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

ONLINE TRAINING OF TRAINERS (TOT) COURSE EVALUATION
ANALYSIS REPORT

Results of the Evaluation Feedback Survey on "Video as a Learning Tool for Remote Emergency Teaching" Online ToT Course

Conducted by the University of Porto (between February 1st and February 15th)

PORTO, 2021

CONTENTS

INTRODUCTION

1. Introductory information on the Online ToT Course conducted at the university (the aim, main objectives, intended learning outcomes and the date of the training sessions);

The University of Porto prepared a training course for trainers (teachers and technicians), as part of our tasks in the scoop of the PRINTeL project. To complete the course "Video as a Learning Tool for Remote Emergency Teaching", the trainees had to attend 12 hours of on-line work and some hours of complementary independent work. The course emphasized some essential teaching skills and competencies for teachers and technicians when preparing videos for teaching and learning, with special attention to specific strategies in emergency scenarios.

The course discussed the usage of the video within educational contexts in a very particular situation, the pandemic scenario, and was engaged on the topics of how video is use in Higher Education: What are the advantages? What are the main difficulties and changes due to the new situation – the pandemic situation? Using videos to communicate ideas and concepts makes learning engaging and insightful. A typical video consists of moving images, sound, and text. The benefits of using video content in the educational process are more than obvious. However, how video is been used, their advantages, and adjustments needed for the new and unexpected situation are the central keys of the course.

Regarding the outcomes, the main objective of the course is to prepare teachers and technicians of higher education institutions to smooth face unexpected situations, without impairing the quality of the teaching and learning process. Another outcome of the course is to understand how the shift from a well-known situation, where teachers and students are comfortable, to a completely new situation, an emergency scenario. Other outcomes: motivate and engage with students in an emergency scenario; maintain the quality of the teaching process with all the changes taking place; and have the ability to be flexible and learn to reinvent in any situation.

The course "Video as a Learning Tool for Remote Emergency Teaching" was deliver by Zoom and all the material were available through the platform "AcademiaUP". The course was divid into six sessions and was administer for 3 days, as described in the table below [Figure 1: *Course general schedule*]:

1st February	Session 1 – 09:00 am – 11:00 am (GMT)
	Session 2 – 11:00 am – 13:00 am (GMT)
9th February	Session 3 – 09:00 am – 11:00 am (GMT)
	Session 4 – 11:00 am – 13:00 am (GMT)
15th February	Session 5 – 09:00 am – 11:00 am (GMT)
	Session 6 – 11:00 am – 13:00 am (GMT)

Figure 1: *Course general schedule*

Session 1, entitled "*Institutional overview of video usage and implications with user data protection*", consisted essentially in an overview of the institutional approaches and problems solved with the rapid change from face-to-face teaching to online teaching. This session also approached the Teachers and students' concerns and main anxieties.

Session 2, "*The contrast of teachers' experiences before and after the pandemic context. Advantages and disadvantages of using video in T&L processes*", approached how to use video, through the contrast of teachers' experiences before and after the pandemic context, exposing the advantages and disadvantages of using video in T&L processes, both from the perspective of teachers and students. Experiences on how video can be a training as well as an assessment tool were also approached.

In session 3, "*The importance of video quality*", were explored video recording, simple guidelines for better communication with the audience, and also tips and tricks to do more engaging video.

Session 4, "*Video in higher education institutions and video for public exams*", focused on the use of video in higher education institutions for public exams (creating virtual rooms and access of the public audience).

In session 5, "*Audio-visual production of educational videos*", was shared experiences in filming in the laboratory and the challenges of not being in a recording studio. Because of the pandemic situation, the social distance and the hybrid classes changed the way the contents are introduced.

In session 6, "*Video and teaching strategies, tips and tricks*", teachers shared their practices.

2.   The main objectives of the Evaluation Analysis Report;

By analyzing the overall answers especially the open ones, it is clear that the course have mostly positive aspects, even things we did not think about when organizing the course.

Analyze the evaluation process is very important for the University of Porto, so we can improve the effectiveness of the program and that way be aware of the aspects we can improve when offering the course again.

There are some very valid points, on the evaluation survey, that we will use to guide the enhancement of the course program. As in education things are not static but always on the move, improving and adapting has to be always a path to follow.

The evaluation methods are necessary, as there is an endless number of parameters and metrics that can be applied and introduced, each time we redesign and improve a course. But without this evaluation, we are unable to assess what is important for each target group and each moment/ situation.

Improve and adapt each course based on the previous evaluation as well as to the new audience should be one of the rules when working in higher education. Changes and adjustments can be successfully applied by measuring the effectiveness of the previous course/ activity as well as how participants' assimilate the content and structure of the given course.

3.   The date of sending the online questionnaire for ToT Course evaluation survey to the course participants (the link to the online questionnaire should be indicated);

After the Online ToT Course, the University of Porto sent an online questionnaire/ survey, prepared by the project coordination to all participants on 17th February of 2021. The questionnaires can be access through the following link: https://forms.gle/hTbv1vD2Mib3SzFL6.

4.   The structure of the Evaluation Analysis Report;

The Evaluation Analysis Report has a general introduction to the "Video as a Learning Tool for Remote Emergency Teaching" course, which explains the objectives,

expected results, course structure, the objectives of this report, and information about the online ToT Course Evaluation Questionnaire.

