D5.5 – Evaluation Report 3 (Third Training Programme)

Version 1.2 (*Final*)

August 9, 2023

Grant Agreement number:	621610-EPP-1-2020-1-NL-EPPKA2-KA
Project acronym:	MediaNumeric
Project title:	MediaNumeric: Alliance on Multimedia Data-Driven Journalism & Media Production
Funding Scheme:	ERASMUS+ KA2: Cooperation for Innovation and the Exchange of Good Practices - Knowledge Alliances
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Revisions

Version	Date	Author	Reviewer(s)	Changes
1	July 21, 2023	Clément Malherbe		First draft
1.1	August 1, 2023		Kuba Piwowar, Julia Conemans	First review
1.2	August 9, 2023	Clément Malherbe		Small text edits, grammatical corrections, streamlining etc. to final version

Statement of Originality

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

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1. Executive Summary

This deliverable presents the evaluation report of the MediaNumeric third and last on-site training session, which took place at SWPS University in Warsaw (Poland), from 20th to 25th February, 2023.

This document describes the two main steps of the evaluation:
- The assessment of participant satisfaction ('on-the-spot' evaluation and delayed-evaluation).
- The internal evaluation led by the consortium during and after the training course.

This evaluation highlighted the following key points:
1. MediaNumeric training course offers a rich and current overview of topics related to data-journalism, creative storytelling and fact-checking;
2. The course fosters collaboration and information sharing between teachers and students of different nationalities and backgrounds;
3. Students wish they had more time for practice and work on the case study presentations.

2. Assessment of Participant Satisfaction

2.1. On-the-Spot Evaluation

The purpose of this survey is to evaluate the satisfaction of the participants regarding the course, and to collect 'on-the-spot' comments and suggestions from participants regarding the content and conditions of the training session.

The Evaluation questionnaire (D5.2) was designed by INA, with the support of the MediaNumeric consortium, and offered via Google Forms. The responses were anonymised so as not to restrict participants' freedom of expression.

The satisfaction questionnaire was completed by all the students in the classroom between 12:30 and 13:00 on the last day of the course.

The figures presented below are based on the analysis of 15 responses (one student did not answer the evaluation questionnaire because he was not present on the last day of the course). To be completely transparent and exhaustive, we have chosen to quote the answers of the students in their entirety, in the form of verbatims.

The students' detailed answers to the on-the-spot evaluation questionnaire are all copied below.

The overall level of satisfaction expressed by the participants is pretty good. Two participants expressed their dissatisfaction about the training course, but it must certainly be a data entry error since these same students also express a good level of satisfaction in most of the questions.

2.1.1. Global Satisfaction

Are you satisfied with the training course?
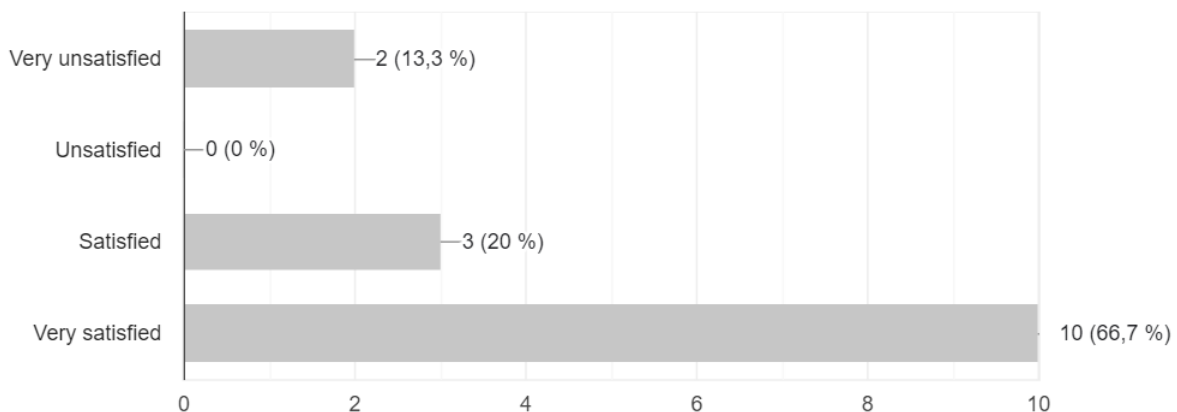
What were the strengths of the course?

Students appreciated the quality of lecturers and diversity of topics covered in the course. The opportunity of creating a network and the international scope of the training also appealed to them.

- *Meeting like-minded people, getting the opportunity to meet professionals/experts, learning about important and interesting topics. Honestly almost everything about the course is a strength.*
- *Lots of knowledge shared, theoretical and practical parts, very interesting quests.*
- *Variety of classes.*
- *Good balance of theory and practice - why and how.*
- *The attitude of lecturers, enriching lectures, practical tasks.*
- *Training covered all aspects of data journalism.*
- *Interesting lectures and workshops, great leaders.*
- *The different specialists and teachers / meeting other students from all around Europe.*
- *Many coaches and different points of view, practical tasks, the international group, the coffee break.*
- *Amazing speakers, friendly teachers and all topics were interesting.*
- *It was transparent - I mean you know what to do - and all topics presented were connected with things you have to do so basically you could ask experts about each aspect of your work.*
- *Interesting insights, knowledge, projects, great teachers, nice people to work with, international experience.*
- *The lectures with the experts and the international scene.*
- *Professional background from tutors, technical aspects and tools of data analysis.*
- *An insight from the professionals, engaging presentations (lots of questions were asked, it was a good moment to actively use the information), practical project-centric approach, friendly atmosphere.*

What were the weaknesses of the course?

The lack of time dedicated to practice and to work on the case study, as well as the sustained pace are quoted by the students as weak points of the course.

- *Sometimes it can be difficult to work with people you don't know, but this is only in regard to the case study.*
- *Not a lot of time, late hours of courses.*
- *A little bit too quick pace for me.*

