



Best practices exchange workshop

Lot 1 Team/SLA, 7 July 2021

 **EIPA** European Institute of Public Administration
Institut Européen d'Administration Publique

learning and development - consultancy - research

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Programme


13.30 – 13.55
Introduction and presentation of survey results

13.55 – 14.00
Shortest of breaks

14.00 – 16.00
Workshop with Cyriel Kortleven

16.00 – 16.15
Break

16.15 – 17.15/30
Exchange and follow up

 **EIPA**

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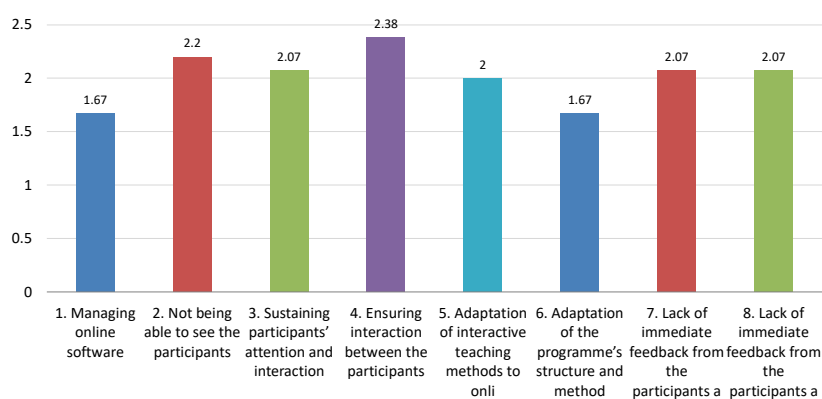
Survey

- Thank you for taking time!
- A few questions to help us identify the needs and act upon them
- Context: commitments within the Lot1 Quality Management Plan (QMP)



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How challenging do you find the following elements of online teaching in comparison to face-to-face teaching experience?



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Which adaptations to your seminar structure, content and material have you already introduced when transitioning to online delivery?

	Answer	Count (16 = 100%)
1.	I restructured the whole seminar (e.g. to deliver it in several shorter sessions instead of in a one-day course)	12
2.	I restructured individual sessions to adapt them to an online delivery	8
3.	I reduced content	9
4.	I adapted material to be visually more accessible	9
5.	I developed new interactive elements	11
6.	I had to adapt the seminar to the lower/higher number of participants online	3



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What type of support do you or would you welcome?

	Answer	Count (16 = 100%)
1.	Technical support on stand-by	4
2.	Technical support present in the Zoom room	5
3.	Support in designing the programme's structure and methods for online delivery	4
4.	Support in developing material for online delivery	8
5.	Support with the use of online tools for interactivity	10
6.	Support in developing presentation skills for online delivery	13
7.	Support in dealing with particularly difficult situations or participants	7



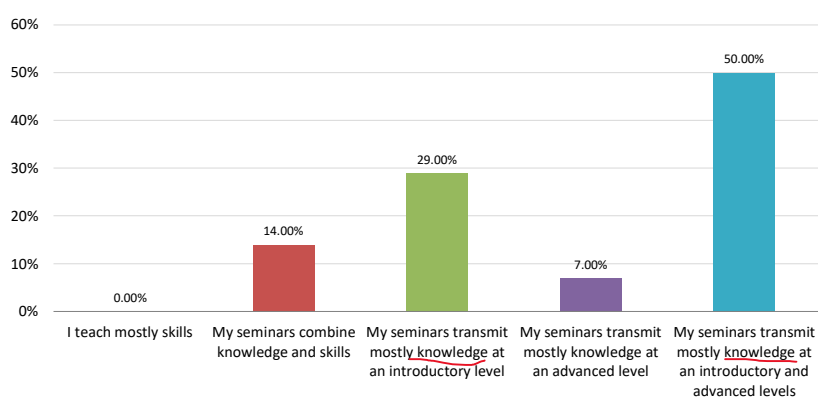
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Would you like to share any comment or observation in preparation of best practices exchange with regard to online teaching, including on a type of support you'd welcome and we missed out above?

