



BAREFOOT - Building an Adult Resourced Environment for Online Outreach Training, Leonardo da Vinci - Transfer of Innovation

UK/11/LLP-LdV/TOI-415

Barefoot trainer- WP 6 Transfer

Final report

Zwolle, 4th of July 2013



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Introduction

This report is based on several sources:

1. Self-evaluation partners
2. Surveys at the start and at the end of the course
3. Surveys completed at the end of each unit
4. Interviews with several partners

The report contains two parts, the evaluation of the course and a separate evaluation of the developed materials.

A. the course

1. In general

All of the partners offered the course to their trainees. In total 126 trainees participated in the training and 89 completed the end of course questionnaire. At the end approximately 36 trainees requested for certification.

In all partner countries the target group consisted of trainees with different levels regarding knowledge of didactics and IT. The total time individual trainees spend on the several units varied greatly. Trainees who wanted to be certificated spend more time on the course than their non-certificating colleagues. It also appears that students with higher levels attach less importance to the UK certificate.

The main explanation for not completing assessments by trainees was mainly the lack of time they had.

Almost all trainees will recommend the Barefoot trainer course (figure 1).

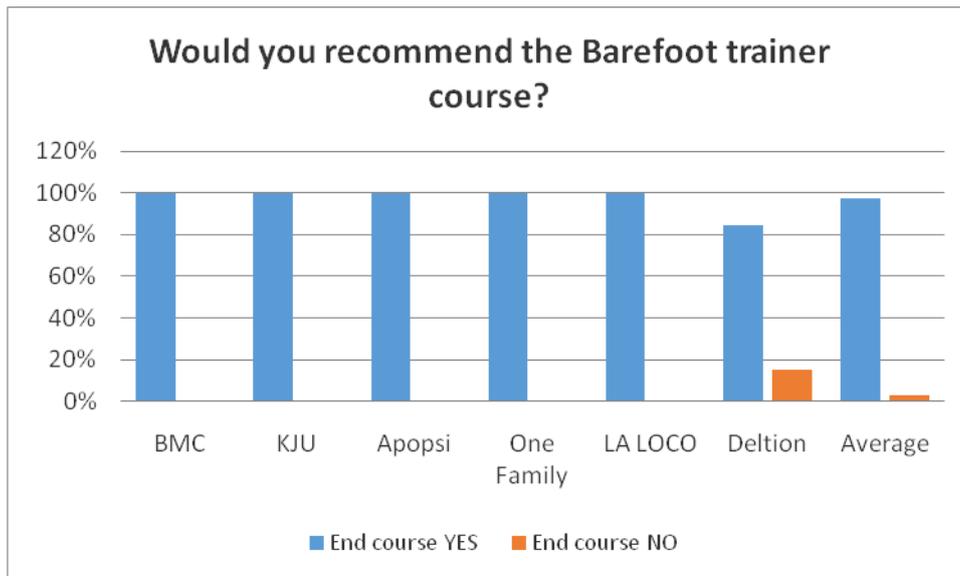


Figure 1

With the exception of Irish students and some Dutch students the training met to their expectations.

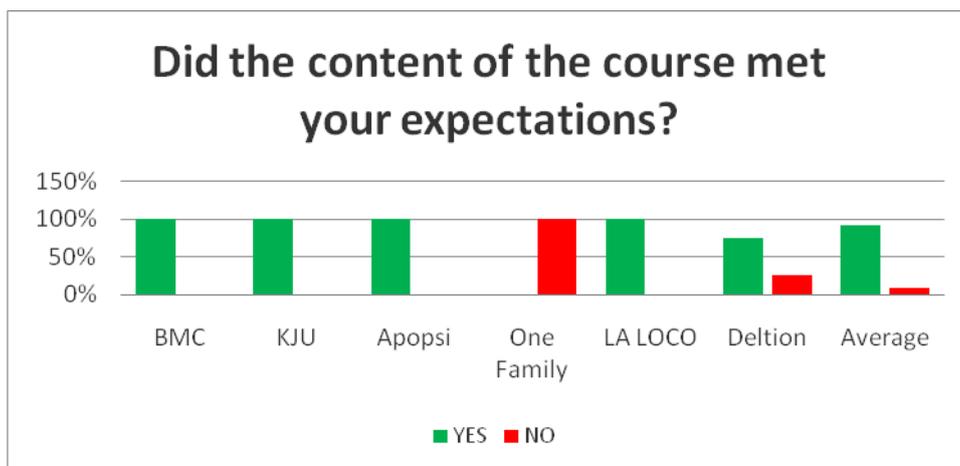


Figure 2

Where the course did not meet the expectations this was attributed to a low level of material (One Family) and a large investment of time to carry out the activities (Deltion).

Lessons learned

Be clearer before the start of the training about:

- Total time needed for study
- Objectives, content including the level
- Requirements to be met by students

2. Delivery methods including support model

In general, partners used two kinds of delivery methods: distance learning or blended learning.

Partner	Delivery Method	Distribution	Assignments	Support
Aposi	Distance learning, 1to1 sessions when required.	Email, VLE	Mail, paper	Mail, Skype
BMC	Blended learning: 15 2hour sessions, 8 f2f and 7 online	VLE	VLE	Forumdiscussion, Facebookgroup and VLE
KJU	Blended learning: F2F at start and end course and every change of units	VLE, email, CD and paper	-	Mail, Skype, F2F and VLE
One Family	Blended learning: F2F – start and Unit 1, units 2, 3 en 4 online, F2F – end of course	VLE, papir, mail	Unknown	Peer2Peer, email, google groups
La LOCO	Blended learning: Online at start, F2F end Unit 1, 2 and end of course.	Mail	In F2F lessons	F2F. Skype and mail regarding technical issuses.
Deltion	Blended Learning: 4 2hour sessions and livestream.	VLE	VLE, Facebook, forum	Skype, VLE, Facebook, Forum

In their support model the partners BMC and Deltion differs from the others: they use Facebook as support tool. In this way they created an informal way of learning.

