



# Training Module 2: Online teaching techniques and tools

## Report

### 1. Description of the online training

The second training module “**Online teaching techniques and tools**” has been conducted online from **23 February to 23 March 2021**. The aim of the training was to provide practical knowledge about online teaching techniques and tools, as a follow up of the first training in Beirut where participants have gained an understanding of recent online learning developments and trends. The training focussed on issues emerging from the project needs analysis and the first training session, namely engagement and facilitation, gamification and open teaching approaches.

The training started with an introductory online workshop and then explored three key strategies to improve teaching online. For every theme, some content was shared in advance by the experts so that the webinars could be dedicated as well to discuss how these approaches could be implemented by the participants. These reflections were then the focus of the last week of training, during which participants worked to “localise” the learnt methodology.

The training structure is here presented:

#### Week 1: Introductory meetup

Week 2: Tools and methods for collaborative online groupwork. Online Seminar, by Alastair Creeman. How can we organize group work in online classes? What tools can facilitate collaboration and create a springboard to further asynchronous activity? Alastair Creelman will offer a practical demonstration using Zoom and a number of other tools. This session is a revision and extension of the session offered at the workshop in Beirut in March 2020.

Week 3: Gamification within e-learning. Online Seminar, by Matteo Uggeri. How can we make our students’ learning process more engaging through gamified approaches? What practices and methodologies can be adopted, with no or little investment, to teach in gamified modes? Which tools are available to support a collaborative and non-competitive approach to gaming? What are the available games that may drive through deep, engaging or disruptive experiences to learners? Learn how to use tools and practices to gamify your course: game jams, game storms, Twine, Padlet, Miro, Gather, Socrative, Kahoot and Google Drive.

Week 4: Open and inclusive teaching approaches. Online Seminar, by Fabio Nascimbeni. How can we make sure that learners feel included in our online teaching activities? How can we legally use existing teaching resources to create our courses? How can we engage external stakeholders in our teaching activities? We will learn how to use a tool Open Education Resources repositories and other open education tools.

#### Week 5: Wrap up : Closing online meetup



## 2. Participants and completion rate

A total of **70** participants registered in the course, **57** of which actively participated in the course; **46** participants completed the course assignment and received a certificate of achievement. The participants' retention rate, intended as the amount of participants who have completed part of the course activities, was 81%, and the success rate was 81% (certified participants out of active participants).

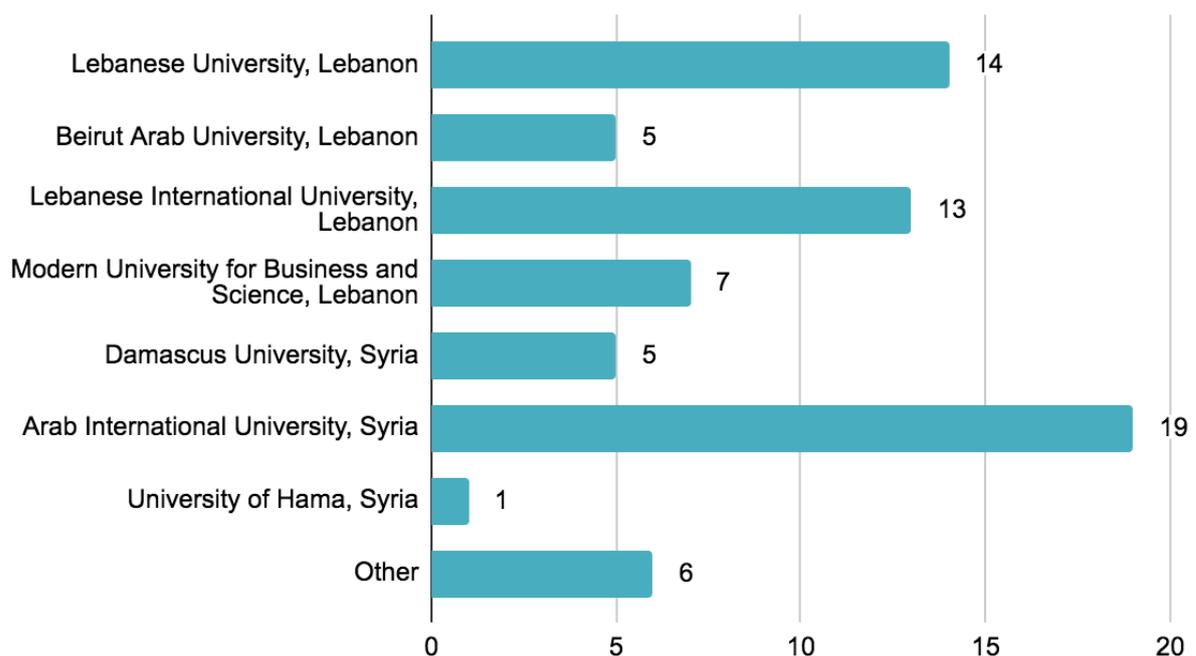
Here the results of the course are presented:

