DigiComPass
Evaluation Guide
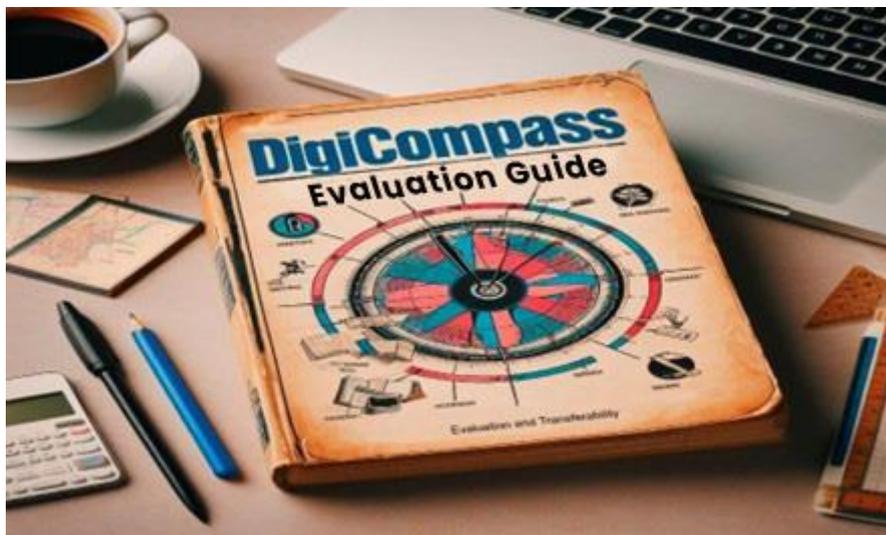
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CONTENTS

Abstract

This **Evaluation Guide** provides a structured approach to assessing the effectiveness of the DigiComPass training course, ensuring high-quality delivery, alignment with course objectives, and continuous improvement. The guide includes detailed **evaluation guidelines** for collecting and analysing feedback from trainees, trainers, and stakeholders to identify strengths, weaknesses, and areas for enhancement.

Key components include:

- **Trainer Preparation Checklists** to ensure readiness before course delivery, covering the DigiComPass framework, Moodle platform setup, and the structure of its five modules.

- **Trainee Feedback Questionnaires** focusing on user experience with the Moodle platform, the quality of multimedia and interactive content, subjective learning outcomes, completeness of topic coverage, and overall satisfaction.

- **Trainer Feedback Questionnaires** designed to gather insights on course delivery, trainee challenges in both individual and group spaces, and recommendations for future improvements.

This comprehensive evaluation system supports a continuous feedback loop, enabling trainers to refine their methods, enhance course content, and optimize the learning experience for participants.

1 Introduction

This **Evaluation Guide** provides comprehensive support for trainers and instructors to effectively evaluate the DigiComPass training course. It includes **guidelines, checklists, and practical advice** to ensure high-quality assessment and alignment with the course objectives. The guide is designed for use throughout the training process, from module-level assessments to course-wide evaluations.

This evaluation guide focuses on enhancing the trainer's support by providing additional materials beyond the scope of the Trainer's Handbook. This approach aims to empower trainers with comprehensive resources, enabling them to deliver exceptional training sessions and optimize participant learning outcomes. By exploring various evaluation methods, including participant feedback, trainer self-assessment, and post-training surveys, this guide offers a flexible framework for assessing the effectiveness of training programs.

Digi Com Pass

Componentes clave de la evaluación del curso de capacitación de DigiComPass

Listas de verificación para la preparación de capacitadores

Objetivo: Asegurarse de que los capacitadores estén completamente preparados para impartir el curso.

Áreas de enfoque
Dominio del framework DigiComPass. Configuración y navegación en la plataforma Moodle. Familiaridad con la estructura y el contenido de los cinco módulos.

CUESTIONARIOS DE RETROALIMENTACIÓN PARA LOS ALUMNOS

Objetivo: Recopilar los conocimientos de los participantes para mejorar la experiencia del usuario.

Métricas clave de evaluación:
Facilidad de uso de la plataforma Moodle, Calidad del contenido multimedia e interactivo, Resultados de aprendizaje percibidos, Cobertura y relevancia de los temas y satisfacción general.

CUESTIONARIOS DE RETROALIMENTACIÓN PARA CAPACITADORES

Objetivo: Recopilar las perspectivas de los formadores sobre la impartición de los cursos**.**

Puntos de enfoque
Desafíos a los que se enfrentan los alumnos en los espacios individuales y grupales. Eficacia de los contenidos y materiales del curso. Recomendaciones para mejorar.

