Strategic Partnership ErasmusX Event Training
ERASMUSX

Training overall evaluation

Strategic Partnership ErasmusX Event Training took place in University of Latvia (Riga, Latvia) from May 27th till May 30th 2019. The event was attended by representatives from following institutions – Alcala University (Spain) UAH, University of Latvia (Latvia), Technical University Lodz (Poland) and University of Naples Federico II (Italy), comprising all together 23 participants.

The overall satisfaction with the event was evaluated using scale from 1 unsatisfied to 5 very satisfied, giving the possibility to indicate that certain things participants could not answer (can not answer), the online evaluation forms were filled by half of participants.

Evaluating whole content of the event and answering "How satisfied were you with the overall content of the online teaching training in Riga?" the average evaluation was good 4,64.

Content of particular lectures and seminars were evaluated giving following points:

- Online course development tools (Kristine Berzina, Ieva Sturmane)4,88
- Best online teaching (Soraya Garcia)   4,73
- Best online practices (Elisa Rojas)   4,9
- Relevant EU professional and labour frameworks to connect HE and labor market (Luis Fernández) 4,5
- Additional aspects for online training in EU (Luis Fernández)   4,8
- Teaching Digital Natives and Assessing their Skills in Online Environment (Agnese Rusakova) 4,4 Collaborative knowledge in e-learning environment (Iveta Daugule)   4
- Enhance learning experience by using interactive content (Wiktor Wandachowicz)   4,78
- both lectures on Course development and management on a university MOOC platform (Maka Eradze) 5

Evaluation of the training usefulness for further online course development by answering the question "How relevant and helpful do you think it was for your future online course development/job?" was done again by using scale from 1 unsatisfied to 5 very satisfied, giving the possibility to indicate that certain things participants could not answer (can not answer).

Evaluating whole content of the event and answering "How relevant and helpful do you think overall training was for your future online course development/job?" the average evaluation was good 4,5.

Usefulness for online course development of particular lectures and seminars were evaluated giving following points:

- Online course development tools (Kristine Berzina, Ieva Sturmane)4,63
- Best online teaching (Soraya Garcia)   4,7
- Best online practices (Elisa Rojas)   4,89
- Relevant EU professional and labour frameworks to connect HE and labor market (Luis Fernández) 4,22
- Additional aspects for online training in EU (Luis Fernández)   4,44
- Teaching Digital Natives and Assessing their Skills in Online Environment (Agnese Rusakova)   4
- Collaborative knowledge in e-learning environment (Iveta Daugule)   3,67
- Enhance learning experience by using interactive content (Wiktor Wandachowicz)   4,63
- both lectures on Course development and management on a university MOOC platform (Maka Eradze) 4,71

Training participants had possibility to give comments on program content. Main comments for improvement were following "The formation course could be improved with actual practices on some of the tools, but a longer agenda (and some material) should be required then", on the speaking format improvements the comment was following "The two presenters (esp. Iveta) from Latvia were quite quiet, and not very inspiring". The positive comments indicated that participants could generate new ideas "It was very good prepared and I have a lot of new ideas, tools which I can use in on-line courses. Thanks a lot for such possibilities. ". Some participants indicated will in further more close participating in project outputs '' Despite it would have been difficult because of the different agendas, I would have liked a final review or summary to agree on common points for online course implementation".
As key takeaways from training were mentioned following

- new tools and gained experience "Advanced tools and experience sharing", "The extremely high number of tools available for doing on-line materials and courses. Some of them were completely new for me. Now I have to decide which one suits our needs the best!", "A lot of tools and ideas and new friends with the same interests. ","Louis presentation about skills and qualifications taxonomies", "Learned many different tools and apps that can be used, various aspects to be taken into consideration, perspectives of global and inter-university trends of online teaching/learning"
- variety in ideas and approaches "We come from heterogeneous backgrounds and I learnt at least something from every session. Particularly inspiration."
- vision "The idea that HE can change in a fruitful way. "

And ErasmusX project and training was commented as "Wonderful partnership and hosting".

