



SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF ONLINE TRAINING ACTIVITIES AT DA NANG SPORTS UNIVERSITY, VIETNAM

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Abstract:

Based on an assessment of the current situation, as well as an analysis of strengths, weaknesses, opportunities, and challenges for online training activities at the Da Nang Sports University, this study proposes solutions to enhance the effectiveness of online training at the university.

Keywords: online training activities, current situation, solutions for online training activities.

1. Introduction

At Da Nang Sports University, during the complex situation of the COVID-19 pandemic, the university organised online training, which has been achieving certain results, contributing significantly to fulfilling the university's political mission thanks to the efforts of the management staff, lecturers, and students. Currently, the blended learning method, combining online and face-to-face training, is being implemented.

After a period of organising online training, the university has not yet conducted any research to objectively and accurately evaluate the achievements and limitations of this training method at the institution. This is necessary to make appropriate decisions and methods to build management documents and standardise teaching, learning, and assessing methods for subjects delivered in the online format.

Researching the current state of online training operations at the university is essential to thoroughly understand the strengths, weaknesses, opportunities, and challenges of this training method. This will enable proactive arrangements for online

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classes to meet the requirements of Circular 08/2021/TT-BGDĐT, suitable for the actual conditions of the Da Nang Sports University.

For the mentioned reasons, we conducted the research topic: *"Solutions to improve the effectiveness of online training activities at the Da Nang Sports University"*.

2. Methods

The topic used the following research methods:

- Document analysis and synthesis method,
- Interview method,
- Pedagogical observation method,
- Pedagogical experiment method,
- Statistical mathematical method.

Research subjects of the topic: 20 managers and specialists; 20 lecturers; 167 students participating in online training activities, factors related to the teaching and learning process.

The research object is initiating solutions to improve the effectiveness of online training at Da Nang Sports University. The topic uses 04 online survey questionnaires specifically for lecturers, students, managers, and experts.

3. Research Results

3.1 Current State of Online Training Activities at the Da Nang Sports University

3.1.1 Current State of the Model and Regulatory Documentation System for Online Training at the University

A. Current State of the Online Training System at the Da Nang Sports University

In this study, we used two online survey questionnaires, customised for lecturers and students, to explore the current usage and evaluation of the LMS (Learning Management System) that the university is using at the address: <http://dsu.lms.vn.edu.vn/uni>. The results are shown in Table 1.

Table 1: Survey results on the current usage and evaluation of the LMS system

Content	Survey participants	
	Lecturers (n = 20)	Students (n = 167)
1. Role of LMS in teaching and learning		
Very necessary	90%	64%
Necessary	10%	27%
Not necessary	0%	9%
2. Use of LMS functions		
Upload/view, download learning materials	100%	65%
Exchange between lecturers and students via LMS	0%	0%
Conduct surveys	32%	50%
Attendance tracking via LMS	85%	80%
3. Satisfaction level with the system		
User-friendly interface	64%	46%
Stable system quality, fast performance	65%	54%
Trust in system security	30%	10%
Well-organised system information	65%	50%
Timely technical support when using LMS	50%	28%
Received LMS training before using	100%	100%
Facing difficulties logging into the system	65%	80%

The survey results indicate that the LMS system at the Da Nang Sports University meets the learning needs and satisfaction levels of the university's lecturers and students, albeit not at a very high level. Lecturers and students did not highly rate the speed of information processing on the LMS during operations and login. Students suggested the need for training or a set of instructions on using the LMS to excel in operational skills.

B. Current State of the Regulatory Document System for Online Training at the University:

- Documents guiding the enhancement of online training in the university's development strategy: The Digital Transformation Plan of the Da Nang Sports University for the period 2022-2026, with a vision to 2030.
- Regulations and rules issued by the university on online training: The plan to build a database for online and remote training (439/KH-TD TTĐN dated May 6, 2021); Regulations on managing and operating online teaching at the Da nang Sports University (Decision 970/QĐ-TD TTĐN dated November 19, 2021); Regulations on executing the evaluation of graduation thesis and dissertations for students and trainees of the Da nang Sports University (Decision No. 509/QĐ-TD TTĐN dated June 3, 2021); Guidelines for teaching and organising exams via the VNPT – E-learning system, instructions for using online lecture materials on Zoom; Plans for online teaching and learning in semesters 1 and 2 of the academic year 2024-2025.

