



Badegruber & Partner GmbH



Diogene

Evaluation Plan

Version 1.1

Revision History

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Evaluation Plan

1 INTRODUCTION

1.1 AIM OF THE EVALUATION PLAN

The aim of this Evaluation Plan is:

*“a description of the elements to be evaluated, the specification of measurable evaluation criteria and evaluation techniques. It includes, moreover, the exact definition and description of the pilots that are carried out in Workpackage 7.”
(contract: IST-2001-33358)*

1.2 OVERVIEW OF THE REPORT

To realise the aim of the evaluation plan like it is written in the contract, the report is structured as follows:

The *glossary* in the beginning helps to define important evaluation terms. This is supposed to be especially important as partners from different European countries are working together. The next chapter talks about the *importance of evaluation* containing the *requirements* for Diogene of all Diogene's stakeholders. Afterwards, the planned *evaluation methods* and the whole planned *evaluation process* is described.

It's followed by the main part of the report, namely a description of the *evaluation aims*, *its measurement categories*, and *measures*. Afterwards the analysis of the evaluation results is explained and final *consequences* are drawn. The enclosed *annexes* contain four *online questionnaires* for Diogene's stakeholders as well as a *technical checklist*.

2 EVALUATION GLOSSARY

2.1 GENERAL EVALUATION TERMS

- **Evaluator**
An evaluator is a person who is in charge of the planning, realisation and analysis of an evaluation.
- **Test group**
To realise the evaluation of an organisation or a system (in this case Diogene), the system must be tested by a group of people who are using or are going to use the system also after the test phase.
- **Representative group**
In evaluations it is never possible to interview all potential partners involved. Therefore, the test group should contain a representation of each stakeholder with different characteristics (nationality, age, sex, knowledge background,...). The number of the representative group depends on the extent of potential users. It shouldn't be too small in order to enable **representative results**, i.e. results that can give as accurate and general statements as possible
- **Close / open questions**
Close questions give the interviewee a low choice of possible answers – in many

cases he can only decide between “yes” and “no”. The interview process is led by the evaluator.

Open questions give the interviewee a large choice of possible answers. In oral interviews, in a way, he can lead the interview process.

2.2 EVALUATION METHODS

2.2.1 QUANTITATIVE RESEARCH METHODS

In quantitative research methods the test group normally consists of a large group of persons. The main purpose is to deliver representative results.

Some examples for quantitative research methods:

- (online) questionnaires containing (mainly) open questions. The answers for these questions are already been given by the producer of the questionnaire. The task of the test person is to find those answer(s) that best correspond to his opinion
- structured interviews: the interviews are led by an interviewer asking close questions.

2.2.2 QUALITATIVE RESEARCH METHODS

Qualitative research methods are often used to describe the culture of an organisation, system or country. Examples for methods are:

- qualitative interviews (or: in-depth interviews): solely open questions are posed and the interview process is led primarily by the interviewee
- participant observation: a small test group (or only one person) is observed by the evaluator in its everyday environment by participating in the environment of the test group
- Performance recording: primarily used for the observation of the performance of learners or tutors within e-learning environments

2.3 EVALUATION FORMS

2.3.1 FORMATIVE EVALUATION

Formative evaluation encompasses the thousand-and-one jobs connected with providing information to the system provider(s) to get a system running smoothly. It might conclude conducting a needs assessment and it certainly involves some attention to monitoring system implementation and achievement of goals. In order to improve a system, it will be necessary to understand how well a system is moving towards its objectives so that changes can be made in the system's components. The role of the formative evaluator is to look for potential problems. Formative evaluation is time-consuming because it requires to become familiar with multiple aspects of a system and providing system personnel with information and insights to help them improve it. As a result of formative evaluation, revisions are made in the activities, organisation, and other materials of the system (cf Evaluators Handbook).

2.3.2 SUMMATIVE EVALUATION

The goal of a summative evaluation is to collect and to present information needed for summary statements and judgements about a system and its value. The evaluator should try to provide a basis against which to compare the system's accomplishments. The summary

statement contains the strengths and weakness of a certain system at the conclusion of a developmental period.

3 IMPORTANCE OF EVALUATION

The following chapter proves the great importance of a profound evaluation of Diogene, the Training Web Broker for ICT Professionals. The results of the evaluation depends very much on the input, the severity and honesty of the interviewees who provide the data for an evaluation process.

Why is evaluation so important?

3.1 EVALUATION CONTROLS THE QUALITY

Nowadays people demand high quality products. The quality is a vital factor of the long-dated success of organisations and products.

As the various stakeholders of Diogene have different approaches towards the learning and training environment they require a “specific” high quality Diogene. It’s Diogene’s task to satisfy *all* stakeholders with their requirements. In order to check whether the requirements are fulfilled or not, Diogene must be evaluated in its pilot phase and the unfulfilled requirements must be changed.

Linked to the deliverable D1.1, “Diogene – Specifications of the training environment” and general observations and research activities the requirements of the stakeholders are shown below.

3.1.1 REQUIREMENTS OF LEARNERS

- Learners’ progress:
It seems to be evident but nevertheless important to mention that a learner normally will use Diogene in order to acquire new knowledge. Consequently, Diogene must offer sufficient learning sources and competent trainers in order to guarantee that the learners will actually learn by using the sources.
- Course allocation
Diogene must ensure that the learners get assigned to the courses they need to acquire their specific lacking knowledge
- Learning sources: interactive learning software, forum, chat, synchronous online communication tool (virtual room), tutoring
The learners have to be satisfied with each of the learning sources they use
- User interface for learners
The platform must be easy to handle and its components must be as self-explanatory as possible. Moreover, the user manual should describe the components in an understandable, not too technical centred way. It must be considered that the platform will also be used by learners with very low technical vocabulary.
- Platform language
The language of the general platform as well as the user manual must be in the language the learners understand (mainly in their mother tongue)

- Learning session duration
The duration of the course lesson should correspond to the individual needs and not last for more than two hours
- Access to learning material
As learners like to learn at work as well as at home Diogene should have a personal server side environment in order to enable learning at different places
- Assessment
Regular assessments should show the learners their progress.
- Certification
The learners want to certificate their knowledge in an appropriate form.
- Payment mechanism
Although the test learners do not have to pay for the courses and tutoring during the pilot phase the “future learners” will require an *appropriate* fee for each course
- Access rights/possibilities
Learners require individual access to the current work
- Technical requirements
Learners do not always have high speed access to the Internet (eg 56k modem) and therefore require qualified resources that do not imply a high speed access
- Technical support:
Online learners might be confronted with technical problems as technology can never be a 100% error-free medium. Therefore, Diogene should contain a database covering frequently occurring technical problems.
- Curriculum Vitae
Some learners are searching for new vocational challenges. Therefore, they want their CVs published to receive offers from various companies. On the opposite, other learners only want to acquire new knowledge when using Diogene and don't want their CVs to be published. Diogene must meet both requirements by giving the learners a secure choice whether to publish their CV (or certain components of it) or not.

