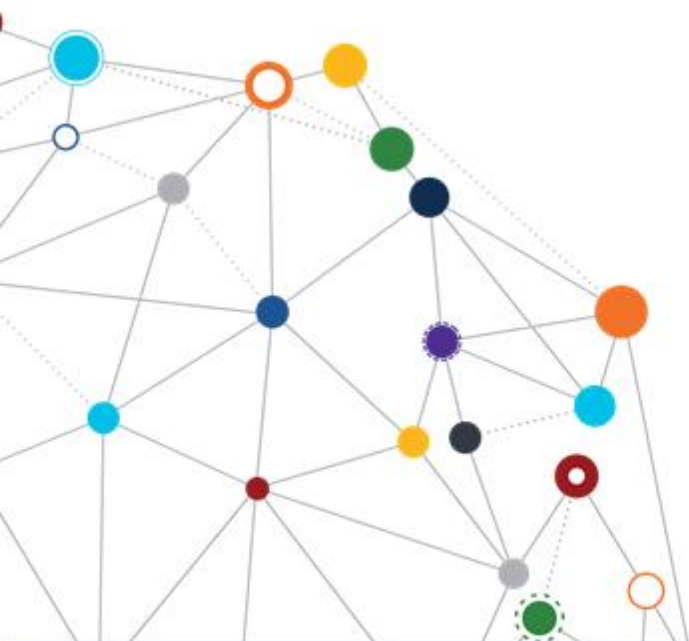# WP4 – Organisation of training and re-training

D4.3 – Conducting re-training

Oracle TES content review reprt

INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western BAlkans

610429-EPP-1-2019-1-AL-EPPKA2-CBHE-JP

Version	Revision	Date	Author	Modification
1	0	31/01/2023	Andy Golding	
2	1	30/09/2023	Andy Golding	Final version

1. Sub-contracting scope

As part of the UNIHUB work, the WP3 and WP4 leader was allocated sub-contracting budget for the review of training and re-training content. Oracle TES was identified as a suitable sub-contractor based on prior collaborations with MUHEC and experience in similar projects, as well as expertise in the required tasks. This section clarifies the scope pf the sub-contracting contract.

1.1. Project scope

Oracle TES was invited to participate in the INTERBA project funded by the Erasmus+ Capacity Building in Higher Education programme. The project focus related to the role of Oracle TES is the creation of training content and the adaption of training practices by the project's PCIs. Oracle TES received an invitation from Middlesex Unievrsity, WP leader of "WP3 – Development of Training Content to Increase Capacity in Internationalisation" and " WP4 – Organisation of training and re-training".

In line with the project's proposal Oracle TES was considered as below:

"Oracle TES is proposed as a sub-contracting entity to provide the necessary external evaluation of WP tasks. They have expertise in Erasmus+ CBHE projects and specialise in (i) content development management (developed more than 500 courses for higher and further education across several disciplines) and (ii) training (participated in training activities in project management, educational development and quality for EU projects)."

1.2. Background

Oracle TES has years of experience in training content development, as well as design, delivery and support of training programmes. It has been involved in several projects involving validation, accreditation and quality management of higher education programmes. The managing director of Oracle TES serves as the Director of Quality Assurance for Online Business School. The Oracle TES portfolio includes the development of more than 500 courses for higher end further education, as well as extensive training contracts in the UK and overseas. Oracle TES has been and has been involved in a number of projects as a sub-contractor or full partner to Middlesex University including:

- Erasmus+ FORC – providing quality assurance and professional course development services for eight textbooks in forensic computing.

- Erasmus+ PAWER – offering services as external quality experts.

- Erasmus+ PENS – offering services as external evaluators of WP production.

- Erasmus+ EQAC – offering services as QA sub-contractor.

- British Council Creative Spark – developing courses on entrepreneurship and creativity.

- British Council Project-arCc – developing and delivering online content and training.

Oracle TES also provided training to the consortium members of the JMSE project funded by Tempus.

1.3. Expertise

Oracle TES brings the following expertise to the project:

- Oracle TES was required to consult on the design of online courses, the alignment of pedagogic models from different providers and the use of course information structures.

- Oracle TES was required to contribute in the preparation of the re-training pilots and the associated resources.

- Oracle TES has experience of several projects and large educational institutions, which was deemed necessary for assessing whether the training content developed by PCIs adheres to certain standards.

- Oracle TES was also required to provide feedback during tasks such as Train-the-Trainers design and delivery, training pilots preparation and implementation and re-training preparation.

1.4. Sub-contracting responsibilities

Oracle TES responsibilities included the support through feedback during the planning stages of WP3 and WP4, offer impartial review for the delivery of training and re-training and comment on training content developed. Specific tasks assigned to Oracle TES included the following:

- Consult on training planning

- Advise on the adaptation of the SCATE pedagogic model

- Consult on training and re-training content developed

- Producing a report with a summary of findings and guidelines for the future, sustainable use of INTERBA outputs.

2. WP3.D1 – Developing training content

Oracle TES participated in the London training workshops delivered by MUHEC. Oracle TES shared its views with participants and the consortium members on both occasions. During the implementation of WP3, MUHEC updated Oracle TES on decisions made, while Oracle TES provided feedback for the different deliverables as discussed below.

2.1. Suggesting a suitable pedagogic model for content development

MUHEC has developed its own pedagogic model that has been used in house, but also provided as good practice in various projects. Since Oracle TES has worked together with MUHEC in various projects in the past, the pedagogic model has been assessed and deemed suitable, especially for a knowledge transfer project. The SCATE model has been used in various projects including JMSE, FORC, and PENS Erasmus+ projects funded under the Capacity Building in Higher Education programme. The model has also been tested for a couple of projects funded by the British Council, as it offers an agile approach in developing e-learning content. MUHEC is also using SCATE for creating its online and blended learning content. The approach is robust and was recommended for the needs of the INTERBA project, as it could support the development of content for both training and re-training activities.

MUHEC has developed an online platform that enables authors to use the SCATE elements and produce content with the use of an online editor. The platform is straight forward to use and can be adopted with minimal training. Nevertheless, the use of a platform might cause sustainability issues as it would require all PCIs to liaise with MUHEC for future content uploads. Therefore, the consortium's decision to use the SCATE pedagogic model in conjunction with offline templates is deemed to be the most appropriate ones.