The report is divide into 9 sections. These sections correspond the sections in which the questionnaire survey is divide and, from these, the collected data are analyze in more detail. The sections involved in this report are as follows:

- Section 1 – Objectives and Content of the Online Training;
- Section 2 – Quality of the Instruction;
- Section 3 – Training Environment and Technologies;
- Section 4 – Trainers/ Instructors;
- Section 5 – Time Management;
- Section 6 – Benefits/ Results;
- Section 7 – Overall Impression;
- Section 8 – Your Opinion on the Online Training;
- Section 9 – Overall Organization of the Event.

The conclusion at the end of the report includes comments and the overall picture of the participants' satisfaction level of the Online ToT Course and specific recommendations relating to the enhancement of the Online ToT Course.

5. The number of the Online ToT participants, the one of the participants to whom the online ToT Course Evaluation Questionnaire was sent, as well as the number of the respondent participants;

Nineteen (19) participants attended the ToT online course and the ToT Online Course Evaluation Questionnaire was sent by e-mail to all of these participants, on February 17th. On March 5th we close the survey with Eighteen (18) participants responding to the questionnaire.

6. The types of the data collected as a result of the survey (quantitative/qualitative).

Through the questionnaire surveys, the data collected is mixed, that is, the data are of the quantitative type (through questions of 5-point Likert scale and multiple choice) and the qualitative type (through open answers).

SECTION-1. OBJECTIVES AND CONTENT OF THE ONLINE TRAINING

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

The objectives of the ToT online course were previously described in the syllabus provided for the course. This syllabus can be consulted on the "AcademiaUP" platform, also previously referenced to the course participants. As mentioned earlier, the objectives were:

- To prepare teachers and technicians of higher education institutions to smooth face unexpected situations, without impairing the quality of the teaching and learning process;
- To understand how the shift from a well-known situation, where teachers and students are comfortable, to a completely new situation, an emergency scenario.
- To motivate teachers to engage with students in an emergency scenario.
- To maintain the quality of the teaching process with all the changes taking place;
- To have the ability to be flexible and learn to reinvent in any situation.

As it can be seen from the data collected, through the questionnaire survey, and shown in bar Chart 1 – *The objectives of the online training were clearly stated in syllabus?*, the participants consider that the objectives were clearly defined in the program, previously provided. Fifteen out of eighteen participants strongly agree with this statement, two participants agree with this statement and only one participant was neutral about this statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
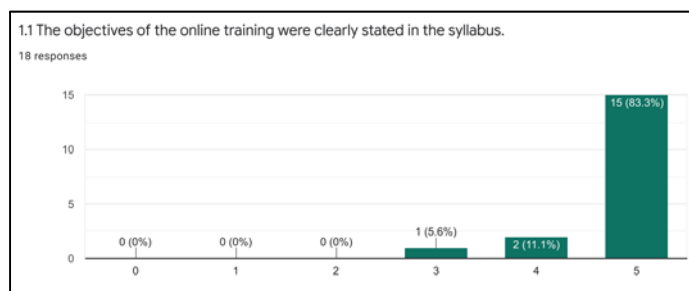

Chart 1: *The objectives of the online training were clearly stated in syllabus?*

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

Recalling that the course content comes down to the usage of the video within educational contexts in an especially particular situation (pandemic due to COVID-19), what are the advantages and the main difficulties of using video in higher education, it can be considered that the content of the course is aligned with the objectives and the title of the course. To this observation possible, it was necessary to analyze the participants' answers to the questionnaire.

Therefore, 11 of 18 participants strongly agree with the statement "The training content was appropriate to the title and the objectives of the course". Five participants agreed with the statement and the remaining three participants who responded were neutral to the statement. This data is supported by the following bar Chart 2 – *Was the training content appropriate to the title and the objectives of the course?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
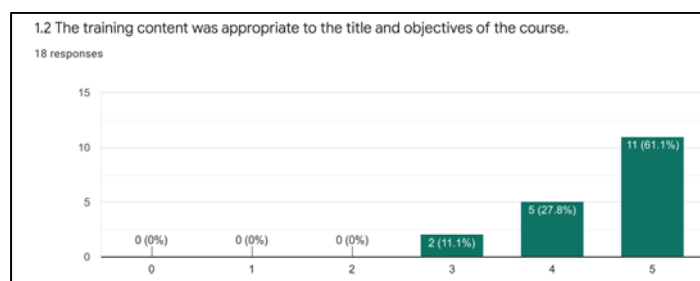

Chart 2: *Was the training content appropriate to the title and the objectives of the course?*

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

The course "Video as Learning Tool for Remote Emergency Teaching" was centered on the usage of video as a technological tool for the teaching and learning process and besides, through the contributions of the invited teachers, a sharing of experiences was made that show how video can be a stimulus to promote the pedagogical innovation. Several pedagogical strategies considered innovative were approached, such as, for example, the flipped classroom approach. Throughout this sharing of experiences, the invited teachers showed the positive results that some pedagogical approaches could have on the students' academic records.