3.1.2 REQUIREMENTS OF TRAINERS

- Learners' progress:
Trainers need a tool to reconstruct and tailor the progress of the learners in order to tutor them in an adequate and personalised way (eg: send them the exercises they really need).
- Learning sources: interactive learning software, forum, chat, synchronous online communication tool (virtual room), tutoring
Trainers require a Diogene that contains various learning sources as the learners they have to tutor (and satisfy) need and use different learning sources regarding to their individual learning styles
- User interface for trainers
The platform and instruments for the trainers must be easy to handle and its components must be as self-explanatory as possible. Moreover, the user manual for trainers should describe the components in an understandable, not too technical centred way. It must be noted that a presence training for the trainers about how using Diogene's tutoring tools is very hard to organise as the trainers are widespread all over Europe.

- Platform language
The language of the general platform as well as the user manual must be in the language the trainers understand (mainly in their mother tongues)
- Access to tutoring materials
As trainers do not like to be limited to a specific tutoring place Diogene should enable to use tutoring tools at various places. Moreover, tutors should have the possibility to receive the e-mails from the learners at their private e-mail address as well. Otherwise, it would be hard to guarantee a quick answering time required by the learners.
- Assessment and certification
As regular assessment and certification is required by the learners this mechanism should be technically assisted.
- Payment mechanism
Although the test trainers will not receive money for the courses they tutor during the pilot phase the “future trainers” will require an *appropriate* fee for each course or each learner they are tutoring
- Technical support
Trainers might be confronted with technical problems of their own as well as of their students’ interface. A database should help them to solve their own problems as well as to give advice to their students.
- Curriculum vitae
As the tutors are offering their tutoring skills for Diogene learners they require an extensive formula to present their special skills to their potential students.

3.1.3 REQUIREMENTS OF COMPANIES

- Learners’ progress:
Companies put great value on its employees’ knowledge progress. They pay for the trainings as they demand for high qualified employees. Consequently, Diogene must offer sufficient learning sources in order to guarantee that the learners will actually learn by using the sources.
- Course allocation
Diogene must ensure that the employees using Diogene get assigned to the courses they need to acquire the specific lacking knowledge the company demands for.
- Learning sources: interactive learning software, forum, synchronous online communication tool (virtual room), tutoring (if possible it should be done by internal staff)
The learning sources must support each employee by acquiring their lacking knowledge
- User interface for learners
The platform must be easy to handle and its components must be as self-explanatory as possible. Moreover, the user manual should describe the components in an understandable, not too technical centred way. The time the employees spend for learning should be as efficient as possible. Little time should be spent on understanding the platform.
- Platform language
The language of the general platform as well as the user manual must be in the language the learners understand (mainly in their mother tongue)

- Learning session duration
The courses should be divided in short sessions – 20-40 minutes for each session.
- Access to learning material
As employees should be encouraged to learn at home as well as at work Diogene should set a kind of bookmarks in order to enable learning at different places
- Assessment
Companies like to be regularly informed about their employees' standard of knowledge by regular assessments.
- Certification
The knowledge of the employees should be certificated in an appropriate form.
- Payment mechanism
Although the test learners do not have to pay for the courses during the pilot phase the companies who are going to pay for the trainings of their staff after the end of the project require an *appropriate* fee for each subscription / period of usage.
- Technical support:
Online learners might be confronted with technical problems as technology can never be a 100% error-free medium. Therefore, Diogene should contain a database covering frequently occurring technical problems.
- Curriculum vitae
Companies might use the CV search engine of Diogene when searching for qualified staff. Therefore, the search engine should be easy to handle and should contain key characteristics of potential future employees. Furthermore, the CV database should give a view of the ICT market.

3.1.4 REQUIREMENTS OF CONTENT PROVIDERS

- Course compilation structure
Diogene must ensure that the content produced by its providers is embedded into the Diogene platform in a way that it perfectly corresponds to the demands of the learners.
- Learning sources
Each content provider provides an adapted content. Which learning resource(s) support(s) the content in the best way depends on how the content is structured and on how the content corresponds to the individual learning styles of the learners. Generally speaking, various learning sources should be supported/enabled by Diogene.
- Interface for content providers
The platform of the content providers and its components must be easy to handle and as self-explanatory as possible. Moreover, the user manual for the content providers should exactly describe the way of implementing the content.
- Platform language
The language of the general platform as well as the user manual for the content providers must be in the language the content provider understands (mainly in his/her mother tongue)
- Assessment
Content providers will already include assessment into the content production. They require some tools to adapt assessment to Diogene requirements
- Certification
The provision of a requested certification (a general Diogene formula) should be included within Diogene.

- Payment mechanism
Although the content providers won't receive money from the test learners during the pilot phase the content providers will require an *appropriate* fee for each subscription / period of usage after the end of the project.
- Technical support:
Content providers might be confronted with technical problems when implementing the content as technology can never be a 100% error-free medium. Therefore, a competent technical contact person of Diogene is required also after the end of the project.

3.2 EVALUATION PROVES THE “ADDED VALUE”

Whereas the evaluation of prototypes (often formative evaluation method) is aimed at improving the prototype, the evaluation of completed systems is aimed at demonstrating the characteristic (strengths and weaknesses) of a system and comparing it to similar systems provided that they actually exist.

Diogene is a Training Web Broker for ICT Professionals. On the one hand it is going to offer learners the possibility to find exactly those courses and tutors needed to acquire their lacking knowledge. On the other hand trainers get the possibility to offer their skills to learners. Furthermore, Diogene is a learning platform with much content (provided by content providers) offering synchronous and asynchronous communication tools. An integrated CV search engine finally enables human resource managers searching for qualified personnel to find qualified employees.