In general the partners are satisfied about their approach, but they emphasis the following points:

- Online training should include clear arrangements about when to submit assignments and when to start a new unit. The trainees were too far apart in their progress to perform e.g. meaningful discussions and to learn from each other (collaborative learning)
- Students must get (more) incentives to complete their training on time
- Use a VLE. Due to technical VLE-problems some partners could not start on time with the use of their VLE. A VLE helps to structure and organizes training.

3. Technique

Due to problems setting up a number of ELO's four partners encountered technical problems. Because of this their training started later they chose another (temporarily) delivery method. Users hardly experienced technical problems in the accessibility of the material, except for students from Ireland. In their workplace they were not provided with the required playback software (Flash) and could not install it. In addition, sometimes the firewall gave some issues.

Partners also experienced little flexibility in the platform to use, so Ipad or Iphone could not be used.

Lessons learned

The minimum system requirements have to be clearly defined and communicated in advance. Also, the material must be able to run on as many platforms as possible (solution: HTML5).

4. Benefits

Before the training started, a questionnaire was given to the students. We asked them if they had lack of confidence in their IT skills, knowledge about available software and hardware and their awareness of the possibilities of the use of IT in education. In the figures below you can see the revenues of the project in these three areas. It is clear that the confidence has increased (Figure 1 and 2) and that the trainees developed more knowledge about software and hardware (Figure 3 and 4). There is also more awareness regarding the opportunities created by the effective use of IT in education (Figures 5 and 6). One exception is Ireland, where none of the students mentioned they have gained more knowledge about hardware and software.

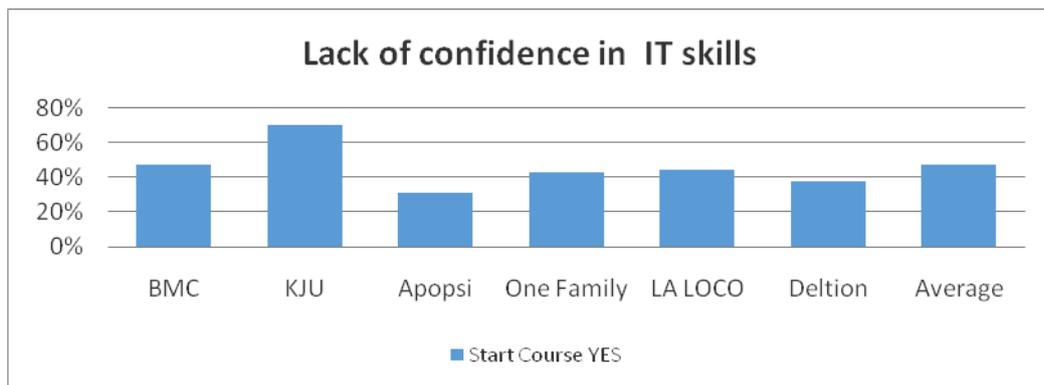


Figure 3, before training

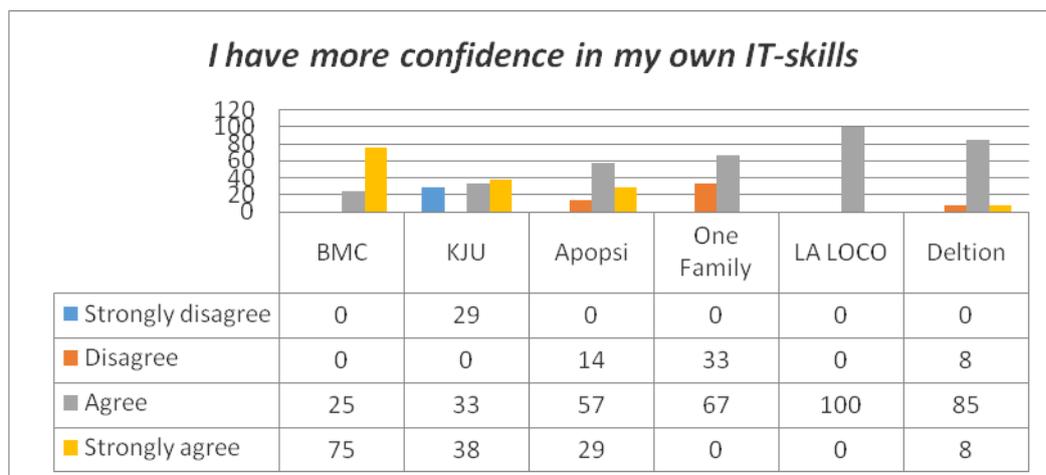


Figure 4, after training (percentage)

