

ERASMUS+ PRINTeL Activity Report

U.PORTO Workshop “Building Capacities of the PRINTeL Eastern Partner Universities’ Teaching Staff Development Centres”

:: U.Porto Rectory, Porto, Portugal | 14-15 June, 2018 ::

Introduction

As part of U.Porto role in the PRINTeL Work Package 1 (WP1), and according to the Activity Plan for 2018, U.Porto prepared the Activity No. 1.4. – Capacity building of TSDCs’ staff – with the objective of training around 30 TSDCs staff.

The workshop took place at the U.Porto Rectory between the 14th and 15th of June 2018, with the presence of 44 academic/administrative staff from 12 PRINTeL partner institutions, as well as 3 invited speakers from Portuguese Universities and 1 external visitor.

The primary objectives to accomplish through this activity were how to run effectively a TSDC and how to run effectively a workshop on elaboration of competence-based teachers training programs. With those goals in mind, the U.Porto team prepared a very focus Workshop “Building Capacities of the PRINTeL Eastern Partner Universities’ Teaching Staff Development Centers”.

1st Day - Workshop activities, June 14th

Session 1 - U.PORTO InovPed Office (morning)

The first day of activities started with the registration of the participants between 8:30 and 9:00 at the front desk of U.Porto Rectory. All the sessions of that day had run in Room 111 at the Rectory.

After the registration process at the U.Porto Rectory, the workshop started with the welcome addresses, by Fernando Remião, Pro-Rector of U.Porto, Maria Pinto, Pedagogical Innovation Coordinator of U.Porto, and Bárbara Costa, Director of U.Porto International Office. In was also explained the calendar of the activities and other details for the two days’ workshop.

The following working sessions continued, under the motto “Sharing Experiences, Promoting Bridges in Education” where the speakers shared their experience on how to create and run a TSDC in their universities.

U.Porto led the first session about its Pedagogical Innovation Office, as an example of a good practice in terms of TSDC structures. Fernando Remião, Pro-Rector for Pedagogical Innovation and Sport, shared information regarding the creation process of the establishment of the U.Porto Pedagogical Innovation Office as well as the “Inter-Institutional Partnership

between Higher Education Institutions” as well as its importance for the success and effectiveness of the project.

Next, Maria Pinto, the Pedagogical Innovation Coordinator of U.Porto, shared the goals, features and activities of Pedagogical Innovation as well as the initiatives to ensure academic success. The existent strategy aim to ensure the students’ academic success, the intensification of the pedagogical development of teachers (e.g. training actions, projects, awards), the promotion of transversal skills (soft skills) and stimulation of interdisciplinary programs, as well as consolidation and improvement of information systems. Maria Pinto continued exposing the activities at U.Porto, which involve teachers’ pedagogical training, Unit Course InovPed, Pedagogical Innovation Projects, Annual Workshop on Innovation and Pedagogical Sharing, Pedagogical Excellence Awards, Pedagogical Survey, Academic Success Platform “Estudante +” and participation in other European funded Projects.

Afterwards, Ismael Vieira (U.Porto), presented the study “Impact of the Pedagogical Training at U.Porto”, to share the recent results and findings of the evaluation carried out, regarding the effects of the pedagogical trainings at U.Porto. He explained the methodology used in the survey, characterization of the population, teachers’ motivations to come to the trainings and finally the results of the survey. Those results show that the pedagogical training produced good effects on changing the teachers’ practices, on adopting new pedagogical approaches, on the promotion of active learning, in the use of new digital tools and in the development of personal skills and improvement the organization of teaching activities, respecting different rhythms across the university.

Sessions 2 and 3 elapsed under the general theme “Sharing Experiences, Promoting Bridges in Education”. The speakers invited for the second session were Isabel Alves, Pro-Rector of the University of Trás-os-Montes and Alto Douro (UTAD), and Linda Veiga, Pro-Rector of the University of Minho (U.Minho), as part of the “U.Norte” Consortium together with U.Porto.

Session 2 - “Sharing Experiences, Promoting Bridges in Education: U.Norte Consortium

(morning)

Isabel Alves, Pro-Rector for Quality at UTAD, presented “Raising Awareness, developing strategies, seeking the student’s success: the case of the University of Trás-os-Montes and Alto Douro”. In her presentation, she explained the strategic vision of UTAD and the programs designed for the students, such as the Permanent Observatory of School Dropout and Promotion of Academic Success, tutorial programs, soft skills programs, the student counselor and the collaboration with U.Porto and U.Minho in the pedagogical innovation area.

