Evaluation and validation " dashboard " tool – V1 Dissemination Level Public Status Final

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Executive Summary

The main aim of this deliverable is to describe the aims, logic and implementation process that have been followed in order to provide a first version of the "Dashboard" tool. The tool, in its final version, will allow the monitoring of the status of the evaluation and validation from both country and European perspectives.

In Section 2, we are looking into the tool requirements, as they are described in the Description of Work (DoW) followed by the analysis and the process that led to the internal decision to address a first set of needs starting from November 2014, building on a more complete version which will be fully available by October 2015.

Section 3, looks into the Google document and Dashboard software solutions that have been initially considered for Go-Lab. Usability and budgetary reasons have led to the development of the Dashboard tool from scratch. The tool's core functionalities are also explained.

In Section 4 the full implementation timeline is clearly presented. The period between March 2014 and November 2014, includes the conceptualization and consultation phase with other Go-Lab partners which led to the launch of Dashboard tool v1 in November 2014. The following period, between December 2014 and October 2015 will be used for testing, refinement of the tool and the development of the automated reports whose content will be defined in collaboration with the other WPs and WP7 in particular.

Section 5 describes Surveymonkey[1] and the Dashboard tool v1 that NCs will have at their disposal as from November 2014. At that point, all questionnaires will be available online and in all Go-Lab languages via Surveymonkey, while NCs will be in a position to consult lively updated online reports showing the progress of their teachers in filling in the WP8 instruments. The role of NCs in the whole process and the main points that they need to take into account in order to ensure the successful use of this solution and to maximize the amount and quality of the collected data, is also clearly explained.

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[1] http://www.surveymonkey.net/

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1   Introduction

WP8 "Validation and Evaluation" is focusing on the validation (assess the impact) of the Go-Lab major interventions on the participating school communities (organizations, teachers, and students), including for example career choices, acceptance of technology based innovation etc.). At the same time, WP8 is also aiming to evaluate the effects of learning with Go-Lab online labs on students from a cognitive, motivational, and attitudinal perspective, drawing in the end conclusions concerning central aspects of Go-Lab exploitation (e.g., scalability) for policy makers at national and European level.

In order to fulfill its targets, WP8 needs to ensure that teachers' and students' responses are collected in a straightforward and efficient way by using instruments that are able to capture the impact of the Go-Lab interventions. At the same time, focus is given on putting together the processes and tools that will allow the National Coordinators (NCs) and the WP8 partners to monitor the progress of the evaluation and validation activities. These tools and processes will ensure the smooth execution of the validation and evaluation activities, allowing the project to collect qualitative and quantitative data that will lead to a set of useful conclusions regarding the use and impact of the Go-Lab interventions.

2   Requirements according to the Description of Work (DoW)

According to the DoW and in order to monitor the large scale evaluation and validation process effectively, an evaluation and validation "Dashboard" tool is being developed in two releases: a first version (for the pilot phase B – 500 schools) and a second (final) version (for the pilot phase C – 1000 schools). This dashboard will eventually allow monitoring of the status of the evaluation and validation from several perspectives:

a) Country by country view displaying the status of activities (use of ILS, creation of new ILS etc.) at national level. This will include: demographic data on pilot sites, state of completion of quantitative and qualitative aspects, progress summary of the respective teacher tasks;

b) Pan European view displaying similar data to the national level but also indicating the state of overall progress towards evaluation and validation goals and objectives on a summary basis for all pilots. The dashboard will also include exportable graphs showing the implementation of the allocated to Go-Lab Pilot schools tasks, so as to be able to visualize both national and EU level Go-Lab Pilot network locations and the expansion of Go-Lab activities.

2.1 Requirements

2.1.1 Analytical process

Starting from the DoW and according to Task 8.3, a Dashboard tool is needed In order to monitor the large scale evaluation and validation process effectively. For WP8 the large scale evaluation is mainly connected to the completion of WP8 instruments (pre & post questionnaire) by teachers at the appropriate times. Since WP7 is also interested on the implementation of certain tasks, WP8 and WP7 worked together in order to define the list of tasks that Go-Lab pilot teachers are expected to carry out in the course of the respective phases (phase B & phase C). The monitoring of these tasks will reveal how teachers progress with their use of Go-Lab portal and information about the gradual adaptation of Go-Lab.

2.1.2 Phase B requirements

The launch of Pilot phase B marks the launch of the official evaluation and validation period of the project. In order to ensure that teachers and students will be in a position to accurately record and evaluate their experiences, it was agreed within WP8 and with WP7 that the following elements needed to be in place by the end of October 2014:

1. All WP8[2] instruments (questionnaires) need to become available online within the Surveymonkey tool (see 5.2.1).

2. Questionnaires need to become available to teachers through a variety of channels (email, embedded to website etc.) in order to ensure and maximize the response rate.

3. All questionnaires need to be translated in a number of languages, to be defined by the NCs, in order to ensure teachers' and students' maximum responsiveness.

4. NCs need to have constant and up to date access to the questionnaires' responses.

5. NCs need to be able to record the progress of their teachers regarding the use of Go-Lab portal and the completion of the evaluation instruments.

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[2] Evaluation & Validation

European Schoolnet (EUN) is responsible for the implementation and fulfillment of tasks 1, 2 and 4. For task 3, NCs will be asked to assist in the translations although it will be up to them to decide whether localized versions of the WP8 instruments (questionnaires) are needed for their teachers or opt to use the English versions instead. Translations will be inserted to the online survey tool by EUN. The manual recording of teachers' progress in relation to the assigned tasks (see Section 5.3) can be done by the NCs with the support and contribution of EUN when necessary.

2.1.3 Phase C needs

Pilot phase C will build on the needs of Pilot phase B. During this phase and as soon as all the monitoring mechanisms and evaluation instruments are well in place, a set of more advanced functionalities will be provided in order to allow WP8, WP7 and the rest of Go-Lab partners to view in a more visual/graphical way a set of pan-European results. In more detail:

- Pilot teachers' progress results from the respective countries will be combined (statistically) in order to provide us with a set of pan-European results which will reveal the status of the Go-Lab adaptation, use of the Go-Lab portal and participation to the evaluation activities.

- A set of reports combining the above mentioned results on country and European level will be made available for online consultation and to download.

2.2 The importance of monitoring teachers' evaluation activities

Knowledge gained from monitoring and evaluation is at the core of the Go-Lab learning process. Monitoring and evaluation provide information and facts that, when accepted and internalized, become knowledge that will help Go-Lab promote and apply successfully the use of remote and online laboratories within schools around Europe.

Monitoring of the evaluation results and teachers' contribution is vital because it provides us with a direct insight on how the evaluation process progresses and determines how closely our evaluation plan resembles reality. It allows us to validate the choices of instruments we had to made and implement the necessary changes that will allow us to reach project's aims. Previous experience from other projects with major evaluation activities, has shown that depending on teachers' response and understanding, instruments often need to be adapted from one phase to the other in order to continue serving the purpose of the evaluation.

An insight on teachers' individual performance, in relation to the tasks that WP7 will assign to the Pilot teachers, is also important since it allows NCs to provide extra support and encouragement wherever is needed while ensuring that all Pilot teachers are in line with their tasks and activities. Corrective actions can also be taken in order to ensure the quantitative and qualitative collection of data.

Students' actions will not be recorded to the system as such but the completion of questionnaires on a class basis and in relation to the respective Go-Lab Pilot teachers, will be recorded.

3   Dashboard tool considered approaches

The decision to develop the Dashboard tool has been taken after careful consideration of the available alternatives, taking also into account the need of continuous support, as long as the possible changes and adaptations that the continuous use of the tool might require.

3.1 Google documents

An inquiry among the partners who have, in the past, been involved in the realization of large-scale Pilot activities with schools (i.e. Ellinogermaniki Agogi, European Schoolnet, Nuclio), has revealed that Google documents have been the most commonly used solution in monitoring teachers progress in relation to their allocated tasks. The advantages and disadvantages of using Google documents as a monitoring tool can be found below:

Advantages

- **Easy to set up:** Google docs are easy and quite intuitive to set up minimizing the training time required to get users up to speed with new programs and technologies.

- **Allow collaboration:** The lag time that exists with emailing or copy pasting information is eliminated as co-sharing of Google docs in real-time and access to documents is available worldwide.

- **Low cost:** Google docs is an included app as part of Google Apps for Business. At €50 per year Google Apps provides best in class software as a Service (SaaS). While a local file server offers costly ways to store data, the cloud-based environment of Google Docs has virtually no cost considering the available space.

Disadvantages

- **Usability:** When it comes to the monitoring of large numbers of teachers, Google docs can become quite long and complex to use. An example of a Google doc used to monitor 10 Pilot schools can be seen below:

Figure 1 Google doc used in monitoring 13 schools

This solution can work for 10-20 schools but it will obviously become much more complicated and demanding for larger school numbers.

- **Statistics:** Producing statistical results on country & European level demands a lot of manual work (export data, processing it per country, inserting it to an analysis software etc.)

