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

National Polytechnic University of Armenia (NPUA)

REPORT

Results Examination of the Surveys on Erasmus+ PRINTeL Project Participant NPUA Teaching Staff's Methods of Students Teaching

Yerevan 2020

CONTENTS

General Information

PRINTeL program "Change In Classroom: Promoting Innovative Teaching & Learning To Enhance Student Learning Experience In Eastern Partnership Countries", PRINTeL project, the National Polytechnic University of Armenia conducted an assessment among students aimed at developing teaching and learning methods as well as introducing new technologies in the innovation-teaching process.

The evaluation was carried out by means of surveys, for the lecturers trained within the framework of the PRINTeL program, the quality of the lecturer's teaching was made by the students. The online survey tools used to determine the level of satisfaction of students from different academic groups with the mentioned course, assessing the pedagogical teaching approaches, as well as the use of innovative technologies by the lecturer to support the teaching efficiency.

This report describes the results of the evaluation analysis of 11 lecturers of NPUA, who were trained within the framework of the PRINTeL program and got acquainted with modern teaching and learning innovative and technologically saturated methods.

The Analysis of Survey Results

The questionnaire consists of 10 questions. With the results of the survey were made analyzes according to separate questions, the effectiveness of teaching-learning processes, the modernity of teaching methods and technologies were assessed for each interviewed lecturer, and resource needs were identified. Below are the online questionnaire questions :

1. Innovative teaching methods have been used throughout the course.

2. Learning methods have sparked interest in the subject and promote my studing.

3. Active participation and interactive discussions in the learning process were encouraged.

4. Student lecturer interaction was not limited to classroom discussions but online communication and electronic correspondence were used.

5. A number of teaching methods were used during the course (e.g. teacher and participants presentations, group discussions and teamwork, etc.))

6. The time allocated for the learning process was effectively used by the lecturer.

7. The provided training materials and electronic literature during the course were helpful.

8. The use of innovative technologies contributed to the full mastering of the course.

9. As a tutorial materials, audio/video lectures were given that helped to prepare for the exams and doing work yourself ?

The evaluation of questions from 1 to 9 was carried out on a 5-point scale, where:

    1 = strongly disagree
    2 = disagree
    3 = partly agree
    4 = agree
    5 = strongly agree

For the 10th question (10. Overall, how would you rate your achievements in this course?)

as a mandatory field, students were asked to indicate one of 5 options:

☐ I didn't get the knowledge

☐ insufficient

☐ sufficient

☐ good

☐ excellent

SUMMARY RESULTS OF THE ASSESSMENT BY INDIVIDUAL LECTURERS

192 undergraduate and master students studying in the educational programs of NPUA took part in the survey. The results of the evaluation analysis of individual lecturers are shown in Figure 1.
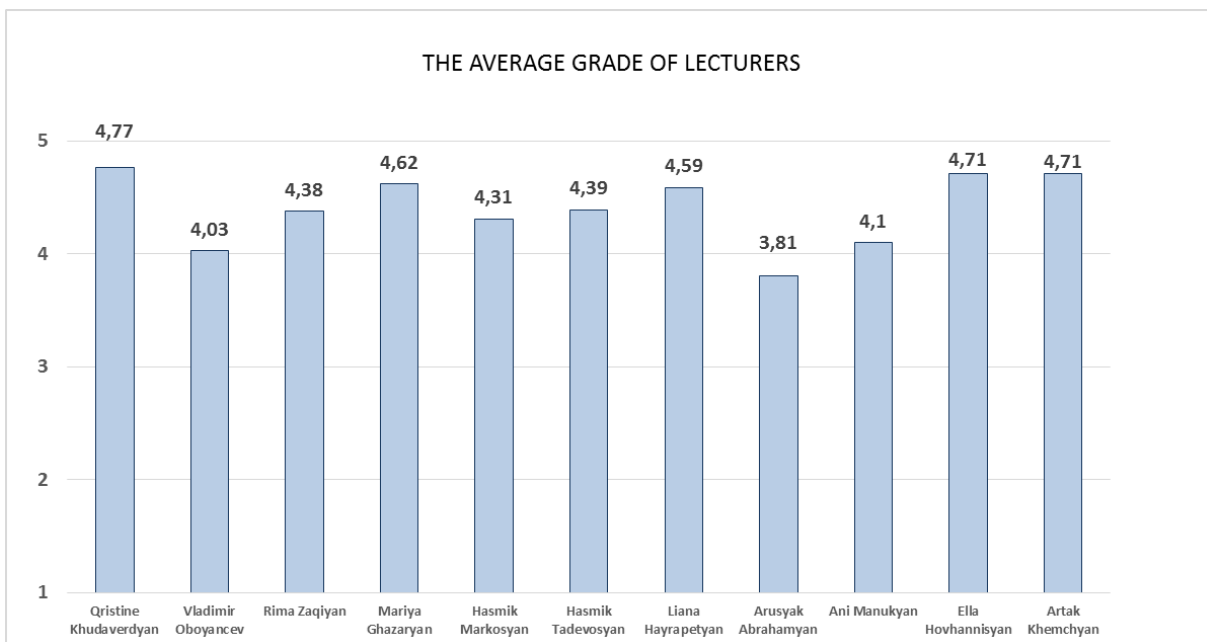

Figure 1. The average grade of interviewed lecturers

The overall average grade of student satisfaction on a 5-point scale was a maximum of 4-77 and a minimum of 3-81.

