Education and Culture DG

Lifelong Learning Programme

TIT-us

Transfer of Innovative Training Solutions for VET of quality professionalS

LEONARDO DA VINCI Transfer of Innovation

Project No. 2012-1-RO1-LEO05-21128

Contract No. LLP-LdV-TOI-2012-RO-005

WP 5 – Quality and evaluation plan

D 6 – EVALUATION STRATEGY

Circulation:	**Public, Results from WP 5**
Author and editor:	**Liviu Moldovan - CCIM**
Co-Authors:	**Maria Brizi - TUCEP**
Version:	**1**
Stage:	**In-progress**
Date:	**30.06.2013**

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Work package number: 5

Work package title: Validation of methodologies and learning activities utilizing "SRS"

Start month: 12/2012

End month: 11/2014

Package leader: Tiber Umbria Comett Education Programme, Perugia - Italy

Language of the report: English

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the TIT-us consortium. In addition to such written permission to copy, reproduce, or modify this document in whole or part, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced. All rights reserved.

This document may change without notice, but consortium members should be informed, and number of version, stage and date should be given

Copyright

© Copyright 2013 TIT-us, consisting of

Project consortium:

P0 – **CCIM** – Chamber of Commerce and Industry of Mures County – Romania

P1 – **HCR** – HiST Kompetanse Trondheim - Norway

P2 – **FVGS** – Frøya College Sistranda – Norway

P3 – **TUCEP** - Tiber Umbria Comett Education Programme, Perugia - Italy

TABLE OF CONTENTS

1. ABOUT THE DELIVERABLE 4
2. TIT-us PROJECT EXECUTIVE SUMMARY 5
3. TARGET GROUPS 6
4. AIMS OF THE QUALITY AND EVALUATION WORK PACKAGE 7
5. ROLES AND TASKS OF THE PROJECT PARTNERS 7
6. EVALUATION CONCEPTS 10
7. TRAINING METHOD 12
8. 3P EVALUATION MODEL 12
9. EVALUATION METHODOLOGY 14
10. SELECTING THE EVALUATION PARTECIPANTS 14
11. INDICATORS 15

Appendix 1 TIT-us - EVALUATION FORM 1 – General 17
Appendix 2 TIT-us - EVALUATION FORM 2: Course and Teacher Evaluation 19
Appendix 3 TIT-us - EVALUATION FORM 3 – SRS - from the students' perspective 21
Appendix 4 TIT-us - EVALUATION FORM 4: Use of Method and System 23
Appendix 5 TIT-us - EVALUATION FORM 5: Evaluation of SRS from the teachers' perspective 25
Appendix 6 TIT-us – COURSE PARTICIPANTS 27

1. ABOUT THE DELIVERABLE

The deliverable reports on the delivery of various activities conducted by the entire partnership during the lifetime of the project in relation to the validation of the project results. It explains the basis of the evaluation strategy of the TIT-us project and answers questions that had been posted in the quality and evaluation work package.

The document explains the aims of the validation work package, the conditions for the usage of the SRS by partners for the activities of an eligibility and post-eligibility period.

This report describes the strategy behind external evaluation activities which shall be conducted during the TIT-us project.

The project evaluation strategy calls for formative as well as summarize evaluation activities, which shall be conducted both internally and externally.

The aim of this deliverable is to ensure that the evaluation of the project activities can result in:

- a continuous feedback during the project lifecycle on the activities that are carried out
- that the software development is done according to the training needs identified by consortium partners
- that the planned courses are being delivered and evaluated professionally according to the proposed methodology
- a summary of future actions based on the findings in this project
- a consistent recommendation for future actions
- a sound and unbiased evaluation of the different tasks
- a project report that can give all stakeholders recommendations for future actions
- a feedback to lecturers for future developments in train-the -trainer programmes
- recommendations for future enhancements of the SRS employment

Based on the above findings the final reports will be circulated between the project partners for their evaluation and comments as well as circulated to external experts for their comments.

It is foreseen that the variety in expertise and competence through the project partners and external experts will create a sound and vivid base for such comments ensuring that a variety of industrial aspects will be taken into consideration.

Such collaboration with mixed expertise is required to ensure the final result at the end of the project period is in-line with the market requirements and it may serve as a corrective action report compared to the end-user requirements.

The strategy that is described in this document has been developed both formally and informally at an early stage in the project in order to ensure the evaluation feedback in being submitted continuously between the project partners.

