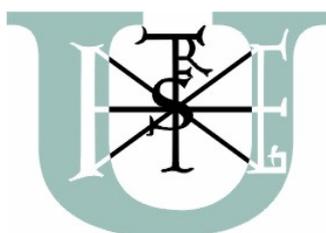


# **EVALUATION REPORT of the HUN HYPOS – Hybrid Energy Systems' Pilot Course**



**Szent István University  
Gödöllő, 2010**

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## INTRODUCTION

The students participating in the HUN HYPOS project's two different courses have successfully absolved them, and gave their valuable feedback about it to the project partnership. The evaluation report has therefore been looking into the different areas of hybrid energetic profession, evaluating answers of the target group, and looked at the possible development areas of the study package. There was information and data gathered by a developed questionnaire, where professional, methodological and e-learning surface related questions were asked, and both qualitative and quantitative analyses carried out to enable the study package to be ready for the real market.

The **e-learning** study method, applied during the courses gave valuable information, and results in terms of what kind of tools are used by the Hungarian target group to study, do they use interactive elements, audio-video content, which were provided for them with frequent interaction possibilities with the tutor of the course both in email and forum. These potential functions were measured also to see, what it means exactly to run an e-learning type of course with given cultural conditions towards e-learning or distance learning, are there good or bad experiences associated with them.

The **Moodle** type of e-learning surface is handling many data about the student, which if evaluated, can bring us many useful information about the relation between student and the study material, about the learning habits of the whole target group, single difficulties in certain modules or units. We can also measure the interest of people concerning the different areas of profession, and by filling out the module-closing and the final exam, one can see the efficiency of the students working on a certain topic, and also looking at the efficiency of questioning type, whether we used tests or essay-kind of questions, we had a different feedback from the students in success..

**By the questionnaire**, sent to the students at the end of the course, we could see how they evaluate the study packages, the features of the e-learning surface, the quality of tutoring during course, and the difficulty level and suitability of self-assessment questions. This information serves to better identify the needs of the target group before market entry, and modify the study package accordingly. By looking at the courses, we could see how competent the diverse fields of hybrid energetic were deemed in Hungary, and such areas like biomass, bioethanol, wind energy, geothermal energy

etc. the interest grew high, and the recent works on proper regulation and market supporting state policies formed higher interest for the students too.

In the **target group**, the curriculum of the students and the previously marked target group have resulted in a proper match here, the external evaluation of tutoring helped to indentify further needs and strength of using the tutor for the e-learning. This brings the necessary level of interactivity into a new way of studying for many of the students.

## DESCRIPTION OF THE TEST PERIOD

The HUN-HYPOS Hybrid Energetic Systems' Planning and Operating courses have started its pilot testing period on the 1st of July 2010. in two types of courses namely the technology designer and the project planner. The course works in a distance learning type, which allows student to make their own suitable time-schedule for studying, the continuous up-dating of the study package with new information, and the use of interactive media elements, like internet links, videos and audio materials. The students were chosen from a 100 potential candidates by a questionnaire concerning the professional content of the material. So it became available for the different target groups to try out. University student, lecturers, energy referents of municipalities, market players and civil servants have made through the pilot course. Based on the filled out questionnaires, students were invited to start the pilot-course, who then got support of the tutor to prepare for the course and get acquainted with the system.

The targeted 20 candidates were over fulfilled, so the pilot-course started as projected earlier. **The technology designer course started with 12 students, the project planner started with 9 students.** Students have started the pilot course by receiving basic information about the course, the subjects, and the use of the e-learning surface, so they started their studied by having all information known about the system.

Their studies was accompanied by the work of the **tutor** from SZIE, who had experiences a direct communication with the students in emails, through forum of the webpage, also at the module closing exams, and every time basically when something in the professional content was not understandable or some technical problem arose. The tutors' coordinating job was carried out successfully and had assured the level of quality of the courses.

During the pilot-course the students have also received IT assistance, when there was a problem with their registration, visiting the courses, or any other technical question arose. Given the variety of e-learning platforms, the

kind of Moodle, this course was using had also received valuable information for potential modifications.

By the contribution of **BME**, studying habits, and methodological questions were researched by the project partnership. Often occurs, that the e-learning and the tools given for that are strange for the students for the first use, less interactivity and more self-reliant ways of studying can cause problems at start. BME experts were there to help students identify their ways of studying.

The deadline to finish the pilot period was prolonged for the wish of the students, where the double-length of the study material and also the summer vacations have meant a bottle-neck situation. The latest, the final exam was absolved by the students on the week of the project closing summit of the project partnership in Gödöllő. Successful examination was rewarded by a certificate of the partnership, and all students were asked in a questionnaire about their experience.

## 1. ANALYSIS OF THE MOODLE SYSTEM DATA

Moodle has provided a great opportunity to measure the study habits of students, by analyzing these data during and after the pilot test period; one can draw a lot of conclusions to adapt the material for market entry.

### 1.1. Designers Course

On the technology designer course, the following students have successfully completed their studies, being measured by the module closing tests, and self-assessment questions. 16 students have registered here, and 12 started the course. The students could receive a maximum of 10 scores on the module-closing tests, and above 5 scores they could step up to the next level, their average scores were the following. During their studies, the students have communicated mainly in email with the tutor, with the IT help and with the methodological experts. During the technology designer course, there were no module-specific questions raised on public forums, but only in email communication, which has showed us, that adults and students like the intimate way of close communication, when they have a problem, or they don't understand some part of the material.

### 1.2. Planners Course

On the planner course, the students have absolved their levels of studies on the following way. 19 students have registered here, and 9 of them started the course. The students could receive a maximum of 10 scores on the

module-closing tests, and above 5 scores they could step up to the next level. During their studies, the students have communicated with the tutor, the IT and methodological experts in email mainly, except of 1 question concerning the module closing test, all other questions were raised in email.

## 2.EVALUATION OF THE QUESTIONNAIRES ANSWERED BY THE STUDENTS OF THE PILOT COURSE

After closing the pilot-course, the questionnaires were sent back with a majority from students, out of 21 students, 15 responded on time. Answers on qualitative questions are summarized, quantitative questions` answers are summarized in pie-charts. The original questionnaire, also attached as Annex, is outlined below to identify the conclusions of the target group.

