Implementation of the training courses on remote places

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Digicompass Conference

Introduction

The entire activity, namely the training of teachers in ICT and their implementation in the classroom, started in 2010 supported by the Prefecture of the Cyclades islands, and more specifically by the Informatics and New Technologies Center of the prefecture.

From 2010 to 2013, the seminars were addressed to teachers of the prefecture of Cyclades. In the period 2013-2017, these seminars extended throughout the South Aegean.

The next stage was their adoption by the Hellenic National Support Organization (NSO), which collaborates with the Ministry of Education (MERA[1]) and the Computer Technology Institute and Press "Diofantus"

In this Archipelagos, there are 62 inhabited islands, with 195 schools of primary education, 89 of lower secondary education, 30 of General higher secondary education and 26 vocational schools.

People involved

Trainers

- Volunteers

Course content developers

- volunteers

Course fees

- Free of Charge

PROCEDURE

The course support team writes, posts, proofreads and updates the training materials, creates and coordinates the online classes, and resolves learner issues.

A team of trainers & graders (consisting of ~500 volunteer trainers), motivate the trainees and grade the activities they prepare.

Every week the material of a new teaching unit is posted and the participants are asked to submit activities related to the respective unit.

Instruct on How
Ih
C-4

Two of the Global Elements for Effective Flipped Learning focus on the problem of lectures: Lecturer as Facilitator

Planning for Flipped Learning

The course support team writes, posts, proofreads and updates the training materials, creates and coordinates the online classes, and resolves learner issues.

Link to Group Space
Lk
IS-4

Appropriate Media
Am
IS-5

A team of trainers & graders (consisting of ~500 volunteer trainers), motivate the trainees and grade the activities they prepare.

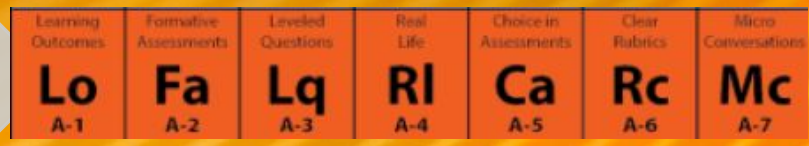
Every week the material of a new teaching unit is posted and the participants are asked to submit activities related to the respective unit.

Lower Bloom's
Lb
IS-1

Meaningful Tasks
Mn
IS-9

Successful completion

- successful submission of at least 70% of assignments,



Course content

- is co-shaped by the whole community through the completion of questionnaires

Previous trainees

- New trainers

Training Material

- remains permanently available for all trainees.

Asynchronous part, Moodle platform

Synchronous part, Webex suite

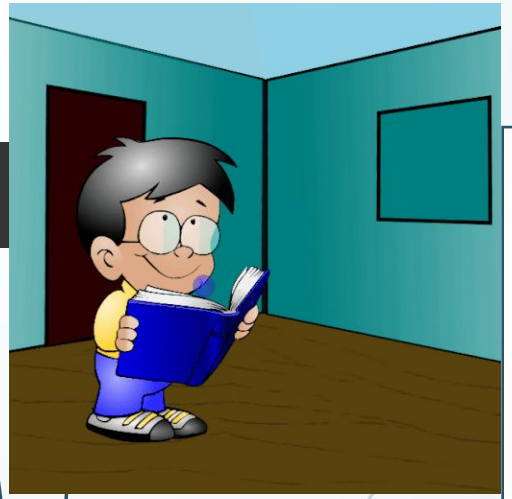
Webex suite is provided to the teachers for free by the Greek Ministry of Education.

Asynchronous part

Lower Bloom's	Learn Tech Tools	Focus on Group Space	Link to Group Space	Appropriate Media	Pre Class has Big Idea	Short Media	Intuitive	Meaningful Talks	Mix of Elements
Lb IS-1	**Tl** IS-2	**Gs** IS-3	**Lk** IS-4	**Am** IS-5	**Bi** IS-6	**St** IS-7	**In** IS-8	**Mn** IS-9	**Mx** IS-10
Chunk Media	Practical Activities	Connect Prior Knowledge	Questioning Strategies	Accountability	Use Pre Class Data	Teach to Interact	Consider Legal Aspects		
Ch IS-11	**Pr** IS-12	**Pk** IS-13	**Qs** IS-14	**Ac** IS-15	**Dt** IS-16	**Ti** IS-17	**Lg** IS-18		

