



Methodology

Mapping the digital readiness and resilience of HE and VET
Institutions in response to the COVID-19 crisis in the context of:

Governance and enabling services

Teaching and learning practices and infrastructure

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1. Introduction

The project “Digital Transformation of Higher Education and Training: DigiTransformEdu”, is a 26-month Erasmus+ project (2021-2023) that aims to foster the digital transformation of HE and tertiary VET institutions by mapping the digital readiness and resilience of educational and training institutions in response to the COVID-19 crisis among other objectives. The project is centred on the transformation to **digital/online education** that is defined as a distance form of education, in which digital tools and information and communication technologies are used to enable teaching, learning, assessment, certification, and the organisation of the educational process while learners, teachers, and administrators might be located in different places and the process might be either synchronous or asynchronous in time. Project results 1 and 2 aim to map the digital readiness and resilience of educational and training institutions in response to the COVID-19 crisis and increase the knowledge about the impact of the pandemic and the lockdowns on the digital transformation of education. In particular, project result 1 deals with governance and enabling services, while project result 2 looks into teaching and learning practices and infrastructure.

2. Scope of the research

The DigiTransformEdu project explores the digital transformation in the educational systems above level 5 in accordance with the ISCED (from 5 to 8). The institutions that are target of the research “Mapping the digital readiness and resilience of educational and training institutions in response to the COVID-19 crisis” are higher education institutions, VET centres and LLL organisations. The research considers two dimensions of the digital transformation in the tertiary education:

- Governance and enabling services (ref. in GA as digital strategy)
- Teaching and learning practices and infrastructure (ref. in GA as digital pedagogy)

and three target groups of respondents:

- Management and administration roles in an organisation
- Pedagogical staff
- Students/learners

2.1. International Standard Classification of Education (ISCED)

Ref. The Structure of the European Education Systems 2020/21, Education, Audiovisual and Culture Executive Agency

Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education, Bachelor's or equivalent level, Master's or equivalent level, and doctoral or equivalent level, respectively. The content of programmes at the tertiary level is more complex and advanced than in lower ISCED levels.

2.2. Tertiary Levels

ISCED 5: Short-cycle tertiary education

Programmes at this level are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Entry into ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 with access to tertiary education.

ISCED 6: Bachelors' or equivalent level

Programmes at this level are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Entry into these programmes normally requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations. Entry or transfer into ISCED level 6 is also sometimes possible after the successful completion of ISCED level 5.

ISCED 7: Master's or equivalent level

Programmes at this level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

Entry into ISCED level 7 programmes preparing for a second or further degree normally requires the successful completion of an ISCED level 6 or 7 programme. In the case of long programmes that prepare for a first degree equivalent to a Master's degree, entry requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry into such programmes may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations.

ISCED LEVEL 8: Doctoral or equivalent level

Programmes at ISCED level 8, or doctoral or equivalent level, are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields.

2.3. Educational Institutions related to tertiary education

Belgium, French Community

Université / Haute école / École supérieure des arts / Haute école / École supérieure des arts

Belgium, German-speaking Community

Hochschule

Belgium, Flemish Community

Universiteit / Hogeschool / Hoger Beroepsonderwijs (HBo5)

Bulgaria

Universiteti, Specializirani vischi utchilishta / Kolezhi / Tsentrove za profesionalno obuchenie (VET centres)

Germany

Universität / Kunsthochschule / Musikhochschule / Fachhochschule / Berufsakademie / Verwaltungsfachhochschule / Fachschule / Fachakademie

Croatia

Sveučilište (sveučilišni studiji) / Veleučilište/visoka škola (stručni studiji)

Italy

Università / Alta formazione artistica / musicale / coreutica – AFAM/ Scuola superiore per mediatori linguistici / Istituto tecnico superior

3. Phase 1: Desk research

Timeframe: January – April 2022

All partners look for research publications, national or regional strategic documents, reports, studies, articles, etc. (at least three per project partner) that deal with the impact of the COVID-19 pandemic on the transition to digital education and were published or made available in their institutions, countries or at European or international level. Each partner summarises the main findings from their desk research in national reports for Bulgaria, Croatia, Italy, and Germany, following a common template. EFMD as an international association conducts the research at European and international level. The findings are further analysed by MUAS and NBU as activity leaders and included in a synthesis report.

