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

ONLINE TRAINING OF TRAINERS (TOT) COURSE EVALUATION ANALYSIS REPORT

**Results of the Evaluation Feedback Survey on
“Designing Meaningful Online Learning”
Online ToT Course**

**Conducted at Linköping University
10, 19, and 25 February 2021**

LINKÖPING 2021

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INTRODUCTION

Introductory information on the online ToT course

The overall aim of the online course “Designing Meaningful Online Learning” was to prepare teachers in higher education for designing online teaching and learning activities. On completion of the course, the participant should be able to:

- Discuss the elements of the Community of Inquiry (CoI) framework and their applications in online learning design using the flipped classroom approach
- Design meaningful online teaching and learning activities based on the Community of Inquiry framework

The training sessions took place online using Zoom on February 10, 19, and 25, 2021 and were organized by Didacticum, the Teaching Staff Development Center at Linköping University, Sweden.

Types of data collected in the evaluation process

A questionnaire for evaluating all online 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 online ToT Course Evaluation Survey for the course “Designing Meaningful Online Learning” was sent out via e-mail to all 18 participants after the course, Monday March 1, 2021. 16 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.

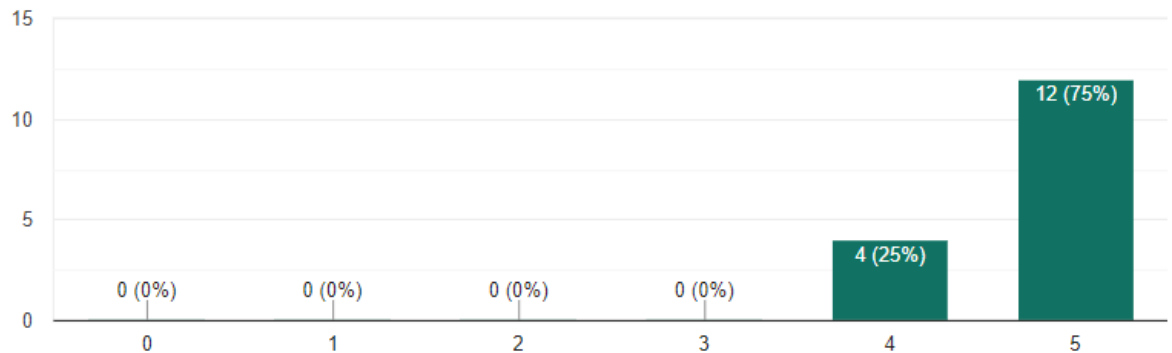
Structure of the Evaluation Analysis Report

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 comments. 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 AND CONTENT OF THE ONLINE TRAINING

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

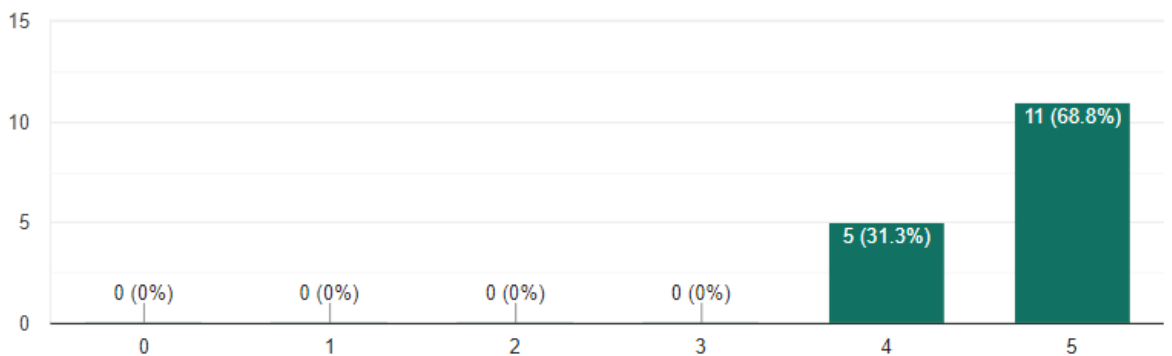
16 responses



The intended learning outcomes were stated in the syllabus, which was included in the first information package sent to prospective participants.

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

16 responses

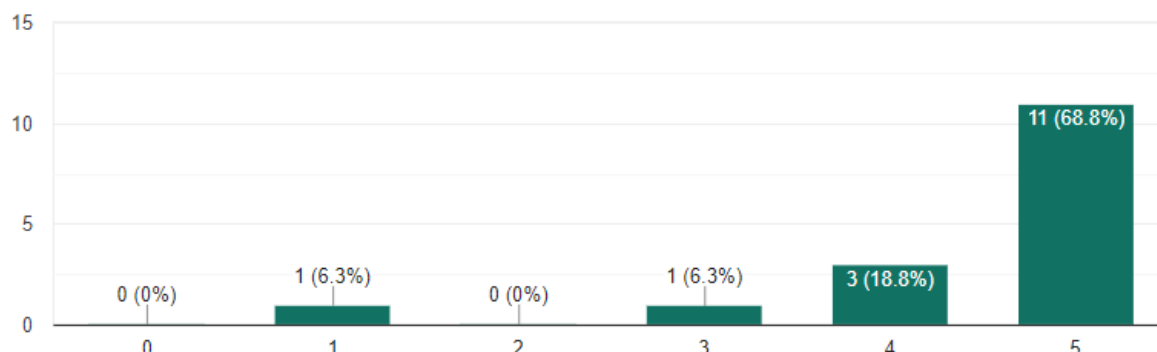


The use of the emotionally charged word “meaningful” in the course title was intentional. This is an important aspect of the Community of Inquiry framework, where the overall goal is to create educational experiences where “learners are able to construct and confirm meaning through sustained reflection and discourse” (Garrison, Anderson, & Archer, 2001).¹

¹ Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.

1.3. The topics covered were relevant to the innovative and technology-enhanced teaching & learning in an online medium.

16 responses



The Community of Inquiry framework is well established and can be used both as a fairly concrete guide for designing online learning, as well as a tool for analysis of online learning.

1.4. The participants' comments relating to this section.

I was very glad to find out more in detail about Community of Inquiry and the three Presences.

Content of the training absolutely met my expectation.

It was great experience to hear about practice of other teachers, some nice ideas and approaches were discussed.

