

OCTOBER 2020



QUEEN RANIA TEACHER ACADEMY  
أكاديمية الملكة رانيا لتدريب المعلمين

# ONLINE LEARNING EXPERIENCE AT QRTA

*Results and Ways Forward*

# EXECUTIVE SUMMARY



This report illustrates the evaluation results which Queen Rania Teacher Academy (QRTA) conducted to measure the quality of its online learning programs experience accelerated as a result of the COVID-19 pandemic.



The evaluation investigated the different programs at QRTA including:

Teacher Education  
Professional Diploma (TEPD)

School Network Program (SNP)

Advanced Instructional  
Leadership

Continuous Professional  
Development (CPD)



Overall, results of the evaluation provided compelling evidence that both QRTA beneficiaries and the academic team members were satisfied with the quality of QRTA online learning programs experience.

QRTA beneficiaries and the academic team members found online learning experience beneficial, productive, and it provided a valuable opportunity in online learning despite all the challenging circumstances they faced which were mainly:

- Availability of stable and proper internet connection.
- Technical problems with computers.
- Difficulties in using the technology tools and e-learning platforms.

# EXECUTIVE SUMMARY

Training programs' quality satisfaction measures covered items including:



E-learning platforms used such as QRTA's Virtual Learning Environment (VLE), Google Classroom, and Zoom



Training programs content and organization



Trainers' qualifications and interaction with trainees

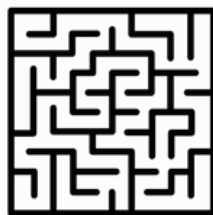


Change in beneficiaries' levels of knowledge and skills

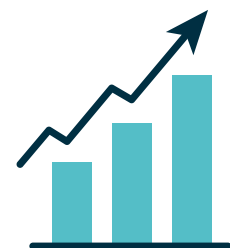
The evaluation identified:



Successes



Challenges



Areas of improvement

# EXECUTIVE SUMMARY

Main results of online learning experience:

TEPD

- The average satisfaction of student teachers (STs) from all subjects with online learning sessions was at 74%.
- The average satisfaction of STs live discussions with academic advisors was at 76%.

TEPD most beneficial components of online learning experience:

- Live discussions via Zoom with their academic advisor.
- Feedback provided by their academic advisor.
- The "LEARN" activities they took during online sessions which supported their learning.

SNP

- 93% of teachers were highly satisfied and satisfied with the quality of the online training workshops.
- Post-assessment results showed that beneficiaries' level of knowledge increased and ranged between 85% and 81% as a result of the online training workshops compared to the pre-assessment results.
- 66% of SNP respondents mentioned that during the online training period they applied what they have learned with their students.

# EXECUTIVE SUMMARY

## AILPD

- 89% of AILPD principals were satisfied with the quality of the online training workshops.
- Pre-assessment results showed that the overall level of knowledge before the training was on average at 55%, and it increased to 82% after completing the training workshops.

## CPD

- Feedback of workshops showed that the CPD online courses improved participants' knowledge in the different topics and introduced new experiences
- Beneficiaries' level of satisfaction was on average at 91%, and pre-assessment results showed that their overall level of knowledge was on average at 62%, and it increased to an average of 88% as a result of the online courses.

## QRTA Academic Team

- QRTA's academic team reported a high satisfaction with the online learning experience which ranged between 100% - 75% for TEPD, and between 100% - 93% for SNP, AILPD, and CPD.
- The team stressed that online learning is feasible, easy to access, saves time, effort, and resources compared to face-to-face training
- The team explained how the online learning is learner-centered and provides the learners with more time to deepen their knowledge and skills.
- The team reported that the learners attended 90% and more of the training sessions which indicates their commitment to learning.

# EXECUTIVE SUMMARY

The evaluation concluded the following:

- QRTA beneficiaries and the academic teams were satisfied with the quality of online learning experience. Also, there was a positive increase in QRTA beneficiaries' knowledge levels as a result of the different trainings.
- QRTA beneficiaries and the academic teams found online learning experience more flexible, more learner-centered, made learners more responsible for their learning, and encouraged them to start developing improved skills in using technology in education.
- QRTA beneficiaries were able, to some extent, to apply the new practices they gained from the training workshops in their schools.
- More online learning activities and more subjects can be considered as part of the online training model at QRTA.
- Converting to fully online during the pandemic was smooth as QRTA programs had espoused a blended learning approach during the past years, and the online component within QRTA programs has existed and been developing each year with growing focus on getting beneficiaries to become more proficient users of learning management systems and educational technology tools.



Based on these evaluation findings and conclusions this evaluation recommends establishing a comprehensive technology solution for QRTA online learning programs. The evaluation also recommends scaling up QRTA online learning models and expand to develop more blended and online courses to cover more subjects and topics. Also, providing QRTA beneficiaries and QRTA academic team members with professional development opportunities to further utilize education technology applications in education to track the latest trends and best practices in online learning. The evaluation also recommends developing foundational technology knowledge of QRTA teams to provide support to beneficiaries, and enhance existing online learning communities through activities to build peer support mechanisms for learners at QRTA. Also, consider possible and available online solutions with low infrastructure requirements to accommodate for different users' needs.

# INTRODUCTION

## Background information

Queen Rania Teacher Academy (QRTA) was launched in 2009 in partnership with the Ministry of Education (MOE) to offer professional development programs for teachers in accordance with the educational needs in Jordan and the Arab World.

QRTA aims to lead the advancement in the quality of teaching and the promotion of excellence in education in Jordan, and the region. QRTA's mission is to enable every educator to positively influence the future generation of Jordan and the Arab World by spearheading teacher professional development.

Since its inception, QRTA has invested heavily in strategic partnerships with world renowned academic institutions and was able to draw on such partnerships to build capacity and raise the knowledge of an experienced team of academic experts.

The team of experts at QRTA is able to develop educational professional development programs that are designed according to world trends and best practices, also they are used to remote working mechanism since they work with different academic experts who live outside Jordan.





# RATIONALE

The education sector is one of the important sectors that is highly affected by the pandemic. According to UNESCO statistics COVID-19 affected around 72% of the world's students and led to a disruption of education globally with either complete or partial closures of educational institutions. From 1.3 billion students around the world, more than 98 million in the Arab countries were affected.





Also, according to a study done by UNESCO: “the impact of COVID-19 crisis on the monitoring of learning in the Arab States”, an observation was that education in the southern hemisphere was affected less compared to northern hemisphere including the Middle East and North Africa (MENA) region. This is because the scholastic year was found to be generally different between the two hemispheres, where in three quarters of all countries around the world including Jordan, the crisis occurred in the second half of the school year, with students advanced in their current grades and had to suddenly stay home and find ways to learn and obtain access to online learning; while in one quarter of countries, mainly in the southern hemisphere, the pandemic occurred near the start of the academic year, preventing timely entry of students into their new grades and consequently were effected less.

It’s also clear that countries, even though they applied measures to continue learning, still there were many challenges mainly because the culture of self-learning and online learning is still not as strong among all involved parties including teachers, school principals, the student’s themselves and their parents. This was also escorted with technology skills and infrastructure challenges. UNESCO statistics and studies , for example, showed that availability of computers and internet connection as well as percentage of internet users in Arab countries is still low. For example, percentage of homes that had computer devices was 51.9%, percentage of homes that had internet connection was 57.1%, and percentage of individuals using internet was 51.6%.

During the lockdown and even after the beginning of gradual opening resumed, most countries agreed on the importance of continuing learning remotely and using technology solutions where necessary. In Jordan, closure of educational institutions including schools, universities, and training institutions started since mid-March 2020, during the second semester of the 2019/2020 scholastic years, and the government announced that learning would continue online for both schools and universities, and teaching and learning gradually transformed to online.

MOE and most of the education institutions in Jordan have launched e-learning platforms to meet learners and students' needs and resume curriculum delivery. Therefore; QRTA has also decided to mitigate the effect of the closure on its different training programs and its operation, and all QRTA trainings, operations and day to day activities were converted to remote working and full online training and learning. To ensure the success of this experience, QRTA, and prior to official announcement of lockdown which became expected similar to several other countries around the world, started working on a contingency plan that focused on converting its training programs full online mode as well as provided its staff with the appropriate needed tools to be ready to complete their work remotely as efficiently as possible. These tools for example included Microsoft Teams, Google Meets, and Zoom as platforms for distance meetings and synchronous interaction based on their advantages of being user friendly and powerful enough to support the team needs. Academic teams at QRTA also either maintained using the existing online training platforms such as the Virtual Learning Environment (VLE) that QRTA use in the delivery of its pre-service program and expanded using Google Classroom in the delivery of its in-service programs. Moreover, QRTA inserted more technology applications such as Zoom to engage and interact with beneficiaries and each other, therefore; majority of the planned training workshops and activities for QRTA beneficiaries were delivered.



## Transformation to Online Training and Learning

QRTA programs had espoused a blended learning approach during the past years, and the online component within QRTA programs has been developing each year with growing focus on getting beneficiaries to become more proficient users of the online platforms and the various applications used in teaching and learning at QRTA. Therefore; converting to online during the pandemic was smooth.

