

Summer Logistics School

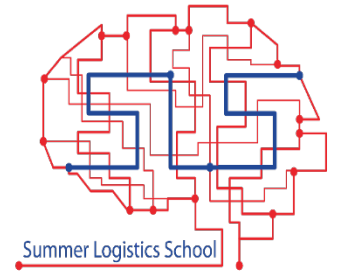
Evaluation report

22 October 2020

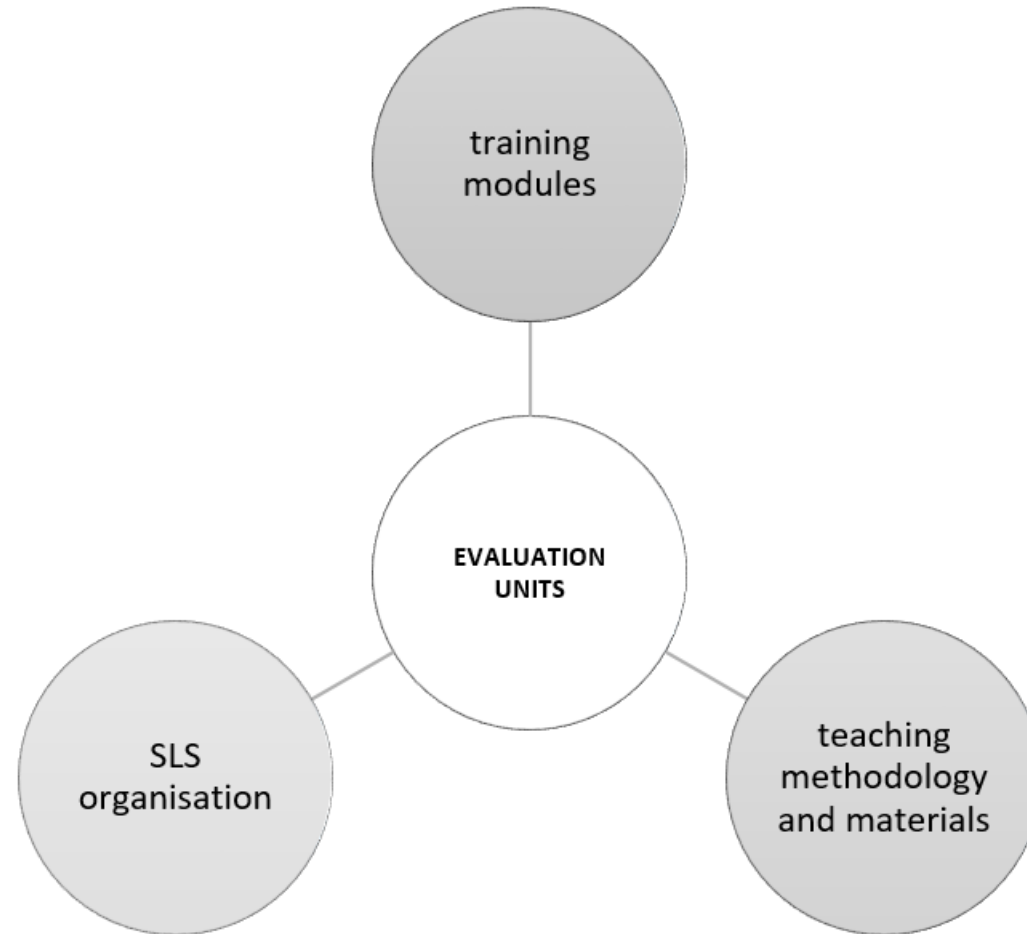
Portorož, Slovenia



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

