Office Eco Consultant

KA2 Strategic partnership for
Innovation and Exchange of Good Practices
KA204 Strategic Partnership for adult education
2018-1-LT01-KA204-047022

ERASMUS + project: "Office ECO Consultant"
Training System Verification Report

The aim of our work was to analyse gathered data in order to determine the usefulness of the Online Learning Environment, which was developed as a part of the ERASMUS + project: "*Office ECO Consultant*". The data were obtained using online validation questionnaire *„Office ECO Consultant Training Course evaluation questionnaire "*, which is a survey evaluating the online learning course presented by the representatives of Project partners.

The aforementioned questionnaire consists of 7 parts: 1. Personal information; 2. Evaluation of Course Structure and Content; 3. Expectations; 4. Training course assessment; 5. E-Learning Pace and Navigation; 6. Interactivity and Visual Design; 7. Overall Experience.

Based on the data provided regarding personal information, it was noted that the majority of those who took part in the survey work in the office environment in various institutions, associations, enterprises, etc. Professional profiles of our respondents include: managers, advisors, assistants, pedagogical staff, project coordinators, etc.

During the whole evaluation process all 6 modules of the "*Office ECO Consultant*" training course as well as the Online Learning Platform were evaluated.
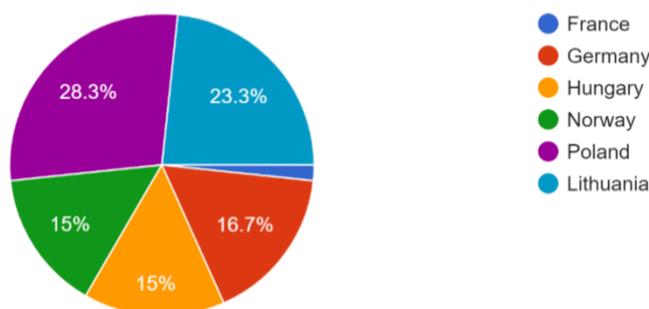
Country
60 responses

Diagram 1: The distribution of participants by country
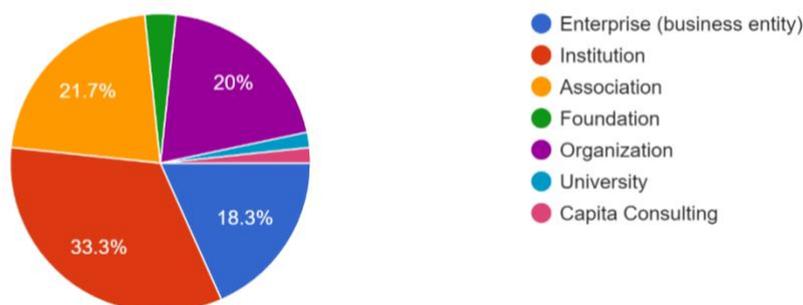
Work place
60 responses

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KA204 Strategic Partnership for adult education
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Diagram 2: The distribution of participants by workplace

2. Evaluation of Course Structure and Content

The findings made analysing the feedback regarding Course Structure and Content are as follows:

- The majority of respondents felt that the content was arranged in a clear and logical way – 33 (55,0%) out of 60 respondents gave it the highest evaluation mark and 26 (43,3%) people gave it the second highest mark (diagram 3).
- Based on the opinion of more than 96,7 % of those surveyed, course curriculum is instrumental in achieving the learning objectives (diagram 3).
- 60 % of the participants (36 people) agree that the amount of material presented is adequate for this type of course and 33,3 % (20 people) agree strongly (diagram 3).
- Regarding the opinion whether the content of the e-learning modules is consistent with the stated learning objectives – all 60 (100,0 %) respondents state that they agree or agree strongly with this statement (diagram 3).

