NATO
OTAN

**Defence Education
Enhancement Programme
(DEEP) eAcademy**

e-Instructor Certification Programme Booklet

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Introduction

Aim of this booklet:

This booklet is serving the below aims:

1. Showing integrity between strategic-level NATO DEEP documents with their execution - in this case, the e-Instructor Certification Programme is directly answering the needs voiced during drafting of the NATO DEEP Strategy for Distance Learning Support.
2. This is a ready-to-use academic curriculum to use for our Partners & Allies, to possibly enforce in their environment.
3. Highlighting the most important subjects in faculty development for ADL capacity building.
4. Showcase of learning objectives and curriculum for interested parties.

Structure of this booklet

The booklet is separated into four parts, with each of them serving a different purpose

1. Introduction - explaining basic elements of the booklet, its structure, content and how to use it effectively.
2. General information - information about the Certification Programme, its aims, the team behind it and other important elements.
3. Subjects - each subject (class) explanation with information on the people responsible, aims of the subjects and practical tasks description.

Partner institutions

- University of Warmia and Mazury in Olsztyn
- European Security & Defence College
- NATO School
- PfPC Educational Working Group (EDGW)
- Defence Institutions Building School
- „Carol I" National Defence University of Romania
- WSB University (Akademia WSB Dąbrowa Górnicza)

General information

Project overview

There is no doubt that distance learning is no longer a "nice-to-have" in the current situation. It became a necessity, and is required to be present at most educational institutions. This creates a need for a more specialized academic faculty and e-learning professional, able to support educational activities. It is still a new situation - the big shift to distance learning took institutions by surprise and didn't give appropriate time to provide training to the relevant staff. In amidts of the global pandemic, the NATO DEEP served as a catalyst for many educational events, ICT training and conferences. One of the biggest outcomes of the discussions of 2020 and 2021 is the NATO DEEP Strategy for Distance Learning Support. The e-Instructor Certification Programme is based on the requested and discussed ideas, capabilities and issues raised mainly by the ADL Technology and Faculty Development groups.The NATO DEEP eAcademy team has gathered 16 SMEs from academic institutions that are tutoring a total number of 9 subject. This presentation will outline the concept of the certification programme, the challenges we have faced, statistics and important lessons learned.

General aims of the e-Instructor Certification Programme:
- To prepare civilian and the military faculty in professional military education institutions to become fully operational in an e-learning environment;

- Provide practical knowledge on how to design plan and conduct remote classes and courses;

The Team

In order to deal with organizational and administrative work, the internal team within NATO DEEP eAcademy was set up to guarantee continuity of weekly activities taking place in the Certification Programme. Here are the people, their roles and responsibilities:

- Assoc. Prof. Piotr GAWLICZEK Ph.D - Programme Director - responsible for the Certification Programme on the strategic level, its aims and objectives. Also, agreements with relevant NATO & Partners institutions.
- Marcin JOZWIAK - Programme Manager - responsible for the weekly activities of the Certification Programme, academic curriculum and participant affairs.
- Magdalena STABLA - Programme Assistant - responsible for the weekly activities (participation list, technical support for tutors and students). Also, course feedback reporting to NATO HQ.
- Artur STAROSZ - Programme ICT Administrator - responsible for ICT systems used during our Programme: BigBlueButton and ILIAS.

Quality Assurance

- **Participant feedback**

The Team is obligated to report back to NATO HQ on the progress of each Subject, in the agreed format, which features participant feedback. Based on their responses a satisfaction rate is presented in a percentage-score.

For example, if everyone would vote 5 (very satisfied), then the satisfaction score is 100%.

- **Jean D'Andurain Prize**

In 2018 NATO lost one of its most faithful and dedicated servants. Jean d'Andurain (LtCol. Ret., French Army) passed away quietly following a stroke he had suffered during a NATO mission over a year earlier.
Inspired by his direct work environment, he was intensely dedicated to bringing defence education to life in and outside NATO. Jean is one of the founding fathers of NATO's Defence Education Enhancement Programme (DEEP) together with the PfP Consortium. Points will be awarded by students to other students via an anonymous survey, as a part of subject evaluation.

