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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)**

NEED ANALYSIS REPORT

**RESULTS OF THE SURVEYS ON
TEACHING STAFF DEVELOPMENT NEEDS ASSESSMENT
AND STUDENT LEARNING NEEDS ASSESSMENT**

GRODNO 2018

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Introduction

The Teaching staff professional development needs assessment and Student learning needs assessment surveys aimed at revealing the existing pedagogical approaches, styles and educational technologies.

The conducted surveys were focused on the analysis of the necessity to improve and implement innovative pedagogical methods which will promote the effective educational process in Yanka Kupala State University of Grodno (YKSUG).

The questionnaire The Teaching staff professional development needs assessment consisted of eight sections:

- Section 1. General information;
- Section 2. Teaching styles and pedagogical approaches used in class;
- Section 3. Learning styles and approaches;
- Section 4. Assessment methods and approaches;
- Section 5. Use of technology, e-teaching & social media for teaching and support of learning;
- Section 6. Facilities to support teaching;
- Section 7. Teaching materials;
- Section 8. Teachers' comments and recommendations.

Student learning needs assessment surveys consisted of the following sections:

- Section 1. General information;
- Section 2. Teaching styles and approaches in class;
- Section 3. Learning styles and approaches;
- Section 4. Assessment methods and approaches;
- Section 5. Use of technology, e-learning & social media for supporting learning;
- Section 6. Facilities to support student learning;
- Section 7. Learning materials;
- Section 8. Students' comments and recommendations.

The survey data were imported from the Google Form and interpreted in a format suitable for quantitative analysis. To compare the results of the survey with similar data from other universities, the data were presented in the reduced form, and these processing was carried out using the Microsoft Excel graphical toolkit.

In the table below, the weighting coefficients of the degree of relevance of the options selected are presented. For the «Currently Used» option the weighting coefficient is assumed to be 3.

Table of Interpretation of Survey Questions in Scores:

1.	<i>High need or Highly effective</i>	4
2.	<i>Medium need or Partially effective</i>	3
3.	<i>Low need or Less effective</i>	2
4.	<i>No need or Not effective</i>	0
5.	<i>Currently Used</i>	3

The quantitative and qualitative analysis of the worked out data is represented in the present report.

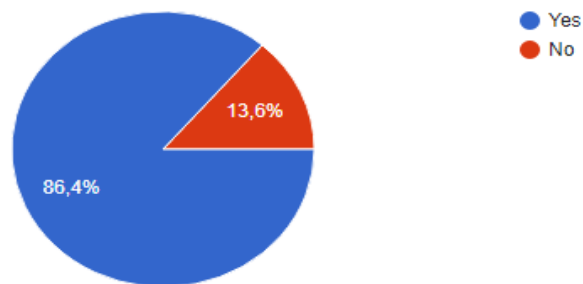
Section 1: General Information

The following analysis is based on the feedback given from 72 students and 22 university teachers of YKSUG. Out of 22 teachers - 86,4% work on a full-time basis and 13,6% on part-time basis (Figure 1.1).

Figure 1.1

1.1. Are you a full time faculty member?

22 OTBETA

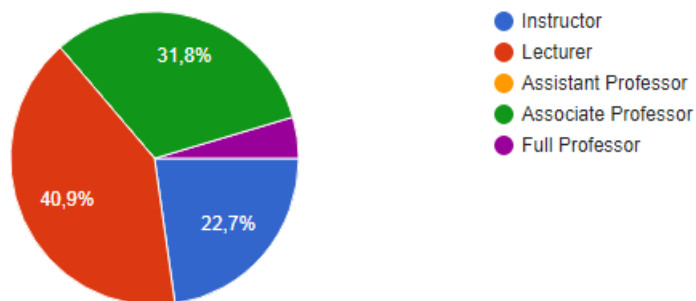


As it's presented in the diagram in the survey took part 40,9% of Lecturers, 31,8% - Associate Professors, 22,7% - Instructors, 4,6% - Full Professors (Figure 1.2).

Figure 1.2

1.2. What is your title at your university?

22 OTBETA

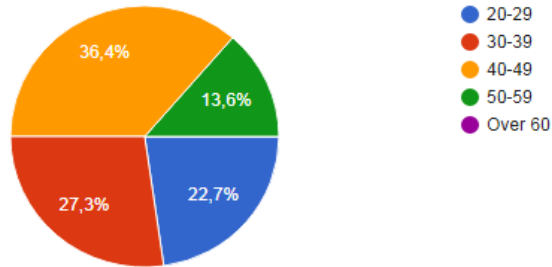


Teachers of different age groups took part in the survey. The 36,4% of the respondent teachers belong to 40-49 age group, 27,3% - 30-39, 22,7% - 20-29 age group (Figure 1.3).

Figure 1.3

1.3. Please select your age group from the following:

22 ответа

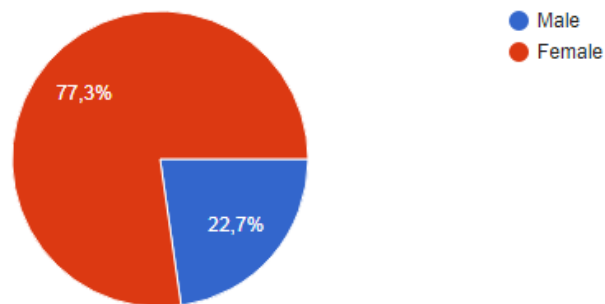


The percentage of female respondents who completed the survey comprised 77,3% and male respondents - 22,7% (Figure 1.4).

Figure 1.4

1.4. Please state your gender:

22 ответа

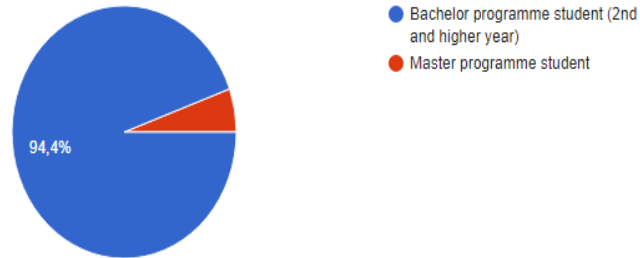


The 94,4% of the respondents students is Bachelor students and 5,6% Master students (Figure 1.5).

Figure 1.5

1.2. Student educational level

72 ОТВЕТА

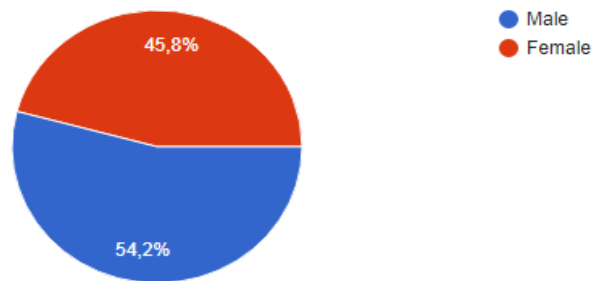


The 54,2% of the respondent students are males and 45,8% - females (Figure 1.6).

Figure 1.6

1.3. Gender

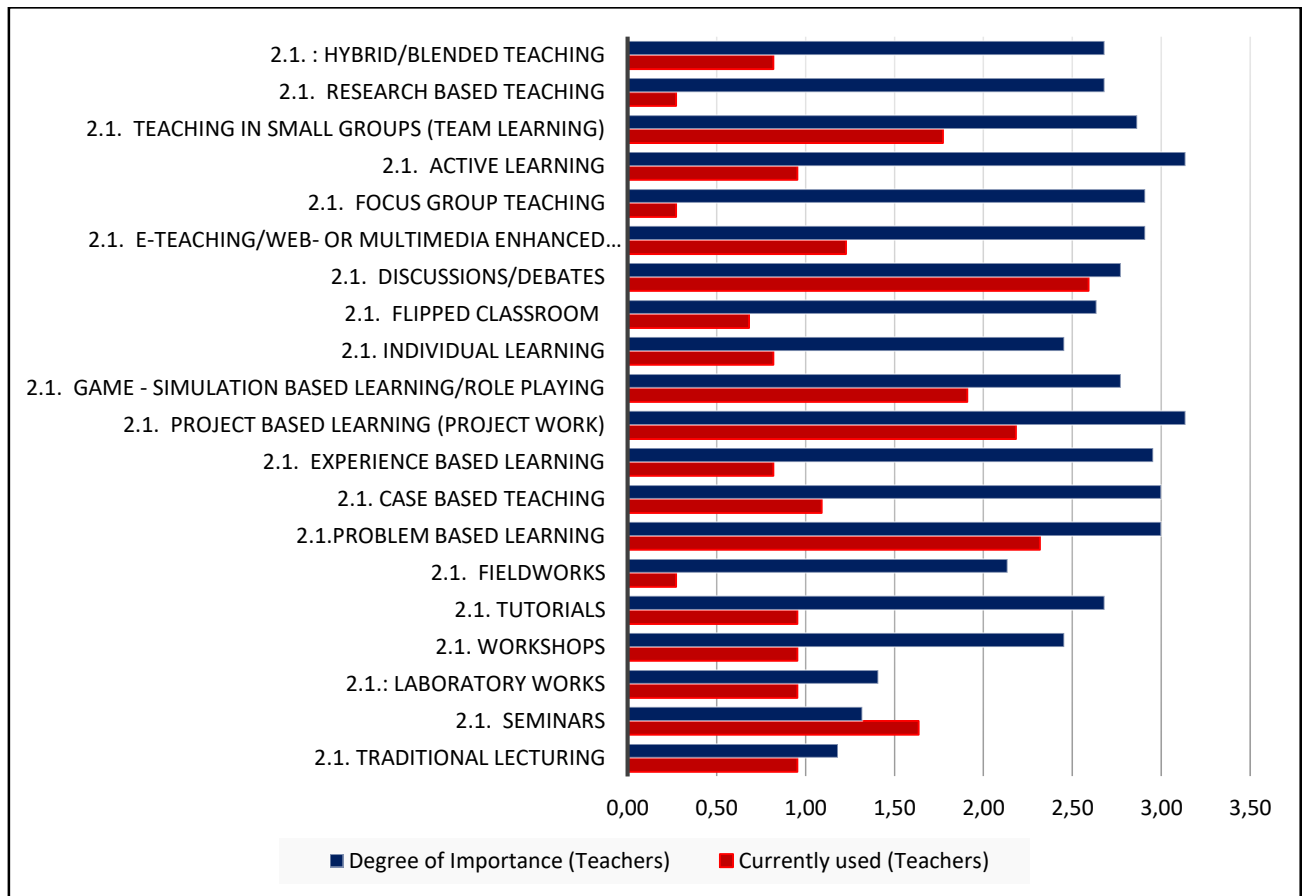
72 ОТВЕТА



Section 2: Teaching styles and pedagogical approaches

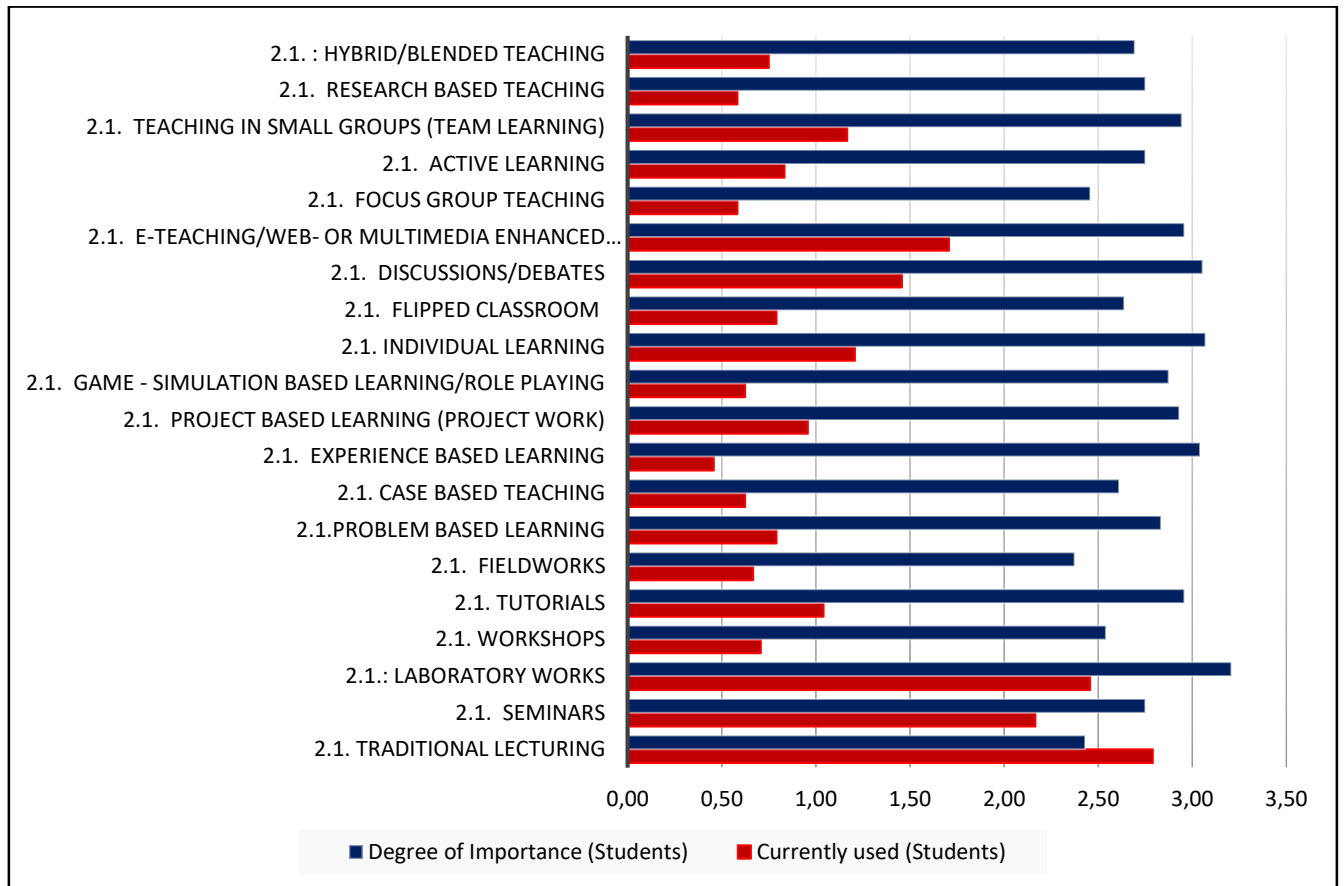
According to the survey, teachers in their professional activities use the following teaching styles and pedagogical approaches: *Discussions/Debates*, *Problem-based learning*, *Project based learning*. Most of the interviewed teachers find it important to use a variety of forms of work, paying special attention to *Active learning* (Figure 2.1).