Key Performance Indicators	Result
Participants registered in the course	70 participants
Retention rate (active participants)	<b>81%</b> (57 participants)
Success rate (certificated vs active participants)	<b>81%</b> (46 participants)

## 3. Participants Profile

A total of **70** participants registered in the training, of which 64 are faculty members from the DIGIHEALTH partner universities in Lebanon and in Syria, and 6 from other universities in Lebanon and Egypt. Participation across the different universities is presented below.

### Institution

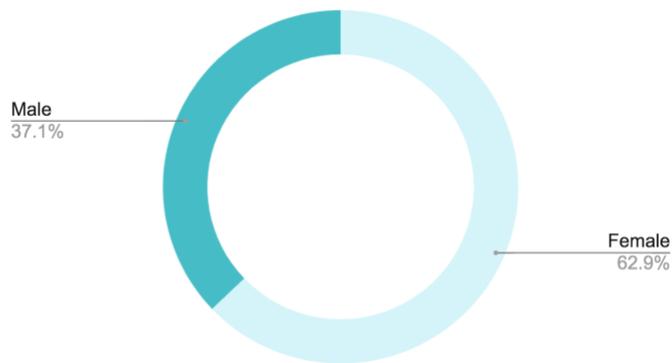




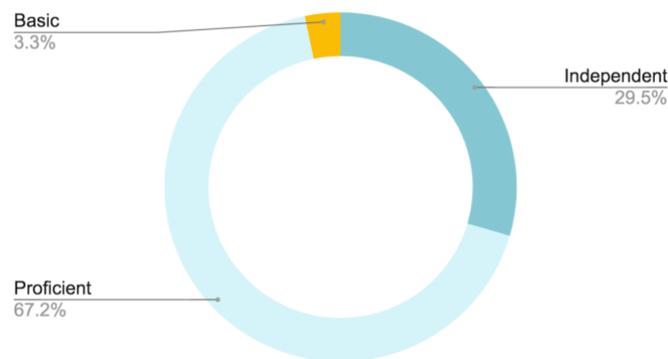
In addition to the participants from the DIGIHEALTH partner universities in Lebanon and Syria, 6 participants registered for the training from: Al Maaref University, Assiut University, Cairo University and Alexandria University.

The charts below present the participants' profile. Data are based on responses collected through the pre-training questionnaire.

