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PRINTeL

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

ANNUAL MONITORING REPORT

ACTIVITIES OF YEAR 1

ALL WORK PACKAGES

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PRINTeL – List of abbreviations commonly used in PRINTeL documents

AC	Academic Council	TF	Task Force
DEV	Development	ToR	Terms of Reference
DISS	Dissemination	TOT	Training of Trainers
EPC	European Partner Country	TSDC	Teaching Strengthening staff Development Centers
HEI	Higher Education Institute	TT	Teacher Training
LP	Lead Partners	QA	Quality assurance
OER	Open Educational Resources	QC	Quality Control
OP	Operational Plan	QC&M	Quality Control and Monitoring
PC	Partner Country	QEC	Quality Evaluation Committee
PMT	Project Management Team	VATL	Virtual Academy of Teaching and Learning
PRP	Peer Review Program	WG	(Inter-institutional) Working Group
PSC	Project Steering Committee	WP	Work package
T&L	Teaching and Learning	WT	(Institutional) Working Teams
TEC	Technology Enhanced Classrooms	Yx	Year x

Partner HEIs: Institutions' names and acronyms			Lead partner in:
			<i>Co-leading in:</i>
P1	YSU	Yerevan State University – Yerevan, Armenia	WP7 WP3&5
P2	NPUA	National Polytechnic University of Armenia – Yerevan, Armenia	WP1
P3	VSU	Vanadzor State University after H. Tumanyan – Vanadzor, Armenia	
P4	ISU	Ilya State University – Tbilisi, Georgia	WP2
P5	GTU	Georgian Technical University – Tbilisi, Georgia	WP4
P6	TeSaU	Iakob Gogebashvili Telavi State University – Telavi, Georgia	
P7	BSU	Belarusian State University – Minsk, Belarus	WP3
P8	BrSTU	Brest State Technical University – Brest, Belarus	WP6
P9	YKSUG	Yanka Kupala State University of Grodno – Grodno, Belarus	
P10	NCSRHE	National Center for Strategic Research in Higher Education – Yerevan, Armenia	
P11	KU Leuven	Katholieke Universiteit Leuven – Leuven, Belgium	WP5
P12	UB	Universitat de Barcelona – Barcelona, Spain	WP1
P13	UP	Universidade do Porto – Porto, Portugal	WP2
P14	LiU	Linköping Universitet – Linköping, Sweden	WP4
P15	FHJ	FH Joanneum Gesellschaft mbH – Graz, Austria	WP6

PRINTeL Activities planned in Year 1 – Overview and timeframe

Table 1. PRINTeL Activities planned in Year 1 – Workplan for project Year 1

Ref no/ Sub-ref no	Activities Title	Total duration (number of weeks)	M1 M2 M3 M4 M5 M6 M7 M8 M9 M10 M11 M12											
WP.1 (PRP): Strengthening TSDCs in PC HEIs		78												
1.1	Study of the European best practice experience	10		XX	XXXX	XXXX								
1.2	Conducting local need analysis	10				XX	XXXX	XXXX						
1.3	Development of operational plans for TSDCs	8						XXXX	XXXX					
1.4	Capacity building of TSDCs' staff	10						XX	XXXX	XXXX				
1.5	Capacity building of TSDCs' trainers	20							XX	XXXX	XXXX	XX	XXXX	XXXX
1.6	Establishment of electronic T&L infrastructure	20								XXXX	XXXX	XXXX	XXXX	XXXX
WP.3 (DEV): Creating Virtual Academy of T&L (VATL)		8												
3.1	Defining functionalities and the design of the conceptual model for VATL portal	8											XXXX	XXXX
WP.5 (QPLN): Quality Control & Monitoring (QC&M)		5												
5.1	Establishment of the project QC&M bodies	1		X										
5.2	Internal monitoring & evaluation of project activities	2						X						X
5.4	Annual external quality control activities	2												XX
WP.6 (DISS): Dissemination & Exploitation		27												
6.1	Creation & maintenance of the project website	14		XXXX	XXXX	XXXX				X				X
6.2	Publication & dissemination of information materials and the teacher's handbook	12				XXXX		XXXX						XXXX
6.3	Organisation of press conferences & interviews	1							X					
WP.7 (MNGT): Management		36												
7.1	Establishment of the project management bodies	2	XX											
7.2	Organisation of the kick-off and coordination meetings	4		XX					XX					
7.3	Overall project management & administration	24	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX

As planned initially, the PRINTeL-activities should have started in November 2017.

However, overall project management activities (WP.7. Project Management) have been started by the coordinator soon after the grant agreement had been published. For organizational reasons the publicly visible start, i.e. the Kick off meeting, has been postponed to February 2018.

This delay in the project operationalization resulted correspondingly in a shift of the start of activities in work packages 1 (WP.1. Strengthening TSDCs in PC HEIs), 5 (WP.5. Quality Control and Monitoring – QC & M) and 6 (Dissemination and Exploitation).

Besides the permanently ongoing WP.7 activities, Project Management, the activities for Y1 are in WP1, 5 and 6.

