

HOW LONG IS TOO LONG



Project Reference Number: 2019-1-FR01-KA203-062506

Evaluation of Joint Online Seminar on Travel and Health in North American and British literature

Students and teachers responses

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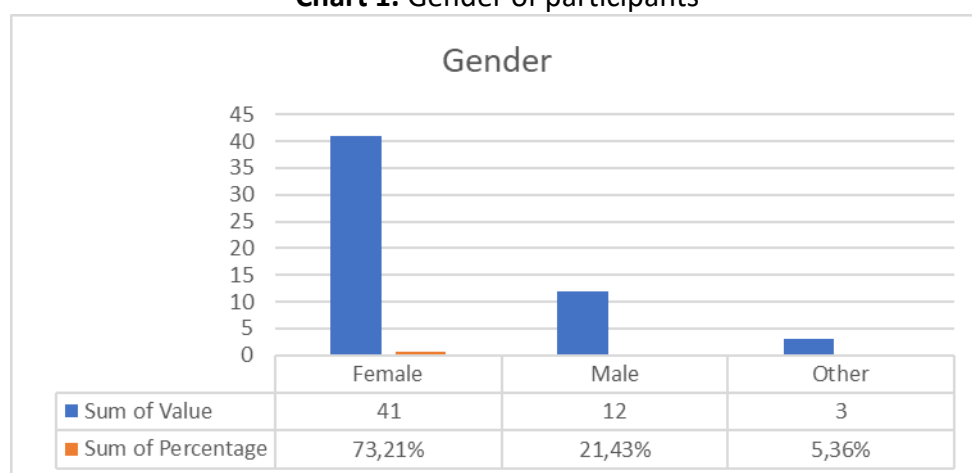
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KA203 - Strategic Partnerships for higher education

PART 1

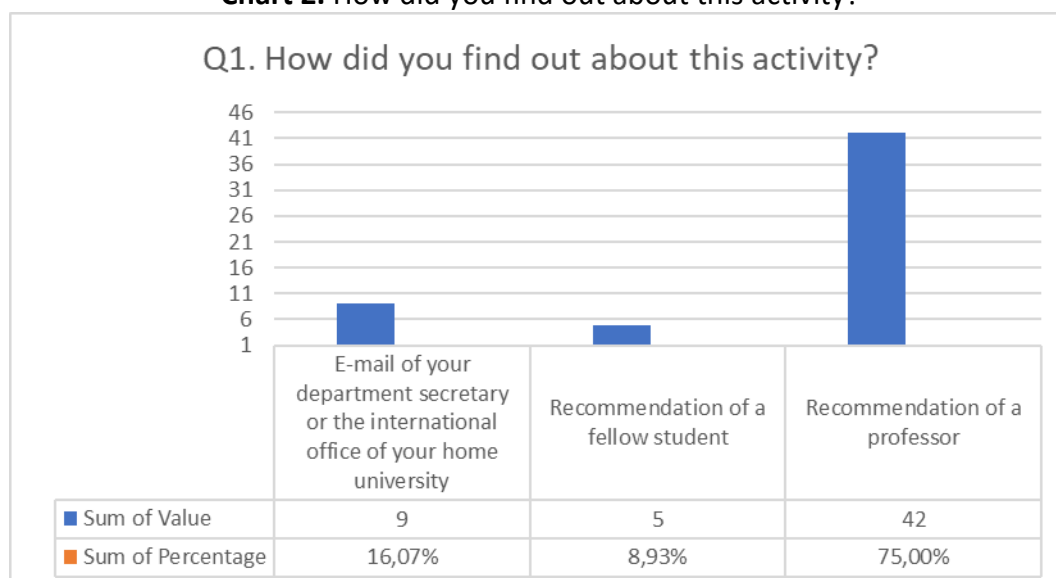
STUDENTS' RESPONSES

Chart 1. Gender of participants



The survey on the opinions of students on the course “Travel and Health Literature” was conducted in December 2020. 56 University students from University of Porto, University of Marburg and Université de Versailles Saint-Quentin-en-Yvelines (UVSQ) took part in the survey. Among participants, 41 were females (73,21%), 12 males (21,34%). Three students (5,36%) declared their gender as “Other”.

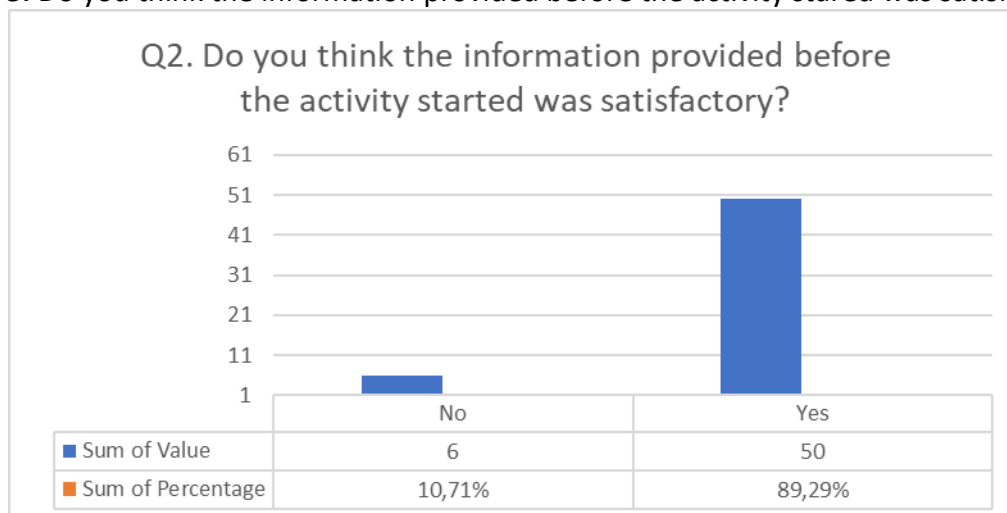
Chart 2. How did you find out about this activity?



The first question that was asked in the survey referred to the opinion about the course “Travel and Health Literature”. In relation to finding out about the course, 42 students (75%)

received the recommendation of a professor, 9 students (16,07%) received an e-mail from their university (department secretary or international office of home university), and 5 students (8,93%) received a recommendation of a fellow student.

Chart 3. Do you think the information provided before the activity started was satisfactory?



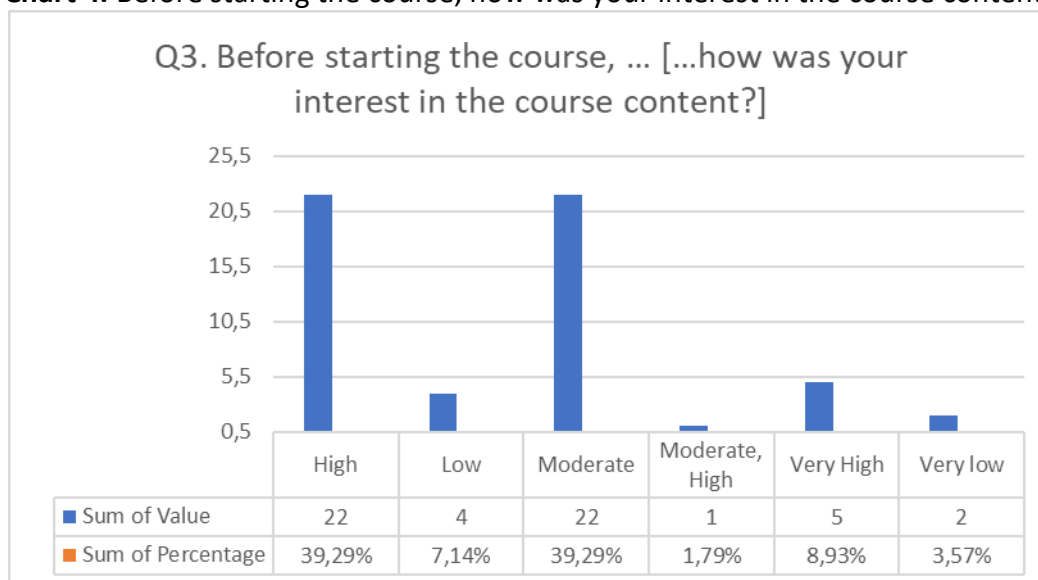
Regarding information about the course, students were also asked to give their opinion: if information provided before the activity started was satisfactory. 50 students (89,29%) answered yes, and 6 students (10,71%) were not satisfied with the information provided.

In an open-ended question, we asked for suggestions about how to improve information dissemination about the course. Students suggested mainly to provide more time to think about the opportunity to participate in the course, and highlighted the need for details on the course.

Examples of students answers:

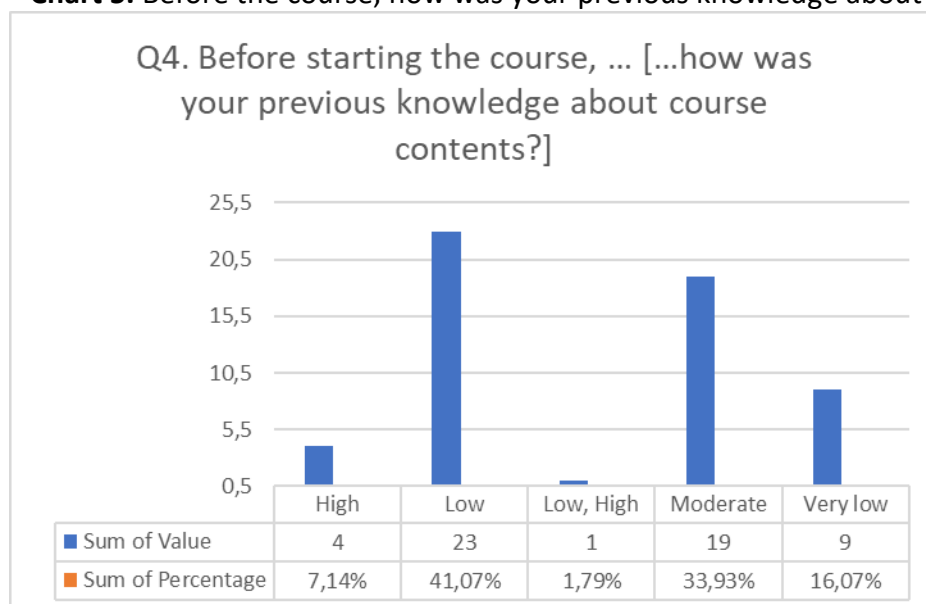
- *The presentation was held pretty much so one didn't have to read the texts beforehand.*
- *It would be better to have enough time to do discussions*
- *Maybe to have a structural course where we can learn more things about the way to analyse a text and not only speeches about different texts because it is something that I find not really interesting to do*
- *we were told this would be a course on "tourisme de santé" ; the historical part wasn't mentioned.*
- *May be it be good to speak of a voyage book written by someone about the place where university is Versailles, Marbourg, Porto (Porto, I believe was mentioned)*
- *The title we were given for the course was "patrimoine des mondes anglophones" so I suggest simply giving us the proper title of the seminar before we choose it.*

Chart 4. Before starting the course, how was your interest in the course content?



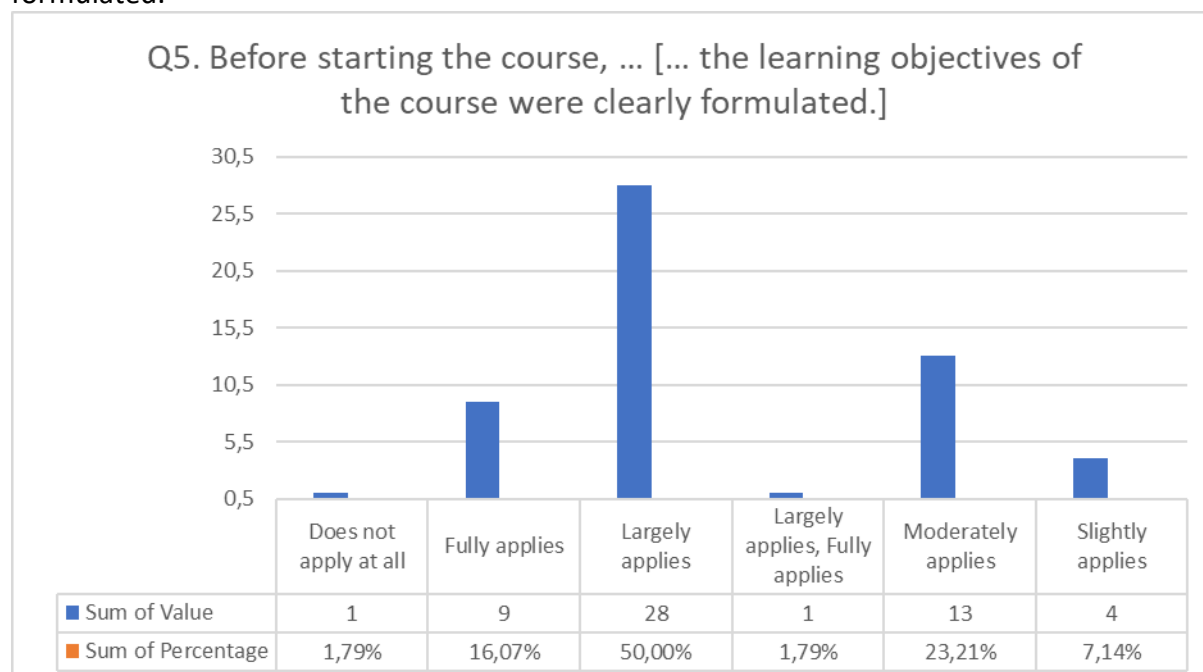
We asked students about their interest in the course content before the course started. 22 students (29,29%) estimated their interest as “high” and “moderate”, 5 (8,93%) as very high, 4 (7,14%) as low, 5 (3,57%) as very low and 1 (1,79%) as moderate, high.