Linda Veiga, Pro-Rector for Students Affairs and Pedagogical Innovation at U.Minho, presented “Center IDEA-UMINHO – Innovation and the Development of Teaching and Learning at the University of Minho”. Professor Linda Veiga explain the purpose of this center, was conceived to promote and value innovation, teaching and learning development at U.Minho. The goals of the U.Minho team were also presented together with the features of their training programs, the training portfolio and some statistics regarding their results.

Session 3 - “Sharing Experiences, Promoting Bridges in Education (afternoon)”

In the afternoon, Isabel Gonçalves was responsible for the session 3, where she shared the experience of Técnico de Lisboa (University of Lisbon). The presentation “From tutoring to academic development: 15 years’ experience at IST” included information regarding a working group and the main areas of activity of Técnico de Lisboa; such as Tutoring Programs to facilitate the academic integration, Academic Development to support students, and Career Development to provide support for teachers and researchers, their team and the importance of team values, the main gains and challenges for tutor, students, teachers, etc.

The first working day finished with the group photo.



U.PORTO PRINTeL Workshop Group Photo

2nd day - Workshop activities, 15th June

EU Partners short presentations (morning)

The second day of activities started with short presentations by two of the PRINTeL European Partners from Linköpings Universitet (Sweden) and Katholieke Universiteit Leuven (Belgium).

Peter Dalenius from Linköpings Universitet presented the “Experiences from reorganization of a TSDC”, that was in its essence a report about the reorganization of a TSDC, explaining the different phases, the adoption of a new organization model and some recommendations for reorganizations.

Chris Van Keer from Katholieke Universiteit Leuven presented the lecture on “Instructional design: how to integrate technology in course and curriculum development (based on the ADDIE)”. In his lecture, he stressed the principles of instruction (objectives, support, learning environment, evaluation, students’ characteristics, and learning activities) and the ADDIE model, following its five phases, that are analyze, design, develop, implement, evaluate.

World Café Activity (morning)

After those short presentations, U.Porto team organized a “World Café” session, a practical activity, in groups, targeting the TSDC staff with the goal of promoting reflection about the process of a TSDC creation. We implemented the “World Café” in two different parts, first to reflect on how to create a TSDC and second on the strategies for developing a TSDC. In the two parts were set specific objectives as follows:

World Café - Reflections on how to create a TSDC (part 1)

- The purpose of a TSDC in Higher Education;
- Reflect on the TSDC mission. How can a TSDC contribute for the enhancement of the teaching and learning process;
- Define staff profile for an ideal TSDC;
- What are the main axes of action for a TSDC.

World Café - Strategies for developing a TSDC (part 2)

Having in mind each country policies and each university roles:

- What is the main goal for creating a TSDC? What is the purpose of a TSDC?
- Establish the main strategies of the TSDC for each University. How can the new TSDC enhance the teaching and learning process and drive students for the success?
- Define by whom the team should be composed. Define staff profile, having in mind country and university policies, for an ideal TSDC.

- Establish the main axes of action for a TSDC for each university.

To implement the “World Café” we prepared four tables, each one with a moderator and a reporter. The participants received a paper strip where they could check their group by colors. After 25 min of discussion in one table, all participants moved to a different table, with different participants. To smooth the process of changing table, each participant has a color code stripe to follow (see example below) and find the next table them.

9h30	10h00	10h30	11h00
2	1	3	4

Example 1 – Code stripe used in World Café at U.PORTO workshop

In the **yellow table**, Peter Dalenius (LiU) was the moderator, assisted by Gabriela Ricca (U.Porto student) as the reporter. The theme of discussion at this table was the **Integration of the TSDC in HE institution and organization issues**. The moderator energized the table with five main questions:

- What type of support does a TSDC need from the university leadership?
- How can a TSDC reach broad acceptance in the wider organization?
- Who will be taking part of the TSDC structure (lectures/teachers, technical staff, consultants, ...)
- Which activities should be deployed by the central level (the university) and what part of tasks can be transferred to a decentralized level (faculties)?
- What kind of competencies and resources does a TSDC need in order to fulfill its mission?