I was expecting to learn new online or digital educational tools. But what was for training I think also was very important but it was not "innovative and technology-enhanced teaching & learning training"

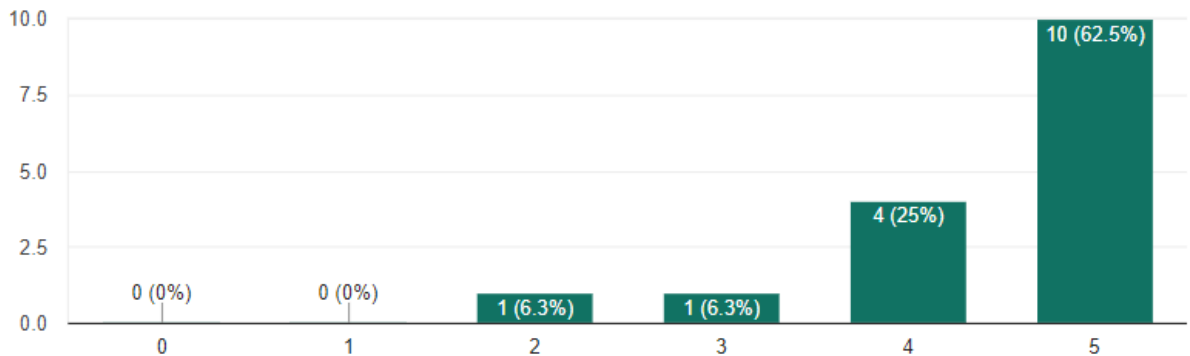
I always like when before a course starts I feel that those who are behind it have taken a lot of time, thought through every detail and provided all necessary information. I had the same feeling before the course started. Therefore, the only thing I can say here, WELL DONE!

In this short course our intention was not to explicitly introduce new tools, but rather to support participants in using already existing tools to support online learning. However, in order to actually conduct an online course ourselves, we introduced some tools for the course itself that might have been a new experience for some participants.

SECTION-2. QUALITY OF THE INSTRUCTION

2.1. The instructional methods & learning activities used were relevant to the online mode and achieving the training objectives.

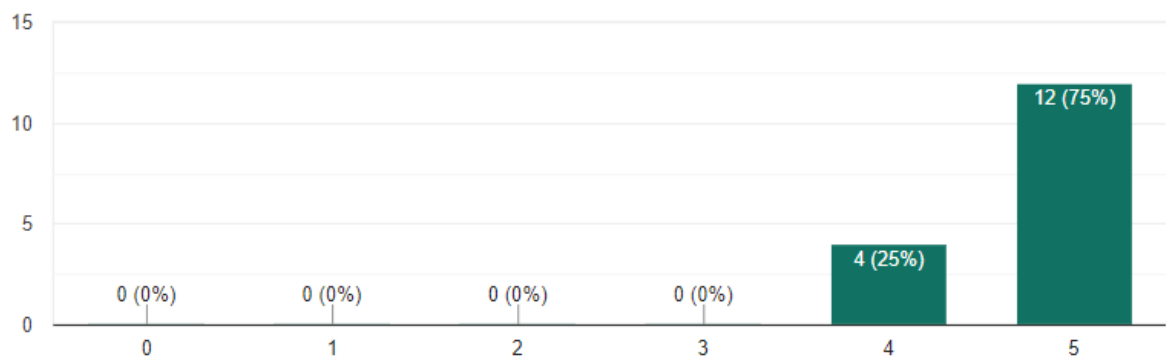
16 responses



The backbone of the course was three half days of online synchronous training, but the participants were also expected to do some work between course days. This asynchronous work consisted of creating and updating a personal reflection portfolio, as well as commenting on other participants' portfolios. Training during course days was both in the whole group (about 20 participants) and in smaller groups (about 5 participants). The reason for choosing these formats was that we wanted to explore as many online options as possible.

2.2. Participation and interaction during the online training were encouraged.

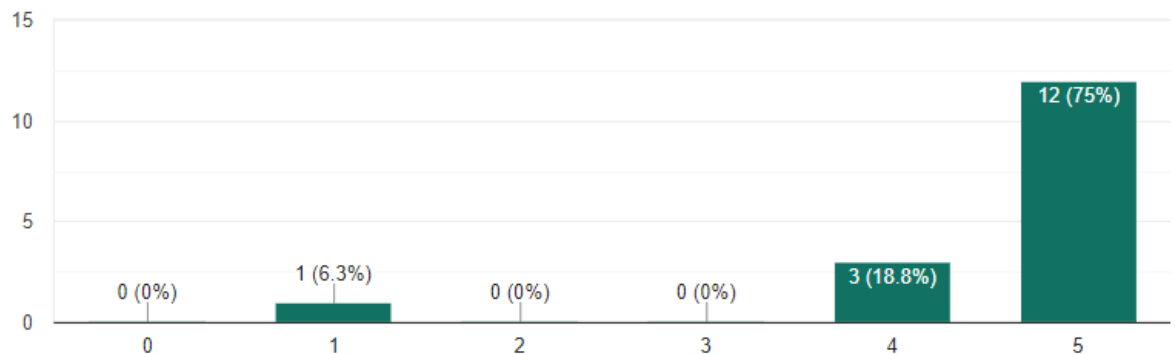
16 responses



Participants were encouraged to participate in discussions, both in the whole group and in the smaller groups. We utilized both video and chat, which proved to be an excellent way of incorporating everyone in the discussion. Participants who were slightly ill could communicate using chat when they had lost their voice. Participants who were anxious to speak in English could sometimes formulate their contributions in text. These two modes of communication (speech and chat) complemented each other.

2.3. I acquired new skills on the usage of online teaching tools and methods.

16 responses



We would like to emphasize that a skill to use a tool goes beyond simply pressing the correct button. It also consists of choosing the right tool, method, or approach for a particular situation, and being able to use the tool to achieve certain goals, e.g., establishing a fruitful communication atmosphere. In this course we focused more on these “soft skills” and not so much on the more technical aspects of online teaching tools.

2.4. The participants’ comments relating to this section.

It was learning by doing.

being a part of the big group where any opinion is welcomed and always encouraged is great priority

Instruction given by instructors before and during sessions were clear and understandable

Some nice advises were offered by experienced teachers on how to solve/address some issues (aggression, ethnicity, difference) in class.

There were mainly talks which also helped us to look at the online teaching and learning from different aspects and share our experience but personally I have not developed new skills

One more WELL DONE! comment here.

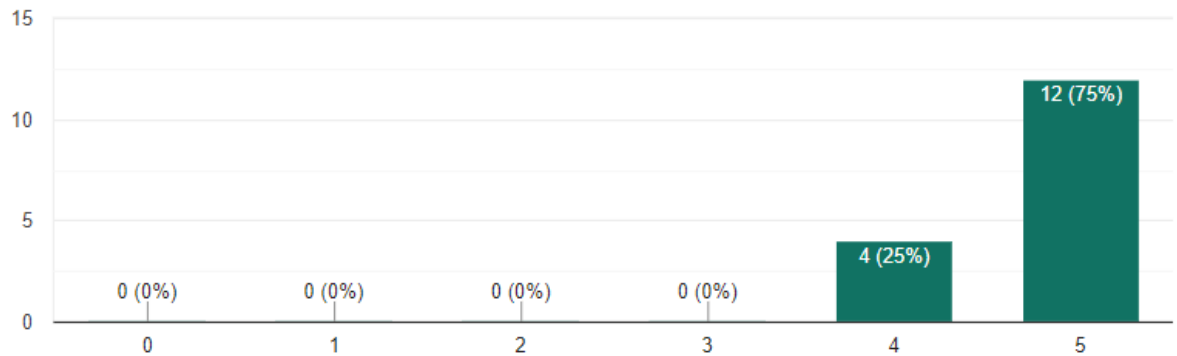
Unfortunately, not even very well planned and presented instructions can generate a lively discussion and exchange of ideas and opinions if the participants are not willing to communicate..

