21st Teach skills

Teacher training with specialization on life and information technology skills

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Deliverable 4.3

Programme Delivery Interim Evaluation Report

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Prepared by

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Group

Project information

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INTRODUCTION

The 21st TS project consists of 9 organizations from 6 different countries and is driven by the imperative to bridge the growing disparity between existing educational curricula and the demands of 21st-century skills. The principal activity is to develop the following programmes in higher education institutions' curricula for teachers and educators.

1. **EDUCATIONAL PROGRAMME:** The Educational Programme consists of four modules offered by the universities of the consortium and is designed for both pre-service and in-service teachers. Pre-service refers to students enrolled in a bachelor's program related to teaching, while in-service denotes active teachers and educators. Pre-service participants are required to complete all four modules, while in-service participants can choose to complete two to four modules. This course spans a duration of six months, with a minimum of 30 pre-service teachers per Higher Education Institution (HEI) – these are students required to undertake all four modules – and 30 in-service teachers who can select 2 to 4 modules. The courses for in-service teachers will be hosted on the platform as Massive Open Online Courses (MOOCs), with a minimum of 20 ECTS credits.

2. **CAPACITY BUILDING PROGRAMME:** The Capacity Building Programme comprises two modules from KU (Klaipeda University) and targets the academic staff of the universities responsible for delivering the Educational Programme. The first module is aimed at academic staff who will oversee the instruction of the 21st-century skills-based Educational Programme. The second module is intended for the academic staff of the entire faculty and is open to all faculty personnel. Academic staff members responsible for teaching the Educational Programme are required to complete both modules, while other faculty members have the choice to virtually attend Module 2. The key performance indicator (KPI) for this program is 5 academics who have completed the two modules of capacity building, and 15 academics per HEI who have completed Module 2 of the capacity building training program.

The objective of Task 4.3 Programme Delivery Interim Evaluation Report and Task 4.5 Programme Delivery Final Evaluation Report is to evaluate the delivery of these programmes and propose recommendations for improvements for future similar initiatives. Thus, this document serves as a roadmap, outlining the purpose, components, and anticipated outcomes of the evaluation process.
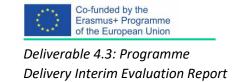
1 Evaluation of the Educational Programme

The evaluation of these programmes was initially designed to be carried out in two phases. During the first 3 months after the start of the implementation (mid-term), which would create proposals on how to improve delivery for the next 3 months. Thus, two evaluation reports would be delivered according to the project description.

However, the evaluation of the educational programmes, initially planned in two phases, has undergone necessary adjustments due to unforeseen challenges, primarily arising from the global impact of COVID-19 and related disruptions in study visits. These unforeseen delays have prompted a thoughtful reconsideration of our approach to ensure a comprehensive and effective evaluation process. In response to these challenges, we have decided to consolidate the initial two-phase plan into a single, well-structured deliverable.

- The **Programme Delivery Interim Evaluation Report** encompasses the guidelines and methodology of the evaluation. This stage involves employing a toolkit comprising questionnaires and feedback from Partner Country Higher Education Institutions (PC-HEIs) involved in the project. Each PC-HEIs has contributed by submitting their respective evaluation reports. The insights gathered during this phase will guide the refinement of strategies, provide actionable recommendations, and enhance the subsequent run of the courses in the next deliverable.

- The **Programme Delivery Final Evaluation** marks the concluding phase of the evaluation process. The deliverable will include a comprehensive analysis that builds upon the initial findings and addresses the entirety of the programs' delivery cycle. This report will delve deeper into the detailed analysis of the educational programmes, synthesizing insights, formulating recommendations, and identifying strategic improvements for future iterations. Collaboratively, Novel Group (NGS) and all partners will synthesize insights, formulate recommendations, and identify improvements to shape future iterations of the programs. The report will be enriched by input from both PC-HEIs and European Union Higher Education Institutions (EU-HEIs), providing a well-rounded perspective.

Overall, the impact of COVID-19 has significantly disrupted project timelines, leading to unavoidable delays in program implementation. Furthermore, the constraints on study visits have added complexity to the evaluation process, necessitating a more flexible and adaptive strategy. Despite the unforeseen challenges, this modified approach underscores our commitment to delivering a thorough and insightful evaluation. We believe that this adjusted strategy not only addresses the current constraints effectively but also ensures the continued success and enhancement of the educational programmes despite external adversities.

1.1 Requirements

To ensure a comprehensive evaluation of the study program's delivery, it is imperative for university services to gather specific data pertaining to both enrolled students and the teaching staff.

1.1.1 Profile of the students enrolled in the study programme

- Number of students
- Gender
- Academic background
- Country origin
- Nationality

1.1.2 Profile of the teacher staff of the study programme

- Number of teaching staff members
- Gender
- Academic degrees held by teaching staff members
- Scientific area of the PhD degree (if applicable)
- Country origin
- Nationality

The assimilation of this data is poised to provide invaluable insights into the composition of the student cohort and the qualifications, traits, and attributes of the teaching staff. This holistic approach to data collection will facilitate a more comprehensive assessment of the program's efficacy, enabling the identification of strengths and areas for potential improvement.

1.2 Questionnaires

1.2.1 Students

All students will answer, anonymously, a questionnaire aimed at evaluating the Educational programme's content and delivery. This survey seeks candid feedback on learning experiences,

course materials, teaching quality, and online platform effectiveness. Anonymity ensures honest responses, contributing to the evaluation process and driving improvements in the study program based on valuable student insights.

1.2.2 Teachers

Similarly, all teachers will answer a questionnaire evaluating the students and teaching conditions (including the online platform). The input from teachers will also play a significant role in assessing how well the study program is working and in finding areas that need improvement or attention.

2 Evaluation Programme report

The Evaluation Programme Report acts as a detailed evaluation document for each implemented Module. It contains information on student performance, programme delivery, and overall results. These reports have been put together to develop the D4.3 Programme Delivery Interim Evaluation Report and afterwards the D4.5 Programme Delivery Final Evaluation Report. Overall, they will point out where the programme has been successful and where there might be things that need to be made better or changed. This consolidation of reports in D4.3 provides valuable insights and lessons learned, facilitating the development of recommendations for future initiatives and similar programs in D4.5. By including these reports in D4.3, it ensures that the findings and knowledge gained from the evaluation process are accessible and can contribute to the advancement of educational practices and program enhancements.

The partner responsible for each Module has analyzed the data collected from the questionnaires of the students and teachers, synthesizing the findings into a consolidated report. The template to be used for this report can be found attached in Appendix I of this document. Similarly, each report for all Modules completed by the responsible partner can be found attached in Appendices II-VII. Overall, the reports provide a summary of key observations, trends, and insights derived from the evaluation process, offering a comprehensive perspective on the effectiveness and impact of the programmes.

3 Questionnaires

3.1 Students

The aim of the questionnaire is to gather feedback from students about their learning experiences, which is a key factor in evaluating the overall effectiveness of the programmes. The responses provided by students will be kept anonymous. The students will be asked to assess various aspects using a scale from 0 to 5, where 0 represents "completely disagree" and 5 represents "completely agree". Following is a presentation of the questionnaire:

Profile

- Gender
- Academic background
- Country origin
- Nationality

Questionnaire

1. Evaluation of the Courses	0	1	2	3	4	5
1.1 The workload was adequate to the number of credits of the module						
1.2 The learning outcomes of the module was clear						
1.3 The study materials were adequate to study for each course						
1.4 The evaluation methods were appropriate for assessing the learning outcomes						
1.5 The structure of the module was clear and helpful						
1.6 The courses within the module were interesting						
1.7 The courses developed my critical thinking capabilities						
1.8 The courses improved my understanding regarding the 21st digital skills						
2. Evaluation of the teachers						
2.1 The teachers motivated the students						
2.2 The teachers demonstrated a high pedagogical capacity						
2.3 There was a good interaction between the teachers and the students						
2.4 The overall performance of the teachers was satisfying						
2.5 The teachers were well prepared and helpful						
3. Evaluation of conditions of learning						
3.1 The online platform was user-friendly and easy to navigate						
3.2 Finding and accessing course materials was easy						
3.3 The platform's interface was visually appealing						
3.4 Technical issues were minimal during your interactions with the platform						
3.5 Overall the platform effectively supported your learning experience						

4. What did you like the most? Give specific examples.

5. What needs to be improved? Give specific examples.

3.2 Teachers

The aim of the questionnaire is to gather feedback from teachers about their teaching experience, an also crucial component for evaluating the overall effectiveness of the programmes. The teachers will be asked to assess various aspects using a scale from 0 to 5, where 0 represents "completely disagree" and 5 represents "completely agree". Following is a presentation of the questionnaire:

Profile

- Gender
- Academic degrees held by teaching staff members
- Scientific area of the PhD degree (if applicable)
- Country origin
- Nationality

Questionnaire

1. Evaluation of the Courses	0	1	2	3	4	5
1.1 The learning outcomes of the module were clear						
1.2 The content was well-coordinated with the other courses						
1.3 The courses provided clear explanations of key concepts						
1.4 Overall, the course materials supported effective teaching						
2. Evaluation of the students						
2.1 The students were well prepared for the contents of the course						
2.2 The students frequently asked questions to elucidate doubts						
2.3 The students participated actively in all learning activities						
2.4 The overall performance of the students was positive						

3. Evaluation of conditions of learning						
3.1 The online platform was user-friendly and easy to navigate						
3.2 Finding and accessing course materials was easy						
3.3 The platform's interface was visually appealing						
3.4 Technical issues were minimal during your interactions with the platform						
3.5 Overall the platform effectively supported your teaching experience						

4. What did you like the most? Give specific examples.

5. What needs to be improved? Give specific examples.

6. Provide examples of how you have improved the competences in your field of expertise and your understanding of education policies, practices and systems.

