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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE  
TEACHING & LEARNING TO ENHANCE STUDENT LEARNING  
EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES”, PRINTeL**  
**BELARUSIAN STATE UNIVERSITY (BSU)**

# **REPORT**

**Results Examination of the Surveys on Erasmus+ PRINTeL  
Project Participant BSU Teaching Staff’s Methods of Students  
Teaching**

**MINSK 2020**

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## **Introduction. General Information**

The current report is conducted within the activities envisaged by WP Development. It involves the results examination of the surveys on the new methods and approaches to students teaching provided by the BSU lecturers trained at Project Partner 5 EU universities (FH Joanneum Gesellschaft mbH (FHJ), Katholieke Universiteit Leuven (KU Leuven), Linkopings Universitet (LiU), Universitat de Barcelona (UB), Universidade do Porto (U. Porto).

The report includes the following aims:

to evaluate through the analysis of the present surveys results and from the perspectives of education quality and availability the efficiency of teaching methods and approaches elaborated by BSU lecturers during last academic year;

to identify students' attitude to the above-mentioned issue;

to determine the degree of activity, cooperativeness of teaching and learning, digital technologies application, as well as to predict further steps in terms of the development of the lecturers' conventional and digital teaching skills, and the exchange of the gained experience.

In order to reach the aforementioned aims, the following objectives were set:

- to determine students' participation in the courses, the issue of active engagement in the learning process fostered by the teaching staff;

- to reveal the frequency of teaching staff's active and innovative methods application in the teaching process, as well as students' level of satisfaction concerning that issue;

- to figure out students' preferences in terms of active and innovative methods usefulness from the perspective of course material acquisition;

- to find out students' attitude to the trained lecturers' teaching with active and innovative methods and approaches, as well as their willingness of the mentioned methods and approaches to be applied by other lecturers;

- to collect students' suggestions related to making the courses more efficient, active and exciting.

The questionnaires of the surveys covering the aforementioned objectives were created by the above-mentioned lecturers with the help of the content, methodological support of BSU Educational Innovations Laboratory. The surveys were carried out online by the mentioned lecturers among the students .

### **The Analysis of Survey Results**

The survey was conducted in two stages. Firstly 55 lecturers (25,7 %) out of 214 participants of free trainings and training seminars in European universities took part in the survey. Their students answered the questions as well.

To evaluate the process of introducing the educational technologies studied by lecturers into the educational process, a survey of students (undergraduates) was conducted, in which 202 people took part. More than 90 % of them are students (189 people) and 17 undergraduates.

Among the students surveyed there are mostly the representatives of the Faculty of International Relations 40,1 % (81 people) and the Faculty of Journalism – 37,6 % (76 people). Also, the survey was attended by the students of the Faculty of Economics – 16,3 % (33 people), Faculty of Geography and Geoinformatics – 5,9 % (12 people).

The results of the questionnaire analysis showed that students' educational activity is provided by various methods and technologies of work: creative tasks, discussions, exchange of opinions, group work, analysis of situations (cases) from professional activities, educational projects, independent study of educational material with subsequent discussion in the audience (“flipped classroom”). At the same time, almost 30 % of the surveyed students noted the use of all these methods of work by lecturers during the educational process.

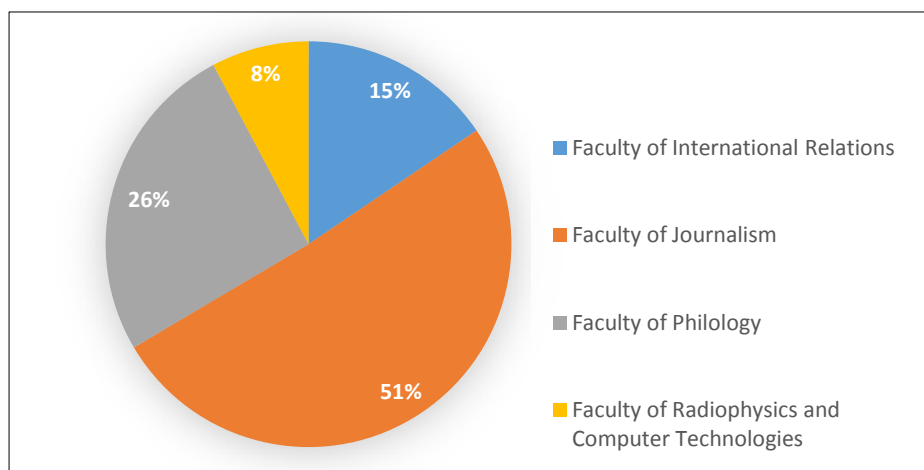
Almost 74 % of students (149 people) mentioned performing creative tasks as part of the educational process; 69 % (139 people) mentioned participating in discussions, exchanges of views; 65,5 % (129 people) participated in group work. Most of the students (119 people) study the training material on their own, followed by discussion in the audience (“flipped classroom”).

