

Educational Ventures

Project Code: 2023-1-IT02-KA220-SCH-000151181

Report of the blended e-learning training with Italian target group (Feedback and Impact)

SECTION 1

1.1 Purpose of the Report: Evaluation of the E-learning Platform

This report aims to evaluate the effectiveness and impact of the e-learning platform related to the project Erasmus plus 'Educational Ventures'. The study focuses on a defined group of 44 students from the 3rd and 4th classes of a scientific high school. The unique blended modality of this initiative involved both in-school and at-home e-learning components. The primary objectives of this evaluation are to provide detailed information regarding the group's composition, assess their degree of interest in the topics covered by the 5 modules of the e-learning platform, determine their overall level of involvement throughout the training, analyze platform usage times. Particular attention is given to student feedback and their expressed preferences for the content of the different modules together with the transversal skills, and the applicability of the learning model beyond traditional classroom settings. By situating this specific case within the strategy of e-learning, blended learning, and outdoor education, this report seeks to contribute to the understanding of innovative pedagogical approaches and their potential impact on secondary education.

1.2 Report Structure

This report is structured to provide a comprehensive analysis of the blended learning intervention. Following this introductory section, Section 2 details the context of the study and the characteristics of the participating students. Section 3 presents an overview of the E-learning Platform, training content and teacher support. Section 4 presents the key findings and observations regarding student engagement, platform usage, and feedback. Finally, Section 5 provides overall conclusions and useful recommendations derived from the evaluation.

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SECTION 2

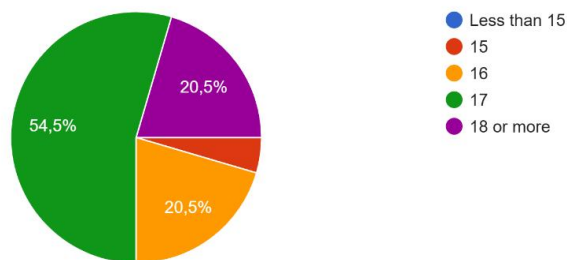
2.1 Participant Demographics: Composition of the 44 Students

The study involved a target group of 44 students drawn from the 3rd and 4th classes of the scientific high school Liceo Francesco D'Assisi in Rome, Italy. This age group, typically ranging from 16 to 18 years old, represents a critical developmental stage where students are beginning to seek greater autonomy and relevance in their learning experiences.

The majority of respondents were aged 17 (54.5%), followed by those aged 18 or more (20.5%) and 16 (20.5%). A small percentage were 15 years old (4.5%). Moreover 61.4% were female and 38.6% male.

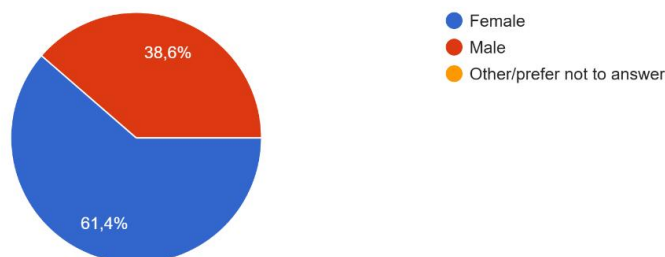
How old are you?

44 risposte



What is your gender?

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SECTION 3

3.1 Overview of the E-learning Platform and Training Content

The e-learning platform utilized for this initiative served as a central hub for content delivery and interactive learning.

The training content was specifically designed around 5 modules :

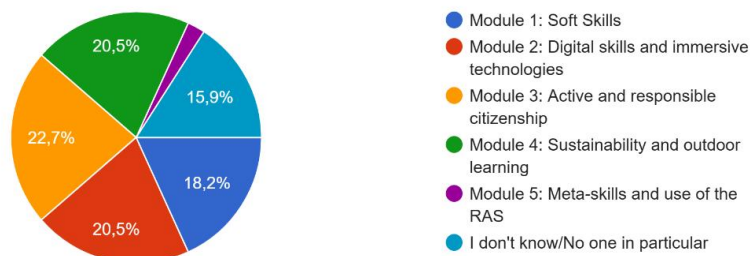
- 1) Module 1: transversal skills for the XXI century
- 2) Module 2: digital skills and immersive technologies
- 3) Module 3: Active and responsible citizenship skills
- 4) Module 4: Sustainability, territory and outdoor learning
- 5) Module 5: Meta-Competences and use of the Ras

The most favoured modules were:

- Module 3: Active and responsible citizenship (22.7%).
- Module 4: Sustainability and outdoor learning (20.5%).
- Module 2: Digital skills and immersive technologies (20.5%).
- Module 1: Soft Skills (18.2%).
- 15.9% had no particular preference or didn't know.
- Module 5: Meta-skills and use of the RAS (approximately 2.3%).