In the **orange table**, Fernando Remião (U.Porto) was the moderator and Júlia Alves (U.Porto student) the reporter. The theme of discussion was the **Mission of a TSDC**. The discussion developed through three question:

- What should the overall mission be for a TSDC?
- Which should be the main objectives of a TSDC?
- Who should define the main objectives? Should it be a centralized or decentralized decision (faculties or other specific bodies)?

In the **green table**, Sofia Torrão (U.Porto) was the moderator and Miguel Correia (U.Porto student) was the reporter. The theme of this table was the **Strategic plan and main dimensions of actions**. Seven questions were prepared in order to manage the discussion, as follows:

- What could be the main dimension of your TSDC for the next 3 years?

- What should be the nature of such dimensions (technical, pedagogical, scientific ...); also regarding the rules (compulsory, voluntary ...); with which impact in the career?
- What should be the nature of such dimensions (research, courses, training courses, workshops, best practices exchanges, awards ...)?
- What should be the chosen methodologies (theoretical, practical)?
- Who should be the privileged recipients (lectures in earlier career stages, those who have problems, those in charge of a particular task or in a particular change to be done, students, technical staff, others)?
- Who should be the privileged training staff (other lectures from the same university, lectures from different universities, specialists, technical staff...)?
- How should technology be integrated in a TSDC?

In the **red table**, Chris Van Keer (KULeuven) was the moderator and Maria de Jesus (U.Porto student) was the reporter. The group discussed aspects like the quality, evaluation, indicators descriptors and impact. The questions were:

- How do we measure the changes in pedagogical practices?
- How can we measure the success of a TSDC?
- What is the importance of the quality of a TSDC for the university, for the different programs and for the lectures' professional development?
- What should be the external impact of the TSDC?

Following the first part of the "World Café", the second part was dedicate to discuss strategies for developing a TSDC. The activity continued with three groups organized by countries. Therefore, delegations from Armenia, Georgia and Belarus became the groups for the World Café part 2. In this part, moderator had a set of three questions to orient the discussion such

- what has been done until now?
- what can be done?
- "what are the constrains"?

Participants had some time to write the most important or more relevant aspect on the theme (see example below).

TSDC - is
 a incubator
 of growing
 teachers

3

Strat. plane 2
 TSDC must
 include:

- survey of needs
 academic staff
- analyzes new
 direct in pedag.
 area
- analyzes interest
 students

World Café Work Presentations (afternoon)

After the discussion in the morning sessions each group prepare a presentation with the conclusions and comments of the discussed subjects. After lunch, we had seven very rich presentations, by color/theme groups (4) and by countries groups (3).

The **Green group** presented the **strategic plan** with main dimensions of actions, and they focused on explaining both top-bottom and bottom-up approaches. In top-bottom perspectives, they stressed in measures like mandatory legislation and core recognition of courses (e.g. credits), e-learning, problem-based learning and other methodologies, infrastructures, quality concerns, combined staff development and qualifications, better communication between faculties/offices, teachers awareness and training the trainers. In a bottom-up perspective, attention should be put in survey teachers interests and needs, survey students and assess of the training needs, increase motivation of teachers and students, increase participation, peer-2-peer increases trust and validation.

The **Yellow group** focused theme of was **integration in the higher education institution and organization** issues. In terms of support from the university, they conclude that, besides the financial support, a TSDC needs to be integrate in the university strategy, in order to have trust from top-management and have a legal framework set by the University leadership. To reach a broad acceptance in the wider organization, TSDCs should have a good communication

approach and advertisement strategy, a good quality content, recognition through certification and credit-based courses, increase visibility through companies and community and meet the needs of teachers and staff. Regarding the centralized vs. decentralized activities, the group considered that it should be a centralized unit, especially in smaller universities, and allow collaboration between different areas to help in spreading ideas. In the other hand, in decentralized units, it seems to be important to provide courses more specific to each area of study or faculty.

Finally, they presented their ideas on the competences and resources needed in order for a TSDC to fulfil its mission. The group also emphasized the need to have experts among university staff, a flexible organization, and connections with industry in order to teach relevant courses and bring knowledge from outside, financial support and training of trainers.

The **Orange group** had the theme of TSDC **Mission**. After discussing a wide set of concepts, the group included as missions of a TSDC, the training of teachers, the dissemination of new technologies, e-learning, research on this fields, teachers motivation , improvement of soft skills, students involvement, the creation of an environment to experience exchange and find resources to their activities.