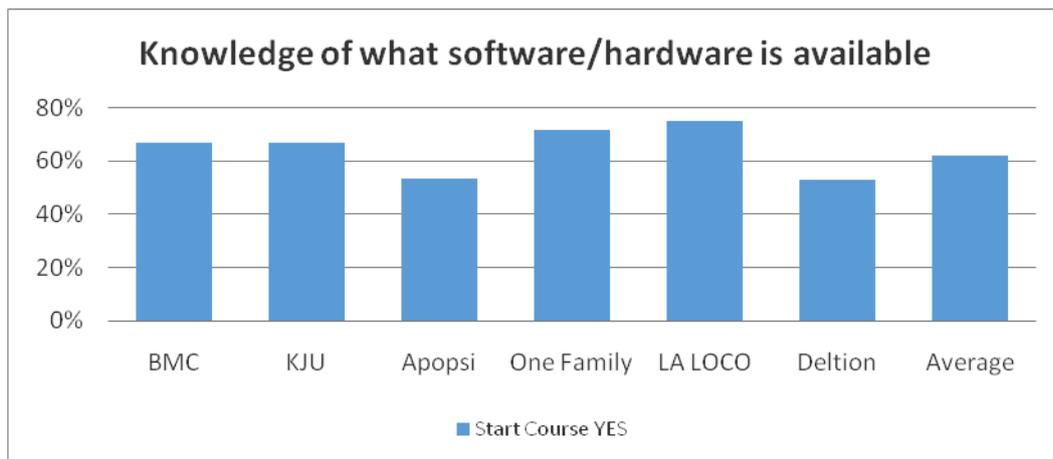


Figure 5, before training

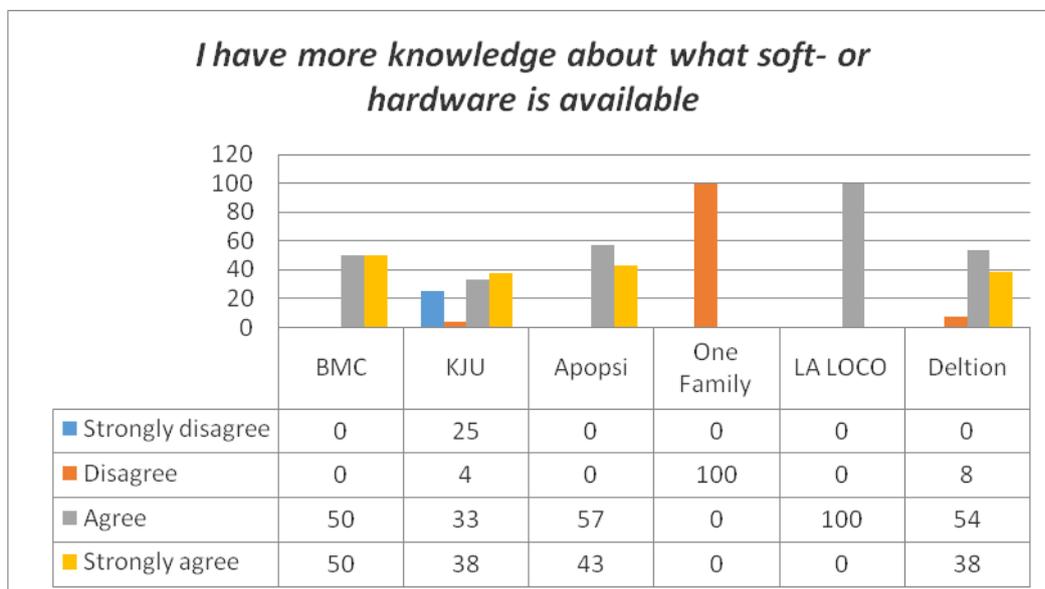


Figure 6, after training (percentage)

