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Advancing Higher Education in Maldives Through E-learning Development



Report on T.3.3. Training of Staff

Executive Summary

The Training of Staff deliverable (D 3.3.) describes the process and lists outcomes related to preparation, delivery and evaluation of the MNU staff training, which is a part of Work Package 3 (Institutional Framework for e-learning at MNU).

The purpose of staff training was to prepare MNU Staff for piloting of programme developed through AMED project and upgrading competencies of MNU management, trainers and support staff for later regular delivery of the programme.

The staff training plan was based on findings of WP1 Needs Analysis (D 1.3.), and elaborated into more specific training modules during Consortium Meeting in Barcelona in 2019 and online sessions in 2020. Job shadowing was conducted at UOC in Barcelona in 2019. It was also planned in Croatia in 2020, but due to the situation with COVID-19, it was transformed into online consultations by FOI and CARNET.

During the development process of staff training, it was decided that entire staff training will be organized online. This situation imposed some limitations, but at the same time, it very directly advocated the importance of the development of a sustainable e-learning environment and the importance of good strategic planning.

The goal of 40 unique education participants set by the project was accomplished and overachieved with a total of 124 participants of staff training.



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Introduction

Task 3.3. Training of Staff is a part of Work package 3: Institutional Framework, coordinated by Croatian Academic and Research Network (CARNET), with the participation of all project partners and Maldives National University (MNU) stakeholders.

The main goal of this task was to train the MNU staff in specific skills and prepare MNU and CETE (Centre for Educational Technology and Excellence) for the successful piloting of the Study program developed in WP2. Training providers were three consortium partners – Faculty of Organization and Informatics (FOI), University of Catalunya (UOC) and CARNET, while the main beneficiary of the training was MNU.

This document describes the process of task development, delivery and evaluation of the trainings.

The process of training preparation & delivery

Planning the task

The process of planning T.3.3. began with the workshop in Barcelona in November 2019, the last face-to-face consortium meeting so far. In the 1-hour T.3.3. workshop the project partners formulated the structure of the future workshops, following previous needs analysis and plans for the new Study program. The planning process continued online during specific and general consortium meeting. Detailed planning was conducted as follows.

2019, November 21 (f2f meeting in Barcelona)

- General Project meeting, 1 of workshops dedicated to Staff Training

2020, March 4 - 5 (individual online meetings with FOI and UOC, partners providing Staff Training)

2020, September (e-mail correspondence)

- confirming need for Plan B (online Staff Training instead of live Training at MNU)

2020, October (e-mail correspondence)

- 2nd round of drafting content for Staff Training Plan B (different modules for different participants)

2020, November 3 (online)

- General Project meeting, 1 of topics was Staff Training

2020, December 2 (online)

- Beginning of Staff Training (Workshop 2A - 1/6)

2021, January 20 (online)

- Dedicated meeting for Staff Training (progress and scheduling)

2021, March 2 (online)

- End of Staff Training (Workshop 1C - 3/3)

2021, March 3 (online)

- Dedicated meeting for Staff Training after last workshop (progress and reporting).

Since all other activities were switched online, it was decided in the planning phase that all training would be also delivered online, using Google Meet as a platform for online training delivery. The main



argument for this decision, apart from ease of use from the users perspective, was the fact that this platform was already in use at MNU and most teachers and decision makers were familiar with the platform, therefore avoiding the time for learning to use a new platform.

CARNET developed a number of training templates and procedures, which were adapted based on the partners feedback received during the planning-related meetings. The procedures for planning, developing and delivery of the training were described in the document called Guidelines for Training Organizers (see Annex 1).

The participants were chosen based on the training description and requirements, and this process was coordinated by MNU.

Certificate of Attendance was created by FOI based on the project template (see Annex 1).

Final Schedule was proposed and coordinated among training providers partners and MNU as training beneficiary (presented in Table 4).

As a part of the training evaluation, the feedback form was created to collect feedback from participants at the end of each training (see Annex 1).

As a part of the reporting plan, registration form was created by CARNET using Microsoft Forms, which was the basis for collecting evidence of training participation (see Annex 1).

The training report template was also created for training providers to fill in after the training was delivered (Filled Reports added as Annex 2).

All the documents related to this task (T3.3. Training of Staff) were uploaded in the project official Google Drive folder, so all project partners have easy and quick access to them.

In order to simplify the procedure for the training provider partners, an e-mail invitation to participants was created in the planning phase of the task (See Annex 1).

The partner consortium concluded the following workshops to be developed and delivered as a part of T.3.3. (Table 1).

WORKSHOP No	WORKSHOP NAME	PROVIDER
WS1 A	Moodle for administrators	FOI
WS1 B	Online knowledge assessment	FOI
WS1 C	Designing e-course for hybrid or online teaching	FOI
WS2 A	Video conferences	CARNET
WS2 B	Video conference in teaching and learning	CARNET
WS3	Online course facilitation	UOC
WS4	Strategic planning and decision making on e-learning implementation	FOI

Table 1: The workshop titles and providers

The following table (Table 2) summarizes plans for each training.

WORKSHOP TITLE / PROVIDER	TARGET GROUPS	SHORT DESCRIPTION	REQUIREMENTS
MOODLE FOR ADMINISTRATORS (WS1 A, FOI)	System administrators; ICT experts required to configure and maintain Moodle LMS installation; ICT support staff	Moodle Admin Basics MOOC - expected from participants to enroll and finish the course before hands-on workshop; Hands-on online workshop – covers more complex topics and focuses on server-side Moodle administration	Participants need to be experienced in basic server administration (web server configuration, database configuration, PHP requirements). Participants need to know the basics of LMS Moodle. Every participant needs to have a personal computer with a stable internet connection. Central or local demo Moodle installation with admin privileges for conducting various workshop related activities.
ONLINE KNOWLEDGE ASSESSMENT (WS1 B, FOI)	Teachers with experience of working with a learning management system Moodle	Hands-on online workshop during which the participants will implement different types of Moodle knowledge assessment methods	Participants need to know the basics of LMS Moodle and need to be skilled with that LMS (at least a few months of teaching engagement with LMS Moodle). Every participant needs to have a personal computer with a stable internet connection. Existing course in Moodle LMS with teaching materials. In case of online workshop, MNU tutors need to be prepared before – in that case, a preliminary workshop will be held for MNU tutors who will help with the hands-on workshop.
DESIGNING E-COURSE FOR HYBRID OR ONLINE TEACHING (WS1 C, FOI):	Teachers with experience with learning management system Moodle	Webinar with introduction to instructional design and case examples of courses with implemented programmed learning activities. 100 participants. Hands-on online workshop during which the participants will implement conditional activities in the course, dynamic and tracking	Participants need to know the basics of LMS Moodle and need to be skilled with that LMS (at least a few months of teaching engagement with LMS Moodle). Every participant needs to have a personal computer with a stable internet connection. Existing course in Moodle LMS with teaching materials. In case of online workshop, MNU tutors need to be prepared before – in that case, a preliminary workshop will be held for MNU tutors who will help with the hands-on workshop.

