



1st CPD-Ambassadors Summer School Evaluation Report.

STEM-CPD@EUni Intellectual Output 6

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Table of content

Table of content	2
1 st CPD-Ambassadors Summer School short description	3
Evaluation plan	3
User experience – feedback from participants	1
Feedback during the event	2
Feedback after the Summer School	2
Long-term feedback	2
Key questions and answers – lesson learned	3
Conclusions and recommendations	4
Appendices	5
Appendix 1. First CPD-Ambassadors Summer School in Krakow First Day Form	5
Appendix 2. First CPD-Ambassadors Summer School in Krakow Daily Form	7
Appendix 3. First CPD-Ambassadors Summer School in Krakow Final Day Form	9

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1st CPD-Ambassadors Summer School short description

In the welcoming ambiance of the picturesque city of Kraków, Poland, 32 participants from Finland, Italy, the Netherlands, Poland, Slovenia, Spain, and Bolivia took part in the 1st Summer School of the Erasmus+ Project STEM-CPD@EUni. The event was hosted at the Faculty of Chemistry, Jagiellonian University, and unfolded from the 10th to the 15th of October 2021, adopting a hybrid format that combined in-person and online participation.

The purpose of the Summer School was to train the participants as Continuous Professional Development Ambassadors who will then be tasked with promoting, motivating, and organizing the continuous professional development of university lecturers engaged in STEM (Science, Technology, Engineering, and Mathematics) disciplines within their local environments, such as departments or institutes. Through their dedicated efforts, these ambassadors will contribute to a larger European STEM-CPD community, facilitating the sharing of knowledge, best practices, and personal experiences in higher education.

The participants took part in an intensive training program, under the guidance of top experts in university teacher CPD, which resulted in the creation of *user cases*, a proactive and versatile tool to face actual didactic problems encountered at their local institutions. The CPD-Ambassadors at the summer school will get a certificate based on the assessment of their competence in accordance with the evidence material produced during the summer school.

The programme of the 1st Summer School consisted of 19 highly interactive, workshop style sessions (about 40 teaching hours) centred on common issues encountered in teaching university courses and on the application of the most recent and effective teaching approaches:

- Challenges in teaching and learning.

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- Why use the Constructive Alignment Approach in student teaching and learning and in CPD?
- Constructivism and inquiry-based science education.
- Blended and online learning course design. How to design a micro-MOOC?
- Collaborative teaching and learning and CPD activities – Can't I do it by myself?
- Shift from teaching to learning in higher education. Student-centred learning approach.
- How to design user cases and scenarios.

The continuous feedback from the participants made it also possible to effectively monitor the progress of the participants and to address in a targeted manner educational problems that may have arisen.

The stimulating learning environment was further enriched by off-school activities, including visiting the laboratories and museum of the Faculty of Chemistry of the Jagiellonian University and enjoying downtown Kraków, strengthening the links between the participants, enhancing the creation of an effective community between them.

Evaluation plan

According to STEM-CPD@EUni Evaluation Protocol, we decided to concentrate on four areas of evaluation.

1. Participant experiences
2. Participant learning success
3. Application of knowledge
4. Impact of CPD activities implemented by CPD-Ambassadors

Adhering to this approach, our objective is to impart information on **efficiently conducting CPD activities**, to assess whether a **positive experience translates into** <http://ectn.eu/work-groups/stem-cpd/>

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learning success, and to examine how academic teachers implement this approach within their home institutions. Ultimately, the fourth aspect we will address pertains to providing recommendations to CPD Ambassadors on how to take action to achieve impact within their local institutions.

The detailed aims of STEM-CPD@Euni evaluation are as follows:

- To enhance the TPACK (Technological Pedagogical Content Knowledge) competences of European university STEM lecturers who aspire to become CPD-Ambassadors. These ambassadors will subsequently return to their respective home universities to orchestrate STEM-CPD activities among their peers, thereby enhancing the quality of the courses.
- To equip these educators with the skills and tools necessary for the planning, promotion, organization, and evaluation of CPD activities.
- To establish an international Community of CPD Ambassadors, fostering a collaborative environment for continuous learning and sharing of best practices.

We have developed detailed evaluation questions, established indicators, and devised a data collection strategy for each. Furthermore, we have translated these evaluation questions into survey questions for the respondents (see Table 1).

