ON-LINE TEACHING PROCESS EVALUATION

The report is a working document developed in frame of the CUHEKO Project "Through culinary heritage to key competences" co-financed by EU ERASMUS+ Programme.

KITCHEN OF SKILLS

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The basic evaluation of the on-line teaching process in frame of the Project CUHEKO is prepared by the one of the Partnership partner organisation - KIKO Educational Solutions Ltd. and will to be delivered to the Project Coordinator.

THE SUBJECT AND SCOPE OF EVALUATION

The subject of the evaluation is the assessment of on-line teaching process prepared in frame of online teaching process of courses developed in Project "Through culinary heritage to key competences" (acronym: CUHEKO). The project is co-financed from the European Union Erasmus+ Programme.

The evaluation was taken in frame of Project's Intellectual Output (IQ5) for five courses covered by the project, in the subject of selected key competences:

- Digital competences
- Literacy competence
- Personal, social and learning to learn competence
- Entrepreneurship competence
- Intercultural competence

On-line courses, which are the subject of the basic evaluation are located on online platform, which allows for unrestricted access of users indicated by each partner organisation of the project.
The evaluation of on-line teaching process is based on the evaluation questions asked in the on-line enquiry that was answered by all participants that took part in each courses.

PARTICIPANTS OF THE SURVEY

Participants were users indicated by each Partner organisation, in total 15 participants from 4 countries: Poland, Finland, Slovenia, Cyprus.

TYPE OF EVALUATION

Type of evaluation: on-going evaluation, internal and self-evaluation

RECIPIENT OF THE REPORT

Recipients of the report are: The Project Leader **-** LGD Dolina Raby, Manager of IQ5 – CRC, as well as Project partners.

II.   THE MAIN GOAL OF THE EVALUATION

The main goal of the on-line teaching process evaluation was to deliver essential information for the improvement of intellectual output IQ5 of the project, which shall be used for delivery of products and results of the high quality.

III.   CRITERIA OF EVALUATION

A. Utility
(the evaluation how and to what extend each course is useful for the target group- adult educators, trainers)

B. **Relevance / Adequacy**
(the assessment of the extent to which the course is adapted to the needs of the group of educators / trainers, how it develops their competences)

C. **Attractiveness/ User-friendly approach**
(assessment of the course consistency, user satisfaction, evaluation of: communication within the course, ease of navigating the course and the platform, attractiveness of materials)

D. Efficiency/ Effectiveness of the course as a teaching tool
(assessment to what extent the user was able to complete the course, assessment of the correctness of answers, time of using the course, technical errors).

Complete evaluation of effectiveness of the courses and platform can be performed by the CUHEKO platform administrator based on the IT data. In the point 9 ("Further suggestions") of the document we present suggestions on data and information that shall be available in the CUHEKO IT Platform that may be useful for evaluation of the effectiveness as well as platform utilisation.

FURTHER SUGGESTIONS FOR SELECTED EVALUATION CRITERIA

Suggestions to the further teaching process and courses evaluation process for 'efficiency criteria'

Based on the data obtained from the CUHEKO platform IT managers, following information may be useful for the Project Leader to conduct further evaluation process of the IQ activity:
- What was the average time it took user to complete the course from logging in to completion?
- Is the time of using the course related to the experiences of using various formulas of on-line education? (if available)
- In which places / lessons did participants take breaks from activity most often?
- Can participants track their progress during the course? There was no preview window in the lesson, only visible after exiting the course.
- Is a map or index of course elements available in the course? Table of contents - where can the user find the road-map of the course?
- What is the average grade of the tests performed in the course?
- What is the correlation of the grade and the course completion time (if available)

FORM OF EVALUATION

1. **Evaluation form:** on-line questionnaire was filled in after completing each course by users, described in point "Participants of the survey" of the document.
2. **Evaluation questions**: presented in evaluation questionnaire.
3. **Evaluation rapport** from Courses' teaching process is based on the data received from questionnaires filled in by users described in the point "Participants of the survey" of the document.

IV. DESCRIPTION OF THE EVALUATION OF ON-LINE TECHING PROCESS

The report presents outcomes of ongoing evaluation of on-line courses, that has been developed in frame of the CUHECO project „Through culinary heritage to key competences" co-financed by the European Union ERASMUS+ Programme.

The report is based on the survey, which the main aim was to help the project team to evaluate on-line courses dedicated for adult educators / trainers in selected key competences covered by the project.

The evaluators taken the educator's perspective when they answered the questions from the survey. The survey was completed by 27 participants- testers, who were designated by each organisation, representing all partner organizations taking part in the project. The evaluation and research was completed in period March-May 2021.

The respondents' feedback on the course content, methods used, visual appeal and ease of use will help improve project's courses and will make them better suited to the target audience's needs and expectations.

The report is divided on a few parts –adequately to parts of the survey as well as evaluation criteria. The results are presented below collectively.

Answers for open ended questions are presented broken down for each course separately. We quote the comments and opinions of the respondents to avoid the distortion and wrong interpretations and give the fullest sense of them. We believe that those citations will be the most valuable feedback for the authors of each course.

The questionnaire was used to for the evaluation of following on-line courses:

- Digital competence

- Literacy competence

- Entrepreneurship competence

- Personal, social and learning to learn competence

- Intercultural competence

Let us invite you to the main findings of the mentioned evaluation, which are presented in a logic and structure of questionnaire used for a survey.

