

  Education and Culture DG Lifelong Learning Programme	<b>ENELFA</b> <b>LLP-LdV-TOI-2011-HU-018</b> <b>WP2 A22</b> <b>Project Quality Control</b>	Version: Revision: Date: Page: File:	1 2 30.09.2013 1
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# **ENELFA**

## **ENTrepreneurship by E-Learning For Adults**

<http://www.bgf.hu/projektek/enelfa>

### **R21 Project Quality SURVEY**

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Education and Culture DG

**Lifelong Learning Programme**

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  <p>Education and Culture DG Lifelong Learning Programme</p>	<p><b>ENELFA</b> <b>LLP-LdV-TOI-2011-HU-018</b> <b>WP2 A22</b> <b>Project Quality Control</b></p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 2</p>
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## Amendment history

Version	Revision	Date	Pages	Author	Modification
1	0	20. 09. 2013	all	BD	Creation
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## Distribution list

ENELFA Partners  
Project Officer  
External Reviewers

## Quality System References

ISO 9001 compliant planning and review processes are applied.

## Contents

<b>1.</b>	<b>INTRODUCTION .....</b>	<b>3</b>
1.1	OBJECTIVE .....	3
1.2	PURPOSE OF THE DELIVERABLE .....	3
1.3	SCOPE OF THE DELIVERABLE .....	3
1.4	TARGET AUDIENCE .....	3
1.5	ACRONYMS AND DEFINITIONS USED .....	3
<b>2.</b>	<b>SURVEY RESULTS .....</b>	<b>4</b>

  <p>Education and Culture DG Lifelong Learning Programme</p>	<p><b>ENELFA</b> <b>LLP-LdV-TOI-2011-HU-018</b> <b>WP2 A22</b> <b>Project Quality Control</b></p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 3</p>
---	---	---	-------------------------------------

## 1. Introduction

### 1.1 Objective

The objective of this deliverable is to publish a summary of the data collected during the survey after the adaptation process.

### 1.2 Purpose of the Deliverable

Feedback to the organisers and the teachers

### 1.3 Scope of the Deliverable

The deliverable contains the exhaustive comments, and graphs for the consolidation.

### 1.4 Target Audience

The target audience of this deliverable is the WP project leaders, managers and coordinators from the partners, and the Hungarian Leonardo Agency, the supervisor of the ENELFA project's implementation.

### 1.5 Acronyms and Definitions Used

Acronym	Description
APM – ECA	Asociația Patronilor Și Meseriașilor Cluj – Employers and Craftsmen Association Cluj
BGF – BBS	Budapesti Gazdasági Főiskola – Budapest Business School
BKIK – BCCI	Budapesti Kereskedelmi és Iparkamara - Budapest Chamber of Commerce & Industry
CSF	Critical Success Factor
EMN	Ecole de Management de Normandie
ENELFA	ENTrepreneurship by E-Learning For Adults
ETDU	E-Learning Teaching and Development Unit
HW	Hardware
ISO	International Standardisation Organisation
IT	Information Technology
KPI	Key Performance Indicator
NMSA	New Mind S. A.
SW	Software
UBB – BBU	Universitatea Babeș-Bolyai – Babes-Bolyai University

  <p>Education and Culture DG Lifelong Learning Programme</p>	<p style="text-align: center;">ENELFA LLP-LdV-TOI-2011-HU-018 WP2 A22 Project Quality Control</p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 4</p>
---	---	---	-------------------------------------

## 2. SURVEY RESULTS

### 2.1 Introduction

The Survey system was installed and tested on the Hungarian server, at BBS. The choice was made to use Limesurvey, an open source software. All teachers received an invitation to participate. This invitation is the second. The first one was just after the training phase. The survey was in English.

