











As seen from the survey above, a short-term on-site activity can be a good complement to remote course delivery. In order to make such activity available to more students, in May 2017 a pilot Boot Camp in Nairobi has been organized with a similar structure to the Brno Summer School. Comparing to the Summer School, its program was shortened to six two-hour sessions to fit MSc. ISS schedule. However, such activities have a great potential for the future.

#### B. Mobility Program

Another step of Czech-Kenyan cooperation in remote education is mobility. BUT applied for mobility program between the Czech Republic and Kenya in Erasmus+ call for 2017-2019. Under Erasmus+ framework, following activities have been planned:

- Regular visits of Czech teachers in Nairobi where they teach 5-days intensive hands-on labs. Because of limited lab equipment, this activity can be seen as a complement to Brno Summer School.
- Three-month visit of Czech Ph.D. students who will work on joint research topics with Kenyan students.
- Six-month visit of Kenyan Ph.D. students at BUT where these Ph.D. students work on their thesis under joint tutelage of Czech professors in BUT.

All these proposed activities give additional value to the current remote teaching strategies and offer advanced opportunities to Kenyan students to grow in their professional and academic career.

#### V. CONCLUSION AND DISCUSSION

While remote course delivery requires extra effort from teachers preparing and providing the course content, technicians ensuring the necessary technical equipment be available and students being able to stay motivated to follow the activities, it offers numerous benefits. This paper presented an experience on remote course delivery for ICT master program in information security. On-line learning approach enables to consider students that are spread around Kenya, being full-time students, part-time or full-time workers. The pilot run of the program was completed and the second run is in progress. The feedback obtained from students and teachers indicates that teaching methods are adequate to meet students' expectations. The limitations of remote course delivery were compensated by two supporting activities, namely summer school, and mobility program. Because MSc ISS program emphasizes technical skills, the strong emphasize was also put on providing the virtual environment for exercising practical skills.

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