Figure 2.1



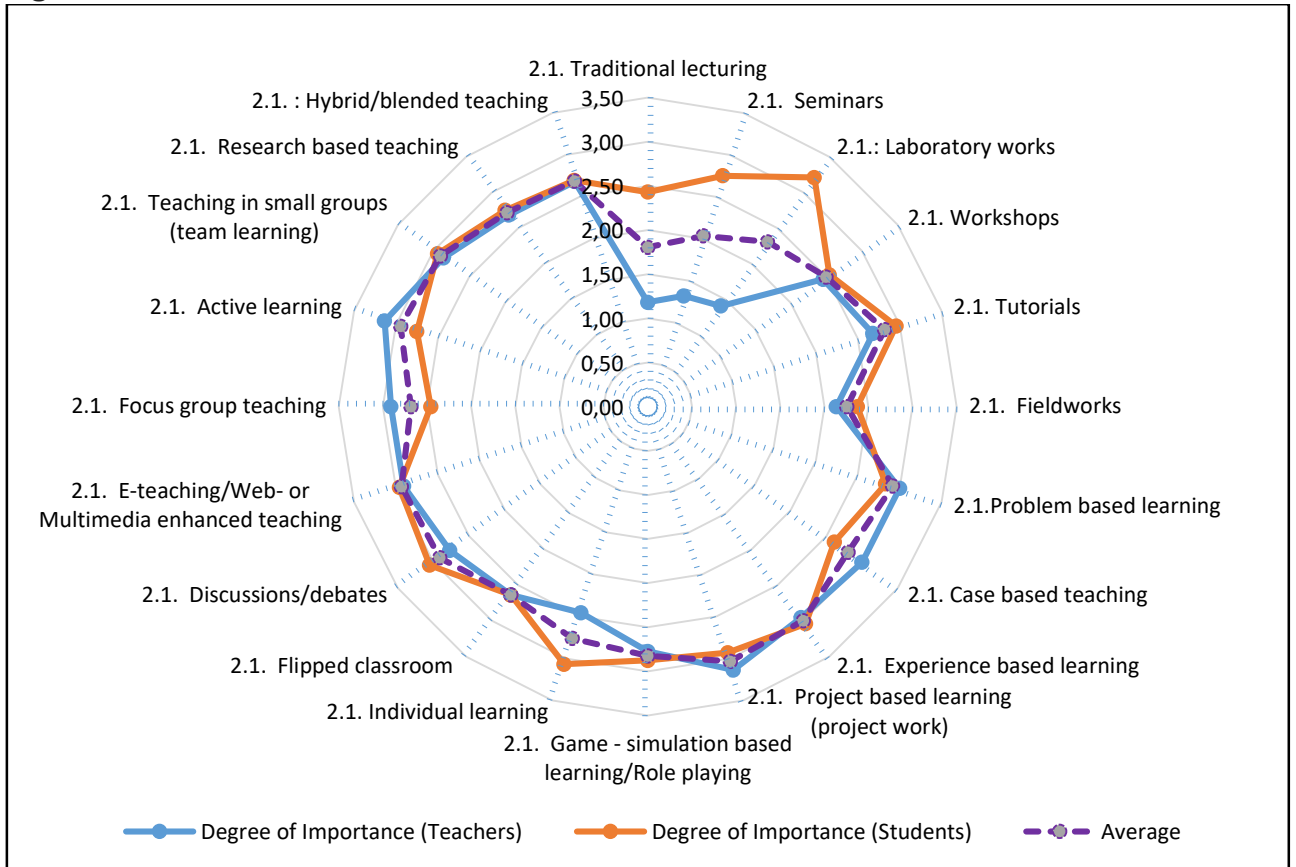
For students the most effective styles and approaches are *Laboratory works* and *Individual learning*. The students value the practical skills needed for their future career starting from the first year of their education. The given fact is reflected in the answers of students (Figure 2.2).

At the same time the students have also marked out *Traditional lecturing*, *Laboratory works*, *Seminars* as the most popular teaching forms in YKSUG.

Figure 2.2

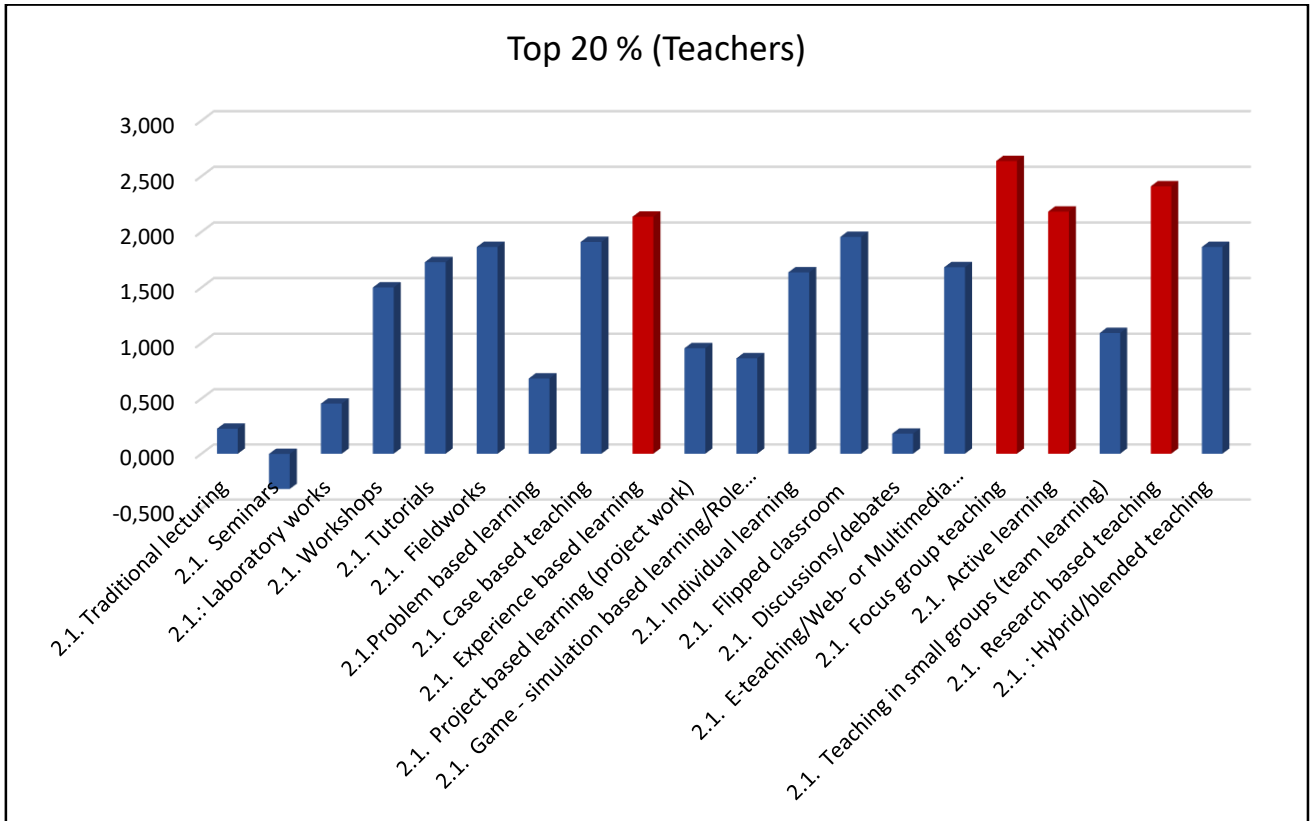
Comparing the answers of students and teachers about the style of teaching and pedagogical approaches, we came to the conclusion that in most cases students and teachers emphasize the same active forms of work and approaches in teaching. However, the greatest difference is observed in the use of traditional teaching and seminars. As we can see in Figure 2.3 teachers and students' several opinions about the importance of the forms of teaching coincide (Figure 2.3).

Figure 2.3



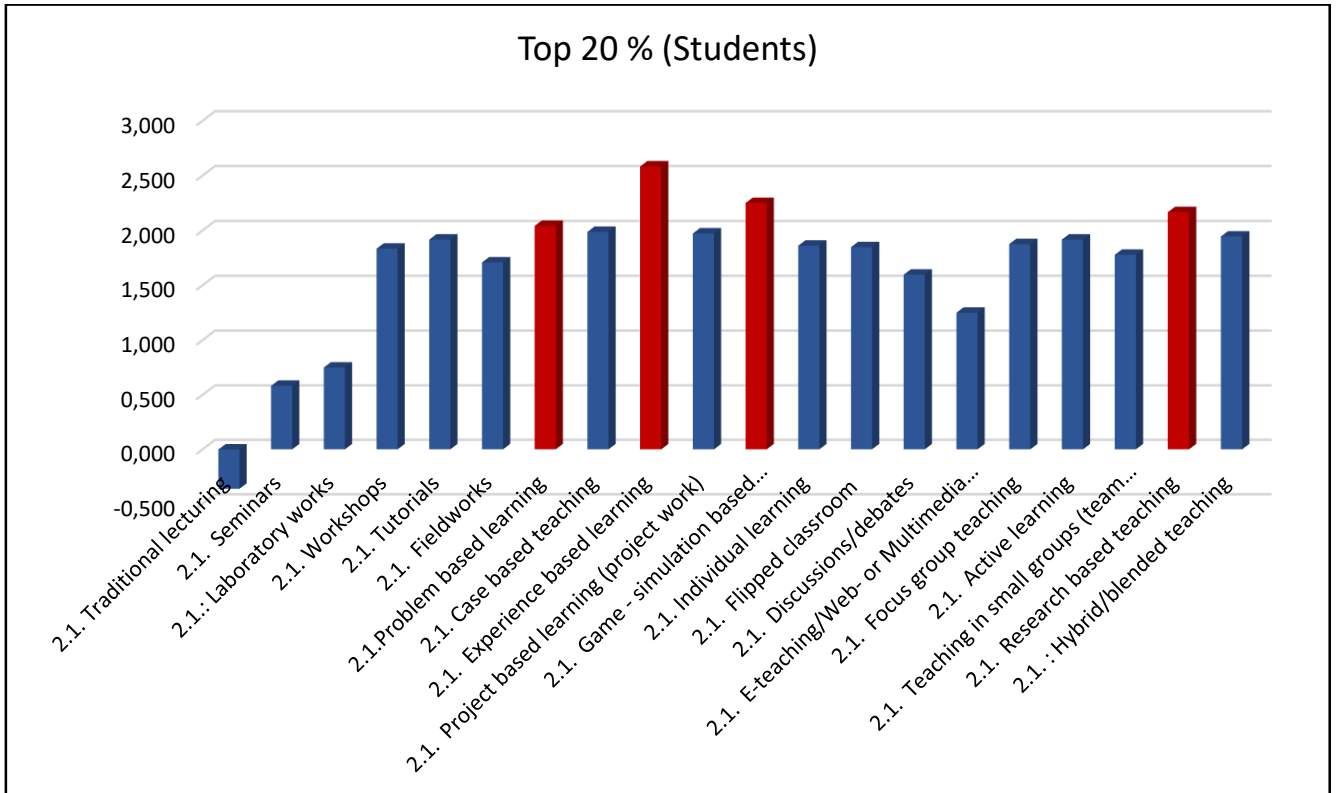
According to the respondent teachers' the most desirable (important) forms of teaching in YKSUG are: *Experience based learning, Focus group teaching, Active learning, Research based learning* (Figure 2.5).

