

ENTER - Through entrepreneurship education towards improving the quality of VET

Project number: 2016-1-CZ01-KA202-024066

Pilot implementation

Global report

Description of the development of the ENTER course pilots:

❖ **Czech Republic**

Educational Association, z. s. organised course pilot in March – April of 2018. The pilot testing of ENTER training course in Czech Republic was organised in schools from Karlovy Vary and South Bohemia regions, Střední škola živnostenská Sokolov, Střední uměleckoprůmyslová škola Karlovy Vary, Střední lesnická škola Žlutice, ISS Čeb, Střední škola logistická Dalovice, o.p., SOŠ a SOU Milevsko, VOŠ, SŠ, COP Sezimovo Ústí, SOŠ SE Velešín. 10 participants of the pilot testing included VET teachers of different subjects in those schools (communication with guest, food and nutrition, psychology, health science, beauty care, graphical design, forestry industry, economy and business, controlling, financial management, agriculture, mechanical engineering, etc.), trainers and people supporting qualifications' implementation and development.

First piloting day, participants were introduced to the ENTER project and ENTER training course. Prior to pilot testing, they received detailed information about the course: modules, their content, topics covered. They were also given a tutorial in accessing and navigating the course platform. Participants explored the learning outcomes of the modules, then the theoretical parts, supplementary materials, and finally do the corresponding assessment tests. During the testing phase teachers were able to ask questions and receive the necessary guidance. The second piloting day came after studying on-line course at home. Second piloting day was focused on the evaluation of the course, experiences from testing and comments of the participants.

Participants evaluated the functionality of the platform as well as the training contents. Besides of the evaluation directly on the platform, the teachers/trainers gave some additional oral or written feedback as well. Comments of the participants were recorded all throughout pilot testing. Participants were encouraged to provide not only general, but also detailed comments about course layout, relevance of topics, the way topics have been introduced etc.

Strengths:

- Learning outcomes – very good summary for expectations,
- Menu of the right part of the screen – simplifying of the learning,
- Very good part – conflicts and conflict management,
- Practical exercises for teachers at the module Teamwork and communication,
- Presentation tools at module Project management.

Weaknesses:

- Some instructions are in Portuguese,
- Problems with login at tests – participants see tests developed by other users.

A few little typos were detected, or some recommendations to rephrase certain sentences were given and forwarded to the platform leader. Participants of the pilot testing were actively engaged and interested in the e-course; they also gave examples which specific parts of the modules would be especially useful in their job. In the end of the pilot testing the participants filled out online surveys about the course; further in the report the collected information will be presented and analysed.

❖ **Latvia**

The pilot testing of ENTER training course in Latvia was organised in Rēzekne Technical School. The 15 participants of the pilot testing included VET teachers of different subjects in Rēzekne Technical School, trainers and people supporting qualifications' implementation and development. First, participants were introduced to the Enter project and Enter training course. Prior to pilot testing, they received detailed information about the course: modules, their content, topics covered. They were also given a tutorial in accessing and navigating the course platform.

The pilot testing took place in the computer room of the school. Each teacher was able to access the course individually from one of the computers. First, teachers were invited to pick one of the modules with a topic that they found the most interesting and useful for them at the current moment. They were invited to explore the learning outcomes of the module, then the theoretical part, supplementary materials, and finally do the corresponding assessment test.

After becoming more independent in navigating the course, participants of the pilot testing were invited to explore other modules of the course. During the testing phase teachers were able to ask questions and receive the necessary guidance.

Comments of the participants were recorded all throughout pilot testing. Participants were encouraged to provide not only general, but also detailed comments about course layout, relevance of topics, the way topics have been introduced etc.

Participants of the pilot testing were actively engaged and interested in the e-course; they also gave examples which specific parts of the modules would be especially useful in their job. In the end of the pilot testing the participants filled out online surveys about the course; further in the report the collected information will be presented and analysed.

❖ Portugal

ISQ organised its course pilot in May-June of 2018, 10 trainers were invited to participate in the testing of this specific output of the project.

The participants that tested the materials were trainers that works externally with ISQ.

Regarding the pilot, initially it was give an overview of the project, its aim was presented and its objectives and outcomes. And also, information regarding the training course, its modules and learning outcomes, contents and activities related. It was given the link of the OER platform and the steps to access the training course.

It was given the liberty to the participants to take the time needed to go throughout the whole ENTER course. Participants were invited to evaluate the Moodle platform and also the training course, all its aspects, the layout, the contents, the organisation of information, the accessibility. And to give extra comments if they wish so.

The participants took the course autonomously having the support from ISQ side always available, if they needed to take some doubts or if something wasn't good with the platform, they could contact ISQ to have their problem solved.

At the end of the pilot the participants had to respond to an evaluation questionnaire that is embedded in the training platform to give us their comments and feedback.

The feedback was very good, participants enjoyed the course and the contents. Some language mistakes were found, some suggestions on improving the contents were sent to ISQ team and some minor technical problems were also reported and solved after the pilot.

This pilot was very good for ISQ as a responsible for the platform, it allowed to make some improvements in the platform, even from our own trainees as also from the other countries pilots.

❖ Austria

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH conducted the testing of the ENTER Moodle platform with ten experienced trainers at the End of March and May 2018.

They were invited to participate in the testing session either in personal talks or via mails and some general information about the ENTER project as well as the link to the Moodle platform.

