



STEAMigPOWER

**STEAM approaches at higher education for mIGrants, refugees and
asylum seekers' emPOWERment**

2022-1-PT01-KA220-HED-000088221

A7: Evaluation and improvement of the courses- UniPG

WP4: STEAMigPOWER VLE Platform

November 30th 2025



Universidade do Minho



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'A DOĞU TEKNİK ÜNİVERSİTESİ
İDLE EAST TECHNICAL UNIVERSITY





PROJECT INFORMATION

Acronym	STEAMigPOWER
Project Title	STEAM approaches at higher education for mIGrants, refugees and asylum seekers' emPOWERment
Agreement Number	2022-1-PT01-KA220-HED-000088221
Start Date	1 December 2022
Duration	36 months

DELIVERABLE INFORMATION

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Deliverable Title	Evaluation and improvement of the courses - UniPG
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WP Number and Title	WP4: STEAMigPOWER VLE Platform
Activity Number and Title	A7: Evaluation and improvement of the courses - UniPG
Author and Organization	Marzio Rosi & Maria Noelia Faginas Lago University of Perugia, Italy
Dissemination Type	Report

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INTRODUCTION

The specific objectives of the work package reflect the general objectives and expected outcomes of the project. In more detail, the proposed work package develops the STEAMigPOWER Virtual Learning Environment (VLE) that contains the training and assessment material developed in WP2 and in WP3, making it applicable and accessible for all interested parties, even beyond the target groups. It contains also a Virtual Community space to support community interactions among learners and instructors. The overall objective is the dissemination of the results reported in the platform worldwide and particularly within the EU family, in order to guarantee the sustainability of the project as well as to further enhance the project's results. The availability and accessibility of the platform by the broader society will extend the project's results beyond its lifetime and will allow future development either from the same Consortium or for further research and innovation within the EU, by other organisations with similar expertise, to allow further developments. The intended action would be to overcome the waste of talent and human potential of the proposed target group. There are going to be different phases with respect to the establishment of the platform, which are listed below:

- Development of the STEAMigPOWER Online Platform through the assessment of strategies and methodologies of STEAM in Europe and evaluation of initiatives/courses directed to refugees and asylum seekers in Europe, with a focus on women and minors (WP3-A3). The platform will be developed in a user-friendly manner in order for the target groups to be able to access it easily. Additionally, the partners will develop the platform to be child-friendly in order to be used also by the youths (15-18) and to be able to access it without restraints;
- Information will be gathered on the platform;
- Broad dissemination of the platform through the Consortium's strong networks in order to reach people who need it.

REPORT

STEAMigPOWER A7: Evaluation and improvement of the courses-

Introduction

This report presents the results of the Partners Survey – Course Evaluation by Partner Institution (attached like annexes), conducted within the framework of **Work Package 4 (WP4 – STEAMigPOWER VLE Platform)**. The survey forms part of the project’s internal Quality Assurance (QA), monitoring, and evaluation procedures in line with Erasmus+ requirements. Its purpose is to assess the quality, relevance, accessibility, and technical performance of the online courses delivered through the STEAMigPOWER Virtual Learning Environment (VLE).

The partner survey was designed, agreed upon, and validated by all project partners as a WP4 quality monitoring instrument. It was administered to partner representatives who tested the online courses hosted on the VLE. The survey collected both quantitative and qualitative feedback across the following QA aspects:

- Course content and alignment with project objectives;
- Pedagogical design, inclusiveness, and accessibility;
- Assessment methods and learners engagement;
- Technical functionality and usability of the VLE;
- Overall satisfaction and recommendations for improvement.



Two rounds of partner evaluation were carried out: an initial evaluation of the uploaded courses and a subsequent evaluation of updated courses, allowing WP4 partners to monitor improvements and corrective actions.

Course Content and Relevance

Partners reported a very high level of alignment between course content and the defined learning objectives, as well as strong relevance to the overall goals of the STEAMigPOWER project. The content was considered accurate, up-to-date, and

generally appropriate for the target groups (migrants, refugees, and asylum seekers). In the first evaluation round, some partners noted that certain modules were occasionally too advanced, suggesting clearer differentiation between basic, intermediate, and advanced levels. These issues were largely addressed in the updated versions of the courses.

Overall, the structure of the courses (modules, lessons, and activities) was evaluated as clear and easy to follow. Partners positively assessed the inclusive approach adopted in most courses, including the use of multimedia elements and accessible language. In the initial evaluation, recommendations focused on:

- Increasing interactivity through additional quizzes and reflections;
- Reducing overly dense slides;
- Ensuring accessibility improvements (font size, subtitles, clarity of visuals).

The second evaluation round showed significant improvements, with partners confirming full compliance with inclusiveness and accessibility requirements.

Assessment methods (quizzes, exercises, self-evaluation activities) were considered appropriate overall. However, during the first evaluation phase, partners highlighted the need for more interactive and automatically assessed quizzes adapted specifically to online learning, as some materials had originally been designed for face-to-face delivery. These recommendations directly informed WP4 corrective actions, resulting in improved assessment design in the updated courses.



The VLE was evaluated as stable, reliable, and user-friendly. Most partners reported no significant technical issues. Minor issues identified in the first round—such as low audio levels, non-functioning links, or confusion caused by external video platforms—were documented and addressed during the course updates. The updated courses received very positive technical evaluations, confirming the effectiveness of WP4 technical improvements.

Overall Satisfaction

Overall satisfaction with the online courses was rated as good to excellent by partners. The updated courses achieved full positive ratings across all main QA dimensions, indicating a high level of maturity and readiness of the WP4 outputs.

Based on partner feedback, WP4 partners implemented several corrective and enhancement measures, including:

- Adaptation of content specifically for online delivery;
- Integration of additional interactive quizzes and assessments;
- Improvements in accessibility and usability;
- Technical corrections to audio, links, and navigation;
- Clarification of target levels and learning pathways.

These actions demonstrate the effective use of partners feedback within WP4 to support continuous quality improvement.

Conclusions

The Partner Survey – Course Evaluation by Partner Institution constitutes a key WP4 Quality Assurance and monitoring instrument. The results confirm that the STEAMigPOWER online courses and VLE meet Erasmus+ quality standards and project objectives. The two-step evaluation process evidences clear improvement between the initial and updated course versions, validating the effectiveness of WP4 monitoring mechanisms and the partners' collaborative approach to quality enhancement. The outcomes support the readiness, sustainability, and scalability of the WP4 online learning outputs.