Figure 2.5



Students answered as follows: *Problem based learning, Experience based learning, Game-simulation based learning/Role playing, Research based learning* (Figure 2.6).

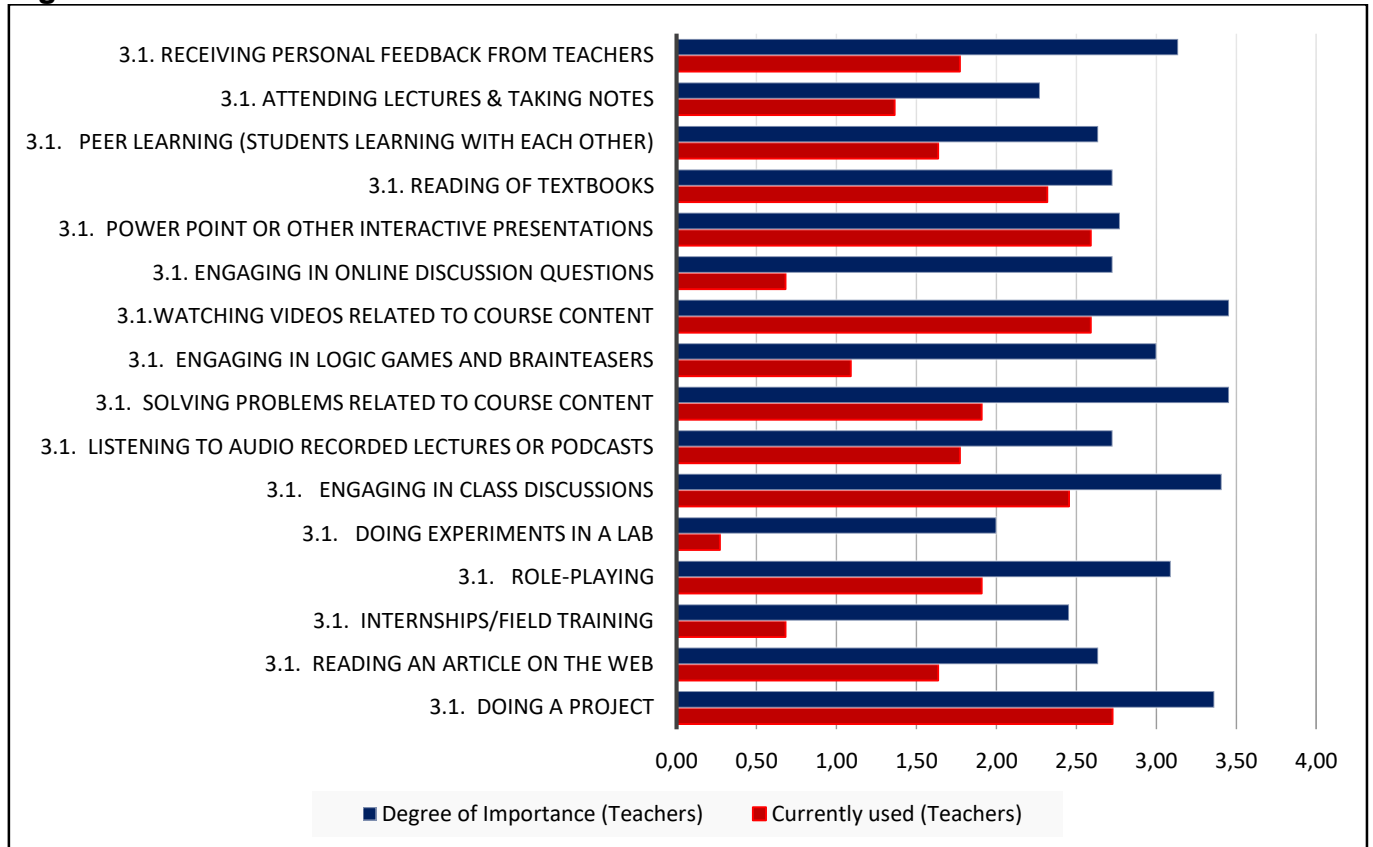
Figure 2.6



Section 3: Learning styles and approaches

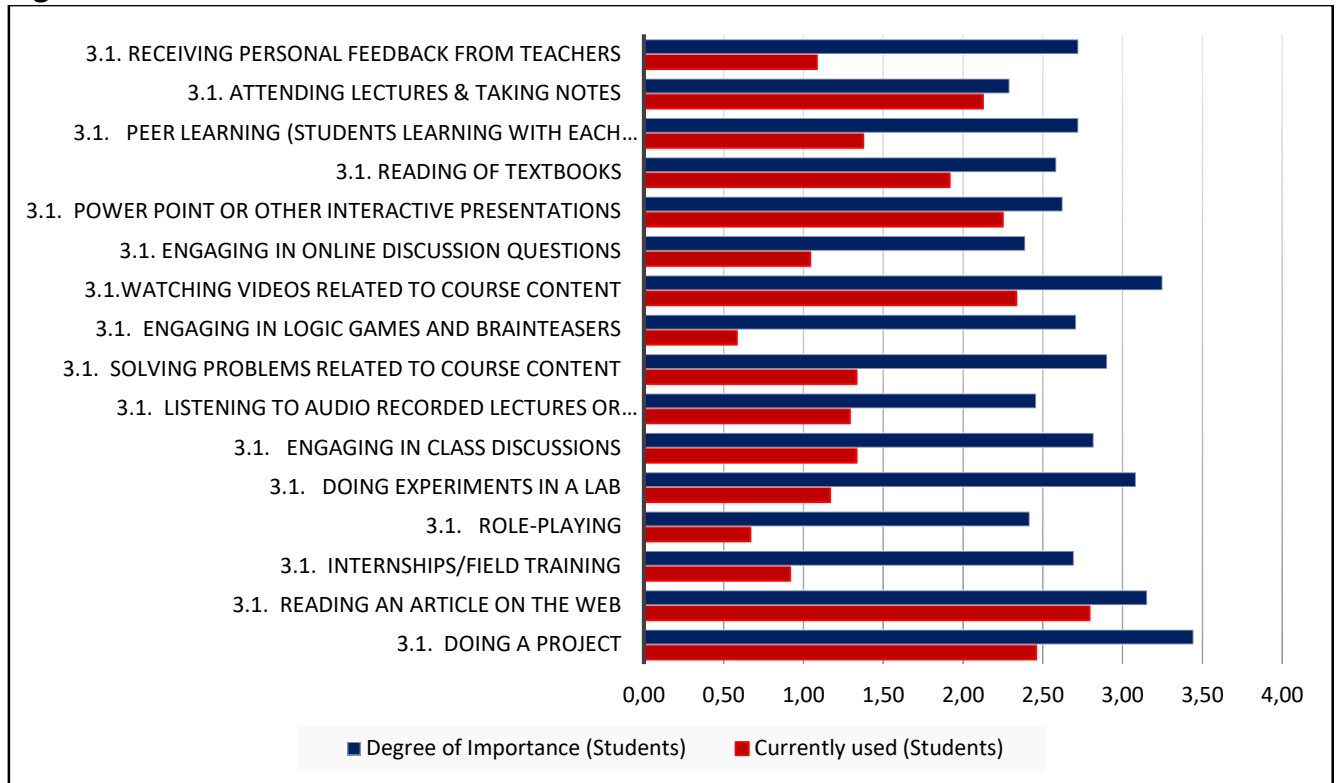
Analyzing Learning styles and approaches from the point of view of teachers, we can draw the following conclusion: in their professional activities teachers prefer *Doing a project, Power point or other interactive presentations, Watching videos related to course content*. At the same time these are the most important styles of work (Figure 3.1).

Figure 3.1



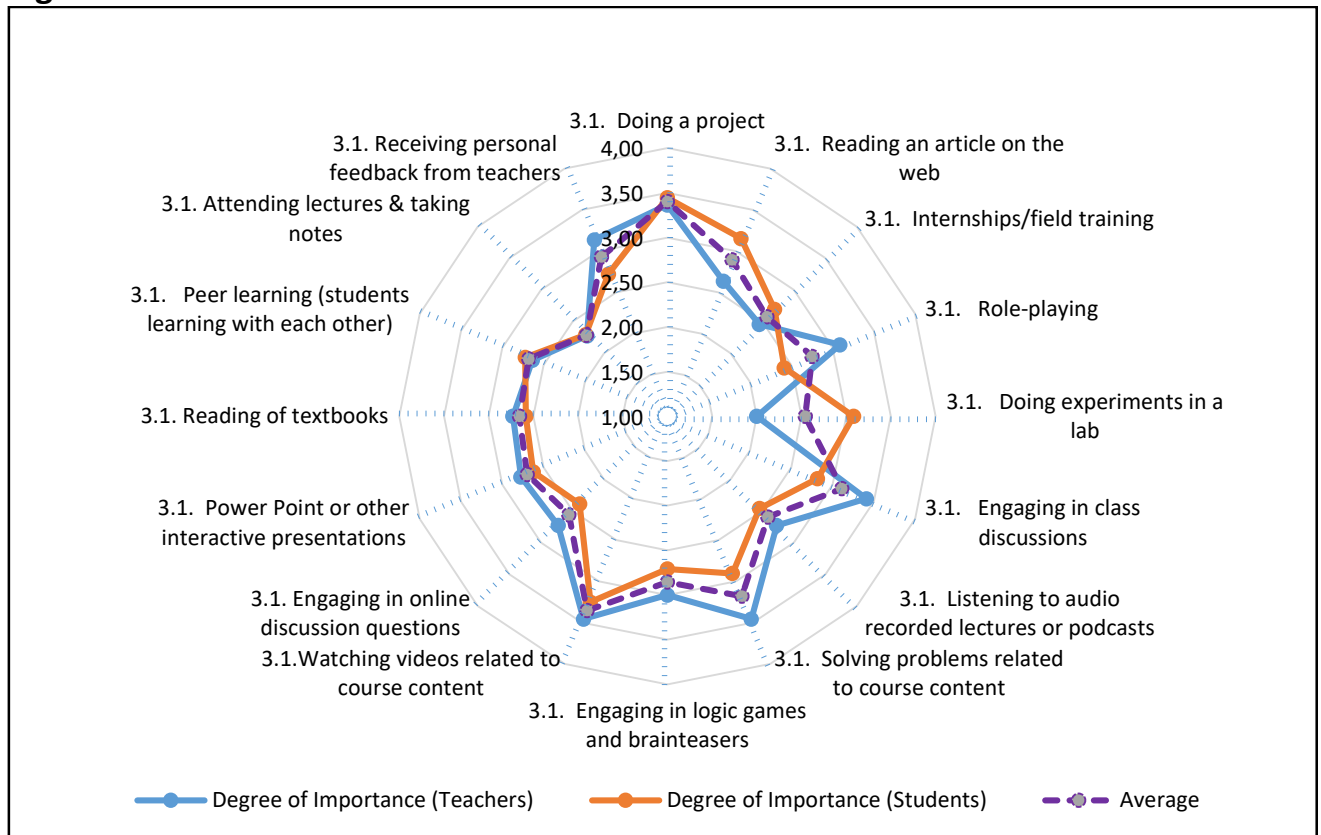
Learning styles and approaches currently used in the students' studies are: *Reading an article on the Web, Doing a project, Watching videos related to course content*. Students prefer *Doing a project, Watching videos related to course content, Doing experiments in a lab* (Figure 3.2).

Figure 3.2



The students and teachers answers don't coincide in several positions: *Role playing* is more important for teachers than students as *Doing experiments in a lab* is more valuable for students and less for teachers (Figure 3.3).

Figure 3.3



According to the teachers' feedback the most important learning styles and approaches are: *Engaging in a logic games, Engaging in online discussion questions and Internship/Field training* (Figure 3.5), then according to the students' opinions the most desirable (important) forms of learning are, *Internship/Field training, Engaging in a logic games/Role playing, Doing experiments in a lab* (Figure 3.6).

