



Erasmus+



Vetiver Project

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Vetiver Pilots Report

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Document Info

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 <p>The logo features a stylized blue 'A' inside a circle, with the word 'INSTITUTE' in blue capital letters to its right. Below this, the text 'ΑΧΑΪΚΟ ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ' is written in Greek, and 'ACHAIA ADULT EDUCATION INSTITUTE' is written in English.</p>	<p>Achaia Adult Education Institute</p>	<p>Kyriaki Vamvaka</p>
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1. Introduction

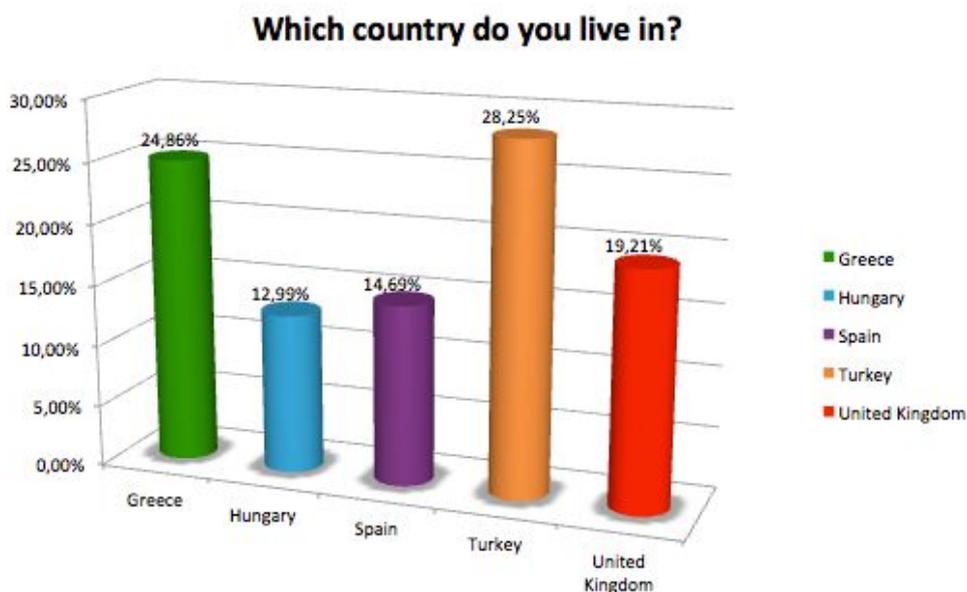
The partners of VETIVER have made pilots for students and teachers in the last months of the project. In the final part of these pilots we have included a survey about the content and their general feeling about the project through questions covering several concepts, including a final part where the teacher or student could add questions or suggestions, specifying the best and the worst things observed during the pilot. With this answered surveys, we have made this document covering the "good and bad things" of the content as seen by the teachers and the students.

2. Teachers pilots

2.1. General data of teachers

Which country do you live?

Most of the people who answered this survey live in Turkey (28.25%), followed by those who live in Greece (20.86%) and United Kingdom (19.21%). The country where less people live in is Greece (24.86%) and Spain (14.69%).

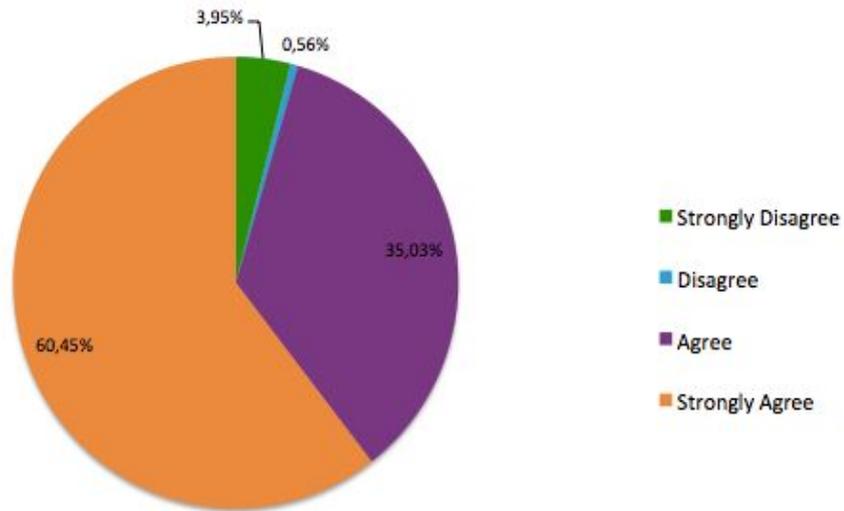


2.2. Teachers satisfaction

This course could be valuable to my learning.

"Strongly Agree" was the answer with the most percentage in this question (60.45%). A 35.03% correspond to "agree" and just a 3.95% were "strongly disagree". The answer "disagree" has obtained a percentage of just 0.56%.

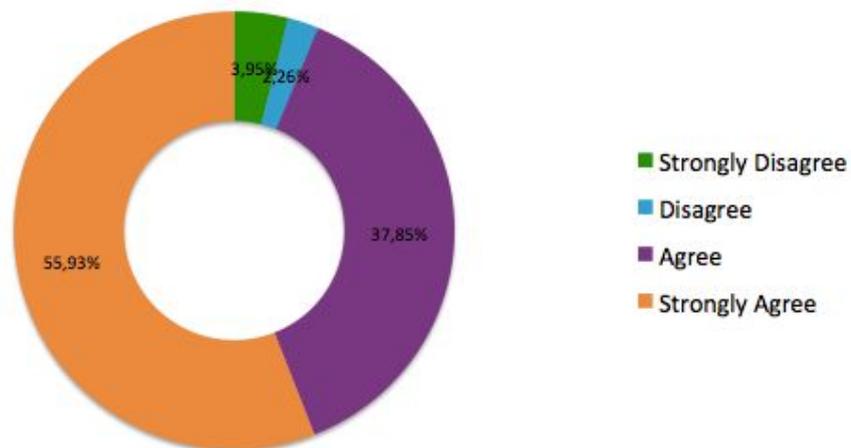
This course could be valuable to my learning



This course is of sufficient quality for me.