V. GENERAL INFORMATION ON RESPONDENTS

EXPERIENCE OF RESPONDENTS AS AN EDUCATOR / ADULT TRAINER (IN YEARS)

Value	Percent	Responses
0-2 years	11,1%	3
3-5 years	22,2%	6
above 5 years	66,7%	18
Totals		27

The result about the experience as an educator /adult trainer are presented below:
- ❖ I participated in 1-2 webinars – 3 responses
- ❖ I participated in 1-2 on-line courses – 3 responses
- ❖ I participated in more than 2 on-line courses – 18 responses
- ❖ I completed at least 1 online course ending with a certificate – 10 responses
- ❖ I created my own on-line e-learning course – 11 responses

In conclusion that is evidence that a large number of respondents were experienced trainers and educators.

VI. UTILITY CRITERIA

PLEASE RATE THE OVERALL CONTENT-RELATED USEFULNESS OF THE COURSE FOR YOU AS A TRAINER / EDUCATOR
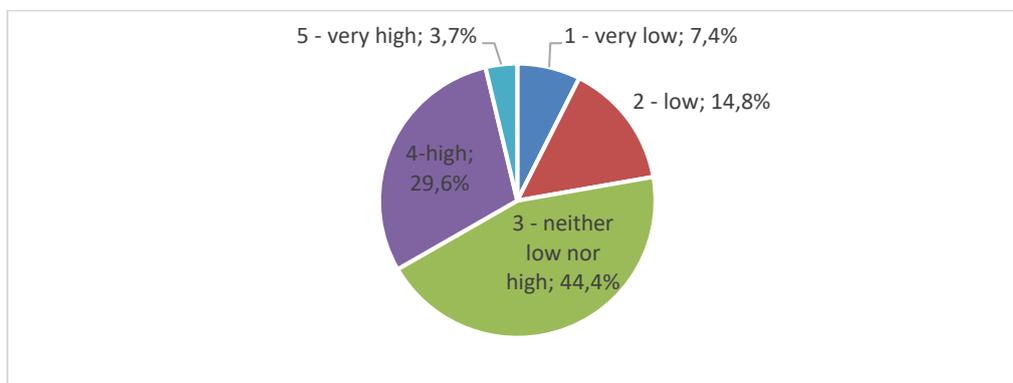
The graph illustrates that for almost 30% the content of the course was high usefulness but near the half of them was uncertain or undecided.

TO WHAT EXTENT IS THE COURSE STRUCTURE CLEAR AND LOGICAL?
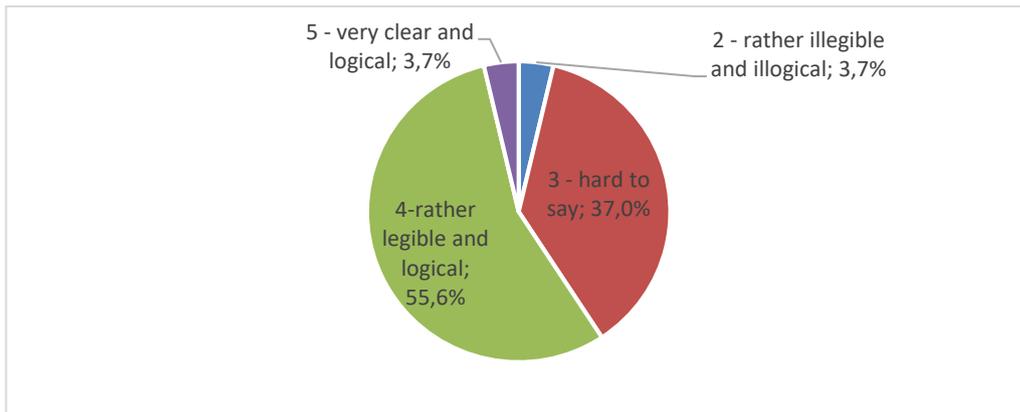
For more than a half respondents the structure of the course was rather clear and logical, but near a 40% said hard to say. It means that they are not certain of clearness of structure.

TO WHAT EXTENT WERE THE PROPOSED EXERCISES IN THE COURSE USEFUL / HELPFUL FOR YOU?
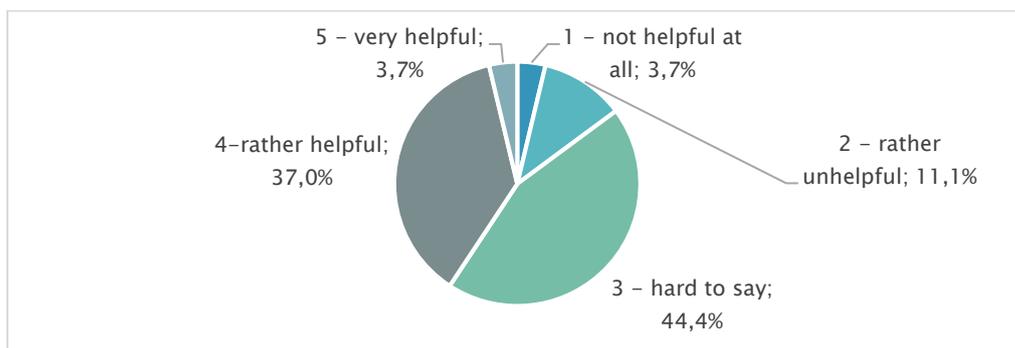
Similarly, in opinion near the 40% educators the exercise which contain the courses are rather helpful but only for 4% of them these are very helpful.

