**Project title: DivSea: Diversification of seafarers’ employability paths through collaborative development of competences and certification**

**Reference number: 2016-1-RO01-KA202-024663**

**Implementation period: September 2016 – August 2018**

**C2: TRAINING ACTIVITY (Short-term joint staff training event)**

**Place: STC-GROUP ROTTERDAM**

**Introduction to the project presented by Nicoleta Acomi (CMU, RO)**

Mrs. Acomi presented the general purpose of the training which was to be undertaken for the week. She emphasized the importance of each training activity for the project’s success. Finally, she overviewed the timeline and the financial issues taken into consideration.

**SUMMARY OF SESSION**

**Day 1, Monday, November 20, 2017**

**Welcome speech.**

Mrs. Astrid Kee (STC-Group, NL) opened the meeting with the welcome speech. She talked about the importance of DivSea project for the STC-Group and she offered all their support for the project.

Later on, Mrs. Nicoleta Acomi, Vice-Dean of the Navigation Faculty, Constanta Maritime University, Romania, emphasized the importance of objectives to be reached during training such as: proper use of Prezi platform in teaching activities, introducing Kahoot platform in assessment activities and the use of Moodle platform in reaching the final objectives of the project.

**PART A Development of teaching methodologies using modern IT tools**

**Module 1: The use of Prezi in teaching**

Mr. Mircea Zus (CMU, RO) presented the theoretical information related to modern IT tools. First, he emphasized that Instead of taking notes, students are now occupied by surfing the Internet, scrolling through Facebook, and messaging their friends on their smart phones, tablets, and laptops. Instead of focusing on the instruction, teachers are constantly required to interrupt class in order to remind those students again and again, that class time is for learning, not texting. However, as today’s students are using more technological devices, it is imperative that teachers have access to the resources to keep pace with the growing tech culture.

Dr. Zus pointed out that the use of smart phones, tablets, and other tech items in the classroom do not necessarily have to have a negative impact on student achievement. On the contrary, the increasing accessibility and growth of technology presents teachers with the unique opportunity to take advantage of those once distracting gadgets, and use them to facilitate academic achievement in new and innovative ways. In this capacity, teachers do not need to be constantly fighting for student attention, but can freely accept it, by introducing a new educational environment that will automatically encourage student participation.

**PART B Module 2: Demonstrations and Practical training**

For the practical training part, Mr. Zus invited participants to install Prezi on their laptops, each one having to make a presentation in Prezi of the meeting agenda with the purpose of making it more appealing for participants. Results have been jointly discussed and each participant was able to comment not only on one’s own presentation but also on the others’. Dr. Zus emphasized the positive and negative aspects of each presentation.

**DAY 2 | TUESDAY 21 NOVEMBER 2017**

**PART A Methodology of elaboration questions for skills assessment**

**Module 1: Demonstrations and Practical training**

Mr. Mircea Zus (CMU, RO) presented the theoretical information related to the theoretical recommendations which should be considered when developing multiple choice questions in particular. He emphasized that Multiple-choice test questions are one of the most widely used methods of testing students’ knowledge and particularly the method which is going to be used by DivSea project on Moodle Platform. This is why it is very important for partners to be trained on this subject.

Later on, for practical training Dr. Zus asked participants to develop their own multiple choice questions based on the theoretical information provided. All questions were discussed within the group pointing out both proper and improper ones with further explanations and debates.

**PART B** **Methodology of skills assessment and evaluation**

**Module 2: Demonstrations and Practical training**

European Association of Career Guidance (EACG). Nikos Stathopoulos presented the importance of proper skills assessment. He emphasized that skills describe what one likes to do and what one is good at. One develops skills by training and experience that improve ability to do tasks. Being able to identify and describe skills, allows answering key questions at job interviews such as What can you do for my organization? and What problems can you solve? The final conclusion was that in the workplace, there are two kinds of skills: technical skills, and soft skills and both types are essential for success.

For practical training Mr. Stathopoulos invited participants to take a psychometric test and final results were later on discussed on the individual initiative of each participant sharing a particular part of the results which one felt the need to be discussed for.

**DAY 3 | WEDNESDAY 22 NOVEMBER 2017**

**PART A Development of abilities to use online tools to review trainees’ knowledge and for formative assessment**

**Module 1: The use of the game-based learning platform Kahoot**

Todor Koritarov (NVNA, BG) invited participants to ask two very important questions: Technology distracts students, right? Keeps them from focusing?

