



# eTwinning

Εθνική Υπηρεσία Υποστήριξης

## **Evaluation report of the course: “Poverty and social exclusion”**

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ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
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Education and Culture DG

Lifelong Learning Programme

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# 1. Introduction

## 1.1 Background

Combating poverty and social exclusion ranks among the main objectives of the European Union and its Member States. Nevertheless, despite the efforts deployed, nearly 80 million people in the European Union still live in destitution and have no access to basic services such as education or health care. Poverty and exclusion do not only strike at the well-being of individuals, their ability to take an active part in the life of society; they have far-reaching consequences for both people and society. This state of affairs conflicts with the European Union's common values of solidarity and social justice; therefore a chief principle of the 2010 European Year is to inspire every European citizen and other stakeholders to engage with these important issues. Towards this goal, the Hellenic National Support Service (NSS) developed an online training course regarding poverty and social exclusion. The aim of the course was to raise teachers' awareness and to help them develop eTwinning projects that engage students with these issues.

## 1.2 Course description

The course ran at the end of November 2010 and 110 teachers had applied to participate. However, 106 teachers proceeded in registration, while only 72 successfully completed the course. The training duration was 10 days, from the 25th of November to the 3rd of December, though peer discussions were continued for several days after the end of the course. Main target group of the course were Greek teachers experienced in using ICT (Information and Communication Technologies) and developing eTwinning projects who wanted to initiate an eTwinning project with reference to poverty/social exclusion. Secondary target group were Greek teachers who wanted to learn more about eTwinning projects and were interested in developing a project with reference to poverty/social exclusion.

### **1.2.1 Course learning outcomes**

On completion of the course participants were able to:

- demonstrate a critical understanding of poverty and social exclusion issues
- assess possible pedagogical and social benefits of developing an eTwinning project about poverty and social exclusion

### **1.2.2 Content outline**

The course was divided into three sections.

#### **Section 1: Raise awareness regarding poverty and social exclusion**

The course opened with briefing about poverty and social exclusion, vulnerable groups, and national policies/strategies for combating the phenomenon. Several case studies referring to poverty and social exclusion were also presented through video clips and documents. Participants were encouraged to discuss their perceptions regarding poverty and social exclusion. They also had the opportunity to explore on the internet for further resources and share with their peers.

#### **Section 2: Critical review of activities**

This section provided an introduction and briefing to the eTwinning action, eTwinning projects, and the main evaluation criteria of the eTwinning projects. A series of activities (suitable for eTwinning projects) about poverty and social exclusion were presented. Participants had the opportunity to explore and critique the proposed activities, examining how these could be integrated into their class milieu.

#### **Section 2: Project planning**

In the last section the focus was on planning an eTwinning project about poverty and social exclusion. Participants were divided into four groups according their teaching sector (primary school, secondary school, high school, vocational school/other), in order to facilitate and focus discussion. Each participant designed an activity about poverty and social exclusion, while each activity was been discussed by peers in the group.

### 1.2.3 Resource requirements

Access to a personal computer connected to the internet was required for participation in the course. Broadband connection was recommended, though not required.

### 1.2.4 Teaching methods

The approach to teaching adopted within the course took various forms: guided core reading; a series of short, interleaved, structured tasks; an interchange of experiences and insights; and the opportunity for reflection, self-directed exploration, and planning of an eTwinning activity about poverty and social exclusion. Individual support was available to all participants through email. The online platform was Moodle supplemented by a wiki.

### 1.2.5 Course assessment

Assessment of the course was based on three elements:

- **Critical review of proposed activities.** During the 2nd section participants carried out a brief (around 200 words) critical review of the proposed activities. The grade for this task contributed 25% of the variance in the overall course grade.
- **Project planning.** The main part of the assessment involved participants in designing an eTwinning activity (around 400 words). This constituted 50% of the final mark for the course. This grade was assigned partly through a peer assessment procedure.
- **Project evaluation.** In the end of the 3rd section, participants were asked to assess two eTwinning activities designed by their peers. Each assessment report (around 100 words) had been anonymised and subsequently was sent to the creator of the eTwinning activity. The prerequisite to take part in this task was to submit on time the previous assignment (project planning). The grade for this task contributed 25% of the variance in the overall course grade.

## **1.3 Course evaluation**

A formal, questionnaire-based evaluation was available at the end of the course. It comprised two different questionnaires, one for participants who completed the course and another for those who exited or who did not submit the assignments. Both were developed on the LimeSurvey application and hosted on the Hellenic NSS website. Participants were solicited via e-mail to fill in the corresponding questionnaire, while an iterative email was sent to those who did not complete the questionnaire within fortnight. All participants who completed the course (72 teachers) filled in the questionnaire (response rate=100%), while 21 dropouts filled in the questionnaire and another 2 replied via email yielding a response rate of 68% (23 out of 34 teachers).

### **1.3.1 Course evaluation questionnaire**

The course evaluation questionnaire comprised six sections and is presented in 5.1-5.2.

The first section consisted of two rating scale questions and inquired participants' experience in use of ICT and total number of eTwinning projects they had completed.

The second section consisted of a six-point Likert scale with four statements and an optional open-ended question and aimed at gathering participants' perceptions with reference to the informative material of the course.

The third section consisted of a six-point Likert scale with seven statements and an optional open-ended question and aimed at gathering participants' perceptions with reference to the course assignments. In the Likert scale there was one less statement (six total) for participants who did not take part in the 3rd assignment.

The fourth section consisted of a six-point Likert scale with five statements and an optional open-ended question and aimed at gathering participants' perceptions with reference to the course discussions. Additionally, time spent for taking part in course discussions and total number of contributions (posts/comments) to the discussions were collected within this section.

The fifth section consisted of a six-point Likert scale with five statements and an optional open-ended question and aimed at gathering participants' perceptions regarding

the tutor.

In the last section, participants' perceptions regarding the overall course quality and effectiveness were collected through ten rating scale questions and four optional open-ended questions. Additionally, time spent for taking part in the course and perceptions about the course workload were collected within this section.

### **1.3.2 Dropout questionnaire**

The dropout questionnaire consisted of five questions and is presented in 5.3-5.4.

Firstly, data referring to dropouts' experience in use of ICT and total number of eTwinning projects they had completed were collected through two rating scale questions. The third question inquired dropouts' perceptions regarding the interestingness of the topic of the course. A six-point Likert scale with six statements in total aimed at gathering dropouts' perceptions about causes of exit from the course. Finally, there was an optional open-ended question so dropouts could provide examples and other qualitative feedback.

## **1.4 Executive Summary**

### **1.4.1 Participants' profile**

The majority of the participants who completed the course (92%) had medium, at least, level of knowledge in ICT, yet most participants (68%) had not completed an eTwinning project.

### **1.4.2 Course evaluation**

Overall, participants rated the course highly. In informative material, assignments, discussions, and tutor evaluation paragraphs the sum of ratings of "Agree" and "Strongly agree" responses is indicated in parenthesis and the results are ranked from high to low,

whereas in quality evaluation and course workload paragraphs, the mean of each rating scale is indicated in parenthesis (the leftmost point is anchored at 1 and the rightmost at 5).

### **Informative material evaluation**

- The informative material contributed in better understanding the subject (99%)
- Lesson goals were clear (97%)
- Interaction with information (e.g. through multiple choice questions) made the informative material more understandable (85%)
- The use of videos made the informative material more understandable (74%)

### **Assignments evaluation**

- Completion of assignments demanded deep, critical thinking and not bare memorization (97%)
- Assignments helped participants better understand the course subject (96%)
- Tutor's comments on participants' 1st submitted assignment helped them complete the 2nd assignment (93%)
- Assignments raised participants' interest in studying the informative material (93%)
- The 3rd assignment (evaluation of 2 peer assignments) helped participants develop self evaluation competence (91%)
- Tutor's comments on submitted assignments motivated participation in the course (90%)
- Assignments raised participants' interest in attending/contributing to course discussions (89%)

### **Discussions evaluation**

- Discussions facilitated self evaluation competence development (88%)
- Discussions were interesting and motivated participation (88%)
- Discussions helped participants understand when an eTwinning activity might be successful (83%)
- Discussions raised participants' interest in studying the informative material (83%)

- Peer feedback facilitated participants' efforts to improve their suggestions (83%)

### **Tutor evaluation**

- Tutor's comments were constructive (99%)
- Participants were satisfied with the support they received from the tutor (97%)
- The tutor offered guidance regarding course activities/assignments (97%)
- The tutor encouraged participants to discuss with him about the course (92%)
- The tutor encouraged peer discussions (82%)

### **Quality evaluation**

- Overall quality of the course (4,2; 4: High, 5: Very High)
- Course interestingness (4,1; 4: Very interesting, 5: Extremely interesting)
- Course organisation (4,2; 4: Very organised, 5: Extremely organised)
- Learning outcomes (4,4; 4: Quite a lot of value , 5: A great deal of value)
- Course usefulness in future professional practice (4,2; 4: Of significant value, 5: Of very high value)
- Willingness to recommend the course to others (4,9; 4: With only a few reservations, 5: Unhesitatingly)

### **Course workload**

- The average participant spent 16-20 hours for studying the material, participating in discussions, and performing assignments
- On average, each participant wrote 15 comments/posts and spent 7-8 hours in discussions (reading/writing comments/posts)
- Most participants perceived the workload of the course as manageable (3,43; 3: Manageable, 4: Significant)

### **Attitude towards eTwinning**

- All participants (100%) reported a positive or strongly positive inclination towards the eTwinning action and eTwinning projects by the end of the course

- The great majority of participants (94%) were intended to start an eTwinning project regarding poverty and social exclusion

### **1.4.3 Dropout evaluation**

Overall, the majority of dropouts reported that family/personal reasons hindered their participation in the course. It should be also noted that merely half of dropouts (48%) rated the course topic as very or extremely interesting. In dropout reasons paragraph the sum of ratings of "Agree" and "Strongly agree" responses is indicated in parenthesis and the results are ranked from high to low.

#### **Dropouts' profile**

- The majority of dropouts (90%) had medium, at least, level of knowledge in ICT
- Most dropouts (71%) had not completed an eTwinning project

#### **Dropout reasons**

- Family/personal reasons (87%)
- Unable to cope with course workload (35%)
- Limited knowledge/skills in ICT (17%)
- The particular course performance (13%)
- Internet connection problems (13%)
- No complaint with reference to tutor's support

## 2. Course evaluation

### 2.1 Participants' technological & eTwinning profile

As can be seen in Figure 1, the majority of the participants (91,7%) had medium, at least, level of knowledge in ICT, meaning that they occasionally use 1 or 2 advanced applications such as excel, photoshop, blog, etc.

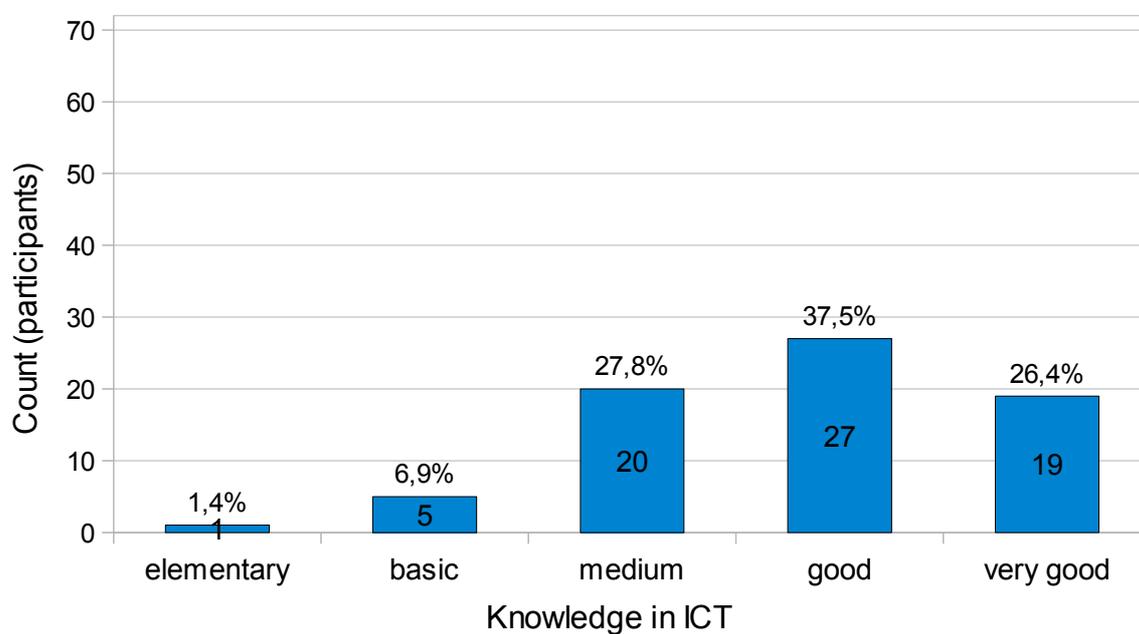


Figure 1: Participants' knowledge in ICT.

Although the main target group of the course were Greek teachers experienced in developing eTwinning projects, most participants (68,1%) had not completed an eTwinning project (see Figure 2). Surely, this was an obstacle to course development.

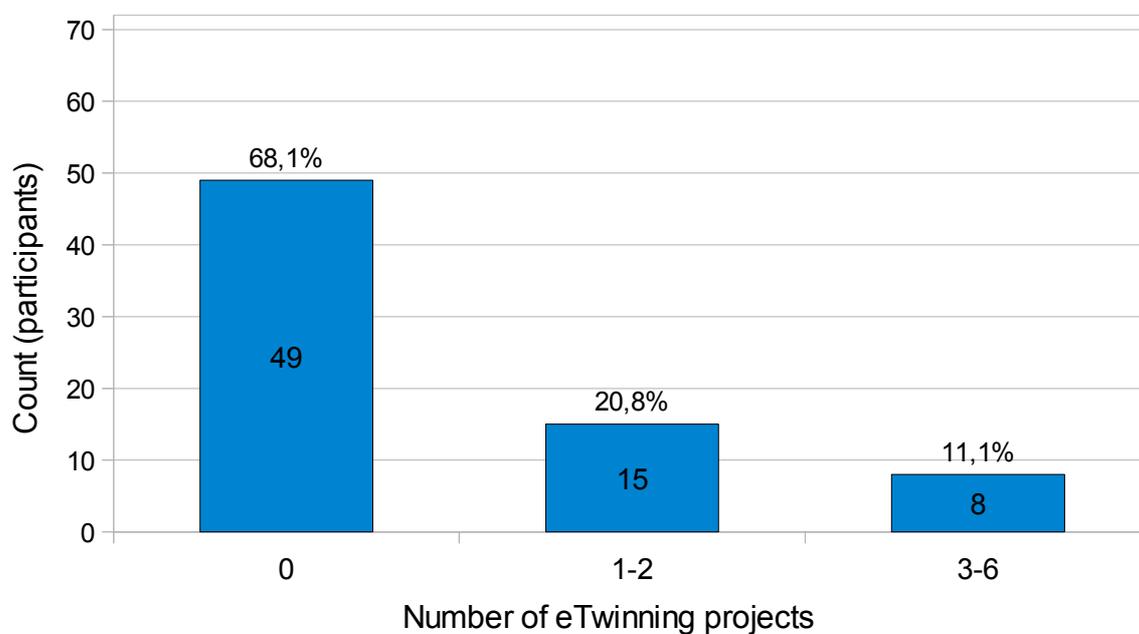


Figure 2: Number of eTwinning projects completed by participants.

## 2.2 Informative material evaluation

### 2.2.1 Statements regarding informative material

As shown in Figures 3-6 participants rated high the informative material of the course. Practically all participants reported that the informative material contributed in better understanding the subject (98,6%) and that lesson goals were clear (97,2%). The majority of the participants reported that interaction with information made the informative material more understandable (84,7%) and that the use of videos made the informative material more understandable (73,6%).

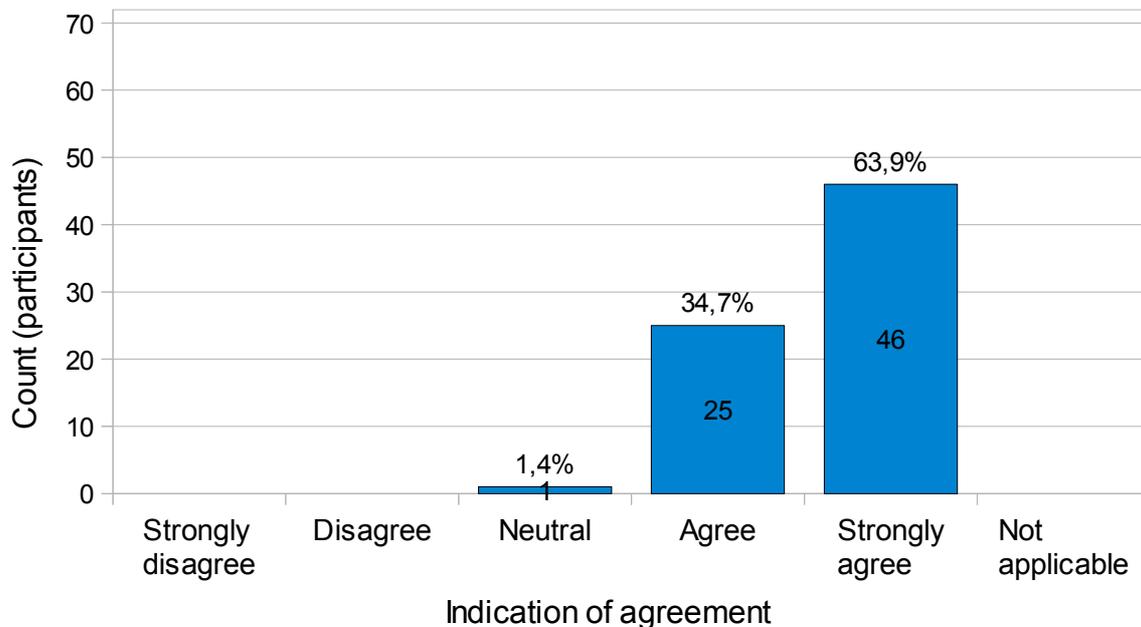


Figure 3: Participants' response to statement: "The informative material contributed in better understanding the subject".

