



WP3

Course Design and Internal Testing for building inclusive higher education systems

R3.3. Report on the effectiveness of the course after its delivery of the partnership pilot courses involving only project members

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Introduction

This internal evaluation report represents the 3rd step of Work Package (WP) 3 – “Course Design and Internal Testing for building inclusive higher education systems” of the IncluMusic project.

The evaluation report is based on an analysis of the results of the evaluation questionnaires filled in by the IncluMusic project members and identifies suggestions for review and proposes a number of corrective actions for the revision of the training materials. The authors of the training materials revised them taking into consideration the results of this evaluation after uploading them onto the IncluMusic e-learning platform.

WP3 “Course Design and Internal Testing for building inclusive higher education systems”

Overview

After defining the Design Principles and the Curriculum for the training course to build inclusive higher education systems from WP2, WP3 is aimed at making Higher Music Education Institutions (HMEIs) more inclusive environment for people with Special Educational Needs and, consequently, increasing the number of new enrolments.

The **specific objectives** of WP3 are:

- Reinforcing the competencies of HMEI teachers and HMEI administrative staff in the field of Special Education;
- Creating a new professional role, that of the Academic tutor, aimed at monitoring on social inclusion practices within HMEIs and on the training process of HMEI teachers;
- Preparing the Academic tutor, with the role of intermediation between students with disabilities and the Academic staff;
- Reinforcing the skills of Academic staff to help them work for inclusion together with the Academic tutor for Inclusive Music Teaching;
- Defining new approaches for training HMEI’s students with Special Educational Needs;
- Creating a community of HMEIs adopting social inclusion practice.

The **main results** of WP3 are:

- Design and creation of the training courses for HE teachers / Academics and the administrative staff, aimed at increasing their skills and competencies. The training materials, uploaded on a e-learning platform and after being piloted in WP3, will remain available for any organizations or individuals. The training materials would consist of .ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.);

- Creation of evaluations questionnaires for the staff members involved in the training activities to assess the quality and effectiveness of the training;
- Piloting of the training course with the partner Universities and training of 16 HE teachers and 8 administrative staff.

The training results in the increase of the skills of HE Teachers refer to the following domains: disability studies, special pedagogy and inclusive music didactic, special musical methodologies and assistive technologies workshops, legal basis (EU framework). Administrative staff members focus on Disability Studies and legal basis.

WP3 is seen as a first round of the training course, more precisely, as a “train-the-trainers” session, while the HMEIs will replicate it autonomously during the subsequent WP4 – “External Testing and delivery of supporting tools for trainers”.

The **quantitative and qualitative indicators** of WP3 are defined as follows:

Quantitative indicators:

- N. of training courses developed [Target: 2]
- N. of training course for partners HME teachers delivered [Target: 1]
- N. of training course for partners HME administrative staff delivered [Target: 1]
- N. of HME teachers internal to the partnership trained [Target: 16]
- N. of HME administrative staff internal to the partnership trained [Target: 8]
- N. of quizzes for the IncluMusic course [Target: 40]

Qualitative indicators:

- Involvement of the partners in the project activities [Target: 80% of positive evaluation in the Quality Report: good or very good, corresponding to “Agree” and “Strongly agree” in a Likert scale]

The following **steps and activities** were implemented leading up the preparation of this report:

- Detailed architecture of the course;
- Preparation of the training materials and questionnaires;
- Pilot training session on project partner level – internal testing of the training course;
- Pilot training session on organisation (HMEI) level involving HMEI teachers and administrative staff – internal testing of the training course;
- Completion of questionnaires by pilot course learners;
- Analysis of the feedback and preparation of the report with corrective measures.

Training materials

The detailed course architecture and training materials were designed based on the WP3 Action Plan for the preparation of the e-learning training materials.

The training course is divided into the following 6 modules:

1. Disabilities Studies and Special Pedagogies and Inclusive Music Teachers
2. Special Music Methodologies and Assistive Technologies
3. Legal and Ethical Principles of Inclusion: Strategies for Effective Implementation
4. Mindfulness and Inclusive Music Teaching
5. Music Therapy, Music and Health
6. Inclusive MuEd and Community Music

for the following different target groups:

1. IncluMusic Administrative Training
2. IncluMusic Teacher Training
3. IncluMusic Tutor Training

The training materials contain .ppt presentations, videos and quizzes (tests) for each session and have been uploaded onto the e-learning platform:

(<https://elearn.inclumusic.eu/>)

Internal testing of the training courses

As a first step, the final versions of the training materials for all modules / sessions have been piloted within the project consortium, that is with project partners as part of a “train-the-trainers” session from 01.05.2023-30.06.2023.

Then, the internal testing was conducted with the same project partners from 01.07.2023-30.09.2023, but with staff members who are not directly involved in the project activities. This step can be seen as an internal and external testing, internal as the testing was conducted within HMEIs that are project partners of the IncluMusic project, and external in terms of staff members who have not participated in the design of the training courses and who can, therefore, provide objective feedback. This internal testing was conducted directly on the e-learning platform in order to ensure testing of the training course in real-time.

For this step, each module was evaluated by 3 members of the IncluMusic team (other than the authors of the module) who provided⁵ their feedback by completing the evaluation questionnaires.

The evaluation questionnaires and results are presented in the following sections.

Evaluation questionnaires

The evaluation questionnaires are designed to assess the quality and effectiveness of the training courses. Results of the questionnaires represent identified suggestions for

review of the training materials. Based on these results, corrective actions for the revision of the training materials will be implemented. These revised versions of the training courses will then be the basis for the external testing to be conducted within WP4.

The basic form of the evaluation questionnaire is the same for all categories and is shown in the following section. Each evaluation questionnaire has been adapted to the respective module that has been reviewed.

Form of the evaluation questionnaire

Introduction to the evaluation questionnaire

This questionnaire is a part of the European project “INCLUMUSIC: Increasing skills for building more inclusive conservatories” (Project Number: 2022-1-RO01-KA220-HED-000089402) supported by National Agency for Community Programs in the Field of Education and Professional Training in the framework of “KA220 – Cooperation Partnerships for Higher Education Field” projects.

This questionnaire is aimed at collecting feedback and information on the quality of the Module **XXX**.

Privacy policy and consent

You understand that your answers to this form will be confidential and will be used exclusively in the context of the INCLUMUSIC project.

To help protect your confidentiality, the questionnaire will not contain information that will personally identify you (such as name, email address, etc.).

The results of this study will be used for research purposes only and to improve the course training materials.

You understand that the submission of your completed questionnaire constitutes your informed consent to act as a participant in this research.