One of our aims with the course was to share experiences and this was mostly done during the group discussions where the participants willingly talked about their online teaching. However, we would have liked to show more examples in the whole group. That is something that can be improved when participants are running their own versions of this course locally.

SECTION-3. TRAINING ENVIRONMENT AND TECHNOLOGIES

3.1. The online training video platform and technologies used were comfortable and suitable to the learning needs in an online medium.

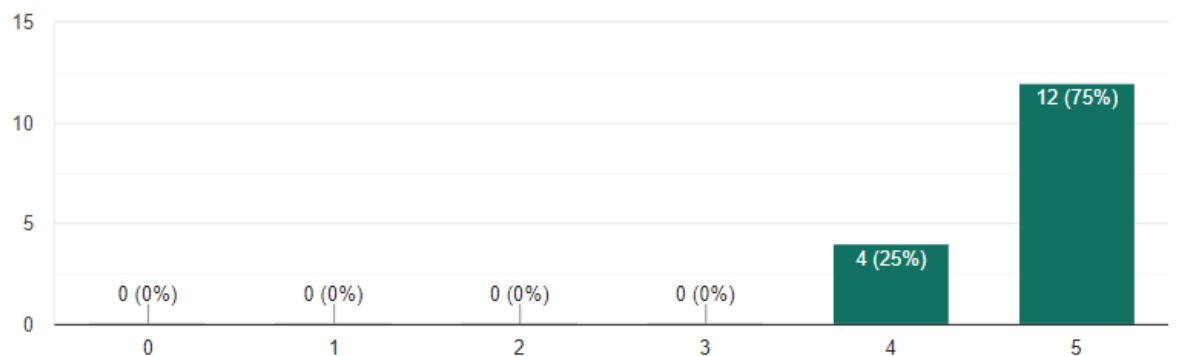
16 responses



We used Zoom as a meeting tool. It worked well and all participants were already well acquainted with the tool. For asynchronous collaboration we used Microsoft Teams. Our own experience with Teams is good, but some of the participants had trouble logging in to Teams and we should have provided more guidance at the start of the course on how to use Teams. As lesson for giving this type of course again is to use tools that the participants are already acquainted with or allocate extra time for introduction of the tools to be used.

3.2. The training was supported by adequate electronic/digital learning materials.

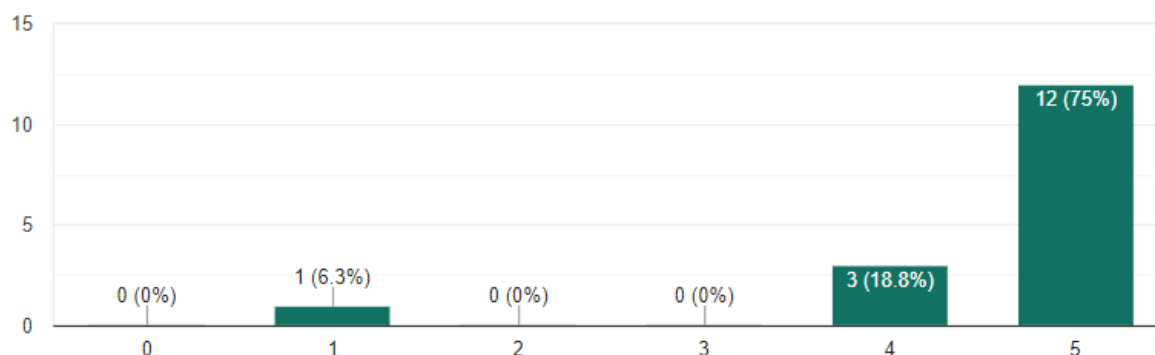
16 responses



Since this course built upon the previous course Active Learning in the Flipped Classroom, we wanted to make use of this approach. Preparation for each course day consisted of one or more film clips that introduced the content for that day. Some of the film clips were especially prepared for this course, but we also curated a short list of film clips available on YouTube with similar content. A reading list with freely available texts were also given as a supplement.

3.3. The online tool and technologies used during the training are accessible and applicable for my future teaching practice as well.

16 responses



Zoom seems to be the global de facto standard for online meetings. Microsoft Teams should be freely available for all academic institutions, even if some work is needed to set up.

3.4. The participants' comments relating to this section.

I have had no experience with Teams before. So I am very grateful for it.

Was very well organized and adapted.

The applications were selected appropriately, that supported and made easy to comment the topics of the day and follow up the discussion.

Personally I new that technologies. The only thing I was not experience is the MS team learning/teaching platform, which was not taught during training.

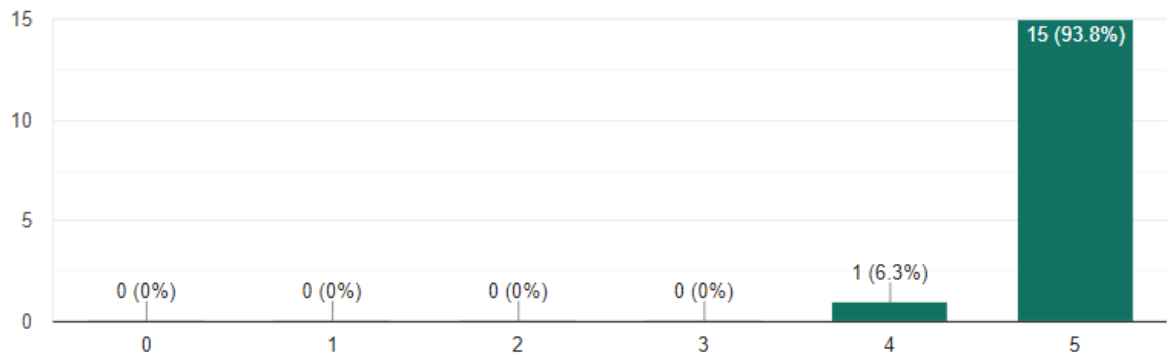
Thank you for all this. There are very useful resources and the platforms offered a very safe and comfortable working environment.

Even though we provided very little training in the use of Microsoft Teams, participants quickly learned the basics and were able to communicate and participate fully.

