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PRINTeL

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

QUALITY EVALUATION REPORT OF THE WP.1 DELIVERABLES

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PRINTeL – List of abbreviations commonly used in PRINTeL documents

AC	Academic Council
DEV	Development
DISS	Dissemination
EPC	European Partner Country
HEI	Higher Education Institute
LP	Lead Partners
OER	Open Educational Resources
OP	Operational Plan
PC	Partner Country
PRP	Peer Review Program
T&L	Teaching and Learning
TEC	Technology Enhanced Classrooms
TF	Task Force
TOR	Terms of Reference
TOT	Training of Trainers
TSDC	Teaching Strengthening Staff Development Centers
TT	Teacher Training
QA	Quality assurance
QC	Quality Control
QC&M	Quality Control and Monitoring
QEC	Quality Evaluation Committee
VATL	Virtual Academy of Teaching and Learning
WG	Work Group
WP	Work package
Yx	Year x

Partner HEIs: Institutions' names and acronyms

Lead partner

in:

P1	YSU	Yerevan State University – Yerevan, Armenia	WP7
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– 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 – (YSU) Yerevan, Armenia	
P11	KU Leuven	Katholieke Universiteit Leuven – Leuven, Belgium	WP5
P12	UB	Universitat de Barcelona – Barcelona, Spain	
P13	UP	Universidade do Porto – Porto, Portugal	
P14	LiU	Linköping Universitet – Linköping, Sweden	
P15	FHJ	FH Joanneum Gesellschaft mbH – Graz, Austria	

PRINTeL Activities planned in Year 1 – Overview and timeframe

Table 1. PRINTeL Activities planned in Year 1 – Overview

WP/Activity Ref. No.	Activities (as indicated in the LEM)	Weeks (weeks)	1	2	3	4	5	6	7	8	9	10	11	12	13
WP.1 (PREP) Strengthening TSDCs in PC HEIs			N	D	J	F	M	A	M	J	J	A	S	O	N
1.1	Study of the European best practice experience	10		X	O	X									
1.2	Conducting local need analysis	10				X	X	X							
1.3	Development of operational plans for TSDCs	8					X	X							
1.4	Capacity building of TSDCs' staff	10						X	O	O					
1.5	Capacity building of TSDCs' trainers	20							X	O	O	X	O	O	
1.6	Establishment of electronic T&L infrastructure	20								X	X	X	X	X	
WP.3 (DEV) Capacity building of teaching staff			N	D	J	F	M	A	M	J	J	A	S	O	N
2.1	Organization of in-house teacher training (TT) courses	16													X
2.2	Organization of workshop to fine-tune TT courses	6													
2.3	Adoption of the TT courses at TSDCs	8													
2.4	Piloting innovative T&L methods in PC HEIs curricula	16													
2.5	Evaluation of students' feedback & follow-up	16													
WP.5 (DEV) Creating Virtual Academies of T&L (VATL)			N	D	J	F	M	A	M	J	J	A	S	O	N
3.1	Defining functionalities and the design of the conceptual model for VATL portal	12											X	X	X
3.2	Development & testing of ICT solutions/software for VATL portal	28													X
3.3	Acquisition of software, hardware & studios for VATL support at PC HEIs	12													X
3.4	Development of procedures & guidelines for publishing DER content	12													
3.5	Training of TSDCs' trainers on preparation of DER materials	10													
3.6	Operationalisation of the VATL	14													
WP.6 (DEV) Raising Awareness on Innovative T&L			N	D	J	F	M	A	M	J	J	A	S	O	N
4.1	Creation of virtual communities of teaching practice	10													
4.2	Establishment of VATL forum on innovative T&L	10													
4.3	Creation of VATL's social networking services	8													
4.4	Adoption of incentive policies & award programs for innovative T&L at PC HEIs	12													
WP.7 (QC&M) Quality Control & Monitoring (QC&M)			N	D	J	F	M	A	M	J	J	A	S	O	N
5.1	Establishment of the project QC&M bodies	1		X											
5.2	Internal monitoring and evaluation of project activities	6					X							X	
5.3	Evaluation of project WPs quality	10													X
5.4	Annual external quality control activities	6													X
WP.6 (DISSE) Dissemination & Exploitation			N	D	J	F	M	A	M	J	J	A	S	O	N
6.1	Creation & maintenance of the project's website	18		X	X	X	X	X	X	X	X	X	X	X	X
6.2	Publication & dissemination of information materials and teachers' handbook	40					X	X	X	X	X	X	X	X	X
6.3	Organization of press conferences	6						X							X
6.4	Organization of workshops & information seminars	12													X
6.5	Organization of interim & final dissemination conferences	8													X
WP.7 (MGNT) Project Management			N	D	J	F	M	A	M	J	J	A	S	O	N
7.1	Establishment of project management bodies	2		X											
7.2	Organization of the kick-off and 8 coordination meetings	14		X						O					X
7.3	Overall project management & administration	72	X	X	X	X	X	X	X	X	X	X	X	X	X
7.4	External financial audit	4													

As planned, 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 short 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.

WP1 & Item No.	WPs to be started in Y1 – Activities to accomplish	No. of weeks	Project Week No-x to No-y November 2017 is week 1- 4
1.1	Study of the European best practice experience	10	5 - 16
1.2	Conducting local need analysis	10	11 - 20
1.3	Development of operational plans for TSDCs	8	13 - 24
1.4	Capacity building of TSDCs' staff	10	21 - 28
1.5	Capacity building of TSDCs' trainers	20	26 - 52
1.6	Establishment of electronic T&L infrastructure	20	29 - 52
WP3			
3.1	Defining functionalities and design of conceptual model of VATL portal	12	43 - 52
WP5 (QC&M)			
5.1	Establishment of the project's QC&M bodies	1	5 - 8
5.2	Internal monitoring and evaluation of project activities	6	21 - 24 & 48 - 52
5.4	Annual external quality control activity	6	48 - 52
WP6			
6.1	Creation and maintenance of the project's website	18	From wk 5
6.2	Publication and dissemination of information materials and teachers' handbook	40	From wk 13
6.3	Organization of press conferences	6	25 - 28
WP7			
7.1	Establishment of project management bodies	2	1 - 2
7.2	Organization of kick off and coordination meetings	14	From wk 5
7.3	Overall project management and administration	72	Permanently from wk 1

Table 2. PRINTeL Activities planned / performed in Year 1

1. WP1 – Activities and outcomes

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

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 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_11-12.06.2.018.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 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 EU partner's 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 prepared an overall list (early March 2019) for all PC partners of required materials to be acquired through the PRINTeL investment budget. The PC partners have discussed the proposal for acquirements 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 acquirement 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 08th 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 IDEA-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. A copy of the list of criteria for selection of trainees in YSU was supplied by the coordinator for distribution to all PC HEIs.

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 our conclusions to some general observations 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 a 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 would need 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?

QA – Conclusion on WP 1.5.

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

2. General conclusion on the performance of WP 1

The delayed start of the project has caused a delay in performance of almost all activities of WP 1. However, this delay is not influencing the performance of the other project's 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.

The WP 1.3 has been achieved since almost all (except NPUA) PC HEIs' Academic Councils approved the TSDCs Operational Plans, which 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.