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Participants' Feedback and Recommendations on the TDP4HE Training Programme: Evaluation Report

A3.7 Analysing and reporting participants' feedback and recommendations to the training programme (Final phase).

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Introduction

The Evaluation Report compiles the feedback received during the final phase of testing the TDP4HE Training Programme in March/April 2025. The evaluation report gathered insights from focus group discussions and an online questionnaire, highlighting both strengths and areas for improvement. Participants appreciated the training programme's innovative approach to transformative digital pedagogies. These insights will help finalise the training programme and ensure it meets educators' needs for future reference.

Methodology

Focus group

Participants

The focus group was conducted by three interviewers from the Cyprus University of Technology. Four academic staff members who attended the TDP4HE Training Programme sessions participated in the focus group. Table 1 provides a description of the participants. To maintain the participants' anonymity, the names are not included in the table.

Table 1. Description of Focus Group Participants from the TDP4HE Training Programme

Identification	Name	Institution	Discipline
Interviewer 1	Ellis Kakouli Constantinou	Cyprus University of Technology	Language Teaching
Interviewer 2	Stavroula Hadjiconstantinou	Cyprus University of Technology	Linguistics/Language Teaching
Interviewer 3	Nicoletta Pantela	Cyprus University of Technology	Learning Sciences/ Educational Technology
Participant 1	-	University of Lotz	Language Teaching
Participant 2	-	Hellenic Open University	Language Teaching
Participant 3	-	Agricultural University of Athens	Language Teaching
Participant 4	-	Prague University of Economics and Business	Health Sciences

Focus group questions

The focus group included 10 questions designed to gather detailed feedback from the participants.

The questions were:

1. What are your initial thoughts about the overall experience of this training programme?
2. How do you feel the training programme has impacted your knowledge/understanding of teaching methodologies?
3. Has this programme helped you understand how important technology is in contemporary pedagogy in HE?
4. How confident are you in your ability to formulate learning objectives, design course content, and establish learning outcomes after attending the training programme?
5. Do you feel the programme objectives align with your personal and professional development goals?
6. How much do you think that this programme has helped you become familiar with some learner-centred approaches and teaching methodologies like project-based learning, social collaborative learning, etc.?
7. How much do you think the programme has helped you with integrating emerging technologies into your teaching practices?
8. How do you expect this programme to impact your teaching practices in the short term and long term?
9. How do you feel about the structure and content of the TDP4HE training programme? Do you have any suggestions for improving the programme to better meet your needs?
10. Any final comments/ thoughts?

Length of the focus group

The focus group session lasted 50 minutes. It was video recorded and transcribed for analysis.

Data analysis

The data from the focus group was analysed using thematic analysis, which involved identifying and categorising key themes and patterns within the responses. This process entailed careful review of the focus group transcripts, allowing for an in-depth understanding of recurring ideas and insights. By organising the data into distinct themes, we were able to draw meaningful conclusions and gain a comprehensive view of the participants' feedback.

Online questionnaire

Participants

In total, 23 participants responded to the questionnaire. Table 2 provides a description of the Participants.

Table 2. Responses toOnline Questionnaire from the TDP4HE Training Programme by country

Institution	Num. of respondents
Riga Technical University	6
RTU Rezekne Academy	3
Agricultural University of Athens	1
KPESED/ University of Swat/ KPBTE	1
Hellenic Open University	1
Devinci Higher Education	1
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	1
LODZ UNIVERSITY OF TECHNOLOGY	2
Cyprus University of Technology	1
Liepaja University	2
Polytechnic University of Cartagena	2
Palacký University	1

Questionnaire questions

The online questionnaire included 12 questions designed to gather detailed participant feedback. In particular, questions 1, 2 and 12 were open-ended and aimed at prompting participants to elaborate on their experience (e.g. what they liked the most/least and suggestions for improvements. Questions 3 to 11 were five-point Likert statements measuring participants' agreement (Strongly disagree-Strongly agree). All questions are listed below:

1. What was the one aspect you found most interesting or useful in the TDP4HE Training programme?
2. What was the one thing you liked the least, or which you would change about in the TDP4HE Training programme?