The system of documentation issued by the university is still incomplete and does not fully ensure the implementation of online training. Policies for lecturers in developing

digital learning materials, online lectures, and online teaching have not been published, which has not motivated lecturers to invest in online training activities.

3.1.2 Current State of Technological Infrastructure and Digital Platforms at the University

The university uses licensed Zoom, which can be integrated into the LMS system. This online teaching tool is highly rated for its user-friendly interface and features that support both teachers and learners.

Standardisation level of digital learning materials: Textbooks for online teaching have been digitalised. Students are provided with personal accounts to access the electronic library; however, only the 18th cohort has login access to the university's digital library. Other cohorts use materials provided by lecturers and borrow reference books directly from the university's library.

The database for online training has not been finalised or updated on the LMS for users to exploit as needed.

3.1.3 Current State of Human Resources for Online Teaching at the University

The detailed syllabi for online subjects do not differ from those for face-to-face subjects. 62.5% of surveyed lecturers have taught online for over 4 years. 100% of lecturers have received training on the system and methods of online teaching. Thus, the lecturers involved in online teaching at the university are experienced in this field and use licensed tools provided by the university for teaching.

a. Current State of Lecturers' Ability to Design Online Lectures

Table 2: Survey results on lecturers' ability to design online lectures (n=20)

No.	Content	Number of choices	Percentage (%)
1	Confidence in designing online lectures		
	Very confident	2	10%
	Confident	5	25%
	Average	13	65%
2	Format of online lectures		
	Presentation slides	20	100%
	Pre-recorded videos	3	15%
	PDF/Word documents	15	75%
	Multiple-choice quizzes at the end of each session	12	60%
3	Does the content of online lectures meet students' learning needs?		
	Very good	0	0%
	Good	15	75%
	Average	5	25%
	No	0	0%
4	Do lecturers receive feedback from students on lectures?		
	Sometimes	15	75%

	No	5	25%
5	Amount of knowledge taught online compared to face-to-face		
	Equivalent	15	75%
	Less but still meets requirements	5	25%

Only 35% of lecturers feel extremely confident or confident when designing online lectures. The lecture design format still follows the traditional method of using PowerPoint for presentations, and 75% of lecturers believe that the lectures they provide efficiently meet students' learning needs, while 25% rate the lectures as average in meeting students' needs. Only 15% of lecturers use pre-recorded videos to support teaching. Lecturers rarely receive feedback from students on lectures. 75% of lecturers evaluate the amount of knowledge delivered through online teaching as equivalent to face-to-face teaching, which may be due to the need to control large class sizes, leading to the omission of some less important content.

b. Current State of Interaction Activities during Teaching by Lecturers

Table 3: Survey results on interaction activities in online teaching

No.	Content	Number of choices	Percentage (%)
1	Methods used to enhance interaction with students during class		
	Asking questions during lectures	20	100%
	Using chats/ messages for communication	7	35%
	Dividing into discussion groups	7	35%
	Creating games	5	25%
	Presenting and handling case studies	10	50%
2	Evaluation of students' interaction level during class		
	Very active	0	0
	Active	5	25%
	Average	11	55%
	Not active	4	20%
3	Evaluation of students' interaction with lecture content		
	Positive interaction	2	10%
	Interacting but still hesitant	10	50%
	Little interaction	8	40%
4	Interaction methods outside class period		
	Assigning homework	16	80%
	Group work	2	10%
	Creating communication groups	2	10%

Lecturers use various approaches to enhance interaction during teaching. 80% of lecturers rate students' interaction level as average to active. 100% of lecturers use questions during online lectures to convey knowledge, but only 10% rate students as actively interacting, 50% as interacting but hesitant, and 40% as rarely interacting. Outside class hours, lecturers also use various methods to help students interact with

lectures, such as assigning homework (80% of lecturers do this), group work (10%), and creating communication groups (10%).

c. Difficulties Lecturers Face When Teaching Online

Table 4: Difficulties lecturers face when teaching online (n=20)

