

24-26 MARCH, 21
ONLINE

2nd COUNTRY WORKSHOP

Online tools used for
course development:
experience of MD
universities

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COMPASS
Towards European University
Lifelong Learning in Moldova

 Co-funded by the
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TOWARDS EUROPEAN UNIVERSITY LIFELONG LEARNING MODEL IN MOLDOVA

PROJECT PARTNERS:



DAILY TOPICS

DAY 1 Validation of Prior Learning as a tool to strengthen ULLL

DAY 2 ULLL services as part of university strategy

DAY 3 Tools for online development of LLL courses

Moldovan universities, at the administrative level, realized the need to use online for the teaching process

ASEM

Moodle platform

2006

Trainings for academics

2011 – 19: - 147 academics

2020 – 21: - 205 academics

USEFS

2014

2014-2021: - 60 academics

UCCM

2012

2012 – 16: - all academics

the key to change is academics



Online tools used by
Moldovan academics to
develop teaching content

March, 15-24

→ **211 Academics**

→ **9 Universities/MD**



I taught online
until the
pandemic

25%



COVID-19

73%

I started
teaching online
in the pandemic



What was the biggest challenge you faced when transferring the online teaching process?

selecting the online platform

ensuring the technical conditions

adaptation of the contents

finding effective channels for communication with students

finding of effective tools/activities to motivate students to learn

What impact does online have on the quality of teaching content and activities?



38%

22%



40%

- the contents have become more varied, more interactive
- the flexibility to study without time and place restrictions
- access to various learning tools and resources
- teaching contents have become more applicable, accessible, the way of evaluation more transparent
- increasing the comfort for students in terms of organizing studies and access to teaching materials, self-monitoring of learning outcomes

- the efficiency and performance of the courses decrease
- low student involvement
- does not provide interactivity
- difficult to organize group work
- difficult to maintain students' attention
- online teaching is not seriously perceived by students
- online activities are less interesting for students
- direct contact with students is completely lost, which has an impact on objective assessment



Did you change the teaching portfolio you used in face2face teaching with the transition to online teaching?

4% no changes

42% major changes

47% insignificant changes

What online Learning Management System (LMS) do you use?

MOODLE 86%

BLACKBOARD 1.5%

GOOGLE CLASSROOM 35%

CANVAS 4%

EDUPAGE GITHUB 0.2%

34% ZOOM, TEAMS, SKYPE
GOOGLE MEET

The most popular activities:

Assignment

Quiz

URL

Video conference

Lesson

Forum

File sharing

What communication channels do you use in parallel with the LMS platform?

Email 98%

Messenger 41%

WhatsApp 2%

Viber 78%

Facebook Group 14%

Telegram 6%

Skype 3%

What video conferencing platforms do you use in your courses?

BigBlueButton 37%

Google meet 67%

Zoom 61%

Teams 38%

Skype 2%

Facebook rooms 4%

What activities do you use during video conferencing?

Screen sharing 98%

Chat 83%

Poll 41%

interactive whiteboard 40%

What other online tools / platforms do you use to make the course interactive

14%

Liveworksheets

LearningApps

Kahoot

Padlet

Metimeter

Testmoz

Miro

Jamboard

In what form are the didactic contents offered to the students

Video developed by the teacher until the lesson 13%

Recorded materials during live conference 12%

Video downloaded from the internet 33%

PPT 83%

Word/pdf 84%

Have you received support from the institution in:

YES

NO

organization and management of online courses

79%

15%

developing teaching content for online courses

55%

39%

Will you use the online for teaching after the pandemic?

67%

Yes

11%

No

22%

Maybe





how to use the results of the survey for the development of ULLL in Moldova



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- # **Moldovan universities have the key resource - academics**
- # **more than 50% of academics are open to adapting teaching content to the specifics of teaching channels**
- # **academics need support in the development of teaching content**



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One of the objectives of the COMPASS project - the development and consolidation of LLL university centers



one of the responsibilities of the LLL centers - to provide support services in the development of courses



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80

participants

9

universities/MD



The poster features the COMPASS logo at the top, which includes a compass rose icon. Below the logo is the text 'Towards European University' and 'Lifelong Learning in Moldova'. The main title is 'Online Summer School' in a large, bold, blue font, followed by the subtitle 'How to design LLL Courses at University'. A list of dates is provided: 'Start: 01 July, 2020', 'Submission of Course Design Draft: 01 September, 2020', and 'End: 30 September, 2020'. A pixelated hand cursor icon is positioned over the end date. At the bottom left, there are logos for 'DOMU UNIVERSITATII' and 'UNIVERSITAT DE BARCELONA'. At the bottom right, it says 'Co-funded by the Erasmus+ Programme of the European Union' next to the European Union flag.



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thank you 😊

The survey was conducted within the project:

**TOWARDS EUROPEAN UNIVERSITY LIFELONG LEARNING
MODEL IN MOLDOVA / COMPASS**

Project No: 597889-EPP-1-2018-1-MD-EPPKA2-CBHE-SP

Funding Scheme: Erasmus+



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