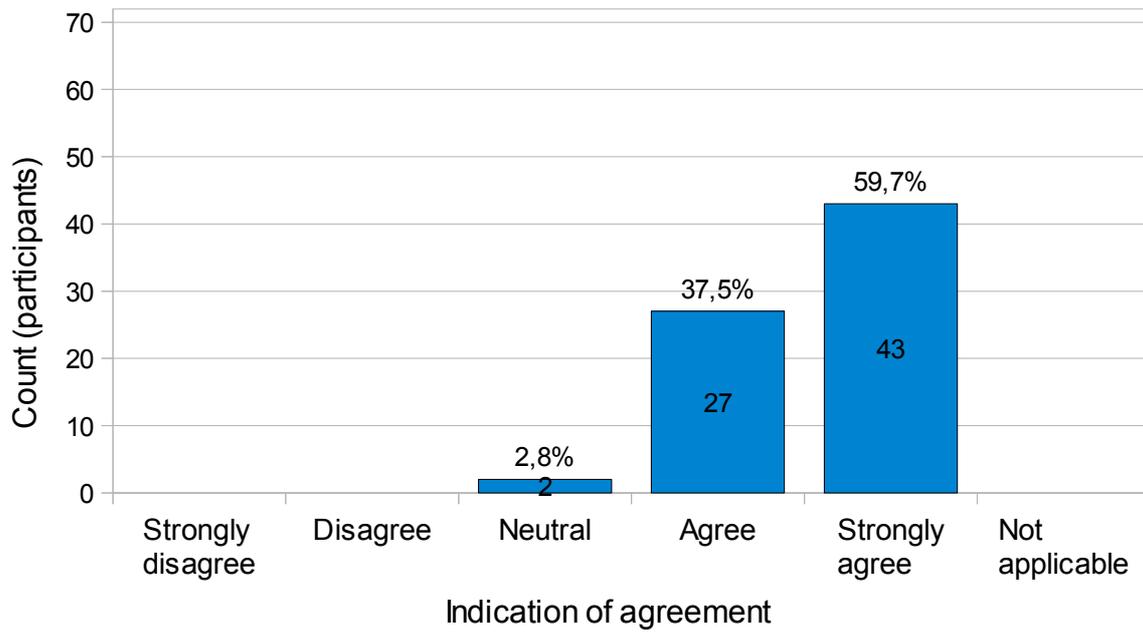


Figure 4: Participants' response to statement: "Lesson goals were clear".

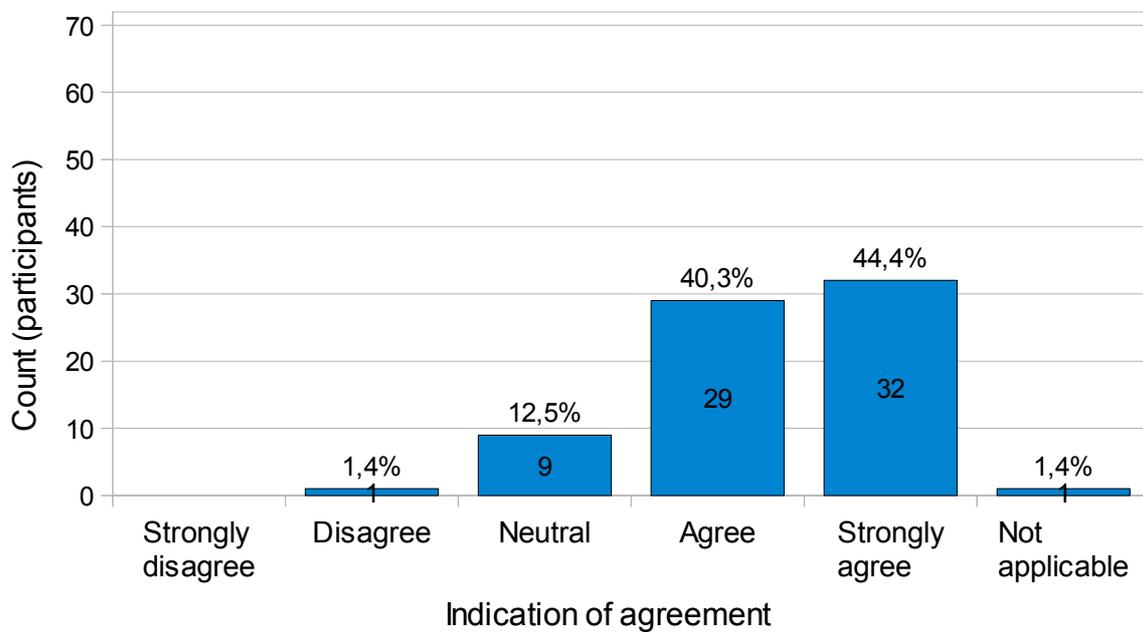


Figure 5: Participants' response to statement: "Interaction with information (e.g. through multiple choice questions) made the informative material more understandable".

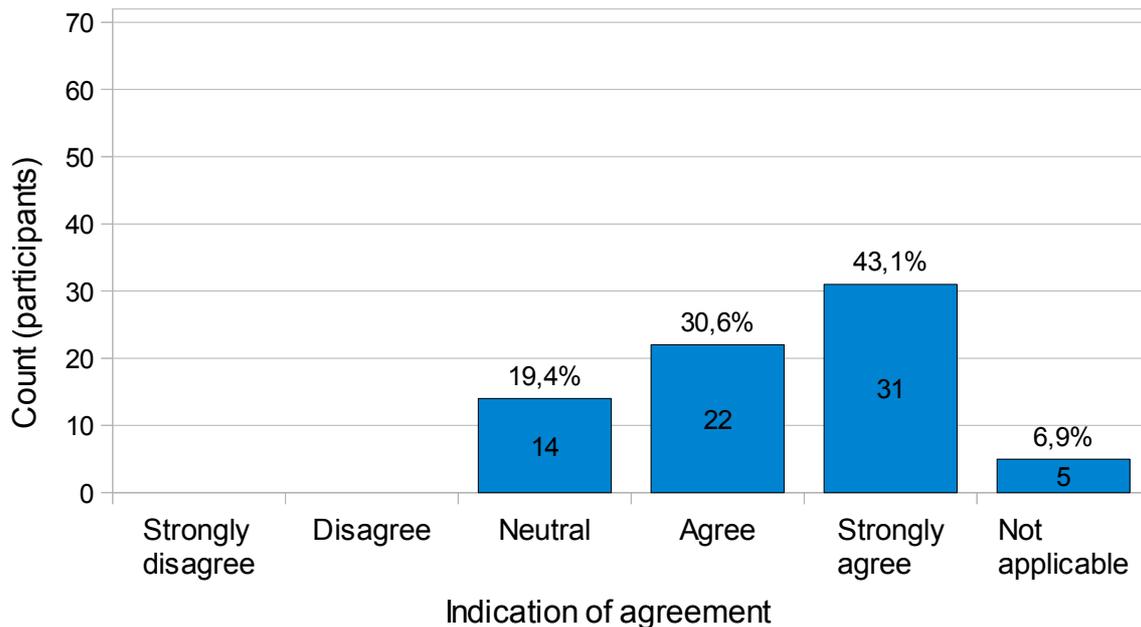


Figure 6: Participants' response to statement: "The use of videos made the informative material more understandable".

### 2.2.2 Open-ended question regarding informative material

1. It seemed to have been done with serious thought. It was brief, succinct and timely.
2. Exceptional material and very helpful in designing and creating a project at school.
3. The choice of videos was exceptional. It helped me better understand the material.
4. There weren't any videos in the informative material but I did not consider them necessary. Overall, the informative material was pretty good.
5. It was understandable and determining the boundaries of the subject because from the discussion area I realized that many of us were getting wrongly to similar subjects.
6. It was rich in content because it was accompanied with literature available to whoever wanted further information, simple in access and inclusive in basic points.
7. Suggested activities by the tutor were very interesting and contained many very good web 2.0 tools.

8. I believe that the course should have boundaries so that we all move into the same frame and not interpret the subject but truly delve into the social exclusion due to poverty in the developed countries.
9. The material regarding the course subject was rich and informative. I would like to have guiding lines regarding project structure before submitting assignments, or even after feedback, since it was to be implemented in practice.
10. Difficulty in implementation of certain tools.
11. It was really interesting and I used it in my classroom and my students were highly motivated.
12. I would prefer that information about Greece was included and not overall about Europe; e.g. statistics per region concerning school dropout, percentage of Roma or emigrants, unemployment percentage, etc.
13. It offered abundant informative material, interesting links.
14. Suggested internet tools were very interesting. I would just want some description of their potentials/their use ( I speak German but not very good English and it was difficult for me because there were no instructions in German either).

## **2.3 Assignments evaluation**

### **2.3.1 Statements regarding assignments**

As can be seen in Figures 7-13, the role of the assignments was perceived as extremely significant to learning and to course participation. Approximately all participants concurred that: (a) completion of assignments demanded deep, critical thinking and not bare memorization (97,2%), (b) assignments helped them better understand the course subject (95,8%), (c) tutor's comments on their 1st submitted assignment helped them complete the 2nd assignment (93,1%), and (d) assignments raised their interest in studying the informative material (93,1%). The vast majority (91,5%) of participants who took part in the 3rd assignment (N=47), credited 3rd assignment for facilitating self evaluation competence development. Finally, the majority of participants agreed that

tutor's comments on their submitted assignments motivated their participation in the course (90,3%), and that assignments raised their interest in attending/contributing to course discussions (88,9%).

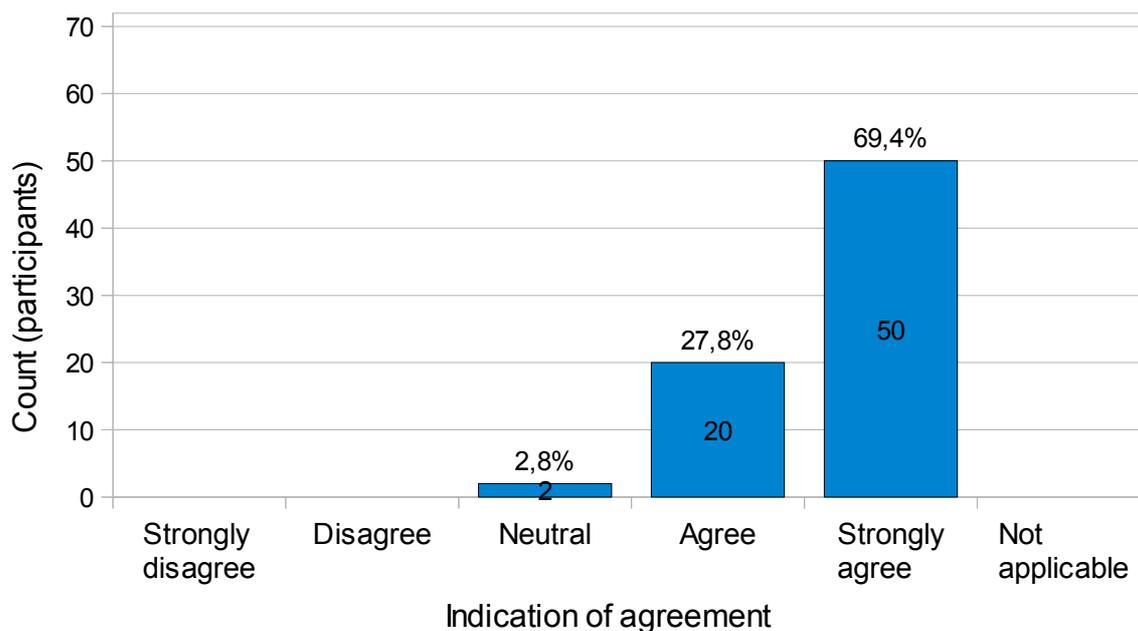


Figure 7: Participants' response to statement: "Completion of assignments demanded deep, critical thinking and not bare memorization".

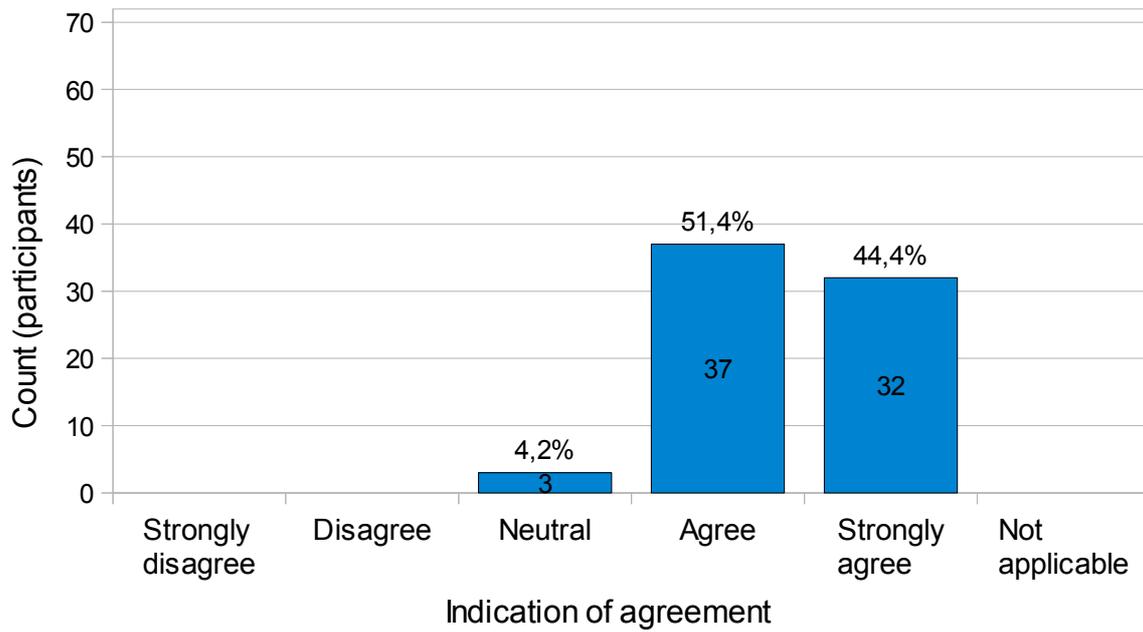


Figure 8: Participants' response to statement: "Assignments helped me better understand the course subject".

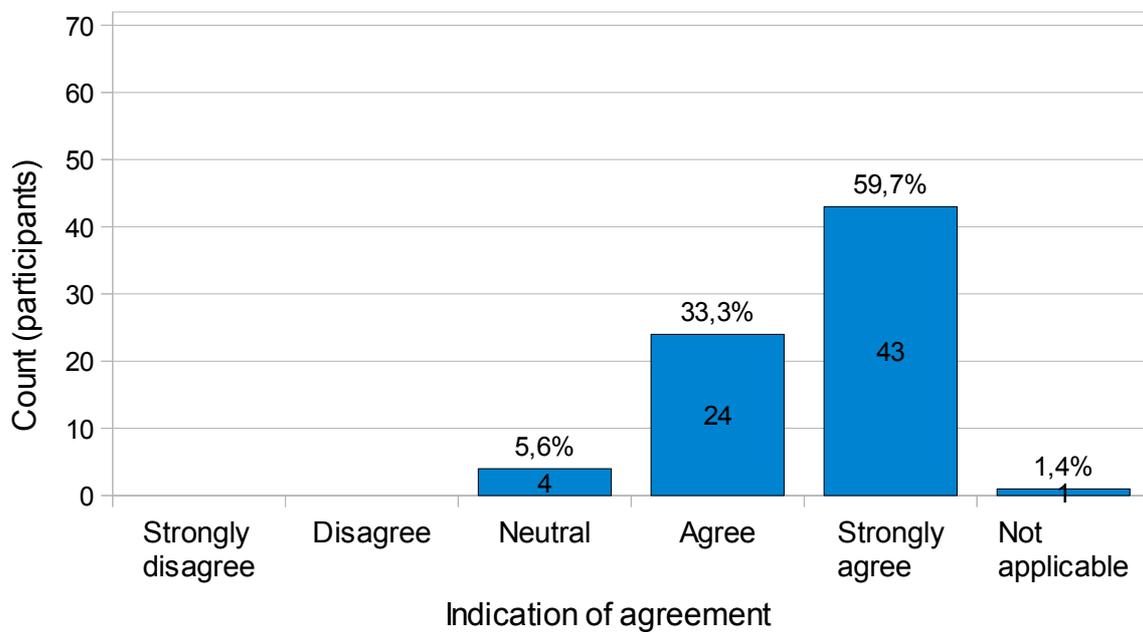


Figure 9: Participants' response to statement: "Tutor's comments on my 1st submitted assignment helped me complete the 2nd assignment".

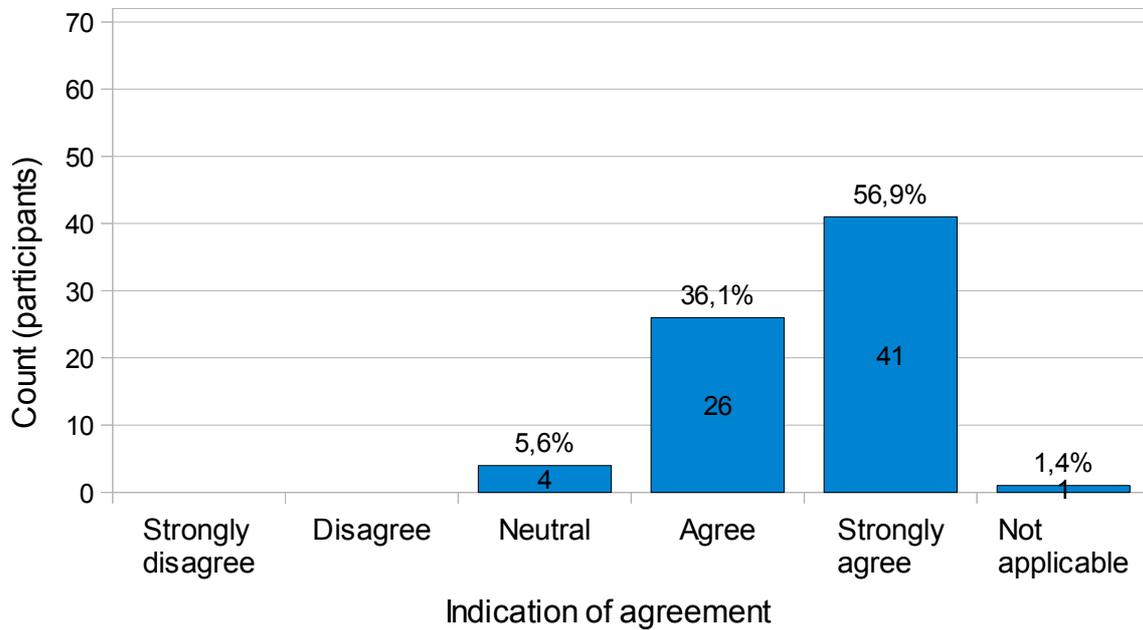


Figure 10: Participants' response to statement: "Assignments raised my interest in studying the informative material".