MUHEC has provided the necessary templates for the PCIs to use and trained authors on how to use each template. The templates have been disseminated during the ealy stages of the project to ensure any adaptations were possible, however the consortium did not proceed with any major changes in the original templates.

2.2. Creating training content

The consortium had a key meeting on February 5, 2021 covering most decisions with regards to the planning of WP3 and WP4. This milestone enabled the consortium to shift from the findings of WP1 and WP2 to the core development tasks associated with the creation of training content and subsequently the delivery of trainings and re-trainings. Oracle TES remained available throughout the process that primarily was focused on identifying the course topics for the training and re-training workshops.

The consortium created a knowledge repository including more than 50 course titles originally. These were identified as knowledge exchange opportunities based on the experience and expertise of each PCI following successfully completed projects. Oracle TES commended the efforts of the consortium to determine key thematic areas for the courses selected for trainings. Furthermore, MUHEC introduced the Request for Knowledge (RfK) toolkit that enabled the consortium to align the requirements of certain partners with the capacity and abilities of PCIs to deliver such training. This proved to be a very useful tool used by all partners, under the coordination of mUHEC.

2.3. Providing training materials

MUHEC provided guidelines on how to prepare training materials. Emphasis was given on providing materials that were consistent across the consortium. Oracle TES was consulted when the consortium discussed about the format of templates and the most appropriate training approach. The consortium wisely decided to focus on no more than three topics per training session, limit each training session to 90 minutes and ensure that theory was followed by sufficient application and reflection opportunities.

3. WP3.D2 – Preparing short training opportunities

3.1. Preparing a series of short training courses

MUHEC delivered its Train-the-Trainers workshop, consisting of ten units. The workshop was held in London and was attended by members from all partners in February 2022. The workshop refresher was also offered in May of the same year and ensured that each PCI had key staff members trained in good practice.

MUHEC and Oracle TES communicated on the scope of the TtT delivery, and the activities that would be most suitable for the specific audience. The delivery of the TtT workshop received very good feedback from participants and it appeared to meet all its objectives. Oracle TES recommended that the INTERBA consortium should enable all PCIs to adapt the TtT in order to meet the abilities of local trainers and the needs of trainees. Nevertheless, it was important to ensure a certain level of consistency across all training sessions

3.2. Designing the training structure

The consortium decided on the training structure of all training sessions. The same structure was applied on the TtT training workshop, consisting of 90-minute sessions allowing the trainers to cover the necessary topics, while offering sufficient opportunities of train-storming. The term train-storming describes the application of theory on case studies offered by the trainer or specific cases selected by trainees. This approach was created by MUHEC and the term was coined by the WP leader. The train-storming sessions seem appropriate for the purpose of the INTERBA training sessions.

Oracle TES commended MUHEC for the well-structured resources provided and the specific guidelines offered to PCI trainers. The consortium has gone through several iterations in order to select the most appropriate training topics to be offered.

3.3. Conducting training pilots

The consortium decided to host training pilots on three occasions, scheduled for April and July 2022. The training pilots were offered at:

- Tirana, Albania
- Cagliari, Albania
- Palermo, Albania

Oracle TES discussed with MUHEC the key criteria required to ensure the success of the training workshops, including (i) appropriate training content, (ii) consistent pedagogy, (iii) opportunities for train-storming, (iv) trainees bringing their own case studies for application and reflection, and (v) appropriate evaluation means for each training session.

The original training topics selected for each PCI included the following:

- University of Tirana
    - Sustainable development of BLUE economies through higher education and innovation in Westerns Balkan Countries
    - Leading Towards Sustainable Gender Equality Plans in Research Performing Organizations
- European University of Tirana
    - Quality Development of International Cooperation and Project Management
    - IT Governance for Higher Education Institutions
- Universum College
    - Universum experience at ICM mobility
    - Internationalization at Home: A good alternative for an isolated Kosovo
- University of Prishtina
    - Online Collaboration Tools
    - Methodologies of Scientific Research
- University of Tuzla
    - Combined Water and Energy integration in the Process Industries
    - The Impact of COVID-19 on Students with Disabilities
- Dzemal Bijedic University of Mostar
    - Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences
    - Didactics, curriculum development and curriculum planning

The consortium adjusted some of the training topics before its final list that was used for WP4. In all cases it became evident that the training PCIs had the necessary capacity, expertise and experience to offer the selected topics. MUHEC ensured that all identified trainers were adequately trained and supported through its TtT programme. MUHEC also offered an online workshop held to ensure all trainers and content authors were adequately supported in using the SCATE model.

4. WP3.D3 – Creating guidelines for Request for Knowledge (RfK) documentation

4.1. Preparing the necessary templates to be used for Request for Knowledge (RfK)

MUHEC led the INTERBA consortium in developing a knowledge the development of the RfK, a mechanism that could be used to capitalise on the consortium's knowledge base and Network of Experts (NoE). The main outputs of this activity are as follows:

- RfK framework – it describes the knowledge synthesis process and helps to manage knowledge transfer activities.
- RfK flowchart – it paves the process from training needs analysis to identification of knowledge source and request for training.
- RfK process guidelines – they document the entire process and support the creation of formal requests.
- RfK template – it uses spreadsheet structure to support formal requests for training.

The developed RfK provides a formidable resource for the consortium and should be commended. It is envisaged that the RfK toolkit will be used in the future for IaH initiatives in the region. We propose for MUHEC to further use the resources produced as it can be disseminated and exploited beyond the scope of the INTERBA project.

An impressive amount of work has been invested in the development of the RfK resources. The supporting framework appears to be the result of an extensive desktop study of similar practices and a detailed literature review. The RfK flowchart is a very useful resource that can help understand the process PCIs will be involved in every time they will try to make a match between a knowledge provider and a knowledge recipient. The process guidelines are very detailed and the RfK template includes a very informative introductory tab, as well as straightforward inputs for each RfK component.

4.2. Providing guidelines for putting together Request for Knowledge (RfK) documents

MUHEC produce the necessary guidelines in the form of a detailed report with specific guidance. To facilitate the INTERBA partners, MUHEC incorporated guidelines in the RfK toolkit and ensured that each cell is clearly described throughout the available tabs. The guidelines can be described as complete, based on intuitive spreadsheet design practices and a very helpful approach for the end users.