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Table 1 Evaluation questions

EVALUATION PROTOCOL: List of questions				
No.	EVALUATION QUESTION	INDICATORS	Tools	Questions posed to the participants
1.	How efficiently was the summer school for CPD Ambassadors organized? (O5 evaluation)	1. Participation (%) 2. Dropout 3. Participant satisfaction 4. Relevance of covered topics	Questionnaire (in person / online) Attendance Lists (in person / online)	<ul style="list-style-type: none"> Do you feel more confident about your teaching skills? To what extent do you think the summer school will affect your daily practice as an academic teacher? In which way? Content: to what extent was it new? Versatile? Relevant? What was new for you? How do you think it could be applicable the gained knowledge and skills to your teaching practice? To what extent do you think the summer school will affect your daily practice <u>as a member of your faculty teaching staff community</u>? Do you feel prepared to be a CPD-Ambassador at your institution after the summer school? Did you establish any valuable contacts? Do you think there was enough interaction with other colleagues? Would you recommend your colleagues to participate in such summer school? Why? How do you rate the access to teaching and learning material? Rate the general organization of the school. Rate the technical organization of the school. What may be improved in any dimension of the summer school? (e.g., organizational, technical, social, content, etc.)

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				<ul style="list-style-type: none"> ● Indicate your average attendance of the school. Number of sessions attended. ● What is your main take-home message after attending the school?
2.	What is the level of learning success of Summer School Participants?	Number of certificates issued	IO 5 and IO 6 collected data Reflective diary Report of given actions (e.g., MOOC creation)	<ul style="list-style-type: none"> ● What are the CPD activities you would like to organize at your home institution? ● To what extent have you developed a CPD user case to be used at your home university? ● With whom do you plan to work in cooperation? ● To what extent have you got/developed an idea about how to measure the impact of the CPD activities? ● What CPD activities have you proposed to your colleagues? ● Have you cooperated with other European lecturers on CPD activities after the summer school? ● How many times have you contacted people that you met at the Summer School in the last 6 months?



We chose to gather evaluation data utilizing a multiple-response approach. This method involved obtaining more than one response per participant, comprising a restricted number of direct questions. This entailed pre- and post-school forms, daily forms during the event, and a follow-up online form six months later. All these forms are included in the appendices of this report. Each form underwent distinct analysis, with summaries accessible to all consortium partners.

We have chosen to direct the evaluation results towards various groups of recipients. Within the project, this report will be useful for consortium management and IO5 (Summer Schools) leaders, particularly as support in planning the second edition of the STEM-CPD@EUni Summer School. Along with the project evaluators, the report is intended for a wider audience outside the consortium interested in organizing CPD activities for higher education lecturers.

Hence, the report is structured to offer valuable insights to all the mentioned target groups. The initial section furnishes information about the evaluation concept and the procedures employed. The subsequent section delves into the analysis of user experience, while the third part presents the lessons derived from the first Summer School. This section also encompasses perspectives from both trainers and organizers.

User experience – feedback from participants

User experience is one of the four elements being analyzed within the evaluation process. It is crucial for the project consortium, especially before the second edition of the Summer School, as our goal is to provide an even better event for participants the second time around.

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We have, therefore, assessed several times, the participants' impression of the event. Initially, we gathered their expectations at the commencement of the Summer School (Appendix 1, First Day Form). Subsequently, we re-evaluated their views immediately after the conclusion of the school. In addition, we inquired about the participants' opinions on the pace of the school and their level of engagement on a daily basis (Appendix 2, Daily Form). We employed a course 'thermometer' and 'speedometer' to gauge these aspects. Finally, approximately six months following the conclusion of the school, we contacted the participants to gain insights into their long-term perspectives.

Feedback during the event

We chose to assess how participants were engaging with the topics (school thermometer) and whether they were satisfied with the pace (school speedometer) on a daily basis. Both the thermometer and speedometer were integrated into a single questionnaire, which was collected daily. This approach allowed us to make real-time adjustments during the event, not only to improve for the following year but also for the very next day. This was a more challenging, yet essential task, especially due to the hybrid format.

The conclusions drawn from each day's feedback were analyzed in the evening by the organizing team and shared with the trainers. The summarized conclusions from all the days are categorized into online and onsite feedback:

Online:

- a) Fewer responses were provided.
- b) Speedometer: Most responses indicated a fast (or very fast) pace.
- c) Thermometer: Responses varied between days, with a few indicating ratings of 5/10 and 10/10.

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Onsite:

a) Almost everyone responded.

1. Speedometer: The majority of responses fell under "moderate" with a significant number indicating "fast".
2. Thermometer: The majority of responses were categorized as "warm" or "hot."

Feedback after the Summer School

To gauge how participants evaluated the event in terms of meeting their expectations and how it influenced their self-assessment regarding the Intended Learning Outcomes of the school, we employed pre- and post-school questionnaires. The self-assessment segment was administered twice, both before and after the Summer School. For the expectations evaluation, we initially inquired about participants' expectations. After the school, participants assessed the extent to which the event met their expectations and were invited to highlight both the most positive and negative aspects. The questionnaires used for this part of the evaluation are included in this report as appendices.