Questionnaire on Module: **XXX**

You are a *:

- Teacher
- Administrative staff
- Tutor

Please indicate your organization *:

- ANMGD - Academia Națională de Muzica Gheorghe Dima - Romania
- EUC - European University Cyprus - Cyprus
- ConsPa - Conservatorio Musica di Stato Alessandro Scarlatti - Italy
- RIAM - Royal Irish Academy Of Music – Ireland
- Other (please specify _____)

Satisfaction of the course

1. Think about the Module you just attended (“**XXX**”). For each statement below, please, indicate the number that best describes your opinion *:

1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

	1	2	3	4	5
1.1. The Module objectives are clear					
1.2. There was a good level of interaction					
1.3. The Video lectures/training materials are clear					
1.4. The contents are useful for my career					
1.5 The course’s e-learning platform is user-friendly					
1.6 I was able to attend the module in English without issues					
1.7 I am motivated to continue to follow the IncluMusic course					

1.8 According to the modules completed, I can recommend the course to others

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Motivation to attend the course

Think about the Module you attended (“**XXX**”). For each statement below, please, indicate the number that best describes your opinion *:

1 = Totally unsatisfied 2 = Unsatisfied 3 = Partially satisfied 4 = Satisfied 5 = Totally satisfied

	1	2	3	4	5
2.1. How do you rate your level of motivation in the Module?					
2.2. How do you rate your level of engagement in the Module?					
2.3. Overall, how much are you satisfied with how this training was carried out?					
2.4. Overall, how much are you satisfied with the value you get from the Module?					

Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)? *

b) What did you like the least about the Module (you can also refer to the specific topics)? *

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)? *

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency for Community Programs in the Field of Education and Professional Development. Neither the European Union nor ANPCDEFP can be held responsible for them.

Results of the evaluation questionnaires

Completed evaluation questionnaires

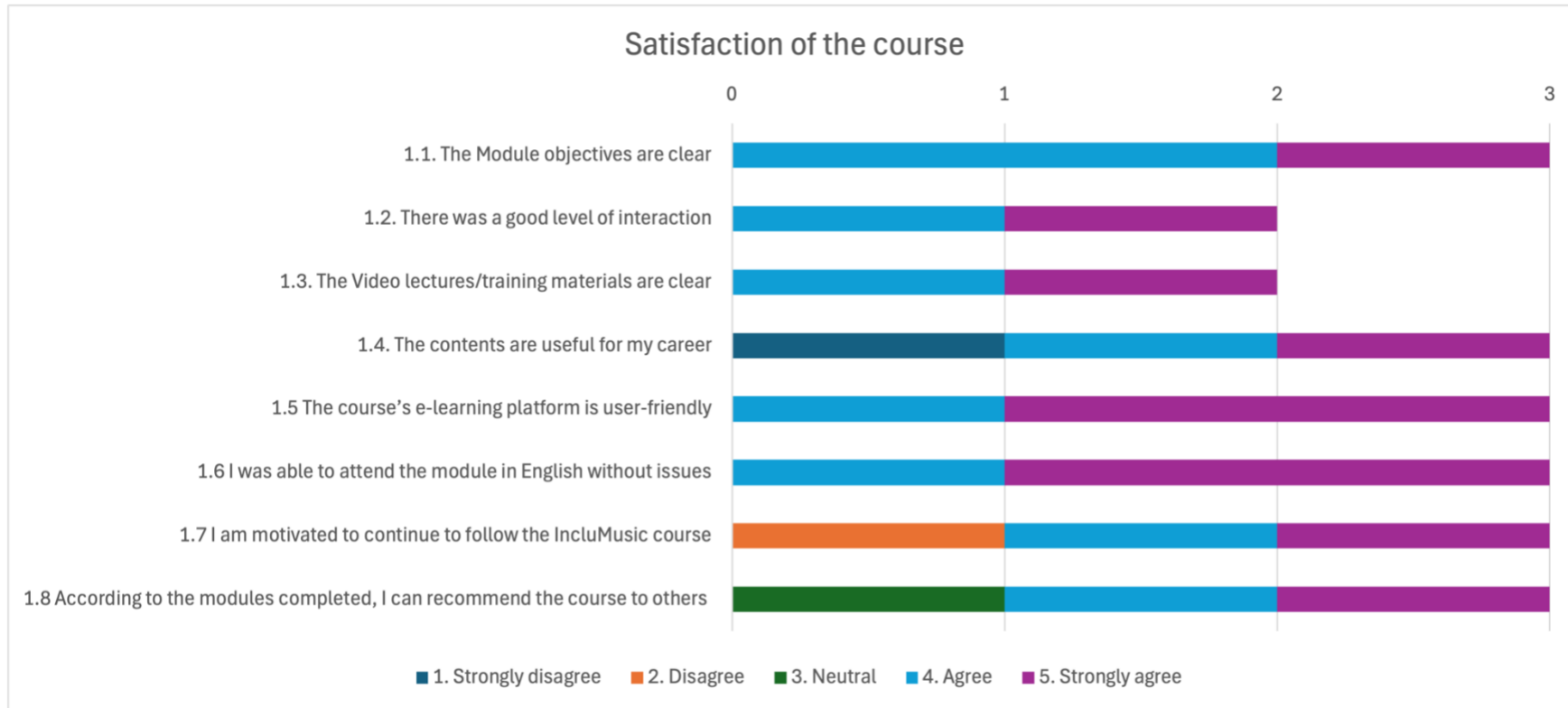
In total, 5 persons were involved and have tested multiple modules. The analysis in the following sections will show results for each module separately based on the available completed evaluation questionnaires for this module.

Additional feedback was provided in the open questions section.