Higher Bloom's	Class Expectations	Embrace Failure	Nixon Lecture	Student Centered	Promote Collaboration	Model for Students	Differentiation	Skills Leveled	Active Strategies
Hb GS-1	**Ce** GS-2	**Eb** GS-3	**Nl** GS-4	**Ss** GS-5	**Cb** GS-6	**Mg** GS-7	**Df** GS-8	**Lv** GS-9	**As** GS-10
Digital & Analog	Student Creation	Reflection	Regular Projects	Plans for Incomplete					
Dg GS-11	**Cr** GS-12	**Rf** GS-13	**Rp*** GS-14	**Pi** GS-15					

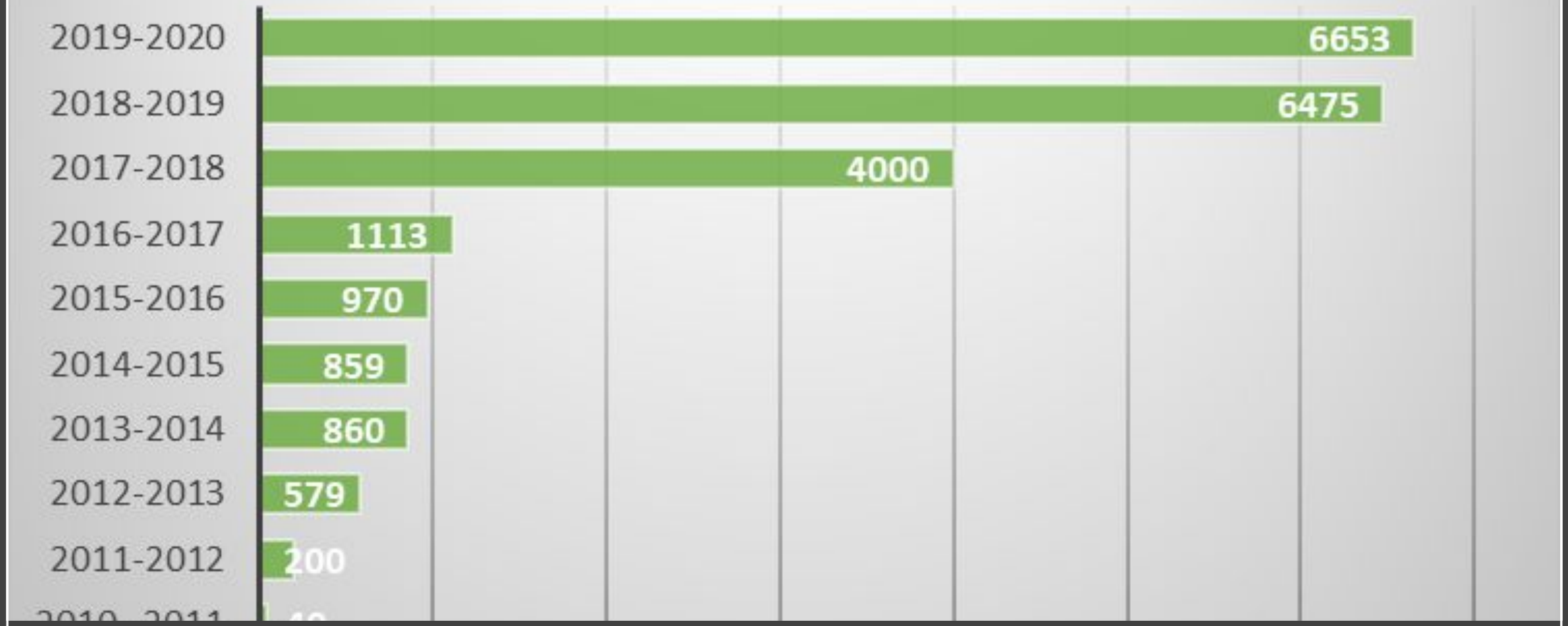
Synchronous part

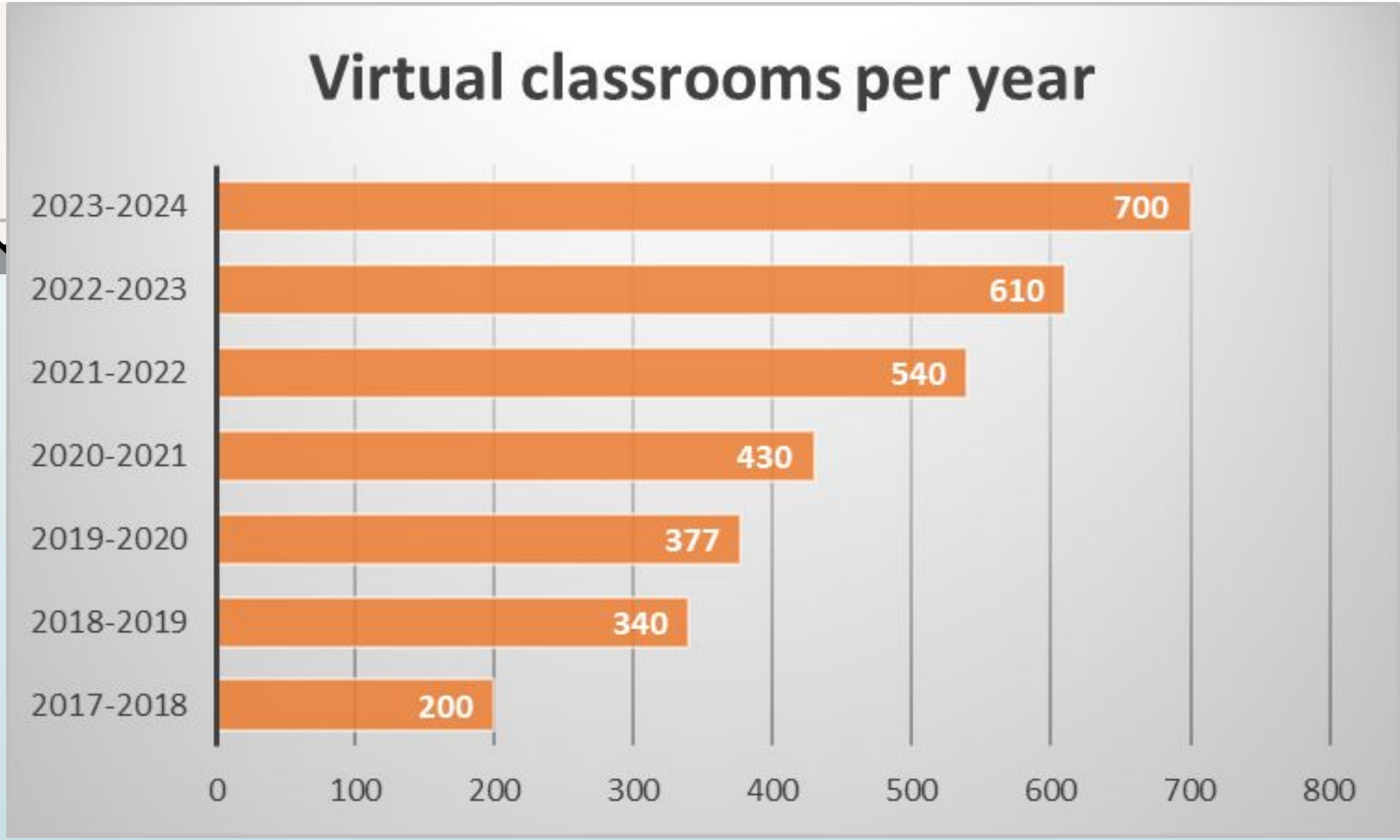


Results

Table 1. Number of e-classes and the number of the trainees registered		
Training period	Registered teachers	No of e-classes
2019 - 2020	6653	377
2018 - 2019	6475	340
2017 - 2018	4000	200
2016 - 2017	1113	54
2105 - 2016	970	48
2014 - 2015	859	43
2013 - 2014	860	40
2012 - 2013	579	35
2011 - 2012	200	25
2010 - 2011	40	8
Total	21749	1170

Number of trainees per year




Virtual classrooms per year
2023-2024
700
2022-2023
610
2021-2022
540
2020-2021
430
2019-2020
377
2018-2019
340
2017-2018
200
0
100
200
300
400
500
600
700
800

Registrations per year
2023-2024
19740
2022-2023
16557
2021-2022
13529
2020-2021
8824
2019-2020
6653
2018-2019
6475
2017-2018
4000
0
5000
10000
15000
20000
25000

Courses A

Summary of the distance learning courses provided by the Centre of Informatics and New technologies (KEPLINET)at Cyclades (2010 – 2017) and by the eTwinning (2017 – 2020)

Course Title
1. E-learning platforms - Educational material production tools - Communication tools
2. Multimedia editing tools - Educational material production tools
3. Website Builder Tools - Collaborative and Supportive Tools
4. Online educational communities and utilization of learning objects
5. Creative and safe internet - Assessing and developing critical thinking about digital content
6. Utilization of mobile devices (Tablets and mobile phones) in teaching lessons
7. Scratch Programming and Educational Robotics
8. Educational robotics with Thymio
9. Educational robotics with Raspberry
10. Educational robotics with Arduino

