



INSTITUTIONAL REPORT ON THE STUDENTS' FEEDBACK

IN FRAMES OF THE ERASMUS+ CBHE "PRINTeL" PROJECT

585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP

**"CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO ENHANCE
STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES", PRINTeL**

STUDENTS' EVALUATION OF THE COURSE WITH AN ACTIVE AND INNOVATIVE COMPONENT SURVEY

Iakob Gogebashvili Telavi State University

Contents

<i>INTRODUCTION.....</i>	<i>3</i>
<i>LECTURERS' INDIVIDUAL REPORTS ON THE STUDENTS' FEEDBACK.....</i>	<i>4</i>
<i>Report 1. Ana Gigauri.....</i>	<i>4</i>
<i>Report 2. Shalva Tchkadua</i>	<i>9</i>
<i>Report 3. Nino Dzamukashvili.....</i>	<i>14</i>
<i>Report 4. Tamar Mikeladze.....</i>	<i>25</i>
<i>Report 5. Ia Jimshitashvili.....</i>	<i>31</i>
<i>Conclusion</i>	<i>40</i>

INTRODUCTION

The survey, designed to reveal students' satisfaction with innovative teaching and learning methods was conducted at Iakob Gogebashvili Telavi State University in May, 2020. The students in question are delivered the pilot courses enhanced with modern technologies. The evaluation of students' feedback became even more significant since the courses are being taught online due to pandemic Covid-19. The latter unforeseen condition though deprived both lecturers and students face-to face communication, yet, on the other hand, it highlighted all the positive features of Innovative Pedagogy with the focus on Active learning enriched with modern technologies.

The academic staff who conducted the student's surveys and provided the reports are the teacher trainers from different faculties of Telavi State University. Thus, Ana Gigauri and Nino Dzamukashvili both surveyed students from the Faculty of Humanities (9 and 12 students, respectively). Tamar Mikeladze surveyed 7 students from the Faculty of Educational Sciences. Both Ia Jimshitashvili and Shalva Tchkadua conducted the survey with the students from Faculty of Social Sciences, Business and Law, respectively 10 and 20 students. Altogether 56 students were surveyed from TESAU. The language of the questionnaire was Georgian for students in 4 groups, with the students of Education Sciences, English version was applied as their, as pre-service teachers' English is at proper level. The questionnaire was designed by YSU. All surveys were conducted in the spring term, May, 2020.

LECTURERS' INDIVIDUAL REPORTS ON THE STUDENTS' FEEDBACK

Report 1. Ana Gigauro

In May, 2020 I (Ana Gigauro) carried out research at Iakob Gogebashvili Telavi State University (TeSaU). The research was conducted in the frame of ERASMUS+ "PRINTeL" project "Change in classroom: promoting innovative teaching & learning to enhance student learning experience in eastern partnership countries". The subjects of the study were TeSaU students (9 in total). They were asked to fill online questionnaire forms.

The questionnaire aimed to evaluate students' satisfaction and collect information about the course which involved active and innovative components. The course was "Text and Communication" and was taught to students specializing in English Language and literature.

The questionnaire contained 11 questions. Each student should indicate her level of agreement with the statements/questions and should rate aspects from 0 (absolutely disagree) to 5 (absolutely agree). The questionnaire also contained other open-ended and closed-ended questions.

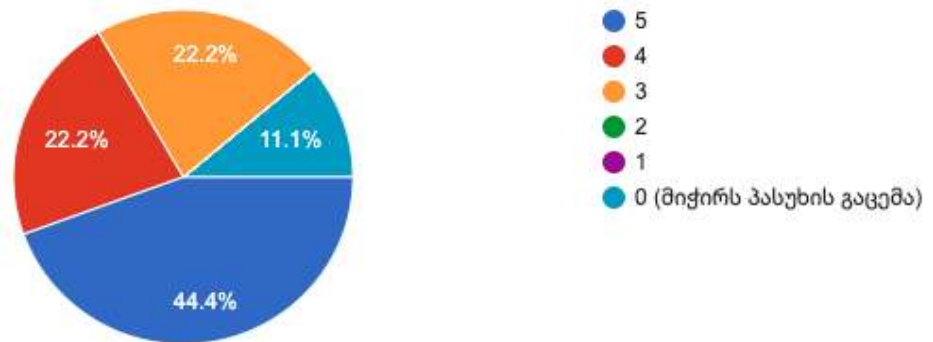
The first statement was: 1. Please mark how the process of the course was going in general. About 89% marked that both the lecturer and students' involvement was equally assured during the course. Only 11% ticked that it was delivered with a greater degree of lecturer's engagement rather than the students'.

45% evaluated the second statement "the teaching and learning methods applied during the course evoked interest towards the topic and encouraged my learning" with 5 points. 22% gave 4 points to the same statement. Another 22% evaluated it with 3points. One respondent found it hard to answer the question (see Diagram 1).

Diagram 1.

2. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის განმავლობაში გამოყენებული სწავლებისა და სწავლის მეთოდებმა გამოიწვია თემისადმი ინტერესი და ჩემი სწავლის წახალისება" (5 - სრულიად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები)

9 responses

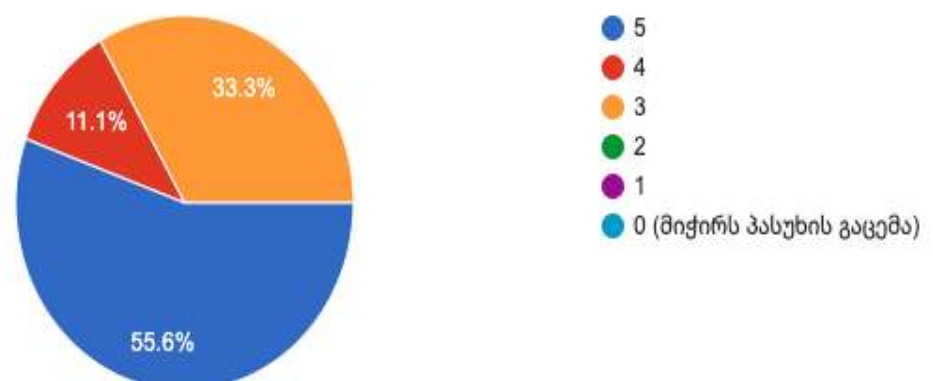


The third statement was "students' participation and involvement/engagement in the course was encouraged". It was rated 5 points by 56 %. 11% evaluated it with 4 points. And 33% gave it 3 points(see Diagram 2).

Diagram 2.

3. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "სტუდენტთა მონაწილეობა და ჩართულობა სასწავლო კურსში წახალისდა" (5 - სრულიად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები)

9 responses



The fourth question was “How often were active and innovative methods of teaching and learning applied during the course?” Here the answers were the following:

Always – 45%

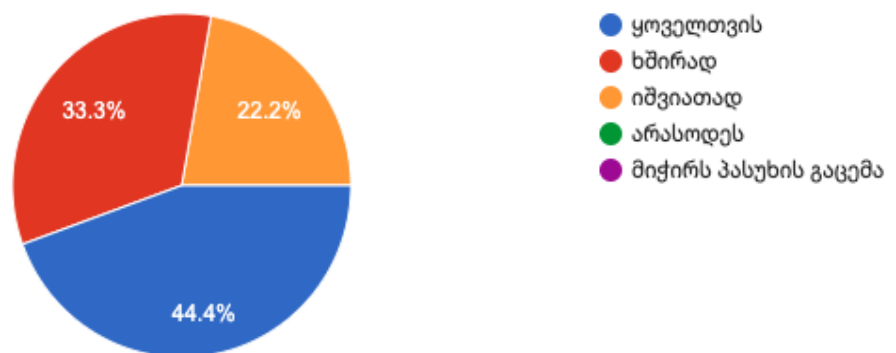
Frequently – 33%

Seldom – 22% (see Diagram 3).

Diagram 3.

4. რამდენად ხშირად გამოიყენეს სწავლების აქტიური და ინოვაციური მეთოდები სასწავლო კურსის განმავლობაში?

9 responses

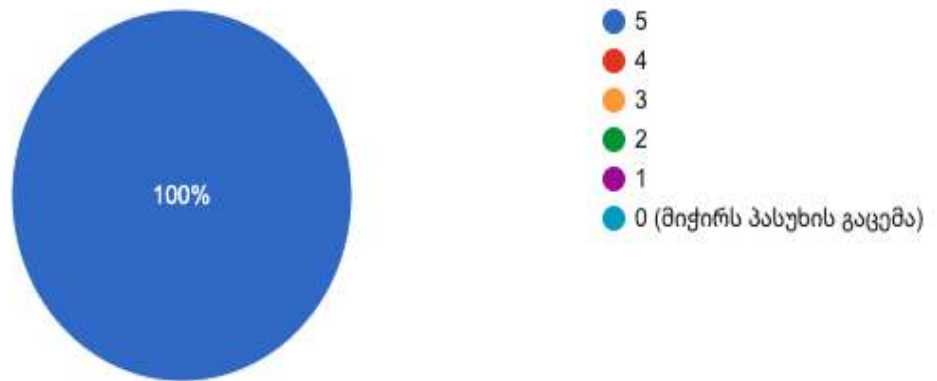


100% of respondents evaluated the lecturer’s application of active and innovative approaches to the course delivery with 5 points (see Diagram 4).

Diagram 4.

5. გთხოვთ, შეაფასეთ 5 – ქულიანი სისტემით ლექტორის აქტიური და ინოვაციური მიდგომების გამოყენება სასწავლო კურსის სწავლების დროს (5 - უმაღლესი ქულა, 1 - ყველაზე დაბალი ქულა)

9 responses

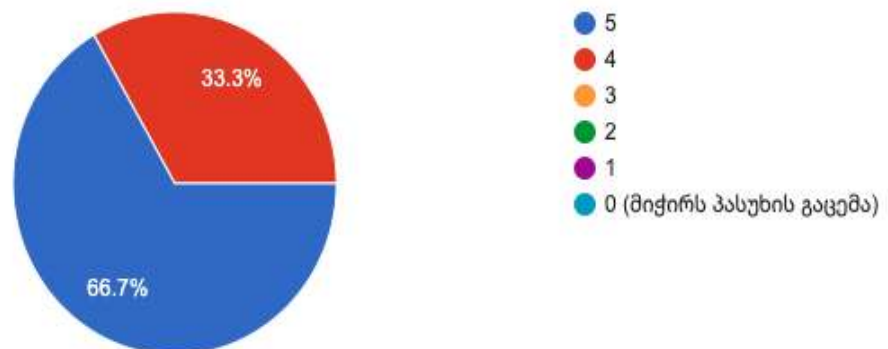


In the 6th question students had to rate on a 5-point scale the efficiency of communication between the lecturer and the audience. 67 % evaluated the efficiency with 5 points and 33% gave it 4 points (see Diagram 5).

Diagram 5.