In addition, project partners go through publicly available information and websites to identify other institutions from their countries to include in the survey. The total number of surveyed institutions should be at least 30 (project partners included), which can be tentatively distributed like this: 12 HEIs (NBU, Algebra, MUAS + 9 other HEIs or university faculties), 12 tertiary VET institutions (Gruppo Pragma, Fondazione Giacomo Brodolini, ESI CEE + 9 other VET institutions), and 6 continuous education providers (EFMD, DNA, Institute of Mathematics and Informatics at the Bulgarian Academy of Sciences + 3 other providers).

4. Phase 2: Survey administration and data collection

Timeframe: March – July 2022

4.1. Partner Questionnaire

In order to get a better insight into the institutional realities and tendencies of the project partners and help further shape the research into the right direction, the partner institutions answer an online questionnaire that is answered only once on behalf of each project partner. The questionnaire can be accessed at: <https://survey.zohopublic.eu/zs/yLDH1u> and includes the following questions.

1. Name of the partner institution:
2. My institution provides the following sort of education and training: *(multiple choices possible)*
 - Doctoral programmes
 - Distance doctoral programmes
 - Master programmes
 - Distance master programmes
 - Bachelor programmes
 - Distance bachelor programmes
 - Certificate programmes and courses (6-12 months)
 - Distance certificate programmes and courses (6-12 months)
 - Short certificate programmes and course (1-6 months)
 - Distance (online) short certificate course (1-6 months)
 - Master classes (1-2 weeks)
 - Distance (online) master classes (1-2 weeks)
 - Seminars (1-5 days)
 - Online webinars (1-5 days)
 - Others, please specify...
3. The target groups of my institution are: *(multiple choices possible)*
 - Undergraduates
 - Graduates
 - Doctoral students
 - Professionals
 - Managers
 - Senior executives
 - Others, please specify...

4. Please, explain shortly the changes that were introduced in the provision of education and training in your institution as result of the COVID-19 pandemic e.g., continuation, novelties, modifications, discontinued programmes and courses, etc. *(open question)*
5. My institution has devoted service units/departments for students and participants
 - Yes
 - No
 - a. If Yes, what are these service units/departments (this concerns only internal services not dealing with external stakeholders)? *(multiple choices possible)*
 - Student administration
 - Consulting services for candidates
 - Enrolment services
 - Consulting services for students and participants
 - Recognition of courses and diplomas
 - Scholarships and student loans
 - Placements and internships as compulsory parts of the curriculum
 - Support to students with special needs
 - Others, please specify...
 - b. If No, how these services are regulated in your institution? *(open question)*
6. My institution has the following service units/departments: *(multiple choices possible)*
 - General administration
 - Finance and accounting
 - ICT services
 - Project management
 - Erasmus mobility office
 - Career services
 - Alumni services
 - International relations
 - Library
 - Research centre
 - Incubator
 - University-business centre
 - Others, please specify...
7. Please, explain shortly the changes that were introduced in your institutional services as result of the COVID-19 pandemic e.g., continuation, novelties, modifications, abandoned services, etc. *(open question)*
8. Anything else you would like to add. *(open question)*

4.2. Governance (strategic level)

The survey targets people (1-2 representatives per surveyed institution) able to evaluate institutions' response at the level of **governance** and responsible for strategic management and planning, budgeting, performance assessment or similar. For example, rectors, vice rectors, deans, vice deans, administrative directors, administrative support structures.

This respondent cluster is surveyed through the use of semi-structured interviews or written interviews with open questions in local languages (qualitative data). The questions below are guiding questions and can be reformulated to fit to the occasion and/or the respondent.

1. Tell us a little bit about your role and responsibility at this institution.

2. How is the digital education organised in your institution? (e.g., Who is responsible? Who is doing what? Is there a Digital education unit/centre at your institution? Have you entered in any strategic partnership with external providers to implement digital services/pedagogies?)
3. Was your institution accredited/officially approved to provide digital (distance) education before the pandemic?
4. Did your institution have a strategy/strategic plan for digital education before the pandemic?
 - a. If yes, what are the main pillars of the strategic plan (i.e., services, competences, etc.)? Was the plan helpful for the overnight transition to digital education? Was it necessary to adapt the strategy and how?
 - b. If no, do you have a digital strategy now or are you working on one?
 - c. If you are not working on it, do you have plans in the future to work on one?
5. What has changed in relation to digital education in your institution since the pandemic?
6. What are some key challenges that the overnight transition to digital education caused at your institution?
7. What are the lessons learned (both dos and don'ts) that have to be considered by the university management on strategic level?
8. What are your plans for the future in terms of digital education?
9. Would you be so kind to share with us some relevant documents, good practices within your organisation, or digital resources?
10. May we contact you for more in-detail information if needed?