### 2.1.Online study package and e-learning platform evaluation

#### **A. Evaluation of the on-line study package**

*Q1: Comparing to your previous expectations, what kind of knowledge and skills of yours will the online HUN-HYPOS study package improve?*

Expectations about life-cycle analyses were met with many of the students, who were happy to learn about analysis of different technology solution systems, but not only from a technology but economical point of view, planning point of view. The individual way of studying, sharing time alone, choosing the best place to carry out studying helped most of the students to get an essence of individual studying, and improved their time-management. General information about hybrid energetic systems and knowledge of specific installations, combination of system elements and comparative analyses of them is rare to find together in a material. The study package gives a summarizing view of the technical background, which is exactly that amount, digestible for an engineer-economist, giving a good material about the basics, but keeping things organized for practical economical planning. The knowledge about best economical size at hybrid energy systems, evaluation of a project in terms of investment and project planning are all such advantages, that open the eyes of a student, and let him/her focus on the relation of technology and economics and helps developing new skills too.

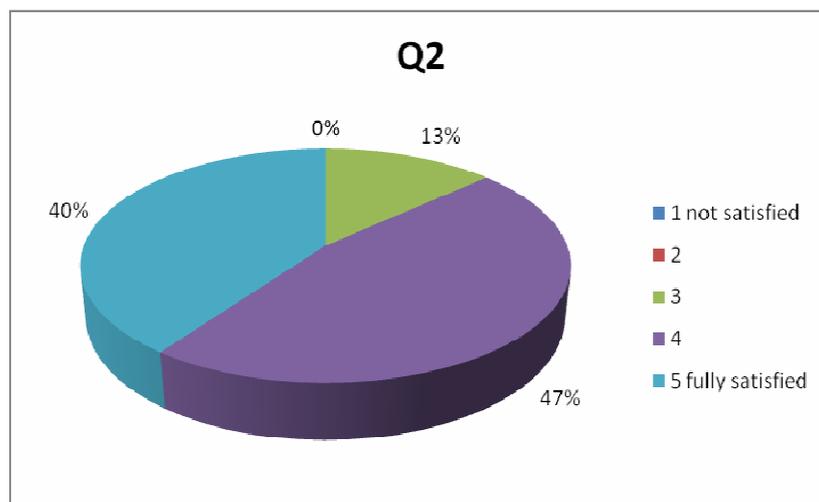
Some students found it very useful to get an overview of renewable energies and their development situation in one study package. One student has answered our question in the following breakdown:

- New knowledge about hybrid energy system technologies

- Getting to know the solution of practical, operational problems.
- Introduction of basics of system planning

Through the summaries the theoretical knowledge was deepened, and through recurrences, the technological engineers could better arrive to the further economical part of the material. The package material has a very good update of economics and technical sciences for those economist-engineers, who work with alternative and renewable energies, and the combination and planning of the two. The renewable energy investments, adaptation of solutions, operation, and connected economical, technological advantages are shown, internal rate of returns and legal conditions, recent and applying regulations on technology types are outlined. As a suggestion from students came, the advantages and disadvantages of renewable and fossil fuels should maybe better emphasized and compared. Basics about the different renewables would be an advantage to have a summary of them at the beginning of each unit, and also questions about hybrid energetic systems could be part of the final exam. The students wanted to learn about hybrid energetic systems (which name itself in Hungary was not used for describing the hybrid systems in its English terms), to get to know them, and looked for a practical knowledge too, how a complex, interdisciplinary approach can better evaluate real life projects of this kind. With this new approach the basics of hybrid systems were successfully extended, and gave the study package its added value.

Q2. *Did your expectations come true?*

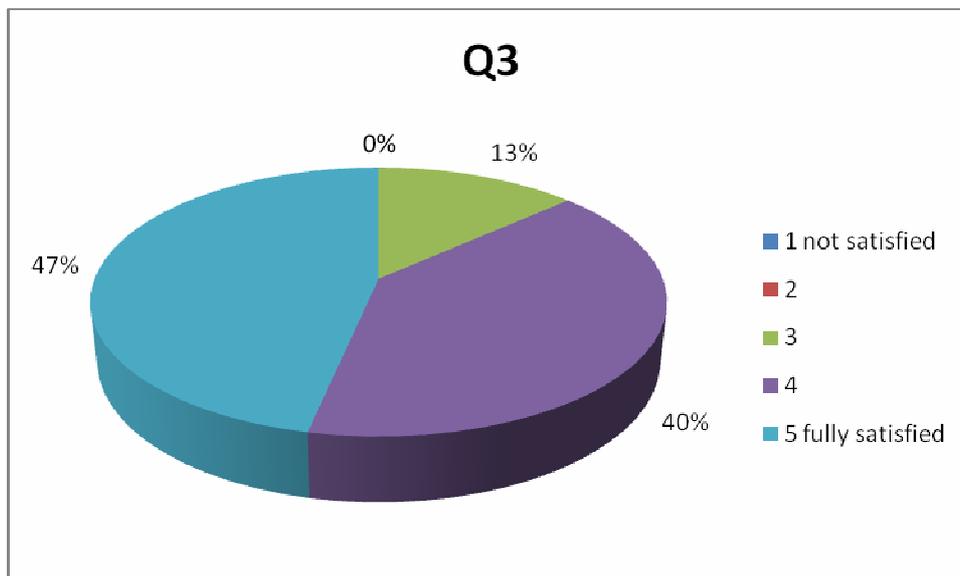


The responding students have in total felt, that their expectations were met, or highly met during the course, as described on Q2 graph, some of them being

fully satisfied, some very satisfied. There was no student, who felt not satisfied about the study, those who have started the course, had all the goal to learn more about these systems, and found their interest in the material. One can say, that the study package had targeted a simplified but professionally adequate package to be born, which explains hybrid energetic systems for people, interested above the average toward to it.

### Online study package

Q3. How much are you satisfied with the content of the study package?