Courses B

Course Title
21. Distance training of students in small islands with the safe use of the internet - information evaluation, using a virtual world, OpenSim
22. Intersex relationships and the HPV virus
23. Training of ICT teachers in the Python programming language
24. Development of activities with the LAMS educational platform
25. Training of primary education teachers on Internet Safety using a virtual world, OpenSim
26. Using the interactive whiteboard in teaching, Openboard
27. Natural Sciences didactics
28. Network of schools for school mediation
29. Training of parents in the use of ICT (Naxos). Mixed F2F and distance learning

Courses C

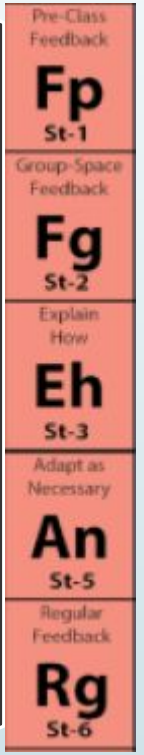
Course Title
11. Distance trainer training
12. "Use of ICT and Web 2.0 tools in the teaching of Informatics I courses"
13. "Use of ICT and Web 2.0 tools in the teaching of Informatics II courses"
14. "Use of ICT and Web 2.0 tools in the teaching of Informatics III courses in Primary Schools"
15. "Use of ICT tools for science teachers"
16. School Violence & Bullying
17. "Technical support of IT Laboratories using Virtual Machines
18. Use of Web 2.0 tools in teaching practice (Blended Learning with the use of a virtual world, OpenSim)
19. Use of UBUNTU Operating System, Libre Office & EL/LAK Applications in teaching
20. Training course for the Heads of School Laboratory of Informatics and Computer Applications, using Virtual Machines

Discussion

Students who do poorly on the first quiz of the semester or who do not complete the first quiz of the semester are at high risk of not completing the course

From the students who completed the first quiz of the semester, 75.8% successfully completed the course

only 35.3% of the students who did not complete the first quiz, successfully completed the course



Research indicates that low satisfaction degree of on-line courses affects the completion degree *

Some researchers presented a 5-15% completion rate of online courses (**), while others referred to 3-6% rate for Massive Open Online Courses . (*).

*Reich, J. and Ruipérez-Valiente, J. A. (2019). The MOOC Pivot. Science 363(6423), pages 130-131. DOI: 10.1126/science.aav7958 http://science.sciencemag.org/content/363/6423/130
**Mason Matthew (2019). Why the completion rate for online courses are so low. Matthew Mason's Post on Linkedin (09/01/2021), available on https://www.linkedin.com/pulse/why-completion-rate-online-courses-so-low-matthew-mason/.

*Mason Matthew (2019). Why the completion rate for online courses are so low. Matthew Mason's Post on Linkedin (09/01/2021), available on https://www.linkedin.com/pulse/why-completion-rate-online-courses-so-low-matthew-mason/.

“There are several reasons why the completion rate of self-paced online courses might be so low including *

Lack of structure

- Without a set schedule or timeline, it can be easy for individuals to become distracted or lose motivation, which can make it more difficult for them to stay on track and make progress.

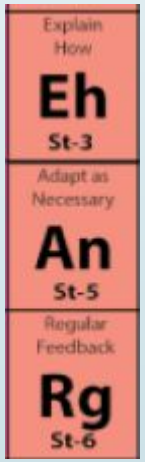
Limited interaction and support

Without the opportunity for regular in-person or online interactions with instructors or other students, individuals may feel isolated and may not have access to the same level of support and guidance as they would in a one-on-one or group coaching program.

Limited accountability

- Self-paced online courses offer limited accountability. Without the structured support of a coach (or an accountability group), it can be easy for individuals to fall behind or lose motivation. This lack of accountability can make it more challenging for learners to stay on track and achieve their goals.