As the most helpful they judge: presentations 13 respondents, videos – 14 respondents, exercises – 14 answers, mini lecturers – 4 responses, auxiliary/ additional materials (in PDF) – 5 answers, self-reflection exercises – 4 responses, knowledge tests – 4 answers.

WHICH CONTENT OR LESSON FROM THE COURSE WAS THE MOST INTERESTING FOR YOU? WHAT DO YOU REMEMBER THE MOST?

We present the results broken down into each course.

a. **Responses for Digital competence course:**
   → exercises,
   → photos recognition
   → I remember mostly the image manipulation one

$\rightarrow$ introduction to the course

$\rightarrow$ For me the most useful were ethical and legal rights. Interesting were also security issues of digital technologies

b. Responses for Entrepreneurship competence course:

$\rightarrow$ The videos and the presentations

$\rightarrow$ Lesson 3

$\rightarrow$ content not accessible beyond Intro

$\rightarrow$ videos and exercises

$\rightarrow$ videos and exercises on the market and its features and team collaboration and self-management

c. Responses for Intercultural competence course:

$\rightarrow$ Generally the videos were the most interesting part

$\rightarrow$ Module 2: Culinary heritage of four countries

$\rightarrow$ Our daily bred section was well done and interesting

$\rightarrow$ reading about the culinary heritage of different countries

$\rightarrow$ Materials about various cuisines

d. Responses for Literacy competence course:

$\rightarrow$ Elements of style

$\rightarrow$ Presentations (x 2)

$\rightarrow$ The most interesting was module 1 which was very good entry point to the subject and explained in a practical way what literacy competences are and why are important in adult education and why important is to develope them all life.

$\rightarrow$ authentic materials - comparison of communication styles of two famous chefs

$\rightarrow$ Sections with videos by Jamie Oliver and Nigel Slater's. They were easy to look at and understand. In terms of language teaching, a very perceptive presentation of two different examples. The quality and similarity of the course was also remembered. Likewise, instructional videos well aimed at educators and students.

e. Responses for Personal, social and learning to learn competence course:

$\rightarrow$ First

$\rightarrow$ I enjoyed this course very much throughout

$\rightarrow$ recipe

$\rightarrow$ Exercises based on selection options

$\rightarrow$ it is difficult to assess the content of the course, as the navigation through the course is very unintuitive and there was no access to majority of modules of the course.

HAS THE LEVEL OF ADVANCEMENT OF THE CONTENT BEEN ADEQUATE TO YOUR NEEDS AS AN EDUCATOR/ TRAINER

For 21 respondents the content is adequate to their needs and for 6 of them not.

Additional comments for Digital competence course:

 - Did not see something new.

 - I think it jumps very quickly from general knowledge to very in depth subjects

 - Lack of skills, knowledge and attitude set for digital competences

Additional comments for Entrepreneurship competence course:

 - The exercises were too focus on the cooking side and missed the point of the content

 - Content not accessible beyond Intro

Additional comments for Literacy competence course:

 - Because of the submitted assessments that didn't receive any feedback on

TO WHAT EXTENT WILL YOU APPLY THE METHODS PROPOSED IN THE COURSE IN YOUR WORK?
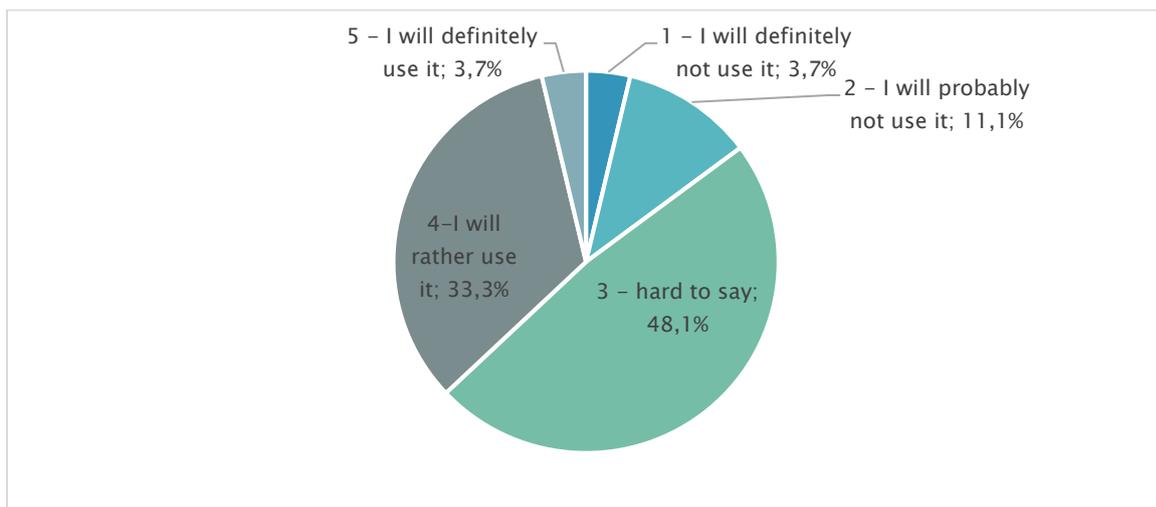
This chart presents respondents' answers to a question about applying the methods. Near the half of them said they are not sure but only 4% will definitely not use it.

WOULD YOU USE THE CONTENT AND/OR MATERIALS PROPOSED IN THE COURSE IN YOUR WORK?

The very important conclusion is that more than a half of respondents will rather use the content and materials proposed in the course.

WHO WOULD YOU RECOMMEND THIS COURSE TO?