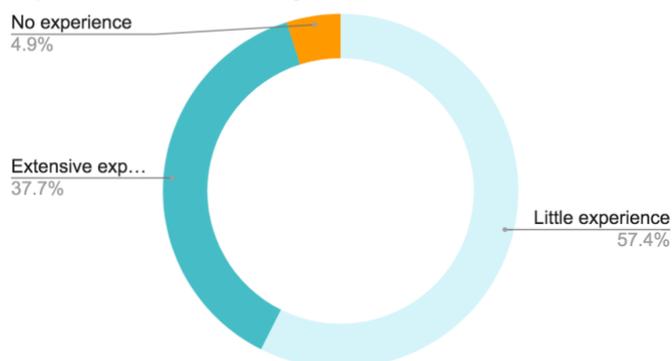
Gender



English language level as a foreign language

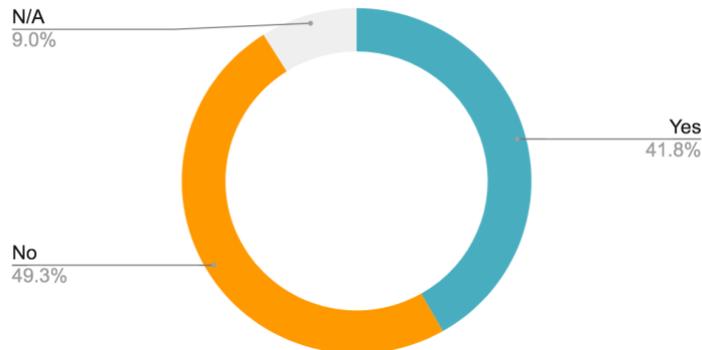


Experience with online learning



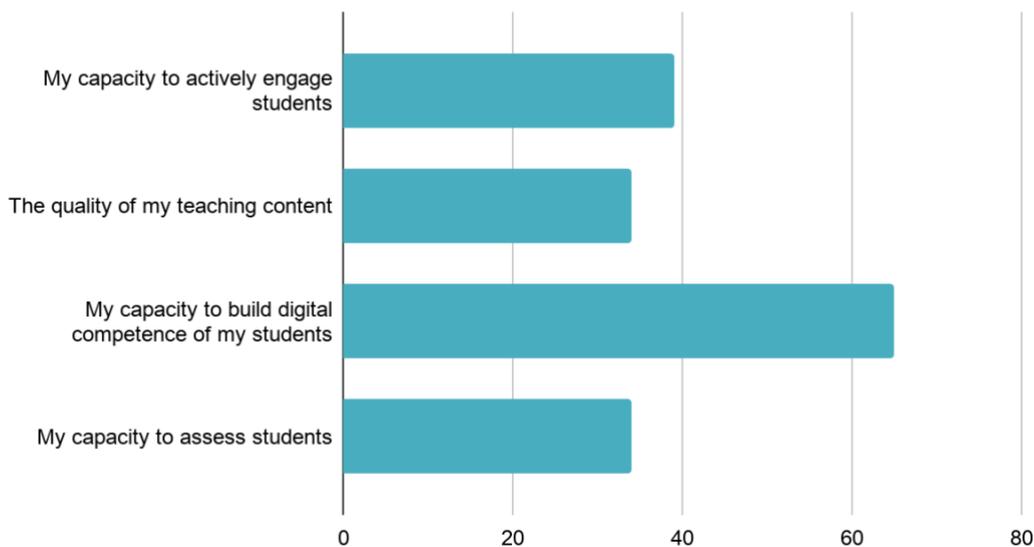


Have you participated in the first DIGIHEALTH training in Beirut in March 2020?



Participation was pretty balanced in terms of gender (63% female and 37% male); the level of English language as a foreign language was generally proficient or independent. Approximately one third of the participants (38%) had extensive experience with online learning, while the two third had little or no previous experience. Less than half of the participants (42%) already participated in the previous training in Beirut in March 2020.

What areas of your teaching practice do you want to improve?



Most of the participants (38%) stated they are willing to improve their capacity to build digital competencies of their students, followed by their capacity to actively engage students (23%), the quality of their teaching content (20%), and their capacity to assess students (19%). Also, some of the participants are willing to seek collaboration with partners through digital teaching, explore how to do all those things in limited time when teaching many classes, and to train others to get the above capacity.

### Motivation and expected outcome of the training

Most of the participants participated in the course to increase their competences and to learn more about tools and methods for online learning. Also, some participants stated they are willing to learn new tools and techniques and to transfer them to other colleagues.

## 4. Evaluation

### Evaluation methodology

Collection of data was carried out by means of an on-line questionnaire that was sent to the participants right after the end of the training on March 24<sup>th</sup>, 2021.

