

D 3.3

ONLINE TRAINING OF ACADEMIC PERSONNEL IN FOODI VLE

WP 3: ACADEMIC STAFF TRAINING AND PREPARATION
FOR DELIVERY



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



Project Information

Project Acronym:	FOODI
Project full title:	MSc Course in Food Processing and Innovation
Project No:	598987-EPP-1-2018-1-MY-EPPKA2-CBHE-JP
Funding Scheme:	Erasmus+ KA2 Capacity Building in the field of Higher Education
Coordinator:	UTM
Project website	www.foodi-project.eu

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Date	30/11/2020
Status:	<i>Final</i>
Dissemination Level:	<i>Public</i>

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Executive Summary

The report provides an overview of the online platform in terms of user requirements, developed features, content structure and methods of delivery. The results of the design and development of the platform along with the online hosted content are described in following Chapters:

- Chapter 2 presents the adopted methodology focusing on instructional design aspects and the different phases of design and implementation.
- Chapter 3 provides the technical overview of the web application: architecture, open-source software, installation methods and the main system components.
- Chapter 4 lists the main features of the platform from a navigational point of view, the functionalities offered by the platform, the structure of the content and the different methods of delivery.
- Chapter 5 provides details on the features for the online course management to be used by the members of the FOODI Course Team (FCT) during the MOOC lifetime.
- The last Chapter illustrates the FOODI professional training in numbers, using data gathered from the analytics API.

Dissemination Level		
PU	Public	X
PP	Restricted to other programme participants (including Commission services and project reviewers)	
CO	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

1 INTRODUCTION

The objective of this report is to present the supplemented material following the training courses targeting the teaching staff intended to deliver the FOODI academic programme and administrative staff intended to manage the programme. This material was structured in the form of a self-paced course under the title “FOODI ACADEMIC STAFF TRAINING”. The course is accessible through this link <https://vle.foodi-project.eu/courses/course-v1:foodi+101+2020/about>, as part of the training material to be uploaded into the FOODI VLE. This course aims to build the skills, knowledge and expertise of the FOODI Consortium Partner Higher Education Institutions based in Malaysia, Cambodia and Thailand by transferring of experience and good practices from the FOODI EU Higher Education Institutions (University College Dublin, University of Salerno and University of Aegean).

2 FOODI ACADEMIC STAFF TRAINING online course

2.1 About the course

Education has always been considered one of the cornerstones of international development. Building human capacities has proven a useful tool in alleviating global inequalities. Building the capacities of Higher Education Institutions helps provide students with an education that is more aligned to the needs of the labour market and society. It better prepares them to tackle the challenges of the modern world.

This course aims to train the academic staff of the FOODI Consortium Partner Higher Education Institutions based in Malaysia, Cambodia and Thailand and lead to a bottom-up approach to change in their Higher Education Institutions.

The course is structured around exchange of experience and good practices with the FOODI EU Higher Education Institutions (University College Dublin, University of Salerno and University of Aegean). It focuses on active learning and teaching & learning methodologies used by the FOODI EU Higher Education Institutions as a systemic means of developing & delivering new courses..

2.2 Learning objectives

The course is structured in 5 sections:

- Section 1: Examples for active learning in Food technology course
- Section 2: Additional examples of active learning materials
- Section 3: Interactive and Active Learning Tools and Methodologies in Business Modules
- Section 4: MIDAS Course
- Pre-recorded Webinars

The learning objectives of the “FOODI ACADEMIC STAFF TRAINING “course are:

- Be able to incorporate active learning into Food technology courses.
- Be able to use interactive and active learning tools in Business courses.
- Be familiar with the core ideas and definitions of creativity & innovation.
- How to foster creativity and an innovative mindset.
- How to apply Design Thinking methodology.

- Understand the MIDAS learning journey.
- Be familiar with the concept and operation of Communities of Practice.
- How to be more mindful and reflective in your teaching preparation, approach and practice.
- How to be a leader in Entrepreneurial Educational contexts.
- Be familiar with the Socratic method.

2.3 Target groups

The target group of this course are Academics, administrative and technical staff of the of the FOODI Consortium Partner Higher Education Institutions based in Malaysia, Cambodia and Thailand. The course was structured as a self-paced course given the possibility to participants to navigate through the contents at their own pace upon account creation.

3 Course design and development

The Course followed a MOOC-style setup, organising the material into sections, subsections and units. Each participant was free to navigate through the course structure in a self-paced mode following a sequential navigational approach.

3.1 Course Structure

One of the big differences between an online course and a campus class is that instead of hour-long lectures, online classes are built up of many bite-sized components, such as, three to seven videos or individual exercises. These components were as modular or stand-alone as possible, since modularity has many benefits. Participants were able to find compactly organized reference information about a specific topic without having to scroll through a bunch of texts or scrub through an hour-long video to find the one piece of information they were looking for.

Learning modules were organised into different sections containing learning material (e.g. video modules/reading material/PowerPoint presentations) and self-assessment exercises. This will also allow to easier change, reorganise, replace or improve a modular course content or exercise because it minimizes the impact on adjacent material.

The **first two sections** provides information for specific Foodi Master Courses that were co-developed by the partnership. More specifically, for each Core Course the following elements are presented:

- **Introduction and learning objectives** based on the course Descriptor template developed during the design phase of the Master programme.
- **Teaching challenges and strategies to address them** on course or even topic level depending on the complexity of the teaching material.
- **Examples** of active learning methods or approaches.
- A **knowledge check unit** acting as a self-reflective and interactive activity.
- Detailed information and guidelines with practical examples focusing on active learning for **specific topics** depending on the complexity of the learning outcomes.