- *I think everyone would have appreciated more time to work on their presentations.*
- *Too short, there should be more time for practical training.*
- *The group project : very interesting but frustrating at the same time (we didn't have a lot of time to complete a lot of work).*
- *I would like to have more practice than lectures, but they were really interesting. For me the best was Leon Ciechanowski's lecture.*
- *Because we had to work on our project until the very last day, there was no time for sightseeing.*
- *Too little time ; I know we should do the project pretty fast, but there was very limited time for integration. International students wanted to see Warsaw a bit and we wanted to show it to them but the time wasn't our ally.*
- *Could be longer than 6 days, also we personally had a problem with choosing a topic for a project because we had different responses from different people.*
- *Maybe that you had to spend 8 hours at the university during the course.*
- *The lack of time for the study cases, although it was a good opportunity to narrow and focus on some specific aspects or admit that it would require more time. Some lectures perhaps stressed too much upon theoretical aspects of data analysis.*
- *The course is way too intense for a 5 day timeline. There is no possibility to combine it with work or studying. I think we as students would benefit from harsher criticism. But again, it requires more time to have an opportunity to redo work.*
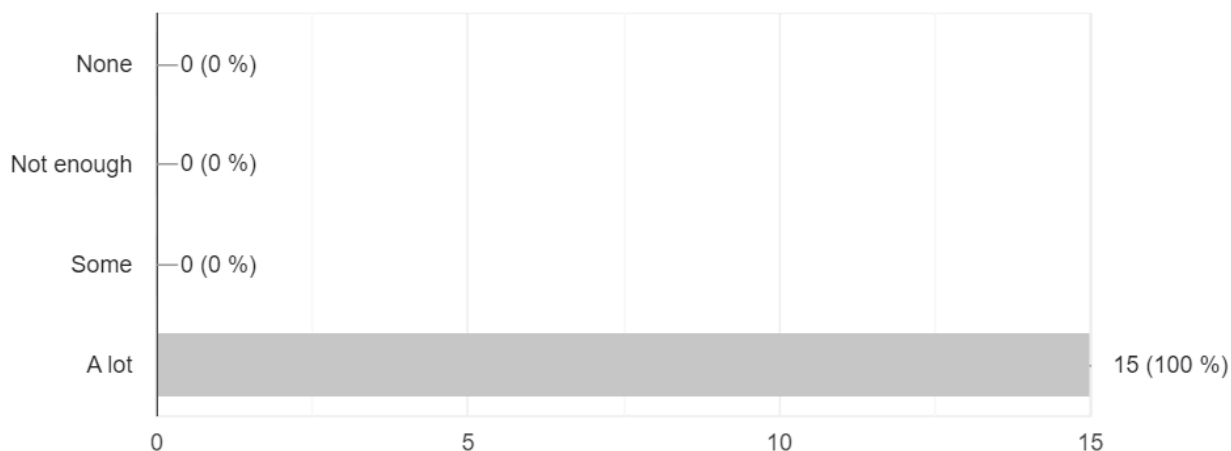
2.1.2. Objectives of the Course

All of the students declare that the training met their needs and expectations, and enabled them to acquire a lot of new knowledge. They also state that this course is relevant to their professional objectives.
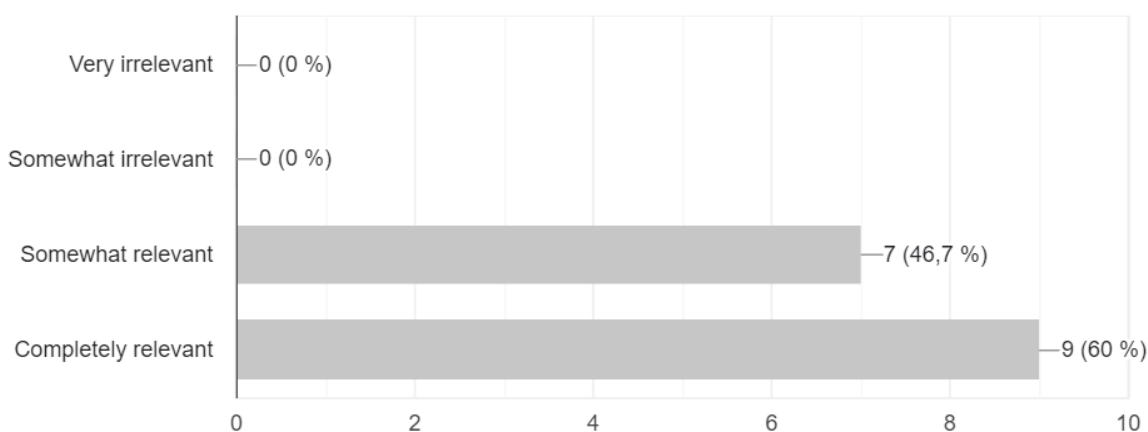
According to your needs and expectations, how would you rate this course:
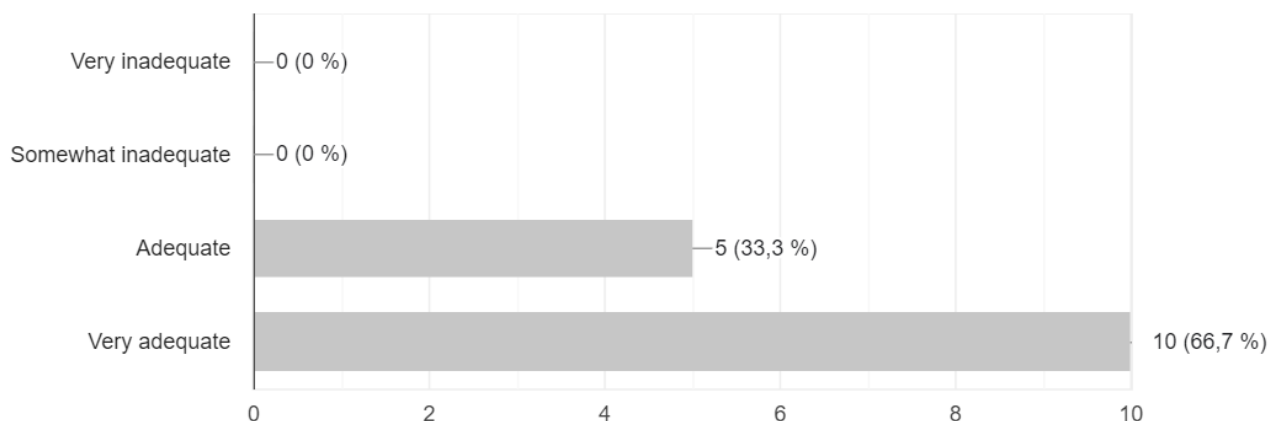
Do you think you have acquired new knowledge?

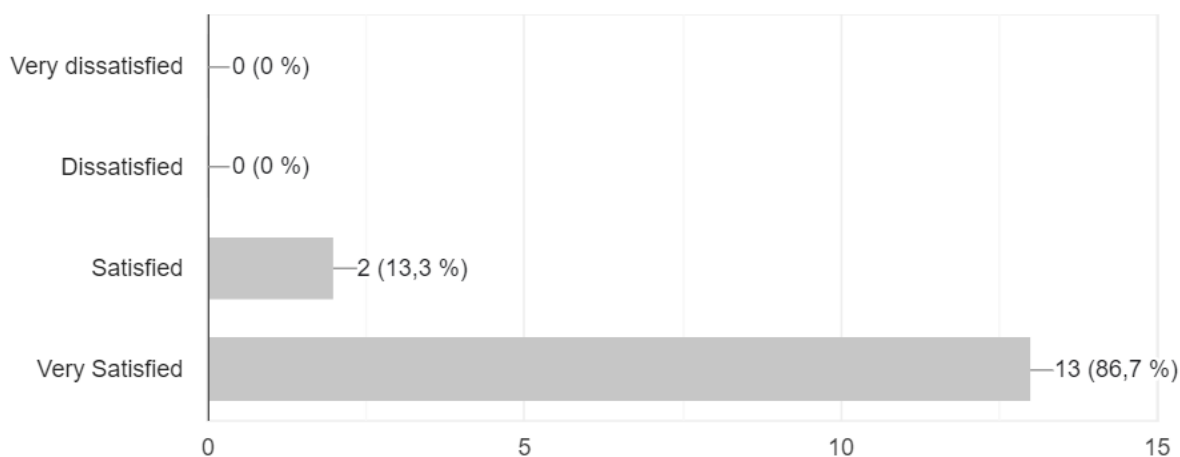*Did you find the training course relevant with respect to your professional objectives?*

