RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION

RAPIDE

MULTIPLIER EVENTS - REPORT

February, 2023

Contents

SUMMARY

This report details the RAPIDE Multiplier Event performed at the end of project in all partner countries, as well as the final project conference.This report includes the

1. INTRODUCTION

1.1. About the project

The workshop is part of the Erasmus+ project Rapide:" Relevant assessment and pedagogies for inclusive digital education", as part of the Erasmus+ programme - KA2 - Cooperation for innovation and the exchange of good practice, KA226 - Partnerships for Digital Education Readiness. Rapide started with its activities in March 2021 and the project is scheduled to be completed by the end of February 2023.

The aim of the project is to co-create, implement and share innovative pedagogies and aligned assessment for relevant and inclusive digital education in order to deal with the COVID-19 induced and similar crises and to support meaningful digital transformation of HEIs.

Faculty of Organization and Informatics, University of Zagreb is coordinating this EU project, led by Full Prof. Blaženka Divjak, PhD. Project partners are Delft University of Technology (Netherlands), Goethe University (Germany), School of Medicine, University of Zagreb (Croatia), The Open University (United Kingdom), University of Rijeka (Croatia).

1.2. AIM OF THE MULTIPLIER EVENTS

The project activities include 3 multiplier events and the Final conference.
The main aim of these events is to enable the broader academic and general public to get involved into project activities, to learn from project experience and to use project results.

Multipliers in Germany, Netherlands, UK:
1) to promote innovative approaches in online teaching, learning and assessment
2) to foster the potential of transferability and sustainability of project results.

The event will consist of two parts:
1) project results showroom to present project activities and results in general: Prepared Open educational resources and e-course for FC and WBL for use in in an online environment (IO1), developed Toolkit for assessment of students in FC and WBL (IO2), developed Learning analytics for FC and WBL (IO3), and prepared Code of practice for HEIs on impact analysis of innovative pedagogies (IO4)
2) workshop: to investigate transferability potential of proposed resources, toolkit and dashboards in new contexts. The participants will be asked to critically assess the relevance and appropriateness of developed results in different subject areas. Their work will serve as valuable feedback in this co-creational exercise. The event will gather 40 participants – educators from different universities, educational leaders, policy makers and representatives from IT companies in Germany.

Final Conference in Rijeka - INNOVATED
The overall goal 1) to promote innovative approaches in online teaching, learning and assessment; 2) to present achieved project impact and expose conclusions and lessons learned from the performed multiplier events in UK, Netherlands and Germany and 3) to foster the potential of transferability and sustainability of project results.

The event will consist of three parts:
1) project results showroom: to present project activities and results in general: Prepared Open educational resources and e-course for FC and WBL for use in in an online environment (IO1), developed Toolkit for assessment of students in FC and WBL (IO2), developed Learning analytics for FC and WBL (IO3), and prepared Code of practice for HEIs on impact analysis of innovative pedagogies (IO4).
2) multiplier events wrap-up: project partners will present the achieved project impact and the results and conclusions of the performed multiplier events in UK, Netherlands and Germany in order to enable the further development of the partnership.
3) focus group: to obtain feedback on impact analysis of innovative pedagogies on HEIs strategic goals from HEI decision

makers. The participants will be asked to critically assess the relevance and appropriateness of developed study impact analysis methodology in different types of HEIs and study areas. Their work will serve as valuable feedback that will be integrated in the final version of Code of Practice.

The event will gather 40 participants – educators from different universities, policy makers, educational leaders and representatives from IT companies in Croatia.

Feedback form (for multiplier participants):
https://docs.google.com/forms/d/e/1FAIpQLSfiZrMZOeDQoORgCeAwaqrqZLgyJgo639cFZhiXvY4VavU2Og/viewform?usp=sf_link

1.3.   CALENDAR

The events were planned according to the following calendar:

The project office at FOI started preparing the dissemination pack for these events, including the promo booklet:
https://rapide-project.eu/sites/default/files/FlipBooks/RAPIDE%20Multipliers/index.html

2. MULTIPLIER IN THE NETHERLANDS - TU DELFT

A total of two multiplier events were organized by TU Delft: The first Multiplier event was held as part of the 50th SEFI[1] Annual Conference in September 2022 and led by Gillian Saunders-Smits, Vivian van der Werf and Gitte Verhagen from TU Delft. The second was organized as part of the Leiden-Delft-Erasmus Universities Centre for Education and Learning annual meeting themed in line with the RAPIDE project 'Developing a Culture of Learning Analytics' in December 2022 with amongst the keynotes prof. H. Drachsler from RAPIDE partner Goethe University on Designing highly-informative competency-driven feedback with learning analytics. This event was led by Gillian Saunders-Smits, Vivian van der Werf and Marcus Specht.