In the questionnaire survey, participants were asked whether the topics covered were relevant to the innovative and technology-enhanced teaching & learning in an online medium. As it shows the bar Chart 3 - *Were the topics covered relevant to the innovative and technology-enhance teaching & learning in an online medium?*, most participants corroborate the fact that the topics covered were relevant, from technological commitment's point of view to the teaching and learning process. Therefore, nine participants strongly agreed with the statement, eight participants just agreed with the statement and only one participant was neutral concerning the statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
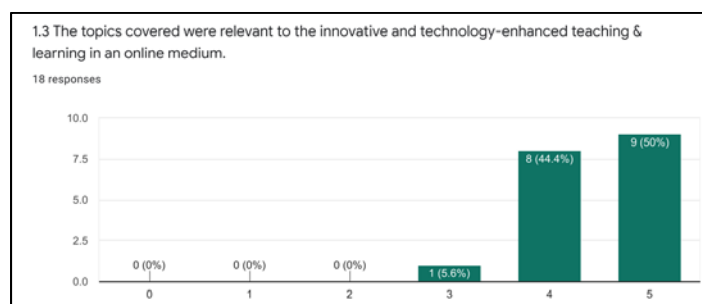

1.3 The topics covered were relevant to the innovative and technology-enhanced teaching & learning in an online medium.

18 responses

Chart 3: *Were the topics covered relevant to the innovative and technology-enhance teaching & learning in an online medium?*

1.4. The participants' comments relating to this section.

The participants had the opportunity to comment on the objectives and content of the course, through the question of an open answer in the questionnaire. The following comments were made: "It was interesting"; "Everything was great"; "That was useful to improve the video lecturing efficiency"; "I think the course was up to date.

The syllabus was clear and well planned". These positive thoughts about the content and objectives of the course reinforce the answers to the previous topics and that, in fact, the content, objectives, and the proposed program have been fulfilled. Besides, through comments, it is also possible to highlight the relevance of the course for these higher education teachers.

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.

The instructional methods were reflected in oral presentations by academic staff and administrative / management staff. Some of these presentations were of a more technical nature, with data on the topic and recommendations on how to proceed and other presentations were more practical, with the speakers demonstrating how to develop specific strategies or tools and they also shared their practices. As for learning activities, participants were encouraged to ask questions, reflect and debate with the speakers and other participants. Besides, through the AcademiaUP platform, participants could participate in forums, where questions or discussion topics were asked. These forums have had a low uptake by the participants.

Thus, on the question of instructional methods and learning activities being relevant to the online mode and being aligned with the training objectives, seven participants strongly agreed with the statement, ten participants agreed with the statement and only one participant demonstrated a neutral position. Thus, in general, the instructional methods and the learning activities seem to be relevant to the objectives of the training and the online mode, as it shows the bar Chart 4 – *Were the instructional methods & learning activities relevant to the online mode and achieving the training objectives?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
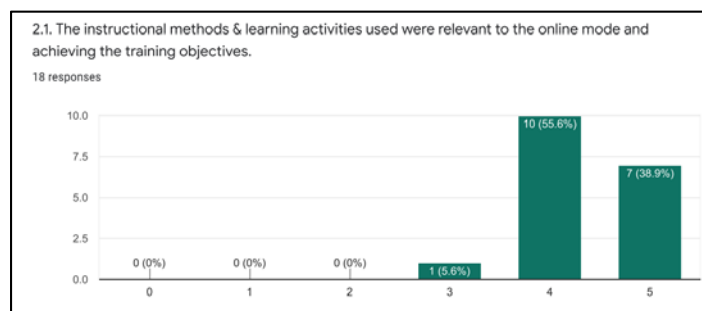

Chart 4: *Were the instructional methods & learning activities relevant to the online mode and achieving the training objectives?*

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

At the end of each session, the moment for debate, comments, and questions opened. Participants could intervene orally or in writing, via chat, which means, they could intervene in whatever way they felt was most effective or comfortable for them. Participation via chat was the favorite of most participants. Participants commented on the speakers' presentations and approaches, as well as they shared their experiences concerning the topics that were being exposed and discussed. Through the bar Chart 5 – *Were participation and interaction encouraged, during the online course?*, it can be seen that thirteen participants strongly agree that participation and interaction were encouraged, 4 participants agree with the statement and only 1 participant showed disagree with the statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
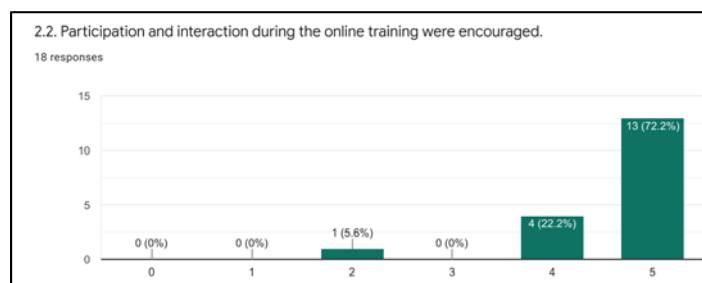

Chart 5: *Were participation and interaction encouraged, during the online course?*

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

It is also pertinent to know if the participants, through the course, acquired new skills related to the use of tools and methods of online teaching. Thus, as bar Chart 6 – *Did the participants acquire new skills on the usage of online teaching tools and methods?* indicates, most participants strongly agree (nine participants) or agree (four participants) that the course allowed them to acquire new skills related to the use of online teaching tools and methods. Four participants took a neutral position on this topic. However, one participant appears to disagree with the statement on this topic.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
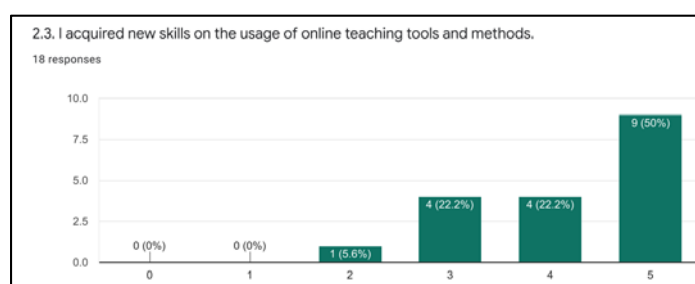

2.3. I acquired new skills on the usage of online teaching tools and methods.

18 responses

Chart 6: *Did the participants acquire new skills on the usage of online teaching tools and methods?*

2.4.   The participants' comments relating to this section.

Regarding the quality of the instruction, the participants were able to comment through the questionnaire. The written comments were as follows: "It was informative"; "I would like to have more practical lessons, tasks"; and "I learned several tools. Most of the things were familiar but it was important to discuss its specific in different universities". Only three participants commented on section 2, but they provided information of what should be consider to improve upcoming courses. One of the participants demonstrates the desire to have more moments / practical exercises during the course and another participant suggests that it would have been interesting to discuss the perspectives of the different universities involved in the course.