Documentation: Partners produce a single word file consisting of the questions and the answers received and send to MUAS and NBU, R1 and R2 lead partners. The names or at least the number and type of surveyed institutions are specified.

4.3. Enabling services (services for students/learners and candidates)

The survey targets people (2-3 representatives per surveyed institution) able to evaluate institutions' response at the level of **enabling services**. The survey focuses on services that are internal and more or less compulsory to have at each institution, such as:

- Student administration
- Consulting services for candidates
- Entrance exams and requirements
- Enrolment services
- Consulting services for students and participants
- Recognition of courses and diplomas
- Scholarships and student loans
- Residencies, restaurants, and cafeterias for students and lecturers
- Placements and internships as compulsory parts of the curriculum
- Support to students with special needs, etc.

This respondent cluster is surveyed through the use of semi-structured interviews or written interviews with open questions in local languages (qualitative data). The questions below are guiding questions and can be reformulated to fit to the occasion and/or the respondent.

1. Tell us a little bit about your role and responsibility at this institution.

2. How were the enabling services and administration organised in your institution before and during the pandemic? (e.g., Entirely/partially digital? Who was doing what? How was the communication with students organised? Is there an IT support unit/centre dedicated only to enabling services?)
3. To what extent were the enabling services digitalised before the pandemic? What is the situation now?
4. Please, explain shortly the changes that were introduced in your institutional services as result of the COVID-19 pandemic e.g., continuation, novelties, modifications, abandoned services, etc. Were the changes effective?
5. What are some key challenges that the overnight transition to digital organisation and administration of the educational process caused at your institution?
6. What are the lessons learned (both dos and don'ts) that have to be considered when digitalising the enabling services?
7. Would you be so kind to share with us some relevant documents, good practices within your organisation, or digital resources?
8. May we contact you for more in-detail information if needed?

Documentation: Partners produce a single word file consisting of the questions and the answers received and send to MUAS and NBU, R1 and R2 lead partners. The names or at least the number and type of surveyed institutions are specified.

4.4. Teaching

At **teaching** level (lecturers and trainers), the use of digital pedagogy and assessment as well as digital competence and adaptation are explored. This respondent cluster is surveyed through the use of an online questionnaire sent to lecturers and trainers in local languages. The non-HEI project partners include their trainers in the survey.

Questionnaire for teachers and trainers

Dear participant,

We highly appreciate your interest in this study. This project “Digital Transformation of Higher Education and Training: DigiTransformEdu”, is a 26-month Erasmus+ project (2021-2023) that aims to foster the digital transformation of HE and tertiary VET institutions by mapping the digital readiness and resilience of educational and training institutions in response to the COVID-19 crisis among other objectives. The project is centred on the transformation to digital/online education that is defined as a distance form of education, in which digital tools and information and communication technologies are used to enable teaching, learning, assessment, certification, and the organisation of the educational process while learners, teachers, and administrators might be located in different places and the process might be either synchronous or asynchronous in time. This questionnaire is part of a transnational survey that covers Bulgaria, Croatia, Germany, Italy, and the EU in general and attempts to understand the role of the pandemic in accelerating the transition to digital education and what good practices and lessons can be learned from it. Therefore, your cooperation is important for the successful realisation of this project as you have the relevant information and knowledge. The questionnaire should take you about 15 minutes to complete. The information you provide will be treated strictly confidential and based on the survey results it will not be possible to draw any conclusions to individual persons. If you have any queries or would like to have further information about the research project, please do not hesitate to contact us via: (contact e-mail).

