

## Survey Design: To assess the outcome of personalized learning practices

### Perform:

#### **O4/A1** activity description:

#### **Name activity: Design impact survey methodology to assess the outcomes of personalized learning practices**

1. Define, establish and agree on scope, sequencing and timelines of survey activities for each of RO, BG, SK, and PL.
2. Communicate, discuss and jointly agree on the respondents' sample size, typology, and survey variables
3. Design:

This study targets to analyse students' view for identifying and defining

- Ob.1.** Digital and Critical Thinking
- Ob.2.** Intercultural and civic attitudes
- Ob.3.** University-Industry cooperation

### Questionnaire structure

- **Sample size = min 250 students**
- **Objectives dimensions**
  - Ob.1.* To identifying and defining Digital and Critical Thinking
  - Ob.2.* To identifying and defining Intercultural and civic attitudes
  - Ob.3.* To identifying and defining University-Industry cooperation
  - Ob.4.* Personalised learning practices
- **Research variables:** see table Questionnaire structure
- **Questions types:** close / open
- **Measured variables:** see table Questionnaire structure
- **Measurements scales & technique:** Nominal scale & frequency distribution; Ordinal scale & Likert technique on non-comparative technique
- **Methods for data collection:** on-line through functionalities of e-platform and others e-form
- **Impact analyses**

• Questionnaire structure

Objectives dimensions	Research variables	Measured variables	Measurement scales & technique
Respondents profile	Level of study	Bachelor studies	Nominal scale & frequency distribution
		Master studies	
	University of study	University Politehnica Of Bucharest	
		University of Ruse "Anghel Kanchev"	
		Technical University of Kosice	
		Maria Curie-Skłodowska University	
	Specialisation area at the University	Engineering & Entrepreneurship education	
		Business education	
		Business & Engineering education	
	Your gender	Entrepreneurship education	
Feminine			
		Masculine	
1. Ob1. To identifying and defining Digital and Critical Thinking	1.1 Importance of digital and critical thinking skills	Creativity and Innovation skill	Ordinal scale & Likert technique on non-comparative technique
	1.2 Capacity to develop digital and critical thinking skills	I can extend a novel or unique idea or product to create new knowledge.	
		I can transform ideas or solutions into entirely new forms	
		I can incorporate new directions or approaches to complete a required task	
		I can employ strategies to deal with the constantly changing professional landscape.	
		I can respond creatively to problems and opportunities.	
		I can evaluate creative process and product using domain-appropriate criteria	
		I use framework and strategies for enabling a supportive environment for creativity and innovation	
		I gather information from a wide variety of sources to stay current with what's happening in my field of work.	
		I always look for the causes of problems, so that I can understand what's really going on.	
		I give proof and/or counterexamples.	
	1.3. Importance of capacity to use (e-learning tools)	Digital Content skills	
	1.4 The degree to which personalized knowledge resource respond to the needs (to use e-learning tools)	I learn to select which application fits better the content I want to use	
		I learn to combine different media to express myself creatively	
		I was teaching to explore new ways and original formats for content creation.	
		I learn to be critically in select and integrate different contents.	
		I know that content on the web should be referenced.	
		I can create visual representations of knowledge using variate digital media.	
		I know there are different copyright and license rules for intellectual property products	
	I can find information on copyright and license rules of resources I want to use.		
	1.5 Importance of Learning Process	Skills to improve the learning process	
	1.6 The degree of new pedagogical methods will be used.	I can measure possible efforts related to a changing process.	
I'm able to set the goals with success criteria for my work.			
I'm able to draw conclusions on the best way to approach it			
I'm able to link my own and others' ideas and experiences			
I'm able to look forward to change - seeing it as an opportunity			
I'm able to seek advice, information and support when appropriate.			
I am able to organize autonomously my own work learning.			
I'm able to find and understand the right way of learning strategies.			
I'm able to identify the strengths and weaknesses in my work learning.			