NB: In the chart above, the total number of responses is 16 instead of 15 because one participant checked two boxes at once.
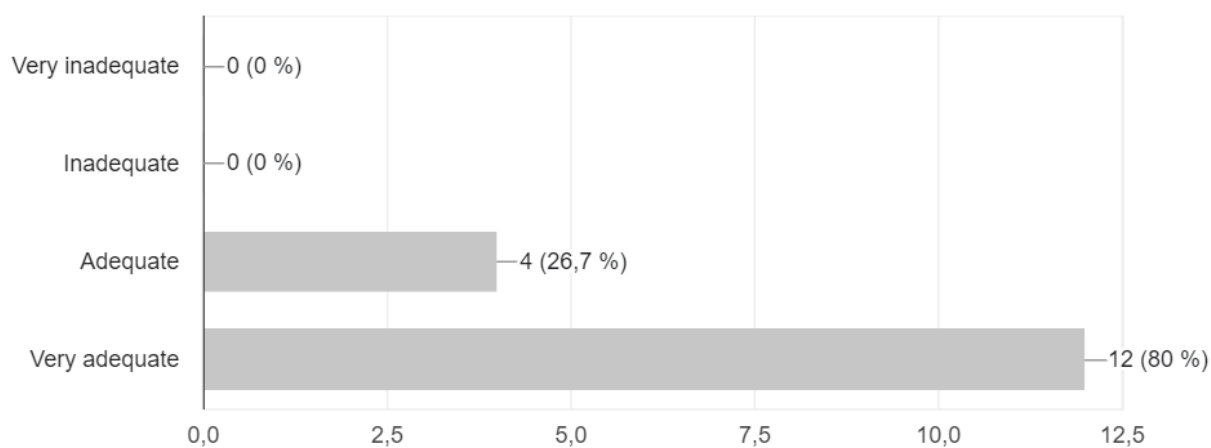
2.1.3. Training Content

The whole group was satisfied with the quality of the teaching and the profile of the speakers. Participants report that the interventions were consistent.

How would you rate your experience of the quality of the teaching content:
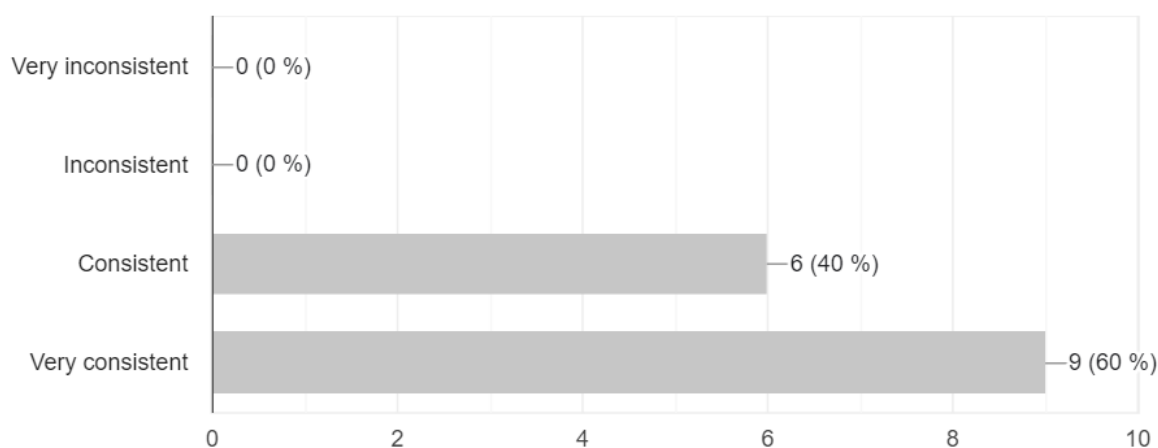

How would you rate the profile of the lecturers:

NB: In the chart above, the total number of responses is 16 instead of 15 because one participant checked two boxes at once.

How would you rate the consistency of the different interventions?

2.1.4. Reception and Support Conditions of the Training Course

The reception and support conditions of the MediaNumeric training course were well rated by the participants, especially the quality of reception and care provided by the hosts.