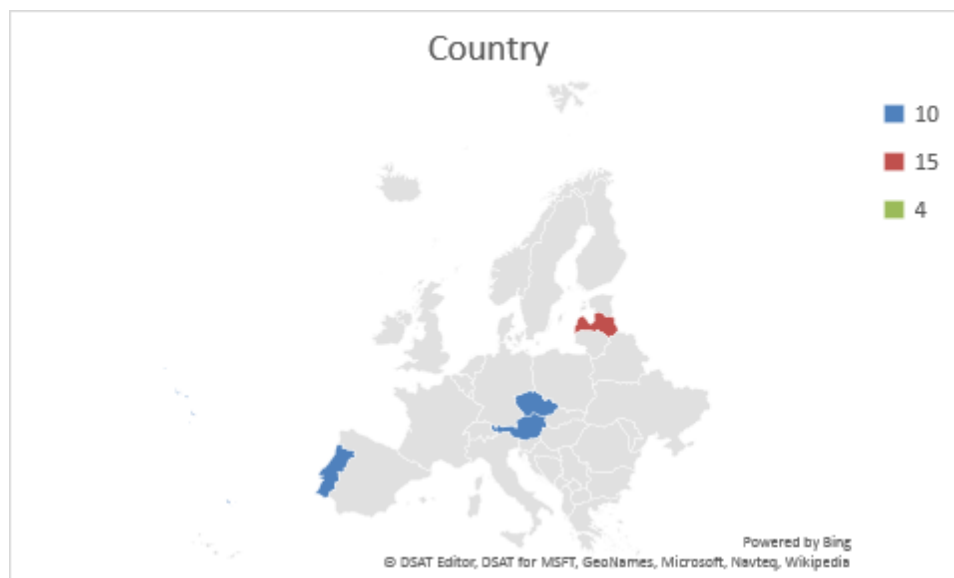
They evaluated the functionality of the platform as well as the training contents. Besides of the evaluation directly on the platform, the trainers gave some additional oral or written feedback as well.

The participants stated that they had perceived the structure as clearly and neatly arranged and the platform as user-friendly. In general, the layout is simple, but appealing. Some bugs like overlapping of texts on some pages were detected. Further, it was recommended to have only one font (at the starting page). This would make the layout more structured and appealing. They mentioned that the log-in site itself is only available in Portuguese and thus hard to understand. It was also noted that some contents – especially buttons and heading etc. – are shown in Portuguese as well.

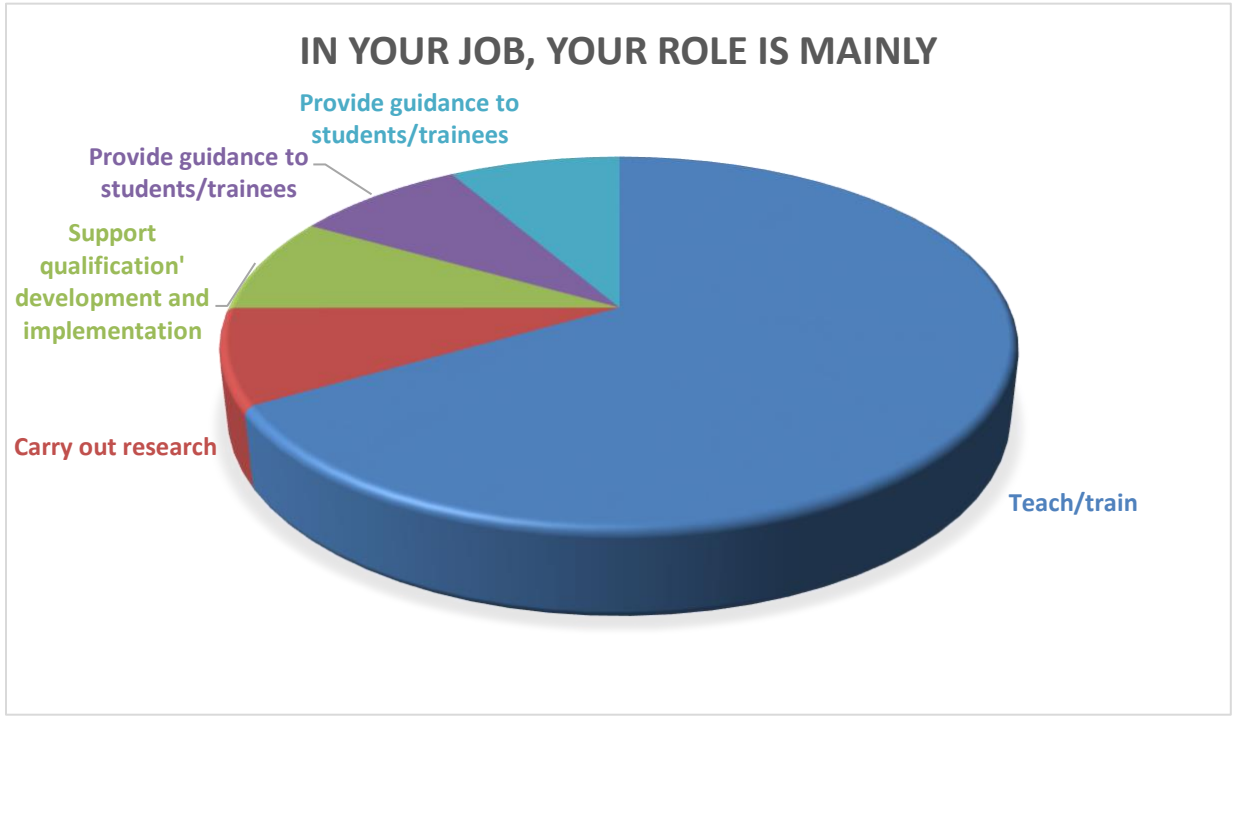
It was recommended to rephrase “ENTER AT” in “ENTER DE/AT” or “ENTER German”, as for some participants the abbreviation “AT” could not be clear. The content available on the platform was well appreciated and perceived as clearly presented and in a logical order. The contents were evaluated as useful to integrate in further training sessions. Most of the contents were perceived as innovative and beneficial. The participants noticed that two lines in the Glossary are still in English, namely “learning outcomes” and “innovation”.

