



**APR 27**  
**MAY 4**  
**MAY 7**

## **WEBINAR IN ONLINE TEACHING**

### **REPORT**

**Internal evaluation of “Online Teaching**

**SATISFACTION SURVEY, 12 MAY 2020**

External evaluator: HMU and EVM

**Supported by**



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**Document information:**

This document is a part of the evaluation of the “ transition to online education from f2f teaching” webinar (April 27th 2020, May 4th 2020 and May 7th 2020)

The main aim of this report is to assess the quality of the webinars.

A secondary objective is to suggest improvements to improve future work and experience.

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## 1.- Webinar in Online Teaching during COVID-19 crisis

Higher Education all over the world, due to the covid19 pandemic, faces many challenges such as the need to adapt study curricula, integrate new teaching delivery methods and tools and use different soft skills to cope with online teaching. However, any challenge is also an opportunity and all these online tools will complement face to face teaching and learning and enhance student learning when this crisis is over.

## 2.- INFORMATION OF THE WEBINAR

The International Relations Office of the Hellenic Mediterranean University in Greece, the ATHENA – European University consortium and EVM, an SME from Canary Islands, Spain, took an initiative to address some of the aforementioned challenges. Through our extensive Erasmus and Research network, we have invited experts in online and blended education and organized a Webinar to provide tips to Academics on how to better organize their online lectures. Experts from Israel, Greece, Turkey, Italy, Austria, Belgium, Sweden, Spain, and Portugal will share with all the participants their expertise and discuss the challenges we all face on a daily base.

The topics of these webinars are centred around

- (a) Technology teaching tools available and how to use them (Technology);
- (b) The pedagogy to use to motivate ourselves and the students along the online lectures (Pedagogy);
- (c) The psychological support to be provided for the Academics and students to keep working isolated from their natural ecosystem 'the classroom' (Emotional Support) and
- (d) How to adapt blended teaching after the covid 19 pandemic is behind us (Blended Teaching).

The webinar will take place in three parts and each part will consist of five presentations (15 minutes presentation followed by 5 minutes for questions).

The dates of the webinars are: April 27 th , May 4 th and May 7 th 2020.

Programme:

<http://petridischania.hmu.gr/webinar/wp-content/uploads/2020/04/Online-Teaching-Webinar-Lecture-Program-2.pdf>

Google survey:

<https://forms.gle/ctmRdCyroZVx3fr1A>

It is important to note down that the format of the survey was modified after the second webinar (4th May), that's why some of the graphics are not accurate and don't give a clear idea of the

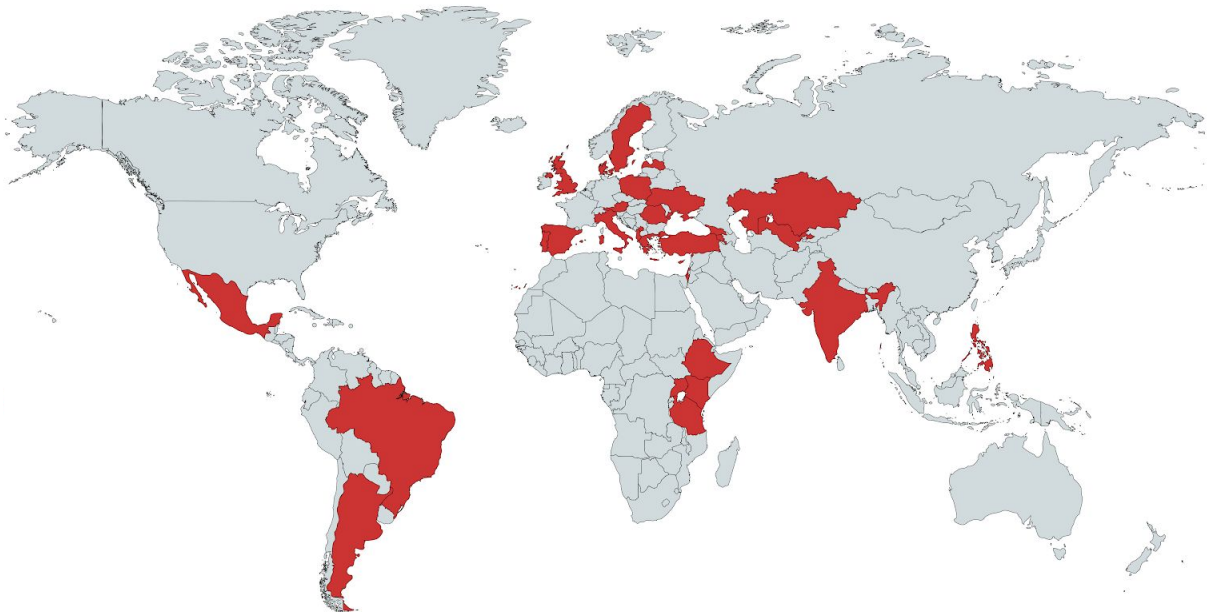
results. The problem was solved by calculating manually the percentages, that's why the graphics will show one result and the final result will be different.