		elements (resources) tracking and digital badges as an exercise.	
VIDEO CONFERENCE S (WS2 A, CARNET)	Technical staff and administrators	6 Consultancy meetings with introduction to make short video tutorials for teachers	Preconditions (knowledge of attendants): basic computer skills. Preconditions (environment – IT and other): bandwidth, audio and video devices, preferred personal computer / or mobile (Android or MAC OS device), video conferencing platform.
VIDEO CONFERENCE IN TEACHING AND LEARNING (WS2 B, CARNET)	Teachers and teacher trainers	Hands-on online workshop for teachers and trainers on how video conferences and video can be implemented in online teaching and learning	Preconditions (knowledge of attendants): basic computer skills. Preconditions (environment – IT and other): bandwidth, audio and video devices, preferred personal computer / or mobile (Android or MAC OS device), video conferencing platform.
ONLINE COURSE FACILITATION (WS3, UOC)	Teachers, future trainers	Online workshop (Flipped classroom activity Group 1) Webinar quiz, presentation, team activity, group activity + Q&A for group 1	Learners (future facilitators) should review two learning paths on Moodle before the workshop learners and fill in a review table with possible questions and issues
STRATEGIC PLANNING AND DECISION MAKING ON E-LEARNING IMPLEMENTATION (WS4, FOI)	Management of higher education institutions (HEIs) (rectors, vice-rectors, deans, vice-deans, directors, project coordinators, etc.); teachers	Hands-on online workshop during which the participants will be introductive to methods and case examples of decision-making methods implementation	Every participant needs to have a personal computer with a stable internet connection. Every participant needs to have an installation of Super Decisions software – academic free version (http://www.superdecisions.com/downloads/)

Table 2: Summary of trainings plans per workshop

Developing the staff training structure and materials

The process of development of the Staff Training Structure started in Barcelona (2019, November 21), as a joint workshop organized during project partners meeting, with the purpose to define a framework

of topics for Staff Training. The first draft of training content was developed by early March 2020. However, during March all project activities were put on hold due to COVID-19 pandemic. Six months later, in September 2020, it became obvious that plan B needs to be developed for Staff Training. It required an online format for the training instead of initially planned live sessions. During the following two months, adjustments to the initial plan were made.

Each partner delivering Staff Training (CARNET, FOI, UOC) started preparing concrete materials for their respective training. Materials developed for the trainings included presentations, hands-on materials and scenarios for workshop activities. All training materials were available at the project folder during and after trainings, so that participants can use them afterwards as well.

WORKSHOP TITLE/PROVIDER	WORKSHOP OVERVIEW
<p>MOODLE FOR ADMINISTRATORS (WS1 A, FOI)</p>	<p>SHORT DESCRIPTION OF WORKSHOP: The workshop provides an overview of best practices in long term maintaining of Moodle LMS. Workshop participants will cover all relevant topics, from Moodle installation and configuration, long term meantime and upgrades, optimization, security to various tasks related to supporting typical HEI teaching and learning needs.</p> <p>COMPETENCES:</p> <ul style="list-style-type: none"> ● To provide technical support using Moodle LMS in accordance with best practices and institutional requirements <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> ● Install and configure LMS Moodle ● Identify institutional requirements specific to Moodle configuration and support ● Apply, change, and configure Moodle design (look and feel) ● Optimize Moodle LMS for high performance ● Maintain and manage Moodle users ● Extend Moodle functionality with plugins ● Organize and manage courses and categories ● Maintain and upgrade Moodle installation in production environment ● Manage Moodle related to new academic year requirements <p>STRUCTURE:</p> <ol style="list-style-type: none"> 1. Moodle Installation <ul style="list-style-type: none"> ● Installation on local computer (example on latest Moodle version 3.9.) ● FrontPage configuration ● Appearance and theme configuration 2. User Management <ul style="list-style-type: none"> ● Browse list of users ● Add new admin

	<ul style="list-style-type: none"> ● Configure various authentication methods ● Manual users upload ● Bulk users actions <ol style="list-style-type: none"> 3. Plugins managements <ul style="list-style-type: none"> ● Moodle plugin database <ol style="list-style-type: none"> i. How to find end evaluate new plugin ● Manual installation ● Web installation 4. Course management <ul style="list-style-type: none"> ● Category management <ol style="list-style-type: none"> i. Create / edit category ii. Category roles ● Course management <ol style="list-style-type: none"> i. Create / edit courses ii. Add teachers and students iii. Enrolment methods iv. Course backup and restore 5. Moodle in production environment <ul style="list-style-type: none"> ● Mail sending capability required (server side config) ● User interface language management ● Time zone ● Security policy ● Cron job (https://docs.moodle.org/39/en/Cron) 6. New academic year management <ul style="list-style-type: none"> ● Getting ready for the new academic year ● How to keep data from old academic year 7. Moodle advanced configuration, upgrade, and maintenance <ul style="list-style-type: none"> ● Security and optimization ● Maintenance tasks ● System and plugins upgrade <ol style="list-style-type: none"> i. Safeguarding against upgrade errors ii. Upgrading using standard install package iii. Upgrading using Git iv. Post-upgrade tasks
<p>ONLINE KNOWLEDGE ASSESSMENT (WS1 B, FOI)</p>	<p>SHORT DESCRIPTION OF WORKSHOP: The workshop provides an overview of different types and approaches to online knowledge assessment having in mind the features of online context as opposed to the face-to-face one.</p> <p>COMPETENCES:</p> <ul style="list-style-type: none"> ● Choose and apply appropriate type of online knowledge assessment <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> ● Identify differences in performing a face-to-face and an online