AVERAGE ASSESSMENT RESULTS BY INDIVIDUAL QUESTIONS AND INDIVIDUAL LECTURER

The evaluation results from one to nine questions are given below. The result of each lecturer's assessment was analyzed according to separate questions. Assessments of course components were analyzed as averaged and grouped assessments.
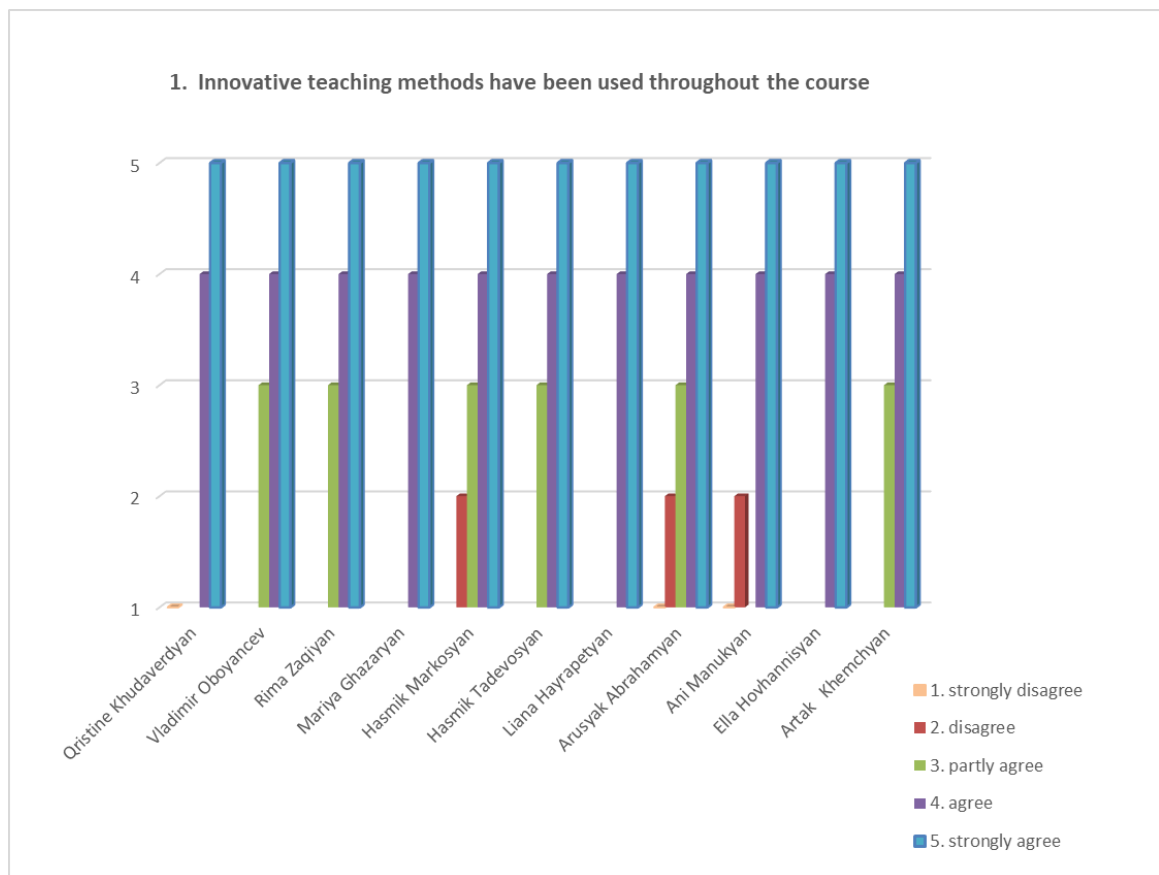
Figure 2. Innovative methods were used during the training

