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# EVALUATION REPORT ON TESTING ACTIVITY IN IRELAND

# EVALUATION REPORT

**MARIE WALSH**
LIMERICK INSTITUTE OF TECHNOLOGY
LIMERICK, IRELAND
MARIE.WALSH@LIT.IE

## ABSTRACT

*Limerick Institute of Technology (LIT) is a Higher Education Institution in Mid-West Ireland. It participated in the MathE project transnationally with the international partners in Portugal, Romania, Lithuania, and Italy. LIT also involved six associate partners. This report summarizes the evaluations received from a sample of end-users of the project outputs.*

## 1. INTRODUCTION

Limerick Institute of Technology (LIT) [1] assembled a project team that involved five researchers and an educational technologist, as well as the project manager. The researchers are based at the LIT campus in Moylish, Limerick, and lecturing in three different departments: Applied Science, Built Environment and Mechanical Engineering. This meant that the project could be trialled in different mathematics modules. Other lecturers in LIT were introduced to the project portal and some of them registered on the portal and participated in the Community of Practice. The interaction was largely on-line due to the restrictions on physical meetings imposed by local lockdown in the pandemic situation.

### 1.2 ASSOCIATE PARTNERS AND COMMUNITY OF PRACTICE

The associate partners were mainly based in other universities and third level colleges in Ireland as well as colleagues from a previous Comenius project. Six organisations agreed to become associate partners of the project. These included five in Ireland, and one in Czech Republic. By June 2021 there were two institutions, twelve lecturers and sixty-three students from Ireland in the MathE Community of Practice.

## 2. EVALUATION

When the Intellectual outputs of the project were completed the evaluation questionnaire was circulated to the researchers, lecturers, students, and associate partners.

### 2.2 TYPOLOGY OF RESPONDENTS

There were twenty respondents to the evaluation questionnaire: nine lecturers and eleven students, as shown in figure 1. The evaluation questionnaire was disseminated on-line in MS Word format and as an MS Form and returned for analysis and collation.

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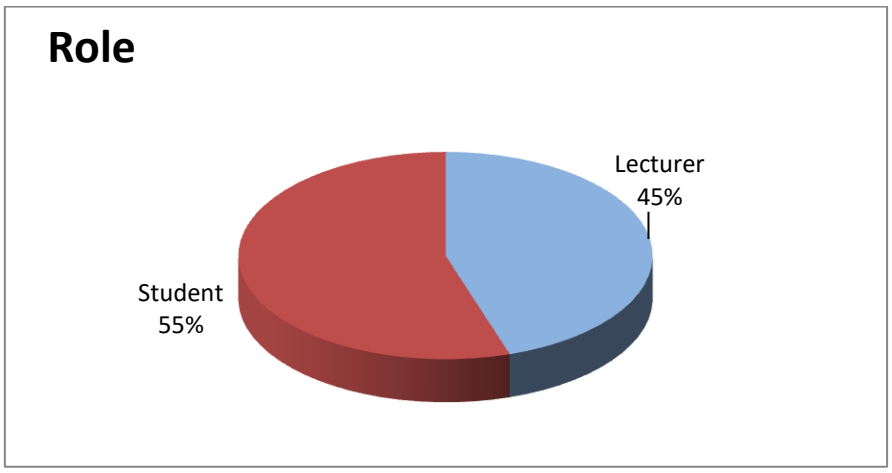


Figure 1: Typology of Respondents to Evaluation

## 2.3 EVALUATION OF STUDENT ASSESSMENT TOOLKIT

The results of the evaluation of the student assessment toolkit are shown in Figure 2. The average score was 7.8 showing that most respondents appreciated the student assessment toolkit. While the average evaluation scores were all very close, the highest scoring attributes were Level of Innovation and Usability. The Appropriateness of Contents score reflected the opinion of some respondents that there were not enough questions at a basic level in some of the topics.