In the case of the TEPD, to create a consistent and effective learning experience for the STs and ensure the best full online teaching and pedagogy for the session structure based on the available technology infrastructure and learner abilities and access needs, the TEPD academic team used the existing VLE for asynchronous sessions. To allow STs to reflect and discuss session materials, synchronous discussions were scheduled through Zoom to enhance deeper learning and understanding. To ensure a consistent learning sequence, the sessions used the approach “Learn – Apply – Reflect” where STs will start acquiring knowledge through “Learn”, then use knowledge meaningfully and showing understanding through “Apply” and finally reflecting on their learning through essential questions and Zoom live discussions in “Reflect”.

Also, academic teams for both SNP and CPD worked hard to continue the training workshops by adjusting and adapting SNP workshops and short courses’ activities to be delivered through a full online training and learning mode. During the first stage, a lot of discussions and continues professional development sessions were done among the team members to ensure the best designs and online training delivery modes. The main goal of the adjustments was to ensure that all the participants’ needs were met, and that the planned outcomes were achieved.



## Transformation to Online Training and Learning

Many tools of communication with participants were used; videotaped presentations using LOOM application, online tasks and assignments, interactive online sessions, and WhatsApp chats. To maximize the benefit of the online training, beneficiaries had to also be trained on how to use these tools, and the academic teams were sharing among themselves their experiences of designing training materials online, reviewing and reflecting on the ongoing feedbacks coming from the field through the Monitoring and Evaluation (M&E) Department, discussing effective digital tools that can be used, and identifying assessment and follow up techniques that work best for the online training approach. Moreover, the academic teams were provided with opportunities to attend international webinars and conferences that enabled them to reflect on training activities in the light of best practices in the world of online training and learning.

During the online experience, more interaction educational technology tools were also utilized such as Google applications (forms, slides, docs, drive, meet), dry lab, Microsoft Teams, Seesaw, Padlet, Tangrams, fractions bar, GeoGebra, and others. SNP academic team also conducted a professional learning community (PLCs) workshop for all SNP beneficiaries to help participants use certain protocols in planning their meetings to analyze and discuss successful or challenging lessons, lesson plan, videotaped lesson, and students' work, and the beneficiaries shared their findings with all SNP trainees using Google Meet. Moreover, the academic teams for both SNP and CPD conducted online reflective meeting to reflect on what beneficiaries have learnt and applied so far, and continuously discuss any needed adjustments in the way of delivering online training workshops to immediately enhance the following online workshops.



## Transformation to Online Training and Learning

In addition, the SNP academic team started virtual school visits by having virtual classes for some teachers who were able to get some students in their virtual classroom, and when students were not available, teachers delivered their lessons to their colleagues which they saw as an opportunity to apply what they are learning but at the same time share knowledge, experiences, and lessons learned. During these virtual visits SNP QRTA academic team provided teachers with one to one support and feedback, which allowed beneficiaries to know that they are applying what they are learning in the most efficient and effective ways.

Moreover, AILPD academic team worked on expanding the existing online component of the diploma to accommodate full online training and learning by adopting synchronous and asynchronous models using Google Classroom and Google Meet. The team worked on building a consistent, predictable modules structure to help principals get oriented to their new virtual learning environment. Module three objectives and criteria for success were clearly stated and the resources were uploaded for principals to explore such as: readings, content videos for instructors, texts etc. Consequently, the team created opportunities for individual work that encourage independent learning and promote reflective thinking. In addition, several opportunities were designed for the participants to collaborate and work together through discussion threads, Google documents, video conference, etc.

Also, the AILPD academic team were supporting the learning of the participants by interactive online sessions and providing effective and continuous feedback on their work. By the end of the module, school leaders were engaged in performance assessments that required them to implement strategies and approaches that have been taught in the online learning sessions.

## Importance of the Evaluation

To measure the quality of the online learning programs experience at QRTA, and how satisfied QRTA beneficiaries were with this experience. QRTA collected data from different sources including: STs, teachers, principals, and QRTA academic team. Also, continuous feedback cycle and reflective meetings among the QRTA teams enabled a clear record on performance and effective reflections on the experience.



## Evaluation Methodology Purpose of the Evaluation

Provide QRTA management and team members, as well as QRTA's partners and stakeholders with evidence-based information about the quality of online learning experience for QRTA's different training programs and activities including TEPD, SNP, AILPD, and CPD. In addition, identify areas of success and areas of improvement to guide future planning.



## Design of the Evaluation

Post evaluation design was used, and both quantitative and qualitative data was collected from QRTA beneficiaries and QRTA academic team by using post training feedback questionnaires that were designed for the different target groups.



# Design of the Evaluation

The quantitative data was collected using four and five Likert-scale questions as well as some Yes and No questions and multiple selection questions. In addition, qualitative data was collected through some open-ended questions. Also, ongoing reflective meetings among the M&E team and the different QRTA team members including the academic teams, the education technology team, strategic planning and business development, as well as QRTA management, took place to discuss findings on timely basis and plan required remedial actions before the beginning of the following training activities for the different programs.

The different domains which questionnaires covered for the online learning experience were as follows:

QRTA beneficiaries' questionnaires collected data around:



Quality of the online learning sessions on e-platforms



Quality of the online learning programs and live discussions on e-platforms



Satisfaction of trainers' qualifications and interaction with beneficiaries



Change in knowledge levels



Technical issues faced during online learning experience



Most effective parts of the online learning experience

# Design of the Evaluation

The different domains which questionnaires covered for the online learning experience were as follows:

QRTA academic team questionnaires collected data around:



Quality and satisfaction of the online learning experience



Benefits of online learning experience compared to face-to-face



Online learning activities which had limited benefit to beneficiaries



Technical issues academic team faced during online learning experience



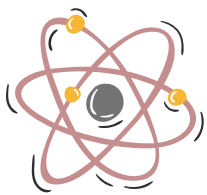
# RESPONDENTS' CHARACTERISTICS

## TEPD 4TH Cohort



992

Student Teacher



Science  
4



Arabic  
257



Early Grades  
372



Math  
213



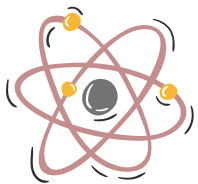
English  
146

Out of 992 STs in the TEPD, 812 completed the questionnaire which represents a high response rate of 82%.



51

Academic Team



Science  
1



Arabic  
11



Early Grades  
17



Math  
11



English  
11

Out of 51 TEPD academic team members, 49 completed the questionnaire which represents a high response rate of 96%. Response rate of the TEPD academic team among the different subjects was: 100% of Science, Arabic, Early Grades, and Mathematics, and 82% of English.



# RESPONDENTS' CHARACTERISTICS

## SNP | AILPD | CPD



All teachers enrolled in the SNP (140) filled post workshops training feedback including: Science (25), Arabic (27), Mathematics (33), English (25), and Social Studies (30).



All 105 principals enrolled in AILPD filled post workshops training feedback.



Post workshop feedback was collected from a sample of 254 participants from the different CPD online short courses, and 194 from the CPD webinars.



All of academic teams (19) from SNP, AILPD, and CPD completed the academic team questionnaire which represents a 100% response rate.