The last, group was the **Red** one, which discussed TSDC **quality assurance**, management and assessment. They point out that the existing structures are operationally disperse through faculties or schools, working in a non-systematic way with poor goals and strategies, and the assessment system has been done mostly based in invalidated surveys. Other aspects to be done or improved should be the better definition of goals such the training of more competent graduates and more competent e-literate teachers, setting up a structured TSDC based on clear strategy and goals, better definition of key performance indicators, etc. The main identified constraints seem to be motivating staff to participate in professional organization activities, available means and a non-structured reporting of achieved results at a level of students learning improvements, teaching improvement at organizational levels and the impact at institutional level.

After the thematic groups' presentations, it was the opportunity for the countries delegations to present the results of their conclusions and comments.

The **Armenian** delegation focused on analyzing the current state, the constraints and future of the TSDC. The current state shows the existence of traditions with faculties' qualification promotion, as required by law, the existence of similar structures in universities as well as regulations and policies that mix models of bottom-up with up-bottom. For this group the future of TSDCs should be an important axe of university strategic plan. They need to change the center mission to be align with the top-management teaching requirements, create a motivational mechanism (payment, international projects and grants, initiation of relevant discourses in education department), improve the human resources recruitment and study visits to advanced universities. Some constraints to overcome are the limited funding, the lack of international expertise and the weakness of quality assurance.

Belarusian delegation analysis based on a SWOT matrix. They identified as main strengths of the existent Department of Pedagogy, academic and administrative units that offer staff development trainings, units (labs, centers, etc.) which carry out research in HE pedagogy and staff development strategies. Main weaknesses identified are: staff development training and

programs offered in *ad hoc* basis, the lack of systematic monitoring of teachers needs and TT courses outcomes, low attention given to e-T&L and the dominance of a traditional study environment. Major opportunities could be a financial efficiency, student return to classroom and a keen staff that could become more competitive on the labor market. Regarding major threats, they are low motivation of the teachers to learn novelties and change practices, overestimation of e-T&L opportunities and different levels of IT competences among teachers and students of different study fields. At last, the delegation also identified the five key features of Belarusian HE TSDC in these terms: TSDC strategy integrated in university strategy, should involve more academic staff than just administrative; a close cooperation with QA departments and academic affairs department, orientation toward pedagogical innovations and technological novelties as well as a continuous monitoring of teachers needs and TT courses outcomes.

Georgian group synthetize what it has been done in terms of teachers' professional development as a priority plan. Teachers surveys and feedback from graduates/students/employers, identification of areas of professional development, identification of offices involved in the delivery (administrative staff), quality procedures, selection of right trainers and establishment of the innovation center responsible for providing professional development activities. The main constraints identified are resources, novice, resistance and budgeting. For the future, the delegation identified the need to select trainers, course designing, courses review, procurement/development of appropriate teaching and learning resources and launching the courses and their assessment.

The workshop finished with the closing remarks by U.Porto Pro-rector Fernando Remião and PRINTEL Project Coordinator Armen Budaghyan.

