



Erasmus+ CBHE Project CHAIN – 101082963

## Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa

# Seminar on e-learning and use of digital tools in teaching and learning

**Friday 15.11.2024 10:00 CET**

1. Presentation of new e learning tools.
2. Exchange about possibilities and lessons learned.

**Tuesday 10.12.2024 10:00 CET**

1. Moodle as an effective platform for e-learning courses and materials preparation.
2. Microlearning as a modern method of education in the digital world.

**Zoom link for the online meetings:**

**[https://hswt.zoom.us/j/3827950878?  
omn=98222778397](https://hswt.zoom.us/j/3827950878?omn=98222778397)**

**Meeting-ID: 382 795 0878**

**Kenncode: 11111**

**Trainer:**

**Iasi University of Life Sciences**

**Please check before the CET time!**



**Co-funded by  
the European Union**

Contact:  
Dr. Bernd Müller  
Weihenstephan-Triesdorf University of Applied Sciences  
bernd.mueller@hswt.de

## Seminar 15.11.2024- Pictures + Participant List

List of participants - project CHAIN - Project Planning Workshop October / November 2024					
No.	Surname and name	Man (M)/ Woman (W)	City/Acronym of partner university	Position at the institution	Email Address
1	JIBRIN Safiya	W	FUTMINNA	Senior Lecturer	<a href="mailto:safiya.jibrin@futminna.edu.ng">safiya.jibrin@futminna.edu.ng</a>
2	TANKO Likita	M	FUTMINNA	Professor	<a href="mailto:unekmelikita@futminna.edu.ng">unekmelikita@futminna.edu.ng</a>
3	ABDULKADIR Usman	M	FUTMINNA	Associate Professor	<a href="mailto:usman.abdul@futminna.edu.ng">usman.abdul@futminna.edu.ng</a>
4	EZEKIEL- ADEWOYIN Dorcas	F	FUTMINNA	Senior Lecturer	<a href="mailto:eze.dorcas@futminna.edu.ng">eze.dorcas@futminna.edu.ng</a>
5	MOHAMMED Abubakar Saddiq	M	FUTMINNA	Associate Professor	<a href="mailto:abu.sadiq@futminna.edu.ng">abu.sadiq@futminna.edu.ng</a>
6	Muli Benjamin Kimwele	M	KITUI/SEKU	Senior Lecturer	<a href="mailto:bmuli@seku.ac.ke">bmuli@seku.ac.ke</a>
7	Kauti Matheus Kioko	M	KITUI/SEKU	Dean, School of Agric. Agric, Envi, Water and Nat. Resources	<a href="mailto:mkauti@seku.ac.ke">mkauti@seku.ac.ke</a>
8	Mutia Grace Mumbi	W	KITUI/SEKU	Coordinator, Career Services	<a href="mailto:gmutia@seku.ac.ke">gmutia@seku.ac.ke</a>
9	Kimondiu Joshua Matata	M	KITUI/SEKU	Lecturer	<a href="mailto:jkimondiu@seku.ac.ke">jkimondiu@seku.ac.ke</a>
10	Mweu Benard Maingi	M	KITUI/SEKU	Technologist	<a href="mailto:bmweu@seku.ac.ke">bmweu@seku.ac.ke</a>
11	Lochuch Joyce	W	KITUI/SEKU	Intern	<a href="mailto:joycelochuch19@gmail.com">joycelochuch19@gmail.com</a>
12	Kevin Wachira	M	KITUI/SEKU		<a href="mailto:kwachira@seku.ac.ke">kwachira@seku.ac.ke</a>
13	Onyeneke Chinenye	W	AE-FUNAI	Assistant Lecturer/CHAIN Project team member	<a href="mailto:chinenyeonyeneke5@gmail.com">chinenyeonyeneke5@gmail.com</a>
14	Munonye Jane	W	AE-FUNAI	Reader/CHAIN Project team member	<a href="mailto:munojane@gmail.com">munojane@gmail.com</a>
15	Ankrumah Emmanuel	M	AE-FUNAI	Lecturer II/CHAIN Project team member	<a href="mailto:ankrumahemmanuel@gmail.com">ankrumahemmanuel@gmail.com</a>
16	Amadi Mark	M	AE-FUNAI	Lecturer I	<a href="mailto:amadi.mark@funai.edu.ng">amadi.mark@funai.edu.ng</a>
17	Onyeneke Robert	M	AE-FUNAI	Associate Professor/CHAIN Project Coordinator	<a href="mailto:robertonyeneke@yahoo.com">robertonyeneke@yahoo.com</a>

18	Oko-Isu Anthony	M	AE-FUNAI	Lecturer I/CHAIN Project team member	aokoisu@gmail.com
19	Oko-Isu Mercy	W	AE-FUNAI	Graduate Assistant	okoisumercy@gmail.com
20	Alow-Egnim ALOUTI	M	University of Kara/ ISMA		aloutiadele@gmail.com
21	MBINYA, Romana Ann	F	Bondo/JOOUST	Lecturer	<a href="mailto:romanambinya@gmail.com">romanambinya@gmail.com</a>
22	OUMA, Matilda Auma	F	Bondo/JOOUST	Lecturer	<a href="mailto:matildaouma@gmail.com">matildaouma@gmail.com</a>
23	ABEKA, Silvanee Onyango	M	Bondo/JOOUST	Associate Professor	<a href="mailto:silvancea@gmail.com">silvancea@gmail.com</a>
24	ONDITI, Arvinlucy	F	Bondo/JOOUST	Senior Lecturer	<a href="mailto:lucionditi@gmail.com">lucionditi@gmail.com</a>
25	D Bodescu	M	IULS		
26	Florin Lipsa	M	IULS		florin.lipsa@iuls.ro
27	Oana Coca	F	IULS		oana.coca@agriceda.ro
28	Andrei Gafencu	M	IULS		
29	Florea AM	F	IULS		
30	Dragos Robu	M	IULS		dragos.robust@iuls.ro
31	Taiwo Imran	M	FUTMINNA		taiimran@futminna.edu.ng
32	Arsenoaia Vlad	M	IULS		
33	Ojo Michael Akindele	M	FUTMINNA		akindele.ojo@futminna.edu.ng
34	Catrinel Avarvarei	F	IULS		
35	Stanislaw Minta	M	Wroclaw		stanislaw.minta@upwr.edu.pl
36	Florea AM	F	IULS		
37	Wambua Raphael	M	Kenya		
38	Bernd	M	HSWT		<a href="mailto:bernd.mueller@hswt.de">bernd.mueller@hswt.de</a>
39	Aizhan	F	HSWT		<a href="mailto:aizhan.nasyrbekova@hswt.de">aizhan.nasyrbekova@hswt.de</a>
40	Alow-Egnim ALOUTI	M			
41	Ezekiel Yisa	M	FUTMINNA		ezekiel.yisa@futminna.edu.ng

zoom Workplace Meeting Bildschirm von Dragos ROBU - IL

Kevin Wachira - ... JOYCE LOCHUCH Anthony Oke-Is...

Office 365: Complete Group Collaboration Solution  
Addressing the unique needs and workstyle of each group

Email and schedule Create, share, find content Call and meet Chat Connect across the org

Groups Move from task to task with cross application group membership Graph Discover content and people with cross applications intelligence Trust Control on your terms with cross application security & compliance

Von Oana COCA - IULS\_RO an alle  
Yes, I used it. Integrating the Google forms and screen sharing.

Teilnehmer (36)

AN Aizhan Nasyrbekova HSWT (ich)  
BM Bernd Mueller (Host)  
DR Dragos ROBU - IULS\_RO  
DE Dorcas Ezekiel-Adewoyin  
AU Abdulkadir Usman  
AU Abdulkadir Usman  
AS Abubakar Saddiq Mohammed  
AE Ankrumah Emmanuel  
AO Anthony Oke-Isu Laptop  
BM Benard Mweu  
BM Benjamin Muli  
CA Catrinel Avarvarei  
CO Chinenye Onyeneke  
DS Dr Stanislaw Minta, Poland WUELS-UPWR  
DJ Dr. Joshua M. Kimondiu(SEKU)  
FA FLOREA AM, IULS Romania  
FD Florin Daniel LIPSA, IULS  
JM Jane Munonye

Sie können jetzt nonverbales Feedback ("Ja", "Langsamer" usw.) über "Reaktionen" in der Symbolleiste senden.

Einladen Mein Audio ein

11:18 15.11.2024

zoom Workplace Meeting Bildschirm von Dragos ROBU - IL

Kevin Wachira - ... JOYCE LOCHUCH Anthony Oke-Is...

Office 365: Complete Group Collaboration Solution  
Addressing the unique needs and workstyle of each group

Email and schedule Create, share, find content Call and meet Chat Connect across the org

Groups Move from task to task with cross application group membership Graph Discover content and people with cross applications intelligence Trust Control on your terms with cross application security & compliance

Von Prof. Likita TANKO an alle  
Prof. Likita TANKO, Department of Agricultural Economics and Farm Management, School of Agriculture...

Teilnehmer (36)

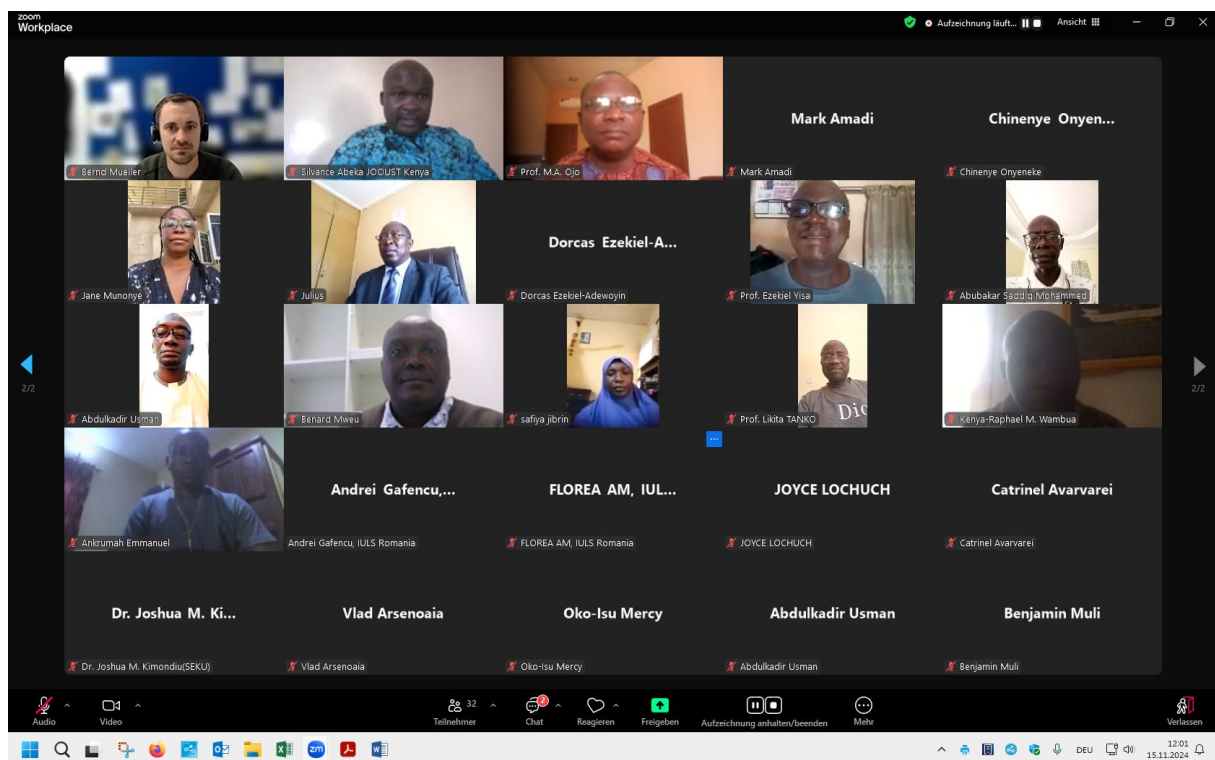
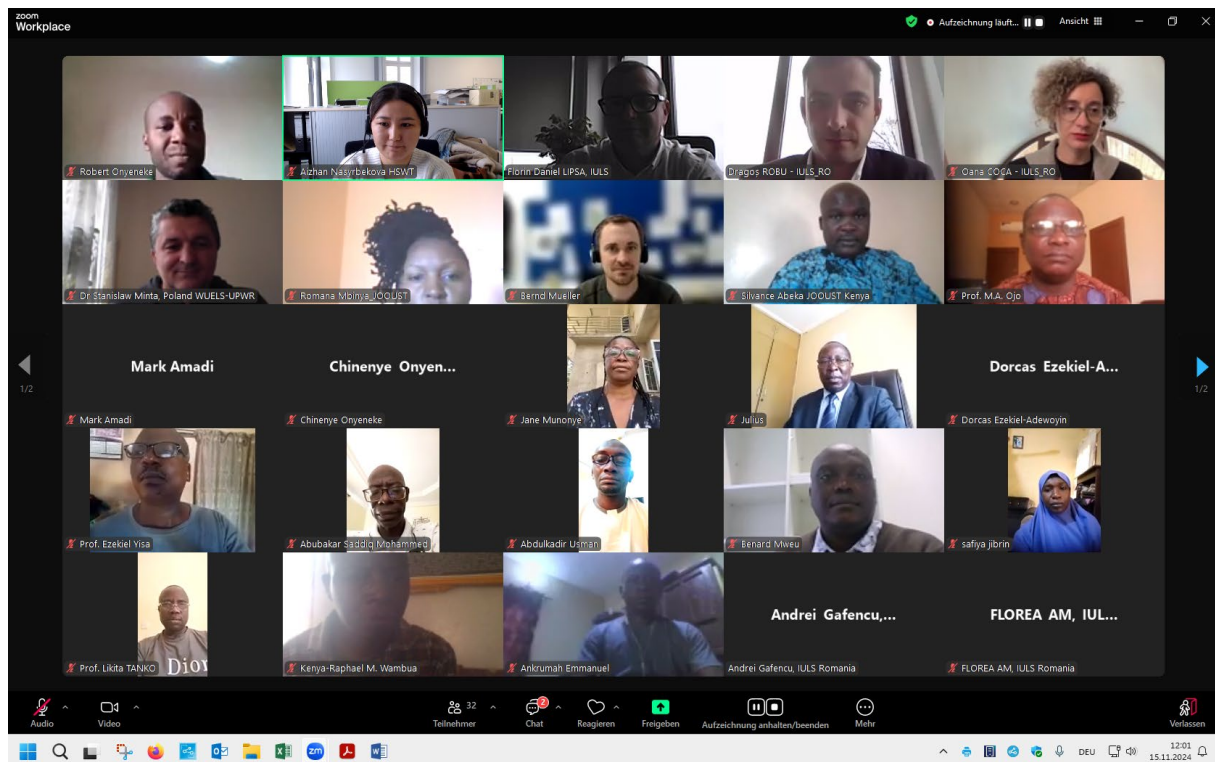
FD Florin Daniel LIPSA, IULS  
JM Jane Munonye  
JL JOYCE LOCHUCH  
J Julius  
KM Kenya-Raphael M. Wambua  
KW Kevin Wachira - SEKU  
MA Mark Amadi  
OC Oana COCA - IULS\_RO  
OM Oke-Isu Mercy  
PE Prof. Ezekiel Yisa  
PL Prof. Likita TANKO  
PM Prof. M.A. Ojo  
RO Robert Onyeneke  
RM Romana Mbinya JOOUST  
SI safiya jibrin  
SA Silvanee Abeka JOOUST Kenya  
TI Taiwo Imran  
VA Vlad Arsenoia

Sie können jetzt nonverbales Feedback ("Ja", "Langsamer" usw.) über "Reaktionen" in der Symbolleiste senden.

Einladen Mein Audio ein

11:19 15.11.2024






**List of participants- Seminar on e-learning and use of digital tools in teaching and learning-  
10/12/2024**

<b>NO .</b>	<b>Surnam e and name</b>	<b>Man(M ) /Woma n (W)</b>	<b>City/Acronim of partener university</b>	<b>Position at the institution</b>	<b>Email Address</b>
1	Dragoș Robu	M	IULS	Associate prof.	dragos.robu@iuls.ro
2	Oana Coca	W	IULS	Lecturer	oana.coca@iuls.ro
3	Florin Daniel Lipsa	M	IULS	Professor	florin.lipsa@iuls.ro
4	Stanislaw Minta	M	Wrocław	Professor	stanislaw.minta@upwr.edu.pl
5	Bernd Mueller	M	HSWT		dernd.mueller@hswt.de
7	Catrinel Avarvare i	W	IULS		catrinel.avarvarei@iuls.ro
8	Andrei Gafencu	M	IULS		andrei.gafencu@iuls.ro
9	Lucas Akohin	M	Université de Lomé/ Lomé		
10	Bernard Mweu	M	KITUI/SEKU	Tehnologi st	Bmweu@seku.ac.ke
11	Lydia Nyambo k	W	Reading/Univer si ty of Reading		
12	Yunusa Bello	M	FUTMINNA		
13	Onditi Arvinluc y	W	Bondo/ JOOUST	Senior Lecturer	lucionditi@gmail.com
15	Oku-Isu Mercy	W	AE-FUNAI	Graduate Assisant	okoisumercy@gmail.com
16	Taiwo Imran	M	FUTMINNA		taiimran@futminna.edu.ng
17	Arsenoai a Vlad	M	IULS	Associate prof.	nicolae.arsenoaia@iuls.ro
19	Safiya Jibrin	W	FUTMINNA	Senior Lecturer	safiya.jibrin@futminna.edu.ng
202	Iroegbu Chidinm a	W	Nsukka/Univer sit y of Nigeria		
21	Likita Tanko	M	FUTMINNA	Professor	unekmelikita@futminna.edu.ng


22	Robert Onyenek e	M	AE-FUNAI	Associate Professor/ CHAIN Project Coordinator	robertonyeneke@yahoo.com
23	Alex Ekwueme	M	AE-FUNAI		
24	Geoffrey Amanze Nkwocha	M	AE-FUNAI		
25	Abdullahi Orire	M	FUTMINNA		
26	Joyce Lochuch	W	KITUI/SEKU	INTERN	joycelochuch19@gmail.com
27	Mark Amadi	M	AE-FUNAI	Lecturer I	amandi.mark@funai.edu.ng
28	Ezekiel Yisa	M	FUTMINNA		Ezekiel.yisa@futminna.edu.ng
29	Andrei Istrate	M	IULS	IT specialist	andrei.istrate@iuls.ro



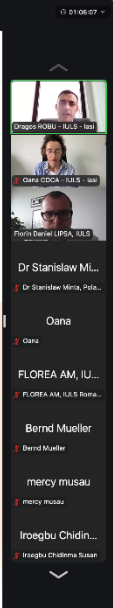
**Modular Object-Oriented Dynamic Learning Environment**

Moodle is used for blended learning, distance education, flipped classroom and other online learning projects in schools, universities, workplaces and other sectors.

Moodle was originally developed by Martin Dougiamas to help educators and scholars create online courses and focus on interaction and collaborative construction of content. The first version of Moodle was released on 20 August 2002 (22 years ago), and it continues to be actively developed.



**What is Moodle?**



Participants:

- Dr. Stanislav M...
- Dr. Stanislav M...
- Oana
- FLOREA AM, IU...
- FLOREA AM, IU S Roma...
- Bernd Mueller
- mercy musau
- mercy musau
- Iroegbu Chidin...
- Iroegbu Chidinma Susan

1842

Zoom Workplace Meeting View Edit Window Help

Dragos ROBU - IULS's screen

01:41:33



**Moodle as an effective platform for e-learning courses and materials preparation**

**THANK YOU!**

**10 December 2024**  
**Lecturer Alexandru – Dragoș ROBU**  
**Iași University of Life Sciences, România**

Participants list:

- Geoffrey Nkwocha
- Oana
- Bernd Mueller
- FLOREA AM, IU...
- Andrei Gafencu...
- Dragoș Robu
- Lucas Akohin
- Bernard Mweu
- Lydia Nyambok
- Taiwo Imran
- Prof. Likita TAN...
- luci onditi-jooust
- Raluca
- Joyce Lochuch

Chat messages:

- Dr Stanislaw Mi...
- Stanislaw Minta - UWIR - Wrocław, Poland
- Yarus Bello. Led to Everyone
- Dr Bello Iadi Yarusu, F. U. T., Minna
- Geoffrey Nkwocha to Everyone
- Dr Geoffrey Amunze Nkwocha from Alex Kwame Federal University Nkroto-Okor, Benue State, Nigeria
- Greetings to everyone & happy to be here
- Prof. Abdullahi Orie to Everyone
- Prof. Abdullahi M Orie, Federal University of Technology Minna.
- safiya jibiri to Everyone
- Safiya Jibiri, Federal University of Technology Minna, Nigeria
- Joyce Lochuch to Everyone
- Joyce Lochuch - Setu
- Prof. Likita TANKO to Everyone
- Likita TANKO, Federal University of Technology Minna, unekne@futmminna.edu.ng
- Yus to Everyone
- Prof. Geoffrey Amunze Nkwocha, please close your microphone
- mercy musau to Everyone
- Mercy Mercy - SDGU
- Mark Amadi to Everyone
- Mark Amadi, AEFUNAI

Who can see your messages? Recording on

Type message here...

MacOS dock with various application icons.

Recording... 01:51:31 View

Participants grid:

- Bernd Mueller
- luci onditi-jooust
- Joyce Lochuch
- Oana
- Andrei Gafencu, IULS R...
- Dragoș Robu
- Catrinel Avarvarei
- safiya jibiri
- Mark Amadi
- BANITO
- Chinenye Onyeneke
- Geoffrey Nkwocha
- mercy musau
- Prof. Likita TANKO
- Raluca
- Prof. Abdullahi Orie

Zoom controls: Audio, Video, Participants, Chat, React, Share, Apps, Show captions, Playback recording, More, Leave

Recording... 01:51:27 View

Dragos Robu - IULS - Iasi  
Oana COCA - IULS - Iasi  
Florin Daniel IPSA, IULS  
Dr. Stanislav Minia, Poland WUULS-UPWR  
Lucas Akohin

Bernd Mueller  
Pi BANTO  
Bernd Mueller  
200  
Luci onditi-jooost  
Bernard Mende  
Tahar Imah  
Prof. Likita TANKO

Raluca  
Yanusa RIFLO, IADI  
Robert Oryenaka  
Luci onditi-jooost  
Kenneth Wamugwa (FSK)  
Prof. Likita TANKO

Raluca  
Joyce Lochuch  
FLOREAN AM, IULS Romania  
Ezekiel Yisa  
Emmanuel Kombani, université de Kara

Prof. Abdullahi Orire  
Oana  
Andrei Gafencu, IULS R...  
Dragoş Robu  
Catinel Avarvarei

Prof. Abdullahi Orire  
Oana  
Andrei Gafencu, IULS Romania  
Dragoş Robu  
Catinel Avarvarei

Audio  
Video  
Participants  
Chat  
React  
Share  
Apps  
Show captions  
Pause/stop recording  
More  
Leave





Erasmus+ CBHE Project CHAIN –101082963  
Cooperation for Holistic Agriculture Innovation Nests in  
Sub - Saharan Africa

# Microlearning as a modern method of education in the digital world

*10 December 2024*

---



PHD LECTURER OANA COCA

---

IULS- ROMANIA

# Overview of various methods of education in the digital world:

## 1.ONLINE LEARNING (E-LEARNING):

**DEFINITION:** education delivered through the internet using various online platforms.

### Types:

- Synchronous Learning: Participants engage in learning at the same time (e.g., live webinars, virtual classrooms).
- Asynchronous Learning: Students access materials at their convenience (e.g., pre-recorded lectures, discussion forums).

**PLATFORMS:** Learning Management Systems (Lms) like Zoom, Teams, Moodle, Google Classroom Or Commercial Platforms Like Coursera, Edx, And Udemy.

### ADVANTAGES:

- flexible scheduling
- wide variety of courses and subjects
- accessibility from anywhere with internet access





# Overview of various methods of education in the digital world:

## 2. BLENDED LEARNING:

**DEFINITION:** a combination of traditional face-to-face instruction and online learning.

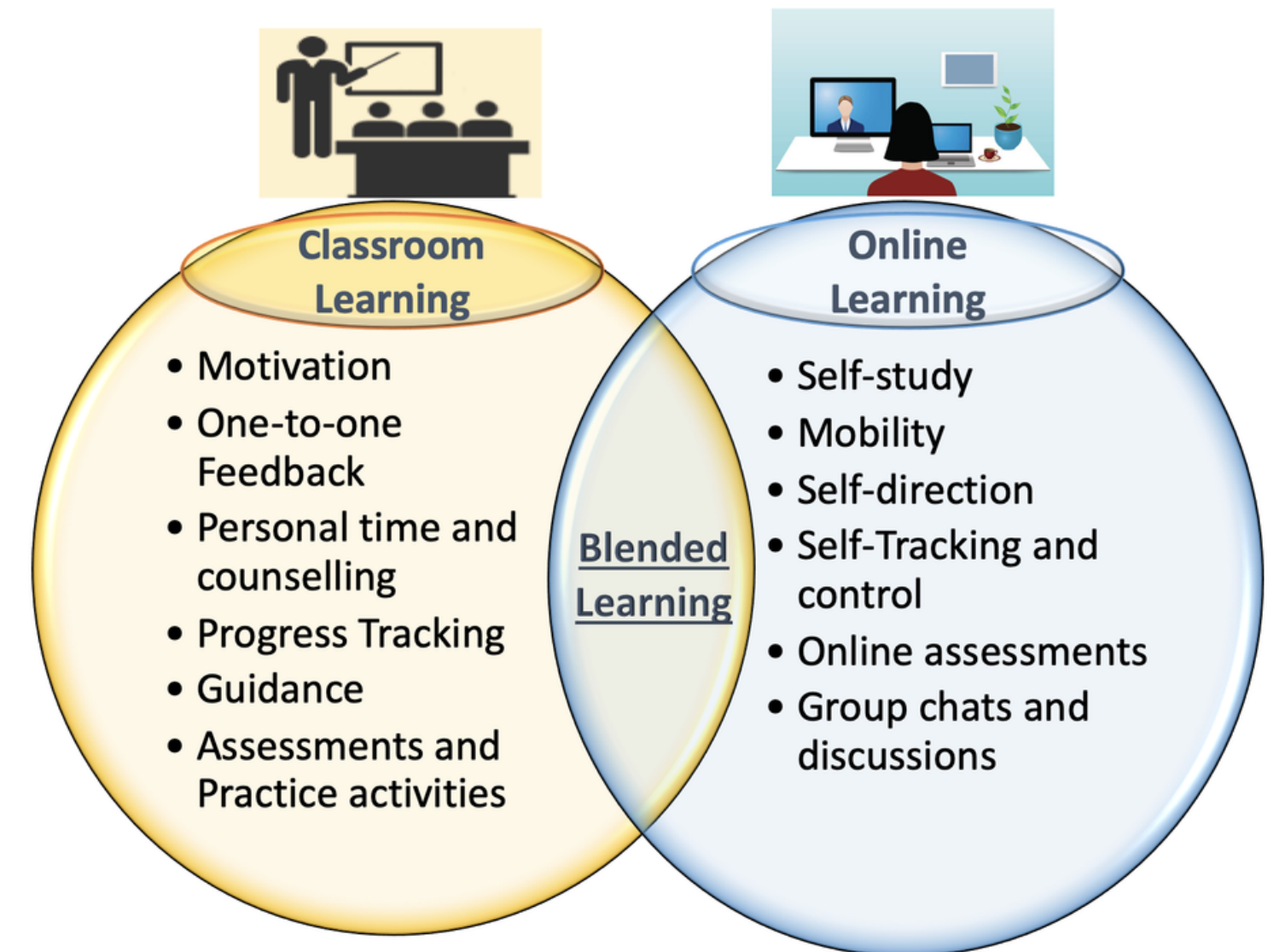
### Models of blended learning:

- Rotation Model: Students rotate between online and in-person learning.
- Flex Model: Online learning as the primary mode, with face-to-face support as needed.
- Enriched Virtual Model: Students complete most coursework online but attend in-person sessions periodically.
- **Examples:** Universities using Google Classroom for assignments while holding weekly classes for discussions and hands-on activities.