3. The TDP4HE Training programme contents met my expectations.
4. The content has been clear and understandable.
5. The LMS/ Moodle platform worked well.
6. The synchronous sessions were organised to allow all participants to fully participate.
7. The pre- and post-activities were useful.
8. The asynchronous materials were useful.
9. The TDP4HE modules were useful, so that I am more confident about its topic now.
10. I think this training programme is useful for my professional/academic training.
11. I would recommend this training programme to other colleagues.
12. Please provide any other comment, suggestion or feedback about the training programme that was not covered in the questions above.

Data analysis
The qualitative data obtained from the participants' written responses to the open-ended questions in the online questionnaire were analysed manually. The quantitative data obtained from the closed-ended questions were, described in the graphs which were generated automatically using Google Forms. Both qualitative and quantitative data allowed gaining a comprehensive understanding of their feedback.

Results

1. Overall experience

Feedback: What worked well

In the focus group discussion, participants generally appreciated the effort invested in the programme and the combined synergies among the universities.

The following extracts illustrate this theme:

"I am extremely impressed by the work you have done, and the platform you have built is like, wow, when I saw it, when I finally got access to it (the platform), I Gosh, this is remarkable."

"you all did a great it showed, and it showed also when you collaborated with the other colleagues from other universities, it showed that there was great work on your behalf, on the partners' side, and I really hope that we all, I mean, the rest of us, contributed to the aims that you have set."

Also, responses to the question, "**What was the one aspect you found most interesting or useful in the TDP4HE Training programme?**", indicate the following as the most interesting or useful aspects of the programme: the quality and structure of the content, the exposure to digital

tools and practical application, the collaboration and exchange of ideas during synchronous sessions and the platform's learning environment due to flexible and self-paced opportunities.

The points summarise data from the questionnaire as shown below:

- The analysis of current and various issues/new trends in pedagogy and the didactics of the Transformative approach/ New terminology and concepts/ Understanding of the transformative process and other teaching techniques in Higher Education.
- The flexible and self-paced environment of Moodle.
- Practical experience with modern technologies/digital tools and valuable strategies for enhancing student engagement.
- Opportunities to share with others and exchange experiences.
- The content and structure of the programme to develop a Continuous Professional Development programme (synchronous and asynchronous learning).
- Several techniques to improve class performance.

Feedback: What could work better

A number of participants reported facing difficulties with initial access to the training course due to complications in the registration process and unsuccessful attempts to receive support in some cases. They also mentioned that navigating between platforms (Moodle, Community of Practice, Global Sphere) added unnecessary complexity. They argued that combining information into a single platform would be much more convenient

"It would be better to have everything only on one platform because switching between platforms is complicated."

"I almost got discouraged by the platform or the registration process."

Responses to the question "**What was the one thing you liked the least, or which you would change about in the TDP4HE Training programme?**" highlighted suggestions mainly focused on the technical issues of the platform (login difficulties, inconsistent moodle content organisation), the engagement and interactivity and the delivery of the content and structure (overloaded sessions, desire for more real-life, examples, need for more advanced content).

The points summarise data from the questionnaire as shown below:

- Overall organisation
    - Need to increase interactivity and participants' engagement during the live sessions.
    - Provision of less information to allow time for more in-depth discussions.
- Training content
    - Personalisation of the content or diversified examples for experienced educators.

- More practical tips/real-life cases/examples on how to involve students with different needs in the study process.
- Technologies such as AR can be challenging to use due to a lack of equipment.
- Better preparation of the presentations in synchronous sessions.

- Online platform
  - Rearrangement of the materials in Moodle to keep consistency
  - Provision of downloadable materials.

Motivation to change teaching approaches

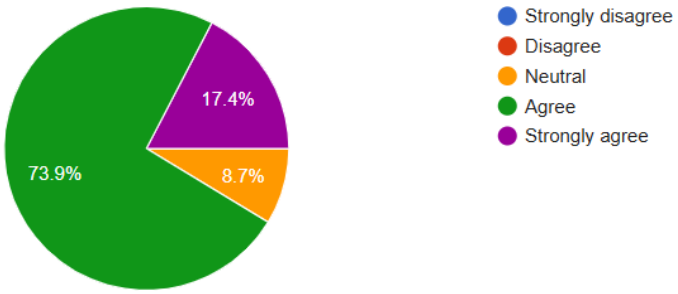
Participants seemed to be motivated towards a shift from teacher-centred methods to learner-centred approaches. They emphasised the importance of engaging students through active learning approaches (e.g. project-based) as such methods give them ownership of their education.