- **Browser dependency:** Google Docs is not actually a suite of applications. It's a set of Web pages that are displayed by the Web browser. As such, its abilities are limited to the capabilities of the browser which can cause all sort of instabilities and crashes.

3.2 Existing Dashboard tools

Another possibility that was considered, was to use an existing Dashboard tool and adapt it accordingly, in order to fit the needs of the project and particularly the monitoring of the Go-Lab Pilot teachers.

Two Dashboard tools, which came to our attention after the recommendation of EUN's external IT consultant[3], have been considered:

- Geckoboard[4]
- Klipfolio[5]

Both tools offer quite similar functionalities regarding the input of data and the reporting possibilities with small differences noticed when it comes to the customization possibilities, compatibility with other tools and statistical analysis.

The advantages and disadvantages of using these tools can be found below:

Advantages

- **Combine data:** Both tools could use and combine different types of data (excel, word docs etc.)
- **Customization**: Tools could be customized using the Go-Lab identity
- **Visualizations:** Many data analysis possibilities and visualizations were available to choose from

Disadvantages

- **Set-up**: Setting up the tool requires significant time and effort
- **Set up cost:** Set up cost can be quite high depending on the time and effort needed in order to the project requirements
- **Monthly costs:** In addition to the set up cost, monthly costs apply depending on the number of people that are expected to use the tool. An example of these costs can be seen in Annex I – Example of Dashboard tool pricing (Geckoboard).
- **Support:** Customer support is not included in the above explained monthly cost which can result to a 10%-30%.rise of the monthly costs.
- **Changes/adaptations:** Changes/adaptations to the layout, setup etc. are possible but subject to discussion depending on the level of interference to the original set up that they require. Extra costs might also apply.

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[3] Name and contact details available upon request
[4] https://www.geckoboard.com/
[5] http://www.klipfolio.com/

3.3 Customized Dashboard tool

Taking into account the Dashboard tool needs for phases B & C, tool requirements and the available budget, a decision was taken by WP8, along with the Pedagogical and Community clusters, to develop the Dashboard tool from scratch focusing on the Go-Lab NCs needs.

The tool would focus on providing NCs with an environment that would allow them to record teachers' progress in relation to the various tasks they will be carrying out as Go-Lab Pilot teachers. On a later phase, tool will provide more concentrated data and pan-European results related to these tasks (Dashboard tool v2).

3.4 Main features needed

In close collaboration with WP7, WP8 has compiled a list of functionalities (draft specifications) that the Dashboard tool needed to have in order to serve its purpose. In more detail:

- **User management:** The idea is that only NCs will have access to the tool. Teachers' information will be included in the tool but they will have no direct access to it. An overall administrator will have access to everything while National coordinators will be responsible for their schools only and will not be able to see the information regarding schools from other countries.

- **Task management:** Teachers will have to complete a set of predefined tasks. Tasks need to be agreed with WP7, inserted in the tool and assigned to all teachers. NCs, will then be able to record teachers' progress in relation to these tasks.

- **Organisation of users per country:** Teachers will be organized per country. It is very important that each National Coordinator has access to information related to the progress of his country's teachers only and not to others.

- **Possibility to record progress/teacher**: NCs need to be able to record each teacher's progress per task. As a result, a system allowing them to insert information related to each task is needed.

- **Possibility to view progress or tasks on country/European level (by percentages, map view):** NCs should be able to view the progress of each task on teacher, country and eventually European level.

- **Possibility to export results (per country, European reports etc.)** Results and visualization should be exportable in a selection of common formats (i.e. .xls, .txt, .doc etc.) in order to allow NCs and the rest of partners to use them for presentation or reporting purposes (Dashboard tool v2).

4   Implementation timeline

The conceptualization of the Dashboard tool has started at the beginning of 2014, leading, via a number of iterations, to its first release at the beginning of November 2014. A detailed visualization of the implementation timeline up to November 2014 can be found below.

March 2014
- Presentation of Dashboard tool mock up at the Go-Lab General Assembly in Madrid (17-19 March 2014)

April 2014
- Dashboard tool memo circulated to Go-Lab Executive board

June 2014
- Agreement on implementation approach with Pedagogical and Community cluster
- Launch of Dashboard tool implementation

September 2014
- Testable version of Dashboard tool becomes available
- Internal (EUN) testing

November 2014
- Launch of Dashboard tool v1
- Dashboard tool v1 training for NCs

Figure 2 Dashboard tool implementation timeline: March - November 2014

In March 2014, the EUN team has presented the first mock ups of the Dashboard tool during the Go-Lab General Assembly which took place on 17-19 of March in Madrid. The presentation can be seen in Annex II.

As a follow up to this meeting, EUN has been asked to circulate a memo to the whole consortium, explaining the aims and main aspects of the tool. The full memo can be found in Annex III.

At the beginning of June 2014, EUN has suggested to both Pedagogical and Community clusters to organize the implementation of the Dashboard tool in two versions:

- Phase B: Surveymonkey questionnaires (independent of Dashboard tool) and Dashboard tool v1 allowing the recording of Pilot teachers' progress on the set of WP7 predefined tasks, on country level

- Phase C: Including all the elements of Phase B with the addition of the statistical part that will allow the analysis of the input data, maps and visualizations.

Proposal was accepted mid June 2014, so the development of the tool has been launched at the end of June 2014.

Mid-September 2014, a testable version of the Dashboard tool was completed and has been tested internally by members of EUN. The reason for the internal, EUN only, testing was that due to development reasons the tool was hosted on an internal server that could not be accessed from external users.

As soon as the selection of the Pilot phase B Go-Lab teachers is completed, EUN will add the country groups and their teachers to the Dashboard tool, allowing NCs from the volunteering countries to start recording their teachers' progress on the assigned WP7 & WP8 tasks.

A detailed visualization of the implementation timeline between November 2014 and November 2014 can be seen below:
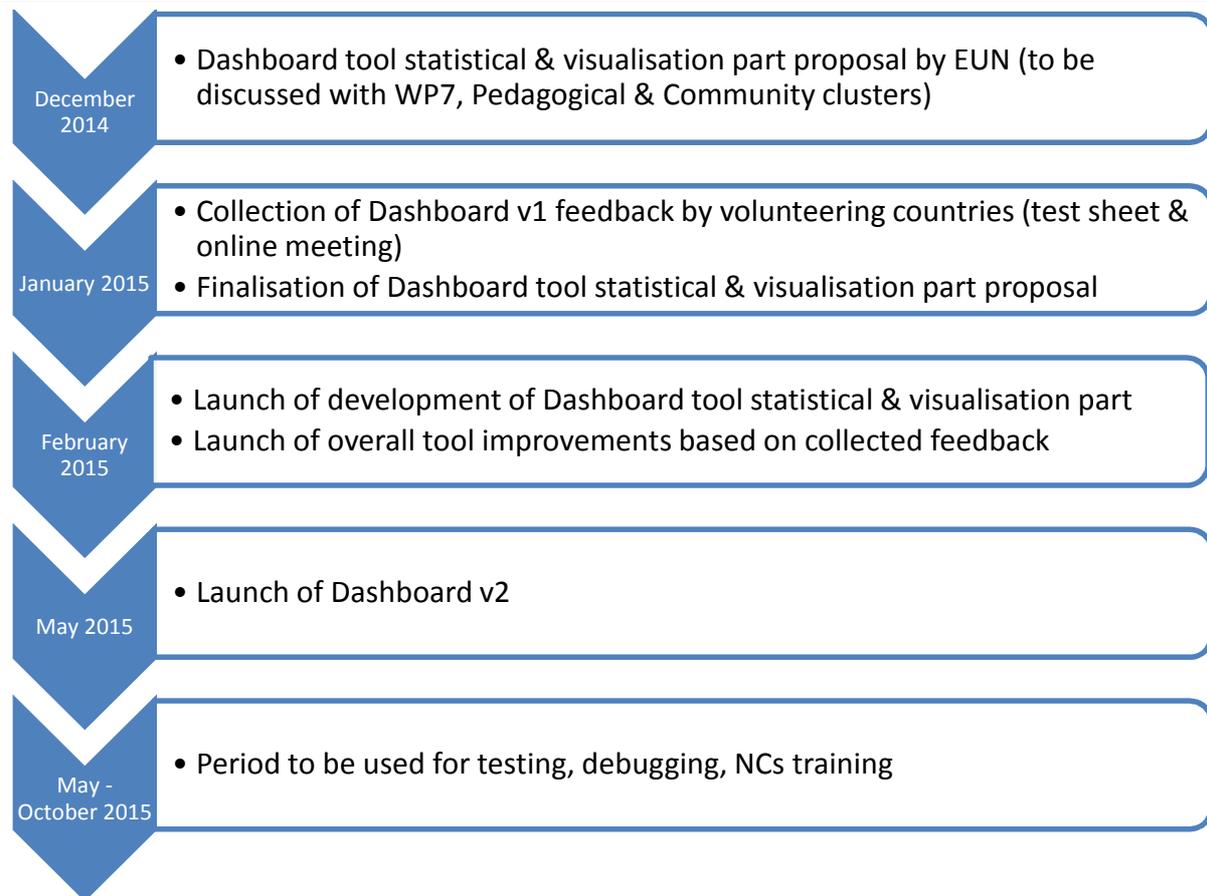
Figure 3 Dashboard tool implementation timeline: December 2014 - November 2015

In the course of December 2014, EUN will provide Go-Lab consortium and particularly WP7, Pedagogical and Community clusters, with a concrete proposal on the statistical output, visualizations and exportable reports that the Dashboard tool will offer.

