ICT-skills workshop

Location: Ho Chi Minh City, UMP, Floor 4

Duration: 12-14 February 2020

Present: (see lists of attendances by days), i.e. Group A (Lecturers in UMP Midwifery Department and lecturers in Department of Ob-Gyn and staff in International Office, in total 15 participants) and Group B (IT experts in the institution, in total 2 participants)

Wednesday February 12th 2020

Group B workshop (Morning session: 10:00-12:30)

- After the introductory session (according to the program) and verification of technical requirements (internet access, preparation of credentials, availability of computers, access to Moodle) ICT experts presented the state-of-the-art about ICT use for education purposes at UMP.
- We agreed that they would prepare Moodle (after the positive management decision) that could be used for teaching/learning and dissemination of the developed and other e-contents.
- Due to small number of participants: only an open-ended interview was performed with the participants of this group as part of pre-test for quality assurance. Key findings:
    - the ICT experts have never developed e-contents;
    - they perceive the development of e-contents as relevant for the teaching/learning;
    - their role as ICT experts in the development of e-contents is not clear.

Group A workshop (Afternoon session: 13:00-18:00)

After the introductory session the pre-test questionnaire was applied (Appendix 1).

The assessment with participants revealed that currently:

- they are not using scenario based e-contents or developing any kind of (interactive) e-contents;
- they are using Moodle predominantly to upload and share presentations and other documents with the students.

The workhop continued according to the program.

Thursday February 13th 2020

Group B workshop (Morning session: 9:00-12:30)

According to the program, we presented potential tools and the approach to develop e-contents.

The participants decided to develop their own e-content: “How to make quiz questions?”, which can be used in Midwifery and other courses for evaluation and workshop purposes.

Group A workshop (Afternoon session: 13:00-18:00)

According to the program, we presented potential tools and the approach to develop e-contents. Participants showed interest and recognized the potential of the presented tools and actively and independently checked and tried some of them on their own computers.

The participants started to develop their own e-content in groups of two (screenshot of e-course, where the e-courses were developed, is in Appendix 3). Figure 1 shows the ongoing workshop.

Figure 1: Ongoing Group A workshop

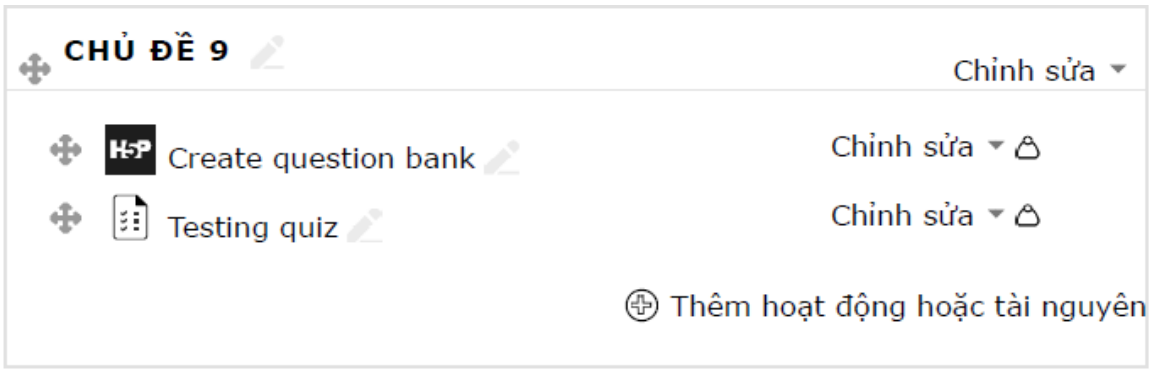
Friday February 14th 2020

Group B workshop (Morning session: 9:00-12:30)

The workshop continued according to the program.

The participants successfully developed the e-content: “How to make quiz questions?” by using the presented H5P tool and also other available tools (e.g. software for video – screen recording and live streaming Open Broadcaster Software - OBS). Figure 2 presents the deployed e-content in Moodle.

Figure 2: The e-content developed by Group B



In the final evaluation of the developed e-content, performed by the trainers, only some minor corrections were performed. The developed e-content is applicable to be used by UMP teachers and other users, who want to know, how to add and edit quiz questions in a Moodle course.

In the final interview with the participants of group B we found:

- in this three day workshop both participants realized the importance of their role in assisting UMP teachers in the development of e-contents;
- both participants expressed their satisfaction with the workshop;
- both participants noted that the three day workshop exceeded their expectations;
- they noted that they are going to use the developed e-content in Midwifery and other courses for evaluation and workshop purposes.

