

Project n°2012-1-FR1-LEO05-34330

RAISE4e-Inclusion

Monitoring report



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PART ONE – ONGOING MONITORING ACTIVITIES

I. The activities

The ongoing monitoring activities are been developed through three weekly steps:

- The tutors' questionnaire (from tutors)
- The sum-up table of the data collected by the tutors, completed at the end of the Skype meeting with the results of the discussion between National Referents (from WP4 leader ARCI)
- The Skype meeting (with all the partners)

The tutors' questionnaire was filled in by every tutor every Monday morning, reporting the main information about the previous week / unit of the course.

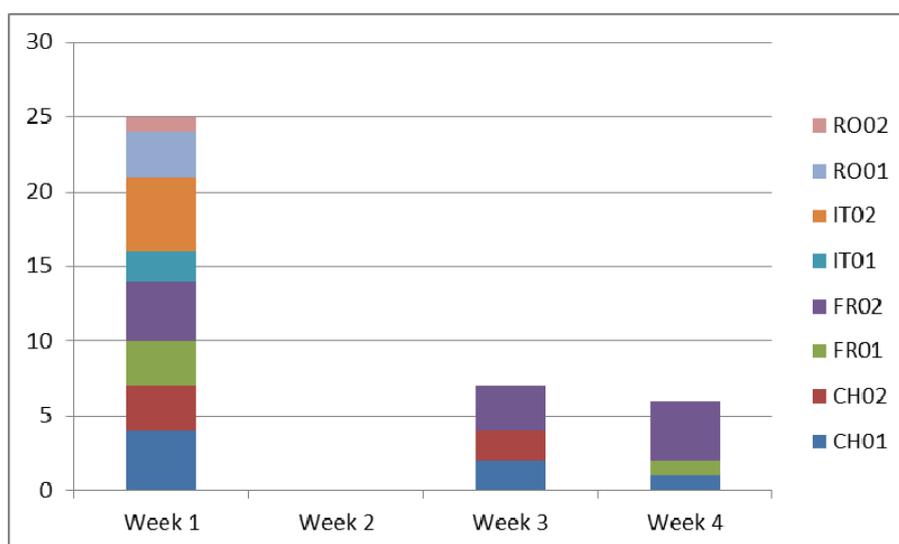
Help request and spontaneous intervention of tutors has been monitored. Particular attention was dedicated to the environment in the forum, and was asked to tutors about his/her opinion on what was going well and what wasn't in that week.

Drop-out and difficulties to attend the course was monitored as well.

Every Tuesday all the questionnaires were elaborated in a sum-up tables reporting the main results from tutors' questionnaires. The sum-up tables were completed on Thursday with the most important discussions and decisions resulting from the weekly Skype meeting. Every Wednesday there was a Skype Meetings with all the National Referents and the Raise4 staff.

