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UNIVERSITAT DE  
BARCELONA

## STUDY VISIT IN FRAMEWORK OF THE ERASMUS+ CBHE PROJECT

# 585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP

### **“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES”, PRINTeL**

**11-12 June 2018**

**University of Barcelona and University of Barcelona’ Institute of Professional  
Development- Institute of Education Sciences (IDP-ICE)**

The University of Barcelona, UB (Spain) hosted a two-day Study Visit of the ERASMUS+ PRINTeL project titled "*Change in Classroom: Promoting Innovative Teaching and Learning to Enhance Student Learning Experience in Eastern Partnership Countries*" on 11-12 June 2018. The Study Visit aimed at sharing best practices and knowledge of European Universities (Linköpings Universitet, Katholieke Universiteit Leuven, FH Joanneum Gesellschaft mbH and the University of Barcelona) in the different aspects such as *Initial HE teacher training, Programs for Professional Development, Developing Digital Competence and Innovative Teaching & Learning methods*. The event was coordinated by the representatives of the Institute of Professional Development-Institut de Ciències de l'Educació (IDP-ICE, Universitat de Barcelona) and the University of Barcelona. 39 participants attended the training.

The following analysis is based on the feedback provided by 16 out of 39 participants.

The survey was conducted using an online survey form ([https://docs.google.com/forms/d/e/1FAIpQLSfSGTolqKf2WxiwPEXeJbMw3h9kifJx-aFe1J4XZH2FTCat-Q/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfSGTolqKf2WxiwPEXeJbMw3h9kifJx-aFe1J4XZH2FTCat-Q/viewform?usp=sf_link)) on July 16<sup>th</sup>, 2018 with the expiration date of July 25<sup>th</sup>, 2018.

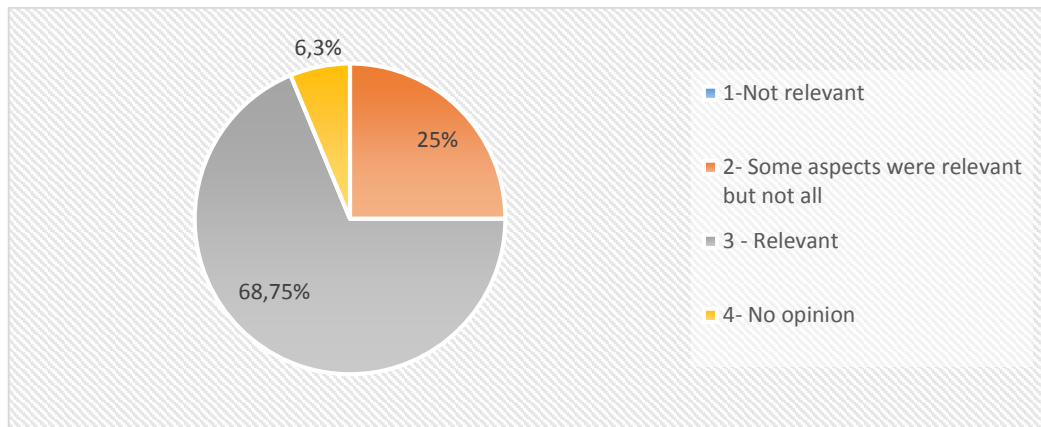
From survey, two forms of data were collected:

- Qualitative: qualitative data including participant comments.
- Quantitative: quantitative data including category ranking metrics and frequency of similar terms used.

The online survey was designed to measure the overall satisfaction level and the general expectations of the individuals involved in the PRINTeL project. The results are the following:

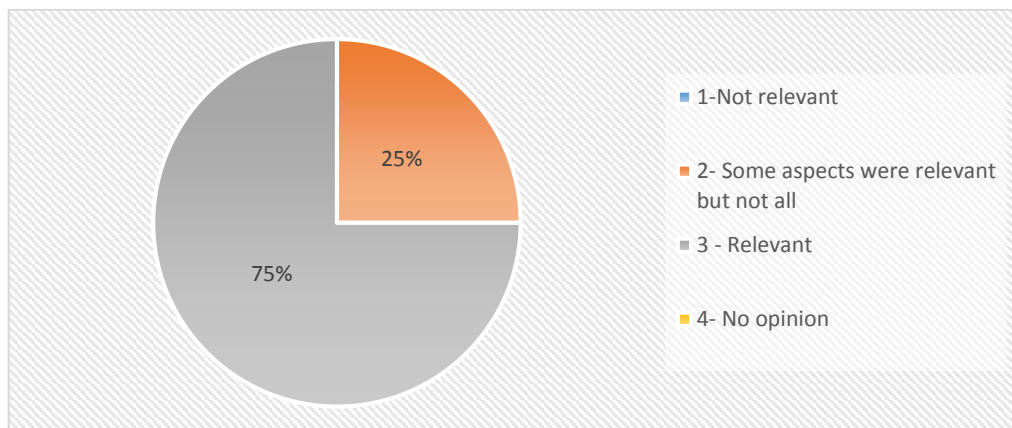


### 1. Relevance of the Study Visit:



In relation to the question concerning the relevance of the Study Visit, 68.75% of the participants deemed the event as relevant (68.75%) or very relevant (25%). 6.3% of participants did not express their opinion.