Which Module did you like the most?

44 risposte



Based on the free-text responses for "Write the theme that you are most passionate about":

- "Teamwork" was the most frequently mentioned theme (9.1% - 4 respondents).

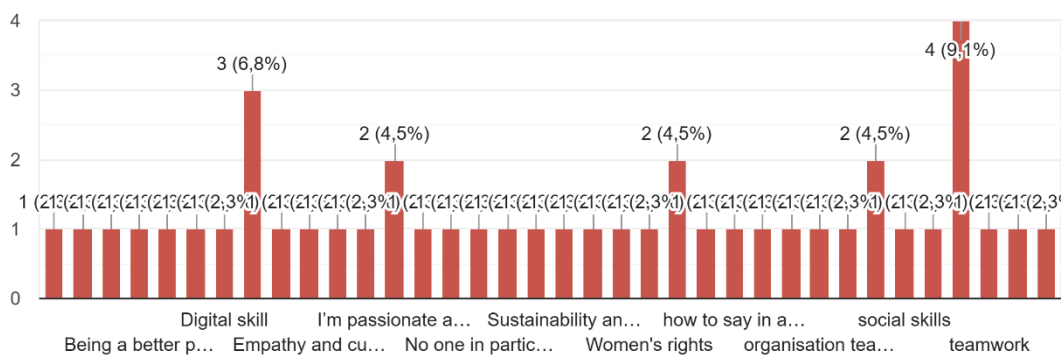
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- "Digital skill" was the second most mentioned (6.8% - 3 respondents).
- Other themes like "Empathy and culture", "Sustainability and...", "how to say in a...", "social skills", and "organisation team" each received 2 mentions (4.5%). Many other themes received a single mention (3%).

Write the theme that you are most passionate about:

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The graph clearly shows that "Teamwork" stands out as the predominant passion, with 9.1% of respondents (4 students) highlighting its importance: collaborative skills are increasingly vital in all aspects of life, from academic projects to future careers and it suggests a strong inclination towards working together and achieving shared goals. "Digital skill" emerged as the second most frequently mentioned theme: this interest is highly relevant and indicates an awareness among students of the importance of technological competences.

Furthermore, it is interesting to note that several other themes, including "Empathy and culture," "Sustainability and...", "how to say in a...", "social skills," and "organisation team," each received 2 mentions (4.5% each). The diversity of these responses, even among smaller groups, demonstrates a wide range of interests and a thoughtful engagement with various aspects of personal and social development. Overall, this data provides valuable insights in the passions and priorities of our students. It reinforces the importance of promoting not only academic knowledge but also crucial soft skills like teamwork and digital literacy, cultivating the different interests that make each student unique.

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3.2 Role of Teachers in student involvement

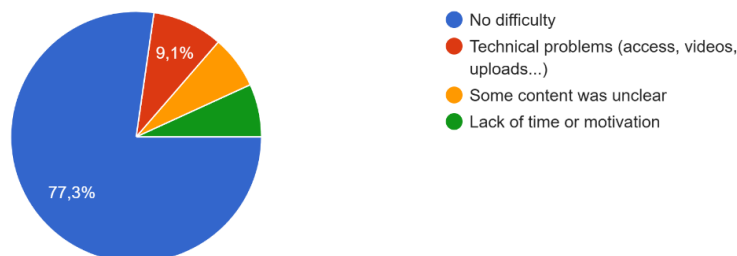
A significant aspect of this intervention was the active role played by the students' teachers, who involved and guided the participants throughout the training. This direct teacher facilitation changed a purely self-directed online learning into a blended approach where teachers' mediation is integrated with technological delivery. The teachers' role in facilitating interaction and providing contextual support was fundamental to carry out the e-learning training. This support allowed the students to overcome difficulties or avoid technical problems as well as to keep the motivation high.

A significant majority of participants (77.3%) reported no difficulty during the course. Among those who did experience issues:

- 9.1% faced technical problems (access, videos, uploads, etc.).
- A smaller percentage found some content unclear (approximately 6.8%).
- A similar small percentage experienced a lack of time or motivation (approximately 6.8%).

Did you encounter any difficulties during the course?