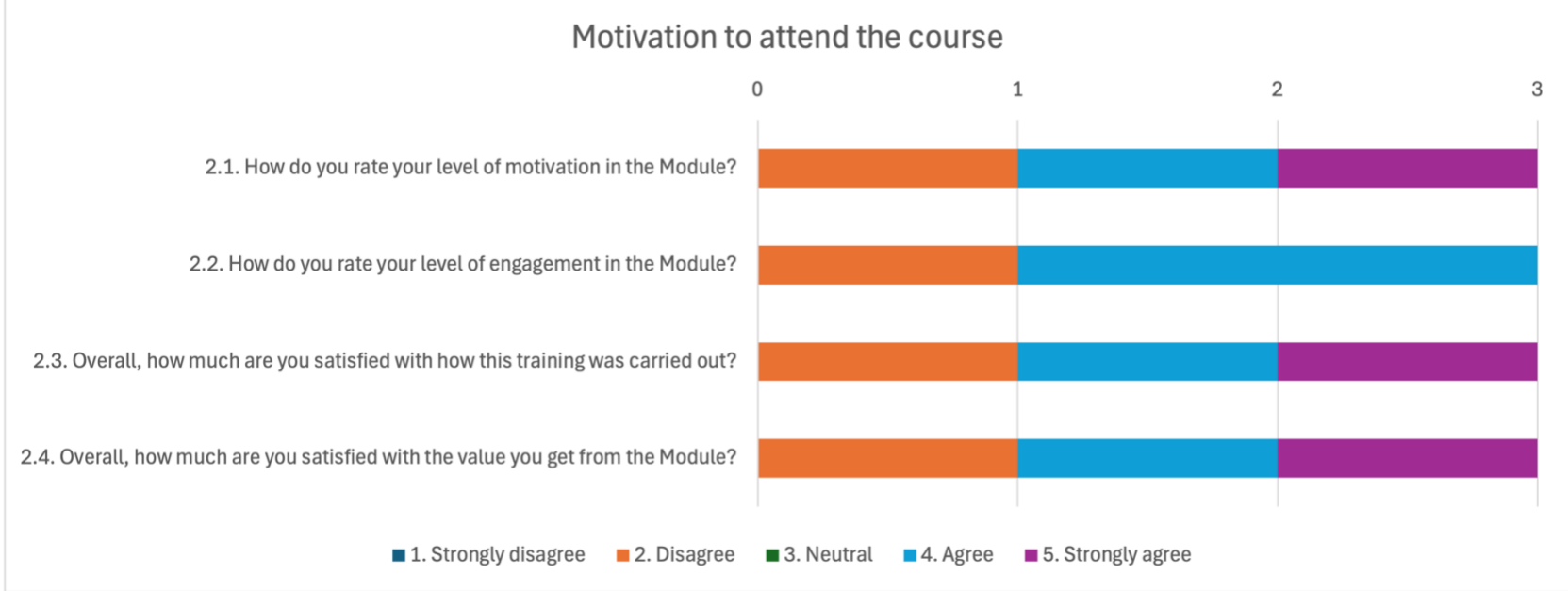
The following overviews show general statistics related to the completed evaluation questionnaires.

Module 1 “Disabilities Studies and Special Pedagogies and Inclusive Music Teachers”

Module1: Satisfaction of the course



Module 1: Motivation to attend the course



Inclu**music**

Module 1 - teachers: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I enjoyed how many resources there were for further reference on the subject and how they were summarized those resources, and then equally provided practical tips and applications based on those ideas.
- I liked the fonts and references used for the topics

b) What did you like the least about the Module (you can also refer to the specific topics)?

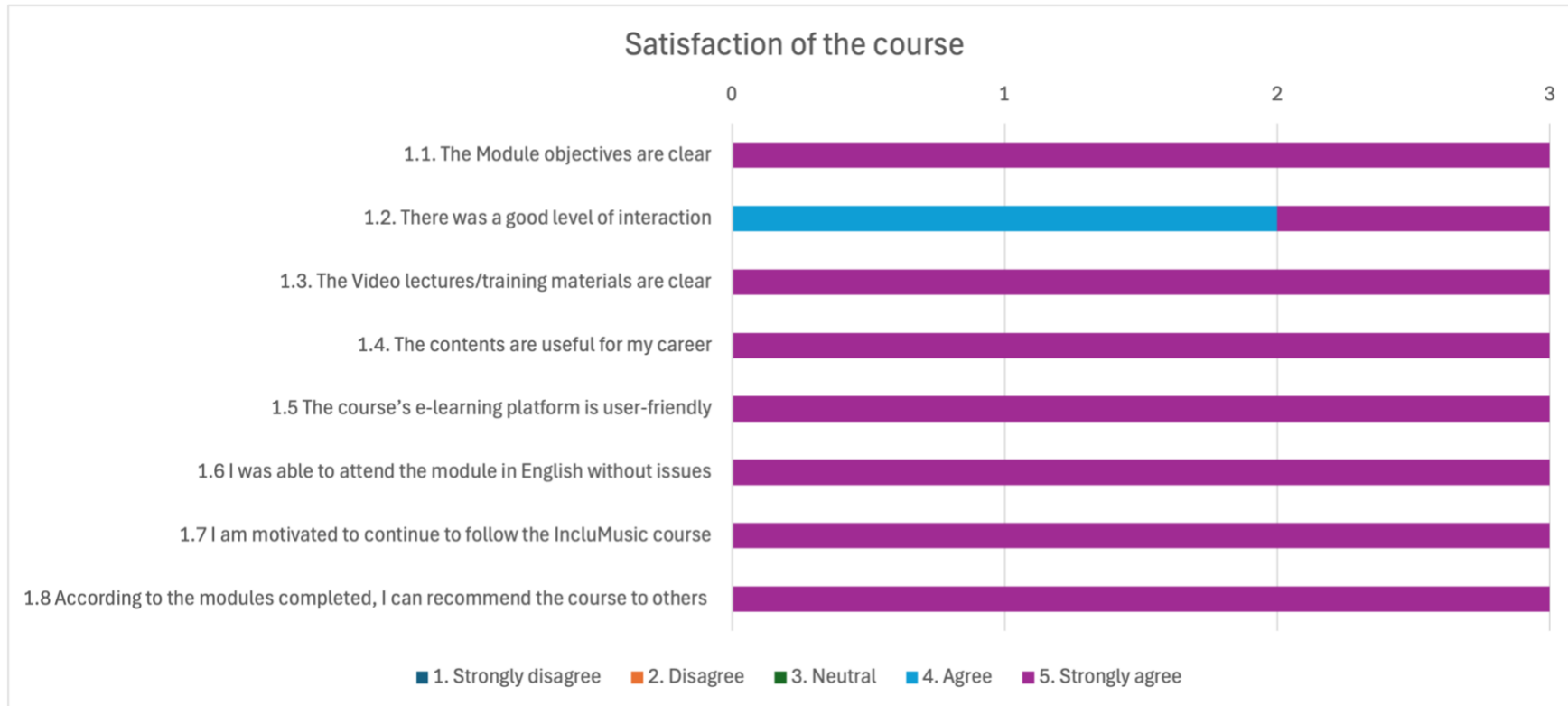
- There was nothing I did not appreciate
- I did not like that the index of books has been reported in the slides
- A lot of images of book covers which don't reflect to our current understanding or world view of inclusivity
- Could be emotionally jarring as a 1st module, especially for those with disability
- Quite old references, eg. 1990 review / 2002 disability study (is there anything more recent?)

