

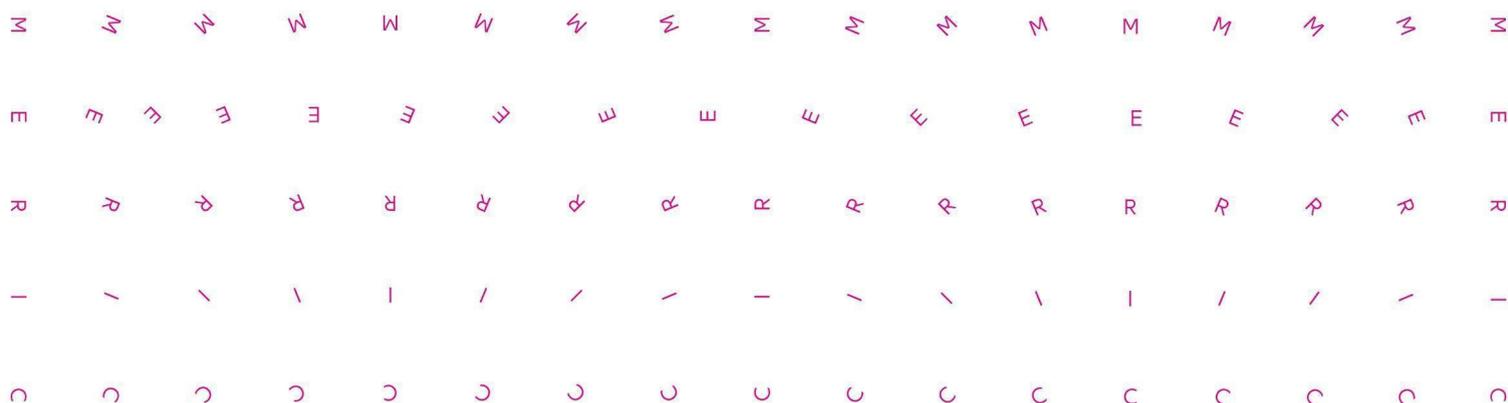
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D5.4 – Evaluation Report 2 (Second Training Programme)

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Statement of Originality

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1. Executive Summary

This deliverable presents the evaluation report of the MediaNumeric second training session, which took place at Inholland's University campus in The Hague (The Netherlands), from 27th June to 2nd July, 2022.

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 an up-to-date panorama of topics related to data-journalism, creative storytelling and fact-checking;
2. The course promotes collaboration and information sharing between students of different nationalities and backgrounds;
3. The pedagogical resources, the activities and study visit contribute to the attractiveness of the training course;
4. Students regret not having had enough time for practical work and case study presentations;
5. They would also have liked more interactivity in the courses, and more consistency between the different interventions, in terms of level of challenge.

2. Assessment of Participant Satisfaction

2.1. On-the-Spot Evaluation

The purpose of this evaluation is to collect 'on-the-spot' comments and suggestions from participants regarding the content and conditions of the training session, in order to help the MediaNumeric consortium better understand their expectations and thus improve the next on-site 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 12:00 and 12.30 on the last day of the course.

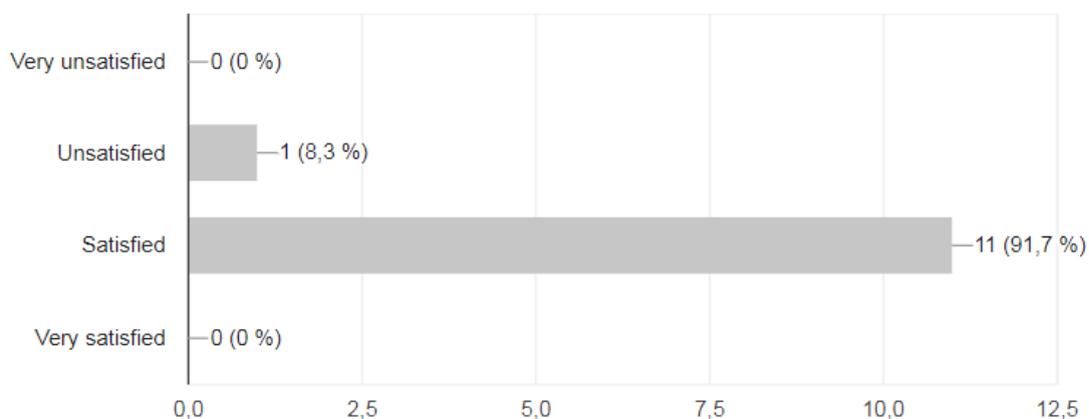
The figures presented below are based on the analysis of these 12 responses. To be completely transparent and exhaustive, we have chosen to quote the answers of the students in their entirety, in the form of verbatims.

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

Despite the context of the training course with several student withdrawals due mainly to Covid-19 and which has impacted the group, the overall level of satisfaction expressed by the participants is good. However, this satisfaction is nuanced.

2.1.1. Global Satisfaction

Are you satisfied with the training course?



What were the strengths of the course?

As illustrated by the following quotes, students appreciated the expertise and variety of the trainers, the pedagogical resources available and the organisation and activities around the training:

- *The daily brainstorming session with teachers was definitely a huge plus from me.*
- *Introduce various basic data knowledge and very interesting tools.*
- *Informative and supportive teachers.*
- *Collaboration, diverse group of students, access to experts in the field (also in informal circumstances), encouragement to be curious and ask questions.*
- *Lots of different lecturers with different expertises.*
- *High level of language skills. International society. Many experts.*
- *International team and many experts.*
- *Very kind, supportive, helpful and understanding staff which made a big difference on the course. Also the lecturers and staff/people on the media numeric team had a really relevant and interesting experience that was interesting to learn from. Everything was very well organised.*
- *The other students I met were interesting.*
- *The strengths were the resources, the diverse set of participants, the activities and trips, and the organisation of everything was very good. All the information about data was very very useful and it made me understand the depth of each piece of content we consume.*
- *Tools offered for research.*
- *Very capable teachers and organisers. Lots of valuable information for a future in journalism or any other field. I really appreciate the fact that the quizzes, not the case study were graded, that was definitely the right call.*

What were the weaknesses of the course?

Students felt that the format of the course did not give them enough time to put into practice what they had learned, and also to work on the case study.

