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“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EAST-ERN PARTNERSHIP COUNTRIES”, PRINTeL

TRAINING OF TRAINERS (TOT) COURSE EVALUATION ANALYSIS REPORT

**Results of the Evaluation Feedback Survey on ToT
Course on “Active Learning in the Flipped Classroom”
Conducted at Linköping University**

3-7 December 2018

LINKÖPING 2018

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INTRODUCTION

Introductory information on the ToT course

The overall aim of the course “Active Learning in the Flipped Classroom” was to prepare teachers in higher education for designing and developing courses that support active learning with the use of digital tools according to the flipped classroom design approach. On completion of the course, the participant should be able to:

- Discuss how active learning and the use of digital tools can support students’ learning
- Use digital tools to support active learning during a teaching and learning activity and to prepare course material
- Design teaching and learning activities that takes advantage of digital tools
- Design the outline of a course where digital course material and digital tools for interaction support active learning

The training sessions took place on 3-7 December 2018 at Didacticum, the Teaching Staff Development Center at Linköping University, Sweden. Detailed information about the course can be found on the course web at <https://old.liu.se/didacticum/printel?l=en>.

Types of data collected in the evaluation process

A questionnaire for evaluating all ToT courses was developed within the PRINTeL project and agreed upon by all EU partners. The questionnaire contained sections on course objectives, content, instruction, training environment, trainers, time management, results and overall impression. It also included opportunities for participants to express their opinions on the training as well as the overall organization of the event. Most of the sections consisted of three or four quantitative questions where participants were asked to indicate their agreement with a statement on a scale from 1 (strongly agree) to 5 (strongly disagree), or 0 (not applicable). Each section also included the possibility to add qualitative comments.

Procedure for collecting data

The questionnaire was set up online by the project management, and a link was distributed to participants by the course team at each partner university. The link to the ToT Course Evaluation Survey for the course “Active Learning in the Flipped Classroom” was sent out via e-mail to all 18 participants after the course, on the evening of Friday December 7, 2018. All participants answered the questionnaire within a week.

Main objectives of the Evaluation Analysis Report

The main aim of the report is to provide input for enhancement of future trainings within the project. The survey aimed to identify participants satisfaction level from the professional development training gained in terms of pedagogical approaches and styles, as well as instructional technologies used to effectively support teaching.

Structure of the Evaluation Analysis Report

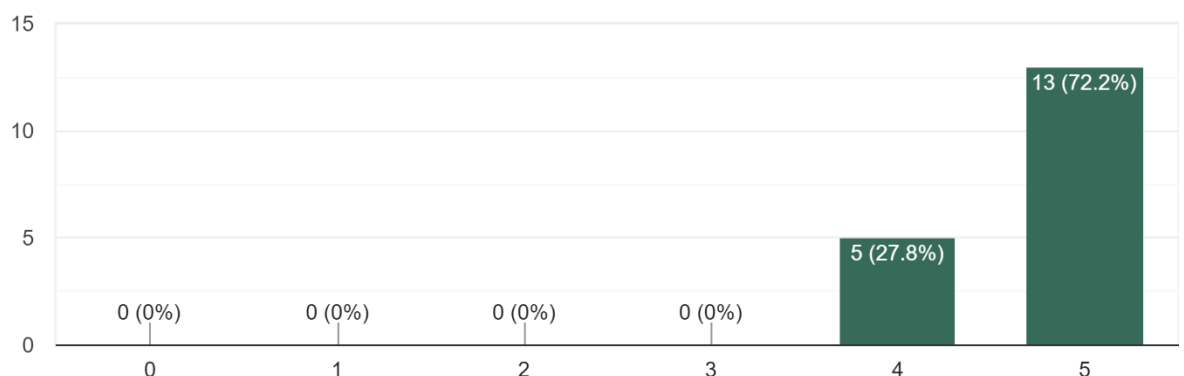
The structure of the report follows the structure of the survey. Answers to each question is shown, for quantitative questions in the form of diagram and for qualitative questions as a list of com-

ments. Brief comments from the course team are given for each answer, and at the end of report a short conclusion of the outcome of the questionnaire is drawn.

SECTION-1. OBJECTIVES OF THE TRAINING COURSE

1.1. The objectives of the training were clearly stated in syllabus.

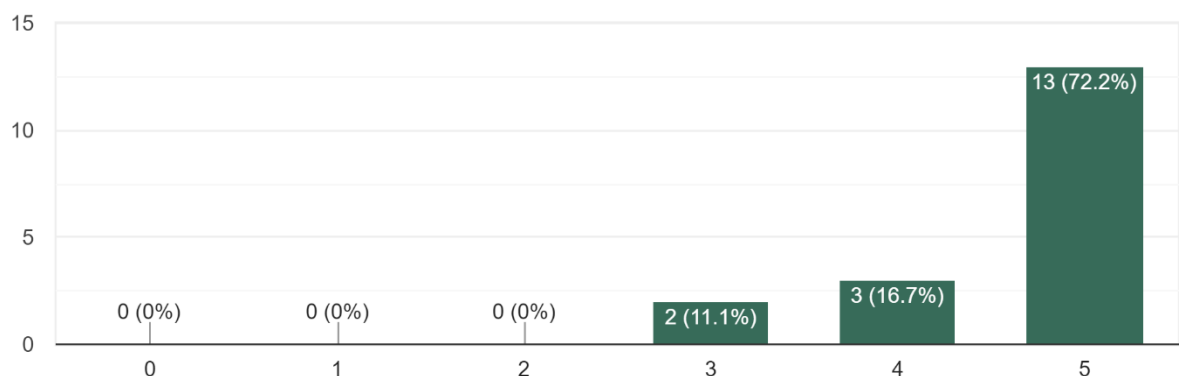
18 responses



The intended learning outcomes was indicated in the course syllabus, albeit on a high level. It could perhaps have benefited the participants to know in greater detail what kinds of digital tools to be covered in the course.

1.2. The topics covered were relevant for the innovative and/or technology enhanced teaching & learning.

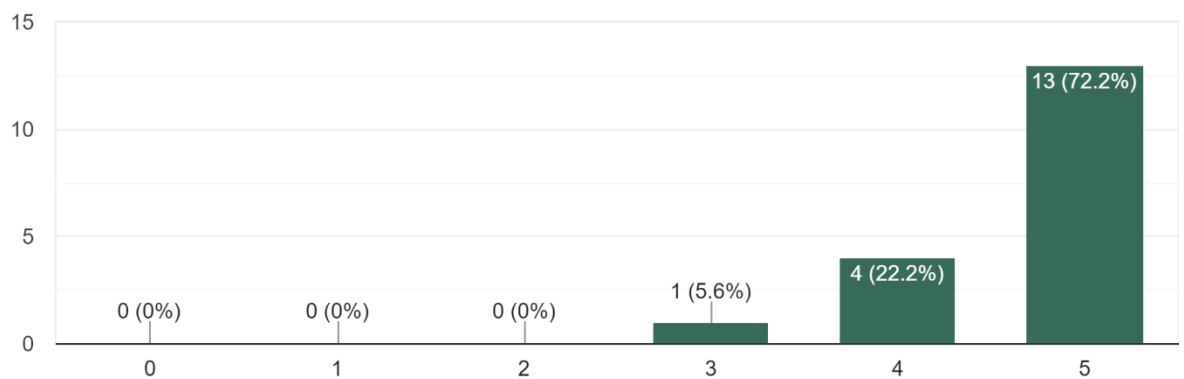
18 responses



It is always risky to use broad terms like “innovative”. A pedagogical method that is considered innovative by one group of teachers might already be well established by another group of teachers. However, since the content of this course was based on the Need Analysis Reports created by the partner countries it seems that we have found a reasonable level of innovative topics.

1.3. The participants were well informed about the objectives.

18 responses



The course syllabus was distributed in the early summer of 2018 and a course web was subsequently created, including more details about the course.

1.4. The participants' comments relating to this section.

Before the course we got enough material to deal with the objectives.

Objectives are important and correct.

It is very important that the goals were clearly marked before the course.