Market investigations resulted that Diogene with all the tools mentioned above is quite unique on the market that it is hard to compare it to another system. Parts of the system do already exist but the combination of all opportunities that Diogene offers is unable to find. As “Diogene as a whole” cannot be compared to an existing system, parts of Diogene will be compared to a study of the Austrian government evaluating various e-learning platforms.

4 EVALUATION METHODS

There are, in fact, many methods for evaluating a certain programme, system or organisation. Each of the methods has advantages as well as disadvantages and each of them is more or less suitable for certain evaluation aims.

As we are going to concentrate on quantitative forms of evaluation we primarily will use close questions. In this connection it's important to mention the three quality criteria that quantitative evaluation methods should fulfil:

1. objectivity: the criterion of objectivity is fulfilled if an evaluation method is limited to choices of fixed alternatives and if all subjective factors are reduced to a minimum
2. reliability: the reliability measures the extent to which an evaluation method yields the same results on repeated trials
3. validity: the criterion of validity indicates whether an evaluation method actually measures what it should measure – if a result is valid.

Amongst the variety of various evaluation methods we've chosen those who best picture the characteristics of Diogene.

4.1 STRUCTURED QUESTIONNAIRE

Structured questionnaires have the great advantage that a huge number of people can be consulted and the costs of the realisation and analysis are low, especially by using close questions. Furthermore, it's easy to draw comparisons and generalisations and the criteria of objectivity and reliability can approximately be fulfilled. The disadvantage of this method primarily lies in the fact that the interviewees are obligated to answer the given questions with the already given answers – the criterion of validity need not be assured. Using this method the researcher who is going to evaluate the system must already know the system quite well. His huge effort is to formulate the right questions and choices of answers.

In the case of the evaluation of Diogene it is intended to use an online questionnaire as via the Internet it is quite easy to disseminate the questionnaire amongst the European-wide-spread test group and to collect its results.

The close questions that will be used are composed of two types:

- Yes/no
This type of question forces the interviewee to decide between two choices. In cases where it does make sense the evaluator additionally gives the possibility to justify ones decision with the simple open question “why” and no proposed answer. So the interviewee can add his own answer.
- Grades (1-4):
In this type of question the interviewee is forced to decide between four response choices. (In case of deciding between four grades of satisfaction, he has to decide between: highly satisfied, satisfied, nearly satisfied, not satisfied) An even number (in this case 4) was chosen consciously as researches have proved that people often tend to decide for the medial number of uneven ones (i.e. 2 of 3 or 3 of 5) when they're not decisive.

4.2 SEMI-STRUCTURED INTERVIEWS

During semi-structured interviews the interviewer has already prepared the questions or at least the topics of the questions he is going to ask all interviewees. The process of the interview is defined by the interviewee as well as by the interviewer who is not fixed to a determinate definition of the questions. Due to a certain standardisation of the questions a relatively great number of people can be interviewed and the results can be analysed with relatively low effort (compared to qualitative interviews composed of open questions). The realisation of the interviews is easy to handle. The answers can be compared. Consequently, generalisations can be drawn. The criteria of objectivity and reliability can be adhered during the creation of the questions, the collecting of data, data analysis and interpretation of results whereas it must not be neglected that this method tends to reveal the position of the interviewer – the criterion of validity can be challenged. Semi-structured interviews are much more time and cost intensive than online questionnaires are.

In case of Diogene we plan to do face to face interviews as well as online interviews using an online communication tool called Interwise. For the interviews B&P will provide a list of questions; the interviews will be conducted by the individual partners.

4.3 “THINK-ALOUD SESSION”

The "think-aloud" technique is a kind of participant observation. It involves at least one participant in thinking aloud to explain what he or she is doing at each stage of performing the tasks, and why, to at least one evaluator. This provides qualitative information about the participant's cognitive processes, explanations of how he or she is navigating the test material, and reasons for difficulties.

The evaluator can observe the participant's behaviour at the time of the task, which adds another source of data. The scenarios will be provided by B&P; the partners will be responsible for the fulfilment and recording of them.

4.4 PERFORMANCE RECORDING

The evaluation method of performance recording is often used for the evaluation of computer-aided learning. All actions that has been carried out by each single user of a platform or programme are automatically recorded. The received entire and differentiated data enables the researcher to observe the performance of the users. Such resulting user protocols give information about seen screen pages, learning paths, dwell times, accomplished interactions, used tools (eg: search functions) and so on.

In case of Diogene the performance of the learners and trainers can be observed by interpreting the protocols to the available extent which depends on the tracking concept the system follows.

4.5 DOCUMENT ANALYSIS

The evaluation method of document analysis concerns an analysis of written documents and statistics drawn by the sum of all performance recordings.

In case of Diogene interesting statistics can be drawn resulting from the user protocols of all users. The statistics can be analysed afterwards and special characteristics of Diogene can be shown.

5 EVALUATION PROCESS OF DIOGENE

The evaluation process of Diogene will be divided into two pilots using the two different forms of evaluation methods described in chapter 4:

- Formative evaluation
- Summative evaluation

5.1 FORMATIVE EVALUATION

The formative evaluation will initiate during the first pilot phase, when the prototype of Diogene is ready and was already used by at least 75 real learners and 13 real trainers coming primarily from Spain, France, Bulgarian and Greece. The period will last from August 2003 till the end of October 2003. Its main purpose is to test whether the requirements mentioned in paragraphs 3.1.1 - 3.1.4 are completely fulfilled or not. For the evaluation process the requirements are transformed into measurable evaluation aims. To enable the finding out of missing or incorrect weak elements the evaluation aims are split into measurement categories and single measures.

As evaluation methods we are going to use:

- Semi-structured interviews with a representative group of the test group containing about 20 learners and 5 trainers.
- An online questionnaire sent to all 75 learners and 13 trainers who are taking part in the experimentation phase
- “think-aloud session” with a representative group of the test group containing about 10 learners and 2 trainers
- Performance Recording of the representative group
- Document analysis

Subsequently, the elaborated weaknesses of the platform are sent to the responsible people (mainly the technical provider, and perhaps the content providers) whose task it to create a new Diogene without weaknesses.