- *Lack of practical learning.*
- *For any classes that include introducing certain tools or data (like the format of Pythons, Java), it would be nice to introduce the basic logic of how the data formulate, many students were confused in that class.*
- *Limited time therefore it feels overwhelming.*
- *Group work can be great when it works, but it is also fragile. I think a more structured approach to it might help, also the students are gonna need more time to prepare a case study and actually do the crunch work. The environment is great for an iterative, sort of*

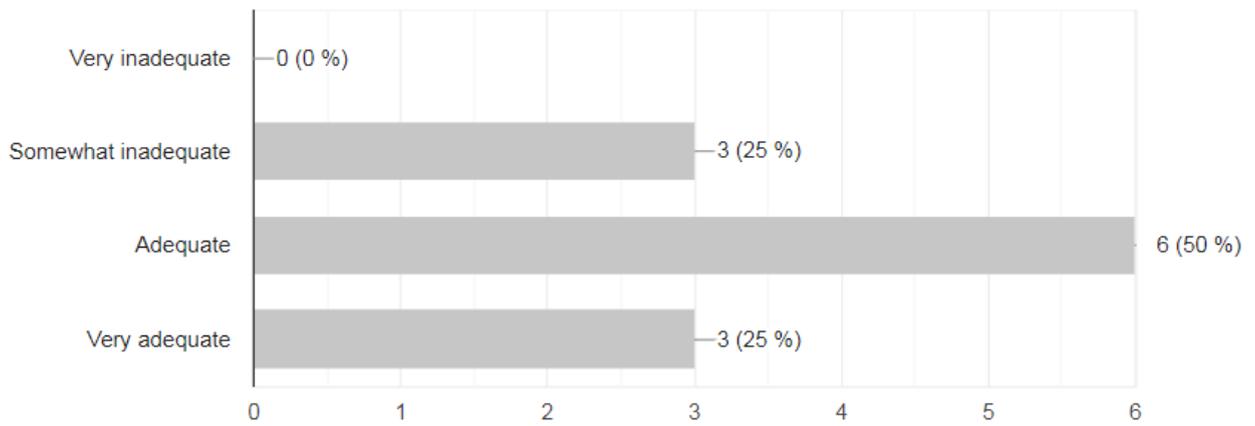
diffuse process, but at some point people have to just do the work, and this format might not be the best for that.

- *Pace in the beginning of the course rather slow, would've been interesting to see actual examples of huge/challenging data sets.*
- *Not enough people from abroad, who are not studying in the Netherlands.*
- *Too many specific subjects and really short time for case study.*
- *Some of the classes were a little too information heavy which made it hard to process all the information in such a short time.*
- *The lecturers, and organisation, the freezing room.*
- *The amount of time to practise. The practical parts of the course. Would've liked to explore searching for data more. The case study assignment was good but a bit too broad. Also, the presenter mentioned that Wikipedia is a great source while at Inholland, we were taught it was such a bad reference and to always look for more advanced. We also faced some challenges like some days were very long for us to be able to work on a case study and also study for the quizzes after a long day of lectures. We would like to know more about journalism and storytelling than just data.*
- *Information regarding journalism topics for non journalist students.*
- *Not enough time to work independently on the case study. There was a lot of information and not enough time to process and use it. At times the course seemed to suffer from the very infobesity it was aimed at combating.*
- *Though having a lot of coaches who can help is great, there are limits. During some sessions of the case study nearly half of the time was soaked up by coaches talking. After one coach had left we barely had 10 minutes to process all the ideas they had thrown at us before the next coach approached us and shared their own, often contradicting, perspective. This further exacerbated the lack of time we had during case study.*

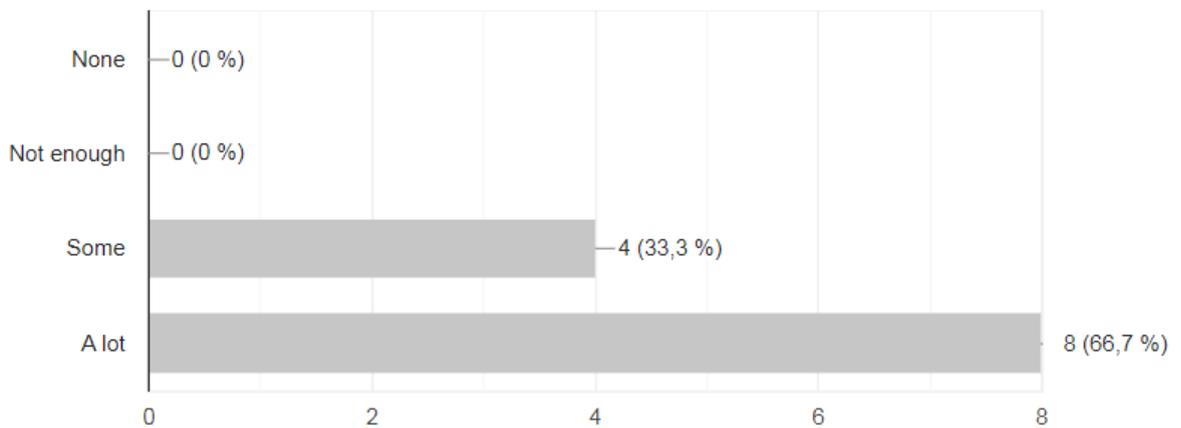
2.1.2. Objectives of the Course

The great majority of students found that the course was adequate with their needs and expectations, enabled them to acquire new knowledge and was globally in accordance with their professional objectives.

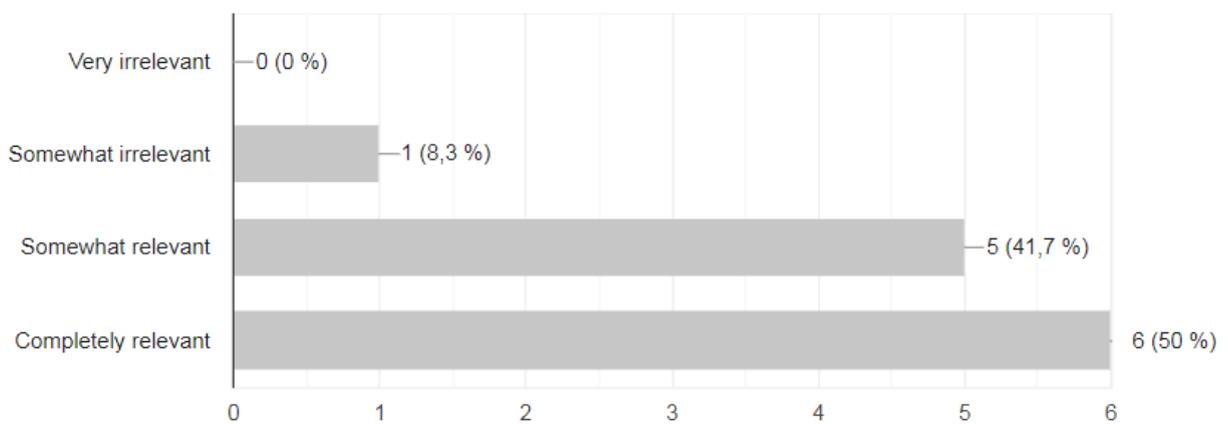
According to your needs and expectations, how would you rate this course:



Do you think you have acquired new knowledge?



