



Education and Culture DG

Lifelong Learning Programme

Roqet analysis guide

November 2012



1. Accessing the analysis

Results of the successful campaign can be accessed in the menu Surveys inside the Qute platform.

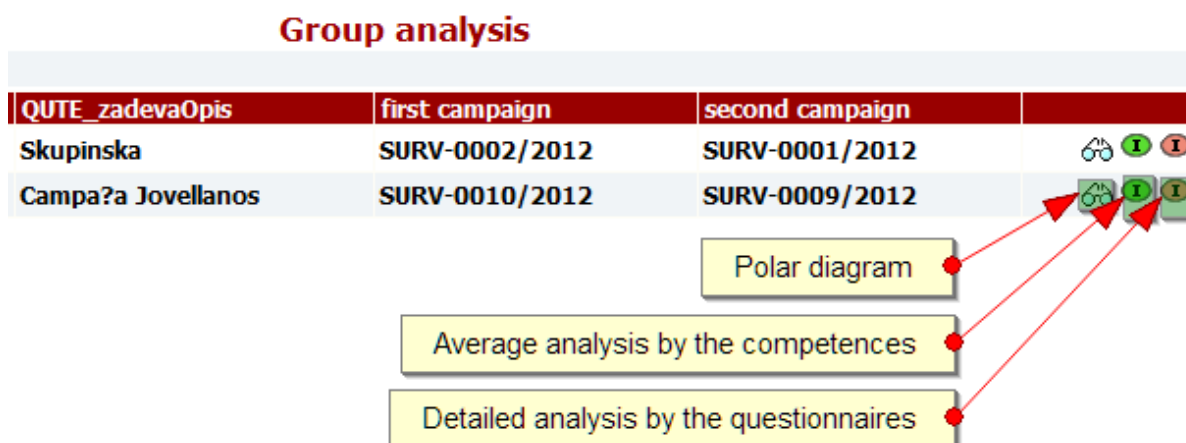


The screenshot shows a sidebar menu with 'SURVEYS...' selected, containing options for 'active surveys', 'archives', and 'Roqet analysis'. The main content area displays a table titled 'Group analysis' with the following data:







QUTE_datumNastanka	QUTE_zadevaOpis	first campaign	second campaign	
04.05.2012	Skupinska	SURV-0002/2012	SURV-0001/2012	  
10.05.2012	Campa?a Jovellanos	SURV-0010/2012	SURV-0009/2012	  

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Please mind that the results shown are dependant on who is logged into system. Teacher will always see just his own results while the system administrator will see average result of the whole campaign and is unable to see the particular result of the teacher.



The screenshot shows the 'Group analysis' table with callouts pointing to the analysis options for the 'Campa?a Jovellanos' campaign:

QUTE_zadevaOpis	first campaign	second campaign	
Skupinska	SURV-0002/2012	SURV-0001/2012	  
Campa?a Jovellanos	SURV-0010/2012	SURV-0009/2012	  

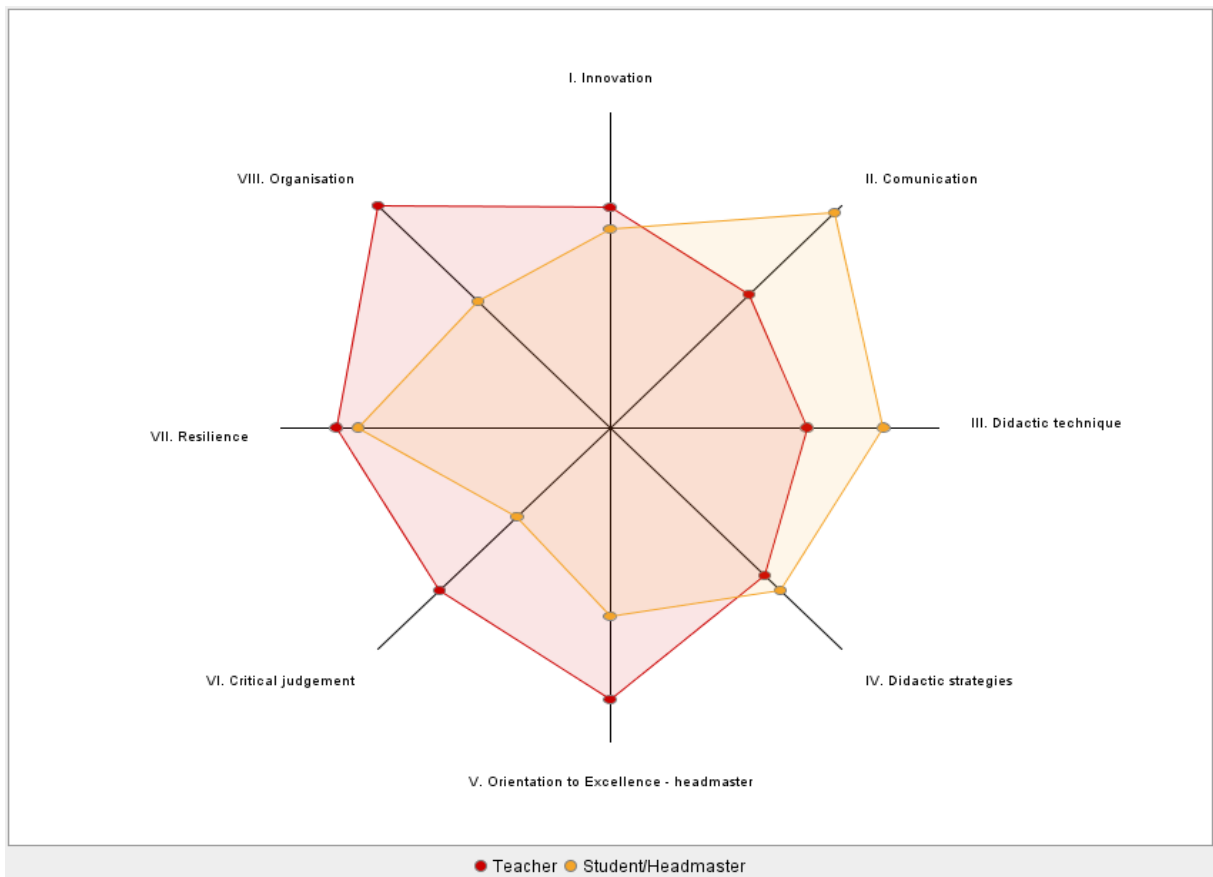
Callouts for the 'Campa?a Jovellanos' campaign:

- Polar diagram
- Average analysis by the competences
- Detailed analysis by the questionnaires

2. Roqet analysis with polar diagram – Competence map in visual form

One of the best achievement of the project is the polar diagram of the results. This type of diagram very clearly show the general aspects of the competences of particular trainer in visual form.

In diagram bellow you can see mismatch of the perception of the trainer's self ability in the competences of Innovation, Organisation, Resilience, Critical judgement and Orientation to Excellence (red polygon). He thinks he is much better that he is perceived by the students and his headmaster. On the other hand, his communication, didactic techniques and didactic strategies are better than he thinks (yellow polygon).



2.1. Average analysis by the competences

Trainer can get more detailed analysis by the competences of his achievement in diagrams comparing his average of results with the averages of the answers of students or headmaster. Punctuality of the results can be taking into consideration using standard deviation, presented in the graph as well.

Comparison average of teachers and average of students

Campaign:
 Jovellanos-campa?a alumno
 Jovellanos-campa?a director

Filter:

- Indicators:
- I. Innovation
 - II. Comunication
 - III. Didactic technique
 - IV. Didactic strategies
 - V. Orientation to Excellence - headmaster
 - VI. Critical judgement
 - VII. Resilience
 - VIII. Organisation

Refresh









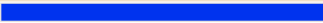






I. Innovation - Student			
Statements	Mark	St. deviation	
Total average			
Teachers	2,14	0,69	
Students	1,93	0,53	

II. Comunication - Students			
Statements	Mark	St. deviation	
Total average			
Teachers	1,78	0,83	
Students	3,11	0,49	

III. Didactic technique - Students			
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2.2. Detailed analysis by the questionnaires

Analysis is similar to the analysis above except it focus on every question in the campaign. User can see average results of the answers of students/headmaster and himself. Red colour of the student/headmaster graph instead of green represents that the opinion of comparing groups are different more than one grade. This could potentially means that this question in worth taking into consideration when detail analysis on competences in done.

I. Innovation - Student				
Statements				
	No. of answers	Mark	St. deviation	
Total average				
Teachers	1	2,14	0,69	
Students	2	1,93	0,53	
Options analyse				
I put into practice up to date knowledge and methodologies in my field.				
Teachers	1	3,00	0,00	
Students	2	1,50	0,71	
I include real life examples from working life in order to keep learning problems up to date.				
Teachers	1	3,00	0,00	
Students	2	2,00	1,41	
I arrange teaching and learning process in a way to facilitate trainees to be proactive (to contribute new ideas and be active).				
Teachers	1	2,00	0,00	
Students	2	1,50	0,71	
I can easily accept the situation when trainees have better solutions then I.				
Teachers	1	2,00	0,00	
Students	2	1,50	0,71	
I reward innovative ideas among trainees.				
Teachers	1	2,00	0,00	
Students	2	2,00	0,00	
I integrate contributions of trainees into teaching and learning process.				
Teachers	1	2,00	0,00	
Students	2	2,00	0,00	
I experiment in implementing new didactical ideas into teaching and learning process.				
Teachers	1	1,00	0,00	
Students	2	3,00	0,00	