

## BRIEF REPORT ON FEEDBACK

The feedback we received on the eLearning platform and Moodle courses was quite insightful and led to several significant improvements. For the eLearning platform, most users found the platform to be user-friendly and appreciated the flexibility it provided for self-paced learning. The content of the courses was generally seen as comprehensive and informative, providing a deep dive into the aspects of culture planning and inclusion. However, some users suggested the inclusion of more interactive elements, such as quizzes or discussion forums, to make the learning process more engaging. (85% found it good or excellent and 92% found the structure of the platform good or excellent).

Feedback on the Moodle courses was also generally positive. The modular structure of the courses was appreciated for its flexibility, allowing users to learn at their own pace and revisit content when needed. The inclusion of multimedia elements such as videos, infographics, and podcasts was well-received, as it catered to various learning styles.

However, some users noted technical issues with accessing certain course materials, suggesting the need for a more robust IT support system. (85% found the information level in the modules very interesting or extremely interesting, while 15% found them somewhat or not so interesting. The same was the feedback about navigating in the platform.)

Additionally, both the eLearning platform and the Moodle courses received suggestions for improvements. Some users noted that while the written content was thorough, it could occasionally be dense and suggested the inclusion of more summarised content or key takeaways at the end of each section. Others suggested more opportunities for real-time interaction, such as scheduled webinars or Q&A sessions, to supplement the online learning experience.

Lastly, feedback highlighted a desire for more case studies and practical examples within the course material to better illustrate the theoretical concepts being taught. Users also suggested more self-assessment tools to track their progress and understand the areas that might need further study. Overall, this feedback was extremely valuable to us. It helped us identify areas for improvement, ensuring our eLearning platform and Moodle courses remained relevant, engaging, and effective in delivering the learning objectives of the project.

Apart from these quantitative feedback, we had a dialogue with participants through the full project implementation period. Some examples of the comments (here from the big international multiplier event in Timisoara in October 2022):

*" Being invited to the Erasmus+ project has been an awesome experience and an open door for ideas and hopes for students such as us, even on our profiles which sometimes, in special in those trying times, tend to be forgotten about, those, of course, being the visual arts and closer departments.*

*I am a student that started my second university, in photography and videography and given this opportunity also seeing that my chances in righting a project that can be financed and also might help me realize a movie or an art exhibition in photography is thrilling and awesome in special that I can do it worldwide with the chance this project is offering me.*

*The teachers that have created this project are doing it with a lot of passion, a lot of curiosity, and search and research in the field, while putting their best effort to found the best and most awesome collective that needs it to create such awesome opportunities for us the students. I have been thrilled to see the possibilities that we can find in this projects the cultural issues that have been found and focused on and that the cheers try to find and help us see where our countries need evolution need a transformation to culturize and educate our generations in the present and the future many more to come. They explained to us the initiative of the project and the steps that took the benefits ( pros and cons) and in the end, we have been separated into 3 groups each one having "an investor" with a question and the other students switching groups after trying to found ideas and answers for this question. At the end of this exercise, we end up with the teachers listening to our answers thru the voices of "the investors" and could see our potential creativity and need and thirst of doing something regarding this educational-cultural problem that we found ourselves living today and they help us to found a place a project where our ideas are welcome helpt and searched for to make an important step and important move in our cultural educational need as an individual social group country continent and planet.*

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*The teachers were very focused on us, we always have been asked to put questions and opinions, and we have been listening to, the atmosphere was friendly and casual serving some snacks having coffee, and open discussions regarding this project, our representative, teacher Mrs. Moldovan Smaranda and Mrs. Daju Cristina found the best way to get us closer to the international teachers that had come, made sure that the atmosfere was awesome and created an opportunity that in my opinion would help and last with us for a good period.*

*Thank you for the opportunities and all the help."*

Babencu Paul student at Faculty of Arts and Design Timisoara

Ioana Olaru, another facilitator student wrote:

*" At the Cultureplan Youth "Getting young people and young adults included and engaged in the Cultural and Creative Sectors" event , we had the chance to learn how to access European Union Fundings and how to plan a project to access them and how to get people interested.*

*The ambiance was very pleasant and friendly. Communication was very clear, and the presentation was nicely done, both verbal and visual. A big part of the friendly atmosphere was the patience of the professors and the brunch. Both of them encouraged the participators to listen and be interested in the subject. The brunch gave the sensation of freedom and relaxation, these two being really important for the mind to be concentrated.*

*Something that I found really interesting was the course that was presented to us and the professors encouraging us to participate in it. The course can be found on the E-learning platform "Cultureplan-youth-elearning.eu". On this platform you can find "Meta Moodle courses" that includes one course, "Middle Moodle courses" that has three courses and finally the "Mini Moodle courses" that contains many courses. The first two courses can be accessed via E-learning account and the third one is free access. Each Moodle course has a small description of what you can find. The Meta Moodle is about Cultural planning and mapping both theoretical and practical. The Middle Moodle is about Situation Description- Statement, Program areas such as inclusion, resources and diversity. The Mini Moodle is about forming a concrete project or action plan. Which includes seven chapters.*

*At the end of the presentation more interactive activity was shown. This activity encouraged the participants to form three groups each of them having a facilitator. Each group had a question and they had to debate the subject. The job of the facilitator was to tell the question to the group and discuss with them the matter after they finished the discussion the group had to switch to another one, the only one that didn't move was the facilitator. The activity was done after the subject was discussed with every single group and then the facilitator presents the answers. At the very end of the activity the facilitator was asked questions by the professors that participated in the project, including the organiser of the event."*

Ioana Olaru, Student second year Painting, Bachelor Degree, Faculty of Arts and Design, WUT

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## Conclusion

Based on the feedback received on the eLearning platform and Moodle courses, it can be concluded that there were many positive aspects, but also some areas for improvement.

### Positive Feedback:

- a. eLearning Platform: Most users found the platform to be user-friendly and appreciated the flexibility it offered for self-paced learning. The comprehensive and informative content of the courses was well-received, providing in-depth insights into culture planning and inclusion.
- b. Moodle Courses: The modular structure of the courses received positive feedback for its flexibility, enabling users to learn at their own pace. The use of multimedia elements such as videos, infographics, and podcasts was also well-appreciated as it catered to different learning styles.

### Areas for Improvement:

- a. eLearning Platform: Some users suggested the inclusion of more interactive elements like quizzes or discussion forums to enhance engagement during the learning process. Additionally, there were recommendations for more summarised content or key takeaways at the end of each section to avoid dense written content.

b. Moodle Courses: While the information level in the modules was generally seen as interesting, a small percentage of users found them somewhat or not so interesting. This indicates a need to further refine the content to ensure it caters to a wider audience. Moreover, technical issues with accessing certain course materials highlighted the need for a more robust IT support system.

c. Both Platforms: Users expressed a desire for more real-time interaction opportunities, such as scheduled webinars or Q&A sessions, to supplement the online learning experience. Additionally, the inclusion of more case studies and practical examples within the course materials was suggested to better illustrate theoretical concepts.

#### Dialogue with Participants:

The feedback from participants during the project implementation period, such as the big international multiplier event in Timisoara, was overwhelmingly positive. Participants expressed enthusiasm and gratitude for the opportunities provided by the Erasmus+ project. They praised the passionate and dedicated teachers behind the project and appreciated the interactive activities and the friendly atmosphere of the event.

In conclusion, the feedback received was valuable in identifying areas of success and improvement for both the eLearning platform and the Moodle courses. The positive aspects of user-friendliness, comprehensive content, and flexibility were well-received, but the feedback also pointed out the need for more interactivity, case studies, technical support, and opportunities for real-time interaction. By addressing these suggestions and continuing to refine the course content, the project can further enhance its effectiveness in delivering cultural and educational objectives to a diverse audience.