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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING &
LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN
PARTNERSHIP COUNTRIES”, PRINTeL**
**YANKA KUPALA STATE UNIVERSITY OF GRODNO
(YKSUG)**

REPORT

**Results Examination of the Surveys on Erasmus+ PRINTeL
Project Participant YKSUG Teaching Staff's Methods of
Students Teaching
(Student Feedback Institutional Reports)**

GRODNO 2020

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Introduction. General Information

The present report is carried out in the circles of the activities envisaged by 2st Work Package. It includes the examination of the results of the surveys¹ on the new methods and approaches to students teaching provided by the YKSUG 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 involves *the following aims*:

- **to evaluate** through the analysis of the present surveys results the efficiency of teaching methods and approaches elaborated by YKSUG lecturers after provided by the YKSUG lecturers trained at Project Partner 5 EU universities;
- **to reveal** students' attitude to the mentioned issue;
- **to reveal** the degree of activity, cooperativeness of teaching and learning, digital technologies application;
- **to project** further undertakings in respect to the development of the lecturers' conventional and digital teaching skills.

In order to achieve the mentioned aims, the following objectives were set:

- to reveal the level of students' engagement in the courses;
- to identify the role of the teaching and learning methods applied by the lecturers in the matter of fostering students learning;
- to reveal the frequency degree of teaching staff's active and innovative methods application in the teaching process, as well as students' level of satisfaction in regard to that issue;
- to find out students' satisfaction level in terms of communication efficiency with lecturers;
- to clarify the issue of students' acquisition of the skills in team work and collaboration as a result of the courses held by the trained lecturers;

¹ The surveys were conducted by the following 6 Project participant lecturers from YKSUG: Valko Natalya, Pronevich Andrei, Gonchar Svetlana, Smotritsky Konstantin, Korlyukova Iryna, Shpak Darya.

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

The questionnaires of the surveys covering the abovementioned objectives were worked out by the mentioned lecturers - the project team of YKSUG. The surveys were conducted online by the mentioned lecturers in the circles of the students who participated in the mentioned 15 courses in March-April 2020. 9 of the courses belong to exact sciences programmes, 4 – to the programmes of humanitarian and sociological specialties and 2 – trainee training programs. 98 students participated in the survey.

The Analysis of Survey Results

Surveys showed that all teachers managed to ensure the required level of involvement and active participation of students in the courses. This is evidenced by the fact that all students (100%), choosing one of the statements, answered that teachers know and actively use new technologies (see Figure 1a).

It is worth mentioning that during the course the efficiency of application of the methods acquired by the trained lecturers highly depends on the fact to which extent the lecturers encourage students' participation and active engagement. This means that not merely the newly acquired approaches and methods themselves stimulate students' participation but also the lecturers on their own initiative and enthusiasm engage the audience in the course.

At the same time, students like the educational process when they are actively involved in cooperation in the classroom (see Figure 1b).