The achievement strategy of the activities proposed in WP5 – Quality and evaluation plan activities utilizing "SRS" has inputs: aims, activities and results from the TIT-us project proposal.

2. TIT-us PROJECT EXECUTIVE SUMMARY

The Activity Based Training (ABT) learning environment follows always the industrial production process, where the students always produce a final product.

ABT facilitates 1) a just-in-time on-the-job production workflow competence and knowledge transfer approach, 2) a pedagogical model where theoretical training is always immediately followed by practical training, 3) coordinated use of advanced video technology, and 4) promotion of industrial quality assurance management designs processes where students exchange their products several times during a course.

The online Student Response System (SRS) for PC, laptops, Pad`s, and Smartphone is designed to enhance communication and interaction in class, thus reducing misunderstandings at the completion of the training sessions.

The aims of the TIT-us project are:

- to disseminate and to raise the awareness of the brand new integrated blended ABT learning environment offering flexible and sound pedagogical delivery of level specific manufacturing quality industry production process training to VET schools and SME training organizations;
- to disseminate new methods for delivering in-company skills upgrading processes that significantly reduces the costs related to competence and knowledge transfer, and enhances production competence and know-how transfer to VET schools by use of SRS technologies.

This includes:

- Educate VET instructors as Activity Based Training learning environment advisers,
- Disseminate an innovative knowledge transfer system for in-company Quality Assurance (QA) training of personnel, delivered on a just-in-time basis without distance limitations with inclusion of online student response system.

3. TARGET GROUPS

The target groups in the TIT-us project are:

- Training organizations that provide vocational education and training within the Quality Assurance and Quality Management sector.
- Training and educational organizations that want to apply activ learning and training by use of responsetechnology into their training practices: universities, vocational education and training organizations, and high schools.

The profile of the different groups participating in the TIT-us project may be quite different depending on their roles, tasks and activities in the project. They may also have different interest of use of the project tools ABT and SRS, creating different biases to the content development and the delivery structure of the content

- *Trainers, teachers in VET*: They are personnel working in the school system covering both traditional education and also lifelong learning with adult personnel for training. Their competence profile is specialist with documented competence from fabrication.
- *Instructors, trainers in industry*: They are personnel working in professional training centres either organized as a training institute or as a training branch in an industrial company. Their competence profile is industrial specialist or engineer with special education or experience in production.
- *Trainees, students in VET*: Most students are in the age group of 18 – 30 years. Background will be from the school system or from public supported educational programmes. Their interest in seeking education in quality is the good employability or being promised a job in the field.
- *Trainees in industry*: A mixture of male and female students from all the age groups of 25 – 60 years. They have background from industry or from other educational areas. Their reason for seeking education and training is to get more specialised in quality professions, as a first or second job.

Different groups belong to various sectors from the manufacturing industry (C-MANUFACTURING), including but not restricted to: C-13 Manufacture of textiles, C-15 Manufacture of leather and related products, C22-Manufacture of rubber and plastic products, C31- Manufacture of furniture, C32-Other manufacturing, C33-Repair and installation of machinery and equipment (or any sector delivering a hardware product), by using the ABT methodology and SRS for training of quality assurance personal working in these industries. The methods are generic, therefore they are applicable to any manufacturing industry sector.

4. AIMS OF THE QUALITY AND EVALUATION WORK PACKAGE

The main result from this WP is the quality assurance management plan and development the evaluation report summarizing the results from the Romanian, Italian and Norwegian pilots.

The aims of the quality and evaluation activity are:

- the development of the quality assurance management plan, that may include the project planning development process, formulation of project ideas, creating project presentation documents and quality issues related to project planning;
- the development of a project evaluation strategy based on the actual needs of end-users and international standards for training development.
- the continuous quality control and quality assurance of results throughout the duration of the project;
- the achievement of objective feedback and validation of results through the involvement of internal and external user groups.
- the validation of the training activities and course materials in WP3 and WP4 in real-market conditions and through external user groups.

The abovementioned aims are achieved by the following main tasks:

- the realization of an **internal evaluation -** on-going process which provides the evaluation of the interim project results by project board (including a senior representative from each partner) during the bi-annual project meetings with the input of all partners. It is achieved through regular progress monitoring by all consortium partners;
- the realization of an **external evaluation in real-market conditions** - evaluation of QA/QM TIT-us courses delivered in WP6, in real-market conditions to external learner groups, using the education material developed in WP4 (by use of ABT and SRS);
- the carrying out of an **evaluation through external exper**t - a person which is evaluator of accredited courses by the National Authority for Qualifications in Romania, ANC (former CNFPA), which evaluates project achievements and compatibility with the VET training according to CNFPA demands. He is going to provide an external evaluation report.

