

Evaluation



„Establishing of a European IT-based Learning Platform
for further education in organic food retailing“

DE/10/LLP-LdV/TOI/147366

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1. Introduction

The project: „Establishing of a European IT-based Learning Platform for further education in organic food retailing“ was realized as continuation and development of former Leonardo da Vinci projects of Institut Equalita and other partner organizations.

The external evaluation was carried out as an accompanying process during the whole project duration. The evaluator checked the results of every work process step and gave the feedback and inputs by reports and at the partner meetings.

An comprehensive evaluation report was delivered as midterm evaluation report and with this final evaluation report.

In the following is analyzed the structure and background of the project, the goals and target groups, the work process, the testing and the finalization of results.

2. Partner organizations

Partners in this project, and some of them in a long partnership with the aim to develop further education in this specialized market for organic food in Europe, are:

- Associazione Terre dell'Adriatico (Italy)
- Ecological-Cultural Association Ziarno (Poland)
- ECOZEPT (France)
- FORUM Berufsbildung e.V. (Germany)
- Institut equalita (Germany)
- Organic Retailers Association (Austria)
- SPES Zukunftsakademie (Austria)
- The Higher School “Agricultural College”, resp.
University of Agribusiness and Rural Development (Bulgaria)
- ŽIVÝ VENKOV o.s. (Czech Republic)

The partner organizations represent important stakeholders of the branches, from educational institutes up to organic trade. The experts of these institutions were not only competent partners for the development and adaptation of the materials and learning units. They are also the most important actors for the dissemination and especially implementation of the finalized e-learning systems.

3. Information about the organic food market situation

In the evaluation of the e-learning it must be imagined that all partners are service provider in a very dynamic situation of the market development.

The market is growing up and the shopping places continue to increase.

More than 60% of the conversion in the specialized trade is made with fresh products.

The customer structure changes it is not more homogeneous.

The requirements at assortments, shopping place and personnel change

The personnel is young and has no background knowledge over the production of ecological food.

In this situation of the market there is a great need for qualified personnel. They must have knowledge about the products – about the customers and about the organization of the biological production and about the food market.

All project partners take it for granted that the market can only grow if the people working there, be it executives or the sales and organising staff, have been trained well.

To make this training effective and quickly modifiable for the present needs of the market its necessary to create modern learning units for self-learning or for blended learning or as learning material for courses. Therefore the steering team set high objectives.

4. Objectives of the project

- Establish a European E-Learning Platform, offering vocational qualifications in the field of organic retail.
- Create a comprehensive IT-based learning platform with 12 basic E-Learning units
- Adaptation to six partner countries, according to their special national conditions and requirements.

5. Target Groups

In general the target groups and users - direct and indirect beneficiaries - are:

- Educational institutes providing qualification and training for organic trade, teacher, students in Germany and English speaking countries,
- Staff and managers of organic retail, professional associations,
- Entrepreneurs, consultants and other stakeholders of the branch in Austria, Bulgaria, Czech Republic, France, Germany, Italy, Poland. and English speaking countries

More specified for the organic retail sector direct beneficiaries are:

- People who want to learn about organic – interested customer –unemployed people – people who need a job – founder
- People, working in a shop – as stuff – as entrepreneur –
- People, working for a grocery – working in direct marketing for the producer
- People, working in a normal supermarket
- People, working in bio-restaurants or
- People working in big catering

This e-learning system is designed in the first phase for small and middle organic food stores. It will be a preparation for already engaged and future employees, and for starting entrepreneurs, to learn and support practical everyday business.

In the second phase the e-learning system can become useful also for the food retail chain stores or for the great German bio business. Further improvement especially with practical hints or lines of arguments for the everyday customer relationship should be added as key element in each module.

6. Structure of learning units

Introduction

0. How to learn successful online

Module 1: Basic -knowledge

1. Trading in Organic Food
2. Organic Farming
3. Organic food processing

Module 2: Product Knowledge

4. Bread and cereals
5. Fruits and vegetables
6. Milk and dairy products

Module 3: Product Knowledge

7. Cheese
8. Oil and Fats
9. Soya

Module 4: Operational-knowledge

10. Handling of merchandise and goods
11. Economy
12. Marketing and communication

7. Results

All results planned have been realized and delivered

- An e-learning system and platform in German and English language is established with 12 basic modules/units and the appropriate learning tools and environment.
- Transfer, adaptation and translation into the other partner countries and languages - Bulgarian, Czech, French, Italian and Polish - had been finished.
- Testing phase of the e-learning system and platform was carried out in all partner countries in the planned way and strategy.
- Evaluation of the testing phase in all partner countries had been carried out and documented.
- Dissemination and implementation starts with signing a contract for a professional usage of the platform in all partner-countries and development of first offers in the educational partner institutions or by cooperation negotiations with external institutions.

8. How the objectives were reached

- Based on 30 printed distance learning units the content for the 12 e-learning modules and units was selected and transferred to e-learning content.
- The Content Management System Moodle was installed at the platform pf the German partner Forum Berufsbildung.
- First version of the e-learning system, modules and units were created by German speaking partner in German language.
- The German version was translated in English.
- Than the other partner translated and adapted it to their language and national versions, according to their special national conditions and requirements.
- Than the testing has been carried out with min. 15 participants in all partner countries by questionnaires and interviews
- Based this all partners did an evaluation of the testing phase and documented the results in a testing report.

- All partner organizations revised the national versions and modules – based on these results and the external evaluation results and inputs.
- During the whole project there was an accompanying external evaluation.

With this procedures and work process the objectives of the project have been achieved completely. A comprehensive e-learning platform with 4 modules and 12 units has been developed in a German and English version.

They cover basics (organic agriculture, processing, and trade structures), product knowledge (vegetables, fruits, milk products, cereals and other dried food) and retail issues (organization, marketing, communication, economics).

The English version was the basic for the transfer, adaptation and translation to Bulgaria, Czech Republic, France, Italy and Poland.

9. Transnational steering team

The discussion, decisions and agreements for choosing an e-learning platform, for choosing the content, for choosing the special didactic of distance-learning were done with all partner in a transnational steering team.

They team carried out five meetings of the steering team and five meetings of working groups for the preparation of the e-learning material and revising of the system.

Meetings of the transnational Steering team:

Warszawa, Poland	23.05.2011 – 25.05.2011
Senigallia, Italy	28.09.2011 – 30.09.2011
Wien, Austria	12.01.2012 – 13.01.2012
Plovdiv , Bulgaria	02.04.2012 – 03.04.2012
Montpellier, France	24.09.2012 – 25.09.2012

Meetings oft working groups on learning materials and for revision

Schlierbach, Austria	25.01.2011 – 26.01.2011
Nürnberg, Germany	18.02.2011
Berlin, Germany	23.03.2011
Köln, Germany	21.04.2011
Nürnberg, Germany	16.02.2012

All meetings of the steering team and of the working groups are documented by detailed and informative minutes (part of the Final Report).

The minutes and the personal impressions of the evaluator and the participating staff shows that the meetings have been carried out very efficiently and in a good and cooperative atmosphere.

They have been an important basis for the planning and organization of the work process, but also for internal evaluation, discussions, feedback, and decision for improvements and further developments.

10. Testing phase

The key objectives of this testing phase focused on the following:

Collect and analyze information about the participant's opinion on the e-learning course developed within the Leonardo da Vinci Transfer of Innovation project titled „Establishing of a European IT-based Learning Platform for further education in organic food retailing“ (DE/10/LLP-LdV/TOL/147366).

