



**ACTIVE LEARNING IN ENGINEERING  
EDUCATION**

**586297-EPP-1-2017-1-EL-EPPKA2-  
CBHE-JP**

**3<sup>RD</sup> MEETING EVALUATION REPORT**

**17<sup>TH</sup>-19<sup>TH</sup> JUNE 2019**

**PORTO, PORTUGAL**

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## 1. INTRODUCTION

This report evaluates the Third Meeting of the ALIEN project, held between the 17<sup>th</sup> and 19<sup>th</sup> June 2019 in Porto, Portugal. This evaluation is based on the feedback from 18 participants that attended the meeting and answered a standardized questionnaire assessing the specific components of the meeting, as well as its strengths and weaknesses. The survey was conducted online via Google Forms.

## 2. MEETING EVALUATION

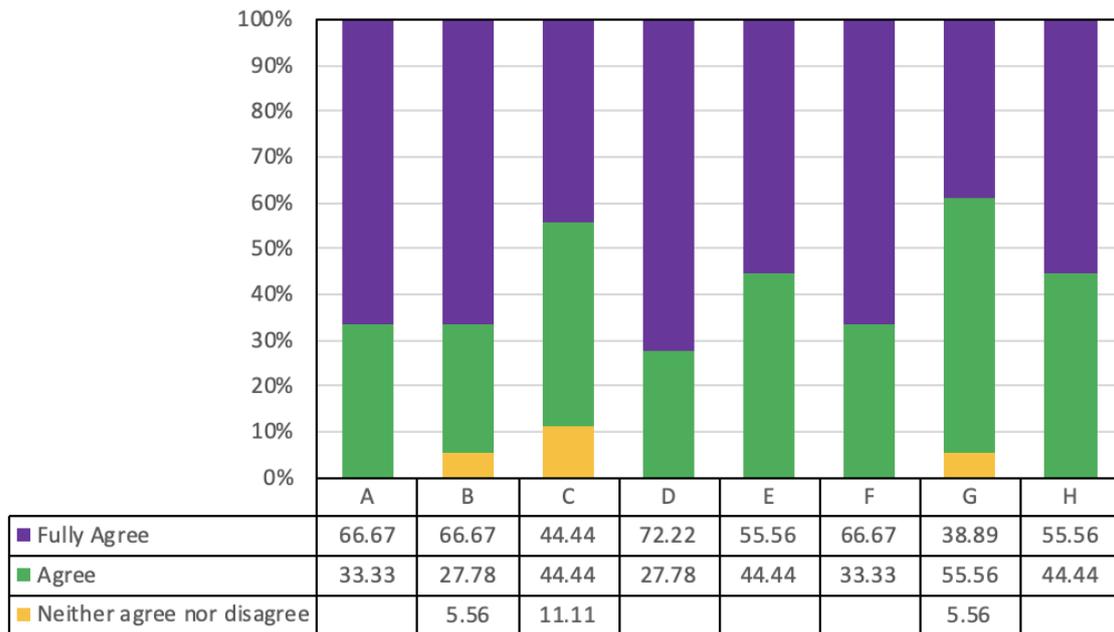
The overall perceived quality of the meeting seems to be positive, with all questions having more than 88% of the participants having a positive response (that is, answering with agree or fully agree).

### 2.1. MEETING ORGANIZATION

Overall, the level of satisfaction with the meeting organization seems to be positive, with almost all questions receiving an approval rating (that is, answering fully agree or agree) of 100%, with no questions having a negative response. This is a slight improvement from the previous meeting, when one question (D) had a negative answer.

The schedule and agenda of the meeting were prepared in due course - all the partners considered that they had received all the information about the meeting in a timely manner, having been given sufficient advance notice of the schedule and location of the meeting (question A). Regarding the meeting venue (question B), almost everyone agreed that it was easy to find — however, there was one neutral assessment, whereas last meeting everyone gave a positive answer. Regarding the facilities and catering (questions C-D), the response was also overall positive, with an improvement on catering. (which had a negative response last meeting) but with two people giving a neutral assessment to the facilities.

Figure 1 General Assessment of the Meeting Organization



- A) Information about the meeting was received on time;
- B) Access to the meeting venue was easy;
- C) The conference room and its facilities facilitated the work during the meeting;
- D) Catering and Meals were adequate;
- E) The agenda of the meeting was balanced, focusing on the key aspects of the project;
- F) The timetable was respected;
- G) The presentations by the partners were clear and understandable;
- H) The meeting was well planned and managed.

Regarding the way the meeting was conducted (questions E-G), the overall assessment was also positive – thus, most partners considered that the agenda as well balanced, that the timetable was, in general, respected and that the presentations by the partners were clear and understandable. There were however some deviations from last meeting, with more people giving the highest rating in these meeting regarding the timetable, but less people doing so in regard to the clarity of the presentations, with one person even giving a neutral assessment. In sum, regarding the planning and management of the meeting (question H), most partners fully agree (55.56) or agree (44.44%).