6. გთხოვთ, შეაფასოთ 5 – ქულიანი სისტემით ლექტორსა და აუდიტორიას შორის კომუნიკაციის ეფექტურობა (5 - უმაღლესი ქულა, 1 - ყველაზე დაბალი ქულა)

9 responses



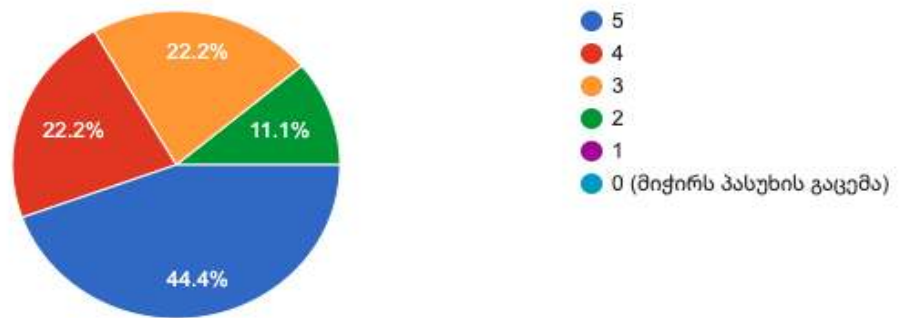
The seventh statement was the following: “as a result of the course I have gained team working and cooperation skills which I will be able to use in the future”. The evaluation of this statement is presented below:

- 5 points - 45 % of respondents
- 4 points – 22% of respondents
- 3 points – 22% of respondents
- 2 points – 11 % of respondents (see Diagram 6).

Diagram 6.

7. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის შედეგად მე შევიძინე გუნდური მუშაობის და თანამშრომლობის უნარი, რომელსაც მომავალშიც გამოვიყენებ" (5 - ნამდვილად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები) *

9 responses



The eighth question focused on the active and innovative methods of learning. Students were asked to mark all the options of the active and innovative methods of learning which they thought was useful for the acquisition of material. The results were the following:

- 33% marked - Online seminar-discussions
- 22% marked - Individual surveys/works
- 11% marked - Group discussions, brainstorming
- 11% marked - Individual projects
- 11% marked - Individual surveys/works with the application of mobile phones
- 11% marked – Debates.

Respondents were asked to evaluate the usefulness of the course in general. They could mark all relevant options. Most of them (44%) labelled the course as interesting. 34% thought that it was useful. 11% evaluated the course as necessary. For another 11% - the course was difficult to understand.

The tenth question (Would you like your other courses to be held in the same way, with the application of the similar methods and approaches?) received positive answers from most of the

respondents. 67% marked “definitely yes” and 22% marked “more likely, yes”. Only one respondent ticked the option “more likely, no”.

The last question in this section was open-ended. Accordingly, students have to write what changes they would like to see within the frame of the course in the respect of making it more efficient, active and interesting. All responses on this question were positive. Respondents left many welcoming comments about the course. The great majority wrote that the course was very interesting, diverse, efficient and active. They believe that the course does not need any changes. However, two respondents want to practice more speaking activities and writing tasks such as essays.

Report 2. Shalva Tchkadua

I (Shalva Tchkadua) carried out research at Iakob Gogebashvili Telavi State University (TeSaU). The research was conducted in the frame of ERASMUS+ “PRINTeL” project “change in classroom: promoting innovative teaching & learning to enhance student learning experience in eastern partnership countries”.

The research has been carried out in May, 2020. The data was collected with the help of online questionnaire forms. Its goal was to collect information about students’ satisfaction with the course which involved active and innovative components. The course was “Government and Political Processes in Georgia”.

The subjects of the study were TeSaU students. They were twenty.

The questionnaire contained various types of questions (11 in total).

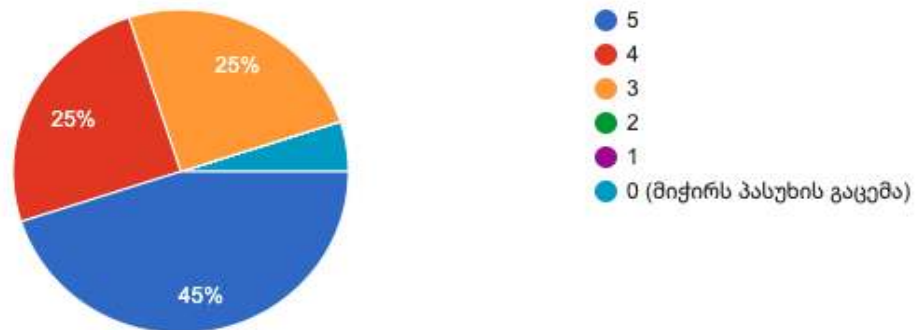
The first statement asked students to evaluate the course in general. About 60 % marked that both the lecturer and students’ involvement was equally assured during the course. 40 % ticked that it was delivered with a greater degree of lecturer’s engagement rather than the students’.

The second statement was “the teaching and learning methods applied during the course evoked interest towards the topic and encouraged my learning”. 45% evaluated it with 5 points. 25 % gave 4 points to the same statement. Another 25 % evaluated it with 3 points. 5 % of respondents found it hard to answer the question (see Diagram 1).

Diagram1.

2. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის განმავლობაში გამოყენებული სწავლებისა და სწავლის მეთოდებმა გამოიწვია თემისადმი ინტერესი და ჩემი სწავლის წახალისება" (5 - სრულიად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები)

20 responses

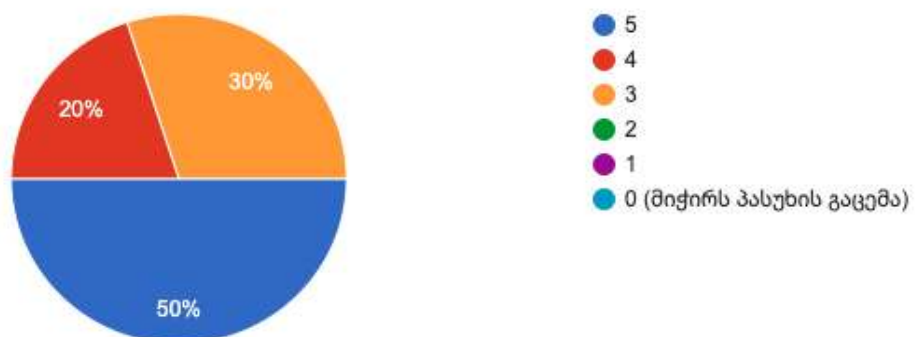


50 % rated the third statement "students' participation and involvement/engagement in the course was encouraged" with 5 points. 20 % evaluated it with 4 points. And 30 % gave it 3 points (see Diagram 2).

Diagram 2.

3. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "სტუდენტთა მონაწილეობა და ჩართულობა სასწავლო კურსში წახალისდა" (5 - სრულიად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები)

20 responses



The answers on the fourth question (Q. 4. how often were active and innovative methods of teaching and learning applied during the course) were the following:

Always – 25 %;

Frequently – 55 %;

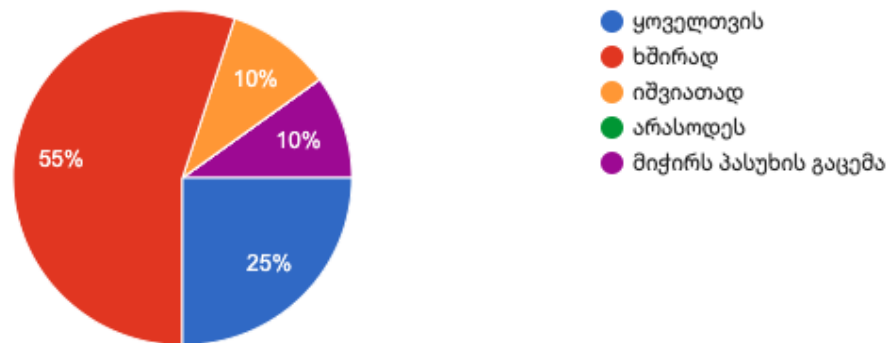
Seldom – 10 %;

10 % of respondents found it hard to answer the question (see Diagram 3).

Diagram 3.

4. რამდენად ხშირად გამოიყენეს სწავლების აქტიური და ინოვაციური მეთოდები სასწავლო კურსის განმავლობაში?

20 responses

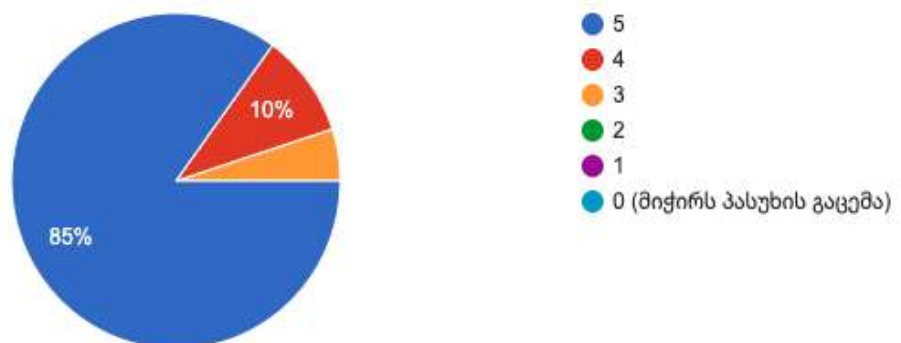


85 % of respondents evaluated the lecturer's application of active and innovative approaches to the course delivery with 5 points. 10 % evaluated the statement with 4 points and 5 % gave it 3 points. (see Diagram 4).

Diagram 4.

5. გთხოვთ, შეაფასეთ 5 – ქულიანი სისტემით ლექტორის აქტიური და ინოვაციური მიდგომების გამოყენება სასწავლო კურსის სწავლების დროს (5 - უმაღლესი ქულა, 1 - ყველაზე დაბალი ქულა)

20 responses

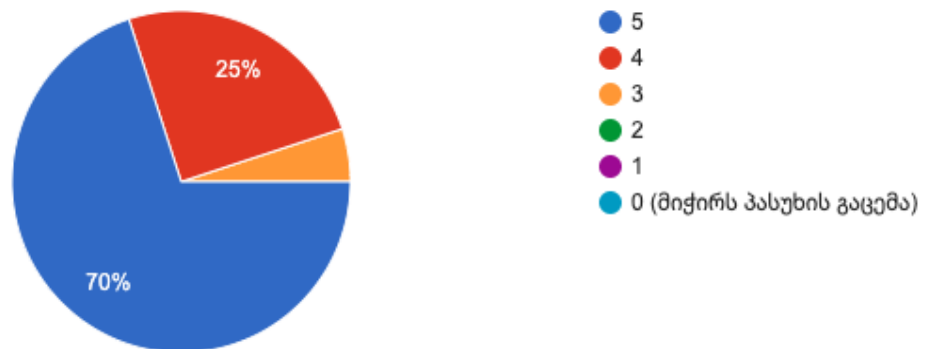


In the 6th question students had to rate on a 5-point scale the efficiency of communication between the lecturer and the audience. 70 % evaluated the efficiency with 5 points and 25 % gave it 4 points (see Diagram 5). Only 5 % evaluated the statement with 3 points.

Diagram 5.