Evaluation was done by Kristine Berzina, University of Latvia, may-June 2019
Evaluation MS Excel table is added as attachment

How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [overall training evaluation]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Online course development tools (Kristine)]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Best online teaching (Soraya)]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Best online practices (Elisa)]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Relevant EU professional and labor frameworks to connect HE and labor market (Luis)]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Additional aspects for online training in EU (Luis)]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Teaching Digital Natives and Assessing their Skills in Online Environment (Agnese)]	How satisfied were you with the content of the online teaching training in Riga? (1 unsatisfied, to 5 very satisfied) [session: Collaborative knowledge in e-learning environment (Iveta)]	H... sa... w... w... co... th... te... tr... R... u... to... sa... [s... E... le... ex... by... in... co... (V...
4	4	4	can't answer	can't answer	can't answer	can't answer	can't answer	can't answer
4	can't answer	4	5	5	5	4	5	
4	5	5	4	4	4	4	3	
4	5	5	5	5	5	5	5	
5	5	5	5	5	5	4	3	
5	5	5	5	5	5	3	2	can't answer
5	5	5	5	5	5	5	5	
5	can't answer	5	5	5	5	5	5	
5	can't answer	4	5	4	5	4	4	
5	5	5	5	3	4	5	4	
5	5	5	5	4	5	5	4	
4,63636364	4,875	4,727273	4,9	4,5	4,8	4,4	4	

Online course content

Requirements for the implementation of the study course within the scope of 1 Credit Point (1 ECTS) in e-learning environment in distance learning	
Terminology of e-learning environment is precisely used and followed in the course content	Exact names for study material, discussion forums, tasks, tests.
Introductory message	At the beginning of the course is a welcome message from the teacher with clear instruction for the course
Study materials (choose one of the offered options)	Study material not less than 36000 characters without spaces (10 pages of text)
	Study material not less than 24000 characters without spaces and total of 30 min video/audio
	Study material not less than 12000 characters without spaces and total 60 min video/audio
	Study material not less than 5000 characters without spaces and total 90 min video/audio
	Part of study materials can be replaced with other technologically advanced teaching tools like gamifications, BB, Kahoot, Socrative etc.
Introductory message	At the beginning of the course is a welcome message from the teacher with clear instruction for the course
Contact information of the lecturer	At the beginning of the course the contact information of the lecturer (name, surname, e-mail address, etc. communication channels) is inserted.
Academic ethics	At the begging of course is a brief explanation about the academic ethics (ie. plagiarism)
Topics/thematic blocks created	Not less than 2 topics
Topics/thematic blocks knowledge/understanding test	These tests do not have to be a part of the assessment (but it can be). The purpose of the tests is to show students the degree of knowledge achievements of the given topic.
	If the test of knowledge achievements is poor (the student fails the test), he/she should get indication for the areas to be repeated (note what to repeat and what to

	learn) and teacher may restrict him/her to move to the next topic/thematic block.
	Each course should have different activities enabling students to familiarize themselves with the materials in a given topic/thematic block.
Quality evaluation questionnaire	The course should end with a questionnaire (not taken into account for the final grade) enabling feedback from students about the course (e.g. what was good in the course, what was bad, what should be improved, what is the assessment of the course, opinion about course) – this is an element of evaluation for the teacher, which allows improving the materials presented in the course in next editions.

Student evaluation

Examinations are designed according to the specifics of the course	Each topic includes at least one form of self-test
Each topic includes at least one test form	Discussion Forum or Chat, Essay, Test, Seminar, Assignment, Checklist, Choice, Database, Feedback, Forum, GeoGebra, Glossary, Group choice, HotPot, H5P Interactive Content, Questionnaire, Verification questions, Quiz, Reservation, Survey, Workshop and more
	Forms related to student assessment are to be explicit and specified in the course regulations (written in the first section / topic of the course, syllabus). The student should be able to track their grades (points) from individual activities. The final grade is automatically calculated based on the components of individual activities.
	Final evaluation of the student should be organised in front of the teacher via a videoconference application software or supervised in person by appointed teacher in the host university of the Erasmus student
Job Submission Times or Periods	When you create tasks, you must specify the submission times or periods

	(submission times and periods will automatically appear in the calendar).
Mandatory and recommended literature on four topics, incl. each topic has at least one reference (book or URL link) to a publication that is less than five years old.	Create required and recommended literature in MS Word environment and save as PDF. The URL (Uniform Resource Locator) module allows the lecturer to use the web address as a course resource.
Evaluation criteria have been created according to the course description	Evaluation criteria are developed in MSWord table – indicating how many tasks should be done, how many points will receive, etc)

Quality Criteria

Spelling and grammar checking in study materials	Study materials use spellchecking tools. Study material is free of spelling and grammatical errors. Spell check works automatically, which is indicated by the appearance of red (spelling errors) or green (grammatical) wavy lines in the text.