1. WP1 – Activities and outcomes – Year 1

1.1. Work Package 1.1. Study of The European best practice experience

Leading partner for WP 1 is P2, NPUA (National Polytechnic University of Armenia – Yerevan, Armenia)

Co-authorship in WP1: P12, UB, Universitat de Barcelona – Barcelona, Spain

Aims of WP 1.1

- Desk research by TF1 on good practices and operation of TSDCs in EU HEIs
- 5-Day study visit to UB by 20 PC HEIs' decision makers to get introduced with good practices of TSDCs in EU HEIs

Expected outcomes

- Well informed decision makers in PC HEIs on good practices of TSDC-operation in EU
- Preparedness of decision makers for TSDCs' functional improvement in PC HEIs

Expected deliverables

- UB study visit report
- TSDC Best Practice Report made by EU partner universities on how to revise and modernize TSDCs in PC HEIs (<https://printel.am/page/pd-for-wp-1>)

Organizational aspects/remarks concerning WP 1.1 activities

Concerns: combination of study visits to UB and training workshop in UP (act. WP 1.4).

Due to the delayed start of the project activities (Kick off meeting in February 2018), WP 1.1 activity, the study visit of a group of 20 PC HEIs' decision makers to UB (2018/06/11-12), was combined with the training workshop (WP1.4) in UP (2018/06/14-15) and the second Coordination Meeting (WP 7.2) in UP on 2018/06/16.

Combining the UB study visit and the UP training-workshop limited the activities' programs to two days each. The combination of the activities allowed for saving on travel expenses and travel time for all project partners, and for saving time and efforts for welcoming and introducing participants in UP, nevertheless, allowing for reaching the same outcomes in transfer of information and tools on EU partner HEIs TSDCs' functions and operational characteristics.

The input of the coordinator's office in the organization of the study visit and training workshop concerning:

- planning of travel for all PC HEIs,
 - planning and programming of study visit/training and logistic services by the local project teams in UB and UP,
 - administrative support by the coordinator's office for all partner HEIs' participants has been highly valued by most of the participants (cf. activities' assessment reports).
- All participants positively evaluated the local organizational teams in UB and UP as well. For the evaluation of the contribution by all EU partner HEIs, we refer to the assessment reports published for both activities on the PRINTeL project website

WP1.1. UB study visit:

The program of the study visit, the participants' list and the study visit activities' contents are available on the PRINTeL website:

<https://printel.am/category/workshops---seminars/study-tour-to-barcelona>

The analytic data in the activity report are based on the feedback provided by 16 out of 31 PC HEI participants.

https://printel.am/uploads/news/pdfs/Barcelona%20Study%20Visit%20Survey%20Report_11-12.06.2018.pdf

From these report data we conclude that the relevance of the contributions by the EU partner HEIs was assessed from approx. 70 to 90% being relevant to highly relevant; the remaining 10 to 30% judged the contributions as partially relevant.

Two thirds of the respondents assessed positively the timing and dynamics of the study visit. However, several participants emphasized the need for more discussion time.

All aspects of local organization were judged to be good to very good by 94% of the respondents or even excellent by 6%.

Most important was the feedback on how the knowledge gained from the Study visit can be used by the PC HEIs; 11 participants provided the following explicit feedback:

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

QA – Reaching of the activity aims

The participants' reactions illustrate how the study visit largely reached its aim for introducing HEI's decision makers in the process of reviewing the function and operability of a TSDC in their home institution.

The UB organizing committee composed a program that has covered the intended topics and interests. Logistic needs were fully covered.

QA – Remark

Completing the questionnaires immediately by the end of the meeting might result in a higher participation rate and hence in a more complete overview of the results.

WP1.1. TSDC Best Practice Report

The TSDC Best Practice Reports submitted by every EU partner were allowing the PC partners for assessment of their own institution's TSDC structure and functionality and provided TOR for making a GAP-analysis when drawing up a Local Need Analysis. All individual TSDC Best Practice Reports were outlined on the same report scheme and are available on the PRINTeL website.

Cf: <https://printel.am/page/pd-for-wp-1>

A '47' pages overall analysis of the individual TSDC best practice reports, *Teaching Staff Development Centre (TSDC) – Best Practice Report*, was also published on the PRINTeL website. Cf.: https://printel.am/uploads/page/pdfs/TSDC%20best%20practice%20report_General.pdf.

This TSDC Best Practice Reports' Compendium describes in a comparative way the structure, function, operability, marketing and quality management of all EU partners'

TSDCs and provides all information required by the participating PC HEI decision makers for comparing to their university's actual teacher training initiatives. The report shows them different examples for possible future orientation and improvement. In addition a detailed presentation of each EUP TSDC has been added in the appendices, providing a detailed view on each of the individual EUP TSDCs.

The TSDC Best Practice Reports and the compendium shall allow the PC partners for making up a local Need Analysis (WP 1.2), Operational Plans for a local TSDC (WP 1.3) and defining the modalities and criteria for selection of teaching staff members for the TOT-courses (WP 1.5.: Trained TSDC Trainers).

QA – Conclusion. Although not corresponding to the original time planning, the activities of WP1.1 have been successfully completed. The participants of the activities have assessed the content and organization of WP 1.1 activities positively. The expected outcomes have been reached, required outputs have been delivered in due time and were published on the PRINTeL website.

1.2. Work Package 1.2. Conducting local need analysis

Cf.: <https://printel.am/page/pd-for-wp-1>

Aims of WP 1.2

- Each PC partners university
 - o will design and conduct a systematic survey and assessment of the training needs of the PC HEI teaching staff
 - o will define the technological materials, products and facilities required for improvement of the structure and function of their TSDC

Expected outcomes

- Per PC HEI: a local Need Analysis Report on teacher training and e-infrastructure needs.
- TF2 will publish a Need Analysis Report on teacher training and infrastructure needs for each PC HEI.

