Financial Technology and digital innovation to modeRnise and develop cUrricula of VietnameSe and Philippines UniversiTies

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DEV. 3.1 /3.3

REPORT ON WP3 KNOWLEDGE EXCHANGE AND TRAINING OF HEIS STAFF

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1. Abstract and preface

This report outlines the implementation and achievements of WP3 Knowledge exchange and training of HEIs staff. The report highlights the adaptations and integration of key actions into a unified Professional Development Programme and its activities.

The WP3 also includes the Equipment purchase (3.2). The assumption of the project designing was to include in this WP all activities and tools needed for the further implementation of the Masters. Nevertheless, this report is focused on the specific training activities targeted to professors and other staff of the Philippines and Vietnamese universities.

2. Original WP Design

WP3 (Knowledge exchange and training of HEIs staff) of the TRUST project aims to equip the universities with the needed competences and knowledge as well as the needed tools (equipment) to deliver the proposed new master in Fintech and the modernised programmes. In particular, the WP3 aimed to support Knowledge Exchange and Training of HEI staff through two key activities 3.1 (Study visits at Vietnamese & Philippines HEIs) and 3.3 (Training of trainers in distance modality). Alongside these knowledge exchange and training activities, a component of WP3 activity was to equip partner universities with suitable equipment to prepare and deliver new and modernised qualifications.

2.1. Implementation

WP3 has been implemented with some modifications due to the Covid19 pandemic and ongoing travel restrictions preventing any project travel, while maintaining the WP objectives. Alternative delivery models (e.g. online instead of face-to-face delivery) were considered and the project team collectively decided to shift towards an online-only delivery model. Therefore, the key training activities of WP3 were reformulated to achieve the same goals but in online modality and slightly different structure. The WP3 team developed an integrated professional development programme based on the results of the Baseline study and identified training needs from Activity 1.1 and 1.2 (WP1). Delivering the professional development programme online rather than through physical visits to Vietnam and Philippines allowed us to organise the delivery for HEI from both partner countries together, ensuring cross-university and international knowledge exchange.

The updated WP3 TRUST Knowledge exchange and training of HEIs staff integrated programme (3.1/ 3.3) consisted of:

- Three online staff training workshops offering training of staff on novel models and online teaching in Fintech (equivalent to initially proposed Activity 3.3 'Training of trainers in distance modality').
- Inter university knowledge sharing study groups focussing on knowledge exchange and co-creation (equivalent to initially proposed Activity 3.1 'Study visits at Vietnamese & Philippines HEIs').
- Final showcase – an additional activity aimed at integrating the activities from the workshops and study groups and sharing results more widely (additional Activity)
- Training on OBS studio software to record video lessons (additional Activity)

Although the developed activities 3.1 and 3.3 above broadly align with proposal activities 3.1 and 3.3, it is important to note that through the redesigning of WP3 structure and together with Activity 3.2 (which remained unchanged) the whole professional development program contributed to the overall aims of WP3 in an integrated way and included additional improvements such as cross-university knowledge exchange and co-creation, professional development certificates for participants and a final showcase. Therefore, the adapted implementation allowed for satisfying and going beyond the initial goals of the WP and going beyond using a fully integrated online professional development programme. Table 1 below indicates a smaller working team composed of representatives from all participating countries, both academic and industry partners, who worked on coordinating the knowledge exchange and training aspects of WP3.

Table 1. WP3 Team

Name	Institution	Country
Dane Lukic, Colin Milligan and Thomas Peschken	GCU	UK
Vandtt Đinh Thị Thanh Vân	VNU	Vietnam
Roberto Arguelles	SLU	Philippines
Jove Tapiador	FPH	Philippines
Gaia Roselli Cecconi	DT	Italy
Veljko Dmitrović	UoB	Serbia
Susanna Correntti	USGM	Italy

3. Professional development programme

As stated above, instead of Deliverables 3.1 (Study visits at Vietnamese & Philippines HEIs) and 3.3 (Training of trainers in distance modality) a revised plan was put in place which delivered Professional Development Webinars (equivalent to 3.3) and Study Groups (equivalent to 3.1) in parallel through an integrated programme.