No.	Content	Number of choices	Percentage (%)
1	Difficulty managing students' attendance in class	18	90%
2	Lack of interaction from students	15	75%
3	Lack of funding to purchase licensed teaching tools	15	75%
4	Incomplete regulations and guidelines for online teaching	15	75%
5	Difficulty evaluating learning effectiveness	10	50%
6	Lack of supporting equipment	9	45%
7	Unstable internet connection	7	35%
8	Difficulty designing engaging online lectures	7	35%
9	Yet to be proficient with technology and teaching tools	5	25%

90% of lecturers consider managing students' attendance time in class as the biggest difficulty they face in online teaching. 75% of surveyed lecturers believe that the lack of interaction from students is also an obstacle they must overcome. The high cost of purchasing tools to support online teaching is another barrier for lecturers who wish to improve their lectures to make them more engaging. Additionally, the current system of regulations on online training at the university, though issued, is incomplete, which affects online training activities. Some lecturers (25%) are not yet proficient with technology and online teaching tools.

d. Evaluation of Students' Level of Comprehension

Table 5: Evaluation results of students' level of comprehension (n=20)

No.	Content	Number of choices	Percentage (%)
1	Assessing students' level of comprehension		
	High	3	15%
	Average	13	65%
	Low	4	20%
2	Evaluating the stage of knowledge acquisition of students		
	Memorization	4	20%
	Understanding	11	55%
	Application	4	20%
	Creativity	1	5%
3	Evaluating students' regular participation in online classes		
	Regular participation (absent 1-4 sessions/2 credits)	17	85%
	Full participation (no absences)	3	15%
	Not meeting regulations (absent over 4 sessions/2 credits)	0	0
4	Completion level of assignments by students		

	Excellent	3	15%
	Good	13	65%
	Average	4	20%
	Poor	0	0%
5	Assessing the timeliness of students in completing assignments		
	Before deadline	0	0%
	On time	17	85%
	Late	3	15%
6	Evaluating students' level of concentration during online classes		
	Very good	0	0%
	Good	3	15%
	Average	17	85%
	Poor	0	0%

80% of lecturers rate students' level of comprehension as average or higher. Regarding knowledge acquisition levels, instructors assessed that up to 80% of students reached proficiency levels ranging from comprehension to creative application, with the majority concentrated at the understanding and applied knowledge tiers. Most evaluations indicate that over 70% of lecture content can be conveyed and absorbed. 100% of lecturers rate students as fully participating in classes, maintaining attention during classes, and completing assignments at an average or higher level. However, 15% of lecturers rate students as failing to meet the due date of assignments.

e. Comparison of Teaching Effectiveness between Online and Face-to-face

Table 7: Comparison of teaching effectiveness between online and face-to-face (n=20)

No.	Content	Much Higher	Slightly Higher	Equivalent	Slightly Lower	Much Lower
1	Interacting level	0 (0%)	1 (5%)	2 (10%)	10 (50%)	7 (35%)
2	Comprehensive level	0 (0%)	0 (0%)	11 (55%)	5 (25%)	4 (20%)
3	Learning attitude	0 (0%)	0 (0%)	5 (25%)	13 (65%)	2 (10%)
4	Students' learning outcomes	0 (0%)	0 (0%)	15 (75%)	2 (10%)	3 (15%)

Most lecturers are not satisfied with the interaction level in online classes (35% rate it as much lower, 50% as slightly lower) and students' learning attitude (10% as much lower, 65% as slightly lower). However, comprehensive level and learning outcomes are rated as equivalent at a relatively high level (55% and 75%). These are challenges that online training must face when there is no physical presence of participants in the same space, especially when a significant portion of students exhibit inappropriate learning attitudes.

f. Survey Results on Lecturers' Satisfaction with Various Aspects

Table 8: Survey results on lecturers' satisfaction (n=20)

No.	Content	Much Higher	Slightly Higher	Equivalent	Slightly Lower	Much Lower
1	Online teaching conditions	0 (0%)	4 (20%)	15 (75%)	1 (5%)	0 (0%)
2	Students' learning attitude	0 (0%)	2 (10%)	10 (50%)	8 (40%)	0 (0%)
3	Students' learning methods	0 (0%)	2 (10%)	16 (80%)	2 (10%)	0 (0%)
4	Students' learning outcomes	0 (0%)	5 (25%)	15 (75%)	0 (0%)	0 (0%)
5	Assessment and evaluation methods	0 (0%)	2 (10%)	11 (55%)	7 (35%)	0 (0%)

90-100% of lecturers rate aspects related to learning methods and outcomes as neutral or higher, and similarly for teaching conditions. Meanwhile, 35-40% of lecturers are dissatisfied with assessment methods and students' learning attitudes.