U.PORTO PRINTEL Workshop Evaluation

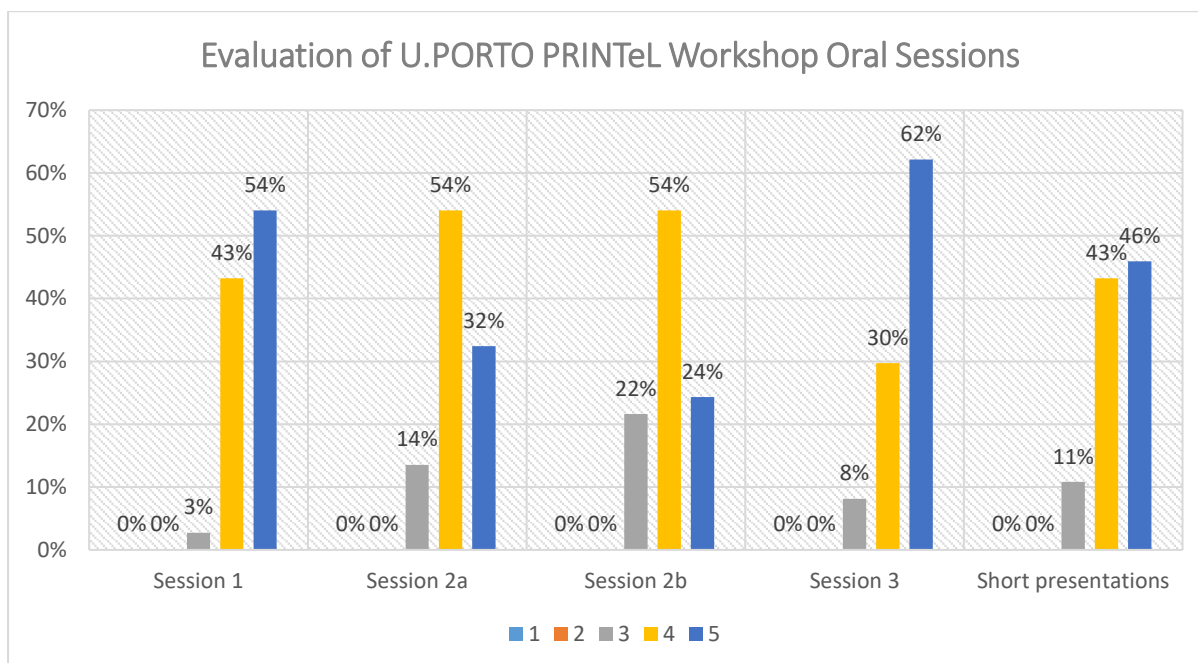
Follow-up survey

In order to evaluate the U.PORTO PRINTEL Workshop (14-15 June 2018), U.PORTO team prepared a follow-up survey. The survey was compos by five main sections where we intend to evaluate different aspects of the workshop as well as evaluate the overall workshop. Therefore, the survey had different parts, according to the workshop program: session 1, session 2, session 3, short presentations, World Café activities and organization issues.

The survey was launch on June 20, 2018 for all workshop participants and in the end of July we had 37 (thirty-seven) answers.

The first two sets of questions, regarding the overall evaluation and oral presentations session was evaluate on a 5 Points Scale. To the question, "How do you evaluate the overall Workshop on Building Capacities of the PRINTEL Eastern Partner Universities' Teaching Staff Development Centers?", 22 participants (59,5%) gave 5 points, 14 participants (37,8%) gave 4 points and 1 participant (2,7%) gave 3 points what indicate that a big majority of the people consider the workshop very positive.

When we ask to evaluate the different activities concerning oral sessions, the results are as follows.



Session 1, “U.PORTO InovPed Office”, was well evaluate, with 54% of the participants giving 5 point and 43% gave 4 points, with a total of 97% of the participants answer positively to the first session. Session 2a, “Sharing Experience, Promoting Bridges in Education: U. Norte Consortium” (U.Minho) receive a total of 86% of positive answers, 32% evaluation with 5 points and 54 with 4 points and Session 2b, “Sharing Experience, Promoting Bridges in Education: U. Norte Consortium” (UTAD), receive a total of 78% positive answers, with 24% with 5 points and 54% with 4 points. Session 3, “Sharing Experience, Promoting Bridges in Education” (IST/U.Lisboa) collect 92% of positive answers, with a total of 62% of participants given a 5 points to the session and 30% gave 4 points. Shorts presentations given by LiU and KULeuven in the second day receive a total of 89% of positive answers, 43% evaluate with 4 points and 46% with 5 points.