### 2. Importance of the Study Visit to the participants' institution or organization



The importance of the Study Visit to the participants' institutions was considered as relevant by 75% of the participants, while 25% of the participants found only some aspects as relevant to them.

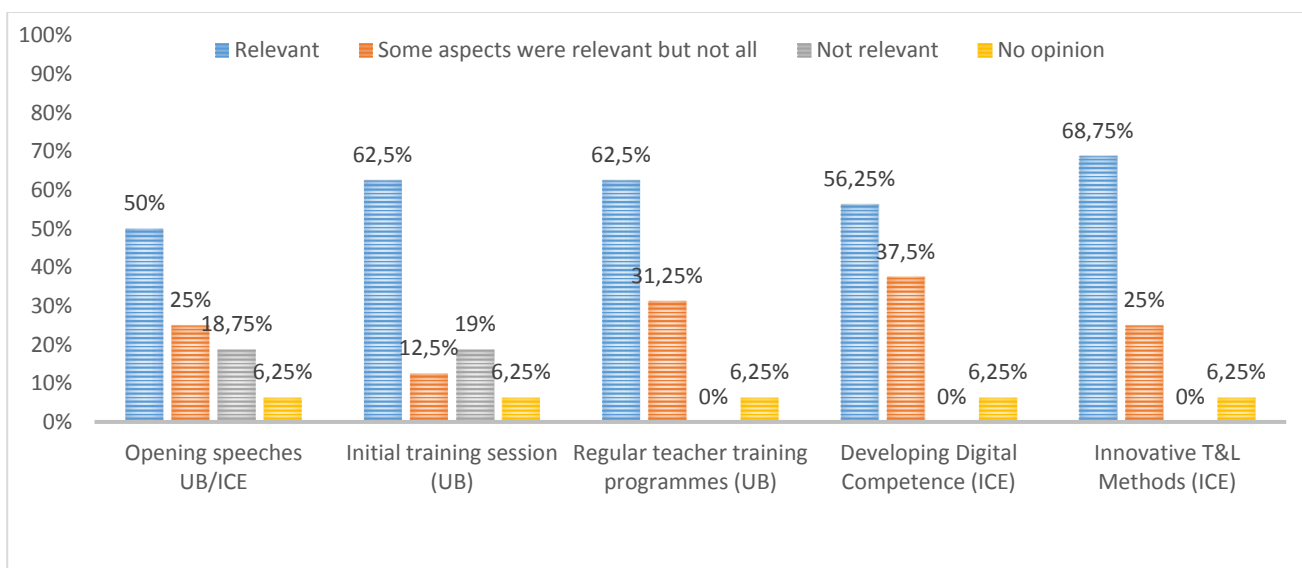
### 3. The difference in the level of relevance (between participant and the institution)

This question was aimed at searching whether there is any difference in relevance of the training from the individual and institutional point of view. The following feedbacks were received from 8 participants out of 16:



- 3 participants found more relevant the content of the Study Visit for the institution due to the fact that some aspects were hard to understand for them
- 3 participants found there is no difference in the levels
- 2 participants: N/A

