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KA220-SCH - COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

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**Performance, monitoring and review of online training – E-LEARNING COURSE**

**5<sup>TH</sup> PROJECT RESULT**

## Summary

INTRODUCTION .....	3
PERFORMANCE, MONITORING AND REVIEW OF ONLINE TRAINING.....	8
ITM (Czech Republic) .....	9
EDOTTO Srl (Italy) .....	11
SMS STAL (Poland).....	13
COMPARISON OF PARTNER TARGET GROUP TRENDS AND E-LEARNING TRAINING .....	15
SOURCES.....	16

## INTRODUCTION

The Erasmus+ “TCE Skills” project has yielded promising initial results, leading to the development of e-learning training modules aimed at enhancing transversal skills. These modules were tested by students within the identified target groups of the project partners.

The innovative online training platform, TCE Skills, primarily focuses on improving key competences related to communication and cultural heritage. As point out in the PR4 report, the partners have curated a KIT of key competences to guide the identified target groups through a journey of self-assessment and transversal skill development. Specifically, the KIT aims to:

- enhance the capacity for autonomous and continuous reflection towards active citizenship;
- foster the ability to cultivate cultural experiences;
- bridge the gap between non-formal and school-based learning by fostering identity-building.

Each partner has meticulously designed and implemented sections within the training KIT, selecting relevant content and topics to ensure comprehensive learning for the beneficiaries. The course structure comprises six training modules, with four being theoretical, but however tailored to meet the specific needs of the target beneficiaries.

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3

The first module, titled “**Collaboration**” and developed by Zespół Szkół Mistrzostwa Sportowego STAL in Rzeszów, promotes the idea that individual success is closely linked to the ability to work in a team to achieve common goals. Teamwork not only enhances results but also stimulates creativity, supports strong relationships based on trust, and optimizes time and energy through division of responsibilities within a group; this fosters personal skill development.

The module’s objective is to raise awareness among students benefiting from the training regarding group work dynamics and encouraging a collaborative and supportive environment.

The first part “Group Work” initially defines group work and proceeds to discuss its effects, advantages, disadvantages, and methods for fostering a positive working environment.

The second part “The role of a leader in a group – building leadership skills” focused on the figure of the leader and the essential skills required to effectively guide a group towards successful project implementation. This includes learning to delegate tasks, motivate team members, and cultivate trust.

The third and final section “Group Roles” explores the various roles within a group and strategies for harmonious collaboration. It aims to equip individuals with tools to assess and adjust their behavior towards others effectively.

Moving on to the second module, “**Communication**”, developed by Edotto Srl, it aims to equip learners with essential communication tools to effectively convey messages, foster positive relationships, and collaborate with diverse stakeholders. Understanding the unique characteristics of others, the context, and the relationship dynamics is crucial for successful communication in interpersonal interactions, presentations, negotiations, and everyday scenarios. Factors such as clarity, active listening, empathy, adaptability, and feedback are emphasized as key components influencing message reception and recipient reactions.

The aim of the module is to guide students through a structured communication process that enables them to express themselves effectively and unleash their potential. Given that communication underpins all transversal skills, this training is designed to provide universally applicable tools. Mastering appropriate communication strategies tailored to different contexts and audiences requires knowledge and techniques that are valuable both professionally and personally.

The first part of the module covers “The principles of communication”, encompassing all elements of the communication process with insights into communication styles, channels, and levels.

The second part on “Communicating emotions” underscores the significance of listening and the interplay between communication and emotions in effective communication.

Lastly, the third part, “Between Reality and Virtual World” delves into navigating the real/virtual landscape by addressing topics like hyperconnectivity, online presence importance, and crafting compelling content for target audiences. These skills acquired (soft skills and technology utilization) are transferable across personal and professional spheres.

The third module, titled “**Critical Thinking**” and developed by ITM group, is designed to enhance individuals’ capacity for objective analysis, task segmentation, and result generation. It aims to cultivate the ability to identify key points for problem-solving and view situations from diverse perspectives. Critical thinking encompasses analytical reflection, logic, reasoning, and the skill to make well-informed judgments. This skill is fundamental for navigating daily challenges and fostering personal success.

The aim of the module is to equip students with the tools necessary to recognize the five core skills integral to critical thinking: empathy, flexibility, independent thinking, objectivity, and attentiveness.

The first part “Prerequisites for Successful Critical Thinking” focuses on outlining the foundational aspects of critical thinking by introducing concepts like empathy, flexibility, and independent thinking. It emphasizes their significance in learning how to effectively assess data, information, and events.