Choose the right statement for you

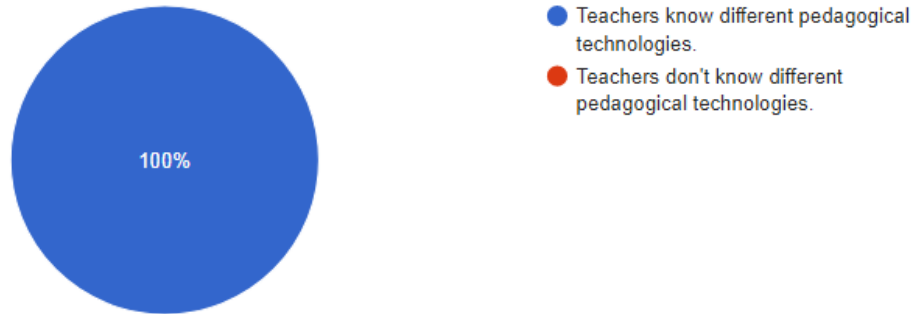


Figure 1a

Choose the right statement for you

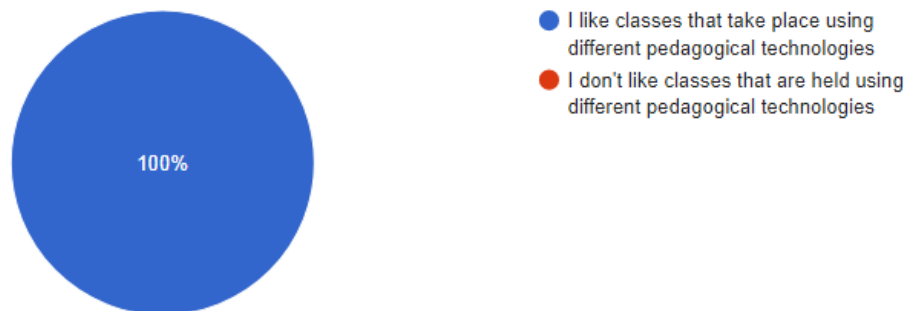


Figure 1b

It is important to mention that the lecturers' elaboration of teaching and learning active and innovative methods together with digital devices had a favorable impact on raising the students' motivation level and moreover it facilitated the acquisition of the delivered material, the latter's performance and application in different kinds of assignments. Conducting courses with the approaches of active, hybrid, gamified teaching and learning significantly decreases the constraints conditioned by the role-situation specificities present between the teacher and learner, and the latter start to cooperate. As a result, the teacher besides providing information helps a learner formulate knowledge through application of mobile phones that are highly associated with the present-day youth (and not only), and have become an inseparable part of their lives.

Then we were interested in the styles and approaches in teaching. Most of the students indicate that they are currently used by teachers in the Laboratory works and E-teaching / Web-learning classes. Flipped classroom and Hybrid / blended teaching are two of the new popular T&L methods that students note (see Figure 2).

Please, select teaching styles/approaches listed below currently used by your teachers in class:

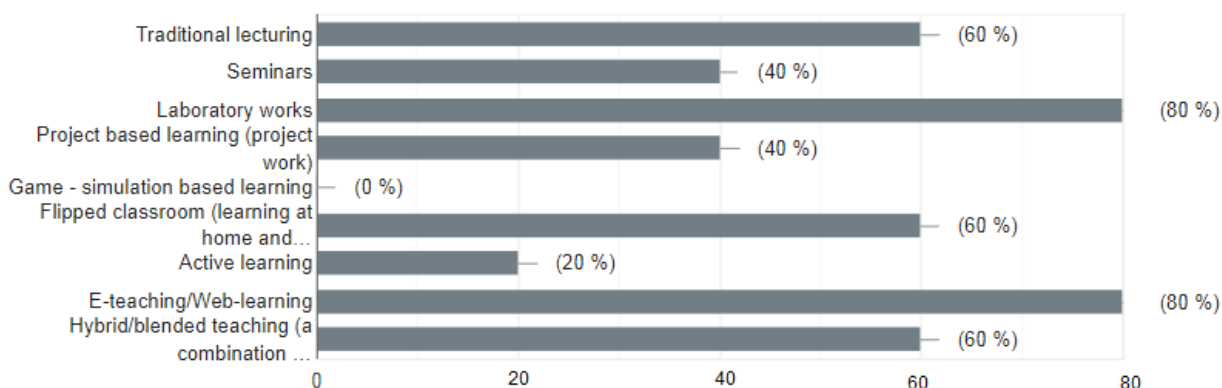


Figure 2

All of this becomes possible in the classroom provided that the teacher's role, functions and approaches are reviewed to some extent. As it was mentioned active, cooperative learning is interlinked with the reformation of student-teacher relationship, when communication becomes increased and intensive between both students and the teacher, and among students themselves. Active and free communication is an important precondition in the efficient application of methods and approaches that foster learning.

