



# Pilot-testing the MOOC (IO4)

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use that might be made of the information contained therein.

**PROJECT NUMBER:**

Co-funded by the  
Erasmus+ Programme  
of the European Union



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# Project Partners



# Pilot-testing the MOOC (IO 4)

## Course Promotion

Partner	Country	Course Promotion
UBI	Portugal	<p>UBI invited the participants through institutional e-mails and Facebook. Additionally, other invitations were made by the trainer of the pilot and UBI project team members.</p> <p><a href="https://www.facebook.com/937636506260643/photos/a.939007212790239/5496494103708171/">https://www.facebook.com/937636506260643/photos/a.939007212790239/5496494103708171/</a>  <a href="https://www.facebook.com/FCSH.UBI/photos/a.185615214819786/5014724965242096/">https://www.facebook.com/FCSH.UBI/photos/a.185615214819786/5014724965242096/</a></p>
KTU	Lithuania	<p>KTU prepared press release and disseminated the information among Lithuanian higher educational establishments with STEAM study programmes. The information was disseminated via e-mails and social media. In addition, a registration of the project pilot workshops was made available.</p> <p><a href="https://ktu.edu/events/tarptautiniai-verslumo-mokymai-destytojams/">https://ktu.edu/events/tarptautiniai-verslumo-mokymai-destytojams/</a>  <a href="https://www.facebook.com/1164051411/videos/523591552637692/">https://www.facebook.com/1164051411/videos/523591552637692/</a>  <a href="https://www.linkedin.com/posts/ktu_lt-d%C4%97stote-ar-studijuojate-chemij%C4%85-o-gal-activity-6937745446526173184-">https://www.linkedin.com/posts/ktu_lt-d%C4%97stote-ar-studijuojate-chemij%C4%85-o-gal-activity-6937745446526173184-</a></p>
iED	Greece	<p>iED contacted the Office of Technology Transfer of the University of Thessaly which provided a list of contacts of professors from various faculties and departments of the University. Personal emails were sent to all of them introducing the Entrance project and inviting to the piloting. These professors were asked to disseminate the course to their students as well.</p>
GrantXpert	Cyprus	<p>GrantXpert created an online promotional campaign, utilising its network of contacts for a Mailchimp promotion, using also social media which allowed also to attract the interest of additional people to its existing network. Finally, the pilot announcement was also featured on the company's website:</p> <p><a href="https://www.grantxpert.eu/training-opportunity-for-non-business-Academics-and-researchers-in-cyprus/">https://www.grantxpert.eu/training-opportunity-for-non-business-Academics-and-researchers-in-cyprus/</a></p>

## Data and Place of the Piloting

Partner	Country	Dates
UBI	Portugal	<p>Three days of pilot included the following targets:</p> <p>Group 1 of students: 1<sup>st</sup> and 2<sup>nd</sup> of June from 2 pm to 4:30 pm (University of Beira Interior – in Faculty of Sciences)</p> <p>Group 2 of students: 14<sup>th</sup> of June from 10 am to 1:30 pm (University of Beira Interior – in Faculty of Health Sciences)</p> <p>Academics: 15<sup>th</sup> of June from 11 am to 1 pm (Teams)</p>



<b>KTU</b>	<b>Lithuania</b>	Three days of pilot, i.e., one F2F workshops (13 June 2022) and 2 online workshops (14 and 16 June 2022) in Lithuania. The duration in hours for participants was of 18 hours for academics and 16 hours for students. In addition, academics have been also acknowledged with pedagogical approaches that could be used with Entrance training programme. This workshop has been provided by Dr. Orsolya Ihasz, Cranfield University (United Kingdom)
<b>iED</b>	<b>Greece</b>	The pilot took place on 21, 23, 24 June. There were three sessions which lasted 1,5 hours each.
<b>GrantXpert</b>	<b>Cyprus</b>	Four training sessions: 04/07, 09:00-12:00 - Introductory session (EUC campus) 05/07, 09:00-12:00 (EUC campus) 06/07, 09:00-12:00 (via Zoom) 11/07, 10:00-12:00 (via ZOOM) Each session had a duration of 3 hours.