### 2.2 Management summary

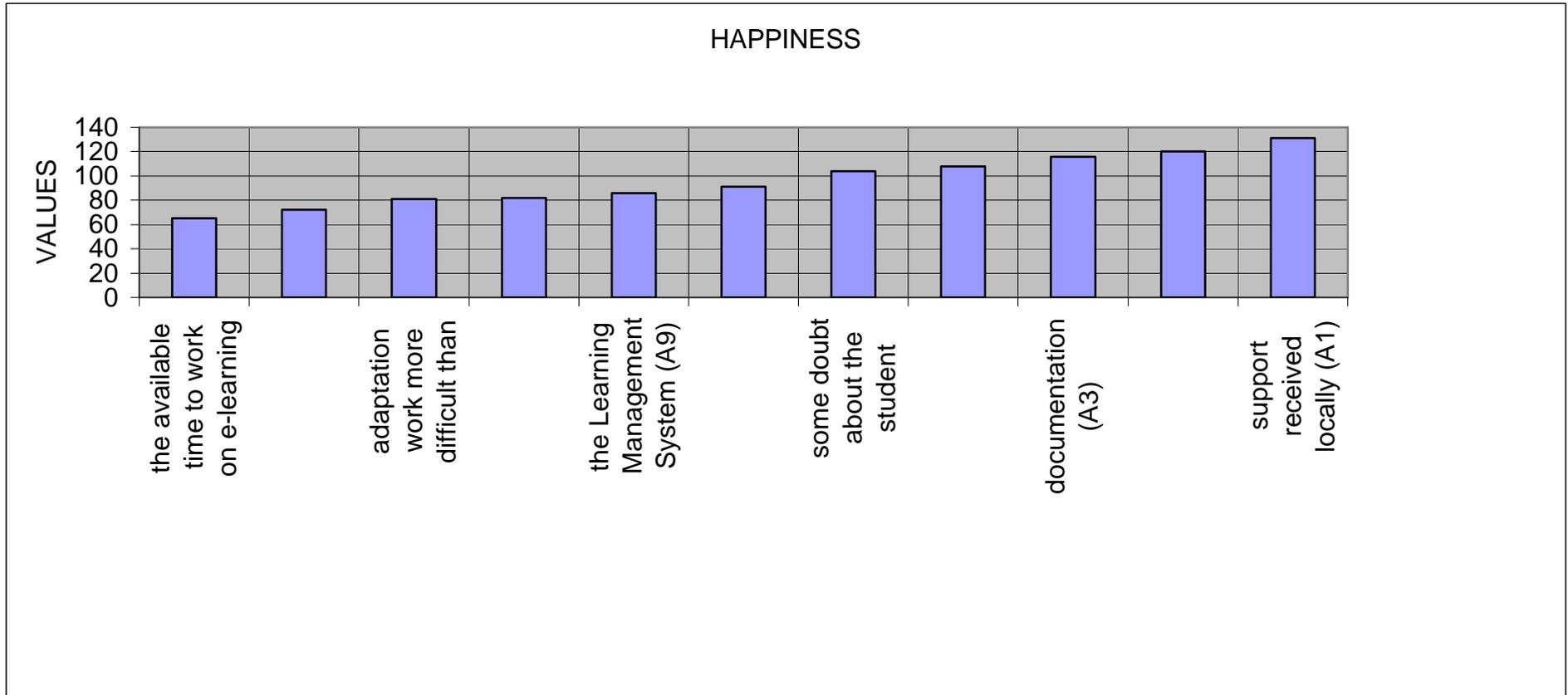
Overall, the survey shows an active involvement of the teachers and persons interviewed, with a lot of constructive comments and suggestions. The focus on this survey was to understand the difficulties met during the e-learning module development phase, and collect suggestions. The answer rate was weaker than the first survey, probably because only the teachers engaged in a real life experience answered.

### 2.3 Results

#### 2.3.1 What the teachers say about the major difficulties (weighted ranking) .

The number shows the "happiness", the higher it is, the better they feel.

the available time to work on e-learning development (A7)	65
the multimedia integration (A6)	72
adaptation work more difficult than planned (country differences) (11)	81
the development tools (A5)	82
the Learning Management System (A9)	86
lack of examples (A4)	91
some doubt about the student reaction (10)	104
some doubt about the adequacy to the courses I give (A8)	108
documentation (A3)	116
support received at international level (A2)	120
support received locally (A1)	131



  <p>Education and Culture DG Lifelong Learning Programme</p>	<p>ENELFA LLP-LdV-TOI-2011-HU-018 WP2 A22 Project Quality Control</p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 6</p>
---	---	---	-------------------------------------

### 2.3.1.1 Comments

They seem happy about the support (local and international) and the documentation received, at least during the project life. The doubts expressed on the students reactions or on the adequacy of the content are not critical.

