

LEONARDO DA VINCI Project No (EL/01/BP LA 114443))

ORION: Development of Virtual Learning Environment in environmental science, with online re-usable interactive modules in marine pollution and ecology, with self-learning packages in English, Greek, Portuguese and Swedish

INTERNAL EVALUATION REPORTS

Deliverables D1, 2, 3

WWW.ORIONNET.INFO (entire website)

ORION COURSE MATERIALS

ORION GLOSSARY

ORION LANGUAGE MODULES

ORION RESOURCES



Sources: M.Eleftheriou, C.Hapsiades, C.Hough, G.Mousakitis

ORION

Internal Reports Deliverables

Deliverable D1 (Suitability of course content and adaptations

Deliverable D2 (Technical qualities of courses)

Deliverable D3 (questionnaires)

**Internal evaluations continued to the last day, with hundreds of emails exchanged between partners (ref. Final Report)
Samples of the informal partner evaluations are attached in Annex 3**

Formal Internal Evaluation (after 18 months)
17th September 2003

M. Eleftheriou, Coordinator, S.Goulala, HCMR Athens, C.Hough, FEAP

The meeting was chaired by Prof. Eleftheriou who led the presentations and the ensuing discussions, with M. Eleftheriou, Coordinator, S.Goulala, HCMR Athens, and C.Hough, FEAP.

D1 – detailed internal evaluations also form part of the unnumbered Management deliverables, containing Minutes of all ORION partner meetings.

Internal Evaluation of the new ORION website and its contents.

The Distributed network shell had been completed and was in working order by the end of February, when it was already host to two of the adapted modules, the Age Determination (Otoliths) module from Cork and the Introduction to the Marine Environment in both English and Greek (IMBC). By April, some of the Portuguese modules were already online and able to be used. A hands-on session had been led by Mr Hapsiades as a tutorial in the use of the ORION software tool for the insertion of new modules and the updating of those already online. Mr Hapsiades had prepared a Draft Teacher Manual for this meeting, which had been circulated in advance. Discussion then centred around the new format of the website and whether it could achieve the desired end result of hosting a Virtual Marine Science Department.

Self-tuition language modules

The setup for this Section is now TEXT, GRAMMAR, HOMEWORK, ASSESSMENT

Mrs Eleftheriou explained the reasons for electing to have Level 1 done as graphic pages (so that all users could access all languages without font difficulties). In addition, since these basic modules were targeted towards those who had absolutely no knowledge at all of the new language, these first few modules were based almost entirely on visual stimuli which were understood immediately without words.

Therefore, language acquisition was more easily and more readily achieved.

However, this was obviously enormously time-consuming, especially since it had also

been decided that every page of the TEXT section should be instantly accessible in each of the other three languages, in order to facilitate language transfer. Since the words in each language were not uniform in size, this meant that the designer had to make many small changes to each page so that each language appeared to fade naturally into the target language and that there would be no sudden jerk as the new language page appeared. She also explained that at the moment, each user had to go through each of the TEXT pages before being allowed access to the Grammar or the Homework. This derived from her previous long experience in providing Private Study Modules in Scotland. Where shortcuts were possible, they were used. An additional reason was the part played in language acquisition of repetition of course material and consolidation of learning. It was also agreed that the GRAMMAR sections could not be identical, for obvious reasons, and that there would have to be a lot of variation, especially in the case of Greek which was much more complicated than the other three languages.

Level 2 has already been written in English. It was agreed that these texts could be designed as simpler html pages (Linux) and that the many illustrations would also be redrawn in each of the languages.

Internal evaluation

Language evaluation

Each partner undertook a careful reading of all online language units and submitted all corrections at the end of the meeting.

Internal Evaluation

Glossary

Work on the glossary had continued since the Cork meeting and a parallel session was engaged in carrying out the final check of the English matrix.. One of the current tasks was to ensure accuracy of all new definitions, and harmonisation across languages. The choice of AQUALEX definitions had been agreed, from an initial 1200, to 836, and some translation work had already been carried out in Greek, Portuguese and Swedish. However, this was a big task which should not be underestimated. Careful editing would also be required, as would a good deal of extra programming because the ORION glossary will be online, which means that all symbols, equations, etc, have to be separately programmed AFTER the translations have been done and edited.

Internal Evaluation

Delays caused to the project for a number of reasons had slowed up some of the deadlines. However, the quality as well as the amount of the progress made led to discussion as to whether an extension should be requested.

D2 –full details are also found in the minutes of all ORION partner meetings

Internal evaluation

Construction of distributed network shell

In accordance with the technical specifications as delivered in ORION DeliverableS D5, D6 and D7, an original ORION tool prototype had been developed by TEREUS SS.A., who had put considerable effort into the work.

Mr Hapsiades indicated that the main technical strengths of the ORION tool are :

- Easy maintenance and quality control by a single webmaster.

- Server side platform independent but excellent use of mirror sites for ease of use and accessibility
- Client side browser independent (any browser can correctly access the material and databases).
- Simple password based access control for high value information (online distributed courses, multilingual glossaries, databases, works of reference).