6. გთხოვთ, შეაფასოთ 5 – ქულიანი სისტემით ლექტორსა და აუდიტორიას შორის კომუნიკაციის ეფექტურობა (5 – უმაღლესი ქულა, 1 – ყველაზე დაბალი ქულა)

20 responses



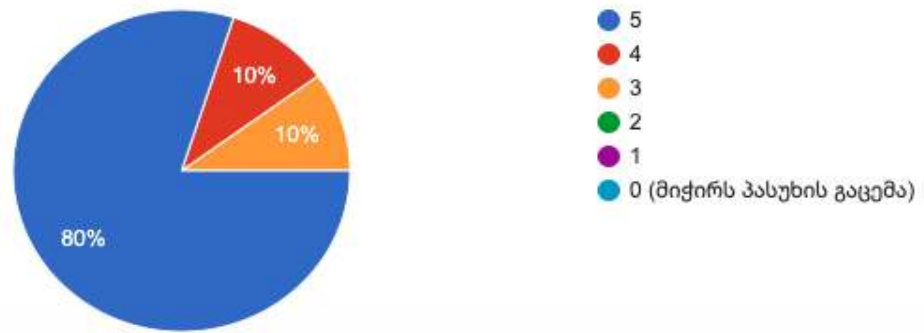
80 % of respondents evaluated the seventh statement (Q. 7. As a result of the course I have gained team working and cooperation skills which I will be able to use in the future) with 5 points. Other results of the same question are presented below:

- 4 points – 10 % of respondents
- 3 points – 10 % of respondents (see Diagram 6).

Diagram 6.

7. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის შედეგად მე შევიძინე გუნდური მუშაობის და თანამშრომლობის უნარი, რომელსაც მომავალშიც გამოვიყენებ" (5 - ნამდვილად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები) *

20 responses



The eighth question asked students to mark all the options of the active and innovative methods of learning which they thought was useful for the acquisition of material. The results are presented below:

- 25 % marked – Debates
- 15 % marked - Online seminar-discussions
- 15 % marked - Group discussions, brainstorming
- 10 % marked - Individual projects
- 10 % marked - Group projects
- 10 % marked - Individual surveys/works
- 10 % marked - Group discussions, brainstorming with the application of mobile phones
- 5 % marked - Role-playing

Respondents were also asked to characterize the course. They could mark all relevant options. Most of them (45 %) labelled the course as useful. 30 % thought that it was interesting. 10% evaluated the course as applicable. For 5 % - the course was engaging. For another 5 % - the course was exhausting. 5 % of respondents found it hard to answer the question

The tenth question was "Would you like your other courses to be held in the same way, with the application of the similar methods and approaches?". 25 % of the respondents marked "definitely yes" and 55 % marked "more likely, yes". 10 % ticked the option "more likely, no". And another 10% marked "definitely no".

The last question in this section was open-ended. Students were asked to write what changes they would like to see within the frame of the course in the respect of making it more efficient, active and interesting. Respondents left many positive comments about the course. Most of the students claim that the course does not need any changes. They believe that the methods which are utilized by the lecturer:

- promotes their learning process;
- maintains better understanding of the issues and topics in the course;
- helps them transfer the knowledge into practice.

The great majority wrote that the course was very outstanding, interesting, productive, well-organized, efficient and active.

However, one respondent wants to practice more individual tasks and another one prefers face-to-face instruction.

Report 3. Nino Dzamukashvili

Nino Dzamukashvili
Assistant professor, Faculty of Humanities

Two groups of students of two different courses- **Customs and Traditions of the UK and the USA** (4 students) and **Skills of Translation** (10 students) took part in STUDENTS' EVALUATION OF THE COURSE WITH AN ACTIVE AND INNOVATIVE COMPONENT SURVEY.

In the first group 3 students out of 4 responded and in the second 9 out of 10. The course of Skills of Translation has been regarded as strictly theoretical one. However, it was still feasible to introduce some active and innovative learning elements in teaching-learning process. On the other hand, the course of Customs and Traditions of the UK and the USA, has been easier to be adjusted to novelties in teaching-learning process. Thus, the overall results from 12 students appear as follows:

1. When asked about the general process of the course: 91.7% marked **Both the lecturer and students' involvement was equally assured during the course**, only one (8.3%) marked **Basically in the form of students' greater engagement**.

A Group

1. გთხოვთ, მონიშნოთ, თუ როგორ მიმდინარეობდა კურსის პროცესი ზოგადად.

3 responses

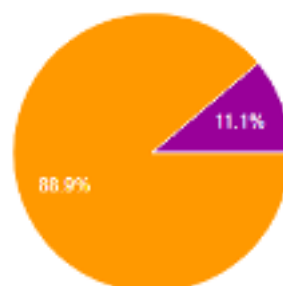


- ლექტორის მონაწილეობის სახით, სტუდენტების ჩართულობის გარეშე
- ლექტორი უფრო მეტად იყო ჩართული, ვიდრე სტუდენტები.
- კურსის მსვლელობისას ლექტორისა და სტუდენტების მონაწილეობა იყო...
- ლექტორი საკმაოდ უმნიშვნელოდ იყო ჩართული, სტუდენტების კი - უფრო...
- ძირითადად, სტუდენტების დიდი რ...
- მიჭირს პასუხის გაცემა

B Group

1. გთხოვთ, მონიშნოთ, თუ როგორ მიმდინარეობდა კურსის პროცესი ზოგადად

9 responses



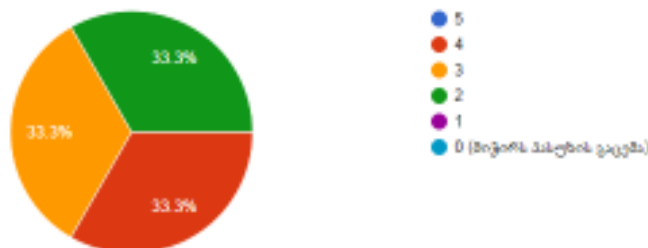
- ლექტორის მონაწილეობის სახით, სტუდენტების ჩართულობის გარეშე
- ლექტორი უფრო მეტად იყო ჩართული, ვიდრე სტუდენტები.
- კურსის მსვლელობისას ლექტორისა და სტუდენტების მონაწილეობა იყო...
- ლექტორი საკმაოდ უმნიშვნელოდ იყო ჩართული, სტუდენტების კი - უფრო...
- ძირითადად, სტუდენტების დიდი რ...
- მიჭირს პასუხის გაცემა

2. When asked to what extent they agreed with the following statement “The teaching and learning methods applied during the course evoked interest towards the topic and encouraged my learning” (5 – absolutely agree, 1 – absolutely disagree): 9 (75%) out of 12 marked **5**, and the rest 3 (25%) students **4**, **3** and **2** respectively.

A Group

2. გთხოვთ, მოწიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის განმავლობაში გამოყენებული სწავლებისა და სწავლის მეთოდებმა გამოიწვია თემისადმი ინტერესი და ჩემი სწავლის წახალისება" (5 - სრულიად ეთანხმები, 1 - აბსოლუტურად არ ეთანხმები)

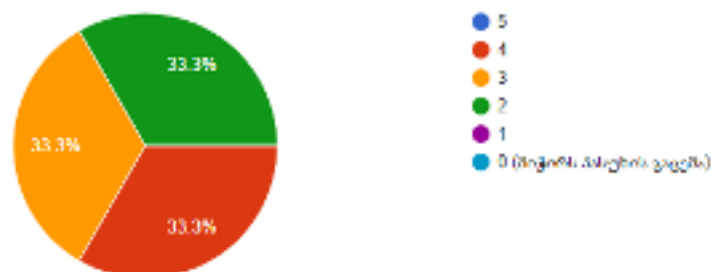
3 responses



B Group

2. გთხოვთ, მოწიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის განმავლობაში გამოყენებული სწავლებისა და სწავლის მეთოდებმა გამოიწვია თემისადმი ინტერესი და ჩემი სწავლის წახალისება" (5 - სრულიად ეთანხმები, 1 - აბსოლუტურად არ ეთანხმები)

3 responses

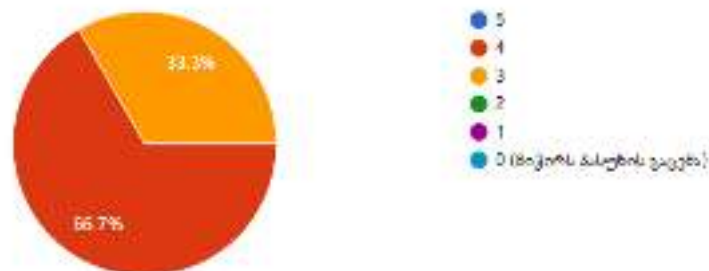


3. When asked to what extent they agreed with the following statement "Students' participation and involvement/engagement in the course was encouraged" (5 – absolutely agree, 1 – absolutely disagree): 6 (50%) out of 12 marked **5**, 3 (25%) marked **4**, 2 (16.7%) marked **3** and only 1 abstained.

A Group

3. გთხოვთ, მომიშროთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "სტუდენტთა მონაწილეობა და ჩართულობა სასწავლო კურსში წახალისდა" (5 - სრულიად ეეთანხმები, 1 - აბსოლუტურად არ ეეთანხმები)

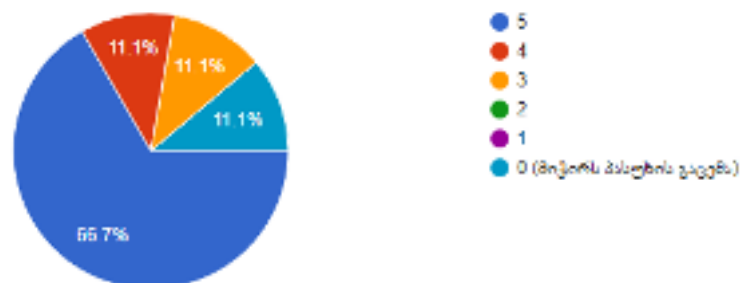
3 responses



B Group

3. გთხოვთ, მომიშროთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "სტუდენტთა მონაწილეობა და ჩართულობა სასწავლო კურსში წახალისდა" (5 - სრულიად ეეთანხმები, 1 - აბსოლუტურად არ ეეთანხმები)

9 responses

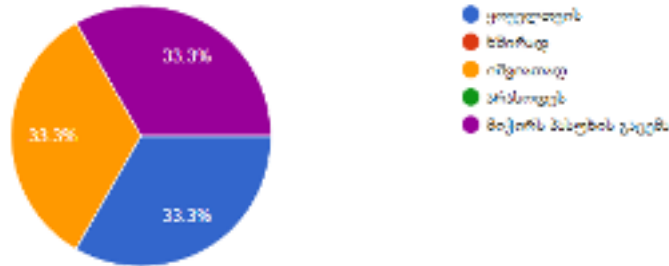


4. When asked as to How often were active and innovative methods of teaching and learning applied during the course": 3 (25%) marked –**always**, 5(41. 7%) marked- **often**, 2 (16.7%) – **seldom**, and 1 abstained.

A Group

4. რამდენად ხშირად გამოიყენეს სწავლების აქტიური და ინოვაციური მეთოდები სასწავლო კურსის განმავლობაში?

