Developing Teacher Competences for a Comprehensive VET System in Albania - TEAVET

WP3. DEVELOPMENT
Training of Teacher Educators

Deliverable 3.3
Evaluation of Training Workshop

University of Turku

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1. Introduction

The Development Work Package 3: Training of Teacher Educators designed and delivered training for teacher educators at the Albanian partner universities. The teacher training was based on the content of the designed LLL training courses (Deliverable 2.1: Designing LLL Training Courses) and enabled the teacher educators to acquire the methodologies and competence needed in order to deliver LLL training courses that will take place in the next Development Work Package 4. Specifically, the training of Teacher Educators was designed to consider the need identified in the Preparation Work Package 1: Need Analysis on LLL for Teachers. The recommendations from the work of the EC Thematic Working Group on 'Teacher Professional Development' on the kind of competence needed by Teacher Educators was also reviewed and considered in the design and delivery of the teacher training.

The designed Training Workshop for Teacher Educators was held at "Aleksandër Moisiu" University of Durrës in February 28 – March 1, 2019. Each Albanian partner university had a chance to send four members of their academic staff to the workshop on the cost of the project. The universities were allowed to send additional staff on their own expense. There were totally 80 participants from the EU and Albanian partners.

The workshop trainers were both from the European and the Albanian project partners. During the workshop, attendants had opportunities to identify and debate the strengths and weaknesses of the LLL training courses and their concerns as teacher educators of these courses.

The workshop was evaluated by two surveys. The first survey was send to all the participants of the workshop and covered their attendants' opinions on all the components of the workshop. The second survey was send the trainers of the LLL training courses in order to collect systematically the feedback and the development ideas received during the workshop sessions. The results of these surveys are presented in this report.

The outcomes of the Work Package 3 are used in the next development work package 4: LLL Teacher Training System, which will pilot the LLL training courses. Further, the outcome also helps the Ministry of Education and Sports to develop administrative guidelines for the teacher professional development strategy to be integrated into the activities of universities.

All the project partners – both EU and Albanian partners – contributed the Work Package activities by providing assistance in planning, designing and delivering the activities. All the partners provided speakers and trainers for the teacher training workshop. The University of Turku led this Development Work Package 3: Training of Teacher Educators.

2. Purpose

The aim of this report is to present the Deliverable 3.3 Evaluation of Training Workshop at "Aleksandër Moisiu" University of Durrës in February 28 – March 1, 2019. This report gives an overview of the preparation activities, the teacher training held and the evaluations of the training workshop.

The aim of the training workshop was to prepare the academic staff from the Albanian partner universities to act as teacher educators and be in charge of delivering the developed LLL training courses for teachers.

3. Description of the Training of Teacher Educators

3.1 PREPARATION OF TEACHER EDUCATOR TRAINING

The preparation of the teacher educator training consisted of three activities: the preliminary evaluation of the training courses, the instructions for the trainers of the LLL training courses and the selection of the teacher educators and trainers for the workshop.

The preparation considered the need identified in WP1 and aligned with the recommendations from the work of the EC Thematic Working Group on 'Teacher Professional Development' on the kind of competence needed by Teacher Educators:

1. First-order competences concern the knowledge base about schooling as related to subjects or disciplines (linked to Deliverable 2.1, areas of learning for teacher training in Albania).

2. Second-order competences concern the knowledge base about how teachers learn and how they become competent teachers (linked to Deliverable 2.1., Key competencies for teacher training curriculum reform in Albania).

3. Other key areas of competence required of teacher educators are: knowledge development, research and critical thinking competences; system competences (i.e. managing the complexity of teacher education activities, roles and relationships); transversal competences (for instance, decision making, initiative taking, entrepreneurship, team work); leadership competences (inspiring teachers and colleagues; coping with ambiguity and uncertainty); and competences in collaborating, communicating and making connections with other areas.

3.1.1 Selecting the Workshop Participants and Trainers

One of the preparation tasks was to select the workshop participants and the trainers. The goal of the selection of the workshop participants was to train the academic staff, who will be responsible for the LLL training modules at their universities in Albania. It was also important to ensure the knowledge from the workshop would transfer to the other academic staff at the home university.

The Albanian partners selected independently their workshop participants among their academic staff. Each partner had the best insight on who would be available to participate and who would benefit the most of the training. According to the project budget, each Albanian university was able to send four teacher educators to the workshop as a participant. However, there was a possibility to send more participants on the own cost of the universities. The Albanian partners also selected the trainers of the LLL training modules independently. It was obvious that the workshop trainers were selected among the teams of 2 – 4 teacher educators, who had themselves designed and developed the training modules.

In addition to the workshop sessions on each LLL training modules, the training workshop was designed to have keynote speeches at the beginning of the first day. These keynotes served as an introduction to the whole workshop. The keynote speakers were selected among the EU partners based on expertise. One of the keynotes was reserved to the Ministry of Education and Sport, due to its central role in the LLL strategies of Albania and to its important role in this project.

3.1.2   Preliminary Evaluation of the Modules of the LLL Training Courses

The project partners in the University of Turku gave a preliminary evaluation of the 16 developed LLL training modules in January 2019 before the workshop. The aim of the preliminary evaluation was to give support to the Albanian teacher educators, who had developed and designed of the training modules.

The preliminary evaluation took into consideration the objectives of the TEAVET project, which included creating a new strategy of teacher training for a high quality of the lifelong teacher qualification process according to the needs of teachers and, further developing training course programs for different levels of education by utilizing scientific methodologies, pedagogical issues, ethics and ICT use in learning. This intended that the modules were to experiment new teaching methods and learning tools.

For each module, the Danube University Krems defined initial content descriptions and developed learning outcomes, which the participants of the courses should achieve. The content descriptions and the learning outcomes were designed in detail in the report of WP2 (Deliverable 2.1) and thereafter the Albanian partners continued to further develop the modules. A uniform template to describe the module was created. The template included among other items descriptions of
- number of sessions and number of hours for the module training
- beneficiaries of the training
- expected outcomes
- content description
- methodology description
- recommended literature

The preliminary evaluation showed that, the most of the module descriptions were draw up adequately and carefully. Many module descriptions included on-line training, group work, use of Moodle or similar tools, brainstorming, videos and other similar material. Because the subject matters of the modules varies, it is obvious that the methods and methodology also varies. Some methods fit better for some subject matters than some others.

The complete preliminary evaluation report is enclosed as appendix 1.

3.1.3   Instructions for the trainers of the LLL training courses

The training sessions on each 16 modules of the LLL training courses were the paramount content of the workshop. Therefore, very much effort was given to ensure the success of these sessions.

The aim of the instructions for the developers and trainers of the LLL training modules was to ensure the quality and similarity of all the sessions. The instructions guided how to prepare and conduct the training sessions at the Training Workshop for Teacher Educators. It set the same goals and content for the sessions.

During the Training Workshop, all the developers and trainers of the LLL training module have 60 minutes to introduce their training module to the participating teacher educators. The language on the training sessions is Albanian to ensure that by the language barrier would not hinder the discussions, because some Albanian teacher educators did not speak the English language well. The Moodle platform was instructed to use in the distribution of the session material to the participants.

The instructions gave the each training sessions of the LLL training course the following aims:
- There should be constructive atmosphere, free exchange of ideas and mutual learning among the trainers and participants in the training sessions.
- The participating teacher educations should obtain the means to implement the training course in his/her home university as it has been designed.
- The participating teacher educators should be challenged to experiment new teaching methods and learning tools.
- The trainers should collect feedback and development ideas for the LLL training courses from the participating teacher educators. The trainers and developers of the courses should utilize this information to develop further the LLL training course.

The instruction gave the each training session the following content:

The presentation of the LLL training course should cover the following in a logical order of one's choosing:
- Discussions and change of ideas between the training workshop participants (Most important!)
- The target group of the LLL training course (For who is this course intended?)

- Importance of this particular LLL training course for the student teachers (Why should they take this module?)
- Content and learning outcomes of the LLL training course (What is the benefit of taking this module?)
- Methodologies and sessions descriptions of the LLL training course
- Overview on the literature and bibliography
- Assessment of the student teachers (the course participants)

Instructions for the trainers of the LLL training courses are presented in full in the enclosed Appendix 2: Instructions for the Trainers of the LLL Training Courses

3.2   TRAINING WORKSHOP

3.2.1   Cooperation in Organizing

The teacher training workshop was organized as the joint effort of the following project partners: University of Turku, the WP3 leader; University of Leon, the project coordinator; Danube University Krems, the WP2 leader, University College "Pavaresia Vlore", project co-coordinator and Aleksander Moisiu University of Durres, the workshop host.

