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## Georgian Technical University (GTU) - P5



# NEED ANALYSIS REPORT

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CONSORTIUM COORDINATION MEETING of Project  
“PRINTeL”

**Assinstant Prof. Nino Jijilashvili**

**University of Porto**

**16 June, 2018**

**Porto, Portugal**



# Introduction

“Teaching staff professional development needs assessment” questionnaire consisted of the following sections:

Section	“Teaching staff professional development needs assessment” questionnaire	Section	Student learning needs assessment” questionnaire
1	General information,	1	General information,
2	Teaching styles and pedagogical approaches used in class,	2	Teaching styles and approaches in class,
3	Learning styles and approaches,	3	Learning styles and approaches,
4	Assessment methods and approaches,	4	Assessment methods and approaches,
5	Use of technology, e-teaching & social media for teaching and support of learning,	5	Use of technology, e-learning & social media for supporting learning,
6	Facilities to support teaching,	6	Facilities to support student learning,
7	Teaching materials,	7	Learning materials,
8	Teachers’ comments and recommendations.	8	Students’ comments and recommendations.



## Section 1. General Information

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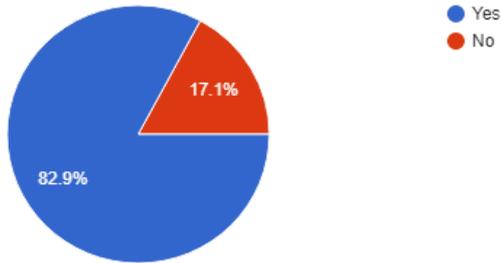
Taking into account the quantitative differences of the teaching staff and the students of the participating in the project universities, the minimum indicators of the respondents in both categories were established.

University	Minimum responses of the students	Minimum responses of the teaching staff
GTU	60	30



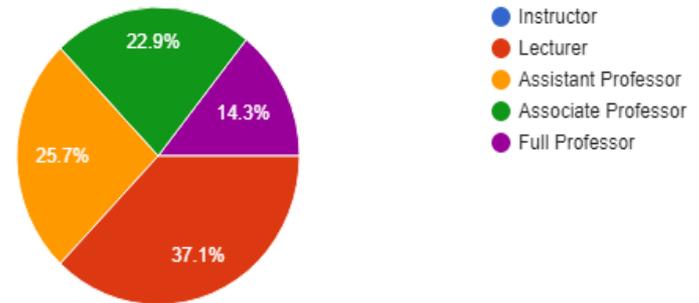
### 1.1. Are you a full time faculty member?

35 responses



### 1.2. What is your title at your university?

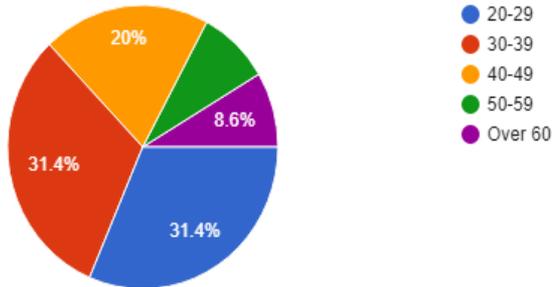
35 responses





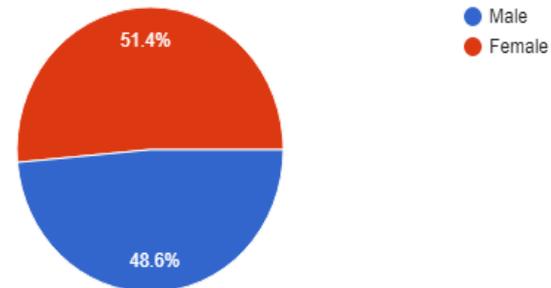
### 1.3. Please select your age group from the following:

35 responses



### 1.4. Please state your gender:

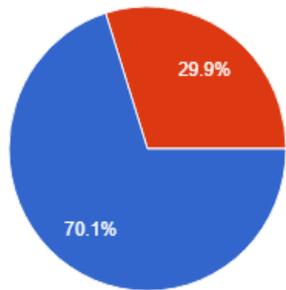
35 responses





## 1.2. Student educational level

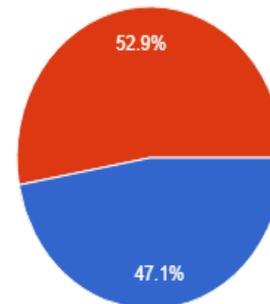
87 responses



- Bachelor programme student (2nd and higher year)
- Master programme student

## 1.3. Gender

87 responses



- Male
- Female

## Section 2: Teaching styles and pedagogical approaches

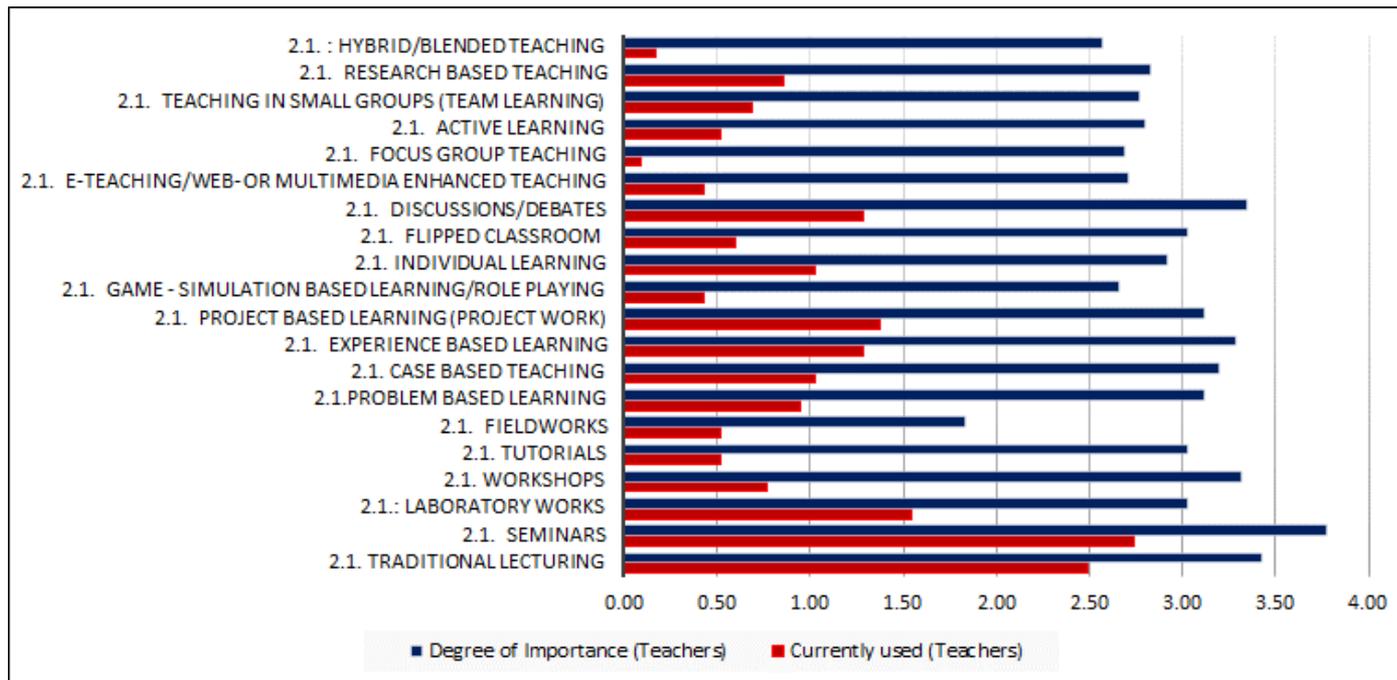


Figure 2.1.

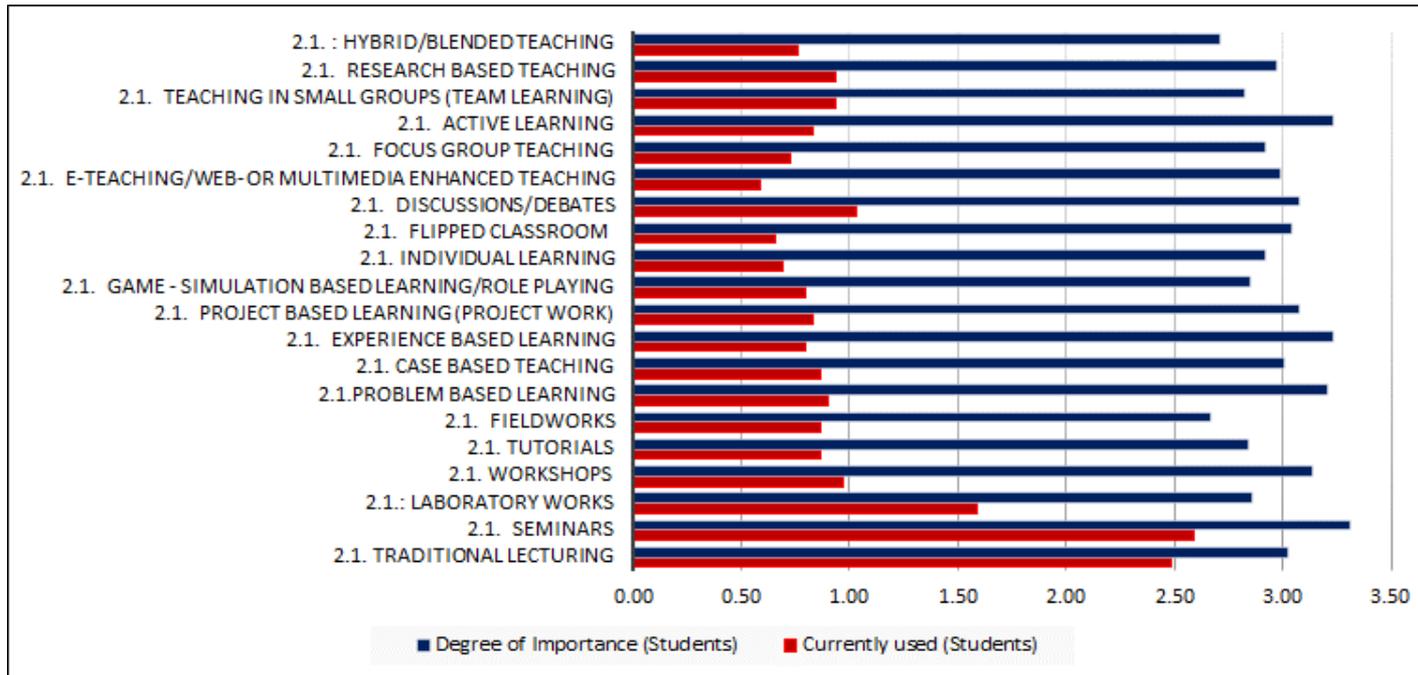


Figure 2.2.

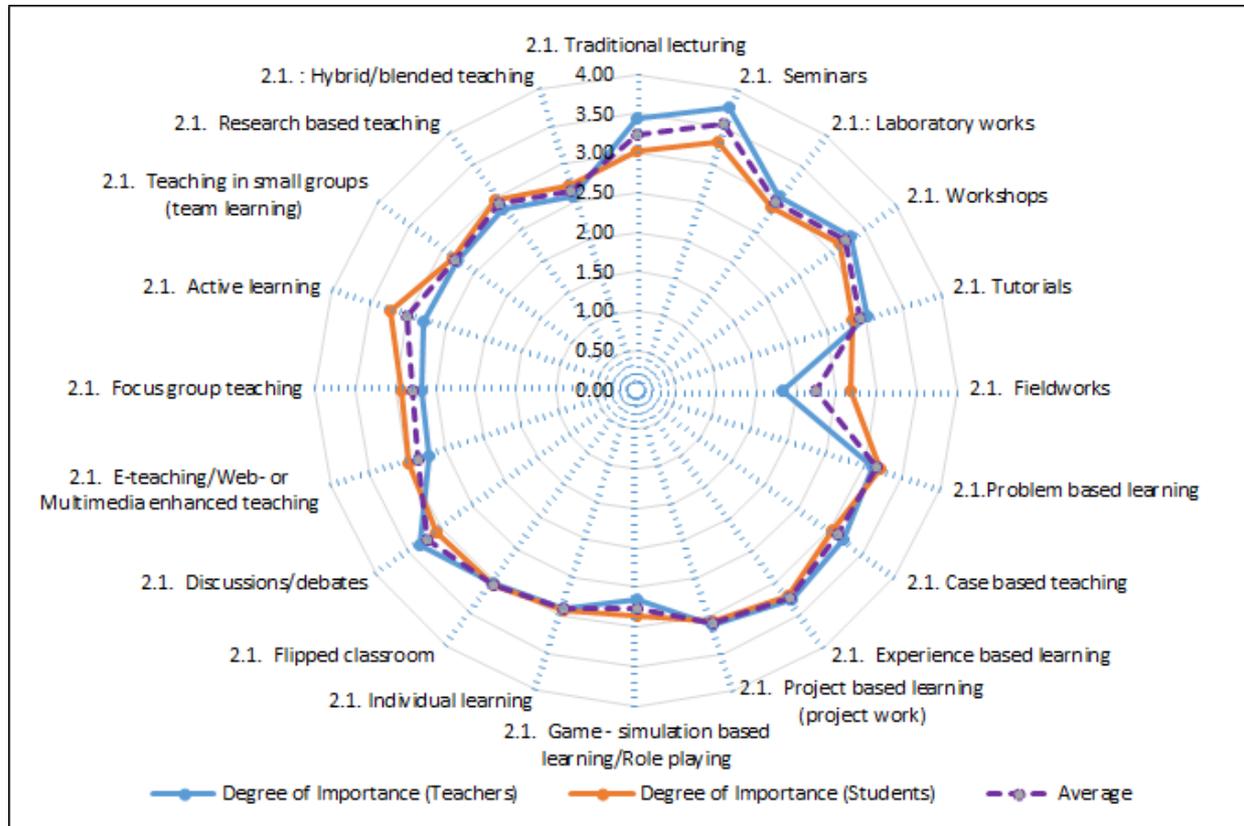


Figure 2.3.