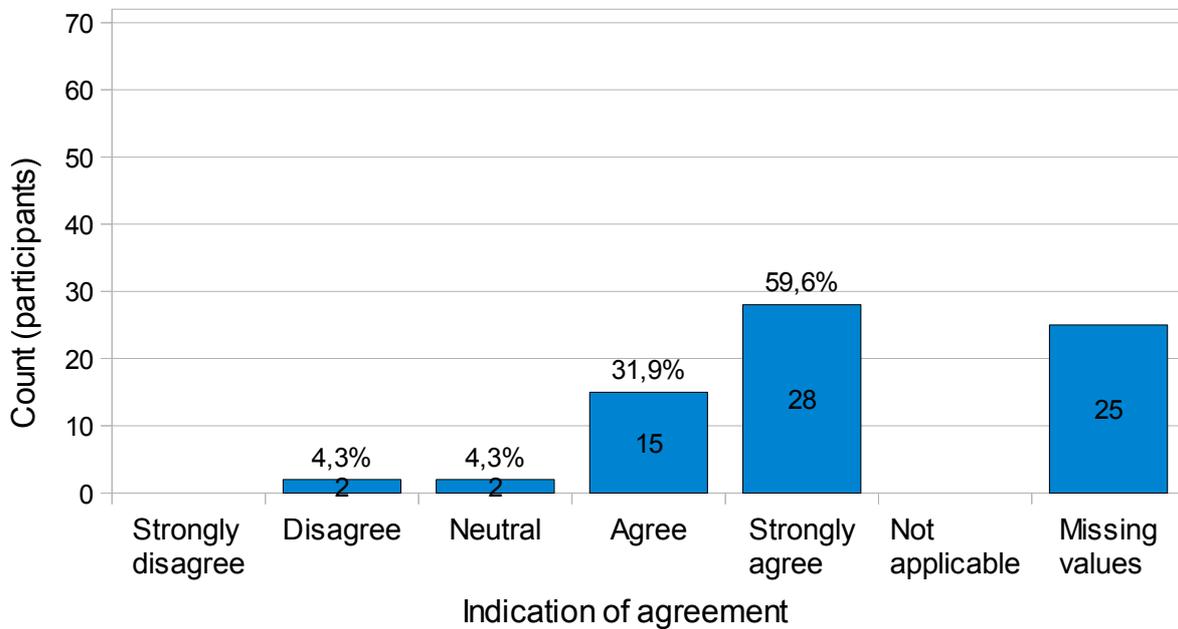


Figure 11: Participants' response to statement: "The 3rd assignment (evaluation of 2 peer assignments) helped me develop self evaluation competence (e.g. I can now easier esteem whether the activity I plan will be successful or not)". Note that this statement was not available for participants who did not take part in the 3rd assignment, hence figure shows the adjusted percentage.

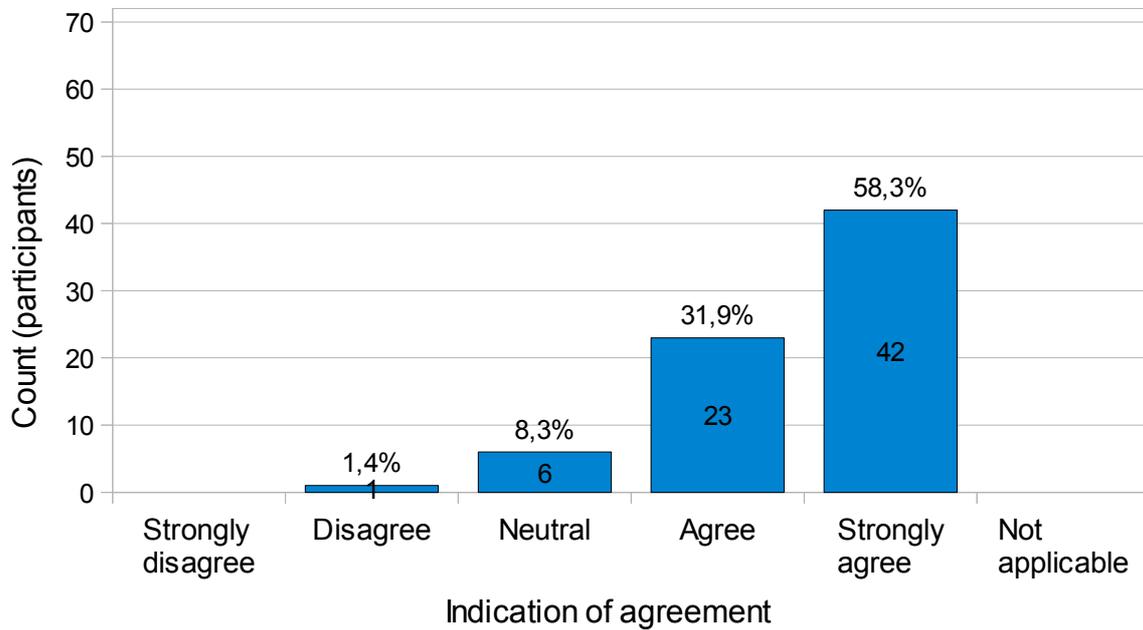


Figure 12: Participants' response to statement: "Tutor's comments on my submitted assignments were motivating in my course participation".

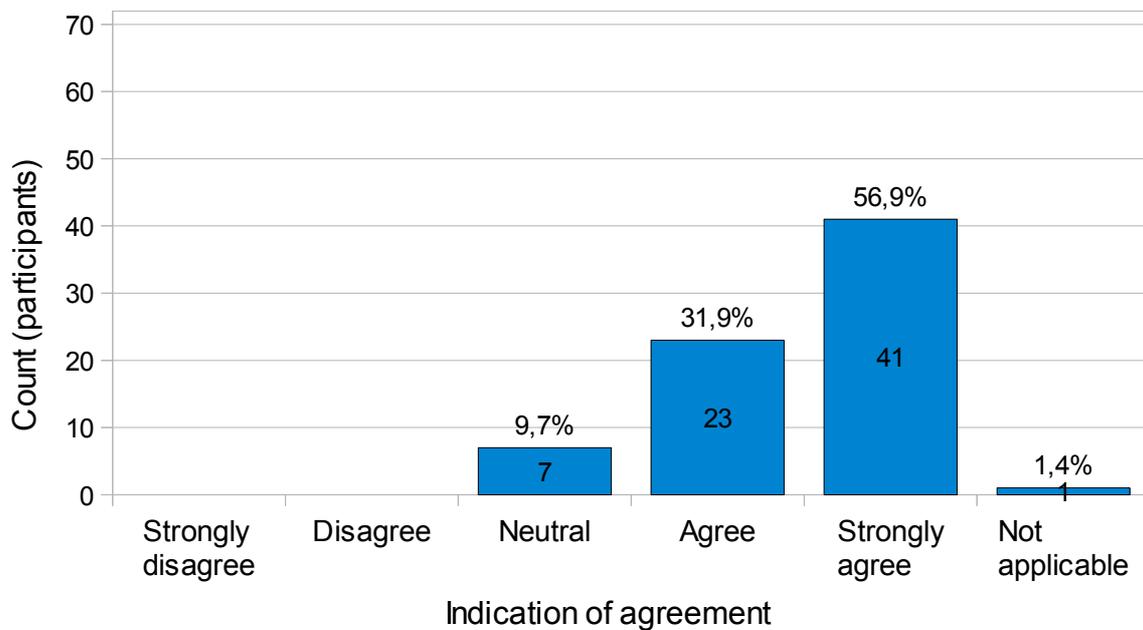


Figure 13: Participants' response to statement: "Assignments raised my interest in attending/contributing to course discussions".

### 2.3.2 Open-ended question regarding assignments

1. The idea of the assignments was pretty good in order to achieve prompt participation in this unit.
2. It was very important that the assignments were scalable (from the easier to the more difficult) and there was sequence, meaning that having done the 1st assignment was helpful in succeeding the 2nd one. Moreover, trainer's comments for the 1st assignment were very constructive. Without discouraging me he managed to indicate my flaws and weaknesses.
3. I would prefer having some comments (evaluation) from the trainer for my last assignment; I only had the comments from 2 other participants.
4. I expected that the trainer's comments would be more "strict".
5. I believe that we should be less harsh with others than ourselves, but I think that I could bear more critique, if I had a serious push for self improvement by that. If someone is engaged with my suggestion [designed activity] so much that to propose improvements, I should thank him.
6. I prefer assignments evaluation to be done face-to-face, with arguments, or else it becomes a partial aspect with no impact in participant's improvement.
7. Informative material and discussions were of major importance in understanding the subject/topic and accomplishing the assignments. Furthermore, I picked up many and various methods of assignment development as well as digital tools which I can integrate in my methodology.
8. Some assignments were clear and quite enlightening, probably made by participants who had participated in previous courses.
9. Unfortunately, I submitted my assignment behind schedule because I had a lousy week. If the time schedule was more flexible, it would have suited me better.
10. They could have been better if the school and daily obligations weren't so suffocative.
11. The most interesting assignments unfortunately had to be done in a very short time... if you met a difficulty you had to leave them behind. My general comment is that the uploading of assignments/suggestions were the most important element;

motivating in new ideas/approaches for collaboration with our pupils. I wish there were face-to-face meetings.

## 2.4 Discussions evaluation

### 2.4.1 Statements regarding discussions

As it is shown in Figures 14-18, participants rated high the role of discussions to learning and to course participation. The majority of participants (87,5%) acknowledged that discussions facilitated self evaluation competence development, and agreed that discussions were interesting and motivated their participation. Most participants (83,3%) concurred that: (a) discussions helped them understand when an eTwinning activity might be successful, (b) discussions raised their interest in studying the informative material, (c) peer feedback facilitated their efforts to improve their suggestions.

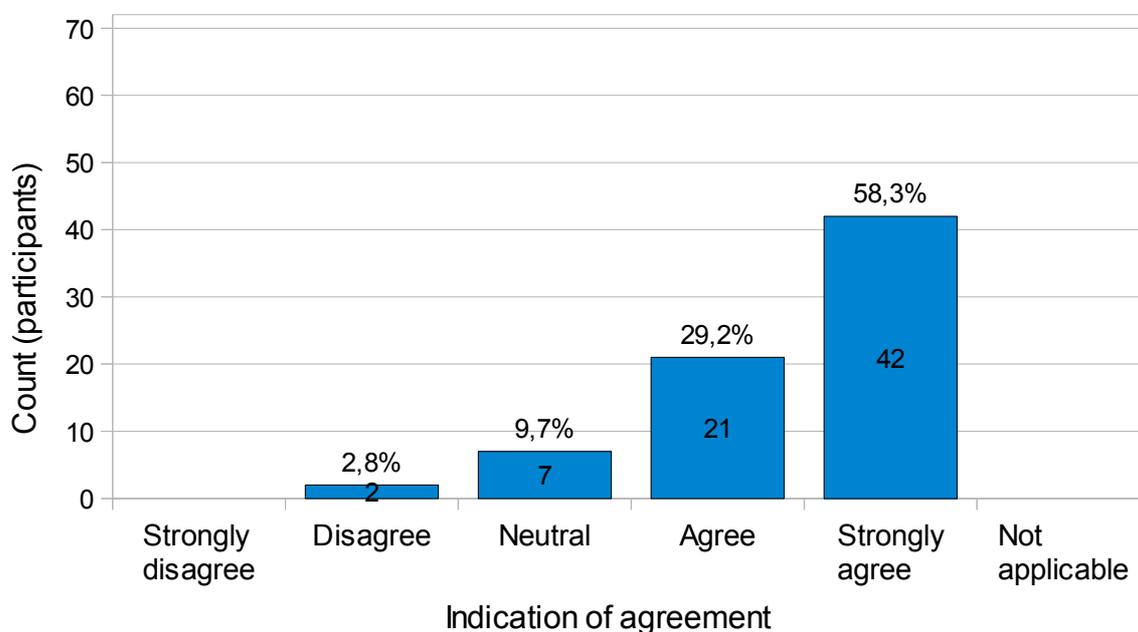


Figure 14: Participants' response to statement: "Discussions helped me develop self evaluation competence (e.g. while reading peer suggestions I was trying to pinpoint positives and negatives)".

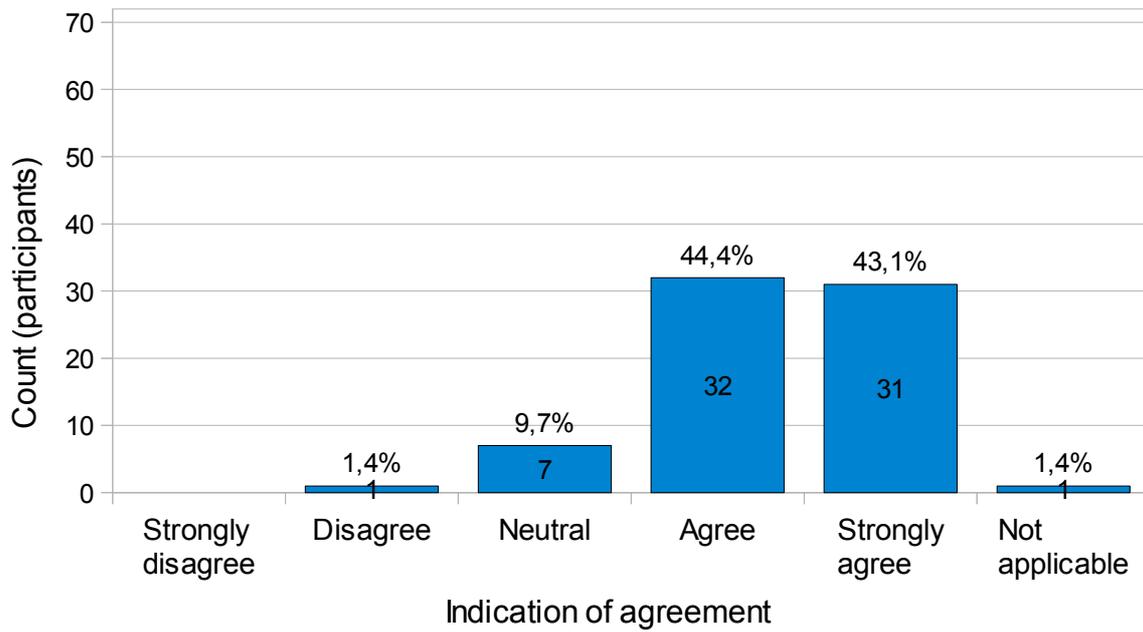


Figure 15: Participants' response to statement: "Discussions were interesting and motivated my participation".

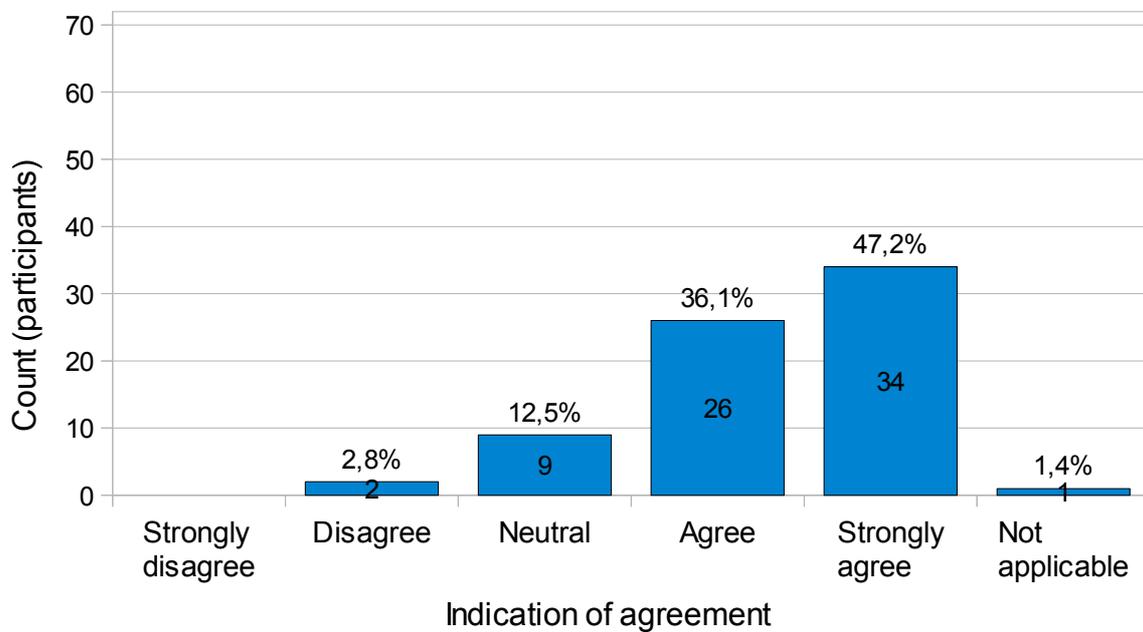


Figure 16: Participants' response to statement: "Discussions helped me understand when an eTwinning activity might be successful".

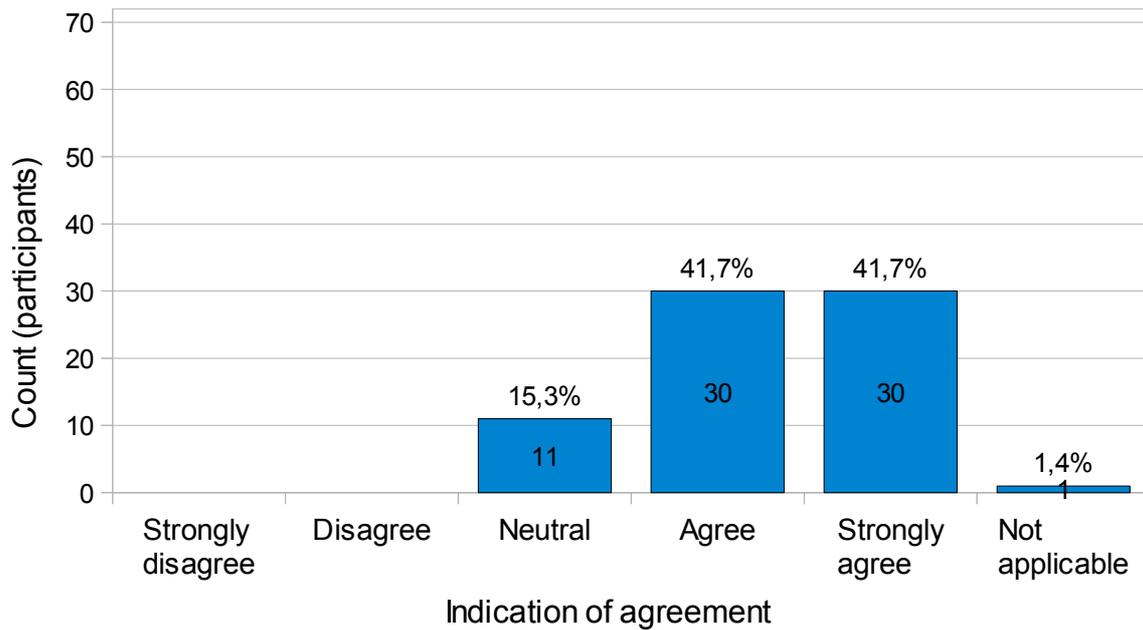


Figure 17: Participants' response to statement: "Discussions raised my interest in studying the informative material".