SECTION-4. TRAINERS/INSTRUCTORS

4.1. The trainers demonstrated in-depth knowledge and skills of the training topics applied in an online medium.

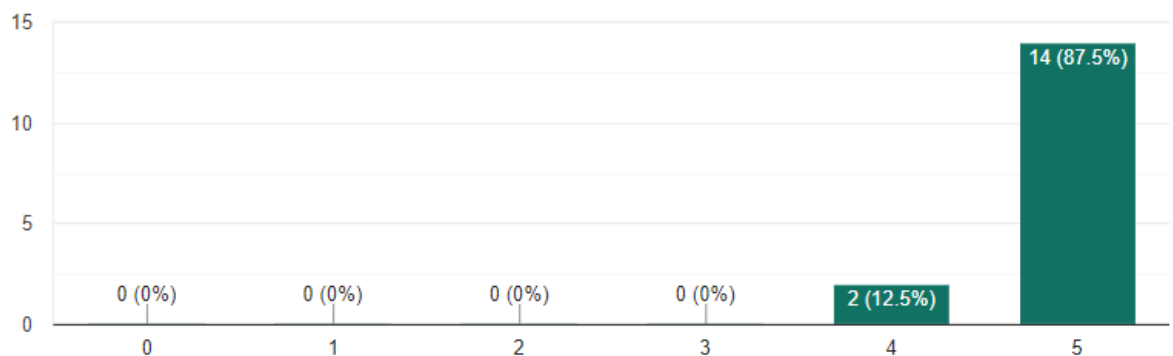
16 responses



The Community of Inquiry framework has been in focus for Didacticum since the start of the corona pandemic. We have used it as a starting point for discussions with teachers in need of support for designing online courses.

4.2. The trainers were well prepared for this particular training and demonstrated online teaching skills

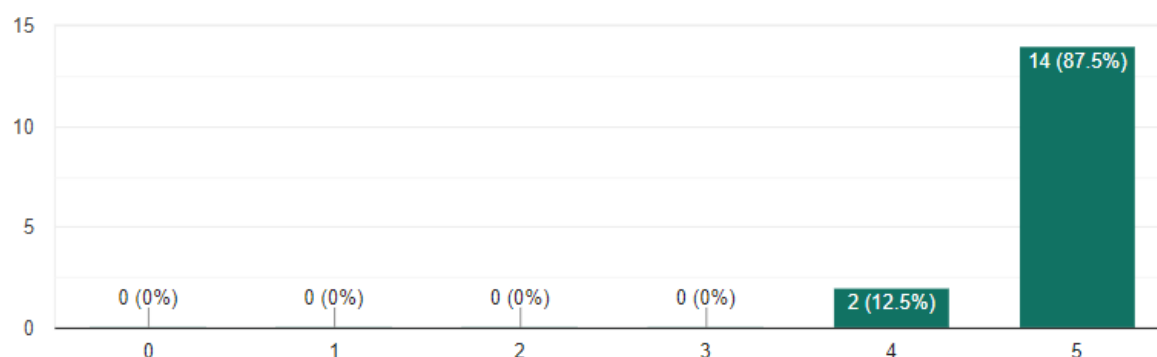
16 responses



All members of the course team are experienced educational developers and have worked extensively with support for online learning during the corona pandemic.

4.3. The trainers communicated well with the class considering the specificities of online teaching mode.

16 responses



Our idea was to use this online training as an example of how to arrange online training, thus providing a good example.

4.4. The participants' comments relating to this section.

The trainers are perfect as always

Thanks to the instructors for their excellent instructions and input.

Trainers managed discussion well, they gave equal opportunity to each participants to comment, to ask questions or express impressions and summarise a day.

The trainers were just great, it was a pleasure to listen to their instructions

Give my kind to Linnea Björk Timm :)

The trainers were really perfect!

Trainers were perfect in the scope of guiding, mentoring etc.

Gunvor Larsson Torstensdotter is the best of the best

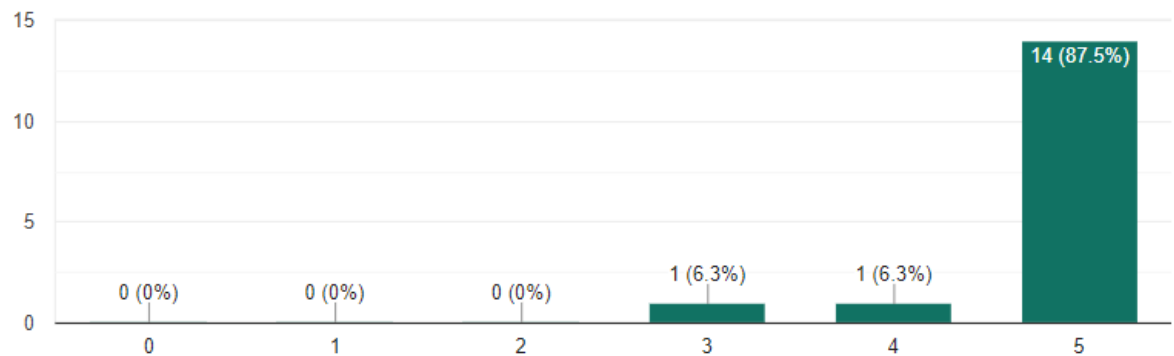
All of the trainers were great - very different but so well selected! The teamwork was at its best! Thank you!

We were all very happy to meet some old friends again from the previous PRINTeL course. These participants contributed significantly to creating a learning atmosphere in our online classroom.

SECTION-5. TIME MANAGEMENT

5.1. The time allotted for the training was sufficient.

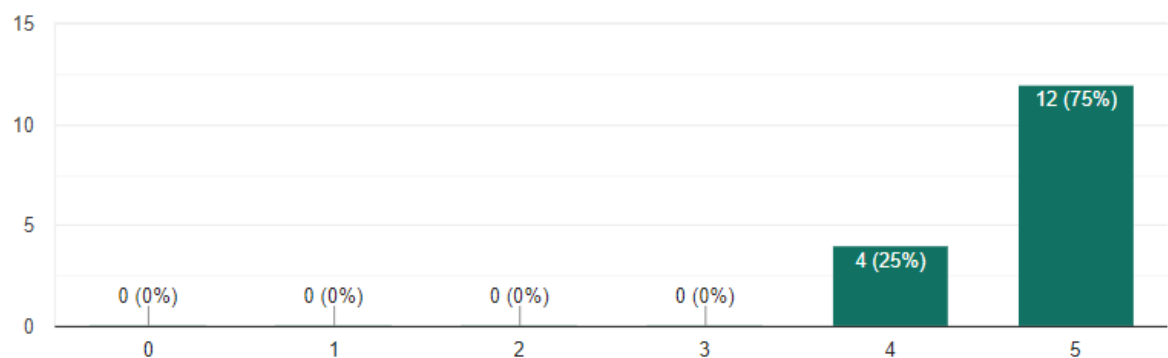
16 responses



The Community of Inquiry framework consists of different aspects and our main idea was to cover one of these each course day. This gave the course a nice structure and provided a focus for the group discussions. We carefully considered the necessary preparation time, as we know that teachers are usually pressed for time.