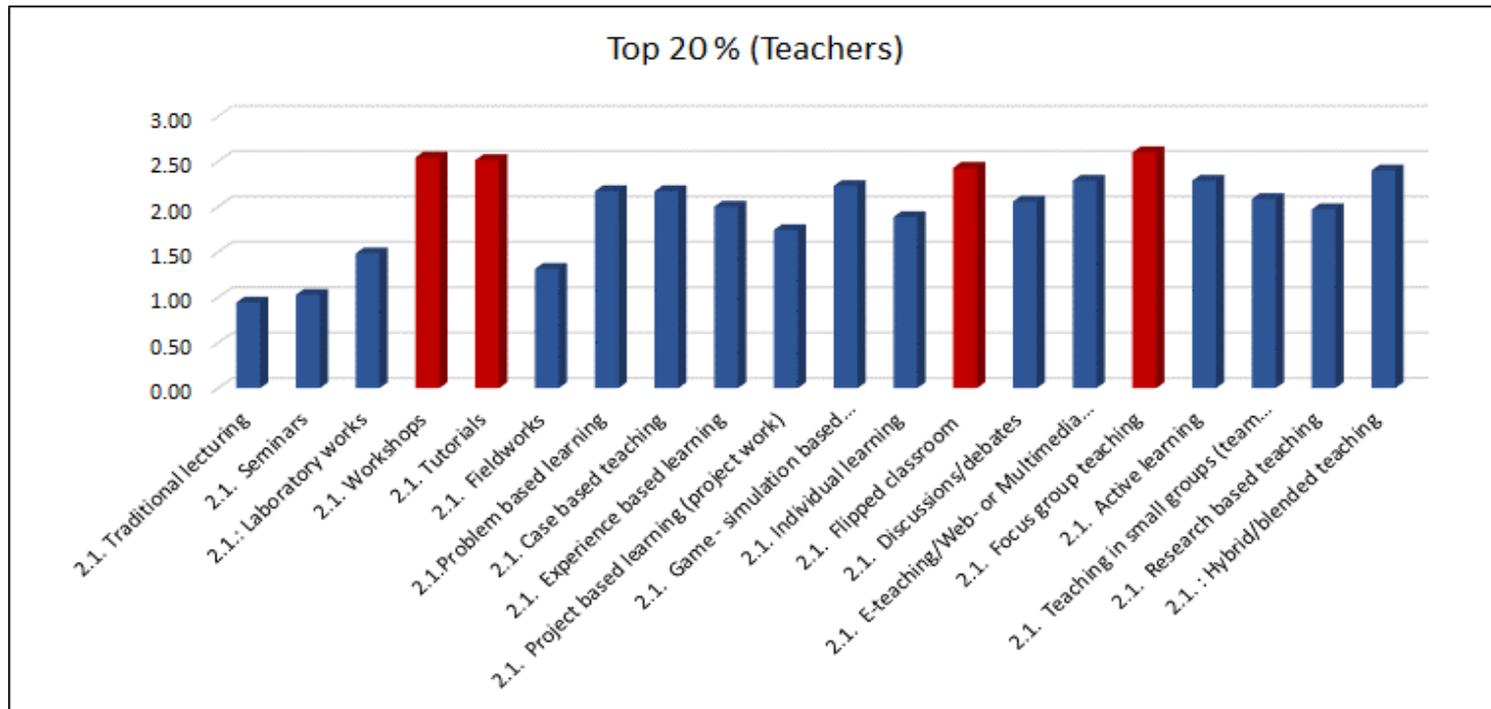


Figure 2.4.

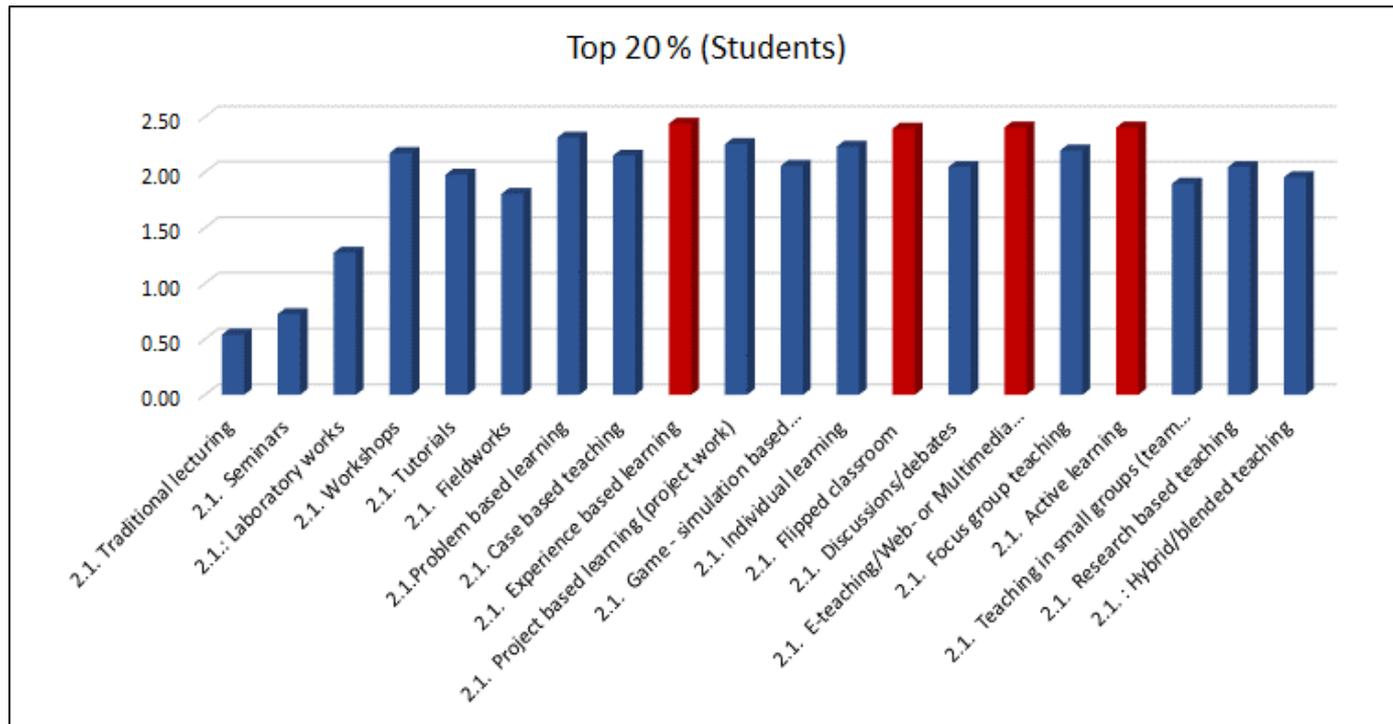


Figure 2.5.

## Section 3: Learning styles and approaches

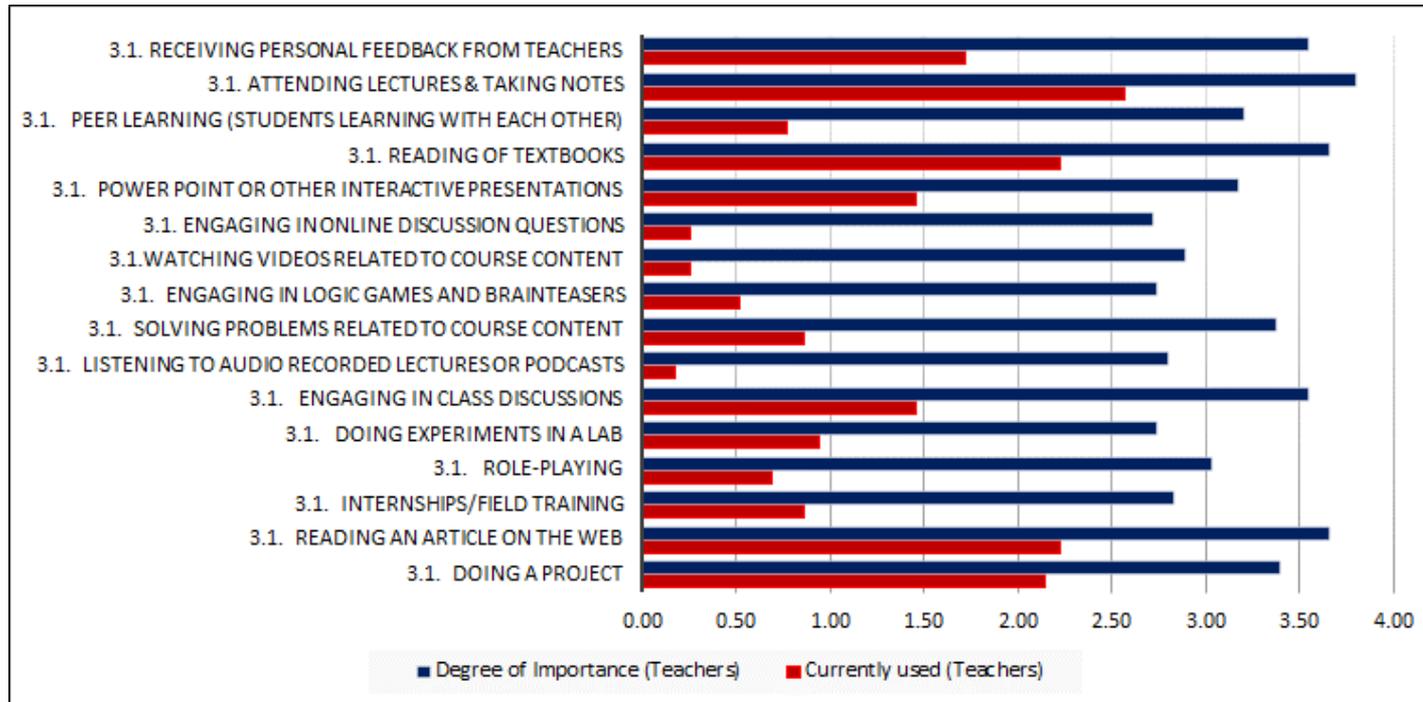


Figure 3.1.