The aim of both multiplier events was to introduce the participants to many different types of peer assessment that can be used in (engineering education), such as peer reviewing (each other's work), peer grading(continuous feedback on mastery), and peer evaluation (group work) whether face-to-face, hybrid or in a fully online environment and how to do so in an inclusive way thus maintaining the important safe place that education should be. Both events were well attended with over 30 people participating in the SEFI event and 18 in the LDE-CEL annual event and many of them asking for the resources to be sent to them afterwards so that they may use them in their own institutions to inspire many more lecturers to use Peer Assessment.

2.1 ABOUT THE EVENT (FORMAT, AGENDA)

The multiplier event was organized with the motto 'Practice what you preach' in mind as an active event in which participants were asked to also be active themselves and not just consume the contents presented. For this, we chose the challenge of continuous assessment with a focus on peer assessment which was part of the IO2 deliverable in the project. The event was kicked off by a short introduction to the RAPIDE-project and its outcomes so far. Followed by an introduction to the challenges of assessment in student-centered approaches and how Peer Assessment can be a possible solution to overcome some of these challenges. After that, the participants were put to work in 5 groups in the first event and 3 groups in the second event in which they were asked to design Peer Assessment for one of three fictive courses by making design choices provided on flashcards in a pressure cooker environment. After 30 minutes, all participants were asked to individually peer assess the completed designs by the other teams by writing down on separate sticky notes a compliment for each design (a TOP) and a suggestion for improvement (a TIP).

2.2 ATTENDANCE

The event at SEFI was well attended with 34 participants in total, from 14 countries (Australia, Belgium, Denmark, Germany, Hungary, Ireland, Italy, the Netherlands, Norway, Spain, Switzerland, the United Kingdom, and the United States of America from 22 institutions (including TU Delft). From the Netherlands 7 people attended from universities other than TU Delft: 1 from Saxion University of Applied Sciences, 1 from TU Eindhoven, 1 from Leiden University and 4 from the Universiteit Twente.
All the participants stayed for the full length of the event and participated actively.

The event at the LDE-CEL annual meeting was attended by 18 participants, from 5 higher education institutes in the Netherlands ((7 from Delft University of Technology, 4 from Erasmus University, Rotterdam, 4 from Leiden University, 1 from ROC van Amsterdam and 1 from Open Universiteit, Heerlen) and 1 industry representative (Feedback Fruits).

2.3 REFLECTION (FEEDBACK)

The Multiplier events and the RAPIDE-project as a whole, were very well received by the participants. Much interest was expressed in the E-course that is currently being piloted. We received many queries on when the course would be made available to a wider audience. The actual Peer Assessment design activity was also enthusiastically received by the participants with over half the participants asking for the resources to be made available to them after the event (which of course we did) and initial enquiries were made as to whether we would be prepared to rerun the event at an institute in

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[1] SEFI is the European Society for Engineering Education (Société Européenne pour les Formations des Ingénieurs) of which both the University of Zagreb and TU Delft are institutional members – www.sefi.be)

Norway. It was our observation that there is a real need for more support and learning on designing more student-centered educational approaches to be made available to lecturers. Either because it is not necessarily provided by their own institution but also because lecturers actively want to look outside their own institution for inspiration and ideas as they do not want to get stuck in a fixed mindset approach by just limiting themselves to the (virtual) walls of their institution.

2.4 PHOTOS

FIGURE 1: KICKING OFF THE MULTIPLIER EVENT AT THE SEFI ANNUAL CONFERENCE (PHOTO BY JOHANNES SCHLEISS)

FIGURE 2: PARTICIPANTS CREATING THEIR PEER ASSESSMENT DESIGNS(PHOTO BY GILLIAN SAUNDERS-SMITS)

FIGURE 3: PARTICIPANTS PEER ASSESSING EACH OTHER'S DESIGNS (PHOTO BY GILLIAN SAUNDERS-SMITS)

FIGURE 4: IMPRESSION OF **LDE-CEL** ANNUAL MEETING (PHOTO BY GILLIAN SAUNDERS-SMITS)

FIGURE 5: MULTIPLIER EVENT AT **LDE-CEL** ANNUAL MEETING (PHOTOS BY VIVIAN VAN DER WERF)