	<p>knowledge assessment</p> <ul style="list-style-type: none"> ● Create groups in the context of the organization of teaching methods and knowledge testing; automatic group generation, automatic grouping, self-grouping ● Use the option to upload a file with advanced grading forms ● Create and use a database to submit and share structured tasks ● Use wiki pages to create project and other student assignments ● Use the workshop to create project and other student assignments (peer assessment) ● Use the forum in the context of knowledge assessment, forum assessment (peer assessment), assessment of the entire forum by a foreign teacher ● Create different types of questions in the test and create a database of questions (multiple selection, exclusive multiple selection, pairing, word entry, numerical question, Cloze question, essay question), as well as deal with export and import database issues ● Create a test (directly defining a question, using a question database, random selection from a question database) and manage other test settings ● Understand technical instructions and ethical notes related to conducting online knowledge testing ● Manage grading categories and items <p>STRUCTURE:</p> <ol style="list-style-type: none"> 1. Introductory webinar (1 hr) – online <ol style="list-style-type: none"> 1.1. Face-to-face vs. online assessments 1.2. Types of online knowledge assessments with examples 1.3. Creating a Moodle test with different types of questions 1.4. Guidelines and instructions for conducting an online assessment 2. Hands-on workshop (5 hrs) – online or F2F <ol style="list-style-type: none"> 2.1. Enrolling and grouping students inside a Moodle course 2.2. Creating activity for file upload and rubrics for grading such an activity 2.3. Creating database activity in Moodle 2.4. Creating wiki pages – group form of editing
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	<ul style="list-style-type: none"> 2.5. Creating workshop activity – peer review 2.6. Creating forum as an assessment activity 2.7. Creating tests in Moodle with different types of questions 2.8. Possibilities of gradebook (categories)
<p>DESIGNING E-COURSE FOR HYBRID OR ONLINE TEACHING (WS1 C, FOI)</p>	<p>SHORT DESCRIPTION: The workshop provides an overview of some methods and techniques that can be used by teachers to improve their teaching activities and monitoring of students, as well as to personalize some resources for students using available LMS resources and features.</p> <p>COMPETENCES:</p> <ul style="list-style-type: none"> ● Use LMS to implement programmed learning and tracking of students' performance <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> ● Identify positive and negative aspects of hybrid and online teaching models ● Describe instructional design process ● Differentiate LMS from online repository ● Implement programmed teaching and learning activities in LMS ● Implement digital badges ● Implement student monitoring features in LMS <p>STRUCTURE:</p> <ol style="list-style-type: none"> 1. Introductory webinar (1 hr) – online <ol style="list-style-type: none"> a. Hybrid and online teaching model - advantages, disadvantages, limitations in the design of course activities b. Development of e-learning course according to the principles of instructional design (theoretical introduction) with examples of courses c. Improving your course 2. Hands-on workshop (4-5 hrs) – online or F2F <ol style="list-style-type: none"> a. Setting-up your Moodle course for tracking students' activities <ol style="list-style-type: none"> i. Enable completion tracking ii. Configure completion tracking for resources and activities iii. Course completion configuration b. Development of interactive teaching materials - lessons with short tests, textual and multimedia content



	<ul style="list-style-type: none"> i. Lesson creation ii. Lesson configuration iii. Creating the multimedia content iv. Dependencies within and between lessons <p>c. Conditional activities on the course, monitoring the dynamics of student work</p> <ul style="list-style-type: none"> i. Defining dependencies between resources and activities ii. Using the Completion tracking module in Moodle iii. Completion progress Moodle block configuration and usage <p>d. Creation of short tests</p> <ul style="list-style-type: none"> i. Creation of single choice / multiple choice questions in a simple test ii. Using test results to define access to other resources <p>e. Using digital badges to increase students' motivation</p> <ul style="list-style-type: none"> i. Digital badge creation and configuration ii. Displaying a badge / earning a badge
<p>VIDEO CONFERENCES (WS2 A, CARNET)</p>	<p>SHORT DESCRIPTION: Workshop consists of consultancy meetings with MNU technical staff - Video conferences from technical perspective, with topics:</p> <ol style="list-style-type: none"> 1. Managing and setting up videoconferences 2. Video and web conferences in online teaching 3. Recording video lectures 4. Live Streaming <p>COMPETENCES: Technical and organizational skills to provide service.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Manage and organize video conferences • Record video conferences and lectures (Maximum 10 hrs) <p>STRUCTURE:</p> <ol style="list-style-type: none"> 1. Workshop (consultancy on following topics): <ol style="list-style-type: none"> a. Managing audio and video equipment and devices, administering platform(s) b. Tasks regarding platform and maintenance, requirements, profiles, customization, managing users and roles (access & entry, scheduling or ad-hoc video conferences, reports, recordings)



	<ul style="list-style-type: none"> c. Providing trainings, support, help and assistance to teachers online, suggest tools, make instructions visible, establish web (e.g. in CARNET: e-laboratory) d. Setting up equipment and getting the best results in audio and video (advanced level) e. Recording and streaming if necessary (using OBS or other tools: setup AV sources, arrange scenes, transitions, recording(s)) f. Establishing video conference as a service (web page for the service, tools and instructions) <p>2. Additionally:</p> <ul style="list-style-type: none"> i. We can consult or address some other problem if required according to MNU needs ii. Agree and test available platforms and agree about the most suitable for your needs iii. We should agree on time and dates for consultancy and meetings (we propose to start when you are ready) iv. We should be tracking the needs and propose new subjects and themes with technical staff/admins till January
<p>VIDEO CONFERENCE IN TEACHING AND LEARNING (WS2 B, CARNET)</p>	<p>SHORT DESCRIPTION: Workshop consists of a half-day online workshop for teachers and trainers - Video conferences and video in online teaching and learning. It covers following topics: Managing and setting up videoconferences, video and web conferences in online teaching, recording video lectures, live streaming.</p> <p>COMPETENCIES: Technical and organizational skills to use video conferencing service.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Manage and organize video conferences • Record video conferences and lectures <p>STRUCTURE:</p> <ol style="list-style-type: none"> 1. Workshop <ol style="list-style-type: none"> a. Prepare for video conferencing (environment, requirements, devices, setup) <ol style="list-style-type: none"> i. Detect yours and your students' network bandwidth, devices and adapt ii. Detect existing applications for the selected program



	<ul style="list-style-type: none"> b. Identify some standard problems that occur during videoconferencing <ul style="list-style-type: none"> i. Short discussion on problems and solutions c. Presentation skills in video conferencing d. Apply videoconferencing in the classroom, correctly and purposefully <ul style="list-style-type: none"> i. “Videoconference Step by Step” - planning successful video ii. Conference in classroom iii. Create learning scenario iv. Identify technical condition for each member of videoconference v. Topic selection vi. Preparing students and lectures vii. Communication during video conference viii. Unexpected situations and their limitations ix. Recording sessions in video conference tool e. Activity for workshop participants: “Video conference implementation plan” (participants divided into groups) <ul style="list-style-type: none"> i. Think about how you could incorporate video conferencing into your subject (interdisciplinary if possible) ii. Choose one topic which video conference as a learning method could support iii. Write down your learning scenario iv. Make video conference implementation plan v. Share group plan with other participants f. Advantages, disadvantages and solutions – teachers’ perspective <ul style="list-style-type: none"> i. Examples of experienced teachers’ practices g. Useful and simple software tools for teachers: <ul style="list-style-type: none"> i. Video editing (how to cut and edit video files, join video files) ii. Audio editing (Audacity)
<p>ONLINE COURSE FACILITATION (WS3, UOC)</p>	<p>SHORT DESCRIPTION:</p> <p>The workshop provides an overview of what the role of facilitator entails, by exploring essential concepts and experiencing techniques through activities and participative tasks.</p>