44 risposte



3.3 Adequacy of Support: support from teachers or project coordinators was largely perceived as adequate:

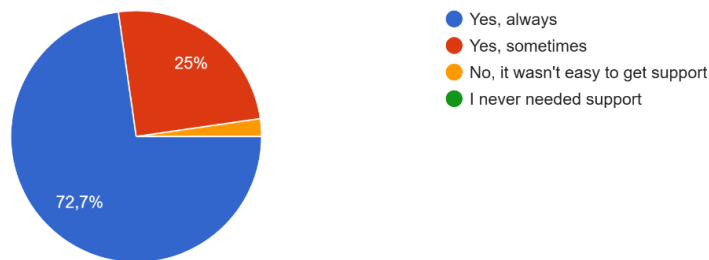
- 72.7% of respondents reported receiving support always when needed.
- 25% received support sometimes.
- A very small percentage (approximately 2.3%) found it not easy to get support, and none indicated they never needed support.

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Did you receive adequate support from the teachers or project coordinators when you needed it?

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SECTION 4

Student engagement, platform usage, and feedback

The e-learning training was strategically structured to combine both formal school environments and flexible home settings, embodying a true blended learning experience. In-school sessions implied involved supervised activities, collaborative group work, and teacher-led discussions, providing a structured environment for direct interaction and immediate clarification.

On the other hand, the at-home training modality offered students opportunities for flexible, independent study. This included asynchronous content consumption and completing the quizzes at their own pace. This dual approach maximizes accessibility to course content and pedagogical effectiveness, offering the flexibility and autonomy that are increasingly recognized as crucial for increasing student interest and performance in modern educational paradigms. The ability to access materials and engage with content outside of fixed classroom hours encourages diverse learning styles and schedules, promoting a more personalized learning journey.

4.1 Clarity and Understandability of Content: The course content was generally well-received in terms of clarity:

- 63.6% found the contents enough clear and understandable.
- 31.8% found them a lot clear and understandable.

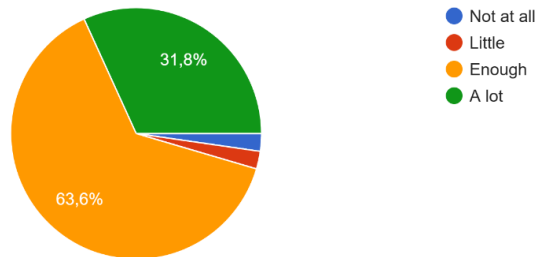
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- A negligible portion (approximately 4.6%) found them little or not at all clear.

How clear and understandable did you find the contents of the course?

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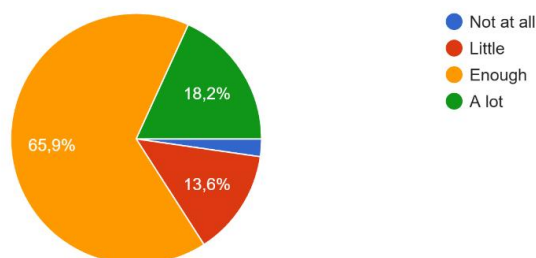


4.2 Involvement in Proposed Activities: Participants felt reasonably involved in the activities:

- 65.9% felt enough involved.
- 18.2% felt a lot involved.
- 13.6% felt little involved.
- A small percentage felt not at all involved (approximately 2.3%).

How involved did you feel during the proposed activities?

44 risposte



4.3 Effectiveness of Food for Thought and Quizzes

The supplemental materials were effective in practical application:

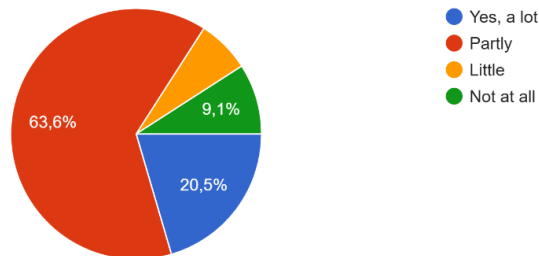
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- 20.5% reported that food for thought and quizzes helped them put what they learned into practice a lot.
- 63.6% found them partly helpful.
- 9.1% found them little helpful.
- A small percentage (approximately 6.8%) found them not at all helpful.

Did the food for thought and quizzes help you put into practice what you learned?