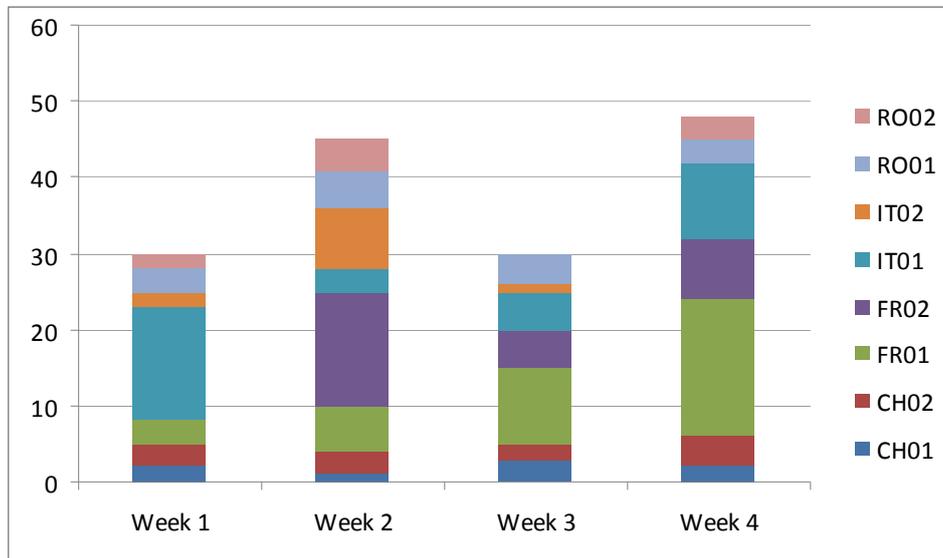
II. The results

After the first week, the drop-outs are regularly monitored, and the graphic of the people without activities in the platform has a regular pattern after the first week (during the second week there was replacements of retired people) .



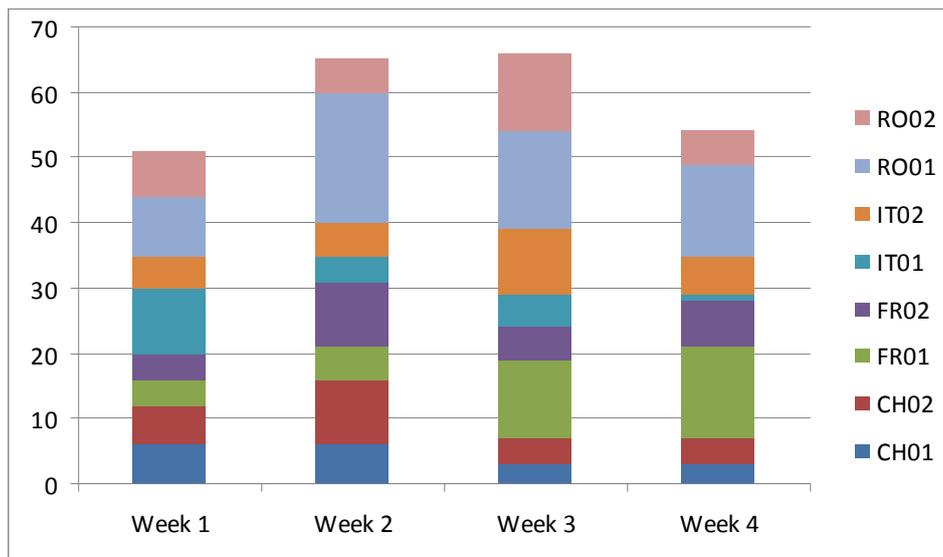
1.1 Number of drop-outs

The help requests are mainly in two fields: Comprehension of the tasks and Technical difficulties to use the platform (during the first week).
 The number of help request, during the different weeks and in the different courses, is strictly related with the comprehension of the tasks.



1.2 estimate n. of help requests

The spontaneous intervention of the tutors are principally dedicated to encourage the participation in the forum and to contact the user that are not accessing in the platform, in order to avoid drop-outs. There is a regular pattern during the whole courses, demonstrating the efficient work of the tutors during all the four weeks.



1.3 estimate n. of tutors' spontaneous interventions

There was a question in the tutors' questionnaire about the learning environment in the forums. They all declared that the cooperation between the student was efficient and friendly, but the forums suffered of low or unbalanced participation (always the same learners intervening).

About the tutors' point-of-view on what is working and what isn't working, the main problem detected is the involvement of the user in the forums. This problem is regularly repeated in every weekly questionnaire. The tutors tried to encourage the participation, but they have requested attention on this critical point during all the course.

PART TWO – USERS’ SATISFACTION QUESTIONNAIRES

I. The activities

At the end of the course, every user was invited to fill an online questionnaire on the Raise4 Surveys Platform, based on Limesurvey and installed on the Arci website dedicated to the Raise4 Project.