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

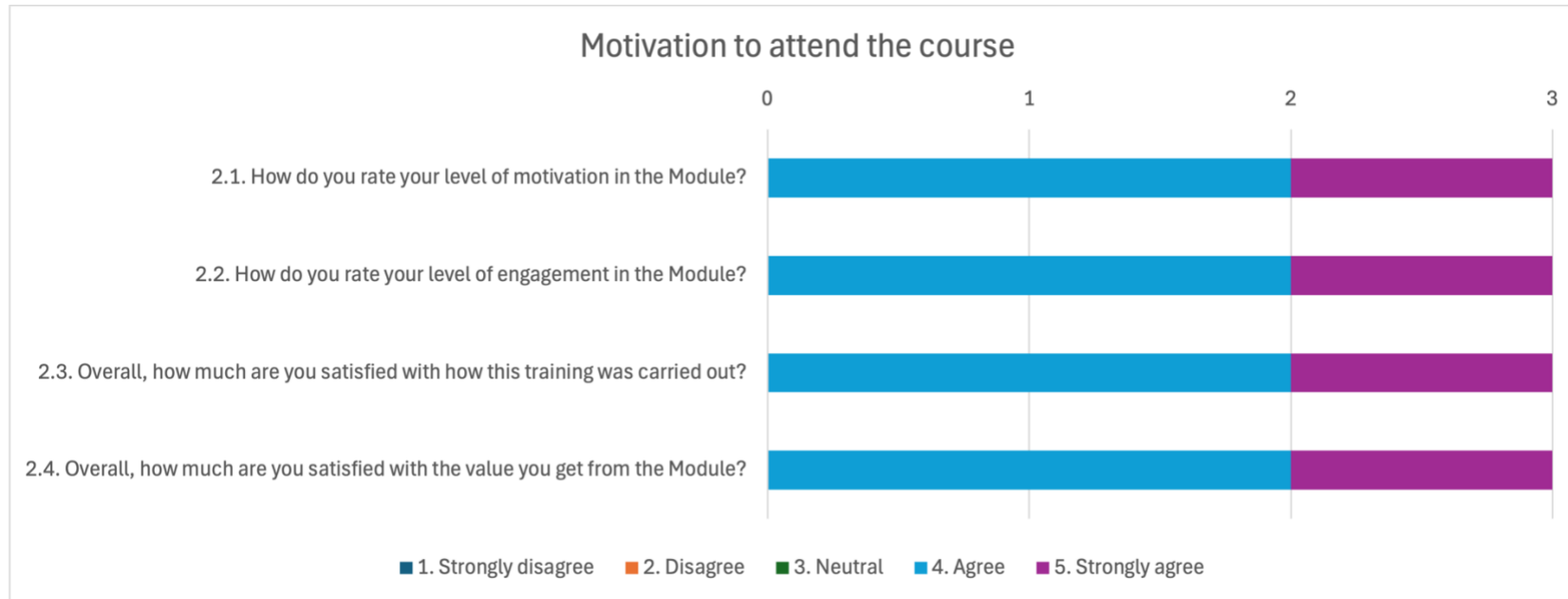
- No suggestions
- To improve the video/audio quality of the sessions 1 to 4
- British English over American English needed across all modules;
- Spacing and font needs to be the same across all modules;
- Question over necessity of in depth history here as a 1st module? Emotionally upsetting for some?

Module 2 “Special Music Methodologies and Assistive Technologies”

Module 2: Satisfaction of the course



Module 2: Motivation to attend the course



Module 2: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I liked the clarity of contents.
- Very interesting to see all the different music approach methods.
- Clarity of content
- Good presentation of content
- Presentation style in videos
- Nice to have broad approaches and variety of music education methods

b) What did you like the least about the Module (you can also refer to the specific topics)?

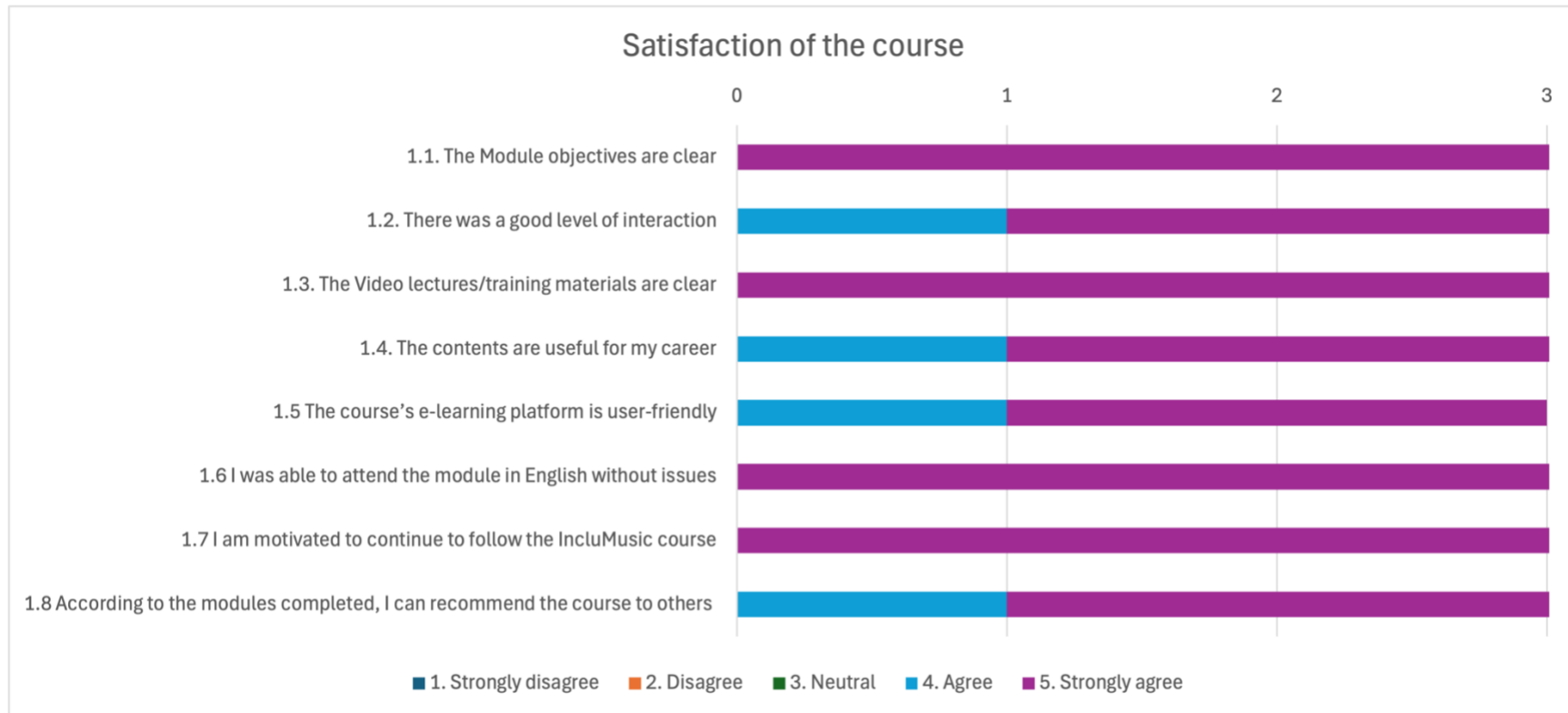
- I did not like anything.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