Figure 2 shows that for all the interviewed lecturers, in geheral were mentioned the answers "completely agree" and "I agree", and only 3 lecturers have the note "I do not agree".
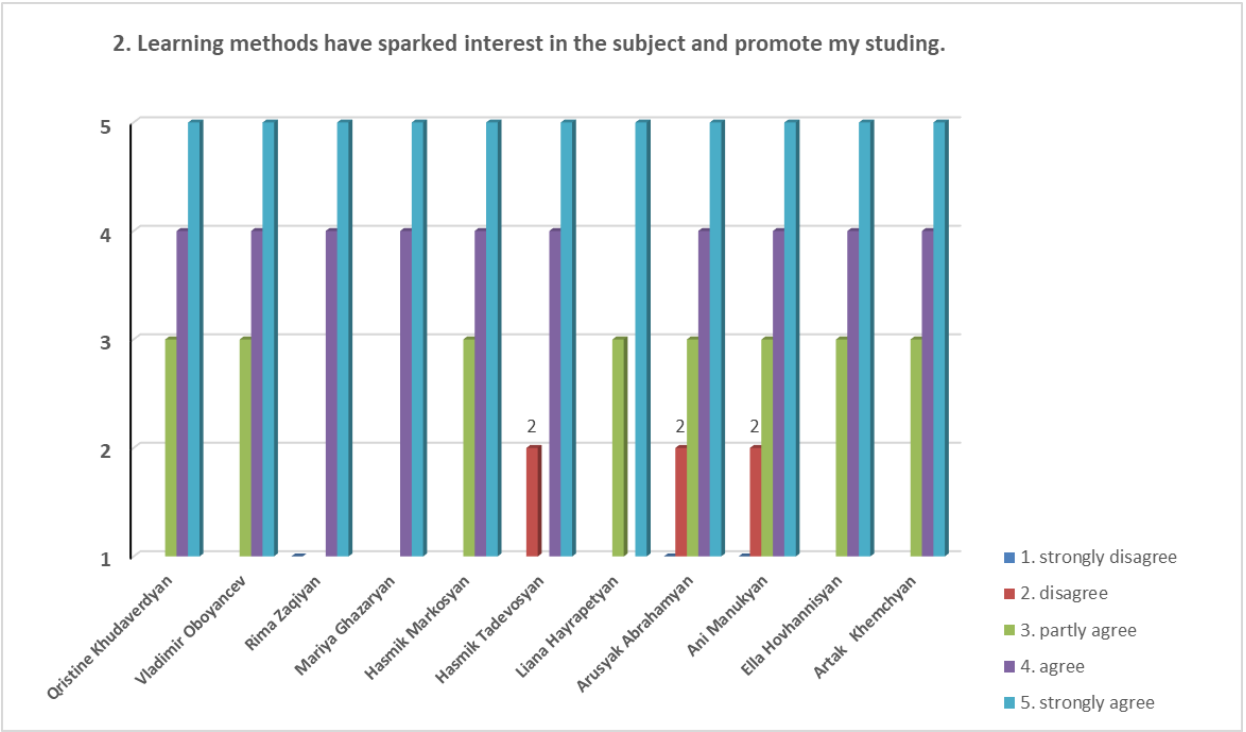
Figure 3. Teaching methods have aroused interest in the subject and stimulated my teaching
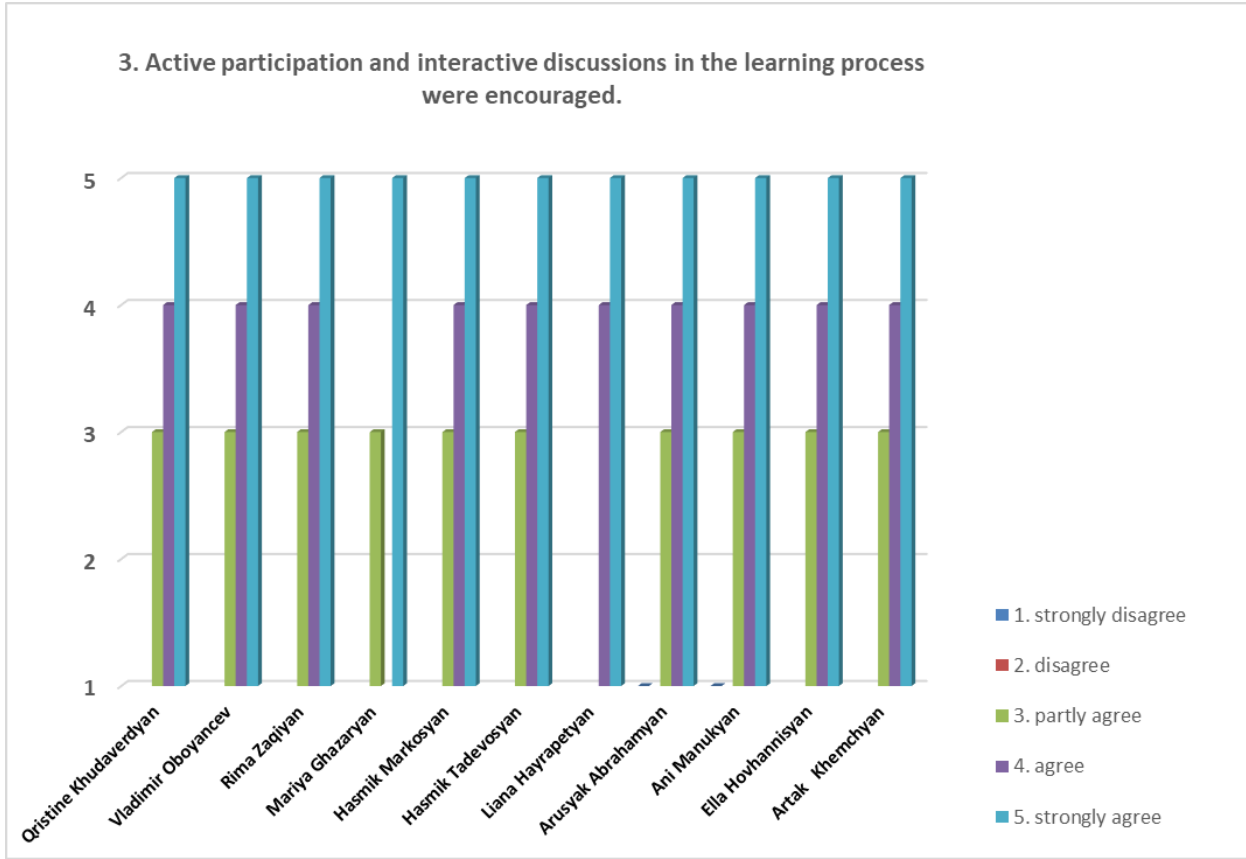
Figure 4. Active participation in the training and interactive discussions were encouraged
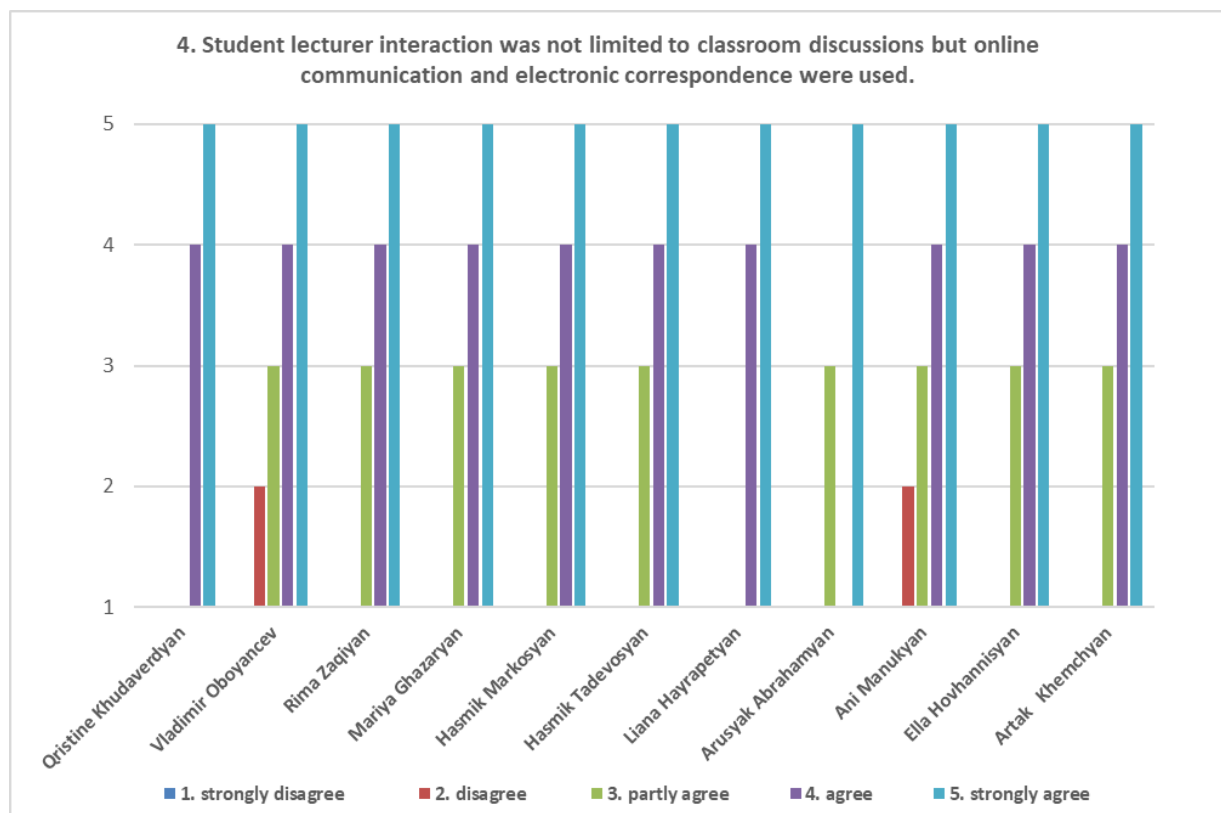
Figure 5. Student-teacher communication was not limited in classroom by discussions, but were used online ways of communication and e-mail
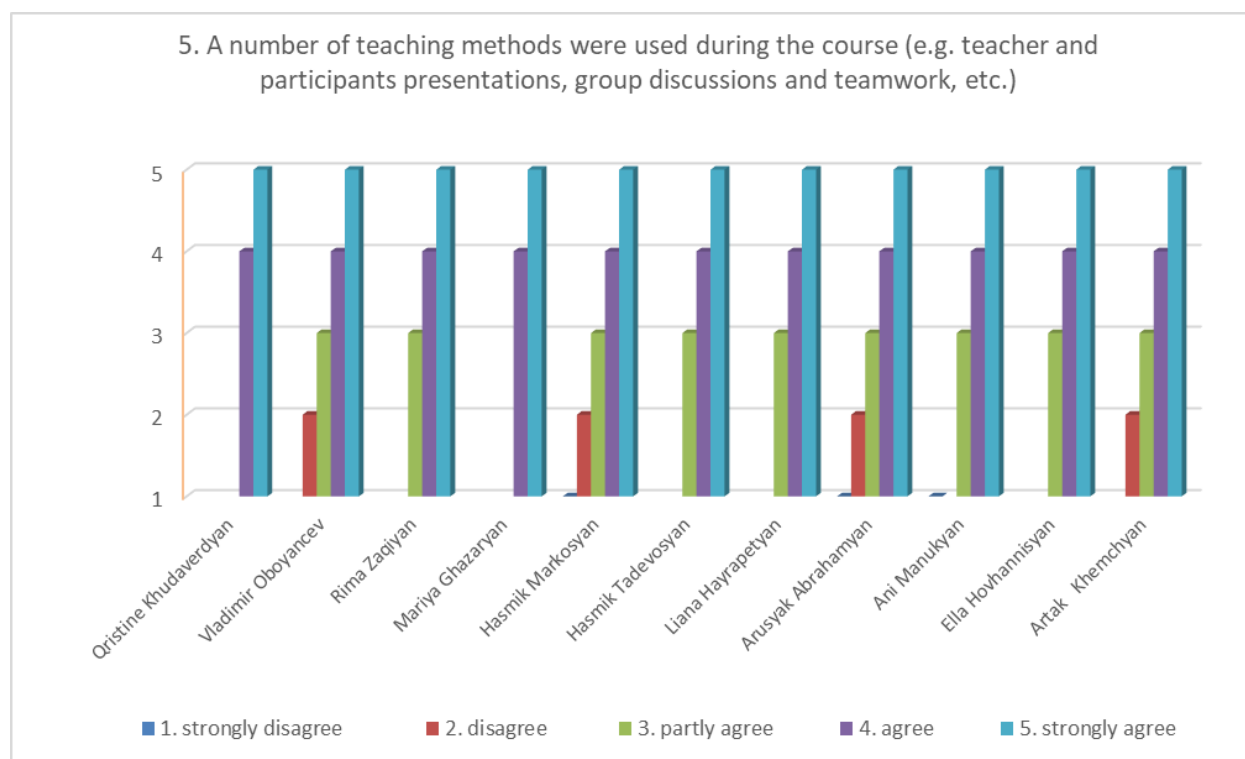
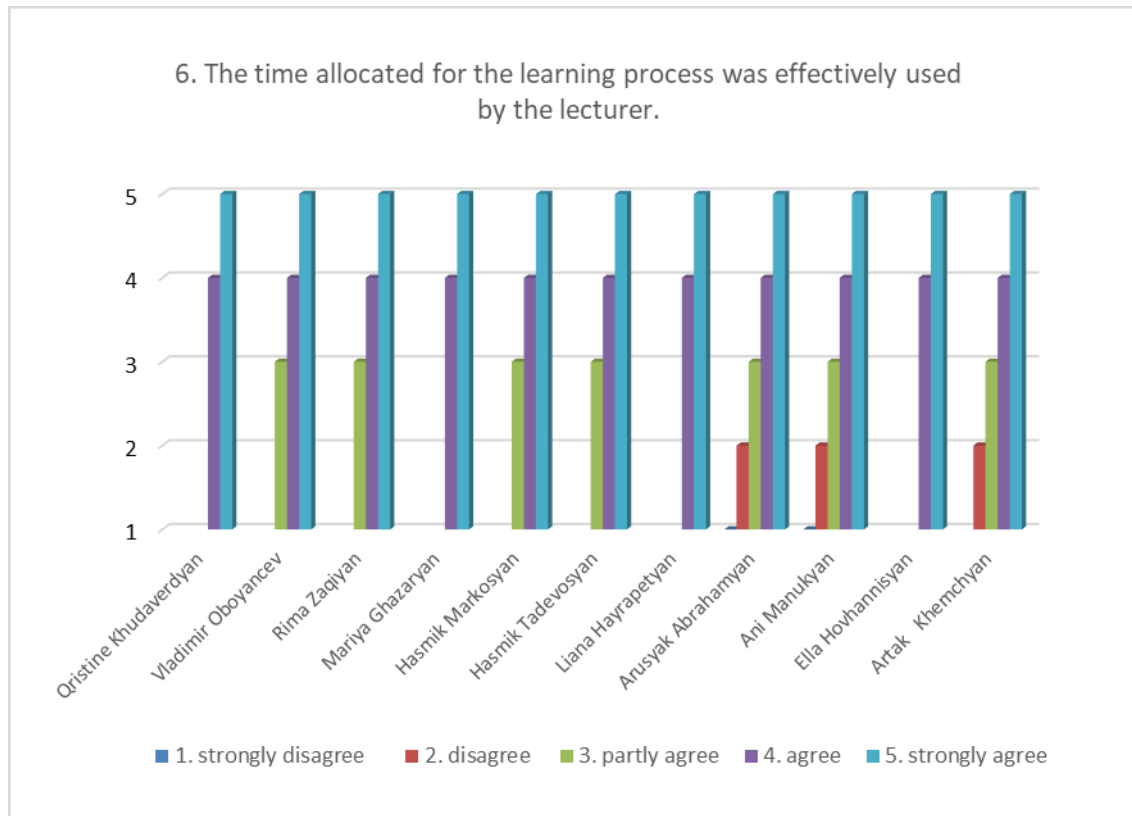*Figure 6. A number of teaching methods were used during the course*