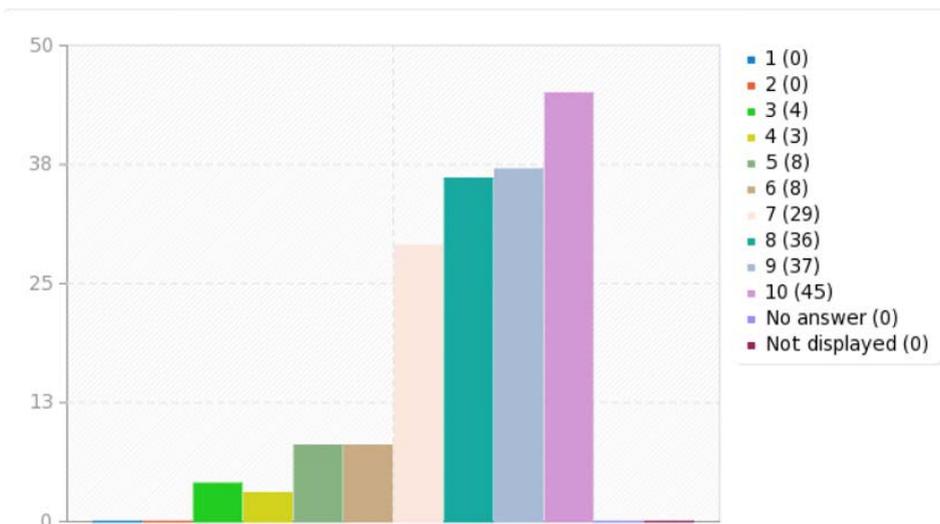
The questionnaire asked how much the course has fulfilled user’s expectation on general and on some particular aspects of the course. The questionnaire asked also in which way the Raise4 consortium could improve the courses and what needs to be changed. At the end, user was asked about his/her need to attend another course, for free or paying, in order to manage the sustainability of the future activities of the consortium.

II. The results

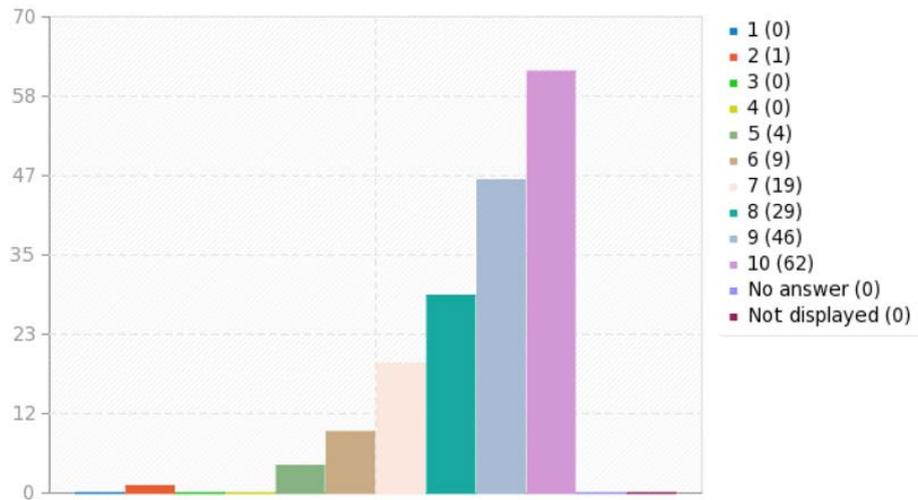
In general, the questionnaires of satisfaction of the course showed a good or excellent rating by the participants.

Particularly, the training module (7-10 = ~85%), the overall organization (7-10 = ~90%), the scheduling of units (7-10 = ~95%), the training contents (7-10 = ~ 88%), the training methods (7-10 = ~85%), the training materials (7-10 = ~86%) fulfilled users' expectations.