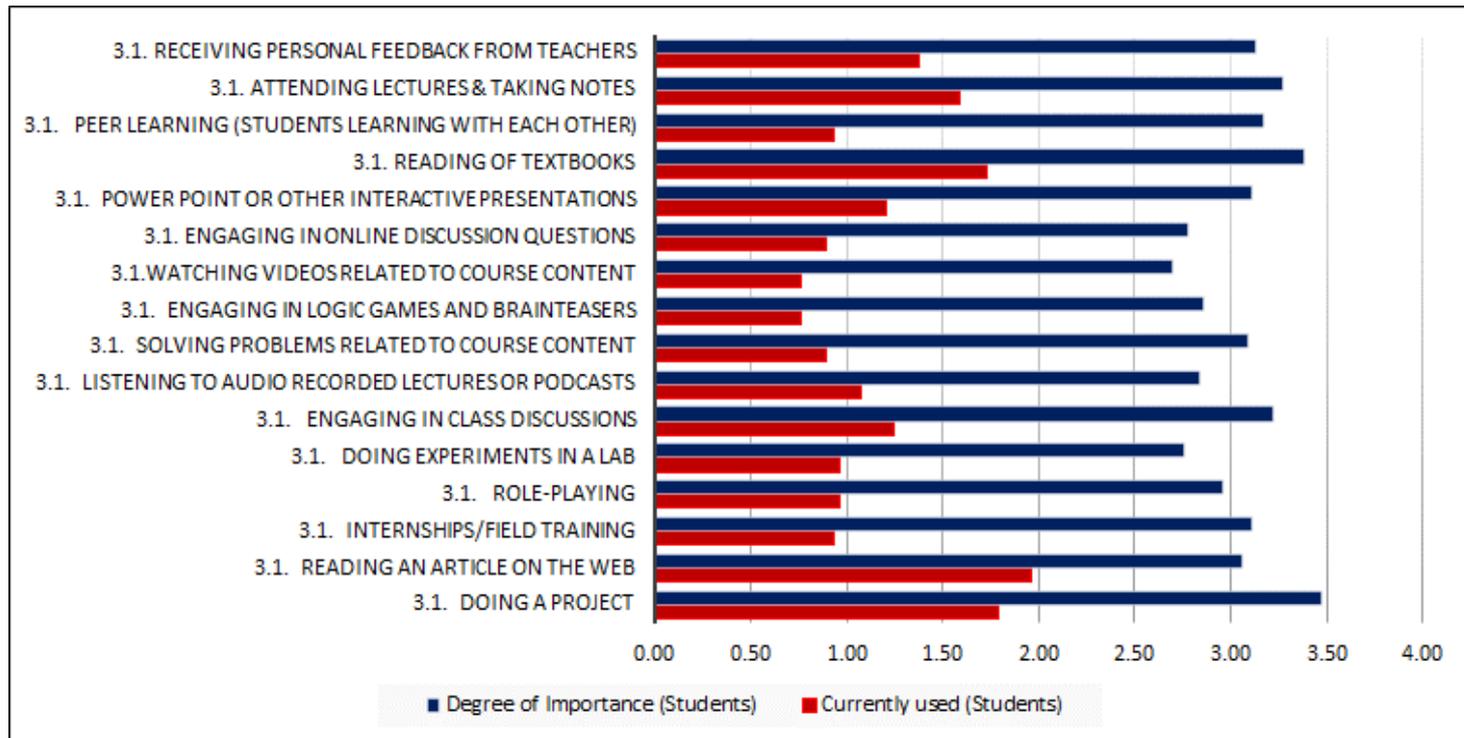


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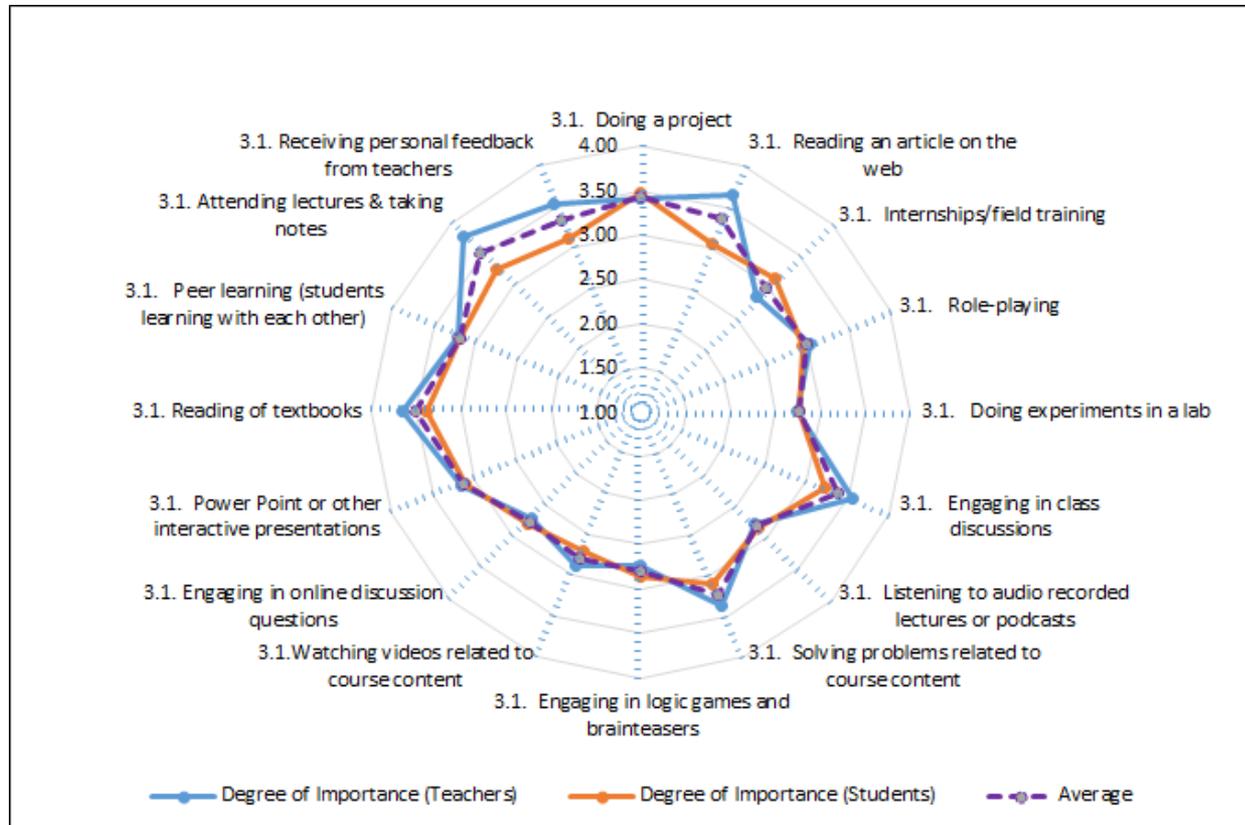


Figure 3.3.

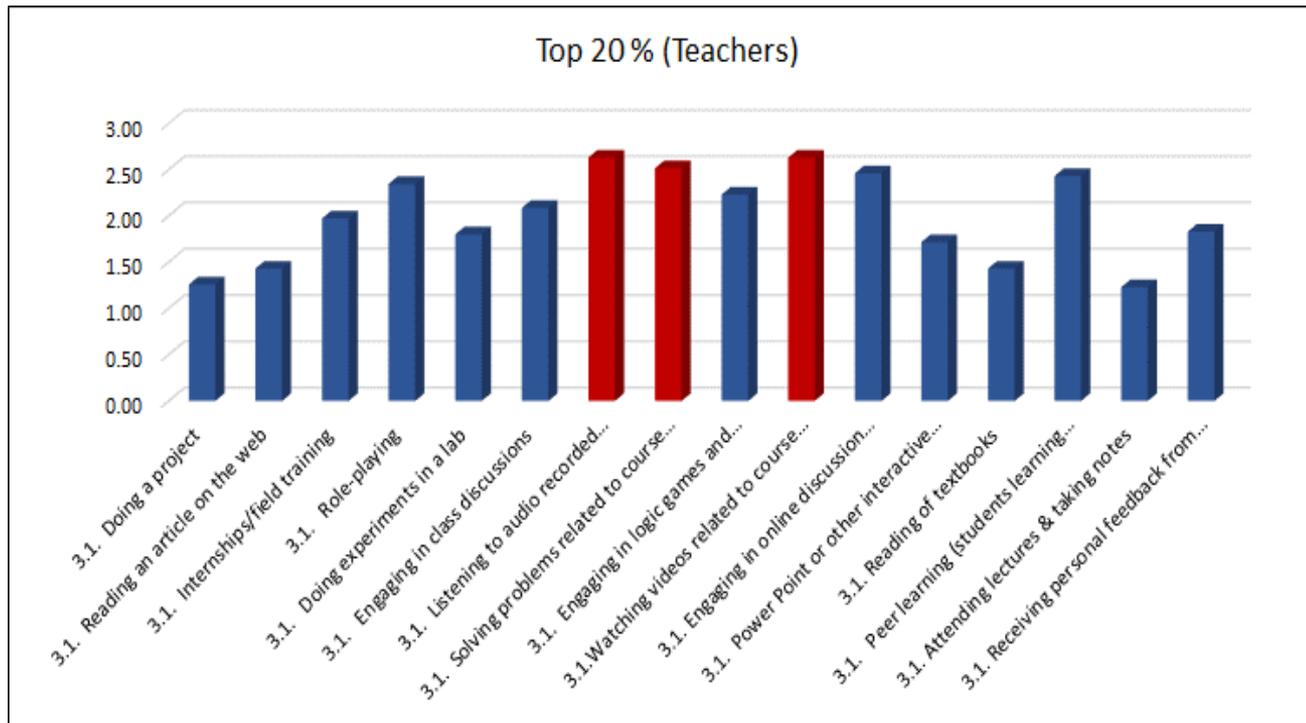


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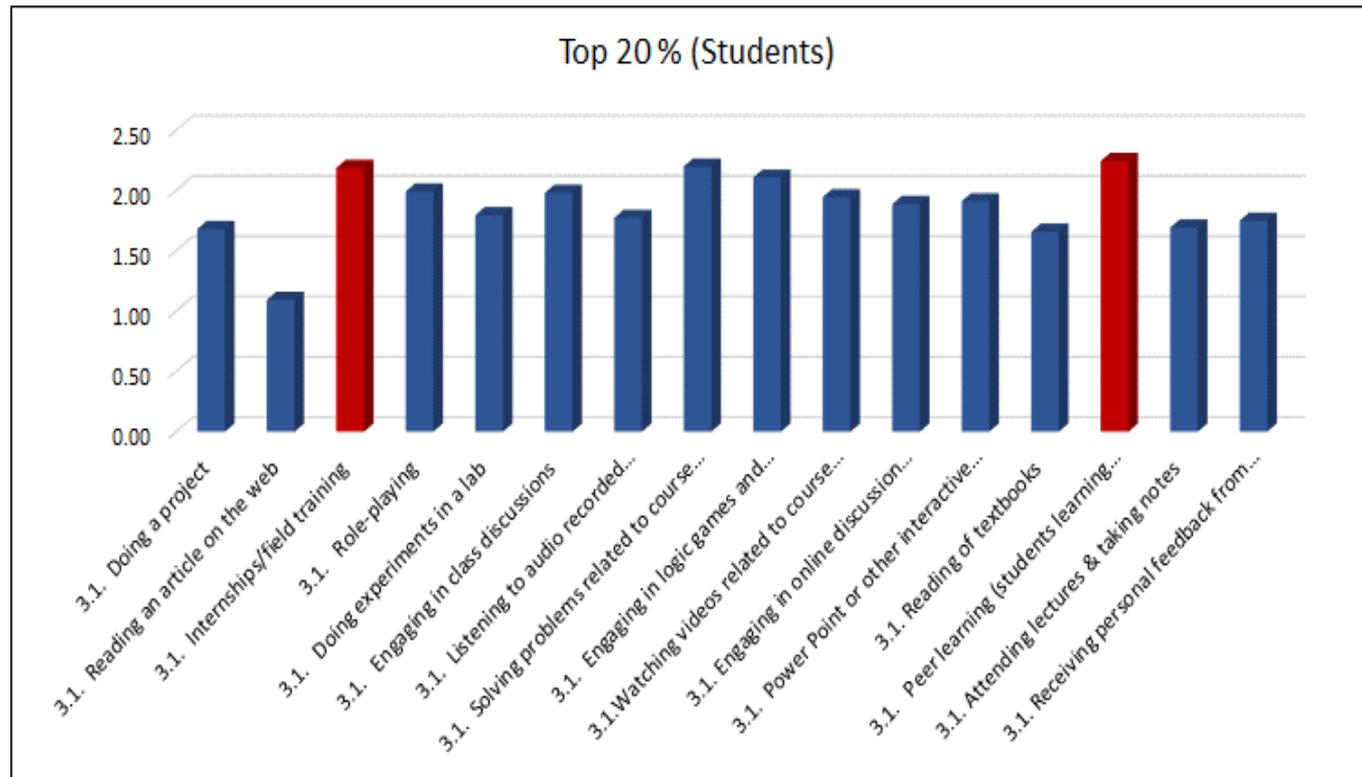


Figure 3.5.

