



## EDU-VET

E-Learning, Digitisation and Units for Learning at VET schools –  
Creating online Learning Environments in Technical Education for  
European metal industry

### IO3: Evaluation Report

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**Project Title:** E-Learning, Digitisation and Units for Learning at  
VET schools – Creating online Learning  
Environments in Technical Education for European metal industry

**Acronym:** EDU-VET

**Reference number:** 2019-1-DE02-KA202-006068

## Agenda

Introduction.....	3
Results of Evaluation and Testing .....	3
Quantitative data .....	3
Qualitative data.....	5
Results of Usability Study.....	5

## Introduction

This report presents the results of the evaluation as well as the results of the usability study of the EDU-VET Learning platform. This platform can be reached at: <http://edu-vet.eduproject.eu/>.

The testing of the EDU-VET platform took place in February 2022. In total 8 students and 3 trainers were surveyed. The questionnaires were distributed paper-based.

## Results of Evaluation and Testing

Following you will find the results of the evaluation and testing. Firstly, the focus will be on the quantitative data. Afterwards the qualitative data will be illustrated.

### Quantitative data

Following tables show the answers concerning the experiences with Blended Learning and Learning platforms. You can see that all participants have already experiences with Blended Learning and the majority with learning platforms at school. This is a good basis for testing, as prior knowledge is available.

**Do you have already experiences with Blended-Learning?**

Yes.	11	100 %
No.	0	0 %

**Do you have already experiences with Learning platforms at school?**

Yes.	10	90,9 %
No.	1	9,1 %

Afterwards the participants should rate the EDU-VET platform. It is evident that the majority is very satisfied with the platform. 100 per cent answered that this platform is very adequate for learners in the metal industry and nearly 90 per cent said that this platform is helpful as well easy to access.

Further results can be found in the following table

**Tell us your opinion:  
The EDU-VET learning platform is ...**



interesting	8	3	○	○	○	○	uninteresting
motivating	7	2	2	○	○	○	unmotivating
fun	9	2	○	○	○	○	boring
innovative	8	1	○	○	○	○	oldfashioned
helpful	10	1	○	○	○	○	Not helpful
Adequate for learners in the metal industry	11	○	○	○	○	○	Inadequate for learners in the metal industry
useful	7	2	2	○	○	○	useless
easy to access	10	○	1	○	○	○	hard to access
of good quality	6	2	3	○	○	○	of poor quality
easy to use in teaching	7	2	○	○	○	○	hard to use in teaching
easy to use in learning	7	2	○	○	○	○	hard to use in learning

This may also be the reason why more than 90 per cent of the respondents say that teachers should support their students with learning platforms to foster learning processes.

The following overview also highlights user satisfaction (see following table). Therefore we can conclude that an easy handling play an important role for the users as well as the possibility to combine learning materials from the platform with other teaching materials.

### Please rate the EDU-VET Learning Platform.

	strongly agree	agree	disagree	strongly disagree
The EDU-VET Learning Platform offers innovative ways of learning.	10	1	○	○
The EDU-VET Learning Platform combines the blended-learning approach.	11	○	○	○
The EDU-VET Learning Platform can be combined with other teaching materials.	8	1	○	○
The EDU-VET Learning Platform is interesting.	7	3	○	○
The graphics / illustrations of the EDU-VET Learning Platform are good.	6	3	1	○

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The EDU-VET Learning Platform is helpful.	8	2	○	○
The EDU-VET Learning Platform addresses learners.	11	○	○	○
It is easy to handle the EDU-VET Learning Platform.	10	1	○	○
The EDU-VET Learning Platform is motivating.	8	3	○	○
It is easy to register to the EDU-VET Learning Platform.	10	1	○	○

Overall, the participants evaluate the EDU-VET platform as positive. Especially the provided learning materials/resources were as well as the easy handling evaluated very positive with over 90 per cent agreement.

### Qualitative data

Concerning the qualitative data the survey asked for comments or suggestions about the EDU-VET Learning Platform. Here, the participants had the opportunity to answer in an open response field.

On the one hand, it was very often mentioned that the existing modules could be supplemented with further topics and other modules. On the other hand, some respondents suggest to offer the platform in further foreign languages. In addition, it was pointed out that it would be very helpful for learners if several learning and explanatory videos (e. g. Serious Games) were available.

Overall the answers were constructive and positive.