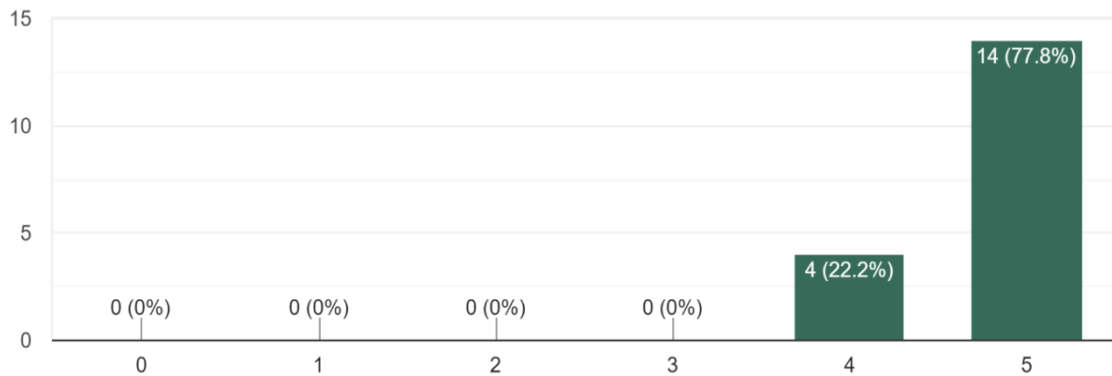
I believe the objectives of the course, outlined in the curriculum, are fully achieved. As a result of the course, I studied the use of digital tools with active learning, the formation of training modules.

It seems like most participants were satisfied with the level of information they received before the course start.

SECTION-2. TRAINING CONTENT

2.1. The training content was appropriate to the title and objectives of the course.

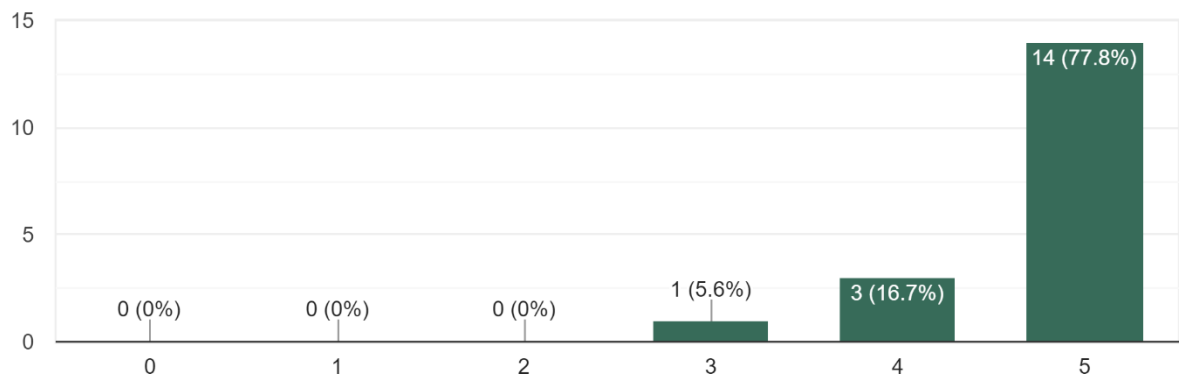
18 responses



Both the title of the course and the intended learning outcomes focused on the related concepts of active learning and flipped classroom. These concepts were also clearly present in the course schedule. Active learning was the focus of a workshop during the first day and flipped classroom was the focus of a lab on the third day, but all other activities circled around these concepts as well.

2.2. The content was well-structured and easy to follow.

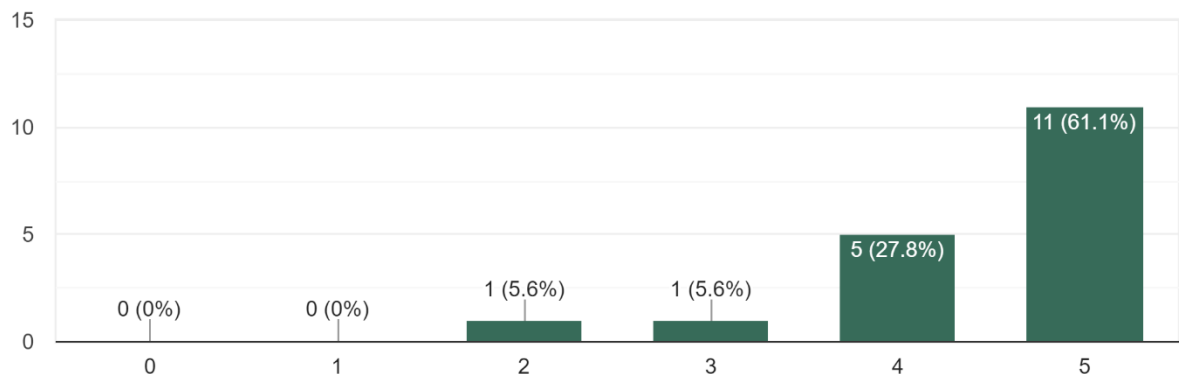
18 responses



A detailed course schedule was provided on the course web a couple of weeks ahead of the course start. This also included reference material and instructions on how to prepare for the course. All course material used during the course was also available on the course web.

2.3. The content was relevant to the participants' expectations.

18 responses



All participants, apart from two, gave positive answers. One of the participants gave a neutral answer and one disagreed. It is not clear what that participant meant, since he or she did not give any other comments.

2.4. The participants' comments relating to this section.

I think that it was very useful training for me. I learned several important things that I plan to use in my lectures and share with my colleagues.

The content of training for me was quite new and also interesting

Very good programme.

The content was well constructed.

It was good to navigate the content and theme of the course.

I use some methods of active learning, but new technologies are interesting. The course content fully met my expectations. Both theoretic aspects of active learning and their practical use were outlined.

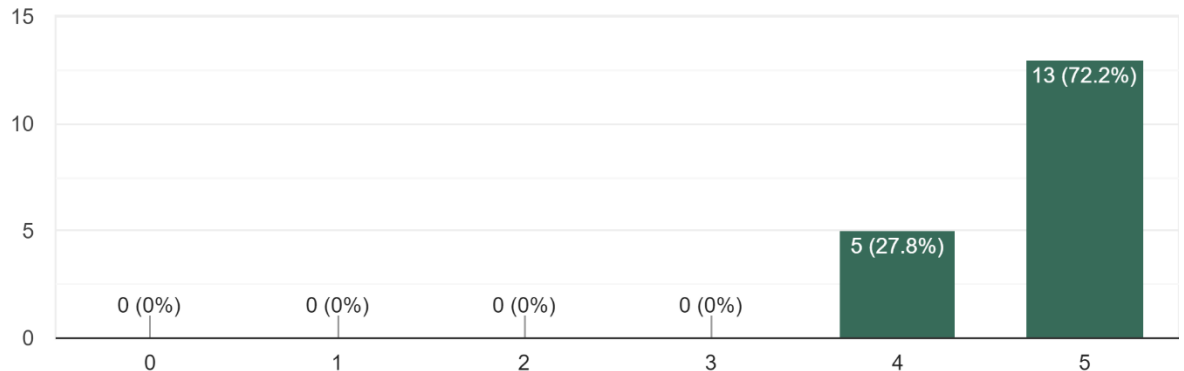
My expectations were more to get information about Flipped classroom methodology and tools and investigation of experience and effectiveness of its use in the learning process.

Most participants were satisfied with the course contents, even if some of them would have liked more content on flipped classroom and its effectiveness.

SECTION-3. QUALITY OF THE INSTRUCTION

- 3.1. A variety of instructional methods & learning activities were used to achieve the training objectives (e.g. instructor and participant presentations, group discussions and works, etc.).

18 responses

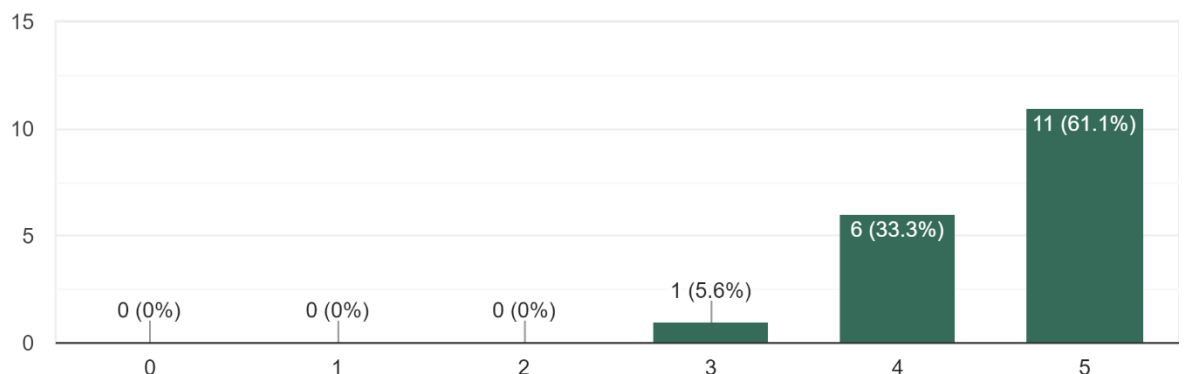


The schedule of the week contained a lot of different activities. For a reference, please see the course web at <https://old.liu.se/didacticum/printel/schema?l=en>.

