Report on the Pilot Trainings

ANHER Project_O7-A1
TRANSNATIONAL REPORT
Output 07

Partners: www.e-archaeology.org/anher

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Introduction

The aim of this report is to analyse the pilot trainings that were created in the ANHER vocational training program for the cultural and natural heritage sectors in the participating countries.

The e-learning trainings were developed within the ANHER project. The trainings were based on the outcomes of the quantitative and qualitative research on the existing good practices in Vocational Education and Training (VET), as well as the learning needs of workers in the cultural and natural heritage sectors in six partner countries (Output 01-A3). The result of the analysis will help to develop future learning materials for particular target groups who are considering integrated approaches within cultural and natural heritage management.

This report is the seventh output of the European *Innovative format of education and training of the integrated archaeological and natural heritage (ANHER)* project. All strategic partners united within the project produced an analysis based on the same format. These analyses are combined into the transnational report. The national reports and the transnational report consist of five parts and a conclusion: (1) introduction of the trainings and target groups;(2) presentation of the courses; (3) evaluation of the training by the learners; (4) evaluation of the training mode by the learners; (5) evaluation of the training process by the teachers; and (6) conclusion.

1. Introduction of the trainings and target groups

The partners of the ANHER project created nine pilot trainings for eight specific target groups, varying from volunteers working on a practical level in forests to project managers working in cultural heritage agencies. The trainings were assembled of learning units that were originally created for the eight modules that were part of the Integrating Archaeological and Natural Heritage Management curriculum. [1] The available units were reordered into new modules. Sometimes additional information was added or some content was modified to better suit the target groups. The eight original modules were also offered in an open access format by the United Kingdom team.

The courses were announced on the Heritage Educational Portal (HEP-portal http://hep.e-archaeology.org), by advertisement, controlled e-newsletters, and by invitation of potential trainees by the course organisers. Participants of the pilot trainings were selected beforehand and were invited to subscribe for specific online courses. Other participants were selected for specific courses after their online registration. The open access courses were accessible for anyone; no personal information about the trainees who participated in these courses was recorded.

Access to the training was arranged through a Moodle platform (Spain, Portugal, UK, Poland, Italy) and Blackboard (the Netherlands). The trainings were scheduled for four to six weeks, which started from April 1st 2017. After finishing the courses, the trainees were invited to fill in an online questionnaire in order to evaluate the trainings by all partners of the ANHER project. A selected group of participants of the open access trainings were asked to fill in the UK questionnaire. All questionnaires were set up equally for all trainees in the project partner's countries. The questionnaires contained 24 questions. The first seven questions considered background information (age, gender, work place), the next 15 questions considered the content of the courses. The answers to these questions were ranked in a range of 4-6 remarks, varying from 'definitely yes' to 'definitely not'. In two final questions, participants were asked to list negative and positive aspects of the courses through open answers.

Table 1 shows the number of people that showed interest in the trainings that were offered in the six participating countries. In total, 196 people showed active interest in the courses by enrolment, asking to gain access to the trainings without enrolment, or responding to an invitation by the provider of the training. The number of participants in the courses exceeded the number

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[1] The eight ANHER e-learning modules include: Europe's cultural landscapes: opportunities and threats; Heritage strategies, what, why, where, how, by whom and for whom?; Nature conservation for cultural heritage experts; Cultural heritage management for nature heritage managers; Traversing the disciplines of ecology and archaeology: the horizon; The arena, decision making and power relations in landscape planning; Ownership and benefits of heritage; and Participatory practices.

of those interested, due to the open access mode of the courses offered by the UK. These courses were accessed by 281 people whose profiles and achievements were unknown, while 155 applicants joined controlled courses. Overall, 74 (excluding the UK) trainees finished the courses completely. From all participants in the courses, 81 (including the UK) filled in the evaluation questionnaire. Putting the UK numbers aside, 55 of the 74 people who finished the courses filled in the questionnaire (74,3%). In some countries, some trainees added course evaluations of the courses. These comments are included in the following tables and graphs.

Based on the profile of the respondents (gender, age, occupation, work field), we consider the trainees of the pilot courses representative for the target groups of the ANHER project in general as formulated in Output 01.

	People interested in the courses	Applicants of the courses	Participants that fully completed the courses	Participants that filled in the evaluation form
Total	196	436	74	81

Table 1. Number of course applicants. As the UK courses were published in an open access format, the number of people who were initially interested in the courses and the number of participants that finished the courses are not known. It is also not known to what extent the 281 UK attendees studied the content.