The answers with a higher percentage have been “strongly agree” (55.93%) and “agree” (37.85%). The next answer, “strongly disagree” has obtained a 3.95% and “disagree” has only the 1.26% of the votes.

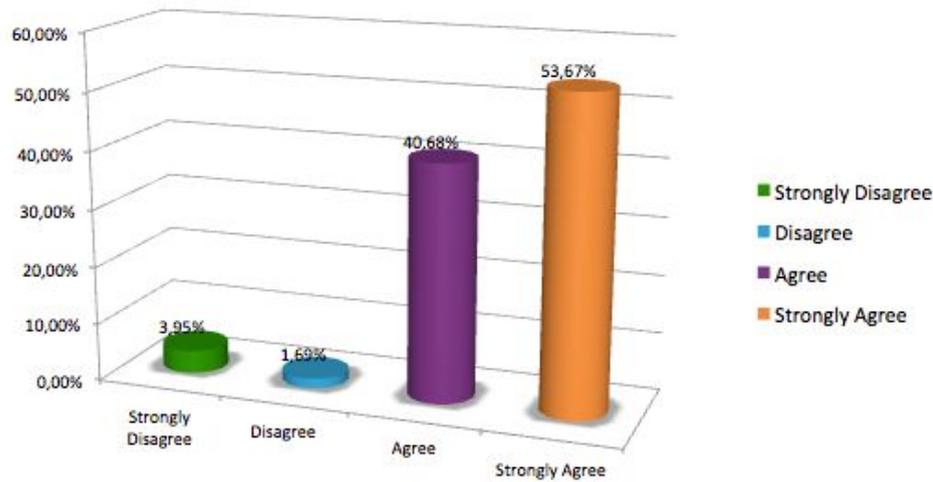
This course is of sufficient quality for me



This course was valuable to my future teaching.

“Strongly disagree” and “disagree” are the answers with less percentage, a 3.95% and 1.69% respectively. The answer with the highest percentage of votes is “strongly agree” with a 55.93%, followed by “agree” (37.85%).

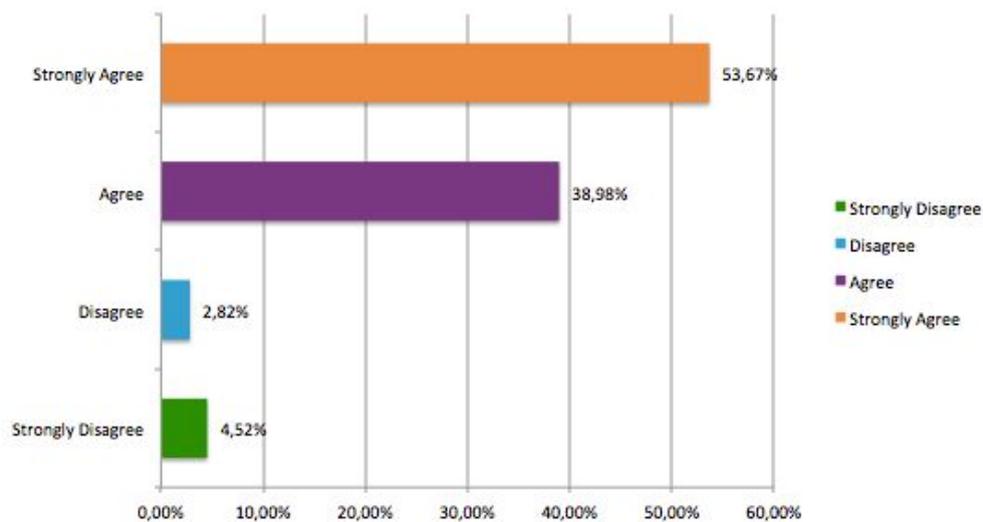
This course was valuable to my future teaching



The resources used in the course were of a good quality.

As in the previous questions, the answers with a higher percentage have been “strongly agree” (53.67%) and “agree” (38.98%). “Disagree” is the answer with the lower percentage (2,8%), followed by a very small difference by “strongly disagree” (4.52%).

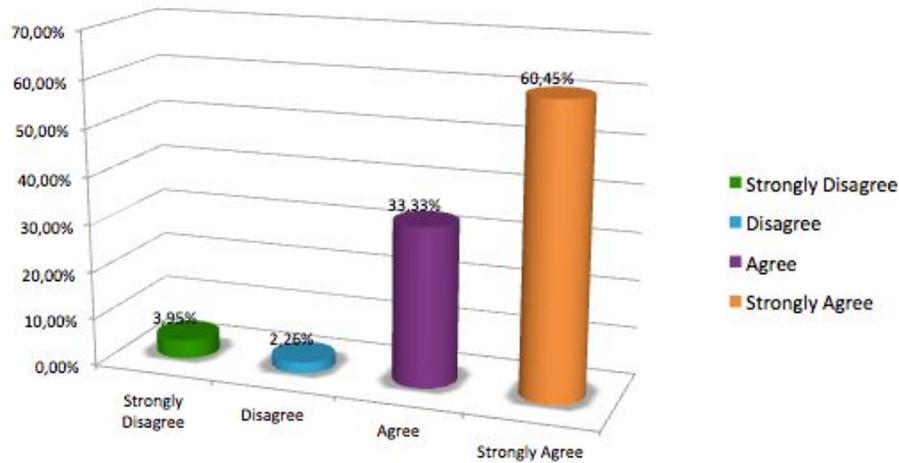
The resources used in the course were of good quality



EPortfolio will be useful for evaluating my students.

This is one of the questions in which “strongly agree” has one of the higher answer percentages (60.45%). Is followed by “agree” with a percentage of 33.33%. The lowest percentages correspond to “disagree” (2.25%) and “strongly disagree” (3.95%).

