



# COACH BOT

“Modular e-course with virtual coach tool support”

LIFELONG LEARNING PROGRAMME  
LEONARDO da VINCI

coordinated by FOR.COM

## COACHBOT METHODOLOGY EVALUATION REPORT

Funded by the European Commission - Education, Audiovisual and Culture Executive Agency  
Lifelong Learning Programme: Leonardo da Vinci, Multilateral Project  
COACH BOT, project number 142835-LLP-1-2008-1-IT-LEONARDO-LMP

Elaborated by	Romanian Society for Lifelong Learning (SREP) FOR.COM.
Work Package N° and title	WP 2: Quality and Evaluation Process
Deliverable Number Title	21: COACHBOT Methodology Evaluation Report
Dissemination level Deliverable target group	Public Home health care professionals and their associations, health care authorities, training agencies, secondary schools and universities that provide courses in the health care sector, teachers and trainers
Language	English
Data	30/09/2010

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# **1. Introduction**

## **1.1 Objectives of the project**

The COACH BOT project intends to cope with the adult distance learning lacks of an online assistance/teaching, of a mechanism able to maintain learners' motivation, training practical usefulness and attractiveness by designing a new e-learning methodology for home health care professionals.

This training model represents the main project result and it includes an e-learning system able to interface individually in a human-like way with learners and to customize the learning process according to the their needs.

## **1.2 Partners**

- FOR.COM. Consortium, IT (leader of the Consortium)
- Aarhus Social and Health Care College, DE
- Norton Radstock College, UK
- Societatea Romana pentru Educatie Permanenta, RO
- Gruppo Pragma, IT
- Secondary School of Nursing Ljubljana, SI
- SEED, Switzerland

## **1.3 The aim of the WP 6: Quality and Evaluation Process**

The project evaluation strategy and process is based on the assumption that it should cover all representative aspects of 'process' and 'content/product'. In fact, the evaluation process deals with both qualitative and quantitative aspects of the project and will monitor and evaluate both process- e.g. project management- and products- e.g. training contents and methodology.

The main products related to the quality and evaluation process that shall be accomplished during the project life are the present quality and evaluation plan, check list/ record grids and

questionnaires for evaluation purposes, indicators map and an evaluation reports (template and final version).

The evaluation process includes the evaluation of project outputs related to the project activities and milestones, the evaluation of the project management effectiveness, COACH BOT methodology and Virtual Coach efficacy, further implementation and transferability.

In detail the project evaluation process is divided in the following steps:

- ✓ Evaluation of project outputs
- ✓ External evaluation
- ✓ Evaluation of COACH BOT methodology
- ✓ Follow up

#### **1.4 Evaluation of COACH BOT methodology**

In order to carry out the evaluation of COACH BOT methodology it was designed and submitted two questionnaires to both control and experimentation groups:

- expectations questionnaire - at the beginning of the e-course
- customer satisfaction questionnaire - after the e-course ended

The choice to realize two sessions of the e-learning course provided a fundamental added value to the project because thanks to the comparison between the two groups it was possible to obtain meaningful data for analysing the core role of the “Virtual Coach” within an e-learning course.

There were designed two versions of the questionnaires for the two learners groups:

- *Control group*: both the questionnaires will include questions related to the e-learning platform and course contents (Learning Objects).
- *Experimental group*: both the questionnaires will include the same questions of the control group’s questionnaires (related to the course e-learning platform and contents), but they will also include an additional section related to the Virtual Coach application.

The questionnaires are multiple-choice questions’ questionnaires.

## **1.5 Background and working methodology**

The evaluation of the expectations of the control group and the experimental group was done during April-May 2010.

The evaluation of the satisfaction of the control group and the experimental group was done during July-August 2010.

For the evaluation of the expectations of the control group: 60 persons from 6 countries (Italy, Romania, UK, Denmark, Slovenia and Switzerland). For the evaluation of the satisfaction of the control group: 41 persons from 6 countries (Italy, Romania, UK, Denmark, Slovenia and Switzerland).

For the evaluation of the expectations of the participants from the experimental group: 69 persons from 6 countries (Italy, Romania, Denmark, UK, Slovenia and Switzerland). For the evaluation of the satisfaction of the participants from the experimental group: 49 persons from 6 countries (Italy, Romania, Denmark, UK, Slovenia and Switzerland).

In conclusion, 68% of the participants of the control group remained until the end of the course and 71% from the experimental group.

The information is provided by SREP, RO after processing the data from each country and realizing a common evaluation at a European level (for the 6 countries involved).

This evaluation is based on a comparison between the results of the evaluation of students' expectations and of the evaluation of the students' satisfaction. Therefore, the results will be presented and then conclusion will be drawn.

## 2. Comparable results of the initial and final evaluations

### *Evaluation of students from the control group*

#### 1. Identification

##### Gender:

Male	Female
13	47

##### Gender:

Male	Female
8	33

##### Conclusions:

At the beginning 78.33% of the participants in the control group were women, while 21.66% were men. The end of the course revealed the fact that 80% of the participants in the control group were women, while 20% were men. It seems that the percentage changed a little bit in favour of women. But in the same time the percentage of women who dropped out is higher than the one of men.

#### 2. Do you think the e-learning could offer you some benefits compared to the traditional learning?

Yes	No
41	18
69%	31%

#### Do you think the e-learning platform of the course offered you some benefits compared to the traditional learning?

Yes	No
38	2

##### Conclusions:

Before the e-course, 69% of the participants considered that e-learning offer more benefits than the traditional learning. The e-course convinced the students that indeed studying online has more benefits as the percentage increased with 23 percents, going up to 92.6%.

**3. What opportunities do you think you will be offered while surfing within the e-learning platform of the course “Enhancing the European home healthcare professionals’ competencies”?**

The ability to study at home	50
To benefit from studying at a time that suits me	59
To manage the study program on the basis of my own training needs	31
To have access to downloadable learning materials	39
To share my experiences with other professionals	26

**Which have been the main benefits and opportunities offered by the course “Enhancing the European home healthcare professionals’ competencies”?**

The ability to study at home	34
To benefit from studying at a time that suits me	36
To manage the study program on the basis of my own training needs	9
To have access to downloadable learning materials	9
To share my experiences with other professionals	6

**Conclusions:**

The main benefits that were seen also previously to the course were also considered as the major advantages after the course. Therefore, participants appreciated that fact the e-courses allow them to study in their private environment and that they can choose their own time to study. The lack of restrictions and not wasting time in traffic are being the main incentives.

**4. What specific knowledge and skills do you expect to improve through the “Enhancing the European home healthcare professionals’ competencies” e-course?**

Medical issues	35
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The basics of nutrition	22
Effective communication in the health care sector	31
Assertive and emphatic communication with elderly people	28
Assertive and emphatic communication with people with disabilities	26
Assertive and emphatic communication with dying people	22
Communication with patients/clients family	35
Managing the relationship with patients/clients	32
Professional code of conduct related to national laws	31
Psycho-social aspects of home caretaking	37
Ethical and deontological aspects in home caretaking	28
Accepting different kinds of patient's cultures, tolerance towards diversity	31
Medical legislation in different countries	30

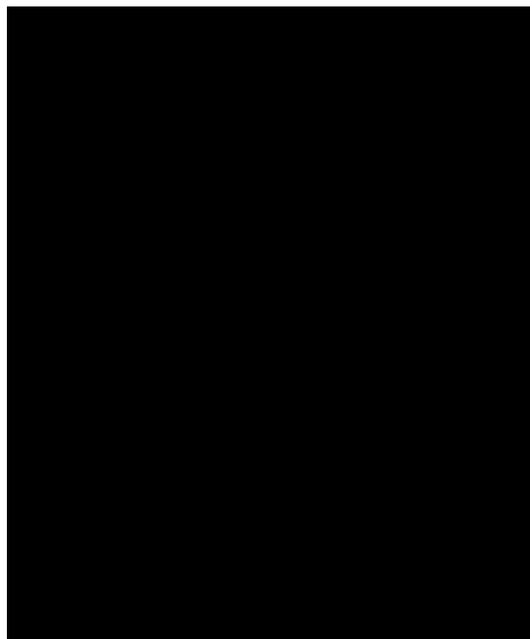
**Did the course “Enhancing the European home healthcare professionals’ competencies” meet your expectation in term of knowledge and skills you expected to acquire?**

Yes	No
24	17

**Conclusions:**

Participants expressed their desire in regards to the improvements they would like to benefit from with the help of the e-course. The knowledge and skills stated by them at first were topics presented also in the modules of the course. Therefore, those who have identified those topics considered that their expectations were met. On the other hand, 41.5% of the participants believe that their expectations regarding the knowledge required were not met.

Regarding to this aspect, the students stated that the knowledge presented in the modules matched their training needs in a somewhat proportion, being considered that no new information was provided.



Analyzing the results of the question 9 of the evaluation expectation questionnaire, regarding the modules, “Support Individuals to access and participate in recreational activities” was rated the most as being satisfying. “Support individuals in their daily living” was considered to be of good quality, but in the same time with some disagreements. Besides these first modules, the module “The relationship with patients’ family” was appreciated as having quality. The module “Communication with elderly people” was placed in between agreements and disagreements as most of the respondents offered a medium answer. The opinions of the respondents were divided regarding the other modules. Some of them appreciated the quality of them, and others had some disagreements. Therefore, participants believed that some of the modules need improvement. Among the respondents that believed that the online course did not meet their expectations regarding the skills that would have required after attending the course, most of them considered that the first two modules need to be improved: “Support Individuals to access and participate in recreational activities” and “Support individuals in their daily living”.

**5. Have you had some difficulties with the e-learning platforms (the place where you access the learning materials, quizzes etc)?**

Never	Sometimes	Often
10	6	0

**If yes, which kind of difficulties have you had?**

Participation in virtual classrooms	0
Technical problems and no-one to ask for help	4
Slow internet connection	4
Surfing (navigating) within the e-platform	2
Downloading the learning materials	1

Technical problem with audio	2
Using collaborative tools such as forum, chat, etc	2
Lack or insufficient tutorship and assistance	2

**Please give your opinion about the on line platform of the course.**

Criteria	😊😊	😊	😐	😞	😞😞	Comments, suggestions (Not edited)
<b>I am satisfied on the overall quality of the on line platform</b>	<b>19</b>	13	6	0	2	<p>“Able to go back to lessons was useful”</p> <p>“The course cannot be downloaded as one ( using the link “<a href="#">Download current directory</a>”). It can be downloaded one module at a time.”</p> <p>“The time spent on the lessons is not recording.”</p> <p>“The final test does not appear, even if all lessons of the module were listened.”</p>
The login procedure is straightforward	<b>24</b>	11	6	0	0	
The platform tools are sufficient	<b>22</b>	12	3	1	2	
The graphical design is nice	6	<b>19</b>	13	1	1	“Once you get used to jumping around the navigation got better. But at first hard to follow.”

**Conclusions:**

Some of the difficulties encountered on an e-learning platform were considered most to be the technical problems and the internet connection. After having the chance to test the platform, the users considered that their level of satisfaction is high as the login procedure was simple and efficient and the tools from the platform were useful. Despite of these things, the Coachbot platform also encountered technical problems. Some of the ones mentioned were the recording time of the modules that did not function correctly, thus creating another problem: the missing of the final quiz. Also other problem that was suggested was the impossibility to download the lessons.

These technical problems did have a major influence on the participants but they are satisfied with the development of the course. Nevertheless, the students believed that the course was worth being recommended as 22 of them answered yes.

*Evaluation of students from the experimental group*

**1. Identification**

**Gender:**

Male	Female
13	47

**Gender:**

Male	Female
16	33

**Conclusions:**

68% of the participants in the experimental group were women when they registered at the course. During the course, the percentage dropped just one percent to 67%. While it seems that the men are more at the end of the course as it is at the beginning, it can be explained by the fact that not all the male participants filled in the expectation questionnaire. Therefore, it can be seen just a drop of at the female group as observed also at the control group.

**2. Do you think the e-learning could offer you some benefits compared to the traditional learning?**

Yes	No
58	8
87.88%	12.12%

**Do you think the e-learning platform of the course offered you some benefits compared to the traditional learning?**

Yes	No
47	2

**Conclusions:**

Participants from the experimental group believe that e-learning can offer benefits comparing to the traditional learning as 87.88% of them were in favor of this statement. The satisfaction evaluation concluded that 95% of the participants were convinced after going through the course that e-learning is much better than the traditional way of learning. This means that the course was a major factor in creating a positive opinion of the participants towards e-learning.

**3. What opportunities do you think you will be offered while surfing within the e-learning platform of the course “Enhancing the European home healthcare professionals’ competencies”?**

The ability to study at home	58
To benefit from studying at a time that suits me	62
To manage the study program on the basis of my own training needs	45
To have access to downloadable learning materials	51
To share my experiences with other professionals	39

**Which have been the main benefits and opportunities offered by the course “Enhancing the European home healthcare professionals’ competencies”?**

The ability to study at home	40
To benefit from studying at a time that suits me	46
To manage the study program on the basis of my own training needs	10
To have access to downloadable learning materials	14
To share my experiences with other professionals	5

**Conclusions:**

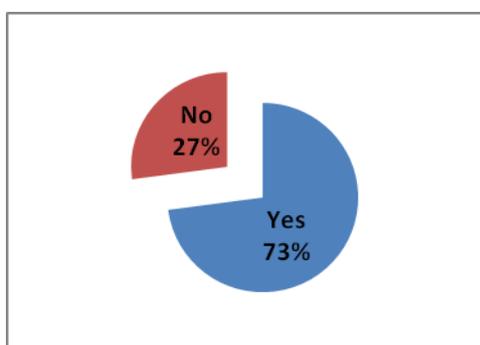
In the expectation evaluation was concluded that most of the respondents expected it to offer them the possibility to learn when they want (62), to study at home (58) and to have access to downloadable learning materials (51). The satisfaction evaluation revealed the fact that what the participants considered to be an opportunity was the benefit to study when they are able and want as expected. Also a benefit was seen also the ability to study at home. One benefit was appreciated less at the end of the course: “To have access to downloadable learning materials” as at the beginning it was very much an expected benefit.

**5. What specific knowledge and skills do you expect to improve through the “Enhancing the European home healthcare professionals’ competencies” e-course?**

Medical issues	48
The basics of nutrition	29
Effective communication in the health care sector	47
Assertive and emphatic communication with elderly people	37

Assertive and emphatic communication with people with disabilities	39
Assertive and emphatic communication with dying people	34
Communication with patients/clients family	48
Managing the relationship with patients/clients	44
Professional code of conduct related to national laws	42
Psycho-social aspects of home caretaking	42
Ethical and deontological aspects in home caretaking	37
Accepting different kinds of patient's cultures, tolerance towards diversity	45
Medical legislation in different countries	39

**Did the course “Enhancing the European home healthcare professionals’ competencies” meet your expectation in term of knowledge and skills you expected to acquire?**



**Conclusions:**

The most expected skills and knowledge were Medical issues; Communication with patients/clients family; Effective communication in the health care sector; Accepting different kinds of patient's cultures, tolerance towards diversity. The course met these expectations of the participants as 73% of them appreciated as a positive aspect.

The satisfaction evaluation concluded that out of the 27% (13 students) who answered no at the previous question, most of them consider that the modules that need improvements are: Support Individuals to access and participate in recreational activities, and Communication with elderly people. The other modules need more or less modifications.

On the other hand, the topics chosen for them to study were relevant to their daily needs as 82% of the participants stated that the topics are appropriate to their working activities.

Criteria	😊😊	😊	😐	😞	😞😞	Comments, suggestions (Not-edited)
The proposed modules matched your training needs according to your professional profile	8	26	9	3	3	“Not relevant to my job” “It was things we knew already” “You feel stupid when simple things are explained as if they were very difficult”

And also the modules were believed to have matched their needs as most of the participants agreed to this aspect.

Criteria	😊😊	😊	😐	😞	😞😞	Comments, suggestions (Not-edited)
<b>I am satisfied with</b>	4	25	15	5	0	“Too simple”

<b>the overall quality of the course</b>						“Things we know” “Things we have learned before in better ways and more deeply.”
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As the quality of the course was considered good and almost good for the participants, they also considered that the course needs improvements.

**6. Have you had some difficulties with the e-learning platforms (the place where you access the learning materials, quizzes etc)?**

Never	Sometimes	Often
5	8	0
38.46%	61.54%	0%

**Please give your opinion about the on line platform of the course:**

Criteria	😊😊	😊	😐	😞	😞😞	Comments, suggestions (Not-edited)
<b>I am satisfied on the overall quality of the on line platform</b>	6	<b>28</b>	8	5	0	“Problems with not understanding Clara and how I should answer her questions.” “Problems with accessing the course as my answers were not accepted by Clara.” “The time spent is not always recorded” “The final quiz does not always show up so I cannot finish the module.”
The login procedure is straightforward	<b>19</b>	14	8	3	5	“Had to call for help to log in as not clear on website where to go” “Hard to know where to log into course from website” “Unclear about where to log in”
The platform tools are sufficient	9	<b>27</b>	7	5	0	
The navigation is friendly	<b>17</b>	13	11	2	6	“Wasn't clear where to go, had problems accessing the questions and had to call for help” “Hard to find way around, lost motivation” “Hard to find way around - not clear where to go” “Really unclear where to go”.
The graphical design is nice	10	<b>28</b>	11	0	0	

**Conclusions:**

61.54% of the participants from the experimental group encountered problems during other online platforms of the courses they had previously accessed. The most stated difficulties they had were the technical problems and no technical support from someone, the Internet connection and the lack of assistance.

According to the satisfaction evaluation, the opinions regarding the online platform of the course were most of them positive. Most of the users agreed to the fact that the overall quality of the course was satisfying. But yet some comments were made in regards to some technical difficulties met: Clara’s assistance; recording of the lessons and the final quizzes.

The platform was considered to be good by most of the learners as having sufficient platform tools, with a friendly navigation, with a nice graphical design and a straightforward login procedure. On the other hand, 79% of the users stated the fact that even if the e-learning platform was considered of good quality it still needs improvements as stated by the participants: “Easier navigation, easier to log into course”; “Please make it clearer when questions are multiple-choice”; “Record time properly when lesson has finished”.

**7. Do you think that a “complete” tutorship or assistance, always available throughout the entire training path, at all times (e.g. 24 hours per day) could be an important added value for the e-learning courses and why?**

Yes, because during an e-learning course often I think I would feel isolated, alone without the assistance of the tutor and the teacher	31
No, because the assistance of the tutor through tools such as e-mail or forum is sufficient and I don’t need a “complete” assistant throughout my training path	30

**If yes, which kind of service or assistant you think is more useful during an e-learning path?**

Guidance tailored to choose the course modules more focused on my training needs and professional work experience	33
Explanations about the lessons’ contents	26
Technical help	31
Monitoring of my training path and encouraging me throughout the e-course	29
Explanation of the different steps of my training path	24
Explanation on the benefit from the different contents of the course such as quizzes, audio lessons, lecture notes etc	25
Scheduling and reminding of students virtual appointments for taking part in social activities or virtual classrooms	25

**Please give your opinion about the course’s Virtual Assistant “Clara”**

Criteria	😊😊	😊	☹	☹☹	☹☹☹	Comments, suggestions (Not-edited)
<b>I am satisfied on the overall quality of “Clara” performance</b>	3	18	<b>20</b>	1	3	“She answers slowly.” “She doesn’t use so many words.” “She does not have answers for all the questions.” “She does offer any help.”
The presence of “Clara” makes the course more interesting	3	12	<b>23</b>	6	6	“She does not do anything, unless you ask for help” “We do not study for Clara”
The presence of “Clara” makes the navigation within the	3	7	<b>24</b>	9	4	“I don’t think it has any importance” “Clara does not offer any assistance in the matter of navigating the platform.”

platform more straightforward						
The presence of “Clara” helps you to maintain your motivation during the course	6	8	22	9	3	“She does nothing to motivate me” “There was no need of her for motivation” “It is a fiction”

**Conclusions:**

The opinions were divided concerning to the need of 24 hour assistance as 51% of the students said *yes* to tutorship and 49% *no* thus seen in the expectation evaluation. From the 51% that are in need of assistance considered that guidance tailored to choose the course modules more focused on their training needs and professional work experience and technical help is needed to be offered. The satisfaction evaluation concluded the fact that as assistance “Clara” was useful sometimes and also it makes the course somewhat interesting and it almost makes navigation easier and almost maintains the motivation of the students during the course. Some negative aspects were stated by the participants concentrating more on Clara’s slow and not relevant answering and also not offering the necessary help. Some of the features of Clara were less appreciated as the Help desk, the useless of interactive glossary and the inadequacy of Clara’s answers.

**Do you think that the Virtual Assistant “Clara” assistance, always available throughout the entire training path, is an important added value for an e-learning course and why?**

Yes	No
33	16

Clara was considered to be useful to the course, 67% of the users considering her as an added value to the course because as they stated: “Clara was always present and available for extra instructions”; “She gives you directions.” etc.

**3. Analysis and conclusions**

- ✓ In both groups, there were more women than men (80% in the control group 67% in the experimental group) and the balance between the gender remained the same until the end of the course even if the majority of the persons that dropped out were also women;
- ✓ In both cases (control and experimental) at the evaluation of the expectation were less people convinced by the fact that e-learning courses offer more benefits than traditional learning. After undertaking the course, in both groups the percentage raised to 95% of the participants that appreciate more e-learning;

- ✓ The students from both groups believed both before and after the course that the main opportunities of the course are the ability to study at home and the benefit from studying at a time that suits them;
- ✓ Regarding the knowledge and skills that the participants wanted to improve, 48.5% of those from the control believe that their expectations were met; instead 75% of the participants from the experimental group believe the same thing, thus considering that the experimental course was more expected than the control group;
- ✓ The users of the control course stated that they did not encounter so much problems before with e-learning platforms and were also satisfied with the Coachbot course because even if they had some technical problems they considered it worth recommending; On the other hand most of the users of the experimental group stated that sometimes they had problems with other e-courses and met also technical problems to the Coachbot platform;
- ✓ The users from the experimental group considered that they would prefer assistance in order to solve the problems met during their learning process, and that the virtual assistant “Clara” helped them navigating the platform easier but in the same time confused them;
- ✓ 67% of the users considered that Clara’s assistance represents an added value to the course, therefore improvements should be made.

## 4. Added value of the COACH BOT Virtual Coach

### Background

The Romanian Society for Lifelong Learning (SREP), partner in charge of the evaluation in the Coach Bot project, drawn up the report 'Evaluation of the experimental and control group satisfaction', where they collected questionnaires filled in by the course participants, analyzed and commented them.

There were submitted two versions of the questionnaires, one for each learner group:

- Control group: both the questionnaires will include questions related to the e-learning platform and course contents (Learning Objects).
- Experimental group: both the questionnaires will include the same questions of the control group's questionnaires (related to the course e-learning platform and contents), but they will also include an additional section related to the Virtual Coach application.