7. How do you, as a teacher, believe that these training activities will impact your students' learning?

CONCLUSIONS

Overall, the 21st TS project encountered delays due to COVID-19, prompting a restructuring of the evaluation process. This modification ensures that despite setbacks, the project maintains its commitment to quality and effectiveness. The revised structure of the deliverables streamlines the evaluation process, allowing for a comprehensive assessment of program delivery.

This first deliverable of the evaluation process includes the evaluation guidelines and all evaluation reports of the programmes implemented in this project. Throughout the evaluation, the information gathered from the questionnaires was crucial in providing diverse perspectives and enriching the evaluation process. All the Evaluation Reports of the modules delivered in this project are available in the appendices of this deliverable and contain valuable insights, which will serve as the foundation for the subsequent analysis and formulation of recommendations.

All in all, the inputs from these Evaluation Reports will be thoroughly analyzed in the Final Evaluation Report (Del 4.5) to formulate recommendations for future enhancements. This final report will delve deeper into the analysis, leveraging input from all partners, with the aim of identifying strategic improvements and recommendations for future iterations of similar programmes.

APPENDIX I – Educational Programme Report

1 Module information	
1.1 Module	
1.2 Total number of credits	
1.3 Duration (semesters)	
1.4 Implementation period	

2. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

3 Module coordinator	
3.1 Higher Education Institution	
3.2 Total number of teachers	

4 Students Profile						
4.1 Number of students						
4.2 Number of questionnaires answered						
4.3 Academic background (%)		….				
4.4 Gender (%)	Female		Male		Other	
4.5 Geographical origin (%)		….				
4.6 Nationality (%)		….				

5 Teachers Profile						
5.1 Number of teachers						
5.2 Number of questionnaires answered						
5.3 Academic degrees (%)		….				
5.4 Scientific area of the PhD degree (%)		….				
5.5 Gender (%)	Female		Male		Other	
5.6 Geographical origin (%)		….				
5.7 Nationality (%)		….				

6. **Critical analysis of academic qualification and specification of teachers**

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	
7.2 The learning outcomes of the module was clear	
7.3 The study materials were adequate to study for each course	
7.4 The evaluation methods were appropriate for assessing the learning outcomes	
7.5 The structure of the module was clear and helpful	
7.6 The courses within the module were interesting	
7.7 The courses developed my critical thinking capabilities	
7.8 The courses improved my understanding regarding the 21st digital skills	
8. Evaluation of the teachers	
8.1 The teachers motivated the students	
8.2 The teachers demonstrated a high pedagogical capacity	
8.3 There was a good interaction between the teachers and the students	
8.4 The overall performance of the teachers was satisfying	
8.5 The teachers were well prepared and helpful	
9. Evaluation of conditions of learning	
9.1 The online platform was user-friendly and easy to navigate	
9.2 Finding and accessing course materials was easy	
9.3 The platform's interface was visually appealing	
9.4 Technical issues were minimal during your interactions with the platform	
9.5 Overall the platform effectively supported your teaching experience	

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	
11.2 The content was well-coordinated with the other courses	
11.3 The courses provided clear explanations of key concepts	
11.4 Overall, the course materials supported effective teaching	
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	
12.2 The students frequently asked questions to elucidate doubts	
12.3 The students participated actively in all learning activities	
12.4 The overall performance of the students was positive	
13. Evaluation of conditions of learning	

13.1 The online platform was user-friendly and easy to navigate	
13.2 Finding and accessing course materials was easy	
13.3 The platform's interface was visually appealing	
13.4 Technical issues were minimal during your interactions with the platform	
13.5 Overall the platform effectively supported your teaching experience	

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

15. **Online platform evaluation** *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

16. **Strength and successes** *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

17. **Areas for Improvement** *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

18. **Recommendations** *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

APENDIX II – EDUCATIONAL PROGRAMME M1 (SIU)

1 Module information	
1.1 Module	Module 1- Critical Thinking Skill and Collaborative Problem-Solving Skills
1.2 Total number of credits	10 ECTS
1.3 Duration (semesters)	1
1.4 Implementation period	6 months

2. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

This module is designed for pre-service or in-service teachers to make them equipped and skilled in utilizing critical thinking skills and collaborative problem-solving skills for students in whichever subject they teach at secondary or higher secondary education. All units are integrated and linked to soft skills, emotional intelligence, mindfulness, empathy and life skills.

Critical thinking skills improves problem solving abilities and decision making, increases creativity and values, improves organizational ability, saves time through structured thinking process, creates the ability to evaluate resources, acts as protective device against uncertainty, provides the capability to interconnect several disciplines involved to understand the length and breadth of problem/subject at hand and making logical deductions to resolve.

Collaborative Problem-Solving involves collaboration among group members to discuss common challenges, sharing perspectives, identifying issues, weighing options, developing standards and reaching an agreement. The members of the group gather information, share ideas and perspectives, analyze and synthesize information and ideas and come about with common solutions developing social and cognitive skills.

There is a huge gap in implementing and incorporating 21st Century Teaching Skills in developing countries especially using the critical thinking skills and collaborative problem-solving skills in educational institutions. Even if the teachers know about it, there is no structured manner in which these skills are utilized. These skills most often do not figure in curriculum and there are no specific guidelines for their assessment and evaluation. The principal aim of this course is to bridge this gap and empower teachers to use critical thinking skills and collaborative problem-solving skills in any discipline or subject that they teach.

3 Module coordinator	
3.1 Higher Education Institution	Symbiosis International University/ Symbiosis Centre for European Studies/ Symbiosis Law School, Pune, India
3.2 Total number of teachers	10

4 Students Profile						
4.1 Number of students	371					
4.2 Number of questionnaires answered	224					
4.3 Academic background (%)	Bachelor's Degree: 41.07 High School Diploma or Equivalent: 12.94 Some College or Vocational Training: 4.46 Master's Degree: 25.44 Doctoral Degree: 15.17					
4.4 Gender (%)	Female	69.64	Male	29.01	Other	1.33
4.5 Geographical origin (%)	India: 70.53; China: 25.89; Greek: 1.33; Nepali: 0.44; Lithuania: 0.89; Others: 2.23					
4.6 Nationality (%)	Indian: 70.53; Chinese: 25.89; Hellenic: 1.33; Nepalese: 0.44; Lithuanian: 0.89; Others: 2.23					

5 Teachers Profile						
5.1 Number of teachers	12					
5.2 Number of questionnaires answered	06					
5.3 Academic degrees (%)	Doctoral degree: 100					
5.4 Scientific area of the PhD degree (%)	Education: 33.33 Law: 66.66					
5.5 Gender (%)	Female	66.66	Male	33.33	Other	0
5.6 Geographical origin (%)	India: 66.66 China: 33.33					
5.7 Nationality (%)	Indian: 66.66 Chinese: 33.33					

6. Critical analysis of academic qualification and specification of teachers

All respondents, have doctorates, according to the data. This highlights an impressive degree of academic achievement and specialization among the faculty, indicating that the instructors in this program are highly qualified with advanced degrees. A strong foundation in their respective professions is implied by such a high degree of competence, which is likely to improve the quality of the educational programme being offered under the project.

From the students' questionnaires:

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	4.04
7.2 The learning outcomes of the module was clear	4.12
7.3 The study materials were adequate to study for each course	4.24
7.4 The evaluation methods were appropriate for assessing the learning outcomes	4.14
7.5 The structure of the module was clear and helpful	4.17
7.6 The courses within the module were interesting	4.19
7.7 The courses developed my critical thinking capabilities	4.27
7.8 The courses improved my understanding regarding the 21st digital skills	4.29
8. Evaluation of the teachers	
8.1 The teachers motivated the students	4.17
8.2 The teachers demonstrated a high pedagogical capacity	4.18
8.3 There was a good interaction between the teachers and the students	4.14
8.4 The overall performance of the teachers was satisfying	4.21
8.5 The teachers were well prepared and helpful	4.26
9. Evaluation of conditions of learning	
9.1 The online platform was user-friendly and easy to navigate	4.08
9.2 Finding and accessing course materials was easy	4.04
9.3 The platform's interface was visually appealing	4.02
9.4 Technical issues were minimal during your interactions with the platform	3.95
9.5 Overall the platform effectively supported your teaching experience	4.21

These averages indicate a generally positive evaluation across all categories, with particularly high scores in the areas of learning outcomes, course materials, interlinking with other courses, explanation of key concepts, access to course materials and platform's interface.

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials:

The workload was seen as adequate relative to the credits, with an average rating of 4.04.

Clarity of learning outcomes was rated at 4.13, suggesting room for improvement.

Study materials were generally considered adequate, with an average rating of 4.25.

The evaluation methods were seen as appropriate, with an average rating of 4.15.

The module's structure was clear and helpful, scoring an average of 4.19.

Courses were found to be interesting (average rating of 4.2) and effective in developing critical thinking capabilities (average rating of 4.29).

Improvement in understanding of 21st-century digital skills was rated at 4.3.

Teaching Conditions:

The online platform's user-friendliness and ease of navigation received an average rating of 4.09.