## Section 4: Assessment methods and approaches

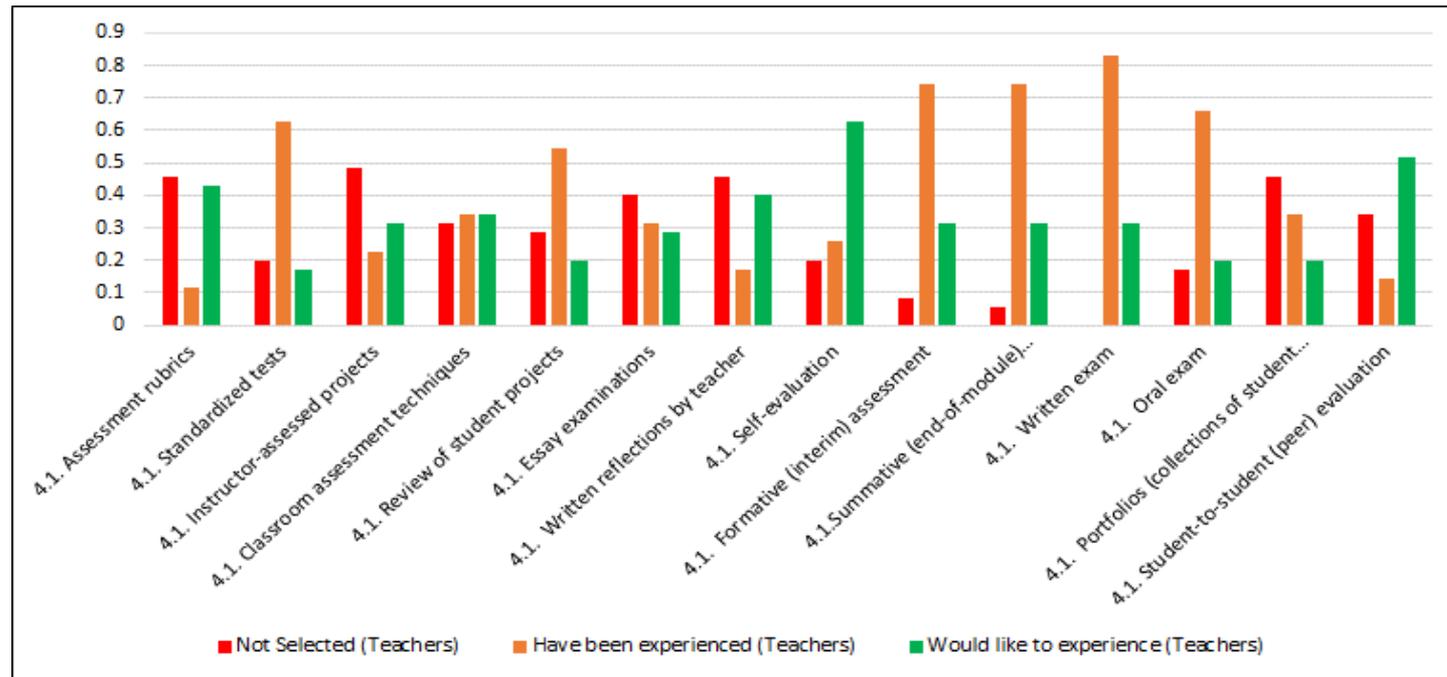


Figure 4.1.

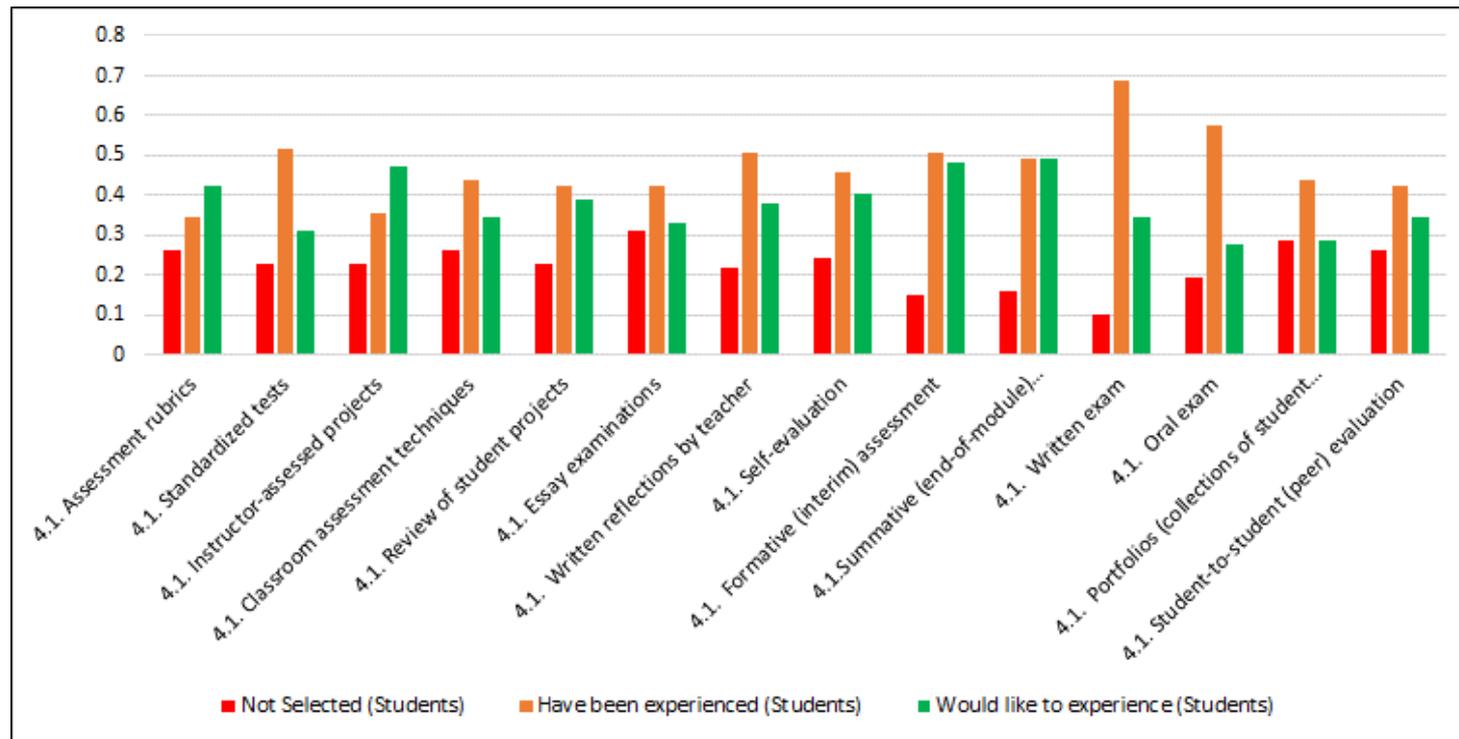


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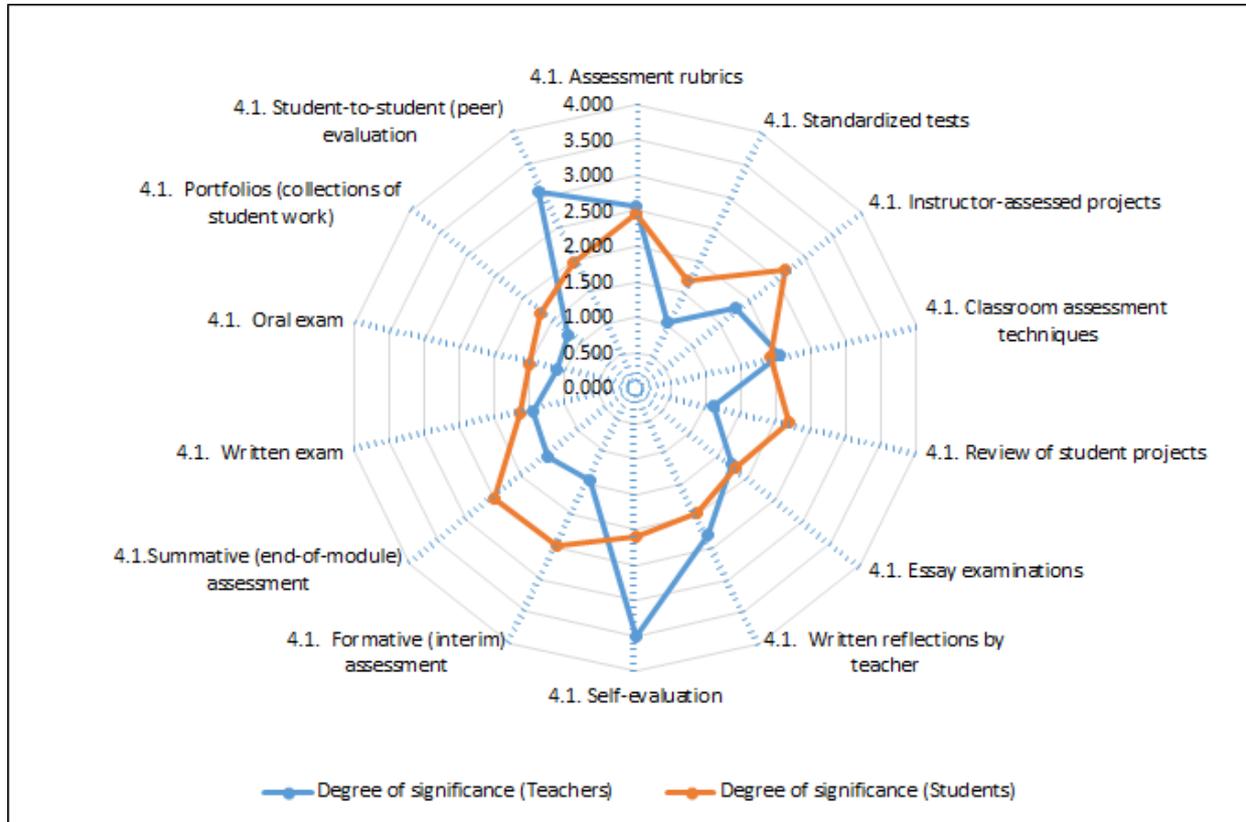


Figure 4.3.

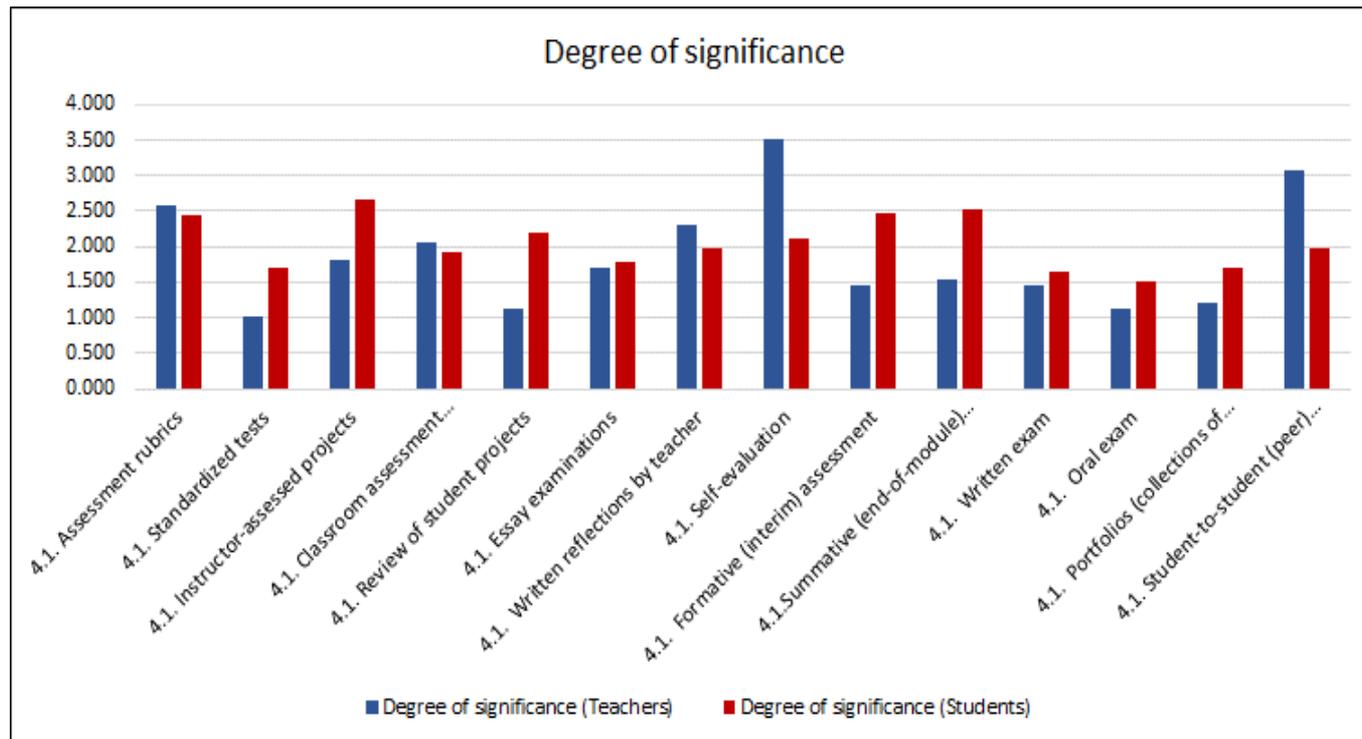


Figure 4.4.