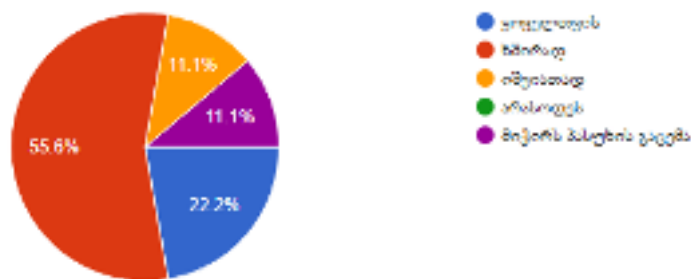
3 responses



B Group

4. რამდენად ხშირად გამოიყენეს სწავლების აქტიური და ინოვაციური მეთოდები სასწავლო კურსის განმავლობაში?

9 responses

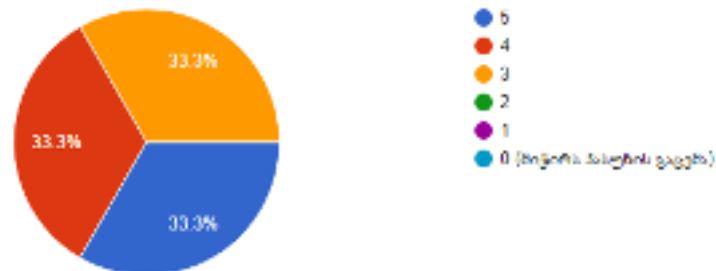


5. When asked to rate on a 5-point scale the lecturer's application of active and innovative approaches to the course delivery (5 – the highest point, 1 – the lowest point)”: 7 (58.3%) out of 12 marked **5**, 4 (33.1%) marked **4**, and 1 (8.3%) marked **3**.

A Group

5. გთხოვთ, შეაფასეთ 5 – ქულიანი სისტემით ლექტორის აქტიური და ინოვაციური მიდგომების გამოყენება სასწავლო კურსის სწავლების დროს (5 – უმაღლესი ქულა, 1 – ყველაზე დაბალი ქულა)

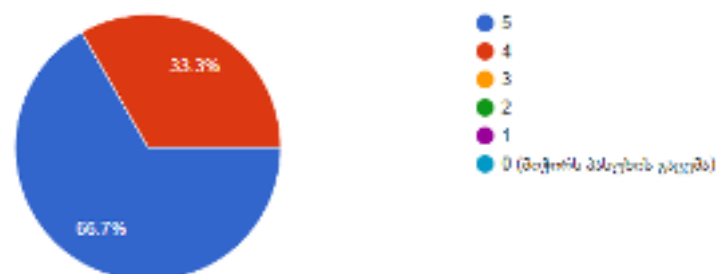
3 responses



B Group

5. გთხოვთ, შეაფასეთ 5 – ქულიანი სისტემით ლექტორის აქტიური და ინოვაციური მიდგომების გამოყენება სასწავლო კურსის სწავლების დროს (5 – უმაღლესი ქულა, 1 – ყველაზე დაბალი ქულა)

9 responses

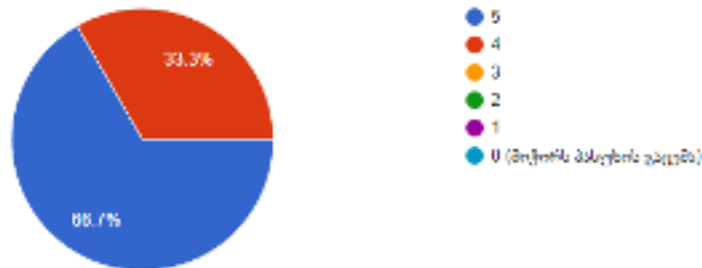


6. When asked to rate on a 5-point scale the efficiency of communication between the lecturer and the audience (5 – the highest point, 1 – the lowest point): 10 (83.3 %) out of 12 marked 5, 2 (16.7%) marked -4.

A Group

6. გთხოვთ, შეაფასოთ 5 – ქულიანი სისტემით ლექტორსა და აუდიტორიას შორის კომუნიკაციის ეფექტურობა (5 - უმაღლესი ქულა, 1 - ყველაზე დაბალი ქულა)

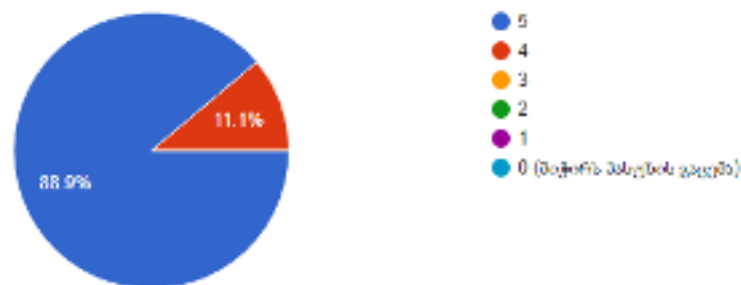
3 responses



B Group

6. გთხოვთ, შეაფასოთ 5 – ქულიანი სისტემით ლექტორსა და აუდიტორიას შორის კომუნიკაციის ეფექტურობა (5 - უმაღლესი ქულა, 1 - ყველაზე დაბალი ქულა)

9 responses



7. When asked to mark to what extent they agree with the following statement. “As a result of the course I have gained team working and cooperation skills which I will be able to use in the future” (5 – absolutely agree, 1 – absolutely disagree): 5 (41.7%) out of 12 marked **5**, 1 (8.3%) marked **4**, 2 (18.7%) marked **3**, 1 marked **2**, one marked **1**. 1 abstained.

A Group

7. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის შედეგად მე შევძლებ გუნდური მუშაობის და თანამშრომლობის უნარი, რომელსაც მომავალშიც გამოვიყენებ" (5 - ნამდვილად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები) *

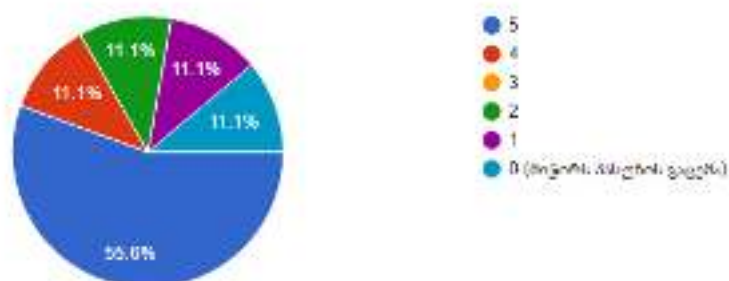
3 responses



B Group

7. გთხოვთ, მონიშნოთ, რამდენად ეთანხმებით შემდეგ განცხადებას: "კურსის შედეგად მე შევძლებ გუნდური მუშაობის და თანამშრომლობის უნარი, რომელსაც მომავალშიც გამოვიყენებ" (5 - ნამდვილად ვეთანხმები, 1 - აბსოლუტურად არ ვეთანხმები) *

9 responses

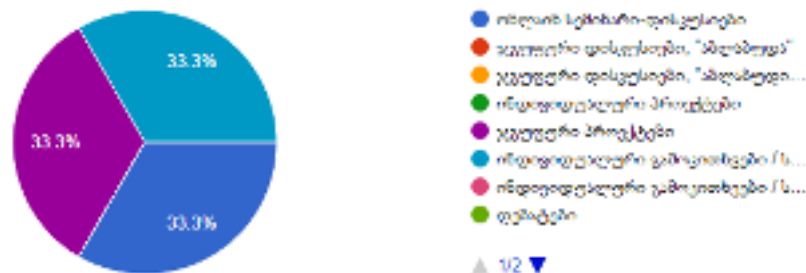


8. When asked to choose which of the active and innovative methods of learning mentioned below are useful for the acquisition of material (please, mark all the relevant options): 7 (58.3%) out of 12 marked online seminar-discussions, 2 (16.7%) marked debates, 2 (16.7%) marked individual surveys/works and 1 (8.3%) marked individual surveys/works with the application of mobile phones.

A Group

8. თქვენი აზრით, ქვემოთ ჩამოთვლილი სწავლის აქტიური და ინოვაციური მეთოდებიდან რომელია სასარგებლო მასალის დასწავლისთვის (გთხოვთ, გაითვალისწინოთ ყველა შესაბამისი ვარიანტი)

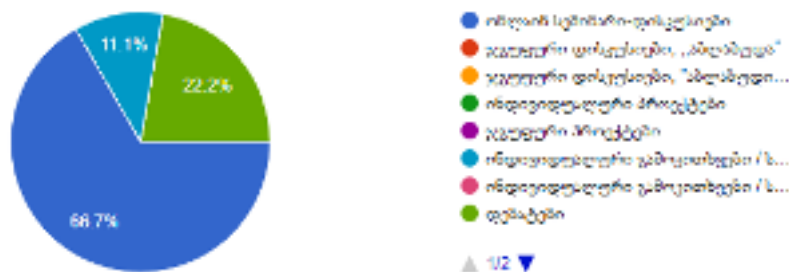
3 responses



B Group

8. თქვენი აზრით, ქვემოთ ჩამოთვლილი სწავლის აქტიური და ინოვაციური მეთოდებიდან რომელია სასარგებლო მასალის დასწავლისთვის (გთხოვთ, გაითვალისწინოთ ყველა შესაბამისი ვარიანტი)

9 responses

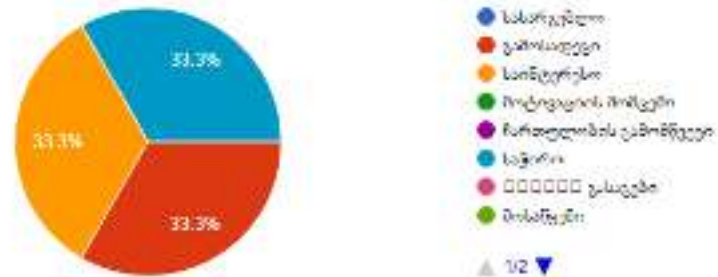


9. When asked to evaluate how the course was useful for them in general (mark all the relevant options)": 5 (41.7%) out of 12 marked **useful**, 4 (33.3%) marked **applicable**, 2 (16.7%) marked **necessary**, and 1 marked **interesting**.