”



Conclusion

The training model followed all these years (2020-2024) as it is described at the “methodology section, is considered to be successful because of:

The exceptional high degree of the course completion (63-84%, mean value 72% for the period 2022-2023)

The enthusiastic comments provided by the trainees during the evaluation, at the end of the course

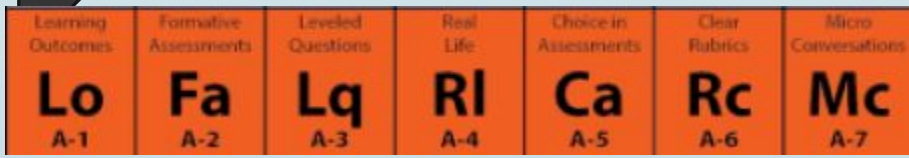
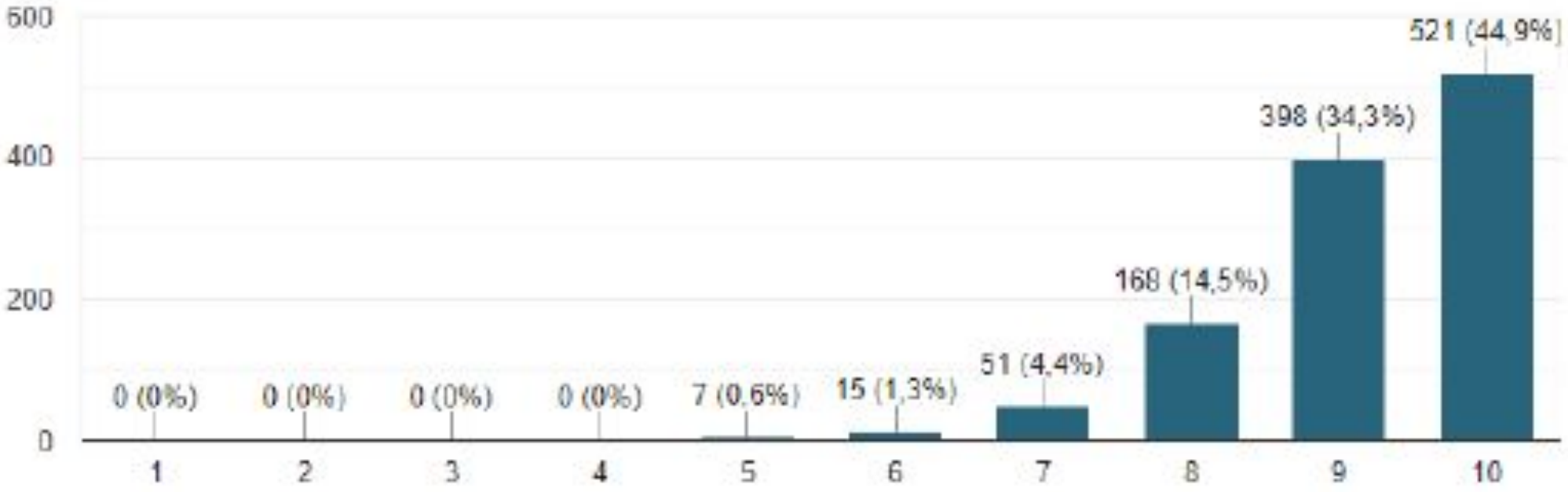


Table 3: data from the period 2022-2023, concerning the degree of successful course completion and the registered trainees' number

Course name	Completion percentage 2022-2023	Registration 2023-2024
Arduino Basic: Introduction to Educational Robotics Using Arduino	64%	632
I. E-learning platforms - educational material production tools - Communication tools	63%	2188
II. Media Editing Tools - Educational Material Production Tools	82%	2940
III. Website Builder Tools - Collaborative and Supportive Tools	68%	2392
IV. Online learning communities and the use of learning objects	65%	1249
Thymio	67%	153
V. Creative and safe internet - Assessing and developing critical thinking about digital content	66%	1009
Educational Robotics in Kindergarten - Beebot	84%	1044
Educational Robotics at School - Edison	67%	105
Mobile devices 1: Application in everyday life	78%	1078
Mobile devices 2: Application in education	69%	2461
Scratch Programming and Educational Robotics	74%	1211
Educational Robotics with Micro:bit (Pilot)	69%	340
Arduino Intermediate: Dive into educational robotics using Arduino	80%	253
Mean	72%	19740

Table 1: How do you evaluate this course (from 0-10)

