



This project is co-funded by the Lifelong Learning Programme of the European Union

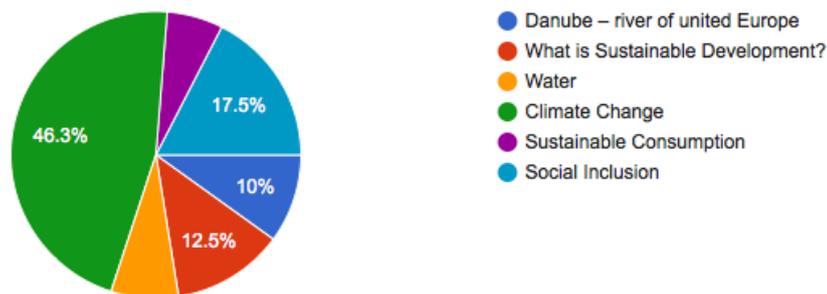
Evaluation of Moodle courses

The screenshot shows the Moodle course interface for 'E-SCHOOL FOR SUSTAINABILITY IN THE DANUBE REGION (ESCHOOL4S)'. The main content area displays a list of course categories: TEACHERS' CORNER (2), TEACHERS' CORNER (3), WHAT IS SUSTAINABLE DEVELOPMENT? (3), WATER (3), CLIMATE CHANGE (3), SUSTAINABLE CONSUMPTION (5), and SOCIAL INCLUSION (5). The right sidebar contains administrative tools and a list of online users, including Maria Carcumeru.

As there were two trialling phases for the Moodle courses, the evaluation was also carried out in two stages.

Phase 1

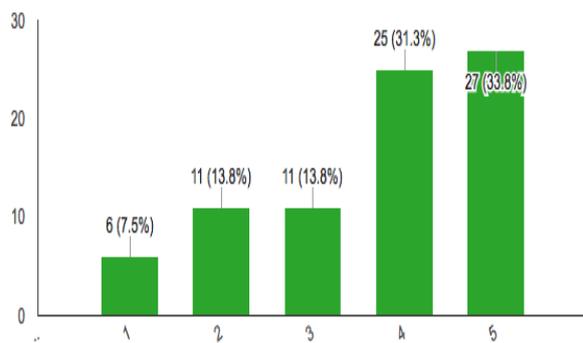
During the first phase 80 students and 12 teachers completed the online questionnaire. The evaluation looked at aspects such as the distribution of courses used in the classrooms of the Danube region countries:



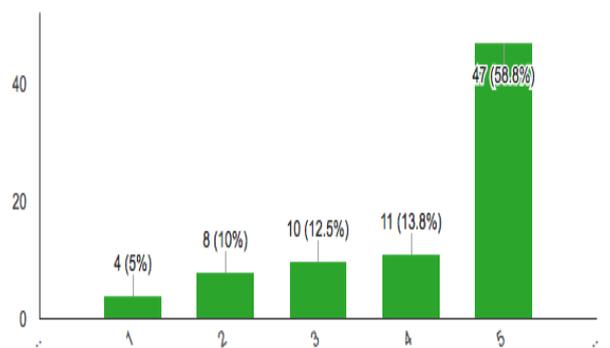
Further aspects targeted were user-friendliness (i.e. linguistic and technical accessibility) both as experienced by learner and viewed by the teacher. As the accessibility is a pre-requisite for learning it was vital to check this as a first stage. The core of the evaluation, however, focused on learning about environmental issues and sustainability, understanding implications and gaining competences to put forward arguments and to act.

It was interesting to compare rates of understanding through the platform per se and necessary support by teachers, forming an opinion and knowing how to act, learning how to live in a sustainable way:

8 a. Lessons helped understanding

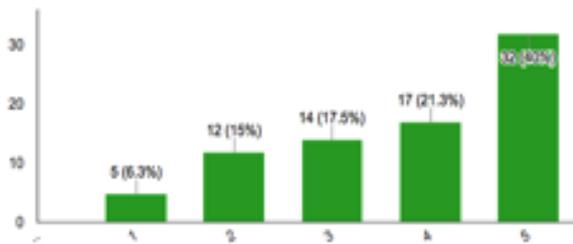


9. Teachers helped understanding

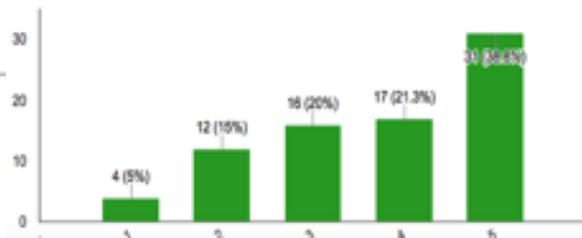


Questions 16 & 17

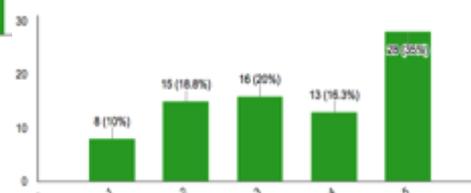
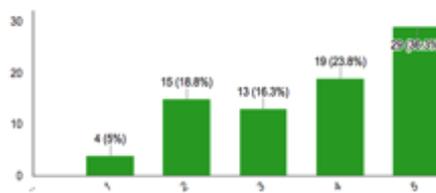
Forming an opinion