This proposal will be discussed with the concerned parties and be finalized by the end of January 2015. At the same time, the EUN team with the help of a dedicated test sheet and via an online meeting, will collect feedback in relation to Dashboard v1 version from the NCs of the countries who, voluntarily, will be using the pilot version of the tool from November 2014.

The finalized proposal for the extension of Dashboard v1 along with the improvements/bugs that will be reported, will form the basis of the development period that will be launched in February 2015 and will lead to the final delivery of Dashboard v2 by November 2015.

5   Phase B: Teachers' monitoring

5.1   Main parts

As from November 2014 and with the launch of Pilot phase B activities, NCs will be in a position to follow and record their Go-Lab teachers' progress by using and combining the two following means:

- Surveymonkey based evaluation questionnaires
- Dashboard tool v1

It is worth mentioning at this point that these two tools are not automatically connected. Surveymonkey results though, which reveal how teachers are responding to their evaluation tasks, will be added manually to the Dashboard tool v1.

5.2   Surveymonkey surveys & reports

5.2.1   About Surveymonkey

Surveymonkey is an online survey tool that simplifies considerable the survey and results' analysis process.

For the survey design phase, Surveymonkey offers more than 15 formats for asking questions (multiple choice, true false, open-ended, etc.) which ensure the accurate capture of information. On the aesthetic front it also offers a diverse color palette for changing the appearance of the survey and possibilities of customizing its design to match the project's visual identity (see Figure 4).

Figure 4 Surveymonkey Go-Lab example questionnaire

On the implementation side, Surveymonkey has the ability to track respondents so its administrators can re-contact non-respondents only and avoid disturbing those who have already participated. The Surveymonkey site will send out the survey and subsequent reminders on the project's behalf provided that all e-mail addresses are added to the tool well in advance. Links to the surveys can also be posted on the Go-Lab website or included in e-mail(s) to be shared with the NCs or the participants.

Surveys can be translated in all languages while the tool also allows for collection of data in many languages and provides data analysis features enabling cross-checking of data.

Surveymonkey can generate frequencies for each question allowing users to export data into a variety of formats and import it into programs like SAS or SPSS[6] for more complex analysis. Raw data, unfiltered, including full and uncut user responses is also available and downloadable. Answers to open-ended questions are also collected, although their analysis will be subject to translation. In this case, the support of NCs or partners will be required. Surveymonkey also allows the creation and consultation of results online. This feature will be used in order to share data with partners, as described later in this document (see Section 5.2.4).

5.2.2 Online collection of feedback

The validation activities carried out by WP8 will focus on the collection of quantitative and qualitative feedback from the teachers[7]. This data will be collected through a set of instruments (questionnaires) that WP8 has chosen and/or composed. Questionnaires will become available online and will be accessed via dedicated URLs. An example of part of one of these instruments, can be seen below.

Figure 5 Go-Lab WP8 questionnaires for teachers

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[6] Software used for performing statistical analysis
[7] Students' feedback will be collected during phase C of the project

The pre and post evaluation instruments that WP8 will use during the phase B large scale pilot activities have been integrated to Surveymonkey and can be accessed via the following URLs:

- Teachers' pre questionnaire (English version):
  https://www.surveymonkey.com/s/go_lab_pp2_teachers_pre_en
- Teachers' post questionnaire (English version):
  https://www.surveymonkey.com/s/go_lab_pp2_teachers_post_en

5.2.3 Communication of Surveymonkey results

In order to allow NCs to monitor teachers' responses to the WP8 evaluation questionnaires, preliminary results from the surveys will be made available online by EUN). All NCs will receive links to their specific country reports (see Section 5.2.4) that will be able to access and follow in order to have a clear idea on how things are evolving in their country.

In addition, main trends will be highlighted and communicated to partners periodically by EUN.

Surveymonkey results cannot be automatically connected to the Dashboard tool v1, so the results of the surveys (i.e. which teachers have filled in the pre evaluation questionnaire) will have to be inserted to the Dashboard manually.

5.2.4 Surveymonkey reports on Graasp

Before the launch of Go-Lab Pilot phase B activities, EUN will make available an overview table on the Graasp platform (see example on Table 1) including all available questionnaire reports per country in order to facilitate NCs work. Reports can be open to everyone or password protected depending on the NCs needs.

	Report	Teachers' pre-questionnaire (report)	Teachers' post questionnaire (report)	Students' motivation questionnaire (report)	Students' attitude questionnaire (report)
Country	**The Netherlands**	http://tinyurl.com/PB-PA1-TC-report-nl	http://tinyurl.com/PB-PA2-TC-report-nl	http://tinyurl.com/PB-SA1-ST-report-nl	http://tinyurl.com/PB-SA2-ST-report-nl
	Greece	http://tinyurl.com/PB-PA1-TC-report-el	http://tinyurl.com/PB-PA2-TC-report-el	http://tinyurl.com/PB-SA1-ST-report-el	http://tinyurl.com/PB-SA2-ST-report-nel
	Switzerland	http://tinyurl.com/PB-PA1-TC-report-ch	http://tinyurl.com/PB-PA2-TC-report-ch	http://tinyurl.com/PB-SA1-ST-report-ch	http://tinyurl.com/PB-SA2-ST-report-ch
	Belgium	http://tinyurl.com/PB-PA1-TC-report-be	http://tinyurl.com/PB-PA2-TC-report-be	http://tinyurl.com/PB-SA1-ST-report-be	http://tinyurl.com/PB-SA2-ST-report-be
	Germany	http://tinyurl.com/PB-PA1-TC-report-de	http://tinyurl.com/PB-PA2-TC-report-de	http://tinyurl.com/PB-SA1-ST-report-de	http://tinyurl.com/PB-SA2-ST-report-de
	Spain	http://tinyurl.com/PB-PA1-TC-report-es	http://tinyurl.com/PB-PA2-TC-report-es	http://tinyurl.com/PB-SA1-ST-report-es	http://tinyurl.com/PB-SA2-ST-report-es

United Kingdom	http://tinyurl.com/PB-PA1-TC-report-uk	http://tinyurl.com/PB-PA2-TC-report-uk	http://tinyurl.com/PB-SA1-ST-report-uk	http://tinyurl.com/PB-SA2-ST-report-uk
Cyprus	http://tinyurl.com/PB-PA1-TC-report-cy	http://tinyurl.com/PB-PA2-TC-report-cy	http://tinyurl.com/PB-SA1-ST-report-cy	http://tinyurl.com/PB-SA2-ST-report-cy

Table 1 Example of Surveymonkey reports' table

5.3 The role of the National Coordinators (NCs)

As it was already mentioned, the role of NCs is very critical when it comes to the overall monitoring of the evaluation and validation activities. EUN in close collaboration with Ellinogermaniki Agogi (WP7 leader) have put together two separate documents describing in detail the tasks that both NCs and Go-Lab Pilot teachers will be asked to complete. NCs tasks can be seen in Annex IV– Go-Lab National Coordinators tasks for Pilot phase B (Nov 2014 – Jul 2015) and Pilot teachers' tasks are available in Annex V– Go-Lab pilot schools tasks for Pilot phase B (Nov 2014 – Jul 2015) (and D7.2 Pilot schools selected profiles – v2). During the Go-Lab General Assembly in Athens, 6-8 October 2014, NCs have discussed all these tasks in detail, addressing all their questions before embarking to the Go-Lab Pilot phase B activities. In addition, NCs have agreed that the following responsibilities in relation to the validation & evaluation process are also relevant to them. More specifically:

- Translate and localize the WP8 pre & post questionnaires for their teachers (up to NCs to decide whether translation is needed or not for their teachers)
- Oversee the implementation of validation at national level including the following aspects:
  - o Ensure the objective of the validation is introduced during any Go-Lab training workshops
  - o Make sure all teachers fill in the appropriate questionnaires in the correct order. Pre questionnaire needs to be filled in before teachers start their work with Go-Lab and post questionnaire will have to be filled in at the end of every teacher's activity/ interaction with the Go-Lab portal.

Special attention should be paid by NCs and local organizers involved in the validation aspect of the activities regarding the:

- **Possible misunderstanding of objectives of the** validation or low attention paid to these activities. It is important that all teachers participating to the Go-Lab Pilot activities understand that validation is part of the activities, it is not optional, and that it aims to improve the quality of the Go-Lab platform and activities.