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:

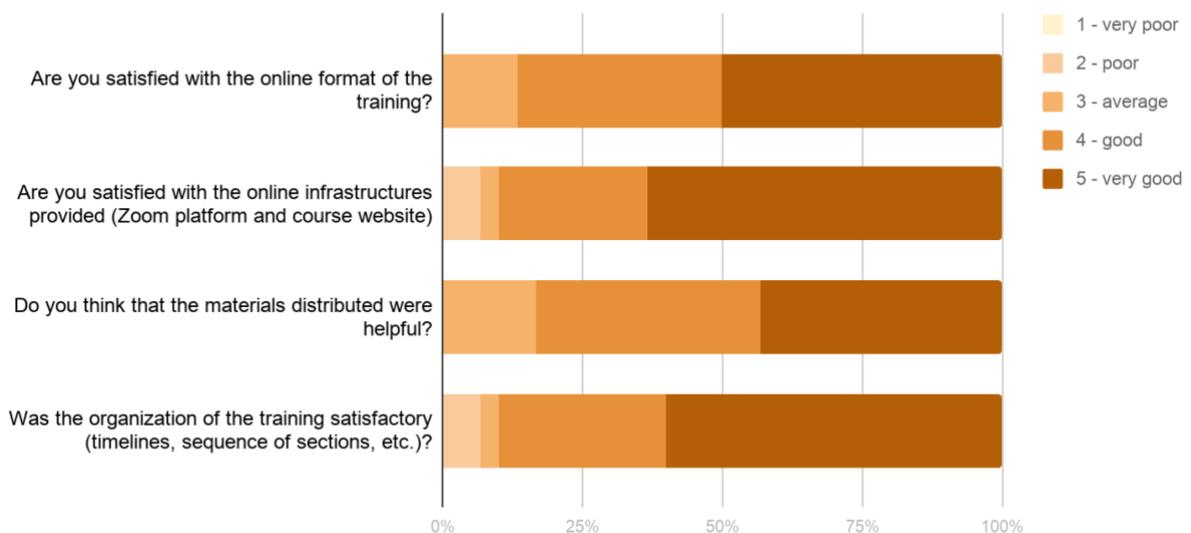
- A. Closed questions and an open question on the logistical organisation of the training;
- B. Closed and open questions on the participants' degree of satisfaction, comments and suggestions on the training;
- C. Closed and open questions on the overall evaluation of the training and impact at individual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

### Respondents

The questionnaire was submitted to the 70 participants to the training; 30 valid questionnaires were collected.

### Results

#### Format and Structure



Participants were extremely satisfied with the training format, in terms of online format, online infrastructure, materials provided, and organisation of the training, having 90,1% rated those aspects as good or very good, and 1,8% as poor (nobody rated these aspects as very poor). In particular, participants valued the weekly format of the training, the timeline and the friendly atmosphere, although the days chosen for the live sessions (Tuesday) was not convenient for everyone, and some participants would have preferred live sessions every ten days, since reading and viewing the preparatory materials, and searching on Google for some information about the material, it all took time.