The 2 groups were separated and didn't communicate each other i.e. the evaluation by users of the control group course has been carried out without any awareness of the possible benefits that could come up by the virtual Coach assistance. In the other hand, the users of the Experimental group course didn't use the platform without the Virtual assistant. It means that the data collected, and the subsequent analyses and comments, in the report are absolute i.e. not dependant of the other user group. In the questionnaire for the experimental group, many questions have been asked concerning the virtual assistant and its added value in the E-Learning platform, but students didn't really know if the course without it would be worse, the same or even better because they didn't use the platform without the Coach Bot.

Nevertheless by comparing answers on the appreciation of the E-Learning platform, it is possible to infer if the virtual assistant added or not some value to the course.

### Comparable results

First of all it's important to understand if the results of the two groups are comparable i.e. if the members of the 2 groups have more or less the same characteristics in term of gender, age and profession.

	Control group	Experimental group
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<b>Total users</b>	41	49
<b>Gender</b>	female > 2/3	female > 2/3
<b>Age</b>	almost all between 18 - 45	almost all between 18 - 45
<b>Profession</b>	far majority social / care worker	far majority social / care worker

The previous table shows that the 2 groups have the same characteristics and can be comparable.

### Answers to questions that relate implicitly to the presence of the virtual assistant

Question:

*Did the overall course “Enhancing the European home healthcare professionals’ competencies” meet your expectations?*

Aggregate answer

	<b>Control group</b>	<b>Experimental group</b>	<b>Difference</b>
<b>Agree</b>	63 %	67 %	+ 4 %

Question:

*Do you think the e-learning platform of the course offered you some benefits compared to the traditional learning?*

Aggregate answer

	<b>Control group</b>	<b>Experimental group</b>	<b>Difference</b>
<b>Agree</b>	92 %	96 %	+ 4 %

Question:

Did the course “Enhancing the European home healthcare professionals’ competencies” meet your expectation in term of knowledge and skills you expected to acquire?

Aggregate answer

	<b>Control group</b>	<b>Experimental group</b>	<b>Difference</b>
<b>Agree</b>	58,5 %	73 %	+ 14,5 %

Question:

Would you recommend the course “Enhancing the European home healthcare professionals’ competencies” to others?

Aggregate answer

	<b>Control group</b>	<b>Experimental group</b>	<b>Difference</b>
<b>Agree</b>	67 %	75 %	+ 8 %

### Analysis and conclusion

The results of the cross questions show always a bias towards the course with the virtual assistant (from 4% to 14.5 %). It is reasonable to state that the virtual assistant add some value to the course. By examining the answers that the participants have given on the questions related to the virtual assistant, it could be possible to infer in particular where the added value resides and how to improve the aspects of the virtual coach that have been carried out a lower score.

To do this it would be better to assign an overall value to the different answers given by the participants in pages 59-62 of the Evaluation report. it's sufficient to apply this simple formula:

$(\sum_i n_i \times i) / \sum_i n_i$                        $i= 1 , 2 , 3 , 4 , 5$  and  $n_i$  are the number of choices for each possible answer where:

1 : Totally disagree

2 : Disagree

3: Fair

4: Agree

5: Totally agree

The above formula was applied to the different answers related to the virtual assistant and a number between 1 and 5 has been obtained. Then this number has been converted in a linguistic value following the scale shown above.

The results are shown hereafter:

I am satisfied on the overall quality of "Clara" performance	Between fair and agree
The presence of "Clara" makes the course more interesting	Fair
The presence of "Clara" makes the navigation within the platform more straightforward	Fair
The presence of "Clara" helps you to maintain your motivation during the course	Fair

“Clara” is nice and engaging	Fair
The size is adequate	Fair
The reply time is adequate	Agree
The size of written text is adequate	Agree
The syntax is adequate	Agree
The contextual messages given by “Clara” help the user all along his / her learning path	Between fair and agree
Verbal and non verbal feedbacks conveyed by “Clara” after a user has finished a final quiz are meaningful	Between fair and agree
Help desk (service provided by “Clara” which aims to answer student questions on technical or training methodology issues)	Fair
The help desk facilities provided by “Clara” are useful	Between fair and agree
The answers of “Clara” are adequate	Between fair and agree
Guidance interview (first contact with “Clara” before starting the course)	
The messages of “Clara” during your first dialogue with her are clear and meaningful	Agree
Suggestion (service provided by “Clara” which aims to answer student questions on specific course contents as an interactive glossary)	Between fair and agree
“Clara” as an interactive glossary is useful	Between fair and agree
The answers of “Clara” are adequate	Between fair and agree

The users’ assessment range from fair to agree that prove at least the virtual assistant doesn’t introduce drawbacks in the E-Learning platform and in many case the overall score is positive.

In particular some improvements should be made in some aspects of the virtual assistant that are:

- The virtual assistant should make the navigation within the platform more straightforward providing more messages to orient the user even if not asked explicitly by the latter. Generally the E-Learning platform Claroline has been assessed to be quite simple and straightforward to navigate, but this is not the case with the Coach Bot’s target group.

- The virtual assistant should provide more messages to encourage and motivate students all along the course.
- Some external features of Clara have been assessed just as fair. Probably an effort should be made to provide more facial expressions and gazes, to enhance all the non verbal communication of the virtual assistant.
- The help desk facilities provided by Clara should be improved by acting on his knowledge base (or 'mind') i.e. to improve the capacity to answer in natural language to more questions concerning methodological and technological aspects of the platform and the course.

In the other hand, some functionalities of the virtual assistant were appreciated by the course participants such as the interactive glossary and the guidance interview.

Moreover 66 % of the users stated explicitly the Virtual assistant is an added value.

This is a very good result considering that the Coach Bot is very innovative and can be considered as the first step to embed a general purpose pedagogical agent in a traditional open source E-Learning platform. Some improvements can be made, in particular in the design and the empowerment of the knowledge base of the virtual assistant and the user feedbacks clearly highlighted where further developments should be addressed for a possible follow up of the project and for its commercialization.

## **5. Annexes**

1. Expectations evaluation Report
2. Satisfaction evaluation Report



# COACH BOT

## “Modular e-course with virtual coach tool support”

LIFELONG LEARNING PROGRAMME  
LEONARDO da VINCI

coordinated by FOR.COM

## ANNEX 1

# EXPECTATIONS EVALUATION REPORT



**CONTENT:**

<b>I. EVALUATION OF COACH BOT METHODOLOGY TOOLS.....</b>	<b>3</b>
<b>II. BACKGROUND AND WORKING METHODOLOGY .....</b>	<b>3</b>
<b>III. WORKING METHODOLOGY:.....</b>	<b>4</b>
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## I. Evaluation of COACH BOT methodology tools

In order to carry out the evaluation of COACH BOT methodology it was designed and submitted two questionnaires to both control and experimentation groups:

- expectations questionnaire - at the beginner of the e-course
- customer satisfaction questionnaire - after the e-course end

Thus, it will be possible to collect the different students expectations before the e-course participation and the level of satisfaction about the e-course contents, structure and virtual support after the course end. The achieved results and will be compared with the users initial expectations with the purpose to assess the different self-perceptions and the level of satisfaction about the e-course.

*There were designed two versions of the questionnaires for the two learners groups:*

- Control group: both the questionnaires will include questions related to the e-learning platform and course contents (Learning Objects).
- Experimental group: both the questionnaires will include the same questions of the control group's questionnaires (related to the course e-learning platform and contents), but they will also include an additional section related to the Virtual Coach application.

The questionnaires are multiple-choice questions' questionnaires.

## II. Background and working methodology

The evaluation of the expectations of the control group and the experimental group was done during April-May 2010.

### **Number of participants:**

In this evaluation participated:

For the evaluation of the expectations of the control group: 60 persons from 6 countries (Italy, Romania, UK, Denmark, Slovenia and Switzerland);



For the evaluation of the expectations of the participants from the experimental group: 69 persons from 6 countries (Italy, Romania, Denmark, UK, Slovenia and Switzerland).

### **III. Working methodology**

1. The expectation questionnaires for the two groups participating in the testing were elaborated by SREP, together with FOR.COM, after which they were discussed with all the other partners in order to improve them.
2. The final questionnaires were given by each partner member to the two groups (control and experimental) from their own country.
3. The questionnaires were gathered by each partner.
3. A centralizer document was sent by SREP, RO, to each partner (one for each group), centralizer in which each partner put together the data obtained from their own participants, after which they sent it to SREP, RO.
4. SREP, RO processed the data from each country and realized a common evaluation, at a European level (for the 6 countries involved).

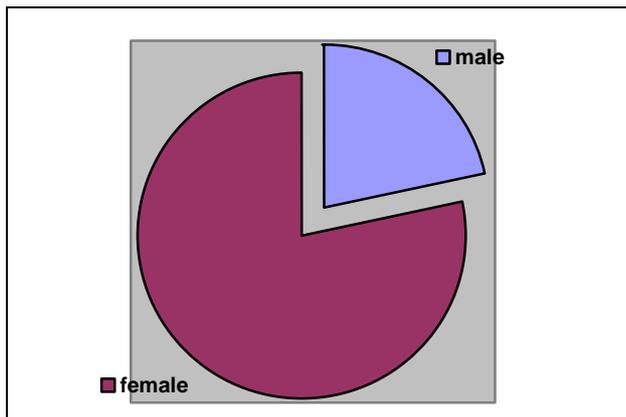


## IV. Evaluation of the expectations of the participants from the control group

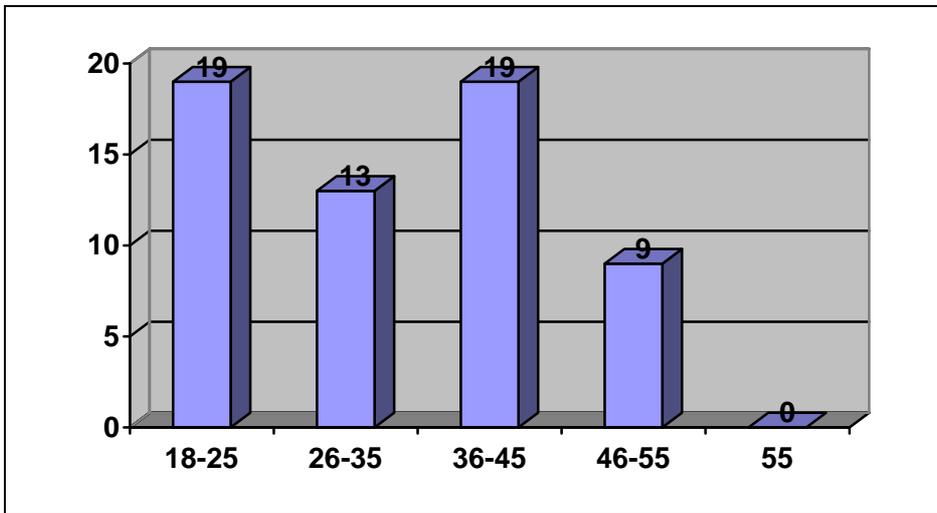
### 1. Identification

Gender:

Male	Female
13	47



Age	18-25	26-35	36-45	46-55	+55
	19	13	19	9	0



### Explanations:

78.33% of the participants in the control group are women, while 21.66% are men. 31.66% of the interviewed participants have an age 18-25, the same percentage as those with ages 36- 45. The least participants were those with ages 46-55 (15%), while there were no participants over 55.

## 2. What is your level of English?

Please specify your level of English.

The levels to be used are: A1, A2, B1, B2, C1, C2, meaning:

**A1 and A2:** Basic User

**B1 and B2:** Independent User

**C1 and C2:** Proficient User

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	
A1	9	5	10	9	7
A2	5	8	5	5	6
B1	11	6	11	3	3



B2	12	13	14	13	19
C1	11	14	10	15	12
C2	7	9	5	6	7

**Explanations:**

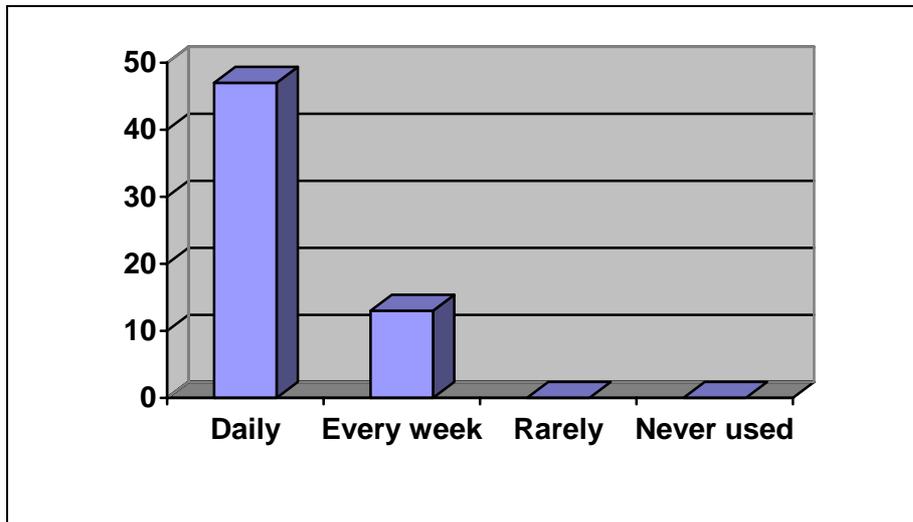
Regarding the level of the English language of the participants, for understanding in listening, most participants considered themselves to be between levels B1 and C1, while in reading most of them are between B2 and C2.

Regarding the level of speaking (spoken interaction), most of them are between levels B1 and C1, while for spoken production they are between levels B2 and C1, but also of level A1. Regarding writing in the English language, most respondents consider themselves to be level B2-C2 and A1.

**Note:** In this question the participants from UK did not answer.

**3. How often do you use the computer?**

Daily	Every week	Rarely	Never used
47	13	0	0
78.33%	21.66%	0%	0%



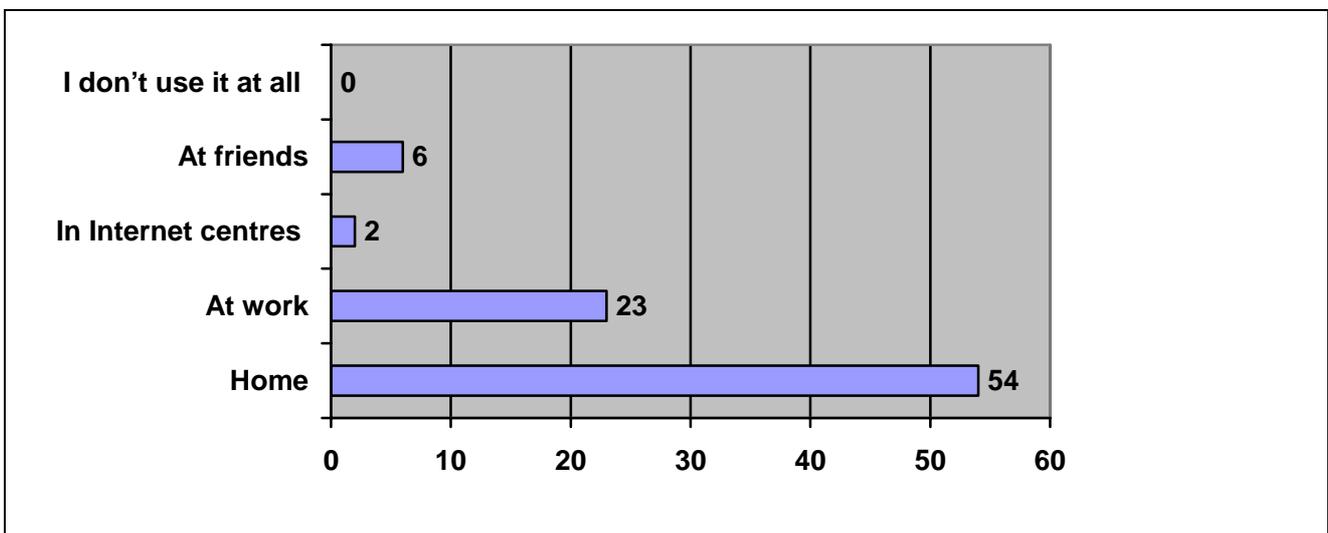
**Explanations:**

78.33% of the participants use their computer daily, while 21.66% of them use it every week.



#### 4. Where do you use the computer?

Home	At work	In Internet centres	At friends	I don't use it at all
54	23	2	6	0

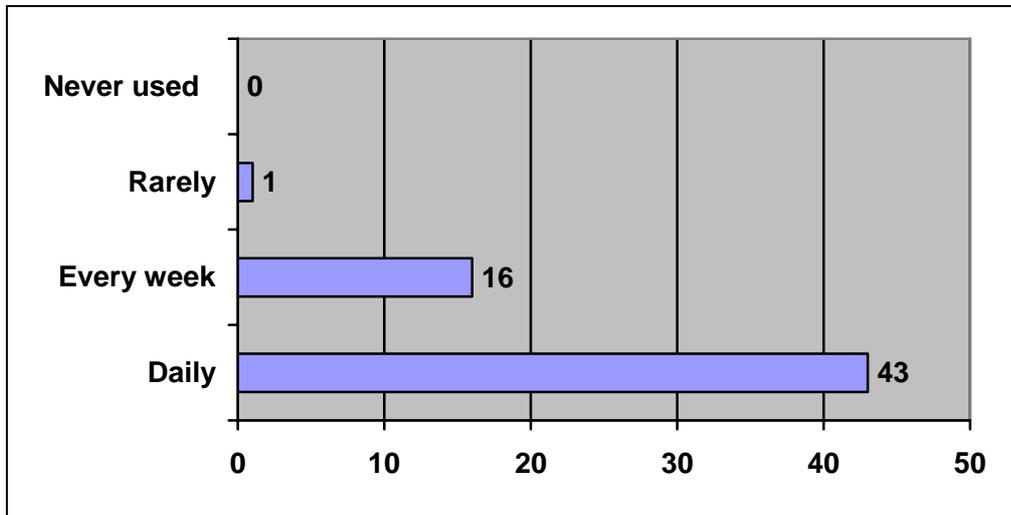


#### Explanations:

90% of the participants use the computer at home, while 38.33% use it at work, 10% use it at friends and 3.33% use it in Internet centers.

#### 5. How often do you use the Internet or the e-mail service?

Daily	Every week	Rarely	Never used
43	16	1	0



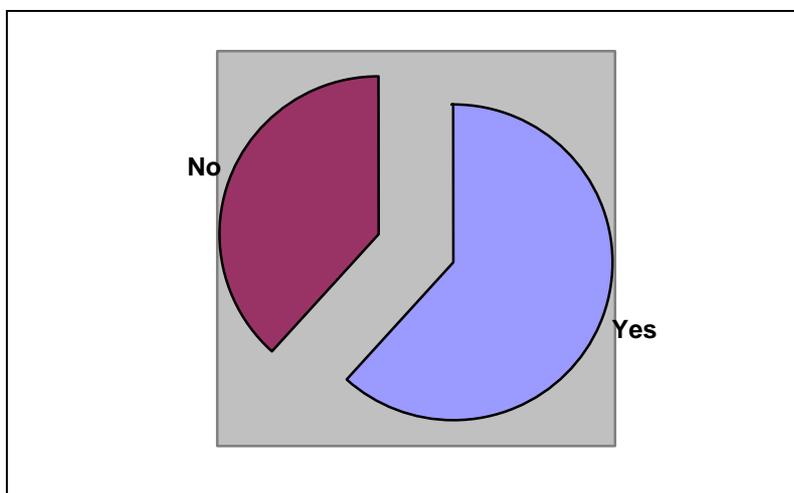
**Explanations:**

71.66% of the participants interviewed use Internet and e-mail daily, while 26.66% use it every week.

1.66% of them use it rarely.

**6. Have you had enough free time to attend a course?**

Yes	No
37	23



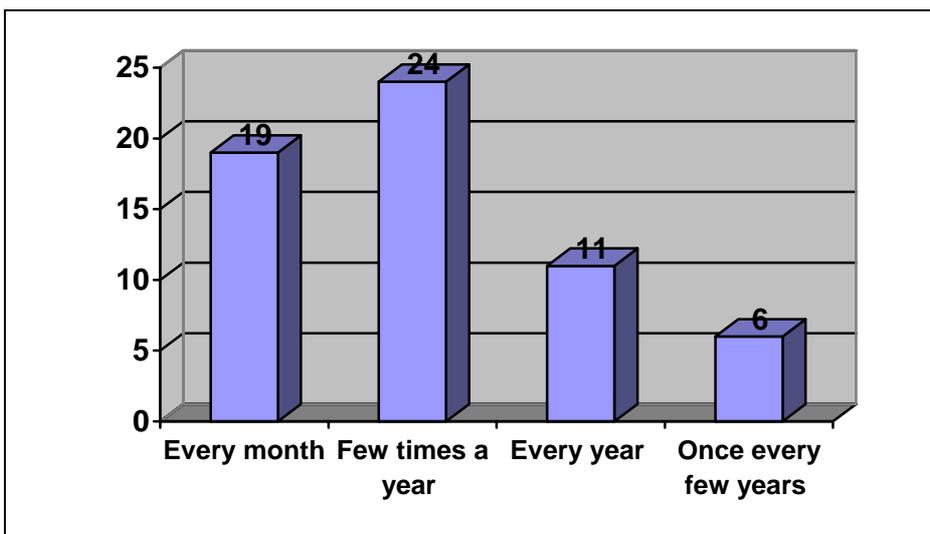


**Explanations:**

61.66% considered that they have enough time to participate in the course, while 38.33% considered that they don't have enough time.

**7. How often do you update your competences?**

Every month	Few times a year	Every year	Once every few years
19	24	11	6



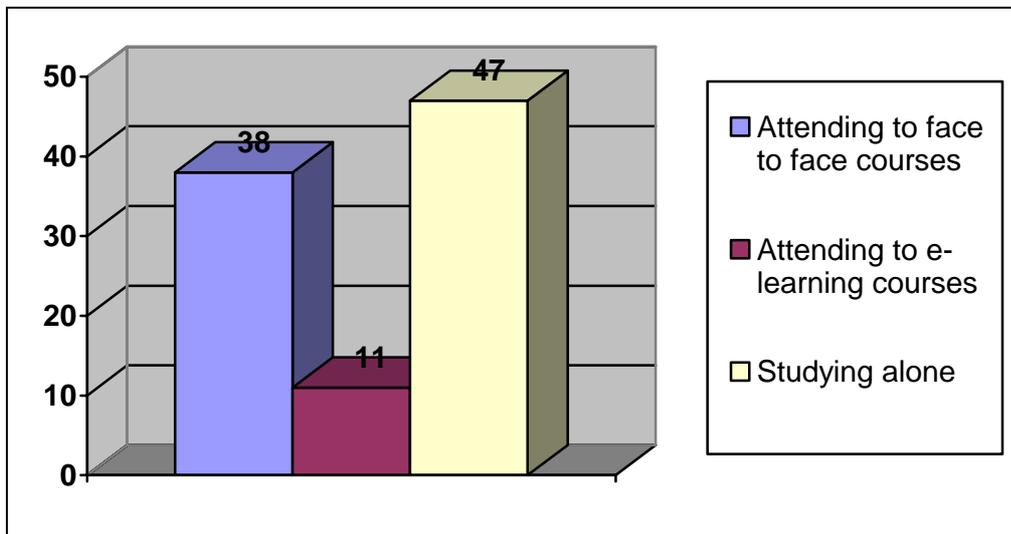
**Explanations:**

31.66% of the participants in the control group update their competences every month, 40% of them some few times a year, 18.33% every year and 10% of them once every few years.