In the subsequent section, “Important Critical Thinking Skills”, the module delves into the five crucial skills essential for proficient and autonomous critical thinkers: questioning, problem-solving, analysis, evaluation, and deduction.

The final part, “Elements of Critical Thinking”, is dedicated to elucidating the components of critical thinking: the procedural steps vital for arriving at accurate evaluations of facts and information.

The fourth module, “**Creativity**”, developed by Wide Srl, equips individuals with the tools to analyze and synthesize existing information to generate novel, innovative, and valuable insights. Creativity, viewed as a skill, necessitates flexible thinking, making unexpected connections, and devising solutions that transcend conventional approaches. It is a pivotal quality across various contexts, enabling individuals to tackle and resolve challenges, drive improvements, adapt constructively to changes, express individuality, foster an open mindset, and create something new while experiencing a sense of fulfillment. Creativity represents a style of thinking: a skill that can be honed and cultivated. It stands out as one of the most sought-after soft skills in the professional realm, empowering individuals to unleash their creative potential even if they initially doubt their capabilities.

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5

The aim of the module is to enhance and nurture the creative skills of students benefiting from the training.

The first part, “Creativity as a Soft Skill” serves as an introduction by defining “creativity” and outlining its characteristics, with a focus on the concept of the “creative brain”. This section aims to demonstrate to students that creativity is within everyone’s reach while elucidating the essence of creativity.

The second part “Techniques and tools of creative thinking” delves into the creative process and explores techniques for enhancing perception, memory, external environment processing, and shifting perspectives.

The third and final part “The importance of creativity in the world of work” focused on the significance of creativity in professional settings. It elucidates how entrepreneurial competence hinges on creativity

and offers guidance on practical implementation strategies and methods for fostering and amplifying creativity in the workplace.

Each section of the program comprises a minimum of three **teaching units** featuring guided video lessons, a **quiz** with 12 multiple-choice questions to assess comprehension of the specific skills covered, and a folder containing six detailed documents for those eager to delve deeper into the module's topics.

The 5<sup>th</sup> module, titled **“Storytelling”**, is a practical component stemming from the fourth project outcome. It offers students the opportunity to apply acquired skills through various storytelling techniques such as *Hero's Journey*, *False Start*, *In medias Res*, and *Sparklines*. Each technique is paired with a specific course skill, providing students with guidance to craft their own compelling narratives based on the provided examples.

The upcoming sixth module will serve as a self-assessment and knowledge mapping toolkit. It will enable participating groups to gain a comprehensive understanding of their learning journey, acquired improvements, achieved outcomes, and practical applications in real-world scenarios.

The overarching goal of the TCE Skills course is not only to be utilitarian, practical, scalable, and replicable but also engaging. This approach was driven by the partners' observation of students' initial habits and knowledge. By actively involving beneficiaries in shaping the training course, areas for content focus were identified. Following the online training experiment, target groups evaluated the partners' work, expressing appreciation and contributing to the program's ongoing enhancement.

The **questionnaire** administered to the target group consisted of nine open-ended questions aimed at gathering feedback on participants' impressions and experiences during the course. Questions included assessments on expected content coverage, usefulness of course components, organization clarity, relevance of quizzes, time commitment for e-learning, effectiveness of animations, impact of activities on understanding topics, key concepts learned, and value of storytelling in the e-learning module. The survey included, specifically, the following questions:

- Does the course offer the content you expect to learn? Why yes or why not?
- What part of the course did you find most useful and interesting?
- Was the content clearly organized? Why yes or why not?
- Are the quizzes related to the material presented in the course?

- How long did it take to take this course in e-learning mode?
- How would you rate the use of animations in course content?
- Did the activities help you understand the topic better?
- Identify three important concepts or ideas you learned in this course.
- Does storytelling have an added value for this e-learning module? Why yes or why not?

Evaluation of training progress focused on theoretical modules and quizzes involved the analysis of various parameters. Student engagement was assessed using quantitative data from platform monitoring and qualitative feedback from trainers and students. Final quizzes determined theoretical comprehension while preparing students for practical soft skills application through Toolkit activities. Monitoring usage frequency, time spent, platform usability, and overall learning experience provided insights into course effectiveness and its adaptability to meet target group needs while enhancing inclusivity, impactfulness, and overall appeal.

## PERFORMANCE, MONITORING AND REVIEW OF ONLINE TRAINING

The design and implementation of the e-learning training modules within the framework of the “TCE Skills” project mark a significant stride in enhancing the transversal skills of students from the target groups in the Czech Republic, Italy, and Poland. The innovative TCE Skills platform is dedicated to fostering key competences while integrating values and knowledge pertaining to cultural heritage, offering participants a structured and comprehensive path of non-formal learning.