Simple look and feel for demonstration purposes to novice Web users (free language modules).

Mr Hough (FEAP) undertook the internal online evaluation aspect. The adaptation of the opensource software which had been undertaken in order to create the new tool had been very effective, and the distributed network was easy to use and seemed to be secure. However, it was always difficult to ensure that academics could use such packages effectively and he recommended that enough time be given at the present meeting for individual tuition. Students would have no problem with accessing and using the site. He felt that the twin capabilities, of accessing materials online on screen, or of downloading as a pdf. file, were useful for students. He felt that time should be given to the tuition of the construction of assessments, otherwise quizzes, and that it would take time for the full resources of the software to be exploited. The capability of the distributed network shell to cope with different languages (and their differing fonts) had already been amply exhibited by the Greek and Portuguese modules. This was particularly important since special characters online is a difficult problem for most website constructors to tackle. The pdf format of the downloaded files had also helped to solve this problem. Prof. Eleftheriou agreed that more time should be given to individual partner tuition, as many academics were still not very computer-literate, which was also agreed by Ms Goulala. It was also agreed that a disclaimer and a copyright notice should be inserted.

Internal Evaluation Library Resources Section

Mrs Goulala did not like the new name, and wished to have the name of the section changed back to Resources Repository. Mrs Eleftheriou explained why this was no longer an option because of technical reasons. Changes could be made to the text and contents, but there would have to be a very strong reason and rationale to change the wording used in the actual website design. Mr Hough agreed, stating that web design is not a simple matter of cut and paste. A webpage is not a Word document, a fact of life not always recognised.

The Aquaculture bibliography had been enriched by the addition of more than 800 new publications, mostly dealing with chemical pollutants. These were currently being added to the bibliography by the TEREUS team, which would then reprogramme the bibliography for insertion into the Library Resources section. The Meristics Work of reference (Fish, Shellfish and Crustaceans) had also been inserted in English and Greek.

Overall feel and look of the website

All agreed that the designers had done a good job. The site was attractive and user-friendly and obviously had good future potential.

External evaluations

In the absence of Professor Davenport, responsible for this aspect, it was agreed that names should be put forward and individuals sounded out as to their willingness to serve in this capacity. Professor Eleftheriou mentioned the possibility of contacting some eminent retired biologists for this task (Steele, ex-Woods Hole, McIntyre & Priede, Aberdeen University, Ackefors, Stockholm University, Rosenthal, University of Kiel) Mrs Eleftheriou also mentioned internationally known translators (Paterson, Fernandes), also scientists, who might be persuaded to carry out this essential work. But this would have to be cleared with Prof. Davenport.

M.Eleftheriou
Coordinator
October 5, 2003.

D3 Questionnaires used for internal evaluations

First questionnaire used to elicit necessary information from all academic partners and is shown as Annex 1.

The second questionnaire was developed by the University of Cork, as a contribution to the Evaluation. Several were tried out but the one shown below was easy to use and to understand, and also easy to be translated into each partner language. These are shown as Annex 2, in English, Greek, Portuguese and Swedish.

ANNEX 1

PARTNER QUESTIONNAIRE

ORION Draft questionnaire

1. **Contact details** for University and for Department within the university. Contact names should also be provided, with means of making contact.

Name of the University/Institution	
Department/Unit	
Contact person Last name First name	Function:
Address Street & Street Number Post code & town Country	
Phone (including country and area code)	
Fax	
Email	

2. List of relevant courses with length of course indicated

Undergraduate Degree Courses	
Modular courses	
M.Sc. Courses	

3. Selection procedures

Pre-entry requirements	

4. How is the course assessed?

On what basis are the course credits gained?

Continuous assessment	
Progress tests	
Thesis/dissertation	
Final examination	
Laboratory Work	
Field Work	
Work placement	
Other	

5. Language of delivery

	Undergraduate	Modular	M.Sc
English			
Greek			
Portuguese			
Swedish			

6. Facilities (give details)

Laboratory Facilities
Specialised Equipment
Experimental/Teaching Facilities

ANNEX 2
EVALUATION QUESTIONNAIRES
ENGLISH, GREEK, PORTUGUESE

ORION Academic Courses online Evaluation form

Please select course title from the list below.

- Age Determination of Marine Fish (English)
- 2. Introduction to the Marine Environment (Greek)
- 3. Introduction to the Marine Environment (English)
- 4. Larval Rearing-Rotifers (Portuguese)
- 5. Larval Rearing-Phytoplankton (Portuguese)
- 6. Larval Rearing-Artemia (Portuguese)
- 7. Larval Rearing-Rotifers (English)
- 8. Larval Rearing-Phytoplankton (English)
- 9. Larval Rearing-Artemia (English)
- 10. Marine Pollution (Greek)
- 11. Tropical Ecology (Swedish)
- 12. Marine Biodiversity (English)

Please complete this form after you have completed the course.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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1. The coursework requirements are presented clearly and concisely and are easy to locate.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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2. The structure of the content was easy to follow.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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3. The learning content of the course matches the objectives.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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4. The instructor has assigned appropriate reading, writing, or other activities.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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5. There are opportunities to ask questions or express opinions on assignments and/or through e-mail.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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6. The instructor responded to my questions or needs within a reasonable time scale.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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7. The material is well prepared and well organized for a distance learning module.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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8. The material was explained in a clear and understandable manner.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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9. This course is flexible and meets time and distance expectations.