### Results of Usability Study

The items of TAM adopted to the EDU-VET learning platform with a reference to which aspect of TAM each item is referring. They are tested on validity and reliability and are rated on a 7 point LIKERT scale. The objective of the Usability study is to test the user's acceptance of the EDU-VET learning platform.

Following you will see the results of the adapted TAM and TAM2 items. The first item contains the *Perceived Ease of Use*. As shown in the evaluation survey above, the majority here also say that using the platform is easy and self-explanatory. Nevertheless, a small minority (nearly 20 %) shows that it would not be easy to teach or learn with use of the EDU-VET Learning platform.

	1:strongly disagree					7: strongly agree	
	1	2	3	4	5	6	7
<b>Perceived Ease of Use (PEOU)</b>							
My interaction with the EDU-VET Learning platform is clear and understandable.	<input type="checkbox"/>	8	2				
The interaction with the EDU-VET Learning platform does not require a lot of my mental effort.	<input type="checkbox"/>	4	7				
I found the EDU-VET Learning platform easy to use.	<input type="checkbox"/>	3	8				
I find it easy to get the EDU-VET Learning platform to do what I want it to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	8
Learning to use the EDU-VET Learning platform would not be easy for me.	7	2	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It would not be easy for me to teach or learn with use of the EDU-VET Learning platform.	5	4	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Besides the aspect *Attitude towards Using* was asked. In this context the answers also show a clear picture. Even so, over 90 per cent of the participants think that the EDU-VET platform is helpful and interesting. Additionally also nearly 90 per cent rated that it would be a good idea to use the EDU-VET Learning platform for quality reasons.

<b>Attitude towards Using (ATTITUDE)</b>							
I dislike the idea of using the EDU-VET Learning platform.	11	<input type="checkbox"/>					
I have a generally favorable attitude towards using the EDU-VET Learning platform.	<input type="checkbox"/>	2	9				
I believe it is/would be a good idea to use the EDU-VET Learning platform for quality reasons.	<input type="checkbox"/>	1	10				
Using the EDU-VET Learning platform is a foolish idea.	11	<input type="checkbox"/>					
The use of the EDU-VET Learning platform is helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	1	9
The use of the EDU-VET Learning platform is interesting.	<input type="checkbox"/>	3	8				

The third item addresses the *Perceived Usefulness* of the users. As you can see from the answers all participants indicate a high perception of the usefulness of the platform. In particular, the combination with Serious Games appears to be another possible aspect that the interviewees consider to make

sense. Furthermore, nearly 64 per cent answered that using the EDU-VET Learning platform in their jobs increase their productivity especially concerning the use of blended learning. This is a very essential finding with regard to digitalisation in vocational education and training.

Perceived Usefulness (PU)							
I find the EDU-VET Learning platform is useful for work with Serious Games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	5
Using the EDU-VET Learning platform improves my performance in my teaching or learning with Serious Games.	<input type="checkbox"/>	2	8				
Using the EDU-VET Learning platform in my job increases my productivity especially concerning the use of blended learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	2	7
Using the EDU-VET Learning platform enhances my effectiveness especially concerning Serious Games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	4	5
To have the EDU-VET Learning platform for learning / teaching purposes is not useful.	8	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The EDU-VET Learning platform can't improve my use of digital media.	11	<input type="checkbox"/>					

The last item of TAM accentuates the *Intention of Use*. The responses show that the willingness to use the platform is very high (> 90 %). In addition, the majority of respondents would like to use the platform for further learning and learning activities on a permanent basis.

Intention to Use (ITU)							
Assuming I have access to the EDU-VET Learning platform, I would not intend to use it.	5	4	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given that I have access to the EDU-VET Learning platform, I predict that I would use it.	<input type="checkbox"/>	1	10				
I don't intend to use the EDU-VET Learning platform in the future.	8	2	<input type="checkbox"/>				
I will have another look at the EDU-VET Learning platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	3	5
I would visit the EDU-VET Learning platform due to learning or teaching reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	3	6

I plan to use the EDU-VET Learning platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	2	5
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In summary, the results of the usability study highlights the high benefit of the platform for teachers and learners in the metal sector of VET. Furthermore, a high acceptance of the platform can be elicited. Therefore, this illustrates the necessity of the EDU-VET learning platform, especially in the age of digitalisation.