The updated WP3 TRUST Knowledge exchange and training of HEIs staff integrated programme (3.1/ 3.3) consisted of:

- Online Staff training workshops
- Inter-university Study groups
- A final Showcase Event
- Training on OBS studio software to record video lessons

The professional development programme incorporating both staff training and knowledge exchange was based on the thematic analysis of key competencies for staff delivering the new FinTech Master and modernising existing Fintech related Masters and modules based on the deliverables and empirical data from WP1 and further validated through feedback from

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industry and academic partners. Figure 1 below outlines the three thematic areas for professional development (financial technology competence, transferable competencies and supporting online learning experience and with their subtopics.
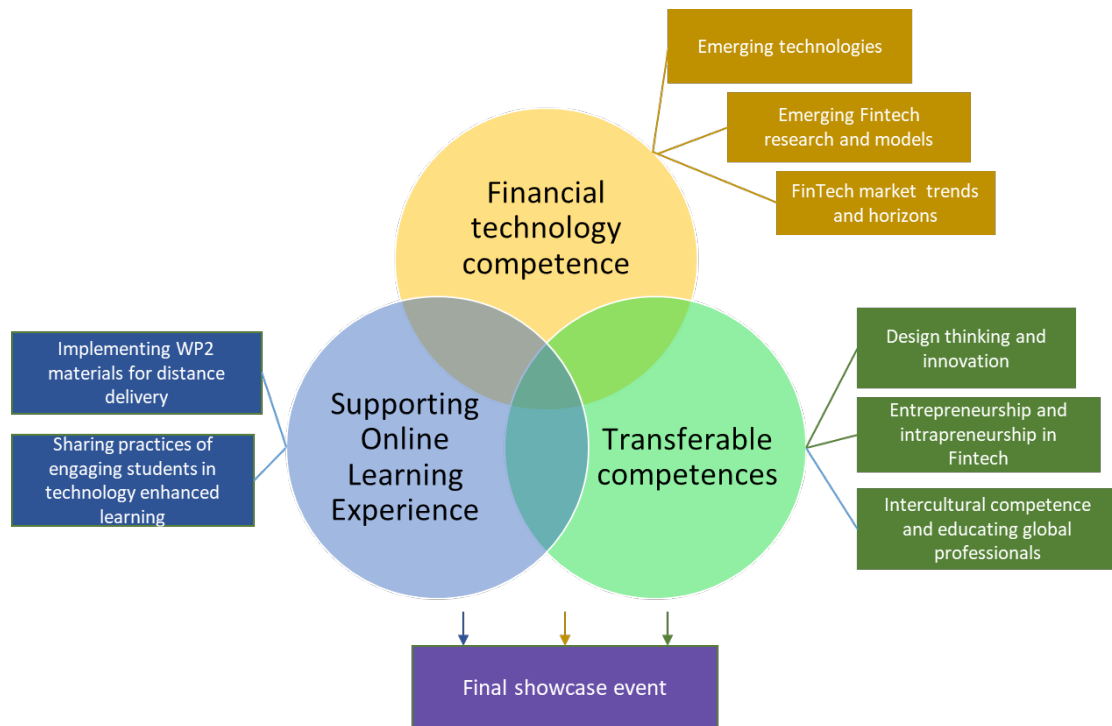

Figure 1. WP3 Thematic Overview

The professional development programme was therefore structured around these three thematic areas where each workshop and study group activities were centred on one of the three staff learning needs.

3.1. Online Staff Training Workshops

Three online staff training workshops offering training of staff on novel models and online teaching in Fintech (equivalent to initially proposed Activity 3.3 'Training of trainers in distance modality') were delivered online. The online workshops were open to wider audiences of university staff involved in delivery of Fintech Master and related subjects with target audience of at least 60 staff per partner country (total of minimum 120).

The three workshops together sought to build an understanding of issues facing Fintech in

Vietnam, the Philippines, and worldwide, and how they might be addressed through the design of the TRUST Fintech Masters programmes.

