



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



**ERASMUS+ CBHE PROJECT # 585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP**  
**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING &  
LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN  
PARTNERSHIP COUNTRIES”, PRINTeL**  
**YEREVAN STATE UNIVERSITY (YSU)**

# **REPORT**

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

**YEREVAN 2020**

## **CONTENTS**

Introduction. General Information.....	3
The Analysis of Survey Results .....	4
Conclusion .....	15
Guidelines for Future Undertakings .....	16

## Introduction. General Information

The present report is carried out in the circles of the activities envisaged by the 2<sup>nd</sup> Work Package. It includes the examination of the results of the surveys<sup>1</sup> on the new methods and approaches to students teaching provided by the YSU lecturers trained at Project Partner 5 EU universities (FH Joanneum Gesellschaft mbH (FHJ), Katholieke Universiteit Leuven (KU Leuven), Linkopings Universitet (LiU), Universitat de Barcelona (UB), Universidade do Porto (U. Porto)).

The report involves *the following aims*: **to evaluate** through the analysis of the present surveys results and from the perspectives of education quality and availability the efficiency of teaching methods and approaches elaborated by YSU lecturers in last academic year; **to reveal** students' attitude to the mentioned issue; **to reveal** the degree of activity, cooperativeness of teaching and learning, digital technologies application, as well as **to project** further undertakings in respect to the development of the lecturers' conventional and digital teaching skills, and the exchange of the gained experience. In order to achieve the mentioned aims, the following objectives were set:

- to reveal the level of students' engagement in the courses;
- to identify the role of the teaching and learning methods applied by the lecturers in the matter of fostering students learning;
- to clarify students' participation in the courses, the issue of active engagement in the learning process fostered by the teaching staff;
- to reveal the frequency degree of teaching staff's active and innovative methods application in the teaching process, as well as students' level of satisfaction in regard to that issue;
- to find out students' satisfaction level in terms of communication efficiency with lecturers;
- to clarify the issue of students' acquisition of the skills in team work and collaboration as a result of the courses held by the trained lecturers;

---

<sup>1</sup> The surveys were conducted by the following 10 out of 16 Project participant lecturers from YSU: Anna Aleksanyan, Marina Yaghubyan, Lilit Sargsyan, Silva Petrosyan, Nvard Melkonyan, Liana Gabrielyan, Serob Khachatryan, Karen Trchounian, Gor Aleksanyan, Menua Soghomonian.

- to figure out students' preferences in the matter of active and innovative methods usefulness from the perspective of course material acquisition;
- to clarify students' general attitude to the trained lecturers' teaching with active and innovative methods and approaches, as well as their willingness of the mentioned methods and approaches to be applied by other lecturers;
- to collect and aggregate students' suggestions relating to making the courses more efficient, active and interesting.

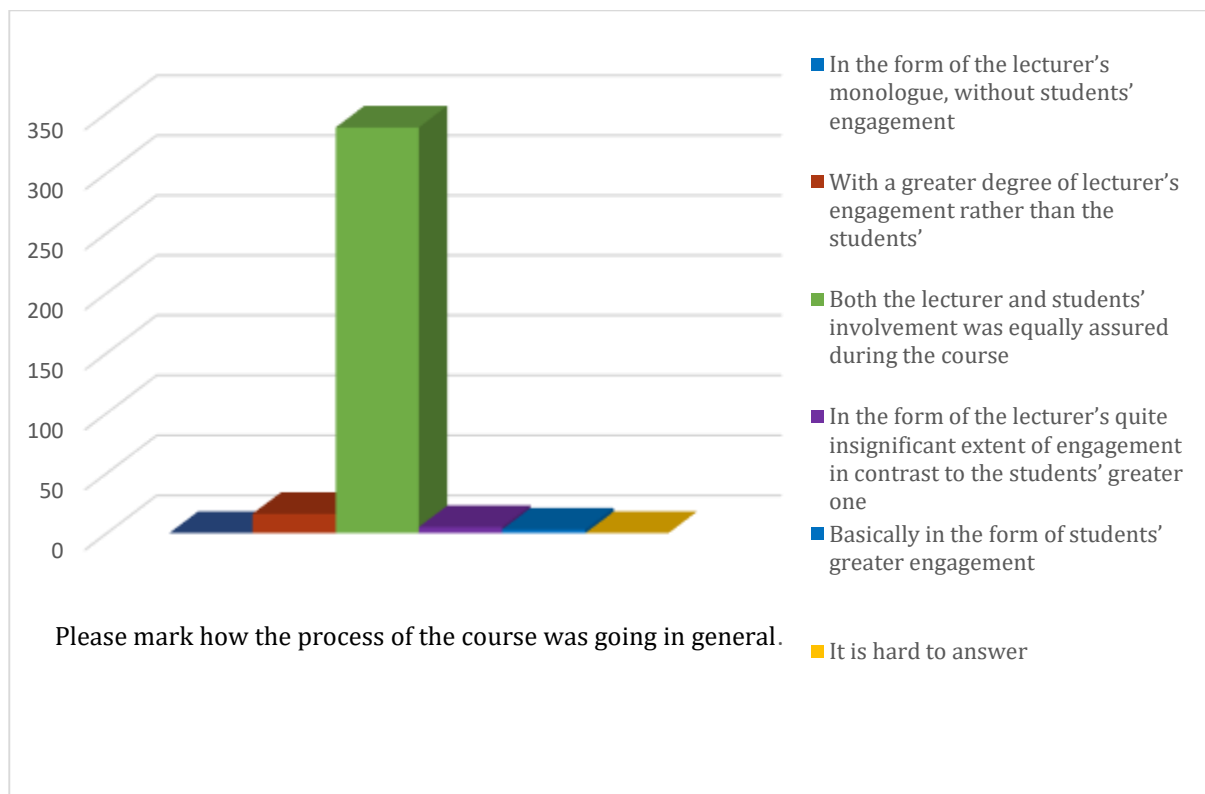
The questionnaires of the surveys covering the abovementioned objectives were worked out by the mentioned lecturers with the content, methodological and technical support of YSU Quality assurance centre. The surveys were conducted online by the mentioned lecturers in the circles of the students who participated in the mentioned 25 courses in March-April 2020. Among the courses 19 belong to the bachelor's degree programme, and 6 – to the master's degree programme. 2 of the courses belong to exact sciences programmes and 23 – to the programmes of humanitarian and sociological specialties. 362 students participated in the survey, 307 of whom are bachelor's degree and 55 of master's degree programmes students. 9 of the survey participant students study the programmes of exact sciences and 353 – the ones of humanitarian and sociological specialties.