Chart 5. Before the course, how was your previous knowledge about the course content?



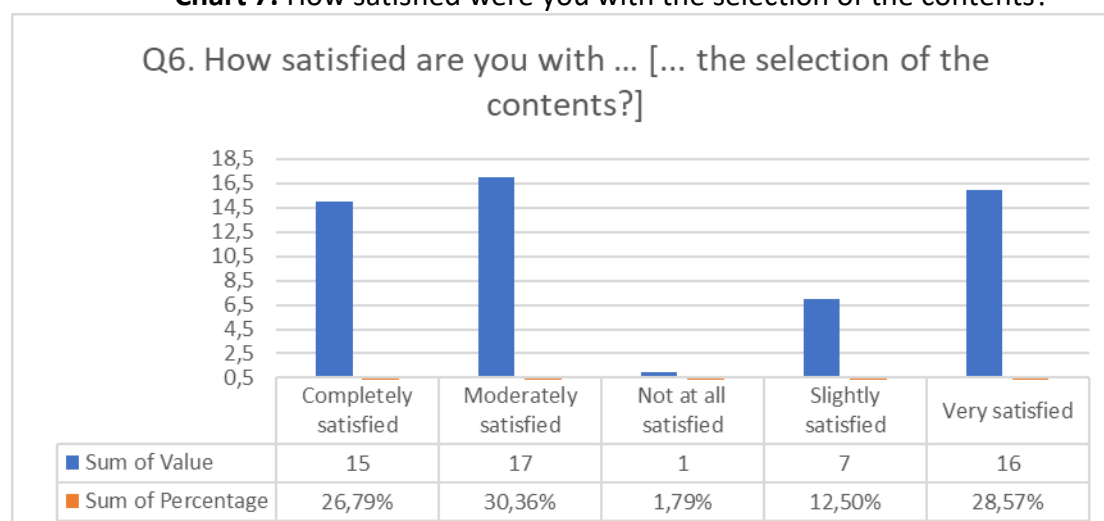
To the question regarding previous knowledge about the course content, 23 students (41,07%) responded “low”, 19 (33,93%) “moderate”, 9 (16,07%) “very low”, 4 (7,14%) “high”, and 1 (1,79%) “very high”.

Chart 6. Before the course started, the learning objectives of the course were clearly formulated.



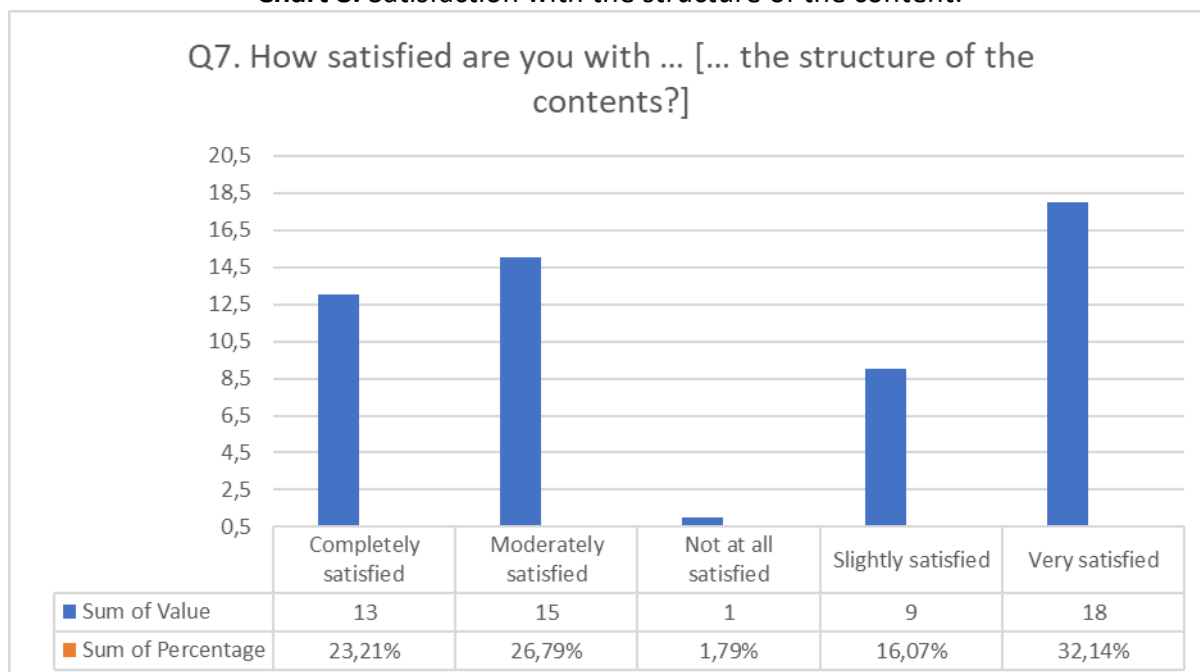
The next question was formulated in the following statement form “Before the course started, the learning objectives of the course were clearly formulated”. Students valued the following statement according to its appliance. For 1 student (1,79%) this statement does not apply at all, for 9 (16,07%) – fully applies, for 28 (50,00%) – fully applies, for 1 student (1,79%) this statement fully applies, for 13 (23,21%) – moderately applies, and for 4 students (7,14%) – slightly applies.

Chart 7. How satisfied were you with the selection of the contents?



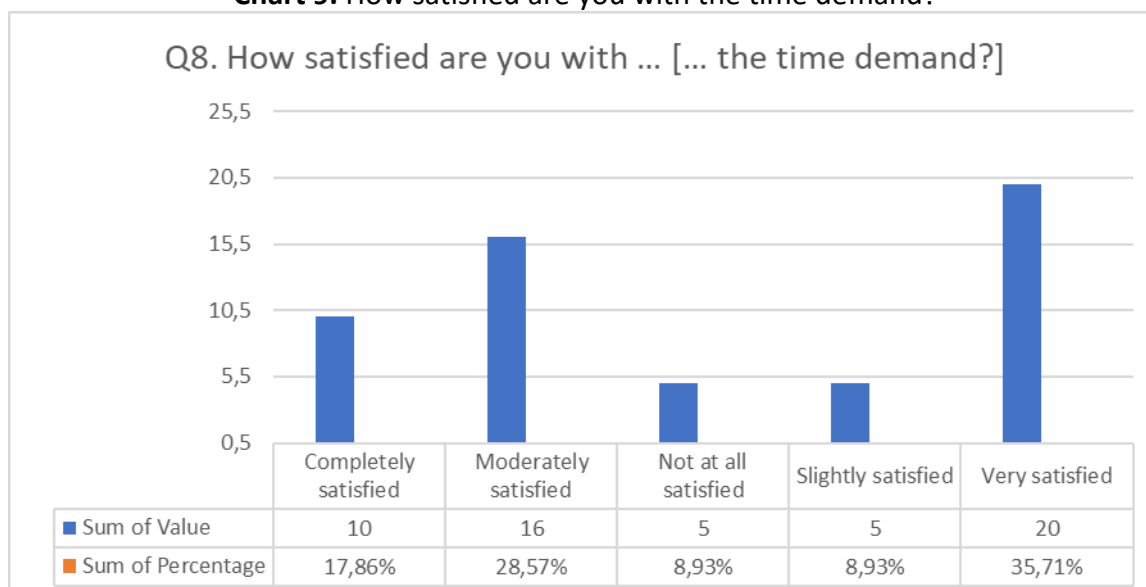
In the question 6, students were asked to value their satisfaction with the selection of course contents. 15 students (26,79%) were completely satisfied, 17 (30,36%) moderately satisfied, 16 (28,57%) very satisfied, 7 (12,50%) slightly satisfied, and 1 student (1,79%) was not satisfied at all.

Chart 8. Satisfaction with the structure of the content.



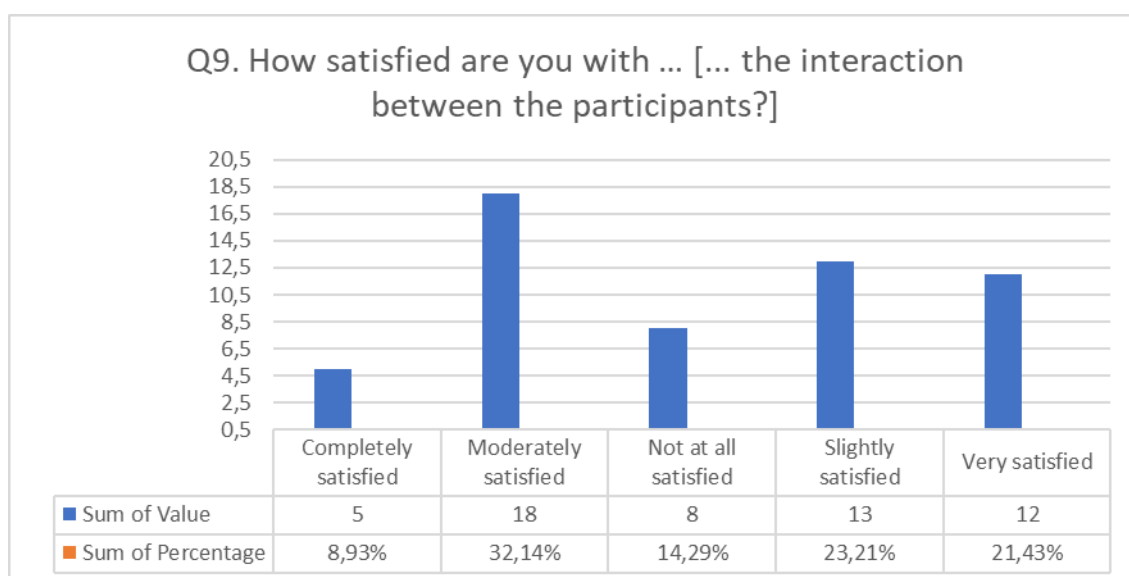
Regarding the satisfaction of the structure of the content, 13 students (23,21%) was completely satisfied, 18 (32,14%) very satisfied, 15 (26,79%) moderately satisfied, 9 (16,07%) slightly satisfied, and 1 student (1,79%) not satisfied at all.

Chart 9. How satisfied are you with the time demand?



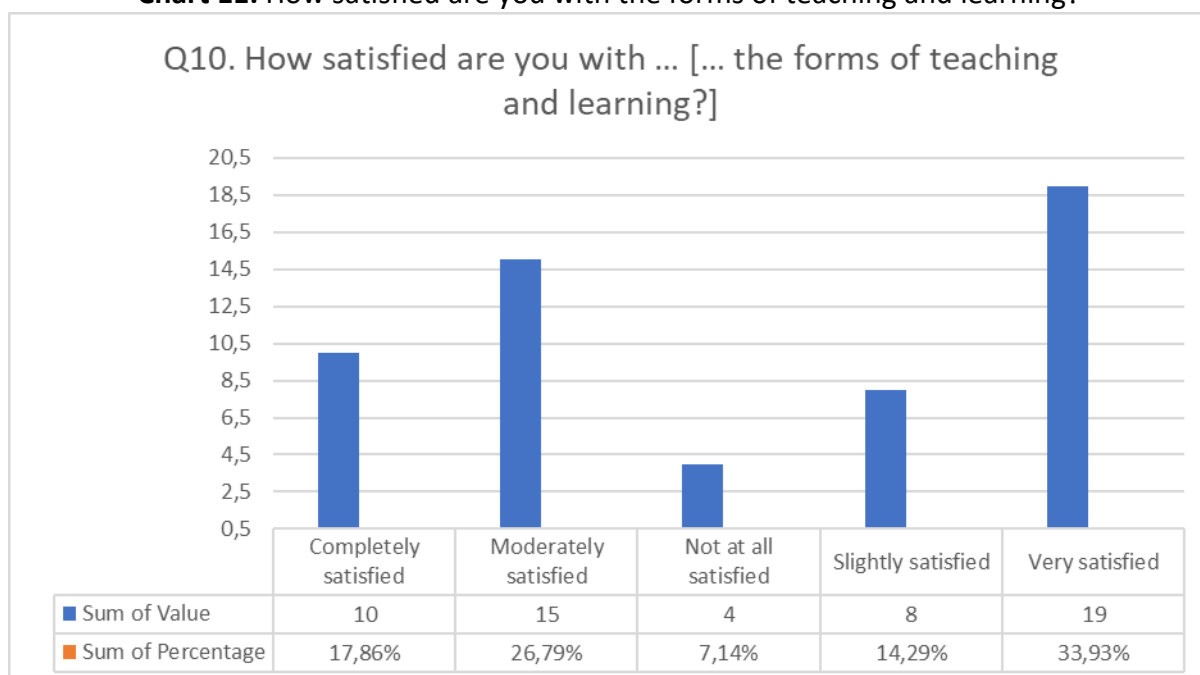
Regarding the satisfaction with the time demand, 10 students (17,86%) were completely satisfied, 20 (35,71%) very satisfied, 16 (28,57%) moderately satisfied, 5 (8,93%) slightly satisfied, and the same number of students were not satisfied at all.

Chart 10. How satisfied are you with the interaction between the participants?



