



WP6 – EVALUATION: D6.3 - OVERALL TEACHERS' TOOLS EVALUATION

Deliverable Number:	D6.3: Overall Teachers' Tools Evaluation
WP related to the Deliverable:	WP 6: Task 6.3 evaluation of: <ul style="list-style-type: none">-NECTAR Educational toolkit platform "iMooX" (D4.1.2);- Guidelines for teachers for curriculum implementation "lesson Plans" (D4.2.1);- Teaching Toolkit and "Multilingual Open Contents" (D4.3).-Evaluate the e-learning course for VET teachers "NOTT" (D4.4)
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1 ABSTRACT

Regarding the WP6 – Evaluation University of Algarve has the task to evaluate the tools produced in Nectar project for the pilot's implementation.

These tools include: Nectar Educational toolkit platform “iMooX” (D4.1.2) of WP4, which was evaluated by teachers and students of the 5 pilots; the guidelines for teachers for curriculum implementation “lesson Plans” (D4.2.1) of WP4 and the teaching toolkit and “Multilingual Open Contents” (D4.3) of WP4, were evaluated by the pilot teachers (and/or VETs). The evaluate the e-learning course for VET teachers “NOTT” (D4.4) of WP4, was done by the participants in the course (teachers and/or VETs).

UAlg has performed the evaluation of the toolkit platform, the guidelines for teachers and the toolkit with the multilingual open contents using a structured interview plan. The evaluation NOTT Course was preformed using an online questionnaire.

The general results of the tools evaluation show a satisfaction of the end users with the produced tools and guides in the Nectar project. The tools, guides and materials developed were considered useful, manageable/flexible, adaptable to each pilot site and also a contribution to the professional development of teachers regarding their education methodologies and their knowledge about Nectar project and European educational standards.



2 KEYWORDS and DEFINITIONS:

iMooX: e-learning platform available online for free, where the Nectar project contents for pilots were created and developed.

MOOC: Contents of iMooX platform regarding Nectar project pilots' presentation/dissemination

Lesson Plans: Guidelines for teachers contained indications and methodological recommendations for teachers on how to use and customize the tools proposed by the Nectar Project

NOTT Course: Teachers training course performed by Nectar project to pilot teachers.

3 INTERNAL REVIEWERS

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4 VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status *	Date	Provided Content/Comment/ Summary of Changes
1	Sandra Pais, UALG	A	21.06.23	Final Report_Draft Version 1
2	Inês Gago-Rodrigues	A	28.06.23	Final Report_Draft Version 2
4	Serena Alvino	A	25.10.22	NOTT Course evaluation Questionnaire - questions
4	Roberta Ferrara	A	25.10.22	NOTT Course evaluation Questionnaire - questions
5	Inês Gago Rodrigues	A	26.07.23	Final Report for review
6	Inês Gago Rodrigues	A	12.09.23	Final Report

*Status indicates if:

- A - Author (including author of revised deliverable)
- C - Contributor
- IF – Internal Feedback (within the partner organization)



5 LIST OF ABBREVIATIONS

Italy-MP	Ligurian Pilot Marco Polo – Italy
Portugal SCMA	Santa Casa da Misericórdia de Albufeira Pilot
Austria GRAZ	Medical University of Graz Pilot
Italy – Camp	Campania Pilot – Italy
Belgium – OD	Odisee Pilot -Belgium



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7 INTRODUCTION

This Document is an Evaluation Report: Overall Teachers' Tools (WP6 - task 6.3), where we described the results from the Evaluation of:

- NECTAR Educational toolkit platform "iMooX" (D4.1.2) of WP4;
- Guidelines for teachers for curriculum implementation "lesson Plans" (D4.2.1) of WP4;
- Teaching Toolkit and "Multilingual Open Contents" (D4.3) of WP4.
- Evaluate the e-learning course for VET teachers "NOTT" (D4.4) of WP4

NECTAR Educational toolkit platform "iMooX"

The educational toolkit platform is provided in the format of an open educational resource (OER), free to access for anybody interested in the content offered. This open access policy may lead to a broad target audience possibly attracted by the topics offered during the NECTAR online training course, probably with varying professional and socio-cultural backgrounds of the participants.

However, during the development of the NECTAR project, partners decided to focus specifically on three target audiences to be closely involved in the NECTAR open educational course content employing a blended learning approach for the overall program. Those three target groups were:

- a) The VET Providers, which may mostly benefit from a flexible open and online educational training platform (i.e. can be used anytime, anywhere). In addition to delivery of a whole NECTAR training course to chef students trained at different VET providers across Europe, VET providers may wish to reuse single materials by downloading and modifying content according to local training requirements, strengthening their educational approach whilst implementing the newly developed NECTAR training curriculum on their local level.
- b) The VET teachers offering train-the-trainer programs in synchronous as well as asynchronous mode for those, who were responsible for training of the CGEs, during the pilots of the NECTAR course. Trainers' classes were supported by the e-learning platform, thus complementing synchronous parts, making teaching more varied and flexible overall.
- c) The Chefs/cooks working in health and social care settings, which represent the major target audience and end-user group of the educational toolkit platform. Especially for students (chefs/cooks), the platform represents a great benefit in terms of facilitating training into everyday life due to the high level of flexibility (place and time) and high accessibility for every student.

Guidelines for teachers for curriculum implementation: Lesson Plans

The guidelines for teachers contained indications and methodological recommendations for teachers on how to use and customize the tools proposed by the project, as well as how to identify the most adequate teaching and learning methods for the delivery of the activities.

The "Guidelines for Teachers" for curriculum implementation were conceived to guide pilot site teachers step-by-step in implementing the curriculum and using the planned teaching material in daily practice.