2 Evaluation Guidelines

Evaluation guidelines are essential for assessing the effectiveness of a training course. They provide a framework for collecting feedback from participants, instructors, and other stakeholders. This feedback helps identify strengths, weaknesses, and areas for improvement. By analysing the data, we can make informed decisions to enhance future training programs.

Effective evaluation is a cornerstone of any successful training course. It provides trainers with valuable insights into the course's implementation, helps identify areas for improvement, and ensures alignment with learning objectives. These **Evaluation Guidelines** are designed to assist trainers in evaluating the course from their perspective, focusing on practical aspects of implementation while leveraging foundational resources available in the **Trainer's Handbook**.

Evaluation serves several purposes. It enables trainers to assess the overall effectiveness of course delivery and structure, while also evaluating the relevance and alignment of the content, materials, and assessments with predefined learning outcomes. Through the evaluation process, trainers can identify specific challenges trainees encounter during the course and implement targeted improvements. Furthermore, it facilitates the continuous enhancement of future training sessions by incorporating data-driven insights and feedback.

2.1 Reference – the Trainer's Handbook

The **Trainer's Handbook** plays a crucial role in the evaluation process. It provides a detailed framework for assessing the basic elements of the training course, including the quality of the content, the usability of materials, and the effectiveness of assessments. In addition to evaluation criteria, the handbook includes the recognition framework for the evaluation of the learning outcomes. Trainers are encouraged to refer to this document as a foundational resource when conducting evaluations and to use it as a guide for implementing any necessary course-specific adjustments.

Trainers are pivotal in the evaluation process, both during and after the
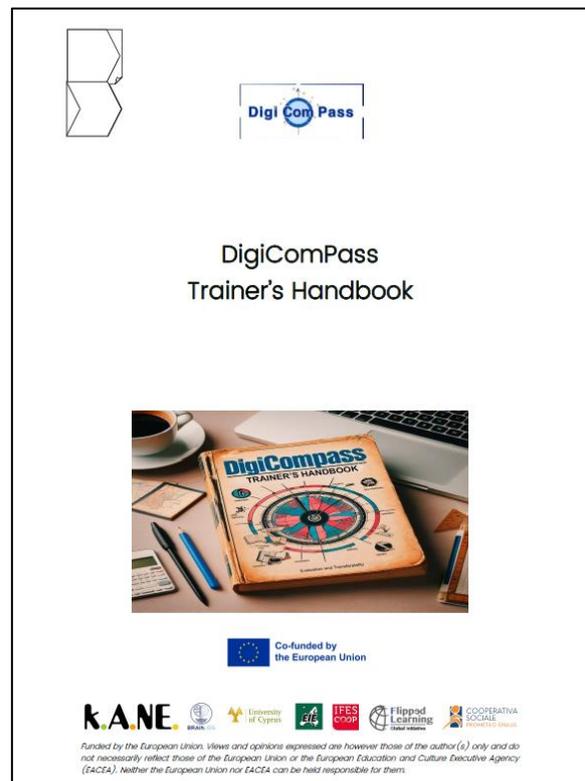
course's implementation. They are responsible for observing trainee engagement and monitoring how participants interact with the course materials and platform. This involves identifying areas where trainees struggle, whether with specific modules, assessments, or technical aspects of the training. Trainers also assess the learning environment to ensure it supports diverse learning styles and fosters active participation. Special attention should be given to the flipped learning approach, evaluating how effectively it operates in both the **Individual Space** (self-paced learning) and the **Group Space** (collaborative activities).

2.2   Trainer's feedback

As part of their role, trainers evaluate the implementation of the course to determine whether the provided materials, content formats, and assessments meet the intended learning objectives. It is essential to assess whether the course materials are comprehensive, clear, and aligned with real-world applications. Additionally, trainers should evaluate the usability and functionality of the Moodle platform, ensuring that trainees can easily access resources and complete assessments. During and after the course, trainers gather feedback from participants to understand their experiences, including any technical challenges, engagement levels, and perceived quality of the content. Structured tools such as questionnaires and focus groups are particularly helpful for collecting detailed and actionable insights.

Key aspects to evaluate include the quality of the course content, the effectiveness of the assessments, the technical implementation of the platform, the trainee experience, and the overall course delivery. Trainers should ensure that the content is comprehensive and aligns with the learning objectives while remaining accessible and engaging for trainees. Technical implementation must support seamless navigation and functionality of digital tools such as interactive videos and quizzes and must be evaluated continuously (to detect possible amendments or detect weaknesses.