The third section is dedicated to Interactive and Active Learning Tools and Methodologies in Business Modules while the next one is dedicated to the MIDAS (Mastering Innovative & Disruptive Approaches for

Success) course which is the main innovative element of the programme and acts as a thesis in terms of ECTS - The Midas course offers 30 ECTS. The fifth section contains the recorded lectures during the Staff training process that was done during August 2020. Finally, the course contains also a pre and post course survey to gather feedback regarding the online training experience.

FOODI ACADEMIC STAFF TRAINING

[START COURSE](#)[> EXPAND ALL](#)

- > Pre-course survey
- > Examples for active learning in Food technology courses
- > Additional examples of active learning materials
- > Interactive and Active Learning Tools and Methodologies in Business Modules
- > MIDAS Course
- > Webinars section
- > Post-course survey

Figure 1 Structure of FOODI Academic Staff Training course

Section 1 – Core and elective courses guidelines and best teaching practices

Section 1 covers the following FOODI programme courses:

- Research & Investigative processes (Core 1) - inc
- Food Process Design I including information related to topics: *Membrane Separation, Nonthermal Processing, Thermal Processing* and *Food Dehydration*. (Core 3)
- Processing Effects on Structural & Functional Components of Foods including teaching supportive material related to topic: *Effect of non-thermal processing*. (Core 4)
- Food Supply Chain, Traceability & Sustainability including teaching supportive material related to topics: *Traceability, Sustainability* and *Logistics*. (Core 7)
- Food Packaging including teaching supportive material related to topics: *Introduction to Food Packaging and Recycling* and *Active and Intelligent Packaging* (Elective 1).

Examples for active learning in Food technology courses

Core 1 - Research & Investigative Processes
Quiz

Core 3 - Food Process Design I
Quiz

Core 3 Food Process Design II
Quiz

Core 4 - Processing Effects on Structural & Functional Components of Foods
Quiz

Core 7 - Food supply Chain, Traceability & Sustainability
Quiz

Elective 1 - Food packaging
Quiz

Additional examples of active learning materials

Interactive and Active Learning Tools and Methodologies in Business Modules

MIDAS Course

Webinars section

Post-course survey

PREVIOUS
NEXT


Introduction to lecture unit "Active and intelligent packaging"

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Introduction to the lecture STAFF DEBUG INFO

Slide 1
1 / 2
54%



DESCRIPTION OF THE UNIT	
Unit type (lecture, workshop ...):	Lecture
Unit title:	Active and intelligent packaging
Expected unit duration (hours)*	8
Summary of lecture contents	
Definition of active packaging systems and intelligent packaging systems: antimicrobial packaging, antioxidant packaging, adsorbents, quality indicator, time-temperature indicator, gas concentration indicator, RFID, sealing integrity, safety and regulatory issues.	




Figure 2 Topic example for food Packaging course - slides format

VIEW UNIT IN STUDIO

Knowledge check

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Q1.1 STAFF DEBUG INFO SUBMISSION HISTORY

1. Identify the category that best classifies the first activity described in the webinar for the Literature Review Unit.

After a very quick introduction to literature review, the students see on screen the following simple question with a limited number of short intuitive answers:

Question	Short answer (Examples)
What of following wordings apply to literature review?	<ul style="list-style-type: none"> - Cut and paste - Keyword(s) - Fact-checking - Impact factor - Peer reviewed - Lack of knowledge

A. Assessment of learning

B. Flipped Class

C. Think-pair-share

D. Find the error

2. Identify the category that best classifies the second activity described in the webinar for the Literature Review Unit.

Students have to choose among some sentences displayed on the screen. At the end of the activity they discuss the answers with the lecturer:

<p style="font-size: small; margin: 0;">In the following list, choose 1 to 2 sentences applying to your needs related to literature review:</p>	<ul style="list-style-type: none"> -Become familiar with and learn more about the specific terminology and concepts in your field of interest -Identify key theories related to the phenomenon and/or the system under investigation -Offer new and possibly innovative perspectives regarding the conceptualization of the research topic of your interest -Assist with developing an argument for the rationale and significance of your research
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A. Peer review

