

Preparing for the Future

Evaluation of the Modules

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Evaluation and report by Hamburg University of Applied Sciences



Contact:

Prof. Dr. Christoph Wegmann (christoph.wegmann@haw-hamburg.de)

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1. Aggregated Results

In all partner countries, a number of test-persons worked with the local E-learning modules and rated them based on 8 positive worded statements on a scale 1 to 4. In this system the numerical codes mean:

- 4 – strongly agree
- 3 – agree
- 2 – disagree
- 1 – strongly disagree

The higher the average rating is, the more the test-persons agreed with these items.

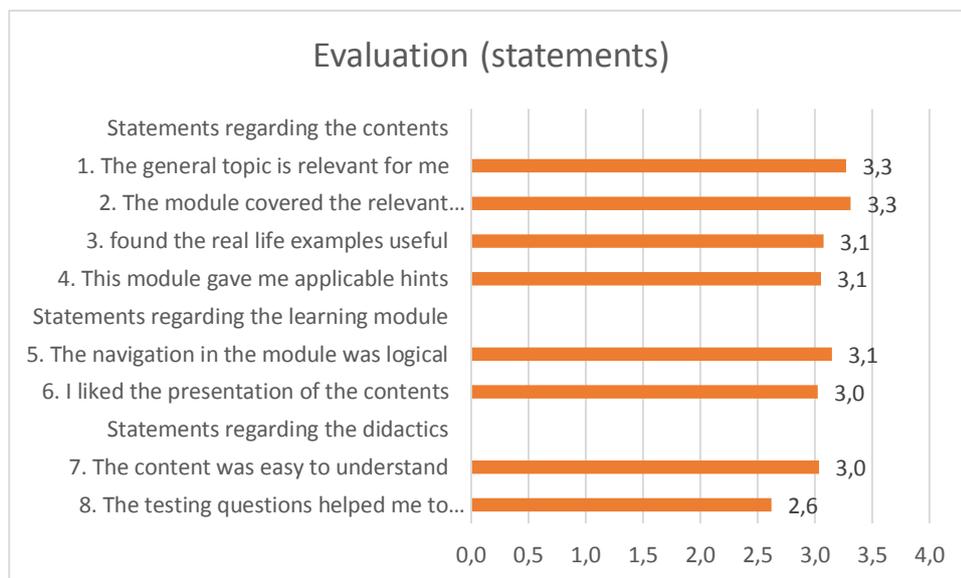


Figure 1: Average of evaluations (all national versions)

In general, the feedback to one product of the project is very positive. All ratings are higher than 2.5, so the agreement to the positive-worded items is continuous higher than the disagreement! The first four statements focus on the content of the 8 different learning modules in the national versions. These had first been produced in an English master version, were then adopted to the local situation and language and then these national versions have been tested. A mean of 3.3 for the first two items proves that the general topic of the module was regularly seen as relevant for the test-persons and the modules covered the relevant aspects. The results for the statements 3 (I found the real life example useful) and 4 (this module gave me applicable hints) are only slightly lower with a mean of 3.1. In the country-specific feedbacks it was sometimes mentioned, that the examples do not fully fit to the local conditions. Some improvement might be possible in this regards.

The item “The navigation in the module was logical” (statement 5) scored 3.1, so most evaluators had no or only little problems in dealing with the modules and learning units. From the verbal statements can be derived, that some modules could be structured a bit clearer. The rating-score for statement 6 (I liked the presentation of the contents) received a mean of 3.0. In some of the

evaluations questionnaires there are remarks, that more pictures, videos or examples might be helpful for the participants.

The same score resulted for item 7 (The content was easy to understand), which is one of two items regarding the didactics. The country-specific results show, that for this aspect we have to face big differences between the partner countries. The reasons for this have to be further elaborated.

The last statement gained the lowest score with a mean of 2.6. So the statement “The testing questions helped me” received nearly as much dis-approval as approval. This is due to the fact, that one group of evaluators perceived the questions as too easy, some other doubted that they are appropriate. This feedback may be related to different levels of previous knowledge of the test-persons and has to be discussed on the local level.

2. Country Specific Results

2.1 Bulgaria

The test-persons in Bulgaria judged the modules extremely positive. From the total of 384 individual responses to the eight positive formulated items not even once the statement “1 = strongly disagree” and only 13 times the statement “2 = disagree” was chosen. So in more than 97% the evaluators opted for “3 = agree” or even for “4 = strongly agree”. The average of all individual assessments from the Bulgarian participants is with 3.4 clearly affirmative.

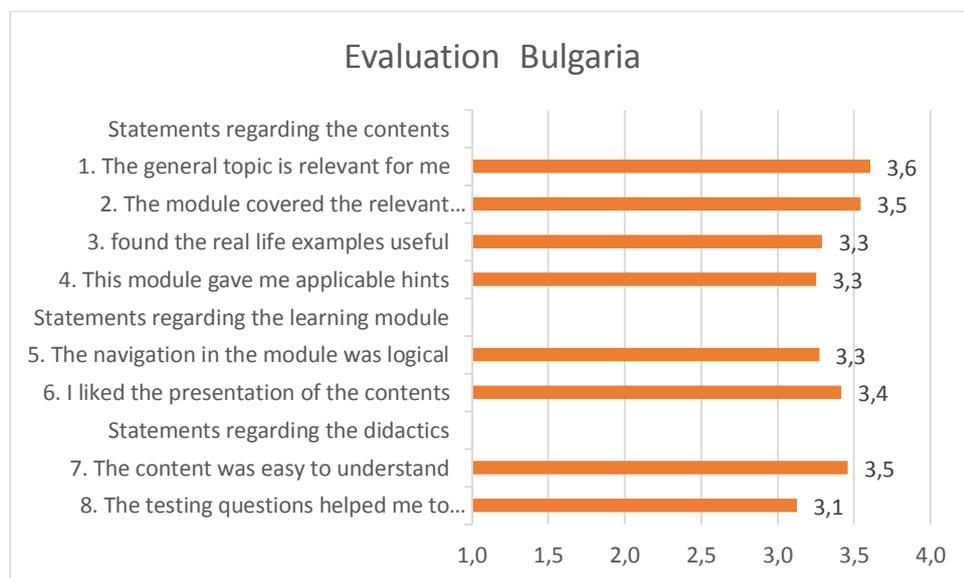


Figure 2: Averages statements Bulgaria

Best rated is the statement one, the general topic is relevant for me, with a mean of 3.6, followed by items two (The module covered the relevant aspects for the topic) and seven (The content was easy to understand) with an average score of 3.5. Lowest score – but with a mean of 3.1 still distinct positive – was for statement 8 (the test questions helped me).