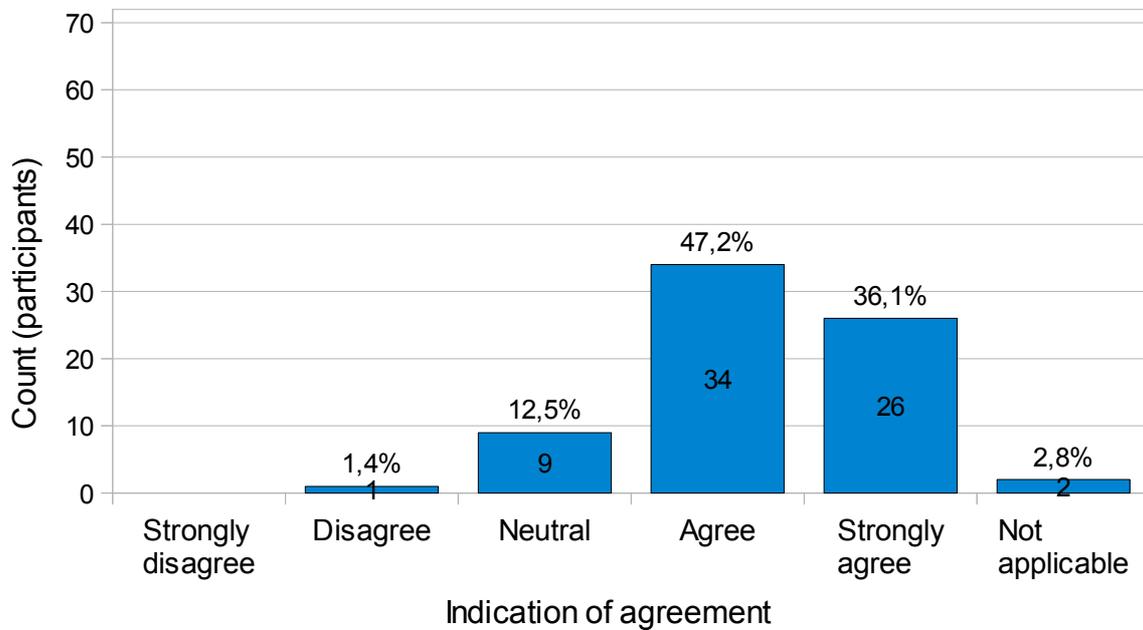


Figure 18: Participants' response to statement: "Other participants' comments on my suggestions facilitated my efforts to improve them".

### **2.4.2 Total posts/comments made**

Participants (N=71) reported that they wrote 684 comments (posts in forums) in total, that is 9,6 comments each. Three participants reported that they did not write any comment, while the maximum number of comments made by a participant was 30. The middle value was 8 comments. However, participants' estimates were low, since, according to Moodle statistics, all participants (N=106) wrote 1125 comments in total (there were 14 forums in the course, while 249 discussion topics were created). It should be noted, however, that participants who withdrawn from the course (N=34) wrote only few comments, hence, it is more accurate to say that participants who completed the course (N=72) wrote, on average, 15 comments.

### **2.4.3 Time spent in discussions**

Participants (N=66) reported that they spent, on average, 11 hours and 49 minutes reading and writing comments. The minimum time spent stood at 1 hour and 30 minutes, whereas the maximum 60 hours (median=7 hours and 30 minutes). However, it should be noted that these data are not reliable, since several participants reported the total time spent in course rather time spent in discussions.

### **2.4.4 Open-ended question regarding discussions**

1. It would have been more interesting for me if the participants were already working on a relevant project, or on an etwinning project so there was better interaction in designing and creating activities during discussions. Maybe in another, advanced course in the future...
2. I take that discussions were the best part of the course. Thanks to them the lesson became more interesting and "vivid".
3. I think that there must be a more specific discussion structure. Maybe, periodically, a stimulus from the trainer with discussion regarding it. It was difficult for me to follow all comments, think about them, and give possible answers.

4. Due to schedule overload I read the discussions quite late and did not have the chance/was not allowed to comment. Provided that the other participants weren't coming back to comment on discussions, there was no particular meaning in doing it.
5. I was upset by a discussion which went out of limits of decency and companionship.
6. I liked them very much because they consist people's opinions exchange with whom I was sharing at least the interest for the subject and the free expression of opinion over the subject. Without necessary agreeing with all I was interested in listening what was important for them and maybe also be heard. I think that this is the most successful part of the seminar.
7. Discussions were for me the most essential part of the course. The ideas were so nice and the comments were so constructive that they inspired me to see the issue of poverty and social exclusion from a different perspective.
8. All discussions were for me of major interest and attracted our interest for the subject. Equally remarkable was the level of participants.
9. Many of these couldn't be called "course discussions" in the close meaning of the term.
10. Very interesting and peers contributed with ideas and material to the course.
11. Several [comments] were interesting and relevant to the subject and others were just something to talk about.
12. Interesting enough, vivid. Fruitful contribution of participants who have already created etwinning projects.
13. They were very constructive and interesting.
14. Forum discussions were very interesting and through them we managed to know each other. Many times I had found already written the comments I wanted to make.

## 2.5 Tutor evaluation

### 2.5.1 Statements regarding tutor evaluation

As can be seen in Figures 19-23, participants rated very high the role of the tutor to learning and to course participation. Practically all participants reported that: (a) tutor's comments were constructive (98,6%), (b) they were satisfied with the support they received from the tutor (97,2%), (c) the tutor offered guidance regarding course activities/assignments (97,2%). The vast majority of participants (91,7%) perceived that the tutor encouraged them to discuss with him about the course. Finally, most participants (81,9%) perceived that the tutor encouraged discussions with their peers.

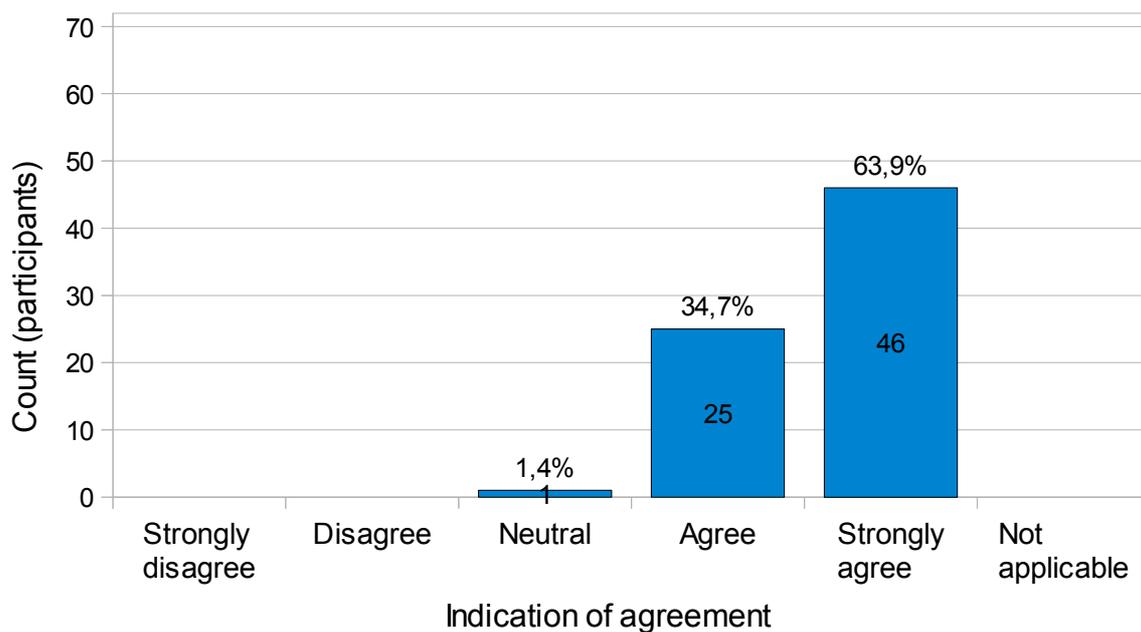


Figure 19: Participants' response to statement: "Tutor's comments (to discussions and personal e-mails) were constructive".

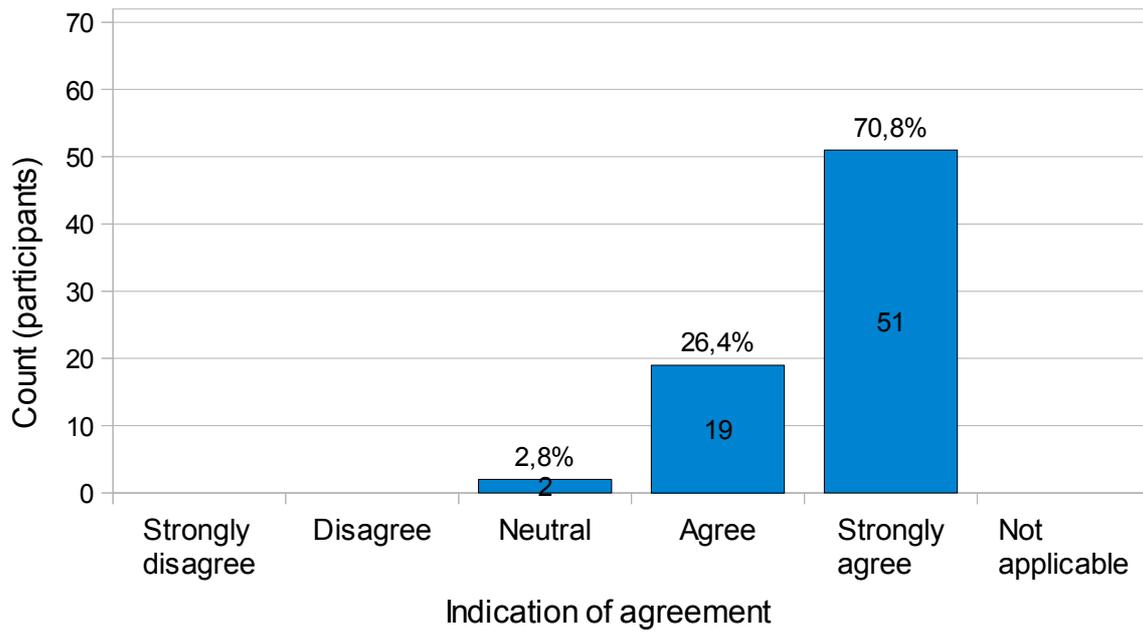


Figure 20: Participants' response to statement: "I am satisfied with the support I received from the tutor".

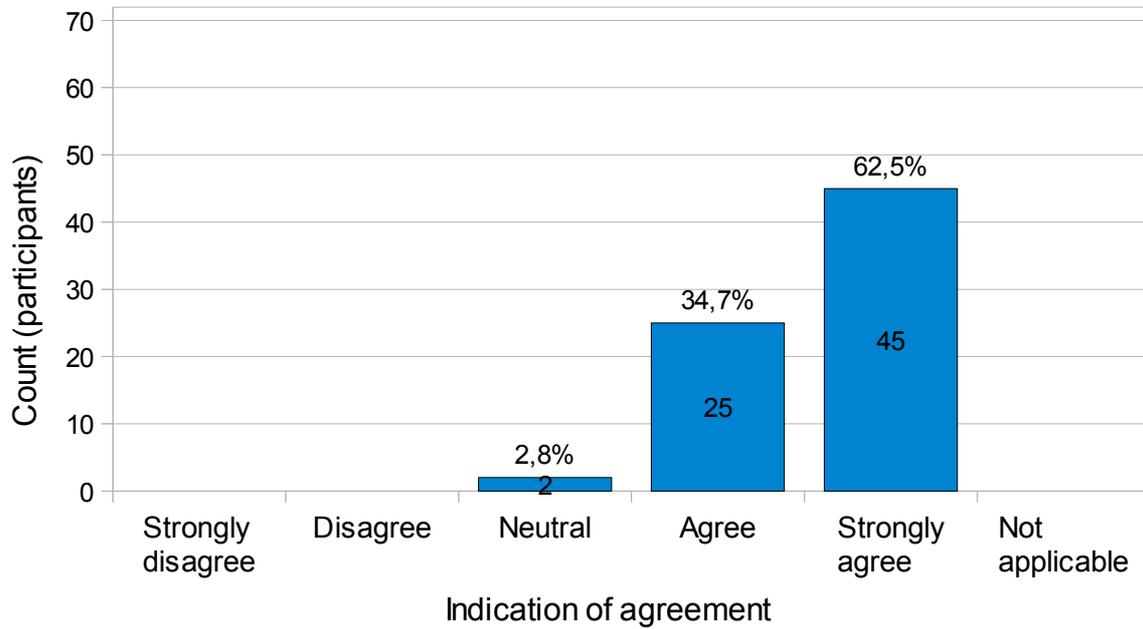


Figure 21: Participants' response to statement: "The tutor offered guidance regarding course activities/assignments".

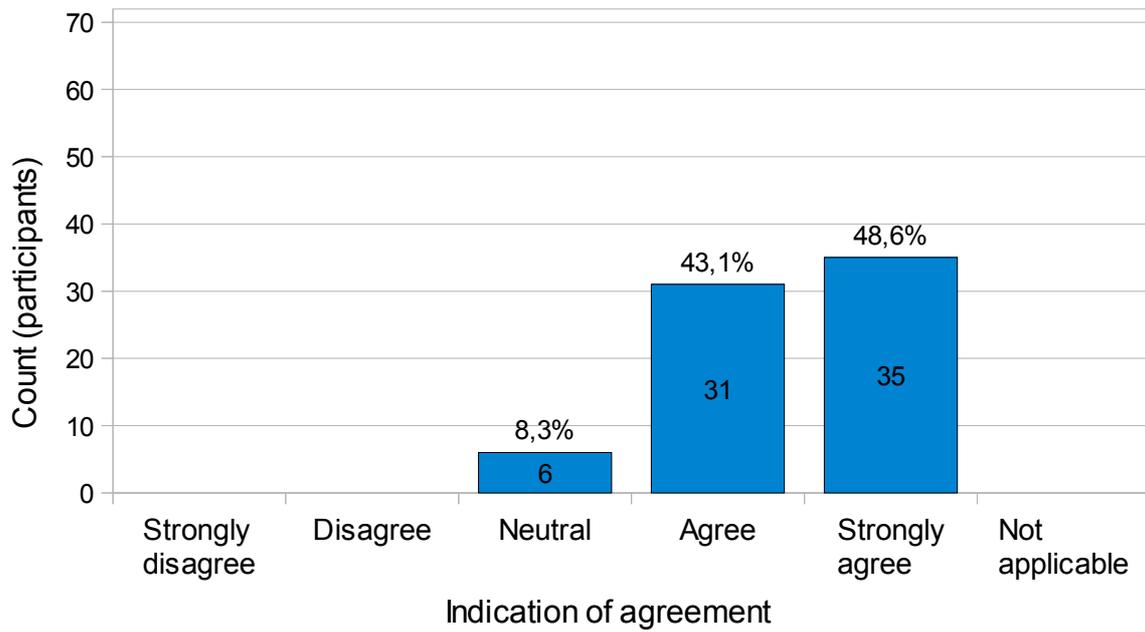


Figure 22: Participants' response to statement: "The tutor encouraged me to discuss with him about the course".

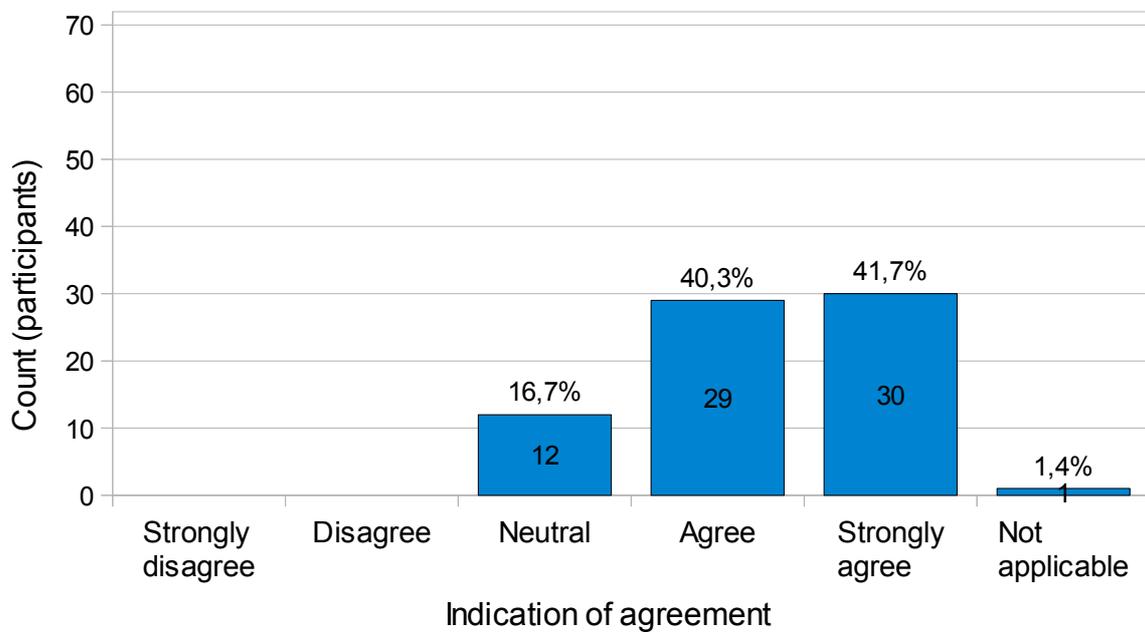


Figure 23: Participants' response to statement: "The tutor encouraged my discussions with other participants".

### 2.5.2 Open-ended question regarding tutor

1. Fine coordination, prompt response to my queries and interaction between participants group.
2. The tutor was present as a catalyst in discussions. He was motivating us to ponder over our thoughts while he was providing the necessary directions.
3. The introductory preparation made by the tutor was exceptional for, beyond the basic concepts, he was providing material that was offering ground for discussions and assignments layout.
4. He was in absolute readiness to answer in all our questions and the material he used was suitable and useful in enhancing the course activities.
5. Keep up the good work to next courses!
6. The tutor was very helpful with his comments.
7. The tutor was always alert for any help or information I needed.
8. No [negative] comment, consistency, feedback and course design were flawless!
9. I believe that he offered sufficient and satisfactory advisory support given the excessive number of participants.
10. Very good work! He was constantly encouraging and his comments were on target and constructive. Moreover, his online presence and guidance were incessant.
11. Very good collection of material. Flexibility and psychological support. Prompt and sound response to all.
12. [He was] consistent, present, noble and directive.
13. I formed a very positive opinion for our tutor as he indeed tried to be omnipresent, to answer eagerly and well-intentionally to all, to be alert for our style (critique etc.) and still leaving great independence with the result the climate to be ideal for one to reflect and be inspired. These outcomes do not concern only my personal communication with the tutor, but because I was reading all his answers to others.
14. Proper guide and positive inspirer; fundamental advantages for adults training.
15. He should proceed with other subjects/courses as well!
16. The tutor performed as a fine adults' trainer.
17. The e-mails he sent were very helpful.

## 2.6 Overall course evaluation

In this section, the mean of each rating scale is presented in parenthesis. On each scale, the leftmost point is anchored at 1 and the rightmost at 5.