### Advantages:

- the benefits of both personal interaction and digital resources
- enhanced engagement through varied teaching methods

## Elements





# Overview of various methods of education in the digital world:

## 3. Flipped Classroom

- **Definition:**
  - A teaching model where traditional lecture and homework elements are reversed.
- **Process:**
  - Preparation Phase: Teachers assign videos or readings for students to review at home.
  - Class Time: Students engage in discussions, group work, and activities during class.
- **Benefits:**
  - Teachers can provide immediate feedback during hands-on practice.
  - It supports diverse learning styles by allowing students to learn at their own pace beforehand.
- **Example: Crop Science Course**
  - *Pre-Class Work*: Students watch videos demonstrating modern crop management practices, read scientific articles on recent advancements in crop breeding, and review case studies of successful crop management programs.
  - *In-Class Activities*:
    - Discussion and Q&A: Engage students in group discussions to analyze various crop management techniques and their applicability to local conditions.
    - Guest Lectures: Invite industry experts to discuss recent trends in agriculture, followed by Q&A sessions to deepen understanding.

# Overview of various methods of education in the digital world:

## 4. Gamification

- **Definition:**
  - Applying game design principles to educational contexts to enhance engagement.
- **Game Elements:**
  - Points, rewards, levels, progress tracking, challenges, and competition.
- **Applications:**
  - Gamification can be used in both classroom and corporate training settings to enhance engagement.
- **Advantages:**
  - Makes learning fun and motivating
  - Encourages competition and collaboration among learners
- **Examples:**
  - **Kahoot!** is a popular game-based learning platform where teachers can create quizzes that engage students in a fun and competitive environment.
  - Companies and universities that use gamified training modules to improve staff/ student onboarding and retention of training content.



**Gamification in Education**

# Overview of various methods of education in the digital world:

## 5. Social Learning:

- **Definition:**
- Learning that occurs through social interaction and collaboration.
  - **Platforms:**
  - Social media (Linkedin, ResearchGate), discussion forums, or group projects.
  - **Mechanisms:**
  - Learning occurs through collaboration, discussion, and peer feedback, often facilitated by digital platforms.
  - **Importance:**
  - Helps to build a sense of community and encourages collective knowledge creation.
  - Enhances communication skills
  - Builds community among learners
    - **Examples:**
    - Online forums like Reddit or specialized platforms for professional learning (e.g., ResearchGate for academics).
    - Collaborative projects using tools like Google Docs to allow multiple users to contribute simultaneously.



# Overview of various methods of education in the digital world:

## 6. Microlearning:

*Some brief information first:*

- **Definition:**

- Education delivered in small, focused segments that can be completed in a short time.

- **Format:**

- Can include videos, infographics, quizzes, and short articles.

- **Advantages:**

- Increases retention and recall
- Flexible and accessible on-the-go

- **Key Components:**

- Short Learning Interventions: Content is focused on achieving a specific learning goal.
- Variety of Formats: Videos, podcasts, interactive modules, and downloadable resources.
- Execution: Microlearning can be integrated into daily work routines, with short bursts of training provided as needed.

- **Examples:**

- Mobile apps like Duolingo for language learning using quick, daily exercises.
- Corporate training programs offering quick refreshers via mobile platforms.



# MICROLEARNING: a modern method of education in the digital world

## INTRODUCTION

- Microlearning is an innovative instructional strategy that involves delivering educational content in **small, digestible units**.
- This method is increasingly used in a digital context and is highly relevant for educators working in diverse environments.
- This presentation explores the **principles, advantages, and implementation of microlearning**, tailored to the unique challenges and opportunities faced by modern educators.

## Micro Learning

Micro learning is learning in small steps



Scientific



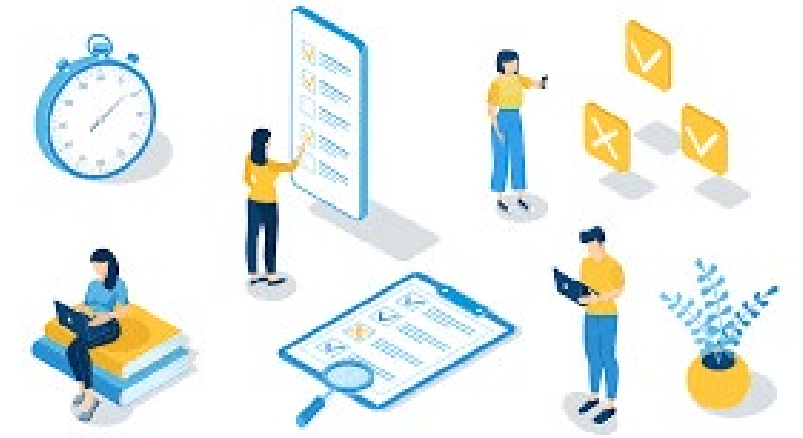
Effective



Easy



# 1. Understanding Microlearning



## Definition:

- Microlearning refers to **short, focused segments of learning** typically centered around a **specific learning outcome**.
- Each segment can range from a few seconds to about **10 minutes in length**.

## Key Characteristics:

- **Bite-sized content**
- **Easily accessible anytime and anywhere**
- **Engaging formats (videos, quizzes, infographics)**

## EXAMPLES IN AGRICULTURAL EDUCATION:

### 1. Bite-sized content

- A 2-minute video tutorial on the best practices for planting tomatoes, breaking down key steps such as soil preparation, spacing, and watering.

### 2. Easily accessible anytime and anywhere

- An interactive mobile app that allows farmers to access a library of 10-minute audio clips on various agriculture topics, which can be downloaded for offline listening, enabling access while working in the field.

### 3. Engaging formats (videos, quizzes, infographics)

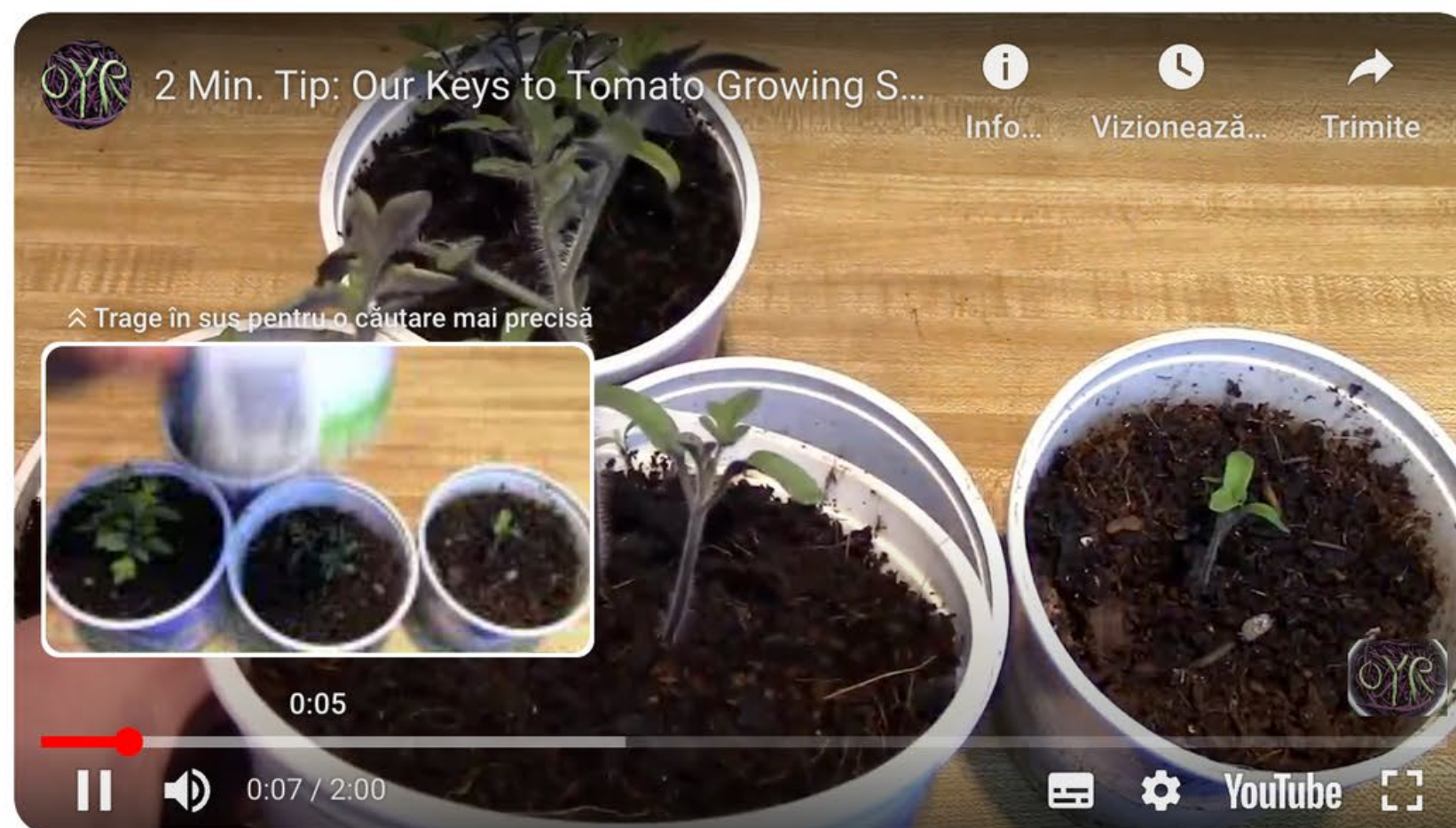
- A dynamic infographic that illustrates the lifecycle of a crop, using visually engaging elements and brief descriptions to make the information easy to understand and remember.

# A 2-minute video tutorial on the best practices for planting tomatoes

## 2 Min. Tip: Our Keys to Tomato Growing Success

YouTube · OYR Frugal & Sustainable Organic Gard... · 10 mai 2015

YouTube [↗](#)



### În acest videoclip

00:04 When to start tomatoes indoors



00:17 Hardening Off



00:36 Transplanting



00:52 Planting




01:12 Trellising



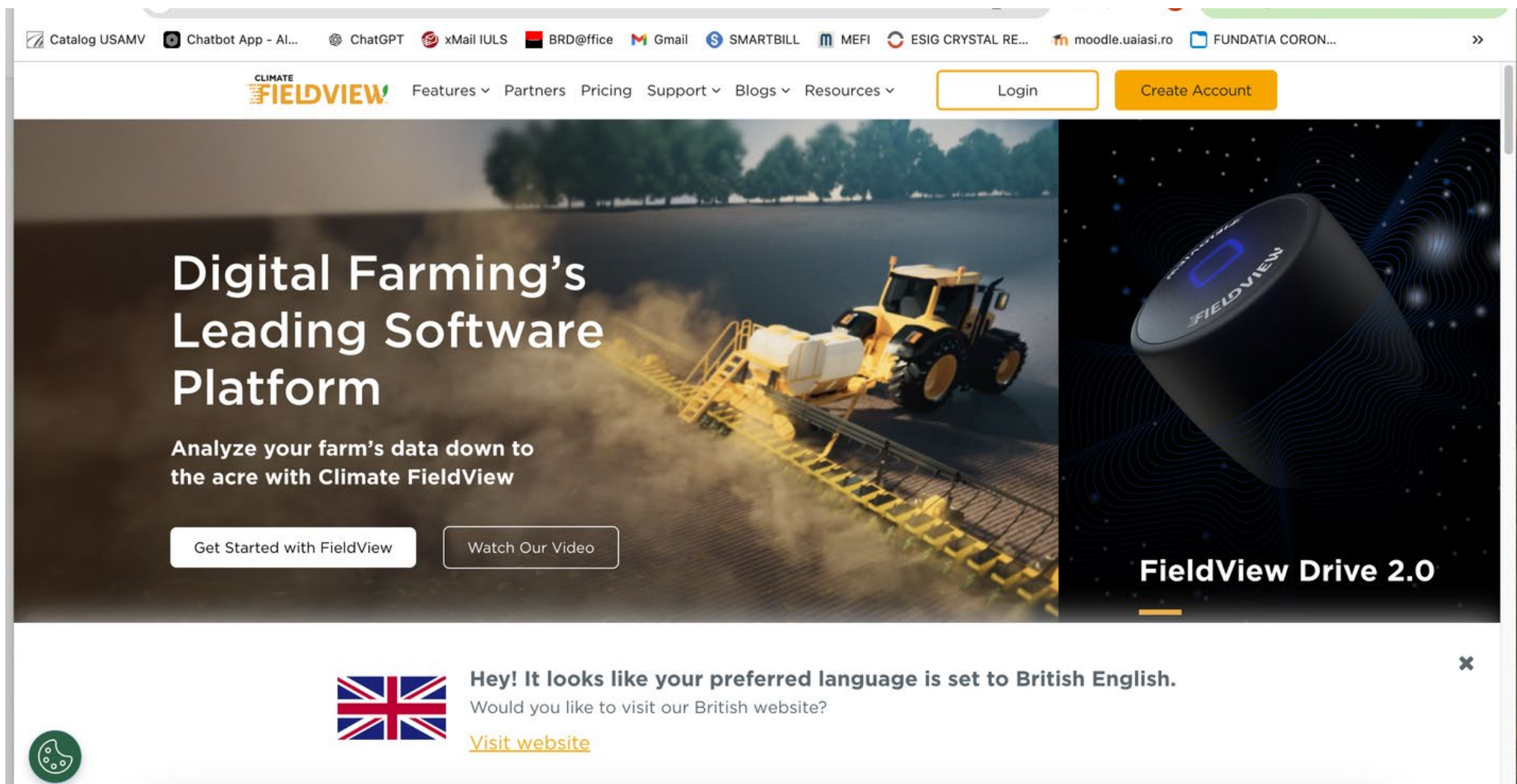
### Subiecte conexe

 Tomato plant

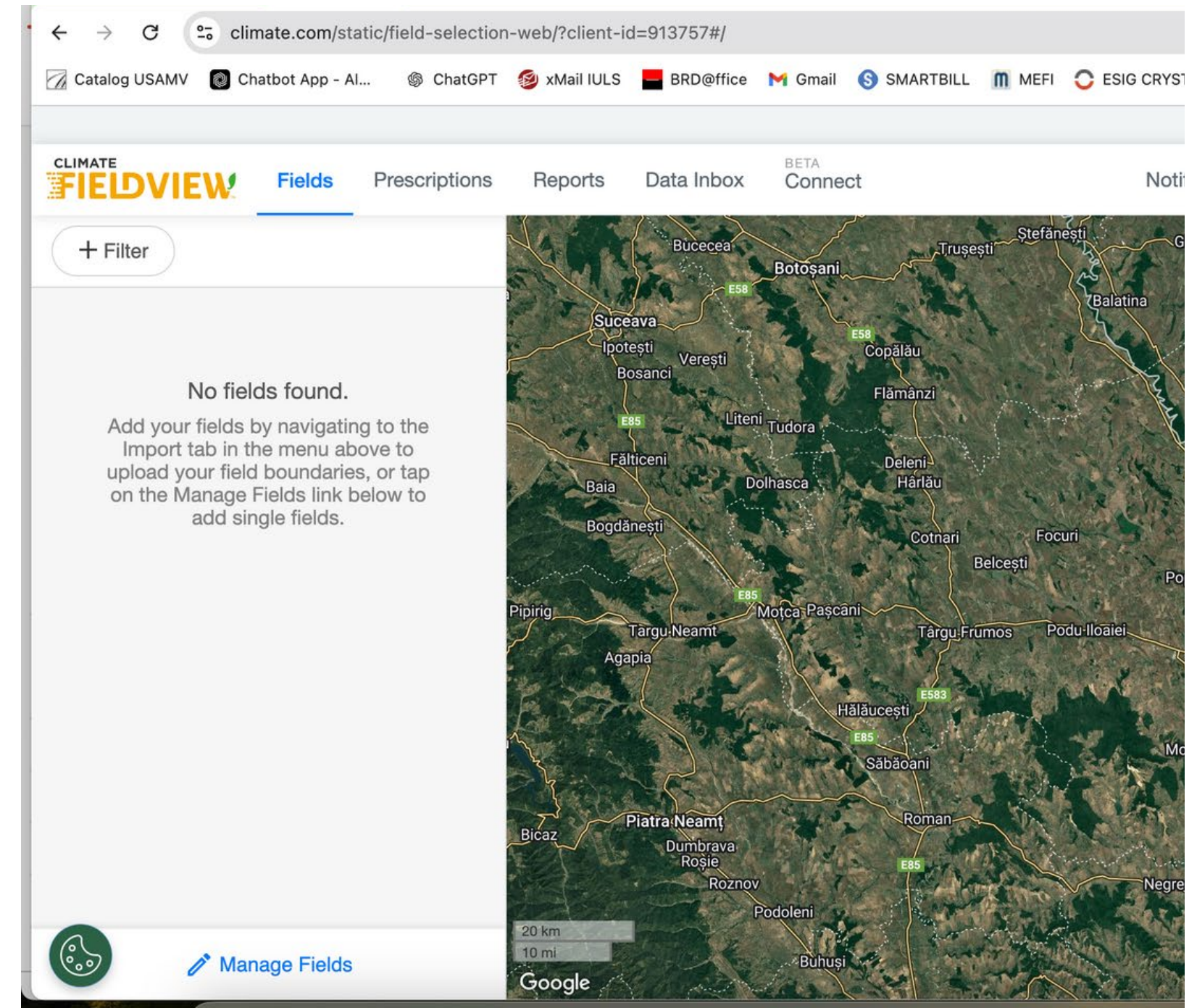
 How to grow tomatoes in the ground



# An interactive mobile app that allows farmers to access a library of 10-minute audio clips



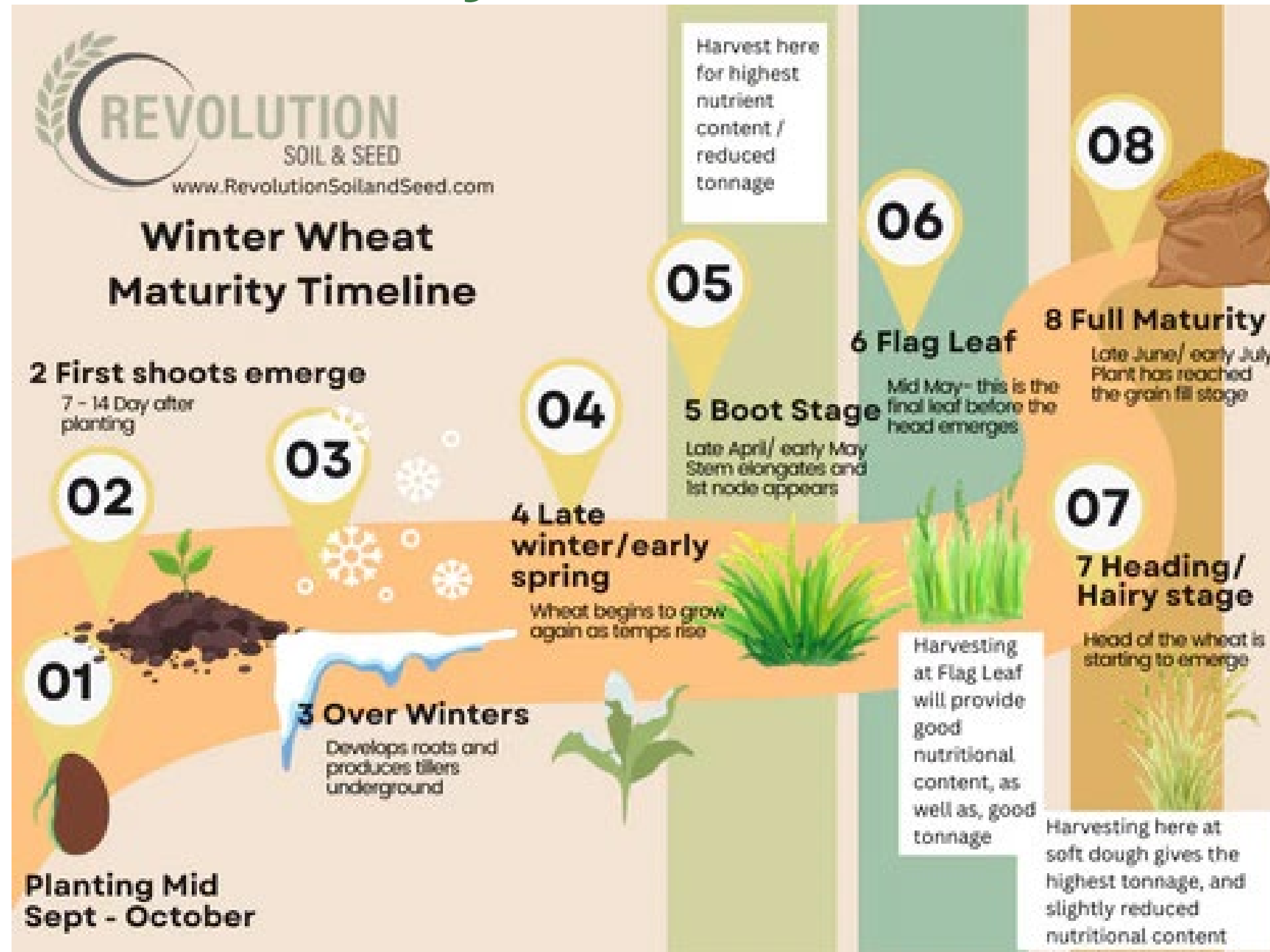
The screenshot shows the homepage of the Climate FieldView website. The top navigation bar includes links for Features, Partners, Pricing, Support, Blogs, and Resources, along with Login and Create Account buttons. The main header features the Climate FieldView logo. The primary content area is a large banner with the text "Digital Farming's Leading Software Platform" and "Analyze your farm's data down to the acre with Climate FieldView". It includes two buttons: "Get Started with FieldView" and "Watch Our Video". To the right of the text is an image of a yellow tractor in a field. Below the tractor is a dark, cylindrical device labeled "FieldView Drive 2.0". At the bottom, a language notification states: "Hey! It looks like your preferred language is set to British English. Would you like to visit our British website?" with a "Visit website" link and a close button.



The screenshot shows the "Fields" page of the Climate FieldView website. The top navigation bar includes links for Fields, Prescriptions, Reports, Data Inbox, and Connect. The main content area displays a message: "No fields found. Add your fields by navigating to the Import tab in the menu above to upload your field boundaries, or tap on the Manage Fields link below to add single fields." To the right of this message is a satellite map of a region in Romania, showing various towns and roads. The map includes a scale bar for 20 km and 10 mi, and the Google logo. At the bottom left, there is a "Manage Fields" link with a pencil icon.



# A dynamic infographic that illustrates the lifecycle of wheat



## 2. “Chunked” learning is easier for the brain to process (Psych. George Miller)

- **George Miller**, the well-known cognitive psychologist, predicted in the 1950s that **our short-term memory** is limited for the most part to holding **seven pieces of information, plus or minus two**.
- He introduced the concept of **chunking whereby**, when you group data, you can improve the amount of information you remember.
- This has occasionally been referred to as **Miller's law**.

### "THE NUMBER SEVEN, PLUS OR MINUS TWO: SOME LIMITS ON OUR CAPACITY FOR PROCESSING INFORMATION"

#### ABSTRACT

A variety of researches are examined from the standpoint of information theory. It is shown that the unaided observer is severely **limited in terms of the amount of information** he can receive, process, and remember. However, it is shown that **by the use of various techniques, e.g., use of several stimulus dimensions, recoding, and various memory aids devices, this informational bottleneck can be broken.**

#### Citation

Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63(2), 81–97.

<https://doi.org/10.1037/h0043158>

### 3. The Importance of Microlearning in the Digital Era

- **CATERING TO DIGITAL NATIVES:**

Today's learners are familiar with digital technology, making microlearning a natural fit for their habits and preferences.

- **Enhanced Retention:**

Studies show that shorter bursts of information can improve retention rates, leading to better learning outcomes.

- **Flexibility:**

Learners can engage with material at their own pace, allowing for personalization that caters to individual needs.

#### Advantages of Microlearning

- **Accessibility:**

Microlessons can be accessed via mobile devices, increasing reach in areas where traditional education resources may be limited.

- **Cost-Effectiveness:**

Developing microlearning resources can be less expensive than traditional training programs, making education more scalable.

- **Cultural Relevance:**

Educational content can be customized to reflect the local context or specific industry needs, making it more relatable and effective.

- **Rapid Implementation:**

Microlearning allows educators to quickly adapt to changes and updates in information, keeping content current and relevant.

# 3. Implementing Microlearning in Education

## Agricultural

- **1. Content Development:**

Focus on specific agricultural practices or concepts, such as a series of videos about sustainable farming methods, each lasting 2-5 minutes.

- **2. Utilizing Technology:**

Leverage popular platforms to share microlearning content widely.

- **3. Interactive Elements:**

Incorporate quizzes or discussion prompts after each microlesson to enhance engagement and retention.

- **4. Peer Learning:**

Encourage learners to create and share their own microlearning materials, promoting collaboration and knowledge sharing.





## 4. Challenges and Solutions

- **Digital Divide:**

While technology is widely used, access can be inconsistent. Solutions include downloading content for offline access or utilizing local resources with internet access.

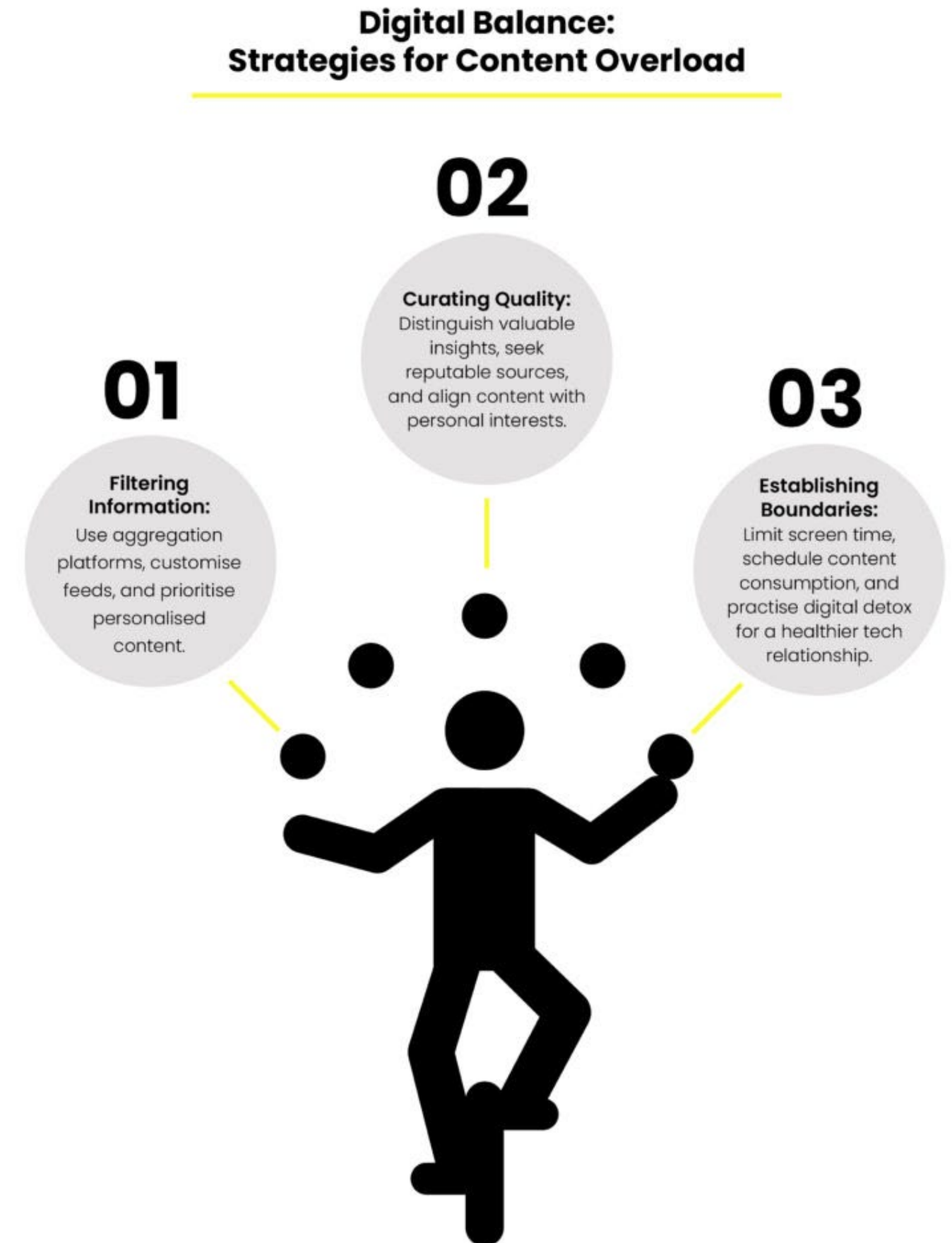
- **Content Overload:**

With so much information available online, it's important to curate quality content that addresses specific needs rather than overwhelming learners.