The attitude and the readiness to utilise technology in teaching: 100% of interviewed lecturers are enthusiastic and ready to implement technology in teaching if provided with detailed training and guidance.

3.1.4. Current State of Learners and Their Participation in Online Learning at the Da Nang Sports University

a. About the Learner's Personal Motivation

Table 9: Survey results on learners' personal motivation (n=167)

No.	Content	Number of selections	Percentage (%)
1	Learner's personal motivation		
1.1	Like to learn online	167	100%
1.2	Ability to use electronic devices		
	Proficient	31	18.6%
	Normal	72	43.1%
	Not so good	64	38.3%
1.3	Attitude in the learning process		
	Listen to the lecturer, pay attention to the lesson and take necessary notes	52	31.1%
	Listen to the lecturer, but do not take notes	84	50.3%
	Not focused	31	18.6%
1.4	Prepare content before class		
	View and read the document carefully	10	6%
	Just skim through the learning materials	44	26.3%
	Do not view documents	113	67.7%

2	Equipment used in online learning		
	Laptop	29	17.6%
	Tablet	10	5.8%
	Mobile phone	128	76%

The survey results in Table 9 show that 100% of students prefer to study online. The devices students use for online learning are tablets (5.8%), laptops (17.6%), and phones (76%), using mobile phones. Meanwhile, the ability to use electronic devices for learning among students is not very good, accounting for a fairly high percentage of 38.3%. The percentage of students who do not take notes and are not focused is 69.2%. In addition, the percentage of students who only pay attention to the lecture directly with the lecturer without preparing lessons before coming to class is also not small at 67.7%. This is also a barrier to the online learning process; the learning attitude of a large number of students is still not serious. However, management tools often cannot control this content.

b. About the Learning Environment

Table 10: Survey results on student learning environment (n=167)

No.	Content	Number of selections	Percentage (%)
1	Connection speed		
	Stable	97	58%
	Unstable, often disconnected	70	42%
2	Using the internet		
	Internet/4G at home	137	94.2%
	Internet in public areas	30	5.8%
3	Learning space		
	Quiet, can concentrate fully on studying	75	45%
	Occasional noise or interruption by outside sounds	92	55%
4	Distracted by social media?		
	Yes	98	59%
	No	69	41%

The learning environment of students is shown through the following aspects. Firstly, the internet that students use to study, the majority of students use the internet at home, personal 4G accounts for 94.2%, only 5.8% of students use the internet in public areas. Secondly, 45% of students evaluate the quiet learning space can focus on studying and 55% are affected by noise and outside sounds, this is understandable because not all students have the conditions to have a private room to study but can be affected by the common living environment of the whole family. Thirdly, when studying in an online environment, without direct and regular control of the lecturer, are students easily distracted by the activities of social networking sites? The survey results show that 59% of students are distracted by social networks during the learning process because students can easily surf the web while listening to lectures.

c. About Learning Materials

Table 11: Survey results on online learning materials (n=167)

No.	Content	Number of selections	Percentage (%)
1	Lecturer provides documents and lecture files	167	100%
2	Students have access to the school's digital library to view textbooks and reference materials.	0	0

100% of students are provided with documents and lecture files by lecturers during the learning process; however, 100% of students have not used the electronic library and textbooks during the learning process.

d. About the Content and Teaching Methods of the Lecturer

Table 12: Survey results on content and teaching methods of lecturers (n=167)

No.	Content	Number of selections	Percentage (%)
1	What teaching methods make students interested?		
	Teaching through videos and illustrations	74	44.3%
	Powerpoint presentation	59	35.3%
	Activities such as games, quizzes, and short exercises	30	18%
	Support tools such as whiteboards, electronic pens	4	2.4%
2	Lecturers' teaching method helps students understand and apply the knowledge they have learned		
	Very good	87	52%
	Good/ Satisfied	45	26.9%
	Normal	32	19.1%
	Not satisfied	3	1.8%
3	Lecturers present subject matter that is up-to-date, accurate, and relevant to real life		
	Very good	94	56.2%
	Good/ Satisfied	42	25.1%
	Normal	25	15%
	Not satisfied	6	3.7%
4	Do the lecturer's presentation skills (voice, gestures, volume, transitions) affect students' ability to concentrate and absorb the lecture?		
	Very much	141	84.4%
	Normal	20	12%
	No	6	3.6%
5	How to design lectures that attract students		
	Interactive lectures	152	91%
	Short, informative	142	85%
	Scientific, creative and eye-catching	120	71.9%
	Lectures have practical relevance	95	56.9%
6	Evaluation of the content of knowledge imparted by lecturers		
	Very good	122	73.1%
	Good	45	26.9%