### 2.6.1 Quality evaluation

As can be seen in Figures 24-29, participants rated the course highly. More specifically, practically all participants rated the quality of the course as high or very high (4,24), and that they learned quite a lot or a great deal of value (4,44). The majority of participants reported that the course was very or extremely organised (4,24), and that it was very or extremely interesting (4,13). Most participants prognosticated that the course is likely to be of significant value in terms of their future professional practice (4,17). Finally, over nine out of ten participants reported that they would recommend the course to other teachers unhesitatingly (4,92).

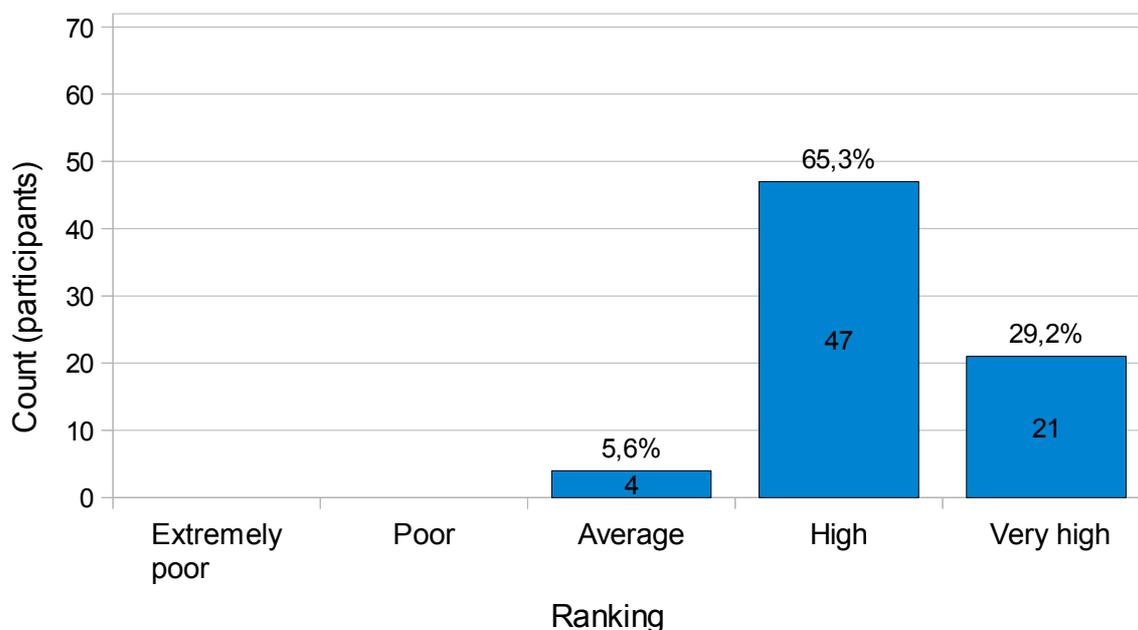


Figure 24: Participants' rating of course quality.

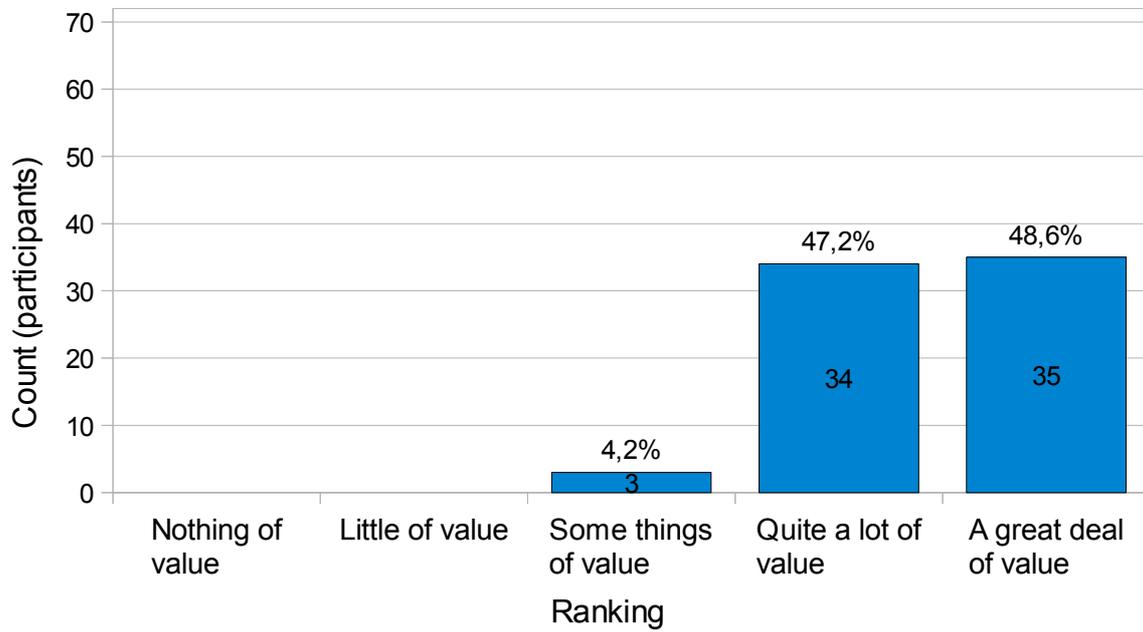


Figure 25: Participants' rating of learning outcomes.

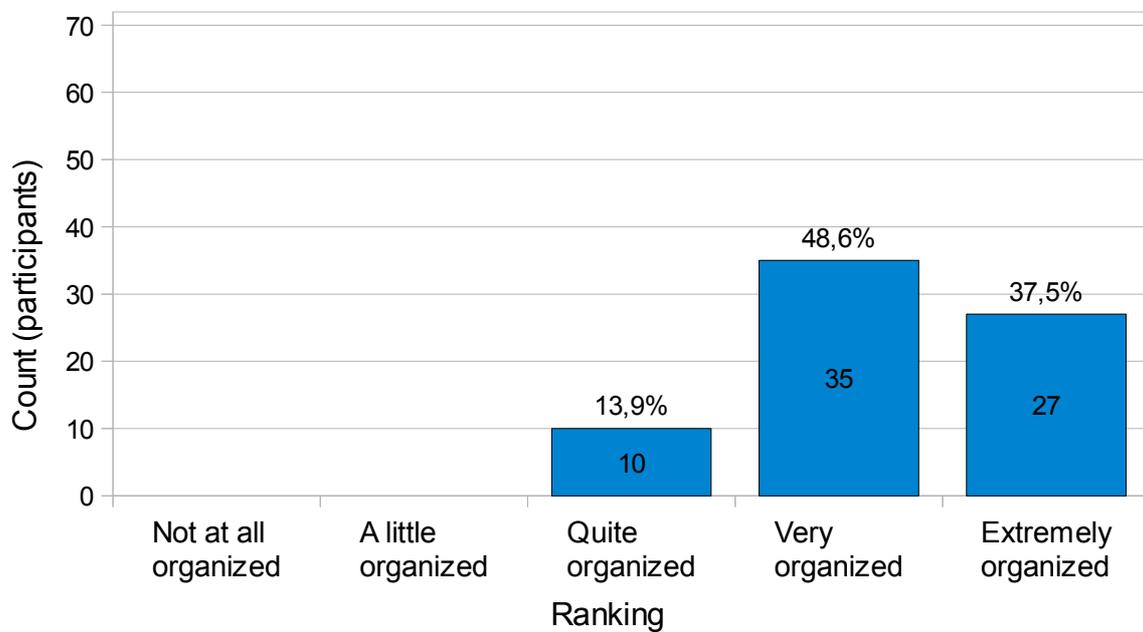


Figure 26: Participants' rating of course organization.

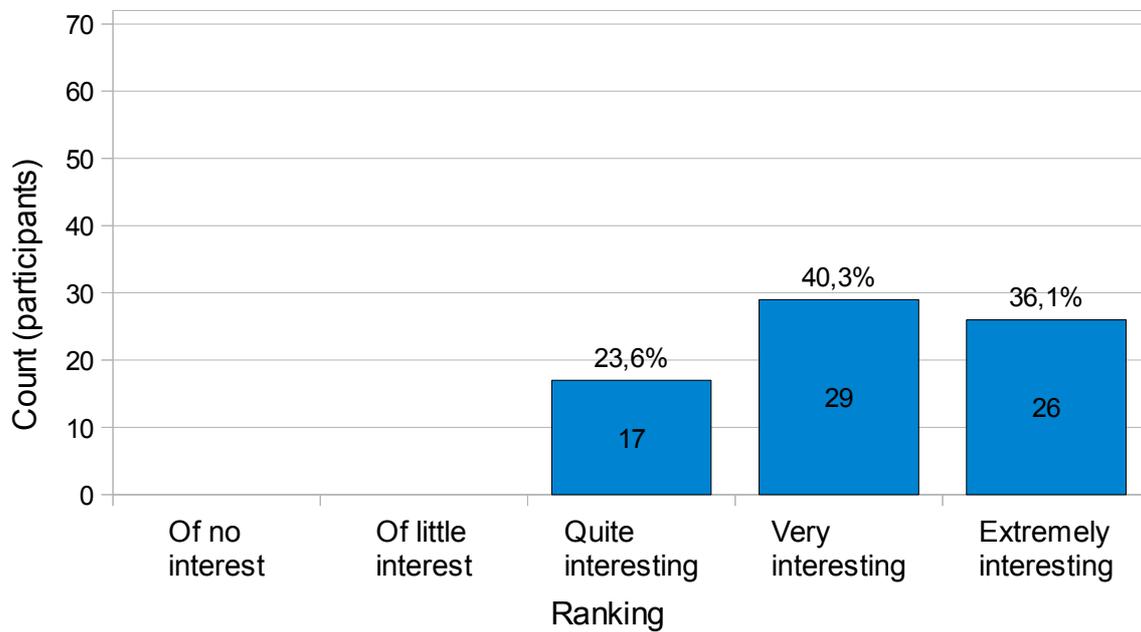


Figure 27: Participants' rating of course interestingness.

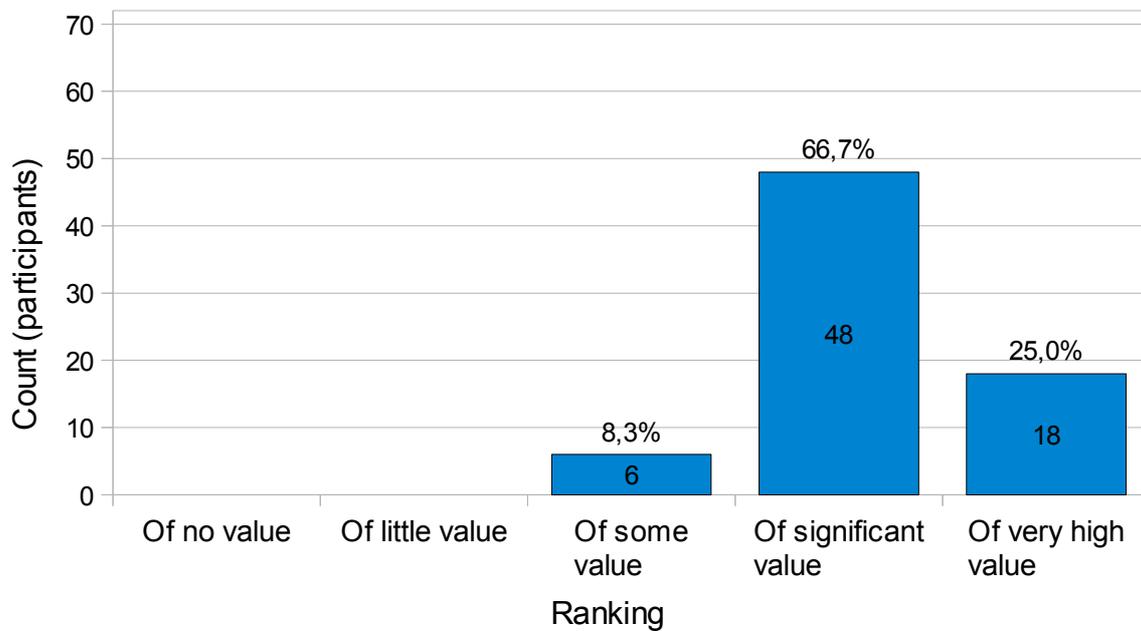


Figure 28: Participants' rating of course usefulness in future professional practice.

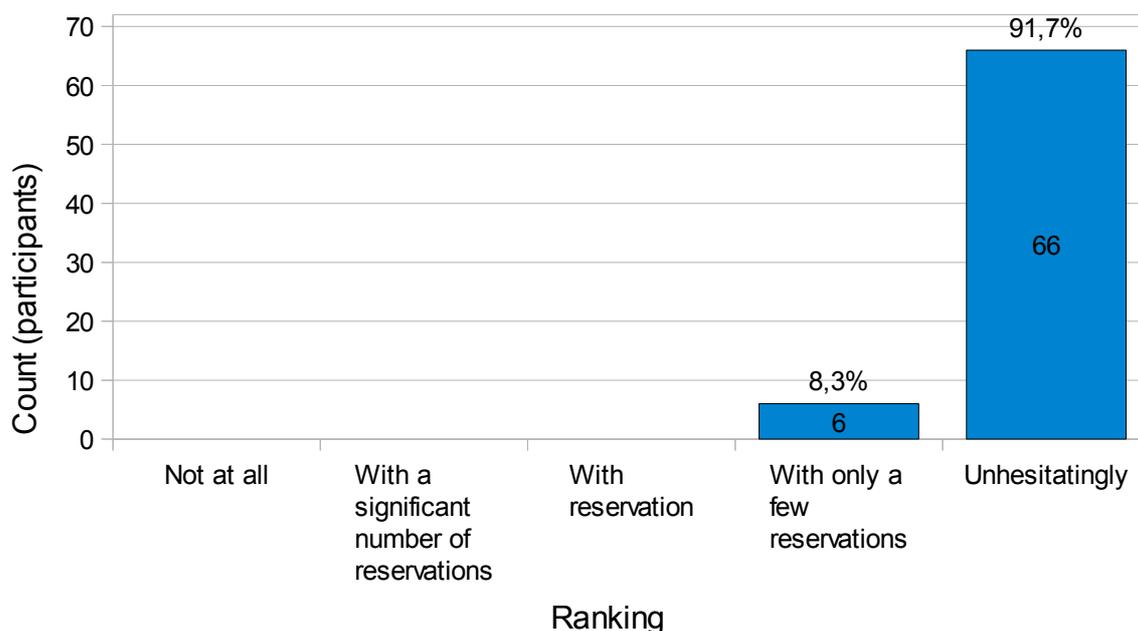


Figure 29: Participants' rating of their willingness to recommend the course to others.

### 2.6.2 Open-ended question regarding reservation

1. Many hours were needed for satisfactory participation in discussions and assignments.
2. It is not in total applicable in classroom. There is not enough available time in class so that it can be embodied in the curriculum and students rarely spend from their free time for such issues.
3. The course duration seemed to me short.

### 2.6.3 Workload evaluation

Participants (N=66) reported that they spent, on average, 19 hours and 40 minutes for studying the material, participating in discussions, and performing assignments. One participant reported spending only 4 hours, while the maximum time spent reported stood at 60 hours. The middle value was 15 hours and 45 minutes. Additionally, according to Moodle statistics, approximately 25000 hits have been made by participants on various

parts of the course during the time period 27/11-25/12. Hence, each participant who completed the course made 340 hits, more or less. Finally, as it is shown in Figure 30, most participants perceived the workload of the course as manageable (3,43).

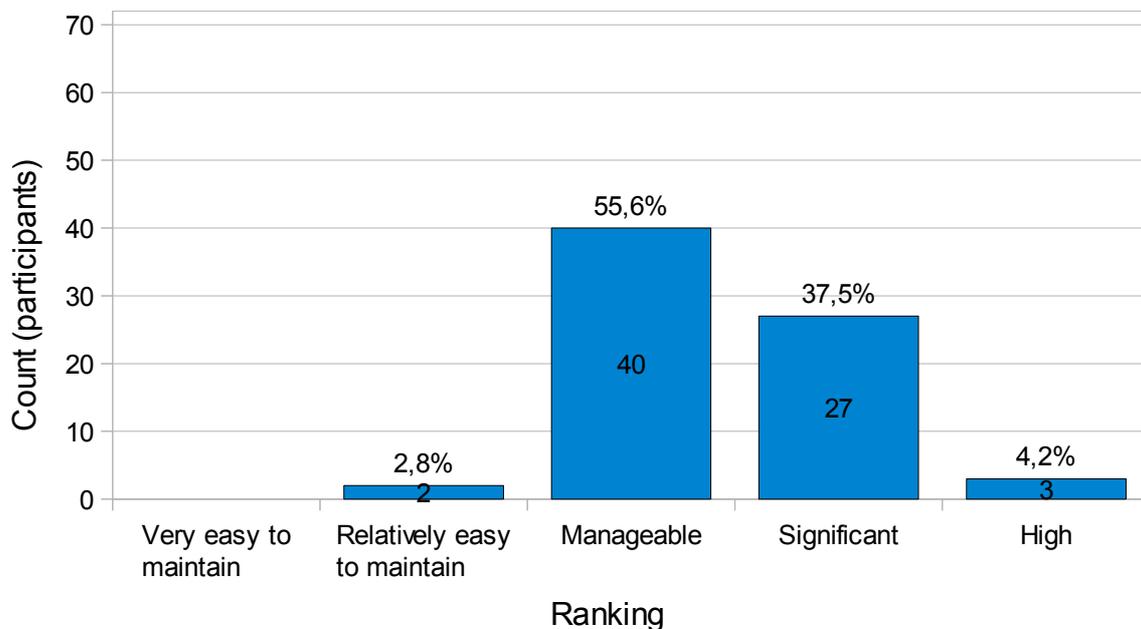


Figure 30: Participants' rating of course workload.

#### 2.6.4 Participants' attitude towards eTwinning

As can be seen in Figures 31-32, participants reported a very favourable attitude towards the eTwinning action and eTwinning projects. More specifically, all participants (100%) had positive or strongly positive inclination towards the eTwinning action and eTwinning projects by the end of the course, and the great majority (94,4%) were intended to start an eTwinning project regarding poverty and social exclusion.