In order to provide the needed support to teachers, the selected approach was to provide two main types of resources which could integrate different perspectives:

1) A set of LESSON PLANS (LPs) that could support teachers in addressing the “crucial” LOs of the NECTAR Curriculum by tailoring general “templates for lessons” to localized ones. Focusing on specific LOs, where teachers could identify how to address the needed knowledge (outlined in LOs description) through specific educational materials and activities; how to address the needed skills (outlined in LOs description), also identifying some “*crucial professional steps/activities characterizing the CGE*” which should be targeted by the training in order to ensure that they will be transferred/reproduced by the student in his/her daily practice.

2) A set of TRAINING PATTERNS (TPs) that could shape and formalize some best practices for the implementation of innovative educational strategies, which could be applied transversally to the LESSON PLANS and generally to most LOs. Such best practices were meant to facilitate the transferability of the LESSON PLANS to each pilot region.

Teaching Toolkit and “Multilingual Open Contents”

Several online open contents were developed in D4.3 by MUG- Austria; Santa Casa da Misericórdia and UALG, and IPSEOA Marco Polo Italy.

Evaluate the e-learning course for VET teachers “NOTT”

The “NOTT” course aimed to be a participatory approach by involving pilot teachers to co-create the content and activities.

Through NOOT the teachers of the pilots were trained to the use of the plans delivered in T4.3 and were fostered to instantiate them in specific activities which would be implemented in pilot courses. Teachers were introduced to the educational toolkit platform, the teaching toolkit as well as the guidelines for curriculum implementation. As a result, a clear co-creation process was manifest, that builds the basis for WP5. By working in close cooperation with the pilot teachers, important input considering the successful implementation of the pilots was delivered.



8 METHODS

To evaluate teachers' Tools including NECTAR Educational toolkit platform "iMooX", the guidelines for teachers for curriculum implementation "lesson Plans" and the teaching Toolkit and multilingual open contents of lesson plans we plan to preform online interviews with the teachers of each pilot. However, we only manage to achieve 2 pilot's teachers available for the interview: Italy – Campania and Portugal -SCMA. The other 3 pilot's teachers had answered the interviews in an open questionnaire format, using a word file to freely answer the questions of the structured interview, or sending the answers in by email.

The script/guide with the questions used for teachers' interviews/open questionnaire was the following:

Structured Interview plan:

A) Evaluation of Nectar Educational ToolKit Platform implementation (Task 4.1.2)

Questions:

1. Do you think iMoox is user-friendly?
2. Do you think it works well?
3. Do you have any trouble using iMoox?
4. Is iMoox platform attractive and motivational for learning/teaching?
5. What is your general opinion about iMooX platform?

B) Evaluation of Guidelines for teachers for curriculum implementation (task 4.2.1)

Questions:

1. Were the Lesson Plans useful for you to develop your course?
2. Was the information clear and simple?
3. Do you think there is any missing information?
4. In your opinion, is the format of the lesson plans correct and useful?
5. Is there anything you would like to change or add?

C) Evaluation of Teaching Toolkit and Multilingual Open Contents (task 4.3)

Questions:

1. Did you use this information about the online course contents/material, uploaded on Moox course?
2. Did you find it useful for the pilots?
3. Do you think there is any missing information?
4. Is there anything you would like to change or add?

Figure 1. Script/guide used for the evaluation of teacher's tool, targeting teachers.



To obtain the evaluation feedback of pilot students about NECTAR Educational toolkit platform “iMooX” we performed an online questionnaire.

iMooX implementation questionnaire to student’s link:

https://docs.google.com/forms/d/e/1FAIpQLSdqO4_Wsi0I-Uo3_U0DkdMAOpOmgNZeYFwUwXKIG1GGD1FIJA/viewform?vc=0&c=0&w=1&flr=0&pli=1

We obtain a total of 39 responses from students to this questionnaire.
The data was analysed using Microsoft Excel

Structured Interview plan:

A) Evaluation of Nectar Educational ToolKit Platform implementation (Task 4.1.2)

Questions:

1. Do you think iMoox is user-friendly?
2. Do you think it works well?
3. Do you have any trouble using iMoox?
4. Is iMoox platform attractive and motivational for learning/teaching?
5. What is your general opinion about iMooX platform?

Figure 1.1. Script/guide used for the evaluation of iMooX tool, targeting pilot students.

Finally, the e-learning course for VET teachers “NOTT course”, was evaluated by teachers from each pilot site through an online questionnaire.

NOTT Course Evaluation Questionnaire Link:

<https://forms.gle/P8fvJs5endvRyrYz6>

We obtain a total of 24 responses from teachers to this questionnaire.
The data was analysed using Microsoft Excel



9 Overall, Teachers Tools evaluation

Results will be presented by pilot site, organized by each topic of evaluation and each question. The information of the answers was transcribed and formatted in the same manner for each pilot teacher; regardless the origin of the answer (may be from interview or freely written answer).

The answers of each pilot site are presented in different colours:

- I. Ligurian Pilot Marco Polo – Italy were given by Prof. Girolamo. (Italy-MP)
- II. Santa Casa da Misericórdia de Albufeira Pilot – Portugal were given by Celso Rosa (Portugal SCMA)
- III. Medical University of Graz Pilot – Austria were given by Carolin Herzog (Austria GRAZ)
- IV. Campania Pilot – Italy were given by Angela Montone (Italy – Camp)
- V. Odisse Pilot -Belgium were given by Bart Geurden (Belgium – OD)

9.1 NECTAR Educational Toolkit “iMooX”

Evaluation of the “iMooX” Platform (by pilot teachers) :

Q1- Do you find iMooX is user-friendly?