B. Flipped Class

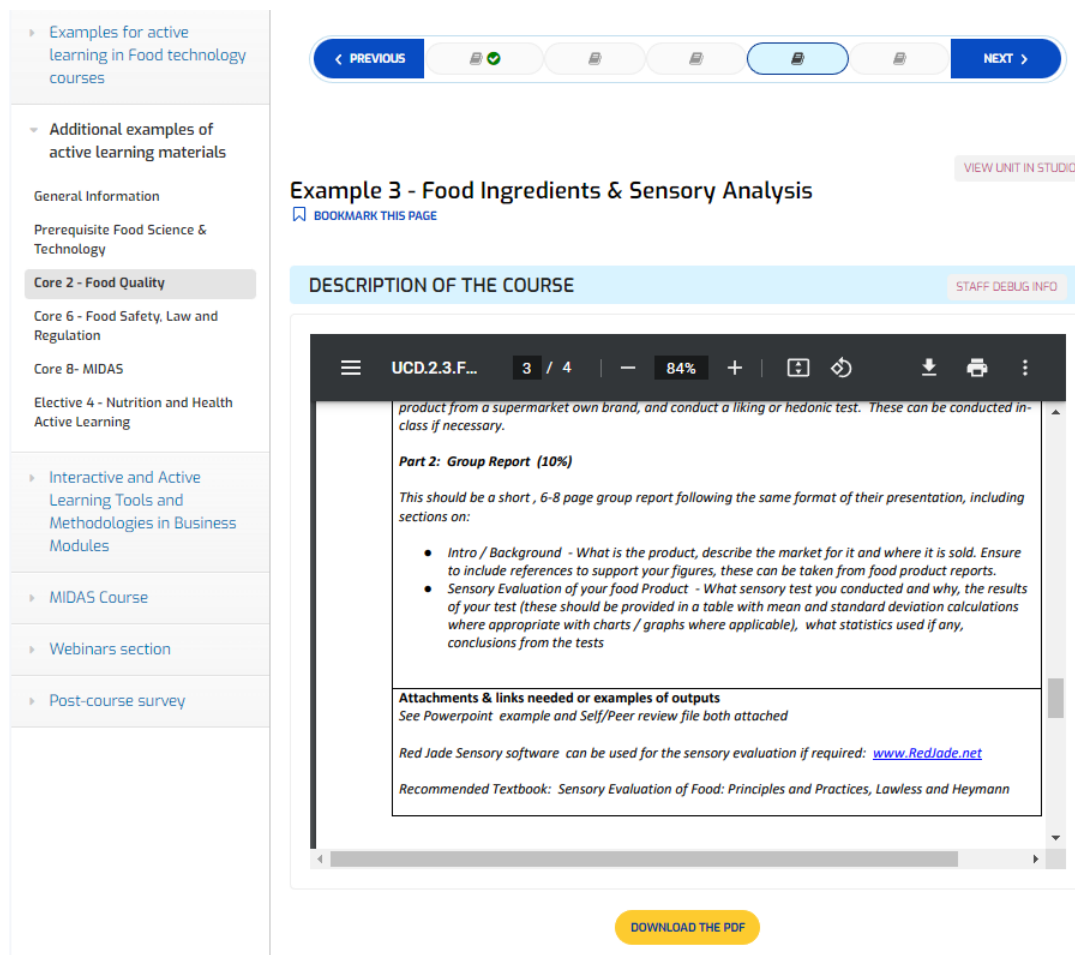
C. Case study

D. Think-pair-share

Section 2 Core and Elective Courses - examples of good teaching practices

Section 2 covers the following FOODI programme courses:

- Food Science and technology including supportive material related to topics: *Meat & Meat Products, Meat, Diet and Health* and *Meat Product Manufacture* (Prerequisite).
- Food Quality including teaching supportive material related to topics: *Fruit and Vegetables, Introduction to Quality Control and Food Ingredients* and *Sensory Analysis* (Core 2).
- Food Safety, Law and Regulation including teaching supportive material related to topics: *GMO & Novel Foods, Food Biotechnology, Labelling, Novel Foods & Health Claims, Risk Analysis and Food Law & Regulation* (Core 6).
- MIDAS (Core 8)
- Nutrition and Health Active Learning including teaching supportive material about topics: *Understanding Nutrients* and *non-communicable diseases* (Elective4).



The screenshot displays a VLE interface for a course titled "Example 3 - Food Ingredients & Sensory Analysis". On the left, a navigation menu lists various course sections, with "Core 2 - Food Quality" highlighted. The main content area shows the course description, which includes instructions for a group report (10%) and lists specific requirements for the report's content, such as including an introduction/background and a sensory evaluation section. A "DOWNLOAD THE PDF" button is visible at the bottom of the page.

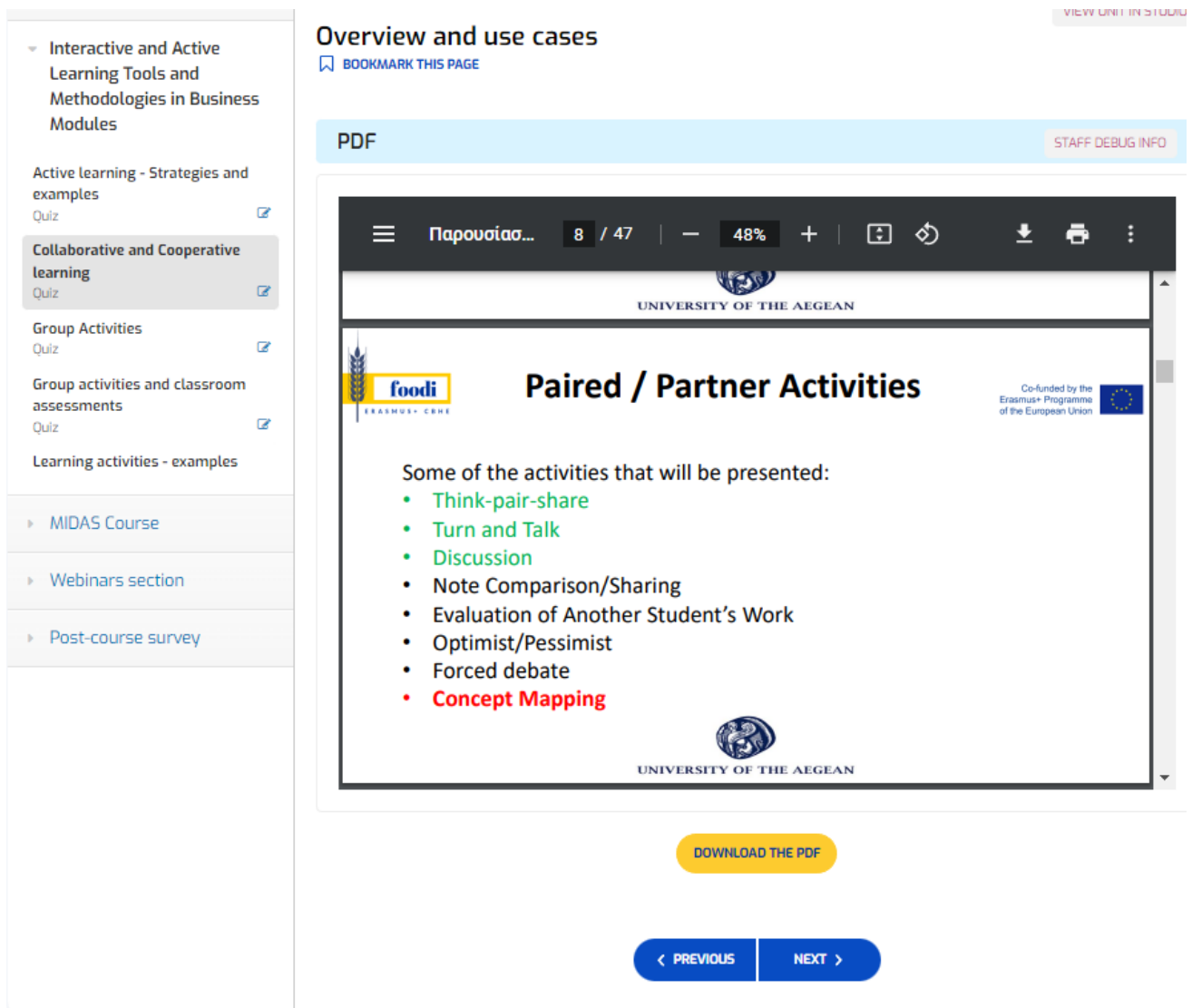
Figure 4 Topic Food Ingredients & Sensory Analysis (Food Quality Course)

