International Conference-Workshop

May 16-17, 2019

Yerevan State University

SESSION 2

"ACTIVE LEARNING & ICT-ENHANCED LEARNING: M-LEARNING & GAMIFICATION"

Place: YSU Library after Sargis & Mari Izmirlians, 6th floor, Room N603

Moderators: *Joan-Tomas Pujola* and *Maria Sole Catala,* UB

Rapporteurs: *Tamar Magalashvili*, ISU and *Tatsiana Lisouskaya,* BrSTU

SESSION RESULTS REPORT

During discussion sessions the trainers shared experience they gained from conducting the trainings for their colleagues. They noted that the issues were the same for the representative of all the three national work groups. Trainers identified the challenges and possible solutions for each of them. The findings are as follows:

No.	Challenges	Solutions
1	10 hours/5 days training	To expand the training: not to train on consecutive days.
		To leave time to pilot and test new methods.
2	Too much information for 10 hours	To provide more time for reflection.
3	No time for reflection	To be flexible and adapt to the context.
4	Logistics: space, WiFi, smartphones	To ask academic authorities for better provisions.
5	Lack of the trainees' digital competence: Basic skills, Internet skills, Smartphone use	Previous training of basic skills.
		Arranging trainees' in mixed ability groups.
		Peer teaching.
		Providing scaffolding.
6	Lack of English competence	Translating materials and teaching resources.
7	Lack of teachers' motivation to make changes	Reward: recognition.
		Reward: students' motivation and progress.
8	Lack of creativity	Peer teaching, supporting group, sharing best practices.
		Community of practice.

Assessment of efficiency of the process of implementing active learning pedagogy implies:

1. Peer assessment – observation, shadowing, peer teaching by trainers the colleagues while giving lectures using the technics and tools learned during TT;

2. Students' evaluation – inclusion of active learning evaluation criteria in the questionnaire for lecturers' evaluation by students;

3. Follow-up/transferability – developing tools/activities for following-up and continuous communication among the trainers and trainees for

experience sharing, attendance in case of difficulties, etc. Examples might be Social networking and/or Community of practice, etc.

4. Quality control – units of quality control department should be involved in order to ensure the sustainability and efficiency of each event and activity performed within the project.

Three main requirements for success of implementing the new pedagogical methodology in the universities based on the current situation are:

1. Attitude change,
2. Logistics,
3. Time for piloting.

Report prepared by:

Rapporteurs of the session:

Tamar Magalashvili, ISU

Associate Professor, School of Business, Technology and Education

tamar.magalashvili@iliauni.edu.ge

Tatsiana Lisouskaya, BrSTU

Head of Department of Humanitarian Science, Associate Professor, Department of Humanitarian Science

lisovski_rb@tut.by