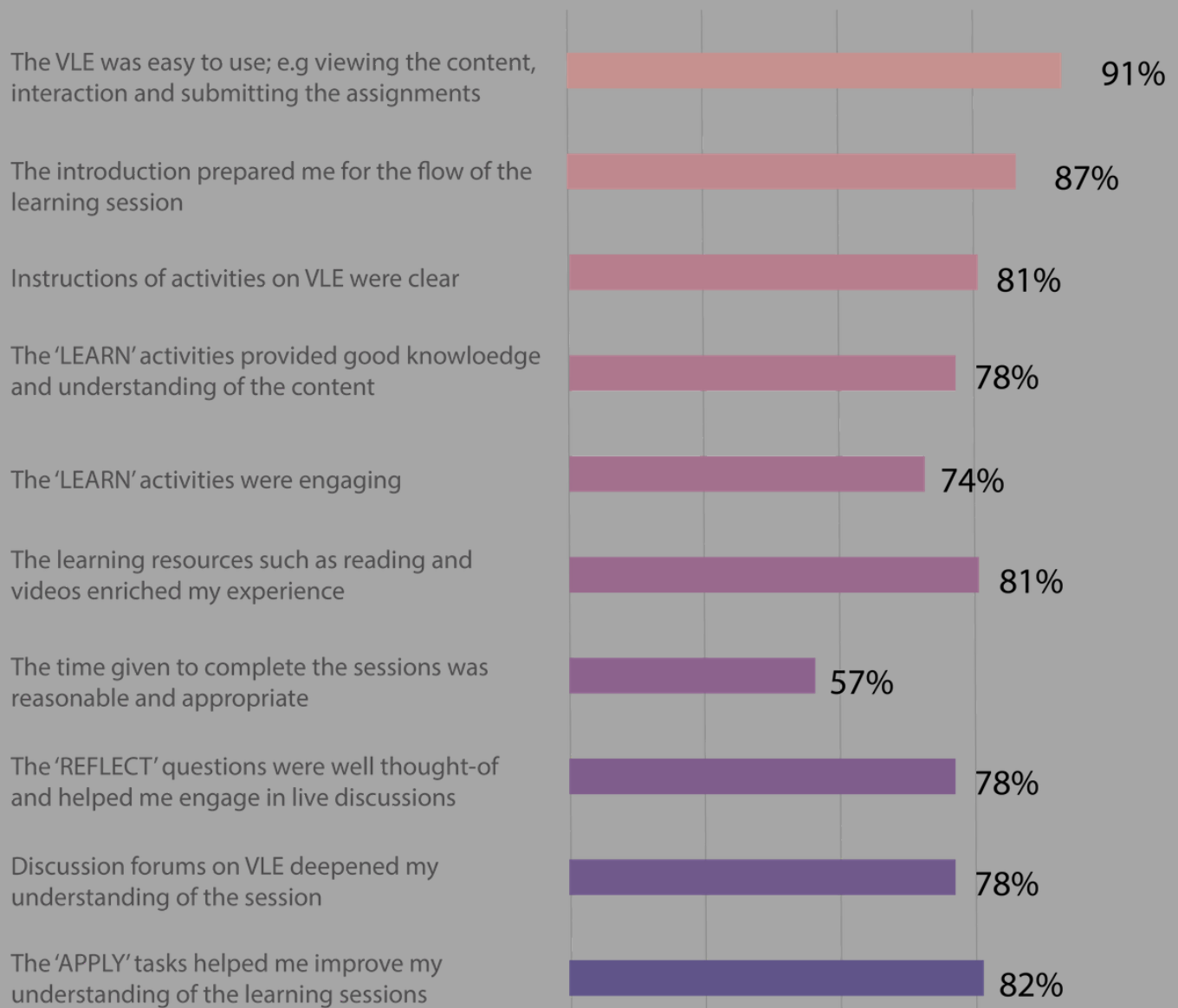
## Key Findings

Overall, the results of the evaluation provided compelling evidence that both QRTA beneficiaries and academic team members were satisfied with the quality of the QRTA online learning experience. They found it useful, beneficial, productive, and provided a learned opportunity in online learning despite all the challenging circumstances they faced. In the below sections, we provide a summary details of data analysis results that support key findings of the evaluation for the different programs.

# Teacher Education Professional Diploma (TEPD)

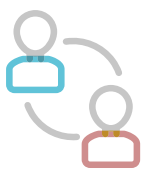
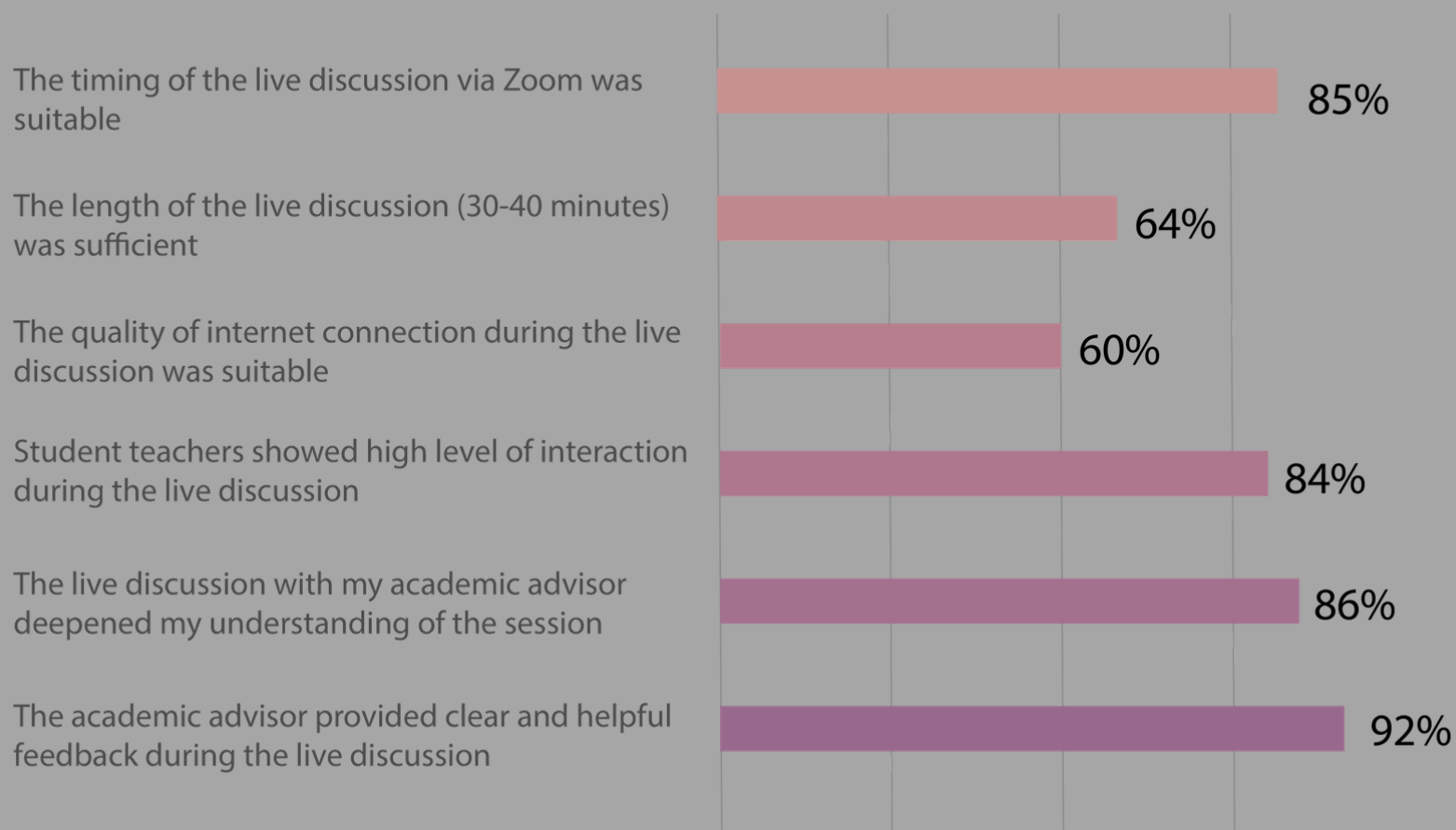
At the time the lockdown started, student teachers have already completed their learning journey in module one and most of module two except for the inquiry unit. Therefore; the online sessions of inquiry were developed and delivered online through the VLE along with Zoom live sessions adopting both synchronous and asynchronous approaches. Both STs and TEPD academic team have reported high satisfaction levels of quality for the online learning experience throughout the different components as follows:

## STs' Satisfaction of Online Training and learning Sessions on VLE





## STs' Satisfaction of the Live Discussion via Zoom

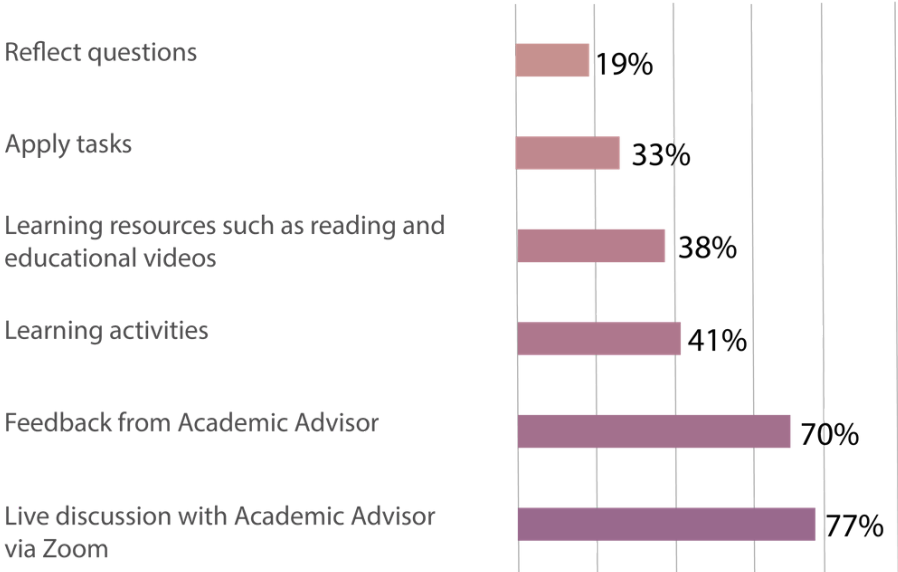


Also, the evaluation results showed that the academic team for the TEPD across all the subjects reported a high satisfaction with the online learning experience which ranged between 100% and 75%. Overall, majority of TEPD academic team (98%) said that their STs attended 90% and more of the training sessions which indicates their commitment to learning.