### 8. Usually how do you update your competences?

Attending to face to face courses	38
Attending to e-learning courses	11
Studying alone (downloading some materials from internet, reading books, articles, etc)	47



Other: "If I find out, when doing my job, that I need more knowledge I seek myself the knowledge I need".

#### Explanations:

78.33% of the respondents prefer to update their competences through individual study, 63.33% of them by attending face to face courses, while 18.33% by attending e-learning courses.



### 9. Do you think it is important to ongoing update your competencies?

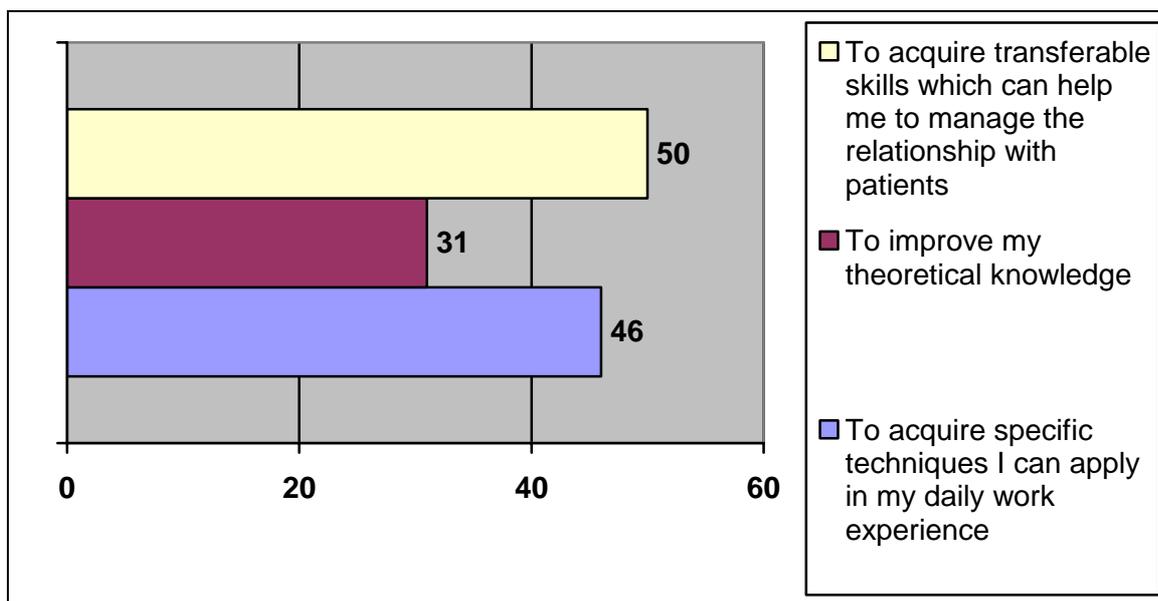
Yes	No
59	1

#### Explanations:

Almost all the respondents (98.33%) considered that it is necessary to update their competences.

### 10. If yes, why do you think it is important an ongoing updating of your knowledge and competencies for your work experience?

To acquire specific techniques I can apply in my daily work experience	46
To improve my theoretical knowledge	31
To acquire transferable skills which can help me to manage the relationship with patients	50





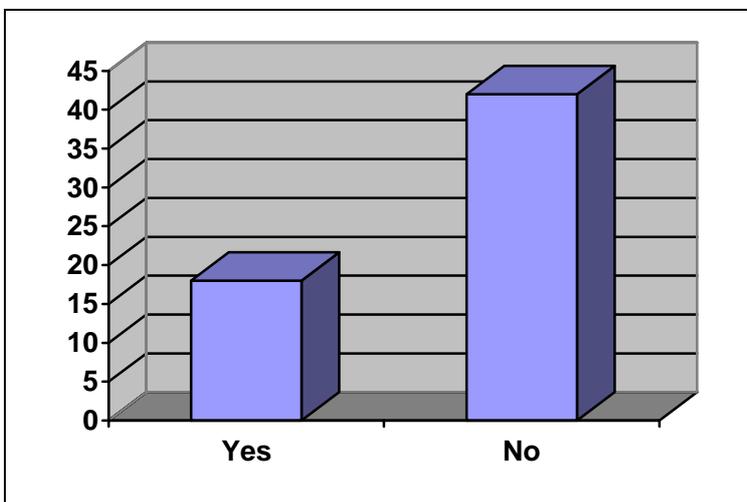
**Explanations:**

83.33% of the participants consider that it is important to improve their competences and their knowledge in order to acquire transferable skills which can help them to manage the relationship with patients.

76.66% considered that they need to acquire specific techniques in order to apply them in their daily work experience, while 51.66% of the participants want to improve their theoretical knowledge.

**11. Have you ever attended an e-learning course?**

Yes	No
18	42



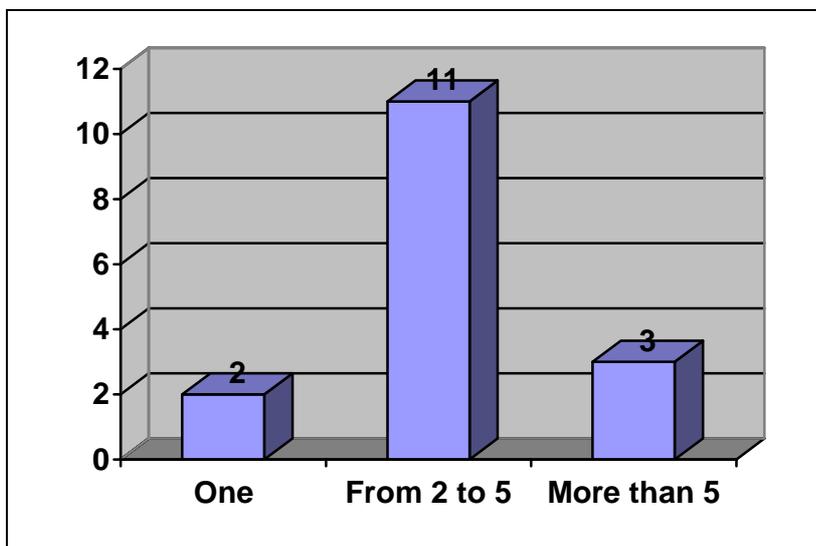
**Explanations:**

Only 30% of the participants had previously attended to e-learning courses, while 70% of them never had taken such courses.



**12. How many e-learning courses have you attended?**

One	From 2 to 5	More than 5
2	11	3

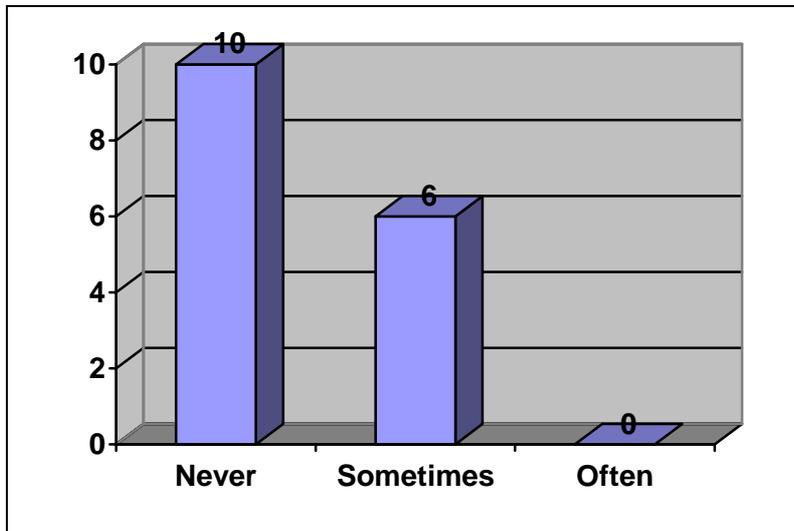


**Explanations:**

68.75% had followed between 2 and 5 e-learning courses, 18.75% of them more than 5 courses, while 12.5% of them only one.

**13. Have you had some difficulties with the e-learning platforms (the place where you access the learning materials, quizzes etc)?**

Never	Sometimes	Often
10	6	0

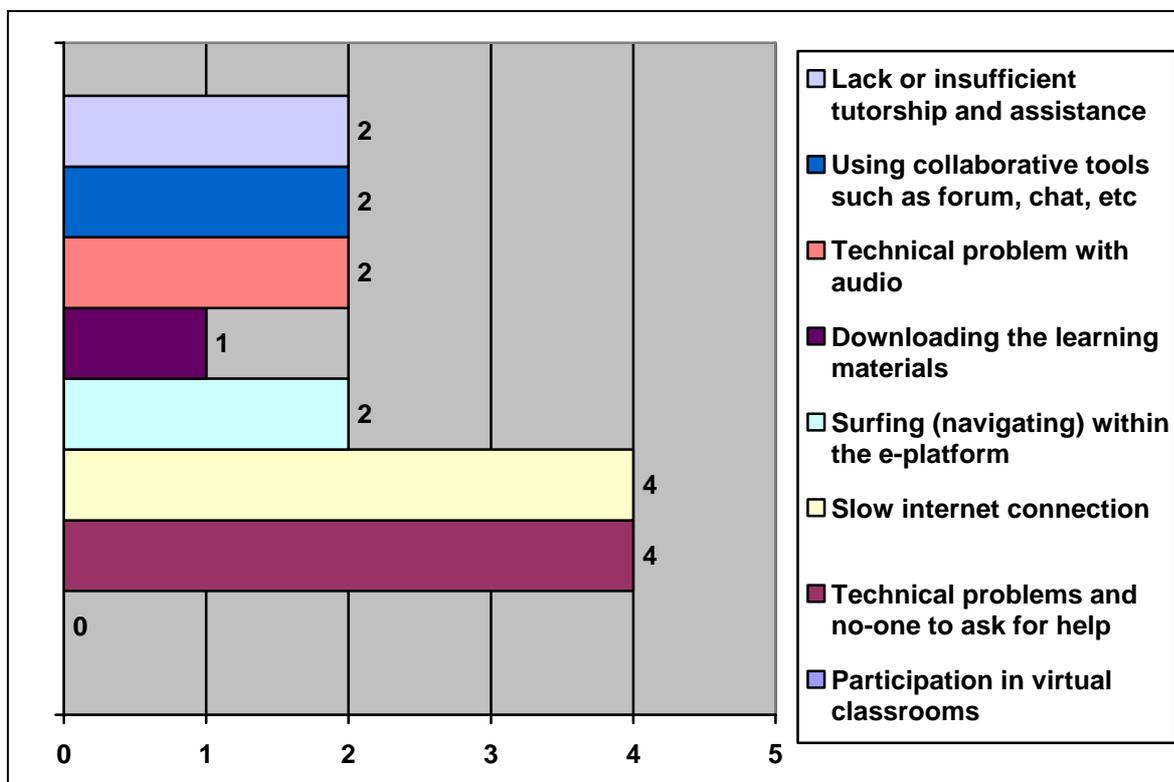


**Explanations:**

62.5% of the interviewed persons never had problems with e-learning platforms, while 37.5% of them had some problems.

**14. If yes, which kind of difficulties have you had?**

Participation in virtual classrooms	0
Technical problems and no-one to ask for help	4
Slow internet connection	4
Surfing (navigating) within the e-platform	2
Downloading the learning materials	1
Technical problem with audio	2
Using collaborative tools such as forum, chat, etc	2
Lack or insufficient tutorship and assistance	2

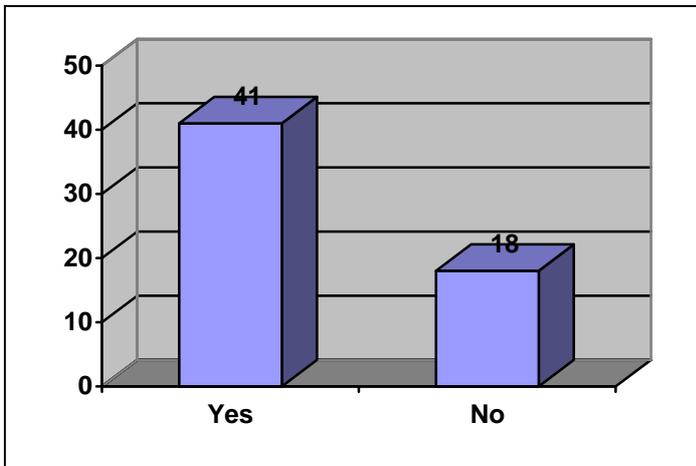


**Explanations:**

Most problems faced by the participants on other e-learning platforms were related to: Technical problems and no-one to ask for help and Slow internet connection. Other difficulties they mentioned were: Technical problem with audio, Surfing (navigating) within the e-platform, Using collaborative tools such as forum, chat, etc, Lack or insufficient tutorship and assistance, Downloading the learning materials.

**15. Do you think the e-learning could offer you some benefits compared to the traditional learning?**

Yes	No
41	18
69%	31%



**Explanations:**

69.49% of the interviewed persons consider that e-learning has some advantages in comparison with traditional learning, while 30.51% of them consider that it doesn't present any advantage.

**16. Please indicate whether you agree or disagree with the following statements**

	AGREE	DISAGREE
Using IT for learning saves time	50	6
E-learning allows flexibility in timing one's training	53	1
E-learning saves time and money, compared to traveling to courses	54	4
E-learning can make you to decide the place of my learning	58	1
Learning with computers is fun	39	14
E-learning can be more motivating for me than taking a traditional training course	29	23



IT-related learning (e-learning) tools makes learning easier	28	25
E-learning courses are more difficult than traditional one	19	32

If you think that e-learning courses are more difficult than traditional one, please explain, why:

"I think it feels strange and un-natural to talk with a machine. It is also unflexible"

" I have never tried, so I don't know

**Explanations:**

Most of the respondents considered that e-learning can make them decide the place of their learning (98.3% of them).

Another advantage of most of the respondents is the fact that e-learning saves time and money, compared to traveling to courses (93.10%) and that it allows flexibility in timing one's training (98.14%).

62% of the respondents don't consider that e-learning courses are more difficult than traditional ones.

**17. What specific knowledge and skills do you expect to improve through the "Enhancing the European home healthcare professionals' competencies" e-course?**

Medical issues	35
The basics of nutrition	22
Effective communication in the health care sector	31
Assertive and emphatic communication with elderly people	28



Assertive and emphatic communication with people with disabilities	26
Assertive and emphatic communication with dying people	22
Communication with patients/clients family	35
Managing the relationship with patients/clients	32
Professional code of conduct related to national laws	31
Psycho-social aspects of home caretaking	37
Ethical and deontological aspects in home caretaking	28
Accepting different kinds of patient's cultures, tolerance towards diversity	31
Medical legislation in different countries	30

One answered: "I have no idea"

**Explanations:**

Knowledge and abilities that participants would like to update are linked to:

Psycho-social aspects of home caretaking (37 answers)

Medical issues (35 answers)

Communication with patients/clients family (35 answers)

Managing the relationship with patients/clients (32 answers)

Respondents were less interested in acquiring knowledge regarding:

The basics of nutrition (22 answers)

Assertive and emphatic communication with dying people (22 answers)

**18. What opportunities do you think you will be offered while surfing within the e-learning platform of the course "Enhancing the European home healthcare professionals' competencies"?**



The ability to study at home	50
To benefit from studying at a time that suits me	59
To manage the study program on the basis of my own training needs	31
To have access to downloadable learning materials	39
To share my experiences with other professionals	26

One answer: "I have no opinion on this"

**Explanations:**

Most of the respondents considered that the most important thing is studying at a time that suits them (59 answers).

Another advantage, in their opinion, is the fact that they can learn from home (50 answers).

The least expected opportunity is to have the opportunity to share their experiences with other professionals (26 answers).



#### ***IV. 1. Conclusions***

- 78.33% of the respondents use a computer daily, mainly at home and at work.
- All respondents use the Internet daily or every week.
- The availability of participants to follow the course is of 62%.
- 72% of the respondents update their competences every month or a few times a year, in most cases preferring individual study.
- 98% of the respondents consider that it is important to ongoing update their competences.
- 83% of them consider that it is important to acquire transferable skills which can help me to manage the relationship with patients.
- Only 30% of the respondents had previously participated in e-learning course, while 70% of them hadn't.
- 69% of the respondents participated in 2 to 5 courses.
- 63% of the participants didn't encounter problems on e-learning platforms.
- Most participants had technical problems or problems related to weak Internet connection.
- Most respondents (69%) considered that an e-learning course can offer more benefits than traditional learning, in their opinion linked to: choosing the learning place, saving time and money necessary for transportation, as well as flexibility in timing one's training.



- Since most of the respondents hadn't participated in an e-learning course before, it was hard for them to express their opinion, so there were registered answers like:  
"I think it feels strange and un-natural to talk with a machine. It is also unflexible" or "I have never tried, so I don't know".
- All the topics of the e-learning class raised interest for the respondents, most of them showing interest in Psycho-social aspects of home caretaking and Assertive and emphatic communication with dying people.
- Most of them wanted that the platform offer them the possibility to study at a time that suits them and to learn from home.
- The least expectation from the part of the respondents was to have the opportunity to share their experiences with other professionals.

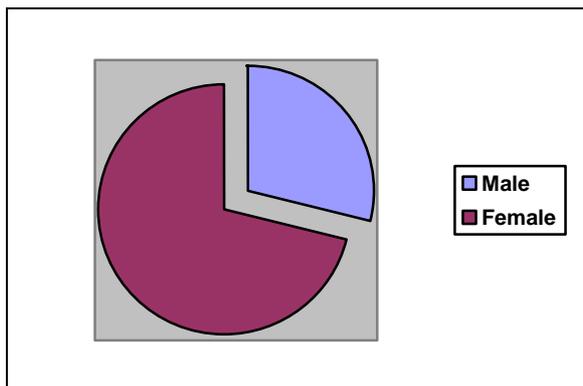


## V. Evaluation of the expectations of the participants from the experimental group

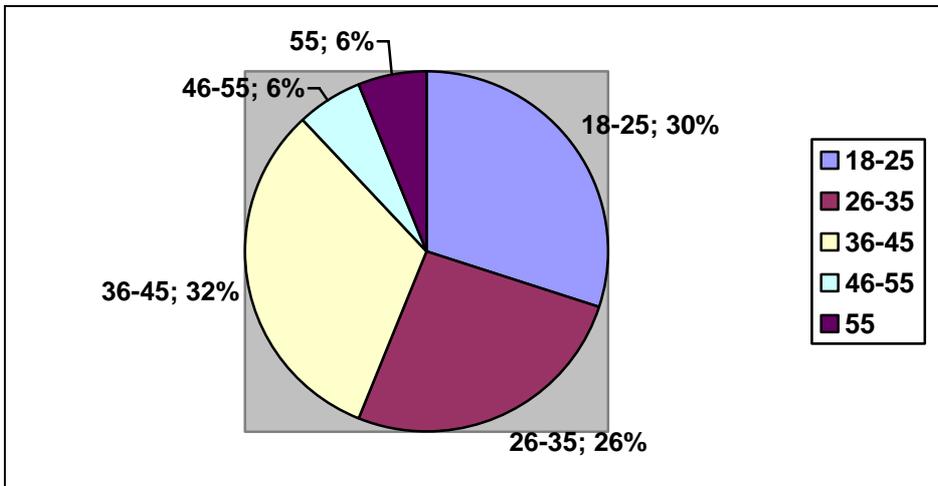
### 1. Identification

Gender:

Male	Female
20	49
29%	71%



Age	18-25	26-35	36-45	46-55	+55
	21	18	22	4	4
	30%	26%	32%	6%	6%



**Explanations:**

Most of the participants interviewed are women (71%), followed by 29% males.  
 Most of the participants have ages between 36- 45 (32%), followed by participants with ages 18-25 (30%). 26% of the participants are between 26-35 years old.  
 Participants over 46 years old represent the smallest proportion (12%).

**2. What is your level of English?**

Please specify your level of English.

The levels to be used are: A1, A2, B1, B2, C1, C2, meaning:

**A1 and A2:** Basic User

**B1 and B2:** Independent User

**C1 and C2:** Proficient User

Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	
A1	9	5	9	10



A2	5	6	4	7	8
B1	15	12	17	14	11
B2	15	13	15	18	13
C1	16	17	10	8	15
C2	10	7	6	3	3

### Explanations:

Participants from UK didn't answer this question, since English is their mother tongue. Regarding the level of understanding of the English language and listening, most participants have a level between B1 (15) and C2 (10), while for reading most of them consider themselves level C1 (17), followed by B2 (13) and B1 (12).

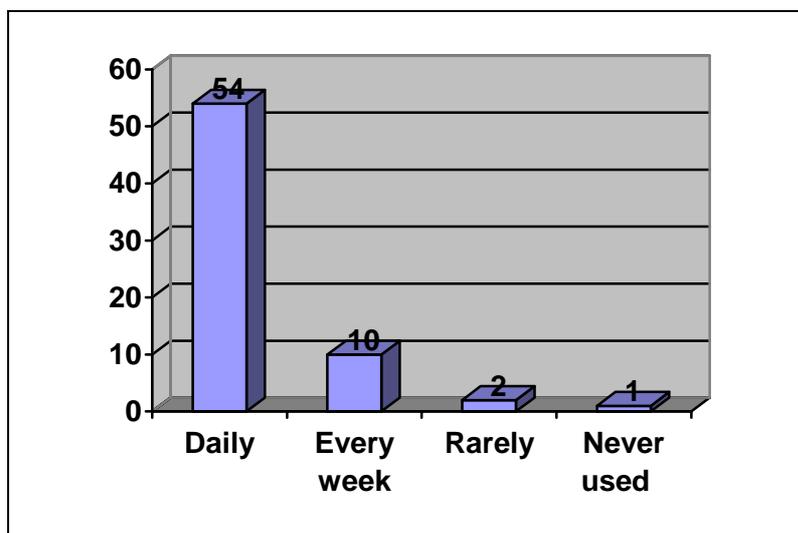
Regarding speaking and spoken interaction, most of them consider themselves B1 level (17) followed by B2 level (15) and C1 level (10).