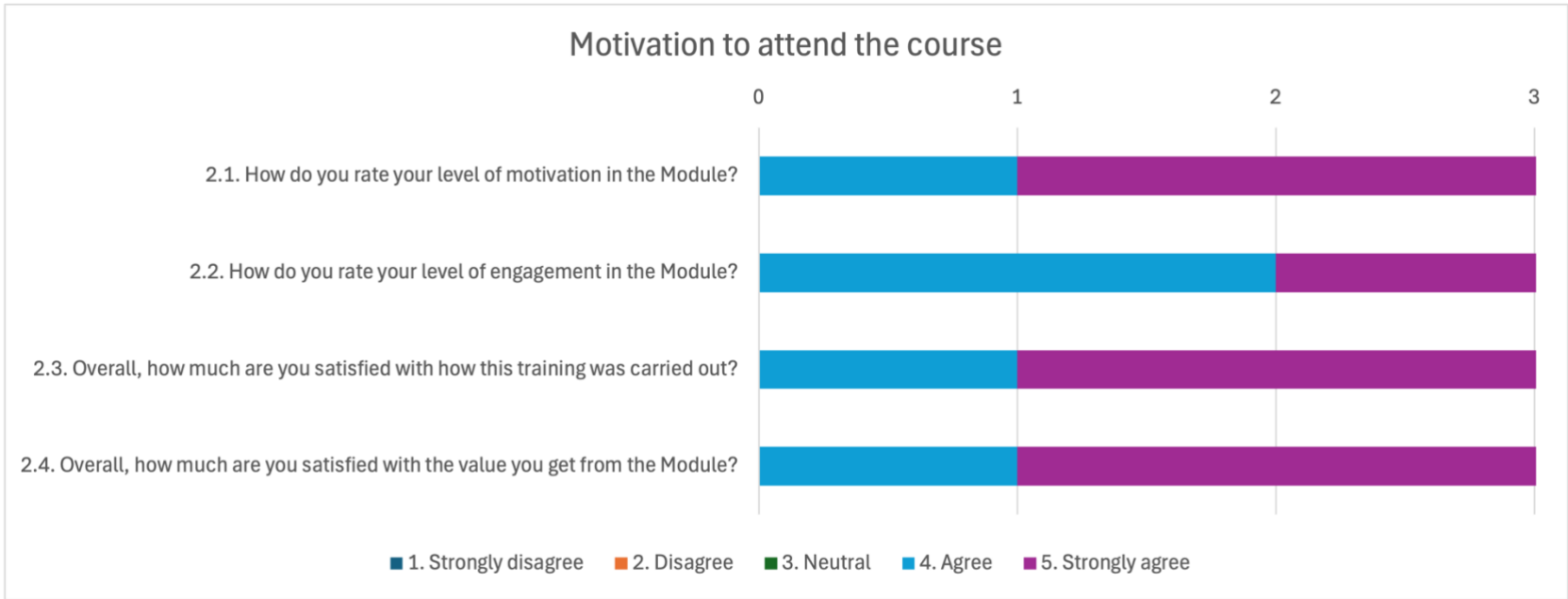
- no
- British English.
- Font size and some spacing.

Module 3 “Legal and Ethical Principles of Inclusion: Strategies for Effective Implementation”

Module 3: Satisfaction of the course



Module 3: Motivation to attend the course



Module 3: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I enjoyed how not only the legal aspects and obligations of inclusion and accessibility are emphasized and explained but also how much the ethical and personal obligations of educators was emphasized, as well as many practical examples and methods for accessibility and inclusion were outlined.
- Very clear and interesting the content.
- The editing is simple and elegant.
- Information was practical and important and not normally easy accessible for teachers. Well preserved
- The content of the slides was specific and clear.

b) What did you like the least about the Module (you can also refer to the specific topics)?

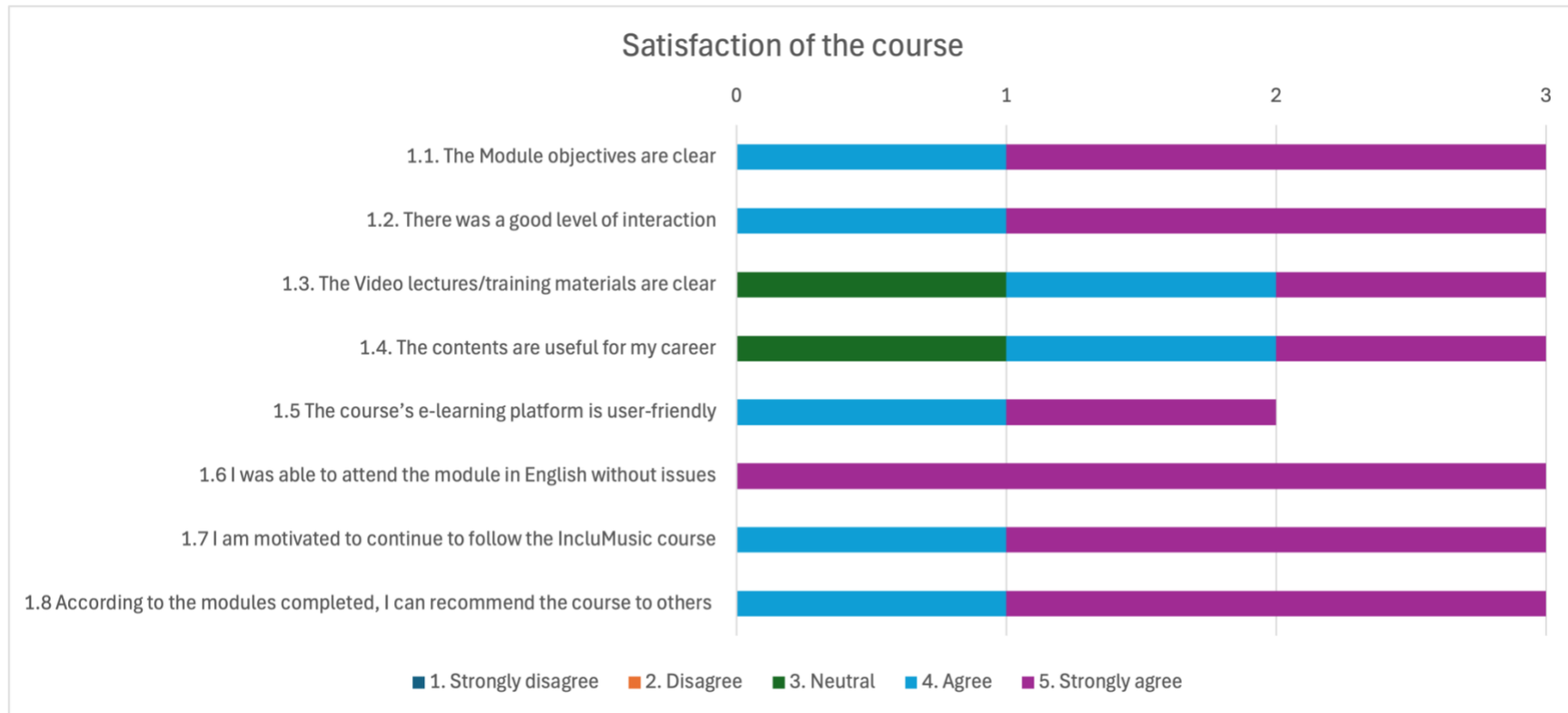
- I think that session 5 covers a bit too much of assistive technologies which is already its own session in Module 2 - session 6: Adaptive/Assistive Technologies/Software and Tools for Augmentative/Alternative Learning.
- This specific module is by its nature very theoretical. We ponder whether it is possible to make it more attractive and user friendly in any other way.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