How would you rate the quality of reception and care by the hosts of the training programme:
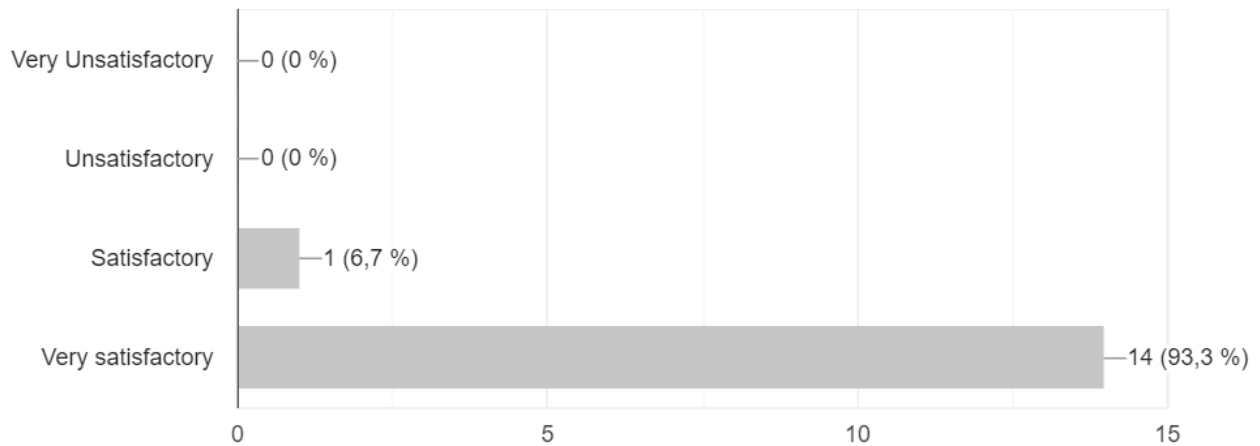
How would you rate the quality of training course premises:
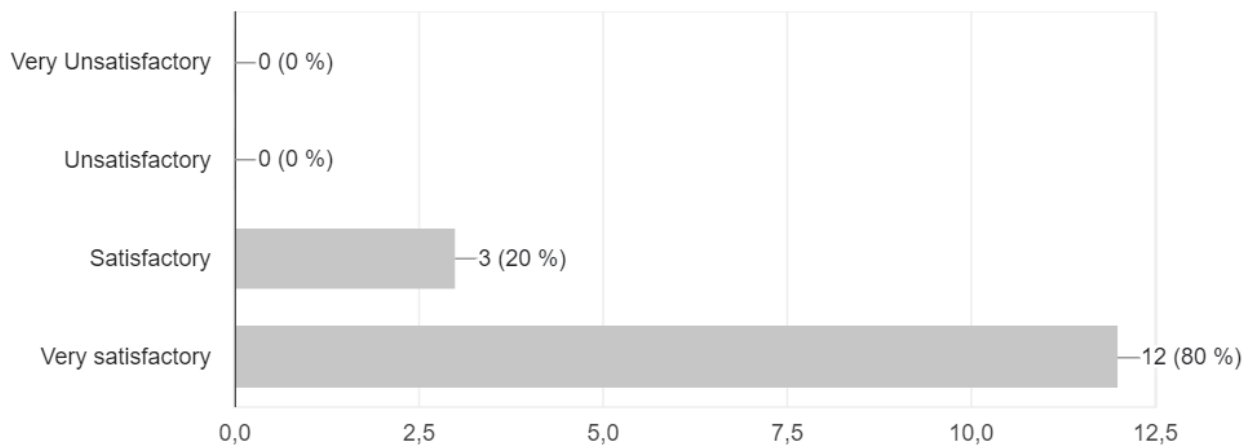
How would you rate the administrative and logistical management of the training course:
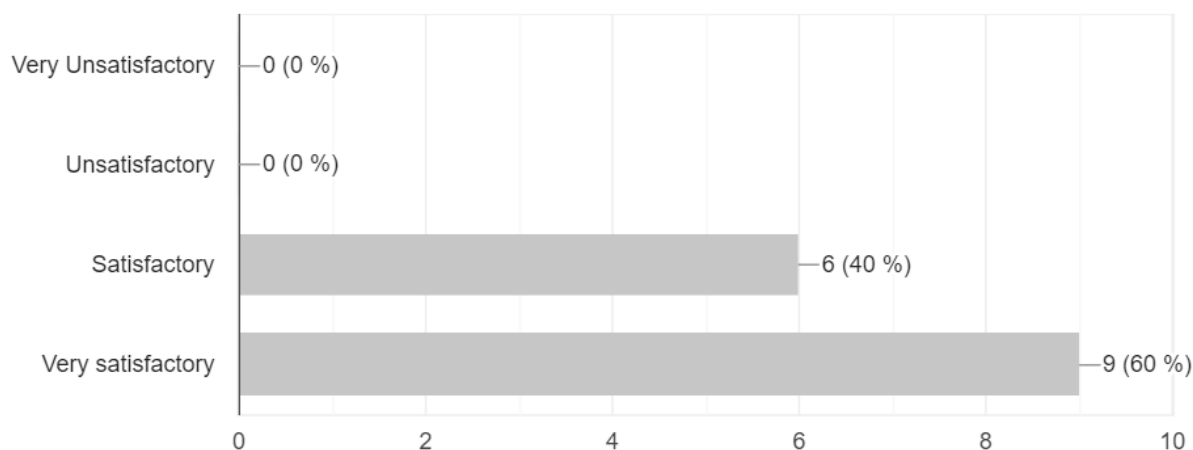
2.1.5. Experience of the Training Course's Teaching

Students had a very positive experience of the course's teaching. In particular, the level and animation and teaching methods used by teachers get good appreciation. They were all satisfied with the relationship with the lecturers. The pace and progression of the lessons as well as the duration of the course are found adequate, but a third of the respondents said it was too fast.

How would you rate the level of teaching:
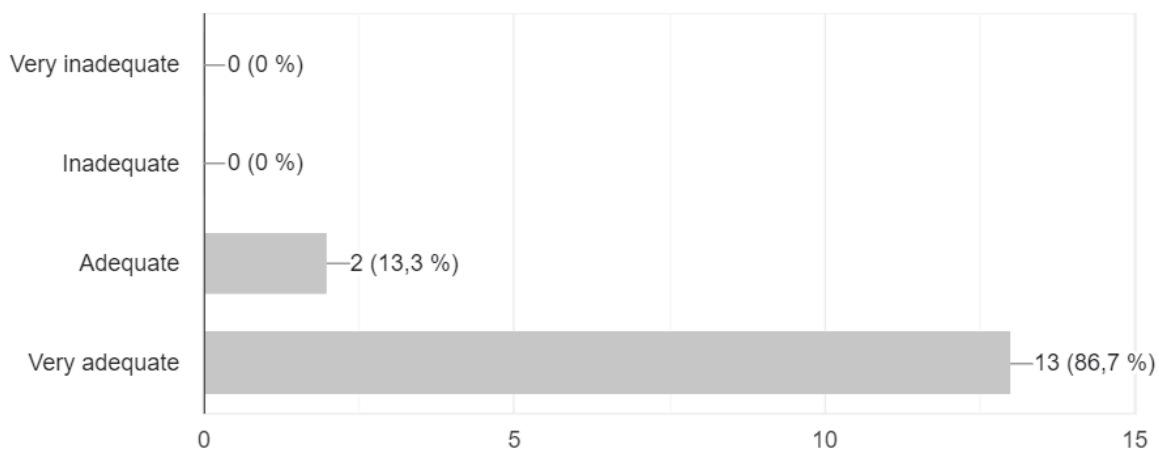
How would you rate the animation and teaching methods used by the teachers:
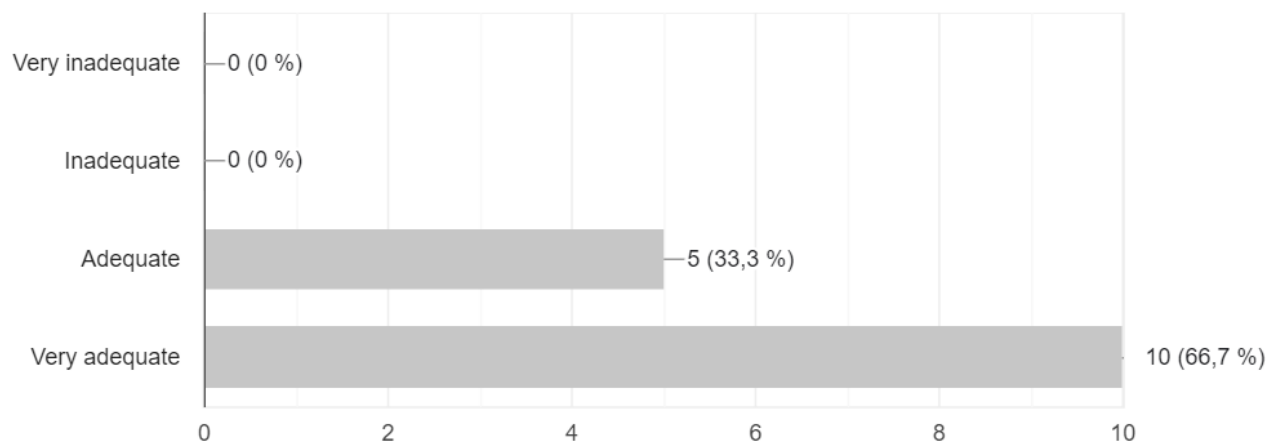
In terms of listening and availability, how would you rate the relationship between the trainers and the participants:
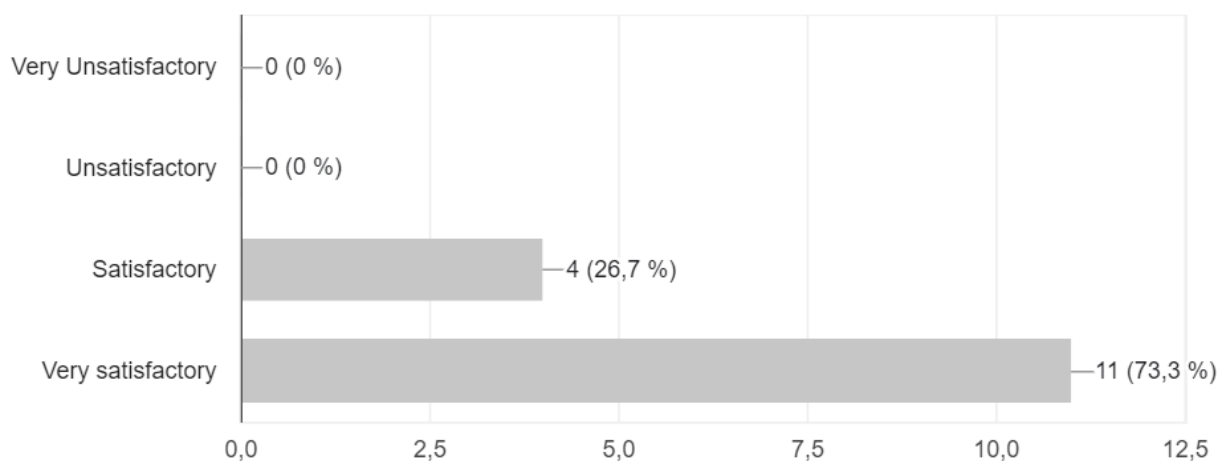
How would you characterise the pace and progression of the lessons:
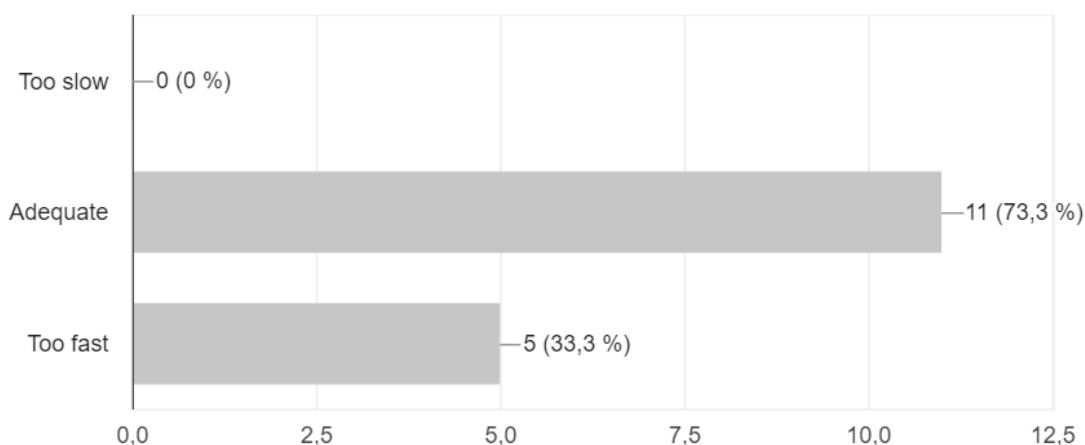
NB: In the chart above, the total number of responses is 16 instead of 15 because one participant checked two boxes at once.