Co-funded by the
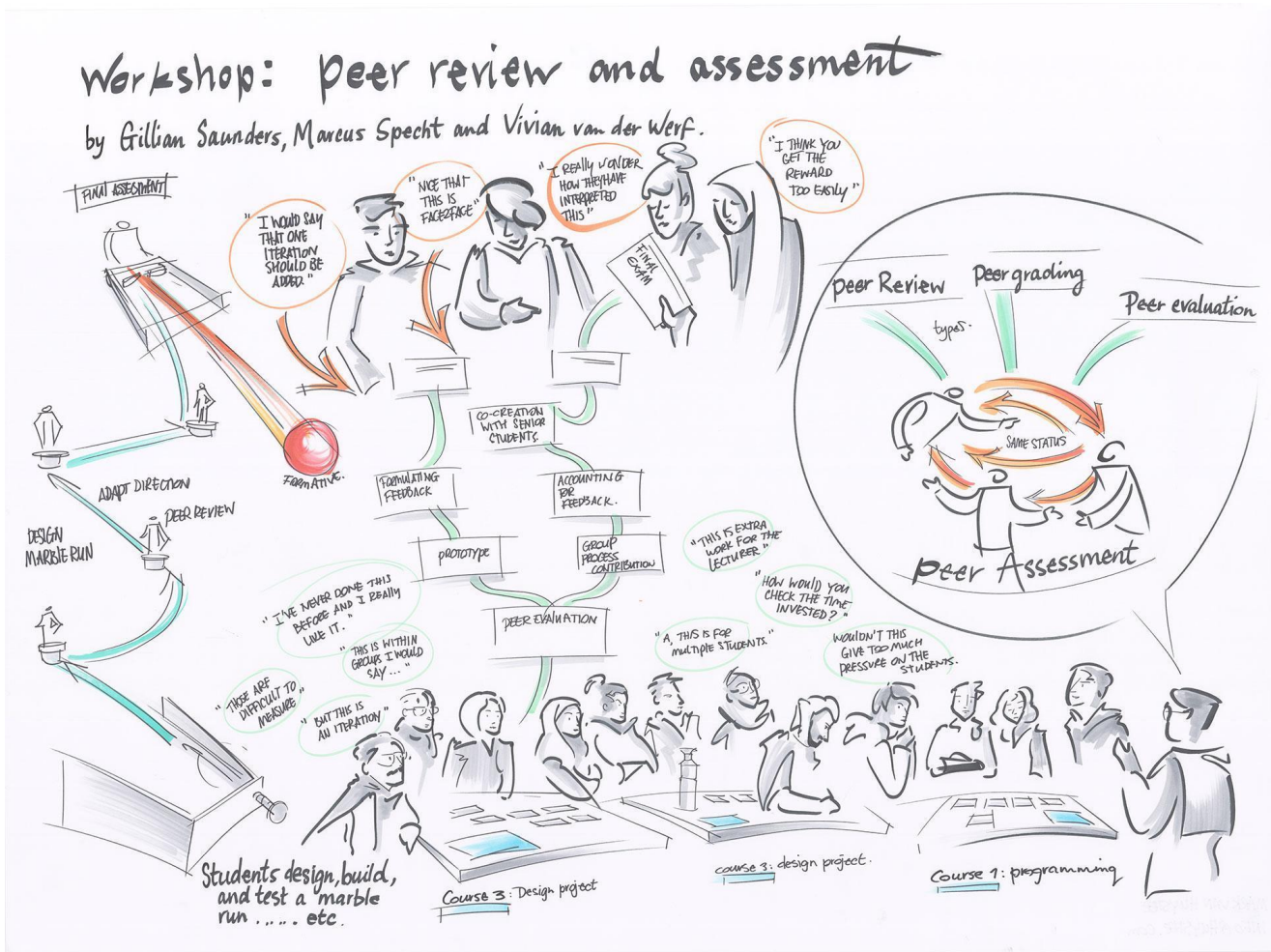Erasmus+ Programme
of the European Union

Figure 6: Artist's Impression of RAPIDE Multiplier event at LDE-CEL annual meeting (By Mark van Huystee)

2. MULTIPLIER IN GERMANY

The Multiplier event was held on November 28, 2023 as part of the 15. eLearning-Networking Day and led by Prof. Dr. Alexander Tillman, Michael Eichhorn and Julia Schmitt from Goethe University. The aim of the multiplier event was to introduce the participants to the RAPIDE E-course and to evaluation for impact analysis. The Event was well attended with more than 30 participants.

2.1 ABOUT THE EVENT (FORMAT, AGENDA)

The workshop was themed around getting to know Rapide and evaluating one's own course with the results staircase. At the beginning of the workshop, an insight into the Mooc was given and special tools such as the BDP Tool were introduced. Then, based on IO4, the staircase model was shown and the participants worked out the individual steps, first alone and then in small groups. With the help of worksheets on which the staircase model was shown, the participants could write down their thoughts. In the exchange among themselves, questions were to be clarified and the concepts were to be presented to each other. In this

way, suggestions were to be made and improvements made in form of peer feedback. Finally, strategic goals of universities were presented and related to the staircase model.

2.2 ATTENDANCE

The event was well attended with a total of 33 participants. All the people came from German universities, educational institutions or further education companies. Three persons were from the Goethe University, the other 30 participants were from different institutions such as the DIPF (Leibniz Institute for Research and Information in Education), Ludwig-Maximilians-Universität München, Technische Universität Darmstadt, Hochschule Darmstadt and others. All the participants stayed for the full length of the event and participated actively.