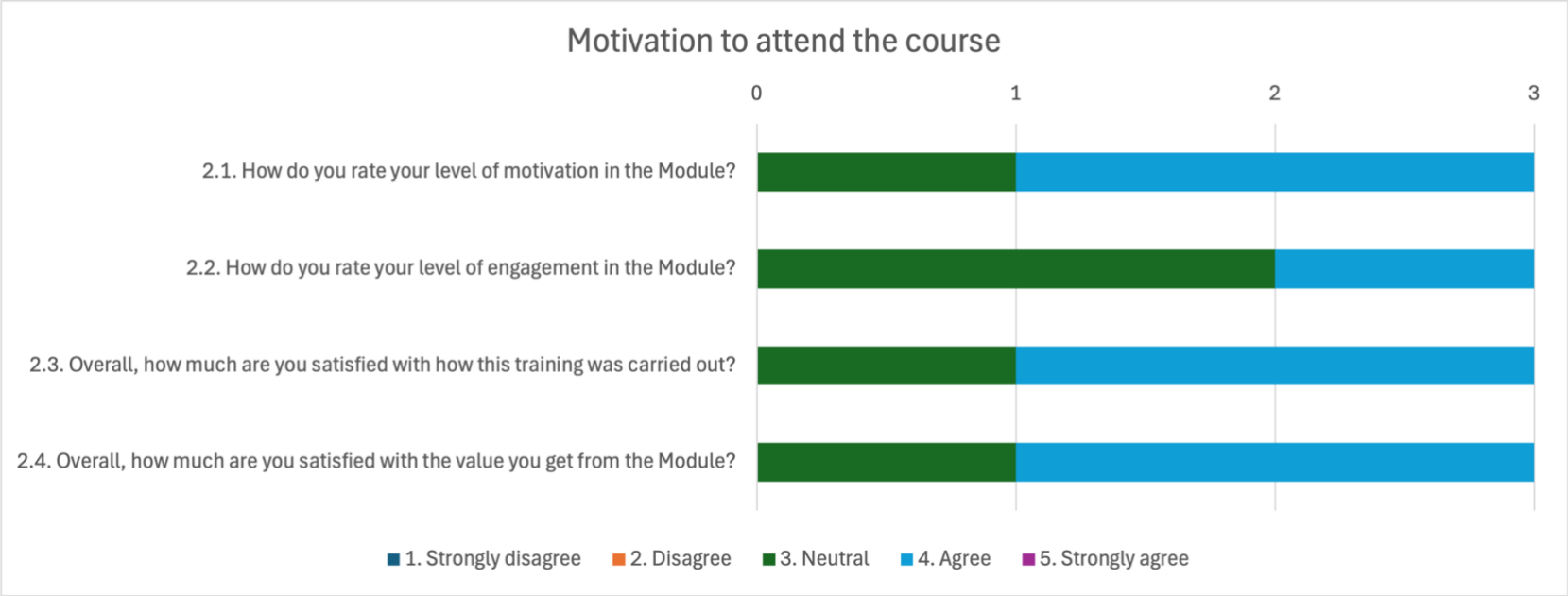
- Would it be possible to include related videos for this topic?

Module 4 “Mindfulness and Inclusive Music Teaching”

Module 4: Satisfaction of the course



Module 4: Motivation to attend the course



Module 4: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- The mediation opportunity.
- Learning how mindfulness and meditation can be helpful for the creative process of music.
- I liked the clarity of contents.
- Interactive activities.
- Mindfulness recordings.
- Images.

b) What did you like the least about the Module (you can also refer to the specific topics)?

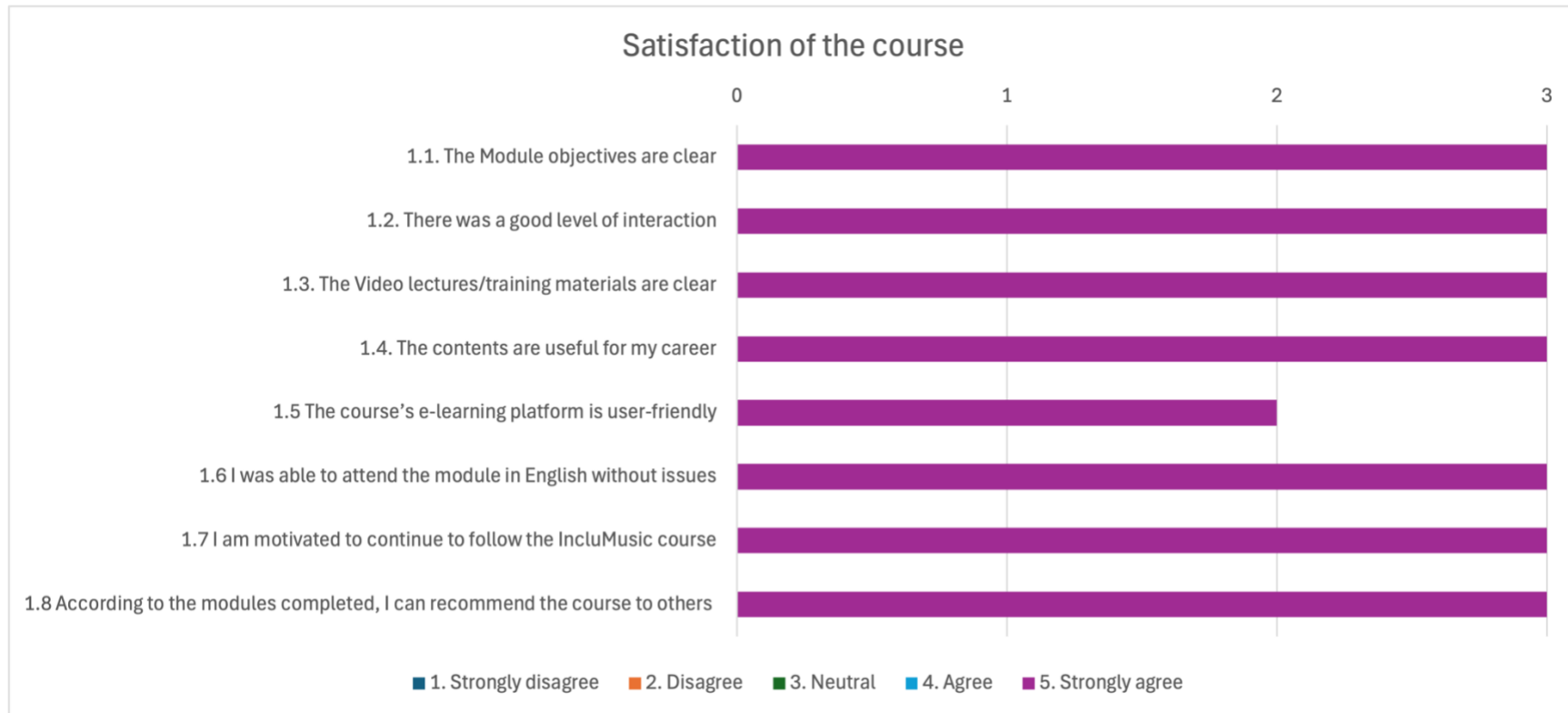
- I did not like anything.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