1. **Financial Technology Horizons - attended by 140 participants:** This introductory session provided a general introduction to the workshop series, highlighting the current state of FinTech in Vietnam and the Philippines against the context of technology trends, and emerging research trends in the field. Speakers were drawn from the TRUST project (GCU, DEUS), a start-up in Vietnam, and the Fintech Philippines Association professional body. See Annex II for links to resources. Topics covered included:
   a. FinTech market trends and horizons in Philippines, Vietnam
   b. Main technologies in FinTech
   c. Emerging Fintech research and theoretical models.
2. **Preparing Professionals for the Future of Fintech - attended by 89 staff participants:** The second session focused on how best to prepare our future students, considering the skills and attributes of a FinTech professional including the importance of design thinking, entrepreneurship and intrapreneurship, and the value of soft/transferable skills. This session again drew on speakers from the project team (GCU and DEUS) and local practitioners. See Annex II for links to resources. Topics covered included:
   a. FinTech skills gap,
   b. Entrepreneurship and Intrapreneurship in Fintech,
   c. Design Thinking for Product Innovation in Fintech,
   d. Intercultural competence and educating global FinTech professionals.
3. **Harnessing Digital Learning Opportunities - attended by 60 staff participants:** A third workshop was aimed specifically at staff in our six partner universities who were responsible for developing content for the Masters programmes (NB there is no publicity poster for this event as it was aimed at a limited group). This session focused on sharing practises of engaging students with technology enhanced learning, building on study group tasks (see below). The session was led by the project team at GCU. See Annex II for links to resources.

3.2. Inter-university study groups

In parallel to the webinars, we organised a series of study groups specifically aimed at staff who had a design role in producing the masters and focused on knowledge exchange and co-creation (equivalent to initially proposed Activity 3.1 'Study visits at Vietnamese & Philippines HEIs'). Instead of physical study visits we formed 12 inter-university and international study groups, each led by one local facilitator from the partner countries and supported by the WP3 team. Each group invited 8-10 nominated staff participants from all partner Vietnam and Philippines universities. The study groups focused on knowledge exchange on current FinTech

teaching practises, sharing reflections on input delivered through the online workshops and co-creating pedagogical content. The study groups worked on two shared tasks, with outputs shared by padlets (see Annex II).

To initiate internal visibility of staff development the WP3 team developed a novel activity of issuing certificates to the staff members who engaged with several steps of the inter-university study groups. Two types of certificates were prepared for this phase of the programme: namely TRUST Fintech Teaching Professional - Certificate of Competence (obtained by 25 participants) and TRUST Fintech Teaching Professional - Certificate of Attendance (obtained by 48 participants).

3.3. Final Showcase Event

An additional Activity (3.4) was organised after the conclusion of the Professional Development Workshops and Inter-University Study Groups. This workshop aimed at integrating the activities from the workshops and study groups and sharing results more widely and was attended by 55 participants, both from partner universities and senior staff officials from other universities and the industry. This activity was added to further promote knowledge exchange and showcase outputs co-created by participants to a wider audience. As well as presentations from the GCU WP3 Leads, the session provided an opportunity for an update on general TRUST activities, and a presentation from project team members focused on dissemination and community building which provides a route forward for those staff who took part in the professional development webinars. The final showcase event shared a padlet wall output with final curriculum design proposals by Vietnamese and Filipino staff participants.

3.4. Online Staff Training Workshops with OBS studio

The 07 July 2021 an online training session was arranged targeted to professors and other professionals among the partners in charge of the video lessons recording on the OBS studio software. Due to the covid-19 pandemic it was not possible to arrange the meetings and the registration of the video lessons at the premises of Marconi University and of the Open University of Ho Chi Minh City, as scheduled according to the project original proposal. The video lessons were recorded by using the open source OBS software. By using it each professor/ professional can develop their video lessons autonomously. USGM technical experts also supported them throughout all the production phase and were in charge of undertaking all the post-production phase (video lessons check and updating, graphical design, storage, uploading in the TRUST eLearning platform, etc.).

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This training session and the further individual consultancy sessions are crucial for the WP2 tasks on the development of the distance material of the Masters contents. So, this task also served as pivotal part of the staff professional development aiming all participant with the needed competences and tolls to develop video lessons autonomously. So, this task aimed to support the Knowledge Exchange and Training of HEI staff as all the other tasks of the WP3.