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

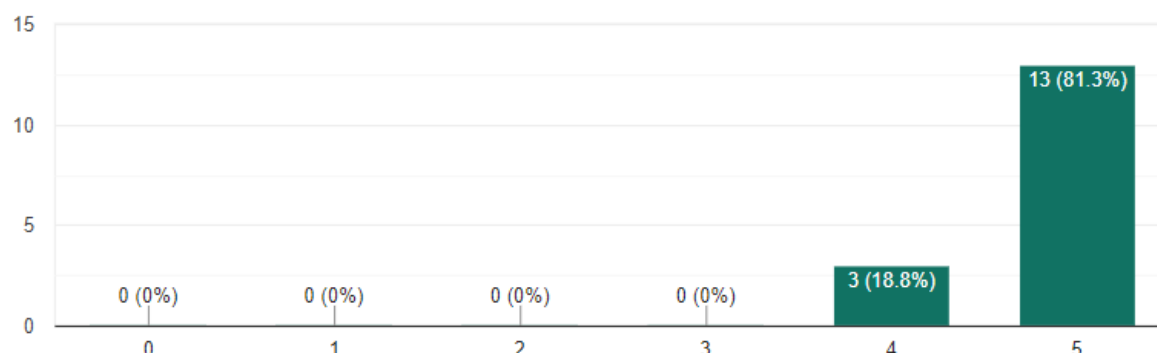
16 responses



Group discussions is a vital part of all the courses we usually give at Didacticum. In this way we want to promote the importance of collegial dialogue and the scholarship of teaching and learning. Through the use of well formulated questions, we make sure that the discussions have a structure and a forward motion.

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

16 responses



Each course day concluded with a session where the groups shared the main points of their discussions. This was also a time for reflection in the whole group. The participants contributed with great enthusiasm and we could have continued these discussions for much longer.

5.4. The participants' comments relating to this section.

Some practical part would be OK

Everything was organized in timely manner.

Time keeping was managed well.

I wish all trainings were as precisely time-framed as this one.

I got a huge boost for further high-quality work

I wish there was more time overall for the training. I know that it is not easy, but I always have this feeling when a training course finishes. What did I miss?

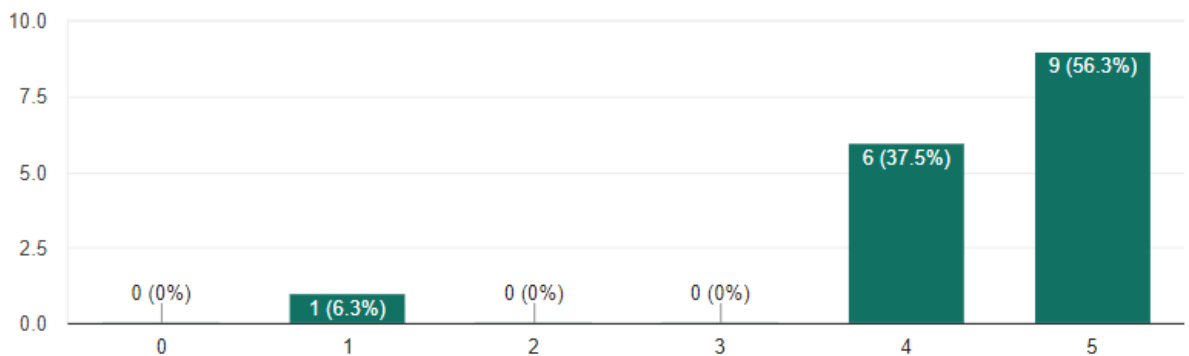
- a) more group opportunities to work with different people -participant rotation in the groups;
- b) more time to discuss and receive feedback on the individual topics we provided prior to the course;
- c) time for discussion in the open class format or more chances to hear others.

We agree with the last comment. We would have liked to continue the discussions further, but this course was just a short introduction to the framework. From this sample, we hope that the participants will be able to initiate collegial dialogues in their home institutions that can further deepen the understanding.

SECTION-6. BENEFITS/RESULTS

- 1.1. I acquired new skills on the use of innovative and technology-enhanced teaching and learning in an online medium.

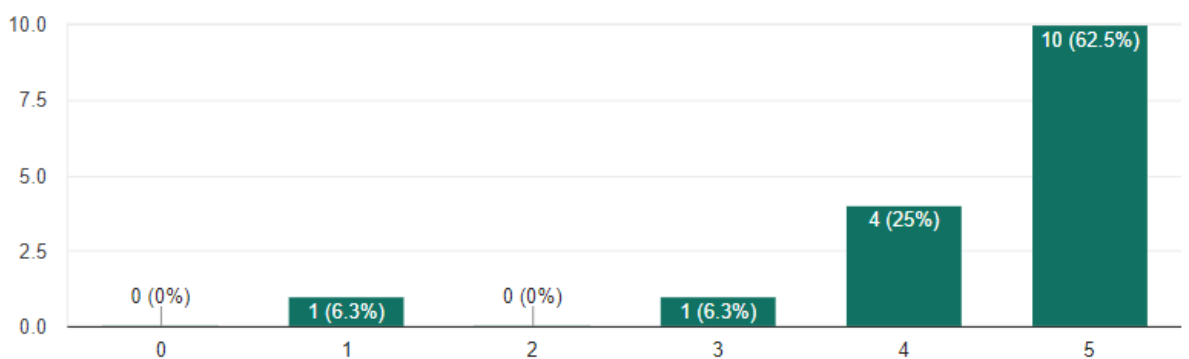
16 responses



The skill we were aiming for was the skill of *designing* online learning. This involves selection and logical arrangement of tools, topics, and methods. An equally important aspect is the creation of a learning experience. Our understanding is that the Community of Inquiry framework can be used as a concrete guide when designing online learning. We are happy to see that the participants share our view.

- 1.2. I will be able to apply the acquired skills in my online teaching practice.

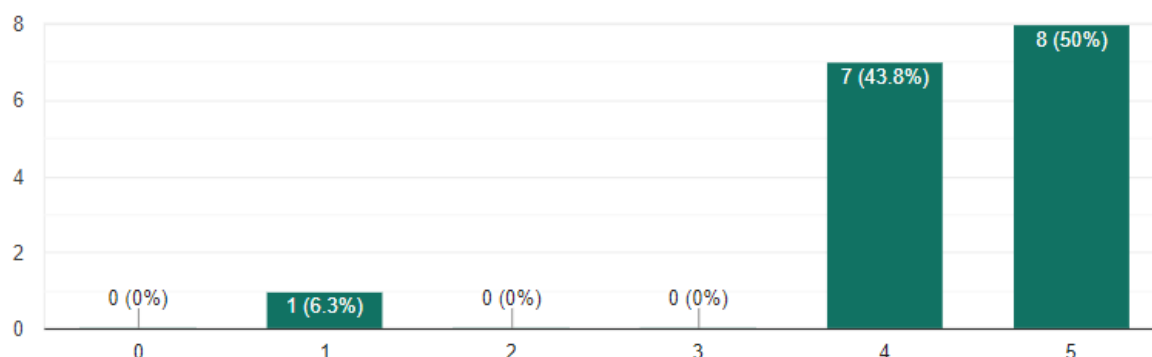
16 responses



The Community of Inquiry framework can seem a bit abstract at first, but you can often see connections with your own teaching. Several of the participants commented on this during the discussions. The framework can help you to organize your thoughts about online learning and provides a structure for the experiences you might already have.