	<p>COMPETENCIES:</p> <ul style="list-style-type: none"> • Apply e-learning facilitation techniques to AMED study programme <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Identify types of teaching interventions • Rethink types of interactions with e-learners • Describe formative feedback process • Differentiate types of assessments • Preview possible issues e-learners might encounter (technical, behaviour, understanding, lack of skills or previous knowledge, etc.) • Outline the contents, activities and assessments of the AMED study programme <p>STRUCTURE:</p> <p>Flipped classroom activity - 15 days before the workshop</p> <p>Group is given access the Study programme and prepare the workshop</p> <p>1. Presentation and quiz</p> <p>On Mentimeter: about learners' experience in blended learning, their expectations, etc.</p> <p>2. Teaching online, facilitation planification, digital presence</p> <ul style="list-style-type: none"> • Teaching online: Ten Core learning Principles (The online teaching survival guide: simple and practical pedagogical tips / Judith V. Boettcher, Rita-Marie Conrad) • Facilitation planification: Review of Study Programme planification advice • Community of inquiry Activity: Group 1 & Group 2 + Wrap-up <i>Padlet and breakout rooms</i> <p>3. Formative feedback, Assessment Activity: Group 1 & Group 2 + Wrap-up <i>Padlet and breakout rooms</i></p> <p>• <i>Why to provide feedback</i></p>
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	<ul style="list-style-type: none"> · <i>How to understand feedback</i> · <i>Feedback characteristics</i> · <i>Where to inform students about feedback</i> · <i>How to provide feedback</i> · <i>Assessing learning outcomes</i> · <i>Continuous assessment</i> · <i>Formative assessment</i> · <i>Summative assessment</i> · <i>Self-assessment</i> · <i>Peer assessment</i> <p>4. Your questions on the Study Programme with Modules' leaders</p>
<p>STRATEGIC PLANNING AND DECISION MAKING ON E-LEARNING IMPLEMENTATION (WS4 FOI)</p>	<p>SHORT DESCRIPTION: The workshop provides an overview of techniques and decision making methods that can be used by managers of HEIs for strategic planning and decision making on e-learning implementation on national level, faculty level, department level and course level.</p> <p>COMPETENCIES: Use strategic planning approaches and decision making methods to implement e-learning in teaching and learning in HEIs</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> ● Describe strategic approach in e-learning implementation ● Define recommendations for e-learning implementations in strategy or action plan ● Implement strategic planning method in strategic planning of e-learning implementation on different levels ● Implement decision making method in choosing the best alternative for e-learning implementation <p>STRUCTURE:</p> <ol style="list-style-type: none"> 1. Webinar (1,5 hr) – online <ol style="list-style-type: none"> a. Introduction to e-learning b. Introduction to strategic planning of e-learning – methods and techniques c. Introduction to decision making on e-learning implementation with focus on multi-criteria decision making d. The Analytic Hierarchy Process (AHP) for defining priorities and choose alternatives for e-learning implementation 2. Hands-on workshop (4-5 hrs) – online or F2F



	<ul style="list-style-type: none"> a. Strategic planning of e-learning – national, HEI, department, course level <ul style="list-style-type: none"> i. Strategic planning ii. Recommendations iii. Action plan b. Decision making on e-learning alternative <ul style="list-style-type: none"> i. Multi-criteria decision making model – structuring – criteria, subcriteria, alternatives ii. AHP method iii. Decision making – individual or group using the AHP method c. Interpretation of results and possibilities of using strategic planning techniques and decision making methods d. Evaluation and closing
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Table 3: Overview of workshops structure and content

Delivering the workshops

The online trainings were delivered over the course of four months (December, 2020 - March, 2021), with the majority of trainings held in the month prior to the launch of the piloting in February 2021.

Hrvoje Lisac from CARNET was the first to start with Workshop WS 2A: Videoconferences on December 2, 2020, with the 1st of 6 consultations which were performed online until the end of January 2021.

The following table summarizes the key information related to training delivery, including the duration of the workshops and dates and times the workshops were held.

WORKSHOP TITLE / PROVIDER / NUMBER OF PARTICIPANTS	DATES AND HOURS (ALL MALE TIME)
MOODLE FOR ADMINISTRATORS (WS1A) <ul style="list-style-type: none"> - FOI - 9 PARTICIPANTS 	Moodle Admin Basics MOOC <ul style="list-style-type: none"> - Introductory meeting February 15, 2021 (13:00-14:00) - Hands-on online workshop March 1, 2021 (12:00-15:00)
ONLINE KNOWLEDGE ASSESSMENT (WS1B) <ul style="list-style-type: none"> - FOI - 16 PARTICIPANTS 	Hands-on online workshop <ul style="list-style-type: none"> 1st part: February 8, 2021 (12:30- 15:30) 2nd part: February 9, 2021 (12:30- 15:30)

DESIGNING E-COURSE FOR HYBRID OR ONLINE TEACHING (WS1C) <ul style="list-style-type: none"> - FOI - 16 PARTICIPANTS 	Webinar February 18, 2021 (12:30-13:15) Hands-on online workshop 1st part: February 18, 2021 (13:30-15.30) 2nd part: February 22, 2021 (12:30-14.30) 3rd (final) part: March 2, 2021 (12:30-14.30)
VIDEO CONFERENCES (WS2A) <ul style="list-style-type: none"> - CARNET - 11 PARTICIPANTS 	1st Consultancy meeting - December 2, 2020 2nd Consultancy meeting - December 10, 2020 3rd Consultancy meeting - January 19, 2021 4th Consultancy meeting - January 26, 2021 5th/6th Consultancy meetings - February 2, 2021
VIDEO CONFERENCE IN TEACHING AND LEARNING (WS2 B) <ul style="list-style-type: none"> - CARNET - 19 PARTICIPANTS 	Hands-on online workshop February 10, 2021 (13:00-15:00) February 11, 2021 (13:00-15:00)
ONLINE COURSE FACILITATION (WS3) <ul style="list-style-type: none"> - UOC - 29 PARTICIPANTS 	Online workshop February 25, 2021 Group 1 (13:00-16:00) Group 2 (13:00-15:30))
STRATEGIC PLANNING AND DECISION MAKING ON E-LEARNING IMPLEMENTATION (WS4) <ul style="list-style-type: none"> - FOI - 24 PARTICIPANTS 	Hands-on online workshop First part: February 16, 2021 (13:00-16:00, after webinar) Second part: February 17, 2021 (13:00 - 16:00)