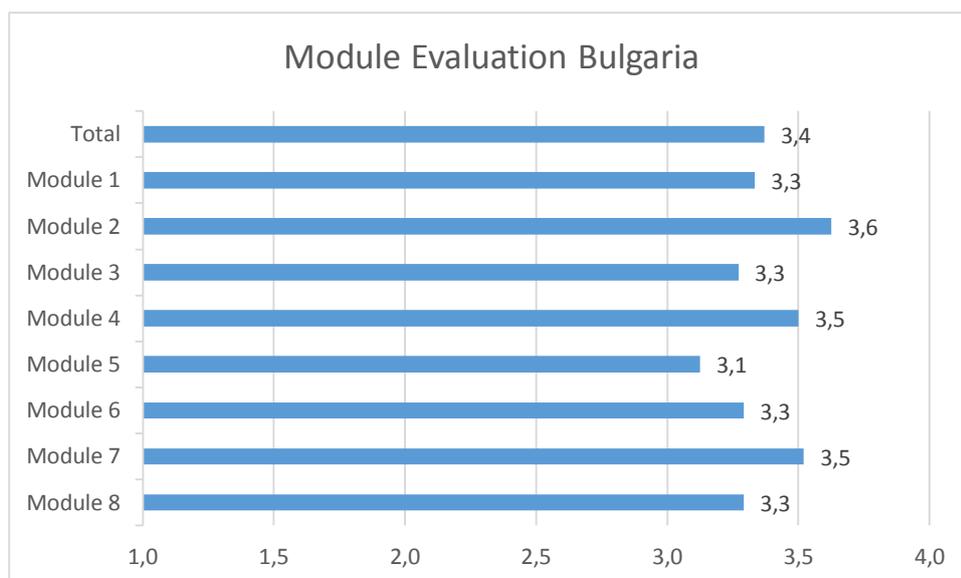


Figure 3: Averages assessment modules Bulgaria

The evaluation results for all eight modules are very positive. Best rated have been Module two (Involvement in the organic sector = 3.6), Module four and seven (Sustainability in the Shop + Open Communication = 3.5). Lowest – but still clearly positive – rated module is number five (3.1).

In the open questions it was initially asked for ideas for the improvement of the modules. Many test-persons used this space to express their general satisfaction with the modules with statements like “well-presented modules”, “useful links and recommendations” or “It is good that each unit ends with a test for knowledge testing”.

For the first module has been noted that it “would be more attractive if there is more dynamic - video, graphs, etc.”, “or visualization could be added” and that “some graphics are not translated into Bulgarian”. Specific positive remarks were that “the module structure is very clear and well presented”, and “the social and economic are aspects well developed”. Furthermore, one test-person mentioned: “I do like the part about the Human resource management and personal planning”.

The only proposal for improvement for the second module is about the contents: “Could be shortened. Too extensive”. The whole course or module was defined as informative, interesting and helpful. Module 3 was called “well designed”, “excellent module, well visualized” or “well structured”. One hint for improvement was given, saying that this module is “too large, which is not good for an e-learning course”. For the following part 4 only praise was found, such as “Overall module is presented in comprehensive way and provides useful information on the safety of organic food.” For module five one evaluator gave the hint that “More visualization would be good”. On the positive side it was stated: “The topic is very up-to-date and suppose that the course will be a success because people are already very concerned about the food they buy and which they eat. In this sense, organic shops and organic food trade is increasingly gaining momentum in Bulgaria.” No critical comments were given for module 7, the topic of open communication was called very important. This also applies to transparency, the content of the last module. One person pointed out, that “The content would support more examples. Some photos or video would add value to this module.”

2.2 Czech Republic

The feedback in Czech Republic was in general positive. From the total of 384 individual ratings more than 90% scored “3= agree” or even “4=strongly agree” to the eight positive formulated statements, only 34 times the score “2=disagree” was chosen. The average of all individual assessments from the Czech test persons is with 3.1 positive.

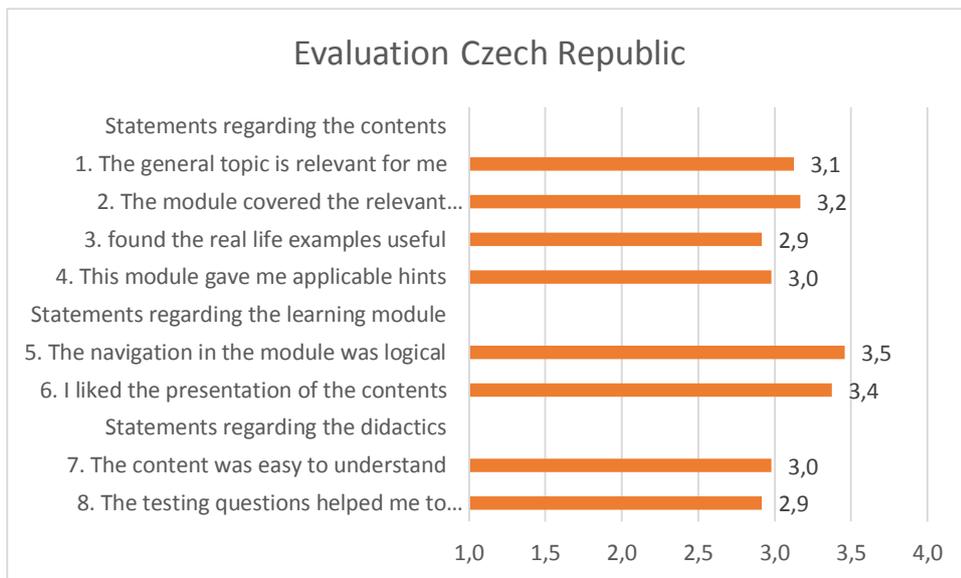


Figure 4: Averages statements Czech Republic

Best rated are the technical aspect (5. Navigation, score 3.5) and the presentation of the content (statement 6, score 3.4). Around the total mean located are the statements 1 (general topic), 2 (relevant aspects are covered), 4 (applicable hints) and 7 (easy to understand) that achieved results between 3.0 and 3.2. A little lower - but still positive - are the assessments for statement 3 (real life examples) and 8 (testing questions)