# TEPD Most Beneficial Parts of Online Learning Experience

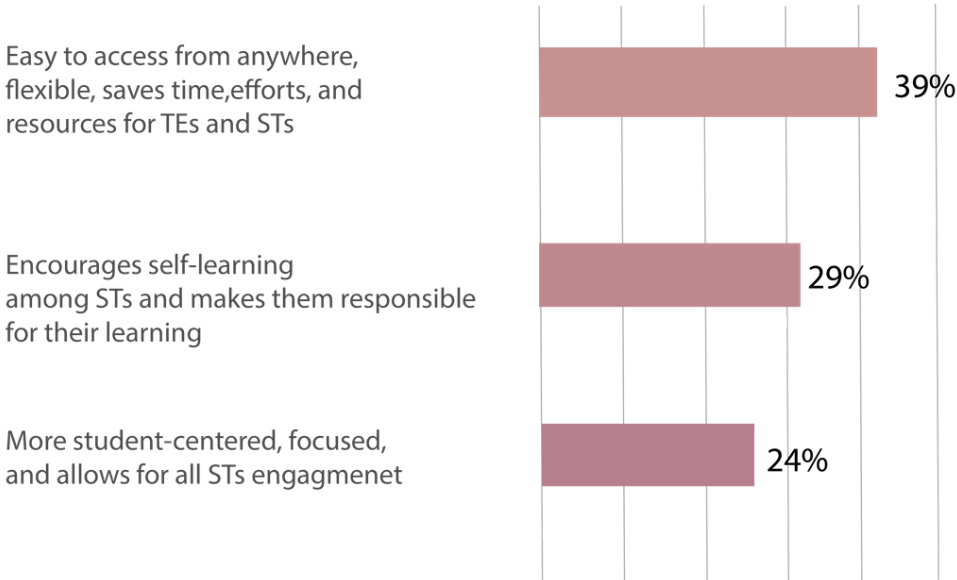
Data analysis results of STs responses to the most beneficial components of the online learning experience showed that 77% found that live discussions via Zoom with their academic advisor was the most beneficial, followed by feedback provided to them by their academic advisor (70%), and the “LEARN” activities they took during the training (41%).

## STs - Most Effective Parts of Online Training and Learning



TEPD academic team also stressed the benefits of online learning where 39% reported it's feasible, easy to access, and saves effort and time, 29% explained how online learning experience encouraged self-learning among STs and made them more responsible for their learning, and 24% mentioned that its' more student-centred and allows for all STs engagement.

## TEPD Academic team - Most Benefits of Online Training and Learning

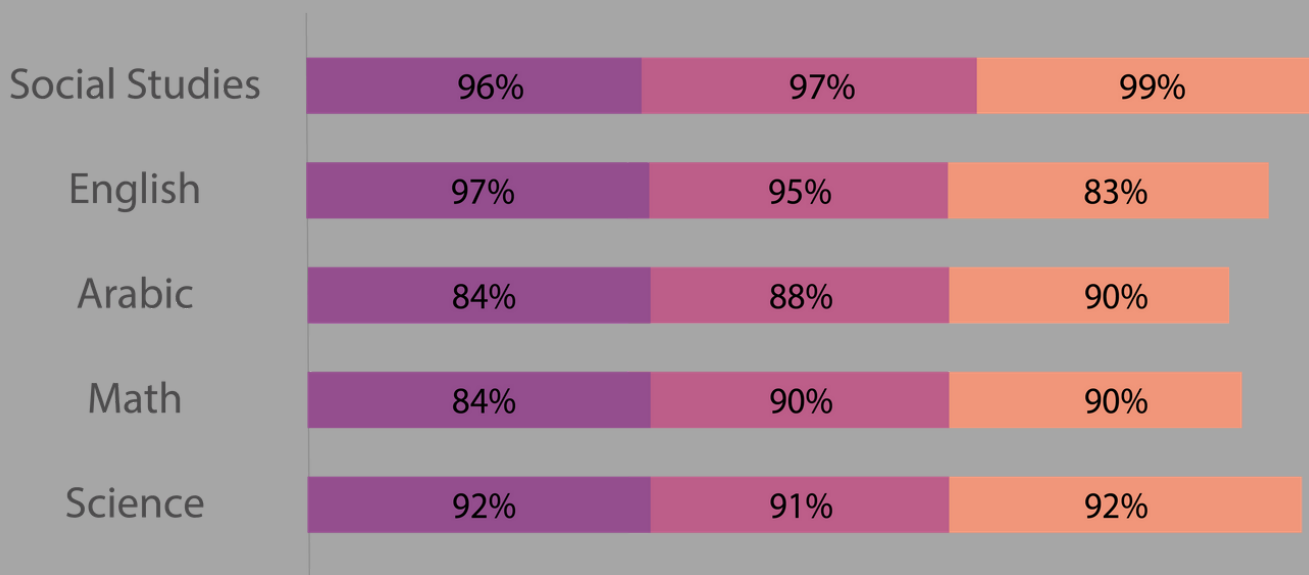





# School Networks Training Program (SNP)

Most of SNP workshops were already ongoing and were delivered face-to-face, and when the lockdown started the rest of the workshops were concluded online. Online SNP workshops activities were implemented through Google Classroom.

Data Analysis results showed that SNP teachers from all the subjects (Mathematics, Science, English, Arabic, and Social Studies) reported a high satisfaction with the online learning experience which was on average at 93% (94% females, 92% males). Details of data analysis results throughout the different components are as follows:

## Teachers Satisfaction of Online Learning Sessions on Google Classroom



-  The E-Learning platform was easy to use e.g viewing the content and submitting the assignments
-  The discussion prompts in the training program through the E-Learning platform provided good level of interaction between the trainees
-  The video calls through the E-Learning platform enhanced the trainees learning process and their interaction with the trainer

# School Networks Training Program (SNP)

## Teachers Satisfaction of Training Program

The discussion activities, that were included in the training program, were designed to stimulate the thinking about the training content



The learning resources such as readings, videos, and links that were included in the training program have enriched my experience in relation to the training program objectives.



The training program content included variety of activities and tasks which consider different learning styles



The training program contained different and interesting ways of presenting the content



The training program content provided me with skills I can use in my work



The training material made a valuable contribution to my learning and knowledge



The training objectives were achieved by its conclusion



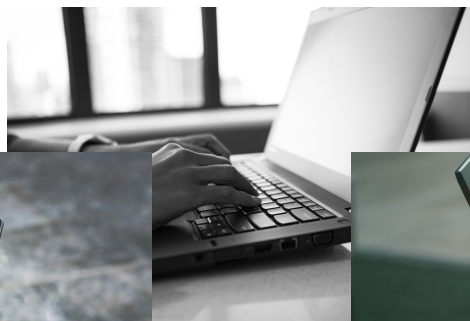
The objectives were explained clearly at the beginning of the training program



The schedule of assignments and activities was clear for the distance training program



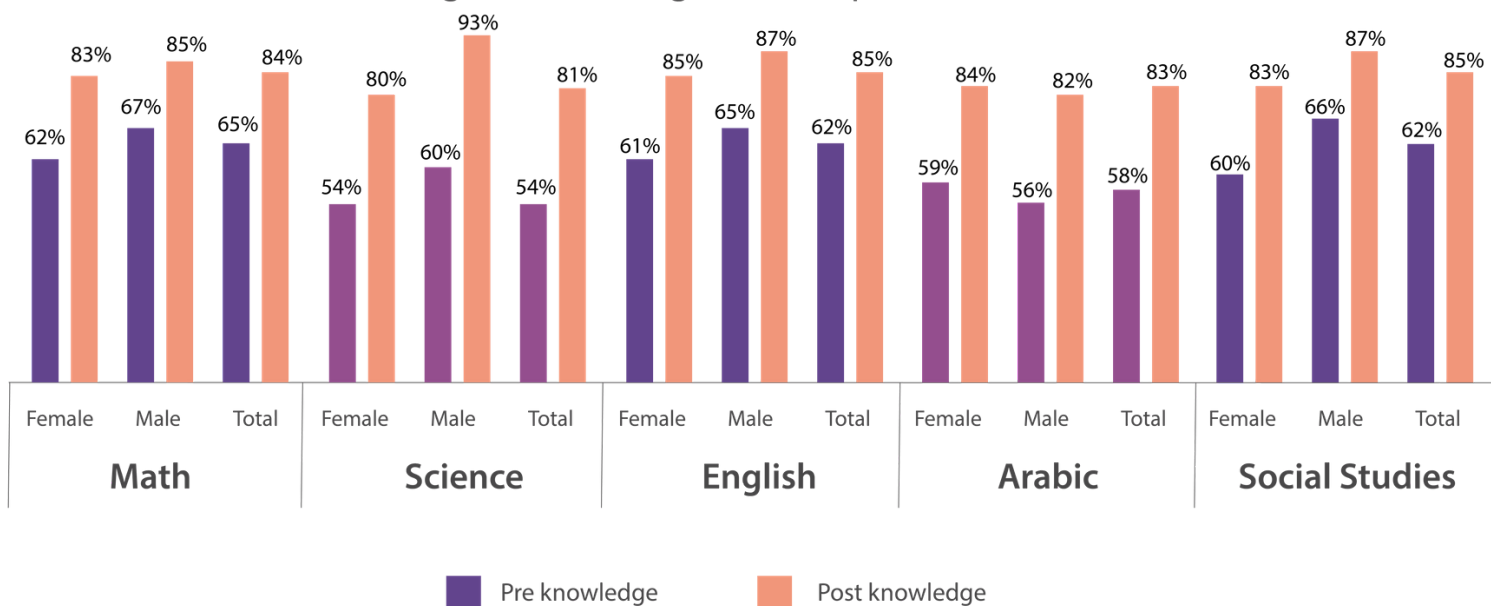
Science
  Math
  Arabic
  English
  Social Studies