- **Curriculum integrity**

Since each subject is a responsibility of a different pair of tutors, representing different institutions and approaches, the administration team must be overlooking the integrity of the curriculum. For this reason, before each subject start, the Team prepares for each pair of tutors, within an agreed timeframe:

- Briefing regarding audience characteristics,
- Briefing on the previous subjects,
- ICT check-up/training.

Also, as preparing a curriculum / educational events is never a complete cycle, the Certification Programme is focused on gaining as much insight from the participants as possible, and the actions taken here are:

- Careful selection of candidates,
- Digital Competence Survey (Annex 1),
- Satisfaction surveys after each subject (Annex 2),
- End of course survey (Annex 3),
- Alumni 6-months survey (Annex 4).

Subjects

The subjects of the e-Instructor Certification Programme are prepared to suite every student - from beginner in the e-learning world to the advanced. Subjects are planned from general ones, which are introducing the key points of the dedicated topic which later is developed by other tutors to let the student gathered needed advanced and more complex knowledge about how to design plan and conduct remote classes.

The list of the subjects:
- **Subject 1 -** Introduction to Advanced Distributed Learning
- **Subject 2 -** Methodology of distance learning
- **Subject 3 -** Introduction to Learning Management Systems
- **Subject 4 -** E-learning specificity: asynchronous teaching
- **Subject 5 -** E-learning specificity: synchronous teaching
- **Subject 6 -** E-teacher and e-learning team - competencies and tasks
- **Subject 7 -** Multimedia creation (podcast and videocast)
- **Subject 8 -** Innovative technologies in online teaching
- **Subject 9 -** Copyright & GDPR

Subject 01. Introduction to Advanced Distributed Learning

Overview

This subject, being the first one, is an introduction and familiarization on the following levels:
- Technology - making sure the participants know how and are able to use the tools available (ILIAS, BBB),
- Audience analysis & group familiarization - gathering information for future subjects on the participants needs and characteristics, but also letting the group to get to know each other,
- Programme introduction - key points, elements will be extensivly discussed during the next subjects.the

Practical tasks

- Forums: Meet & Greet forums.
- Survey: Digital Competence Survey.
- Essay: How did COVID-19 change my approach to e-learning?

Suggested references

- The NATO Advanced Distributed Learning Handbook, 2014. LINK
- E-Learning Revolutionise Education: An Exploratory study - Dr. Showkeen Bilal. LINK
- Andragogy: A Theory in Practice in Higher Education - Abeni El-Amin. LINK
- Dirksen, Julie. Design for how people learn, 2011.

Objectives

- Identify advantages and disadvantages of e-learning,
- Link e-learning with adult learning principles to enhance learning experience,

- Identify obstacles in e-learning and find solutions/workarounds for them,
- Classify and categorize basic e-learning terms (blended learning, synchronous, asynchronous, etc),
- Characterize main tools used in e-learning for different delivery methods (LMS, Videoconferencing systems)

Authors

Marcin Jóźwiak is the NATO DEEP eAcademy Deputy Director for Academic Affairs. He's involved within the NATO Defence Education Enhancement Programme (NATO DEEP) since 2018. His responsibilities include coordinating and executing many events connected to NATO Partner training in the field of e-learning. The events range from short-term workshops on the use of ICT tools, to long-term initiatives in the form of postgraduate studies. One of his last projects – e-Instructor Certification Programme is the direct answer to the NATO DEEP Strategy for Distance Learning Support. He is a BA in English teaching and MA in Pedagogy (spec. distance learning). In the past, Marcin has cooperated in the field of e-learning with military institutions (The War Studies University in Poland, The NATO Defence College in Rome), and also corporate firms in the field of: law, logistics, executive education.