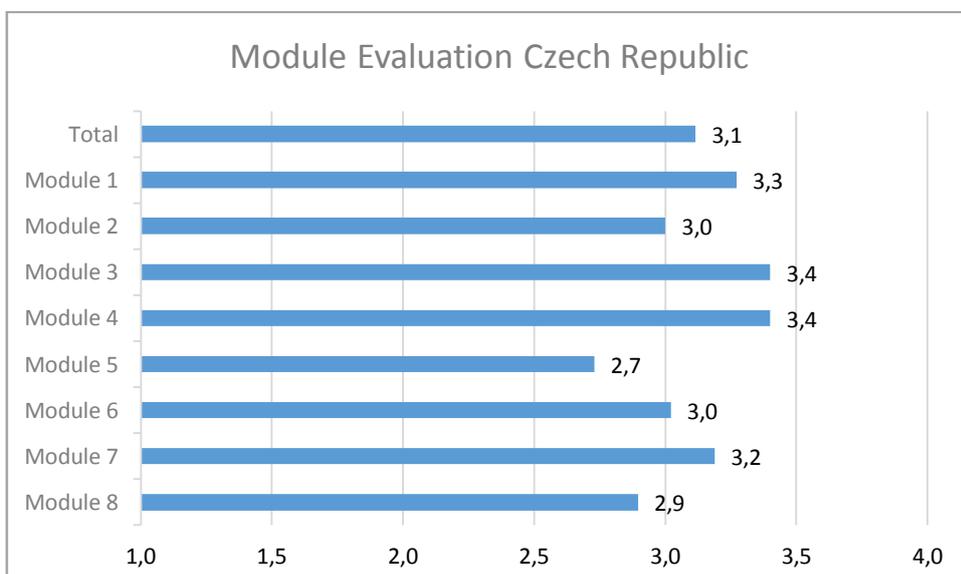


Figure 5: Averages assessment modules Czech Republic

Total mean in Czech Republic is 3.1, so in general the test-persons evaluated the modules positive. Module 3 and 4 scored best with a mean of 3.4. Also above the country specific average are module 1 (3.3) and module 7 (3.2). While Module 2 and 6 with 3.0 show no significant difference to the total average, the modules 8 with 2.9 and 5 with 2.7 have been rated less positive.

In Czech Republic no answers to the open questions were given.

2.3 France

The feedback in France was in general positive. For France 13 missing data are to be stated and the results show a greater variability than in the other countries. From the 371 individual ratings 137 were given to the negative marks “one” and “two” (strongly disagree, disagree), so in less than 64% of all cases the positive alternatives “three” or “four” (agree and strongly agree) had been chosen. As a consequence, the average overall assessment in France is 2.6 - a value which is still in the positive zone.

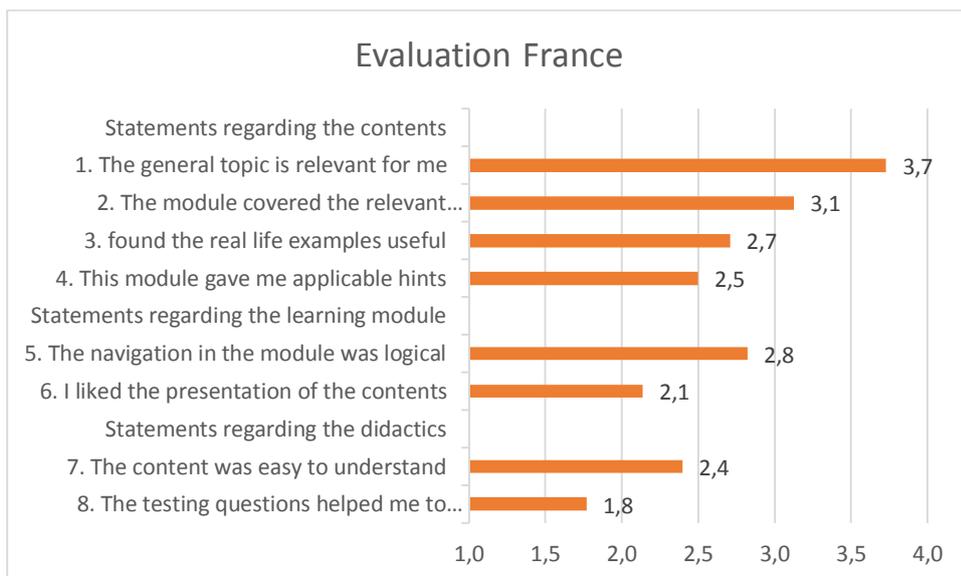


Figure 6: Averages statements France

Very positive or at least positive are the responses to the statements regarding the content (item 1 = 3.7; item 2 = 3.1 and item 3 = 2.7) and the navigation in the module was perceived as logical (2.8).

It seems that a number of participants had problems understanding the contents, so the score for statement 7 is hardly positive. Critical are the opinions of test persons concerning the presentation of the contents (item 6 = 2.1) and primarily for item 8 (mean = 1.8), so that majority of the participants experiences the test questions not as helpful.