Interactive and Active Learning Tools and Methodologies in Business Modules

Section 3 provides active learning teaching guidelines focusing on the Business related topics of the FOODI programme. More specifically, a set of supportive material for the FOODI instructors was developed and structured as following:

- Active learning – Strategies and examples
- Collaborative and Cooperative Learning
- Group Activities
- Group Activities and classroom assessments

For each subsection, a knowledge check section was inserted so that the participant was able to track his knowledge. The training material is also available in downloadable format facilitating offline participation.



The screenshot displays the FOODI VLE interface. On the left is a navigation menu with categories like 'Interactive and Active Learning Tools and Methodologies in Business Modules' and 'Collaborative and Cooperative learning'. The main content area shows a PDF viewer for a document titled 'Paired / Partner Activities' from the University of the Aegean. The PDF content lists several activities: Think-pair-share, Turn and Talk, Discussion, Note Comparison/Sharing, Evaluation of Another Student's Work, Optimist/Pessimist, Forced debate, and Concept Mapping. Below the PDF viewer are buttons for 'DOWNLOAD THE PDF', 'PREVIOUS', and 'NEXT'.

Figure 5 Collaborative and Cooperative learning - Overview & Use Cases

MIDAS course

The MIDAS course is the main innovative element of the FOODI master programme

Delivering the Midas Course

- Fostering creativity and an innovative mindset
- Introduction to design thinking (Part I & II)
- Overview of the MIDAS course

Being an Entrepreneurial Educator

- Introduction/Communities of Engagement/Hero's Journey
- Mindfulness and Ikigai
- De Bono's 6 Thinking Hats
- Leadership
- Active Learning and the Socratic Method
- Supplementary resources (including references and external links)

› Additional examples of active learning materials

› Interactive and Active Learning Tools and Methodologies in Business Modules

▼ MIDAS Course

Delivering the Midas Course Quiz [🔗](#)

Being an Entrepreneurial Educator Quiz [🔗](#)

› Webinars section

› Post-course survey

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Supplementary resources III

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Text
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Topic	
Introduction to Concepts of Leadership: Entrepreneur as Leader	Folkman, J. (2016). 5 Attitudes That Define Great Leaders. Forbes Magazine, available here
- e.g. The Steve Jobs Story	<p>Gallo, C. (2014). The 7 Innovation Secrets of Steve Jobs. Forbes Magazine, available here</p> <p>Mann, S. (2017). Brené Brown: Being Vulnerable Is a Key to Innovation. Inc.com, available here</p> <p>Rodriguez, J. (2020). How Lifelong Learning Can Help Leaders Stay Relevant In The Age Of Change, available here</p> <p>Skillicorn, N. (2016). What is innovation? 15 experts share their innovation definition. Available here.</p> <p>Luma Institute (2014). A taxonomy of innovation. Harvard Business Review, available here</p>
Introduction to Concepts of Leadership: Entrepreneur as Leader	Neck, H. (2013). Entrepreneurs Reframe Failure as Intentional Iteration. Forbes Magazine, available here
Johari Window	The Johari Window Model, available here
Paperclip Challenge	What if you could trade a paperclip for a house? Kyle MacDonald TEDxVienna, available here

Figure 6 References and links for topic Being an Entrepreneurial Educator (MIDAS Course)

Webinars section

The webinars section was added after the online synchronous training that took place early in August 2020. The academic staff training was designed to run face to face in the Asian partners but due to Covid pandemic they were held online. The results of this activity is described in D3.2 (Study visits to Asia for academic staff training). The recorded live sessions were then uploaded in the Staff training online course to give the possibility to instructors that were not able to attend these training to access the material.