## Mentors/instructors

<b>Partner</b>	<b>Country</b>	<b>Mentors/instructors</b>
<b>UBI</b>	<b>Portugal</b>	Roberta Dutra Andrade, UBI. Roberta Andrade is the head of the Innovation and Entrepreneurship Center of the Federal University of Ceará - INOVE. She is professor in management, law, and technology courses in management, entrepreneurship, and related areas at the Federal Universities of Ceará and Unicatólica de Quixadá. She is also a Lecturer at the University of Beira interior. She is a junior researcher at NECE-UBI and holds an academic scholarship at Santander Totta Bank for the best thesis project. She is a Ph.D. student in Management at the University of Beira Interior with a particular interest in the study areas of entrepreneurship and knowledge management in entrepreneurial ecosystems.
<b>KTU</b>	<b>Lithuania</b>	Aušra Rūtelionė, Associate Prof., presented the training programme and the ICT business toolkit and facilitated all the process for three days. Module 1 and 2 have been taught by Eglė Vaičiukynaitė (neuromarketing and entrepreneurship lecturer and researcher, KTU), Module 3 by Prof. Viktorija Varaniūtė (finance management expert, KTU). Module 4 was taught by Dr. Orsolya Ihasz (Carnfield University, UK), that has also delivered the workshop on entrepreneurial education for academics.
<b>iED</b>	<b>Greece</b>	All modules were presented by the Project Manager of the project, Natasa Tsagkari. Natasa has a background in economics and business management and has studied in depth all the modules during their development and afterwards.



<b>GrantXpert</b>	<b>Cyprus</b>	Dr Celia Hadjichristodoulou(Founder and Managing Director of GrantXpert Consulting, Expert in teaching entrepreneurship in the past 7 years, Creation of bridges between academia and the industry) and Christina Achilleos (Head of Erasmus+ Unit and Adult Trainer, Expert in business & entrepreneurship training, circular economy, and sustainability) were both the trainers of the Modules 1,3 & 4. Cyprus did not provide training for the Neuromarketing course.
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## Number of participants

<b>Partner</b>	<b>Country</b>	<b>Number of participants</b>
<b>UBI</b>	<b>Portugal</b>	The total number of participants is 48, being, 33 students (Group1), 8 students (Group 2), and 7 non-business academics.
<b>KTU</b>	<b>Lithuania</b>	In total 20 participants have been invited to the pilot sessions (10 non business academics and 10 non business students). They represent five higher educational establishments in Lithuania, i.e., Kaunas University if Technology, Vytautas Magnus University, Vilnius University, Kaunas University of Applied Sciences and Vilnius University of Applied Sciences.
<b>iED</b>	<b>Greece</b>	The total number of participants was 8: 4 academics and 4 students. Unfortunately, due to the academic exam period the participation was not as expected.
<b>GrantXpert</b>	<b>Cyprus</b>	We had 17 participants overall. 7 non business academics, and 10 students.
<b>Total</b>		93 participants (65 students and 28 academics)

## General considerations

<b>Partner</b>	<b>Country</b>	<b>General considerations</b>
<b>UBI</b>	<b>Portugal</b>	The Portuguese team decided to organize two editions of the pilot since one of the groups couldn't participate in the beginning of June and had classes in other faculty. Thus, to facilitate their logistic, it was decided to organize two trainings. Moreover, all the modules were presented. The training experience in the first group was more effective (and satisfactory) than in the second group. This may be related with the time dedicated to this group (more hours) and previous knowledge about entrepreneurship. Furthermore, some of the participants did not respond to the survey (the analyse carried out shows that the number of participants is higher than the number of respondents).



<b>KTU</b>	<b>Lithuania</b>	All four modules were taught during pilot workshops. In addition, the workshop on entrepreneurial education for academics, i.e., what methods to use while inspiring and teaching entrepreneurship for students and using Entrance training programme, has delivered. The training experience has evaluated by academics and students separately. The workshops delivered have evaluated very well. Nevertheless, some remarks have mentioned regarding online training programme.
<b>iED</b>	<b>Greece</b>	Except for the second module, which required specialized staff, all other modules were presented. The learning experience was excellent as all participants found the training material interesting, asked pertinent questions and the interactivity of the platform with the tool made the process enjoyable and easy.
<b>GrantXpert</b>	<b>Cyprus</b>	Modules 1,3 and 4 were delivered. The training experience was overall positive; the trainees gave the trainers a lot of constructive feedback related to the content and the mode of training.



# Results of the survey

## Students

The students answered a survey after the pilot course. Following, we present the summary of all national analysis.

## Course

The students were asked: How would you rate ENTRANCE workshops?

The affirmatives below had five possible answers: 1- strongly disagree, 2- disagree, 3- neither agree or disagree, 4- agree, 5- strongly agree.

- The content of the workshop was relevant and useful.
- The blend of theory and practice in the training was adequate.
- The expertise of trainers was high.
- The quality of training was high: engaging, ability to learn from lecturer.
- The methods used in the workshop was useful.
- The arrangement of in class and in person trainings was adequate.
- The workshop was inspiring.
- The content of workshop was innovative.
- The content can be applicable in real life.

The students in all countries rated the ENTRANCE workshops positively

- In Cyprus, all students strongly agreed with the affirmations.
- In Greece, all students strongly agreed with the affirmations.
- In Lithuania, 80% of the students agreed or strongly agreed with the affirmations.
- In Portugal, 80% of the students agreed or strongly agreed with the affirmations.