Ease of finding and accessing course materials was slightly lower, with an average rating of 4.05.

The platform's visual appeal was rated at 4.02.

Technical issues were minimal, reflected in an average rating of 3.96.

Overall, the platform was seen to effectively support learning experiences, with an average rating of 4.22.

Student Feedback:

Majority of respondents appreciated various aspects of the module such as the clarity of learning outcome, the quality of study materials, evaluation methods, and structure of module.

Most participants/ students found the course to be interesting which also improved the understanding of 21st Century Skills and enhanced Critical thinking capabilities.

With regard to the learning platform, majority found it to be user-friendly and having a visual appeal. The majority participants confirmed the ease of finding and accessing course materials. However quite a few participants reported technical issues relating to platform, which were gradually resolved.

To summaries, other that technical issues accessing the platform the module generally received positive feedback with strength in clarity of learning outcomes, study material, evaluation methods, module structure and enhancing skills.

From the teachers' questionnaires:

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	5
11.2 The content was well-coordinated with the other courses	4.83
11.3 The courses provided clear explanations of key concepts	4.83
11.4 Overall, the course materials supported effective teaching	5
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	4.66
12.2 The students frequently asked questions to elucidate doubts	4.33
12.3 The students participated actively in all learning activities	4.5
12.4 The overall performance of the students was positive	5
13. Evaluation of conditions of learning	
13.1 The online platform was user-friendly and easy to navigate	4.5
13.2 Finding and accessing course materials was easy	4.83
13.3 The platform's interface was visually appealing	4.83
13.4 Technical issues were minimal during your interactions with the platform	4.33
13.5 Overall the platform effectively supported your teaching experience	4.83

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials:

The workload was seen as adequate relative to the credits, with an average rating of 4.04.

Clarity of learning outcomes was rated at 4.13, suggesting room for improvement.

Study materials were generally considered adequate, with an average rating of 4.25.

The evaluation methods were seen as appropriate, with an average rating of 4.15.

The module's structure was clear and helpful, scoring an average of 4.19.

Courses were found to be interesting (average rating of 4.2) and effective in developing critical thinking capabilities (average rating of 4.29).

Improvement in understanding of 21st-century digital skills was rated at 4.3.

Teaching Conditions:

The online platform's user-friendliness and ease of navigation received an average rating of 4.09.

Ease of finding and accessing course materials was slightly lower, with an average rating of 4.05.

The platform's visual appeal was rated at 4.02.

Technical issues were minimal, reflected in an average rating of 3.96.

Overall, the platform was seen to effectively support learning experiences, with an average rating of 4.22.

Teachers Feedback:

Teachers valued the project's platform for its ability to connect them with large groups of students and fellow trainees, highlighting the logic and coherence of the knowledge presented and appreciating the accessible yet continuous evaluation process. However, they suggested improvements in platform stability to avoid downtime and called for enhanced use of technology to promote critical thinking in their teaching.

With regard to the learning platform, majority found it to be user-friendly and having a visual appeal. The majority participants confirmed the ease of finding and accessing course materials. However quite a few participants reported technical issues relating to platform, which were gradually resolved.

To summaries, other that technical issues accessing the platform the module generally received positive feedback with strength in clarity of learning outcomes, study material, evaluation methods, module structure and enhancing skills.

15. **Online platform evaluation** *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

User-friendliness, navigation, and any improvements:

Many participants faced technical difficulties in accessing the platform and including some aspects of the course. These issues however were gradually resolved by the team. The platform can be more interactive and include an AI chat bot to answer questions relating to navigating the platform to minimize human efforts.

16. **Strength and successes** *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

- Acquired knowledge of 21st century competencies

- Improved Critical Thinking and Collaborative problem-solving abilities

- Encouraged teachers to use the skills gained by this course in their individual law related subjects

17. Areas for Improvement *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

-Participants faced difficulties while accessing the platform/ website

-Platform can be more user-friendly

18. Recommendations *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

- A discussion board may be added to improve interaction between participants and teachers

- The platform can be more interactive and include an AI chat bot to answer questions relating to navigating the platform to minimize human efforts.

APPENDIX III – EDUCATIONAL PROGRAMME M2 (SWU)

1 Module information	
1.1 Module	Module 2 Education technology skills
1.2 Total number of credits	10
1.3 Duration (semesters)	1
1.4 Implementation period	6 months

2. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

Module 2, led by SWU, offers a comprehensive exploration of authentic learning in practical settings, primarily aimed at pre-service and in-service teachers. With 10 ECTS (260 hours of labor), the module consists of different tutor-facilitated sessions, involving discussions, demonstrations of technologies, group work and practical tasks. Each session will have a strong pedagogical component, emphasizing the practical applicability of the content discussed. Learners will be expected to participate actively, sharing their everyday experience of using technology. Learners will also be encouraged to contribute to a class discussion throughout the term, on topics related to the module.

1.Aims

This module aims to familiarize students with a variety of technological tools and applications used in the area of teaching and learning. To do so, the module helps students to understand the pedagogical approaches and practical aspects of technology in teaching and learning, become aware of the technological, social and linguistic implications of the use of technology in education and explore emerging issues in teaching and learning with technology.

2.Module learning outcomes

- Identify and evaluate the possibilities and challenges of using various technological resources and activities.
- Discuss and use technology in education from both pedagogical and socio-cultural perspectives
- Evaluate technology-enhanced learning and teaching programmes.
- Engage critically with published research and with practical learning problems.
- Show awareness of varying learners' needs and understanding how to respond with technology.

3.Academic and graduate skills

- Understanding and evaluating primary technological tools used in education
- Ability to adapt different technologies for teaching and learning purposes
- Ability to select and integrate different technologies
- Ability to evaluate technology enhanced programmes

3 Module coordinator	
3.1 Higher Education Institution	Southwest University
3.2 Total number of teachers	6

4 Students Profile						
4.1 Number of students	175					
4.2 Number of questionnaires answered	59 (effective response)					
4.3 Academic background (%)	Bachelor's Degree: 59.32%. High School Diploma or Equivalent: 20.34%. Some College or Vocational Training: 15.25%. Master's Degree: 3.39%. Doctoral Degree: 1.69%.					
4.4 Gender (%)	Female	71.19%	Male	28.81%	Other	0
4.5 Geographical origin (%)	China (94.91%), Cambodia (1.69%), India (3.39%)					
4.6 Nationality (%)	China (94.91%), Cambodia (1.69%), India (3.39%)					

5 Teachers Profile						
5.1 Number of teachers	6					
5.2 Number of questionnaires answered	4					
5.3 Academic degrees (%)	Doctoral degree: 100%					
5.4 Scientific area of the PhD degree (%)	Educational Science: 100%					
5.5 Gender (%)	Female	50%	Male	50%	Other	0
5.6 Geographical origin (%)	China: 100%					
5.7 Nationality (%)	Chinese: 100%					

6. Critical analysis of academic qualification and specification of teachers

The data shows that every respondent, without exception, holds a Doctoral degree. This underscores a remarkable level of academic attainment and specialization within the teaching team, signaling that the educators in this program are exceptionally qualified, boasting advanced academic qualifications. Such a high level of expertise implies a robust grounding in their respective fields, likely enhancing the richness and depth of the educational experience provided.

From the students' questionnaires:

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	4.44
7.2 The learning outcomes of the module was clear	4.36
7.3 The study materials were adequate to study for each course	4.41
7.4 The evaluation methods were appropriate for assessing the learning outcomes	4.64
7.5 The structure of the module was clear and helpful	4.61
7.6 The courses within the module were interesting	4.53
7.7 The courses developed my critical thinking capabilities	4.63
7.8 The courses improved my understanding regarding the 21st digital skills	4.51
8. Evaluation of the teachers	
8.1 The teachers motivated the students	4.47
8.2 The teachers demonstrated a high pedagogical capacity	4.34
8.3 There was a good interaction between the teachers and the students	4.63
8.4 The overall performance of the teachers was satisfying	4.69
8.5 The teachers were well prepared and helpful	4.58
9. Evaluation of conditions of learning	
9.1 The online platform was user-friendly and easy to navigate	4.47
9.2 Finding and accessing course materials was easy	4.34
9.3 The platform's interface was visually appealing	4.58
9.4 Technical issues were minimal during your interactions with the platform	4.56
9.5 Overall the platform effectively supported your teaching experience	4.64

These averages indicate a generally positive evaluation across all categories, with particularly high scores in the areas of course content clarity, student preparation, and the usability of the online platform.

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials:

The workload was seen as adequate relative to the credits, with an average rating of 4.43.

Clarity of learning outcomes was rated at 4.24, suggesting room for improvement.

Study materials were generally considered adequate, with an average rating of 4.50.

The evaluation methods were seen as appropriate, with an average rating of 4.59.

The module's structure was clear and helpful, scoring an average of 4.52.

Courses were found to be interesting (average rating of 4.38) and effective in developing critical thinking capabilities (average rating of 4.40).

Improvement in understanding of 21st-century digital skills was rated at 4.50.

Teaching Conditions:

The online platform's user-friendliness and ease of navigation received an average rating of 4.41.

Ease of finding and accessing course materials was slightly lower, with an average rating of 4.17.

The platform's visual appeal was rated at 4.50.

Technical issues were minimal, reflected in an average rating of 4.62.

Overall, the platform was seen to effectively support learning experiences, with an average rating of 4.48.