"We have to change the teaching approach from, you know, the lecturing or the teacher-centred modes to learner-centred. And it's high time. I mean, it's more than that. Students like it. I mean, if they are involved, take the learning into their hands through these project-based activities. Yeah, we can't go back now. I mean, we need to. Need to go on."

"But to be able to participate in that kind of teaching learning is amazing. So your course confirmed that this is the way forward…I learned those different, even wider concepts, yes, where students are actually involved in solving real life problems when they cooperate with companies outside the university to show them that this is not just to have fun, to make you work, because sometimes they would say, hello, you know, I do all the work and the teachers, they just sit around and facilitate."

Meeting participants' expectations

Regarding whether the TDP4HE Training programme content met their expectations, 91.3% of participants strongly agreed or agreed with the statement, while a few remained neutral.



Graph 1. The TDP4HE Training programme contents met my expectations.

2. Impact on knowledge/Teaching Methodologies/Professional Development

Overall, participants mentioned that the training programme had a strong positive impact on their knowledge, teaching approach and professional development. They found the content highly engaging, innovative, and well-prepared, highlighting that it helped update their theoretical understanding and provided valuable examples to enhance their teaching practices. They also said that the training programme enhanced their familiarity with digital tools and student-centred teaching approaches, like project-based learning, encouraging reflection on their professional growth.

The selected excerpts below reflect the recurrence of this theme:

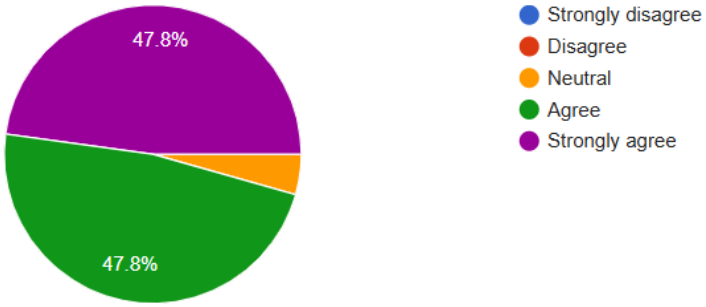
“So, a lot of very interesting, innovative approaches. I've heard some of the terminology for the first time.”

“The general feeling is perfect because the content of the program is very interesting and innovative for me, and the topics are very well prepared. I enjoyed all the presentations, and the content is perfect.”

“And it gave me the opportunity to update my knowledge regarding theories, to see more examples, to learn more regarding the specific topics.”

“But to be able to participate in that kind of teaching and learning is amazing. So your course confirmed that this is the way forward. And then from [facilitators’ names] presentation, I learned those different, even wider concepts, yes, where students are actually involved in solving real life problems when they cooperate with companies outside the university to show them that this is not just to have fun, to make you work, because sometimes they would say, hello, you know, I do all the work and the teachers, they just sit around and facilitate.”

The results from the questionnaire on whether the training programme was useful for respondents’ professional/academic training revealed that the vast majority strongly agreed or agreed with the statement. Very few remained neutral.



Graph 2. I think this training programme is useful for my professional/academic training.

3. Feedback on the training programme

Participants gave positive feedback, complimenting the facilitators' and partner institutions' cooperation and the quality of the content provided through the training programme. A number of recommendations were offered to improve the educational process. These included making the downloadable materials more readily accessible, including the facilitator's contact information for simpler communication, and adding more hands-on activities to create more balance with the theoretical component of the programme. Additionally, participants suggested lengthening the course or separating modules to allow participants more time for reflection and application.

The following excerpts illustrate this theme:

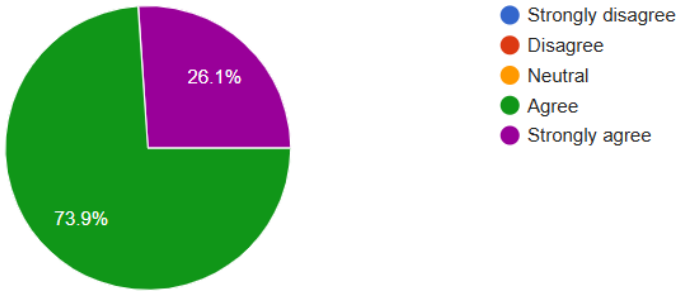
“Yes because that is the point that you can check and find out what did I learn yes do I have time to explore that more yeah it's good and I noticed that in some modules, I cannot have, I cannot download the material. This was also my question, because during your module, you said if you need a downloadable presentation, email the facilitators, right? At least this is what you said, because I thought that was like, my gosh, I cannot download it.”

