# V-UPGRATeS

EVALUATION REPORT AND CASE STUDY OF THE V-UPGRATES TRAINING FOR TRAINERS AND TEACHERS

**January 2018**

# Project Partners

Leibniz University Hanover
Institute for Didactics of Democracy
Germany

Cyprus Computer Society
Cyprus

Fundatia CDIMM Maramures
Romania

Educational Institute «Emphasys»
Cyprus

Ingenious Knowledge
Germany

1st EPAL Peiraia
VET School
Greece

Fundacion Pascual Tomas
Spain

# Table of Contents

**EVALUATION REPORT AND CASE STUDY OF THE V-UPGRATES TRAINING FOR TRAINERS AND TEACHERS**

**Explanations:**

**The current report is produced as a part of the implementation of IO5.**
**All the** <u>**original documents and the evidences have been uploaded on Moodle**</u>
<u>**(communication platform of the project) under the corresponding folder.**</u>

## AIMS AND OBJECTIVES

V-Upgrates' main objective is to strengthen the digital competences of VET trainers and teachers, as well as increase their capacity and professional development for achieving a systemic impact on their =teaching quality and on the students' learning outcomes.

For achieving the aforementioned aim the V-Upgrates online platform was developed. The platform provides users with the online resources necessary to expand and improve their knowledge on specific digital areas. It also provides the users with an assessment tool, used to evaluate their competence before and after each learning session.

The consortium was provided with a series of templates, aiming to guide and help with the proper pilot testing of the platform. The templates provided were:

1. **A-Z Booklet** - A document serving as a manual for the platform. It explains all courses' aims and objectives while also serving as a quick reference guide as to how each user should set up their account and log in.
2. **Pilot Testing Guideline document** - Purpose of the document was to offer direction and guidance as to which points must be keep in mind for the preparation and duration of the pilot testing.
3. **Case study document** - Used to provide the consortium with the information needed to be extracted by each case study subject for the correct evaluation of the platform.
4. **Evaluation forms** - Templates guiding the comprehensive evaluation of the platform.

With the use of the templates, the necessary data needed for the evaluation of the platform was extracted with the results being presented below.

## Introduction

For evaluating the project's platform, a pilot testing period was organized for the partners to identify a suitable target-group. The target group was introduced to the project's aims and objectives and the developed platform was presented. The VET trainers were subsequently asked to test the platform by studying the various courses and reporting on their assessment scores as well as on any comments on the platform's functionality.

## General Summarised Info:

| Partner Name | Venue | Testing Period | Number of Participants |
|---|---|---|---|
| LUH | | 27/11/17 - 10/12/17 | 7 |
| Emphasys | Emphasys Centre | 07-12-17 | 8 |
| CCS | Emphasys Centre | 07-12-17 | 7 |
| 1 EPAL | IT Laboratory of 1st EPAL Peiraia +++ <br><br> IT Laboratory of 2 EK Peiraia <br><br> Individuals at home | 09/12/2017 – 22/12/2017 | 10 |
| CIMM | Baia Mare | 04.12.2017 – 08.12.2017 | 12 |
| FPT | - Premises FPT in Valencia (calle Jose Maria Orense 10) <br> Individuals at home | 12/12/2017 – 14/01/2018 | 8 |

## Summary of Pilot Testing Methodology per Partner

### LUH

Hannover University provided its VET teachers with the required material for the pilot testing and the users proceeded to evaluate the platform on their own time. The project aims and objectives were introduced through a Skype session. During the session questions from the users were asked and answered in order to clarify certain aspects of the project and the platform. Later, an open communication line was established so that users could at any moment ask further questions. 7 people took part in the testing and provided the consortium with valuable feedback.

### Emphasys Institute and CCS

Both organizations scheduled the pilot testing as a series of Info Days. 2 mentors had the responsibility of carrying out the introduction of the platform as well as guiding the users through the V-Upgrates evaluation processes. 15 VET teachers attended the Info Day, in which they received the necessary guidance in order to successfully complete a digital competence session.
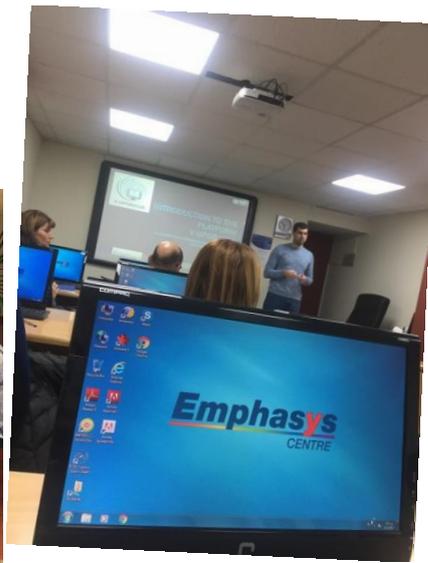
## EPAL

3 mentors participated in the testing to assist the 10 VET teacher/participants with anything needed. The pilot testing was carried out in 3 phases. The first day of pilot testing the participants were informed of the project, the platform and its aims. The session was mostly focused on the platform's Step 1: Initial Evaluation and Step 2: e-learning. Any questions raised were duly answered and valuable feedback was received from all the individuals participating in the training session. The last day was dedicated to Step 3: Final evaluation and any final remarks.



## CDIMM

1 mentor was responsible for the 12 VET trainers and teachers participating in the training sessions. The mentor carried out the introduction of the project, including its aims, objectives and the idea behind the V-Upgrates platform. The pilot testing was broken up into three distinct phases. First phase was the introductory day with F2F presentation of the project and training. Then users were allocated slots to work individually on their digital competences and study the material on their own leisure. And lastly, a final meeting at which the participants took the final evaluation.

