

Kampala Linqed Annual Workshop May 2016

Evaluation

Summary

Positive	To improve
<ul style="list-style-type: none"> - international group, inter-culturally, diversity - good group dynamic, high level of participant involvement, interactivity - topics covered: critical thinking & education research, collaborative learning & group work 	<ul style="list-style-type: none"> - time management, .f.i. limit number of topics, limit travel time (logistics), timing of tasks - clear task instructions what to do - provide material before the workshop (workshop guide, manual, ...)

Detailed feedback

Positive/strengths	Suggestions/to improve
<ul style="list-style-type: none"> - I really learn a lot from the workshop in terms of mental development, social skills. - I have got an international experience to have a collaboration with my similar and above universities. Thank you very much. 	<ul style="list-style-type: none"> - It would have been good to discuss all points taking sufficient time.
<ul style="list-style-type: none"> - Jyotna's involvement! Super - Variety of topics - Trips to UMU and getting to know the University 	<ul style="list-style-type: none"> - Get more members involved in training sessions - Less difficult to reach location - Time management
<ul style="list-style-type: none"> - The collaborative learning - The topics covered / critical thinking, educational research) - The whole organization 	<ul style="list-style-type: none"> - Time management in the sessions - bidding for annual workshop & concrete plans - Time management to improve - Logistic arrangement to be ensured
<ul style="list-style-type: none"> - Sessions and group work -> enhanced learning - International perspect to local context - The hospitality 	
<ul style="list-style-type: none"> - most members of the network know each other so it leads to a nice, friendly atmosphere from the start - some sessions led/prepared by network members -> ownership - good group dynamic - many interesting exercises - many group works 	<ul style="list-style-type: none"> - writing group work instructions remains a challenge - time keeping: during group work we did not always know how much time (or about what time) we had. (when the schedule had changed due to delay) - many group works
<ul style="list-style-type: none"> - going out group work & team building work - structured group work with clear instructions 	<ul style="list-style-type: none"> - minimize Ppt with long list - Clear instruction what to do - No delay of the programme - Use less printing for some ITM
<ul style="list-style-type: none"> - The new topics introduced most ex... making group works effective, debate as 	<ul style="list-style-type: none"> - to be hosted in better and quieter environment

method of teaching and educations research were good concepts	- local members to be facilitated more in transport
- Compared to previous workshops, there has been ample (4 days) time to stimulate thinking on critical issues: e.g. how to organize an argument. - G/wrk activities esp debate can be adopted immediately.	
- provision of instant feedback, i.e. peer to peer, group to group was very useful in clarifying issues - high level of participant involvement	
- multi-culturally - action research - active learning activities also that teachers join to small groups as they were one more	- have measure of the outcomes (publications, curriculum improvement, teaching trained established with ? - development of joint programs with people with similar interests of different ?
- workshop strategies excellent - topics were empowering	- improve on communicating instructions for activities (verbal, written) - time was usually not enough for some aspects of activities
- not just Ppt - Group work - Team work	- online phase (before) - Members prior involvement in small teaching part of workshop - educational leadership
- addressed real investment for educational institutions - practical approaches of learning applied - collaborative learning partnership	- international - Dedicated ... ? and well planned sessions
	- Contact person alone should not decide who should participate - All proposals should be forwarded by concerned executives of the proposing institutes -
- I've got a meaningful learning from these 4 days' workshop. - I can reflect directly about my own strength and weakness. - I am encouraged to develop myself continuously.	- don't stop!
- Learning how important critical thinking and fallacies - Thesis supervision and character of supervisor - How to share knowledge and build a good argument in debate	- Provide more related material before workshop (workshop guide + module) - Better role of the facilitator - Better workshop facilities