Italy-MP: Yes, I can say that iMooX is easy to use, but it is important to note that the user experience may vary depending on the technological skills and individual knowledge of the user. Overall, however, it is very intuitive.

Portugal SCMA: Yes because it is very intuitive and practical.

Austria GRAZ: Yes, the used platform iMooX, is relatively easy to access and use, and after a short period of familiarization, easy to understand and very clear.

Italy – Camp: Yes. Simply intuitive. No problems in upload

Belgium – OD: Yes, iMooX is user-friendly. However, the content of the platform is only very slightly displayed in the chosen language. For example, if I set the platform to Dutch, then only a very small part (a few sentences here and there) is displayed in Dutch. The rest will remain in English. For Dutch-speaking students, this does not benefit the user-friendliness and can inhibit the use of the platform.



We had a user-friendly explanation of the login procedure. This procedure only needs to be performed once. Afterwards, logging in is very easy. The iMooX platform is free of charge and accessible to everyone.

Q2- Do you find it works well?

Italy-MP: Yes, I can say that iMooX works well, based on the information available on its functionality and its reputation as an online learning platform. iMooX works well in that it offers many useful features for students and teachers. For example, courses on iMooX include videos, quizzes, exercises, and downloadable learning materials. We can, therefore, say that iMooX works well as an online learning platform.

Portugal SCMA: Yes it has a very fast access.

Austria GRAZ: Yes, I do. Access to iMooX and the various functions within the Toolkit Platform work pretty good (as described).

Italy – Camp: Yes.

Belgium – OD: Yes the platform works well and at an acceptable, comfortable speed

Q3- Do you have any trouble using iMooX?

Italy-MP: We have not encountered any difficulties.

Portugal SCMA: Not because it is always accessible and globally visualized.

Austria GRAZ: So far, I have not had any troubles or difficulties with iMooX, a proper functioning could be guaranteed until now.

Italy – Camp: No.

Belgium – OD: In the period in which iMooX was used, we did not experience any technical problems. No problems are mentioned on 'Forum' in iMooX.

Q4- Is the iMooX platform attractive and motivational for learning/teaching?

Italy-MP: Yes, I can say that the iMooX platform is attractive and motivating for learning/teaching. You can immediately see that it is designed to offer an engaging and interactive learning experience, with many features that motivate students to learn and teachers to teach.

Portugal SCMA: Yes because we managed to have a global view of all the contents.

Austria GRAZ: In my/our opinion yes, because the content primarily consisting of videos, documents, links and quizzes can be followed like a learning path (red thread), characterized by the use of varying tools.

Quizzes at the end of each chapter guarantee that students stay on task.

Content on iMooX can be used to supplement, but also to underpin or reinforce Face2Face contents in class, providing a good mix of teaching techniques to keep students motivated.

Italy – Camp: Yes, First time using.

Belgium – OD: iMooX has been attractively presented and developed. Extensive use is made of illustrations, animations and moving images, but it all remains functional and is not distracting, which ensures learners are better engaged in the content.

Q5- What is your general opinion about iMooX platform?



Italy-MP: My general opinion is that iMooX is a very useful platform for online learning and a valuable resource for students and teachers worldwide.

Portugal SCMA: It is a platform that is easy to access and use for all users, even those who are not used to working on platforms.

Austria GRAZ: A helpful platform to support on-site teaching and delivery of Nectar contents. Good choice to use iMooX as the educational toolkit platform for Nectar.

Italy – Camp: Good opinion.

Belgium – OD: In terms of design, content, and user-friendliness, iMooX is very similar to electronic platforms that are managed by a university or other academic institution.

Evaluation of the “iMooX” Platform (by pilot Students):

Regarding the evaluation of iMooX platform by students we obtain the following results (n=39), distributed by the 5 pilot sites.

Every participant in the questionnaire (100%) thinks that iMooX is user-friendly, works well and is attractive and motivational platform for e-learning; No one has any trouble using it (100%);

In general, the opinion of the students about iMooX varies from very good (51,3%), good (43,6%), neither good or bad (2,6%) and very bad (2,6%).

We had obtained two different written feedbacks from students:

- *The iMooX platform is very easy to use and intuitive. We mainly use another platform that is Moodle, the principal tool of ITS BACT Foundation.*
- *I think iMooX platform is very engaging for studying Online lessons. Especially since you can take verification quizzes after each online lesson. The ability to download material uploaded to the platform is also a very useful feature.*

Summary of Results: Evaluation of the “iMooX” educational Toolkit

- All pilot sites teachers and students evaluate iMooX as user-friendly and intuitive. The Belgium pilot however points out that not all content is displaced in the chosen language, such as Dutch. All pilots also agree that the platform works well, and they had no problems using it.
- The iMooX was also considered an attractive and motivating way of learning, with videos, documents, and quizzes to help students engage in the contents.



9.2 Guidelines for Teachers for Curriculum Implementation “lesson Plans”

Evaluation of the Guidelines for teachers: lesson Plans

Q1- Were the Lesson Plans useful for you to develop your course?

Italy-MP: I can say that lesson plans are important tools for teachers in designing and teaching their courses. They have been a useful tool to define specific lessons.

Portugal SCMA: Yes, some of them, others we think are better to change to improve and complement learning.

Austria GRAZ: Yes, it was helpful to have these lesson plans in front of you as examples of what the lessons/teaching could look like (in the sense of thought-provoking impulse or inspiration).

Italy – Camp: Yes, I follow all the info.

Belgium – OD: The lesson plans provided in NECTAR were useful to our teachers involved. They have used them as a rewarding tool for the design of the modules which comprise the Belgian pilot and also, they have been used to compare and complete the existing lesson plans. The teachers involved said that they are positive about the influence that this material could have on the existing lesson plans that have been being taught for years at the Odisee University of Applied Sciences.