2. Presentation of the courses

In total, 17 pilot trainings were offered. The presented courses were aimed at different target groups, with different work backgrounds, and at different difficulty levels. Not all courses distinguished content from the archaeological (cultural) heritage domain from the natural cultural heritage domain. Most courses were built from content that introduced the other domain, or introduced the subject of integrated heritage management in general.

The following courses were offered:

	Introduction courses	Specialist courses
Archaeology/cultural heritage	3	
Natural heritage	2	
Combined content	7	5
Total*	**12**	**5**

Table 2. Number of courses and their specialism at an introductory level and specialist level. *The UK published all eight modules that were developed within the ANHER project. Five of the modules are considered to be introduction courses and the remaining three modules are considered to be specialist courses.

The content of the courses was mainly focused on:

- Learning about and understanding the importance of crossing disciplinary boundaries between natural and archaeological heritage in managing and safeguarding cultural landscapes and natural monuments.

- Reflecting upon the various aspects of cultural landscapes, the role of heritage in society, and strategies for sustainable management.

- Providing methodological tools for sustainable strategies for the management of archaeological heritage.

- Learning about critical skills considering territorial planning strategies, heritage management strategies, and social impact.

- Describing and analysing legislative reference documents in the different sectors, as well as the reflections from the international institutions on integrated heritage.

- Providing information on how professionals and amateurs can contribute to the protection of cultural and natural heritage in the regions of where they live or work.

Trainings were divided into 5 - 8 parts (modules) and were amplified by the addition of one or more case studies, illustrating specific situations in the partner's countries. The content of the modules *Europe's cultural landscapes: opportunities and threats*, *Heritage strategies, what, why, where, how, by whom and for whom?*, and *Ownership and Benefits of Heritage*, was mostly used in the new courses. Table 3 provide an overview of how often the content of the original modules were used for new courses.

	Number of courses that used module content
Mod. 1 - Europe's cultural landscapes: opportunities and threats	9
Mod. 2 - Heritage strategies, what, why, where, how, by whom and for whom?	9
Mod. 3 - Nature conservation for cultural heritage experts	4

Mod. 4 - Cultural heritage management for nature heritage managers	6
Mod. 5 - Traversing the disciplines of ecology and archaeology: the new horizon	5
Mod. 6 - Integrating heritage in land-use planning	6
Mod. 7 - Ownership and Benefits of Heritage	8
Mod. 8 - Participatory practices	6

Table 3. The modules of the original curriculum and the number of courses that used the content of these modules in the new courses.

The courses were set up for several weeks. At the end of every week, a new module could be accessed.

The didactic method of the courses varied. Some courses were set up for individual distance learning only, while others used (mandatory) discussion fora during the time the courses were online, via live (introduction) meetings or syllabi.

2.1. Target groups

The courses were directed to at least eight target groups (see table 4).

	Number of courses for the target group
Students	1
Foresters	2
Professionals Natural (management)	2
Professionals Cultural (management)	3
Policy professionals	1
Public administrators	1
Educators natural	1
Educators cultural	0
Volunteers natural	0
Volunteers cultural	1
Total*	**12**

Table 4. Number of courses that were designed for specific target groups.
*Courses that were published in an open access format are not listed, as the target group of these courses were not defined beforehand.

Specifically, the target groups (as listed above) include:

- Students: last year graduate students in cultural studies

- Foresters: varying from beginners to experienced professionals as well as (landscape) gardeners, working in state forests, historical gardens and nature reserves.

- Professionals Natural (management): project managers dealing with landscape (garden) planning and working for/with private companies, religious organisations, public administration.

- Professionals Cultural (management): junior and mid-level archaeologists working for municipalities and other governmental bodies, archaeologists working for private companies, project managers.

- Policy professionals: people being responsible for policy making at a regional, provincial (region) or state level.

- Public administrators: civil servants responsible for landscape and urban planning, licenses.

- Educators natural: employees of governmental or private natural heritage organisations such as nature reserves and national parks, teaching visitors, (school) groups, students.

- Educators cultural: employees of governmental or private cultural heritage organisations such as museums, teaching visitors, (school) groups, students.

- Volunteers natural: people working (regular or irregular) for NGO's, private companies or governmental bodies.

- Volunteers cultural: people working (regular or irregular) for NGO's, private companies or governmental bodies.

2.2. Levels

There are three levels of difficulty that are defined in the courses. Courses at level 1 (beginner) are designed for people working at a practical and operational level, trainees and first year students. Courses at level 2 (intermediate) are designed for people working at (project) management level

and advanced students. Courses at level 3 (expert) are designed for people working at policy level and high education level. Most (12) pilot trainings were offered at an intermediate level with combined content about archaeological, cultural heritage and natural heritage management. These trainings were aiming at professionals, students and volunteers working in one or both domains (see table 5). No pilot courses were developed at an expert level, although five courses were assembled for specialists (see table 2).