5.2 SUMMATIVE EVALUATION

The summative evaluation will start after Diogene is renewed, i.e. after all proposed changes arisen during the formative evaluation phase have been implemented. The period is planned to initiate in December 2003 and to last till March 2004 – the end of the project time.

As evaluation methods we are going to use:

- An online questionnaire sent to at least 165 learners and 21 trainers
- Interviews on occasion. They will be held if further detailed information on evaluation is required.
- Performance Recording of an representative group of about 20 learners and 5 tutors
- Document analysis

The main purpose of the summative evaluation is to prove the added value of Diogene in terms of its user-friendliness, learning efficiency, flexibility in space and time and cost effectiveness. For this reason parts of the Web broker system will be compared to an Austrian study done by the government comparing various learning platforms.

6 EVALUATION AIMS, MEASUREMENT CATEGORIES, MEASURES

In order to check the compliance of the requirements of the various stakeholders (see chapter 3), Diogene will be evaluated on the basis of the beneath mentioned evaluation aims. In order to measure whether the aims are achieved by the system or not the aims are divided into measurement categories containing various concrete measures.

6.1 LEARN EFFECTS

It must be evaluated whether the learners actually acquire new knowledge by using Diogene. This fact can be checked by:

- Self assessment of the learners
- External assessment done by the tutors by marking tests, case studies,...
- Investigation of concrete course repetitions and/or drop outs

The assessments must judge the knowledge before and after the course by assessing the grade of deepened knowledge after the conclusion of the course. Furthermore, the learn effect can

be measured by the reason and the amount of (partial) course repetitions and/or drop out rates that can be observed by the performance recording and the “think-aloud” session.

As acquiring and deepening knowledge in a certain area is the main reason for doing courses, this evaluation criterion is one of the most important ones. In case of bad results within “learn effects” (ie: the observed knowledge accession is nearly zero and all courses must be repeated several times) the prototype must be changed accordingly.

6.2 ALLOCATION / BROKERING

One great strength of Diogene is its huge database that chooses exactly those courses or learning sessions that a learner needs in order to solve a certain problem or enrich his knowledge within a certain subject area. To fulfil this task, qualification profiles of the individual learners have to be identified and be matched to the existing course program. This functionality can be checked by asking the learners whether they have actually been proposed a certain learning path and have finally learned what they were supposed to in order to acquire the lacking knowledge. Furthermore, the learners will be asked whether they are satisfied with their qualification profiles and/or their CV.

Diogene is a Web Broker for ICT Professionals. It must be assessed whether the required brokering between learners and tutors actually takes place and whether the two sides are satisfied with its results.

As “course allocation” is an outstanding tool of Diogene and belongs to the required “added value” all interviewees should be satisfied with it (average of weighting: at least 2)

6.3 QUALITY OF COMMUNICATION AND TUTORING

6.3.1 QUALITY OF TEACHING SUPPORT

The learners must assess the quality of teaching by giving a certain grade (1-4) to the various tutoring tools (synchronous and asynchronous ones) they actually used. Additionally, the document analysis can give information about how often the learners made use of the various tutoring tools.

6.3.2 QUALITY OF LEARNER RESPONSES

The quality of the tutoring not only depends on the tutors but also on the learners. Therefore, the trainers must evaluate the frequency and quality of the responses they get from their learners by giving a certain grade (1-4).

6.3.3 QUALITY OF LEARNER/LEARNER INTERACTION

Apart from the possibility of communicating with a trainer Diogene enables communication amongst learners. It should be evaluated whether this tool is actually used and whether it is ranked efficient or not.

6.3.4 QUALITY OF TUTOR/CONTENT PROVIDER INTERACTION

The tutors who are tutoring the learners with the aid of the content produced by the content provider will get to know the content very well. To improve certain parts of the content it might be helpful to interact with each other. The evaluation should show whether and how often this kind of interaction takes place and how useful it is regarded by each of them.

6.4 CUSTOMISATION

6.4.1 GRAPHIC USER INTERFACE

The users should be satisfied with the performance of the platform. A graphic user interface helps Diogene to be as self-explanatory as possible.

6.4.2 USER MANUAL

The user manual is an important tool to get familiar with Diogene. It must be evaluated whether it is understandable (good structure, low technical lingo, “short and sweet”) and in the mother tongue of its user. Moreover, the user manual should enable its users to properly use all components of Diogene.

6.5 LEARNERS’ ENVIRONMENT

6.5.1 ACCESS TO COURSE MATERIALS

Learners require short waiting times when using the various tools of Diogene, especially when using the offered course materials. It must be evaluated whether learners have access to the required resources on demand.

6.5.2 COMMON SPACE

The common space within Diogene offers the possibility to pose common statements, questions or opinions. During the evaluation phases its existence and efficiency will be evaluated.

6.5.3 CUSTOMISATION

It is the task of the evaluators to check whether Diogene is customisable or not. The customisation includes characteristics like:

- learners can make private annotations in the course material
- learners can set bookmarks
- “common software” is needed for courses and other learning tools
- existence of calendar tools – might be quite useful for learners doing different courses (course times shouldn’t overlap)
- the assistance (within Diogene) in the definition of learning objectives
- automatically supported feedback on the learners’ progress

The evaluation can be realised by a technical check done by the evaluators as well as by asking the users of Diogene about the existence of the tools and their satisfaction provided that they make use of them.

6.6 CONTENT PROVIDERS’ ENVIRONMENT

Content providers put the content they produce on the system and will have to make updates as general changes in the described content or refinements must be realised. To evaluate whether the content providers are satisfied with Diogene following criteria must be measured:

- Difficulty or easiness to adapt the course materials: If it is very complicated to adapt the content produced many content providers will not be willing to put content on the platform anymore.

- Nowadays and also for the future the compliance with common standards for knowledge and student modelling must be guaranteed, and Web technology compatibility of Diogene is required.
- To avoid emerging problems the interface with Diogene must be defined clearly
- To keep Diogene up-to-date the content offered by its providers should also fulfil this criterion. Therefore, it should be easy for the content providers to do changes on the existing material.