The testing phase was a part of the project Work Program - Work Package 4:

Testing the Learning Platform in the partner countries which purpose was to gather information and feedback about:

- Basic knowledge of information technology and the internet
- How user-friendly this system is
- How useful and motivating the used methodology is
- How useful this training is for the users in an everyday working situation
- Likes and dislikes of the participants

The testing has been carried out with min. 15 participants in all partner countries.

They choose different target groups. In Austria (nutrition) and Bulgaria (agriculture) the subjects were students from a university. In Czech Republic, Poland, France the volunteers were staff from small specialized bio-shops, in Germany the volunteers came from some specialized courses for skilled workers in retailing bio-food.

The results were compiled in national reports and discussed among the partners in the partner meetings. All partner used the reports and results for modifications, corrections and adjustments of their national e-learning versions.

The national testing reports were also the basis for the this final evaluation.

Conclusions:

The general conclusions based on the results of the testing phase are:

- The Eco-Qualify e-learning system provides basic information and knowledge on the organic food retailing;
- The target groups (retail staff, teachers and students, consultants) selected for testing the e-learning system mentioned that the system is motivating, well structured and user-friendly;

- The modules are comprehensive, providing enough information on the topics and visualized;
- Most of the participants in this testing phase stated that they can use the knowledge gathered from the e-learning system in their everyday working situations;
- In general, the participants like the Eco-Qualify e-learning system and characterize it as useful, attractive, motivating and helpful.

The evaluation of the final Bulgarian, Czech, English, French, German, Italian and Polish versions of the e-learning systems by the testing in the partner countries and the external expert was very positive.

The involved students, teachers and stakeholders of organic retail in these countries assessed the content and structure as very useful and suitable for their national vocational training and education on organic trade.

The testing was based on a common questionnaire, which has been developed in the framework of a master thesis at the University of Vienna.

10.1. Example of testing methodology:

The methodology and the results of the French testing phase:

16 persons tested :

2 University Teachers; 6 University Students;
2 Organic Retail Shop Managers; 6 Organic Retail Shop Employees (Sales)

The test was done on the cheese module only.

Questions:

- 1 – Have you already used E Learning? If yes, could you give some positive and some negative points on your E Learning experience.
- 2 – What is your general impression/feeling of the handling of the course?
- 3 – What is your general feeling about the aesthetic features of the platform, structure of the paragraphs etc... Could you suggest some ideas to improve these

features?

- 4 – What do you think about the content of the course? What is your feeling Or impression about the practical relevance?
- 5 – Please read through this part: “Organic cheese”. What is your general feeling? Do you think it is enough? What would be the information or subject you would add?
- 7 – Would you like to do the full course?
- 8 – Would you recommend it to the other persons?
- 9 – Would you have other suggestions to give in general?

Procedure followed while asking questions:

- 1 – The main page with the 4 modules and 12 units was shown first.
- 2 – Then, the participants were going through the whole cheese module, alone, putting their particular attention on the content, tests etc, aesthetic features and the manipulation of the platform.
- 3 – At last, they had to read and to comment on “Organic cheese”.

Results:

Aesthetic features: all participants agreed that the actual colors, logos and images do not indicate that we are on a course about organic products. They suggest using green color and some pictures, or logos that indicate at first sight, what the course will be about. Title should be bigger. Background color should be in another color than white. The font /police is too small.

In conclusion, it should be more pleasant for the eyes and should give some extra motivation to study on. Right now, it is too classical and “boring” (word used by all the participants). One of the participants suggested having a look to this website www.avogel.fr

Handling: all participants agreed that the handling is not easy. And it should be improved by (for example) : creating more links between the different parts, but also from difficult words to the lexicon etc.

10.2. Example for work plan: Road Map for revision of the e-learning system after the evaluation of the testing phase

➤ **General management:**

FB will start with improvements, should be used as a master version by the other partners.

➤ **Formatting:**

FB creates a master version of milk and informs the partner about the formatting and style, to create a benchmark study unit – to describe what style is used for the structure, heading, title, text, font, buttons, page counts, links, and colours.

➤ The partners should adapt it.

➤ Uli will add the “manual on style” to the minutes and in Dropbox

- ✓ **Font** is too small: everybody can change it, add an advice in the chapter “how to use eLearning” how to enlarge the screen.
- ✓ **Colours** too cold: use more green and yellow for the background.
- ✓ **Too plain:** the example of the „Milk“ unit can be used as benchmark.
- ✓ Errors in **spelling and grammar:** FB will check and correct the German version.
- ✓ Formatting of **page numbering** “1 of 8”.
- ✓ **Cross references:** each partner should check if they can add cross references.
- ✓ If we use data we should **link to the source** and put it in brackets.
- ✓ Some words are underlined in the text and appear as **hyperlinks:** change the links according to the national condition.
- ✓ **Red-coloured** words confuse the reader: we should look at the text and check if we can uniform it, to keep the same style for the titles, the style of the paragraph, subtitles, formatting – should be the same.
- ✓ Adding of the information of the **date of the last update** of the unit.
- ✓ **Help function:** will be developed with the marketing of the courses (technical and for the content
- ✓ **FAQs:** frequently asked questions by the customers – in this phase no FAQ's

should be developed with the experiences of running courses.

- ✓ **Summaries:** In all units short summaries for downloading: checking with the running courses if this is helpful or just avoiding student's efforts.
- ✓ More **practical advice** for working with products and customers at the POS: to be added during the process of revision, e.g. a video: "to Do's and Dont's".
- ✓ In all modules must be information about the **organic side of this issue**, to compare the conventional products from the organic ones; e.g. summary with a short comparison and advantages of "bio".
- ✓ **Austrian version:** could be developed at a later phase of development.
- ✓ **More units:** - beef – fair trade – ethical consumption: part of the development process.
- ✓ More information in the unit: for example - declaration issues – animal welfare - demeter cheese – what's the difference etc.: part of the development process.
- ✓ **Personal addressing:** no personal addressing
- ✓ Some units have personal addressing,
- ✓ We should talk to the trainee in „you“, welcoming, making the trainees more active learners.
- ✓ FB will make proposals in the master version and add a "Welcome to this unit" button or field.
- ✓ **Facebook:** we have a chat room and a forum that can be used, Facebook could be established by the students themselves, for the use in the platform we have own tools (chat-room, forum).
- ✓ **Face to face** communication: it's up to the partners.
- ✓ **Certificates:** there should be a possibility to receive a certificate, each partner institution can give certificate, but it'll be good to have also something in common for an European platform: an Eco-Qualify certificate after accreditation by ORA.
- ✓ Make it **more interactive:** more pictures and videos:

11. Summary and assessment

The project objective to develop and adapt a e-learning system and platform with 12 modules and units to six partner countries and seven languages in two years and to realize the implementation in all partner countries was very ambitious.

The partners had to handle several serious problems and decisions:

- Analysing and decision about the appropriate CMS – this process took much longer than expected to find an adequate solution.
- Selection of suitable content of a broad spectrum of printed learning materials – the partners had to check more than 30 printed learning materials each with more than 150 pages
- Transfer of materials to e-learning content - needed a massive reduction of for e-learning applicable content
- Installation in CMS Moodle – done by the partners staff, most of them without intensive experiences in CMS systems
- Adaptation to six partner country version . needed much more time than expected due to the manifold and diverse requirements and conditions in the partner countries, from the content up to the learning tools and audiovisual materials.

The partner managed to solve all these problems and delays by great efforts and huge workload. They succeeded in developing and adapting a comprehensive e-learning system and platform for all partner countries and languages and in starting the implementation in the partners organisations, but also with external partners.