Each module introduces a blend of theoretical concepts and practical applications, equipping students with essential tools to enhance collaboration, communication, critical thinking, and creativity. Following the theoretical phase experimentation, the partners’ researchers conducted performance assessments of beneficiaries through a meticulous monitoring and evaluation process aimed at ensuring the training process’s effectiveness and replicability.

The analyses of the results elaborated by the Partners will be presented below, showing the progress of the course, areas of success, trends, exceptions, and feedback from the target groups. Individual analyses will facilitate comparisons to identify commonalities and disparities among observed realities, pinpointing opportunities for future enhancements.



## ITM (Czech Republic)

The Czech participants in the ITM target group consisted of 28 students (18 girls, 10 boys) from SUPŠ Jihlava-Helenín (technical/artistic high school) aged between 15 and 17 years.

Upon analyzing the training outcomes, the following observations were made:

- students demonstrated a solid foundation in communication skills, with increased awareness of effective communication's significance and adeptness in selecting appropriate communication channels;
- most students exhibited satisfactory creativity levels and strong narrative abilities;
- all students displayed awareness of global current events and expressed curiosity about their surroundings;
- during Storytelling activities, students showcased strong teamwork skills and a willingness to engage in participatory leadership;
- participants effectively resolved conflicts in a composed and rational manner;
- a notable lack of critical thinking skills was identified among the students, indicating a need for further focus in this area.

9

Out of the 28 participants, 20 were surveyed to gather feedback on the course and knowledge acquisition levels. The survey analysis revealed:

- 90% of participants found the modules and activities useful, while the remaining 10% felt they did not acquire new or useful knowledge;
- students perceived the modules as intuitive and comprehensible;
- some feedback highlighted interface issues, particularly regarding slide size limitations and minor platform access challenges;
- students typically required multiple logins to complete the e-learning platform but did not find it excessively time-consuming;
- the communication module was identified as the most engaging by the majority of students;
- the storytelling activity was deemed the most time-consuming and challenging due to its complexity.

In conclusion, the Czech partner can be sufficiently satisfied with the training's success and its positive impact on high school students' skill development. While narration posed a challenge initially, students

quickly grasped the process with minimal guidance. The engaging platform navigation has prepared students to apply their skills confidently in experiential kit activities.

## EDOTTO Srl (Italy)

The target identified by Edotto comprised 42 students from the Federico Frezzi - Beata Angela I Classical High School and 16 students from the G. Marconi Scientific and Artistic High School in Foligno, for a total of 58 students. However, only 45 students actively participated due to some students having already fulfilled the maximum hours allocated to the Transversal Skills and Orientation (PCTO) pathways.

Following the collection of the storytelling material, Edotto's researchers analyzed each story to identify common themes and elements facilitating a comparative analysis between projected and actual project outcomes. The predominant characteristics gleaned from the students' narratives included:

- strong inclination towards teamwork;
- enhanced awareness of communication's pivotal role in fostering a relaxed and collaborative environment;
- view of other cultures as sources of personal and professional enrichment;
- curiosity driving exploration of diverse perspectives;
- informed engagement with global events, coupled with a desire for tangible actions and active participation in effecting change;
- need for further development in critical thinking to objectively assess situations and articulate advantages and disadvantages;
- demonstrated creativity levels;
- ability to assume participatory leadership roles through open dialogue, collaboration, and conflict resolution within the group.

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11

At the end of the training course, a survey questionnaire was administered specifically designed to evaluate the students' opinions on teaching approach. While 25 responses were received online, 33 students did not provide feedback. Analysis of questionnaire responses indicated that the experimental "TCE Skills" teaching was comprehensible, aided by multimedia content that facilitated active participant engagement.

The estimated completion time for the online training varied among students, with some finishing within a month and others within three weeks, reflecting the flexibility of e-learning. Feedback revealed mixed perceptions on skill acquisition, with some students feeling they did not learn new

skills or desired more art and architecture-related content aligned with their curriculum. Modules related to communication, creativity, and collaboration were deemed most engaging.

Making a general reflection, the training received by the Italian target group is viewed as positively impacting their skill development. Despite employing simple and intuitive language in module construction, the training effectively contributed to learning and enhancing the transversal skills under study.

## SMS STAL (Poland)

The Polish target group comprised students from the Szkoła Mistrzostwa Sportowego Stal in Rzeszów, aged between 15 and 17. The training monitoring and analysis involved direct observation, questionnaire administration, and informal interviews.

After implementing the TCE Skills project training, a qualitative analysis was conducted to assess the impact of e-learning on participants' soft skills and competences. The analysis aimed to evaluate skill application, identify success factors, and determine areas for improvement.

