



**Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development (SEAMEO TED)**



**Evaluation Report**  
**International Webinar on “Lifelong Learning for**  
**Technical Education in the Digital Era”**  
**02 November 2023, 9:00-11:00 am (Bangkok Time)**

**I. Introduction**

SEAMEO TED, in collaboration with University College Cork, Ireland, co-organized an International Webinar on **Lifelong Learning for Technical Education in the Digital Era** on November 2, 2023, from 9:00 AM to 11:00 AM (Bangkok Time). The Webinar aimed to enhance the learning and sharing culture among subject matter experts (SMEs) and participants on the Perspectives of Lifelong Learning for Technical Education. **263 participants** who are school principals/management, instructors/teachers, and students from different vocational and technical high schools/ colleges in Southeast Asia such as Brunei Darussalam (6 participants), Cambodia (8 participants), Indonesia (7 participants), Philippines (244 participants), Malaysia (5 participants), and other 3 participants joined the webinar. The webinar was moderated by Mr. Rien Chamrong, Vice Head of Public Relations and Partnership, SEAMEO TED. Opening remarks was delivered by **Mr. Khat Prumsochetra**, Deputy Director of SEAMEO TED. He raised that in order to facilitate lifelong learning in technical education, it is important for educators and training providers to offer flexible and accessible learning opportunities through online courses, webinars, and virtual workshops to provide individuals with an opportunity to learn at their own paces.

A keynote speaker **Prof. Dr Séamus Ó Tuama**, Director of Adult Continuing Education (ACE) of University College Cork, Ireland, highlighted the perspectives of Lifelong Learning for Technical Education in the Digital Era: Scaffolding via Five Learning Capitals which are the hot topic to be learned by participants such as Seed Capital-Germinating, Identity Capital-Identity &Autonomy, Cultural Capital-Value in Cultural Capital, Social Capital and Human Capital. He also stressed on Artificial Intelligence (AI), Robotics, Pace of Technological Change-War & Peace, Climate Crisis letting no one behind in the digital age. He mentioned ChatGPT- Tech Jobs in 2023, Tech Jobs in next 5 years and Tech Jobs 2043 which are important for individuals seeking a career in Tech to stay adaptable, continuously learn, and be ready to embrace emerging technologies and industries.

Participants actively engaged in a Q&A session in which more than ten questions and concerns were raised to the speaker. Prof. Dr. Séamus Ó Tuama precisely elaborated and responded to all of the participants' questions and concerns.

## **II. Webinar Evaluation Objectives**

The objective of webinar evaluation was to get the following:

- Gaining feedbacks from participants to improve future webinars
- Measuring achievement levels of webinar objectives

## **III. Evaluation Strategy and Method**

The two-hour webinar was registered by 713 participants, and accommodated 263 participants in the Zoom platform, 242 participants joined via Facebook live platform, among which 274 filled out the evaluation form at the end. Therefore, 274 participants filled out and returned valid evaluation sheets (online sheets). The evaluation form was sent to the Chat room of the Zoom Platform by 10:30 am before ending the Webinar.

The evaluation sheet was designed consisting of the following sections:

**1. Demographic Information** consisting of four items namely (1) Gender; (2) Job title; (3) Academic degree; and (4) Affiliate countries.

**2. Webinar Preparation and Logistics Arrangement** consisting of seven items namely (1) The platform was well-prepared; (2) Registration procedures were acceptable; (3) Q & A Session was well-controlled; (4) The time allotted for the webinar was sufficient; (5) The hospitality and facilitation were fine and acceptable; (6) Q & A session was provided in adequate time; and (7) I would recommend this webinar to others.

**3. Presenters' Capacities** consisting of five items namely (1) Well-prepared for presentation; (2) Participation and interaction were encouraged; (3) Presenters were knowledgeable about the webinar topics; (4) Presentation methods used were appropriate for the audience; and (5) The quality of instruction, demonstration, and experimentation was good.

**4. Topics and Contents** consisting of four items namely (1) The topics covered were relevant and useful for my work; (2) The contents were organized and easy to follow; (3) The contents met my expectations; and (4) The Topic objectives were clearly defined and achieved.

