



Third Periodic Report

Dates of life-time covered: 15.11.2019-14.05.2020

Continuing from the previous period, the final drafts of both volumes have been upgraded to publishable formats and are finished following edits and input from partners. However, it is anticipated that future mobility and teacher training will also have a significant impact. The mobility-based "training the teacher, health, and rehabilitation professional supervisors" will get extensive coverage of this element.

The conceptual idea for the center and the platform for the digitization of health services are still being developed. The corona causes delays in piloting. An industrial advisory board and joint venture partners are still being announced. Mrs. Minna Elomaa-Krapu hails from Metropolia and is a member. A business has also been invited by Metropolia. The piloting process began in April 2020. Google Drive is used to store meeting materials and schedule meetings. The process of creating a list of necessary modifications to be made during the post-pilot phase, as well as meeting minutes with successions and questions and answers, is still underway. Both materials are continuously gathered. Plans have to be modified due to the COVID-19 virus. Online tutoring is more challenging.

A tutoring session comprising material from Work Packages 2 and 3 was held in Pristina during the course of this six-month period in accordance with the activities of Work Package 3 (called "Training the Trainers"). Participants from all higher education institutions (HEI) were convened for this one-week session, which was based on the main ideas and teacher handbook papers. The workshop was watched over by international partners and held at Heimerer HEI in Prishtina.

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Mobility 7 was held in
Pristina, as stated



previously, and the tutoring program there primarily served to train teachers. The teacher's training manual has been widely utilized, and everyone has contributed significantly. The framework for multidisciplinary learning practices was established by the training in an incredibly effective and efficient manner.

Due to the outbreak, the piloting of the teacher training courses has been slightly delayed, but it is still running in tandem with online coaching every two weeks.

The Quality Assurance Internal Team met in person on the final day of this program and verified several adjustments regarding members. The Leader of the QA WP5, Prof. Ass. Dr. Mimoza Dushi, has been informed that her position as Vice Rector at UGjFA has been terminated. Currently, questionnaires are sent out at the conclusion of each project event, and the QA plan was previously presented and accepted at the Heimerer conference (by Prof. Mimoza) (workshops, study visits, etc.). The files are located on WP5's Google Drive.

Additionally, it was determined to maintain evaluating every questioner, and each QA group member accepted accountability for reporting on specific WP results and deliverables completed thus far. According to recent developments in higher education institutions, it has been decided that the following individuals, led by the UGjFA, will replace the members of the Internal Evaluation Team who are no longer affiliated with their institutions: Dardan Koçinaj from the University of Gjakova "Fehmi Agani" (UGJFA), Ferdane Simnica from Heimerer College (KH), Dardan Bekaj from the Institute of HC (IKH), and Denis Spahija from the University A pre-written and amended online survey was distributed to all participants for the purpose of evaluating the training session once it had concluded. The Metropolia staff further reviewed this survey, and the following is a summary of the findings from the report, which is available online on Google Drive:

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There were 14
responders, with six of

them present from morning through afternoon each day. One individual was there for just one and a half hours. The pre-task materials had been distributed to almost all of the teachers. Only half of them had sufficient time to read the material. Nearly half of the respondents expressed great satisfaction with the workshop's planning and organization; half also expressed great satisfaction with the clear, effective, and helpful nature of the communications with the host institution; and half found no issues with the workshop's overall organization. The "poor participation rate" and "the seats in one of the classes were not ideal for round discussions as they were not moveable," among other criticisms, were made by two participants. More than half of the respondents were pleased with the workshop's goals and objectives being met, the workshop's goals and objectives being relevant, and the fact that the workshop's content met their expectations. Only half of the respondents were pleased with the workshop's agenda, and less than half were pleased with how well the workshop's pace and learning style were accommodated. Less than half of the respondents believed that the workshop's activities had a medium or high influence on their advice for putting the approaches planned for the project into practice. More than half of respondents said that the workshop had a significant impact on improving teachers' knowledge of how to apply collaborative learning, with half of them rating the session's influence on the use of coaching techniques as having either a moderate or medium impact. More than half of those who responded said the workshop had a high impact on creating learning sessions, a medium impact on incorporating user involvement and cross-disciplinary collaboration, and a low impact on creating all the necessary skills for piloting, while the other half said it had a high impact on utilizing all the key ideas from the handbook. More than half of respondents found the various discussions to be very inspirational, highly satisfied with the instructor's ability, highly satisfied with the size of the training group (considering it appropriate), and successful in meeting the workshop's objectives. Only 50% of respondents were happy with the amount of information they received.