We present the recommendations and comments of the respondents broken down into each course:

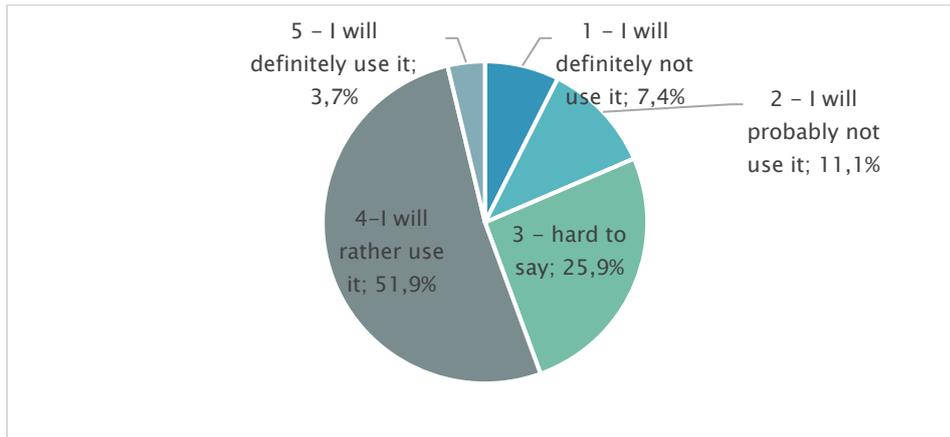a. **Responses for Digital competence course:**

→ NGO educators

→ People with low knowledge on basic digital thematologies.

→ To people without much knowledge in terms of digital competences

→ IT educators who provide courses for adults

→ It looks that the course is dedicated rather to people with shortage of digital competences than to educator. The methodology of teaching adults with shortage of digital competence was missing. Therefore the course would be good for adults that do not have such competence.

b. **Responses for Literacy competence course:**

→ Not trainers, I would say normal adults who want to expand their knowledge

→ People with low literacy skills

→ as an introduction training

→ I would recommend the course to educators working in NGO with adult people in different projects and activities, trainers working with social economy entities, fair trade trainers and educators, global economy trainers and educators

→ to educators in areas with need of improving basic to moderate literacy skills among the population

c. Responses for Entrepreneurship competence course:

→ to people that need to enhance their skills in entrepreneurship, motivating them to start a new business.

→ People who want to learn the basics about Entrepreneurship

→ hard to say as content is not accessible beyond the Intro section

→ to not repeat exercises from previous courses

→ to trainers, educators, teachers. maybe adults looking for upgrade of an education

d. Responses for Personal, social and learning to learn competence course:

→ I don't know

→ Any trainer and I would suggest to shift the material according to the subject they are teaching.

→ Everybody

→ Adult educators and also youth educators

→ it is very difficult to access methodology and overall content as the whole course was not visible, I has access only to some apart of the course - intro and module 1,2

e. Responses for Intercultural competence course:

→ it was not engaging due to the high volume of assessments needed

→ Trainers who are interested in culture.

→ For adult education centres, this could be a good course.

→ to educators of IC competence delivering course to lower to intermediate levels Adult education especially in rural area

TO WHAT EXTENT IS THE COURSE MENU READABLE/ CLEAR/ INTUITIONAL TO YOU?
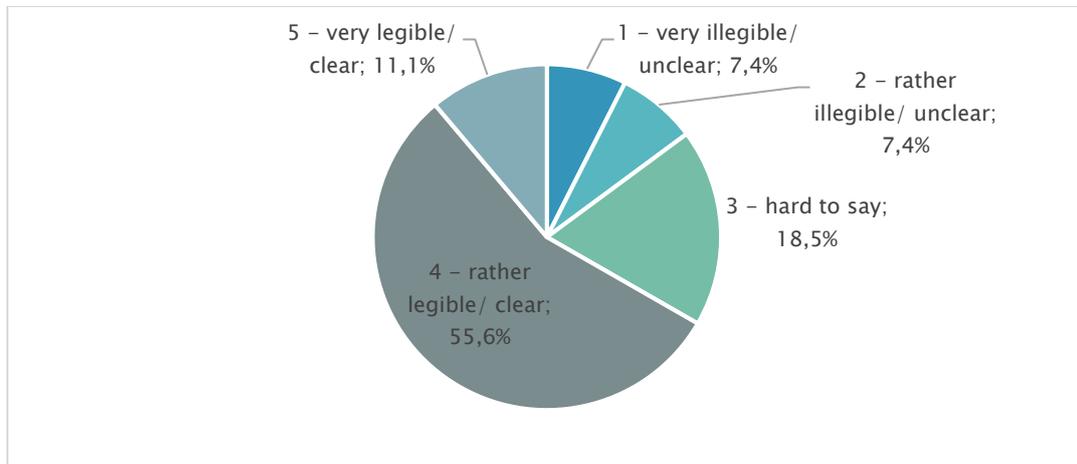
For more than an half of educators the menu of the courses is rather legible and clear. But the most important result is that for 15% the menu is rather or very illegible and unclear. It means that it also would be unclear for a number users.

It needs to be highlighted that the respondents are very experienced educators and trainers, also part of them are the authors, but the users in future could not be so good oriented in on-line courses. It appears that the menu need some corrects.

