ERASMUS+ DIGIHEALTH project
Onsite Training Evaluation Report
March 3rd - 5th 2020 - Beirut Arab University, Lebanon

Description of the onsite training

The onsite training "Online learning: introduction and design" has been conducted on March 3-5, 2020 in Beirut at the premises of the Beirut Arab University.

The training design was based on the needs analysis conducted as part of the DIGIHEALTH WP1, and it was the result of a collaborative work among the team at Linnaeus University and at UNIMED, in consultation with the Arab International University and the hosting institution, Beirut Arab University.

The intended learning outcomes for the training were:

- To recognise the main trends in eLearning and online learning;
- To evaluate different tools and methods for online learning into campus-based learning;
- To plan how to incorporate online learning practices into their daily teaching.

Trainers for the onsite training have been: Alastair Creelman, E-learning specialist at Linnaeus University, Sweden and Fawzi Baroud, UNESCO Chair in OER, Notre Dame University - Louaize, Lebanon (guest speaker).

As a starting point for the onsite training, participants took part in an online conversation on Padlet at the following URL: https://padlet.com/alacre/digihealth2020. Also, participants completed a pre-course questionnaire to map their profiles and confidence on the main topics of the training.

44 participants participated in the training, their profile is presented below:
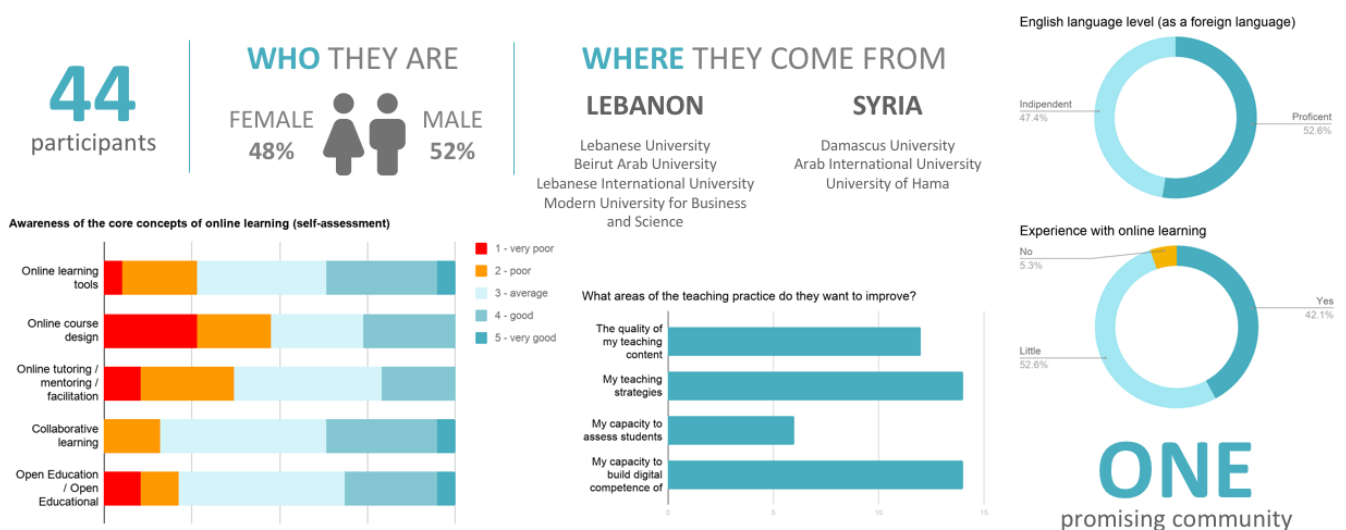
The aim of the training was to increase the knowledge and understanding of recent tools and methods for online learning, by providing an overview of the opportunities and challenges of integrating online and blended learning into the university curriculum. In addition, a number of key issues have been presented and discussed with opportunities for practical workshops sessions. These issues included collaborative learning tools, course design principles, open educational resources, interactive online meetings and a case study of an open online teacher training course.

Using this as a foundation, the participants will then move on to investigate how these issues can be applied in their own teaching; online support will be available after the on-site element of the module.

Methodology

Collection of data was carried out by means of an on-line questionnaire that was administrated to the participants right after the training on March 5th, 2020.