## **The Analysis of Survey Results**

Surveys have shown that the 10 lecturers managed to ensure the necessary level of students' engagement and active participation in the courses. This is evidenced by the fact that the great majority of students (93,4%) in response to the question **“How was the process of the course going in general?”** mentioned that both the teacher's active role and students' engagement were equally ensured; 16 students (4,4% of the survey participant students) mentioned the answer *“With a greater degree of lecturer's engagement rather than the students'”*; 5 students (1,4%) marked that the course was conducted *“in the form of the lecturer's quite insignificant extent of engagement in contrast to the students' greater one”* and 3 students (0,8%) chose the answer *“Basically in the form of students' greater engagement”* (see Figure 1). Furthermore, teacher's and students' equal engagement refers not only to the generalized opinion of the students who participated in all the 25 courses, but the claim of equal sharing of engagement

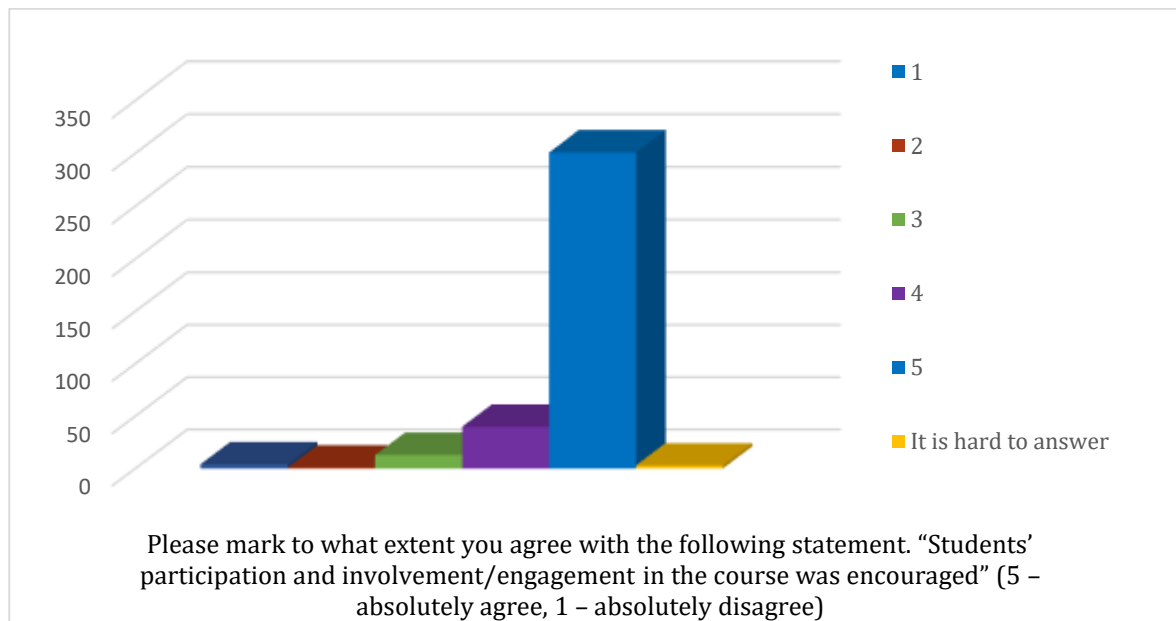
was prevailing in the case of each of the courses, as well. This shows that in view of the mentioned courses the share of student-centered component in teaching and learning process was significantly large, and which is welcomed by students.

Figure 1.