Students noted that a variety of modern information technologies are used in the educational process. The most popular are mobile applications (65 % of answers),

videos – 59 %; video lectures by other lecturers and experts – 40 %, elements of gamification were noted by 39% of the survey participants. At the same time, 49 students (24 % of the survey participants) indicated that lecturers use their own video lectures. Almost 80 % use multimedia presentations.

5 Lecturers who visited seminars in European universities and 1 lecturer who participated in-house seminars (table 2.4) questioned their students once again in order to find out the opinion about active and innovative teaching and learning methods used individually for each teacher throughout the course, to evaluate the effectiveness of communication between the teacher and the audience and to find out recommendations for improving the educational process. The second survey was conducted taking into account the additions in the questionnaire.

206 students out of 479 undertaking the questionnaire (43 % of total number) took part in this stage of survey. The survey involved 27 students from the Faculty of International Relations, 52 students from the Faculty of Philology, 15 students from the Faculty of Radiophysics and Computer Technologies, 87 students from the Faculty of Journalism. In total, innovative methods were applied to 479 students.

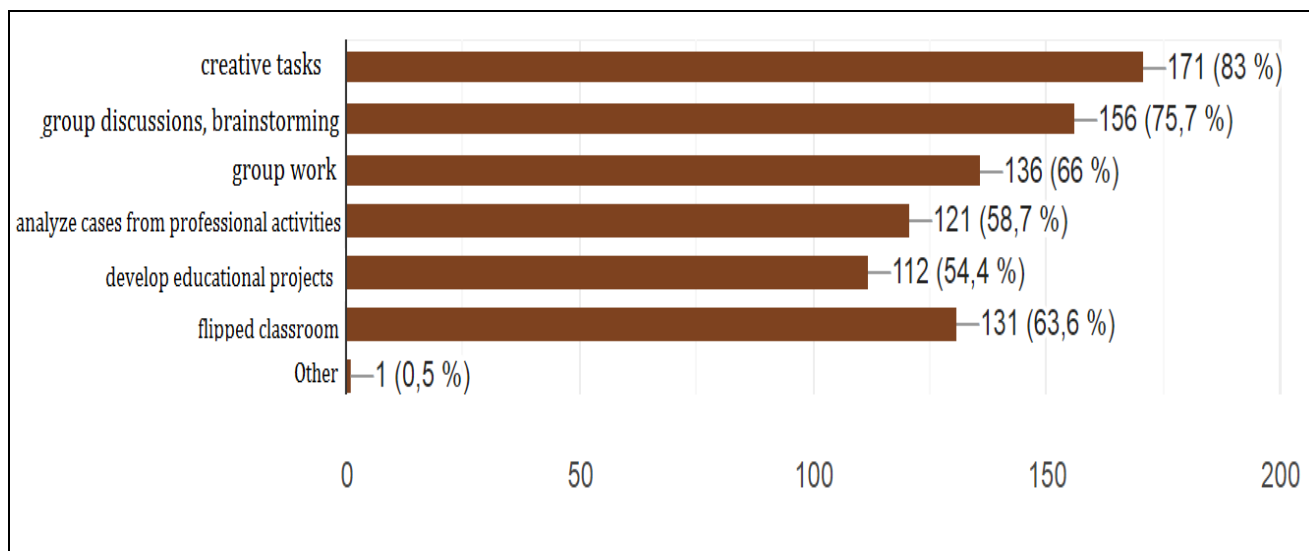


**Figure 1** – Faculties that participated in survey

The survey has shown that 6 lecturers (Olga Kulieva, Konstantsin Mulyarchik, Sviatlana Kharytonova, Olga Malashenkova, Alesia Kyzminava, Natalia Sayanova) whose students were participating in the survey combine different methods and technologies.