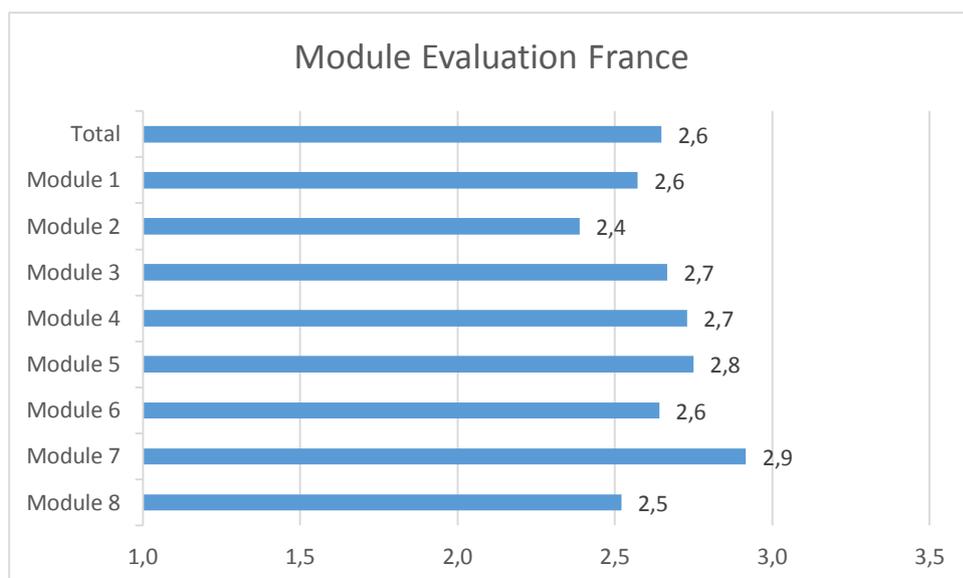


Figure 7: Averages assessment modules France

The differences in the evaluation of the eight different modules are relatively low. Best rated is module 7 (Transparency, mean = 2.9), followed by module 5 (Sustainable Relations, mean = 2.5). The lowest - but still appreciative - assessment received modules 8 (Quality Management, mean 2.5) and 2 (Involvement in the organic sector, mean 2.4). In this report it cannot be judged to what extent these below average ratings are to be attributed to cultural differences in dealing with grades and evaluations or a different level of previous knowledge.

The French participants have generally given very detailed answers to the two final open questions. For module 1 the contents of the module and its relevance for the target group (people who want to create their shop vs private households) were discussed. "The structure of the module is not so clear" and "more interactivity is really needed: videos, graphics, photos, cases, chat with teachers etc." were two comments. The "self-assessment tools" were called to be "very useful/practical".

Module two was – like in Bulgaria – called "far too long" and it was stated: "the pedagogical approach is not sufficient: needs more interactivity, graphs, videos, photos, colors", or "more interactivity would be better. It is focused on the transmission of contents not in the practical aspect for shop managers". Especially like were the aspects "insightful European panorama of stakeholder" and the "lot of interesting info on the variety of actors involved".

For the third module it was mentioned that "the definitions on quality are very scientific, the point of view should be the one of someone who buys and sells products" and the pedagogical approach was again called "not sufficient", it was asked for more interactivity, photos and fun, it was perceived as "too austere". Really useful were the "comparison between conventional and organic products" and the "examples of sensitive tests".

In Module 4 the evaluators would have needed more practical especially French examples. The platform was experienced to be very slow with this module. But on the positive side "very good examples, very practical module" and "concrete examples, from France and also from Europe" were mentioned. For this module significantly conflicting comments were given.

Module 5 was again called "Far too long" and the pedagogical approach was criticized. Furthermore, it was mentioned, that "more interactivity is needed" Proposals were made: "Add multimedia content. In the examples, develop the "BioPartenaire" experience as success story" and the quiz level was called "far too low". It was said, that "More case studies, more examples of existent practices

and schemes would help”. Positive reflection was given on the structure of the module (clear) and that “the three aspects of the module are proper and interesting. Very good chapter on "sustainable relationships with the Employees" because rarely addressed”.

For Module 6 one proposal was “The part on logistics and transports should be illustrated by graphics or animation (video...). More extended definition of logistic chain should be given, with an example of CO₂ management for instance”. This module was called “sometimes too theoretical. Would need more concrete examples and tools” and a glossary was missed “as a lot of terms are not defined”.

The whole structure of the module 7 was called to be “not that clear”, “concepts are difficult to handle with, and more animation (videos, schemes, graphics etc.) would help”. Two test-persons discussed about the repetitions (“Some repetition could be avoided, making the module shorter and easier”).

The pedagogical approach of the final module was again criticized, it was called “too detailed and annoying because it lacks of multimedia supports (videos, images, photos, graphics etc.)” and “too theoretical for small shop owners. Lack of advice on how to implement in a day-to-day organization”. Really useful were the “clear definitions” and “example of companies in France and Europe”.

The very thorough analysis and commentary on the modules suggest the presumption that the French test persons have above-average previous experience with e-learning.

2.4 Germany

The feedback from the German test persons is again in general very positive. From the total of 384 individual ratings nearly 95% scored “3= agree” or even “4=strongly agree” to the eight positive formulated statements, only 19 times the score “2=disagree” and only twice the score “1 = strongly disagree” was chosen. The average of all individual assessments from the Czech test persons is with 3.5 very appreciative.

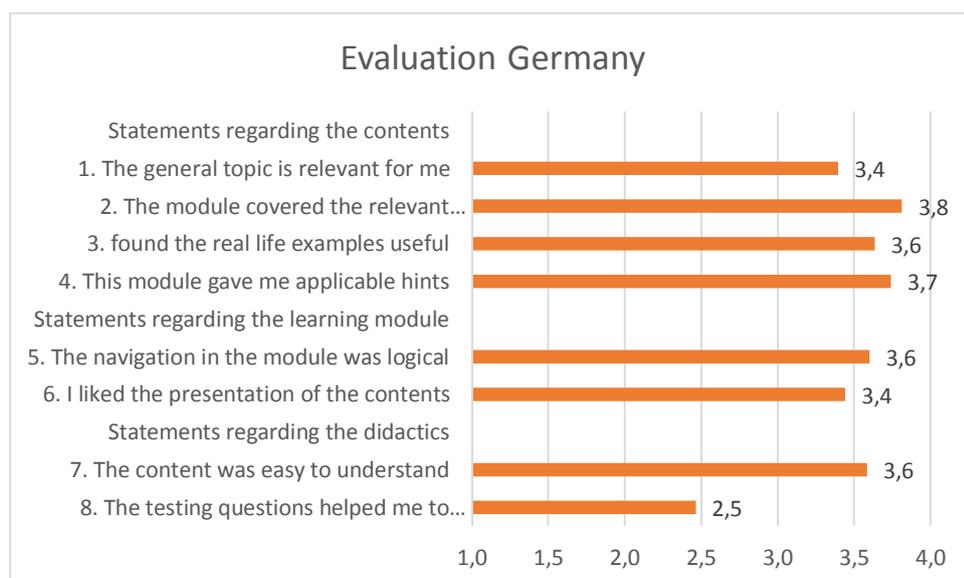


Figure 8: Averages statements Germany

The average scores for seven of the eight items is 3.4 or higher. Best results were given to statements regarding the content (items 1 to 4 with means of 3.4, 3.8, 3.6 and 3.7). The score for the eighth statement (testing questions) is with 2.5 below average. That shows some room for improvement.