Some sessions included short lectures, but most of the time was devoted to more active types of instructions. Monday afternoon and Thursday morning included guided workshops. Wednesday and Thursday afternoon included more free practical work. Tuesday was devoted to study visits, invited short presentations and a tutorial in the Active Learning Classroom. Wednesday afternoon and Friday included presentations by the participants.

- 3.2. The training methods & activities kept the participants interested in the topics and stimulated their learning.

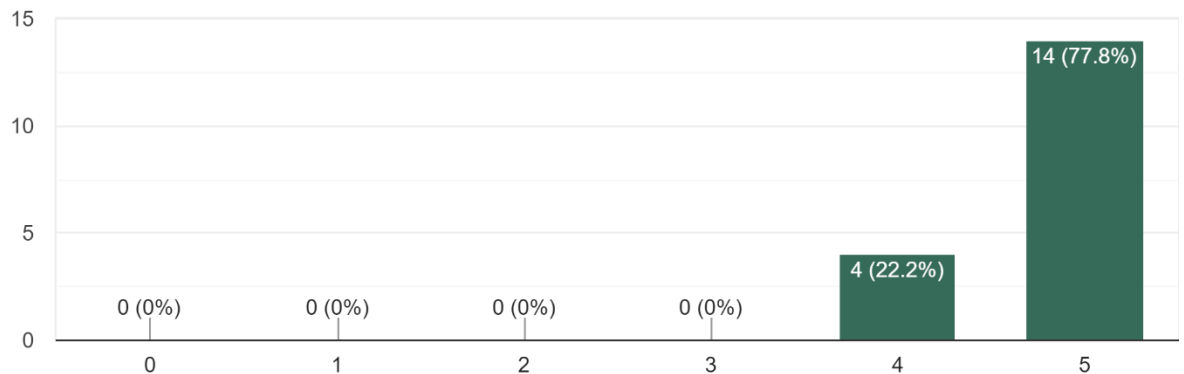
18 responses



Most of the participants indicated that they were kept interested and stimulated by the varied approach.

3.3. Participation and interaction during the training were encouraged.

18 responses



Each day ended with a short reflection on the topics addressed during the day, but participants were encouraged to interact during the rest of the day as well. For several of the workshops and practical exercises interaction was indeed a requisite.

3.4. The participants' comments relating to this section.

Some lectures (like one on Digital Pedagogical Competence) were boring and / or too fast (rather a superficial overview difficult to follow).

Also, all staff was very dedicated and tried to force us to be more involved. I really appreciate it.

I liked that the work was built in such a way that I was constantly involved in the process, while maintaining attention and not getting tired

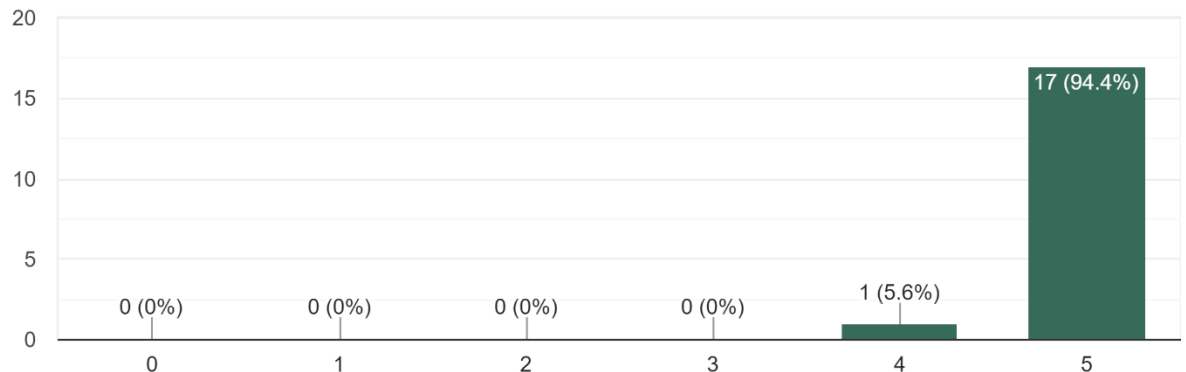
I want to note the friendly atmosphere created by instructors during training. For the first time passed trainings that were conducted by two instructors at the same time. They were very impressed with their well-coordinated work. During the training, they actively discussed problematic issues, created creative ideas.

With a varied schedule, some activities might not be suited for everyone. However, some of the invited guest presentations during Tuesday might have been too superficial and not immediately connected to the course objectives. Despite this, the overall impression is that the participants were satisfied with the quality of instruction and the atmosphere that the course team created.

SECTION-4. TRAINING ENVIRONMENT AND RESOURCES /FACILITIES

4.1. The training rooms and facilities were comfortable and suitable to the learning needs.

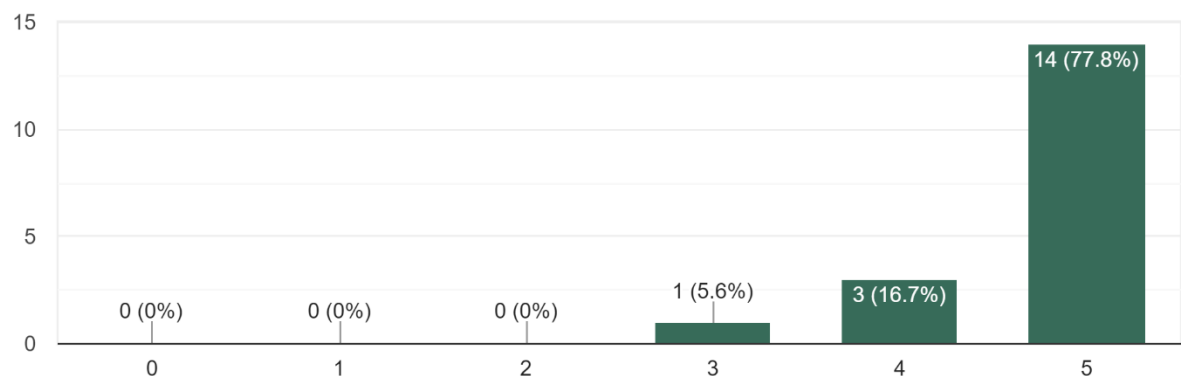
18 responses



Most of the training were conducted at Didacticum. Our training facilities includes several teaching rooms, computer labs and offices, all surrounding a common area for coffee breaks. On Tuesday we were located at our new Active Learning Classroom with the aim of demonstrating and introducing how to work with active learning is specially adapted rooms.

4.2. The training was supported by adequate learning materials (printed or electronic).

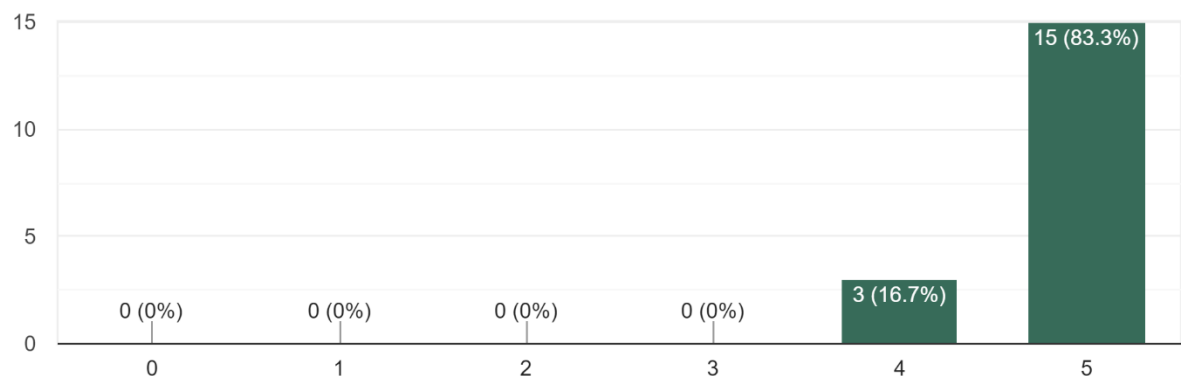
18 responses



All learning material was available on the course web. This included reference material, assignments and handouts. For some of the sessions printed handouts were used when necessary.

