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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING &
LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN
PARTNERSHIP COUNTRIES”, PRINTeL**

VANADZOR STATE UNIVERSITY (VSU)

REPORT

**Results Examination of the Surveys on Erasmus+ PRINTeL Project Participant VSU
Teaching Staff's Methods of Students Teaching**

VANADZOR 2020

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Introduction. General Information

The report is carried out within the framework of the PRINTeL project of ERASMUS + program. It summarizes the examination of the results of the surveys on the assessment of the effectiveness of modern teaching methods and IT tools provided by VSU lecturers trained at PRINTeL project partner EU universities.

The aim of the report is to analyze the results of the survey through the opportunities of implementation of modern teaching methods and IT tools, to identify the problems of accessibility, assess the possibilities of collaborative communication during the lesson, assess the interest, the independence, more effective use of time, the ability to work with more information per unit time.

The report also presents the identified problems in terms of further action. The following objectives have been singled out for the implementation of the presented aims.

- Find out students' opinions compared to the traditional teaching process in case of using modern methods and IT tools:
 - ✓ Promoting lesson participation and interaction;
 - ✓ Opportunities to stimulate interest in the topic;
 - ✓ Possibilities for more rational time management;
 - ✓ Ability to provide topic delivery simultaneously in multiple ways;
 - ✓ Applicability of the material;
 - ✓ Creativity;
 - ✓ Promotion of independence;
 - ✓ Overall satisfaction with the lesson.
- Collect and summarize students' suggestions in terms of advantages and disadvantages of using IT tools and modern teaching methods.

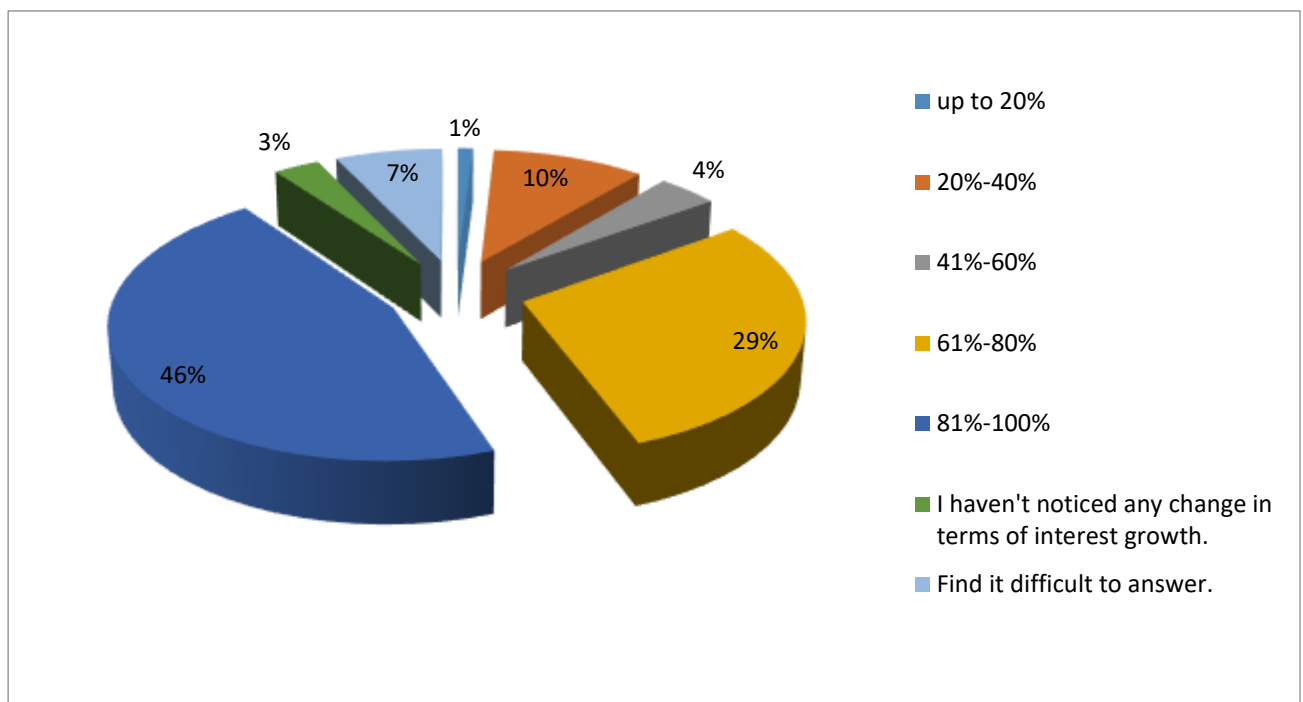
The survey was conducted with the content, methodological and technical support of VSU LLL Center. The questionnaire was developed by the center, the survey was organized with the support of trained lecturers in March–April, 2020. 99 students (86 bachelors, 13 masters) from 5 operating faculties took part in the surveys, who were taught by the trained lecturers using the latest teaching methods and IT tools. The main size consisted of 130 students. During the determination of the sample size, the criterion is the progress, the direction of the profession (natural sciences, social sciences, humanities), the degree of students' progress. Stratified sampling was performed. The reliability threshold is 95%.

The Analysis of Survey Results

The results are presented according to each question in the questionnaire.