“...Maybe another thing would be to have email or contact details next to the facilitators, where you have this tab with facilitators. Because when I wanted to write to [facilitators’ names], I had to do a lot of searching to find your contact details.”

“...Some practical parts at the end or in between the presentations would be helpful only in that sense that there was a theoretical input and maybe if it is accompanied with some practical discussions or activities, maybe the theory and practice would be better, let's say, combined for us, for the participants.”

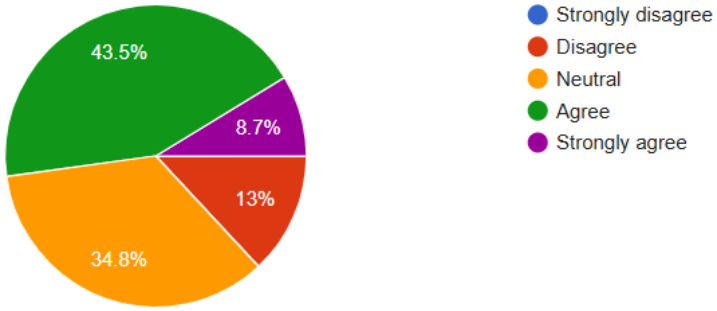
“And the information is, let's say, I'm not saying that it should be given in a slower mode, but I mean, input of theory and then let's say one week for practice and then another module.”

Also, regarding whether the synchronous sessions were organised to allow all participants to participate fully, 73.9% agreed and 26.1% strongly agreed with the statement.



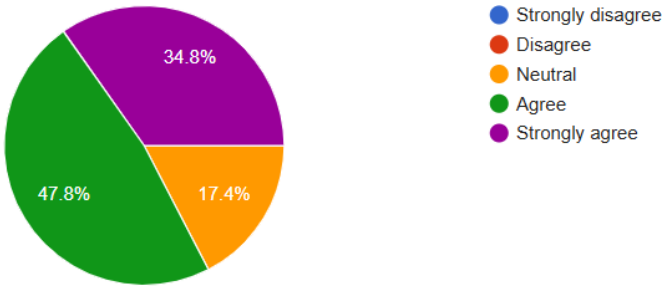
Graph 3. The content has been clear and understandable.

Challenges, as mentioned earlier, with regard to whether the LMS/ Moodle platform worked well, were also highlighted by the questionnaire data analysis as 52.2% agreed or strongly agreed with the statement, 34.8% remained neutral, and 13% disagreed.



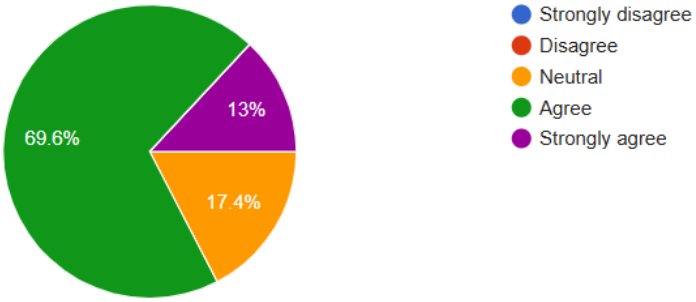
Graph 4. The LMS/ Moodle platform worked well.

Nearly half of the participants agreed with the statement, related to whether the synchronous sessions were organised to allow all participants to fully participate, 34.8% strongly agreed, and 17.4% remained neutral.



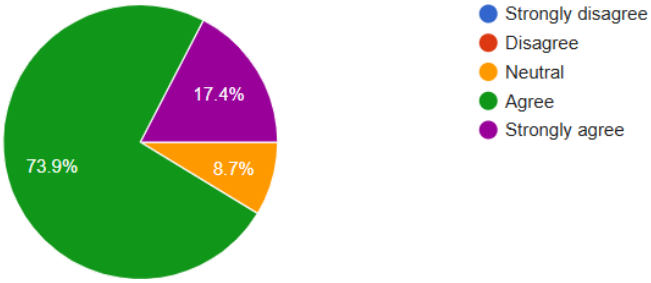
Graph 5. The synchronous sessions were organised to allow all participants to fully participate.