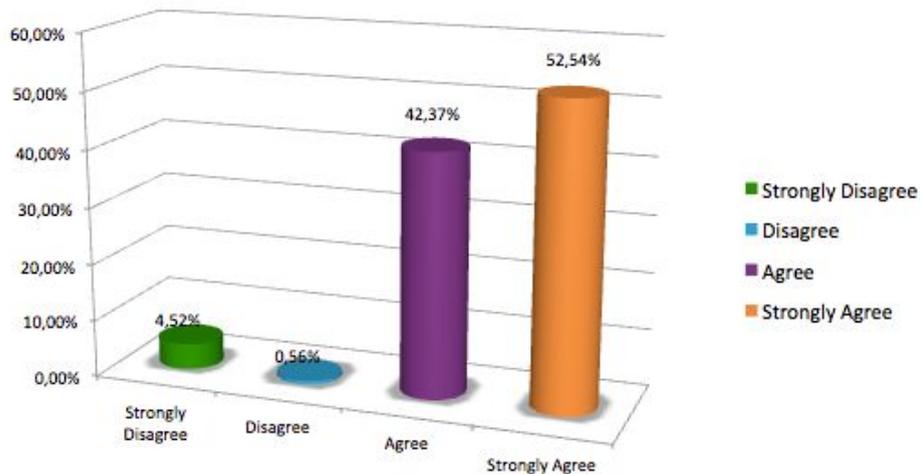
ePortfolio will be useful for evaluating my students



Rubrics will be useful for evaluating my students.

It's worth to highlight the percentage of "disagree" that is the lowest of all with a 0.56%. The highest percentage correspond to "strongly agree" (52.24%), followed by "agree" (42.37%) and, in last place, "strongly disagree" with a 3.95% of the votes. In Spain this values keep proportional.

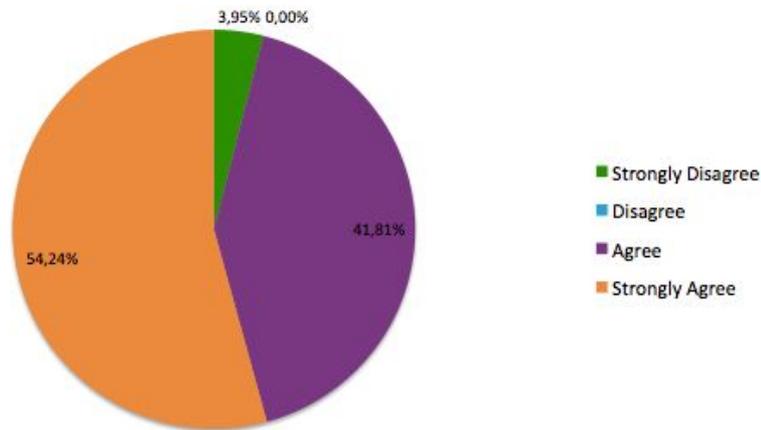
Rubrics will be useful for evaluating my students



This course covered a useful range of subjects areas.

The higher percentages belongs to "strongly agree" with a 54.24% and "agree" with a 41.81%. "Strongly disagree" has an answer percentage of 3.95% and, "disagree" has obtained a total of a 0% of the votes.

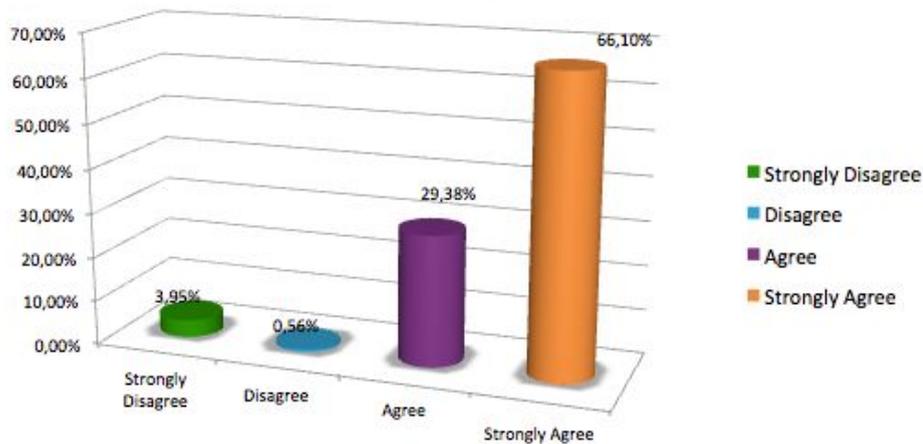
This course covered a useful range of subject areas



This course motivated me to learn more about teaching methodologies.

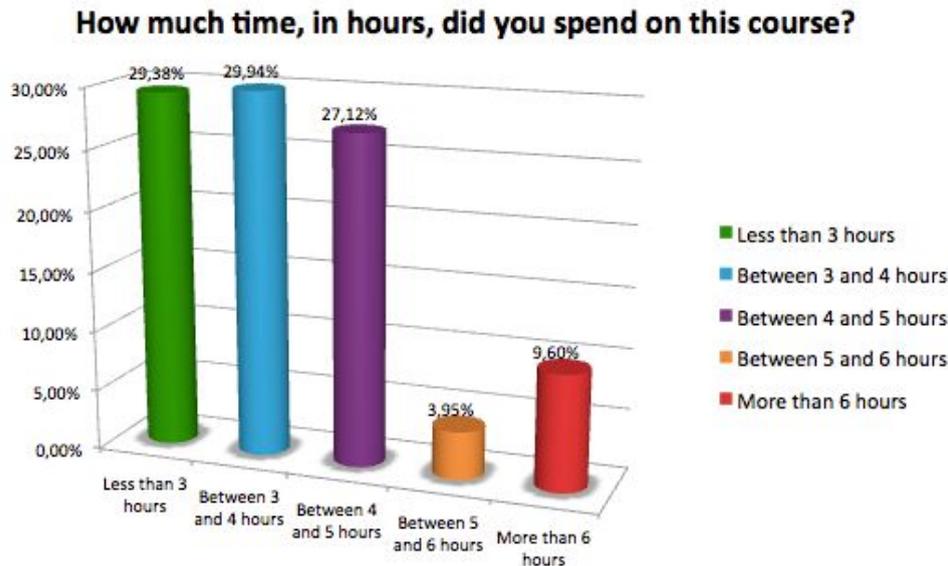
“Strongly agree” is the answer with the highest percentage (66.10%), the higher answer percentage for now. Next answers have percentages of 29.38% for “agree”, 0.56% for “disagree” and 3.95% for “strongly disagree”.