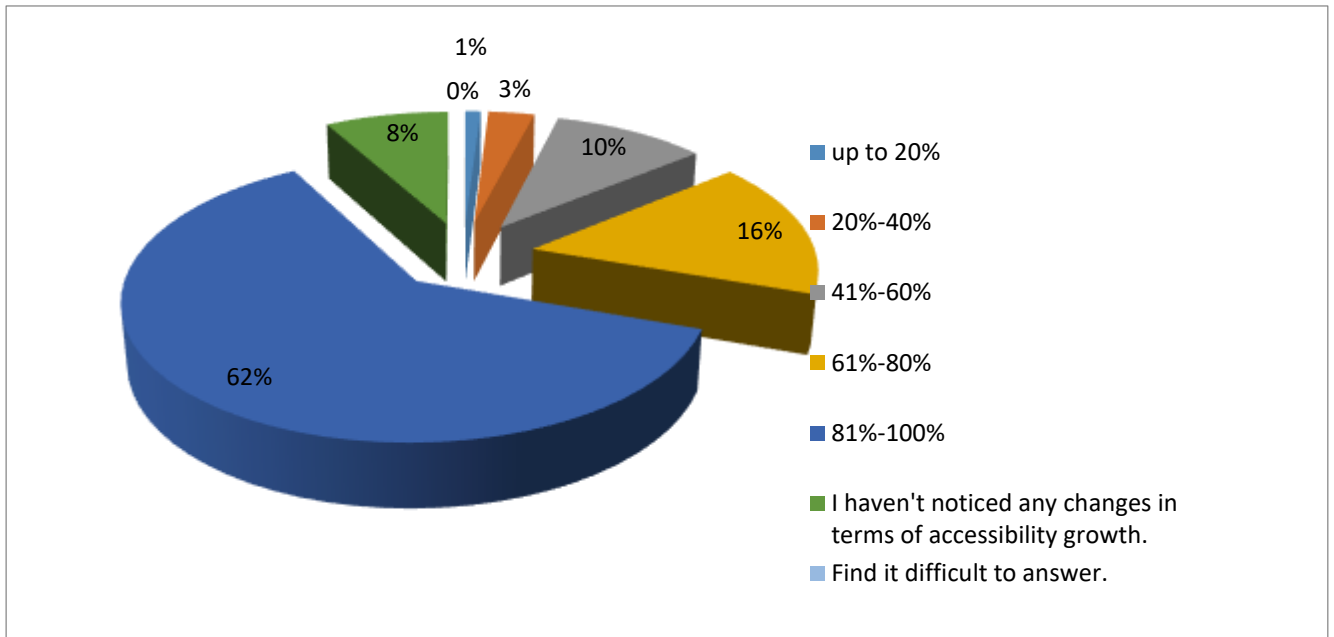
The first question: *“How interesting does the topic provided become while using innovative T&L methods and IT tools in comparison with a traditional lesson?”* The majority of the responders(46%) answered 81%-100%, 29% of the responders answered 61-80%, 4% of the responders answered 41%-60%, 10% of the responders answered 20%-40%, and 3% answered that they hadn’t noticed any change in terms of interest growth. 7% of responders found it difficult to answer.

Thus, the use of innovative T&L methods and IT tools indeed makes the lessons interesting.



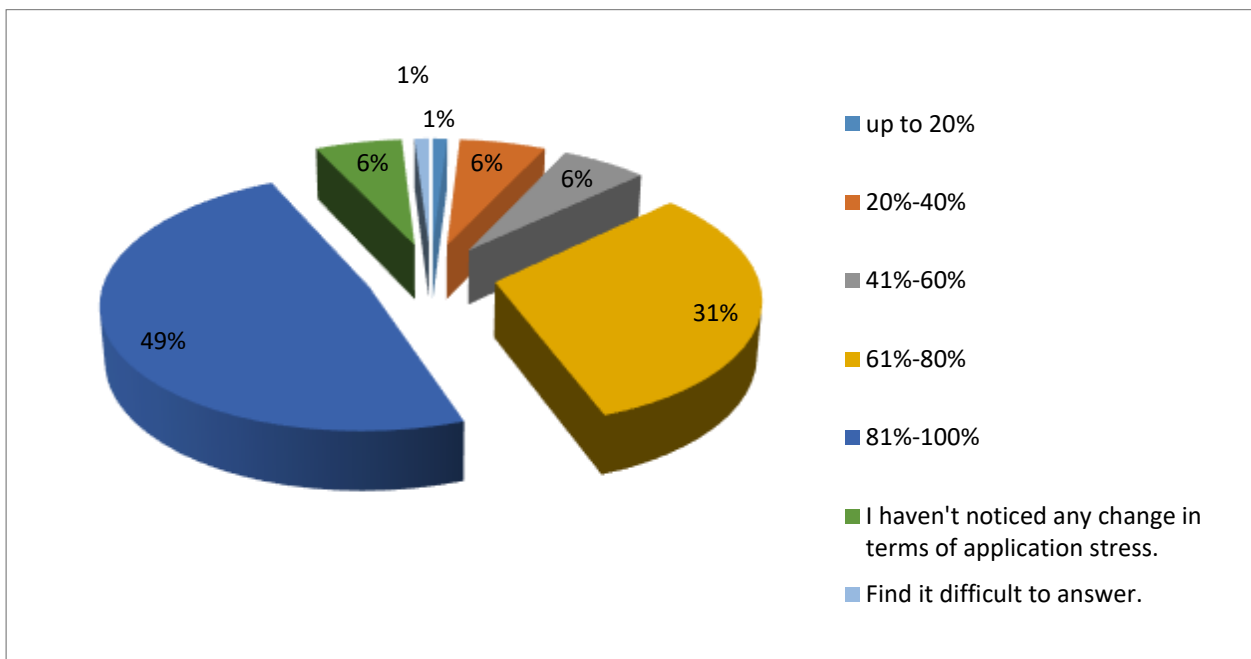
The second question: *“To what extent the topic provided becomes understandable/accessible while using innovative T&L methods and IT tools in comparison with a traditional lesson?”* The majority of responders (62%) answered 81%-100%, the 16% of the responders answered 61%-80%, the 10% of the responders answered 41%-60%, the 8% of the responders answered that they hadn’t noticed any changes in terms of accessibility growth and a small number of students (4%) answered up to 40%.

