



# V-UPGRATeS

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

### Project Partners

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**Germany:** Leibniz University Hannover, Institute of Civic Education and Ingenious Knowledge, Cologne

**Greece:** 1st EPAL Peiraia (vocational school)

**Romania:** CDIMM Maramures Foundation

**Spain:** FUNDACION PASCUAL TOMAS, Valencia

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## INTELLECTUAL OUTPUT 5

### 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 original documents and the evidences have been uploaded on Moodle (communication platform of the project) under the corresponding folder.

#### AIMS AND OBJECTIVES

V-Upgrades' 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-Upgrades 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 kept 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	-Individuals at home	27/11/17	7
		10/12/17	
Emphasys	-Emphasys Centre	07-12-17	8
CCS	-Emphasys Centre	07-12-17	7
1 EPAL	-IT Laboratory of 1 <sup>st</sup> EPAL Peiraia +++	09/12/2017	10
	-IT Laboratory of 2 EK Peiraia	22/12/2017	
	-Individuals at home		
CIMM	-Baia Mare	04.12.2017	12
		08.12.2017	
FPT	-Premises FPT in Valencia	12/12/2017 – 14/01/2018	8
	-Individuals at home		

## 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-Upgrades 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-Upgrades 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 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

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. The issues were mainly suggestions for improving the aesthetics of the platform and some ways for the platform to become more accessible and attractive to students.

## Course Material Feedback

The Digital Competences chosen, as well as the teaching material developed, were highly praised by all VET teachers and trainers. The quality and user friendliness left the VET teachers very satisfied. 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.

VET teachers expressed that the material was very thorough and provided them with clear information and instructions regarding each digital competence.

The most notable suggestions regarding the course material were the additions of exercises at the end of each module, testing the user's knowledge. This way, users expressed that they would gain confidence that they have successfully acquired the knowledge provided by each module.

Also, 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

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.

Each partner chose some VET teachers as case study subjects. These teachers, to which the consortium is very grateful, had to involve themselves with the platform and the consortium partners in a more direct approach. The selection was based on the teacher's enthusiasm and willingness to promote the platform aims and objectives, as well as any specific role that they may held. For example, the Emphasys Institute chose Ms Alike Econmidou, due to her being a psychologist and hence, having a deeper understanding of the students psyche.

Each partner had the opportunity to present and discuss the platform, with a VET teacher. As such, we were provided with feedback regarding how a teacher evaluates the platform and its material as well as to which aspects of the platform are being sought at. By gaining a better realization of the needs of the teachers we were able to document certain aspects of the platform that they particularly are looking for when going through an e-learning course.

Most notably, they suggested that by introducing various customization options for the platform, meaning the ability to change the color scheme of the environment or the addition of a score board across s all users, the platforms attractiveness and user base could drastically increase. Another important suggestion was the inclusion of exercises at the end of each Module of the teaching material, so that users can gain a better idea of how the final evaluation will be.

## Appendix

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

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