Figure 3.5

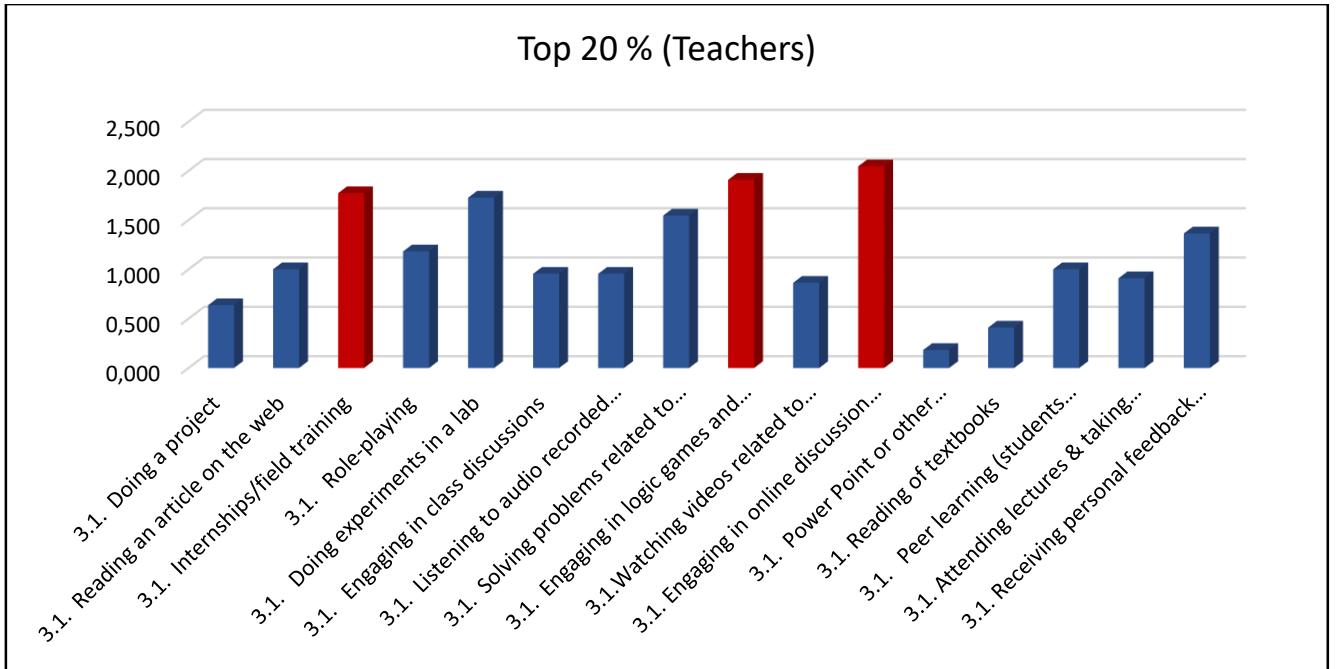
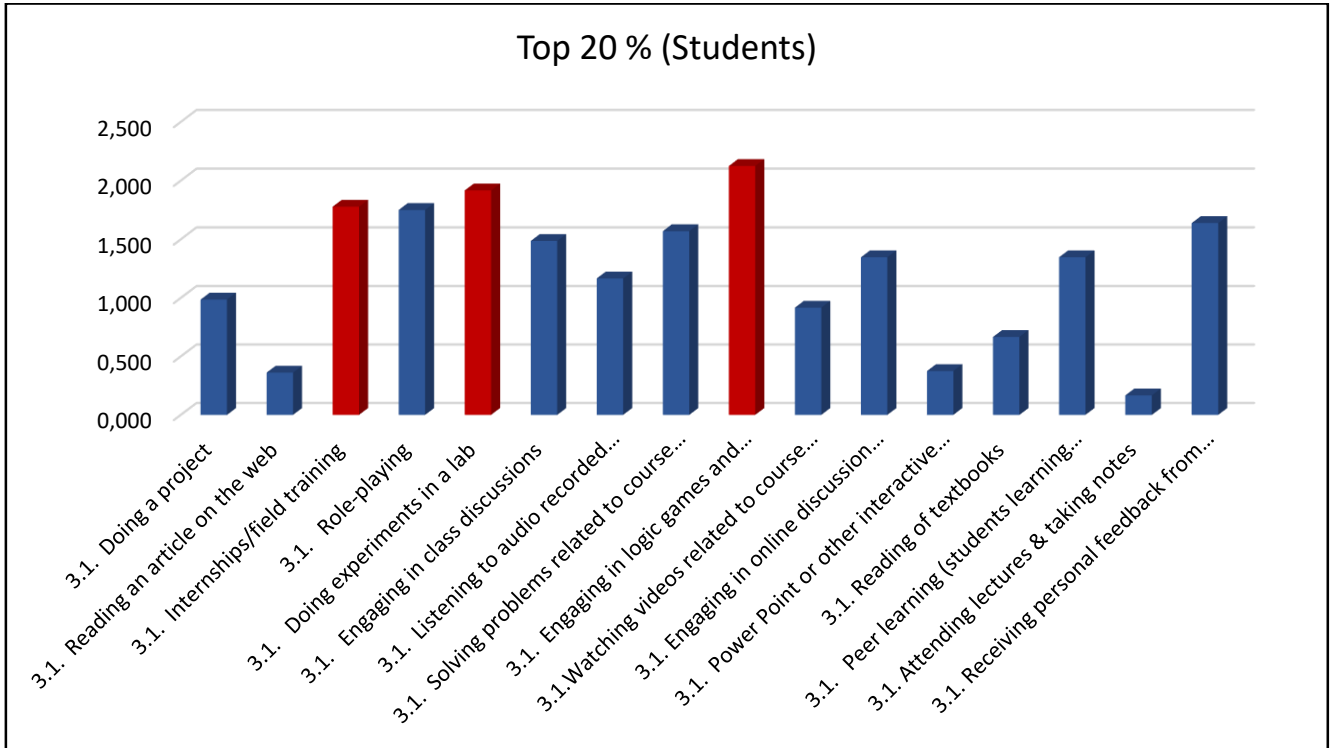


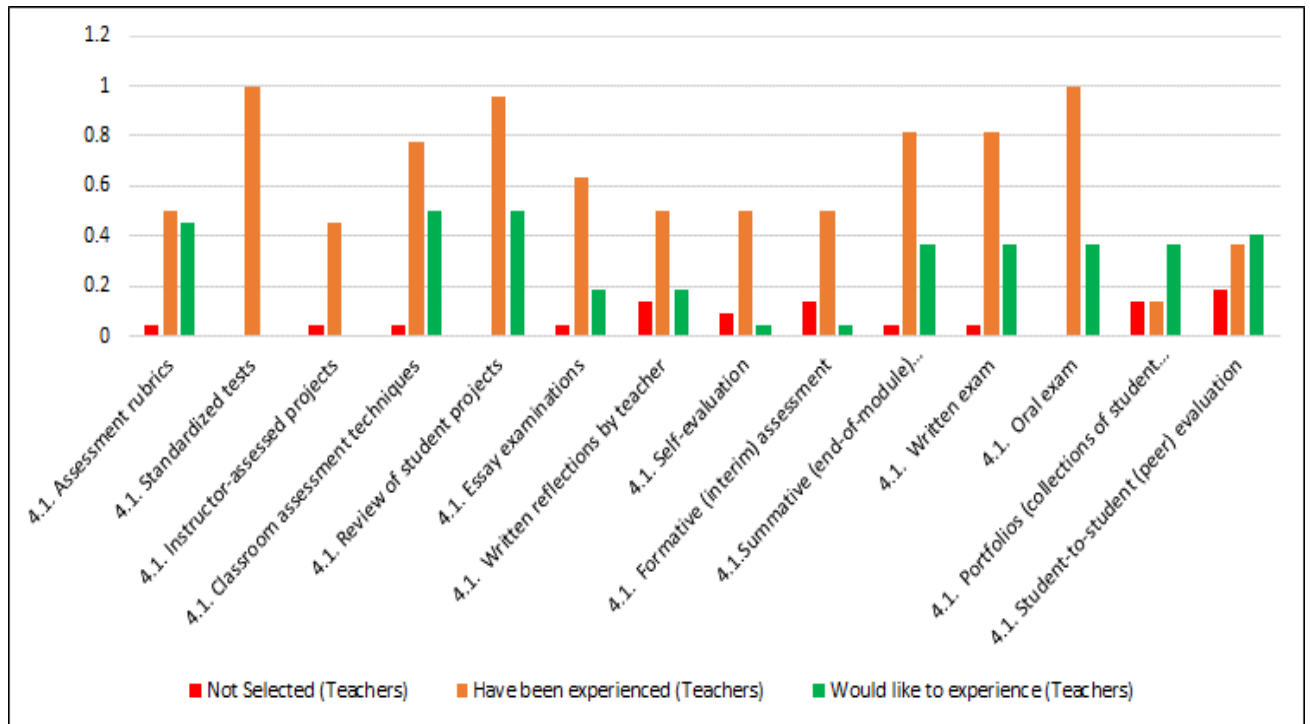
Figure 3.6



Section 4: Assessment methods and approaches

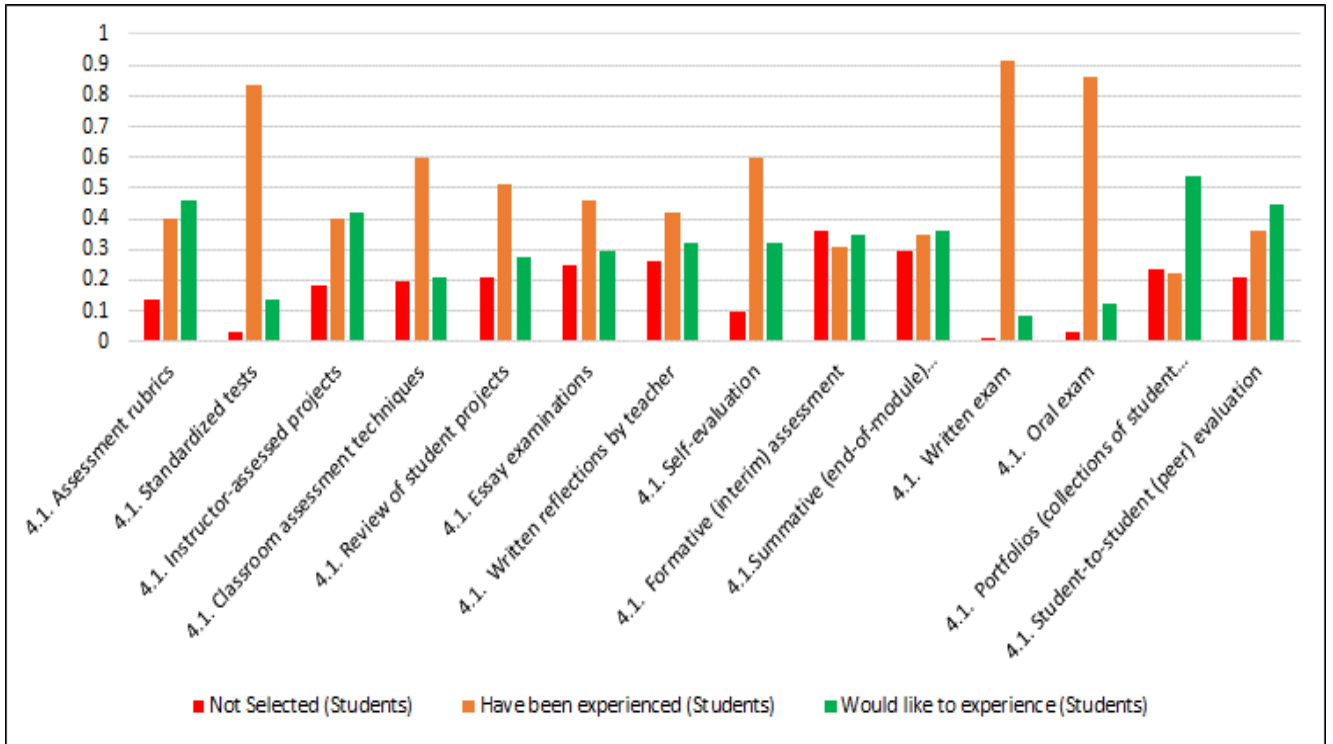
Currently, the teachers use the following assessment methods and approaches: *Oral exam, Standardized tests and Review of student projects*. The teachers participated in the survey would like to experience *Classroom assessment techniques and Assessment rubrics* (Figure 4.1).

Figure 4.1



Students consider *Portfolios (collections of student work), Student-to-student (peer) evaluation and Assessment rubrics* as very significant to use. From their point of view the mentioned assessment methods and approaches are not only interesting ways of assessment, but they are highly important for further development of their professional competencies (Figure 4.2).