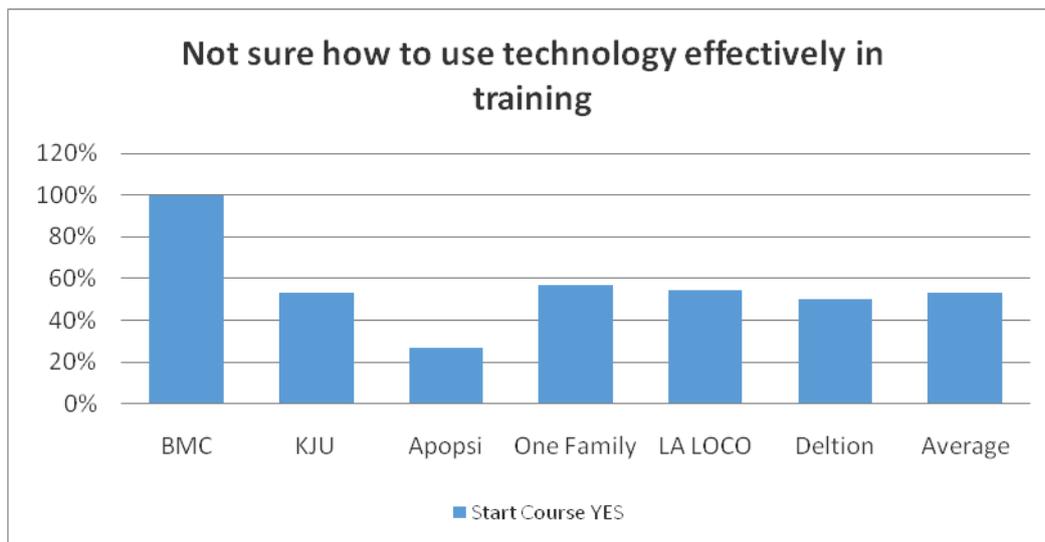


Figure 7, before training

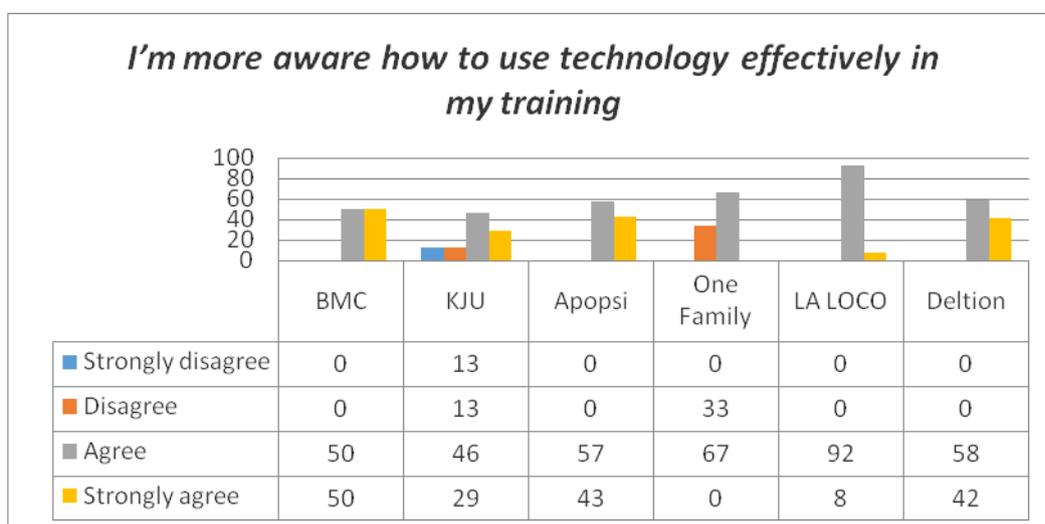


Figure 8, after training (percentage)

It was interesting to see the way in which trainees use in-class IT will change after the training course. We see that the use of presentation software will remain about the same level, but the trainees are planning to use more social software for collaboration and communication.