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.

The online training was carried out through the Zoom platform, which has been used repeatedly by higher education institutions worldwide. Besides, the AcademiaUP platform was also used, whose use is also intuitive, from the user's perspective. According to the participants, the online training video platform and technologies used were comfortable and suitable to the learning needs in an online medium.

These data can be found in bar Chart 7 – *Were the online training video platform and technologies used comfortable and suitable for the learning needs?*, in which 15 participants strongly agree with the statement of this topic and the remaining 3 participants just agree with the statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
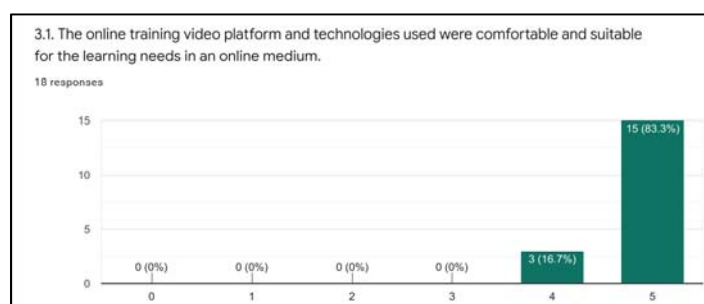

Chart 7: *Were the online training video platform and technologies used comfortable and suitable for the learning needs?*

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

The training had several presentations, in which the speakers were prepared with digital support for the presentation through, for example, PowerPoint presentations. In more practical sessions, the speakers exemplified some techniques, relying on programs such as Panopto and live streaming programs.

Besides, the speakers recommended some bibliography, whose access was available online, through the AcademiaUP platform, open to all participants. The

selected electronic/ digital learning materials were easily accessible and recognized by the participants.

Thus, and as indicated by the bar Chart 8 - *Was the training supported by adequate electronic/digital learning materials?*, The participants who responded to the survey strongly agreed (15 participants) or just agreed (3 participants) that the materials made available were suitable for the training.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
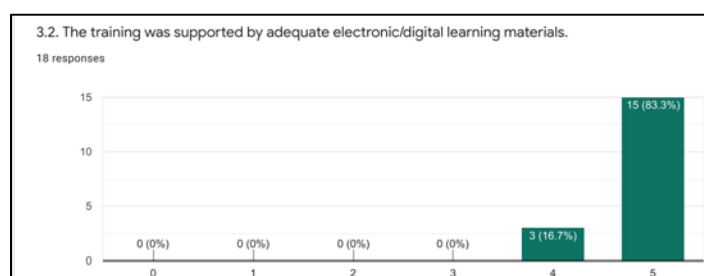

Chart 8: *Was the training supported by adequate electronic/ digital learning materials?*

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

One of the aims of this course is that the participants can learn more about other online tools and other technologies, which can be useful for the teaching practices of these participating teachers. Most of the invited speakers are academic staff and they showed how they apply some tools and technologies in their classes.

The data obtained by the questionnaire surveys show that ten participants strongly agree that the online tools and technologies used during the training are accessible and applicable for their future teaching practice. Six participants also agree with this statement and only two participants were neutral concerning this topic. This information can be found in bar Chart 9 - *Are the online tool and technologies used during the training accessible and applicable for their future teaching practice?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

Chart 9: *Are the online tool and technologies used during the training accessible and applicable for their future learning practice?*

3.4.   The participants' comments relating to this section.

Only two participants commented on section 3 on the training environment and technologies. Both participants reinforced the idea that the materials made available were accessible and that the tools and technologies disclosed will be useful for their teaching practice, through the following comments: "I'll use these technologies"; and "Everything was adequate to the situation".

SECTION-4. TRAINERS/INSTRUCTORS

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

The University of Porto invited the trainers that are considered to have proven their knowledge and practices on the topics that were covered during the training. Some of these trainers had already been involved in other initiatives of the PRINTeL project and also had the added knowledge of the participants in this training and their profiles.

The answers obtained lead us to believe that the trainers demonstrated in-depth knowledge and skills to approach the topics of formation. From the bar Chart 10 - *Did the trainers demonstrated in-depth knowledge and skills of the training topics?*, it appears that 13 participants strongly agree and that 5 participants just agree that these trainers demonstrate the skills and knowledge intended for the training.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
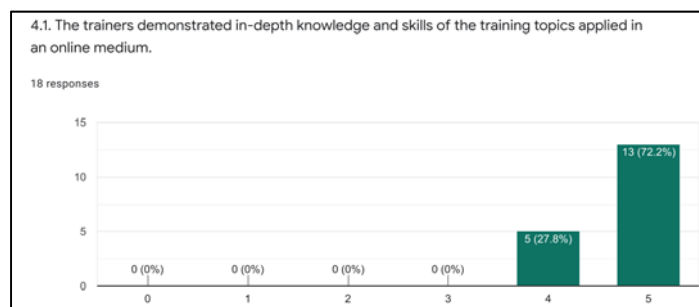

Chart 10: *Did the trainers demonstrated in-depth knowledge and skills of the training topics?*

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

One of the issues that determine the success of a course/training is the preparation of trainers to manage the content. Thus, it was essential to find out what participants thought of the level of preparation of the trainers and their skills of online teaching.