TO WHAT EXTENT ARE THE RULES OF WORK DURING THE COURSE UNDERSTANDABLE TO YOU?
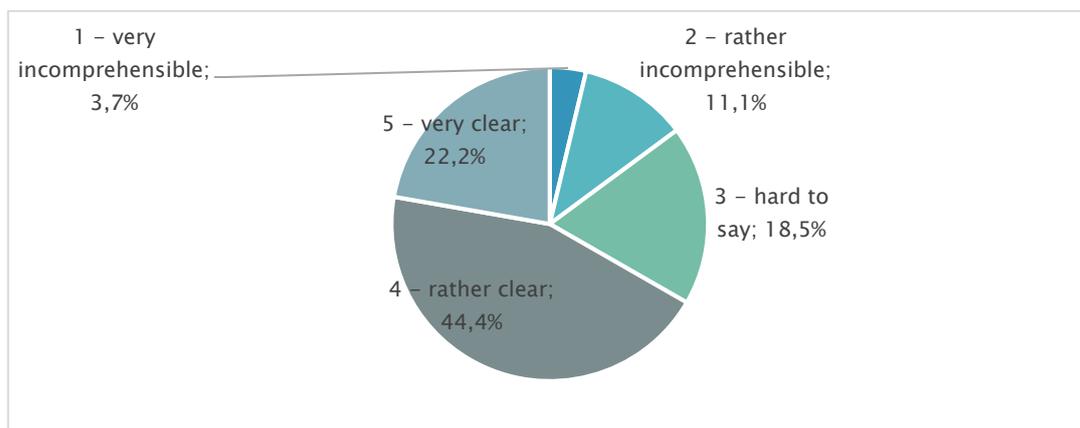
Similarly, the rules of the courses seem to be not so understandable as should be. For near of 15% of respondents they are very or rather incomprehensible. But it's also good feedback, that for 22% the rules are clear.

TO WHAT EXTENT ARE THE LANGUAGE INSTRUCTIONS REGARDING TASKS AND EXERCISES CLEAR TO YOU
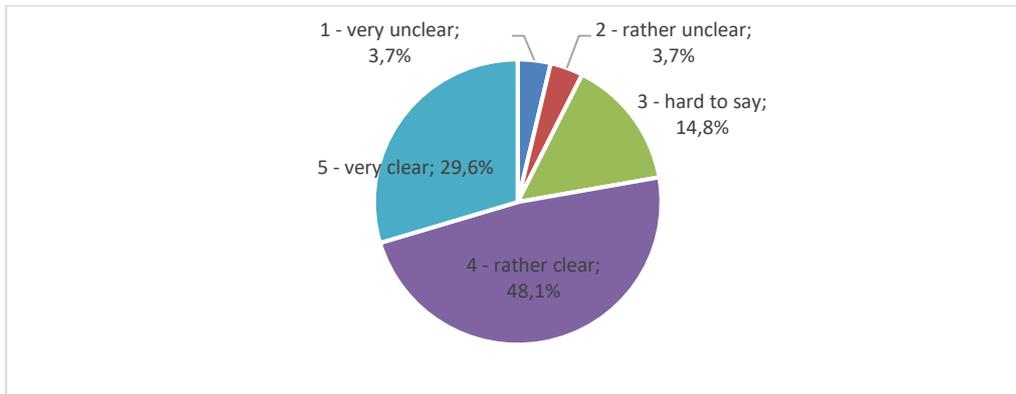
TO WHAT EXTENT IS THE NAVIGATION OF MODULES AND LESSONS LOGICAL / INTUITIVE FOR YOU
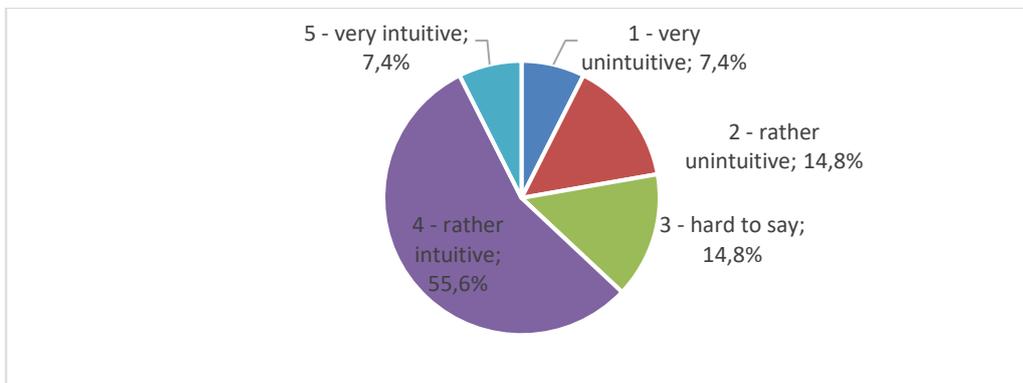
More than 20% of respondents said that the navigation of modules and lessons wasn't logical and intuitive. Only for 7% of them the navigation was very intuitive. These figures may reflect the general problem with navigation of modules and lessons which is rather unclearly.