Results from the questionnaire report that the pre- and post-tests were overall useful. Almost 70% of the participants agreed with the statement, 13% strongly agreed, and 17.4% were neutral.



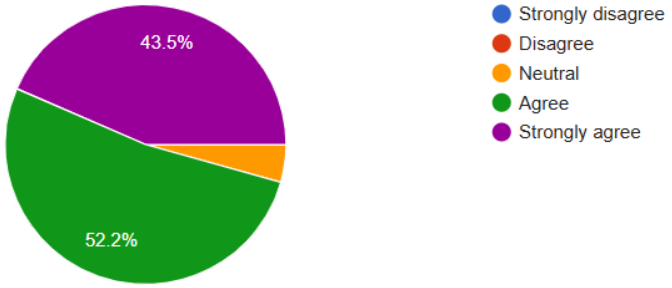
Graph 6. The pre- and post-activities were useful.

The usefulness of asynchronous material was widely acknowledged, as more than 90% of the responses aligned with the statement, with only 8.7% being neutral.



Graph 7. The asynchronous materials were useful.

There was an overall appreciation of the training programme as the majority of participants strongly agreed or agreed with recommending the training programme to other colleagues.



Graph 8. I would recommend this training programme to other colleagues.

4. Importance and integration of Technology

Participants commented on the growing importance of technology in education as well as its integration into teaching and learning practices.

Regarding the importance of integrating technology in teaching, for some participants, it was a valuable opportunity to engage with digital tools and approaches outside their comfort zone. The course was seen as a gateway into the digital era, offering both an opportunity to reflect on established knowledge and beliefs as well as a chance for growth.

The extract below serves to elucidate this theme:

“Yeah, when I received the call for participation in this course, I was excited. I thought, okay, it's the topic. It's very challenging, and it was like plunging into the digital era where I'm not very, very familiar.”

In relation to technology integration, participants discussed the benefits and affordances of new technologies like VR, AR, and MR that were introduced during the training session. The course generated interest and motivation to learn more about these tools, even though they were unknown to them at first and seemed unattainable initially. Challenges included institutional constraints, a lack of access to essential equipment, and the requirement for a change in perspective toward creative instruction. In addition to acquiring tools, participants emphasised the significance of reconsidering conventional methods and promoting institutional investment in digital transformation.

“[About VR, AR, MR] I knew they existed, but I really didn't see it. I mean, yes. This is, I think, what I put in the questionnaire that for now, it is too remote for me to try it out. But it's definitely something that I'm living this course with and this difficult, continuous development, professional

development plan that I'm taking with me to try out sooner rather than later, because I know we have the goggles. Right, we have the equipment, and for me, this was like the newest thing besides the terminology, which I mentioned, but digital tools, those were the newest ones."

"And maybe it's good to try to think in a different way, not only in basic teaching, but to try to develop our lessons. But for example, for me, I also need special software or something, some new tools and at our university we don't have such tools at the moment, but in future I hope we will have the possibility to work with virtual reality tools."

"I mean, as everybody said, we don't have at the moment, we don't have the equipment, but as you said, it's not a matter of equipment, but also a frame of mind that we should abandon some old practices and start thinking of designing our courses, including digital tools for sure. And this is, I mean, how much time it can take, but it's urgent in a way...And one other issue that I would face, let's say, in our university is how to convince policymakers to invest in such technologies."