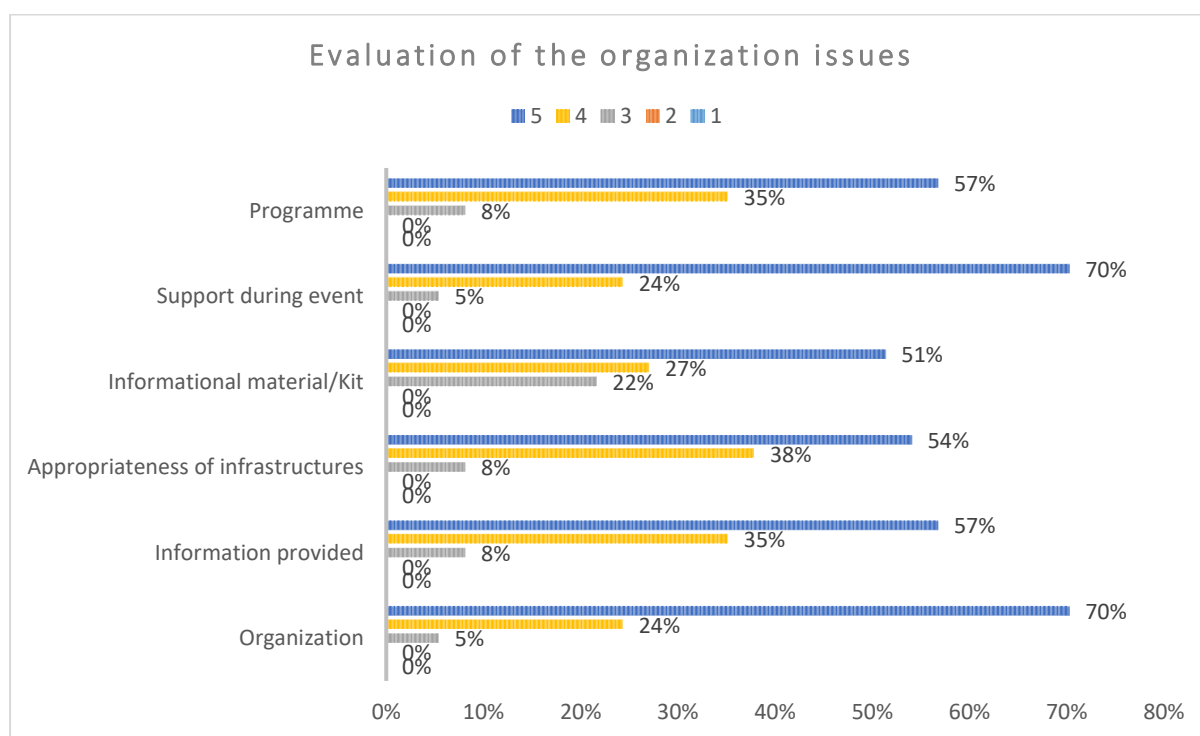
Then a second set of questions was about World Café, regarding the two main activities delivered to the groups - “Reflections on how to create a TSDC - thematic groups” and “Strategies for developing a TSDC - country group” – where we use a qualitative scale such ‘very poor’, ‘poor’, ‘average’, ‘good’, ‘excellent’ and ‘not applicable’.

For the “Reflections on how to create a TSDC - thematic groups” the ‘mission’ group was evaluated as excellent by 40,5% of the participant, good by 18,9% and average by 13,5%. For the ‘Integration in to HE institution/organization issues group’ results show 29,7% evaluate as excellent, 37,8% evaluate as good and 8,1% as average. In ‘strategic plan/main dimensions of actions’ group 21,6% of respondents evaluate the session as excellent, 40,5% as good and 10,8% as average. In ‘Quality / evaluation / indicators/ descriptors/ impact’ group 18,9% of respondents evaluate the session as excellent, 43,2% as good, 18,9% as average and 2,7% (1 person) as poor.

For the “Strategies for developing a TSDC”, we organize groups by country. Armenia delegation evaluation was: excellent - 32,4%; good - 40,5%; average – 8,1%. Belarus delegation

evaluation was: excellent - 27%; good - 43,2%; average – 5,4%. Georgia delegation evaluation was: excellent – 24,3%; good - 45,9%; average – 5,4%; very poor – 5,4%.

Last set of question was for the evaluation of the organization, for which we used a 5 Points Scale. The main highlights are the Organization of the event and the Support provided topics for which 70% of the participants classified with 5 Points. The Program and Informational material/kit topic receive 5 Point by 57% of the participants. The Program and Information provided topics were classify with 5 Point by 57% of the participants. The informational material/kit topic receive 5 Point by 51% of the participants and the Appropriateness of infrastructures topic receive 5 Points by 54% of the participants.



In general, the survey show the event was well evaluate. For the open answers /comments participants refer, the workshop was very well organize with a logic sequence of issues, the World Café was a very good strategy to inter-change ideas and concerns about how to create and run a TSDC. The participants appreciate the interactivity, practical activities, the balance between presentations and discussion, the synergy between U.PORTO with other Portuguese universities, and the design of the workshop in general.

Some open comments:

The workshop was well organized, everything went ok.

The sequence of the issues was logic and the objectives well understandable.

The workshops were outstandingly produced and delivered, allowing me and all the other participants to share our experiences and difficulties, enabling our development and growth as professionals.

It was a very nice idea to invite staff from different Portuguese universities for sharing experience in teachers' training

The workshop was very interactive. There were plenty of opportunities to share experience and discuss important aspects of TSDC.

The program of workshops was well designed. The forms of their performing was quite interesting and creative.