Their participation in the pilot was mainly driven by their interest in entrepreneurship and improving their CV, as mentioned in their answers. Also it is important to indicate that 80% participants rate the 3-day workshop at least 4 out of 5 on a 5-point scale on average of 10 quality criteria (relevance, engagement, methodology, innovativeness, inspiration, etc.).

## MOOC/Toolkit

The students were asked: Could you rate the online training platform in MOOC?

The affirmatives below had five possible answers: 1- strongly disagree, 2- disagree, 3- neither agree or disagree, 4- agree, 5- strongly agree.

- The selection of training modules is relevant.
- The content of training modules is engaging.
- The content of modules is clear.
- The methods used in training modules are relevant.
- The training platform is easy and practical to navigate.
- The training platform design is appealing.
- The content of training modules is inspiring.





The students in all countries rated the online training platform in MOOC positively.

- In Cyprus, all students strongly agreed with the affirmations.
- In Lithuania, at least 60% of the students agreed or strongly agreed with the affirmations.
- In Greece, at least 75% of the students agreed or strongly agreed with the affirmations.
- In Portugal, at least 75% of the students agreed or strongly agreed with the affirmations.

In total it is important to indicate, that the platform has been evaluated by students of all countries as 75% participants rate the MOOC at least 4 out of 5 on a 5- point scale on average of 10 quality criteria (relevance, engagement, clarity, adequacy, technical design/user-friendliness, of the MOOC, relevance of methods for academics, inspiration, etc.)

## Suggestions

The students were asked about their suggestions to improve the training in the open questions. The most relevant suggestions were: (a) improving some slides, (b) providing a more appealing interface, (c) simplifying the login access, (d) intellectual property protection of the ideas introduced on the toolkit.

When asked if they feel the training helped them to improve their entrepreneurial skills and mind-set,

- In Cyprus, all students answered yes.
- In Lithuania, 90% of the students answered yes.
- In Portugal, more than 90% of the students answered yes.

Also, in Portugal and Lithuania 100% responded that they would recommend the program to other students.

## Students Information

Partner	Country	Students Information
UBI	Portugal	Concerning the students' information, first-cycle Master's and PhD students; of Computer Science, Health and Medicine Sciences, Natural Sciences, and Humanities.
KTU	Lithuania	Most of students (80 %) were from technology sciences, 10 % from sociology, 10 % from arts. Students have also represented different levels of study programmes: 40 & (BA), 50 & (MA) and 10 % (PhD).
iED	Greece	Most of the students belong to the technology sciences and only one student belongs to the Faculty of Agriculture. Half of them is doing bachelor studies and the other half are doing master studies.
GrantXpert	Cyprus	n.a.



## Academics

The academics also answered a survey after the pilot course. Following, we present the summary of all national analysis.

### Course

The academics were asked: How would you rate ENTRANCE workshops?

The affirmatives below had five possible answers: 1- strongly disagree, 2- disagree, 3- neither agree or disagree, 4- agree, 5- strongly agree.

- The content of the workshop was relevant and useful.
- The blend of theory and practice in the training was adequate.
- The expertise of trainers was high.
- The quality of training was high: engaging, ability to learn from lecturer.
- The methods used in the workshop was useful.
- The arrangement of in class and online trainings was adequate.
- The workshop was inspiring.
- The content of workshop was innovative.
- The content can be applicable in real life.

The academics in all countries rated the ENTRANCE workshops positively

- In Cyprus, all academics agreed or strongly agreed with half the affirmations, the other half, at least 50% of them agreed or strongly agree.
- In Greece, all agreed with four affirmatives and at least 50% of the academics agreed or strongly agreed with the other affirmations.
- In Lithuania, at least 80% of the academics agreed or strongly agreed with the affirmations.
- In Portugal, at least 75% of the academics agreed or strongly agreed with the affirmations.

Their participation in the pilot was mainly driven by their interest in entrepreneurship and learning about online technologies, as mentioned in their answers. Also it is important to indicate that 80% participants rate the 3-day workshop at least 4 out of 5 on a 5-point scale on average of 10 quality criteria (relevance, engagement, methodology, innovativeness, inspiration, etc.).

### MOOC/Toolkit

The academics were asked: Could you rate the online training platform in MOOC?

The affirmatives below had five possible answers: 1- strongly disagree, 2- disagree, 3- neither agree or disagree, 4- agree, 5- strongly agree.

- The selection of training modules is relevant.
- The content of training modules is engaging.
- The content of modules is clear.
- The methods used in training modules are relevant.
- The training platform is easy and practical to navigate.
- The training platform design is appealing.
- The content of training modules is inspiring.