5. ROLES AND TASKS OF THE PROJECT PARTNERS

The project will be conducted by a consortium of 4 partners from 3 different European countries. All partners have technical expertise to achieve the project objectives and a wide experience of participating and management national and European projects.

The consortium partnership has complementary expertise, a strong industrial presence with ties to research within utilization of new pedagogical methodologies (HCR), and connections towards manufacturing industry (CCIM, TUCEP, FVGS) leading to identification of inadequacies in existing training systems and international standards for effective train the trainer delivery.

P0 – CCIM – Chamber of Commerce and Industry of Mures County – Romania, is the applicant of the project, the importer of the new learning evaluation technology in Romania. It is an adult education provider by organizing short term training courses that support economic operators to be better prepared in various fields, such as: project management, implementation and auditing of quality and environment management systems, occupational health and safety, HR management, public procurement etc.
CCIM updates the outputs of work packages 2 through 5 based on continuous input throughout the evaluation process and assists TUCEP with the development of the above defined reports, keeping in mind national requirements.

P1 – HCR – HiST Kompetanse Trondheim – Norway, is focused on development of new technologies that promote sustainable development within the society, by linking local problems with global research topics in the field of ICT. It includes research within the area of knowledge engineering and intelligent interfaces, with a particular focus towards exploiting flexible mobile learning and training solutions, and high quality streaming video solutions. The organization has a high level of competence and experience within the areas of development and production of e-learning services for company adapted training, and inclusion of mobile learning methods that utilize video and learning design solutions.
HCR is in charge of the quality assurance management, which aims at the smooth execution of the proposed work plan in terms of timely delivery of outputs, interim, and final results, quality of outputs, risk management, and dependencies among work packages. HCR leads the Project Board (or steering committee) including a senior representative from each partner, that ensures the project activities control.

P2 – FVGS – Frøya College Sistranda – Norway, plays an important role in vocational training of workers in regional industry of Mid-Norway. The organisation has long experience in vocational training adapted to the salmon industry, and also has a goal of becoming a leader in education for the Aquaculture industry. The industry is in need of new and improved training in quality assurance. FVGS contributes towards the analysis of the training requirements for the Norwegian market. FVGS updates the outputs of work packages 2 through 5 based on continuous input throughout the evaluation process and assists TUCEP with the development of the above defined reports, keeping in mind national requirements.

P3 – TUCEP - Tiber Umbria Comett Education Programme, Perugia – Italy is aimed at supporting cooperation between Industries and Universities with a series of

actions including the development of European-level training courses and the promotion of any other initiative focused on the development of qualified training activities, research and technological innovation programmes, all of this making use of the built network of European Universities and Research Centres. TUCEP contributes towards the analysis of the training requirements for the Italian market.
TUCEP is the natural leader of the work package given its long experience with industrial quality management processes, and the activities of key personnel in developing new standards for training.
TUCEP leads the development of the quality assurance management plan with the following key elements:

- Methodologies that can ensure a smooth cooperation between the partners, and techniques and routines for avoiding or solving possible conflicts between the partners.
- Planning activities to ensure that the cooperation contracts are signed in a timely manner with reference to the correct contact personnel and other references according the Leonardo da Vinci handbook.
- Activities to highlight any requirements for IPR and solving the IPR questions, if any.
- Defining report methods and report sequences in order to be able to carry out corrective actions.
- Defining activity plans with realistic milestones containing defined activities or deliveries to these milestones.
- Establish fixed routines for reporting use of resources and financial reporting from the partners.
- Define communication routines with telephone meetings, and use of other video communication technologies in order to follow up the activity plans for the partners.
- Create a set of non-conformance reports combined with corrective action reports to be used throughout the project.
- Non-conformance reports will be circulated as an ongoing action for reporting at millstones.
- A separate check-list for reporting activities are developed and used for reporting at each milestone in order to ensure a standardized reporting format which allows for easy comparison of status.
- External evaluators are used for the evaluation of results at intermediate and final stage of the project.
- Special questionnaires are developed for evaluation purposes towards the target groups for the project. These are used throughout the project in order to evaluate the current status of courses.