- **Validation vs. Evaluation:** It has to be clear for participating teachers that validation does not aim at assessing their personal level in order to make ranges or create levels in the participant group. It only aims to collect data on their actual perception and attitudes towards science teaching and assess the efficiency and impact of Go-Lab activities.

- **Worries regarding the treatment of the data** and impact such as possible biased information. It has to be explained to teachers that all the data will be analysed by an independent partner on an anonymous basis.

- **Lack of time and implementation overlapping on validation:** While organising engagement and training activities, partners have to plan an appropriate time for validation activities.

5.4 Dashboard tool v1

5.4.1 Purpose of the tool

The purpose of the tool is to offer a platform that can collect the information coming from the pre & post WP8 questionnaires and facilitate the recording of information regarding the progress of Go-Lab pilot Phase B teachers. More specifically, the tool offers NCs the possibility to record the progress of their teachers' tasks i.e. completion of questionnaires, activities on the Go-Lab platform etc.

Teachers' activities are organized in tasks. In this way, NCs will have the possibility to record individual task progress, follow up on their teachers' activities and adapt effort whenever is needed. NCs will be able to:

- Keep track on their teachers' progress and activities by recording their performance on the pre-defined tasks

- Evaluate teachers' performance and proceed to corrective actions, if needed (i.e. if one school does not participate in any activities and does not fill in any of the pre-agreed tasks then NC might decide to replace the specific school with a new one). Each NC needs to ensure a certain number of schools per country so such information is valuable.

5.4.2 Dashboard tool v1 - piloting

As it was discussed in Section 4 and at the beginning of June 2014, WP8 in collaboration with the Pedagogical and Community clusters have decided to use Dashboard tool v1 voluntarily during Pilot phase B, taking the opportunity to test the tool further with the support of willing NCs and refine it before the launch of phase C.

A first discussion during the Go-Lab General Assembly in Athens has revealed that the following countries are willing to use Dashboard tool v1 as from November 2014. The countries are:

- Greece
- Romania
- Bulgaria
- Belgium
- Italy
- Poland
- United Kingdom

Participating NCs will be invited in January 2015 to provide their feedback regarding different aspects of the tool by using a specific test sheet while a discussion on the tool and their overall user experience will also take place around the same time. All feedback/issues that will come up during this process will be addressed and improved before the final release of Dashboard v2 which will be used during Phase C of the project (see Section 4).

5.4.3 Dashboard tool v1 set up

Before being in a position to allow NCs to record their teachers' progress on their allocated validation and evaluation tasks, a set of preparatory steps need to be carried out (see Figure 6 Dashboard tool workflow.
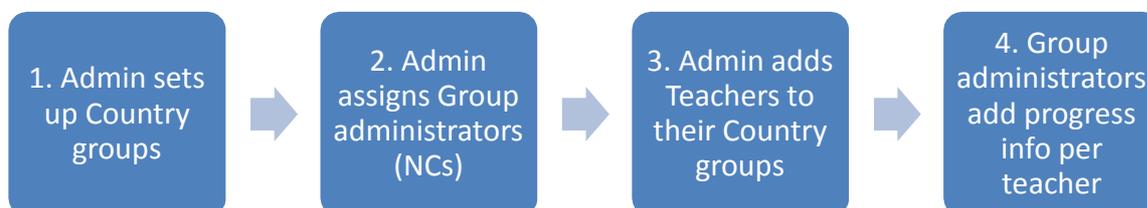

Figure 6 Dashboard tool workflow

More specifically:

1. **Dashboard tool administrator sets up Country groups:** Since teachers are organized per country, the Dashboard tool administrator needs to first create these individual country groups.
2. **Dashboard tool administrator assigns Group administrators (NCs**): Once step 1 is completed, the Dashboard tool administrator needs to assign a Group Administrator to each Country group. This Group administrator is the National coordinator (NC) of the respective country.
3. **Dashboard tool administrator adds teachers to their Country groups:** The Dashboard tool administrator inserts into the system all teachers and assigns them to the Country group they belong to.
4. **Group administrators add progress info per teacher:** Once everything is set up properly, Group administrators are ready to start recording their teachers' progress.

5.4.4 Users roles & limitations

The tool allows a two-level administration focusing on the global and country level. On a global level, the Dashboard tool administrator has the overall responsibility for adding and grouping teachers plus including within the tool the tasks that are going to be monitored. The Country administrator on the other hand, is responsible only for his country's teachers and for entering information related to their activities and progress. A more complete list of both Administrators' tasks and permissions can be seen in Table 2.

Tasks / Role	Dashboard tool administrator	Country administrator
Create group (country)	Yes	No
Add teacher(s) to tool	Yes	No
Edit teacher information (global)	Yes	No
Add task(s)	Yes	No

Remove task(s)	Yes	No
Assign teacher(s) to group (country)	Yes	No
Remove teacher(s) from group (country)	Yes	No
Add task(s) status for teacher	Yes	Yes
Access (own) country report(s	Not applicable	Yes
Access global report(s)	Yes	Yes

Table 2 Administrators' permissions / tasks

5.4.5 Dashboard tool v1 in detail

An overview of the tool's structure and an insight on the specific functionalities that the Dashboard tool allows its Administrators to perform, are described below.

5.4.5.1 Landing page

On the Landing page and from a menu appearing on the left side of the page, Administrators have access to a number of functionalities:

- **Progress entry:** NCs can follow this path in order to record a pilot teacher's progress on one or more assigned tasks.

- **Logout:** Allows Administrators/ NCs to securely logout of the system.

- **Documentation:** At the moment, it includes information regarding the development of the tool, roles etc., which will soon be replaced by a list of FAQs as long as supportive documentation with instructions on how NCs can use the tool.

Cumulative graphs demonstrating how the various European countries are progressing and how Go-Lab is being gradually adopted, will also be included in this page but on a later stage (available in Dashboard tool v2).
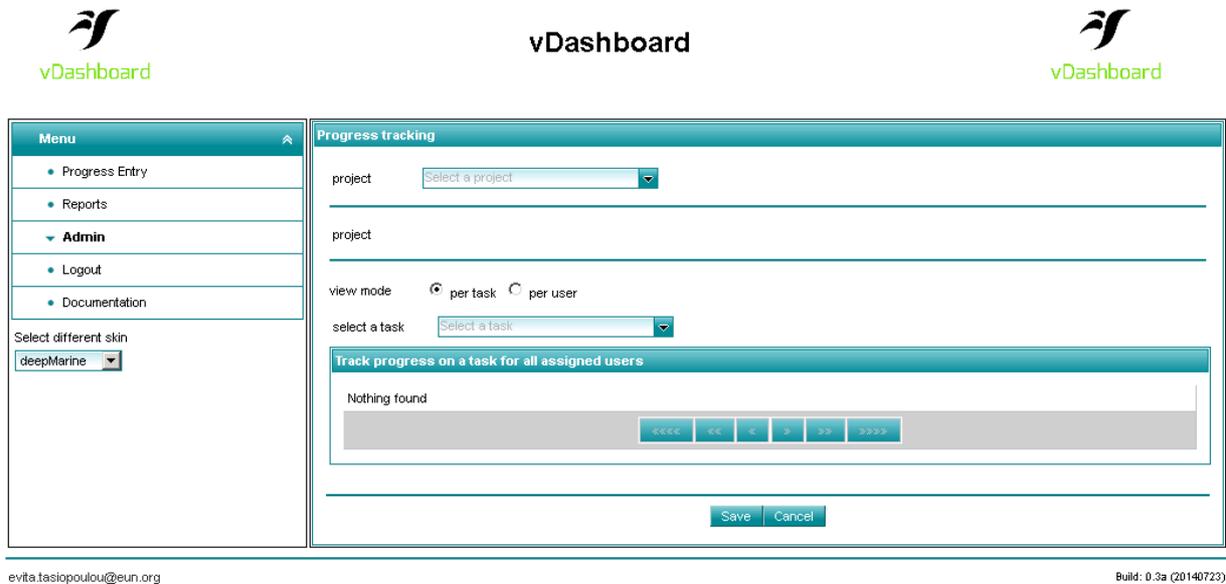
Figure 7 Dashboard tool: Landing page