Diagram 3: Module structure and content

| The module content was arranged in a clear and logical way. | The module material is instrumental in achieving the learning objectives. | The amount of material presented within the module is adequate for this type of course. | The learning module content is consistent with its stated learning objectives. |
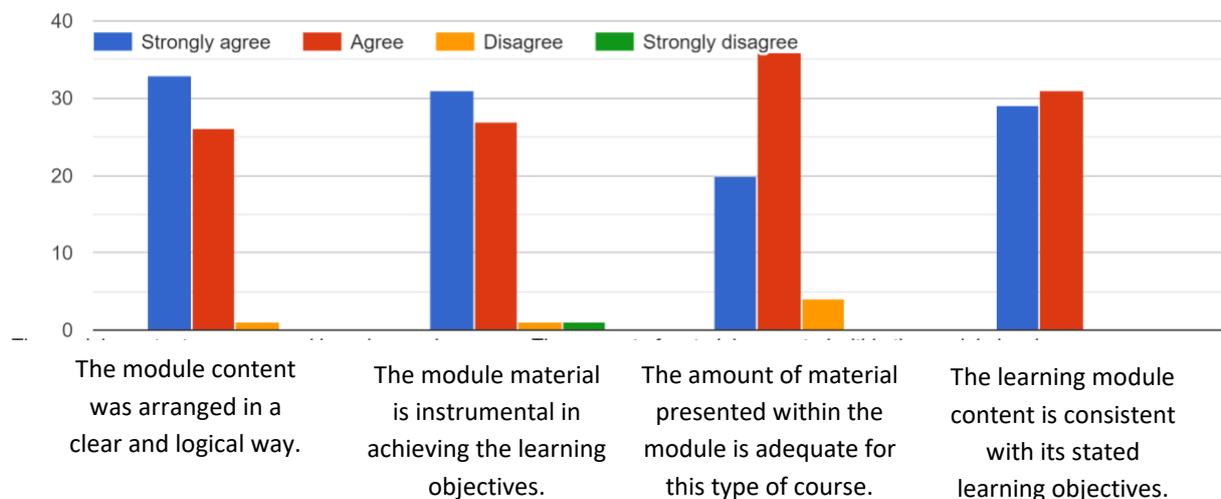
Speaking about the main strengths of this online learning course, the majority of reviewers indicated the teaching course as being very clear, easy to understand, well organized and properly detailed. The language, definitions, tips, and facts were often regarded as interesting and relevant. It was also found that the course opens new perspectives, is good for group work and helps to raise awareness about environmental protection. According to respondents "Information was presented well, all relevant points covered; knowledge received is practical and useful for everyday work in the office".

When the subjects were questioned regarding the main weaknesses of the course, substantial part of those interviewed reported no drawbacks – this result has further

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strengthened our confidence regarding this course and the online learning tool. Others did manage to mention some weakness and noted that the course might have been longer, some parts could be elaborated on more thoroughly, course lacks visual (tables, pictures, videos, etc.), some parts are too superficial and are only suitable as introduction to the topic of ecology and eco-friendly office work.

When asked to provide possible solutions and/or improvements, respondents noted that it would be useful to allow you to see what mistakes you made on the test, perhaps even provide some explanations as well. Other suggestions included providing learners with more links, pictures, videos, statistical data on the topic.

Broadly speaking, despite the fact, that some participants did name some disadvantages, the data gathered through questionnaire have failed to provide us with substantial reasons for major changes regarding the online learning tool. In our view, most of the findings are only speculations that do not require major alterations. Based on the overall response to the aforementioned questions, mild changes could be made, however Office ECO Consultant course is generally appropriate to use.

3. Feedback regarding the Expectations of trainees

In this section, trainees were asked to answer short open questions providing the information regarding their expectations and general impression. When asked to name the main strengths of the module, respondents provided a variety of answers. To name a few: "great tips, useful and practical information; great structure and content", "The text is easy to read and understand", "Interesting and up-to-date content, clear definitions and practical examples provided", "The content is provided in a clear and transparent way, allowing the achievement of the assumed learning objectives", "opens up new perspectives, good for group work", "Information is presented well, all relevant points covered; knowledge received is practical and useful for everyday work in the office", etc.

Secondly, piloting participants were asked to name the main weaknesses of the module. More than a half of all respondents did not name any weaknesses, which reflects the quality of the training program and E-learning platform as well. Others did point out some things that could be improved, such as: "Some topics could be expanded", "too short, might have included more statistical data", "it would be beneficial to enrich the module with additional forms of communication, visualization of the content", "The topic is so interesting that it can be supplemented with specific examples of solutions in this area used by different countries", etc.