Considering domain	Number of courses level 1	Number of courses level 2	Number of courses level 3
Archaeology/cultural heritage	2	1	-
Natural heritage	1	1	-
Both	2	10	-
Total*	**5**	**12**	**-**

Table 5. The learning levels that were aimed for in the pilot trainings. *The UK published all eight modules that were developed within the ANHER project. Four of the modules are considered to be courses at level 1 and the other four courses are considered to be at level 2.

2.3. Learning objectives

The main learning objectives of the courses were quite similar to the target groups learning goals. All of the training's aims can be defined in general as follows:

- Learning basic notions of the interconnection between natural and cultural landscapes.

- Gaining knowledge of the characteristics of natural and archaeological heritage, the diversity of cultural landscapes, and the need for new management approaches.

- Gaining knowledge of tools and strategies developed by sectoral organizations and national, regional and local political bodies.

- Learning to cooperate with various professionals dealing with natural or cultural heritage.

- Getting familiar with the intertwined discourse of environmental issues, human rights and advocacy with heritage.

- Empowering the use of new participatory approaches to preserve, promote and disseminate knowledge about heritage in general.

- Showing the benefits of crossing the boundaries between the disciplines of ecology and archaeology in sustainable landscape heritage management.

- Learning to include cultural and natural heritage aspects in the management and protection of heritage in one's own practice.

- Gaining knowledge of international documents on integrated heritage management and sustainability.

Some courses had more specific aims typical for the target group in that country, such as Portugal, where the aim of the course also included developing a network of contacts that would help future collaboration, or in Spain, where the aim was for trainees to obtain skills for performing archaeological surveys under expert guidance.

2.4. Language competence

The courses were designed in national languages (Polish, Spanish, Portuguese, Italian, English) to make the content easily accessible for the trainees, with the exception of the Netherlands (see table 6). The Dutch courses were set up in English at an average level, along with the study guide. Explanation of the Blackboard online course environment was provided in Dutch. However, all courses in all languages included video's and literature in English.

Domain	Number of courses in national language (excl. English)	Number of courses in English
Archaeology/cultural heritage	1	2
Natural heritage	-	2
Both	6	6
Total	**7**	**10**

Table 6. The number of pilot trainings set up in the different languages.

2.5. Mode of training

The trainings were conducted in an assisted distance-training mode, which means that all training materials were provided online and a teacher supervised the training process. The trainings were provided through the Edumatic system. All courses started and finished between April 2017 and the end of June 2017. They took about 1-2 and 2-3 hours of study per individual module.

Each country choose the preferred teaching modus that best suited the goals of the courses. The trainings were composed of the following activities:

- Instruction video.

- Start-up group meeting.

- Asynchronous distance lectures: individual work of the trainee with multimedia and interactive e-learning course, individual assignments.

- Synchronous distance lectures: collective assignments, group lessons moderated by the teacher.

- Synchronous distance group discussion: online forum and Skype meetings prepared and moderated by the teacher.

- Asynchronous group discussion: online forum prepared and moderated by the teacher.

- Final meeting with individual or group presentation.

- Handing over or sending certificate to trainees that achieved all requirements.

2.6. Trainee profile

Based on the respondents of the questionnaires for each country only trainees with the country's nationality participated in the training. Just over one third of the participants (34.6%) were male and close to two thirds (65.4%) were female. Figure 1 shows the average age for male and female participants in each country. The average age of men was 38.7 and the average age of female trainees was 37.6. On closer inspection, male trainees in the Netherlands (55) and female trainees in Portugal (49.6) were the oldest, while female trainees specifically in Spain and Poland had an average age of 31.
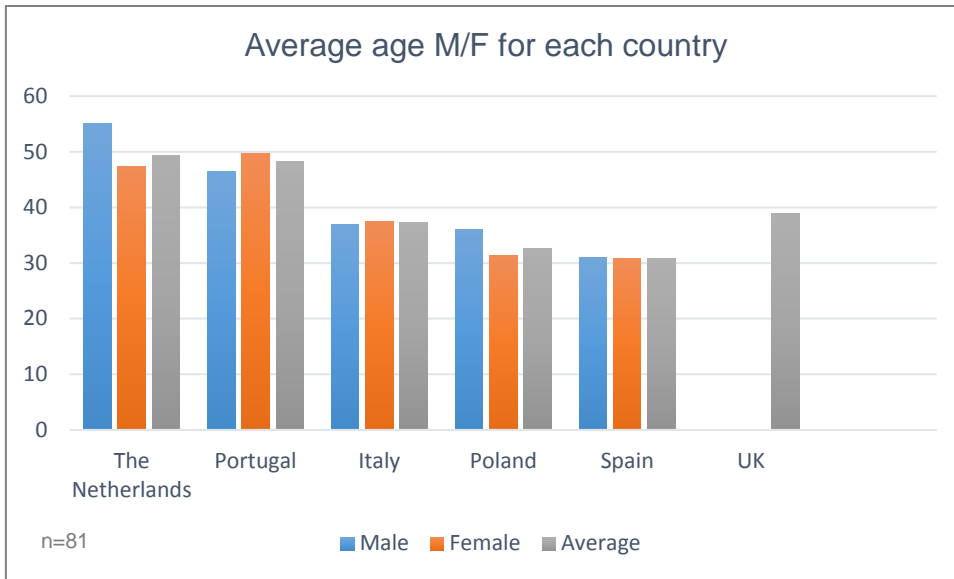
Fig. 1. The average age of all trainees in each country (no gender specification is known for the UK).