4.3. The learning materials and hand-outs distributed during the course were useful.

18 responses



Most participants found the learning material useful. For some sessions, especially the workshops, we also provided teacher guides to make it easier to implement these at home.

4.4. The participants' comments relating to this section.

Resources were fantastic. I liked the kitchen)) and the idea of free ice-cream all day long. I am not fan of ice-cream but it keeps people happy.

We had received all materials directly during the session. it was very professional!

Thanks for site with materials.

I would like to especially thank you for the free access to the course materials, for the openness of teachers

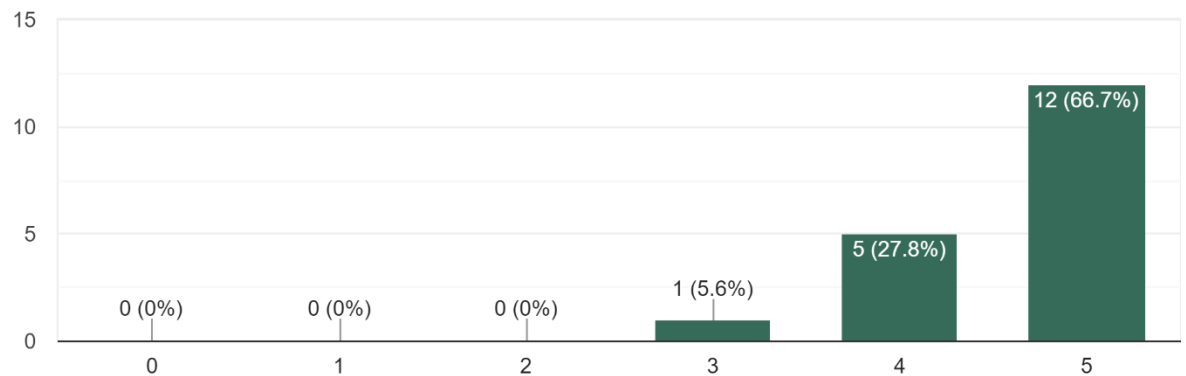
During the course, various types of activities were combined perfectly using both digital technology and hand-made material. Developing a module using colored paper is a lot of fun.

Participants appreciated our training facilities, and we are indeed fortunate to have these well adapted rooms. We hope that this could serve as an inspiration when designing TSDC's plan of operations.

SECTION-5. TRAINERS/INSTRUCTORS

5.1. The trainers demonstrated in-depth knowledge of the training topics.

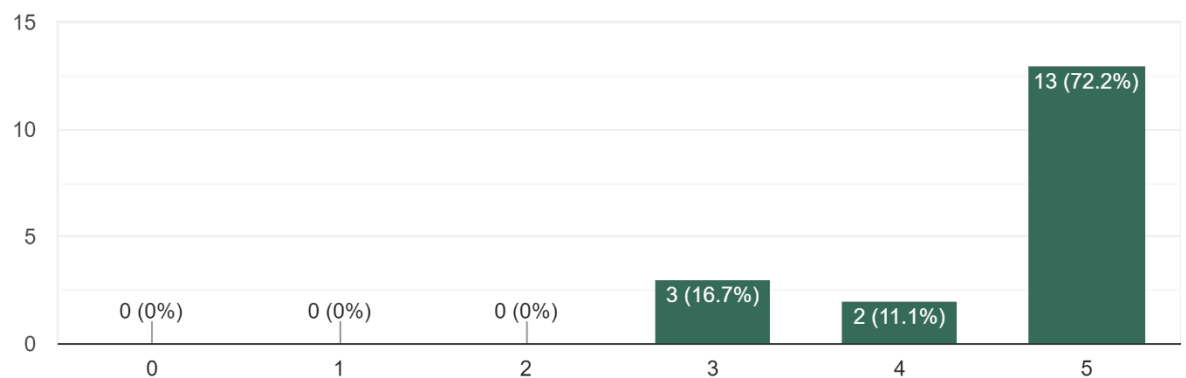
18 responses



Our aim was to create a course team with people from different backgrounds and with different skills. It seems like we succeeded, since most of the participants were satisfied with the trainers' knowledge of the subject.

5.2. The trainers were well prepared for this particular training.

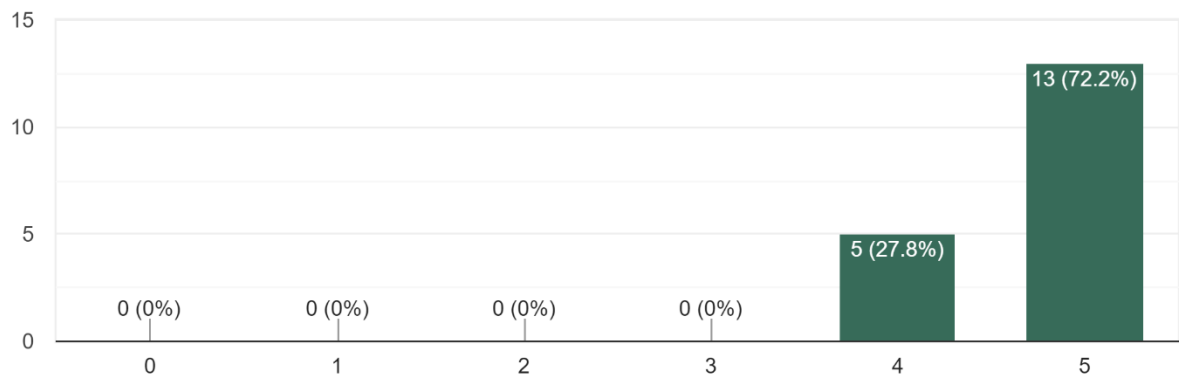
18 responses



Most of the participants found the trainers well prepared, but three of them gave a neutral answer. From the comments, it is not clear what they mean, but one hypothesis could be that they refer to the invited guest speakers. They were perhaps not fully prepared for the context and the aim of the course.

5.3. The trainers communicated well with the class.

18 responses



The schedule was designed to provide a lot of interaction between the course team and the participants, and each day concluded with a short reflection.

5.4. The participants' comments relating to this section.

Trainers were excellent.

I liked all trainers

The best trainers!

All trainers are friendly.

I especially liked how they communicated with the class: Janerik Lundquist, Peter Dalenius, Gunvor Larsson Torstensdotter, Lasse Alfredsson

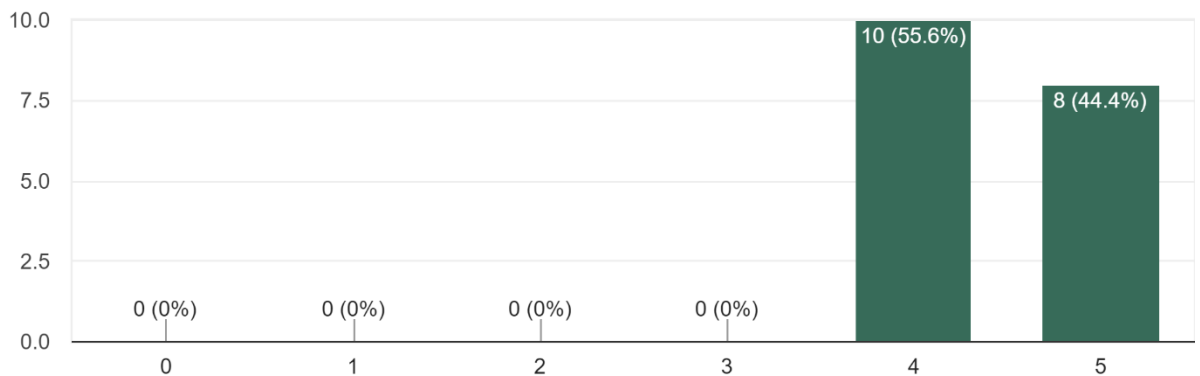
Instructors demonstrated high professionalism. They told about active teaching methods and at the same time showed how to do it by example.