Q2- Was the information clear and simple?

Italy-MP: Yes.

Portugal SCMA: Yes, the information is quite clear.

Austria GRAZ: Depending on the Lesson Plan more or less yes.

Italy – Camp: Yes.

Belgium – OD: Yes, the information was clear, simple and to the point.

Q3- Do you think there is any missing information?

Italy-MP: I believe the information is complete.

Portugal SCMA: No.

Austria GRAZ: Nothing specific comes to mind now (but eventually a more detailed description of the gastrological tools, test protocols on taste disturbances – and how it works).

Italy – Camp: Complete, interesting that we have a score for teaching.

Belgium – OD: Not now. The information provided is complete and enough for the teaching process.

Q4- In your opinion, is the format of the lesson plans correct and useful?

Italy-MP: Yes, the format of the lessons is correct and useful.

Portugal SCMA: It is correct. Teachers can adapt their teaching methodologies, following these lesson plans

Austria GRAZ: Yes.



Italy – Camp: Yes. useful

Belgium – OD: Yes, to my opinion the format of the lesson plans is correct and useful.

Q5- Is there anything you would like to change or add?

Italy-MP: Nothing

Portugal SCMA: No

Austria GRAZ: Nothing specific comes to mind at the moment (but eventually a more detailed description of the gastrological tools, test protocols on taste disturbances – and how it works)

Italy – Camp: No

Belgium – OD: Lesson plans conform to international educational standards and do not currently require changes.

Summary of Results: Evaluation of the guidelines for teaches “lesson plans”

- Lesson plans were considered useful by most of the pilot site teachers. They state that the lesson plans were useful to define specific lessons.
- Information on the lesson plans was considered clear and complete, by all pilot sites teachers.
- The Belgium pilot highlights that the lesson plans provided in NECTAR were useful to our teachers involved. They have used them as a rewarding tool for the design of the modules which comprise the Belgian pilot and, they have been used to compare and complete the existing lesson plans. The teachers involved said that they are positive about the influence that this material could have on the existing lesson plans that have been being taught for years at the Odisee University of Applied Sciences.



9.3 Teaching Toolkit and “Multilingual Open Contents”

Evaluation of the Multilingual Open Contents:

Q1- Did you use this information about the online course content/material, uploaded on the iMooX platform?

Italy-MP: We have not been able to make use of the material uploaded on the iMooX platform yet, but we are planning to use it as a final recap of the most relevant topics in the last weeks of the pilot.

Portugal SCMA: part of it yes.

Austria GRAZ: Yes, we used it successfully during pilot training in Austria.

Italy – Camp: Yes. I used. Important that all the material is downloaded after a lesson. So easy use.

Belgium – OD: All participants were expected to complete the full massive open online course produced on the iMooX platform for the purpose of the pilot training. The Content has also been assigned to two different learning modules by staff of the Centre for Gastrology to ensure alignment of the online training content with content of their practice seminars.

Also, to introduce the teachers involved to the NECTAR project, iMooX was used, more specifically in the Nectar Online Training of Trainers.

Q2- Did you find it useful for the pilots?

Italy-MP: The contents of iMooX are extremely useful and focused on the Modules of the Ligurian pilot.

Portugal SCMA: Yes, as a guideline a support

Austria GRAZ: Yes, definitely – as a support and supplement to the on-site teaching.

Italy – Camp: Yes. I used. Important that all the material is downloaded after a lesson. So easy use.

Belgium – OD: The Nectar Online Training of Trainers was positively received and assessed by the teachers involved in Odisee University of Applied Sciences. This training was a nice and meaningful addition to the knowledge they already had about the training chef gastro-engineering.

Q3- Do you think there is any missing information?

Italy-MP: No

Portugal SCMA: No

Austria GRAZ: At the moment, I can't think of anything specific.

Italy – Camp: No

Belgium – OD: We believe that the information currently available in iMooX is sufficient to successfully complete the NECTAR pilot.

Q4- Is there anything you would like to change or add?

Italy-MP: No consideration.

Portugal SCMA: No Although I consider that teachers can and should change according to their chosen teaching strategies.



Austria GRAZ: No, but it should be noted that the Teaching Toolkit is so well received by students especially because of its multilingual implementation on the iMooX platform.

Italy – Camp: No.

Belgium – OD: We believe that the information currently available in iMooX is sufficient to successfully complete the NECTAR pilot, and there is no need to change or add anything. However, it is not clear to us how the role of iMooX will be evolved in the process of adapting NECTAR to local national standards after the end of this project.

Summary of Results: evaluation of the “ Multilingual Open Contents”

- Regarding the use of the open course online contents and materials, Portugal, Italy and Austria say they used some of the materials or will use them in the final recap of relevant topics.
- The Belgium pilot states that all participants were expected to complete the full massive open online course produced on the iMooX platform for the purpose of the pilot training. The Content has also been assigned to two different learning modules by staff of the Centre for Gastrology to ensure alignment of the online training content with content of their practice seminars.

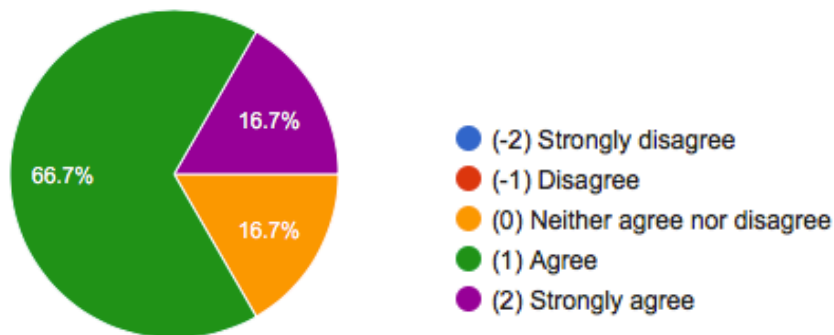
Also, to introduce the teachers involved to the NECTAR project, iMooX was used, more specifically in the Nectar Online Training of Trainers.