Magdalena Stabla is an instructional designer which is supporting, from 15 June 2020, NATO DEEP ADL Portal activities related to the web conferencing system BigBlueButton (BBB). She actively takes part in the BBB workshops dedicated to the participants nominated by the respective NATO DEEP institutions. Her skills and abilities are also focused on computer graphics and design. She has a lot of experience in launching and conduction PR campaigns on social media. She is the author of many short stories focusing on the science-fiction topics. She is fluent in English, Russian and Silesian languages. Her hobby is astronomy, foreign languages and traveling.

Satisfaction score:
Edition #1: 89% of satisfaction rate
Edition #2: 86% of satisfaction rate

Subject 02. Methodology of distance learning

Overview

The second subject familirize the participants on the following knowledge:
- Adapting ADDIE model into the development of classes and courses
- Focusing on the andragogy learning - general concepts and models dedicated to work with the adult learners.

Practical tasks

- Discussion Board Response
- Self Evaluation Quiz
- Group Brief on PBL Project

Suggested references

- DEEP Strategy for distance learning support. LINK
- Designing Blended Courses the ADDIE Way. LINK
- Meinhart "Insights for a Committed Learning Environment". LINK
- Adult Learning Theories Every e-Learning Designer Must Know. LINK

Objectives

- Adapt Face-to-Face instructional methods, activities, and tools to the DL environment
- Analyze select theories, concepts, and models associated with adult learning in the e-learning environment
- Apply the ADDIE model to a select e-learning scenario
- Apply Problem Based Learning as a method to solve a problem with a lesson, course, or learner issue.

Authors

Iryna Lysychkina, Ph.D.

NATO DEEP eAcademy Senior Instructional Designer Chair of the Department of Philology, Translation and Strategic Communications at the National Academy of the National Guard of Ukraine. Expert of the National Agency for Higher Education Quality Assurance of Ukraine. Co-lead of the Educators Faculty Development Group of Partnership for Peace Consortium (PfPC) Education Development Working Group. For more than 20 years she has been actively involved in the educational process specializing in curriculum design, active learning methodology, assessment and evaluation. The last 13 years with PfPC and NATO DEEP gave her experience in designing and conducting face-to-face and online multi-national and national Defense Educators Programs in 13 countries in Europe, Asia, Africa, and South America. Her expertise includes PME, faculty development, blended learning, e-learning, strategic communications, and teaching gender. Ms Iryna Lysychkina holds a Ph.D. in linguistics, is an alumna of PASS-CB at the George C. Marshall European Center for Security Studies (2013), and a Marshall Center Scholar (2016).

Aura CODREANU is an associate professor currently working with the Regional Department of Defense Resources Management Studies (DRESMARA) of Brasov, Romania. She teaches face to-face, hybrid and online modules on human resource management and program and project management to military and civilian personnel. Throughout her 20 years of experience as an educator she has been involved in course and module design, development, implementation and evaluation. As is a team member of the Educators Faculty Development Team of the PfPC Education Development Working Group (EDWG) she has developed and conducted lectures and practical activities for the face to face and online faculty foundational development programs workshops delivered for Afghanistan, Iraq, Mauritania, Tunisia, Albania. Ms. Codreanu holds a doctoral degree in Military Sciences and Intelligence and two master degrees (MAs) in Human Resource Management and Intercultural Communication.

Satisfaction score
Edition #1: 90% of satisfaction rate
Edition #2: 86% of satisfaction rate

Subject 03. Introduction to Learning Management Systems

Overview

The third subject focus on the functionality and usability of the Learning Management System:

- The participants will know how to operate in the ILIAS program, how to create courses and add materials to the platform

- The tutors adjust the materials and tasks to the experience of the group

Practical tasks

- Develop on ILIAS platform short course including: text, images, members, files, weblinks, test and survey.