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

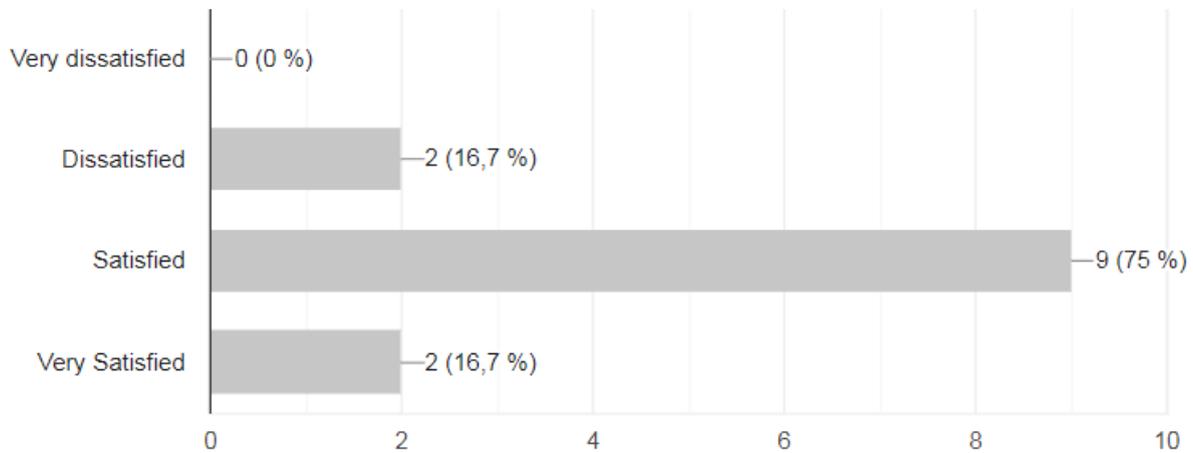


2.1.3. Training Content

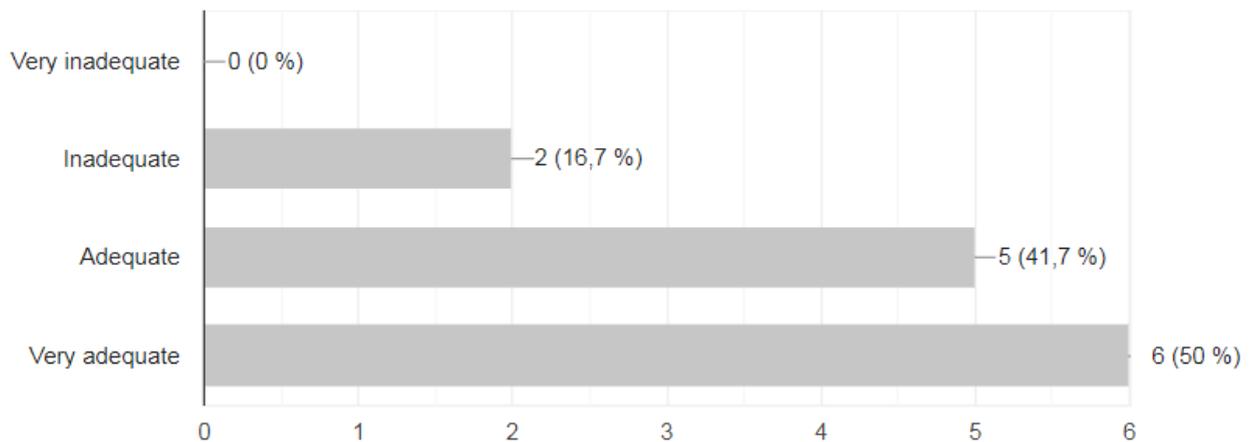
11 of 12 participants were satisfied with the quality of the teaching content, considering that the profiles of the lecturers were adequate. On the other hand, some participants deplored the lack of homogeneity of the programme, with 4 of them finding the interventions inconsistent.

NB: In the three following charts, the total number of responses is 13 instead of 12 because one participant checked two boxes at once.

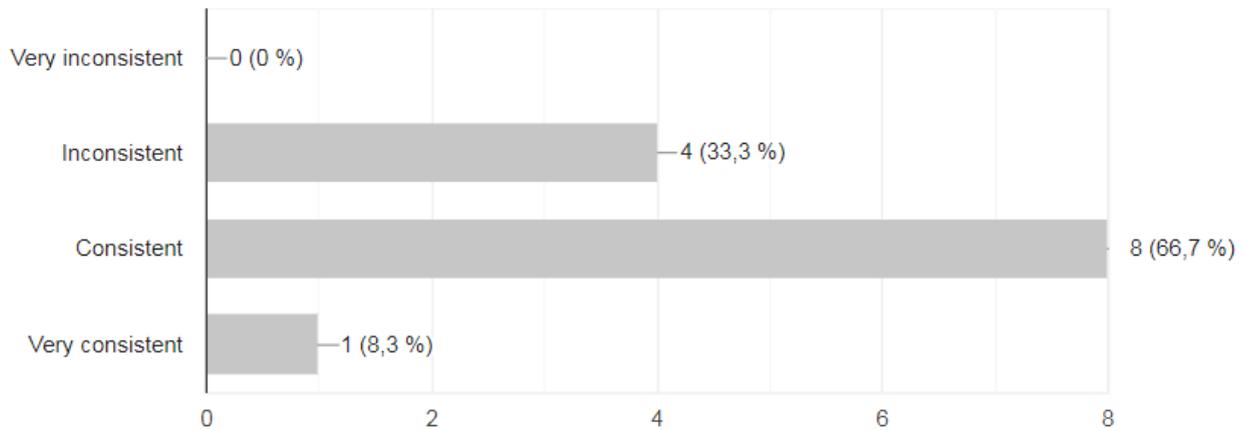
How would you rate your experience of the quality of the teaching content:



How would you rate the profile of the lecturers:



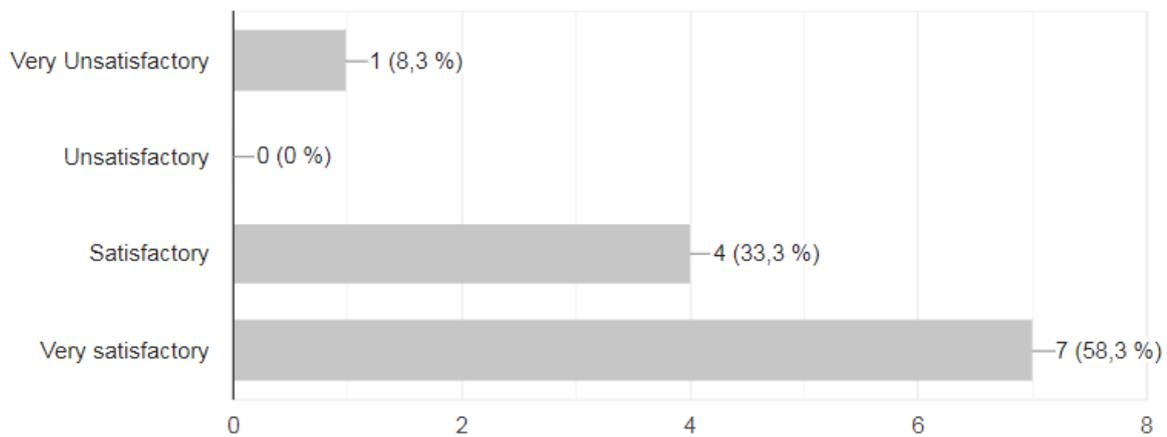
How would you rate the consistency of the different interventions?