University of Turku, as the work package 3 leader, designed the teacher training workshop and repaired the instructions and conducted the evaluations. These were done in line of the overall aims of the project and the ideas of the coordinator University of Leon. The University of Turku was able to bounce the ideas for the project staff at University of Leon, Danube University Krems, University College Pavaresi Vlore and Aleksander Moisiu University of Durres and get valuable insights and guidance what is feasible and how to go forward. The staff of the University College "Pavaresia Vlore" gave valuable help in the coordination of the workshop activities to the other Albanian partners. The Aleksander Moisiu University of Durres hosted the workshop, provided the premises and took care of all the practical arrangements of the event.

3.2.2   Programme of the Workshop

The programme of the workshop consisted of common keynotes for all the participants and parallel training sessions on each LLL training module. The aim of the keynotes was to address important issues in lifelong learning which were common to all participants. The goal of the training sessions was to train the future teachers of the LLL training modules. The programme of the workshop is enclosed as Appendix 3.

Photo 1: The audience of the Workshop (Photo: University of Durres)

The Workshop started by the opening of the seminar by the representative of the Ministry of Education, Sports and Youth, Zamira Gjini, General Director for Policies and Development of Education, Sport and Youth, Kseanela Sotirofski, Rector, Professor of the host, the University of Durres and the project coordinator professor Javier Vidal, University of Leon. After the opening works, Project Manager Vesa Hautala, University of Turku presented the programme of the seminar.

Photo 2: Opening words of Rector Kseanela Sotirofski (Photo: Unversity of Durres)

Photo 3: Prof. Javier Vidal's opening works. (Photo: University of Durres)

In her keynote on the lifelong learning strategy in Albania, General Director Zamira Gjini, the Ministry of Education, Sports and Youth talked about the importance of the further education in the development and wellbeing of the Albanian people. She also presented the vision and strategic plans of the government in the field of further education and especially teacher education. She spoke Albanian.

Photo 4: General Director Zamira Gjini, Ministry of Education, Sports and Youth (Photo: University of Durres)

Dr. John Smeds, University of Turku described how the digitalization has influenced the national curriculum of the Finnish schools. He explained how this has changed the teacher training in the University of Turku and other Finnish universities. He also gave the examples of practical ICT-tools in education.

Photo 5: Dr. John Smeds' keynote (Photo: University of Durres)

Researcher Stephan Längle, Danube University Krems, focused in Moodle in his keynote. Moodle is an open source virtual learning platform, which is widely used in education in Europe. He gave practical advice how the Moodle platform could be used as an activating instrument to enable the effective learning of the students.

After the keynotes, Dr. Eva Cipi, University College "Pavaresia Vlore", project co-coordinator, introduced the workshop session programme. The language of the seminar changed to Albanian.

Photo 6: Researcher Stephan Längle's keynote. (Photo: University of Turku)

There was four session, two on the first and two on the second day, in which each developed LLL training course module was introduced in a short 60-minute training session. Due to time limitation, there was four modules introduced parallel. The modules were scheduled so that the related modules were not at the same time. One teacher educator was able to participate only in training of four LLL training modules, but all these modules were part of the same LLL course. Below are some photos of the training sessions.

Photo 7: Workshop session on module 1.1 Blended learning with management systems. (Photo: Unversity of Durres)

Photo 8: Workshop session on module 6.1 Learning and assessment culture in Albania (Photo: University of Durres)

Photo 9: Workshop session on module 2.3 Project based teaching and learning (Photo: University of Durres).

The seminar was closed by Prof. Javier Vidal, the project coordinator, University of Leon, Dr Eva Cipi, the project co-coordinator, University College Pavaresi Vlore and Dr. Menada Petro, the host, University of Durres.

Photo 10: Group photo of the workshop participants (Photo: University of Durres)

3.3   EVALUATION OF TRAINING WORKSHOP

The Training Workshop was evaluated by two surveys. The first survey, the participant survey was targeted to all the participants of the seminar and measured their opinions about all the components of the training. The second survey, evaluation of trainers was targeted only to the trainers of the workshop sessions and measured the impact of the training sessions on the developed training modules. The results of these surveys are explained in two following sections.

3.3.1   Participant Evaluation

The participant evaluation survey was send to all 80 registered participants in the day seminar ended, March 1, 2019. Thereafter, four reminders were send to the participants, who had not yet answered the survey (March 6, 8, 12, and 21). Totally 43 participants answered the survey resulting in a good response rate of 53 %. Over half of the answers came from the speakers and trainers of the seminar. It was of course expected that they were commented on the project and therefore were more likely to answer the survey. The survey questionnaire is enclosed in Appendix 4

The first set of questions were about the general organization of the seminar (Figure 1). Overall, the participants were very satisfied. 95 % or over of the participants agreed or strongly agreed that the support personnel was helpful, the information before the activity was useful, the plan and duration of the workshop was suitable and the catering was satisfactory. 88 % of the participants agreed or strongly agreed that the venue and facilities were suitable. A few persons stated in the open-ended question that the room temperature was too low. On the whole, the seminar was well organized.
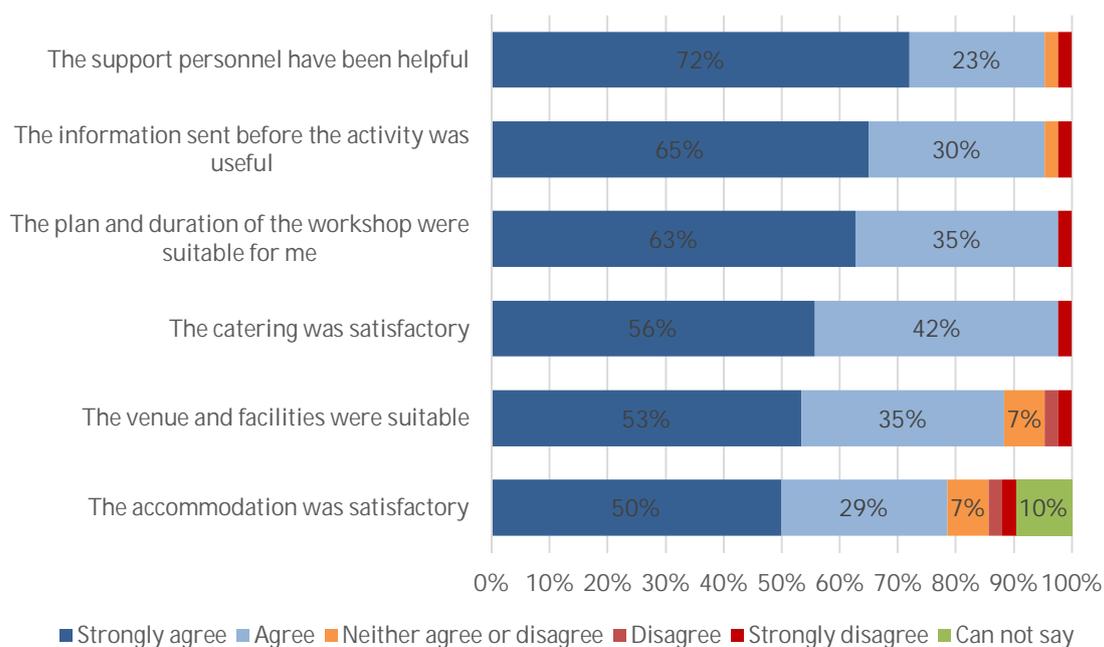

Figure 1: General organization of the activity

The participants were very satisfied with the materials of the seminar. 95 % of the participants agreed or strongly agreed that the materials of the seminar were useful and easily accessible. Only one respondent strongly disagreed and one was neutral on the matter.

The questionnaire measured the quality of the keynote presentations (Figure 2). Totally 98 % were satisfied by the presentations of John Smeds and Stephan Längle. 91 % of the participants thought the quality of these presentations was excellent or very good and 7 % thought the quality was good. In the open-ended question, the participants appreciated the usefulness and practicality of their presentations.