Suggested references

- e-Manual for NATO DEEP ADL Portal Users.
- Learning Management System (LMS) Use with Online Instruction. LINK

Objectives

- Orientate in and use necessary tools of ILIAS program
- Create course straction according to your needs
- Add main study elements (folders, courses, tests, surveys and e.c.)
- Use ILIAS tools for interactive course prodaction in SCORM format

Authors

Giorgi Kokhreidze
DIB School Georgia

Is an e-learning specialist who has been involved in NATO DEEP ADL activities since 2014. His area of expertise is the development of Distance courses and the administration of ADL platforms.
He has administered the ADL platform (2013-2020)in NDA Georgia, and currently is a distance learning specialist at DIB School Georgia. Participated in courses development: „Cyber Hygiene", „NATO Classified Information Security Course" and etc. He received a bachelor's degree in „Computer Systems and Networks" at the Georgian Technical University, and a master's degree „Software Engineering". He is currently studying for a Ph.D. at GTU. His research focuses on cybersecurity and Distance learning.

Vitalijs Slendins

NATO DEEP TUNISIA Cooridnator

He graduated from Danish infantry school, Oxbol and Latvian National Defence Academy. In 1997 he completed mechanical engineer studies in Rezekne's higher school. In 2005 he completed Ph.D. at the Daugavpils Pedagogical University. He also completed Junior Staff Officer Course of Latvian National Defence Academy, Riga (2009).
His research and educational activities are focused on educational and training process in the Armed forces, and Advanced Distributed Learning. He is also focused on leadership issue and Bologna process. He has implemented e learning/ ADL system solutions based on LMS ILIAS platform in Latvian Armed Forces and civilian entities. His hobby is fishing and aircraft modelling.

Satisfaction score
Edition #1: 82% of satisfaction rate
Edition #2: 80% of satisfaction rate

Subject 04. E-learning specificity: asynchronous teaching

Overview

The fourth subject of the course develops the specificity and complex tools and solutions regarding asynchronous teaching. After this subject students know:

- When and how to use the asynchronous teaching in the work with the students

- How to engage and interact with students during asynchronous learning session

Practical tasks

- Forum Discussion
- Final quiz test
- Group Work Exercise

Suggested references

- Cognitive Presence For Effective Asynchronous Online Learning: The Role Of Reflective Inquiry, Self-Direction And Metacognition - D. Randy Garrison
- Cognitive presence in asynchronous online learning: a comparison of four discussion strategies - A. Darabi, M.C. Arrastia, D.W. Nelson, T. Cornille & X. Liang
- Does one size fit all? exploring asynchronous learning in a multicultural environment - Ken Morse, PhD
- Best Practices In Asynchronous Online Course Discussions - John T. Thompson

Objectives

- Memorize the specifications of asynchronous teaching
- Explain how to use asynchronous teaching
- Distinguish the benefits and potential problems of asynchronous teaching
- Identify the practical use of asynchronous teaching
- Apply asynchronous teaching principles to your project
- Analyze when asynchronous teaching should be used

Authors

Anna Chabukiani

Head of Distance Learning at Defence Institution Building School (Ministry of Defence of Georgia) Master of Humanitarian Sciences - Major English Language Certified Coach and NLP Practitioner by the Academy of Modern Applied Psychology, Scotland UK Certified Trainer by Clingendael Academy, the Netherlands Have been working in the Ministry of Defence since 2013. Working on ADL capacity building at DIBS since 2016 in close cooperation with NATO PfPC, Norwegian Ministry of Defence, and Jefferson Institute, USA.

Tanja Geiss, M.A.