The most popular technologies are creative tasks – 83 % of the survey

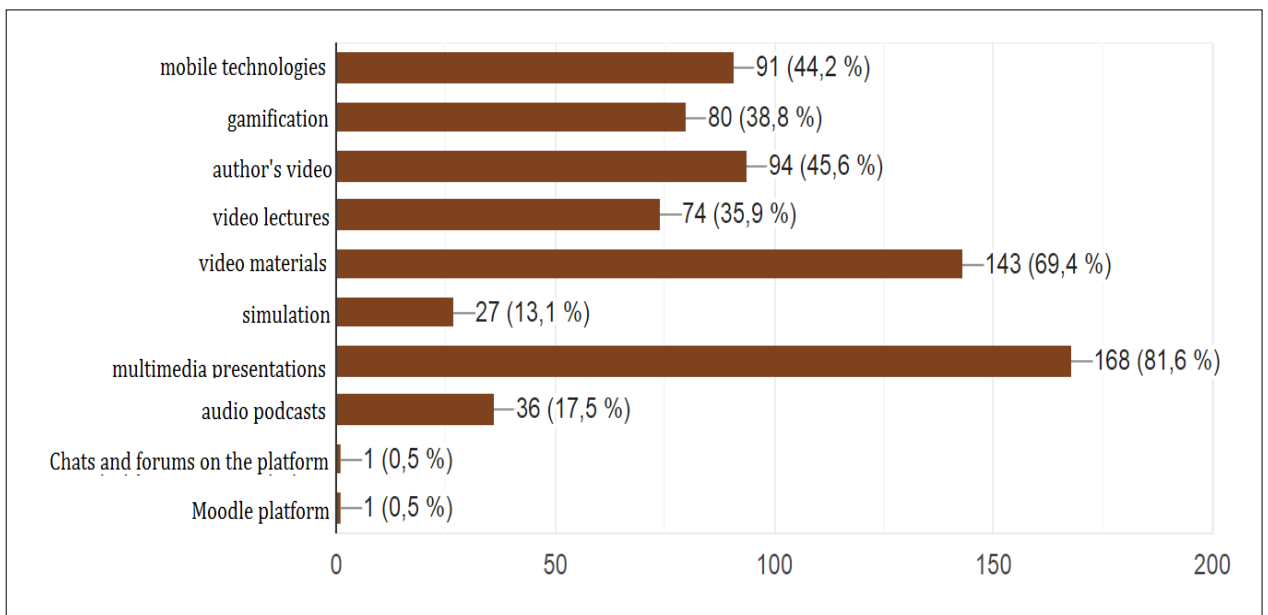
participants (171 students); 75,7 % – group discussions, brainstorming (156 students) and 66 % – group work (136 students). It is important to mention that 131 students (63,6 %) are introduced to content at home and practice working with it at the university (flipped classroom); 121 students (58,7 %) analyze cases from professional activities; 112 students (54,4 %) develop educational projects (Figure 2).



**Figure 2** – The most popular educational technologies used by lecturers

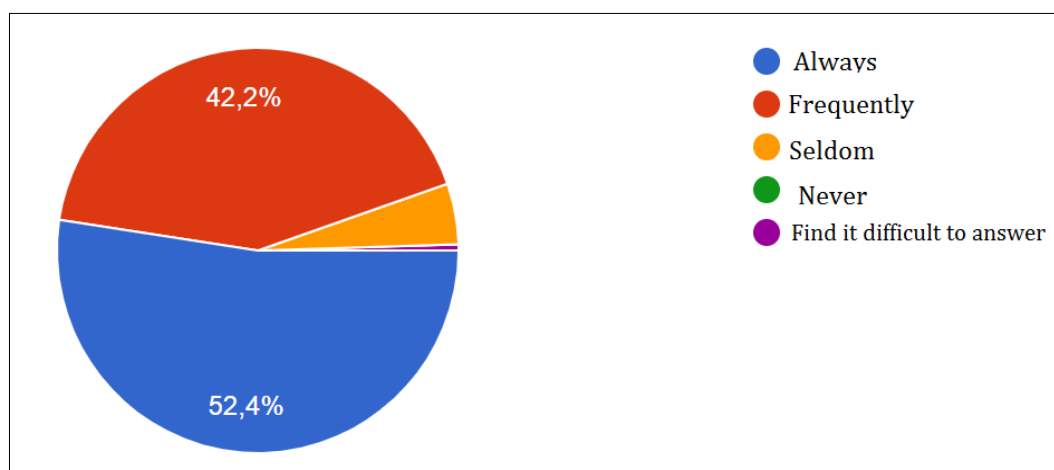
The obtained results indicate the transition from traditional forms in the form of lectures and the main role of the teacher in the educational process to the active participation of students in this process. Group forms of work, creative assignments and the fulfillment of individual assignments increase the involvement and activity of students, increase their motivation, which in turn improves the assimilation of the material and learning outcomes.