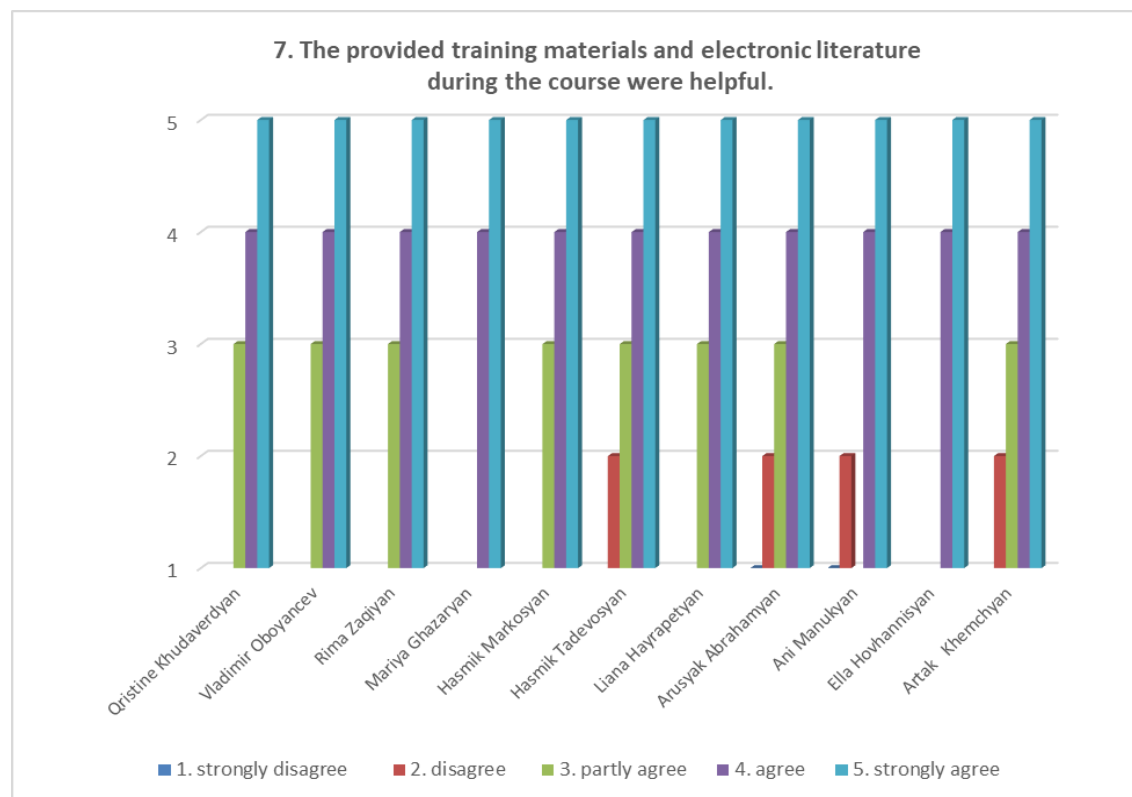*Figure 7. The time allotted for the course was used effectively by the teacher*