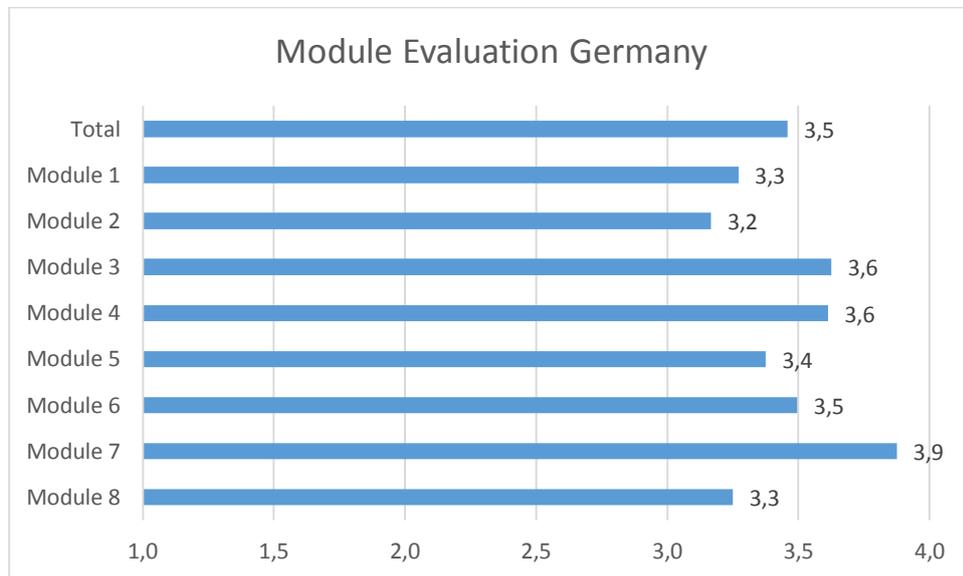


Figure 9: Averages assessment modules Germany

The evaluation results for all eight modules are very positive, lowest score were given to module two (Involvement in the organic sector, mean = 3.2), module one (social aspects, mean = 3.3) and module eight (Quality Management, mean = 3.3). Best rated with the nearly perfect score of 3.9 is Module seven (Open Communication).

In Germany the test-persons had the impression throughout all modules that the modules are too long, have “too much text”, lead to an “information overload” or could be “divided in two units”. Also some “spelling mistakes” and “a mix of German/English” had been detected, that leading to the suggestion “wordings could be improved, some technical expressions are not competent”.

For Module 1 the following statements were made: “test a bit confusing, ..., misleading test evaluation”. The links to videos and other sources were named to be especially useful. The evaluators criticised about Module 2 especially “only few interactive elements” and the “links to websites are not good readable. Many linked websites and sources are in English, no German sources available?” or “The practice example is from Bulgaria, no German example available?” and finally that the test-questions had not been translated. The “information about regulations and organisations” were called particularly helpful.

The same critical aspects can also be found in the feedback to Module 3, e.g. “Many linked websites and sources are in English, no German sources available? The practice example is from Turkey, no German example”. The test persons like especially “integration of checklists” and “reference to FAO” as well as “chapter of HACCP very nice; legal references; real life story”.

About Module 4 some discussion about the correctness of the text (use of antibiotics) can be found and the structure was called “confusing”. More “video, animations, better layout to make reading easier” was asked for. The “infographic of BLL” was called “clearly arranged and easy to understand”.

Aside from some “spelling and grammatical mistakes” some technical aspects are disapproved in Module 5. So the “headline “Exercise 2” is missing in unit 2(should be more clear)” and in unit 3 the

“picture after introduction doesn’t work” and finally the “test questions can easily be guessed (procedure of exclusion)”. Especially helpful were the “links to other topics/modules”, the “videos are nice to watch” and one evaluator stated summing up “I liked the whole structure and the briefness of the several Units very much (most of them fit into one screen page). The pictures were also very nice. The knowledge tests are good motivations and the feedbacks to that are useful work good.”

For the following Module 6 one test-person proposed to give an “Overview of the pages e.g. 1 2 3 ... 9, so you can see how many pages are left” But the Chapter had been perceived mainly positive, as it offers “very much useful information, good overviews” and here the “the international examples” had been mentioned as helpful.

Module 7 “should be a bit shorter” and the knowledge sees to need some improvement. On the other hand the “lot of interesting information and facts” and “interesting links” were called very helpful and the way the “application of the theory is explained in steps” was especially liked.

About Module 8 was mentioned that “links to websites are not good readable” and that the “tests and real life example are not available”. The unit „Basics of Quality Management" was perceived as “very dull, a lot of text. More graphics, videos would be good” und in the unit "Procedure of quality management" the “table in is not readable”. Particularly liked were the “process pictures”, the “presentation of organic labels / organisations” and the “interesting examples of organic brands in chapter 3”.

2.5 The Netherlands

The feedback in the Netherlands was in general positive, but not all modules had been evaluated and some modules had been rated by less than 6 test persons. From the total of 80 individual ratings 34 were given to the negative marks “one” and “two” (strongly disagree, disagree), so in a bit more than 75% of all cases the positive alternatives “three” or “four” (agree and strongly agree) had been chosen. As a consequence, the average overall assessment in the Netherlands is only 2.6 - a value which is still in the positive zone.