6. EVALUATION CONCEPTS

Evaluation is a process which (a) supports the project, by measuring the extent to which the objectives are met, (b) identifies achievements, (c) identifies areas for improvement, (d) encourages decisions to be taken, including changes to objectives and the project methodology.

Evaluation is a systematic collection and analysis of information on the actual performance of a project. Its aim is to analyze the relevance, progress, success and cost-effectiveness of the project. An evaluation compares planned results with the actual results of a project. It is a diagnostic tool.

Performance measures are indicators that provide information (either quantitative or qualitative) on the extent to which the results of the project have been achieved. Evaluation is often confused with measures used to evaluate. Any activity which aims at interpreting results, or data obtained from measures, are part of an evaluation. To assure that the evaluation process leads to good decision-making, it must rest on correct and precise measures.

Qualitative measuring aims at collecting data in order to describe and evaluate a situation or an activity. Qualitative measuring tends to be more anecdotal. Case studies are a good example.

Quantitative measuring aims at collecting data in order to measure (through numbers and statistics) the range or the scope of an activity. Examples of quantitative measures include the number of end users in a project, their age or education level. Quantitative measures are often obtained through surveys.

Efficiency refers to producing planned outputs within budgetary limits and established deadlines. For example: Was the implementation of the project well managed?

Effectiveness - Refers to achieving planned results and contributing to attain established goals and objectives. For example: To what extent were the project’s objectives achieved?

Impact - Refers to the intended or unintended, negative or positive, consequences of a project, some of which happen only some time after the end of the project. For example: What were the consequences and the effects of the project for the target groups?

Indicators - A description of the project’s objectives in terms of quantity, quality, target group(s), time and place.

*Testing i*s an investigation conducted to provide users with information about the quality of the product under test. Testing also provides an independent view of the product to allow the users to appreciate and understand the risks of product implementation.

Testing techniques of software consists in executing a program or application with the objective of finding errors and defects that are called bugs.

Software testing is appreciated as the process of validating and verifying that the application:

- meets the intended requirements that guided its design and development,
- works as expected,
- can be implemented with the same characteristics,
- satisfies the needs of end-users.

Software testing can be implemented at any time in the development process. Usually most of the testing effort is done after the requirements have been defined and the coding process has been completed.

Verification and validation of software is the process of checking that the application meets specifications and fulfils its intended purpose.

The evaluation is an essential part of the project work since the project contains innovative content and training methodologies to a degree which is normally not found within the organisations participating in the project.

Evaluation can be considered time consuming and a boring task that should be done just at the end of the project life cycle. However there are a number of reasons for carrying out professional evaluation of the SOFTWARE ADAPTATION and the evaluation methodologies used.

Some of the key element may be:

- the evaluation will ensure continuous and effective feedback which may lead to quality improvements of the work being done
- evaluation will give valuable feedback from the SRS software suitability and the possible benefits its employment may give for the participants
- the evaluation will tell the course supplier if the course met the objective
- the evaluation will give feedback to the course supplier enabling them to carry out corrective actions if this is relevant
- the evaluation will indicate if the Kirpack’s methodology is relevant
- the evaluation will also tell the stakeholders like:
  - participants - indicate their opinion of the courses
  - managers - which need to evaluate the need for the training courses
  - training supervisors - needing to know if the objectives of the course are met or if corrective actions should be taken

7.TRAINING METHOD

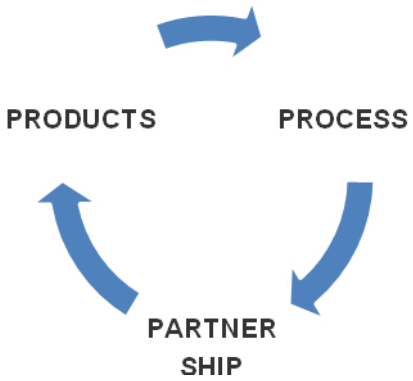
TIT-us is aiming at disseminating and raising the awareness of a brand new integrated blended ABT learning environment offering flexible and sound pedagogical delivery of level specific manufacturing quality industry production process training to VET schools and SME training organizations in Romania, Italy and Norway. In fact, the project is based in the following training methods:

- Activity Based Training (ABT) learning environment developed within the MECCA LdV pilot project (05-07) - http://histproject.no/node/142. ABT follows always the industrial production process, where the students always produce a final product. ABT facilitates 1) a just-in-time on-the-job production workflow competence and knowledge transfer approach, 2) a pedagogical model where theoretical training is always immediately followed by practical training, 3) coordinated use of advanced video technology, and 4) promotion of industrial quality assurance management designs processes where students exchange their products several times during a course;
- Student Response System (SRS), developed within the KA3 project EduMecca (09-10), a web-based voting system designed to enable asking multiple choice questions during teaching sessions in classroom or distance learning. The software has been developed for PC, laptops, Pad`s, and smartphones and it is designed to enhance communication and interaction in class (http://histproject.no/node/7 and http:// histproject.no/node/121), thus reducing misunderstandings at the completion of the training sessions.

8.3P EVALUATION MODEL

The 3P evaluation model adopted for the TIT-us project allows a tri-dimensional assessment regarding: i) process management; (ii) partnership; (iii) product. This model aims to:

- Develop clarity and realism about the project objectives;
- Recognize the importance of a partnership in creating value;
- Develop an environment of knowledge sharing;
- Increase motivation and confidence;
- Monitor and measure;
- Identify strengths and weaknesses;
- Implement improvement measures just in time;
- Create useful products and values for end-users.



➘ PROCESS MANAGEMENT

The way that the TIT-us project is being driven forward and managed is intended to be assessed, measured and regulated considering the following aspects:

- Clarity and feasibility of the project objectives;
- Clarity and feasibility of the work groups objectives;
- Fulfilment of the planned schedule;
- Adequacy of the management model;
- Execution level of the financial resources;
- Efficiency of the project communication platform;
- Adequacy of the planning, logistics and usefulness of project activities;
- Involvement of all partners in the continuous improvement of processes.

➘ PARTNERSHIP

Checking the effectiveness of the partnership will give a sense of progress and direction for the future. The partnership interactions are intended to be evaluated at an internal impact level and also at an external level, considering the following aspects:

- Clarity and importance of the project objectives for each partner;
- Level of sharing, trust, clarity of responsibilities and tasks;
- Promotion of higher quality results within working groups;
- Overcome the geographic distance between partners;
- Assurance of the WP planning and control;

- Promotion of empowerment and communication;
- Monitoring of partnership performance;
- Reengineering the working process.

➘ PRODUCT

The level of the quality of the products and their usefulness for the partners, users and stakeholders and how they are evaluated will be explored, in a context of future sustainability, considering the following topics:

- Level of the product quality;
  - Level of product incorporation by each of the partners;
  - Level of product transfers to the external stakeholders;
  - Identification of weak and strong points of the product/results;
  - Reengineering of the product/results.

9.EVALUATION METHODOLOGY

The evaluation strategy is based on the evaluation of the deliverables and the methodology used in the project. Due to the differences envisaged in the start up of the project, the evaluation results are not directly comparable between countries. The different participants have therefore developed a set of questionnaires, both general type and focused on special thematic areas.

For obtaining the results the following will be made:

- selecting the evaluation participants, basically this will be course participants
- developing data collection protocols or questionnaires
- conducting the evaluation;´
- analysing the data;
- reporting the evaluation results.

10.SELECTING THE EVALUATION PARTICIPANTS

The selection of the participants involved in the evaluation activities shall be based on their participation in the courses, lecturers or through practical training activities. As a consequence, an exhaustive list of participants will be available spanning a wide variety of personnel with industrial background at different levels.

It is also foreseen that the participants at the train-the-trainer courses have a broad industrial background as well as a broad experience from education and training.

Due to structural differences in the educational system between the participants, combined with different development of the economy and the economical status it is foreseen that:

- some participants have limited access to digital resources in their daily work
- some participants have never used or have had access to digital resources
- some of the participants will only use a wide variety of resources in this project and they will not have the economy to implement such resources after the project period
- for some of the participants some of the project technologies will be very advanced
- for some of the participants the technology envisaged in the project will not be of interest due to their age and lack of interest in new digital tools

11.INDICATORS

The output success indicators in terms of effectiveness as well as quality and completion for SRS software employment and assessment methodology are:

1) Indicators for acceptance of the methodology

- Number of people that have tested SRS
- Number of represented institutions participating in SRS demonstrations/tests
- Number of institutions that are using SRS
- Number of teachers that are using SRS in courses
- Number of VET courses adapted for SRS assessment
- Number of students evaluated with SRS
- Students impression about SRS Software
- Students appreciate that it is fun to attend testing where the SRS is used
- Easy to use the voting device
- Conformable with the log-in system
- Comfortable with the SRS system interface
- Easy reading of questions/answer alternatives/results
- Type of device students prefer to use