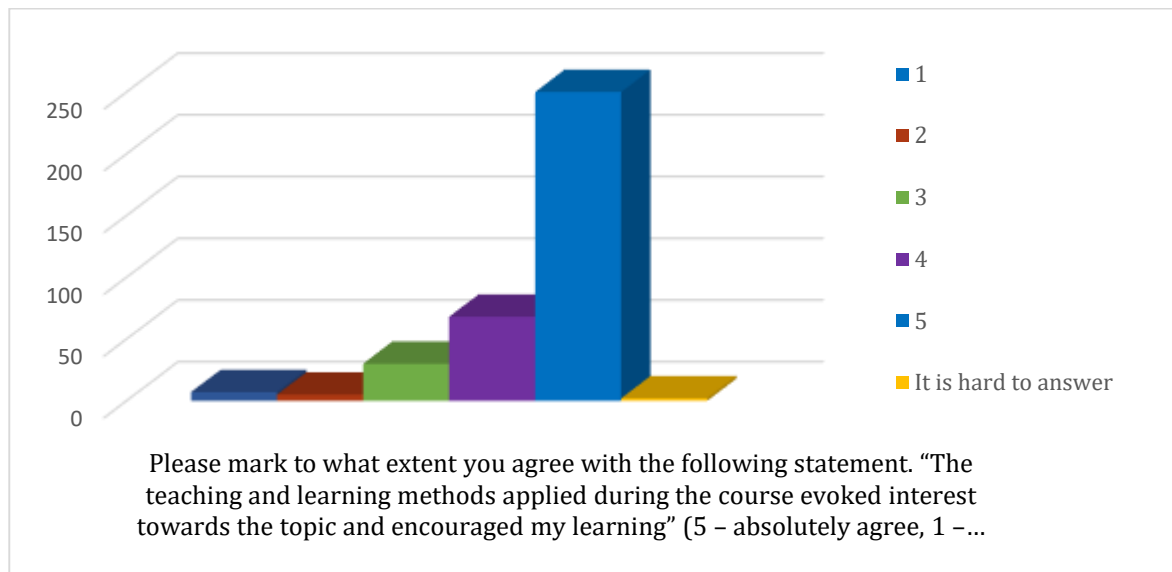
It is worth mentioning that during the course the efficiency of application of the methods acquired by the trained lecturers highly depends on the fact to which extent the lecturers encourage students' participation and active engagement. This means that not merely the newly acquired approaches and methods themselves stimulate students' participation but also the lecturers on their own initiative and enthusiasm engage the audience in the course. And this is proved by the fact that students almost unequivocally agree that the lecturers encouraged their active participation and engagement during the course: 305 students (83,1% of the survey participant students) absolutely agreed with the statement **"Students' participation and involvement/engagement in the course was encouraged"**, 40 students (11%) agreed with the statement as well, 13 students (3,6%) partly agreed, 1 student disagreed (0,3%), 4 students (1,1%) strongly disagreed and 3 students (0,8%) found it hard to answer (see Figure 2).

Figure 2.



It is important to mention that the lecturers' elaboration of teaching and learning active and innovative methods together with digital devices had a favorable impact on raising the students' motivation level and moreover it facilitated the acquisition of the delivered material, the latter's performance and application in different kinds of assignments. Conducting courses with the approaches of active, hybrid, gamified teaching and learning significantly decreases the constraints conditioned by the role-situation specificities present between the teacher and learner, and the latter start to cooperate. As a result, the teacher besides providing information helps a learner formulate knowledge through application of mobile phones that are highly associated with the present-day youth (and not only), and have become an inseparable part of their lives. Not surprisingly, 88% of the survey participant students found that those approaches and methods had motivated them and had fostered learning; 250 students (69,1% of the survey participant students) absolutely agreed with the statement "**The teaching and learning methods applied during the course evoked interest towards the topic and encouraged my learning**", 68 students (18,8%) also agreed with it, 30 students (8,3%) partly agreed, 5 (1,4%) students disagreed and 7 (1,9%) students absolutely disagreed with the above mentioned statement and 2 students (0,6%) found it difficult to answer (see Figure 3).

Figure 3.

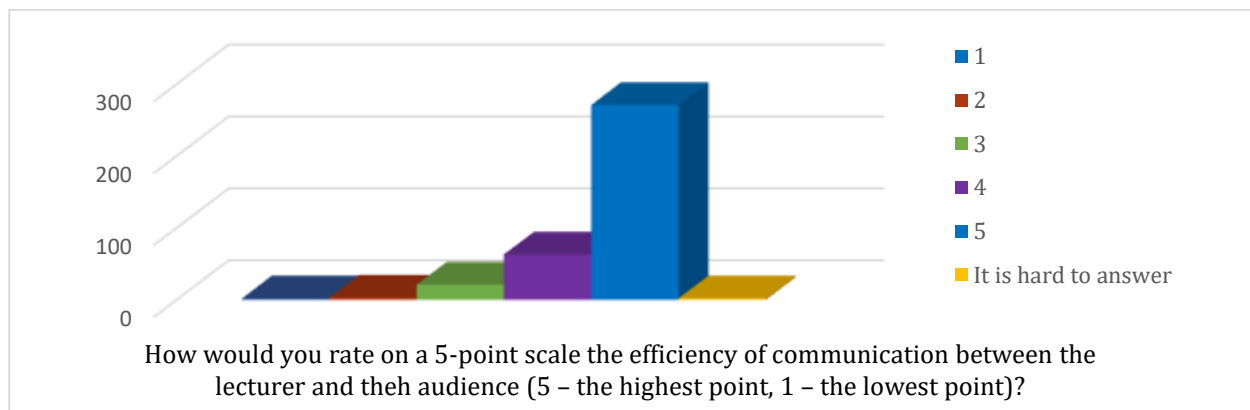


All of this becomes possible in the classroom<sup>2</sup> provided that the teacher's role, functions and approaches are reviewed to some extent. As it was mentioned active, cooperative learning is interlinked with the reformation of student-teacher relationship, when communication becomes increased and intensive between both students and the teacher, and among students themselves. Active and free communication is an important precondition in the efficient application of methods and approaches that foster learning. The results of the surveys have shown that during the abovementioned 25 courses communication between the teacher and students was effective, and in this respect quite a high satisfaction level has been registered among the survey participant students. Thus, more than 82% of the survey participants estimated highly the efficiency of teacher-student communication: 271 student (74,9%) gave the highest point to the question "How would you rate on a 5-point scale the efficiency of communication between the lecturer and their audience (5 - the highest point, 1 - the lowest point)?", 63 students (17,4%) marked "4", 21 student (5,8%) marked "3", 3 students (0,8%) marked "2", 2 students (0,6%) marked "1" and 2 more students (0,6%) found it hard to answer (see Figure 4). It is noteworthy that during the lessons the efficiency of teacher-student communication together with some other factors is conditioned by certain number of students