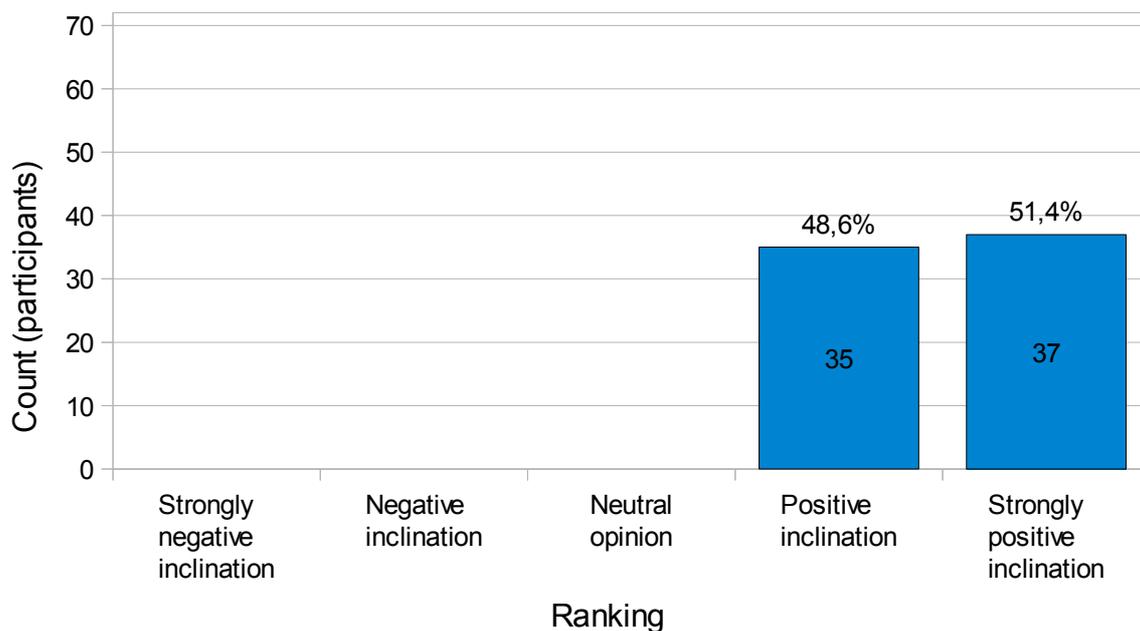


Figure 31: Participants' attitude towards the eTwinning action and eTwinning projects.

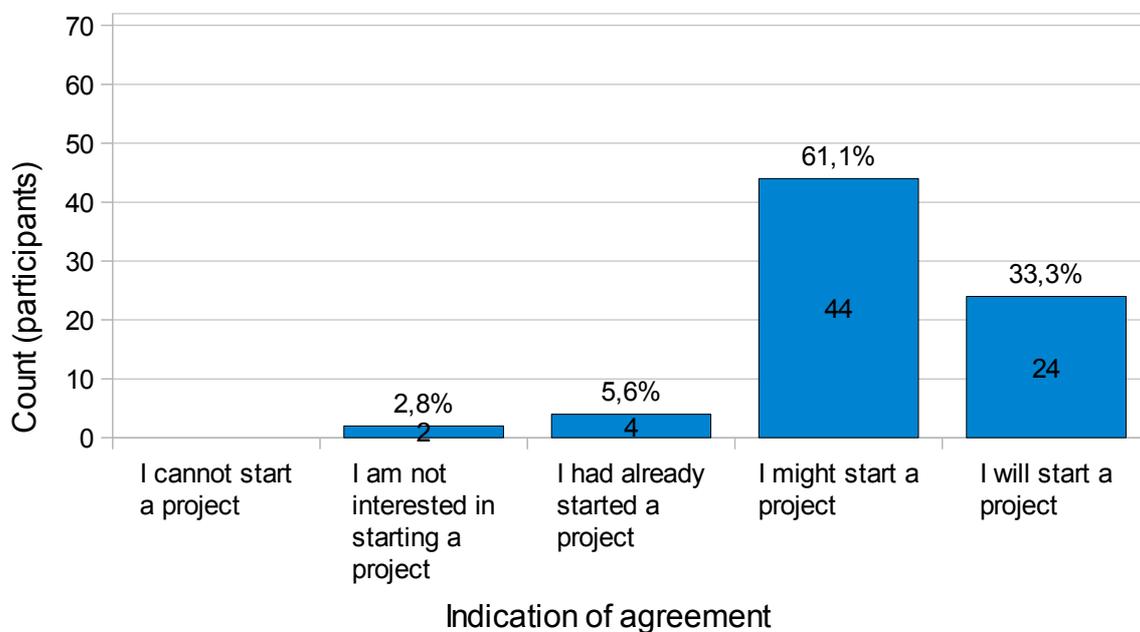


Figure 32: Participants' intention to initiate an eTwinning project regarding poverty and social exclusion.

### **2.6.5 Open-ended question regarding course strengths**

1. Interaction with colleagues and exchange of interesting ideas.
2. a) Facilitation in terms of time (asynchronous and distance learning), b) good organization of content and time management.
3. I participated actively, since I realised that many people engage with issues regarding teaching support through new technologies, which are necessary due to contemporary needs. Additionally, I met some colleagues who are exceptional and who struggle to improve education. I feel privileged both for meeting them and for my "good teacher", whom I would like to have as classmate, colleague, or teacher to my children.
4. It was well organised. The tutor showed understanding as regards the limited time we had.
5. a) Familiarization with pc use, b) exchange views with colleagues, c) familiarization with how the Internet works, d) indulge in poverty and social exclusion issue in world level and in all social classes.
6. Interaction and exchange of views in the course.
7. Interaction with tutor and other participants. Information on possible activities that I will develop during the school year.
8. Interaction between participants and the creative contribution of the tutor.
9. Views exchange with colleagues and raising ideas.
10. Views exchange through discussions which gave me the opportunity to understand (being an amateur) what exactly an [eTwinning] project is and how I can design it and organise it.
11. Exchange of ideas-lesson plans.
12. Flawless organisation of activities/assignments.
13. Information about computer programmes that can be used in classroom.
14. Interaction between participants aiming to enhance suggestions about designed activities and evaluation methods development.
15. The fact that it motivated me to initiate a project.

16. Forming a thoughtful perspective about poverty and social exclusion. Familiarization with how to do an eTwinning project. The opportunity to communicate on forums with people who have similar concerns about the issue.
17. Distance learning.
18. Active participation of both trainer and trainees.
19. Communication and views exchange with colleagues who were unacquainted till now.
20. Communication with people with whom we share same concerns.
21. Its theme-topics.
22. Guidance from the supervisor, discussions and videos regarding the issue.
23. Good organisation, continuous guidance and support from the tutor were very important for attending the course.
24. Good organisation.
25. I think that the topic of the course was very interesting and important for our times. Maybe we will all be helped to seek the real values of life.
26. Discussions and views exchange.
27. Pluralism in participations (over 100 persons), rich content and assignments/outcomes that can be studied again in our own pace/time.
28. Contemporary informative material, interaction and views and content exchange with colleagues of the group, extremely interesting online resources, low implementation cost.
29. Consistent with the social conditions in our country and the world.
30. Intense interest from participants.
31. The topic per se.
32. The greatest benefit for me was that the course organisation taught me many things about my future engagement with eTwinning projects. I learned how a forum operates, which are the common difficulties that teachers encounter during design (e.g., common activities with partner school), the need for further education, e.g. on using tools, etc. I also realised that I "learned" a lot while I was explaining to other colleagues what we were doing on this course.

33. The informative material and the interaction with other colleagues.
34. Exchange with others and with the tutor. (Despite that I did not participate actively I got many things).
35. The informative material. Rich and informative assignments from some colleagues. Ideas and views exchange.
36. The idea of offering something different.
37. I was informed on poverty & social exclusion issue. I also was informed on web 2 tools (wiki) etc. I "met" colleagues with whom we might cooperate on this issue now and in the future.
38. It was flexible, adaptable on special time demands. A very good course, it should be repeated often!
39. Interaction and distance education.
40. Distance education.
41. Communication with colleagues.
42. Study.
43. Presentation of new tools and views exchange.
44. Great participation and interaction.
45. The empowering role of the instructor and the well organised course.
46. Project design, communication between peers.
47. Discussions.
48. High level discussions.

### **2.6.6 Open-ended question regarding course weaknesses**

1. Quite a lot of time was required to read all comments on fora.
2. Time frame was too short, yet an extension was given to submit the 2nd and the 3rd assignment.
3. I could not find any weakness in the course.
4. It is not a weakness of the course per se, but my desire to participate again in a similar course with the same tutor. Thank you very much!

5. I could not find any weakness. Maybe the forum should be kept open because it was needed to exchange constructive views and comments.
6. The time frame was too short. During a week it is not always easy to secure the time needed. Flexibility was needed to submit assignments.
7. Since it touches sensible data of families of children, maybe some more specialized knowledge is needed (e.g. psychology).
8. More material should have been supplied to trainees and exemplary assignments.
9. The lack of synchronous communication, either from distance or real.
10. Short time span of the course.
11. Short time span of the course.
12. Participation of too many trainees and the short time span of the course.
13. Time span of the course.
14. It was tiresome to open all discussions in order to choose to answer to some. We all had as header the topic of the course; only a few posts had a header which was informative. I would prefer a different organization, which would have helped everyone to choose the posts one wants to read and answer them.
15. It was too short and unfortunately this year that I was chosen by lot, I do not teach in a school, so as to take immediate benefit from all the positive things that I got. I hope to keep contact with peer-colleagues and to cooperate in the future, when I will be working -I do hope- in a school.
16. I think participants were more than they should be.
17. Maybe exaggerated expectations and too much material in a short span of time.
18. None.
19. Some discussions which were too extended.
20. Writing too much in discussions.
21. The excessive number of participants.
22. Too many discussion groups. All were interesting but it was impossible to monitor all of them!
23. Discussions in forum were often far from the theme.
24. The fact that we do not meet in life.

25. I believe that it should be clarified from the beginning with which type of poverty and which type of social exclusion we are going to engage, because I think we meant the phenomenon in Europe. Quite frankly, only a few things were heard about that.
26. Many participants had not worked with relevant projects in the past.
27. During the first section, I could not monitor comments and suggestions from everyone. I can not implement some tools without the help of ICT teacher.
28. None.
29. Its range.
30. The short time duration.
31. The short time duration and the fact that participants did not meet.
32. Time pressure.
33. Synchronous communication. If there was synchronous communication, the whole course would have had a totally different flow and more effectiveness.
34. Pc use.
35. Probably it was my weakness. I needed more time and I encountered technical difficulties.
36. Too short time duration; 3 assignments in only a few days.
37. Cliché in discussions.

### 3. Dropout evaluation

#### 3.1 Dropouts' technological & eTwinning profile

The majority of dropouts (90,5%) had medium, at least, level of knowledge in ICT, meaning that they occasionally use 1 or 2 advanced applications such as excel, photoshop, blog, etc.

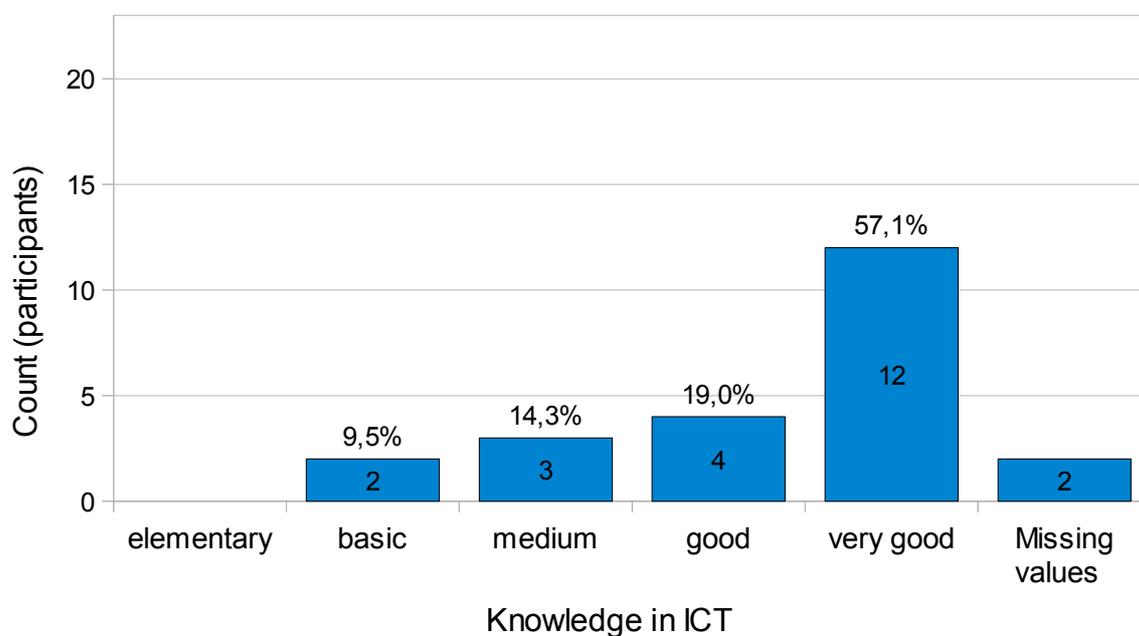


Figure 33: Dropouts' knowledge in ICT.

As it is shown in Figure 34, most dropouts (71,4%) had not completed an eTwinning project.

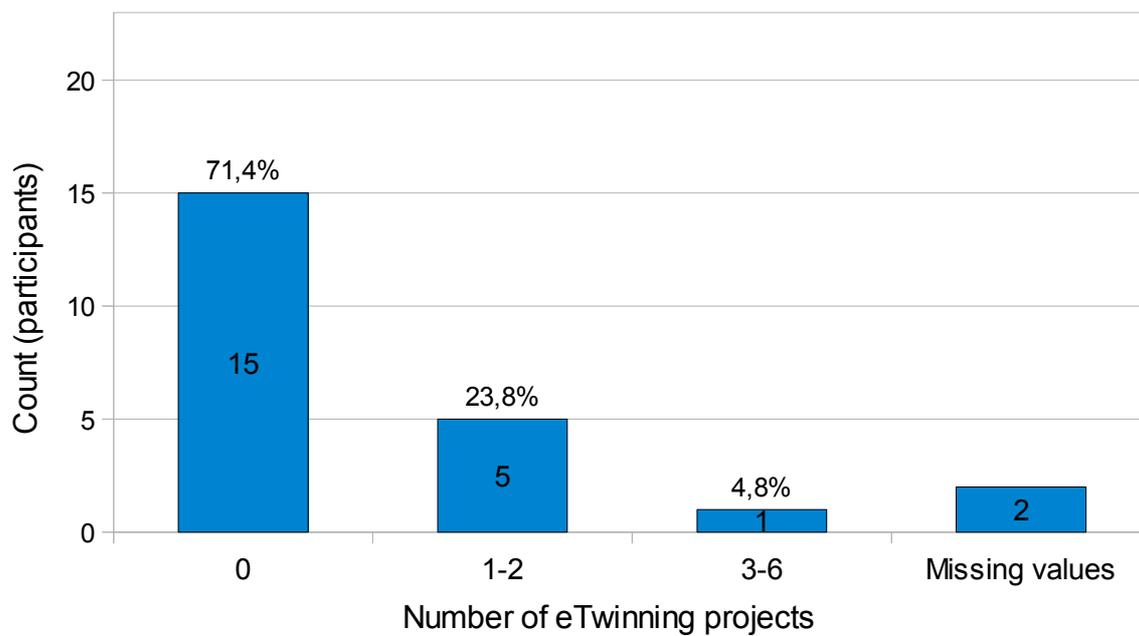


Figure 34: Number of eTwinning projects completed by dropouts.

## 3.2 Dropout reasons

### 3.2.1 Statements regarding dropout

As can be seen in Figure 35, dropouts were not so enthusiastic towards the topic of the course; merely half of them (47,6%) rated the topic as very or extremely interesting. The majority of dropouts (87,0%) reported that family/personal reasons hindered their participation in the course (Figure 36). One-third of dropouts (34,8%) reported unable to cope with course workload (Figure 37). A significant part reported that: (a) limited knowledge/skills in ICT hindered their participation in the course (17,4%; Figure 38), (b) the particular course performance did not stimulate their interest (13,0%; Figure 39), (c) they encountered internet connection problems (13,0%; Figure 40). Finally, all dropouts had no complaint with reference to tutor's support (Figure 41).

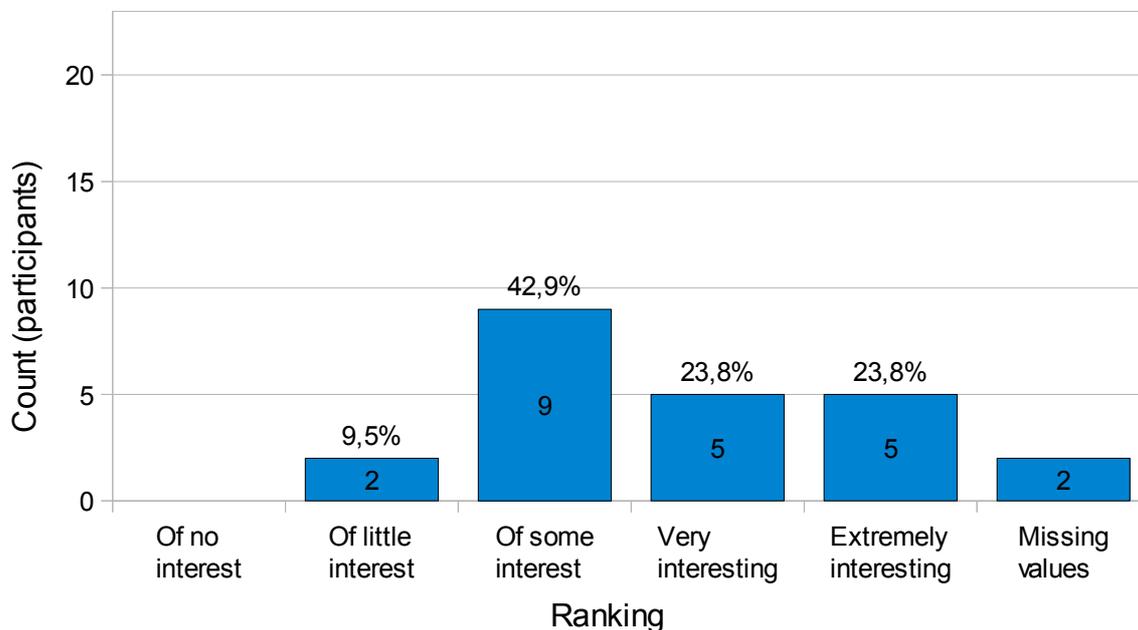


Figure 35: Dropouts' rating of topic interestingness.