Student Feedback:

Positive feedback included appreciations for the course atmosphere, the clarity of instructional materials, and freedom in learning activities.

Improvement suggestions were minimal, with some students indicating no need for changes and others suggesting personal improvements.

In conclusion, the module was generally well-received, with strengths in course structure, materials, and the online platform's functionality. However, there is potential for enhancing the clarity of learning outcomes and the accessibility of course materials. Students' feedback was predominantly positive, reinforcing the effectiveness of the module in providing an engaging and supportive learning environment.

From the teachers' questionnaires:

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	5
11.2 The content was well-coordinated with the other courses	4.5
11.3 The courses provided clear explanations of key concepts	5
11.4 Overall, the course materials supported effective teaching	5
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	4
12.2 The students frequently asked questions to elucidate doubts	4.5
12.3 The students participated actively in all learning activities	5
12.4 The overall performance of the students was positive	5

13. Evaluation of conditions of learning	
13.1 The online platform was user-friendly and easy to navigate	5
13.2 Finding and accessing course materials was easy	4.5
13.3 The platform's interface was visually appealing	5
13.4 Technical issues were minimal during your interactions with the platform	5
13.5 Overall the platform effectively supported your teaching experience	5

The average score shows a generally positive evaluation across all categories, with strengths in the structure of the module, the evaluation methods, and the effectiveness of the online platform. Areas like the clarity of learning outcomes and ease of accessing course materials may benefit from further improvement.

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials and Teaching:

The learning outcomes of the module were clear, with teachers unanimously rating them 5.0.

The content coordination with other courses received a rating of 4.5, indicating a well-structured curriculum.

Clarity in explanations of key concepts was highly rated at 5.0.

Overall support of the course materials for effective teaching was rated 5.0, signifying strong course design and material quality.

Evaluation of Students by Teachers:

Teachers observed that students were well prepared for the course contents, rating this aspect at 4.5.

Student engagement through questions to elucidate doubts also received a perfect score of 5.0.

Active participation in learning activities was rated 5.0, reflecting high levels of student engagement.

Overall, the student performance was positively viewed, with a rating of 5.0.

Conditions of Learning:

The online platform was found to be user-friendly and easy to navigate, as evidenced by a rating of 5.0.

Accessibility of course materials was not a challenge, also scoring 4.5.

The platform's interface was rated 5.0 for its visual appeal.

Technical issues were minimal, receiving a perfect score of 5.0.

Overall, the platform was seen as effectively supporting the teaching experience, with a rating of 5.0.

Teacher Feedback:

Teachers believed the teaching process is knowledge transfer, and appreciated the detailed information and resources available for 21st-century skills.

In short, there are very few improvement suggestions put forward by teachers, and some teachers indicate that there is no need to make changes.

In summary, this module has received very positive feedback from teachers, especially in areas such as course clarity, student preparation, and online platform availability. The high level of student engagement and performance, as well as the minimum need for improvement, emphasizes the success of this module from the teacher's perspective.

15. Online platform evaluation *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

Student Feedback: The online platform was generally well-received, with ratings indicating user-friendliness (4.47), ease in finding and accessing course materials (4.34), visually appealing interface (4.58), minimal technical issues (4.56), and effective support for learning experience (4.64).

Teacher Feedback: Teachers rated the online platform highly, with perfect scores for user-friendliness (4.5), ease of accessing materials (5.0), and minimal technical issues (5.0). The platform's interface was also highly rated (5.0).

The feedback on the online platform, gathered from both students and teachers, paints an overwhelmingly positive picture. The students particularly lauded the platform for its ease of use, attractive interface, and the few technical difficulties encountered, highlighting its role in enhancing their learning experience. Teachers, on their part, rated the platform even more highly, awarding top marks for its user-friendliness, the straightforward access to materials, and the scarcity of technical issues, thereby reinforcing its efficiency. This shared sentiment of approval from both students and teachers underscores the platform's effectiveness in creating a supportive and engaging online learning environment. The consistently high scores in every

category indicate that the platform was a key factor in the favorable reception of the module, establishing a standard for future online educational endeavors.

16. Strength and successes *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

Both students and teachers commended the module for its well-organized structure and the high caliber of its course materials. They also praised the courses for being engaging and stimulating critical thinking. Notably, students demonstrated strong engagement and thorough preparation throughout the module. Another key strength identified was the online platform's effectiveness in facilitating and enhancing the learning experience.

17. Areas for Improvement *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

Several students pointed out areas for enhancement, specifically mentioning the need for clearer learning outcomes and improved accessibility to course materials. However, such feedback was limited, suggesting a general level of contentment with the module overall.

18. Recommendations *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

To ensure that all participants fully grasp the learning outcomes, it's essential to refine their clarity. Additionally, efforts should be made to further enhance the user experience on the online platform, with a particular emphasis on simplifying access to course materials. Considering the high satisfaction levels, it would be beneficial to apply the successful aspects of this module to future projects. Moreover, continuous feedback from participants should be encouraged to swiftly identify and rectify any areas that may need improvement as they arise.

APPENDIX IV – EDUCATIONAL PROGRAMME M3 (SZPT)

1 Module information	
1.1 Module	Module 3 Authentic learning tasks: practical implementation of the skills in the classroom
1.2 Total number of credits	10
1.3 Duration (semesters)	1
1.4 Implementation period	6 months

2. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

Module 3, led by SZPT, offers a comprehensive exploration of authentic learning in practical settings, primarily aimed at pre-service and in-service teachers. With 10 ECTS (260 hours of labor), the module's content is designed to enhance teachers' skills in implementing authentic learning strategies in their classrooms. Authentic learning here focuses on establishing real-life connections and problem-solving abilities that extend beyond traditional educational settings. This module is characterized by various learning approaches such as simulation-based learning, student-created media, inquiry-based learning, peer-based evaluation, and more, each contributing to the overarching goal of providing practical, relevant, and interdisciplinary learning experiences. The target group includes both bachelor and master's learners in teaching, with a curriculum rich in collaborative activities, diverse teaching methods, and a variety of assessment methods. The comprehensive nature of this module emphasizes the importance of technology in supporting authentic learning experiences, ranging from online interactions to hands-on projects and simulations.

3 Module coordinator	
3.1 Higher Education Institution	Shenzhen Polytechnic
3.2 Total number of teachers	8

4 Students Profile						
4.1 Number of students	102					
4.2 Number of questionnaires answered	58					
4.3 Academic background (%)	Bachelor's Degree:58.62%. High School Diploma or Equivalent: 24.14%. Some College or Vocational Training: 13.79%. Master's Degree: 1.72%. Doctoral Degree: 1.72%.					
4.4 Gender (%)	Female	70.69%	Male	25.86%	Other	3.45%

4.5 Geographical origin (%)	China: 94.85%
4.6 Nationality (%)	Chinese: 94.81%

5 Teachers Profile						
5.1 Number of teachers			8			
5.2 Number of questionnaires answered			3			
5.3 Academic degrees (%)			Doctoral degree: 100%			
5.4 Scientific area of the PhD degree (%)			Education: 50% Educational Science: 50%			
5.5 Gender (%)	Female	50%	Male	50%	Other	
5.6 Geographical origin (%)			China: 100%			
5.7 Nationality (%)			Chinese: 100%			

6. Critical analysis of academic qualification and specification of teachers

It reveals that all the respondents (100%) possess a Doctoral degree. This highlights a high level of academic achievement and specialization among the teaching staff, indicating that the educators involved in this programme are highly qualified with advanced academic credentials. This degree of qualification suggests a strong foundation in their respective fields, which is likely to contribute significantly to the quality and depth of the educational experience offered.

From the students' questionnaires:

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	4.43
7.2 The learning outcomes of the module was clear	4.24
7.3 The study materials were adequate to study for each course	4.5
7.4 The evaluation methods were appropriate for assessing the learning outcomes	4.59
7.5 The structure of the module was clear and helpful	4.52
7.6 The courses within the module were interesting	4.38
7.7 The courses developed my critical thinking capabilities	4.4
7.8 The courses improved my understanding regarding the 21st digital skills	4.5
8. Evaluation of the teachers	
8.1 The teachers motivated the students	4.45
8.2 The teachers demonstrated a high pedagogical capacity	4.28
8.3 There was a good interaction between the teachers and the students	4.34
8.4 The overall performance of the teachers was satisfying	4.57
8.5 The teachers were well prepared and helpful	4.55
9. Evaluation of conditions of learning	

9.1 The online platform was user-friendly and easy to navigate	4.41
9.2 Finding and accessing course materials was easy	4.17
9.3 The platform's interface was visually appealing	4.5
9.4 Technical issues were minimal during your interactions with the platform	4.62
9.5 Overall the platform effectively supported your teaching experience	4.48

These averages indicate a generally positive evaluation across all categories, with particularly high scores in the areas of course content clarity, student preparation, and the usability of the online platform.

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials:

The workload was seen as adequate relative to the credits, with an average rating of 4.43.

Clarity of learning outcomes was rated at 4.24, suggesting room for improvement.

Study materials were generally considered adequate, with an average rating of 4.50.

The evaluation methods were seen as appropriate, with an average rating of 4.59.

The module's structure was clear and helpful, scoring an average of 4.52.

Courses were found to be interesting (average rating of 4.38) and effective in developing critical thinking capabilities (average rating of 4.40).

Improvement in understanding of 21st-century digital skills was rated at 4.50.

Teaching Conditions:

The online platform's user-friendliness and ease of navigation received an average rating of 4.41.