<sup>2</sup> It is remarkable that the term "classroom" more properly reflects the phenomenon of active and collaborative learning, than the one of "auditorium" which is most popular at universities. In an auditorium a student most often acts as a listener, and there a passive form of knowledge transfer takes place, whereas in a classroom the student learns by performing some kind of activity (learning by doing), and thus the transfer of knowledge undergoes more actively. With this said, it does not suppose generalization and it does not belittle the role of the lectures carried out by highly experienced professors in large auditoriums.

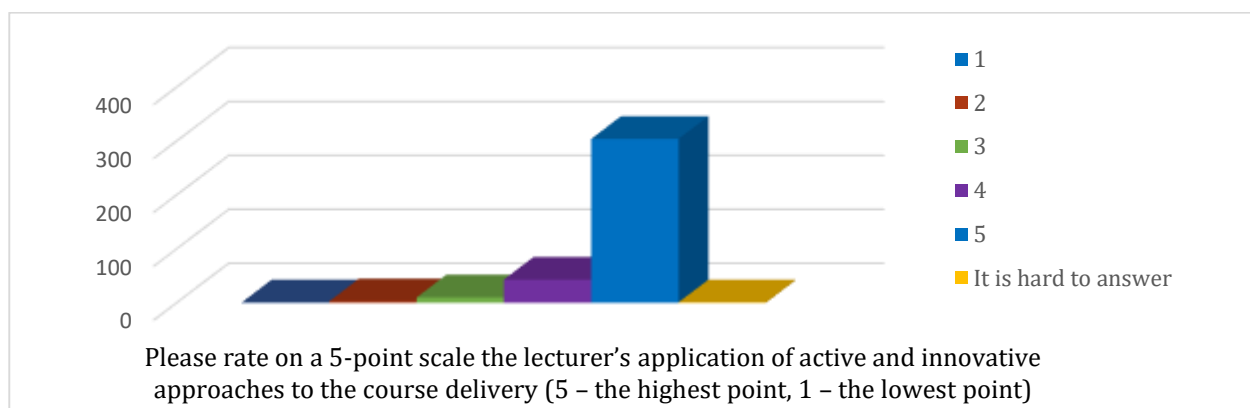
in the classroom. Some part of the abovementioned 25 courses was held in audiences with significantly great number of students, which, naturally, complicated the lecturer’s task of realizing discussions, team works and other methods with active and cooperative component effectively.

Figure 4.



The fact that students’ satisfaction level was high in relation to the issue of the lecturers’ application of lesson conducting active and innovative methods is indicative of the high results of the trainings; 304 students (84%) gave the highest point to the question “**How would you rate on a 5-point scale the lecturer’s application of active and innovative approaches to the course delivery (5 – the highest point, 1 – the lowest point)?**”, 43 students (11,9 %) marked “4”, 10 students (2,8%) marked “3”, 3 students (0,8%) marked “2”, 1 student (0,3 %) marked “1” and 1 more student found it hard to answer (see Figure 5).

Figure 5.

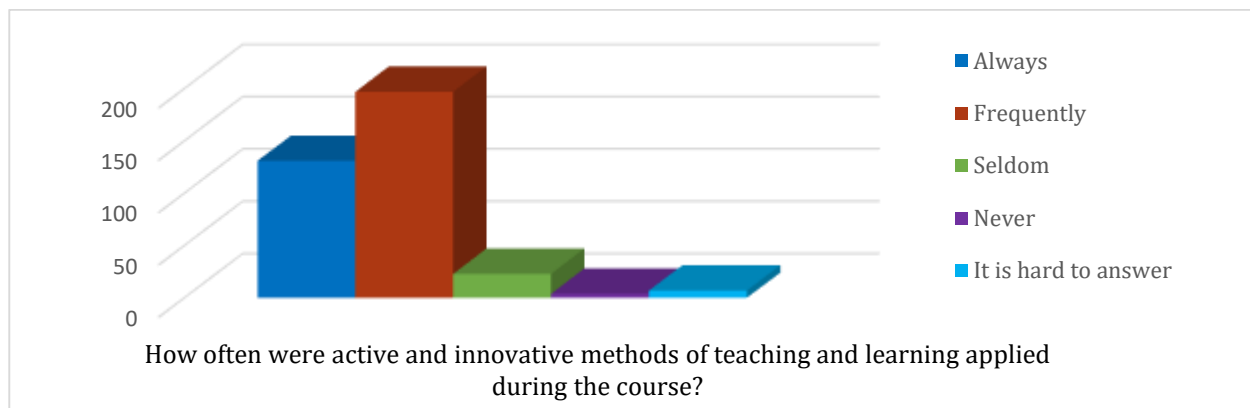


The verity of the abovementioned statement is confirmed once more by students’ remark that the lecturers used active and innovative methods of teaching and learning quite frequently. The question “**How often were active and innovative methods of teaching and learning**



**applied during the course?”** has received the following answers from students: 131 students (36,2% of the survey participant students) marked “Always”, 197 students (54,4%) marked “Frequently”, 23 students (6,4%) marked “Seldom”, 4 students (1,1%) marked “Never” and 7 students (1,9%) found it difficult to answer (see Figure 6).