A Group

9. გთხოვთ, მონიშნეთ, ზოგადად რამდენადად სასარგებლო იყო სასწავლო კურსი თქვენთვის (მიუთითეთ ყველა შესაბამისი ვარიანტი)

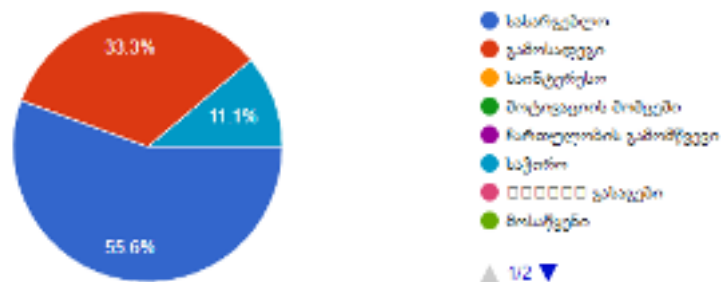
3 responses



B Group

9. გთხოვთ, მონიშნეთ, ზოგადად რამდენადად სასარგებლო იყო სასწავლო კურსი თქვენთვის (მიუთითეთ ყველა შესაბამისი ვარიანტი)

9 responses

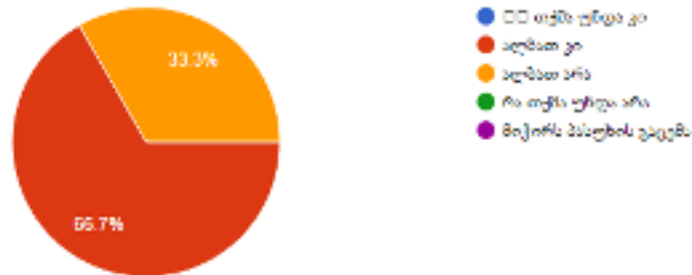


10. When asked if they would like their other courses to be held in the same way, with the application of the similar methods and approaches, 5 (41.7%) out of 12 marked **Definitely, yes**, 6 (50%) marked **More likely, yes**, and 1 marked **More likely, no**.

A Group

10. გსურთ თქვენი სხვა სასწავლო კურსების ჩატარება იგივე გზით, მსგავსი მეთოდებისა და მიდგომების გამოყენებით?

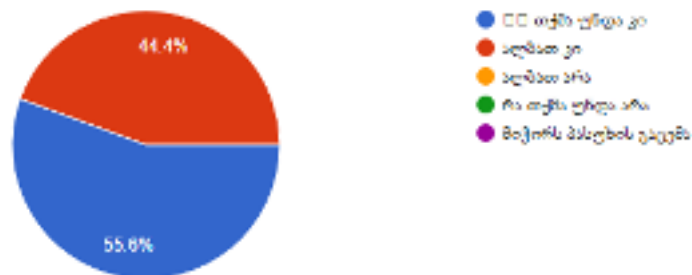
3 responses



B Group

10. გსურთ თქვენი სხვა სასწავლო კურსების ჩატარება იგივე გზით, მსგავსი მეთოდებისა და მიდგომების გამოყენებით?

9 responses



11. When asked to mention what changes they would like to see within the frame of the course in the respect of making it more efficient, active and interesting, the responses ran as follows:

From the **Customs and Traditions of the UK and the USA** group:

- and b. abstained;
- group projects and encouraging games.

A Group

B Group –

From **The Skills of Translation** group:

- The course is successful and interesting, so there is no need for changes;
- The course is interesting for me as it is;

- c. I would like more practical work;
- d. I would change nothing;
- e. I would like more group work;
- f. I would like more tasks that contain lots of information;
- g. I think no changes are needed;
- h. I would like to do more group projects;
- i. I would like to have debates and to have all the students engaged in the learning process.

Report 4. Tamar Mikeladze

Tamar Mikeladze, Ed.D, Associate Professor
Faculty of Education Sciences
Iakob Gogebashvili Telavi State University

The survey was conducted among students' who took courses with innovative T&L methods at Iakob Gogebashvili Telavi State University, Georgia. The current survey was conducted at the faculty of Education sciences, among the students of Teacher Preparation Program (So-called Pre-service teachers). There are 7 students (female) in this group. They took the course of English teaching methods (I) in the first semester 2019-2020 and in the spring semester they are taking the second part of the course English teaching methods (II).

Because of the Global pandemic of Covid-19, the course has been given in online Google Classroom. The innovative teaching methods were fully exploited within the course: project work, e-tivities, watching movies, discussions and movies, recording videos, using video lectures, flipped classroom, etc.

The survey was conducted in May, 2020. All the participants (7) filled in the questionnaire which was provided by the coordinator institution (YSU, Armenia). The questions asked about students' satisfaction with the course, application of innovative methods, developed skills, students' participation, etc. provided with answers on Likert Scale.

The **first** question evaluated the course in general. The majority of the participants, 85.7% reported that both the lecturer and students' involvement was equally assured during the course. Only one participant (14.3%) thought that lecturer's engagement was greater than students'. (Fig.1)

7 responses



Figure 1

The **second** question explored lecturer's skills to generate students' interest and maintain their motivation. Almost all the participants, (85.7%) except one, absolutely agreed with this statement and highly evaluated teacher's efforts.(Fig.2)

2. Please mark to what extent you agree with the following statement. "The teaching and learning methods applied during the course evoked interest ...g" (5 – absolutely agree, 1 – absolutely disagree)

7 responses

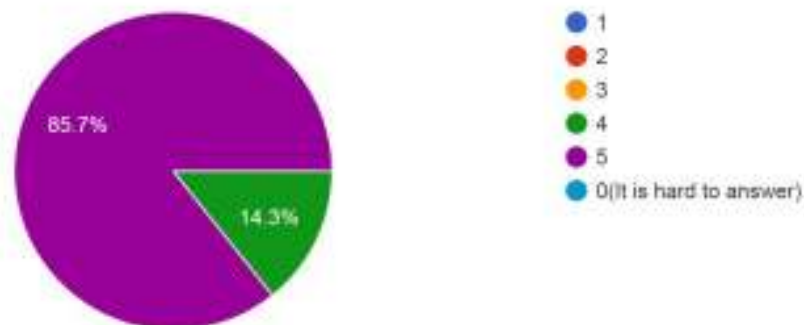


Figure 2

The **third** question inquired if the student-centred approach was applied within the course. About 71% strongly believed that students' participation was encouraged and ensured, 28% also positively answered this question. (Fig.3)

3. Please mark to what extent you agree with the following statement. "Students' participation and involvement/engagement in the course was encourag..." (5 – absolutely agree, 1 – absolutely disagree)
7 responses

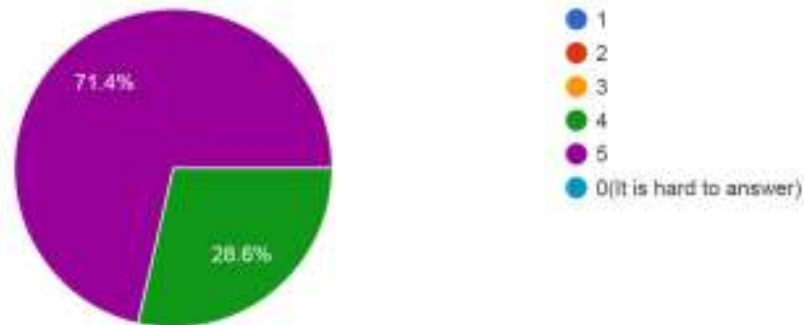


Figure 3

Next **question** checked the frequency of application of innovative methods within the course. The responses were divided almost evenly between 'always' (about 57%) and 'frequently' (42%). This discrepancy can be explained with the fact that the attendance of students within the course was not consistent. Thus, responses varied based on students' attendance. (Fig.4)

4. How often were active and innovative methods of teaching and learning applied during the course?
7 responses

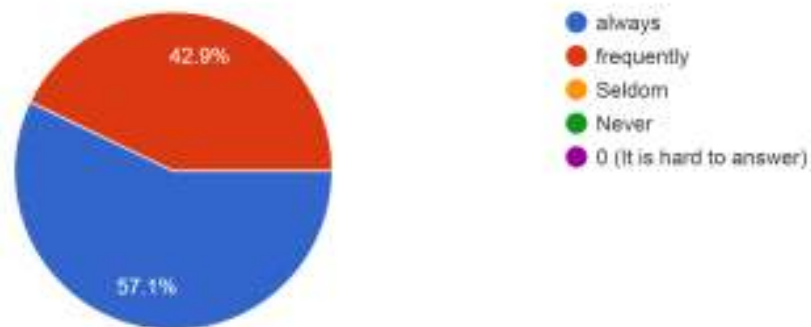


Figure 4

In the **fifth** question participants evaluated the teacher's approach to the course delivery. The students had to rate to what extent the teacher applied active and innovative approaches. All the students unanimously rated her skills with the highest point. (Fig.5)

5. Please rate on a 5-point scale the lecturer's application of active and innovative approaches to the course delivery (5 – the highest point, 1 – the lowest point)
7 responses



Figure 5

The **sixth** question examined the communication quality between the teacher and course participants. All the students positively responded to this question. Moreover, about 71% thought that the efficiency of this communication was at the highest degree. (Fig.6)

6. Please rate on a 5-point scale the efficiency of communication between the lecturer and the audience (5 – the highest point, 1 – the lowest point)
7 responses

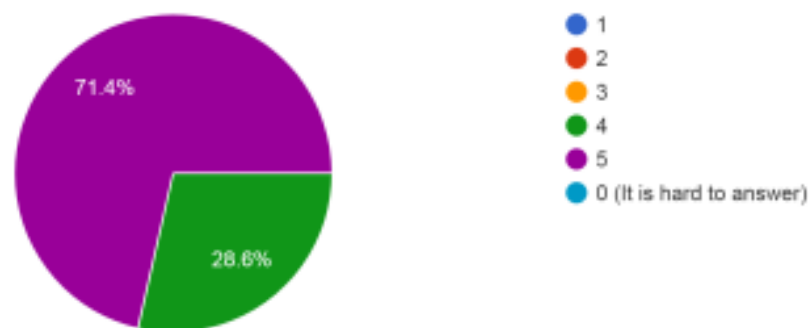


Figure 6

The next **question** sought information on the gained skills through the course, particularly team-working and cooperation skills. The participants gave different responses; roughly 70% of the respondents were absolutely certain that they gained these skills that could be helpful in the future. Only one student (14.3%) absolutely disagreed with this statement. (Fig.7)

7. Please mark to what extent you agree with the following statement. "As a result of the course I have gained team working and cooperation skills wh...e" (5 – absolutely agree, 1 – absolutely disagree)
7 responses

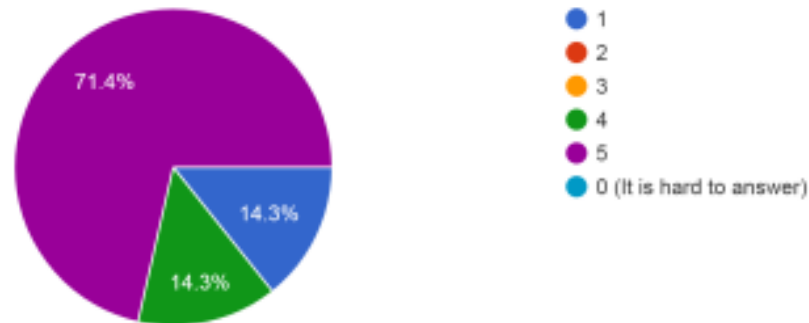


Figure 7

The **eighth** question invited participants to share their opinion about the usefulness of concrete methods for the acquisition. Nine strategies and approaches were provided in this question and respondents could choose several. All participants thought that the most useful methods were 'group discussions/brainstorming' and 'debates' (100%), followed by 'online-seminar/discussions' (71%), 'individual projects', 'individual surveys', 'group projects' (57%). Less useful methods were 'Group discussions, brainstorming with the application of mobile phones', 'Individual surveys/works with the application of mobile phones' and 'Role-playing' (between 14%-42%). (Fig.8)