Ease of finding and accessing course materials was slightly lower, with an average rating of 4.17.

The platform's visual appeal was rated at 4.50.

Technical issues were minimal, reflected in an average rating of 4.62.

Overall, the platform was seen to effectively support learning experiences, with an average rating of 4.48.

Student Feedback:

Positive feedback included appreciations for the course atmosphere, the clarity of instructional materials, and freedom in learning activities.

Improvement suggestions were minimal, with some students indicating no need for changes and others suggesting personal improvements.

In conclusion, the module was generally well-received, with strengths in course structure, materials, and the online platform's functionality. However, there is potential for enhancing the clarity of learning outcomes and the accessibility of course materials. Students' feedback was predominantly positive, reinforcing the effectiveness of the module in providing an engaging and supportive learning environment.

From the teachers' questionnaires:

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	5
11.2 The content was well-coordinated with the other courses	4.5
11.3 The courses provided clear explanations of key concepts	5
11.4 Overall, the course materials supported effective teaching	4.5
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	5
12.2 The students frequently asked questions to elucidate doubts	5
12.3 The students participated actively in all learning activities	4.5
12.4 The overall performance of the students was positive	5
13. Evaluation of conditions of learning	
13.1 The online platform was user-friendly and easy to navigate	5
13.2 Finding and accessing course materials was easy	5
13.3 The platform's interface was visually appealing	4.5
13.4 Technical issues were minimal during your interactions with the platform	5
13.5 Overall the platform effectively supported your teaching experience	5

These averages indicate a generally positive evaluation across all categories, with strengths in the structure of the module, the evaluation methods, and the effectiveness of the online platform. Areas like the clarity of learning outcomes and ease of accessing course materials may benefit from further improvement.

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials and Teaching:

The learning outcomes of the module were clear, with teachers unanimously rating them 5.0.

The content coordination with other courses received a rating of 4.5, indicating a well-structured curriculum.

Clarity in explanations of key concepts was highly rated at 5.0.

Overall support of the course materials for effective teaching was rated 4.5, signifying strong course design and material quality.

Evaluation of Students by Teachers:

Teachers observed that students were well prepared for the course contents, rating this aspect at 5.0.

Student engagement through questions to elucidate doubts also received a perfect score of 5.0.

Active participation in learning activities was rated 4.5, reflecting high levels of student engagement.

Overall, student performance was positively viewed, with a rating of 5.0.

Conditions of Learning:

The online platform was found to be user-friendly and easy to navigate, as evidenced by a rating of 5.0.

Accessibility of course materials was not a challenge, also scoring 5.0.

The platform's interface was rated 4.5 for its visual appeal.

Technical issues were minimal, receiving a perfect score of 5.0.

Overall, the platform was seen as effectively supporting the teaching experience, with a rating of 5.0.

Teacher Feedback:

Teachers appreciated the detailed information and resources available for 21st-century skills.

There were minimal suggestions for improvement, with some teachers indicating no need for changes.

In conclusion, the module received an extremely positive evaluation from teachers, particularly in areas such as course clarity, student preparation, and online platform usability. The high levels of student engagement and performance, along with the minimal need for improvements, underscore the success of the module from the teachers' perspective.

15. Online platform evaluation *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

Student Feedback: The online platform was generally well-received, with ratings indicating user-friendliness (4.41), ease in finding and accessing course materials (4.17), visually appealing interface (4.50), minimal technical issues (4.62), and effective support for learning experience (4.48).

Teacher Feedback: Teachers rated the online platform highly, with perfect scores for user-friendliness, ease of accessing materials, and minimal technical issues (all 5.0). The platform's interface was also highly rated (4.5).

The evaluation of the online platform, as reflected in both student and teacher feedback, presents a highly positive picture. Students appreciated the platform's user-friendliness, its visually appealing interface, and the minimal technical issues, demonstrating its efficacy in supporting their learning experience. On the other hand, teachers were even more favorable in their assessment, giving perfect scores for the platform's user-friendliness, ease of accessing materials, and minimal technical issues, further affirming its effectiveness. This unanimous appreciation from both students and teachers underlines the platform's success in delivering a conducive and engaging online learning environment. The high ratings across all aspects suggest that the online platform played a significant role in the overall positive reception of the module, setting a benchmark for future online educational initiatives.

16. Strength and successes *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

Both students and teachers noted the module's clear structure and the quality of course materials.

The courses were appreciated for being interesting and developing critical thinking skills.

High levels of student engagement and preparation were highlighted.

The effectiveness of the online platform in supporting learning was a significant strength.

17. Areas for Improvement *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

Some students suggested the need for improvements in the clarity of learning outcomes and the accessibility of course materials.

Feedback on areas for improvement was minimal, indicating overall satisfaction with the module.

18. Recommendations *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

Enhance the clarity of learning outcomes to ensure they are well understood by all participants.

Continue to maintain and improve the online platform's user experience, focusing on ease of access to course materials.

Given the high level of satisfaction, consider replicating the successful elements of this module in future initiatives.

Encourage ongoing feedback from participants to identify and address any emerging areas for improvement promptly.

APPENDIX V – EDUCATIONAL PROGRAMME M4 (RUPP)

1 Module information	
1.1 Module	Module 4 Optimizing Assessment for 21st Century Skills
1.2 Total number of credits	10
1.3 Duration (semesters)	1
1.4 Implementation period	6 months

2. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

Module 4, led by RUPP, provides a comprehensive exploration of practical learning experiences for pre-service and in-service teachers. This module, equivalent to 10 ECTS (260 hours of work), includes various tutor-facilitated sessions that incorporate Group and Individual Activities, Problem-based Exercises, Performing, Reading (Analyzing) and Writing, Quizzes, Group Discussions, Presentations, and Project Assignments, along with the utilization of Learning & Teaching Technologies. Each session is designed with a strong pedagogical focus, emphasizing the practical applicability of the discussed content. Learners are actively encouraged to engage in class discussions on module-related topics throughout the term.

1.Aims

The aim of the learning is to introduce the needs of 21st century skills and improve the assessment, teaching, and learning of 21stcentury skills by increasing assessment literacy among universities and national education stakeholders, focusing on the constructive use of assessment in education, and developing new methods for assessing 21stcentury skills.

2.Module learning outcomes

After the learning of the module, trainees will be able to:

- Understand the needs of learning and teaching of the 21st Century Skills;
- Understand the associated elements with collaboration and team work, creativity and imagination, critical thinking, and problem-solving skill;
- To enhance knowledge of effective instructional strategies including productive group work, participation, and digital learning for 21st Century Skills;
- To learn about information literacy, media literacy, and ICT (information, communication, technology) literacy for 21st Century Skills Learning & Teaching;
- Understand the way to select the common skills for the needs their own environment;
- Develop assessment tasks for 21st Century Skills (likes: Critical Thinking and Problem Solving);
- Identify the weakness in the assessment task

■ Adopt and modify (optimize) assessment for the 21st Century Skills.

3. Academic and graduate skills

•Develop a comprehensive understanding of the needs of 21st-century skills, including collaboration, teamwork, creativity, imagination, critical thinking, and problem-solving.

•Gain knowledge and skills in employing effective instructional strategies such as productive group work, participation techniques, and digital learning methods tailored for fostering 21st-century skills.

•Learn to select and adapt common skills suitable for their specific educational environments, fostering a targeted approach to skill development.

•Develop assessment tasks specifically designed for evaluating 21st-century skills, with a focus on critical thinking and problem-solving.

•Gain the ability to identify weaknesses in assessment tasks and adopt optimization strategies, ensuring assessments align effectively with the requirements of 21st-century skills.

•Acquire proficiency in information literacy, media literacy, and ICT literacy relevant to 21st-century skills in learning and teaching

3 Module coordinator	
3.1 Higher Education Institution	Royal University of Phnom Penh
3.2 Total number of teachers	16

4 Students Profile						
4.1 Number of students		150				
4.2 Number of questionnaires answered		109 (effective response)				
4.3 Academic background (%)		Bachelor's Degree: High School Diploma or Equivalent: 24.77% Some College or Vocational Training: 75.23% Master's Degree: 0%. Doctoral Degree: 0%.				
4.4 Gender (%)	Female	72.48%	Male	27.52%	Other	0
4.5 Geographical origin (%)		Cambodia (100%)				
4.6 Nationality (%)		Cambodia (100%),				

5 Teachers Profile	
5.1 Number of teachers	25

5.2 Number of questionnaires answered			22			
5.3 Academic degrees (%)			Master's Degree: 99%. Doctoral Degree: 1%.			
5.4 Scientific area (%)			Educational Science: 100%			
5.5 Gender (%)	Female	40.91%	Male	59.09%	Other	0
5.6 Geographical origin (%)			Cambodia: 100%			
5.7 Nationality (%)			Cambodia: 100%			

6. Critical analysis of academic qualification and specification of teachers

Result of the data analysis showed that from the 22 respondents, in total, 1 (1%) respondent achieved master's degree and 21 (99%) respondents achieved Doctoral. This result that all of our teacher are most qualified in master degree and some are qualifies in Doctoral Degree.