Most of the trainees (60.5%) work in the cultural heritage domain at local administrations, heritage offices or (higher) educational institutes (see figure 2). These trainees are mostly archaeologists. The trainees that work in the natural heritage domain (24.7%) mainly work at a state forestry as a forester (12 out of 20), especially the Polish trainees. In the category 'other domain' (14.8%), the trainees mostly work in educational institutes.
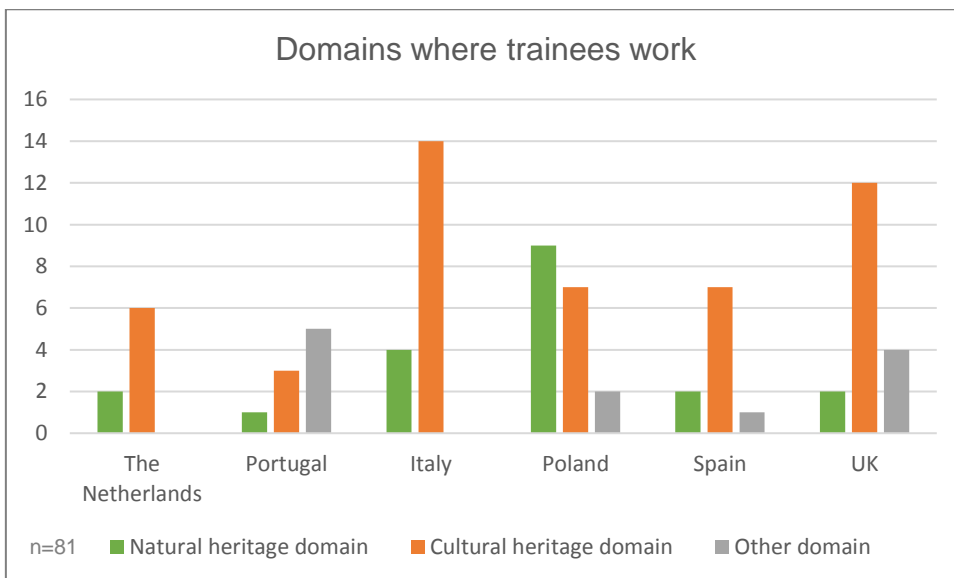
Fig. 2. The domains where trainees worked during the courses.

For 45 (out of 63) of the respondents, the ANHER courses were the first e-learning course they had participated in.

3. Evaluation of the content by the learners

3.1. Scope of issues discussed

63 trainees answered the question about the scope of the issues discussed in the training. 42.9% of the participants experienced the scope to be satisfactory or even very satisfactory (38.1%). However, 6.3% of the participants considered the scope to be too broad and 7.9% thought that the subject matter was difficult to evaluate.

