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Key messages of the report on quality assessment of  
the Intensive Course held at Aalborg University of  
Copenhagen, April 2019.

Erasmus+ project CRETE (Critical Skills for Electronic  
Engineers of 2020).

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## Background

The purpose of this questionnaire is to collect and analyse participants' opinions on quality of the Intensive Course (IC) which was held in Copenhagen in April 2019, as part of the CRETE EU-funded project. The objective of this report is to enhance the improvement cycle of the project by gaining insight into what worked well (and less well) at this IC. The report is part of the quality evaluation framework that is designed for the CRETE project by Web2Learn, the quality assurance partner of the project.

The survey was filled in by 30 participants (among the overall number of 41 students who joined the event) which is a very good completion rate for this survey, allowing us to make safe and reliable conclusions.

## Scope of this document

The current document is a short version of the detailed report of the 1<sup>st</sup> IC of CRETE. Because the long version contains data that cannot be released publicly, it is available only to the project partners and to the funding body (Greek National Agency). This short version contains the action points (AP) resulting from the student survey, in other words the actions to be taken to improve future events based on the analysis of student replies.

## Analysis

Students from all CRETE partner institutions participated in the survey, which reflects a good mix of student backgrounds (figure 1b).

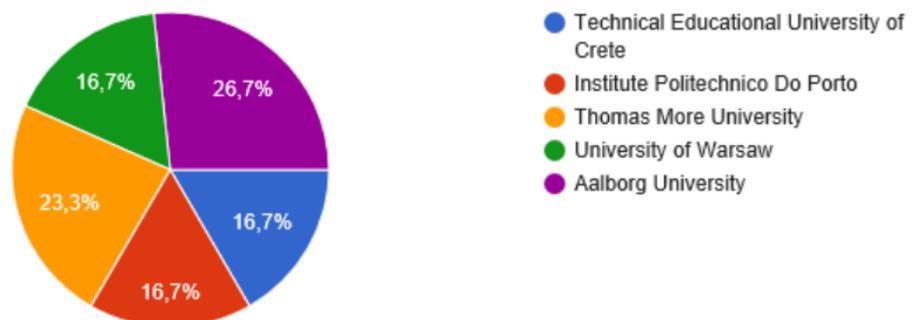


Figure 1: origin of students.

Regarding the degree of fulfillment of expectations, participants were asked to choose the most appropriate on a scale of 1 to 4 (1 expectations not met/ 2 expectations barely met/ 3 expectations partially met/ 4 expectations fully met). As showed by the replies, the majority of participants (expectations partially and fully met combined), considered that the course fitted to their expectations.

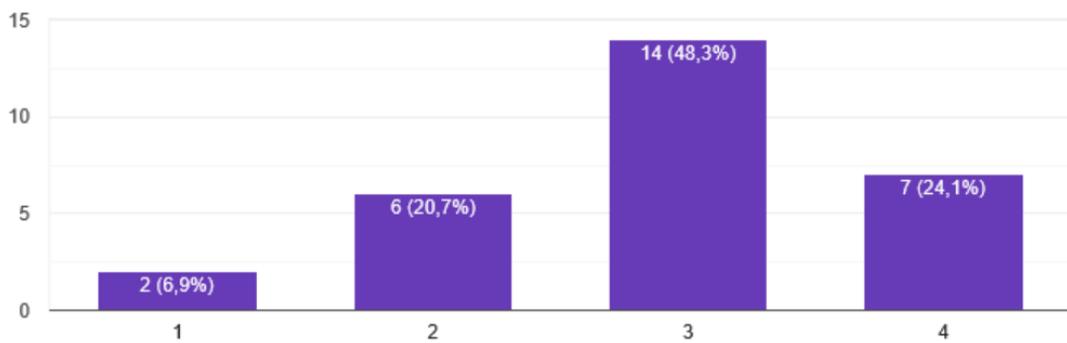


Figure 2: replies to the question “were your expectations met”?

