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Institution Name  
EPITECH - European Institute of Technology



Country  
France



Research Area  
Sociology and Education



Thematic Focus  
Relationships between brands and consumers



Stakeholders involved  
Schools, teachers, trainers, students, public authorities, education and training organisations



Research Phase  
Finalised

## RESEARCH ASSET

The private university of computer science EPITECH claims a radical break with the traditional teaching model, based on a hegemonic constructivist approach. In this study we confront this claim with an analysis of the school's practices and their reception by the student and the pedagogical community. By studying the functioning of EPITECH, we wish to answer a double question. Firstly, which are the experiences of EPITECH students in an active and blended learning environment? Secondly, are these experiences formed independently of their socio-economic characteristics? In line with research questions and the selected overall approach, the project will adopt a multi-case study design. The research project will provide an in-depth triangulated investigation, by combining the use of qualitative approaches and tools (observation and interviews) and quantitative approaches (surveys and databases) to outline the main features of

## Active Learning Practices and Blended Learning in Higher Education: the example of EPITECH

the institution and compare them with the reactions of its public. The findings of the study seem to indicate that active learning can facilitate students' progress and planning path as well as an implementation of a blended learning model independently of their socioeconomic characteristics when the learning community has an adequate techno-pedagogical environment and material. We hope that this research will contribute to a better understanding of the possibilities offered by constructivist approaches in higher education and provide data that will facilitate policy making on educational topics.

## POTENTIAL VALORISATION AREAS

- **Training:** implementing active learning and blend-learning methods
- **Collaboration with government:** in particular with Ministry of Education in projects, policy making and implementation, organisation of trainings, workshops or any other activities where implementation of active and blended learning methods is focus
- **Cooperation with international and EU organisations:** such as UNESCO, OECD, ETF and similar. Collaboration is focused on adopting better education governance policies and practices.
- **Joint research projects:** with potential to influence policies on education, and providing funds for researching projects.



*Valorisation of my research offers a number of methods/approaches for the successful digitalization of education. Primarily my goal is to influence education sector and persuade professors at HEIs to use active learning and blended learning methods through mainstream education or institutions that have political influence, such as UNESCO, OECD and similar.*

## DESCRIPTION OF VALORISATION POTENTIAL

- **Organizing trainings, workshops and other educational activities** on digital literacy for teachers/educators and students
- **Reaching public as collaborators**
- **Creating platform for educational system** to evaluate and improve education system
- **Creating educational tools** that can be used by ministries, HEIs, teacher, students and other active stakeholders in the education sector

## VALORISATION TARGETS/POTENTIAL FUTURE COLLABORATORS

### Government stakeholders:

- International organizations such as UNESCO, OECD
- EU organizations such as ETF, EACEA, European Schoolnet
- Government stakeholders from the French Ministry of Education

### Non-governmental stakeholders:

- HEI stakeholders: researchers, educators, trainers, students