## FPT

Each trainer went to the FPT headquarters when it was be better for him/her, both to start the training process and to consult any matter to the mentor. The first day that each trainer went to the headquarters of the FPT, he was informed about the project and the platform to be tested. During the testing period, the FPT received questions and feedback from the participants. The trainers sent the results at the end of the process, with the comments they considered appropriate, which have been conveniently tabulated and analyzed.

## Platform Feedback

This section documents and summarizes the feedback acquired from the pilot testing sessions administered in all partner countries.

The platform was in general very well received by the VET trainers and teachers participating in the evaluation sessions. Participants were able to grasp the idea behind its development as well as its future potential in education. Nevertheless areas for improvement were also pointed out which were warmly welcomed by the Consortium.

Also, we a great asset to our cause was the feedback from the users used as case studies. These VET teachers pointed out what can be done in order for the platform to be more attractive towards teachers and students alike. Through a more direct approach with the mentors, a better idea was provided as to how the platforms image is presented to the user.

Despite the platform having received high praise for its content and overall purpose, several issues were pointed out.

In regards to the presentation and aesthetics of the platform:

1. The color scheme chosen for the platform was well received however the placement of the V-Upgrates logo on the top left corner of the site did not seem to blend in naturally with the rest of the platform.

2. Step 4 was perceived as not being easily visible to the user. Its placement seems as a last minute addition and does not stand out.

3. The Forum page (Network) needs a lot of refinement. Unlike the rest of the platform which is sleek and clean the Forum gave our users the impression that it was rushed without much effort having been put into its design. The idea of having forum nevertheless was praised.

4. The introduction to each digital competence (during the initial assessment) was not sufficient enough for the teachers to understand the nature of the material and examination.

5. During the assessment stage, users expressed the need of being able to return to a previous question answered to either review or change their answer.

6. The questions in the initial assessment were of a quite high level and a curve in difficulty was suggested to be implemented. It was suggested that when a user answers correctly a few easy questions first, he/she builds up confidence to continue with the evaluation.

7. The teaching material was great content wise. However, some slight syntactical errors were spotted.

Furthermore, for making the platform more accessible and attractive to students:

1. More customization options like custom color schemes are a great way of attracting users, as they can make the platform more suitable to their taste and as a result create a more familiar bond with their platform profile.

2. A score and knowledge sharing feature could promote healthy competition between users. By gamifying the platform the whole e-learning experience could turn into a fun game.

3. Missing translations of certain questions and some questions need to be rephrased.

4. Certain questions require specialized software in order to be completed. Inexperienced users may not be able to properly locate and install the required software. Questions of this type such as text manipulation in the Web Editing module should also contain some instruction on how to locate and install the necessary software.

Erasmus+

## Course Material Feedback

The Digital Competences chosen, as well as the teaching material developed, were highly praised by all VET teachers and trainers.

The platform provided the following courses:

1. Internet Security
2. Website Publishing and Editing
3. Interactive Classroom Technologies
4. Online Communication Tools
5. Media Editing
6. Virtual Learning Platforms

The material was highly praised for its quality and user friendliness. Users without any particular knowledge of a digital area found themselves easily introduced to the subject and were able to complete the course as well as the online assessment.

Some improvements suggested are:

1. Inclusion of an example question at the end of each area of the teaching material. Participants found that by introducing the same type of practical questions in the teaching material as in the assessment quiz, users will be able to perform better, as well as have a better idea of what to expect during the assessment.
2. The addition of a quick-reference manual containing abbreviations and definitions of key concepts used in the produced material would be invaluable to the users. By having a quick-reference guide would speed up the learning process as well, as users would not have to get out of their way to research every work or definition they do not understand.

## Case Studies per Partner

One of the most important aspects of the pilot testing phase, was the observation and evaluation of a case study subject, meaning taking a closer look at a specific individual in order to acquire feedback in a more direct manner and a much more in-depth evaluation of the platform.

### Emphasys/CCS Case study

For the case study Ms Aliki Econmidou was polite enough to assist us and gave her persona opinion of the platform. As a psychologist, she was also able to provide us with valuable insight as to how the platform could be further improved and used for students as well. Also, as someone with just basic ICT knowledge, she was a prime example on the impact of a person's growth through the platforms process.

### EPAL case study

The trainee, Thrasyvoulos Karaisarlis, is an experienced IT and internet user, but not experienced in the platform subjects. The trainee could complete Step 1 and Step 2 easily. He proposed that we could use pdf files instead of Powerpoint files in Step 2, so that he could have the opportunity not to download the files (they could come as pop ups). Finally he explained his satisfaction of the use of the platform, though he pointed out that some translation errors and functionality should be corrected. He also added that an average user can use the platform comfortably. An unexperienced user could use some initial training. The 'Step 3' tasks have a over average difficulty level

### CDIMM case study:

Two ICT teachers were used as case study subjects: Salagean Gabriela and Bonto Alina showed interest to the platforms potential and aims and provided helpful feedback to the consortium. Through their knowledge and skills as ICT teachers were able to observe the platform from a more specialised point of view.

### FPT case study

The trainer has extensive computer skills but testing a platform with these characteristics was a challenge for her. Teresa Morant is happy with the experience and considers the platform very useful for educational purposes. She has expressed her satisfaction through the piloting evaluation survey.

## Appendix

1. National Reports per partner
2. Certificates
3. Participation Lists

**All appendix documents have been uploaded to the project's Moodle page.**