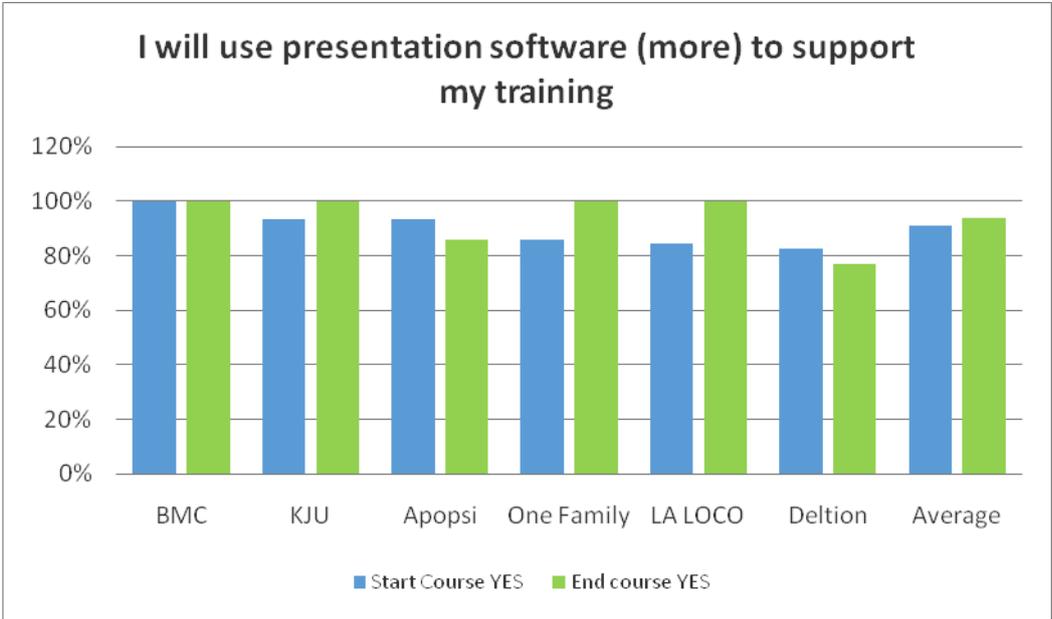


Figure 9

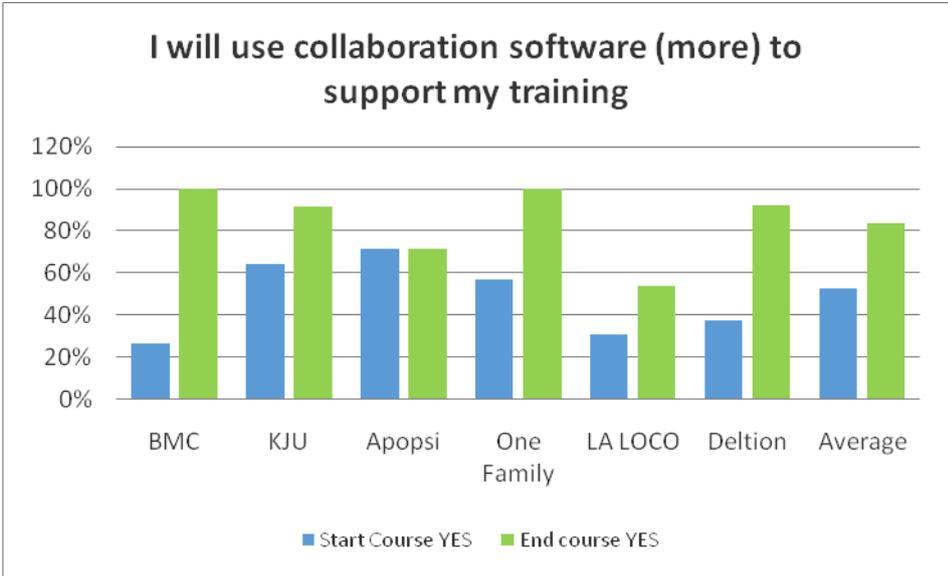


Figure 10

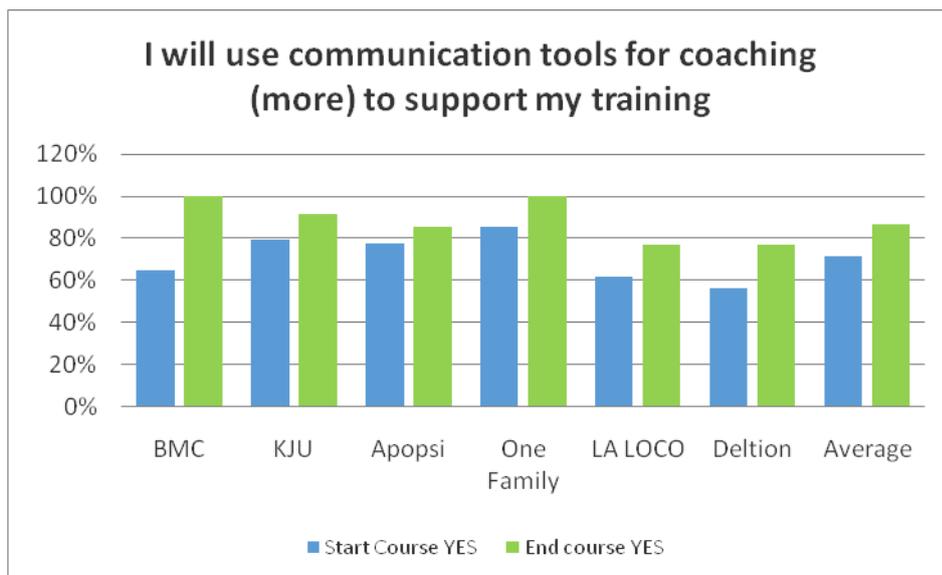


Figure 11

The willingness of students to go into social software is reflected in the following figure. Trainees declared that they are going to use this software in their (private) situation.

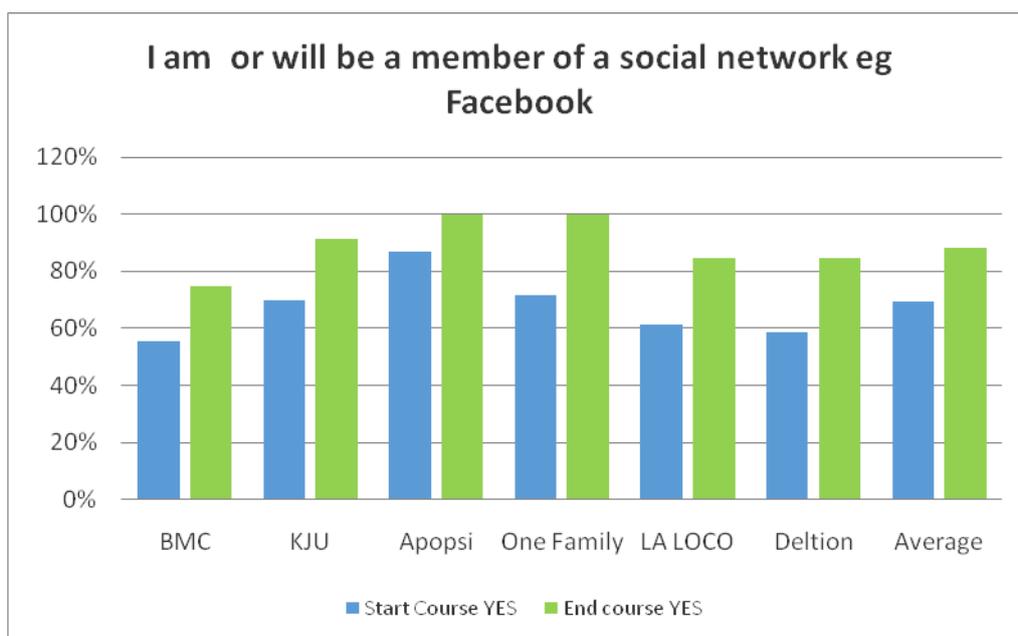


Figure 12

B. Developed material

This part of the report provides a view of the surveys that have been conducted. At the end of each unit the users were asked for feedback on the content, relevance of it and whether it has helped the trainees in their everyday work. We also asked for feedback on the Unit level and assignments.

Finally, we asked to comment on layout, ease of use, readability and any technical problems. In this report, we do not show all the data collected. We only show charts that are exemplary for the particular question.

It should be noted that the number of completed surveys per unit became less as trainees proceed during the course.

1. Content

a. *The learning focused on issues that interest me.*

Most students agreed, except One Family trainees.