The following conclusions have been drawn in terms of expectations:

Before the Summer School:

The majority of participants anticipated gaining new knowledge and skills, discovering the latest ideas and practices in the field of academic teaching, and networking to establish international contacts.

Expectations were also high about the event itself, as it was perceived as a new benchmark in academic gatherings.

After the Summer School:

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The school met the expectations of participants.

- Online overall rating: 3.75 / 4
- Onsite overall rating: 3.78 / 4

The most common positive feedback highlighted that the event provided new skills and knowledge, served as a source of innovative ideas and was a unique academic event.

Collecting data only after the school concluded provided us with substantial information on how participants assessed the event. However, for self-assessment, we required both pre- and post-school forms to be completed to gain insights into the effectiveness of the offered workshops.

We encountered some challenges in tracking the progress of participants due to a lack of completed questionnaires before the Summer School. Despite efforts to communicate this requirement through organizers, the website and email, there were numerous participants who did not complete the pre-school questionnaire.

The general conclusions regarding self-assessment are as follows:

1. Participants noted progress: most of them indicated "to improve" or "good" before the School; after the school, most responses were "good" and "excellent," with few indicating "to improve."
2. The overall assessment of knowledge in the area of the summer school increased from "good/to improve" to "excellent/good."
- 3.

Long-term feedback

The long-term feedback form was launched in March 2022, approximately six months after the Summer School in Krakow, which was held in a hybrid format. However, we encountered significant difficulties and only obtained limited responses. Many questions were left unanswered. In the comments section, participants expressed that

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the survey was conducted too long after the Summer School, and they were unsure how to respond.

The general conclusion drawn from this final form is that it is essential to maintain communication with participants if further feedback is needed and to reduce the post-school evaluation period rather than waiting for several months.

Key questions and answers – lessons learned

1. **Do we have to revise the scope of topics for the 2nd Summer School? Shall we add some topics, reassign or replace them with something else?**

The first Summer School was interesting, even if participants knew about the terms and methods presented. The majority of participants saw the improvement in self-evaluation. Question on the “temperature gauge” showed that there was no particular topic / subject that was not of interest.

2. **Was this way of organizing working time (scheduling) OK?**

The question regarding the speed of the activities revealed that it depends on the format (as we adopted a hybrid approach). Onsite respondents expressed more positive views about the pace, and no one reported feeling overwhelmed.

3. **Do any sessions need to be rearranged?**

The questionnaire response revealed that no sessions needed to be rearranged.

4. **Was the workshop format (group work) OK?**

The format of the workshop the perspective of onsite participants was positively evaluated.

5. **Did we receive any comments regarding the way of informing about the school and its program?**

Suggestions from most recent form: social media, personal messages, ECTN media

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Conclusions and recommendations

1. The school successfully met the expectations of the vast majority of participants.
2. The provided program was engaging for the majority of participants; however, it could be made more challenging to encourage them to further expand their knowledge and enhance self-assessment.
3. The experiences offered during the school were highly valued by the participants.
4. It is recommended to compile and discuss organizational matters with the coordinating team in readiness for the second school.
5. The effectiveness of an extended evaluation largely depends on its completion; therefore, adjustments are needed to ensure this.

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Appendices

Appendix 1 First CPD-Ambassadors Summer School in Krakow First Day Form

Dear Participant!

We are very pleased to welcome you to the first CPD-Ambassadors Summer School in Krakow. Please, answer several questions about your expectations and self-assessment. It won't take you more than 5 minutes and will help us to evaluate this School and prepare the next. Thank you in advance!

We wish you a very fruitful time,

CPD-Ambassadors Summer School in Krakow Team

Part 1: EXPECTATIONS

1. What are your goals in participating in CPD-Ambassadors Summer School in Krakow? Please, mark max. 3 answers from the list below, underline the most appropriate:

- ☐ gain new knowledge and skills
- ☐ obtain knowledge and skills necessary to be a good academic teacher
- ☐ make international contacts
- ☐ consolidate existing knowledge
- ☐ find out the latest ideas and practices in the field of academic teaching and academic teachers continuous professional development (CPD)
- ☐ participate in a new quality in academic teachers training
- ☐ compare own experiences with others
- ☐ test own skills and knowledge by comparison with other participants
- ☐ other, (please, write it down).....

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2. To what extent you agree with the following statements? Mark it next to each sentence in the scale from 1 to 4 where: 1 – definitely not, 2 – no, 3 – yes, 4 – definitely yes.