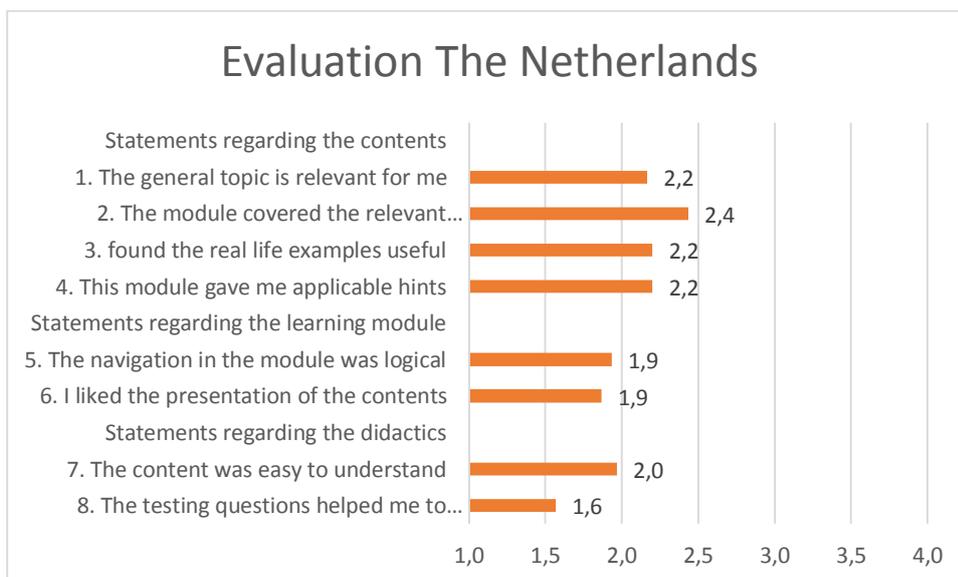


Figure 10: Averages statements The Netherlands

The participants were quite satisfied with the content of the E-Learning-modules, the statements regarding the content scored between 2.8 and 3.0. Lowest assessment was given to item six (presentation of the content) with 2.2 and item eight (the test questions helped me) with only 2.0.+

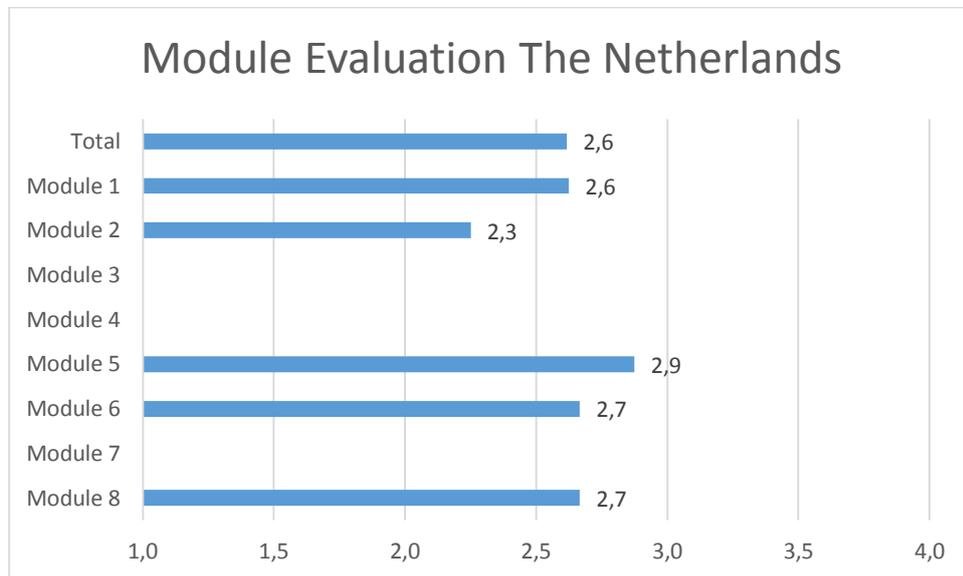


Figure 11: Averages assessment modules The Netherlands

Only five of the eight modules had been evaluated. Module 5 has the best score with a mean of 2.9 (Sustainable Relations) followed by modules six (Transparency) and eight (Quality Management). Lowest score was a mean of 2.3 for module two (Involvement in the organic sector). In this report it cannot be decided to what extent these below average rating are to be attributed to the small number of test-persons, to cultural differences in dealing with grades and evaluations or a different level of previous knowledge.

The verbal comments for Module 1 focused on a “strange subdivision of modules, with module, unit, chapter and lesson” so that “sometimes is it not clear where you are in the course as there are both chapters and lessons”. Especially useful were “the info about the company plan” and “that the info is brought to you step by step”. Module 2 was called “not very legible” and one evaluator proposed: “use more infographics or wordwebs to clarify connections between parts of the text”. One person claimed that she or he did “not understand the knowledge test”. On the positive side it was stated that “the topics are very interesting, good to make a training”. No verbal comments to the third and fourth module have been given.

For Module 5 one person proposed “make it more concrete, tell the story give more examples”. Because “especially this topic needs films etc. to show”. Furthermore “a part about hospitality in the shop” was missed” and the quality of the test-questions were discussed. Especially liked was the part about “making contracts” and that the “topics are very important to make organic shops different than conventional. There is much to gain in this subject.” No comments on Modules six and seven followed.

Module 8 was perceived as “sometimes quite boring” or “confusing”. At least one test-person had problems with the “download the quality handbook” and “sometimes the text still appeared in English”. The “the useful examples” and the “certification aspects” were especially liked

2.6 Slovenia

The feedback in Slovenia was – with an average score of 3.4 in general very positive. In Slovenia no missing data are to be reported. From the 384 individual ratings only 15 were given to the negative mark “two” (disagree) and only four times the score 1 (strongly disagree) was chosen. So in nearly 95% of all cases the positive alternatives “three” or “four” (agree and strongly agree) had been chosen.

