



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ PRINTEL PROJECT "CHANGE IN CLASSROOM: PROMOTING INNOVATIVE
TEACHING & LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN
PARTNERSHIP COUNTRIES"

International Conference-Workshop

May 16-17, 2019

Yerevan State University

SESSION 4

"ACTIVE LEARNING IN THE FLIPPED CLASSROOM"

Place: Faculty of Geography & Geology, Building 1, 4th floor, Room N419

Moderator: *Peter Dalenius*, LiU

Rapporteurs: *Gor Aleksanyan*, YSU and *Sviatlana Kharytonava*, BSU

SESSION RESULTS REPORT

Suggestions and recommendations

Teaching & learning strategies in active learning suppose:

- Gradual implementation of the strategy of active learning in the flipped classroom into educational process, designing inside class activities using active methods and forms of learning;
- Development of digital competencies, applying teachers' experience in using technological tools for interaction inside and outside the class;
- Finding a balance between individual activities and group work as well as between face to face and digital work in redesigning an existing whole course and syllabus;
- Teachers' support from the institution to motivate them to change their methodology.

Student assessment in active learning implies:

- Students' feedback as a tool for assessment;
- Providing students with the opportunity for regular self-reflection;
- Students self-assessment;
- The psychological issue that is associated with friendly atmosphere while assessing students' achievements;
- Establishment of active assessing strategy: creation of flexible assessment methods in accordance with teaching and learning strategies.

Assignments for students include:

- Aligned learning outcomes, given by the teachers' materials and assignments that students get;
- Planning for group-based problem-solving sessions as well as individual forms of active learning;
- Using the Concept of 5 C – choice, collaboration, communication, critical thinking, creativity;
- Fostering a more active and self-organized students who are able to find relevant tools/methods for each individual course and subject;
- Initial introduction of new teaching methods to first year students and further progressive development of the mentioned methods application within that group of students;
- Technical issues to be used in concord with students' digital adaptation;
- Involvement of students as active parts in the activities of creating/researching teaching methods;
- Assignments for students designed in the way to include research based techniques (critical thinking and analyzing);
- Creative ideas from teachers to come around certain challenges.

Technologies & classroom infrastructure requires:

- Technological upgrade of digital equipment and software;
- Software licenses required for classroom interaction online;
- Designing of active learning classroom for group work of students; provision of appropriate furniture for group-work;
- Learning platforms designed for student's self-studies;

In addition to abovementioned issues teacher trainers should discuss with their trainees the below presented topics.

Infrastructure challenges imply the following points:

- Technological equipment, e.g. computers, projectors;
- Software licenses, e.g. video editing software, cloud services (for classroom interaction there are several freely available tools online);
- Learning platforms (Facebook, Google Classroom and other freely available services can be used)
- Tables and chairs – absence of appropriate furniture for group-work (for some occasions other venues, e.g. hallways, outside can also be used);
- Some active learning digital tools are not suitable for all subjects, e.g. mathematical formulas.

Organizational challenges include the following issues:

- Technological support, e.g. in recording during courses;
- Sometime videos lose their actuality;
- Teacher’s workload – especially after classroom meetings and for classroom meetings;
- Redesigning of syllabus;
- Not everything should be online.

Teacher training (TT) course challenges suppose:

- Low digital competence of teachers - low quality of videos and multimedia materials prepared by teachers;
- Teachers’ motivation;
- Time management, both regarding planning of the course sessions and during each session;
- Finding the right tools/methods for each individual course;
- Active learning changes relationships between teachers and students – both of them must be prepared for this.

Students’ challenges/perspectives:

- Are students prepared to be active? How can teachers work together with the students to foster a more active and self-organized learning culture?
- How does a teacher introduce new teaching methods (initial introduction of new teaching methods to first year students and further

progressive development of the mentioned methods application within that group of students)?

- Outside classroom active learning looks like a homework;
- Technical issues bother students – e.g. residence in different cities, no co-working spaces/areas, no deep skills for using new digital tools, time management, no skills in avoiding huge information provided by the Internet.
- Not all students like group works (responsibility).
- Some students like to learn in passive way.
- Students should be a part for creating/researching of teaching methods.
- Research based techniques (critical thinking and analyzing) should be implemented in the courses.

Report prepared by:

Rapporteurs of the session:

Gor Aleksanyan, YSU

Associate Professor, Faculty of Geography and Geology/Service

goraleksanyan@ysu.am,

galeksanyan.ysugeo@gmail.com

Sviatlana Kharytonava, BSU

Head of the Department of Periodical Press and Web-journalism, Department of Periodical Press and Web-journalism

sveta_har@mail.ru