5.4.6 Group administrator

A vital step in the organisation and operation of the Dashboard tool is the definition of Country (group) administrators for each one of the participating countries. Figure 8 shows how a Country administrator is assigned to a country group.
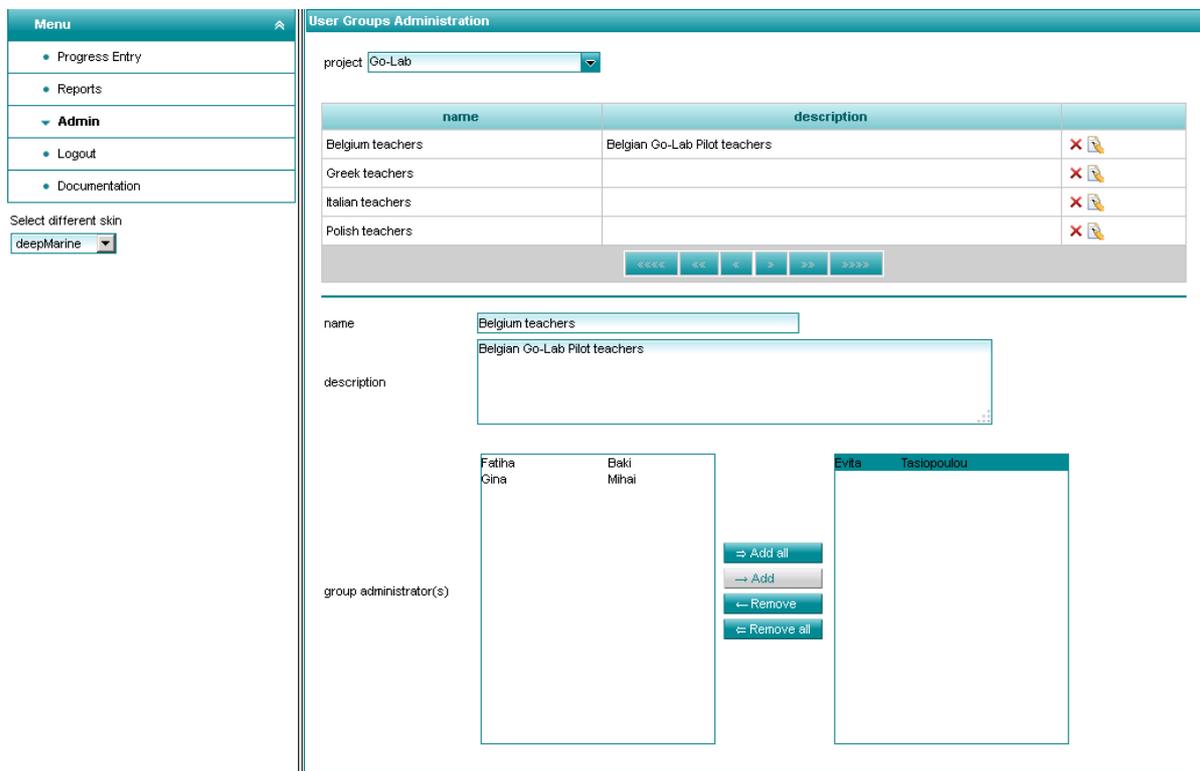
Figure 8 Group (country) administration

5.4.7 Users (teachers) overview

Once the Country (group) administrators are added to the system, the groups can be formulated. The Dashboard tool administrator in close collaboration with the Country administrator, is adding first teachers' to the tool and then allocates them to the appropriate Country group. Figure 9 below shows the Dashboard tool administrator view who, as we have explained earlier, has an overview of all users including all group administrators (NCs).

Figure 9 Users' overview & administration

5.4.8 Teachers' tasks

As we have discussed in Section 5.3, Go-Lab Pilot phase B teachers are expected to carry out a specific set of tasks. These same tasks have been added to the Dashboard tool v1 and will be assigned to all Go-Lab Pilot phase B teachers. The list of tasks and the group assignment interface can be seen in Figure 10 Pilot teachers' tasks.

To add a new task to the Dashboard tool v1, the Dashboard tool administrator needs to provide the name of the task and a description. He can then choose to assign this task either to every user within the Go-Lab project or select specific Country groups. Country administrators are not allowed to add new tasks to the list or edit existing tasks in order to avoid mistakes and errors that will apply to all Go-Lab Pilot phase B teachers.
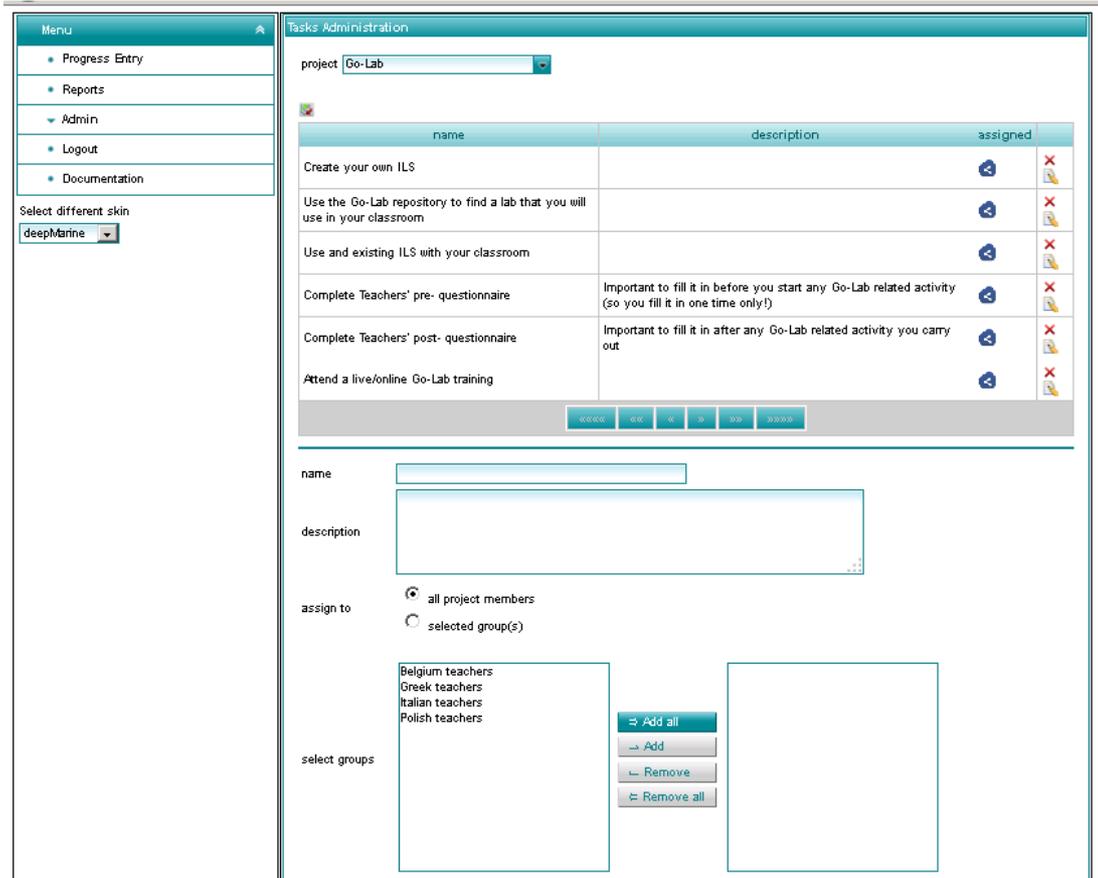
Figure 10 Pilot teachers' tasks