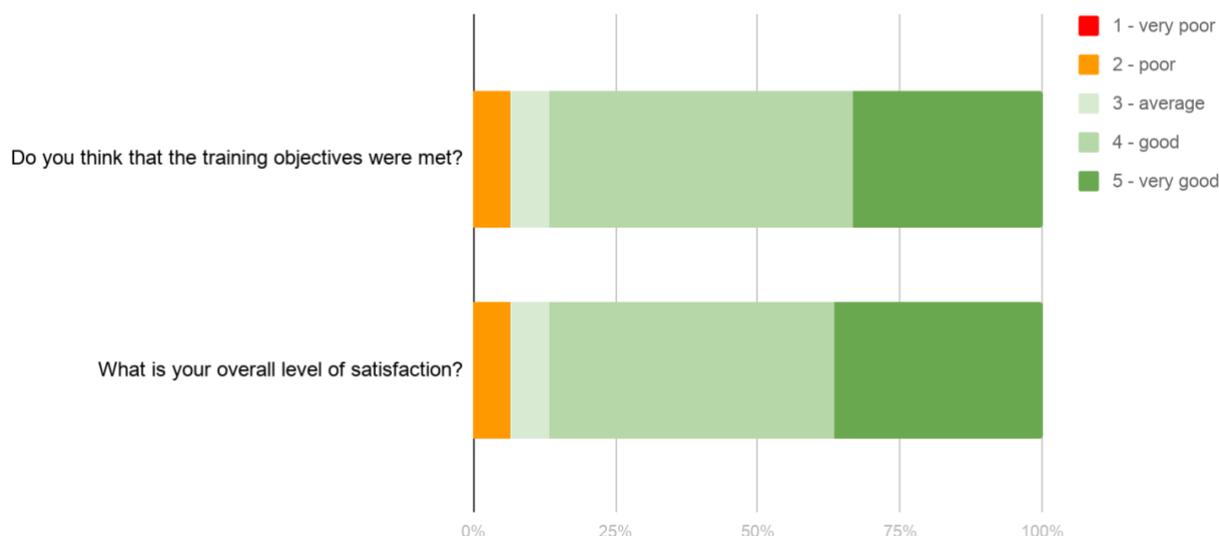
Also, some of the participants suggested that the first session could have included more games for people to get to know each other or could have been integrated in the second session, and breakout rooms could have been applied in every session, to interact more with the colleagues.

### Training



The degree of satisfaction of the training was high, rated good or very good for the 90% of the participants. Almost all the participants (92,9%) 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 (89,3%) considered the trainers were qualified, and that the training was helpful to strengthen their knowledge and skills. The expectations about the training were in average satisfied.

### Overall Evaluation



The large majority of the participants (89,3%) considered that the training objectives were met, and the overall level of satisfaction was high or very high for the 89,3% of the respondents.

## 5. Impact

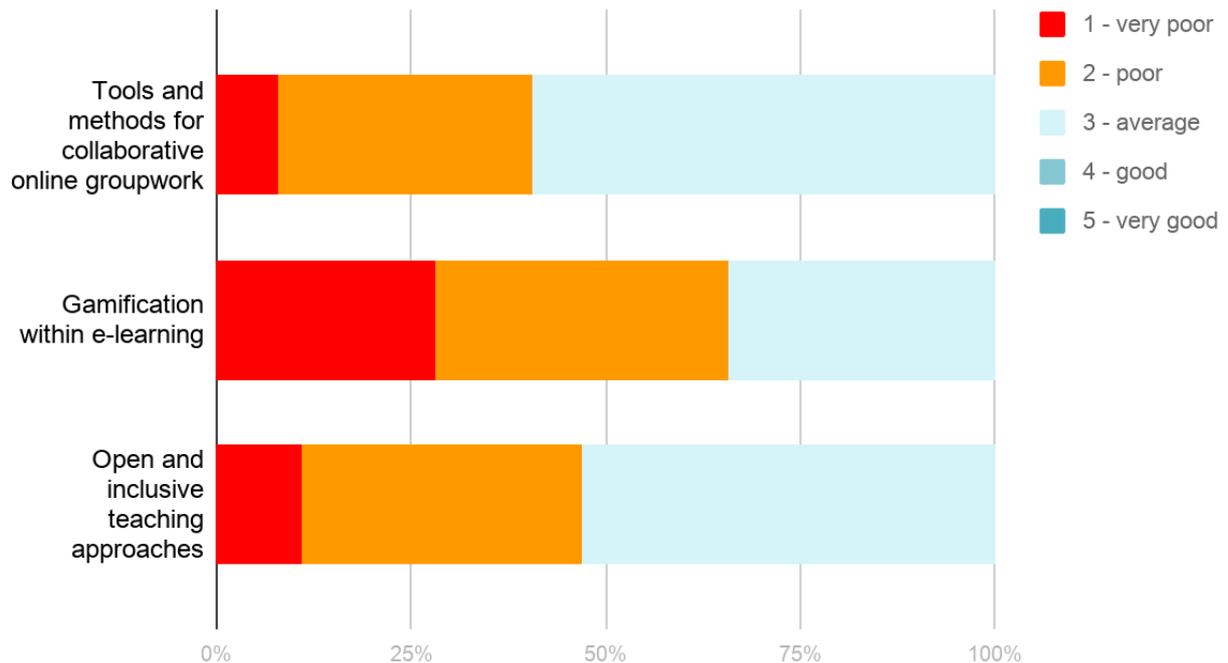
To measure the impact of the training workshop at individual level, participants were asked how confident they were before and after the training in the following core concepts of online teaching techniques:

- Tools and methods for collaborative online groupwork
- Gamification within e-learning
- Open and inclusive teaching approaches

Before the training, the participants' self-perception and confidence bounced between not confident at all to mildly confident, while after the course the participants declared to feel mostly confident or very confident in the core concepts of online teaching techniques. The least awareness has been recorded for gamification with e-learning, followed by open and inclusive teaching approaches and tools and methods for collaborative online group work.

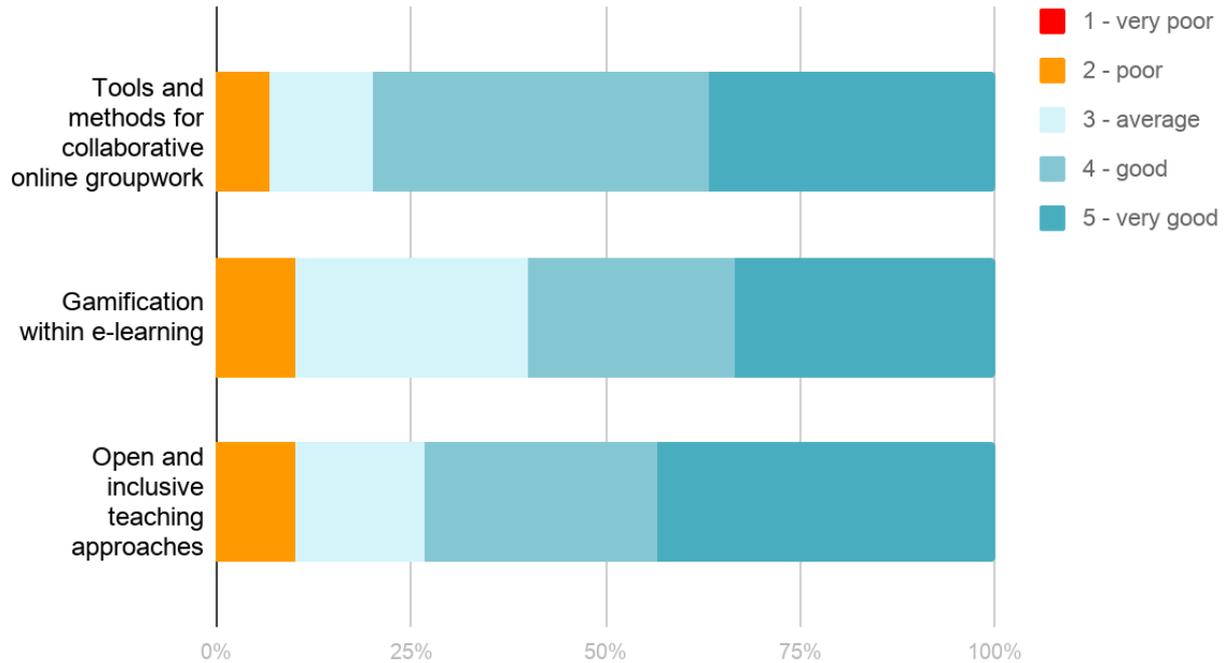
The baseline awareness and progress are presented in the graphs below.

**Awareness of the core concepts of online teaching techniques (pre-course self-assessment)**





**Awareness of the core concepts of online teaching techniques (post-course self-assessment)**



Participant awareness of the core concepts of online teaching techniques has significantly increased above the baseline, in particular concerning the awareness of gamification within e-learning, followed by open and inclusive teaching approaches.