Table 4: Summary of training delivery per workshop

Evaluation of the trainings

Participants' feedback

The participants' feedback was collected at the end of each workshop delivery. AVERAGE MARK for all 7 workshops for all 6 categories of questions (on Scale 1- 6) was **5,29**. AVERAGE MARKS by Workshop and question are included in the table below:

Workshop No	Total - all 6 questions	I am generally satisfied with the workshop.	I am satisfied with the content of the workshop.	I am satisfied with the duration of the workshop.	I am satisfied with the workshop lecturer.	The skills and knowledge gained within this training I can use in my work.	This workshop completely met my expectations .
WS 1A	5,43	5,43	5,29	4,86	5,86	5,57	5,57
WS 1B	5,37	5,54	5,62	4,31	5,62	5,77	5,38
WS 1C	5,49	5,43	5,36	5,29	5,71	5,79	5,36
WS 2A	5,46	5,50	5,25	5,38	5,63	5,63	5,38
WS 2B	5,47	5,38	5,46	5,54	5,54	5,62	5,31
WS 3	4,88	4,78	5,00	4,52	5,17	5,26	4,52
WS 4	5,26	5,43	5,36	5,00	5,36	5,29	5,14

Table 5: Quantitative participant feedback of each workshop delivery

Some of the feedbacks given through Google Forms can be found below:

WS 1A

- It was very helpful, pace of explanation is good and able to grasp.

WS 1B

- A great session. though I know some of the features, I learned many new things.
- Both the sessions were great. Although we had been using Moodle tools for assessment, this workshop took us to the next level. I have thought of using more of the Moodle Tools for assessments.
- Can split the sessions in to shorter separate sessions.

WS 1C

- Sessions are great, very fruitful and got many information techniques. I'll be applying them in my teaching, learning and facilitation.
- It is a great workshop, got the chance to renew my knowledge.
- Very well organized and useful for future e Facilitation.
- We could perhaps spend more time exploring the function of moodle.

WS 2A

- Loved it :)
- It was very interacting and enjoyable.

- Really love the ideas shared and how the session was organised with sharing of the experiences of both facilitators. Really appreciate your session.
- A bit fast paced for me.

WS 2B

- The later part about streaming is exciting, so please make one more session , hand on practice and us working on streaming.
- Like the openness and pleasant approach of instructors. Content was very useful. Will be nice to receive a compilation of other participants' VC lessons too - there are many useful ideas there I could learn from.
- Learned new tools that I can use in my classrooms. Thank you.
- Need to be more focused on technical aspect of training.

WS 3

- An interesting and informative session.
- I really am interested how to incorporate self regulated and self autonotation in the teaching and learning process, and how much facilitation has to be given in the initial (Year 1) degree students. The workshops is really great and informative, Thank you so much :)
- The workshop was great, will be exploring the DigCompEdu conceptual approach further.
- Include some activities to stay focused.

WS 4

- It was totally new information. Very well presented.
- Excellent ! Very useful workshop.
- Great guidance, great strategies and tools, but intensive, will be studying the material in the future too.
- I feel that it would be more effective, if the timing and duration is adjusted, may be to 3 days.

Training providers observations and reports

The training providers were three consortium partners – FOI, UOC and CARNET. Partners responsible for each workshop reported successful delivery of the workshops, with high participants' satisfaction. Minor technical challenges we reported, especially in relation to how to deliver equally engaged practical activity online instead of planned face-to-face workshops. The reports are included in the Annex II of this document.

Conclusion

The main outcomes of the Staff Training (D 3.3.) deliverable are:



- **124 trained MNU employees** prepared for the successful piloting of the Study program (WP2).
- **Training materials** (including recordings) that remain at disposal to all participants of staff training and their colleagues who would like to hear it later.
- **Exchange of experience** with training providers that is useful for all sides involved.

Moreover, MNU employees acquired competencies in facilitating further education, providing technical support, organizing online education, and planning further development of eLearning.

Outcomes of Staff Training combined with procurement of ICT equipment (D 3.2.) and eLearning Roadmap (D 3.1.), as strategic framework for further eLearning development, will provide sustainability of other project results in coming years.

Conclusions based on each training are presented in the table below.


WORKSHOP TITLE/PROVIDER	CONCLUSION OF PARTICIPANTS' FEEDBACK
MOODLE FOR ADMINISTRATORS (WS1 A, FOI)	Total workshop average grade and 5 categories are graded above the average mark (total mark 5,43 as compared to the average mark 5,29, on a scale 1-6). Category related to duration of the workshop is below the average but still satisfactory (4,86).
ONLINE KNOWLEDGE ASSESSMENT (WS1 B, FOI)	Total workshop average grade and 5 categories are graded above the average mark (total mark 5,37 as compared to the average mark 5,29, on a scale 1-6). Category related to duration of the workshop is below the average but still satisfactory (4,31). One participant suggested splitting the workshop into several sessions.
DESIGNING E-COURSE FOR HYBRID OR ONLINE TEACHING (WS1 C, FOI)	Total workshop average grade and all categories are graded above the average mark (total mark 5,49 as compared to the average mark 5,29, on a scale 1-6). This is the highest graded workshop with also several positive qualitative participant comments.
VIDEO CONFERENCES (WS2 A, CARNET)	Total workshop average grade and 5 categories are graded above the average mark (total mark 5,46 as compared to the average mark 5,29, on a scale 1-6). Category related to content of the workshop is only slightly below the average (5,25).
VIDEO CONFERENCE IN TEACHING AND LEARNING (WS2 B, CARNET)	Total workshop average grade and all categories are graded above the average mark (total mark 5,47 as compared to the average mark 5,29, on a scale 1-6). This is the second highest graded workshop. Qualitative participant comments include several positive comments and a few suggestions to extend or focus training on technical aspects of video conferences but with a practical approach.
ONLINE COURSE FACILITATION (WS3, UOC)	Workshop is graded quite satisfactory, just slightly below the average mark in total and in all 6 categories (total mark 4,88 as compared to the average mark 5,29, on a scale 1-6). Usability of skills and knowledge in participants' work is graded highest in this workshop and is close to the average (5,26). Duration and meeting participant expectations are graded somewhat lower in this workshop but still satisfactory (both 4,52).

<p>STRATEGIC PLANNING AND DECISION MAKING ON E-LEARNING IMPLEMENTATION (WS4 FOI)</p>	<p>Workshop is graded close to the average mark (5,26 as compared to the average mark 5,29, on a scale 1-6). General satisfaction (5,43), content (5,36), lecturer (5,36) and usability of knowledge and skills (5,29) are all higher or equal to the average mark. Duration (5,00) and meeting participants' needs (5,14) are satisfactory and close to the average mark.</p>
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Table 6: Conclusions on participant feedback of each workshop delivery

Annex I. Preparation materials

Certificate of Attendance



CERTIFICATE OF ATTENDANCE

Advancing Higher Education in Maldives Through E-learning Development

This is to certify that
Name and Surname
 The Maldives National University

attended training
TITLE OF THE MODULE
 held on date(s)

thus acquiring the following competencies:

Place and date: _____

Faculty of Organization and Informatics
 Assoc. prof. Igor Balaban, PhD
 Project Coordinator

This certificate is issued within the AMED project "Advancing higher education in Maldives through E- learning Development" funded by the Erasmus+ programme of the European Union.