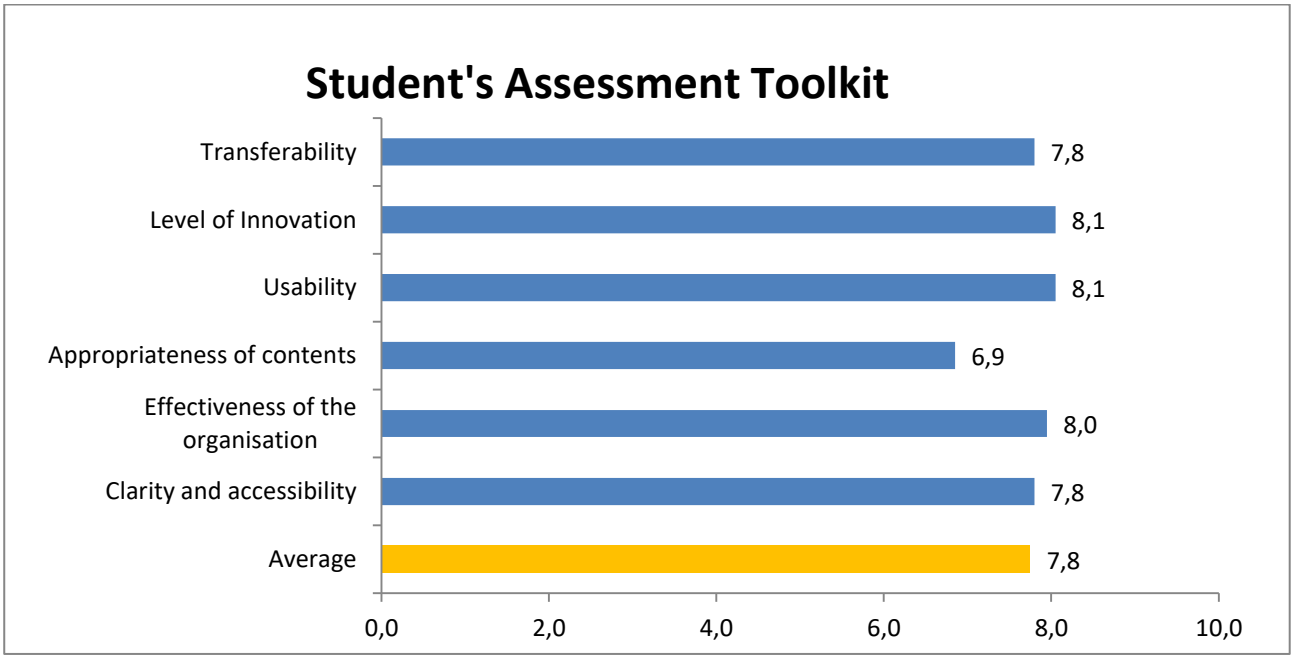


Figure 2. Evaluation of Student Assessment Toolkit

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## 2.4 EVALUATION OF ON LINE MATH LIBRARY

The Online Math Library had a marginally higher average evaluation score of 7.9 as shown in Figure 3. All the average scores were close to each other. The highest score was for clarity and accessibility then usability. The testimonials underpinned the scoring.