Use tools like learning management systems (LMS - Teams, Moodle) to organize and present content effectively.

- **Engagement:**

Keeping learners motivated in brief sessions can be a challenge. Incorporate **gamification elements**, such as badges or leaderboards, to make learning more engaging.



# 5. Examples of microlearning applications: rural economics and agripreneurship

## 1. Mobile learning modules

- Content: Short videos or infographics on key topics such as crop rotation, pest management, and organic farming practices.
- Example: Use of mobile apps like "iAgri" where users can watch quick tutorials on improving crop yields or reducing soil erosion, allowing farmers to implement these practices immediately.

## 2. Bite-Sized Training Sessions

- Content: Webinars or audio snippets focused on business skills for agripreneurs, like financial planning, marketing strategies, or supply chain management.
- Example: A series of 5-minute podcasts that discuss how to develop a business plan for a small farm, emphasizing practical steps that entrepreneurs can take.

## 3. Social Media Campaigns

- Content: Engaging posts and short videos shared on platforms like WhatsApp, Facebook, or Instagram that provide quick tips and tricks for effective farming or agribusiness practices.
- Example: A campaign promoting best practices for starting a micro-dairy farm, with weekly posts on animal care, marketing dairy products, and managing finances.

## 4. Interactive Quizzes and Games

- Content: Online quizzes and simulations that allow users to test their knowledge on agronomy, weather patterns, and market trends.
- Example: An interactive quiz titled "What Type of Crop Should You Grow?" that helps farmers evaluate soil health, climate conditions, and market demand to select the best crops for their area.

# 5. Examples of microlearning applications: rural economics and agripreneurship

## 5. Peer-to-peer learning platforms

- Content: Forums or group chats where agripreneurs can share challenges and solutions, enhancing collective knowledge.
- Example: Platforms like "Farmers' Hub" where users can post questions or share their success stories on topics like starting a community-supported agriculture (CSA) program or greenhouse management.

## 6. Short Case Studies

- Content: Brief, focused case studies on successful agripreneurship initiatives, showcasing approaches to overcoming local challenges.
- Example: A microlearning case study about a rural entrepreneur who successfully diversified their income by establishing an agro-tourism venture, detailing the steps taken and lessons learned.

## 7. How-To Guides

- Content: Quick-reference guides or checklists that outline step-by-step procedures for specific tasks related to agriculture and business.
- Example: A microlearning guide on "How to Set Up an Irrigation System," featuring diagrams, material lists, and maintenance tips.

## 8. Community Workshops

- Content: Local workshops that provide hands-on experiences, supported by short tutorials or online resources for additional study.
- Example: A local organization hosts a series of micro-sessions on sustainable farming techniques, supplemented by videos and resources accessible via a mobile platform.

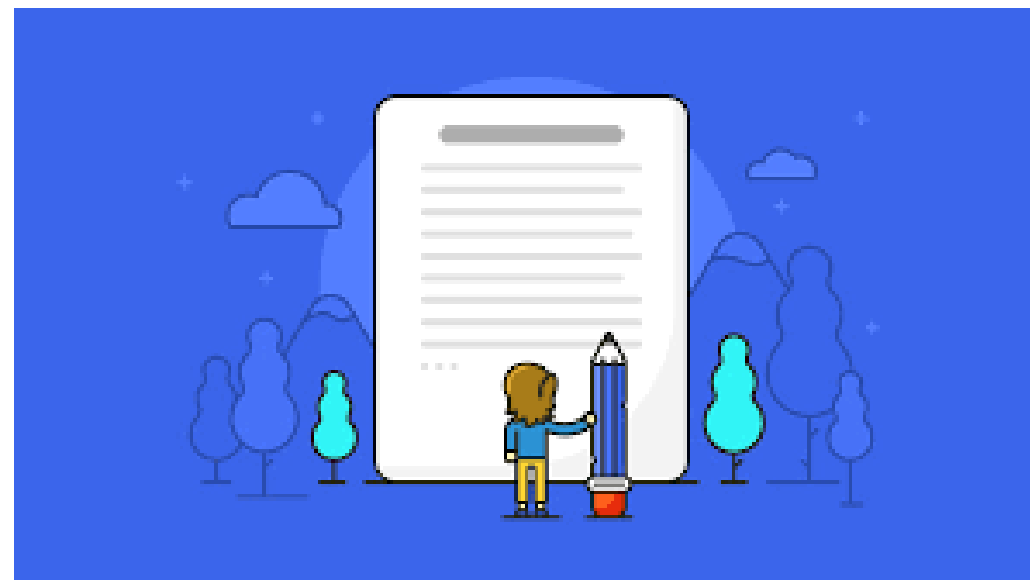
# 6. Conclusions and future trends in Microlearning

## CONCLUSIONS

- Microlearning represents an effective educational strategy that can address the diverse needs of modern learners.
- By providing bite-sized, relevant content that can be accessed on-demand, educators can **empower students with the skills and knowledge necessary for success** in various fields, including agriculture.
- This approach aligns with the digital world we live in and respects diverse cultural and educational landscapes.

## Future Trends in Microlearning

- **Artificial Intelligence:** The integration of AI can personalize learning experiences and recommend microlearning modules based on individual progress and preferences.
- **Social Learning:** Emphasizing community engagement through forums or social media can enhance the learning experience and foster collaboration.





*Albert Einstein:*

- *Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of **genius** — and a lot of **courage** — to move in the opposite direction.*
- *FR: Tout idiot intelligent peut rendre les choses plus grandes, plus complexes et plus violentes. Il faut une touche de **génie** — et beaucoup de **courage** — pour aller dans la direction opposée.*

**GOOD LUCK!** BONNE CHANCE!

**THANK YOU!**

PHD LECTURER OANA COCA



**IASI UNIVERSITY  
of LIFE SCIENCES  
1842**



# Microsoft Teams® Platform: an efficient solution for teaching and knowledge sharing

*Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa*

Lecturer Ph.D Alexandru – Dragoș ROBU  
Iași University of Life Sciences, România

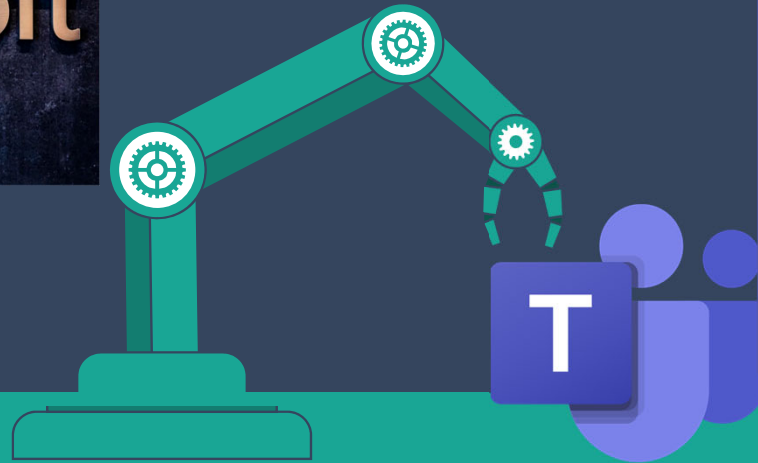
# About the author

Lecturer PhD – Faculty of *Agriculture* –  
*Agroeconomy* Department since 2011

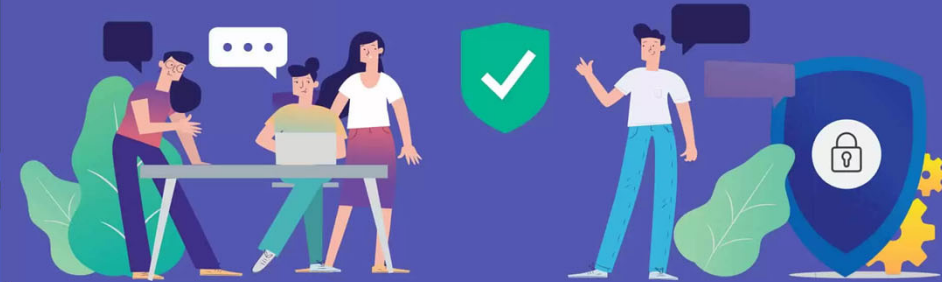
## Teaching courses & seminars including:

- Project Management;
- Businesses Planning and Management;
- General Management;
- Human Resources Management;
- Agricultural Common Policies;
- Regional Policies and Instruments.



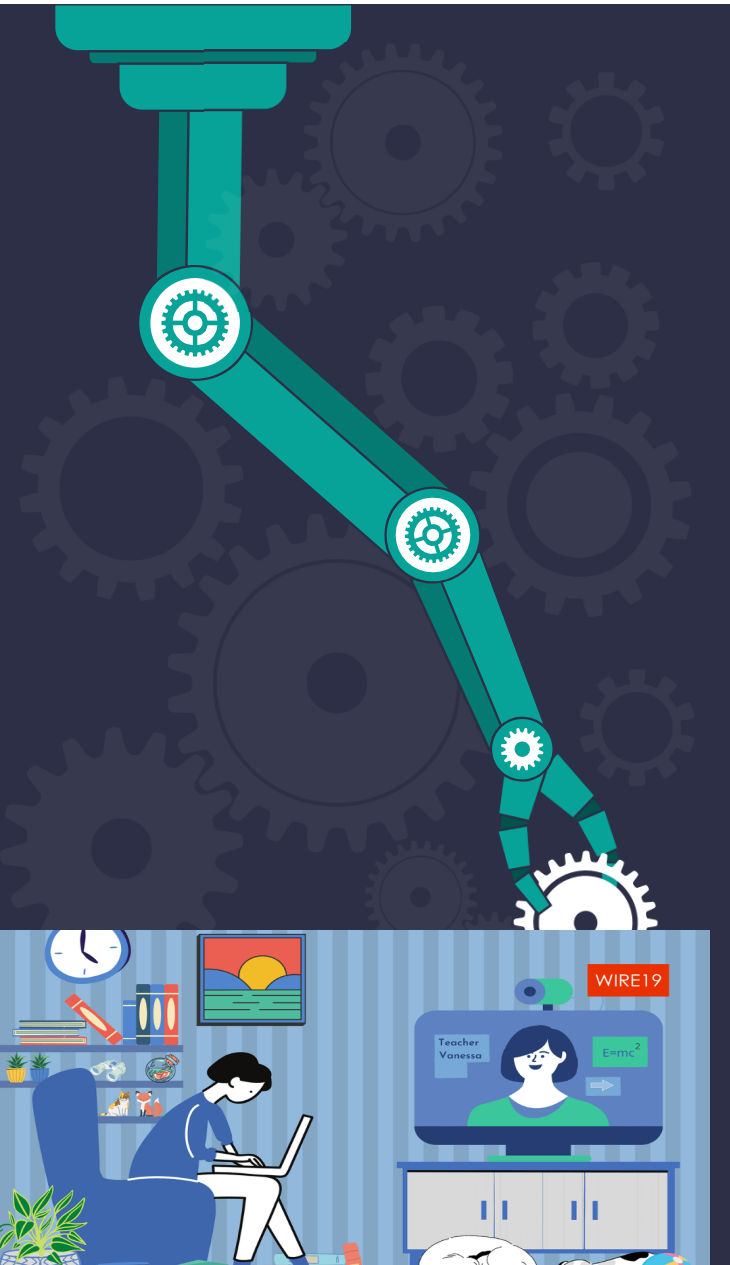


Microsoft Teams



**Microsoft Teams** is a team collaboration application developed by Microsoft as part of the Microsoft 365 family of products, offering workspace chat and video conferencing, file storage, and integration of proprietary and third-party applications and services.

*Developed by Microsoft, Teams is one of the main Distance Learning Methods and collaboration Tool nowadays*



# Agenda

01

## The Emergence and Importance of Distance Learning Methods in Higher Education

Concept of distance learning, highlighting its history, from correspondence courses to modern digital platforms.

02

## Origins in correspondence courses (19th century), evolution to TV and radio education, shift to online platforms.

The role of digital technology in education (1990s and 2000s) as the internet significantly broadened access.

03

## The Role of Microsoft Teams in Higher Education

Ease of organizing classes (team organization, access to materials) /  
Collaborative features (chat, video conferencing, shared documents) /  
Advantages for assessment and progress tracking (assignments, quick feedback)

04

## The Future of Distance Education

Predictions for how distance education will evolve  
The role of artificial intelligence and virtual reality in education

# The Emergence and Importance of Distance Learning Methods in Higher Education



Distance learning, also known as remote or online education, has transformed the traditional approach to teaching and learning. The concept dates back to correspondence courses in the 19th century, which allowed students in remote areas to receive education through *mail*. Over time, technological advancements such as *radio* and *television* enabled broader access to education beyond the physical classroom.

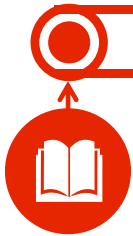


In recent decades, the internet has revolutionized distance learning, giving rise to interactive online platforms that enable real-time engagement and collaboration. Today, distance learning is more than a convenient alternative; it is an essential part of modern education, particularly in higher education, where accessibility and flexibility are paramount.



# History of Distance Learning

## 19<sup>th</sup> Century



Distance learning started with correspondence courses, allowing learners to study independently and communicate with instructors via mail. This approach primarily served students in isolated or underserved regions.

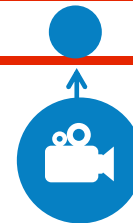


## Mid-20th Century



The advent of radio and television in the mid-1900s introduced new methods for delivering educational content. Schools and universities began broadcasting lessons, reaching wider audiences and demonstrating the potential for educational media.

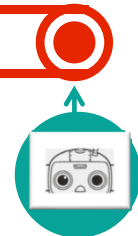
## The Internet Age (1990s and 2000s)



With the rise of the internet, education experienced a profound transformation. Online courses and learning management systems (LMS) enabled institutions to deliver interactive and structured content, making education more accessible and flexible for a global audience.



## 21<sup>st</sup> Century and Beyond



Modern digital platforms such as Microsoft Teams, Zoom, and Google Classroom have become central to education, offering a full suite of collaborative tools. The COVID-19 pandemic accelerated this trend, making online learning a mainstream method in higher education and showing its value in delivering education in a constantly changing world.

# How we work has changed





# Office 365: Complete Group Collaboration Solution

Addressing the unique needs and workstyle of each group



Email and  
schedule



Create, share,  
find content



Call and meet



Chat



Connect  
across the org



## Groups

Move from task to task with cross  
application group membership



## Graph

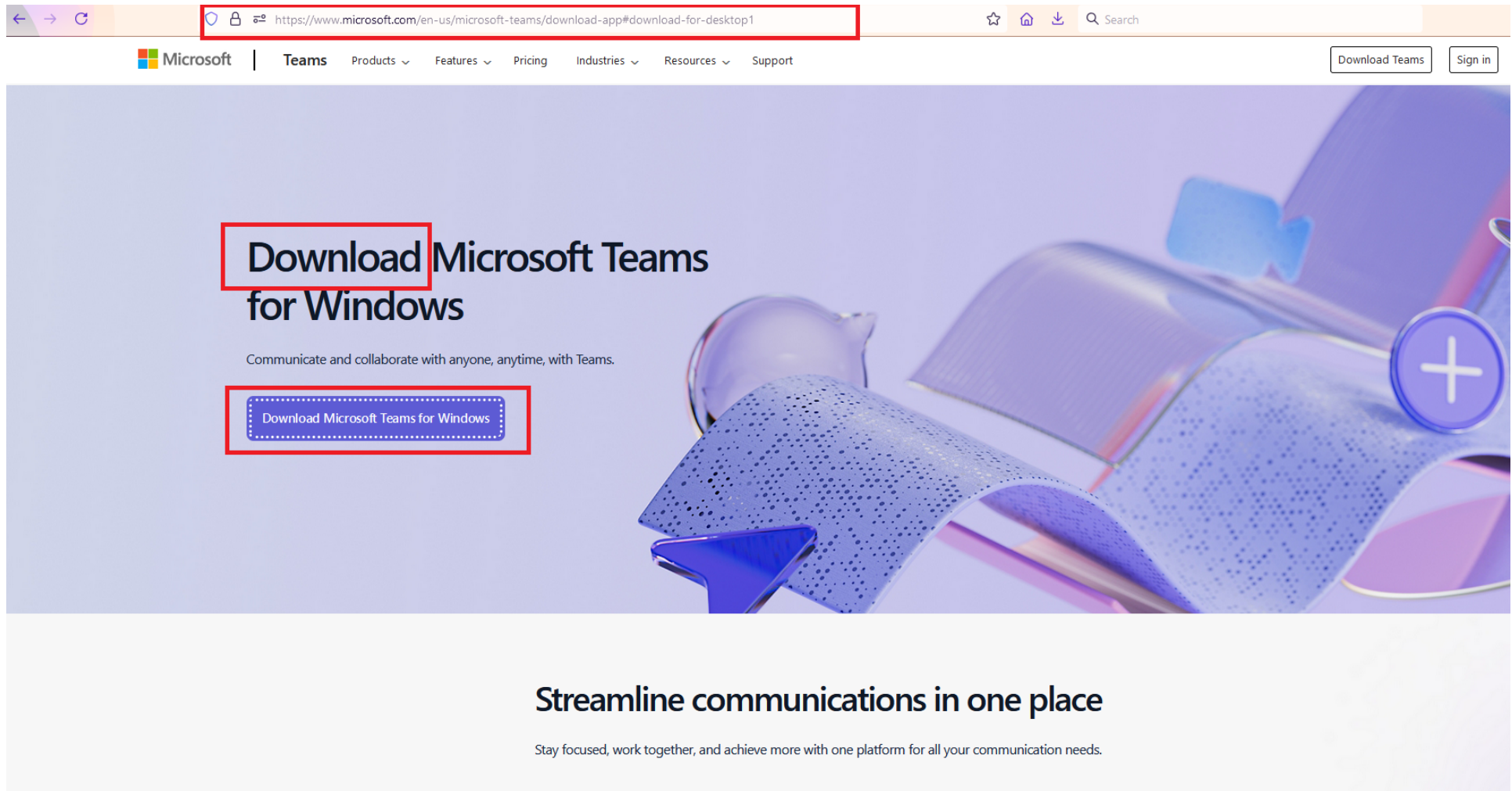
Discover content and people with cross  
application intelligence



## Trust

Control on your terms with cross  
application security & compliance

# Accessing Microsoft Teams Internet page



The screenshot shows the Microsoft Teams download page for Windows. The browser's address bar is highlighted with a red box, showing the URL: <https://www.microsoft.com/en-us/microsoft-teams/download-app#download-for-desktop1>. The Microsoft logo and navigation links (Teams, Products, Features, Pricing, Industries, Resources, Support) are visible in the header. On the right, there are buttons for 'Download Teams' and 'Sign in'. The main content area features a large blue background with a stylized graphic of a document and a camera. The text 'Download Microsoft Teams for Windows' is prominently displayed, with 'Download' highlighted by a red box. Below this, a smaller text line reads 'Communicate and collaborate with anyone, anytime, with Teams.' A button labeled 'Download Microsoft Teams for Windows' is also highlighted with a red box. At the bottom, the text 'Streamline communications in one place' is shown, followed by a sub-headline: 'Stay focused, work together, and achieve more with one platform for all your communication needs.'

**Download Microsoft Teams for Windows**

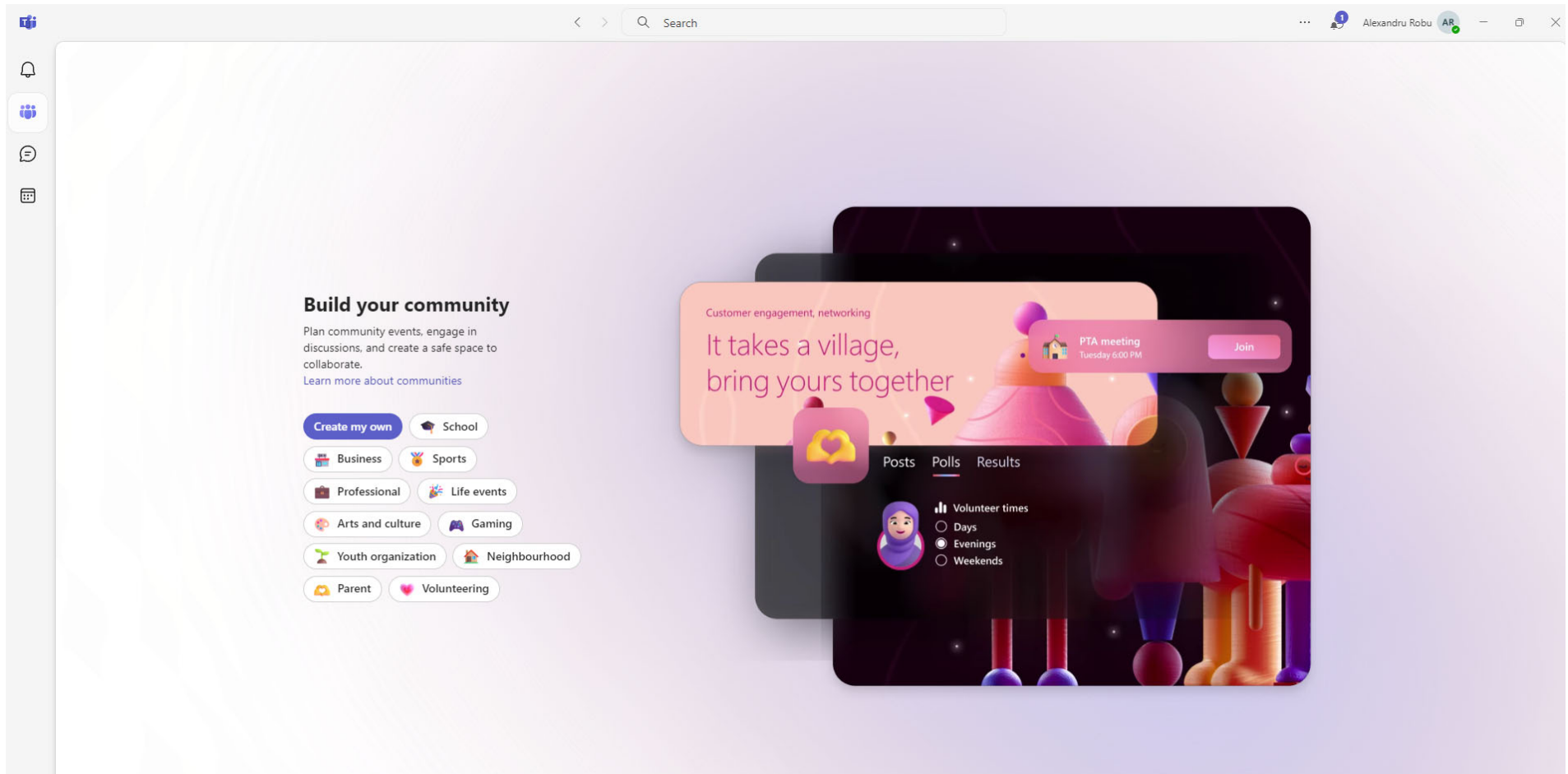
Communicate and collaborate with anyone, anytime, with Teams.

[Download Microsoft Teams for Windows](#)

**Streamline communications in one place**

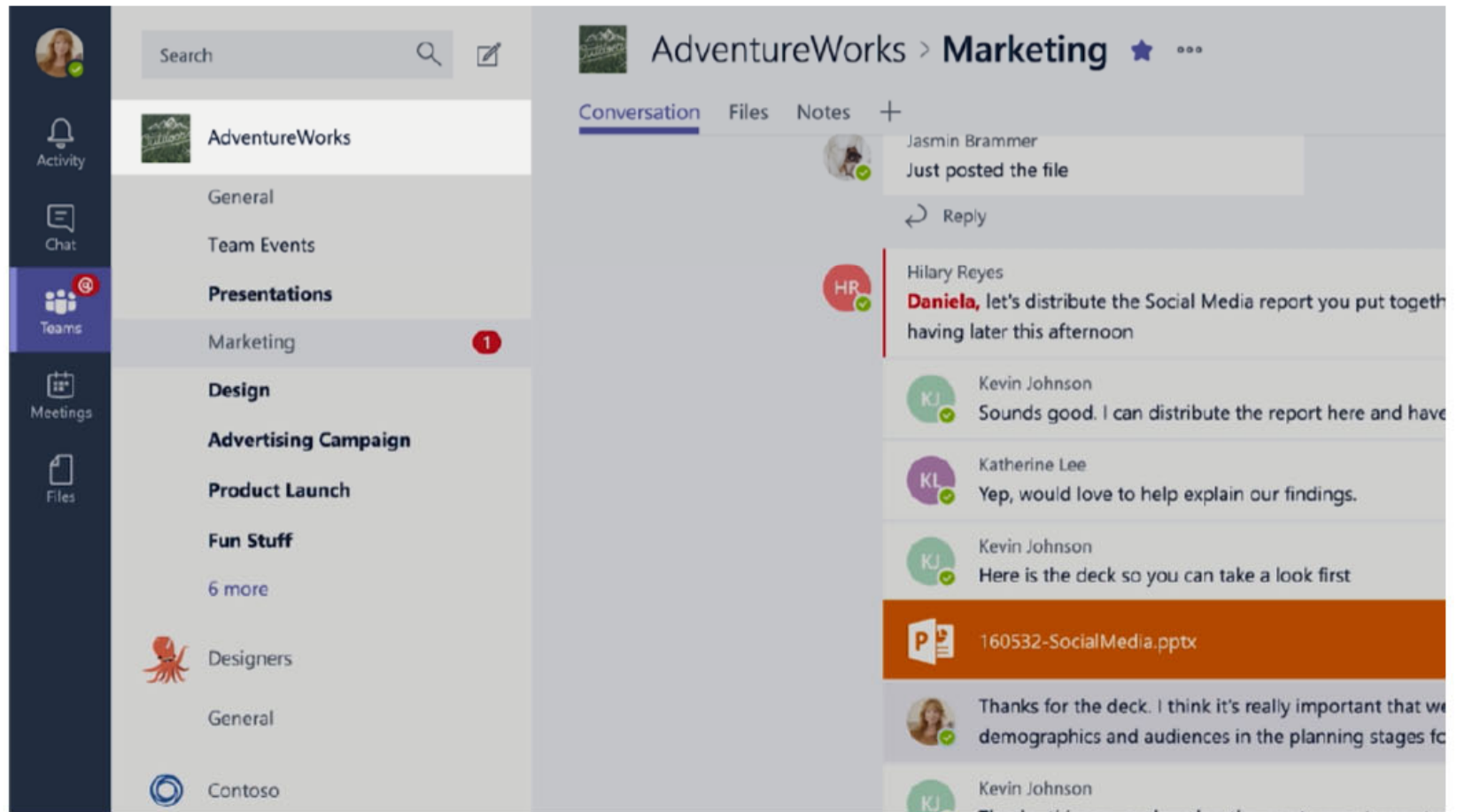
Stay focused, work together, and achieve more with one platform for all your communication needs.