9.4 Evaluation of e-learning Course for VET Teachers “NOOT”

The results from the 5 pilot sites about the evaluation of NOTT course (n=24) are presented using charts, which reflects the results in percentage of the given answers by the teachers who have been in the NOOT course.

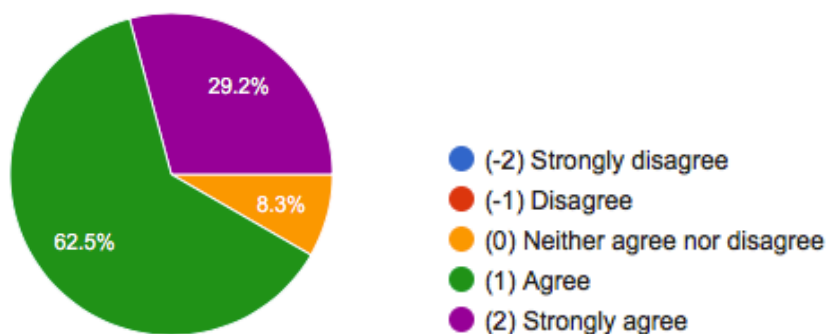
Evaluation of the “NOTT” course:

Q1a)- My level of knowledge of iMooX platform as a student has improved.



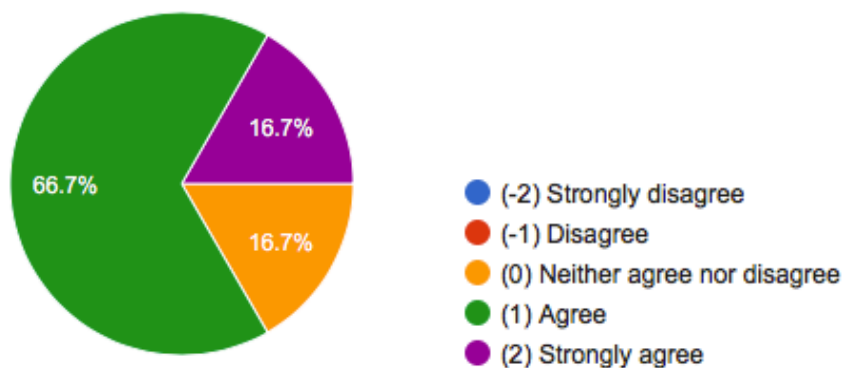
Most of the teachers/VET agrees (66,7%) or strongly agrees (16,7%) that his/her level of knowledge of iMooX platform has improved.

Q1b)- After the NOTT course my level of knowledge of the NECTAR project has improved.



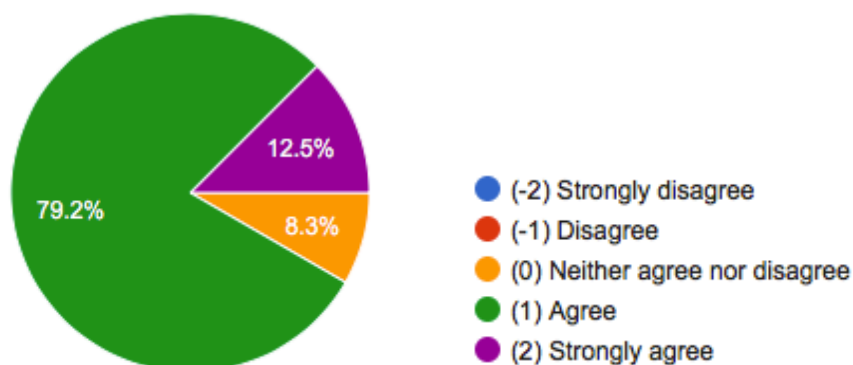
Most of the teachers/VET agrees (62,5%) or strongly agrees (29,2%) that after the NOTT course his/her level of knowledge about NECTAR project has improved.

Q1c)- I am aware of the main design tools used in the NECTAR project.



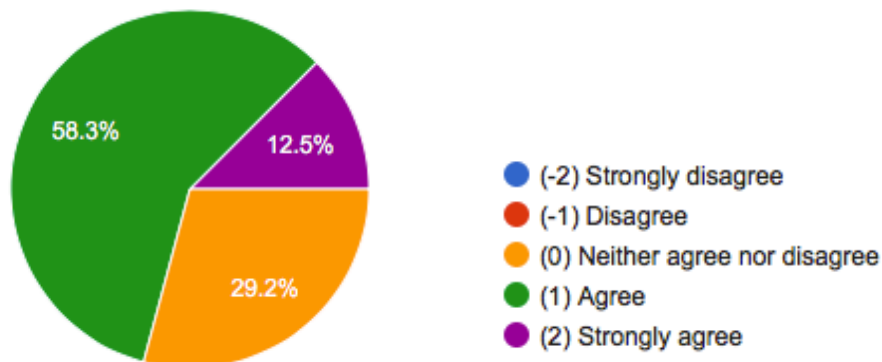
Most of the teachers/VET agrees (66,7%) or strongly agrees (16,7%) with the increasing awareness of main design tools used in the NECTAR project.

Q1d)- I am able to use the main design tools used in the NECTAR project.