2.3 FEEDBACK

The Multiplier event and the RAPIDE-project, were very well received by the participants[AR1] . There was a lot of interest in the actual RAPIDE E-course. Through the presentation at the beginning, the participants were able to get an idea of the structure and process. The BDP tool in particular met lively interest. The use of the BDP tool in their own learning plan seemed useful and practical for some participants. The access/link to the tool was passed on to everyone in the workshop. The group work and mutual feedback was also appreciated by the participants as a valuable exchange. After the workshop, further questions were asked to the course leaders and interest in the learning material of the course was expressed.

2.4 PHOTOS

FIGURE 1-3: KICKING OFF THE MULTIPLIER EVENT ELEARNING NETZWERKTAG - PROF. ALEXANDER TILLMANN, MICHAEL EICHHORN, JULIA SCHMITT (PHOTO BY GREGOR BRINKMEIER)

FIGURE 4-5: KICKING OFF THE MULTIPLIER EVENT ELEARNING NETZWERKTAG - PARTICIPANTS (PHOTO BY GREGOR BRINKMEIER)

Figure 6-8: Kicking off the Multiplier event eLearning Netzwerktag – Participants (Photo by Gregor Brinkmeier)

3. MULTIPLIER IN THE UK

3.1 ABOUT THE EVENT (format, agenda)

The Multiplier event was held in two formats to fit the preferences for UK participants. On 31 January 2023 a face-to-face multiplier event was organised in Birmingham. This location was specifically chosen as it is in the middle of the country, easily accessible for participants across England and the UK. The same event was organised in an online format on 2 February 2023 following the same structure. A range of 15 Tweets by @IETatOU and the OU PI @DrBartRienties were shared as well as via Linkedin, and a specific Event-brite page was created. In terms of external visibility, in total the 15 tweets lead to in total 13730 impressions, 610 engagements, and 80 likes. Furthermore, the invite was shared via ALT-C, the LearningGuide, and OU communications. Furthermore, the OU page set-up for the event was visited 133 times. On Linkedin 2 posts led to 1090 impressions and 21 likes.

In total 125 participants registered for either the face-to-face or online event, of which 72 were from the UK. In total 25 participants registered for the face-to-face event, of which 12 participants were able to come in person (all UK). Attendance to the face-to-face event was negatively influenced by persistent (public section, rail, university) strikes in Dec-Feb in the UK. In total 101 participants registered for the online event, of which 40 attended the online event (19 from the UK). The aim of the two versions of multiplier event was to introduce the participants to the RAPIDE E-course, the use of innovative pedagogical approaches of Flipped Classrooms and online Work-Based Learning, and introducing the Balanced Learning Design Planning (BDP) tool. The two events were attended in total by 52 participants, mostly from UK universities.

3.1 ABOUT THE EVENT (format, agenda)

The 3 hour workshop was themed around getting to know Rapide, the Balanced Design Planning (BDP) tool, and exploring how the BDP tool could be used in one's own practice. After a short welcome and introduction to the workshop by Professor Bart Rienties, the importance of the BDP tool and learn to play with it was shared by Prof Bart Rienties & Dr Francisco Iniesto (Figure 1-4). Subsequently participants could volunteer to work in small groups or individually on their own learning design for about one hour (Figure 5-8). Afterwards, volunteer participants presented their initial findings and learning designs with the wider group of attendees, and received some feedback on their design by their colleagues and the moderators (Figure 9-12). Finally, Dr Simon Cross (Figure 2) provided an overview of lessons learned of implementing the BDP tool in 4 RAPIDE e-courses and implementing innovative pedagogies in online professional development.

3.2 ATTENDANCE

The two events were attended with a total of 52 participants. In total 31 participants were from the UK (based upon their registered email address), mostly from UK universities like Aston, Birmingham, Brunel, City, Edge Hill, King's College London, Soton, Warwick, etc. For the online multiplier we also had participants from Croatia, Denmark, India, Spain, and US as the online multiplier was advertised globally online. All the participants stayed for the full length of the event and participated actively.

3.3 FEEDBACK

The Multiplier event and the RAPIDE-project, were very well received by the participants. Of the 17 participants who completed the survey, 88% of participants were very satisfied with the event. There was a lot of engagement with the BDP tool, whereby many participants either in groups or individually actively worked with the BDP tool. For example, UKP3 indicated "Very enjoyable session. Good to immerse myself back into learning design planning. Great also to meet others and share perspectives. Well done, and thanks, to all involved in organising the event."

Several participants shared their learning design with the other participants for feedback. The group work and mutual feedback was also appreciated by the participants as a valuable exchange. For example, UKP14 indicated "The presentation was very clear and it was great to have a mix of presentation and then practical experimentation in groups. I think it was a good introduction to the project and the tool, and it has left me with a lot to think about. Thank you!" UKP15 indicated "It was great to have a real example to unpick and discuss with like-minded colleagues. Our group had some great points to be made about various elements. It really helped me see where I can apply the tool in my daily work and improve the process that I work on with colleagues." After the workshop, further questions were asked to the course leaders and interest in the learning material of the course was expressed.