# School Networks Training Program (SNP)

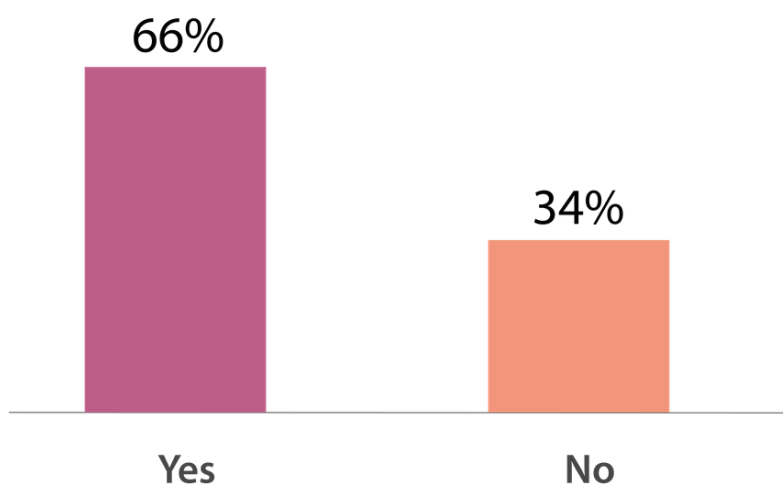
Data analysis results showed a positive change in teachers' knowledge and the learning they gained from the different training program workshops. Pre-assessment results showed that teachers' average level of knowledge across the five subjects ranged between an average of 65% and 54%, and after completing the training workshops, post-assessment results showed that the level of knowledge increased and ranged between an average of 81% and 85% which is considered high.

Change in Knowledge-Pre and post Assessments



Also, 66% of SNP respondents mentioned that during the online training period they applied what they have learned with their students.

Application of Teaching Practices by Teachers

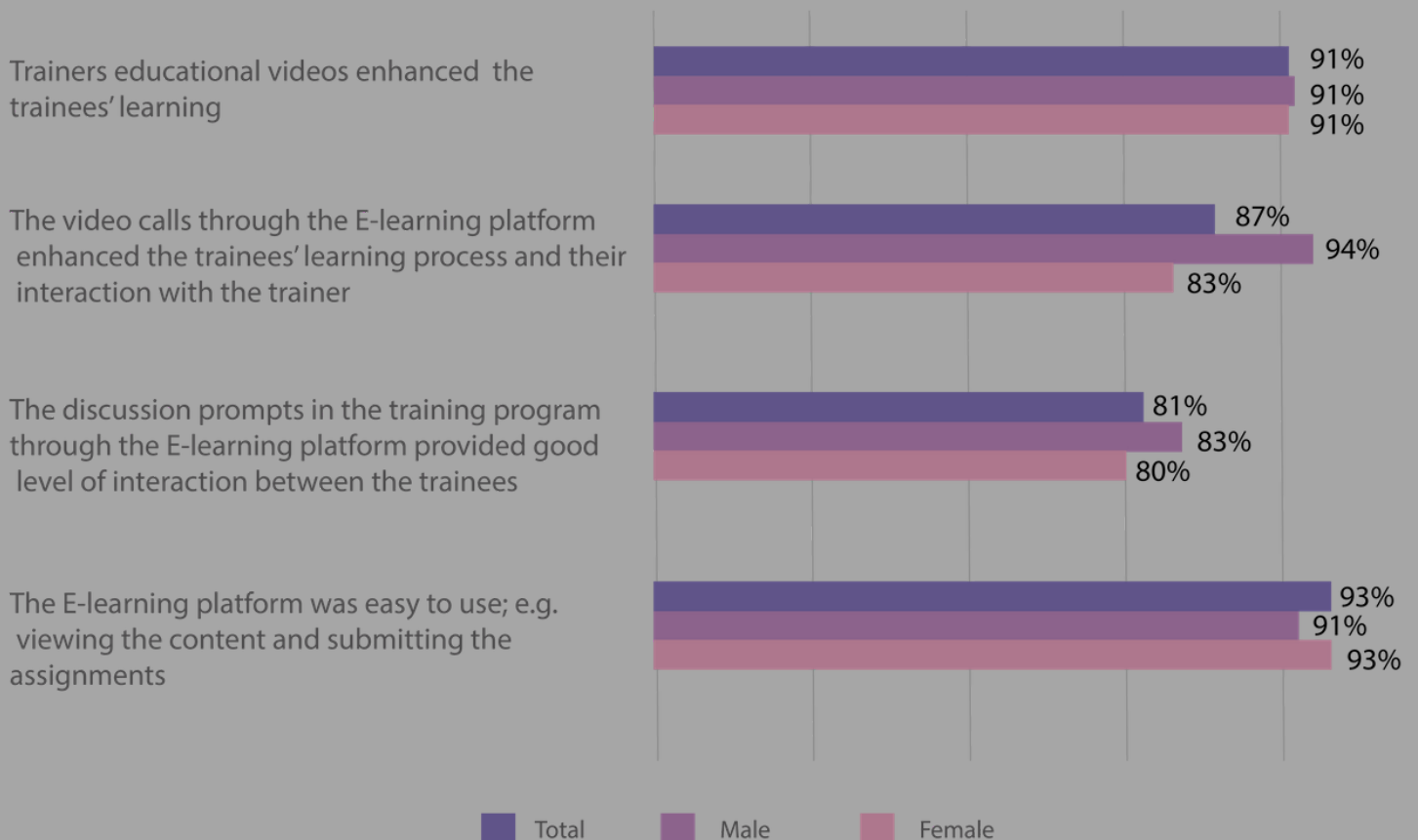


# Advanced Instructional Leadership Professional Diploma (AILPD)



When the lockdown started, module three workshops were already ongoing and were delivered face-to-face for three groups out of four participating in the diploma. The only group that started the online learning experience for AILPD was the Northern region group. Module four workshops were then fully delivered online for all four groups participants across the three regions. Data analysis results of all collected feedback showed that the percentage of principals who were satisfied and highly satisfied with ADLIP online learning experience was 89% (89% females, 90% males). Details of data analysis results throughout the different components are as follows:

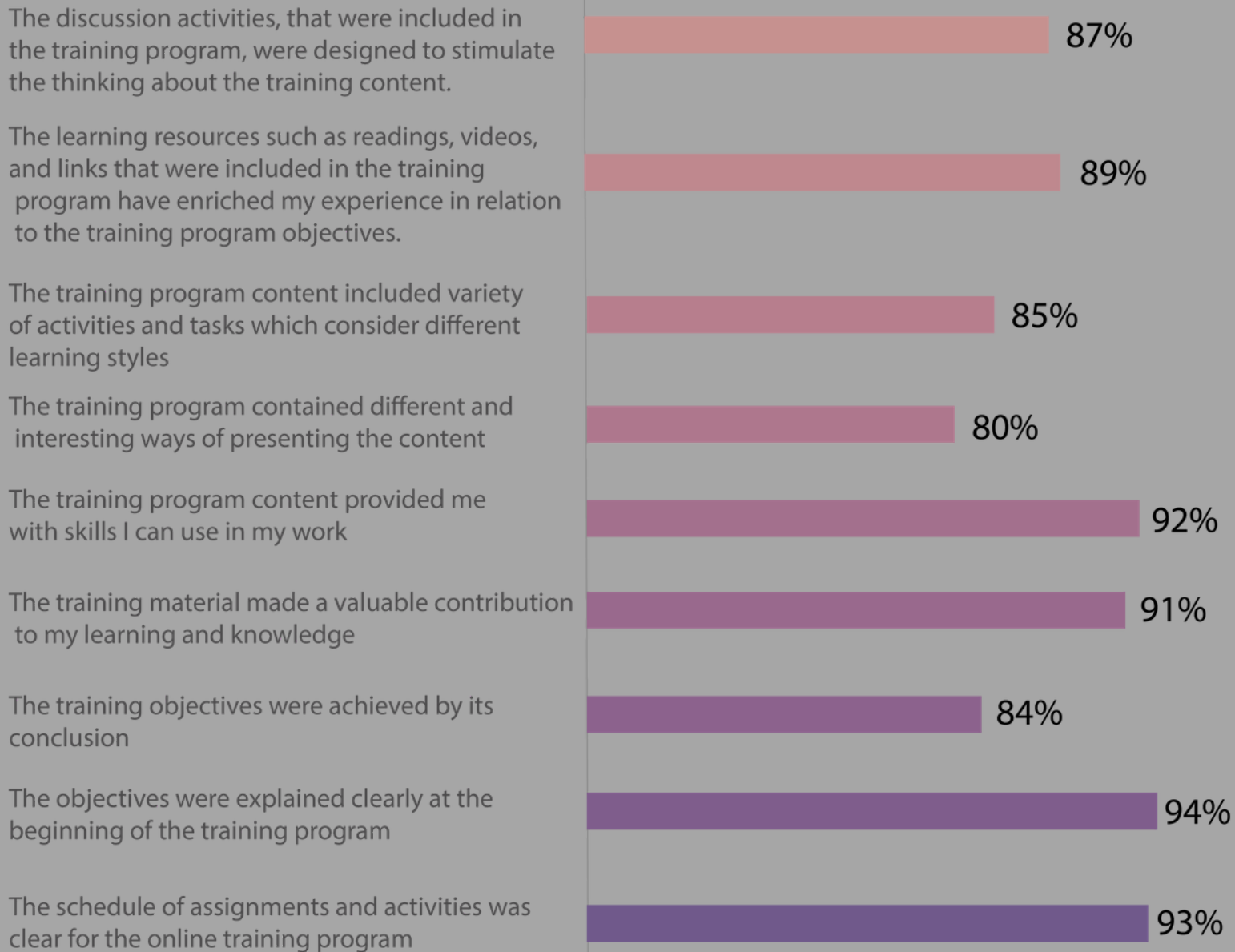
## Principles Satisfaction of Online Training on Google Classroom