A few little typos were detected, or some recommendations to rephrase certain sentences were given and forwarded to the platform leader. Additionally, it was recommended to revise the layout and structure of the mobile view, as there, most of the contents are not visible and/or not available. To comply the regulations of the Erasmus+ visual identity it was highly recommended to add the ENTER project number in the Moodle platform.

Questionnaires information



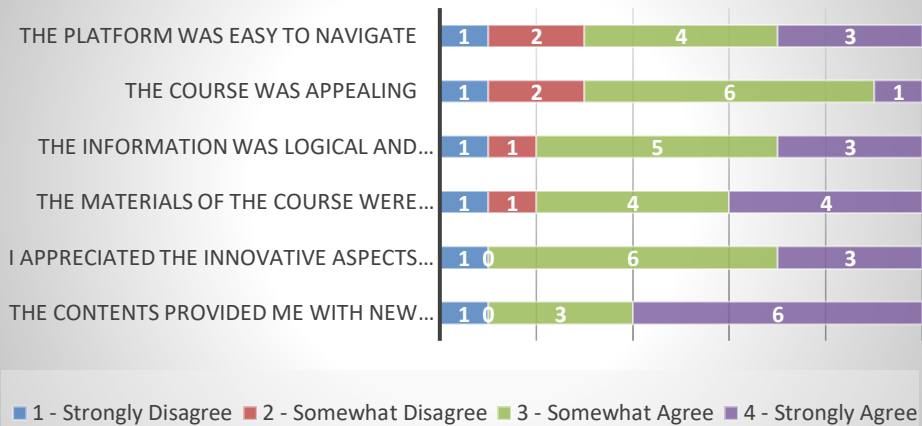
❖ Czech Republic



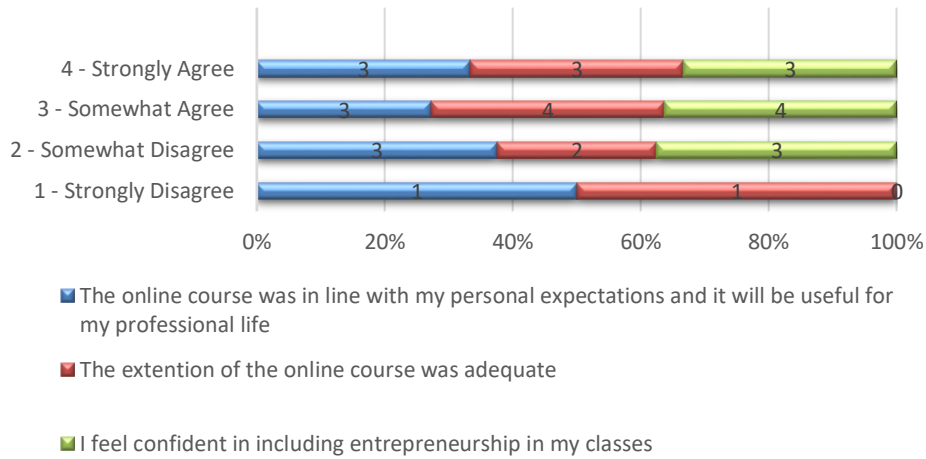
WHAT IS THE MAIN REASON FOR ATTENDING THIS ONLINE COURSE



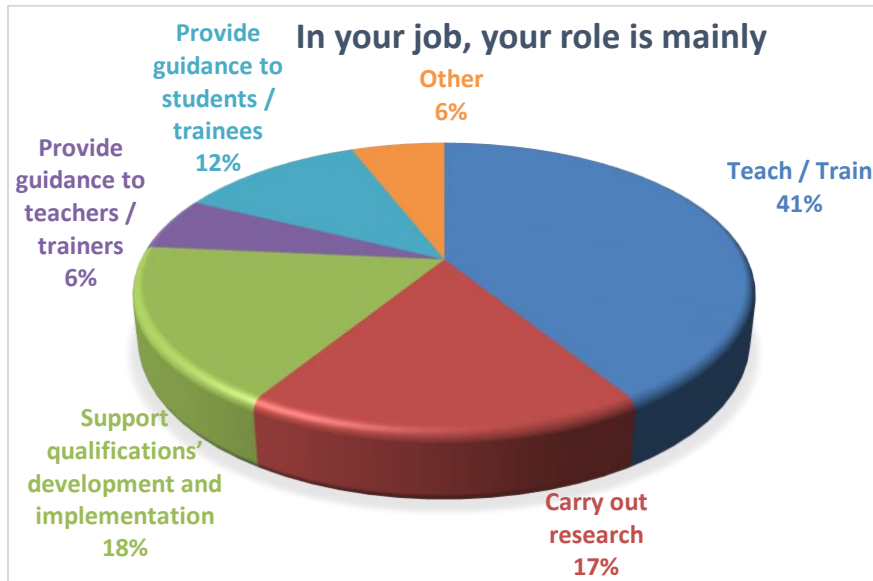
CONTENT DELIVERY

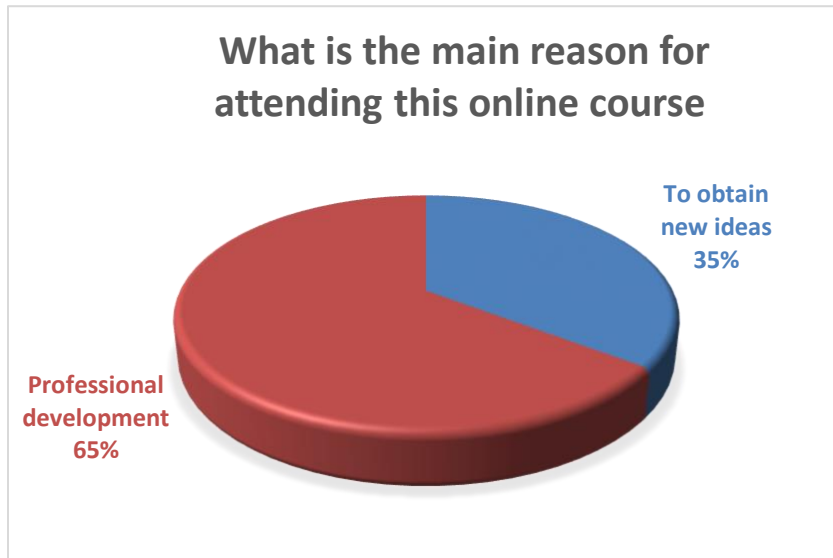


GENERAL SATISFACTION

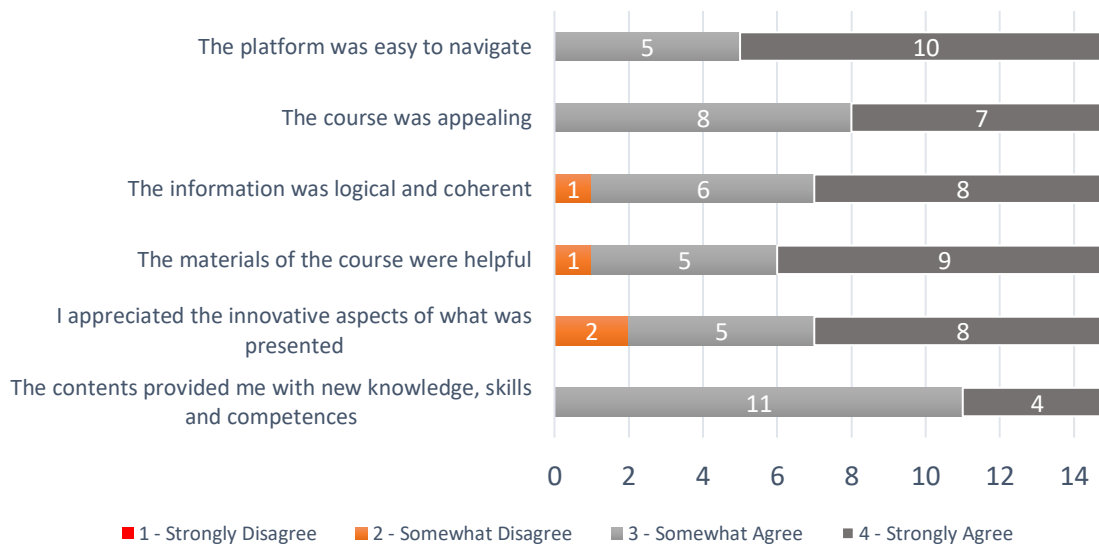


❖ Latvia

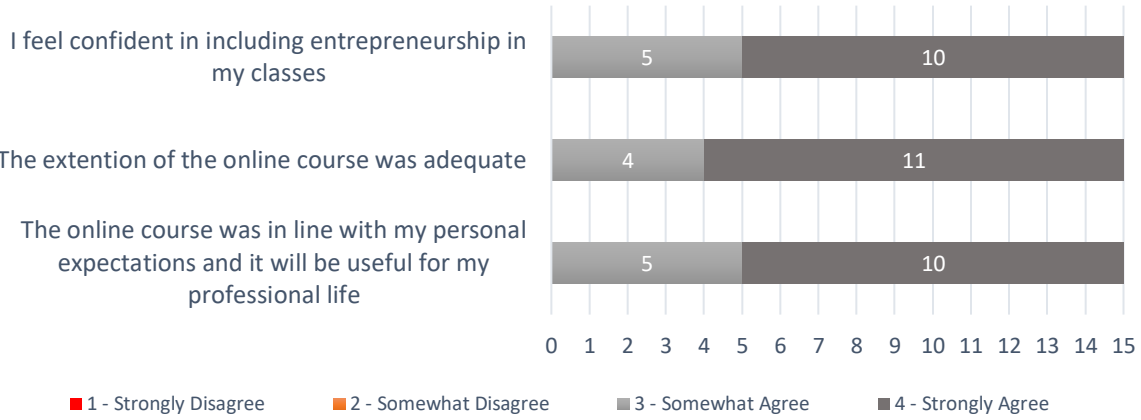




Content delivery



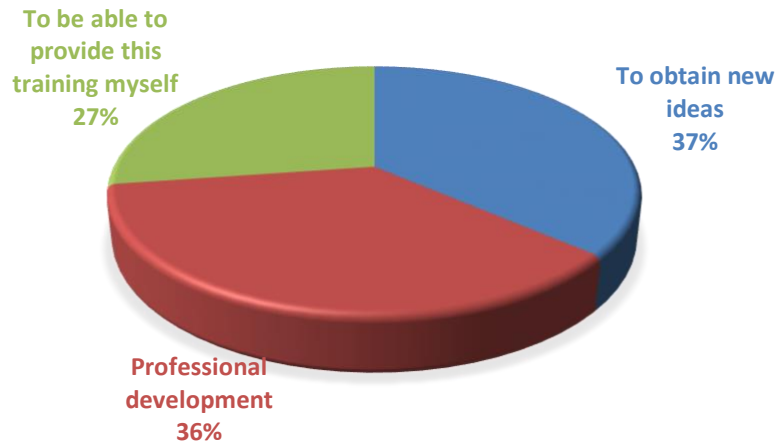
General satisfaction:



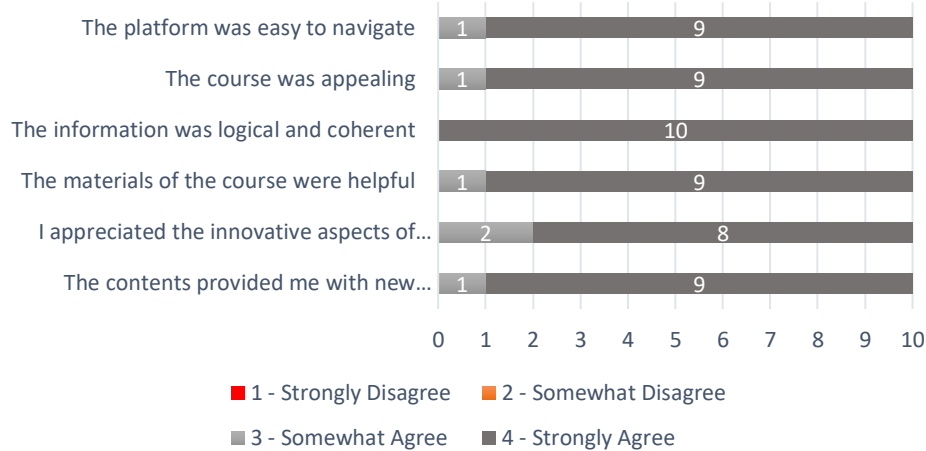
❖ Portugal



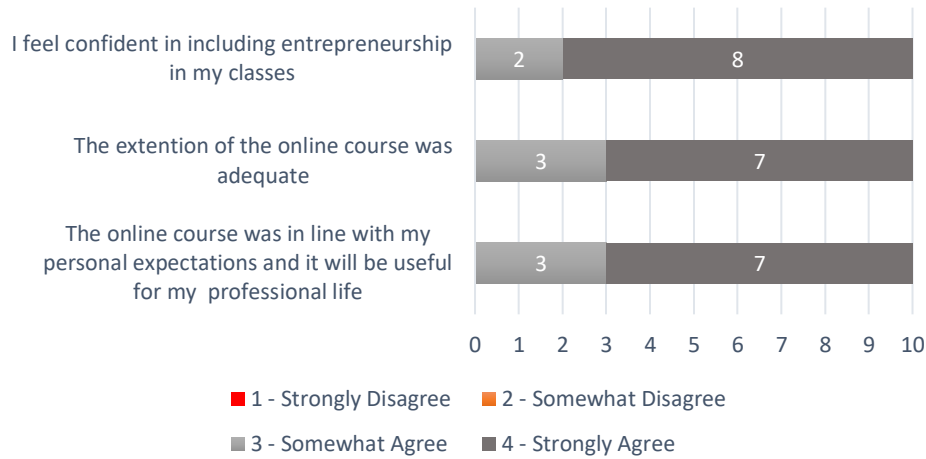
What is the main reason for attending this online course



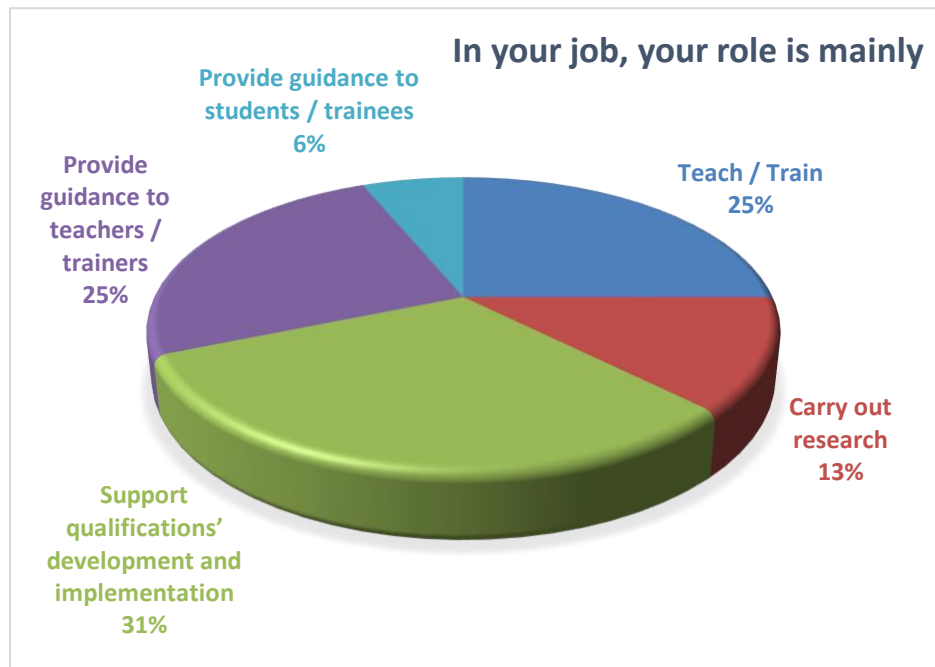
Content delivery



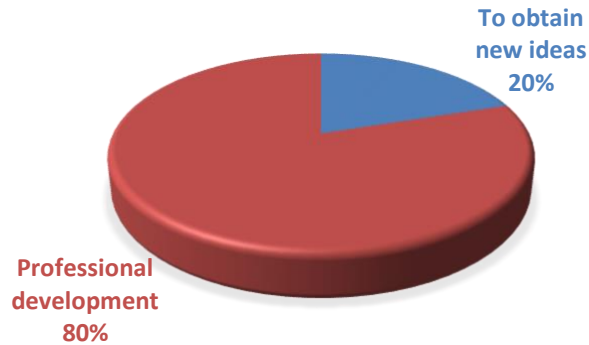
General satisfaction:



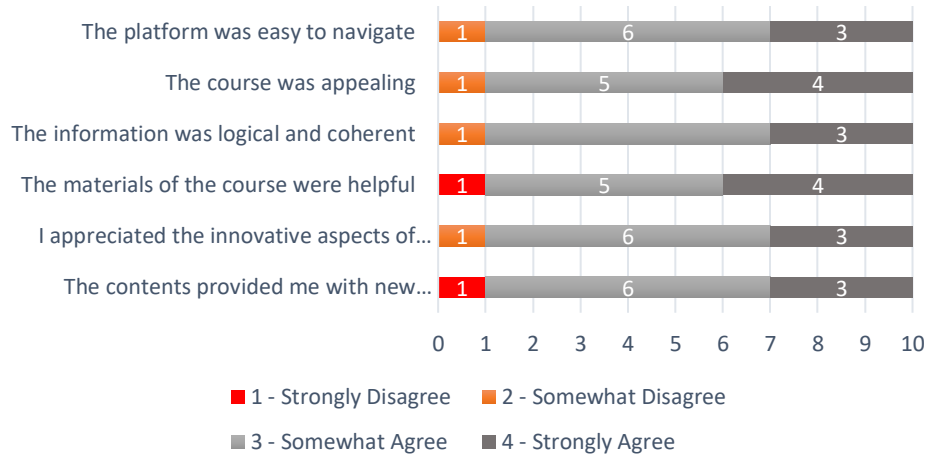
❖ Austria

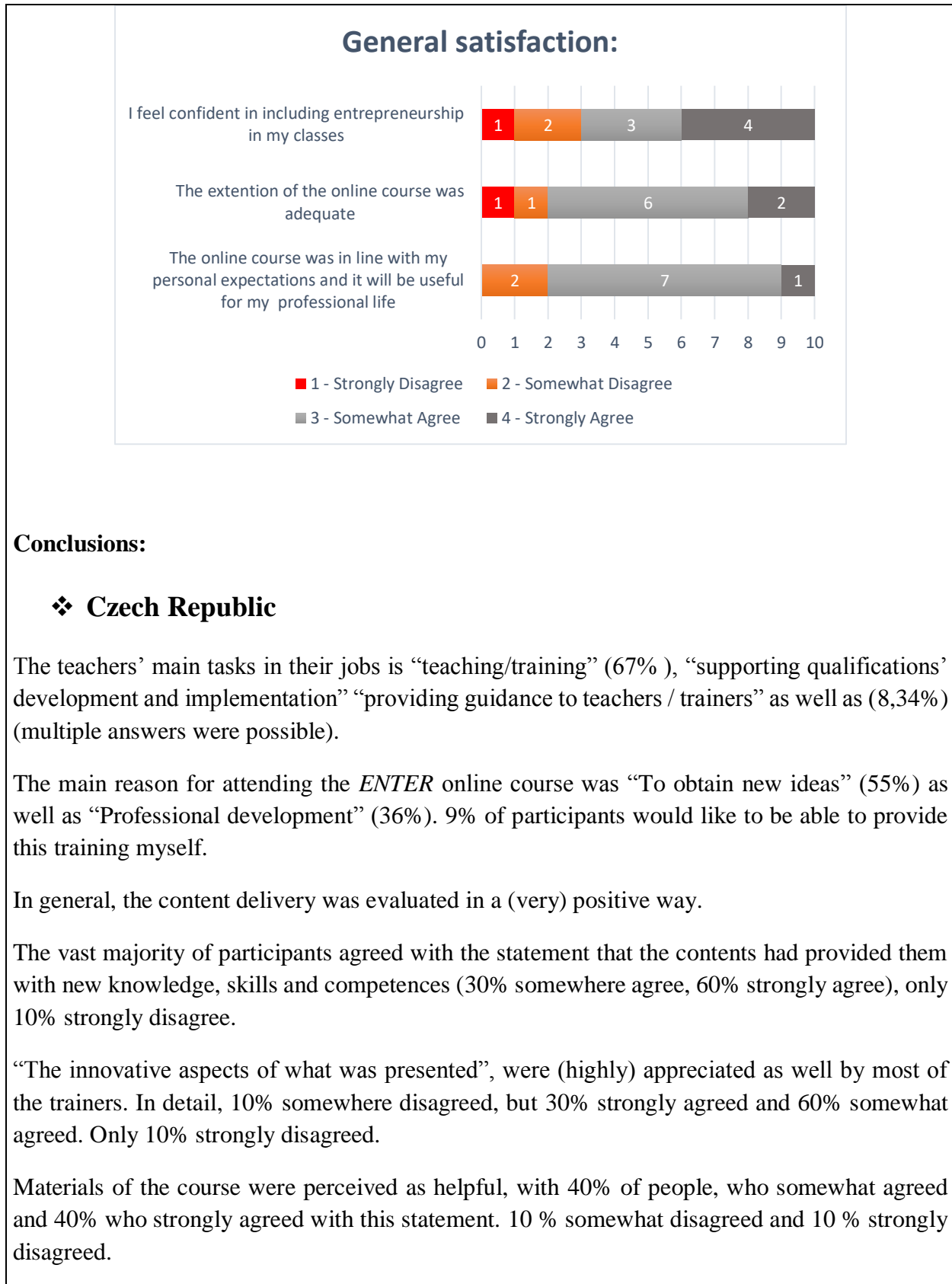


What is the main reason for attending this online course



Content delivery





The statement “The information was logical and coherent” obtained an agreement of 70% (30% somewhat agree and 40% strongly agree). 20% participants strongly somewhat and 10% strongly disagreed.

Further, the course was perceived as appealing by the majority of respondents: 60% stated that they somewhat agree to this statement, 10% indicated that they strongly agree. 20% participants strongly somewhat and 10% strongly disagreed.

Moreover, the navigation on the platform was easy for most of the trainers, and thus this statement obtained the following results: 10% strongly disagreed, 20% somewhat disagreed, 40% somewhat agreed and 30% strongly agreed.

30% of respondents somewhat agreed and 30% strongly agreed that the online course was in line with their personal expectations and will be useful for their professional life. 30% somewhat disagreed and 10% strongly disagreed with this statement.