The “house is ready” and now the individual owner will make the last steps of further adaptation, improvement and expansion. With signing a contract for a professional usage of the platform in all partner-countries the partnership has a legal basis for further dissemination and implementation.

12. Appendix

- Evaluation Report 1
- Evaluation Report 2: Results of the Testing Phase
- Example: Testing Report Bulgaria

Evaluation Report 1



Harmonisation of terminology

- The term "**Lehrbrief**" (used in the chapter about targets) should be replaced by the term "**Learning Module**". Because "Lehrbrief" puts the emphasis on the teacher's action, "learning module" underlines the learner's activity.
- The term "**Bioladen**" (organic food shop) is commonly used in the German language, but it is outdated. It should generally be replaced by the term "**Bio-Markt**" or "**Organic food market**". This term includes all types of shopping places and takes into account the growing number of organic food chains, too.



Target Groups

There should be reached a consensus about how to define the target group of the e-learning course.

Presently, you can often see that modules switching from one target group to the other: consumer - market owner - employee.

Text that contains a lot of redundant words, are harder to read.

That is why I ask your permission to delete those words in my revision without marking them explicitly in each single case.



Importance for the sales person's everyday job

- Practical hints or lines of argument for the everyday customer relationship should be a key element in each module.
- They should not be hidden in the body text, but should always be presented in an extra window.
- These windows then serve as a summary and a recapitulation under practical perspective.



Example

What does organic farming actually mean?

- Preservation resp. enhancement of soil fertility
- Active protection of species and nature
- No use of chemical fertilizers and plant protection agents
- Kind-fair, surface-bound animal husbandry
- No use of pharmaceuticals or performance enhancers
- No GMO
- Regular inspections according to EU-regulations
- etc.

Evaluation Report 1

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Some ideas for the design of the internet forums

- The virtual space where learners can exchange their experiences could be structured by topics.
- For some learners this might make the forum more attractive and more easily accessible.
- I could imagine the following categories:
 - What customers nowadays want to know
 - good examples for up to date "stylings" of the vegetable and cheese counter during a sales campaign.
 - This could best be done by showing pictures.
- Recipe collection, with a template to be filled with the recipes. Thus, other markets can use these recipes for their customers.
- Gossip and chitchat ("today I've been really annoyed about what the vegetable delivery looked like")

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Working material for the daily use

Many information could just as well be structured in such a way that they can be used immediately as instruction material for everyday purposes within the business.

Example:

The production of **ethylene** is particularly high in:
Apples, avocados, bananas, pears, figs, grapefruits, melons, oranges, tomatoes, lemons, onions.

A particularly **sensitive reaction** to ethylene show:
Aubergines, cauliflower, beans, broccoli, chicory, chinese cabbage, pickled gherkins, iceberg lettuce, cucumbers, potatoes; cabbage, lettuce, leek, Brussels sprouts, celery, spinach, zucchini

Evaluation Report 1



Daily provision of information

Internet links are of major importance, because the training course can only give an overview to the participants.

Being aware of and knowing how to deal with links, however, enables the course participants to gather their own information and to enhance their knowledge constantly and autonomously.

As there are good and bad websites, one of the most important tasks of the authors should be to teach the participants how to find the good ones (high in information; well structured etc.)



Information about the organic food market situation

- The market is growing up
- the shopping places continue to increase
- more than 60% of the conversion in the specialized trade is made with fresh products
- the customer structure changes, it is not homogeneous
- the requirements of assortments, shopping place and personnel change
- the personnel is young and has no background knowledge about the production of ecological food

Evaluation Report 1

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Consequences for e-learning

- The learning modules about fresh food counters have to be detailed and practically relevant:
 - fruit and vegetables - bread and cereals
 - milk and milk products – meat and sausages
- The modules on marketing and selling should qualify the learners to do a self-reliant customer analysis
- In the draft, organic farming and organic food processing are described in marvellous detail. Which knowledge do you need for the communication to your every day client?
- The knowledge should be accompanied by additional material (photos etc.) which is informative **and** motivating.

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Recommendation for the individual moduls

- Organic farming
- Processing of organic products
- Bread and grain
- Fruits and vegetables
- Milk and milk products
- Cheese? Delicatessen at the cheese counter?

- Trade
- Marketing
- Merchandise organisation

Evaluation Report 1



Organic cultivation and processing

These themes are basic knowledge.

With the rapid development of the market this knowledge gets lost right now. Employees do not have a practical and ideological relation to initial production.

This module should be tailored to meet the needs of the trade - very detailed, dry agricultural or food-technological knowledge does not lead to identification or certainty in handling customer inquiries. There is enough open-access footage, which necessarily should be installed in abundance



Grain

Grain decreases in its importance in assortment, therefore the knowledge about grain does not have the significance in a course, as it had for the shops in the 1980's.

Bread counters become more and more attractive for the customers, therefore the module should be named bread and grain. It should give information about bread making and especially about the additives and auxiliary supplies used in production. The employees behind the bread counter should be able to explain the natural leaven used in bread baking.

Evaluation Report 1



Fruit and vegetables

- This fresh counter is the flagship of each market.
- Every day the employees have to do everything, to make shopping at this counter to an emotional experience for the everyday customer.
- This requires expertise in the design of the product line design and maintenance of the products.
- Creativity is required in the presentation and planning of sales promotion
- The images should inspire to try out own ideas.
- Checklists could promote the expertise of all employees
- Examples of successful sales campaigns could promote the implementation of the same



Milk and Dairy Products

- The following questions (and some more) are often asked at the milk counter:
Why should I buy my milk at your organic market?
Answer: Environmentally friendly production
nutrient-preserving-processing
healthy – delicious - fair
- This module needs more information about the range of milk products (see correction in the module) and the development of the market in milk and dairy products

Evaluation Report 1



Organisation of merchandise

- I would call the module „Product mix policy“ and maintenance of assortment
- Use more checklists as teaching aids
- Example: see next file

What should be done	What are the next steps	What has to be done	Until when should it be done
The feeling of excessive demand has to stop	Further incorporation of the cleaning lady Transfere the responsibility for the care and display of the vegetable couter to the employees	Think about worktasks and phrase them in writing. Use checklists. Daily	immediatly immediatly
Stop working more than 45 hours a week	Get more employees	Task description Job description	Starting in August
Sales increase			
Increase of average sales slip	More sales events in the market	Clarify responsibilities	
Get more customers into the market	Participation in outside events		
Use the sidewalk as exhibition place	Concept making and realisation		
Change of lightsystem in the market			
Development of customer guidance system			
Development of cosmetic section	Talk to the employee Make a concept together Make a new budget		
Appraisal interviews	Make an appointment		

Evaluation Report 1

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Produktmix policy

Productline	Description	consequences	arrangements
oversized	assortment is larger than the demand	☐ Small movement of goods ☐ high storage interest ☐ Commodity obsolete	Limitation simplification
normal	Assortment corresponds to the demand	Quite the best efficiency	permanent updating
undersized	assortment is smaller than the demand	wasting clients loss of sales	enlargement

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Marketing

- More information about customer orientation.
- Respond to new studies.
- Modernize the examples for sales promotion

Results of the testing-phase

- Who has done the testing phase?
- Methodology of the tests
- Design
- Motivation
- Handling – Usability of the platform
- Content – Needs of the market
- What s to do now

7

We have results by the trials in :

Austria – Bulgaria - Czech Republic – France – Germany



8

Methodology of the tests

- In every country different
- Target groups were different
- The results depend heavily of people surveyed, students have other priorities in their criticism as a dealer – you can see, they have different needs
- Questions similar and comparable

9

Methodology of the test Questionnaire

Before:

- Personal background infos
- Skills in use of PC
- Setting on eLearning
- Level of information about the topics of the course

After:

- Relevance of issues
- Learning environment
- Design
- Structure
- Social networking
- Content

10

Design I

- Font is too small
- Primär colours are cold, no ecological imagination, they do not make you curious, it's boring
- Many errors in spelling and grammar
- Some words are underlined in the text and therefore appear as hyperlinks
- Red highlighted words confuse the reader.
- In general, the design of the texts are not uniform, some words are red, blue bold, small, large, etc.