The results of the surveys have shown that during the abovementioned 15 courses communication between the teacher and students was effective, and in this respect quite a high satisfaction level has been registered among the survey participant students.

It is noteworthy that during the lessons the efficiency of teacher-student communication together with some other factors is conditioned by certain number of students in the classroom. Some part of the abovementioned 15 courses was held in audiences with significantly great number of students, which, naturally, complicated the lecturer's task of realizing discussions, team works and other methods with active and cooperative component effectively. This fact was noted by the teachers in their reflections, as well as by the students after the lessons.

From the survey it can be concluded that students are most interested in Game - simulation based learning. They would like to study it more. And further continue to study E-teaching / Web-learning (see Figure 2).

Please rate the learning styles/approaches listed below which would like you to learn:

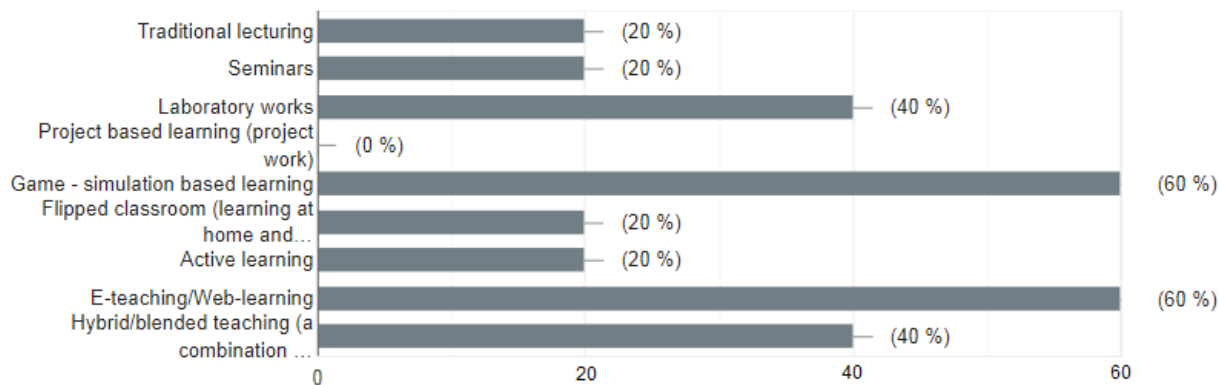


Figure 3

The students' satisfaction level was high in relation to the issue of the lecturers' application of lesson conducting active and innovative methods. It is indicative of the high results of the trainings. 63,6% (62 students) gave the highest point to the question "How would you 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)?", 36,4% (36 students) marked "4" (see Figure 4).

How would you 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)?

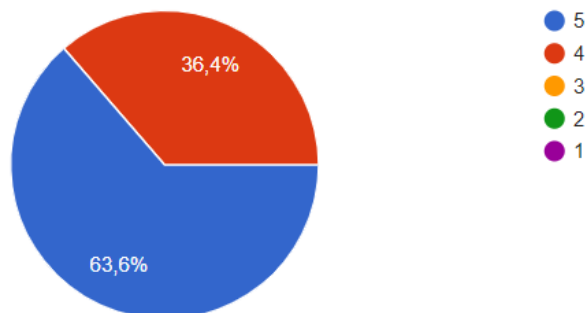


Figure 4

The verity of the abovementioned statement is confirmed once more by students' remark that the lecturers used active and innovative methods of teaching and learning quite frequently. The question **“How often were active and innovative methods of teaching and learning applied during the course?”** has received the following answers from students: 71 students (72,7%) marked “Frequently”, 18 students (18,2%) marked “Seldom” and 9 students (9,1%) found it difficult to answer (see Figure 5).