1.3. I will be able to apply the acquired skills for developing my own online TOT course and to train colleague teachers.

16 responses



From the start we made it clear that the participants could use all the course material in any way they like in order to create their own course, either by using this course as a blueprint or by adapting the content to the local context.

1.4. The participants' comments relating to this section.

Hoping to have the same auditorium, reaction and active participation

Training was very useful and I hope it will help me in my future career.

Will try my best to share the experience received with other colleagues.

There is nothing to teach others as skills. Training was methodological- we learnt about Community of Inquiry Survey which was interesting but do we need to spend such amount of time on it when the propose of printel is to enhance new digital tools for education.

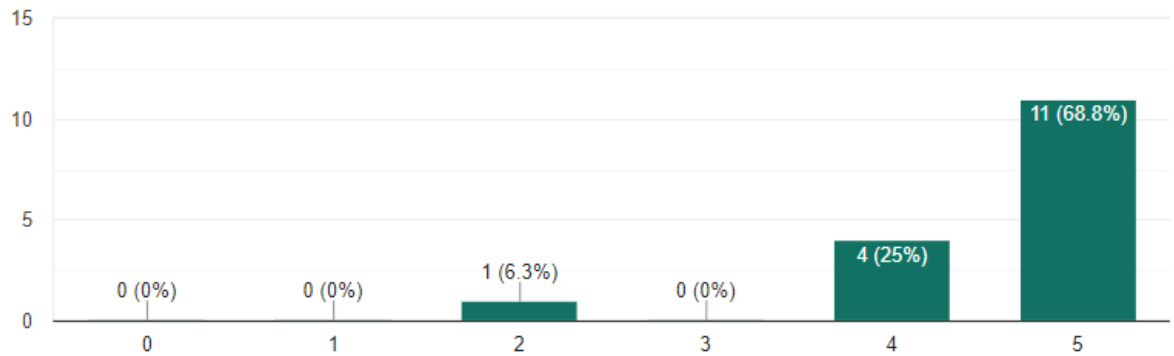
Here, I wish I had the confidence in reacting 'I strongly agree' to the three last statements, but as I wrote in my reflection, I will definitely start, try, but might not succeed immediately. However, I do believe that if I start now, I do hope that I will be able to apply all the acquired skills in my own teaching practice as well as in my TOT course gradually.

We realize that some participants had expected to learn more concrete skills, but we would like to argue that the design aspect is equally important. Tools themselves will not improve teaching and learning, only if used in a sensible way. This is especially true for online learning where the digital tools provide the only ways of communication.

SECTION-7. OVERALL IMPRESSION

7.1. Overall, how would you rate the content and delivery of this online training?

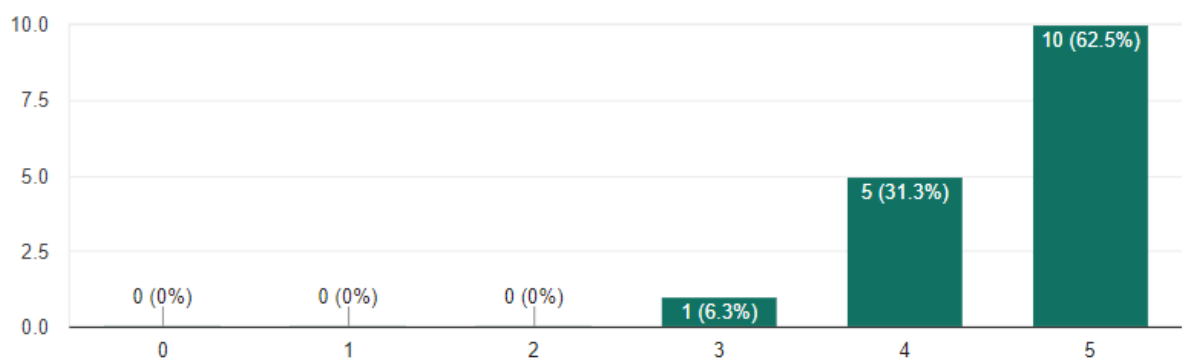
16 responses



We are happy to see that the vast majority of the participants gave the content and delivery high ratings.

7.2. Overall, how would you rate your experience in this online training?

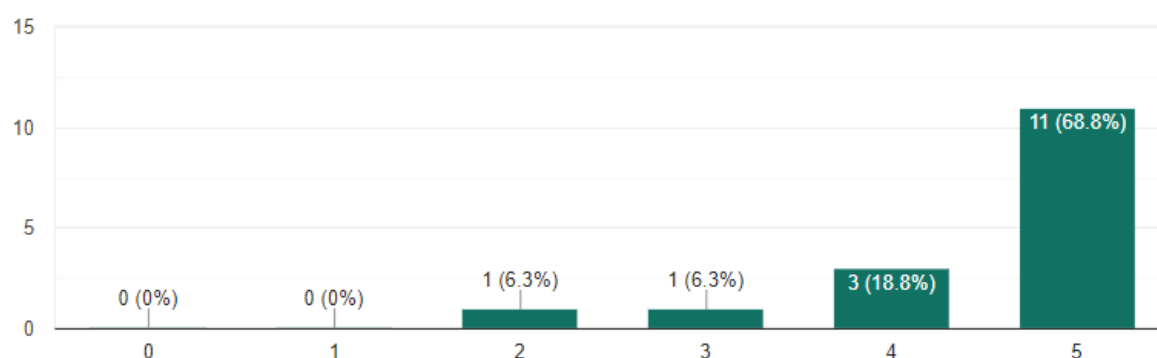
16 responses



A vast majority of the participants had a positive experience.

7.3. I would recommend this online training course to my fellow teachers.

16 responses



We realize that the Community of Inquiry framework might not be suitable for everyone. We have drawn the same conclusions when applying it in our educational development at Linköping university.

7.4. The participants' comments relating to this section.

Thank you so much! The Didacticum Team rocks as always.

To share experience with my fellow teachers is always motivating and challenging

As I've mentioned, I hope it helps me to advance in my future career

Great impression, great experience

As I said before, this was a well-planned, well-delivered and highly beneficial course for me and for my colleagues who will learn all I learnt in those three meetings and beyond thanks to all the materials you shared so lavishly with us.

We are very grateful for all the positive feedback and hope that this evaluation will provide the participants with further tips on how to implement this course themselves.

SECTION-8. YOUR OPINION ON THE ONLINE TRAINING

8.1. What did you like most about this online training (please provide 3 things you liked most)?

Exchange and share information with colleagues
Express your own opinion
Get new tips

Interaction, fun, self-reflection opportunities

Mutual respect, warm atmosphere, great experience from fellow colleagues

Separate group discussions were interesting.