# Personalizing and engaging in Microsoft Teams



# Teams

**Teams** are the overall group of people working on a project. They can range in size from a small product team to a larger organization.

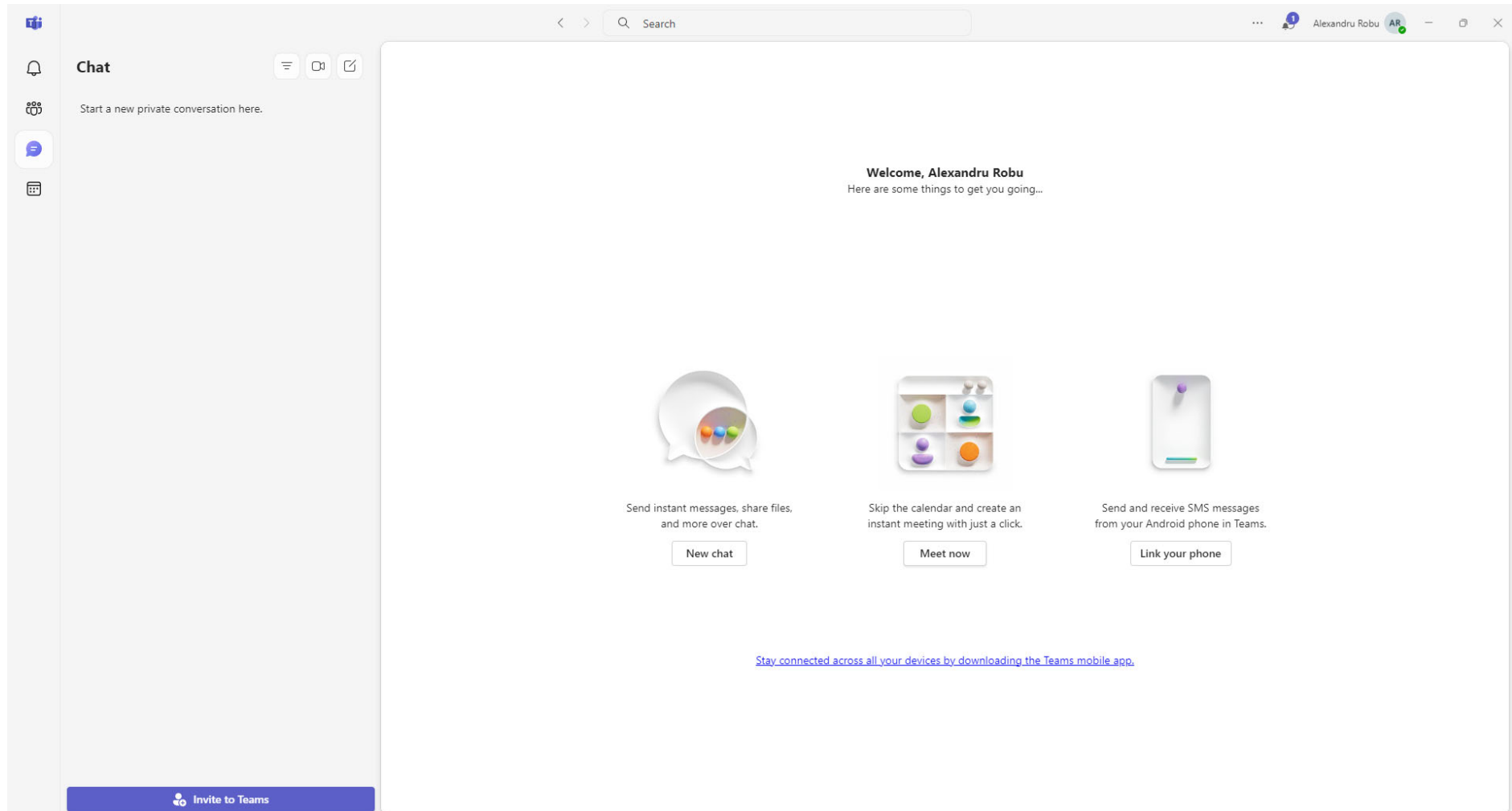


# Managing classrooms (Teams)

The screenshot displays the Microsoft Teams application window. The top navigation bar includes a search bar with the text "Search (Ctrl+E)" and a user profile icon labeled "uolastio". The left sidebar contains navigation icons for Activity, Chat, Teams, Assignments, Calendar, Calls, OneDrive, and Apps. The main content area is titled "Teams" and shows a "Classes" tab. Below this, a grid of classroom tiles is displayed. Each tile features a colored square icon with a code (e.g., MP, PD, MF, MA, MR, MI, BE, AI, vd, M), a title, and three small icons at the bottom (a document, a person, and a pencil). The tiles are arranged in a grid that is 5 columns wide and 7 rows high, with the last row containing only one tile. The tiles represent various management courses and projects, such as "548 - Managementul Proiectelor", "Programe de Dezvoltare Rurală și Regională", "Managementul Proiectelor de Dezvoltare Durabilă", "Managementul Proiectelor IEA III ID", "Planificarea Proiectelor AAA II", "Managementul Firmei Plan de Afaceri", "Managementul Afacerilor AAA I", "Forme de Organizare MAA II", "MANAGEMENTUL PROIECTELOR IEA III ID", "MANAGEMENTUL PROIECTELOR ID 2020", "MANAGEMENTUL CARIEREI DOCTORAT 2020", "Managementul Resurselor Umane în Dezvoltarea...", "Managementul Riscului în Agrobusiness", "Antreprenoriat & Mediul de Afaceri săptămânar", "Antreprenoriat & Mediul de Afaceri săptămânar", "Managementul Riscului în Agrobusiness", "MRU IEA IV - PROIECT", "MRU - ID", "IEA IV MRU 536", "IEA IV MRU 537", "Bazele Economiei IMAPA I 348", "Bazele Economiei IMAPA I 349", "IEA IV MRU 588", "Bazele Economiei IMAPA I 347", "MDR II Programe Dezvoltare", "AAA II Planificarea Proiectelor", "vlad.a.onceanu@students.umfiasi.ro,...", "MPADA II MP 2024", "MPADA I - MP 2024", and "Maria".

Code	Title
MP	548 - Managementul Proiectelor
MP	549 - Managementul Proiectelor
PD	Programe de Dezvoltare Rurală și Regională
MP	Managementul Proiectelor de Dezvoltare Durabilă
MP	Managementul Proiectelor IEA III ID
PP	Planificarea Proiectelor AAA II
MF	Managementul Firmei Plan de Afaceri
MA	Managementul Afacerilor AAA I
FO	Forme de Organizare MAA II
MP	MANAGEMENTUL PROIECTELOR IEA III ID
MP	MANAGEMENTUL PROIECTELOR ID 2020
	MANAGEMENTUL CARIEREI DOCTORAT 2020
MR	Managementul Resurselor Umane în Dezvoltarea...
MR	Managementul Riscului în Agrobusiness
	Antreprenoriat & Mediul de Afaceri săptămânar
	Antreprenoriat & Mediul de Afaceri săptămânar
MR	Managementul Riscului în Agrobusiness
MI	MRU IEA IV - PROIECT
MI	MRU - ID
II	IEA IV MRU 536
II	IEA IV MRU 537
BE	Bazele Economiei IMAPA I 348
BE	Bazele Economiei IMAPA I 349
II	IEA IV MRU 588
BE	Bazele Economiei IMAPA I 347
MI	MDR II Programe Dezvoltare
AI	AAA II Planificarea Proiectelor
vd	vlad.a.onceanu@students.umfiasi.ro,...
MI	MPADA II MP 2024
MI	MPADA I - MP 2024
M	Maria

# Home Page of Microsoft Teams – blank page



# Creating a Classroom

## Build your community

Plan community events, engage in discussions, and create a safe space to collaborate.  
[Learn more about communities](#)

Create my own

School

Business

Sports

Professional

Life events

Arts and culture

Gaming

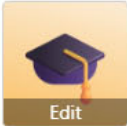
Youth organization

Neighbourhood

Parent

Volunteering

Create your school community



Edit

Community name

School

Description

Write a short description about your community so people know what it's about.

Community guidelines

Be kind and respectful to your fellow community members. Don't be rude or cruel. Participate as yourself and don't post anything that violates [Community Standards](#).

Require approval to join

Community owners must approve new members before they can join.

☐

Create

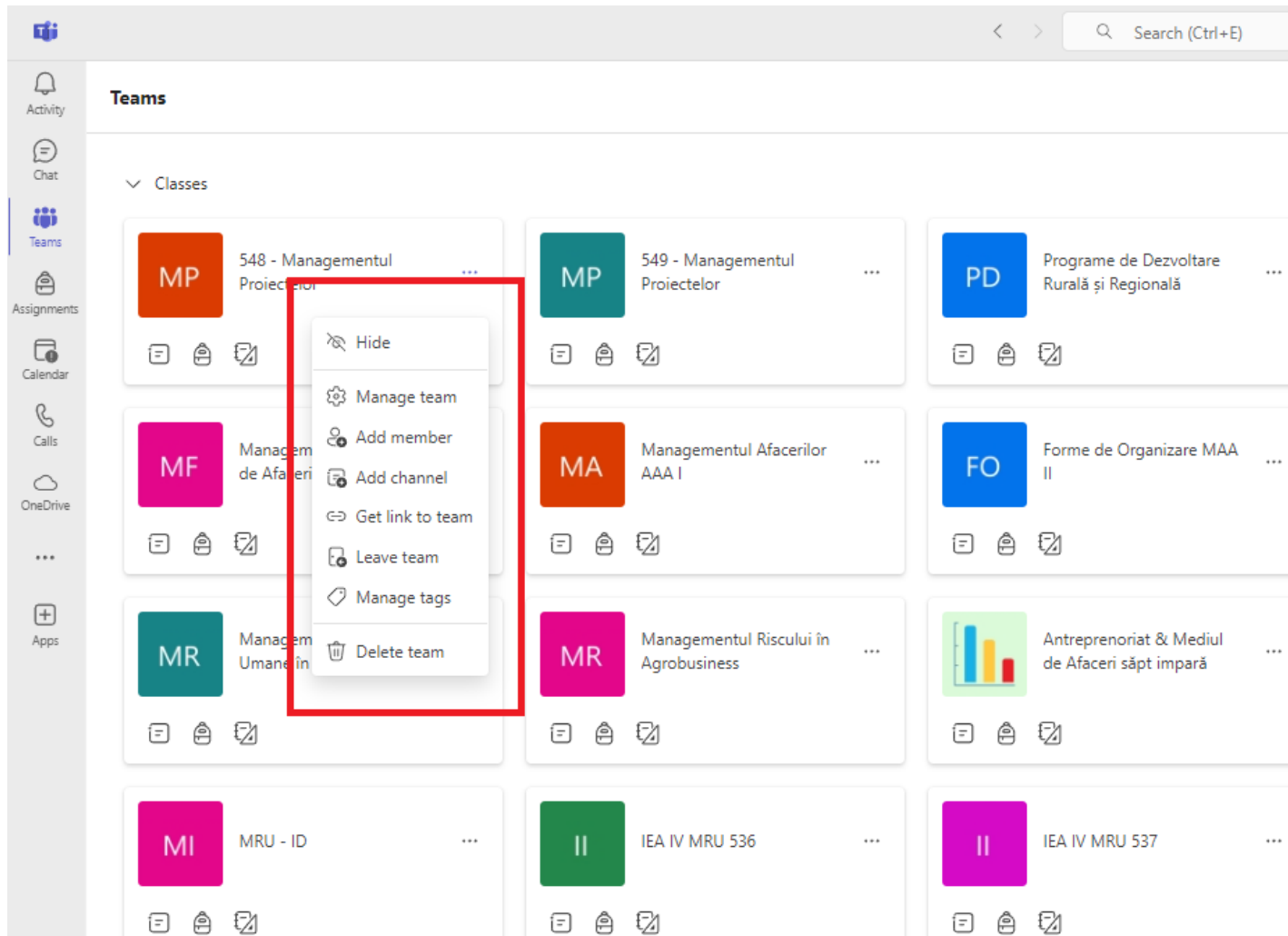
PTA meeting

Tuesday 6:00 PM

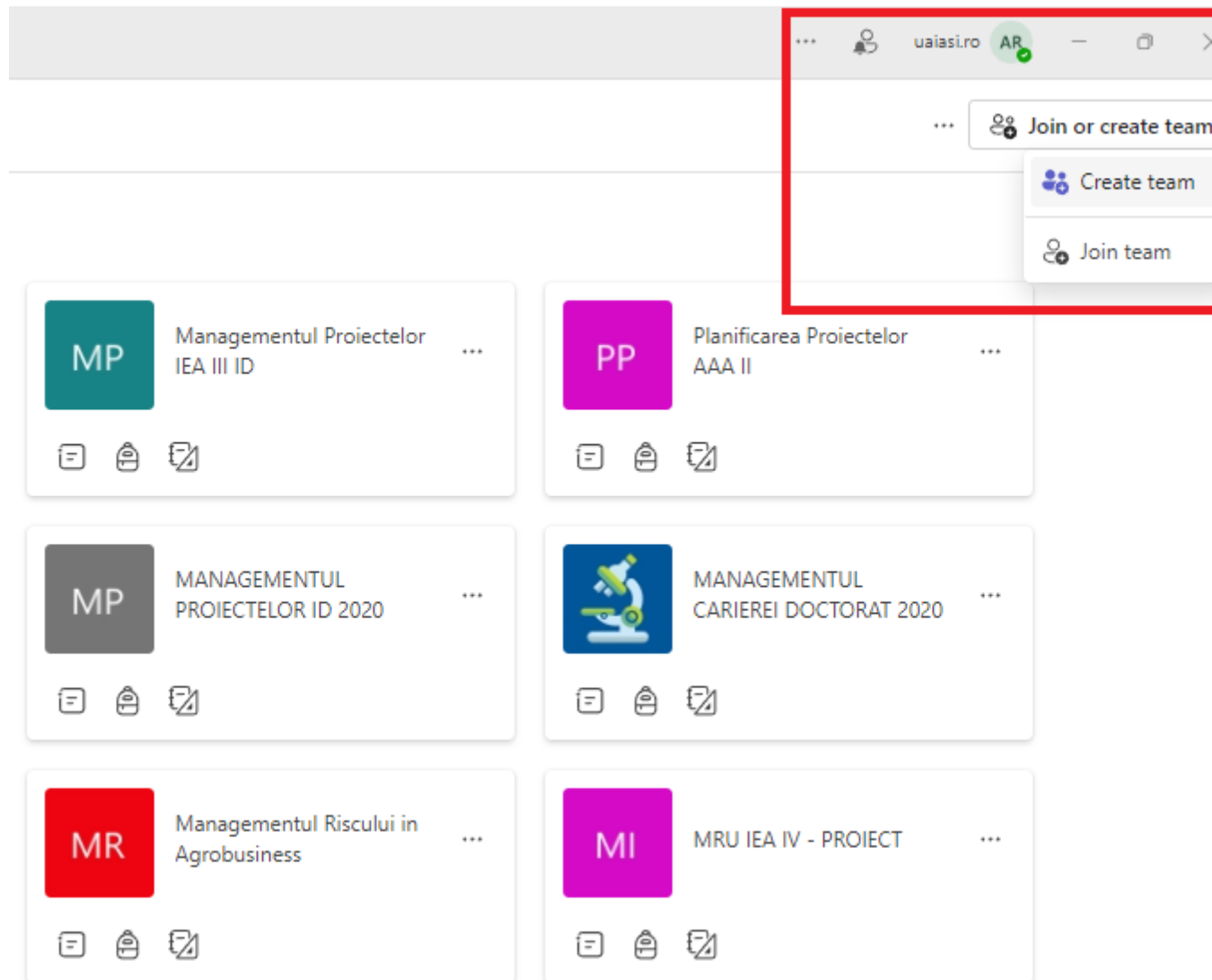
Join



# Managing classrooms as teams



# Creating a new team as classroom



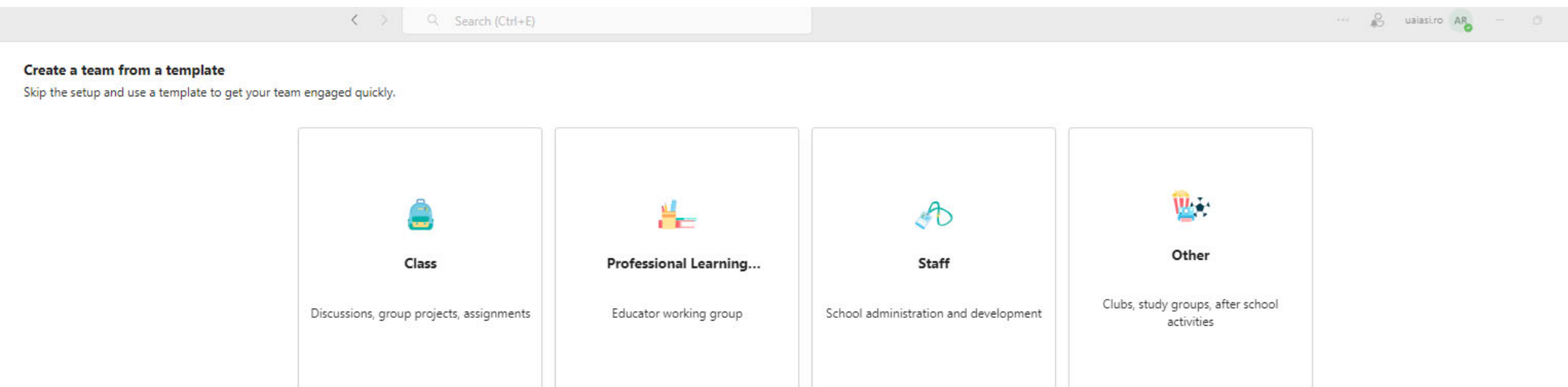
# Teams Owners

- There can only be 10 owners per Team
- Owners can:
  - Add new members and other owners
  - Manage Team settings:
    - Enable\Disable @Mentioning
    - Allowing GIFs, stickers, memes, and moderation settings
  - Rename the Team
  - Delete the Team

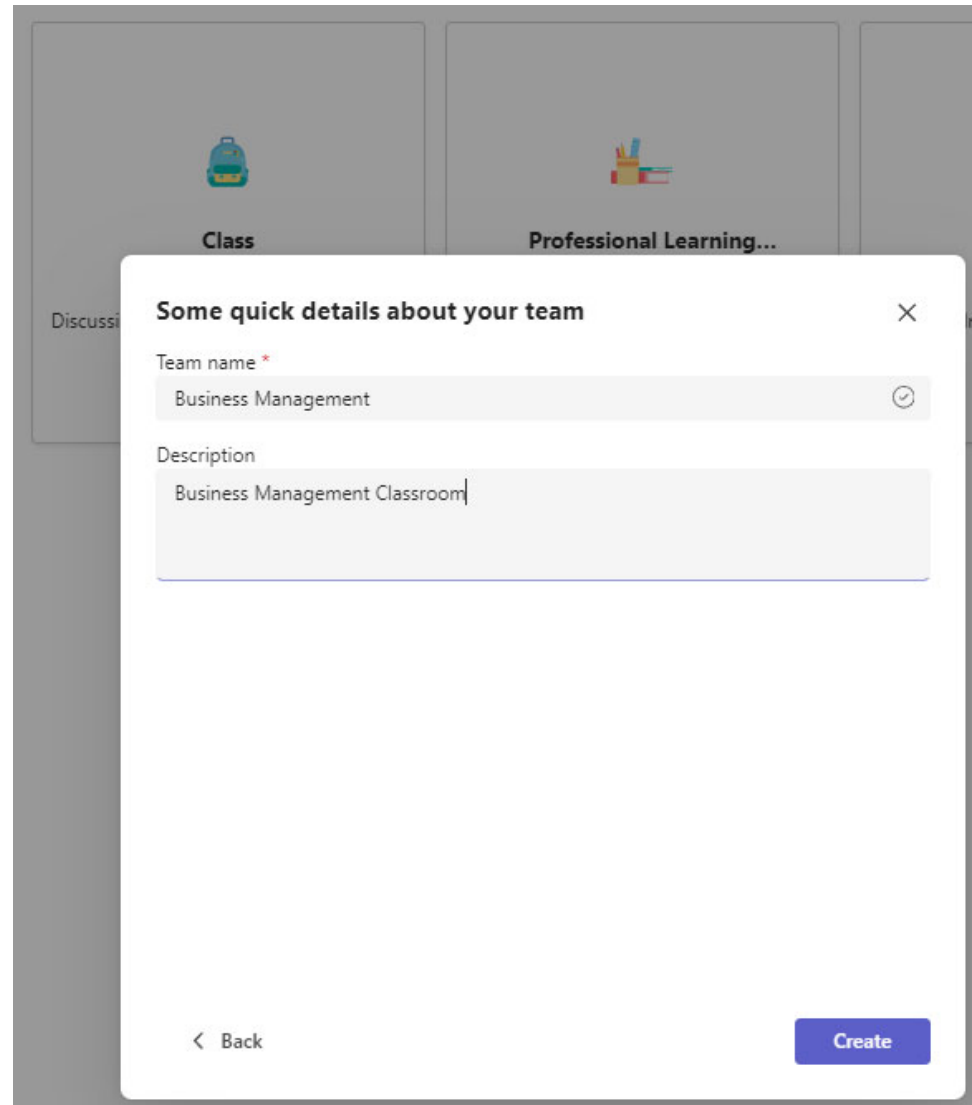
# Teams Members

- There can be as many as 600 members per Team
- Members can add additional channels to the team

# Creating a new team as classroom



# Creating a new team as classroom



The screenshot shows a mobile application interface with a modal dialog box open. The modal is titled "Some quick details about your team" and contains two input fields. The first field, labeled "Team name \*", has the text "Business Management" and a checkmark icon. The second field, labeled "Description", has the text "Business Management Classroom". At the bottom of the modal, there is a "Back" button with a left arrow and a "Create" button.

**Some quick details about your team**

Team name \*  
Business Management


Description  
Business Management Classroom


< Back Create





# Adding members in the Team (Classroom)

**Create a team from a template**  
Skip the setup and use a template to get your team engaged quickly.

  
**Class**  
Discussions, group projects, assignments

  
**Professional Learning...**  
Educator working group

  
**Staff**  
School administration and development

  
**Other**  
Clubs, study groups, after school activities

### Add members to Business Management

Start typing a name, distribution list, or security group to add to your team. You can also add people outside your organization as guests by typing their email addresses. People outside your org will get an email letting them know they've been added. **We recommend making teachers into owners and students into members.** [Learn about adding guests](#)

2A

22-L-A-P-616 DOLTU ANDREEA  
ANDREEA.DOLTU

2A

22-L-A-P-618 PATROLEA ANDREI  
ANDREI.PATROLEA

2D

22-L-A-P-616 COLICA DRAGOS  
DRAGOS.COLICA

2M

22-L-A-P-616 CAUNEAC MARTA  
MARTA.CAUNEAC

22-L-A-P-618 TUDCANIU CRISTIAN

Skip

Add

# Managing classrooms

The screenshot displays the Microsoft Teams application interface. At the top, there is a search bar with the text "Search (Ctrl+E)". Below the search bar, the "Teams" tab is selected, showing a grid of classroom tiles under the "Classes" section. Each tile represents a different classroom or course, with a colored square icon, a code, and a title. The tiles are arranged in a grid, with some tiles having a three-dot menu icon to their right. The left sidebar shows navigation options: Activity, Chat, Teams, Assignments, Calendar, Calls, OneDrive, and Apps. The top right corner shows a user profile icon and a "Join or create team" button.

Code	Title
MP	548 - Managementul Proiectelor
MP	549 - Managementul Proiectelor
PD	Programe de Dezvoltare Rurală și Regională
MP	Managementul Proiectelor de Dezvoltare Durabilă
MP	Managementul Proiectelor IEA III ID
PP	Planificarea Proiectelor AAA II
MF	Managementul Firmei Plan de Afaceri
MA	Managementul Afacerilor AAA I
FO	Forme de Organizare MAA II
MP	MANAGEMENTUL PROIECTELOR IEA III ID
MP	MANAGEMENTUL PROIECTELOR ID 2020
	MANAGEMENTUL CARIEREI DOCTORAT 2020
MR	Managementul Resurselor Umane în Dezvoltarea...
MR	Managementul Riscului în Agrobusiness
	Antreprenoriat & Mediul de Afaceri săptămânar
	Antreprenoriat & Mediul de Afaceri săptămânar
MR	Managementul Riscului în Agrobusiness
MI	MRU IEA IV - PROIECT
MI	MRU - ID
II	IEA IV MRU 536
II	IEA IV MRU 537
BE	Bazele Economiei IMAPA I 348
BE	Bazele Economiei IMAPA I 349
II	IEA IV MRU 588
BE	Bazele Economiei IMAPA I 347
MI	MDR II Programe Dezvoltare
AI	AAA II Planificarea Proiectelor
vd	vlad.a.onceanu@students.umfiasi.ro,...
MI	MPADA II MP 2024
MI	MPADA I - MP 2024
M	Maria

# Teaching within a live session as Distance Learning Method

New channel meeting

46:25

Participants

Invite someone or dial a number

Share invite

In this meeting (15)

Mute all

Alexandru Dragos Robu  
Organizer

20-M-A-AAA ATESOEI CLAU...

20-M-A-AAA CATANA RODIC...

20-M-A-AAA CIOLAC PAUL-I...

20-M-A-AAA CIUDIN MADA...

20-M-A-AAA COMAN DANUT

20-M-A-AAA DRUICA ADRIA...

20-M-A-AAA DUMBRAVA ELE...

20-M-A-AAA GHIARASIM CA...

20-M-A-AAA GHIORGHICIUC ...

20-M-A-AAA LEUCIUC NICOL...

20-M-A-AAA MURARU LAUR...

20-M-A-AAA REBEGIA MIREL...

20-M-A-AAA STOLERIU AND...