The following table summarizes the Academis Staff training programme:

No	Title	Lecturer	Organisation
1	Active learning examples in Core 3 - Food Process Design (1) https://youtu.be/9ipYHB65rcl	Prof. Francesco Donsi	UNISA
2	Active learning examples in Core 1 - Research & Investigative Processes https://youtu.be/jHXIb43uMh4	Prof. Francesco Marra	UNISA
3	Active Learning in Business Science https://youtu.be/wIPAC-dd2wo	Dr. Maria Salamoura	UAgean
4	Active learning examples in Core 3 - Food Process Design (2) https://youtu.be/KfzHCovV4oY	Prof. Gianpiero Pataro	UNISA
5	Active Learning in Business Science https://youtu.be/xUa5rGbo8QA	Dr. Ioannis Kinias	UAgean
6	Active learning examples in Elective_1_Food packaging https://youtu.be/72evd_IVGH8	Dr. Stefano Cardea	UNISA
7	Active Learning in Business Science https://youtu.be/NoHdbYhuEqc	Dr. Maria Salamoura	UAgean
8	Active learning examples in Core 4 - Processing Effects on Structural Functional Components of Foods https://youtu.be/dupntdbYDkU	Prof. Donatella Albanese	UNISA
9	Active Learning in Business Science (Combined with training no 11)	Dr. Ioannis Kinias	UAgean
10	Active learning examples in Core 7 - Food Supply Chain, Traceability, Sustainability https://youtu.be/R6EaAQLo948	Prof. Michele Miccio	UNISA
11	Active Learning in Business Science	Dr. Ioannis	UAgean

	https://youtu.be/veoQwbO1MBU	Kinias	
12	Fostering Creativity & an Innovative Mindset https://youtu.be/3h-bQheRQA8	Dr Peter Dunne & Angela Brennan	UCD
13	Introduction to Design Thinking (Part 1) https://youtu.be/FW0FADQEgGM	Dr Peter Dunne & Angela Brennan	UCD
14	Design Thinking (Part 2) https://youtu.be/fupaBZiSrfo	Dr Peter Dunne & Angela Brennan	UCD
15	Overview of the MIDAS Course https://youtu.be/KXgHCYkxOA4	Dr Peter Dunne & Angela Brennan	UCD
16	Being an Entrepreneurial Educator https://youtu.be/5kqCgcuuF_0	Dr Peter Dunne & Angela Brennan	UCD

Table 1 Online Academic staff training - programme

3.2 Getting the word out

About Page

To get the word out about the FOODI courses an About page was created following the project's bidual identity. The Course description page acted as an advertisement of the FOODI course since it could be easily shared without the need of registration. The page included information related to:

- The course aims and objectives
- The course learning outcomes
- The structure and the main topics
- A short CV of the instructors and content developers
- Logistics information such as start and end dates, prerequisites, language, and social media sharing options (twitter, LinkedIn, Facebook).

The picture below depicts the visual layout.

FOODI ACADEMIC STAFF TRAINING

FOODI

This course aims to build the skills, knowledge and expertise of the FOODI Consortium Partner Higher Education Institutions based in Malaysia, Cambodia and Thailand by transferring of experience and good practices from the FOODI EU Higher Education Institutions (University College Dublin, University of Salerno and University of Aegean).

You are enrolled in this course VIEW COURSE

ABOUT THIS COURSE WHAT YOU'LL LEARN SYLLABUS INSTRUCTORS FREQUENTLY ASKED QUESTIONS WHO CAN TAKE THIS COURSE?

ABOUT THIS COURSE

Education has always been considered one of the cornerstones of international development. Building human capacities has proven a useful tool in alleviating global inequalities. Building the capacities of Higher Education Institutions helps provide students with an education that is more aligned to the needs of the labour market and society. It better prepares them to tackle the challenges of the modern world.

This course aims to train the academic staff of the FOODI Consortium Partner Higher Education Institutions based in Malaysia, Cambodia and Thailand and lead to a bottom-up approach to change in their Higher Education Institutions.

Expand about this course

WHAT YOU'LL LEARN

- How to incorporate active learning into Food technology courses.
- How to use interactive and active learning tools in Business courses.
- Be familiar with the core ideas and definitions of creativity & innovation.
- How to foster creativity and an innovative mindset.
- How to apply Design Thinking methodology.
- Understand the MIDAS learning journey.

Expand what you'll learn

SYLLABUS

View About Page in studio

Course Number	01
Classes Start	Aug 2, 2020
Classes End	Dec 31, 2023
Estimated Effort	10
Price	Free
Language	English
Course Type	Self-paced on your time

Share this course

Prerequisites

Academic, administrative and technical staff of the of the FOODI Consortium Partner Higher Education Institutions based in Malaysia, Cambodia and Thailand.

Table 2 FOODI ACADEMIC STAFF TRAINING - Course description page¹

¹ <https://vle.foodi-project.eu/courses/course-v1:foodi+101+2020/about>

- ▶ Examples for active learning in Food technology courses
- ▶ Additional examples of active learning materials
- ▶ Interactive and Active Learning Tools and Methodologies in Business Modules
- ▶ MIDAS Course
- ▼ Webinars section
 - Webinars
 - Recordings
- ▶ Post-course survey