Figure 4.2



According to the Figure 4.3 students' and teacher' opinion on the assessment methods coincide. However, according to the degree of significance the teachers haven't selected such method as *Standardized tests* (Figure 4.5)

Figure 4.3

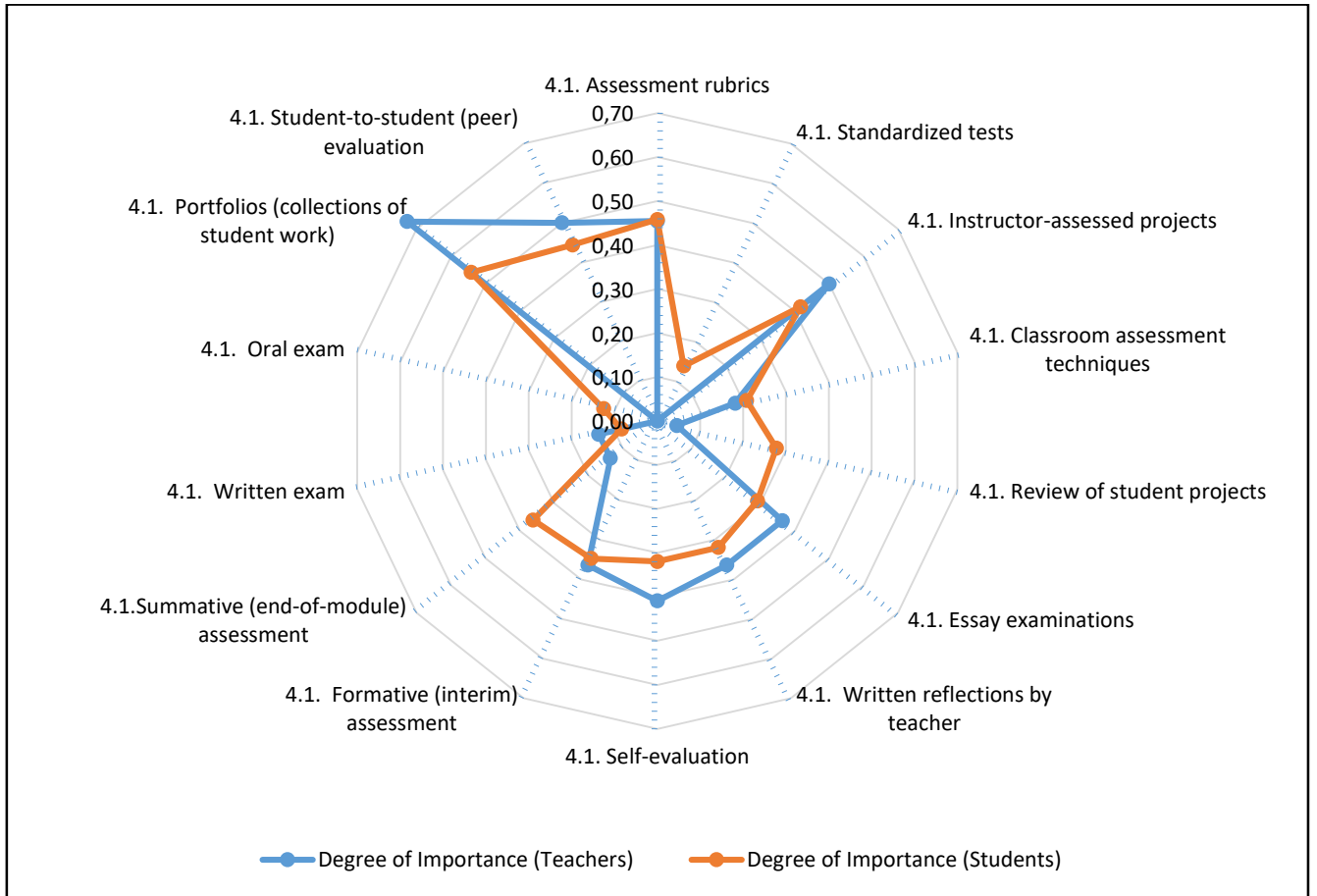
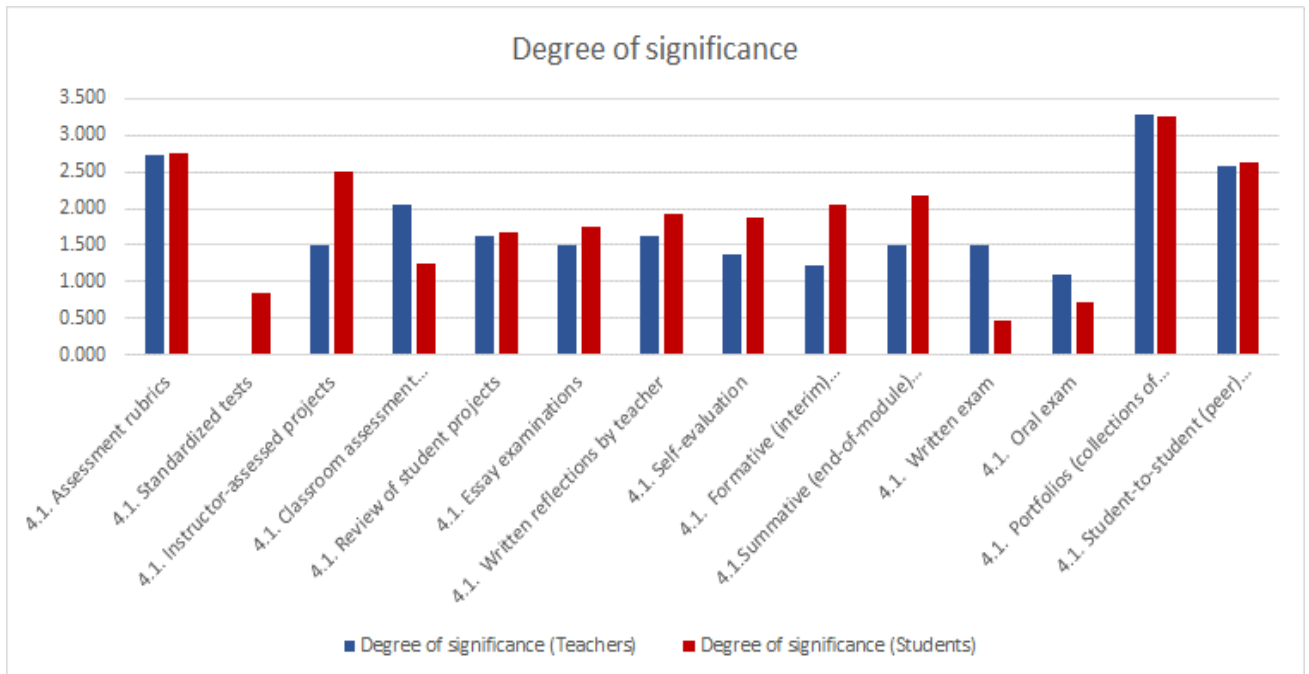


Figure 4.5



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

According to the feedback given by YKSUG teachers the widespread technology-enhanced teaching and learning approach in YKSUG are *Learning management systems (Google for education/Microsoft Office 365/Moodle/Blackboard etc.) as well as Multimedia tools* (Figure 5.1). The students' answers are the same (Figure 5.2).

Figure 5.1

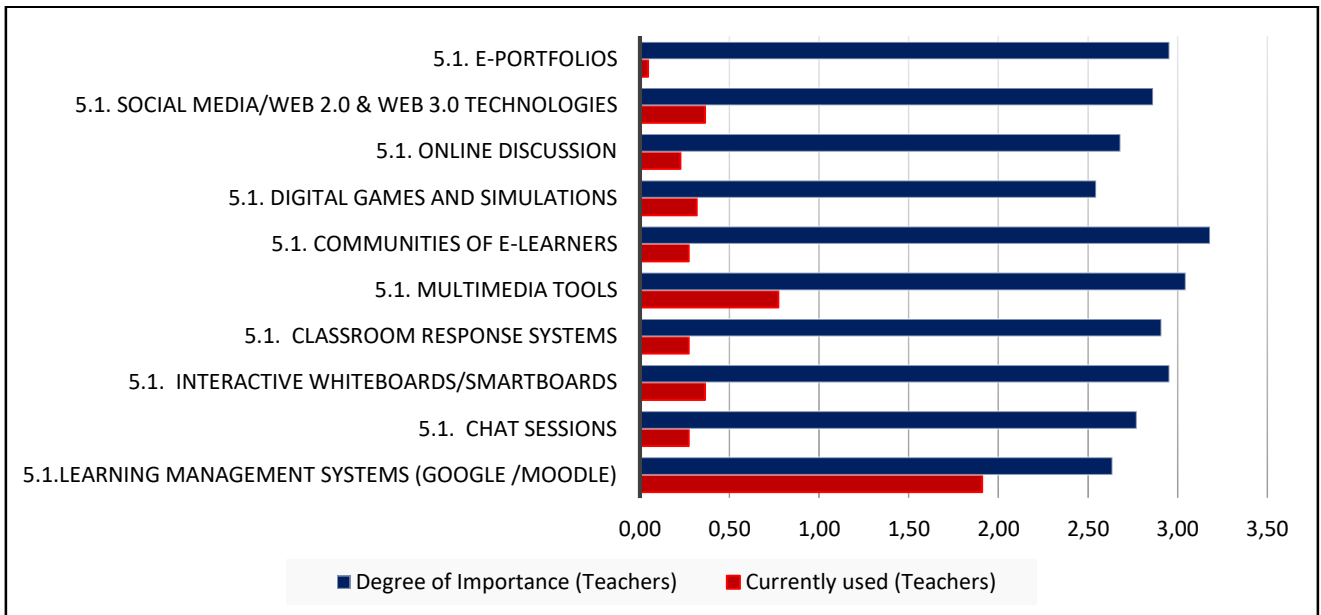
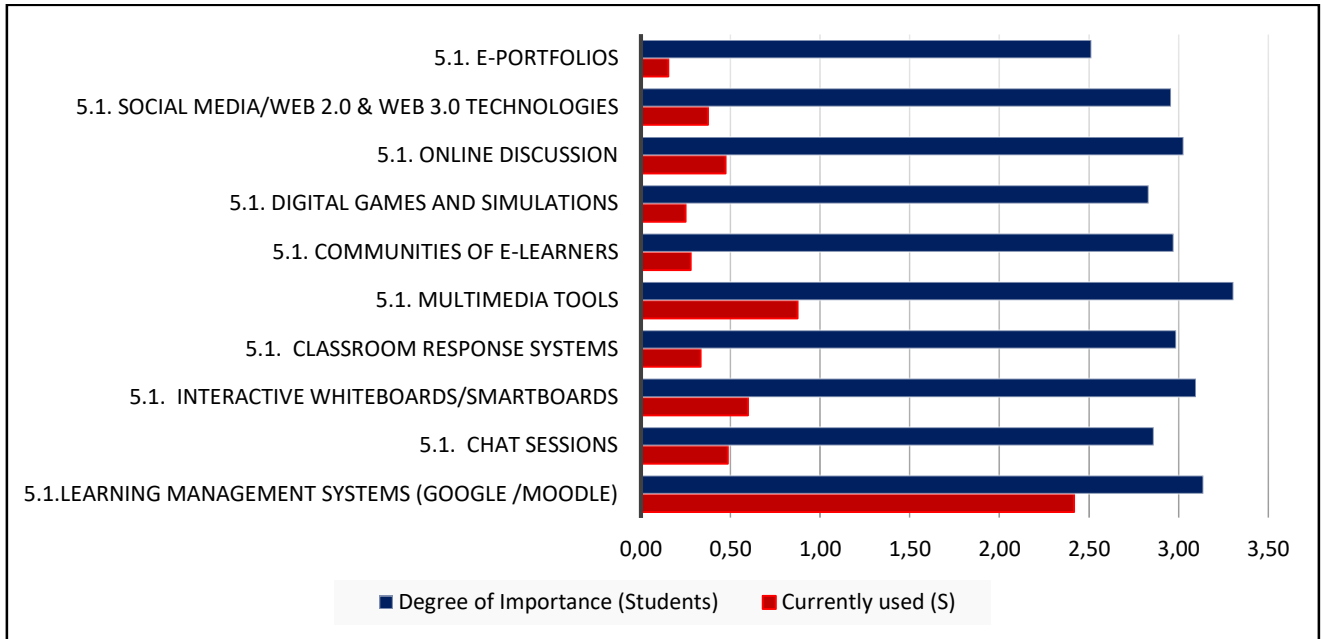
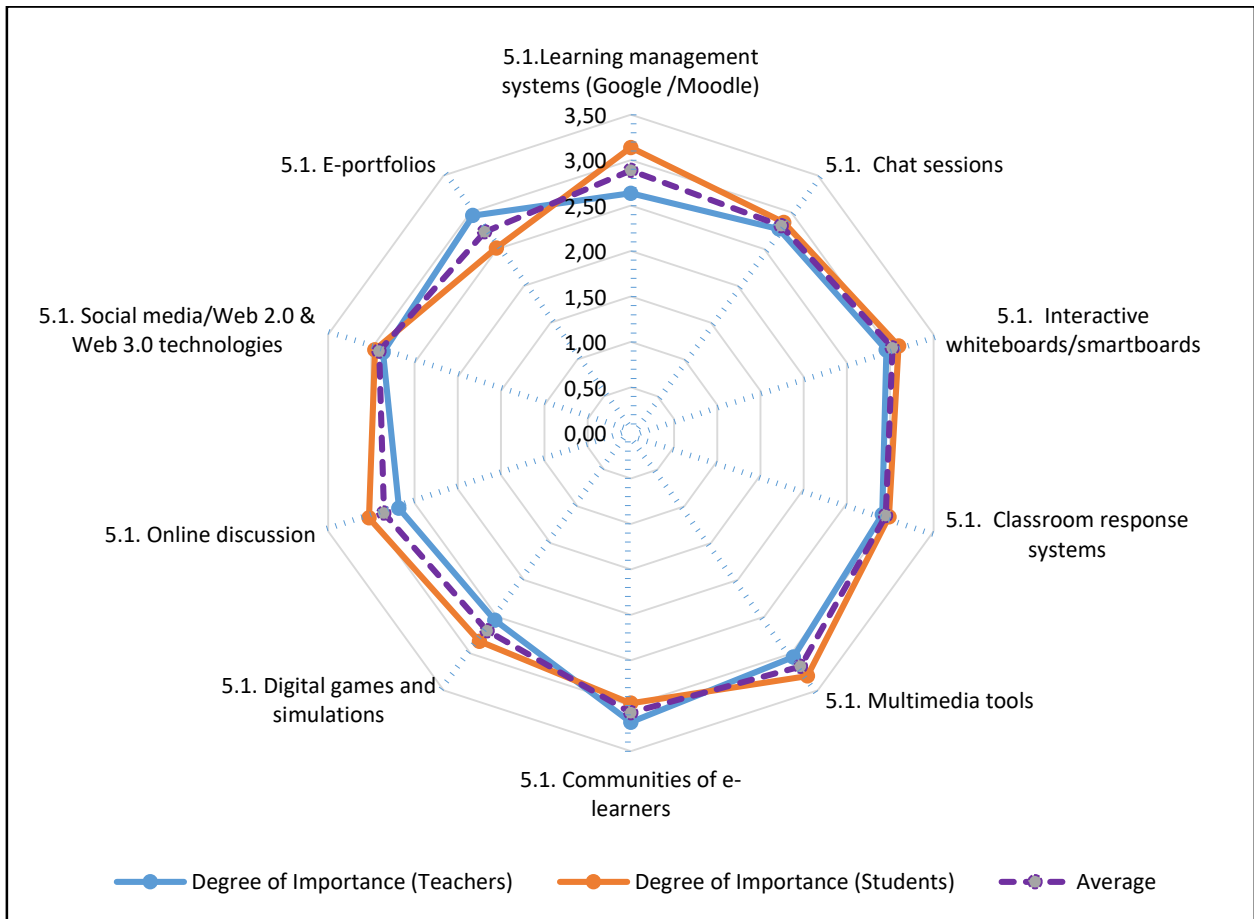