Response ID	Response
117521247	How to <u>persuade participants to leave their cameras on</u> ; or stop doing other work!
117427246	I find it very challenging at times impossible to best adapt the seminar to the online environment yet at the same time <u>remain within the confines of budgeted preparation time</u> .
117219469	As an external collaborator, I benefited greatly from the support of experienced EIPA colleagues, and together we learned to create, adapt and make use of the practical experience of pilot sessions for new courses to improve the online experience for the participants. ✓
117167812	The training that I deliver is technical; effectively the trainees are obliged by their institution to learn the material. I think I'm fine in delivering this material in person (face to face, pre-Covid), but the Zoom experience is disappointing. Now, <u>methods to make technical material more engaging</u> would be appreciated. Also coping techniques <u>if there is a small technical disaster like a failing internet connection</u> .
117143741	Participants <u>should have more the automatic reaction to switch on cameras</u> when speaking. Even after having repeated several times, some participants forget to use the camera. In addition, some participants hide themselves in an online environment. Some of them are not at all visible and participating. The interaction is better and smoother in a physical format. Most challenging part for teacher/speaker is fact that participants are not visible (some of them totally hidden). For many trainings, the physical format remains best.

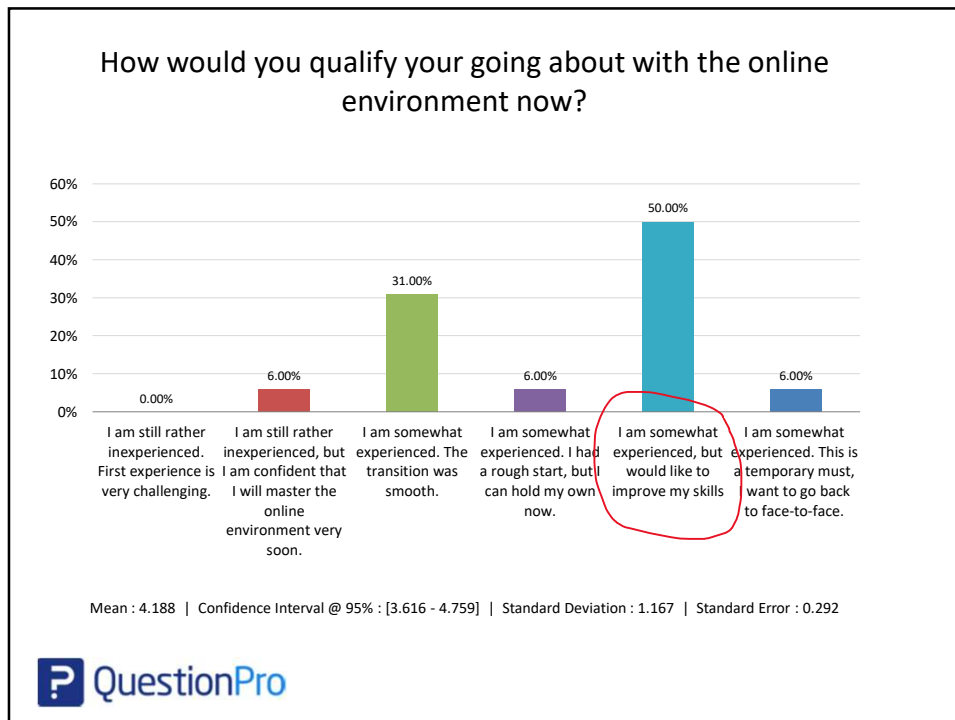
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What kind of competences/skills are among the objectives of the seminars which you deliver via EIPA?