List of the annexes:

Annex 1: Partner Survey – Course Evaluation by Partner Institution

Annex 2: Updated Courses - Partner Survey – Course Evaluation by Partner Institution

Annex 3: Answers and comments to Annex 1

Annex 4: Answers and comments to Annex 2

Annex 5: Report of evaluation by partners for each online course

Annex 6: Updated Final Report Evaluation surveys



Questions Responses 26 Settings

Partner Survey – Course Evaluation by Partner Institution

Form description



General Information: *

Institution

Short answer text



Name of evaluator:

Short answer text

Date *

Month, day, year



Course/module tested

Short answer text



UPDATED COURSES- Partner Survey – Course Evaluation by Partner Institution

* Indicates required question

1. **General Information:** *

Institution

2. **Name of evaluator:** *

3. **Date** *

Example: January 7, 2019

4. **Course/module tested** *

5. **Course Content**

*

1. Do you believe that this course properly addresses the defined objectives?

Mark only one oval.

yes

Partially

No

6. If you have answered "No" in the last question, please elaborate

7. 2. Is the course content relevant and aligned with the project's goals? *

Mark only one oval.

- Very relevant
- Somewhat relevant
- Not relevant

8. 3. Is the content accurate, up-to-date, and appropriate for the target audience (migrants, refugees, asylum seekers)? *

Mark only one oval.

- Yes
- Partially
- No

9. **Pedagogical Design & Accessibility:** *

4. Is the structure (modules, lessons, activities) clear and easy to follow?

Mark only one oval.

- very clear
- Clear
- Confusing

10. If you have answered "Confusing" in the last question, please elaborate

11. 5. Are the learning materials inclusive (language level, multimedia, etc.)? *

Mark only one oval.

Yes

Partially

No

12. If you have answered "Partially/no" in the last question; please elaborate

13. 6. Are the learning materials accessible (language level, multimedia, etc.)? *

Mark only one oval.

Yes

Partially

No

14. If you have answered "Partially/no" in the last question, please elaborate.

15. 7. Are the assessment methods appropriate (quizzes, exercises, reflections)? *

Mark only one oval.

Yes

Partially

No

16. If you have answered "Partially/no" in the last question, please elaborate.

17. **Technical Functionality** *

8. Was the platform stable and user-friendly?

Mark only one oval.

Very easy

Acceptable

Difficult to use

18. 9. Any technical issues encountered? *

19. **Overall Evaluation & Recommendations** *

10. Overall satisfaction with the course:

Mark only one oval.

Excellent

Good

Poor

Fair

20. 11. Suggestions for improvement (content, design, accessibility, technology):

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Google Forms

Partner Survey – Course Evaluation by Partner Institution

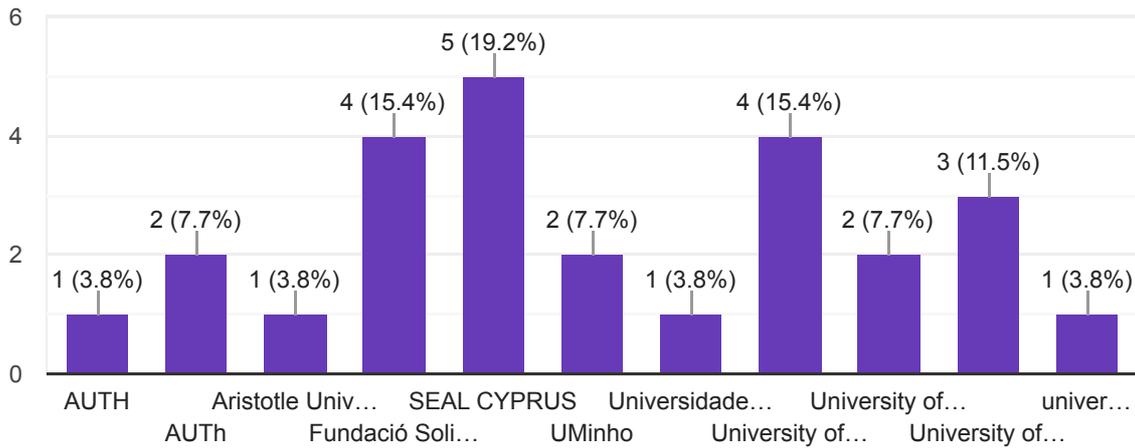
26 responses



General Information:

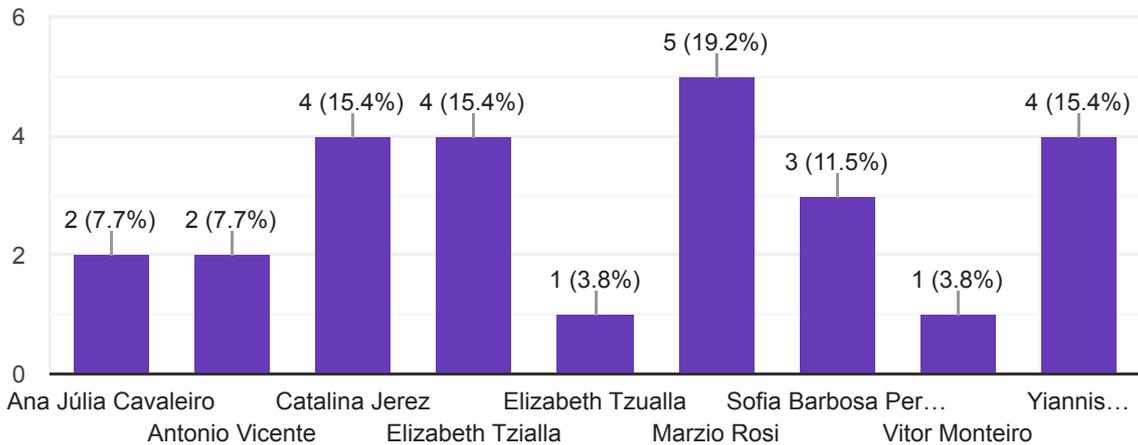
Institution

26 responses



Name of evaluator:

26 responses



Date

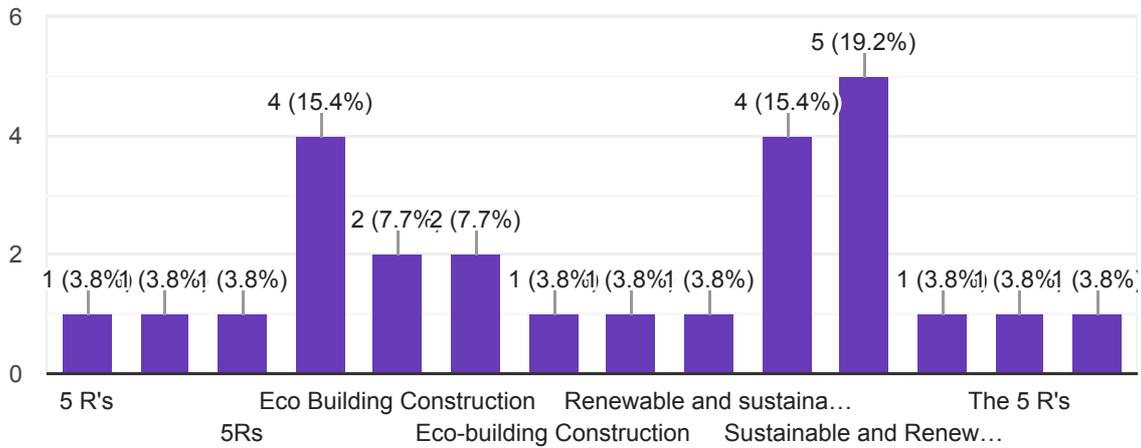
26 responses

Oct 2022	13											
Oct 2025	8	5	9	11	2	14	3	15	17	20	27	4
Nov 2025	5	2	7	20	24	26	2					



Course/module tested

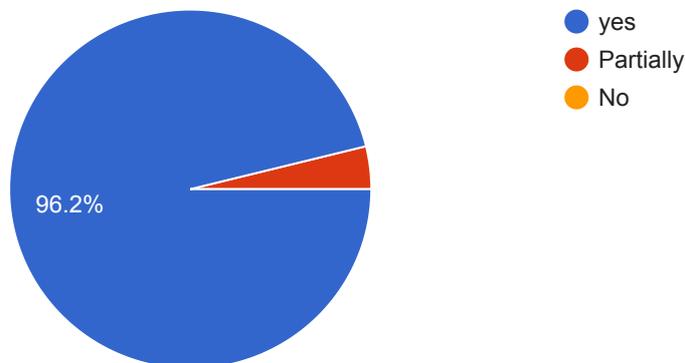
26 responses



Course Content

1. Do you believe that this course properly addresses the defined objectives?

26 responses



If you have answered "No" in the last question, please elaborate

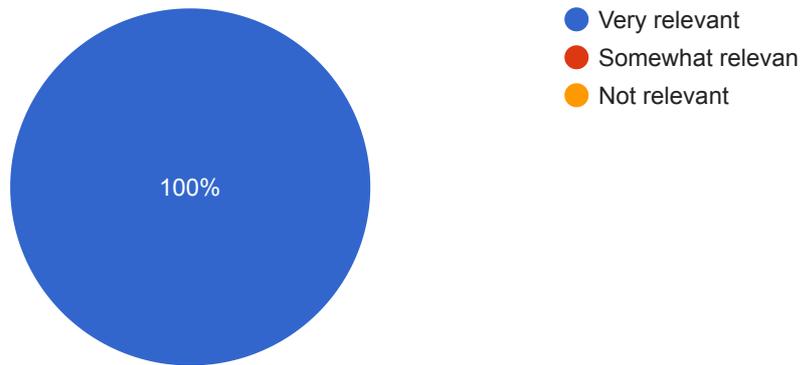
1 response

The target group was secondary students and adults who wanted to enter in Higher Education. However, at this stage, let's keep the target of this group as defined (13 yo). However, we should proceed with identifying the several courses as basic, intermediate or advanced. This one should be basic.



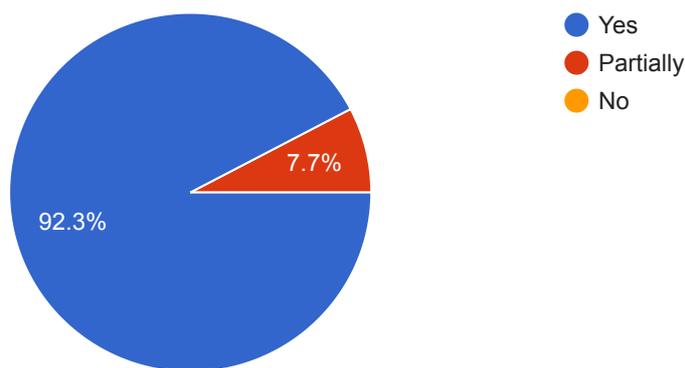
2. Is the course content relevant and aligned with the project's goals?

26 responses



3. Is the content accurate, up-to-date, and appropriate for the target audience (migrants, refugees, asylum seekers)?

26 responses

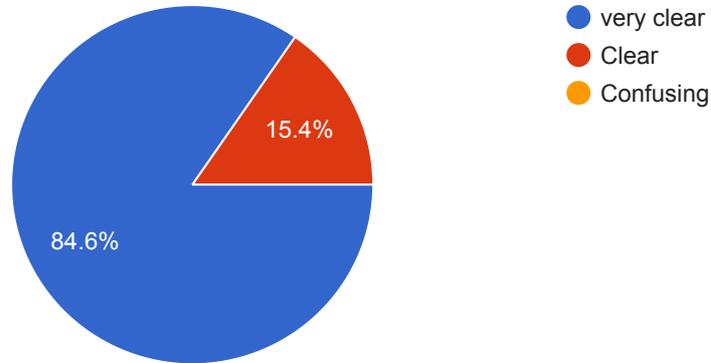




Pedagogical Design & Accessibility:

4. Is the structure (modules, lessons, activities) clear and easy to follow?

26 responses



If you have answered "Confusing" in the last question, please elaborate

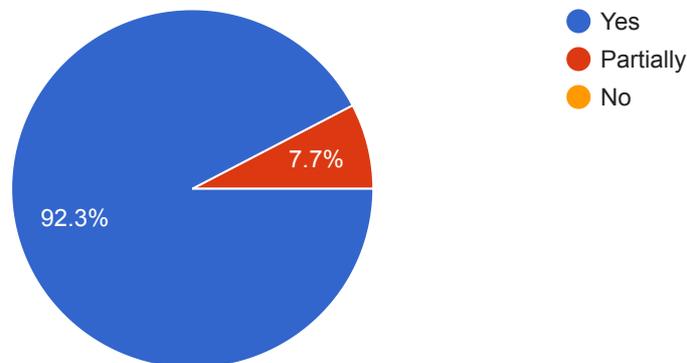
0 responses

No responses yet for this question.