## Section 5: Use of technology, e-teaching/learning and social media for teaching and support of learning

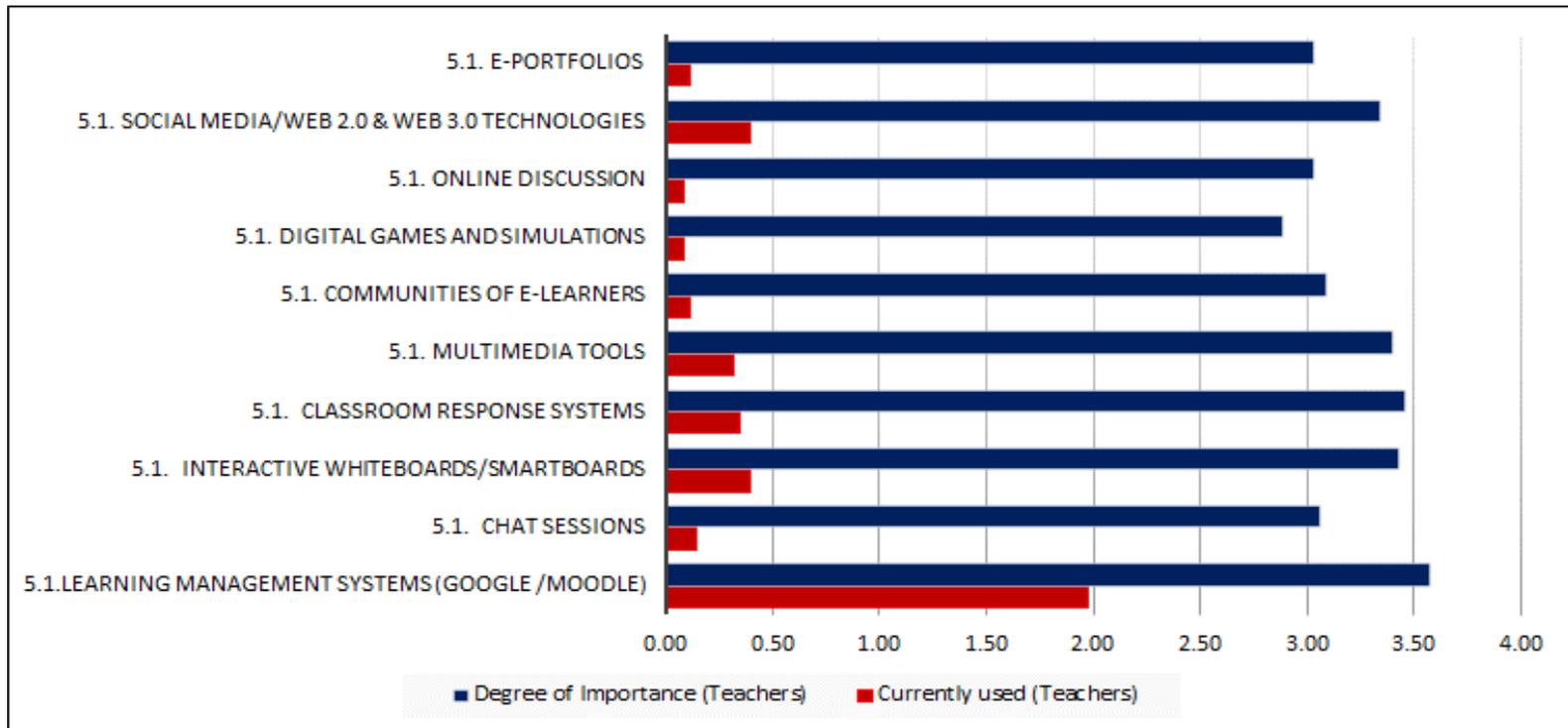


Figure 5.1.

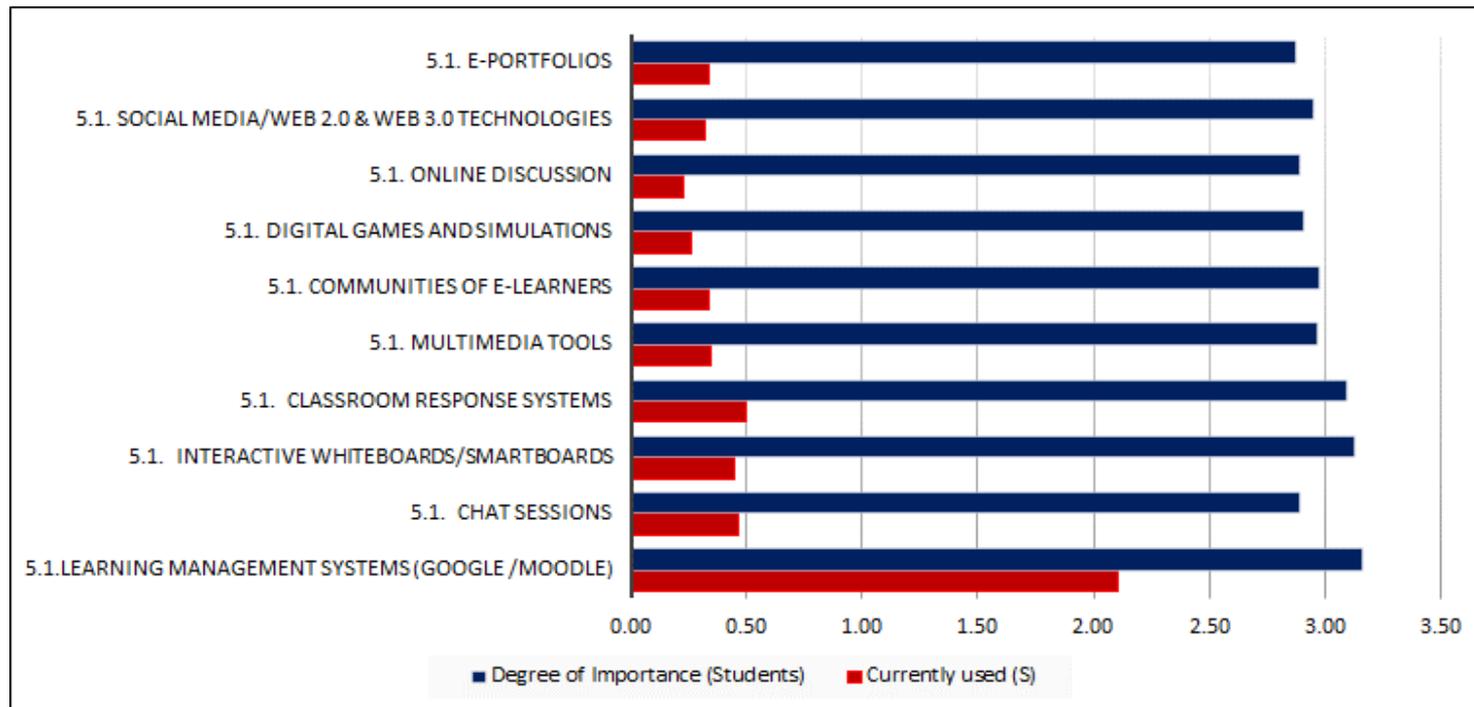


Figure 5.2.

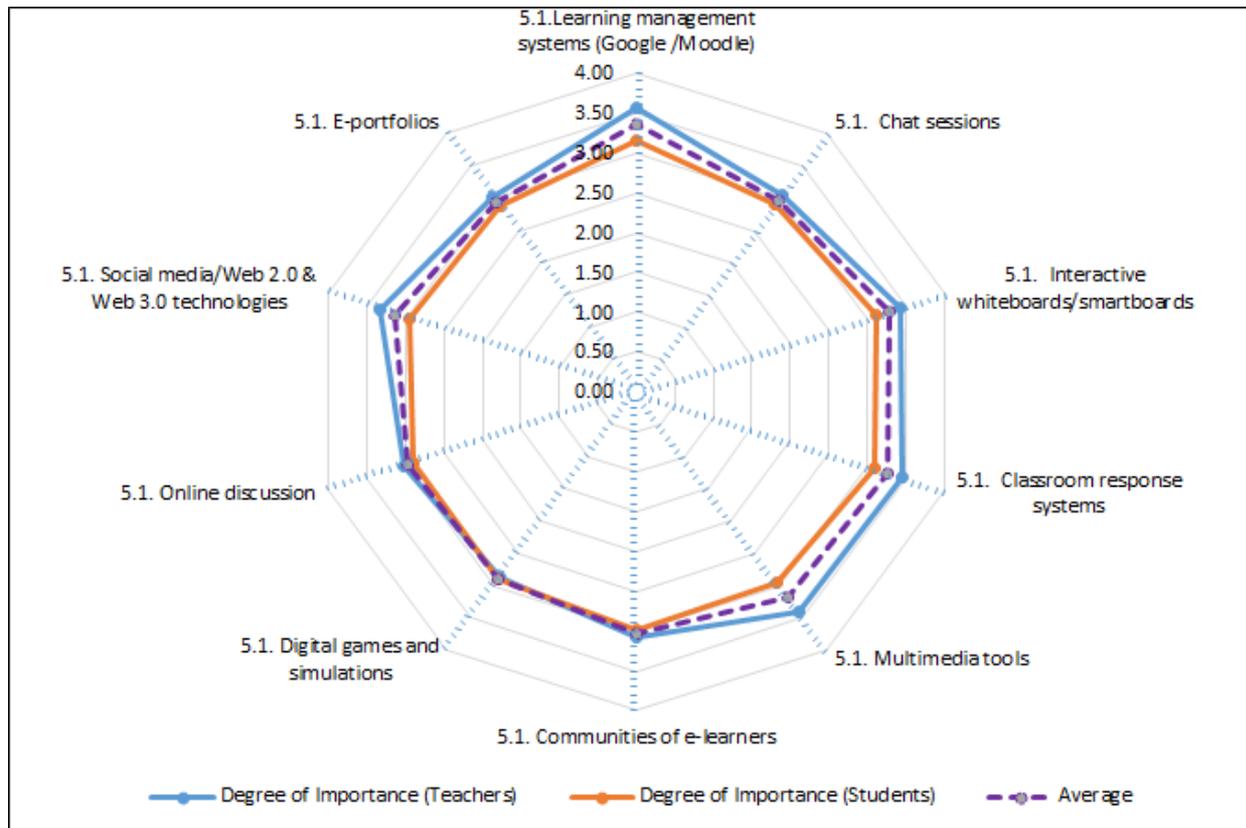


Figure 5.3.

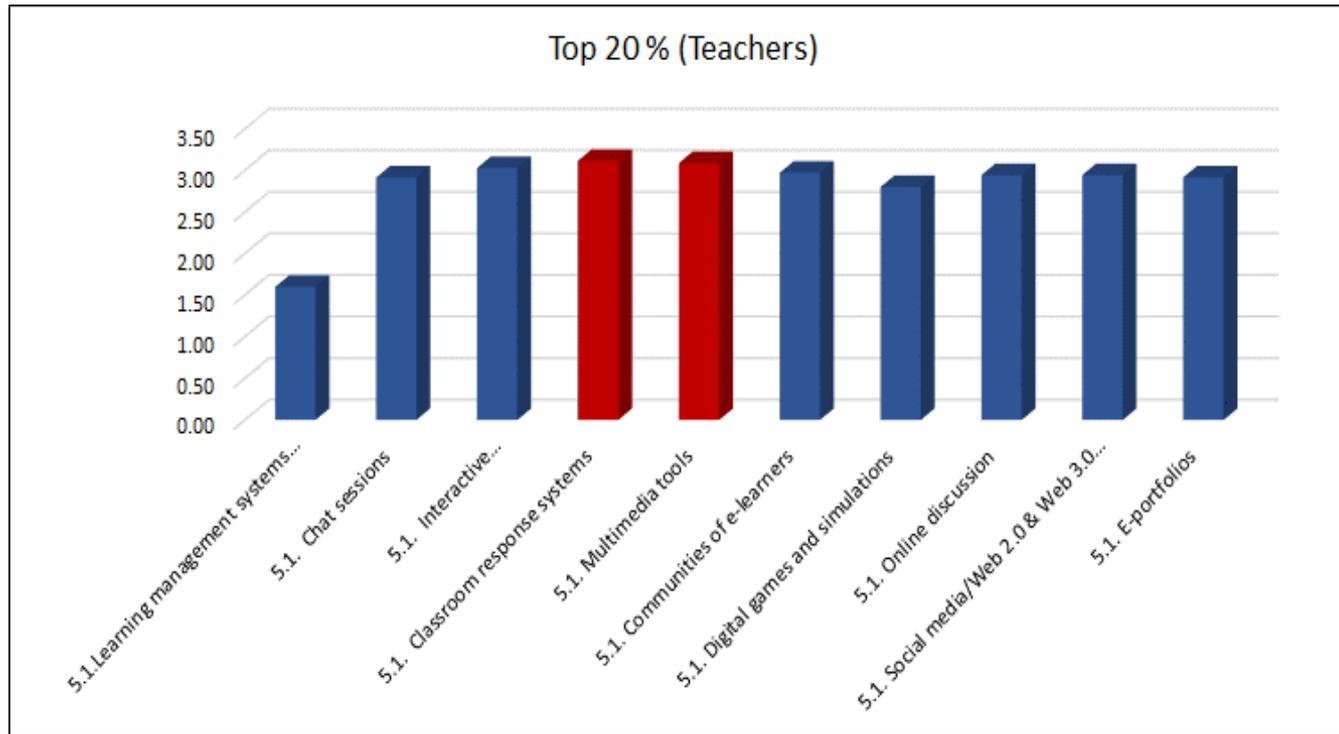


Figure 5.4.