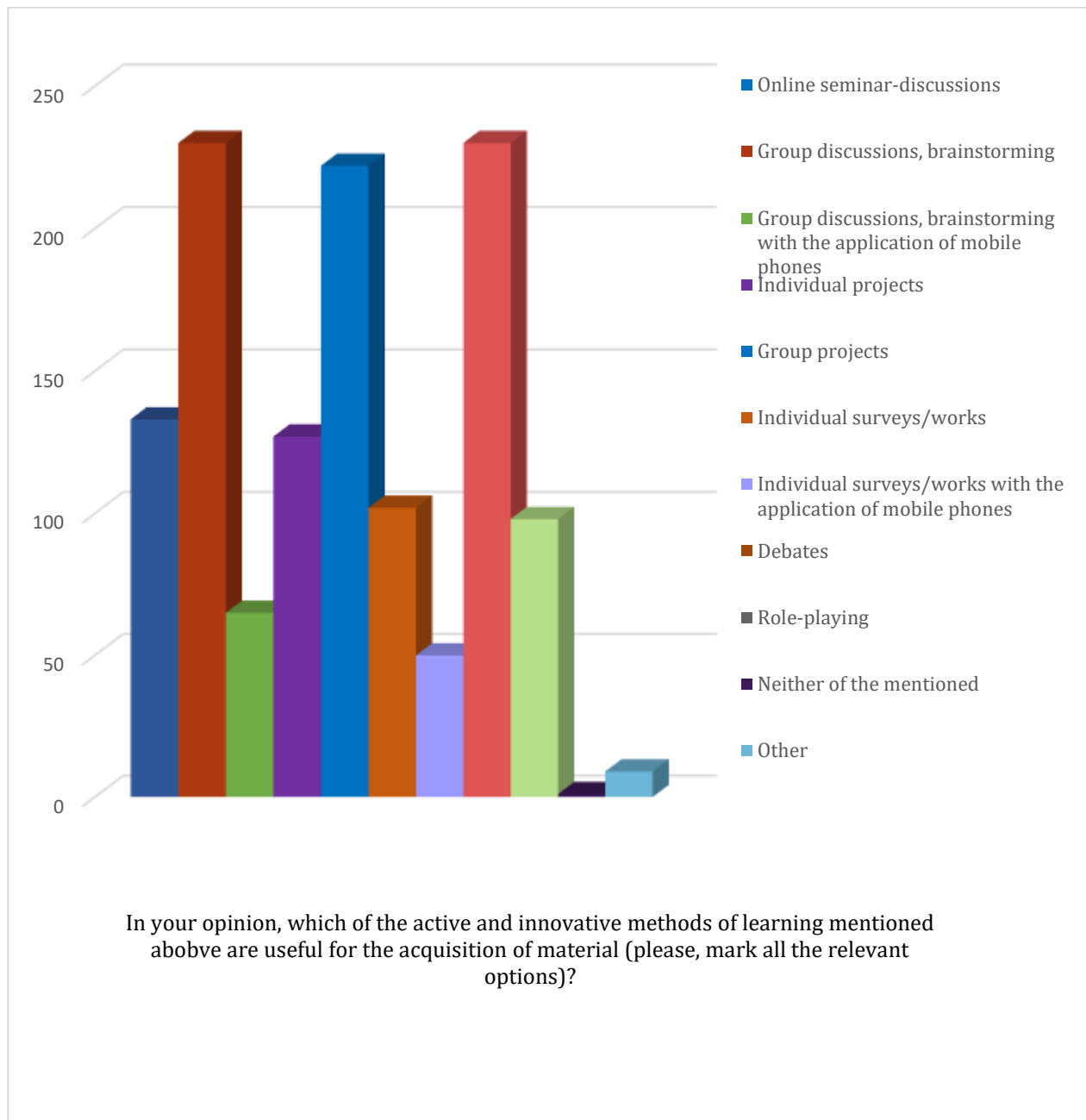
Figure 6.



It is important to note that the received relative percentage of the marks “Always” (36,2%) and “Frequently” (54,4%) pointed out by students and relating to the frequency of active and innovative methods application are present in approximately the same proportion especially among large audiences of the lecturers – for each one separately. However, it does not draw to the conclusion that one group of lecturers always applied the mentioned methods and the other – frequently, but it shows that students’ opinions and understanding of the notions “always” and “frequently” proved to be different. For all this, it is remarkable that the term “always” more accurately corresponds to reality – this is observed in the results of the survey and it is natural. A question may arise here in regard to which degree of frequency did the students relate to the term “frequently”? It is also obvious, that the application of active and innovative methods during lessons cannot bring to the desired results at least for 2 reasons. Firstly, a lot of lecturers teach at courses with very large audiences and this is set out in the documents of the lecturers’ workload. In large audiences as it was mentioned earlier communication becomes complicated and hence very frequent application of a lot of active and cooperative methods becomes difficult. Secondly, YSU lecturers have quite a great amount of teaching workload. It is impossible to expect from a lecturer who enters the same auditorium for 6, 7 and even 10 times a week, such an extensive work demanding preparation and organization of permanent teaching with active and collaborative component.