### **3.- INTRODUCTION: data from the survey**

The objective is to gather all the results and interpreting the results in order to determine the quality of this webinars

#### **3.1- Practical information**

- Total number of participants: 1650 registered for 3 webinars (27/04, 04/05 and 07/05)
- 279 participant filled out the survey, representing 16,9% of the registered participants.
- Participants from Greece, Romania, Spain, Portugal, Denmark, Cyprus, Argentina, Georgia, Austria, UK, Tanzania, Israel, Albania, Ukraine, Kazakhstan, Uzbekistan, Poland, Brazil, Turkey, Kenya, Uganda, México, Sweden, Philippines, Italy, Latvia, Kosovo, India, Ethiopia, Armenia

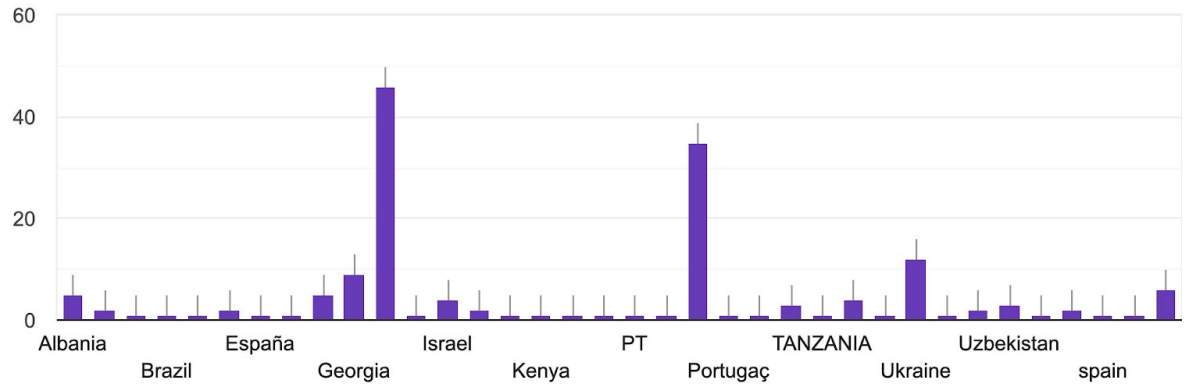


- The analysis has been done with the results of those who replied the survey.
- All the questions that haven't been replied haven't been considered to calculate the result

## Country of residence:

### Country of residence

162 respuestas

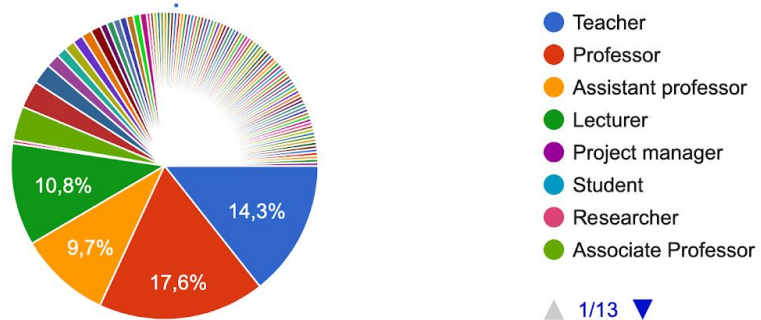


### Main countries:

- Greece
- Portugal
- Ukraine
- Spain

(\*The results are not accurate because, for instance, some people wrote Spain, España or spain, so Google Forms considered it to be 3 different countries. The same happens with Portugal, Mexico or Greece)