How would you characterise the duration of the course:
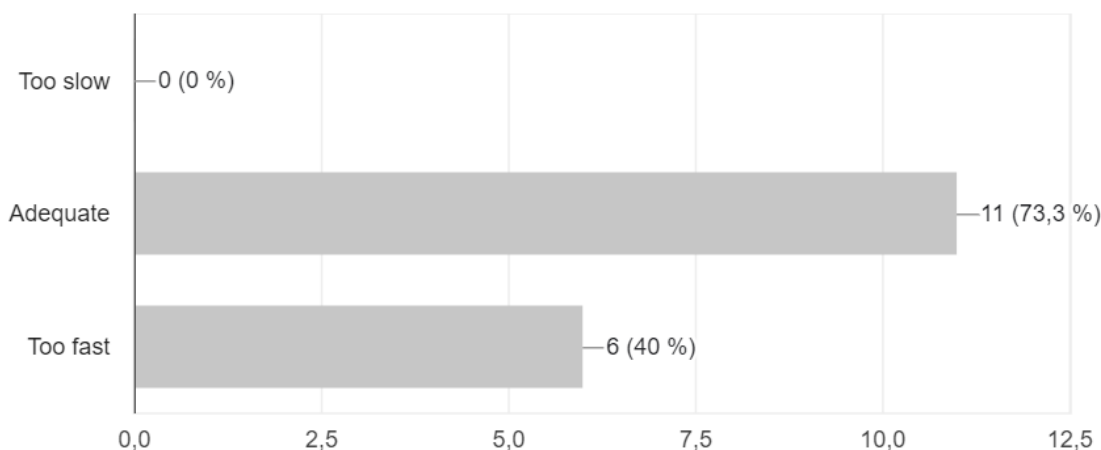
NB: In the chart above, the total number of responses is 17 instead of 15 because two participants checked two boxes at once.

2.1.6. Training Conditions

Participants were quite satisfied with the teaching materials given by the organisers. 9 respondents considered the technical equipment made available to them very adequate and 7 of them found it adequate.

How would you rate the quality of the teaching materials given to you:

NB: In the chart above, the total number of responses is 16 instead of 15 because one participant checked two boxes at once.

How would you rate the quality of the technical equipment provided to you and the other students:

NB: In the chart above, the total number of responses is 16 instead of 15 because one participant checked two boxes at once.