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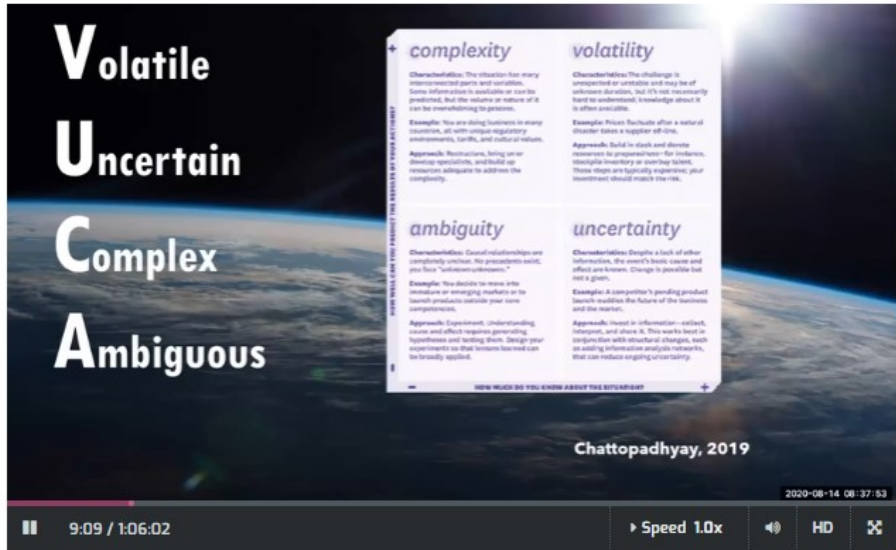
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Being an Entrepreneurial Educator, UCD, Dr Peter Dunne & Angela Brennan

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Being an Entrepreneurial Educator, UCD, Dr Peter Dunne & Angela Brennan

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Figure 7 Pre-recorded video lecture - Academic Staff Training

3.3 Accessible Content

The course was available to each target group from diverse backgrounds with varying levels of skills and abilities, including people with disabilities that prevent them from completing traditional or on-campus courses. In this context accessibility refers to the degree to which information and activities are available to all students equally regardless of physical or other disabilities. The FOODI VLE will create accessible digital learning content, which conforms to level AA of the World Wide Web Consortium’s Web Content Accessibility Guidelines (WCAG) 2.0.

The following best practices will be followed:

- To help learners who use screen readers, the course used descriptive titles for the course content and the content will be structured with HTML elements.
- When using images, charts or diagrams, colour will not be used as a distinguishing element in the image, chart or diagram.

- Usage of high resolution images that accommodate zooming and always include descriptive, alternative text.
- Any external content or content that requires plug-ins, was accessible.

The course’s educational resources were offered freely and openly for educators, postgraduate students, professionals and self-learners for use, reuse, adaptation and sharing through the FOODI Virtual Learning Environment. The resources will be released under the [Creative Commons Attribution-NonCommercial 4.0 International Licence](#). All resources will be made available in downloadable and editable formats so that the user can store them locally and access them when offline (such as text documents, presentations and videos).

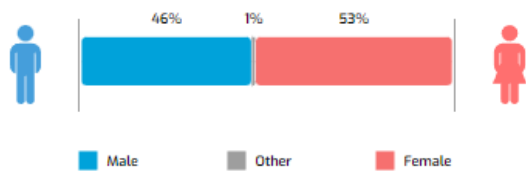
4 Enrolment and Engagement

108 participants were onboarded on the FOODI ACADEMIC STAFF TRAINING COURSE. Gender wise, the participation was balanced (53% female vs 46% male) while the majority of the participants were born between 1965 & 1994). The vast majority had an academic degree or a Master’s degree. The picture below, taken from the system’s analytics engine provides an overview of the profile of the participants.

GENDER

The gender structure of the learners

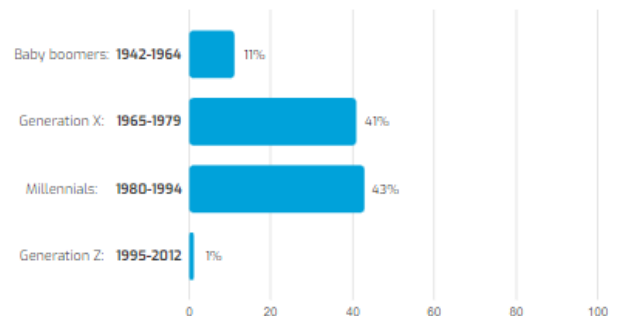
The graph shows the distribution of the learners by gender



YEAR OF BIRTH

Distribution of the learners by generation

This graph shows which share of the community is occupied by which generation



LEVEL OF EDUCATION

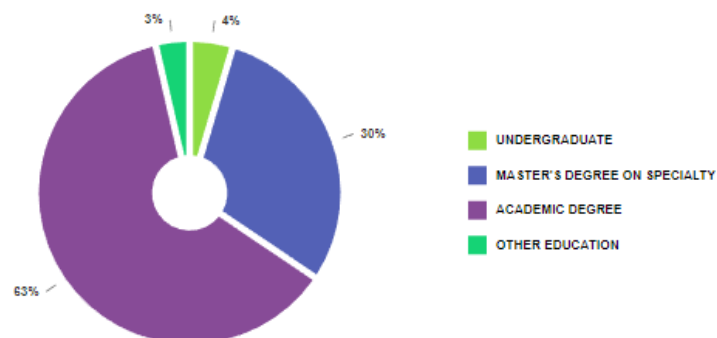


Table 3 Profile of participants

The platform acted as a central online space facilitating the training procedure and both European and Asian partners were active during the course. In total 86 Academic and Administrative Staff attended the online training course from the Asian partners while 22 EU partners were also engaged in the trainings through the FOODI VLE. The figure below depicts the enrolments shares per country.