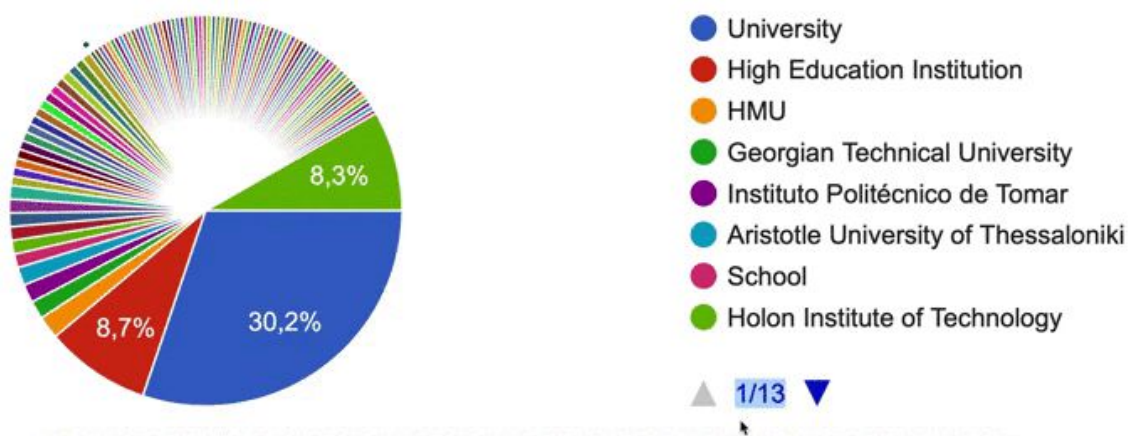
## Professional position



As we can see from the google survey most of the assistants were

- Professors (71)
- Teachers (60)
- Assistant professor (47)
- Lecturer (46)
- Associate Professor(28)
- Researchers (6)
- Students (3)
- Academic (2)
- Assistant lecturer (2)
- Consultants (2)
- Geneticist (2)
- Project manager (2)
- Postgraduate students (2)
- Administrator (1)
- Engineer programer (1)
- Nurse (1)
- Librarian (1)
- Support service (1)
- Attorney (1)
- Pro rector (1)

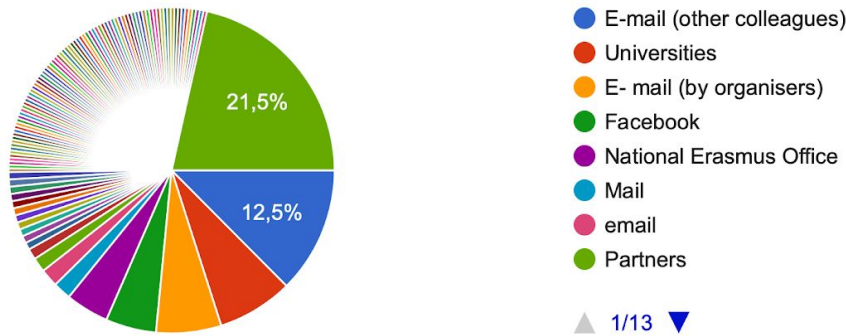
**Institutions that were present in the workshops:**