Expected deliverables

- A local Need Analysis Report per PC HEI:
- An overall local Need Analysis Report drawn up by TF2

On behalf of YSU, the coordinator published a '*Student learning needs assessment questionnaire*' and a '*Teaching staff professional development needs assessment questionnaire*' both in English and in Armenian language and made this document available for the other PC partners as a scheme for making their local Need Analysis Report.

According to the PRINTeL proposed survey scheme, each Need Analysis Report consists of the following sections:

- *Introduction*
- *Section 1. General Information*
- *Section 2. Teaching Styles and Pedagogical Approaches*

- Section 3. Learning Styles and Approaches
- Section 4. Assessment Methods and Approaches
- Section 5. Use of Technology, E-teaching/Learning and Social Media for Teaching and Support of Learning
- Section 6. Facilities to Support Teaching and Learning
- Section 7. Teaching and Learning Materials
- Section 8. Additional Information Given by Teachers and Students
- Conclusions and Recommendations

The individual local Need Analysis Reports have been published on the PRINTeL website. Cf.: <https://printel.am/page/pd-for-wp-1>

Based on these individual local Need Analysis Reports, TF2 proposed an overall list (early March 2019) for all PC partners, indicating the required materials to be acquired through the PRINTeL investment budget. The PC partners have discussed the proposal for acquisitions and after agreement, a final list of investments was published March 2019.

QC – Conclusion. Activities planned in WP 1.2 have been completed and the planned outcomes have been reached, allowing the project management to start the administrative procedure for the acquisition of electronic devices for the TECs and TSDCs (Cf.: WP 1.6).

1.3. Work Package 1.3. Development of operational plans for TSDCs

Cf.: <https://printel.am/page/pd-for-wp-1>

Aims of WP 1.1:

- Based on the outcomes of WP1.1 and 1.2 the nine PC HEIs' institutional WGs will elaborate an Operational Plan for their TSDC.
- These operational plans shall be submitted for approval by the Academic Councils of the PC HEIs, published and adopted by the TSDCs.

Expected outcomes

- An operational plan for the TSDC in each PC HEI
- Approval of the operational plan by the Academic Council (AC) of each PC HEI
- All nine operational plans published and implemented in the corresponding TSDC

Expected deliverables

- An operational plan, approved by the AC, for a TSDC in each PC HEI, published and implemented by the TSDC

To obtain a maximum of conformity in all nine Ops, an OP-template has been published on the PRINTeL website '*Guidance Document for Designing an Operational Plan for a Teaching Staff Development Center at HEI*'; cf.: <https://printel.am/page/pd-for-wp-1>. Accordingly all nine PC HEIs have published their OP on the PRINTeL website in their local language and in English.

A review of the OPs shows all WGs in the PC HEIs have used the guidance document provided on the PRINTeL website. However, the final content of the OPs is quite

different.

It is clear and – of course – it is logical that the final goal of improved teacher training and the use of modern technologies in teaching and learning keeps standing in all OPs. However, the way these additional trainings and retraining will be offered in quite different structures, systems and educational contexts.

In all OPs attention is being paid to General Educational training dealing with didactic and methodic improvement of teaching and learning.

Enhancement of the teachers' Professional Abilities in some OPs is completed with Vocational Training improvement.

Some OPs are giving explicitly attention to Educational Reform, mainly joining the topics of interest currently actual in the European Higher Education Area, i.e.: ECTS, the National Quality Framework, strategic planning in HE, Quality Assurance in HE, including Outcome Based Quality Management Systems.

ECTS is mentioned in the OPs in the context of defining the workload for teachers caused by taking a training; that's a good start, but it remains unclear whether this workload has to be considered as an additional or supplementary task for the teacher or if this type of 'continuous learning' will be part of the regular job time. In most OPs a lack of motivation for taking additional training is mentioned to be one of the main problems in on-the-job training for educational improvement. Creating additional workload is tightly linked to a loss of motivation.

Certification of the accomplished training or accreditation neither is mentioned, although this 'proof of quality' could be a convincing and motivating factor.

Several OPs are clearly mentioning mission and vision statements, mainly the statements published on behalf of the university, but not the mission and vision statements of a TSDC. The TSDC's mission and vision should be fitting into the university's mission and vision, but should include specific interests and objectives.

A clear vision statement and a corresponding strategic plan would give strength to the Ops. Making a strategic plan was not a task in this project and hence, strategic plans are not explicitly mentioned. Neither are mentioned the KPIs (Key Performance Indicators), which are a necessity for assessing the performance of a TSDC.

In only one of the Ops, training for 'research based academic education' is mentioned, although this must be considered as an evident requirement for improving academic T&L.

In several HEIs, today there already exist teacher-training initiatives having a specific structure and function. There might be an imminent risk that the PRINTeL TSDC in these HEIs could be drowning in these actual structures, losing its specific aims and/or visibility. It all will depend on the dynamics deployed by the TSDC and the motivation and independency of the TSDC staff.

TeSaU has submitted its OP in the form of an AC protocol; the document is complete, but it is also remarkably brief and for implementation it might profit from some more detailed information on structure and operation of the TSDC. This AC protocol does not carry the stamp and signature of the responsible head of the AC and hence, cannot be considered as being already approved.

QA – Conclusion for WP1.3.