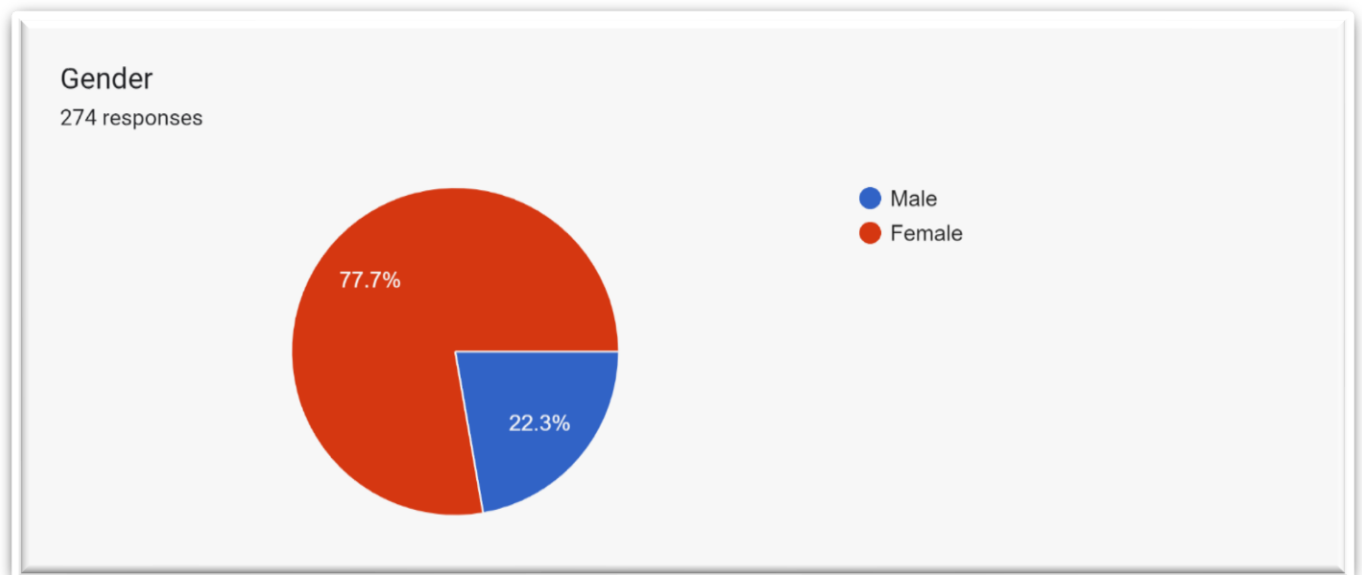
To respond to two predefined objectives, four evaluation levels of Kirkpatrick were employed (Kirkpatrick & Kirkpatrick, 2010). Specifically, level 1 (Reaction) was used right after the Webinar but not consuming much time to fill out to avoid participant distraction and data bias. Level 1 (Reaction) measures participants' satisfaction with the event, participants' planned actions, Webinar content delivery and design adjustment leading to program improvement as a whole (Phillips & Drewstone, 2000).

#### IV. Results

The evaluation results can be interpreted to meet pre-defined evaluation objectives as follows:

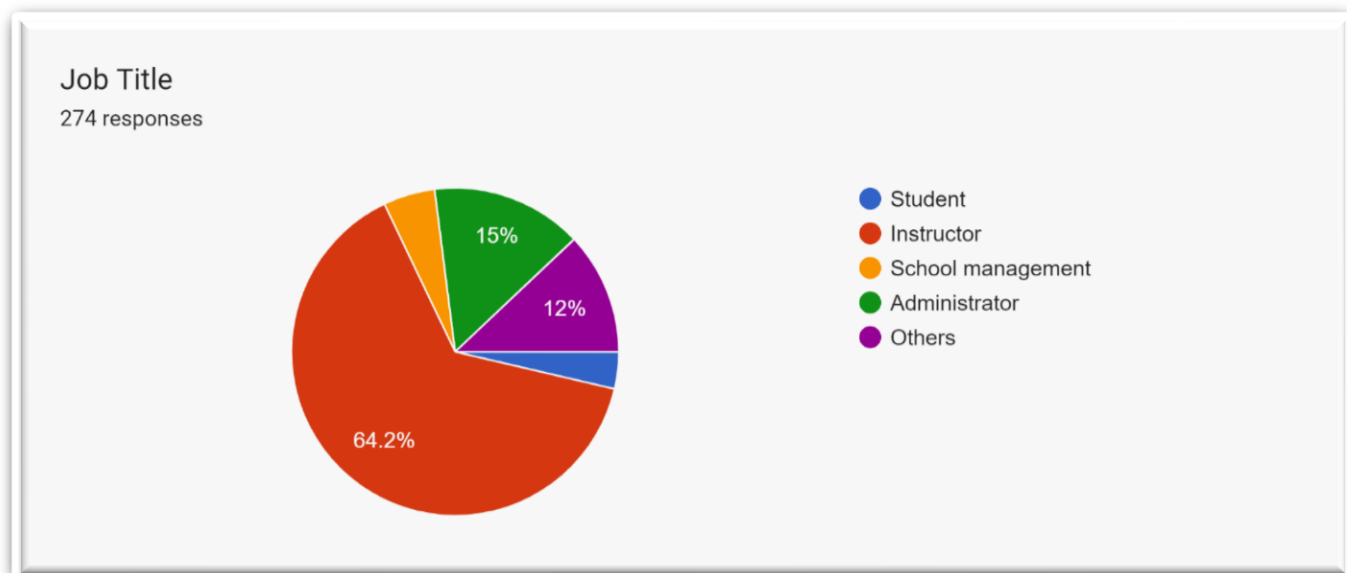
##### 1. Demographic Information

It covers the participants' genders, job titles, and educational degrees among 274 participants that have completed the evaluation form right after the webinar as highlighted in **Figure 1, 2, and 3**.