6.7 TUTORS' ENVIRONMENT AND PEDAGOGICAL TOOLS

Diogene offers skilled trainers with deep know how in certain ICT topics the possibility to offer their skills to others all over Europe who like to learn about a certain topic. The satisfaction by the tutors with the system is therefore also very important. Tutors seem to be motivated to use various tutoring tools. The functionality and efficiency of the beneath mentioned tools should be evaluated by using four different grades:

- Diogene enables teamworking: Tutors should be able to easily set up group of learners and also group of tutors discussing about a certain topic. Teamworking should not imply a special software that only few learners or tutors possess.
- The various synchronous and asynchronous tools offered by the system are going to be assessed regarding to their quality.
- In order to assess the standard of knowledge and the progress of the learners the production of various quizzing features should be supported by the Diogene, like multiple choice questions, image map questions, list matching questions, short answer test (depending on the content that is tutored). Using four different grades the easiness of the production will be assessed.
- As learners and companies who are using Diogene for internal training demand for certifications, the production of these certifications should be supported by Diogene. The customised level of support will be evaluated.

6.8 HUMAN RESOURCE MANAGEMENT

The curriculum vitae search engine should assist human resource managers searching for qualified staff. Moreover, it should show general trends in the ICT labour market. To ensure a high qualified CV search engine, it will be evaluated:

- Whether the search engine is structured accordingly and is easy to handle
- Whether the info received from potential staff is significant and useful

6.9 ADMINISTRATION TOOLS

For each stakeholder it is important that the administration is as customised as possible. During the evaluation phase important details regarding administration are:

- Registration: If evaluation results show that stakeholders feel it very easy to register Diogene they will be very motivated to use it. Otherwise, if it seemed to be complicated stakeholders would already be frustrated during the first minutes they get in touch with Diogene.
- Accounting tools: Stakeholders must be convinced of the security of the accounting tools (in fact, they have to be as secure as possible). Moreover, the accounting system must be structured logically and easy to handle.

6.10 COST EFFECTIVENESS

The courses one can attend using Diogene are told to be cost effective. Whether this is actually true must be evaluated. During the two evaluation periods it will be hard to evaluate this important fact as nobody has to pay for the courses nor will earn money for his tutoring and content providing. Nevertheless, the cost factor will be evaluated by asking the learners and companies how much they would be ready to pay for the attended courses on the one hand, and on the other hand, how much the content providers, tutors and those doing the system updates expect for the work they've done. The results will be compared to:

1. the costs that have already been set up at the end of the project and
2. similar presence and online courses.

6.11 CONCLUSION

The following table gives an overview of the evaluation aims and which measures and values are used to assess the aims. As some measures are more important than others are they will be ranked according to their importance ("1" means highly important, "2" important, "3" nearly important). Slight changes might be done after Diogene actually exists.

Evaluation aim	Measurement category	Measures	Values	Ranking
Learn effect of learners	Self assessment by learner	Deepened knowledge	Grades (1-4)	
		Redundancy of content	Grades (1-4)	
		Unintentional knowledge repetition	Grades (1-4)	
	External assessment by trainer	Deepened knowledge	Grades (1-4)	
	Course fluctuation	Adequacy of system quality for course repetition	Grades (1-4)	
		Tendency to drop out for system reasons	Grades (1-4)	
Allocation/broker ing (course, tutor)	Allocation of courses	Learners actually got results	Y/N	
		Satisfaction	Grades (1-4)	
		Chosen courses reflect the lack of knowledge	Grades (1-4)	
	Allocation of tutors	Learners actually got results	Y/N	
		Satisfaction with tutors	Grades (1-4)	
	Standards compliance	Common standard (student modelling) support	Y/N	
Communication	Quality of	Frequency	Grades (1-4)	

Evaluation aim	Measurement category	Measures	Values	Ranking
and tutoring	learner/tutor interaction			
		Efficiency	Grades (1-4)	
	Quality of teaching	Learners assess technical tutoring support	Grades (1-4)	
		Learners assess didactical tutoring support	Grades (1-4)	
	Quality of learner responses to teachers' tutoring	Quality of learner responses	Grades (1-4)	
	Quality of student/student interaction	Frequency	Grades (1-4)	
		Efficiency	Grades (1-4)	
	Quality of tutor/content provider interaction	Frequency	Grades (1-4)	
		Efficiency	Grades (1-4)	
Customisation	Graphic user interface	Satisfaction	Grades (1-4)	
		Self-explanatory	Grades (1-4)	
	User Manual	In mother tongue	Y/N	
		Understandable	Grades (1-4)	
		Useful	Grades (1-4)	
Learners' environment	Access to course materials	Quickness	Grades (1-4)	
		Requires special software	Y/N	
	Common space	Is included	Y/N	
		Efficiency	Grades (1-4)	
	Customisation	Learner can make private annotations	Y/N	
		Learner can set bookmarks	Y/N	
		Calendar tool	Y/N	
		Special software for contents was needed	Y/N	
		Assistance in the definition of learning objectives	Y/N	
	Feedback	Feedback on progress	Y/N	
		Sufficiency of received feedback	Grades (1-4)	

Evaluation aim	Measurement category	Measures	Values	Ranking	
Technical equipment	Software requirements client	Standard Web Browser support	Y/N		
		Standard operating system support	Y/N		
		Run time errors	Y/N		
	Hardware requirements client	“standard requirements”	Y/N		
		Software requirements server	Operating system compatibility with Diogene requirements	Y/N	
	Hardware requirements server	Run time errors	Y/N		
		Hardware requirements exceed standard equipment	Y/N		
		Difficulties occurred during installation	Y/N		
		Technical support	satisfaction with database (FAQs)	Grades (1-4)	
			Live support / Help desk	Grades (1-4)	
Content providers' environment	Adaptation of course material	Easy to carry out	Grades (1-4)		
		Clear definition of interface	Grades (1-4)		
	Standards compliance	Common standard (knowledge modelling) support	Y/N		
	Web technology compliance	Web technology compatibility	Y/N		
Tutors' environment	Teamworking	Tutors can easily set up group of learners / tutors	Grades (1-4)		
		Teamworking needs special software tools	Grades (1-4)		
	Various synchronous tutoring tools	Assessment of quality	Grades (1-4)		
	Various asynchronous tutoring tools	Assessment of quality	Grades (1-4)		
	Quizzing features (multiple choice questions, image map questions, list matching questions,	Supported by the Diogene	Y/N		