2.3   Continuous evaluation

The evaluation process should not be seen as a one-time exercise but as an ongoing effort to improve the training course. Based on observations and feedback, trainers should refine course materials to better meet the needs of trainees and adjust assessments to maintain their relevance and effectiveness. Technical usability should be improved by resolving any issues identified during the course, and collaborative group activities should be enhanced by addressing specific challenges in the learning environment.

To ensure effective training delivery and continuous improvement, trainers **must** systematically apply these Evaluation Guidelines in conjunction with the Trainer's

Handbook. This approach guarantees alignment with learning objectives and maximizes the impact and benefit for participants.

3 Checklists & Questionnaires

Checklists are valuable tools for trainers as they provide a structured approach to training delivery. By utilizing checklists, trainers can ensure consistency in their approach, save time by preventing oversight of essential steps, and guarantee thorough preparation. Additionally, checklists help trainers stay focused during sessions and ultimately deliver high-quality learning experiences.

3.1 Trainer Preparation Checklist for the DigiComPass Training Course

This checklist ensures trainers are fully prepared for delivering the DigiComPass training course. It covers essential aspects of course preparation, trainee introduction, course structure, and recognition processes.

The following checklists help trainers to be well prepared at any situation before starting the training course.

Pre-Course Preparation

Purpose: To ensure familiarity with the course framework, structure, and Moodle platform.

As a trainer, I have:

☐ Reviewed the **DigiComPass framework** and understood the open Badges system and recognition levels.

☐ Confirmed how **Flipped Learning 3.0 (FL3)** is implemented in the course.

☐ Ensured that course objectives align with **real-world applications** and learning outcomes.

☐ Reviewed the **5-module structure** and understand lessons, content formats (quizzes, interactive presentations, simulations, group projects), and badge criteria:
- **Red (Pass)**: 0–30%
- **Yellow (Pass with Success)**: 31–60%
- **Green (Pass with Excellence)**: 61–100%.

☐ Verified Moodle platform functionality, ensuring training materials are accessible and the digital Badges system works for module completion.

Trainee Orientation

Purpose: To introduce trainees to the course structure, Moodle platform, and flipped learning methodology.

As a trainer, I have:

☐ Planned an **introductory session** to explain:
- The course structure and objectives.
- How to use the Moodle platform for content access, assignment submissions, and progress tracking.
- The flipped learning approach: self-paced learning in the **Individual Space** and collaborative activities in the **Group Space**.

☐ Prepared a **Moodle walkthrough** covering navigation, locating resources, and tracking progress.

☐ Created a FAQ document for common Moodle issues.

☐ Distributed a **pre-course survey** to understand trainee knowledge and potential barriers (e.g., digital literacy, internet access).

Training Content and Lesson Planning

Purpose: To align content with trainee needs and prepare effective lessons.

As a trainer, I have:

☐ Customized training materials for the **trainee context** (e.g., skill levels, professional backgrounds).

☐ Verified that content formats align with the **learning objectives** of each module.

☐ Reviewed the **module structure**, ensuring it includes:
- **Individual Space Activities** (quizzes, simulations, interactive exercices).
- **Group Space Activities** (projects, discussions, case studies).

☐ Scheduled time for **formative assessments** (quizzes, self-evaluations) and **summative assessments** (projects, multiple-choice tests) in each module.

Recognition and Motivation

Purpose: To guide trainees through achievement milestones and highlight course recognition.

As a trainer, I have:

- ☐ Reviewed badge criteria and communicated them to trainees during the introduction session.
- ☐ Verified the system awards badges for module completion in the Moodle: Red (Pass), Yellow (Pass with Success), Green (Pass with Excellence).
- ☐ Prepared to issue **Certificates of Completion** and emphasized the importance of the **DigiComPass Passport** (Green badges in all modules).

Technical and Logistical Checks

Purpose: To ensure tools and support systems are in place for smooth delivery.

As a trainer, I have:

- ☐ Tested all digital tools, including Moodle, content access, and badge systems.
- ☐ Prepared backup plans for potential technical issues (e.g., offline resources, alternative submissions).
- ☐ Set up communication channels (e.g., email, forums, chats) for trainee queries and support.
- ☐ Scheduled feedback sessions and office hours for additional guidance.

3.2   Feedback Questionnaire for Trainees

Questionnaire for Evaluating the Web-Based Training Course

Note: Please rate the following statements on a scale from 1 to 5, where 1 means "strongly disagree" and 5 means "strongly agree."