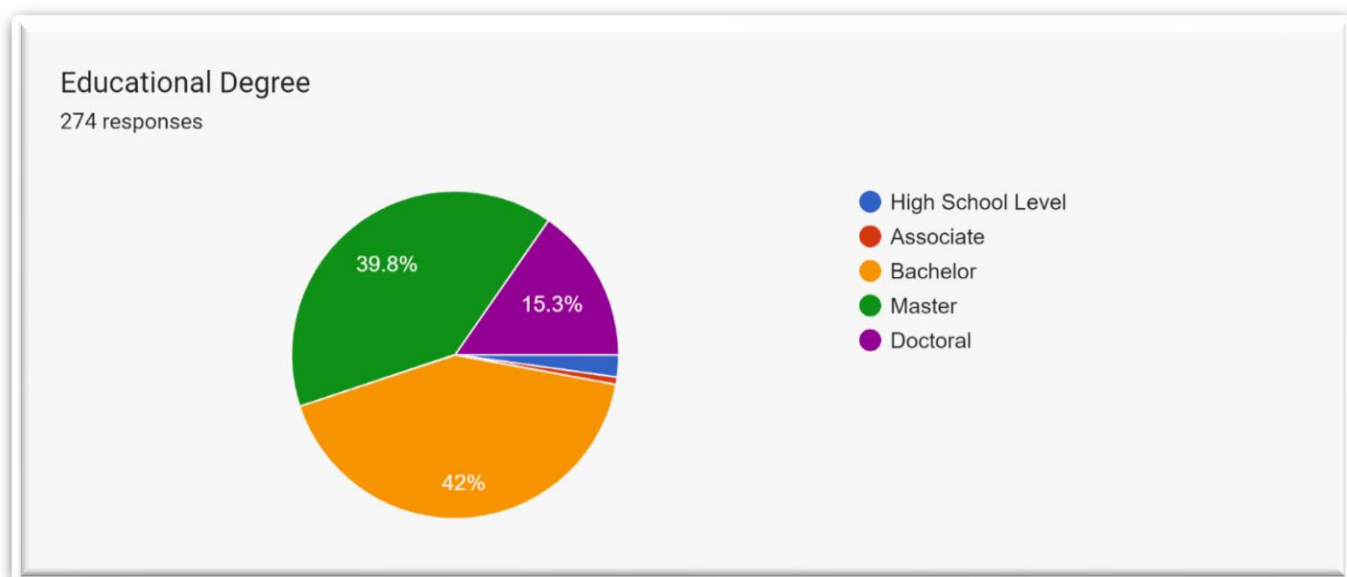
**Figure 1. Participants' Gender**

As shown in **Figure 1**, among 274 participants, 22.3% were male and 77.7% were female. It indicated that most of the participants were female and endeavored to learn new things from the International Webinar. Learning and sharing are part of the professional development program as a member of the professional learning community increases gradually.



**Figure 2. Participants' Job Titles**

**Figure 2** indicated that 64.2% were instructors attending the Webinar. This meant that local and region instructors were passionate to learn new things, and followed by students 3.6%; administrator 15%; School management 5.1%; and others 12% of the participants. In addition, the Webinar was designed to draw attention from instructors to learn and share their knowledge and experiences so that a pre-defined objective was achieved.

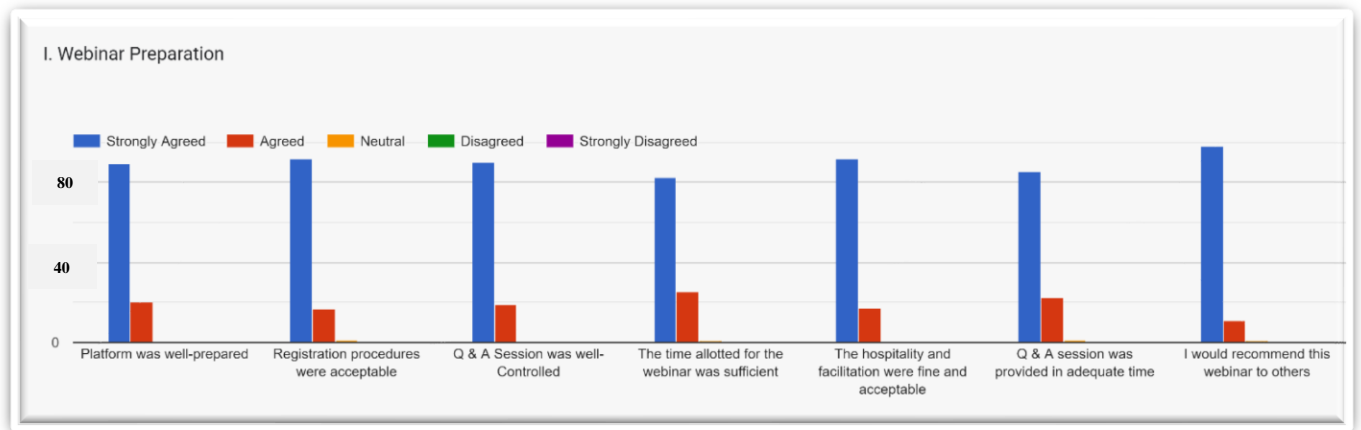


**Figure 3. Participants' Educational Degree**

The target audiences were instructors and students so that **Figure 3** showed that 15.3% earned Doctoral degree; 39.8% earned Master's degree; 42% earned bachelor degrees; 2.2% earned high school level, and 0.7% earned Associate's degree.

## 2. Webinar Preparation and Logistics Arrangement

The factor obtains seven items seen and logistics arrangement of (1) platform preparation; (2) registration procedure; (3) Q &A session controls; (4) time allotted for the Webinar; (5) hospitality and facilitation; (6) time for Q & A session for participants rating; and (7) I would recommend this webinar to others as shown in **Figure 4**.