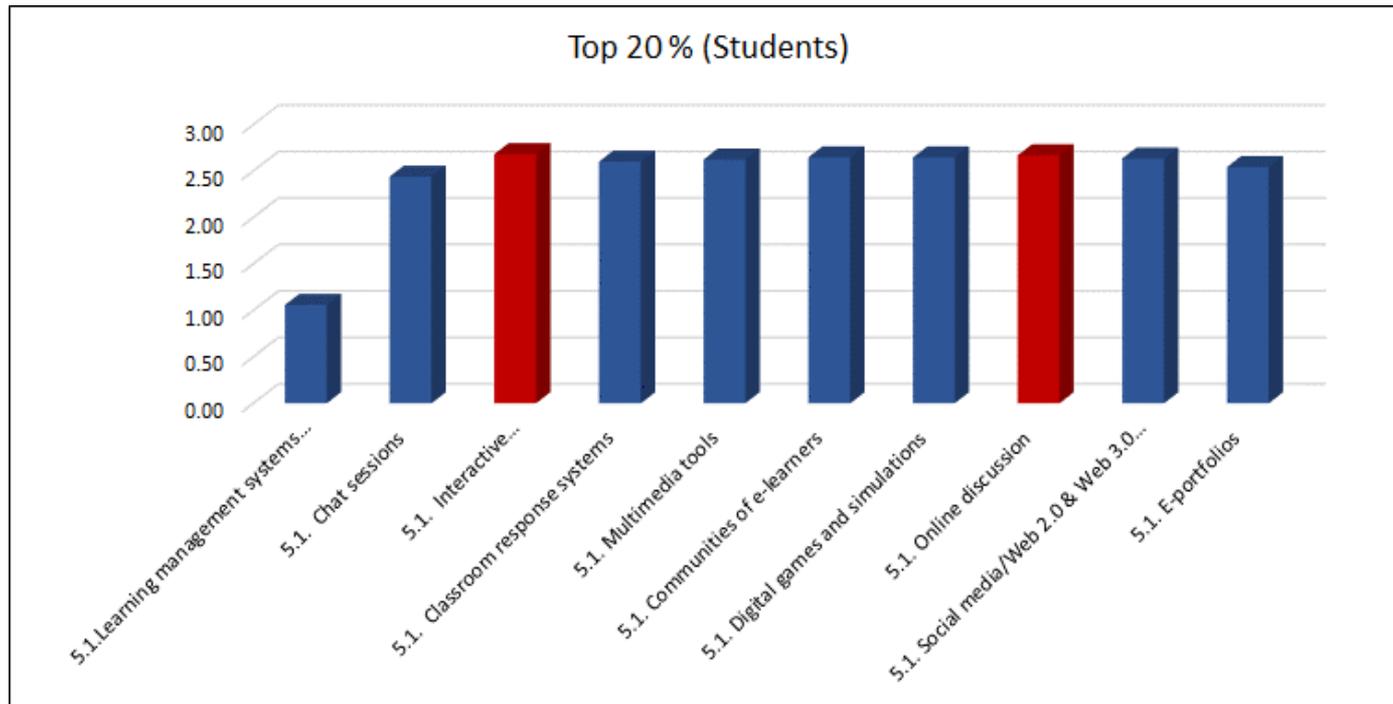


Figure 5.5.