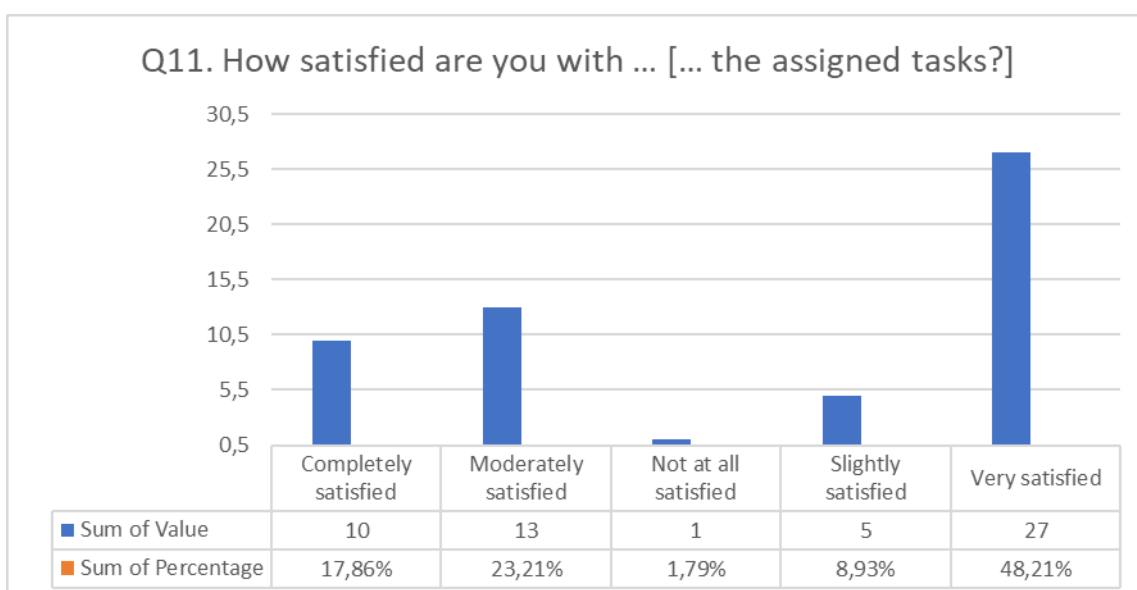
Regarding the satisfaction with interaction between the participants, 5 students (8,93%) were completely satisfied, 12 (21,43%) very satisfied, 18 (32,14%) moderately satisfied, 13 (23,21%) slightly satisfied, and 8 students (14,29%) were not satisfied at all.

Chart 11. How satisfied are you with the forms of teaching and learning?



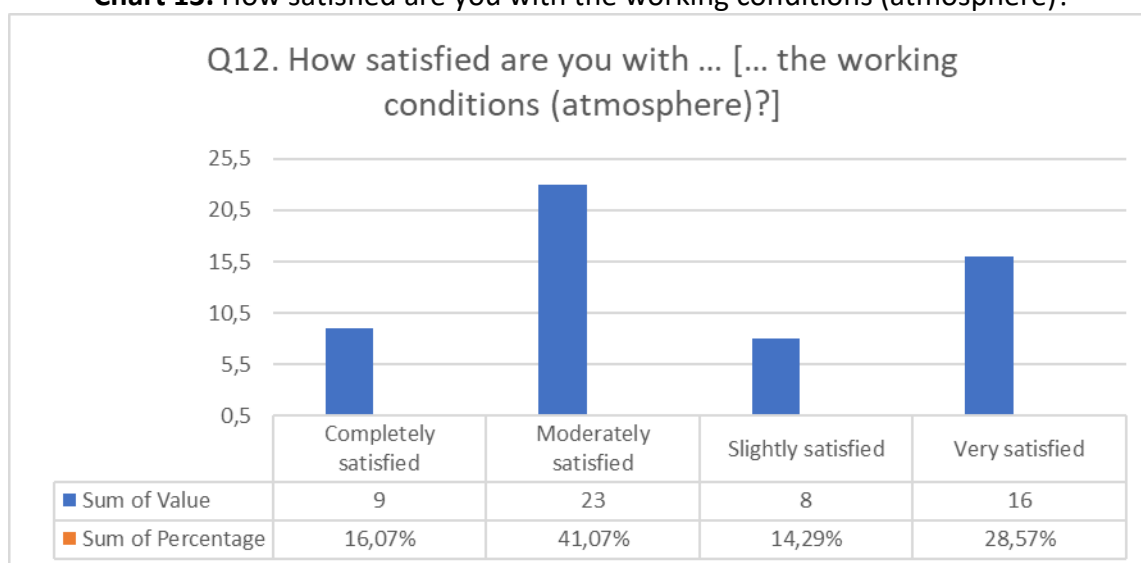
Regarding the satisfaction with the forms of teaching, 10 students (17,86%) were completely satisfied, 19 (33,93%) very satisfied, 15 (26,79%) moderately satisfied, 8 (14,29%) slightly satisfied, and 4 students (7,14%) were not satisfied at all.

Chart 12. How satisfied are you with the assigned tasks?



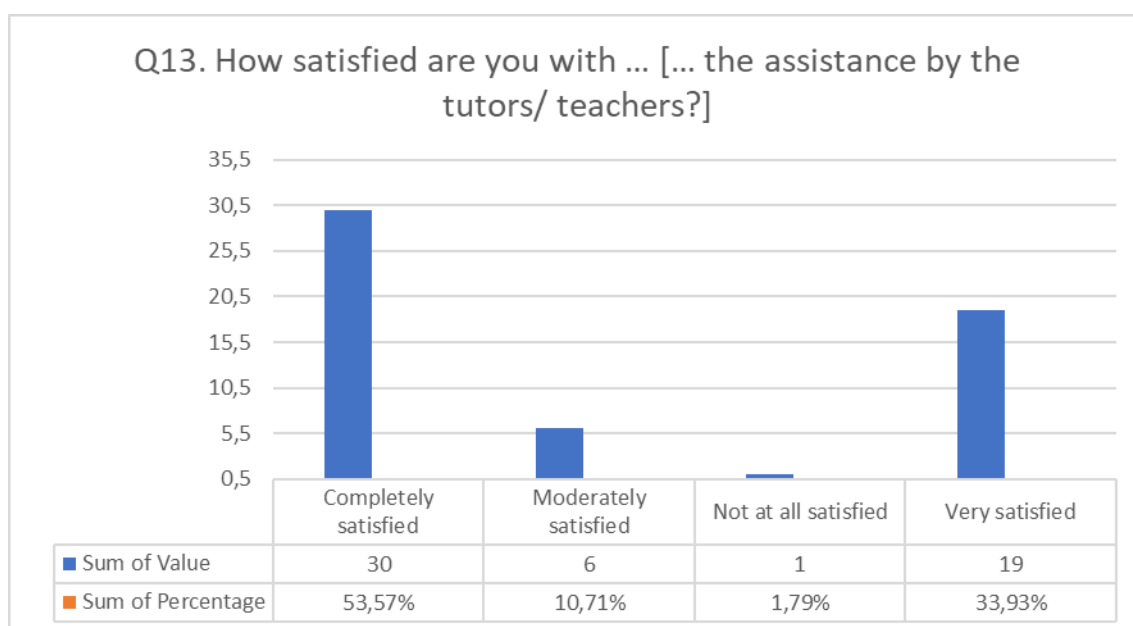
Regarding the satisfaction with assigned tasks, 10 students (17,86%) were completely satisfied, 27 (48,21%) very satisfied, 13 (23, 21%) moderately satisfied, 5 (8,93%) slightly satisfied, and 1 student (1,79%) was not satisfied at all.

Chart 13. How satisfied are you with the working conditions (atmosphere)?



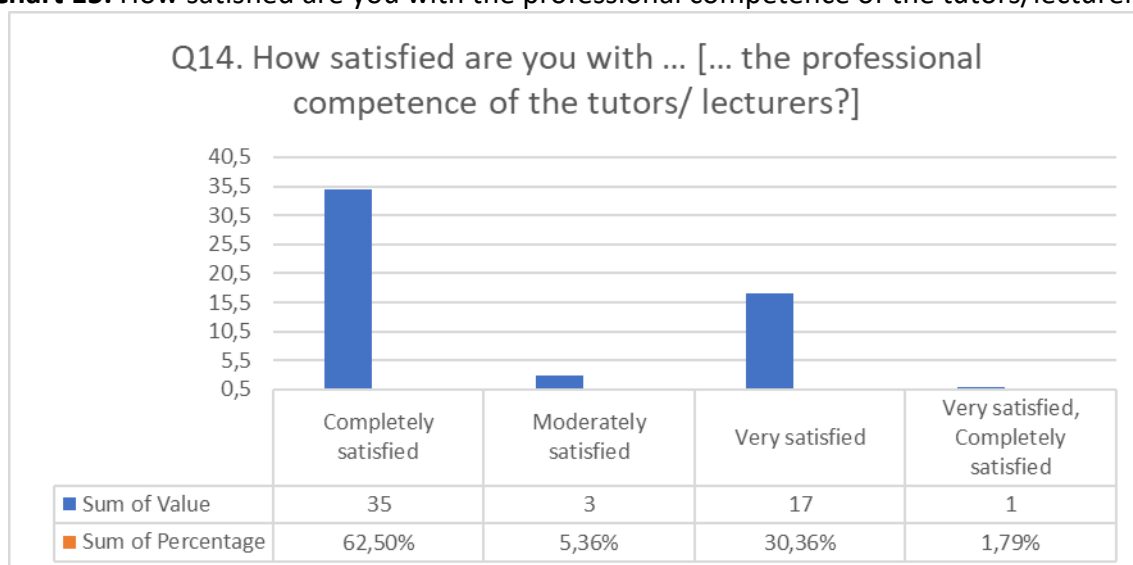
Regarding the satisfaction with working conditions (atmosphere), 9 students (16,07%) were completely satisfied, 16 (28,57%) very satisfied, 23 (41,07%) moderately satisfied, 8 (14,29%) slightly satisfied.

Chart 14. How satisfied are you with the assistance by tutors/teachers?



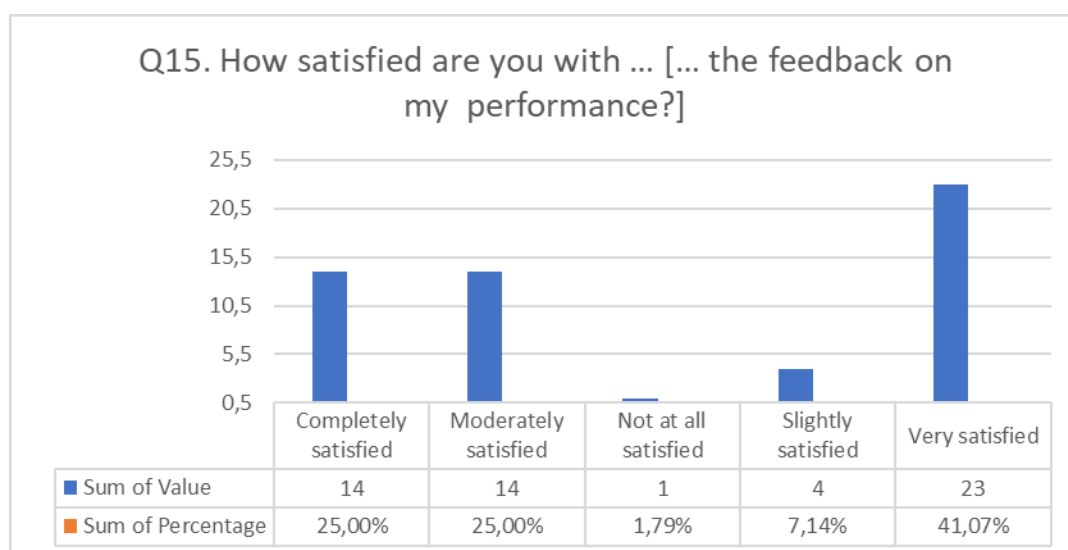
Regarding the satisfaction with assistance by the tutors (teachers), 30 students (53,57%) were completely satisfied, 19 (99,93%) very satisfied, 6 (10,71%) moderately satisfied, and 1 student (1,79%) was not satisfied at all.

Chart 15. How satisfied are you with the professional competence of the tutors/lecturers?



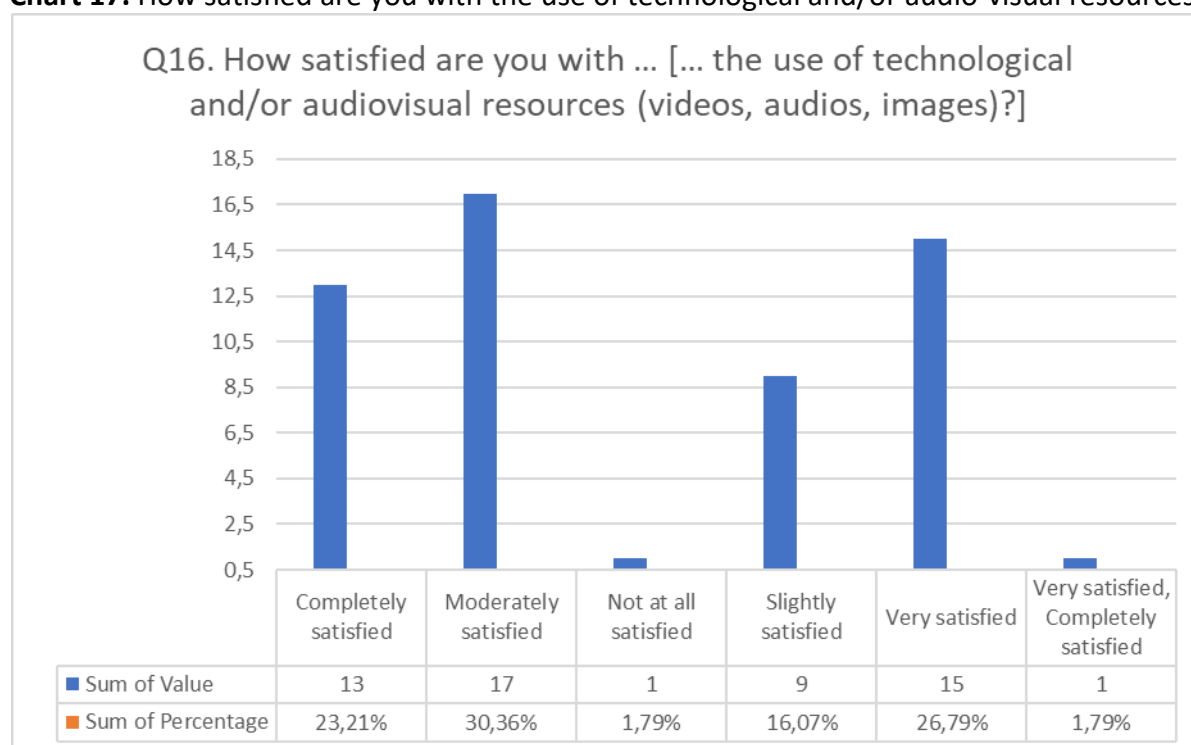
Regarding the satisfaction with the professional competence of the tutors (lecturers), 35 students (62,50%) were completely satisfied, 17 (30,36%) very satisfied, 3 (5,36%), moderately satisfied, 1 student (1,79%) was slightly satisfied.

