СЕКЦІЯ: ОСВІТНІ СТРАТЕГІЇ ПІДГОТОВКИ ФАХІВЦІВ ІТ-ГАЛУЗІ

IMPLEMENTATION OF A MULTIMEDIA PROJECT: EXPERIENCE OF INTERNATIONAL COOPERATION

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In today's interconnected world, international cooperation has become a cornerstone for achieving success in multimedia projects, particularly those aimed at developing mobile applications. The collaboration between nations, organizations, and talented individuals has yielded remarkable results, showcasing the value of shared resources, expertise, and cultural perspectives.

One of the most important results of such cooperation between Volodymyr Hnatiuk Ternopil National Pedagogical University and the Anhalt University of Applied Sciences(Köthen, Germany) is the ability to pool diverse skill sets and technological advancements. Partners from different countries bring unique approaches to problem-solving and innovation, creating mobile applications that cater to a global audience. By leveraging international resources, teams have successfully developed applications with cutting-edge features, exceptional user interfaces, and enhanced functionality.

Another noteworthy result is the cultural enrichment embedded within these projects. International teams integrate cultural nuances and preferences into the design and usability of mobile applications, ensuring that the end product resonates with users across various regions. This approach has proven effective in increasing the popularity and accessibility of mobile applications worldwide. Figure 1 shows the stages of cooperation between TNPU and the Anhalt University on multimedia projects.

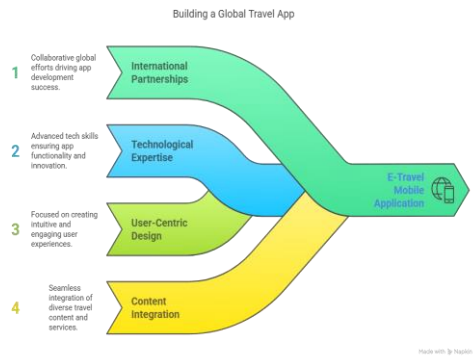

Fig. 1. Stages of cooperation between TNPU and Anhalt University on multimedia projects

The jointly developed multimedia e-travel application has become an important tool for establishing cooperation between our universities and an assistant for modern travelers. It has simplified complex tasks such as booking accommodation, mapping routes and exploring cultural attractions. Such developments can facilitate accessibility and share resources, making travel planning seamless and efficient. By leveraging technologies such as augmented reality, geolocation services, and artificial intelligence, eTravel apps meet the diverse needs of users and improve the overall travel experience.

The main functions of a created joint multimedia e-travel application.

Interactive maps and navigation: real-time GPS tracking that helps users navigate to their destination and find nearby attractions.

Personalized routes: AI-powered route planners that suggest attractions, restaurants, and activities based on user preferences.

Integration with booking systems: direct booking functions for hotels, airline tickets, and local tours.

Augmented Reality (AR): interactive augmented reality tools to create an immersive experience, such as virtual exploration of cultural attractions.

Language translation: built-in translation tools for better communication with locals.

Push Notifications:rReal-time notifications about bookings, weather, or special offers.

Figure 2 shows an example of a functional diagram of the implemented mobile multimedia application.

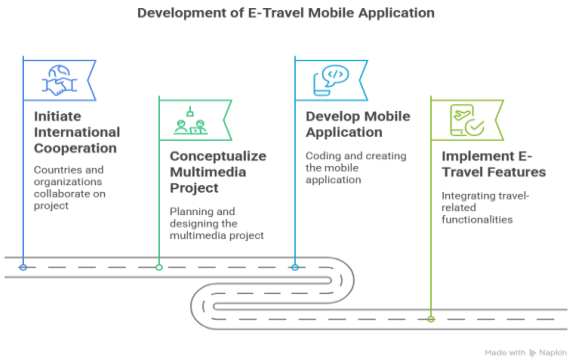

Fig. 2. Functional diagram of the implemented mobile multimedia application

The development of a multimedia mobile eTravel application is a vital step towards further cooperation. By meeting user needs with innovative technology and overcoming security and accessibility challenges, eTravel apps can redefine how people explore the world. They provide convenience, personalization and engagement, ultimately bridging the gaps between travelers and destinations.

Moreover, international cooperation has facilitated faster project completion and scalability. Teams can share workloads, optimize processes, and reduce development timelines, enabling quicker responses to market demands. Additionally, such collaborations open doors to wider distribution networks, ensuring mobile applications reach a broader audience.

However, challenges remain. Language barriers, time zone differences, and varying legal frameworks require careful management to ensure seamless cooperation. Successful projects often involve comprehensive planning, communication strategies, and mutual respect for cultural and operational differences.

In conclusion, the results of international cooperation in multimedia projects for mobile application creation are profound. The blending of skills, cultures, and technologies fosters innovation and global accessibility while overcoming challenges through effective collaboration. As the world continues to embrace digital transformation, such partnerships will undoubtedly play a vital role in shaping the future of mobile applications and multimedia projects.

References

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PERSONALIZED LEARNING THROUGH AI: GLOBAL EXPERIENCES AND STUDENT-CENTERED INNOVATIONS

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The thought of tailoring education to each learner’s needs has always intrigued us, but recent advancements in AI have taken that concept to new heights. Between 2019 and 2025, researchers working in Canada, the USA, Japan, and Ukraine have tried different versions of AI-powered personalization. Their findings suggest that new paths are opening up, but I also sense caution in how they address ethics and equitable access.

Canada’s initiatives stand out for linking AI with multicultural education. Henry Johnston, in his research, proposes that AI can promote what he calls «dynamic multiculturalism,» ensuring that cultural and linguistic nuances don’t get overlooked in standardized curricula [4, p. 34–38]. One of the more interesting parts of Johnston’s vision is the plan for AI systems to analyze cultural context before adjusting educational content. He also imagines virtual agents simulating cross-cultural encounters, which might engage students who’ve rarely seen their perspectives validated in the classroom. While I’m personally intrigued by the emphasis on equity, Johnston warns that humans must stay in the loop – no AI system can capture Canada’s diverse identities without careful oversight [4, p. 34–38]. At this point, large-scale initiatives seem limited, but smaller trials in multicultural schools offer a glimpse into how such personalization could reshape learning experiences.

Over in the United States, personalization often reflects a more system-wide focus on scale and data analytics. Aditi Bhutoria’s review compares AI-based methods across the US, India, and China, emphasizing how American solutions merge teacher input with machine-driven analytics [1, p. 2–3]. The research discusses «Human-In-