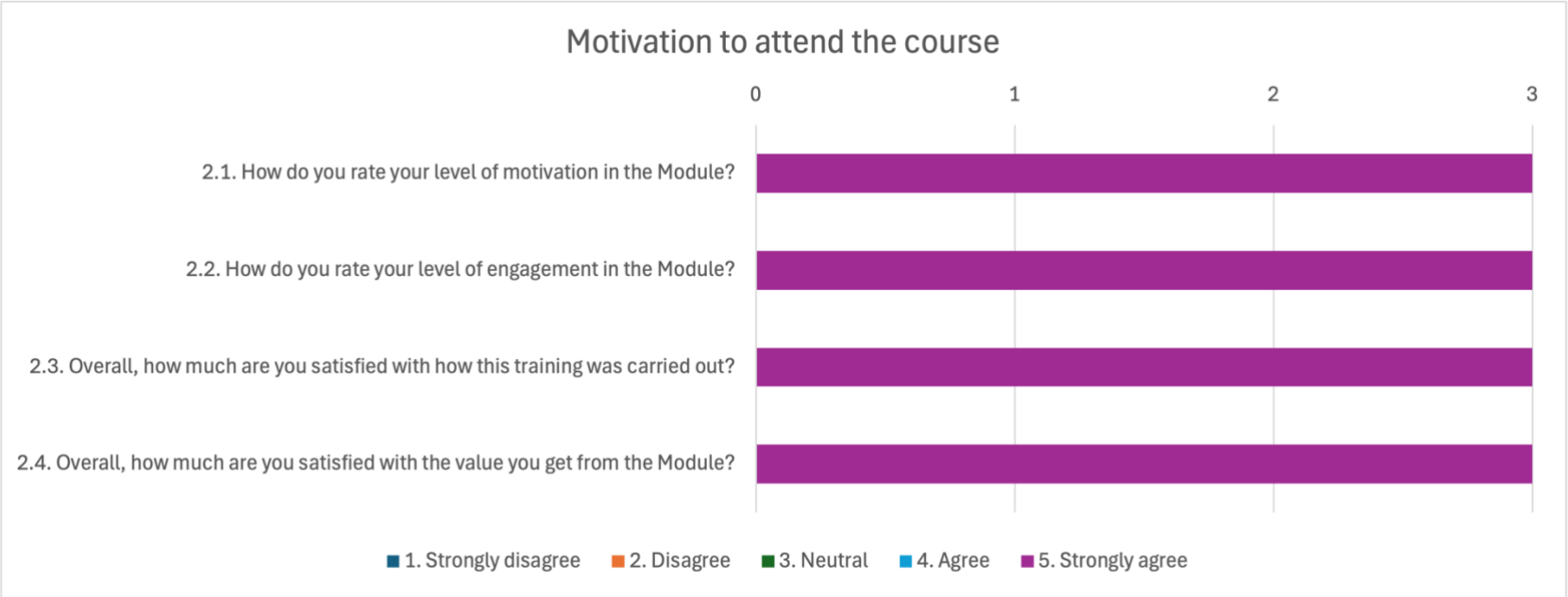
- No suggestions
- No.
- Format – eg.: spacing, text size, British English, spelling needs to be checked and edited before the course is taken externally

Module 5 “Music Therapy, Music and Health”

Module 5: Satisfaction of the course



Module 5: Motivation to attend the course



Module 5: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- How clear and well and passionately explained everything is. There's a lot of soul in the presentations and content which makes it very engaging and enjoyable.
- The information is very interesting, well-structured and relevant.
- Very Interesting, well developed and structured; very clear
- Practical and interactive approach
- The content of the slides is very clear.

b) What did you like the least about the Module (you can also refer to the specific topics)?