3.4 PHOTOS

Figure 1-4: Kicking off the face-to-face and online Multiplier event by Dr Francisco Iniesto, Prof Bart Rienties, and Dr Simon Cross (pictures by Bart Rienties)
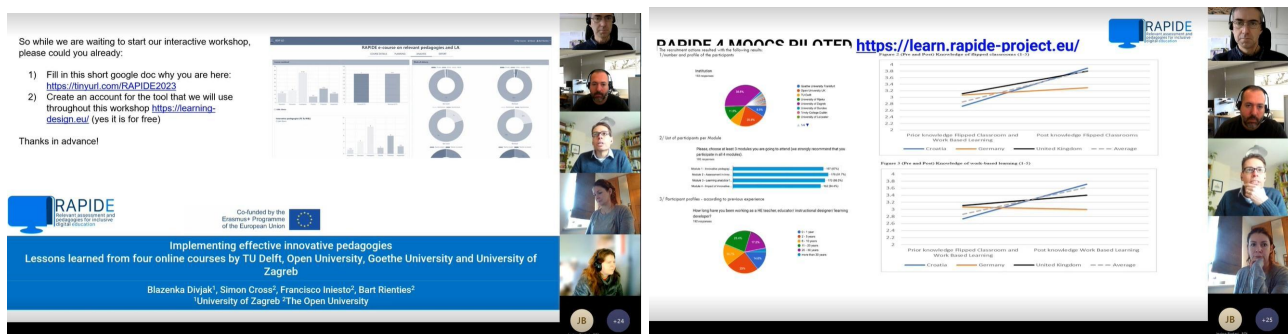
Figure 5-6: Participants working together on learning design template (pictures by Bart Rienties)

FIGURE 7-8: ONLINE PARTICIPANTS WORKING TOGETHER ON LEARNING DESIGN TEMPLATE (PICTURES BY BART RIENTIES)

FIGURE 9-12: SOME PARTICIPANTS SHARING THEIR LEARNING DESIGN (PICTURES BY BART RIENTIES)

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4. FINAL EVENT IN CROATIA

The final conference of the RAPIDE project "Meaningful Innovations in Education" was held on February 24, 2023 at the University of Rijeka. The conference was prepared by a team of experts from the project RAPIDE in order to familiarize participants with the project results and give them the opportunity to apply innovative practices in learning and teaching, such as the flipped classroom and work-based learning.

In addition to the presentation of project partners' experiences and activities in the plenary part of the conference, the conference enabled the actual introduction and application of innovative practices in learning, teaching, assessment, and learning analytics through workshops based on sustainable project results available in the open online course. Conference participants were able to work with an innovative learning design tool used by the project partners, which is also available to all interested teachers and researchers.

The final conference was attended by about a hundred representatives of all stakeholders - teachers from universities, secondary and elementary school, as well as decision makers in the field of education.

4.1 ABOUT THE EVENT (FORMAT, AGENDA)

The conference was divided into two parts. In the plenary part in the morning, presentations were given to all participants. The event was opened by Prof. Marta Žuvić, Vice Rector for Studies, Students and Quality Assurance of the University of Rijeka and Prof. Nina Begičević Ređep, Dean of the Faculty of Organization and Informatics University of Zagreb, who emphasized their extraordinary satisfaction with the partnership RAPIDE, which allows to use the obtained results for the development of the teaching process.

The conference started with the introductory lecture "Results of a balanced, impact-oriented and sustainable partnership" by the project coordinator Prof. Blaženka Divjak and the project manager Josipa Bađari from the University of Zagreb about innovative approaches to learning and teaching, assessment, the use of learning analytics and the importance of a strategic approach to the implementation of innovative approaches, which are addressed in the RAPIDE project. The project RAPIDE is an excellent example of how the cooperation and intensive work of all partners can achieve more than was originally "promised" by the project, not only in terms of quality and quantity, but also in terms of the actual sustainability of the results - emphasised Prof. Divjak. Divjak, as well as the fact that an impressive number of scientific publications were published as part of the project, that more than 200 teachers were involved in the piloting of the e-course RAPIDE and that, in addition, more than 100 interested participants took part in the workshops of the project partners, which were held as part of various multiplier events at the end of 2022.

In the first part of the conference, Prof. Bart Rienties (Open University) presented stimulating experiences on learning analytics. In the presentation "Implementing learning analytics and learning design at scale (with some evidence)," prof. Rienties reflected on what has been learned from large-scale applications of learning design and learning analytics and how other institutions might proceed to successfully start with innovative learning analytics.

In her presentation, "The Model of Service Learning - Innovation in Education," Prof. Bojana Ćulum Ilić (Faculty of Philosophy, University of Rijeka) introduced the model of service learning and the efforts made so far by the University of Rijeka to make it an integral part of educational practices in secondary schools and higher education institutions.