4.3. Creating a pilot Request for Knowledge (RfK) repository

The consortium worked for several months on using the RfK and revised it on different occasions. It is commendable that a very detailed record was kept with different versions of RfK for each PCI pairing possible. The consortium went beyond the minimum requirements and generated RfK not only for the training pilots but for all future combinations of training possible between the 6 PCIs. This led to the creation of approximately 180 combination of RfK documents between all partners, as RfKs were produced for two possible training courses for each PCI. The resulting RfK repository provides an extremely useful and sustainable resource for INTERBA and can be used for future IaH initiatives at national and regional level. It can also serve as good practice across the EU and the various Erasmus+ regions. It can also help PCIs to collaborate with other partners outside the INTERBA consortium in the future.

5. WP4.D1 – Training key staff members

5.1. Establishing a Train-the-Trainers (TtT) workshop

The consortium produced evidence of several discussions taking place before the training programme was finalised by the steering committee. The partners decided that MUHEC would lead the training provision, using its Train-the-Trainers (TtT) programme. The consortium decided for the training to be delivered over four days with several sessions available for reflection and application of knowledge. This was a good decision as it appears that it helped trainees to complete their training portfolios based on the samples provided.

The following units were proposed by the MUHEC training team and consensus was reached amongst all members of the steering committee as determined by the meeting minutes.

- *Unit $T^3$1   –   Training Needs Analysis*
- *Unit $T^3$2   –   Training Strategy & Planning*
- *Unit $T^3$3   –   Learning Styles Analysis*
- *Unit $T^3$4   –   Communication Styles Analysis*
- *Unit $T^3$5   –   Training Session Design*
- *Unit $T^3$6   –   Training Content Development*
- *Unit $T^3$7   –   Training Methods/Techniques/Tools*
- *Unit $T^3$8   –   Training Styles & Delivery*
- *Unit $T^3$9   –   Training Assessment & Feedback*
- *Unit $T^3$10   –   Training Evaluation & Feedforward*

The ten units provide the sufficient breadth of topics required by such a programme. There was evidence from the slides shared that each unit was covered in detail and the train-storming approach followed by MUHEC helped each participant to reflect how their learning would apply to their institution. Some interesting reflections are included in the portfolios submitted for this review, providing interesting insights from individuals who represent different roles in their institutions.

MUHEC provided the training workshop agenda, showing how each session was held on campus but also in hybrid mode online. The video recordings from the training sessions were kept for future use in preparation for re-trainings, in line with the project's focus on resource sustainability. This is definitely a commendable practice, as all six PCIs will be able to re-train their staff or even external stakeholders in the future, independently form the EU partners.

5.2. Selecting trainee profiles from Partner Country institutions

MUHEC provided a comprehensive guide on how each PCI should select their trainees to participate in the training workshop. The trainee profile template shared across the consortium is simple, yet informative and effective in its role. It is based on ten key pieces of information, split into two parts.

The first five questions collect a photo, name, role / job title, department and university. The remaining six questions provide opportunities for reflection as follows:

- Why is this training relevant to you?
- What is your responsibility for the sharing this training across your institution?
- What do you expect to gain from this training workshop?
- How important is knowledge transfer (Internationalisation at Home) for your institution?
- What are your institution's aims for knowledge transfer (Internationalisation at Home)?

The template provided includes all questions that are required to make a decision on whether a trainee is suitable for the TtTT workshop. The samples provided show that participants offered a good level of detail in their answers and the entire process took place in an appropriate way. This ensured that each participant's presence at the workshop was fully justified.

5.3. Training key staff members

MUHEC also provided a series of templates for creating training portfolios for the TtT workshop participants. The templates include train-storming reflection sections, where trainees are able to reflect on specific topics with regards to how their newfound knowledge could be applied at 'home', i.e., their own institution. This approach was appropriate for the scope of the training, which was to ensure that key staff members were trained on techniques that could be applied in the future in their own institutions. A sample of training content and portfolio sections were provided, showing that participants used the time to reflect and create portfolios that can be used in the future as examples of good practice in re-training sessions.

5.4. London training evaluation

MUHEC used additional evaluation forms, which was a really useful mechanism to obtain feedback for training and re-training sessions. These Google forms enabled the consortium to offer evidence of a thorough evaluation approach combining the QA WP report with specific evaluation responses for each training and re-training workshop. It is impressive that all participants found the entire London workshop very useful and had only positive remarks, apart from one participant who seemed dissatisfied with certain aspects of the final day.

6. WP4.D2 – Conducting training pilots

6.1. Designing training pilots

The consortium worked together towards a training pilot programme with a timeline of events including a pre-training in Albania followed by two workshops in Italy. The PCIs selected the topics to be included in their pilots and identified their preferred workshop for delivering their pilot sessions. MUHEC provided all the necessary templates and additional trainings to the key staff of each PCI. These sessions were recorded and the recordings were kept for future use, offering a sustainable approach in training pilot design.

6.2. Conducting training pilots

There were three training pilot workshops organised, as follows:

- Tirana, Albania, 11-14 April, 2022
- Cagliari, Italy, 13-15 July 2022
- Palermo, Italy, 18-20 July 2022

The scheduling of the workshop held in Tirana helped the consortium to determine areas for improvement. The pilot sessions were rather short, covering 60-90 minutes each, but this was reasonable since the pilots took place in parallel with the project management meeting.

The consortium decided to reduce unnecessary travel costs, hence the organisation of two workshops back-to-back in Italy. The agenda for each of the two workshops held in Cagliari and Palermo combined TtT sessions from MUHEC< a range of topics from other EU partners and the pilot workshops. The workshops were recorded and there was evidence that feedback was provided to the PCI trainers on how the pilots could be further improved for the re-trainings.

6.3. Evaluating training pilots

Google forms were used to evaluate each session of the training workshops. It appears that almost every participant rated positively all aspects of all three workshops. The remarks provided show that the pilots were well-organised and that each session was delivered with professionalism.

6.4. Reporting on necessary adjustments

MUHEC identified a number of key issues associated with the improvements required for the training pilots, prior to the re-trainings. These are as follows:

- Ensuring that during the re-trainings each topic must be delivered in line with the training practices and the provided templates. This was achieved based on the agendas and evidence provided for each re-training.

- Reaching a critical mass of re-trained staff in each PCI. This was achieved based on the final results and the attendance lists provided.