NATO DEEP eAcademy Senior Instructional Designer

Ms Tanja Geiss, M.A. is a renowned ADL Expert with an over 15-year long experience in eLearning. Her experience includes the management of ADL programmes and the implementation of eLearning. Among other duties, she is engaged in the development of ADL courseware and lecturing on various eLearning topics, including the training of new eLearning teams as well as online tutors in the development of online courses and the tutoring of online classes. She is also a member of the iFest Planning Committee.
Ms Geiss has published various articles on ADL and eLearning in Germany, Poland, Romania, Ukraine, and the USA. She is also the editor for "Teaching Gender to the Military", a publication developed by the Education Development Working Group and the Security Sector Working Group. Ms Geiss is regularly invited to speak at international conferences about ADL and eLearning along with the best practices for using new technologies in education and training.

Satisfaction score
Edition #1: 92% of satisfaction rate
Edition #2: 84% of satisfaction rate

Subject 05. E-learning specificity: synchronous teaching

Overview

After the fifth subject, fully focused on the synchronous teaching, the students will know how:

- when and how to use the synchronous tools, which videoconferencing tool is the most sutiable for their needs
- how to develop interactions with students in online courses
- know the difference between synchronous and asynchronous strategies of teaching

Practical work

- Complete Module 1 „Synchronous Learning Tools" and Module 2 „Web Conferencing"
- Prepare a project (synchronous lesson plan)
- Contribution to Forum Discussion

Suggested references:

- BBB + ILIAS: Be ‚synchronous' for NATO DEEP (ADL Course);
- Synchronous Learning Tools Course (ADL Course);

Objectives

- Analyze when synchronous teaching should be used;
- Select a videoconferencing tool;
- Explain how to use synchronous teaching and associated tools;
- Distinguish the benefits and manage potential problems of synchronous teaching;
- Identify the practical use of synchronous teaching;
- Apply synchronous teaching principles to your project.

Authors

Danuta PIETRASZKIEWICZ

NATO DEEP eAcademy Deputy Director

She is an expert in distance education in the Polish Armed Forces and she was a member of an expert team focused on creating of the concept of distance education in the Ministry of National Defence in Poland. She works at the University of Warmia and Mazury in Olsztyn and in the distance education department at the National Defence University/ The War Studies University in Warsaw. She has been conducting specialized training for civilian and military employees, as well as academic teachers, since 2013.

She is a trainer who has a great knowledge of topics related to personal potential development and she is fluent in management and new technologies. She has over 15 years of experience in the implementation of specialist training which increases the efficiency of leaders and groups. As a mentor, she helped to develop managerial and coaching skills for many people. She runs a competence development program related to using of the new technologies. Head of several editions of postgraduate studies in the area of coaching.

Justyna KOWALCZYS

NATO DEEP eAcademy Deputy Director for English Language Training
Polish Naval Academy in Gdynia, Poland

Justyna Kowalczys is an ESP and e-learning specialist involved in NATO DEEP ADL activities since 2019. Her area of expertise is ADL material design and didactical input combined with experience of structuring e-learning modules for ESP and cross-checking activities. Her professional development is inseparably connected with module development in the field of specialist English (English for Medical Purposes, English for Military Purposes, English for IT specialists, Technical English, Maritime English), which gave rise to EU Erasmus+ projects in Strategic Partnerships for Higher Education that she internally coordinates.

Satisfaction score
Edition #1: 96% of satisfaction rate
Edition #2: 94% of satisfaction rate

Subject 06. E-teacher and e-learning team: competencies and tasks

Overview

The sixth subject provides insight into e-Learning team roles and responsibilities, after this subject students will know how to:

- divide the roles and responsibilities in the online teaching team envoirment
- prepare and design an evaluation of the course, as well as describe evaluation's stages

Objectives

After completing this lesson, based on the given set of parameters, students will be able to do the following:

- Explain e-Learning Team Roles and Responsibilities.
- As part of a project team, develop an e-Learning project plan.
- As part of a project team, outline e-Learning content for their e-Learning project.
- Describe the stages of the evaluation process
- Design a satisfaction survey as part of the course evaluation

Suggested references:

- The NATO Advanced Distributed Learning Handbook, 2014;
- NATO e-Learning Concept, 2014; LINK
- How to become an Instructional Designer - eLearning Industry;