For spoken production, most participants see themselves as B2 level (18), B1 (14) and A1 (10).

Regarding the level of writing, most participants consider themselves as C1 level (15) and B2 (13), followed by B1 level (11) and A1 (10).

### 4. How often do you use the computer?

Daily	Every week	Rarely	Never used
54	10	2	1
80.6%	14.92%	2.99%	1.49%



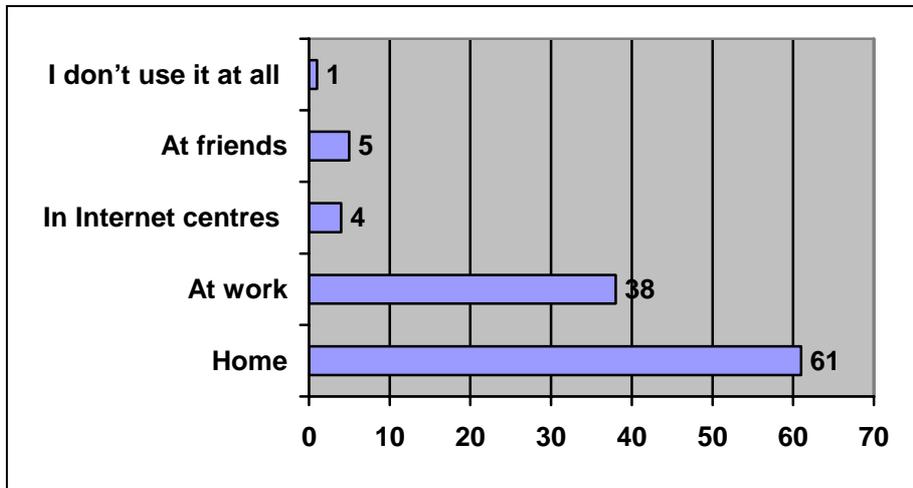
**Explanations:**

80.6% of the questioned participants daily use their computer, while 14.92% use it weekly.

Only 4.48% use it rarely of never.

**5. Where do you use the computer?**

Home	At work	In Internet centres	At friends	I don't use it at all
61	38	4	5	1
88.41%	55.07%	5.8%	7.25%	1.45%

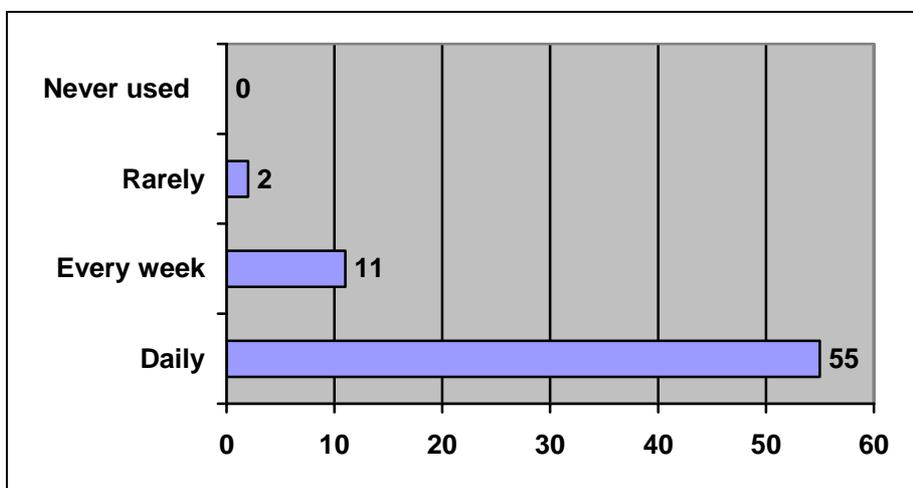


**Explanations:**

88.41% of the interviewed participants use the computer at home, 55.07% use it at work, while 5.8% use it in Internet centers and 7.25% at friends.

**6. How often do you use the Internet or the e-mail service?**

Daily	Every week	Rarely	Never used
55	11	2	0
80.88%	16.18%	2.94%	0%



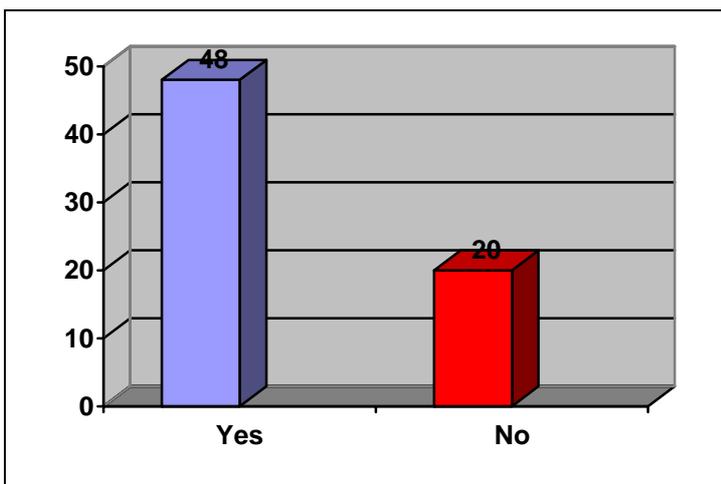


**Explanations:**

80.88% of the participants questioned answered that they daily use the Internet, while 16.18% use it every week and 2.94% rarely use it.

**7. Have you had enough free time to attend a course?**

Yes	No
48	20
70.59%	29.41%



**Explanations:**

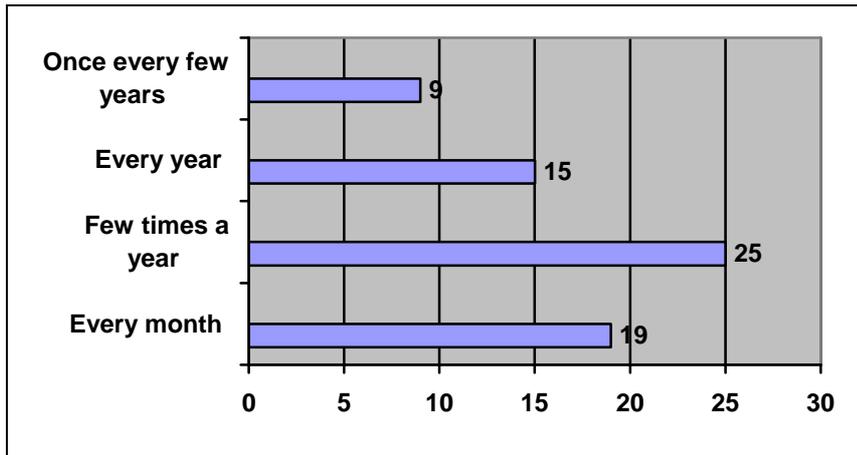
70.59% of the persons answered that they consider to have had enough time to attend a course, while 29.41% consider they didn't have enough time.

**8. How often do you update your competences?**

Every month	Few times a year	Every year	Once every few
-------------	------------------	------------	----------------



			years
19	25	15	9
27.94%	36.76%	22.06%	13.24%



**Explanations:**

Most of the questioned persons (36.76%) update their competences a few times a year, while 27.94% of them update them every month. 22.06% of the respondents update their competences every year and only 13.24% once every few years.

**9. Usually how do you update your competences?**

Attending to face to face courses	33
Attending to e-learning courses	13
Studying alone (downloading some materials from internet, reading books, articles, etc)	50

**Explanations:**



In most of the cases, the interviewed participants study alone (55), while on the second place they prefer traditional courses (33), while e-learning courses are the least use (13).

This may be especially because there are few specialized courses in an e-learning format.

**10. Do you think it is important to ongoing update your competencies?**

Yes	No
66	3
95.65%	4.35%

**Explanations:**

Almost all of the questioned participants (95.65%) consider that it is important to ongoing update their competencies.

**11. If yes, why do you think it is important an ongoing updating of your knowledge and competencies for your work experience?**

To acquire specific techniques I can apply in my daily work experience	55
To improve my theoretical knowledge	45
To acquire transferable skills which can help me to manage the relationship with patients	50

Other: To have more job opportunities

**Explanations:**

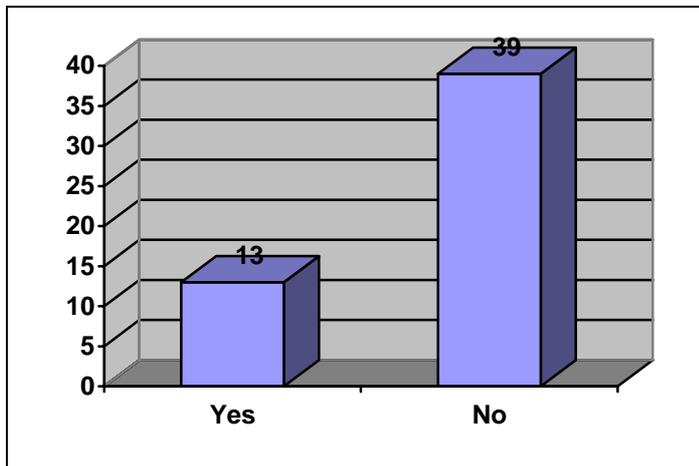
Most of the questioned participants consider that an ongoing updating of the competences is benefic for acquiring specific techniques they can apply in their daily



work experience (55), but also for acquiring transferable skills which can help them to manage the relationship with patients (50). Just as important is considered to be the improving of theoretical knowledge (45%).

### 12. Have you ever attended an e-learning course?

Yes	No
13	39
25%	75%

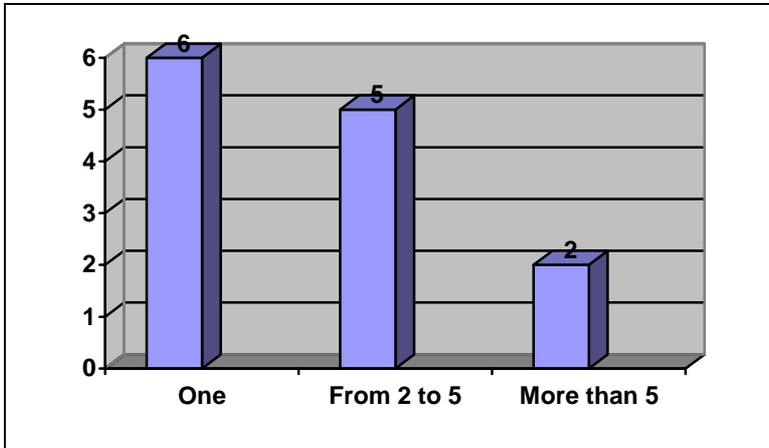


#### Explanations:

25% of the interviewed persons had followed another course of e-learning in the past, while 75% hadn't.

### 13. How many e-learning courses have you attended?

One	From 2 to 5	More than 5
6	5	2
46.15%	38.46%	15.38%



**Explanations:**

Among the people who had participated in e-learning courses in the past, 46.15% had participated to one course, 38.46% in 2 to 5 courses, while 15.38% in more than 5.

**14. Have you had some difficulties with the e-learning platforms (the place where you access the learning materials, quizzes etc)?**

Never	Sometimes	Often
5	8	0
38.46%	61.54%	0%

**Explanations:**

61.54% of the interviewed persons who had participated in former e-learning courses had difficulties in working with e-learning platforms, while 38.46% hadn't.

**15. If yes, which kind of difficulties have you had?**

Participation in virtual classrooms	2	15.38%
Technical problems and no-one to ask	7	53.85%



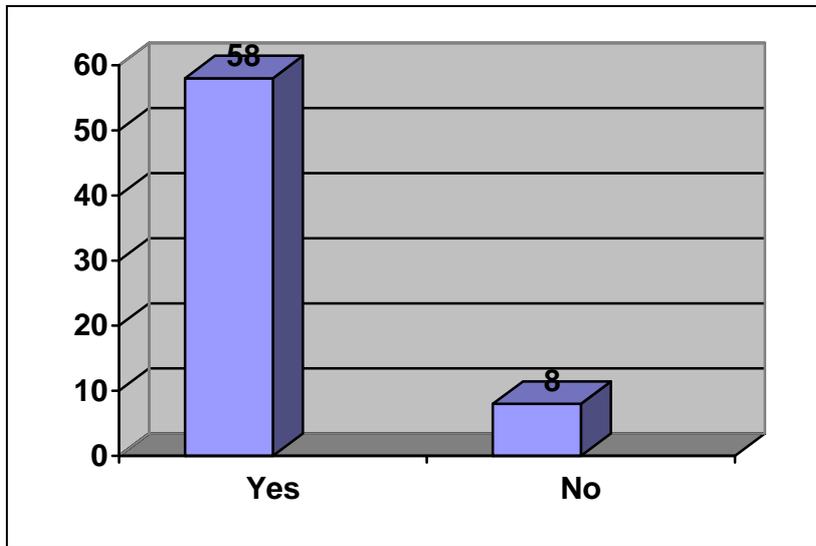
for help		
Slow internet connection	4	30.77%
Surfing (navigating) within the e-platform	3	23.08%
Downloading the learning materials	3	23.08%
Technical problem with audio	1	7.69%
Using collaborative tools such as forum, chat, etc	0	0%
Lack or insufficient tutorship and assistance	4	30.77%

#### **Explanations:**

The most difficulties people met when working with e-learning platforms were connected to Technical problems and no-one to ask for help (53.85%), slow internet connection and Lack or insufficient tutorship and assistance (30.77%), followed by Surfing (navigating) within the e-platform and downloading the learning materials (23.08%).

#### **16. Do you think the e-learning could offer you some benefits compared to the traditional learning?**

Yes	No
58	8
87.88%	12.12%



**Explanations:**

87.88% of the respondents considered that the e-learning courses offer benefits compared to traditional learning, while 12.12% did not consider this.

**17. Please indicate whether you agree or disagree with the following statements**

	AGREE	DISAGREE
Using IT for learning saves time	62	5
E-learning allows flexibility in timing one's training	65	0
E-learning saves time and money, compared to traveling to courses	64	2
E-learning can make you to decide the place of my learning	63	3
Learning with computers is fun	42	23
E-learning can be more motivating for me	29	35



than taking a traditional training course		
IT-related learning (e-learning) tools makes learning easier	41	23
E-learning courses are more difficult than traditional one	13	47

If you think that e-learning courses are more difficult than traditional one, please explain, why: Lack of computer skills

**Explanations:**

Most of the interviewed participants agree that:

E-learning allows flexibility in timing one's training (65), E-learning saves time and money, compared to traveling to courses (64), E-learning can make you to decide the place of my learning (63), Using IT for learning saves time (62).

Also, 78% of the ones who responded to the question "E-learning courses are more difficult than traditional ones" considered that they are not more difficult than the traditional ones.

Regarding the motivation offered by the e-learning courses, about 54% considered that they do not feel motivated by such a course, while 46% considered to be motivated.

**18. What specific knowledge and skills do you expect to improve through the "Enhancing the European home healthcare professionals' competencies" e-course?**

Medical issues	48
The basics of nutrition	29
Effective communication in the health care sector	47
Assertive and emphatic communication with elderly people	37



Assertive and emphatic communication with people with disabilities	39
Assertive and emphatic communication with dying people	34
Communication with patients/clients family	48
Managing the relationship with patients/clients	44
Professional code of conduct related to national laws	42
Psycho-social aspects of home caretaking	42
Ethical and deontological aspects in home caretaking	37
Accepting different kinds of patient's cultures, tolerance towards diversity	45
Medical legislation in different countries	39

**Explanations:**

Most of the participants at the testing of the e-learning course want to improve their knowledge and skills regarding Medical issues and Communication with patients/clients family (48), Effective communication in the health care sector (47). Following among their wishes there are Accepting different kinds of patient's cultures, tolerance towards diversity (45), Managing the relationship with patients/clients (44). They were least interested in The basics of nutrition (29).

**19. What opportunities do you think you will be offered while surfing within the e-learning platform of the course "Enhancing the European home healthcare professionals' competencies"?**

The ability to study at home	58
To benefit from studying at a time that suits me	62
To manage the study program on the basis of my own training needs	45



To have access to downloadable learning materials	51
To share my experiences with other professionals	39

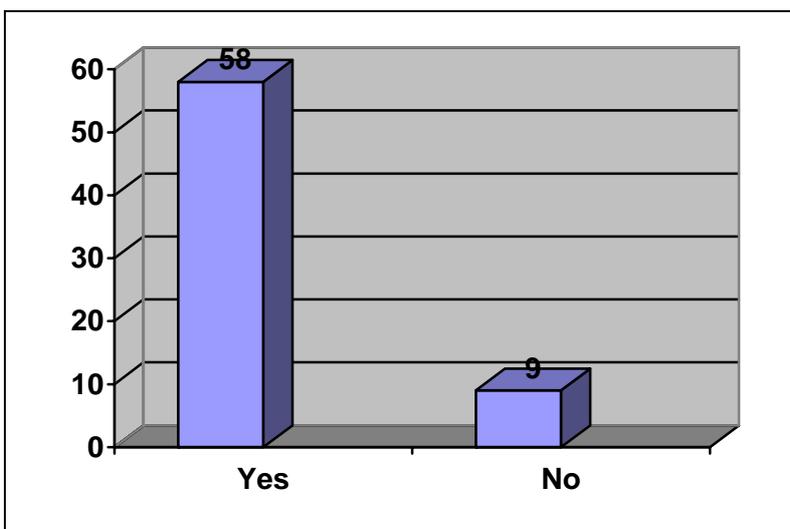
Other (please specify): Improve my curriculum Vitae

**Explanations:**

Regarding the opportunities offered by the surfing platform, most of the respondents expect it to offer them the possibility to learn what they want (62), to study from home (58) and to have access to downloadable learning materials (51).

**20. Do you think the assistance of the tutor available at all times although "at distance" (ie telephone or email) could be sufficient to support you during the e-learning course?**

Yes	No
58	9
86.57%	13.43%





**Explanations:**

Most of the questioned participants (86.57%) consider that the assistance of a tutor “at distance” is enough, while for 13.43% it is not sufficient.

**21. Do you think that a “complete” tutorship or assistance, always available throughout the entire training path, at all times (ie 24 hours per day) could be an important added value for the e-learning courses and why?**

Yes, because during an e-learning course often I think I would feel isolated, alone without the assistance of the tutor and the teacher	31
No, because the assistance of the tutor through tools such as e-mail or forum is sufficient and I don't need a “complete” assistant throughout my training path	30

**Explanations:**

The existence of a tutor and assistance available 24 hours is considered to be useful by 51% of the respondents, while 49% don't consider it necessary.

**22. If yes, which kind of service or assistant you think is more useful during an e-learning path?**

Guidance tailored to choose the course modules more focused on my training needs and professional work experience	33
Explanations about the lessons' contents	26
Technical help	31
Monitoring of my training path and encouraging	29



me throughout the e-course	
Explanation of the different steps of my training path	24
Explanation on the benefit from the different contents of the course such as quizzes, audio lessons, lecture notes etc	25
Scheduling and reminding of students virtual appointments for taking part in social activities or virtual classrooms	25

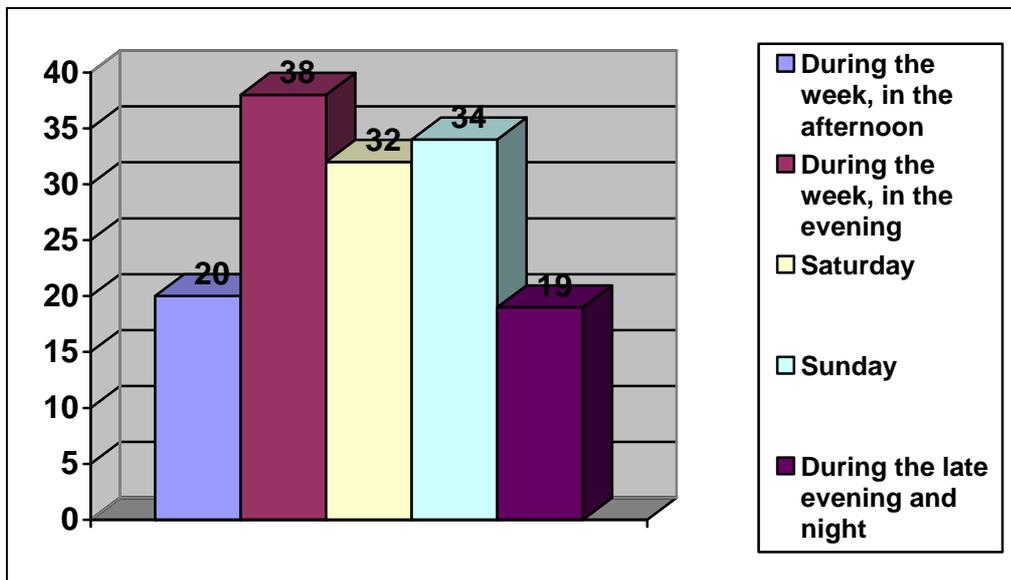
**Explanations:**

Regarding the service and the assistant that they would prefer during the course, most of them prefer Guidance tailored, for better adapting to their needs (33), while others prefer Technical help (31) and Monitoring of my training path and encouraging throughout the e-course (29).

26 of them would prefer Explanations about the lessons' contents. The least appreciated method is Explanation of the different steps of their training path (24).

**23. When would you be available for attending the course?**

During the week, in the afternoon	20
During the week, in the evening	38
Saturday	32
Sunday	34
During the late evening and night	19



**Explanations:**

Most answers of the respondents indicate their interest for having the course during the week, in the evening (38), while the option of having them on Sundays (34) and on Saturdays (32) gathered a lot of voting as well.

The least favoured option was During the late evening and night (19).



## ***V. 1. Conclusions***

- The expectances of the participants in the experimental group were high.
- They mostly use computers and Internet on a daily basis, mostly from home and from work.
- Most of them (70%) showed their availability from the point of time to follow the course.
- 36.76% of them update their knowledge few times a year, most of them preferring individual study (50).
- Almost all of them (95.65%) considered that it is important to improve their knowledge with the purpose to learn new specific techniques used in their job, to improve their theoretical knowledge and to obtain transferable abilities, needed in their relation with the patient.
- 75% of the respondents hadn't had participated in an e-learning course before and from those who had participated, almost a half had followed only one such course (46.15%).
- 61.54% of the ones that had participated in e-learning classes had sometimes problems with the platform, among which the most common one was Technical problems and no-one to ask for help (53.85%)
- 87.88% of the respondents considered that an e-learning course has more advantages than a traditional one, the most important in their opinion being flexibility in timing one's training, saving time and money, deciding the place of the learning and efficiency regarding time.