- Using the SCATE pedagogic model. This was achieved in most cases, with a detailed review of the SCATE use in each re-training provided in the final section of this report.

- Providing all necessary content and supporting resources. This was achieved as each PCI provided training slides, with some partners providing additional SCATE materials.

- Supporting PCIs in delivering and evaluating re-training pilots, including monitoring and evaluation. This was achieved as PCIs followed the same evaluation approach with the training workshops.

7. WP4.D3 – Conducting re-training

7.1. Planning re-training sessions

MUHEC provided the entire toolkit for the SCATE pedagogic model, including MS Word templates for each component:

- Scope
- Content
- Activity
- Think
- Extra

Each PCI used the templates with the authors involved in the development of re-training content. Eventually a very useful resource was created that was uploaded on Moodle as part of the project's WP5 led by UET. The consortium agreed for Oracle TES to focus on reviewing the produced materials and summarise key findings in a report that will help PCIs to further rework on the training materials, as well as use it as a reference point to prepare more re-trainings. The project's sustainability plan is geared towards re-using the successful approach of re-training to develop more courses in topics that each PCI has SMEs in place and prior experience. This will ensure that IaH is maintained after the end of the project and offers PCIs the capacity to create courses that can be offered as Continuous Professional Development (CPD) or Lifelong Learning (LLL) provision at institutional level.

MUHEC also reviewed the content developed by each partner, with key findings discussed in the sub-sections below. It is <u>important to note</u> that these are the sustainable resources provided for the INTERBA courses and not the re-training pilots organised that were covered in the previous sections.

7.2. Creating re-training workshops

All PCIs conducted their respective re-training workshops, involving the necessary resources. The consortium agreed that all re-trainings should be completed by December 2022. The re-trainings that were held are as follows:

- University of Tirana, Albania
  - Topic: IT Governance for Universities, held on 09/12, with 68 participants
  - Topic: Social Entrepreneurship, held on 21/12, with 31 participants
- European University of Tirana, Albania
  - Topic: Methodologies of Scientific Research, held on 13/12, with 54 participants
  - Topic: Research Methodologies in Communication and Media, held on 15/12, with 61 participants
- Universum College, Kosovo
  - Topic: Project management, held on 16/12, with 16 participants
  - Topic: Curriculum development, held on 22/12, with 10 participants
- University of Prishtina, Kosovo
  - Topic: Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences, held on 12/12 and 29/12, with 127 participants
  - Topic: IT Governance for Higher Education Institutions, held on 29/12, with 19 participants
- University of Tuzla, Bosnia and Herzegovina
  - Topic: The Impact of COVID-19 on Students with Disabilities, held on 28/12, with 63 participants
  - Topic: Combined Water and Energy integration in the Process Industries, held on 29/12, with 42 participants
- University of Mostar, Bosnia and Herzegovina
  - Topic: Quality development of international cooperation and project management, held on 16/12, with 41 participants
  - Topic: Methodologies of scientific research in ICT, held on 23/12, with 30 participants

The number of participants was impressive as in total re-training participants were 562. When calculating the trained staff of PCIs, the INTERBA output is likely to reach more than 500 individuals trained using the project's resources. This is a really good use of the investment from all institutions. All partners aimed to reach good participation numbers considering their size and reach. The participant numbers per country were as follows:

- Albania – 214 participants
- Kosovo – 172 participants
- Bosnia and Herzegovina – 176 participants

The INTERBA website provides a graphical representation of all trainers who conducted the re-training workshops. A total of 31 trainer profiles are shown, while 8 EU trainers participated in the training pilots. MUHEC also dedicated around 10 staff in delivering their training sessions held in London.

7.3. Re-training monitoring and evaluation

Each PCI provided a report on re-training monitoring and evaluation. The detail of each report varied between PCI and re-training workshops. More specifically:

- University of Tirana, Albania – A detailed report was provided focusing on how the training was conducted. An evaluation summary was included in the report, describing the evaluation results from re-training participants.
- European University of Tirana, Albania – A detailed report described the way the re-trainings were conducted. An evaluation section would be helpful to describe the responses from participants on the evaluation forms used.
- Universum College, Kosovo – A report was provided with a summary of the re-trainings held. The report could provide further detail on participants involved and their evaluation responses. The screenshots of the evaluation forms were provided.
- University of Prishtina, Kosovo – A report included a series of portfolio samples from trainees. The report could include evaluation results for both re-training workshops. The screenshots of the evaluation forms were provided.
- University of Tuzla, Bosnia and Herzegovina – A report provided also links to the recordings and additional resources. The report included the evaluation results and key findings.
- University of Mostar, Bosnia and Herzegovina – A detailed report was provided for the re-trainings. The evaluation results were included in the report.

All partners provided detailed reviews of the re-trainings and useful insights. There was evidence, based on the files stored on the shared drive and the website, as well as the Moodle virtual learning environment that each re-training was held in line with the proposed plan. Most PCIs included the summary of participant evaluations to the summary reports. Nevertheless, participants were given the opportunity to provide feedback and there was evidence that PCIs collected and reflected upon the provided feedback based on their reporting.

7.4. Reporting on re-training materials

All PCIs created re-training materials following the guidelines provided by MUHEC and by using the templates disseminated. The next section provides a detailed review of the re-training content produced by each PCI.

8. Desktop study on re-training content

This section provides specific remarks for each of the re-training courses provided by the PCIs. The review was based on the assessment of the Moodle content of the INTERBA project.