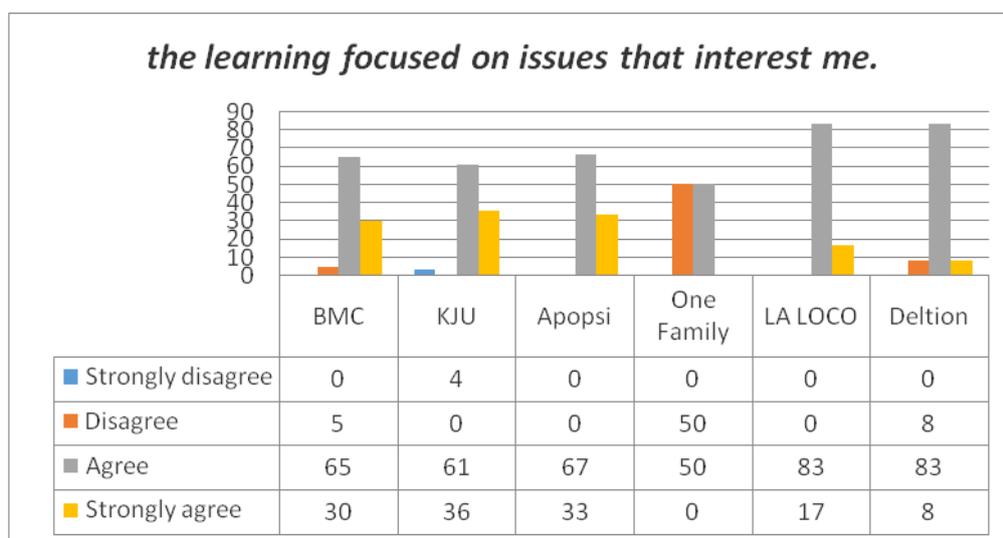
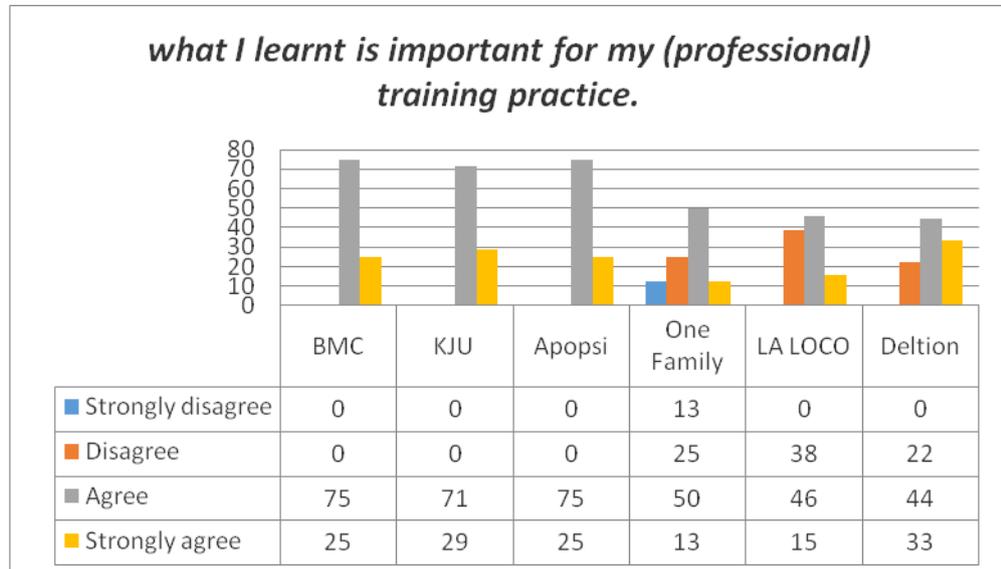


Figure 13, survey Unit 1 (percentages)

b. *What I learnt is important for my (professional) training practice.*

Most of the content is relevant for the daily work of the trainees. Except for One Family which trainees do not consider Unit 1 and 2 (to a lesser extent) as important



Figuur 14, survey Unit 2 (percentages)

- c. *What I learnt connects well with my (professional) training practice. And: I learnt how to improve my (professional) training practice.*

Both questions are answered positive by all partners, except for One Family. Unit 3 has been rated positive by *all* partners regarding how to improve their training practice.