This course motivated me to learn more about teaching methodologies



How much time, in hours, did you spend on this course?

The answer with the lowest percentage is “between 5 and 6 hours”, with a 3.95% of the votes. The next less voted answer is “more than 6 hours” with a 9.60%. The most voted answers have been “less than 3 hours” (29.38%), “between 3 and 4 hours” (29.94%) and, in last place, “between 4 and 5 hours” (29.12%). Spain has many answers with less hours, contrasting with Hungary.



In the satisfaction questionnaire for teachers, several multiple choice questions and two open questions are asked. These open questions were already raised with the aim of obtaining "the best and the worst" of the teacher training courses in the project environment. The questions have been answered by all the teachers who have completed the questionnaire.

Regarding the teachers' questionnaires, the positive feeling about the project proposal predominated, although proposals and doubts have been raised that show that this is not a perfect method. Before applying it, you must take into account certain aspects that you may not have thought about at the beginning, even if they are highly preferred.

Many respondents said "Everything" to the question "What did you find most useful about the course?", So the general feeling has been very positive in many teachers in this question.

Many English and Spanish teachers have pointed out that the Vetiver repository has a large amount of good quality online resources. In addition, they consider as a point in favor that these resources are of free use, since in this way students can use them at the time and place that suits them best. Many teachers have described traditional teaching as "very flat" and sometimes "boring", and these resources can make the class much more online and dynamic.

The use of technology can make students feel that they are part of the educational process. In addition, the factor of being able to perform educational tasks anywhere and at any time can accelerate this process, making it much more effective.

The lesson on multiple intelligences has been the best evaluated subject by the teachers. They consider this topic as a fundamental issue among teachers. For this reason, they consider that every teacher must have good knowledge about multiple intelligences. In

the survey it has also been observed that teachers consider that resources on multiple intelligences are very successful.

A very present answer in Spanish professors has been the importance of the rubrics. One teacher has stated: "I did not know anything about ePortfolio and rubrics. I find the two extremely useful."

The rubrics are an objective method of evaluation, which establishes from the first moment the guidelines that the evaluation process will follow, the topics that will be evaluated, in what form and their weight in the final note.

Teachers have considered the use of rubrics very beneficial for both students and teachers, since it makes the process of evaluating a task much more practical and objective, knowing beforehand the evaluation criteria from the point of view of the student.

A professor from the United Kingdom has pointed out that the platform has so much content that it would take a long time to see everything he wants to see, however, he has specified it as a point in favor.

Many answers said "Nothing" to the question "What would you change about the course?", So the general feeling has been very positive in many teachers.

Professors from the United Kingdom and Spain, mainly, have commented as something to change the length of SCORM packages and the amount of content. Several teachers have had the feeling that SCORM packages have been too long, and at certain times it can become a heavy task. For example, a Spanish professor explained: "The videos are excessively long and it can be a bit heavy seeing them."

There has also been an important difference of opinion regarding the voice that narrates the SCORM packages. Some teachers have qualified this voice as very beneficial, since it makes presentations much lighter and more bearable. Other professors, on the other hand, have qualified the proposal of the voice as "dense" and "too long". A Spanish teacher says: "What i would change from this course is the duration of the videos. I would do more, but shorter. Since they get a little dense and it's a lot of information at once. "

One of the questionnaire questions was about the time spent completing the course, and there are differences according to the country. In Spain and Greece many people have taken less than three hours to complete the course, while in Turkey and Hungary many people have taken 5 or 6 hours.

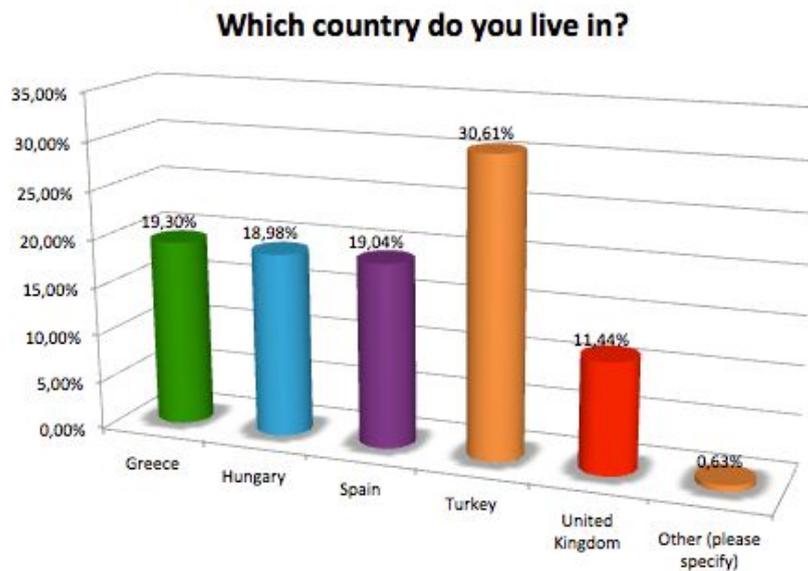
Gamification is also mentioned, and many people talk about the scarcity of resources of this type in Vetiver courses, suggesting more. A teacher from the United Kingdom mentions: "More games (crossword puzzles, hanging, etc.) and gamification or videos."