I liked the diversity of the training, were different country representatives were involved. This made training more interesting and nice.

the content, the way it was served and the trainers personality

Digital tools, sharing of experience, improvement professional skill

1. Time management; 2. Constructive feedbacks; 3. Well-prepared trainers

Positive environment, sharing experiences, meeting old friends

The topic was interesting, Discussions in small groups, Provided materials

I really liked the work in groups and the fact that my colleagues commented on the portfolio.

1) the team of instructors
2) the material shared
3) the course content

The atmosphere created by trainers (relaxed, friendly), having same people in groups, sufficient time for discussions.

1) amazing trainers, 2) sharing experience with colleagues from other countries, 3) the Col model

training method, course theme, atmosphere

1. topic concerning the time challenge
2. video on the platform
3. organization of training: general session, group work

Several participants said that the atmosphere was positive. We are very grateful for these comments because this is a corner stone in the Community of Inquiry framework. The environment is a vital part in creating and shaping the educational experience. Many participants also mentioned the group discussions and the sharing of experiences. We would have liked to have even more time for that. The course material was also mentioned, and we hope that this can be reused by the participants in order to create similar courses of their own.

8.2. What did you like least about this online training (please provide 3 things you didn't like most)?

A personal meeting would be better.

Internet connection (probably for my reason)

lack of English knowledge by some of the participants, lack of enthusiasm by some of the participants (no tasks were done), lack of commitment by some of the participants (absence because of lectures etc.)

I think some practical part, practical tasks could be included

Almost the whole content of the training met my expectations.

I can't remember such thing :)

very difficult question

I wish we had done more activities;

it was not technological even it was organized via new technologies

Lack of examples or best practices of using different presence types in the auditorium, How to use presence in online teaching

I liked everything and everything was at the highest level

1) the lack of time (I wish we had two slots of sessions: morning and late afternoon or more days)
2) group work limitations (could be two types of group work: the same groups and participant rotations)
3) passive participants

The only thing which I did not like was connected with using Teams platform. For unknown reason I had a problem to log in.

I liked everything! I only regret that we worked with the same group of people all the time. Although I really liked my group and our discussions, it would be great if we had a chance to communicate with other participants of the training too

lack of direct contact, the need for high-quality Internet communication (in our country), constant concentration of attention.

I would like to see examples of successful practical application of online technologies in the form of videos from real classes, how teachers work online in other countries, learn practical techniques from them

Before the course we were a bit worried that internet connection would be a problem, but it worked quite well. Some participants were spontaneously disconnected but managed to reconnect quickly. Some participants had to shut down their camera for a while, in order to participate in the conversations. The biggest problem, from our point of view, was that some participants had low-quality microphones and it was sometimes hard to hear what they were saying. It would have been better to have in person meetings, but overall, the internet connections worked. The online mode also made it more flexible to participate.

8.3. How do you plan to change your online teaching practice as a result of this training?

The experience I got from my colleagues, I will try to apply as much as possible and use it in the lecture course

I will change assessment components in my courses in order to enhance the Social Presence of my students.

I guess I need more cooperative tasks to warm up and involve my fellow teachers

I will use the materials from training in my practical work and will share it to my colleagues.

I will try to modify some assessments in my syllabus to make it more manageable during remote learning process.

I already told that what I was doing unconsciously, will be presented scientifically

I will apply the acquired knowledge and skills

I will use some of the tools and methods I learnt during the training.

Just share some ideas about Community of Inquiry Survey

I will group my teaching methods to insure 4 types of presence.

In any case, I will divide the online and offline groups: each colleague advised me to do this. and I will use their experience

I would like to repeat what I wrote in my reflection:

1) I will try to develop my skill of using the elearning platform and Zoom, read and watch more guides and try the functions that I shied away from before. I will also try to incorporate padlet in my teaching process.

2) To challenge the problem our courses have - lack of communication among students, not enough speaking practice, I will try to empower my students by:

a) involving more activities so that they are encouraged to become more responsive;

b) scaffolding the tasks;

c) shifting the decision-making power at different course stages.

All this can be done if I develop my online teaching skills like the more efficient use of breakout rooms, elearning forum, etc.

c. Change the assessment system, by focusing on the continuous assessment (portfolios or PBL) to make learning visible, boost student interest in the course and challenge the cheating issues.

d) I wish I had more developed the digital empathy!

I will try to give more time to discussions during lecture and initiate group work to increase students engagement.

I will try to upgrade my online courses on Moodle to make them fully adhere to all three presences (teaching, cognitive, social) under the Community of Inquiry framework and create more meaningful, engaging, interactive, personalised, motivating, collaborative online learning environment for my students.

I plan to organize discussions more often and provide students with new and new situations, thereby teaching them to make independent decisions.

The main problem in online learning is focusing students on learning during the 80 minutes of the lecture. after studying at the courses, I see the following solution to the problem:
redistribution of class time: combining theoretical material, discussions, practical classes
the second problem is cheating during the knowledge control, solving the problem: after completing a written task, a personal survey of students as confirmation of their level of knowledge.

It is so nice to see all the reflections from the participants, and we saw even more in their personal reflection portfolios during the course. The participants highlight nicely that the further development needs to follow two parallel tracks: the practical use of digital tools, and the pedagogical design so that these tools can be used optimally.

8.4. The participants' comments relating to this section.

I will definitely share to my colleagues all this information gained from the training

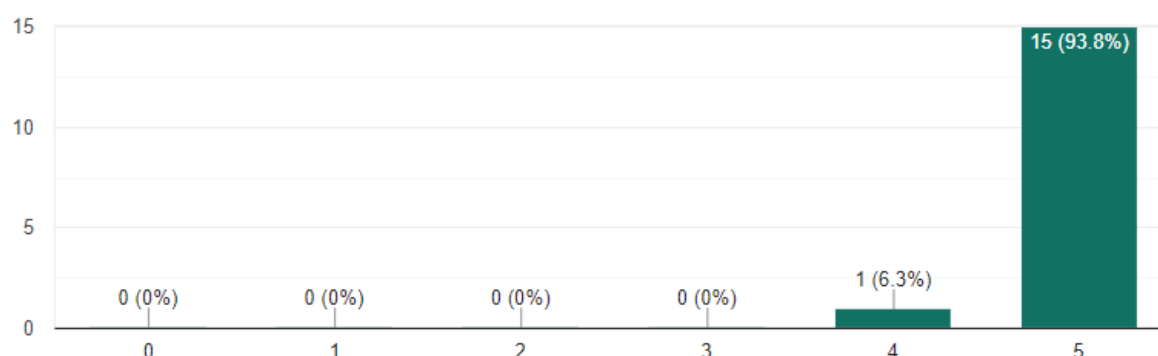
Thank you for making me think in this direction.

Thank you very much, it was real pleasure to learn from you.

SECTION-9. OVERALL ORGANISATION OF THE EVENT

9.1. I have received the training materials (syllabus/detailed training programme, electronic/digital materials or handouts, etc.) well in advance.

