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E-TRAINING ON EU FAMILY PROPERTY REGIMES

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REPORT

of the

EU-FamPro Pilot Course

"E-training on EU Family Property Regimes"

for legal professionals

D 3.1 (D8)

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The Pilot Course

*The **E-Training on EU Family Property Regimes** – Online Course has been successfully delivered on the UNICAM Moodle platform and was opened to **241 legal professionals** from the Member States from which Project partners originate (Croatia, Italy, Lithuania, Slovenia and Spain).*

The E-learning course was presented during the Brussels' Public Conference, which took place on 2nd March 2022. It started on 4 April 2022 and ended on 9 May 2022.

It was implemented in four main segments:

*The **Course started** with **an introductory webinar** presenting the Pilot Course. It was followed by the **Moodle Course**, organised in **5 Units** and each of them focused on a different topic and lasted for one week:*

- **UNIT 1. The Twin Regulations: adoption and scope of application** (1 week) - led by University ofAlmeria (Universidad de Almeria), Spain

- **UNIT 2. Jurisdiction in the Twin Regulations** (1 week) - led by University of Camerino (Università degli Studi di Camerino), Italy

- **UNIT 3. Applicable law in the Twin Regulations** (1 week) // led by Law Institute of the Lithuanian Centre for Social Sciences (Lietuvos socialinių mokslų centro Teisės institutas), Lithuania

- **UNIT 4. Recognition and enforcement under the Twin Regulations** (1 week) - led by University of Ljubljana (Univerza v Ljubljani), Slovenia

- **UNIT 5. Succession Regulation and its interplay with the Twin Regulations** - led by Rijeka University (Sveučilište u Rijeci, Pravni fakultet), Croatia

*The **5 Units** included uploaded materials, such as videos of the lessons, teaching materials (ppt, pdf), self-learning materials, activities (e.g. forum for discussions, collaborative activities), evaluation tests (Multiple Choice tests, quizzes).*

To enable self-assessment of the trainees during the Pilot Course, the quizzes have been prepared for the topics covered in each Unit. They contained questions of the type similar to those of the final evaluation test. A questionnaire module of the Moodle was considered the most appropriate means for this purpose because it had features and properties which allowed the Course instructors and tutors to help trainees in testing the level of the learning outcomes accomplished.

Before entering each of the single units, there were sections dedicated to general information containing basic documents of the course, information on the instructions, the attendance rules, the presentation of the course and the project staff, as well as sections dedicated to the forum, communication with the participants and news about the course. In addition, in this introductory part, a number of pdfs have been included, such as the scientific publications elaborated during the project implementation.

By opening each of the individual units, it was possible to have access to the video lessons, video clips, video interviews, pdf, ppt and word document. The section for the final test was set up and provided instructions according to the parameters offered by the platform (time limitation, start and end of the access, way of conducting the test).

The section dedicated to the working group area composed of 20 mini-groups working in an appropriate manner: each mini-group had its own virtual area for study, analysis and interaction with the instructors.

The 20 mini-groups have been created randomly. Each instructor managed 4 mini-groups.

Mini-groups 1-2-3-4 (assigned to Instructor 1); Mini-groups 5-6-7-8 (assigned to Instructor 2); Mini-groups 9-10-11-12 (assigned to Instructor 3); Mini-groups 13-14-15-16 (assigned to Instructor 4); Mini-groups 17-18-19-20 (assigned to Instructor 5).

In addition to the course content which was accessible to the trainees at all times (at least 28 hours of video-materials and at least 50 hours of individual effort for self-study), the E-Training also consisted of 7 live webinars, as follows:

- ***Monday 4 April 2022**, 13.30 -14.30 CET – Launch Webinar*
- ***Friday 8 April 2022**, 13.30 – 16.30 CET – Webinar 1*
- ***Wednesday 13 April** 2022, 13.30 – 16.30 CET – Webinar 2*

- ***Friday 22 April 2022**, 13.30 – 16.30 CET – Webinar 3*
- ***Friday 29 April 2022**, 13.30 – 16.30 CET – Webinar 4*
- ***Friday 6 May 2022**, 13.30 – 16.30 CET – Webinar 5*
- ***Monday 9 May 2022**, 13.00 – 16.00 CET – Closing Webinar*

The Webinars were structured to enable active participation, teamwork and networking among trainees.