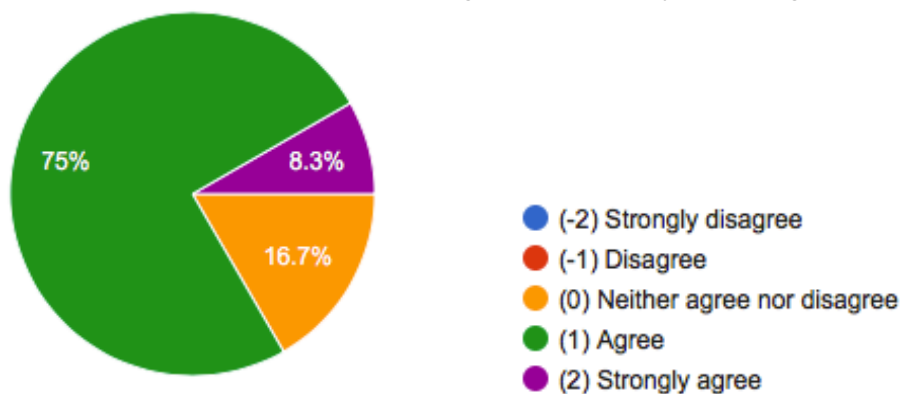
Most of the teachers/VET agrees (79,2%) or strongly agrees (12,5%) to be able to use the main design tools used in the NECTAR project

Q1e)- I am able to design the students' assessment according to the main European standards.



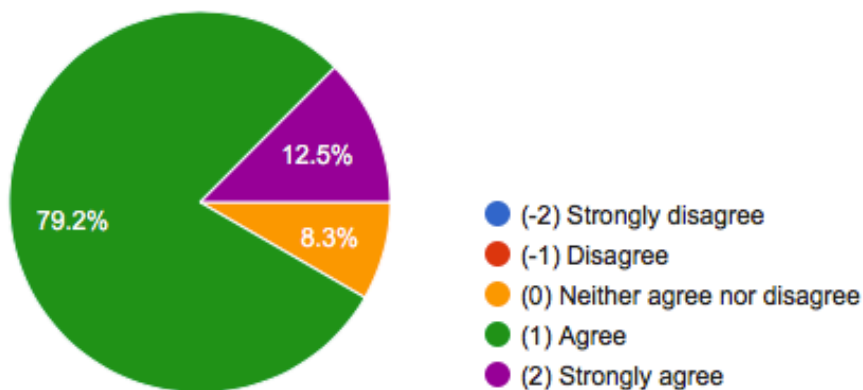
Most of the teachers/VET agrees (58,3%) or neither agree nor disagree (29,2%) to be able to design the students' assessment according to the main European standards.

Q1f)- I am able to contribute to the design of the pilot by providing a description of my teaching.



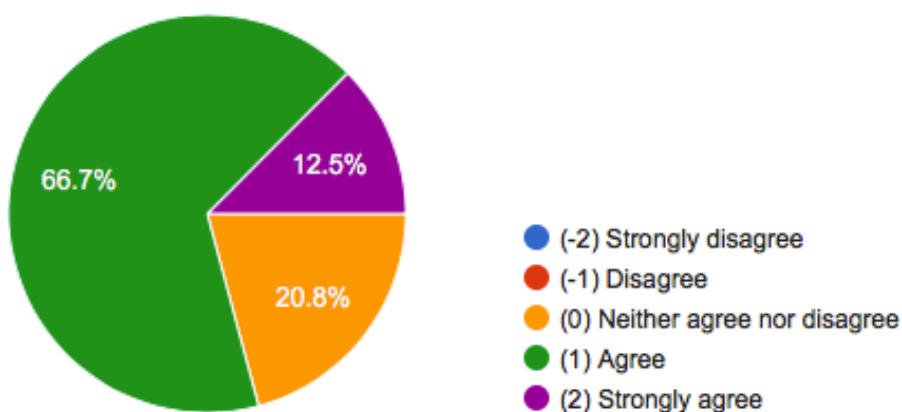
Most of the teachers/VET agrees (75%) or neither agree nor disagree (16,7%) to be able to contribute to the design of the pilot by providing a description of my teaching.

Q1g)- I think that the lesson plans developed by the project are useful



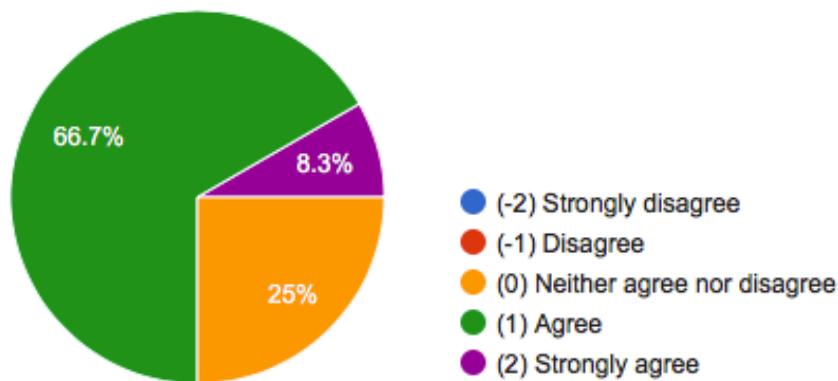
Most of the teachers/VET agrees (79,2%) or strongly agree (12,5%) that the lesson plans developed by the project are useful.

Q1h)- I think that the training patterns developed by the project are useful



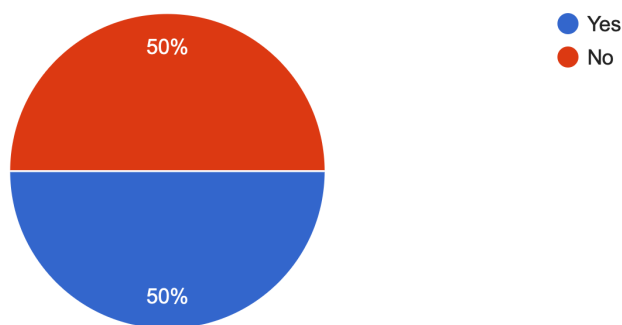
Most of the teachers/VET agrees (66,7%) or neither agree nor disagree (20,8%) that the training patterns developed by the project are useful

Q1i)- I am able to design a lesson by integrating lesson plans and/or training patterns provided by the NECTAR project.