IS THE INTERFACE AND GRAPHICS USED AESTHETIC AND ARE IT CONDUCIVE TO USING THE COURSE
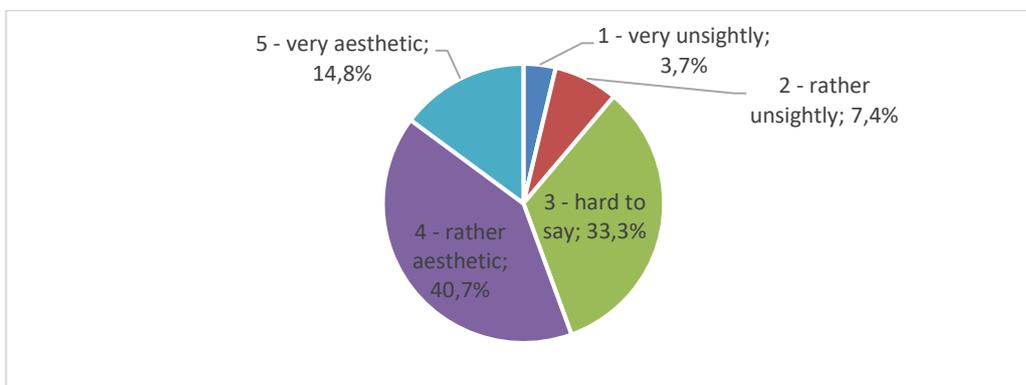
Near the half of the respondents said that the interface and graphics is very or rather aesthetic and it conducive to use the course. Requires reflection that one third of the respondents said hard to say about the aesthetic and encouragement of the interface.

IS THE DURATION OF LESSONS ADEQUATE AND ALLOWS FOR THE FLUENT PASSAGE OF THE MATERIAL AND THE COMPLETION OF EXERCISES?
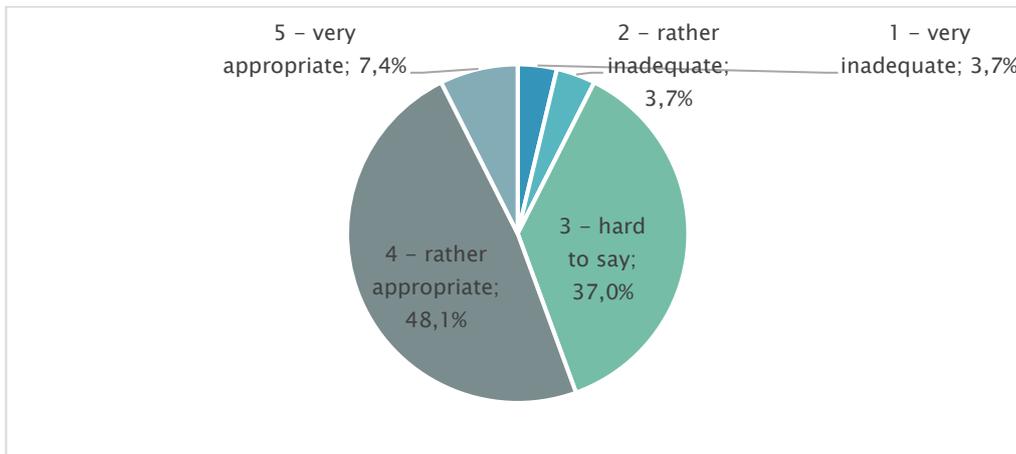
The graphs illustrated that for near half of the respondents the duration of the lesson is adequate and allows for the fluent passage of the material. But also important is – the more than one third is unconvinced about appropriateness of the duration. Putting it together with the result of other answers on the courses user-friendly and duration, lessons and whole courses seem to be too long.

WOULD YOU LIKE TO HAVE ACCESS TO ALL MODULES AND LESSONS FROM THE BEGINNING OF THE COURSE

A significant majority 88,9% of the respondents (24 out of 27 total participants), stated that they would like to have an access to all modules and lessons from the beginning of the course, in all courses tested. **Therefore it is advisable to consider turning on this functionality for all courses in frame of the project.**

HOW LONG DID IT TAKE YOU TO COMPLETE THE COURSE IN TOTAL
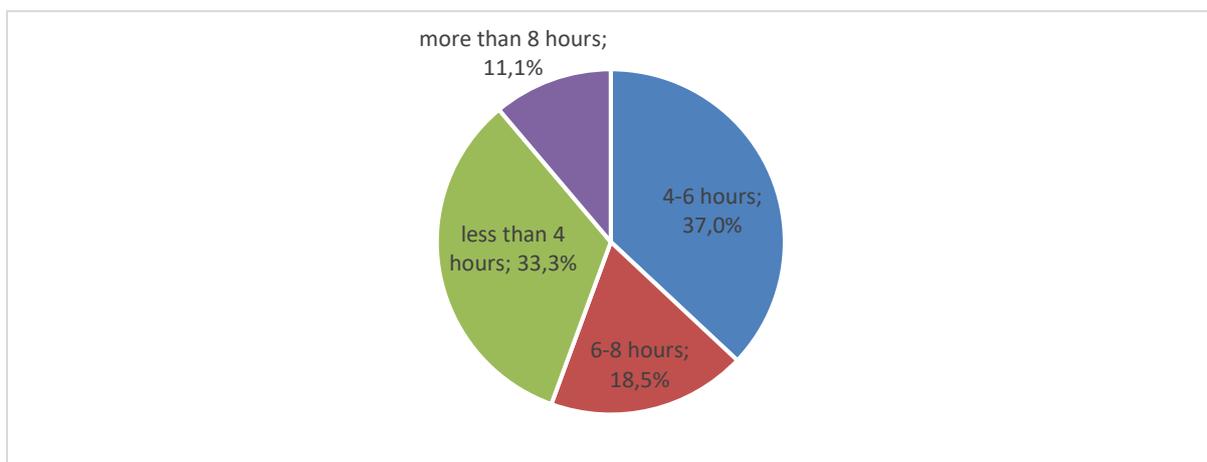
For around one third completing the course taken 4-6 hours, and for near 20% taken more than 6 hours. It seems to be too long and too overloaded.