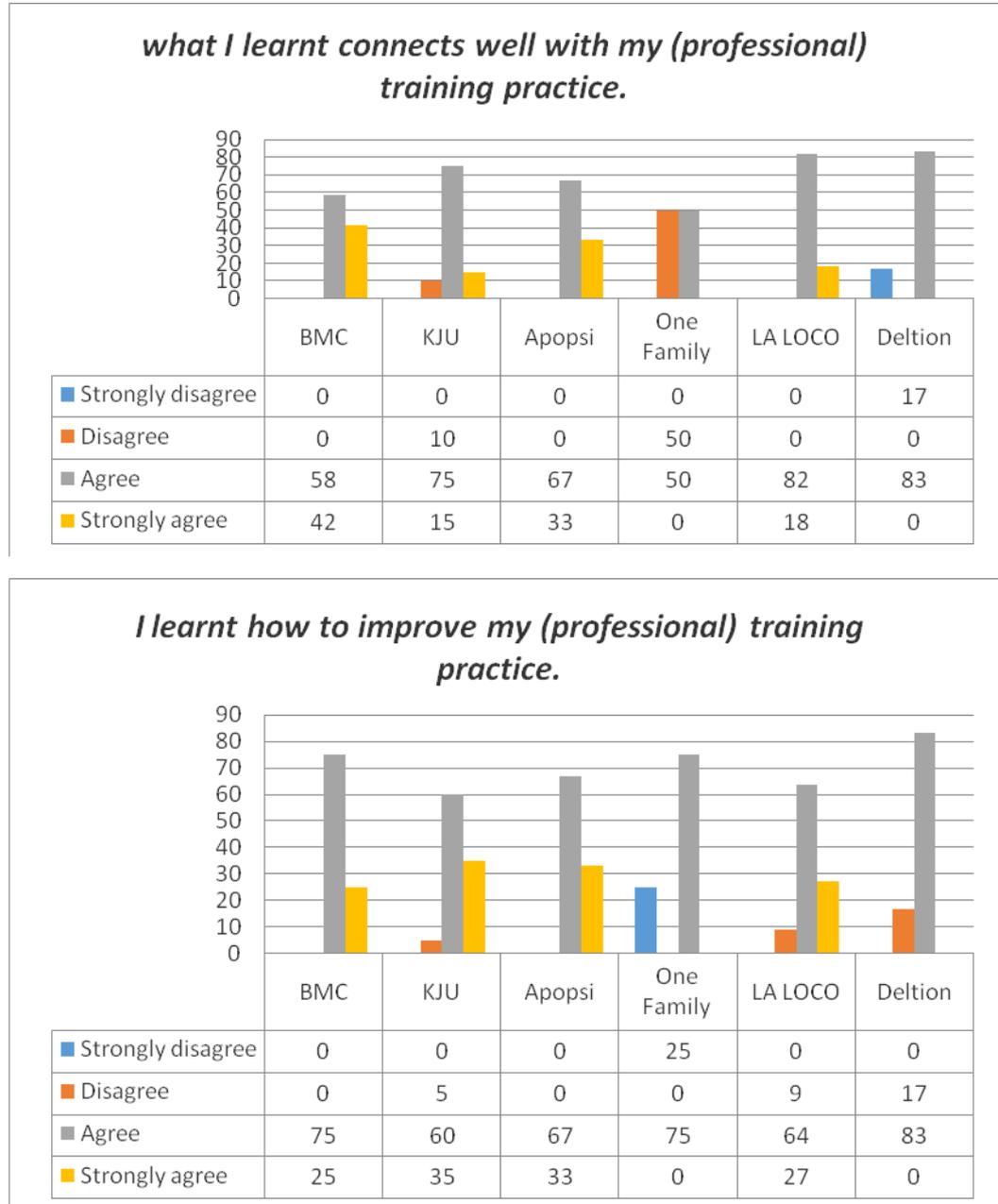


Figure 15, Survey Unit 3 (percentages)

- d. *The Unit was at the correct level of difficulty (not too easy not to difficult)*
 In general the chosen level is good. One Family thinks the material is too simple, it is more usable as basic training material. Comments on this question: More practical examples, too much information to transfer.

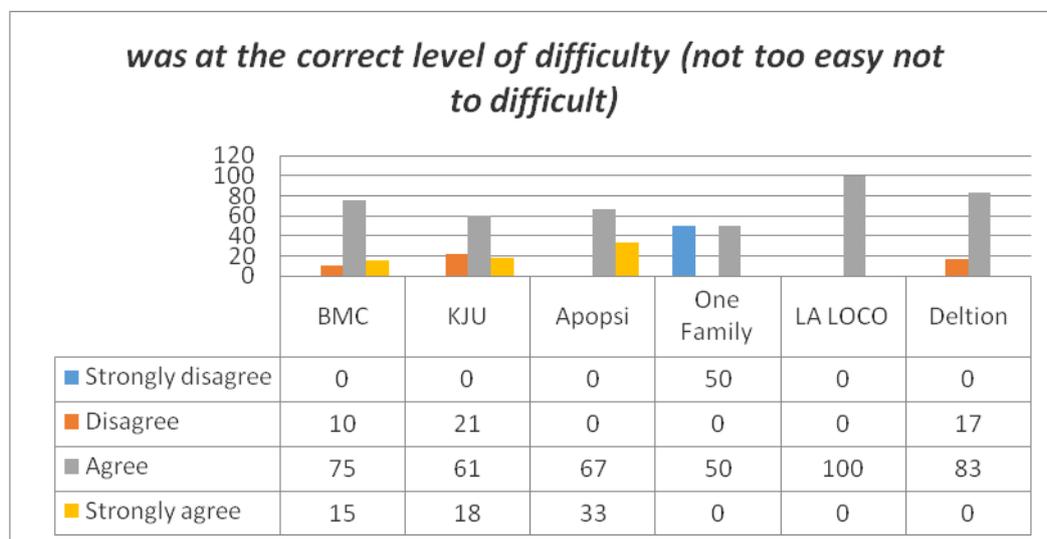
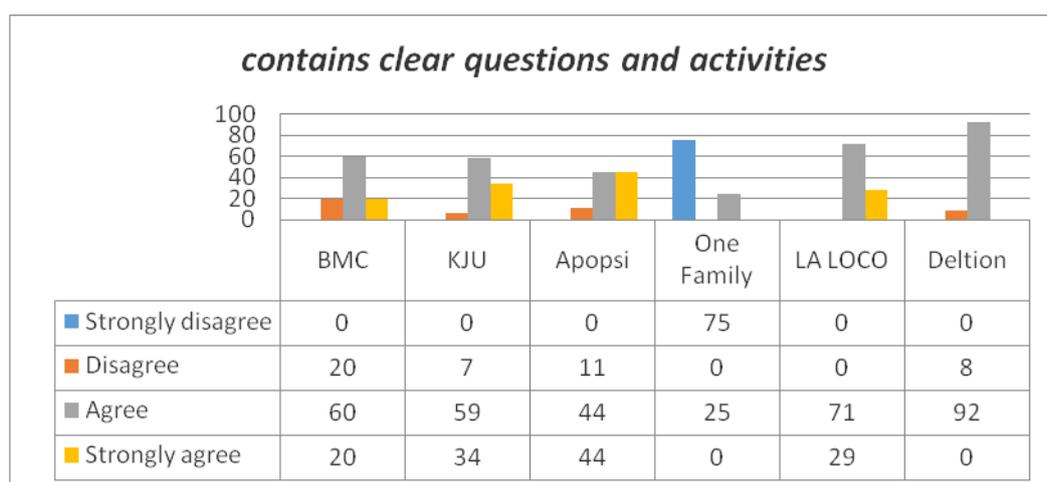


Figure 16, Survey Unit 4 (percentages)