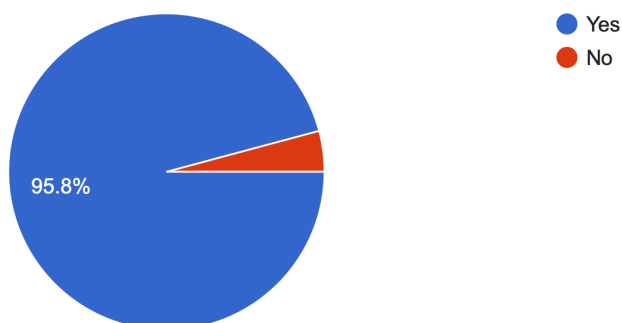
Most of the teachers/VET agrees (66,7%) or neither agree nor disagree (25%) to be able to design a lesson by integrating lesson plans and/or training patterns provided by the NECTAR project.

Q2-As a teacher, will you use with your students Nectar MOOC available on iMoox platform?



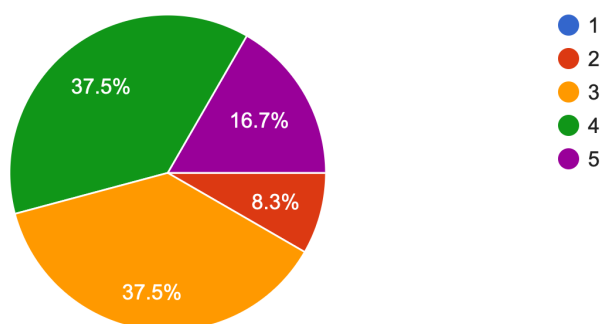
Half of the inquired teachers are not going to use MOOC contents. The justifications given for this result, were since many teachers will give their classes in a kitchen-laboratory; Some teachers use another online platform in their classes, such as Moodle and other state that the contents are not in their mother language (Dutch).

Q3- Do you think the NOTT course was useful for your **professional development**?



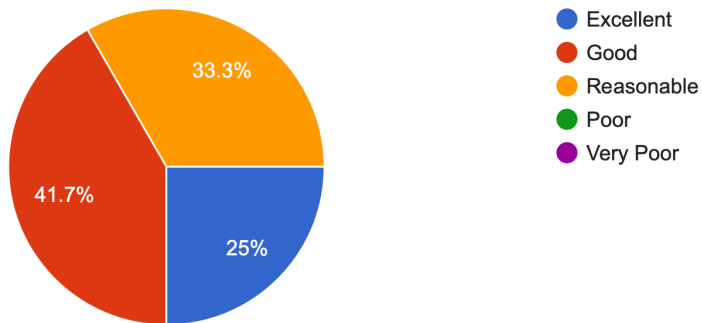
Most of the teachers find NOTT course useful for professional development (95,8%). They justify this opinion stating that NOTT course offers a mix of knowledge between theory and practice; allows the participants to gain knowledge from other teachers; allows the participants to gain knowledge about the methods and techniques that are used in the European Union and about Nectar Project

Q4- Do you think the NOTT Course met your **expectations**?



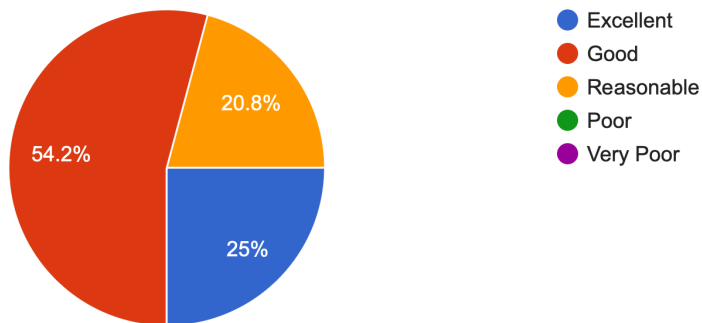
Participants must choose from value 1 – not at all to value 5 – very much. In general, NOTT course met the expectation of the participants.

Q5- Overall, how do you rate the **webinars** delivered during NOTT?



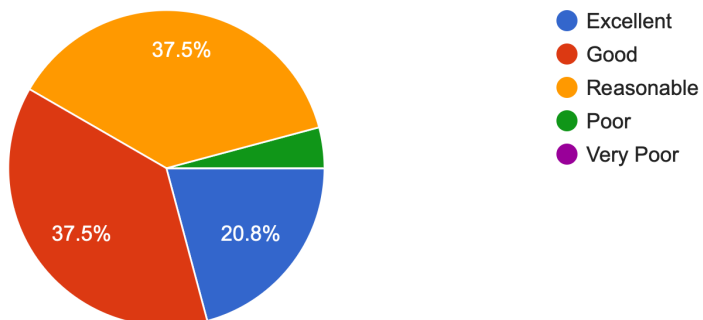
In general, the participants gave a positive opinion about the webinars delivered during NOTT course.

Q6- Overall, how do you rate the **materials** delivered during NOTT?