Figure 5.2



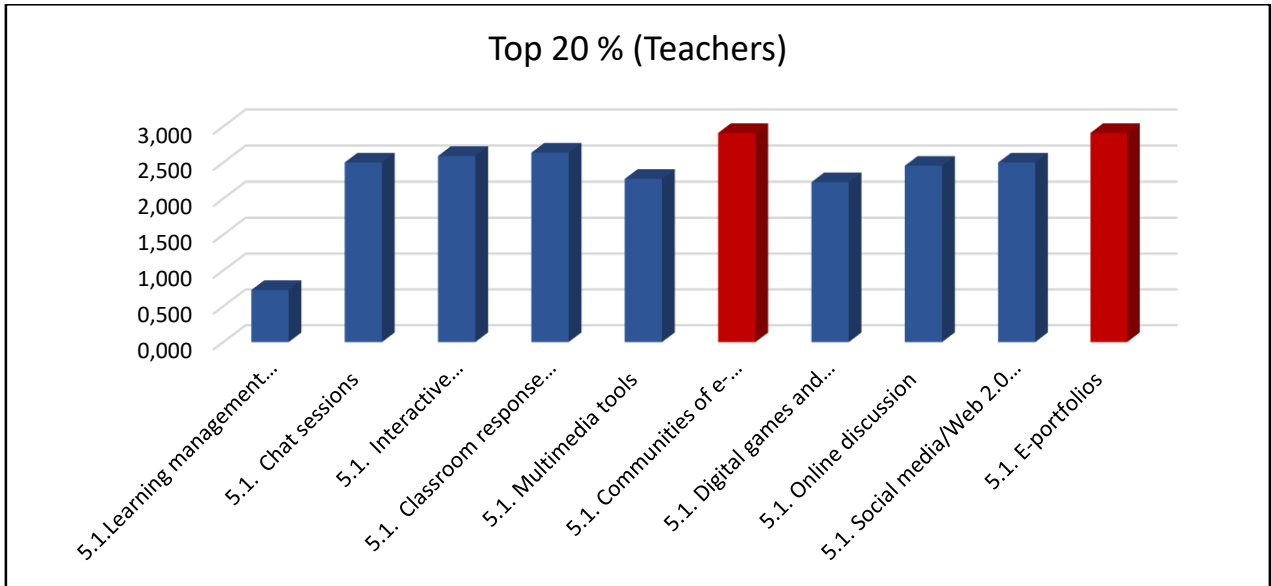
The Figure 5.3 shows the importance of each of the technologies, students and teachers gave almost the same answers. This means that both students and teachers are interested in working with different types and methods of teaching. It's worth mentioning that some of the technologies are already successfully used in the educational process of YKSUG.

Figure 5.3



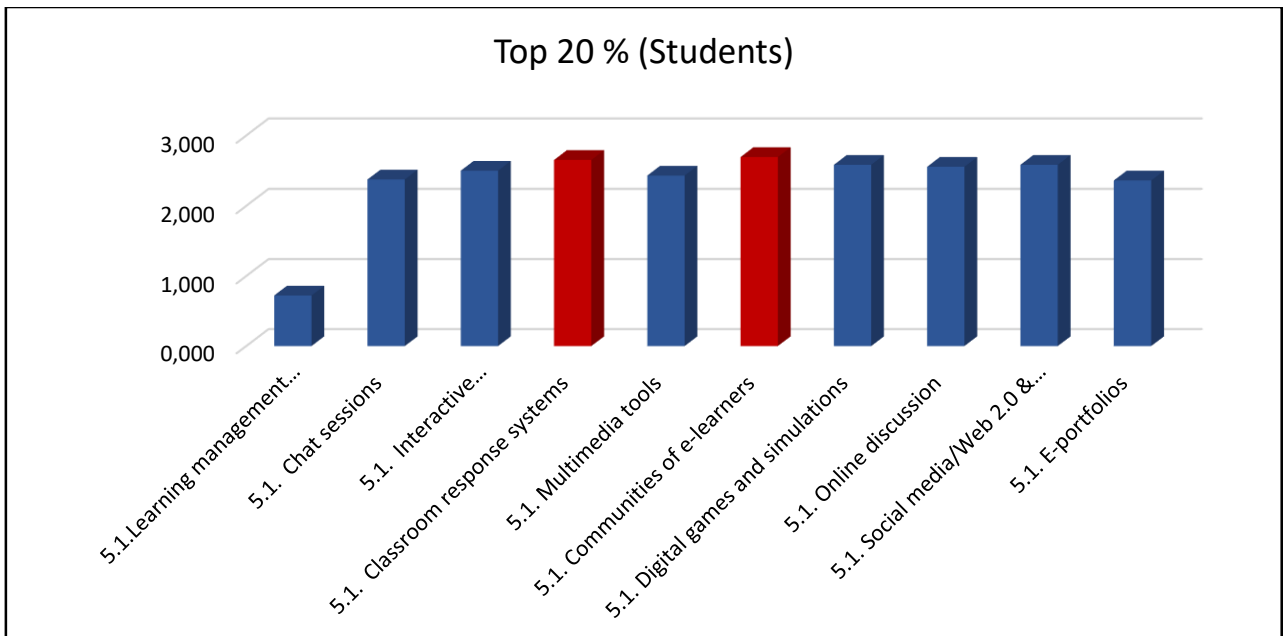
According to the teachers' feedback the most desirable technology-enhanced teaching means are *Communities of e-learners*, *E-portfolios* (Figure 5.4).

Figure 5.4



The students consider the most desirable technology-enhanced learning means are *Communities of e-learners, Classroom response system* (Figure 5.5).

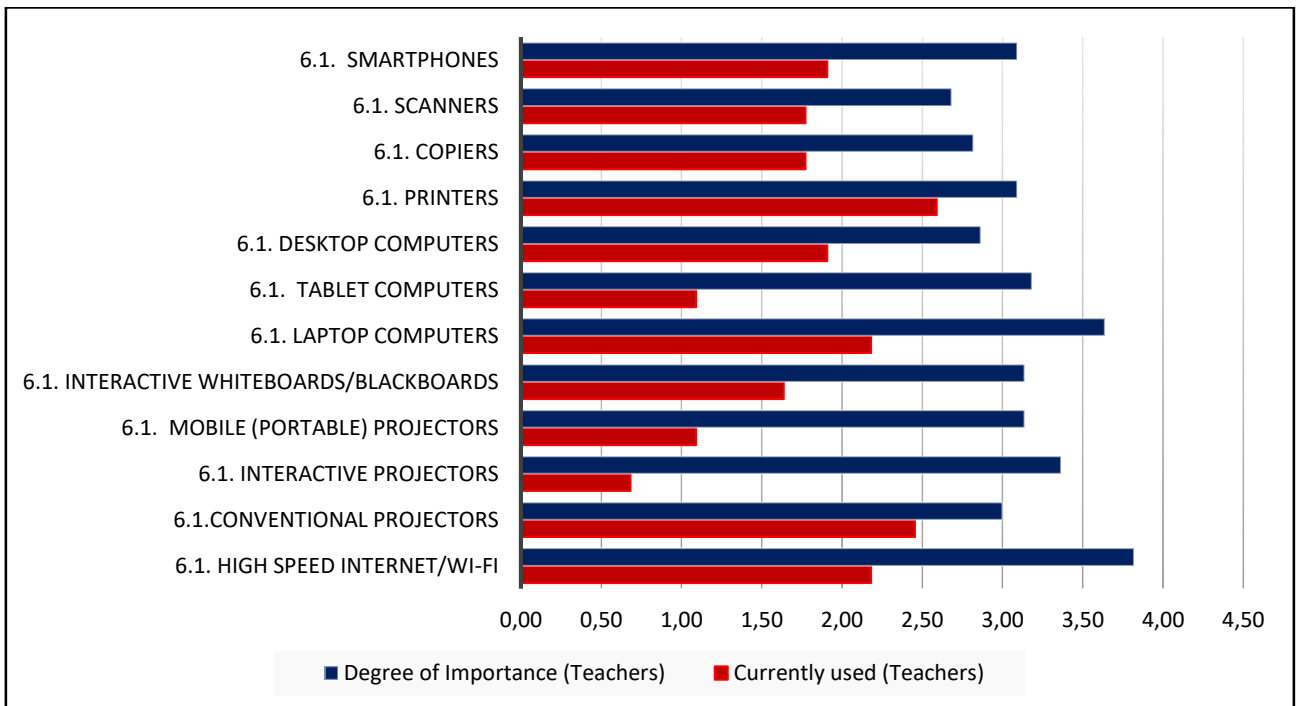
Figure 5.5



Section 6: Facilities to support teaching and learning

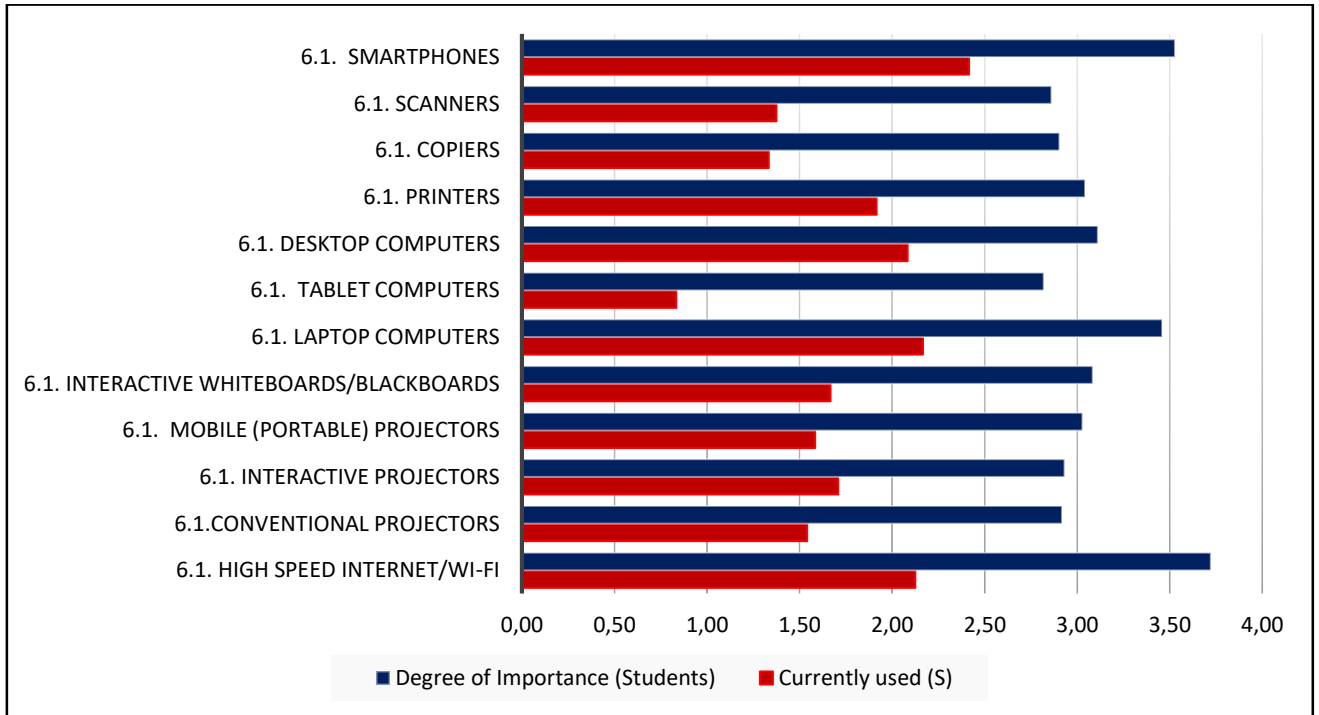
The responses given by teachers show that the most popular facilities supporting teaching and learning are *Conventional projectors, Printers, Laptop computers*. According to the teachers' opinion the teaching process would be more effective with the use of *High speed internet, Laptop computers, Smartphones, Interactive projectors* (Figure 6.1).