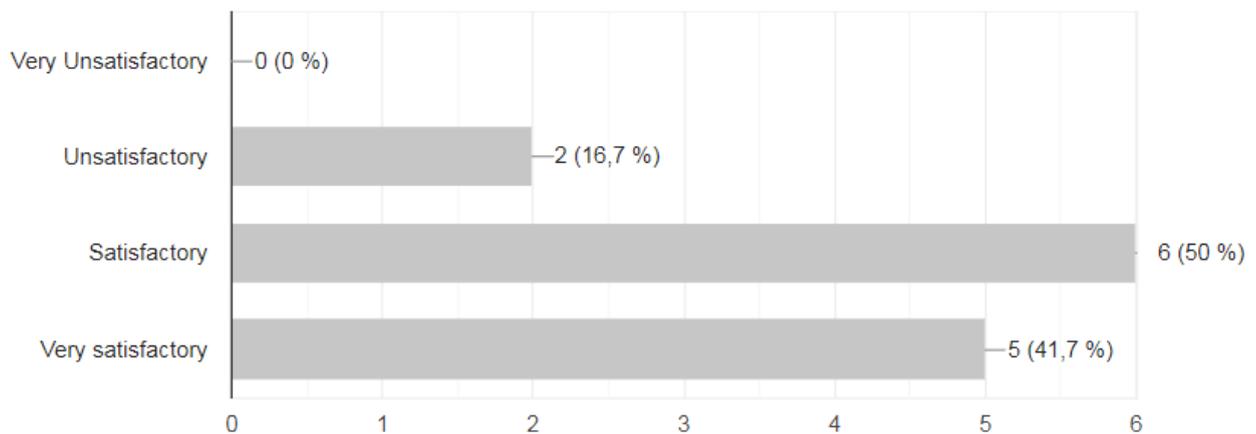
2.1.4. Reception and Support Conditions of the Training Course

In their great majority, the participants were satisfied with the reception and care provided by the hosts of the course. Nevertheless, two participants expressed their dissatisfaction with the quality of premises and administrative and logistical management of the training.

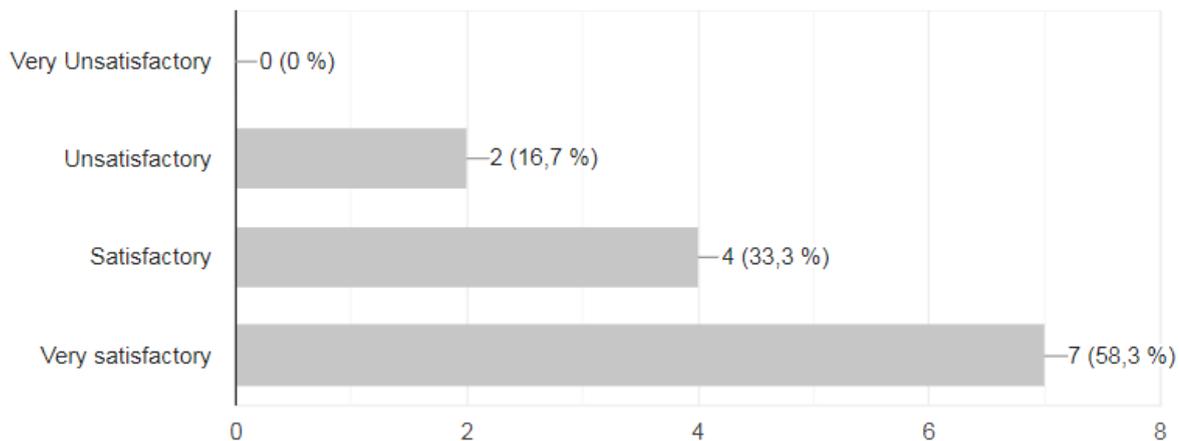
How would you rate the quality of reception and care by the hosts of the training programme:



How would you rate the quality of training course premises:



How would you rate the administrative and logistical management of the training course:

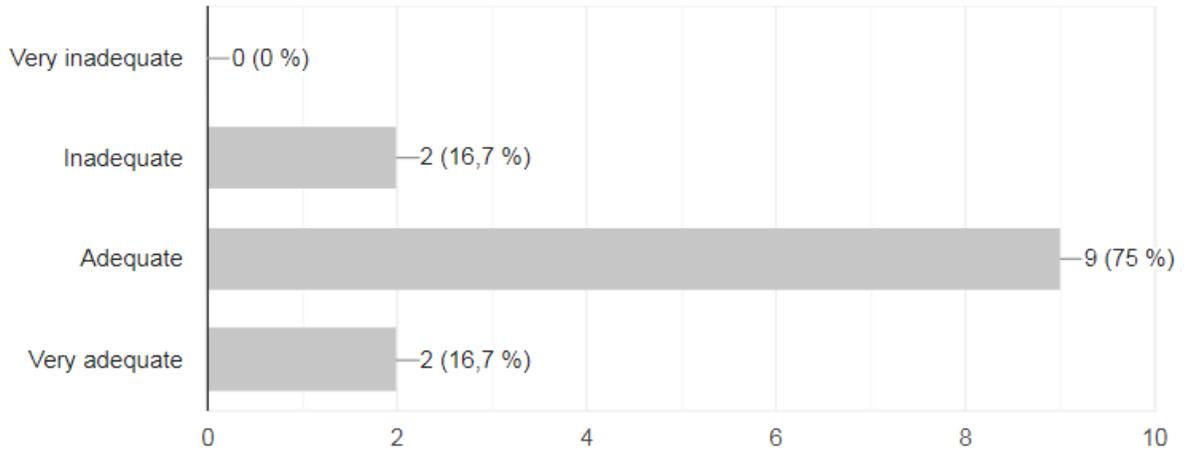


NB: In the chart above, the total number of responses is 13 instead of 12 because one participant checked two boxes at once.

2.1.5. Experience of the Training Course's Teaching

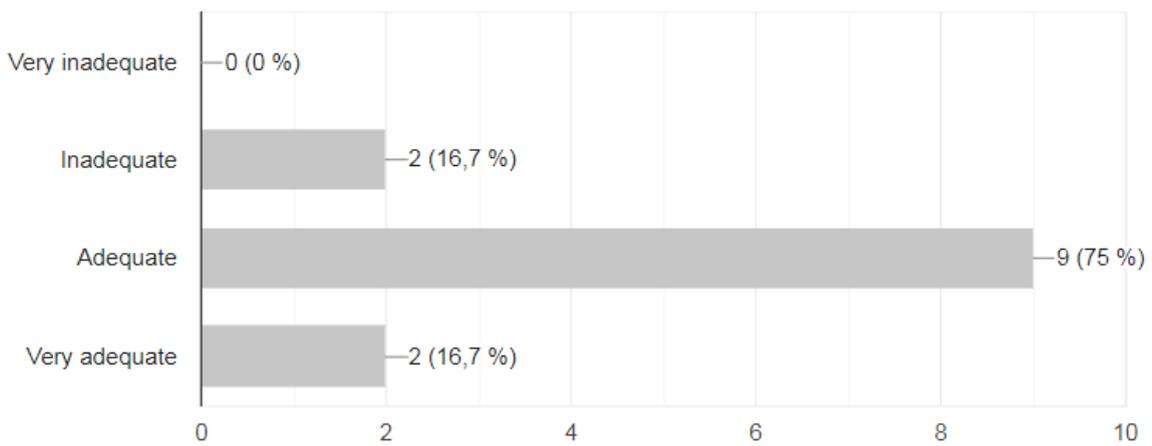
Most participants found adequate the level of teaching as well as the animation and teaching methods used by the teachers. The majority of them report being satisfied with the relationship with the trainers, in terms of listening and availability. However, more than half considered that the duration of the course and the pace and progression of the lessons were too fast.