Students noted that lecturers use modern information technologies in the educational process (Figure 3). Mostly introduced are multimedia presentations – 81,6 %, video materials – 69,4 % and 45,6 %. Rather high proportions have mobile technologies (44,2 % of answers) and gamification (38,8 %).



**Figure 3** – Distribution of students' answers about educational technologies used by lecturers in the educational process

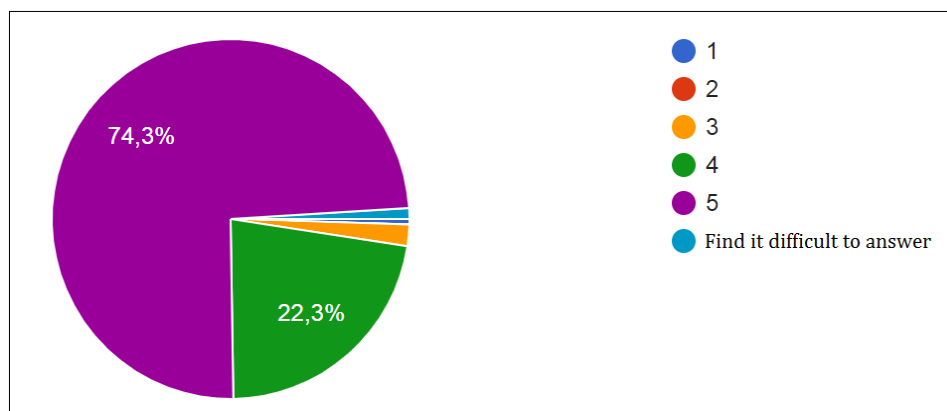
The question “How often were active and innovative methods of teaching and learning applied during the course?” has received the following answers from students: 108 students (52,4% of the survey participant students) marked “Always”, 87 students (42,2%) marked “Frequently”, 10 students (4,9 %) marked “Seldom” (see Figure 4).



**Figure 4** – Distribution of students' answers about frequency of using active and innovative methods of teaching and learning

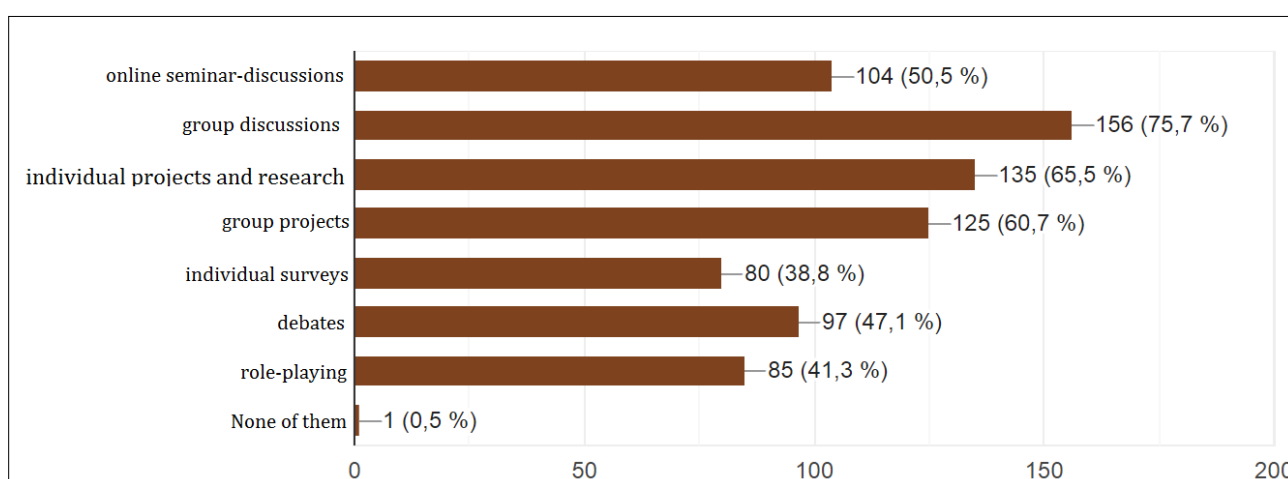
The results of the surveys have shown that communication between the lecturer and students was effective. 96,9 % of the survey participants estimated highly the efficiency of such communication: 153 students (74,3 %) gave the highest point to the question “How would you rate on a 5-point scale the efficiency of communication between the lecturer and the audience (5 – the highest point, 1 – the lowest point)?”, 46