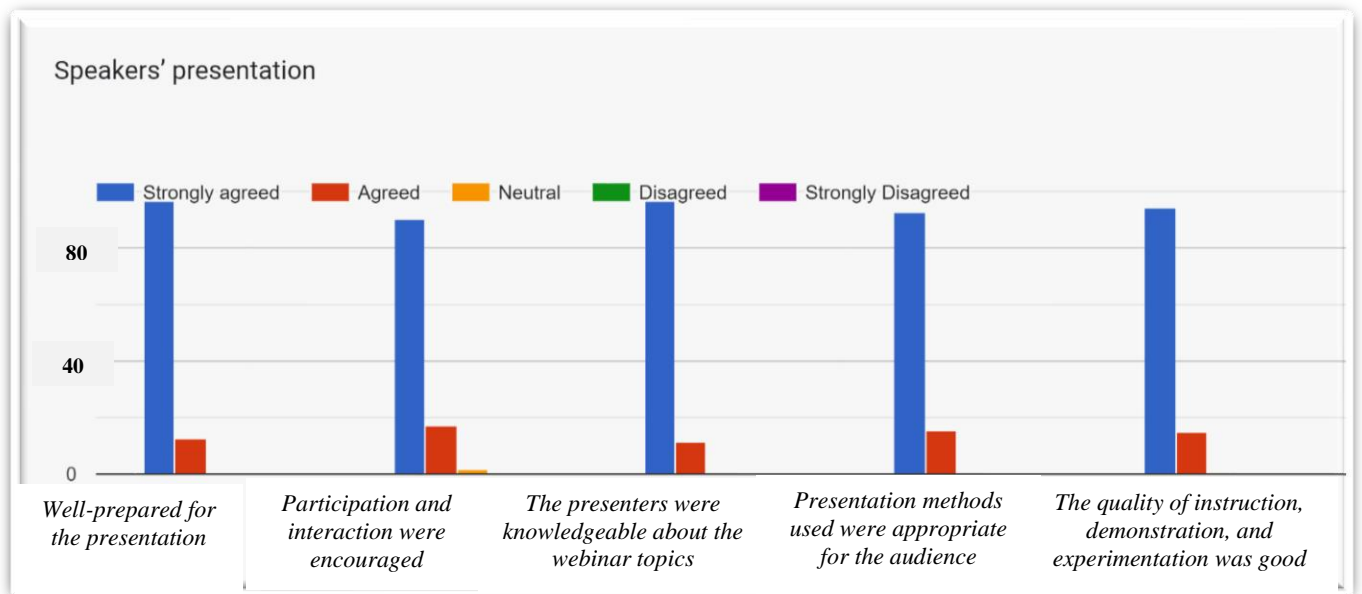


**Figure 4: Webinar Preparation and Logistics Arrangement Rating**

As shown in **Figure 4**, the seven items consisting of (1) platform preparation; (2) registration procedure; (3) Q &A session controls; (4) time allotted for the Webinar; (5) hospitality and facilitation; (6) time for Q & A session for participants rating; and I would recommend this webinar to others were rated higher than 80% (Strongly agreed). This meant that the Webinar was acceptable and could be resumed in the future.

## 3. Presenters' Capacity

There are five items for this factor consisting of (1) Well-prepared for the presentation; (2) Participation and interaction were encouraged; (3) The presenters were knowledgeable about the webinar topics; (4) Presentation methods used were appropriate for the audience; and (5) The quality of instruction, demonstration, and experimentation was good.

