in Russia)

[11]   Yamburg E. A. Harmonization of educational paradigms- education development stategy // Uchitel'skaya Gazeta. 2004. № 1–14. (in Russian)

[12]   SibFU competitive growth program: [e-resource]. Access mode: http://about.sfu-kras.ru/files/prezentaciya_sibfu_5-100.pdf

[13]   Smolyninova O.G. Intercultural educational platform and PL2S center for developing tolerance of Krasnoyarsk region citizens. EDULEARN16, 8th International Conference on Education and New Learning Technologies, July 4th-6th, 2016. — Barcelona, Spain.