20-M-A-AAA CIUDIN MADALINA-IONELA

20-M-A-AAA GHIORGHICIUC DORINA-LENUTA

20-M-A-AAA CIOLAC PAUL-IONEL

20-M-A-AAA GHIARASIM CARLA-ANDREEA

20-M-A-AAA STOLERIU ANDREEA

20-M-A-AAA REBEGIA MIRELA-ROXANA

20-M-A-AAA DRUICA ADRIAN-MIHAI

20-M-A-AAA COMAN DANUT

20-M-A-AAA ATESOEI CLAUDIU-IULIAN

2L

2E

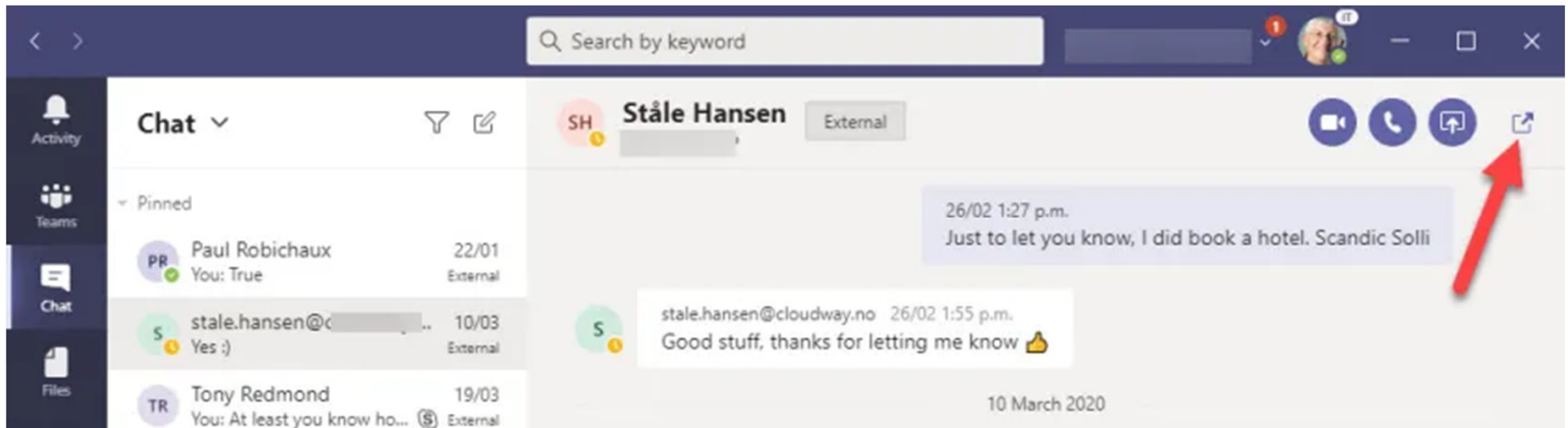
2N

# Various several functions available during Teaching

During a teaching session on Microsoft Teams, there are several tools and functions that make the learning experience more interactive and organized. Here are some useful features:

## 1. In-Meeting Chat:

Alongside the audio-video discussion, participants can write messages in the session's chat, allowing quick sharing of information, questions, and useful links without interrupting the presentation.



# Threaded Conversations

In channels you can reply directly to a **message**, keeping the discussion easy to follow.

The screenshot displays the Microsoft Teams interface. On the left is a dark sidebar with navigation icons for Activity, Chat, Teams, Meetings, Files, Feedback, and Settings. The main area is divided into a left-hand navigation pane and a right-hand conversation pane.

**Left-hand navigation pane:**

- Search bar at the top.
- AdventureWorks team header.
- Channels list:
  - General
  - Marketing (highlighted)
  - Design
  - Performance (with a red notification badge)
  - Telemetry
  - Shiproom
  - 32 more
  - Designers (with a red notification badge)
  - General
  - Contoso
  - General
  - Marketing (with a red notification badge)
  - Test
  - Boards
  - 4 more
- Buttons for "Create a team" and "Feedback" at the bottom.

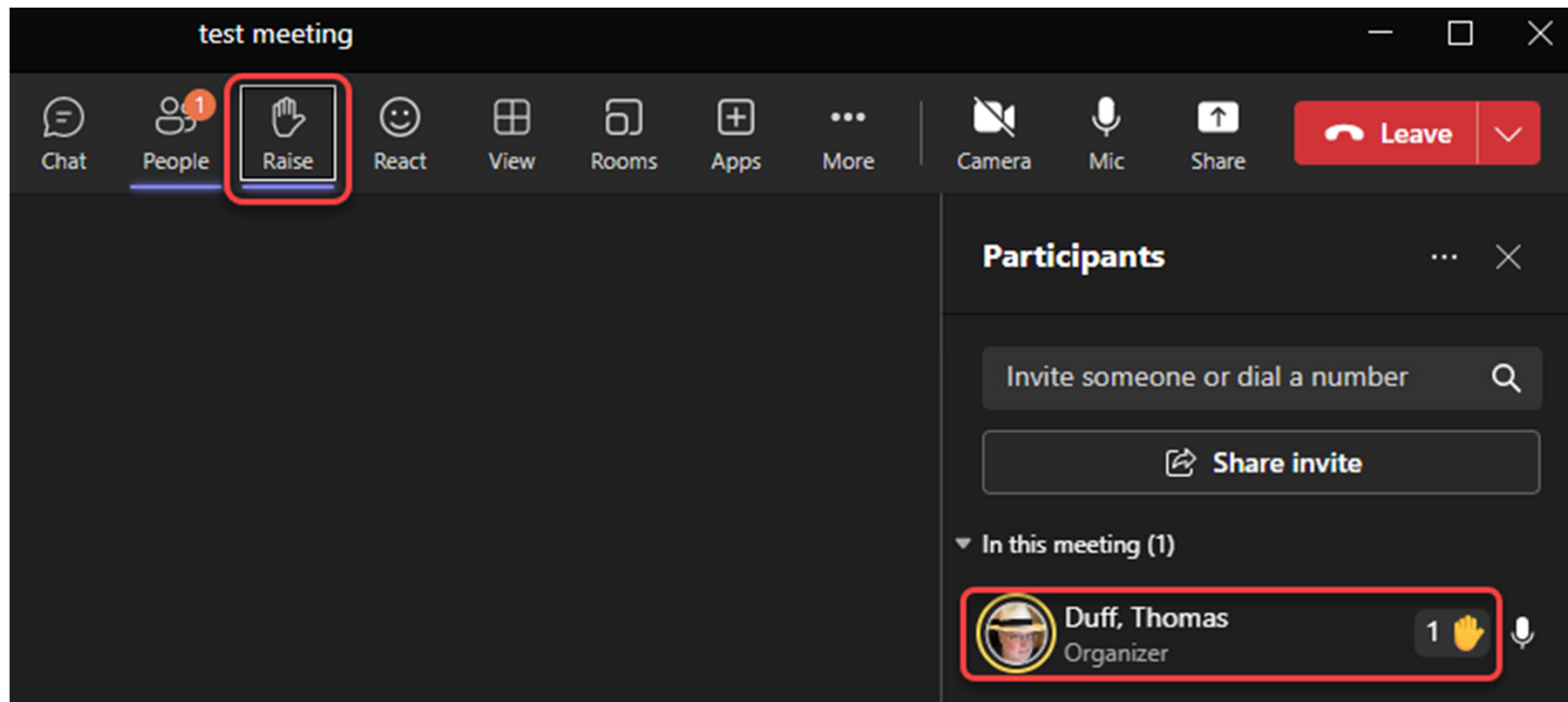
**Right-hand conversation pane (AdventureWorks > Marketing channel):**

- Tab bar with "Conversation" (selected), "Files", and "Notes".
- Threaded conversation messages:
  - Emiliano, Yuna, and Marie replied (summary bar).
  - Emiliano Ceballos: "Thanks for all your hard work getting this together, guys. It looks great!" (9:34 am). Includes a "Reply" button.
  - Marie Beaudouin: "Hey everyone, I'm back from vacation! Wanted to say hi before we all get crazy busy with this launch!" (9:45 am).
  - Emiliano and Marie replied (summary bar).
  - Emiliano Ceballos: "That sounds incredible. I heard the waves are well over 30 feet there right now." (10:15 am). Includes a "Reply" button.
  - Johanna Faber: "Welcome back to the team!" (10:23 am). Includes a "Reply" button.
  - Daichi Fukuda: "Hi everyone! Welcome back, Marie! I'm pretty heads-down on this update but I'll take a look ASAP!" (10:53 am).
  - Input field: "Type your message here" with icons for emojis, attachments, and video.
  - Daniela Madera: "Have you noticed the missing asset? Can we replace it before we launch?" (10:29 am).
  - Yuna Fuji: "I'll make sure it's the correct asset" (10:44 am).
  - Johanna Faber: "Thanks for being on top of things!"
  - Includes a "Reply" button.
- Bottom bar: "Start a new conversation" button with icons for emojis, attachments, and video.



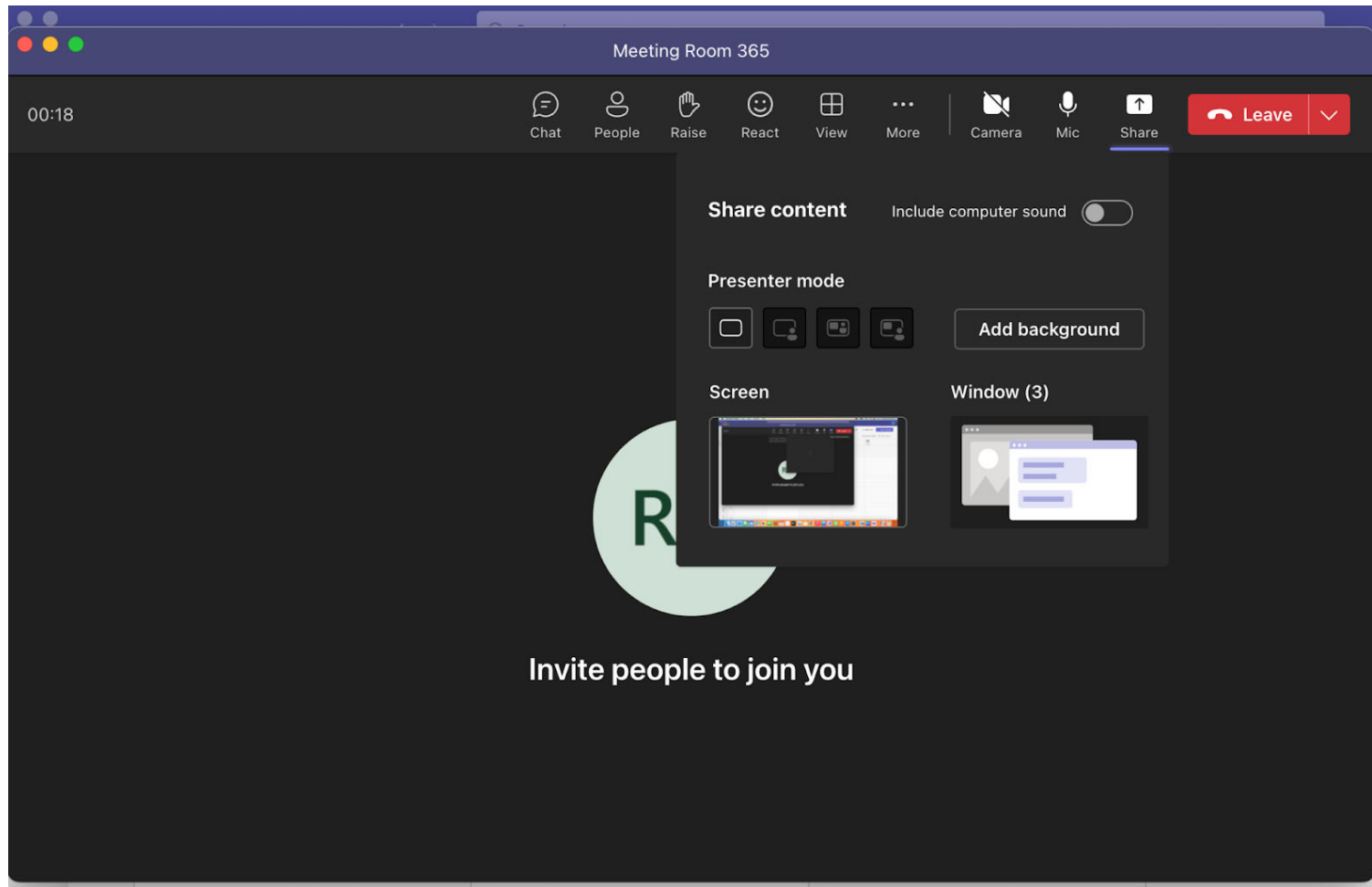
## 2. Raise Hand:

Users can virtually “Raise Hand” to indicate their desire to speak or ask a question. This helps maintain order and avoid interruptions.



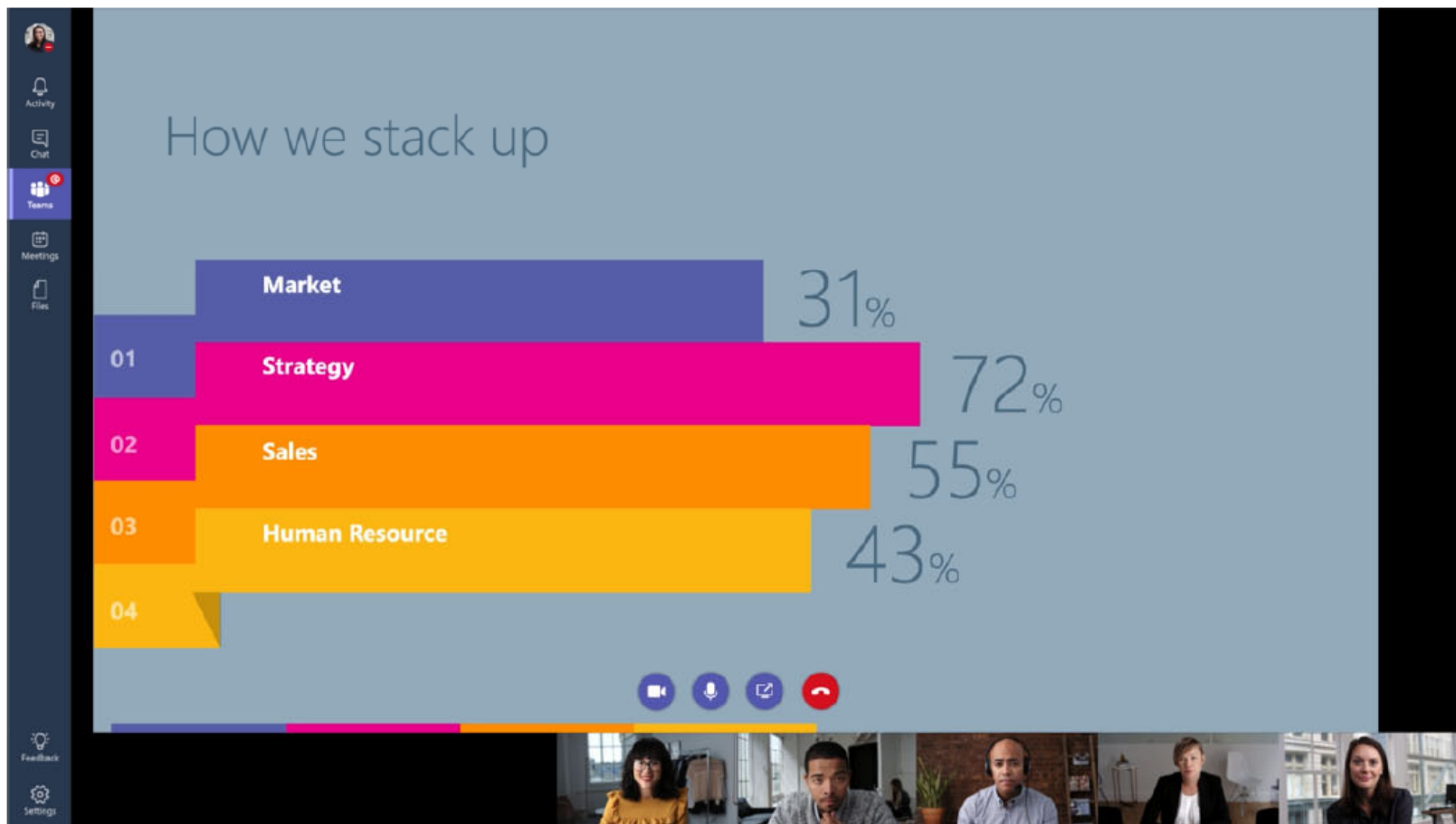
### 3. Screen Sharing:

Teachers and students can share their screen to present documents, PowerPoint presentations, websites, or other resources directly in the session.



# Share your screen

Once you are in the meeting, you can share your desktop. The content layout lets everyone see what's being shared. Along with people's facial expressions.



## 4. Polls & Q&A:

Instructors can create quick polls or questions to assess students' understanding or get real-time feedback, making the lesson more interactive.

The screenshot displays a Zoom meeting interface. At the top, a toolbar includes icons for gallery view, chat, mute, video, and a 'Leave' button. The main window shows a poll titled 'Where should we have Andrea's going away luncheon?' with four options: Johnny's, Red Front (selected), Deli & Brew, and Angelo's 677 Prime. A 'Submit' button is at the bottom right of the poll. A notification bubble from 'Forms' states 'Matt Wade created a poll'. The bottom left shows a participant 'Megan Bowen'. The right sidebar, titled 'Polls', lists two polls: a 'LIVE' poll for the luncheon location and a 'DRAFT' poll for work days per week. The 'LIVE' poll has a 'View results' button.

04:30

Forms  
Matt Wade created a poll

Where should we have Andrea's going away luncheon?

- ☐ Johnny's
- ☒ Red Front
- ☐ Deli & Brew
- ☐ Angelo's 677 Prime

Submit

Megan Bowen

Polls

+ Create New

**LIVE** Not anonymous; Results shar...

Where should we have Andrea's going away luncheon?

- ☐ Johnny's
- ☐ Red Front
- ☐ Deli & Brew
- ☐ Angelo's 677 Prime

Submit

View results

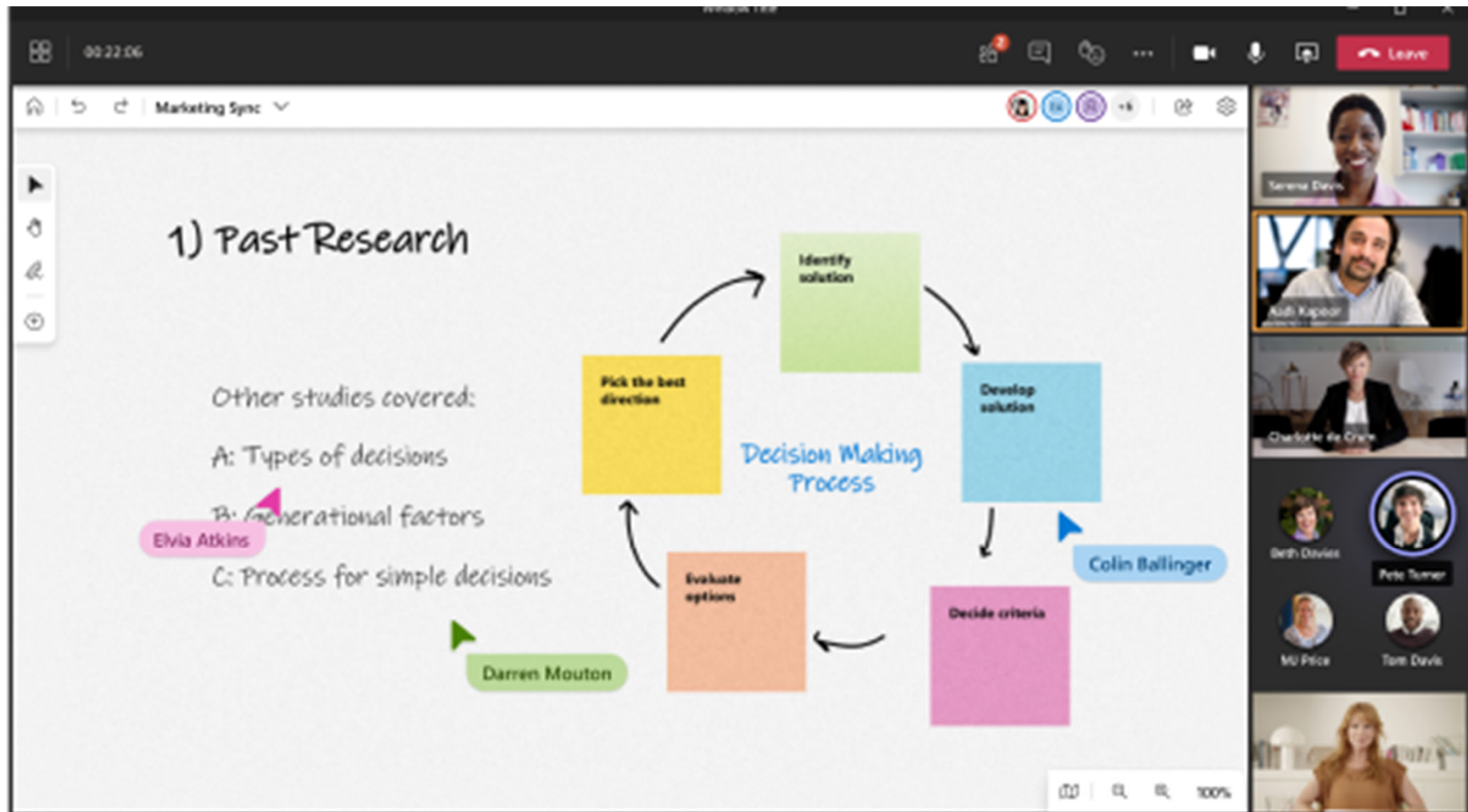
**DRAFT** Not anonymous; Results s...

How many days per week should we work?

- ☐ 6

## 5. Whiteboard:

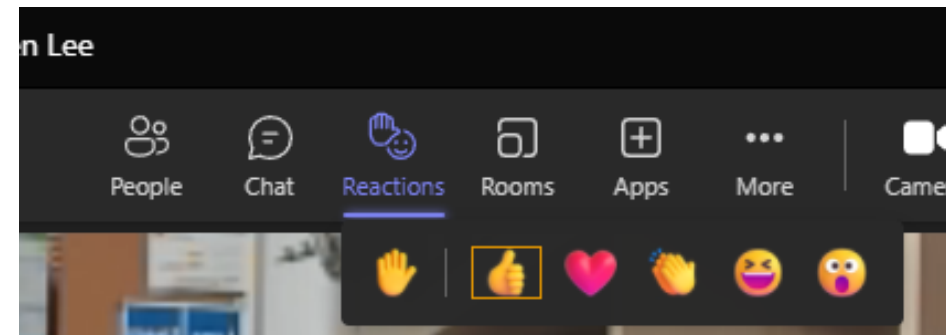
Microsoft Teams offers a virtual Whiteboard where participants can draw, write, or collaborate in real-time, ideal for visual explanations or brainstorming.





## 6. Live Reactions:

Participants can use emoji reactions (like thumbs-up, heart, applause) to provide non-verbal feedback without interrupting the speaker, adding a layer of interaction.



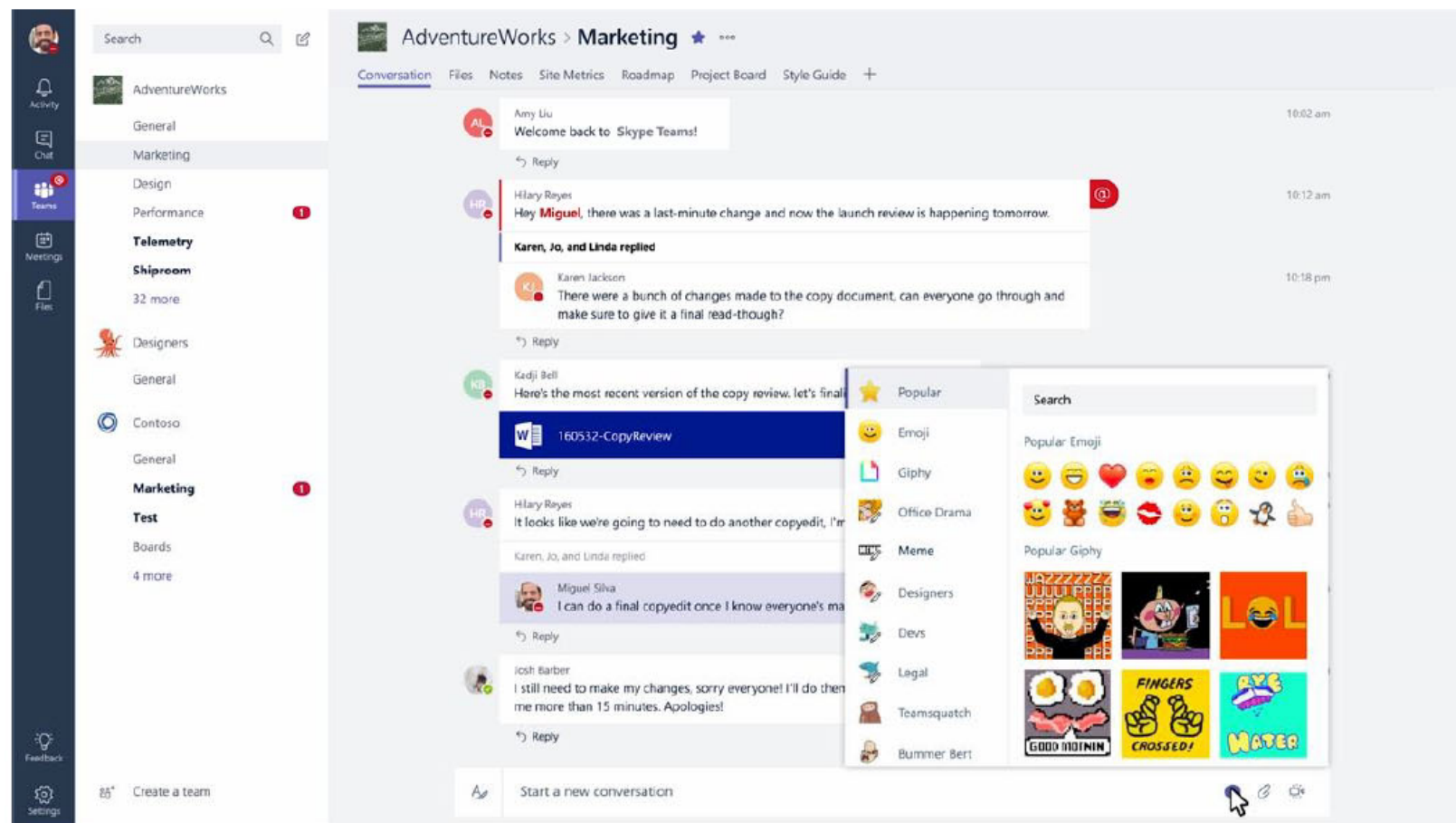
## 7. Breakout Rooms:

The main session can be split into Breakout Rooms for group discussions or team activities. This feature helps stimulate collaboration and allows teachers to give each group focused attention.



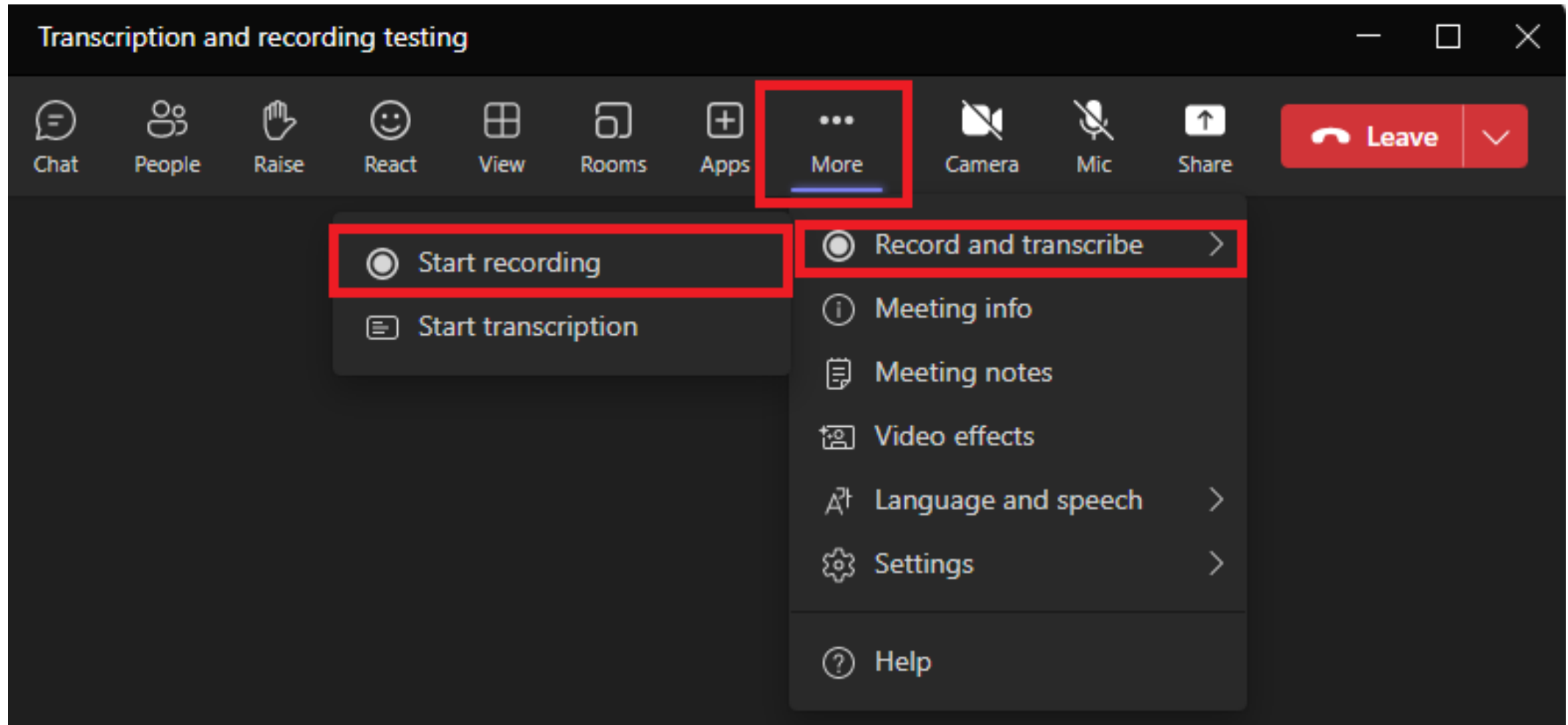
# Ways to Express Yourself

Everything from **emojis** to **GIFs** to **stickers** and **memes** that you can actually edit, are there for you to showcase the personality of your team and add some flare to the conversation.