11

Design II

- Buttons: previous page on the left hand side – next page on the right hand side
- Going back should always be possible
- Links should all look the same
- All courses should have the same design – look and structure of courses – page count – fonts – links etc.
- More charming colours

12

Motivation – to start and to continue

- To objectively
- No personal response
- too few opportunities for interaction
- too little image and film material

- by editing the contents closer to the needs of the participants
- Facebook
- Personal response in the content and with face to face communication
- the possibility to obtain a certificate
- Learning goal check after every unit
- Certification

13

Handling

- Not so easy – too much clicks
- Missing – cross reference between the learning units
- Missing – the date of the last update of the learning unit
- Missing – start – continue buttons
- Missing – help function
- Missing – FAQ'S
- Loading the pages are too slow

14

Content

- Good coherent structure and organization
- Easily understanding of the writing
- In all units – at the end please short summaries for downloading
- More practical advice for working with products and customers at the POS
- In all moduls must be information about the organic side of this issue – to compare the conventional products from the organic ones
- There must be an Austrian version, because of the different language and the different situation at the Austrian market
- They want more units: - beef – fair trade – ethical consumption –
- They want more information in the unit: for example - declaration issues – animal welfare - demeter cheese – what's the difference usw.

15

What's to do now?

- Editing and spellchecking
- Harmonisation of all units in structure and design
- Complete links
- Translation and adaptation of all units in all countries - Austria
- Content review of Modules ?
- Make decisions; timetable; distribution of tasks

16

„Establishing of a European IT-based Learning Platform for further education in organic food retailing“

DE/10/LLP-LdV/TOI/147366



Results of the Questionnaire for Evaluation of the testing phase in Bulgaria January 2012 – June 2012

Work Package 4: Testing the Learning Platform in Bulgaria

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The **key objectives** of this testing phase focused on the following:

Collect and analyze information about the participant's opinion on the e-learning course developed within the Leonardo da Vinci Transfer of Innovation project titled „*Establishing of a European IT-based Learning Platform for further education in organic food retailing*“ (DE/10/LLP-LdV/TOI/147366).

The testing phase was a part of the project Work Program - Work Package 4: Testing the Learning Platform in Bulgaria which purpose was to gather information and feedback about:

- Basic knowledge of information technology and the internet
- How user-friendly this system is
- How useful and motivating the used methodology is
- How useful this training is for the users in an everyday working situation
- Likes and dislikes of the participants

Result: First national versions of the eLearning content and platform in Bulgarian language

Methodology of testing

The University of Agribusiness and Rural Development /UARD/ contributed to the application of the products in Bulgarian training institutions in order to ensure that the adaptation of the E-Learning material fulfills the expectations of all target groups in real-life situations.

For the purposes of the evaluation process we carried out a survey which purpose was to provide respective assessment and evaluation after the testing and to provide feedback and procedure for change/improvement.

As a first step we analyzed the content regarding the implementations and use in Bulgaria. Besides, we developed a concept for adaptation, which helped us to create the national version, providing the necessary corrections, changes and supplements according to the country situation.

As a second step we collected suggestions and comments from experts working in the organic sector, and from educational institutions. This survey was done with the help of the questionnaire, developed by the partners, in additions interviews and phone interviews. We asked a part of our training and teaching staff to participate.

Teachers/trainers from the UARD were involved in this survey. They teach agriculture/farming in general, organic agriculture, animal breeding, crop growing, viticulture, horticulture, agri-marketing, plant protection, etc. The purpose to involve the teachers in the testing phase was to analyze the training content and to gather their suggestions for adaptation and improvement.

Students involved in the survey study at the UARD in the specialties: Agricultural Economics and Agribusiness Management. They have in their curriculum Organic Agriculture as a major subject. In order to better analyze the e-learning system we asked some of our distance students to participate in the survey.

An access to the platform was given to the teachers and students. All teacher and students were asked to check all the 12 modules. Some of the selected students had a good common of English. So, we asked them to review also some of the English modules. A period of 4 weeks was given to review the modules. Some students (35%) delayed their reply, but all the teachers and most of the students replied in time.

Total number of respondents:

Students: 17
Teachers 7

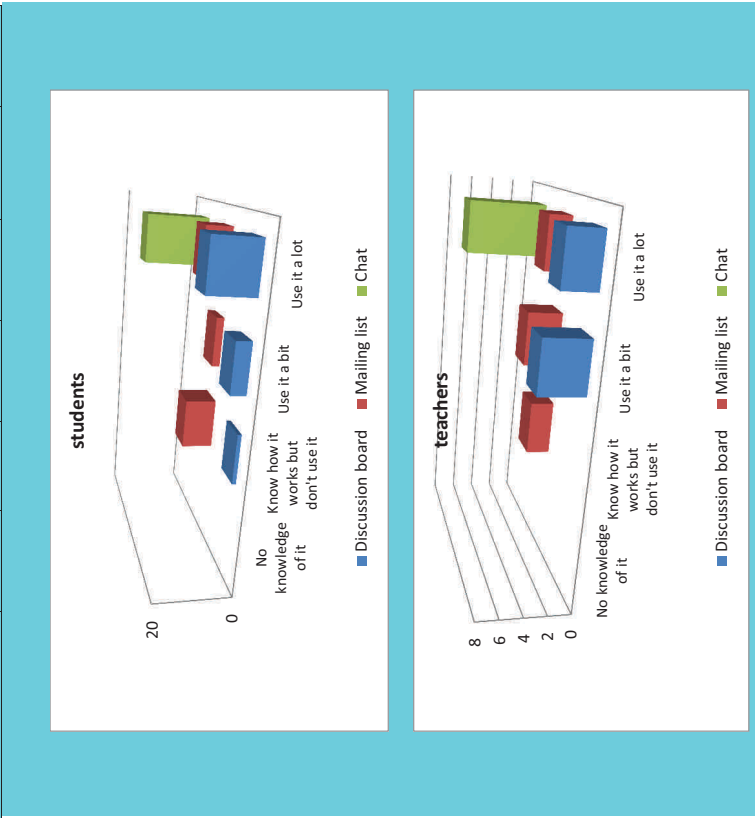
Results of the survey for testing the EcoQualify e-learning system in Bulgaria

The first part of the evaluation questions was to survey about the experience of the interviewees to the Internet, Internet tools and in e-learning in general.

Question:	I. How comfortable do you feel using the Internet?		
Answers:	students	teachers	Total
Very comfortable	17	6	23
Somewhat comfortable	-	1	1
Neither comfortable nor uncomfortable	-	-	
Somewhat uncomfortable	-	-	
Very uncomfortable	-	-	
Total:			24

All the students involved in the survey answered that they feel very comfortable using the Internet and only one teacher out of 7 replied that he/she is somewhat comfortable. It means, that the target group for testing the EcoQualify e-learning system was properly selected.