- All the topics of the e-learning course are of interest for the participants, all of them gathering a high number of votes: from 48 for Medical issues to 28 votes for The Basics of nutrition.
- What participants in the experimental group wish is to be able to learn what they want, to study at home and to have access to downloadable learning materials.
- Most of them 86.57% consider that the assistance of a tutor “at distance” is enough.
- The most important services from the course platform, in their opinion, are: Guidance tailored, for a better adaptation to their needs, Technical help and Monitoring of their training path and encouraging the, throughout the e-course.
- Most of the respondents showed their interest in having the course during the week, in the evening.



# COACH BOT

## “Modular e-course with virtual coach tool support”

LIFELONG LEARNING PROGRAMME  
LEONARDO da VINCI

coordinated by FOR.COM

## ANNEX 2

# SATISFACTION EVALUATION REPORT



## **CONTENT:**

<b><u>I. EVALUATION OF COACH BOT METHODOLOGY TOOLS</u></b>	<b>3</b>
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## I. Evaluation of COACH BOT methodology tools

In order to carry out the evaluation of COACH BOT methodology it was designed and submitted two questionnaires to both control and experimentation groups:

- expectations questionnaire - at the beginner of the e-course
- customer satisfaction questionnaire - after the e-course end

Thus, it will be possible to collect the different students expectations before the e-course participation and the level of satisfaction about the e-course contents, structure and virtual support after the course end. The achieved results and will be compared with the users initial expectations with the purpose to assess the different self-perceptions and the level of satisfaction about the e-course.

*There were designed two versions of the questionnaires for the two learners groups:*

- Control group: both the questionnaires will include questions related to the e-learning platform and course contents (Learning Objects).
- Experimental group: both the questionnaires will include the same questions of the control group's questionnaires (related to the course e-learning platform and contents), but they will also include an additional section related to the Virtual Coach application.

The questionnaires are multiple-choice questions' questionnaires.

## II. Background and working methodology

The evaluation of the satisfaction of the control group and the experimental group was done during July-August 2010.

### Number of participants

In this evaluation participated:

For the evaluation of the **satisfaction of the control group**: 41 persons from 6 countries (Italy, Romania, UK, Denmark, Slovenia and Switzerland);

For the evaluation of the **satisfaction of the participants from the experimental group**: 49 persons from 6 countries (Italy, Romania, Denmark, UK, Slovenia and Switzerland).



### **III. Working methodology**

1. The satisfaction questionnaires for the two groups participating in the testing were elaborated by SREP, together with FOR.COM, after which they were discussed with all the other partners in order to improve them.
2. The final questionnaires were given by each partner member to the two groups (control and experimental) from their own country.
3. The questionnaires were gathered by each partner.
3. A centralizer document was sent by SREP, RO, to each partner (one for each group), centralizer in which each partner put together the data obtained from their own participants, after which they sent it to SREP, RO.
4. SREP, RO processed the data from each country and realized a common evaluation, at a European level (for the 6 countries involved).

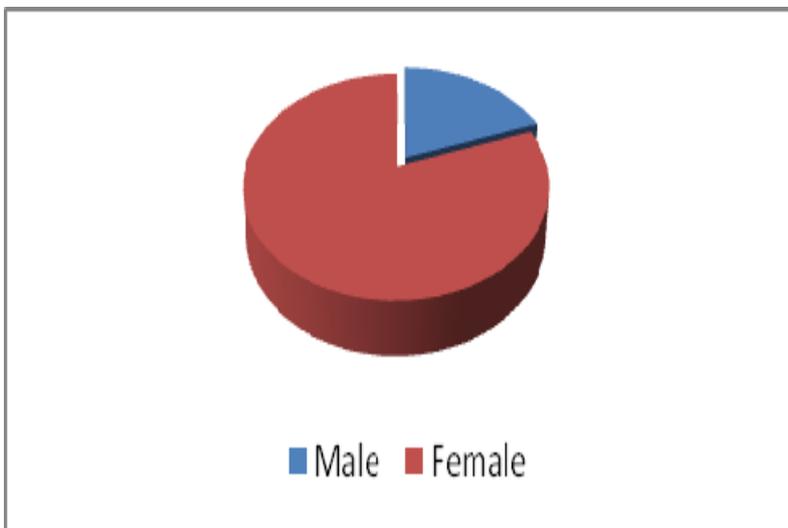


## IV. Evaluation of the satisfaction of the participants from the control group

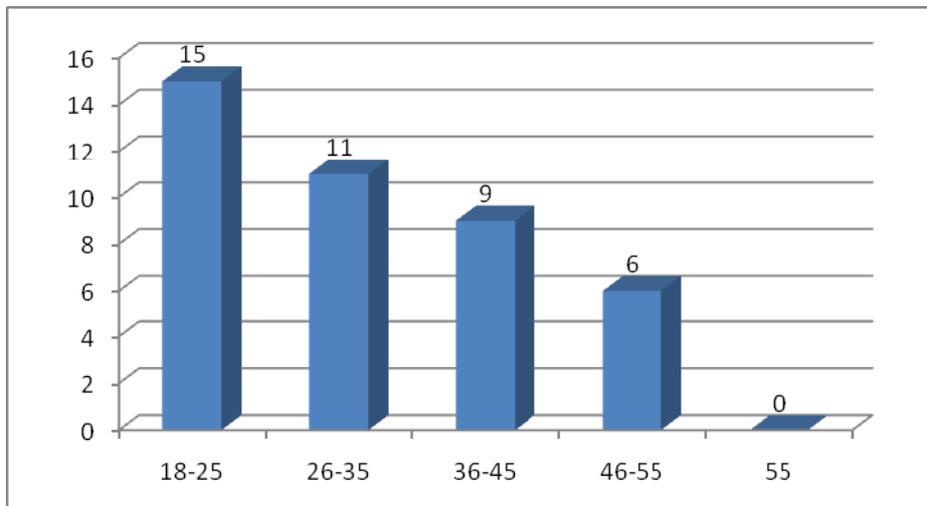
### 1. Identification

Gender:

Male	Female
8	33

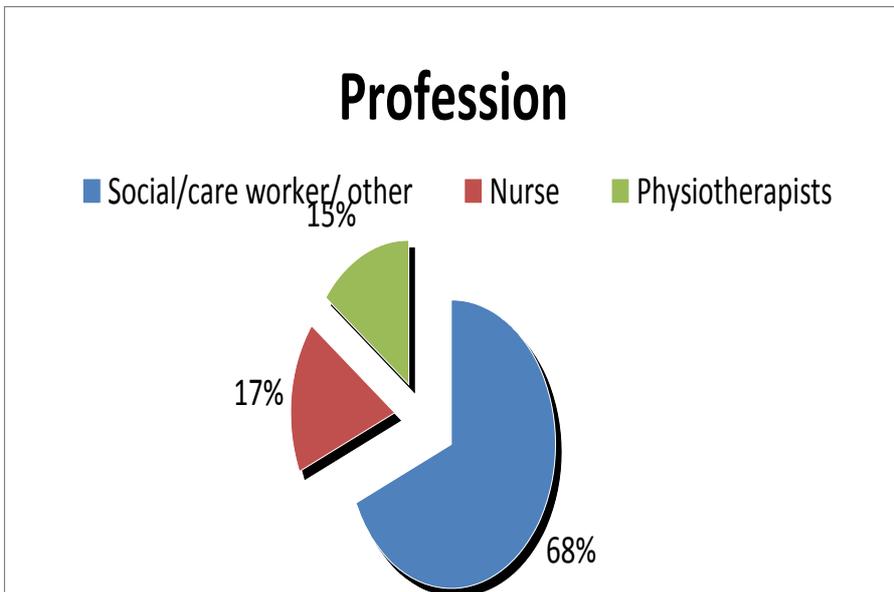


Age	18-25	26-35	36-45	46-55	+55
	15	11	9	6	0



## Profession

<b>social/care worker/ other:</b> social and health care assistants, social and health care helpers, social workers, general practitioners, doctors, other professionals	28
<b>nurse:</b> practical nurses, registered nurses, other kind of nurses	7
<b>physiotherapists:</b> physiotherapists, occupational therapists, speech and language therapists, other kind of physiotherapists	6



**Explanations:**

80% of the participants in the control group are women, while 20% are men.

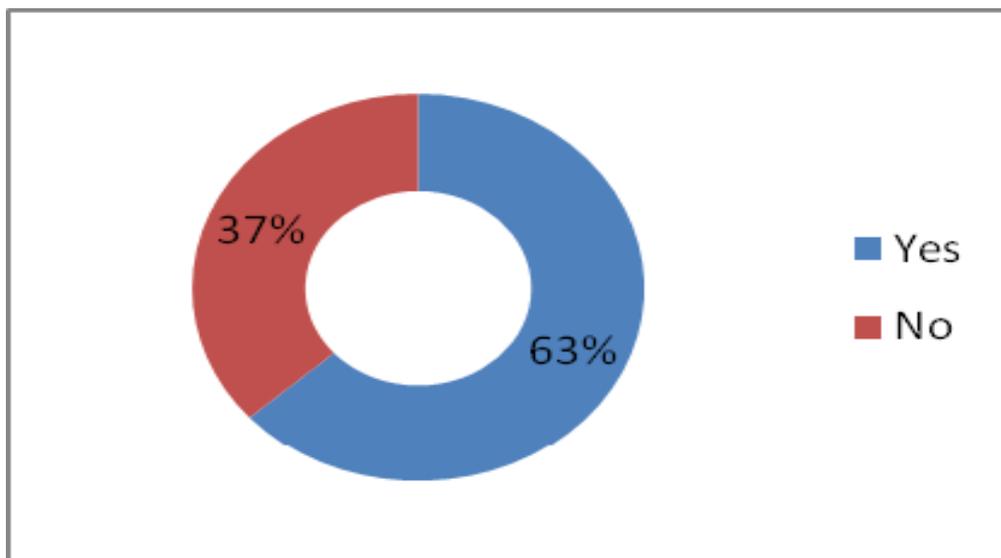
Most of the participants are aged 18-25. 26.8% of the participants and the second age category were the most participants belong to is 26-35. There were few participants belonging to the last age categories, as no participants were aged over 55.

Most of the participants (68%) are working as social or care worker/other.



## 2. Did the overall course “Enhancing the European home healthcare professionals’ competencies” meet your expectations?

Yes	No
26	15



### *Not edited comments of the respondents:*

“Not able to complete the modules that I was interested in”

“The answers to some questions are not always the same for every person, they would vary depending which sector you worked in such as with disabled people or with elderly people. Answers are not always straight forward in this type of job. The course was not a broad enough range”

“I really did not like the start quizzes”

“Not very many new things to learn”

“No new topics”

“Too much about testing all the time.”

“I am sorry to say but I learned very little. After one month after the course is finished I can barely remember it.”

“The English language was too technical. I had not enough time to follow the course  
Problems with the online platform: accessing the final quizzes, finishing the modules.”

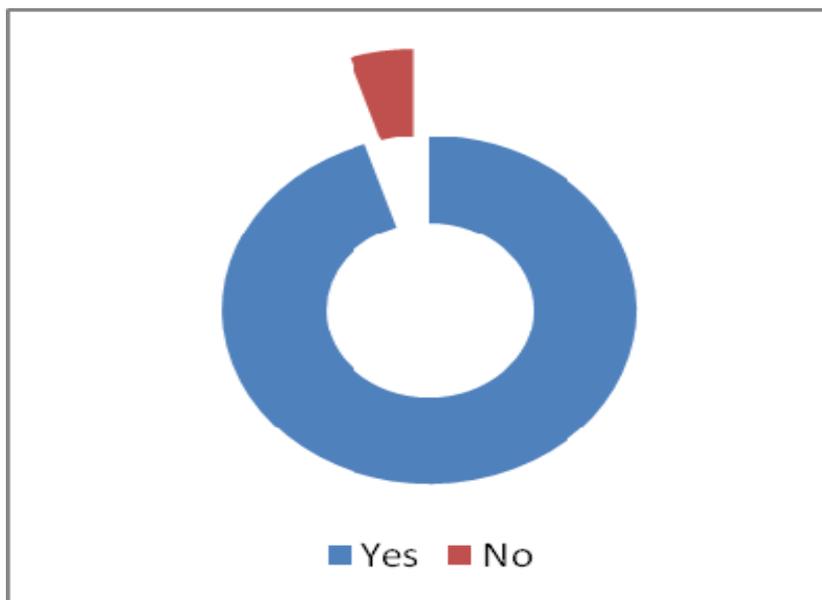


### Explanations:

63% of the respondents believed that the online course met their expectations. The other 37% of the participants considered that their expectations were not met as they gave different arguments to their answer. Some of the respondents comment the fact that the information provided was not new to them.

### 3. Do you think the e-learning platform of the course offered you some benefits compared to the traditional learning?

Yes	No
38	2



#### *Non –edited comments of the respondents:*

“Once the recording of the timings were sorted out it became beneficial”  
“The only advantage is that you choose your own timing. It is not good that the lessons are in English. It is also not good that if you are interested in something you can not directly ask a teacher about it.”

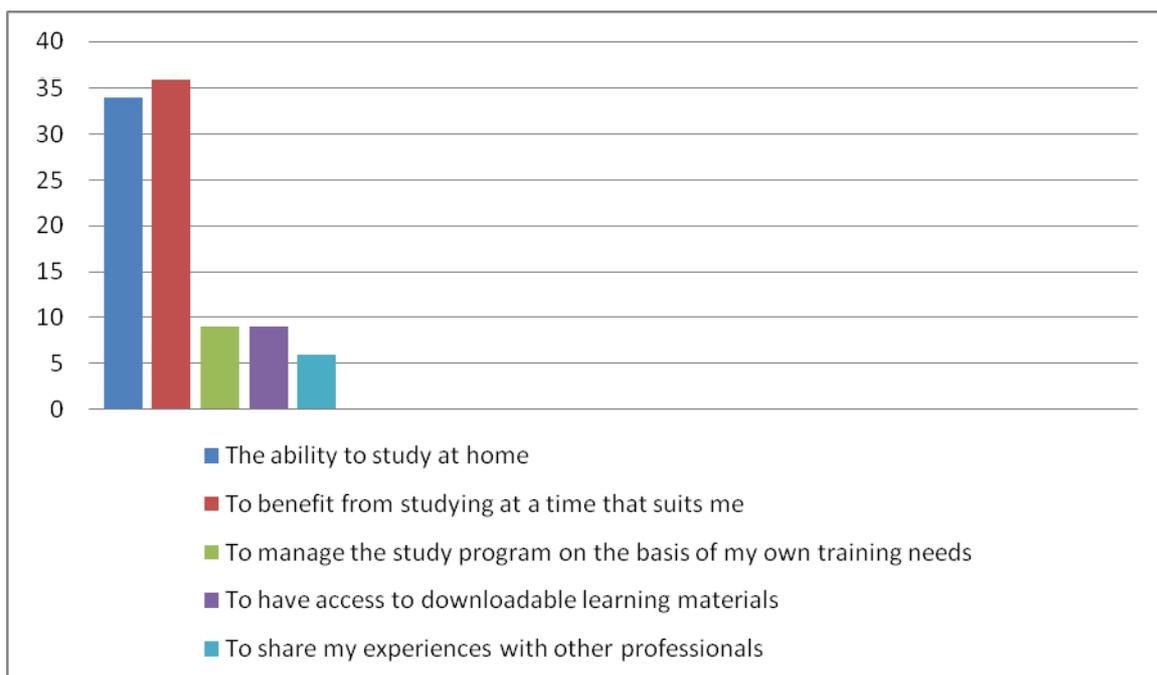


**Explanations:**

92.6% of the respondents believed that the e-learning platform was more useful to them comparing it to traditional way of learning.

**4. Which have been the main benefits and opportunities offered by the course “Enhancing the European home healthcare professionals’ competencies”?**

The ability to study at home	34
To benefit from studying at a time that suits me	36
To manage the study program on the basis of my own training needs	9
To have access to downloadable learning materials	9
To share my experiences with other professionals	6



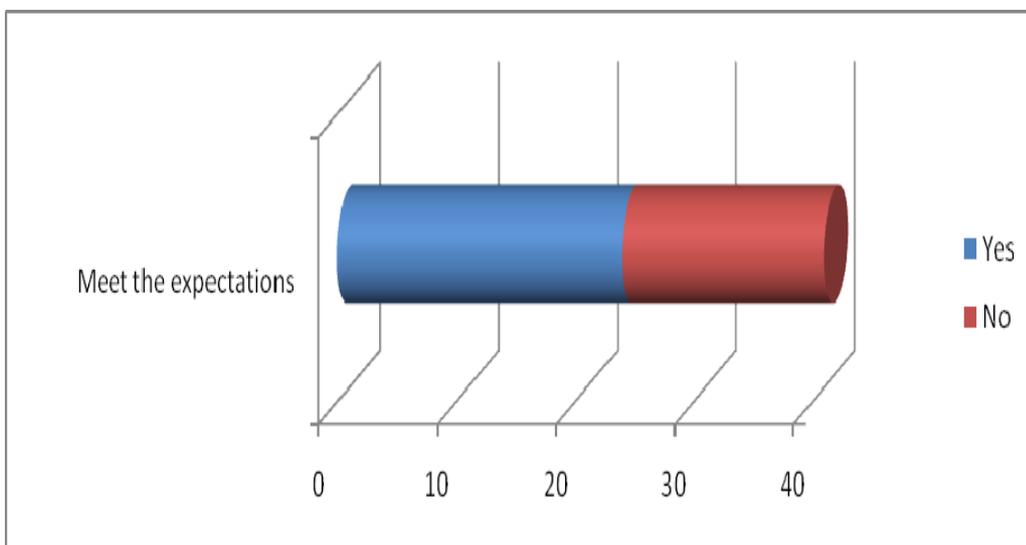


**Explanations:**

The respondents consider beneficial the allotment of time as they have other commitments and time does not permit them to participate to ordinary courses. Also studying in the surroundings of their own home, make them feel more comfortable and at ease. This environment helps them to be more opened to learning new things. So the most important benefits mentioned by the respondents were the ability to study at home and studying when they wanted to.

**5. Did the course “Enhancing the European home healthcare professionals’ competencies” meet your expectation in term of knowledge and skills you expected to acquire?**

Yes	No
24	17



**Explanations:**

The online course was considered to have met the expectations of the respondents in term of knowledge and skills they expected to acquire.

58.5% of the respondents believe that the course offered them the necessary and needed information, but on the other hand 41.5% believed that not.



**6. If you have answered no to question 5, in your opinion what are the modules to be improved and developed in a more exhaustive way?**

Support Individuals to access and participate in recreational activities	10
Support individuals in their daily living	10
Communication with elderly people	2
Communication with dying patients and their family	0
Communication with patients with hearing disabilities	0
Communication with patients with seeing disabilities	0
The relationship with patients family	1
Establishing a help relationship	1
Introduction to the main home health care worker EU legislation	1
Home health Care worker UK legislation	0
Home health care worker SI legislation	0
Nurse: professional code and ethical aspects	0
Cultural differences in approaching patients	1
Social Care Worker Professional Code	0
Self instruction and continuing learning	1

**Explanations:**

Among the 14 respondents that believed that the online course did not meet their expectations regarding the skills that would have required after attending the course, most of them considered that the first two modules need to be improved.

**7. The modules and specific topics selected within the course to build your personalized course were relevant to your daily needs?**

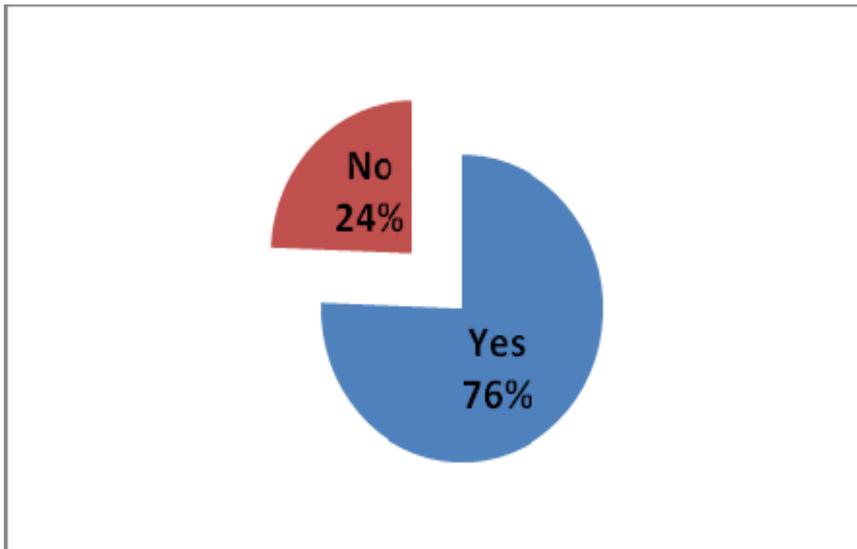
Yes	No
31	10



*Non –edited comments of the respondents:*

“The modular format did not enable me to cover the topics that I wanted.”

“We need to learn about much more topics.”



**Explanations:**

76% of the respondents considered that the modules presented in the online course helped them build a personalized course that was relevant to their daily needs.

The other 24% of them gave a negative answer to this aspect. Some of them stated that the topics were not appropriate to their needs or that more topics should have been covered.



