

PRINtel Newsletter N2

*“Change in Classroom:
Promoting Innovative Teaching
and Learning to Enhance Student
Learning Experience in Eastern
Partnership Countries”*

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ABOUT PROJECT

Description of ToT Courses

ToT in FH Joanneum University of Applied Sciences of Graz (Austria)

ToT in University of Porto (Portugal)

ToT in Catholic University of Leuven (Belgium)

ToT in University of Linköpings (Sweden)

ToT in University of Barcelona (Spain)

The PRINTeL Project, entitled “Change in Classroom: Promoting Innovative Teaching and Learning to Enhance Student Learning Experience in Eastern Partnership Countries”, is a multicountry three-year joint project funded by the ERASMUS+ CBHE programme of the EU (registration number: 585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP / 2017-3076/001-001). The Project intends to implement significant changes in the ways teachers are teaching and students are learning nowadays by promoting innovative and technology-enhanced teaching & learning (T&L) with the ultimate aim of upgrading student learning experience in Armenian, Georgian and Belarusian partner universities.

THE PROJECT AIMS ARE TO:

- enhance student learning experience in Partner Countries (PCs) in accordance with the ET 2020 objectives by promoting development and innovation in T&L, supporting integration of technology and research, and dissemination of good practice
- Modernize higher education (HE) in the PCs in line with Bologna agenda and to establish cooperation in education and training between EU and PCs as well as amongst PCs by promoting virtual mobility of teachers and students and enhancing lifelong learning resources and means.

THESE AIMS WILL BE ACHIEVED THROUGH COMPLETION OF THE FOLLOWING OBJECTIVES:

- To strengthen Teaching Staff Development Centres (TSDC)
- To build up capacities of PC HEIs teaching staff
- To Establish a Virtual Academy of Teaching and Learning (VATL)

Newsletter N2 is dedicated to the one of the most important part of PRINTeL Project – Delivering 5 ToT Training courses in EU Partner Universities. The ToT courses are based on findings/results of the Institutional Need Analysis Report and TSDCs’ new Operational Plans.

Regarding the most demanded teaching staff development/training courses, the 5 EU partners have developed 5 training of trainers (TOT) courses on innovative and technology enhanced (teaching with technology) active T&L. The EU partners prepared the training materials (course abstracts, programmes/syllabi, presentation materials and literature for reading/handouts, etc.). They created special websites for their TOT courses in order to keep the information up to date.

The PC HEIs nominated 5 groups of teaching staff members (per 18-20 person in each group, 96 in total) depending on the size of each PC HEI by using predefined selection criteria to participate in the 5-day TOT courses to be delivered by each of the 5 EU partner HEI.

A MULTISTAGE SELECTION PROCESS OF THE TOT CANDIDATES WAS APPLIED IN ALL PC HEIS:

- Announcements on the TOT courses were published at each participant university websites, as well as sent out to the e-mail addresses of all teaching staff members (July 2018);
- Each PC HEI worked out specific criteria's for selection process, In some PC HEIs a special examinations/tests were organized to assess the level of English and ICT skills of candidates;
- The candidates applied and presented the required application documents (beginning of September), and then took an interview (end of September);
- Finally, the selected candidates signed an agreement with the PC HEI with regard their obligations during and after the TOT course. Particularly, each TOT candidate took responsibility to train at least 10 colleague teachers after coming back from TOT.
- In total 260 teaching staff members from all PC HEIs applied to participate in the 5 TOT courses, from which 96 were selected (The TOT courses were delivered/ conducted during 5 November to 17 December, 2018).

THE FOLLOWING TOT COURSES WERE DELIVERED BY THE EU PARTNERS:

1. FH Joanneum University of Applied Sciences of Graz - "Hybrid/Blended Teaching & Learning";
2. University of Porto – "Video as a Learning tool for teachers & students: Video Lecturing & promoting Interaction in the Classroom";
3. Catholic University of Leuven - "Active Learning with special focus on Technology Enhanced Collaborative Learning";
4. University of Linköping – "Active Learning in the Flipped Classroom";
5. University of Barcelona -"Active learning & ICT-enhanced teaching: M-learning & gamification".



FH | JOANNEUM
University of Applied Sciences

**FH Joanneum
University
of Applied
Sciences of
Graz (Austria)**

FH Joanneum University of Applied Sciences of Graz (Austria) is one of Austria's leading Universities of Applied Sciences. It has an international network of partner institutions in different educational sectors and several industries. FHJ has an extended expertise in the field of pedagogy at higher education especially in online teaching and learning.