- Universities and HEI (240) 86%
- Schools (3) 1%
- Other (28) 10%

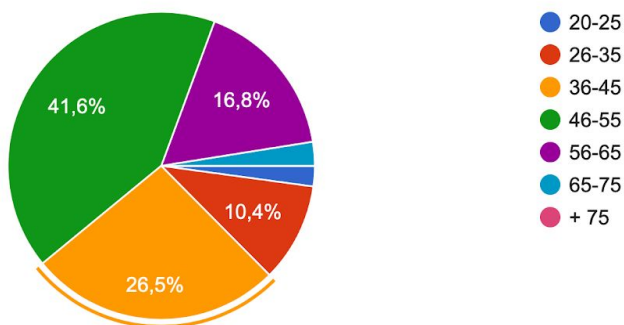


## How did you hear about us?



- Other (60)
- Institutions (52)
- E-mail from other colleagues (35)
- E-mails (26)
- Colleagues (26)
- Erasmus office (22)
- E-mails from partners (18)
- Facebook (18)
- Partners (7)
- Web (2)
- Youtube (1)

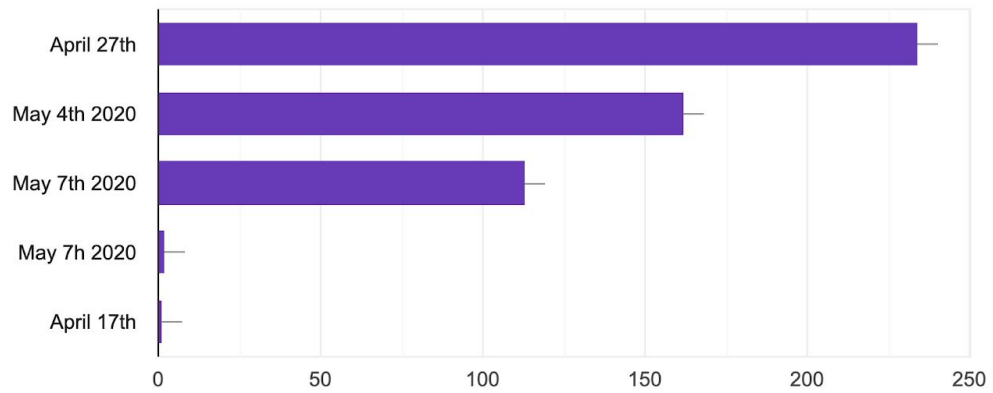
## Age Group



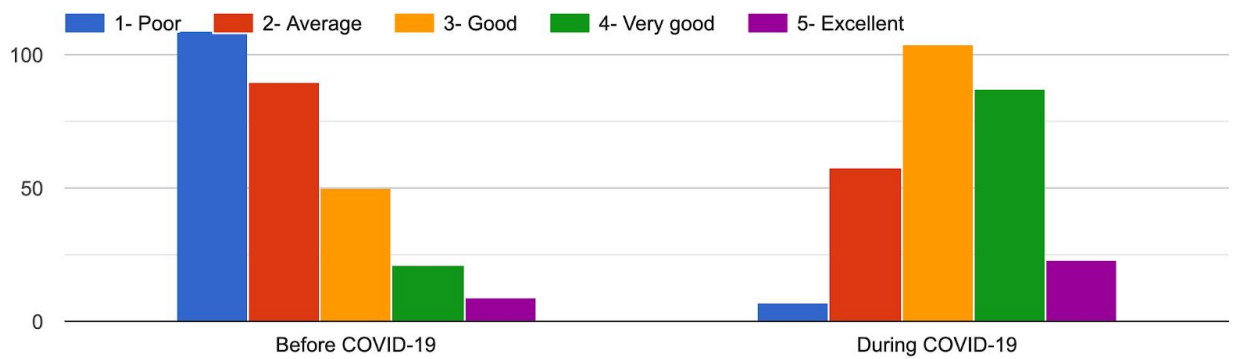
Mainly from 46 to 55 years old.