5. Are the learning materials inclusive (language level, multimedia, etc.)?

26 responses



If you have answered "Partially/no" in the last question; please elaborate

2 responses

Additional resources should be included, as this is an online interactive course (voice over; more quizzes during the modules; ...).

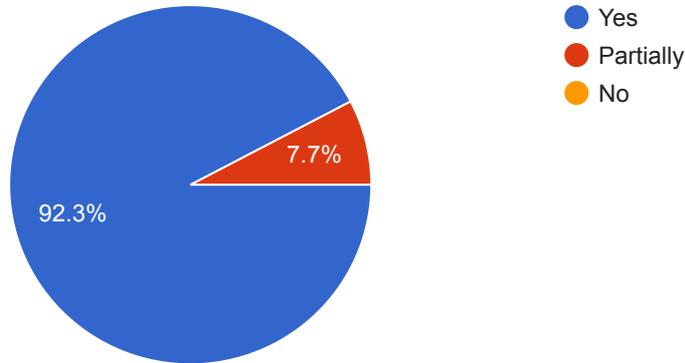
The material reported in the Eco-building Construction Course sometimes is at an advanced level: for instance in the LCA 3rd phase there is a table quite complex and difficult to understand by young pupils





6. Are the learning materials accessible (language level, multimedia, etc.)?

26 responses



If you have answered "Partially/no" in the last question, please elaborate.

3 responses

Sometimes the font sizes are too small; in Module 3 the links to the videos are not always correct; in Module 3 in slides 13 and 14 there is a vertical line which should be removed

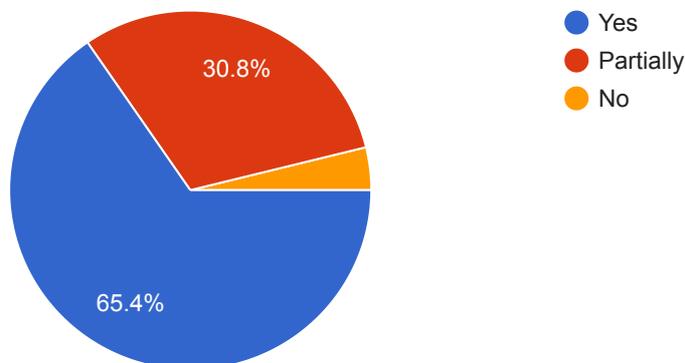
The course allow for automatical subtitles in all languages, which I believe is a good approach.

Sometimes the level is too advanced



7. Are the assessment methods appropriate (quizzes, exercises, reflections)?

26 responses



If you have answered "Partially/no" in the last question, please elaborate.

9 responses

In Module 2.2 the quiz does not seem to work properly: you try to answer but your answer is not considered.

In Module 5 the self-evaluation seems to be mainly an evaluation of the course

1) One additional quizz should be included to allow students evaluation automatically by the platform.

2) The videos include material to be uploaded (SEAL should provide this material to be downloaded... as the course was uploaded as a video and not a PPTX, the links included in the PPTX with the documents to download are not available).

The main problem here is the fact that the course has been prepared for actual, live, classes/lectures. For that purpose it is very well done. However, for on-line purposes it is not at all adapted: the exercises cannot be performed on-line, the answers are given directly on the slides, etc., so the feedback is given directly without giving the opportunity to the students to think, answer, and see if their answer was correct or not.

More quizzes and reflections would be suitable.

The methods are appropriate, but I believe that the images for Activity 2 were not included in the evaluation file. Additionally, in Activity 4. Drag and drop into text there are two words that can be included in both empty slots (Justice and Inclusion or Inclusion and Justice - please take this in consideration while creating the quizz in the VLE to ensure that the order of the words will not affect a correct/wrong answer). Activity 7 cannot be evaluated. However, I believe it is a good exercise anyway.

It is not completely clear how the students should self-evaluate

More quizzes should be introduced in my opinion:

Module 3 "Explain": more small quizzes after theoretical slides would be appropriate to turn the course more dynamic and interactive and also to guarantee that students are following the theory.

Module 2/slide 9: it should be transformed in na interactive quizz.

Module "Energy Savers Project at Home"/slide 9: transform it into interactive quizz

The online version of the course would benefit from the establishment of an online tool to evaluate the students' answers to questions regarding the contents of the course.

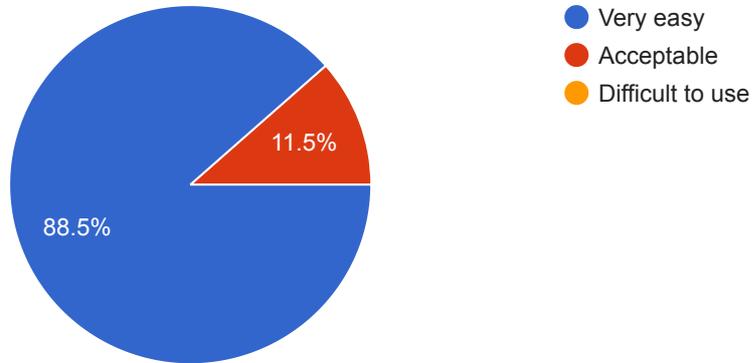




Technical Functionality

8. Was the platform stable and user-friendly?

26 responses



9. Any technical issues encountered?

26 responses

No

no issues

None

no

Sometimes the volume of the videos is very low and difficult to understand

No, the course functioned very well

The platform seems to be reliable

At the end of Introduction and Module sections it appears a youtube page; this is confusing since the students could think that this is still part of the course, while it is only a commercial advertisement. Sometimes the font sizes are too small

The links to the films mentioned in Module 1 were not accessible directly.

No problems

Links to Youtube open in the same tab and the student gets out of the VLE/course. Youtube links are not working (they go to youtube main page).

I think that we should not upload a simple PDF but rather make it as a presentation, where students go from slide to slide instead a only unique page. For moment of evaluation (quizzes) they should be able to proceed only after answering.