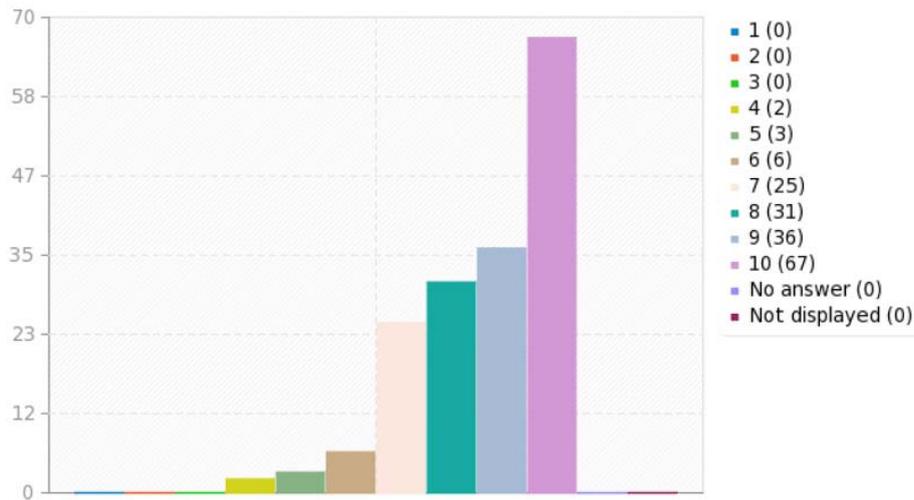
2.1. To which degree has the training module fulfilled your expectations?



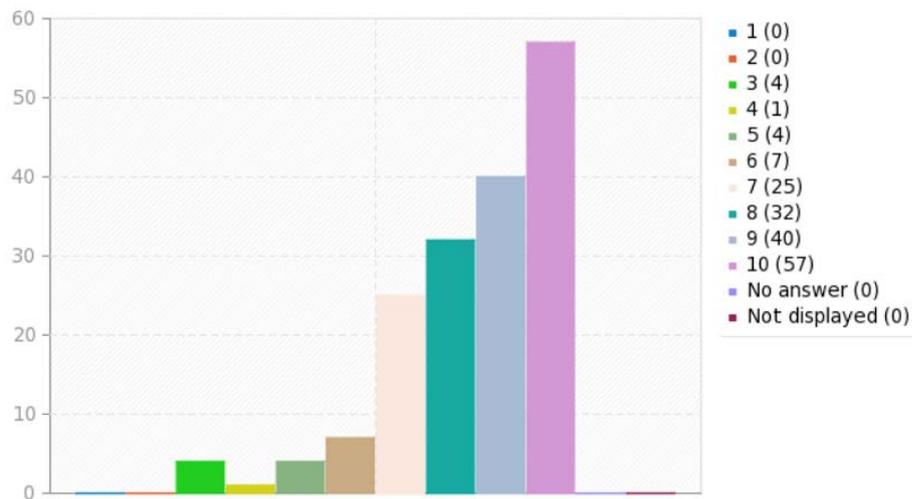
2.2. How much are you satisfied about the following aspects related to the whole module? [Overall organization]



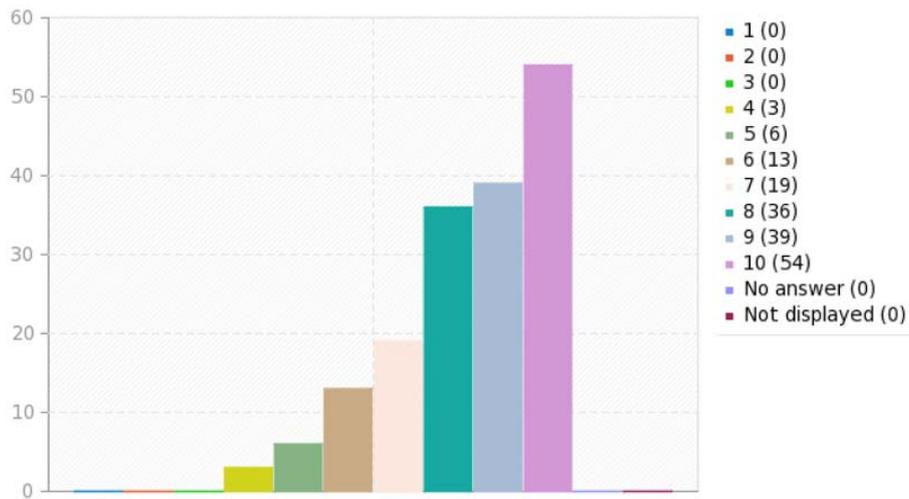
2.3. How much are you satisfied about the following aspects related to the whole module? [Scheduling of units]