2) Indicators for effectiveness of the assessment methodologies developing assessment for learning thinking

- Increased interest of students for course
- Students prefer methodology to be used in many other courses

- Curriculum adaptation to be evaluated with SRS
- Students engagement in the course
- Positive contribution of the system to an ordinary teaching session
- Influence of SRS on student's attendance, attention and motivation
- Capacity of SRS to provide real time evaluation of student comprehension
- Mistakes
- Students results in learning (grades)

3) Indicators for effectiveness of the on-line activities as complementary learning tools

- Teachers' first impression of the SRS
- Easy to use the assessment system for teachers
- The rate of the course with SRS by teachers
- Teachers' opinion about capacity of SRS to localize problematic areas in order to let students immediately learn from their mistakes
- Students opinion about integration of the system as a natural part of an exam
- Employment of SRS in all classes/lectures expressed by students
- Engagement and activation of students during evaluation with SRS
- Students agree to be evaluated in each course using answers with alternatives
- Aid provided by SRS in student learning of the course curriculum

4) Indicators for performance of learners on adopting assessment for learning thinking

- Comfort with using the SRS system
- Relevance of information provided by the results after tests
- Students option to revote the questions that were most problematic for the class
- Students chance to learn from the mistakes using SRS
- Students chance to learn from peers
- The importance of the teacher spending time on explaining whether the alternatives are right or wrong, and why
- Personal benefit of the current evaluation
- Current evaluation help in better understand of the course
- Current evaluation help to fix ideas from the course
- Methodology help to compare own answer with colleagues answers

Appendix 1

TIT-us - EVALUATION FORM 1 – General

Please answer the following questions by encircling the number corresponding to the chosen answer. Your answers and suggestions will help us improve the quality of our future training activities.

Course	
Country	
Place	
Training centre	
Date	
Name (optional)	
Gender	□ Male □ Female

	5=Excellent, **4**=Very good, **3**=Good, **2**=Poor, **1**=Very Poor					
No	Question	5	4	3	2	1
1	My personal evaluation of the training subject according to my requirements and expectations					
2	My personal evaluation of the practical organization of the course					
3	My personal evaluation of the timetable in the course is					
4	My personal evaluation of the course documentation is					
5	My personal evaluation of the handouts is					
6	My personal evaluation of the quality of the sample materials is					
7	My personal evaluation of the practical examples relevance to my work experiences is					
8	My personal evaluation of the learning outcome form the practical examples with subsequent discussions is					
9	My personal evaluation for the relevance of the course to my work is					
10	My personal evaluation of the affectively of the training methodology is					
11	My personal evaluation of the training method as a "tool" that improved my motivation is					
12	My personal evaluation of the pedagogical effort of the teacher is					
13	My personal evaluation of the performance (overall rating)					

	of the trainers is					
14	My personal evaluation of the contacts between the participants were					
15	My personal evaluation of the duration of the course in order to learn the subjects is					
16	My personal evaluation of the overall organisation conditions were					

17. Which subject was the most interesting? …….
……
……

18. Which subject would you like to deepen in the future?
……
……

19. What subjects would you add to the agenda of this course?
……..
……..

20. Are there any questions you would have asked the trainers and did not do it during the training?
……
……

21. What did you appreciate most at this course? ……
……
……

22. What other subjects would you be interested in for the future?
……
……

23. Other remarks and recommendations: …….
……
……

Thank you !

Appendix 2

TIT-us - EVALUATION FORM 2: Course and Teacher Evaluation

Course	
Country	
Place	
Training centre	
Date	
Name (optional)	
Gender	□ Male □ Female

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your teacher at the end of the course.
Please complete the sections located on the back of this form.

1. Previous experience in *quality assurance*

	YES	YES - to some extent	NO
Have you theoretical instruction in *quality assurance* at licence or continuous education degree?			
Have you practiced *quality assurance* ?			

2. Personal benefit of the course

	Very good		OK		Very poor
My personal benefit of the course has been					
How easy was the course to understand?					
How suitable was the content for your requirements?					
Overall rating of this course?					

3. Courseware

	Very good		OK		Very poor
Clarity of the handouts (how easy were they to understand)?					
How well did the course material follow the course?					

