

# Evaluation Report: Learning and Work Tasks (LWTs) for DEVISE4KE



## Introduction

This report due Month 16 is based on an analysis of the DEVISE4KE consortium participants' evaluations of 3 Learning and Work Tasks (LWTs) conducted within the project. These LWTs were presented in person on campus at the University of Bremen during the project's third transnational project meeting (TPM) held from 17 to 21 February 2025.

The LWTs developed and analysed are LWT2 (Design of Learning and Work Tasks), LWT3 (Entrepreneurship in the ICT Sector) and LWT4 (Using Low Energy Devices for Teaching).

The leading partner of each LWT led a training workshop while using the LWT itself to immerse participants in the learning. Each LWT was assessed based on learning objectives, industry relevance, resource availability, time allocation, documentation clarity, learning effectiveness, and overall participant experience. Below is a breakdown of the findings for each specific LWT.

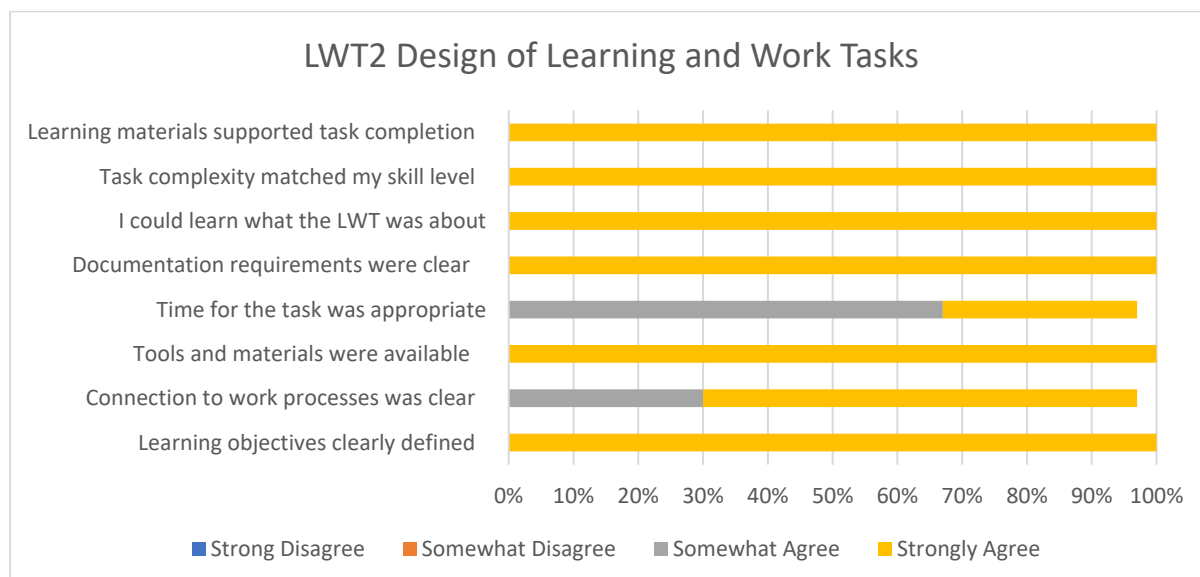
## LWT2: Learning and Work Tasks (LWT) Development

This LWT was developed by the University of Bremen and a session was delivered by Assoc. Prof. Christian Staden.

**Link to LWT2:** <https://intl-am.kwst.uni-bremen.de/release/p/rhiE2pV57h3i>

**Examples:** <https://intl-am.kwst.uni-bremen.de/release/p/GcztR0Z2v1lp/task/65>  
<https://intl-am.kwst.uni-bremen.de/release/p/kK2OhBHI2Jmt/task/7>

## Summary of Findings



<b>Clarity of Learning Objectives</b>	Rated positively - well-structured, with most participants rating it 4 (very clear).
<b>Relevance to Industry</b>	Considered essential for curriculum and skills development. Highly relevant for digitising lesson planning and management.

<b>Availability of Tools &amp; Materials</b>	Resources were adequate, with some suggestions for additional features for easier implementation.
<b>Time Framework</b>	Some respondents suggested they would have benefited from a longer workshop with more practice and more time to evaluate the LWT before final evaluation.
<b>Documentation Requirements</b>	Well-explained but could benefit from more step-by-step guidance for first-time developers.
<b>Overall Learning Experience</b>	Provided useful insights into creating and managing online learning tasks (LWTs) efficiently.

## Qualitative Feedback

- “The work task was great. Presentation was perfect. Wonderful presentation.”
- Participants were impressed with the Task Manager and asked about installing it in their respective schools for use with their own teachers and students.
- They cited its ease-of-use and logical framework as the main reason for wanting it.

## Recommendations

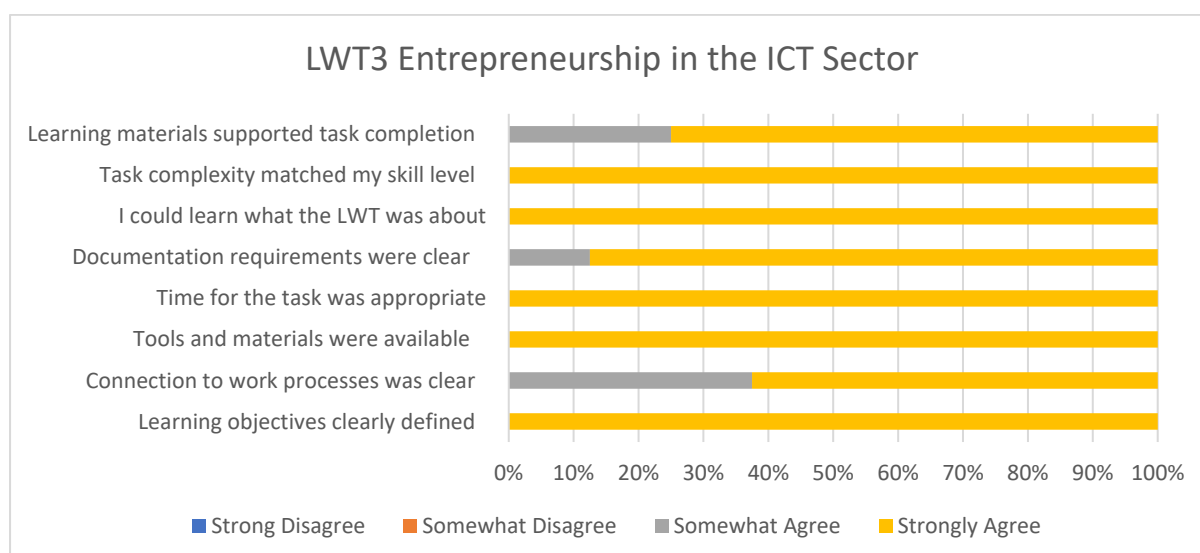
- Introduce pre-session materials to help participants grasp the concept beforehand.
- Provide interactive tutorial videos for participants to revisit after the session.
- Offer template-based guidance to streamline LWT creation.
- Include practice-based follow-ups to solidify understanding.

## 2. LWT3: Entrepreneurship in the ICT Sector

This LWT was developed by San José Maristak and a session was presented by Iratxe Lerrajete.

Link to LWT3: <https://intl-am.kwst.uni-bremen.de/release/p/aRp2zyxD1rHP/task/68>

## Summary of Findings



<b>Clarity of Learning Objectives</b>	Some participants needed more clarification on how entrepreneurship links to ICT education.
<b>Relevance to Industry</b>	Highly applicable for those interested in business opportunities in digital fields.
<b>Availability of Tools &amp; Materials</b>	Sufficient, but a few participants suggested adding case studies of successful ICT entrepreneurs.

<b>Time Framework</b>	Some participants found it slightly rushed, limiting discussions on real-world applications.
<b>Documentation Requirements</b>	Clear and useful, but some participants requested additional reading materials.
<b>Overall Learning Experience</b>	The interactive session was engaging, but participants wanted more real-world insights.

## Qualitative Feedback

- “Great content. It was a very interesting LWT. More expectation. Better than I expected. The LWT content were delivered effectively. Presentation was well done.”
- Once participants understood the brief, they reacted more positively and enthusiastically.

## Recommendations

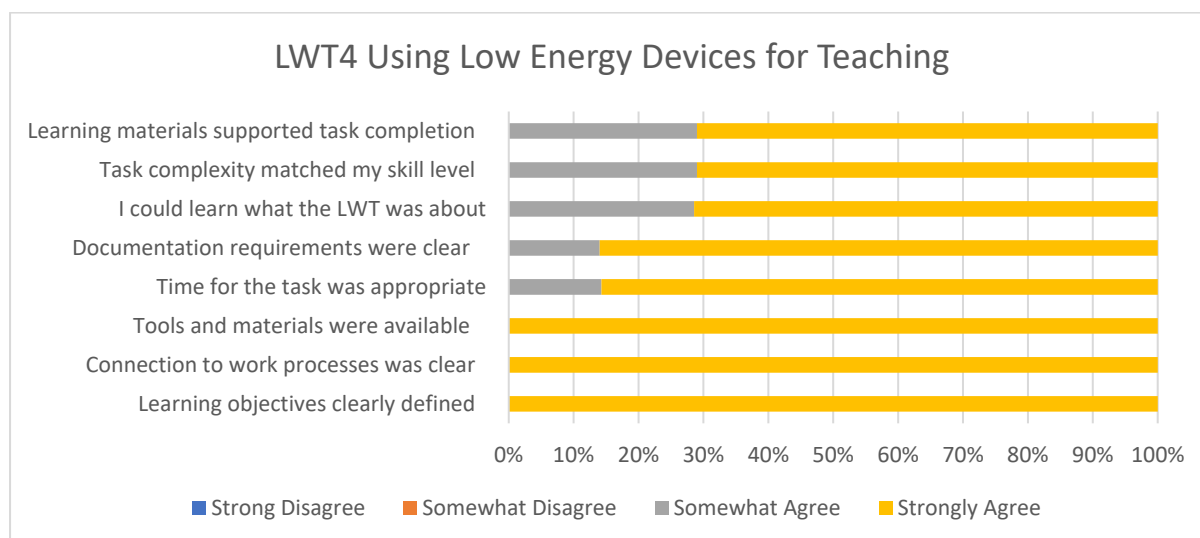
- Include case studies or guest talks from ICT entrepreneurs.
- Allocate more discussion time to business model development.

## 3. LWT4: Digital Learning with Low-Energy Devices

This LWT was developed by Warnborough College Ireland and several sessions were delivered by Dr Julian Ng across 3 days.

Link to LWT4: <https://intl-am.kwst.uni-bremen.de/release/p/mHwaMVtasAQv/task/80>

## Summary of Findings



<b>Clarity of Learning Objectives</b>	Participants found the objectives well-defined and actionable, with all ratings at 4 (very clear).
<b>Relevance to Industry</b>	Highly rated for its practicality in enhancing digital education with sustainable technology. Strongly aligned with modern education trends, ensuring teachers adapt to online methodologies.
<b>Availability of Tools &amp; Materials</b>	All necessary resources were accessible, with minor comments on exploring additional tools and some participants needing extra time to explore digital tools.

<b>Time Framework</b>	The allocated time was mostly considered appropriate, though a few participants suggested extending hands-on practice.
<b>Documentation Requirements</b>	Rated as clear and structured, supporting easy implementation.
<b>Overall Learning Experience</b>	Engaging and informative, with strong applicability to digital teaching methods. Helped shift mindsets from traditional to interactive digital learning.

## Qualitative Feedback

- “Presentation was well done. Very practical illustrations. Very good. Very practical. Great LWT. The content was very rich and effectively delivered.”
- Some participants struggled with technology (both with having access to it and using it).
- The LWT challenged mindsets about teaching and learning and was effective in its use of technological solutions, different techniques of course creation and learner engagement.

## Recommendations

- Extend practical sessions for deeper familiarity with low-energy devices.
- Provide supplementary case studies or real-world applications.
- Provide follow-up practice assignments to reinforce digital learning concepts.
- Incorporate real-world examples of active online learning for better understanding.

## Conclusion and General Recommendations

The evaluation reflects that all LWTs were well-received and aligned with project objectives. Key takeaways include:

- Overall satisfaction was high, with participants finding the training practical, relevant, and engaging.
- Some LWTs could benefit from extended time for scene-setting and hands-on practice.
- Additional materials such as real-world case studies, video tutorials, and structured templates would improve understanding.

Implementing these recommendations will enhance learning experiences, engagement, and practical application for future LWT sessions.