Guidelines for Training organizers

This is the list of tasks and activities to be carried out prior, during and after each training delivery. Task owners are the training organizers for their specific training, if not specified otherwise.



1. Promotion (TASK: MNU)
 - 1.1. Promotion to potential and enrolled participants (MNU Central Training Department)
 - 1.2. Address a project risk in reaching total number of unique staff training participants and avoid discrepancy between enrolled and registered (attending) participants (ideas wanted)
2. **Training materials**
 - 2.1. Use project templates: <https://drive.google.com/drive/u/0/folders/1P-sTk3Pkq5VuUG8mmnZ6sOyHolDSyiuJ>
 - 2.2. Upload materials to unique training folders: https://drive.google.com/drive/u/0/folders/1fIA8qRkXLvd_fvvgOuhJISiehALeKS4E
 - 2.3. Link materials next to training name in the table [Summary of trainings](#)
3. **Enrolment and registration – prior to the training**
 - 3.1. Specify max number (range) of participants in the [Summary of trainings](#)
 - 3.2. Confirm the participants' attendance and create the final [list of participants](#) per training: names, roles, contact e-mails for each education at the latest 1 week before the 1st day of the education (TASK: MNU)
 - 3.3. Send e-mail with instructions to the participants min 6 days before the start of education
 - 3.4. Instructions include: type of platform used, relevant links, preparation materials and other instructions (where applicable)
 - 3.5. Send a reminder (approx. 1 day before the start of the training).
4. **Enrolment and registration – during the training**
 - 4.1. Please connect at least 20-30 minutes before the scheduled workshop
 - 4.2. Inform the participants we need to register their attendance due to project requirements
 - 4.3. Share the link with them and give them a minute to register (prepared in advanced by CARNET)
 - 4.4. Registration form ([link to google form](#))
 - 4.5. Inform participants that the training will be recorded to make it available to other participants group.
5. **Feedback form**
 - 5.1. Prepared in advance by CARNET
 - 5.2. Near the end of the training ask participants to give us feedback on the training and share the link with them (give them 2 min)
 - 5.3. Feedback form ([link to google form](#))
 - 5.4. CARNET collects and processes data, and a short report will be sent back to each training organizer.



5.5. If needed, organizers can prepare their feedback forms, collect the data and report for themselves.

6. Certificate of attendance

6.1. Please use this [template](#)

6.2. Each education organizer issues a certificate, having following elements:

6.2.1. Text: This is to certify that *Name and Surname, Organization*, attended a Staff Training Module *No of Module and Name of Module* organized on-line by *Name of Education Organizer*, thus acquiring the following competencies: *List of competencies (where applicable)*

6.2.2. Date(s) of education, Stamp and signature - training organizer

6.3. Scan the certificates and upload them in Google Drive, from where MNU can download them.

6.4. Save the originals and bring them with you to the Maldives later this year :).

7. Report

7.1. Every training organizer creates a report after a successful training delivery

7.2. [Report template](#)

7.3. Link the report next to training name in the table [Summary of trainings](#)

7.4. Training recorded by MNU who is hosting the platform (MNU Google Meet).

Suggestion: record presentations and avoid recording of discussions and especially small group work.

7.5. Take the screenshots of the trainings

7.6. Save all the reports, recordings and screenshots in the unique folder of your training: https://drive.google.com/drive/u/0/folders/1fIA8qRkXLvd_fvvgOuhJISiehALeKS4E



Feedback form - introductory note





Advancing Higher Education in Maldives through E-learning Development



amed@foi.hr
amed-project.eu

AMED Trainings - Participant Survey

Dear participants,

thank you very much for your participation in AMED workshops tailor-made for the MNU staff and teachers within the project AMED- Advancing higher education in Maldives through E- learning Development funded under EU Erasmus+ programme - Capacity Building in the field of Higher Education.

By participating in these workshops you became an active member of your institution in its digital transformation. If you wish to do even more, learn about the project results and join activities via: amed-project.eu

This survey is created with the aim to gather valuable opinion of the participants regarding the training quality within AMED project. It is anonymous and all responses will be kept strictly confidential. The survey data will be reported only in aggregate form or in a manner that does not allow individual responses to be identified and only with the purpose to monitor and enhance the quality of training activities within the AMED project.

Should you have any additional questions, please do not hesitate to contact us via amed@foi.hr

Thank you for your cooperation!

Registration form - introductory note





Advancing Higher Education in Maldives through E-learning Development



amed@foi.hr
amed-project.eu

AMED Training of Staff

List of participants

*Obavezno

Dear participant,

thank you very much for your interest to join AMED workshops tailor-made for the MNU staff and teachers within the project AMED- Advancing higher education in Maldives through E- learning Development funded under EU Erasmus+ programme - Capacity Building in the field of Higher Education.

By participating in these workshops you are also accepting a role of an active member of your institution in digital transformation. If you wish to do even more, learn about the project results and join activities via amed-project.eu

To join the trainings, please insert below your basic personal and contact data.*
Please note that for all our future correspondence we will use your contact provided below.

Should you have any additional questions, please do not hesitate to contact us via amed@foi.hr

Thank you!
AMED team

*Please note that all your personal data is stored and preserved in line with the GDPR https://ec.europa.eu/info/law/law-topic/data-protection/reform/what-personal-data_en/

Invitation e-mail template

Dear participants,

You are receiving this e-mail because you have been enrolled in the online (WS number/name). This email contains information needed for your good preparation and connection info.

We are happy to invite you to the workshop that will take place (date and time Maldives, Male time). The workshop will last (number) hours.

We will cover (the following topics...) We expect that after the workshop you will (be able to...)

The workshop is organised (as a combination of webinar /presentation and group discussions). Your active participation in group discussions, sharing your experiences and asking questions is very welcome and encouraged.

Before the workshop, please (do your homework/check the preparatory materials/etc.)

The workshop will be delivered using Google Meet platform; for connection please (follow this link:). Make sure that you connect at least 20 minutes before the scheduled time, to check your connection and test your audio/video equipment and settings. During the workshop, please make sure that you are muted when others are talking, and make sure you unmute yourself when you are talking.

For AMED project administration and quality assurance, we will kindly ask you during the workshop to fill in the:

- Registration Form (proof of attendance)
- Feedback Form (quality check).