The Webinars n. 2,3,4,5,6, were arranged in two parts: in the first part experts analyzed in depth the main topics of each unit, in the second part the professionals discussed hypothetical cases using materials available in the platform. During the week the instructors organized also live sessions to support professionals in the preparation of the webinars' discussion.

In the final webinar real cases proposed by professionals were analyzed and discussed with all instructors of all units.

*The trainees who attended the Pilot course and successfully completed the final evaluation test will be awarded with the **Attendance Certificate**.*

Participants

*The Registrations to the course through an online form were opened on **24 January 2022 at 9.00 hours** and closed on **25 March 2022 at 24.00 hours CET**.*

More than 350 applications were received.

*Taking in account the requirements to participate in the Pilot Course and following some legal professionals' withdrawals, the number of participants enrolled was **241.***

All candidates admitted to the course were provided with credentials to access the e-course.

*During the course implementation, further withdrawals were received and, consequently, the number of people who took the final test evaluation was **113.***

N. Lawyers	N. Judges	N. Mediators	N. Notaries
78 * (*21 Lawyers declared to be also Mediators)	7 * (*1 Judge declared to be also Mediator)	10* (*5 Mediators declared to be also Lawyers)	18* (*6 Notaries declared to be also Mediators)

N. Croatian	N. Italian	N. Lithuanian	N. Slovenian	N. Spanish
23	25	37	18	10

Number of females: 94

Following contacts with participants through emails and phone calls and according to the questionnaires filled by them, the main reason of the withdrawal was caused by illness problems (covid included) and difficulty to manage the professional agenda.

Course evaluation

Quality control system (attendance of the trainees, test assessment)

PRAVRI adopted a quality control system with regard to the training activities developed during the Pilot Course. The evaluation was focused on the trainees' attendance in the course of each training stage. The continuous monitoring of the connection data and the forum messages allowed to individuate promptly participation's problems, so that the professionals were immediately individuated and contacted. This allowed a collaboration and a personalized relationship between the trainers and the trainees, often enabling the resolution of the problem.

In the Pilot course the final certification was based not only on the good test accomplishment but also on the active participation in the platform. In fact, the Evaluation criteria were also the total time spent at the platform, the percentage or materials opened and used and the speed in completing the entire course/final test. In this way the certificate is linked to an effective knowledge of the course subjects which can be obtained from the analysis of the data platform.

The assessment test, mandatory to obtain the final certification, is composed by 10 questions with multiple choice. The questions allow to evaluate the knowledge of the main subjects which are object of each course unit.

To prepare the trainers to the final test in each unit, multilingual quizzes and exercises were provided to test the knowledge of the topics of each unit. In this way the assessment test was gradually prepared during the delivery of the course.

Collection of trainees' feedback

The collection of the trainees' feedback was pivotal to monitor and improve the quality of the future MOOC online course that will be delivered during the final part of the project. To obtain as much as possible information from the trainees, a feedback questionnaire was delivered before the final test.

The structure of the feedback questionnaire is as follow:

1) 10 questions with levels of appreciation from 0 to 5 on the quality of the teaching materials: video lessons (3 questions), textual and other teaching materials (2 questions); interactive activities: forum, peer review (2 questions); tests (1 question); certificates (1 question).

2) 5 questions with levels of appreciation from 0 to 5 on the technical functionalities of the e-learning platforms (Unicam e-learning and EduOpen).