## What session did you attend

27/04: 234  
 04/05: 162  
 07/05: 113

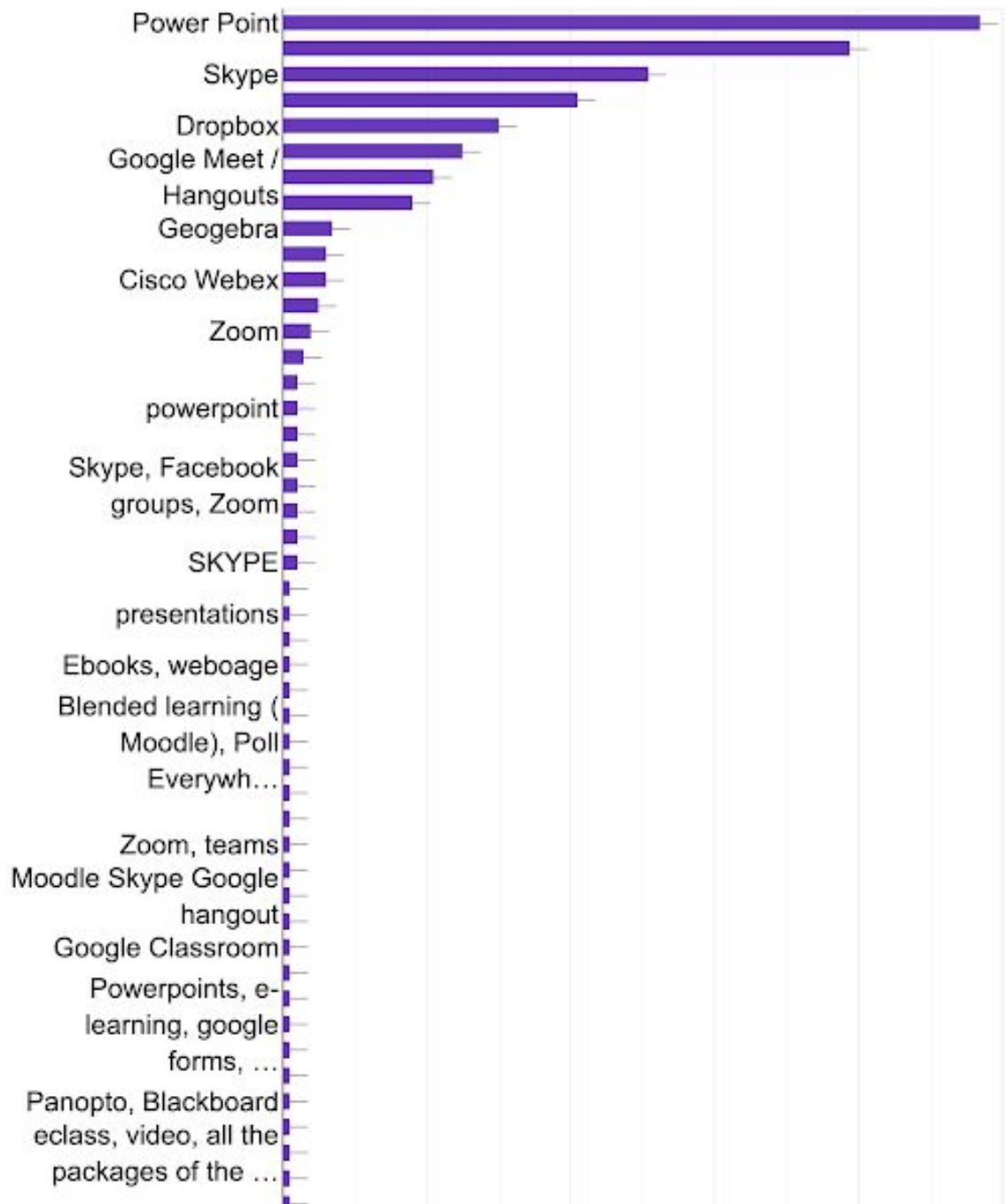


**My experience in online teaching...**



<p>Before COVID 19:</p> <ul style="list-style-type: none"> <li>1-Poor- 109</li> <li>2- Average- 90</li> <li>3- Good- 50</li> <li>4- Very good- 21</li> <li>5- Excellent- 9</li> </ul>	<p>During COVID 19:</p> <ul style="list-style-type: none"> <li>1-Poor- 7</li> <li>2- Average- 58</li> <li>3- Good- 104</li> <li>4- Very good- 87</li> <li>5- Excellent- 23</li> </ul>
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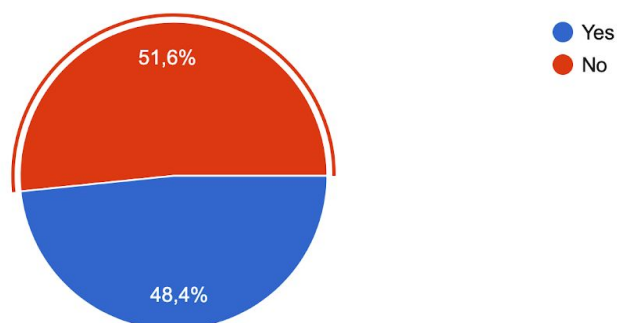
**In the past, what technological means did you use in your teaching?**



**Please describe your efforts for transforming the face-to-face course to a remote online course (e.g., materials, learning new technologies)**

- Material transfer
- Presentations
- test
- movies
- More interaction, less theory
- PPT sharing
- Learning about new technologies
- Finding new materials
- Learning about new platforms
- Synchronous teaching
- Zoom
- Google meet
- Challenging
- Stressful
- Watching webinars
- Use of Google Classroom
- Webex

**Have you attended other webinars to improve online teaching skills before?**

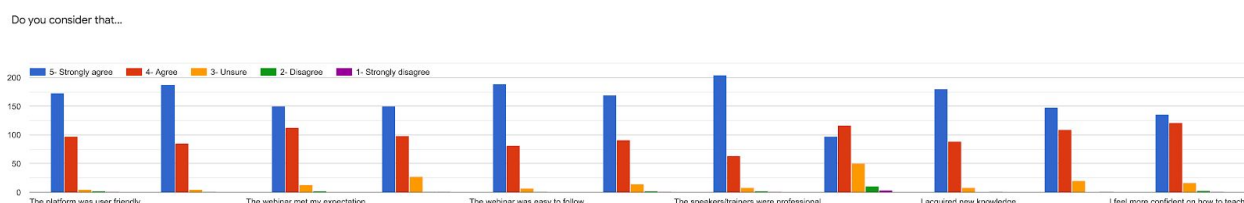


### 3.3 Expectations

The main expectations were:

- Learn new skills
- Online tools, evaluation methods, assessment tools and methodology
- See best practices in international context
- How to gain confidence and how behave during online classes
- Update knowledge
- Sharing information and expertise
- Learning how to engage with the students
- Self development
- Learn easy and inclusive learning techniques
- Online assessment
- Motivate students
- Online labs
- Online collaboration between HEI

## 4.- EVALUATION RESULTS (II): Quality of the webinars



Modules/ Score	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Q1- The platform was user friendly	173	98	5	2	1