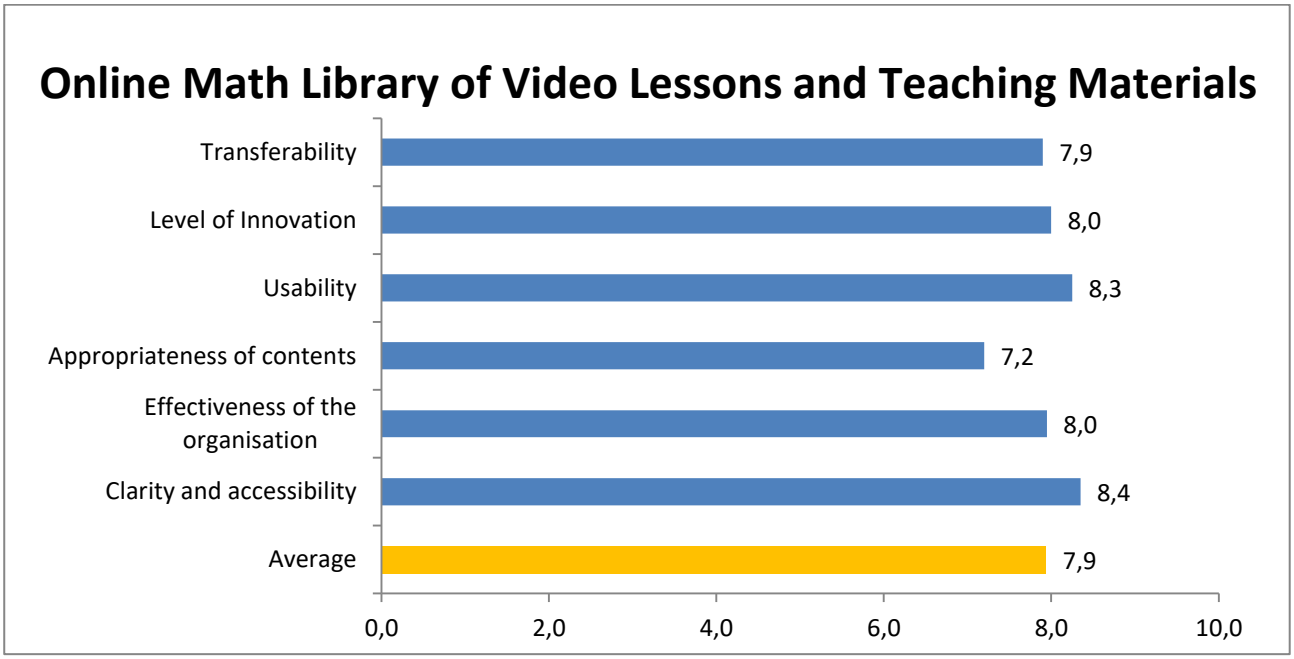


Figure 3. Evaluation of Online Math Library

## 2.4 EVALUATION OF COMMUNITY OF PRACTICE

The Community of Practice had an average evaluation score of 7.3 as shown in Figure 4. All the average scores were close to each other. The highest score was for Appropriateness of Contents. Hopefully, the Community of Practice will develop further.

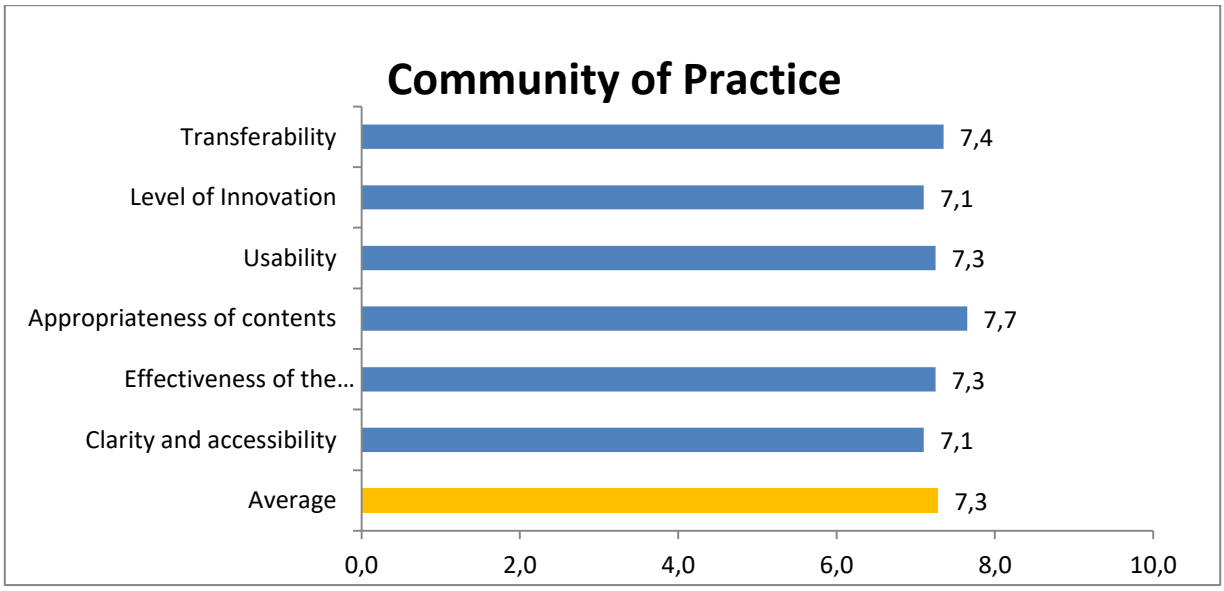


Figure 4. Community of Practice

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## 2. 6 TESTIMONIALS

Many respondents to the evaluation questionnaire included highly positive testimonials in their commentary section. These reflect the high scores given to the different project outputs in the evaluation.

Some of the comments are quoted here:

'Math video library is particularly useful for working with students in class.'

*Rita Scully*

'The students' assessment toolkit is very useful as students can use it for practice.'

*Aisling Lynch*

'The on-line library of maths videos and resources is best for helping undergraduate students.'

*Paddy Walsh*

'The math on line library of videos and teaching resources directs students directs students to videos that help them understand topics they are finding difficult.'

*Siobhan Curtin*

The students also gave positive testimonials:

'The on-line library is great as it can be accessed any time.'

*Ulasi Onyebuchi*

'The portal is pretty nice and practical. Nice and simple layout. Thank you!'

*Martina Nolan*

## 3. CONCLUSION

The overall average scores from the students were marginally higher than those from the lecturers. However, it is obvious that the intellectual outputs from the project are valuable and are likely to continue to be used for some time into the future. The students have spoken of how they like the accessibility of the materials, and the ability to interact with the different components on their mobile devices

## REFERENCES

[1] LIMERICK INSTITUTE OF TECHNOLOGY WWW.LIT.IE

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