Figure 6.1



The students responded that during their learning the most widely used facilities are *Smartphones, Laptop computers, High speed Internet/ WiFi, Laptop computers* (Figure 6.2).

Figure 6.2



According to the teachers feedback the most widely used facilities are *Interactive projectors, Tablet computers*. The students use *Tablet computers and High-speed internet/Wi-Fi* (Figure 6.3), (Figure 6.4).

Figure 6.3

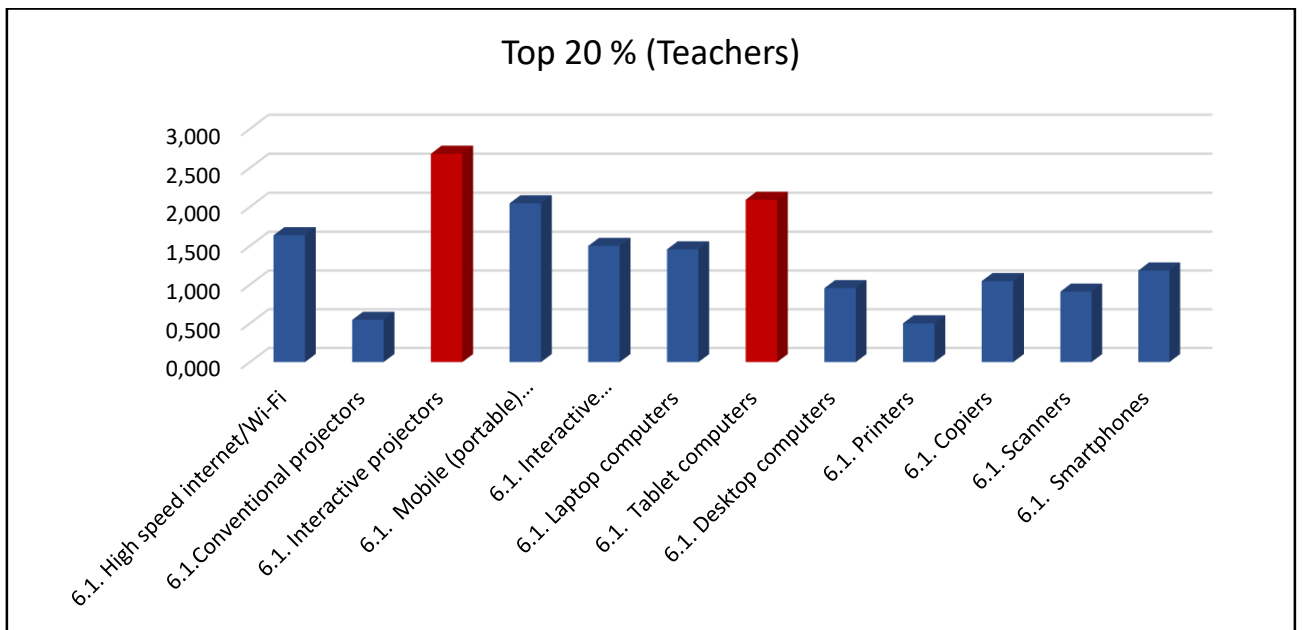
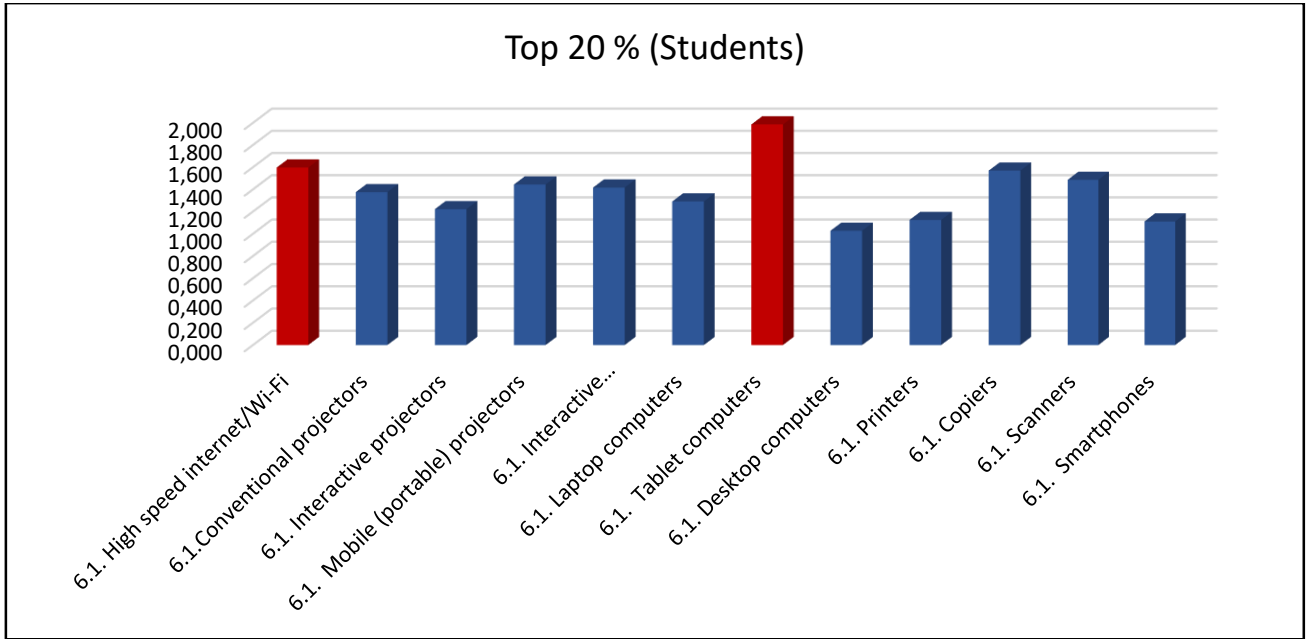
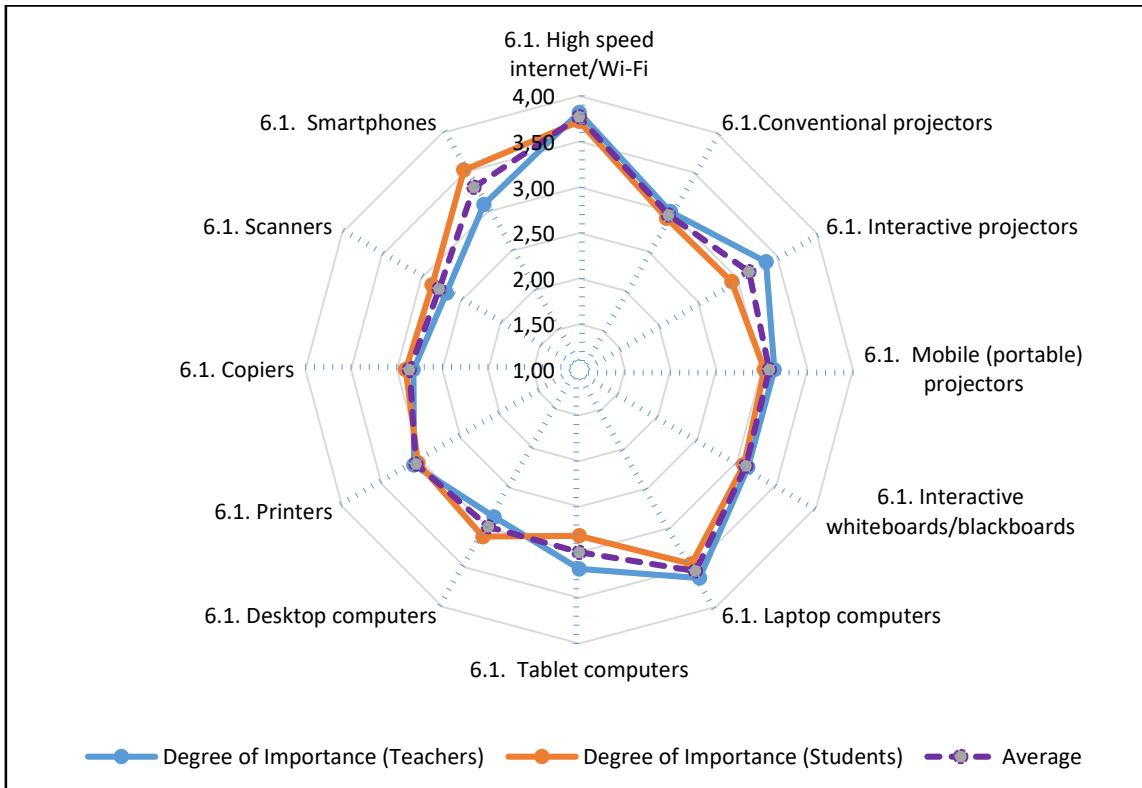


Figure 6.4



The Figure 6.5 reflects that the teachers and students' opinions concerning the use of the most preferable technical means mostly coincide (Figure 6.5).