Knowing how to act



19 & 20 Learning facts & living in a sustainable way



Phase 2

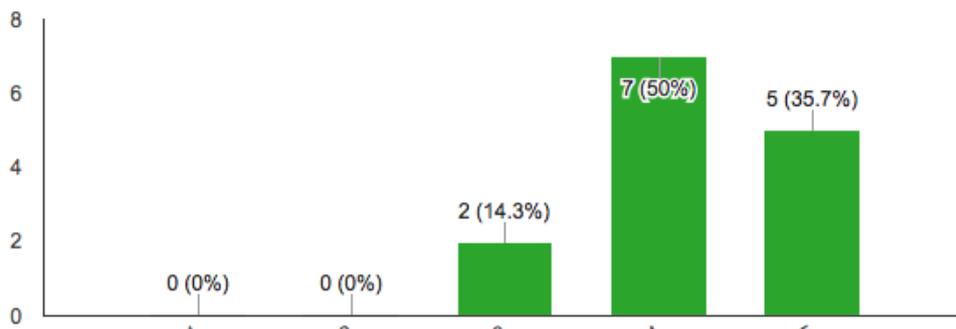
The second questionnaire was revised after the review of the results of the first questionnaire and discussions during the meeting in Sofia. It was decided that certain questions needed to be simplified or rephrased.

In order to increase the attractiveness for school students the overall number of questions was reduced slightly from 21 to 19. The number of open questions was also reduced in an attempt to enhance the quality of responses.

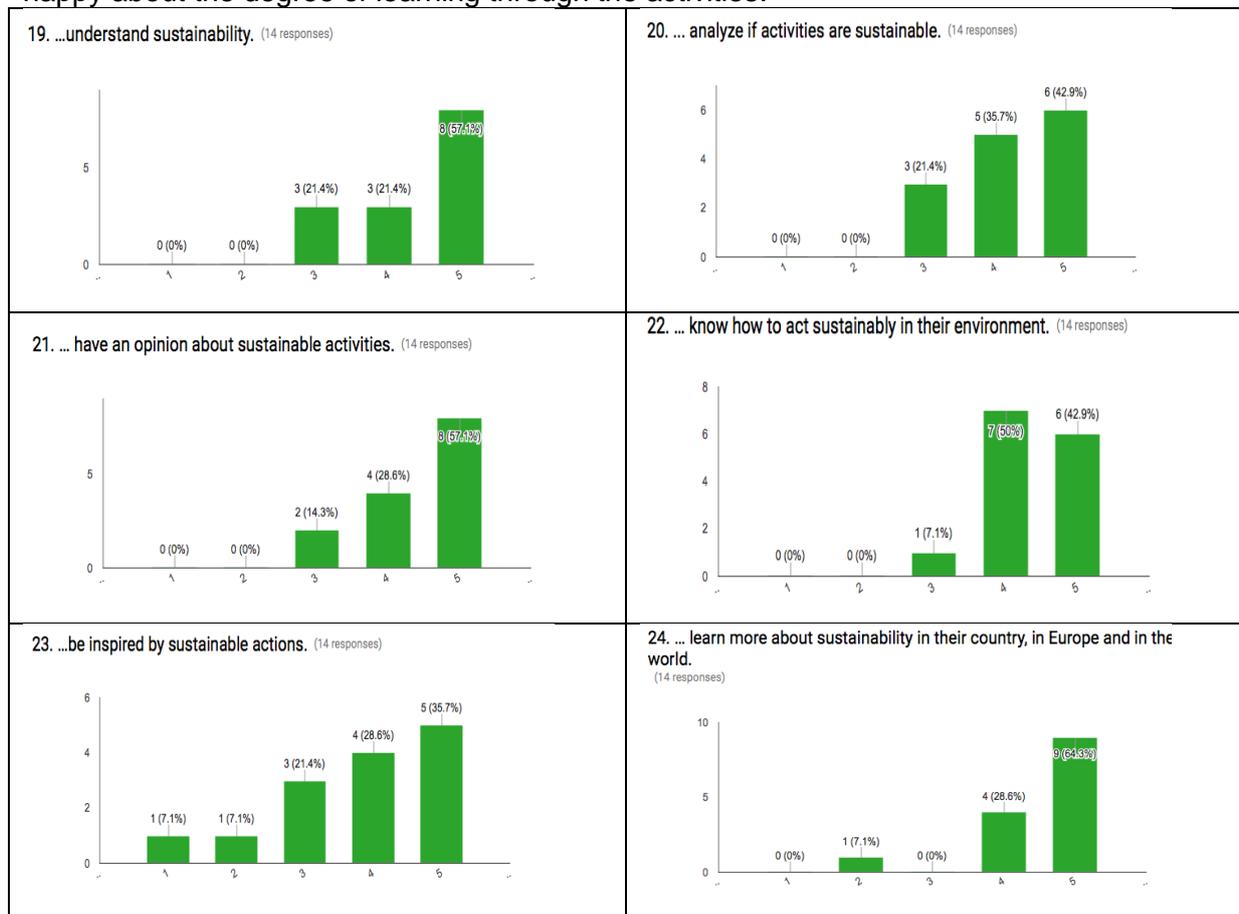
The questionnaire was completed online by 123 respondents, i.e. 43 more than during the first phase and 14 responses from teachers meaning that two more teachers participated than during the first testing phase:

Overall, there were far fewer negative comments than on the first questionnaire. Furthermore, it can be ascertained that many comments are very concrete.

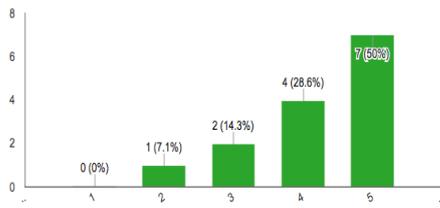
The learning materials were considered useful:



Thus, the usefulness was rated very highly by students and the teachers were obviously happy about the degree of learning through the activities:



25. ...live in a more sustainable way (14 responses)



The overall results were extremely encouraging giving indication of the success of the platforms as a European level.