4. Impact and feedback

To gain insight into how the professional development was received and its impact, a short feedback form was shared with participants of the workshops, inter-university study groups and the final showcase event. The feedback form was completed by N=34 participants from Vietnam and the Philippines. The key feedback is summarised in the figures below. We first asked where respondents were based. Respondents were spread equally between Vietnam (18/34) and the Philippines (16/24) with the numbers participating from specific Universities shown in Figure 2.
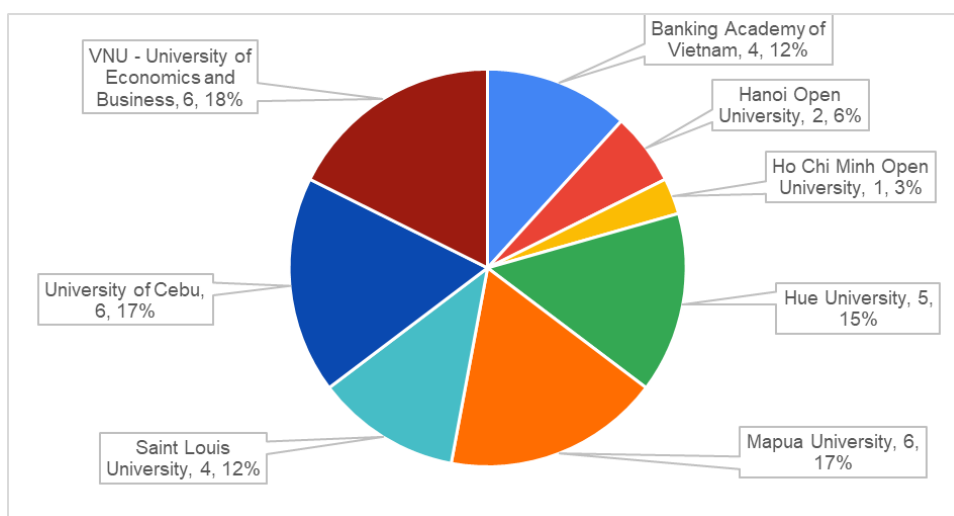

Figure 2. Location of Respondents

To understand what the value of the professional development activities had been, we first asked 'Which part(s) of our knowledge exchange and training did you take part in?' Results are shown in Figure 3. Almost all respondents had taken part in the online webinars with just under half taking part in the (most focused) final showcase event.
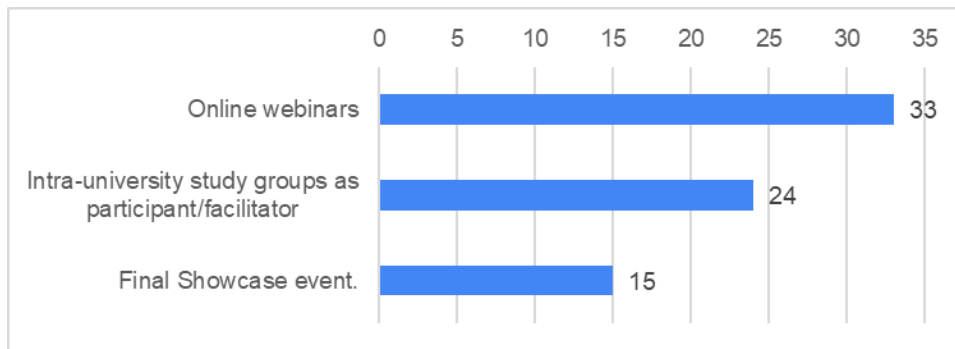
Figure 3. Knowledge Exchange Components

Next, we were interested in understanding the value of the knowledge exchange and training activities. Participants were asked to evaluate the extent to which they agreed with a range of statements as summarised in Figure 4.
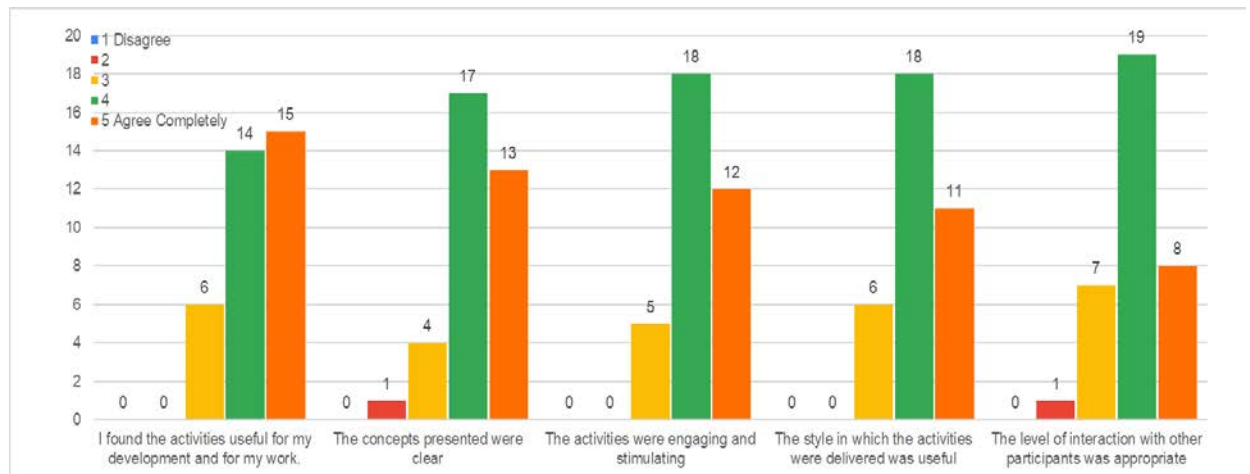