Q2- The webinar was well organised (previous information, registration...	188	85	5	-	-
Q3- The webinar met my expectations	151	113	13	2	-
Q4- The content was relevant to my profession	150	99	28	-	-
Q5- The webinar was easy to follow	189	82	7	-	-
Q6- The webinar was well delivered (right pace and tone)	170	91	15	2	1
Q7- The speakers/trainers were professional	204	64	8	2	1
Q8- The duration of the webinar was appropriate	97	117	50	11	4
Q9- I acquired new knowledge	180	89	9	-	1
Q10- I can apply what I learned in this webinar	148	110	20	-	1
Q11- I feel more confident	136	122	17	3	1

on how to teach online					

## 5.- EVALUATION RESULTS (III):

**Please write new insights about remote teaching that you gain from the webinar:**

- Emotion utilisation, tools and pedagogies
- game and quiz, survey
- Experiences of professionals were useful
- general informations about distance learning, some new technologies, some interesting webpages
- Nobody should be afraid of remote teaching, it's just a new challenge.
- ideas about the use of web sites for online laboratories and for the improvement of my online teaching
- More attention to the personal relation with students
- I hope to increase emotional engagement with students, by using some tips that I learned.
- motivate students, examining behavior
- Be more human
- the use of mentimeter, be the last one to leave the room, ted.ed, bit.ly
- OBS software, body language using camera, online interaction.
- Methods of organizing to make lessons more attractive;
- Importance and modality of keeping students always active.
- Body language, voice using
- food for thought on online assessment
- Communication is one of the important skills for teachers; individual tasks are better variant for evaluating student knowledges than final test; information about designing own online didactic; autonomy and time-management skills; availability of teacher
- Online interaction
- Remote teaching is new approach of learning which can accommodate nomadic life of coming generation