No it worded perfectly

No issues occurred

No particular problems

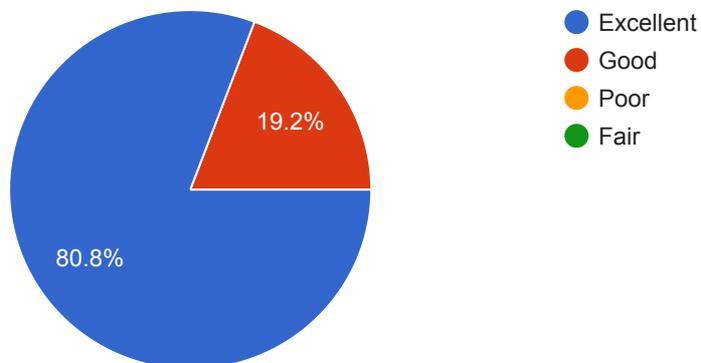




Overall Evaluation & Recommendations

10. Overall satisfaction with the course:

26 responses



11. Suggestions for improvement (content, design, accessibility, technology):

12 responses

A test for the evaluation of the student should be enclosed in order to provide a certification to the student

In Module 2 at least a video should be added; in Module 4 a short video showing how to build the house could be useful

1) One additional quizz should be included to allow students evaluation automatically by the platform.

2) The videos include material to be uploaded (SEAL should provide this material to be downloaded... as the course was uploaded as a video and not a PPTX, the links included in the PPTX with the documents to download are not available).

Unfortunately, the online experience is really poorer than the in-person one. Nevertheless, it is a good adaptation.

Besides the already mentioned adaptation of the format to an on-line utilization, the contents will need to be classified as "Basic knowledge" in order to be clear which is the target audience foreseen for it. Equally, the course would benefit from a more interactive approach in each slide, to engage the students after the parts where a lot of information is given in one slide (of course this would not be needed in presence, because the tutor could do that, but when it is online it will be necessary).

The adaptation of the course to an online format of course causes decrease of interaction but is weel suited.

The name of the UN secretary-general is António Guterres (in the slides it is written in Spanish not Portuguese..) - please correct. There are several links in the modules to external websites (e.g. YouTube) which cannot be accessed directly in the VLE videos. We should ensure that they are clicable in text or some other way to allow participants to check the information - FSUB should identify all the links and provide this information to SEAL, so that it is included in the format of text below the videos.

Check the evaluation exercises

The pedagogical approach considering the defined target group is very good. However, the course should be interactive and addapted to online, as discussed during the meetings. A simple PPTX does not correspond to what was expected. More interactive quizzes can be easily introduced to overcome this problem. A voice over could also enrich the course.

Other corrections needed:

1) Engage -> slide 5 "Module" instead of "Modul"

"• What is the main energy source on Earth" interrogation point missing

Slide 10: correct "Kamkwambahave..."

Slide 12: "• What is the main energy source on Earth" interrogation point missing



2) Module 2

Slide 5, 6, 8 – Deniz is sometimes a boy others a girl

Slide 7 – instead of students being asked to write the problem statement (which no one can guarantee they will do) it would be better to introduce a small quiz about the problem.

Students can proceed to the next slide only after answering the quiz

Slide 12: it should be transformed in an interactive quiz

Module “Investigation of Insulation Materials”

Slide 6 – correct sentence “The Problem: Why Deniz’s grandparents’ house is very hot in summer and very cold in winter”

Module 3 “Explain”: more small quizzes after theoretical slides would be appropriate to turn the course more dynamic and interactive and also to guarantee that students are following the theory

Module “Energy Savers Project at Home”:

Slide 8 correct “Cartoon sheets”

slide 9 – transform it into interactive quiz

Progress bar (%) of the course is not working

Final evaluation (which will allow the student to get the certificate is not uploaded)

Some information could be made more up-to-date (e.g., data on wastes production per capita, ...); some examples from other countries (not only Italy) could be introduced

1. Some slides could be less dense, so more slides but simpler ones would improve the frustration a student could experience once they see a really dense slide. 2. Youtube videos should be checked frequently to see if they are online. Other than that, everything was perfect.

The presence of the teacher in the slides distracts attention from the contents

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UPDATED COURSES- Partner Survey – Course Evaluation by Partner Institution