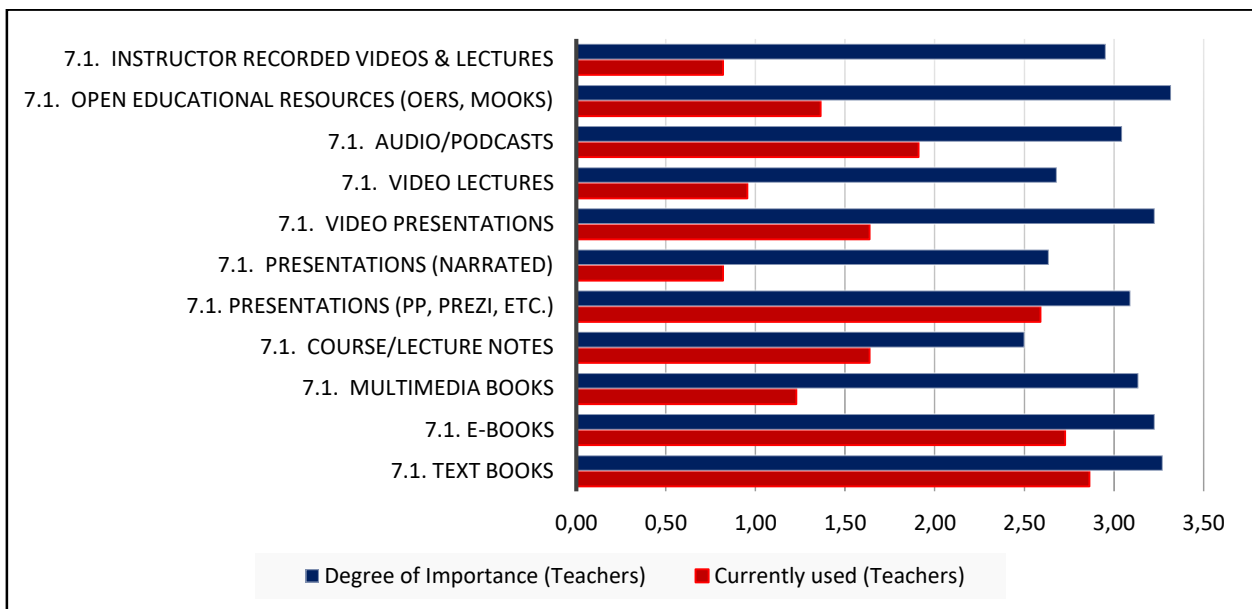
Figure 6.5



Section 7. Teaching and learning materials

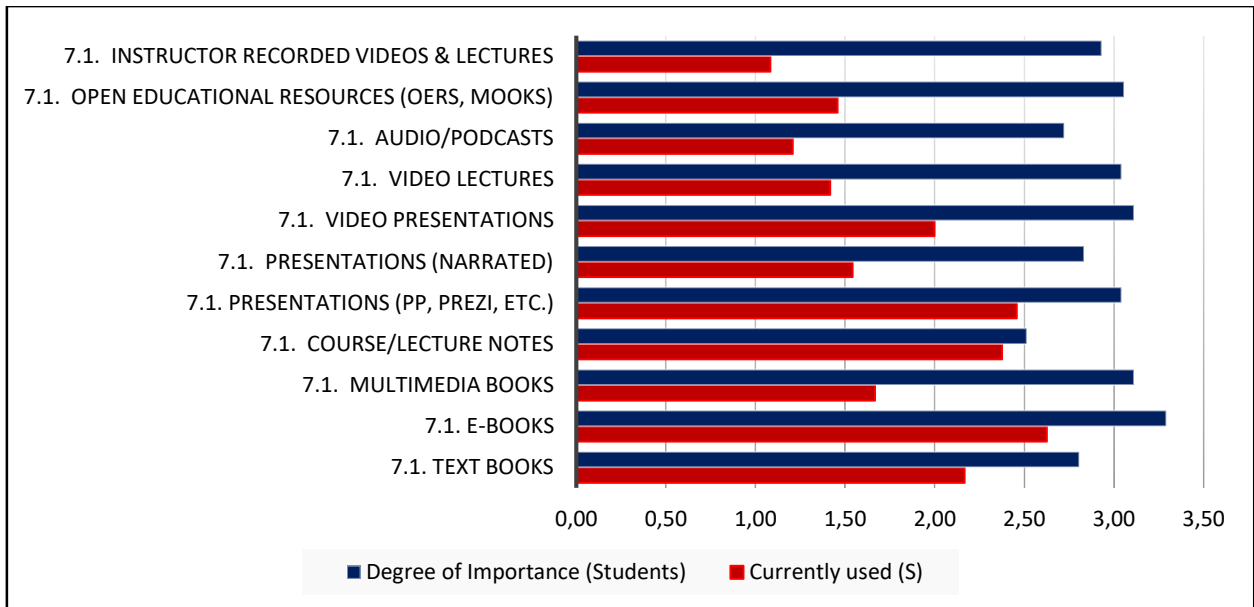
According to the teachers' responses they generally use *Textbooks*, *E-books*, *Presentations (PP, Prezi, etc.)*, *Audio/Podcasts*. It is worth mentioning that the teachers consider *Open educational resources (OERS, MOOKS)*, *Text books*, *Video presentations* as very important (Figure 7.1).

Figure 7.1



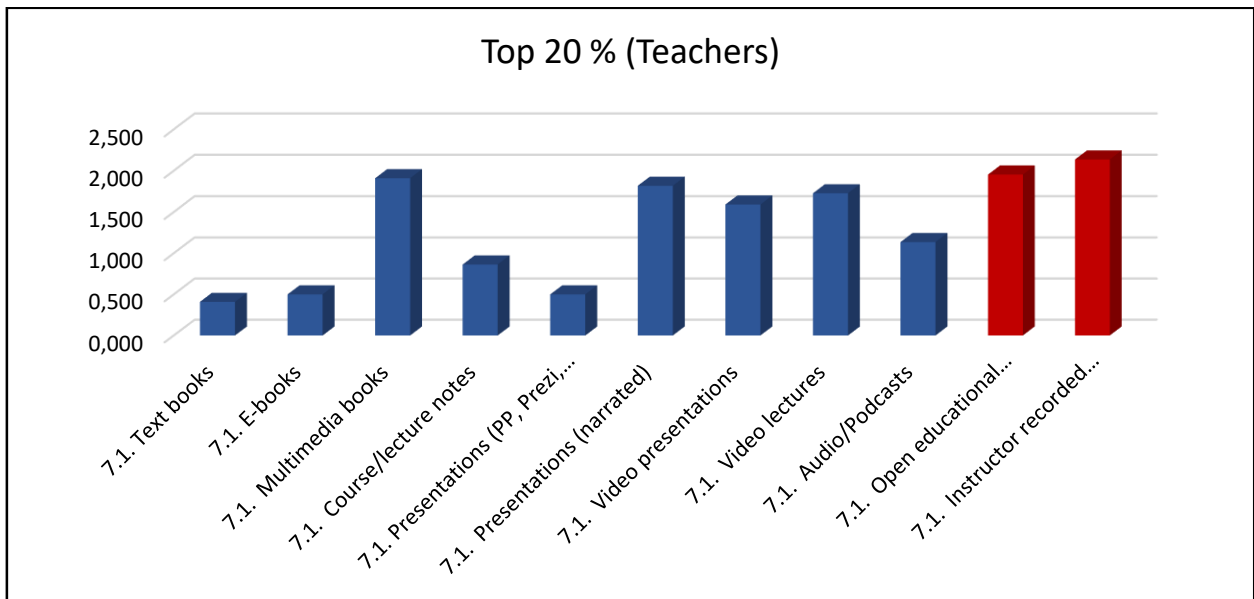
The students responded that they mostly use *E-books*, *Presentations (PP, Prezi, etc.)*, *Course/ Lecture notes*. At the same time students give more importance to *E-books*, *Video presentations*, *Multimedia books* (Figure 7.2).

Figure 7.2



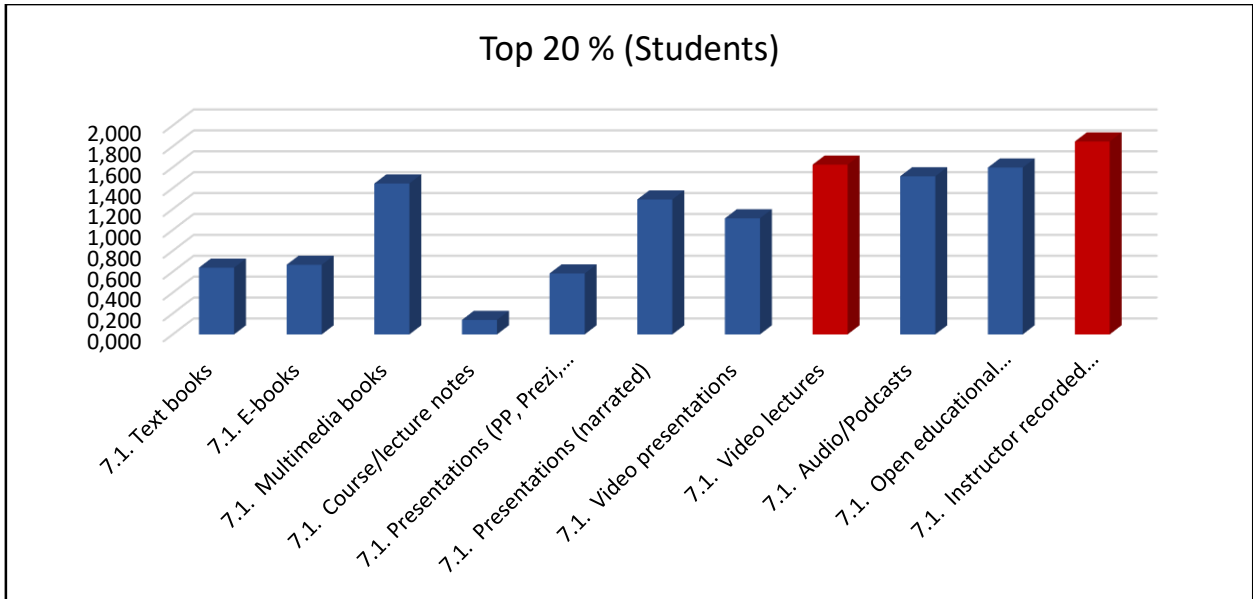
Analyzing the feedback get from the teachers, the most important teaching materials are *Open educational resources (OERs, MOOCs)*, and *Instructor recorded videos & lectures* (Figure 7.3).

Figure 7.3



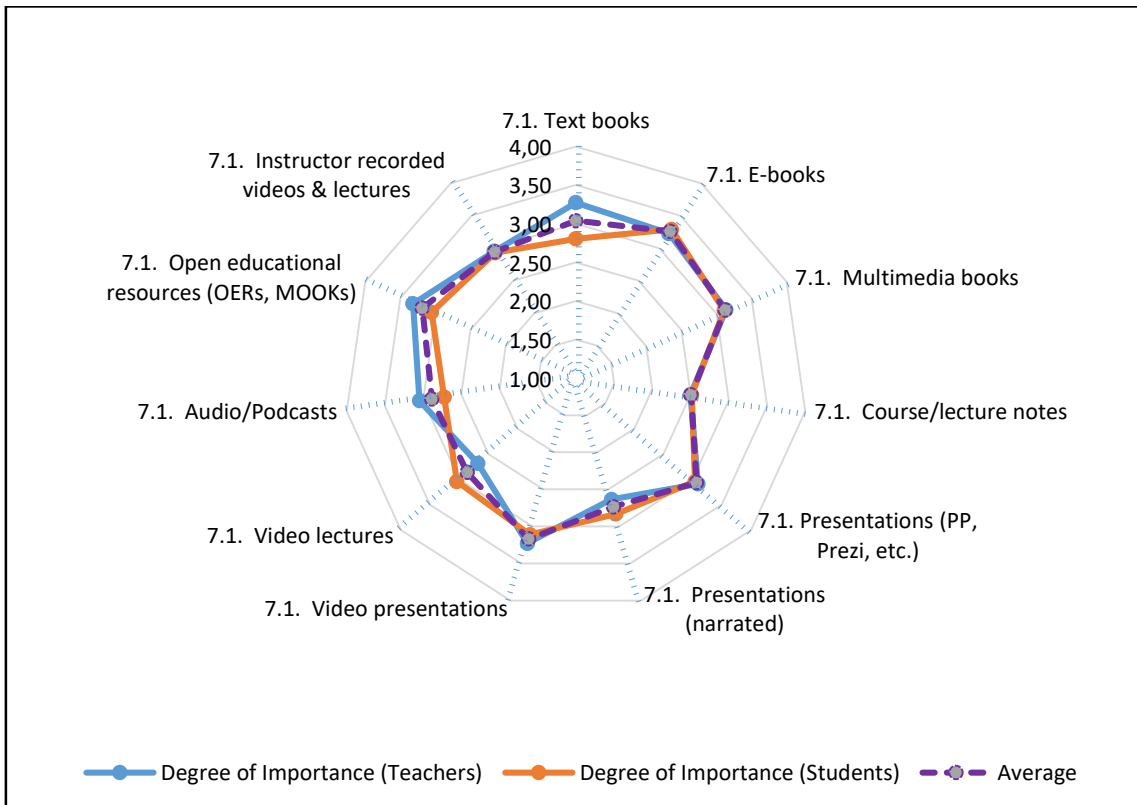
The students' responses partially coincide, they give special importance to such teaching materials as *Instructor recorded videos & lectures* and *Video lectures* (Figure 7.4).

Figure 7.4



According to the Figure 7.5 the teachers' and students' responses coincide in most points that shows the common view on the most important teaching and learning materials.

Figure 7.5



Section 8. Additional information given by teachers and students

After completing the analysis of the survey responses of teachers and students we draw the conclusion that it is necessary to develop such innovative and technology-enhanced teaching and learning methods/approaches as Multimedia tools, E-portfolios. Teachers gave their opinion on the necessity to create Communities of e-learners and E-portfolios to make the teaching process more effective.

Most teachers and students think that in order to improve the teaching and learning process some re-equipment of classrooms and laboratories should be done by means of introducing the new devices such as Interactive projectors и Tablet computers.

To enhance pedagogical competences and improve the quality of educational process in Yanka Kupala State University of Grodno according to the results of the questionnaire such forms of teaching and learning materials as Instructor recorded videos & lectures, Open educational resources (OERs, MOOCs) should be developed.

Conclusions and recommendations

According to the teachers' and students' survey conducted in Yanka Kupala State University of Grodno the following general conclusions can be made:

1. The innovative and technology-enhanced teaching and learning methods and approaches that are needed to be introduced in YKSUG are:
 - *Game-simulation based learning*
 - *Active learning*
 - *Experience based learning*
 - *Focus group teaching*
 - *Engaging in a logic games and brainteasers*
 - *Engaging in online discussion questions*
 - *Doing experiments in a lab*
 - *Internship/Field training*

2. The technologies and facilities supporting teaching and learning necessary to be present in YKSUG are:
 - *Learning management systems (Google for education/Microsoft Office 365/Moodle/Blackboard etc.)*
 - *Communities of e-learners*
 - *E-portfolios*
 - *Classroom response system*
 - *Digital games*
 - *High speed internet*
 - *Laptop computers*
 - *Interactive projectors*

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

- *Open educational resources (OERs, MOOCs)*
- *Instructor recorded videos & lectures*
- *Video presentations*
- *Multimedia books*