- *The PC HEIs' OPs will be satisfying for starting up a newly conceived TSDC or for installing a 'Center' to function within an existing structure for educational. The first needs may be covered within the PRINTel-project: the installation of the TSDC, TOT-courses and first in-house teacher training courses.*

However, for guaranteeing the sustainability and after-life of the project achievements any TSDC definitely will need to develop a well-elaborated strategic approach; the main problem in the future will be how to meet priorities and new projected goals.

A good strategic plan shall reconcile strategic aims derived from the vision statement and available means, financial means as well as material means and human resources.

From the start of the TSDC, the responsible people should be aware that the PRINTel-project comes to an end and from that moment the TSDC should be generating its budget autonomously or find other sponsors for keeping the TSDC sustainable.

- *By 10th of April 2019, only the NPUA's Academic Council formal approval of the TSDC Operational Plan was missing, but it will be approved by 20th of April.*

1.4. Work Package 1.4. Capacity building of TSDCs' staff

Cf.: <https://printel.am/page/pd-for-wp-1>

Aims of WP 1.4:

- Training-workshop at UP for 26 PC HEIs' TSDC staff members to get introduced
 - in operationalization of TSDCs in EU HEIs,
 - teaching staff development programs and services,
 - elaboration of competence-based teacher training programs.

Expected outcomes

- Trained TSDC staff members from PC HEIs
- Preparedness for TSDCs' functional improvement in PC HEIs

Expected deliverables

- Training and workshop materials and packages developed by EU project partners
- UP TSDC-post-training report

Organizational aspects/remarks concerning WP 1.1 activities

Concerns: combination of study visit to UB and training workshop in UP (act. WP 1.4). As explained in the discussion on WP1.1: due to a late start of the PRINTel project the originally planned 3-day training plus 2-day workshop had to be reduced to an 2-day training-workshop.

UP training-workshop (2018/06/14-15)

For the full program, the attendance lists, the presentations and the follow-up report of activity WP 1.4 we refer to the PRINTel website:

https://printel.am/uploads/news/pdfs/Porto%20Workshop%20Survey%20Report_14-15.06.2018.pdf

In the first day working sessions – ‘*Sharing Experiences, Promoting Bridges in Education*’ – several speakers shared their experience on how to create and run a TSDC.

U.Porto contributed by:

- ‘*U.Porto Pedagogical Innovation Office*’,
- ‘*Inter-Institutional Partnership between Higher Education Institutions*’ and
- ‘*Impact of the Pedagogical Training at U.Porto, the results of the evaluation of the effects of the pedagogical trainings at U.Porto*’.

Sessions 2 and 3 – ‘*Sharing Experiences, Promoting Bridges in Education*’ – went on with speakers from Portuguese universities, external to the PRINTEL-consortium. Topics presented:

- ‘*Raising Awareness, developing strategies, seeking the student’s success: the case of the University of Trás-os-Montes and Alto Douro*’
- ‘*Center IDEIA-UMINHO – Innovation and the Development of Teaching and Learning at the University of Minho*’.
- ‘*From tutoring to academic development: 15 years’ of experience at Técnico de Lisboa*’

The second day of activities started with two short presentations:

- ‘*Experiences from reorganization of a TSDC*’ (Linköpings Universitet)
- ‘*Instructional design: how to integrate technology in course and curriculum development applying the ADDIE-model*’ (KU Leuven)

The major part of the second day was spent to a World Café-session, an open discussion and example of a newer teaching method for active learning by peer-to-peer learning.

Discussion topics were:

- *Reflections on how to create a TSDC (part 1)*
- *Strategies for developing a TSDC (part 2)*

The participants were split up in four (mixed) discussion groups and invited to discuss these topics from the point of view in their country and in their university:

- *The purpose of a TSDC in Higher Education – Reflections on the TSDC mission*
- *How can a TSDC contribute for the enhancement of the T&L process and drive students for success?*
- *What are the main axes of action for a TSDC.*
- *Define by whom the team should be composed. Define staff profiles for an ideal TSDC.*

The outcomes of the discussion were reported per discussion group and per nationality in a plenary session.

QA – Discussion.

We wanted to mention explicitly the contents of the U. Porto training-workshop because of

- the specific topics that were presented,
- the contribution of external speakers, from different Portuguese universities,
- the activating instruction method used in the World Cafe.

In the analytic survey 37 (out of 44) workshop-participants gave their assessment.

All presentations received a positive evaluation (good or very good) ranging from 78 to 97%, which are remarkably high scores.

In the World Café the different themes got positive scores ranging from 60 to 67%; scores by nationality amounted 70 to 73%.

In general, the survey shows the event was well evaluated.

By the open answers and comments, the participants mentioned that the workshop was very well organized with a logic sequence of issues; the World Café was a very good method to realize an exchange of ideas and concerns about how to create and run a TSDC. The participants appreciated 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 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

QC – Conclusion on WP 1.4.

As to the expected outcomes, 'trained TSDC staff members from PC HEIs and preparedness for TSDCs' functional improvement in PC HEIs', we can conclude from the almost complete participation in the post-event survey and the corresponding high assessment marks that the majority of the participants agreed on the training-workshop having reached its aims.

The deliverables and the UP TSDC-post-training report are available on the PRINTeL website

Generally we can conclude that the WP 1.4 reached its goal and was organized in a highly qualitative way.