5.4.9 Recording tasks' progress

One of the ways NCs can use in order to record the progress of teachers' tasks can be seen in Figure 11. Following the "Progress entry" option on the left, the Country administrator chooses a teacher of his group. He is then presented with the list of tasks that have been assigned to the specific teacher. By moving the slider the NC can indicate the percentage of the task that the teachers has completed and add a comment including any additional information he wants to record. Once he is done, he clicks on "Save" in order to successfully save the information in the system. In case of mistakes or changes, recorded information can be edited or deleted by both the Country and the Dashboard tool administrator.
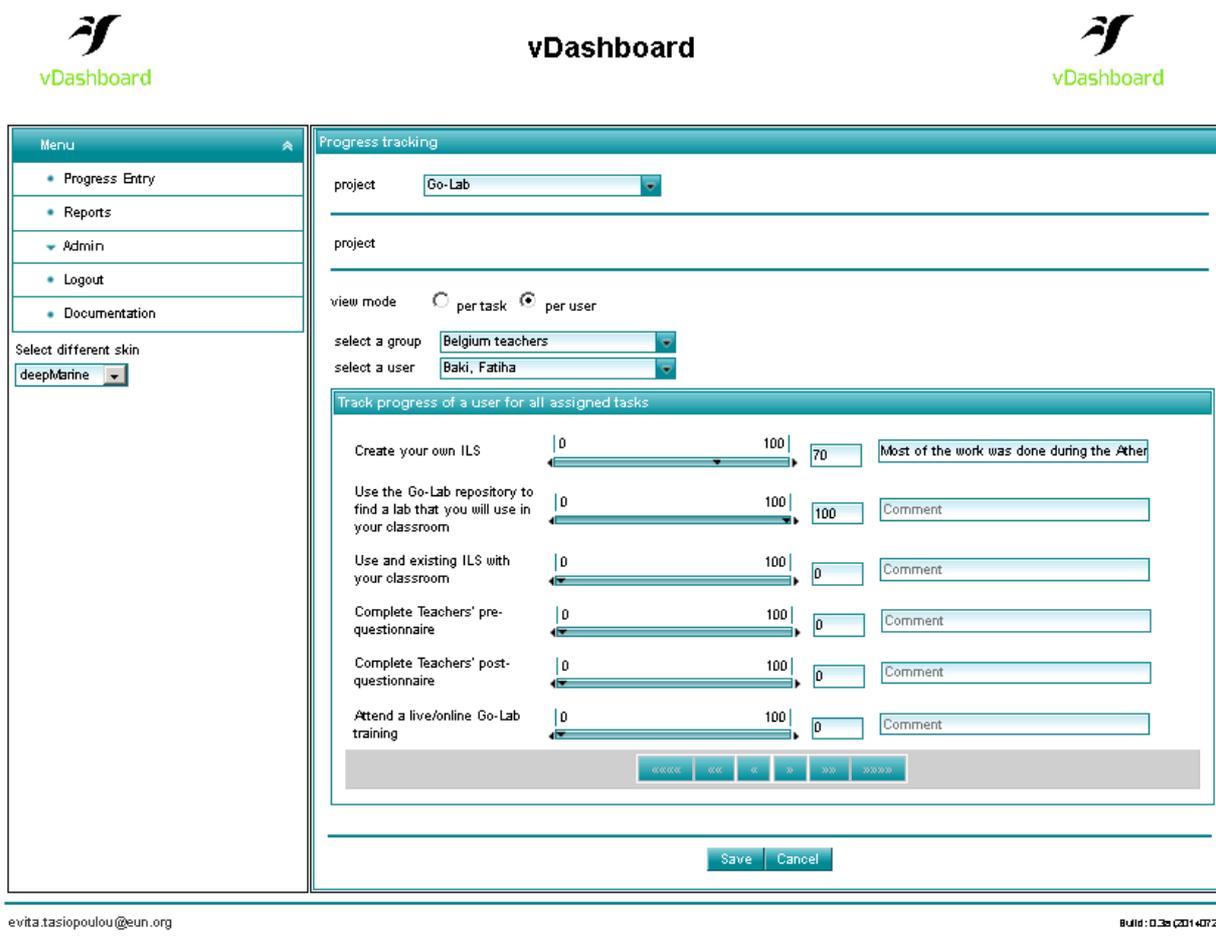
Figure 11 Recording teachers' progress per person

Another option for the NC is to select the "per task" mode and choose a task from the drop down menu that will appear (see Figure 12). In this way, he can record at the same time the progress of all teachers in his group that have been assigned with the same task. When he is done, he can save all the information at once.
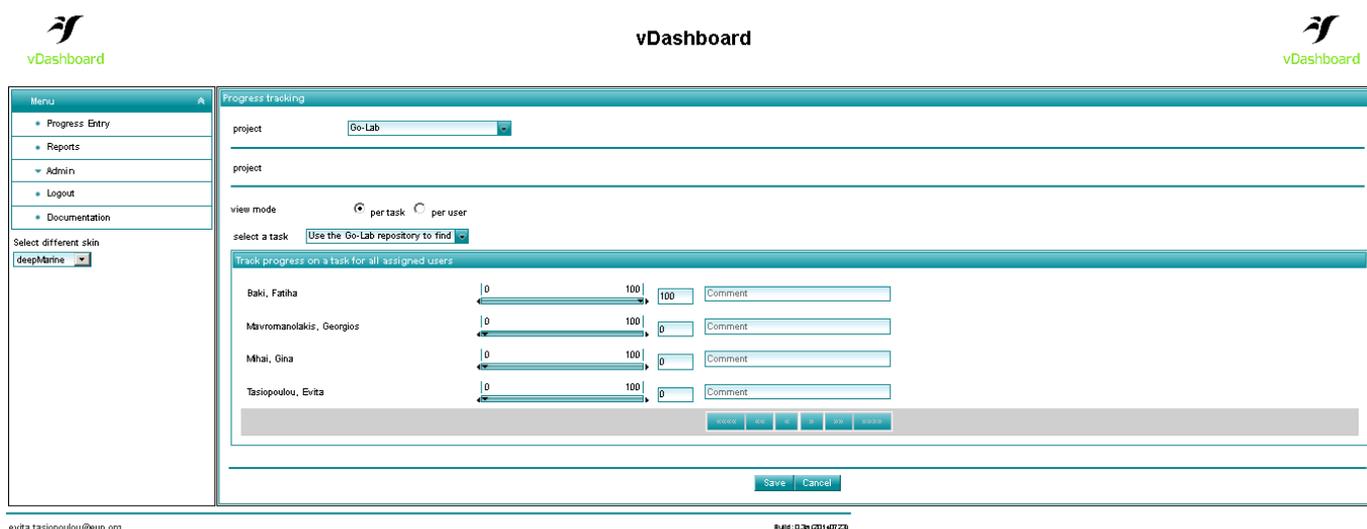
Figure 12 Recording teachers' progress per task

5.4.10 Reports (available in Dashboard tool v2.)

Under the Reports category, Dashboard tool administrators and Country administrators will have access to information regarding teachers' individual performance, summative results per country or task and pan European results. As shown in the implementation timeline (see Section 4) these functionalities will be decided upon by the end of January 2015 and will be implemented by May 2015, in order to become widely available in phase C of the project.

Reports will be visible via the tool, downloadable and exportable in different formats (i.e. MS word, Excel etc.) in order to facilitate their use for communication and reporting purposes.

6   Conclusions

The importance of closely monitoring the evaluation and validation process as long as Pilot teachers progress regarding the assigned to them tasks, is critical for the evolution and success of the entire project. The role of the NCs in the whole process is of major significance since their contact to the teachers and the guidance they will provide to them will ensure the smooth implementation of their activities. During Pilot phase B, Dashboard tool v1 with Surveymonkey will provide NCs and WP8 partners with a straightforward and easy to use system that will allow them to monitor the evaluation process and Pilot teachers' engagement to their tasks. Surveymonkey will provide NCs information about the teachers who have completed the evaluation instruments while the Dashboard tool will allow the recording of this information plus teachers' progress on their WP7 assigned tasks.

In Pilot phase C, the system will be enriched with a set of statistics and exportable reports, that will be defined in collaboration with the Pedagogical and Community cluster, providing NCs and partners with graphical visualizations regarding teachers' progress on their assigned tasks on country and pan European level. These reports which will become available in a variety of formats will be downloadable and exportable allowing all interested parties to use them for reporting and benchmarking purposes. At the same time, any other feedback in relation to the tool that will be collected during Pilot phase B, will be taken into account for the Pilot phase C development.

Annex I – Example of Dashboard tool pricing (Geckoboard)

Annex II – Dashboard tool presentation in Madrid, 19-20 March 2014

Task 8.3 Validation and evaluation dashboard tool

Evita Tasiopoulou, Gina Mihai and Agueda Gras-Velazquez
European Schoolnet

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Co-funded by EU (7th Framework Programme)

Summary of tool

➢ To monitor the large scale evaluation and validation process effectively

➢ First version (for the pilot phase B – 500 schools)

➢ Final version (for the pilot phase C – 1000 schools).

➢ This dashboard will allow monitoring of the status of the evaluation and validation from several perspectives

▪ a) country by country view displaying the status of activities at national level. This will include: demographic data on pilot sites, state of completion of quantitative and qualitative aspects, summary of activity on the various web platforms of the project;

▪ b) pan European view displaying similar data to the national level but also indicating the state of overall progress towards evaluation and validation goals and objectives on a summary basis for all pilots. The dashboard will also include exportable maps of school pilot locations, so as to be able to visualise both national and EU level pilot network locations.

Specs

➢ in terms of data

▪ project is organized in tasks (tasks include: questionnaires, labs used, etc)

▪ users are assigned to country;

▪ a user is assigned to all tasks (P2)

▪ users are grouped in groups (per country)

▪ each group has one group admin

➢ in terms of roles

▪ regular users never log into the platform

▪ group admins are allowed to report progress per regular user on tasks of projects to which their team(s) are linked [National Coordinators]

▪ platform admins manage project/task definition, assignment to users... [EUN]

Specs

> in terms of functionality

- a platform admin should be able to:
  - ✓ create and modify a project structure (tasks)
  - ✓ create groups for Go-Lab
  - ✓ assign/remove admin user(s) to country group
  - ✓ assign/remove users to Go-Lab
  - ✓ assign/remove users to country groups
  - ✓ get reports
- a country group admin should be able to:
  - ✓ select a member of the country group and input progress percentage for each individual task for Go-Lab
  - ✓ modify progress of a user in a specific task
  - ✓ get reports

Entry page

Groups

Group name	Group manager	
Belgium	evita.tasiopoulou@eun.org	✕ 🔍
Poland	agueda.gras@eun.org	✕ 🔍