# Advanced Instructional Leadership Professional Diploma (AILPD)

## Principals' Satisfaction of the Training Program



# Advanced Instructional Leadership Professional Diploma (AILPD)

## Principles Satisfaction of Trainer

The trainer provided clear and helpful feedback on your assignment, which helped you to learn better



The trainer showed a high flexibility and ability to adopt the training program content to meet trainees needs and deepen their expertise



The trainer is in-depth about training topic



The trainer showed high communication skills during the online video calls, group discussions, answering the questions...etc



■ Total    ■ Male    ■ Female

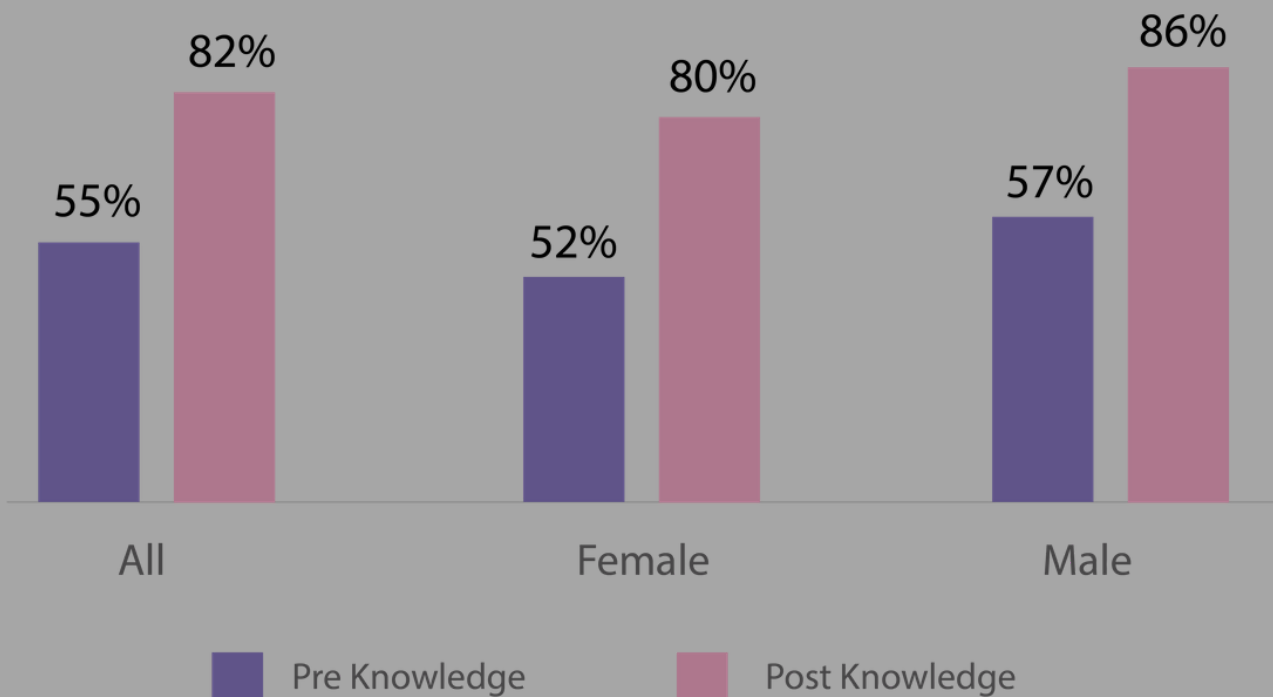


# Advanced Instructional Leadership Professional Diploma (AILPD)



Data analysis results showed a positive change in principals' knowledge and the learning they gained from the training workshops. Pre-assessment results showed that principals' overall average level of knowledge before the training was on average at 55% (females 52%, males 57%). After completing the training workshops, post-assessment results showed that the average level of knowledge increased and was on average at 82% (females 80%, males 86%).

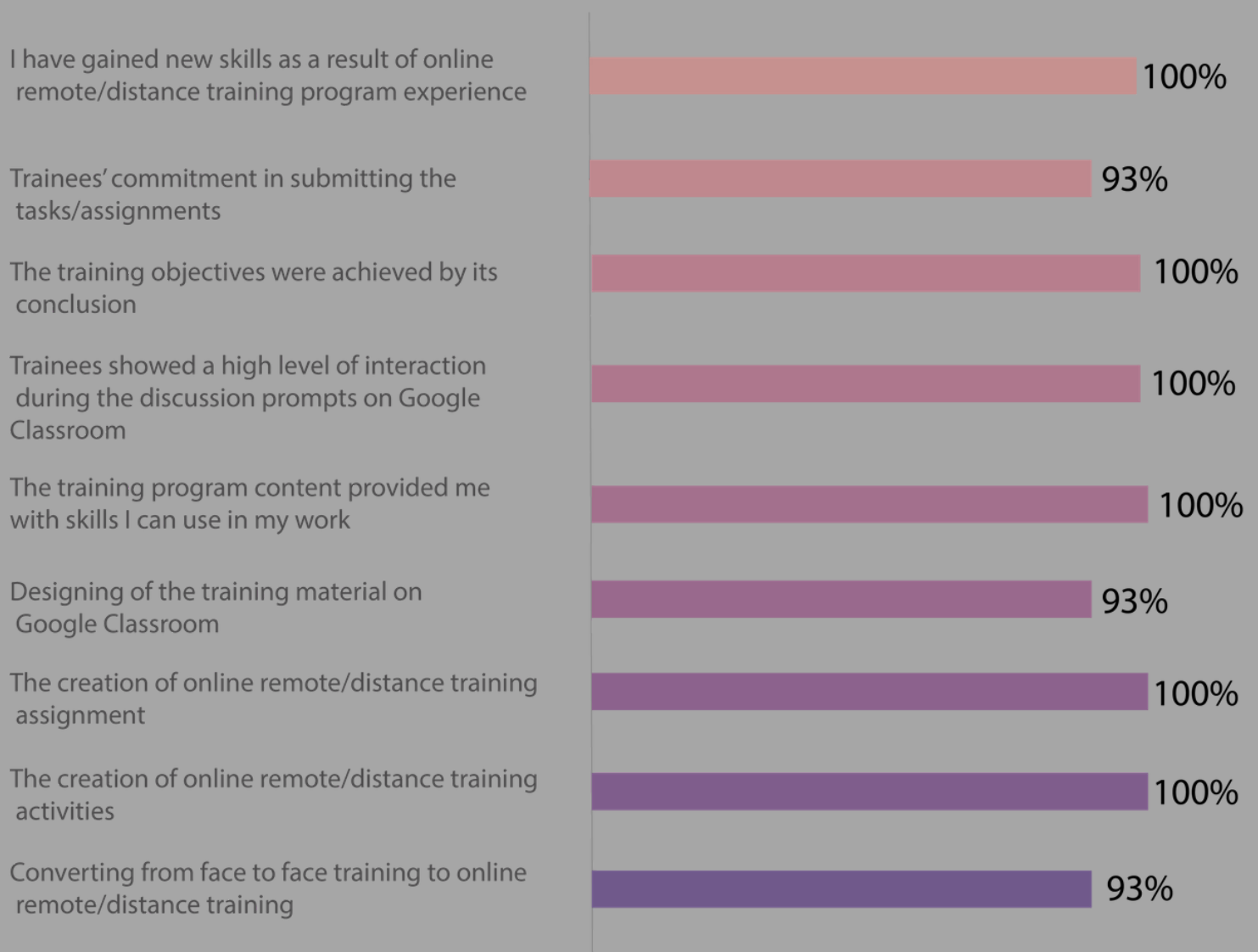
## Pre-Post Knowledge Change for Online Training



# SNP and AILPD Academic Teams Satisfaction of Online Learning Experience

SNP and AILPD academic teams reported a high satisfaction with the online learning experience which ranged between 100% and 93%. Also most of the academic team (87%) said that the trainees attended 90% and more of the training sessions which indicates their commitment to learning.

## Academic Team Satisfaction of Online Training and Learning



# Technical Challenges of Online Learning Experience

Data analysis results of reported technical challenges showed that 53% of teachers, 62% of student teachers, 47% principals, 43% of TEPD academic team and 73% of the SNP and AILPD academic teams said that they faced technical challenges.