Key findings from the analysis and observations include:

- **Skill Application:** participants noted improvements in interpersonal communication and teamwork. Those engaged in the “Communication” module displayed enhanced confidence in expressing ideas and effective conflict resolution. Meanwhile, participants in the “Collaboration” module highlighted improved group project dynamics understanding.
- **Success Factors:** personalized content, interactive elements, and self-paced learning were identified as crucial engagement and learning enhancers.
- **Areas for Development:** participants suggested more practical exercises for increased engagement and varied feedback forms for skill enhancement.
- **Soft Skills Enhancement:** notable development in communication, creativity, and critical thinking skills was reported by participants.
- **Engagement Boost:** interactive courses and self-paced learning heightened motivation and engagement, leading to improved outcomes.
- **Module Perception Variances:** participants rated modules differently, indicating a need for tailored content to meet individual learning needs.
- **Support Requirement:** some participants sought more teacher support for problem-solving during online learning.

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13

The qualitative analysis of participation in e-learning courses provided valuable insights for enhancing the model, emphasizing the significance of personalization, interactivity, and practical skill application. Results from the evaluation questionnaire distributed to participants in e-learning courses highlighted both positive feedback and areas for improvement:

### Positive Feedback:

- **Course interactivity:** students appreciated interactive elements like quizzes and learning games, enhancing understanding and engagement.
- **Self-Paced learning:** the ability to learn at their own pace was crucial for students, allowing comprehensive knowledge absorption without time pressures.
- **Quality of video materials:** students positively evaluated video content and presentation, finding images and examples helpful in grasping complex concepts.

#### Negative Feedback and Recommendations:

- **Limited practical application opportunities:** some students desired more practical exercises for real-life application of acquired knowledge.
  - *Recommendation:* extend the course with group projects or case studies to increase hands-on involvement.
- **Uniform teaching style:** some found the course monotonous due to a consistent teaching approach.
  - *Recommendation:* introduce varied teaching methods, interactive materials, and educational games to cater to diverse learning styles and enhance engagement.
- **Technical platform issues:** many students faced technical difficulties accessing course materials.
  - *Recommendation:* provide technical support from teachers/instructors to minimize downtime and enhance overall course accessibility.

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14

In conclusion, the training received by the Polish target positively impacted their skill development. While some units lacked consistent engagement, overall course activities effectively contributed to soft skills learning. Refinements such as improved material accessibility and incorporation of hands-on exercises could further enhance the model's effectiveness.

## COMPARISON OF PARTNER TARGET GROUP TRENDS AND E-LEARNING TRAINING

The comparative analysis of e-learning training trends reveals that the “TCE Skills” project significantly advanced the enhancement of transversal skills among students in the Czech Republic, Italy, and Poland. This initiative effectively improved communication skills, teamwork, cultural awareness, and other vital aspects for personal and professional growth.

In the Czech Republic, the ITM target group displayed a solid foundation in communication skills but highlighted a need for enhanced critical thinking. To address this, focusing on critical thinking with specific activities could be beneficial.

In Italy, Edotto’s group exhibited a strong teamwork inclination and improved communication awareness. Participants suggested more personalized content for further enhancement. A possible improvement could be the introduction of more practical and tailored exercises.

In Poland, the SMS STAL group made significant advances in covered soft skills; however, participants desired more opportunities for practical application. Enhancing the training by incorporating exercises, group activities, or case studies would be a valuable improvement.

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15

Overall, the training positively impacted the transversal skill development of students across the three European countries. Continuous monitoring and model adaptation are essential to ensure practical and personalized knowledge application adapted to recorded needs.

Enhancing technical support to address platform access issues would further improve the overall user experience. This proactive approach will contribute to a more seamless learning environment for all participants.

## SOURCES

<https://tceskills.uniformando.it/>

<http://vv.tseskills.u/index.html>

[http://www.tceskills.eu/files/TCE\\_Final-report-PR3.pdf](http://www.tceskills.eu/files/TCE_Final-report-PR3.pdf)

Italian report “TCE\_training report” prepared by Edotto (individual report on the experimentation of the e-learning course carried out on the sample of students identified by the Italian partner Edotto Srl, as part of result 5 of the TCE Skills project)

Polish report “STAL\_TCE\_training-report” prepared by SMS Stal (individual report on the experimentation of the e-learning course conducted on the sample of students identified by the Polish Partner Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie, in the framework of result 5 of the TCE Skills project)

Czech report “TCE Skills\_training CZ report” prepared by ITM (individual report on the experimentation of the e-learning course conducted on the sample of students identified by the Czech partner ITM S.r.o., as part of result 5 of the TCE Skills project)