There were 19 persons who could not ay their opinion on the keynote of General Director Zamira Gjini. About half of these persons must have come from the EU partners since she held her keynote in Albanian. Nevertheless, 49 % of the respondents were satisfied with her presentation. When you count out the EU partners opinions, the satisfaction rate could have been 62 %.
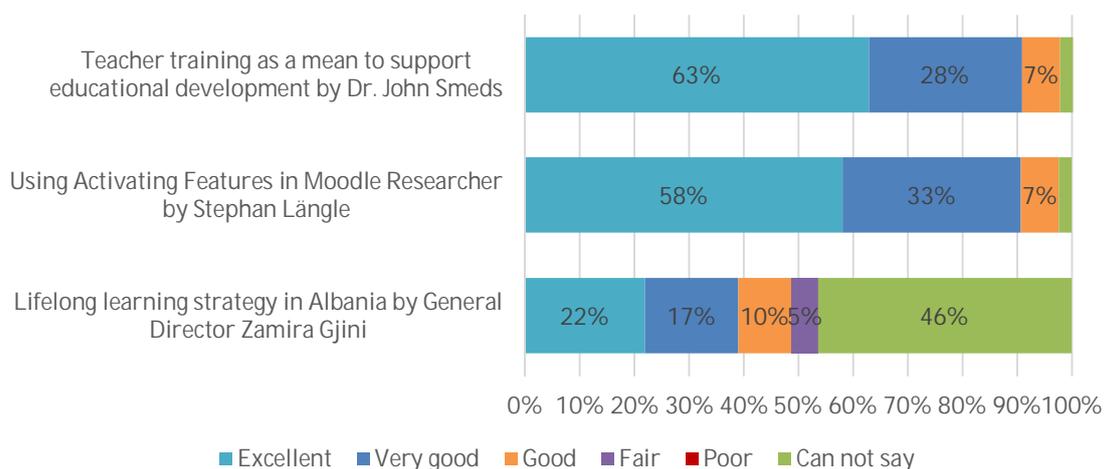
Figure 2: Quality of the keynote presentations.

The respondents were also asked to evaluate the workshop sessions of the LLL course modules. Since there were four parallel sessions at the same time, the "can-not-say" answer category is excluded. The most likely reason for a "can-not-say" answer is that the respondent participated only in one of the four parallel sessions.

The survey showed that the workshop sessions were successful. From 100% of the respondents viewed 15 sessions as good. Only one session was viewed as good by 95 % of the respondents. Further from 100% to 79% viewed the quality of the session as excellent or very good. The respondents appreciated the practicality of the sessions in the open-ended question.

The evaluations of the workshop sessions are presented in the Figures 3 and 4.
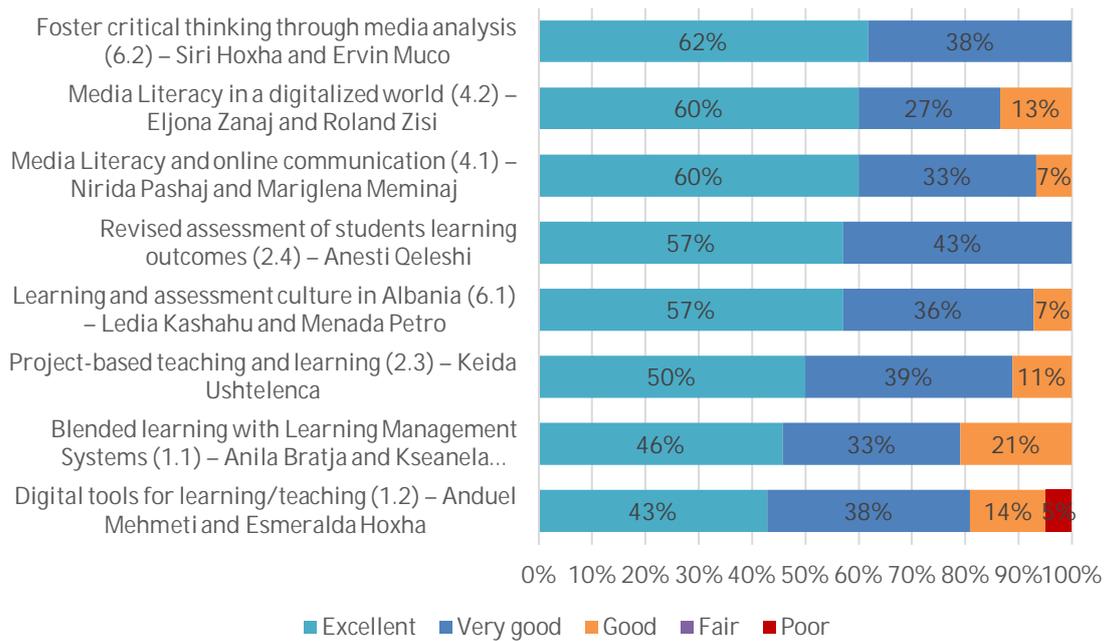
Figure 3: Quality of the parallel workshop session on day 1, arranged by score on excellent.
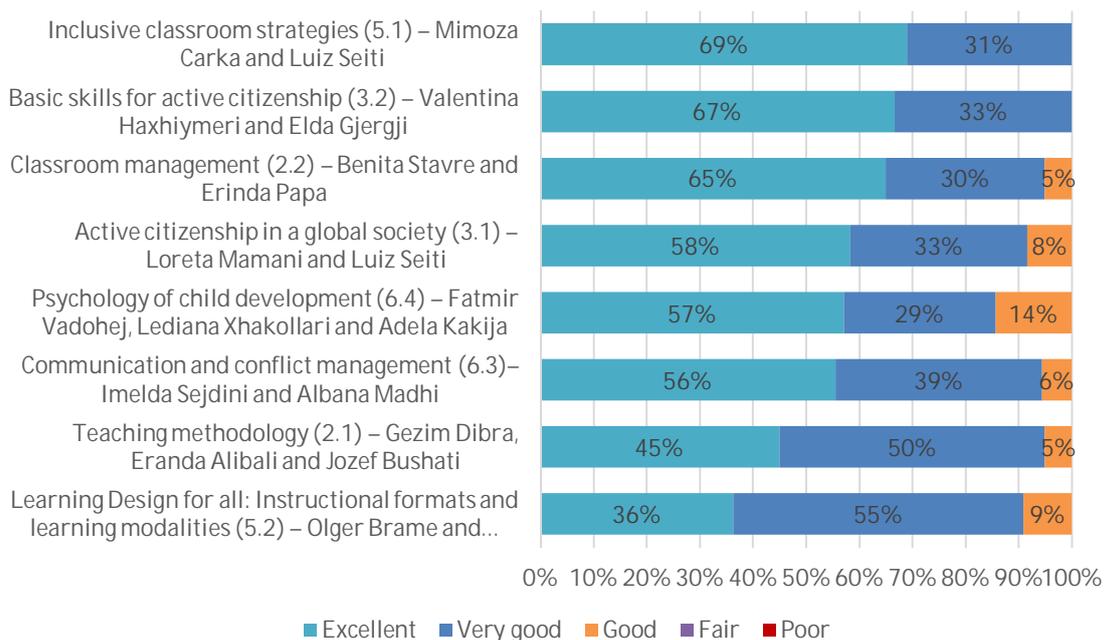
Figure 4: Quality of the parallel workshop session on day 2, arranged by score on excellent.

All the respondents were satisfied with the overall coordination and content of the seminar, except two respondents felt there should have more time dedicated to each session. Otherwise, they thought the subject discussed and the activities were relevant. The objectives established were met. They had the opportunities to take active roles. The material presented helped to follow the workshop session. Overall, their personal expectations were met. (Figure 5.) Further, all the respondents agreed