The surveys have revealed that students showed greater interest to the methods and approaches of teaching and learning that suppose team work, collaboration. It is no coincidence that students gave priority to group discussions, brainstormings, group projects and debates in the list of the suggested methods of the acquisition of taught material; the question **“Which of the active and innovative methods of learning mentioned below are useful for the acquisition of material?”** received the following answers from students: online seminar-discussions were marked by 133 students (36,7%), group discussions, brainstorming – by 230 students (63,5%), group discussions, brainstorming with the application of mobile phones – by 65 students (18%), individual projects – by 127 students (35,1%), group projects were marked by 222 students (61,3%), individual surveys/works – by 102 students (28,2%), individual surveys/works with the application of mobile phones – by 50 students (13,8%), debates – by 230 students (63,5%), role-playing – 98 students (27,1%). 1 student (0,3%) did not consider any of the listed methods useful and 9 students (2,5%) suggested other methods (see Figure 7).

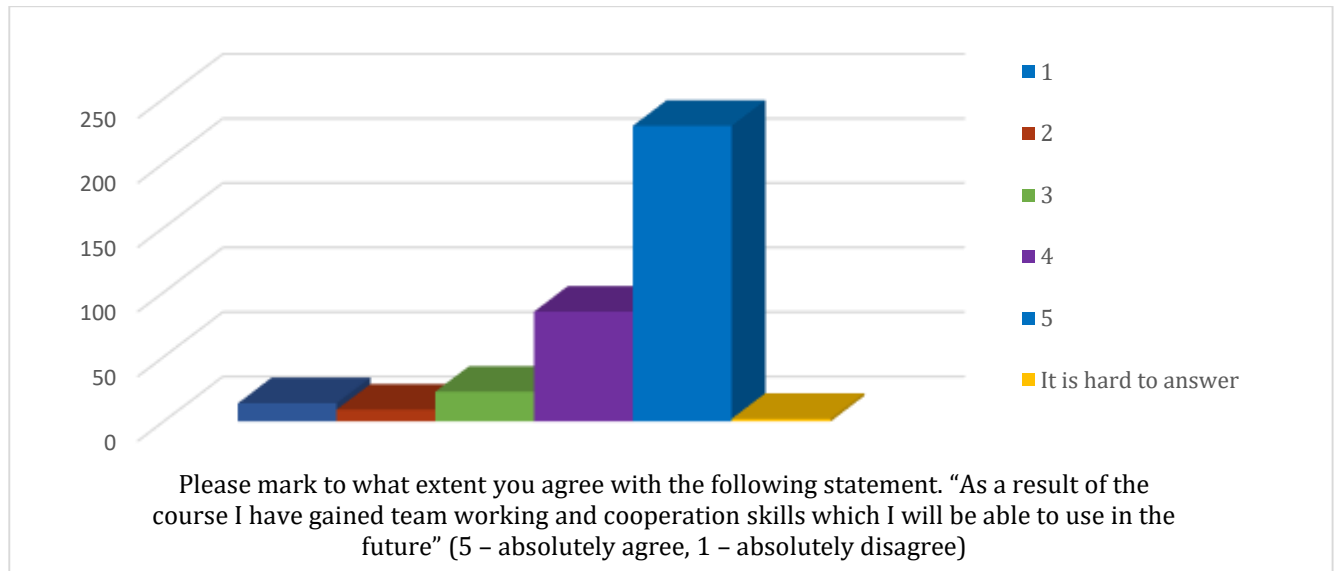
Figure 7.



It is worth mentioning that students prefer face-to-face individual and group work rather than the ones with the application of mobile phones. This may be conditioned either by some part of lecturers' not doing the assignments with the use mobile phones or, more probably, by the preference of having direct communication. Nevertheless, it is noteworthy the application of the innovative methods of teaching by the trained lecturers highly contributes to the formation and development of team-working and collaboration skills among students. This was indicated by the answers of 90% of the survey participant students: 229 students (63,3%) absolutely agreed with the **statement "As a result of the course I have gained team working**

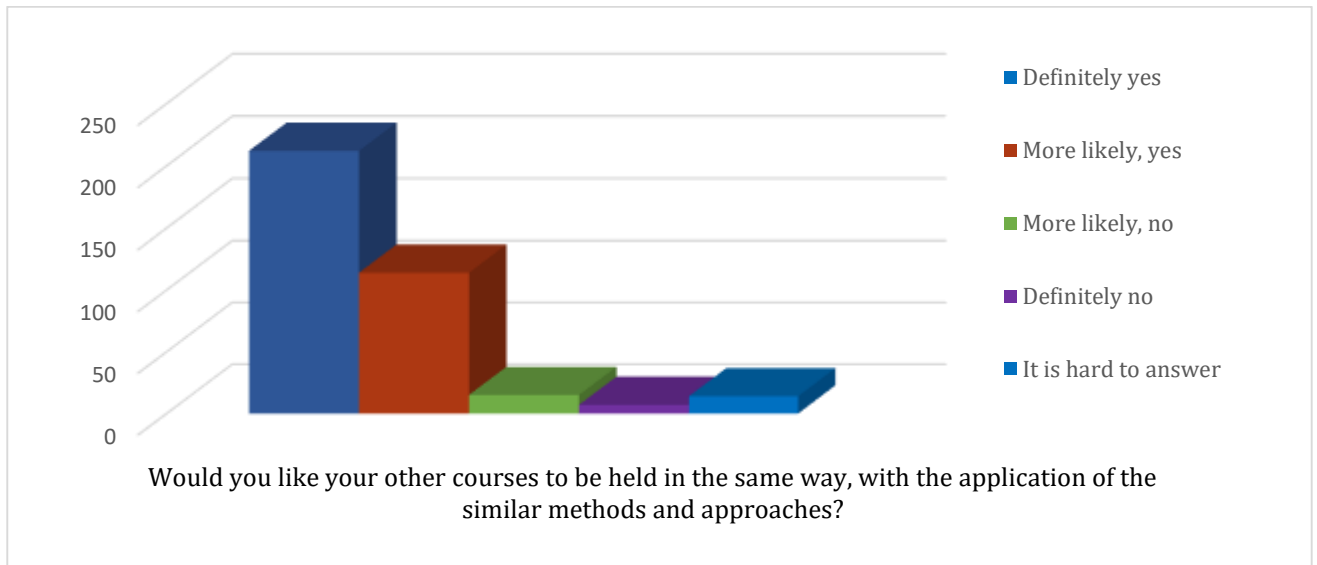
**and cooperation skills which I will be able to use in the future”, 85 students (23,5%)** agreed with it, 23 students (6,4%) partly agreed, 9 students (2,5%) did not agree, 14 students (3,7%) strongly disagreed and 2 students (0,6%) found it difficult to express opinion on the mentioned statement (see Figure 8).