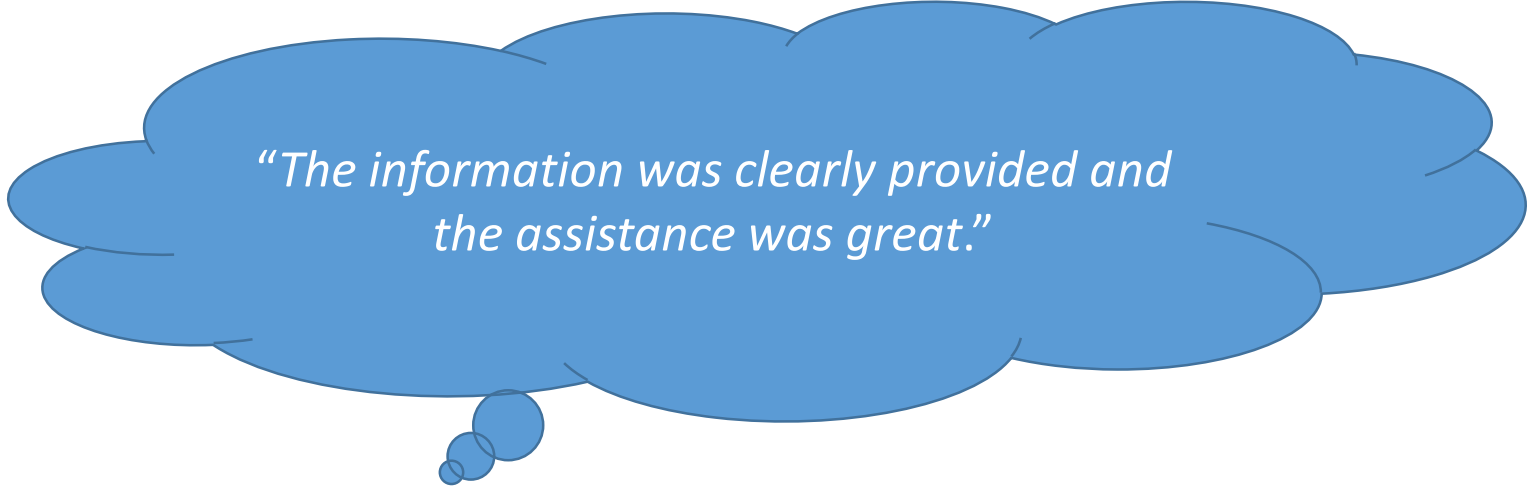
Three parts:

- 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

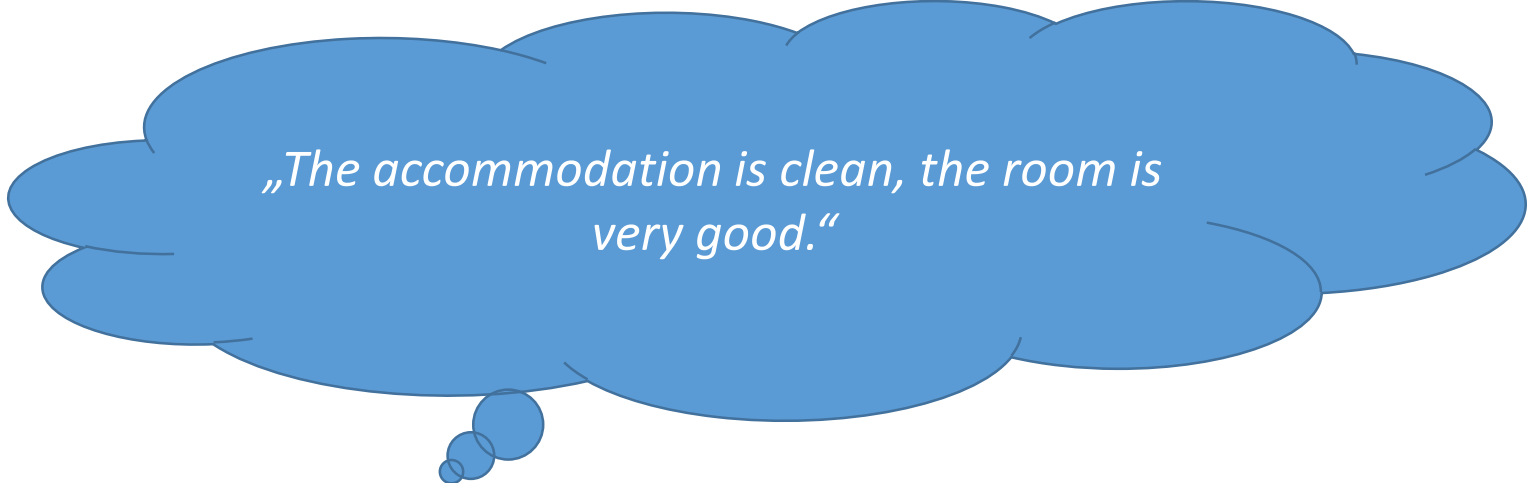


“The information was clearly provided and the assistance was great.”