that the communication amongst partners was effective and the team atmosphere was good.
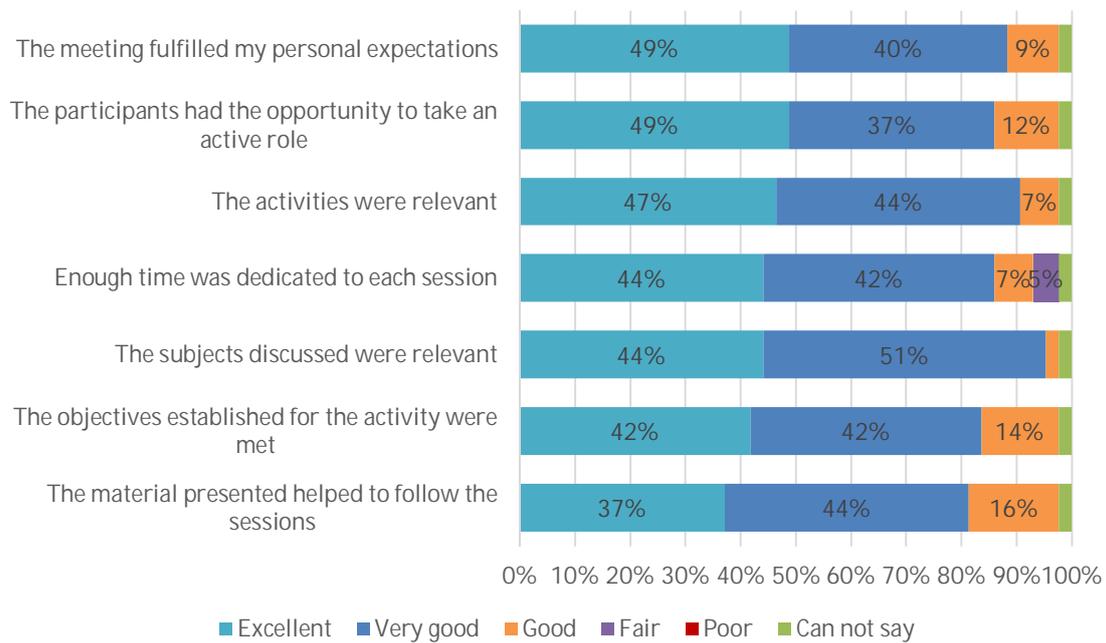
Figure 5: Overall coordination and content of the seminar.

All respondents answered that they were satisfied with the seminar (Figure 6). Further, 74 % of the respondents were even very satisfied. See Figure 6. A respondent summarized the satisfaction in the following way:

"In these two days the communication among partners was effective, team atmosphere was very fruitful, and also during the coffee breaks we had the chance to discuss with different colleagues from other universities related to this topic. I am very thankful and appreciate for all that we got in these two days."
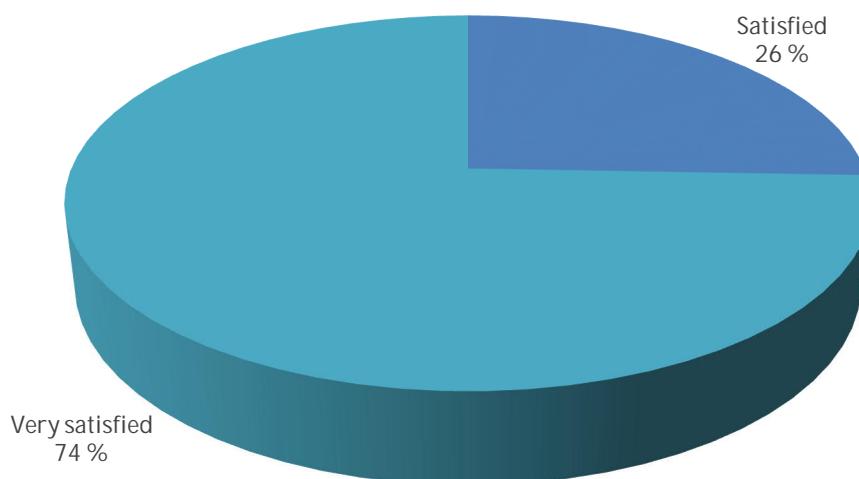
Figure 6: Overall evaluation of the activity.

3.3.2   Evaluation of Trainers

The second evaluation of the training workshop measured the impact of the training sessions on the developed training modules. At the best, the training workshop was also a learning situation for the trainers and developers of the modules. The training participants were also professionals in Adult Education, therefore the discussions and the change of ideas during the training sessions had a possibility to further develop and improve the module design. The second evaluation was aiming to measure the impact of these ideas and discussions. The data was collected by an online survey. The response rate of the survey was 81 %. Only three trainers did not give their evaluation to their training sessions.

The results of the following session was collected from the named workshop trainers:
1.1 Blended learning with Learning Management Systems, Anila Bratja
1.2 Digital tools for learning/teaching, Aduel Mehmeti & Esmeralda Hoxha
2.1 Teaching methodology, Gezim Didra
2.2 Classroom management, Benita Stavre
3.1 Active citizenship in a global society, Loreta Mamani
3.2 Basic skills for active citizenship, Valentina Haxhiymeri
4.1 Media Literacy and online communication, Nirida Pashaj
4.2 Media Literacy in a digitalized world, Eljona Zanaj
5.1 Inclusive classroom strategies, Mimoza Çarka
5.2 Learning Design for all: Instructional formats and learning modalities, Olger Brame
6.1 Learning and assessment culture in Albania, Ledia Kashahu
6.2 Foster critical thinking through media analysis, Ervin Muco
6.4 Psychology of child development, Lediana Xhakollari

Out of the 13 trainers who gave comments on their session, 10 trainers could point out multiple points where the discussion and the feedback from the workshop participants had helped them to develop the training module further. This indicates that the most of the training session worked as planned. However, this does not necessarily indicate that some of the training sessions did not have discussions and feedback from the participants. Maybe some trainers themselves did see the value of the discussions and, for some reason, could not receive the feedback of the training session participants. Maybe some trainers saw the feedback as criticism not as constructive feedback.

The workshop session participants had given many positive comments on the aims, methods and activities of the modules, that indicate that the module development was on the right tract. The request for Albanian literature for the modules was a comment, which a few trainers mentioned. The trainers also reported that the participants wanted more detailed planning in the training module design. Valenta Haxhiymeri stated the feedback of the participants in a nutshell: "Designing a training module is like mapping out a road trip or creating a journey. A training design is basically an outline of all the "what, where, who, when and how" details of the training for use by trainers." However, the desired level of the detailed planning has be

carefully considered. It might be good that the module design leaves opportunities for the use of the individual expertise of the trainers and modification of the modules.

The evaluation of the trainers showed that the training sessions were also beneficial for the further development of the LLL training modules. The evaluation on each training module is presented in Appendix 5.

4. Conclusion and Outlook

The work package 3 was about delivering the knowledge created in the work package 2, develop it further in cooperation and transfer it further to other teacher education so that they are able to use it in the work package 4.

The results of the evaluation surveys show that the activities of the Work Package were conducted successfully. All the participants taking part of the participant survey were in great extend very satisfied for the teacher-training workshop. The majority of the trainers received new insights and ideas to their LLL teacher-training course modules during the workshop. The activities like the preliminary evaluation of the modules of the LLL training courses and the instructions for the trainers of the LLL training courses helped the trainers to get ready for the workshop. The activities seem to be successful in their task to transform knowledge. That is to prepare the academic staff from the Albanian partner universities to act as teacher educators and be in charge of delivering the developed LLL training courses for teachers.

5. Appendixes

Appendix 1: Preliminary Evaluation of the Modules of the LLL Training Courses
Appendix 2: Instructions for the trainers of the LLL training courses
Appendix 3: Programme of the workshop
Appendix 4: Participant evaluation questionnaire
Appendix 5: Data of the evaluation of the trainers

Training Workshop for Teacher Educators
Durrës, Albania, February 28 – March 1, 2019

Preliminary Evaluation of the Modules of the LLL Training Courses
By Vesa Hautala, John Smeds and Petteri Sinervo, University of Turku.

Introduction

In the TEAVET project, Albanian universities will design LLL courses and create LLL Centres. For this purpose, Danube University Krems and the University of Turku have developed training course modules and learning outcome goals for the training courses. This was done taking the needs analysis of Albanian teachers and the proposals of the Albanian project partners into consideration and after discussions in the project meetings in Krems and Turku.

The Albanian partners have provided the University of Turku with 16 descriptions of LLL training modules, which form six training courses. The developed modules will be tested in the workshop in Durres, Albania. At least four teacher educators from each partner university in Albania will participate the workshop. They are professionals in education and know the subject area of the LLL training modules which session they participate. They will be the teachers of the LLL training modules at their own university and teach student teachers, who are teachers participating in the courses as students.

In this report, the University of Turku evaluates the module descriptions and give proposals how to develop further them. For improvement of the modules further the feedback from the participants of the workshop will be valuable for the module designers and more important than the ex-ante evaluation of this report.