Overall rating of the course material?					

4. Instructor

	Very good		OK		Very poor
The pedagogical efforts of the teacher have been					
Ability to respond appropriately to questions					
How well prepared was the instructor?					
Knowledge of the subject matter					
Presentation abilities					

5. Relevance of the course for your career

	Totally agree	Agree	Neutral	Disagree	Totally disagree
The course has been very relevant for my own future activity in *quality assurance* (i.e. I'm more likely to use presented models in the future after completing this course)					
The course has made me curious about practical applications of theoretical models in *quality assurance* have been presented					
I will apply theoretical models in *quality assurance* have been presented in current activity					

6. Further comments …….
……..
……..
……..
……..
……..
……..

Appendix 3

TIT-us - EVALUATION FORM 3 – SRS – from the students' perspective

Course	
Country	
Place	
Training centre	
Date	
Name (optional)	
Gender	□ Male □ Female

1) My first impression of the SRS Software is:

□ Excellent □ Very good □ Satisfactory □ Not very good □ Bad

2) Is it fun to attend testing where the SRS is used?

□ I totally agree □ I agree □ Neutral □ I slightly disagree □ Sorry I feel asleep …..

3) What voting device did you use?

□ i Pod provided by teacher □ Private i Pod □ Private cell phone □ PC □ Other device

4) It was easy to use the voting device:

□ I totally agree □ I agree □ Neutral □ I slightly disagree □ I totally disagree

5) How was the introduction of the SRS, before you used it during the demonstration?

□ Excellent □ Very good □ Satisfactory □ Slightly Insufficient □ Insufficient

6) Are you conformable with the log-in system?

□ Very comfortable □ Slightly comfortable □ Comfortable □ Slightly uncomfortable □ Very comfortable

7) Are you comfortable with the SRS system interface?

□ Very comfortable □ Slightly comfortable □ Comfortable □ Slightly uncomfortable □ Very uncomfortable

8) Can you read the questions on the screen?

□ Very comfortable □ Slightly comfortable □ Comfortable □ Slightly uncomfortable □ Very comfortable

9) Can you read the answer alternatives on the screen?

□ Very comfortable □ Slightly comfortable □ Comfortable □ Slightly uncomfortable □ Very comfortable

10) After assessment can you read the results on the screen?

□ Very comfortable □ Slightly comfortable □ Comfortable □ Slightly uncomfortable □ Very comfortable

11) The relevance of information provided by the results is

□ Very large □ Large □ Neutral □ Small □ Poor

12) Are you after this training session comfortable with using the SRS system?

□ Very comfortable □ Slightly comfortable □ Comfortable □ Slightly uncomfortable □ Very uncomfortable

13) To what extent do you think the system, as it has been used, may integrate as a natural part of an exam?

□ Excellent □ Very good □ Satisfactory □ Not very good □ Bad

14) I prefer to revote the questions that were most problematic for the class?

□ I totally agree □ I agree □ Neutral □ I slightly disagree □ Sorry I feel asleep …..

15) By using SRS I had a chance to learn from the mistakes:

□ I totally agree □ I agree □ Neutral □ I slightly disagree □ Sorry I feel asleep …..

16) By using SRS I had a chance to learn from peers:

□ I totally agree □ I agree □ Neutral □ I slightly disagree □ Sorry I feel asleep …..

17) How would you grade the importance of the teacher spending time on explaining whether the alternatives are right or wrong, and why?

□ Extremely important □ Important □ Neutral □ Not that Important □ Waste of time

18) To what extent do you feel that the SRS engage and activate you during evaluation?

□ Very large □ Large □ Neutral □ Small □ Poor

19) To what extent do you think the SRS can aid students learning of the course curriculum?

□ Very large □ Large □ Neutral □ Small □ Poor

20) SRS should be used in all classes/lectures

□ I totally agree □ I agree □ Neutral □ I slightly disagree □ I totally disagree

21) Further comments ……

Appendix 4

TIT-us - EVALUATION FORM 4: Use of Method and System

Course	
Country	
Place	
Training centre	
Date	
Name (optional)	
Gender	□ Male □ Female

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your teacher at the end of the course.
Please complete the sections located on the back of this form.