Our interpretation is that we reached our goal of creating a diverse course team, and to illustrate the concept of active learning in the overall design of the course.

SECTION-6. TIME MANAGEMENT

6.1. The time allotted for the training was sufficient.

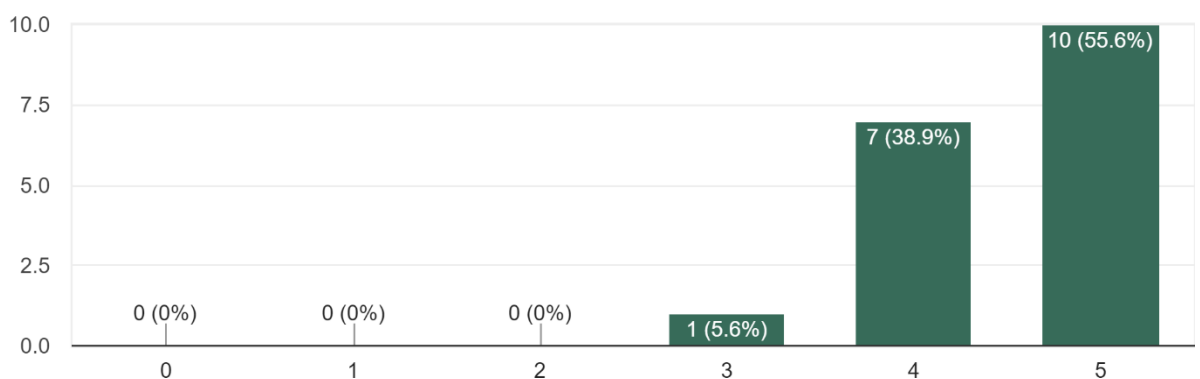
18 responses



The training week was very intensive, both for the course team and for the participants. Minor adjustments had to be made during the week, but all planned activities were performed. Some participants expressed already during the course that they would have liked to spend more time on some activities, especially the final project. Our aim with the final project was not to produce a final course design, but rather to get the participants started on the right track. We tried to convey this message to the participants, but they were very ambitious and wanted to work more on certain aspects. This is of course a good sign, even if it takes time.

6.2. The allotted time for the training was used effectively by trainers.

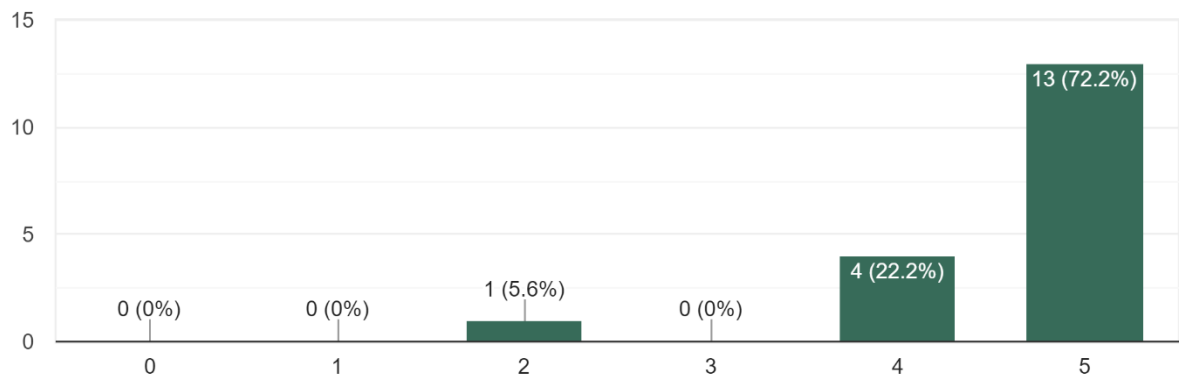
18 responses



Even if they would have liked to spend more time on the activities, a majority of participants thought that the allotted course time was spent effectively.

6.3. Enough time was given for feedback from the participants.

18 responses



Most of the participants felt that they were given enough time for feedback. The course team were open to feedback during the whole course, but the dedicated daily reflection made it explicit.

6.4. The participants' comments relating to this section.

I would have dedicated some more time to Active Learning Strategies. And less time to preparation of a video lecture in ppt.

For me this training was big opportunities to understand principles of the training topic. I think I need more to develop myself to be ToT but training was great and very useful.

I needed more time doing ABC workshop.

Enough feedback was on the last day of the training

Time was distributed very rationally, which allowed to work effectively

I liked the idea of learning by steps, repeated repetition of the material using different types of activities.

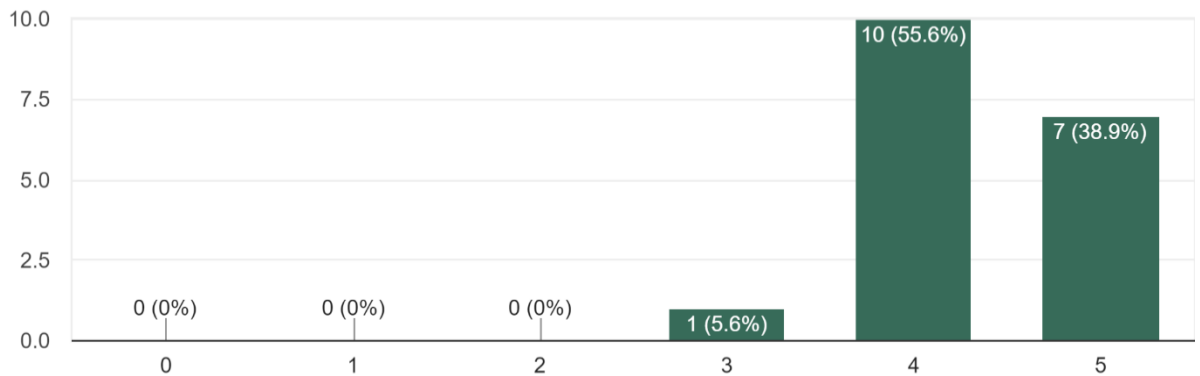
At the end of each day, time was set aside for feedback. For me, this is an unusual format. But it is very effective.

Some of the activities were more intensive than others, e.g. the ABC Learning Design workshop, and other were perhaps too generously planned, e.g. the material creation lab. The overall impression is nevertheless that course time was managed well.

SECTION-7. BENEFITS/RESULTS

7.1. The participants acquired new skills on innovative and technology enhanced teaching and learning.

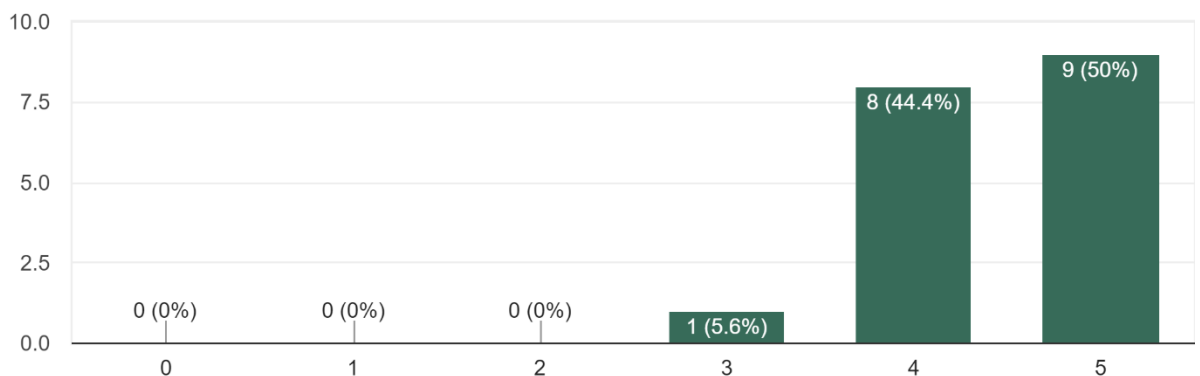
18 responses



It was obvious to us already from the short survey conducted before the course that some of the participants already were familiar with some of the concepts that the course addressed. This means that not everyone was able to acquire completely new skills. We hope, however, that the course has provided an opportunity to see how training of these skills can be designed and that it can facilitate the participants further training of their colleagues at home.