However, the items requiring attention are:

- recognition of the development effort, the time needed to develop a good tutorial
- the integration of multimedia tools
- the pilot concerned an adaptation of modules coming from France, and the country differences induced more work than expected, but this argument is only valid during the project life
- the development tools, the LMS and the lack of examples : a solution is to build a community, so that teachers devoting some time on elearning development could share their experience.

### 2.3.1.2 Recommendation:

- MANAGEMENT: reduce the pressure on teachers developing elearning modules and recognise the time spent
- SUPPORT: invest in multimedia integration, via a central support group (show examples, user's guides, demos,...)
- ORGANISATION: organise a self supporting community: monthly meetings, publications, articles, circulate examples, forum, ...

### 2.3.2 Positive experience

It was a success for me that I could integrate some e-learning tools into my course material.

A positive aspect which I have find was that this experience gave me the chance to work with other tools when preparing my presentations.

The development tool was easy to use, the video has high quality.

no technical problems

I liked the final product

Its easy to see through the palette of available tools.

thorough and adequate international backing

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---	---	---	-------------------------------------

techniccal support

Very intuitive software to work with.

I was glad to learn modern teaching concept using multimedia technology.

funny, interesting and proactive

interesting development tools

Integration of new technical tools

The tools used was pretty intuitive and easy to learn and use

I liked to discover the utility of this kind of course and the interactivity.

it was a great experience to work on the moduls

### 2.3.3 Negative aspects

The most difficult for me is the new platform (naturally, with new phrases, new menu structure, etc.)

All along the process the phase the most difficult was the adaptations of the courses and after that the shooting.

I had no overall view on modules, it was hard to find out how much to include into my module. I missed some structural thing from the development tool, but it is possible to solve it in Articulate Storyline.

lack of relevant examples on how to design the multimediaa

Most difficult was finding enough time to develop.

The media elements implementation is strict.

copyrights (not enough softwares available on laptop computers)

local speciality

Embedding videos.

I would need more experience in making video.

the multimedia integration was the most difficult because the lack of experience in this domain

there was no example

Lack of available time

The most difficult thing was lack of time to spend for project because I had a busy semester at University

 Education and Culture DG Lifelong Learning Programme	ENELFA LLP-LdV-TOI-2011-HU-018 WP2 A22 Project Quality Control	Version: Revision: Date: Page: File:	1 2 30.09.2013 8
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The most difficult was to find adequate examples to illustrate the theoretical part.  
to adopt the moduls

### 2.3.3.1 Comments

Most of the comments focused on the difficulty of video/multimedia integration, and on the interest to take advantage of examples.

### 2.3.3.2 Recommendations

This part reinforces the two recommendations issued before: enhance support for the multimedia integration, create a community, so that examples of application circulate, and organise the workload so that teachers developing elearning modules have enough time to work on it.

### 2.3.4 Plan to use

If yes

i will save time	7	33.33%
the students will be able to learn in depth at their own pace	9	42.86%
i will be able to present exercises impossible to run in a classroom environment	5	23.81%
it is a way to standardize the course and present consistent material	7	33.33%
it is easy to update, at the right time, when new things have to be added	8	38.10%

#### 2.3.4.1 Comments:

If yes the motivation is focusing on the student performance, which is an excellent attitude for the institution.  
interesting comments

sometimes the lectures are at the end of the day and students are not able to take as much attention as it should have been.

  <p>Education and Culture DG Lifelong Learning Programme</p>	<p>ENELFA LLP-LdV-TOI-2011-HU-018 WP2 A22 Project Quality Control</p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 9</p>
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### 2.3.5 At this stage, what would you recommend for your institution in terms of e-learning strategy?

yes

The e-learning strategy in my institution is not given to much importance, but the management should look better at the positive aspects of this type of learning and should think It is the most fashionable way of teaching, they have to develop tools to be up to date and apply the american way: ask money for exams and not for the material. assess this pilot and carry on :)

My institution should give us support, inspire us to develop.