Figure 3: Photo from the last day of Group B workshop

Group A workshop (Afternoon session: 13:00-18:00)

The workshop continued according to the program. After the finalization of the developed e-contents, three participants presented their results (Figure 4). In total eight e-contents were developed, of which four can be immediately applied to their courses. Other four e-contents require some additional time and effort to be improved.

Figure 4: Presentation of the developed e-content

After the presentations a focus group and a final evaluation was performed by using the questionnaire in Appendix 2.

The participants were split in two groups (midwifery and physiotherapy teachers). The main findings from the focus groups are:

- all participants realized the importance of the development and use of e-contents;
- the major concern for the development of e-content is lack of available time;
- they noted that they are going to use the developed e-content in Midwifery and other courses for evaluation and training purposes.

Figure 5: Photo from the last day of Group A workshop

Summary

Group B workshop

What was effective in the implementation? - the idea to perform a separate workshop for IT experts was good as participants of group A, in case of further questions, have "in-house" experts to assist them; - Group B participants developed an e-content, its quality is above expectation. This e-content can be directly applied for further use by UMP; - the developed e-content can be used also by other, non-midwifery study programs, which will also benefit from 4Steps project.
What should be done in a different way? - As only two participants were present, more of them should be invited to Group B workshop. - Although the workshop was performed according to the participants' expectation, a short questionnaire should be sent in advance to identify their expectations.

-

Group A workshop

Survey results

The results of survey indicate that participants' self-confidence in the development of e-contents improved during the workshop Table 1. Responses were rated on a 7-point Likert scale. (Completely disagree = 1; Moderately disagree = 2; Slightly disagree = 3; Neither disagree nor agree = 4; Slightly agree = 5; Moderately agree = 6; Completely agree = 7). Self-confidence is very important as it helps the participant to work with the presented tools and try to design and implement new e-contents. As the participants learned about new tools, which were previously unknown to them, the level of frustration slightly increased, however not significantly.

Results in Table 1 also show that levels of meaningfulness of e-content for their profession slightly improved. Due to relatively small sample size, these improvements were not significant.

Table 1:Deifferences in pre- and- post test

Section Item	Beginning of training			End of training			Difference	
	$\bar{x}$	SD		$\bar{x}$	SD		MD	p
S. Self-confidence in e-content development								
S1. I feel confident in planning scenario-based e-contents.	3.0	1.7		5.4	1.0		2.4	0.002
S2. I am able to Implement e-contents for my courses.	3.1	1.7		5.6	1.2		2.5	0.001
S3. I know how to use tools for the development of e-contents.	2.5	1.8		5.8	0.8		3.3	0.000
S4. I'm frustrated when I plan and implement e-contents.	2.8	1.5		4.1	1.9		1.3	0.193
T. Meaningfulness of e-content for your profession								
T1. It is important for my profession to have available e-contents.	5.8	1.6		6.3	0.9		0.5	0.701
T2. It makes sense that we are trained to develop scenario-based e-contents.	5.9	1.7		6.4	1.0		0.5	0.845
T3. It is important to invest resources in the development of e-contents.	5.8	1.4		6.5	0.8		0.7	0.104
T4. The use of e-contents can improve my work.	6.2	1.1		6.4	1.1		0.3	0.756
T5. I can transfer more knowledge to students/users with the use of e-contents.	5.6	1.7		6.5	1.0		0.9	0.189