Considering the changes trainees would like to make in the courses, 55.6% (n=81) of the trainees in all countries would like to have more exercises in the modules and 16.0% would like to see more theory (mainly Poland).
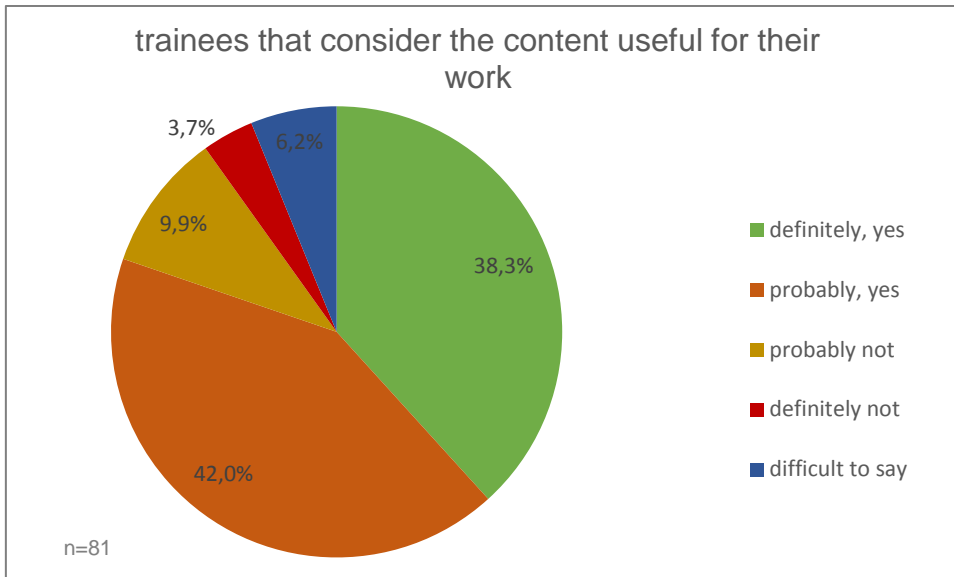Considering the work mode, 34.6% would like to do more individual work, which was specifically the case in Poland. On the other hand, 39.5% of all trainees would like to have more collective work in discussion fora.
In Italy, the UK, the Netherlands and Portugal, the trainees would like to add auxiliary traditional meetings beside the individual e-learning activities.

3.2. Usefulness

For 86.3% of the trainees, the courses introduced new issues, although 40% of the Spanish respondents considered the content to be only slightly new to them. According to 13.8% of the trainees, the courses did not introduce new issues; these trainees followed the courses in Italy, the Netherlands and the open access courses in the UK.

96.3% of the trainees considered the content of the modules to be understandable and the majority of trainees (80.3%) considered the knowledge they acquired during their training useful for their work (see figure 3). The trainees that considered the knowledge they acquired not to be applicable to their work (13.6%) were mainly working in the Netherlands and the UK. Moreover, 18% of the trainees had some difficulty understanding the content of the modules.

trainees that consider the content useful for their work

- 38,3%
- 42,0%
- 9,9%
- 3,7%
- 6,2%
- n=81

Legend:
- definitely, yes
- probably, yes
- probably not
- definitely not
- difficult to say

Fig. 3. The percentage of trainees that considered the knowledge they acquired during the courses useful for their work.

Although discussion fora could have been used to help trainees better understand the content, not many of the trainees participated in the fora. 22.2% of the trainees that had access to discussion fora could not say whether participation was interesting or not (these trainees work in the Netherlands and Italy). Only a few trainees (0.8%) considered participation in the fora not interesting at all, while the majority of trainees considered participation interesting.

3.3. Assessment of the content

Nearly all participants (77.8%) valued the content of the modules in the courses as interesting (30.9%) or very interesting (46.9%). In particular, the participants in Poland, Spain, Portugal and Italy judged the courses as being very interesting. Only 1.2% evaluated the content as not interesting (see figure 4).
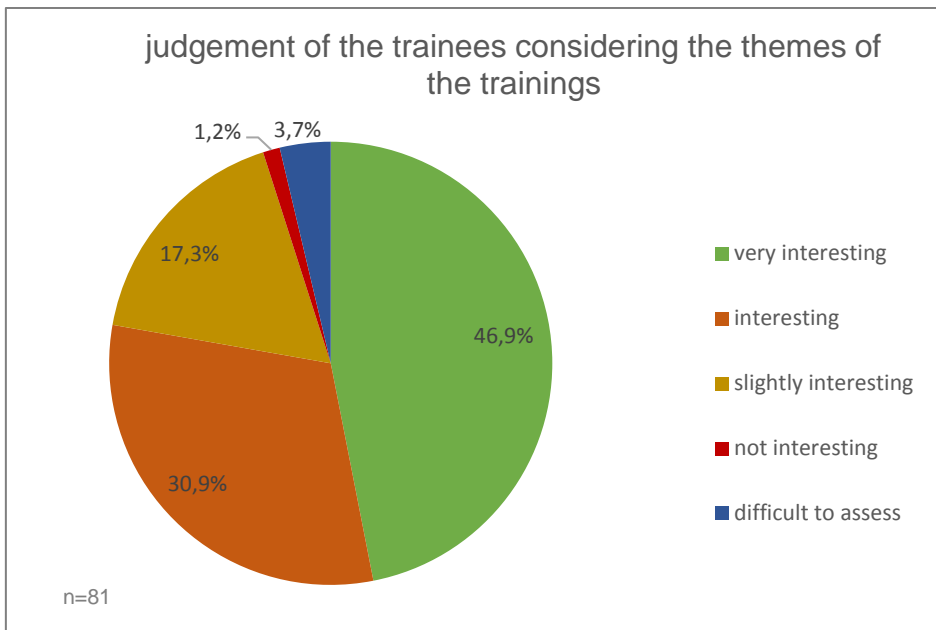
Fig. 4. Judgement of the trainees considering the themes of the (subsequent) modules.

