GLOBAL TRENDS IN EDUCATION THROUGH THE EYES OF TEACHERS AND STUDENTS

Taisia Bukina[1]*, Liliya Malakhova[2], Elena Novgogrodova[3], Elena Nelyubina[4]

[1]Assoc. Prof., Kazan Federal University, Russia, staikautochkina@gmail.com
[2]Assoc. Prof., Kazan State Institute of Culture, Russia, alena_novgorodov@mail.ru
[3]Assoc. Prof., Kazan State Institute of Culture, Russia, liliyamalah@mail.ru
[4]Assoc. Prof., Kazan Branch of The Russian State University of Justice, Russia, fekla37@mail.ru
*Corresponding author

Abstract

The modern system of education should be quickly adapting to an environment of high uncertainty and fast changes. That's why nowadays there are a lot of new approaches to teaching, learning and assessment for a new world. A group of academics at the Institute of Educational Technology in The Open University, UK, in collaboration with researchers from the Open University of Catalonia, Spain presented their tenth annual report to propose another set of innovations that are already in currency but have not yet had a profound influence on education. They performed 10 trends in education. They are Hybrid models, Dual learning scenarios, Pedagogies of microcredentials, Pedagogy of autonomy, Watch parties, Influencer-led education, Pedagogies of the home, Pedagogy of discomfort, Wellbeing education and Walk-and-talk. All these trends seem to be of great importance because they are not just about the wider use of digital tools, but also stronger attention to mental well-being and social interactions. We approached teachers and students of three significant educational institutions in Tatarstan, asking them to study these global trends and name the most prospective ones and, those that are less relevant for the country. As a result, we received comments on the global trends from 300 participants.

The aim of our study is to reveal teachers and students point of view on global trends of education and determine the most and less prospective ones for the Republic of Tatarstan.

The research methods – analysis of global trends in education, a survey to collect feedback from teachers and students; statistical methods for processing the obtained data. The study took place in September 2022 in groups of students and teachers of Kazan Federal University, Kazan Branch of the Russian State University of Justice and Kazan State Institute of Culture.

The results – the participants of the survey determined Hybrid models, Dual learning scenarios as the most prospective trends in education. Pedagogy of autonomy and Walk-and-talk seem to be the least prospective ones.

Keywords: innovation, global trend, hybrid learning, approach, survey

1. INTRODUCTION

The modern system of education should be quickly adapting to an environment of high uncertainty and fast changes. That's why nowadays there are a lot of new approaches to teaching, learning, and assessment for a new world. A group of academics at the Institute of Educational Technology in The Open University, UK, in collaboration with researchers from the Open University of Catalonia, Spain presented their tenth annual report to propose another set of innovations that are already in currency but have not yet had a profound

influence on education. They performed 10 trends in education. They are Hybrid models, Dual learning scenarios, Pedagogies of microcredentials, Pedagogy of autonomy, Watch parties, Influencer-led education, Pedagogies of the home, Pedagogy of discomfort, Wellbeing education and Walk-and-talk (Kukulska-Hulme, A., Bossu, C., Charitonos, K., Coughlan, T., Ferguson, R., FitzGerald, E., Gaved, M., Guitert, M., Herodotou, C., Maina, M., Prieto-Blázquez, J., Rienties, B., Sangrà, A., Sargent, J., Scanlon, E., Whitelock, D. (2022).

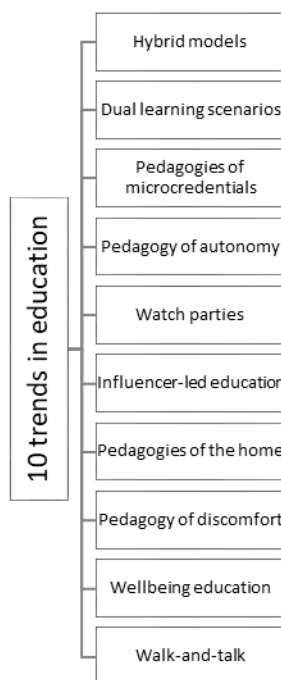## 2. 10 TRENDS IN EDUCATION REVIEW

Fig. 1. Top 10 trends in education

The hybrid approach focuses on creating a cohesive learning experience which combines face-to-face sessions with online learning materials and activities. Students are given the option to alternate between attending classroom sessions or participating synchronously and/or asynchronously online. While the 'open hybrid' learning model focuses on the individual forging their own lifelong learning path towards a personal journey in career development, the 'flexible hybrid' models multiply students' possibilities to participate and engage in more bounded and institutional educational offerings (Norberg, A., Dziuban, C.D. & Moskal, P.D. (2011).