List of the training modules

1. **Digital Learning**

   1.1   Blended learning with Learning Management Systems

   1.2   Digital tools for learning/teaching

2. **Teaching and learning strategies**

   2.1 Teaching methodology

   2.2 Classroom management

   2.3 Project-based teaching and learning

   2.4 Revised assessment of students learning outcomes

3. **Active Citizenship**

   3.1 Active citizenship in a global society

   3.2 Basic skills for active citizenship

4. **Media Literacy**

   4.1 Media Literacy and online communication

   4.2 Media Literacy in a digitalized world

5. **Inclusive Education**

   5.1 Inclusive classroom strategies

   5.2 Learning Design for all: Instructional formats and learning modalities

6. **Learning Culture**

   6.1 Learning and assessment culture in Albania

   6.2 Foster critical thinking through media analysis

   6.3 Communication and conflict management

   6.4 Psychology of child development

General evaluation

The European Commission updated the Recommendations for Key Competences for Lifelong Learning in 2018. Among other things, these include recommendations to

- promote a variety of learning approaches and contexts, including the adequate use of digital technologies, in education, training and learning settings
- provide support to educational staff as regards competence-oriented lifelong learning in education, training and learning settings
- reinforce collaboration between education, training and learning settings at all levels, and in different fields, to improve the continuity of learner competence development and the development of innovative learning approaches

The objectives of the TEAVET project has taken these recommendations into consideration and the objectives include creating a new strategy of teacher training for a high quality of the teacher qualification process lifelong according the needs of teachers and developing training course programs for different levels of education in scientific methodologies, pedagogical issues, ethics and ICT use in learning. The modules should therefore experiment new teaching methods and learning tools.

For each module, Danube University Krems and the University of Turku defined initial content descriptions and developed learning outcomes, which the participants of the courses should achieve. The content descriptions and the learning outcomes are described in detail in the report of WP2. "Designing of training courses and creation of LLL Centres". The Albanian partners continued to develop further the modules. A uniform template to describe the module was created. The template included among other items descriptions of

- number of sessions and number of hours for the module training
- beneficiaries of the training
- expected outcomes
- content description
- methodology description
- recommended literature

In general, the module descriptions were draw up adequately and carefully. Many module descriptions included on-line training, group work, use of Moodle or similar tools, brainstorming, videos and other similar material. Because the subject matter of the modules vary, it is obvious that the methods and methodology also varies. Some methods fit better for some subject matters than some others.

The modules are piloted in the workshop in Durres, Albania. In the workshop, it is important to consider the technologies and methods available for each module. Sharing the views how to develop further the modules, both content and implementation, will definitely have positive impact. Below is a short evaluation of each module.

Detailed evaluation by modules

1.1 Blended learning with Learning Management Systems

AleksandërMoisiu University of Durrës, UAMD

With the spread of digital tools in classrooms, blended learning has lost much of the aura of thrill it still had a decade ago and instead become mainstream teaching in most schools on most continents. It is the default value of teaching. It has proven to be astonishingly versatile with applications in most subjects and utility in all levels of teaching.

The method outlined for training in module 1.1 on blended learning is adequate for the session in Durrës.

The technologies scheduled remain to be tested. They include the application of Moodle in different circumstances and should provide a base for testing the diversity of approaches that can be included in teaching with Moodle. The methods provide many opportunities for participants to make themselves familiar with the most central features of blended learning.

1.2 Digital tools for learning/teaching

University College PavarësiaVlorë, KUPV

The digital tools to be presented for module 1.2. Digital tools for learning/teaching are Edmodo, Socrative, Projeqt,Thinglink, TED-EdcK-12, ClassDojo, eduClipper, Storybirdhttps://storybird.com/poetry/poem/wwwxgkjvaa/published/, Animoto and Kahoot!. These digitals tools provide quite enough demonstration of what can be done with computers in classroom. It is important to bear in mind that new digital tools are introduced on an annual basis, so the aim of the instruction must be to provide a basis for use of such tools in the future through demonstrating basic principles to facilitate the understanding of how they work.

The methodology and technology will be dictated by the digital tools themselves and the programme of the event will hinge on the success of the technology.

2.1 Teaching methodology

University of Shkodra, "LuigjGurakuqi"

The session on teaching methodology and learning strategies is strongly focused on a limited number of approaches such as student-centred learning and flipped classrooms. The headline in the module also mentions learning strategies but the module description does not provide much information about that topic. The emphasis on learning outcomes and goal-oriented approaches to learning is very promising for the work of the session in Durrës and it is hoped that co-operative efforts on the site itself will bring more clarity to the topic.

2.2 Classroom management

University of Korça

Module 2.2. brings up the topic of classroom management. The topic is contextualised by reference to cooperation with parents and the community the school interacts with. Classroom management is also strongly integrated in the teaching process itself. Withmany meaningful activities in the classroom, most problems related to classroom management will be solved by themselves. The method for teaching the topic includes discussions, portfolio and electronic devices. The relationship between classroom management and discipline is highlighted and will certainly provoke discussions.

2.3 Project-based teaching and learning

Sport University of Tirana

Module 2.3 addresses project-based learning and views it as a new pedagogical approach to student-centred learning. Central to the project-based learning approach is the idea that learning is most effective when students put theory into practice - a philosophy derived from US educationalist John Dewey. In project-based learning, the student role changes from "learning by listening to learning by doing". The content of the module as well as the recommended literature seem adequate. The methodology contains quite a bit traditional lecturing on-site. One could think of introducing some other teaching and learning methods, and especially have some projects for the participants to work with.

2.4 Revised assessment of students learning outcomes

Sport University of Tirana

Module 2.4. handles Revised assessment of students learning outcomes and addresses the meaning of a curriculum-based assessment of the competences, the functions that the assessment takes and its types. The course sessions are adequately designed. The methods rely on lecturing, group work and discussions. Group discussions are well suitable for the topic of the course. The design of the test is missing. The literature list is extensive.

3.1 Active citizenship in a global society

University of Gjirokastër"EqremÇabej", ECUG

The module addresses active citizenship from many perspectives. It contains an extensive description of the subject. The module introduces detailed plan for the teaching and learning sessions and their topics. It uses a variety of teaching methods including discussions, videos, written exercises and case studies. The test description is very detailed and the list of literature is extensive. It only remains to carry out the module and get feedback from the participants.

3.2 Basic skills for active citizenship

University of Elbasan "Aleksandër Xhuvani", UNIEL

The module describes the content very well and overall the module designhas been done carefully. The subject is addressed from different angles and the module uses wide-range of teaching methods, among others roundtable, brainstorm, video with short filmic sequences, mini-lecture, individual and group work and Buzz groups.The test is designed in detail and the proposed literature is adequate.

4.1 Media Literacy and online communication

University of Vlorë "Ismail Qemali".

The module addresses relevant matters related to media Literacy and online communication. However, one would expect a bit more comprehensive description of the content and sessions. The module uses various training methods including blended learning, discussions, individual and group work and utilizes also on-line tools. It will be helpful to use the feedback

and ideas presented in the workshop in Durres to further develop the module and to widen the module description.

4.2 Media Literacy in a digitalized world

University of Vlorë "Ismail Qemali".

The description of the content and session is rather brief. When the module is discussed in Durres workshop, one most probably will new ideas and proposals for further development. Several training methods and some teaching tools are named in the module description. It might be possible to exploit some new technologies in this module.

5.1 Inclusive classroom strategies

University of Gjirokastër "EqremÇabej", ECUG

The module 5.1,Inclusive classroom strategies, is a very detailed instruction for participants on goals of the course. All the instructions are very concrete and lucid. As a participant,following the instructions should be fairly simple and straightforward. Now the only matter, which remains, is to carry out the instructions. In particular, the tasks at the end of the presentation are warmly recommended.

5.2 Learning Design for all: Instructional formats and learning modalities

University of Korça

The instructions for module 5.2. are very clear and detailed. They outline the basic principles for inclusive teaching and provide useful topics for the training sessions. In particular, the test at the end of the instruction raises the issue to a concrete level and could well be a platform for group discussions.

6.1 Learning and assessment culture in Albania

Aleksandër Moisiu University of Durrës, UAMD

The course 6.1 introduces well the students to the different learning theories and the factors that have dictated the change to the concept of learning in the current society. During the course the students will have a good opportunity to analyse and develop their way of teaching

and assessing learning. The description is very thoroughly written and give good instruction for the teacher to implement the course. The description have extensive list of timely literature and other resources.

6.2 Foster critical thinking through media analysis

University College PavarësiaVlorë, KUPV

The course 6.2 is very suitable for the variety of beneficiaries for which it was designed. The course introduces the work of two heavy weight academics, Pierre Bourdieu and Carol Bachi. The course designed as an intensive course with just three intensive days with totally 19 hours of only face to face training. The course description lacks the detailed content and plans for the implementation of the course. Those would be needed especially if the course is not always run as intensive course.