1.5. Work Package 1.5.Capacity building of TSDC trainers

Cf.: <https://printel.am/page/pd-for-wp-1>

Aims of WP 1.5:

- Organization of one TOT-course (one week) for \pm 20 trainees by each EU partner university (100 trainees to be trained)
- Selection of trainees in PC institution according to predefined criteria

Expected outcomes

- Trained TSDC trainers in all PC HEIs

Expected deliverables

- Training and workshop materials and packages developed by EU project partners
- Post-training evaluation report for each TOT course

Organizational aspects/remarks concerning WP 1.1 activities

Concerns:

- The number of trainees in each PC institution is determined by consensus between PC HEIs on the basis of the size and number of teachers in the PC University.
- The criteria used for selection of candidate trainees include proficiency in English language and motivation/ability of the candidates to take up teaching assignments in teacher training courses in the home university's TSDC.

TOT-courses in EU partner universities: list of TOT-courses

On the website sections mentioned below, all information on the corresponding TOT course is available: course abstract and program, attendance lists, teaching materials, syllabus, additional readings, post-event report, pictures.

Hybrid/Blended teaching

5-9 November 2018

at FH Joanneum University of Applied Sciences of Graz (Austria)

<https://printel.am/category/news/tot-course-in-graz>

Active Learning with special focus on Technology Enhanced Collaborative Learning

12-16 November 2018

at KU Leuven (Belgium)

<https://printel.am/category/news/tot-course-in-leuven>

Video as a Learning Tool for Teachers and Students – Video Lecturing and Promoting Interaction in the Classroom – 12-16 November 2018

at University of Porto (Portugal)

<https://printel.am/category/news/tot-course-in-porto>

Active Learning in the Flipped Classroom

3-7 December, 2018

at University of Linköping (Sweden)

<https://printel.am/category/news/tot-course-in-link-pings>

Active Learning and ICT-enhanced teaching: M-learning and gamification

10-14 December 2018

at University of Barcelona (Spain)

<https://printel.am/category/news/tot-course-in-barcelona>

TOT-courses in EU partner universities: conclusions from the post-event evaluation

The post-event reports were made up according to a standard survey provided by the project coordination team. For detailed figures on the outcomes of the different questions of the survey, we refer to the individual report for each of the courses. Therefore, we limit these conclusions to some general observations and based on the five post-event reports.

The overall idea on the organization of the TOT-courses was positive and the large majority of the participants considered the course organization as good to very good. Of course, minor organizational shortcomings cannot be avoided, but are to overcome. Participant groups from nine universities and three countries are rather heterogeneous in background and experience, and have different expectations. The intensiveness of the course, some facility constraints and the content of few specific parts of/or sessions were found less profitable by individual participants but do not affect the overall perception of a well-organized and professionally planned teacher training.

The objectives of the courses were achieved with a high level of fulfilment and by the end, trainers and trainees were satisfied with the learning tasks carried out in this one-week 30-hour course. However, it should be clear that within the time limit of 30 hours of teaching, no one will become an expert. To reach that stage of proficiency, one needs 5.000 hours of study and practice, maybe more.

Beside the fact that generally the expectations were met, the questionnaire results demonstrate that the participants learnt a lot, as they perceived that they increased their knowledge and competences and that a vast majority now feels comfortable in implementing and using the teaching and learning methods in their own teaching practice and classes as well as in the TSDC.

A major remark in all reports was the time constraint of this one-week course. In every report the participants, and some instructors too, express the wish to continue this learning journey together. One way could be to organize a 'Master Class', in which the participants could practice what they have learnt by doing it themselves in their home university environment with support and guidance of the TOT-course instructors. Should this be one of the first tasks of the newly functioning TSDCs?

QC conclusion on WP 1.5.

The predefined goals for WP 1.5 were met; trained TSDC trainers now are available in every PC university.

Teaching materials and post-event reports of all TOT-courses are available on the PRINTeL-website for use by the trainers in the TSDCs.

1.6. Work Package 1.6. Establishment of technology-enhanced classrooms

Cf.: <https://printel.am/page/pd-for-wp-1>

Aims of WP 1.6:

- To start up the procedure for acquiring electronic equipment and software for technology-enhanced classrooms
- To establish and operationalize 28 technology-enhanced classrooms to support:
 - Interactive teacher trainings
 - Electronic T&L-technologies, including e-learning platforms
 - On-line course content development

Expected outcomes

- Procedures for acquiring electronic equipment for technology-enhanced classrooms (are ongoing and should have been ended by month 12)

Expected deliverables

- 28 fully equipped technology-enhanced classrooms by the end of activity 1.6, i.e. month 12, end of Y1

Organizational aspects/remarks concerning WP 1.1 activities

Concerns:

- The tendering, purchase and acquisition of electronic apparatus are subject to different rules and legislation in the three PCs.
- The delay by four months in starting the PRINTeL-project will also have an impact on the performance of activity 1.6: the planning for acquisition of electronic equipment and software can only start after full implementation of activity 1.5.

QA - WP 1.6. Establishment of electronic T&L infrastructure

Conclusion. The original planning for acquiring the electronic equipment and full establishment of the technology-enhanced classrooms in PC HEIs by the end of Y1 couldn't be achieved due to the late start of the project and correspondingly delayed delivery of WP 1.2 up to 1.5.

As a result, the procedure for determining, selecting and tendering the required equipment in view of the acquisition of these materials was still ongoing in month 16 / Y2.

However, tendering and purchase procedures of electronic equipment and software shall follow the specific national legislation in all three PCs and the internal university rules. These rules do clearly not allow a single group purchase of all materials.

Due to a delayed start of the project, WP 1.6 has not been completed in due time.