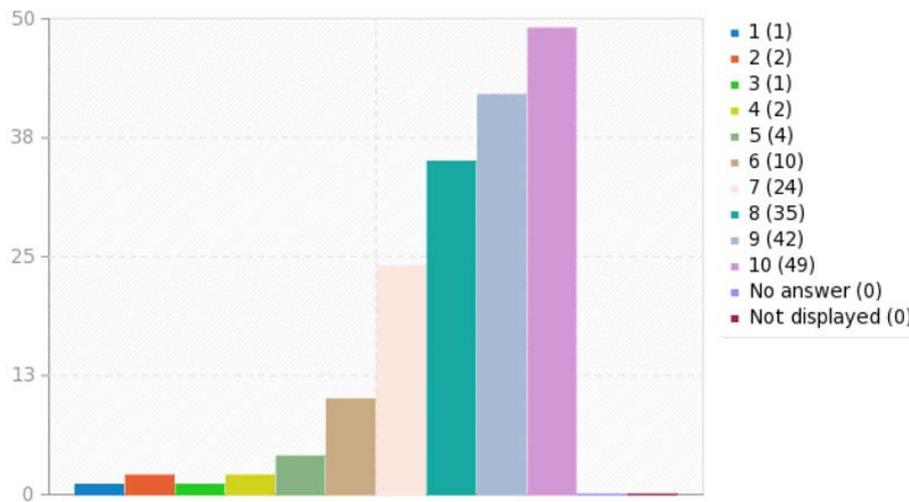
2.4. How much are you satisfied about the following aspects related to the whole module? [Training contents]