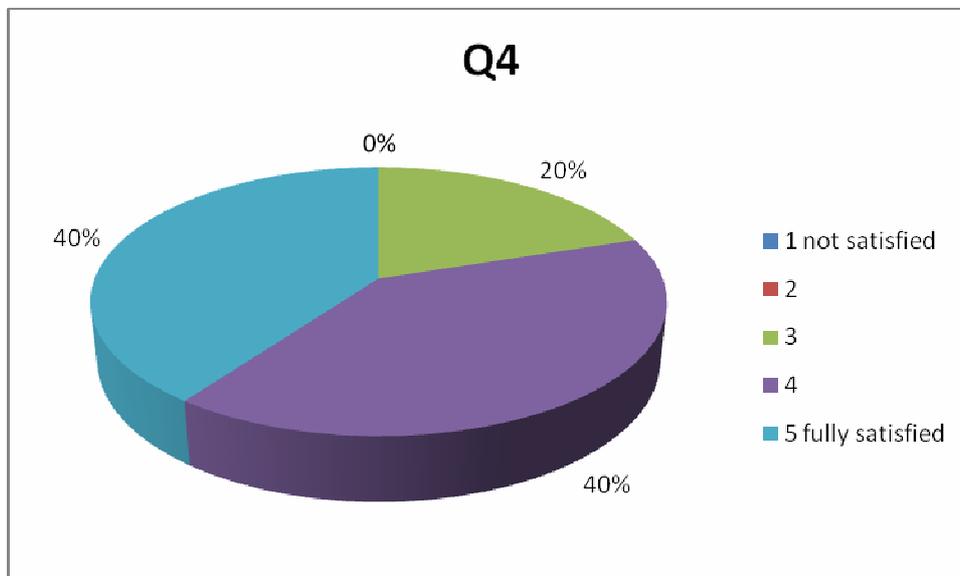


The content and the 3 module kind of split up of the study package is very much suitable to introduce one to hybrid energetic systems. It has the appropriate proportions from professional, legal, regulatory and economical information, which seems to be very adequate for decision-makers. The material was adapted to the Hungarian circumstances, therefore it is discussing the biomass, solar and windenergy and geothermal power in more details than the Greek original. At the same time, based on the feedbacks, some Modules and Units have to discuss those technologies described in more details for those students, who have never heard about different new technologies, like separating water with wind-energy.

Q4. Are you satisfied with the relevance of the study package on your curriculum?

The target groups were successfully selected at the beginning for both courses. Mainly those students had big success and more added value in the designer course, who have previously studied technical basics of energetic

systems. At Planners, the legal and economics decision-makers could not always digest the technical details without the tutor, therefore the recommendation from students comes, that some of the units for Planners could be extended with half or one page description of the basics of that Unit. Those who gave here a score of 3, have not studied yet technical basics, therefore did not understand fully their role in hybrid energetic systems, for their study package to be improved, their role should be cleared. Another solution is to reduce the scope of the target group and improve the planners group by identifying those people, who are interested in the material the most. Also, as feedback and professional evaluation supported, the target groups should turn to BSc level people, as the level of the study package and evaluations about it do prove this focus.



Q5. *In your opinion, what are the strengths of the study package?*

It gives one a serious overview during short time within one course about the hybrid energetic systems. The study package is very easy to understand, connections are thorough fully and detailed described, terms are used in good way, not confusing people. In a good sense, the package is very general, at the same time holistic. It is exactly as technological as it remains informative too to easily digest it. Suitable to give an overview of all practically used hybrid energetic systems` element, and also explains the economics behind it. It brings back the essence and importance of expertise knowledge for the students, who acknowledge its good use. It gives a good lexical knowledge, but also teaches flexibility, that`s e-learning good for. Students mainly with a job and a daily routine have the freedom to enjoy flexible learning both in place and time. Summarizing and goal-oriented,

when the different units are taught, fast and effective in all sense. Without significant time-consumption and organization can the student learn every day. Almost all potential systematic way of energy-use is described from different approaches (technological, economical, legal, regulatory etc.). The structure of the course is very well, the menu enables one to change between different topics forwards and backwards within a Module or and absolved module, so easy to look up terms and data. The study package overall is easy to understand and handle, it gives still the community feeling for the students to be in a kind of class with others, who work on the same subject. By giving the tools of interactivity, useful information can be interchanged on forum, and other ways of answering and asking questions in public. The use of these interactive tools should be strengthened to improve the level of awareness of “common sense” of the students.

*Q6. What are the weaknesses of the study package?*

Some students demand more explanation of LCA in the study package, although some has also indicated it as a strength of the package. They felt it is a disadvantage, that they cannot ask immediately their questions to the tutor, online interactivity could be established of course by Skype or other ways of communication. The experience is, that offline communication tools were barely used, but when used, for sure students had to stop learning until they received the answer, so that they can put themselves into the context again. The module closing tests seemed to be very easy for some students, compared to the final exam. We were suggested, that trying the module closing exams would be enough to allow 1 try per day but not more. Some parts of the study package seems to be very good elaborated, and other parts are a bit broadly described, with less information. Level of interactivity, and the options for it are limited, those who had the business as usual studying in mind, had suffered from the understanding of e-learning at the beginning. The level and suitability of the final exam is limited, therefore students with more lexical knowledge, keeping figures in mind, could absolve the material easier, those, who like creative question, such as combining hybrid energy systems, asking for an overall understanding of the topic, have not met such questions, therefore were also in disadvantage compared to the lexical students. Because of the shortage of the study package, in many unit, one feels to jump right into the study package, full with terminus techniques, and not having a total understanding of the material. One should learn to use the terms, therefore this dynamic of the study package should be taken into account. Some felt, that to enlighten some questions from other point of view

has a limited space, although they haven't made use of the forum, so this should be also taken into account.

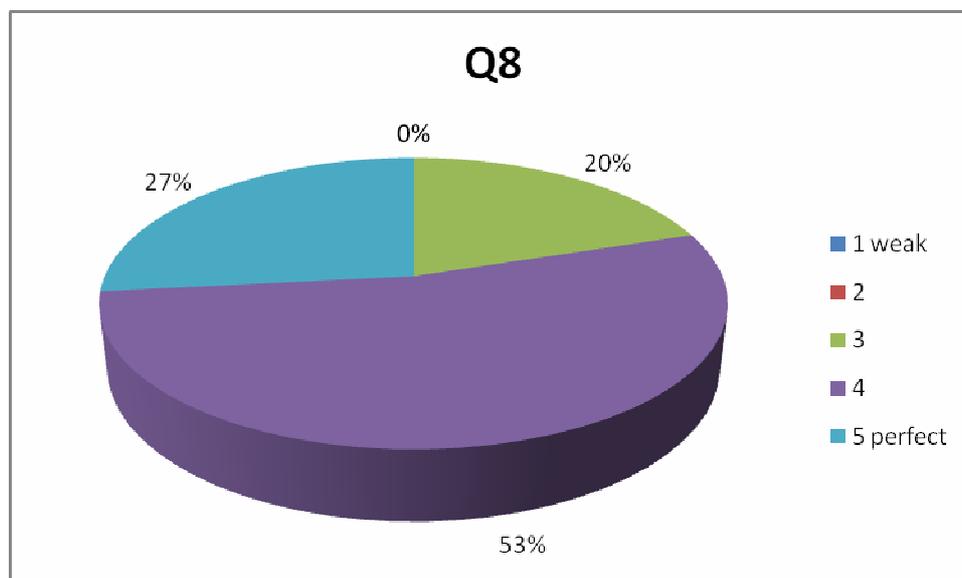
*Q7. What is missing from the study package in your opinion concerning the information and case studies shared within? What would you like to learn more about?*