To conclude, we can say that the majority of people/students prefer the use of innovative T&L methods and IT tools as the topic provided becomes more understandable/accessible.



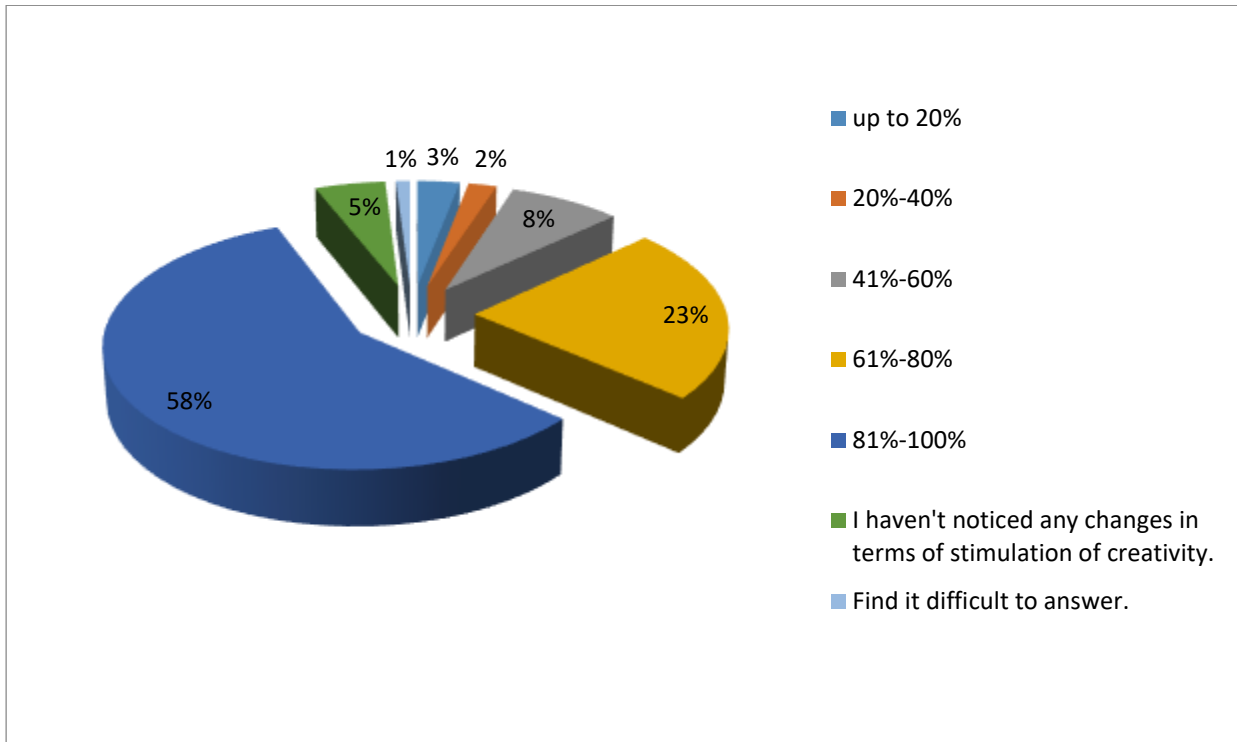
The third question: *“To what extent is the applicability of the topic provided obvious while using innovative T&L methods and IT tools in comparison with a traditional lesson?”* The majority of the responders (49%) answered 81%-100% while 31% of the responders answered 61%-80%. The answers for 20%-40% and 41%-60% were almost equal (6% and 6%). 6% of students answered that they hadn’t noticed any change in terms of application stress and a small number of students (1%) answered up to 20%.

All these results help us to conclude that people consider the applicability of the topic provided to be obvious while using innovative T&L methods and IT tools.