From the students' questionnaires:

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	4.34
7.2 The learning outcomes of the module was clear	4.23
7.3 The study materials were adequate to study for each course	4.67
7.4 The evaluation methods were appropriate for assessing the learning outcomes	4.45
7.5 The structure of the module was clear and helpful	4.50
7.6 The courses within the module were interesting	4.42
7.7 The courses developed my critical thinking capabilities	4.41
7.8 The courses improved my understanding regarding the 21st digital skills	4.61
8. Evaluation of the teachers	
8.1 The teachers motivated the students	4.56
8.2 The teachers demonstrated a high pedagogical capacity	4.51
8.3 There was a good interaction between the teachers and the students	4.61
8.4 The overall performance of the teachers was satisfying	4.43
8.5 The teachers were well prepared and helpful	4.77
9. Evaluation of conditions of learning	
9.1 The online platform was user-friendly and easy to navigate	4.45
9.2 Finding and accessing course materials was easy	4.45
9.3 The platform's interface was visually appealing	4.32
9.4 Technical issues were minimal during your interactions with the platform	4.36
9.5 Overall the platform effectively supported your teaching experience	4.75

The average score shows a generally positive evaluation across all categories, with strengths in the structure of the module, the evaluation methods, and the effectiveness of the online

platform. Areas like the clarity of learning outcomes and ease of accessing course materials may benefit from further improvement.

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Course Materials and Teaching:

The balance between workload and credits was perceived as suitable, earning an average rating of 4.34. While there was generally positive feedback, there is room for enhancement in the clarity of learning outcomes, indicated by a rating of 4.23. Study materials were widely considered adequate, with an average rating of 4.67. The evaluation methods were deemed appropriate, receiving an average rating of 4.45. The module's structure was viewed as clear and beneficial, scoring an average of 4.45. Courses were deemed interesting (with an average rating of 4.32) and effective in fostering critical thinking capabilities (with an average rating of 4.36). There was a notable improvement in the understanding of 21st-century digital skills, rated at 4.61.

Evaluation of teachers by students:

The motivation provided by teachers to students received a high rating of 4.56. Teachers exhibited a strong pedagogical capacity, earning a commendable score of 4.51. The interaction between teachers and students was positively rated at 4.61, indicating elevated levels of student engagement. Overall, the performance of teachers was deemed satisfying, with a rating of 4.43. The teachers were well-prepared and supportive, earning an impressive rating of 4.77.

Conditions of Learning:

The online platform's user-friendliness and navigational ease garnered an average rating of 4.45. The ease of locating and accessing course materials received a slightly lower rating, averaging 4.45. The visual appeal of the platform was rated at 4.32. Technical issues were minimal, as indicated by an average rating of 4.36. In summary, the platform was perceived as highly effective in supporting learning experiences, receiving an average rating of 4.75.

Student Feedback:

Favorable responses highlighted the positive course atmosphere, the clarity of instructional materials, and the freedom within learning activities. Suggestions for improvement were limited, with some students expressing contentment and others proposing individual enhancements. In summary, the module was largely positively embraced, showcasing strengths in course structure, materials, and the functionality of the online platform.

Nevertheless, there is room for improving the clarity of learning outcomes and the accessibility of course materials. The predominantly positive feedback from students underscores the module's effectiveness in creating an engaging and supportive learning environment.

From the teachers' questionnaires:

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	4.36
11.2 The content was well-coordinated with the other courses	4.23
11.3 The courses provided clear explanations of key concepts	4.36
11.4 Overall, the course materials supported effective teaching	4.18
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	4.08
12.2 The students frequently asked questions to elucidate doubts	4.41
12.3 The students participated actively in all learning activities	4.68
12.4 The overall performance of the students was positive	4.18
13. Evaluation of conditions of learning	
13.1 The online platform was user-friendly and easy to navigate	4.32
13.2 Finding and accessing course materials was easy	4.36
13.3 The platform's interface was visually appealing	4.32
13.4 Technical issues were minimal during your interactions with the platform	4.66
13.5 Overall the platform effectively supported your teaching experience	4.45

These averages indicate a generally positive evaluation across all categories, with particularly high scores in the areas of course evaluation, student evaluation, and evaluation of condition of learning.

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

Evaluation of the Courses:

The module's learning objectives were distinctly defined, receiving a unanimous rating of 4.36 from teachers. The alignment of content with other courses was evaluated at 4.23, indicating a well-organized curriculum. The clarity in elucidating crucial concepts garnered a high rating of 4.36. The comprehensive support provided by the course materials for effective teaching

received an overall rating of 4.18, affirming the robust design and quality of the course materials.

Evaluation of Students by Teachers:

Teachers noted that students exhibited strong readiness for the course material, giving this aspect a rating of 4.08. Student involvement in seeking clarification through questions earned a perfect score of 4.41. The level of engagement in learning activities was notably high, receiving a rating of 4.68. Overall, the assessment of student performance was favorable, with a rating of 4.18.

Conditions of Learning:

The online platform received positive feedback for its user-friendliness and ease of navigation, reflected in a rating of 4.32. Accessibility to course materials posed no challenges, earning a commendable score of 4.36. The visual appeal of the platform's interface was rated at 4.32. Technical issues were minimal, achieving a perfect score of 4.66. In summary, the platform was perceived as effectively enhancing the teaching experience, garnering an overall rating of 4.45.

Teacher Feedback:

Educators perceived the teaching process as knowledge transfer and expressed gratitude for the abundance of detailed information and resources catering to 21st-century skills. In essence, minimal suggestions for improvement were provided by teachers, with some indicating that changes were unnecessary. To summarize, the feedback from teachers has been overwhelmingly positive, particularly in aspects like course clarity, student preparedness, and the accessibility of the online platform. The substantial engagement and performance levels of students, coupled with the limited suggestions for improvement, underscore the module's success from the teacher's standpoint.

15. Online platform evaluation *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

Student Feedback: The online platform garnered positive feedback overall, with ratings reflecting its user-friendliness (4.45), ease of locating and accessing course materials (4.45), visually appealing interface (4.32), minimal technical issues (4.36), and effectiveness in supporting the learning experience (4.75).

Teacher Feedback: Educators provided favorable ratings for the online platform, giving perfect scores for user-friendliness (4.32), ease of material access (4.36), and minimal technical issues (4.66). The platform's interface also received high praise, with a rating of

(4.32). In summary, the platform was highly regarded for effectively supporting the teaching experience, earning an overall rating of (4.45).

The feedback regarding the online platform, collected from both students and teachers, overwhelmingly conveys a positive impression. Students particularly praised the platform for its user-friendly nature, appealing interface, and minimal technical challenges, emphasizing its role in enhancing their learning experience. Teachers, in turn, rated the platform even more positively, giving top marks for user-friendliness, easy access to materials, and the scarcity of technical issues, thereby reaffirming its effectiveness. The shared approval from both students and teachers underscores the platform's efficiency in creating a supportive and engaging online learning environment. Consistently high ratings across all categories indicate that the platform played a pivotal role in the favorable reception of the module, setting a standard for future online educational initiatives.

16. Strength and successes *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

Both students and instructors praised the module for its meticulously structured format and the superior quality of its educational materials. The courses were also commended for their captivating nature and their ability to stimulate critical thinking. Noteworthy was the students' robust engagement and meticulous preparation demonstrated throughout the module. Another significant strength recognized was the efficacy of the online platform in facilitating and enriching the overall learning experience.

17. Areas for Improvement *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

Students highlight a need for clearer learning outcomes, while teachers stress improving content alignment. Both groups call for ongoing enhancements in the accessibility of course materials. Collaborative efforts can maximize the impact of the online platform, fostering more effective learning experiences.

18. Recommendations *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

To further enhance the program, future iterations should prioritize refining learning outcomes for better student comprehension and aligning content seamlessly. Addressing the noted clarity gaps in learning objectives will contribute to a more robust educational

experience. Continuous improvements in course materials' accessibility should be a key focus, ensuring a seamless learning journey for both students and teachers. Implementing these recommendations will elevate the program's overall effectiveness, fostering an environment that promotes engaged learning and teacher-student interaction.

APPENDIX VI – CAPACITY BUILDIN M1 (KU)

1 Module information	
1.1 Module	Module 1 Capacity Building Programme
1.2 Total number of credits	Total amount of academic hours: 8
1.3 Duration (semesters)	1
1.4 Implementation period	6 months

3. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

The Capacity Building Programme comprises two modules from KU (Klaipeda University) and targets the academic staff of the universities responsible for delivering the Educational Programme. The first module is aimed at academic staff who will oversee the instruction of the 21st-century skills-based Educational Programme.

The capacity-building programme aligns technologies with content and pedagogy and balances direct instructions with project-oriented teaching methods and with incorporated specialized training on assessments that measure 21st century skills such as critical thinking, collaboration and problem solving. Program is designed to acquire theoretical pedagogical knowledge necessary for teachers working in higher education with pedagogical studies students and to receive feedback that helps to improve the learning experience.

The ultimate goal is to enhance performance and competences of the academic staff and modernize the education system of the PC-HEIs.

Module 1 consists of 4 units.

The Unit 1 is dedicated to the most relevant overview of the competencies of 21st century high school teachers in a global context. The opportunities for improving teachers' competences are presented in such areas: Student-centered learning in higher education; Innovative teaching methods. Digital tools and their application possibilities; The assessment of achievements in higher education; Development of critical and reflective thinking skills and designing the study subject; Creativity in higher education: environment, teaching and learning.

The Unit 2 is intended for a self-assessment of the situation of project partners higher education institutions, related to the students' 21st century competences development. Three activities are carried out during workshop:

- Ranking competencies of students (critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility. leadership, initiative, productivity, social skills) according to how much teachers of

project partners high schools pay attention to these competencies in the study process.