7.2. The participants will be able to apply acquired skills in their teaching practice.

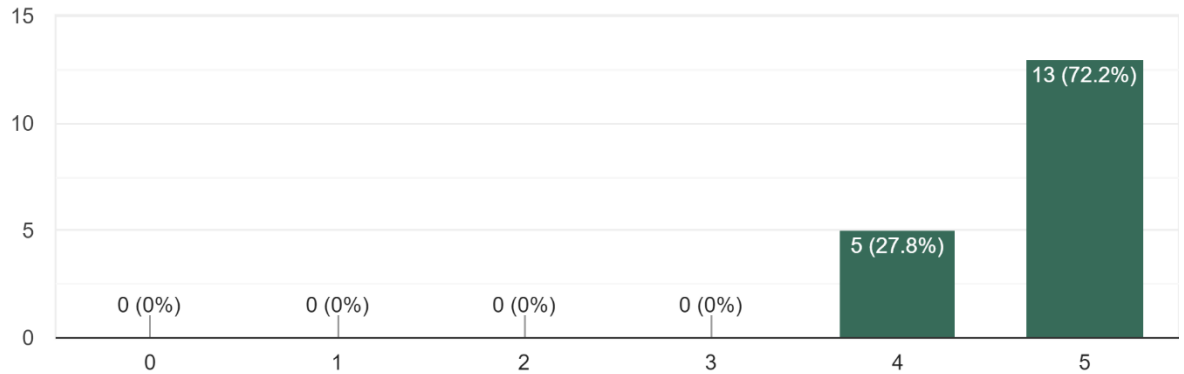
18 responses



Most of the participants indicated that they could apply their skills in their own teaching. We were very happy to see examples of this on social media already in the first week after the course.

- 7.3. The participants will be able to apply acquired skills for developing their own TOT course and train colleague teachers within the upcoming months.

18 responses



The overall aim of the ToT course is not just to train teachers in innovative teaching and learning ideas, but to prepare them for training their colleagues. Most of the participants indicated that they are now prepared to do this.

- 7.4. The participants' comments relating to this section.

I will try.

Before the training, I used separate methods of active learning, but this was from time to time and unsystematic. The course helped me to understand how to apply active methods systematically! It is very important in work

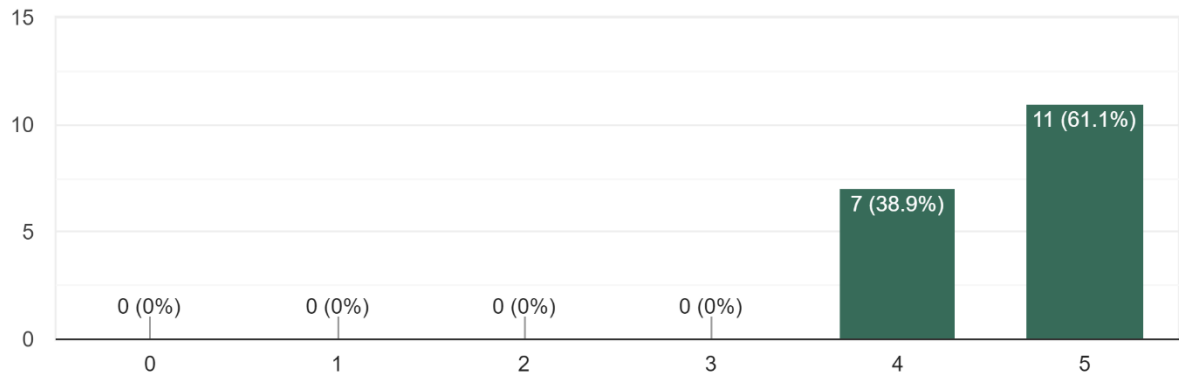
The course consistently and systematically outlined how to develop a module for teachers about active learning, flipped classroom. I have a lot of ideas that I plan to present for the teachers at my university.

Comments from participants indicate that even if they already knew about and applied some active learning techniques, the course has provided them with a more solid foundation and ideas about how to apply this systematically, and to include these aspects in the course design.

SECTION-8. OVERALL IMPRESSION

8.1. The participants' overall rating of the content and delivery of the training.

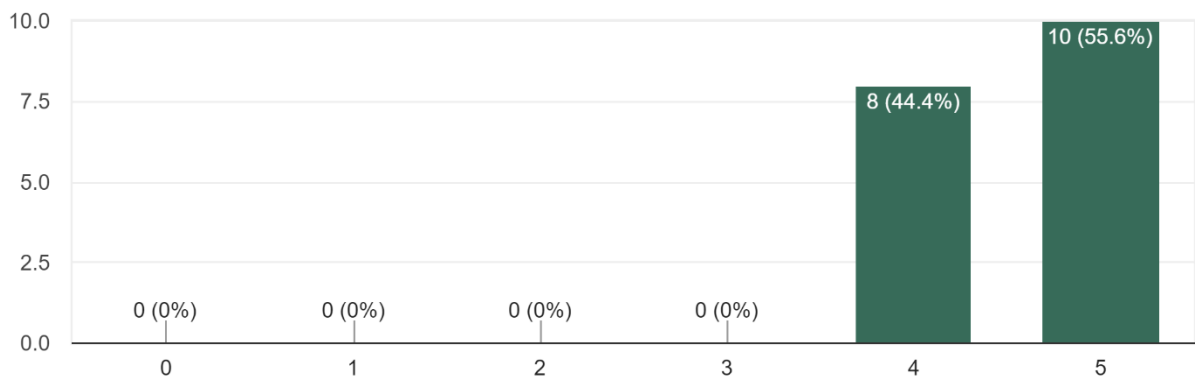
18 responses



All participants responded positively and over 60% give the highest rating to the content and delivery.

8.2. The participants' overall rating of their experience in the training.

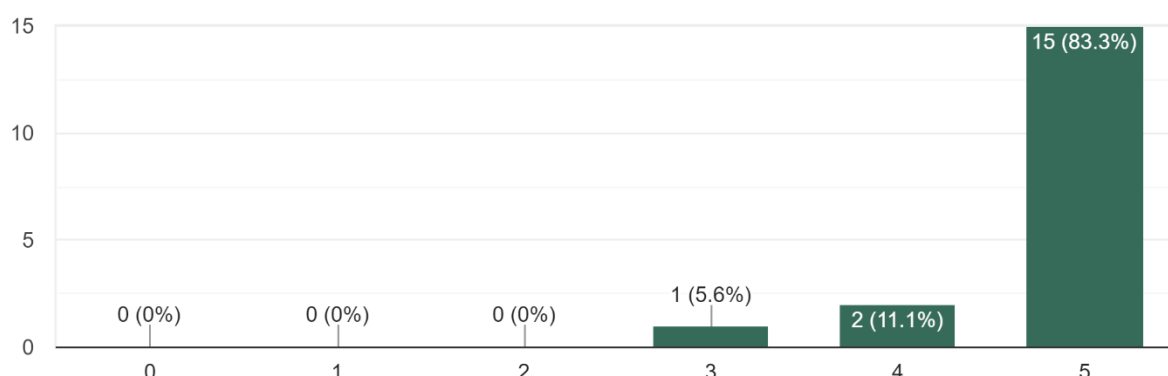
18 responses



All participants responded positively and a majority of participants (55%) give the highest rating when it comes to their own experience of the training.

8.3. The participants would recommend this training course to their fellow teachers.

18 responses



Almost all participants (83%) would recommend this training to their colleagues.

8.4. The participants' comments relating to this section.

It was very interesting. I need to know more myself. Training motivated me.

This is a required course for teachers. You must try to attract as many teachers to participate in it. Regardless of the specialization of the teacher and the subject, this course is useful for humanities, physicists, biologists, technologists and others.

I will recommend this course to everyone. High professionalism of instructors, excellent company and very interesting and useful material.

I will recommend this training course to my fellow teachers, if trainers have a greater experience in using Flipped classroom.

Our aim was to create a course that would suit all teachers, regardless of subject, and at least one participant's comment indicate that we have succeeded in that respect.

SECTION-9. PARTICIPANTS' OPINION ON THE TRAINING

9.1. What did the participants like most about this training?

Open and nice gathering where we could speak freely and acquire the knowledge from our colleagues and instructors.