6.3 Communication and conflict management

University of Elbasan "Aleksandër Xhuvani", UNIEL

The course 6.3 give a good insight to communication and conflict management and provides an extensive list of literature. The prevention and resolution of conflicts could be added to the aims of the course. The course sessions are well designed and utilize different teaching methods and tools. Group discussions are well suitable for the topic of the course. The test example seems to be quite lightweight and does not match the well planned and serious content of the course. Maybe other assessment methods than exam could be utilized on the course.

6.4 Psychology of child development

University of Shkodra, "LuigjGurakuqi"

The course 6.4 examines theories of psychological learning and key concepts in understanding child development from 0 to 8 of age, therefore the course would be most appropriable for teachers and school leaders of younger children. Face to face training is only used on the course and the lecture topics are well defined and they cover well the theory. The use of variety of learning and teaching methods are mentioned, but their use is not described. The assessment is based on exam on theory and a project. However, the instructions for the project are not given.

Training Workshop for Teacher Educators Durrës, Albania, February 28 – March 1, 2019

Instructions for the trainers of the LLL training courses
By Vesa Hautala, John Smeds and Petteri Sinervo, University of Turku.

These are the instructions for the developers and trainers of the LLL training modules to prepare and conduct the training sessions at the Training Workshop for Teacher Educators.

Participating Teacher Educators
There are at least four teacher educators from each partner university in Albania. They are professionals in education and know the subject area of the LLL training modules which session they participate. They will be the teachers of the LLL training modules at their own university and teach student teachers, who are teachers participating in the courses as students.

Albanian Language
The language of on the training sessions is Albanian. However, on the beginning of the first day, the opening of the seminar and the keynotes are in English.

Training session of 60 minutes
During the Training Workshop, all the developers and trainers of the LLL training module have 60 minutes to introduce their training module to the participating teacher educators. One teacher educator is able to participate in training of four LLL training modules.

Each developed LLL training course is introduced in a short 60 minutes training session. The workshop provides four successive training sessions, where in turn, four training modules are introduced parallel at their own classroom. (Please see the programme of the training sessions.)

Moodle of the Training Workshop
The Training Workshop for Teacher Educators uses the Moodle virtual learning platform (http://173.212.231.75/course/view.php?id=2). The trainers will sign as teachers to Moodle. The trainers are to download the module descriptions of their LLL training modules and their training materials to the Moodle.

The participating teacher educators are able to study and download freely all the material from the Moodle. The participating teacher educators will register themselves as students or non-editing teachers.

Deadline to download the course descriptions and additional training material to Moodle of the training workshop is February 20, 2019. Instructions how to use the needed basic features of Moodle are provided separately.

The programme of the training sessions

Time	Content	Room
Thursday February 28, 2019		
13:30 – 14:30	Session 1: 4 modules	
	1.1 Blended learning with Learning Management Systems – Anila Bratja, Kseanela Sotirofski and Xhafer Rakipllari	302
	2.3 Project-based teaching and learning – Keida Ushtelenca	309
	4.1 Media Literacy and online communication – Nirida Pashaj	310
	6.1 Learning and assessment culture in Albania – Ledia Kashahu and Menada Petro	311
14:30 – 15:00	Change of room, coffee break	
15:00 – 16:00	Session 2: 4 modules	
	1.2 Digital tools for learning/teaching – Esmeralda Hoxha and Anduel Mehmeti	302
	2.4 Revised assessment of students learning outcomes – Anesti Qeleshi	309
	4.2 Media Literacy in a digitalized world – Eljona Zanaj	310
	6.2 Foster critical thinking through media analysis – Ali Jashari	311
Friday March 1, 2019		
09:30 – 10:30	Session 3 :4 modules	
	2.1 Teaching methodology – Gezim Dibra, Eranda Alibali and Jozef Bushati	302
	3.1 Active citizenship in a global society – Loreta Mamani and Luiz Seiti	309
	5.2 Learning Design for all: Instructional formats and learning modalities – Olger Brame and Arjan Kamburi	310
	6.3 Communication and conflict management – Imelda Sejdini and Albana Madhi	311
10:30 – 11:00	Change of room, coffee break	
11:00 – 12:00	Session 4: 4 modules	
	2.2 Classroom management – Benita Stavre and Erinda Papa	302
	3.2 Basic skills for active citizenship – Valentina Haxhiymeri and Elda Gjergji	309
	5.1 Inclusive classroom strategies – Mimoza Carka and Luiz Seiti	310
	6.4 Psychology of child development – Fatmir Vadohej, Lediana Xhakollari and Adela Kakija	311

Aims of the Training Sessions

The each training session of the developed LLL training course should reach the following aims:

- There should be constructive atmosphere, free exchange of ideas and mutual learning among the trainers and participants in the training sessions.
- The participating teacher educations should obtain the means to implement the training course in his/her home university as it has been designed.
- The participating teacher educators should be challenged to experiment new teaching methods and learning tools.
- The trainers should collect feedback and development ideas for the LLL training courses from the participating teacher educators. The trainers and developers of the courses should utilize this information to develop further the LLL training course.

Content of the Training Sessions

The presentation of the LLL training course should cover the following in a logical order of one's choosing:

- Discussions and change of ideas between the training workshop participants (Most important!)
- The target group of the LLL training course (For who is this course intended?)
- Importance of this particular LLL training course for the student teachers (Why should they take this module?)
- Content and learning outcomes of the LLL training course (What is the benefit of taking this module?)
- Methodologies and sessions descriptions of the LLL training course
- Overview on the literature and bibliography
- Assessment of the student teachers (the course participants)

Group work for the Training Sessions

Each training session should have a group work for the participants. The goal of the group work is to develop the training course further in some aspect and provide new ideas for the course content and teaching methodology. The participants should generate teaching experiments for the course implementation. The groups of participating student teacher should have from 5-8 person.

The group work adapts Task-Based Instruction methodology, which is used in language teaching. The trainers are to prepare in advance their own sessions following the task-based instruction methodology. First, for that, trainers may choose one or two of the following topics. Second, during the training session, the trainers are to give a clear task to the groups in order to develop the course further in the best way.

1. Develop group work tasks for the course that are implementing the theories of the course in practical setting.
2. Develop how to utilise Flipped classroom in the course implementation.
3. Develop different assessment methods, which could be used instead of written examination.

4. Develop how to utilise games in teaching. Example: [Classcraft](), [Kahoot](), [Mentimeter](), [Socrative]()

Second, the participants will discuss and solve the group task given in few minutes.

Third, one or two group members will present orally the ideas, which the group developed.

Fourth, the trainer will run a discussion with all the session participants on the resources needed, the preconditions required, learning outcomes achieved and also the risks involved with the developed ideas.

More on the Task-Based Instruction Methodology: [Skehan, Peter. (2003). Task-Based Instruction. Language Teaching. 36. 1 - 14. 10.1017/S026144480200188X]().

Feedback from the Training Sessions

At best, the training workshop is a learning situation for the trainers and developers of the modules. The trainers and developers of the modules should collect and utilize the discussions and the change of ideas during the training sessions to further development and improvement of the module descriptions.

The trainers are requested to write a report on the received input of their training session. Deadline for this feedback report is March 15, 2019. The link to fill on-line: [https://goo.gl/forms/wCdrw4TNOzbfVueB3]().