1.7. General conclusion on the performance of WP 1

The delayed start of the project has caused a delay in almost all activities of WP 1. However, this delay is not influencing the performance of the other work packages (WP 2 – WP 7).

According to the indicators of progress, the TSDC Best Practice Report, the Need Analysis Report and the Operational Plan for each PC HEI has been published on the PRINTeL website.

Qualified TSDC is available in each PCHEI; 26 staff members have been trained for staffing the TSDCs.

In a TOT-course organized by the five EU partner universities, 100 trainers for the TSDCs have been trained.

Training materials, the lists of participants in all activities and feedback surveys are available on the PRINTeL-website.

In WP 1.3 a set of training courses and services has been developed and in-house trainings are already ongoing as a realization of WP 1.2.

However, WP 1.3 has not been fully achieved as long as not all nine Academic Council approval documents have been published.

WP 1.6 has yet not been concluded; the purchase of electronic equipment for installing 28 technology-enhanced teacher-training classrooms in the PC HEIs is still ongoing by the end of Y1. By consequence, the inventory records of PC HEIs cannot be presented yet.

2. WP 3. Activities in Year 1

Leading partner for WP 3 is P7, BSU (Belarusian State University – Minsk, Belarus)

Co-leadership in WP 3: P1, YSU (Yerevan State University)

WP 3.: Planned implementation period month 11-24

ABC

Implementation not planned in Y1

WP No.	WP aims – Activity content in Y1	Deliverables	Planned implementation period
3.1	Defining functionalities and the design of the conceptual model of the VATL portal	ToR for VATL portal approved by PSC	Mar-May, 2018
3.2	Development and testing of ICT solutions/software for VATL	Tested VATL portal software	May-Dec, 2018
3.3	Acquisition of software, hardware & studios for VATL support at PC HEIs	9 multimedia content building support studios	May-Dec, 2018

Deliverables for WP3 - Cf.: <https://www.printel.am/page/pd-for-wp-3>

Deliverables for WP3.1 - Cf.:

<https://www.printel.am/uploads/page/pdfs/ToR%20for%20VATL%20Portal.pdf>

WP 3. QA – Conclusion

In Y1, only WP3.1 had to be delivered according to the planning.

The ToR for the VATL has been delivered and approved by the PSC's meeting in U.PORTO held on 16 June 2018 and afterwards is published on the PRINTEL-website.

WP 3 activities for Y1 (WP 3.1) have been delivered completely according to the LFM.

3. WP 5. Activities in Year 1

Leading partner for WP 5 is P11, KU Leuven – Leuven, Belgium

Co-leadership in WP 5: P1, YSU Yerevan State University

WP 5.: Planned implementation period: month 2 – 36

ABC

Implementation not planned in Y1

WP No.	WP aims – Activity content in Y1	Deliverables	Planned implementation period
5.1	Establishment of project QC&M bodies	Lead partner for QC&M Quality Evaluation Committee (QEC) Appointment of external evaluator	Feb, 2018
5.2	Internal monitoring & evaluation of project activities	6 biannual activity monitoring reports	2018-2020
5.3	Evaluation of project WPs' quality	4 WP quality reports by QEC	2018-2020
5.4	Annual external quality control activities	3 annual external audit reports	2018-2020

Deliverables for WP5 - Cf.:

[https://www.printel.am/uploads/page/pdf_en/PRINTEL%20Quality%20Assurance%20Plan%20\(00000002\).pdf](https://www.printel.am/uploads/page/pdf_en/PRINTEL%20Quality%20Assurance%20Plan%20(00000002).pdf)

Deliverables for WP5.1 – Composition of the QEC – Cf.:

<https://www.printel.am/uploads/page/pdfs/Quality%20Evaluation%20Committee.pdf>

Agreed on during Kick off Meeting, Yerevan, 2018/02/15-16:

- Nomination of leading partners and co-leaders for all WPs
- Composition of QEC

Data communicated via PRINTeL-website

Nomination of external quality evaluator: still ongoing by tendering in Armenia

Deliverables for WP5.2 – Internal monitoring and evaluation of project activities – Cf.:

<https://www.printel.am/page/pd-for-wp-5>

Annual monitoring report: monitoring visits by

- P1 in FhJ, Graz, on 2018/11/ 5-9
- P1 and P11 in KU Leuven on 2018/11/12-16

Data not yet published on website

QEC quality assessment reports of the concluded WP1 and all activities ongoing in Year

1:

- reports submitted to PSC, should be approved during the coordination meeting in YSU, May 2019
- after approval will be published on the website

Deliverables for WP5.3 – Evaluation of project WPs' Quality

The reports of the results of evaluation surveys relating to different activities carried out within the frame of the PRINTeL Project can be found through the links listed below:

1. PRINTeL Kick-Off Meeting Survey Results Report (15-16 February 2018):
 - https://printel.am/uploads/news/pdfs/Results_Report.pdf
2. Evaluation Survey Reports of Study Visit to Barcelona and Training-Workshop in Porto (11-12 June 2018):
 - https://printel.am/uploads/news/pdfs/Barcelona%20Study%20Visit%20Survey%20Report_11-12.06.2018.pdf
 - https://printel.am/uploads/news/pdfs/Porto%20Workshop%20Survey%20Report_14-15.06.2018.pdf
3. Survey Reports of Training of Trainers (ToT) Courses Delivered at 5 EU Partner Universities (November-December 2018):
 - [https://printel.am/uploads/news/pdfs/1.%20TOT%20Course%20Evaluation%20Report_KU%20Leuven%20\(1\).pdf](https://printel.am/uploads/news/pdfs/1.%20TOT%20Course%20Evaluation%20Report_KU%20Leuven%20(1).pdf)
 - [https://printel.am/uploads/news/pdfs/2.%20TOT%20Course%20Evaluation%20Report_UB\(1\).pdf](https://printel.am/uploads/news/pdfs/2.%20TOT%20Course%20Evaluation%20Report_UB(1).pdf)
 - https://printel.am/uploads/news/pdfs/3.%20TOT%20Course%20Evaluation%20Report_U.PORTO.pdf
 - https://printel.am/uploads/news/pdfs/4.%20TOT%20Course%20Evaluation%20Report_LiU.pdf
 - https://printel.am/uploads/news/pdfs/5.%20TOT%20Course%20Evaluation%20Report_FHJ.pdf
4. Survey Reports of Teacher Training (TT) Courses Delivered at 9 PC Universities (February-March 2019):
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-ysu>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-nati>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-vana>
 - <https://printel.am/category/trainings/in-house-teacher-training--tt--course-at>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-geor>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-iako>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-bela>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-bres>
 - <https://printel.am/category/trainings/in-house-teacher-training-course-at-yank>

Although according to the planning for Y1, the activities in WP 5.3 should not yet be reported on, several activities have been concluded and evaluated and the evaluation reports have been published on the website.

Deliverables for WP5.4 – Annual external reports

Data on the appointment of an external quality assessor not yet available.

WP 5. QA – Conclusion

Planned for Y1: delivery in WP 5.1, 5.2, and 5.4.

As several data in WP 5.1, 5.2 and 5.4 still are missing; this conclusion will be formulated after review of this draft report by the coordinator.

4. WP 6. Activities in Year 1

Leading partner for WP 6 is P8, Brest State Technical University (BrSTU)

Co-authorship in WP 6: P15, FH Joanneum Gesellschaft mbH (FHJ)

WP 6.: Planned implementation period: month 2 – 36

WP No.	WP aims – Activity content in Y1	Deliverables	Planned implementation period
6.1	Creation and maintenance of the project website (Imp.P1,P8)	Operating PRINTeL website	March, 2018
6.2	Publication and dissemination of information materials & teacher handbook (Imp.P1-P10)	1000 project leaflets, 6 e-newsletters, 3000 IT&L booklets, 1000 VATL manuals, 1500 Good practice teacher handbooks, materials of TT courses	2018-2020
6.3	Organization of press conferences & interviews (Imp.P1-P10)	6 press- conferences/releases & interviews	2018-2020
6.4	Organization of workshops & information seminars	2 workshops for 80 participants and 1 seminar for 60 participants	2019, 2020
6.5	Organization of interim & final dissemination conferences	Interim & final dissemination conferences for 200 participants	2019, 2020

Deliverables for WP6 - Cf.: Dissemination and Exploitation

Deliverables for WP6.1 - Cf.: PRINTeL Website at <<https://printel.am/>>

- PRINTeL Dissemination Plan
https://www.printel.am/uploads/page/pdf_en/PRINTeL%20Dissemination%20Plan.pdf
- PRINTeL-website: fully operational and continuously maintained and updated. See: <https://printel.am/>
- PRINTeL is on Facebook: <https://www.facebook.com/ErasmusPlusPRINTeL/>

Deliverables for WP6.2 - Cf.: Project publications

- The official PRINTeL leaflet was printed in 1.000 copies and is partially distributed.
https://www.printel.am/uploads/page/pdf_en/PRINTeL%20Leaflet_Final.pdf

- All reports on the participation in PRINTeL activities by project partners have been published on the PRINTeL pages on their institutional websites and on Facebook: study visits, training-workshop, in-house trainings, meetings in PC HEIs, ...
- News editions for journals by each PC HEI (significance of PRINTeL for PC HEI): in preparation.
- 1st electronic Newsletter: <https://printel.am/uploads/page/pdfs/PRINTeL%20e-Newsletter-1.pdf>

Deliverables for WP6.3 - Cf.: Press Conferences and Interviews

Press conferences/press-releases as well as interviews in mass media, 10 articles in specialized newspapers and electronic journals have been arranged to raise awareness of general public on the project, its activities and results. Visibility of the PRINTeL in the social media – Facebook and YouTube is insured.

Here links of some e-articles are presented:

http://didact.bsu.by/item/video_as_an_educational_tool

http://didact.bsu.by/item/hybrid_blended_learning_and_teaching

<https://euryedu.grsu.by/index.php/100-poslednie-novosti/366-v-grgu-imeni-yanki-kupaly-startovala-unikalnaya-innovatsionnaya-programma-povysheniya-kvalifikatsii-prepodavatelej>

<https://euryedu.grsu.by/index.php/100-poslednie-novosti/367-internet-platforma-universitet-obrazovatelnykh-innovatsij-sozdana-v-grgu-imeni-yanki-kupaly>

<https://euryedu.grsu.by/index.php/100-poslednie-novosti/368-vpervye-v-grgu-imeni-yanki-kupaly-kursy-povysheniya-pedagogicheskogo-masterstva-prepodavatelej-po-innovatsionnym-tehnologiyam-obucheniya-prokhodyat-na-anglijskom-yazyke>

WP 6. QA – Conclusion

Planned for Y1: delivery in WP 6.1, 6.2, and 6.3.