Training Course: Hybrid/Blended Teaching & Learning

Date: 5-9 November 2018

Place: FH Joanneum University of Applied Sciences of Graz (Austria)

A five-day intensive (accelerated) teacher-training course on Hybrid/Blended teaching took place on 5-9 November 2018 at FH Joanneum University of Applied Sciences of Graz (Austria). Up to 18 teachers from the universities of PRINTeL Project partner countries – Armenia, Georgia and Belarus – were enrolled in the course.

Hybrid/Blended Teaching and Learning is a continuously used term to refer to a new methodology that strives to combine e-learning and traditional classroom/independent learning methods. It represents a fundamental change in the way teachers and students look at the learning experience, and is far more meaningful than just adding computers to the classroom. In line with this approach framework along with technical infrastructure have to be provided; pedagogical perspectives are naturally addressed, so that based on relevant and specific examples learners can work in groups and present their final projects. The idea is to make students more active; increase their confidence while handling new tools, and the overall quality of learning.

The central objective of the course was to familiarize the participants with the method of Hybrid/Blended teaching & learning – an innovative approach regarding how traditional classroom/independent learning methods and e learning can be interconnected in the teaching process. The ToT courses at FH Joanneum were organized and delivered by experienced specialists in the field. The issues discussed on the agenda of the ToT courses basically related to the introduction of the course; role of a teacher in online courses; online learning environment and portfolios; multimedia production; operating with online project management tools; assisted group work; working with cultures.



ARCHIL ABASHIDZE

(Associate professor at Ilia State University, Georgia).

The University of Applied Sciences in Graz surprised us first of all with the infrastructure and high qualified staff. During our study visit, our hosts at the FH Joanneum kept us busy with discussions and practical exercises that helped us to understand the essence of the Hybrid/Blended Teaching & Learning approach: we were taught how to blend the digital methods in our teaching. Pedagogical theories and teaching approaches that were explained during the TOT are crucially important for enhancing the quality of teaching and learning. Some activities turned out to be challenging even for the most experienced participants, f.e. filming a short video with a phone camera. The international team of participants made our work process more diverse and colorful. And of course, the old city of Graz made a deep impression on all of us with the architecture and Austrian way of life.

GIGA KHOSITASHVILI

(Invited Teacher at Ilia State University, Georgia).

During our training in Graz we were taught how to blend the digital methods in our teaching. Pedagogical theories and teaching approaches that were explained during the TOT are crucially important for enhancing the quality of teaching and learning.





University of Porto (Portugal)

U. PORTO

University of Porto is a leading scientific research and education institution in Portugal, and today it ranks among the 150 best European universities in some of the most important international rankings of Higher Education. In 2015 a Teaching and Learning Unit (GIP) was founded in University of Porto to promote and develop more student-centered educational models including innovative technologies.

Training Course: Video as a Learning tool for teachers & students: Video Lecturing & promoting Interaction in the Classroom

Date: 12-16 November 2018

Place: University of Porto (Portugal)

Training of Trainers course in Video as a Learning Tool for Teachers and Students/ Video Lecturing and Promoting Interaction in the Classroom took place on 12-16 November 2018 at the University of Porto (Portugal).

Nineteen members of teaching staffs from the universities of the Project partner countries (Armenia, Georgia and Belarus) participated in the ToT course. The main aim of the ToT course was to introduce an innovative teaching and learning method of video lecturing that enabled participants to use video lecturing for teaching purposes, hence promote interaction in classroom. The ToT courses at University of Porto were organized and delivered by experienced professionals in the field. The scope of content-related topics discussed during the courses includes course introduction; video capturing and production; use of video in classroom; interactive classroom; individual projects and presentations.



DALI SEKHNIASHVILI

ToT Participant (Associate Professor at Georgian Technical University, Georgia).

Participation in PRINTeL Project was really a valuable and an unforgettable experience for me, due to the project's interest itself, and due to PRINTeL's coordination, planning and consistency. I had the experience of taking part in many interesting projects and trainings, but it was the most interactive, hands-on ToT course. The training provided us with lots of practice in order to inspire and engage students to incorporate into student-focused learning activities through: increased student motivation, enhanced learning experience, higher marks, development potential for deeper learning of the subject, development of learner autonomy, enhanced team working and communication skills, opportunities for staff development etc. ToT course transformed us from a trainer to a professional trainer who feels more comfortable and more competent. We explored how students learn and take a systematic approach to delivering training sessions that meet participants' needs; course was to provide teacher several teaching strategies that align pedagogical aims.