Geothermal power generation makes some students very interested, both with heat and electric usage, what they would like to see in the material. The study package is complete as a whole in the area of hybrid energetic systems. Many student would like to learn about new technologies, which are not yet mainstream, like fusion power plants, biomethanol etc., but also these, because of lack of reality would rather remain only a theoretical knowledge without practical links, so should be considered by the partnership to involve or not. For other students, the content was very good, they gained new knowledge, and the only thing they felt should be very much emphasized, which are the alternative technologies, which can be used easily without too much changing our current energy infrastructure. Energy efficiency, methanol economics and algae as biodiesel source were also mentioned, as real technological solutions with current level of technology, rape was also mentioned as an economical and environmentally friendly biomass for energy. Therefore more basic information about the current energy infrastructure would be an asset. Students were very much interested in the practical solutions, almost all parts of the courses have involved the necessary amount of case studies, Hungarian bibliography could have been more often used, and technological knowledge of the recent systems could have been more elaborated. Because the courses will be taught to a diverse group of people, with completely different background, there is need for creating a sheet of basic metrics and professional terms on the first page of all unit, and also the modules, recommend one of our students. This was mainly a problem at the Solar Energy unit, since having less of an interest in electrical engineering, though being a technical person, diode characteristics („dióda karakteresztika”) didn't mean much to him. Others could find this problem in other units, like in science of fluxation or flow, to study it without proper basics. In the beginning of the whole material, there would be a need for an Annex to describe all metrics and terms. Many people don't know, what a Watt, Joule, kWh means, no sense of the size mentioned, therefore a table of these would be a great asset to the study package.

### **E-learning platform**

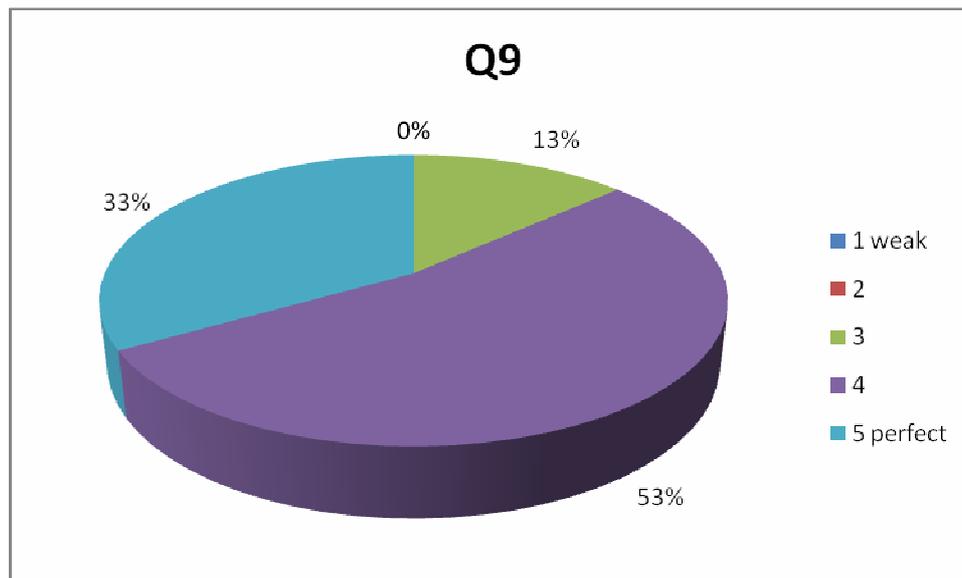
Q8. How do you evaluate the structure and content of the e-learning platform?

Most of the students, as it is obvious from the graph, has evaluated the platform to be perfect, or very good. The different options of Moodle, and the decision made by the project partners before the pilot-test to use a certain option, has payed out in the evaluation. The combination of big screens for Unit materials, tree structure of the package and the easy programing of interactive features within the material has made good success. The most appropriate version was developed for the courses.



Q9. What is your opinion about the functionality and the user-friendly nature of the e-learning platform?

Many have said, that the functionality of the platform was very good, this seems to be said because the flexibility was really valued, when studying such an intense and complex topic. In use, mainly emails were the way of communication, only 1 forum entry came from the students, that brings us to the conclusion to look at rather the target group and find a suitable way of expressing questions. In the future, methodological questions should be raised, whether this to be acknowledged for the market entry, or should be changed. It could be worth to make the tutor writing short newsletters about the course itself, and up to date news about the topics 2-3 daily.



This could raise interest, and bring back students to the study more frequently, and also enable them to link the study with recent questions and problems to the real world. This would give flexibility still, but also allow to proceed, and feel a structured guidance.

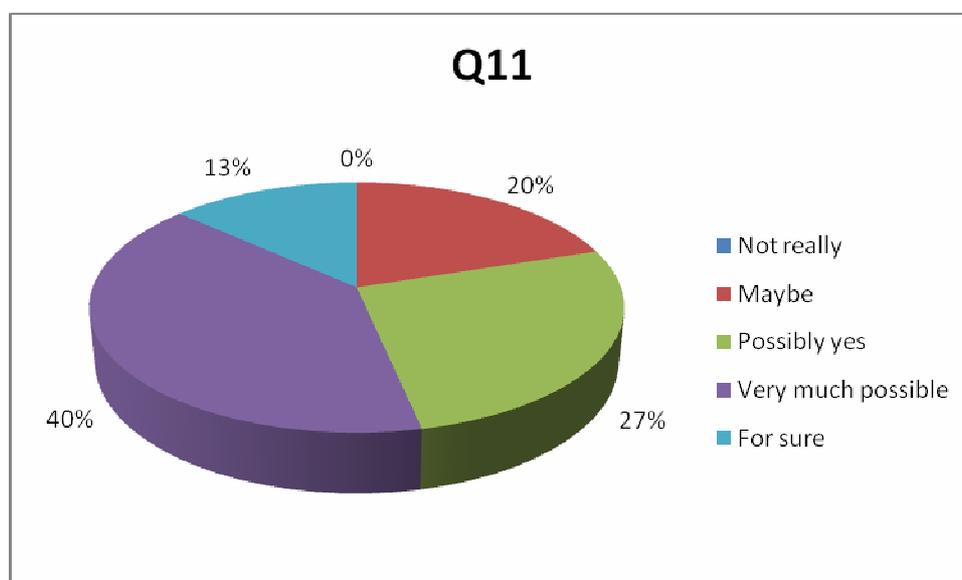
*Q10. What can be improved on the HUN-HYPOS e-learning platform?*