7	Level of keeping up with lectures and completing learning tasks		
	Keeping up and completing well	118	70.6%
	Keeping up but sometimes not completing tasks	44	26.3%
	Difficulty keeping up and often failing to complete tasks	5	3.1%

Students highly appreciate the content of knowledge, the level of keeping up with lectures and completing tasks, the lecturer's presentation is updated and relevant to reality, and the teaching method is good and suitable. The way to design lectures to make students interested is to use images, PowerPoint, and easy interaction. In addition, the presentation skills of the lecturer also affect the ability of students to concentrate on absorbing lectures.

e. Evaluation of Students' Online Learning Interaction Process

Table 13. Student survey results on learning interaction (n=167)

No.	Content	Number of selections	Percentage (%)
1	How to communicate between lecturers and students, students and students outside of class		
	Zalo, messenger group	167	100%
	LMS	0	0%
2	How to communicate with lecturers and students during class		
	Via teaching tool messages	86	51.5
	Raise hands	32	19.1
	Wait for the teacher to call the student's name and answer	49	29.3
3	Level of participation in discussions and group exercises		
	Yes, very positive	113	67.6
	Yes, but not often	54	32.4

Table 14: Interaction level survey results (%)

No.	Content	Low	Medium	High
1	Level of interaction in class			
	Between student and student	58.1%	30%	11.9%
	Between student and lecturer	14.4%	61.7%	23.9%
2	Level of interaction outside of class			
	Between student and student	38.9%	35.9%	25.2%
	Between student and lecturer	23.3%	55.7%	20.9%

Through the table above, we can see that the way of exchanging and interacting in online classes is mainly through conventional media, and lecturers and students have not exploited the interactive features of the LMS system. In addition, the way of exchanging and interacting between lecturers and students during class is mainly done through messages of teaching tools, accounting for 51.5% and 29.3% of students waiting for the lecturer to call their name before exchanging and interacting. The level of interaction in the classroom is clearly differentiated, the level of interaction between students is low both during and outside of class, and the level of interaction between students and the

lecturer is higher than the level of interaction between students. Group work activities implemented by lecturers during and outside of class hours have attracted quite high student participation, which shows that assigning group assignments is appropriate to increase interaction in online training activities.

f. Difficulties that Students Encounter When Studying Online

Table 15: Survey results on difficulties students encounter when studying online

No.	Content	Number of selections	Percentage (%)
1	Unstable internet connection	111	66.7
2	Difficulty expressing emotions	76	45.5%
3	Lack of learning support materials	40	24.2%
4	Lack of interaction between lecturer/student, student/student	35	21.2%
5	Inappropriate study space	30	18.2%
6	Difficulty maintaining concentration and motivation	25	15.2%
7	The quality of the lecture (slides, lecturer's presentation, documents) is not good.	15	9.1%
8	Unfair testing and evaluation	5	3%
9	The lecturer's teaching method is not suitable.	0	0%

Up to 66.7% of students have difficulty with unstable internet connections, which significantly affects the learning process. 45.5% of students said that they have difficulty expressing their emotions through online classes. This is a real challenge in online learning because there is no non-verbal communication, so learners easily feel distant, afraid to share and lack motivation to learn. 24.2% of surveyed students said that the lack of learning support materials is a difficulty they encounter when participating in online learning. This is likely to be textbooks or reference materials because 100% of lectures have been provided to students by lecturers before the class. Students also encounter difficulties when performing interactive activities in online classes.

g. Student Evaluation of Content Related to Online Learning Process

Table 16: Survey results of student satisfaction with some content in online training (n=167)