## Section 6: Facilities to support teaching and learning

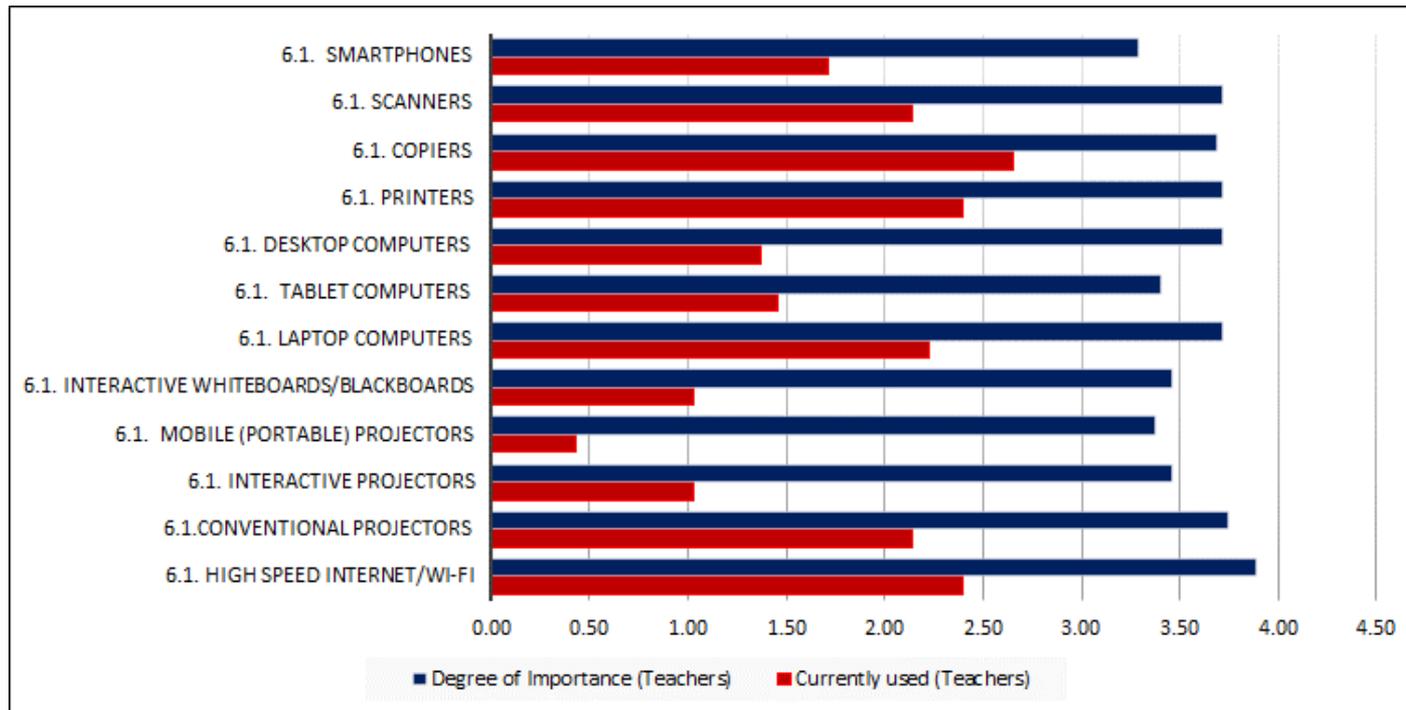


Figure 6.1

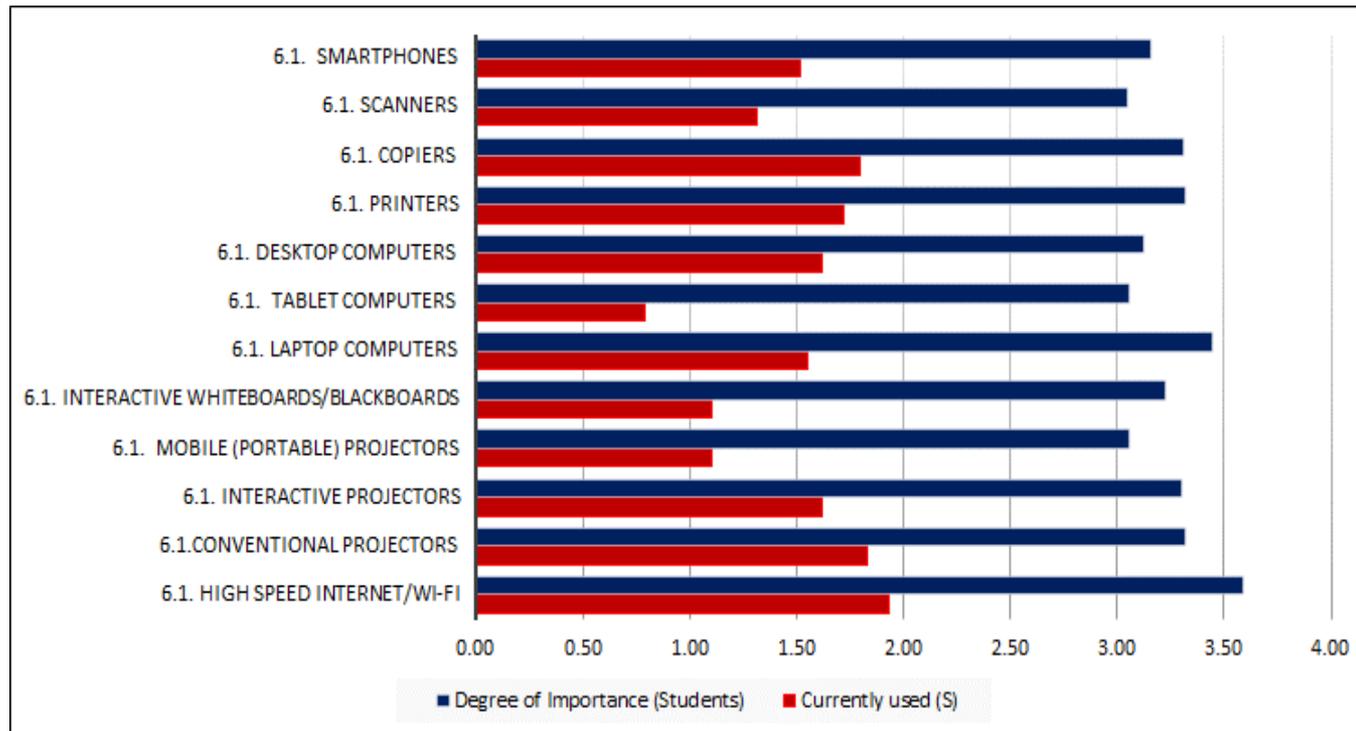


Figure 6.2

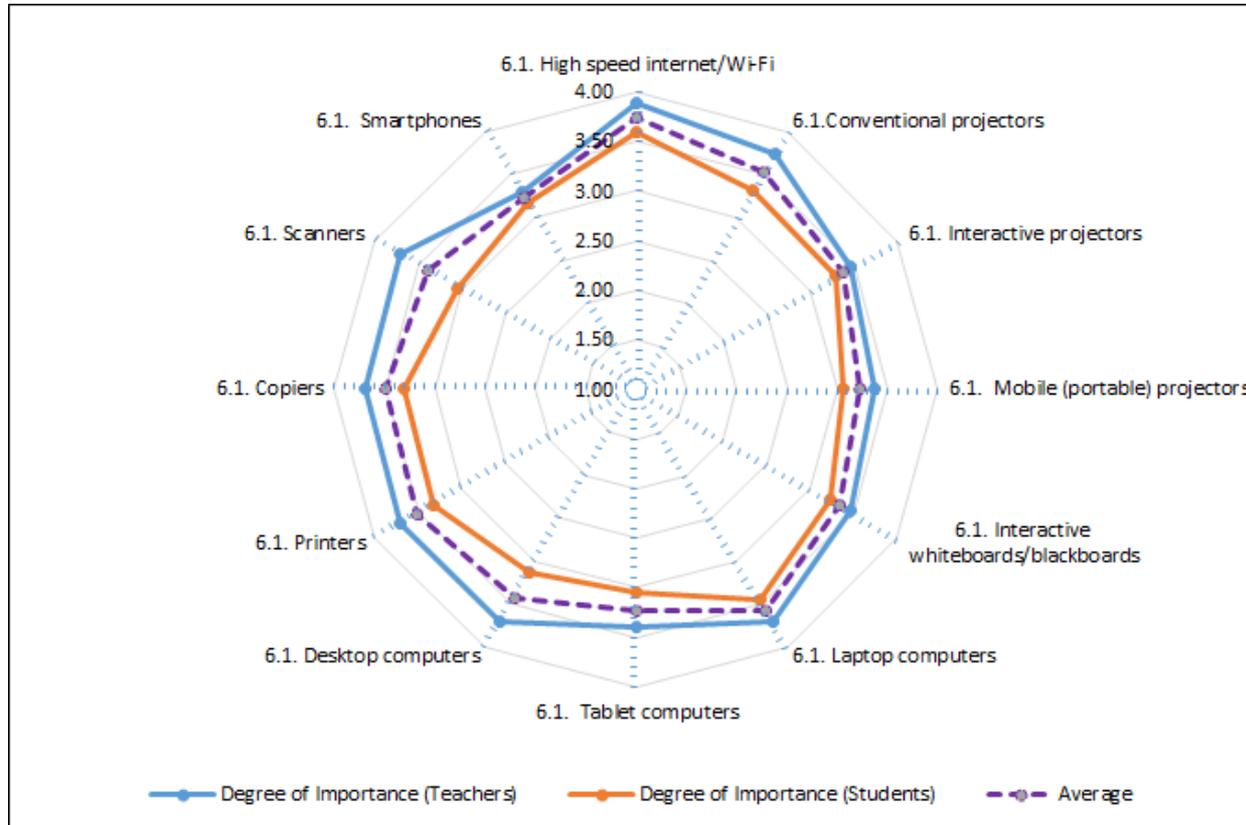


Figure 6.3

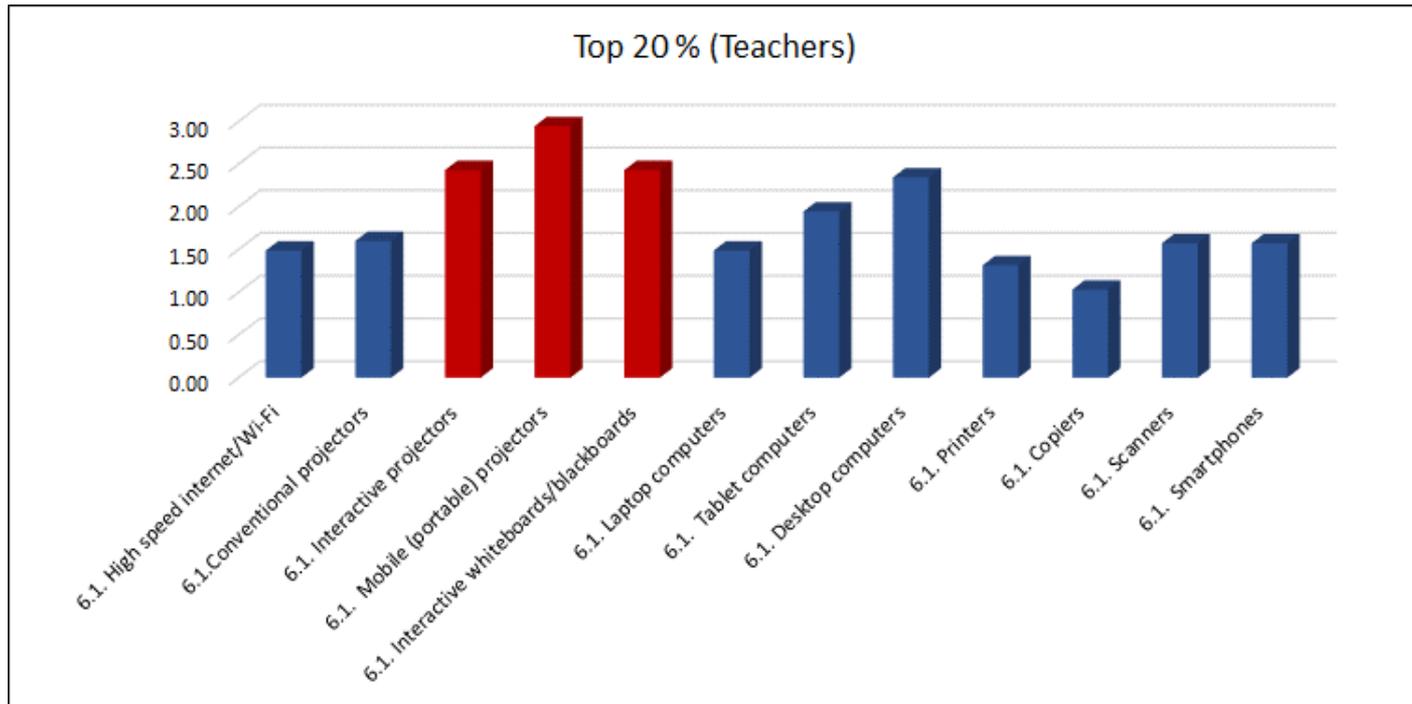


Figure 6.4

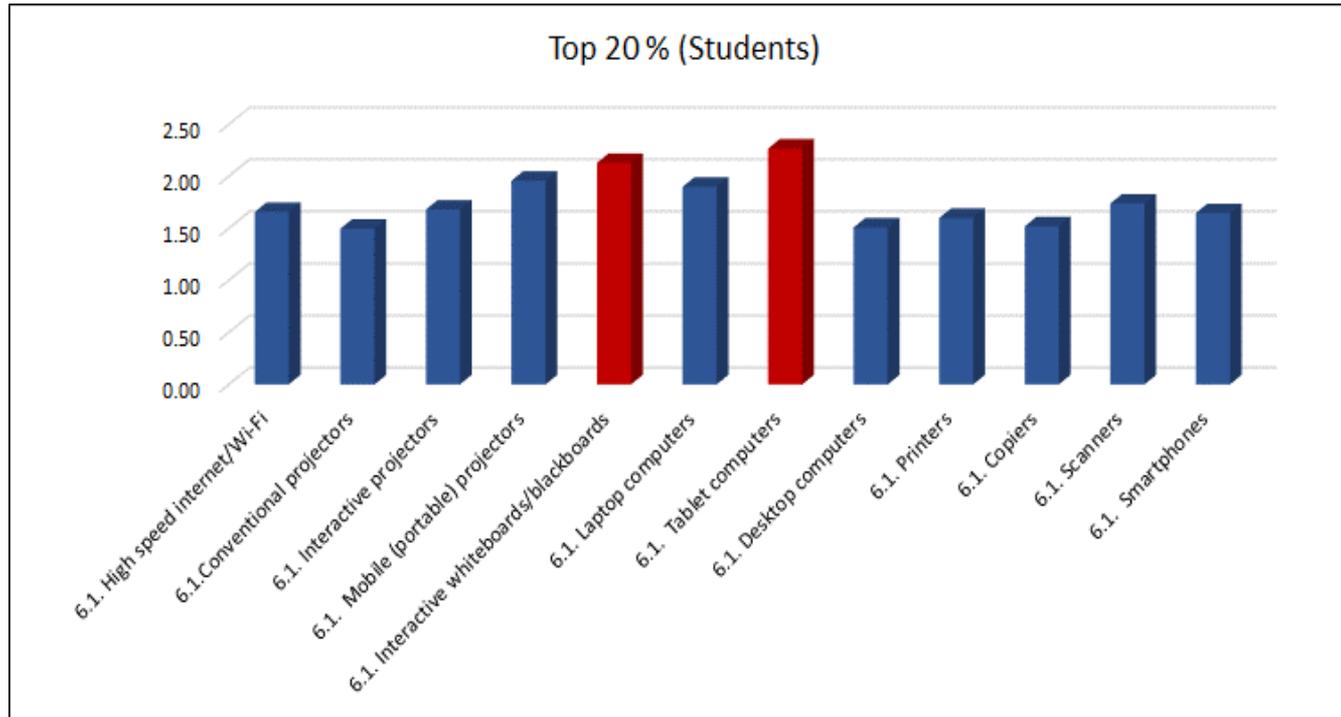


Figure 6.5

## 7. Teaching and learning materials

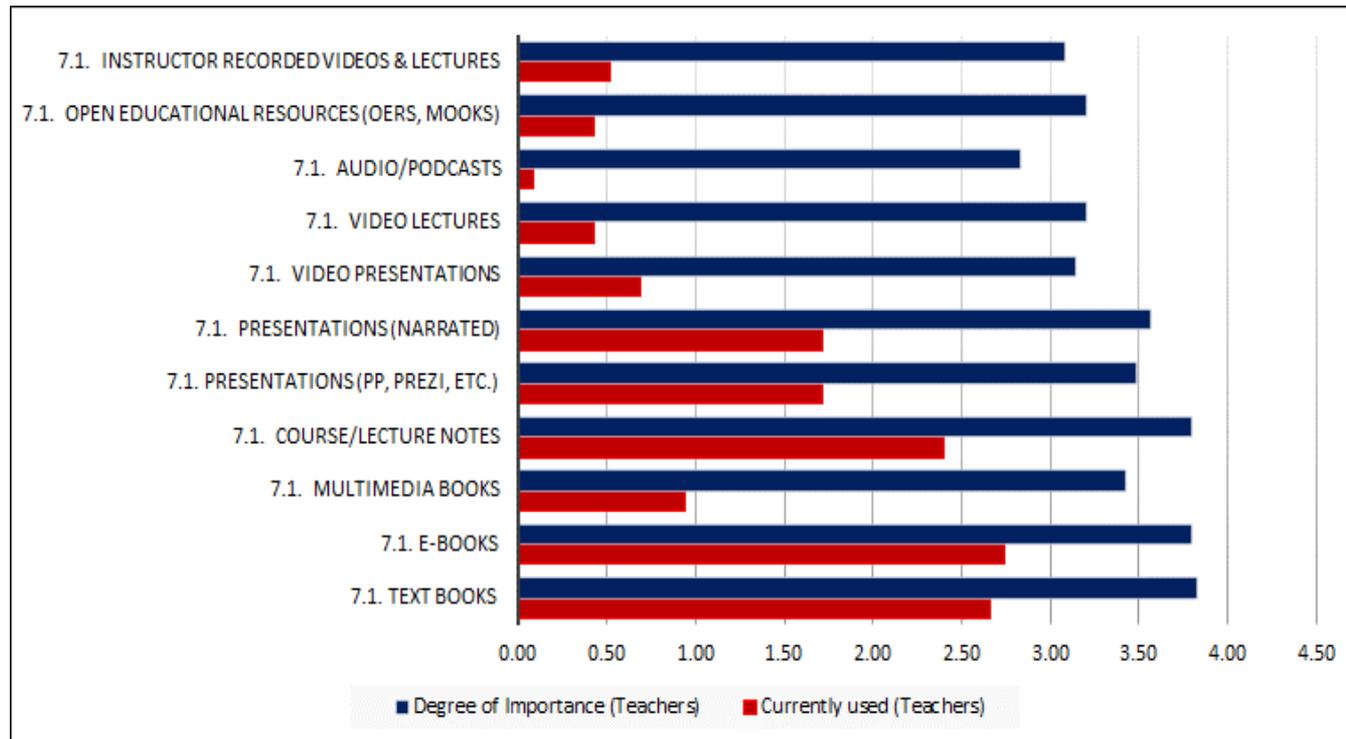


Figure 7.1

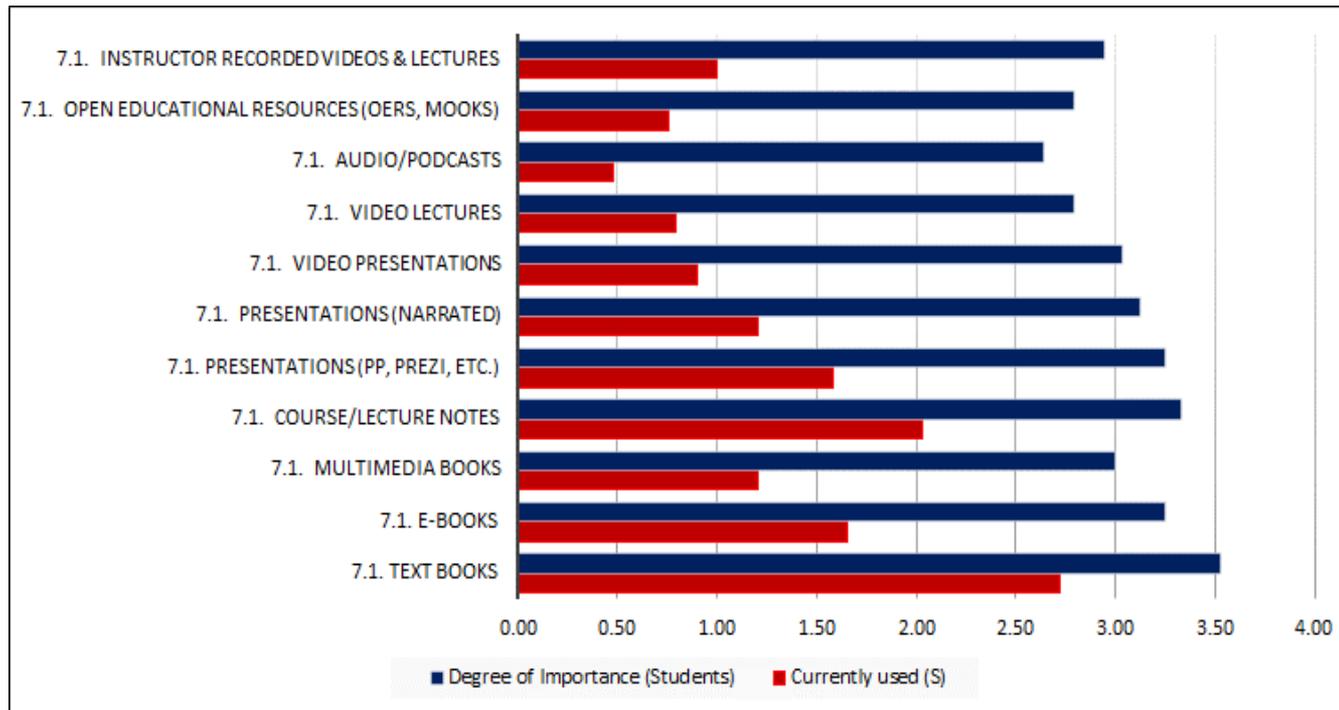


Figure 7.2

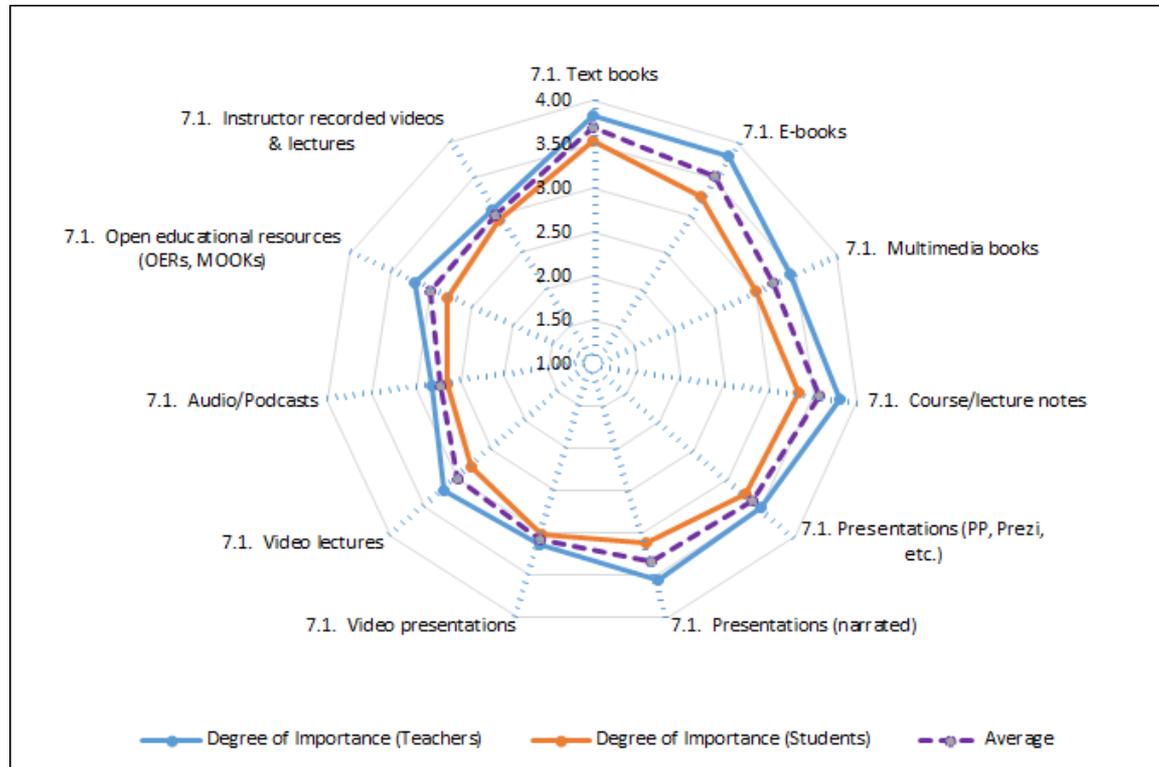


Figure 7.3

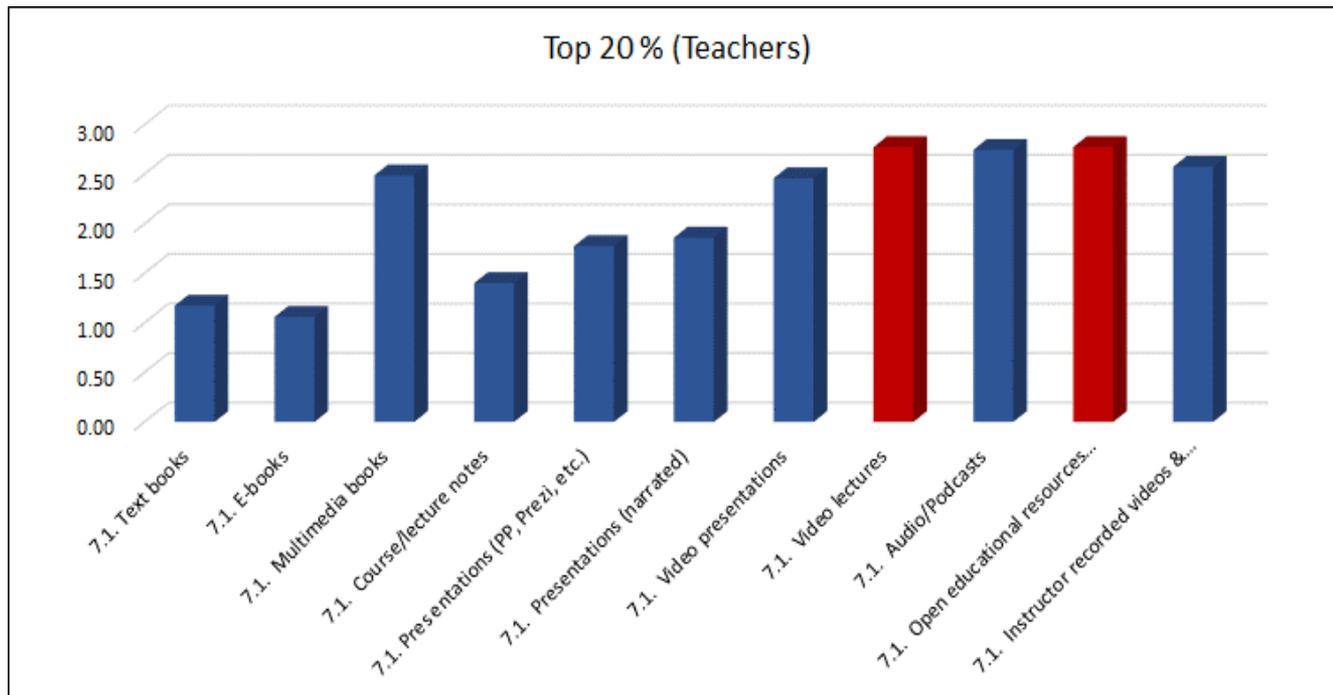


Figure 7.4

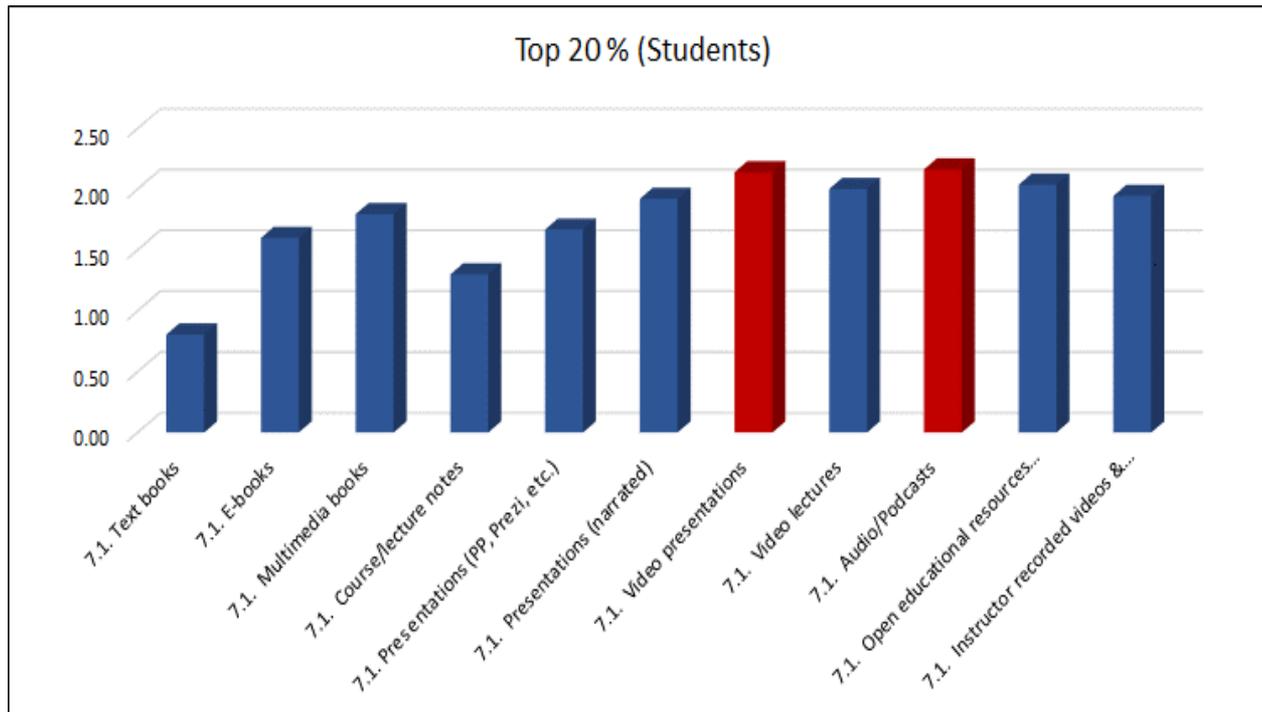


Figure 7.5



## 8. Additional information given by the teaching staff and students

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In the Section “What I still need to say” the students made the following records:

- The most important thing in GTU is that we need more practical parts means Lab work, research work, workshop, etc.
- Would be good to have some el. portals in GEO language.
- Etc.



## Conclusions and recommendations

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Summing up the whole [results of surveys](#) among the teaching staff and students of GTU provided within the framework of the PRINTeL project's objectives allows to come to the following general conclusions (without dividing into subgroups with different levels of priorities, which will be done later, having the results of all Consortium member universities).