How would you rate the level of teaching:



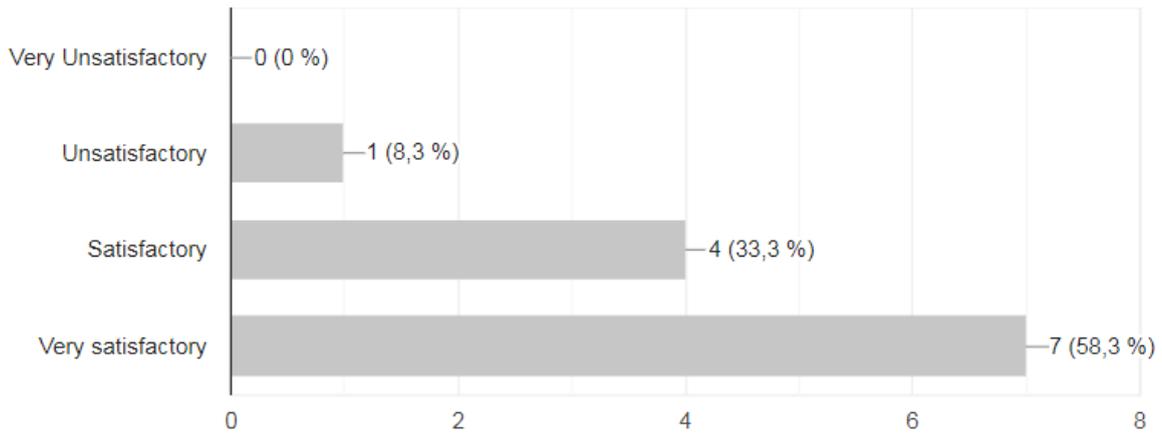
NB: In the chart above, the total number of responses is 13 instead of 12 because one participant checked two boxes at once.

How would you rate the animation and teaching methods used by the teachers:



NB: In the chart above, the total number of responses is 13 instead of 12 because one participant checked two boxes at once.

In terms of listening and availability, how would you rate the relationship between the trainers and the participants:

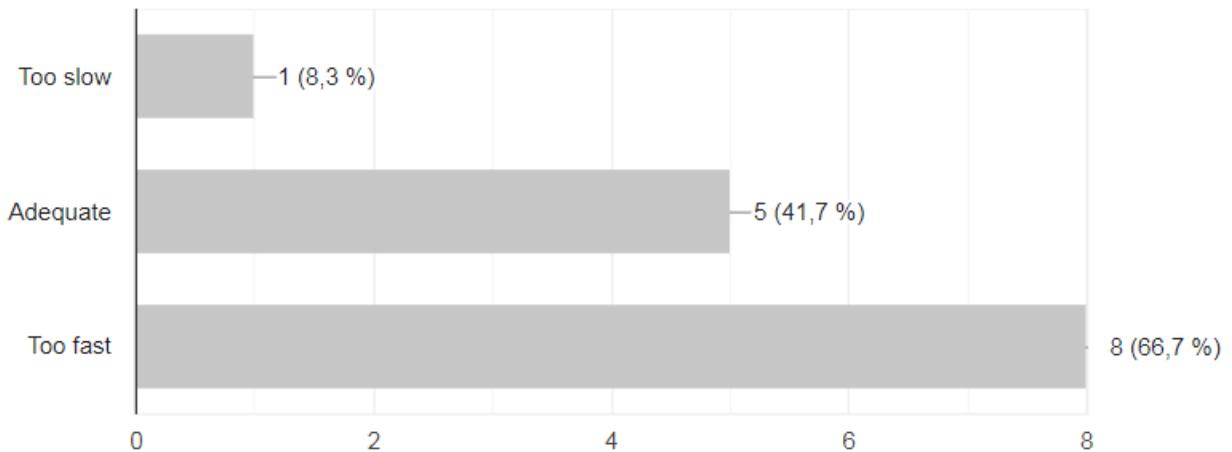


How would you characterise the pace and progression of the lessons:



NB: In the chart above, the total number of responses is 14 instead of 12 because two participants checked two boxes at once.

How would you characterise the duration of the course:

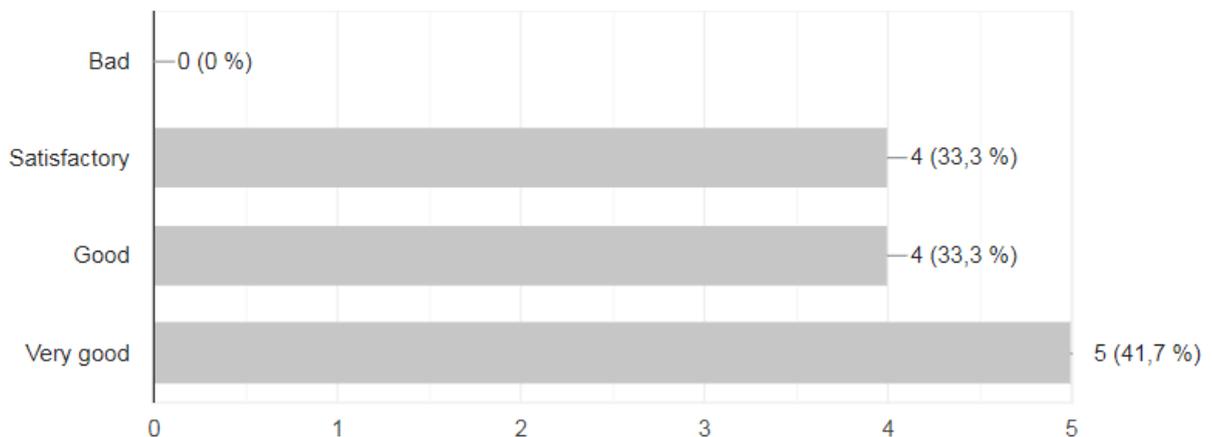


NB: In the chart above, the total number of responses is 14 instead of 12 because one participant checked three boxes at once.