Please let us know if you have a burning question related to our workshop topics!

Thank you for your attendance and effort!

We look forward to seeing you online!

Kind regards,

Annex II. Training Reports

WS 1A Training Details

TITLE OF THE TRAINING	WS 1A Moodle for administrators
TRAINING ORGANIZER	Faculty of Organization and Informatics

LECTURER/S	Darko Grabar, M.Inf.
NUMBER OF PARTICIPANTS ATTENDED	10
DURATION	1 x 1 hour, Online MOOC, 1 x 3 Hours
NO. OF SESSIONS (1 OR REPEATED?)	2 sessions and online MOOC
DATES OF DELIVERY	Live sessions: 15/02/2021; 01/03/2021; Online MOOC between live sessions
PLATFORM USED	Google Meet, Online MOOC
PARTICIPANTS' FEEDBACK SUMMARY	According to participants' feedback, this workshop was well received, graded with AVG of 5.42. Participants said that It was very helpful and that the pace of explanation was good and that they were able to grasp the content.

Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:

The "Moodle for administrators" workshop provided an overview of best practices in long term maintenance of Moodle LMS. Workshop participants covered all relevant topics, from Moodle installation and configuration, long term maintenance and upgrades, optimization, security to various tasks related to supporting typical HEI teaching and learning needs. Workshop was divided into three parts. First, a short introductory meeting was held on Monday, 15th of February, starting at 13:00 h (Maldives time). This first meeting lasted just 1 hour. During that time, we covered our planned activities for the next 2 weeks and all the requirements for successful workshop participation were outlined.

After the introductory meeting participants were asked to enrol into "Moodle Admin Basics" MOOC. It is a self-paced online course where participants can cover basic Moodle administration topics. On successful completion of the course, they are awarded with the badge. Last part of the workshop was held on the 1st of March, starting at 12:00 h (Maldives time). This workshop lasted 3 hours. During that time, more advanced topics around Moodle administration, security, and maintenance were covered.

2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):

Given the positive feedback from participants, we can say that in general the workshop was successfully conducted. Due to the mode of delivery (online via Google meet) it was harder to create a more relaxed environment where participants could engage in group discussions, share their experiences and ask questions. Since the topic of Moodle administration is hard to

grasp and there is a lot to cover, in the next delivery we would suggest that the last part of the workshop could be delivered in 2 sessions, each 3 hours.

3. Did you experience any challenges during the training (technical, organisational, competence related):

This type of training, which requires a lot of hands-on activities and active participation are easier to deliver face to face. Besides the complexity of online training there were no other challenges.

WS 1B Training Details

TITLE OF THE TRAINING	WS 1B Online Knowledge Assessment
TRAINING ORGANIZER	Faculty of Organization and Informatics
LECTURER/S	Assist. Prof. Nikola Kadoić, Ph.D. Assist. Prof. Bojan Žugec, Ph.D.
NUMBER OF PARTICIPANTS ATTENDED	16
DURATION	2 x 3 hrs (1 st and 2 nd part)
NO. OF SESSIONS (1 OR REPEATED?)	1 session in 2 parts
DATES OF DELIVERY	08/02/2021; 09/02/2021
PLATFORM USED	Google Meet
PARTICIPANTS' FEEDBACK SUMMARY	<ul style="list-style-type: none"> ● Would like to have a short break in between ● Great session, have learned many new ideas how to use online assessment using Moodle ● Later on it was a bit long at a stretch, can break it down ● Can start with most complex content to easier ones ● A great session. though I know some of the features, i learned many new things ● All good ● The workshop was great. Got the guidance and opportunity to see functions in the Moodle in a new light. Will use Workshop tool much better now that I understand how the grading works for peers and

	<p>teacher. Will explore additional types of questions in quiz, have been using MCQ and T/F mostly.</p> <ul style="list-style-type: none"> • Both the sessions of WS 2 b were great. Although we had been using Moodle tools for assessment, this workshop took us to the next level. I have thought of using more of the Moodle Tools for assessments. • 3 hour sessions seem a bit stretched out, if it can be for 2 hours, I think it will be more effective. • Can split the sessions in to shorter separate sessions
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Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:

Theoretical part of the training: The “**Online Knowledge Assessment**” workshop provided an overview of different types and approaches to online knowledge assessment: groups and groupings forming, the ways of using assignment (individual/group) and marking guide/rubrics, workshop activity and types of Moodle quiz question types.

Practical part of the training: Both parts of this online workshop were implemented in Moodle course where attendants could test all the activities.

During the training, participants asked questions and there was a friendly discussion about the ways of online knowledge assessment. The lecturers are satisfied with the involvement of participants, and the dynamics of the training.

2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):

According to the comments of the attendants, the workshop could be divided into shorter parts with more breaks, so attendants could have more time to test all the assessment activities themselves.

3. Did you experience any challenges during the training (technical, organisational, competence related):

Everything was fine.

WS 1C Training Details

TITLE OF THE TRAINING	WS 1C Designing e-course for hybrid or online teaching
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TRAINING ORGANIZER	Faculty of Organization and Informatics
LECTURER/S	Assoc. Prof. Igor Balaban, Ph.D. ; Aleksandra Sobodić, M.Inf.
NUMBER OF PARTICIPANTS ATTENDED	16
DURATION	2 x 3 hrs (1 st and 2 nd part), 1 x 2 hrs (3 rd part)
NO. OF SESSIONS (1 OR REPEATED?)	1 session in 3 parts
DATES OF DELIVERY	18/02/2021; 22/02/2021; 02/03/2021
PLATFORM USED	Google Meet
PARTICIPANTS' FEEDBACK SUMMARY	<ul style="list-style-type: none"> ● Need more time to practice using badges ● Its a great workshop, got the chance to renew my knowledge. ● Would love to have more practical and thought provoking ideas. ● Very well organized and useful for future e Facilitation ● We could perhaps spend more time on exploring the function of moodle. ● Sessions are great, very fruitful and got many information techniques. I'll be applying them in my teaching, learning and facilitation. ● I've been using a few of the more common tools on Moodle, although I have been using Moodle since 2011 haven't really used the workshop tool nor course progression, lesson tool etc. This was of course was various reasons including my readiness, our student readiness, technical issues, among others. The demonstrations in these sessions and the discussions have given me a extra boost of confidence! I thought 'badge' was really complex , surprised and relieved on how easy these tools are to master with a bit of practice. These would be so helpful for student success. Thank you!

Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:



Theoretical part of the training: Development of teaching materials according to the principles of instructional design with examples; Hybrid model of teaching – advantages, disadvantages, limitations in designing the e-course; Examples of e-course organization for more active involvement and guidance of students.