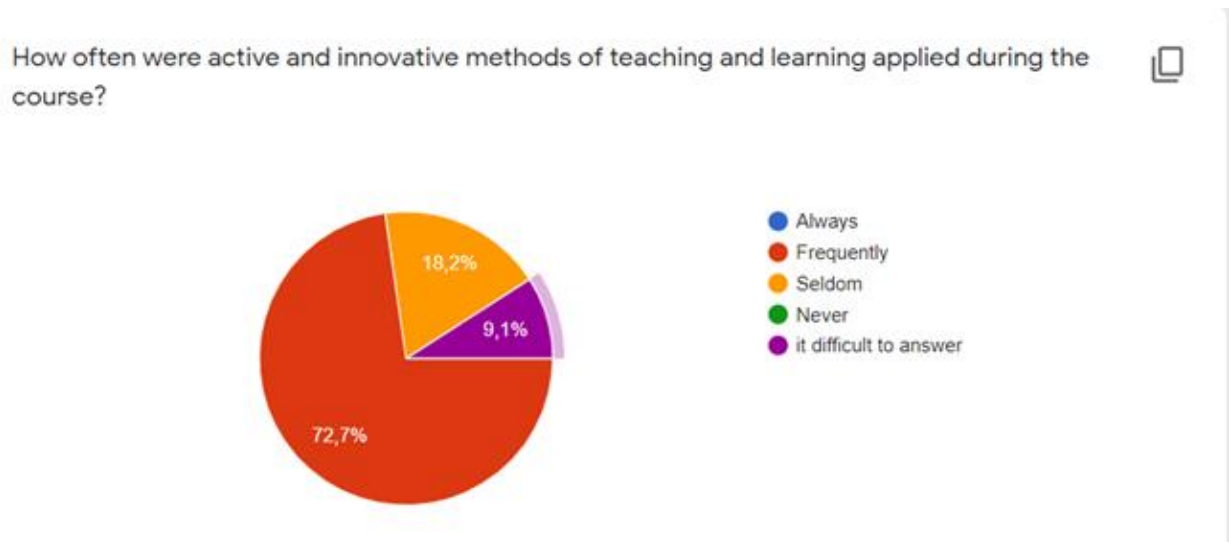


Figure 5

As noted earlier, in large audiences, communication becomes difficult and therefore the very frequent use of many active and collaborative methods becomes difficult. Many teachers have a fairly large teaching load. Therefore, it is impossible to expect such a great job from a teacher, which requires preparation and organization of continuous learning with an active and collaborative component.

The survey have revealed that students showed greater interest to the methods and approaches of teaching and learning that suppose team work, collaboration. It is no coincidence that students gave priority to group discussions, brainstormings, group projects and debates. It is noteworthy the application of the innovative methods of teaching by the trained lecturers highly contributes to the formation and development of team-working and collaboration skills among students.

Obviously, the overwhelming majority of students should have expressed a desire for the other teachers involved in their teaching methods to be active and collaborative. This desire

was clearly manifested in the answers of 89% of the survey participants. To the question "Would you like your other courses to be conducted in the same way, using similar methods and approaches?" received the following answers: 33 students (33,3%) answered "Definitely yes", 44 students (44,4%) - "More likely yes", 10 students (11,1%) answered "More likely no", 0 students (0%) - "Definitely not" and 11 students (11,1%) found it difficult to answer (see Figure 6).

Would you like your other courses to be conducted in the same way, using similar methods and approaches?

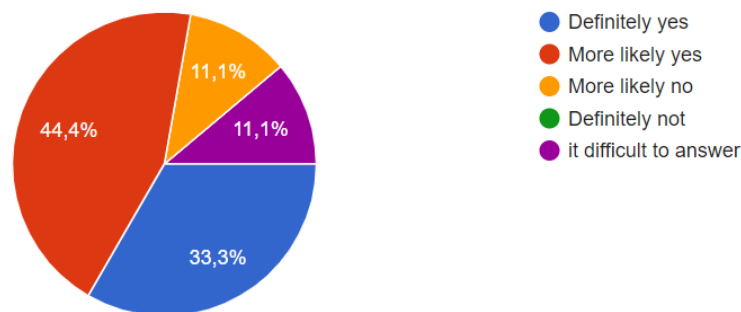


Figure 6

The great majority of suggestions regarding the issue of making courses more effective and interesting indicated by students once again suppose activities with the active and collaborative component via application of pedagogical, innovative approaches and digital technologies. The following suggestions on making courses more effective, active and interesting were indicated (the latter are presented in the aggregated form):