1. Method of evaluation

	YES	NO
I agree to be evaluated in each course		
The evaluation has to be done from the presented material		
The evaluation has to be anonymous		
The current evaluation to be used in final grade		
I agree current evaluation using answers with alternatives		

2. Personal benefit of the evaluation

	Very good		OK		Very poor
My personal benefit of the current evaluation has been					
Current evaluation helps me to better understand the course					
Current evaluation helps me to fix ideas from the course					

3. SRS

	Very good		OK		Very poor
SRS facilitates quick answers					
Is a modern tool increasing my interest for course					
I would like to be used in many other courses					
Helps me to compare my answer with those of my colleagues					
Prefer to use ipodtouch (a handheld device) instead of computer					

4. Further comments ……

……

……

……

……

Appendix 5

TIT-us - EVALUATION FORM 5: Evaluation of SRS from the teachers' perspective

Course	
Country	
Place	
Training centre	
Date	
Name (optional)	
Gender	□ Male □ Female

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your teacher at the end of the course.
Please complete the sections located on the back of this form.

1.What is your position?

□ Teacher □ Researcher □ Administrator □ Decision maker □ Other

2.How many years is it since you graduated?

□ 1-5 □ 6-10 □ 11-15 □ 16-20 □ More than 20 years

3.How do you prefer to teach?

□ I use a manuscript and don't like to improvise □ I use a manuscript, but may improvise when necessary □ I improvise a lot based up on students feedback

4.How difficult is to adapt the curriculum to be evaluated with SRS?

□ Very easy □ Easy □ Neutral □ Slightly complicated □ Too complicated

5. What's your first impression about the SRS ?

□ Excellent □ Very good □ Satisfactory □ Not very good □ Bad

6. How would you rate your course with SRS assessment?

□ Excellent □ Very good □ Satisfactory □ Not very good □ Bad

7.Does the assessment system seem easy to use?

□ Very easy □ Easy □ Neutral □ Slightly complicated □ Too complicated

8.Did the use of SRS engage your students in the course?

□ Yes, a lot □ Yes, to □ Neutral □ No, I don't □ Definitely not

some extent | think so

9.Do you think the system can be a positive contribution to an ordinary teaching session?

□ Definitely | □ Yes, I think so | □ Neutral | □ No, I don't think so | □ Definitely not

10.Do you think that use of SRS may change student's attendance, attention and motivation?

□ Yes, a lot | □ Yes, to some extent | □ Neutral | □ No, I don't think so | □ Definitely not

11.Do you think it is possible to use the SRS to provide real time evaluation of student comprehension?

□ Yes, a lot | □ Yes, to some extent | □ Neutral | □ No, I don't think so | □ Definitely not

12.Do you think it is possible to use SRS to localize problematic areas in order to let students immediately learn from their mistakes?

□ Yes, a lot | □ Yes, to some extent | □ Neutral | □ No, I don't think so | □ Definitely not

13. Could you estimate the deployment ratio of Smartphones among the students?

□ Less than 10 % | □ Less than 25% | □ 26-50% | □ 51-75% | □ More than 75%

14. Could you estimate the deployment ratio of Smartphones among your colleagues?

□ Less than 10 % | □ Less than 25% | □ 26-50% | □ 51-75% | □ More than 75%

15. Do you have access to a wireless network at your school / training organisation?

□ Yes | □ No | □ Don't know

16. Are the students allowed to use Internet when they are in class?

□ Yes | □ No | □ Don't know

17. Are the students allowed to use their mobile phone at your school / training organisation?

□ Yes | □ No | □ Don't know

18. What is a typical way at your school to provide feedback to students addressing their learning achievements?

□ Exercises that are marked | □ Group work on a regular basis | □ Through the final exam | □ Intermediate tests during the semester | □ Assignments with discussions in groups

19. What do you think is the biggest limitation for you in adopting the SRS system?

□ Lack of wireless Internet connection | □ Lack of devices | □ Lack of technical support | □ Lack of knowledge regarding methodology | □ Lack of teacher collaboration

20. After today, can <u>you</u> use the SRS system?

□ Definitely | □ Yes, I think so | □ Neutral | □ No, I don't think so | □ Definitely not

21. Last but not least; do you have any tips/concrete advice for further use and development of the SRS? ……

Appendix 6
TIT-us – COURSE PARTICIPANTS

VET Course Name:

Period:

Course holder:

LIST OF PARTICIPANTS

Nr crt	Surname Name	Tel	E-mail	Working place	Occupation / Function	Signa-ture
0	1	4	5	7	8	9
1						
2						
3						
4						
5						