Evaluation aim	Measurement category	Measures	Values	Ranking
	short answer test)			
		easy to produce	Grades (1-4)	
	Production of certifications	Supported by the system	Grades (1-4)	
Human resource management	CV search engine	Easy to handle	Grades (1-4)	
		Quality of structure	Grades (1-4)	
	Recruiting	Companies are satisfied with info (CV) they get from potential staff	Grades (1-4)	
	Interaction learner/HRM	Takes place	Y/N	
		Easy for HRM to interact with potential staff	Grades (1-4)	
Security	Access authorisation	At the diverse levels (environment, workspace, diverse resources)	Y/N	
	Usefulness of password protection	At the diverse levels (workspace, document, others)	Y/N	
	General	Other security standards	Y/N	
Administration tools	Registration of learners	Grade of complexity	Grades (1-4)	
	Accounting tools	Impression of its security	Grades (1-4)	
		Structured logically	Grades (1-4)	
Cost effectiveness	Fee for course	Is appropriate to learn effect / tutoring effort	Grades (1-4)	
	Fee for learn material	Is appropriate to quality	Grades (1-4)	
	Fee for system updates	Is sufficient	Grades (1-4)	

7 ANALYSIS OF EVALUATION RESULTS

The following chapter describes the analysis process after the two evaluation phases. Whereas the purpose of the formative evaluation is to analyse what changes can or should be done within Diogene, the purpose of the summative evaluation is to analyse the special characteristics of the Web brokering and training system.

As the various measures and subsequently the results of the evaluation differ in their importance for the assessment of Diogene, their influence on the whole analysis and final

statement of Diogene differs as well. This fact will be pointed out in chapter 7.1., whereas Chapter 7.2. clarifies the analysis process.

7.1 RANKING OF RESULTS

The beneath table shows the credits of possible evaluation results. The higher the credits the higher the quality of Diogene and the better the evaluation results:

Type of value	Result	Credits
Grades	1	4
	2	3
	3	2
	4	1
Yes/No	Yes	4
	No	1

The evaluation aims are subdivided (and correspondingly analysed) into three areas according to their importance for the assessment of Diogene.

1. Highly important (ranked with “1”)
The minimum of the average credit ($AC = \text{sum of credits divided by number of interviewees}$) must be 3, at least - i.e.: $AC \geq 3$
2. Important (ranked with “2”)
The minimum of the average credit must be 2,5 at least – i.e. $AC \geq 2,5$
3. Nearly important (ranked with 1)
The minimum of the average credit must be 2, at least – i.e. $AC \geq 2$

During the formative evaluation period the importance levels help the evaluator to define those elements that have to be changed or are still missing, whereas it helps the evaluator to define the quality of Diogene after the summative evaluation.

7.2 ANALYSIS PROCESS

The results of the **formative evaluation** are coming from:

- Results of the online questionnaire:
The highly important evaluation aims must have a result of minimum 3 credits. If not, single elements must be changed accordingly by the technical or content provider. Afterwards the important evaluation aims should be advanced. Concerning the nearly important aims it must re-considered whether these aims make sense or are useful or not. Some of them might be cancelled and interrelated questions of the questionnaire won't be posed during the summative evaluation.
- Results of the semi-structured interview:
The interviewer(s) will try to measure the comments of the interviewees by giving credits to the answers. These credits will be analysed like the ones of the questionnaire. Other remarks which do not fit into the scheme of the questionnaire are analysed separately and might serve as an additional basis for the second questionnaire.
- Results of “think aloud session”:
The results of the different scenarios will be compared to the evaluation table. The subsequent analysis serves as an additional method to identify the strengths and

weaknesses of the system. The outcome of the analysis is whether or not the system actually adapts to the different learning requirements of the individual learners, or whether there are any misinterpretations of the various features.

- Results of the performance recording will be compared to the actual answers of the representative group (whose performance will be observed) and will give useful information to the technical provider
- Results of the document analysis: The statistics that will be drawn give important information to the technical provider about the actual performance of the users. This might help to give additional information into the manual or change elements of the users' interface.
- The results of the technical checklist (cp Annex 2) serve as a control list whether the realised technical features meet the technical requirements of the Diogene system. The resulting differences should be considered by the development team for the adaptation of the final version.

The results of the **summative evaluation** are coming from:

- Results of the online questionnaire:
The results of the single evaluation aims are compared with a study done by the Austrian government (a lot of learning platforms have been evaluated). This helps to draw final statements about the characteristic and "added value" of Diogene
- Results of the performance recording will be compared to the actual answers of the representative group (whose performance will be observed) and will give useful information for the final assessment of Diogene.
- Results of the document analysis: The statistics that will be drawn give important information about the user-friendliness of Diogene's platform which is important information for the final evaluation report.
- Results of eventual interviews

8 CONSEQUENCES AND CONCLUSIONS

The present evaluation plan must be considered to be a valuable plan for the two evaluation phases. As Diogene doesn't already exist at the moment, it must be emphasized that slight changes within the evaluation phases might appear after the prototype is ready: the importance of single evaluation aims may change, some evaluation aims might be cancelled whereas others might be added. Nevertheless, the evaluation plan will serve as a very useful help for the accomplishment of the formative and summative evaluation.

9 ANNEXES

9.1 ANNEX 1: ONLINE QUESTIONNAIRE

Within workpackage 7 ("experimentation and evaluation") all stakeholders who are going to use the prototype and the improved end version of Diogene are asked to fill out an online questionnaire. The two online questionnaires are going to differ slightly (the difference will come up after the formative evaluation is finished and the new version of Diogene is ready). After each session blank "comments boxes" will give the interviewee the possibility write down his/her comments.