## 8. Meeting Recording:

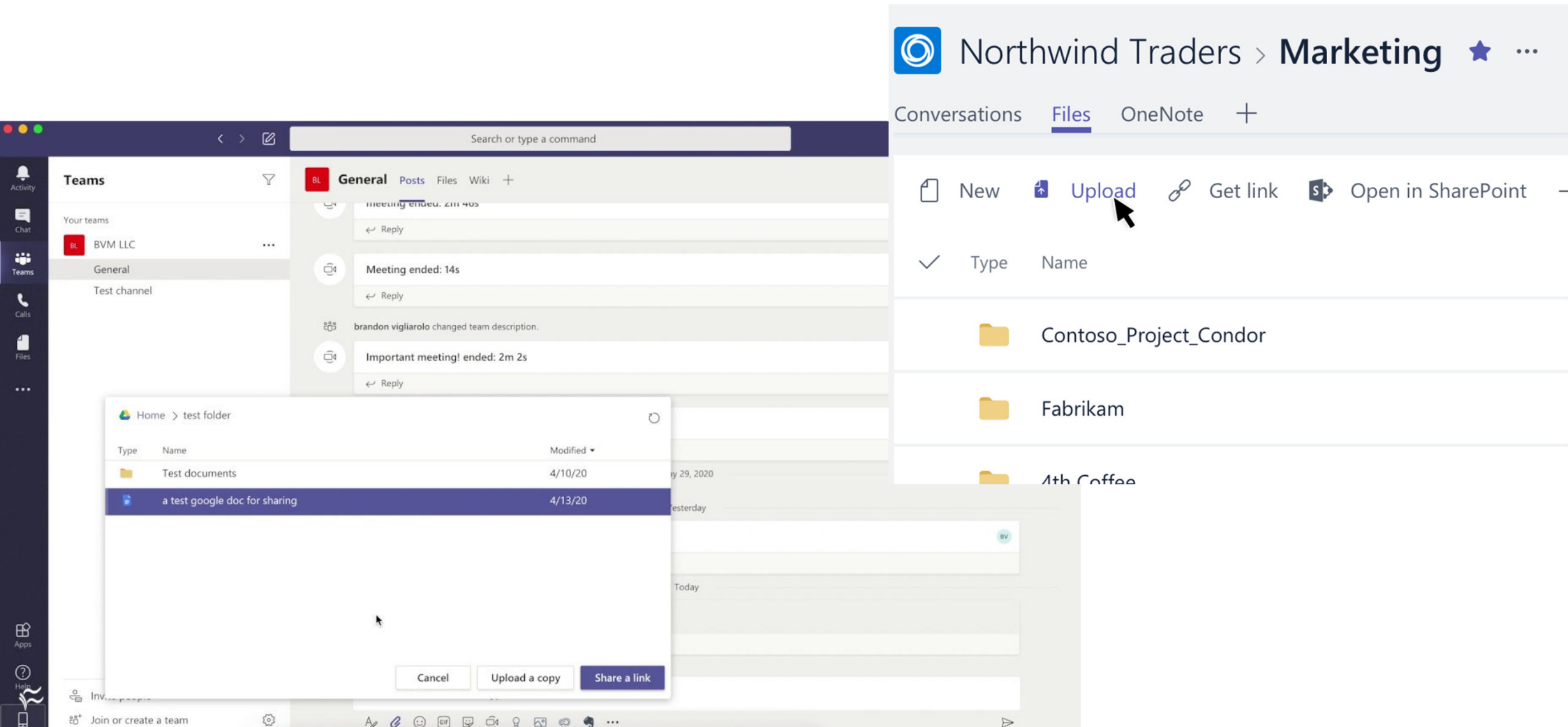
The session can be recorded, with the recording available for later review. This is helpful for students who wish to revisit lesson content.





## 9. File Sharing:

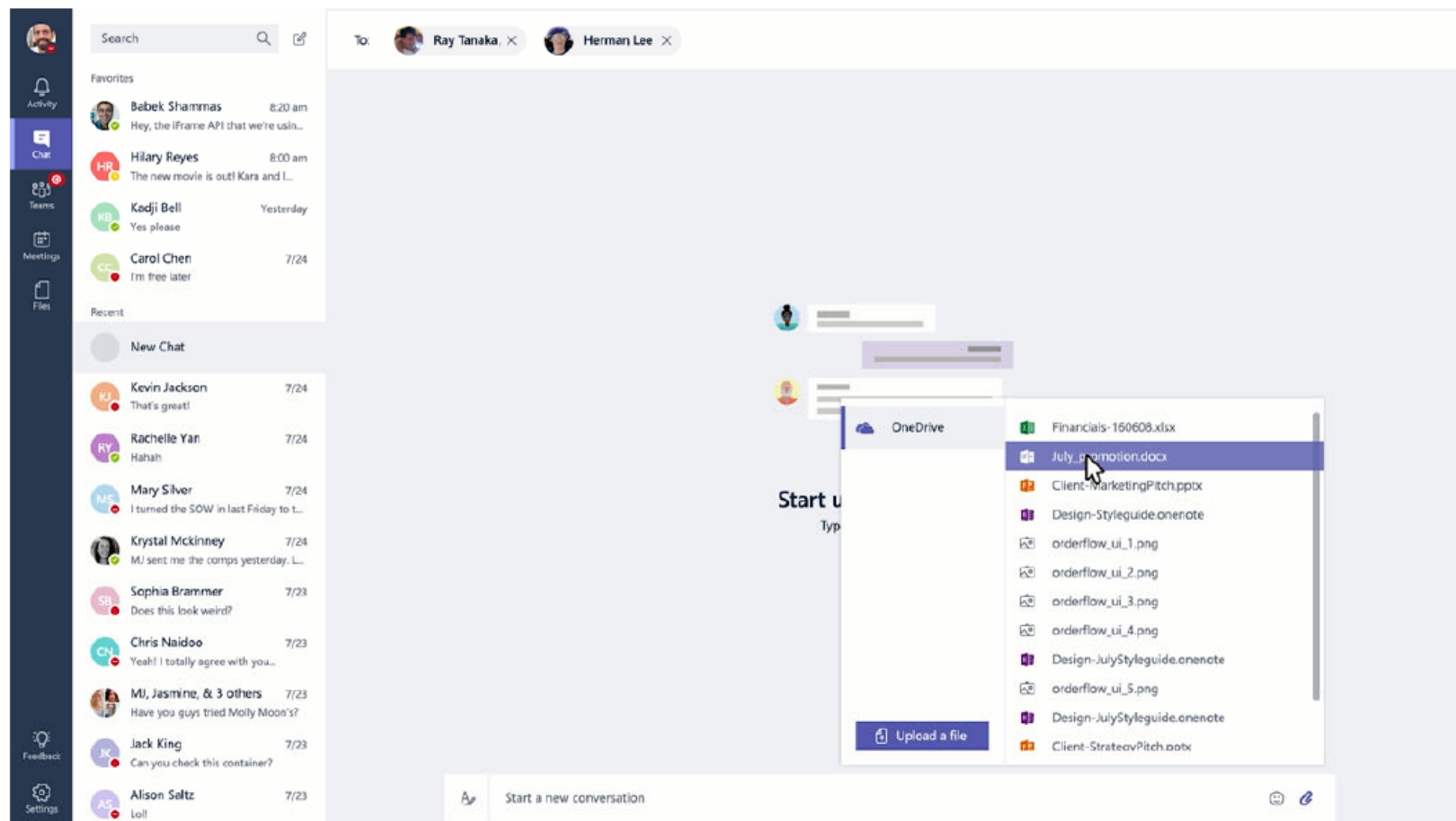
Teachers can share documents and educational materials directly in the chat, and these remain accessible within the team for later reference.





# Sharing Files

You can add files from your computer or OneDrive for Business account



# Documents and Conversations

You can review a file with the conversation along side it. When you give feedback and comment, it'll also appear back in the channel so no one loses the history.

The screenshot displays a Microsoft Teams interface. On the left is a navigation pane with icons for Activity, Chat, Teams (highlighted), Meetings, and Files. The main area shows a presentation slide titled "The Market" with three donut charts representing market data for different age groups. The charts show 75% for 18-29 YRS (blue), 64% for 30-49 YRS (pink), and 15% for 50+ YRS (orange). A feedback bar is visible at the bottom of the slide. On the right, a chat conversation is open, showing messages from Daichi Fukuda, Emiliano Ceballos, Yuna Fuji, Marie Beaudouin, and Emiliano Ceballos. The chat includes a "Close" button at the top and a "Looking good!" status at the bottom.

Age Group	Percentage
18-29 YRS	75%
30-49 YRS	64%
50+ YRS	15%

Chat History:

- Daichi Fukuda 9:19 am: Hey, I just checked and this is the updated version
- Emiliano Ceballos 9:24 am: Thanks for that! Everything looks good, it turned out really well.
- Yuna Fuji 9:35 am: Yeah, one of the designers helped me with layout
- Marie Beaudouin 9:45 am: Let's distribute to the whole team
- Emiliano Ceballos 9:54 am: Thanks for all your hard work getting this together guys, it looks great!

Looking good!!

# Planner

A planner for tracking tasks and managing work items.

The screenshot displays the Microsoft Planner application interface. On the left is a dark sidebar with navigation icons for Activity, Chat, Teams, Meetings, Files, and Feedback. The main area shows a project board for 'AdventureWorks > Marketing'. The board has four columns: 'To do', 'In Progress', 'Testing', and 'Done'. Each column contains task cards with titles, due dates, and assignees. The 'In Progress' column features a bar chart for 'Cashflow analysis for marketing expenses and subscription revenue'. The 'Testing' column includes a photo of people working. The 'Done' column shows completed tasks. At the bottom of each column is a 'Show completed' link with a count. A search bar and a 'Sort by: Bucket' dropdown are at the top right of the board area.

AdventureWorks > Marketing

Conversation Files Notes Roadmap **Project Board** Style Guide +

Sort by: Bucket •

**To do**

- Generate email list for the initial campaign launch. 13 Nov 15
- Try and find a decent service to lay out user flows for upcoming projects. 5 Dec 2
- Review business plan revision. Nov 20
- Set up new customer relation email design template. 13 Nov 15
- Pick a cafe for team outing. Nov 12

Show completed 18

**In Progress**

- Arrange meeting location for the members before general discussion. 9 Nov 1
- Cashflow analysis for marketing expenses and subscription revenue. 12 1
- Introduce contractors to the design team and bring donuts.

Show completed 4

**Testing**

- Test the onboarding experience with 3 pages for Windows Phone. 7 Oct 7
- Decide which hero images to go with the ad campaign. 20 1
- Get users' initial feedback between design options. Oct 18

Show completed 2

**Done**

- Draft business plan revision. Aug 23
- Test alternate ad copies between demographics. Ad copies.docx. Aug 25
- Bring cupcakes to next meeting external contractors.
- Mock up 2 rough design draft Bing Ads. 4 Aug 10

Show completed 14

Create a team

## 10. Meeting Notes:

Teachers or students can take collaborative Meeting Notes during the session, which are automatically saved and accessible afterward, helping to keep a record of the discussions.

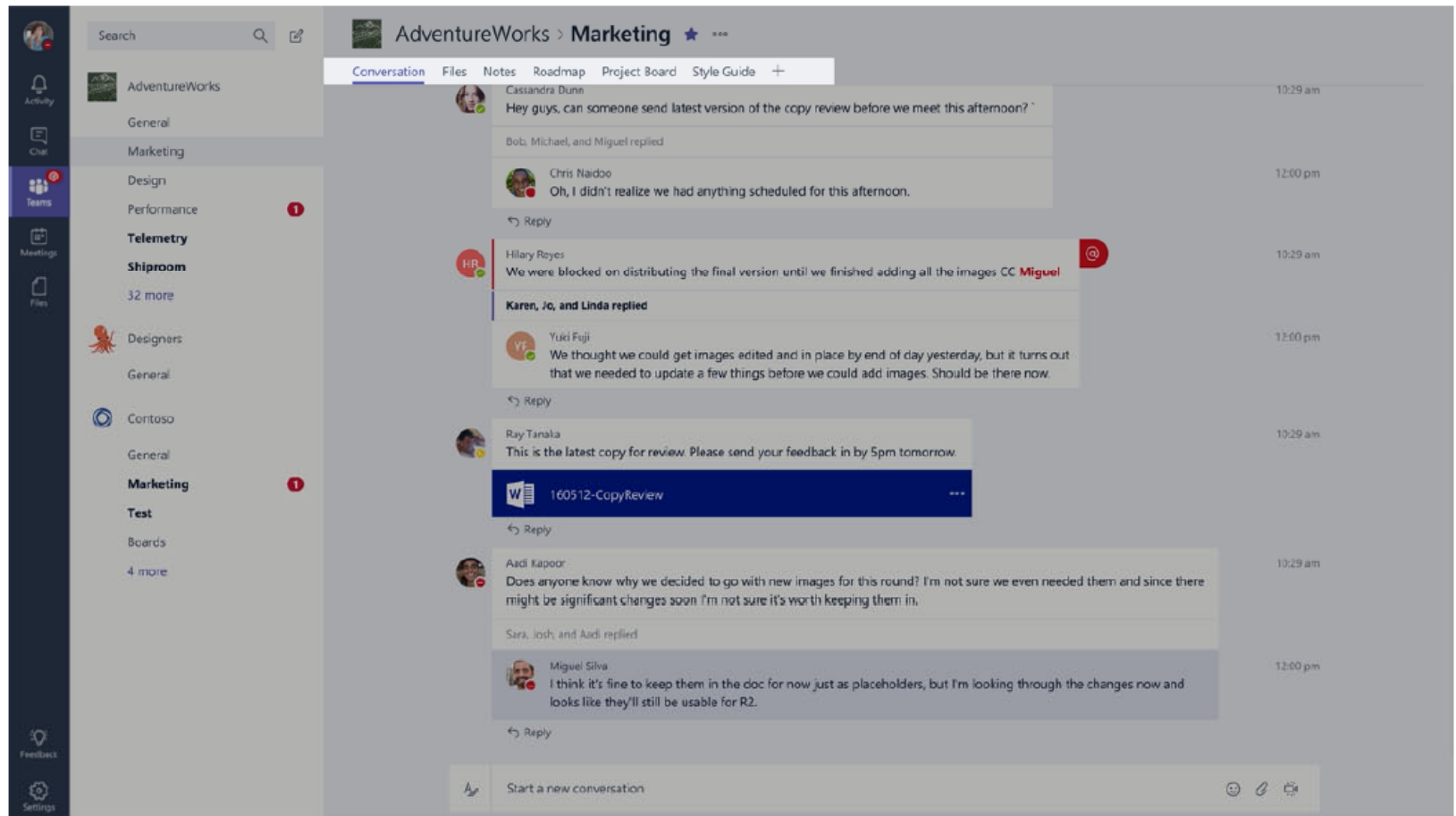
The screenshot displays the Microsoft Teams application interface. On the left is a vertical navigation bar with icons for Activity, Chat, Teams, Calendar, Apps, and Help. The main area is divided into two sections. The top section, titled 'Teams Meeting', contains tabs for Chat, Files, Meeting Notes (which is selected), and a '3 more' dropdown. A 'Join' button is visible on the right. Below the tabs is a rich text editor with various formatting options (bold, italic, underline, strikethrough, link, unlink, bulleted list, numbered list, indent, outdent, link, unlink, insert table, insert image, undo, redo). The editor contains the following content:

- Teams Meeting**  
Last edited: Just now
- Notes**
  - Please take care of XYZ before this meeting.
- Agenda**
  - Intro
  - Presentation
  - Questions
  - Closing

A red arrow points to the 'Meeting Notes' tab in the top navigation bar.

# Tabs

Tabs are always visible at the top and stay with the conversation, so everyone can get to them easily.





## Key aspects to consider regarding the future of distance education

- 1. Integration of Artificial Intelligence (AI):** AI can personalize learning experiences by analyzing students' learning patterns and adapting course materials to fit their pace and needs. AI-driven tools, such as intelligent tutoring systems, can provide customized support, feedback, and assessment, enhancing the educational experience.
- 2. Enhanced Virtual and Augmented Reality (VR/AR):** As VR and AR technologies become more accessible, they are expected to create immersive learning environments, allowing students to interact with 3D models, conduct virtual lab experiments, and explore historical sites or distant ecosystems as if they were there. This could greatly benefit disciplines like medicine, engineering, and the sciences.
- 3. Increased Use of Data Analytics:** Advanced data analytics can provide insights into student engagement, progress, and performance, enabling institutions to identify at-risk students early and offer tailored support. These analytics can also help improve course design and optimize instructional strategies based on what works best for students.
- 4. Global Classroom and Increased Accessibility:** The expansion of distance learning has opened up international collaborations and the concept of a "global classroom." Students from different regions and backgrounds can come together to learn, collaborate, and share perspectives. As internet access improves worldwide, more students will have access to quality education regardless of their geographic location.
- 5. Focus on Soft Skills and Interdisciplinary Learning:** Future distance education programs are likely to emphasize developing soft skills such as communication, collaboration, and problem-solving. The flexibility of online platforms also allows for interdisciplinary learning, where students can combine fields like technology, business, and humanities to better prepare for diverse career paths.
- 6. Microcredentials and Lifelong Learning:** As industries evolve, professionals increasingly need to upskill or reskill. Distance education is positioned to support lifelong learning, with microcredentials and shorter, skills-focused courses becoming more popular. These programs allow learners to gain relevant skills without committing to a full degree program.
- 7. Hybrid and Blended Learning Models:** Many institutions are likely to adopt hybrid models that combine in-person and online education, allowing for flexibility while retaining the benefits of face-to-face interaction. Blended learning models provide a balanced approach, where students can engage in online lectures but still participate in on-campus labs, workshops, or group activities.



THANK YOU!

*Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa*

Lecturer Ph.D Alexandru – Dragoș ROBU  
Iași University of Life Sciences, România



Erasmus+ CBHE Project CHAIN –101082963  
Cooperation for Holistic Agriculture Innovation Nests in  
Sub - Saharan Africa

**Zoom ing into learning:  
transforming university  
education through technology**

*15 November 2024*

---



**PHD LECTURER OANA COCA**

---

**IULS- ROMANIA**

# 1.Challenges in traditional education

## THE SHIFT TO DIGITAL LEARNING:

- In recent years, particularly accelerated by the COVID-19 pandemic, there has been a significant transition from traditional face-to-face education to online learning.
- Educational institutions worldwide have had to adapt quickly to ensure continuity of education, highlighting the necessity for reliable digital tools (**Zoom**, Microsoft Teams and Google Classroom).

## CHALLENGES IN TRADITIONAL EDUCATION:

- Geographic barriers that limit access for students in remote areas.
- Limitations of physical classrooms, such as capacity and scheduling conflicts.
- Ensuring inclusive education for diverse learning needs and backgrounds.



## IMPORTANCE OF TECHNOLOGY IN EDUCATION:

- Technology facilitates access to a wealth of resources and materials, enabling a richer learning experience.
- Digital platforms can foster collaboration and communication between students and instructors across different regions.
- Technology provides students access to a vast array of online resources, including e-books, research papers, instructional videos, and interactive content available at any time.



## 2. The shift to digital learning: examples

### PROFESSIONAL DEVELOPMENT AND ONLINE TRAINING:

- **Corporate training solutions:** companies, universities have increasingly relied on digital training via platforms like LinkedIn learning and Udemy for employee skill development, allowing for continued training and certification during remote work.
- **Webinars and virtual conferences:** instructors, professors, and professionals have started hosting virtual conferences and webinars as alternatives to traditional presentations and workshops, reaching larger audiences at reduced costs.

### Blended learning models:

- **Combination of online and In-person classes:** many institutions have adopted blended learning models where students participate in a mix of in-person and online sessions.
- **Flipped classroom models:** instructors assign pre-recorded lectures for students to review at home, freeing up in-person class time for discussions and interactive activities based on the learned content.



### INTERACTIVE AND ENGAGING LEARNING TOOLS:

- **Virtual reality (VR) and augmented reality (AR):** some educational programs have begun to incorporate VR and AR technologies to provide immersive learning experiences, particularly in fields like medicine, architecture, and engineering.
- **Gamification:** educators are utilizing game-based learning technologies to increase student engagement, using platforms like Kahoot! and Quizizz to make learning fun and interactive.





### 3. Course objectives

01

To highlight the advantages of Zoom in e-learning

- Discuss how **Zoom** can enhance student engagement and collaboration in university settings.
- Provide insights into practical applications of Zoom in various courses and activities.

02

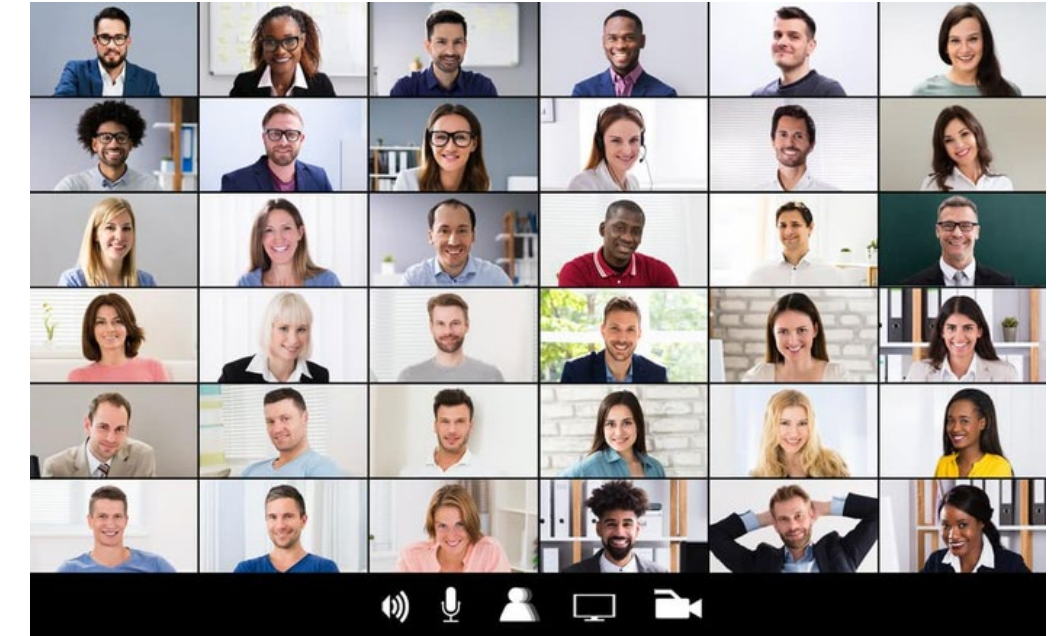
To equip participants with knowledge and skills

- Offer a comprehensive understanding of how to effectively use **Zoom** as an educational tool.
- Provide guidance on overcoming potential challenges and leveraging the platform's features for successful teaching.

03

To foster a community of learning and support:

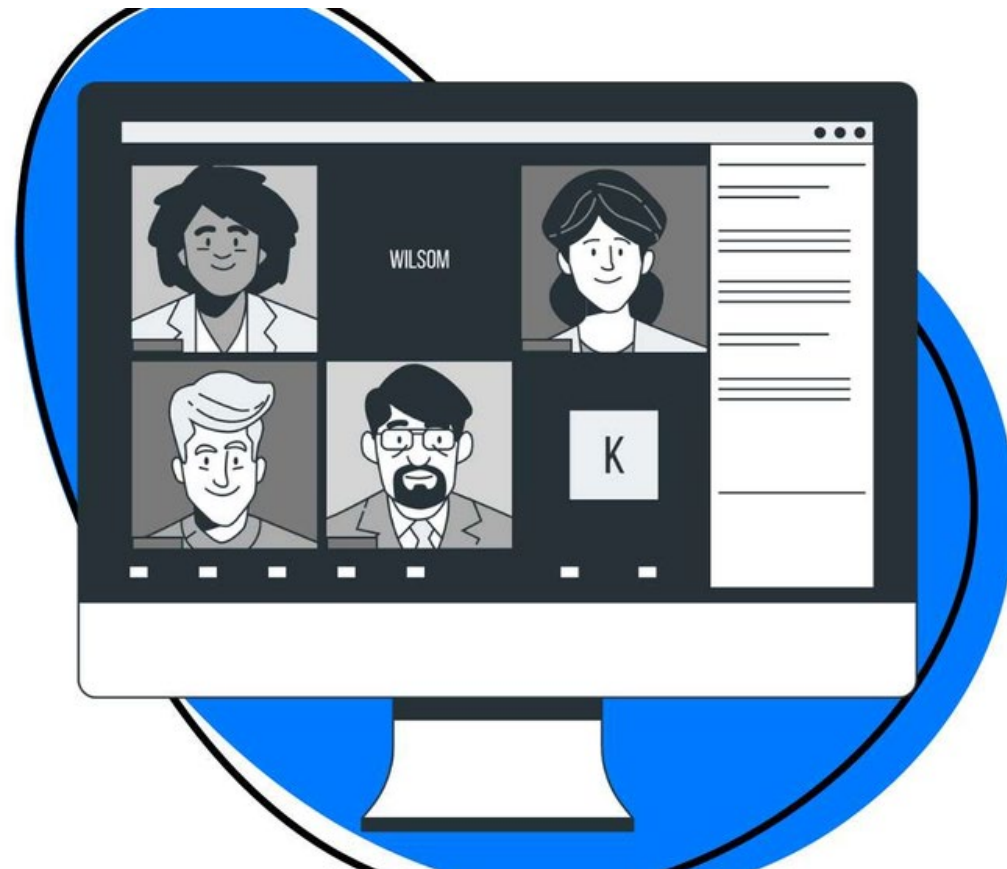
- Encourage participants to share their experiences with **Zoom** and collaborate on best practices.
- Create an open space for questions and feedback, fostering a sense of community among educators in Sub-Saharan Africa.



## 4. Overview of the Zoom: one platform to connect

### What is Zoom platform?

- Zoom is a cloud-based video conferencing service that allows users to virtually connect through video, audio, and collaboration features.
- It is designed for seamless communication, whether in personal, educational, or professional settings.
- Launched in 2013 by Eric Yuan, Zoom has rapidly gained popularity worldwide, particularly during the COVID-19 pandemic when remote work and learning became essential.
- The platform has since evolved to accommodate millions of users and hosts, becoming a leading solution for virtual meetings, webinars, and online education.