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One participant
expressed special



worries regarding pilot behavior because of the Corona virus outbreak and was worried about how they would execute this in practice because it was new to them. They also wanted more real-life examples and experiences of instructors to share with teachers. There have been recommendations for blended learning and distant learning as techniques for the next sessions. According to comments made on how to co-create a new method of critical thinking with greater understanding and a decent approach, the participants have acquired the necessary level of shared knowledge required for the following phases.

Following the first online tutoring session (pilot) regarding assessment and diagnosis at each home HEI (Heimerer, UGjFA, and UKZ), two online tutoring sessions were held by international partners (experts) as planned at the end of April and the beginning of May. The comments from both surveys were analyzed by Heimerer and UGjFA Internal Quality Members and were as follows: Despite the distance, we are moving in the correct direction. Very helpful; many thanks. The Kosovo HEIs planned this for the first time, and all that was done with it went off without a hitch. It instills confidence in the upcoming workshops, which are scheduled every two weeks. English was not spoken in some parts of the meeting; online teaching will be very useful for students running centers; let's keep online teaching going during COVID-19; specifically, after the second online tutoring, it was a very important online workshop. To improve student learning outcomes and patient rehabilitation, we need more experience with ICF tools. Thank you very much for this effective presentation. Congratulations! It was well organized, but we need more information about its application in clinical work. The presenters did a great job. I liked the group sessions and the interaction possibilities. Thank you. The session was very useful. I learned a lot about ICF. Working in groups was effective.

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As far as the interim
report is concerned,



the process of hiring the expert is going well. The new due date to submit that to the agency is August 28th. A progress report is being prepared along with other related documents, including the joint financial statement for the 50% pre-financing financial transfer.

The main remarks of the participants from the events were:

The number of respondents was low, as in each questionnaire. The number of regular (all-day) participants was low. Participants had also commented on the low participation rate and technical issues (unsuitable chairs for certain activities). One participant wanted to hear more real-world examples and experiences from instructors, had specific concerns about pilot operations due to the corona pandemic, and expressed concerns about how they could put these new ideas into practice. For next meetings, there were suggestions to elaborate on distance and blended learning methodologies; remarks on how to co-create a new way of critical thinking with better understanding and a good approach; and the fact that participants have reached a sufficient shared understanding needed for next phases. Other comments included: it's a long journey, but we're on the right track; I found it very useful and would like to thank you for that; was organized for the first time by the Kosovo HEIs, and its implementation went very well, giving high confidence for the upcoming activities; English was not entirely spoken. Online teaching would be very useful for students running centers during COVID-19; discovered a very important online workshop; need more experience with ICF (practice tools) and more information about application in clinical work; was well organized; the presenters did a great job; I would like group sessions and the interaction; the session was very well done; I have learned a lot about ICF; working in groups was effective.

Further suggestions:

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During the piloting,
attempts to find



mutually beneficial outcomes are noticed. Some technical difficulties occur during online tutoring due to bad connections, and not enough focus is placed on pedagogical issues. There is too much focus and demand on "what" instead of "how" and "why. The agenda for each online meeting was decided beforehand and is based on the steps in the SMAHPC draft model. The following are some suggestions: If piloting is not possible due to the Corona situation, an application for project delay may be required. Each theme or agenda would need much more time and more collaboration to achieve a shared understanding of how to facilitate learning by doing in the upcoming student-run center. The participants have to focus more on "how" and "why."

For further reference, the extended report on the questionnaires and other relevant reports are delivered on Google Drive.



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