ALEKSANDRE ERGESHIDZE

(Associated Professor at Faculty of Business, Technology and Education).

In the frameworks of Erasmus+ PRINTeL project, I attended a Teacher Training (TT) course "Video as a Tool for Teaching and Learning" at the University of Porto. The course was very interesting and informative. It provided good mix of theory, empirical evidence and practice. During the course, various teaching strategies and pros and cons of teaching with video were discussed. The attained knowledge was very helpful to effectively use video as a teaching tool.





Catholic
University
of Leuven
(Belgium)

KU LEUVEN

KU Leuven is an institution for research and education with international appeal. All programmes at this University are based on the innovative research of its scientists and professors. KU Leuven ranks among the best 50 universities worldwide

Training Course: Active Learning with special focus on Technology Enhanced Collaborative Learning

Date: 12-16 November 2018

Place: KU Leuven (Belgium)

A five-day ToT course in active learning with special focus on technology enhanced collaborative learning was held between 12-16 November 2018 at KU Leuven (Belgium). Up to 20 teachers from universities of PRINTeL Project, partner countries – Armenia, Georgia and Belarus – participated in it. The ToT course was aimed at introducing the participating teachers to the method of active learning with special emphasis on technology-enhanced collaborative learning that would enable participants to use these innovative learning technologies for promoting interaction and collaboration in the teaching and learning environments in their home universities. The first part of the course focused on the actual essence of active and collaborative learning and the ways they improve the quality of the learning experience. The participants were encouraged to compare and analyze their own courses at home universities by applying Bloom's taxonomy and the TPACK-model to examine the opportunities and ways of implementing the educational and technological innovation. During the second part they learned about instructional design and how technology could enhance the student learning experience by applying the ADDIE-model to their own courses. This was accompanied by visits to local innovative learning spaces (Agora Learning Centre) and innovative learning technologies staff training facilities (LIMEL). The ToT courses were designed at Agora Learning Centre and delivered by experienced professionals like Prof.

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TAMARI KUPREISHVILI

ToT Participant (Associate Professor at Georgian Technical University, Georgia).

The 5-day training was conducted by the highly qualified project trainer, prof. Wim Van Petegem at KU Leuven (Katholieke Universiteit Leuven), which fully explained us the meaning, methodology, forms, models, tools, technics of active learning and their using possibilities. At the last stage of the training, we created the course syllabus by using the studied materials, tools and technics. Each exercise served to consider the theoretical material for further practice and to develop specific skills, for example, such are group work, collaborative working, creative approach etc.

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University
of Linköping
(Sweden)

In close collaboration with the business world and society, Linköping University (LiU) conducts world-leading, boundary-crossing research in several fields including materials science, IT and hearing. With the same spirit, the university offers innovative educational programmes, many of them with a clear vocational focus, that lead to qualification, e.g. doctors, teachers, economists and engineers.

Training Course: Active Learning in the Flipped Classroom

Date: 03-07 December 2018

Place: University of Linköpings (Sweden)

A Training of Trainers course on Active Learning in the Flipped Classroom took place on 3-7 December 2018 at the University of Linköpings (Sweden). Eighteen members of teaching staffs from the universities of the Project partner countries (Armenia, Georgia and Belarus) participated in the ToT course. The main aim of the ToT course was to introduce the participating teachers to an innovative teaching and learning method of Active Learning in the Flipped Classroom that encompasses the rearrangement of traditional in and out of class activities in order to increase student interaction and the quality of learning. The ToT courses at LiU were designed by experienced professionals in the field. Topics discussed during the courses are: introduction to the course; active learning classroom; designing in class activities; preparing out of class material; designing a flipped classroom course.



LEVAN TSAGARELI

ToT participant (Professor at Ilia State University, Georgia).

It was my pleasure to attend the workshop on ‘Active Learning in the Flipped Classroom’ held at Linköping University in December 2018. The workshop took place at Didacticum, a pedagogical and didactical center of the university providing trainings and consultations for the teaching staff. During the workshop we also had opportunity to visit an Active Learning Classroom and some other facilities at university that are designed with the purpose of implementing the active teaching approach.