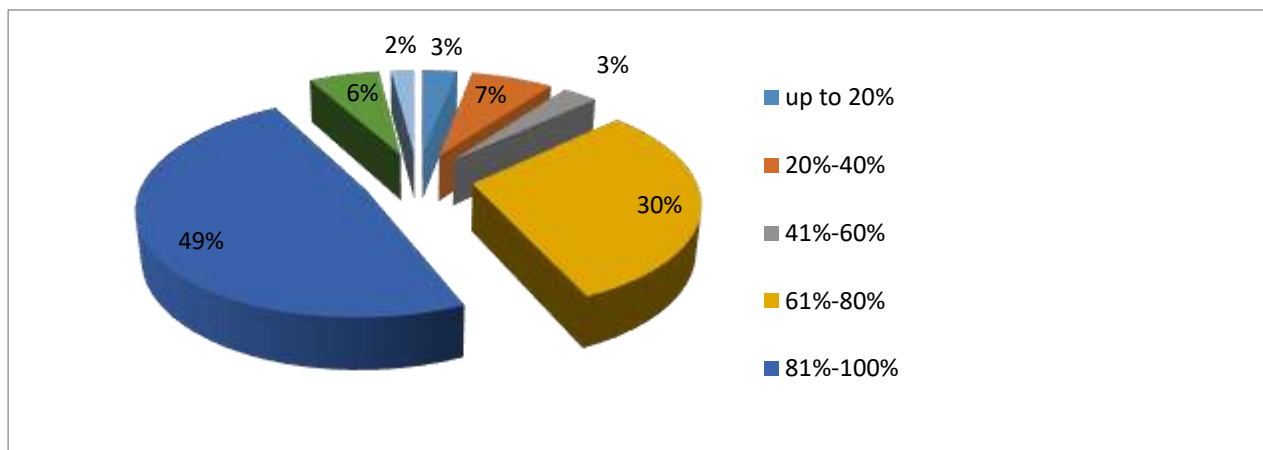
The fourth question: *“To what extent is creativity stimulated while using innovative T&L methods and IT tools in comparison with a traditional lesson?”* . The majority of the students (58%) answered 81-100%, 23% of the students answered 61-80%, 8% of responders answered 41-60%, only 2% of the students answered 20-40%, about 5% of the students answered that they hadn’t noticed any changes in terms of stimulation of creativity.

We can conclude that IT can obviously stimulate creativity in students.

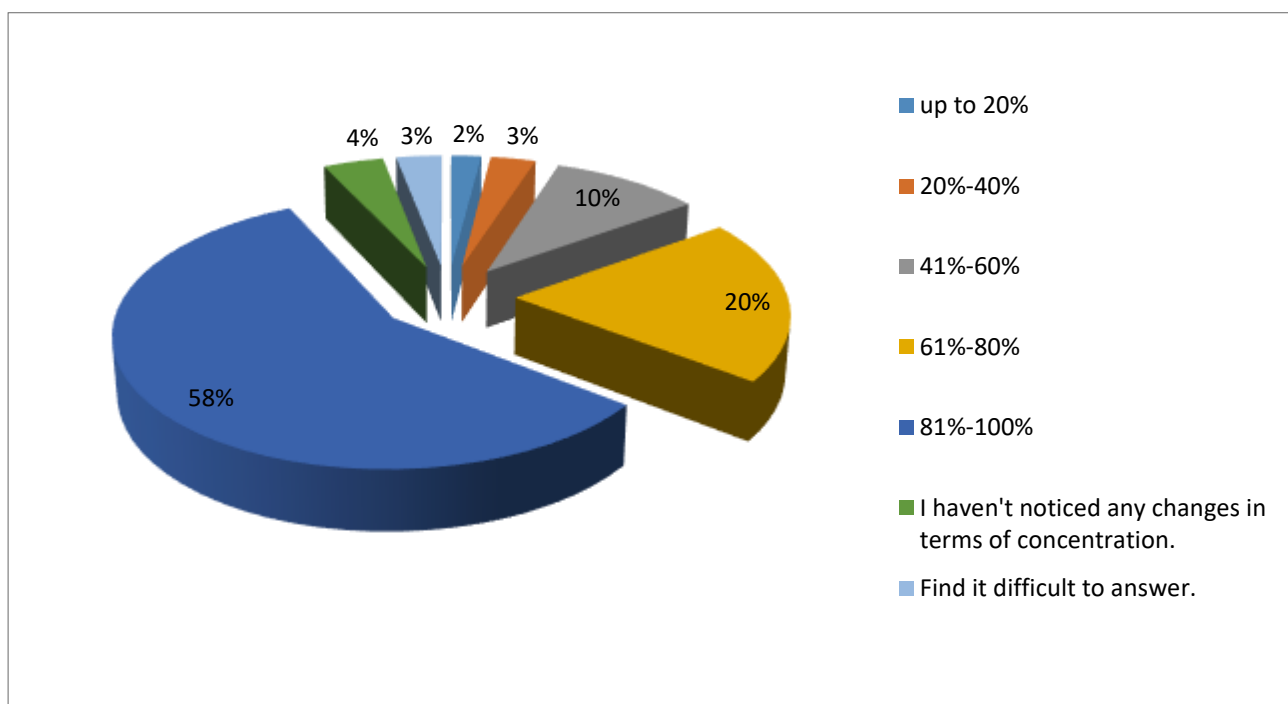


The fifth question: *“To what extent is independence promoted, while using innovative T&L methods and IT tools, compared to the traditional way of teaching?”* The majority of responders (49%) answered 81%-100%. Another 30% of the responders answered 61%-80%. 6 % answered that they hadn’t noticed any changes in terms of promoting independence. A few people (2%) found it difficult to answer that question.