44 risposte



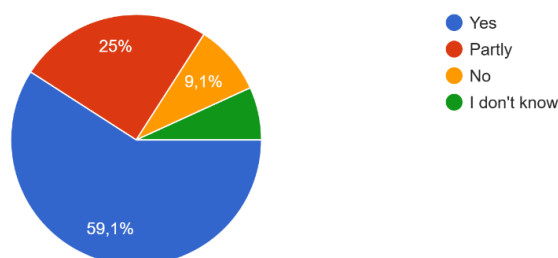
4.4 Perceived Impact and Awareness

The students demonstrated a high degree of interest in the topics covered, and significantly increased awareness among participants as shown in the graphic below:

- 59.1% felt yes, more aware on at least one of the issues covered.
- 25% felt partly more aware.
- 9.1% felt no more aware.
- 6.8% responded "I don't know."

Do you feel more aware on at least one of these issues?

44 risposte

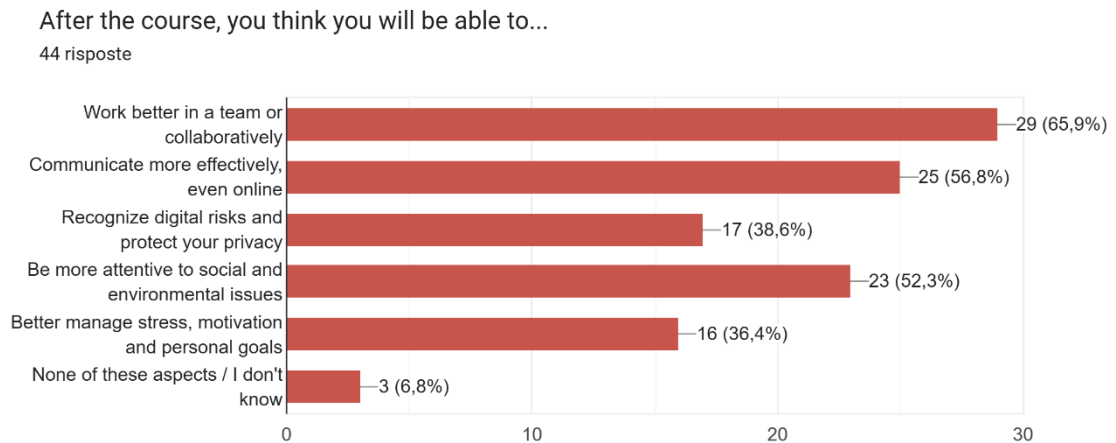


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Moreover, participants anticipate significant improvements in various skills after the course:

- The highest perceived improvement is in the ability to work better in a team or collaboratively (65.9% - 29 respondents).
- Communicate more effectively, even online was also highly rated (56.8% - 25 respondents).
- Be more attentive to social and environmental issues (52.3% - 23 respondents).
- Recognize digital risks and protect your privacy (38.6% - 17 respondents).
- Better manage stress, motivation and personal goals (36.4% - 16 respondents).
- Only 6.8% (3 respondents) felt none of these aspects applied or they didn't know.



4.5 Students' feedback

What stands out from the data is that there is not one single topic where a large majority of students feel exceptionally prepared. Instead, we see a more distributed sense of preparedness across a variety of subjects.

Specifically, both "Environmental issues" and "Communication" received the highest number of mentions, with 2 respondents (4.5%) feeling most prepared in each of these areas. This is encouraging, as environmental awareness is crucial for responsible citizenship, and strong communication skills are fundamental for all aspects of life and learning.

Beyond these two, a significant number of other topics, such as "Motivation," "Work better in a team," "State services," "manage stress, mo...", "security, privacy an...", "technological skills," and "work i..." each received a single mention (2.3%). This wide spread indicates that students are gaining confidence

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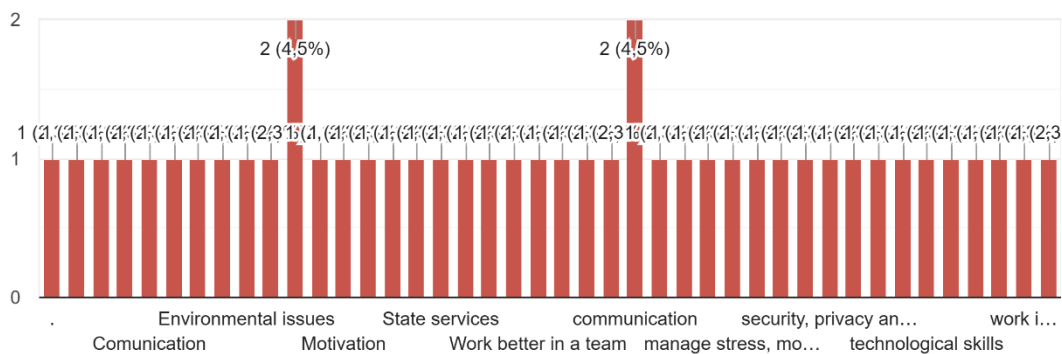
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in a diverse range of areas, reflecting the breadth of our curriculum and perhaps their individual interests and experiences.