Students have like the course overall. Some indicated, that module closing test should only be allowed to repeat 3 times, the final exam should be allowed to repeat only once, and let students know ahead, what the final exam will be like, so that no one start it easy by thinking he or she has 3 options to do it again. Those who have not tried the exam, but later got an invitation to end the course, got an extra opportunity to solve the exam even if they failed before. This should be considered, have students indicated it. Sometimes, because of the uploading of material to the Moodle, and also because of safetybreaks of the university servers, study packages were not always visible. To see if this can happen again, one should look at the risk, and find out if such half a day-full day stops can be allowed to happen or not. Bigger Modules, and their Units could be better structured, maybe broken into new units, this should be considered. An important wish from students was to have an FAQ list for every Module or even Unit, where people can read the basics of the unit, and also find the most frequent questions. If they happen to study alone, which is the baseline, then it is very useful to have such guidance. Design of the platform could be changed into something eye-catching, this would help more people to come to the course, those who suggested this, have already absolved different Moodle courses. Module

closing tests` and final exam` scores are not present in anywhere, this does not help students to get a sense of the weight of the question. In some of the module closing tests, there was a question twice appearing with different formulation, once with a negative once with a positive (not neglecting) version. To have them in the same test, one suggest, that the random generation of questions should be set so, that this would not happen, it seems like the material has some problems, and programming went wrong.

*Q11. What is the probability, that you will recommend this platform to others?*

The responding students will further recommend the courses for other interested people, which is a positive feedback, and gives a good bases for expectations from the potential target groups. We can state, that those students, with a BSc level of technical knowledge have the most felt the course satisfied them, therefore there we see the recommendation is higher. For those students, who work recently on less complex issues, not as complex as planning hybrid energy systems, the study package should be adjusted a little bit, so that they can recommend the course also with a “possible yes” or higher category.

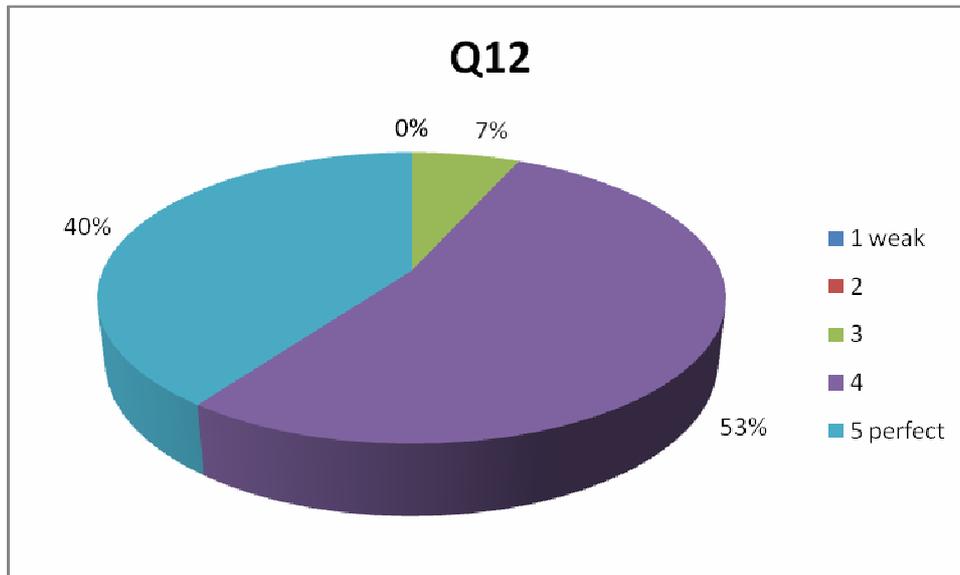


## 2.2. Evaluation of the tutoring during the course

Besides the external evaluation of the tutor and the tutoring, students were also asked to comment on the tutoring, and give a feedback what was good, and what should be changed for a better quality of the courses. What

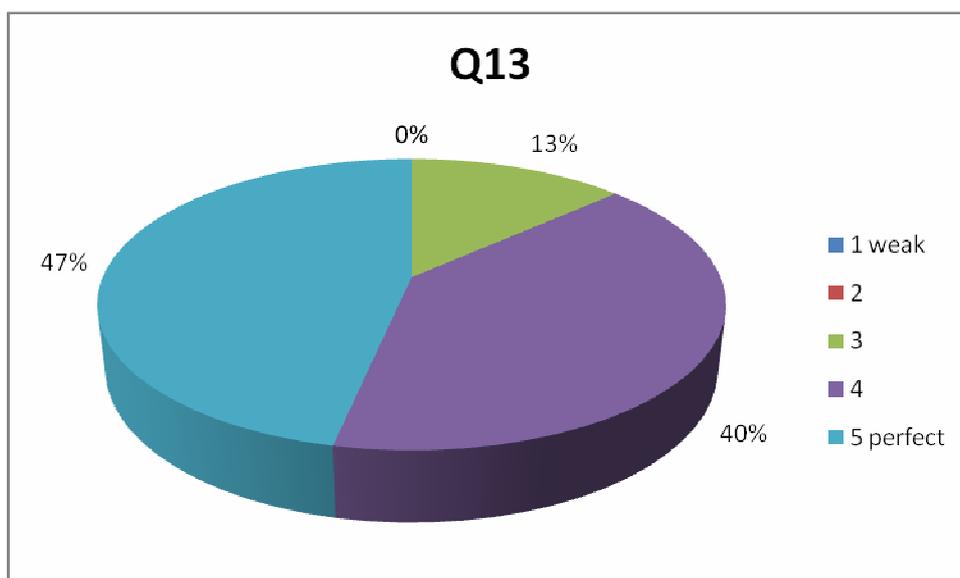
help did they get, with what level of competence before, during and after the course.

Q12. How was the HUN Hypos tutoring like?



Altogether students evaluated the tutoring for very good and perfect. Because of some lack of using functions of the homepage like forums, and chat, a suggestion is, that the tutor should be evaluated also by a methodological questionnaire (which happened by BME) and perhaps outline more detailed the functions of the webpage, and ask the link between tutoring and the use of these functions. So the courses can gain benefit of a good tutor through measuring the efficiency of the tutor by the functional use of the e-learning surface too.

