

Algorithmic Thinking for Migrants Teachers Education

2021-1-EL01-KA210-ADU-000035033

WP3 - Training for Trainers

Online Survey Report - Training evaluation by Immigrants / Refugees

<https://forms.gle/SCzHRNwumKqeSL4g8>

Education In Progress Italy

On 30 June and 1 July 2022, the second part of the project training took place in Messina (Italy). During these two days, the trainers Antonio Gatto and Antonino Bevilacqua, who had previously been trained as trainers by Tutor Mr. Yannis Dimos (LabSTEM), trained 17 migrants on the subject "algorithmic thought", by using the training Kit material produced so far.

Below we present the results of the evaluation questionnaire administered at the end of the training. As with the questionnaire administered to EIP staff, we used the Google form for easier and faster collection of data.

SECTION 1: PERSONAL INFORMATION

The migrants who participated in the training were as follows:

- Zelalem temesgen Gebreegziabher
- Linda Abrham Talargie
- Delina Mulu Gebre
- Tawfic Amega
- Angelina Maria Cafarella
- Aicha Yaongorant Flore

- Ould Cheick Mohamed Bekenn
- Andy Richards
- Abdoul Belinge
- Hassan Ibrahim
- Christopher Baiden Quainoo
- Fosu Prince Mensah
- Thomas Adjei
- Amadou Traore
- Leopold Dominique Bodiane
- Bright Abdu Ansu
- Johnsen check

We would like to emphasize that the young participants do not speak Italian well, so the training was conducted in English and also translated into French by Trainer Antonino, who also took on the role of mediator in this case. This is because some of the participants speak only the French language.

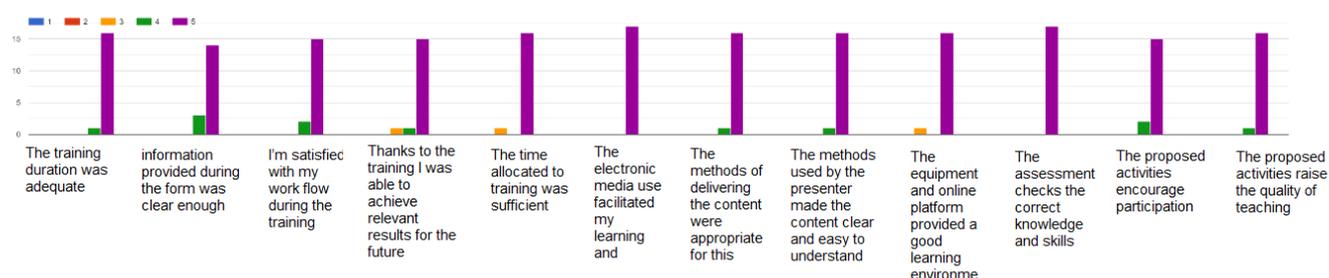
SECTION 2: Training Assessment Questions

The trainees were given twelve questions in order to understand their opinions regarding the duration of the training, the multimedia contents used, the quantity and quality of the material used during the training, the methods used by the trainers during the course, and the usefulness of the teaching material. Since the graph is quite large (Figure 1) and some of the data are not clearly visible, we also report below a written summary of the results (5 stands for "Totally agree, 1 stands for totally disagree):

- 1) The training duration was adequate: **5 (16 answers) / 4 (1 answer);**
- 2) information provided during the form was clear enough: **5 (14 answers) / 4 (3 answers);**
- 3) I'm satisfied with my workflow during the training: **5 (15 answers) / 4 (2 answers);**
- 4) Thanks to the training I was able to achieve relevant results for the future: **5 (15 answers) / 4 (1 answer) / 3 (1 answer);**
- 5) The time allocated to training was sufficient: **5 (16 answers) / 3 (1 answer);**
- 6) The electronic media use facilitated my learning and understanding: **5 (17 answers);**
- 7) The methods of delivering the content were appropriate for this training: **5 (16 answers) / 4 (1 answer);**
- 8) The methods used by the presenter made the content clear and easy to understand: **5 (16 answers) / 4 (1 answer);**

- 9) The equipment and online platform provided a good learning environment: **5 (16 answers) / 4 (1 answer);**
 10) The assessment checks the correct knowledge and skills: **5 (17 answers);**
 11) The proposed activities encourage participation: **5 (15 answers) / 4 (2 answers);**
 12) The proposed activities raise the quality of teaching: **5 (16 answers) / 4 (1 answer).**

Figure 1: Please evaluate the following questions: 1. Totally disagree 2. Disagree 3. Undecided 4. In agreement 5. Totally agree



According to the results, we can see that all participants rated the training extremely positively. They all felt that the content presented was clear and easy to understand, as was the method used by the trainers for the presentation.