2.1.7. Concluding Thoughts

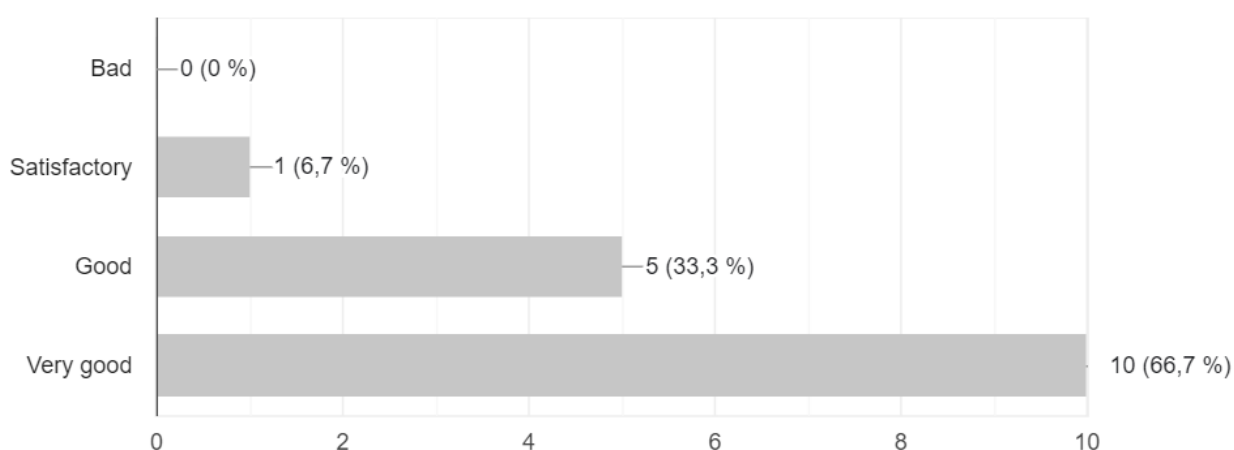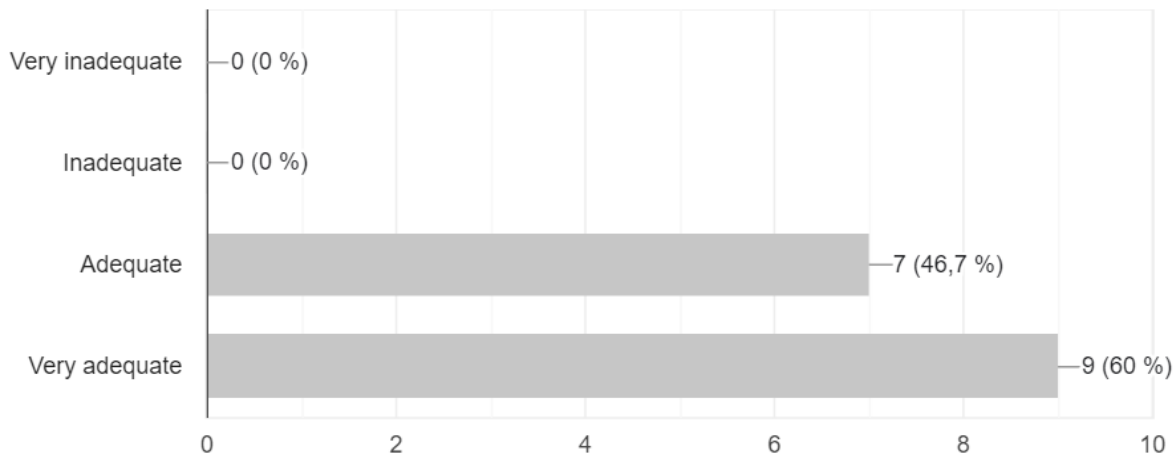Students reported they had a very good experience and they found the MediaNumeric training course a rewarding and informative experience.
However, they suggested that the course could be extended by a few days, to make it less dense. They also stressed the fact that they would have liked to have more interactive lessons dedicated to practice and more time to work on the case study presentations.

How could the training course be improved (content, teaching methods, teaching material, etc.)?

- *I don't necessarily have any points, since I already know from the teachers/coaches that the program will be an online course without the case study. I fully agree with this.*
- *Spread to more than a week, shorter staying hours during one day, more practical exercise.*
- *Maybe I would shorten the duration of the classes.*
- *More time devoted to preparation of presentations.*
- *Lists of further reading in each presentation. I would expand the training with some programming basics.*
- *Everything was perfect.*
- *Maybe it would have been good to have a less ambitious final project.*
- *More practice or more time for workshop, one couch for each group and then feedback from all of them.*
- *Like sometimes there were difficulties with understanding some teachers, I mean when they were talking about things they often instead of more simplified answers used "it depends" and didn't provide answers so the topic they were discussing has been left unclear.*

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- *I really liked lessons which were interactive, where we could share our own thoughts, discuss things and be engaged. The lesson about archives I personally found extremely boring, maybe that information should be more relevant to our projects.*
- *Spreading the course out in more days if possible, like changing it to 10 days instead of 6.*
- *We could maybe practise a bit more on the various tools we've been working with.*
- *Make it longer.*

Please share any additional thoughts or ideas you have about the training course and your experience of it?

- *I just wanted to state that I'm very thankful to have been a part of this program. I have learned a lot about the topics and about my future career plans. I would love to continue working with the lecture material.*
- *I have none.*
- *I am very glad that I signed up for and was accepted to the course.*
- *The longer duration of the course, one main lecturer assigned to a particular group.*
- *I wish it would be longer. I feel really taken care of.*
- *I would really recommend it for all students who want to learn more about data journalism. I would have loved to have a little more time in Warsaw in order to visit the city.*
- *Maybe one free day during the course.*
- *I loved it ! Please do not do it online next year.*
- *I really loved the course and the topic of war in Ukraine, I feel like we were doing important things here.*
- *Thanks a lot for this opportunity and human experience MediaNumeric People ! I had a very good time !*
- *A community to keep in touch after the course ends.*

2.2. Post-Training Evaluation

As a complement to the on-the-spot evaluation, this second evaluation aims to analyse the impact of the MediaNumeric course on participants' activities, training and professional path after their attendance.

The Post-training Evaluation questionnaire was designed by INA, with the support of the MediaNumeric consortium. It was sent on April 5, 2023 by Centrum Cyfrowe to the students, i.e. about five weeks after the training session. Eight responses were obtained from the 16 participants who took part in the training session; that is to say a participation rate of 50%.

The statistics presented below are based on the analysis of these eight responses. As with the previous questionnaire, responses to the Google Forms questionnaire were anonymised so as not to restrict participants' freedom of expression.

2.2.1. Acquisition of New Skills

The 8 respondents stated that the MediaNumeric training course enabled them to acquire new skills.

To what extent do you agree with the statement that this training course enabled you to acquire new skills? (1 for strongly disagree to 5 for strongly agree)
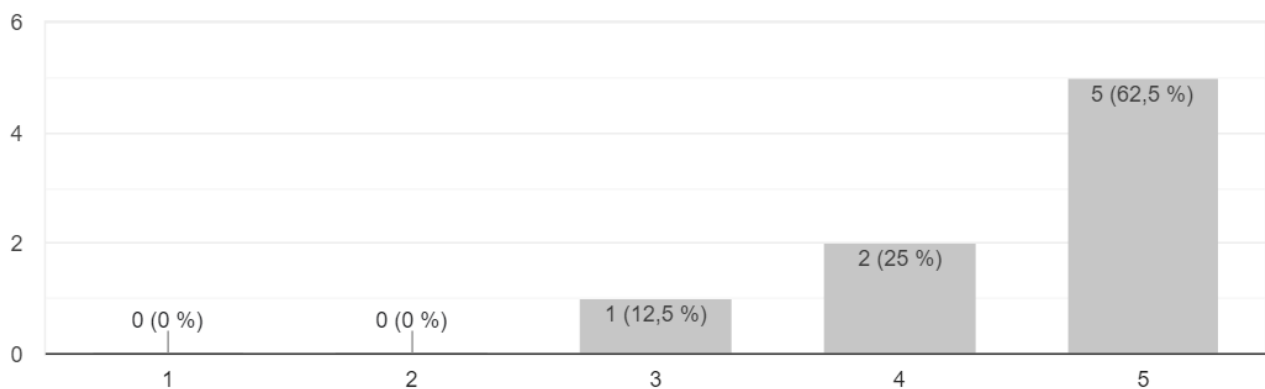
2.2.2. Practical Application of Knowledge

Three quarters of the respondents argued that they have been able to put the skills acquired during the training course into practice. It concerns particularly the skills in data visualisation, data search and data analysis.