Dual learning sees the value of close synchronisation between classroom training and professional practices in industry: to bring professional reality to the classroom, and theoretical understanding underpinning practice to the workplace. There are challenges in observing and assessing students' progress while they are working at a distance, but advances in networked technologies, particularly when embedded in working practices, offer new solutions (Fergusson, L., Van der Laan, L., Imran, S., & Ormsby, G. (2021).

Pedagogies of microcredentials are a new type of qualification with their own characteristics. In their most basic form microcredentials are small amounts of learning for which individuals can receive formal acknowledgment – a badge, a certificate, academic and/or professional credit. Their main focus is on employment: training people for work, enabling the transition from 'learner to earner', and developing professional skills. Microcredential learners may be studying while employed and may also have caring responsibilities that take priority over study. Most microcredential opportunities are offered online (Nic Giolla Mhichíl, M., Brown, M., Beirne, E., & Mac Lochlainne, C. (2021).

Pedagogy of autonomy involves the development of educational systems and resources that encourage the growth of learner autonomy. Individuals need to understand that they are not simply passive recipients of teaching: they are actively engaged in the learning process. They can develop the skills to establish their own paths to learning, and they need teachers who facilitate and implement the pedagogy of autonomy, support them to develop the efficient study habits and techniques that will enable them to direct and regulate their own learning. There are a number of self-regulated learning strategies that students can adopt and

practice. Additionally, digital tools can help learners to be more autonomous and take more control of their own learning Murray, G. (2014).

Watch parties are a way for learners to engage collectively online with a specific video or broadcast. Learners may come from all over the world but they are not necessarily co-located. They can engage from any places they want. There may be learning activities to engage with before, during and/or after watching a video, such as a group discussion, messagebased chats or links to learning tasks. Researchers have found that there can be more social engagement in watch parties than in face-to-face teaching. Watch parties are used in many online learning settings, including formal schooling, university tuition, training and professional development. One challenge for watch parties is internet connectivity, specifically the speed of the connection, but strategies such as downloading or preloading a video can sometimes be used to overcome this limitation Connolly, E. (2018).

Influencer-led education 'Social media influencers' are online personalities who have built up a very large fan base of followers on social media platforms. The influencers present information and share their views on different topics. They appeal to large groups of followers. Until recently influencers were largely associated with the marketing sector, but some are establishing themselves in education as 'Edu-influencers'. They provide freely available video and other content to their followers and mostly work outside educational institutions. They are increasingly shaping learners' decisions about what to learn, from whom and where. One concern is that influencers may accidently or even purposefully exploit, mislead or misinform their followers. Nonetheless, educators are considering whether it would be possible to use the popularity of influencers or draw on their practices to improve formal and quality-assured modes of online education and to reduce barriers to access and participation (Shelton, C., Schroeder, S., & Curcio, R. (2020).

Pedagogies of the home differs from 'home schooling', as it seeks to investigate the types of informal teaching and learning practices that occur in a home environment, as well as culturally specific ways of learning, such as through the local community. Educators' understandings of household knowledge can be an effective tool for selecting culturally relevant books for students. Similarly, culturally relevant books can be used with children to foster strategies for critical reading, discussing social and political aspects such as race or injustice. An understanding of home pedagogies may also allow educational policies and practices to be developed that value and build upon household knowledge (Guzman-Martinez, C. (2012).