It will be even more evident from the subsequent open-ended responses what the trainees preferred during the training and what they would like to see improved.

2.2 The strengths of the training: Multimedia materials

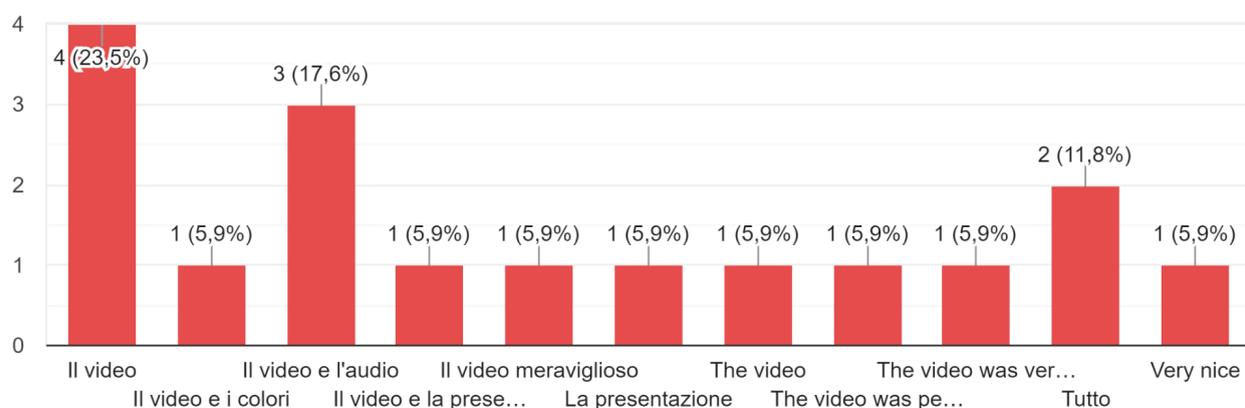
On the basis of the answers given by the trainees, we note that the majority of them highlighted the multimedia content (VIDEO) used during the lesson as a strong point of the lesson (13 out of 17 migrants). 2 young people out of 17 highlighted the presentation of the subject matter as a strong point, thanks to the methodology used by the trainers. 3 young people out of 17 considered the whole kit functional for the purpose.

Below are the individual answers, also shown in Figure 2:

- The video (4 answers);
- video and colors;
- video and audio (3 answers);

- the video and presentation;
- the wonderful video;
- presentation;
- the video;
- the video was perfect;
- the video was very colorful;
- All (2 answers);
- very nice.

Figure 2: Answers to the question "What were the strengths of the training?"



2.3 The weak points of the training: the English language and the speed of listening

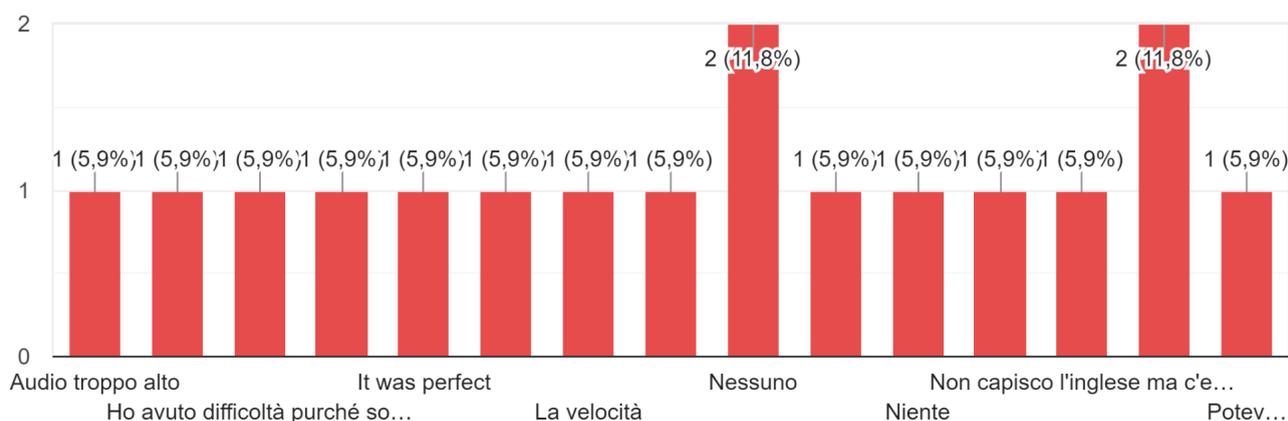
Regarding the last question "What were the weak points of the training?", the participants gave various answers. Here are their precise answers:

- Audio was too high;
- he talked very fast;
- I had difficulty because I speak only French language but my dad (mediator) one of trainer translated and explained everything to me;
- I speak only French but the mediator but the mediator translated and explained everything to me
- it was perfect;

- English is not my mother tongue but my dad (mediator) explained in French the context
- speed;
- none;
- nothing (3 answers);
- nothing;
- I don't understand English but dad (mediator) explained to me in French;
- I don't understand English but there was a mediator;
- Nothing (2);
- It could be explained for several hours.