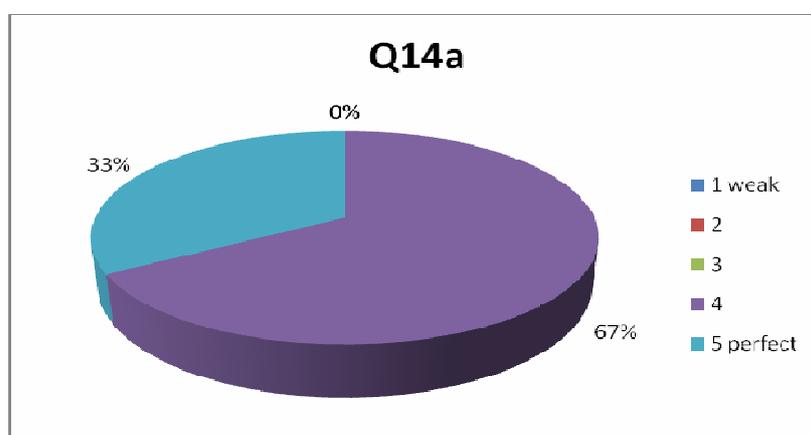
Q13. How did you find the quality of support and guidance during the different parts of the course?



The lower overall result compared to the Q12 is mainly because the pilot group was also facing the problem of some informatical slow-downs, which resulted for a half or a full day. Establishing a communication link between the tutor and the IT help made the students understand the problem, and received an email too on this and on system restore too. But due to this fact, some students had faced difficulties of going on with the material.

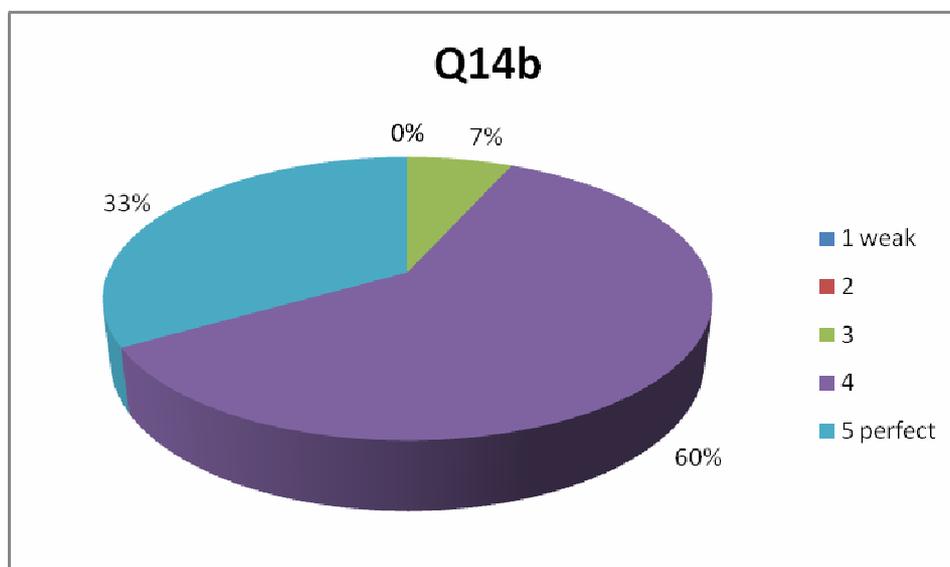
Q14. How did you find the HUN-HYPOS course's tutoring based on the following features?

**a. Knowledge and expertise:** given the answers of the students, the tutor managed to answer all the professional questions raised to her, and also managed to link the proper project partner up to the question, if it was the right decision to do.

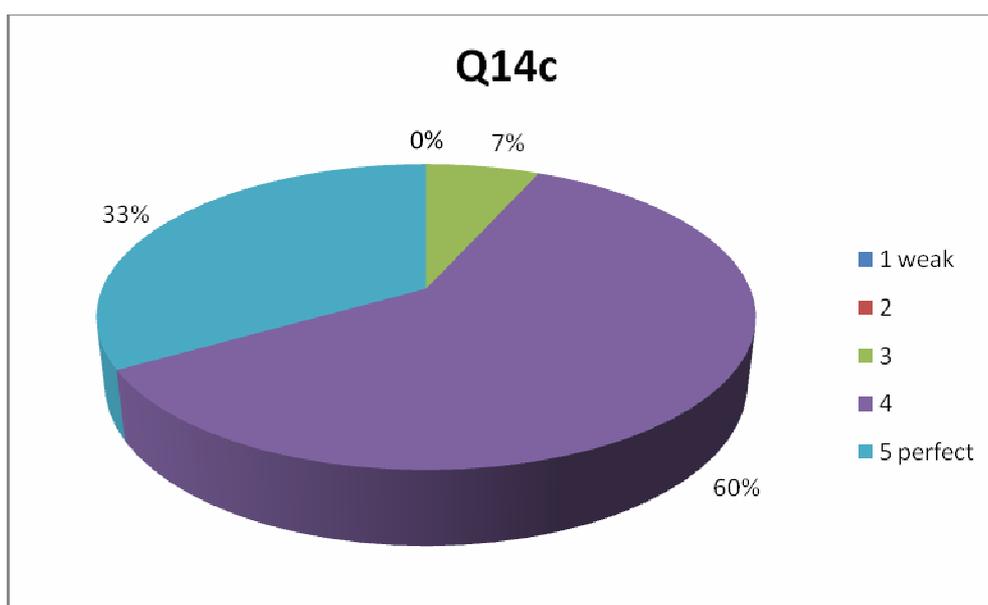


**b. Applied methodology:** e-learning and its methodology was not really known for the students, looking at their feedbacks, and the lower results, we

can see, that some of the students realized the objective of having a tutor, and getting acquainted with the system later after the start. These useful supports were discovered continuously, therefore comforted the students only in a later stage of studies.