- expand the possibilities of using information technologies,
- expand the practical components of the courses,
- add group work, role plays, Q&A discussions, small studies,
- organize online debates and discussions,
- improve technical means (visual media, projectors, etc.),
- conduct test polls in a playful way,
- add discussions using mobile phones;
- conduct classes in small groups;
- change teachers who lecture and practice;

- homework to do in class.

All this proves the credibility of the purposes outlined within the PRINTeL Project. i.e. teaching with active and innovative methods to be spread at universities.

Active and innovative teaching and learning suppose serious and fundamental works to be undertaken for the improvement of infrastructure (equipping classrooms, purchasing and developing equipment).

Since the students showed great enthusiasm for the application of innovative pedagogical and digital approaches, this indicates the correctness of the issues being addressed in this direction, as well as the project activities as a whole.

Conclusion

Taking into consideration the direct observations made from the carried out analysis and student surveys the following conclusions can be drawn:

- Within the circles of the PRINTeL Project the application of digital and pedagogical skills acquired by the trained teachers in the processes of teaching and learning essentially raises the quality and availability of education.
- The students who participated at the trained lecturers' courses of last academic year showed emphasized positive attitude and enthusiasm towards the fact of active and innovative methods application, evaluating the latter both from the point of facilitating education, and from the one of raising motivation and formulating general skills.
- The trained lecturers make proper use of the approaches and methods acquired as a result of the mentioned training courses. The mentioned methods application is constrained, however, by the extremely large workload of the lecturers, inconvenience of the classroom infrastructure, scarcity of the relevant technology, unsatisfactory level of teachers' digital skills, etc.

From the separate parts of the analysis underlying the abovementioned statements the following conclusions can be outlined:

- The courses were characterized with students' significant engagement.
- The teaching and learning methods applied by the trained teachers contributed to students' learning.
- The trained teachers greatly encouraged students' participation, active engagement in the course.
- The trained lecturers quite frequently used active and innovative methods in the teaching process, in relation to which the satisfaction level of students proved to be high.
- Students are definitely satisfied with the efficiency of the process of communication with the trained teachers.

- The courses delivered by the trained lecturers essentially contributed to the formation and development of students' group work and collaboration skills.
- From the point of course material acquisition students emphasized the following active and innovative methods: group projects, role-playing, individual projects/works, individual surveys.
- Students considered teaching with innovative and active methods realized by the trained lecturers as useful, applicable, interesting, engaging, motivating, necessary. They greatly wished that other lecturers apply the mentioned methods and approaches, as well.

Guidelines for Future Undertakings

As a result of the presented data, completed analysis and conclusions within the frameworks of the report under examination, we can distinguish several guidelines for future activities:

- Considering the fact that the lecturers trained within the circles of the PRINTeL Project besides acquiring general skills managed to learn about various tools of active and collaborative learning which is particularly obvious in the student surveys as well, the organization of the experience exchange between the trained lecturers is also of great importance for us. This will also be contributive to each lecturer's acquisition of a new method and approach, with the help of which one will be able both to enrich the existing base of skills and abilities and to apply them in the courses designed for colleagues.
- The student surveys on the quality of teaching of PRINTeL would act as an important tool of quality assurance.
- It is important to encourage the reconstruction of the courses syllabi, the creation of their methodological teaching guidelines.
- Clarification of requirements for teaching skills with innovative and collaborative approaches in curriculum specifications.
- Clarification of the procedures for selecting teachers for teaching courses with innovative approaches.