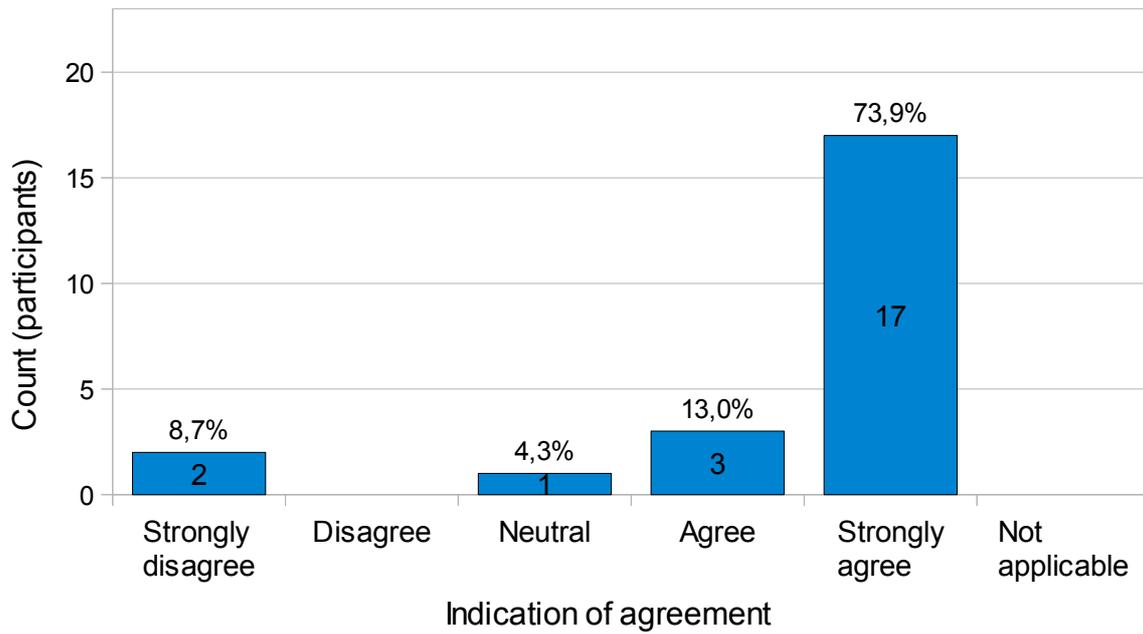


Figure 36: Dropouts' response to statement: "Family/personal reasons hindered my participation in the course".

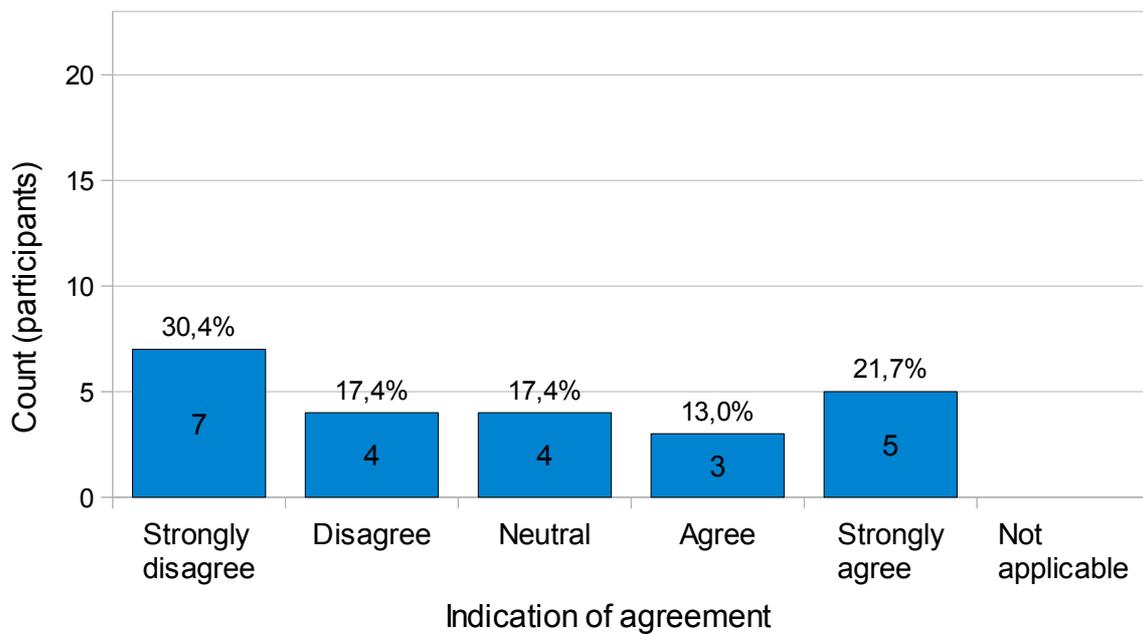


Figure 37: Dropouts' response to statement: "I could not cope with the workload of the course".

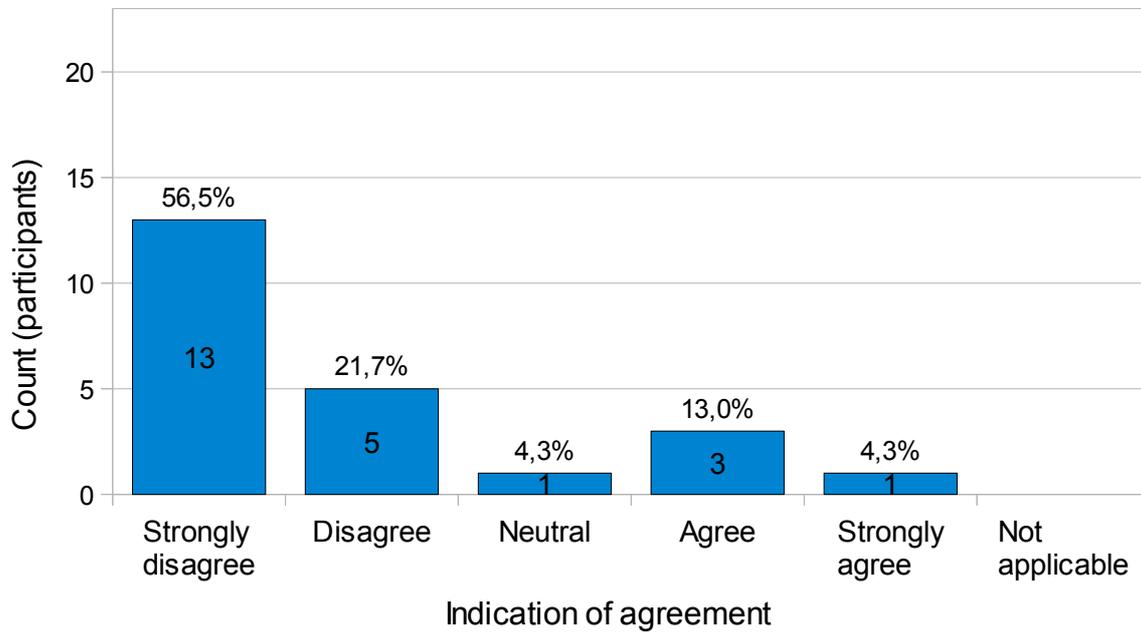


Figure 38: Dropouts' response to statement: "My limited knowledge/skills in new technologies hindered my participation in the course".

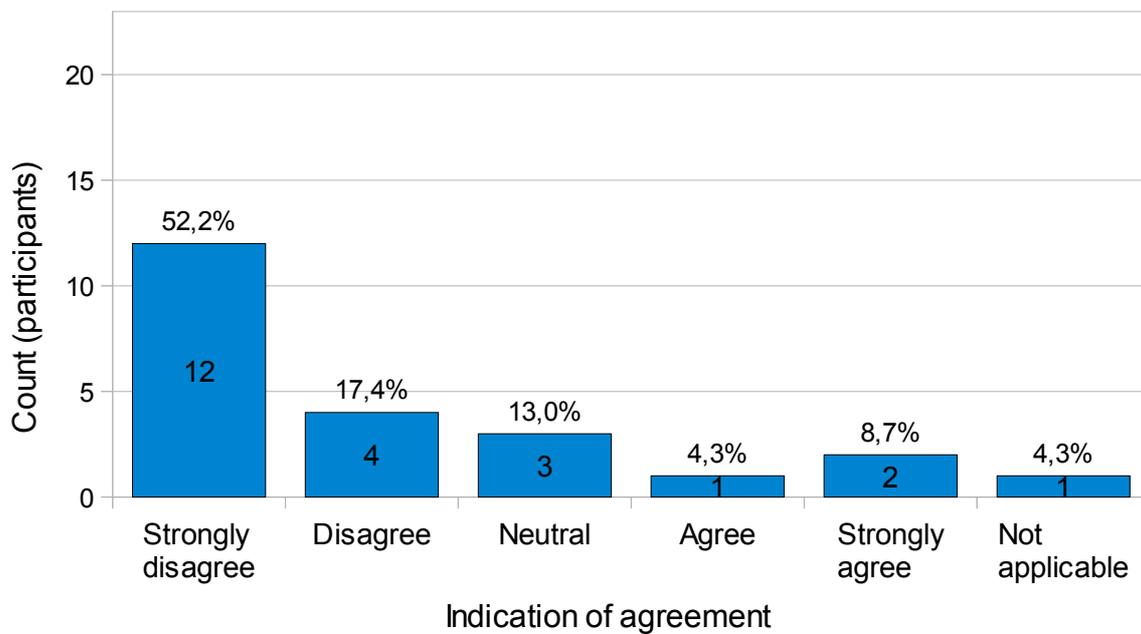


Figure 39: Dropouts' response to statement: "The particular course performance was of no interest to me".

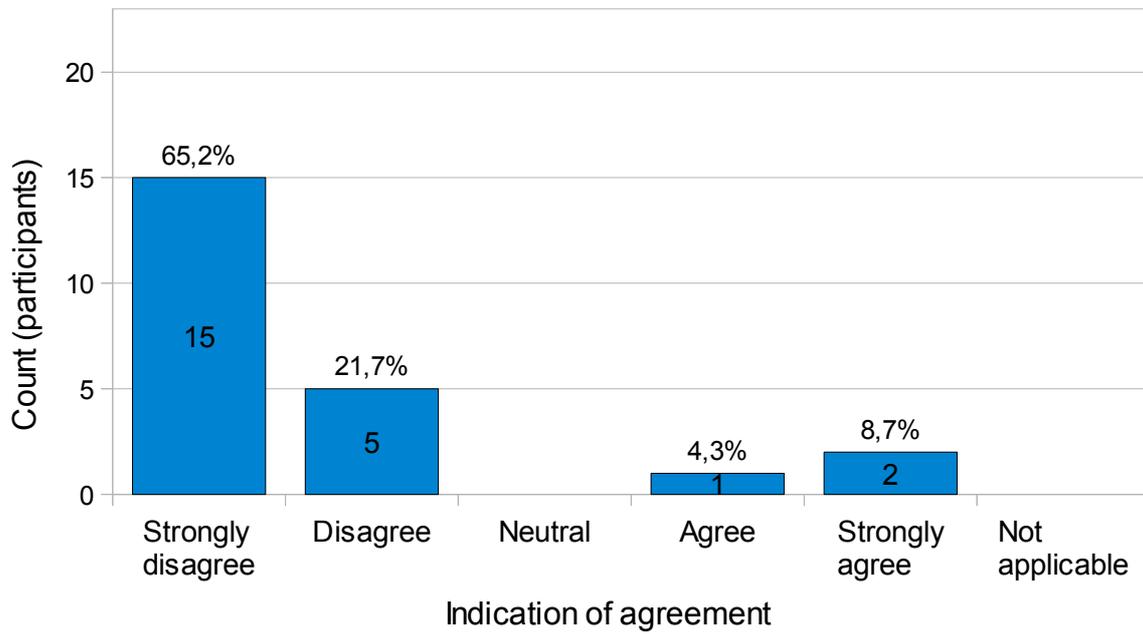


Figure 40: Dropouts' response to statement: "I encountered internet connection problems which hindered my participation in the course".

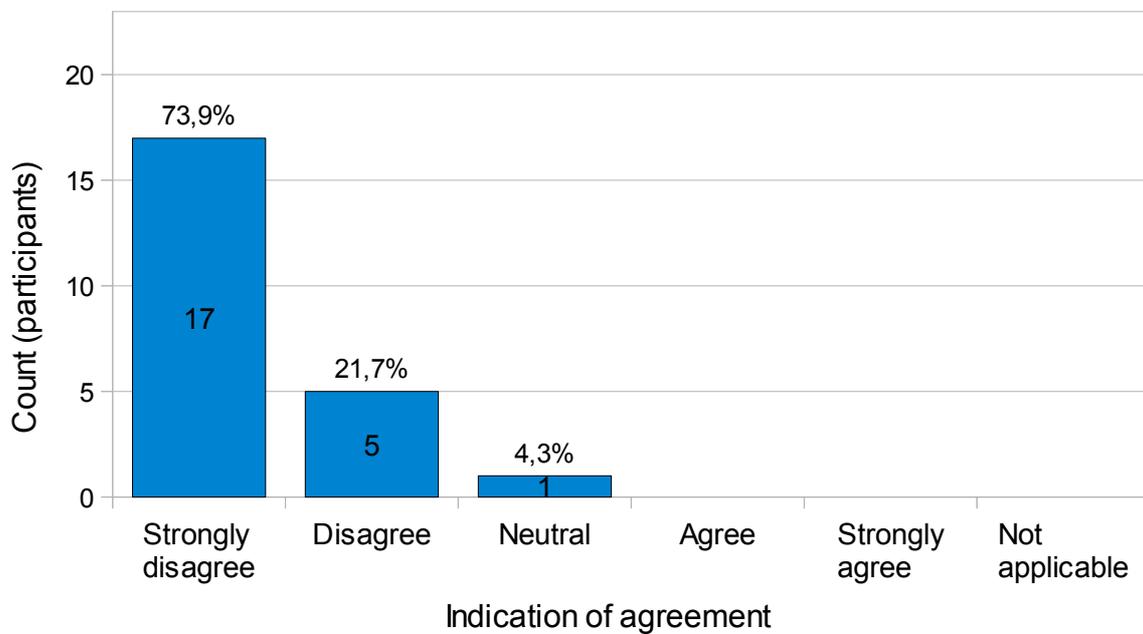


Figure 41: Dropouts' response to statement: "I did not receive the necessary support from the tutor".

### 3.2.2 Open-ended question regarding dropout

1. I m sorry Angelos, but sheer personal reasons kept me out from the course, and not lack of interest or some other difficulty.
2. Maybe the same course structure but with much more time span for development would be more helpful.
3. Mr. Konstantinidis, I am sorry to tell you that this year I am living on a region of [county name], where almost every day I had problems with internet connection. Almost never did I have internet connection. I could log in only when I was in school. However, since I am a German literature teacher I am forced to be in different schools every day. As you can see it was not always feasible to be online and I am really sorry about that. From my little experience of your course, I realized that it was really interesting and that participants presented very interesting ideas. I ask you to forgive me not being able to be consistent with my responsibilities.
4. The current [course] performance where participants should propose a project was not convenient for me. I would expect that the tutor would propose a project plan. Then we would attend how it is implemented and we would be like school pupils. The current course design required preexisting experience which I lacked.
5. Despite that the course was really interesting both with reference to material, but mostly with reference to discussions and ideas, I think that the timeframe was too short to implement all these assignments. At the same time, course dates coincided with heavy workload at home, due to end of the 1st school term at Secondary school, which resulted not to be able to meet the requirements of the course.
6. Due to many obligations I could not follow course's pace, however course structure seemed to me very friendly and functional. I think that it is a very good practice that can be used by teachers. Either way I am a member of etwinning, and I will probably need help for a potential project. Very good and structured work. I would like you to keep me informed for similar attempts. Thank you for your time.
7. In a short time span we had to do so many things. During this time period, we, teachers of Secondary school, are very stressed due to teaching, testing, grading,

etc. Still, I learned a lot I did not know before and I thank you very much. Additionally, I haven't found the 4th assignment learning how to learn. MERRY CHRISTMAS.

8. In [village name] where I live I do not have internet access.
9. The course was very interesting, yet pragmatic reasons, unpredictable and unfortunate circumstances were an obstacle in fulfilling my responsibilities. It's a pity that the procedure is so strict and leaves no chance. Tutor's support was especially encouraging. I wish you merry Christmas. Keep up the good work.
10. The course was wonderful and I thank you very much for accepting me. Unfortunately, due to personal reasons, which were overwhelming, I could not cope with my responsibilities. I apologise for the inconvenience I may caused. I hope that another time I may participate.
11. My dropout was not due to your course or to its organization, but due to my liability. Your work, your effort and your labor deserve congratulations only!
12. Dropout reasons were sheer personal, and were due to exceptional problems and of the fact that I was not familiarized with the tools (if I were more familiarized, I believe that I would participate at least partially, since I would need less time to do the assignments!) which I had not estimated, and not with the course which I deemed to be very interesting and very effectively designed.
13. I am sorry that I could not manage to complete the course. I had an obligation with my postgraduate course and I did not have internet connection where I was. Keep up the good work. I thank you for everything.
14. For sheer personal reasons I could not follow the interesting topic of your course. I wish you Merry Christmas. (personal email)
15. I humbly apologise for not participating in the course, but a serious illness of a close relative did not allow me to participate in the course. I feel that the course was successfully completed and I hope that I may participate in a new course in the future. I wish you merry Christmas and, OVER AND ABOVE, to have GOOD HEALTH. I wish that the new year would bring to all people whatever they wish. (personal email)

## 4. Questionnaires

### 4.1 Course evaluation questionnaire

#### Ατομικά στοιχεία

**\*1. Σε ποιο επίπεδο θα κατατάσσατε τον εαυτό σας με βάση τις γνώσεις που έχετε για τη χρήση των νέων τεχνολογιών;  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

αρχάριο (π.χ. ξέρω να κάνω χρήση μόνο κάποιων εφαρμογών στο internet)

βασικό (π.χ. χρησιμοποιώ το word συχνά και έχω email)

μέτριο (π.χ. κάνω περιστασιακή χρήση 1-2 προχωρημένων εφαρμογών όπως excel, photoshop, blog κτλ)

καλό (π.χ. κάνω συχνή χρήση 1-2 προχωρημένων εφαρμογών όπως excel, photoshop, blog κτλ)

πολύ καλό (π.χ. κάνω χρήση αρκετών προχωρημένων εφαρμογών)

\*

**2. Πόσα προγράμματα eTwinning έχετε πραγματοποιήσει; (μέχρι 30 Οκτωβρίου 2010)**

**Επιλέξτε μια από τις παρακάτω απαντήσεις**

κανένα

1-2

3-6

7-10

πάνω από 10

## Αξιολόγηση του πληροφοριακού υλικού

## Ερωτήσεις αξιολόγησης σχετικά με το πληροφοριακό υλικό του μαθήματος.

\*

**3. Δηλώστε κατά πόσο συμφωνείτε ή όχι με τις παρακάτω προτάσεις (διαβαθμίστε όλες τις περιπτώσεις).**

	Διαφωνώ πολύ	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ πολύ	Δεν γνωρίζω/μη εφαρμόσιμο
Οι στόχοι του μαθήματος ήταν σαφείς						
Το εκπαιδευτικό υλικό που χρησιμοποιήθηκε βοήθησε στην καλύτερη κατανόηση του θέματος						
Η διάδραση με την πληροφορία (π.χ. ερωτήσεις πολλαπλής επιλογής) έκανε το πληροφοριακό υλικό πιο κατανοητό						
Η χρήση βίντεο έκανε το πληροφοριακό υλικό πιο κατανοητό						

**4. Έχετε επιπλέον σχόλια σχετικά με το πληροφοριακό υλικό του μαθήματος; (προαιρετικό)**

## Αξιολόγηση των εργασιών

Ερωτήσεις αξιολόγησης σχετικά με τις εργασίες του μαθήματος.