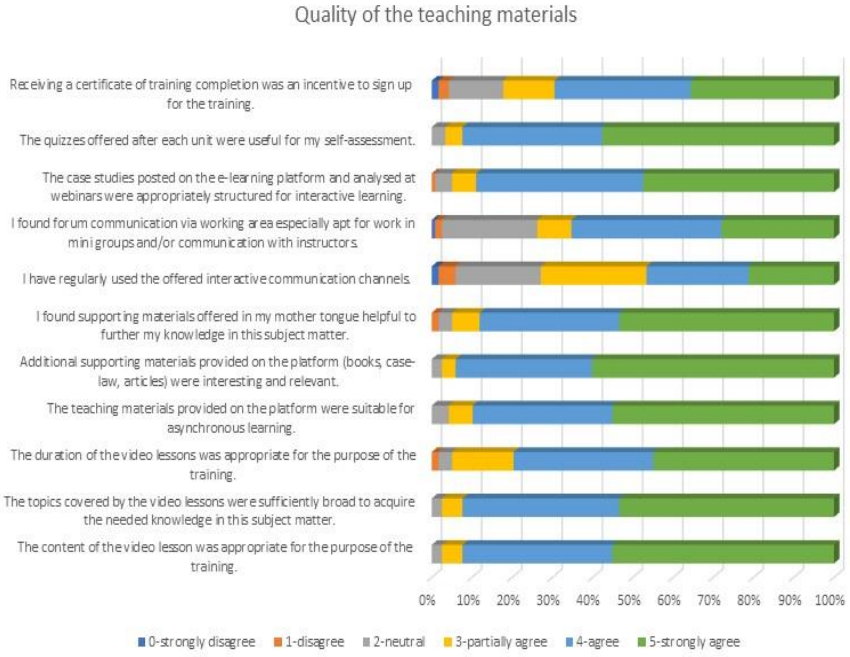
3) 5 questions with levels of appreciation from 0 to 5 on the live (online synchronous) support of the instructors and the tutors.

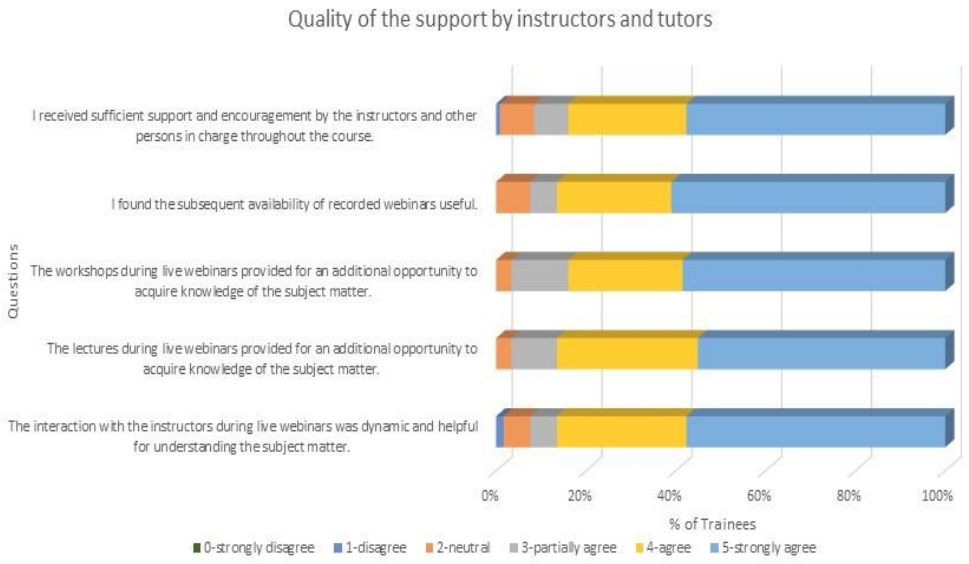
4) 3 open forms to write in a free manner their opinion on the above listed points 1-3.

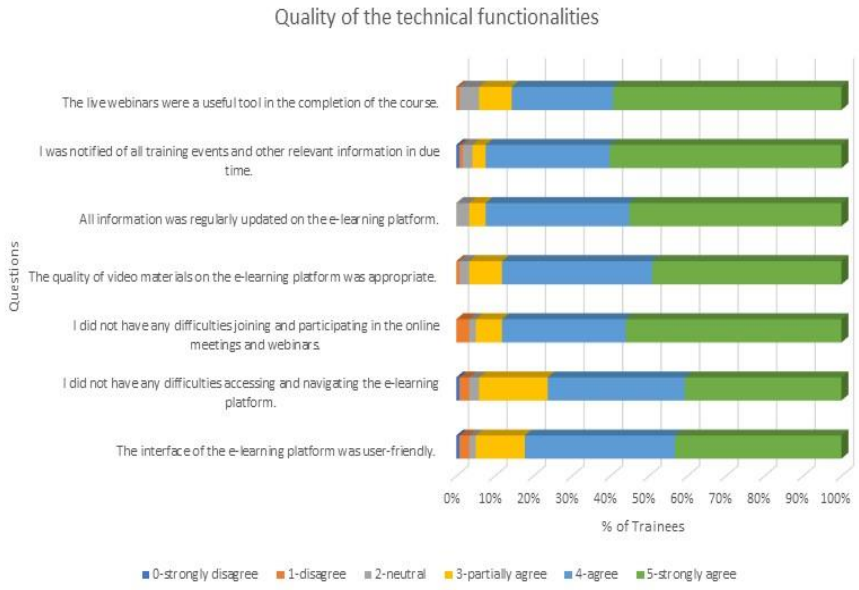
5) 1 open form for general comments and/or on the quality of the management and organization.

