

Active learning in the Flipped classroom: our learning and training experience

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Structure of my brief presentation

- What we learnt in Linköping University Didacticum centre?
- How we planned our training courses?
- What major issues we identified?

The update of YSU teaching staff development program

- At the beginning of this year YSU updated its teaching staff development program in line with PRINTeL project outcomes
- All the 5 courses were included in the menu of trainings as either mandatory or elective
- My course was enlisted as a mandatory one, which means that all 3 of us are responsible to fulfill trainings on active learning in the flipped classroom

What we learnt in Linköping Didacticum?

- The very ideas of active learning and flipped classroom were new and shocking for us...
- Introduction to a vast number of Active learning methods made us to deepen our knowledge about them, to find more info about those methods in the internet
- We not only discovered what the concepts of active learning and flipped classroom are but also how they could be transferred to our colleagues

How we planned our training course?

- 1st phase – we composed the basic structure of our training program in Linköping, with fresh information and with the help of DEF lab workshop
- 2nd phase – we performed a thorough study of active learning methods individually, then discussed all we learnt in our small group
- 3rd phase – we jointly planned our training course structure, wrote the syllabus, collected all the necessary materials, composed interactive seminar slides

Successes scored during and in the result of the trainings

- Most teachers were happy to discover a lot of ways to motivate students and to make classes more interesting and interactive
- Most teachers told they are equipped with ideas and methods
- Some teachers tell me that they use those methods and some ICT techniques
- Me personally have recomposed the sillabus of one of my courses

Challenges we face while training our colleagues

- The problem of surface learner teachers, lack of motivation
- Problems with lack of digital skills of some teachers
- Internet connection and infrastructure problems

Challenges we face in making active learning a reality: **trainer-level problems**

- Trainers are teachers whose agenda is full of inside and outside university activities:
 1. *Participation in different research, academic or administrative (policy making) projects,*
 2. *Membership in decision-making or consultative circles (boards, committees)*
 3. *Traveling (teaching staff mobility, conferences, seminars)*
- Trainers need a proper amount of time to recompose their own syllabi including detailed information and instructions on each class activities in order to easily explain the content and mechanisms of active learning methodology
- and to monitor how the outcomes of trainings are put in life

Challenges we face in making active learning a reality: **teacher-level problems**

- Huge in-class workload for teachers: teachers need more time and energy:
 1. *to conduct a thorough study of active learning methods using ICTs;*
 2. *to rethink the content they teach;*
 3. *to rethink methods and approaches they teach;*
 4. *to rewrite their course syllabi introducing active learning methods, flipped classroom model there.*
- Low abilities (and less time) of teaching staff to flip their classrooms, i.e. to create videos as an introductory part of their teaching ;
- Lack of ideas and methods for formative assessment, which do not stimulate a lot of students to take part in active learning activities.

Challenges we face in making active learning a reality: student-level problems

- Huge in-class workload for students: active learning requires a lot of in-class and out of class discussion while BA student's in-class workload is 28-30 hours a week

Challenges we face in making active learning a reality: **management and infrastructure problems**

- Domination of lecture hours (75%) over seminar hours (25%) in the in-class time distribution for the teachers: reasons and consequences;
- Disadvantages in teaching staff recruitment process: a definite percentage of our teaching staff does not compete to be elected in a teaching staff position, which leaves them indifferent to active learning commitments
- Very low number of equipped classrooms correspondingly to active learning;

Thank You!!