Programme: Day 1

Time	Content	Room
Thursday February 28, 2019		
8:30 – 9:00	Registration	
9:00 – 9:20	Opening of the seminar Minister Besa Shahini, Ministry of Education, Sports and Youth Prof. Rector Kseanela Sotirofski, University of Durres Prof. Javier Vidal, Project coordinator, University of León	310
9:20 – 9:30	Introduction to the programme Project Manager Vesa Hautala, University of Turku, leader of WP3	310
9:30 – 10:00	Keynote: Lifelong Learning strategy in Albania General Director Zamira Gjini, Ministry of Education, Sports and Youth	310
10:00 – 10:30	Keynote: Teacher training as a mean to support educational development Dr. John Smeds, Faculty of Education, University of Turku	310
10:30	Coffee break	
11:00 – 11:45	Keynote: Using Activating Features in Moodle Researcher Stephan Längle, Danube Krems University	310
11:45 – 12:00	Presentation of teacher training modules Dr. Eva Cipi, University College Pavaresia Vlore	310
12:00 – 13:30	Lunch break	
13:30 – 14:30	Parallel Session 1: 4 modules	
	1.1 Blended learning with Learning Management Systems – Anila Bratja, Kseanela Sotirofski and Xhafer Rakipllari	302
	2.3 Project-based teaching and learning – Keida Ushtelenca	309
	4.1 Media Literacy and online communication – Nirida Pashaj and Mariglena Meminaj	310
	6.1 Learning and assessment culture in Albania – Ledia Kashahu and Menada Petro	311
14:30 – 15:00	Change of room, coffee break	
15:00 – 16:00	Parallel Session 2: 4 modules	
	1.2 Digital tools for learning/teaching – Anduel Mehmeti and Esmeralda Hoxha	302
	2.4 Revised assessment of students learning outcomes – Anesti Qeleshi	309
	4.2 Media Literacy in a digitalized world – Eljona Zanaj and Roland Zisi	310
	6.2 Foster critical thinking through media analysis – Siri Hoxha and Ervin Muco	311

Programme: Day 2

Friday March 1, 2019		
09:30 – 10:30	Parallel Session 3: 4 modules	
	2.1 Teaching methodology – Gezim Dibra, Eranda Alibali and Jozef Bushati	302
	3.1 Active citizenship in a global society – Loreta Mamani and Luiz Seiti	309
	5.2 Learning Design for all: Instructional formats and learning modalities – Olger Brame and Arjan Kamburi	310
	6.3 Communication and conflict management – Imelda Sejdini and Albana Madhi	311
10:30 – 11:00	Change of room, coffee break	
11:00 – 12:00	Parallel Session 4: 4 modules	
	2.2 Classroom management – Benita Stavre and Erinda Papa	302
	3.2 Basic skills for active citizenship – Valentina Haxhiymeri and Elda Gjergji	309
	5.1 Inclusive classroom strategies – Mimoza Carka and Luiz Seiti	310
	6.4 Psychology of child development – Fatmir Vadohej, Lediana Xhakollari and Adela Kakija	311
12:00 – 12:30	Closing of the seminar Collecting feedback from the participants Javier Vidal, Project coordinator, University of León Eva Cipi, co-coordinator, University College Pavaresia Vlore Dr. Menada Petro, University of Durres	310
12:30 – 13:30	Lunch Break	
13:30 – 14:30	Board Meeting for TEAVET project partner representatives	310

Training Workshop for Teacher Educators Durrës, Albania February 28 – March 1, 2019

Your feedback is critical for TEAVET to ensure we are meeting your educational needs. We would appreciate if you could take few minutes to share your opinions about the activity with us so that we can improve our future activities.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Please, fill your background information

1. Gender

◯ Female

◯ Male

2. Your background institution

- ◯ University of Leon
- ◯ University of Turku
- ◯ Danube University Krems
- ◯ Ministry of Education and Sports, Albania
- ◯ Sports University of Tirana Vojo Kushi
- ◯ University of Durres Aleksander Moisiu
- ◯ University of Elbasan Aleksander Xhuvani
- ◯ University of Gjirokastra Eqrem Cabej
- ◯ University of Korça Fan. S. Noli
- ◯ University of Shkodra Luigj Gurakuqi
- ◯ University College Pavaresia Vlore
- ◯ University of Vlora Ismail Qemali
- ◯ Other, please specify _____

3. Which of the following best describes your role in the Training Workshop?

- ◯ Speaker/trainer (workshop session developer/moderator)
- ◯ Teacher of education (workshop session attendant)
- ◯ Other, please specify _____

4. General organization of the activity.
Please, evaluate to what extent do you agree with these statements about the general organization of the activity.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Can not say
The information sent before the activity was useful	○	○	○	○	○	○
The venue and facilities were suitable	○	○	○	○	○	○
The plan and duration of the workshop were suitable for me	○	○	○	○	○	○
The accommodation was satisfactory	○	○	○	○	○	○
The catering was satisfactory	○	○	○	○	○	○
The support personnel have been helpful	○	○	○	○	○	○

5. Any other comments concerning general organization of the activity, suggestions for the next workshop

_____

_____

_____

_____

_____

6. Materials of the activity
Please, evaluate to what extent do you agree with these statements about the materials of the activity.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Can not say
Materials of the workshop provided were useful	○	○	○	○	○	○
Materials of the workshop easily accessible	○	○	○	○	○	○

7. Any other comments concerning materials of the activity, suggestions for the next meeting:

_____
_____
_____
_____
_____

Quality of the content of the Training Workshops

8. Quality of the keynote presentations

	Poor	Fair	Good	Very good	Excellent	Can not say
Lifelong Learning strategy in Albania by Minister Besa Shahini	○	○	○	○	○	○
Teacher training as a mean to support educational development by Dr. John Smeds	○	○	○	○	○	○
Using Activating Features in Moodle Researcher by Stephan Längle	○	○	○	○	○	○

9. Which content of the keynotes did you find most interesting and why?

_____
_____
_____
_____
_____

10. Any other comments concerning the keynotes

_____
_____
_____
_____
_____

11. Quality of the parallel workshop sessions on Day 1.
Please, evaluate only workshop sessions that you have attended.

	Poor	Fair	Good	Very good	Excellent	Can not say
Blended learning with Learning Management Systems (1.1) – Anila Bratja and Kseanela Sotirofski	○	○	○	○	○	○
Project-based teaching and learning (2.3) – Keida Ushtelenca	○	○	○	○	○	○
Media Literacy and online communication (4.1) – Nirida Pashaj and Mariglena Meminaj	○	○	○	○	○	○
Learning and assessment culture in Albania (6.1) – Ledia Kashahu and Menada Petro	○	○	○	○	○	○
Digital tools for learning/teaching (1.2) – Anduel Mehmeti and Esmeralda Hoxha	○	○	○	○	○	○
Revised assessment of students learning outcomes (2.4) – Anesti Qeleshi	○	○	○	○	○	○
Media Literacy in a digitalized world (4.2) – Eljona Zanaj and Roland Zisi	○	○	○	○	○	○
Foster critical thinking through media analysis (6.2) – Siri Hoxha and Ervin Muco	○	○	○	○	○	○

12. Which content of the workshop session/s of the Day 1 did you find most interesting and why?

_____

_____

_____

_____

_____

13. Quality of the parallel workshop sessions on Day 2.
Please, evaluate only workshop sessions that you have attended

	Poor	Fair	Good	Very good	Excellent	Can not say
Teaching methodology (2.1) – Gezim Dibra, Eranda Alibali and Jozef Bushati	○	○	○	○	○	○
Active citizenship in a global society (3.1) – Loreta Mamani and Luiz Seiti	○	○	○	○	○	○
Learning Design for all: Instructional formats and learning modalities (5.2) – Olger Brame and Arjan Kamburi	○	○	○	○	○	○
Communication and conflict management (6.3)– Imelda Sejdini and Albana Madhi	○	○	○	○	○	○
Classroom management (2.2) – Benita Stavre and Erinda Papa	○	○	○	○	○	○
Basic skills for active citizenship (3.2) – Valentina Haxhiymeri and Elda Gjergji	○	○	○	○	○	○
Inclusive classroom strategies (5.1) – Mimoza Carka and Luiz Seiti	○	○	○	○	○	○
Psychology of child development (6.4) – Fatmir Vadohej, Lediana Xhakollari and Adela Kakija	○	○	○	○	○	○

14. Which content of the workshop session/s of the Day 2 did you find most interesting and why?

_____

_____

_____

_____

_____

15. Overall coordination and content of the activity.
Please, evaluate the quality of content of the activity in general

	Poor	Fair	Good	Very good	Excellent	Can not say
The subjects discussed were relevant	○	○	○	○	○	○
The activities were relevant	○	○	○	○	○	○
The objectives established for the activity were met	○	○	○	○	○	○
The participants had the opportunity to take an active role	○	○	○	○	○	○
The material presented helped to follow the sessions	○	○	○	○	○	○
Enough time was dedicated to each session	○	○	○	○	○	○
The meeting fulfilled my personal expectations	○	○	○	○	○	○

16. Is there any other relevant subject/s that should have been included?

_____

_____

_____

_____

_____

17. Quality of the partnership.
Please, evaluate the quality of the partnership.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Can not say
The communication amongst partners was effective	○	○	○	○	○	○
The team atmosphere was good	○	○	○	○	○	○