2.1.6. Training Conditions

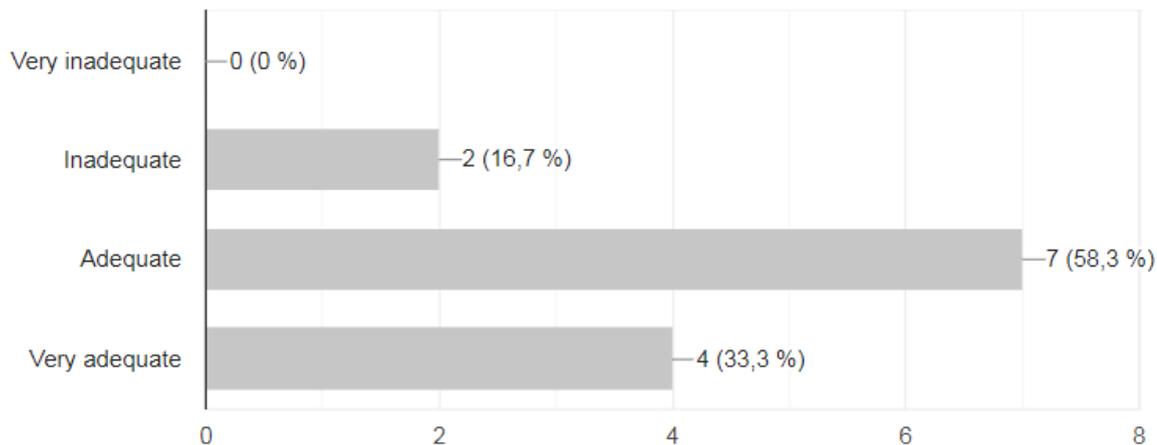
The quality of the teaching materials provided by the co-organisers is generally considered satisfactory by the participants, whereas the quality of the technical equipment used to project the speakers' presentations is rated in a more nuanced way, with 2 participants finding it inadequate.

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



NB: In the chart above, the total number of responses is 13 instead of 12 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:



2.1.7. Concluding Thoughts

The participants in the Hague session suggested the course could be improved by giving more time for practising the tools presented in class and also for working on the case study. Similar feedback was given by participants of the Paris session. Besides, some students would have liked more consistency between the different lectures and the content of the interventions more adapted to their level and background.

Aside from these few criticisms, students report that they enjoyed the interactions with other students and with the teachers.

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

- *Just more practical material would have been nicer. More time for the case study.*
- *Already mentioned in the weakness part.*
- *I think it would be nice to have more reading materials and discussion sessions. Also, we received numerous tools but did not have enough time to learn or use them.*
- *I think it's just a matter of spacing, the lectures need more structured breaks, I think, I noticed people got distracted. More space for the case would be great. I also think that there was an overload of technical options that were not applicable to the immediate, more to the future. It would help to have a little less of that, and focus on a couple of examples. Maybe even have a lecture just around the toolkit, so it can be grouped (there was some repetition there as well).*
- *Individual lectures could be a bit shorter, I liked the usage of hands on tasks both with data sets and visualisation. I would have been interested in more technicalities of data mining but understand that this was an introductory course. What I was missing was a discussion*

about the problematic side of the huge amounts of data available, data extraction by corporations, privacy concerns apart from GDPR and all the ethical issues that come with it.

- *More practice.*
- *More interactive projects.*
- *I think some of the lectures should go a little slower and be less information heavy. Especially for topics that many students don't have a background in. This made it a little harder to remember, understand and process the content of the course, especially if I wasn't previously familiar with the content. I also thought it was a bit hectic to have both the quizzes and presentation at the same time.*
- *Make sure the lecturers know what kind of students we are, the content was either too basic and slow, or too high levels, rarely was it the right standard. Some lecturers were downright awful. I did however like the fact-checkers, and the opportunity to engage with all the experts, particularly those who gave practical examples.*
- *I would have loved it if practical tasks would be involved. To talk more about storytelling and journalism, the basics would've been nice but also how to be a good storyteller.*
- *I believe that many of the courses could have been merged into just one specific course. I felt that some of the presentations were somehow similar to one another and made it hard to digest information related to data but given from a different perspective.*
- *Less, more practical and more consistent lectures (some were very advanced, some very basic). More time for the case study and less interference in the brainstorming process.*

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

- *I think it would be nice to have a much more brainstorming lecture than the typical sit and listen. Actually discussing as a class, no materials; just a session to talk about what we don't know about data in general.*
- *Love this course, it's very helpful to get a start on learning data analysis. I also got to know some other possibilities in the data career path, it's great!*
- *It was really pleasant to join the course and get to work with students who study different courses.*
- *We struggled with our groupmates not providing an equal amount of work. [Name redacted] for instance didn't really work on the case with us, and dropped out of the presentation 10 minutes before we had to go on.*
- *The ratio of lecturers to students felt a bit out of proportion but it was also nice that each of the teachers could direct a lot of attention towards the individual students. Overall, all the lecturers were super open to help the students and answer any questions, whether directly related to the program or more general.*
- *More participants from more countries.*

- *More practical tasks during lectures, more involvement of participants and more teamwork during individual presentations.*
- *Overall I really enjoyed the course and I thought a big part of it was the hosts/people running the program, diversity of students. I also especially enjoyed the panel of data journalists on day 2 and the day 5 lectures.*
- *Most of the lecturers just sat at the back of the room, and didn't do much. This was uncomfortable, particularly when it was unfair they were paid to be there, and they couldn't cover any of our expenses.*
- *The balance between storytelling/journalism and data would've been very nice. Also, maybe talking about the diversity of jobs in the journalism, storytelling, and data field, so the participants can explore their options and ask if possible.*
- *It would have been nice if the exam was clearer. Once again I know nothing about journalism and during the exam there were questions in which I had to push myself to think from that perspective. It was a bit hard to follow and to answer such questions.*
- *Nothing further to add.*

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.

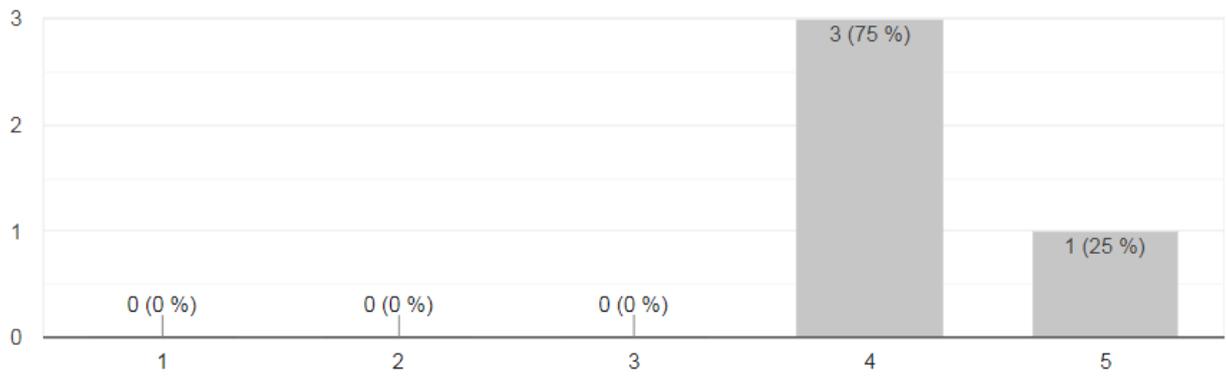
The [Post-training Evaluation questionnaire](#) was designed by INA, with the support of the MediaNumeric consortium. It was sent on September 23, 2022 by Centrum Cyfrowe to the students, approximately twelve weeks after the training session including the summer vacation period. Unfortunately, only four responses could be obtained from the twelve participants who took part in the training session; a participation rate of 33%. The following data should therefore be viewed through that lens.