The fact that many topics received only one mention suggests that while students are developing preparedness, it is often in distinct, individual areas rather than widespread consensus on a few key subjects. This information is incredibly useful for us as educators. It highlights areas where we might continue to build collective confidence and also validates the diverse learning journeys our students are on. It shows that our students are developing a range of competencies, which is a testament to the comprehensive learning environment we strive to provide.

On which topic in particular do you feel most prepared now?

44 risposte



4.5 Impact of the e-learning training

The pie chart clearly illustrates this impact.

The most encouraging feedback is that a significant majority of our students are applying what they learn. A combined 31.8% responded "Yes, more than once," and 25% responded "Yes, once only." This means that over half of our students (56.8%) have actively taken concepts, skills, or knowledge from the course and put them into practice in various real-world scenarios, whether in school projects, their personal lives, or online interactions. This directly validates our efforts to provide relevant and practical education, demonstrating that the learning is truly transferable.

Furthermore, a substantial 43.2% of students answered "Not yet, but I think it will happen." This response is also very positive, indicating that while they may not have had an immediate opportunity to apply their learning, they perceive its future utility and relevance. This foresight suggests that the course content had a positive impact on the students and they see its potential value.

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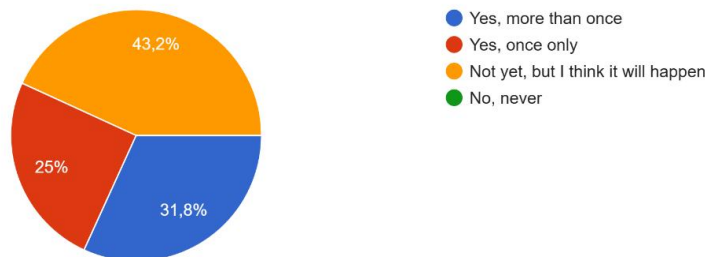
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It is also worth noting that a very small, almost insignificant, percentage responded "No, never" :this reinforces the overall success in making the course content practical and applicable.

In conclusion, these results strongly suggest that our course is effectively equipping students with valuable knowledge and skills that they either are already using or anticipate using in their daily lives. This provides excellent feedback for us to continue developing a curriculum that is not only academically rigorous but also deeply connected to real-world relevance, fostering capable and confident young individuals.

In a real-life situation (school, life, online), have you ever used something you learned in the course?

44 risposte



4.6 Students' Motivation

What immediately stands out is the high level of individual encouragement and motivation. The leading response, at 6.8% (3 respondents), relates to personal drive, expressed as "I joined to learn ...". This suggests a genuine intrinsic desire among some students to acquire new knowledge and skills, which is the most powerful form of motivation we could hope for.

Closely following, with 4.5% (2 respondents), is "I felt encouraged by..." which hints at the positive impact of external support, potentially from peers, family, or even the teachers themselves. This underscores the importance of fostering a supportive and encouraging environment.

The chart also reveals a broad spectrum of other motivators and feelings, each receiving a single mention (2.3% each). These include:

- "I joined the course t...": Indicating a specific interest in the course topic itself.
- "My teacher and i w...": Highlighting the significant role of teacher influence and relationships.