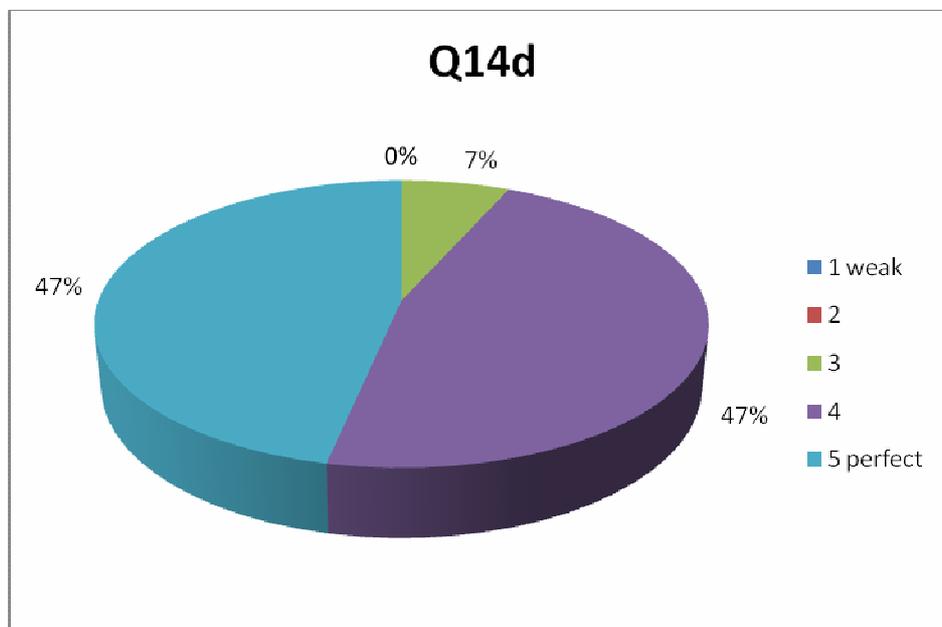


**c. Precourse preparations:** before the courses started, the tutor had to prepare for every question, and be ready with the answers, here she received the most questions about how the system works, what will be the benefit of students, what have to be delivered and in what circumstances, what does it mean to learn alone etc.



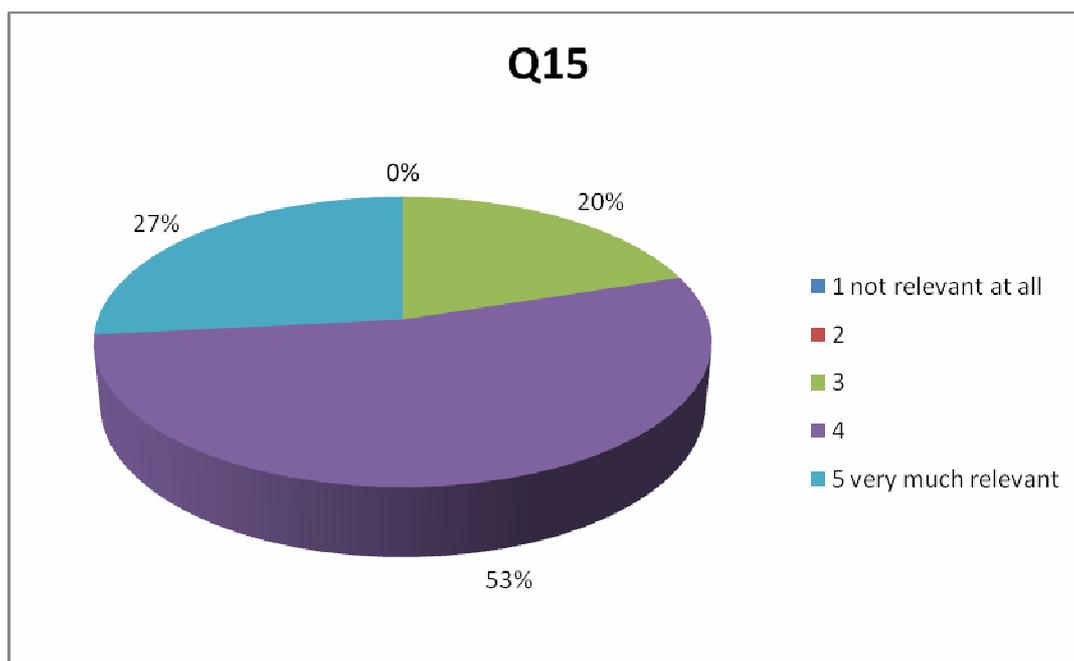
**d. Communicational skills:** in communicational services the tutor was every day ready to look at the series of questions coming in, therefore students

received immediate responses from the tutor, when asking a question. Here you can see, how high the students evaluated this skill of the tutor.



### 2.3. Evaluation of the self-assessment exercises

Q15. In your point of view, how much relevant did you find the questions of self-assessment exercises?



The test questions and the final exam has built on the courses themselves, complex questions only arose in the final exam, where knowledge of the

whole course's had to be used to solve a question. Starting from here, the students had given the feedback, that they could indentify the questions, and link them to the units, where they learnt it.

Many feedbacks arrived from the students about the way, measuring their efficiency happened:

The 2<sup>nd</sup> Module handles a lot of type of technologies, therefore in the module closing test, and in the questions, it should be cleared on which area the question is pointing at.

About the module closing tests, there were constructive suggestions coming in.

Since many people with different background will accomplish the course, the mentioned basics about metrics and terms should be involved in the test and exams too. Many units had graphs in English, this would be also an advantage to translate them, and involve the necessary description of metrics in the units.

*Q16. How could the self-assessment exercises of HUN-HYPOS be further improved?*

Self-assessment exercises got a mixed-up evaluation, many students thought it very useful, other considered it to be very hard to accomplish. However tests have enjoyed a pretty good reputation, the fast evaluation, the lexical questions were advantageous for those, who like technical details. Extra questions were suggested to ask right at the end of the final exam about the good or bad feelings towards the study package. Evaluating later the courses makes it hard for one to remember all details. Questions about whether the studies have changed the mindset, or does the student feel to be changed by knowledge would be also essential. Some students would like to receive questions during the modules too, so as to know, how deep they managed to understand and learn the material. The module closing tests and the final exam could have creative questions both too, as it helps to synthetise the material and make one to concentrate on finding solutions rather than knowing only the figures. The final exam was different in kind from the module closing tests, this is a methodological questions, that should be handled, and made a decision about within the partnership. An interesting suggestion was, that even students could be asked to creative questions for the course during absolving it, so as to enrich the questions and give room for the students to have an extra sense of interactivity.

### 3. ANALYSIS OF THE TARGET GROUPS

The set of target groups have changed as follows, compared to the starting set:

#### 3.1. Designer Course

The designer course is rather suitable for technical or environmental engineering students, for technical experts, agricultural and waste management referents, for experts in technical-economics, because it deals with the following questions more deeply: Basics of energy systems (Introduction to Hybrid systems; characteristics of energy systems; energy storage systems; power electronics systems), Energy production processes (generators run on fossil fuels; generators of wind energy; solar energy systems; operational opportunities for small and very small water power systems; technologies based on biomass energy or bioenergy; other renewables and clean technologies), Planning, operating and economics of hybrid energy systems, (basic disciplines of how to plan and create hybrid systems; operational characteristics; economical evaluation; state support for hybrid systems).