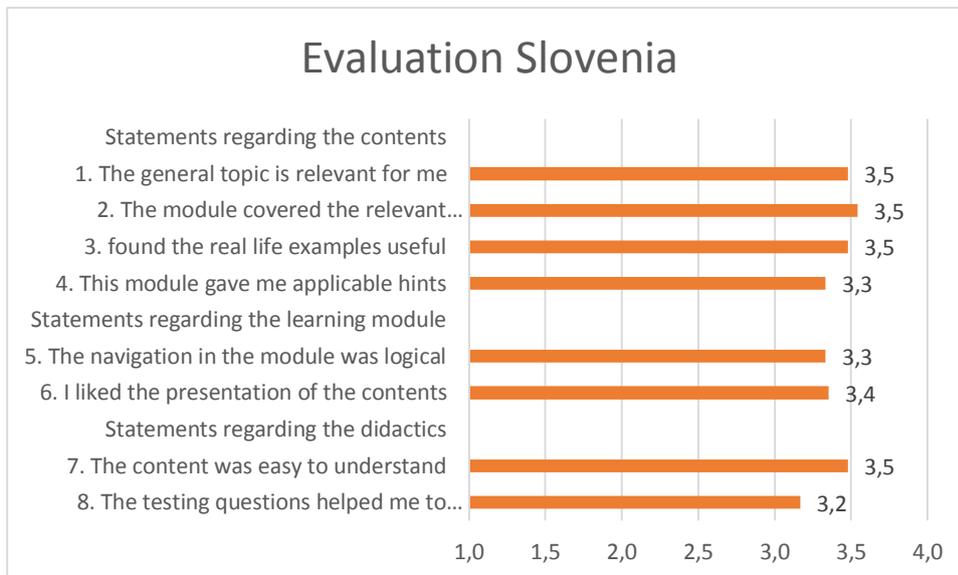


Figure 12: Averages statements Slovenia

In Slovenia no significant differences in the approval ratings to the eight positive worded statements can be identified, except that the score for item eight (The testing questions helped me) is a bit below the others (mean 3.2).

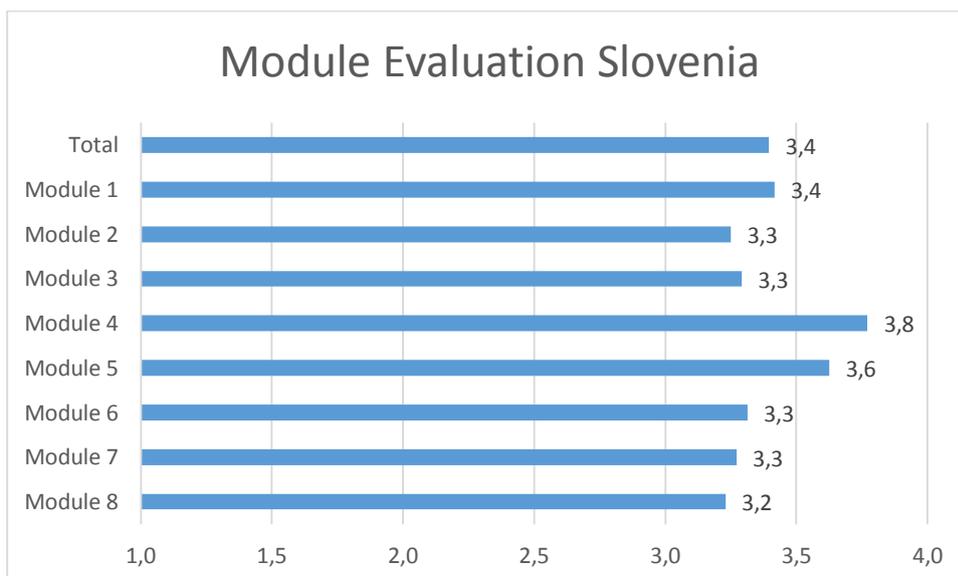


Figure 13: Averages assessment modules Slovenia

A closer examination of the differentiated feedback for the 8 analyzed modules verifies the positive tendency. Module four (Sustainability in the Shop) was rated best with a mean of 3.8, followed by module five (Sustainable Relations) with a score of 3.6. The modules six and seven (Transparency +

Open Communication; mean = 3.3) and module eight (Quality Management; mean = 3.2) gained the lowest – but still positive – rating.

A general comment about the Slovenian E-Learning unit is “All of the modules are very useful and I am very happy that I could participate in testing them”. One participant proposes: “It would be beneficial if you could see, already at the first page, what has been tested till far (which module/units/chapters were checked already and which one not).”

For Module 1 the test-questions were criticized. “The questionnaire is somewhat irrelevant because the questions are or extremely easy or ambiguous - it is more guesswork than an actual examination”. On the other hand “the amount of the legal bases” was called “really impressive” and “all information included are very useful”. In Module 2 one evaluator misses a brief overview “in the introductory part of the Unit 1, ... , which makes it more easy to imagine the content or to know what to expect” and “a more detailed explanation of the certificates (PDO, PGI, ..) as well having more graphic / visual material.” Also it was stated, that “some of the links were unfunctional”. It was seen as especially helpful, that “detailed info about regulations (is) collected in one place”.

Several verbal comments deal with the correctness of parts of the Module 3. “Some confusing and contradicting information” had been mentioned and one person claimed: “information in the chapter on packaging and labeling are not updated and accurate. As well in the chapter “What is quality?” and “overall there is a lack of practical examples from everyday life” in this Module, while someone else found “the whole module very interesting, with loads of useful information”.

For Module 4 “more practical examples from every day (real environment) life” are asked for, while “Interesting presentation manner of the topic discussed, key information included, understandable text” was especially liked. Apart from that “the questions in the tests are a little bit too easy” mainly positive statements were given for Module 5. Such as “I liked the idea of having the manual for our employees”, “the internet search engine for organic certificates” or “especially the unit 2 - Sustainable relationships with customers as it is useful in my line of work - marketing, public relations. The chapter on sustainable relationship with employees is practical to use”.

For Module 6 it was stated that “the learning module is intended for big supermarket (eco) chains which do not (yet) exist in Slovenia” and a one person made the comment, that the “language is a little bit clumsy also the translation could be improved”. Module 7 was also perceived as “more suitable for larger commercial shops” and one evaluator claimed: “For me, it would be useful to have more examples for young, small companies with a small number of employees”. Especially liked were “the psychological interpretation of what we achieve with what” and the “emphasis on the importance of employee well-being”.

For Module 8 it was supposed that it “is not adapted to Slovenian conditions (small - local eco shops)” while the “emphasis that quality assurance” and “the data about which laws and organizations are important in eco-retail” were perceived to be particularly helpful.

2.7 Turkey

The test-persons in Turkey judged the modules extremely positive. From the total of 384 individual responses to the eight positive formulated items only once the statement “1 = strongly disagree” and only 10 times the statement “2 = disagree” was chosen. So in more than 97% the evaluators opted for

“3 = agree” or even for “4 = strongly agree”. The average of all individual assessments from the Turkish participants is with 3.4 clearly affirmative.