Pedagogy of discomfort is a process of self-examination that requires students to critically engage with their ideological traditions and ways of thinking about issues such as racism, oppression and social injustice. This process of reflection by the students can bring about a range of emotions, including emotions that cause discomfort (hence the name). The emotions this process elicits can challenge traditional ways of understanding a topic and assumptions made about it, and the process can be a catalyst for change. Emotions are a powerful tool to question and disrupt existing preconceived ideas, while the collective debate and reflection on these emotions amongst students and teachers can create new understandings, shaping new behaviors (Boler, M. (1999).

Wellbeing education supports and promotes good mental health for learners. It can positively impact on not only academic performance but also self-efficacy and self-esteem. This is important, since mental health issues are currently an alarming concern amongst students worldwide, and there are many reports of anxiety, depression, self-harm and eating disorders. It is recommended that wellbeing education should be a whole school/university approach where all aspects of an educational institution are conducive to wellbeing and promote good mental health. It helps students to develop mental health 'literacy'. A key dimension of wellbeing education is the active engagement of students and staff in the production of a whole school/university approach. Peer-to-peer training has also been found to be effective (Clarke, T. (2020).

Walk-and-talk approach involves both conversations and the act of walking. Combining walking and talking is a powerful way to enable some types of interaction, reflection and consolidation, to alter states of mind and to encourage new ideas. Walk-and-talk has been used in several contexts in education, namely to support psychological and physical wellbeing; in research as a teaching method; and in informal learning. The approach dovetails with the contemporary rise of mobile learning, especially when the educational activities involve longer walks combined with side-by-side conversations when walking with someone else, phone conversations or messaging through texts (Cooley, S. J., Robertson, N., Jones, C. R., & Scordellis, J-A. (2021).

All these trends seem to be of great importance because they are not just about the wider use of digital tools, but also stronger attention to mental well-being and social interactions. We approached teachers and students of three significant educational institutions in Tatarstan, asking them to study these global trends

and name the most prospective ones and, those that are less relevant for the country.

3. METHODOLOGY AND RESULTS

Subsection 3.1 Methodology

The research was conducted at the Kazan Federal University (KFU, Kazan), Kazan Branch of the Russian State University of Justice and Kazan State Institute of Culture in September 2022. The study concerned analysis of global trends in education and teachers' and students' point on the topic. To study the value and relevance of trends in education in teachers' and students' minds, a sociological survey was conducted using a written interview method. In total, 180 final year students and 120 teachers of three significant educational institutions in Tatarstan took part in the survey.

Teachers and students were asked to study the latest trends in education and to choose the most convenient, prospective and useful educational model that can be used at universities of the Republic of Tatarstan, and the least relevant form of teaching and learning in their opinion. They were also asked to give feedback and explain their choice.

Subsection 3.2 Results

The results – the participants of the survey determined Hybrid models, Dual learning scenarios as the most prospective trends in education. Pedagogy of autonomy and Walk-and-talk seem to be the least prospective ones.

Table 1. The results of the survey (the most prospective trends for the Republic of Tatarstan)

The best trends	Teachers %	Students %
Hybrid models	60,59	54,32
Dual learning scenarios	34,86	40,32

Table 2. The results of the survey (the least prospective trends for the Republic of Tatarstan)

The worst trends	Teachers %	Students %
Pedagogy of autonomy	64,74	61,6
Walk-and-talk	38,18	47,6

The survey shows that 60,59% (73 p.) of the teachers determined Hybrid models as the best trend in education as well as 54,32% (97 p.) of the students did. Thus, both groups agree that Hybrid learning is the most convenient, prospective and useful educational model, may be because all of them are accustomed to this model of teaching and studying. Hybrid learning is an educational model where some students attend class in-person, while others join the class virtually from home. Teachers teach distant and in-person students simultaneously, using tools like video conferencing hardware and software. Feedback from the teachers gives reasons for their choice: "I like the flexibility of the schedule and mode of study, as well as facilitated interaction of students who come to the classroom with those, who study remotely and with the teacher", "Now, when I know how to use online tools in an effective way and how to get students interested, I think Hybrid model is a convenient form of education". In many ways, hybrid classes offer the best of both worlds fin-person and on-line studying. Students meet with their instructors and classmates for in-person discussions and lectures, but they can also complete coursework online. This model has a lot of benefits. First of all they offer more schedule flexibility than in-person classes. Rather than attending multiple on-campus class sessions each week, students complete more than half of their work online, allowing them to arrange coursework around their other responsibilities. Secondly a hybrid class adapts better to student learning styles than an exclusively online or in-person class can. For example, auditory learners may benefit from the ability to rewind recorded lectures, while visual learners can study slides at their own pace. Meanwhile, students who benefit from in-person meetings can still connect with their instructors and fellow students. Thirdly students learn how to use distance learning technologies, interact with instructors, and stay on top of their coursework while still having the familiarity of in-person sessions.