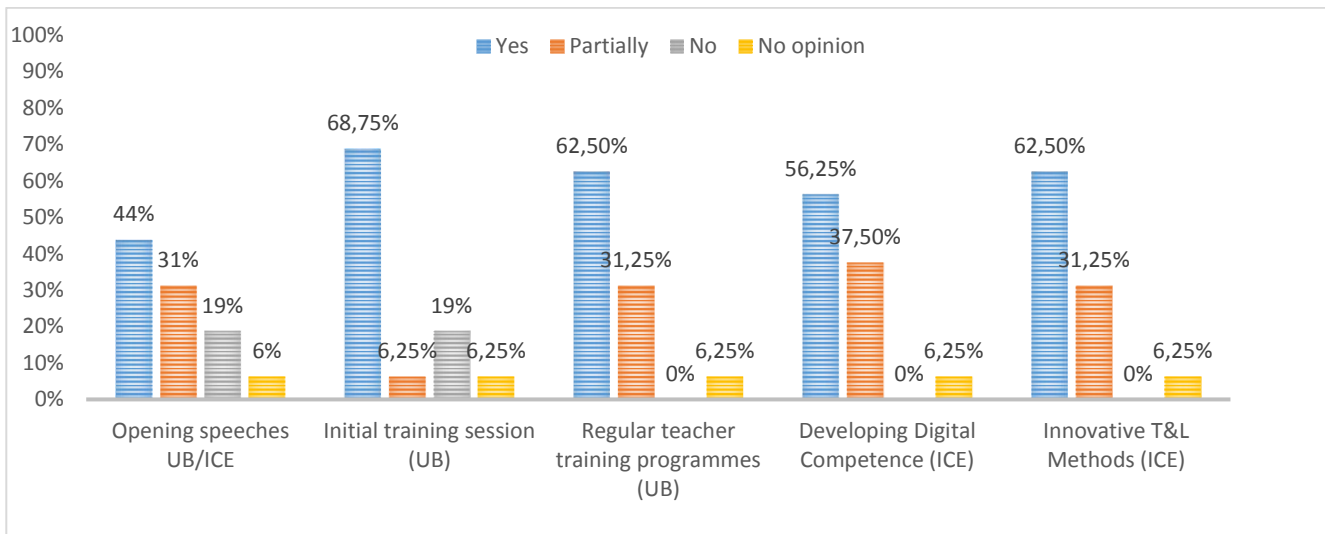
#### 4. The evaluation of the different sessions by participants



The question was designed to measure the relevance of the different sessions of the Study Visit. The participants defined as “Relevant” the sessions on *Innovative T&L Methods (ICE)* session (68.75%), followed by *Initial training session* and *Regular teacher training programme* 62.5%, being *Opening speeches* less valued with 50%.



**5. The evaluation of the content of the different sessions *vis-à-vis* the initial expectations of participants (from the full satisfaction “Yes”, partial satisfaction “Partially” to the less satisfaction “No”)**



The sessions that suited most the expectations of participants were *Initial training session (68.75%)* followed by *Regular teacher training programmes* and *Innovative T&L Methods (62.5%)*. The *Opening speeches* were the least valued content wise (44%).

**6. The list of the highlights from the content of the event (particular speaker or session for example). 10 out of 16 participants provided the following feedbacks:**

- 3 participants highlighted Peter Dalenius, Chris Van Keer, Joan-Tomas Pujola as the most interesting speakers
- 1 participant pointed out that the presentations made by Peter Dalenius and Joan-Tomas Pajola were very practical
- 1 participant found especially interesting the following 3 sessions: Developing Digital Competence; Innovative T&L methods; Regular teacher training programs.
- 1 participant highlighted the following sessions and speakers : Initial training) short presentation by Joan -Tomas Pujola, 2/ Session 1 (initial training) short presentation by Chris Van Keer, 3/ Session 3:



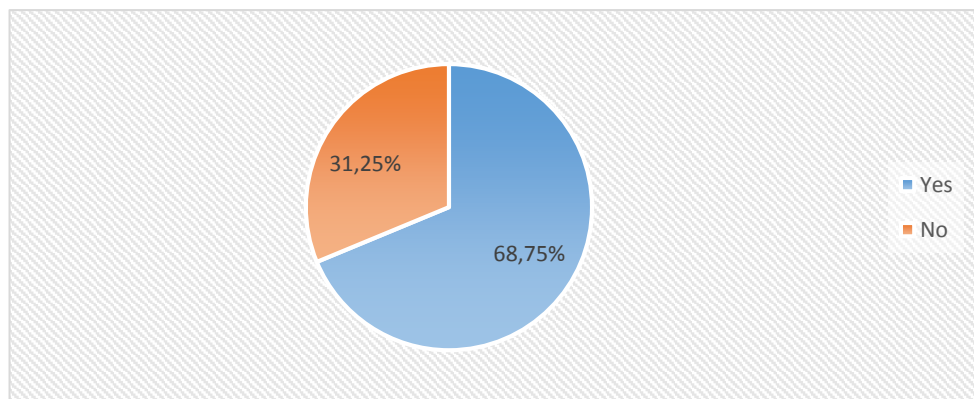
(Developing Digital Competence) short presentation by Janerik Lundquist/Peter Dalenius

- 1 participant found very useful the session on Innovative T&L Methods (ICE)
- 1 participant found interesting the presentation from Linköping university
- 1 participant stressed out the relevance to learn about the description of programs in the partner countries
- 1 participant found it N/A

**7. The session/s or speakers that the participants found less relevant or less interesting. 10 out of 16 participants answered this question as follows:**

- 3 participants found it N/A
- 3 participants found less interesting Chris Van Keer presentation but they are not quite sure over their perceptions
- 2 participants found all sessions were relevant/or interesting
- 1 participant stressed that the Keynote speech, Transforming the University, by Oriol Pujol was less relevant

**8. Timing and dynamics: evaluation whether the participants found enough discussion time and interaction.**



68.75% participants found that the Study Visit offered enough time for discussion and interactions. 31.25% of the participants expressed the opposite opinion.