In the first part of the course, the Didacticum team members introduced the concepts of active learning and flipped classroom. All the sessions were planned interactively encouraging vivid discussions and exchange of ideas. For this purpose, some digital tools such as Mentimeter were introduced. Another useful tool was TET-SAT that helped me to locate my digital pedagogical competence and identify my strengths and weaknesses as a teacher. In the second part of the workshop, we were encouraged to create a short video and to re-design our courses by taking advantage of ABC Learning Design that turned out to be wonderful means of reflection on one’s own teaching practice.

Furthermore, some of the university professors who already tried out some of the flipped classroom strategies in their courses shared their experience with us that made me think a bit more in detail of what can be done in my courses. And one of the professors informed us about the Online Networked Learning course, an online course originally initiated by Karolinska Institutet and some of its partner institutions worldwide. I took advantage of this opportunity and eagerly participated in that course later on.

The workshop dramatically changed my attitude to teaching and it resulted in the didactical experiment that I carried out during the 2019 spring term, i.e. I completely redesigned my courses not just through flipping the classroom but also introducing digital tools such as online forums and blogs, surveys and feedbacks, polls and other types of online assignments. All this made it possible to switch from the traditional lecturing format to rather student-centered modes of learning with a lot of interaction and collaboration.





BORIS GITOLENDIA

ToT Participant (Associate Professor at Georgian Technical University, Georgia).

It was a great opportunity for me to participate in the ToT courses on innovative pedagogy method - Active Learning in the Flipped Classroom, held at Linköping University (Sweden), within the framework of Euro commission funded Erasmus+ programme, project "PRINTeL".

I would like to share my opinion about the content of this training course and I note that the topics covered by the training agenda were very interesting and quite new for me. As participant of the training, I emphasize that the goals of the training were clearly expressed in the Syllabus, that was given to all participants before the start of the training and gave me a preliminary idea about the goals and content of the course. The content of the training fulfilled my expectations. Also, It should be mentioned that Innovative methods and well-prepared activities were used at the training, participants were encouraged to interact. The methods used were interesting indeed for me and encouraged my study. I think that the information I gained at the ToT course is very useful and I believe it will help me for my future practice. I strongly recommend the course to my colleagues.





University of Barcelona (Spain)



UNIVERSITAT DE
BARCELONA

The University of Barcelona is the most formidable public institution of higher education in Catalonia, catering to the needs of the greatest number of students and delivering the broadest and most comprehensive offering in higher educational courses. UB combines the values of tradition with its position as an institution dedicated to innovation and teaching excellence

*Training Course: Active learning & ICT-enhanced teaching: M-learning & gamification
Date: 10-14 December 2018
Place: University of Barcelona (Spain)*

Within the framework of Erasmus+ PRINTeL project, a five-day ToT course on Active Learning and ICT-enhanced Teaching: M-learning and Gamification was programmed to be held on 10-14 December 2018 at the University of Barcelona (Spain). Up to 20 teachers from the universities of PRINTeL Project partner countries – Armenia, Georgia and Belarus – participated in the course. The ToT course held at UB aimed to introduce the method of gamified class activities and application of mobile devices inside and outside the classroom that enabled the participant teachers to use innovative learning technologies for promoting students' active learning effectively. The innovative method of gamification is an educational strategy used to motivate students to learn through elaborating gaming mechanics and exploiting elements of video game design in the learning environment. Experienced specialists in the field delivered the ToT courses. The topics discussed at the ToT course are as follows: gamification; M-learning and virtual reality; M-learning and augmented reality; designing a gamified intervention.



TAMAR MAGALASHVILI

ToT Participant (Associate Professor at Ilia State University, Georgia).

It was very interesting to attend the training in terms of acquiring and updating information on new methods and techniques in teaching and learning. The training was built on helping trainees to gain new skills in ICT teaching. Therefore, we were ready to use them in practice on daily bases. In broader view, the training changed my approach to design the lectures in contemporary and more efficient way. Active learning methodology and the new tools that I started to practice, makes my lecture more effective and fun as for me as for my students.

TAMAR LOLADZE

ToT Participant (Associate Professor of Georgian Technical University, Georgia).

It was really a rewarding experience participating in TOT trainings concerning “Active Learning and ICT-enhanced: teaching M-learning and Gamification” with very qualified trainers. Vast information was provided to us during these 5-day trainings. The thing I mostly loved was trainers’ attitude to their job and the playful way of explaining difficult issues. The information received was very necessary for my colleagues and me.





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