Figure 4. Value of Knowledge Exchange and Training Activities

The overwhelming majority of respondent found all aspects of the knowledge exchange and training activities valuable, with value seen in their helpfulness for development and applicability to work.

We asked, 'Did you find the knowledge exchange and training activities relevant for your practice?' All respondents to the survey answered yes.

We also asked some open questions. First, we asked: What was most valuable about the training and/or activities? Responses highlighted how the professional development activities had stimulated interest in Fintech in the region: '*As a Professional Accountant here in the Philippines, with limited knowledge on how financial technology works, I was so surprised that*

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there are endless possibilities and opportunities for businesses to conduct their day-to-day transactions through FinTech.' Other responses highlighted the value of learning about current trends through access to local practitioners: '*The insights that I derived from the different speakers on the topics that has been shared and on the presentations of the different outputs from the different study groups.*' or more specifically about learning theory '*strengthen pedagogical capacity, provides lecture design tools in the field of fintech*.' There was also praise for the format: '*Learning and sharing knowledge between and among participants is such a great deal plus the collaboration made it an experience worth sharing.*'

No responses were received for the second question: *How could the training and/or activities been made more relevant to your practice?* This indicates that the blend and content of training was appropriate for this cohort. Respondents were asked to '*describe any suggestions you have for improving our knowledge exchange and training programme on FinTech.*' Responses here highlighted those face-to-face sessions would have been appreciated, or that greater use of technology would have supported diverse types of interaction. Some participants asked for update webinars to be held in the future.

Finally, the survey asked: Please describe any action you have taken or intend to take after having participated in the knowledge exchange and training activities. This question was designed to understand how the participants had used the knowledge and skills they had required. Responses split into those for whom the training had led to further exploration and learning. For example, 'Next step would be to enhance and develop more understanding on how FinTech actually works, most especially in this time of pandemic.' A second group comprised those who had already applied their new knowledge in their work. For example: 'Change the syllabus and schedule for my class to applying new method.' and 'I am leading a group of students who are making research using Python.'

Annex I Programme Overview

Table 2. TRUST Professional Development Programme Overview

Theme	Activity	When	Topic	Presenters
Financial Technology Horizons	Workshop/ Webinar	Thursday 15th July 0730-0930 BST 0830-1030 CET 1330-1530 VN 1430-1630 PH	This session will set the scene for the workshop series, highlighting the current state of FinTech in Vietnam and the Philippines against the context of technology trends, and emerging research trends in the field. Topics covered will include: ●FinTech market trends and horizons in Philippines, Vietnam ●Main technologies in FinTech ●Emerging Fintech research and theoretical models	Jove Tapiador, FinTech Philippines Association, Nguyen Dang Tuan Minh, KisStartup, Marco Lamberto, Eric Bonfadini, Deus Technology, Dr Madhusudan Acharyya, Glasgow Caledonian University (GCU) Moderator: Dr Veljko Dmitrovic, University of Belgrade
	Online Platform Study Groups	16th-30th July	Cross university/country groups of 5-6 participants sharing knowledge and working together on an activity discussed in the workshop.	
Preparing Professionals	Webinar	Tuesday 7th of September 0730-0930 BST	The second session will focus on how best to prepare our future students, considering the skills and attributes of a	Roberto Russo, Edoardo Busani, Deus Technology