1.160 απαντήσεις



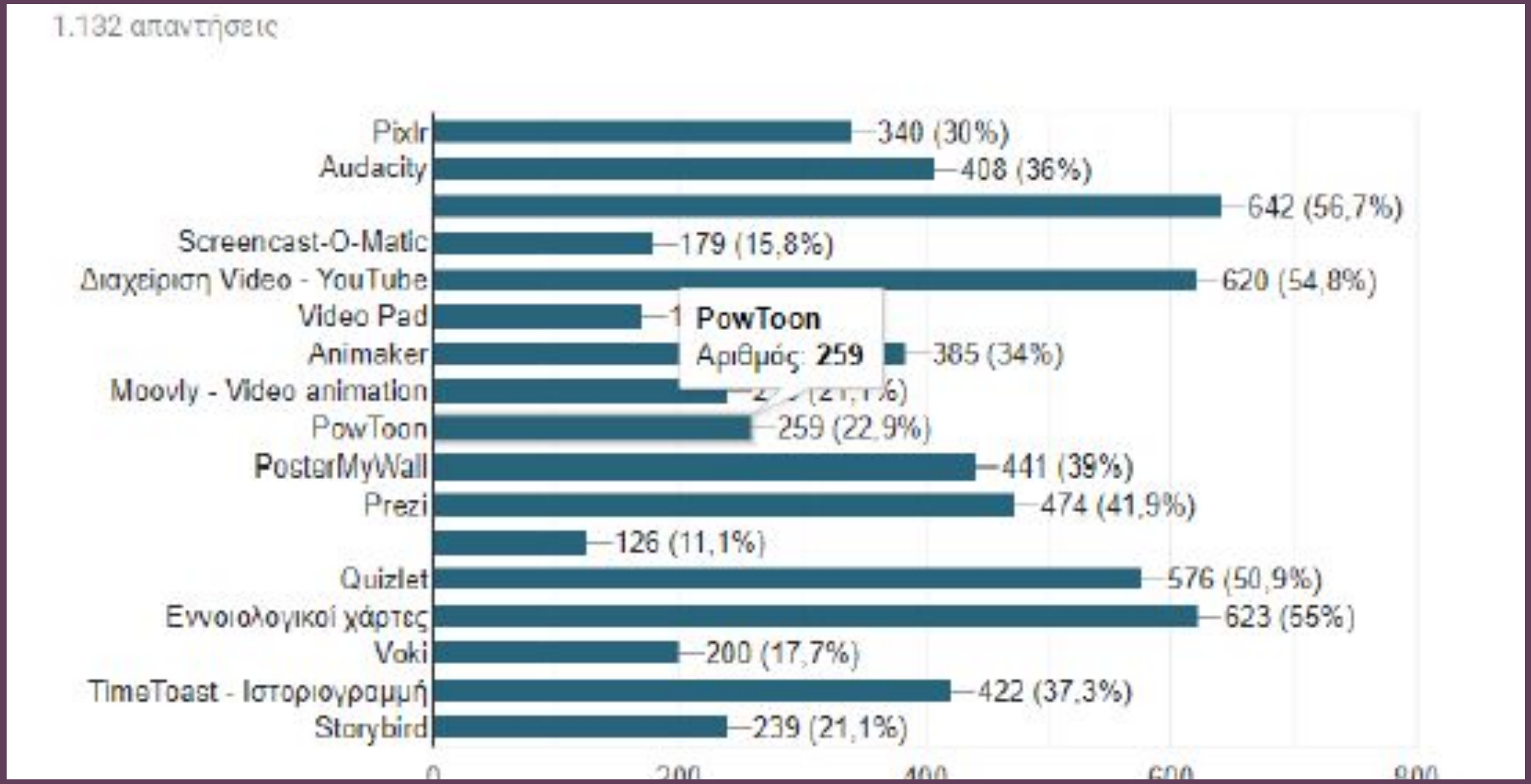

1.132 απαντήσεις
Pixlr
340 (30%)
Audacity
408 (36%)
642 (56,7%)
Screencast-O-Matic
179 (15,8%)
Διαχείριση Video - YouTube
620 (54,8%)
Video Pad
PowToon
Αριθμός: 259
Animaker
385 (34%)
Moovly - Video animation
PowToon
259 (22,9%)
PosterMyWall
441 (39%)
Prezi
474 (41,9%)
126 (11,1%)
Quizlet
576 (50,9%)
Εννοιολογικοί χάρτες
623 (55%)
Voki
200 (17,7%)
TimeToast - Ιστοριογραμμή
422 (37,3%)
Storybird
239 (21,1%)
0
200
400
600
800

Table 3: How do you evaluate the course educational material concerning its.....