In the continuation of the conference the project partners presented their experiences and results in this fruitful cooperation and reported how they learned and created together.

After the lunch break, the conference continued with workshops. The workshop "Designing learning and teaching using the BDP tool" was led by Blaženka Divjak, Darko Grabar and Petra Vondra, who presented the concept and the free BDP learning design tool to the participants (higher education teachers, primary and secondary school teachers) with several practical examples. In the practical part, the participants used the BDP tool to design their subjects and courses in accordance with the learning outcomes. By the end of the workshop, they were able to improve the design of their courses based on the analysis available in the tool and suggestions from colleagues.

The workshop "Assessing the strategic impact of innovation on the development of an educational institution" was led by Nina Begičević Ređep and Nikola Kadoić. The participants of the workshop were introduced to the methodology of measuring the impact of innovations in an educational institution on the strategic goals of the institution, based on the diffusion of innovations and a balanced scorecard system. The mentioned methodology was developed within the project RAPIDE. In the practical part, the participants were to apply the methodology on the example of their educational institution and analyze its applicability.

The third workshop "The flipped classroom and work-based learning to encourage active learning" was held in two parallel sessions. Vedrana Mikulić Crnković, Maja Gligora Marković, and Goran Hajdin led the session for primary and secondary school teachers, while Blaženka Divjak and Mirza Žižak led the session for higher education teachers. The aim of the workshop was to present the possibilities of the flipped classroom and work-based learning to promote active learning. During the workshop, participants analyzed examples of best practices, discussed the possibilities of using the above approaches in their teaching practice, and designed learning based on the flipped classroom approach and/or work-based learning.

4.2 ATTENDANCE

The event was well attended with more than 100 participants. 105 participants attended the plenary part of the conference. In addition to members of the project team from RAPIDE, the main participants were teachers from primary and secondary schools and higher education teachers. There were a total of 42 participants from institutions that were not involved in the project: 24 primary school teachers, 8 secondary school teachers, 9 high school teachers from Rijeka Polytechnic and the University of Pula and one participant from a company. Most of the conference participants (45) came from different institutions of the University of Rijeka.

22 participants attended the workshop "Designing learning and teaching using the BDP tool". The workshop "Assessment of the strategic impact of innovations on the development of an educational institution" was attended by 10 participants and the workshop "The flipped classroom and work-based learning to encourage active learning" was attended by 10 participants.

4.3 FEEDBACK

In the final conference participated 111 person. Certificates of attendens were sent to all participants via e-mail in pdf format and certificates for conference speaker were sent also. The questionnaire on satisfaction with the final conference was sent to all participants by e-mail and completed by 58 participants. The results for each question are listed below. The first question was related to the workplace in the education system. Participants were able to select several responses from those offered. The results are shown in Table 1.

Table 1. Participant position at the institution of the employee

Position	Absolute	Relative
Policy maker - head, prinicipal, member of Board	8	13,79
HE teacher, instructor	24	41,38
HE teacher, instructor/administration	1	1,72

HE teacher, instructor/Policy maker - head, prinicipal, member of Board	1	1,72
HE teacher, instructor/Teacher in primary/secondary schools	1	1,72
HE teacher, instructor/PhD student	1	1,72
HE teacher, instructor/Researcher	6	10,34
HE teacher, instructor/ Researcher/ Policy maker - head, prinicipal, member of Board	1	1,72
Teacher in primary/secondary schools	10	17,24
Teacher in primary/secondary schools/ Instructional designer/analyst/ pedagogue	1	1,72
Instructional designer/analyst/ head of the software development department	1	1,72
Student	1	1,72
Associate	1	1,72
Head of the Center for Projects	1	1,72

The next group of questions related to the introductory lectures held at the final conference. The results are below.

Graph 1. Overall satisfaction with the event

IN PRINCIPLE, I AM SATISFIED WITH THE EVENT


■ I completely agree   ■ I agree   ■
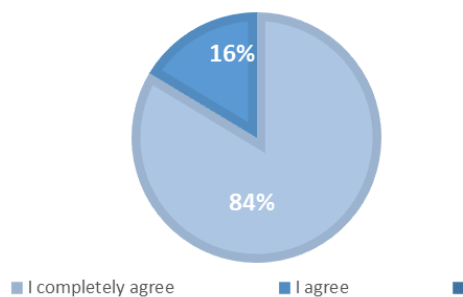
84% of them were completely satisfied with the organisation of the introductory lectures, while 16% of them were satisfied.

81% expressed a complete satisfaction with the content of the introductory lectures, 19% were satisfied. (Graph 2.)