Lastly, trainees were asked if they had any other suggestions, further comments on previous choices and/or recommendations. For the majority of them, there was nothing to add, although a couple of people did point out that more interesting facts and data could be included, an off-line version should also be made available, some more pictures and of graphs could be included, more links and additional reading material could be added, etc. The partnership took the aforementioned comments into consideration and is considering expanding the modules when it will be possible.

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KA204 Strategic Partnership for adult education
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4. Evaluation of the Training Course

The findings made analysing the feedback regarding Training Course Assesemtn are as follows:

- The majority of respondents felt that the course structure was arranged in a clear and logical way – 40 (67,0%) out of 60 respondents gave it the highest evaluation mark and 18 (30%) people gave it the second highest mark (diagram 4).
- Based on the opinion of 95,0 % of those surveyed, course content is instrumental in achieving the learning objectives (diagram 4).
- 57 % of the participants (34 people) agree that the amount of material presented is adequate for this type of course and 33,3 % (20 people) agree strongly (diagram 4).
- Regarding the opinion whether E-learning course is a useful tool for acquiring new skills required for work in the green sector – 57 (95,0 %) respondents state that they agree or agree strongly with this statement (diagram 4).

Diagram 4: Course structure and content
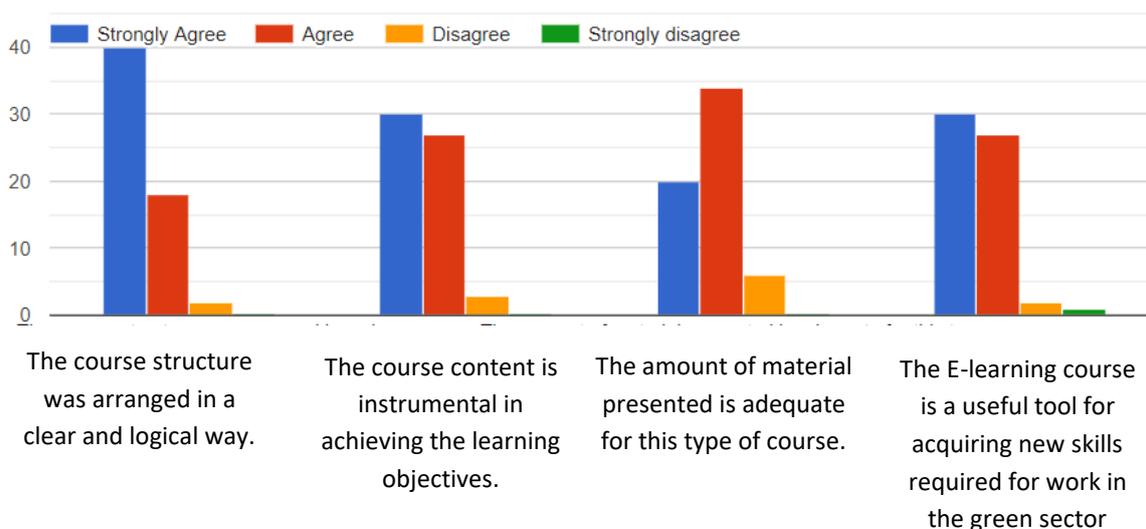
In addition, trainees were asked to name the main strengths of this e-learning platform. According to the results, these include: "Great design, lovely colours; easy to use and understand", "Easy approach, well structured", "Nicely looking, clear enough where all information is, includes interesting facts", "Modern, nicely done, structure is good, has self-evaluation section", "I could go back and read again the materials when I needed", "easy to understant, all modules and each lessons are separate; learned can review both the whole course and separate modules; tests are nicely done", etc. As for the weaknesses, almost half of the participants said that there are none. Others did name some minor one, for instance: "lack of pictures, videos, etc.", "slow loading", "can't be used off-line". Since the fact that the system takes time to load was brought up a couple of times it should be noted, that due to a big amount of material and a specific way this interactive platform functions, there is nothing to be done

about it. As for other comments and suggestions, partners are willing to take them into consideration.

## 5. Evaluation of E-Learning Pace and Navigation

The first question regarding pace and navigation of the E-Learning Course, was whether the e-learning environment is easy to navigate. 62% of the study population strongly agree and 35% agree that the online learning platform is indeed easy to use.