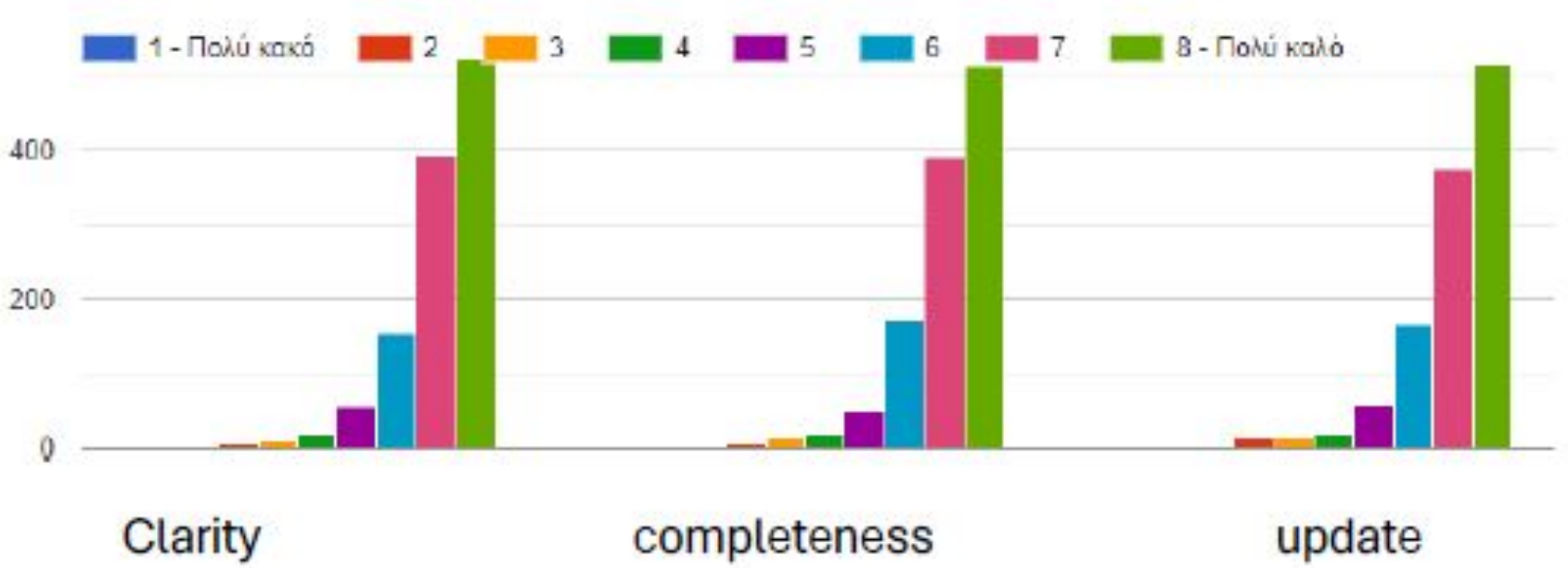


Table 4: How do you evaluate the course educational material concerning its...