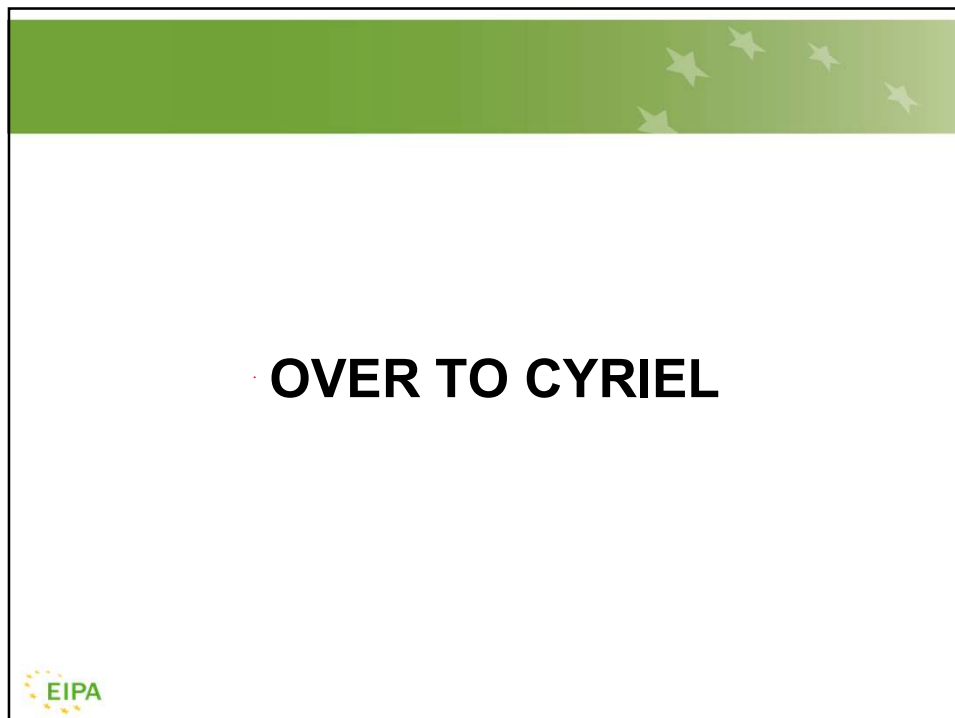


Mean : 3.929 | Confidence Interval @ 95% : [3.296 - 4.561] | Standard Deviation : 1.207 | Standard Error : 0.322

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Exchange and follow up

- Reminder: how this relates to the Lot 1 QMP
- Take aways from the workshop with Cyriel – what do you see as likely for you to implement, any additional needs to be able to implement?
- Broader issues in relation to preparation and delivery of seminars: exchange of best practices on:
 - Issues related to the adaptation of the seminars to the audience: a question of level and of profession
 - Questions of depth and pace
 - Ideas on how to (systematically) incorporate preparatory work and future guidance in individual seminars
 - Thoughts on new/different formats: lunch time sessions, shorter sessions, sessions delivered with a break in between
- Issue: Focus on learning – use of tests and similar tools for measuring the learning impact – exchange and ideas for the future
- Any other issue to discuss?



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Our commitment (QMP): continuous professional development

Procedures for the selection, recruitment and continuous professional development of trainers, consultants and experts

- We will organise an annual series of Lot 1 *trainer-training sessions* to upgrade skills, update knowledge and share feedback from good/bad practices. This will address learning methods or tools, and sharing of key documents and research articles.



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Our commitment (QMP): effective and coherent teaching approach

Procedures to ensure an effective and coherent teaching approach

- EIPA will ensure an effective and coherent teaching approach via:
 - Common guidelines for the design and delivery of courses (e.g. adaptation of content to context, maximal use of interactive elements and cases, time for discussion, style of delivery etc.).
 - Common evaluation forms.
 - Monitoring of performance by Pedagogical Manager or representative, including sit-ins, and rapid follow-up of suggestions for improvement.
 - Professional development support and sharing of information and good practices.



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Pedagogical Manager

- Is the CA's contact person for quality-related questions.
- Provides technical expertise to the CA in identifying L&D needs and appropriate responses.
- Supervises the identification, assessment, selection and professional development of trainers and consultants.
- Supervises trainers in the development of learning materials and solutions.
- Designs and supervises procedures to ensure coherence and effectiveness in teaching approaches.
- Reports in writing to CA after each activity, including feedback from trainer and participants.
- Proposes and ensures implementation of corrective actions, if complaints are received.
- Updates and amends the Quality Management Plan (QMP).



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Our commitment (QMP): Quality performance indicators and standards

Performance standard	Indicator	Benchmark	Data collection method
Learning			
Increase participants' knowledge in	Pre- and post-course tests	Increase in correct answers in 80% of cases	Processing of test results
Perceived applicability of content for work	Rating by participants in satisfaction sheets	At least 80% state high level of applicability	Review of ratings



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Take aways



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