Question:	II. What Internet tools do you know and use habitually? Indicate your level of knowledge						
	Answers:	Discussion Board		Mailing list		Chat	
		student	teacher	student	teacher	student	teacher
No knowledge of it	-						
Know how it works but don't use it	1		8	2			
Use it a bit	4	4	2	3			
Use it a lot	12	3	7	2	17	7	

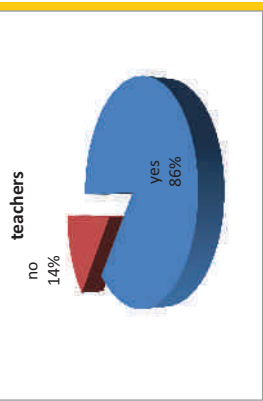
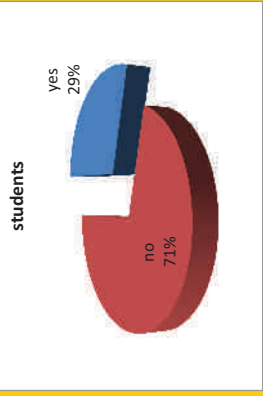
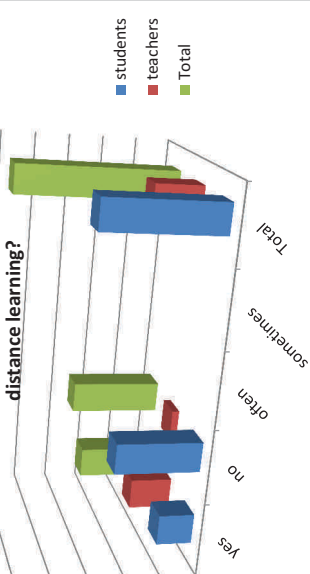


Chat is among the most used internet tool among students and teachers. Mailing list is not very often used by students and teachers. Most of the students use discussion board as a common tool for communication.

Question: III. Do you have any experience in using e-learning or any other distance learning?

Answers:	students	teachers	Total
Yes	5	6	11
No	12	1	13
Often	-	-	
Sometimes	-	-	
Total:	17	7	24

Do you have experience in using e-learning or any other distance learning?



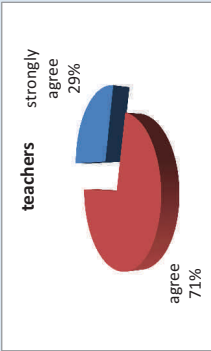
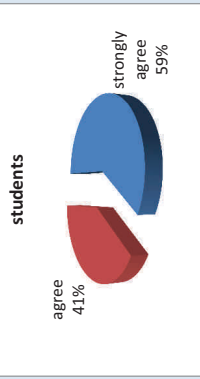
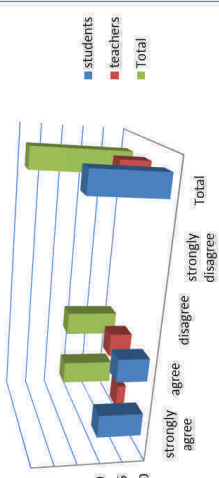
The University of Agribusiness and Rural Development has a Distance Learning Center. That's why the e-learning is an official form of training together with full time and part time study. For the testing face, we selected some students from the distance learning in order better to evaluate the e-learning system. 29% of the students answered that they have experience in e-learning. And also 86% of the teachers have such an experience, because most of them are involved in the distance learning – they prepare training materials for e-learning and also act as tutors at some stages of the learning process.

Question: 1. Handling the e learning system of was very easy and comfortable



Answers:	students	teachers	Total
strongly agree	10	2	12
agree	7	5	12
disagree			
strongly disagree			
Total:	17	7	24

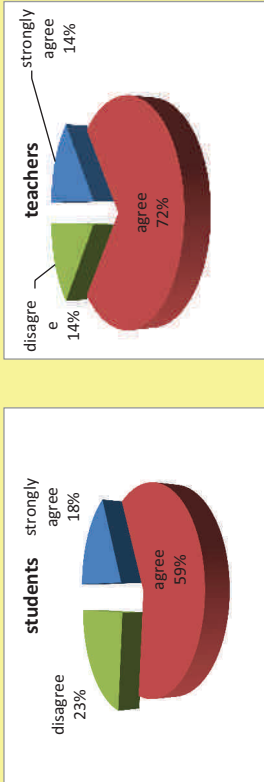
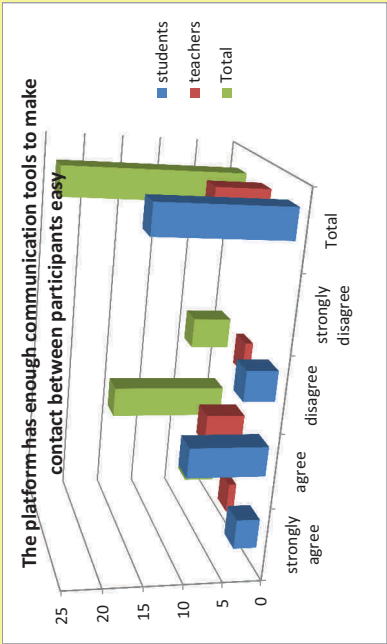
Handling the EcoQualify e-learning system was very easy and comfortable



59% of the students strongly agreed that the Eco Qualify e-learning system was easy and comfortable to use and 41% just agreed. The teachers seem more skeptical – only 29% strongly agreed and 71% just agreed. In additional discussions with teachers, some of them mentioned that the system could be improved in terms of navigation in order to be more effective.

Question: 2. The platform has enough communication tools to make contact between participants easy

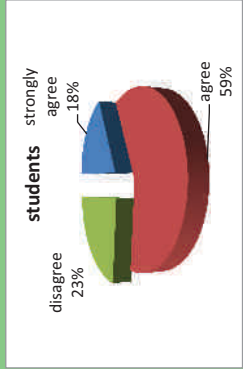
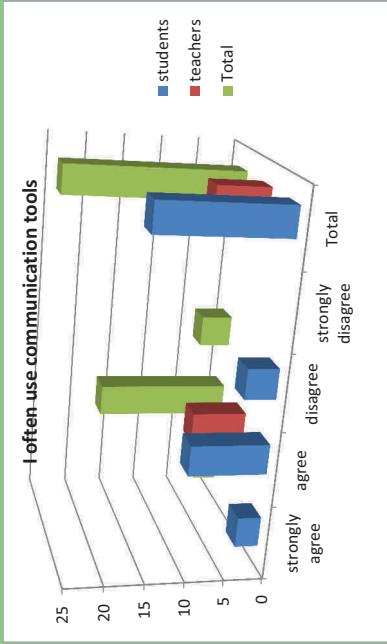
Answers:	students	teachers	Total
strongly agree	3	1	4
agree	10	5	15
disagree	4	1	5
strongly disagree	-	-	-
Total:	17	7	24



Most of the students and teachers agreed that the e-learning system has enough communication tools for communication among the participants. Only 14% of the teachers and 23% of the students disagreed about that.