1. The innovative and technology-enhanced teaching and learning methods and approaches that are needed to be introduced in GTU are: Experience based learning; Flipped classroom; Hybrid/blended teaching; Role-playing; Listening to audio recorded lectures or podcasts; Engaging in online discussion questions; E-teaching/Web- or Multimedia enhanced teaching; Individual learning; Teaching in small groups (team learning); Engaging in logic games and brainteasers; Engaging in online discussion questions; Peer learning.



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## 2. The technologies and facilities supporting teaching and learning necessary to be present in GTU are:

- Interactive projectors;
- Mobile (portable) projectors;
- Interactive whiteboard in the classrooms.



### 3. The new forms of teaching and learning materials that are demanded for the needs of GTU are:

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- Video presentations;
- Video lectures;
- Open educational resources (OERs, MOOCs)
- Audio Podcasts.

Based on the results of the surveys provided at GTU it can be mentioned that still there is a quite high percentage of traditional and even outdated tools, technologies and digital content used in teaching/learning processes. At the same time there is a clearly identified tendency of using modern, highly effective methods, tools and technologies introduced already into the educational processes. Unfortunately, they are not systematically and centralized used yet.

To come to final common conclusions on the existing needs and to develop common principles for achieving the main objectives of PRINTeL project, comparative analysis of the similarly processed results of the Consortium member universities' surveys is required.



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# Thank you!

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