



Co-funded by the
Erasmus+ Programme
of the European Union



YSU-100

ERASMUS+ PRINTEL PROJECT “CHANGE IN CLASSROOM: PROMOTING INNOVATIVE
TEACHING & LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN
PARTNERSHIP COUNTRIES”

International Conference-Workshop

May 16-17, 2019

Yerevan State University

SESSION 1

*“ACTIVE LEARNING WITH SPECIAL FOCUS ON TECHNOLOGY ENHANCED
LEARNING”*

Place: Faculty of Biology, Building 5, 2nd floor, Room N201

Moderators: *Wim Van Petegem* and *Chris Van Ceer*, KU Leuven

Rapporteurs: *Konstantin Mulyarchik*, BSU and *Karen Trchounian*, YSU

SESSION RESULTS REPORT

**Part 1. Presentation of the T&L concept/method concerned by
moderator(s)**

According to Wim Van Petegem’s introduction into Active Learning

Key aspects of Active Learning imply the following:

1. A lecture can be a form of active learning, when it is filled with cases and questions.
2. Active learning (AL) VS Digital learning (DL):
 - a. AL can be DL, but not always,

- b. DL is not always AL,
 - c. Focus: AL – on methodology and teaching principles, DL – on instruments and technical means.
3. Implementation of Active Learning should go through proper structure of instructional design.
 4. One of suchlike structures is ADDIE model.

Main thesis: “Students become active learners, activated by activators like teachers or lecturers”

Part 2. Presentation of the TT issues by PC HEIs

Summarized feedback, benefits and challenges according to the presentations from Dr. Christine Ghazaryan (VSU), Dr. Elizabeth Alaverdyan (NPUA), Dr. Karen Trchounian (YSU), Dr. Konstantin Mulyarchik (BSU)

Benefits for teacher:

1. Reduction of class hours,
2. Increase of students’ engagement specially working ones,
3. Development of multi skills simultaneously,
4. Enhancement of teaching and learning,
5. Diverse ways of communication between students and teacher.

Benefits for student:

1. More experience in projects managing,
2. E-portfolio as a universal tool to evaluate your skills and find potential employers,
3. Multimedia experience,
4. More authenticity and independence that are important in real world,
5. Development of learning and discovering skills,
6. More practice-oriented and creative tasks.

Challenges:

1. Poor computer skills among both teachers and students,
2. Poor technological infrastructure, equipment,
3. Lack of motivation for teachers to change traditional teaching,
4. Lack of motivation for students to spend more time for self-work,

5. Age differences in group 25-65 y.o.,
6. Poor English level proficiency, necessity to translate the materials into the mother language.

Feedback:

1. Systematized and structured knowledge on the topic,
2. Learned new methods and techniques,
3. Applied received skills right after the training,
4. Application of learned methods in the current teaching courses,
5. Revision of the materials and syllabi of the courses,
6. Enhancement of communication with students in class,
7. Increase in the number of teacher trainings, more frequent conduction of them,
8. This kind of training as an effective way to analyze processes of teaching,
9. Prolongation of the training duration, promotion of deep practice on curricula courses.

Part 3. Discussion of the special topics

Results of the discussion on teaching & learning strategies in active learning, student assessment in active learning, assignments for students and technologies & classroom infrastructure required.

1. Students

- We center around students as our main target group.
- Ambassadors of Active Learning among students further promote the method of Active Learning.
- Human interaction with students is important.
- Student assessment shall be continuous.
- Student assessment shall cover two points: 1) how teacher performs the activity 2) how the students received knowledge/skills, including after they graduated from the university.
- Pass/fail assessment should be done based on whether the teaching goal has been reached.

2. Teachers

- Teaching is a habit. Those who teach 20-30 years already do it mechanically.
- It's not the age difference that leads to adoption or non-adoption of Active Learning, but rather a number of other factors: interest/inner motivation/willingness, speed of digestion of information, openness/open-mindedness/mindset, digital literacy/hunger for creativity.
- Healthy competition among teachers can help promote and disseminate Active Learning.
- There should be also a system of financial motivation to promote Active Learning (now teachers are getting paid per hour of teaching).

3. Support

- There should be support groups with mixed roles inside (methodologists, psychologists, subject matter experts, etc.) for teachers implementing Active Learning.
- Support may include trainings, professional help, students as co-creators, student assessment/elaboration to get needs/gaps.
- Help from peer teachers.

4. Infrastructure

- Infrastructure doesn't have a determinative influence.
- It's the creativity of the teacher to do anything with what is available in the room due to existence of variety of means.
- Utilize what students use during the class, especially: if the students like to sit in Facebook or other social websites– use Facebook as a learning tool, if they sit in phones – use phones. But don't fight with them.
- If a student sees equipment in the room, he/she wants to see it used.

Part 4. Elaboration of the national concept of the active learning concerned by national groups

Summarized core points announced by countries' representatives.

1. Trainings must be continuous and cross-linked to each other.
2. Lecture is the main actor: with focus on lecture needs.
3. It is important to convince the management to invest into Active Learning dissemination.
4. Need finance – can be external funding, project funding.
5. The goal of Active Learning dissemination should be clearly identified: students should “buy” Active Learning.
6. By focusing on the most active students, we pull the rest of the student’s population into active learning as well.
7. Reduction of lecture hours.
8. Revised teacher portfolios especially emphasizing on scientific component.
9. Interdisciplinary courses or short subjects especially using active learning methods should be introduced for this type of classes.
10. Support center or team for training teachers.

Report prepared by:

Rapporteurs of the session:

Dr. Konstantin Mulyarchik, BSU

Associate Professor, Department of Telecommunications and Information Technologies, PhD

+375 (29) 5566578

k.mulyarchik@gmail.com

Dr. Karen Trchounian, YSU

Associate Professor, Department of Biochemistry, Microbiology and Biotechnology, PhD, DSc

+374 (60) 710535

k.trchounian@ysu.am