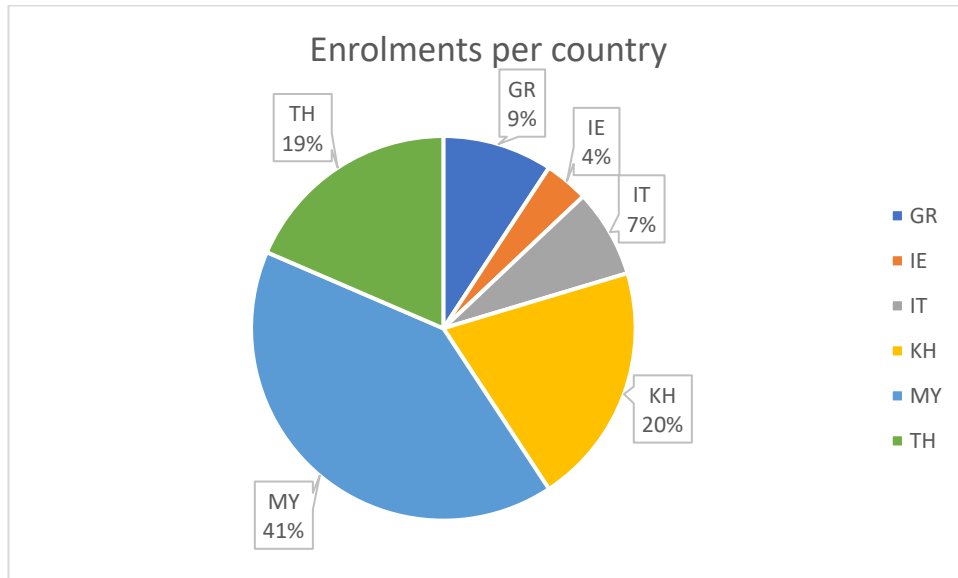


Figure 8 Enrolments per country

The online course was a self-paced course providing the freedom to registered users to navigate to the modules of their interest based on their expertise. However, during the design phase it was decided to include a set of quizzes for each topic as a self-assessment tool for those who wished to go through the whole course and go beyond their expertise area and check their knowledge as a whole. 11 quizzes were included (reaching a total of 79 multiple choice questions) that were leading to a certificate of attendance upon reaching the threshold of 60% of correct answers. The Certificate was designed, developed and integrated into the VLE so that participants could claim it online. 4 signatories were defined:

- Prof. Massimo Poletto (UNISA)
- Dr. Ioannis Kinias (UAgean)
- Prof. Frank Monahan (UCD)
- Prof. Rosmini Omar (UTM, Coordinator)

In total 25 Certificates were issued (29% success rate). Each delivered Certificate had a unique 36digit code for authentication purposes.



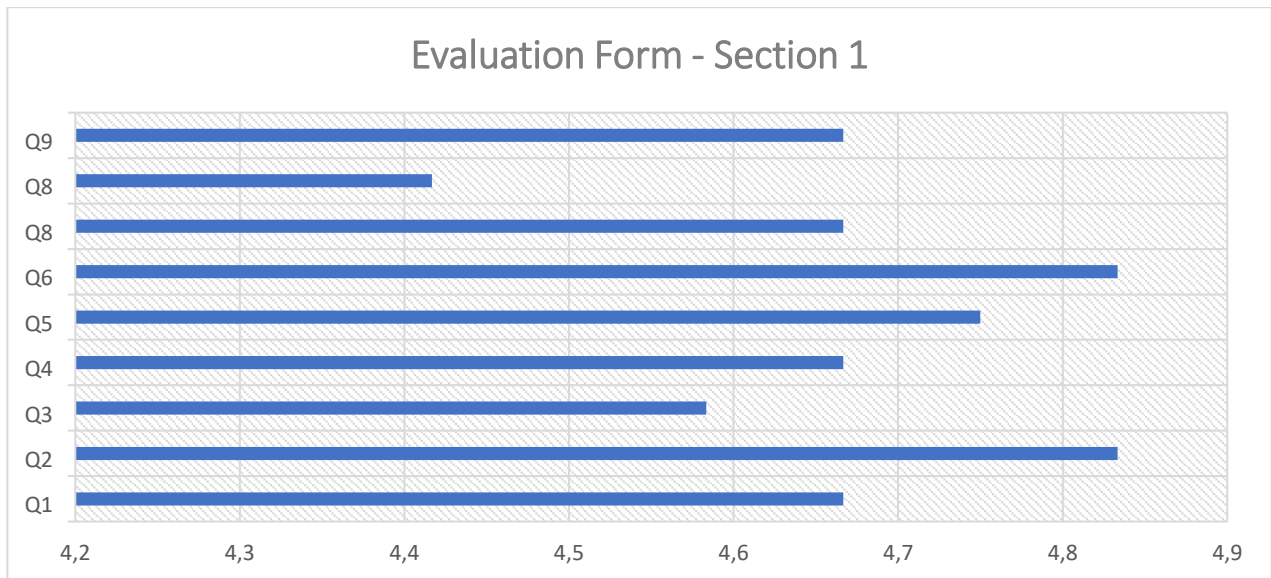
Figure 9 Certificate of Completion

4.1 Course Evaluation

At the end of the course the participants were asked to optionally evaluate the course through an evaluation questionnaire (Appendix 1). The first section focused on measuring the level of satisfaction in different elements of the online training experience. The following questions were included (Likert scale from 1 to 5).

- Q1. The course delivered the information I expected to receive.
- Q2. The contents of the modules matter were presented effectively.
- Q3. The pace of the course was satisfactory.
- Q4. The instructors were available when needed.
- Q5. As a result of this online course, I gained new knowledge applicable to my work.
- Q6. I plan to apply what I learned in this course.
- Q7. The quizzes were relevant to the course contents
- Q8. The FOODI online platform was easy to use
- Q9. The overall visual design of the course was of high quality

In general, the responders provided a positive feedback (votes were in between 4 – Agree and 5 Strongly agree). The two statements that received the most positive feedback were Q6 (I plan to apply what I learned in this course) and Q2 (The contents of the modules matter were presented effectively).



Less positive opinions were referring to the registration and login process highlighting the necessity of a support procedure covering troubleshooting. A dedicated support email was created foodi.project@read-lab.eu to address all issues.