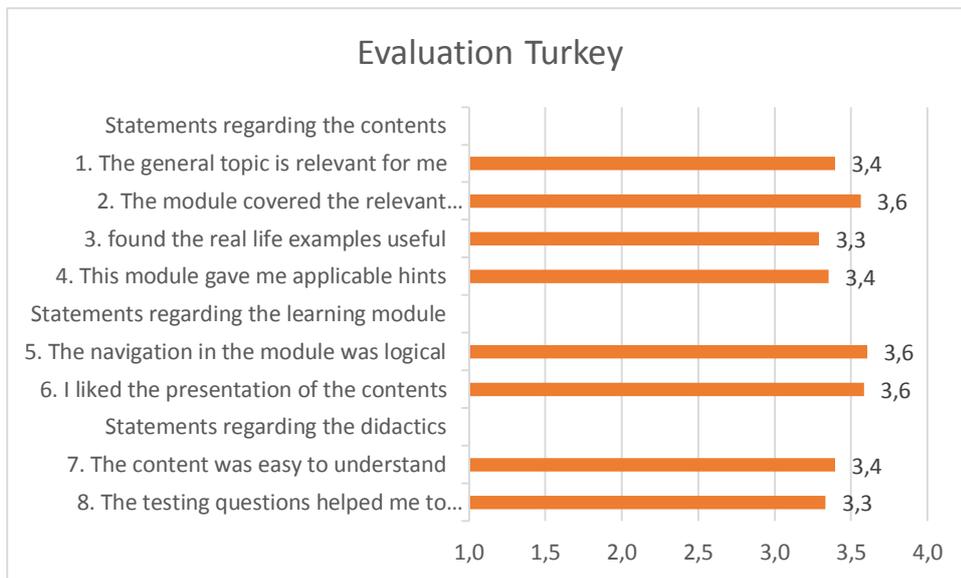


Figure 14: Averages statements Turkey

The assessments of the Turkish evaluation are clearly positive, the average overall score meets 3.4. In Turkey we find a very small variance in the ratings to the eight positively worded items, the means are all between 3.3 for the items three and eight (real life examples were useful and the testing questions were helpful) and 3.6 for the statements two, five and six (covered the relevant content; navigation is logical and presentation of the content is liked).

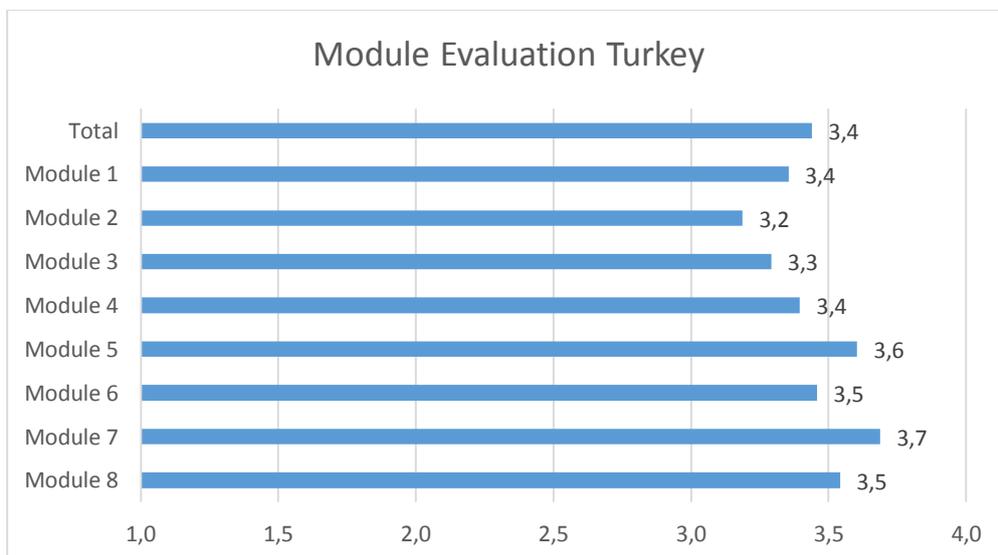


Figure 15: Averages assessment modules Turkey

There are only minor differences in the assessment of the modules in Turkey. All modules are highly valued. The best score was given to the modules seven (Open Communication, mean = 3.7) and five (Sustainable Relations, mean = 3.6). On the other hand modules two (Involvement in the Organic Sector, mean 3.2) and module 3 (Product Quality, mean=3.3) received the lowest – but still positive – ratings.

For Module 1 only one comment asked for “more knowledge, content and visuality (pictures)”, all the other verbal statements were laudatory. This module was called “very useful” because “presents knowledge about economic and social sustainability” and “all terms are explained in details”. The verbal comments in Module 2 are mainly referring to the economic, political (“Our country (Turkey) should also accomplish all the EU regulations related with organic agriculture”) and educational (“more departments on organic agriculture in the universities”) situation in Turkey.

Some test persons reported problems in understanding in Module 3, because “too much technical terms used” and “the terms might be explained in more detail”. But nevertheless on the positive side it was stated: “useful (helpful) knowledge about organic products. The presented knowledge are well-perceptible and conscientious. The examples are beneficial.”

In Module 4 for some test persons the “knowledge might be more in detail” especially “the information within Unit 2 might be elaborated and detailed explanations might be presented.” “The information about health and hygiene” and “about the cleaning products” were described as especially useful. For Module 5 it was mentioned that “the knowledge might be more elaborated and in details”, especially in unit 2, and “some more pictures photos might be added” (...) thus, verbal explanation will be supported with photos”. Unit 1, the content in general and the examples had been especially liked.

Suggestions for Module 6 are to explain “consumer complaints in more detail in Unit 2” and to add “more pictures to explain the topics”. On the other hand it was stated: “Supporting the module with video is very good. Besides adding links for further information and examples is very good.”

In Module 7 “more detailed information about communication theories and models might be given”, “some topics might be more in detail” and – again – “more visual presentation (pictures, links) might be added”. Very useful were “the links are for obtaining further information” and “the materials with photos and schemes” that supported the text. This Module was described as: “professionally prepared”.

For the final Module 8 all “of the units of the module” were seen to be very useful. “The way that the topics are presented clearly and perceptible” was especially liked. On the suggestion side it was said, that “the lessons might be more in detail” and “more visuality (pictures) might be added in order to elaborate this module”.