What is more, very few participants (only 3%) indicated that it was rather unclear where to click in order to move forward/advance/access desired content – in other words the findings point out that the E-Learning platform is arranged in a clear and logical way.

In addition to that, the majority of respondents (98%) claim to be satisfied with the LMS (Learning Management System) setup and e-learning access. Only 1 person of those interviewed stated otherwise. Thus, since this is only a sporadic opinion expressed only by a single respondent, it cannot be considered statistically significant and cannot determine the overall evaluation of the E-learning platform.

6. Interactivity and Visual Design

Diagram 5:

This e-learning course contained opportunities for interactive learning.
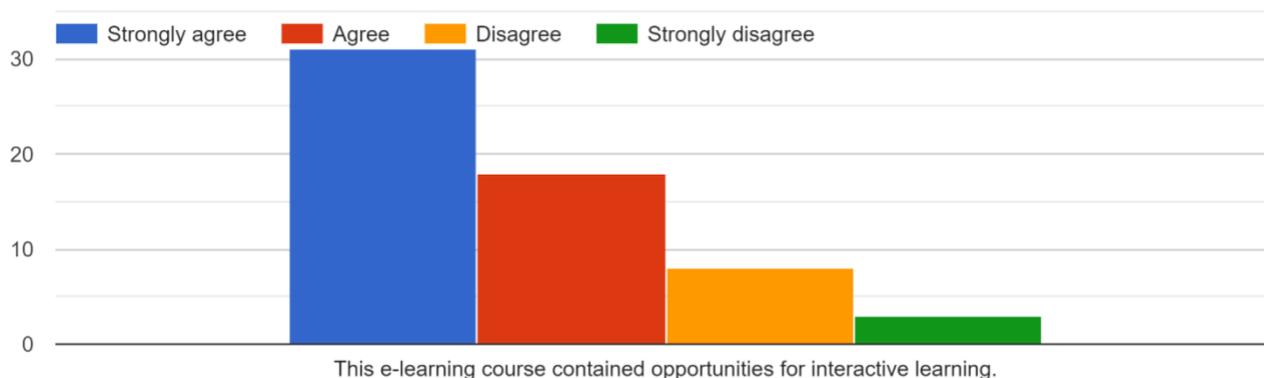
When asked if the E-learning course contained opportunities for interactive learning, the majority of respondents (49 people, 82%) agreed and/or strongly agreed with this statement.

In addition, most of those surveyed gave the course the highest possible evaluation mark – 4 points (53,3%), another 28,3% gave it the second hight mark (3 points).

Rate the overall aesthetic of the course content and materials.

60 responses
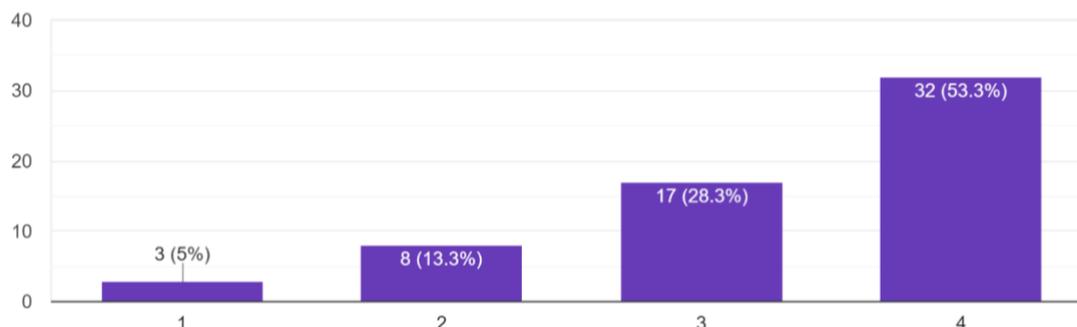
7. Evaluation of the overall experience

Finally, participants were asked to evaluate the overall experience. According to the gathered data, the majority of surveyed trainees (68.9%) would prefer this course to be taught online. In addition, the majority of respondents (77.9%) evaluated the technical quality of the platform as good or very good.

You would prefer this course being taught in the classroom over the e-learning setting?

58 responses