LET'S PLAY VET

O2: Report on Users' Feedback

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Summary

1. Introduction

During the project two platforms have been developed and this report only takes into consideration the testing developed in the second version which was introduced by Badgecraft in September 2019 in place of a previous platform developed in Wordpress.

The platform has been tested by both students, teachers and youth workers from Associazione Cnos Fap, Salesianos Pamplona, Szmalk and Uniser.

In total, 29 playlists have been created and 321 persons have signed in the platform. This document aims to summarize the results of the feedback collected throughout the testing that started since September 2019 lasting until November 2020. The below reported information is based on the technical assistance documents and the evaluation forms developed by Badgecraft.

Testing was conducted in two stages. Firstly, it was done by VET teachers and Uniser tutors in order to collect feedback on general functionality, pedagogical suitability, identify bugs and enable staff to create and use their own playlist to deliver to students. During the second phase students assessed the platforms and 50 of them participated in a survey.

2. Development and piloting with teachers

Piloting with teachers and tutors was aimed to enable them to autonomously create some playlists and to identify some bugs that could affect the testing with students. The first part of this section lists the most common technical issues encountered and that have been solved. The second part provide an overview of the evaluation made by teachers and tutors.

2.1 Technical issues

Subscription to the platform
- Mail text for account confirmation is unclear.

- Invitation mail does not work.

Login/logout
- It is not possible to log out;

- Once the user has logged out it is not possible to login with another user;

Badge
- When you are creating a badge and there are not clear error messages in case the badge sections do not comply with requirements;

Playlist / Activity features
- The competence to be assigned are too broad and they are not linked with the macro category;

- Each activity cannot be associated with more than one competence which makes this function not fully explanatory;

- I miss the possibility of adding materials (like images, URL) to the activities (tasks) directly. It's not intuitive for users to select a material after they've already scrolled down to activities;

- It is interesting to see the users that joined a task but at the same time is not useful if you cannot contact them.

2.2 Teachers' and tutors' feedbacks

After the piloting, the teachers were asked to provide feedback regarding: the first impression they had about the platform, how they can use the platform with students, what they like about using the platform, the difficulties they encountered during the test.
First impression was generally positive as teachers considered the platform to be attractive and engaging. Some similarities were found with Google classroom and Wizard (layout).

Teachers found the playlist a useful and innovative way to deliver assignments to students, especially for collaborative projects and check periodically the progress. Tutors involved in student mobility would make it compulsory for ongoing students in order to enhance their experience even if it could be hard to them at first.

They appreciate the following aspects:
- The badge systems;
- Classification of the task under different categories;
- Icons that indicates the progress status of the task;
- Search engine;
- Task cards are attractive and useful to see the skill to which they relate;
- The possibility to add images, videos and other material as activity insights

Regarding the difficulties teachers mainly highlighted initial challenges to understand the logic behind the platform, mainly linked the creation of the playlist and the general functioning of the platform infrastructure.

2.3 Students' feedback

When approaching the platform for the first time 60% had a positive impression, 33% could not express a strong opinion and/or sometimes did not understand the purpose, 8% had negative first impressions.

After the testing students mostly highlight the following beneficial aspects of using the platform:
- Learn and practice English;
- Make the school tasks more enjoyable;
- Badge system. It is useful to shift from grades to badge as it will help us on focusing on the task and not on getting good grades;
- Project are better organised and tasks are easier to submit;
- We can find more info, lots of video that makes tasks more catchy;
- There are some interesting tasks not linked to my school;
- All the tasks are available there and can be completed at your own pace;
- Playlists are easily accessible even if you are unable to attend the lessons, and are in a reviewable format which is useful if you want to repeat what you have learned;

What students like about the platform:
- The badge release when the task is approved;
- It looks different then the others platform;
- It is user friendly;
- Tasks are immediately approved by the teachers;
- The possibility to join different playlist and tasks;
- The fact I can access it with my smartphone;

-   The additional material helps to get inspired;
-   The surface is easy to use and transparent;

50% of the users did not encounter any particular issue using the platform since the beginning. 40% declared they had some difficulties when starting to use it. 10% of users could detail the challenges they encountered. During COVID19 outbreak some of them also highlighted that it was confusing to use this platform simultaneously with other platforms and they preferred to focus only in one.

3. Conclusions

Both students, tutors and teachers positively evaluated the platform and could clearly identify some added values such as the nice-looking interface, the catchy approach, badge system, progress monitoring and the possibility to discover a new playlist beside the ones created in their own organisation.

Platform demonstrated to have different functionalities and features that make it user-friendly but some improvements should be made in order to make it more intuitive and integrated with other digital tools, namely the introduction of a notification system and the organisation and storing of the evidence. The process of playlist creation and the badge editing procedure might also be improved as most of the trainers experience some challenges.