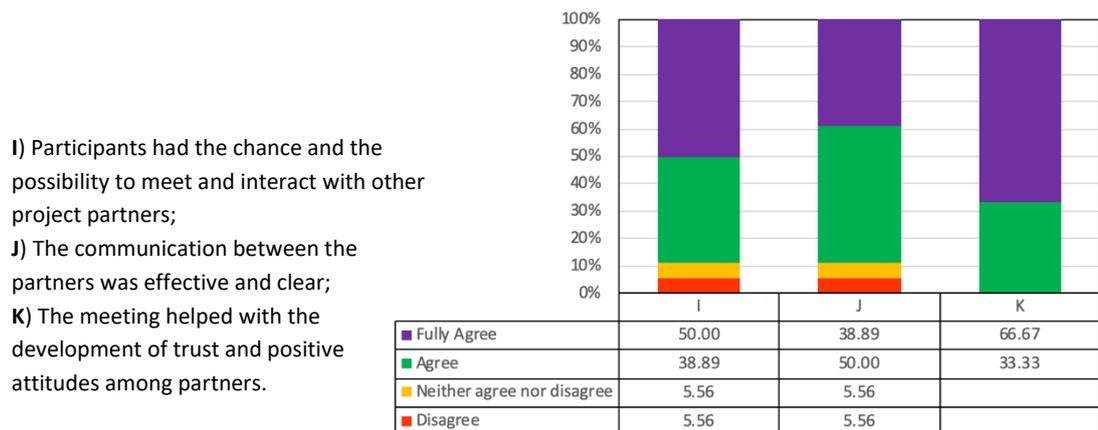
## 2.2. PARTNERSHIP AND COLLABORATION

Given the size of the partnership and the different countries/continents involved in the project, it is important to ensure that the partners can effectively communicate with each other and that the activities are well coordinated.

Regarding this aspect, the overall assessment was equally positive in general, which is similar to what happened in the previous meeting. There was, however, a slight decrease in the assessment of question I, with now two people giving either a neutral or negative assessment. There was also a slight decrease in regard to the clarity of the communication (question J), as the number of people giving neutral or negative assessments remained the same as in the last meeting, but now less people giving the highest rating.

In the question regarding the development of trust and positive attitudes among partners (question K) the assessment was also 100% positive, with most people (66.67%) answering with the highest possible ranking, which is in line with the assessment from the previous meeting.

Figure 2 General Assessment of the Partnership and Collaboration



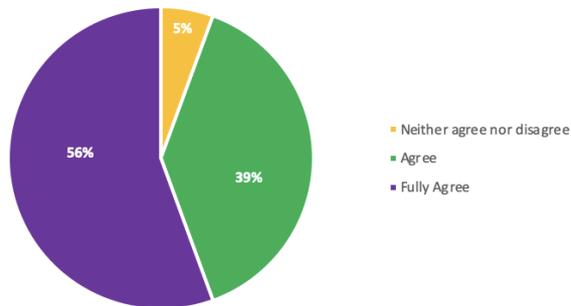
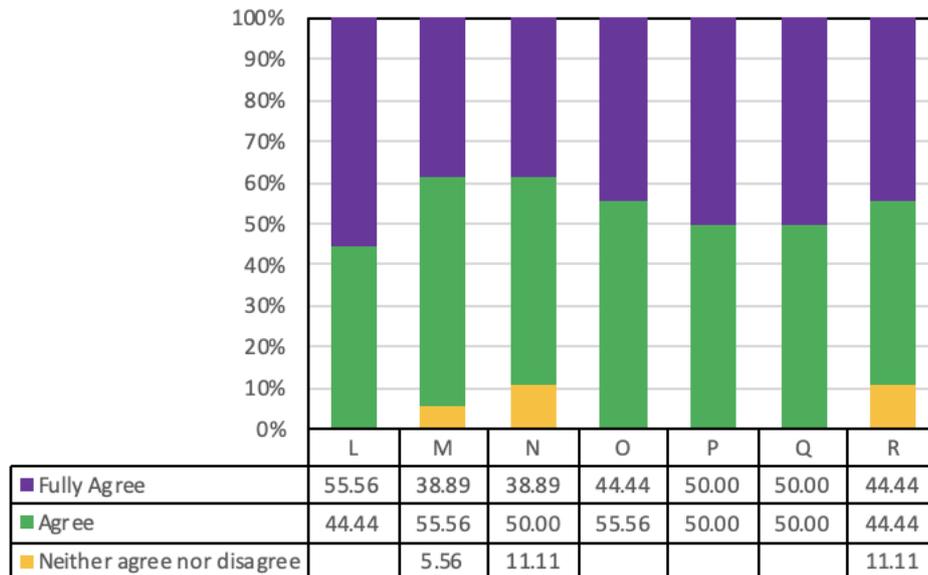


Figure 3 Assessment of the Project Partnership and its Coordination

Following the meeting, most partners (95%) agreed that the project was built on a strong partnership with an efficient administrative and financial coordination (Figure 3), with most people (10 people in total) fully agreeing. There was only 1 person giving a neutral answer in this regard. This is similar to what happened in the previous meeting, but with now less people giving the highest rating (10 instead of 11).