Activities of all WP 6 sections are spread out over the whole term of the project.

Preliminary results for 6.1, 6.2, and 6.3 mentioned above will be complemented in Y2 and Y3.

As several data in WP 6.1, 6.2, and 6.3 still are missing; this conclusion will be formulated after review of this draft report by the coordinator.

5. WP 7. Activities in Year 1

Leading partner for WP 7 is P1, YSU State University, Yerevan, Armenia

Co-authorship in WP 7: none

WP 7.: Planned implementation period: month 2 – 36

WP No.	WP aims – Activity content in Y1	Deliverables	Planned implementation period
7.1	Establishment of project management bodies	Project management team (PMT), Project Steering Committee (PSC), 3 National and 1 EU coordinators, 15 institutional contact persons, 7 WP lead partners	Feb, 2018
7.2	Organization of the kick-off and coordination meetings	Kick-off & 6 coordination meetings	2018-2020

7.3	Overall project management and administration	Day-to-day management, project intermediate & final reports	2018-2020
7.4	External financial audit	Interim and final financial audit reports	2019, 2020

Deliverables for WP7 – Cf.: PRINTeL Website <https://printel.am/>

General information on the PRINTeL project management is given on the website.

Activity 7.1. Project Management Bodies and procedures

These PRINTeL-website pages are giving the composition of the following committees and teams:

<https://printel.am/page/committees>

- Project management team (PMT)
- Project Steering Committee (PSC)
- 3 National and 1 EU coordinators
- 7 WP lead partners

<https://printel.am/page/work-groups>

- 15 institutional contact persons,
- Task groups 1-4
- Work Teams 1-9

Activity 7.2. Coordination Meetings

1. PRINTeL Kick-Off Meeting Survey Results Report (15-16 February 2018):
- https://printel.am/uploads/news/pdfs/Results_Report.pdf
2. First Coordination Meeting U. Porto 2018, June 16th
- <https://www.printel.am/category/coordination-meetings/the-first-coordination-meeting-in-porto>
3. Next Coordination Meeting planned in YSU May 2019

Activity 7.3. The project's Operational Management

<https://www.printel.am/page/wp-7--management>

1. *Project Steering Committee* (PSC), which includes 1 representative per partner institution to make strategic decisions.
2. *Project Management Team* (PMT), involving 3 YSU representatives to be responsible for the day-to-day management of the project.
The Project Management Team consists of the following members:
 - Mr. Armen Budaghyan – Project Coordinator, Yerevan State University (YSU);
 - Ms. Mari Santurjyan – Assistant to the Coordinator, Yerevan State University (YSU);
 - Mr. Arman Martirosyan – Financial Manager, Yerevan State University (YSU).
3. *National Coordinators* (NC), consisting of 1 representative per PC responsible for coordination at national level
4. *Institutional Coordinators* (IC), including 1 representative per partner institution to coordinate activities within institutions
5. *Work Package Lead Partners* (WP LP), which consists of 14 WP lead partners to organize implementation of project WPs
6. *Work Groups* (WG), including 19 WGs to be established at project, PC and EU institution levels to carry out project core activities (*for more detailed information please, click [here](#)*).

Activity 7.4. External Audits – Financial Audit Report

The Financial Audit Report should be made in month 36 of the project.

External monitoring visits by NEOs to PRINTeL project PC HEIs

- External monitoring visit NEO Armenia
<https://www.printel.am/category/news/monitoring-visit-by-the-neo-armenia-in-t>
<http://www.ysu.am/news/en/Monitoring-by-Erasmus>.
- External monitoring visit NEO Belarus

<https://www.printel.am/category/news/--50>

<http://erasmus-plus.belarus.unibel.by/main.aspx?guid=2191&detail=13193>

WP 7. QA – Conclusion

Planned for Y1: delivery in WP 7.1, 7.2, and 7.3.

Activities of all WP 7.2 and 7.3 sections are spread out over the whole term of the project.

Preliminary results for WP 7.2 and 7.3 mentioned above will be complemented in Y2 and Y3.

All activities of WP 7 have been worked out according to the work plan for Y1; the outputs and outcomes for WP 7 have been realized according to the indicators mentioned in the LFM.

7. PRINTeL QA report on the activities in Year 1

WP 1. See QA final report on WP 1.

WP 2. No activities of WP 2 have been planned in Y1.

WP 3. *In Y1, only WP3.1 had to be delivered according to the planning.*

The ToR for the VATL has been delivered, approved by the PSC and afterwards is published on the PRINTeL-website.

WP 3 activities for Y1 (WP 3.1) have been delivered completely according to the LFM.

WP 4. No activities of WP 2 have been planned in Y1.

WP 5. *Planned for Y1: delivery in WP 5.1, 5.2, and 5.4.*

As several data in WP 5.1, 5.2 and 5.4 still are missing; this conclusion will be formulated after review of this draft report by the coordinator.

WP 6. *Planned for Y1: delivery in WP 6.1, 6.2, and 6.3.*

Activities of all WP 6 sections are spread out over the whole term of the project.

Preliminary results for 6.1, 6.2, and 6.3 mentioned above will be complemented in Y2 and Y3.

As several data in WP 6.1, 6.2, and 6.3 still are missing; this conclusion will be formulated after review of this draft report by the coordinator.

WP 7. *All activities of WP 7 have been worked out according to the work plan for Y1; the outputs and outcomes for WP 7 have been realized according to the indicators mentioned in the LFM.*