Only 6.4% of the trainees experienced problems with the order of the modules (parts, units) as presented in the courses. 93.6% thought that the modules were presented in an appropriate order. This percentage was in line with the assessment of the content by the trainees (see figure 5), of which 86.4% assessed the content as being good or very good, although 8.6% of the trainees thought that it was difficult to say. Most criticism was noticed in the Netherlands, where trainees noted that transitions between units were sometimes abrupt or successive units did not connect to the theoretical or practical approaches of the written material.
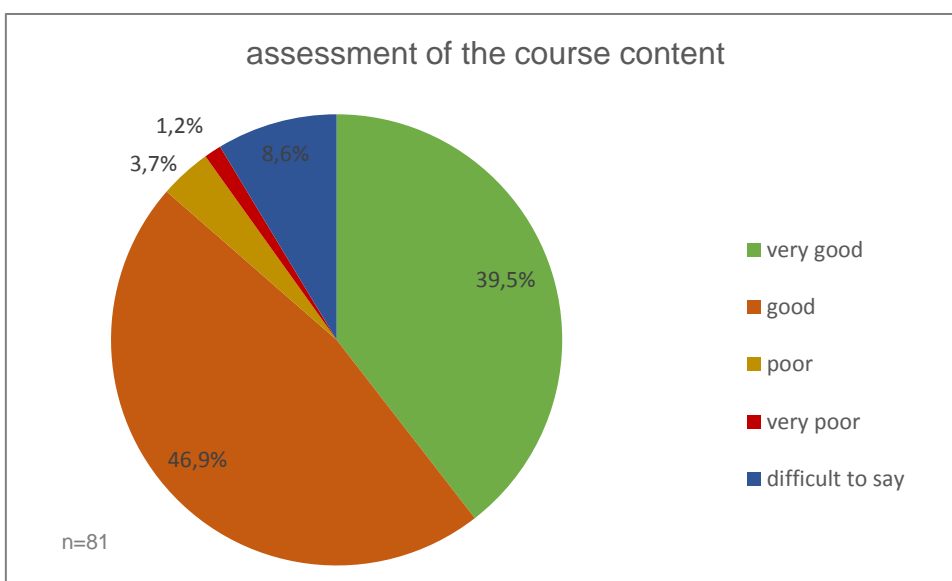
Fig. 5. The extent to which trainees assessed the course content.

3.4. Satisfaction

The trainees were asked to list a maximum of five negative aspects and five positive aspects of the courses. The reactions (negative and positive) are classified into aspects considering: (1) content of the courses; (2) aspects of the training mode; (3) the e-learning platform; and (4) personal concerns.

1. As negative aspects of the content came to the fore, the theoretical, abstract and narrow approaches in some modules of the courses caused difficulties in understanding the content. Although it was not part of the questionnaire, the education level of the trainees might have influenced how they appreciated and assessed the content, as other trainees experienced a lack of depth in some parts. Some trainees would have liked to have learnt more about practical solutions and expected the content to be better applicable to their local situation.

2. The time schedule was problematic and often too short for the participants. Trainees needed more time for reading and working on the assignments. This was not due to the difficulty of the content but due to the lack of time of trainees had, as well as the tight time schedule of the courses. This negative aspect might be related to the flexibility of the online training process. On the one hand, the online flexibility was highly appreciated by the trainees, while on the other hand online learning without obligatory content, schedules, assignments and schedules, relies on the trainees' ability to be disciplined and organized. As there is no classroom attendance nor frequent contact with a teacher, one can easily drop out or postpone assignments.
   The lack of participation in discussion fora and the lack of contact with other trainees and teachers mean that trainees might be less motivated.

3. The Moodle platform caused technical problems. Not all content was accessible through other devices other than a personal computer.

4. Many trainees needed more time to finish the courses, as the timing in the year was problematic coincided with other personal priorities.
   Certification might be a good idea only when it has real value as an official document.

The trainees addressed the following positive aspects of the courses:

1. Regarding positive aspects, the trainees mentioned the international – European – perspective, the innovative content/theory and the relevancy of topics. They gained a lot of new information and valued the case studies as interesting. The forum discussions were appreciated, along with the extensive bibliographies.