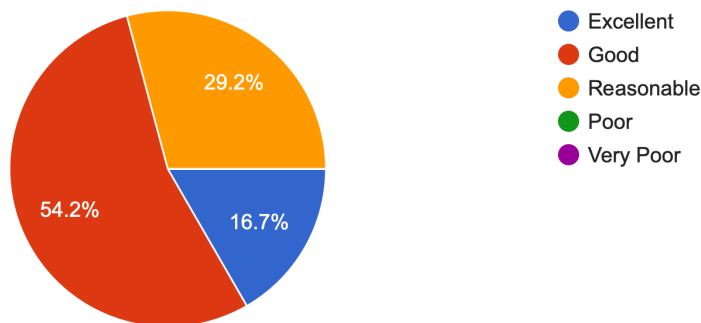
In general, the participants gave a positive opinion about the materials delivered during NOTT course.

Q7- Overall, how do you rate the **activities** that you have been required to perform during NOTT?



In general, the participants gave a positive opinion about the activities performed during NOTT course.

Q8- Overall, how do you rate the **technical support** provided during the NOTT?



In general, the participants gave a positive opinion about the technical support during NOTT course.

Summary of the results: evaluation of NOTT course:

- Most of the teachers/VET agrees or strongly agrees that his/her level of knowledge of iMooX and Nectar project and available tools, has improved.
- Most of the teachers/VET agrees or strongly agrees to be able to use the main design tools used in the NECTAR project and to be able to design the students' assessment according to the main European standards.
- Most of the teachers/VET agrees to be able to contribute to the design of the pilot by providing a description of teaching and that the lesson plans developed by the project are useful.
- Most of the teachers/VET agrees or neither agree nor disagree that the training patterns developed by the project are useful; and that they are able to design a lesson by integrating lesson plans and/or training patterns provided by the NECTAR project.
- 50% of the inquired teachers will use Nectar MOOC, available on iMooX.
- 95,8% think that NOTT course is useful for professional development.
- The NOTT course met the expectations of all the inquired teachers.
- The webinars were rated from reasonable (33,3%) to excellent (25%)
- The materials were rated from reasonable (20,8%) to excellent (25%)
- The activities were rated by the majority as reasonable (37,5%), good (37,5%) and excellent (20,8%)
- The technical support was rated as reasonable (29,2%), good (54,2%) and excellent (16,7%)



10 Conclusion

The Overall Teachers' Tools Evaluation confirms that in general all evaluated tools have had a very positive reception by the teachers. These tools are useful, flexible and a great guidance for the pilots' teachers' educational strategies.

The iMooX was considered user-friendly, intuitive and an attractive and motivating way of learning.

The information on the lesson plans was considered clear and complete, by all pilot sites and considered useful the majority of the pilot sites, that stated they were useful to define specific lessons.

Regarding the use of the open course online contents and materials, Portugal, Italy, Belgium and Austria said they used some of the materials in their pilots.

Half of the inquired teachers used Nectar MOOC, available on iMooX. 95,8% thinks that NOTT course is useful for professional development.

The NOTT course met the expectations of all the inquired teachers, a majority rate the webinars, materials and activities from reasonable to excellent. The technical support given was rated for excellent or good by the majority (70,9%).



11 ANNEXES



11.1 ANNEX 1 – NOTT Evaluation Questionnaire

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NOTT Evaluation Questionnaire

Part of the Overall Teachers' Tools Evaluation (T6.3)
within WP6 by UALG



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Introduction and explanation

This questionnaire targets the teachers of the NOTT course and is intended to be distributed the last day of the training.

This questionnaire aims at gathering information on the satisfaction of the participants with respect to their initial expectations. The results received will be therefore compared with the pre-course questionnaire, to allow a formative and summative evaluation of the training.



Introduction

In order to match the answers to this questionnaire with the ones delivered before the beginning of the NOTT course, we ask you to indicate the same Identification Code (following the instructions below):

Enter in the following comment section the first 3 letters of your mothers' surname; the day of your birthday and the last 2 letters of your surname. (Example: Mothers surname: **Martina**; your Date of Birth: **23** November 1990; your surname: **Manuel** → Code: **MAR23EL**)

Part A – General Evaluation of NOTT course

1. Please, specify how much do you agree with the following statements?

a) My level of knowledge of iMoox platform as a student has improved

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

b) After the NOTT course my level of knowledge of the NECTAR project has improved

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

c) I am aware of the main design tools used in the NECTAR project

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

d) I am able to use the main design tools used in the NECTAR project

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

e) I am able to design the students' assessment according to the main European standards

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

f) I am able to contribute to the design of the pilot by providing a description of my teaching

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

g) I think that the lesson plans developed by the project are useful

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

h) I think that the training patterns developed by the project are useful



(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

j) I am able to design a lesson by integrating lesson plans and/or training patterns provided by the NECTAR project

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

2. As a teacher, will you use with your students Nectar MOOC available on iMoox platform?

- ☐ Yes
Please, explain how _____
- ☐ No
Please, explain why _____

3. Do you think the NOTT course was useful for your **professional development**?

- ☐ Yes
Please, explain how _____
- ☐ No
Please, explain why _____

4. Do you think the NOTT Course met your **expectations**? (please choose a value from 1 - not at all - to 5 - very much)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

5. Overall, how do you rate the **webinars** delivered during NOTT?

- ☐ Excellent
- ☐ Good
- ☐ Reasonable
- ☐ Poor
- ☐ Very Poor



6. Overall, how do you rate the **materials** delivered during NOTT?

- ☐ Excellent
- ☐ Good
- ☐ Reasonable
- ☐ Poor
- ☐ Very Poor

7. Overall, how do you rate the **activities** that you have been required to perform during NOTT?

- ☐ Excellent
- ☐ Good
- ☐ Reasonable
- ☐ Poor
- ☐ Very Poor

8. Overall, how do you rate the **technical support** provided during the NOTT?

- ☐ Excellent
- ☐ Good
- ☐ Reasonable
- ☐ Poor
- ☐ Very Poor