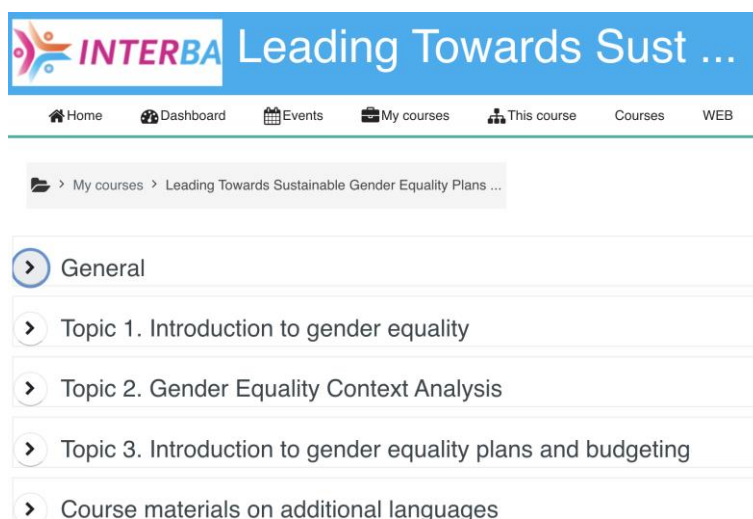## 8.1. University of Tirana, Albania (UT)

Course 1

Topic:

Leading Towards Sustainable Gender Equality Plans in Research Performing Organisations

Trainers:

- Mirdaim Axhami
- Klodiana Gorica
- Fatmir Memaj
- Ingrid Shuli
- Kreshnik Vukatana

Based on MUHEC's findings on content structure, the course is organised around three topics (i) introduction to gender equality, (ii) gender equality context analysis and (iii) introduction to gender equality plans and budgeting. Furthermore, MUHEC's review of the adopted pedagogy, finds that the materials are clearly labelled in sub-topics based on power point presentations.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

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	Observations	Recommendations
Structure	The course is well-structured, based on three key topics and including a general folder.	The general folder requires content providing the necessary introductory information for the course.
Pedagogy	There are clear sub-topics providing a rational model for the information included in the presentation files.	The SCATE elements should be used explicitly in support of the current content.
Detail	The presentation files include the necessary information, following a clear rationale and providing high level of detail in each slide.	There is a discrepancy on the file titles as there is a topic 4 mentioned under topic 3 folder. The provided power point slides could be supported with additional information adhering to the SCATE model.
Resources	There are references to additional information in each slide.	Including specific links to additional files and external information in line with the SCATE Extra element would be really helpful.

Course 2

Topic:

Sustainable development of BLUE economies through higher education and innovation in Western Balkan Countries

Trainers:

- Mirdaim Axhami
- Klodiana Gorica
- Zhdanova Lleshaj
- Fatmir Memaj
- Ingrid Shuli
- Kreshnik Vukatana

Based on MUHEC's findings on content structure, the course is organised around four topics under the umbrella of innovation and digitalisation for sustainable blue economy and enterprises. Furthermore, MUHEC's review of the adopted pedagogy, found that the materials are presented as power point presentations including scope, content and additional resources.

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The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	Recommendations
Structure	There is a clear structure based on the four topics covered in the course.	The topic folders should be renamed to include different tiles, making explicit differentiation between the different topics.
Pedagogy	The SCATE elements are used in the slides, primarily focusing on Scope and Content.	Including SCATE elements in a not-presentation format could help learners to move between elements. There should be more emphasis on Activity, Think and Extra.
Detail	The presentations include impressive level of detail offering information about all the topics covered.	The organisation of the slides could be improved to ensure that there is a clearer path for learners to follow.
Resources	There are references to specific cases and interesting external content.	Having a series of links to external content would help directing learners to additional, really useful content.

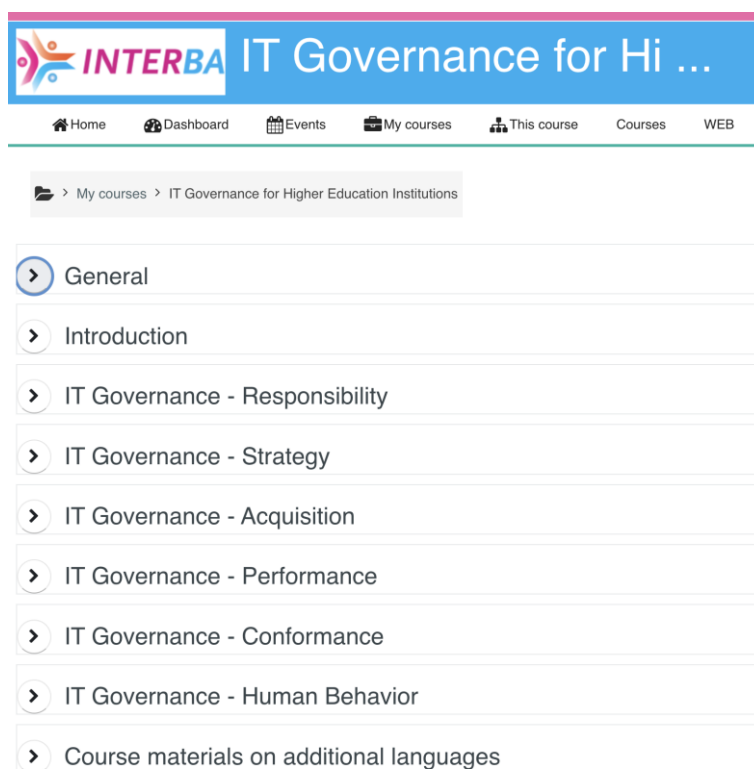## 8.2. European University of Tirana, Albania (UET)

Course 1

Topic:

IT Governance for Higher Education Institutions

Trainer:

- Agim Kasaj

Based on MUHEC's findings on content structure, the course is organised around several topics including a general section and an introduction. There is full use of SCATE under the IT governance topics (i) responsibility, (ii) strategy, (iii) acquisition, (iv) performance, (v) conformance, (vi) human behaviour. Furthermore, MUHEC's review of the adopted pedagogy, that the materials are very well organised and make full use of SCATE templates.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	Recommendations

|		
Structure	The structure is very straightforward, using SCATE elements to help learners navigate through different content.	An improvement would be to load content inside Moodle rather than downloading associated files every time learners click on a link.
Pedagogy	The SCATE content is fully adopted.	No improvements needed
Detail	The course offers a combination of presentations and SCATE Elements.	No improvements needed
Resources	There are links to various external resources offering the necessary additional content.	No improvements needed

Course 2

Topic:

Quality Development of International Co-operation and Project Management

Trainers:

- Ketrina Çabiri
- Ines Troshani

Based on MUHEC's findings on content structure, the course includes an introductory general information folder and then proceeds with four key topics of (i) project writing, (ii) project cycle management, (iii) effective communication and (iv) financial management. Furthermore, MUHEC's review of the adopted pedagogy, that the materials include both presentation slides and full SCATE template documents.
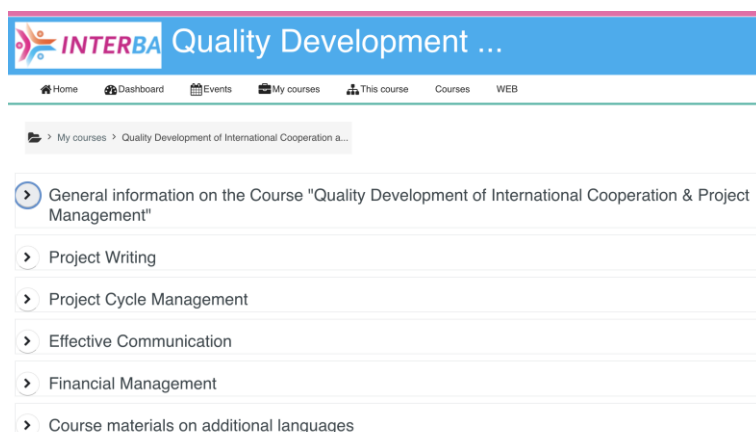
The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	**Recommendations**
Structure	The course has a very clear structure. The introductory folder provides really useful context for the trainer and the subject matter.	No improvements needed
Pedagogy	The SCATE model is fully adopted.	No improvements needed

Detail	There is a combination of power point files and SCATE Elements fully covering the necessary level of detail for each topic.	No improvements needed
Resources	The Extra element is used but not in all topics.	Specific links to external content organised under each topic would help learner to access further information.

8.3. Universsum College, Kosovo (UC)
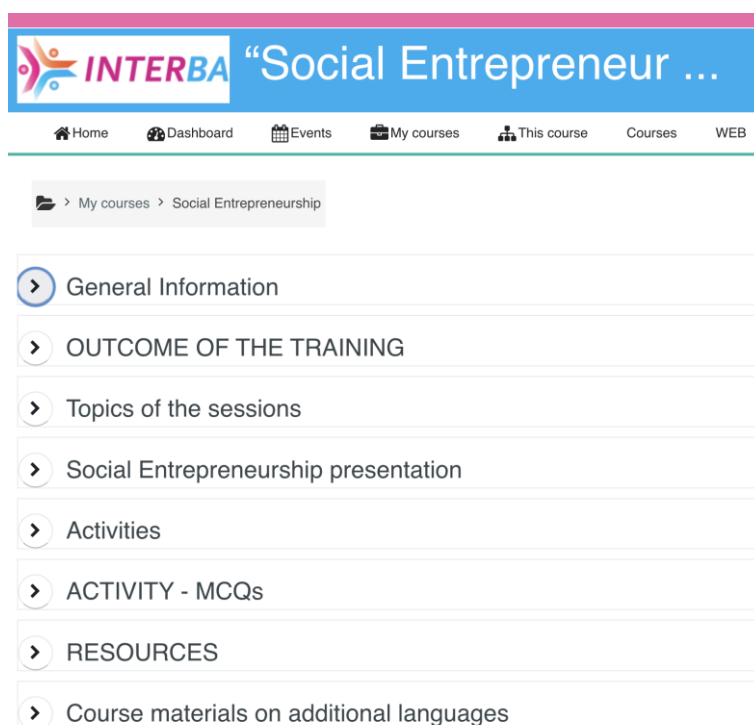
Course 1

Topic:

Social Entrepreneurship – Understanding and raising awareness about the importance of social entrepreneurship

Trainer:

- Armend Berisha

Based on MUHEC's findings on content structure, the course includes introductory folders that provide general information, a list of training outcomes and the session topics covered. The remaining folders use SCATE to organise activities, multiple choice questions and extra resources. There is also a folder with the supporting power point slides. Furthermore, MUHEC's review of the adopted pedagogy, that the materials use the SCATE elements embedded in the Moodle folders.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	Recommendations

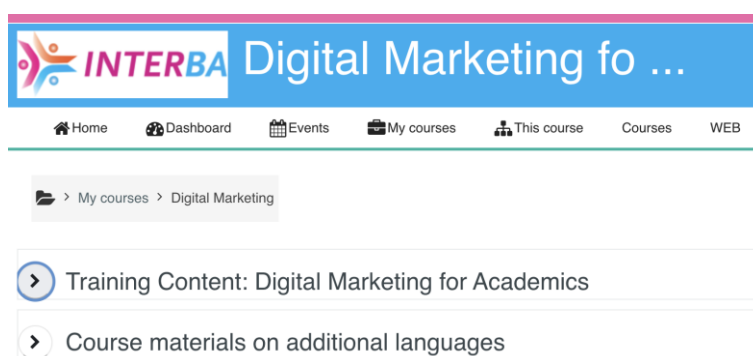|		
Structure	The provision of several introductory folders helps the learner to anticipate what is covered in the course.	An improvement would be to load content inside Moodle rather than downloading associated files every time learners click on a link.
Pedagogy	The SCATE model is followed by adopting activities, content and extra resources.	The topic folder names could adhere to the SCATE elements making it easier for learners to find what is required in a consistent way.
Detail	The presentation slides are very detailed. Very interesting cases are presented as part of the Activity element.	The course could include additional content in SCATE template for content, or additional presentations.
Resources	Quite a few resources are organised under the same folder.	A series of links directing learners to external content should be included.

Course 2

Topic:

Digital Marketing for Academics

Trainer:

- Armend Berisha

Based on MUHEC's findings on content structure, the course materials are included in a single folder labelled under training content that includes all topics and relevant resources. Furthermore, MUHEC's review of the adopted pedagogy, that the materials include SCATE elements presented in a single page that includes the SCATE templates and links to additional resources that can be downloaded.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	**Recommendations**
Structure	The course includes only one folder but there are no clear topic titles that can direct learners to the different topics.	The content should be organised in folders according to the key topics of the area covered. Files should be loaded inside Moodle rather than being downloaded.

Pedagogy	The SCATE model is followed but not very efficiently as there is a single folder containing everything.	The content should be presented as a series of presentations and documents and not as a trainer's portfolio but as specific SCATE templates.
Detail	There could be more detailed information provided for the specific topic. Most of the information is included as a document representing the trainer's portfolio.	The course could include additional content in SCATE template for content, or additional presentations.
Resources	There are some really useful videos included in the content.	A series of links directing learners to external content should be included.