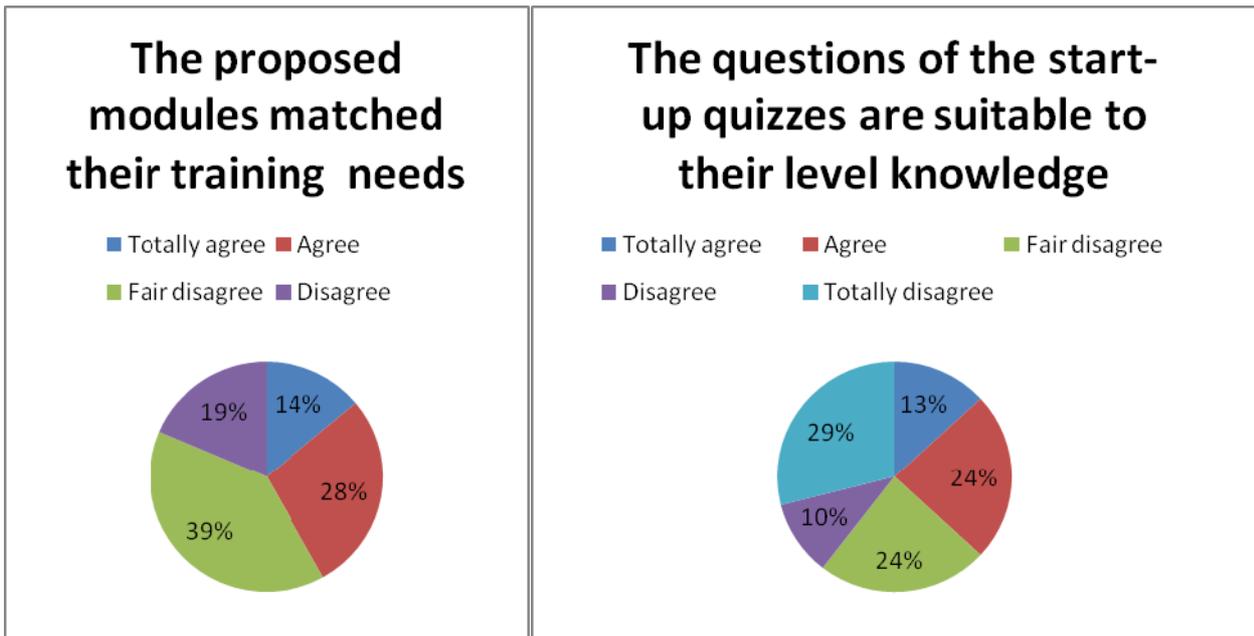
**8. Please give your opinion about the course methodology, according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not edited)
The proposed modules matched your training needs according to your professional profile	6	12	17	8	0	<p>"I was not able to choose all the modules that I wanted to study".</p> <p>"I knew already what was told in the modules "</p> <p>"No new information"</p> <p>"Too general knowledge"</p>
The questions of the start-up quizzes are suitable to check student entry level knowledge	5	9	9	4	11	<p>"Many times there are questions where there in my mind are not only ONE correct answer – it depends on values, attitudes, opinions. But the test had only one answer – "the truth" That was really annoying."</p> <p>"There were some strange questions about Care Standard Commissions and other institutions/organizations we do not have here. How can I know what work they are doing?"</p> <p>"There were answers I disagreed with"</p> <p>"It is stupid to have questions about one person's theory or method. Maybe the person is not at all known and used in your</p>



					<p>country”</p> <p>“It was not clear when you have a possibility to answer with one tick in the box or with ticks in more boxes”</p> <p>“Very strange formulations of questions: For instance there was a question: “How does nurse must do with patients”? What is the meaning?”</p>
--	--	--	--	--	---



**Explanations:**

28% of the respondents agreed that the proposed modules matched their training needs, as for 39% of them the modules were appropriate to their training needs more or less as they fairly disagreed to this argument.

29% of the respondents offered a negative answer concerning the suitability of the questions of the start-up quizzes. 24 % of the participants agreed with this statement. The comments offered by the respondents concentrated on the ambiguity of selection of the correct answer and also about the relevance of some questions.



**9. Please give your opinion about the overall content of the course “Enhancing the European home healthcare professionals’ competencies” according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

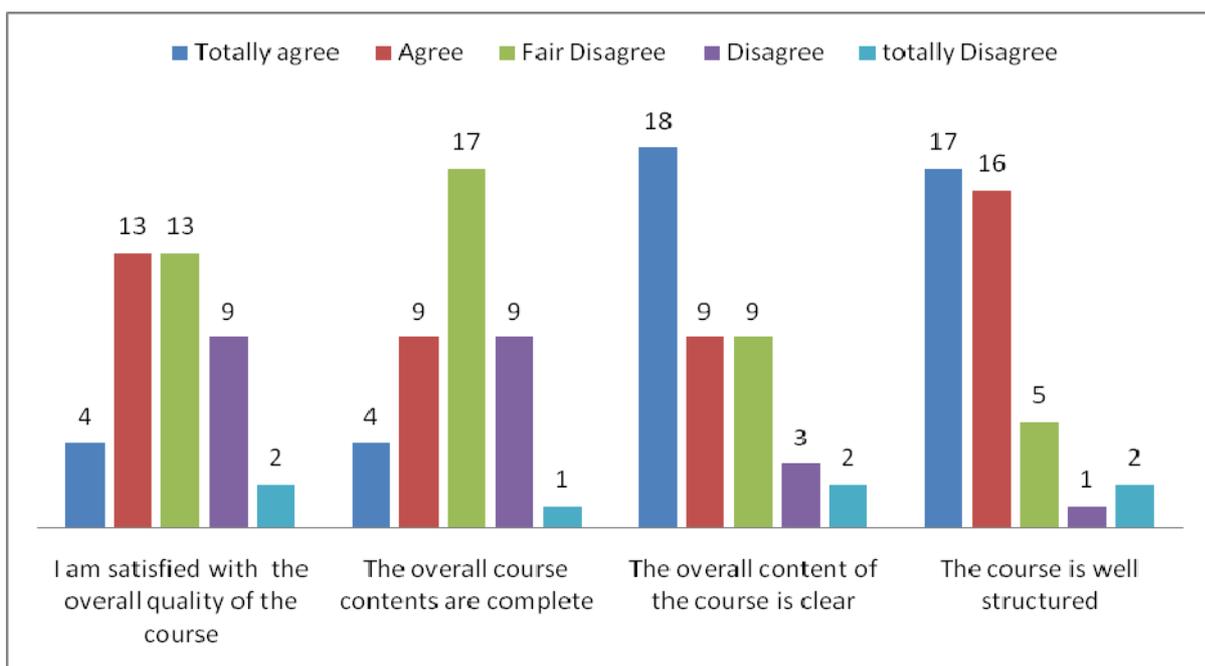
Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
<b>I am satisfied with the overall quality of the course</b>	4	13	13	9	2	“Lots of errors in the questions for the start up quizzes” “Why do we not get the correct answers when we have answered the final quizzes?” “More images should be included on the slides.”
The overall course contents are complete	4	9	17	9	1	“Our daily work consists of many more tasks and challenges” “There are much more we should learn” “When can a course in this field be “complete”?”
The overall content of the course is clear	18	9	9	3	2	
The course is well structured	17	16	5	1	2	“Hard to navigate”
<b>I am satisfied with the overall quality of the different modules</b>						



<b>and in particular:</b>						
Support Individuals to access and participate in recreational activities	4	<b>16</b>	11	6	3	"Very general knowledge" "Simplyfied"
Support individuals in their daily living	5	<b>13</b>	<b>13</b>	5	3	"There are other ways" "It was as if they were not talking about OUR job. It was something going on in another country"
Communication with elderly people	4	5	<b>18</b>	6	4	"Well-known things" "Nothing new"
Communication with dying patients and their family	3	2	<b>5</b>	2	3	
Communication with patients with hearing disabilities	<b>5</b>	4	<b>5</b>	1	0	
Communication with patients with seeing disabilities	5	3	<b>6</b>	1	0	
The relationship with patients family	5	<b>13</b>	6	1	0	
Establishing a help relationship	3	5	<b>11</b>	3	0	
Introduction to the main home health care worker EU legislation	7	8	<b>9</b>	1	0	



Home health Care worker UK legislation	3	3	<b>6</b>	2	1	
Home health care worker SI legislation	2	<b>8</b>	6	2	1	"Too much in-depth, too heavy, watched 3 times and still did not take everything in."
Nurse: professional code and ethical aspects	6	5	<b>7</b>	1	0	
Cultural differences in approaching patients	6	<b>9</b>	7	1	0	
Social Care Worker Professional Code	4	4	<b>9</b>	1	1	
Self instruction and continuing learning	5	5	<b>10</b>	0	1	





### **Explanations:**

Most of the participants considered that their level of satisfaction towards the overall quality of the course was almost high. Some of the respondents agreed with this statement and others fairly disagreed.

The content of the course was appreciated to have been so and so as majority of respondents fairly disagreed with this aspect.

The clarity of the course content was seen as been highly positive.

The course was considered to be well structured as most of the respondents offered a more positive evaluation.

Some commented that the content of the course is too simple for their level of knowledge in the matter.

Regarding the modules, "Support Individuals to access and participate in recreational activities" was rated the most as being satisfying. "Support individuals in their daily living" was considered to be of good quality, but in the same time with some disagreements. Besides these first modules, the module "The relationship with patients family" was appreciated as having quality.

The module "Communication with elderly people" was placed in between agreements and disagreements as most of the respondents offered a medium answer.

The opinions of the respondents were divided regarding the other modules. Some of them appreciated the quality of them, and others had some disagreements.



**10. Please give your opinion about the course “Enhancing the European home healthcare professionals’ competencies” specific learning materials using the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹☹ = Disagree; ☹☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹☹	☹☹☹	Comments, suggestions (Not-edited)
<b>Audio lesson</b>						
Synchronization between text and audio is adequate	<b>13</b>	<b>13</b>	4	1	1	
There are enough text and pictures animations	<b>18</b>	10	12	1	0	“Would have preferred more text than audio to follow”
Pictures and text animations make the lesson more attractive and engaging	<b>22</b>	12	6	0	0	
The balance between text, pictures and audio is adequate	<b>17</b>	14	10	1	0	“More text would have been easier to follow”
The interaction level is adequate	<b>16</b>	<b>16</b>	7	0	1	
The sound quality is appropriate	<b>21</b>	13	5	1	0	
The speaker voice is clear and understandable	<b>12</b>	6	5	0	2	“1) Language and stuttering really hard to follow, voice can be very monotonous 2) Some



						fast speaking"
<b>Lecture notes</b>						
The content includes useful and "in depth information" on the topic	7	11	<b>19</b>	0	2	"Didn't use"
The lecture notes include illustrations, graphics, tables, etc which provide an added value to the content	11	<b>19</b>	7	0	2	
References are exhaustive	6	<b>21</b>	11	0	0	
<b>Final quizzes</b>						
The questions are suitable to check student knowledge acquired on the topic	5	15	<b>17</b>	0	1	"Having the option to take the quiz more than once was good." "I do not no, no questions appeared at my final lessons."
<b>Case studies</b>						
The sound quality is appropriate	<b>21</b>	11	6	0	0	"Didn't use"
The speaker voice is clear and understandable	<b>23</b>	7	6	2	0	
The case study is a meaningful example for the my daily work experience	6	10	<b>18</b>	2	2	"I did not recognize my daily work"



**Explanations:**

Regarding the audio lesson characteristics, most of the respondents totally agreed with the positive statements. The most appreciated items were the pictures and text animations, and also the sound quality.

The statements regarding the lecture notes were appreciated as being right as the majority of the respondents agreed or fairly disagreed with them.

The questions of the final quizzes were considered to be almost suitable to check the student's knowledge on the topics as most of the participants fairly disagreed with this statement. Some of the respondents encountered problems in accessing these final quizzes as they did not appear after the completion of the respective module.

Regarding the case studies, the respondent appreciated most the sound quality and the speaker voice, but was not considered so meaningful to their daily work experience.

**11. Please give your opinion about the on line platform of the course according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not edited)
<b>I am satisfied on the overall quality of the on line platform</b>	<b>19</b>	13	6	0	2	<p>"Able to go back to lessons was useful"</p> <p>"The course cannot be downloaded as one ( using the link "<u>Download current directory</u> "). It can be downloaded one module at a time."</p> <p>"The time spent on the lessons is not recording."</p> <p>"The final test does not appear, even</p>



						if all lessons of the module were listened."
The login procedure is straightforward	<b>24</b>	11	6	0	0	
The platform tools are sufficient	<b>22</b>	12	3	1	2	
The graphical design is nice	6	<b>19</b>	13	1	1	"Once you get used to jumping around the navigation got better. But at first hard to follow."
<b>Course description</b>						
This tool is useful	9	<b>19</b>	10	0	0	"Didn't use"
The Course description gives the student a proper general overview of the course	11	<b>17</b>	10	0	0	
<b>Agenda</b>						
This tool is useful	3	14	<b>17</b>	2	0	"Didn't use"
The events or activity list displayed in the agenda are meaningful	2	10	<b>22</b>	1	1	
It's useful to view the agenda in "My Calendar" format	3	5	<b>26</b>	0	2	



<b>Documents and links</b>						
It's easy to Navigate in the "Documents and links" area	<b>23</b>	10	4	0	0	"Didn't use"
It's easy to download a document	<b>25</b>	7	4	1	0	
It's easy to view a document online	<b>28</b>	7	2	0	0	
It's easy to search a document	12	<b>19</b>	3	0	0	
<b>Quiz</b>						
It's easy to navigate within the quizzes	<b>25</b>	10	4	2	0	
It's easy to understand how to answer questions	9	10	<b>18</b>	1	3	"Not clear when multiple-choice question, writing too small, needs to be more noticeable such as in bold or another color"
<b>Modules</b>						
It's easy to navigate within modules	<b>23</b>	12	1	3	1	
It's easy to start a lesson	<b>26</b>	11	5	0	1	
<b>Lessons</b>						
Navigation tools are easy to use	<b>23</b>	10	6	0	1	"Tools got easier the more I used them"
The play bar is user friendly	<b>22</b>	11	6	0	1	



						"The notes section was too small to read"
It's easy to go back to the lesson list	<b>24</b>	7	7	2	1	"Too much jumping around to try to find things" "It is a bit confused"
<b>Forum</b>						
It's easy to navigate in the forum	<b>9</b>	<b>9</b>	2	0	0	
It's easy to create a new topic	6	<b>10</b>	3	0	0	
It's easy to reply to a message	8	<b>9</b>	4	0	0	
It's easy to write a message with the text editor	<b>8</b>	7	4	0	0	
I have not used it	<i>Not-edited explanations:</i> "This is of no interest to me" "I was not interested" "I was not motivated" "I do not see the use of it" "No message interested me, so I did not used it anymore." "Not enough time"					
<b>Chat</b>						
It's easy to send a message	4	<b>8</b>	5	0	0	
I have not used it	<i>Not-edited explanations:</i> "Not interested in chatting with others, just want to learn course" "I was not interested" "I was not motivated" "I do not see the use of it" "I had not the time to use it"					



	"I consider it not useful for my study" "I did not need it".
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**Explanations:**

The participants appreciated the online platform as the majority of the answers were highly positive. The login procedure and platform tools were also highly appreciated. The graphical design was rated as being positive as most of the participants agreed with the positive statements.

The most appreciated tools were the "Documents and links" area, "The modules" and the "The lesson". The least appreciated was the "Agenda".

Some of the participants considered that the forum and the chat were means of communication not necessary for this course, as they admitted the fact that they did not use it.

**12. Do you think that the course e-learning platform can be improved?**

Yes	No
32	8

*Not-edited comments:*

"Easier navigation; would prefer to read text rather than listen to the audio" "To make navigation easier having tabs along the top would be helpful and quick, rather than jumping back and forth to find things; Making the quiz clearer when the answer is multiple choice" "Improve the start quiz" "More topics and those we have not already learned about in our education" "There should be new views and approached in the content of the modules" "More into the depth (the topics)" "It is not about the problems we have in our jobs" "It should be translated in Slovenian. There is too much content, modules are not interested enough, written material is not of a good quality."
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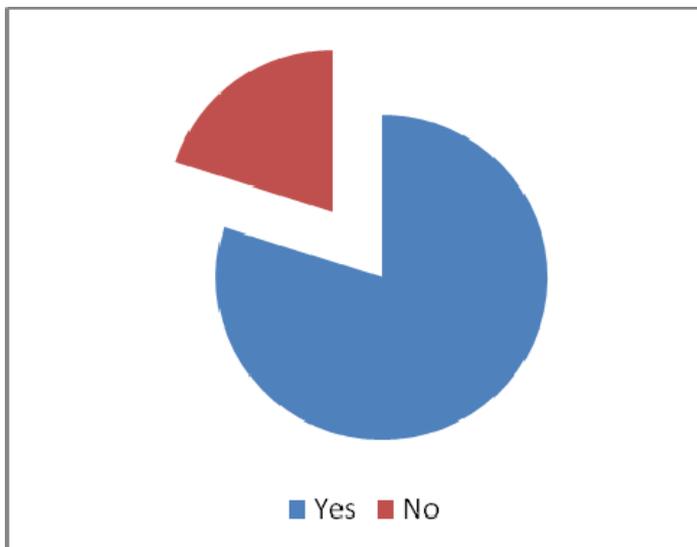


“The time recording of the audio lessons should be improved in order for the final test to show at the end of a module.”

“It can be improved, but it is ok as it is. Relevant and complete information is offered. Maybe the design can suffer some modifications.”

“It can be user-friendlier. It can have more modules. The presentations should be easier to handle them and navigate from one to another.”

“I could not see and answer at the final questions, so it is possible not to be recorded that I did the lessons.”



**Explanations:**

78% of the respondents believed that the e-learning platform can be improved as some of its aspects were appreciated less by the users. The learners encountered some technical problems during their learning process.



**13. Please give your opinion about the course's guidelines according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
The interactive guidelines are useful	<b>21</b>	13	4	1	0	"Used a paper guide booklet produced by the college instead of the demo. Both learners found this helpful, useful and easy to understand."
The interactive guidelines are comprehensive	<b>19</b>	13	5	2	0	
The interactive guidelines are easy-to-use	<b>18</b>	14	7	0	0	
The sound quality is appropriate	<b>25</b>	8	5	1	0	
The video quality is appropriate	<b>25</b>	11	3	0	0	
The speaker voice is clear and understandable	<b>24</b>	8	4	2	0	

**Explanations:**

The guidelines of the course were very much appreciated by most of the learners as they considered them very useful, comprehensive, and easy-to-use. The sound and video quality were appropriate and the speaker voice is clear and understandable.



**14. Would you recommend the course “Enhancing the European home healthcare professionals’ competencies” to others?**

Yes	No
22	11

*Not-edited comments:*

“No - The audio wasn't good; site hard to navigate around;

Yes - For an introduction to care this is good, but I already have knowledge from the NVQ so not all sections were relevant as I already had the training”.

“+: It is funny

A “different” way to get things told

You can do it at any time you like

You can listen and read at the same time

-: I got no new knowledge from the modules I tried.”

“If you don't have time to attend a course it is useful”

“New way to learn and expand your English”

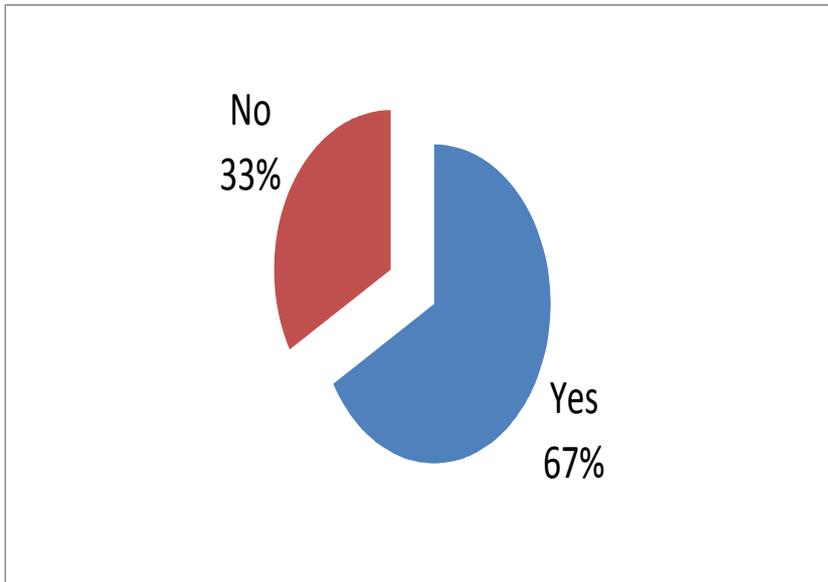
“I wouldn't recommend it to older people and to those who don't speak English well.”

“It takes a lot of time and it doesn't give you enough knowledge.”

“There is some information that is useful to the medical staff. Understanding the human side of the patients and treating them according to their needs are important issues to our line of work.”

“The course will help others to understand the importance of communicating with the patients and their families.”

“It is useful, accessible, and operational.”



**Explanations:**

The students that took part of this online course believe in proportion of 67% that the course worth being recommended to others, but on the other hand 33% of them gave a negative answer, some of them commenting that it takes time, doesn't give more information, the language poses some problems .



## ***IV.1. Conclusions***

The 41 participants of the control group of the course believed that some aspects of the course are to be appreciated, but some of them need some improvements.

- Most of the participants are female and within the age categories of 18-25 and 26-35. The majority of them are social/care workers or others.
- They believed that their expectations were met during this course. The students considered that the e-learning course is more convenient to traditional learning because it offers the ability to study at home and to study at a time that suits them.
- The learning path selected for each student was considered to be relevant to their daily needs.
- In general, the students were satisfied with the overall content of the course considering it to be clear and well structured.
- Regarding the modules of the course, some believe that the modules should be improved by the information they offer and also by evaluation with the quizzes.
- Modules to be improved and developed in a more exhaustive way are in their opinions: "Support Individuals to access and participate in recreational activities" and "Support individuals in their daily living"
- 76% of the respondents considered that the modules presented in the online course helped them build a personalized course that was relevant to their daily needs.
- 67% of the respondents agreed that the proposed modules matched their training needs.



- 63% of the respondents were not satisfied concerning the suitability of the questions from the start-up quizzes
- Regarding the methodology, the fact that the information was offered in an audio lesson was seen as a positive point. Listening to the audio lesson, the lecture notes were not so taken into consideration.
- The final quizzes had some technical problems as most of them did not appear at the end of a module and it also was not believed to be a good instrument of evaluation.
- The sound quality of the case studies and the speaker's voice were appreciated, but some of the students considered them not so meaningful for their daily work experience.
- 80 % of the participants were satisfied of the overall quality of the online platform.
- The online platform was seen as being efficient, but with some technical problems.
- Some of the tools offered were not used by the students (e.g.: forum, chat).
- 80% of the participants consider that the e-learning platform can be improved through many methods as: To make navigation easier having tabs along the top, Making the quiz clearer when the answer is multiple choices, improve the start quiz, etc.
- The guidelines of the course were appreciated by most of these students as they considered them to be useful.



- The learners believe that more aspects of the course should be improved, but nonetheless they would recommend it to others.