Question: 3. I often use the communication tools

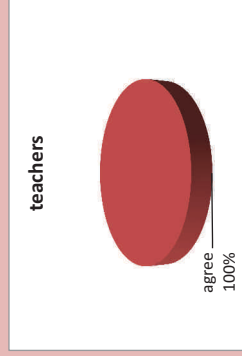
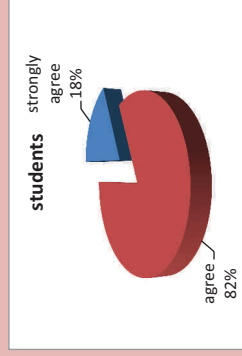
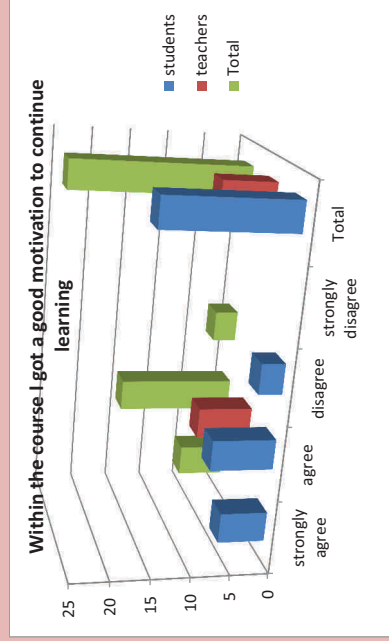
Answers:	students	teachers	Total
strongly agree	3		3
agree	10	7	17
disagree	4		4
strongly disagree			
Total:	17	7	24



All the teachers answered that they use communication tools in their everyday work. This is because now-days teachers use internet tools (mailing lists, discussion boards, chats, Facebook, etc.) in order to consult students and to communicate with them. Only 23% of students mentioned that they did not use communication tools.

Question: 4. Within the course I got a good motivation to continue learning

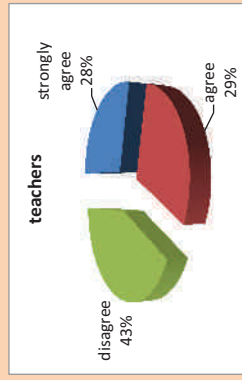
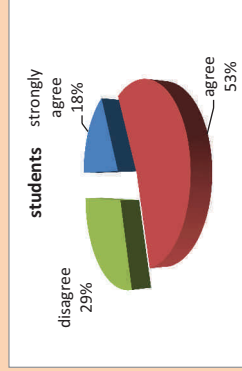
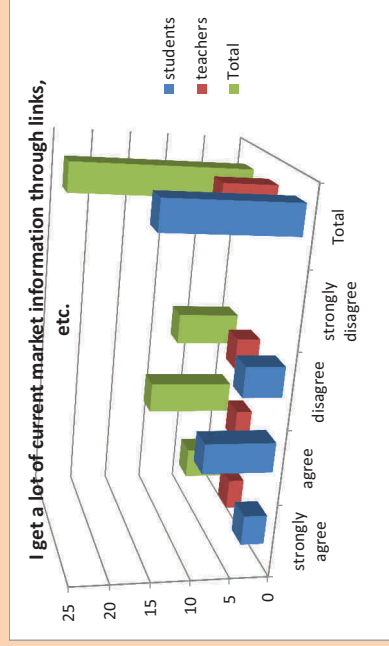
Answers:	students	teachers	Total
strongly agree	6		6
agree	8	7	15
disagree	3		3
strongly disagree			
Total:	17	7	24



All the teachers answered positively that they have got motivation to continue learning. Besides, students responded very positively to that question (82% agree and 18% strongly agree). The lack of negative responses means that the EcoQualify e-learning system is interesting and motivating, and can keep attention of the trainees.

Question: 5. I get a lot of current market information through links, etc.

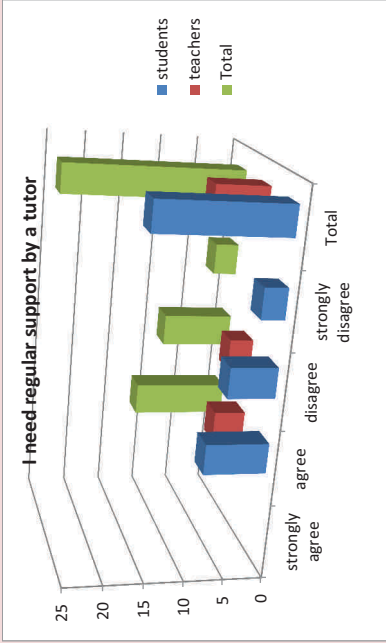
Answers:	students	teachers	Total
strongly agree	3	2	5
agree	9	2	11
disagree	5	3	8
strongly disagree			
Total:	17	7	24



Most of students (71%) and more than half of the teachers (57%) agreed that they have got a lot of current information through the links. The presents of negative replies on that question (29% among students and 43% among teachers) shows that the system needs some improvement on that. It is important for the national versions of the e-learning system more links to be included in order to provide the trainees with up-to-date information about the organic market in the country.

Question: 6. I need regular support by a tutor

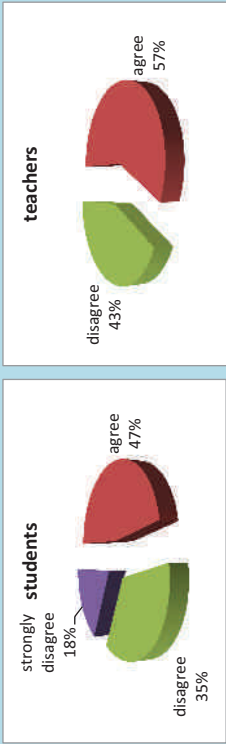
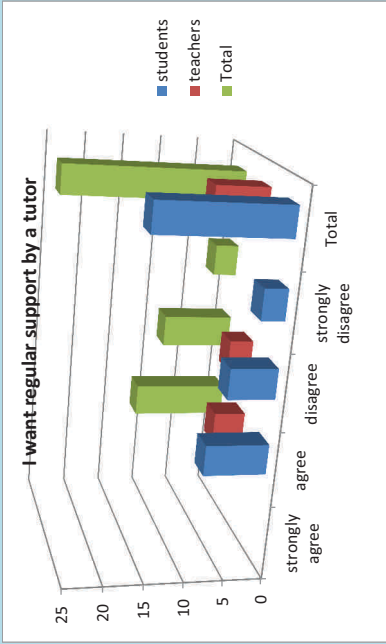
Answers:	students	teachers	Total
strongly agree			
agree	8	4	12
disagree	6	3	9
strongly disagree	3		3
Total:	17	7	24



65% of the students and 57% of the teachers declared with their answers that they needed support by a tutor.

Question: 7. I want regular support by a tutor

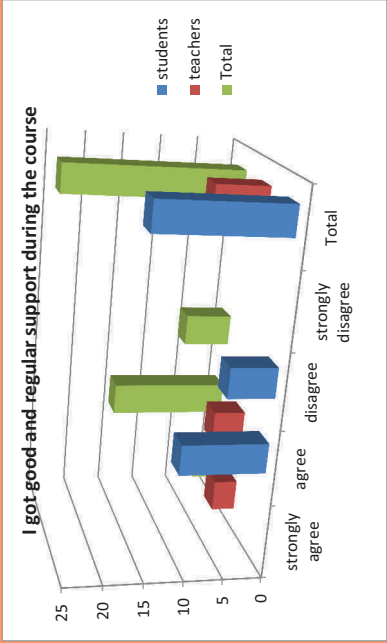
Answers:	students	teachers	Total
strongly agree			
agree	8	4	12
disagree	6	3	9
strongly disagree	3		3
Total:	17	7	24



Same percentage answered this question in the same way as the above mentioned.