Table 2:Fianl evaluation of the workshop

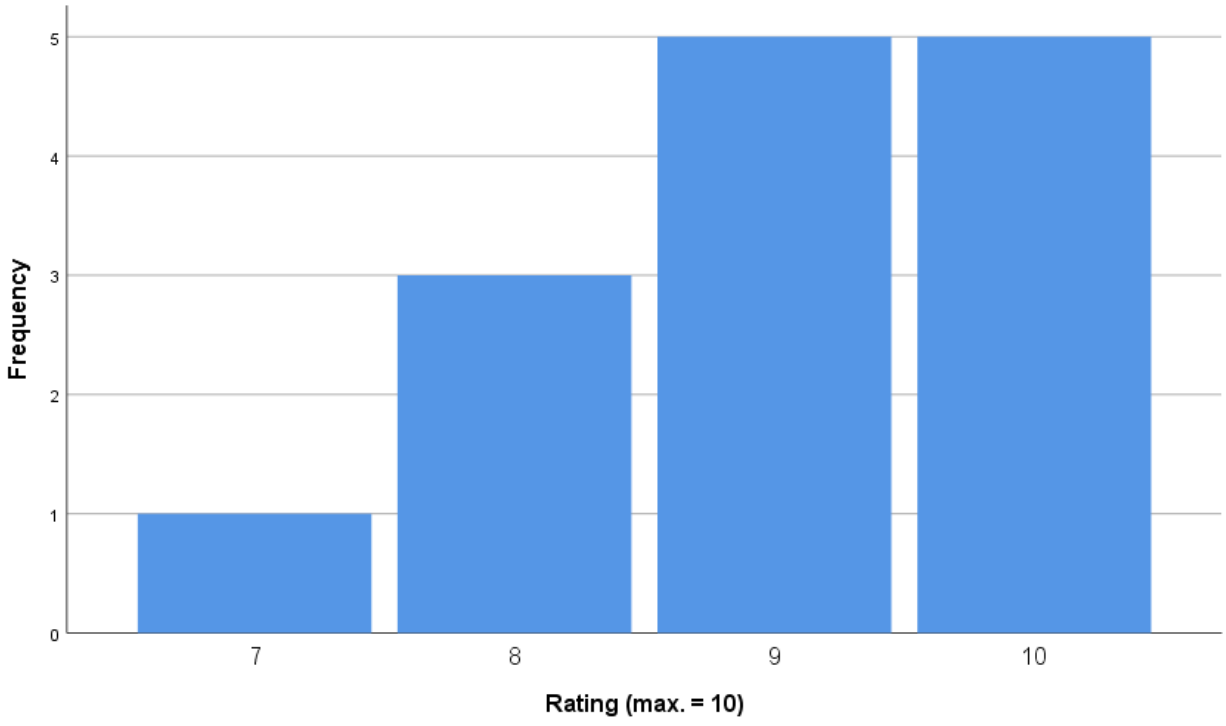
The evaluation responses were rated on a 7-point Likert scale. All items in Table 2 indicate a positive outcome of the workshop, as the responses to all items are above the middle of the scale, which is 4, the majority above 6, which indicate a god participants' attitude toward the ICT workshop.

Section Item	Min.	Max.	$\bar{x}$	SD
A. Objectives of the training course				
A1. At the beginning of the workshop, the lecturers clearly presented the objectives of the workshop.	5	7	6.4	0.8
A2. The workshop covered the topics I need for my work.	5	7	6.4	0.8
A3. The objectives of the workshop were achieved.	4	7	6.3	1.0

B. Training methods I found the different training methods listed below to be relevant and of good quality:				
C1. Lectures	5	7	6.6	0.6
C2. Demonstrations	5	7	6.5	0.7
C3. Exercises in pairs	5	7	6.5	0.7
C. The training atmosphere				
C1. The general atmosphere during the workshop enhanced the learning process.	4	7	6.3	0.9
C2. The workshop fostered teamwork and cooperation among participants.	5	7	6.6	0.6
C3. The language used in the workshop was easy to understand.	2	7	5.7	1.4
D. Trainers				
D1. Trainers had sufficient knowledge.	6	7	6.8	0.4
D2. Trainers performed the workshop adequately.	5	7	6.7	0.7
D3. Trainers were open, honest and fair to all.	6	7	6.9	0.4
E. Time management				
E1. Enough time was devoted to each part of the workshop.	3	7	5.5	1.3
E2. Enough time was spent for participants' questions and problems.	3	7	6.3	1.1
H. Intention to use the acquired skills and knowledge				
In the future, if I have the opportunity, I will plan and implement my e-contents.	5	7	6.4	0.8
In the future, if I have the opportunity, I will develop e-contents for my courses.	2	7	6.1	1.4

The distribution of the final, overall vote for the workshop is Figure 6. The average value is 9.0. (SD = 1.0).

Figure 6: Final evaluation of the workshop



What was effective in the implementation? - The idea to include also physiotherapy teachers in the training was good, as this increases the number of trained teachers, capable of developing e-contents. This group represented the opinion leaders, a critical mass that could encourage others to do the same thing; - all participants demonstrated that they are able to plan and develop e-contents (Appendix 3), which can be used in their courses; - immediately after the training, four e-contents had the potential to be applied to the UMP study programs (indicator "no. of scenario based e-contents for midwifes": from 0 to 4).
What should be done in a different way? - More engagement of midwifery teachers to participate in the workshop. - Although the training was performed according to the participants' expectation, a short questionnaire should be sent in advance to identify their expectations.