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GREENER GREEN

PR1 /A12: Pilot Delivery of e-learning in all countries

Developed by Blue Room Innovation

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1. Introduction

The Greener Green E-learning Platform that has been developed with the contribution of the consortium. The Platform offers a complete course with digital resources Developing Sustainability Practices in Primary Schools for teachers, parents, and students. To be more specific, the E-learning course is both theoretical and practical. It provides teachers and parents with theoretical input on different aspects of sustainability and green practices, while it also includes tests for assess yourself to raise awareness.

The content of this E-learning Course has been delivered by the partners of the consortium by doing deep research on the topics presents and based on the practices that are been carried out in a national and international level.

2. Participants

The pilot testing implemented by each participating country have targeted teachers. To assess the e-learning platform and its content, teachers have provided structured feedback through an online questionnaire and through discussions during the sessions. Therefore, the number of participants of the info-sessions and the questionnaire are the following:

Table 1- Overall participation to the e-learning platform per country

	Info-sessions participants			
Country	Greece IDEC + Vareia	Italy	Luxembourg + Belgium	Spain Bell-Lloc + Blue Room
Teachers	24	12	51	22

3. Pilot Development

Teachers had the opportunity to participate in online or face-to-face. Each partner decided upon the way in which they preferred to deliver this activity. In total, 108 teachers have piloted the e-learning platform and its content.



All partners made a brief introduction to Greener Green Project and made a brief introduction of the 7 modules of the course. Below follows a more detailed description of the sessions taking place in each of the participating countries:

Table 2- Details of the e-learning platform for teachers, per partner

Country	Type of info-session	Duration	Date
Spain	Face-to-face	1 hour	7/11/2023
Greece	Online	1 hour	17/11/2023
Italy	Face-to-face	1 hour	22/11/2023
Luxembourg	Face to Face	45 minutes	15/01/2024
Belgium			

European School of Varese – Italy (12 Participants)

Teachers from Italy have participated in a face-to-face session for the piloting. First, they were engaged with an introduction of the project and its main objectives followed of an explanation on how to use the platform and introducing all the units. After that participants had time to explore the tool and read the content by themselves. After the testing, participants were asked to fulfil a questionnaire evaluating the platform and the course. As a conclusion, teachers appreciate the information and functionality of the site, although they would like it to be more concise and more visually appealing with more elements, they could use with their classes directly.

Primary School of Vareia – Greece (11 Participants)

Teachers of Primary School of Vareia took part in an online session to pilot the project. Initially, they were introduced to the project and its primary goals. Following this, they received guidance on utilizing the platform and were acquainted with all the units. Participants were given the opportunity to independently explore the tool and review the content through a questionnaire. To evaluate the platform participants had for each section questions and the interviewees were given the opportunity to express their opinion. The teachers highly rated the educational platform as well as whether it corresponds to the data of daily life. All sections were eye-catching and engaging to navigate. The material used was also rich.



IDEC – Greece (13 participants)

IDEC held their pilot for teachers through an online session. The concept was introduced to the audience and the participants thoroughly explored the e-learning platform during the pilot testing. After the participants fully interacted with the training material, they proceeded to complete a Google Forms Surveys to evaluate the e-learning platform and the content developed. The e-learning platform was found to be very interesting and educative, with only a few notes expressing the need for more educational units and some small concerns regarding some of the existing material.

Blue Room Innovation & Bell-Lloc – Spain (22 participants)

The Spanish partners Blue Room Innovation and Bell-Lloc decided to carry out the pilot testing together in a face-to-face session. The session started with a presentation of the Greener Green project, its objectives and how Bell-Lloc school is working on in Green Initiatives to improve sustainability at school. After that the e-learning platform was presented as well as an overview of the different modules of the course. Participants had time to explore and use the platform before answering an evaluation form where they had to assess the e-learning platform and the modules. Participants found the materials interesting; however, they noted a gap in coverage, particularly in small and daily actions. Overall, they agreed that the platform was not attractive enough but very easy to use, thanks to its similarity to the model.

Fapel & Liège Université– Luxembourg & Belgium (51 participants)

The school, represented by the student committee, kicked off the meeting with a very interesting presentation on the school's green achievements, including an overview of activities and their spin-offs.

Xavier Fettweis followed with an in-depth presentation on ecological research and a detailed look at climate change and its harmful effects.

Xavier detailed the effects of climate change with elaborate diagrams and graphs. A projection of the movements and adaptations of vegetation and crops as a function of changing temperatures, highlighting the astonishingly rapid climatic shift in Europe that exceeds even the most pessimistic forecasts.





4. Effective Method for Collecting the Feedback

The method employed to gather feedback from the teachers was the same for all partners. Teachers who participated in the piloting were engaged in conversation during the pilot testing which they were encouraged to provide their honest opinion. Moreover, they were given an online evaluation questionnaire to share their constructive opinions about the e-learning platform functionality, design, user experience and its contents and resources.

5. Conclusions

In conclusion, the pilot testing of the Greener Green across European schools has provided valuable insights into the reception and usability of the e-learning platform. Teachers appreciated the platform's information and functionality, suggesting a preference for more concise content and enhanced visual appeal to better align with classroom use. While participants found the materials interesting, they highlighted a gap in coverage, particularly in small and daily actions. The platform was described as not attractive enough but easy to use.

Overall, the pilot testing revealed positive perceptions of the Greener Green e-learning platform, with suggestions for improvements such as more concise content, enhanced visual appeal, increased educational units, and better coverage of small and daily actions. The feedback collected will be valuable in refining and optimizing the e-learning platform for wider implementation. Overall, the pilot demonstrated a favorable reception, with insights that will be valuable for refining the platform for wider use.