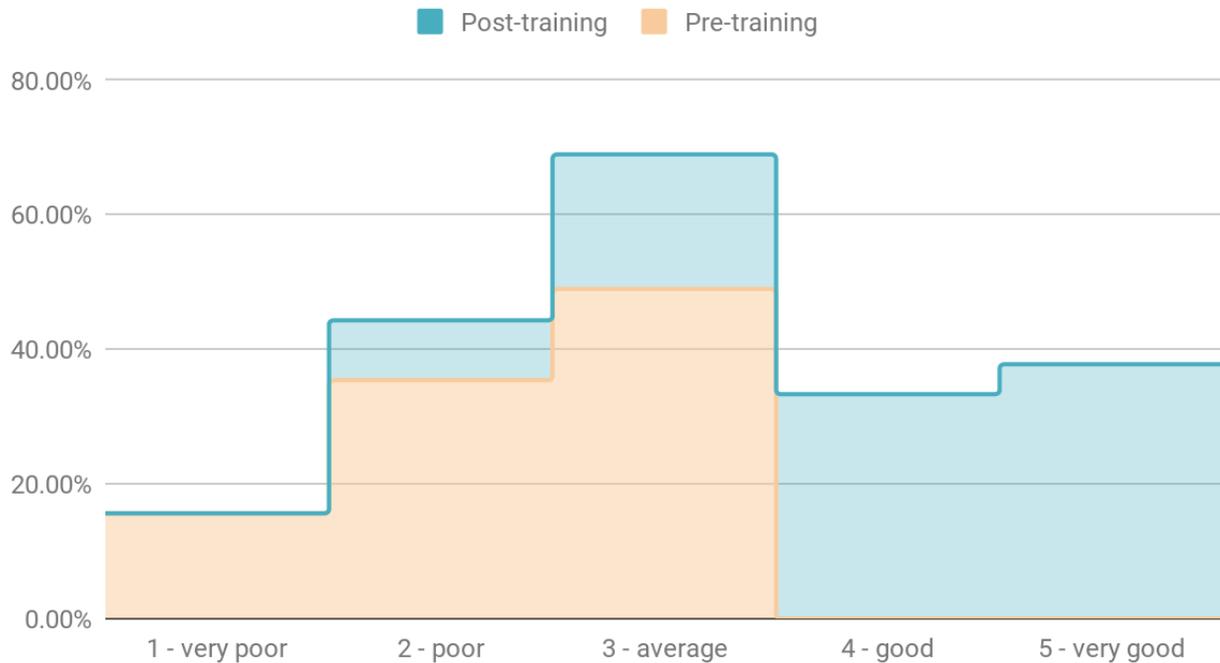
Participant awareness of the core concepts of online teaching techniques has increased by **71,43%** above the baseline, in particular:

- Tools and methods for collaborative online groupwork: increased by **62,98%** above baseline
- Gamification within e-learning: increased by **85,86%** above baseline
- Open and inclusive teaching approaches: increased by **67,91%** above baseline

The graph below shows the average increase of awareness of the core concepts of online teaching techniques, according to the participants' perception.



### Awareness of the core concepts of online teaching techniques (pre and post training)



### Aspects of the training that the participants found particularly useful:

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

- Gamification;
- The variety of online tools introduced, such as Padlet, Mentimeter, free and low bandwidth tools, Zoom and all its options, and how to use them, applying them in the assignment;
- The group discussion and interactions among the group, sharing ideas, knowledge and skills, learning from the experience of the trainers and trainees;
- Creative Commons licences, Open Educational Resources and open teaching ideas.

Participants also mentioned that the methodology was one of the great advantages of this course, as the course explained bichronous online learning in practice by blending asynchronous learning (putting materials online) and synchronous online learning (the live sessions), together with the harmony between this training and the training in Beirut, which seems like advanced training.