General information:

- Country
- Age: <20, 20-30, 31-40, 41-50, >51
- Sex
- used Diogene as: learner, tutor, content provider, HRM
- When using Diogene I used following Web Browser:
 - Windows Explorer (Version:.....)
 - Netscape Navigator
 -
- When using Diogene I used following operating system:
 - Windows 95/98
 - Windows 2000/NT
 - Windows XP
 - Linux
 - Mac OS
 -
- I am going to use Diogene again: Y/N/I don't know
- I'm willing to be interviewed about Diogene: Y/N
- If yes, my e-mail address is:

9.1.1 ONLINE QUESTIONNAIRE FOR LEARNERS

General information

- + My main purpose for entering Diogene was:
 - to find a new job
 - to acquire new knowledge
 - advanced vocational training
 -
- I attended following course(s): (offered course programme is listed)

Learn effect

- As a result of the attended course(s) my knowledge in the chosen topic has risen: very much – not at all
- I repeated the course: x-times - blank box (for number of repetitions)
- Why did I have /like to repeat the course? (blank box)
- I dropped the course: Y/N
- Why did I have/like to drop the course? (blank box)
- Did the length of the learning session duration correspond to your needs? (Y/N)

Allocation / brokering

- In the beginning, when I cited my course request and CV I was allocated to a certain course: Y/N
- If yes, with the allocation I was: highly satisfied, satisfied, nearly satisfied, not satisfied
- The chosen course(s) reflected my lack of knowledge: absolutely - not at all
- In the beginning, when I cited my course request and CV I was allocated to (a) certain tutor(s): Y/N
- If yes, with the support of the tutor I was: highly satisfied – not satisfied

- Did the system provide all the essential search criteria (eg media, learning style, language etc.) to define your course request?
-

Communication and tutoring

- With the choice and information of suggested tutors I was: highly satisfied – not satisfied
- With my tutor I communicated: very often, often, seldom, never
- The communication with my tutor was: highly efficient, efficient, nearly efficient, not efficient
- With the response time of my tutor I was: highly satisfied – not satisfied
- The competence of my tutor regarding to the course content was: very good – bad
- I used following tutoring tools: (all tools are listed)
The competence of my tutor regarding to the usage of the tools was: very good – bad
- I used following communication tools (list of all existing ones)
- Advantages/Disadvantages of the used tools
- Difficulties using the following communication tools and why:

- With my learner colleagues I communicated: very often – never
- The communication with my learner colleagues was: highly efficient – not efficient

Customisation

- With Diogene's graphic user interface I was: highly satisfied – not satisfied
- Diogene's user interface is: highly self-explanatory - not self-explanatory
- The user manual exists in my mother tongue: Y/N
- The user manual is (due to low/much technical terms): highly understandable – not understandable
- The user manual is: highly useful – not useful

My learning environment

- The access to the appointed courses/course lessons is: very fast – very slow
- It was easily possible to use Diogene at various places (at home, at work):
Y/N/worked at one place
- The attendance of the courses requires special software: Y/N
- I used the common workspace: (never – always)
- If you used the common workspace, I found it: highly efficient – not efficient
- I made private annotations in course material: Y/N
- I set bookmarks: Y/N
- I used the calendar tool (never – always)
- I had difficulties with accessing the Diogene system using my web browser: Y/N
- I was assisted by the system in the definition of my learning objectives: Y/N
- I regularly received feedback on my progress: Y/N
- If yes, the received feedback was: highly sufficient – not sufficient

Quality of content – learning software (must be done for each course attended)

- Generally, the quality of the content is: very high – very low

- The content of the course is structured very logically – not logically
- The included assessments of the course are very useful – not useful
- The content of the course is taught in an understandable language (new words or expressions are explained in a glossary): Y/N
- The course corresponds to my learning needs: Y/N

Technical equipment

- My hardware equipment satisfied the usage of the Diogene
- With the FAQs of the technical support I was: highly satisfied – not satisfied
- I received technical support from the help desk/live support of Diogene: Y/N

Security

- Did you feel confident with the security of the system? Y/N
- Did you face any security warnings using the system? Y/N
- Are you happy with the privacy...y/N

Administration tools

- My first registration on the system was: highly complicated – not complicated
- About the accounting tools I feel highly secure – not secure
- The accounting system is structured: highly logically – not logically

Cost effectiveness

- For the attendance of the course I would prefer to pay a fee
 - Per course (€.....)
 - Per learning hour (€....)
 - Lump sum payment for all service (€.....)
- For the tutoring I would be willing to pay a fee of:€

9.1.2 ONLINE QUESTIONNAIRE FOR TRAINERS

General information

- + I tutored following courses (all courses are listed)
- I tutoredlearners
- On an average the tutoring of one student took me:
 - < 2 hour
 - 2-4 hours
 - 4-6 hours
 - 6-8 hours
 - > 8 hours
- I used following tutoring tools (all possible tools are listed)

Learn effect

- During the course time the knowledge of my learners in their chosen topic has risen:
very much – not at all

Allocation / brokering

- When I added my CV it took me little time to be allocated to (a) certain learner(s): Y/N
- With the number of my learners I was: highly satisfied – not satisfied
- With the level of interest and involvement of my learners I was: highly satisfied – not satisfied

Communication and tutoring

- With my learners I communicated: very often, often, seldom, never
- The communication with my learners was: highly efficient, efficient, nearly efficient, not efficient
- With my tutor colleagues I communicated: very often – never
- The communication with my tutor colleagues was: highly efficient – not efficient
- With the content providers I communicated: very often – never
- The communication with the content providers was: highly efficient – not efficient

Customisation

- With Diogene's graphic user interface I was: highly satisfied – not satisfied
- Diogene's user interface is: highly self-explanatory - not self-explanatory
- The user manual for tutors exists in my mother tongue: Y/N
- The user manual for tutors is (due to low/much technical terms): highly understandable – not understandable
- The user manual for tutors is: highly useful – not useful

Quality of content (must be done for each course tutored)

- Generally, the quality of the content is: very high – very low
- The content is structured very logically – not logically
- The included assessments are very useful – not useful
- The content is taught in an understandable language (new words or expressions are explained in a glossary): Y/N

Technical equipment

- I had difficulties with accessing the Diogene system using my web browser: Y/N
- My hardware equipment satisfied the usage of the Diogene
- With the FAQs of the technical support I was: highly satisfied – not satisfied
- I received technical support from the help desk/live support of Diogene: Y/N

Tutors' environment

- I can easily set up group of learners/tutors. Answer: I absolutely agree – don't agree
- Teamworking needs special software tools. Answer: I absolutely agree – don't agree
- Among the following tools I used (not at all – a lot)
 - Whiteboard
 - Virtual classroom
 - Forum
 - E-mail support
 - ...
- Following quizzing features are supported by Diogene:
 - Multiple choice questions Y/N

- If yes, very easy/not easy to produce
- Image map questions Y/N
 - If yes, very easy/not easy to produce
- List matching questions Y/N
 - If yes, very easy/not easy to produce
- Short answer test Y/N
 - If yes, very easy/not easy to produce
- ...
 - If yes, very easy/not easy to produce
- I missed following quizzing feature:
- The production of the certifications is highly – badly supported by the system

Curriculum Vitae

- The formula of the CV for trainers is structured: highly logical – not logical
- With the content of the formula of the CV I am: highly satisfied – not satisfied
I would like to add following information into the formula:
- The handling of the CV for trainers is very easy – very hard

Security

- Do you feel confident with the security in Diogene ?
- Are you happy with the privacy... Y/N
- Did you face any security warnings using the system? Y/N

Administration tools

- My first registration on the system was: highly complicated – not complicated
- About the accounting tools I feel highly secure – not secure
- The accounting system is structured: highly logically – not logically

Cost effectiveness

- For my tutoring tasks I would prefer to receive a fee of
 - Per learner (€.....)
 - Per tutoring hour (€.....)
 - Per course (€.....)

