



Education and Culture DG

Leonardo da Vinci Innovation Transfer Project
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ADAPTYKES - ADAPtation of trainings based up on the Finnish
Workplace Development Programme (TYKES)

ADATYKES - Evaluation of e-learning pilot courses Budapest Business School

In order to evaluate the quality and usefulness of three e-learning modules (**Module 1: Strategic competence management, Module 2: Introduction into Creative Problem Solving, Module 3: Workplace human innovation and development**), we asked the opinions of participants of pilot trainings about the content, structure and usability of the modules.

We prepared 3, independently functioning questionnaires with the same questions, using Limesurvey at the Moodle site (<http://adaptykes.pszfb.bgf.hu>).

Structure of the questionnaire, respondents

We asked all pilot training participants by e-mail to fill the questionnaire and to provide anonymous feedback. They have 6 weeks (from 10 November 2014) to answer our questions.

Concerning module 1 we had 51 respondents, for module 2 we have 46 respondents and for module 3 we received 44 answers, altogether 141 respondents.

The structure of the questionnaire was the following:

- I1-I3: role of the respondent, time for completing the modules
- C1-C9: questions about the content of the module (mainly closed questions with answer possibilities from 1 to 5, but C7-1, C7-2, C7-3, C9 are open questions)
- E1-E4: questions about the technical usability (navigation, interactive nature) of the modules (mainly closed questions with answer possibilities from 1 to 5, but E4, is open question)
- I1-I5: questions about practical usability and overall perception of the module

The overall evaluation is quite positive (see Table 1 for the most important results), but definitely shows some directions for future development, especially concerning module 1.

Concerning pedagogical objectives, the participants are satisfied with all the three modules (C1).

Based on the feedbacks, the balance between theory and practice is good concerning module 2 and 3, but in case of module 1 we need to be more practical (see C4). We could identify the same development need concerning the adaptation level of the modules (C5: modules 2 and 3 score good, but based on the respondents' opinion, module 1 needs to be more adapted) and the level of guidance concerning tools (see E3).

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Concerning open questions, respondents provided details about their positive opinions (e.g. they could name the most useful and inspiring tools), and provided some useful feedback (e.g concerning which tools they need more guidance).

Concerning practical usability, all modules scores quite high (above 83% of participants think that modules would help them in their professional life, majority of them would recommend it to their colleagues and they are planning to introduce tools in their companies).

Table 1: main results of the surveys

No	question	1	2	3
C1	Did it meet your expectations in terms of pedagogical objectives?	93%	91%	98%
C4	Is there an adequate balance between theory and practice (enough exercises)?	62%	82%	86%
C5	Is this module adapted to the local environment (culturally, work habits)?	35%	65%	79%
E3	Do you think enough guidance on the right utilization of the tools is provided in the e-Learning module?	46%	74%	79%
I2	Will it help you in your professional life?	83%	86%	88%
I3	Do you plan to introduce this module in your company?			95%
I4	Will you recommend it to a colleague?	91%	97%	100%



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