Question: 8. I got good and regular support during the course

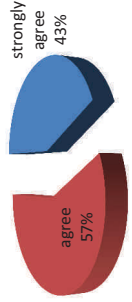
Answers:	students	teachers	Total
strongly agree		3	3
agree	11	4	15
disagree	6		6
strongly disagree			
Total:	17	7	24



students



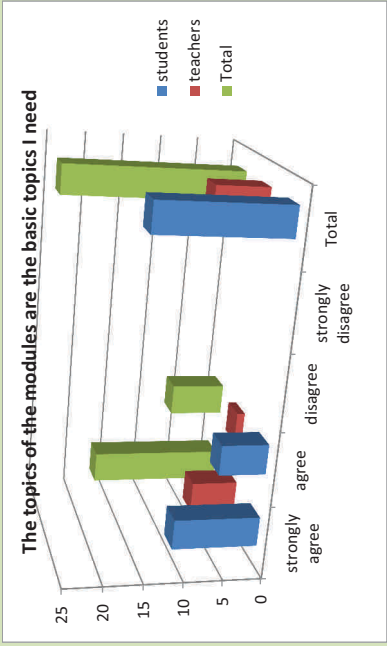
teachers



All the teachers mentioned that they have got regular support during the course (57% agreed and 43% strongly agreed). Among the students there are 35% disagreed that they got a regular support during the course.

Question: 9. The topics of the modules are the basic topics I need

Answers:	students	teachers	Total
strongly agree	11	6	17
agree	6	1	7
disagree			
strongly disagree			
Total:	17	7	24



students



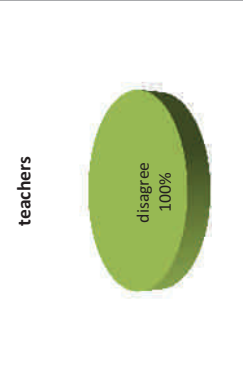
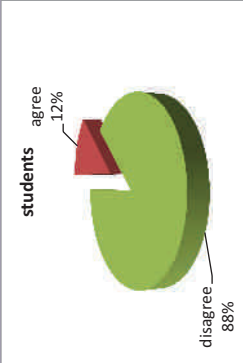
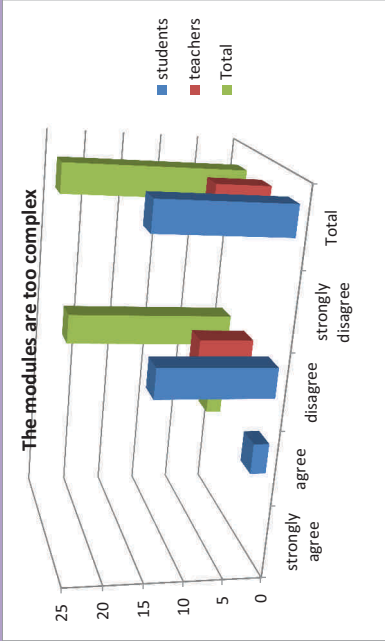
teachers



Having in mind the answers of teachers and students on this question, we could summarize that the topics of the modules selected in the EcoQualify e-learning system are appropriately chosen and represent the most necessary topics needed for organic food retailers in order to get knowledge, skills and competences in that field.

Question: 10. The modules are too complex

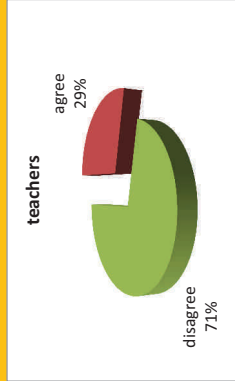
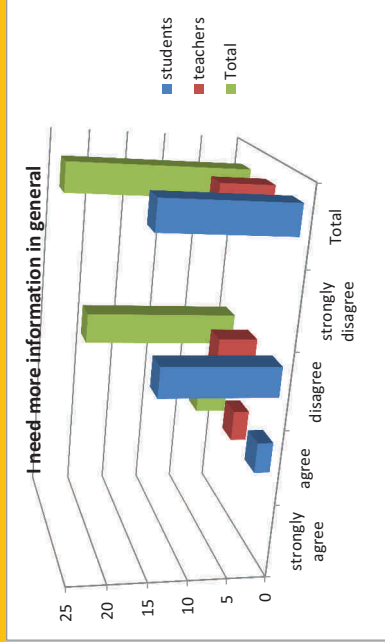
Answers:	students	teachers	Total
strongly agree			
agree	2		2
disagree	15	7	22
strongly disagree			
Total:	17	7	24



Only 12% of the students had difficulties with understanding the training contents and replied that the modules are too complex. The other 88% of the students and 100% of the teachers disagree on that. It means that the modules are well structured and comprehensive.

Question: 11. I need more information in general

Answers:	students	teachers	Total
strongly agree			
agree	2	2	4
disagree	15	5	20
strongly disagree			
Total:	17	7	24

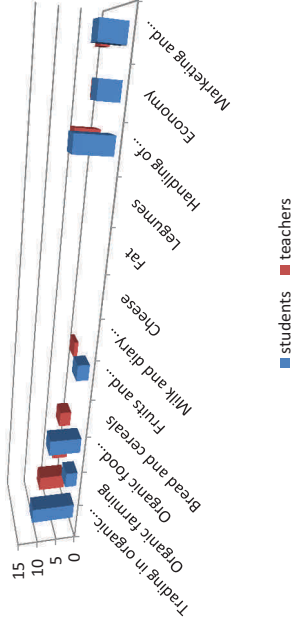


12% of the students and 29% of the teachers need more information in general. The rest of them consider the information detailed and informative enough.

Question: 12. I need more information about the following modules (select as many options you want)

Answers:	students	teachers	Total
Trading in Organic Food	11	7	18
Organic Farming	3	4	7
Organic food processing	8	3	11
Bread and cereals			
Fruits and vegetables	3	1	4
Milk and dairy products			
Cheese			
Fat			
Legumes			
Handling of merchandise and goods	9	6	15
Economy	5	2	7
Marketing and communication	6	2	8

I need more information about the following modules (select as many options you want)



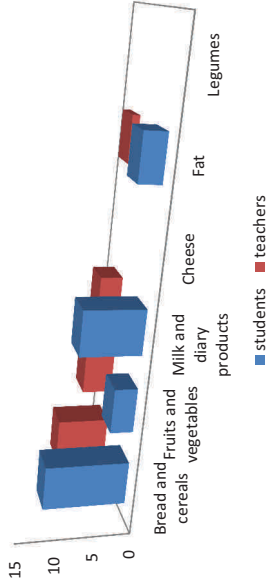
Students and teachers listed the following modules as modules on which they would like to get more information: Trading in organic food, Organic food processing and Handling of merchandise and goods. These are topics which are not covered by the regular curricula. Besides, these are new subjects on which there is not much information in general.

Besides of the questionnaire, in a discussion with a teacher it was mentioned that Labeling of organic products should be included in the training contents or maybe as a single module.

