

CONCLUSIONS AND RECOMMENDATIONS OF THE SURVEY AND ACTIVITIES THAT FOLLOWED

Based on the survey conducted at the beginning of the project it was concluded that the participants' experience of online courses was scarce and that they mainly held traditional views on teaching and learning with a risk of focusing mainly on the content instead of students' learning process. This seems to be confirmed in the midterm report, which states that the participants most appreciated the Spanish partner's input, which focused on the content.

The recommendation from the survey was to focus on contemporary understanding of teaching and learning, student-centred approaches and constructively aligned design with an emphasis on students' role in the learning process.

As a follow up, several activities were organized.

1. In the early spring of 2018 an expert talk on Constructively Aligned Course Design via Zoom during the St Petersburg workshop.
2. A web-conference introducing the principles of student-centered learning and online tools to be used in the participants' courses with a pretask before the Tampere workshops to prepare a poster using Canva of each course including the Intended Learning Outcomes, Contents and Assessment methods.
3. The hands-on workshop in the autumn of 2018 was advised by the survey with a strong emphasis on course design and student-centred approaches. The programme included:
 - Structuring an online course
 - Different learning management systems
 - Pedagogical affordances of various online learning tools
 - Pedagogically sustainable use of the tools
 - Issues concerning copyright in the context of online materials
 - Hands-on practice of technical skills of using online learning with individual technical support available at all times. This practice included also making, editing and publishing of short learning videos in the context of waste management in the new film studio at TAMK
 - Expert lectures given on student-centred learning approaches including sociocultural learning theory, connectivism and time management in online courses
 - Modelling student-centered approach in practice through the workshop activities

Each week the results of the hands-on design of online courses and the use of new tools were presented to members of the partner institutions in their home countries via Zoom video conferencing tool, which was one of the tools to be practiced during the workshop. Some participants stayed in touch with their home institution all through the workshop.

4. A knowledge resource blog was created for sharing and collecting good practices and ideas between the participants and the European partners.
5. Web-conferences concerning pedagogical choices made in the planning of the modules, and giving feedback on the course plans separately in consecutive web-conferences
6. Pre-task for the workshop in Shymkent, Kazakstan, on student-centred approach and Instructions for a student-centered activity, World Café, to be applied in the workshop.
7. Expert talk on the changing roles of student and teacher at the Shymkten workshop

8. Instructions and criteria for WP3 for organizing peer feedback on the course plans, which was done partly online, partly at the Valladolid workshop in the spring of 2019.

REFLECTION

The challenge in this project is considerable to say the least : to create eight online modules on a topic that has no prior equivalent on a master's level in Russian and Kazkh HEIs using contemporary pedagogical approaches in a culture of traditional teaching in lecture halls, and involving collaboration with industry without any such experience. Apart from the obvious technical skills, this calls for transformative learning (see Mezirow & Associates 2000), which takes time. With all the examples, activities, mentoring, and modelling new pedagogies we may be able to sell the idea of student-centred approach to students and teachers, but we will not be able to change their mindset. That is a very personal process. Even in case of a new understanding of teaching and learning the practice may still remain traditional for a long time. Application of new understanding into practice is gradual.

Transformative learning happens when a person is confronted with the fact that the old way does not bring the desired results and realizes that something has to change in their actions. In the current project piloting the online courses is hoped to serve as such a trigger. Feedback will be collected from both the students and the teachers to find out whether the learning outcomes are achieved and what needs to be improved. In the autumn of 2019 we will have the first results to reflect on.