1. What device do you typically use to deliver online classes? *(one choice possible)*
 - a. Smartphone
 - b. Tablet
 - c. Laptop
 - d. Desktop
 - e. Other, please specify...
2. In case you did not have your own device to deliver the online classes, has your institution provided you with an option to use an institutional device? *(one choice possible)*
 - a. Yes
 - b. No
 - c. I do not know / I did not need one
3. Which of the following online learning platforms and virtual classroom software are used in your institution? *(multiple choices possible)*
 - a. Moodle
 - b. MS Teams
 - c. Zoom
 - d. Big blue button
 - e. Blackboard
 - f. Adobe Connect
 - g. Cisco Webex
 - h. Canvas
 - i. Discord
 - j. Other, please specify...
4. Which additional technological tools have you used during the online classes? *(open question, not compulsory)*
5. In your opinion, how technology competent are you now compared to prior the pandemic? *(one choice possible)*
 - a. Worse
 - b. About the same
 - c. Better
6. In your opinion, how technology competent are your students now compared to prior the pandemic? *(one choice possible)*
 - a. Worse
 - b. About the same
 - c. Better
7. Were you satisfied with the way your institution responded to the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*
8. Were you satisfied with the way your institution organised the online classes during the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*
9. Were you satisfied with the way your institution provided its services online during the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*

10. Were you satisfied with the way your institution organised the exams online during the pandemic?
 - a. Yes
 - b. No (*if not why – open answer*)
11. What could your institution have done better during the transition to online education as result of the pandemic? (*open question, not compulsory*)
12. Please, assess the teaching practices provided below based on their perceived usefulness during the pandemic (*not useful, useful, very useful*)
 - a. Flipped classroom (learn at home, practice in class)
 - b. Shortened lectures and presentations to avoid online fatigue
 - c. Videos
 - d. Tasks to complete individually or in group
 - e. Online Q&A sessions
 - f. Work sessions in small groups with the lecturer (with the cameras on)
 - g. Structured communication plan that in advance announces interaction and discussion moments with the lecturer
 - h. Personalised (one-to-one) guidance and support
13. Have you encountered any of these problems during the online classes? (*multiple choices possible*)
 - a. Internet connection problems
 - b. Technical problems
 - c. Lack of technical support
 - d. Lack of suitable teaching environment
 - e. Lack of appropriate digital tools to carry out certain teaching components
 - f. Lack of competencies on how to make digital content interesting
 - g. Lack of face-to-face contact
 - h. Not sufficient skills of the students to use digital tools
 - i. Not sufficient interaction with the students
 - j. Not sufficient student engagement and participation
 - k. Absences and drop-outs
 - l. Cheating during online exams and tests
 - m. Lower students' performance
 - n. Online fatigue and stress
 - o. Other, please specify...
14. How did you solve them? (*open question, not compulsory*)
15. Compared with on-site classes, online classes are in my view: (*multiple choices possible*)
 - a. more flexible
 - b. more timesaving
 - c. more interesting
 - d. more interactive
 - e. more productive
 - f. more collaborative
 - g. more stressful
 - h. more distractive
 - i. more difficult to comprehend lessons
 - j. more difficult to practice or reflect on what the students have learned

- k. more difficult to work with others
 - l. require more personal workload
16. If you had the possibility to choose, you would rather prefer to have the classes: *(one choice possible)*
- a. Fully online
 - b. Blended: Part of the classes delivered on-site while others delivered remotely online
 - c. Hybrid: Some students on-site while others joining remotely online
 - d. Fully face-to-face
17. What would you recommend as dos and don'ts for other teachers? *(open question, not compulsory)*
18. Would you be so kind to share with us some relevant documents, good practices within your organisation, or digital resources? *(open question, not compulsory)*
19. May we contact you for more in-detail information if needed? If, yes please provide your email address. *(open question, not compulsory)*

Demographics

20. What is your country of origin? *(drop list of the project partner countries with the Other, please specify... option)*
21. What is your age? *(one choice possible)*
- a. 20-24 years
 - b. 25-34 years
 - c. 35-44 years
 - d. 45-54 years
 - e. 55-64 years
 - f. 65 or more years
 - g. Prefer not to say
22. What is your main field of teaching? *(one choice possible)*
- a. Arts
 - b. Business / Management
 - c. Computer sciences / IT
 - d. Economics
 - e. Engineering (incl. architecture)
 - f. Human medicine / health sciences
 - g. Arts / Humanities
 - h. Law
 - i. Mathematics
 - j. Natural sciences
 - k. Social sciences
 - l. Other, please specify...
23. What is your employment status? *(one choice possible)*
- a. Full time
 - b. Part-time (50-80%)
 - c. Part-time (less than 50%)
 - d. Temporary contract / visiting lecturer
 - e. Prefer not to say
24. How many years have you taught online? *(one choice possible)*