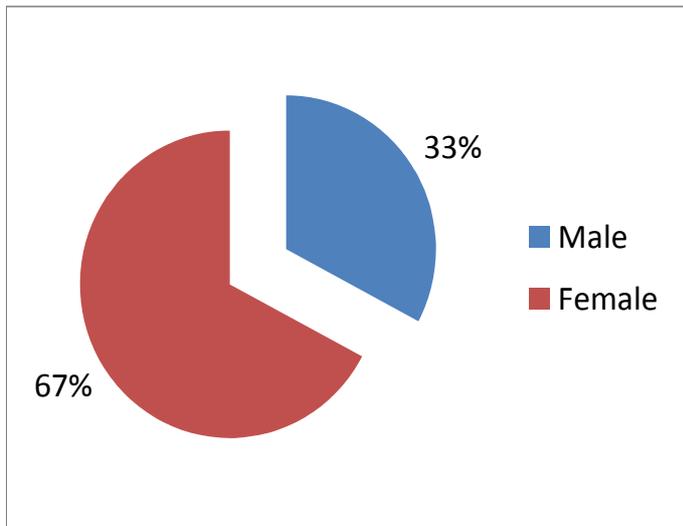


**V. Evaluation of the satisfaction of the participants from the experimental group**

**1. Identification**

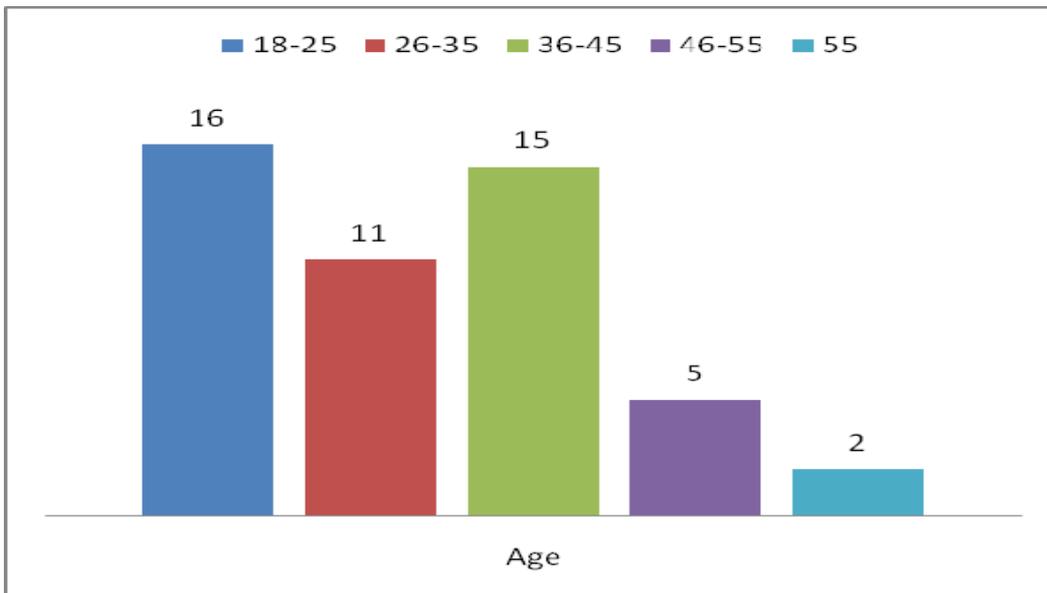
Gender:

Male	Female
16	33



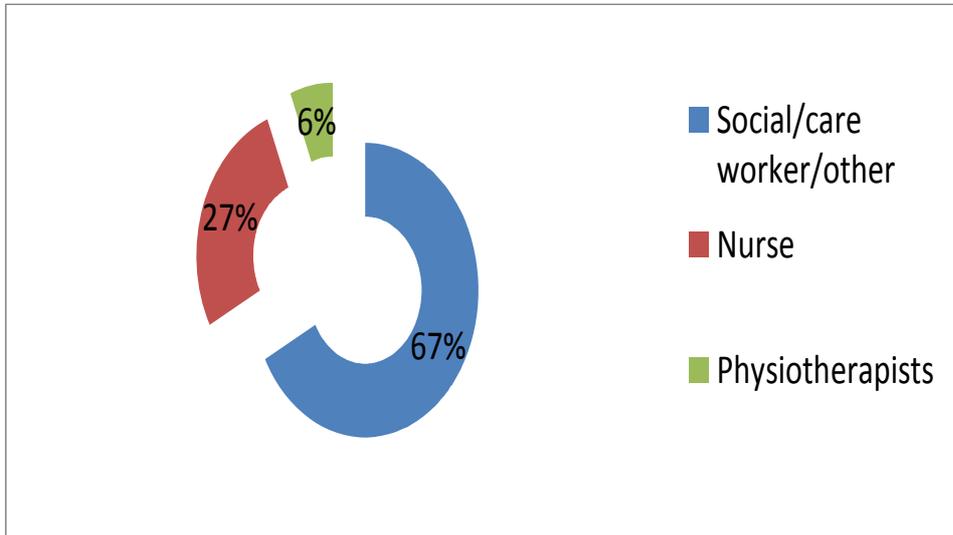
Age:

18-25	26-35	36-45	46-55	+55
16	11	15	5	2



**Profession:**

<b>social/care worker/ other:</b> social and health care assistants, social and health care helpers, social workers, general practitioners, doctors, other professionals	33
<b>nurse:</b> practical nurses, registered nurses, other kind of nurses	13
<b>physiotherapists:</b> physiotherapists, occupational therapists, speech and language therapists, other kind of physiotherapists	3



**Explanations:**

From a total of 49 of students in the experimental group, 67% of them are female and the rest of 33% male. Most of the learners are concentrated in 2 age categories: 18-25 and 36-45.

67% of the students fall under the profession category of social/care worker/ other. The second concentrated category is nurse with 27% of the respondents.

**2. Did the overall course “Enhancing the European home healthcare professionals’ competencies” meet your expectations?**

Yes	No
33	16

*Not edited comments:*

“Couldn't get into it, logging on at the start was hard to find. The course was relevant to job. It was hard to understand where to go - navigation problems.”

“Start up quiz answers were wrong which were off putting”

“Hard to get motivated on course as took so long to log in and work out where to go



Timings of lessons did not record properly; some lessons were too long, unclear where to go, problems logging in"

"Hard to log onto course and navigate around, lots of modules which looks daunting, I did not think there would be so many"

"Hard to log into course, navigation was hard, especially after start up quiz it was unclear where to go next. The level of English both written and spoken wasn't always easy to understand."

"Some aspects of it was very in-depth, e.g. in the communication part there was a lot on the sight and hearing impaired that you would only know if you specialized in that area"

"The opening test was not motivating and gave a bad start of the program"

"In the first modules I read it was about things we already have learned at school and at work, so I did not feel like continuing."

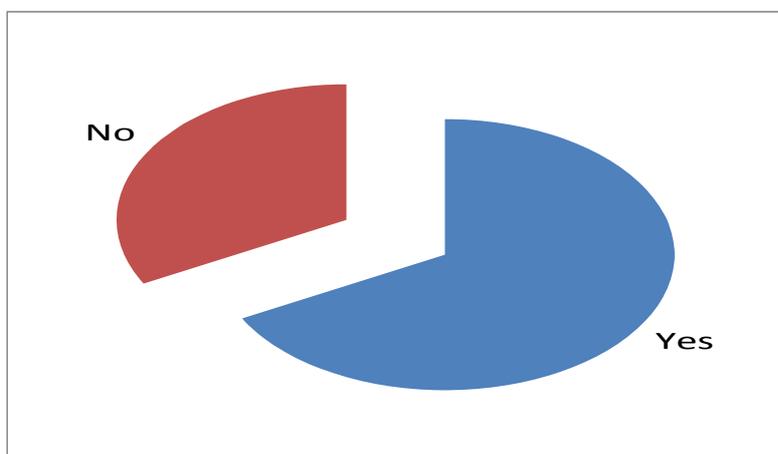
"It is not a good idea to test all the time: You focus on passing tests – not on learning."

"I do not agree on the approach to learning in this program. You should learn for getting more knowledge not for tests."

"It is irritating and distracting that it is all about tests"

"Even though I successfully finished all the courses, I think I still don't understand the content"

"The course was in English; I had to concentrate on translating and not on the content"





**Explanations:**

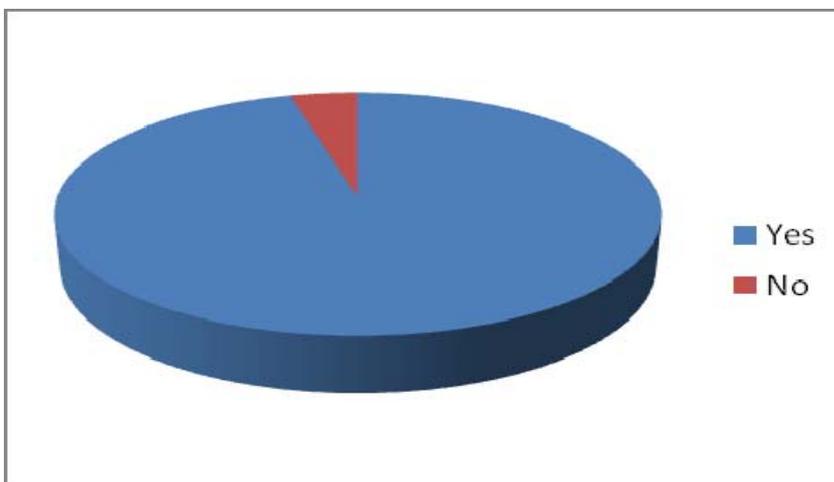
67% of the students considered the online course efficient as the course met their expectations. 33% of the respondents considered that some of the aspects of the course were disappointing so they believe that the course did not meet their expectations.

**3. Do you think the e-learning platform of the course offered you some benefits compared to the traditional learning?**

Yes	No
47	2

*Not edited comments*

"With a teacher communication would improve"



**Explanations:**

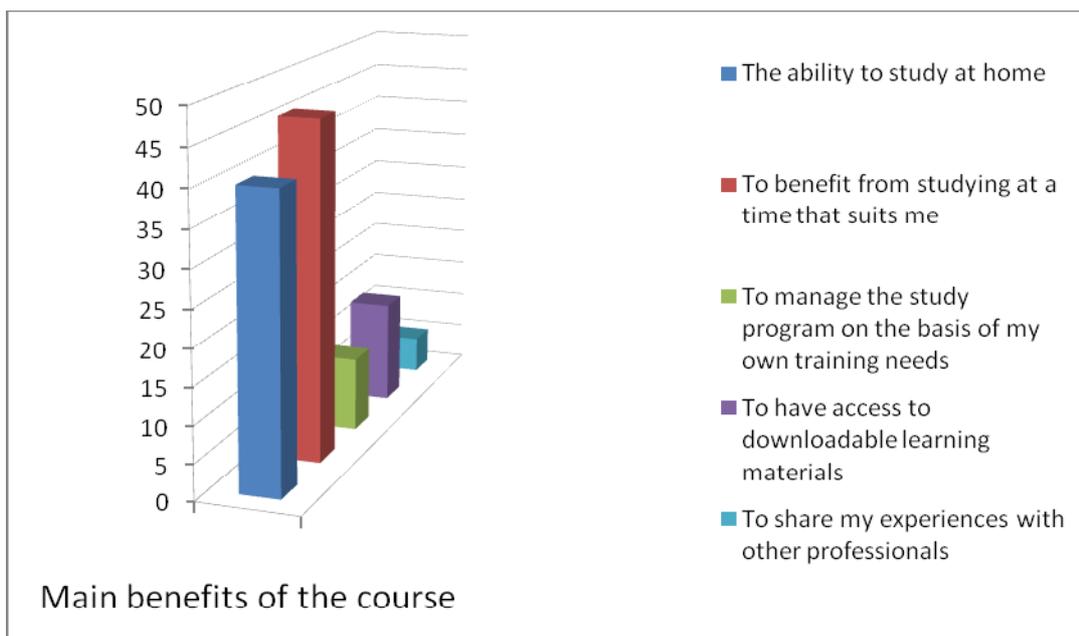
96% of the respondents consider that learning with the help of an e-learning platform has more benefits comparing to the traditional way.

One of the respondents that answered negative to this aspect stated that the presence of a teacher has a big importance.



**4. Which have been the main benefits and opportunities offered by the course “Enhancing the European home healthcare professionals’ competencies”?**

The ability to study at home	40
To benefit from studying at a time that suits me	46
To manage the study program on the basis of my own training needs	10
To have access to downloadable learning materials	14
To share my experiences with other professionals	5



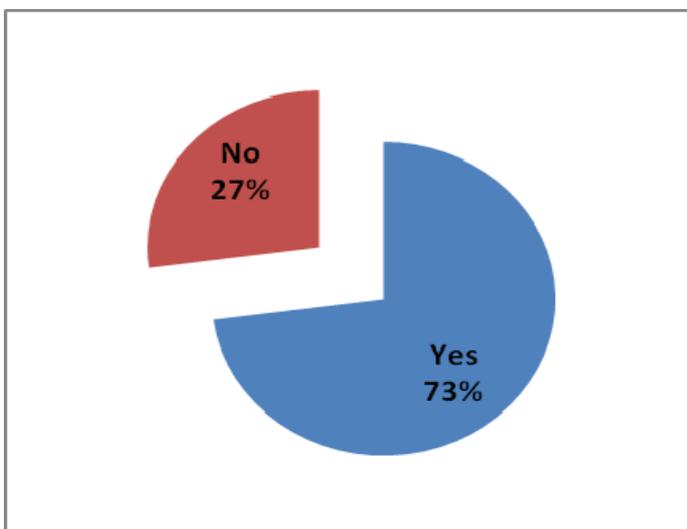
**Explanations:**

46 of the respondents consider that the main benefit of this online course is studying at a time that suits them. The next benefit selected by the respondents was the ability to study at home.



5. Did the course “Enhancing the European home healthcare professionals’ competencies” meet your expectation in term of knowledge and skills you expected to acquire?

Yes	No
35	13



**Explanations:**

73% of the students believe that the course met their expectations in terms of knowledge and skills acquired.



**6. If you have answered no to question 5, in your opinion what are the modules to be improved and developed in a more exhaustive way?**

Support Individuals to access and participate in recreational activities	5
Support individuals in their daily living	2
Communication with elderly people	8
Communication with dying patients and their family	0
Communication with patients with hearing disabilities	2
Communication with patients with seeing disabilities	3
The relationship with patients family	1
Establishing a help relationship	3
Introduction to the main home health care worker EU legislation	0
Home health Care worker UK legislation	0
Home health care worker SI legislation	3
Nurse: professional code and ethical aspects	1
Cultural differences in approaching patients	3
Social Care Worker Professional Code	0
Self instruction and continuing learning	1

**Explanations:**

Out of the 27% (13 students) who answered no at the previous question, most of them consider that the modules that need improvements are: Support Individuals to access and participate in recreational activities, and Communication with elderly people. The other modules need more or less modifications.



**7. The modules and specific topics selected within the course to build your personalized course were relevant to your daily needs?**

Yes	No
40	9

*Not-edited comments:*

“Not relevant to job”

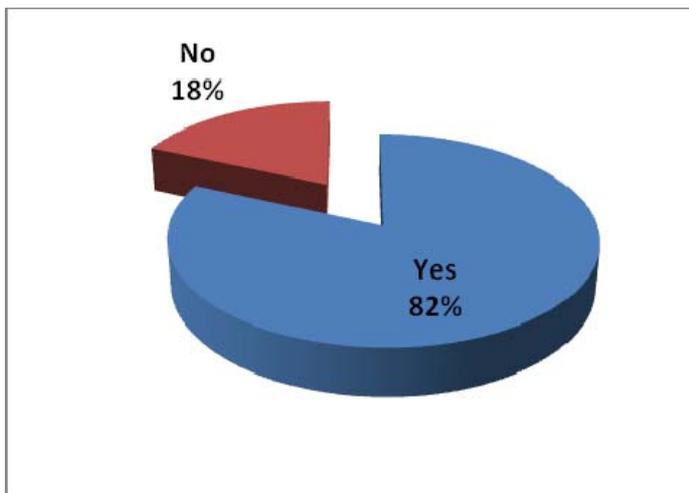
“Not relevant to job, but would be to other care workers”

“It would be good to have something about specific medical topics”

“There should be something about stress handling and burnout. It is the biggest problems in our work”

“We need something about cooperation with colleagues.”

“We need more knowledge about the physical problems the caregiver meets and how to solve them (heavy patients etc.)”



**Explanations:**

The majority of the respondents (82%) believe that the personalized course was relevant to their daily needs. The other part considers that some of the aspects were not relevant to the job and expressed other issues that should be taken into account.



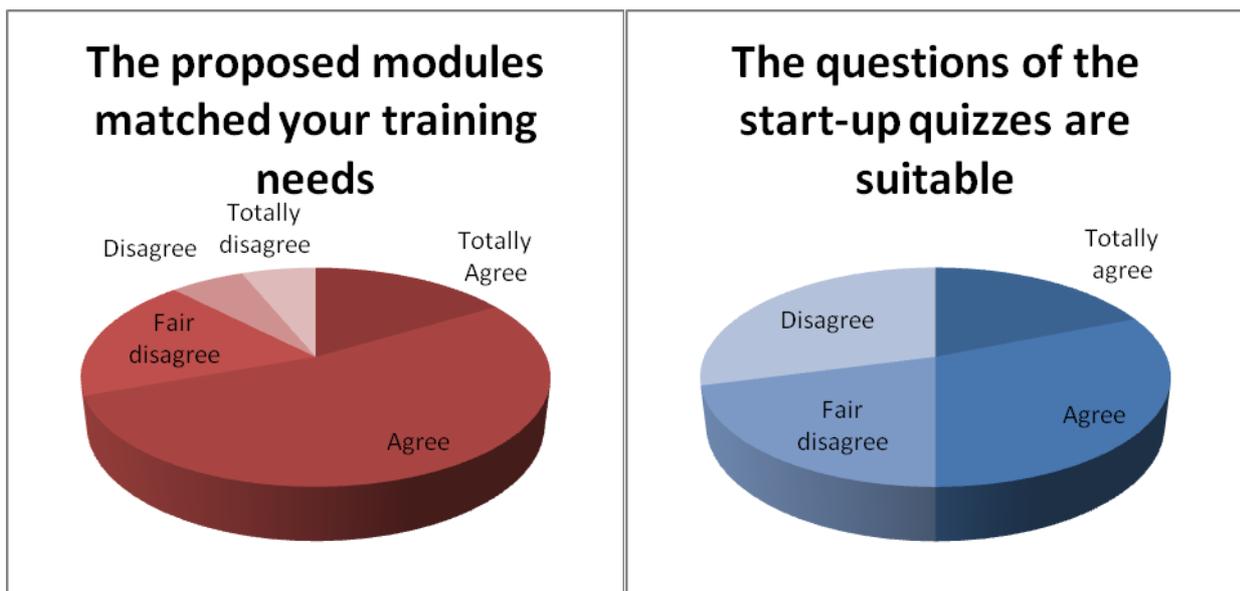
**8. Please give your opinion about the course methodology, according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
The proposed modules matched your training needs according to your professional profile	8	26	9	3	3	<p>"Not relevant to my job"</p> <p>"It was things we knew already"</p> <p>"You feel stupid when simple things are explained as if they were very difficult"</p>
The questions of the start-up quizzes are suitable to check student entry level knowledge	9	15	10	14	1	<p>"Some answers were wrong in the start-up quiz"</p> <p>"Did not agree with answers in start-up quiz"</p> <p>"The answers are very specific e.g. in the activities one I got all but one right as in our home we do not have a 'activities co-coordinator' so this is not the correct answer for our organization, so I had to complete the whole module on this subject which I know already - wasting time"</p> <p>"There were several questions I simply did not understand"</p> <p>"Many times there really is not one correct answer – it depends on values, attitude and opinions. But the test has only one answer in many of these cases– "the truth" "</p>



					<p>“There were answers I disagreed with”</p> <p>“It is stupid to have questions about one specific person, theory or method. Maybe the person is not at all known and used in your country”</p> <p>“It was not clear when you have a possibility to answer with a tick in only one box or with ticks in more boxes.”</p> <p>“Sometimes you had to choose between something like “the three first” “the two in the middle” “the two first and the last” etc. in the answers. Very confusing!!”</p>
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**Explanations:**

The criteria mentioned within the course methodology were appreciated differently by the respondents.

So, for the first criteria the most part of the respondents agreed that the modules matched their training needs.

At the second criteria the opinions were divided more between agreement, fair disagreement and disagreement. Nevertheless, the majority of them agreed to the fact that the questions of the start-up quizzes were suitable.

**9. Please give your opinion about the overall content of the course “Enhancing the European home healthcare professionals’ competencies” according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

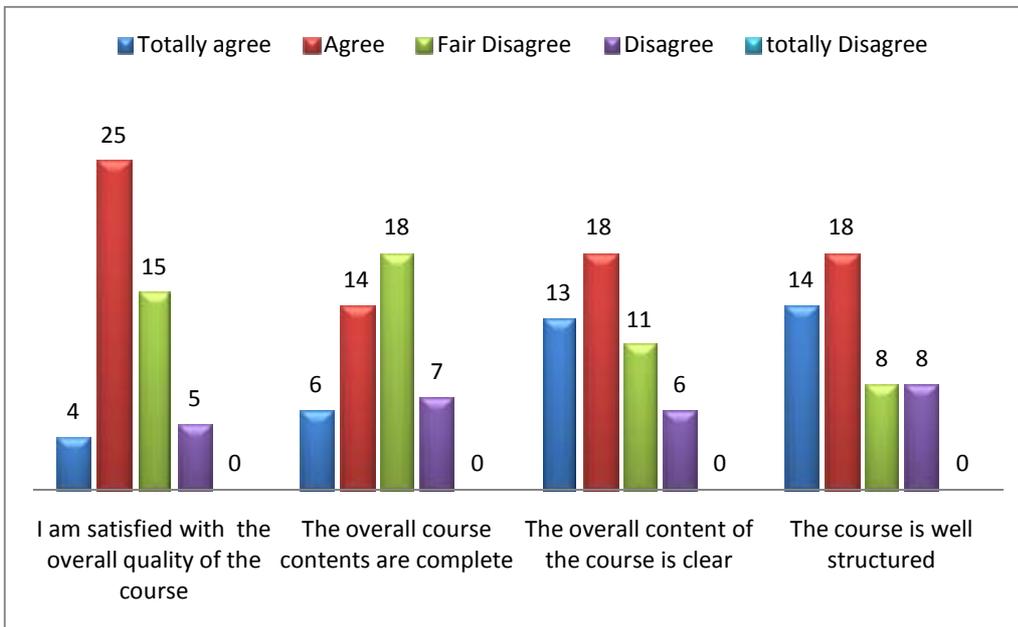
Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
<b>I am satisfied with the overall quality of the course</b>	4	25	15	5	0	“Too simple” “Things we know” “Things we have learned before in better ways and more deeply.”
The overall course contents are complete	6	14	18	7	0	“We need something about stress and burnout and cooperation among colleagues.”
The overall content of the course is clear	13	18	11	6	0	“Not clear where to go”
The course is well structured	14	18	8	8	0	“Not clear where to go Too little flexibility”



<b>I am satisfied with the overall quality of the different modules and in particular:</b>						
Support Individuals to access and participate in recreational activities	4	<b>22</b>	15	4	0	"It would be better to receive more support" "To simplified" "Nothing new"
Support individuals in their daily living	5	<b>23</b>	12	2	0	
Communication with elderly people	6	<b>15</b>	9	1	0	
Communication with dying patients and their family	3	<b>8</b>	1	0	0	
Communication with patients with hearing disabilities	4	<b>8</b>	3	2	1	"Very technical that I had a hard time to remember things, despite doing the course 3 times!"
Communication with patients with seeing disabilities	4	<b>11</b>	3	2	1	"Very technical that I had a hard time to remember things, despite doing the course 3 times!"
The relationship with patients family	7	<b>16</b>	3	0	0	



Establishing a help relationship	4	<b>17</b>	7	0	0	
Introduction to the main home health care worker EU legislation	4	<b>10</b>	8	3	0	"Very technical that I had a hard time to remember things, despite doing the course 3 times!"
Home health Care worker UK legislation	1	<b>7</b>	5	5	2	"Very technical that I had a hard time to remember things, despite doing the course 3 times!"
Home health care worker SI legislation	3	<b>8</b>	<b>8</b>	1	0	"Very technical that I had a hard time to remember things, despite doing the course 3 times!"
Nurse: professional code and ethical aspects	5	7	<b>8</b>	1	0	
Cultural differences in approaching patients	8	8	<b>10</b>	2	0	
Social Care Worker Professional Code	2	<b>11</b>	2	1	0	
Self instruction and continuing learning	3	9	<b>12</b>	1	0	



### Explanations:

Regarding the overall content of the course, most of the respondents (25 out of 49) agreed with the fact that the quality of the course was good.