The statistics presented below are based on the analysis of these four 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 four respondents considered the training course allowed them to acquire new skills.

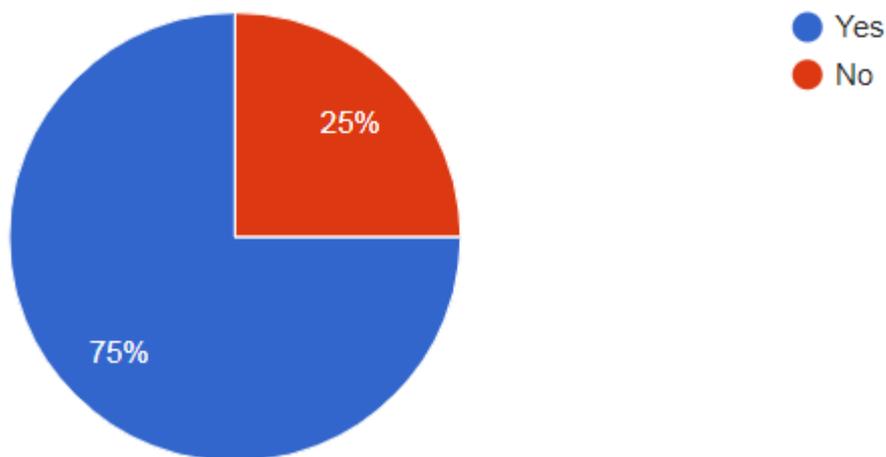
To what extent do you agree with the statement that this training course enabled you to acquire new skills? (1 for strongly disagree to 5 for strongly agree)



2.2.2. Practical Application of Knowledge

Three out of four students who responded to the delayed-evaluation questionnaire declared they have been able to put the skills acquired during the MediaNumeric training course into practice in the weeks that followed the training. The skills in question concern fact-checking and data visualisation.

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



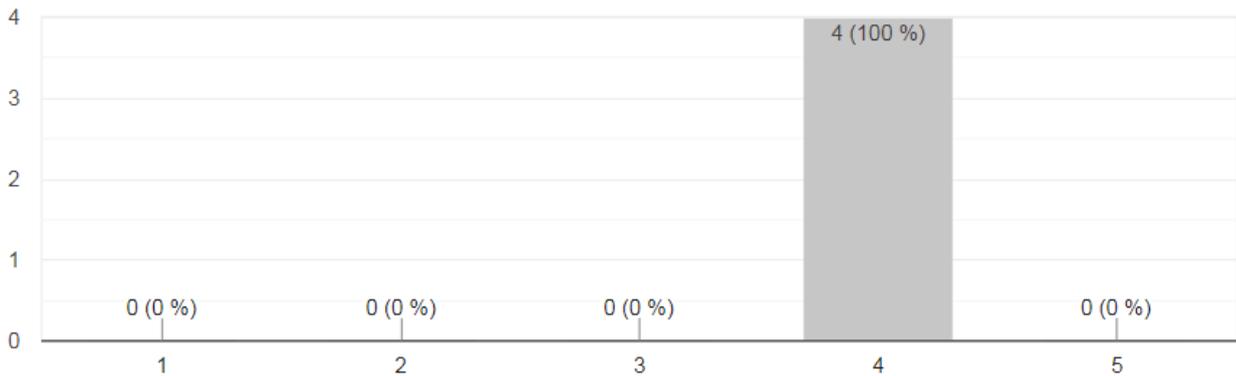
If yes, please share which particular skills you have put into practice since the training?

- *I'm more aware of the content I consume and I'm adapting to use several methods to check the resources for it.*
- *Fact checking and data visualisation.*

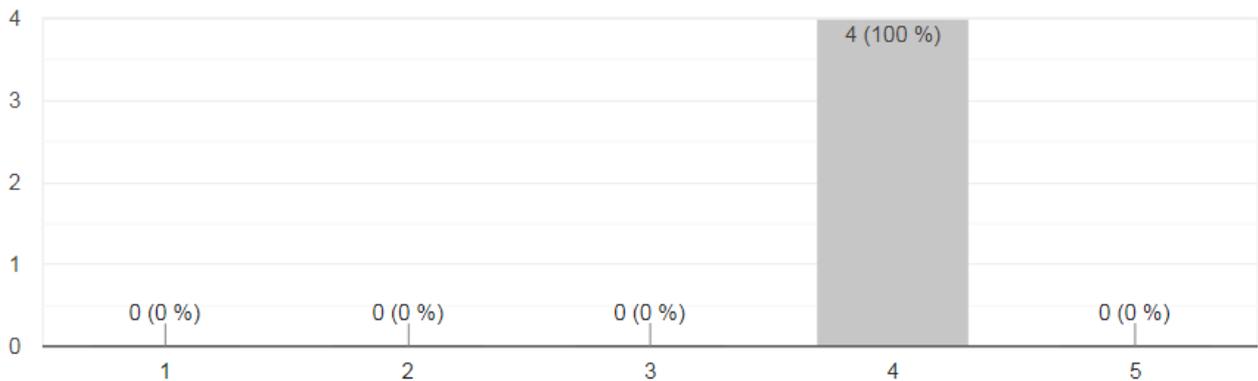
2.2.3. Professional Perspectives

Three of the four respondents would recommend the course to their professional entourage or as part of their studies. They all agree on the fact that the newly acquired knowledge has enabled them both to strengthen and broaden their skills in their original professional field and to open up new professional perspectives.

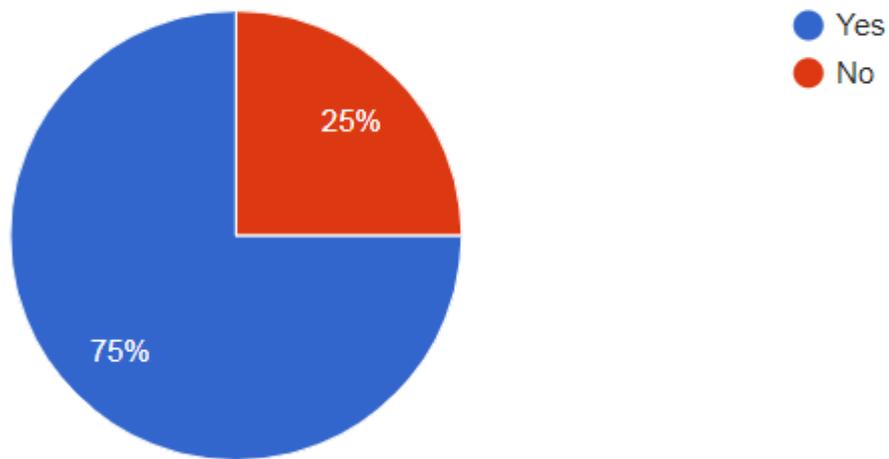
To what extent do you agree with the statement that the newly acquired skills have opened up new professional perspectives for you? (1 for strongly disagree to 5 for strongly agree)



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 would like to thank the teachers and the people who helped organise the MediaNumeric training, and say good luck for their next one.*

3. Internal Evaluation

As with the first training session, the MediaNumeric consortium conducted an internal evaluation of the course, in addition to the participant satisfaction assessment.