2.5. How much are you satisfied about the following aspects related to the whole module? [Training methods]

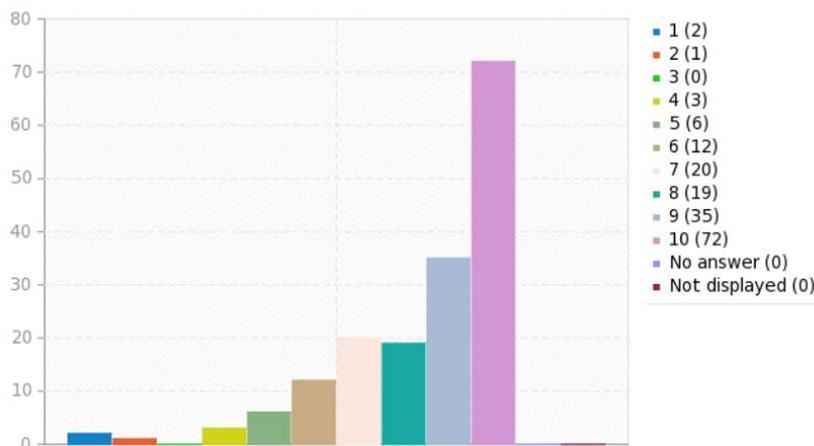


2.6. How much are you satisfied about the following aspects related to the whole module? [Training materials]



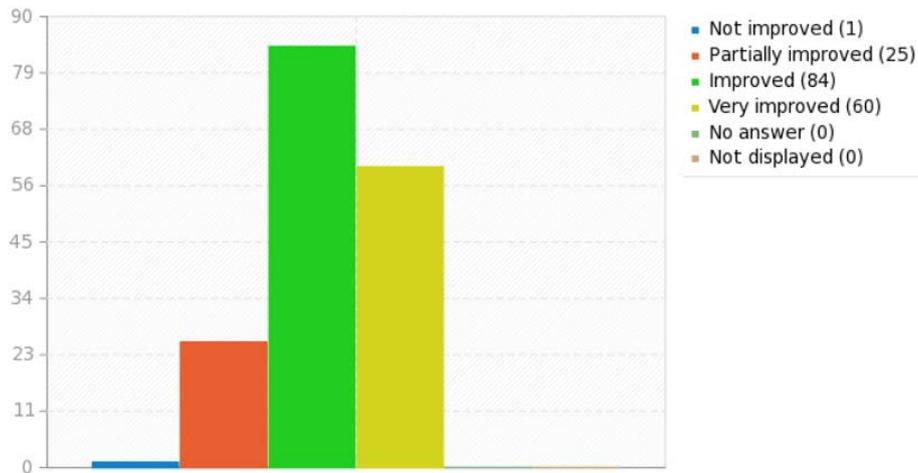
The relation between students and tutors is good (7-10 = ~84%) except in one case.

2.7. How much are you satisfied about the following aspects related to the whole module? [Team work between tutors and students]



Users felt their knowledge improved (49%) or very improved (35%).

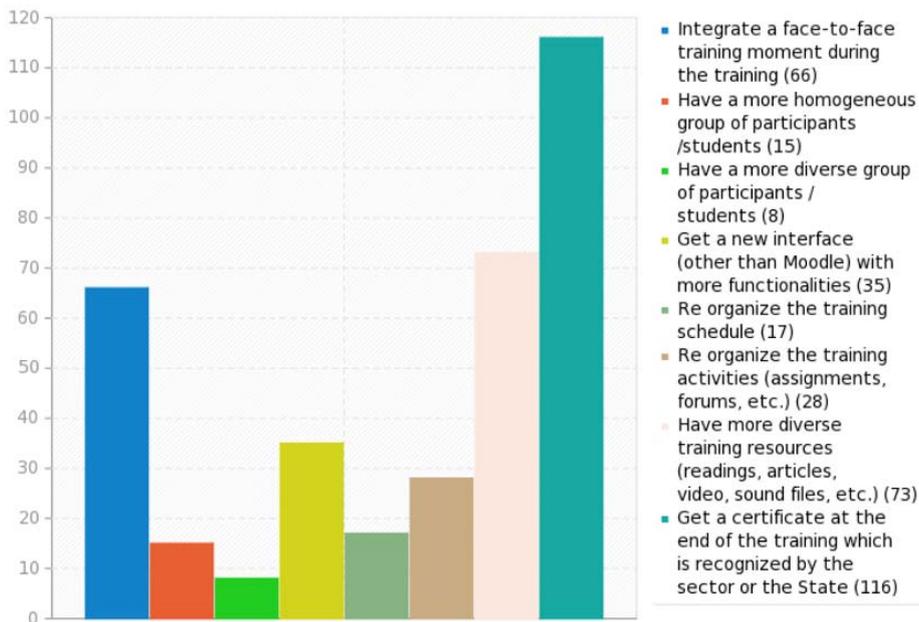
2.8 At the end of the training, how do you evaluate your knowledge according to module plan?



Change/Improvement

Participants were asked, through a question with multiple choice and one with an open text field, which could be the improvements to be applied to the course.

2.9. Amongst the propositions listed hereunder, what would correspond to the improvement of this training you would need? Choose 2 propositions.



By joining together the two questions, the most frequent suggestions were:

- Add face-to-face or online (Skype) session with tutors
- Add a Bibliography / webgraphy of the module
- Users needs more time to complete the evaluation tests, and more feedback on evaluation's results
- More "transculturation": (i.e. avoid the use of spanish resources in italian module and english resources in french module)

- Forum more “ergonomic” and useful
- More multimedia resources (video, audio, etc.)