**\*5. Δηλώστε κατά πόσο συμφωνείτε ή όχι με τις παρακάτω προτάσεις (διαβαθμίστε όλες τις περιπτώσεις).**

	Διαφωνώ πολύ	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ πολύ	Δεν γνωρίζω/μη εφαρμόσιμο
Οι εργασίες με βοήθησαν να κατανοήσω το θέμα του μαθήματος						
Η πραγματοποίηση των εργασιών απαιτούσε κριτική σκέψη-εμβάνθυνση και όχι απλή απομνημόνευση						
Οι εργασίες αύξησαν το ενδιαφέρον μου για μελέτη του πληροφοριακού υλικού						
Οι εργασίες αύξησαν το ενδιαφέρον μου για παρακολούθηση/συμμετοχή στις συζητήσεις του μαθήματος						
Τα σχόλια του εκπαιδευτή στην 1η εργασία που υπέβαλα με βοήθησαν να υλοποιήσω τη 2η εργασία						
Η 3η εργασία (αξιολόγηση 2 άλλων εργασιών) με βοήθησε να αναπτύξω ικανότητες αυτοαξιολόγησης (π.χ. μπορώ να κρίνω ευκολότερα αν η δραστηριότητα που σχεδιάζω θα είναι επιτυχημένη ή όχι)						
Τα σχόλια του εκπαιδευτή στις εργασίες που υπέβαλα υποκίνησαν το ενδιαφέρον μου για το μάθημα						

**6. Έχετε επιπλέον σχόλια σχετικά με τις εργασίες του μαθήματος; (προαιρετικό)**

## Αξιολόγηση των συζητήσεων

**Ερωτήσεις αξιολόγησης σχετικά με τις συζητήσεις του μαθήματος.**

**\*7. Δηλώστε κατά πόσο συμφωνείτε ή όχι με τις παρακάτω προτάσεις (διαβαθμίστε όλες τις περιπτώσεις).**

	Διαφωνώ πολύ	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ πολύ	Δεν γνωρίζω/μη εφαρμόσιμο
Οι συζητήσεις ήταν ενδιαφέρουσες και με παρακινούσαν να συμμετέχω						
Ο σχολιασμός των προτάσεων μου από άλλους συμμετέχοντες με διευκόλυνε ώστε να τις βελτιώσω						
Οι συζητήσεις αύξησαν το ενδιαφέρον μου για μελέτη του πληροφοριακού υλικού						
Οι συζητήσεις με βοήθησαν να αναπτύξω ικανότητες αυτοαξιολόγησης (π.χ. διάβαζα τις προτάσεις των άλλων και προσπαθούσα να βρω τα θετικά και τα αρνητικά σημεία)						
Οι συζητήσεις με βοήθησαν να καταλάβω πότε μια eTwinning δραστηριότητα μπορεί να είναι επιτυχημένη						

**\*8. Πόσο χρόνο (σε ώρες) αφιερώσατε συνολικά για να συμμετάσχετε στις συζητήσεις (ανάγνωση και γράψιμο σχολίων);**

**\*9. Πόσα σχόλια γράψατε; (κατά προσέγγιση)**

**10. Έχετε επιπλέον σχόλια σχετικά με τις συζητήσεις του μαθήματος; (προαιρετικό)**

## Αξιολόγηση του εκπαιδευτή

## Ερωτήσεις αξιολόγησης σχετικά με τον εκπαιδευτή.

**\*11. Δηλώστε κατά πόσο συμφωνείτε ή όχι με τις παρακάτω προτάσεις (διαβαθμίστε όλες τις περιπτώσεις).**

	Διαφωνώ πολύ	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ πολύ	Δεν γνωρίζω/μη εφαρμόσιμο
Ο εκπαιδευτής παρείχε καθοδήγηση σχετικά με τις δραστηριότητες/εργασίες του μαθήματος						
Ο εκπαιδευτής με ενθάρρυνε να συζητήσω μαζί του σχετικά με το μάθημα						
Ο εκπαιδευτής ενθάρρυνε τις συζητήσεις μου με τους υπόλοιπους συμμετέχοντες						
Τα σχόλια του εκπαιδευτή (στις συζητήσεις και στα προσωπικά email) ήταν επικοδομητικά						
Είμαι ικανοποιημένος με την υποστήριξη που έλαβα από τον εκπαιδευτή						

**12. Έχετε επιπλέον σχόλια σχετικά με τον εκπαιδευτή; (προαιρετικό)**

## Γενικότερη αξιολόγηση του μαθήματος

**\*13. Συνολικά, η ποιότητα του μαθήματος ήταν:  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

- Πολύ χαμηλή
- Χαμηλή
- Μέτρια
- Υψηλή
- Πολύ υψηλή

**\*14. Συνολικά, το μάθημα ήταν:  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

- Καθόλου ενδιαφέρον
- Λίγο ενδιαφέρον
- Αρκετά ενδιαφέρον
- Πολύ ενδιαφέρον
- Εξαιρετικά ενδιαφέρον

**\*15. Συνολικά, το μάθημα ήταν:  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

- Καθόλου οργανωμένο
- Λίγο οργανωμένο
- Αρκετά οργανωμένο
- Πολύ οργανωμένο
- Εξαιρετικά οργανωμένο

**\*16. Συμμετέχοντας σε αυτό το μάθημα, έμαθα:  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

- Τίποτα που να έχει αξία
- Ελάχιστα πράγματα που έχουν αξία
- Μερικά πράγματα που έχουν αξία
- Αρκετά πράγματα που έχουν αξία
- Πολλά πράγματα που έχουν αξία

**\*17. Η χρησιμότητα του μαθήματος στη μελλοντική μου επαγγελματική πρακτική πιθανότατα θα είναι:  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

Χωρίς καθόλου αξία

Ελάχιστης αξίας

Μέτριας αξίας

Σημαντικής αξίας

Υψηλής αξίας

**\*18. Αν επαναλαμβανόταν το μάθημα θα το συνιστούσα σε άλλους εκπαιδευτικούς:**

**Επιλέξτε μια από τις παρακάτω απαντήσεις**

Δεν θα το συνιστούσα καθόλου

Με πολύ επιφύλαξη

Με επιφύλαξη

Με λίγες επιφυλάξεις

Θα το συνιστούσα αμέσως

**18β. Ποιες είναι οι επιφυλάξεις σας σχετικά με το μάθημα;  
(προαιρετικό)**

**\* 19. Πόσο χρόνο (σε ώρες) αφιερώσατε συνολικά για να συμμετάσχετε στο μάθημα (μελέτη υλικού, συμμετοχή σε συζητήσεις, υλοποίηση εργασιών);**

**\*20. Γενικότερα, ο φόρτος εργασίας (π.χ. μελέτη υλικού, συμμετοχή σε συζητήσεις, υλοποίηση εργασιών) για τη συμμετοχή στο μάθημα μου φάνηκε:**

**Επιλέξτε μια από τις παρακάτω απαντήσεις**

Μηδαμινός

Ελάχιστος

Μέτριος

Σημαντικός

Υψηλός

**\*21. Με την ολοκλήρωση του μαθήματος:****Επιλέξτε μια από τις παρακάτω απαντήσεις**

Είμαι διατεθειμένος απολύτως αρνητικά προς τη δράση eTwinning και τα eTwinning projects

Είμαι διατεθειμένος αρνητικά προς τη δράση eTwinning και τα eTwinning projects

Έχω ουδέτερη άποψη για τη δράση eTwinning και τα eTwinning projects

Είμαι διατεθειμένος θετικά προς τη δράση eTwinning και τα eTwinning projects

Είμαι διατεθειμένος απολύτως θετικά προς τη δράση eTwinning και τα eTwinning projects

**\*22. Με ποια από τις παρακάτω προτάσεις συμφωνείτε περισσότερο όσον αφορά την πραγματοποίηση ενός eTwinning project για τη φτώχεια/κοινωνικό αποκλεισμό:****Επιλέξτε μια από τις παρακάτω απαντήσεις**

Δεν μπορώ να ξεκινήσω ένα project για τη φτώχεια/κοινωνικό αποκλεισμό

Δεν με ενδιαφέρει να ξεκινήσω ένα project για τη φτώχεια/κοινωνικό αποκλεισμό

Είχα ξεκινήσει πριν τη συμμετοχή μου στο μάθημα ένα project για τη φτώχεια/κοινωνικό αποκλεισμό

Κάποια στιγμή στο μέλλον πιθανόν να ξεκινήσω ένα project για τη φτώχεια/κοινωνικό αποκλεισμό

Θα ξεκινήσω ένα project για τη φτώχεια/κοινωνικό αποκλεισμό το συντομότερο δυνατό

**22β. Για ποιον/ποιους λόγους δεν μπορείτε να ξεκινήσετε ένα project για τη φτώχεια/κοινωνικό αποκλεισμό; (προαιρετικό)**

**22β. Για ποιον/ποιους λόγους δεν ενδιαφέρεστε να ξεκινήσετε ένα project για τη φτώχεια/κοινωνικό αποκλεισμό; (προαιρετικό)**

**23. Ποιο πιστεύετε ότι ήταν το μεγαλύτερο προσόν του μαθήματος; (προαιρετικό)**

**24. Ποια πιστεύετε ότι ήταν η μεγαλύτερη αδυναμία του μαθήματος; (προαιρετικό)**

## 4.2 Course evaluation questionnaire (translated from Greek)

### Personal details

**\*1. To which level would you rank yourself as regards your knowledge in new technologies use? Choose one among the following answers**

elementary (e.g. I know how to use minimum internet applications)

basic (e.g. I use word processor quite often and I have e-mail account)

medium (e.g. I occasionally/sometimes use 1 or 2 advanced applications as excel, photoshop, blog etc)

good (e.g. I often use 1 or 2 advanced applications as excel, photoshop, blog etc)

very good (e.g. I use several advanced applications)

\*

**2. How many eTwinning projects have you carried through (until the 30th October 2010)? Choose one among the following answers**

none

1-2

3-6

7-10

more than 10

## Informative material evaluation

### Evaluating questions regarding the informative content of the course..

**\*3. Indicate your agreement (or otherwise) with the following statements (rank all statements).**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/Not applicable
Lesson goals were clear						
The informative material contributed in better understanding the subject						
Interaction with information (e.g. through multiple choice questions) made the informative material more understandable						
The use of videos made the informative material more understandable						

**4. Do you have further comments regarding the informative material of the course? (optional)**

## Assignments evaluation

### Evaluating questions regarding course assignments.

**\*5. Indicate your agreement (or otherwise) with the following statements (rank all statements).**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/Not applicable
Assignments helped me better understand the course subject						
Completion of assignments demanded deep, critical thinking and not bare memorization						
Assignments raised my interest in studying the informative material						
Assignments raised my interest in attending/ contributing to course discussions						
Tutor's comments on my 1st submitted assignment helped me complete the 2nd assignment						
The 3rd assignment (evaluation of 2 peer assignments) helped me develop self evaluation competence (e.g. I can now easier esteem whether the activity I plan will be successful or not)						
Tutor's comments on my submitted assignments were motivating in my course participation						

**6. Do you have further comments regarding the course assignments? (optional)**

## Discussions evaluation

**Evaluating questions regarding course discussions.**

**\*7. Indicate your agreement (or otherwise) with the following statements (rank all statements).**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/Not applicable
Discussions were interesting and motivated my participation						
Other participants' comments on my suggestions facilitated my efforts to improve them						
Discussions raised my interest in studying the informative material						
Discussions helped me develop self evaluation competence (e.g. while reading peer suggestions I was trying to pinpoint positives and negatives)						
Discussions helped me understand when an eTwinning activity might be successful						

**\*8. How much time (in hours) did you spend for your taking part in course discussions (reading and writing comments)?**

**\*9. How many comments did you write? (approximately)**

**10. Do you have any further comments to make regarding course discussions? (optional)**

### Tutor evaluation

#### Evaluating questions regarding the tutor.

**\*11. Indicate your agreement (or otherwise) with the following statements (rank all statements).**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/Not applicable
The tutor offered guidance regarding course activities/assignments						
The tutor encouraged me to discuss with him about the course						
The tutor encouraged my discussions with other participants						
Tutor's comments (to discussions and personal e-mails) were constructive						
I am satisfied with the support I received from the tutor						

**12. Do you have any further comments regarding the tutor? (optional)**

## Overall course evaluation

**\*13. Overall, I found the quality of this course to be:  
Choose one among the following answers**

Extremely poor

Poor

Average

High

Very high

**\*14. Overall, I found the course to be:  
Choose one among the following answers**

Of no interest

Of little interest

Quite interesting

Very interesting

Extremely interesting

**\*15. Overall, I found the course to be: Choose one among the following answers**

Not at all organized

A little organized

Quite organized

Very organized

Extremely organized

**\*16. By participating in this course I learned:  
Choose one among the following answers**

Nothing of value

Little of value

Some things of value

Quite a lot of value

A great deal of value

**\*17. In terms of my future professional practice the course is likely to be:**

**Choose one among the following answers**

- Of no value
- Of little value
- Of some value
- Of significant value
- Of very high value

**\*18. If the course was repeated I would recommend it to other teachers: Choose one among the following answers**

- Not at all
- With a significant number of reservations
- With reservation
- With only a few reservations
- Unhesitatingly

**18β. If you had reservations you would share, what would they be? (Optional)**

**\* 19. Overall, how much time (in hours) did you spend on the course? (for studying the material, participating in discussions, performing assignments)**

**\*20. Overall, I found the workload on this course (study the material, participate in discussions, and perform assignments) to be:**

**Choose one among the following answers**

- Very easy to maintain
- Relatively easy to maintain
- Manageable
- Significant
- High

**\*21. By the end of the course:****Choose one among the following answers**

- I have strongly negative inclination towards the eTwinning action and eTwinning projects
- I have negative inclination towards the eTwinning action and eTwinning projects
- I have neutral opinion towards the eTwinning action and eTwinning projects
- I have positive inclination towards the eTwinning action and eTwinning projects
- I have strongly positive inclination towards the eTwinning action and eTwinning projects

**\*22. With which of the following aspects do you mostly agree in terms of initiating an eTwinning project regarding poverty and social exclusion?****Choose one among the following answers**

- I cannot start a project regarding poverty and social exclusion
- I am not interested in starting a project regarding poverty and social exclusion
- I had already started a project regarding poverty and social exclusion (before my participation in the course)
- I might start a project regarding poverty and social exclusion in the future
- I will start a project regarding poverty and social exclusion as soon as possible

**22β. For what reason you feel you cannot start a project regarding poverty and social exclusion? (optional)**

**22β. For what reason you are not interested in starting a project regarding poverty and social exclusion?(optional)**

**23. What was the greatest strength of this course? (optional)**

**24. What was the greatest weakness of this course? (optional)**

## 4.3 Dropout questionnaire

**Σε ποιο επίπεδο θα κατατάσσετε τον εαυτό σας με βάση τις γνώσεις που έχετε για τη χρήση των νέων τεχνολογιών;  
Επιλέξτε μια από τις παρακάτω απαντήσεις**

αρχάριο (π.χ. ξέρω να κάνω χρήση μόνο κάποιων εφαρμογών στο internet)

βασικό (π.χ. χρησιμοποιώ το word συχνά και έχω email)

μέτριο (π.χ. κάνω περιστασιακή χρήση 1-2 προχωρημένων εφαρμογών όπως excel, photoshop, blog κτλ)

καλό (π.χ. κάνω συχνή χρήση 1-2 προχωρημένων εφαρμογών όπως excel, photoshop, blog κτλ)

πολύ καλό (π.χ. κάνω χρήση αρκετών προχωρημένων εφαρμογών)

**\* Πόσα προγράμματα eTwinning έχετε πραγματοποιήσει; (μέχρι 30 Οκτωβρίου 2010)**

**Επιλέξτε μια από τις παρακάτω απαντήσεις**

κανένα

1-2

3-6

7-10

πάνω από 10

**\* Το θέμα του μαθήματος (φτώχεια και κοινωνικός αποκλεισμός) ήταν για μένα:**

**Επιλέξτε μια από τις παρακάτω απαντήσεις**

Καθόλου ενδιαφέρον

Λίγο ενδιαφέρον

Αρκετά ενδιαφέρον

Πολύ ενδιαφέρον

Εξαιρετικά ενδιαφέρον

**\*Δηλώστε κατά πόσο συμφωνείτε ή όχι με τις παρακάτω προτάσεις (διαβαθμίστε όλες τις περιπτώσεις).**

	Διαφωνώ πολύ	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ πολύ	Δεν γνωρίζω/μη εφαρμόσιμο
Οι περιορισμένες γνώσεις/ικανότητες μου στις νέες τεχνολογίες ήταν εμπόδιο στη συμμετοχή μου στο μάθημα						
Οικογενειακοί/προσωπικοί λόγοι (π.χ. έλλειψη χρόνου) στάθηκαν εμπόδιο στη συμμετοχή μου στο μάθημα						
Δεν μπορούσα να ανταπεξέλθω στο φόρτο εργασίας του μαθήματος (ήταν πολύ υψηλός)						
Αντιμέτωπισα προβλήματα σύνδεσης στο διαδίκτυο που εμπόδισαν τη συμμετοχή μου στο μάθημα						
Η συγκεκριμένη υλοποίηση του μαθήματος δεν μου κέντρισε το ενδιαφέρον						
Δεν έλαβα την απαραίτητη υποστήριξη από τον εκπαιδευτή του μαθήματος						

**Παρακαλούμε σημειώστε οποιοδήποτε άλλο σχόλιο σχετικά με τη συμμετοχή σας στο μάθημα: (προαιρετικό)**

## 4.4 Dropout questionnaire (translated from Greek)

**To which level would you rank yourself as regards your knowledge in new technologies use? Choose one among the following answers**

elementary (e.g. I know how to use minimum internet applications)

basic (e.g. I use word processor quite often and I have e-mail account)

medium (e.g. I occasionally/sometimes use 1 or 2 advanced applications as excel, photoshop, blog etc)

good (e.g. I often use 1 or 2 advanced applications as excel, photoshop, blog etc)

very good (e.g. I use several advanced applications)

\*

**2. How many eTwinning projects have you carried through (until the 30th October 2010)? Choose one among the following answers**

none

1-2

3-6

7-10

more than 10

**\*I found the topic of the course (poverty and social exclusion) to be: Choose one among the following answers**

Of no interest

Of little interest

Of some interest

Very interesting

Extremely interesting

**\*Indicate your agreement (or otherwise) with the following statements (rank all statements).**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't Know/Not applicable
My limited knowledge/skills in new technologies hindered my participation in the course						
Family/personal reasons (e.g. lack of time) hindered my participation in the course						
I could not cope with the workload of the course (it was unmanageable)						
I encountered internet connection problems which hindered my participation in the course						
The particular course performance was of no interest to me						
I did not receive the necessary support from the tutor						

**Please, add any other comment you wish to make regarding your participation in the course (optional)**

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Hellenic National Support Service of the eTwinning action

<http://www.etwinning.gr/>

email: [etwinning@sch.gr](mailto:etwinning@sch.gr)



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ



Education and Culture DG

Lifelong Learning Programme