## What could be improved?

- More interaction like further Q and As
- Time of presentations. Shorter duration and having breaks between the presentations. A real break (5 minutes) between each group of 3 presentations should be done.
- I think the introductory questions could be shorter/fewer.
- More practical examples with sciences online teaching
- I suggest that the instructors are available via email if any attendee has questions when trying to apply or set up the tools they presented after the end of the webinar. Include an open mail-box for questions and queries after the session.
- I believe that it would be useful if the presentations are rapidly available, and the links during each presentation can be posted on the comments so it's easier and faster to access.
- Speakers speak more slowly
- The webinar was very long. An extra session would spread the themes and modules in shorter less tiring moments.
- Make the webinars more accessible (accessible to educators with visual or hearing impairment). It seems a shame to exclude people (educators and learners) with sensory impairments.
- More practical guidelines
- Reduce the number of speakers per session. Three would be the ideal number. Duration of webinar (maybe more sessions of less duration?)
- Group together and differentiate between the more technological/scientific speakers and the pedagogical ones
- Please invite some professionals with engineering
- A certificate of attendance (e.g. based on respondents to the questionnaire and survey) should be distributed to each effective participant.
- Place the menti questionnaire in the middle of the session, it was way better
- Improve the sound quality of the presenters
- More information about online labs
- Next activity in WORKSHOP format. To train aquired knowledge. For example in mastering some approach like flipped lessons or storytelling, or virtual labs production. ANYWAY: wonderful webinar! Thank you! The idea of free tickets is cool!

## Positive comments

- Thank you. The webinar was held at a high level.
- It's an eclectic approach, so I think it's quite adequate
- Nothing, you were excellent!!! Thank you!!!
- I Really Like it. No suggestions now. Thank you.
- Nothing...I'll attend your next webinar



- You are perfect if we consider the size and differences in location and formation of the participants. THANK YOU
- "Very well delivered!
- Very quickly caught up the right pace, after the first couple presentations on 27th of April.
- Excellent initiative! Congratulations and looking forward for more such webinars to come.
- Online teaching knowledge can be efficiently blended with face-to-face teaching, after the covid-19 is behind us (hopefully!).
- Many thanks and keep up the good work!

## 6- RESULTS AND CONCLUSIONS

As seen in the different results and feedback received, the vast majority of the participants that answered the survey were very satisfied with the webinars

Some interesting comments and suggestions that were repeated:

- Having more sessions with less duration. According to the attendees it's quite tiring attending the webinar for 2 hours.
- Having all the scientific/lab presentations grouped in one session.
- Give the presentations a practical approach instead of a theoretical one.
- Having breaks every 3 presentations
- Shortening the sessions and having one extra day of webinar

## 7- REMARKS

- The webinars were a complete success. In this first edition, there were more than 1000 people registered. Attendees showed gratitude for the quality of the webinar and the professionalism of the presenters.
- Only 279 participants out of approximately 1650 answered the survey. In order to have key indicators this rate could be improved by, maybe providing a certificate to those that answer the questionnaire.
- In order to improve the evaluation next time, the Online Survey should have mostly closed question and being the same for all the attendees. Otherwise, it's more difficult to obtain accurate information.
- Include a list of all the countries so they can choose instead of writing the name.  
<https://www.it-swarm.dev/es/google-forms/como-crear-una-pregunta-de-lista-desplegable-de-paises-sin-ingresar-todos-los-paises-manualmente/956614193/>

- According to the information obtained from the survey, the organisers could aim for more European countries participating in the webinars.
- Maybe, another option is to investigate further on how to make the webinars more accessible, since accessibility is a priority in European Programmes.
- Consider the option of creating practical workshops in the future to apply the theoretical knowledge acquired.