Evaluation results – SLS organisation and content

Strong points:

- accommodation



„The accommodation is clean, the room is very good.“

Evaluation results – SLS organisation and content

Strong points:

- the knowledge previously had on the topics

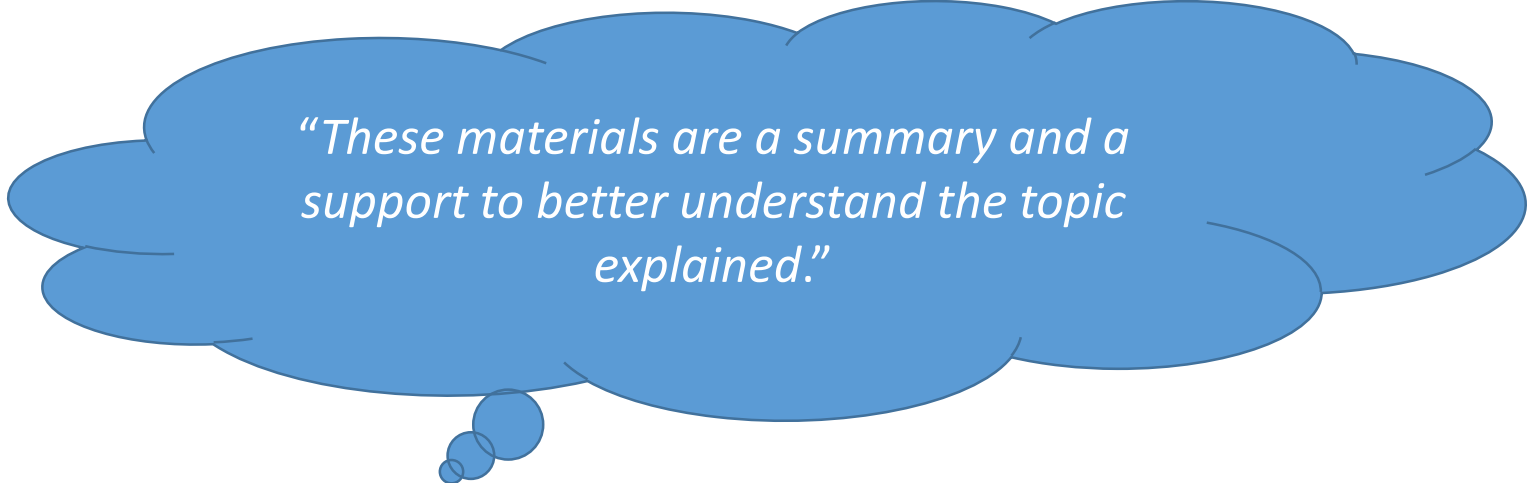


“My knowledge was scarce because I am not a logistics teacher.”

Evaluation results – SLS organisation and content

Strong points:

- printed materials received at the beginning of SLS

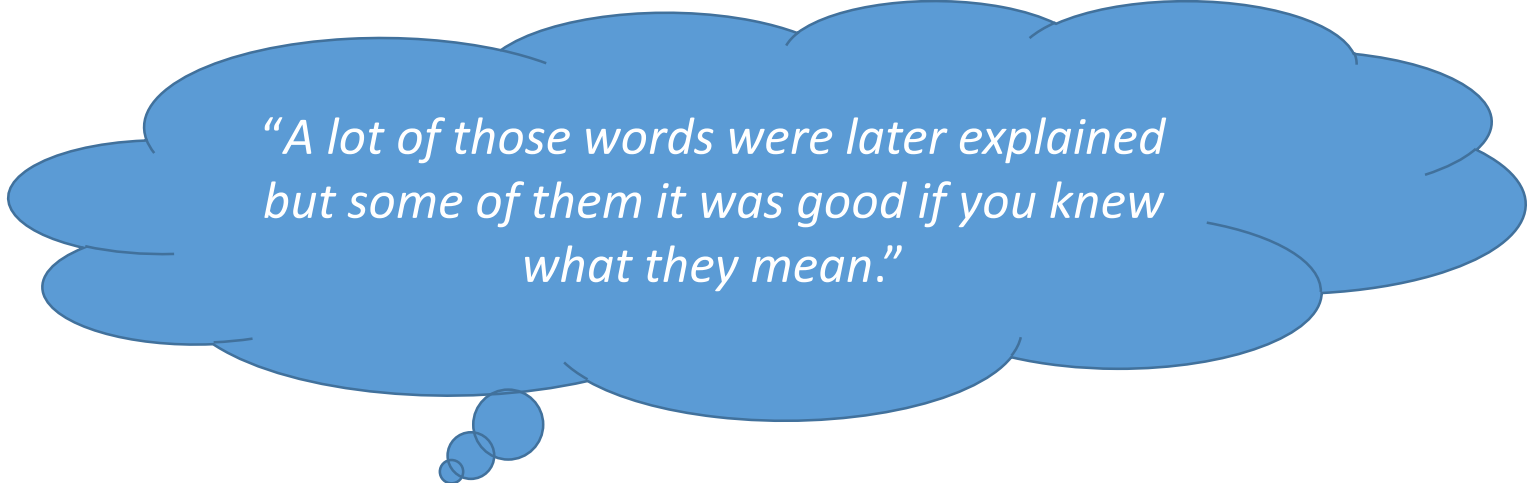


“These materials are a summary and a support to better understand the topic explained.”

Evaluation results – SLS organisation and content

Strong points:

- glossary of professional terms in English received before SLS

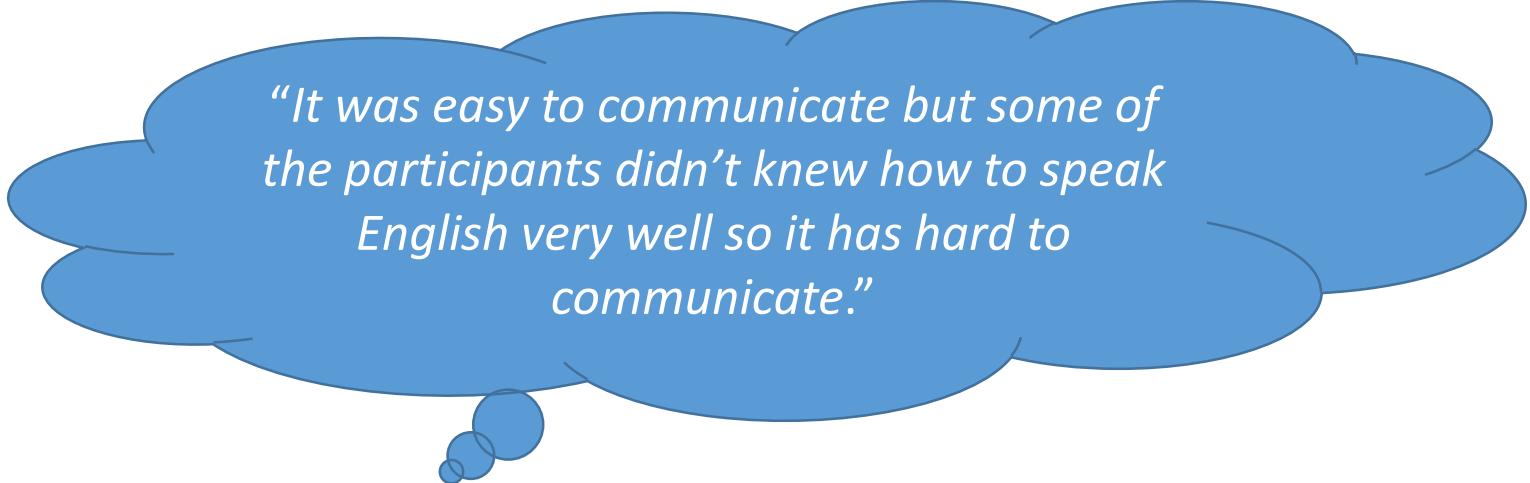


“A lot of those words were later explained but some of them it was good if you knew what they mean.”