Figure 8. The training materials and e-literature provided during the training were useful

8. The use of innovative technologies contributed to the full mastering of the course.

9. As a tutorial materials, audio/video lectures were given that helped to prepare for the exams and doing work yourself ?
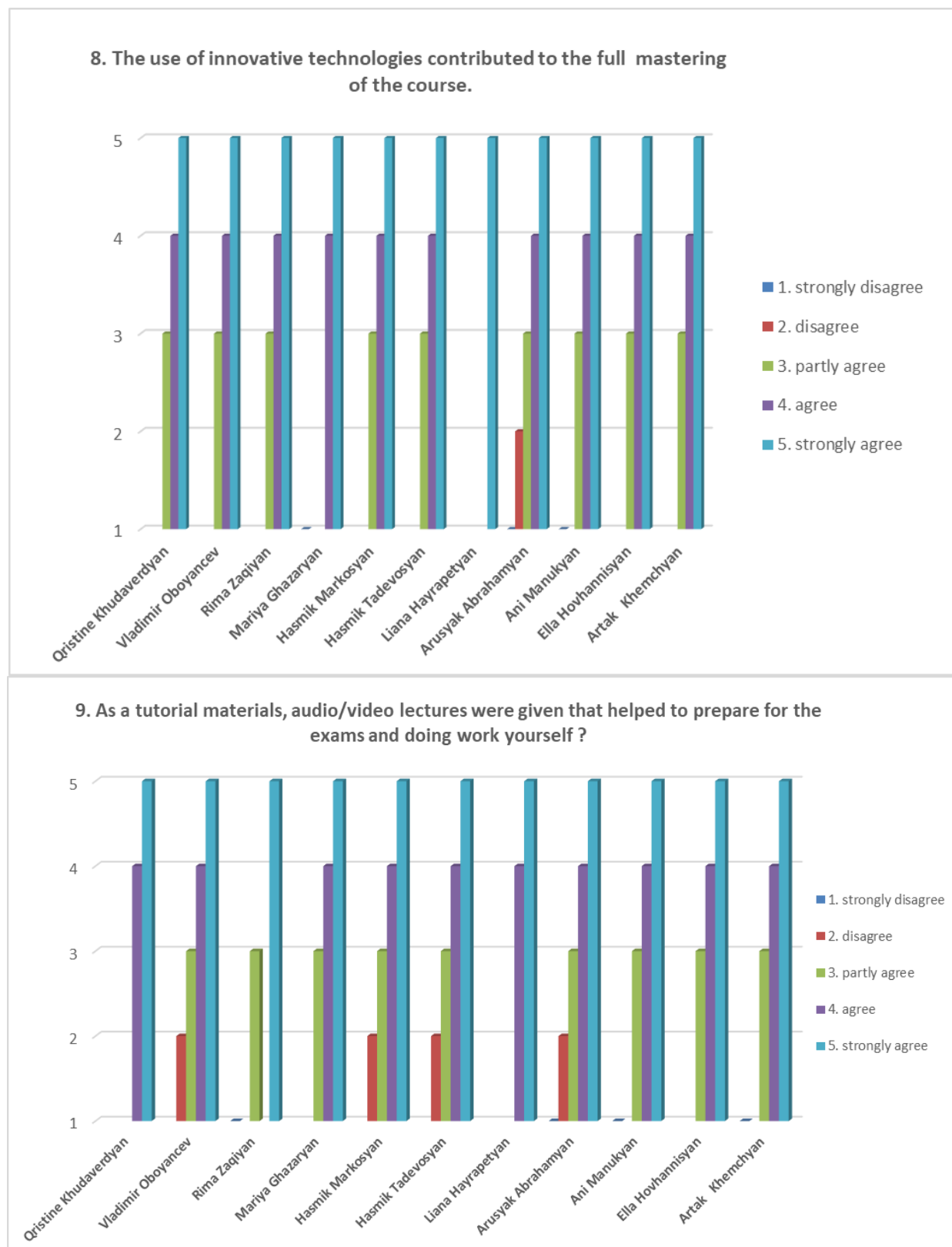
Figure 9. The results of the analysis of the 8th և 9th questions by individual lecturers

In order to have a more accurate picture, in addition to the average indicators, 1 to 9 questions were also analyzed according to separate grouped assessments: I completely agree, I agree, I partially agree, I do not agree, I do not agree at all (Figure 10).
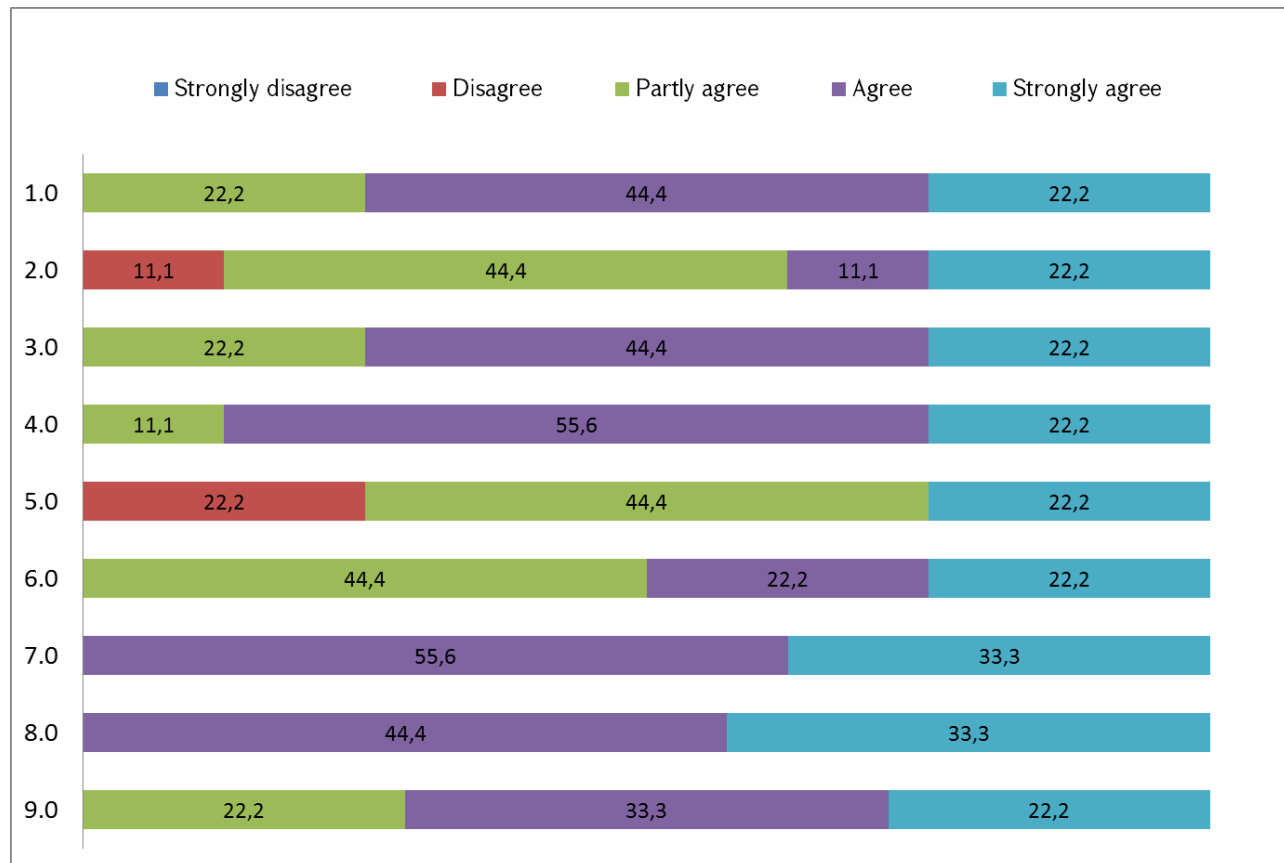
Figure 10. Evaluation of questions grouped by percentage