As shown in bar Chart 11 - *Were the trainers prepared for this particular training and did they demonstrated online teaching skills ?*, thirteen participants strongly agree that the trainers were well prepared, 3 participants also agree with this statement and 2 participants positioned themselves neutrally to this topic. Thus, it is possible to deduce that the trainers invited by the University of Porto were well prepared and had the necessary skills to assume this role in the course.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
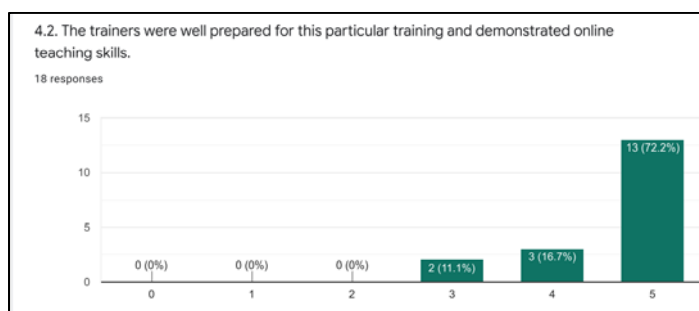

Chart 11: *Were the trainers prepared for this particular training and did they demonstrated online teaching skills?*

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

The trainers were aware that the participants were higher education teachers and that they came from countries whose language was not Portuguese. Thus, beforehand, the trainers had to prepare the training taking into account the characteristics of the group of participants and they knew that the presentation should be made in English. Besides, the trainers also had to take into account that this training would be online, due to the pandemic situation.

From the responses of the participants, it seems that the trainers were good communicators and that they took into account the specificities of the online teaching mode. This information can be found in bar Chart 12 - *Did the trainers communicated well with the class considering the specificities of the online teaching mode?*. Twelve participants strongly agree with the statement, four participants agree with the statement and two participants are neutral regarding the statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
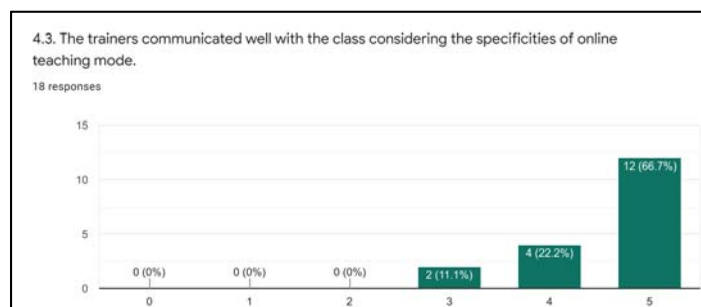

Chart 12: *Did the trainers communicated well with the class considering the specificities of the online teaching mode?*

4.4.   The participants' comments relating to this section.

Only two participants commented on section 4 on trainers. Both participants reinforced the idea that the invited trainers were well prepared. The comments were as follows: "The trainers were well prepared"; and "Very good experience! Thank you, everybody! ".

SECTION-5. TIME MANAGEMENT

5.1.   The time allotted for the training was sufficient.

As already mentioned, the training took place over 3 days. During these three days, divided into 6 sessions, there was an effort to cover various topics related to the major theme of the course.

When asked about the time allocated for training, the participants, in general, considered that the time dedicated to training was sufficient. This finding can be supported by the information in bar Chart 13 - *Was the time allotted for the training sufficient?*, in which nine participants strongly agreed with the statement, eight participants just agreed with the statement and only one participant was neutral.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
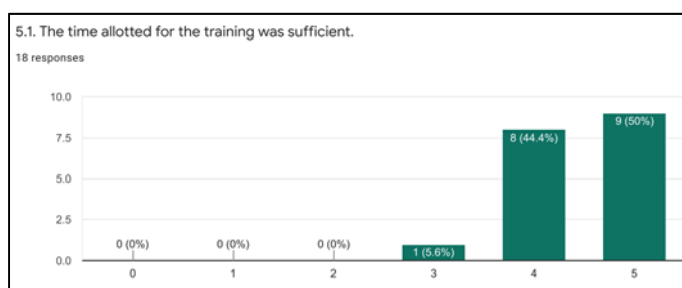

Chart 12: *Was the time allotted for the training sufficient?*

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

Trainers had a stipulated time for their presentation. Besides, the training also included time to debate, discuss and ask to the trainers what was considered relevant.

According to the participants, the trainers used the time allocated for training efficiently. In the bar Chart 13 - *Was the time allotted for the training used effectively by the trainers ?*, it can be observed that ten participants strongly agree with the statement, seven participants just agree with the statement and one participant was neutral on this topic.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
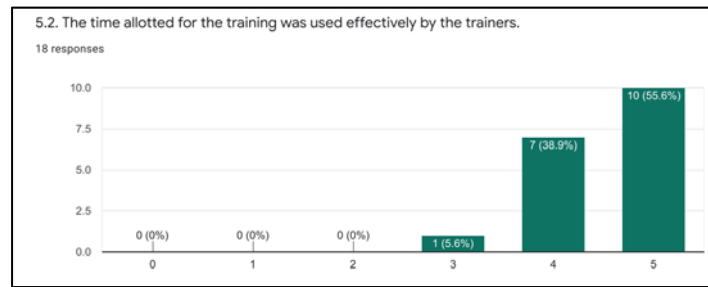

Chart 13: *Was the time allocated for the training used effectively by the trainers?*

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

At the end of each session, the time for participants to make their contributions was open. Participants were able to raise questions for trainers and could discuss a topic addressed that was relevant to them. The time dedicated to this moment was sufficient since there was time left when no participant wanted to intervene. This statement is corroborated by the results of the surveys.