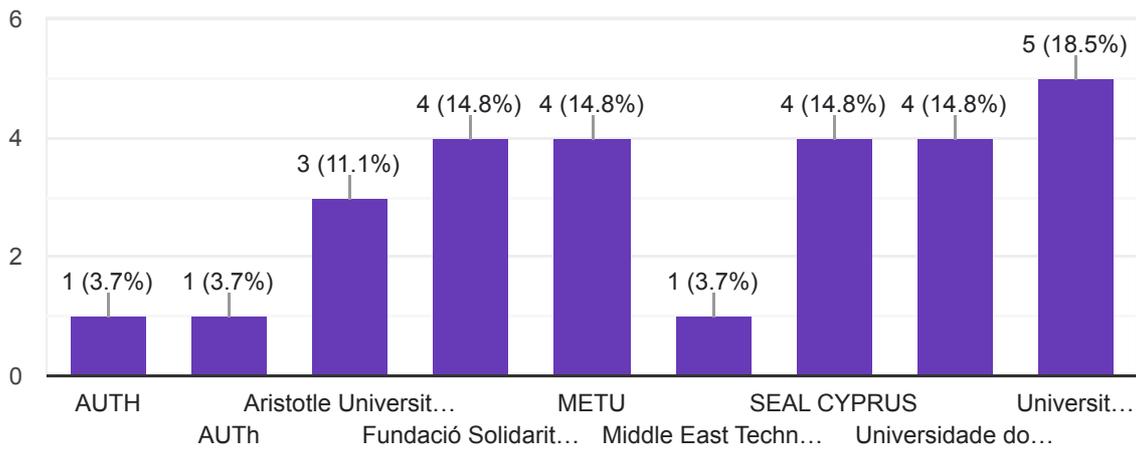
27 responses



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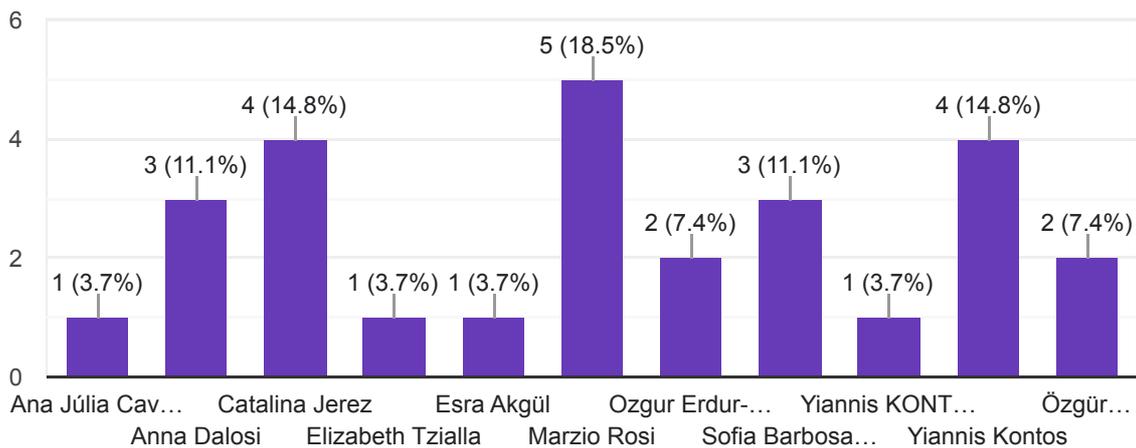
Institution

27 responses



Name of evaluator:

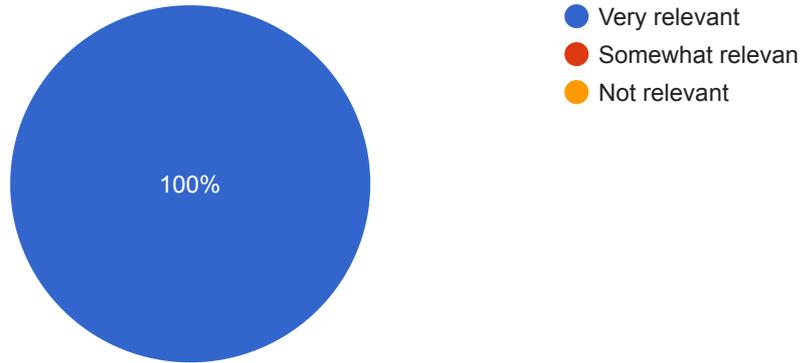
27 responses





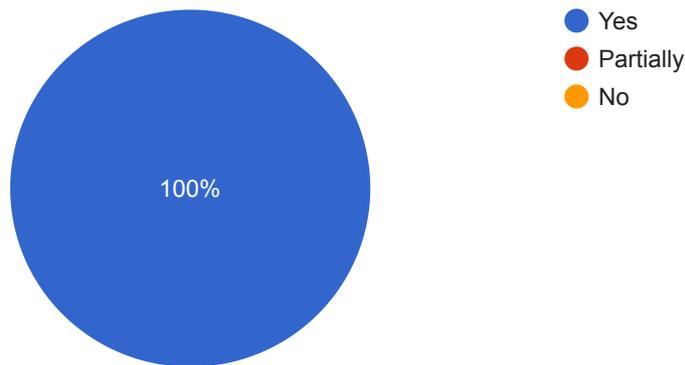
2. Is the course content relevant and aligned with the project's goals?

27 responses



3. Is the content accurate, up-to-date, and appropriate for the target audience (migrants, refugees, asylum seekers)?

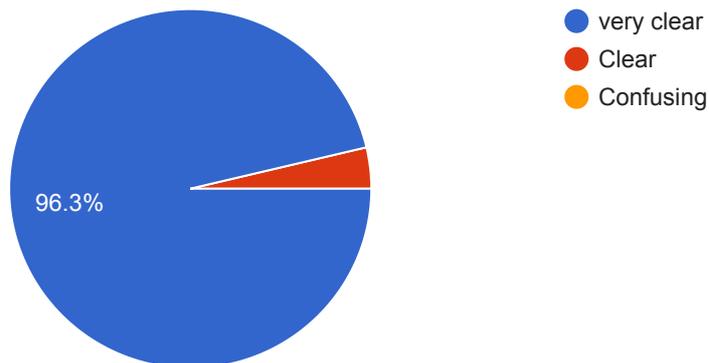
27 responses



Pedagogical Design & Accessibility:

4. Is the structure (modules, lessons, activities) clear and easy to follow?

27 responses



If you have answered "Confusing" in the last question, please elaborate

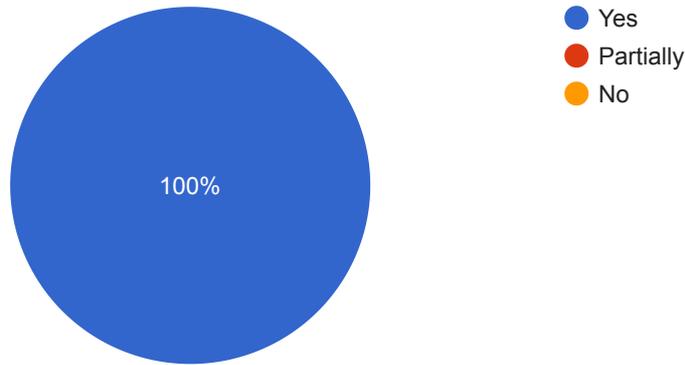
0 responses

No responses yet for this question.



5. Are the learning materials inclusive (language level, multimedia, etc.)?

27 responses



If you have answered "Partially/no" in the last question; please elaborate

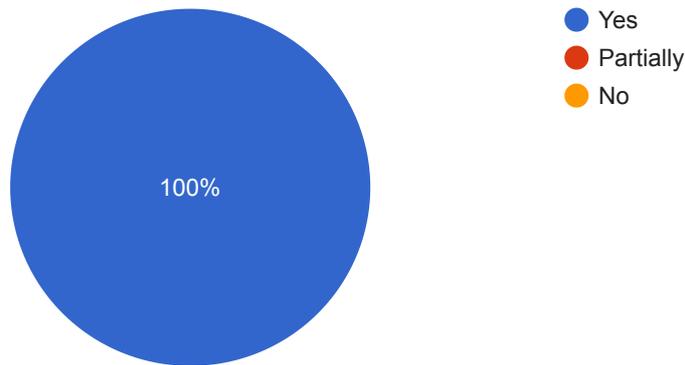
0 responses

No responses yet for this question.