The results of each lecturer's assessment of question 10 are presented in separate diagrams.
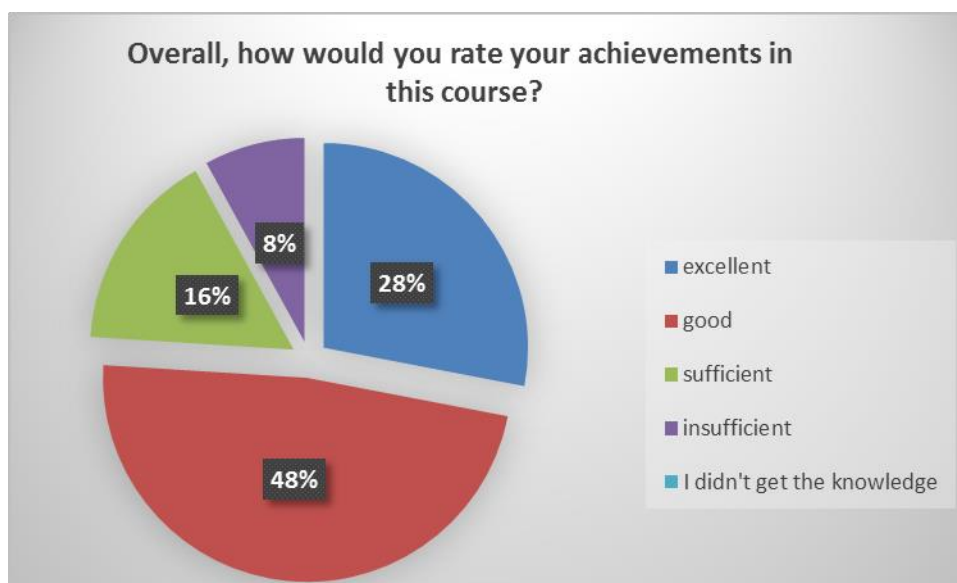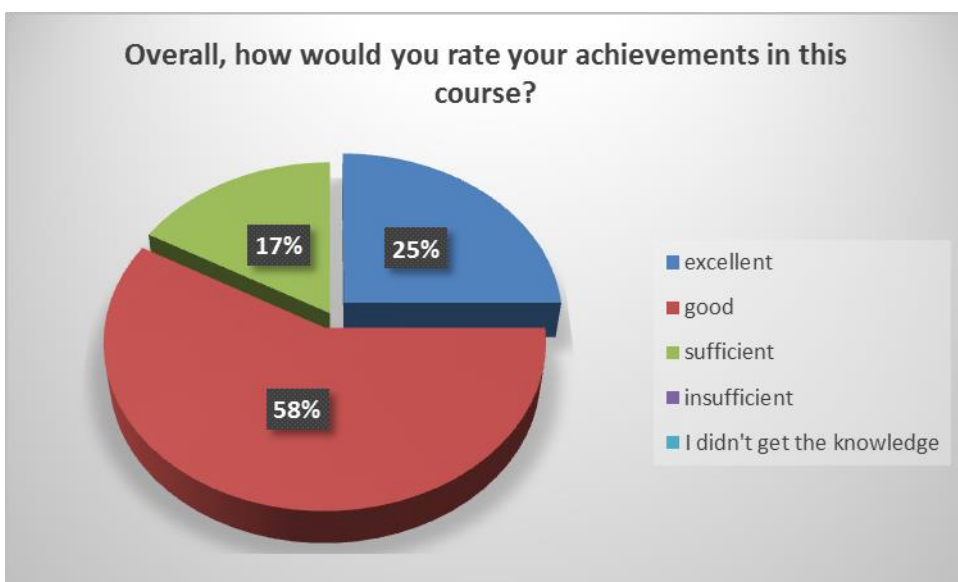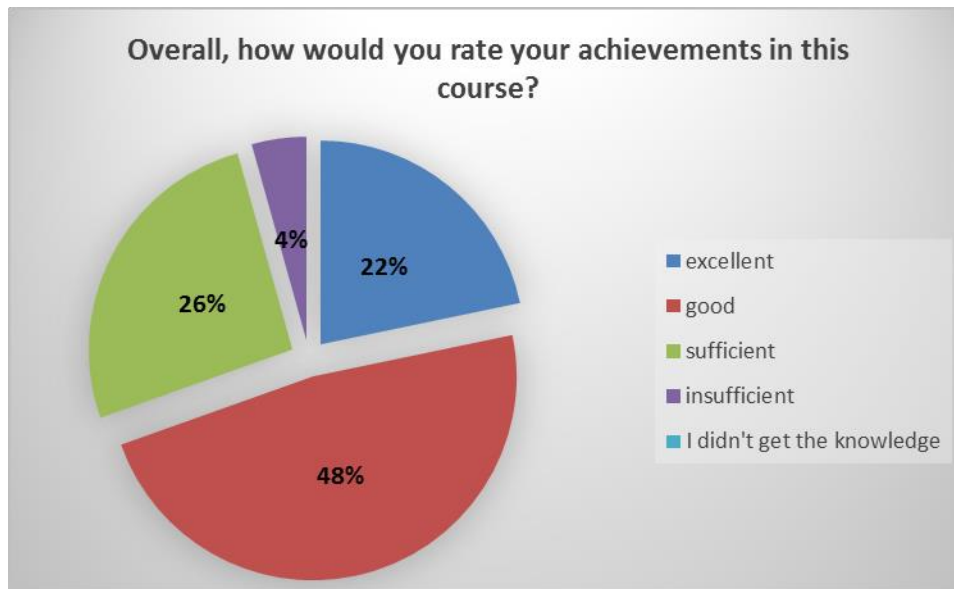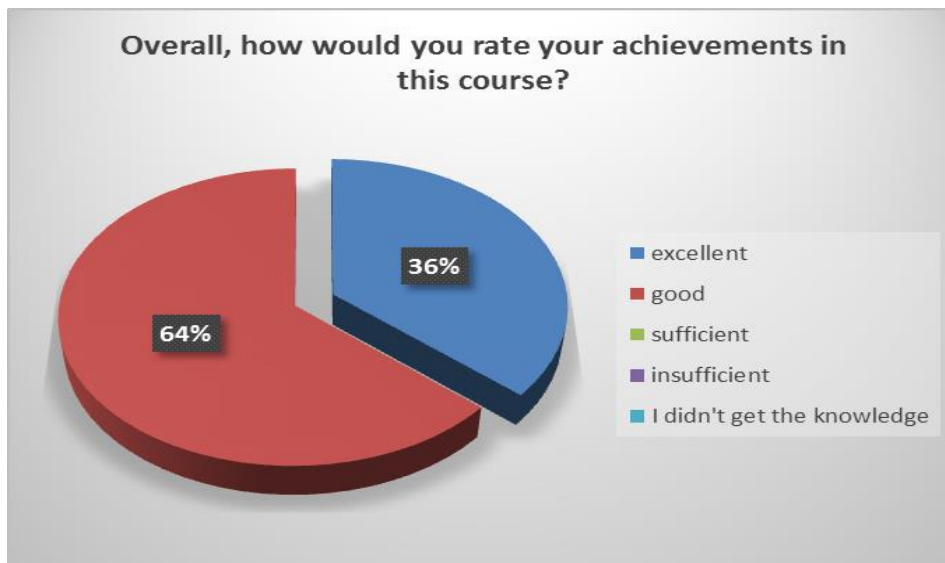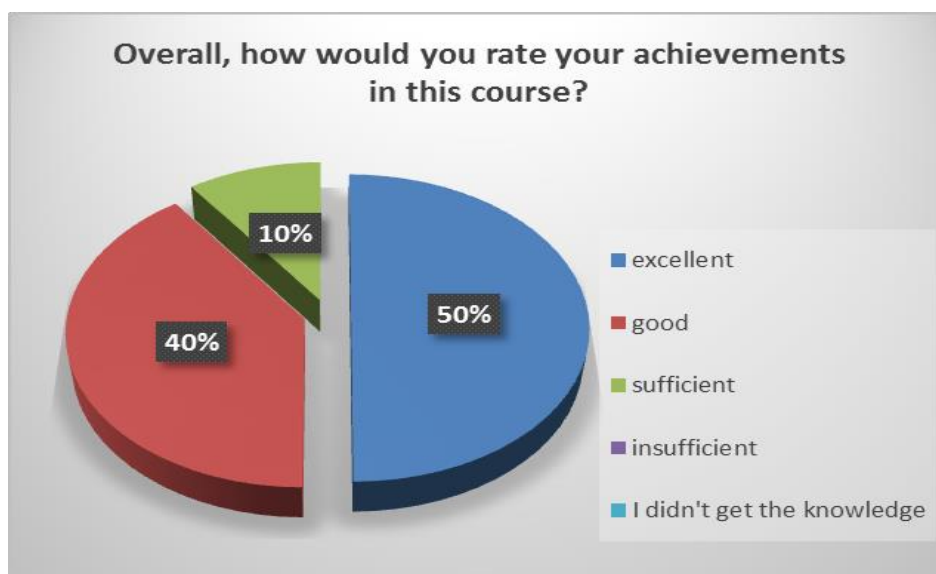