Graph 2. Satisfaction with the content of the introductory lectures

I AM SATISFIED WITH THE CONTENT OF THE INTRODUCTORY LECTURES

19%

81%

■ I completely agree ■ I agree
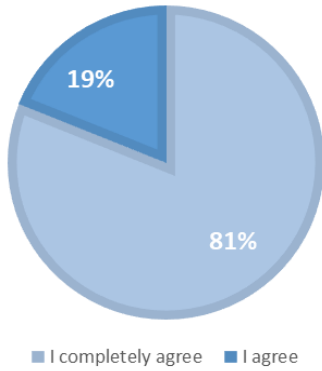
The duration of the introductory lectures was appropriate, as 83% were completely satisfied, 17% were satisfied. (Graph 3)

Graph 3. Satisfaction with the duration of the introductory lectures

I AM SATISFIED WITH THE DURATION OF THE INTRODUCTORY LECTURES

17%

83%

■ I completely agree ■ I agree
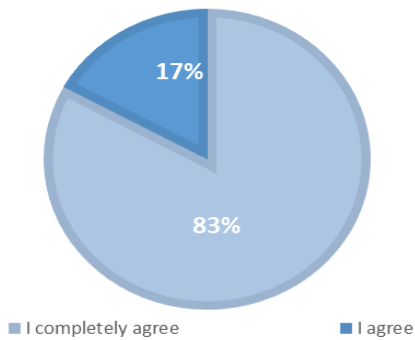
When asked about the possibility of applying the knowledge/skills taught in the introductory lectures in the future work of participants, 60% of the participants agreed with this possibility, 36% agreed, 4% neither agreed nor disagreed. (Graph 4.)

Graph 4. Use of the skills and/or knowledge presented/acquired in future work

I CAN USE THE SKILLS AND/OR KNOWLEDGE PRESENTED/ACQUIRED IN THE INTRODUCTORY LECTURES IN MY WORK

- I completely agree
- I agree
- I neither agree nor disagree

4%
36%
60%
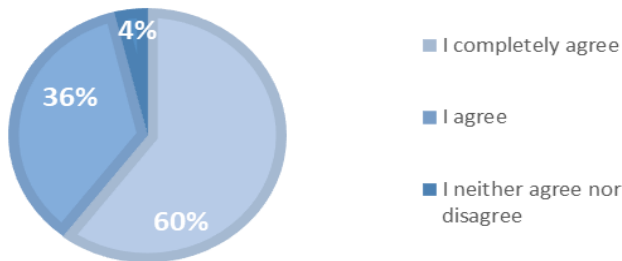
When asked if the introductory lectures met expectations, 72% of participants fully agreed, 28% agreed. (Graph 5.)

Graph 5. Introductory lectures met expectations

THE INTRODUCTORY LECTURES FULLY MET MY EXPECTATIONS

28%
72%

- I completely agree
- I agree
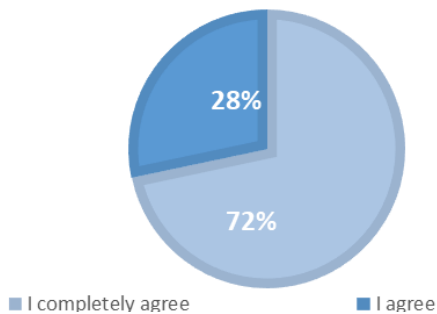
Below are the results of the satisfaction survey on the workshops conducted:

"Assessing the strategic impact of innovation on the development of an educational institution"

Only the responses of those participants who attended were evaluated. The number of participants per workshop was limited due to the number of available computers used during the workshop. 73% of participants were completely satisfied with the content of the workshop, while 27% were satisfied. 83% were completely satisfied with the duration of the workshop, while 17% were satisfied. 70% of the participants fully agree that they will be able to apply the knowledge and skills acquired in the workshop in their work, while 30% of them agree. 79% of them fully agree that the workshop met their expectations, and 21% of them agree.

The workshop held in parallel with the workshop "Assessing the strategic impact of innovation on the development of an educational institution" was the workshop "Designing learning and teaching using BDP tools". The results of the satisfaction survey among the participants of this workshop are presented below. 94% were fully satisfied with the content of the workshop, while 6% were satisfied. 75% of them are fully satisfied with the duration of the workshop, while 25% are satisfied. 72% of them fully agree that they will be able to apply the skills and knowledge presented in their work, while 28% of them agree with this possibility. The expectations of the workshop held were fully met by 79% of the participants, while 21% agreed with the statement that the workshop met their expectations.

The workshop "Flipped Classroom and work-based learning to promote active learning" was held in parallel for two groups of participants. One group consisted of teachers from elementary and secondary schools, and the other consisted of teachers from higher education institutions. Below are the results of the evaluation of the workshop by teachers from elementary and secondary schools. 94% of them are completely satisfied with the content of the workshop and 6% are satisfied. 82% of the participants were completely satisfied with the duration of the workshop and 18% were satisfied. The same percentage answered the question about the possibility of applying the skills and/or knowledge acquired at the workshop in their own work. 82% of them fully agreed, while 18% agreed. The expectations of the workshop were fully met by 76% of the participants, while 24% of them were satisfied.