Have you been able to put the skills you acquired during the training course into practice?

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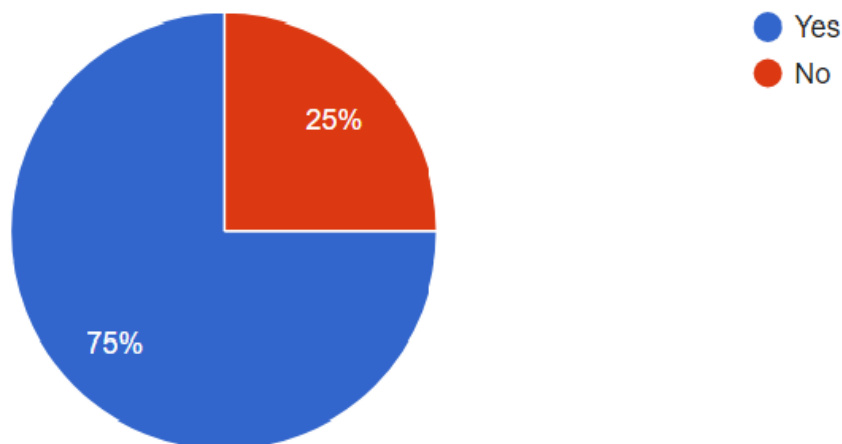
If yes, please share which particular skills you have put into practice since the training?

- *Reverse image search.*
- *Data visualisation.*
- *Statistics, visualisation.*
- *I would definitely say fact checking, critical thinking, checking graphs and statistics and overall not assuming everything to be true.*
- *Analysis / be very careful with numbers.*
- *The course helped me to improve my skills in data gathering and data visualisation. Because of the course, I was able to refresh and refine my command of searching in search engines and data banks with keywords, and it showed in which creative ways data visualisation could be used.*

2.2.3. Professional Perspectives

100% of the respondents would recommend the MediaNumeric training course, either to their professional entourage or as part of their studies. They generally agree on the fact that the new skills acquired enabled them to strengthen and broaden their knowledge in their original professional field and opened up new professional perspectives.

To what extent do you agree with the statement that the newly acquired skills have opened up new professional perspectives for you? (1 for strongly disagree to 5 for strongly agree)
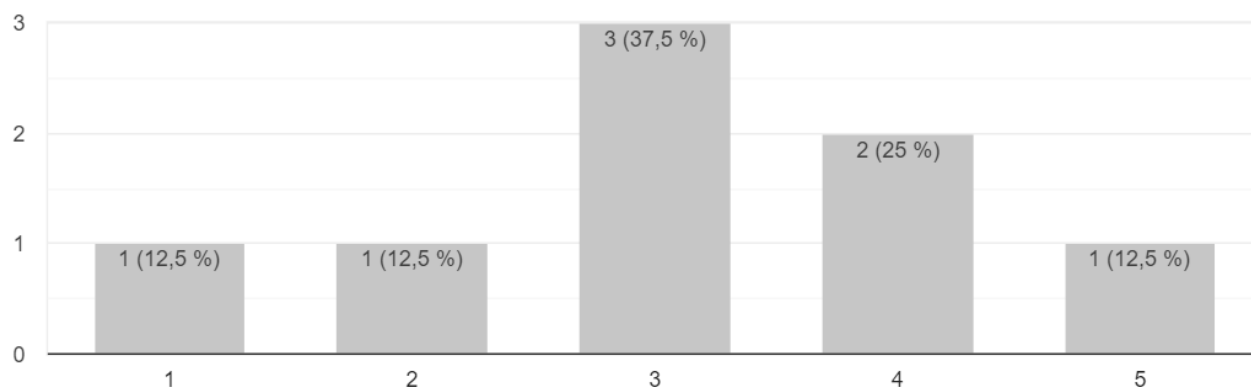
Please tell us to what extent do you agree with the statement that the skills acquired have enabled you to strengthen and broaden your knowledge in your original professional field? (1 for strongly disagree to 5 for strongly agree)
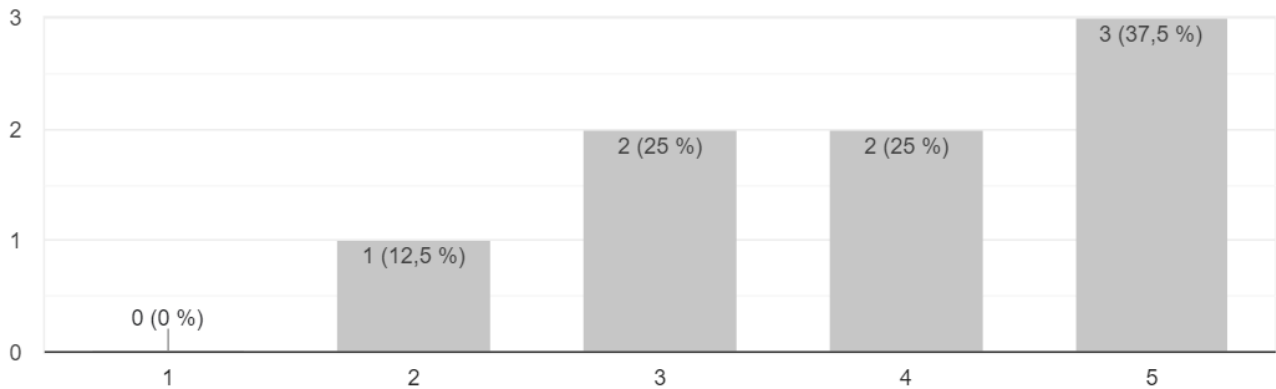
Would you recommend the MediaNumeric training course to your professional entourage or as part of your studies?
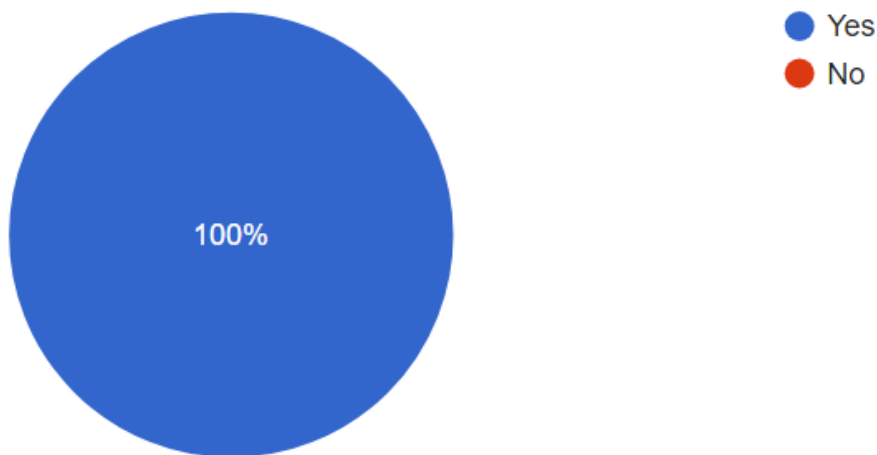
2.2.4. Participant Suggestions

To conclude, do you have any additional comments or suggestions to add?