The extension of the online course was adequate for most of the interviewed teachers (30% somewhat agreed and 40% strongly agreed). 20% somewhat disagreed and 10% strongly disagreed with this statement.

30% of the teachers stated that they strongly agree with the statement “I feel confident in including entrepreneurship in my classes”. Another 40% somewhat agreed with that statement, further 30% somewhat disagreed.

In the section of comments and suggestions participants of the pilot testing made a suggestion of including more practical examples in the course. Also participants recommended to change instructions from Portuguese to Czech and solve problems with login at tests – participants see tests developed by other users.

❖ **Latvia**

Several conclusions can be made from pilot testing results about participants’ satisfaction to the Enter course.

First, it should be noted that, according to the questionnaire, participants’ main reason of visiting the course was professional development and the second popular reason was obtaining new ideas.

Regarding content delivery, 2/3 of the respondents (10 participants) agreed that the platform was easy to navigate and 1/3 (5 participants) somewhat agreed to this statement. The coherence and helpfulness of the materials was rated mostly positively, though attention should be paid to ways of still improving users’ satisfaction with these aspects. 53% of the participants strongly

agreed that they appreciated the innovative aspects of the course and 33% somewhat agreed to this statement.

It can be noted that, when asked whether the contents had provided them with new knowledge, proportionally more respondents (11 participants) somewhat agreed to this statement than fully agreed. It can be explained with a fact that the participants of the pilot testing were already familiar with some topics of the modules, they had read about them independently, learned in other workshops etc.

Asked about general satisfaction with the course, 67% of respondents (10 participants) strongly agreed and 33% (5 participants) somewhat agreed that they would feel confident to include entrepreneurship in their classes and that the online course was in line with their expectations and would be useful in their professional lives. Proportionally more respondents (73%, 11 participants) strongly agreed that the extension of the course was adequate and 27% (4 participants) somewhat agreed to this statement.

It can be concluded from the answers that the participants evaluated the course overall positively, though in future more attention should be paid to those aspects of the course where respondents chose the answer “somewhat agree” over “strongly agree”.

In the section of comments and suggestions participants of the pilot testing made a suggestion of including more practical examples in the course. Participants mentioned that topics were explained in a comprehensible way and would be useful for including in teaching professional subjects.

❖ Portugal

Regarding the piloting in ISQ we can take some conclusions:

The participants involved in the pilot were mainly trainers/teachers (80%) and the main reason for them to attend the online training was to obtain new ideas (40%), for professional development (40%) and to be able to give this training themselves (30%).

All dimensions of the evaluation questionnaire were evaluated in a very positive way.

Regarding the evaluation of the training content delivery, 90% of the participants “strongly agreed” that the training contents provided them with new knowledge, skills and competences.

80% strongly appreciated the innovative aspects of what was presented in the training course.

90% of the participants “strongly agreed” that the materials of the course were helpful

All the participants strongly agreed that the information was logical and coherent.

Still in relation to the Content delivery 90% of the respondents rated with “strongly agree” and 10% with “agreed” that the course was appealing, and the platform was easy to navigate.

In relation to the evaluation of the dimension General satisfaction all the participants rated them positively, specifically:

70% of the participants rated as strongly agree and 30% as agree the topic “online course was in line with their personal expectations and it will be useful for its professional life” and “The extension of the online course was adequate”.

Relatively to the topic “I feel confident in including entrepreneurship in my classes” 80% of the participants rated as strongly agree and 20% as agree.

The comments collected in the questionnaires:

“The training course is very”;

“The information is very interesting and easy to apprehend”;

“The materials are very useful to apply in my classes”;

“Very good material, the information is very interesting and useful.”

❖ Austria

The teachers’ main tasks in their jobs is “supporting qualifications’ development and implementation” (50%), “providing guidance to teachers / trainers” as well as “teaching/training” (both 40%) (multiple answers were possible).

The main reason for attending the *ENTER* online course was “Professional development” (80%) as well as “obtaining new ideas” (20%).

In general, the content delivery was evaluated in a (very) positive way.

The vast majority of participants agreed with the statement that the contents had provided them with new knowledge, skills and competences (60% somewhere agree, 30% strongly agree).

“The innovative aspects of what was presented”, were (highly) appreciated as well by most of the trainers. In detail, 10% somewhere disagreed, but 60% somewhere agreed and 30% somewhere disagreed.

Materials of the course were perceived as helpful, with 50% of people, who somewhere agreed and 40% who strongly agreed with this statement.

The statement “The information was logical and coherent” obtained an agreement of 90% (60% somewhere agree and 30% strongly agree).

Further, the course was perceived as appealing by the majority of respondents: 50% stated that they somewhere agree to this statement, 40% indicated that they strongly agree.

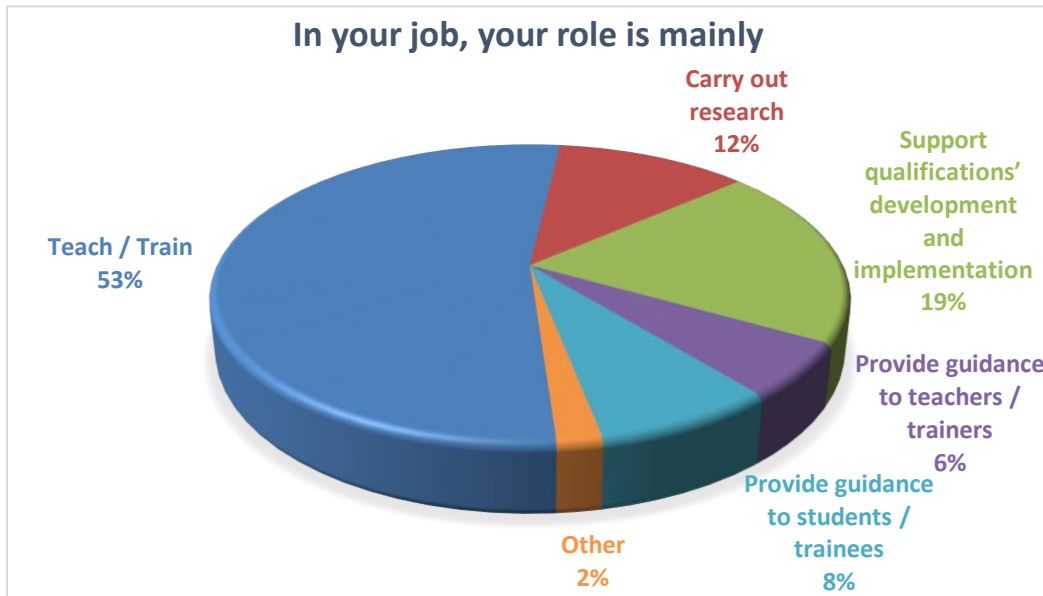
Moreover, the navigation on the platform was easy for most of the trainers, and thus this statement obtained the following results: 10% somewhere disagreed, 60% somewhere agreed and 30% strongly agreed.