Figure 8.



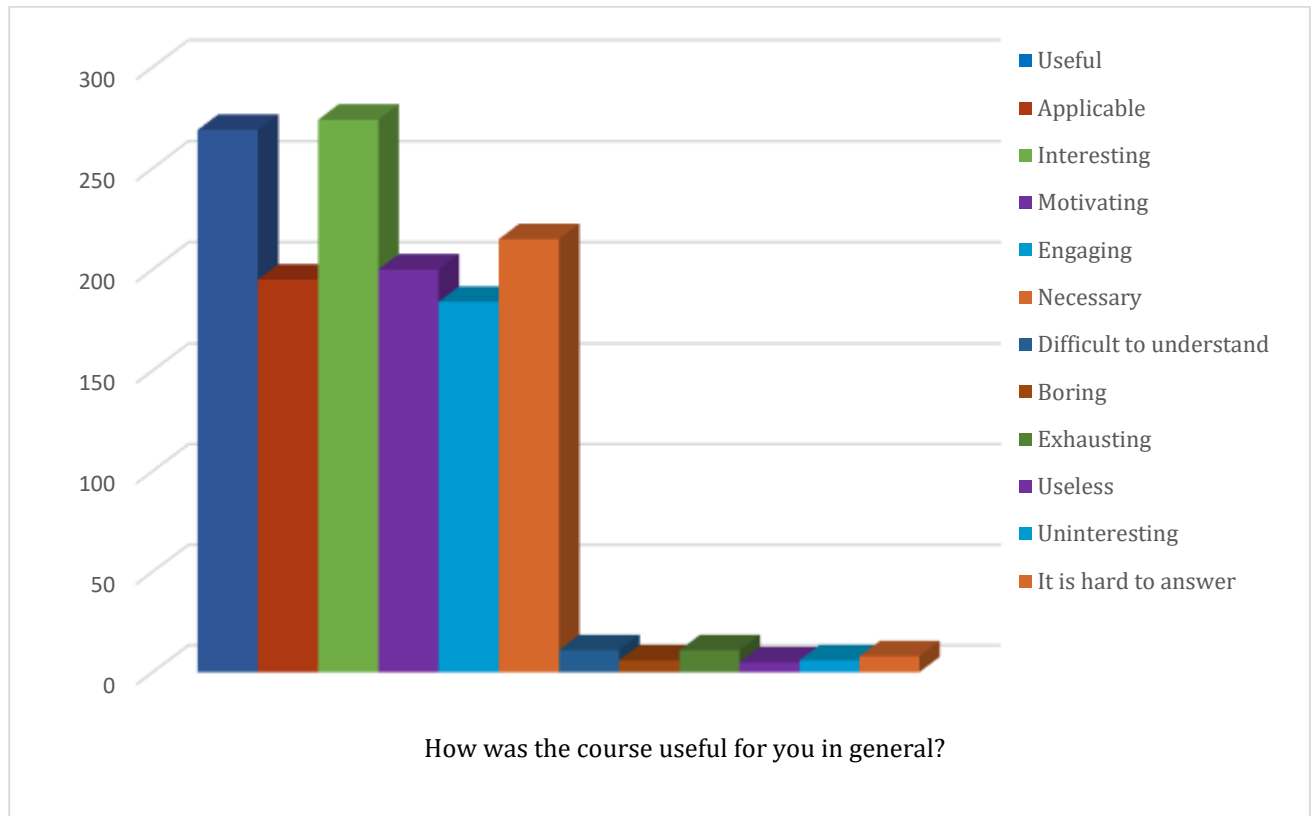
It only seems fair that the prevailing majority of the students should have expressed the desire that other lecturers involved in their teaching methods supposing active and cooperative work. That wish was vividly observed in the answers of 90% of survey participants. The question **“Would you like your other courses to be held in the same way, with the application of the similar methods and approaches?”** received the following answers: 212 students (58,6%) mentioned “Definitely yes”, 114 students (31,5%) – “More likely, yes”, 15 students (4,1%) answered “More likely, no”, 7 students (1,9%) – “Definitely no”, and 14 students (3,9%) found it difficult to answer (see Figures 9).

Figure 9.