Strongly agree		Agree		Mostly agree		Disagree		Strongly disagree	
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Please respond in the box below (free comment)

10. What did you especially like about this course?

11. How do you feel this course could be improved?

12. Would you recommend this course for other students?

Yes No

14. Would you take another course from this website?

Yes No

Thank you for completing this course evaluation form.
Your feedback will benefit both the instructor and future students.

Submit

Reset

**Ηλεκτρονικό έντυπο αξιολόγησης της Ακαδημαϊκής σειράς διαλέξεων
ORION.**

Παρακαλώ, συμπληρώστε το έντυπο αυτό αφού έχετε ολοκληρώσει τη σειρά των διαλέξεων.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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1. Οι απαιτήσεις των εργασιών των διαλέξεων δίνονται με σαφήνεια και περιεκτικότητα και είναι εύκολο να προσδιοριστούν.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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2. Η παρακολούθηση της δομής του περιεχομένου ήταν εύκολη.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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3. Η γνώση του περιεχομένου των διαλέξεων είναι εφάμιλλη των στόχων.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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4. Η μέθοδος βαθμολόγησης δίνεται με σαφήνεια.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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5. Ο καθοδηγητής επωμίστηκε κατάλληλο διάβασμα, γράψιμο ή άλλες δραστηριότητες.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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6. Υπάρχουν ευκαιρίες να μεταβιβαστούν ερωτήσεις που γίνονται ή απόψεις που εκφράζονται και/ή μέσω ηλεκτρονικού ταχυδρομείου.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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7. Ο καθοδηγητής ανταποκρίθηκε στις ερωτήσεις μου ή στις ανάγκες που είχα σε λογικό χρονικό περιθώριο.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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8. Το υλικό είναι καλά προετοιμασμένο και καλά οργανωμένο για εκμάθηση από απόσταση.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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9. Το υλικό ήταν επεξηγηματικό με έναν σαφή και κατανοητό τρόπο.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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10. Οι διαλέξεις αυτές είναι ευέλικτες και συνάδουν με τις προσδοκίες του χρόνου και της απόστασης.

Συμφωνώ απόλυτα		Συμφωνώ		Μάλλον συμφωνώ		Διαφωνώ		Διαφωνώ απόλυτα	
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Παρακαλώ απαντήστε στο παρακάτω κουτί (ελεύθερα σχόλια)

11. Τι ήταν αυτό που σας άρεσε ιδιαίτερα σε αυτές τις διαλέξεις;

12. Με ποιόν τρόπο νομίζετε ότι οι διαλέξεις αυτές θα μπορούσαν να βελτιωθούν;

13. Θα προτείνατε αυτές τις διαλέξεις σε άλλους μαθητές;

Yes

No

Ficha de avaliação dos Cursos Académicos ORION

Por favor seleccione da lista o título do curso.

1. Determinação da idade de peixes marinhos (Inglês)
2. Introdução ao Ambiente Marinho (Grego)
3. Introdução ao Ambiente Marinho (Inglês)
4. Cultivo Larvar – Rotíferos (Português)
5. Cultivo Larvar – Fitoplâncton (Português)
6. Cultivo Larvar – Artémia (Português)
7. Cultivo Larvar – Rotíferos (Inglês)
8. Cultivo Larvar – Fitoplâncton (Inglês)
9. Cultivo Larvar – Artémia (Inglês)
10. Poluição Marinha (Grego)
11. Ecologia Tropical (Sueco)
12. Biodiversidade Marinha (Inglês)

Por favor complete este formulário após ter terminado o curso.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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1. Os requisitos do curso estão apresentados de forma clara e concisa e são fáceis de localizar.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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2. A estrutura do conteúdo do curso foi fácil de seguir.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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3. O conteúdo educativo dos cursos corresponde aos objectivos.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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4. O instrutor designou tarefas de leitura, escrita, ou outras actividades apropriadas.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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5. É possível colocar questões ou expressar opiniões sobre as tarefas propostas e /ou através de e-mail.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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6. O instrutor respondeu às minhas questões ou necessidades num período de tempo aceitável.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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7. O material está bem preparado e organizado para um módulo de aprendizagem à distância.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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8. O material foi explicado dum modo claro e compreensível.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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9. Este curso é flexível e corresponde às expectativas em termos de tempo e distância.

Concordo totalmente		Concordo		Concordo no essencial		Discordo		Discordo totalmente	
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Por favor responda na caixa em baixo (comentários livres)

10. Do que é que gostou especialmente em relação a este curso?

11. Como acha que este curso pode ser melhorado?

12. Recomendaria este curso a outros estudantes?

Sim Não

14. Estaria disposto a fazer outro curso desta website?

Sim Não

Muito obrigado por ter completado este formulário de avaliação.
A sua reacção irá beneficiar o instrutor e futuros estudantes.

Submeter

Limpar