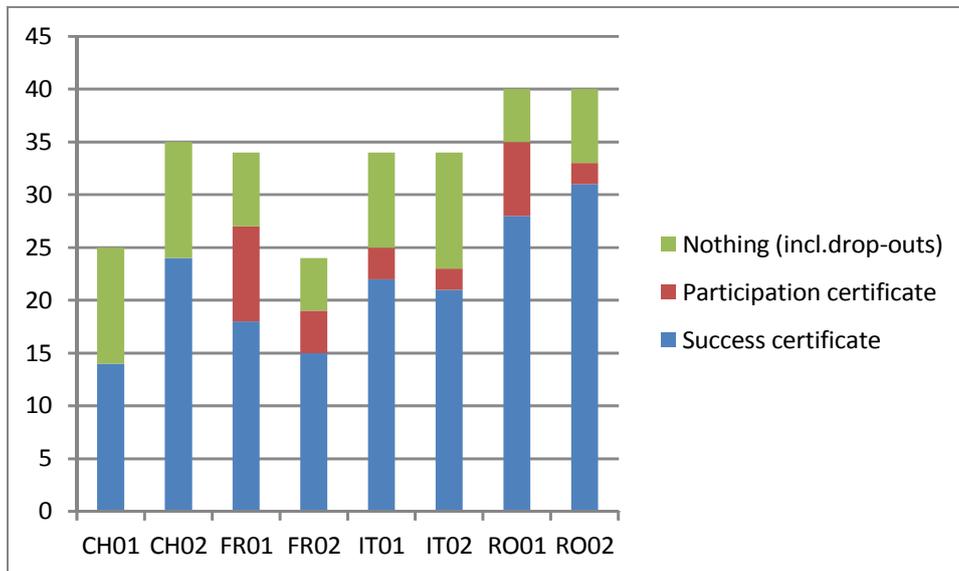
Get a certificate at the end of the training which is recognized by the sector or the State

Results of trainees / Success rate

The courses involved 266 students, with an average of 33 students per course.

The success rate for all the courses (people with a success certificate) is 65% (range 53%-78%), and people with a participation certificate are 10%.

There is an average rate of 25% of people that didn't attended the courses till the end or that dropped out before the start or in the first week of the courses.



PART THREE – FINAL TUTORS' QUESTIONNAIRES

I. The activities

At the end of the course, every tutor filled a questionnaire about the activities on his/her module, with a particular attention on what has worked and what needs to be changed about the organization of the course, the training contents and materials, the relation between students and tutors. He/she was asked also to autoevaluate his/her role in the course, and to evaluate the relation with the NR.

II. The results

Even for tutors, as for the students, the courses were well organized and the training materials were very useful.

Everyone has judged the relationship with their national referents excellent and profitable, always finding response to their requests for help and feeling supported in their work.

Among the changes proposed by the tutors is to highlight the need for greater flexibility with the duration of the course in accordance with the contents of the course and of the units.

As for the students, the tutors thought that the use of interactive (Skype) or face-to-face sessions could be very useful to create a better relationship tutor-students and among the group of students.

Tutors need also more time to correct the evaluation tests and to give to students a better feedback on their works.

PART FOUR – THE FUTURE

I. The activities

In this section are presented some suggestions to fine tune the modules, also with some suggestion that could be useful in the future organization of the courses.

II. Fine-tuning the modules

- Add more multimedia materials. People needs more audio or video materials. They prefer to listen or to watch more than to read all the time.
- Provide for a way to give to users a more detailed feedback on tasks. Users need to know what was good and what was wrong on the task, not just a short appreciation.
- Add an open bibliography/webgraphy of the module, where every user can suggest new books, articles, etc.
- Substitute, where possible, foreigner materials with national materials

III. Suggestions for future courses

- Avoid more than a forum that requests active participation for unit, and avoid more than a forum “questions & answers” for module. People are confused looking to multiple forum.
- Provide more multimedia materials, as suggested in the fine-tuning section.
- Schedule some face-to-face sessions with the tutors. Users needs to talk live with the tutors and they could be more involved in the forum if they know each other.
- Keep more attention on transculturation, and, if necessary, set up more original materials
- Provide for a way to give to users a more detailed feedback on tasks. Users need to know what was good and what was wrong on the task, not just a short appreciation.
- Try to organize a course to give students an official certifications, recognized or provided by institutions, university, professional categories.