8. In your opinion, which of the active and innovative methods of learning mentioned below are useful for the acquisition of material (please, mark all the relevant options)
7 responses

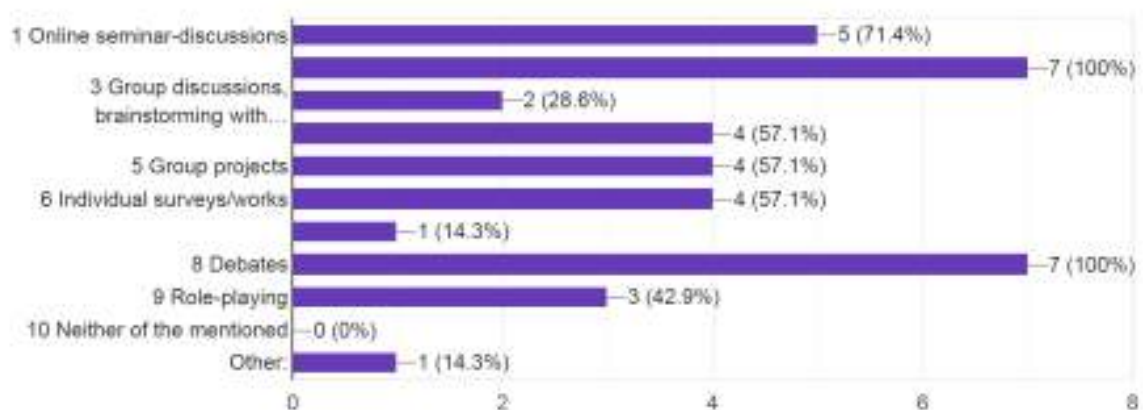


Figure 8

The next **question** explored the practicality of the course. Different descriptors were provided as responses and the participants could check more than one. All students thought that the course was

useful (100%), however for one student, the course was exhausting as well. About 85% of the respondents considered the course interesting, motivating, and necessary. 71% admitted that the course was engaging and less than half of the respondents acknowledged that the course material (42%) was applicable.(Fig.9)

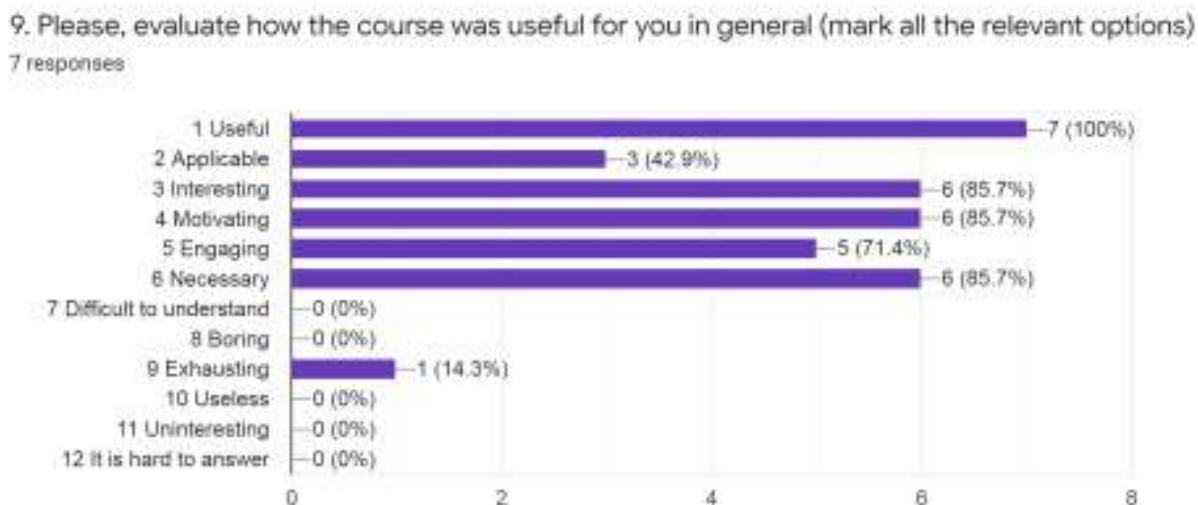


Figure 9

The **tenth** question examined students' desire to be taught with the similar methods and approaches within other courses. All students felt positive about the application of the methods and approaches in other courses. (Fig.10)

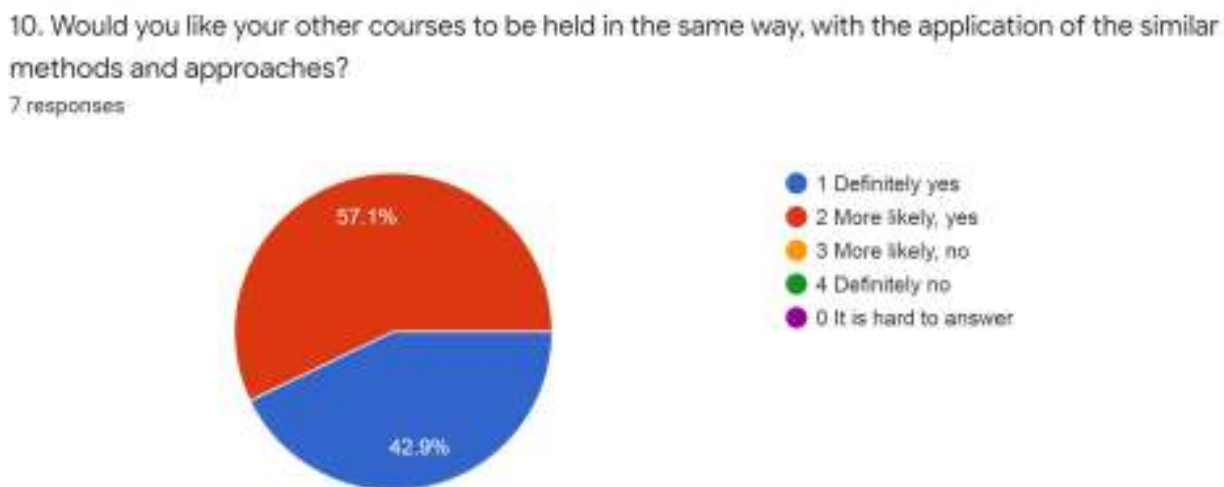


Figure 10

The last **question** was open-ended and asked students for their comments on how to improve the learning experience. Five students proposed their opinions presented below in the table 1.

Table 1

- The course should be more practical than theoretical.
- I would encourage more discussion
- This course is interesting enough for me. I don't want any important changes
- The course was efficient, active, interesting and, of course, useful and necessary.
- I would like to learn interactive teaching activities that Will help me as a teacher, to make the lesson more interesting and fun.

Report 5. Ia Jimshitashvili

Ia Jimshitashvili, Professor
Telavi State University

In the frameworks of Erasmus+ PRINTEL project, a Teacher Training (TT) course "Active Learning in the Flipped Classroom" delivered by Ia Jimshitashvili Iakob Gogebashvili Telavi State University (TeSaU).

After the methods was applied during my lectures of Management, business administration bachelor level.

Here is the analyze of survey:

The name, surname of the lecturer Ia Jimshitashvili

The name of the course: Management

The name of the educational programme: Business Administration

Year (1st, 2nd, 3rd, 4th): 2

Academic degree (bachelor, master): bachelor

1. Please mark how the process of the course was going in general. *

In the form of the lecturer's monologue, without students' engagement

With a greater degree of lecturer's engagement rather than the students'

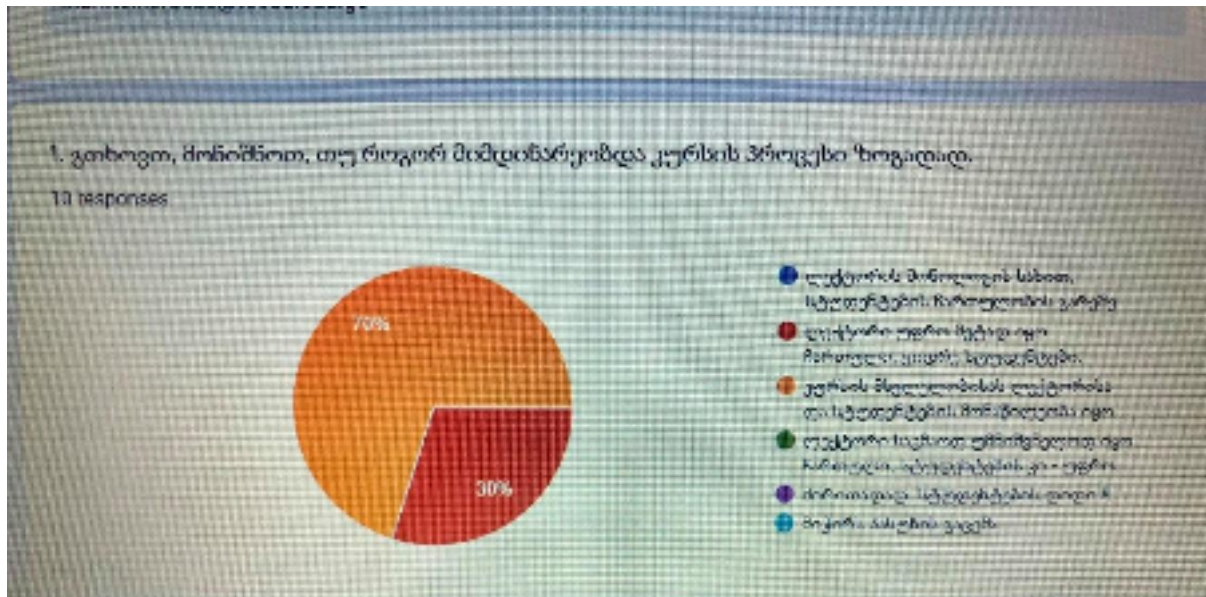
Both the lecturer and students' involvement was equally assured during the course

In the form of the lecturer's quite insignificant extent of engagement in contrast to the students' greater one