– Systematization of ranking results and selection of the most relevant competencies for all project partners.

– Discussing in groups the weaknesses and shortcomings of the development of chosen students' competence in project partners higher education institutions.

– Discussing in groups the strengths and opportunities for improvement of chosen competence in project partners higher education institutions.

The Unit 3 presents the concept of teamwork, the principles of team formation, the roles of members, the possibilities of using teamwork in higher education and possible dangers. Workshop participants will improve teamwork skills.

The Unit 4 is dedicated to improve the competencies and skill levels of teachers in higher education institutions. Also to strengthen the innovation capacity of higher education institutions. The Unit 4 presents student-centered teaching, innovative teaching and assessment methods in higher education, and aspects of their practical application. The Unit 4 includes aspects of critical and reflective education of students; the importance of creativity in higher education.

3 Module coordinator	
3.1 Higher Education Institution	Klaipėda University
3.2 Total number of teachers	5

4 Students Profile						
4.1 Number of students			65			
4.2 Number of questionnaires answered			65			
4.3 Academic background (%)			Bachelor degree 18.5%; Master degree 43.1%; Doctoral degree 21.5%; High school diploma or equivalent 11%; college or vocational training 5.9%.			
4.4 Gender (%)	Female	72.3%	Male	26.2%	Other	1.5%
4.5 Geographical origin (%)			Cambodia 12.3%; China 32.3%; Greece 1.5%; India 43.1%; Lithuania 10.8%.			
4.6 Nationality (%)			Cambodian 10.8%; Chinese 26.2%; Greek 1.5%; Han 3%; Indian 44.7%; Khmer 1.5%; Lithuanian 10.8%; Mongolian 1.5%.			

5 Teachers Profile						
5.1 Number of teachers		-				
5.2 Number of questionnaires answered		-				
5.3 Academic degrees (%)		-				
5.4 Scientific area (%)		-				
5.5 Gender (%)	Female	-	Male	-	Other	
5.6 Geographical origin (%)		-				
5.7 Nationality (%)		-				

6. **Critical analysis of academic qualification and specification of teachers**

N/A

From the students' questionnaires:

All the teachers who participated in the survey and evaluation were highly educated. The majority of teachers were women. In terms of country of residence and nationality, there were the most representatives of India, followed by representatives of China.

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	4.29
7.2 The learning outcomes of the module was clear	4.47
7.3 The study materials were adequate to study for each course	4.35
7.4 The evaluation methods were appropriate for assessing the learning outcomes	4.37
7.5 The structure of the module was clear and helpful	4.47
7.6 The courses within the module were interesting	4.51
7.7 The courses developed my critical thinking capabilities	4.40
7.8 The courses improved my understanding regarding the 21st digital skills	4.53
8. Evaluation of the teachers	
8.1 The teachers motivated the students	4.38
8.2 The teachers demonstrated a high pedagogical capacity	4.46
8.3 There was a good interaction between the teachers and the students	4.35
8.4 The overall performance of the teachers was satisfying	4.41
8.5 The teachers were well prepared and helpful	4.54
9. Evaluation of conditions of learning	
9.1 The online platform was user-friendly and easy to navigate	4.37
9.2 Finding and accessing course materials was easy	4.38
9.3 The platform's interface was visually appealing	4.28
9.4 Technical issues were minimal during your interactions with the platform	4.28
9.5 Overall the platform effectively supported your teaching experience	4.34

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

The results of the conducted survey show that the overall course evaluation average is 4.4 points. Learning outcomes are evaluated positively, content and interconnections are appropriate, clear and understandable for learners, clear instructions are provided in the parts of the module.

The feedback from the teachers who took the module about what they liked the most is as follows:

- Content and way of delivery.
- Methodology.
- perspectives from diverse cultural and educational contexts can broaden the understanding of 21st-century teaching skills and their global relevance. Virtual guest speakers and their discussions provide unique insights and experiences.
- All the modules covered all the important information.
- I really liked the topics of the course and practical tasks
- The training was extremely helpful to determine my capabilities as a team member and leader. The quizzes will be used by me in future to understand and work better in teams and towards my academic commitments.
- I learned more about teachers' competences, about different innovative methods how to use in study programme.
- The Module was user friendly and interesting.
- The atmosphere of learning is very good.
- The presentation of the teachers.
- Module content.
- Everything was pitch perfect.
- The definite strengths are that there is a variety of learning resources, all the information has been presented in a clear and coherent way.
- Teacher time to time ensured whether work is going on or not. The teacher was available to clarify our doubts. Overall session was interactive and fruitful.
- I like being a critical thinking and reflection. Before I participated in this platform in this class 21st century skills so I never think about somethings very critically but when I join that class, I got a lot of general knowledge besides critical thinking and reflection.
- The structure of the module was clear and helpful.
- I like all the courses which arouse my awareness of learning.
- Easy navigation and downloading of the content which can help users to study the content later also.

- This course was developed as per need of the learners. It was user friendly.
- 21st Century Teaching, such as digital teaching and collaboration with students and students or with students and teachers.
- The course and the study materials is user friendly and it enhance the teaching-learning process.
- The concept of networking it allows different minds to collaborate and share ideas irrespective of the fields they are in. It also encourages us to be confident while approaching any expert from a discipline that is not our area of expertise.
- The content was adequate and designed very thoughtfully.
- Example of using technology on question.
- The online tools.
- The practical tasks in the units, etc.

From the teachers' questionnaires:

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	-
11.2 The content was well-coordinated with the other courses	-
11.3 The courses provided clear explanations of key concepts	-
11.4 Overall, the course materials supported effective teaching	-
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	-
12.2 The students frequently asked questions to elucidate doubts	-
12.3 The students participated actively in all learning activities	-
12.4 The overall performance of the students was positive	-
13. Evaluation of conditions of learning	
13.1 The online platform was user-friendly and easy to navigate	-
13.2 Finding and accessing course materials was easy	-
13.3 The platform's interface was visually appealing	-
13.4 Technical issues were minimal during your interactions with the platform	-
13.5 Overall the platform effectively supported your teaching experience	-

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

N/A

15. Online platform evaluation *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

> The average rating for this part was 4.3 points. not all teachers were sufficiently prepared to use the platform. There were also comments about the slow operation of the platform, complicated navigation. However, most were satisfied with the platform and the modules it provided. Both in the presentation of material and tasks, their interactivity, as well as in the provision of feedback.

16. Strength and successes *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

> As the results of the survey showed, 57 percent of its participants said that there was no need to change anything, they were satisfied with everything. This shows that the content of this module, its delivery and receiving feedback, self-reflection opportunities were successful for the learners.
>
> The development of interactivity can be mentioned as an aspect to be improved.

17. Areas for Improvement *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

> Survey participants also mentioned the need for easier navigation and greater interactivity. Some of the opinions of the survey participants about what could be improved are:
>
> – The navigation of the course is too complicated.
> – Nothing specifically comes to mind. Everything meets the set objectives.
> – More platforms for online training.
> – It was well organized.
> – Everything well done.
> – A little more interaction.
> – Maybe more videos.
> – The course lacks more interactive exercises for evaluation for students.
> – Duration of this course should be decided by keeping in mind that the course scope is vast and workloads on professors. It's just a suggestion not a complaint.
> – Everything is fine, nothing needs to change.
> – Interaction with learners can be improved followed by hands-on experience.
> – Live classes on this module would have been better so that our queries and concerns could have been sorted.
> – More interaction needed with other participants.

> − The material is very good so far.

18. Recommendations *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

The recommendation could be as follows - to increase interactivity and the number of practical tasks.

APPENDIX VII – CAPACITY BUILDIN M2 (KU)

1 Module information	
1.1 Module	Module 2 Capacity Building Programme
1.2 Total number of credits	Total amount of academic hours: 6.
1.3 Duration (semesters)	1
1.4 Implementation period	6 months

2. **Overview** *(Provide a brief introduction to the programme, including its objectives and context)*

The Capacity Building Programme comprises two modules from KU (Klaipeda University) and targets the academic staff of the universities responsible for delivering the Educational Programme. The second module is intended for the academic staff of the entire faculty and is open to all faculty personnel.

The capacity-building programme aligns technologies with content and pedagogy and balances direct instructions with project-oriented teaching methods and with incorporated specialized training on assessments that measure 21st century skills such as critical thinking, collaboration and problem solving. Program is designed to acquire theoretical pedagogical knowledge necessary for teachers working in higher education with pedagogical studies students and to receive feedback that helps to improve the learning experience.

The ultimate goal is to enhance performance and competences of the academic staff and modernize the education system of the PC-HEIs.

Module 2 consists of 4 units.

The Unit 1 defines the concept of student-centred education, discussing the aspects of active learning, cooperative learning, experiential learning, reflection, and deep learning; the dualism and interaction of teacher- and student-centred education; discusses the importance of an effective learning and educational environment; talks about the importance of choosing educational methods, with the goal that learning is perceived not as the accumulation and possession of knowledge, but as a personally experienced and lived awareness of the surrounding world and the relationships in it, which matures and transforms learners.