Chart 16. How satisfied are you with the feedback on your own performance?



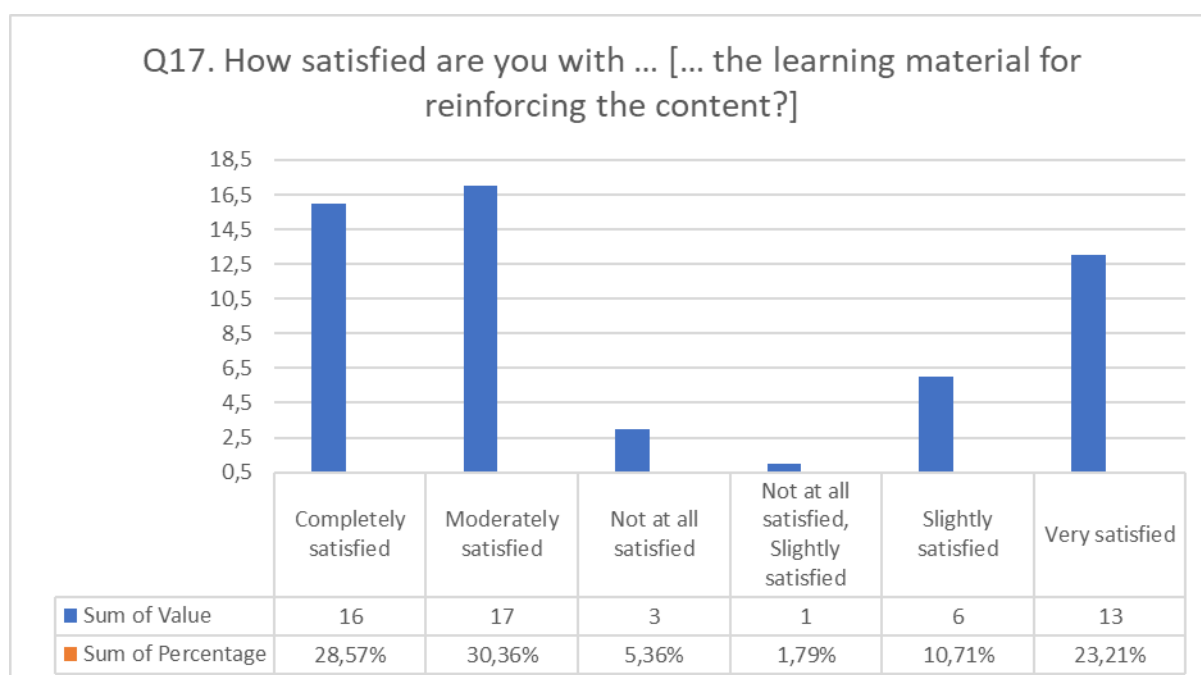
Regarding the satisfaction with the feedback on one's own performance, 14 students (25,00%) were completely satisfied, 23 (41,07%) very satisfied, 14 (25,00%) moderately satisfied, 4 (7,14%) slightly satisfied, and 1 student (1,79%) was not satisfied at all.

Chart 17. How satisfied are you with the use of technological and/or audio-visual resources?



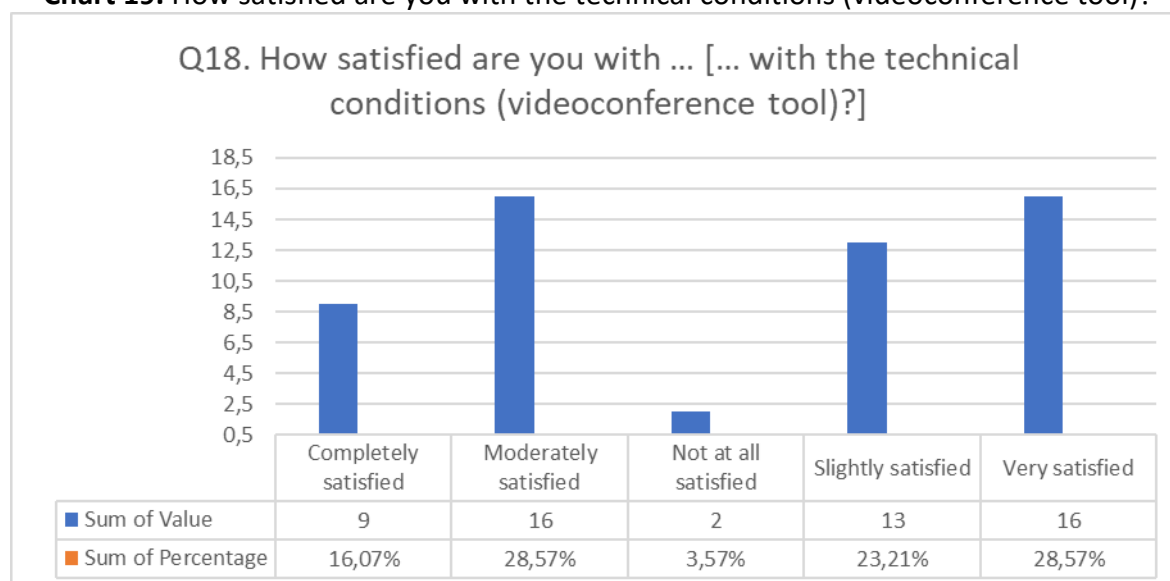
Regarding the satisfaction with the usage of technological and/or audio-visual resources, 13 students (23,21%) were completely satisfied, 1 (1,79%) very satisfied, 17 (30,36%) moderately satisfied, 9 (16,07%) slightly satisfied, and 1 student (1,79%) was not satisfied at all.

Chart 18. How satisfied are you with the learning material for reinforcing the content?



Regarding the satisfaction with learning material, 16 students (28,57%) was completely satisfied, 13 (23,21%) very satisfied, 17 (30,36%) moderate satisfied, 6 (10,71%) slightly satisfied, and 3 students (5,36%) were not satisfied at all.

Chart 19. How satisfied are you with the technical conditions (videoconference tool)?



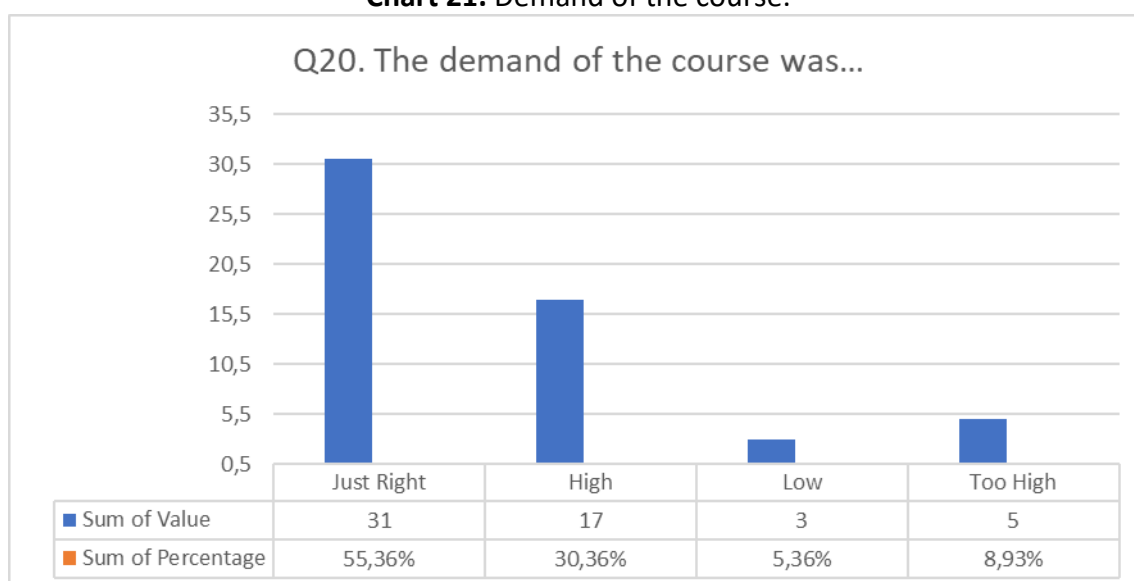
Regarding the satisfaction with technical conditions (videoconference tool), 9 students (16,07%) were completely satisfied, 16 (28,57%) very satisfied, 16 (28,57%) moderately satisfied, 13 (23,21%) slightly satisfied, and 2 students (3,57%) were not satisfied at all.

Chart 20. How satisfied are you with time management?



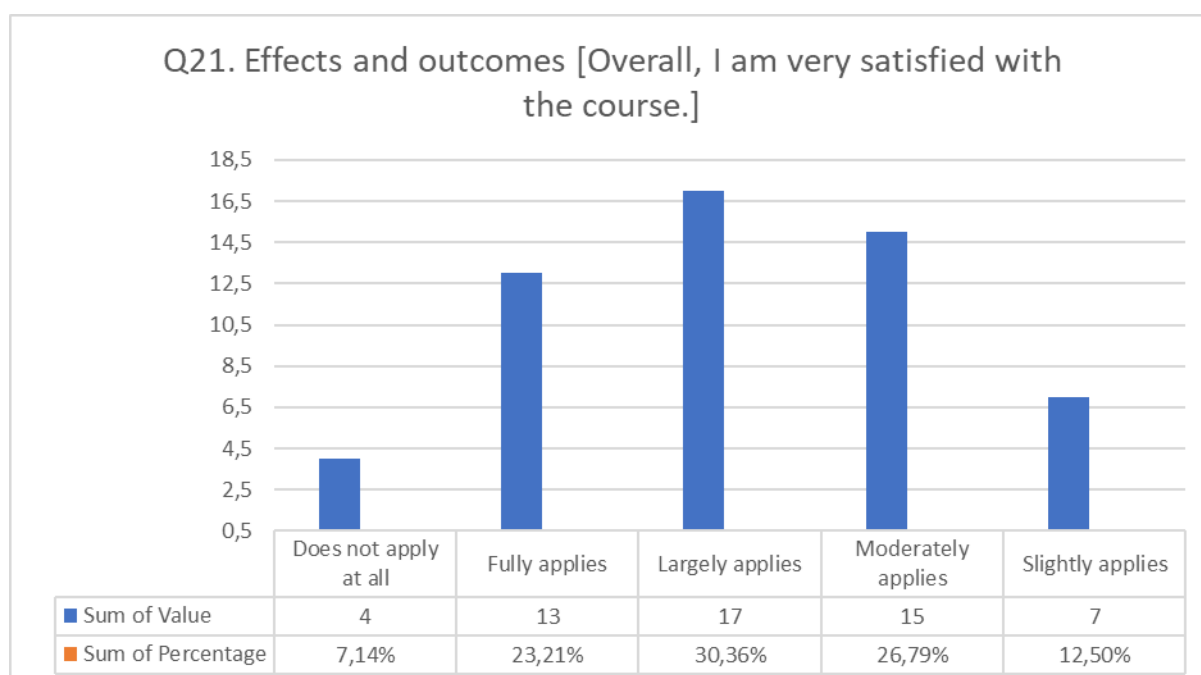
Regarding the satisfaction with time management, 5 students (8,93%) were completely satisfied, 12 (21,43%) very satisfied, 18 (32,14%) moderately satisfied, 13 (23,21%) slightly satisfied, and 8 students (14,29%) were not satisfied at all.

Chart 21. Demand of the course.



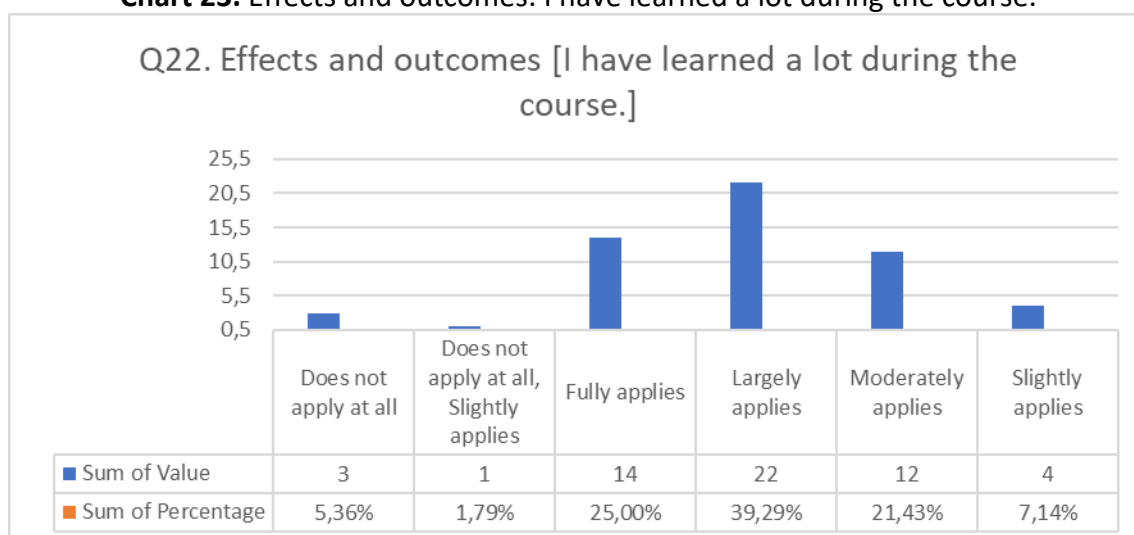
Regarding the satisfaction with demand of the course, according to 31 (55,36%) it was just right, for 17 (30,36%) – high, for 3 (5,36%) – low, and for 5 (8,93%) – too high.