students (22,3%) marked “4” (Figure 5).



**Figure 5** – Distribution of students' answers about the efficiency of communication between the lecturer and the audience

Students showed great interest to the methods and approaches of teaching and learning that involve team work, collaboration. They gave priority to group discussions, group projects and debates in the list of the suggested methods of the acquisition of taught material; the question “Which of the active and innovative methods of learning mentioned below are useful for the acquisition of material?” received the following answers from students: online seminar-discussions were marked by 104 students (50.5 %), individual projects and research– by 135 students (65,5 %), group projects were marked by 125 students (60.7 %), individual surveys – by 80 students (38,8 %), debates – by 97 students (47,1 %), role-playing – by 85 students (41.3 %) (see Figure 6).



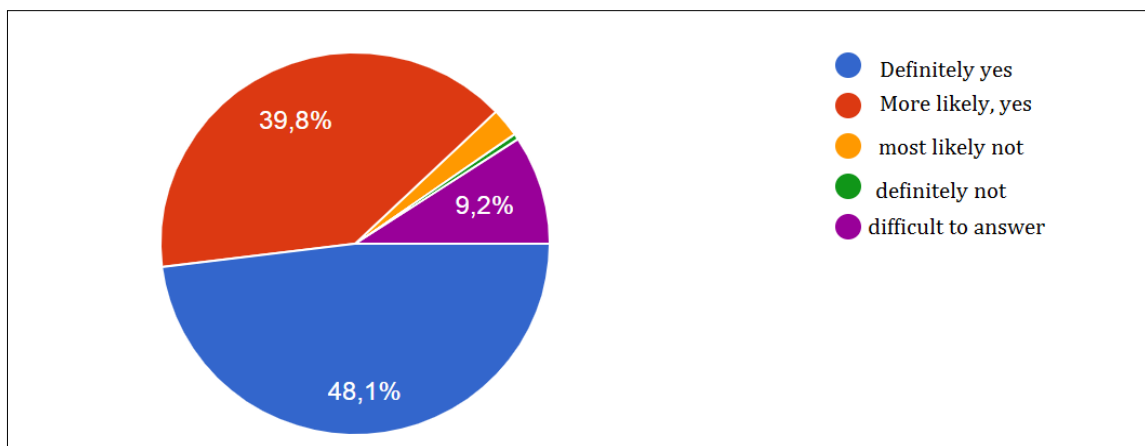
**Figure 6** – Distribution of students' answers about the use of modern information technologies

Thus, the results obtained indicate a high degree of students’ satisfaction with the educational process. Thanks to the combination of active teaching methods with



information technologies, the educational process is carried out at a new modern level, ensuring a high degree of student involvement and the effectiveness of interaction in the classroom.

All the aforementioned is also confirmed by the answers to the question “Would you like your other courses to be held in the same way, with the application of the similar methods and approaches?”. This question received the following answers: 82 students (39.8 %) mentioned “Definitely yes”, 114 students (31,5 %) – “More likely, yes”, and 19 students (9.2 %) found it difficult to answer (see Figures 7).



**Figure 7** – Distribution of responses about the use of distance learning elements

The following suggestions on making courses more effective, active and interesting were indicated by the students:

- to conduct group sessions in non-standard formats;
- to provide more individual work and less group work, as it is the only way to evaluate the work done and the level of knowledge of the student;
- to continue using audio podcasts and video lectures, as it is very convenient and effective;
- to improve technically the educational portals through which training takes place.

Some answers also contained suggestions for changing the work plan and the structure of the curriculum.