9.1.3 ONLINE QUESTIONNAIRE FOR CONTENT PROVIDERS

General information

Communication and tutoring

- With the tutors I communicated: very often, often, seldom, never
- The communication with the tutors was: highly efficient, efficient, nearly efficient, not efficient

Customisation

- With Diogene's graphic user interface I was: highly satisfied – not satisfied
- Diogene's user interface is: highly self-explanatory - not self-explanatory
- The user manual for content providers exists in my mother tongue: Y/N
- The user manual for content providers is: highly understandable – not understandable

- The user manual is for content providers is: highly useful – not useful

Technical equipment

- I was given the necessary tools to adapt my content to Diogene
- I had difficulties adapting my content to the system Y/N
- If yes, was there any opportunity to communicate with the technical provider for solutions? Y/N
- The communication with the technical provider was: highly efficient, efficient, nearly efficient, not efficient
- My hardware equipment was adequate for the usage of Diogene Y/N
- I had to install/upgrade/update my server Y/N
- With the service (FAQs) of the technical support I was: highly satisfied – not satisfied
- I received technical support from the help desk/live support of Diogene: Y/N

Content providers' environment

- I experienced difficulties with the adaptation of course material to the required standards: Y/N
- The adaptation of course material is: very easy – very complicated to carry out
- The definition of the interface is: very clear – not clear
- Changes in existing material are: very easy – very hard to carry out

Security

- Do you feel confident with the security in Diogene? Y/N
- Did you face any security warnings using the system? Y/N

Administration tools

- My first registration on the system was: highly complicated – not complicated
- About the accounting tools I feel highly secure – not secure
- The accounting system is structured: highly logically – not logically

Cost effectiveness

- To what price would you provide your content?.....€
- What payment system (cost per units, hours etc) would you suggest for content provision?

9.1.4 ONLINE QUESTIONNAIRE FOR HUMAN RESOURCE MANAGERS (COMPANIES)

General information

- + My main purpose for entering Diogene was:
 - to find a new training offer for my employees
 - to find potential employees
 -
- Our company has a staff of:
 - <10 employees
 - 11-50 employees
 - 51-99 employees

- >100 employees
- The employees attended following courses (all courses are listed)

Learn effect of employees

- As far as I can assess, thanks to participation in Diogene's course the knowledge (skills/competencies) of the employees in the chosen topic has risen: very much – not at all
- Are you satisfied with the duration of the course? Y/N
- Are you satisfied with the time and space flexibility of the course? Y/N
- The compatibility with the working tasks/hours was bad - excellent

Customisation

- With Diogene's graphic user interface I was: highly satisfied – not satisfied
- Diogene's user interface is: highly self-explanatory - not self-explanatory
- The user manual exists in my mother tongue: Y/N
- The user manual is (due to low/much technical terms): highly understandable – not understandable
- The user manual is: highly useful – not useful

Human resource managements' environment

- The Curriculum Vitae search engine is very easy – very hard to handle
- The structure of the CV search engine is of high quality – bad quality
- With the info the CV search engine gives me about potential staff I am highly satisfied – not satisfied
- I interacted with learners (potential staff): once, twice, more than twice, never
- It was very easy – very hard to interact with potential staff

Security

- Do you feel confident with the security in Diogene? Y/N
- Did you face any security warnings using the system? Y/N

Administration tools

- My registration on the system was: highly complicated – not complicated
- About the accounting tools I feel highly secure – not secure
- The accounting system is structured: highly logically – not logically

Cost effectiveness

- For the attendance of the course I would prefer to pay a fee
 - Per employee (€....)
 - Per course (€.....)
 - Per learning hour (€....)
 - Lump sum payment for all service (€.....)
- For the tutoring I would be willing to pay a fee of:€

Recruiting

- The value of Diogene for my recruiting is highly sufficient – not sufficient

9.2 ANNEX 2: TECHNICAL CHECKLIST

Category	Function / Feature	Learner *	Teacher *	Content Manager *	Other Stakeholders *	Remarks
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* check field if relevant

People Management	Profiles Adding					
	Profiles Viewing					
	CV Generation Tools					
	Homepage Authoring					
	Members List / Address List					
	Activity Tracking					

Course Allocation	Course Outline (syllabus)					
	Time Map					
	Qualification Profile Generation Tools					
	Schedule Management					

Course Management	Course Structuring Methods					
	Ressource Adding					
	Assignment Creation					
	Assessment / Monitoring					
	Course Participants List (emails/links to hp)					
	Course Announcement Areas					
	Integration of Discussion Groups					
	Activity Tracking					
	Online-Questionnaires					
	Feedback Support					
	Grade-Books					
	Time Maps					

Learning / Self Management	Calendar					
	Integrated Self-Testing Tools					
	Rapid Course Revising (course outline)					
	Discussion Groups					
	Activity Tracking					

Resource Management	Content Creation					
	Content Import					
	Resource Storage					
	Metadata Storage					
	Additional Description (Abstract)					
	Multimedia Content					

	Bookmarking						
	Search Function						

Interaction / Collaboration Tools	Distribution Lists						
	E-Mail Attachments						
	Noticeboards (Bulletin Boards)						
	File Exchange (File Uploads)						
	Asynchronous Discussions (Discussion Groups)						
	Chat						
	Whiteboards						
	Audio/Video Conferencing						

Individualisation	Bookmarks						
	Personal Address Book						
	Personalised Workspace						
	Personal File Space						

Navigation	Bookmarks						
	Search Functions						
	Site Map						