Thus, it may be concluded that while using modern technologies independence can be promoted.



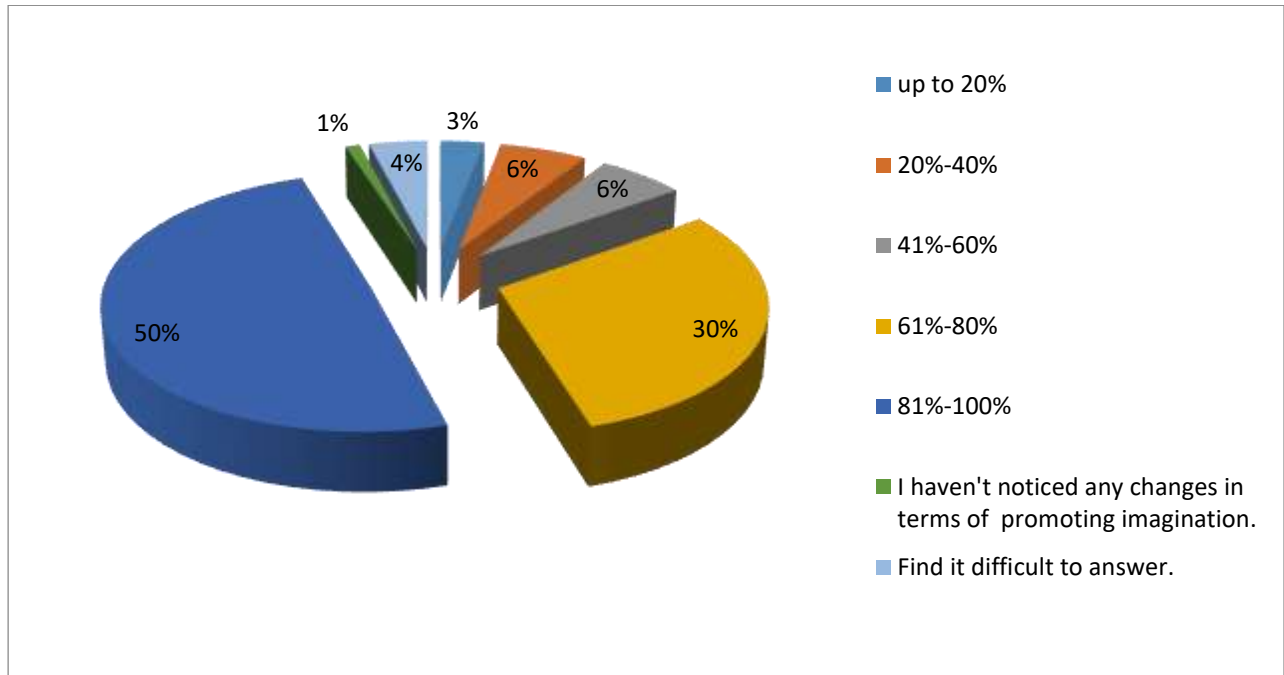
The sixth question: *“To what extent is concentration promoted, while using innovative T&L methods and IT tools, compared to the traditional way of teaching?”* The majority of responders 58% answered 81-100%, the answers 61%-80% were 20%, 10% of students answered 41-60%. 4% of the responders answered that they hadn’t noticed any changes in terms of concentration. We have come to the following conclusion, that using modern technologies concentration can be promoted.



The seventh question: *“To what extent is imagination promoted by the use of innovative T&L methods and IT tools in comparison with traditional lessons?”* The majority of responders (50%) answered 81%-100%, 30% of responders answered 61%-80%, an equal number of responders(6%) answered 41%-60% and 21%-40%. A small amount of people answered that they

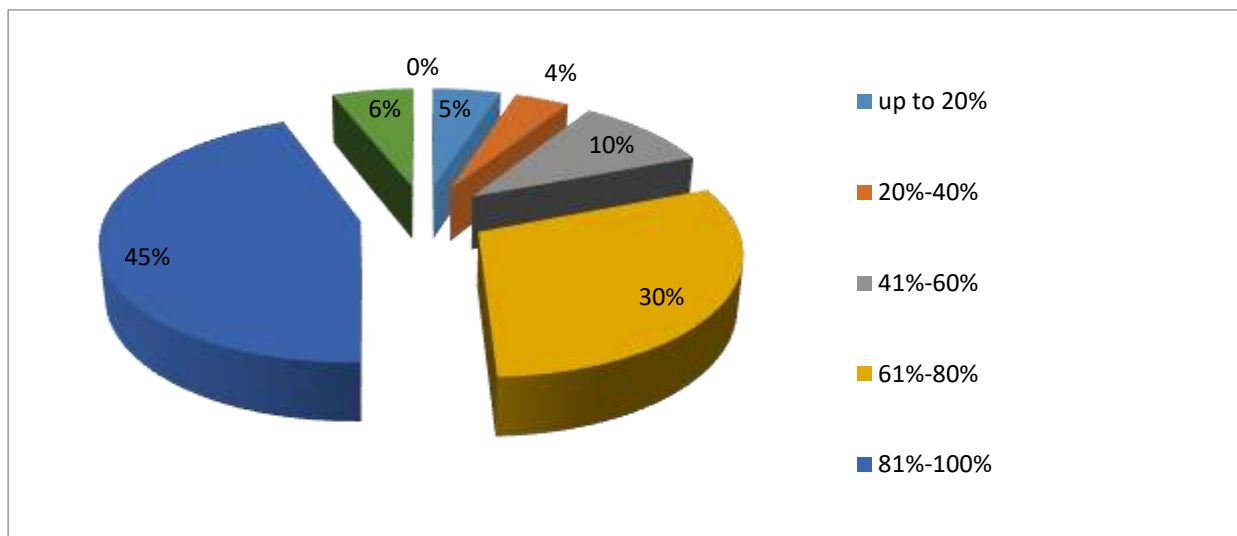
hadn't noticed any change in terms of promoting imagination (1%). About 4% of responders found it difficult to answer.