Name

Manager   No selection ▼

Add   Cancel

Users

Users Administration

username	firstname	lastname	secondary Id	team	privileged?	active	
agueda.gras@eun.org	Agueda	Gras-Velazquez			SUPER	🟢	✕ 🔍
evita.tasiopoulou@eun.org	Evita	Tasiopoulou			SUPER	🟢	✕ 🔍
Teacher1	Jane	Doe		Belgium	NORMAL	🟢	✕ 🔍
Teacher2	John	Smith		Belgium	NORMAL	🟢	✕ 🔍
Teacher3	Jan	Kowalski		Poland	NORMAL	🟢	✕ 🔍

1   2

Tasks for teachers

Sub-Projects Administration

project Go-Lab ▾

#	name	shortname	type	active?	
1	Fill in pre-questionnaire for Teachers 1	Pre-T1		●	✕ 🔍
2	Prepare lesson for Lab 1	Lab-L1		●	✕ 🔍
3	Implement lesson / Lab 1 in class	Lab-C1		●	✕ 🔍
4	Fill in post-questionnaire for Teachers 1	Post-T1		●	✕ 🔍
5	Fill in post-questionnaire for Students 1	Post-S1		●	✕ 🔍

««« «« « » »» »»»»

#	0
name	
shortname	
type	None ▾
active?	☑

Add Cancel

Input page per teacher

select user Teacher3 ▾

<<	<	March, 2014			>	>>		Date	14/03/2014

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
9	24	25	26	27	28	1	2
10	3	4	5	6	7	8	9
11	10	11	12	13	14	15	16
12	17	18	19	20	21	22	23
13	24	25	26	27	28	29	30
14	31	1	2	3	4	5	6

Mar 14, 2014 Clean   Today

Percentage 0

Project   Go-Lab

Task   Fill in post-questionnaire for Teachers 1 ▾

Comments

Add Cancel

date	project	sub-project	%	comment	
Mon 03	Go-Lab	Fill in pre-questionnaire for Teachers 1	100		🔍✕
Thu 06	Go-Lab	Prepare lesson for Lab 1	100		🔍✕
Wed 12	Go-Lab	Implement lesson / Lab 1 in class	100		🔍✕
Fri 14	Go-Lab	Fill in post-questionnaire for Teachers 1	20		🔍✕
		Total	320		

Print ☐ print comments?

Reports

	A	B	C	D
1	Mar 1, 2014-Mar 31, 2014			Go-Lab
2	Teacher1		Belgium	80
3	Teacher2		Belgium	150
4	Teacher3		Poland	320
5	Teacher4		Poland	0
6				

	A	B	C	D	E
1	Mar 1, 2014-Mar 31, 2014	Team	Project	SubProject	Total
2	Teacher1	Belgium	Go-Lab	Fill in pre-questionnaire for Teachers 1	80
3	Teacher2	Belgium	Go-Lab	Fill in pre-questionnaire for Teachers 1	100
4	Teacher2	Belgium	Go-Lab	Prepare lesson for Lab 1	50
5	Teacher3	Poland	Go-Lab	Fill in pre-questionnaire for Teachers 1	100
6	Teacher3	Poland	Go-Lab	Prepare lesson for Lab 1	100
7	Teacher3	Poland	Go-Lab	Implement lesson / Lab 1 in class	100
8	Teacher3	Poland	Go-Lab	Fill in post-questionnaire for Teachers 1	20
9	Teacher4	Poland	Go-Lab	Fill in pre-questionnaire for Teachers 1	0
10					

More information

WP8:

Questionnaires:

➢ Evita Tasiopoulou evita.tasiopoulou@eun.org

Dashboard tool:

➢ Agueda Gras agueda.gras@eun.org

Annex III – Dashboard tool memo to Executive board (April 2014)

WP8 – Dashboard tool (as proposed during the GA and as it was conceived and described in the DoW by EUN)

According to the DoW**:**

In order to monitor the large scale evaluation and validation process effectively an evaluation and validation "dashboard" tool will be developed in two releases: a first version (for the pilot phase B – 500 schools) and a final version (for the pilot phase C – 1000 schools). This dashboard will allow monitoring of the status of the evaluation and validation from several perspectives a) country by country view displaying the status of activities at national level. This will include: demographic data on pilot sites, state of completion of quantitative and qualitative aspects, summary of activity on the various web platforms of the project; b) pan European view displaying similar data to the national level but also indicating the state of overall progress towards evaluation and validation goals and objectives on a summary basis for all pilots. The dashboard will also include exportable maps of school pilot locations, so as to be able to visualise both national and EU level pilot network locations.

Target audience: WP8 partners in charge of evaluation and validation (primary), National coordinators (secondary)

Purpose of the tool: The purpose of the tool is to facilitate the monitoring of the evaluation and validation process. More specifically, the tool offers WP8 partners the ability to follow up the completion of questionnaires on country and teacher level.
Since the tool follows a task approach, it has been extended in order to include and monitor the tasks that Pilot schools will be asked to perform during Phase B. In this way, NCs will have the possibility to follow up on their teachers' progress and adapt effort whenever is needed.
A variety of reports will also be available for extraction and download facilitating NCs in their reporting. More specifically:

For WP8 partners:
- Monitor the completion of WP8 related questionnaires (quantitative)
- Alert NCs on specific country/teacher issues related to the number and quality of questionnaires
- Extract reports summarising the above mentioned findings

For NCs:
- Keep track on their teachers' progress and activities by recording their performance on the pre-defined WP7 tasks
- Evaluate teachers' performance and proceed to corrective actions, if needed (i.e. if one school does not participate in any activities and does not fill in any of the pre-agreed tasks then NC might decide to replace the specific school with a new one). Each NC needs to ensure a certain number of schools per country so such information is highly related to that.
- Download summative reports that can be used either for their personal use or for Go-Lab related reporting for WP8 and WP7.

Notes from EUN:
- Information into the tool needs, at least for Phase B, to be added manually. From experience, every NC will need maximum 1 day per month for updating the details for all teachers.

- Precise tasks need to be agreed upon with WP7 but they are expected to be limited and precise.
- Tasks and teachers/schools per country will be added to tool by EUN
- NCs will be responsible for updating the status for their country's teachers/schools only.

Feedback received during the GA:

- **Overall comments from all partners:**
    - ✓ the Dashboard tool is completely separated from the Go-Lab platform system which means extra work for group admin; as a suggestion: maybe integrate it into the platform and gathering/importing the info/data automatically from teachers registered to the platform like you have this teacher at this stage.etc. (it should mainly concern the technical team)
    - ✓ Dashboard tool transition phase: at the first stage to have it manually but in the future could be automatically
    - ✓ Survey monkey: the data from survey monkey should be connected to the dashboard tool: the reports should be transformed automatically from survey monkey
- **Comment from UDE/Germany**: tracking activities from a high number of teachers(e.g. 100 data) is impossible considering the fact that all data should be added manually
- **Comment from IMC/Diana**: instead of having all these questionnaires maybe to have a web form on the platform for teachers to fill in;
- **EA – Sofoklis + other partners**:

    - ✓ the whole system should be very carefully designed; too many reports from different WP leaders (e.g. WP3, WP6, WP7) – need a good collaboration between WPs in order to come up with one report with common data which will be available for all WPs (a common repository)
    - ✓ the activities which will be monitored should be connected with the community support environment which the project has to offer: here we should be able to see the progress on the specific tasks and report on the activities //Sofoklis

Current issues:

Based on the feedback and criticism that the tool has received during the GA, we have the need to step back and clarify a few basic issues:

- Is the Dashboard tool supposed to be for WP8 only or WP7 + WP8?
- National Coordinators: Is there a need for them to monitor their teachers' activities or not?
- The gathering of users' information regarding the activities the perform while the use the Go-Lab platform is part of Graasp's development and has nothing to do with the Dashboard tool

If the tool is intended for WP8's use only then Surveymonkey, the tool we will use for our questionnaires, provides very clear reports that are sufficient for monitoring the evaluation and validation process and can be considered the Dashboard tool.

Surveymonkey:

PAGE: 1

1. Country		Create Chart ↓ Download	
		Response Percent	Response Count
Austria		0.0%	0
Belgium	▬	9.1%	1
Bulgaria		0.0%	0
Cyprus	▬	9.1%	1
Estonia		0.0%	0
Italy	▬	9.1%	1
Germany		0.0%	0
Greece	▬	9.1%	1
Netherlands		0.0%	0
Poland	▬	9.1%	1
Portugal	▬	9.1%	1
Romania		0.0%	0
Switzerland	▬▬	18.2%	2
Spain	▬	9.1%	1
United Kingdom	▬▬	18.2%	2
Other (please specify)		0.0%	0
		answered question	11

Figure 1 Summary of replies per question

Dashboard tool:

In the case of the Dashboard tool a larger ranger of tasks can be monitored. Tasks need to be defined and can cover WP6, WP7 and WP8 activities.

It is important to note that coordinating the teachers' participation in projects takes time and requires monitoring in order to ensure enough activities are carried out, questionnaires collected and that reliable data becomes eventually available for analysis.