The Unit 2 reviews the possibilities, diversity, value, and challenges of using digital technologies in the higher education process for teachers and students. In the Unit 2 points out that when organising the study process, the fact that teachers must maintain a high level of media literacy (digital pedagogical competences) in order to organise and share educational materials with participants of the study process becomes apparent. Then there is the problem of choosing the most appropriate digital technologies. Despite the mentioned problem, digital technologies open up new opportunities to easily record the study process,

copy the educational material presented in the lecture, distribute it on information platforms accessible to students, receive feedback, etc. The Unit 2 presents the classification of educational goals using digital technologies, based on Bloom's taxonomy; discusses innovative study methods applicable in higher education; presents a series of digital tools, applications, programs, and other.

The Unit 3 presents the evaluation of higher education achievements, which is perceived at several levels: at the level of the institution, at the level of the study programme, at the level of the study subject (course), at the level of student achievements and progress. The Unit 3 discusses the compatibility of study results and student learning achievements; analyses the compatibility of the intended study results and evaluation methods; indicates that the evaluation of achievements must start from educational values, which must determine that the evaluation is effective, purposeful, goal-oriented, connected with students' experiences, cumulative, seeking progress, helping a student to improve, and promoting changes. In the Unit 3 distinguishes the most important requirements for the evaluation; discusses the main types of assessment, assessment methods and their combinations.

The Unit 4 presents critical and reflective thinking, their connections with human cognitive and metacognitive, social and emotional, practical and physical skills and their importance in developing the ability to learn, information literacy, information technology management, responsible decision-making, and creativity. The unit presents and analyses the general principles of constructing the content of the study subject, based on the theories of famous scientists, paying special attention to the importance of Bloom's and Marzano's and SOLO (Structure of Observed Learning Outcomes) taxonomies in the preparation of the study subject. In this Unit 4 pays special attention to the development of critical and reflective thinking in higher education institutions, analysing the aspects of student evaluation, self-evaluation, and independent learning as well as didactics in higher education, i.e., study methods, tools, and assessment.

3 Module coordinator	
3.1 Higher Education Institution	Klaipėda University
3.2 Total number of teachers	5

4 Students Profile	
4.1 Number of students	63
4.2 Number of questionnaires answered	63
4.3 Academic background (%)	Bachelor degree 23.8%; Master degree 44.4%; Doctoral degree 19%; High school diploma or equivalent 7.7%; college or vocational training 5.1%.

4.4 Gender (%)	Female	81%	Male	19%	Other	-
4.5 Geographical origin (%)	Cambodia 7.7%; China 30.1%; India 51.2%; Lithuania 11%.					
4.6 Nationality (%)	Cambodian 6.4%; Chinese 23.9%; Han 3.2%; Indian 52.3%; Khmer 1.6%; Lithuanian 11%; Mongolian 1.6%.					

5 Teachers Profile						
5.1 Number of teachers	-					
5.2 Number of questionnaires answered	-					
5.3 Academic degrees (%)	-					
5.4 Scientific area (%)	-					
5.5 Gender (%)	Female	-	Male	-	Other	-
5.6 Geographical origin (%)	-					
5.7 Nationality (%)	-					

6. Critical analysis of academic qualification and specification of teachers

N/A

From the students' questionnaires:

All the teachers who participated in the survey and evaluation were highly educated. The majority of teachers were women. In terms of country of residence and nationality, there were the most representatives of India, followed by representatives of China.

7. Evaluation of the Courses	Average
7.1 The workload was adequate to the number of credits of the module	4.48
7.2 The learning outcomes of the module was clear	4.52
7.3 The study materials were adequate to study for each course	4.42
7.4 The evaluation methods were appropriate for assessing the learning outcomes	4.49
7.5 The structure of the module was clear and helpful	4.40
7.6 The courses within the module were interesting	4.46
7.7 The courses developed my critical thinking capabilities	4.49
7.8 The courses improved my understanding regarding the 21st digital skills	4.46
8. Evaluation of the teachers	
8.1 The teachers motivated the students	4.55
8.2 The teachers demonstrated a high pedagogical capacity	4.51
8.3 There was a good interaction between the teachers and the students	4.34
8.4 The overall performance of the teachers was satisfying	4.54
8.5 The teachers were well prepared and helpful	4.46

9. Evaluation of conditions of learning	
9.1 The online platform was user-friendly and easy to navigate	4.34
9.2 Finding and accessing course materials was easy	4.43
9.3 The platform's interface was visually appealing	4.43
9.4 Technical issues were minimal during your interactions with the platform	4.29
9.5 Overall the platform effectively supported your teaching experience	4.38

10. **Critical analysis of the Module** *(Summarize the findings from the students' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

This module was rated very well by the survey participants. the participants also mentioned separate topics and the online book and the applied methods. more notes were for technical things; for sound, and especially for platform operation, internet-related disturbances. The feedback from the participants who studied the module is as follows:

- Contents are responding to social needs.
- Technology is helpful for the future students. Its playing a major role in formation pf young and educated citizens. This has developed my critical thinking.
- This is the best course for learning 21st century skills ICT, collaborative creative critical learning it helps in survival and cope up with the 21st century world.
- I really liked the topics prepared for the course, especially about the student-centered learning. I also liked practical tasks, quiz.
- Interactive session.
- You are taking feedback of each and every student is really appreciable. Generally, teachers assess students but they neglect what students expects from teacher while teaching. Here that is not the case. I like this attitude.
- Innovative tools for teaching. If teachers develop capacity to use at least one tool, students will benefit a lot.
- The way all the content was delivered very well kept in mind the 21st century skills liked; impressed me a lot.
- The critical thinking topics were good.
- All the information was explained properly.
- Online book.
- I like online course.
- All the resources are very relevant and rich in information. Thank you for valuable materials.
- The clear presentation of the material, the uploading of the methodological book was very useful for the assimilation of the material.
- The teaching design is perfect.

- − I like the interaction between teacher student and the provided study material.
- − Especially, I liked the Unit 2 because the functions of the analyzed tools provide an opportunity to enrich the study process and correspond to the Bloom taxonomy pyramid and levels. Were very interesting and interactive tasks. Also, I liked all Unit 1-4 because here I could find material about advantages, discussion and reflections questions, interactive tasks, more references and etc.
- − Pedagogy was very interesting which will be beneficial for my academic life.
- − The way teachers explained the course and the end exercises were the best part about the whole course.
- − Study material is very useful.
- − the online tools to assess the learning outcomes.
- − The best things that it was easy to navigate, access the content.
- − I liked the way all the modules are elaborated and it gives us an in-depth view of different ways teaching and learning can be facilitated with practicality.
- − All Units were very interesting and useful.
- − Specific tasks about critical thinking and digital tools.
- − Creative thinking & critical thinking is explained very well with appropriate content material and reference material.
- − In the module 2, there are couple of methods which helps us to make the class more interactive and interesting. This will definitely empower us in this contemporary era. Even the evaluation part is absolutely perfect.
- − I liked the way they asked the question. The learning experience was great. Example: technology enhanced learning and teaching methodologies through audiovisual media was a very good learning material, etc.

From the teachers' questionnaires:

11. Evaluation of the Courses	Average
11.1 The learning outcomes of the module were clear	-
11.2 The content was well-coordinated with the other courses	-
11.3 The courses provided clear explanations of key concepts	-
11.4 Overall, the course materials supported effective teaching	-
12. Evaluation of the students	
12.1 The students were well prepared for the contents of the course	-
12.2 The students frequently asked questions to elucidate doubts	-
12.3 The students participated actively in all learning activities	-
12.4 The overall performance of the students was positive	-
13. Evaluation of conditions of learning	
13.1 The online platform was user-friendly and easy to navigate	-

13.2 Finding and accessing course materials was easy	-
13.3 The platform's interface was visually appealing	-
13.4 Technical issues were minimal during your interactions with the platform	-
13.5 Overall the platform effectively supported your teaching experience	-

14. **Critical analysis of the Module** *(Summarize the findings from the teachers' questionnaires, including insights about course materials, teaching conditions, and noteworthy feedback)*

N/A

15. **Online platform evaluation** *(Summarize the evaluation of the online platform, presenting feedback regarding user-friendliness, navigation, and any improvements suggested)*

As mentioned earlier, the navigation and feedback aspects were rated positively, except for a few participants who mentioned the slow performance of the platform due to the internet connection.

16. **Strength and successes** *(Enumerate the notable strengths and successful aspects of the module, as identified through the evaluation)*

The evaluations of this module suggest that the module was very well designed and adapted to academic staff. The material presented in the module, the tasks and their interactivity met the expectations of the learners.

17. **Areas for Improvement** *(Outline the areas that were flagged for potential improvement or modification based on the feedback received)*

The main points of improvement could be the improvement of videos and their sound and the introduction of more interactive tasks, examples. The survey participants' suggestions for improvement were as follows: − Video recording design and sounds.   − The webpage gets really slow to load if lots of participants try to login.   − Nothing specifically comes to mind. Everything meets the set objectives.   − I suggest more examples.   − One must remember that not all teachers in all countries come from robust institutions capable of implementing high-end tools for teaching. So, I believe it

should be highlighted how to improve on current easily available tools especially ICT enabled.

- A little more interaction.
- Platform gets slowed down when no. Of users increases, this issue needs to be resolved.
- I think its best way to improvise our academic curricular i personally think it does not need any improvement.
- Interaction with online students can be improved with better connectivity.
- In my view the course designed is perfect it does not require any further improvement, etc.

18. Recommendations *(Based on the evaluation results, provide recommendations for future iterations of the programme or similar initiatives)*

The recommendation could be as follows - to increase interactivity and the number of practical tasks. Evaluate the capabilities and technical aspects of the chosen platform.