WHICH STATEMENT BEST DESCRIBES YOUR SITUATION?
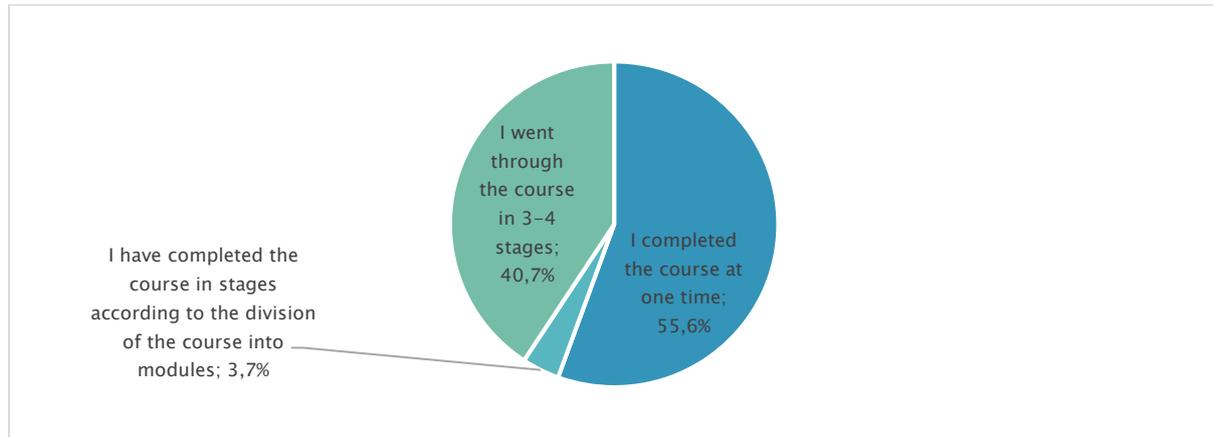
The half of the respondents completed the course at one time, but more than 40% completed it in 3-4 stages.

IF YOU HAD SUCH A CHOICE, WOULD YOU COMPLETE THE COURSE?

The very good feedback is that the most of respondents (24 respondents out of 27 participants) would like to complete the course again, **which means, that despite of technical problems of a platform, courses were interesting and engaging for participants of evaluation**.

WERE THE TRANSITIONS BETWEEN MODULES AND LESSONS CLEAR AND LOGICAL

For more of the respondents (17 people) the transitions are clear and logical but for 10 people are not clear. It means that some transitions need the corrects.

DO YOU FEEL THAT EACH LESSON HAS PREPARED YOU TO COMPLETE AND PASS THE TEST/ QUIZ CHECKING THE KNOWLEDGE AT THE END OF EACH MODULE?

A significant majority of respondents 85,2% (23 participants) stated that the lessons have prepared them to complete and pass the tests and quizzes checking knowledge at the end of each module.

X.   REMARKS AND CONCLUSIONS AFTER COMPLETION OF THE COURSE

WHAT WAS DIFFICULT / WHAT PREVENTED YOU FROM USING THE COURSE FROM THE TECHNICAL SIDE

1. Responses for Digital Competence course:

→ Long explanations
→ Generally, once you learn how to use the platform it goes smoothly.
→ The fact that you have to go back upon finishing each module
→ lack of clear instruction between the modules
→ the course navigation is unintuitive. after completing some lessons or tasks, a link to the next section of the course does not appear immediately. it requires manual refreshment of the webpage. In some points I thought that the lesson was over, after refreshment or going to menu in the right column new tasks appeared. it was very confusing and not-motivating.

2. Responses for Entrepreneurship Competence course:

→ Exercises need fine tuning.
→ The structure of some of the exercises that clearly could have had more than one answers content not accessible beyond Intro There is no clear transition between lessons and tasks
→ some English terminology related to the market or organisation of the cuisine was demanding but I also learnt a lot

3. Responses for Intercultural competence course:

→ too many assessments
→ The submissions who are not useful since you don't receive any feedback back.
→ I was disturbed by the technical quality of the implementation of the course content. The technical and content quality of the presentations varied greatly and some of the presentations were very difficult to read due to colour contrasts. Also, I didn't like the fact that all the material has to be loaded on my own machine, is it safe? It was also immensely disturbed by the fragmentation of the videos.
→ 1.uploading tasks/assignments seems unsuitable; 2. videos should be embedded, not as downloadable mp4 files; 3. ppt presentations should have a form of a video or at least a pdf, not a downloadable ppt (see M1).
→ save changes and confirm all the time the same instructions

4. Responses for Literacy competence course:

→ That I had to refresh every time
→ generally is straight forward
→ To come back to the list of modules and jump the next module
→ downloadable mp4 files and small pictures
→ when I finished the module, you did not get ahead but always had to apply for the course and from that I got to choose the next module

5. Responses for Personal, social and learning to learn competence course:

→ I didn't encounter any difficulties
→ nothing it was pretty easy
→ lack of clear transition between lessons and task and necessary to come back to the main menu

→ technical issues, visibility of modules beyond initial part and two modules. problems with accessibility of the whole course, lack of links between lessons, not intuitive transfer from one lesson of the module to another one

WHAT DID YOU LIKE THE MOST

a. Responses for Digital Competence course:

→ intuitiveness
→ It applied the food element in the course which is relevant to the project
→ I enjoy some of the information
→ Searching and analyse recipes
→ The content of the course was interesting and delivered some good knowledge

b. Responses for Entrepreneurship Competence course:

→ It introduced the terms of entrepreneurship in an easy way
→ Lesson 4
→ content not accessible beyond Intro
→ Videos and exercises videos, exercises, subject of team collaboration and business development

c. Responses for Intercultural competence course:

→ videos
→ The images
→ What I liked most was the section that talked about bread and its importance. That section was relatively well implemented.
→ content of some reading materials and some videos
→ materials about various cuisines

d. Responses for Literacy Competence course:

→ The videos
→ Presentation methodology
→ Comparisons, exercises and final tests
→ once downloaded, the presentations are fine
→ Jamie Oliver videos. easy and clear instructions, pleasant voice in videos. Difficult things were explained to be easy to understand. Consistency of all content.

e. Responses for Personal, social and learning to learn competence

→ The flow of the information
→ I like the most the structure of the courses
→ Exercises based on selection, auxiliary materials
→ Methodology, content, videos were nice

a. Responses for Digital competence course:

→ More graphics
→ The content has to be more rich, with more presentations. Moreover it has to be showing how a trainer should use this methodology rather than doing exercises on finding elements on google or knowing about the Intellectual property rights. It is more an informative course not a train the trainer course.
→ The submissions part, who is going to correct that?
→ I would add such aspect of the digital competences like: knowledge and attitudes
→ I would change assignments (which I understand will not be checked by anyone) into some self-practise/ self-exercises - kind of bonus for user. Another issue is that I would need more guidance for teachers/ educators how to work with adults in the subject of digital competence.

b. Responses for Entrepreneurship competence course:

→ exercised need fine tuning.
→ The shopping list, I don't know how it serves the purpose, also each person can have different timings. content not accessible beyond Intro
→ I would recommend to prepare new exercises, which are not repeating in other courses

c. Responses for Intercultural competence course:

→ more interactive tests rather than submissions
→ I would remove all submissions
→ I would change the visual look of the content to be consistent, especially the different colour schemes of the PowerPoint presentations. In terms of content, I would lighten some parts and others would need more content. For example, I can cite the section Culinary heritage of four countries, in which I would like similar presentations from all four countries, now there was so much information about another country that I could not read (more than 60 pages?) And I would have liked more information about other countries. There was a feeling that the content had not been thought out at all, but that something had been brought in to get it done. In summary, the structure of the course itself works well, the content is still limping.
→ make tasks more meaningful and replace assignments with self-reflection tasks
→ More interactive exercises, less theoretical knowledge

d. Responses for Literacy Competence course:

→ The content needs reworking
→ exercises x 2
→ Content in presentations, in my opinion, could be more simple, use of paragraphs and / or headings. The text is very dense and it is difficult to read on individual slides
→ assignment tasks do not seem to make any sense as responses need to be uploaded for grading
→ nothing

e. Responses for Personal, social and learning to learn competence

→ Lesson 2: Task 1: The correct cake baking process - I think this exercise is not very useful
→ I don't know, maybe nothing
→ Technical options, clear transition between lessons and task
→ technical aspect and navigation of the course

WHAT ELEMENTS FORM THIS COURSE WILL YOU USE IN YOUR WORK AS AN EDUCATOR

a. Responses for Digital Competence course:

→ video
→ hat we can use subjects like culinary tradition or even other subjects as a metaphor for teaching skills
→ Maybe some of the presentations
→ Searching and analyse recipes
→ Ethical and legal principles as well as risks of digital technologies Module. Materials in pdf were good but in some modules rich in some a little bit general- they might be good starting point to prepare own presentations/ materials for adult listeners.

b. Responses for Entrepreneurship competence course:

→ Methodology
→ Lesson 4
→ content not accessible beyond Intro
→ Entrepreneur competences analysis based on cooking and food market
→

c. Responses for Intercultural competence course:

→ may be the methodology
→ The film on the museum of cookbooks
→ I do not currently use the course content for teaching purposes because I am not involved in teaching.
→ possibly some theoretical content Colby's cycle and its implementation in educational process

d. Responses for Literacy competence course:

→ The videos and perhaps some presentations
→ some presentations
→ hard to say
→ Mainly exercise, e.g. adapting a traditional recipe to dietary needs. It is very easy to prepare, is interactive, is involving and also integrates learning group ideas for tasks
→ Nothing at the moment because I am not teaching at the moment

e. Responses for Personal, social and learning to learn competence

→ The structure of it
→ Idea of connection between personal, social competences and healthy lifestyle
→ presentations, exercises

XI.   THE MAIN CONCUSIONS

The on-line courses were highly rated by participants of the survey, especially in terms of the methods used and the substantive content. The participants liked especially the video materials, presentations and accompanying materials. The content of the courses is rich, but participants noted their length, perhaps it is worth considering shortening or breaking them down into smaller parts. The technical side of the platform also requires some corrections, especially in terms of transitions between modules and lessons, intuitive operation and navigation as well as speed of platform upload. There was also a need to access all the material at once and freely select the content that might interest the participant the most, which would also help with courses navigation and more intuitive passage between certain parts of courses.

It seems that some of the respondents had doubts or ambiguously understood who the addressee of the course was. Most of the participants declared that they would use certain elements of the course - exercises or activity ideas. Considering that, the courses are to be dedicated to adult participants' educators/ trainers, individuals who graduated concerned on-line courses, shall be able to prepare, based on the courses methodology and materials, their own materials for purposes of training dedicated to the final trainees. Taking it into account, it would be worth adding methodological guidelines for some courses on work with an adult participants' group. It also needs to be mentioned that potential usage of courses' exercises or materials by educators shall be done with respect of European Union licensing rules and respecting legal and intellectual property rights.