Chart 22. Effects and outcomes – satisfaction with the course



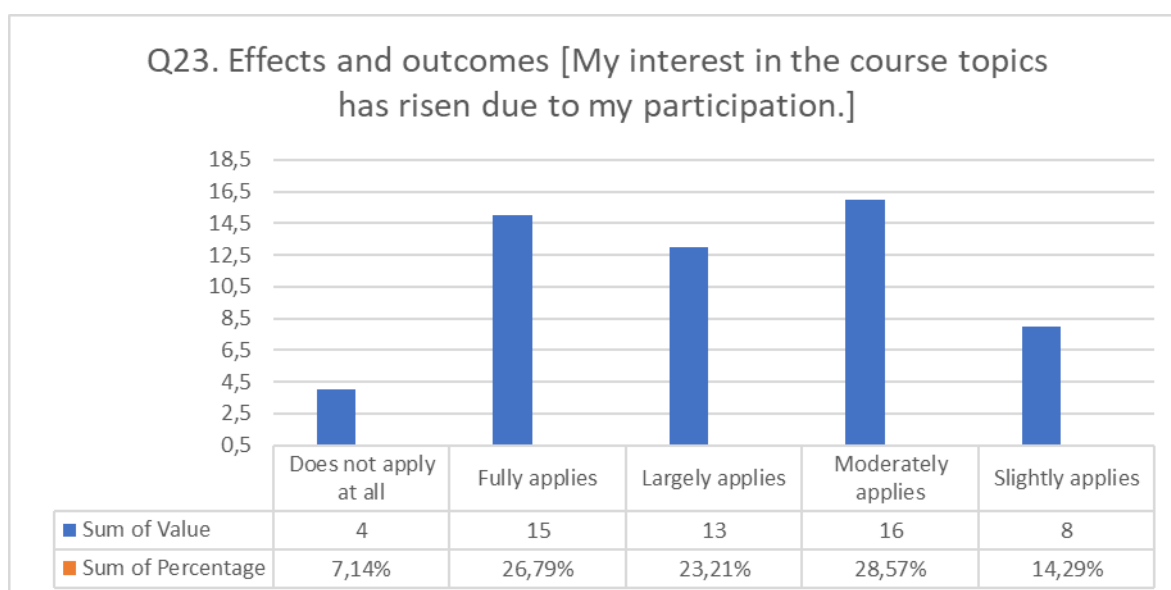
Students were asked to estimate how the statement “Overall, I am very satisfied with the course” applies to them. 13 students (23,21%) marked that the statement fully applies to them, 17 (30,36%) largely applies, for 15 (26,79%) moderately applies, for 7 students (12,50%) – slightly applies, for 4 students (7,14%) does not apply at all.

Chart 23. Effects and outcomes. I have learned a lot during the course.



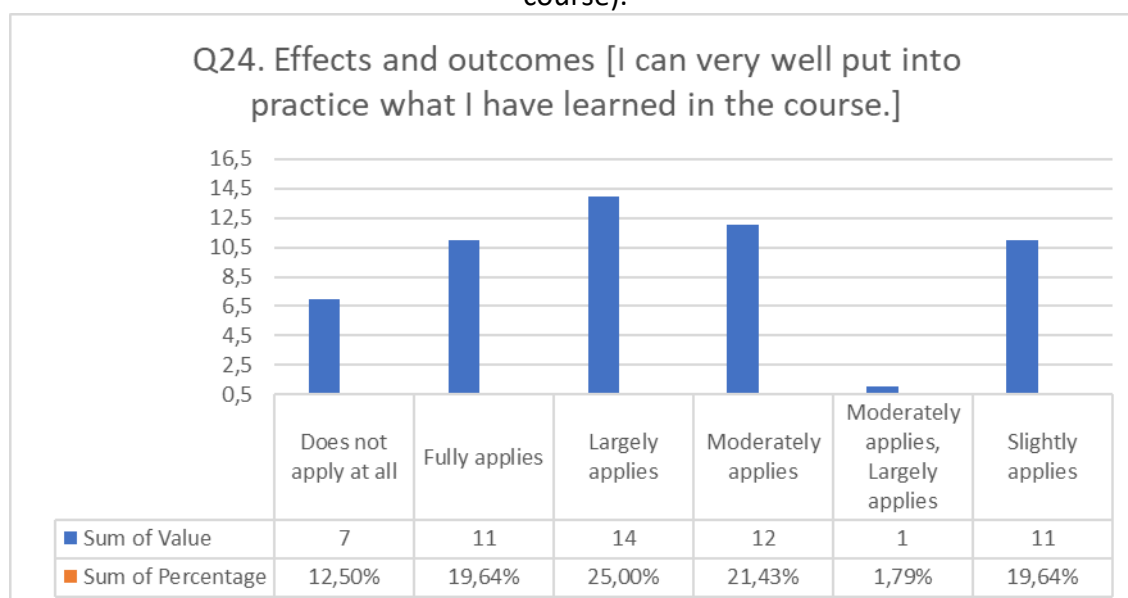
Students were asked to estimate how the statement “I have learned a lot during the course” applies to them. 14 students (23,21%) marked that the statement fully applies to them, 22 (39,29%) largely applies, for 12 (21,43%) moderately applies, for 4 students (7,14%) – slightly applies, for 3 students (5,36%) does not apply at all.

Chart 24. Effects and outcomes – rise of interest



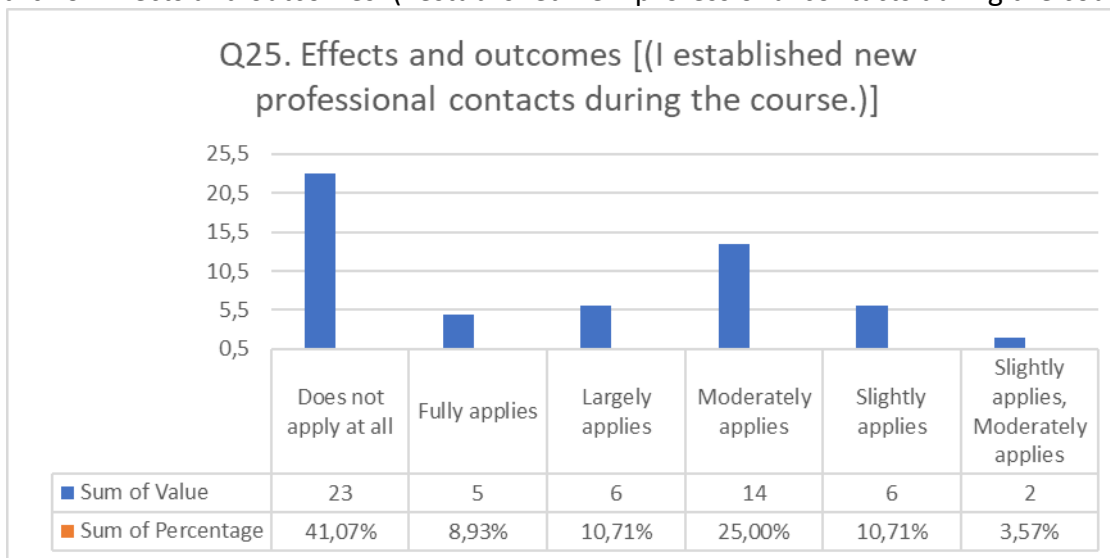
Students were asked to estimate how the statement “My interest in the course topics has risen due to my participation” applies to them. 13 students (23,21%) marked that the statement largely applies to them, for 15 (26,79%) applies fully, for 16 (28,57%) applies moderately, for 8 students (14,29%) – applies slightly, for 4 students (7,14%) does not apply at all.

Chart 25. Effects and outcomes (I can very well put into practice what I have learned in the course).



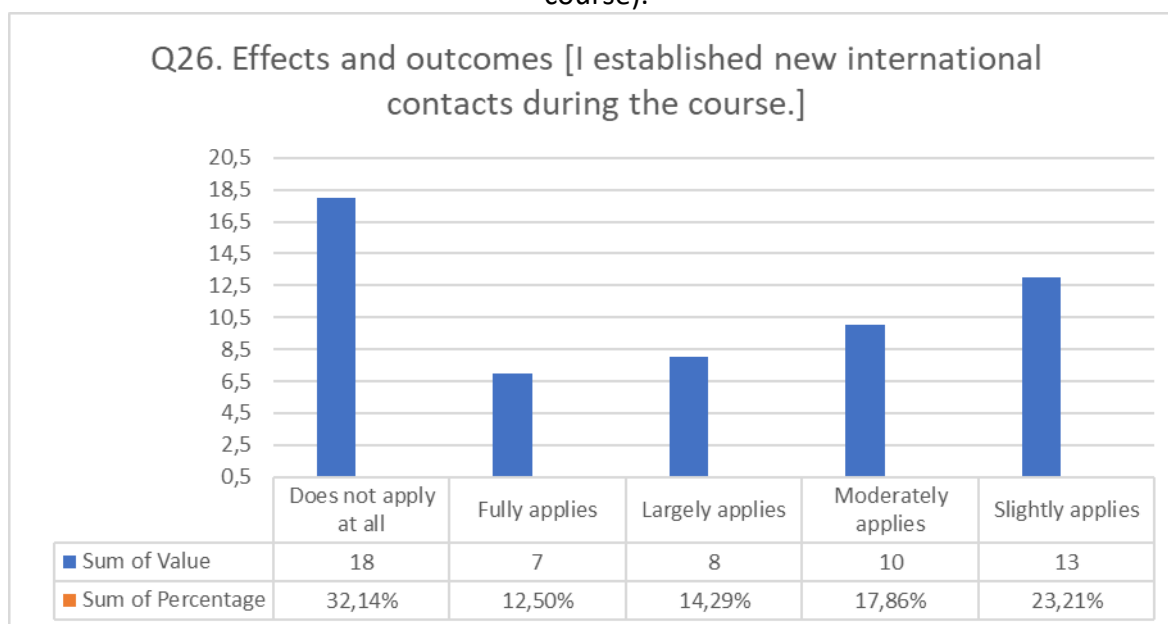
Students were asked to estimate how the statement “I can very well put into practice what I have learned in the course” applies to them. 11 students (19,64%) marked that the statement fully applies to them, 14 (25,00%) largely applies, for 12 (21,43%) moderately applies, for 11 students (19,64%) – slightly applies, for 1 student (1,79%) does not apply at all.

Chart 26. Effects and outcomes. (I established new professional contacts during the course).



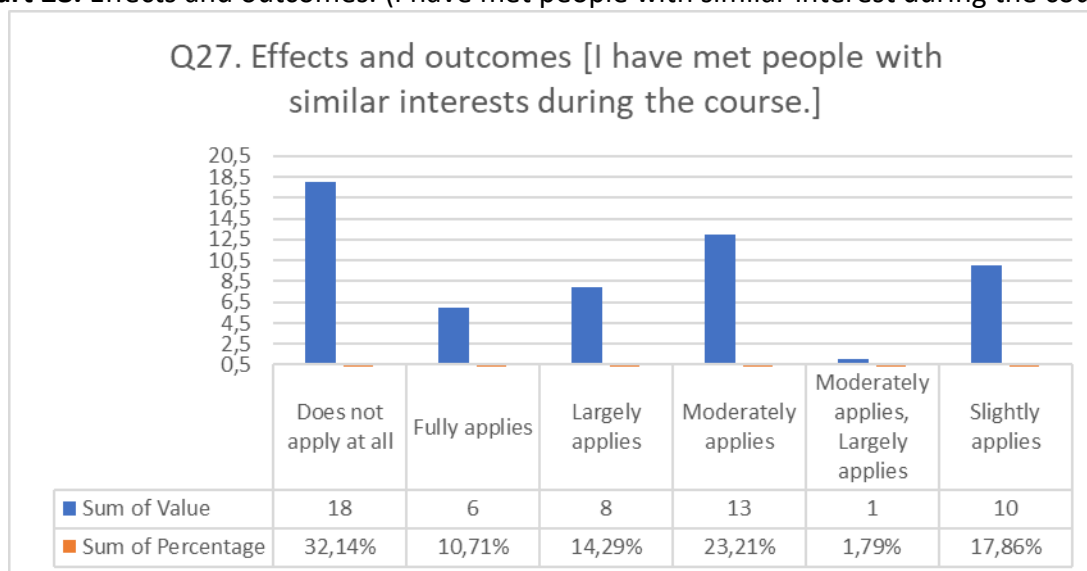
Students were asked to estimate how the statement “I established new professional contacts during the course” applies to them. 5 students (8,93%) marked that the statement fully applies to them, 6 (10,71%) largely applies, for 14 (25,00%) moderately applies, for 6 students (10,71%) – slightly applies, for 23 students (41,07%) does not apply at all.

Chart 27. Effects and outcomes. (I established new international contacts during the course).