Make decision which courses are adaptable for e-learning!

be consistent, set up a professional team and do not look back :-)

I wouldn't

Constant support staff dedicated to develop e-learning courses.

I would recommend to implement in a large scale this system.

to train the personnel to promote the e-learning strategy

the institution could use the e-learning materials in the "evening-class"

Give enough time and technical support for preparation.

Yes, I will

I would recommend starting to implement e-learning strategy at master level because it is more is more easily applied to students who already have some knowledge. adopting this e-learning moduls

#### Comments:

The majority is in favour of the development of the elearning in the institution, provided training and support are continued.

### 3. Appendix

The document in appendix is the form aimed at sharing the experience between teachers during the phase where they will work on their own. The purpose is to build a group feeling, and a self-supporting team.

  <p>Education and Culture DG Lifelong Learning Programme</p>	<p>ENELFA LLP-LdV-TOI-2011-HU-018 WP2 A22 Project Quality Control</p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 10</p>
---	---	---	--------------------------------------

## Objective of the document

Since e-learning development is a new way to teach and to learn, it is important that the teachers involved in online developments share their experience with their colleagues. The exchange of experience was stimulated by filling the document and making it available to the colleagues, during the project period.

ENELFA PROJECT ONLINE PEDAGOGY  
CREATING LEARNING MODULES -TEACHER EXPERIENCE EXCHANGE

### ***3.1 Content of the questionnaire***

- questions on earlier experience (part 1)
- questions on the training received (part 1)
- major difficulties encountered
- report on experience
- recommendations

### ***3.2 Phases***

The document was filled after the period where the teachers have the opportunity to develop their own test modules (part 2).

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### ***3.3 QUESTIONNAIRE PART 2 (after having experienced development work)***

#### **3.3.1 Questions**

##### **ENELFA TEACHER EXPERIENCE EXCHANGE PART 2**

The objective of this survey is to share experience between teachers and technical support personnel, on the subject of e-learning development. It would be filled by teachers having started to use the tools presented during the ENELFA training sessions, and having already some experience. Feel free to write in your own language when open questions are displayed.

##### **Experience gained during the development phase**

  <p>Education and Culture DG Lifelong Learning Programme</p>	<p style="text-align: center;"><b>ENELFA</b> <b>LLP-LdV-TOI-2011-HU-018</b> <b>WP2 A22</b> <b>Project Quality Control</b></p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 12</p>
---	---	---	--------------------------------------

survey 2/1 **\*Pick up the difficulties you had during the development phase (when you worked using the tools taught during the ENELFA training sessions, either for modules adaptation or for your own courses). We will present a list. Please rank the items. You will be able to add comments later in the survey.**  
**list to rank**

- support received locally (A1)
- support received at international level (A2)
- documentation (A3)
- lack of examples (A4)
- the development tools (A5)
- the Learning Management System (A9)
- the multimedia integration (A6)
- the available time to work on e-learning development (A7)
- some doubt about the adequacy to the courses I give (A8)
- some doubt about the student reaction (10)
- adaptation work more difficult than planned (country differences) (11)

Your choices:

Your ranking:

1:

2:

3:

4:

5:

6:

7:

8:

9:

10:

11:

Survey 2/2 **\*Please report on your personal experience during your development phase: report the positive experience.**

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---	---	---	--------------------------------------

Survey 2/3 **\*Please report on your personal experience during the development phase: give more comments on the negative items. Examples: what was the most difficult, and why.**



survey 2/4 **\*Do you plan to use E-Learning or some of your courses. If yes, please select the main reasons.**

- i will save time
- the students will be able to learn in depth at their own pace
- i will be able to present exercises impossible to run in a classroom environment
- it is a way to standardize the course and present consistent material
- it is easy to update, at the right time, when new things have to be added
- Other:

  <p>Education and Culture DG Lifelong Learning Programme</p>	<p>ENELFA LLP-LdV-TOI-2011-HU-018 WP2 A22 Project Quality Control</p>	<p>Version: Revision: Date: Page: File:</p>	<p>1 2 30.09.2013 14</p>
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Survey **\*At this stage, what would you recommend for your institution in terms of e-learning strategy?**  
2/5