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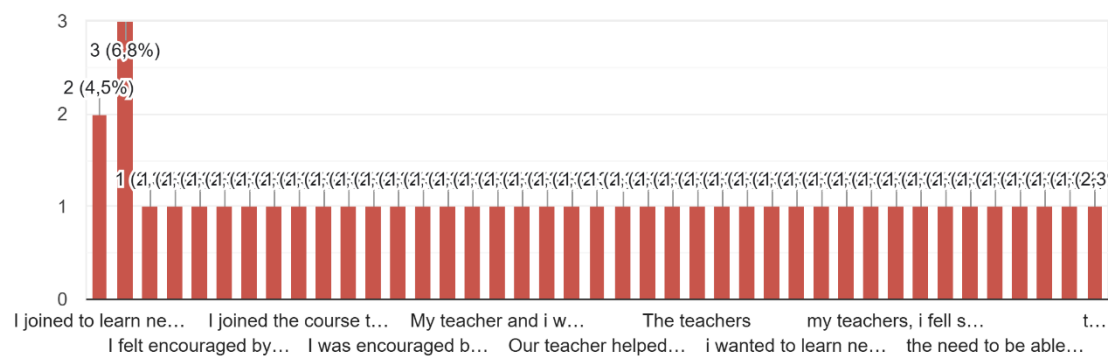
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- "I was encouraged b...": Another nod to external encouragement.
- "Our teacher helped...": Emphasizing the direct support and guidance provided by educators.
- "The teachers": A general positive sentiment towards the teaching staff.
- "I wanted to learn ne...": Reinforcing the intrinsic desire for new learning.
- "the need to be able...": Suggesting a practical motivation driven by perceived future utility or a skill gap.

The variety of these individual responses tells us that students are motivated by a complex interplay of personal curiosity, the perceived relevance of the course, and the supportive relationships they have with their teachers and peers. The fact that many responses specifically mention "teacher" in various contexts highlights the profound impact that educators have on encouraging participation and shaping the overall learning experience. This feedback is invaluable as it allows us to identify what truly involves our students and how we, as educators, can continue to cultivate motivation and a positive learning journey.

What encouraged you to participate in the course? What motivated you the most? How did you feel during the experience?

44 risposte



4.7 Students' feedback on the e-learning platform

It is encouraging to see that many students have a positive view of the platform and materials. The most frequently occurring responses, each at 4.5% (2 respondents), are varied:

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- A blank response ("--") suggests either no strong opinion, or perhaps a lack of specific issues to report, which can be interpreted positively.
- Another two responses are also blank, similar to the first point.
- There's also a specific rating of "9/10," indicating high satisfaction with the overall quality and interactivity.
- Another response states "They were clear en...", directly affirming the clarity of the materials.

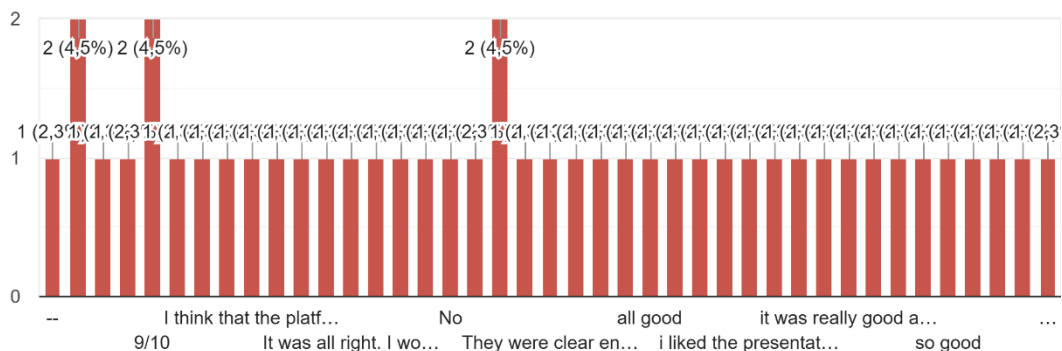
These responses collectively suggest a generally good performance of our digital tools and content.

Beyond these highlights, a wide range of other positive comments each received a single mention (2.3% each).

The overwhelming majority of responses, whether blank or explicitly positive, suggest that the platform's interactivity and the technical quality of the materials are largely meeting student expectations and are favorable to learning. There are no prominent negative trends, which is a significant achievement in digital education. This feedback reassures us that our efforts to provide high-quality digital resources are largely successful, and it encourages us to maintain and build upon this foundation.

How would you rate the interactivity of the platform and the technical quality of the materials (videos, quizzes, presentations)? Do you have any comments or suggestions?

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Moreover, students were asked to give suggestions that could improve the e-learning platform and the majority of students reported "no" or similar answers, totaling 12 respondents (27.3%). This is a

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significant indicator that a large portion of our students find the e-learning modules to be satisfactory as they are, or at least have no immediate, pressing suggestions for improvement. This is a very positive sign, suggesting a good level of content and delivery.