- *I think MediaNumeric has been the best thing that has come onto my path of pursuing my career and a career that resonates with my interests.*

3. Internal Evaluation

As a complement to the participant satisfaction assessment, the MediaNumeric consortium also conducted an internal evaluation of the course.

The purpose of this partner assessment is to provide overall feedback on the course in terms of content/teaching quality, but also to analyse how partners organised/executed it, to ensure continuous improvement of the course (both programme/content and logistics) and to adjust and update the contents of the online course, which will be the next and final step of the MediaNumeric program.

This evaluation was carried out by all the partners present on-site during the training session, by cross-checking different criteria, trying to look at the nuances of the training content and teaching for each of the lectures individually or grouped around multiple lectures. This internal evaluation was completed at different levels: per lecture/workshop/teacher, per day, per thematic module, site visit, pitching session on Day 6, and globally.

The evaluation that follows is based on the notes of the partners, on the feedback we had from the teachers, as well as on the reading and analysis of the comments provided by the participants in the on-the-spot evaluation questionnaire. An online meeting was organised on March 2, 2023 to gather all the feedback from the partners.

3.1. Global Evaluation

The partners were quite satisfied with the Warsaw training session, which is in line with the feedback expressed by the students. The group was more motivated and participative than the group in the Hague, although their profiles were not exactly matching with the main target audience of the MediaNumeric training course.

3.2. Content Evaluation

Lectures
As for the two previous sessions, the Warsaw session offered a mix between recurring lecturers (Jacqueline Pietsch, Mirosław Filiciak, Dario Compagno, Kuba Piwowar, Marion Dautry) and local experts (Katarzyna Strycharz, Joanna Kaliszewska, Leon Ciechanowski, Weronika Zaręba, Natalia Sawka).
Judging by the appreciation of the participants, the variety of topics tackled as well as of the pedagogical approaches desired by the organisers seems to have been achieved.

However, archival issues could not be sufficiently addressed, such as: Why is archival data interesting and important? What kinds of data are available in archives? What are some examples of interesting projects? How are archives exciting opportunities for creative storytelling? The partners need to better integrate these trending topics in the upcoming online module.

Study Visit

The study visit was organised on the afternoon of Day 4 and took place on site at SWPS with [Outriders](), which is a non profit newsroom covering global issues having local impact. Outriders co-founder and reporter Jakub Górnicki gave an inspiring presentation, walking students through the engaging and creative ways that Outriders combines data with journalistic reporting in exciting, exploratory and technologically rich ways. This presentation offered great inspiration for students who were very engaged, and also spoke to the on the ground, everyday reality of what it is like to work with, in, and for a newsroom.

3.3. Pace and Progression

Just like the participants, the partners found the training program very full and dense, even though a half-day off had been scheduled on Day 3, as well as more slots dedicated specifically to the case study. Although described by some students as a weak point, the density is one of the characteristics of the MediaNumeric training, assumed by the organisers.

3.4. Pedagogical Framework and Evaluation

Pedagogical Framework

Based on the findings of the first Paris session, the framework of the MediaNumeric training has been clearly explained at the beginning of this 3rd session, with a reminder of what is expected from students.

Though, one student did not show up on the last day of the training, without informing the organisers and the other students. Thus, he skipped the group presentation and quiz 3, which prevented him from obtaining the certificate of achievement. While the pitch session is not graded, it is a compulsory component of the course.

Evaluation

The evaluation went well with a very high general pass rate. Apart from the student who dropped out of the training course on day 6, all students passed the assessment. One other student who did not participate in the third quiz was offered a retake on March 2, and obtained a very good score. Students had more time to study and prepare the quizzes than in the previous sessions. The generalisation of multiple choice closed-ended questions made it easier to grade for the organisers.

3.5. Case Study

Topics / Data Sets

The case study was covering the topic of the war in Ukraine. The angles chosen by students were very broad. Projects with a more narrow scope, where correlations and impact are very visible, might be more suitable in terms of teaching and learning.

Some students were quite impressed or surprised by the idea that they need to be sceptical / critical with the data they use. Consequently, the consortium could help more students in choosing the right datasets to make it easier for them to answer questions like: At what point and after what kind of sourcing I might be able to trust the data? When do I know the data is right or wrong? How do I analyse the data?

Besides, they still experienced difficulties in narrowing the topic down into a focused, specific research question, so as translating the data into actual visualisations. Mind mapping to narrow in on specific sub-sub-topics helped some groups to make their ideas visible and more feasible.

Organisation of Groups

The composition of the groups was based on self-assigned interests and skills. The energy is much better in groups this way and processes are more transparent for students too.

Crafting a persuasive story / pitch is not necessarily a skill that the students entered the classroom with. As a result, the final pitches often looked more like academic presentations. The partners would recommend more dedicated coaching/activities focused on story structure and persuasive pitching skills.

The possibility of adding some guidelines for the rules of storytelling as a reading material could also be considered.

3.6. Recruitment of the Students

Recruitment went easier this session than the previous one, but the consortium did not succeed well in attracting journalism students, however students in social sciences were motivated to sign up. The fact that local partners offered the program during the semester helped a lot, so as propositions to travel. Four students from SWPS dropped out and didn't inform the school about their withdrawal.

3.7. Technical and Organisational Aspects

The fact of having multiple rooms was really great and made it easy to pivot when technology (i.e. projector) failed. It was a bit difficult to only have one key to access each room, which led to additional coordination between the organisers.

The catering was fine and easy enough to organise for staff and students.

It would have been helpful to have a schedule in advance of who from SWPS would be available to set-up/clean-up each day and solve any other logistical problems.

4. Conclusion

The MediaNumeric training course is evaluated in two main ways:
- The assessment of participant satisfaction ('on-the-spot' evaluation and delayed-evaluation).
- The internal evaluation led by the consortium during and after the training course.

The assessment conducted at the end of the first training session reveals a good level of satisfaction from the participants. This opinion is shared by the MediaNumeric consortium.

The students notably liked the quality and diversity of the lectures and workshops. They also appreciated the fact that the teachers came from different backgrounds and nationalities. Finally, the friendly and cooperative atmosphere within the group was underlined by both the respondents and organisers.

Despite this generally positive feedback, some points of improvement were brought forward by students (lengthen the duration of the course, more practice than lectures, more time for working on the case study). The insights from this third on-site session as well as those that came before have been incredibly valuable as MediaNumeric moves towards adapting the onsite curriculum for online learning. Additionally, this feedback will serve to inform the development of recommendations made as part of the "Handbook for running on-site training events based on the MediaNumeric formats" that is part of D4.5 Online Publication of MediaNumeric Teaching Modules.