Hence, in terms of promoting imagination the use of innovative T&L methods and IT tools is preferable in comparison with traditional lessons.



The eighth question: *“To what extent is the general activity of the audience stimulated by the use of the latest information technologies in comparison with the traditional lesson?”* The 45% of the responders answered 81%-100%, while the 30% of the responders answered 61%-80%. The 10% of the responders answered 41%-60%. A small number of people answered up to 20%, and 20%-40%. Some of the responders (6%) answered that they hadn't noticed any changes in terms of promoting overall audience activity.

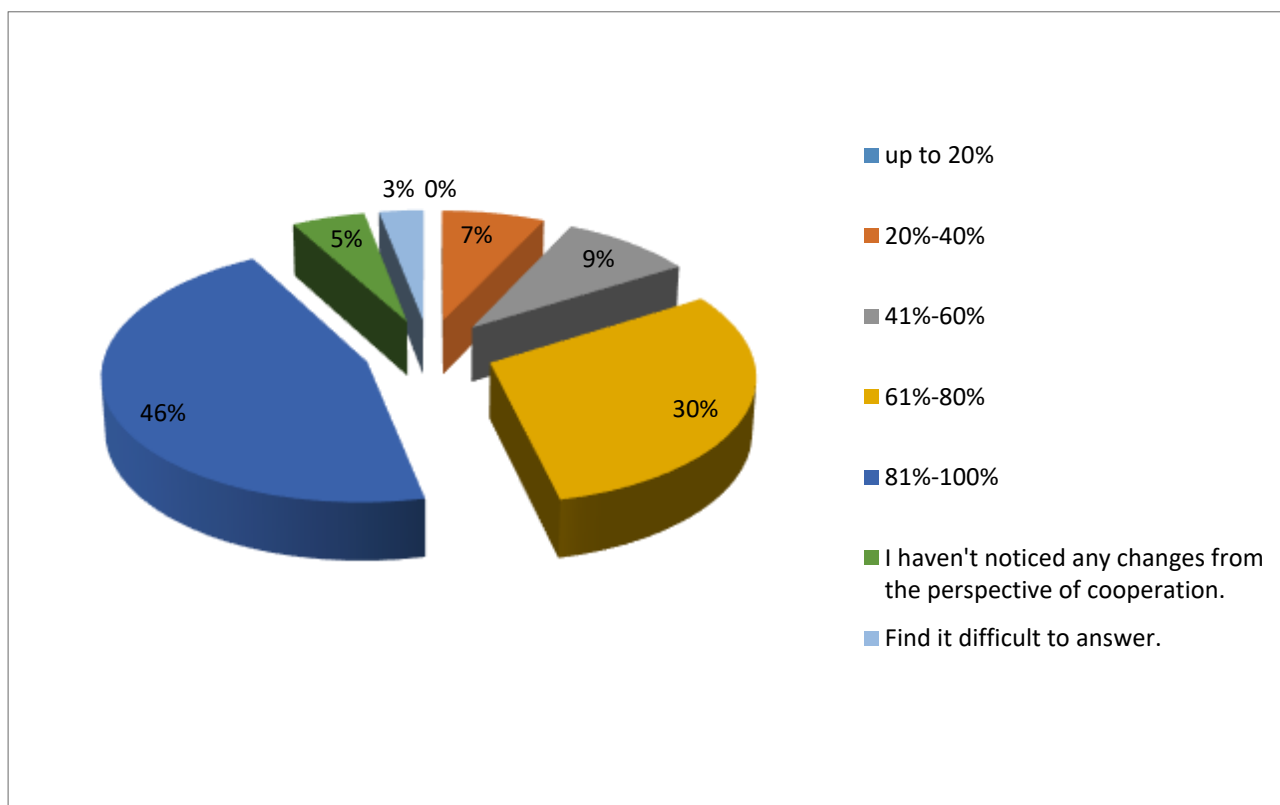
As a result the majority of responders think that the general activity of the audience is more stimulated by the use of the latest informational technologies in comparison with the traditional lesson.