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 (what worked, what did not work), to ensure continuous improvement of the course (both programme/content and logistics) and to adjust and update the contents of the next on-site session.

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 July 4, 2022 to gather all the feedback from the partners.

3.1. Global Evaluation

Global Satisfaction

Overall, the partners were quite satisfied with the training session, despite the circumstances with numerous student withdrawals, notably due to Covid-19 infections, which also affected some organisers and teachers. However, unlike the first class in Paris, a certain number of students of the Hague session did not seem very motivated nor participative, for various possible reasons (fatigue related to the training schedule and end of year timing, gap between their profiles, their expectations and some specific interventions, incompatibility between the student calendar and the call for applications). Moreover, the MediaNumeric course focuses a lot on journalism, and many of the Dutch students didn't relate to this curriculum with their focus being more communication/marketing oriented in terms of storytelling, so it was a challenge for them to follow the course in some respects and made clear that journalism students should be the key target .

Density of the programme

The MediaNumeric consortium felt that some students were agitated by the fact that the training programme was very dense, which is in fact an advertised characteristic of the programme, and was designed to provide an intense and dense learning experience.

3.2. Content Evaluation

Lectures

The expert panel was interesting and relevant, in terms of profiles, professional experience sharing, links between the training programme and the industry and implication of the teaching team.

To cater to the wishes expressed by the students, the partners could consider limiting lecture formats in class - the PowerPoint presentations would be sent to students a few weeks ahead, with complementary videos, followed up by a Q&A session with the teachers - and giving priority to practical sessions in class. In this alternative scenario, the experts can work on the case study alongside the students.

The courses “Media Ethics” and “Social impact of journalism and media transitions” could be grouped into one lecture.

The lecture “The main stages of a data project, from data exploration to storytelling” had to be done online due to the teacher (Dario Compagno) catching Covid-19 just before the course. The characteristic of the lecture added to the format of the intervention made it quite difficult for students to pay attention and participate actively.

At last, there is still some work to be done by the consortium to make a more clear connection of the relevance of the “Archival Search” course in the context of the MediaNumeric curriculum.

Study Visit

The study visit was organised on the afternoon of Day 4 and took place at the Netherlands Institute for Sound and Vision, both in the Hague and in the headquarters in Hilversum.

Despite the time travel, the visit went well and seemed to please the students but it would have been interesting to go further into the media topic (links between media and society, production of information, etc.). Furthermore, the tour could have been more practice-oriented, with examples of live research in the collections.

3.3. Pace and Progression

The partners acknowledged the fact that there was a lack of time for practical work and for the case study, although an effort was made for the Hague session to give students more free time (Day 3 afternoon) and to stagger the networking events.

3.4. Pedagogical Framework and Evaluation

Pedagogical Framework

Two students had internship interviews and other school commitments during the training which meant they missed classes and consequently some information for the quizzes. In general participants of the session in the Hague seemed to be more aware of the expectations than the participants of the Paris session, however partners needed to emphasise even more that full participation is required.

In addition, it is of importance that the presentation MasterDeck is adjusted in time. It was done at the very last moment and at the start of the programme (Day1) as it was unclear who was in charge of the MasterDeck. A solution would be to assign the task to a coach or other team member beforehand.

Evaluation

Except for one student who resigned the retake option for quiz 3 mid-July and thus did not pass the quizzes, the other 11 students all validated the quizzes and graduated from MediaNumeric. The quizzes were administered in the mornings of Day 4 (quiz 1 and quiz 2) and Day 6 (quiz 3). Some students reported the lack of clarity of certain questions. The partners will have to be vigilant on this point for the next session, with attention paid to rewording certain questions where necessary.

3.5. Case Study

The tool used for the case study was Chartmetric. The tool itself was proven to be interesting for the students, however groups encountered some problems: there was no availability of historical context and historical data offered before 2019. Furthermore, the data is no longer accessible to work with after the end of the course.

The coaches/teachers (Micha van der Meer, Andrea Prince and Ewa Korzeniowska) were very involved and brought a lot of positive energy to the groups.

The partners' suggestion was to pick a more flexible topic for the next session in Warsaw and to work on publicly available datasets, which would also give the teaching team more time to prepare. When studying a theme like "migration" it was easier to find rich and publicly accessible datasets. It could be interesting to narrow the case study topic, so as to give the students less choice. It seems the students were a bit lost in (too) many opportunities for the research.

As for the distribution of the groups, the organisers could think about sending a mini-survey to students on Day 1 or even prior to the course, which would allow the teaching team to analyse their topics of interest, specific skills on the different topics covered in the case study work, and therefore form more balanced groups, both in terms of skills and personality.

3.6. Communication with Students

Overall, the communication with students was good, but it appeared that some of them were not aware of certain activities of the programme (evening session, study visit), even though the preliminary Excel version of the programme and a letter of commitment were sent to them before the course that outlined these commitments.

In addition, for the next training course, the partners could inform local students very clearly in the open call and in the letter of commitment that travel costs are at their own expense. It was clearly marked in the programme, but apparently not visible enough.

With regard to information on the coverage of expenses related to on-site training, it was clear to us that some students had a misaligned expectation of the costs covered for the course as noted in one of the questionnaire responses saying that we didn't cover any costs. Internally we discussed this and while this is the students' experience, MediaNumeric did actually cover several costs including that the course was provided for free, lunch was provided each day, transportation to the site visit was covered as were drinks and snacks for an evening networking event. Moving forward, we will make extra certain that students understand what is and what is not covered.

3.7. Technical and Organisational Aspects

Generally, the technical and organisational aspects of the course were well handled by the organisers. The IT and helpdesk were very helpful and friendly. Getting wifi accounts did not work as it should have and it took too long to receive login information, but IT managed to manually make accounts for everyone and so remedied this issue.

With regards to the meals, the canteen was very close to the classroom, and no time was wasted in the journeys. It was great to have coffee and snacks in the room too.

Nevertheless, some points can be improved. For instance, the air conditioning in the classroom was too cold, the screens at the front were quite far away for students seated at the back of the room, additionally the pillars made it quite hard to see the screens and the teachers, and the poor acoustics of the room caused some challenges.

4. Conclusion

The MediaNumeric training course is evaluated in various 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, which is in accordance with the positive overall feedback expressed by the trainers and the MediaNumeric consortium despite the context of participant drop outs due to Covid-19-infections.

The students particularly enjoyed the quality of the training course and the diversity of expertise of the teachers panel. They also appreciated the relevance of the resources provided as well as the interactions with the speakers and the other students from different nationalities and profiles.

Despite this generally positive feedback, several points of improvement were brought forward by both students and teachers.

The students did not seem very motivated and involved in the course, for various possible reasons (mismatch in profile, end of year fatigue, etc.). Just like the students of the first session, the students of this second session found the fact that there was not enough time given for practising the tools presented in class and also for working on the case study problematic. Additionally, some students would have liked more consistency between the different lectures and the content of the interventions more adapted to their level and background.