Then, he presented one solution which is to ban phones and computers from the classroom. Another solution he presented is to harness their tech-savvy and engage students with online tools that will help them complete assignments while still engaging them electronically. Whether they’re working on a research essay, a presentation, a science project, or a math report, there are ample tools available to make the process more engaging for students.

Think about it–if students are growing up in a world that requires them to be tech-savvy, then shouldn’t tech play a big role in their classroom experience? This is what Kahoot platform helps us to do. Having students enjoy taking tests.

**PART B Create questions and launch the Kahoot**

**Module 2: Demonstrations and Practical training**

During the practical activity, Mr. Koritarov asked participants to create their own account on the Kahoot Platform and to create a test which was later on taken by all participants, being able to see how the platform work in practice.

**DAY 4 | THURSDAY 23 NOVEMBER 2017**

**PART A Development of abilities to use Moodle for blended learning**

**Module 1: The use of Moodle during teaching process**

**TEAMWORK SKILLS DEVELOPMENT APPROACH**

Minne van Eekeren (STC-Group, NL) presented the basic information related to Moodle Platform. He pointed out that Moodle is a modular system based on plugins, which are like Lego blocks that you put together to build whatever you want. There are plugins for different kinds of content, and plugins for all kinds of collaborative activities, which is where Moodle really shines. As an example the Workshop plugin manages a full peer assessment process, so you can get hundreds of students accurately grading each other’s assignments (that can save you a lot of time!). Adding some tracking and reports and the ability to add more plugins from the community or even ones you write yourself, and one can build some pretty amazing education environments.

**PART B** **Course administration**

**Module 2: Update the course section. Demonstrations and Practical training**

Practical activities have been conducted as follows: participants were trained in how to create topics, how to enroll as a teacher or simple participants, how to evaluate trainees’ activity and how to add courses in Moodle. For practice, each participant had to create a topic for which each one had to add a course enrolling oneself both as a guest and as teacher, evaluating in the end each other’s activity.

**DAY 5 | FRIDAY 24 NOVEMBER 2017**

**PART A Development of abilities to use Moodle for blended learning**

**Module 1: The use of Moodle for assessment, recognition and certification**

Minne van Eekeren (STC-Group, NL) continued training the participants in the use of Moodle Platform mainly in the way one can assess the students’ activities on the platform and how the final certificate shall be provided for each participant in the courses.

**PART B Final evaluation**

**Module 2: Presentation of the achievements, by participants**

Finally, each participant was able to create one’s own topic on the platform, introducing the content of a course and later one compiling multiple choice questions for each course. A session of questions and answers followed in order to clarify every detail related to the use of the platform.

**Course debriefing. Concluding remarks** **Nicoleta Acomi (CMU, RO)**

The course objectives were achieved and all participants successfully developed their abilities to integrate the ICT tools in teaching and assessment processes. The five days’ course focused on: methods and techniques to integrate ICT tools within the blended learning process, the use of Prezi in teaching, the use of the game-based learning platform Kahoot, as well as the use of Moodle during teaching and evaluation processes.

Dr. Nicoleta Acomi pointed out that the achievements of this training event is planned to be shared by participants with their colleagues through internal workshops. The workshops will be organized by each partner institution with the purpose of multiplying the project outcomes and for enhancing the continuous professional development of marine professionals.

**Transnational Project Meeting 2. Attendees**

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| **No** | **Name and Surname** | **Organization** |
| 1 | Aat Kroek | Stichting STC-Group (STC-Group) |
| 2 | Lucie Saxton | Stichting STC-Group (STC-Group) |
| 3 | Minne van Eekeren | Stichting STC-Group (STC-Group) |
| 4 | Nikos Stathopoulos | European Association of Career Guidance (EACG) |
| 5 | Yiannis Kalaitzis | European Association of Career Guidance (EACG) |
| 6 | Todor Koritarov | Nikola Vaptsarov Naval Academy (NVNA) |
| 7 | Sevdalin Iliev Daskalov | Nikola Vaptsarov Naval Academy (NVNA) |
| 8 | Mircea Zus | Constanta Maritime University (CMU) |
| 9 | Nicoleta Acomi | Constanta Maritime University (CMU) |
| 10 | Corina Varsami | Constanta Maritime University (CMU) |
| 11 | Alina Bostina | Constanta Maritime University (CMU) |