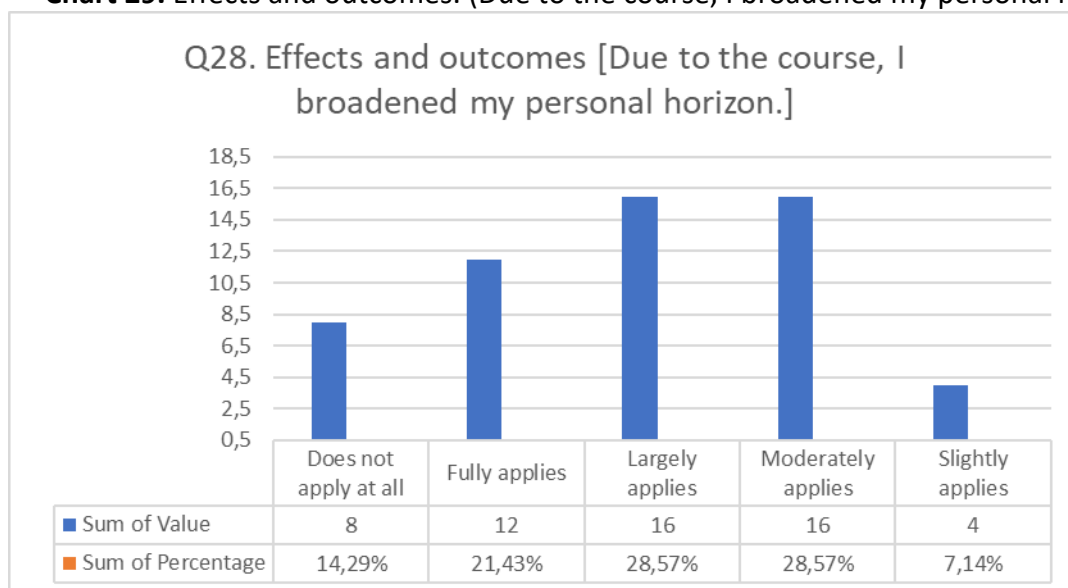
Students were asked to estimate how the statement “I established new international contacts during the course” applies to them. 7 students (12,50%) marked that the statement fully applies to them, 8 (14,29%) largely applies, for 10 (17,86%) moderately applies, for 13 students (23,21%) – slightly applies, for 18 students (32,14%) does not apply at all.

Chart 28. Effects and outcomes. (I have met people with similar interest during the course).



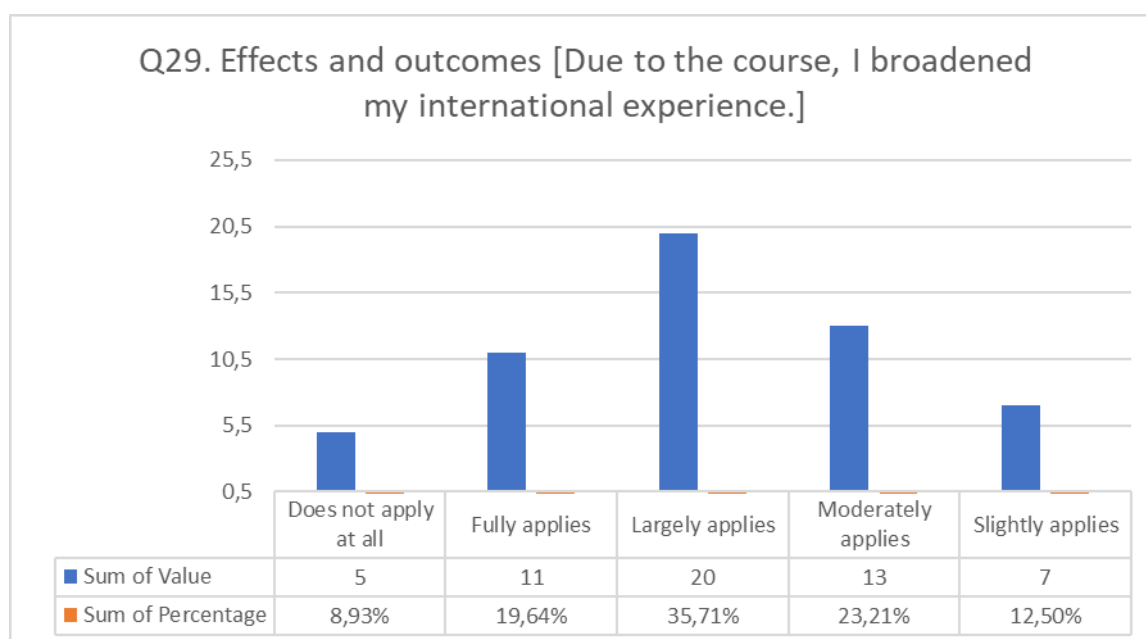
Students were asked to estimate how the statement “I have met people with similar interest during the course” applies to them. 6 students (10,71%) marked that the statement fully applies to them, 8 (14,29%) largely applies, for 13 (23,21%) moderately applies, for 10 students (17,86%) – slightly applies, and for 18 students (32,14%) does not apply at all.

Chart 29. Effects and outcomes. (Due to the course, I broadened my personal horizon).



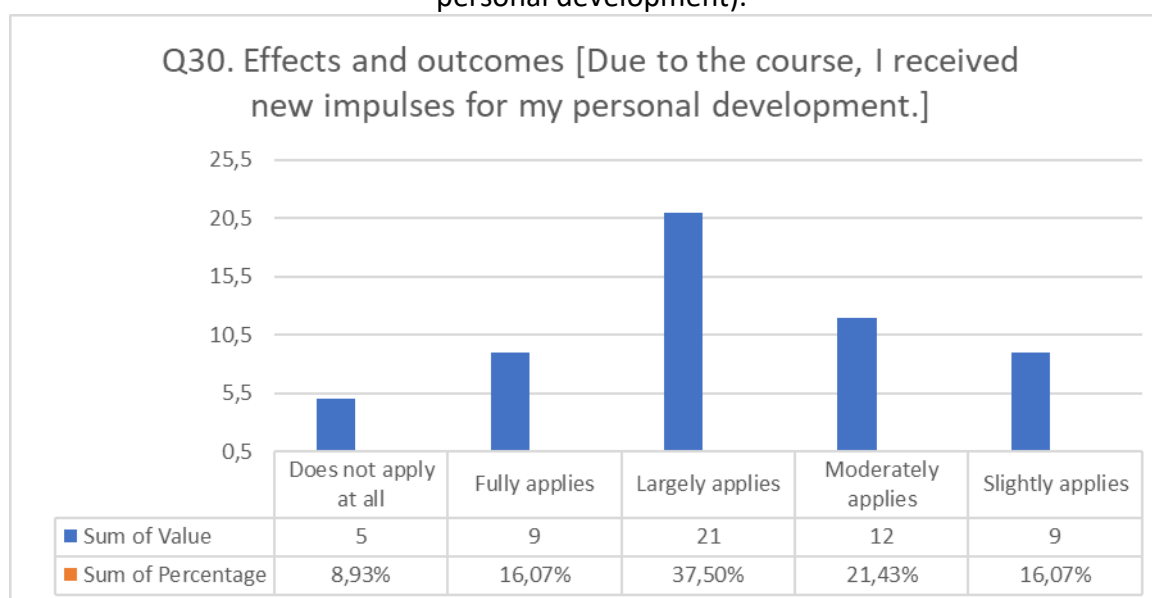
Students were asked to estimate how the statement “Due to the course, I broadened my personal horizon” applies to them. 12 students (21,43%) marked that the statement fully applies to them, 16 (28,57%) largely applies, for 16 (28,57%) moderately applies, for 4 students (7,14%) – slightly applies, and for 8 students (14,29%) does not apply at all.

Chart 30. Effects and outcomes. (Due to the course, I broadened my international experiences).



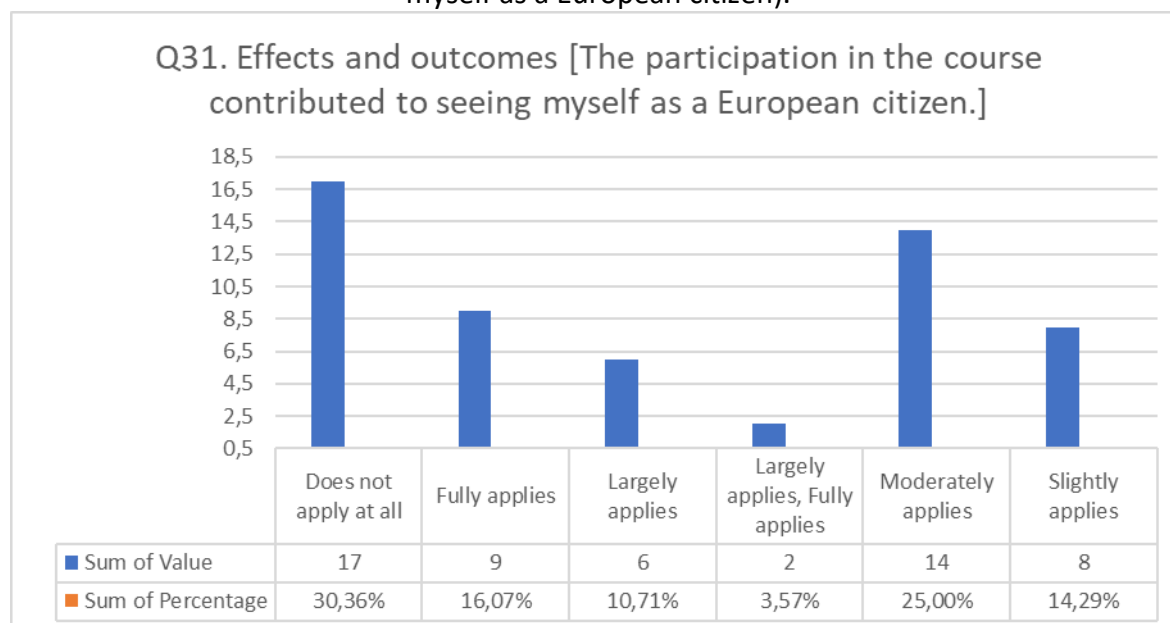
Students were asked to estimate how the statement “Due to the course, I broadened my international experiences” applies to them. 11 students (19,64%) marked that the statement fully applies to them, 20 (35,71%) largely applies, for 13 (23,21%) moderately applies, for 7 students (12,50%) – slightly applies, for 5 students (8,93%) does not apply at all.

Chart 31. Effects and outcomes. (Due to the course, I received new impulses for my personal development).



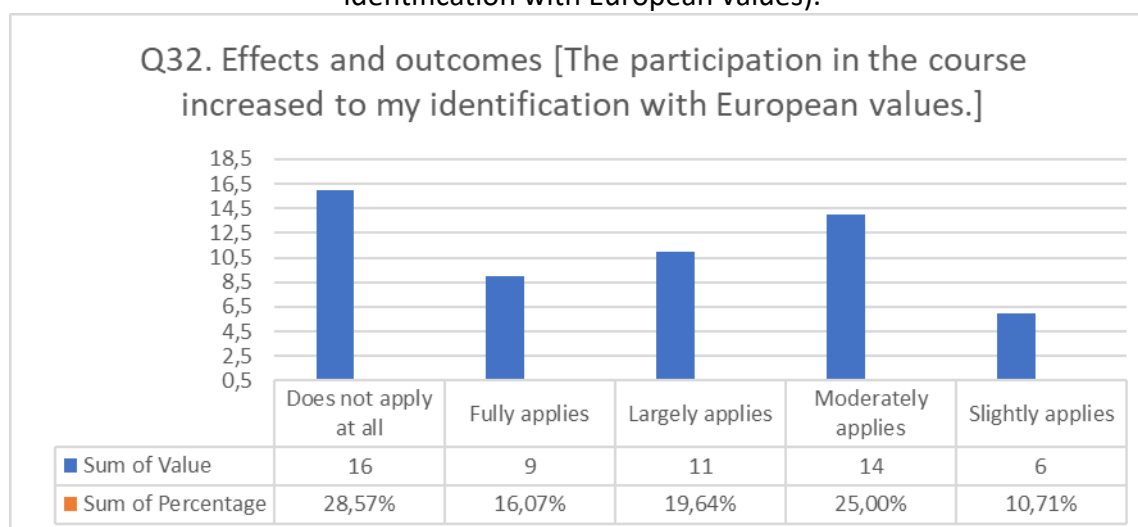
Students were asked to estimate how the statement “Due to the course, I received new impulses for my personal development” applies to them. 9 students (16,07%) marked that the statement fully applies to them, 21 (37,50%) largely applies, for 12 (21,43%) moderately applies, for 9 students (16,07%) – slightly applies, for 5 students (8,93%) does not apply at all.

Chart 32. Effects and outcomes. (The participation in the course contributed to seeing myself as a European citizen).



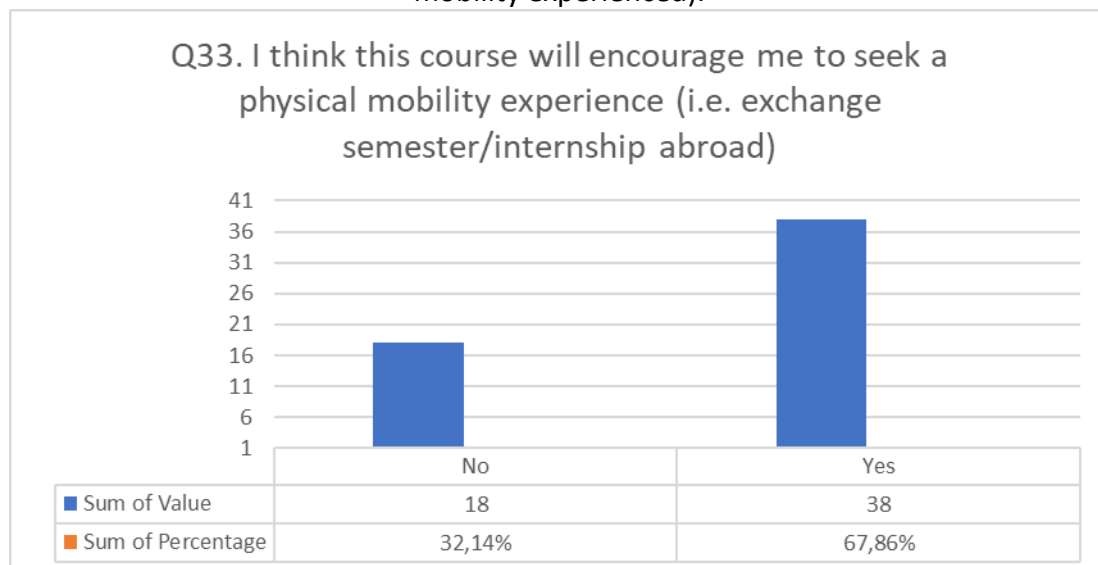
Students were asked to estimate how the statement “The participation in the course contributed to seeing myself as a European citizen” applies to them. 9 students (16,07%) marked that the statement fully applies to them, 6 (10,71%) largely applies, for 14 (25,00%) moderately applies, for 8 students (14,29%) – slightly applies, for 17 students (30,36%) does not apply at all.