Feedback on

- ○ Module 1: Content - Information and data literacy
- ○ Module 2: Communication and collaboration
- ○ Module 3: Digital content creation
- ○ Module 4: Safety
- ○ Module 5: Problem Solving

I. Working with the Platform

1. The Moodle platform was easy to navigate.

1	2	3	4	5
○	○	○	○	○

2. The login details and access to the course were seamless.

1	2	3	4	5
○	○	○	○	○

3. The course structure was clear and logically organized.

1	2	3	4	5
○	○	○	○	○

4. The content loading times were acceptable.

1	2	3	4	5
○	○	○	○	○

5. Technical issues were resolved quickly and effectively.

1	2	3	4	5
O	O	O	O	O

II. Quality and Appearance of Multimedia and Interactive Content

1. The multimedia content, such as (interactive) videos, presentations, and interactive elements, was of good quality.

1	2	3	4	5
O	O	O	O	O

2. The interactive content was engaging and promoted my involvement.

1	2	3	4	5
O	O	O	O	O

3. The use of multimedia enhanced my understanding of the course content.

1	2	3	4	5
O	O	O	O	O

4. The case studies were practical and well-designed.

1	2	3	4	5
O	O	O	O	O

5. The graphic design of the learning content was appealing and supported learning.

1	2	3	4	5
O	O	O	O	O

III. Subjective Learning Outcomes

1. I feel that I have learned a lot of new things through the course.

1	2	3	4	5

O   O   O   O   O

2. The learning content has significantly improved my understanding of the subject.

1	2	3	4	5
O	O	O	O	O

3. I feel better prepared to face digital challenges in my life thanks to this course.

1	2	3	4	5
O	O	O	O	O

4. The self-assessment questions helped me effectively review my knowledge.

1	2	3	4	5
O	O	O	O	O

5. I can confidently apply what I have learned in my daily life in a meaningful way.

1	2	3	4	5
O	O	O	O	O

IV. Completeness of Topic Coverage by the Learning Content

1. The course comprehensively covered all relevant topics.

1	2	3	4	5
O	O	O	O	O

2. The content was well-structured and covered in adequate depth.

1	2	3	4	5
O	O	O	O	O

3. The case studies effectively supported the understanding of theoretical content.

	1	2	3	4	5
	O	O	O	O	O

4. There were no essential topics missing from the course.

	1	2	3	4	5
	O	O	O	O	O

V. Personal Impression

1. The course met my expectations.

	1	2	3	4	5
	O	O	O	O	O

2. I would recommend the course in its current form to my colleagues.

	1	2	3	4	5
	O	O	O	O	O

3. I enjoyed learning in this course.

	1	2	3	4	5
	O	O	O	O	O

4. The time required for the course was reasonable.

	1	2	3	4	5
	O	O	O	O	O

5. Overall, I am very satisfied with the course.

	1	2	3	4	5
	O	O	O	O	O

Here is some place for additional feedback

Thank you for participating in this survey! Your feedback is very important to us.

3.3 Feedback-Questionnaire for trainers

Trainer feedback after a training session is crucial for several reasons. It provides valuable insights into the effectiveness of the training delivery, content, and overall participant experience. This feedback helps identify areas for improvement, such as refining training materials, adjusting the pace of delivery, or enhancing engagement techniques. By analysing the feedback, trainers can enhance future sessions, ensuring a more impactful and beneficial learning experience for participants.

Trainer Feedback Questionnaire: DigiComPass Training Course

Thank you for providing feedback on the DigiComPass training course. Your insights will help us improve the course structure, content, and delivery.

I. General Feedback

1. How would you rate the Moodle platform's usability for trainees and trainers?

Excellent	Good	Average	Fair	Poor
O	O	O	O	O

2. Additional comments on the Moodle Platform

3. How do you evaluate the proposed assessments and observation in the Group Learning Space for evaluating the trainees' skills and knowledge?

Excellent	Good	Average	Fair	Poor
O	O	O	O	O

II. Trainee Observations

1. Did trainees struggle with any particular aspects of the course?

Very often	Often	Seldom	Never	No feedback available
O	O	O	O	O

If you agree in some way, please note down the relevant aspects or identified issues.

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- Did trainees face any problems using the Moodle platform?
  Observations:

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- Were there challenges in the **Individual Space** (self-paced learning)?
  Observations:

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- Were there challenges in the **Group Space** (group learning and collaborative activities)?

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III. Suggestions for Improvement

1. What improvements would you suggest for:
   - Course content

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o   Assessments

(blank response box)

o   Platform usability

(blank response box)

o   Group activities

(blank response box)

2. What additional support or resources would you recommend for future trainers?

(blank response box)

3. Any other observations or recommendations

(blank response box)