70% of respondents somewhere agreed and 10% strongly agreed that the online course was in line with their personal expectations and will be useful for their professional life.

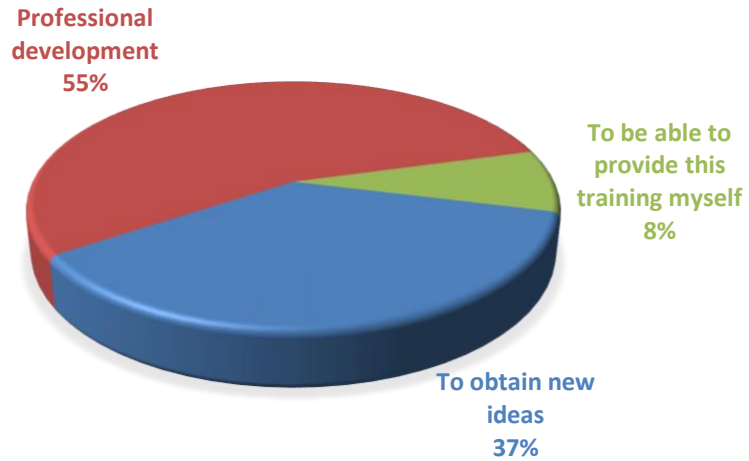
The extension of the online course was adequate for most of the interviewed teachers (60% somewhere agreed and 20% strongly agreed).

40% of the teachers stated that they strongly agree with the statement “I feel confident in including entrepreneurship in my classes”. Another third somewhere agreed with that statement, further 20% somewhere disagreed and 10% strongly disagreed.

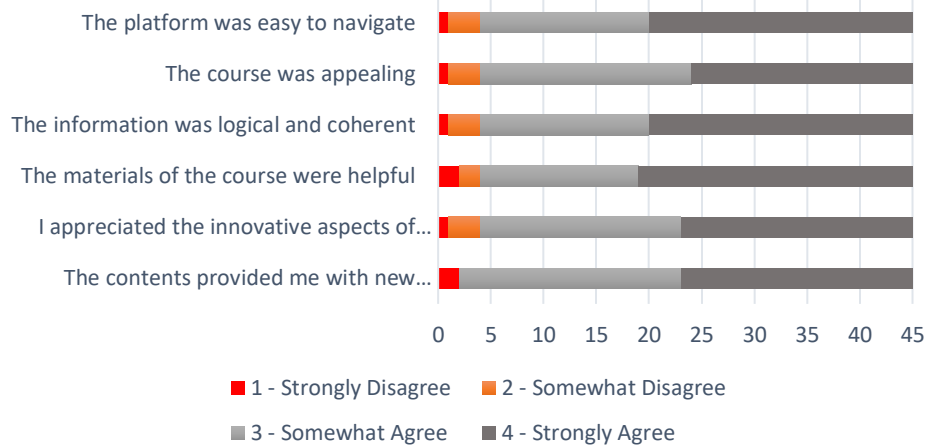
❖ **GLOBAL RESULTS**



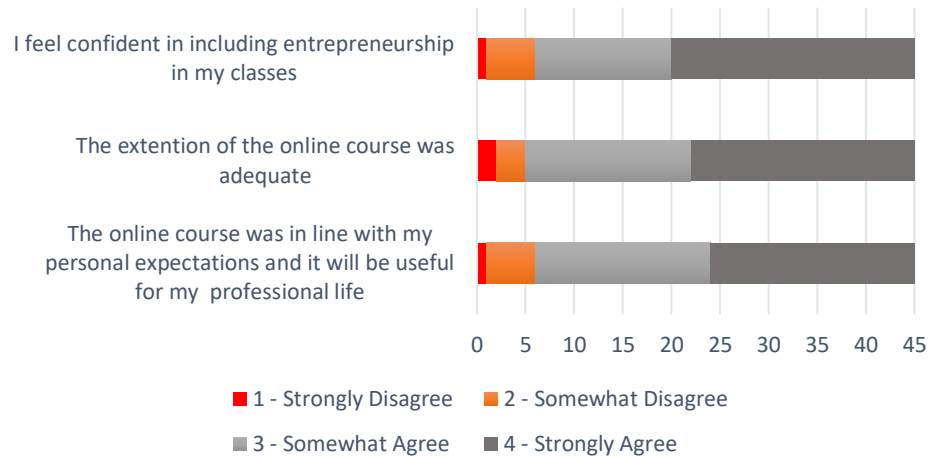
What is the main reason for attending this online course



Content delivery



General satisfaction:



In the overall, ENTER training course was very well evaluated. The majority of the assessments were positive or very positive. This training course was well received by the participants and the feedback collected was very useful to update and make improvements in the training course and in the platform.