Beyond the "no" responses, we also see other categories that express contentment or no specific issues:

- "No" (4 respondents, 9.1%)
- "No, I don't." (2 respondents, 4.5%)
- "No, they were good..." (2 respondents, 4.5%)
- "Not really" (2 respondents, 4.5%)
- "no, I don't" (1 respondent, 2.3%)

While the overall sentiment is highly positive, there are a few individual suggestions that, while not numerically dominant, offer areas for consideration:

- "Maybe adding more..." (1 respondent, 2.3%): This hints at a desire for more content or perhaps more variety within the modules.
- "Better use of the pa..." (1 respondent, 2.3%): This could refer to optimizing the platform's features or pacing of content.
- "doing something live" (1 respondent, 2.3%): This suggests an interest in more synchronous or interactive live sessions to complement the asynchronous modules.

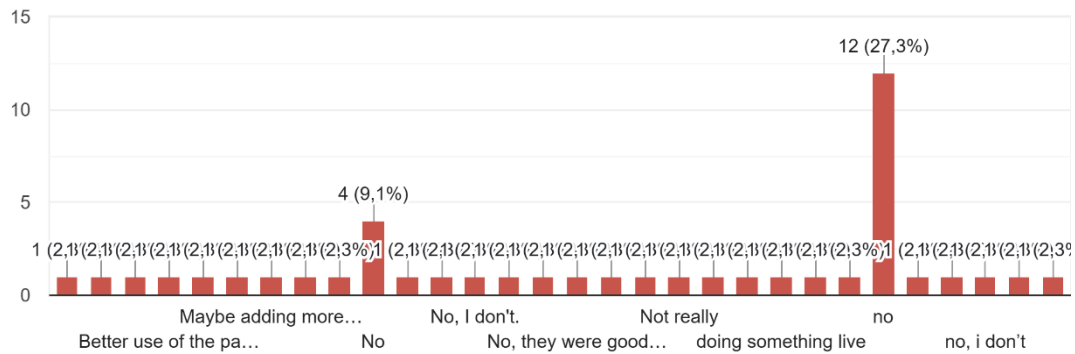
In conclusion, the feedback on e-learning module improvements is significantly positive, with a large majority of students indicating no specific suggestions for change. The few individual suggestions could be really useful for future enhancements, particularly around potentially adding more content, optimizing platform use, or integrating more live interactive elements.

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Do you have suggestions for improving the e-learning modules of the course?

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4.8 Students' response to the new learning opportunity with the Educational Ventures App in Augmented Reality

The attached pie chart illustrates our students' enthusiasm for this innovative learning opportunity.

The most striking result is the clear positive response towards trying the Augmented Reality (AR) app. A significant 52.3% of students answered "Yes, a lot," indicating a very strong and widespread curiosity and eagerness to engage with this new technology. This is fantastic news, as it shows a high level of openness to novel learning methods and a natural inclination towards cutting-edge educational tools.

Adding to this positive sentiment, 29.5% of students responded, "Yes, but I would not like to understand better how it works first." While this group is also keen to try the AR app, their response highlights a crucial point: the importance of providing clear instructions and perhaps a brief orientation or tutorial before diving into the experience. This feedback is invaluable as it helps us anticipate potential friction points and design a smoother onboarding process for the AR app.

Conversely, a smaller portion of students expressed less interest: 15.9% said "Not much," and a very small percentage (not explicitly visible as a slice, but implied by the remaining percentage) responded "No." While it is natural to have a few students who are less inclined towards new technologies, the vast majority's enthusiasm far outweighs this.

Finally, the data clearly indicates a very high level of curiosity and willingness among our students to engage with the next phase of the project involving the Educational Venture app in Augmented

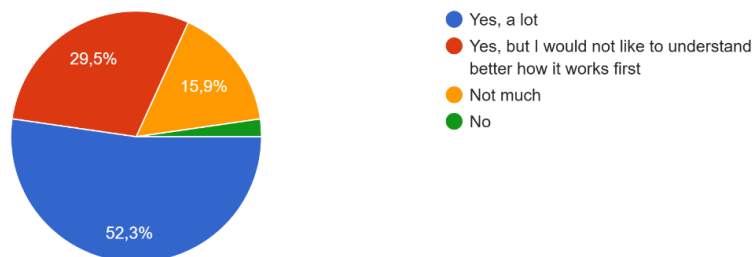
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Reality. This strong positive reception is a useful input for integrating such innovative tools into our curriculum.

Are you curious to try the next phase of the project, with the Educational Venture app in Augmented Reality?

44 risposte



4.9 Students' expectations

It is clear from the data that while there isn't a single overwhelming expectation, several themes emerge. The most frequent responses, each at 4.5% (2 respondents), include "I don't know" and "no." While these might initially seem uninformative, they can suggest that students are open-minded and trusting of the design, or perhaps are not yet fully aware of the possibilities of AR in an educational context. It also implies a general satisfaction with the direction of the project, even without specific expectations.

Interestingly, another key expectation, also at 4.5% (2 respondents), is "I expect it to be fun..." This is a crucial feedback. It underscores the importance of engagement and enjoyment in learning, especially with new technologies. Students clearly hope for an experience that is not only educational but also captivating and enjoyable.

Beyond these, a variety of individual suggestions and wishes, each receiving a single mention (2.3% each), paint a more detailed picture:

- "I don't know" (another instance) and "I don't know" (yet another instance): Reinforcing the open-mindedness or perhaps uncertainty about what AR can offer.
- "I would expect the n...": Suggesting an anticipation of novelty or advanced features.
- "No I don't" and "Not really": Again, indicating no specific suggestions for improvement, implying general contentment or a lack of strong prior expectations.

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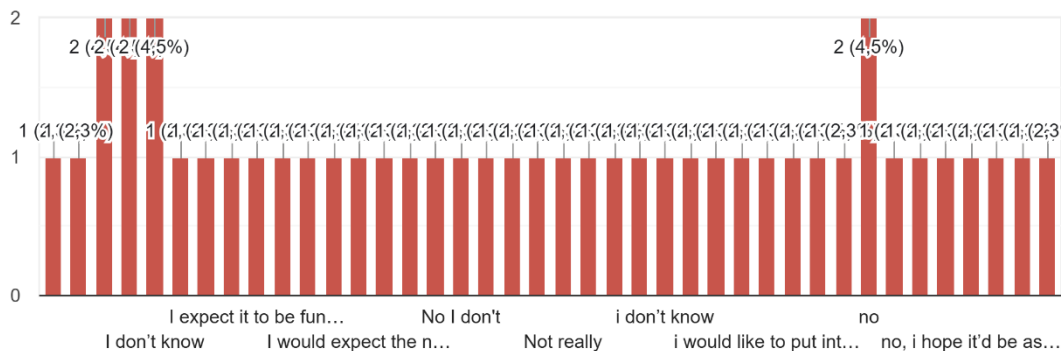
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- "I would like to put int...": This hints at a desire for interactivity and active participation within the AR environment.
- "no, I hope it'd be as...": This response is particularly positive, indicating that the student is already satisfied and hopes the AR experience will maintain the quality of previous interactions.

It is evident that students generally approach the next augmented reality experience with an open mind, and a significant portion explicitly hopes for it to be "fun." While many do not have specific suggestions, those who do point towards desires for interactivity and a continuation of positive learning experiences. This feedback is incredibly valuable as it helps us prioritize the design elements that will maximize student engagement and learning impact in our upcoming augmented reality initiatives.

What do you expect from the next augmented reality experience? Do you have any particular suggestions or wishes on how it should be best organized?

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SECTION 5

Conclusions

Finally, as teachers who moderated the e-learning activity, we can draw the following conclusions: the involvement of our students aged 16 to 18, in this Erasmus+ project on an e-learning platform provided a valuable opportunity to assess the effectiveness of this educational approach. The level of interest in the topics covered was generally positive, in particular for more interactive subjects or those directly linked to the students' personal experiences. The level of participant involvement was, on average, satisfactory. Many students showed active curiosity in using materials and taking part in proposed activities: while some students were really motivated, others needed more encouragement or support. This highlights the importance of implementing tutoring or facilitation strategies to ensure no one falls behind. Another important aspect to underline is the great motivation students get from group activities on the platform that encouraged collaboration and intercultural exchange.

Regarding usage times, the flexibility offered by the e-learning platform was widely appreciated. Students could manage their studies according to their own pace and commitments, which helped reduce stress and promote a more autonomous learning approach. However, it became evident that clear deadlines and consistent progress monitoring were necessary to prevent procrastination.

Finally, this experience showed that using an e-learning platform for an Erasmus+ project with adolescent students is a promising model. To maximize its effectiveness, it is essential to:

- Offer diverse and interactive content that actively stimulates students' interest.
- Implement support and monitoring strategies to all the participants.
- Balance flexible usage times with clear deadlines.

A particularly noteworthy element was the students' great curiosity for the project's developments related to the app and augmented reality. The introduction of these innovative technologies acted as a catalyst, encouraging enthusiasm and participation. The prospect of using new technological tools made the project even more engaging and relevant, demonstrating how the integration of new methodologies can significantly increase student involvement.