**9. In relation to the previous question, 9 out of 16 participants indicated the following suggestions in order to improve the interaction:**

- To prepare the audience in advance (3 participants)
- More interaction and physical discussion with the participants to avoid the feeling to be a passive receptor (1)

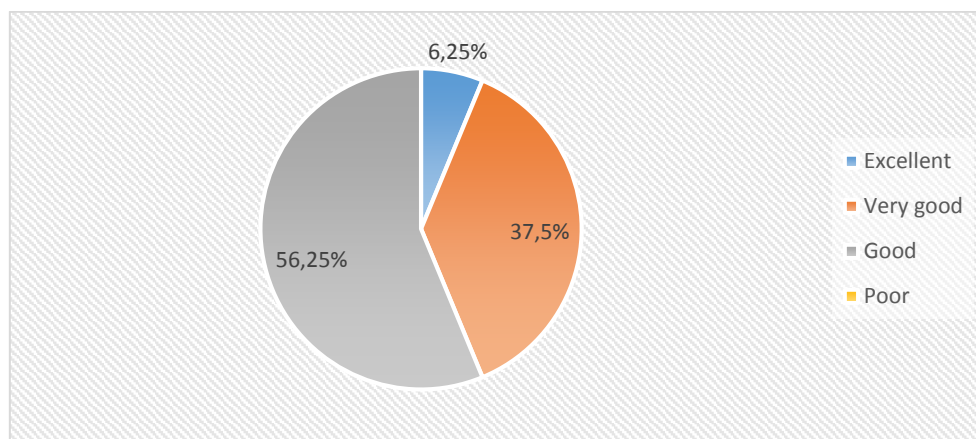


- More discussion time (1)
- No need of any improvement (1)
- Everything was interesting (1)
- Recommendation to organize in the active learning format (e.g., world cafe, flipped classroom, etc.) (1)
- More interaction (1)

**10. Suggestion to improve the structure of the seminars. 9 out of 16 participants expressed the following options:**

- Put questions that all groups will answer and generalize (3)
- Constructive solutions for each university case (1)
- To involve participants in the process (1)
- Try to connect minds and ideas, and face-to-face is ultimately the best way to make that happen. That's not always possible, but there's really no substitute for face time (1)
- N/A (1)
- More discussions at meetings (1)
- No suggestions (1)

**11. Evaluation of the different organizational aspects**



The organization aspects were defined as “Excellent”, “Very good” and “Good” by 6.25%, 37.5% and 56.25%.



**12. Further suggestions to improve the organizational aspects. 10 out of 16 participants suggested the following:**

- The same venue is preferable and to provide enough water for everyone (1)
- To work in working groups (1)
- Group participating universities by topic discussion (3)
- No suggestions (1)
- N/A (2)
- To deliver the presentations beforehand or in time (1)
- Suggestions related to coffee breaks and lunch (1)

**13. The possible use of knowledge gained form the Study visit. 11 of 16 participants provided the following feedbacks:**

- Staff meetings (1)
- When working on a project (1)
- To train the university's training center (3)
- During the further participation at training sessions in the home university (1)
- To create a new institutional TSDC Operational Plan (1)
- To design programs using ICT technology (1)
- To develop the operational plan of TSDC creation in the University (1)
- Acquaintance with modern experience of TSDCs, their activity, structure and undergoing training programmes (1)
- N/A (1)

**14. Dissemination of learning beyond the represented institution. 10 out of 16 participants will disseminate the gained knowledge through the following ways:**

- Developing news (1)
- Holding seminars and meetings (1)
- Involving more participants (3)
- By organizing seminars for colleagues (2)
- By disseminating seminar's materials/presentations, use the knowledge gained in our TSDC operation (1)
- Dissemination activities include sharing relevant information on GTU website and social media as well as at various meetings and presentations (1)



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- N/A (1)

**15. UB team role in helping with the dissemination of learning. 10 out of 16 participants expressed the following opinions:**

- N/A (1)
- Offering a course program that is used in UB (1)
- Organizing relevant courses for lecturers (3)
- Consulting on preparing training materials for organizing workshop for teaching staff in my university (1)
- Sharing experience on the best practices of its TSDC operation (1)
- Facilitating the information if there is any question (1)
- Providing more materials (presentation, etc.) about the event conducted at UB (1)
- Thank to UB Team for everything (1)

**COORDINATION PROJECT MANAGEMENT TEAM  
BARCELONA  
02 AUGUST 2018**