The materials (digital materials and paper handouts) were also rated by students regarding their usefulness. As the figure shows, they have been considered relevant overall.

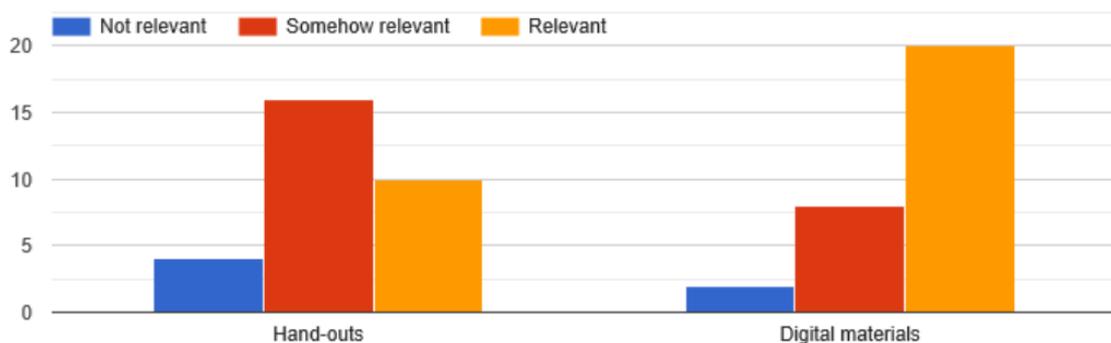


Figure 3: usefulness of the materials

## Action points

Action points are instrumental in improving forthcoming ICs of CRETE as well as allowing partners to transfer lessons learnt from this experience in other learning and training contexts.

With this in mind we offer below actions points, as a way to improve the next IC (Porto, 2020) of the CRETE project. Extracts in quotes belong to the student participants as replies to the open-ended items of the survey, especially the “further comments or suggestions”.

- **Action Point (AP) 1: create a more engaging and interactive presentation**

Students raised concerns about lack of engaging and interactive presentations (“some lecturers were really inspirational while some of them just read their slides”, “presentations felt uninspiring and un-rehearsed, and the delivery was flat”).

- **AP 2: Create a more focused and cohesive programme of the Intensive Course**

To some students the IC was lacking cohesion (“there was a lack of overall cohesion in the course”) The entire IC needs to be designed carefully in a way that the overall setting is coherent, and that students are explained the purpose of attending each module (and its connections to the others) and that degree of difficulty is equal to all modules.

2 measures can be taken:

- first, to design the IC in a way that modules are clustered, thus forming a coherent assortment (and also ask lecturers to consult each other and their content before their presentations).
- Second, to decide on the level of difficulty of lecturers, as some students complained about this issue: “the topics (...) should be picked up more carefully”; “some topics were too specific to be of relevance to everyone”)
- [AP 3: Organisation: contacts with local students, more opportunities for cross-cultural exchanges](#)

Participants were frustrated not to be in touch with local students ( “We have not met a lot of students of AAU. Me and my group felt left alone to ourselves without any substantial help or at least interest of this event. (...) Here we were barely talking to anyone from AAU and were offered virtually no guidance”). In the next IC students of the host institution will be engaged early on, for example through social networks before the launch of the IC

- [AP 4: More collaborative tasks and group work](#)

Students complained about the limited number teambuilding activities

(“I believe that it could be a good idea to have a little more "teambuilding" exercises during the lectures. So maybe a little more group-work for each topic, so you get more activated, and you are "pushed" into mingling with the different nationalities”)

- [AP 5: Less lecturing, more hands-on experience \(workshops and knowledge put in practice\)](#)

Students complained about the low hands-on approach of the IC: “I wanted to practically develop (soft skills), this course did not meet my expectations”, “I believe that a better idea would be to organise workshops (...) instead of just a lecture”; “Maybe some workshop or presentation like Journal Club ones would be a good idea”).

- [AP 6: rethinking of evaluation procedures](#)

Some students raised the point of test items being easy to reply. This element will be revised in the forthcoming IC.