



1. Online Courses

Cafi launched the two online courses developed within the context of this project during this third term of the school year, from March 25th till June 25th. The aim of this launch was to pilot the quality of the materials created by the consortium.

1.1. Teacher-Beginners

The teacher beginners course was designed for teachers accessing the system for the first time.

The **main goal** of this course is to broaden the skills of participants with regard to the competence personal / interpersonal skills, moving towards competent and advanced levels, since it is understood that basic skills have been gained during initial training.

The **second goal** is to develop specific strategies related to the competence assessment.

The course had an introductory module plus four modules that focused on the following topics:

- Set-up and needs-assessment
- Positive communication - active and empathetic listening
- Mediation and conflict solving
- Assessment

The methodology is based on social constructivism, action-research and collaboration and the course was planned for 30 hours of activity.

The Teacher-Beginners course had 20 students registered and 7 of them received a certificate of attendance.

1.2. Mentors

The Mentors course is based on the idea that mentors should have several years of teaching experience. Teachers who enrol in this course have much practical knowledge, and the main goal of this activity is to develop the competencies of those experienced teachers to be aware of and reflect on the knowledge they have, to help them visualize this knowledge and share it.

They should develop the necessary skills to promote the acquisition of competencies in beginning teachers (personal, interpersonal skills, etc.). Experienced teachers



should be able to solve a variety of educational problems through their situational knowledge, as they are aware that, in general, knowledge is context based.

The course had an introductory module followed by four modules that established the cycle of teacher training and acquisition of strategies through mentoring in these stages: Starting, Developing, Collaborating, Cascading.

The cycle closed with an evaluation module.

The methodology based on social constructivism, action-research and collaboration and the course was planned for 30 hours of activity.

The Mentors course had only 19 students registered and just 5 of them received a certificate.

2. Evaluation of the results

The pilot of the online courses encountered a number of problems that weren't foreseen in the planning stage:

1. There was a lack of participants, mainly due to the late start of the courses in the academic year. CAFI usually launches most of the online trainings during the first and second term, since teachers are usually busy closing the school year during the third one.
2. All partners agreed to launch the courses in their English version, since this would be the most reliable way to prove the materials were suitable for the target audience. This meant an automatic filter in the selection, because just a few beginner teachers proved to have the needed language competence to follow the course in a foreign language. This caused a high drop-out rate.
3. The course was planned using different open-source tools, such as Mahara. Some of these tools have a correspondence in an institutional tool of the Galician authority for education. The tutor at times found difficulty with the institutional programmes used, due to a lack of familiarity with them.
4. There were other problems related to technical issues and a lack of technical checking before launching that also confused the students and increased the drop-out rate.
5. The amount of content in each course turned out to be excessive for the hours foreseen for its development.

The pilot was, however, successful. It pointed out the issues described above, which helped us to modify the related areas in order to start with a safer and earlier launch next school year in the different contexts of the partner institutions.