		I'm able to identify my learning needs and plan actions to fulfil them.	
		I'm able to know what to do to fill the gaps between what I know and what I need to know	
<b>2. Ob.2. Capacity to develop intercultural and civic attitudes</b>	<b>2.1. Importance of communication ability</b>	Ability of communication	Ordinal scale & Likert technique on non-comparative technique
	<b>2.2 Capacity to develop communication attitudes</b>	I communicate transparently, stating clearly, what I want to express.	
		I can change my viewpoint based on the valid opinion of others.	
		I tailor my message to suit the person(s) I am talking too.	
		The visuals in my presentation match well with the information I am communicating.	
		To prepare for my presentation, I think carefully about the message I want to send.	
		I encourage my audience to ask questions at the end of the presentation.	
		I consider cultural barriers when planning my communications.	
		Before I communicate, I think about what the person needs to know, and how best to convey it.	
		I use high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	
		I communicate transparently, stating clearly, what I want to express.	
	<b>2.3 Importance of - teamwork ability</b>	Teamwork ability	
	<b>2.4 Capacity to apply - teamwork ability</b>	I listen carefully to what the other team members have to say	
		I encourage quiet group members to contribute	
		I am willing to give up my own view to obtain a team consensus.	
		I try to keep consensus between group members harmonious.	
		I use dispassionate, critical analysis to take decisions.	
		I can use a range of team processes (brainstorming, meetings, etc.) effectively.	
		I could elaborate on what others have said.	
		I don't allow the group to over-run the time limit for the activities.	
		I suggest new ways of looking at problems.	
		I present new ideas to groups in which I work.	
	<b>2.5 Importance of Adaptability and Flexibility skills</b>	Adaptability and Flexibility skills	
		<b>2.6 Capacity to apply Adaptability and Flexibility skills</b>	
	I can identify the way of change		
	I look for opportunities to learn new ways of doing things.		
	I challenge traditional assumptions about how things are done		
	<b>2.7 Importance of Self-Evaluation skill</b>	Self-Evaluation skill	
<b>2.8 Capacity to make suitable and opportune decisions for life</b>		I can identify and analyze diverse aspects of a situation that are important to achieve a specific targets	
	I set goals and objectives.		
	I concentrate on the results of efforts to teach the goals and evaluate different means for achieving it		
	I hold the list for doing what is most important to me in my life.		
		I'm able to identify the time frames, tasks, and responsibilities required to achieve the improvement goals	

		I'm able to measure the results of improvement against the expected performance indicators KPI.		
		I'm capable to identify the causes of variations between results and expected performance indicators.		
<b>3.Ob.3 Perception about University-Industry cooperation</b>	<b>3.1</b> Barriers for starting a new business, that are linked with your domain	Lack of entrepreneurial skills	Nominal scale	
		Lack of own experience		
		Fear of failure		
		Excessive bureaucracy		
		Lack of business idea		
		Corruption in society		
		The ignorance of local business opportunities and threats		
		Lack of advice and information		
		Lack of successful examples		
		Lack of entrepreneurial knowledge		
		<b>3.2</b> Reason for working for/ with an organisation		To be organization in to practice my own ideas
				To be a team player
	Traying earning money			
	To have a work-life balance			
	To be a low risk - employer			
	Adapt social recognition			
	<b>3.3</b> Useful activities needed for developing your entrepreneurial skills and knowledge	Other, please mention		
		Business simulations during learning period		
		Entrepreneurship courses and dedicated learning materials		
		Internships in companies		
Meeting entrepreneurs to share their experiences				
Incubators for business				
Create the business plans				
Real study cases on entrepreneurship domain				
<b>3.4</b> Qualities needed for being a successful person at the job	Often career orientation sessions for self-assessment and professional development			
	Other, please mention			
	Confident in his own forces			
	Passion for own ideas			
	Curiosity			
	Risk taking			
	Ambition			
	Tenacity			
<b>4..Ob.4 Personalized learning (resources) practices</b>	<b>4.1</b> Learning type would you prefer for learning	Creativity and innovation	Ordinal scale & Likert technique on non-comparative technique	
		Continuous learning		
		Decisiveness		
	<b>4.2</b> New pedagogical methods that be used	Face to face		
		E-learning		
		Blended learning		
		Project-based work		
	<b>4.3</b> Importance of Problem-solving method	Simulation scenarios		
		Study case		
		e-library with copy books		
		Full e-learning resources		
		teachers-presentation courses		
		Quizzes		
		Video lessons		
	<b>4.4</b> The degree to which digital teaching modules respond to the needs	Classic library with hard copy books		
		Problem Solving method		
I can identify and analyze problems in difficult situations				
I see problems, complaints, and bottlenecks as opportunities rather than as issues.				
		I find ideas and look for alternative solutions.		
		When gathering information about an issue, I explore solutions that have worked elsewhere in the past.		

		I make conclusions based of valid proof.	
		I formulate ideas of a concept as a result of the reading, researching and brainstorming	
		When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it.	
	4.5 Importance of Develop analytical method	Ability to use analytical method	
	4.6 The degree to which digital teaching modules use analytical method	I'm able to define the scope of the process question.	
		I can effectively determine key concepts.	
		I can choose a variety of information sources appropriate to the scope and the activity	
		I'm able to select sources directly related to key concepts or to the activity	
		I can use multiple criteria to select sources	
		I communicate, organize and synthesize information from sources to fully achieve a specific purpose	
		I can analyze, synthesize and evaluate the quality of information	
		I can see connections in an applied situation.	
		I can highlight limitations and implications.	
			I discuss in detail relevant and supported limitations and implications.

**Thanks, you for your time!**

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The project is dedicated to research on evaluate the methods and their impact on the innovation capacity, the real-life problems, relevant achievements in the sector, challenges and opportunities of organizations in order to create, improve thematic map using in the education of young HE student.

*All collected data will only be used for research purposes and will be treated with utmost confidentiality.*

**Progress:**

- All intermediate versions are analyzed and checked by the Quality Team of the consortium.
- The final quality check of the O4 is assessed against the planned values of the quantitative and qualitative indicators associated, by the Quality Team