

# *Student's Engagement in the Production of Learning Outcome: Research of the Relationship of Teaching and Learning*

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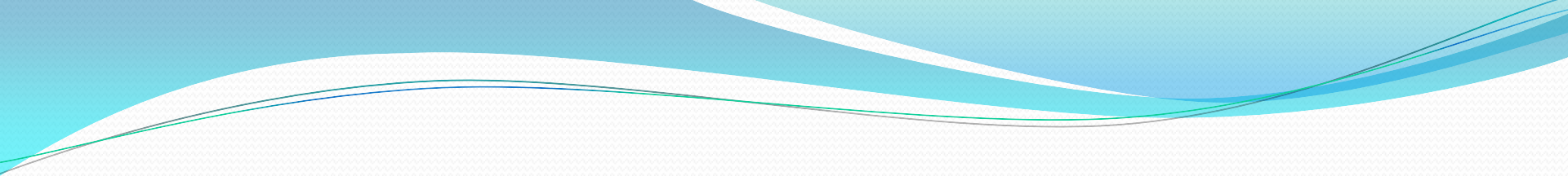
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- We want to begin from 1990 when education has taken off different forms. No doubt, the questions regarding educational reforms are without answers today. Understanding of the Teaching-Learning-Research process integration and then, its extension with corporate relations is an essential characteristic of higher education system and its learning environment .
- **But we are far from the idea that today we can create a real modern learning environment in HE schools as this is the number one problem, but we can change and manage some of the characteristics in to the positive direction for the curent situation:**

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1. Increasing student's motivation in education;
  2. Increasing student's competitiveness according to demands of the labor market;
  3. Clearly formulate our aspirations:
    - What we demand from the modern university,
    - What are the requirements of the universities;
    - What is the basis of the contingent striving to the universities;
    - How the contingent striving to the universities corresponds to the university level.

# The reasons why students have to be interested to participate in the study programme outcome

- Students active engagement is the main way through which teacher **is** able to get feedback from students, helping them to develop and improve all aspects of their knowledge;
- Partnership and collaboration between students and staff creates mutually beneficial learning communities;
- Enhancing academic experience for competitive labor market;
- Student engagement in learning and teaching helps to transformational learning that is basis for student's employability;

# Research Idea

The work responds to the national and international thinking on preparing students for a competitive labour market. The paper follows on student's engagement as a co-producer of his/her learning outcome. We explore theoretical and practical initiatives on student's engagement *in the Production of Learning Outcome in the frame of educational reforms.*

## Research Aim

- **The aim** of this research is to draw the student's engagement as a consumer's objective for model building "producer-co-producer-consumer" and discuss teaching-learning characteristics for their integration through the research process.

# Research Methodology

In the frame of the research was conducted:

- Preparing two questionnaires for teachers and students separately with 10 questions for students and 10 questions for teachers for detection
- Research size
- Sampling method
- Research design
- Research instrumentation
- Data collection by questionnaires according to the sample size
- Data processing
- Analysis
- Discussion
- Conclusion

## Sample size criteria

Three criteria usually will need for the determine the appropriate sample size:

- The level of precision
- The level of confidence
- The degree of variability



# Sample size -

By W. G. Cochran 
$$n_0 = \frac{Z^2 pq}{e^2}$$

- The abscissa of the normal curve that cuts off an area  $\alpha$  at the tails ( $1 - \alpha$  is the desired confidence level of precision)
- $p$  is a estimated proportion
- $q = 1 - p$
- $e$  is a desired level of precision
- $e$  - sampling error

**Sample size was calculated by using the Taro Yamane formula (A case of finite population)**

- $n = N / [1 + N(e)^2]$

where:

$n$  = sample size

$N$  = population size (the universe)

$e$  = sampling error (usually .10, .05 and .01 acceptable error)

# Research included

- **Sampling method**

We used a Taro Yamane Formula to calculate the sample size of the students and teachers

- **Research design**

The methods of data collection are questionnaires. The time dimension is cross-sectional studies which represent period from November 2013 to January 2014

- **Research instrumentation**

They were questionnaire forms for students and teachers, each with 10 questions

- **Data collection by questionnaires**

- **Preparing Databases**

- **Data processing**

The time of the data processing was from the February 2014 to April 2014

- **Analysis**

- **Discussion**

- **Conclusion**

# The level of confidence

The level of confidence or risk is based on encompassed under the Central Limit Theorem (when population is repeatedly sampled, the average value of the attribute obtained by those samples is equal to the true population value. Furthermore, the values obtained by the samples are distributed normally, about the true value. In other words, it means that if 95% confidence level is selected, 95 out of 100 samples will have the true population value within the range of precision.