The questionnaires were anonymous and the data collected were analyzed and the results were reported through prepared charts.

The following are the most relevant ones:




Quality of the support by instructors and tutors
I received sufficient support and encouragement by the instructors and other persons in charge throughout the course.
I found the subsequent availability of recorded webinars useful.
The workshops during live webinars provided for an additional opportunity to acquire knowledge of the subject matter.
The lectures during live webinars provided for an additional opportunity to acquire knowledge of the subject matter.
The interaction with the instructors during live webinars was dynamic and helpful for understanding the subject matter.
Questions
0%
20%
40%
60%
80%
100%
% of Trainees
0-strongly disagree
1-disagree
2-neutral
3-partially agree
4-agree
5-strongly agree


Quality of the technical functionalities
The live webinars were a useful tool in the completion of the course.
I was notified of all training events and other relevant information in due time.
All information was regularly updated on the e-learning platform.
The quality of video materials on the e-learning platform was appropriate.
I did not have any difficulties joining and participating in the online meetings and webinars.
I did not have any difficulties accessing and navigating the e-learning platform.
The interface of the e-learning platform was user-friendly.
Questions
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
% of Trainees
0-strongly disagree
1-disagree
2-neutral
3-partially agree
4-agree
5-strongly agree

Lesson learned and final remarks

Planning, organizing and conducting this online course required considerable effort to manage a complex platform, to order the numerous materials offered in support of the course (i.e. supporting materials described previously), as well as to resolve any challenges in the progression of its implementation. This required continuous coordination and management by the WP3 leader (PRAVRI) with the support of the E-learning team from UNICAM.

Thus, in order to monitor and improve the quality of the E-Learning course delivered during the EU-FamPro project, it was of crucial importance to collect the trainees' feedback, including their genuine opinions and the detailed suggestions. To obtain as much as possible information from the trainees, the Project team members activated the feedback questionnaire. It is a standard feature of the E-learning courses nowadays that the filling-in the feedback questionnaire is asked from the participants at the completion of the course. The analysis of the questionnaire reveals a high level of satisfaction among participants as well as a very active role in commenting, evaluating and suggesting possible changes for future E-learning courses.

Overall, the course was highly appreciated by the professionals. In particular, the content made available to participants (Supporting materials) was praised. The copiousness of the materials was a reason for great satisfaction among the professionals. However, the large number of written materials, combined with the video lectures, video clips and video interviews in addition to the live webinars taught us that perhaps the course should have been scheduled over a longer period of time. The rhythm of the course was very challenging. The lesson learned is that an interval should have been left between the end of

the course and the final examination. Seven webinars were organized between 4 April and 9 May (each lasting three hours - except the first one). The participants found the discussion and work developed in the workshops very useful, but found the pace very demanding. This suggests that fewer webinars should be organized in a subsequent course (or with longer intervals). Some technical/informatics suggestions often emerged from the analysis of the comments. Several comments referred to the quality of some of the video recordings. The need to provide more human and technological resources for IT support in a future project.

The speakers and materials were rated with excellent marks. The promptness in communicating remotely with the numerous participants was equally well evaluated and praised. This shows great dedication of the E-learning team.

What emerges from the course as a primary need is greater uniformity in English language skills or at least the solution of offering English subtitles when it comes to speakers with an intermediate level of English language skills.

Overall, the course was a huge success, arousing great interest and attention among legal professionals.

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