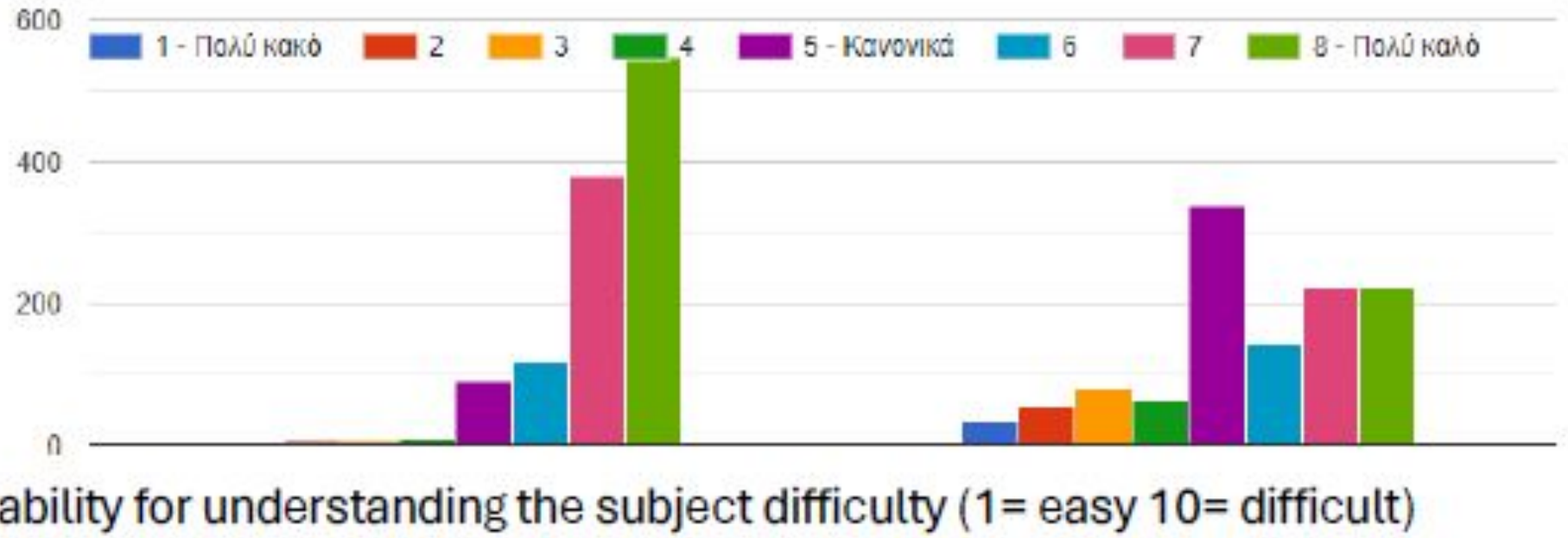
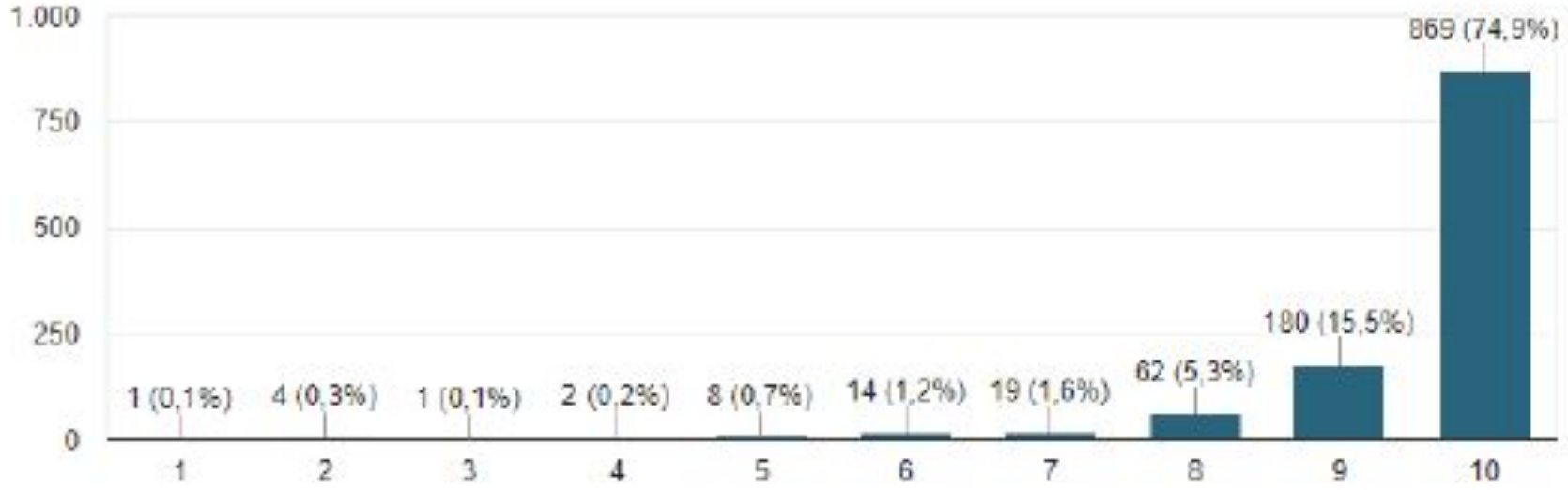


Table 5: How consistent your trainer was in grading your activities



Source: Press release of eTwinning (2020) about the on-line courses the eTwinning Greece provided, during the 2019-2020 period. (available at: https://www.etwinning.gr/images/stories/deltio_typou_etwinning_seminars_2019_2020.pdf

All these actions confirm the fact that **Communities of practice,** as they are presented in our courses, are the new frontier.

Local Community
Lc
PD-3

They may seem unfamiliar now, but in short, we vision ***Communities of Practice*** as a vital educational environment that can become a central part of the raining success, both in education and in business*.

***Wenger, Etienne C. & W. M. Snyder (2000). Communities of Practice: The Organizational Frontier, from the Magazine (January–February 2000), available on https://hbr.org/2000/01/communities-of-practice-the-organizational-frontier**

Thank you for your attention!!!