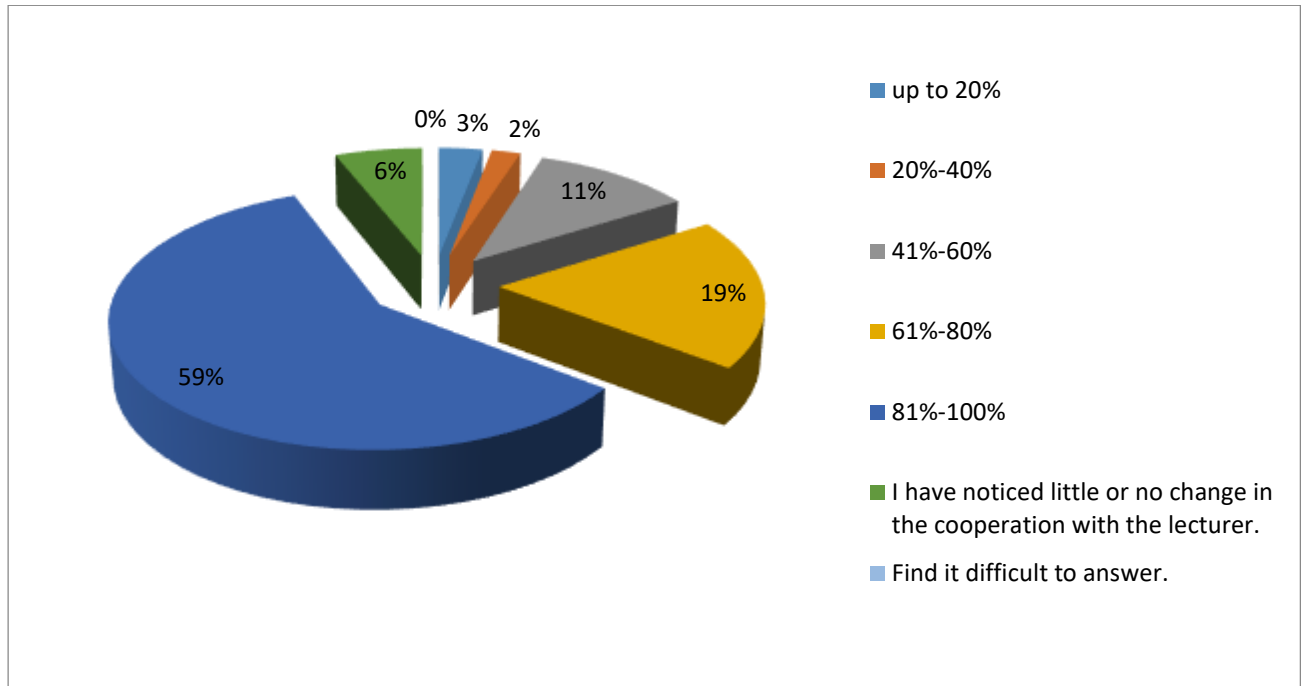
The ninth question: *“To what extent is the cooperation between the fellow students promoted while using innovative T&L methods and IT tools compared to the traditional way of teaching?”*

The majority of the responders (46%) answered 81%-100%, 30% of the responders answered 61%-80%, 9% of the responders answered 41%-60%, 7% of students answered 20%-40%, 3% of the responders found it difficult to answer the question. A small number of responders (5%) answered that they hadn’t noticed any changes from the perspective of cooperation.

To conclude, using modern technologies will promote the cooperation between the fellow students.

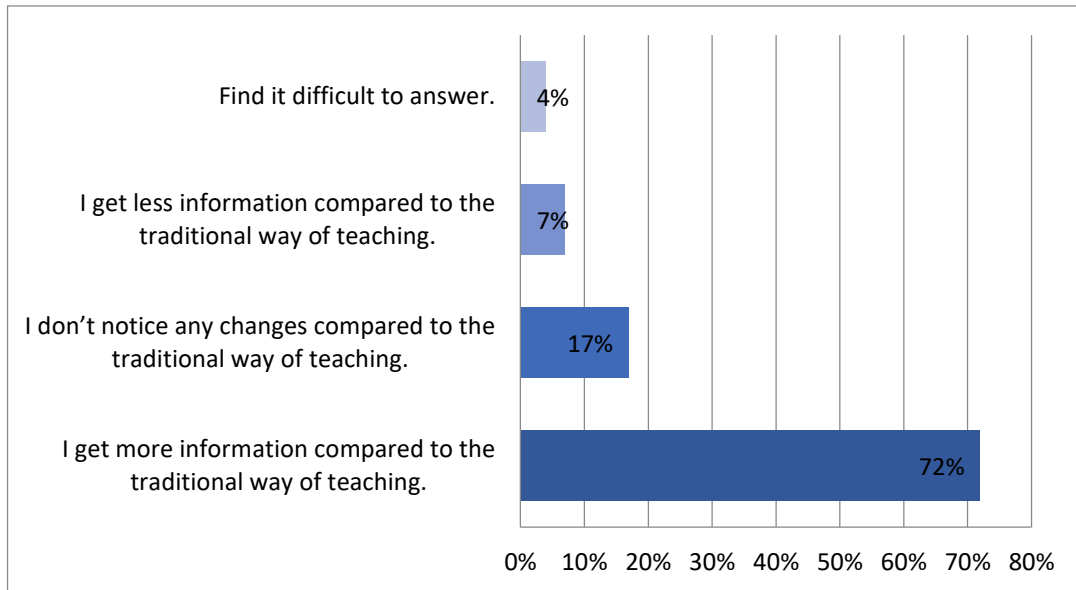


The tenth question: *“To what extent is the cooperation with the lecturer stimulated by the use of innovative T&L methods and IT tools in comparison with a traditional lesson?”* The majority of responders (59%) answered 81%-100%, the 19% of the responders answered 61%-80%, the 11% of students answered 41%-60%. 6% of responders answered that they hadn't noticed any change in terms of promoting cooperation. A small number of people/students(3%) answered up to 20%.