To understand the above mentioned themes, one should possess technical prequalifications, and have the material as a good repetition of the previous knowledge, so as the technical and economical study parts form a whole new understanding of hybrid energy concepts.

#### 3.2. Planner Course

For the project planner course, one does not need to have prequalification in technology, but having a Master degree, or being an expert of maintenance utilization, logistics manager, financial manager, regional economical expert, municipality experts, politicians or utility leaders helps to understand the question of hybrid energetic in an economic way. Their course consist of the following Modules and units: Basics of hybrid energy, (Introduction of hybrid systems; basics of energy systems), operational possibilities of hybrid systems and energy production (Renewable energy systems; business as usual generators and energy storage systems; operational characteristics of hybrid energy systems), Planning, operation and economics of hybrid energy systems (Economic evaluation of hybrid energy systems; State and EU Funds of hybrid energy systems).

In the case of project planners it isn't a disadvantage to have a technical knowledge, but for this target group, the technical knowledge is the one, for what they start the course, and would like to get a better

understanding of its characteristics, thus enabling them to understand technology and combine it with economics of the real planning conditions.

#### 4.EXTERNAL EVALUATION OF THE TUTOR

The tutor during the pilot test was Maria Szabo from SZIE, who participated actively from the beginning of the courses until the end of them, and helped us also with her feedbacks concerning the students' questions for the pilot course, and how she felt about the course. BME has compiled the following set of questions, enabling us to get an external evaluation of the tutor, and her activities too.

- **Did she send out an introductory mail to the students?** Yes, she has sent out an email, where its content was previously agreed by the project partnership, and SZIE too, who developed the conditions of the pilot course, where all professional, methodological, and Moodle related information were packed together, so could people start with the 1<sup>st</sup> Module with all information in mind.
- **During the pilot test, and studying, who started to get in contact with whom? Was it the student or the tutor?** Mainly the tutor started the conversation, but if the students had some problem, or question, they also wrote emails to the tutor.
- **What kind of problems had the students? Had they problems with the content, or technologies or with the study and methodology?** Some of the students didn't understand at the beginning the operation of the system, they had problems with the language of the study package both professionally and in translation. Sometimes they asked to specify some information, whether it means, what they think it means.
- **What kind of motivation tools were used?** Emails were sent to the students, where it was precisely described, what are the new information about the course, she tried to motivate the students by new emails, helping them not to get lost in the course alone, and pursued them to finish module closing tests and head for the final exam.
- **Thos, who fell out of the course, did they receive any email from the tutor to try to keep them within the course? Did they receive the evaluation questionnaire?** The questionnaire was sent out for them too, so their feedback is also incorporated in the evaluation report. As we could see, they had problems with starting the course in the summer, therefore less people could regularly proceed with the study package, others have found the courses too difficult, and stopped when all these

things culminated at once. They expected another kind of course, and we understood from their curriculum, that they are not exactly our target group.

**Summarizing the documentations written to students, and communication made by the tutor for the students were as follows:** Course descriptions sent out in email and uploaded to the webpage of the Moodle surface; warnings and proactive emails to pursue students to finish tests and final exams on time; keeping in touch with students in email, when asking questions; answering questions about the operation of the system and the nature of the modules and units, since students could only go ahead on the next module, when they finished the previous one with success; forwarding emails to the competent project partner, when the questions were about technologies or methodologies of the study; following the learning pathways of students, thus helping them keeping a reasonable time-management so to be able to finish the course in the given frame of time; starting FAQ questions in the single modules and working with the examination teacher and the IT help to support student with all aspect of the courses.

ANNEXES

1. Annex: **QUESTIONNAIRE TO EVALUATE THE PILOT COURSE**

**Evaluation Sheet of the pilot course**

**Name:**

.....  
.....

**Institute:**

.....  
.....

**E-Mail:**

.....  
.....

**A. Evaluation of the on-line study package**

1. Comparing to your previous expectations, what kind of knowledge and skills of yours will the online HUN-HYPOS study package improve?

2. Did your expectations come true?

Not satisfied	1	2	3	4	5	Fully satisfied
	<input type="checkbox"/>					

**On-line study package**

3. How much are you satisfied with the content of the study package?

Not satisfied	1	2	3	4	5	Fully satisfied
	<input type="checkbox"/>					

4. Are you satisfied with the relevance of the study package on your curriculum?

Not satisfied	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Fully satisfied
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5. In your opinion, what are the strength of the study package?

6. What are the weaknesses of the study package?

7. What is missing from the study package in your opinion concerning the information and case studies shared within? What would you like to learn more about?

**E-learning platform**

8. How do you evaluate the structure and content of the e-learning platform?

Weak	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Perfect
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*If weak or very weak, please comment your choice below!*

9. What is your opinion about the functionality and the user-friendly nature of the e-learning platform?

Weak	1	2	3	4	5	Perfect
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	<input type="checkbox"/>					
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*If weak or very weak, please comment your choice below!*

10. What can be improved on the HUN-HYPOS e-learning platform?

11. What is the probability, that

	Not really	Maybe	Possibly yes	Very much possible	For sure
You will recommend this platform to others?	<input type="checkbox"/>				

**B. Evaluation of the tutoring during the course**

12. How was the HUN Hypos tutoring like?

Weak	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Perfect
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13. How did you find the quality of support and guidance during the different parts of the course?

Weak	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Perfect
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14. How did you find the HUN-HYPOS course's tutoring based on the following features?

Knowledge and expertise

Weak	1	2	3	4	5	Perfect
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	<input type="checkbox"/>					
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Applied methodology

Weak	1	2	3	4	5	Perfect
	<input type="checkbox"/>					

Precourse preparations

Weak	1	2	3	4	5	Perfect
	<input type="checkbox"/>					

Communicational skills

Weak	1	2	3	4	5	Perfect
	<input type="checkbox"/>					

### C. Evaluation of the self-assessment exercises

15. In your point of view, how much relevant did you find the questions of self-assessment exercises?

Not relevant at all	1	2	3	4	5	Very much relevant
	<input type="checkbox"/>					

16. How could the self-assessment exercises of HUN-HYPOS be further improved?

**Thank you very much for your time and answers!**