6. Are the learning materials accessible (language level, multimedia, etc.)?

27 responses



If you have answered "Partially/no" in the last question, please elaborate.

0 responses

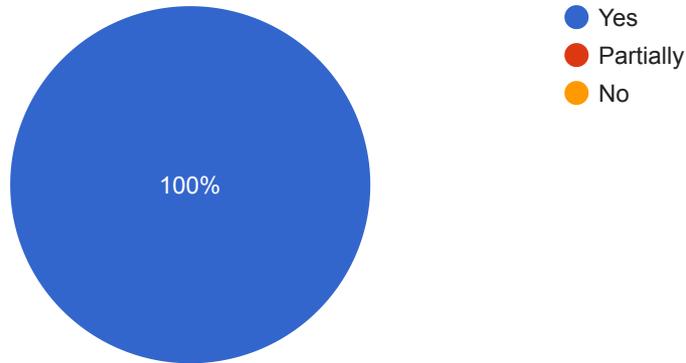
No responses yet for this question.





7. Are the assessment methods appropriate (quizzes, exercises, reflections)?

27 responses



If you have answered "Partially/no" in the last question, please elaborate.

0 responses

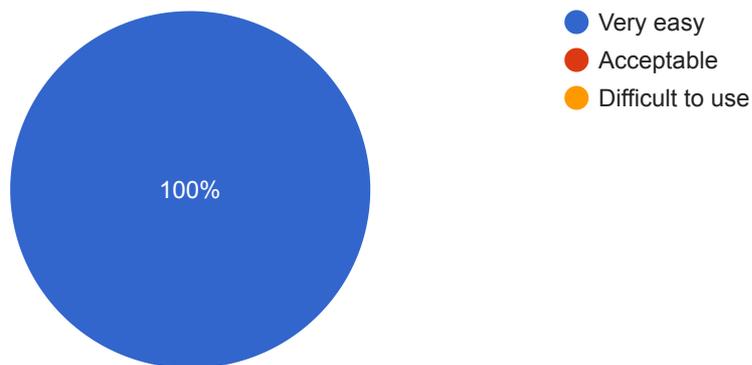
No responses yet for this question.



Technical Functionality

8. Was the platform stable and user-friendly?

27 responses



9. Any technical issues encountered?

27 responses

No

None

No issues.

Audio is too low

Sometimes the audio was not perfect

Everything works properly

No.

No issues

no issues

Everything works.

Não

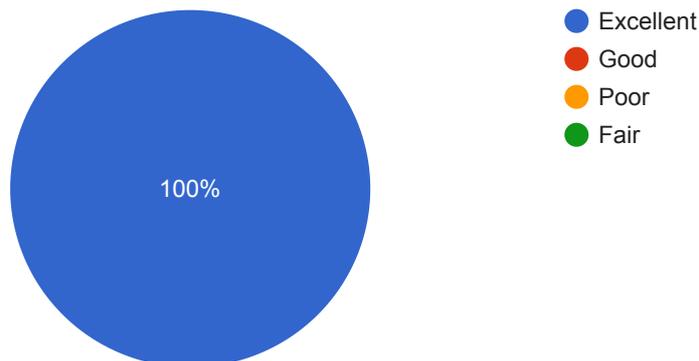
The audio is too low. In module 2.3 both the link and the QR code do not seem to work properly. In module 3 there are only 6 pdf files; maybe a video would be more appealing.



Overall Evaluation & Recommendations

10. Overall satisfaction with the course:

27 responses



11. Suggestions for improvement (content, design, accessibility, technology):

0 responses

No responses yet for this question.

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Climate Change

7. Are the assessment methods appropriate (quizzes, exercises, reflections)?

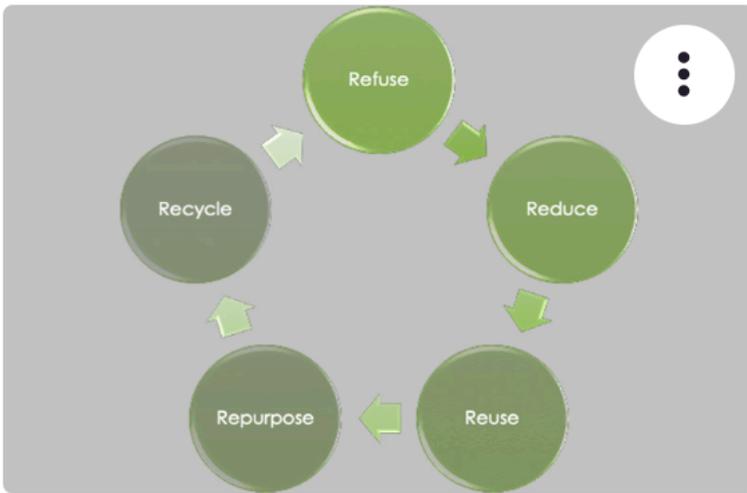
In Module 2.2 the quiz does not seem to work properly: you try to answer but your answer is not considered.

9. Any technical issues encountered?

Sometimes the volume of the videos is very low and difficult to understand

Suggestions:

A test for the evaluation of the student should be enclosed in order to provide a certification to the student



The 5 R's

9. Any technical issues encountered?

At the end of Introduction and Module sections it appears a youtube page; this is confusing since the students could think that this is still part of the course, while it is only a commercial advertisement. Sometimes the font sizes are too small

Suggestions:

Some information could be made more up-to-date (e.g., data on wastes production per capita, ...); some examples from other countries (not only Italy) could be introduced



Sustainable and Renewable Energy

1. Do you believe that this course properly addresses the defined objectives?

The target group was secondary students and adults who wanted to enter in Higher Education. However, at this stage, let's keep the target of this group as defined (13 yo). However, we should proceed with identifying the several courses as basic, intermediate or advanced. This one should be basic.

5. Are the learning materials inclusive (language level, multimedia, etc.)?

Additional resources should be included, as this is an online interactive course (voice over; more quizzes during the modules; ...).