Authors

Col Alin BODESCU, PhD (RO A)

He has been Director of the Advanced Distributed Learning Department of the „Carol I" National Defence University in Bucharest since November 2021. He has extensive experience in multinational training and education, working with the EU, NATO, Partnership for Peace, and national bodies. Col. Bodescu was seconded national expert to European External Action Service in Brussels, where he worked as Training Manager with the EU Military Staff (2011-2016). He also served with the NATO Partnership for Peace Regional Training Centre and Crisis Management and Multinational Department in

Bucharest, Romania, where he was instructor, lecturer, course director (2002-2011), and director of Crisis Management and Multinational Operations Department (2016-2017). He was deployed with the Italian Joint Task Force in Iraq (Operation Antica Babilonia/ Iraqi Freedom) in 2004 and served with the USCENTCOM in 2006, as a Romanian liaison officer (covering Afghanistan theatre of operations). His initial military career includes command and staff positions with 4th and 7th Mountain Infantry Brigades (1987-1993) and 15th Air Defence Regiment (1995-2002). Col Bodescu holds a Ph.D. and a Master's degree in Military Science from the „Carol I" National Defence University, a Master's degree in International Relations from the National School of Political Science and Public Administration in Bucharest, and a bachelor's degree in law. His publications address international law issues (the use of force under international and national law) and military training and education-related topics.

Gigi Roman

Mr. Gigi Roman is an ADL Coordinator responsible for NATO School's online courses and online content management, including new product design and strategic relationships for the organization learning management system, authoring tools and collaboration solutions. He is also a Course Director for the NSO eLearning Instructional Design Course (M7-126) and a NATO Certified Instructor at NSO. Mr. Roman is an active member of the Advanced Distributed Learning Working Group and the Educators Working Group of the PfP Consortium of Defense Academies and Security Studies Institutes.
In previous roles with NATO School and PfP Community, Mr. Roman has overseen the development of Web-based content development and the repurposing of instructional materials for online delivery. Prior to NATO School, Mr. Roman worked with a variety of groups at the Military Academy, International Security Network, George C. Marshall Center, PfP Consortium on online content management, project management and classroom training.

Satisfaction score
Edition #1: 87% of satisfaction rate
Edition #2: 76% of satisfaction rate

Subject 07. Multimedia creation (podcast, videocast)

Overview

This subject focuses more on the practical side of creation of podcasts and videocasts, as well prepares students on how correctly use this tools in teaching, after this subject student's will know how to prepare engaging podcasts and videocasts.

Objectives

After completing this subject, students will be able to:

- Use audio and video for educational purposes
- Record audio and video
- Publish your audio and video files

Suggested references:

- ELC 058 Virtual Training is Much More Than a Presentation - the eLearning Coach; LINK
- How to use Audacity (ADL Course);

Practical tasks

- Create a videocast
- Create a podcast

Authors

Assoc. Prof. Urszula DOLIWA, PhD

NATO DEEP eAcademy Media Coordinator

Assoc. Prof. Urszula Doliwa, PhD is a Head of the Institute of Journalism and Social Communication, University of Warmia and Mazury (UWM), Poland. She is an author of the book Radio studenckie w Polsce (Student Radio in Poland) and Radio społeczne – trzeci obok publicznego i komercyjnego sector radiowy (Community Radio: The Third Sector of Broadcasting along Public and Commercial). She was also a guest editor (together with Judith Purkarthofer) of the special issue on community radio of The Radio Journal: International Studies in Broadcast and Audio Media [15: 2, 2017]. Her research interests centre on community media, radio, podcasting and new media. Urszula Doliwa is an expert and a former vice-chair of the organisation involved in promoting community media sector in Europe – Community Media Forum Europe, a member of the Polish Communication Association, the Radio Research Section of ECREA and the Editorial Board of the Polish journal Media – Kultura– Komunikacja Społeczna (Media – Culture – Social Communication).