1. ABC LD Workshop; 2. Concrete example of flipped classroom provided by Gunvor; 3. Open Network Learning.

Group works and final project preparation

Process, trainers, colleagues

Communication. Materials, trainers

1. Working environment 2. Trainers 3. Teaching and learning methods

Pedagogical methods, digital tools, overall atmosphere

Interesting materials. Different experiences. Friendly company.

Collaboration, learning by doing, feedback

Team, time distribution, environment

ABC workshop + DEF lab; Learning material creation lab, Active learning activities using teaching resources (Padlet and other)

ABC learning model, www.padlet.com and types of active learning

Digital pedagogical competence. Designing a flipped classroom. Course study visits to teachers

1. How technically and in terms of content training was built 2. The attitude of teachers - open, friendly, the desire to share their knowledge, willingness to help and technically support 3. Provision of resources and materials

1. The course content included the practical use of active learning methods and the construction of a learning module. 2. The organization of space in the classroom. Everything is adapted for the convenience of students and trainees. In the same class, you can perfectly organize the group work of students, and work on the project, as well as lecturing. 3. Methods of teaching used by instructors. We were students and were able to show on the site of our students. The classes were long, but we did not lose concentration, because we shifted the attention from one instructor to another, often changed the types of activity (listened to the lecture and watched the presentation, discussed in groups, expressed individually, answered instructors' questions, carried out practical tasks, created their own project, gave feedback)

Coordinator Janerik, trainer Peter, and Peter's training methods

Trainers, topics, exercises, ice-cream at breaks

Trainers, methods, materials

It is interesting to see that there are many different answers here. This is an indication that the very varied schedule was able to meet the different expectations of the participants. Several different activities from the course is mentioned, the ABC workshop by three participants. The overall design of the course and the open approach used by the course team is also appreciated.

9.2. What did the participants like least about this training?

The weather was bad. Maybe it would have been better to hold the meeting in summer:) but this is minor issue, because it didn't affect the training.

1. Difficulties with finding accommodation; 2. Learning material creation lab; 3. Boring presentations of final projects (all the same all the time).

Want more and more time to spend with all the participants of the programme!

1. It was concentrated most on pedagogy rather than on digital competency 2. there were no meetings between profs from LiU and other universities' representatives to share their narrow professional experience 3. Sometimes feedbacks from trainers were not done related to the works done by participants

Lack of real examples, time paid to digital tools

Small time for visiting city.

Some not clearly stated assignments, some theoretical parts

Open network Learning seminar; site visits in Tuesday

Flipped classroom approach was presented very short, Feedback from the trainers side was not enough, participants were not working in diverse groups

Active learning (Per Sandén)

It's not good that other participants were late.

1. Coffee. 2. It gets dark early 3. Everything else is great

Some of trainers who taught not by essence

I don't think I hated anything

University, trainers, methods

Here we have several constructive ideas for improvement. If possible, it would have been great to arrange meetings with teachers of the same subject at the hosting university, to share experiences of teaching for active learning in a specific subject. The final project would have been better if the courses selected had been different. Now most participants selected to work on the actual course for their colleagues. That was efficient, but when the same course is done at their home universities, the result will probably be different, because then their colleagues will work with actual course modules for actual students. Hopefully, the presentation will be planned to give time for better feedback as well.

9.3. How do the participants plan to change their teaching practice as a result of this training?

I will amend the syllabus and I use the acquired skills in practice.

I'm going to implement several strategies of active learning and to flip my classes already in the next semester. However being very careful with digital tools, testing them out step by step.

I will use some knowledge gained at Didacticum.

To use voice and video in teaching

Will implement the elements of active learning

To organise a meeting with my colleagues and to share my experience with them to make some changes in our existing teaching strategies. To conduct training for lecturers. To spread results among other institutions

Modify part of my course, add more digital material

I will try to use the most interesting technologies and tools in my practice.

I plan to redesign parts of my courses aiming to ensure students' active learning and active participation in class

I will use the information on the training as much as possible

I will first go thoroughly through the active teaching methods, then redesign my introductory course in BA in accordance with the skills obtained in the ABC workshop.

I will try record some videos, I will use Padlet Menti in teaching, I will use ABC approach to revise my syllabi

1. I plan to create video content for my teaching. 2. I plan to redesign the programs trainings for teachers

1. Curriculum conversion: enable flipped class. 2. Write down several lectures for independent work of students and integrate them into the academic work. 3. To show the benefits of active methods to my colleagues, to support their initiatives in this direction, to establish feedback with them 4. Use open Internet resources to organize student work in groups (padlet)

I plan to significantly adjust my teaching practice. For the first, to balance the types of training (association, collaboration, discussion, investigation, practice) in the module I taught. Secondly, to increase the use of digital tools in education, using the technology of the flipped classroom. Third, use powerpoint instruments more actively (sound recording).

By using some tools of Flipped classroom in my teaching process.

I am already more confident to send video materials to my students ahead of time. I am going to use many tools that I learned at the training but the most important is, I am going to apply the active learning approach to my entire teaching

Directly apply active learning and flipped classroom.

It is great to see so many examples, large and small, of different approaches, techniques and tools that we have talked about during the course. Even though the course was packed full with examples, it seems that most of them were interesting to at least some participants.

9.4. The participants' comments relating to this section.

I am very grateful for all the inspiration, ideas, links and tools gained in this workshop. It was a fruitful experience. My confidence with regard to digital media has strikingly grown. Would be nice to check the results of our efforts after 2-3 semesters.

Thanks to everyone!

My congratulations to organizers and participants.

The site visits in Tuesday were interesting but neither much relevant to the course nor helpful for its comprehension

I want to thank the organizers and trainers of the training. The excellent organization of the course, the creative atmosphere in the classroom inspire further improvement of their professional skills in education.

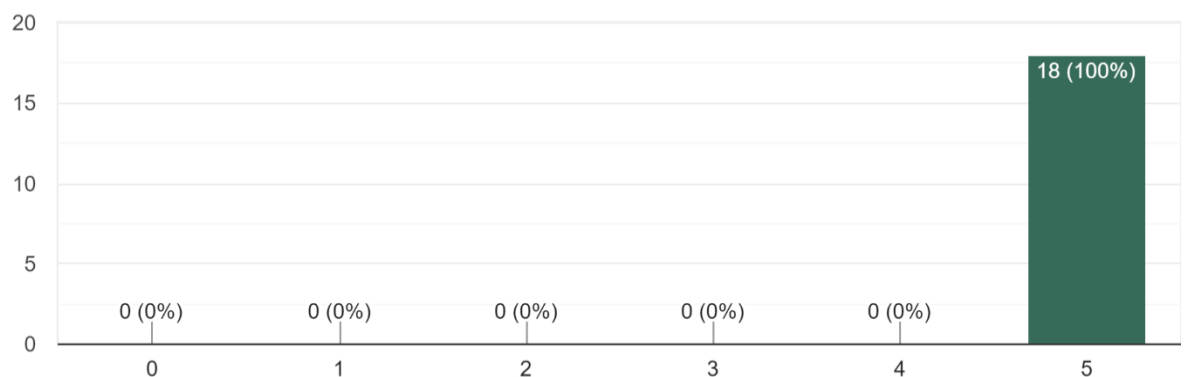
Thank you.

It is great to see that the participants confidence has grown. That was indeed one of our non-explicit aims.

SECTION-10. OVERALL ORGANISATION OF THE EVENT

10.1. The participants have received the training materials (course abstract, syllabus/detailed training programme, content materials, etc.) well-in advance.

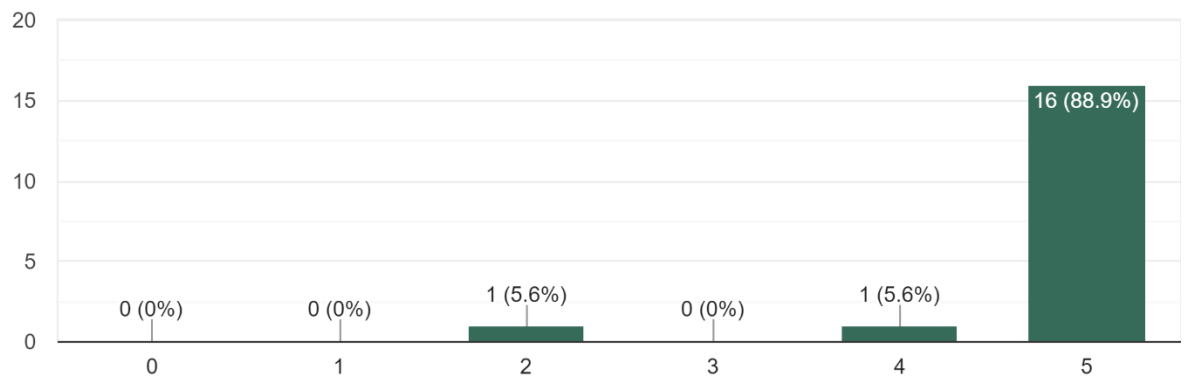
18 responses



We provided the participants with a link to the open course web, and it seems that all of them received it in time.