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for the future of Fintech		0830-1030 CET 1330-1530 VN 1430-1630 PH	FinTech professional including the importance of design thinking, entrepreneurship and interpreneurship, and the value of soft/transferable skills. Topics covered will include: ●FinTech skills gap, ●Entrepreneurship and Interpreneurship in Fintech, ●Design Thinking for Product Innovation in Fintech, ●Intercultural competence and educating global FinTech professionals.	Dr Thomas Peschken, GCU London. Dr Tran Luong Son, Planet Impact Capital Dr Dane Lukic, GCU London, **Moderator:** Dr Colin Milligan, GCU
	Online Platform Study Groups	8-15th September	Cross university/country groups sharing knowledge and working together on an activity based on topics discussed in the workshop.	
Harnessing Digital Learning Opportunities	Online platform (individual task)	27th September - 1st October	Prior to the third workshop/webinar, study group participants will be asked to post their own examples of best practice in using technology enhanced learning.	
	Workshop/ Webinar	Tuesday 5th of October 0730-0930 BST 0830-1030 CET 1330-1530 VN 1430-1630 PH	Sharing practices of engaging students with technology enhanced learning Utilising WP2 digital learning objects for engaging learners	Dr Dane Lukic, GCU Dr Colin Milligan, GCU, Thomas Peschken, GCU. **Moderator:** Dr Roberto Arguilles, SLU

	Online platform (individual task)	6th October – 15th October	Following this workshop, study group participants will be invited to review exemplar learning content developed for the TRUST FinTech Masters, to consider how they might use it in their teaching, and to post reflections on how they would implement and adapt these learning objects in their teaching.	
Showcase	Webinar	Thursday 21st of October 0730-0930 BST 0830-1030 CET 1330-1530 VN 1430-1630 PH	The final showcase event in the series will highlight outputs and resources from previous workshops and associated study groups. The session will provide a focus for a launch of a local Community of Practice around FinTech education in Vietnam and the Philippines, linking to future dissemination and exploitation activities of the TRUST Project. The TRUST Project Leaders will provide an overall update on progress of the project. Professional development certificates will be awarded to all those who complete the webinar/workshop series and associated study tasks.	Dr Dane Lukic, GCU London Dr Colin Milligan, GCU, Thomas Peschken, GCU London. Ilaria Reggiani, Università degli Studi Guglielmo Marconi This session will also include contributions from study group participants.

Annex II – Links to Recordings, Resources and Outputs

Table 3. Links to Recordings, Resources and Outputs

Resource	Location
PDF of Webinar timetable	https://drive.google.com/file/d/1q8eJ_kZehv57pW3lmG3nQO5knX3aet6q/view?usp=sharing
Webinar 1 Presentations	JOVE TAPIADOR: https://drive.google.com/file/d/1ZtI_XAEhZ7l80zIEi0zq_-PjEO23V0z-/view?usp=sharing NGUYEN DANG TUAN MINH: https://drive.google.com/file/d/1DBaJa_zXUOPGBkTq6JHVmiE0ILJd25Bm/view?usp=sharing MARCO LAMBERTO: https://docs.google.com/presentation/d/1_rlP3GOLhjjBPRBXSDk9CrFdfjEQp1uD/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true MADHUSUDAN ACHARYYA: https://docs.google.com/presentation/d/1TXii-gdkThJvAeuVc4F1vWVtIF4ZvlWy/edit?usp=sharing&ouid=112470259296131212291&rtpof=true&sd=true
Webinar 1 Recording	https://docs.google.com/document/d/15X4G2EIPQi7HWU1ZP6GLT9HLUW-pMgGY/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true
Webinar 1 Publicity	https://drive.google.com/file/d/1WKB_1cxhbF0DdjAotjTVKnKQrl6SxSS8/view?usp=sharing
Webinar 2 Presentations	ROBERTO RUSSO: https://docs.google.com/presentation/d/1k9nWvP_97hGX1QK-rGqRLraCPYY3v37v/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true THOMAS PESCHKEN:

	https://docs.google.com/presentation/d/1v35JXvmEgQuSSr22Hq1-D2NmlCKl05Nu/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true TRAN LUONG SON: https://docs.google.com/presentation/d/1v35JXvmEgQuSSr22Hq1-D2NmlCKl05Nu/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true DANE LUKIC: https://docs.google.com/presentation/d/1WmnG6d_GeeJ0sL9sjDZU2FoIxkQcnrqO/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true
Webinar 2 Recording	https://us02web.zoom.us/rec/share/8u7N5t91jMh6YrawuWfpEsjcdWN61SprkaYEGlM3goHVSCLydtENGpBPrKVC4uvY.qEgOtrxDaeDiqwyL
Webinar 2 Publicity	https://drive.google.com/file/d/1dpTOqOT-7wf2i62GmutLYC53AnKeNhk-/view?usp=sharing
Webinar 3 Presentations	COLIN MILLIGAN: https://docs.google.com/presentation/d/1ZRHg1PIfkwu4lDCP6Vy6scMqzA1_jfFl/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true THOMAS PESCHKEN: https://docs.google.com/presentation/d/1kQitzEi3BYR8yqnXUMCQKwlu4Q5Of4_7IC1Ii1JNFws/edit?usp=sharing DANE LUKIC: https://docs.google.com/presentation/d/1caMrFsVMEepAjp8X3LXJsKOR20mABjeo/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true
Webinar 3 Recording	https://docs.google.com/document/d/1ub6F6pBV86zQfFVbwqnaedgAYm_qQ25d/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true
Instructions and background	https://docs.google.com/document/d/1xlf60C-W0EdfkY6yT2uWfa8SZfO2XYZ2PkPuRX0OIyM/edit?usp=sharing (RESOURCE LIST)

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material for Study Groups	https://drive.google.com/file/d/1w2hRv0nK8Bos1NeRH43Zq7OMetArU9AA/view?usp=sharing (VIDEO)
Instructions and background material for Study Group Facilitators	https://docs.google.com/presentation/d/19WMXCXXw_5DWCjE0vU01TREQrNXO4P6PAcYTBF9B0hs/edit?usp=sharing
Padlet showing Group Outputs for Task 1	https://gcuniv.padlet.org/tpe2/vjnd4uxssnrwjnu
Padlet showing group Outputs for Task 2	https://gcuniv.padlet.org/colinmilligan/rb3whhxyaz7se7q0
Padlets showing individual outputs for Task 3	https://gcuniv.padlet.org/colinmilligan/trust_3_03_04 https://gcuniv.padlet.org/colinmilligan/trust_3_05_06 https://gcuniv.padlet.org/colinmilligan/trust_3_07_08 https://gcuniv.padlet.org/colinmilligan/trust_3_09_10 https://gcuniv.padlet.org/colinmilligan/trust_3_11_12
Padlet showing individual outputs for Task 4	https://padlet.com/proficproject/yh6yrg6o5e9qxq71
Showcase Recordings	https://docs.google.com/document/d/1sX5EGmL725C6MxyW-6qUSVQ8SfEoZ-1k/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true
Showcase Presentations	COLIN MILLIGAN: https://docs.google.com/presentation/d/1cm313UZWbmgBrJVZPHQCFFM3YnDoGxei/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true THOMAS PESCHKEN: https://docs.google.com/presentation/d/1YW9dMM22BL_C3l3P3qwIXUlC4dELx2Jz/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true

	DANE LUKIC: https://docs.google.com/presentation/d/11dEp3cOhS0ELpWjo7c6wMOkufiQH1x9B/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true ILARIA REGGIANI: https://docs.google.com/presentation/d/1cm313UZWbmgBrJVZPHQCFFM3YnDoGxei/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true CHERYL BALINGIT: https://docs.google.com/presentation/d/1vyBFel39m_-ghSL1G0E1bu1bexrWRP5F/edit?usp=sharing&ouid=106796011626511776113&rtpof=true&sd=true and https://drive.google.com/file/d/1DJ-34LddufIv9cJNQXlkOzg40gCCcfGF/view?usp=sharing
Showcase Publicity	https://drive.google.com/file/d/1LyaUUmKGz5-W324ind4dVBNc4vdVd4Cd/view?usp=sharing
External Publicity from GCU - this relates most closely to the 2nd workshop.	https://gcuacaddevelopment.wordpress.com/2021/09/01/supporting-masters-development-in-south-east-asia/ also available as a PDF at: https://drive.google.com/file/d/1evvH4_jacjfNnT6sC4NxeicLrx2_OEjm/view?usp=sharing
Internal Publicity from GCU - this relates most closely to the final Showcase event.	https://www.connected.gcu.ac.uk/News/Lists/Posts/Post.aspx?List=624d8c9e%2D6eb7%2D4204%2D9241%2Ddcf8eb932174&ID=3742&Web=979576bc%2D33fd%2D4348%2D9319%2D55235c82fafc (internal link) also available as a PDF at: https://drive.google.com/file/d/1qpP9EtS5kWsjJ2Fynw9lhzkUqsN-PB6o/view?usp=sharing

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