3. Students pilots

3.1. General data of students

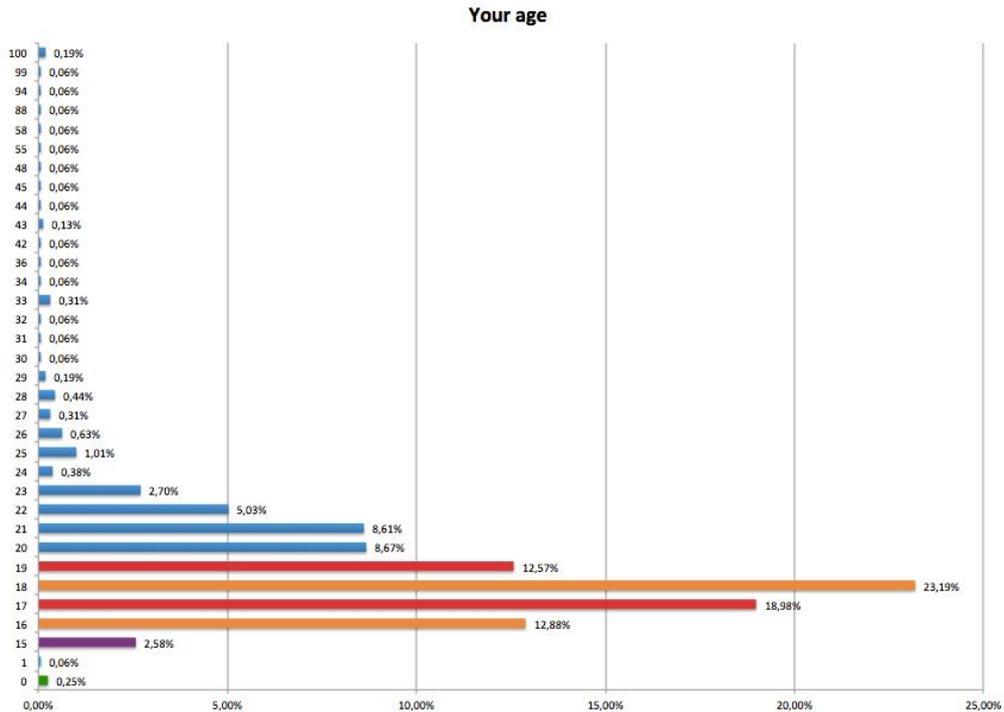
Which country do you live in?

The answers have been above all from people who lives in Turkey (30.61%). Is followed by Greece, Hungary and Spain with an average of the 19% of the votes. United Kingdom has the 11.44% of the votes and the 0.63% remaining correspond to “others”.



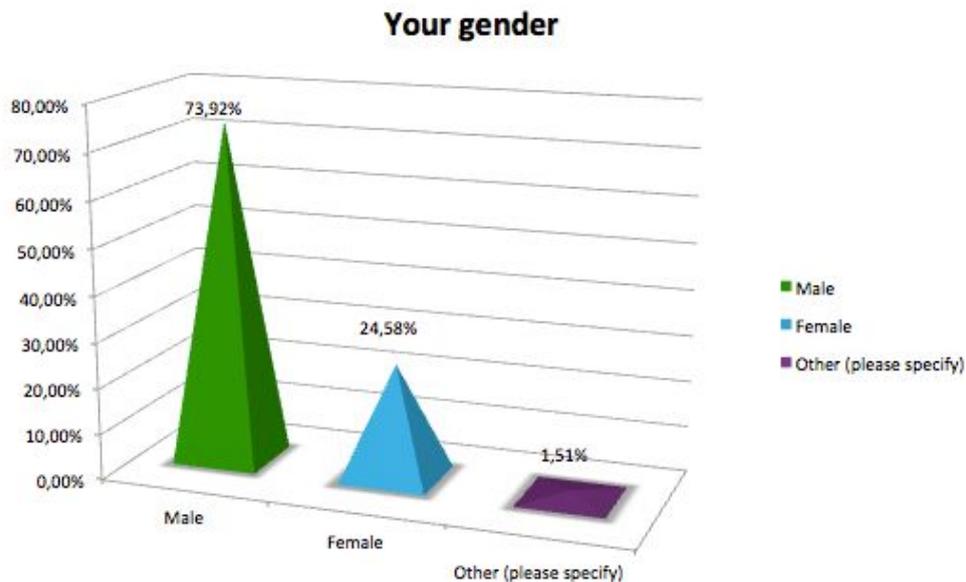
Your age.

The answer with the highest percentage has been the one related to 18 years old (23.19%), followed by 17 years old (18.98%) and 16 (12.88%). The ages with a lower percentage have been those from 23 years old (2,70%), being one of the lowest 29 years old with a 0.19% of the votes. In Spain the highest percentage is the one related to 18-19-20 years old.



Your gender

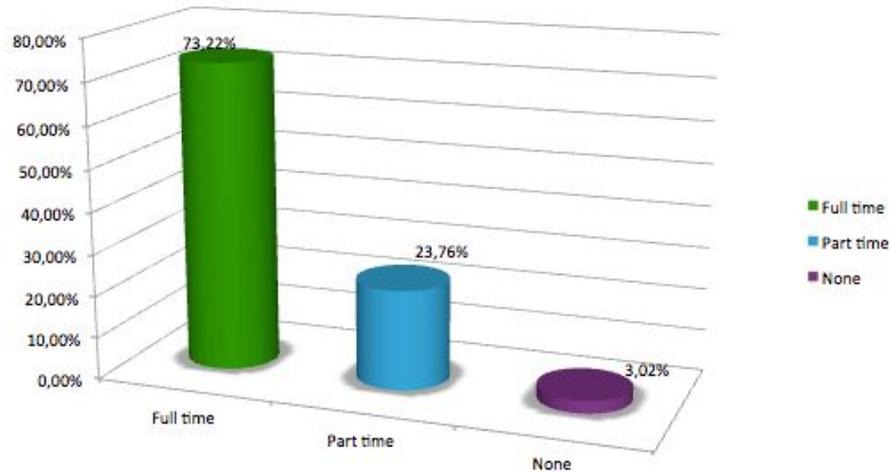
The difference is very clear in this answers percentages. Most people who answer, 73.92%, said “male”. While just a 24.58% answered “female” and a 1.51% “other”. The female gender presence stand out in Spain with the partner Fundación Siglo22.



Education/Training

The answers to choose in this question were “full time”, “part time” or “none”. Most people has a full time education or training, the 73.22%, while just the 23.76% has it in part time. The 3.02 remaining correspond to neither of the other two options.