18. Other comments concerning the quality of the partnership and suggestions for the next event?

_____

_____

_____

_____

_____

19. Overall evaluation of the activity.
Please, tell us your general level of satisfaction with the activity.

	Very dissatisfied	Dissatisfied	Neither satsfied or dissatisfied	Satisfied	Verrys satisfied	Can not say
Overall evaluation of the activity	○	○	○	○	○	○

Appendix 5: Data of the evaluation of the trainers

Module (Select one):

1.1 Blended learning with Learning Management Systems

1.2 Digital tools for learning/teaching

1.2 Digital tools for learning/teaching

2.1 Teaching methodology

2.2 Classroom management

3.1 Active citizenship in a global society

Please provide key recommendations for organising future modules: a. Strong points:

b. Improvement actions that would help to improve the module design:

1.1 Blended learning with Learning Management Systems

1. Well-defined criteria since the beginning of the module
2. Separate clearly defined work stages and time for each stage
3. A more detailed description of the vision or perspective related to the module's performance in the future

1- Trainers involved in the training
2- There is an understanding that the purpose of training is to change mentality of the trainees
3- Training is Simple, Relevant, and Factual.
4- Well trained, enthusiastic and passionate trainers

1- Better identify the skills of the trainees before the training
2- Follow up mini session in order to see trainees experiences and challenges in applying what was learned

1.2 Digital tools for learning/teaching

The classes where future presentations will be held should have more space

In my opinion the modules should be consulted by colleagues from other universities in order that each of us have the possibility to contribute to the further improvement of the respective modules

1.2 Digital tools for learning/teaching

If it happens, as it happens this time, to have changes or collision with the modules, please be able to be notified on time. In this sense presentation was good, interactive and clear.

The information we provided was complete and practical. The presentation was good, interactive and clear.

Standardization of presentation. Provide help information for activities or modules.

2.1 Teaching methodology

Organization of the module will be done related the guidelines of the Establishment of new methodology's of teaching Institute of Development of Education

Combination of the speech of trainer with multimedia materials

Organization of pilot training before starting modules to receive preliminary feedack

2.2 Classroom management

The module "2.2 Classroom management" was presented to 22 participants in an active approach that aimed to improve their understanding of the classroom management (CM). The module presented issues of the Foreign language learning classrooms and they were all reflected in a video sample. The participants were time after time elicited to present their perception of the above in their own CM.
Out of the discussion, some key recommendations can be summarized as follows:
- The topic 2. Principles and models of "Good discipline" in CM should not focus on the learning psychological traits, since this is an issue which involves more "Communication and Conflict Management" concerns. It needs to be brought to a closer Albanian context of "good behavior" since the later gets different meanings in different learning contexts.
- In presenting the topic 4. Cultural and family background effect on CM, the trainer should take care provide teachers with knowledge how:

1. The module is organized in clear topics, each subdivided in relevant sub-issues
2. The presentation of the learning outcomes at the beginning of the training was judged a good way to increase the participation of the trainees. The elicitation of the participants to add other learning outcomes, is also a good way to improve the quality of the module for the next training.
3. The introduction of the topic 3. Foreign Language motivation and learning (as an example of the way all the other sessions could be organized) through the video samples, and the interactive approach of discussion about their practical CM reflections, facilitated the participants learning outcomes. It was judged a useful means to increase understanding of the topic and to provide new application practices (international CM context).
4. The introduction of a sample of learning logs for each session was also considered a way to enhance learning outcomes.
5. The portfolio topics were considered proper to the session topics and involved the participants critical thinking and academic research.
6. The participants also evaluated the Training Assessment Form (sample provided as supportive material during the training).

1. Provide examples of the "Good classroom behavior" in the Albanian context.
2. Provide the trainees with more literature written in Albanian about issues of "The Big Five" CM principles.
3. Sort out possible legislative provision for the active involvement of the families and social context in the acquisition.
4. Create two more sets of module final tests.

3.1 Active citizenship in a global society

1. Modules have to be uploaded organized through interactive methodology and through Moodles
1. to introduce examples of active involvement of the families in the school activities
2. to choose textbooks that provide curriculum space for such involvement
3. to communicate with the school authorities and colleagues to ensure a larger and safer family and social involvement context.

1.Interactive Class where has been highlighted different methodologies and specifically the methodology that put in the center of the class all participants
2. Tools that has been used (paper, sheets markers)
3. Well understanding and involvement of participants in the presentation since it was simple and clear for all participants to get understood by them.
4. Clear Presentation from the presenters

1. to improve section 8 & 9 of the modules since they need to be a little bit more clear
2.to manage more carefully the schedule for each training day
3.To have a clear agenda for each of ECTS

3.2 Basic skills for active citizenship	1.Resources supporting the training content, (e.g. web links, prototype materials, tools and guidelines) 2.Training methods need to be carefully selected to match the purpose and learning outcomes of each session.	Attendants made positive comments about presentation which included 3 mini-films and group discussion of given topic keeping participants interested and actively involved and as well as provided thought-provoking.	Designing a training module is like mapping out a road trip or creating a journey. A training design is basically an outline of all the "what, where, who, when and how" details of the training for use by trainers. So, it would be useful to provide trainers with prior resources and materials supporting them to training design process, e.g. guidelines. This would help all trainers, but in particular they which have not a pedagogical background.
4.1 Media Literacy and online communication	In the future, perhaps the issues that are required to be addressed for each module should be clearer. It should also be more specific, the requirements regarding the presentation for each module. We did not understand what was specifically required, and so it was more difficult to work on the modules	The attendees appreciated the fact that in the process of online communication, I had specified and the fact that you should attend the parents besides the pupils. Also evaluated the lecture in which were provided suggestions on how to conduct the online communication process safely. According to the participants the functional tools I took in the study were considered functional. It was appreciated that I had combined the theoretical and the practical material.	the use of social networks in the online communication process was seen with suspicion by the participants
4.2 Media Literacy in a digitalized world	A recommendation is to give maybe some clear pointers where you can be based to help you better create your module, to better express everything.	Strong points were: Internet safety and cyberbullying, use of games and virtual reality in classrooms and the use of visual images in teaching.	An improvement that could be made was to focus more about some points of internet safety related to parents, about how to help the children.
5.1 Inclusive classroom strategies	An effective recommendation was that some of the activities of Module 1 and Module 2 " Inclusive Classroom Strategy" should be coordinated because in some cases they were in common. The second recommendation is to define in the section of the Inclusion Index of the five phases in detail.	1. One of the strengths of the training was the elements of practical activities that enable the involvement of trainers actively and in the face of the experiences of the respective schools. 2. The selected information is in coherence with all national and international documents on a particular field of inclusive education. 3. Their materials and content are in very good vertical and horizontal relation and in logical coherence with one another. 4. The trainers in the end create all inclusive competences.	Improve design of presantation. For each activity, the relevant agenda will be pre defined.
5.2 Learning Design for all: Instructional formats and learning modalities	Combining theoretical elements with practical work; Simulation of situations and role play to enable participants to be involved; The ability to receive real-time feedback or to realize individual work through technology; Portfolio as an important aspect of assessing the professional competence of teachers in service.	-Relationship of Inclusive Education Approach Philosophy and Universal Design for Learning. -The description of key elements of a successful UDL implementation, -Google form filler for the tasks of participants and Webinar form as Teaching tools for presentation of results of the test.	The necessity of access to technology by participants
6.1 Learning and assessment culture in Albania	Identification and analyze the current situation of assessment in Albania and the concrete needs of teachers about the assessment. Predicting the involvement of concrete situations of learning during the design of the module	Comprehensive principle Enhance the module with more literature and material from the internet. Update of assessment concepts and terms on the basis of competencies and comprehensiveness	The training should be done on the basis of concrete and practical cases, not on the basis of theories, cause the theories can be read individually. Various training groups should be included as both teacher and manager (directors), cause the directors are those who will make the teacher's assessment and the directors are exactly the first who need to change the concepts of assessment. The trainees need to learn how to use moodle, before they attend the assessment training
6.2 Foster critical thinking through media analysis	In case of crash between modules, please offer on time announcement to the trainers.	The information was relevant and practical. Also, the presentation was very clear and interactive.	We need more time for the training Standardization of format presentation, real time announcements and supporting with literature for modules (when/if possible).
6.4 Psychology of child development	Everything was ok. Maby more interaction between participants.	Interesting and very useful theme (psychology of child development). Useful and defferent methods like brainstroming, study cases, free discussion, carousel methods etc	One of the participants suggest to integrate on this module some materials on children with disability