Creative Commons

Images included in study materials refer to sources or authors of images.	For all created material
Study materials and information meet the copyright criteria	The author's properties must be included in the Header or Footer section of the study material. If any part of the text has another author, references to that author must be included.

Additional requirements for ErasmusX courses

	Online courses are created in English language and are accessible for any Erasmus students in academic years 2020/2021
	The priority study areas of the courses will be Engineering, Computing, Economics, Business, and Education, but not exclusively, with contents suitable for students of 3rd-4th year in Bachelor level, or Master level students.

	One course per University supports learners with disabilities and special needs considering possibilities to complement lectures with assistive technologies, for example by creating readable subtitles
	It is expected that the maximum number of students per course might be limited by the host institution, but at least 5 Erasmus students

Training in Riga

Week 27-30th May 2019

1   Overall schedule and map

optional Sun 26/05/2019 in case someone arrives earlier
14.00   Discovering local culture - trip to Jurmala with train (meeting point UL, Aspazijas boulv. 5, Faculty of Business, Management and Economics), apply here if you are interested to participate
20.00   Discovering local culture - International beer festival "Latviabeerfest" 2019 at Vermane park, Riga (meeting point University of Latvia main building, Raina boulv. 19, Riga), apply here if you are interested to participate

Mon 27/05/2019, room 101, University of Latvia main building, Raina boulv. 19, Riga
15.00   Opening of the training by UL Vice-rector for Humanities and Educational Sciences prof. Ina Druviete
15.15   "**Online course development tools**", UL Kristine Berzina, Ieva Sturmane
17:00   Discovering local culture - UL Development of Economy of Latvia in the buildings of Riga Old Town
19.00   Discovering local culture – Dinner at local restaurant (please note all meals are on the costs of participants)

Tue 28/05/2019, room 101, University of Latvia main building, Raina boulv. 19, Riga
09.30   Discovering local culture - Central market tour (meeting point for tour UL, Aspazijas boulv. 5, Faculty of Business, Management and Economics)
11:00   "**Best online teaching**", UAH Soraya Garcia
12:00   LUNCH *(please note all meals are on the costs of participants)*
13:00   "Best online teaching", UAH Soraya Garcia, coffee break
14:30   "**Best online practices (tools)**", UAH Elisa Rojas
21.30   Discovering local culture - live music Folkclub ALA Riga, Peldu 19 Basement, Riga

Wed 29/05/2019, room 101, University of Latvia main building, Raina boulv. 19, Riga
10.00   "**Relevant EU professional and labor frameworks to connect HE and labor market**", UAH Luis Fernández
11.00   "**Additional aspects for online training in EU**", UAH Luis Fernández
12.00   LUNCH
13.00   "**Teaching Digital Natives and Assessing their Skills in Online Environment**", UL Agnese Rusakova
14.00   "**Collaborative knowledge in e-learning environment**", UL Iveta Daugule, coffee break
15.30   "**Enhance learning experience by using interactive content**", TUL Wiktor Wandachowicz
19.00   Discovering local culture - Street Food Festival Riga, Kalnciema iela 35

Thu 30/05/2019, room 101, University of Latvia main building, Raina boulv. 19, Riga
10.00   "**Course development and management on a university MOOC platform**" UNINA
11.00   "**Producing a customized MOOC platform: The Federica Weblearning use case**", UNINA, Ettore Napoli

12.00	TUL lecture, closing of the training program
13.00	LUNCH
21.00	*Discovering local culture - open-air concert Riga, Kalnciema iela 35*

2 Detailed agenda for training sessions

2.1 Monday 27th (15:00 – 16:00)

15:15 – 17:00: UL "Online course development tools" - Kristine Berzina/Ieva Stūrmane

Online course development tools

Case study development for online courses

Case study material preparation for online courses

Case study video tools

In classroom task for EramusX Training program participants - short 1 min videos recorded about each of participants, further video material processing for online courses

2.2 Tuesday 28th (10:00 – 16:00)

11:00 – 17:00: UAH "Best online teaching&practices (tools)" – (with break from 12:00 to 13:00)

BEST PRACTICES IN ONLINE TEACHING: A THEORETICAL REVIEW, Soraya Garcia
This presentation aims to uncover the main differences between online and face-to-face teaching and to present the main aspects that online course design involves. Bearing in mind these purposes, the communication will focus on the proposal of innovative practices for online learning and on the revision of the main aspects to consider when designing an online course. The final goal is to underline that Online teaching requires not only a revision of the role of teachers and learners, but also a different lesson structure as well as the promotion of virtual collaboration.