Education / Training

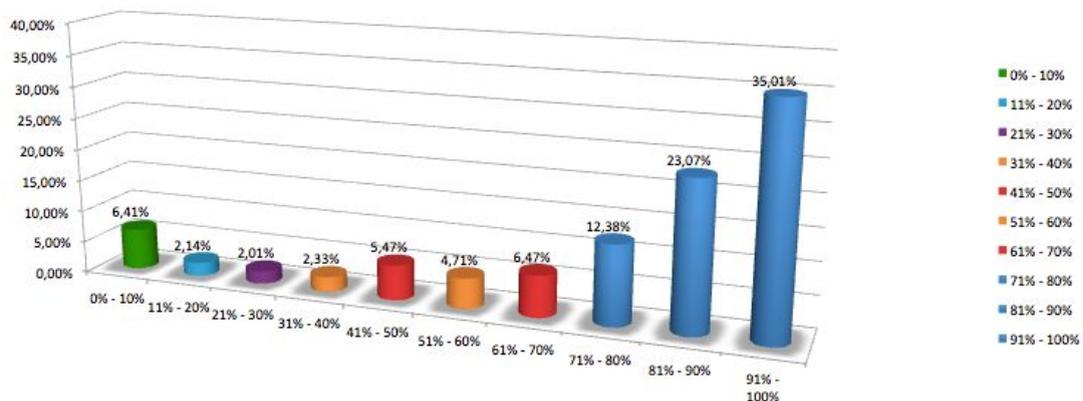


3.2. Students satisfaction

What proportion of this course did you find useful?

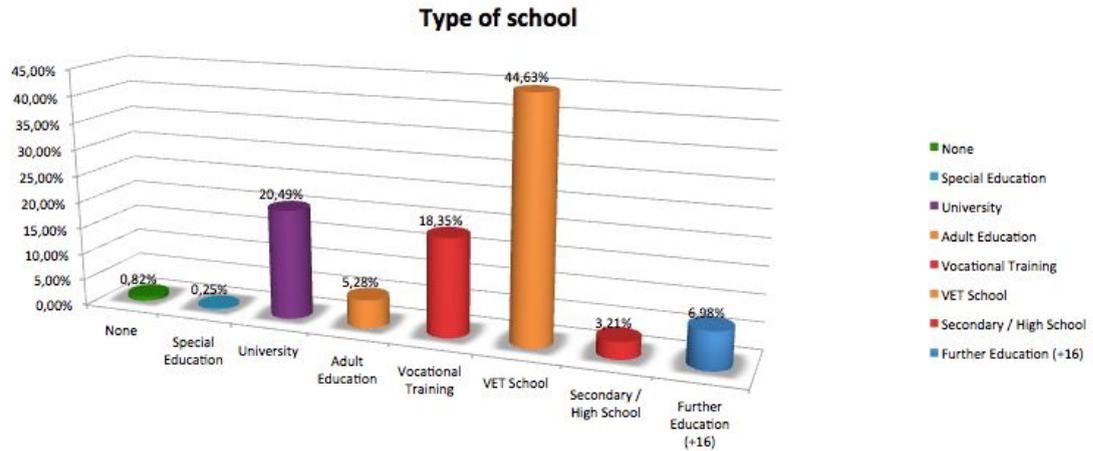
The answer with the highest percentage correspond to “91-100%” with a 35.01% of the votes. Followed by “81-90%” with the 23.07%. The answer less voted have been “21-30%” with the 2.01% of the votes and “11-20%” with the 2.14% of the votes. So most of the people consider more than 90% of the course useful.

What proportion of this course did you find useful?



Type of school

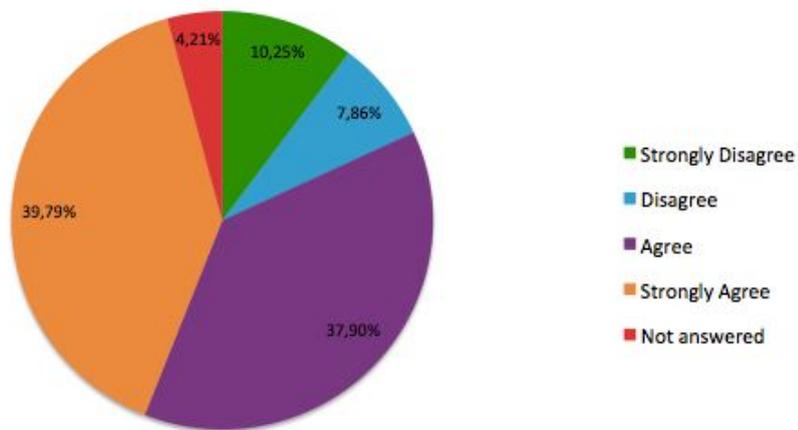
Most of the people who made this survey answered this question with “VET School” (44.63%). The next most chosen answer was “University” (20.49%). The three answers with less votes have been “none” (0.82%), “Special education” (0.25%) and “Secondary/High School” (3.21%).



This course was valuable to my learning.

“Agree” and “Strongly agree” have been the most voted answers with a small percentage difference between them, 37.90% and 39.79% respectively. The 4.21% correspond to people who didn’t answered the question, 7.86% voted “disagree” and the 10.25% voted for “strongly disagree”.

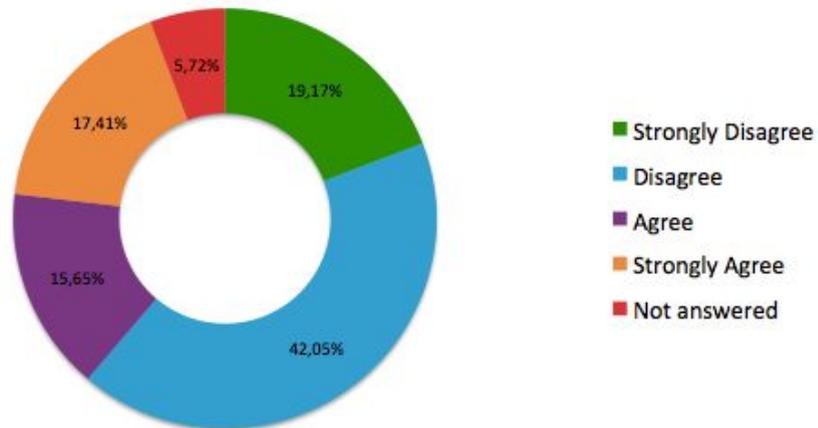
This course was valuable to my learning.



