

# Summer Logistics School

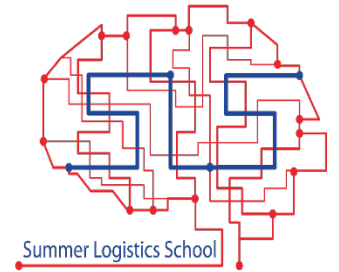
## Evaluation report

22 October 2020

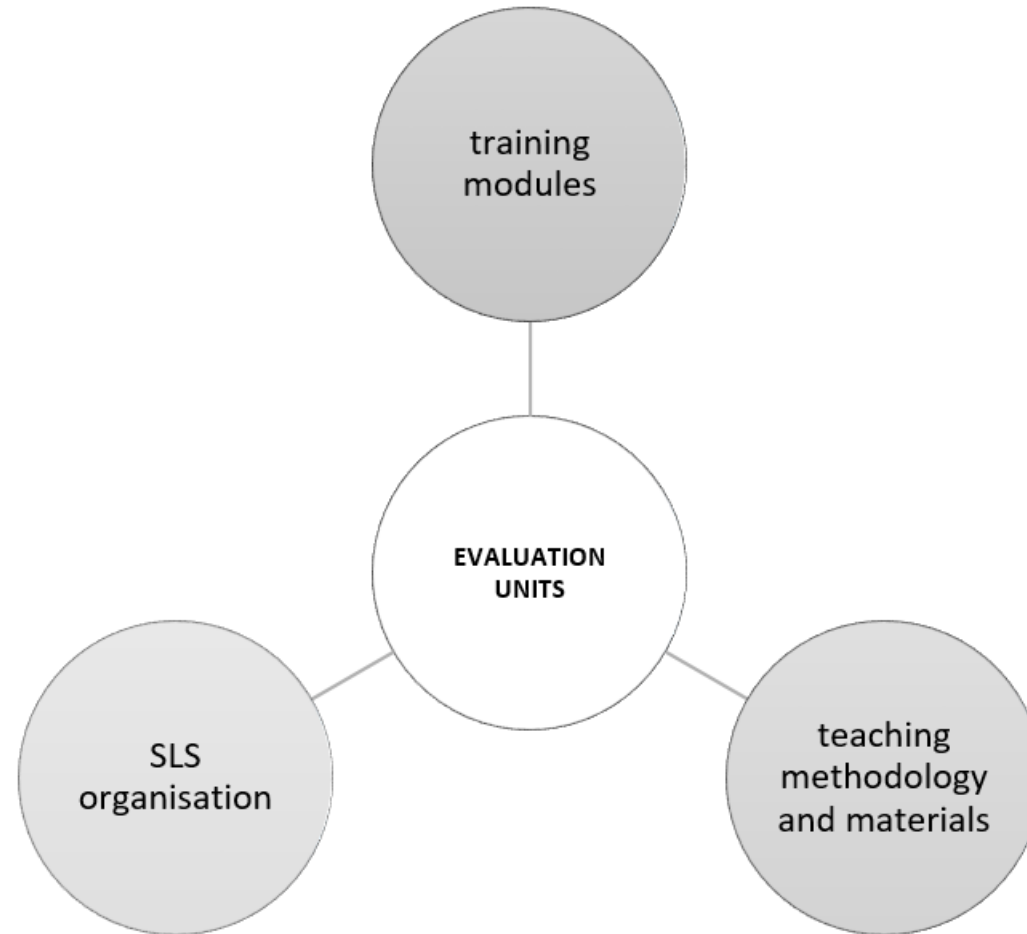
Slovenia



# Purpose of evaluation



# Units of evaluation



# Evaluation instruments

- Pre-tests for students and teachers – before SLS
- Post-tests for students and teachers – after SLS
- Participants' survey (teachers and students) – after SLS
- Interviews with trainers – after TM
- Classroom observation – during SLS



# Evaluation results

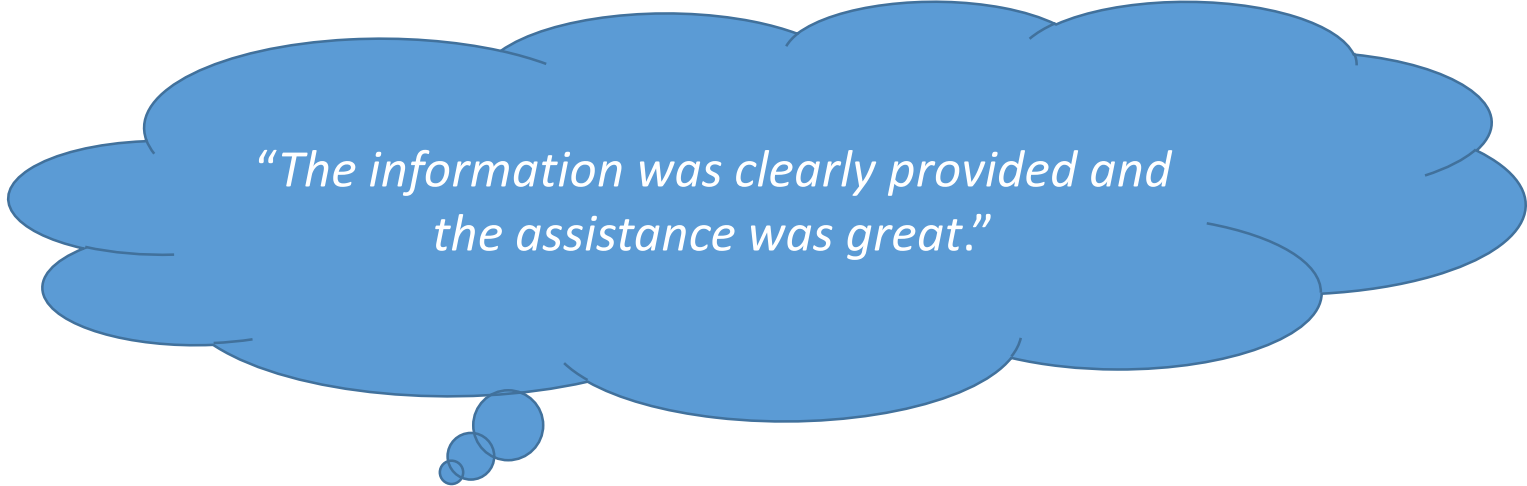
Three parts:

- SLS general evaluation (content and organisation)
- TM specific evaluation (TM1 as sample)
- SLS teaching methodology evaluation

# Evaluation results – SLS organisation and content

Strong points:

- assistance and information provided by SLS organisers before SLS



*“The information was clearly provided and the assistance was great.”*

# Evaluation results – SLS organisation and content


Strong points:

- accommodation
- the knowledge previously had on the topics
- printed materials („textbook with all ppt presentations“) received at the beginning of SLS
- glossary of professional terms in English received before SLS
- understanding and communication in English

# Evaluation results – SLS organisation and content

Strong points:

- needs-based training programme of SLS



*“It is interesting because the issues we work at our institute, now we have seen them: logistics, road transport, shipping ...”*



# Evaluation results – TM evaluation (TM1) – S/Te

Learning outcome – <b>students</b>	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	<b>mean 2 – mean 1</b>
3. Do you know the <b>main infrastructures and vehicles of maritime ports?</b>	3.21	0.738	4.13	0.741	<b>+ 0.92</b>

Learning outcome – <b>teachers</b>	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	<b>mean 2 – mean 1</b>
5. How would you rate your knowledge level about the <b>main infrastructures and vehicles of maritime ports?</b>	2.36	1.207	4.00	0.894	<b>+ 1.64</b>
6. Would you be able to teach lessons about the <b>main infrastructures and vehicles of maritime ports?</b>	2.64	1.027	3.55	0.820	<b>+ 0.91</b>

# Evaluation results – TM evaluation (TM1) – TR

*“The goals were to provide theoretical basis for the next lessons on maritime/intermodal transport. Participants obtained good basis for further development of specific knowledge and competences.”*

# Evaluation results – Teaching methodology – CO

## Methods used:

- direct instruction,
- case studies,
- experiential learning,
- simulations,
- smart games,
- task-based learning,
- group work,
- class discussion,
- creative brainstorming, and
- mindfulness.

# Evaluation results – Teaching methodology

*“The participants could **try** the various electronic devices on the simulator workstations or steering the ship on the navigation bridge.”*

*„**Pair-work** in the Simultra game and **group-work** in the case study where participants had to **discuss** and reach **a joint decision**.”*

*“The participants seemed engaged, the **simulations** were relevant to the student participants, the teachers could use them in their teaching.”*

# Evaluation results – Teaching methodology – S/Te

Indicator – <b>students</b>	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	<b>mean 2 – mean 1</b>
3. I would like to use more often <b>smart games</b> for learning.	3.86	0.848	4.38	0.711	<b>+ 0.52</b>

Indicator – <b>teachers</b>	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	<b>mean 2 – mean 1</b>
5. How would you rate your competence level on using <b>smart games</b> during your lessons?	2.89	1.054	4.00	0.447	<b>+ 1.11</b>
6. Would you be able to use <b>smart games</b> during your lessons?	2.78	1.202	3.82	0.751	<b>+ 1.04</b>

# Recommendations for Future Editions of SLS

## Food

*“The quality of the room was very good, however food is not balanced and they do not serve any vegetables.”*

## Intercultural competence

*„ I think that it is a pity that we don`t benefit from this intercultural group to have some exercises about cooperation, intercultural learning, teamwork, etc.“*

# Recommendations for Future Editions of SLS

## Fewer theoretical classes

*„When the teacher explains for 90 minutes in a row.”*

## Computers

„ In one case the trainer had to (successfully) improvise because a computer application was not working as expected.“

# Recommendations for Future Editions of SLS

More obligatory and fewer optional modules

*“To have less modules and to extend those selected. A two-week SLS would be more appropriate from teacher’s perspective, but there is doubt if the same is valid for the participants.”*



# Conclusion

SLS – excellent organisation and comprehensive content tailored to the participants' needs.

Additional research and project attention:

- professional development for teachers (teaching methodology) – emergency remote teaching?
- flipped learning
- twinning of subject and English teachers