### Mission: Powering organizations across industries and geographies

- Zoom helps consolidate communications, connect people, and collaborate better together in the boardroom, classroom, operating room, and everywhere in between.



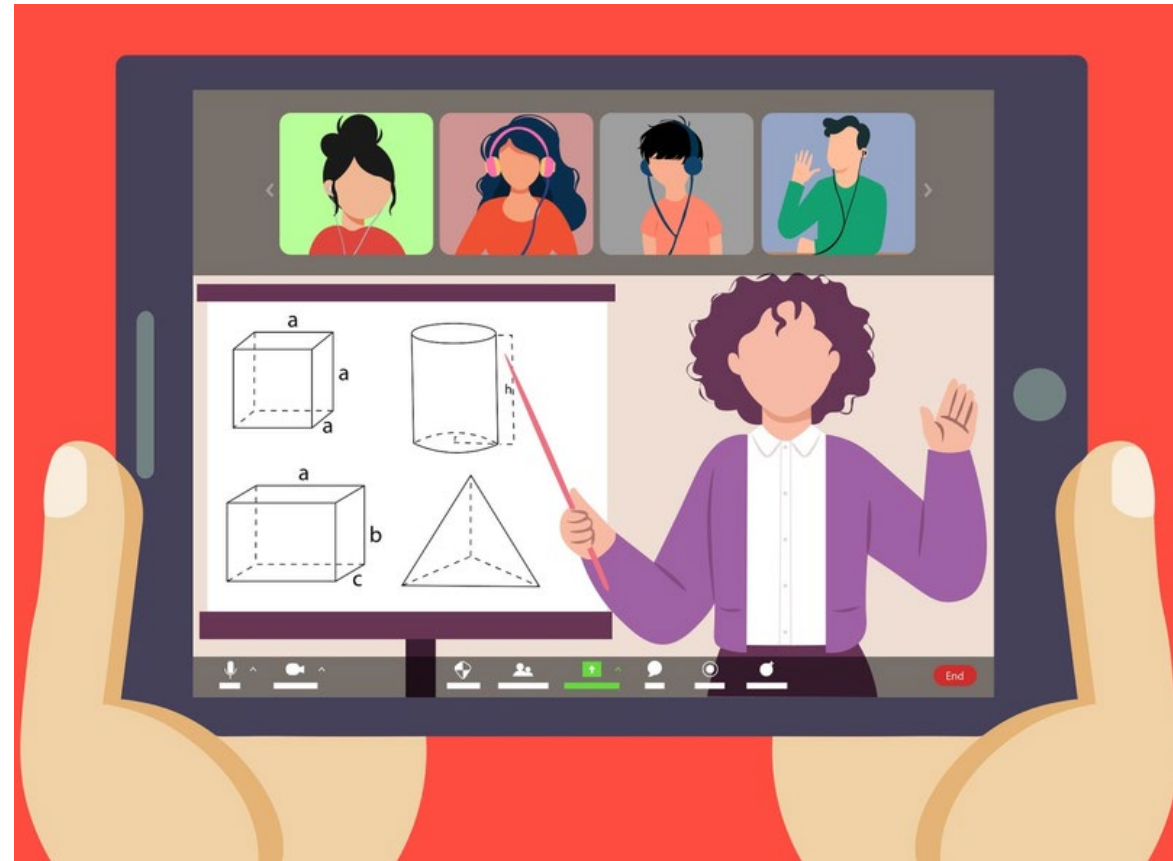
## 5. Zoom key functionalities for e-learning

### 1. High- quality video and audio conferencing

- **HD video and audio:** provides clear and high-definition video and audio quality, which enhances user engagement and communication.
- **Gallery view:** participants can see multiple participants in a grid layout, promoting better interaction and connection.
- **Immersive view:** enables hosts to create a unified and virtual environment for participants by displaying them against a custom background.
- **Dynamic interaction:** participants can interact more naturally as their video feeds are positioned together, promoting engagement.

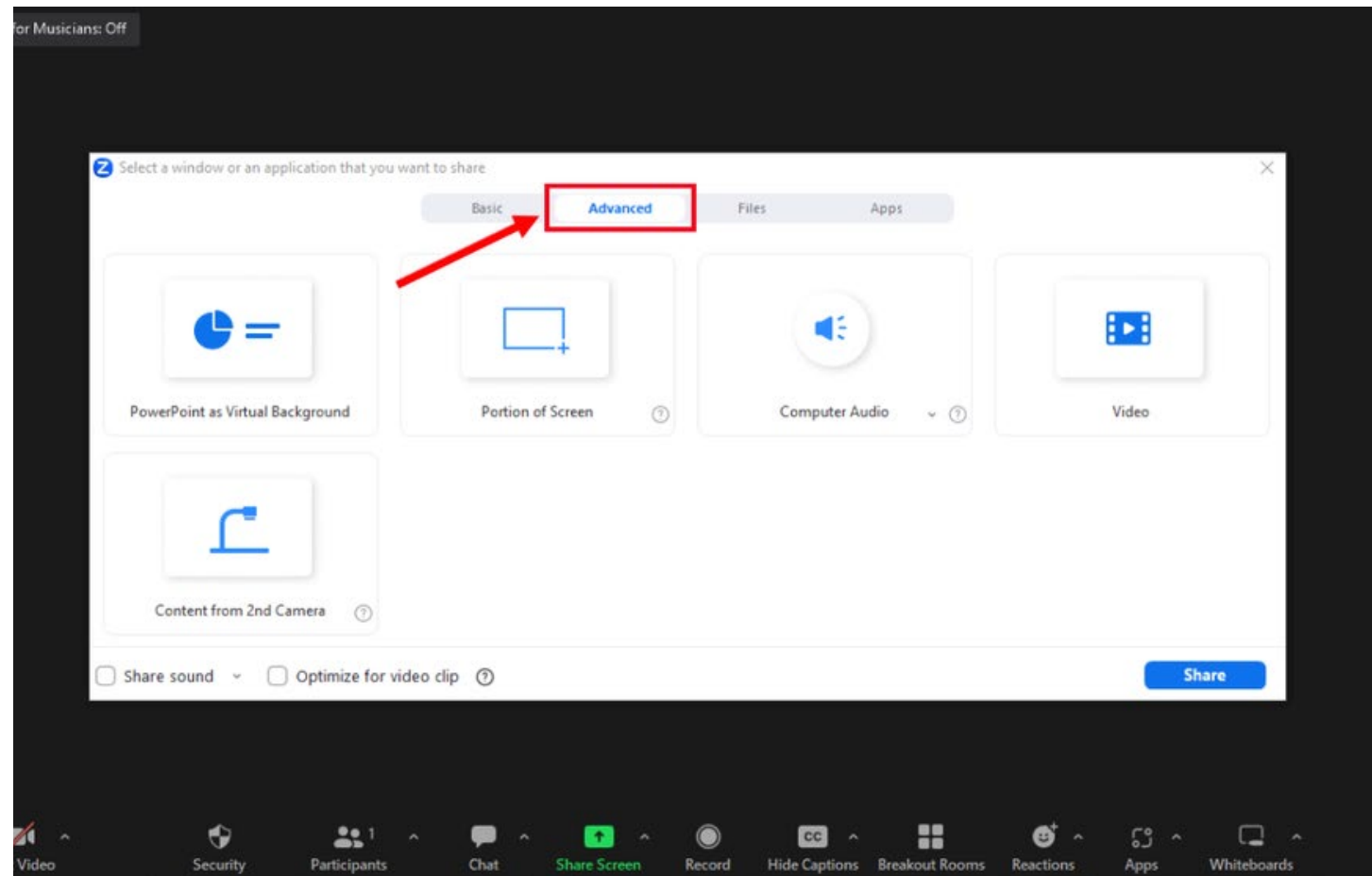


## 5. Zoom key functionalities for e-learning



## 2.Screen sharing

- **Presentation capability:** instructors can share their screens to show slideshows, documents, or software applications directly to students.
- **Multiple screen sharing:** allows several participants to share their screens simultaneously, fostering collaborative learning.
- **Specific application window:** users can choose to share only one application (e.g., a specific PowerPoint, a web browser, or software), keeping other windows hidden from view.
- **Flexibility in teaching:** screen sharing can support a variety of teaching styles, whether it is through traditional lectures, interactive discussions, or peer assessments.
- **Interactive learning:** screen sharing facilitates interactive lessons, as instructors can present real-time data, interactive tools, or multimedia of interest to students.

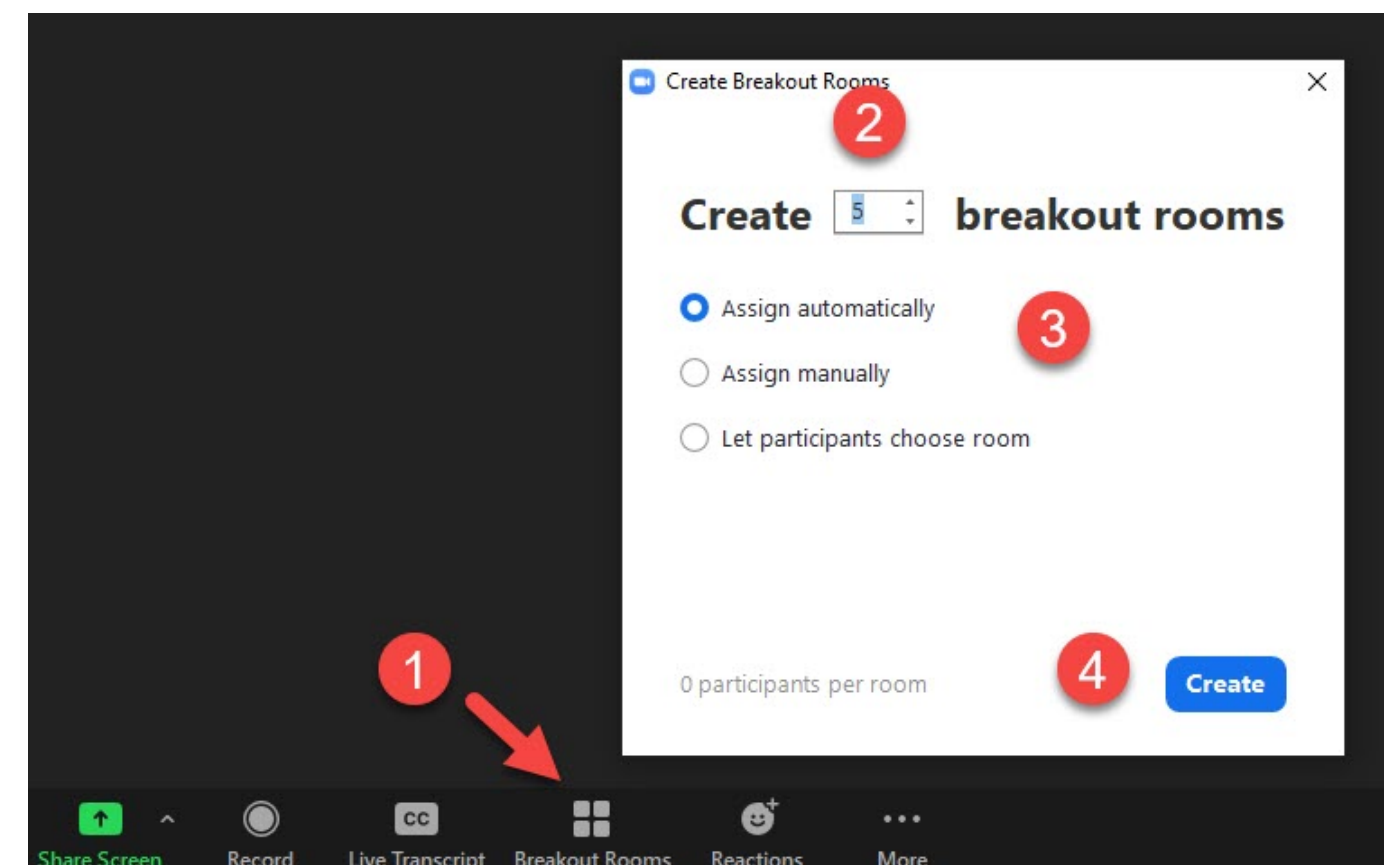
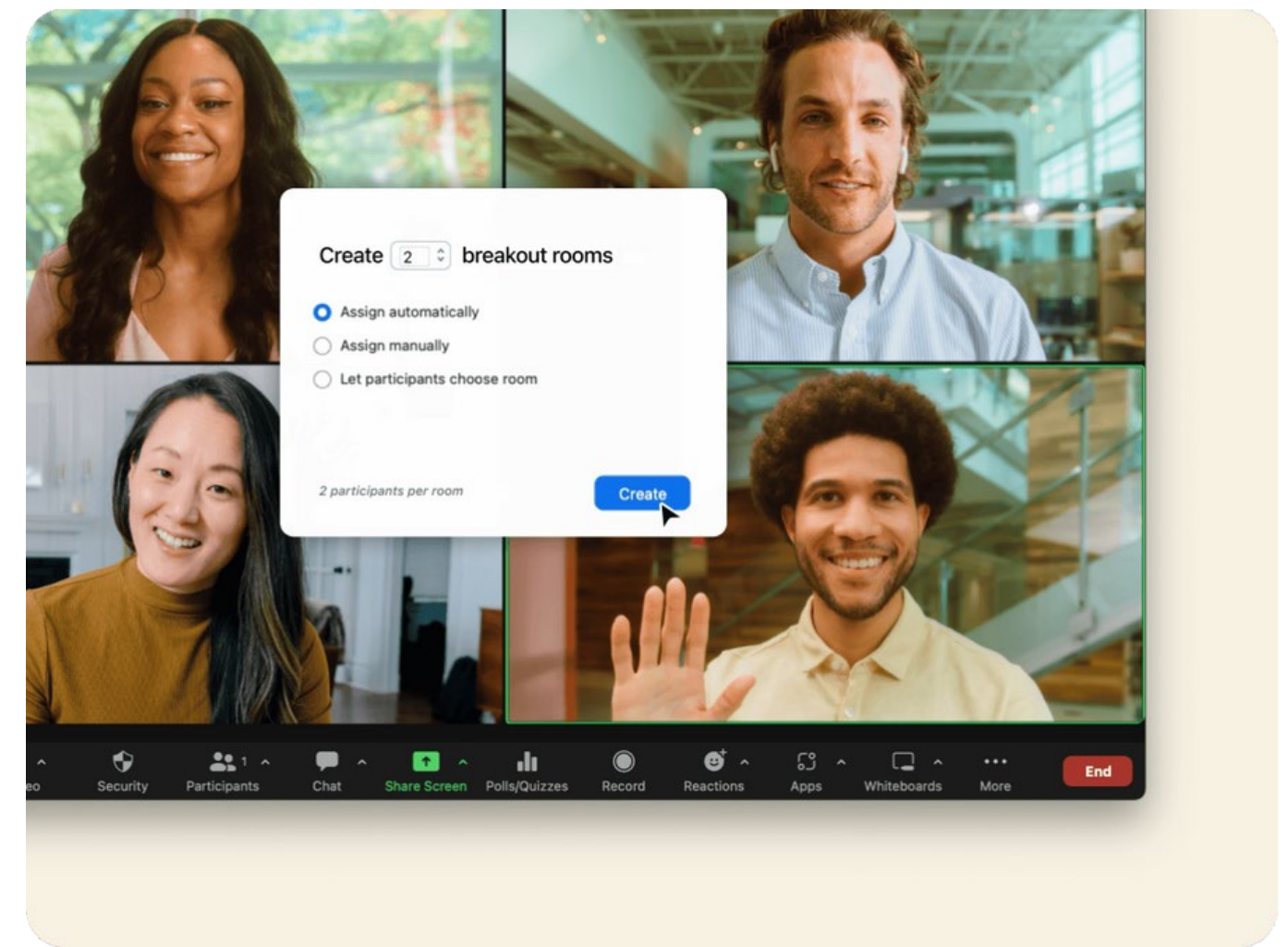




## 5. Zoom key functionalities for e-learning

### 3. Breakout rooms:

- **Small group work:** professors can split larger classes into smaller groups for discussions, projects, or collaborative activities, mimicking in-person learning environments.
- **Easy monitoring:** instructors can join breakout rooms to provide assistance and oversight (max. 50 rooms).
- **Broadcasting messages:** hosts can send announcements or reminders to all breakout rooms simultaneously, ensuring participants stay on track.
- **Collaboration tools:** within breakout rooms, participants can use features such as screen sharing, whiteboarding, and chat to facilitate collaboration.
- **No recording options:** while the main meeting can be recorded, breakout rooms do not support recording, which maintains privacy within group discussions.





## 5. Zoom key functionalities for e-learning

### 4. Meeting recording in Zoom

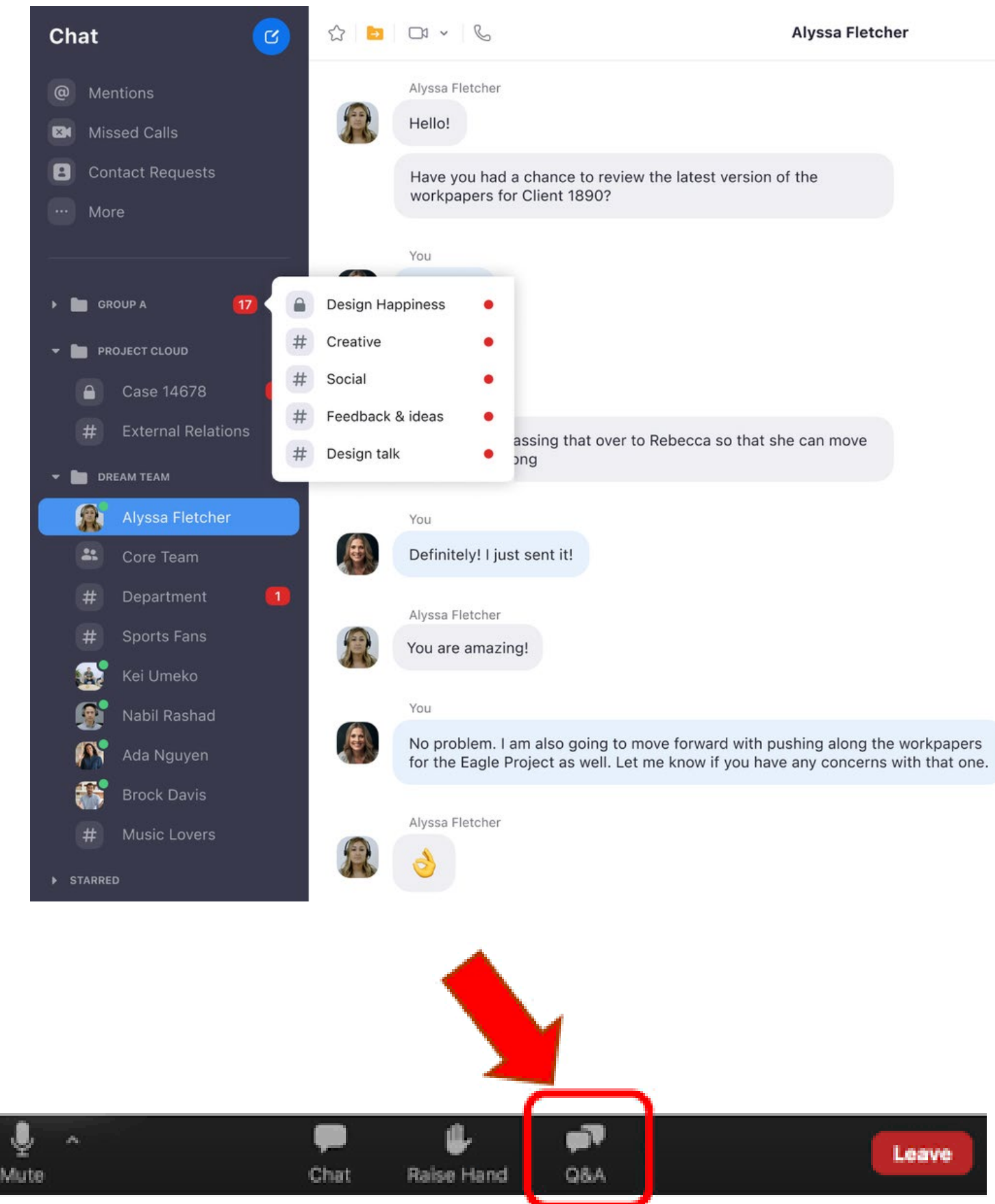
- Allows hosts to **capture audio, video, and shared content** during a meeting. It can be saved either locally (on a computer) or in the cloud (Zoom's servers), providing flexibility for educators and participants.
- **Flexibility for learners:** students can access recorded lectures and discussions on their schedule, which enhances learning opportunities for those who may have missed live sessions.
- **Resource for review:** recorded lectures can be integrated easily into online platforms and LMS, enhancing the overall approach to course materials. Recordings allow learners **to revisit complex topics** at their own pace, aiding in the reinforcement of knowledge.



## 5. Zoom key functionalities for e-learning

### 5. Chat and Q&A Features in Zoom

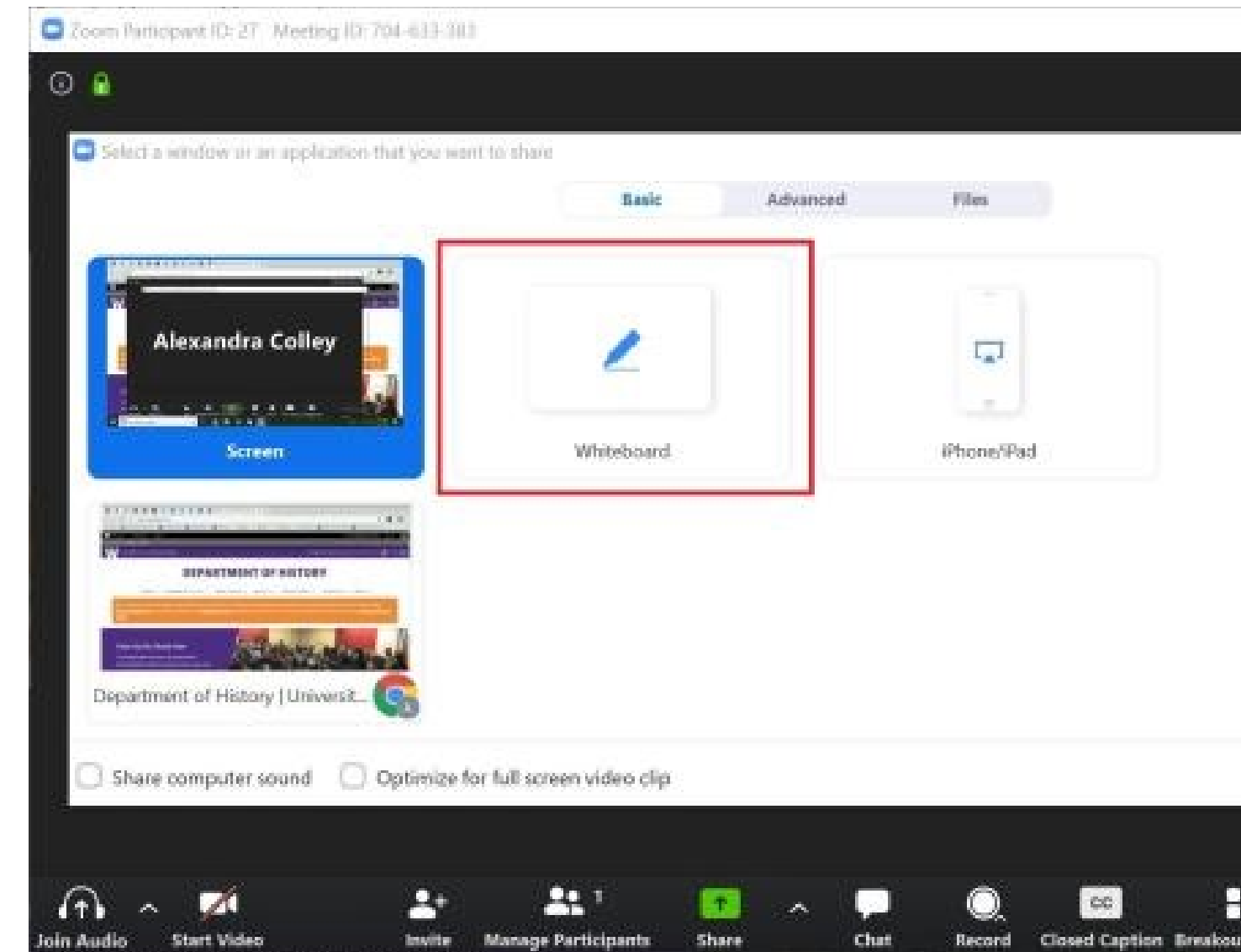
- Facilitate **real-time written communication during meetings**, allowing participants to post questions, comments, and engage in discussions without interrupting the flow of the session.
- **Text chat:** participants can send messages to all attendees or privately to specific individuals. This feature encourages engagement and fosters interaction among participants.
- **Files and links sharing:** users can share relevant documents, URLs, or resources directly through the chat, providing immediate access to materials discussed during the meeting.
- **Dedicated Q&A/ Polls section:** in larger meetings or webinars, a Q&A feature can be enabled, allowing participants to submit questions without cluttering the main chat.
- The Q&A feature helps **streamline questions and answers**, ensuring important topics are covered and addressed.



## 5. Zoom key functionalities for e-learning

### 6. Integrated whiteboard

- Allows users to **create and collaborate on a virtual whiteboard** during meetings. This tool mimics the functionality of a traditional whiteboard but adds digital capabilities for increased interaction and engagement.
- **Drawing tools:** users can choose from a variety of drawing tools, including pens, highlighters, and shapes, to illustrate concepts or ideas visually.
- **Text boxes:** participants can add text directly onto the whiteboard, facilitating the presentation of information and allowing for quick notes.
- **Multi-user collaboration:** all participants can interact with the whiteboard simultaneously, making it a collaborative space where ideas can be generated and discussed in real-time.
- **Clear and reset options:** users can clear individual elements or the entire whiteboard, allowing for easy organization and resetting during the session.





# 6. Implementing Zoom into the Curriculum

**Purpose of integration:** implementing Zoom into the curriculum aims to enhance teaching and learning experiences through effective use of technology. It provides opportunities for flexible, interactive, and engaging education that meets the needs of diverse learners.

## Strategies for effective implementation

### 1.Course design:

- **Hybrid learning models:** combine synchronous (live Zoom sessions) and asynchronous (recorded lectures, online discussions) components to provide a comprehensive learning experience. This allows for flexibility while still fostering real-time interaction.
- **Structured syllabi:** incorporate Zoom sessions into the course syllabus, defining the purpose of each session, topics covered, and required materials. This clarity enhances student preparedness and engagement.

### 2.Interactive learning activities:

- **Breakout rooms for group work:** utilize breakout rooms during live sessions to facilitate small group discussions, projects, or peer-to-peer learning. Define specific tasks for each group to encourage collaboration and accountability.
- **Interactive lectures:** integrate polls, quizzes, and discussions into lectures using Zoom's built-in features. For instance, ask questions throughout the presentation or use tools like Mentimeter to gather real-time feedback.

### 3.Guest speakers and panel discussions:

- **Bringing experts into the classroom:** utilize Zoom to invite guest speakers, industry professionals, or alumni to participate in classes, providing students with diverse perspectives and insights that enhance learning.
- **Panel discussions:** organize interactive discussions with multiple guest speakers, allowing students to engage with professionals from various fields, fostering a broader understanding of real-world applications.

### Technical support:

- **Training for professors:** provide training sessions for educators to ensure they are comfortable with all of Zoom's features, particularly those relevant to their teaching strategies.
- **Student support:** create guides or support channels for students who may encounter technical issues during Zoom sessions, enhancing their overall experience.

### Addressing engagement:

- **Catering to varied learning styles:** ensure that Zoom sessions are engaging by incorporating different teaching methods, such as discussions, group activities, and multimedia content.
- **Encouraging active participation:** promote a supportive classroom culture that encourages students to engage, ask questions, and participate in discussions openly.

