

Teacher Training for the Implementation of Active Methodologies in Flexible Learning Spaces: a Delphi Study

Gabriela Reses, Vânia Carlos, Sandra Soares

University of Aveiro / CIDTFF – Research Centre on Didactics and Technology in the
Education of Trainers

Abstract

This research aims to propose a training model for higher education teachers that promotes the critical and reflective use of active methodologies in Flexible Learning Spaces. To this end, we sought to identify and systematise the training principles that should guide this model, based on a study structured using the Delphi method. Twelve specialists in teacher training, innovative learning environments and active methodologies from different universities in Portugal participated in this study. The Delphi study was carried out through three successive rounds of online surveys. The data collected were analysed qualitatively (content analysis) and quantitatively (descriptive statistics) using MAXQDA software. The results provide evidence that such training should prioritise training focused on active and peer learning, pedagogical differentiation for inclusion and accessibility, evidence-based pedagogical innovation, training based on Digital Enhancement for Teaching and Learning, and the design and implementation of learning scenarios in Flexible Learning Spaces. In addition, the data suggest the development of a long-term training model based on mentoring processes, the creation of communities of practice and activities aimed at reflecting on pedagogical practice, combined with workshops on active learning, the adoption and development of interactive teaching resources and pedagogical management in active learning environments.

Keywords: innovative learning environments; active learning; training model; teacher education; higher education