Evaluation results – SLS organisation and content

Strong points:

- understanding and communication in English




“It was easy to communicate but some of the participants didn’t know how to speak English very well so it has hard to communicate.”

Evaluation results – SLS organisation and content

Strong points:

- 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 – SLS organisation and content

Strong points:

- recommend SLS to school friends/fellow teachers?

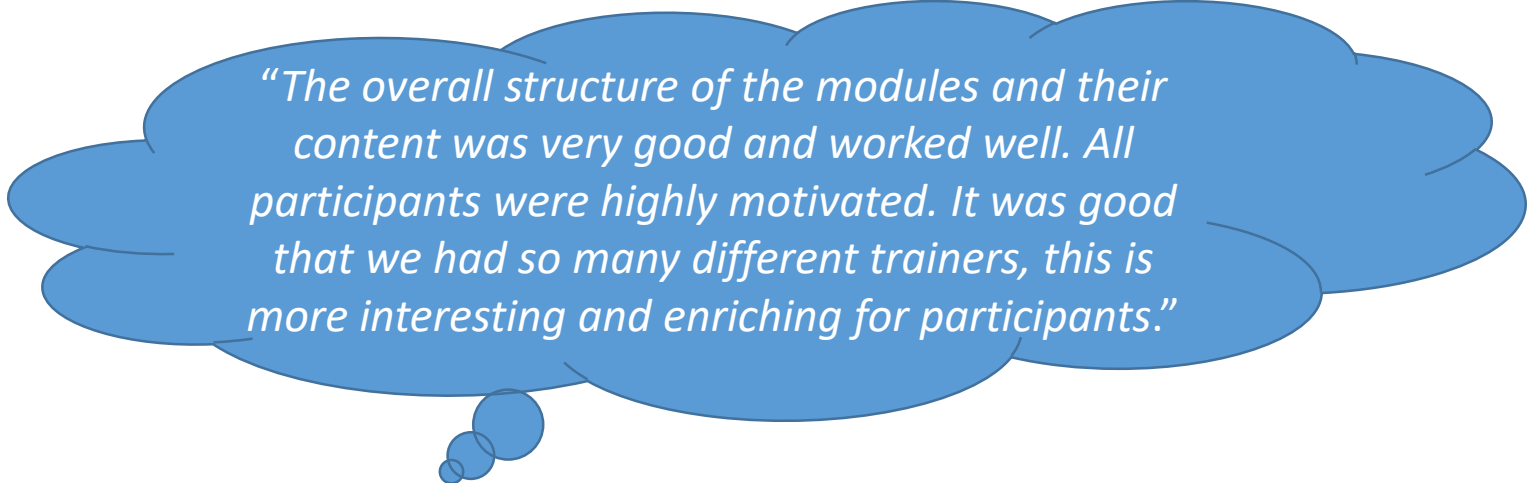


“Because it was a nice experience and you learn lots of new stuff.”

Evaluation results – SLS organisation and content

Strong points:

- worked particularly well



“The overall structure of the modules and their content was very good and worked well. All participants were highly motivated. It was good that we had so many different trainers, this is more interesting and enriching for participants.”

Evaluation results – SLS organisation and content

Strong points:

- visit to the Port of Koper



Evaluation results – TM evaluation (TM1)

TM1 – Maritime and Intermodal Management

- Unit 1: Assessing the main navigation parameters.
- Unit 2: Recognising the main infrastructures and vehicles of maritime ports.
- Unit 3: Coordinating the arrival and departure of freight trains.
- Unit 4: Managing the storage of transport units at the rail-road terminal.