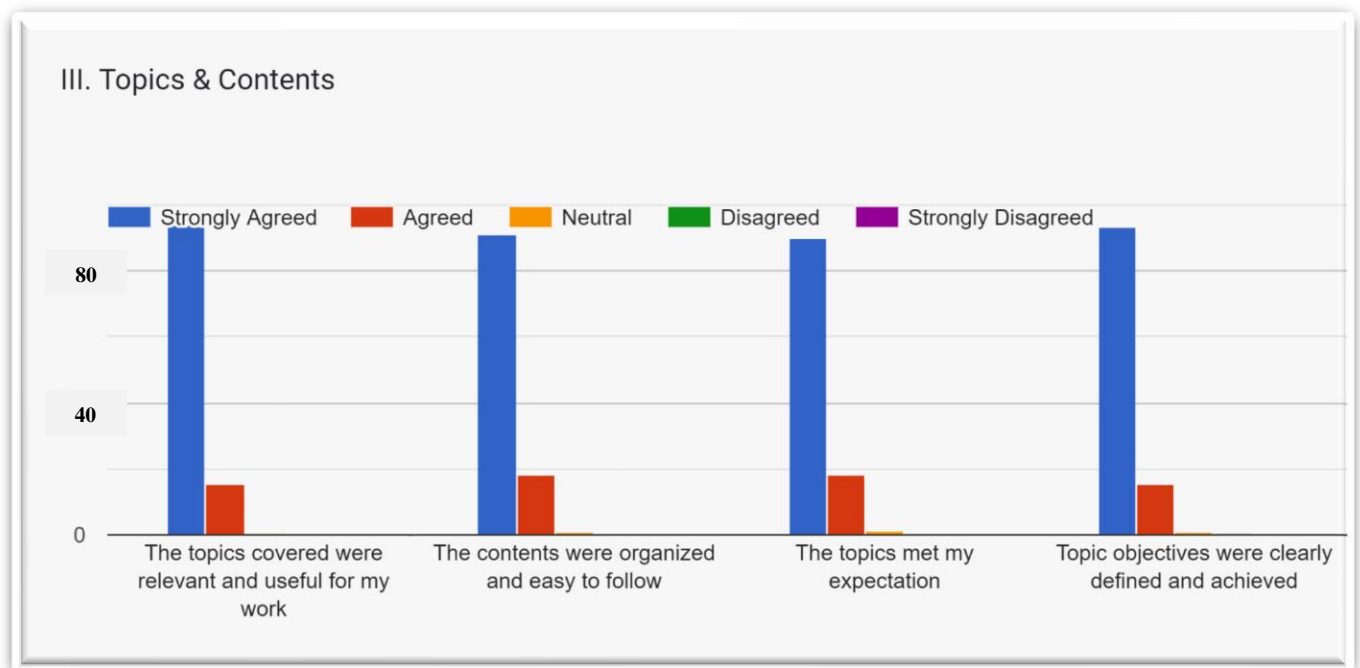


**Figure 5. Presenters' Capacity Rating**

The five items were rated higher than 80% (Strongly agreed) (1) Well-prepared for the presentation; (2) Participation and interaction were encouraged; (3) The presenters were knowledgeable about the webinar topics; (4) Presentation methods used were appropriate for the audience; and (5) The quality of instruction, demonstration, and experimentation was good, as shown in **Figure 5**. It meant that the lecturers/presenters were qualified and competent for the webinar topic that could be invited for more events.

#### **4. Topics & Contents**

The factor covered four items consisting of (1) The topics covered were relevant and useful for my work; (2) The contents were organized and easy to follow; (3) The topics met my expectations; and (4) Topic objectives were clearly defined and achieved.



**Figure 6. Topics and Contents Rating**

Among 4 four items consisting of (1) The topics covered were relevant and useful for my work; (2) The contents were organized and easy to follow; (3) The topics met my expectation; and (4) Topic objectives were clearly defined and achieved were rated higher than 80% (Strongly agreed). This meant that the Webinar topics and contents captured participants' interests and expectation, as shown in **Figure 6**.

## **V. Conclusion**

Three ultimate objectives of the Webinar evaluation were achieved. The Webinar gained favorable feedback from participants in terms of future events. Participants highly appreciated the capacities of presenters and smooth facilitation of a moderator. The topics and contents were relevant to their workplace settings. Among all items, most of them were rated more than 80% (Strongly agreed) with acceptable perspectives from participants meaning that the webinar objectives were achieved productively.

## **Reference**

- Kirkpatrick, J. D, & Kirkpatrick, W. K. (2010). *Training on trial: How workplace learning must reinvent itself to remain relevant*. New York: AMACOM
- Phillips, J. J., & Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. McGraw Hill Professional.