<ul style="list-style-type: none"> - The sessions on collaborative learning & debating were extremely useful. - Some of the activities (games) were useful to learn. - There was emphasis on some interesting topics like education research & leadership. 	<ul style="list-style-type: none"> - Some of the topics like fallacies, etc. became very theoretical. We must avoid traditional PowerPoint teaching in workshops. - There could have been better ways to make people learn leadership – PowerPoint teaching was not the best & not required. - The instructions for the activities were not clearly given. Maybe we should have communicated more clearly.
<ul style="list-style-type: none"> - Sessions on group work was very informative & challenging. <ul style="list-style-type: none"> o good to experience o made me aware of being intentional about following group process - Collaborative learning ... to facilitate in teaching methods - Learn to network... something we do without reflecting on how to do it, how we do it so that we can do it better 	<ul style="list-style-type: none"> - time management... <ul style="list-style-type: none"> o some imbalances, maybe too packed programme o loss of time through travelling o not sufficient time to consider research ideas/proposals
<ul style="list-style-type: none"> - Enjoyed the innovative approach by demonstrating the concept rather than have us taught – teaching by doing – please continue - Enforcing the concept of deep learning rather than passive approach - Being student/participant focused rather than facilitator focused – however timings of sessions & management need to be improved. 	<ul style="list-style-type: none"> - Topic's too shallow and too quick for a first-time participant. Please take this into consideration. - Reduce number of topics per workshop. - When selecting participants, it should not always be the same people – Linqed should play a role in this.
<ul style="list-style-type: none"> - Enjoyed the teaching by demonstration - I liked that there were not too many participants, so it was easier to take part in discussions - I liked the diversity of the participants, who all brought their own perspectives to the meeting. 	<ul style="list-style-type: none"> - Limit the number of topics and then spend more time on each one. - Try to present related topics/have a theme for the workshop.
<ul style="list-style-type: none"> - Hands-on - Time to reflect 	<ul style="list-style-type: none"> - Not too many topics - Not specified to medical education but general - Give/write clear instructions and definitions
<ul style="list-style-type: none"> - A learning experience for both new and old members on Linqed – it makes me a better teacher but also want to learn to teach. - It was involving and engaging. I appreciated that the teacher may only need to give the process of learning and 	<ul style="list-style-type: none"> - Communication to members before the workshop should include some resource materials. - Disseminate information on topics already covered or the year work-plan early - Assessment and evaluation of the

<p>the students will put in the content.</p> <ul style="list-style-type: none"> - The teachers were well selected. 	<p>impact of what has already been done.</p>
<ul style="list-style-type: none"> - The big interaction - The new topic = educational research - Dynamic 	<ul style="list-style-type: none"> - More time in some topics, for example: cooperative learning
<ul style="list-style-type: none"> - Hands on learning experience - The Education Research was a new concept to me & so obtained new knowledge in this area. - Interactive sessions. 	<ul style="list-style-type: none"> - Could do better with time management & ... ?
<ul style="list-style-type: none"> - Networks - Knowledge sharing - Presentation methods - Meals - Dinner - Tour to UMU 	<ul style="list-style-type: none"> - Clear dissemination plan timing - Beyond Linqed proposal not discussed - Group mail not for us the participants
<ul style="list-style-type: none"> - interactive sessions - Important (& interesting & new) topics - Good environment to learn 	<ul style="list-style-type: none"> - To use only one facility (if university host is too far away) - To send material for reading with more time in advance
<ul style="list-style-type: none"> - International networks with colleagues from other countries - Innovative topics e.g. critical thinking - "Working" nature of the workshop i.e. not just PowerPoints but exercises 	<ul style="list-style-type: none"> - Better funding to enable wifi for participants
<p>How good we are taking the leadership role?</p> <ul style="list-style-type: none"> - Establish connection: not enough - Motivate others to pay more attention to quality of teaching & learning and make improvements : limited at work place, good in the workshop - Managing projects: need to take more active roles - Establish good reputation in terms of expertise - Work with a few as teams, establish trust and good dynamic 	
<ul style="list-style-type: none"> - Topic content - Synchronization game – debate & sessions – debate 	<ul style="list-style-type: none"> - time management - process to share documents during WS