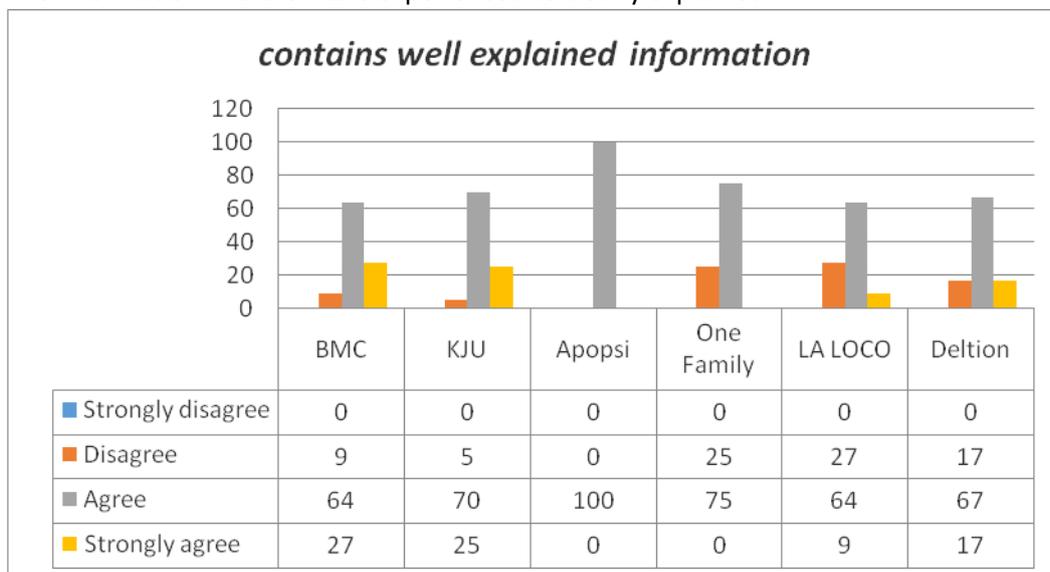
- e. *The Unit contains clear questions and activities.*
 In average the questions and activities are well rated. However the scores of these questions are lower than other related questions. Although still sufficient, Unit 2 is rated the lowest here. We advise to check all questions and activities on their usability and clearness.



Figuur 17, Survey Unit 1 (percentages)

f. *The Unit contains well explained information.*

The information in the Units is experienced as clearly explained.



Figuur 18, survey Unit 3 (percentage)

g. *Other comments regarding content.*

A few quotes:

“It would also have been useful to release all the SCORM packages for the module as one to provide learning for the assessment, given that later modules refer to areas in the assessment. As this is a part-time course and we are working, it would be useful to have learning material as far in advance as possible to allow for adequate time for planning and completion of assessments (Unit 1)”.

“Besides mentioning examples also describe the cost of it (Unit 2).”

“Provide downloadable copies or printed copies of information. Deepen the information, more tools to help improve performance in classroom (Unit 3)”.

“Very useful due to the practical examples (Unit 4)”

2. Design of the material

b. *Layout*

Generally trainees like the layout, with a few notes:

- Too much text, difficult to read
- Too much use of the virtual trainer (TOM)
- Jagged graphics

c. *Ease of use*

In general, simple in use. Comments:

- The navigation is OK, maar scrolling back is difficult. Some information presented in a patronising manner (keep selecting till good answer is chosen)
- No tracking on progress, so you have to start it over again every time you access the material
- Answers on questions in the material are not saved.

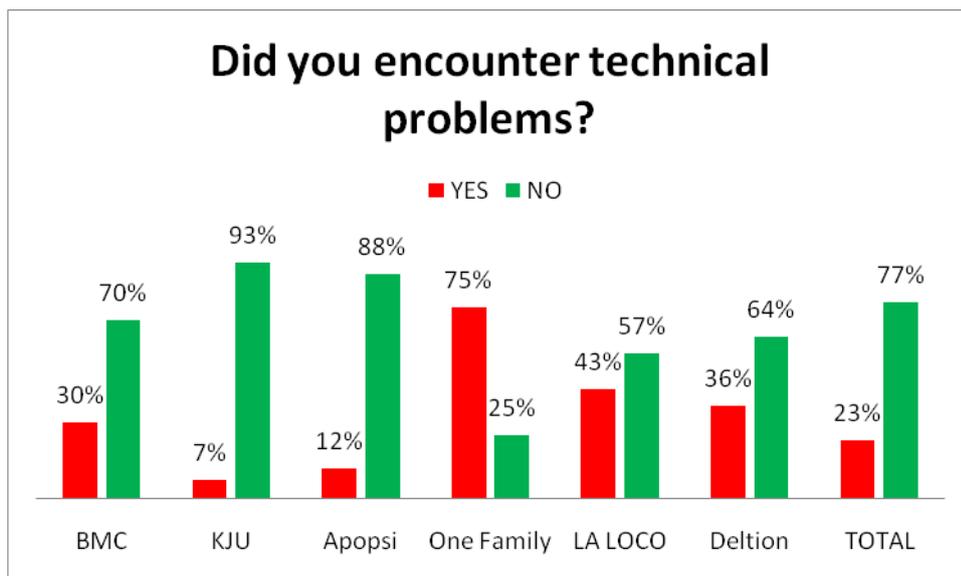
d. *Readability*

Readability is experiences as reasonable. Comments:

- Changing font size through the different screens
- The lined paper as background made it difficult to read.
- Textbook online
- Too much text and long sentences.

3. Technique

Most participants encountered technical problems at the start of their training.



Figuur 19, survey Unit 1

In most cases the reason was not found in the material, but was caused by distribution issues (e.g. VLE). One Family's poor rating was because the trainees were not allowed to install Flash on their work-pc's, they could not make use of ZIP-files and the lack of a VLE.

C. Final conclusion

The entire training has yielded what was expected of it. Trainees have gained more confidence in their IT skills and became more aware of the potential of IT to improve their own teaching.

There is no best way found to deliver the training. Both blended learning (in a couple of variants) and distance learning have proven effective in the Barefoot Training project.

Important for this type of training is the need for strict schedules, guidance and structure.

Regarding the material can be said that in general outline it is adequate. We advise to have a look at the readability and the level of interactivity.