Ani Manukyan
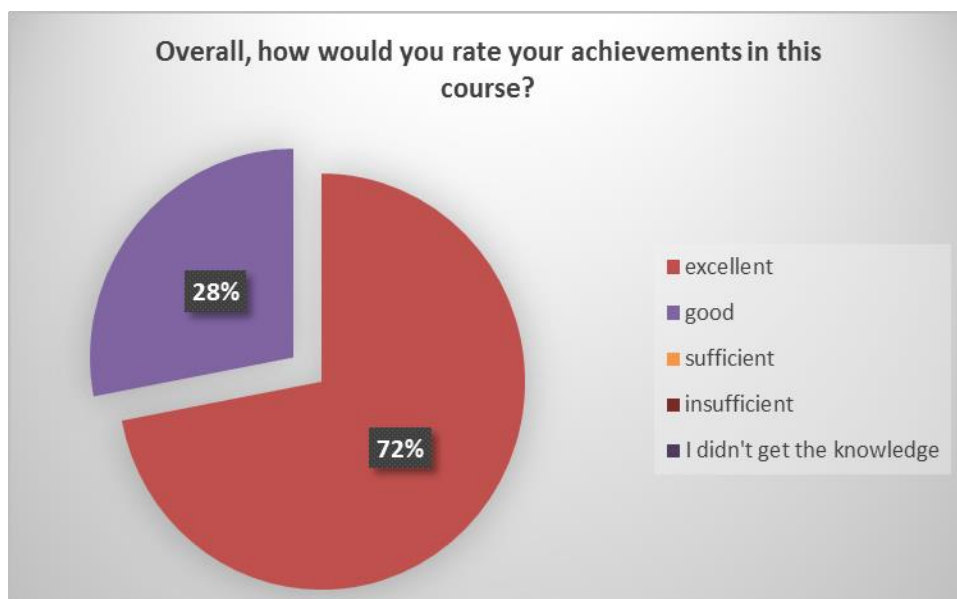
Ella Hovhannisyan
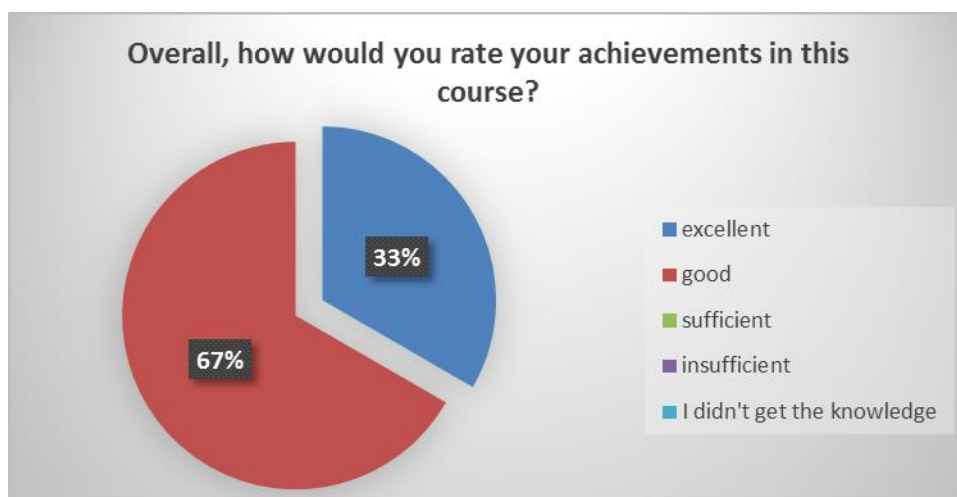
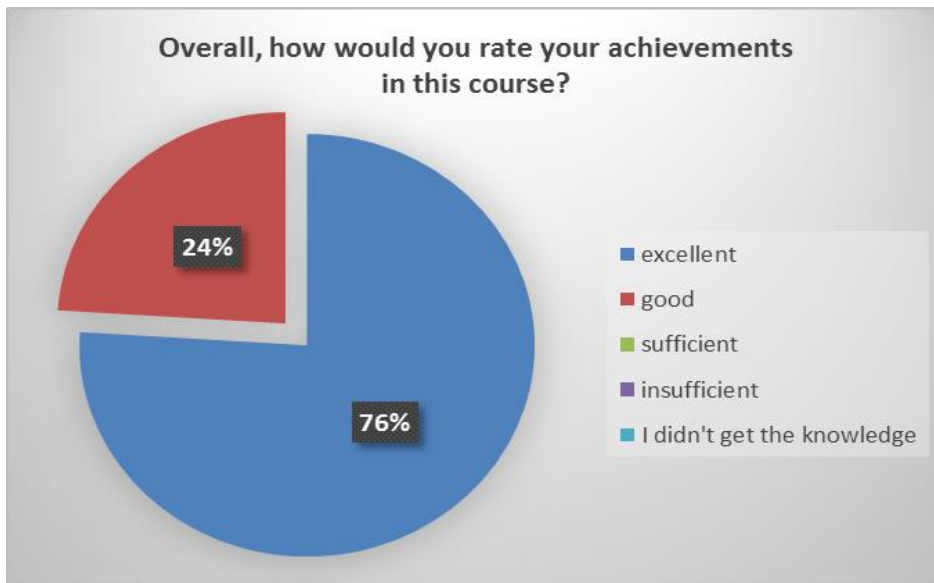*Liana Hayrapetyan*