This course was not at the right level for my studies.

Most of the people didn’t agree with this question and answered “disagree” (42.05%). The second most voted question have been “strongly disagree” (19.17%), followed by “strongly agree” (17.41%). A 5.72% of the people that participated in the survey didn’t answered this question.

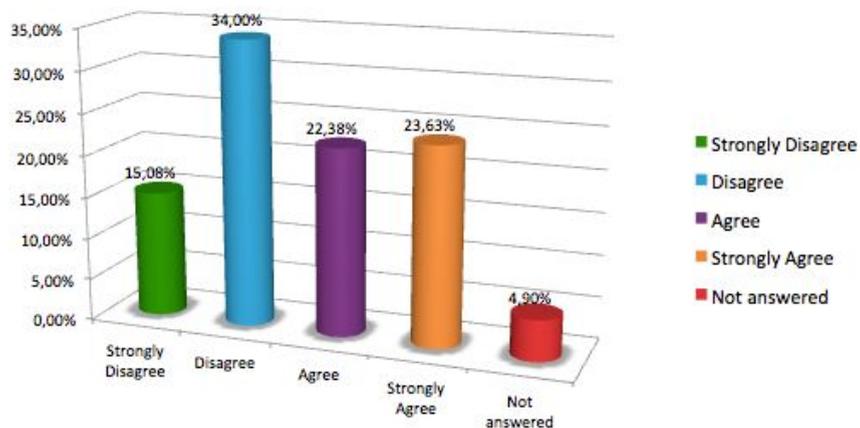
This course was not at the right level for my studies.



This course would have been more useful if it contained more activities.

The 34.00% of the people voted “disagree” in this question. The next most voted question have been “strongly agree” (23.63%), followed by “agree” (22.38%). 15.08% of the votes were for “strongly disagree” and only a 4.90% didn’t answered this question.

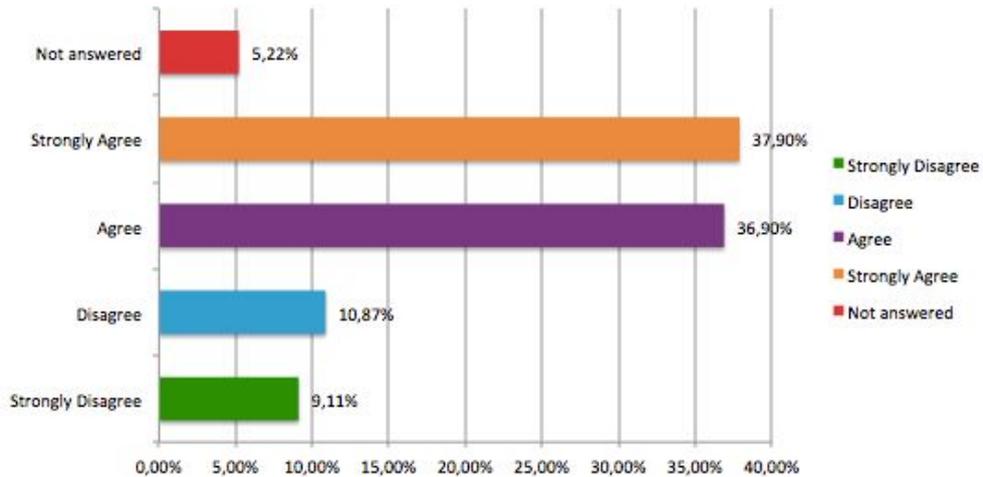
This course would have been more useful if it contained more activities.



This course made me want to learn more about this subject area.

The two more chosen options have been “strongly agree” with a 37.90% and “agree” with a 36.90%. A 5.22% didn’t answered the question. The answers with less votes have been “disagree” (10.87%) and “strongly disagree” with the 9.11% of the votes.

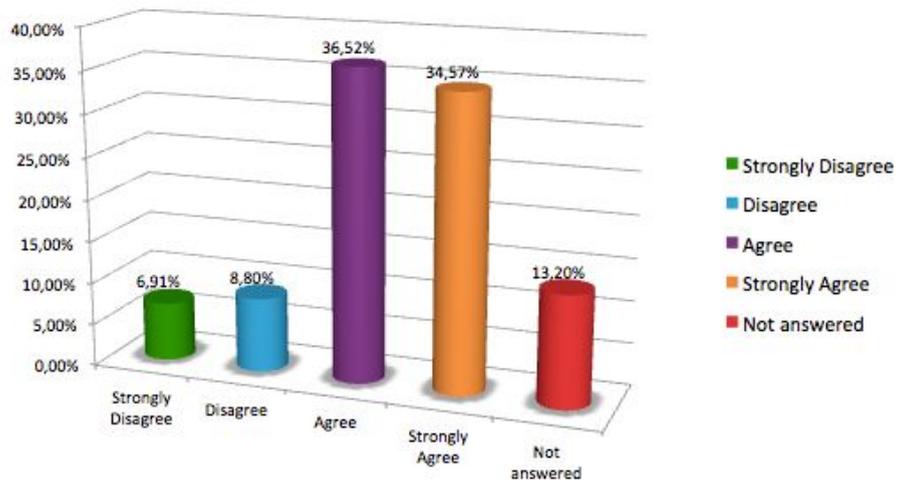
This course made me want to learn more about this subject area.



The interactive resources used were of good quality.

The answer with more votes have been “agree” with a 36.52%, followed close by “strongly agree” with a 34.57%. A pretty high percentage of people didn’t answered this question, the 13.20%. The less voted answers have been “strongly disagree” (6.90%) and “disagree” (8.80%).