Basically in the form of students' greater engagement

It is hard to answer

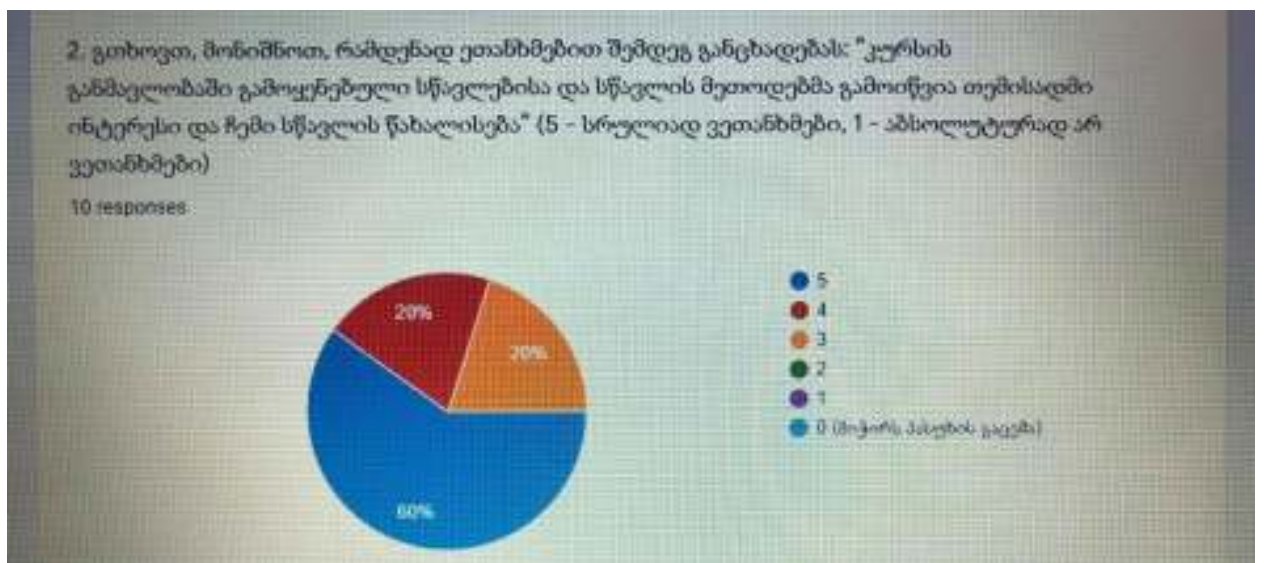
Other:



As we can see 70% think that “Both the lecturer and students’ involvement was equally assured during the course” and 30% - “With a greater degree of lecturer’s engagement rather than the students’”

In some cases because of lack of time students have to give quick and short answers, and they had lack of full involvement.

2. Please mark to what extent you agree with the following statement. “The teaching and learning methods applied during the course evoked interest towards the topic and encouraged my learning” (5 – absolutely agree, 1 – absolutely disagree) *

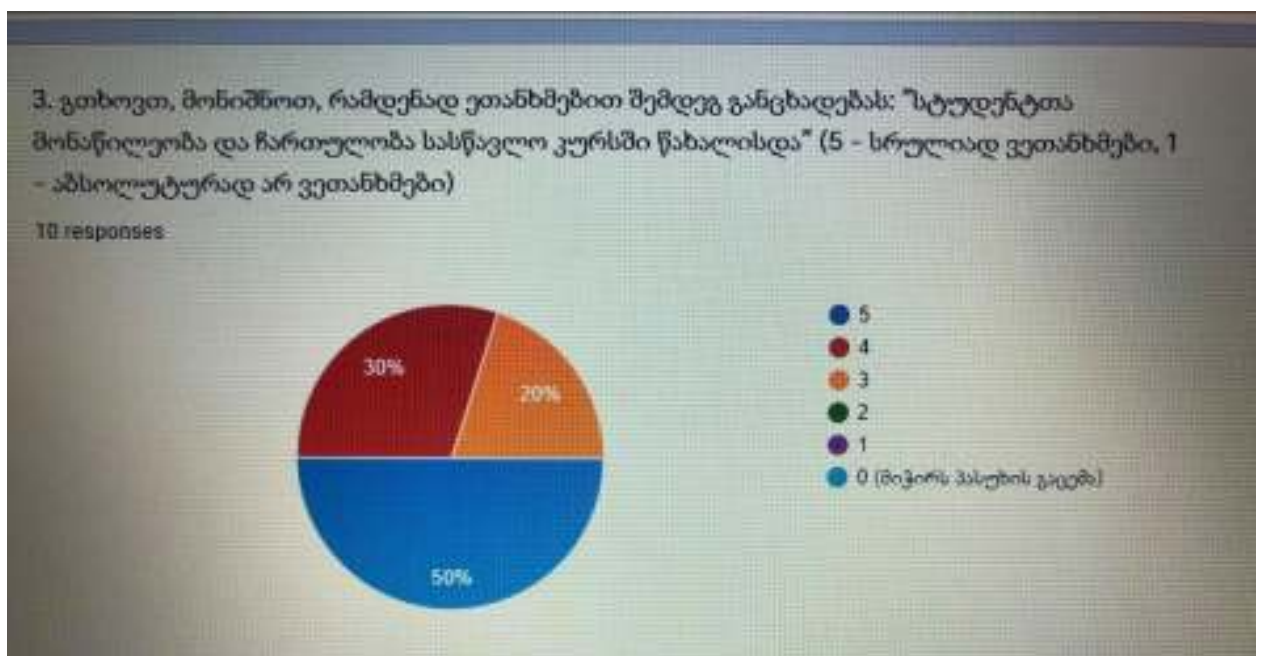


5 – 60% - absolutely agree

4 – 20% agree

3 – 20% - nothing changed

3. Please mark to what extent you agree with the following statement. “Students’ participation and involvement/engagement in the course was encouraged” (5 – absolutely agree, 1 – absolutely disagree) *

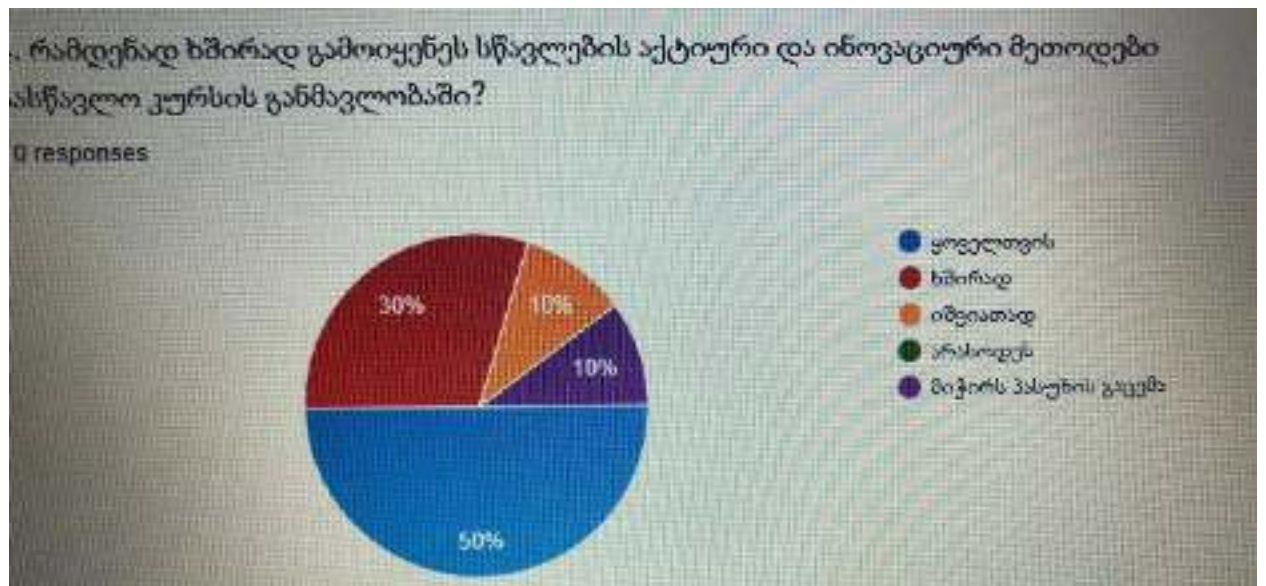


5 – 50%

4 – 30%

3 – 20%

4. How often were active and innovative methods of teaching and learning applied during the course? *



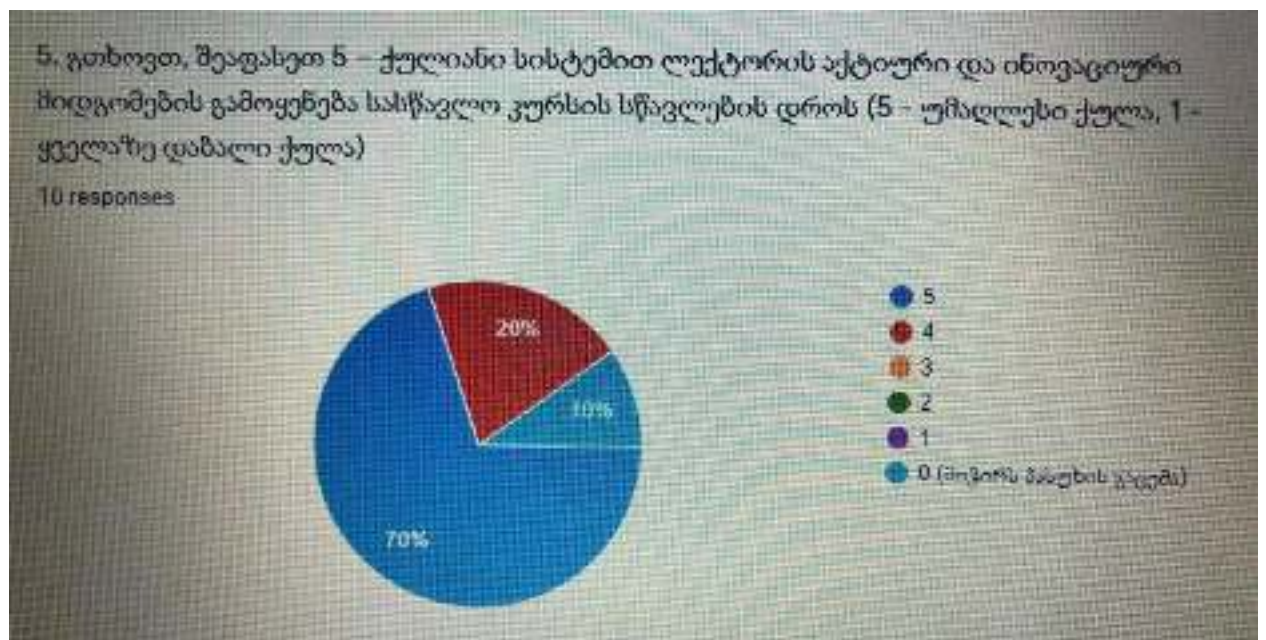
50% - always

30% Frequently

10% Seldom

10% has no answer

5. Please rate on a 5-point scale the lecturer's application of active and innovative approaches to the course delivery (5 – the highest point, 1 – the lowest point) *