Chart 33. Effects and outcomes. (The participation in the course increased to my identification with European values).



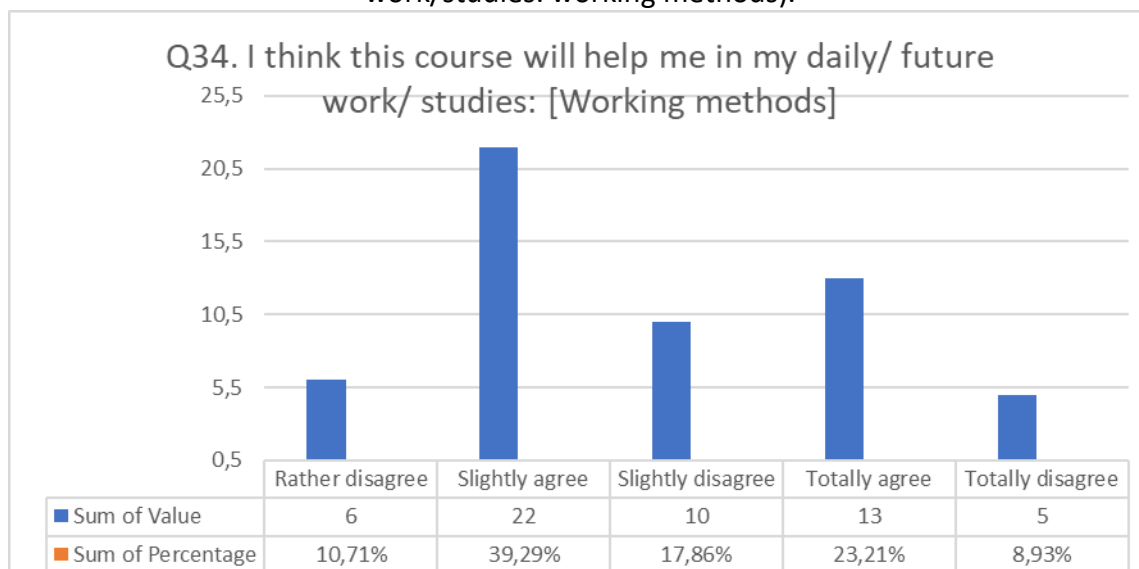
Students were asked to estimate, how statement “The participation in the course increased to my identification with European values” applies to them. 9 students (16,07%) marked that the statement fully applies to them, 11 (19,64%) largely applies, for 14 (25,00%) moderately applies, for 6 students (10,71%) – slightly applies, for 16 students (28,57%) does not apply at all.

Chart 34. Effects and outcomes. (I think this course encourage me to seek a physical mobility experienced).



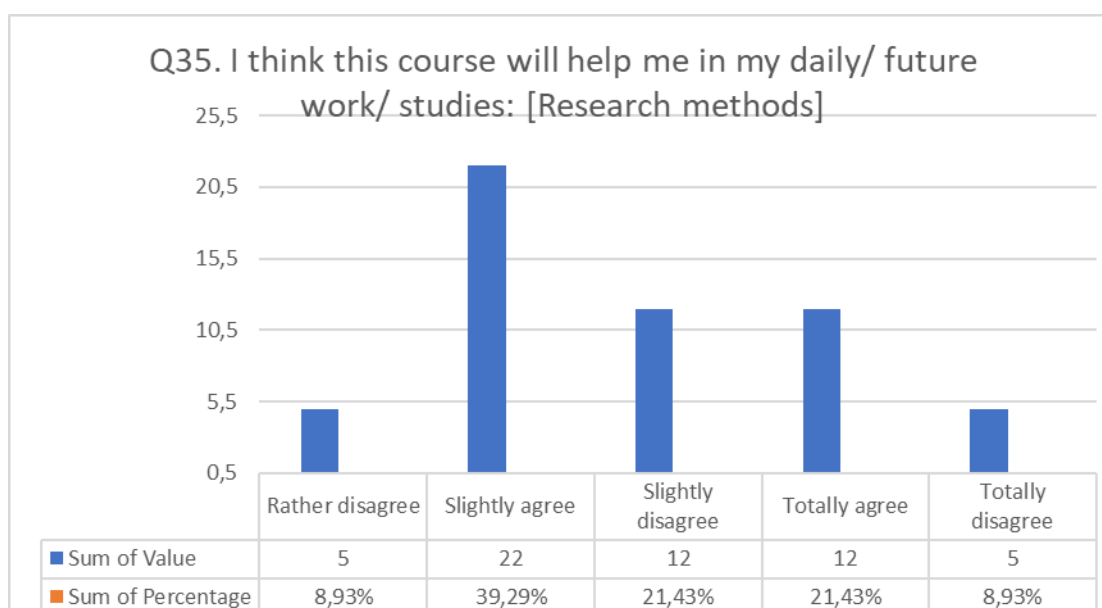
Students were also asked about their opinion, if the course encouraged them to seek a physical mobility experiences (i.e. exchange semester/internship abroad). 38 students (67,86%) answer “yes”, and 18 students (32,14%) were not encouraged to a physical mobility experience.

Chart 35. Effects and outcomes. (I think this course will help me in my daily/future work/studies: working methods).



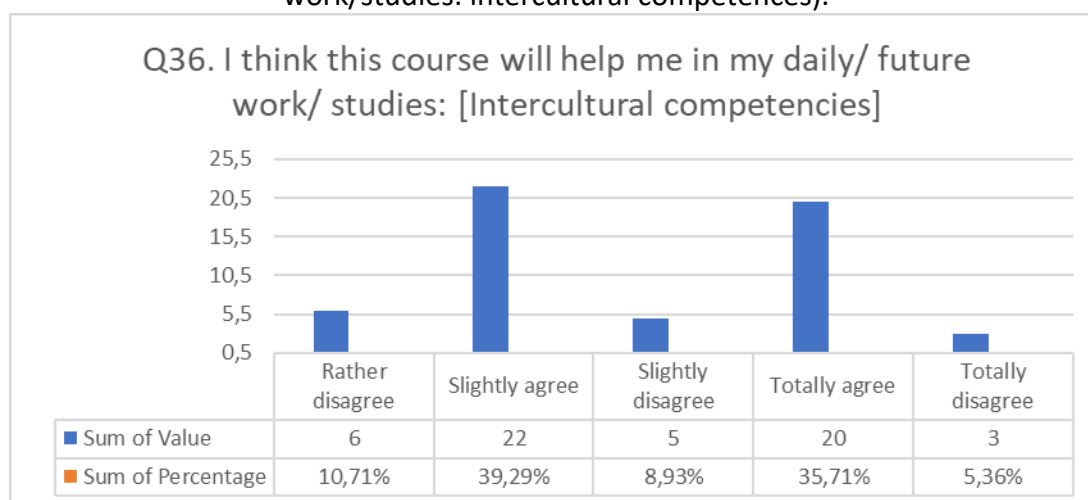
Students were asked to estimate how the statement “I think this course will help me in my daily/future work/studies: working methods” applies to them. 22 students (39,29%) marked that slightly agree with the statement, 10 (17,86%) slightly disagree, 13 (23,21%) totally agree, for 5 students (8,93%) – totally disagree, and 6 students (10,71%) rather disagree.

Chart 36. Effects and outcomes. (I think this course will help me in my daily/future work/studies: research methods).



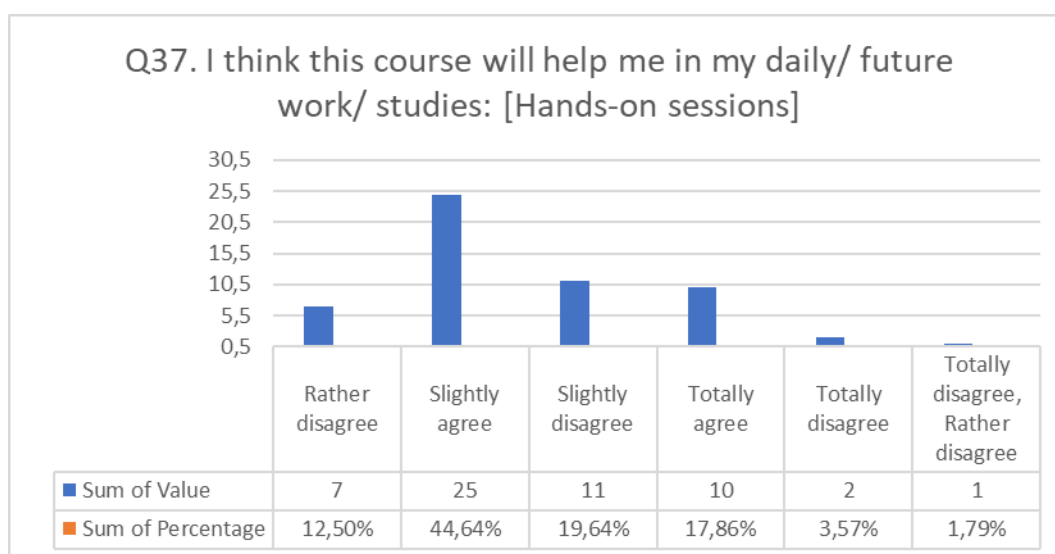
Students were asked to estimate how the statement “I think this course will help me in my daily/future work/studies: research methods” applies to them. 22 students (39,29%) slightly agree with the statement, 12 (21,43%) slightly disagree, 12 (21,43%) totally agree, for 5 students (8,93%) – totally disagree, and 5 students (8,93%) rather disagree.

Chart 37. Effects and outcomes. (I think this course will help me in my daily/future work/studies: intercultural competences).



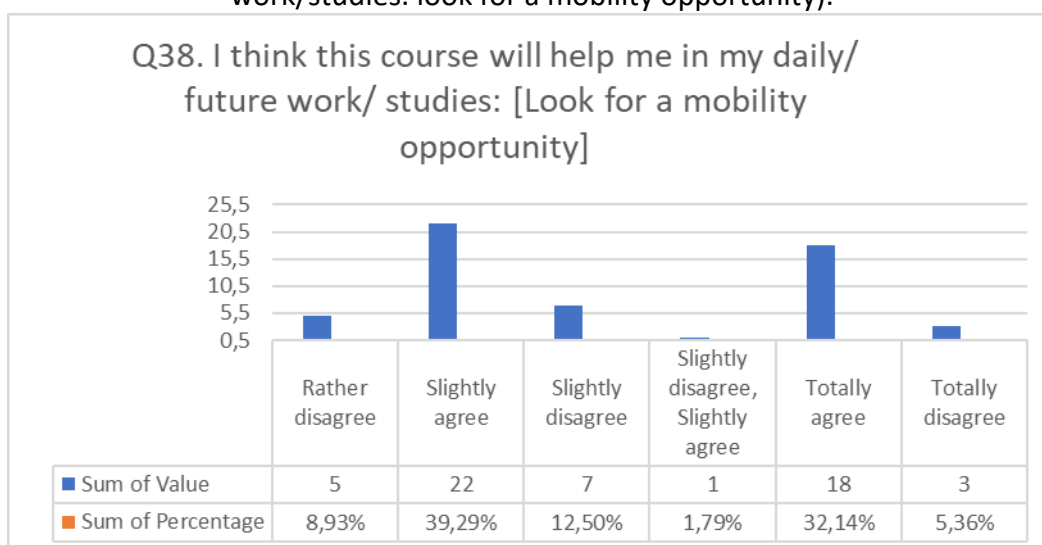
Students were asked to estimate how the statement “I think this course will help me in my daily/future work/studies: intercultural competencies” applies to them. 22 students (39,29%) slightly agree with the statement, 5 (8,93%) slightly disagree, 20 (35,71%) totally agree, for 3 students (5,36%) – totally disagree, and 6 students (10,71%) rather disagree.

Chart 38. Effects and outcomes. (I think this course will help me in my daily/future work/studies: hands-on sessions).



Students were asked to estimate how the statement “I think this course will help me in my daily/future work/studies: hands-on sessions” applies to them. 25 students (44,64%) slightly agree with the statement, 11 (19,64%) slightly disagree, 10 (17,86%) totally agree, 2 students (3,57%) – totally disagree, and 7 students (12,50%) rather disagree.

Chart 39. Effects and outcomes. (I think this course will help me in my daily/future work/studies: look for a mobility opportunity).



Students were asked to estimate how the statement “I think this course will help me in my daily/future work/studies: look for a mobility opportunity” applies to them. 22 students (39,29%) slightly agree with the statement, 7 (12,50%) slightly disagree, 18 (32,14%) totally agree, 3 students (5,36%) – totally disagree, and 5 students (8,93%) rather disagree.