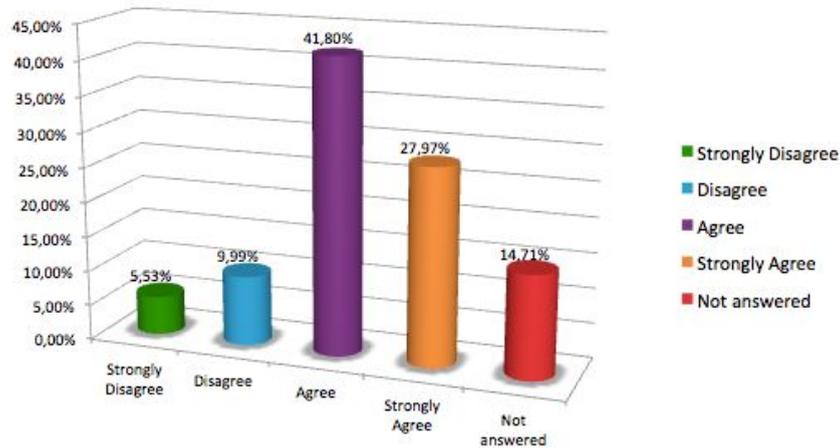
The interactive resources used were of good quality



I liked the evaluation in the course.

A high percentage of answers have been for the option “agree” (41.80%), followed by “strongly agree” with a 27.97% of the votes. Also, there is a pretty high percentage of people that didn’t answered the question, 14.71%. The less voted questions have been “disagree” (9.99%) and “strongly disagree” (5.53%).

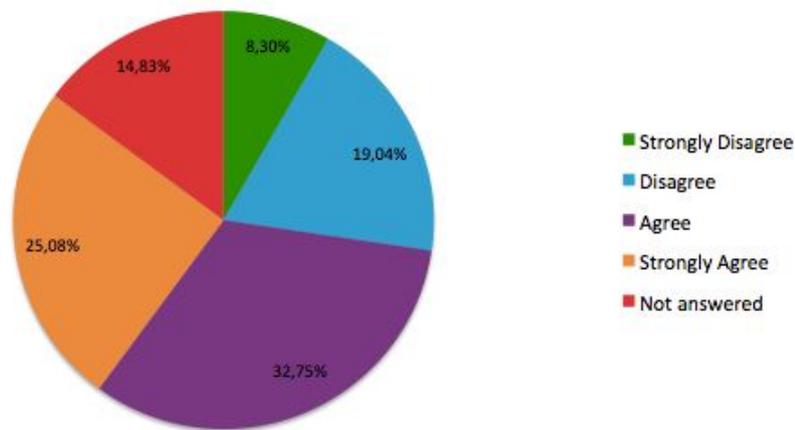
I liked the evaluation in the course



EPortfolio and rubrics is a better way of evaluating

In this question, the percentages are pretty distributed. The most vote option has been “agree” with a 32.75%, followed by “strongly agree” with a 25.08% of the votes. The next most voted answer has been “disagree” with a 19.04%. The les voted answer has been “strongly disagree” with a 8.03% and a 14.83% of the people didn’t answered the question.

ePortfolio and rubrics is a better way of evauating



In the satisfaction questionnaire for students, several multiple choice questions and two open questions were asked. These open questions were raised with the objective of obtaining "the best and the worst" of entrepreneurship courses, English, interior design, ICT and furniture in the project environment. Both questions have been answered by all students who have completed the questionnaire.

In the questionnaires of the students, the positive feeling about the proposal of the project was predominant, although there have been proposals and doubts that show that this is not a perfect method. Before applying it, you must take into account certain aspects that you may not have thought about at the beginning, even if they are of high preference.

One of the main positive points observed from the point of view of the students has been the fact of learning English. The students considered the decision to include an English course in the Vetiver courses to be very successful. A student from Spain has mentioned that the selection of the level has been appropriate "How simple is the content in English, adapted to low-level people. Variety of vocabulary. " The agenda on "Stress" has also been highlighted, since in addition to the language new subjects are learned, in this case related to stress.

The amount of complementary activities and external resources in the English syllabus has also been emphasized. A student from Spain has remarked "The project has uploaded many resources to Moodle, and those of English are the most useful for many people"

Many students who have taken part in these courses have highlighted specific topics because of their interesting content or because they are not very heavy, mainly in English and in entrepreneurship. Some comments have been:

- "The sports section. Before I did not have much interest but now I'm curious "- United Kingdom
- "I'm struck by some themes like music." - Spain
- "Learn knowledge about administration" - Spain
- "I really liked the sports section because it's the one that interests me the most" - United Kingdom
- "The information transmitted explained the bases of marketing" - Spain

Other students have mentioned that the explanations and presentations are clean and well understood from a pedagogical point of view. There has been a feeling of dynamism and the agenda was surrounded by activities that extended the explanation. A Spanish student mentioned: "It has been quite dynamic, with many activities to do during it"

The interactivity of the course is what two students from the United Kingdom have highlighted. They have considered the course and the SCORM packages very interactive. The comments have been "I liked the interactive presentations and the tests at the end" and "I found the interactive presentations very useful".

In the question of negative points of the course, he highlighted the heaviness and length of it. The students have considered that the SCORM packages have been too long to maintain the attention in its entirety throughout the duration of the presentation.

Some students have considered the presentations to be "long and heavy" (a comment from a student from Spain) and have considered the possibility of dividing the presentations into two halves, making them much lighter and shorter.

It has also been suggested in the presentations to add games and activities that can make the learning process lighter. An English student commented "I have felt that some modules have been" very heavy "and could have been divided into 2 modules"

Another negative point that several students have specified has been the voice of the presentations. Some students have considered that the voice has been a harmful contribution to the presentations. A Spanish student has commented: "To improve: Rhythm of reading faster", so perhaps accelerating the voice and streamlining the presentations could create a more dynamic atmosphere in the courses. Other students have limited themselves to suggesting to eliminate the voice.

The general feeling of the students has been satisfactory, except for the specifications that have been discussed in the second question, such as the length of the presentations or the voice added in them, where modifications or improvements could be made to meet the needs of the students.