### 2.3. PROJECT MANAGEMENT

Figure 4 General Assessment of the Project Management



- L) I have a clear view of the project aims and objectives;
- M) I understand clearly the administrative structure and procedures of the project;
- N) The information given as to the financial management facilitated my understanding of those issues;
- O) The information given helped me to better understand the tasks and activities of the project;
- P) I understand clearly the role of my institution/organization in this project and what is expected from me for the project;
- Q) I understand clearly the framework and deadlines to be respected by all partners;
- R) I think that the timescales proposed are realistic and feasible.

In general, the assessment of the way the project is being managed is good, with only one (in question M) or two people (in questions N and R) giving neutral assessments in three questions. Regarding the project aims and objectives (question L), all partners gave a positive assessment, with the majority (55.56%) giving the highest ranking in this regard. This is similar to what happened in the last meeting.

Regarding the information provided during the meeting (questions M-N), the assessment was also positive, but with now one (question M) or two (question N) people giving neutral assessments, which didn't happen in the previous meeting.

Regarding the way this information helped the partners better understand the tasks and activities (question O), the assessment was positive, representing an improvement from last meeting, with no one giving a neutral or negative assessment.

Regarding the role of each institution/organization in the project (question P), all partners agreed that this was made clear during the meeting.

Lastly, regarding the framework (question Q), all partners have a clear understanding of the framework and deadlines, but now one person gave a neutral assessment in regard to the feasibility of the timescales (question R), which didn't happen in the last meeting.

Namely, the meeting enabled the participants to clear up questions respective to: tasks and deliverables, the focus on not only PBL but general Active Learning approach, the special interest groups, the way the platform works, the way institutional strategies are to be implemented, the timelines for the activities, and financial issues.

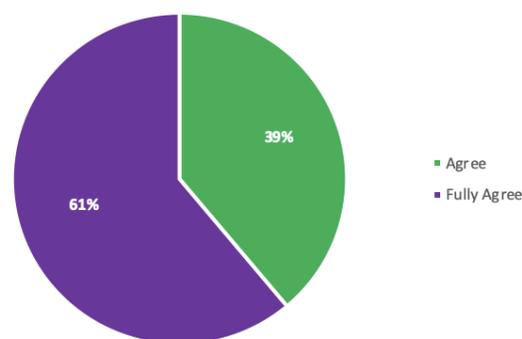


Figure 5 Assessment of the (positive) impact of the meeting on the project

Overall, most partners agreed that the meeting had a positive impact on the progress of the project. Although there was a decrease in the proportion of people giving the highest ranking to the impact of the meeting (61% in this meeting vs 71% in the previous meeting), now all answers are positive, whereas in the last meeting one person gave a neutral assessment.

### 3. PERCEIVED WEAKNESSES & OPPORTUNITIES/THREATS

Through the questionnaire sent to the partners, it was possible to ascertain the perceived strengths, weaknesses, opportunities and threats of the project.

Regarding the **opportunities** that the project presents to each partner organization, the following aspects were pointed out:

- ALIEN Platform;
- New contacts
- Different approaches to Teaching and Learning to be applied in the classrooms
- PBL Lab
- Improving Student Performance
- Publication of Research and Visibility
- Improving teaching competences of university lectures

However, there are also some concerns, that may present some **challenges** that the partnership has to work on:

- Timeline and compensate for the slight delay on the project;
- Use all functions of the PBL platform;
- Using the equipment properly to support active learning in the classroom;
- Engaging multiple courses in Active Learning;
- How SIG works and future activities;
- Not enough material;
- Limited resources for expanding the Active Learning approach to a wider range of lectures and students;
- Dissemination of the Project;
- Complete games on time so that students can use it;
- Budget and financial restrictions;
- Adapt serious games/simulations to the needs of each institution.

Some **suggestions** were made, such as having an early confirmation on date and venue of the next meeting, training workshops on PBL, improve collaboration, more regular communications and online meetings, make more material or resource manuals available, more information sharing on best cases and practices, check that the maximum number of attendees per institution on each transnational meeting is respected, etc.. Also one of the partners suggested moving the meetings to the European partnering institutions to have practical exposure and hands-on work.

Lastly, regarding the potential outside **threats**, it was mentioned the following:

- Change instructors' mindsets;
- How to train teachers and encourage them to apply AL after training;
- Sustainability of the Lab

#### 4. CONCLUSION

The overall evaluation indicates that the reaction to the meeting was positive and that it served to better define the individual institutional strategies, the most pressing deadlines and tasks, as well as the way the platform and PBL labs are supposed to work.

The partners seem to have a positive assessment of the outcomes of the project.