- a. Less than 1
- b. 1
- c. 2
- d. More than 5

Documentation: Partners translate the questionnaire in local languages, develop it and distribute it using own tools. After that they summarise the results, translate in English the answers to the open questions, produce a single word file with the results including the statistics and send to MUAS and NBU, R1 and R2 lead partners. The names or at least the number and type of surveyed institutions are specified.

4.5. Learning

Students are targeted to dip into their perception in terms of effectiveness, adaptation to online provision, engagement, quality of communication and collaboration. This respondent cluster is surveyed through the use of an online questionnaire sent to students in local languages. The non-HEI project partners include their training participants in the survey.

Questionnaire for students and training participants

Dear participant,

We highly appreciate your interest in this study. This project “Digital Transformation of Higher Education and Training: DigiTransformEdu”, is a 26-month Erasmus+ project (2021-2023) that aims to foster the digital transformation of HE and tertiary VET institutions by mapping the digital readiness and resilience of educational and training institutions in response to the COVID-19 crisis among other objectives. The project is centred on the transformation to digital/online education that is defined as a distance form of education, in which digital tools and information and communication technologies are used to enable teaching, learning, assessment, certification, and the organisation of the educational process while learners, teachers, and administrators might be located in different places and the process might be either synchronous or asynchronous in time. This questionnaire is part of a transnational survey that covers Bulgaria, Croatia, Germany, Italy, and the EU in general and attempts to understand the role of the pandemic in accelerating the transition to digital education and what good practices and lessons can be learned from it. Therefore, your cooperation is important for the successful realisation of this project as you have the relevant information and knowledge. The questionnaire should take you about 10 minutes to complete. The information you provide will be treated strictly confidential and based on the survey results it will not be possible to draw any conclusions to individual persons. If you have any queries or would like to have further information about the research project, please do not hesitate to contact us via: (contact e-mail).

1. What device do you typically use for online classes? *(one choice possible)*
 - a. Smartphone
 - b. Tablet
 - c. Laptop
 - d. Desktop
 - e. None
2. In case you did not have your own device to attend the online classes, has your institution provided you with an option to use an institutional device? *(one choice possible)*
 - a. Yes

- b. No
 - c. I do not know / I did not need one
3. In your opinion, how technology competent are you now compared to prior the pandemic? *(one choice possible)*
 - a. Worse
 - b. About the same
 - c. Better
 4. In your opinion, how technology competent are your lecturers now compared to prior the pandemic? *(one choice possible)*
 - a. Worse
 - b. About the same
 - c. Better
 5. Were you satisfied with the way your institution responded to the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*
 6. Were you satisfied with the way your institution organised the online classes during the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*
 7. Were you satisfied with the way your institution provided its services online during the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*
 8. Were you satisfied with the way your institution organised the exams online during the pandemic?
 - a. Yes
 - b. No *(if not why – open answer)*
 9. What could your institution have done better during the transition to online education as result of the pandemic? *(open question, not compulsory)*
 10. Please, assess the teaching practices provided below based on their perceived usefulness during the pandemic *(not useful, useful, very useful)*
 - a. Flipped classroom (learn at home, practice in class)
 - b. Shortened lectures and presentations to avoid online fatigue
 - c. Videos
 - d. Tasks to complete individually or in group
 - e. Online Q&A sessions
 - f. Work sessions in small groups with the lecturer (with the cameras on)
 - g. Structured communication plan that in advance announces interaction and discussion moments with the lecturer
 - h. Personalised (one-to-one) guidance and support
 11. Have you encountered any of these problems during the online classes? *(multiple choices possible)*
 - a. Internet connection problems
 - b. Technical problems
 - c. Insufficient skills of the lecturer to use the digital tools
 - d. Lack of suitable learning environment
 - e. Distraction