10.2. The participants have received timely support in getting accommodation and travelling.

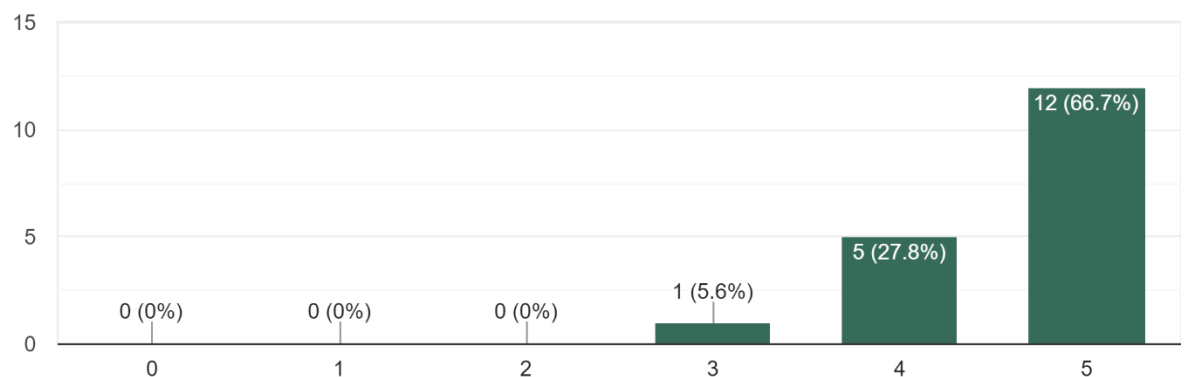
18 responses



Information about travel and accommodation was sent from the coordinator via e-mail on October 3 and 7. Later, when the course web was published, all of this information was included there as well.

10.3. Social activities and the catering (coffee breaks, lunches, joint dinner, excursion, etc.) were well organized.

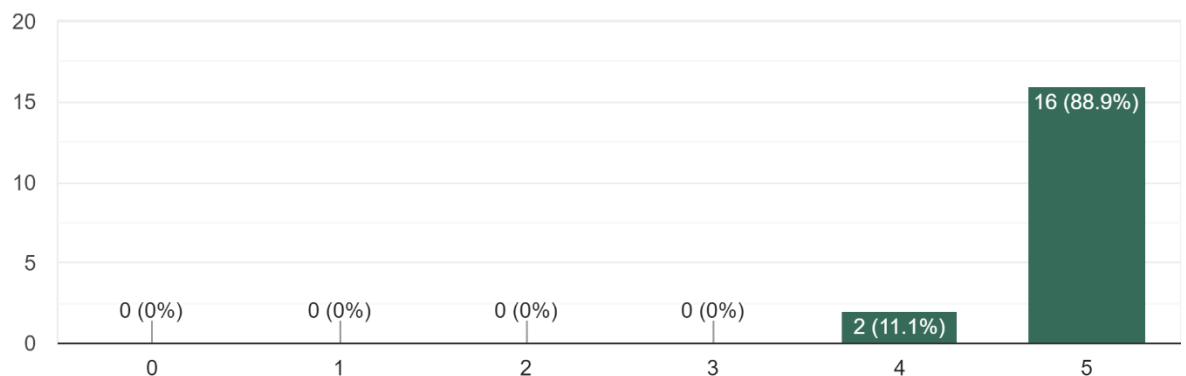
18 responses



All coffee break took place in the training facilities and for lunch we recommended some of the restaurants and coffee shops on campus. All participants were provided with a campus map and a list of places to eat. There were no planned social activities outside of the course, but upon suggestion from some of the participants, we organized an improvised pizza evening on Thursday and most of the participants were able to join. It seemed very much appreciated, and there are indeed a lot of traces of that gathering on social media.

10.4. The participants' overall rating of the organizational aspect of the event.

18 responses



We are very happy to see that almost all participants give the highest rating to the overall organization.

10.5. The participants' comments relating to this section.

Good job! Thank you!

During preparation I have received all information what I needed. Process was very well organized! P.S. Thank the PRINTeL project for this chance and of course thanks Prof. Janerik Lundquist, thanks to Peter Dalenius, also to Gunvor and Linnea and all "DIDACTICUM" staff who did this works for us.

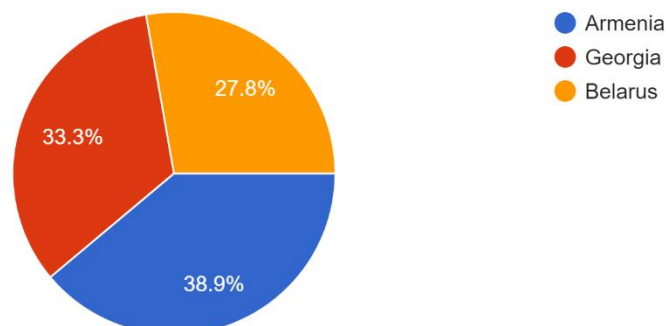
I am greatly touched by the organizational aspect of the whole training course starting from detailed information about staying up to training process itself. I express my strong respect and gratitude to the local coordinator and the whole team of Didacticum.

Many thanks to Janerik, Gunvor, Peter, Linea and other organizers and instructors.

Many thanks to the organizers for the opportunity to attend these training courses, to learn about new trends in the development of digital education. I always admire technical progress, especially when it comes to education, because education is a care for the future!

10.6. The participants' country.

18 responses



CONCLUSION

The survey has shown that the majority of the participants was very satisfied with the professional development they gained from the ToT Course in terms of pedagogical approaches and styles, as well as instructional technologies used to effectively support teaching. 15 out of 18 participants would recommend this training course to their fellow teachers and almost every participant gave the highest rating as to the overall organization of the course.

It was apparent from a short questionnaire handed out to the participants some weeks before the course started that the group had a fairly broad and complex background in relation to the intended learning outcomes set up for this ToT Course. Some participants considered themselves as “beginners” while others indicated “fairly familiar” with the topic. With a varied schedule, some activities might not be suited for everyone and some participants were not offered a training of completely new skills all the time. Also, some of the invited guest presentations might have been too superficial and not immediately connected to the course objectives. Despite this, the overall impression is that the participants were satisfied with the quality of instruction and the atmosphere that the course team created.

All learning material was available on the course web. This included reference material, assignments and handouts. Most participants found the learning material useful. For some sessions, especially the workshops, teacher’s guides were also provided to make it easier to implement these at the home university later on.

The training week was very intensive, both for the course team and for the participants. Minor adjustments had to be made during the week, but all planned activities were performed. Some participants expressed already during the course that they would have liked to spend more time on some activities, especially the final project. The aim with the final project was not to deliver a complete course design, but rather to get the participants started on the right track. This message was conveyed to the participants, but they were very ambitious and wanted to work more on certain aspects. This is of course a good sign, even if it takes time. Comments from participants indicate that even if they already knew about and also apply some active learning techniques, the course has provided them a more solid foundation and ideas on how to implement this systematically, and to include these aspects in their own course design.

It is always difficult to estimate how much time each course module might demand in advance. This course has shown that many training sessions will take more time than foreseen. A lesson learned from this is to plan for some unexpected running over the time and have a schedule that is so flexible that it easily can be accommodated when this occurs. Another issue to highlight is how to organize and run the different group presentations of the final project in order to keep everybody interested. Since every project group this time had chosen the same theme for their project the presentations became fairly similar and exposing the same kind of ICT facilities. But what could have been tedious for the group of participants might have given the individual project runner a kick-start of the training course he/she has to realize in front of the colleagues to be trained at the home university later on.

In summary, this questionnaire has shown that the participants' confidence in the understanding and application of Active Learning in the Flipped Classroom has grown. That was indeed one of the non-explicit aims of this ToT Course delivered by Linköping University.