The items, including closed questions and scale and open questions, aimed at verifying the satisfaction of participants concerning mainly organisation, communication and achievements.

In order to pursue this aim, the questions were divided in three different sections:

A. Closed questions and an open question on the logistical organisation of the training;
B. Closed and open questions on the participants' degree of satisfaction, comments and suggestions on the training;
C. Closed and open questions on the overall evaluation of the training and impact at individual level.
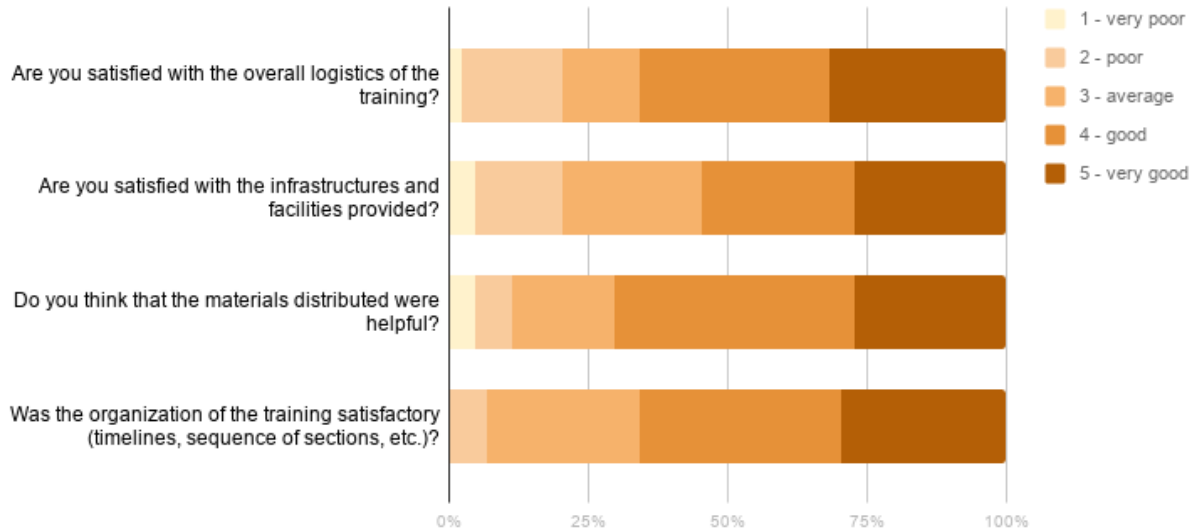
Respondents

The questionnaire was submitted to the 44 participants to the training; 44 valid questionnaires were collected.

Results

Logistic and organization

Participants were generally satisfied about the training organisation, in terms of logistic, infrastructure and materials provided, having 64% rated those aspects as good or very good and 14% as poor or very poor. However, some remarks have been raised about the quality of the acoustic and the sound system in the room.
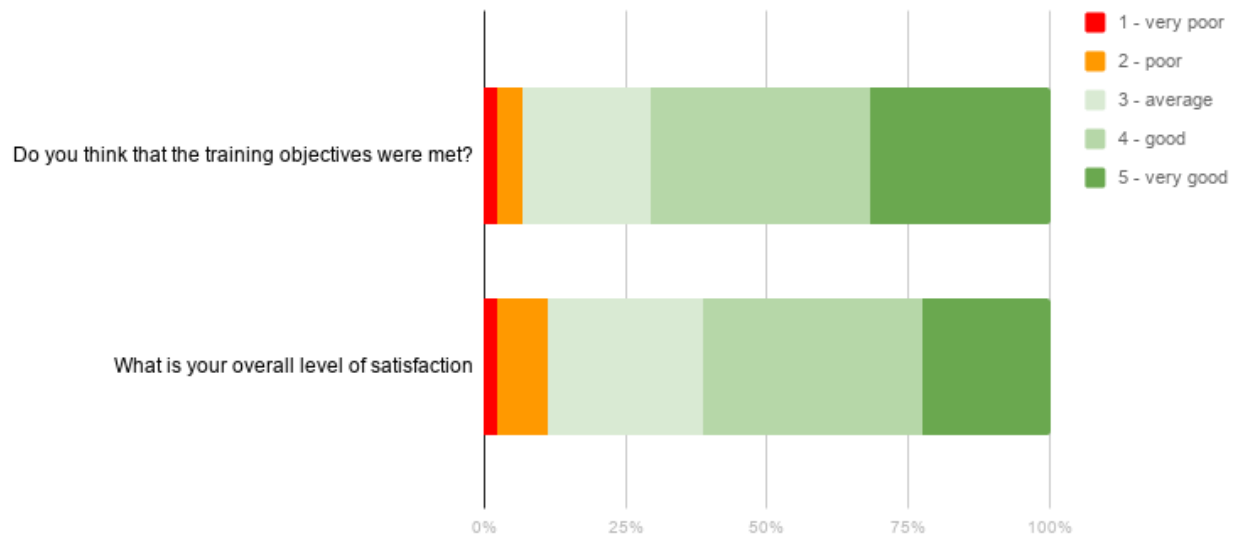
Satisfaction of the training