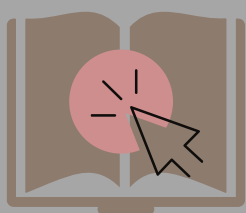
These challenges were mainly:



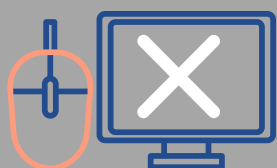
Availability of sufficient and proper internet connection.



Technical problems with the computers which obstructed the training programs.



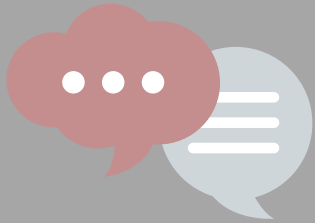
Using e-learning platforms such as (Google Classroom) for online learning. This was expected as it's something new and had to be suddenly used once lockdown was activated where in normal circumstance they would have took training on how to use it.



Lack of technical resources; many of learners reported that they don't have personal computers and they used their mobiles to complete the training program.

# Technical Challenges of Online Learning Experience

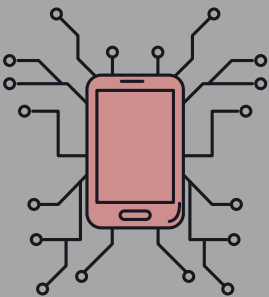
Teachers other challenges:



Difficulties in communicating with the students as many of them do not own computers and internet connection.



Difficulties in fully applying what they have learned of instructional practices remotely with their students. This is because the whole online learning experience came suddenly due to COVID-19 and no solid previous knowledge in this area exists.

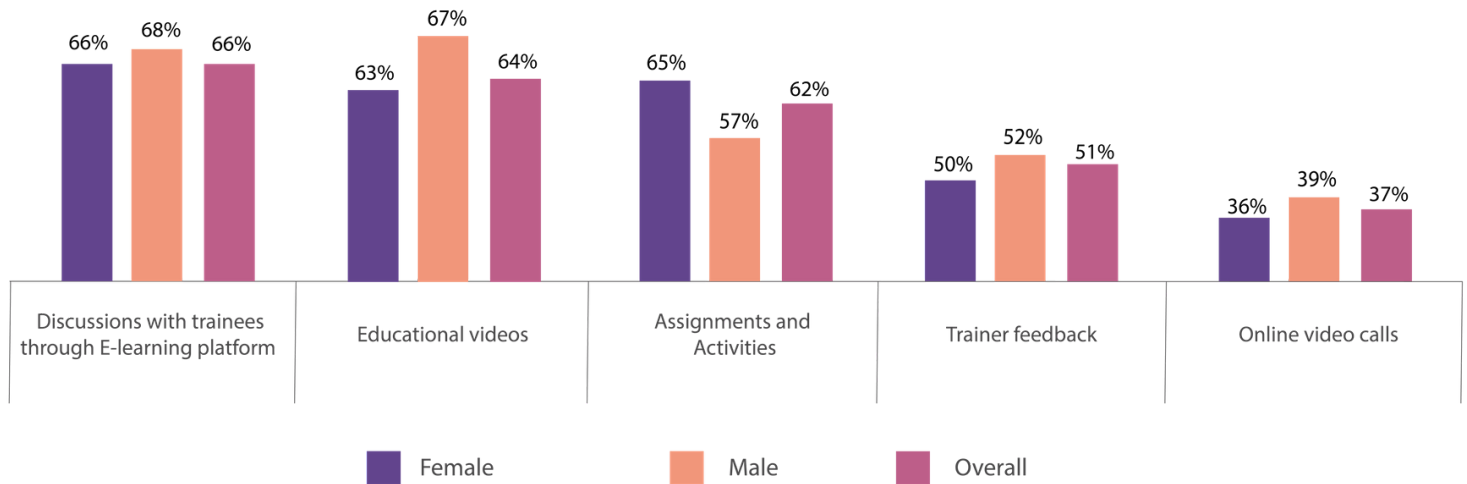


Poor technology skills and ability to use educational technology applications to utilize its' benefits in a suitable manner.

# SNP and AILPD Most Beneficial Parts of Online Learning Experience

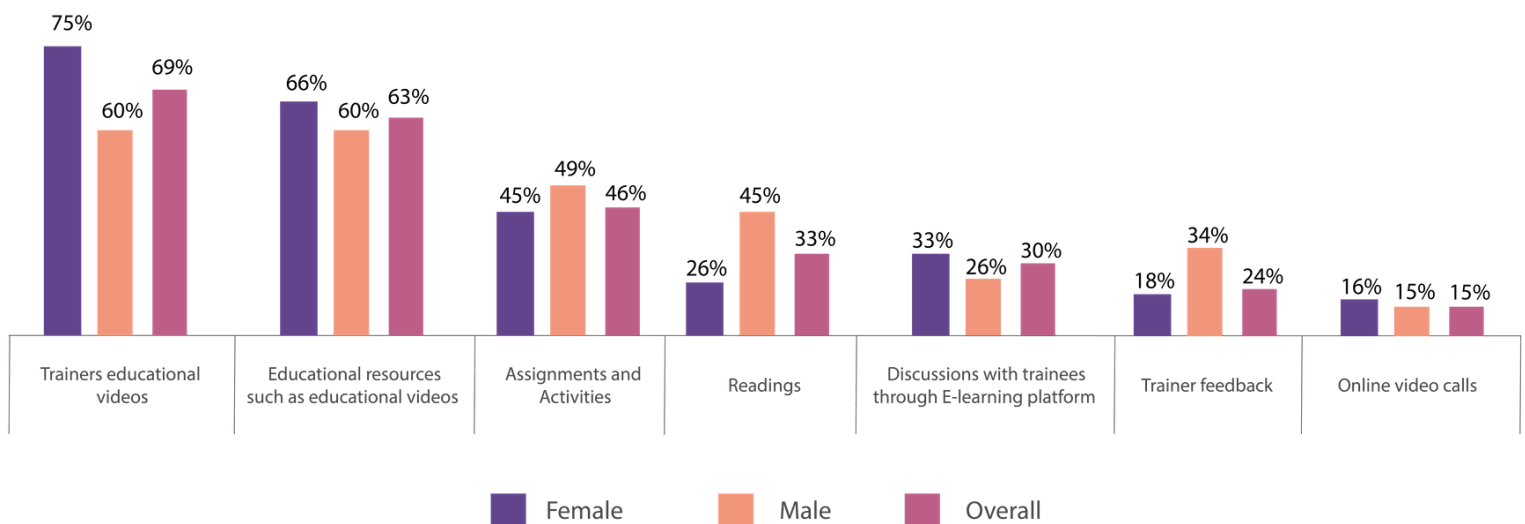
Teachers' responses to most beneficial components of SNP online training showed that 66% of teachers found that discussions via Google Classroom with the trainees was the most beneficial, followed by the educational videos that were shared with the trainees (64%), then assignments and activities trainees did during the training workshops (62%), trainers' feedback (51%) to trainees on their work, and lastly the online video calls (37%).

Teachers - Most Beneficial Parts of Online Training and Learning



Also, 69% of principals found that the trainers' educational videos that were shared with them were the most beneficial, followed by the educational resources such as the educational videos (63%), then the assignments and activities trainees (46%), the readings (33%), the discussions with trainees via Google Classroom (30%), trainers' feedback to trainees on their work (24%), and lastly the online video calls (15%).

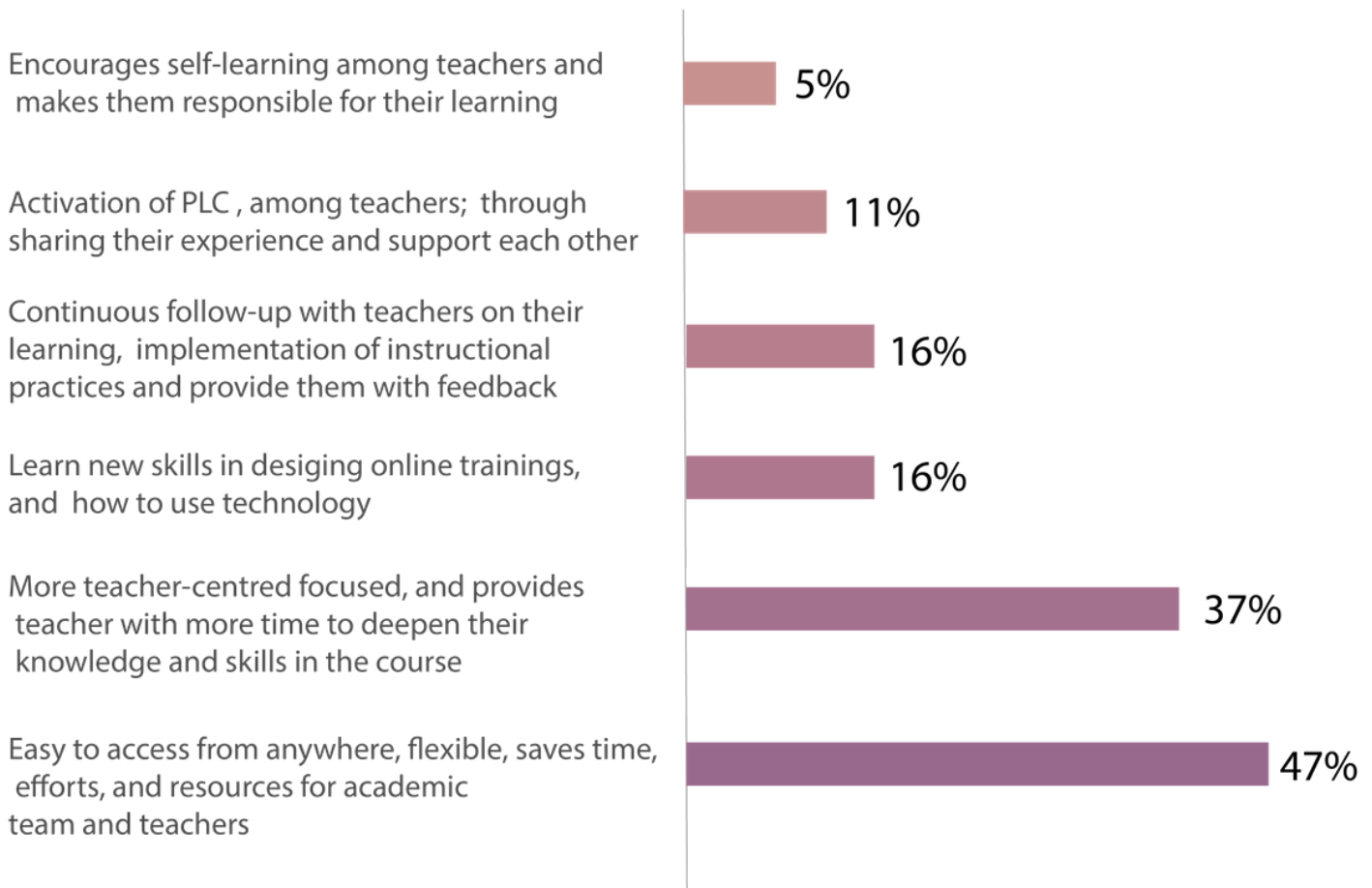
Principals- Most Beneficial Parts of Remote Learning