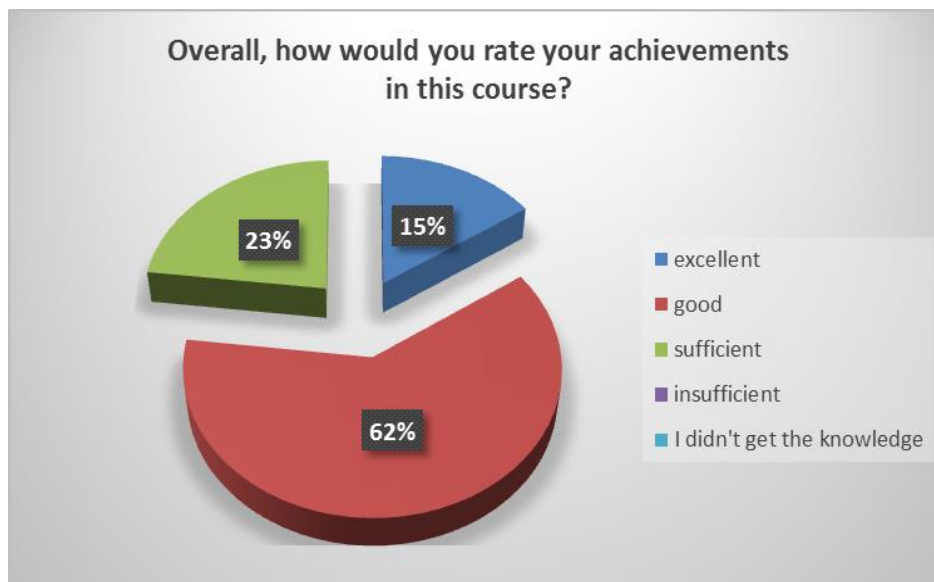*Hasmik Tadevosyan*

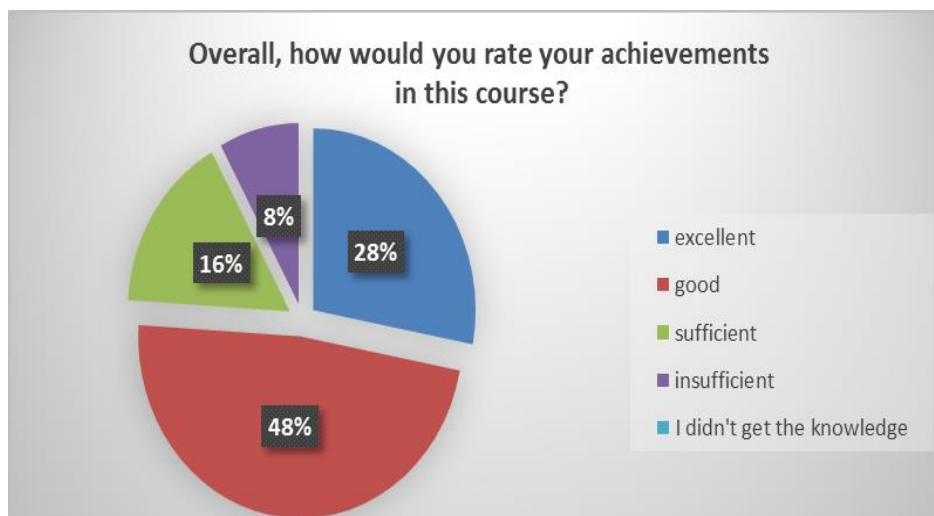*Hasmik Markosyan*

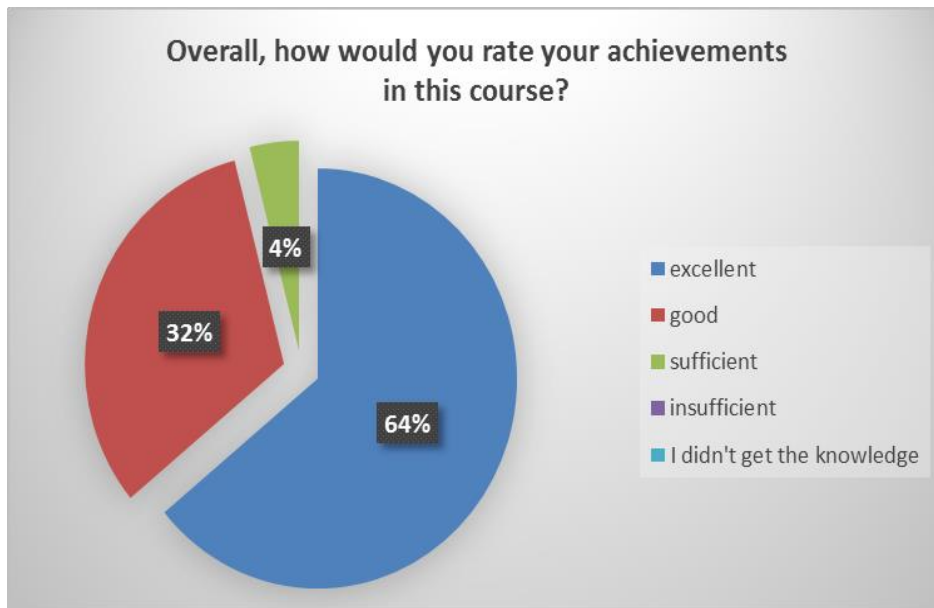

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Conclusion

Based on the results of the assessment surveys, it can be assumed that the use of innovative technologies to support teaching efficiency and quality of trained lecturers has had a positive impact on the level of student satisfaction.