2. The courses were easy to manage and approach (separation of modules, overview). In most of the trainings, the modules ran smoothly. In

addition, the quality of support and the teacher's responses were highly valued.

3. Trainees mentioned the attractiveness of the interactive and multimedia parts and the low costs.
4. Overall, the trainees were positive about the flexibility and accessibility of trainings in one's own time and on demand, and the self-pace personal schedules.

4. Evaluation of the training mode by the learners

4.1. Communication

Not all courses used the discussion fora. In the UK, the fora were excluded from the courses and in the Netherlands none of the trainees used the discussion fora, although the trainees valued the concept as a means to improve the quality of the trainings. 65% of all trainees thought that participation in the discussion improved the quality of the training, against 17.4% who thought that it would not improve the quality. Both the level and quality of contact with the teachers was valued as satisfactory (84.1%). Only a slight majority (53.9%) would have liked to have concluded the course with an online meeting with the authors (teachers). The trainees in Spain and Italy responded that they did not know (26.9%).

4.2. Effort

The time trainees spent working on the courses varied widely. For some, 15 minutes per day was enough, while others spent 3 to 4 hours and others up to 6 hours to go through all of the modules. For 36.5% of the trainees, the time involved in the e-learning was appropriate, but for 20.0% it was too short and for 1% too long - especially the scheduled courses, which gave the impression of a limited time frame.

4.3. Forms of learning activities

Most of the respondents considered 'work on the modules' to be the most efficient training method for the courses (see figure 6). The collective assignments (whether writing collective essays or other group assignments) were also experienced as efficient, especially in Poland, Italy and Portugal. Some trainees in Spain suggested that the exercises were the most efficient.
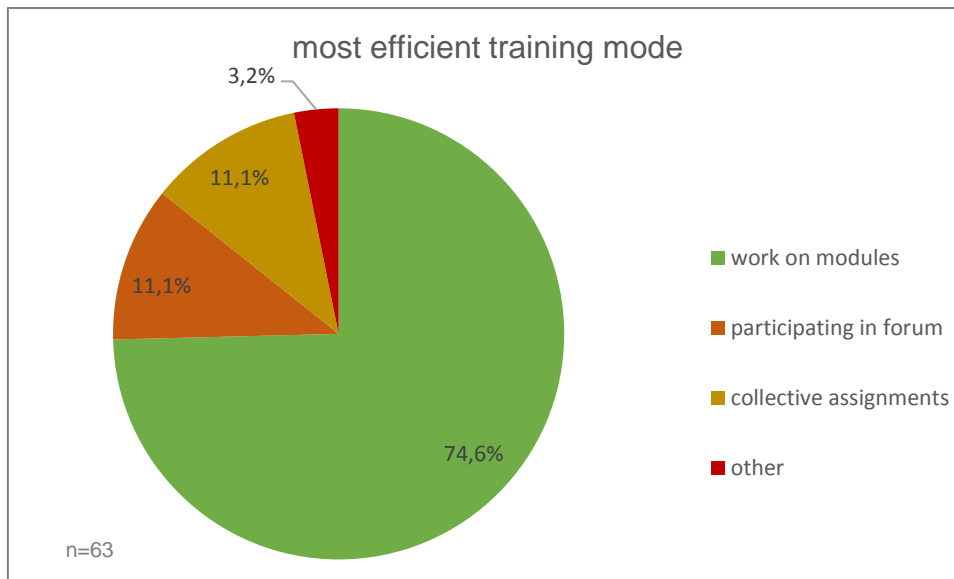
Fig. 6. The most efficient training mode according to the trainees.

If trainees could choose between e-learning or traditional (academic) courses, 45.7% answered that it was difficult to say, as it would depend on the theme of the course. 37% of the trainees preferred e-learning, especially those trainees living in Poland, Italy and the Netherlands. 17.3% of the trainees, mainly in Italy and the UK, prefer traditional learning.

4.4. Evaluation of the training mode by the trainers

The outcome of the market survey analysis (Transnational Report Output 01-03, pp 41-42) was used as a guideline for the development of the pilot trainings. In particular, professionals from both domains highlighted the importance of integrating planning for cultural and natural heritage, along with in-depth knowledge of the other sector. The main outcomes of the analysis addressed the following themes:

1. Heritage protection
2. Heritage management
3. Promotion strategies
4. Planning strategies
5. Character of the landscape
6. Landscape management
7. Integration of strategies of planning into regional and town planning
8. Sustainable development: tourism
9. Strategies of planning
10. Sustainable development in general
11. Regionalism as defined from natural and archaeological standpoint