5. Impact on Instructional Design

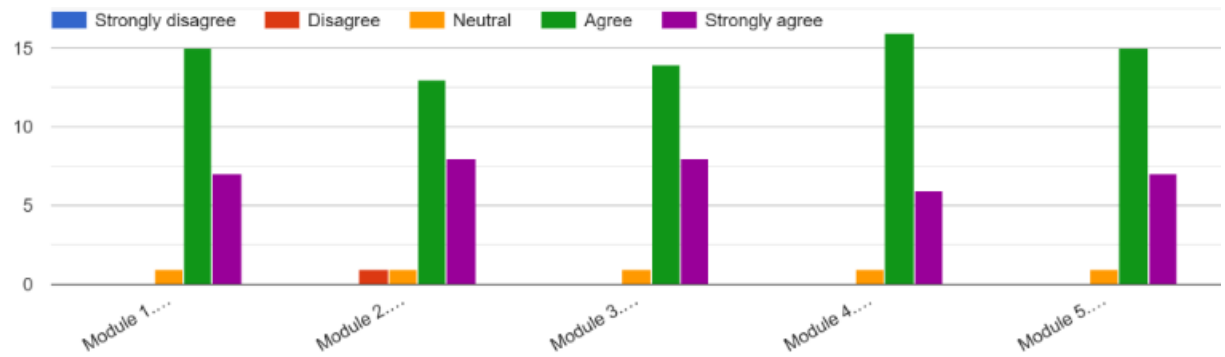
Participants talked about the impact the training programme had on their instructional design practices. Some of them indicated feeling more comfortable and confident using learner-centred approaches like collaborative and project-based learning. Some participants also mentioned they received useful input on organising assignments, aligning learning goals, and considering incorporating digital components into upcoming course refinements. Participants felt prepared and inspired to use new teaching techniques, even though institutional or national guidelines must be followed.

"I teach economics and environmental economics, so in this field it's possible to teach online and to set the tasks and goals for students, so this course was beneficial for me for developing my teaching abilities and to well structure the course and the tasks for students, so thank you very much."

"So I would say I am very confident. However, I think different universities have their own policies, so we need to meet the requirements that our centre introduces that we need to follow. But the concept and everything I am very, very familiar with."

"But I would definitely include some aspects of the input of this course into the next year's course reformation. That's definitely in my mind, that I should now replan the courses and include digital, let's say, input."

The vast majority of participants either agreed or strongly agreed with the statement."The TDP4HE modules were useful, so I am more confident about its topic now." Very few responses were recorded for the neutral or disagree option.



Graph 7. The TDP4HE modules were useful, so that I am more confident about its topic now.

6. Suggestions for changes/ improvements

Participants suggested several improvements, including increasing active engagement and interactivity through discussions, collaborative activities, or practical exercises to avoid passive listening during synchronous sessions. They also recommended extending the asynchronous programme duration, allowing more time to complete the self-paced online courses.

The following excerpts illustrate this theme:

“Maybe it would be good to involve more participants in discussions, or some homework and such active participation. Because I like the presentations, all of them, but more active involvement will also be good.”

“Because I didn't have the experience until today, so maybe provide more time for this module in case you're doing it in the future again, as a program, maybe devote more time to practical examples to the audience, to the participants.”

“It could have been better to engage us more during the synchronous meetings. That was really great because, of course, we are alert. Of course, we are there to listen to each other actively and collaborate. Maybe even in break-up sessions or break-up rooms, we could work together.”

“I still have access to [name of another platform] platform, like, you know, three or four years ago, and I visit even though I'm no longer there. So it would be helpful to have access or to know when it's because I have done all the activities.”

Recommendations

Based on the results of the focus group and the evaluation questionnaire, several recommendations can be proposed.

Initially, among the strongest recommendations is the enhancement of the **platform's usability,** reducing technical issues and improving the user experience. Regarding the platform, participants also suggested reorganising the online training content to improve navigation and learning.

There was an interest in continued **involvement** post-training. During the synchronous sessions, some participants noted low engagement from peers during live sessions. Participants expressed their desire to contribute more to **in-depth discussions** and participate in **interactive activities**. This could be feasible by reducing the delivery pace and allowing more time for reflection.

Furthermore, the course encouraged participants to revisit and review their teaching practices; however, they would like more **personalised content** that meets the needs of experienced educators. In addition to this, they would be interested in **different learning paths** based on their level of experience. Discipline-specific examples and authentic cases would add to the content's quality.

Conclusions

The focus group discussion and questionnaire yielded valuable insights into the effectiveness of the training programme conducted in March/April, offering several recommendations to inform the final version of the TDP4HE Training Programme.

Overall, the programme was seen as a meaningful professional development opportunity, with a clear interest in continued involvement. The programme's content was well-received, although technical and structural usability issues may have impacted users' experience.
By implementing these recommendations, the training programme can be significantly enhanced, becoming more effective, engaging, and meaningful for aspiring educators seeking to refine their teaching practices and embrace innovative technologies.