The participants of the workshop, who are university teachers, evaluated the workshop "Flipped classroom and work-based learning to encourage active learning" as follows: 86% of them are completely satisfied with the content of the workshop and 14% are satisfied. Most of the participants, 83%, are completely satisfied with the duration of the workshop and 17% are satisfied. 76% fully agree that the workshop met their expectations, while 24% agree.

From all the obtained results we can conclude that the majority of the participants are completely satisfied with the lectures and workshops, which is also described in the comments they wrote at the end of the questionnaire.

At the end of the questionnaire, participants had the opportunity to provide text comments on the entire event. 21 of them made use of this opportunity and the comments are listed below.

1. Useful and effective experience that I will implement in my work

2. I was impressed with the learning design tool that was created and designed. I think I will use it for planning my own lessons. In my opinion, it is a great tool for achieving student outcomes in the courses I take. I will recommend it to my colleagues from schools and colleges. Thank you :)

3. Thank you for organizing this conference, it was excellent, educational and made me think about new ideas. The speakers were excellent, I enjoyed listening to them.

4. I would like to thank the organizers and leaders of the project, it was interesting to hear their experiences and results of the project during the plenary presentations. Unfortunately, I could not participate in the workshops as I had planned.

5. The introductory part of the conference as well as the workshops were fantastic! The information was useful and inspiring for our further work. The lecturers were of high quality, interesting and pleasant. I will certainly use what I learned at the conference in my teaching. Thank you very much for this positive experience!

6. I am very satisfied with the entire meeting.

7. Ladies and gentlemen, the workshop was excellent, my colleague Nikola presented it fantastically. The only thing he would like to see in the future is to extend the workshop by an hour or so to get everything done in time. Perhaps a concrete example of how workshop participants would work from start to finish. There are many things that the participants (me personally) are not sufficiently aware of! Everything else is top notch. Also, kudos to Professor Divjak and Professor Ćulum Ilić for their excellent presentations. A nice welcome

8. The workshops were extremely useful and interesting.

9. Praise from Prof. Divjak for interesting teaching methods during the conference.

10. Everything was for 5!

11. Very nicely organized, thank you.

12. Congratulations to the members of the project team for the excellent project as well as for the program of the final conference and congratulations to the speakers for both the topics of the presentations and the style of the presentations themselves. The same goes for the workshops attended. The workshops themselves were useful and I will certainly be incorporating some of the ideas presented in the reverse workshop into the creation of future lesson plans/materials.

13. Excellent, interesting presentations and workshops

14. I also like the organization of the conference, the rotation of lecturers and activities, the way the content was presented was encouraging, I received a lot of useful input ... all praise

15. Excellent workshops and excellent instructors! I think the BDP tools are excellent and very useful for anyone creating and delivering courses.

16. Very useful and enjoyable.

17. I am very satisfied with the part of the conference I attended. Due to other commitments I was not able to attend the workshop, which I regret very much.

18. Thank you for organizing the conference and the excellent workshops.

19. Very interesting and useful conference and workshops, would definitely support a two day event

20. excellent, applicable and stimulating

21. I was pleasantly surprised by the presentations and they exceeded my expectations. Although I had planned it, unfortunately I could not attend the Flipped Classroom workshop due to professional reasons. I support such projects and their goals because as a student I agree that there needs to be more access to students and students learning and approaching subject matter, and therefore what that subject matter relates to. I hope that as many professors as possible will begin to break new ground and not stick exclusively to 'conventional', familiar (and somewhat boring and ineffective) teaching principles

4.4 PHOTOS

Co-funded by the
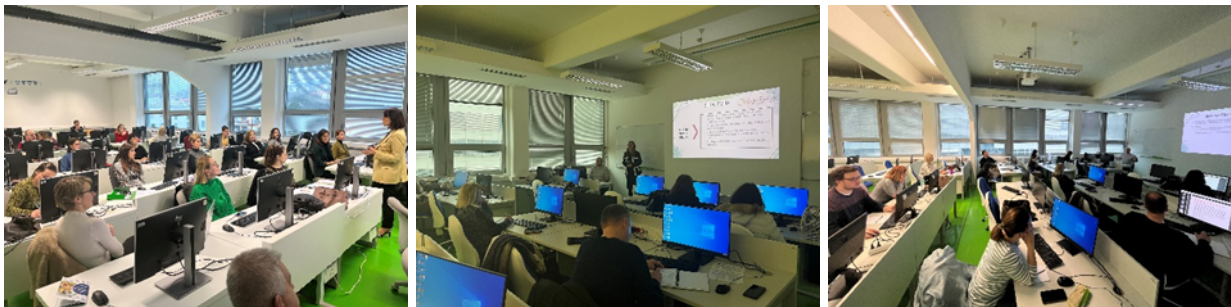Erasmus+ Programme
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Figure 1-6: Plenary part of the conference

Figure 7-9: the workshops