Content	Very good		Good		Average		Weak	
	Qty	%	Qty	%	Qty	%	Qty	%
The knowledge content is conveyed clearly and easily understood by the lecturers.	84	50.3	59	35.3	24	14.4	0	0
Lecturers are always ready to exchange and provide students with new, practical information related to the lesson content.	69	41.3	78	46.7	19	11.4	1	0.6
Lecturers conduct student surveys before class	10	6	10	6	140	84	7	4.2

Students' comfort and interest in learning when participating in online classes	40	24	57	34	60	36	10	6
Are students provided with online classroom rules?	90	54	55	33	22	13.2	0	0
Interaction between students and lecturers, between students and students in the same class, during the learning process	12	7.2	61	36.5	66	39.5	28	16.8
Participate in group activities during the learning process	77	46.1	63	37.8	20	12	7	4.2
Lecturers encourage students to give feedback on teaching and learning activities.	9	5.4	48	28.7	90	54	20	12
Lecturers support students in online learning activities	124	74.3	40	24	3	1.8	0	0
Lecturers introduce detailed course outlines	153	91.6	10	6	0	0	0	0
Provide information on training regulations	15	9	131	78.4	0	0	0	0

The criteria that students rated from good to very good over 84% are: Introducing detailed course outlines, supporting activities for students in learning, clearly conveying knowledge, organising group activities, this demonstrates commitment and companionship with students. Some areas that need attention are: surveying students before studying, only 12% rated it good, encouraging students to give feedback on teaching and learning activities and providing online training regulations for students during the teaching process.

3.1.5 Current Status of Online Training Assessment and Testing at Da Nang University of Physical Education and Sports

The assessment of the training process is carried out according to the school's regulations, the proportion of component scores being 20% for the assessment of attendance and participation in class; 20% for the assessment of the process, 60% for the direct test at the end of the semester. For course/subject assessment, we pay more attention to the final assessment, but equally important are the process assessments because through the assessment of the process, lecturers will better understand the students, the effectiveness of the lecture and most importantly, they promote learning. In an online learning environment that requires high self-awareness from learners, this is more important than ever, so through the survey, 75% of lecturers do not agree with the proportion of component scores for online training activities currently applied.

4. Proposing Solutions to Improve the Effectiveness of Online Training at Da Nang University of Sports

4.1 Solution 1

Organise the development, adjustment and promulgation of documents on online training management of the school, focusing on the following contents:

- Determining the online training model, developing a process for organising teaching activities and supporting online teaching and learning;

- The process of implementing information technology applications in managing and organizing online training; the process of operating the LMS system, digital library, managing learning content, and digital learning materials;
- Functions, tasks, powers and responsibilities of groups and individuals participating in online training activities;
- Regulations on the appraisal of digital learning materials, electronic lectures; Regulations and procedures on testing, evaluating the process and taking final exams for online learning modules (the research group proposed the component score assessment ratio to be 30-20-50);
- Regulations on managing the quality of online training, managing online learning records of learners;
- Regulations on teaching hours, remuneration for online teaching activities and developing online learning materials.

4.2 Solution 2

Technical infrastructure solutions include:

- Online learning system LMS;
- System, storage, and distribution of digital learning materials;
- Synchronised classrooms;
- Investment in equipment to support training activities;
- Support lecturers and students on technical issues

4.3 Solution 3

Solutions for building lectures, teaching methods and organizing online classes focus on the following contents:

- Lecturers must innovate the building of electronic lectures and teaching methods to increase the attractiveness of online classes, fully prepare technical tools to support teaching activities;
- Organise training in teaching skills, teaching management, application of technology and pedagogical methods for online lecturers;
- Organise observation sessions, demonstration lectures and good lecture competitions for online teaching.

4.4 Solution 4

Solutions to enhance online learning capabilities:

- Propaganda to raise students' awareness of online learning;
- Develop and issue a handbook on using LMS, online learning skills for students;
- Develop regulations to monitor students' learning activities through the LMS system.

5. Conclusion

Online training is an increasingly popular form of training due to the development of science and technology and its flexibility. Exploiting the advantages of direct training and online training is an objective trend. Based on the analysis of the current situation of online training at Da Nang University of Physical Education and Sports, the article has proposed solutions to improve the effectiveness of online training to meet the requirements of innovation and improve the quality of education in the digital trend as well as raise awareness of managers, lecturers and students about the necessity of online training activities so that they can actively participate in specific activities suitable to their roles.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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