Question: 13. Now I can answer questions like what is so special about organic food for

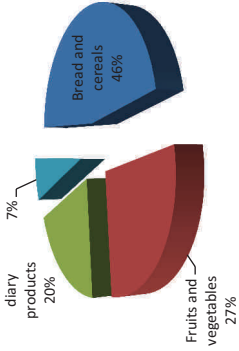
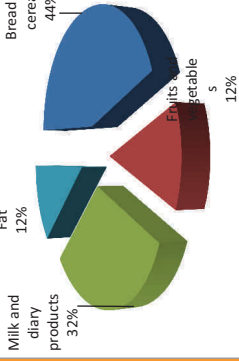
Answers:	students	teachers	Total
Bread and cereals	3	2	5
Fruits and vegetables	6	2	8
Milk and dairy products	4	2	6
Cheese	1		1
Fat	1		1
Legumes	2	1	3

Now, I can answer questions like what is so special about organic food for



students

teachers

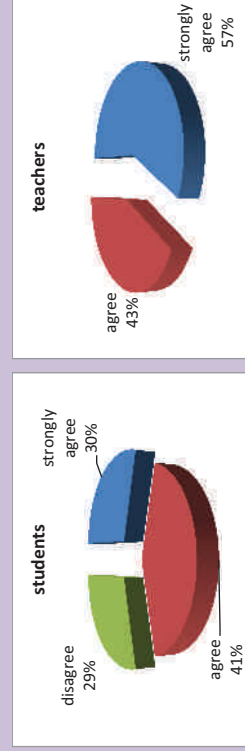
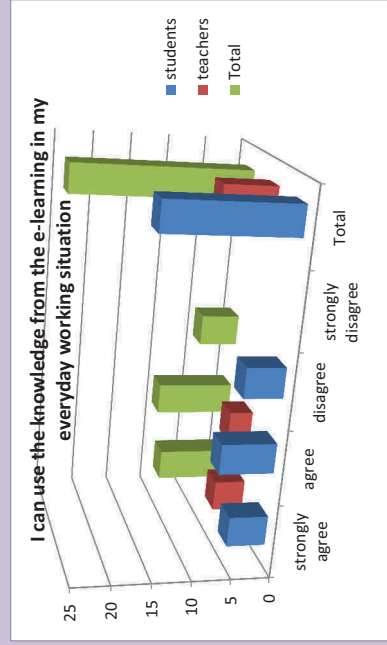


In addition to their previous knowledge students and teachers mentioned that have got additional knowledge on topics like Fruits and vegetables, Bread and cereals, milk and dairy products, etc. which make them more confident to answer special questions concerning the organic production of these products.

The most priority was given to Bread and cereals for both students (44%) and teachers (46%).

Question: 14. I can use the knowledge from the e learning in my every day working situation

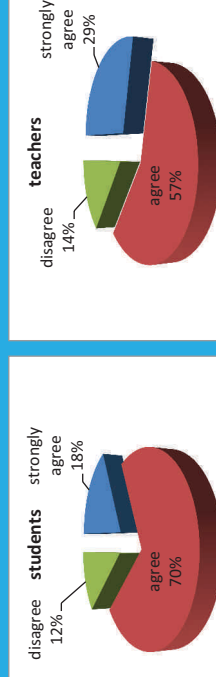
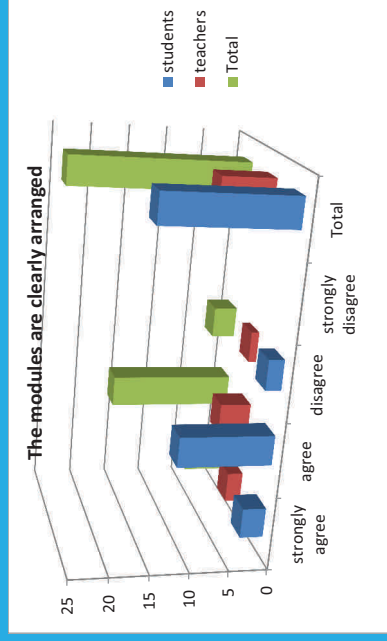
Answers:	students	teachers	Total
strongly agree	5	4	9
agree	7	3	10
disagree	5		5
strongly disagree			
Total:	17	7	24



All the teachers showed that knowledge they got from the e-learning will be useful for their everyday work. Only 29% of the students mentioned that the knowledge that they got will not be applicable in their everyday work.

Question: 15. The modules are clearly arranged

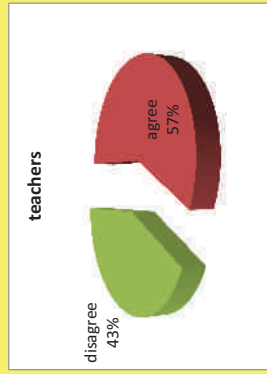
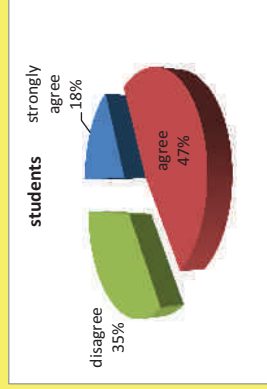
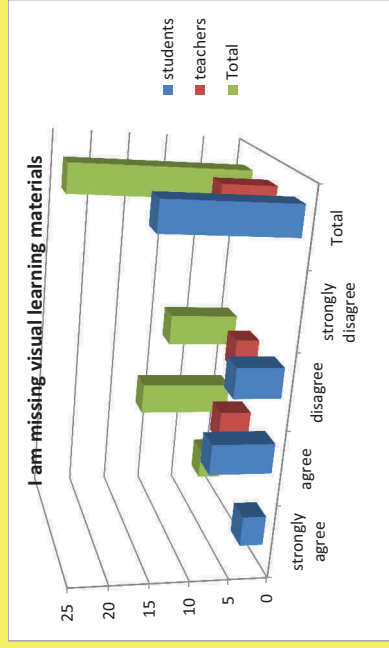
Answers:	students	teachers	Total
strongly agree	3	2	5
agree	12	4	16
disagree	2	1	3
strongly disagree			
Total:	17	7	24



Most of students (88%) and teachers (86%) answered that the modules are clearly arranged. Only 12% of students and 14% of teachers disagreed on that. This high percentage of positive replies shows up that the modules are comprehensive and well structured.

Question: 16. I am missing visual learning material

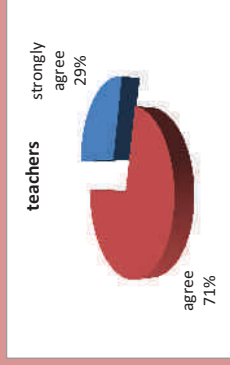
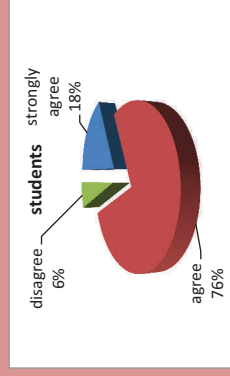
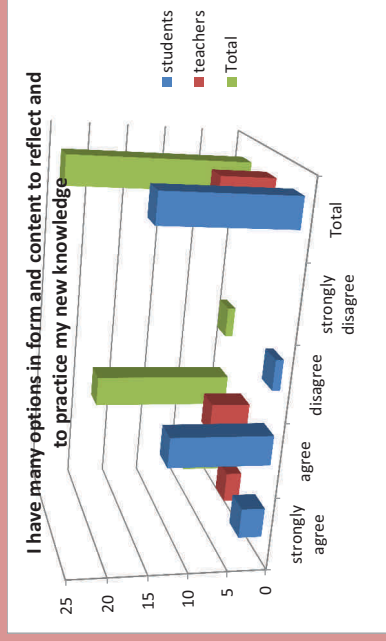
Answers:	students	teachers	Total
strongly agree	3		3
agree	8	4	12
disagree	6	3	9
strongly disagree			
Total:	17	7	24



57% of the teachers and 47% of the students mentioned that they have missed visual learning materials. These answers should be considered. Having in mind that visualization is an important element in any e-learning study, the modules should be enriched with more visual materials.

Question: 17. I have many options in form and content to reflect and to practice my new knowledge

Answers:	students	teachers	Total
strongly agree	3	2	5
agree	13	5	18
disagree	1		1
strongly disagree			
Total:	17	7	24



Most of the students and teachers mentioned that the knowledge they got will be practicable and useful for their future work.