12. Legal context of landscape protection
13. Tourism

The outcome of the analysis point to some specific topics for professionals working in the natural heritage domain and the cultural heritage domain respectively:

a. Ancient civilizations' attitude towards the environment
b. Basic information about protection and safeguarding of archaeological heritage
c. Basic elements regarding procedures and means of digging
d. Basic elements on techniques for the excavation
e. History of architecture and ancient city planning
f. Historical knowledge of the territory
g. History of settlements
h. Landscape genesis
i. Small cultural features in the landscape: hedges, fences, decoys and bushes

j. Habitat restoration
k. Environmental legislation
l. Environmental education
m. Environmental psychology
n. Zoology
o. Geology / geomorphology
p. Hydrodynamics
q. Territorial marketing strategies

In addition, the analysis of Output 01 highlights important aspects, such as the practical content of the e-learning courses, personalised training and collaborative training, in particular, maintaining contacts with the student group and creating a learning community. For that reason, the e-learning courses must allow trainees to keep in touch with one another and the trainer, which can be provided by fora, online communities or social media groups. This might be considered as supplementary e-learning courses with practical lessons or field trips.

4.5. Training content vis-a-vis defined expectations

Most pilot trainings were set up as an introduction to the integration of natural and cultural heritage management and did not consider specific subjects in detail, such as the aforementioned themes a-q. The trainings that were developed by Poland and the Netherlands were, of all trainings, most in line

with the required learning needs and objectives as formulated in Output 01. The content of the courses focused respectively on sustainable development, integrated landscape protection, local groups, and planning strategies (for Polish courses), and an introduction to each other's domain, heritage protection, planning strategies, character of the landscape, and landscape management (for Dutch courses). However, the case studies (and some content), might have been more specific and relevant for local situations. This also accounts for the courses in Portugal, Spain and Italy. Although all the content of the courses were based on the general outcomes of Output 01 (especially themes 1 - 6, 9, 10) including some specialisms (themes b, c, d, k), the trainees - considering the content in terms of practical application- often wanted more local examples. As the trainees also liked the international perspective of the trainings, new VET courses should bridge the gap between theoretical and international perspectives and national and local practices.

Considering the construction of content based on the original modules, different writing styles and difficulty levels hampered the creation of new content. Moreover, due to the construction and order of units in the original modules, it was not possible to select smaller parts (SCO) of the units. Therefore, some units were too much in depth or too broad, while others were too superficial in relation to the themes and aims of the courses.

4.6. Training mode vis-a-vis defined expectations

Considering the training mode and important aspects of the training process, the pilot courses were set up and based on the outcomes of Output 01 and conformed with the valuation of specific aspects (see table 7). In two countries (Italy and Portugal), a certificate was provided after the candidates finished the courses, although the certificate was not an authorised document. None of the courses were charged with a fee, as they were pilot trainings set up in order to study their qualities and problems. Overall, the flexibility of the courses was highly ranked by the respondents of Output 01, and the trainees of the pilot courses especially appreciated this aspect of the pilot courses (see above). This also applies to the amount of contact trainees had with a tutor at any moment during the course. Trainees suggested that the courses could be improved by using discussion fora. The moderators/teachers could stimulate the use of fora by making contributions compulsory (like the courses offered in Poland). For the benefit of new trainings, organising meetings in person and/or concluding online meetings with the teacher should be taken into consideration. None of the courses provided a specialised manual or handbook, which was in line with most of the courses being an introduction to the subject.

Element	Average mark	
	Natural heritage domain	Archaeological heritage domain
Flexibility of the course	2.4	1.9
Contact with the tutor	2.9	2.9
Assignments	3.1	2.9
Cost	2.6	2.4
Obtaining a certificate	3.5	3.2

Table 7. The valuation of five elements of the training process in average marks. Participants were asked to value aspects of the training process itself and to rank five options they considered the most important on a scale of 1 to 5, with 1 being the highest and 5 being the lowest. (Source: Transnational Report Output 01-03, pp 40).

5. Conclusion

In the pilot courses, a wide range of target groups were introduced to and educated in integral heritage management approaches. The courses provided a range of subjects that suited the learning needs of the several target groups in relation to sustainable landscape heritage management. Trainees were satisfied by the content in the courses, the learning mode and the way they were guided by the teachers. However, new modules and courses could not easily be created from the original modules. Although this is technically not a problem, regarding the content, units are often inseparable from previous or subsequent units. The content of new courses should be carefully assembled.

In such new courses, based on the content of the original courses, there should be a balance between theory and practical application and international and local perspectives. One aspect, such as meetings in person, may enrich new e-learning courses. And when it comes to certification, it is especially valued when it is authorised.