The answers show that 2 out of 17 participants found the explanation of the videos too fast, making it more difficult for them to fully understand the content of the lesson. 5 out of 17 participants, on the other hand, did not understand the language spoken in the video lesson (English), and needed a translation into French by the trainer Antonino Bevilacqua. This is because some migrants come from French-speaking regions of Africa, where French is therefore spoken, and do not know English. For the remaining participants (8 out of 17), there were no weak points in the teaching content and it was appreciated. The answers are summarised in the graph below (Figure 3).

Figure 3: "What were the weak points of the training?"



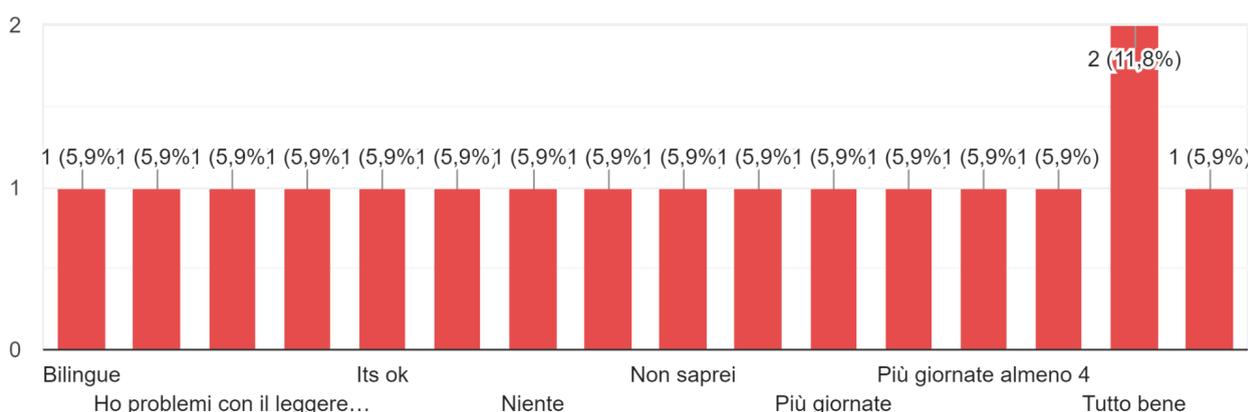
2.4 "How could we improve your training experience?"

To the following question, the participants all answered precisely (Figure 4), also highlighting their difficulties in understanding the English language and emphasizing the need to create a bilingual course

that would also include the French language as well as the language of the partners. Another aspect that emerges from the answers is the preference to have more time to learn the lessons exposed: 4 participants stated that it would be better if the training lasted more than 2 days (some even suggested 4 days). For 8 out of 17 participants, on the other hand, nothing needs to be improved because the content is already useful as it is.

- Bilingual;
- Everything was perfect;
- I have trouble reading so the audio helped me to understand the topic better;
- It's ok (2 replies);
- maybe more of 2 days was better;
- Nothing (2 answers);
- I don't know;
- Nothing;
- More days;
- More days two are few;
- More days at least 4;
- Subtitles in French;
- It's ok;
- It's fine.

Figure 4: "How could we improve your training experience?"



Conclusion

In general, the migrant trainees participated with great enthusiasm in the training, which they rated positively in terms of content, topic, and methodology used by the trainers for the presentation. In particular, the use of multimedia training material in video format was highly appreciated: 100 % of the participants found it very useful, easy to understand, and not at all boring to follow, thanks to the narrative voice contained in them and the colors used.

Also very much appreciated was the presence of trainer Antonio Bevilacqua, who also took care of translating the content displayed in English into French. Since several migrant children speak French as their first language, it may be useful to think of teaching materials to be translated into two different official languages: English and French, as well as into the mother tongues of the project partners. This would also facilitate the participation and understanding of African migrants from French-speaking Africa (such as migrants from Senegal, Morocco, Tunisia, Algeria, and other regions of West and Central Black Africa).

On the other hand, we revealed the need for some trainees to spend several days on the training, as the topic was perhaps rather new to them and particularly difficult to understand in just two days of training.