BEST PRACTICES IN ONLINE TEACHING: A PRACTICAL APPROACH, Elisa Rojas
Best practices in online teaching require practical training in different aspects such as the management of an advanced agenda and lesson organizer, creating online synchronous meetings and collaborative documents, video use & edition, using web meeting tools with secure connections, or the development for online tools for testing, which are some of the aspects to be revised in this session.

2.3 Wednesday 29th (10:00 – 16:00)

10:00 – 11:00: UAH "Relevant EU professional and labor frameworks to connect HE and labor market" – Luis Fernández

The transition from Higher Education to employment in EU requires a connection between courses and the reality of labor market. One of the commonest problems for this is the absence of a clear reference of occupations and the most required skills and competences with a homogeneous terminology which may serve for reference of HE educators and managers. EU has developed several references to contribute to this link between HE and labor market. One of the main initiatives is ESCO, the official labor classification of EU which will be mandatory in 2021 for all Member States. Another one is the European standard EN16234 for the ICT profession. Additional references from EU funded projects for soft skills will be also explained.

11:00 – 12:00: UAH "Additional aspects for online training in EU" – Luis Fernández

EU Directive 2016/2101 entered into force on past 23rd September of 2018. It represents an additional aspect of accessibility which should be considered when creating educational materials and online training. Not only as a challenge for IT technicians but for any ICT user which creates digital contents and documents. Simple guidelines may help that everybody can contribute to easier interaction of all users of digital information. This also applies to sophisticated options like video or online assessment.

13:00 – 14:00: UL " Teaching Digital Natives and Assessing their Skills in Online Environment " – Agnese Rusakova

14:00 – 15:30: UL "Collaborative knowledge in e-learning environment" – Iveta Daugule

The "Basic Business" e-learning content on the Open edX platform was designed to develop seven business competences – actuality, technology, marketing, competition, finances, risks, and the ability to implement business ideas. Our recent research on collaborative e-learning in student teams embraces knowledge flows and the characteristics of knowledge in a collaborative e-learning system. The objective of the study was to find out the factors affecting the knowledge flow and the stickiness differences among various types of knowledge, including the stickiness of knowledge, student motivation, and the influence of peer-reviews on each skill; the impact of peer-reviews on the development of the students' competences; the assessment of the quality of each student's given and received review and its correlation with the student's achievements in developing his/her business idea. The study results of every evaluated skill show that there are differences among knowledge types, their stickiness and impact on the students' motivation and cooperation.

15:30 – 17:00: TUL "Enhance learning experience by using interactive content" – Wiktor Wandachowicz

- Discussion about making on-line courses more attractive by integrating interactive content in form of H5P plugins.
- What is H5P and how to use it.
- Our experience in using, selecting and updating H5P plugins.
- Example: Interactive Video used for Occupational Health and Safety on-line course.
  How to make sure that participants actually watch the video with understanding?
- Upsides and some downsides after several years of using H5P.

2.4 Thursday 30th (10:00 – 13:00)

10:00 – 11:00: UNINA " Course development and management on a university MOOC platform" Makka

11:00 – 12:00: UNINA " Producing a customized MOOC platform: The Federica Weblearning use case" – Makka

Information in webpage of UL informs about project and the proposed training programme and application possibilities

LATVIJAS UNIVERSITĀTES PASNIEDZĒJI AICINĀTI PIEDALĪTIES SEMINĀROS

Latvijas Universitātes pasniedzēji ir laipni aicināti piedalīties semināros par online kursu attīstīšanu no šī gada 27. līdz 30.maijam.

Klāt pievienota apmācības programma un saturs. Pirms semināru apmeklēšanas lūdzam pieteikt savu dalību un vēlamo dalības laiku.

Apmācības programma ir izstrādāta Eiropas Savienības Stratēģiskās partnerības programmas projekta ErasmusX ietvaros. Projekta ErasmusX mērķis ir atbalstīt online kursu attīstīšanu Erasmus apmaiņas studentiem un praktikantiem, lai veicinātu plašākas kursu apguves iespējas, izstrādājot e-studiju kursus tiešsaitē. Informācija par projektu pieejama šeit.