- f. Decrease in motivation
 - g. Lack of face-to-face contact
 - h. Not sufficient interaction with the lecturer
 - i. Not sufficient interaction with the co-students
 - j. Not sufficient opportunity to participate in the classes
 - k. Skipping classes and/or being late
 - l. Unfair online exams and tests
 - m. Lower performance results
 - n. Online fatigue and stress
 - o. Other, please specify...
12. How did you solve them? (*open question, not compulsory*)
13. Compared with on-site classes, online classes are in my view: (*multiple choices possible*)
- a. more flexible
 - b. more timesaving
 - c. more interesting
 - d. more interactive
 - e. more productive
 - f. more collaborative
 - g. more stressful
 - h. more distractive
 - i. more difficult to comprehend lessons
 - j. more difficult to practice or reflect on what I have learned
 - k. more difficult to work with others
 - l. require more personal workload
14. If you had the possibility to choose, you would rather prefer to have the classes: (*one choice possible*)
- a. Fully online
 - b. Blended: Part of the classes delivered on-site while others delivered remotely online
 - c. Hybrid: Some students on-site while others joining remotely online
 - d. Fully face-to-face
15. What would you recommend as dos and don'ts for other learners? (*open question, not compulsory*)

Demographics

16. What is your country of origin? (*drop list of the project partner countries with the Other, please specify... option*)
17. What is the level of study / programme that you undertook online during the pandemic? (*multiple choices possible*)
- a. Undergraduate (Bachelor level)
 - b. Graduate (Master level)
 - c. PhD (Doctoral level)
 - d. Certificate programmes and courses (6-12 months)
 - e. Short certificate programmes and courses (1-6 months)
 - f. Master classes (1-2 weeks)
 - g. Seminars / webinars (1-5 days)

- h. Others, please specify...
18. Do you work? (*one choice possible*)
- Yes, full time
 - Yes, part-time (50-80%)
 - Yes, part-time (occasionally, on contract basis)
 - No

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4.6. Digital technology and infrastructure

Data about the learning platforms and the digital tools used before and during the lockdown are extracted from the desk research and the online questionnaires for teachers and students. Additionally, system administrators and staff responsible for the digital infrastructure are interviewed (1-2 representatives per surveyed institution). This respondent cluster is surveyed through the use of semi-structured interviews or written interviews with open questions in local languages (qualitative data). The questions below are guiding questions and can be reformulated to fit to the occasion and/or the respondent.

- What online learning platforms and tools were used at your institution before and during the pandemic? Are they custom-made/customised for your particular institution or standardised solutions?
- What about online platforms and tools for enabling services and administration?
- What technical support and training is provided for lecturers, students, and administrators?
- What has been done in terms of data protection and security?
- What has been done to prevent cheating and plagiarism during online exams and formative assessments?
- What problems related to online education and administration occurred most often during the pandemic and how were they solved?
- What should have your institution done differently to facilitate the online classes and enabling services?
- What are the lessons learned (both dos and don'ts)?
- Would you be so kind to share with us some relevant documents, good practices within your organisation, or digital resources?
- May we contact you for more in-detail information if needed?

Documentation: Partners produce a single word file consisting of the questions and the answers received and send to MUAS and NBU, R1 and R2 lead partners. The names or at least the number and type of surveyed institutions are specified.

4.7. Overview of Respondents

Category	Number
Governance (strategic level)	1-2 representatives per surveyed institution
Enabling services	2-3 representatives per surveyed institution
Digital technology and infrastructure	1-2 representatives per surveyed institution

Lecturers and trainers	5-10 representatives per surveyed institution (depending on the size)
Students and trainees	10-20 representatives per surveyed institution (depending on the size)

5. Phase 3: Data analysis and interpretation

Timeframe: August – September 2022

The findings from phases 1 & 2 are collected and analysed to produce a synthesis report. Essential differences and key lessons learned are highlighted. If deemed necessary, the synthesis report or its executive summary is translated in local languages.

Disclaimer: *This project has been funded with support from the European Union, by Erasmus+ programme of the European Commission. The website, as well as all the deliverables, either deriving from it, or from another activities of the project reflect solely the views of the authors. The European Commission or National Agencies cannot be held responsible for any use which may be made of the information contained therein. Any use of the materials deriving from this website or any activity of the project may be used only with proper citation and clear indication of the web address.*