Annex IV– Go-Lab National Coordinators tasks for Pilot phase B (Nov 2014 – Jul 2015)

Before the launch of Pilot Phase B (Nov 2014)

- Disseminate the Go-Lab Call for Pilot schools for the country(-ies) they are responsible for which is available under: http://www.go-lab-project.eu/call-for-schools
- Provide a list of the selected Go-Lab Pilot schools for Pilot phase B to EUN in excel form. **NOTE:** These schools need to be different than the ones recruited for Phase A. Having more than one teachers from the same school though, is understandable and fully acceptable.
- Complete and send to EUN two (2) school profiles for Pilot phase B, by using the template provided in ANNEX I. **NOTE:** Profiles are needed for D7.2 which is due at the end of October 2014. Profiles need to be from different schools and not from the ones that have already been collected for Pilot phase A.
- Contact the selected teachers and inform them about their selection and expected tasks. A sample email is provided in **Error! Reference source not found.**.

During Pilot phase B

- Organise an online or live (if feasible) meeting with Pilot B (and Pilot A) teachers in order to explain them their tasks, answer questions and get everyone up to speed with the project.
- Monitor on monthly basis teachers' progress: This can be done either via email, online/live sessions and by using the questionnaire reports (to be provided by WP8). Important things to look out for: Have they started with any of their tasks? Have they filled in the appropriate questionnaire? Are they familiar with the platform? Do they know how to reuse an ILS? etc.
- Record teachers' progress to the Dashboard tool: In collaboration with EUN which will set up and carry out the administrative side of this task. EUN will organise individual calls/online meeting with NCs as soon as the tool is ready. *(Not obligatory at this phase and not for everyone. More information to be communicated by EUN)*
- For any organised Go-Lab workshop/training, please make sure you fill in the related report (Annex III) and return it to Georgios (gmavroma@ea.gr).

ANNEX I

Instructions	Insert text here:
Give the name of the school, region and country.	Example: Ellinogermaniki Agogi (EA), Athens, Greece
In one or two paragraphs describe the school's infrastructure including the following info: 1. **Level of school (e.g. primary, secondary school, gymnasium etc.)** 2. **ICT equipment (e.g. high speed internet, interactive sideboards, science laboratories, classrooms with computers etc.)**	

3. **General policy of the school towards innovation and participation in education projects and initiatives at national and EU level**	
In one or two paragraphs describe the general profile of the school's science teacher(s) that are interested in participating in Go-Lab: 1. **Subjects of teaching** 2. **Former experience working with online laboratories if any** 3. **Former experience working with innovative teaching methodologies and technologies** 4. **Former experience in participating in science education projects at national or EU level**	
Provide any additional material here (such as Website, photos etc.)	

Example of a school and the science teachers' profile:

Ellinogermaniki Agogi, Greece

Ellinogermaniki Agogi (EA) is an educational organization of private law, officially recognized by the Greek state. The schools of Ellinogermaniki Agogi are equipped with broadband high speed internet, interactive whiteboards, physics and chemistry labs, computer and robotics labs and a domed 40cm telescope (shown below). EA's teachers have long experience of participation in EU funded educational projects and initiatives. EA is an institutional member of EDEN (European Distance Education Network), STEDE (Science Teacher Education Development in Europe) and of ECSITE (European Network of Science Centers and Museums) networks. EA was the first Greek educational organization, which applied open distance learning in secondary education in the year of 1993. Since 1998, the organization has established a devoted department, the Research and Development (R&D) Department for the design, development and implementation of innovative research activities in education, expanding the collaboration with universities and pedagogical institutions across Europe. The R&D Department acts as interface between the pedagogical research, the technological innovation and the school community.

Dear   <teacher   name>,

Many thanks for your interest in becoming a Go-Lab Pilot Teacher for Phase B. We are very happy to announce that **your application has been successful** and **your school will participate in the Go-Lab Pilot phase B activities which will take place between November 2014-July   2015**   as   explained   in   <u>http://tinyurl.com/ml4eyrj</u>   **.**

I will be your national coordinator during that period and will provide you with all necessary support and guidance.

Please find in attachment some information on the tasks you are expected to carry out during this period including some useful links.

To ensure you have all needed information, a Go-Lab online training will be organized shortly. Please provide us with your preferred days/times: XXX

Best regards on behalf of the Go-Lab team,

<NC name>!

Annex III

G O - L A B Event Code	*[LLXX-DDMMYY] Please follow this format:* *LL= 2 letter country code, XX = partner id, DDMMYY = date*
Title	
Country City/Region	
Working language	
Start/End Date	*Please use this format DD/MM/YYYY*
Organizing Institute	

Coordinator name and email	
Activity Form	*[Workshop, Seminar, Conference, Summer School, in-school activity,*
Activity Type	*[Local, National, International]* *Local activities: Demonstration & training in schools or in teache. centers, workshops/seminars at regional level, etc.* *National activities: National Conferences and Workshops, or Co students and teachers, etc.*
Total number of teachers/school s	*Provide the number, or an estimate, of participants.*
Implemented online labs	
Brief description	*Write one or two paragraphs describing in brief the activity (subject, target audience etc.)*
Learning outcomes	*Give a short description of what participants are expected to hav (e.g. will be able to use online labs and IBSE methods, be able to resources, repositories, tools, best practices etc.)*
Website	*(if applicable) The URL of the website that has been set up for this ac*
Photos or other relevant material	*Select 3-4 good-quality photos or other relevant material (flyer, brochu and attach them in this report*
Event agenda	*(if applicable) Please copy here the agenda of the event (program o etc.).*

Annex V– Go-Lab pilot schools tasks for Pilot phase B (Nov 2014 – Jul 2015)

Tasks

- All teachers interested in participating to the Go-Lab pilot activities for Phase B need to fill in the application form provided under: http://www.go-lab-project.eu/call-for-schools (country dependent)
- Teachers will receive an email from their National Coordinator informing them that they have been accepted to the project (by end of October 2014).
- Between November 2014- July 2015 Go-Lab Pilot teachers are expected to perform the following tasks:
  a. Use the **Go-Lab repository** (http://golabz.eu/) in order to look for an online laboratory that they will then use with their classroom (minimum one).
  b. Use an **existing Inquiry Learning Space (ILS)** within their classroom. Existing ILSs can be found under: http://www.golabz.eu/spaces/inquiry-spaces (minimum one)
  c. Create a **new Inquiry Learning Space (ILS)** that they will then use within their classroom. **(recommended minimum one but not obligatory)**
- For both tasks b. and c. teachers will have to register/create an account on Graasp (https://graasp.epfl.ch/register_page)
- Participate in the overall evaluation of the project by filling in a pre & post questionnaire
  1. Before they carry out any of tasks a., b. and c. teachers are asked to fill in the following pre questionnaire (only one time): https://www.surveymonkey.com/s/go_lab_pp2_teachers_pre_en (in EN but soon available in more languages)
  2. After they carry out any of the tasks a., b. and c. teachers are asked to fill in the following post questionnaire (after every task they perform): https://www.surveymonkey.com/s/go_lab_pp2_teachers_post_en (in EN but soon available in more languages). In this way we can measure the impact that each activity they carry out within Go-Lab has on various aspects.
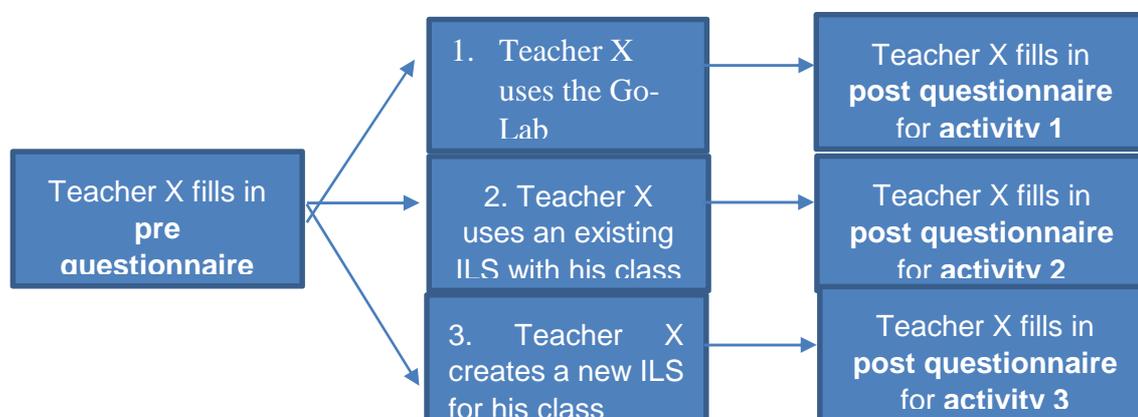

Figure 13 Teacher questionnaires

Advantages

- **Participate in the online/live Go-Lab training(s)** they will be invited to by their National Coordinator.
- Be part of the dynamic **Go-Lab community** which includes teachers from all over
  Europe and beyond.
- Have **access** to a high- quality selection of **laboratories** and **inquiry learning spaces**
  (ILSs) that can be used in the classroom.