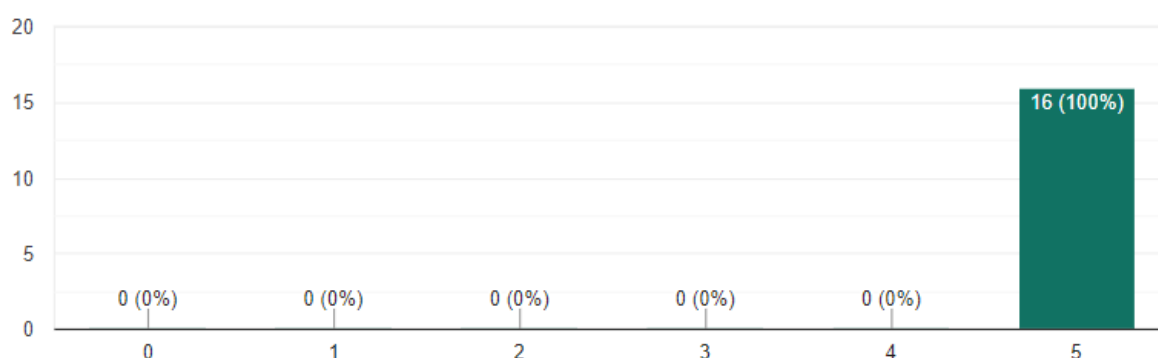
16 responses



The syllabus and course description were distributed via the project coordinators. When the participant list was presented, we invited them to the Microsoft Teams platform and distributed a welcome letter via e-mail.

9.2. The training timetable/schedule and course duration were preserved by the instructors.

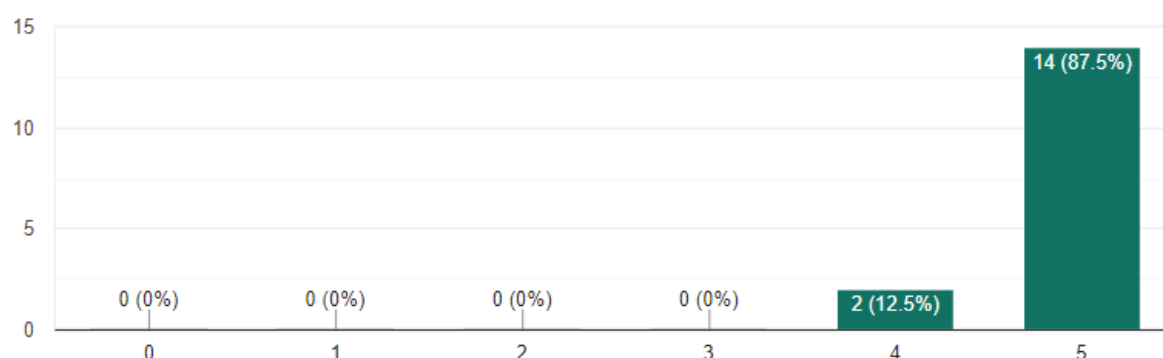
16 responses



The course team produced an internal detailed schedule for each day, including a distribution of roles. This helped us to keep the course on track. This detailed schedule was shared with the participants afterwards.

9.3. Overall, how would you rate the organizational aspect of the event?

16 responses



We are happy to see that the participants rate the organizational aspect highly.

9.4. The participants' comments relating to this section.

well-organized, well-structured and highly motivated

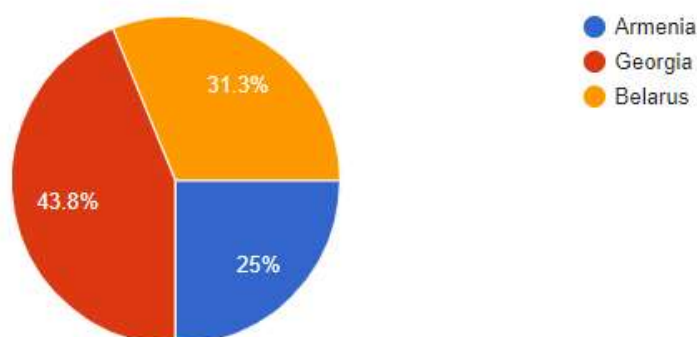
The event was well organized overall

The course was well organised and managed.

Once again, thank you for showing the CoI in action. We learnt and witnessed how to incorporate the cognitive, social, teaching and emotional presences to create the so much needed online learning experience not only in the times of the pandemic but any time in our professional life. I would only wish we had more time to discuss the issues so crucial for all of us.

9.5. The participants' country.

16 responses



CONCLUSION

This course was conceived, designed, and implemented in record time. It has been an interesting and positive journey for the course team, and we are very grateful to be a part of the project. Most of the participants rated the course highly and there was no great difference between different aspects in the questionnaire.

When we planned the course, we wanted to make sure that a significant amount of time was allocated for discussions and sharing of experiences. The course evaluation shows that this worked. Most participants agree that interaction was encouraged, and that sharing was one of the aspects most appreciated.

An online course makes participation more flexible. You can attract participants that might not be able to participate in a face-to-face course because of travel limitations, etc. On the other hand, signing up for an online course is a weaker form of commitment. Some participants had other engagements and were unable to attend the whole course. This is something that all online courses must plan for.

In an online setting, you can use both video and chat to communicate. This meant that the discussions were more flexible and sometimes multi-dimensional. Participants who had temporarily lost their voice, had bad internet connections, or were anxious to speak English could contribute via the chat instead. That opened up for broader discussions.

At the start of the course, we used an ice breaker exercise, i.e., a simple exercise to get the participants to know each other. We simply asked everyone to set a Zoom background that said something about themselves. This way, each participant could decide on how personal they wanted to be. We believe that this worked well, and it connected nicely to the Community of Inquiry framework.

The Microsoft Teams platform works well in general, but in this instance some participants had trouble logging in. For future courses we will think twice about using a platform that is not known to most participants.

We saw a lot of great reflections in the portfolios. However, we should have been clearer when introducing this activity, talking a bit more about the benefits of reflection and how this relates to the scholarship of teaching and learning.

Our recommendations for implementing similar courses:

- Reuse the available material but adapt it to your context. Ask yourself if these learning activities will work with your colleagues or if the need to be adjusted. Will the reflection portfolio work? Should there be asynchronous activities between the course days?
- Use digital communication tools that participants are well acquainted with or make time for an introduction to the tools and be prepared to support the participants.
- Make a detailed internal planning for each course day. This is especially useful in a digital context and helps the course team to present the course professionally. We believe that it is best to have a small course team, instead of running the course yourself. That way you can take turns in driving the course forward. We also recommend the course team to use some

kind of back channel, e.g., a chat, in order to make quick adjustments during the course days.

- Start the course (and indeed any online course) with an *ice breaker exercise*. This will help to establish a productive atmosphere and facilitates communication.
- If possible, include more concrete examples. Invite a colleague to share with the whole group an example of an online activity that works well. That can serve as a starting point for further discussions.