According to the bar Chart 14 - *Was it given enough time for participants 'feedback?*, eleven participants strongly agree that the time for feedback was sufficient and seven participants just agreed with this statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
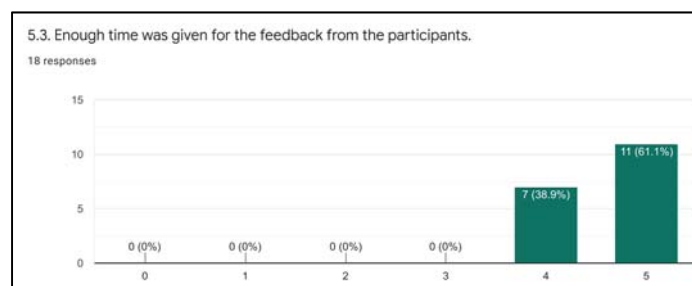

Chart 14: *Was it given enough time for participants' feedback?*

5.4.   The participants' comments relating to this section.

Concerning time management, one of the participants suggested making shorter sessions, spread over more days, "It would be better to have short lessons but for more days". Another participant indicated that there were problems with time management,

especially on the last day of the course, "There were some problems with timing. Especially on the last class". These suggestions and observations will be taken into account when organizing upcoming courses of this nature.

SECTION-6. BENEFITS/RESULTS

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

Since this training intends to introduce new technologies and new teaching and learning tools, it would be important for the participants to learn and develop skills on the use of innovative and technology-enhanced teaching and learning. Thus, the participants were asked if they considered having developed and acquired these skills.

Most participants consider that they have acquired new skills related to the innovative use of technologies committed to the teaching and learning process (seven participants strongly agreed and eight participants agreed). Only one of the participants showed a neutral position concerning this statement. These data can be found in bar Chart 15 - *Did the participants acquired new skills on the use of innovative and technology-enhanced teaching and learning in an online medium?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
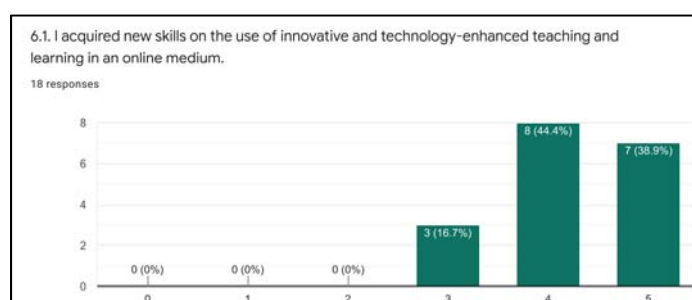

Chart 15: *Did the participants acquired new skills on the use of innovative and technology-enhanced teaching and learning in an online medium?*

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

The idea of this training is that the participating teachers get to know new tools and develop new skills in the practice of online teaching. Thus, it is pertinent to know if these participants consider that skills acquired, from this training, will be useful in their teaching practice, in particular, in online teaching.

The participants, in general, consider that the new skills acquired will be useful for their online teaching practice (8 participants replied that they strongly agree and 7 participants replied that they just agree with the statement). Only three participants were neutral on this topic. This information was taken from the data presented in bar Chart 16 - *Are the participants able to apply the acquired skills in their online teaching practice?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

Chart 16: *Are the participants able to apply the acquired skills in their online teaching practice?*

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

In addition to the participants learning new approaches, tools, and technologies committed to the teaching-learning process, it would also be an added advantage that these participants were then able to apply the new skills acquired in the development of an online ToT course to train other teachers.

When asked about this hypothesis, eleven participants strongly agreed that it would be possible to apply these skills in the development of their own ToT course, three participants just agreed with this idea and four participants positioned themselves neutrally in the face of this statement. These data are explained in bar Chart

17 - *Are the participants able to apply the acquired skills for developing their own online ToT course and to train their colleague teachers?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
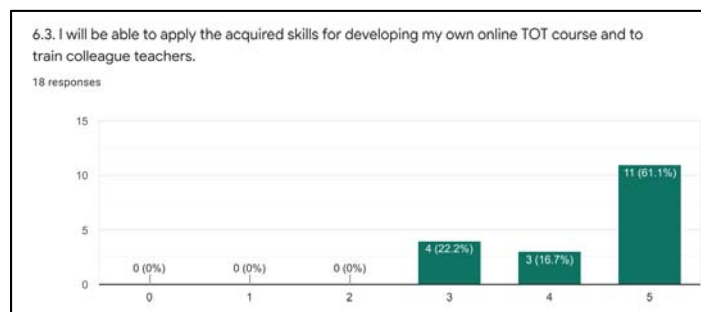

Chart 17: *Are the participants able to apply the acquired skills for developing their own online ToT course and to train their colleague teachers?*

6.4.   The participants' comments relating to this section.

Participants had the opportunity to comment on this section on the results of the training. Only two participants commented, reinforcing the idea that, in general, the participants acquired new knowledge and new skills and are prepared to apply these new skills. The comments were: "I will be able to apply the acquired skills" and "I will add some info to my courses as well".

SECTION-7. OVERALL IMPRESSION

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

It is important to know how the participants rate this training. From this classification, it will be possible to understand more effectively how to evaluate the quality of this training and to know if it was successful or if it failed in its objectives.