The degree of satisfaction of the training was high, rated good or very good for the 78% of the participants.

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Almost all the participants (91%) declared that they will share the skills acquired with other colleagues within their universities, and this is a key element to increase the impact of the capacity building intervention. The majority of the participants (80%) considered the training helpful to strengthen their knowledge and skills. The expectations about the training were in average satisfied.

Participants underlined the overall quality and success of the event, and considered the training was interesting and the trainer was qualified.

Overall evaluation

The majority of the participants (70%) considered that the training objectives were met, and the overall level of satisfaction was 61%.

Impact

To measure the impact of the training workshop at individual level, participants were asked how confident they were before and after the training in the following core concepts of online learning:

- Online learning tools
- Online course design
- Online tutoring / mentoring / facilitation
- Collaborative learning
- Open Education / Open Educational Resources

Before the training, the participants' self-perception and confidence bounced between not confident at all to mildly confident (see graphs below).
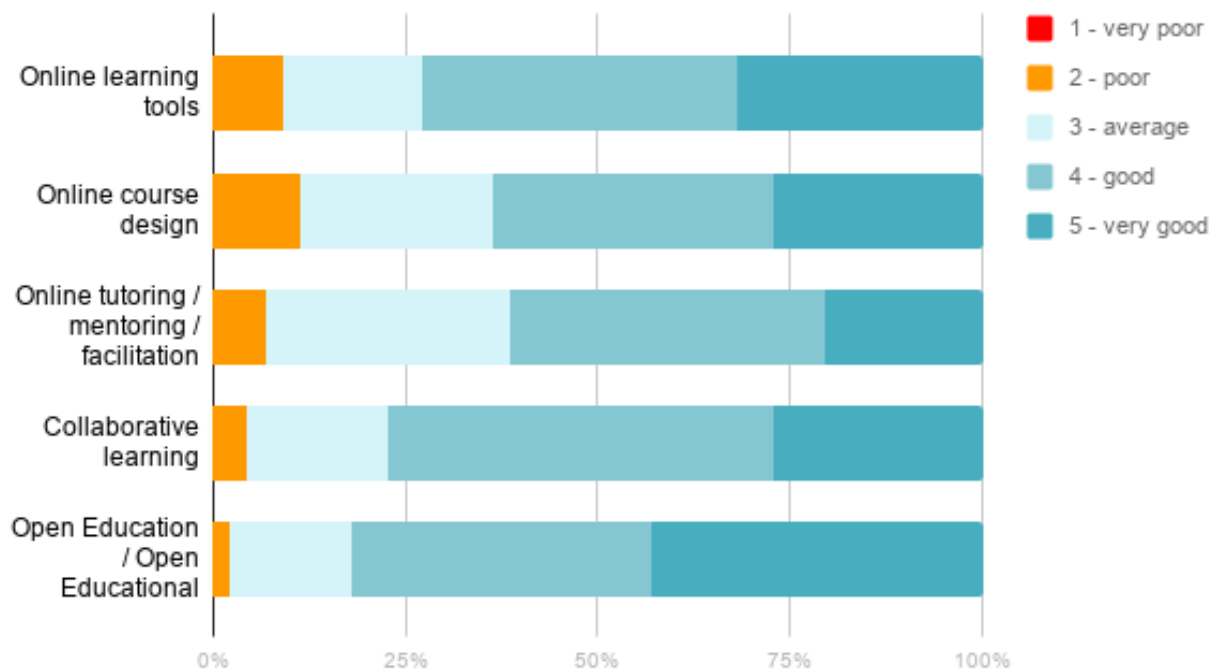
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Awareness of the core concepts of online learning (pre-course self-assessment)
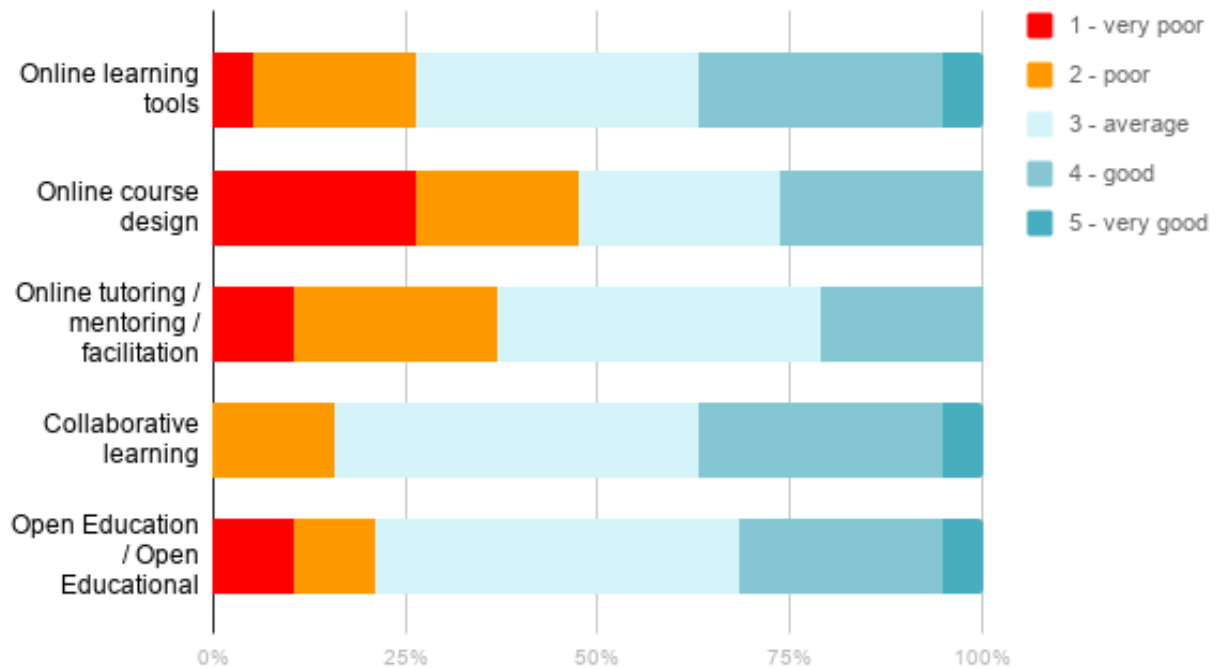
After the course, the participants declared to feel mostly confident or very confident, especially concerning online course design, as it can be seen below.

Awareness of the core concepts of online learning (post-course self-assessment)

Aspects of the training that the participants found particularly useful:

Among the open questions to address the training, participants have been asked to list 3 elements of the training they feud particularly useful. These elements turn out to be:

- Open Educational Resources
- ABC Learning Design
- The online/distance learning tools presented (such as Padlet, Zoom, Mentimeter, Powtoon)

Participants also found particularly useful the opportunity to meet colleagues from other universities, and not in the least the trainer's contributions.

Conclusions and recommendations

The questionnaire results show that the training has been considered satisfactory by the participants. Most of them pointed out that the training was very indeed enriching and beneficial.

In order to improve future trainings, participants suggested to:

- Plan for more practical sessions, increase the time of teamwork and hands-on workshops, such as ABC learning design workshop, and with an emphasis on course design through platforms;
- Involve IT staff and students in the training activities and course design;
- Focus on the context of healthcare, as an example adding an exercise of a common health course and discuss relevant issues, including common mistakes and failures;
- Adding specific Q&A sessions in the training programme;
- Share the training materials and PowerPoint presentations before the training;
- Host guests who have practical experience in deploying eLearning on their campus.