## 8.4. University of Pristhina, Kosovo (UP)

Course 1

Topic:

Methodologies of scientific research in ICT

Trainers:

- Dhurate Hyseni
- Zana Limani
- Hena Maloku

Based on MUHEC's findings on content structure, the course begins with a folder that contains general information and the course scope and proceeds with the following topics (i) research methodologies, (ii) scientific writing, (iii) plagiarisms and citations, and (iv) peer review. Furthermore, MUHEC's review of the adopted pedagogy, that the materials are provided as power point slides that include all the SCATE elements.
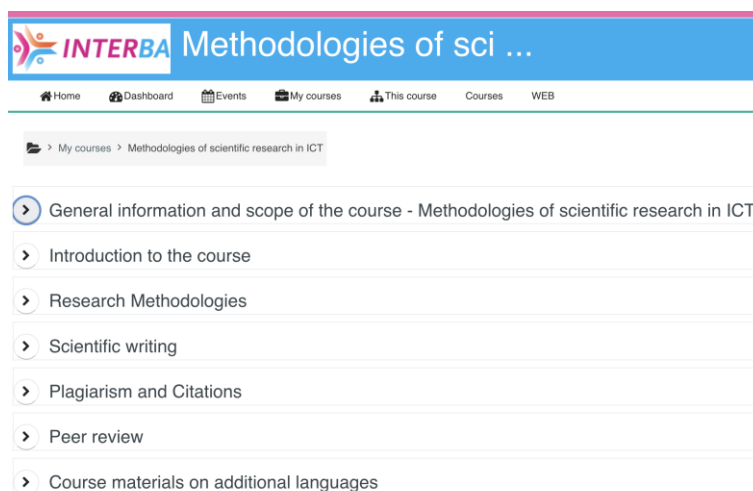
The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	**Recommendations**
Structure	There are clear folders for the course introduction and the four topics covered.	Files should be loaded inside Moodle rather than being downloaded.
Pedagogy	The SCATE model is used only in the first presentation that includes the templates of all elements.	The SCATE model should be used in all topics.
Detail	There is a lot of relevant information in each presentation provided for the four topics.	Additional content in SCATE format would be helpful for learners to cover the four topics.

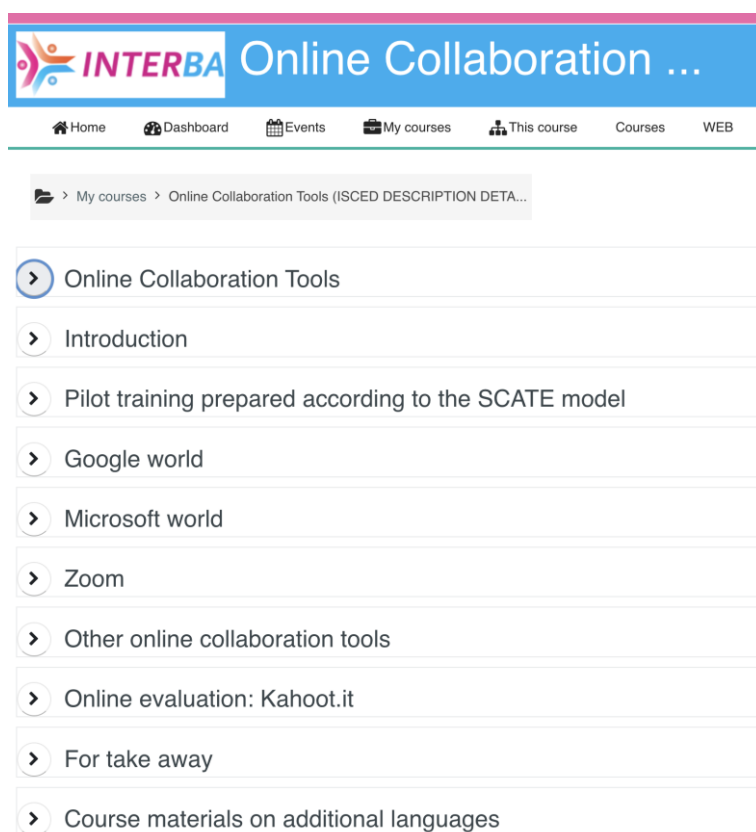| Resources	Information regarding related content is provided in the presentations.	A series of links directing learners to external content should be included.

Course 2

Topic:

Online Collaboration Tools

Trainers:

- Blerim Rexha

Based on MUHEC's findings on content structure, the course is organised in folders including an overview of tools presented, a folder on SCATE templates, and the pilot organised. The tools covered include Google, Word, Zoom Kahoot, Slack and Overleaf. Furthermore, MUHEC's review of the adopted pedagogy, that the materials are presented as power point presentations.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	Recommendations

Structure	The structure provides an informative introductory folder and a series of topic folders.	A clear numbering of each folder would help learners, as there is no full aligned of the current topics with the five course objectives. Files should be loaded inside Moodle rather than being downloaded.
Pedagogy	There is no use of the SCATE elements.	SCATE templates should be used for each topic. It is understood that the nature of the course is such that make the use of SCATE a bit challenging.
Detail	There is concise presentation of a number of tools.	There are links to the different platforms but they should be rechecked so they direct learners to the correct content of each vendor.
Resources	There are links to each platform.	There should be clear links to additional external content.

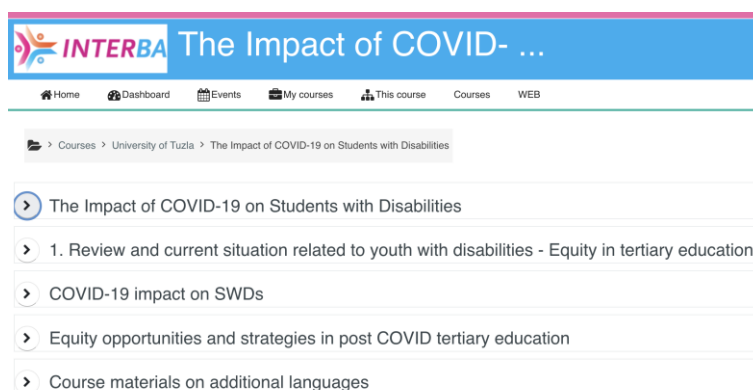## 8.5. University of Tuzla, Bosnia and Herzegovina (UNTZ)

Course 1

Topic:

The Impact of COVID19 on Students with Disabilities

Trainers:

- Vesna Bratovcic

Based on MUHEC's findings on content structure, the course is organised in different folders around the core umbrella topic with each using a hybrid approach of SCATE, as scope and content are included both as embedded text or power point presentation with quizzes provided for Think and Activity and Extra has links to additional resources. Furthermore, MUHEC's review of the adopted pedagogy, that the materials are well organised and follow the SCATE elements.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

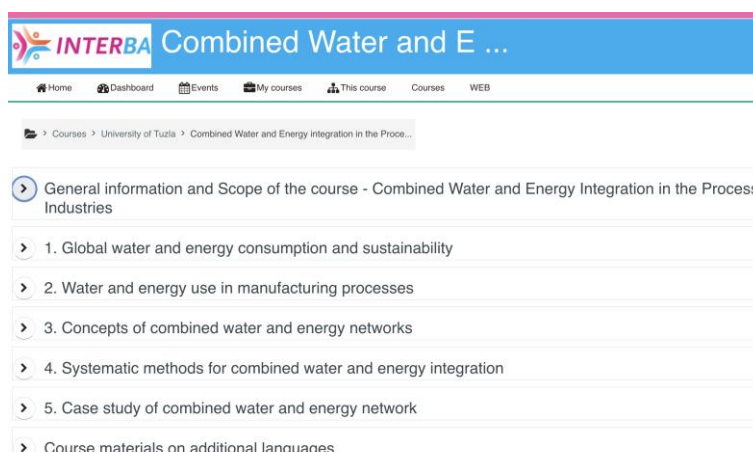|	**Observations**	**Recommendations**
Structure	There is a clear structure with folders for each topic, including course overview.	Files should be loaded inside Moodle rather than being downloaded. There should be clear topic folders for each of the topics associated with the subject area.
Pedagogy	The SCATE Elements are integrated in different folders, including Quiz and Extra using the Moodle features.	The SCATE elements could be organised using the templates provided.
Detail	There is a very detailed presentation covering key topics.	Additional information could be provided using the Content template of SCATE.
Resources	The Extra readings folder is very useful including external links.	No improvements needed

Course 2

Topic:

Combined Water and Energy Integration in the Process Industries

Trainers:

- Elvis Ahmetovic
- Jidret Ibric

Based on MUHEC's findings on content structure, the course is organised in five topics following the introductory folder with general information of the course, including (i) global water and energy consumption and sustainability, (ii) water and energy use in manufacturing process, (iii) concepts of combined ater and energy networks, (iv) systematic methods for combined water and energy integration and (v) case study of combined water and energy network. Furthermore, MUHEC's review of the adopted pedagogy, that the materials adopt full use of SCATE entirely integrated on each Moodle topic folder with quizzes and extra resources being embedded as links.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	Recommendations
Structure	Excellent structure provided covering all topics and the necessary introduction information.	No improvements needed
Pedagogy	This is an exemplary example of how the SCATE model should be used.	No improvements needed
Detail	Impressive detail provided throughout.	No improvements needed
Resources	The necessary additional resources with specific links are provided.	No improvements needed

8.6. University of Mostar, Bosnia and Herzegovina (UNMO)

Course 1

Topic:

Didactics, curriculum development, and curriculum planning

Trainers:

- Maja Kazazic
- Majra Lalić

Based on MUHEC's findings on content structure, the course begins with a summary folder and the introduction that includes the project scope and SCATE templates before continuing with the key topics of (i) personal and professional development of teachers, (ii) active learning as a determinant of modern teaching. (iii) curriculum development and (iv) curriculum design. Furthermore, MUHEC's review of the adopted pedagogy, that the materials make full use of the SCATE model integrated on Moodle with links for the Activity, Think and Extra elements.

The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	Recommendations
Structure	This is an excellent Moodle structure providing the necessary folders and the appropriate topics.	No improvements needed
Pedagogy	This is an excellent use of the SCATE model.	No improvements needed

|		
Detail	Impressive detail provided throughout with the necessary SCATE elements.	No improvements needed
Resources	All the necessary additional information is provided with appropriate links.	No improvements needed

Course 2

Topic:

Research Methodology, Scientific Writing, and Result Presentation: Humanities and Social Sciences

Trainers:

- Aida Sator

Based on MUHEC's findings on content structure, the course begins with the SCATE scoping under the general folder before proceeding with four topics (i) humanities research, (ii) specific aspects of humanities research, (iii) conference presentations, and (iv) paper publishing. Furthermore, MUHEC's review of the adopted pedagogy, that the materials are presented as SCATE templates embedded in each Moodle folder.
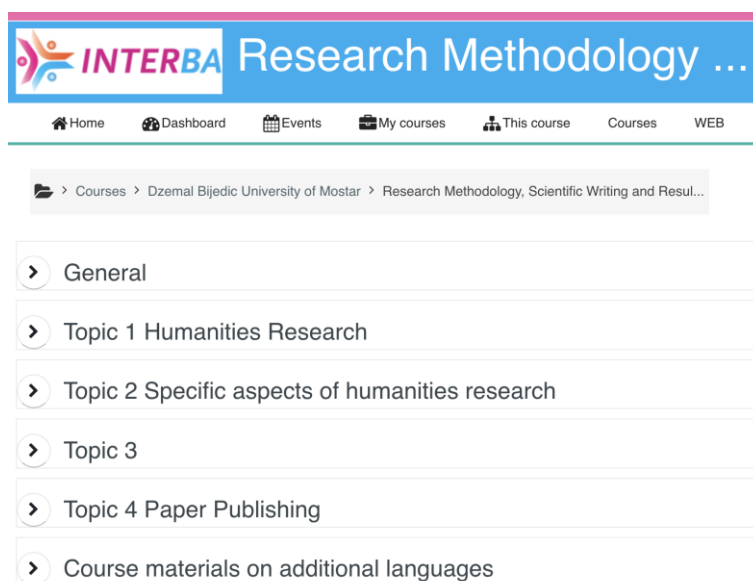
The following table includes our observations and recommendations for the course, organised according to its (i) structure, (ii) pedagogy, (iii) detail, and (iv) resources.

	Observations	**Recommendations**
Structure	Although there is a clear structure, some topics require more consistency.	There should be a consistent use of presentations and additional files used.
Pedagogy	There is a combination of presentations and SCATE content embedded in Moodle.	The SCATE elements could be used consistently across all folders.

Detail	There is very good level of detail for all topics covered.	No improvements needed
Resources	All necessary additional resources are provided for various topics.	No improvements needed