Thus, according to bar Chart 18 - *How would the participants rate the content and delivery of this online training?*, eight participants are very satisfied with the training, nine participants are satisfied with the training and only one participant is neither satisfied nor unsatisfied with the training. Thus, it can be consider that the training was very well rated, being successful in its content and delivery.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neutral; 4 = Satisfied; 5 = Very satisfied.

Chart 18: *How would the participants rate the content and delivery of this online training?*

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

It is pertinent to know how the participants endured this online training. Thus, according to bar Chart 19 - *How would the participants rate their experience in this online training?*, eight participants had a very satisfactory experience, eight participants had a satisfactory experience and two participants were neutral concerning this matter.

Overall, the participants had an accurate experience in this online training.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neutral; 4 = Satisfied; 5 = Very satisfied.
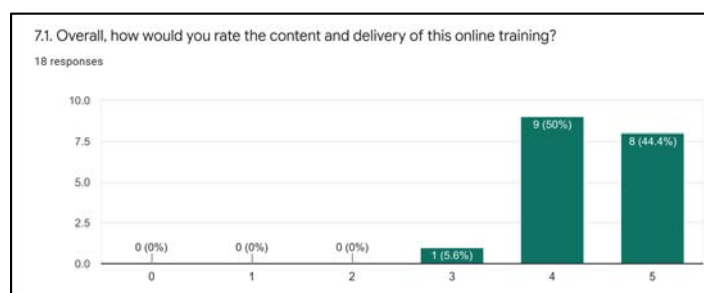

Chart 19: *How would the participants rate their experience in this online course?*

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

Knowing whether the participants recommend this course to fellow teachers is relevant, since, if the participants consider recommending the course, it is because it will be, from the start, a quality course that meets the expectations of the participants.

From the data in Chart 20 - *Do the participants would recommend this online training course to their fellow teachers ?*, most participants would recommend this course to

their colleagues. Eleven participants strongly agree with this statement, three participants agree with this statement and four participants neither agree nor disagree with the statement.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

Chart 20: *Do the participants would recommend this online training course t their fellow teachers?*

7.4.   The participants' comments relating to this section.

Only one participant put a written comment in this section on the general impression of the course, which confirms his satisfaction with the course developed and submitted by the University of Porto. This participant stated, "It was very useful training".

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)?

Participants were asked about the three aspects they most appreciated in the online course. These were the observations:

- "Experienced trainers, friendly atmosphere, importance of topics";
- "Experience of online teaching, used programs and their pros and cons";
- "Time management, interesting presentations and well prepared trainers";
- "1. Enthusiasm of trainers; 2. Time management; 3. Access to teaching materials";

- "All trainers gave engaging, informative presentations based on their own experiences";
- "The instructional methods and learning activities, digital learning tools, the trainer's communication with the class".
- "Public examination session, good presentations and sessions";
- "The methods, way of communication, trainer's skills";
- "Systemized content".

In general, the trainers' commitment and way of communicating and time management were the aspects most mentioned as appreciated during the online course. Thus, these aspects must be emphasized and must be taken into account in the next initiatives, since they seem to work.

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

Participants were also asked about the three aspects they had least appreciated in online training. Here are their analyses:

- "Unfortunately – online mode instead of offline visit to our colleagues; the Schedule crossed with working hours; some communication issues (independent of hosts and trainers)";
- "Some trainers lacked presentation skills in English";
- "It didn't contain activities for trainees";
- "1. Lack of understanding specific challenges faced by participants; 2. Lack of engagement by the participants and therefore lack of applying relevant engagement strategies from the trainers; 3. Several training specificities were irrelevant for me.";
- "There were no problems";
- "Lack of participants' activities";
- "I cannot remember a single flaw";
- "Some repeated information".

Some participants considered that there were no activities for the participants and others emphasized that the participants were not very involved. Other participants felt

that there was repeated information in the training and that some trainers did not have enough skills to present in English. Some participants accentuated that for them there was nothing they did not appreciate. These observations will be carefully attended to in the organization and planning of upcoming initiatives. This feedback is very relevant for the University of Porto to improve its offer more and more.

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

Most participants consider that they acquired new skills and knowledge due to this training. Moreover, most participants are also considering applying what they have learned in their online teaching practice.

Here, the participants had the opportunity to explain how they intend to change their online teaching practice as a result of this training. Here are some ideas:

- "Add more video materials to improve the performance of online teaching";
- "I will take into account when making videos and use some additional programs to engage students";
- "I know more about how to improve my videos";
- "Probably use more pre-recorded materials as asynchronous teaching method";
- "I'll try to use "tips and tricks" trainers have provided";
- "Having worked for a long time with video-lectures, we will use a new teaching methodology, that makes use of the recorded videos to free us from part of our work and allowing us to concentrate our efforts on a more effective and involving teaching strategy";
- "I will improve video recording";
- "I'll add some methods in my future teaching process".

8.4.   The participants' comments relating to this section.

In this topic of the questionnaire, the participants who responded took the opportunity to highlight their satisfaction with the course and acknowledge the trainers and hosts. Participants commented: "Everything was great!", "Thank you for sharing your experience!" and "Grateful for the opportunity to study". The University

of Porto highly values these observations and shows gratitude to the participants for their presence and commitment.

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.

The training materials were previously provided to the participants. Through the AcademiaUP platform, participants could access training sessions, participate in forums, read the syllabus, know more about the trainers, and had access to the recommended reading.

As shows the bar Chart 21 - *Did the participants received the training materials in advance?*, it is unanimous that the participants received the information and materials in advance. Fifteen participants strongly agree with the statement and three participants agree with the statement.