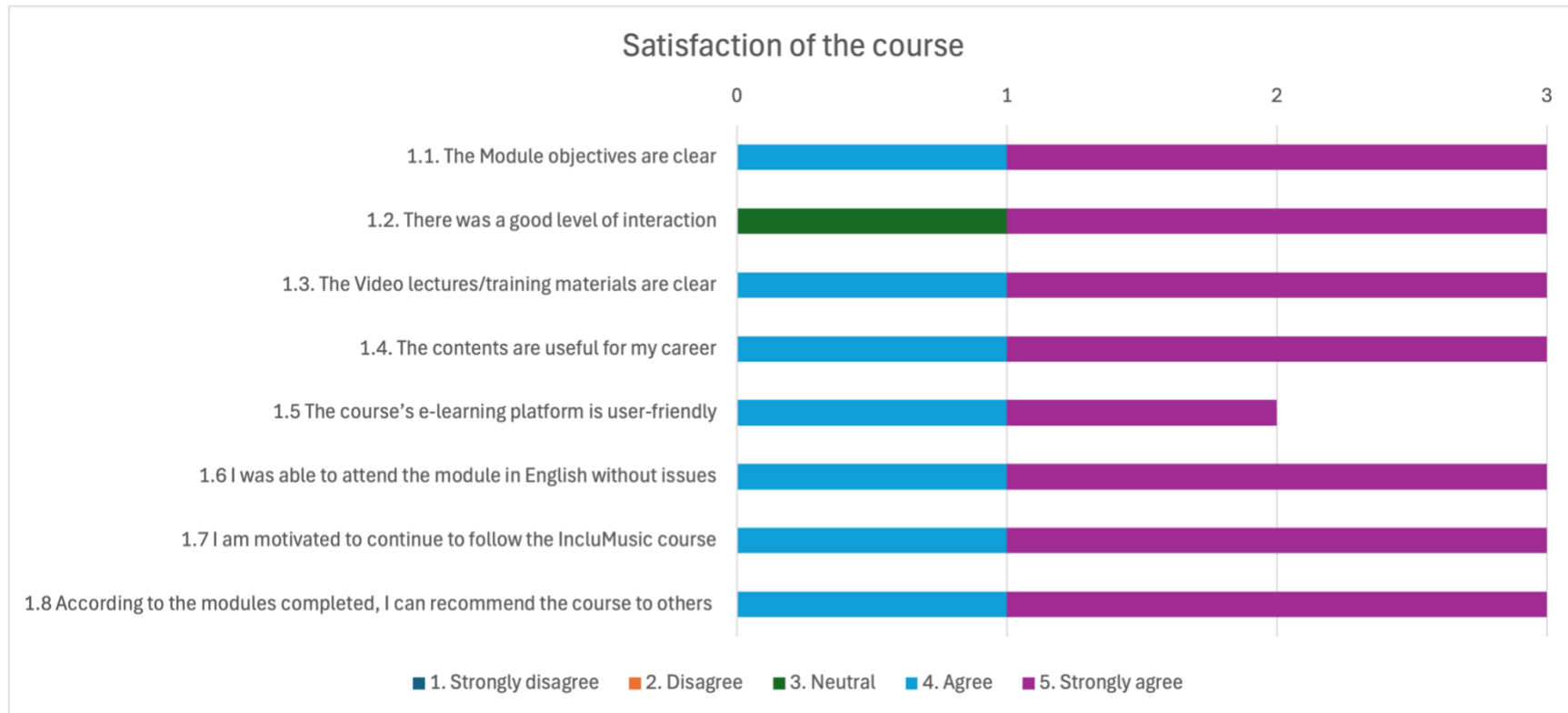
- Nothing I did not like.
- Overall, the content is well presented.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

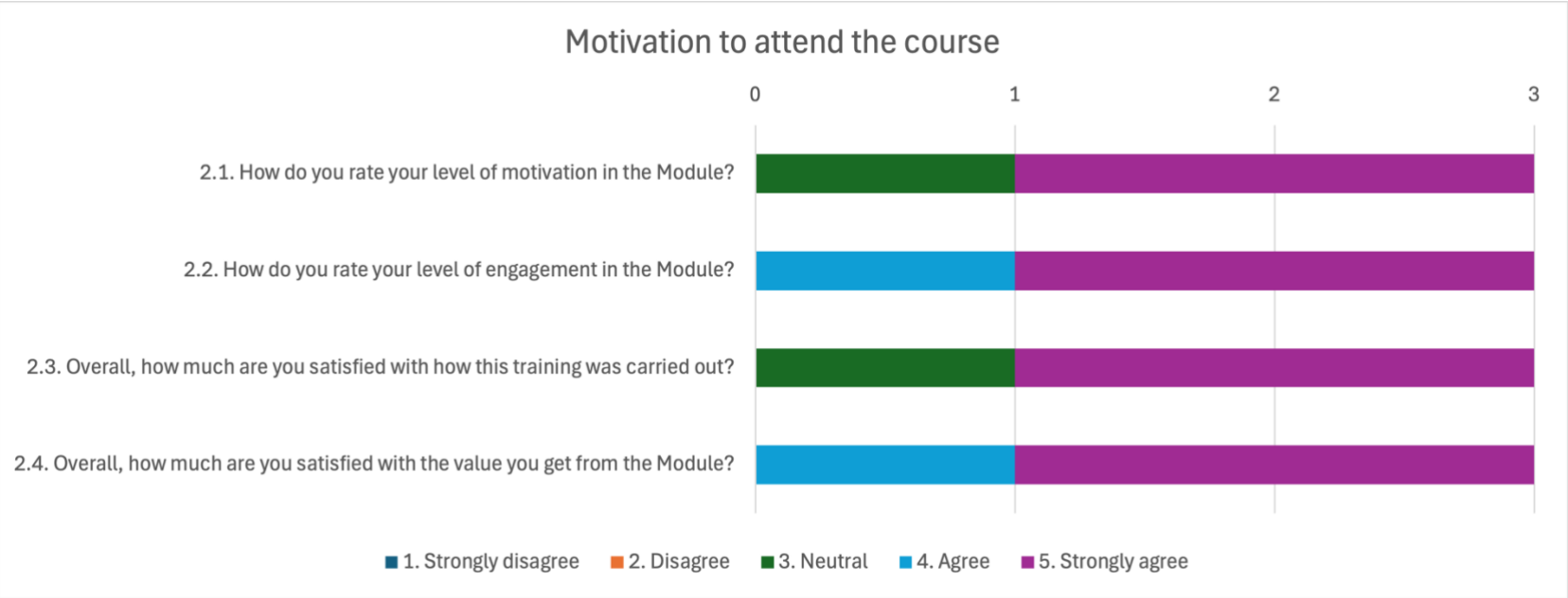
- No suggestions.
- check the text that comes out of the slides in: session 3.2: slide 8, 14 and 25

Module 6 “Inclusive MuEd and Community Music”

Module 6: Satisfaction of the course



Module 6 - teachers: Motivation to attend the course



Module 6: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I enjoyed how much the importance of bringing cultural context into music was emphasized and creating an educational music environment of empathy and cultural representation. Especially in light of much “Classical” musicianship is emphasized in conservatories, I think the point of bringing in cultural representation in the music education process is valid.
- I liked the clarity of contents
- Information around prejudice and bias prompts reflection and was very interesting to include

b) What did you like the least about the Module (you can also refer to the specific topics)?

- Some words or phrases or a few ideas felt a little repetitive.
- Community Music doesn't seem very appropriate in connection with teaching in Conservatories, since this already implies an elitist approach and some scientific, stylistic and aesthetic selection of music.
- I did not like anything
- It was very text heavy at times

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- No suggestions.
- No
- Images, especially when offering YouTube extend links would make it more interesting.
- To much text – should include more images/media.
- Spacing and format needs to be same for all slides.

Module	Section	Percentage of positive evaluation
1	Satisfaction of the course	86%
	Motivation to attend the course	67%
2	Satisfaction of the course	100%
	Motivation to attend the course	100%
3	Satisfaction of the course	100%
	Motivation to attend the course	100%
4	Satisfaction of the course	91%
	Motivation to attend the course	58%
5	Satisfaction of the course	100%
	Motivation to attend the course	100%
6	Satisfaction of the course	96%
	Motivation to attend the course	83%