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## PEOPLE – Pedagogic Evolution with Online Personal Learning Environments

Interim survey for the first year of the PEOPLE Grundtvig partnership

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## 1 Description of survey

The PEOPLE Grundtvig Partnership has completed its first year of operation. As planned, the partnership has implemented an interim survey in conjunction with finalising the mid-term reports for the partners' National Agencies.

## 2 Purpose and method of evaluation

The purpose of the interim evaluation process is to monitor the success of the partnership and make any necessary adjustments in the working plan and working practices for the second year.

The main areas of evaluation were:

- goals: whether the partners have achieved the goals they have set for themselves and the partnership
- activities: what kinds of activities the partners have implemented in their organisations concerning the partnership
- participants: how many members of partner organisations have participated in project activities
- success of the partnership from each partner's point of view
- problems encountered in the partnership
- suggestions for adjustments

An overall rating was also requested in order to get a general impression of the success of the partnership.

An online questionnaire was sent to all partners in May 2013. The participants were instructed to give one response / partners organisation. The questionnaire was anonymous.

There are 7 partners in the partnership. By 10 June, 2013, a total of 5 responses had been received, bringing the response rate to 71 %. Since this is an informal evaluation, intended to give a general idea of the success of the partnership so far, this can be considered a sufficient response rate.

### 3 Evaluation results

#### 3.1 Goals: What were your organizations's goals for the first year of the PEOPLE partnership?

- To familiarise with the nature and creation of PLEs in a non-compulsory adult education environment.  
To learn about the different tools and possibilities of PLEs used in the teaching-learning process.  
To foster the required teacher's formation in PLEs for its ulterior use.  
To define and to start building an own PLE in the centre to cope with a varied range of students.
- The objectives of our organization were to learn more about the other partners of the project, to identify the methods of study and implementation of PLE
- Revise used so far ICT and especially social media in teaching.  
Get introduced and practice personal learning environments.  
Plan on usability of PLE in our teaching.
- Gather good practices on the use of PLEs in the countries of the partnership,  
Plan and implement a PLE course to teachers
- To learn about PLEs - the background theory, practical examples  
To get ideas for teaching our students to use PLEs in their own learning activities  
To plan a course where we could experiment with PLE use

#### 3.2 Activities: Please describe briefly the activities undertaken in your organization

- We have created a project team, including two teachers and two staff members. It was carried out a literature search about the experiences of PLE in Italy. E 'was created a blog for field-testing.
- Prepared for and participated in international partner meetings  
Desk research on PLEs in our country  
"Train the trainer" workshops for staff on PLEs in teaching  
Individual teachers' research and experimentation with PLEs
- Gather good practices on the use of PLEs in the countries of the partnership, building a database of articles/documents  
Define a strategy for a PLE course to teachers, taking into account the learners and specific content  
Teacher training on the tools and the pedagogical approaches to use the tools
- Attendance to and hosting PEOPLE meetings.  
Research on the status of PLEs in our country.

Creation of a Wordpress Blog as a PLE as agreed in the first meeting.

Defining and starting a social network as PLE for being used by the selected students in the second year of the project.

- We have established a project team. The team has studied the concept of PLEs both from theoretical and practical points of view.  
We have planned a course for our senior learners for next year, and we have recruited the learners already.  
We have informed our colleagues about the things we have done and learned.

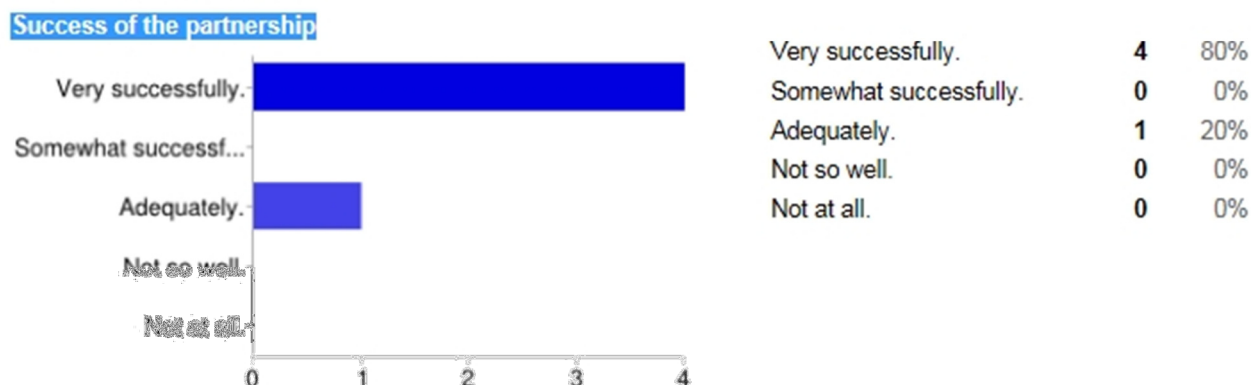
### 3.3 Participants: how many teachers have participated in project activities in your organization?

2,6,4,7,2

#### Comments:

- The topic of the project is timely and of great interest
- We organized internal workshops for trainers interested in introducing PLEs to their trainings. During workshops we all shared the feeling that this is a very new concept in teaching/learning to all of us. PLEs proved to be a demanding issue in terms of self-discipline in parents and efficient using them, but giving a lot of independence and flexibility.
- Teachers didn't have any problems on the use of the tools (as they were informatics teachers) and had a good response on the pedagogical challenges that their classes would face to use those technologies under a PLE philosophy.
- The participation in PEOPLE Project constitutes a very suitable way of approaching different viewpoints, strategies and skills in the learning processes.  
The meetings put into contact teaching staff from different countries, institutions, levels... and contribute to expand experiences and knowledges.
- 2 teachers in the team, but information has been disseminated to our entire permanent staff: 20 persons

### 3.4 Success of the partnership: How well has the partnership fulfilled its goals so far?



#### Comments:

- After the research phase is interesting to know the results of experiments
- Even though partners have different needs, contexts and experience, the exchange of ideas during the project is very inspiring.  
And we form a very good group of people who like each other.
- The heterogeneity of the partnership makes the experience very enjoyable, as a different set of scenarios/tools can be apprehended by each country of the partnership
- We consider that the schedule is being fulfilled as it was described point by point.
- We knew almost all partners from past projects, so it has been easy to establish cooperation.

### 3.5 Problems: What kinds of problems has your organization encountered in the partnership?

- no problem in particular
- none
- It is difficult to compare results, as the partnership is very heterogeneous in terms of size, staff, students and their curricula, access to tools, and training.
- The need of a more clear-cut definition of tasks to be developed in everyone of the Sessions to avoid overlapping of contents.  
Only three teachers have competence in English and not all in the same level.

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- It took some time to find the path that we should follow, but once we found it, we feel that it will be very successful.

### 3.6 Suggestions: Do you have any suggestions for the second year of the Partnership?

- No in this moment
- none
- Although the partnership focus on the creation of courses to teacher and student training in PLEs, it would be advisable to "measure" the quality of their implementation with scientific methodology, so that each partner can have some degree of confidence on the pedagogical outcomes of this new pedagogy.  
A system of quality monitoring and evaluation should also be a focus of the partnership, if possible.
- It's OK to go on as it is now in the theoretical sessions.  
Workshop sessions should be done in the computer lab and everyone could follow the instructions. It would be interesting to redefine the time allotted to the working charge and to the socio-cultural interaction with the hosting city environment.
- More student involvement. We will have plenty of students participating in the mobilities, and we hope some involvement from students in partner organisations. If not in the mobilities, then maybe online?  
We want to continue working as planned, with practical workshops at every meeting.

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## 4 Conclusions and recommendations

The overall satisfaction with the partnership is very high, 80 % of respondents giving a rating of 5. Only one partner considered the success of the partnership as 3 (“adequate”).

Although the partners are different organizations with different target groups, their goals for this partnership are very similar. Also, the activities undertaken at partner organisations are similar and well in line with the working plan of the partnership.

2-7 teachers have participated in project activities during the first year. These teachers are members of the project teams who have been studying PLE theory and practice. One partner indicated that information about project activities has been disseminated to the entire staff (20 persons).

The atmosphere among the partners is very good, which is reflected in the comments to the success of the partnership:

“... we form a very good group of people who like each other.”

The problems encountered in the partnership concern the difficulty of comparing results, since the partner organizations differ so much in size, context, target groups etc. Also more clear-cut definitions for tasks was requested.

One partner has had linguistic problems due to a lack of English skills among teachers.

There were some suggestions on how to adjust the work in the partnership during the second year. These concern

- measuring the quality of the outcomes, specifically the implementation of the new pedagogy.
- a system of quality monitoring and evaluation
- facilities: workshops should be done in the computer lab
- timing: a discussion of time allotted to working and to the socio-cultural interaction
- student involvement: one partner expressed a wish to have more students interaction either face-to-face during mobilities or online

These problems and suggestions will be discussed in the next partner meeting.