Practical part of the training: Introduction into general course settings; Adding and editing lesson in Moodle e-course; Preparing content and questions for lessons; Adding a resource (URL, PDF) into e-course; Establishing conditional activities in e-course; Preparing badges and defining criteria for obtaining the badge.

During the training, participants openly asked questions or discussed their own examples from practice. The lecturers are satisfied with the involvement of participants, and the dynamics of the training.

2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):

Given the positive feedback from participants, we believe that the workshop can continue to be conducted in the planned form - theoretically and practically. Also, it is necessary to always point out what are the prerequisites or prior knowledge for the participants in order for the workshop to be conducted as effectively as possible.

3. Did you experience any challenges during the training (technical, organisational, competence related):

We had some minor technical difficulties in conducting the training. The Internet connection stability is impacted by weather conditions in the Maldives. Other difficulties were not noted.

WS 2A Training Details

TITLE OF THE TRAINING	Video conferences - workshop 2A for technical staff
TRAINING ORGANIZER	CARNET (Hrvoje Lisac)
LECTURER/S	Hrvoje Lisac
NUMBER OF PARTICIPANTS ATTENDED	1.st - 6 participants 2.nd - 4 participants 3.rd - 5 participants 4.th - 5 participants 5.th - 7 participants
DURATION	~1h and 30 min per session

NO. OF SESSIONS (1 OR REPEATED?)	5
DATES OF DELIVERY	02/12/2021, 10/12/2021, 19/01/2021, 26/01/2021, 02/02/2021
PLATFORM USED	Google Meet
PARTICIPANTS' FEEDBACK SUMMARY	Very useful. Interactive. Responsive. New ideas. Knowledge.

Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:
All sessions were conducted successfully. Technical staff was very interested in all given topics, especially when going through practical examples, problems and solutions, possible scenarios or tips and tricks. Goals were to teach how to organize and manage video conferences in the best way, how to stream, produce, create recordings and edit materials. Great interest has been shown in new technical solutions and methods in video conferencing. I was very happy with the acceptance and surely would like to do even more if there would have been more time. It is not easy to teach from a distance and online, however now it was the only possible way and it was my pleasure to help people see, learn and discuss various solutions in multimedia.
2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):
Everybody seemed a little bit shy at the beginning, but in the end, we had very good interaction and discussion. Small questions, tasks and ice breakers and usage of some interactive online tools (polls, questionnaires or even a short brainstorm session in breakout groups) could have helped even more.
3. Did you experience any challenges during the training (technical, organisational, competence related):
Sometimes Internet connection quality was not good and some participants had connection problems, but we overcame all problems together.

WS 2B Training Details

TITLE OF THE TRAINING	Video conference in teaching and learning
TRAINING ORGANIZER	CARNET
LECTURER/S	Aleksandra Mudrinić Ribić and Hrvoje Lisac



NUMBER OF PARTICIPANTS ATTENDED	19
DURATION	4 hours
NO. OF SESSIONS (1 OR REPEATED?)	2
DATES OF DELIVERY	10/02/2021 and 11/02/2021
PLATFORM USED	Google Meet
PARTICIPANTS' FEEDBACK SUMMARY	According to participants' feedback, this workshop was very useful and interactive, which helped them to maintain attention and stay focused. They learned new digital tools that can be used in their classrooms. They got a lot of new knowledge. There was a need for a more detailed technical aspect in the workshop. The part about streaming was exciting and they suggested one more session. They liked the openness and pleasant approach of instructors.

Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:
The workshop was successfully conducted with all planned activities. Participants were very engaged and motivated during two days. During the workshop participants were asking questions and presenting their tasks. Lots of examples of good practice were shared among the participants. Some of the activities were new for the majority of the participants, but they managed to complete their tasks. The atmosphere was working and very positive all the time.
2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):
As the workshop was delivered online, some of the technical aspects, such as demonstrations and activities which included simultaneous work on digital tools and systems, were much more demanding than it would be if we were in a classroom. In order to achieve maximum, this workshop should be divided into three shorter sessions. For example 3 sessions of an hour and a half.
3. Did you experience any challenges during the training (technical, organisational, competence related):
Besides the complexity of technical demonstrations there were no other challenges.

WS3 Training Details



TITLE OF THE TRAINING	Online course facilitation
TRAINING ORGANIZER	UOC
LECTURER/S	Marcelo Maina , Lourdes Guàrdia, Nati Cabrera & Maite Fernández
NUMBER OF PARTICIPANTS ATTENDED	30
DURATION	1 hour flipped preparatory activity 3 hours online workshop
NO. OF SESSIONS (1 OR REPEATED?)	1
DATES OF DELIVERY	25/02/2021
PLATFORM USED	Drive (flipped activity) + Google Meet (also menti.com)
PARTICIPANTS' FEEDBACK SUMMARY	Participants' feedback is very positive especially in relation to the skills and knowledge gained within the training (average answer was 5.25 out of 6) and the workshop lecturers (average answer was 5.16 out of 6). Feedback was positive also on the overall workshop, it's content, duration and expectations' satisfaction (average answers between 4.5 and 4.9 out of 6). Open comments provided by the participants are also favourable.

Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:

The workshop ran as planned. We had prepared a balanced interaction with a variety of interventions that supported motivation and engagement all along the activity. Participants were encouraged to participate and their interventions provided reach and anchored discussion. The workshop was divided into two main parts: 1. e-teaching and active learning and 2. e-assessment as learning. A final activity consisted of a Q&A session splitted into 4 breakout rooms according to each module of the AMED Study Programme. Participants having completed the previous flipped activity interacted with Modules' coordinators in order to clarify and share views on the facilitation of them.

2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):

Stay with a maximum of two main activities instead of three to avoid risk in covering all concepts.

3. Did you experience any challenges during the training (technical, organisational, competence related):
No events.

WS4 Training Details

TITLE OF THE TRAINING	Strategic planning and decision making on e-learning implementation
TRAINING ORGANIZER	AMED project partners
LECTURER/S	Nina Begicevic Redep, Nikola Kadoic
NUMBER OF PARTICIPANTS ATTENDED	20
DURATION	8 hours
NO. OF SESSIONS (1 OR REPEATED?)	2 sessions, 4 hours each, not repeated
DATES OF DELIVERY	February 16 and 17 2021
PLATFORM USED	Google Meet
PARTICIPANTS' FEEDBACK SUMMARY	Useful for participants.

Short summary

1. Please write a short summary of the training, including what went well and how satisfied are you with the session:
The training was related to strategic decision making on e-learning implementation. It was implemented according to plan. Lecturers were satisfied with the implementation.
2. Please write what, in your opinion, could be improved (relevant for potential next deliveries of the same training, or relevant for other trainings):
-
3. Did you experience any challenges during the training (technical, organisational, competence related):
No.



