

A PROJECT BY THOMAS MORE, KU LEUVEN, UPORTO, THE HAGUE UAS, UNIVERSITY WEST AND RVO-SOCIETY



## D9.3 Pilot evaluation and feedback



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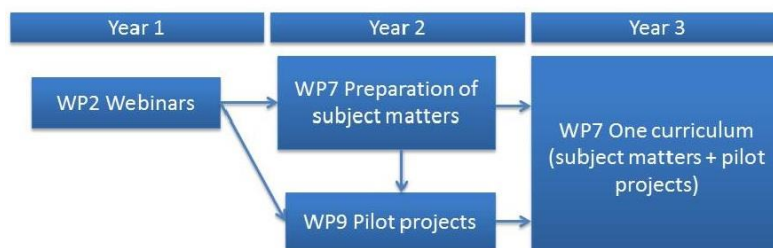
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## 1. FEEDBACK ON THE FIRST TEST YEAR – RESULTS OF THE SURVEY

The figure below shows the intention of developing the CSE curriculum year after year:

- Year 1: 2013-2014
- Year 2: 2014-2015
- Year 3: 2015-2016



By the time of the midterm report, the consortium was one year ahead of schedule for WP7. At KU Leuven the pioneer's year of the postgraduate course already took place. This explains why the feedback report of WP7 is identical to the feedback report of WP9. Students have been asked for evaluation of the subject matters/course contents and project work in one survey.

The results are presented [here](#).

Thanks to this leap ahead the consortium had even more time to further develop the European dimension. The inspiring dimension of the international character and transnational cooperation between different partners has been cited as a strength by the external evaluator. The review of the midterm report mentioned that D7.1 was not analytically presented. The summary of topics lacked details. The synthesis of the professional jury was not specified and it was not clear whether it included external evaluators. As such D7.1 has been re-worked.

## 2. CONCLUSIONS OF THE FINAL SURVEY OF THE PILOT COURSE (2014-2015)

The summary below gives an overview of lessons learnt:

- All information potential learners need to orient their decision about taking the course is available (60% excellent, 20% adequate, 20% partial);
- Learning objectives state clearly the knowledge and skills learners will acquire upon completion of the course (60% excellent, 20% adequate, 20% partial);
- The methodological approach is clearly explained. It presents how the methods/approaches selected lead to the achievement of the learning objectives (20% excellent, 60% adequate, 20% partial);
- The programme workload and schedule were consistent with your requirements (20% excellent, 60% adequate, 20% partial);



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- As learner you had access to counselling services and advice both prior to the start of the programme and during its implementation (40% excellent, 40% adequate, 20% partial);
- The content of the programme is coherently presented and subdivided in logical sequences of modules and/or lessons/sections, organised in such a way that enables comprehension and retention (20% excellent, 80% adequate);
- The blending of learning methods (online, face-to-face, self-learning, tutor-facilitated, asynchronous, synchronous) is adequate and meets the needs of the learners (20% excellent, 80% adequate);
- Social and collaborative activities are included in the programme methodologies and contribute to the achievement of the learning objectives (20% excellent, 40% adequate, 40% partial);
- Through the learning activities learners are encouraged to consider and use system thinking and to view issues from different perspectives (75% excellent, 25% adequate);
- The learning methodologies motivate learners to actively participate in the learning process (20% excellent, 80% adequate);
- The programme offers a learning experience which is relevant to professional practice (20% excellent, 60% adequate, 20% partial);
- The coordinator has specific knowledge and competences to facilitate online courses/programmes (80% excellent, 20% adequate);
- Collaborative learning is explicitly supported (40% excellent, 40% adequate, 20% partial);
- Assignments are clearly formulated and adequately explained to learners. Learners have a clear understanding of what they are expected to perform and how their performance will be measured (20% adequate, 80% partial);
- Learners progress and achievements are monitored and evaluated (80% adequate, 20% partial);
- Pass/fail evaluation is a good way to evaluate achievements in this curriculum (60% excellent, 20% adequate, 20% partial);
- The feedback and recommendations given during the final assessment are sufficiently nuanced and helpful (40% excellent, 60% adequate);
- The virtual learning environment is well structured, accessible and user friendly (100% adequate);

*Ideas on further improvement:*

- There were so many interesting speakers. They seldom had time enough to finish their speech. Maybe make a smaller selection.
- Some more practical “hands on” for starting the projects.
- Inge Vervoort has so much contacts and experience in this curriculum: she is indispensable to make it successful.
- The organisation, content and learning techniques are truly excellent. The course organiser did a top job on this new course. Enhancements are in the design of the assignments and progress tracking for success.



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