Also, participants appreciated the easy and clear delivery of the training, the way the mini course website ([digihealth.uni-med.net](http://digihealth.uni-med.net)) covers all the information required for the webinars, the way each trainer linked between the online seminar and the learning resource, the variety of experiences between the trainers and their commitment during five weeks.

## 6. Conclusions

### Previous recommendations and follow ups



As described in the introduction, the training was designed starting from both the project needs analysis and the results of the first training which took place in Beirut. Specifically, the recommendations which emerged from the evaluation of the Beirut training were taken into account through specific actions, as described below.

**R1.** 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

**Action taken:** sessions have been as practical and hands-on as possible.

**R2.** Involve IT staff and students in the training activities and course design;

**Action taken:** the message has been shared with the project partners which are in charge of participants selection.

**R3.** 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;

**Action taken:** examples from the healthcare sector have been provided whenever possible, and a final project assignment has been designed in such a way to allow participants to contextualise what they have learnt.

**R4.** Adding specific Q&A sessions in the training programme;

Action taken: discussions and Q&A were encouraged both through the chat and through specific sessions during each session.

**R5.** Share the training materials and PowerPoint presentations before the training;

**Action taken:** training materials were shared in advance with respect to every project training webinar, allowing as well participants to comment on them.

**R6.** Host guests who have practical experience in deploying eLearning on their campus.

**Action taken:** speakers with experience in this sense were selected, and apart from this the opportunity has been given to participants with a good degree of expertise to report their stories to the group.

## Recommendations

Among the aspects of the training that could be improved following the participants opinions, the following stand out:

- More practice and best practices by educators should be provided
- More examples of games and gamification, especially free ones, should be provided
- Participants should have a small assignment for each session, that could be conducted by a group of participants from different universities and different countries
- More practical (or application) sessions should happen during the training
- More time would be needed to explore the tools during the training sessions
- A module on "assessment" should be included
- The breakout rooms done during the 4th session could have been applied in every session, it helped a lot to interact more with the colleagues
- We should focus on a smaller number of tools each time to get the maximum possible expertise from to learn them



## Appendix: Thank You!

Many participants shared with us thank you notes, and appreciations for the good time spent online together. We report a few of them here, to preserve the good memories.

- *Thank you so much for all your efforts throughout the course*
- *We will miss our digihealth meeting on Tuesday. Big thanks*
- *I learned a lot from this training and hope to see you (Fabio and Christina) again in an eventual [new] training.*
- *I look forward to new webinars to learn more from the experiences of the trainers and participants and I wish to keep all the information and data on the website because they are very useful for our career. Thank you again and again for your time and kindness.*
- *We are very appreciative for the efforts put by the organizing team. Lovely team!*
- *I would like to say, thank you very much. The course is informative and interesting. Not only did I learn knowledge, but I also learned a new way of thinking.*
- *On a personal level, I think that DigiHealth is one of most critical and beneficial courses I have been practicing in the Covid-19 pandemic. Fortunately, I was one of the first instructors in my faculty who implemented a digital tool directly after the first DigiHealth conference in Beirut last year, even before the implementation of Google Classroom and Moodle by our university, and I am still planning to expand this knowledge and use more tools in my courses especially after DigiHealth part 2. So, a BIG THANKS to you and your team for giving me this opportunity to attend and participate!*
- *Thank you for the highly organized and prepared workshop*
- *First of all allow me to thank you for the very interesting sessions that were of added value to all of us. The content and your way to deliver the training were exceptional.*
- *I would like to thank you and your colleagues for the amazing workshop you have delivered and valuable information you have shared with us.*
- *I would like to thank the organizers for the opportunity, to participate and also to share work in the last session. I would also suggest selected activities to be further refined as they can form a fine ground for publication. Finally, I wish additional DIGIHEALTH trainings can be conducted in a similar format.*



Co-funded by the  
Erasmus+ Programme  
of the European Union



DIGIHEALTH

Unione delle Università del Mediterraneo  
Mediterranean Universities Union  
Union des Universités de la Méditerranée  
إتحاد الجامعات المتوسطية



This report has been prepared by UNIMED on April 7, 2021