In addition, the opinion of most of the students regarding the trained lecturers' lesson delivery was coined with positive remarks. The question **"How was the course useful for you in general?"** received the following answers from students: 269 students (74,3%) answered "Useful", 195 students (53,9%) – "Applicable", 274 students (75,7%) – "Interesting", 200 students (55,2%) – "Motivating", 184 students (50,8%) – "Engaging", 215 students (59,4%) – "Necessary". 11 students (3%) indicated that the lesson was "Difficult to understand", 6 students (1,7%) found that the lesson was "Boring", for 11 students (3%) it was "Exhausting", for 5 students (1,4%) – "Useless", for 6 students (1,7%) – "Uninteresting" and 8 students (2,2%) found the matter difficult to answer (see Figure 10).

Figure 10.



The great majority of suggestions regarding the issue of making courses more effective and interesting indicated by students once again suppose activities with the active and collaborative component via application of pedagogical, innovative approaches and digital technologies. The following suggestions on making courses more effective, active and interesting were indicated (the latter are presented in the aggregated form):

- to provide more hours for the course,
- to enlarge the possibilities of information technologies application,
- to enlarge practical components of courses,
- to realize more consistent works in regard to the issue of raising students' motivation,
- to add group works, role-playing activities, Q&A discussions, some small-scale research activities,
- to organize online debates and discussions,
- to do more assignments during lessons,
- to improve technical facilities (visual media, projectors, etc.),
- to add thematic film screening,

- to organize test surveys in form of games,
- to add discussions with the use of mobile phones.

All this proves the credibility of the purposes outlined within the PRINTeL Project. i.e. teaching with active and innovative methods to be spread at universities. The latter issue, of course, is linked with certain difficulties. Active and innovative teaching and learning suppose serious and fundamental works to be undertaken for the improvement of infrastructure. This relates to furnishing of classrooms, obtaining and elaboration of equipment, etc. Another hardship is connected with the training of a great number of teachers in pedagogical and digital skills development. Nevertheless, the fact that the most important and interested group, namely the students, has shown great enthusiasm regarding the application of innovative pedagogical and digital approaches, indicates about the truthfulness of the chosen pathway.

## **Conclusion**

Taking into consideration the direct observations made from the carried out analysis and student surveys the following conclusions can be drawn:

- Within the circles of the PRINTeL Project the application of digital and pedagogical skills acquired by the trained teachers in the processes of teaching and learning essentially raises the quality and availability of education.
- The students who participated at the trained lecturers' courses of last academic year showed emphasized positive attitude and enthusiasm towards the fact of active and innovative methods application, evaluating the latter both from the point of facilitating education, and from the one of raising motivation and formulating general skills.
- The trained lecturers make proper use of the approaches and methods acquired as a result of the mentioned training courses. The mentioned methods application is constrained, however, by the extremely large workload of the lecturers, inconvenience of the classroom infrastructure, scarcity of the relevant technology, unsatisfactory level of teachers' digital skills, etc.

From the separate parts of the analysis underlying the abovementioned statements the following conclusions can be outlined:

- The courses (irrespective of their form of arrangement – lecture, seminar, practical course) conducted by the trained teachers did not undergo in the manner of the “monopolistic” role of the teacher, the latter’s monologue. The courses were characterized with students’ significant engagement.
- The teaching and learning methods applied by the trained teachers contributed to students’ learning.
- The trained teachers greatly encouraged students’ participation, active engagement in the course.
- The trained lecturers quite frequently used active and innovative methods in the teaching process, in relation to which the satisfaction level of students proved to be high.
- Students are definitely satisfied with the efficiency of the process of communication with the trained teachers.
- The courses delivered by the trained lecturers essentially contributed to the formation and development of students’ group work and collaboration skills.
- From the point of course material acquisition students emphasized the following active and innovative methods: group discussions-brainstroming, group projects, debates, role-playing, individual projects/works, individual surveys.
- Students considered teaching with innovative and active methods realized by the trained lecturers as useful, applicable, interesting, engaging, motivating, necessary. They greatly wished that other lecturers apply the mentioned methods and approaches, as well.

## **Guidelines for Future Undertakings**

As a result of the presented data, completed analysis and conclusions within the frameworks of the report under examination, we can distinguish several guidelines for future activities:

- Considering the fact that the lecturers trained within the circles of the PRINTEL Project besides acquiring general skills managed to learn about various tools of active and collaborative learning which is particularly obvious in the student surveys as well, **the organization of the experience exchange between the trained lecturers** is also of great importance for us. This will also be contributive to each lecturer’s



acquisition of a new method and approach, with the help of which one will be able both to enrich the existing base of skills and abilities and to apply them in the courses designed for colleagues.

- Taken the fact that the student surveys on the quality of teaching at YSU do not reflect the evaluation of collaborative learning with active and innovative component, we find **that in the circles of PRINTEL Project such surveys should also be held by the lecturers trained by the YSU trained teachers.** This would act as an important tool of quality assurance.
- Considering the fact that the YSU lecturers (or the majority of them), trained and training, most likely, did not reconstruct, rewrite the syllabi of their courses in correspondence with the approaches of active, innovative and collaborative learning, we assume that **it is important to encourage the reconstruction of the courses syllabi, the creation of their methodological teaching guidelines.**
- The integration of the demands for the skills in teaching with innovative and collaborative approaches in curricula specifications and, if necessary, in the procedures of lecturers' election will essentially contribute to the development of the culture of quality at YSU in the future.