=====

Sometimes the font sizes are too small; in Module 3 the links to the videos are not always correct; in Module 3 in slides 13 and 14 there is a vertical line which should be removed

7. Are the assessment methods appropriate (quizzes, exercises, reflections)?

The main problem here is the fact that the course has been prepared for actual, live, classes/lectures. For that purpose it is very well done. However, for on-line purposes it is not at all adapted: the exercises cannot be performed on-line, the answers are given directly on the slides, etc., so the feedback is given directly without giving the opportunity to the students to think, answer, and see if their answer was correct or not.

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More quizzes should be introduced in my opinion:

Module 3 "Explain": more small quizzes after theoretical slides would be appropriate to turn the course more dynamic and interactive and also to guarantee that students are following the theory.

Module 2/slide 9: it should be transformed into an interactive quiz.

Module "Energy Savers Project at Home"/slide 9: transform it into an interactive quiz

=====

In Module 5 the self-evaluation seems to be mainly an evaluation of the course

9. Any technical issues encountered?

Links to Youtube open in the same tab and the student gets out of the VLE/course. Youtube links are not working (they go to youtube main page).

I think that we should not upload a simple PDF but rather make it as a presentation, where students go from slide to slide instead a only unique page. For moment of evaluation (quizzes) they should be able to proceed only after answering.

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The platform seems to be reliable

Suggestions:

Some slides could be less dense, so more slides but simpler ones would improve the frustration a student could experience once they see a really dense slide. 2. Youtube videos should be checked frequently to see if they are online. Other than that, everything was perfect.

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Besides the already mentioned adaptation of the format to an on-line utilization, the contents will need to be classified as "Basic knowledge" in order to be clear which is the target audience foreseen for it. Equally, the course would benefit from a more interactive approach in each slide, to engage the students after the parts where a lot of information is given in one slide (of course this would not be needed in presence, because the tutor could do that, but when it is online it will be necessary).

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The pedagogical approach considering the defined target group is very good. However, the course should be interactive and adapted to online, as discussed during the meetings. A simple PPTX does not correspond to what was expected. More interactive quizzes can be easily introduced to overcome this problem. A voice over could also enrich the course.

Other corrections needed:

1) Engage -> slide 5 “Module” instead of “Modul”

“• What is the main energy source on Earth” interrogation point missing

Slide 10: correct “Kamkwambahave...”

Slide 12: “• What is the main energy source on Earth” interrogation point missing

2) Module 2

Slide 5, 6, 8 – Deniz is sometimes a boy others a girl

Slide 7 – instead of students being asked to write the problem statement (which no one can guarantee they will do) it would be better to introduce a small quiz about the problem. Students can proceed to the next slide only after answering the quiz

Slide 12: it should be transformed into an interactive quiz

Module “Investigation of Insulation Materials“

Slide 6 – correct sentence “The Problem: Why Deniz’s grandparents’ house is very hot in summer and very cold in winter

Module 3 “Explain”: more small quizzes after theoretical slides would be appropriate to turn the course more dynamic and interactive and also to guarantee that students are following the theory

Module “Energy Savers Project at Home”:

Slide 8 correct “Cartoon sheets”

slide 9 – transform it into interactive quiz

Progress bar (%) of the course is not working

Final evaluation (which will allow the student to get the certificate is not uploaded)

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In Module 2 at least a video should be added; in Module 4 a short video showing how to build the house could be useful



Eco Building Construction

5. Are the learning materials inclusive (language level, multimedia, etc.)?

The material reported in the Eco-building Construction Course sometimes is at an advanced level: for instance in the LCA 3rd phase there is a table quite complex and difficult to understand by young pupils

6. Are the learning materials accessible (language level, multimedia, etc.)?

Sometimes the level is too advanced

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The course allow for automatical subtitles in all languages, which I believe is a good approach.

7. Are the assessment methods appropriate (quizzes, exercises, reflections)?

The online version of the course would benefit from the establishment of an online tool to evaluate the students' answers to questions regarding the contents of the course.

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- 1) One additional quizz should be included to allow students evaluation automatically by the platform.
- 2) The videos include material to be uploaded (SEAL should provide this material to be downloaded... as the course was uploaded as a video and not a PPTX, the links included in the PPTX with the documents to download are not available).

Suggestions:

The presence of the teacher in the slides distracts attention from the contents

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- 1) One additional quizz should be included to allow students evaluation automatically by the platform.
- 2) The videos include material to be uploaded (SEAL should provide this material to be downloaded... as the course was uploaded as a video and not a PPTX, the links included in the PPTX with the documents to download are not available).

Link to FIRST survey :

https://docs.google.com/forms/d/e/1FAIpQLScFufBG0msBMDI3ZFnOYXXCnf4bwRb9D1Hq_81YRNmA7CgRLA/viewform?usp=sharing&oid=112235404759969944675

Link to UPDATED (courses) survey:

https://docs.google.com/forms/d/e/1FAIpQLSf99vav0vEYq_E_qjwEgQ4Vezrm2tXq2Zn6T2ymi_jp8lOmkg/viewform?usp=sharing&oid=112235404759969944675

COURSES	5R's		Eco building construction		Climate Change		Sustainable Development		Sustainable and Renewable Energy	
	FIRST survey	UPDATED survey	FIRST survey	UPDATED survey	FIRST survey	UPDATED survey	FIRST survey (drive folder)	UPDATED survey	FIRST survey	UPDATED survey
UMINHO	x	x	x x	x	x	x	x		x x	x
UNIPG	x	x	x	x	x	x	x		x	x
METU		x		x x?		x				x
SEAL	x	x	x	x	x	x	x		x	x
AUTH	x	x	x	x			x	x	x	x
FSUB	x	x	x	x	x	x			x	x

- * It is not completely clear how the students should self-evaluate
- * sugg. Check the evaluation exercises
- * The methods are appropriate, but I believe that the images for Activity 2 were not included in the evaluation file. Additionally, in Activity 4. Drag and drop into text there are two words that can be included in both empty slots (Justice and Inclusion or Inclusion and Justice - please take this in consideration while creating the quiz in the VLE to ensure that the order of the words will not affect a correct/wrong answer). Activity 7 cannot be evaluated. However, I believe it is a good exercise anyway.
- * SUGG: The name of the UN secretary-general is António Guterres (in the slides it is written in Spanish not Portuguese..) - please correct. There are several links in the modules to external websites (e.g. YouTube) which cannot be accessed directly in the VLE videos. We should ensure that they are clickable in text or some other way to allow participants to check the information -

FSUB should identify all the links and provide this information to SEAL, so that it is included in the format of text below the videos.