## Conclusion

The following conclusions can be indicated according to the analysis and survey of students:

- teachers have acquired and apply technologically advanced skills and active methods in the process of teaching and learning, which increases the quality and accessibility of education, as well as the effectiveness of interaction with the teacher;
- trained students note a positive attitude towards the active and innovative methods used by teachers;
- trained teachers apply active methods, accompanying the educational process with electronic teaching aids and information and communication technologies. In relation to these methods, students expressed a high level of satisfaction;
- courses conducted by trained teachers contributed to the formation and development of students' teamwork skills. At the same time, students have a need for an individual form of work, which, in their opinion, makes it possible to objectively evaluate their work.

Students noted the following methods, as more effective: online seminars-discussions, group and individual projects, individual surveys, debates, role-playing games.

## **Guidelines for Future Undertakings**

As a result of the completed analysis within the frameworks of the report under examination, we can offer several guidelines for future activities:

1. To expand the possibilities of using elements of blended (hybrid) learning in the implementation of educational programs at the University. The distribution of responses from students and lecturers shows the active introduction of elements of distance learning (mixed/ hybrid) into the educational process of BSU. In addition, the use of electronic learning tools at BSU is regulated by the Regulation on the use of electronic learning tools, approved by the Rector's Order of 05.02.2019 No. 100-ОД).

2. It is recommended to intensify the support of the educational process in the implementation of educational programs of higher education and educational programs of continuing education of adults with electronic means of training (hereinafter – EMT). It is advisable to provide for training sessions (including lectures, practical and seminars, guided independent work) using the BSU Educational portal based on MOODLE (hereinafter-the BSU Educational portal) and other EMT in all academic disciplines of all stages and forms of education, with appropriate changes in the established procedure in the educational and program documentation, in the following volume: for the first stage of full-time higher education – up to 20 % of the classroom hours allocated for the study of the relevant discipline; for the second stage of higher education – up to 50 % of the classroom hours allocated for the study of the relevant discipline; for correspondence forms of higher education and for educational programs of additional adult education – to provide support for EMT hours allocated for independent work.

3. To improve the quality of electronic educational content development. It is necessary to ensure a good structuring of the course on the BSU Educational portal through the allocation of the theoretical part in accordance with the programme of the discipline and taking into account the features of the discipline (presentations, text files, links to books, video lectures), as well as the practical part, including practice-oriented, heuristic, creative tasks and mandatory feedback.

4. To expand the number of e-learning tools used for conducting online and offline webinars, video conferences, forums, discussions, chats (video chats), etc.

5. To improve the quality of training and use of educational video materials.

Currently, the urgent task at BSU is to optimize the use of educational video materials in the educational process, which allows to individualize the learning process, increase motivation for independent cognitive activity, build an individual educational trajectory of mastering the content.

It is recommended to use various types of video materials for the organization of educational activities: screencasts, educational animation, video scribing, video infographics and others.

6. It is recommended to expand the complex of tasks of using educational materials in the educational process (not only to obtain information and consolidate knowledge, but also to check students' understanding of material; consolidate acquired knowledge; create an individual educational product and realize their creative potential).

7. To participate in the production of educational videos, creating original video lectures on various academic disciplines.

8. To implement methods and educational technologies into the educational process that create new opportunities for solving current educational problems.

Technologies that are based on joint activities, intensive communication, and involvement of educational materials and resources through electronic learning tools are becoming relevant.

To implement the technology of flipped classroom, that allows to work with new educational material in an audio-visual format outside the classroom, as well as organize active joint activities of students and lecturers in the classroom to perform heuristic tasks, projects, solving situational problems, and critical analysis of independently mastered the content.

To use online games, quizzes, mobile apps, and other elements of gamification not only as tools to enhance interaction with the audience, but also as ways to evaluate and provide prompt feedback.

To test the technologies of virtual, augmented and mixed reality for teaching non-standard solutions to actual professional tasks in the training of future specialists.

To develop and implement a comprehensive curriculum with a pronounced creative component, including the use of electronic learning tools

To implement a redesign of academic programs of disciplines, which involves updating educational results, describing innovative approaches and teaching methods, developing evaluation tools for current monitoring of academic performance, as well as the results of students' heuristic activities.

Include digital educational resources, online services, and learning management platforms in educational programs and implement them into the educational process.

To prepare electronic educational publications with a creative component that stimulate personal cognitive activity of the student; create conditions for creative activity of students; contribute to the implementation of the individual educational trajectory of the student.