# research results

- analysed the situation and conditions between the teacher and the student according to the formation of the student's learning outcome;
- determined and estimated the changes that are needed for the student's learning outcome according to chosen specialty, with considering study plan and syllabus
- identified changes under variation of requirements of labour market for continuing of accumulation of knowledge.

# Students vs. Teachers (Ten main questions)

number of students: 96 number of teachers: 35

**Note: Research sample includes students of GU**

- Do you know your syllabuses : 48/35
- Do you know study plan of your curriculum : 57/29
- About assessment of student's engagement :
  - a/ formation of syllabus:

High -	4 / 1
Middle -	37 / 11
low -	39 / 11
0 -	15 / 4
  - b/ formation of study plan: important - 61 / 5

more important -	28 / 20
low important -	4 / 2
0 -	3 / 0
- Student's Participation in formation of study plan:

Yes -	12 / 15
No -	84 / 13

5. The need to improve the curriculum: needs - 32 / 11  
does not need - 10 / 0  
o - 38 / 15

6. An importance of the inclusion of student council  
in formation of the curriculum: imortant – 10 / 0  
more imortant - 29 / 8  
low imortant - 26 / 5  
o - 31 / 14

7. An importance of the inclusion of the faculty board  
member students in the formation of the curriculum: positive - 32 / 16  
negative - 13 / 1  
do not know – 31 / 8

8. Did you offer replacement disciplines  
in consideration of your employment in the future? Yes - 15 / 10  
No - 81 / 17

## Additional factor for analysis

Student's enrolment in higher education.

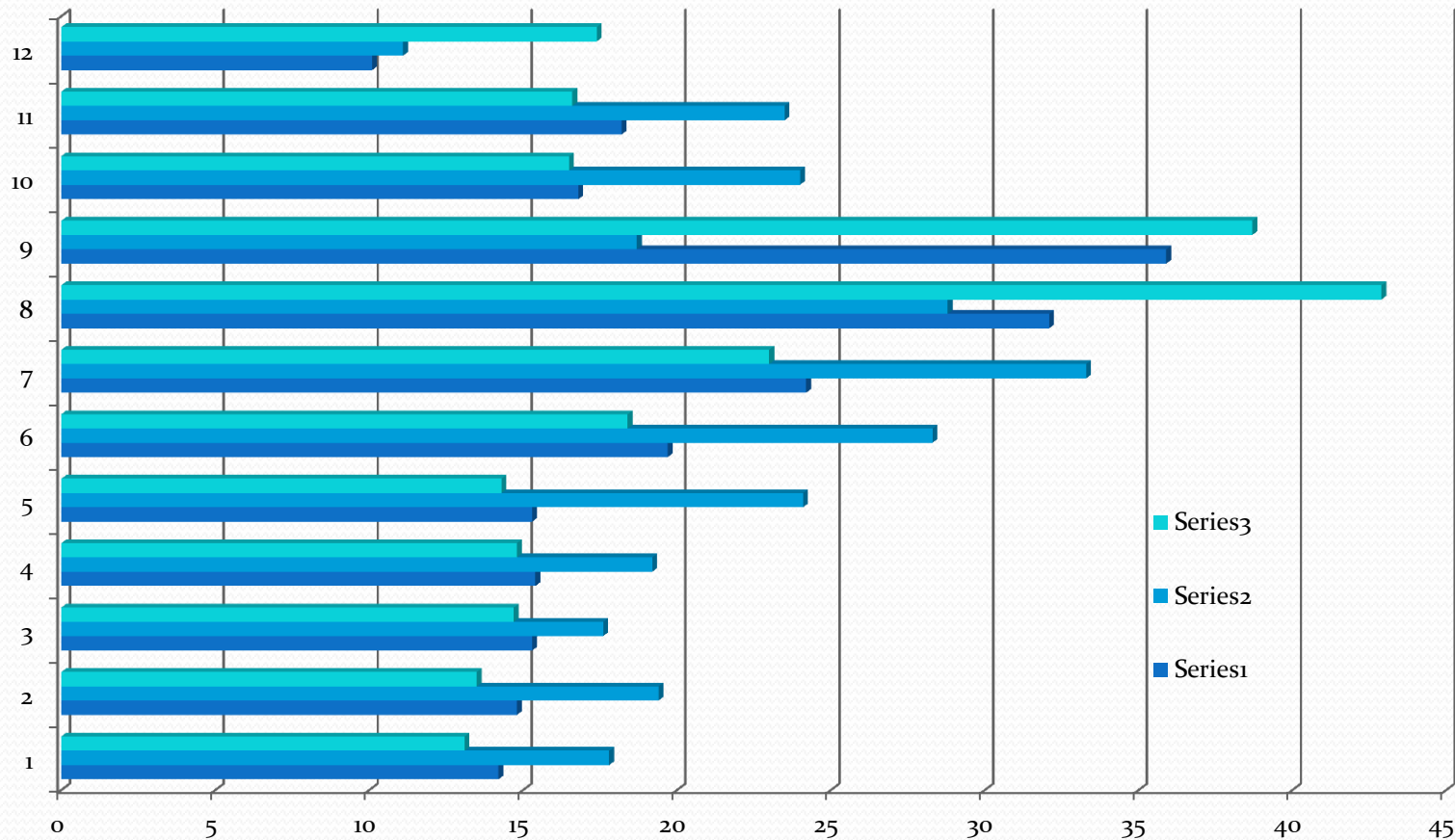
- Is the student mobilized for University Studying?
- **Has** the student **needed** skills and ability for University Studying?