The second position is occupied by Dual learning scenarios as the most prospective trends in education. 34,86% (42 p.) of teachers and 40,32% (72 p.) of students chose that trend because this approach allows the student to get exposure to the work process earlier, consolidate theoretical knowledge and hands-on experience, and adjust the learning trajectory to meet the real-life demand. Dual learning suggests that students are combining learning and working. This means that students are practicing a real profession a few days in the week. The resting days, they just go to school. Dual learning is mostly applied in higher education and more technical courses where it's even more important to get your hands dirty and learn from real professionals. Feedback from students: "I would like to work while studying because it can help me to rise my selling points", "It can help me to become a skilled specialist after graduation from the University" But some students would like the workplace practice to be paid. As for teachers, they say it helps them to tie the classroom tasks to the current professional context. They also pay attention to the importance of paying equal attention to both elements: studies and practice, otherwise the entire setting may turn to be inefficient. There are some great benefits:

- Students develop skills that come in handy later: appropriate communication on the work floor, asking for feedback, working with deadlines …

- Students learn at school and at work, and thus gain work experience.

- After their studies, they will find a job much easier because of their experiences.

- With dual learning and the modernization of secondary education, schools want to ensure that every young person obtains a good qualification. Dual learning could be the solution to decrease dropout rates as well.

- The dual education system builts a bridge between education and business. Companies will also reap the benefits and get to know the talents of (potential) future employees.

- Students learn to work with modern machines and technology, in which the school cannot invest.

As for the least effective trends teachers and students named Pedagogy of autonomy and Walk-and-talk (Pedagogy of autonomy - teachers (64,74%), students (61,6%; Walk-and-talk - teachers (38,18%), students (47,6%)). Both groups consider the autonomous learning skills useful, while admitting it is easier to study under external control. Walk-and-talk seems to be the least prospective ones. On one hand teachers and students agree that talking can stimulate curiosity about one's surroundings, improve one's mood, clear the mind and spark new ideas, on the other hand teachers suppose that during the walk it is difficult to make sure that all the students can hear you, and, it is difficult to explain what the lesson is about.

4. CONCLUSION

Education is a key driver of evolution and a guarantee of a sustainable competitive advantage for people, corporations and states. A group of academics at the Institute of Educational Technology in The Open University, UK, in collaboration with researchers from the Open University of Catalonia, Spain presented their tenth annual report to propose another set of innovations that are already in currency but have not yet had a profound influence on education. They performed 10 trends in education. They are Hybrid models, Dual learning scenarios, Pedagogies of microcredentials, Pedagogy of autonomy, Watch parties, Influencer-led education, Pedagogies of the home, Pedagogy of discomfort, Wellbeing education and Walk-and-talk as a tool to support progress in the workplace. The study also highlights the relevance of networking and collaboration in learning. New trends have come into the sector of education, new channels for obtaining knowledge and skills emerged, new ways to create a study group (e.g. Around watching a video or a popular blog) appeared.

All these trends depend on one's ability to learn and design one's own educational path consisting of small steps.

5. AKNOWLEDGEMENTS

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RESOURCES

https://ioe.hse.ru/en/edu_global_trends/#trend10

https://resources.owllabs.com/blog/hybrid-learning

https://thebestschools.org/magazine/hybrid-classes-pros-cons/

https://www.bookwidgets.com/blog/2018/02/what-is-dual-learning-a-taste-of-the-real-world