The academics in all countries rated the online training platform in MOOC positively.

- In Cyprus, all agreed or strongly agreed with five of the questions above, concerning the other remaining questions, more than 80% academics agreed or strongly agreed with the affirmations.
- In Lithuania, at least 90% of the academics agreed or strongly agreed with the affirmations.
- In Greece, at least 75% of the academics agreed or strongly agreed with the affirmations.
- In Portugal, at least 60% of the academics agreed or strongly agreed with the affirmations.

In total it is important to indicate, that the platform has been evaluated by academics of all countries as 75% participants rate the MOOC at least 4 out of 5 on a 5- point scale on average of 10 quality criteria (relevance, engagement, clarity, adequacy, technical design/user-friendliness, of the MOOC, relevance of methods for academics, inspiration, etc.)

## Suggestions

When asked if they feel the training helped them to improve their entrepreneurial skills and mind-set, 100% of the academics agreed in Greece and Portugal, and 90% in Lithuania. Also, all academics in Portugal, Lithuania, and Greece answered that they would recommend our program to other academics, while only 75% in Greece. Furthermore, the academics were asked if they would use the MOOC in their lectures, 80% in Portugal and 75% in Greece answered yes.

Partner	Country	Suggestions from the academics
UBI	Portugal	In the open questions, the academics were asked about their suggestions to improve the training. The suggestions refer to: (a) the platform design; (b) the integration between the MOOC and the Toolkit; and (c) some complaints about module 2: "Module 2 is not very intuitive for non-specialists".
KTU	Lithuania	While evaluating the training programme in the platform, academics have suggested using more practical tasks and information not only with the development of ideas, but also for those who want to start their own business. In addition, they emphasized that it should be more accessible, i.e., the registration should be easier one. Regarding ICT business toolkit, they have not suggestions. Nevertheless, they emphasized that separate registrations is not good solution.
iED	Greece	Regarding the platform and the tool, most of the comments were positive. Most would have preferred not to have to register for both. More specifically, for the tool, they suggested that the blocks of the canvas that were included should have notes (in the form of balloons) with instructions on how to fill them in. They would like there to be a learning management flow and in some of the financial parts of the canvas they would like to be able to introduce excel sheets
GrantXpert	Cyprus	n.a.



## Research Area

<b>Partner</b>	<b>Country</b>	<b>Academics Research Area</b>
<b>UBI</b>	<b>Portugal</b>	Biotechnology, Health Sciences, and Human Sciences.
<b>KTU</b>	<b>Lithuania</b>	Technology Sciences, Agriculture, Sociology, Arts and Humanities.
<b>iED</b>	<b>Greece</b>	Project Management, Business Research Methods, Biotechnology, Informatics with applications in biomedicine, and Food Technology
<b>GrantXpert</b>	<b>Cyprus</b>	n.a.



# Final Remarks

Partner	Country	Final Remarks
UBI	Portugal	<p>"We got many students interested in participating in the pilot. Conversely, bringing together academics was a challenge. Therefore, to mitigate the challenges, we did the third day online. Overall, the pilot was successful and minor adjustments were recommended for the final version. Accordingly, we suggest following the participants' recommendations regarding the integration between the platforms' logins and access. Furthermore, the academic's comments about Module 2 and the trainer's comments about the Modules 0 and 1 should be considered".</p>
KTU	Lithuania	<p>"We have not any challenges while attracting target group to trainings. During trainings, we had several technical issues with QR codes and links, but it has solved quickly. In addition, we would say that registration process has not been liked by participants. In addition, academics are not the group that will work by themselves. Thus, more F2F trainings would be better solution. Of course, using the platform and the tool. Participants noticed that platform and tool should somehow be integrated with each other. In addition, they have mentioned the lack of visual integrity between modules. There is also a need of Lithuanian examples in modules. Of course, videos are always better that PPT. The visual design of four modules should be the same as well as they found Lithuanian and English texts in platform. Lecturers/trainers have proposed to use more national examples as well as storytelling in Pitch the idea module."</p>
iED	Greece	<p>"Fortunately, there were no difficulties and challenges. The key takeaways from the pilot project are that the tool and the platform could be simplified by omitting some steps (multiple entries) and adding some additional elements to the tool that would guide the trainees in applying theory to the practical part of the tool."</p>
GrantXpert	Cyprus	<p>"The biggest challenge faced was to incorporate all the learning units in these short sessions, and also persuade the trainees to learn how to utilize the digital tools developed. We should have at least a week of digital learning only utilizing the tools, before the face-to-face sessions, so we gave the trainees the opportunity to browse the tools in a more consistent manner. We have definitely noted the remarks about the theoretical delivery of the course; for next time, we will make sure to plan a more interactive training."</p>