40. The answers to the question *What have been the main advantages of following this course online rather than face-to-face?* were very varied, which makes it impossible to formulate one general conclusion. However, three major thematic threads emerged, such as:

1) time saving

Examples of students answers:

- *No physical travelling to the various different units, more flexible time management.*
- *No travelling required.*
- *Saving time for travel and the possibility of taking lessons with students from other countries.*
- *We have more personal autonomy and decided my private schedule. Could review the course when I had trouble.*

2) international learning environment

Examples of students answers:

- *Since students from three universities were participating in this course, it made sense to have it online.*
- *The opportunity to know thoughts and interests of students in other universities in Europe.*
- *Possibility of getting to know people and professors from other countries, easy to be in the class from anywhere.*
- *Getting to know about the students of other universities and their English level without actually having to travel to other countries, no commuting.*
- *Experiencing all 3 universities presentations at the same time.*
- *The ability to meet different universities from different countries and share the same contents. This was a brilliant idea.*
- *Due to the distance learning, we have a chance to learn more opinions from different countries students.*
- *Exchange with students.*
- *Watch students from other countries.*
- *To be able to connect with that many different nationalities with minimal effort on each side.*
- *All three universities were able to participate synchronously. Health wise it's advantageous due to the corona virus.*
- *We could connect with 2 different universities which might have been a problem in a face-to-face session.*
- *We could have sessions with the other two universities and the online sessions provided us with international learning environment.*
- *To meet several foreigners.*

3) opportunity to meet new people

Examples of students answers:

- *Able to connect with people from other countries very easily.*
- *Saving time for travel and the possibility of taking lessons with students from other countries.*
- *It was more easy to talk with students from other universities.*
- *More people were able to participate.*
- *We have brought together so many people. It's amazing to listen to so many opinions. Speak the same language, learn new things.*

41. The responses about the weaknesses were more explicit and pointed to two main disadvantages:

technical problems

Examples of students answers:

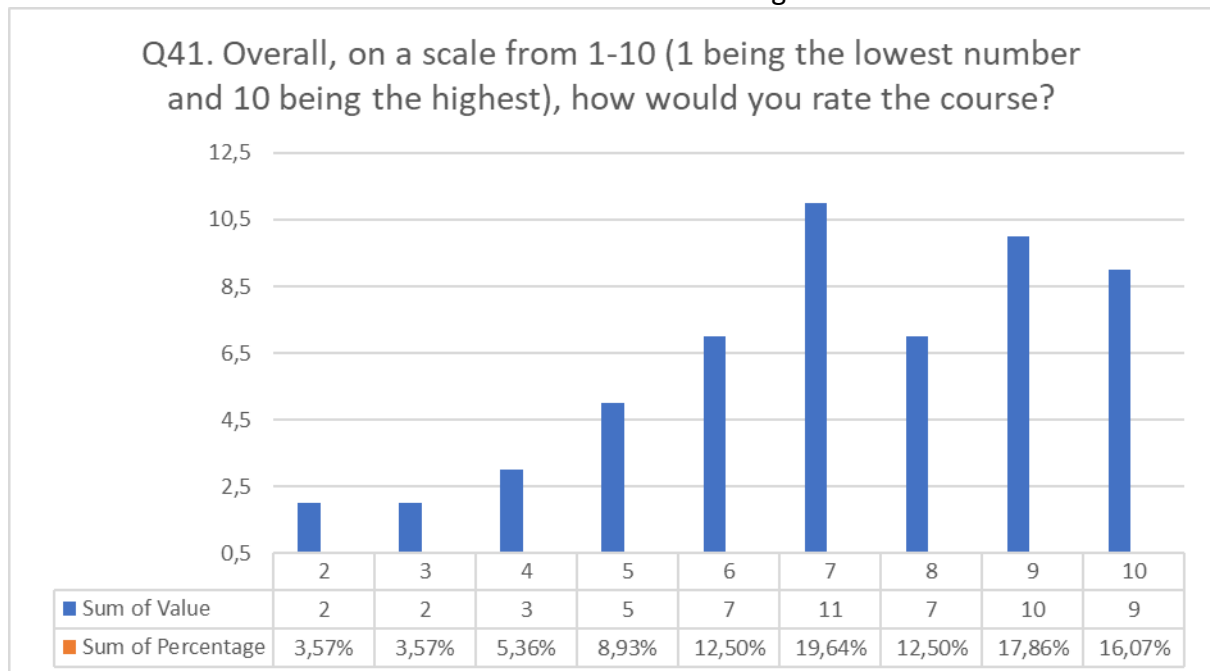
- *The main disadvantage were technical problems but that had nothing to do with the course itself.*
- *Internet connections were sometimes really bad, the communication bet. the various students was basically non-existent and thus I, for myself, did not get into contact with them.*
- *"Failed communication or technical pitfalls.*
- *The technical problems occupied a lot of time; there wasn't time to talk about all aspects.*
- *Less communication during the seminar and technical problems.*
- *Technical difficulties, no possibility of actually talking to and seeing other students since the group was too large.*
- *Technical difficulties.*
- *Technical problem. Lack of reality interaction. Easy to fall asleep.*
- *Bad internet, not meeting other students or the professors, it's lonely.*
- *Technical issues and lack of fruitful discussions.*
- *Network problems.*
- *We could not have a face-to-face discussions which would be excellent specifically for the respective seminars since participants come from three different countries.*

and no possibility of direct interpersonal relationships

Examples of students answers:

- *It is always preferable to do an experience, such as this one, face-to-face. However, due to the current circumstances it's better for us to be online.*
- *Exchange experience would have been better if we had been able to interact personally.*
- *No personal contact to new people.*
- *Unfortunately, online teaching cannot be compared to in person teaching, as discussions do not happen the same way they would in a face /to/face class. However, this seminar was a great opportunity to have an interesting and new learning environment, while new technological resources were explored and put into practice at the same time.*
- *Not meeting any of the participants; it was difficult for me to participate in this format.*
- *Lack of face-to-face communication. Inefficiency due to technological issues on each presenter.*
- *Not being able to interact as a class with the teachers or class members.*
- *Sometimes I had trouble hearing and seeing the presenters and discussants. A lot of time was spent in solving technique problems every session.*
- *The technical issues.*
- *I prefer face-to-face class.*
- *Connection.*
- *Technical problems with connections.*

Chart 40. The course rating



Students were asked to rate the course on the scale from 1 to 10 (1 – the lowest, 10 – the highest). Most of the indications ranged from 7 to 10, which means that students rate the course highly and very highly.

When asked what they liked most about the course, most students said intercultural interaction:

Examples of students answers:

- *I enjoy the topic of the course and I also really like the idea of having a joined course with other universities. It was interesting to hear what students and professors of other universities had to say.*
- *Exchanging knowledge.*
- *Intercultural interaction.*
- *The fact that we were from three different universities.*
- *That three universities were participation.*
- *Students from 3 different universities were able to contribute to the learning experience offered by the course.*
- *Meeting new international students and i find the reading materials and the class extremely interesting.*
- *The integration with students, specially from Latin America.*
- *The international aspect with different universities.*
- *Exchange with other students.*
- *Reading stories and being familiar with the western culture.*

42. As to “things that have not been clear in this course” students recognize mainly no possibility of face-to-face conversations. However, this should be considered as a general

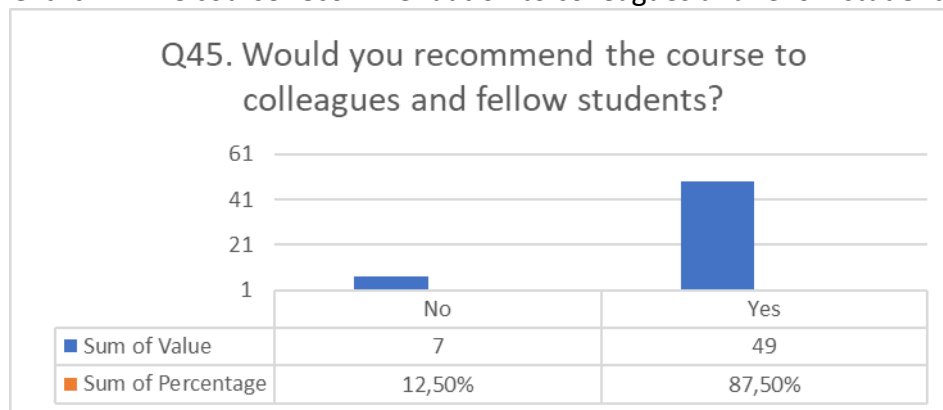
characteristic of on-line courses, not of this specific one. Many responses also indicated a lack of things that have not been clear in this course:

Examples of students answers:

- *I think everything has been clear.*
- *Nothing.*
- *there was nothing as such*
- *I don't think there is anything is not clear.*
- *If there was any positive outcome for other students.*
- *No. Everything was clear.*
- *None.*
- *The objectives.*
- *I think everything was clear*
- *No. Everything was clear.*
- *I don't know.*
- *All was clear.*
- *It was very clear.*

43. To improve the course, students raised very different issues, such as: a clear definition of the necessary tasks and roles, more time to talk, to go deeper in some of the subjects discussed, better sound on Webex.

Chart 41. The course recommendation to colleagues and fellow students



The vast majority of students (87,50%) would recommend the course to colleagues and fellow students. However, there were some critical comments:

- *Although the input by the various professors was mostly useful and in-depth, the sheer number of participants hindered my personal involvement with many questions and problems raised by other students. I would have liked it more if the number of students went down so a more safe and warm working atmosphere would establish.*
- *Too many students and participants. the atmosphere in the extra sessions was friendly and more communicative and interactive, whereas the discussions during the joint session did not include the students as much as I would have liked. It felt more like a discussion between the professors and lecturers, with the students as mere audience. This also created an*

atmosphere of hierarchies, where the tutor(s) (Hartmann and Zarda) functioned as "bridges" between students and professors.

- *I wouldn't recommend it but I also wouldn't dissuade anyone to take it. The topic was interesting enough but the organisation was a bit messy. But that's also probably on Miss Rona.*
- *I don't feel that I have learned as much as I thought I would.*
- *I think this course would have been very interesting with just the German students. But in this format it was not really beneficial.*
- *I would not recommend this course to my fellow students during Covid19. I would tell them to take this course after corona.*
- *I think that the aims of the course is not well explained and there is a problem with the general content.*

Students' responses - conclusions:

- Most of students (75%) received information via the recommendation of a professor.
- The vast majority of students (90%) were satisfied with the information provided before the activity started.
- Before the course, students' interest and knowledge on the course topic was rather moderate (40%).
- The majority of students (75% and more) were highly satisfied with the selection and structure of course content, forms of teaching and learning, assigned tasks, assistance of tutors, feedback on performance, learning material, learning outcomes. Students felt highly motivated to put into practice what they learnt. The demand of the course, satisfaction with the course, interest in topic has been estimated highly positively.
- The learning objectives were for students (50% and less) formulated in proper manners
- Satisfaction was estimated as moderate regarding Time demand, interaction between participants working conditions, usage of audiovisual resources and technical conditions and the development of new international contacts.
- Low satisfaction (less than 50%) has been noticed regarding time management, and the development of professional contacts.
- Most of the students agreed that due to the course they broadened their personal horizon, international experiences and personal development.
- On the other hand most students did not agree with the statement that the participation in the course increased their identification with European values". 9 students (16,07%) marked that the statement fully applies to them, 11 students (19,64%) largely applies, 14 students (25,00%) moderately applies, 6 students (10,71%) – slightly applies and 16 students (28,57%) does not apply at all.
- The main advantages of following this course for students were to save time and to learn in an international environment.
- The main problems were technical.
- The vast majority of students (87,50%) would recommend the course to colleagues and fellow students.

PART 2

TEACHERS' RESPONSES

Data for the analysis:

- 3 x feedback from Uni Marburg, Germany
- 1 x feedback from Uni Porto, Portugal
- 1x feedback Uni UVSQ, France

1. What did you like most about this course?

- international exchange of ideas on the topic
- international cooperation in relation to course preparation
- collaboration with teachers and students from different universities
- students' participation and engagement
- perspectives and discussions on the topic
- students' feedback

2. What surprised you the most during the event?

- students' presentation skills
- students' knowledge on the topic
- students' engagement
- students' motivation to take part in the course despite technical problems
- international education that relates to development of teachers competencies (work methods, presentations structure)

3. Which things have not been clear in this course/seminar?

3.1. Before the course

- Clarification with course outline:
 - Prerequisites
 - Level language skills of students
 - Rules for time (i.e. length of presentations)
 - Rules for students outcome (i.e. structure of presentations)

3.2. During the course

- Course outline:
 - Task assignments (background, reasons behind) to students and teachers
 - Coordination of work flow
 - Coordination of texts choice
 - Technical conditions: difficulties to find a common learning platform to share all seminar contents (literature, organizational documents, students' presentations, minutes)

4. Which suggestions do you have for improving this course/seminar?

4.1. Before the course

- Presentation of broader syllabus of each university at the beginning (it could be done in shorter time)
- Streamlining of the time frame (the semester started at different times in the three countries; two universities had already started in early September, the third one did not start until November 2)
- Expected activities from students
- Course objectives

4.2. During the course:

- All students should read the same texts
- Group work should be incorporated (small groups)
- Technical solutions during the seminar could be implemented effectively (storage of materials was difficult to find)
- Time management for tasks

5. Why would you recommend the course/seminar to colleagues?

- Experience with international teaching in digital environment
- Networking opportunities
- Professional development:
 - sharing best practices in teaching and learning;
 - out teaching standards, learning from others, from other teachers how they teach;
 - supporting students motivation and participation (how to stimulate learning in international environment);
 - getting to know new teaching materials (texts)

Teachers' responses conclusion:

- Teachers appreciated the international character of the course, their own professional development and the opportunity to learn from others and to learn together.
- The greatest positive impression was the participants' involvement in the course.
- The most challenging part was about technical problems, organizing consecutive courses with equally numerous groups, scheduling the course (starting the courses at the beginning of the semester) and the creation of more opportunities for discussion.