# The dynamics of the graduate students by the years

	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012
	<b>1</b>	2	3	4	5	<b>6</b>	7	8	9	10	11	<b>12</b>
Public university ,%(Series 3)	<b>13.1</b>	13.5	14.7	14.8	<b>14.3</b>	<b>18.4</b>	23.0	42.9	38.7	16.5	16.6	<b>17.4</b>
Private university ,%(Series 2)	<b>17.8</b>	19.4	17.6	17.6	<b>19.2</b>	<b>24.1</b>	28.3	33.3	28.8	18.7	24.0	<b>11.1</b>
Total,% (Series 1)	<b>14.2</b>	14.8	15.4	15.4	<b>15.3</b>	<b>19.7</b>	24.2	32.1	35.9	16.8	18.2	<b>10.1</b>



# The dynamics of the graduate students by the years



# Analysis

- 1. If we compare columns 1- 5 (data for the period before Bologna Process) students and columns 6 - 12.( data for the period of the Bologna Process), we see increasing **of** the percent of the graduate students.
- 2. The data in the column 8 may be explain by the Russo-Georgian War, when all refuge students received diplomas;
- 3. The general trend is decreasing trend by this two periods (before Bologna process and in the frame of Bologna process);
- 4. Decreasing the number of graduate students may be explain by the students motivation according to higher demands of competitive labor market or by high percent of unemployment or by looking for law level specialties without diploma or by decreasing **of** income of students' parents and impossible situation of tuition fee payment.

## Conclusion

- **We look at the current higher education problems of Georgia, of relativity of the understanding of the modern learning environment and current situation in higher education and discuss how the problems can be analyzed and decisions can be made in the context of higher education reforms.**

It focuses on the discrepancies between objectives and achievement and management requirements for a smooth implementation of **the teaching and learning process.**

# Conclusion

- Basic problems such as trend of educational policy practice and research has not adequately been addressed in Georgia. The explanation of this problem goes back to 1990s. After the collapse of the Soviet Union, Georgia, along with other post-soviet countries, created barriers for educational policy practice and analysis.

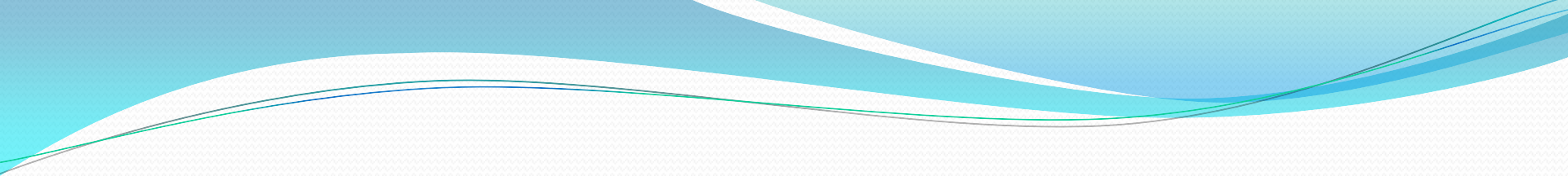
# Conclusion

- Curricula modernization according to the new requirements of competitive market
- The lack of the Teaching-learning-Research
- An absence of the platform for conducting effective social scientific research with research questions:
  - a/ What we teach, how we learn, how we research and how we can integrate them and how it will be done?
  - b/ Is satisfied the curricula for employability and competitive labor market?
  - c / What are students' learning interest and how it can be increased?
- The current higher education crisis as a structural crisis associated with a new phase of transition with characteristics:
- Economic stagnation,

# Conclusion

We have to allow students to be involved for determining and shaping learning outcomes, collaborative approaches have to give students to increase ownership of the outcomes. This would allow student fully insight into the pedagogical principles that drive curriculum changes and perceived benefits:

- Firstly, how we can engage students;
- Secondly, we describe initiatives aiming at meaningful student engagement in curriculum review, including incorporation of undergraduate learning-research.



What should do HE institutions to stay competitive and to ensure that a good academic experience will be a way for creation new teaching, research and manage studying environment. As knowledge develops under research and practice, **HEI must promote research and research design.**



**What Do You Think About It?**