Szymon Zylinski Ph.D

Szymon Zylinski, is an assistant professor at the Institute of journalism and Social Communication, University of Warmia and Mazury in Olsztyn, Poland. He researches media in Bhutan and mediatization and likes to utilize Q-methodology in his scientific endeavors. He taught at Maltepe University, Royal Thimphu College, and was a visiting scholar at Ryerson University, University of Turku, and Simon Fraser University. He mostly conducts classes about internet video production, and in his free time records videos for his YouTube and TikTok accounts.

Satisfaction score:
Edition #1: 95% of satisfaction rate
Edition #2: 97% of satisfaction rate

Subject 08. Innovative technologies in online teaching

Overview

The eighth subject foucs on introducing students the possibilites and solutions offered by the Virtual Reality and Angumented Reality tools, students will also have a possibility to learn how:

- to prepare a plan for a VR implementation in educational purposes
- to select right VR model for the specific needs and demands of the institution

Objectives

- be able to use the possibilities offered by VR and AR in education
- distinguish between different VR models
- select the appropriate VR model tailored to the educational goals
- be able to talk about the course of the VR production process
- prepare a VR implementation plan in educational processes in your institution / organization

Suggested references:

- A brief history of virtual reality (VR) - WSB University;
- Virtual memory palaces: immersion aids recall - Eric Krokos, Catherine Plaisant, Amitabh Varshney; LINK

- Development of an Immersive Virtual Reality trainer for Diving Teams - Thomas Govan, Robert Guest; LINK

Practical work

- pretest regarding the VR and AR knowledge
- 5 quizzes regarding the VR and AR solutions and knowledge
- post-test of the information learned

Authors

Karol Jędrasiak

Ph.D., author of 71 scientific publications, cited 604 times, H index 18. Participant in 24 large R&D projects, in five as project director. Expert in field of computer vision, computer graphics, artificial intelligence tools, computer systems development, database and sensory systems.

Iwona Choncia

MA, trainer, instructional designer. Expert in the field of teaching methodology. I have completed hundreds of e-learning training projects. I am constantly looking for modern methods and tools, which will make the learning process effective. At WSB University I manage the Centre for Modern Educational Methods and Technologies.

Aleksandra Wolska

MA in English Philology, Head of the Electronic Examination Center at WSB University. Experienced teacher and head of studies. Expert in the field of teaching methodology, modern solutions in education, and team management.

Satisfaction score:
Edition #1: 84% of satisfaction rate
Edition #2: 85% of satisfaction rate

Subject 09. Copyright & GDPR

Overview

Last subject focuses on understanding the EU's GDPR Regulations as well as EU's Copyright Regulations. Students will have possibility to learn also how to find access to the most crucial and needed documentation regarding the privacy and copyrights. Which will let them navigate and apply specific rules targeted in the Copyrights and Privacy laws.

Objectives

- Understand the EU's GDPR Regulations
- Understand the EU's Copyright Regulations
- Find and access all necessary updated documentation regarding Privacy and Copyright
- Understand how to apply Copyright and Privacy Specific Rules for your target area
- Create your own documents regarding privacy and copyright

Suggested references:

- Rome Convention for the Protection of Performers Producers of Phonograms and Broadcasting Organizations, 1961;
- Berne Convention for the Protection of Literary and Artistic Works, 1979;
- WIPO Copyright Treaty, 1996;

- Official Journal of the European Union, L 119, 4 May 2016;

Practical tasks
- GDPR Quiz
- GDPR Case Study in the breakout rooms

Author

Horatius Garban

Has started his IT career as Net Admin and DB Admin and developed Digital Forensics and Digital Investigations Teams. With over 20 years of experience in cyber domains, he decided to dedicate his time to give back knowledge to the newest Cyber-generation.