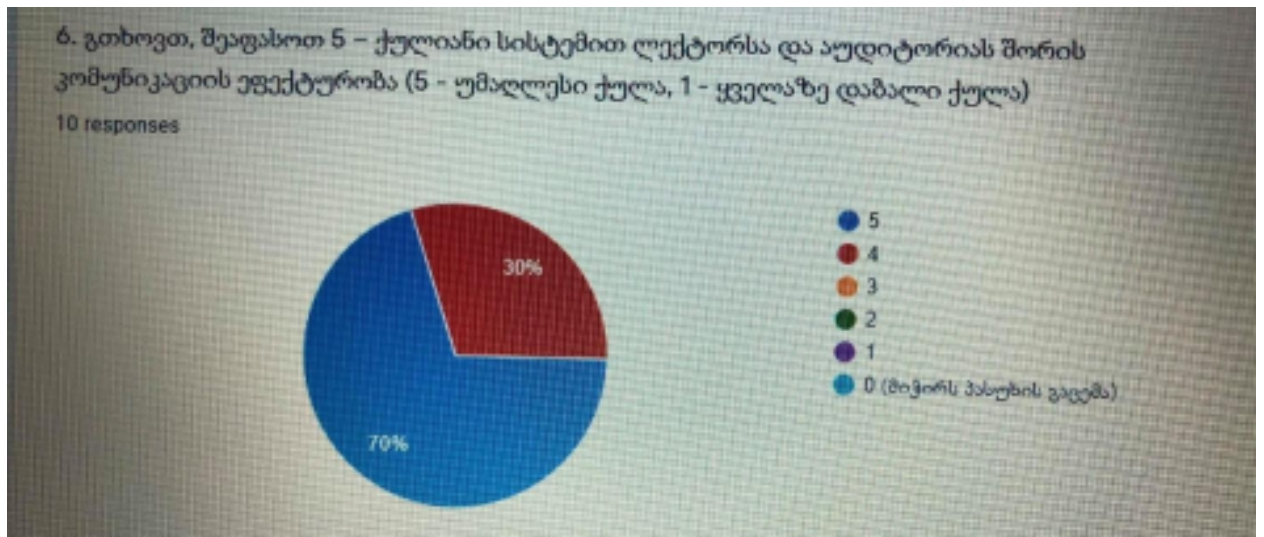


70% - 5

20% - 4

10% - hard to answer

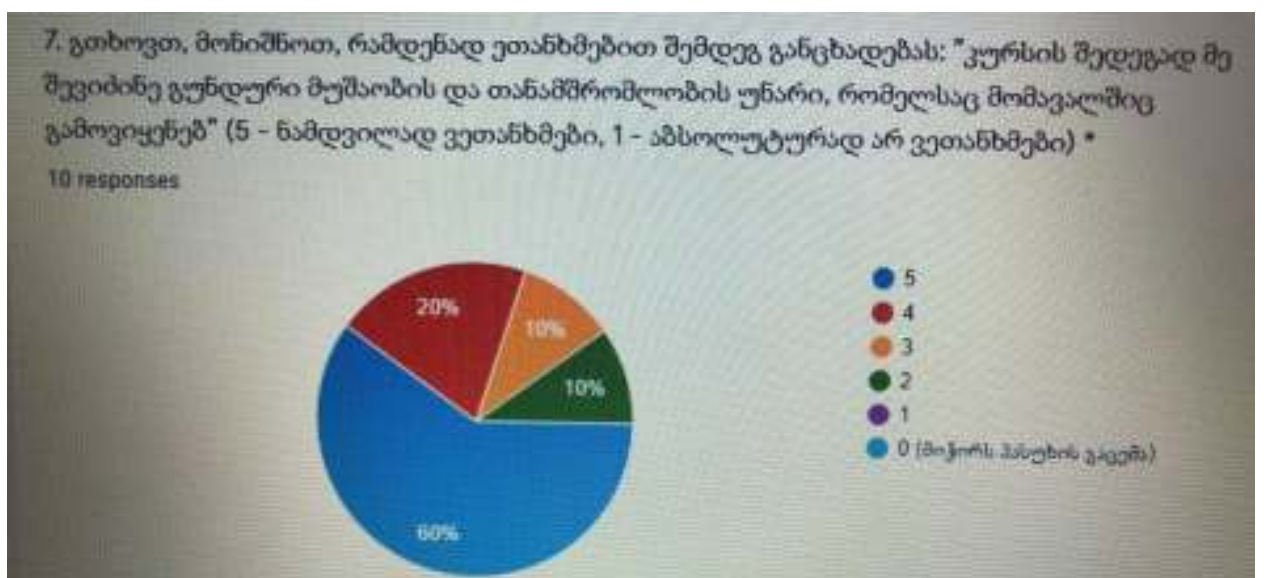
6. Please rate on a 5-point scale the efficiency of communication between the lecturer and the audience (5 – the highest point, 1 – the lowest point) *



70% - 5

30% - 4

7. Please mark to what extent you agree with the following statement. "As a result of the course I have gained team working and cooperation skills which I will be able to use in the future" (5 – absolutely agree, 1 – absolutely disagree) *



60% - 5

20% - 4

10% - 3

10% - 2

8. In your opinion, which of the active and innovative methods of learning mentioned below are useful for the acquisition of material (please, mark all the relevant options) *

1 Online seminar-discussions

2 Group discussions, brainstorming

3 Group discussions, brainstorming with the application of mobile phones

4 Individual projects

5 Group projects

6 Individual surveys/works

7 Individual surveys/works with the application of mobile phones

8 Debates

9 Role-playing

10 Neither of the mentioned

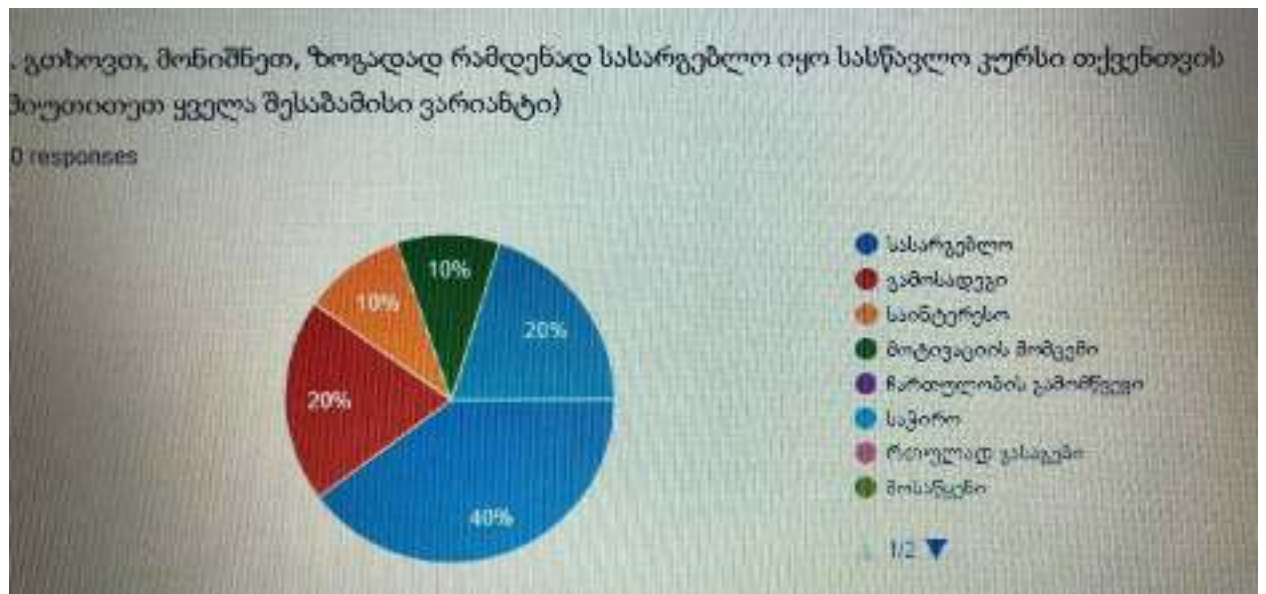


1 Online seminar-discussions – 30%

- 2 Group discussions, brainstorming – 20%
- 3 Group discussions, brainstorming with the application of mobile phones – 10%
- 4 Individual projects – 10%
- 5 Group projects - 0
- 6 Individual surveys/works – 30%
- 7 Individual surveys/works with the application of mobile phones – 10%
- 8 Debates – 10%
- 9 Role-playing -0
- 10 Neither of the mentioned - 0

9. Please, evaluate how the course was useful for you in general (mark all the relevant options) *

- 1 Useful
- 2 Applicable
- 3 Interesting
- 4 Motivating
- 5 Engaging
- 6 Necessary
- 7 Difficult to understand
- 8 Boring
- 9 Exhausting
- 10 Useless
- 11 Uninteresting
- 12 It is hard to answer



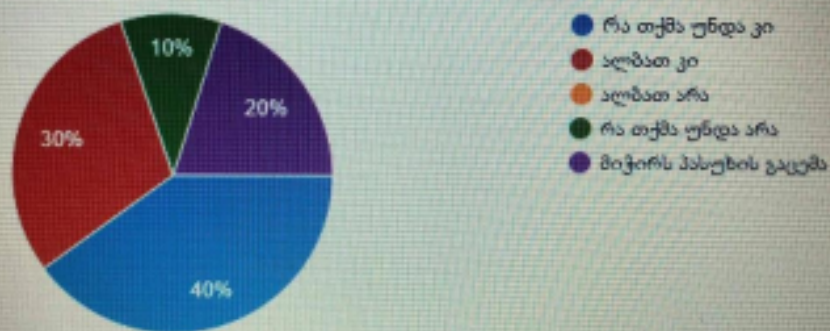
- 1 Useful – 40%
- 2 Applicable – 20%
- 3 Interesting – 10%
- 4 Motivating – 10%
- 5 Engaging - 0
- 6 Necessary – 20%
- 7 Difficult to understand - 0
- 8 Boring – 10%
- 9 Exhausting -0
- 10 Useless - 0
- 11 Uninteresting -0
- 12 It is hard to answer -0

10. Would you like your other courses to be held in the same way, with the application of the similar methods and approaches? *

- 1 Definitely yes
- 2 More likely, yes
- 3 More likely, no
- 4 Definitely no
- 0 It is hard to answer

10. გსურთ თქვენი სხვა სასწავლო კურსების ჩატარება იგივე გზით, მსგავსი მეთოდებისა და მიდგომების გამოყენებით?

10 responses



40% - Definitely yes

30% - More likely, yes

0% - More likely, no

10% - Definitely no

20% - It is hard to answer

11. Please, mention what changes you would like to see within the frame of the course in the respect of making it more efficient, active and interesting.

1. It was interesting and effective, no changes needed
2. No changes needed
3. It is more interesting and useful for students, not only for getting knowledge, but also for existing work. As for lecturers, who used such methods – was interesting and more qualified
4. Cancel on-line lectures and seminars – this student wants to get back to the university.

Conclusion

As the students' responses show, the majority of them are enthusiastic and keen on Innovative teaching and learning methods. Students claimed that the above-mentioned courses were delivered successfully and effectively. Many of them considered that the courses did not need any changes. However, some students expressed their preferences and gave several recommendations to their lecturers for the enhancement of their courses. They asked their lecturers to add various types of activities. They wanted more group or individual projects and works, encouraging games, debates, interactive activities, etc. Several students were tired of online courses and wanted face-to-face instruction.

- Using of flipped classroom method gave them more freedom to plan their schedule, to make priorities for "to do list" and make better presentations and better answers for case studies within the course. Their wish is to have more courses with flipped classroom method.
- more discussion
- focus on practice
- inclusion of practical activities

In conclusion, the survey conducted among students revealed that implementation of innovative T&L methods has made the course more attractive, flexible and engaging for students. The students' positive evaluation reflected their satisfaction and efficiency of these methods and approaches. Their comments will be taken into consideration in the future.