Evaluation results – TM evaluation (TM1) – S

Learning outcome	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	mean 2 – mean 1
1. Do you know the Automatic Radar Plotting Aid (ARPA)?	1.46	0.793	3.79	0.509	+ 2.33
2. Do you know the Electronic Chart Display and Information System (ECDIS)?	1.69	1.004	3.67	0.565	+ 1.98
3. Do you know the main infrastructures and vehicles of maritime ports?	3.21	0.738	4.13	0.741	+ 0.92
4. Do you know the processes of arrival and departure of freight trains (trains and wagons characteristics, terminal types, etc.)?	3.14	0.591	4.13	0.797	+ 0.99
5. Do you know the functioning of intermodal rail-road platforms (main layout, main operations)?	3.11	0.629	4.04	0.624	+ 0.93
6. Do you know the functioning of intermodal rail-road platforms (main layout, main operations)?	3.07	0.716	4.12	0.797	+ 1.05

Evaluation results – TM evaluation (TM1) – Te

Learning outcome	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	mean 2 – mean 1
1. How would you rate your knowledge level about the Automatic Radar Plotting Aid (ARPA)?	1.17	0.577	3.55	0.688	+ 2.38
2. Would you be able to teach lessons about ARPA in your classes?	1.67	0.985	2.91	1.044	+ 1.24
3. How would you rate your knowledge level about the Electronic Chart Display and Information System (ECDIS)?	1.17	0.577	3.36	0.505	+ 2.19
4. Would you be able to teach lessons about ECDIS in your classes?	1.83	1.030	2.91	1.136	+ 1.08
5. How would you rate your knowledge level about the main infrastructures and vehicles of maritime ports?	2.36	1.207	4.00	0.894	+ 1.64
6. Would you be able to teach lessons about the main infrastructures and vehicles of maritime ports?	2.64	1.027	3.55	0.820	+ 0.91

Evaluation results – TM evaluation (TM1) – CO

“Know the systems used on ships, know the difference between the presented systems, know the purpose of the systems.”

“Knowledge of the port terminals, vehicles, and inbound and outbound port processes.”

“An introduction into intermodality and intermodal transport units.”

“Participants learned about intermodal terminals, activities at the arrival and departure of trains at the terminal.”

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 – TM evaluation (TM1) – S/Te

Indicator	Students		Teachers	
	Mean	Std. dev.	Mean	Std. dev.
1. The expectations that I had for TM1 were met.	4.29	0.611	4.20	0.789
2. I found the teaching methods used in TM1 effective.	4.29	0.469	3.50	1.080
3. The time dedicated to each topic in TM1 was adequate.	4.07	0.616	3.80	0.632
4. The facilities (laboratories, computers, classrooms etc.) were appropriate for TM1.	4.00	0.816	4.46	0.519
5. I could easily understand the English used by the trainer of TM1.	4.43	0.514	3.90	0.738
6. The trainer of TM1 welcomed questions and answered them appropriately.	4.43	0.646	4.10	0.738
7. The professional terminology of TM1 was clearly presented.	4.29	0.469	4.00	0.667
8. I could easily understand the presented topics during TM1.	4.21	0.426	4.00	0.667
9. The trainer knew the subject well.	4.71	0.469	4.30	0.823
10. The trainer gave clear explanation on each topic.	4.62	0.506	4.10	0.738
11. The speed of the trainer was adequate.	4.43	0.514	3.90	0.568

Evaluation results – Teaching methodology

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

Indicator	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	mean 2 – mean 1
1. I would like to use more often interactive methods (e.g. discussions, group and team work, etc.) for learning.	3.79	0.917	4.50	0.590	+ 0.71
2. I learn better with interactive methods (e.g. discussions, group and team work, etc.).	3.50	0.962	4.37	.576	+ 0.87
3. I would like to use more often smart games for learning.	3.86	0.848	4.38	0.711	+ 0.52
4. I learn better with smart games.	3.71	0.713	4.21	0.833	+ 0.50

Evaluation results – Teaching methodology – Te

Indicator	Pre-test mean (mean 1)	Std. dev.	Post-test mean (mean 2)	Std. dev.	mean 2 – mean 1
3. How would you rate your competence level on using interactive methods during your lessons (e.g. discussions, group and team work, etc.)?	3.67	0.707	4.00	0.471	+ 0.33
4. Would you be able to use interactive methods during your lessons (e.g. discussions, group and team work, etc.)?	3.56	1.014	4.18	0.405	+ 0.62
5. How would you rate your competence level on using smart games during your lessons?	2.89	1.054	4.00	0.447	+ 1.11
6. Would you be able to use smart games during your lessons?	2.78	1.202	3.82	0.751	+ 1.04

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:

- teaching methodology education
- flipped learning
- twinning of subject and English teachers