Satisfaction score:
Edition #1: 90% of satisfaction rate
Edition #2: 88% of satisfaction rate

Annex 1

Question 1

Overall how satisfied are you with this subject? *

- ○ Very satisfied
- ○ Satisfied
- ○ It was ok
- ○ Dissatisfied
- ○ Very dissatisfied

Question 2

What did you like the most about the subject? *

Answer:

Question 3

How could we make the subject better? *

Answer:

Question 4

Any other comments or feedback about this subject?

Answer:

Question 5 - Jean D'Andurain Prize

Please nominate **three** students for the Jean D'Andurain Prize. *

Answer:

Annex 2

Question 1

How much years of teaching experience do you have? *

[ ]

Question 2

What's your area of specialisation / studies? *

Answer:

[ ]

Question 3

How do you assess your current knowledge in the following subjects: *

	Beginner	1	2	3	4	5	Expert	I don't know
Learning Management Systems		O	O	O	O	O		O
Methodology of distance learning		O	O	O	O	O		O
Asynchronous teaching		O	O	O	O	O		O
Synchronous teaching		O	O	O	O	O		O
Multimedia creation		O	O	O	O	O		O
Innovative technologies in online teaching		O	O	O	O	O		O

Question 4

What are your expectations for this Certification Programme? How can we help you the best? *

Answer:

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[                                                                    ]
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Annex 3
Question 1 - Organization & IT Services

How do you rate the following areas of Programme organization? *

		1	2	3	4	5	
General organization of the Programme	Very Poor	○	○	○	○	○	Excellent
Contact with staff (teachers, administration)		○	○	○	○	○	
Information flow		○	○	○	○	○	
IT: BigBlueButton reliability and ease of use		○	○	○	○	○	
IT: ILIAS reliability and ease of use		○	○	○	○	○	

Question 1A - Organization (open)

Do you have any comments regarding Programme organization?

Answer:

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[                                                                    ]
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Question 1B - Information Technology (open)

Do you have any comments regarding information technology used: BigBlueButton and ILIAS?

Answer:

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[                                                                    ]
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Question 2 - Tutors and Curriculum

Please see the below statements regarding Tutors and Curriculum and choose how strongly you agree or disagree: *

		1	2	3	4	5	
The meetings were interactive and offered space for thought exchange.	Strongly Disagree						Strongly Agree
There was enough time for homework.							
The homework assignments given were meaningful.							
The instructions given by tutors were clear.							
The language used by tutors was easy to understand.							
The classes started and ended on time.							
The objectives of subjects were met.							

Question 2A - Tutors

Do you have any further comments regarding Tutors?

Answer:

Question 2B - Curriculum

Do you have any comments regarding Curriculum - assignments given, lesson objectives etc.

Answer:

Question 3

How likely is it that you will recommend this Certification Programme to your colleagues in similar situation/position?

Scale: 1 (Not at all) - 5 (Extremely likely)

*

1   2   3   4   5

Question 4

How well did you enhance your knowledge in e-learning thanks to this Certification Programme?

Scale: 1 (Not at all) - 5 (Extremely enhanced)

*

1   2   3   4   5

Question 5

Do you have any last comments regarding this Certification Programme?

Answer:

Annex 4

Question 1

Overall, how effective do you think the training program has been to improve your job performance? *

　　　　Extremely effective

　　　　Effective

　　　　Neither effective or not effective

　　　　Not effective

　　　　Extremely not effective

　　　　Not applicable

Question 2

Why did you choose this answer? Please specify. *

Answer:

Question 3

Did the postgraduate studies cover the content you were expecting? Why or why not? *

Answer:

Question 4

In what ways, as NATO DEEP, we can support you and your institution? *

　　　　Short-term training opportunities (1-2 weeks)

　　　　Long-term training opportunities (3-5 months)

　　　　Country-specific workshops

　　　　Thematic conferences

　　　　Asynchronous ADL courses

　　　　Not applicable

Question 5

What other support would you need? What would be the topics of your interest?

Answer:

Question 6

Any other comments?

Answer: