



GREENER GREEN

PR2/A4 – Peer Review Evaluation Report on Assessment Tool

Deliverable: PR2/A4 –Assessment Tool Peer Review

Date: September 2023

Author: IDEC

Version: 1.0

Dissemination: Within the Greener Green partnership

Greener Green partnership

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IDEC S.A.
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FAPEL
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Belgium



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Acknowledgment: Greener green is co-funded by the Erasmus+ programme of the European union.

Project number: 2021-1-ES01-KA220-SCH-000032687

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1. Main Points

This report exhibits the overall peer review by the partnership of Greener Green in the context of evaluating the 2nd project result, PR2 The Greener Green Assessment Tool.

This peer review process was divided into 3 phases. During the first phase of the evaluation, project partners held an internal meeting to discuss and vote on the most relevant subjects and questions to be incorporated in this output (Report of the meeting Annex 1). Partners managed to select applicable questions in accordance with the subjects and provide feedback and other improvement suggestions for this result, as well as a positive reinforcement rewards system accompanying it.

The second phase of this evaluation took place in a Learning, Teaching, Training Activity in Liege. During this activity, Blue Room Innovation lead a fruitful discussion between the project partnership, were all previous decisions and comments were discussed and analysed in detail.

The third phase of the peer review process ended with internal comments and improvement suggestions by IDEC and Blue Room Innovation. Both partners studied the results from the previous phases, reviewed the final draft of the questions and made their suggestions on improving the Assessment Tool.

The peer review of the Assessment Tool started in September 2022. The following organisations took part in the reviewing process:

Evaluators
Bell-loc
Primary School of Vareia
Fapel
Blue Room Innovation
Universite De Liege
IDEC
Scuola Europea di Varese

The last sections of this report document present the final conclusions based on the findings of the peer review process.

2. Methodology

The Assessment Tool was reviewed based on the following factors:

- Relevance
- Suitability
- Wording of the questions
- User friendliness
- Graphic design
- Usefulness

The peer review was conducted by the Greener Green Partnership, with the process being divided into three steps (1. Internal Meeting, 2. Training activity, 3. Partners' evaluation).

3. Partner's Evaluation

In total, six partners from different organisations partook in the evaluation process for the Assessment Tool. The partners were questioned through a detailed evaluation questionnaire (Annex 2) and were also called to complete a specific excel file template (Annex 3) in order to more accurately and clearly identify and resolve potential issues.

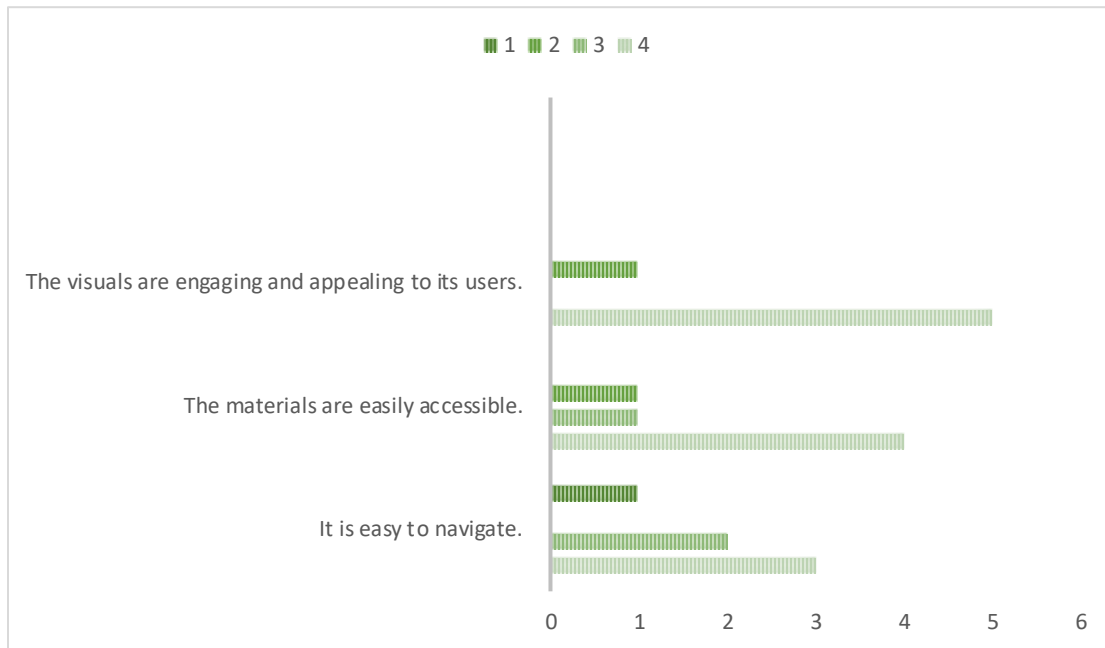
The scale on which the Assessment Tool was evaluated is the following:

4	Excellent, the Assessment tool works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool needs minor changes and adaptations.
2	Good, the Assessment tool complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool requires further work.

Partners were called to evaluate the Assessment Tool based on its **Accessibility** and its **Functionality**, as well as a separate section specifically for the Instruction Guide.

Their feedback was the following:

Accessibility



Partner Comments

In conclusion, the feedback specific to the accessibility of the Greener Green assessment tool sheds light on both commendable aspects and areas requiring enhancement. Positive remarks include the visually appealing design, user-friendly interface, and prompt responsiveness of the program, making it accessible to users. The inclusion of visuals and an interactive assessment tool adds to the appeal, particularly for a diverse audience.

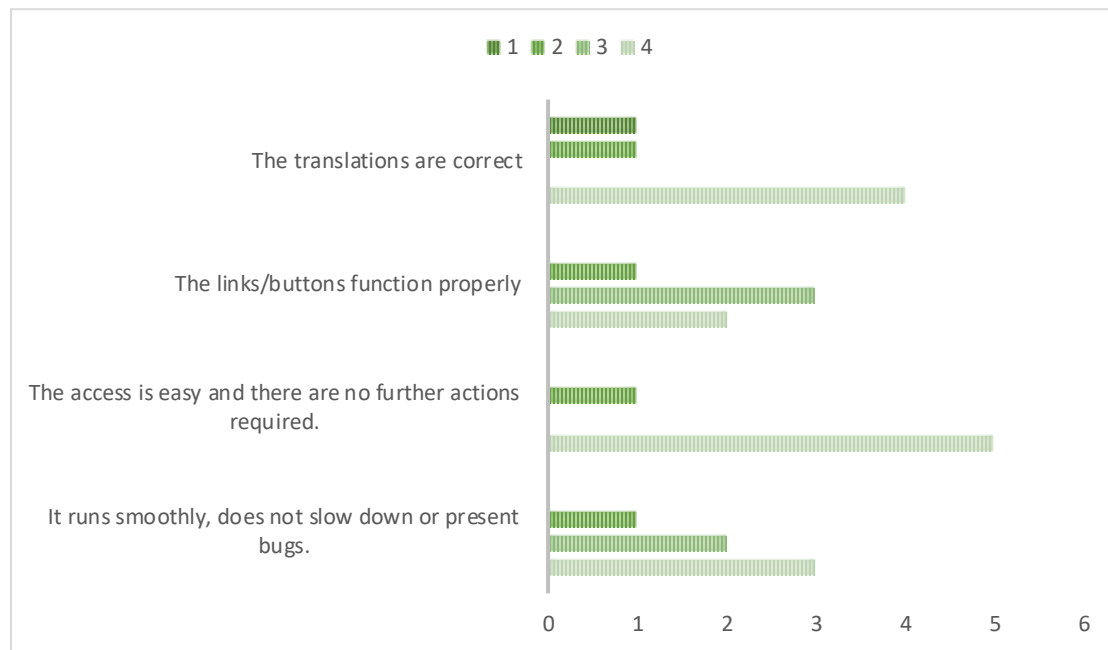
However, identified weaknesses pertaining to accessibility involve errors in translations and hyperlinks, as well as the inappropriate use of the YES/NO format for certain questions. The lack of clarity in the main menu, absence of sub-grouping for questions, and patronising nature of some tips also present challenges for users, potentially impacting their overall accessibility experience.

To address these concerns, targeted recommendations are proposed. These include refining the copy on the main page for clarity, enabling an expanded view of each area in the main menu to provide a better overview of questions, and incorporating sub-categories for a more organised assessment. The suggestion to replace the YES/NO format with IMPLEMENTED/NOT YET IMPLEMENTED/BEGUN IMPLEMENTING aims to offer a more nuanced and accessible response.

Furthermore, enhancing the tips by providing specific, actionable checklists for each question can contribute to a more accessible and user-friendly experience. The proposal to conclude each session with informative layouts, literature recommendations, or engaging videos aims to further enhance user engagement and accessibility.

In essence, the recommendations are geared towards improving the overall accessibility of the Greener Green assessment tool, ensuring that it remains inclusive and user-friendly for all individuals engaging with the platform.

Functionality



Partner Comments

In summary, the evaluation of the functionality of the Greener Green assessment tool reveals commendable aspects alongside notable areas for improvement. Users appreciate the ease of navigation between modules and questions, emphasising the clear structure and user-friendly interface. The smooth running of the program, pleasant layouts, and informative explanations for incorrect choices contribute positively to the user experience.

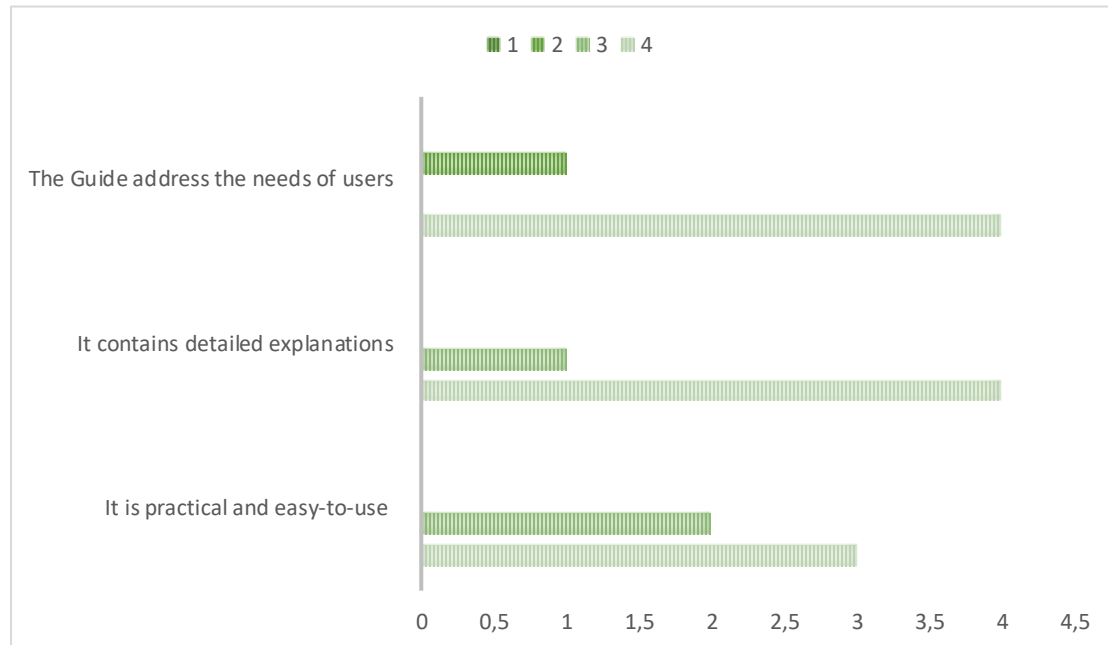
However, identified weaknesses centre around the clarity of results at the end of each module, incorrect links to certain modules, and issues with the visibility and functionality of the "NEXT" arrow. Users also encounter challenges such as the inability to save progress, a lack of overall score summaries, and unclear criteria for earning badges. Additionally, the random and sometimes unclear nature of questions, as well as broken links, further impact the functionality of the tool.

To address these concerns and enhance functionality, specific recommendations are proposed. These include providing a clear summary based on answers for improvement at the end of each module, implementing recommendations at the conclusion of modules, and addressing the issues highlighted in the weak points while adding relevant links. Suggestions to introduce real stories, activities, and contests, as well as improving the visibility and placement of the "NEXT" arrow, aim to enhance user engagement and streamline the assessment process.

The importance of allowing users to save progress, download results, and access a comprehensive final summary is emphasised. Suggestions for introducing guidance on badge attainment, a progress bar, and grouping questions into sub-categories contribute to a more organised and informative assessment experience. Additionally, checking the grammar of questions and ensuring a logical YES/NO answer for each is recommended for clarity.

In conclusion, the recommendations aim to refine the functionality of the Greener Green assessment tool, making it more user-friendly, informative, and engaging for teachers while ensuring smooth and error-free operation.

Instructions' Guide Evaluation



Partner Comments

The Instructions Guide for the Greener Green Assessment Tool demonstrates several commendable features, including its well-written and concise content, visually appealing layout and design, and the delivery of a high standard of pedagogical learning and information. Users find the guide's clarity and structure commendable, making it easy to read and navigate. The inclusion of fine documents such as guides, Q&R, and reports is acknowledged, contributing to a positive overall user experience. Additionally, the guide is praised for being detailed, up to the point, and featuring helpful images that enhance comprehension.

However, a few areas for improvement are identified. Some users find the "Start now" button on page 2 to be potentially misleading, and there are spelling and grammatical errors throughout the document. Phrasing in certain sections, particularly the use of the phrase "if your school is green enough," is noted for improvement. Furthermore, the guide lacks information on the certification process and digital badges, leaving users uncertain about the rewards for their efforts. There is also a lack of clarity regarding the criteria for a school to be considered "Greener Green."

To address these points, recommendations include exploring the integration of the guide as a "help document" within the assessment tool for immediate user assistance. Enhancements to the "Start now" button are proposed, directing users seamlessly to the assessment tool. A comprehensive spelling and grammar check is suggested to ensure a professional standard. Phrasing should be refined to align with the binary nature of the tool's responses. Information

about certification, digital badges, and clear criteria for being "Greener Green" should be incorporated to provide users with a complete understanding of the program. Implementing these recommendations will further enhance the Instructions Guide, ensuring it remains informative, user-friendly, and aligned with user expectations.

General comments / Comments not covered by the previous areas

In the general comments section, partner feedback on the Assessment Tool and the associated website was largely positive, highlighting a pleasant user experience (UX) and the enjoyable aspect of involving children in expressing their views on ecological matters. The suggestion of organising micro-sidewalks to gather children's comments and proposals adds a creative and engaging dimension to the initiative.

However, there were also some areas identified for improvement. The tool's usability for teachers was a concern, with potential challenges in completion and satisfaction. The concept of a "Greener Green School" was a bit unclear, and the absence of rewards or certification details could lead to a lack of motivation for teachers. The repeated need to respond negatively to questions might contribute to feelings of demotivation and a sense of failure among educators.

Some other aspects, such as the inability to save or download assessment results and the underutilisation of the E-learning module, were deemed as restricting to the tool's effectiveness in supporting teachers in making positive changes to their schools. The call for clearer guidance within the tool, directing teachers to relevant learning areas aligned with their goals, underscored the need for strategic improvements.

Conclusion

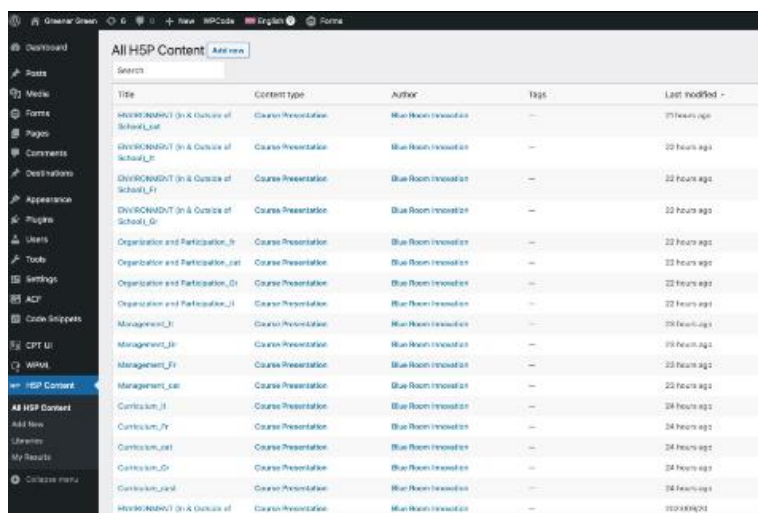
The partners feedback highlighted both the positive and negative aspects of the Assessment tool. The constructive insights provided by the partners were carefully considered, leading to a series of alterations and improvements to address the reported issues. Positive aspects were acknowledged and retained.

Issues such as the clarity of results, correctness of links, and functionality issues, were addressed and fixed in order to improve the overall user experience. Informative layouts were also added to make the experience more immersive. More specific issues mentioned by the partners in their respective feedback sheets were addressed, such as issues with translations, technical issues (text visibility, display mistakes, missing elements) and overall dysfunctions were all corrected. Some aspects concerning the aesthetic visual parts of the Assessment Tool remained unchanged, but the partner feedback was highly valued and helped localise and resolve all existing issues.

All necessary changes were made to ensure that the Greener Green Assessment Tool aligns with user expectations and facilitates a more positive and impactful experience for educators striving towards environmental sustainability in their schools.

4. Following Steps

Following the peer review, Blue Room Innovation took over the implementation of the improvements and technically integrating all content. The tool used for this activity was H5p, a software used to create interactive and engaging exercises. In addition, it's easier to implement within WordPress, another tool used to develop the website, as both are interconnected.



Title	Content Type	Author	Tags	Last Modified
Microlearning (in & Outside of School)_Lof	Course Presentation	Blue Room Innovation	---	21 hours ago
Microlearning (in & Outside of School)_Lr	Course Presentation	Blue Room Innovation	---	22 hours ago
Microlearning (in & Outside of School)_Lr	Course Presentation	Blue Room Innovation	---	22 hours ago
Microlearning (in & Outside of School)_Lr	Course Presentation	Blue Room Innovation	---	22 hours ago
Organization and Participation_3r	Course Presentation	Blue Room Innovation	---	22 hours ago
Organization and Participation_3at	Course Presentation	Blue Room Innovation	---	22 hours ago
Organization and Participation_3r	Course Presentation	Blue Room Innovation	---	22 hours ago
Organization and Participation_3l	Course Presentation	Blue Room Innovation	---	22 hours ago
Management_3r	Course Presentation	Blue Room Innovation	---	22 hours ago
Management_3r	Course Presentation	Blue Room Innovation	---	22 hours ago
Management_3r	Course Presentation	Blue Room Innovation	---	22 hours ago
Management_3at	Course Presentation	Blue Room Innovation	---	22 hours ago
Curriculum_3l	Course Presentation	Blue Room Innovation	---	24 hours ago
Curriculum_3r	Course Presentation	Blue Room Innovation	---	24 hours ago
Curriculum_3at	Course Presentation	Blue Room Innovation	---	24 hours ago
Curriculum_3r	Course Presentation	Blue Room Innovation	---	24 hours ago
Curriculum_3at	Course Presentation	Blue Room Innovation	---	24 hours ago
Microlearning (in & Outside of School)_Lof	Course Presentation	Blue Room Innovation	---	22 hours ago

Figure 1. Screenshot of the H5P that were created

The next step includes all partner organisations translating the questions of this deliverable into their national languages, in order to have them ready during the pilot implementations. During this, the partners also provided recommendations for implementing strategies when the answers on the Assessment tool were negative. At last, Blue Room Innovation delivered the pre-final version of the self-assessment tool, which will be subject to review by the pilot testing (PR2/A7 Pilot Testing) participants.

Once feedback from the piloting phase is gathered, Blue Room Innovation will be responsible of supervising and undertaking the implementation of the suggested (if any) improvements and deliver the final version of the Assessment Tool, which will be released to the public as an open resource by December 2023.



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ANNEX 1 - Peer Review Report Internal Meeting

PR2 A4 Assessment tool peer review





Greener Green internal meeting Assessment Tool and Platform development

Date: 6th of October

Partner responsible: Blue Room Innovation

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1. Greener Green Assessment Tool

1.1 Google Forms :

In the last internal meeting we made a Google Forms in order to see which questions might fit best the Greener Green Assessment Tool. We divided the questions according to the subject they belong to, these are the results:

1.1.1: Waste Area

Please select the most suitable questions for the assessment tool:

- Can students recycle at school? 5 (83,3%)
- What waste can students recycle at school? 4 (66,7%)
- Has a training program been established to explain to students how to recycle at school? 6 (100%)
- Is recycled paper used in the classrooms? 4 (66,7%)
- Have measures been implemented to reduce plastics in classrooms? 5 (83,3%)
- Have measures been implemented to reduce the plastic and packaging that students bring from home? 6 (100%)
- Does the school have strategies to encourage the reuse of school materials among students (books, uniforms, etc...?) 5 (83,3%)
- Does your school promote specific days and events to encourage waste reduction? 4 (66,7%)
- Do leftovers from the dining room receive any special treatment? They are recycled, given... 1 (16,7%)
- Does the school carry out actions to inform students of milestones achieved in the field of waste? In other words, communication after the actions taken and measurement of the impact. 3 (50%)

Other suggested questions for Waste Area

How do you deal with the organic waste?

Does the school do activities in order to promote the "trash cooking"?

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1.1.2: Resources Area:

Please select the most suitable questions for the assessment tool:

- Does the school carry out measures to save water? 5 (83,3%)
- Do the school taps have systems installed to save water? 4 (66,7%)
- Is there communication for students and teachers on how to save water at school? 5 (83,3%)
- Does the school carry out measures to save light and electricity? 6 (100%)
- Is there communication for students and teachers on how to save light and electricity? 6 (100%)
- Does the school carry out actions to inform students of milestones achieved in the area of water and energy saving? In other words, communication after the actions taken and measurement of the impact. 5 (83,3%)
- Does the school carry out actions to encourage the saving of office paper/index cards? 4 (66,7%)
- In general, do you consider that the school makes a controlled use of resources on a day-to-day basis? 3 (50%)
- Does the school use its own methods to obtain energy? Example, solar panels. 4 (66,7%)

Other suggested questions for Resources Area:

Are there any incentives for teachers or classrooms which prove savings?

"Using own methods to obtain energy" applies to resources provided by the government or region. Is not a fair question for rural schools or schools with limited resources?

Question 4: add heating saving

1.1.3: Environment Area:

Please select the most suitable questions for the assessment tool:

- Do you consider that the school environment (yards and common spaces) promotes learning in terms of sustainability and care for the environment? 4 (66,7%)
- Does the school have an educational space where there are trees, plants and vegetation in general? 6 (100%)
- Are educational actions carried out using the green spaces of the school environment? Within the school itself or in the neighborhood /streets nearby? 6 (100%)
- Can students carry out recreational activities outdoors? Skating time, physical education...? 4 (66,7%)
- Does the school have an urban garden or space where the students themselves can grow plants or vegetables? 5 (83,3%)
- Is the school part of sustainable initiatives that are carried out in the area where it is located? Neighborhood, urbanization, municipality. 4 (66,7%)
- Are all the actions carried out in the field of caring for the environment close to the school subsequently measured and highlighted? 3 (50%)
- The school promotes safe routes to go to school by walking, by bike, scooter... 5 (83,3%)
- The school has parking for bicycles, scooters... 3 (50%)
- Does the school offer local or KMO food in its canteen, canteen or snacks? 3 (50%)

Other suggested questions for Environment Area

- Are all the actions carried out in the field of caring for the environment closer to the school subsequently measured and highlighted? Needs to be quantified!
- Schools in Greece (and other countries), don't have canteens or restaurant areas - at least the public ones. Let's use a more inclusive type of question that reflects all schools and all countries.
- Does the school allow teachers to go out and give their lessons in nature (e.g. give biology lessons in a park, give geography lessons while discovering the school town...) in order to link the lessons to the school environment.
- Does the school do regular classes on the environment (yards and common spaces) ?

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1.1.4: School Area:

Please select the most suitable questions for the assessment tool:

- Does the school have a transversal sustainability education program for all courses? 5 (83,3%)
- Are evaluations on sustainable behaviours included in student evaluations? 2 (33,3%)
- Are students who carry out sustainable actions at school rewarded in any way? 5 (83,3%)
- Are students part of the decision on environmental and sustainability issues at school? 3 (50%)
- Does the school have a committee/working group that deals with sustainability? 5 (83,3%)
- Does the school have an action plan, a written project, in relation to sustainability? 6 (100%)
- Does the school share on a daily basis the actions that are carried out to be a more sustainable school? 3 (50%)

Other suggested questions for School Area

- Do you organise competitions on the best green project of a class on the school level?
- Does the school promote to the students and their families the sustainable actions that the school do?

Suggested ideas for the Greener Green Assessment Tool

- A digital evaluation tool which will include questionnaires for teachers and school staff regarding their practices, will evaluate them and provide feedback on scoring, suggestions for improvement and action plans according to the score.
- The tool will be evaluating the status quo of the school regarding good practices and practices that need improving, will give suggestions and transfer know-how regarding specific areas such as a Sustainability Audit, an Action Plan and the formation of a “Green committee” for students and another one for pupils.

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1. Greener Green Assessment Tool

1.2 Jamboard :

After the questionnaire, we used the Jamboard platform, to do a brainstorming of expectations, objectives, doubts and fears that we have about the creation of the Assessment Tool. The final board was the followed one:



1.2.1: Expectations and Objectives

- Make an inventory of what is "green" in the school
- Get an idea of where the school stands in relation to the average of all other schools
- One or more teachers per classroom should be able to access it and report the classroom progress
- To have a kid layout part for pupils (maybe a kid section?)
- Addressed to teachers and school directors
- Easy to fill out and obtaining a score immediately. Once you get the score the training content is recommended
- To be included for smaller schools or schools without resources. It is unfair for small or rural schools to ask if they have solar panels , etc. and be evaluated based on that.
- User-friendly and easy to use.
- To include examples of different assessments
- Provide resources to teachers so they can find many activities to do in the classroom
- To keep it interactive

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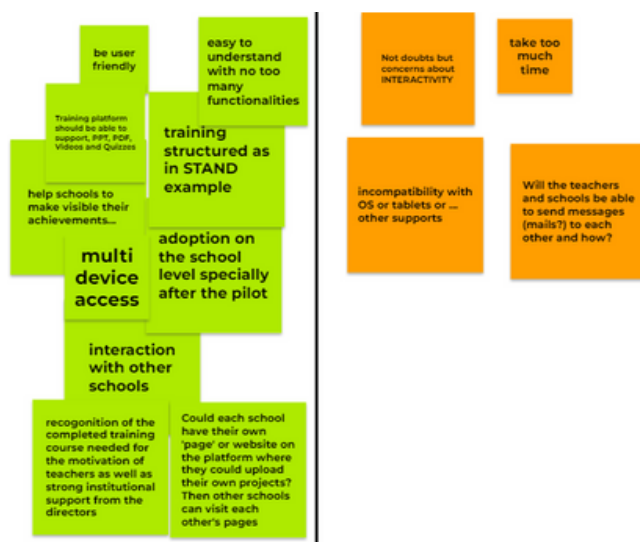
1.2.1: Doubts and Fears

- To keep assessment positive even though the school could be having a low score
- The pupils won't be able to access directly (without the teacher) because of security and privacy issues.
- Will the form be filled by parents, teachers and students so we get the conclusions from different views? (as we did to write the national report)
- Will one school be able to see the results and badges of another?
- Not be attractive enough, since difficult to measure the improvements after the training has been taken
- Will the assessment results lead to the corresponding module in the training?
- Some of the Assessments may be better as a grading, to show that some progress has been made but there is more they can do...
- Perhaps not all teachers will have a global view of green practices in their school
- To keep the assessment positive even though it could be low green level
- Should we link to other European projects such as Green Comp?

1. Greener Green Platform

1.2 Jamboard Brainstorming :

We used the Jamboard platform, in order to do a brainstorming of expectations, objectives, doubts and fears that we have related to the platform, this was the final board:



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1.2.1: Expectations and Objectives

- Be user friendly
- Easy to understand with no too many functionalities
- Training platform should be able to have supported such as PPT, PDF, Videos and Quizzes
- Training structured as in STAND example
- Helpful for schools to make visible their achievements
- Adapted to the school level, especially after the pilot
- Multi device access
- Interact with other schools
- Recognition of the completed training course, for the motivation of teachers as well as a strong institutional support for the directors
- Each school could have their own 'page' or website on the platform where they could upload their own project. Schools can visit each other's pages

1.2.1: Doubts and Fears

- Not doubts, but concerns about INTERACTIVITY
- Takes too much time
- Incompatibility with OS or tablets or ... other supports
- Will the teachers and schools be able to send messages (mails?) to each other and how?

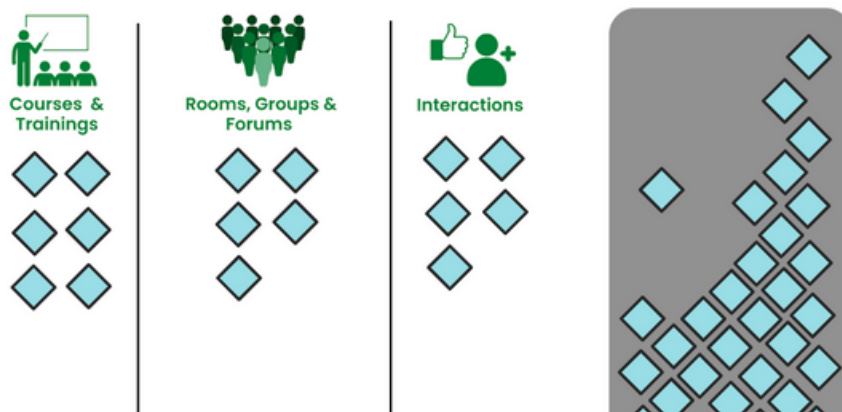
1.2 Jamboard :

In order to see what functionalities the platform should offer, we did a vote through Jamboard where each of us had to vote if the functionality is useful or not. The functionalities that were voted are following ones:

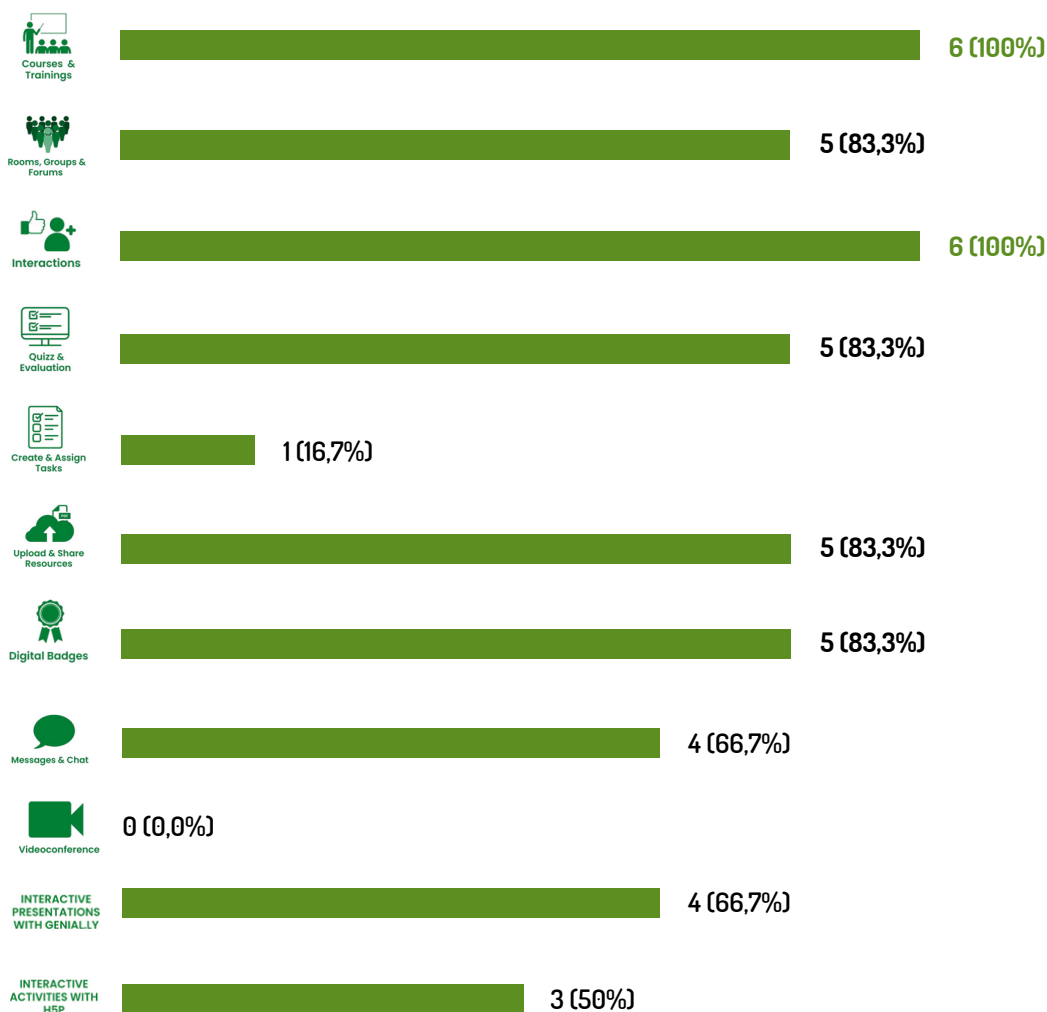


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The vote through Jamboard was done using the following technique:



The results after the ballote are considered blew:



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How we can foster children and teachers to work together on green practices

The idea is that the children learn about it and educate the community by making some work (e.g. posters about bees and how endangered they are). This work will go in a school Greener Green newsletter and a school Greener Green website. Parents will see this and be encouraged to help. They will then learn what they can do to help (e.g. create a lavender and flower garden for bees with a 'hotel'). They then write or present to our School Management to ask to create the space in our school grounds. They may have a local expert visit the school to help educate the children and involve the community. The children will then work with parents and teachers to build their bee garden (making photos and films for the website and newsletter). They will then have a party/celebration/grand opening with the local community to share and celebrate their project. If parents are also inspired to create 'bee gardens' then they will also be encouraged to share their work on the website. All the examples will be fed to the main Greener Green platform as examples of good projects. It would be helpful to work from the Assessment tool to help children and teachers identify the areas that need developing in their school

Suggested ideas for the Greener Green Platform

The Greener Green training program (e learning) for teachers to learn how to use the Assessment Tool, how to implement changes and how to make their school greener regarding its physical environment, its everyday practices, its teaching curricula and the communication and implementation of these practices to pupils. This program will instruct teachers on how to carry out the Sustainability and Green practices audit, how to monitor and evaluate actions at the school, how to engage and involve pupils and members of the school staff, how to produce an "Eco code" for the school and how to administer the digital rewards of the Assessment Tool to classes, in an inclusive and motivational manner.

Suggested ideas for the Greener Green project itself

The Greener Green platform which will host the Assessment Tool, the training program (e learning), and an area where pupils and classes will be able to access for registering their "green actions" and receive rewarding comments and motivation to continue the good practices. It will incorporate, in other words, the "Green Positive Reinforcement" system where classes will be able to record their practices and get motivating rewards such as the class' "Green flag". The platform will be a 360 tool for all schools to start and implement their green – digital transformation

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ANNEX 2 - Internal Evaluation Questionnaire

PR2 A4 Assessment tool peer review



Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input type="checkbox"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	
e-mail	
Date	

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility (Score 1-4)</p>	<ul style="list-style-type: none">• It is easy to navigate. Score : [xxx]• The materials are easily accessible. Score : [xxx]• The visuals are engaging and appealing to its users. Score : [xxx]
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points [xxx]</p> <p>Weak points [xxx]</p> <p>Recommendations [xxx]</p>	

Functionality

<p>Functionality (Score 1-4)</p>	<ul style="list-style-type: none"> • It runs smoothly, does not slow down or present bugs. [xxx] • The access is easy and there are no further actions required. [xxx] • The links/buttons function properly [xxx] • The translations are correct [xxx]
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points [xxx]</p> <p>Weak points [xxx]</p> <p>Recommendations [xxx]</p>	

In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions.

Additionally you are asked to evaluate the Instructions' Guide

<p>Instructions guide (Score 1-4)</p>	<ul style="list-style-type: none"> • It is practical and easy-to-use [xxx] • It contains detailed explanations [xxx] • The Guide address the needs of users [xxx]
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points [xxx]</p> <p>Weak points [xxx]</p> <p>Recommendations [xxx]</p>	

General comments / Comments not covered by the previous areas

--

Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input checked="" type="checkbox"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	Julia Svets
e-mail	juliasvets@blueroominnovation.com
Date	11/10/2023

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility</p> <p>(Score 1-4)</p>	<ul style="list-style-type: none"> ● It is easy to navigate. Score : (3) ● The materials are easily accessible. Score : (3) ● The visuals are engaging and appealing to its users. Score : (4)
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>Visually appealing website and a great user experience.</p> <p>Weak points</p> <p>When testing, the copy didn't really make sense to me at some points, e.x." Choose an Area & discover how Greener Green is your School". As a user, I was lost and didn't understand what I needed to choose, since the question didn't make sense to me.</p> <p>Recommendations</p> <p>Revise the copy on the main page: Choose Your Area - Greener Green (greenerschool.eu)</p>	

Functionality

<p>Functionality [Score 1-4]</p>	<ul style="list-style-type: none"> • It runs smoothly, does not slow down or present bugs. 4 • The access is easy and there are no further actions required. 4 • The links/buttons function properly 3 • The translations are correct 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>It is easy to navigate between modules and questions. The interface is user-friendly and I can understand the structure of the website intuitively.</p> <p>Weak points</p> <p>The links to some modules are incorrect, for e.x.</p> <p>Organization & Participation - Greener Green (greenerschool.eu) page 34 it says "See module 7" and the link takes you to module 1.</p> <p>Environment - Greener Green (greenerschool.eu) page 17 it says "See module 2" but there's no link</p> <p>Environment - Greener Green (greenerschool.eu) page 23 it says "See module 2" but there's no link</p> <p>Recommendations</p> <p>Revise the weak points above & add links.</p>	



In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions.

Additionally you are asked to evaluate the Instructions' Guide

<p>Instructions guide [Score 1-4]</p>	<ul style="list-style-type: none"> • It is practical and easy-to-use 3 • It contains detailed explanations 4 • The Guide address the needs of users 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>It is well written, the layout and design are visually appealing, and the structure is intuitive.</p> <p>Weak points</p> <p>The guide itself is very clear, the only remark is that the “start now” on page 2 looks like a button, and it’s kind of misleading. It would make more sense if the page 2 “Welcome to Greener Green Assesment Tool!” would take you to the assensement tool with this button, if possible.</p> <p>Recommendations</p> <p>Consider exploring adding the link to the button as suggested above.</p>	

<p>General comments / Comments not covered by the previous areas</p>
<p>The Assessment Tool is a nice tool and I enjoyed the UX on the website.</p>

Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input checked="" type="checkbox"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	Laia Pérez
e-mail	laiaperez@blueroominnovation.com
Date	06/10/2023

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility (Score 1-4)</p>	<ul style="list-style-type: none"> ● It is easy to navigate. Score : (3) ● The materials are easily accessible. Score : (4) ● The visuals are engaging and appealing to its users. Score : (4)
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>Good visuals and easy to use.</p> <p>Weak points</p> <p>When testing, we found some errors related to translations and hyperlinks.</p> <p>Recommendations</p> <p>Look at the recommendations and errors we found in the Excel file.</p>	

Functionality

<p>Functionality (Score 1-4)</p>	<ul style="list-style-type: none"> • It runs smoothly, does not slow down or present bugs. 3 • The access is easy and there are no further actions required. 4 • The links/buttons function properly 3 • The translations are correct 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points It is easy to navigate between modules and questions.</p> <p>Weak points At the end of each module, the results are not clear. With punctuation is OK?</p> <p>Recommendations To implement some recommendations at the end of each module.</p>	

In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions.

Additionally you are asked to evaluate the Instructions' Guide

<p>Instructions guide (Score 1-4)</p>	<ul style="list-style-type: none"> • It is practical and easy-to-use 4 • It contains detailed explanations 4 • The Guide address the needs of users 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points It is well written and concise.</p> <p>Weak points It's clear, no weak points.</p> <p>Recommendations Maybe we can upload it as "help document" in the assessment tool.</p>	

<p>General comments / Comments not covered by the previous areas</p>

Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input checked="" type="checkbox"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	Marina Baliou
e-mail	m.baliou@idec.gr
Date	12 October 2023

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility (Score 1-4)</p>	<ul style="list-style-type: none"> ● It is easy to navigate. Score : 4 ● The materials are easily accessible. Score : 4 ● The visuals are engaging and appealing to its users. Score : 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>The assessment tool is user-friendly and provides a lot of pictures, thus making it very appealing to the viewers. Also very interactive.</p> <p>Weak points</p> <p>No week points</p> <p>Recommendations</p> <p>No reccomendations</p>	

Functionality

<p>Functionality (Score 1-4)</p>	<ul style="list-style-type: none"> • It runs smoothly, does not slow down or present bugs. 3 • The access is easy and there are no further actions required. 4 • The links/buttons function properly 3 • The translations are correct 2
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>It is a nice tool, the questions are easy to understand and the fact that you provide an explanation for the wrong choices is very informative</p> <p>Weak points</p> <p>Some links redirecting to the modules do not work.</p> <p>Recommendations</p> <p>Just do one last check on the platform to make sure that everything runs smoothly.</p>	

In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions.

Additionally you are asked to evaluate the Instructions' Guide

<p>Instructions guide (Score 1-4)</p>	<ul style="list-style-type: none"> • It is practical and easy-to-use 4 • It contains detailed explanations 4 • The Guide address the needs of users 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points Very detailed and up to the point, the images are very helpful</p> <p>Weak points none</p> <p>Recommendations none</p>	

<p>General comments / Comments not covered by the previous areas</p>

Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input checked="" type="checkbox"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	FAPEL - Charles KRIM
e-mail	charles@fapel.lu
Date	13/10/2023

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility (Score 1-4)</p>	<ul style="list-style-type: none"> • It is easy to navigate. Score : (4) • The materials are easily accessible. Score : (4) • The visuals are engaging and appealing to its users. Score : (4)
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>(4)</p> <p>The programme has a quick respond when keying in rapid information and it doesn't call for time before showing open proposals. Very reactive</p> <p>Weak points</p> <p>(0)</p> <p>No weak points detected</p> <p>Recommendations</p> <p>(4)</p> <p>After filling the Q&R to the different assessments, we remain with the feeling as if there is still something that is missing!</p> <p>I wonder if we should not end each session with an information layout !!! or some kind of literature recommandation !!! or videos to watch !!!</p> <p>We are supposed to address pupils and we need to be informative but also FUN !!!</p>	



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Functionality

<p>Functionality (Score 1-4)</p>	<ul style="list-style-type: none"> • It runs smoothly, does not slow down or present bugs. [4] • The access is easy and there are no further actions required. [4] • The links/buttons function properly [4] • The translations are correct [4]
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>[4]</p> <p>The programme runs smoothly with no delays.</p> <p>Layouts are very pleasant and relevant to the subjects</p> <p>Weak points</p> <p>[1]</p> <p>No weak points detected</p> <p>Recommendations</p> <p>[4]</p> <p>Having checked Primary school of Vareia I'll let myself be inspired by their fine report. It would be great bringing some real stories into the learning programme. We need to animate a little bit the webpage with some activities, news, actions !!!</p> <p>&</p> <p>Why not setting some kind of contest between schools for best green idea/implementation.</p>	

In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions. **DONE**

Additionally you are asked to evaluate the Instructions' Guide

<p>Instructions guide (Score 1-4)</p>	<ul style="list-style-type: none"> • It is practical and easy-to-use [4] • It contains detailed explanations [4] • The Guide address the needs of users [4]
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points [4] The programme is delivering high standard of pedagogical learning/information! Guides, Q&R, and reports are very fine documents</p> <p>Weak points [0] No weak points detected</p> <p>Recommendations [4]</p>	

General comments / Comments not covered by the previous areas

Let us try and give children a say, we can, for example, organize a sort of micro sidewalk where we listen to children's comments on ecological issues & to hear their proposals for best solutions.

Often it is very fun listening to children and they are fun to watch in short videos clips.

Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input checked="" type="radio"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	Jo Rivers-Scott
e-mail	riversjo@teacher.eurasc.eu
Date	11/10/2023

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility (Score 1-4)</p>	<ul style="list-style-type: none">• It is easy to navigate. Score : (1)• The materials are easily accessible. Score : (2)• The visuals are engaging and appealing to its users. Score : (2)
<p>Comments</p>	

[please justify your score highlighting strong/weak points and recommendations, as proposed below]

Strong points

- It looks appealing and simple in it's design.

Weak points

1. On the main menu teachers have no idea what questions they will be asked so it is difficult for them to prepare before they begin making their assessment.
2. Some Section areas have a lot of questions which can seem randomly put together with no logic, sub-grouping would help make it more clear.
3. The style of the question format with the green line and star for YES and 'You are on the right path, but you can do it better!' is not appropriate for teachers, it is more aimed at children.
4. The YES/NO format is not appropriate for many of these questions. For some areas some schools might be doing parts of the issue and not other parts, but must still click 'No'. Teachers will be frustrated by being forced to tick YES or NO when they have already done a lot of work towards an area.
5. The tips are not helpful, and many are very patronising. They need reworking.
6. There are very few references to the E-Learning Tool, it should be referenced on every question.

Recommendations

1. On the main menu enable an expansion of each area to see the questions that will be asked.
2. It would be useful if there were sub-categories for each section so you could evaluate that area in a holistic way. E.g. Water, Recycling etc.
3. Remove 'You are on the right path but you could do better!' If we provide useful action plans to support teachers to implement that question then we don't need it and it is patronising for teachers.
4. It would be less judgemental to have IMPLEMENTED/NOT YET IMPLEMENTED/BEGUN IMPLEMENTING as answers instead of YES/NO. At the moment teachers will have to put 'No' even if they have worked a lot on something but it is not yet fully achieved, and the YES/NO doesn't recognise the work they are doing or what they plan to do.
5. The Tips need to be more useful by enabling teachers see exactly what actions they could take. For example for some questions the Tip could be a numbered checklist action plan that the school can take to implement that question.
 1. e.g. Does the school have a pond to help wildlife and insects?
 2. Action Plan:
 3. Research what a pond needs to be optimised for wildlife and insects.
 4. Identify an area where you could build a pond (even if it is small)
 5. Involve the children and community to work together to design the pond.
 6. Ask the school community to evaluate and agree the design of the pond.
 7. Ask the school community to help build the pond using recycled or reused materials first.

1. Work as a whole school community with teachers, children, parents and local experts to build the pond and planting around it.
2. Set up a group of children and teachers who will look after the pond.
3. Set up training for teachers and a roster for classes to visit the pond and study the wildlife.
4. Invite experts to do workshops with the children based around the pond.
6. Make detailed references to the E-Learning Tool for every question.

Functionality

<p>Functionality (Score 1-4)</p>	<ul style="list-style-type: none">• It runs smoothly, does not slow down or present bugs. 2• The access is easy and there are no further actions required. 2• The links/buttons function properly 2• The translations are correct 1
<p>Comments</p>	

[please justify your score highlighting strong/weak points and recommendations, as proposed below]

Strong points

- The buttons and text are clear and the layout is clear.
- The progress bar along the bottom is helpful

Weak points

1. The NEXT arrow for each question needs to be more prominent as I kept pressing the Refresh arrow by accident (it is not obvious where to go for the next question)
2. If you complete half of it and go back you lose all of your data, it doesn't save it.
3. The final summary can not be saved or exported so that the person completing the assessment can review it.
4. There is no overall score summary for all sections for teachers to take away, which I thought was the aim of this tool.
5. There are no digital badges or guidance for how to get a badge. Do they need to reach a certain score?
6. The design of the Assessment Tool means that teachers do not see all of the questions until they click on each one. It would be more useful to see a summary of the questions so they can prepare and research their answers for when they input them into the tool. For example a teacher may need to ask a colleague about something before they can tick YES or NO.
7. The questions are a bit random, some are very detailed and some are very general.
8. Many questions don't make sense e.g. Are measures taken to prevent erosion in the case of sand playgrounds? and 'Is there any space with water (e.g. tin, raft)?' How can a teacher answer Yes/No to that?

- Also questions like ‘Are there any re-used or recycled furniture /elements (e.g. benches, play elements, etc.)?’ should be rephrased to ‘Does your school consider buying second-hand resources and equipment before buying new?’

Recommendations

1. The NEXT arrow needs to be in front of the REFRESH arrow so people can easily and quickly move to the next question.
2. You need to be able to save your progress and come back later - there are a lot of questions and people might not have the answer to hand when they begin, so they may need to save it and ask a colleague before proceeding.
3. Provide a ‘Download Results’ button that turns the answers into a PDF to be downloaded.
4. Create a Final Summary downloadable page which includes all of the Sections and shows the progress of each section.
5. Introduce guidance about how to earn badges - What score would make them Greener Green? Then create a progress bar to show how they are working towards the badges. Also explain what the badges can be used for.
6. Provide a summary of the questions at the start of the assessment so teachers can prepare in advance.
7. Group the questions into sub-categories like Green School do e.g. Water, Waste, Recycling etc that way schools can make a better assessment (e.g. they have completed all of the Water requirements)
8. Check the grammar of all of the questions and that a YES/NO answer would be appropriate.

In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions.

Additionally you are asked to evaluate the Instructions' Guide

<p>Instructions guide (Score 1-4)</p>	<ul style="list-style-type: none">• It is practical and easy-to-use 3• It contains detailed explanations 3• The Guide address the needs of users 2
<p>Comments</p>	

[please justify your score highlighting strong/weak points and recommendations, as proposed below]

Strong points

It is well presented and easy to read in layout.

Weak points

1. There are spelling and grammatical errors throughout e.g. asses, quiz, recomendations even the document title is incorrectly spelt (gudie)
2. Some phrasing needs reworking - see Recommendations. We cannot use the phrase 'if your school is green enough' as there is no scale for the Assessment Tool - the answers are Green YES or not Green No.
3. The guide does not say anything about what certification you will receive - will it be a certificate? It is too vague.
4. The guide doesn't mention the digital badges
5. What is a Greener Green School? We need to define it in this guide so teachers know what they are aiming for.

Recommendations

1. Check the spelling and grammar
2. Rework the phrasing so it is in line with what the tool does. e.g. 'If you answer is green enough...' is not the best way to write this. A better way would be 'If your school is working towards and area and has not yet achieved it, some tips will appear to offer guidance and support.'
3. Show an example of the certification a school can receive and how they can use it in their school.
4. Guidance on what digital badges are and how they are earned should be included.
5. The guide needs to clearly state how a school can say they are 'Greener Green'. Do they need to achieve a certain percentage score on the Assessment Tool? Can we show levels of being Greener Green? It is unclear.



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General comments / Comments not covered by the previous areas

Overall in this current state I think teachers will not find this tool easy to use and will struggle to complete it with satisfaction. It is unclear what a Greener Green School is. There are no rewards or certification explained that would incentivise them to try and make the assessment. Teachers completing this assessment tool will feel demotivated by having to say 'NO' a lot to questions and feeling like they are failing.

As the results of the assessment are not saved or downloadable the teacher cannot even use the results as intended to make change to their school. The E-learning module is barely mentioned and the tool needs to direct the teachers to the right learning areas if they are working towards a goal.



Internal Evaluation

You can use this form to evaluate the Greener Green Assessment Tool or the Greener Green e-learning platform, as regards its accessibility and functionality. The content of the course was evaluated in a previous phase of the Greener Green project.

Choose which tool you are evaluating	<input checked="" type="checkbox"/> Greener Green Assessment Tool <input type="checkbox"/> Greener Green e-learning platform
Evaluator name	Toni Riera
e-mail	toni.riera@bell-lloc.org
Date	19/10/2023

Score scale

4	Excellent, the Assessment tool/e-learning platform works efficiently, it is coherent, and it is user-friendly.
3	Very good, the Assessment tool/e-learning platform needs minor changes and adaptations.
2	Good, the Assessment tool/e-learning platform complies with most of the quality criteria, but it still needs to be improved and finalized.
1	Poor, the Assessment tool/e-learning platform requires further work.

Accessibility

<p>Accessibility</p> <p>(Score 1-4)</p>	<ul style="list-style-type: none"> ● It is easy to navigate. Score : (4) ● The materials are easily accessible. Score : (4) ● The visuals are engaging and appealing to its users. Score : (4)
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>Good visuals and easy to use. Well designed. Intuitive and appealing.</p> <p>Weak points</p> <p>When testing, we found some errors related to translations. Maybe the tip when the answer is “no”, sometimes we could add some more helpful information.</p> <p>I would put the START NOW button bigger or lightened in some colour.</p> <p>Recommendations</p> <p>Look at the recommendations and errors we found. We wrote them at the end of this document. .</p>	

Functionality

<p>Functionality (Score 1-4)</p>	<ul style="list-style-type: none"> ● It runs smoothly, does not slow down or present bugs. 4 ● The access is easy and there are no further actions required. 4 ● The links/buttons function properly 4 ● The translations are correct 4
<p>Comments</p>	
<p><i>[please justify your score highlighting strong/weak points and recommendations, as proposed below]</i></p> <p>Strong points</p> <p>It is easy to navigate between modules and questions. The structure is clear.</p> <p>Weak points</p> <p>Recommendations</p> <p>We could have the sum up based on the answers about the thing the school should improve.</p>	

In case you notice any malfunctions/mistakes you are asked to fill in the attached excel file with your suggestions.

4. A la pregunta “Els estudiants difonen el seu aprenentatge i bones pràctiques ambientals a les seves famílies i a la comunitat.” Si dius “NO” el tip està en castellà no en català
5. Sobre totes les questions: si dius no potser no cal posar, en totes.: “Green: Estàs pel bon camí, però ho pots fer millor!. És un assessment tool, per tant, entenc que no hi ha ni bones ni males respostes.
6. L'apartat MEDI AMBIENT (dins i fora de l'escola) no està en CATALÀ.
7. Pregunta dins de l'apartat “MEDI AMBIENT (dins i fora de l'escola) a la pregunta 6 parla de “¿Hay algún espacio con agua (por ejemplo, estanón, balsa)? Si la respuesta és “NO” el tip no fa referència a la pregunta.
8. En la següent pregunta dinis del mateix apartat MEDI AMBIENT (dins i fora de l'escola) parla de “¿La escuela tiene un estanque para ayudar a la vida silvestre e insectos? Si dius “NO” añadiria al tip “ Si no tienes estanque en la escuela puedes localizar alguno cerca para preparar los proyectos”.
9. A l'apartat de MEDI AMBIENT (dins i fora de l'escola)pregunta 19 “¿La escuela participa en algún proyecto de adopción o patrocinio de un espacio cercano? Si dius “NO” el tip no està acabat diria que li falta l'última paraula
10. La pregunta 4 dins de l'apartat de GESTIÓ si dius NO, el tip no està clar. Diu “L'ús sense precedents de materials i plàstics ha empitjorat les coses. El canvi de rutines diàries i l'adopció de les 5 Rs són imprescindibles. Ho canviaria per “L'ús indiscriminat de o l'ús sense precedents de materials de difícil gestió després del seu ús i plàstics ...”
11. A la pregunta 5 de GESTIÓ el terme “adquisició escolar” potser no és clar. Podem posar “ En la vida escolar ... o bé En les desicions del dia a dia a l'escola s'hi tenen en compte ...”
12. Dins de GESTIÓa la pregunta 16 el tip no es correspon a la pregunta.
13. Dins de GESTIÓ el tip si dius “NO”, no queda clar. caldria canviar la paraula assembli per “coordini”
14. A la pregunta 33 de la GESTIÓ, quan dius “NO” el tip cal canviar “compren” per “comprin”
15. A la pregunta 7 del currículum si dius “NO” cal fer una correcció al tip: Enfatitzar **l'compromís** intercurricular no només enriquirà la comprensió



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ANNEX 3 - Internal testing Evaluation excel

PR2 A4 Assessment tool peer review



ASSESSMENT TOOL					
Feedback	Page	Suggestion	Organization	Notes	WHO
The starting boton is near the border (ESP)	First page assessment tool	Fix it	BRI		LAIA
The video does not work (ESP)	First page assessment tool	Are we going to have a video?	BRI		LAIA
Incorrect expresion (ESP)	Second page assessment tool	Change it	BRI	Elija un área y descubra cómo Greener Green es su escuela	LAIA
No phrase when the answer is YES	All the questions	The phrase greener green is not implemented in this module	BRI		LAIA
Not translated (CAT)	The phrases when you answer yes or	Each question	BRI		LAIA
Not translated (ESP)	The phrases when you answer yes or	Each question	BRI		LAIA
Not translated (ESP)	Curriculum module	Translate the module	BRI		LAIA
Incorrect expresion (CAT)	Second page assessment tool	Change it	BRI	Tria una àrea i descobreix com de Greener Green és la teva escola	LAIA
Estado del arte is not a good word for teachers (ESP)	First page assessment tool	Change it	BRI	Con la herramienta de evaluación Greener Green podrás descubrir el estado del arte de tu escuela en la transición a la sostenibilidad. Recibirás recomendaciones según tu puntuación.	LAIA
Estado del arte is not a good word for teachers (CAT)	First page assessment tool	Change it	BRI	Amb l'eina d'avaluació Greener Green podràs descobrir l'estat de l'art de la teva escola sobre la transició a la sostenibilitat. Rebràs recomanacions segons la teva puntuació.	LAIA
Name incorrect (CAT)	Header, name of the assessment tool	Benvingut a GG Assessment tool!	BRI	Avaluació	LAIA
Name incorrect (ESP)	Header, name of the assessment tool	Assessment tool	BRI	Avaluació	LAIA
Incorrect link (CAT)	When clicking in medi ambient module	Change the link	BRI	It goes to english version	LAIA
Incorrect link (CAT)	Back to areas in each module goes to english version	Change the link	BRI		LAIA
Not translated (CAT) (ESP)	At the end of the modules	Show solutions, retry total score	BRI		LAIA
Incorrect word without accent	Always with view module	Change a veure mòdul with accent	BRI		LAIA
There are some parts that are in English: the buttons "mark as done," (CAT, ESP)	Always in all Modules (e-learning platform)	Change it	BRI	In the document there is a picture	BERTA
There are some parts that are in English: the buttons "to do," (CAT, ESP)	Always in all Modules (e-learning platform)	Change it	BRI	In the document there is a picture	BERTA
There are some parts that are in English: All the titles of module 4 are in English (CAT, ESP)	Always in all Modules (e-learning platform)	Change it	BRI	In the document there is a picture	BERTA

ASSESSMENT TOOL

when you attempt to change the language while already in the e-learning platform (using the button that is on the top left part), it doesn't work correctly. Additionally, the language in which you are reading the content does not match the language indicated on the	Always in all Modules (e-learning platform)	fix it since it is the most intuitive part from where you can change the language	BRI	In the document there is a picture of the specific button	BERTA
The videos of module 1.3 and 1.4 are the same	Module 1.3 and 1.4 (e-learning platform)	Change it if it is necessary	BRI	In the document there is a picture	BERTA
Activity 7.6 is not linked, and there is no visible link provided.	Module 7.6 (e-learning platform)	Put the right links	BRI	In the document there is a picture	BERTA
The videos for Lecture 7.1 and Lecture 7.5 are not functioning or working properly.	Module 7.1 and 7.5 (e-learning platform)	Fix it	BRI	In the document there is a picture	BERTA
Revise copy on the main page: https://greenerschool.eu/choose-your-area/	Choose Your Area - Greener Green (greenerschool.eu)	Choose an Area & discover how Greener Green is your School -> change to "Choose an Area & Discover how Green your School is"	BRI	Choose an Area & discover how Greener Green is your School -> change to "Choose an Area & Discover how Green your School is"	Julia
Revise the links for materials	Organization & Participation - Greener Green (greenerschool.eu) , page 34 it says "See module 7" and the link takes you to module 1.	Link the correct module	BRI	page 34 it says "See module 7" and the link takes you to module 1.	Julia
Revise the links for materials	Environment - Greener Green (greenerschool.eu) page 17 it says "See module 2" but there's no link	Link the correct module	BRI	page 17 it says "See module 2" but there's no link	Julia
Revise the links for materials	Environment - Greener Green (greenerschool.eu)	Link the correct module	BRI	page 23 it says "See module 2" but there's no link	Julia
Guide: add the link Some pictures/videos are centered, others are aligned to the left (e.x. module 4): When you change the language, only the menus and the website options are translated, but the materials are still in English, which is misleading for the user.	page 2 of the guide module 4, ex. In the document everywhere on the moodle platform	The "start now" on page 2 looks like a button, and it's kind of misleading. It would make more sense if the page 2 "Welcome to Greener Green Assessment Tool!" would take you to the assessment tool with this button, if possible. Align all photos either to the left or center Add a disclaimer/ indicate the course language	BRI BRI BRI	Consider exploring adding the link to the button as suggested above. A picture in the document -	Julia Julia Julia



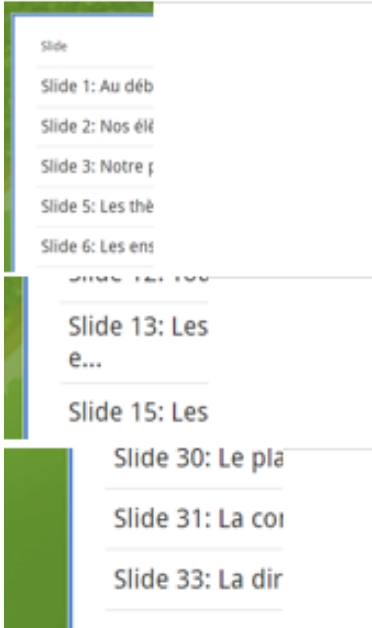
Feedback	Page	Suggestion	Organization	Screenshots
In slide 4 the image hides part of the text	Module 1 Overview	Make the image smaller so that the text is shown	IDEC	Module 1 Overview(error).png
In slide 5 the image hides part of the text	Module 1 Overview	Make the image smaller so that the text is shown	IDEC	Module 1 Overview(error 2).png
In slide 7 the text and graphics are not displayed correctly	Module 1 Overview	Correct the appearance of the slide	IDEC	Module 1 Overview(error 3).png
In slide 8 the image hides part of the title	Module 1 Overview	Make the picture or title smaller	IDEC	Module 1 Overview(error 4).png
In slide 15 the text and graphics are not displayed correctly	Module 1 Overview	Correct the appearance of the slide	IDEC	Module 1 Overview(error 5).png
In slide 12 the image hides part of the text	Module 2 Overview	Make the image smaller so that the text is shown	VARESE	Module 2 Overview(error).png
In slide 20 the bottom image touches the footer	Module 2 Overview	Make both images smaller	VARESE	Module 2 Overview(error 2).png
The link at the end is not the right one, it shows an Italian school	Module 2.1: EXAMPLES OF BEST PRACTICES 2: Zevensprong, Louvain, Belgium	Replace it with the correct link	VARESE	https://e-trainingcentre.gr/mod/page/view.php?id=12557
In slide 13 the image hides part of the text	Module 4.1 Overview	Make the image smaller so that the text is shown	Uliege	Module 4.1 Overview(error).png
In slide 6 the text has been cut	Module 4.2 Overview	The text should be shown	Uliege	Module 4.2 Overview(error).png
In slide 7 the text touches the footer	Module 4.3 Overview	Make the text smaller in dimensions	Uliege	Module 4.3 Overview(error).png
In slide 8 the image cuts out the project logo	Module 4.3 Overview	Make the picture smaller	Uliege	Module 4.3 Overview(error 2).png
In slide 9 the image cuts out the project logo	Module 4.3 Overview	Make the picture smaller	Uliege	Module 4.3 Overview(error 3).png
In slide 10 the image cuts out the project logo	Module 4.3 Overview	Make the picture smaller	Uliege	Module 4.3 Overview(error 4).png
In slide 11 the text touches the	Module 4.3 Overview	Make the text smaller in dimensions	Uliege	Module 4.3 Overview(error 5).png
In slide 15 the display is wrong	Module 4.3 Overview	Correct the display of the slide	Uliege	Module 4.3 Overview(error 6).png
In slide 19 the text touches the	Module 4.3 Overview	Make the text smaller in dimensions	Uliege	Module 4.3 Overview(error 7).png
In slide 20 the text touches the	Module 4.3 Overview	Make the text smaller in dimensions	Uliege	Module 4.3 Overview(error 8).png
In slide 11 the text touches the	Module 4.3 Overview	Make the text smaller in dimensions	Uliege	Module 4.3 Overview(error 9).png
In slide 11 the text touches the	Module 4.4 Overview	Make the text smaller in dimensions	Uliege	Module 4.4 Overview(error).png
In slide 17 the text is cut from the footer	Module 4.4 Overview	Make the text smaller in dimensions	Uliege	Module 4.4 Overview(error 2).png
In slide 19 the link covers the text	Module 4.4 Overview	Move the link below the text	Uliege	Module 4.4 Overview(error 3).png










Feedback	Page	Suggestion	Organization	Screenshots
the date says: today	Module 5 Overview slide 1	have an actual date	Bell-Iloc del Pla	module 5 overview slide 1
the text is left aligned	Module 5 Overview slide 13	have it cover the whole slide	Bell-Iloc del Pla	Module 5 Overview slide 13
the last sentence is covered by the logo	Module 5 Overview slide 21	make the font smaller	Bell-Iloc del Pla	Module 5 Overview slide 21
the last sentence is covered by the logo	Module 5 Overview slide 25	make the font smaller	Bell-Iloc del Pla	Module 5 Overview slide 25
the table is cut off	Module 5 Overview slide 33	make it smaller	Bell-Iloc del Pla	Module 5 Overview slide 33
the project logo is shown partly	Module 6 Overview slide 8	Make the text smaller in dimensions or move the logo	FAPEL / Charles KRIM	Module 6 Overview slide 8
the text is cut off	Module 6 Overview slide 12	Make the text smaller in dimensions and move the logo	FAPEL / Charles KRIM	Module 6 Overview slide 12
the text is cut off	Module 6 Overview slide 13	Make the text smaller in dimensions and move the logo	FAPEL / Charles KRIM	Module 6 Overview slide 13
the text is cut off	Module 6 Overview slide 17	Make the text smaller in dimensions and move the logo	FAPEL / Charles KRIM	Module 6 Overview slide 17
the title is covered by the text	Module 6 Overview slide 18	Make the text smaller in dimensions and move the logo or move the title	FAPEL / Charles KRIM	Module 6 Overview slide 18
the text is cut off	Module 6 Overview slide 19	Make the text smaller in dimensions and move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6 Overview slide 19
the text is cut off	Module 6 Overview slide 20	Make the text smaller in dimensions and move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6 Overview slide 20
the project logo is shown partly	Module 6 Overview slide 21	Make the text smaller in dimensions or move the logo	FAPEL / Charles KRIM	Module 6 Overview slide 21




the project logo is shown partly	Module 6 Overview slide 28	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6 Overview slide 28
the project logo is shown partly	Module 6.1 Overview slide 6	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 6
the project logo is shown partly	Module 6.1 Overview slide 7	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 7
the project logo is shown partly	Module 6.1 Overview slide 8	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 8
the project logo is shown partly	Module 6.1 Overview slide 16	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 16
the project logo is shown partly	Module 6.1 Overview slide 25	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 25
the text overlaps	Module 6.1 Overview slide 26	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 26
the right photo is too big	Module 6.1 Overview slide 35	make it smaller and inside the text box	FAPEL / Charles KRIM	Module 6.1 Overview slide 35

the text is cut off	Module 6.1 Overview slide 43	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 43
the project logo is shown partly	Module 6.1 Overview slide 52	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.1 Overview slide 52
the project logo is shown partly	Module 6.2 Overview slide 6	make the text smaller	FAPEL / Charles KRIM	Module 6.2 Overview slide 6
duplicate with slide 5	Module 6.2 Overview slide 21	delete	FAPEL / Charles KRIM	
the project logo is not shown and the text is cut off	Module 6.2 Overview slide 22	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.2 Overview slide 22
is duplicate with slide 5	Module 6.2 Overview slide 29	delete	FAPEL / Charles KRIM	
the project logo is not shown and the text is cut off	Module 6.2 Overview slide 30	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.2 Overview slide 30
duplicate with slide 5	Module 6.2 Overview slide 37	delete	FAPEL / Charles KRIM	
the slide is not aesthetically nice	Module 6.2 Overview slide 39	make the text box bigger	FAPEL / Charles KRIM	Module 6.2 Overview slide 39
is duplicate with slide 5	Module 6.2 Overview slide 45	delete	FAPEL / Charles KRIM	
usually when its written "Learn this also!" there is a video or a link but here there is nothing	Module 6.2	either get rid of the text or insert the link	FAPEL / Charles KRIM	Module 6.2 Reading
the project logo is not shown and the text is cut off	Module 6.3 Overview slide 26	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.3 Overview slide 26

the project logo is not shown and the text is cut off	Module 6.3 Overview slide 41	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.3 Overview slide 41
link doesn't work	Module 6.3 Overview slide 44		FAPEL / Charles KRIM	Module 6.3 Overview slide 44
the project logo is not shown and the text is cut off	Module 6.3 Overview slide 50	Make the text smaller in dimensions or move the logo, make the picture smaller	FAPEL / Charles KRIM	Module 6.3 Overview slide 50
the title is covered by text	Module 6.3 Overview slide 52	move the text	FAPEL / Charles KRIM	Module 6.3 Overview slide 52
the date says: today	Module 7 Overview slide 1	change the date to the actual date the ppt was made	Bell-Iloc del Pla	Module 7 Overview slide 1
the text is covering the title	Module 7 Overview slide 8	move the text	Bell-Iloc del Pla	Module 7 Overview slide 8
the photo covers the text	Module 7 Overview slide 14	make the image smaller	Bell-Iloc del Pla	Module 7 Overview slide 14
the activity is confusing	Module 7.1 Exercise 2	give more instructions about which concepts should be correlated	Bell-Iloc del Pla	Module 7.1 Exercise 2

Feedback	Page	Suggestion	Organization	Notes
 <p>Kindly check for the pictures</p>	Pages - 03 & 33	Both pages have the same image!	FAPEL	Organization & Participation
 <p>For the following item!</p>		Disfunction!!!	FAPEL	Organization & Participation
 <p>Slides 4 & 14 & 32 are missing!!!</p>		To add the missing Slides	FAPEL	Organization & Participation
		To add the missing Slides	FAPEL	Organization & Participation
		To add the missing Slides	FAPEL	Organization & Participation

	<p>For the following item !</p>	<p>Disfuncton!!!</p>	<p>FAPEL</p>	<p>Environment (in & outdoor of school)</p>
 <p>Slide 5: Drinking fo</p>  <p>Slide 7: Is there an</p>	<p>Slides 6 & 17 & 23 & 24 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Environment (in & outdoor of school)</p>
 <p>Slide 16: Do famil</p>  <p>Slide 18: The schc</p>	<p>Slides 6 & 17 & 23 & 24 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Environment (in & outdoor of school)</p>
<p>Slide 21: The school participates in some adoption project or spons.</p> <p>Slide 22: The school participates in the educational proposals of L.</p> 	<p>Slides 6 & 17 & 23 & 24 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Environment (in & outdoor of school)</p>
	<p>For the following item !</p>	<p>Disfuncton!!!</p>	<p>FAPEL</p>	<p>Management</p>
 <p>Slide 6: Les élèves</p>  <p>Slide 8: Les produ</p>	<p>Slides 7 & 17 & 34 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Management</p>

<p>Slide 16: Les toilet</p> <p>Slide 18: Les robin</p>	<p>Slides 7 & 17 & 34 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Management</p>
	<p>Slides 7 & 17 & 34 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Management</p>
	<p>For the following item !</p>	<p>Disfunction!!!</p>	<p>FAPEL</p>	<p>Curriculum</p>
<p>Slide 2: L'école c</p> <p>Slide 4: L'object</p>	<p>Slides 3 & 10 & 13 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Curriculum</p>
<p>Slide 9: Les enseigr</p> <p>Slide 11: Les étudia</p>	<p>Slides 3 & 10 & 13 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Curriculum</p>
	<p>Slides 3 & 10 & 13 are missing!!!</p>	<p>To add the missing Slides</p>	<p>FAPEL</p>	<p>Curriculum</p>