## 7. Challenges and considerations





## 8. The key benefits of e-learning platforms

- 1. Adapting to a digital era:** e-learning tools aligns with the ongoing shift towards digital transformation in education, especially relevant in a post-pandemic world. As remote learning has proven viable, exploring how technology can enhance university education has become a timely topic.
- 2. Supporting access to quality education:** for areas with limited access to quality higher education, like certain regions in Sub-Saharan Africa, technology platforms like Zoom make learning accessible to more students. This theme emphasizes breaking down geographic and socioeconomic barriers to knowledge.
- 3. Enhancing engagement and interactivity:** traditional teaching methods can be restrictive, whereas platforms like Zoom offer tools that increase interactivity—such as breakout rooms, shared screens, and live polls. This theme reflects a commitment to making education more engaging and student-centered.
- 4. Preparing students for a globalized world:** in today's interconnected world, students need skills in digital communication and remote collaboration. Its important to prepare students for a world where virtual interactions and teamwork are the norms.



## 8. The key benefits of e-learning platforms

**5. Promoting innovation in agriculture:** by adopting digital tools, universities can keep agricultural education up-to-date with the latest research and sustainable practices.

**6. Improving adaptability and resilience:** digital platforms make it easier to update content, adapt to new research, and provide flexible learning formats. This platforms helps universities to remain resilient and relevant by using technology to adapt to rapid changes.

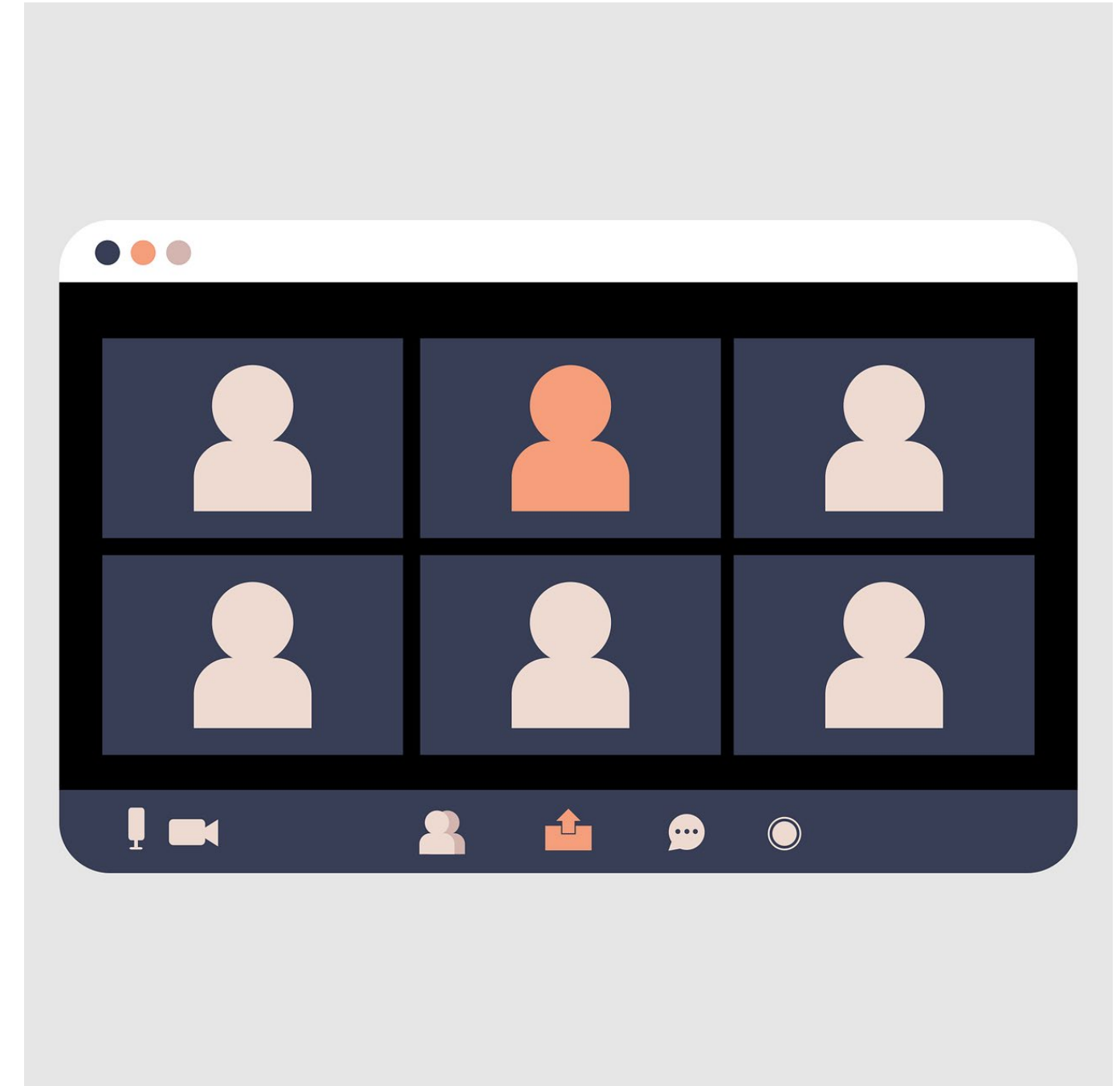
**7. Encouraging a lifelong learning mindset:** technology in education allows students to develop digital literacy and autonomy, skills that are essential for lifelong learning. It is important to believe in empowering students to take charge of their own learning journeys in an evolving world.





## 9. Issues with online learning

- 1. Reduced personal connection:** in online settings, it's harder to build personal rapport with students, which can impact engagement and motivation. Body language, eye contact, and informal interactions that naturally occur in physical classrooms are often missing or diminished.
- 2. Screen fatigue and mental strain:** extended periods of screen time can lead to "Zoom fatigue." Staring at a screen for long hours can strain the eyes, affect concentration, and contribute to overall mental exhaustion, which may reduce students' focus and learning effectiveness.
- 3. Limited hands-on learning:** many fields of study, especially those requiring labs, practical applications, or real-world demonstrations, are difficult to translate effectively to a virtual platform. Students miss out on hands-on experience, which can impact learning in subjects like agriculture, engineering.
- 4. Dependence on technology and internet access:** online learning requires reliable internet and access to devices, which may not be available to all students, especially in rural or under-resourced areas. This digital divide can lead to unequal access to education and a disparity in learning outcomes.
- 5. Increased distractions and reduced accountability:** at home, students may face distractions that are absent in a classroom setting, such as household responsibilities, noise, or other online temptations. This can lead to reduced attention and less accountability for participation and learning.



## 9. Issues with online learning

**6. Challenges with student engagement and participation:** it can be harder to maintain student engagement in an online environment. Some students may feel uncomfortable participating on camera, or they may simply log in without truly engaging. Instructors also face challenges gauging student understanding and adjusting teaching approaches accordingly.

**7. Privacy and security concerns:** online platforms can pose privacy risks. Students and educators may worry about data privacy, unauthorized recordings, or "Zoom-bombing," where unauthorized participants disrupt sessions. These concerns can deter full participation.

**8. Technical issues and interruptions:** online platforms depend on stable internet and functional devices. Technical issues, such as poor connections, audio problems, or platform malfunctions, can interrupt classes and hinder the flow of learning, causing frustration for both students and teachers.

**9. Reduced sense of community:** virtual classes can feel isolating, reducing the sense of community among students. Social interactions, group projects, and casual discussions are limited online, which can impact the collaborative learning experience and reduce students' feelings of belonging.

**10. Difficulty in assessing learning outcomes:** online exams, quizzes, and assignments are more challenging to professors, which can lead to academic integrity issues. Moreover, assessing students' understanding without in-person cues may affect the accuracy of evaluations.



1. What has been your overall experience using Zoom as a teaching tool?
2. Which Zoom features do you find most beneficial for teaching? (e.g., breakout rooms, screen sharing, polling)
3. What technical challenges have you faced when using Zoom, both for yourself and your students?
4. Have you noticed a difference in student participation levels compared to face - to - face classes? If so, how?

## 10. Questions session







*The future of education is not about technology; it's about how we use technology to create a more inclusive and engaging learning environment!*

*FR: L'avenir de l'éducation ne concerne pas la technologie; il s'agit de la manière dont nous utilisons la technologie pour créer un environnement d'apprentissage plus inclusif et engageant!*

**GOOD LUCK! BONNE CHANCE!**



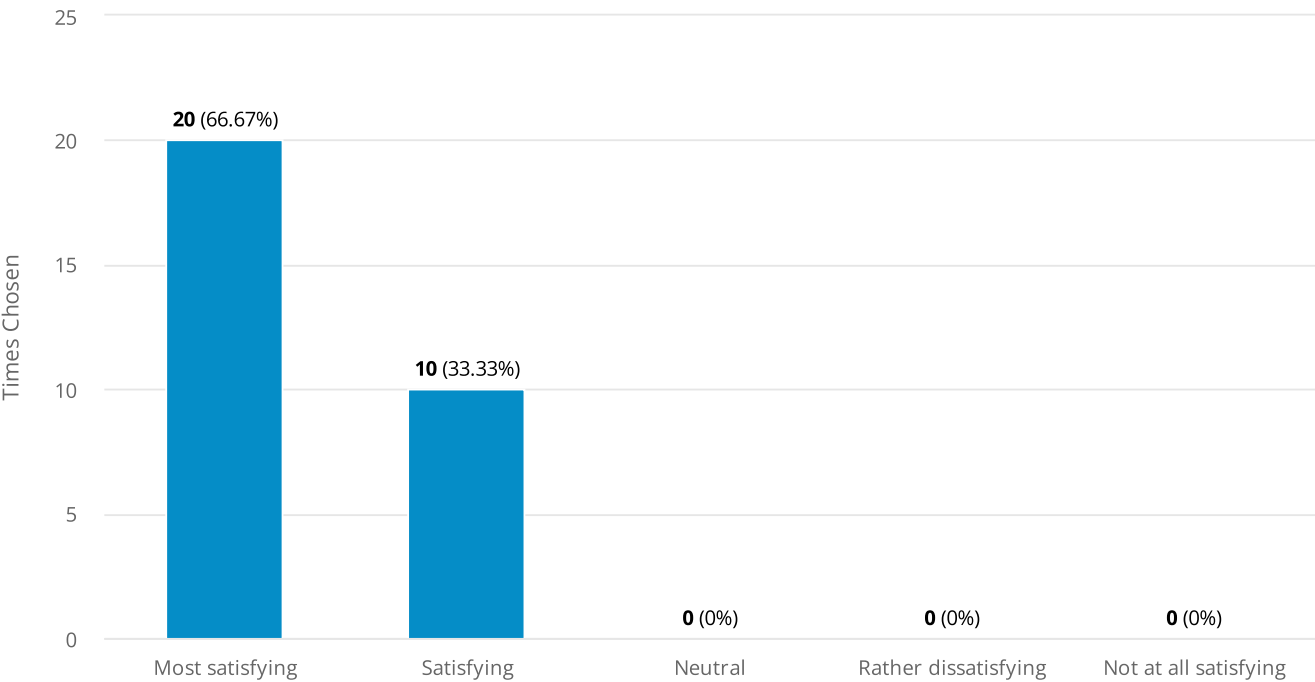
**IASI UNIVERSITY  
of LIFE SCIENCES  
1842**



# Evaluation\_E-learning and use of digital tools in teaching and learning Seminar

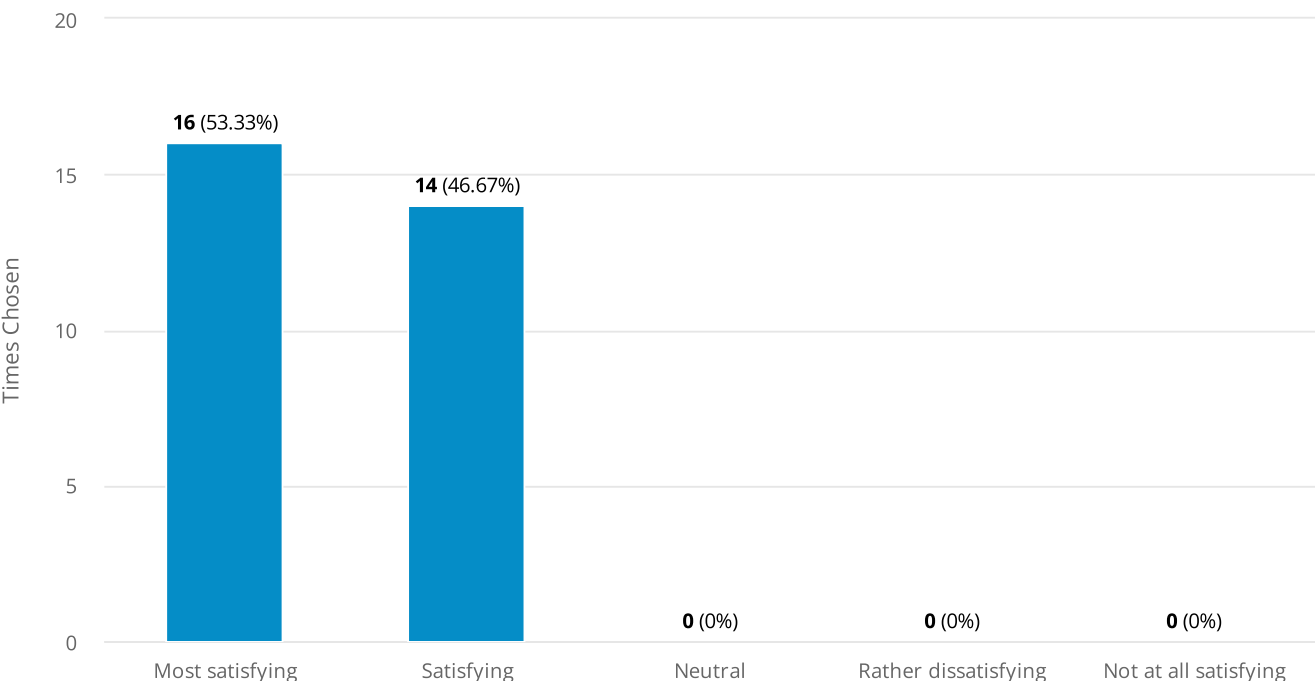
## The event administration, structure and invitation were ...

Number of responses: 30



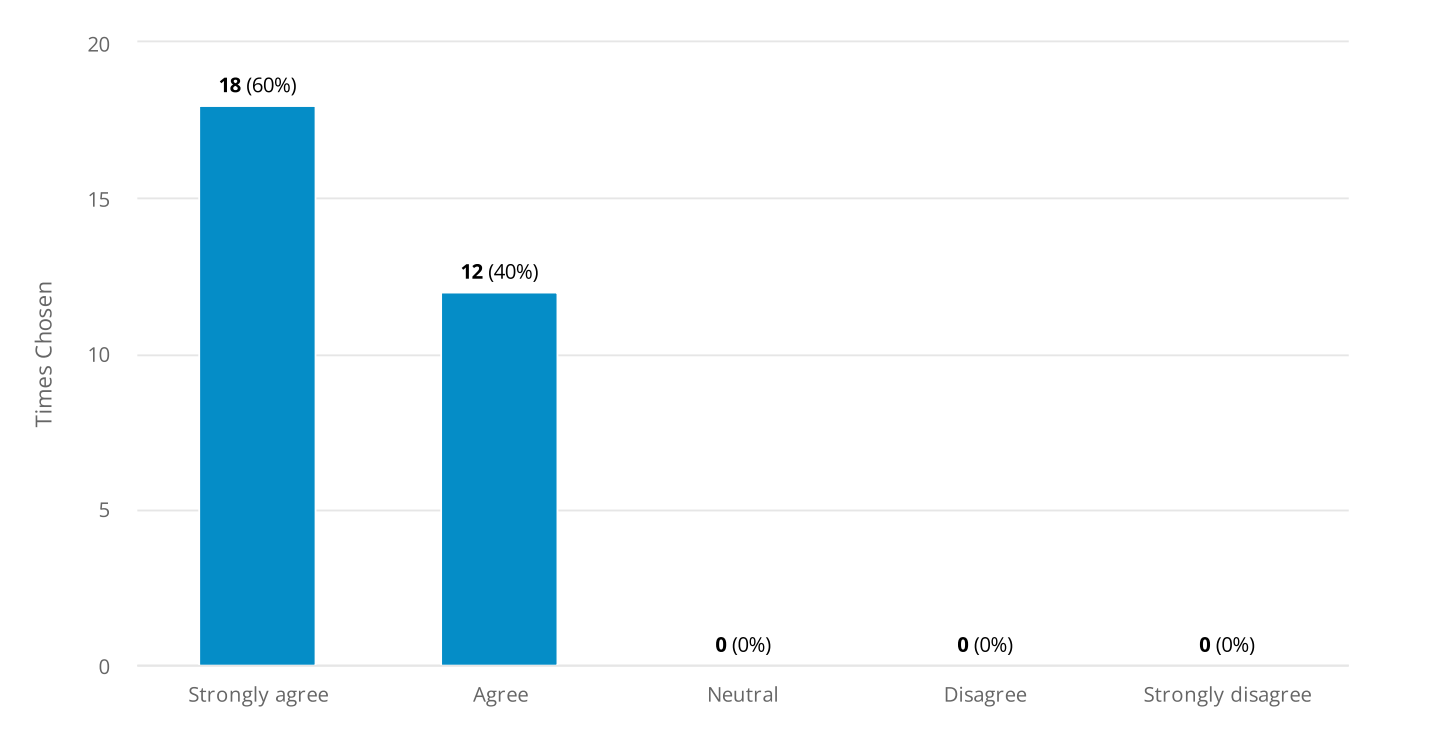
## The program and covered topics were ...

Number of responses: 30



**This event covered the topics I have expected.**

Number of responses: 30



**According to the first workshop day "E-learning and use of digital tools in teaching and learning on Friday 15.11.2024" I have the following comments, remarks or requests:**

Number of responses: 20

Text answers:

- Good presentation
- 
- it was good organized
- Understanding new digital tools for teaching
- It's was amazing
- I was greatly motivated to use e-learning often
- Very satisfying

E learning and use of digital tools are crucial in any project and really needed in developing countries like Nigeria.

The first workshop was good and time. If it can be repeated, it will good.

More trainings will be necessary.

The workshop was quite interactive and a learning experience.

Resume and share

The session was impactful.

The workshop was very helpful. There is need for more training in future

Comtent was quite well delivered

This workshop was useful due to the various actual and practical topics that were highlighted and explained.

The workshop on 'E-learning and Use of Digital Tools in Teaching and Learning' held on November 15, 2024, was excellently presented, with effective use of the Zoom platform and Google Teams. The sessions were informative and fostered engaging discussions on integrating digital tools in education.

It was a very interesting online meeting and very constructing discussion.

Nil

It gave an insight to more rubist aspects of digital learning tools and platforms

**According to the second workshop day "E-learning and use of digital tools in teaching and learning on Tuesday 10.12.2024" I have the following comments, remarks or requests:**

Number of responses: 19

Text answers:

Good

-



good organization and interesting new methods were presented

It's was amazing

Is it really advisable to use synchronous and asynchronous learning methods at 50/50.

Very satisfying and expected

E learning and use of digital tools are highly recommended in teaching and learning

My only comment is keep the good work

More regular trainings will be okay.

The facilitator was knowledgeable and exceeded my expectations

Resume and share

The two sessions were useful with knowledge of new tools for e-learning.

The workshop was very helpful. There is need for more training in future

The opportunity for participants to actively take part in the sessions were not adequately utilized.

All topics were extremely well structured, explained and, very importantly, exemplified.

The workshop on 'E-learning and Use of Digital Tools in Teaching and Learning' held on December 10, 2024, was excellently presented, with effective use of the microlearning and Moodle platform. The sessions were informative and fostered engaging discussions on integrating digital tools in education.

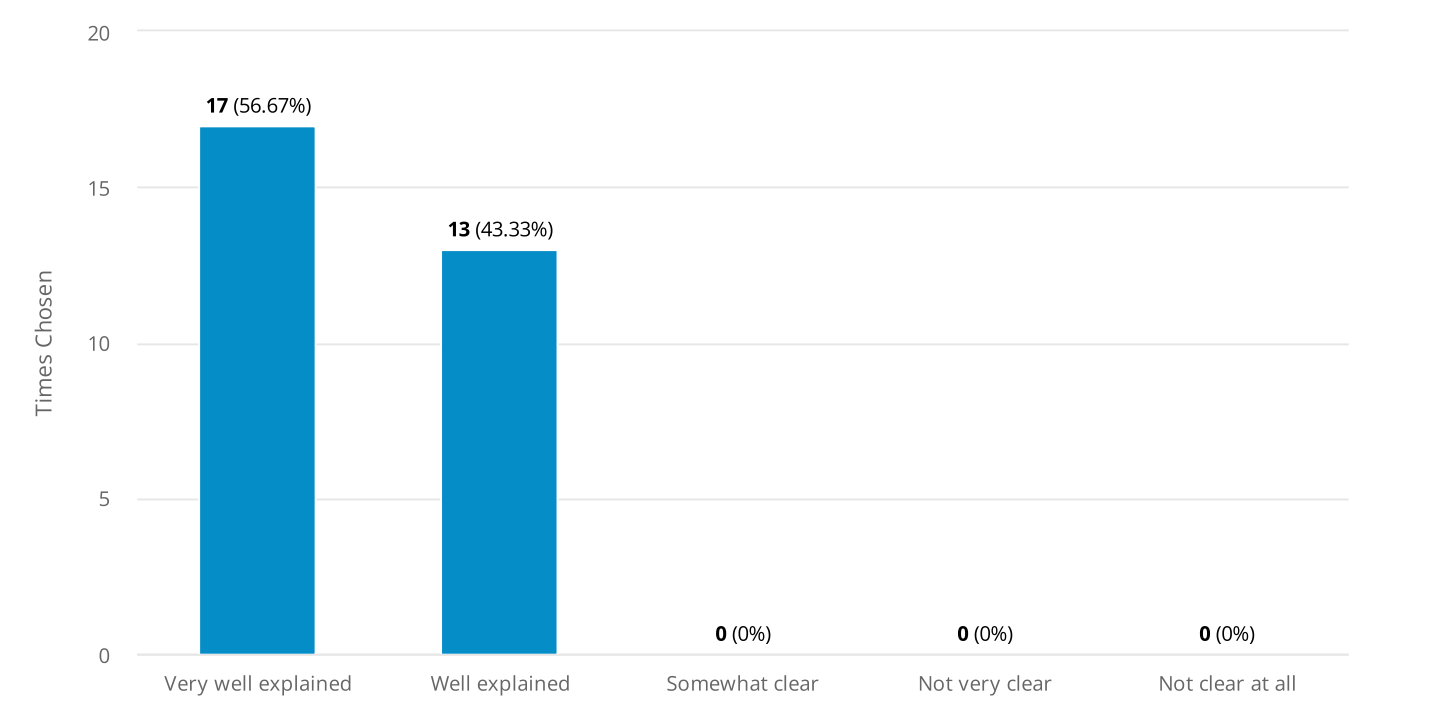
Both presentations were well done and very clear.

Nil

It was an eye opener to aspects of digital platform beyond use for only online meetings

# How well were the contents explained and made understandable?

Number of responses: 30



## At the workshop I liked the least: / I would like to recommend or improve:

Number of responses: 21

Text answers:

- Non
- 
- to have more interaction
- More detailed explanation
- Some participants did not control or mute their microphones properly, which interfered with the training and the reception of the content by other participants. I expect greater engagement from some of African partner universities.
- The length of time wasn't enough to assimilate all.
- I recommend the off line version of the teachings shared
- Some knowledge on digital learning equipment would be welcomed, even throught case studies.

Improvement in network availability.

More time should be given to questions and answers.

All sections were interesting.

None

OK

Nil

I recommend that more trainings to be done in future

Increased hands on participation by registered participants and should be engaged actively as the workshop progresses.

I have no recommendation

-

no comment

Nil

All aspects of online teaching tools were clearly demonstrated

### **At the workshop I liked most: / The following parts were very helpful for me:**

Number of responses: 21

Text answers:

All

-

new tools to work with students

Step by step teaching

Indication of practical application of the tools that were demonstrated.

The assignments helped me to learn better.

The teachings was very interactive

debates and shareable experiences

Stating the main objectives and specific objectives, and how to spread the tasks are helpful to me.

The discussion, question and answer

All the parts were very helpful.

The entire content was helpful

OK

The contents

Microlearning as a modern method of education in the digital world.

Exposure to new digital and on-line tools.

Interesting aspects that were presented and discussed to this workshop improved my knowledge and skills regarding the E-learning and use of digital tools.

-

no comment

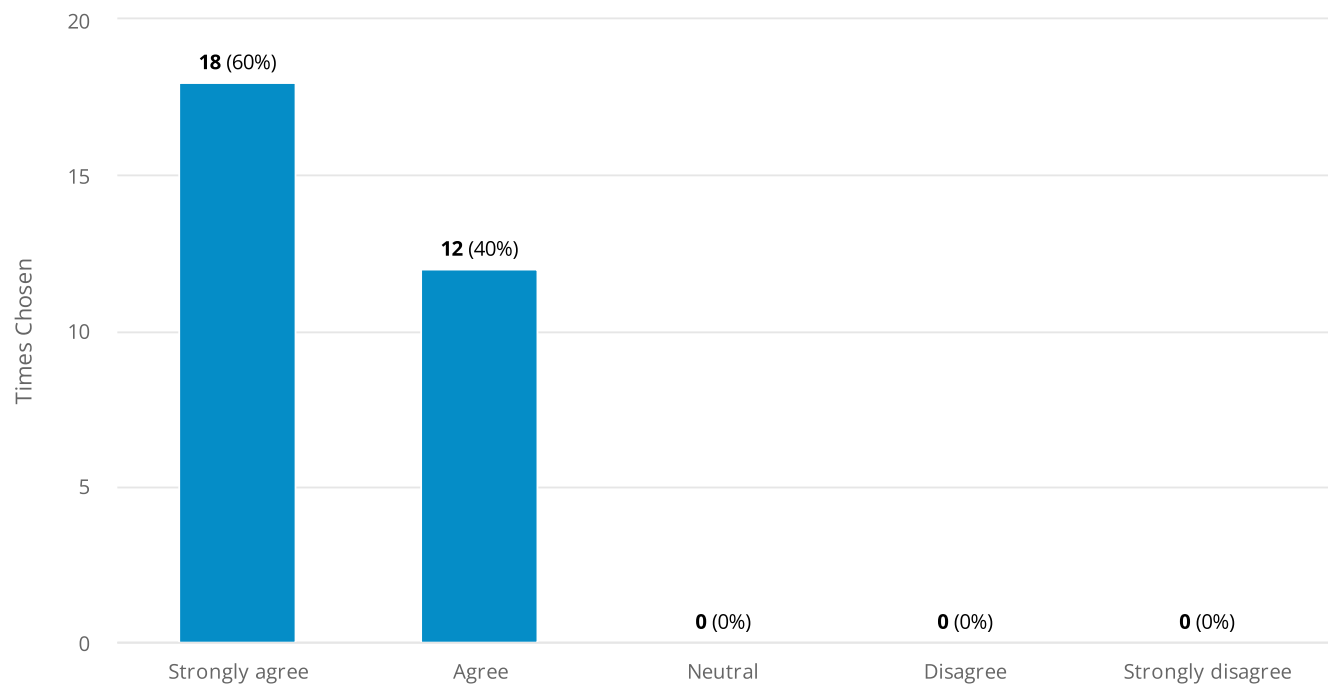
Nil

The white board sharing embedrd in the digital learning platforms



Overall, the workshop and the coverage of this topic was useful and relevant.

Number of responses: 30



I would rank the workshop series with the following number of stars:

Number of responses: 30