   In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

Chart 21: *Did the participants received the training materials in advance?*

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

In general, the timings were reached by the trainers and the course lasted what was initially stipulated, with the participants who responded to the survey agreeing

with this indication (17 participants strongly agree and 1 participant agree with the statement). This information can be found in Chart 22: *Did the instructors preserve the training schedule and time duration?*

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.
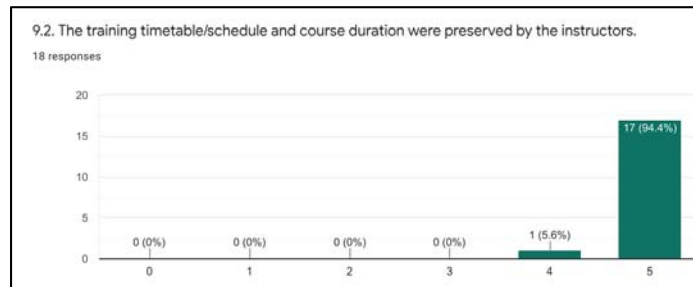

Chart 22: Did the instructors preserve the training schedule and course duration?

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

In addition to being important to know how the presentations went, it is also very important to know if the organization responded and exceeded the expectations of the participants.

The participants were asked to rate the organization of the event and from the responses obtained it seems possible to state that the participants are satisfied with the organization of the event. Chart 23 - *How participants would rate the organizational aspect of the event?*, shows that fourteen participants are very satisfied with the organization and four participants are satisfied with the organization.

In this question of 5-point Likert scale: 0 = Not applicable; 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neutral; 4 = Satisfied; 5 = Very satisfied.
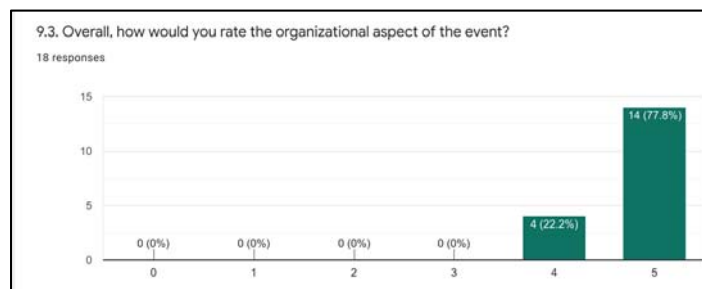

Chart 23: How participants would rate the organizational aspect of the event?

9.4.   The participants' comments relating to this section.

About the organization, the participants' comments are the following:

- "The only negative moment – training scheduled on working hours and sometimes it gave raise to difficulties";
- "As usual, it was well organized";
- "It would be better to have face-to-face lessons as well";
- "Thank you very much for everything! I was glad to meet you! Hope we will meet again".

We understand that face-to-face training would be desirable, but at a time like this when the world is facing a pandemic crisis, online training was the most viable alternative that was found to guarantee the existence of this training. We also understand that the schedule has coincided with the working hours of some participants; however, there is always this difficulty in ensuring that the schedule works for everyone. Still, it is positive that there has been such a large number of participants in all sessions. In any case, these observations will be taken into account by the organization staff.

9.5.   The participants' country.

In this training there were six participants from Belarus, six participants from Armenia and seven participants from Georgia. This information is available on the circular Chart 24 - *Participants 'country*.
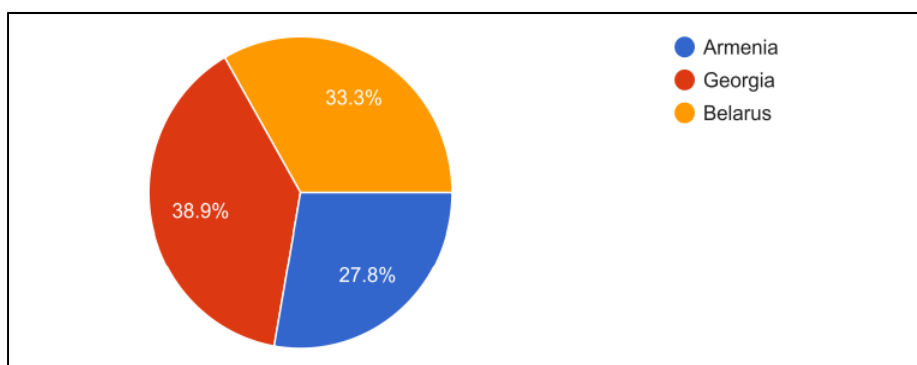

Chart 24: *Participants' country.*

CONCLUSION

Through questionnaire surveys, it is possible to verify that the participants, in general, are satisfied with the course, with the trainers, and with the organization. In all sections of this report, there are very positive comments from the participants and their comments demonstrate that.

Regarding the positive aspects most considered by the participants, the University of Porto will take into account and perpetuate this quality. Concerning aspects that were not so well achieved, these will serve as a support for an exercise of reflection and self-assessment by the University of Porto concerning the training offered, and the training in the future will be administered.

We are living in troubled times and this pandemic situation has changed a lot in the teaching and learning processes, in these international projects and partnerships. Although the ideal, as expressed by some training participants, was face-to-face training, the University of Porto did everything to ensure that this online alternative would also be an asset for everyone involved.

"Video as Learning Tool for Remote Emergency Teachers" proved to be such a pertinent training for this moment. Teachers need guidance for their online teaching practices and having this moment of sharing between fellow teachers can be crucial to emerging changes in online teaching and learning processes.