The content was fairly disagreed as being complete by most of the respondents. 14 respondents out of 49 considered agreed with the statement.

The majority of the participants agreed with the fact that the content of the course is clear.

18 respondents out of 49 believed that the course is well structured.

The modules that most of the respondents agreed upon were: "Support Individuals to access and participate in recreational activities" and "Support individuals in their daily living".

The respondents agreed upon the statements regarding other modules.



**10. Please give your opinion about the course “Enhancing the European home healthcare professionals’ competencies” specific learning materials using the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
<b>Audio lesson</b>						
Synchronization between text and audio is adequate	<b>23</b>	18	5	0	0	“No sound”
There are enough text and pictures animations	15	<b>24</b>	8	2	0	
Pictures and text animations make the lesson more attractive and engaging	<b>22</b>	<b>22</b>	5	0	0	
The balance between text, pictures and audio is adequate	7	<b>29</b>	5	3	0	“No sound” “Too little text”
The interaction level is adequate	4	<b>26</b>	14	4	0	
The sound quality is appropriate	18	<b>19</b>	8	2	0	
The speaker voice is clear and	<b>18</b>	8	17	3	1	“No sound” “Level of English not always easy”



understandable						to understand monotonous voice"
<b>Lecture notes</b>						
The content includes useful and "in depth information" on the topic	4	<b>28</b>	9	1	0	"It is superficial" "The information provided is superficial."
The lecture notes include illustrations, graphics, tables, etc which provide an added value to the content	5	<b>27</b>	9	1	0	
References are exhaustive	6	<b>23</b>	8	3	0	"Poor contents"
<b>Final quizzes</b>						
The questions are suitable to check student knowledge acquired on the topic	7	13	<b>14</b>	5	0	"The quiz is not significant" "What is it you want to check? It is most important that we will change and improve our daily <u>practices</u> Why checking all the time?"
<b>Case studies</b>						
The sound quality is appropriate	<b>17</b>	14	3	2	0	
The speaker voice is clear and understandable	<b>16</b>	11	9	2	1	
The case study is a meaningful example for the my daily work	4	15	<b>19</b>	0	0	"Very useful and interesting in the daily activities"



experience						
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**Explanations:**

Regarding the learning materials, the aspect of the audio lessons were agreed upon as the respondents believed that the text and audio is adequate, pictures and animations are enough, and the balance between all aspects is created.

All the statements upon the lectures notes were agreed by the respondents considering that the lecture notes include illustrations, graphics, tables that add value to the content.

The questions within the final quizzes were considered to be not so suitable to check student knowledge acquired on the topic as most of the students consider them poorly.

The case studies were appreciated for their sound quality and clear voice and understandable, but less appreciated was the relevance of it.



**11. Please give your opinion about the on line platform of the course according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☺ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☺	☹	☹☹	Comments, suggestions (Not-edited)
<b>I am satisfied on the overall quality of the on line platform</b>	6	<b>28</b>	8	5	0	<p>"Problems with not understanding Clara and how I should answer her questions."</p> <p>"Problems with accessing the course as my answers were not accepted by Clara."</p> <p>"The time spent is not always recorded"</p> <p>"The final quiz does not always show up so I cannot finish the module."</p>
The login procedure is straightforward	<b>19</b>	14	8	3	5	<p>"Had to call for help to log in as not clear on website where to go"</p> <p>"Hard to know where to log into course from website"</p> <p>"Unclear about where to log in"</p>
The platform tools are sufficient	9	<b>27</b>	7	5	0	
The navigation is friendly	<b>17</b>	13	11	2	6	<p>"Wasn't clear where to go, had problems accessing the questions and had to call for help"</p> <p>"Hard to find way around, lost motivation"</p> <p>"Hard to find way around - not clear where to go"</p>



						"Really unclear where to go".
The graphical design is nice	10	<b>28</b>	11	0	0	
<b>Course description</b>						
This tool is useful	7	<b>23</b>	3	0	0	
The Course description gives the student a proper general overview of the course	7	<b>23</b>	13	0	0	
<b>Agenda</b>						
This tool is useful	4	<b>19</b>	17	2	0	
The events or activity list displayed in the agenda are meaningful	3	16	<b>21</b>	1	0	
It's useful to view the agenda in "My Calendar" format	5	12	<b>24</b>	1	0	
<b>Documents and links</b>						
It's easy to Navigate in the "Documents and links" area	14	<b>23</b>	5	0	0	
It's easy to download a	17	<b>18</b>	5	2	0	"Not the audio lessons"



document						
It's easy to view a document online	<b>20</b>	15	7	0	0	
It's easy to search a document	15	<b>19</b>	6	2	0	
<b>Quiz</b>						
It's easy to navigate within the quizzes	16	<b>20</b>	11	1	0	
It's easy to understand how to answer questions	6	<b>20</b>	<b>20</b>	2	0	"Not clear when multiple-choice" "There were questions I did not understand"
<b>Modules</b>						
It's easy to navigate within modules	<b>24</b>	17	1	7	0	
It's easy to start a lesson	<b>23</b>	15	4	7	0	
<b>Lessons</b>						
Navigation tools are easy to use	16	<b>19</b>	5	9	0	"Error with tracking time"
The play bar is user friendly	16	<b>19</b>	11	3	0	
It's easy to go back to the lesson list	<b>19</b>	18	8	4	0	
<b>Forum</b>						
It's easy to navigate in the forum	5	<b>15</b>	3	1	0	
It's easy to create a new topic	6	<b>13</b>	4	1	0	



It's easy to reply to a message	6	8	<b>9</b>	1	0	
It's easy to write a message with the text editor	7	<b>9</b>	7	1	0	
I have not used it	<p><i>Not-edited comments:</i></p> <p>"No time"</p> <p>"Couldn't find forum"</p> <p>"No interest to me"</p> <p>"Did not use as was not essential to course"</p> <p>"Does not appeal to me to use"</p> <p>"Haven't had time due to unforeseen circumstances"</p> <p>"I tried several times, looked for answers but I give up...perhaps I should try again..."</p>					
<b>Chat</b>						
It's easy to send a message	1	5	<b>10</b>	0	0	
I have not used it	<p><i>Not-edited comments:</i></p> <p>"No time"</p> <p>"No interest to me"</p> <p>"Did not use as was not essential to course"</p> <p>"Does not appeal to me to use"</p> <p>"Haven't had time due to unforeseen circumstances few people in the chat during the night; few people in the chat"</p> <p>"I did not need it"</p>					



**Explanations:**

Regarding the online platform, 28 persons out of 49 agreed on the fact that they are satisfied with the quality of it. The login procedures and the navigation were most appreciated as the other aspects were agreed upon by most of the respondents.

The tools of the platform appreciated most were: course description, document and links, modules.

The ones that used the forum agreed upon the fact that it is easy to write a message with the text editor. And most of the chat users fairly disagreed upon the easiness of sending a message.

The reasons mentioned about not using these two tools were concentrated on time shortness, no interest, no need.

**12. Do you think that the course e-learning platform can be improved?**

Yes	No
37	10

*Not-edited suggestions:*

"Easier navigation, easier to log into course"

"Improve navigation, improve the log in procedure, not clear that Clara interviews you before you start, English both spoken and written not always clear so could be improved"

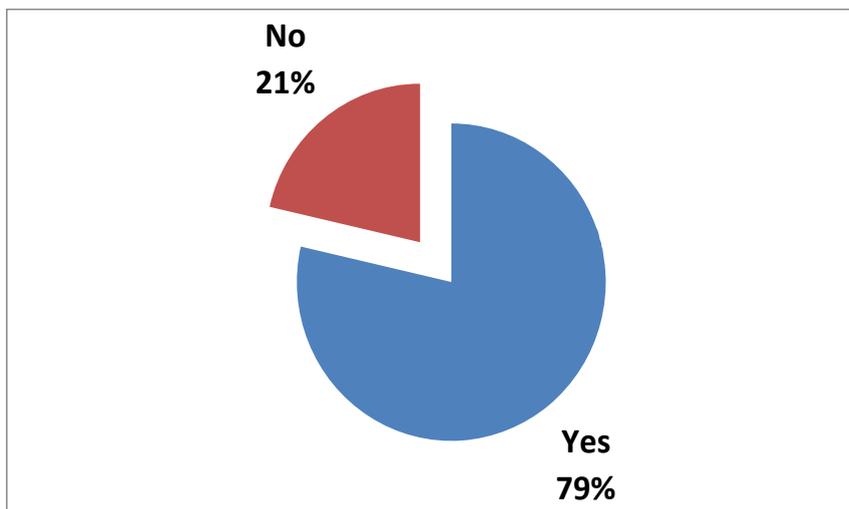
"Record time properly when lesson has finished. Make it easier to move around and clearer where to go next"

"Easier navigation, clearer instructions where to go, timing was not always recorded on lessons"

"Improve the log in and the navigation to be more straight forward. Put an introduction outlining what to do and where to go next so that it is visible and clear. Shorten the lessons"



"I started answering all the start up quizzes as I thought we had these entire first."  
"Please make it clearer when questions are multiple-choice"  
"Make it more specific for the student, so if they work with patients who don't have script or hearing disabilities, then they do not need to do those modules as they have a lot of content that you wouldn't know, unless you actually work with people with those disabilities"  
"Clearer navigation". "Lesson to read instead of listening to"  
"We have already had the topics in connection with our education as social and health care workers so we have learned about it already"  
"I would like to learn something new"  
"I want to go more into the depth with the topics"  
"Improve the audio and voice tone; improve the compatibility with the different browser versions"  
"Better layout for the different sections"  
"It will have to be translated in Slovenian language"



**Explanations:**

The students consider that the e-learning platform can be improved as 79% of the respondents believed that some improvements to the course should be made. Some of the suggestions made concentrated upon the difficulty of navigation and Clara's tasks and also improvements to the technical details.



**13. Please give your opinion about the course's guidelines according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
The interactive guidelines are useful	6	<b>32</b>	10	0	0	"All learners had a written booklet of instructions to take home and use, we did NOT use the audio guide - Their comments are based on the instruction booklet" "Too long"
The interactive guidelines are comprehensive	4	<b>31</b>	13	0	0	
The interactive guidelines are easy-to-use	7	<b>29</b>	11	1	0	
The sound quality is appropriate	14	<b>20</b>	4	1	0	
The video quality is appropriate	15	<b>20</b>	4	0	0	
The speaker voice is clear and understandable	<b>15</b>	10	11	3	0	"Monotonous voice"



**Explanations:**

The aspects of the guidelines were mostly appreciated by the respondents as being of good quality. Most of the respondents agreed with the fact that the guidelines are useful, comprehensive and easy-to-use and that the sound and video quality are appropriate. The most appreciated aspect of the guidelines was the speaker’s voice.

**14. Please give your opinion about the course’s Virtual Assistant “Clara” according to the following criteria:**

(☺☺ = Totally agree; ☺ = Agree; ☹ = Fair ☹ = Disagree; ☹☹ = Totally disagree)

Criteria	☺☺	☺	☹	☹	☹☹	Comments, suggestions (Not-edited)
<b>I am satisfied on the overall quality of “Clara” performance</b>	3	18	<b>20</b>	1	3	“She answers slowly.” “She doesn’t use so many words.” “She does not have answers for all the questions.” “She does offer any help.”
The presence of “Clara” makes the course more interesting	3	12	<b>23</b>	6	6	“She does not do anything, unless you ask for help” “We do not study for Clara”
The presence of “Clara” makes the navigation within the platform more straightforward	3	7	<b>24</b>	9	4	“I don’t think it has any importance” “Clara does not offer any assistance in the matter of navigating the platform.”
The presence of “Clara” helps you to	6	8	<b>22</b>	9	3	“She does nothing to motivate me” “There was no need of her for



maintain your motivation during the course						motivation" "It is a fiction"
<b>"Clara" 's general features</b>						
"Clara" is nice and engaging	3	15	<b>19</b>	5	6	"How can I know?"
The size is adequate	<b>15</b>	14	14	2	4	"Clara should be bigger; she's too small"
The reply time is adequate	12	<b>20</b>	14	2	0	
The size of written text is adequate	13	<b>21</b>	12	1	2	"Text should be bigger"
The syntax is adequate	11	17	<b>18</b>	1	1	
The contextual messages given by "Clara" help the user all along his / her learning path	5	<b>17</b>	16	4	6	
Verbal and non verbal feedbacks conveyed by "Clara" after a user has finished a final quiz are meaningful	7	<b>16</b>	14	3	2	
<b>Help desk</b> (service provided by "Clara" which aims to answer student questions on	3	<b>16</b>	<b>16</b>	6	4	



technical or training methodology issues)						
The help desk facilities provided by "Clara" are useful	3	16	<b>18</b>	4	3	"They are not always helpful in finding what the user is interested in."
The answers of "Clara" are adequate	3	13	<b>28</b>	0	1	
<b>Guidance interview</b> (first contact with "Clara" before starting the course)						
The messages of "Clara" during your first dialogue with her are clear and meaningful	15	<b>19</b>	12	1	2	"I don't remember any dialogue"
<b>Suggestion</b> (service provided by "Clara" which aims to answer student questions on specific course contents as an interactive glossary)	4	<b>20</b>	14	0	2	"I haven't seen it"
"Clara" as an interactive glossary is useful	4	16	<b>17</b>	5	2	"Not to me"



The answers of "Clara" are adequate	4	17	<b>22</b>	1	0	
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**Explanations:**

Most of the respondents fairly disagreed with the statement regarding the quality of Clara performance. The majority of the learners believed that the presence of Clara does not offer any added value to the course as they fairly disagreed with the statement concerning Clara.

The majority of the learners agreed with the features of Clara as others believe that changes should be made.

The service provided by Clara- help desk- was less appreciated by most of the users as they believed that the help given is somewhat useful and adequate.

The guidance interview was considered to be almost clear and meaningful as most of the participants rated it positively.

The suggestions offered by Clara were seen as useful and adequate for some and less for others.

**15. Do you think that the Virtual Assistant "Clara" assistance, always available throughout the entire training path, is an important added value for an e-learning course and why?**

Yes	No
33	16

Not-edited comments:

"It's like having a teacher to help you"  
 "Would prefer to talk to someone for help"  
 "Can ask for help - although does not always answer your specific question"



"I do not find 'help sections' useful, I find it easier to refer to a booklet or talk to someone"

"Did not use when I had problems"

"Able to ask for help if needed"

"Did not use her, interview at start was the only time but this could have been in any format"

"Didn't make a difference to my learning"

"Her answers are not always appropriate"

"You know she is not really there to help you"

"I prefer course with a human tutor"

"Very useful; very interactive; very easy to use; for me is an added value because Clara assists you during the learning path"

"Clara was always present and available for extra instructions"

"Her help was not very important"

"She was available but she gave wrong answers"

"Clara's help was not important and she didn't add to the value of the course."

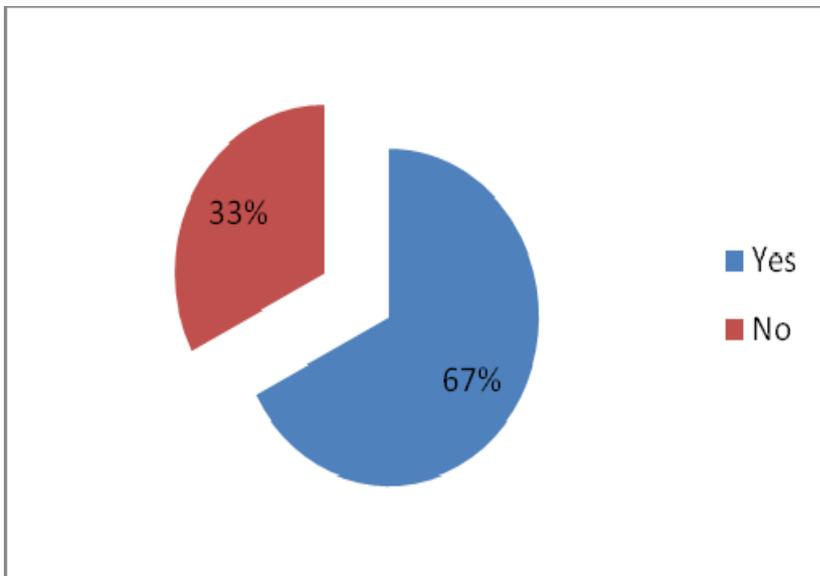
"Her choice of answers is too limited"

"She gives you directions."

"She often doesn't understand a question."

"With a better interaction with the user and a faster response time to user choices, the Clara assistance would become an indispensable added value for an e-learning course."

"Seems to be close and support you."



**Explanations:**

67% of the users believed that Clara’s presence represents an added value to the course. The users believe that her help is of great importance as her presence offers a permanent support.

**16. Would you recommend the course “Enhancing the European home healthcare professionals’ competencies” to others?**

Yes	No
36	12

*Not-edited comments:*

“Easy to do and can learn in your own time”

“Want to complete course first before letting staff do the course as want to check the content is appropriate. As quiz answers are wrong this does not give a good impression”

“Hard to log in, hard to find things on the platform, not relevant to job”

“Too hard to navigate around so would not recommend to others”

“Contents look good, but improvements need to be made”



"Only if navigation, guidelines, and technical issues like the recording of time are improved"

"Lots of modules and variety to learn, draw backs are the navigation and timing not recording properly which makes you lose interest as you cannot progress"

"Need to dedicate a lot of time to course, not easy to find way around, not clear"

"Depends on their experience"

"It is funny to use it"

"It is quite entertaining"

"It is nice that you can do it when you like"

"There is nothing new to learn in it"

"New technologies are very stimulating; very useful methodology"

"Because I am independent to decide when to study"

"It is simple to use and easy to understand."

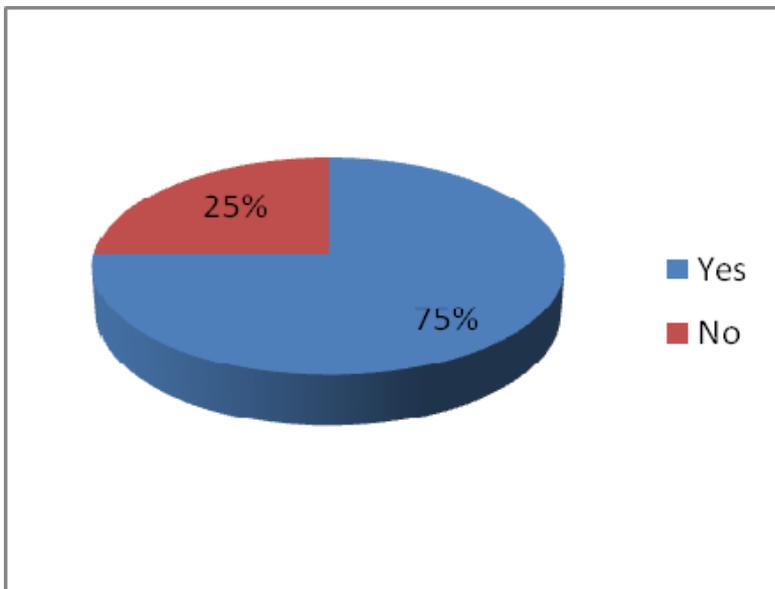
"It is still better to listen to a teacher in "live", it is more productive"

"E-course enables you to study when we have time. You don't have to go anywhere; I can study at home and go in depth of my knowledge, because I can listen to a lesson many times."

"You learn a lot of new things."

"Yes, this course is a great opportunity for those who want to improve their skills and don't have time for classic courses."

"If this course it is for me a new job and opportunity, of course I recommend the course to all my friends!"



**Explanations:**

75% of the users stated that they would recommend this course to others as it offers new information that can be accessed from any computer anytime. From some of the 25% that offered a negative response consider the platform too difficult to navigate on.



## ***V.1. Conclusions***

Analyzing the graphics and the comments made by the respondents, some conclusion can be drawn:

- 67% of the participants from the experimental group were women. Most of the students were between 18-25 and 36-45. There were more social/care workers/others than the other professions.
- The students considered that the course met their expectation and offered benefits comparing to the traditional learning. The main benefits most mentioned by the students were the ability to study at home and studying at a time that suits them.
- Regarding the improvement of the modules, more students from the ones that stated the fact that the course did not meet their expectation regarding the knowledge and skills acquired, considered that the modules "Support Individuals to access and participate in recreational activities" and "Communication with elderly people" can benefit from improvements.
- 82% of the learners said that the content of the course was relevant to their daily needs.
- The aspects of the course methodology were seen as good. The overall opinion of the students regarding the quality of the course was positive as the majority of the students agreed with the positive statements.
- The learning materials of the course were considered to be of good quality, especially the audio lesson and the lecture notes.
- Concerning the online platform, most participants agreed to the fact that they are satisfied with the overall quality of the platform, considering some tools



more useful than others, so some of the tools were not used by the participants.

- A lot of the participants did not understand the role of the forum and the chat. For example: "Did not use as was not essential to course", "No interest to me".
- 39% considered the platform unfriendly, while others were pleased of it.
- 66.66% considered the login procedure to be straightforward, while 33.33% considered it difficult.
- The course's guidelines were appreciated as being useful, comprehensive and of good quality.
- Even if the satisfaction level is high, the learners believe that improvements should be made at all levels.
- 67% of the users believed that Clara's presence represents an added value to the course. The users believe that her help is of great importance as her presence offers a permanent support, but some of them believe that her role is not as important as they fairly disagreed with the positive statements regarding her duties (e.g.: "Her choice of answers is too limited"; "She does nothing to motivate me").
- 20% considered that the presence of "Clara" makes the navigation within the platform more straightforward.
- 45% considered the contextual messages given by "Clara" help the user all along his / her learning path.
- 47% of the participants considered the verbal and non verbal feedbacks conveyed by "Clara" after a user has finished a final quiz are meaningful.



- Despite of some minuses, 75 % of the students would recommend the course to others.