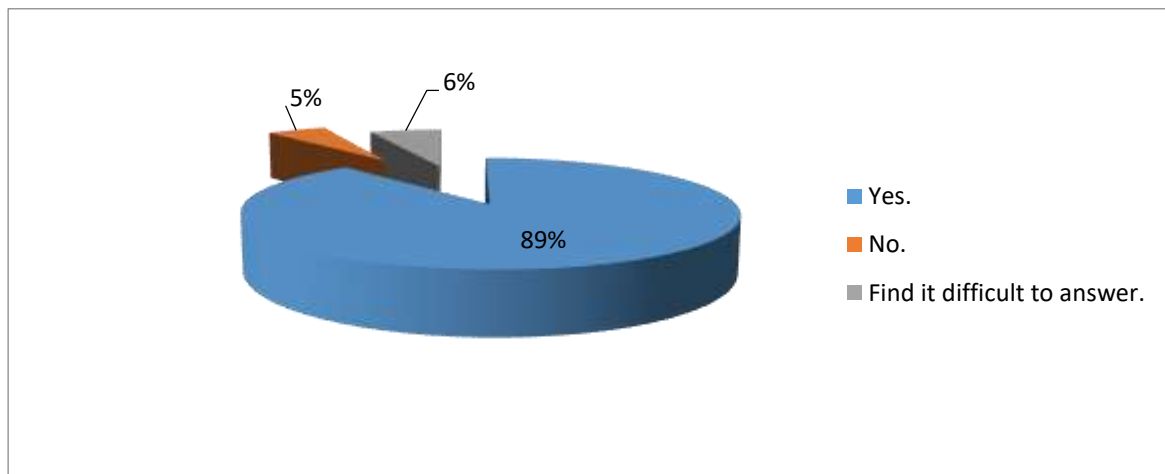
The eleventh question: *“Evaluate the possibilities of the management time while using innovative T&L methods and IT tools compared to the traditional way of teaching.”* 72% of the responders answered that they get more information compared to the traditional way of teaching. Only 7% of the responders answered that they had got less information compared to the traditional way of teaching. 17% responders answered that they hadn't noticed any changes compared to the traditional way of teaching. A small number of responders (4%) found it difficult to answer the question.

To conclude, the use of modern technologies provides more information during the lesson.



The twelfth question: *“Do you want to conduct more lessons using innovative T&L methods and IT tools?”* 89% of the responders answered that they want to, and a small number of responders answered that they found it difficult to answer(6%). 5% of students didn’t want to conduct more lessons using innovative T&L methods and IT tools.

Thus, innovative T&L methods and IT tools should undoubtedly be important parts of any lesson.



Conclusion

Taking into account the results of the survey and the suggestions made by the students, we can conclude that the use of IT tools, new methods in the classroom has a good effect on the learning process. It provides an opportunity to understand the topic more easily, be more creative, collaborate with classmates and lecturer, use time more rationally, promote participation, focus attention. New T&L methods and tools enables students to stay focused for longer which brings them academic success, sustain the interest of students through graphics, videos etc. Teachers and students have the freedom to create instructional videos and give real-time feedback that promotes engagement with students.

The issues raised by the students in the proposals concern the rearrangement of classrooms as T&L environment. The traditional class does not meet the new requirements. Some suggestions are for working in smaller groups. Both of these issues require additional costs for the university, and appropriate financial calculations and discussions are needed. In the proposals, the students also stressed the issue of saturation. Simultaneous use of several tools in one lesson confuses them. Therefore, it is necessary for the lecturers to choose the main tool that they consider most effective for the given lesson.

According to the students, the lesson conducted through innovative methods, mediated by IT tools, is more interesting and effective, which stimulates their satisfaction with the lesson process.

Guidelines for Future Undertakings

As a result of the survey data, analysis and conclusions within the framework of the report, the following guidelines can be singled out:

- ✓ We propose to continue the training of the professors with the direct support of already trained lecturers based on the level of student satisfaction, the fact of promoting interest, attention, independence, creativity in the case of usage modern teaching methods and IT tools during the lessons.
- ✓ We also suggest developing relevant guidelines for students to acquire specific skills of using IT tools, which is a topic of discussion.
- ✓ We consider it necessary to equip some classrooms in accordance with the innovative challenges, taking into account the financial and economic possibilities of the university.
- ✓ We consider it necessary to make appropriate changes in the teaching methods of the courses due to the new teaching methods and tools.
- ✓ Teaching with modern methods and tools may in the near future find its justified place in the list of criteria for the selection of a lecturer, which necessitates a review of the relevant order.