# SNP and AILPD Most Beneficial Parts of Online Learning Experience

47% of the academic team found that online learning is feasible, easy to access, saves time, effort, and resources compared to face-to-face training. 37% reported that it is learner-centered and provides teachers with more time to deepen their knowledge and skills in the training as they are able to go back to the recorded sessions and to the uploaded readings when needed. Also, 16% mentioned that they learned how to design online trainings, and how to use technology applications. 16% explained that online training allowed them to better follow-up with teachers on their learning and implementation of the new instructional practices as well as provided them with feedback on their work. Moreover, 11% reported that professional learning communities (PLCs) were initiated among the teachers where they were sharing their experiences and supported each other's learning process via Google Classroom. Only 5% mentioned that online training encouraged teachers' self-learning and made them more responsible for their learning.

## Academic Team - Most Benefits of Online Training and Learning



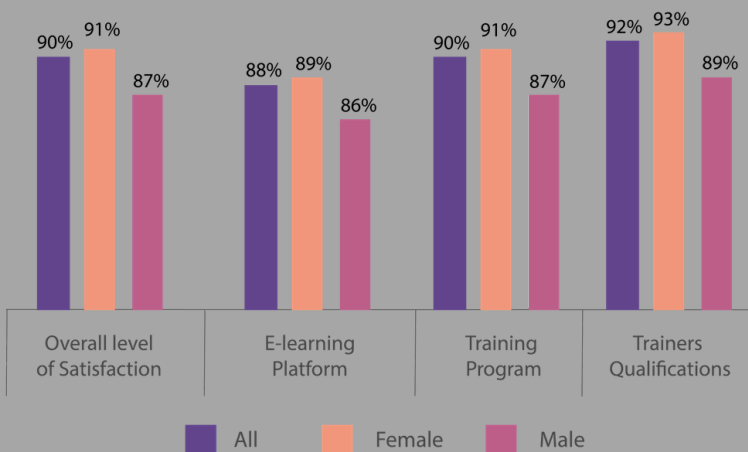


# Continious Professional Development (CPD)

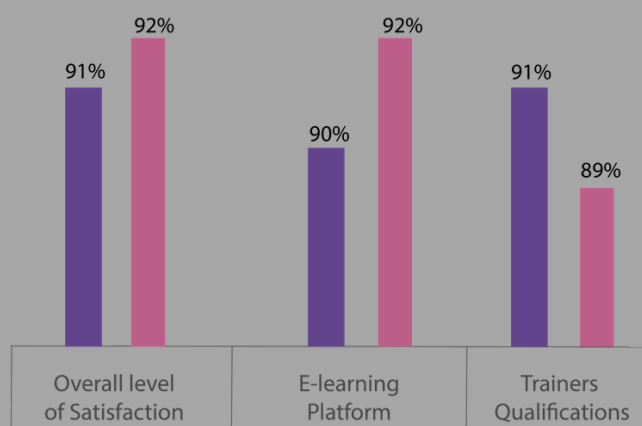
All CPD activities which includes short courses and webinars were also converted to online delivery approach. Data analysis results of all collected feedback for all the CPD activities showed that the CPD online training courses improved participants' knowledge in the different topics and they were very satisfied with the quality of the online training activities and the knowledge they gained from them.

Level of satisfaction for local online short courses was 90% (91% female, 87% male), for the local webinars (89% female, 93% male), and for the regional webinars 91% (91% female, 95% male).

Level of Satisfaction- Online Short Courses (Local)

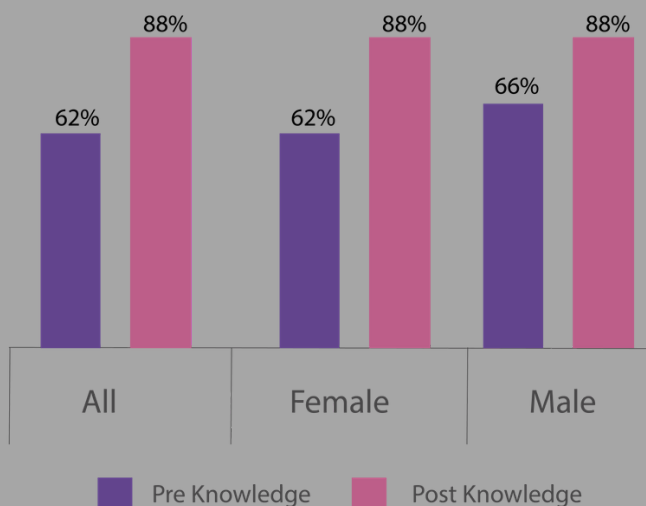


Level of Satisfaction-Webinars



Pre-assessment results for online short courses showed that the level of knowledge before the training was on average at 62% (females 62%, males 66%). After completing the training workshop, post-assessment results showed that the level of knowledge increased and was on average at 88% (females 88%, males 88%).

Change in Knowledge - Online Short Courses



# CONCLUSION

Both QRTA beneficiaries and the academic teams were satisfied with the quality of the online learning experience, and the positive increase in knowledge levels as reported by the beneficiaries by the end of the different training program workshops.

Both QRTA beneficiaries and the academic teams found online learning experience appropriate to promote self-paced learner-centered professional development, which is an important factor in professional development, especially in online mode.

Both QRTA beneficiaries and the academic team improved their skills in using technology applications in education as a result of this experience.

Both QRTA beneficiaries and the academic teams found online learning experience more flexible approach, more productive and efficient, and saves time and resources.

QRTA beneficiaries were able, to some extent, to apply the new practices they gained from the training workshops in their schools; nevertheless, more application is expected during the scholastic year.

Evaluation results indicated that more online training and learning activities and more subjects can be considered as part of the online training model at QRTA.

# CONCLUSION

In addition, the evaluation results indicated that shifting from face-to-face training to online mode during the COVID-19 pandemic went smoothly as QRTA programs had espoused a blended learning approach during the past years, and the online component within QRTA programs has been developing each year with growing focus on getting beneficiaries to become more proficient users of learning management systems and educational technology tools.

As full online learning solutions were born out of an emergency response, and the fact that there was not much room for readiness in terms of systems, policies, or choosing the suitable platform or technology applications for transforming from partial to full online learning, the results of this evaluation provide a learning opportunity to benefit from the emergency online learning experience and inform planning in similar emergency situations in the future, invest in QRTA employees to develop their technology skills and train them on how to design online professional development programs, as well as derive ideas for QRTA's future online training offerings.



# RECOMMENDATIONS

- ✓ Establish a comprehensive technology solution for QRTA online learning programs.
- ✓ Scale up QRTA online learning models and expand to develop more blended and online courses to cover more subjects and topics.
- ✓ Provide QRTA beneficiaries and QRTA academic team members with professional development opportunities to further utilize education technology applications in education.
- ✓ Develop foundational technology knowledge of QRTA teams to provide support to beneficiaries.
- ✓ Enhance existing online learning communities through activities to build peer support mechanisms for learners at QRTA.
- ✓ Consider possible and available online solutions with low infrastructure requirements to accommodate for different users' needs.
- ✓ Further integrate and complement different departments efforts by sharing experience and learning from each other.
- ✓ Create a central plan while balancing between the team time and workload needed to convert QRTA training programs' content and materials into online programs and maintaining QRTA quality and standards.