5 CONCLUSIONS

Through the Foodi platform, trainees had the possibility to alternate between learning concepts and solving simple exercises to check their understanding and knowledge.

Concluding, the FOODI ACADEMIC STAFF TRAINING online Course was designed and developed adopting the following general best practices and features offered by the platform:

- Set important course dates including Course and enrollments start and end dates. It is essential to set these dates once since constant updates on the course dates, especially the starting dates, discourage the participants. In addition, the pre-recorded sessions, integrated into the Course as additional material, facilitated the knowledge transfer for participants who could not attend the live sessions.
- Create a clear grading policy by setting a passing score and defining assignment types. All assessments add up to 100%.
- Design and enable course certificates – corrected text, uploaded signatures and activation of certification are the main steps.
- Build diverse learning sequences. Empirical studies and research show that a diverse content experience drives learner engagement.
- Manage unit depth. Each course unit did not contain many components. Breaking up course contents into manageable pieces promotes learner engagement. Thus, up to 3 components per unit were used in the FOODI course.

- Assign Staff and Admin roles for technical support. Create a technical support procedure for troubleshooting.

6 Abbreviations

Acronym	Definition
VLE	Virtual Learning Environments
ECTS	European Credit Transfer and Accumulation System
WCAG	Web Content Accessibility Guidelines

Appendix 1. FOODI course Evaluation Form

1. The course delivered the information I expected to receive. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. The contents of the modules matter were presented effectively. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. The pace of the course was satisfactory. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. The instructors were available when needed. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. As a result of this online course, I gained new knowledge applicable to my work. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. I plan to apply what I learned in this course. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. The quizzes were relevant to the course contents *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Figure 10 Evaluation form - section 1

Please rate your satisfaction regarding the FOODI online platform ✕ ⋮

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

8. The FOODI online platform was easy to use *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

9. The overall visual design of the course was of high quality *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. Did you have any technical difficulties participating in the course? (select all that apply) *

- Confusion about the registration process
- Problems enrolling in the course
- Problems with the internet connection
- Lack of technical support
- Not at all
- Other...

Figure 11 Evaluation form - section 2

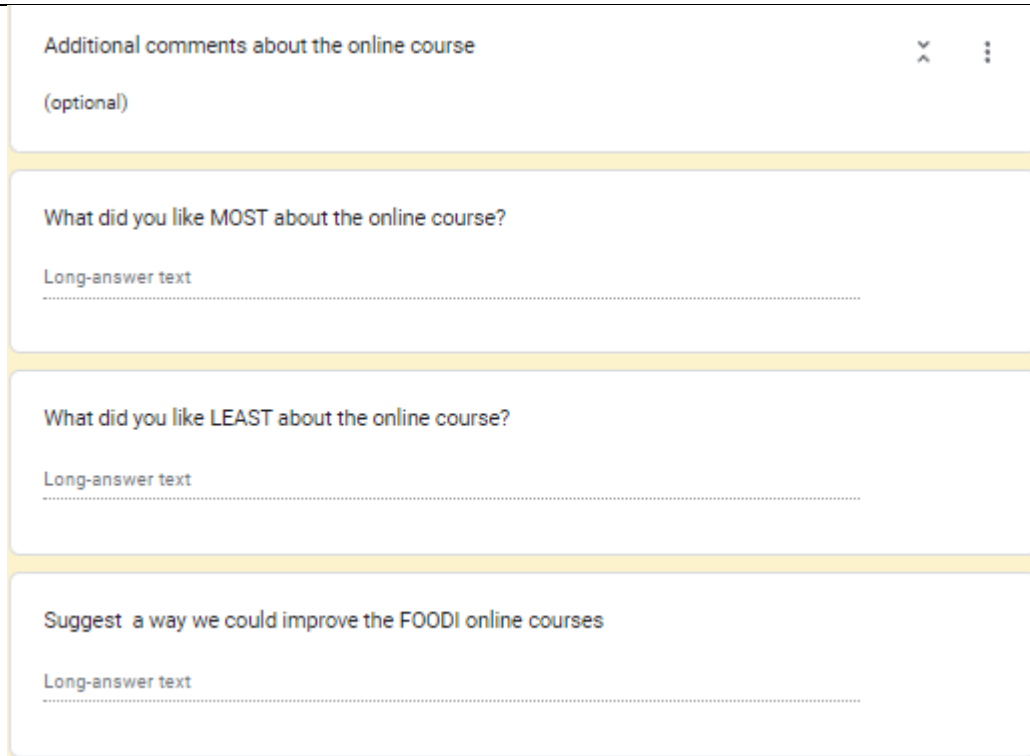
The image shows a screenshot of a Google Forms evaluation form. It consists of four distinct sections, each with a light yellow border. The first section is titled "Additional comments about the online course" and includes the text "(optional)" and icons for expand and menu. The second section asks "What did you like MOST about the online course?" and is followed by a "Long-answer text" input field. The third section asks "What did you like LEAST about the online course?" and is followed by another "Long-answer text" input field. The fourth section asks "Suggest a way we could improve the FOODI online courses" and is followed by a third "Long-answer text" input field.

Figure 12 Evaluation Form - Section 3²

Weblinks

<https://open.edx.org/>

<http://docs.edx.org/openedx.html>

<https://edx.readthedocs.io/projects/edx-installing-configuring-and-running/en/latest/index.html>

<https://edx.readthedocs.io/projects/open-edx-building-and-running-a-course/en/named-release-cypress/index.html>

<https://edx.readthedocs.io/projects/edx-developer-guide/en/latest/index.html>