I'm expecting that CPD-Ambassadors Summer School in Krakow will:

- ✓ be the adventure for me
- ✓ give me new skills and tools useful at work
- ✓ let me arrange new international contacts
- ✓ confirmed that my knowledge and skills are still on time
- ✓ let me repeat possess knowledge and add something new
- ✓ give me the chance to develop competences I need in my daily work
- ✓ be unique academic event
- ✓ experience me in working in a group of specialists who have different points of view
- ✓ be the source of ideas to implement at my home university
- ✓ show me the mistakes I make now and even don't know about that
- ✓ show best practices and new opportunities in academic teachers CPD
- ✓ other?.....

Part 2: SELF-ASSESSMENT

1. Please, rate your general knowledge on academic teaching:
- needs improvement
 - good
 - excellent
2. Please, fill in the table below by marking the rate you are giving yourself regarding to the skills, knowledge and attitudes described in the given statements:

I think, that my...	Excellent	Good	To improve
	3	2	1
	3	2	1
	3	2	1

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	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1

Thank you!

Enjoy the CPD-Ambassadors Summer School in Krakow! 😊

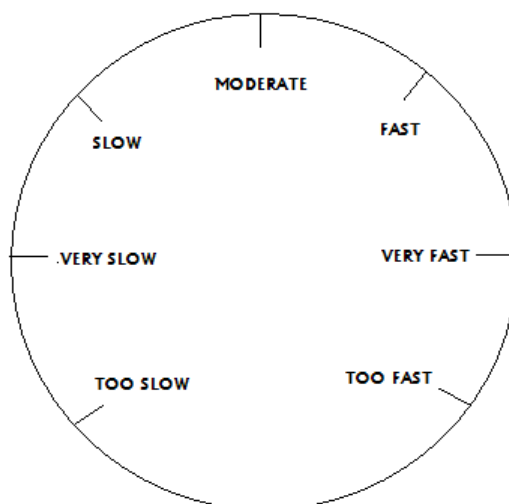
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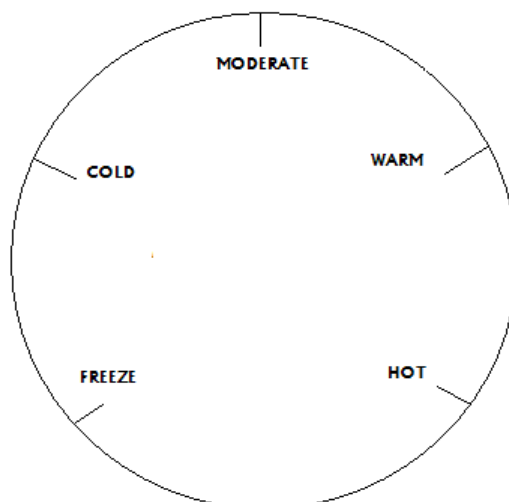


Appendix 2 First CPD-Ambassadors Summer School in Krakow Daily Form

School speedometer



School thermometer



FREEZE means totally not interesting; **HOT** means absolutely interesting

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Comments for organizers from today:

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Appendix 3 First CPD-Ambassadors Summer School in Krakow Las Day Form

Dear Participant!

We were very pleased to meet you at the first CPD-Ambassadors Summer School in Krakow. Please, answer several questions about the level on which School meets your expectations and self-assessment. It won't take you more than 5 minutes and will help us to evaluate this event and prepare next. Thank you in advance!

CPD-Ambassadors Summer School in Krakow Team

Part 1: EXPECTATIONS

Please, point out on the scale to what extent CPD-Ambassadors Summer School in Krakow met your expectations:

1	2	3	4
definitely not	no	yes	definitely yes

Please, mark the areas of your expectations towards the School which were fulfilled:

- ✓ give me new skills and tools useful at work
- ✓ let me arrange new international contacts
- ✓ confirmed that my knowledge and skills are still on time
- ✓ let me repeat possess knowledge and add something new
- ✓ give me the chance to develop competences I need in my daily work
- ✓ be unique academic event
- ✓ experience me in working in a group of specialists who have different points of view
- ✓ be the source of ideas to implement at my home university
- ✓ show me the mistakes I make now and even don't know about that
- ✓ show best practices and new opportunities in academic teachers CPD

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✓ other?.....
.....

SELF ASSESSMENT

3. Please, rate your general knowledge on academic teaching after participating in the Summer School:
- needs improvement
 - good
 - excellent
4. Please, fill in the table below by marking the rate you are giving yourself regarding to the skills, knowledge and attitudes described in the given statements:

I think, that my...	Excellent	Good	To improve
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1

1. Please, point on the scale what influence on your self-assessment CPD-Ambassadors Summer School in Krakow:

1 2 3 4 5

definitely decreasing decreasing none increasing definitely increasing

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Please, give us free comment on what was good and what wrong on this Learning Initiative. Maybe you have some ideas for us to implement? 😊

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