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**Project acronym:** CIGN  
**Project full title:** Creative Industries Global Network



## EVALUATION REPORT

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## 1 Introduction

The CIGN project aims to research and identify gaps between the skill-sets needed in today's professional world in the Creative Industries and the education presently occurring at industry and academic institutions. The project already published reports [1,2] and gave presentations at scientific conferences to disseminate the findings of this research work. As a result, eight areas could be identified where a skills-gap exists and course concepts have been developed to close these gaps in the academic education. In addition, course materials have been developed for four of these course concepts and the courses were presented to students at universities participating in the CIGN project.

This document focusses on the evaluation process that accompanied the presentation of the courses. We will describe how the evaluation has been carried out and report on the findings gained throughout the evaluation process.

## 2 Evaluation

The courses developed by the CIGN project to address the identified skills-gaps between the demands of the Creative Industries and the education presently taking place at universities could be divided into two different categories that include courses that are theory-based and courses that are practise-based. Within the project lifespan, not all of the eight developed course concepts could be delivered to students by one of the partner universities. There were numerous reasons for this: First of all the participating universities had very different academic calendars, which were hard to align with the project time plan. And so it happened that while the colleagues from one university still worked on the development of course materials, the teaching period at another university already had started. A further reason for delay was partly the vetting by educational bodies (like e.g. Curriculum Committee, Dean's Office, Advisory Council, Senate, etc.). This auditing process sometimes needed a lot of time, but each step along the way often resulted in valuable input. For these very reasons, different evaluation methods had to be used to evaluate the courses. Basically, two evaluation methods were developed to perform these evaluations. For the four courses that have been presented to students a questionnaire-based quantitative approach was used, while for the course concepts not presented to students a qualitative peer-review (interview) was developed. The following report will focus on the methods used for the evaluation process and the findings gained through the evaluation. The following table shows which courses were presented by which partner university in which semester.

<b>Course</b>	<b>Type</b>	<b>University</b>	<b>Semester</b>
Multi-platform Creative Production	Practise-based	Stuttgart Media University	Fall Semester 2016/17
Researching Creative Practise	Theory-based	University of the West of Scotland	Spring Semester 2017
Innovation Management and Entrepreneurship	Theory- and practise-based	Artevelde University College Ghent	Fall Semester 2016/17
Cross-Media Collaborative Project	Practise-based	University of the West of Scotland	Fall Semester 2016/17

Table 1: Evaluated Courses

## 2.1 Evaluation Setup

The initial plan, as expressed in the Erasmus+ application document, was that every developed course should be presented at at least two universities. This would take place at the university that took the lead in the development of that course and at a second partner university, which had supported the leading partner in the development process. As a result of this procedure the influence of the leading partner on the evaluation results could be reduced and we ensured that the calculated results were also more representative for other universities. As a consequence, the chosen evaluation process must be applicable in an international setting, so on the one hand it must be possible to collect evaluation data from courses presented at different universities, while on the other hand it has to still be possible to retrieve and evaluate the results for every single presentation of a course at each university. For this reason, we decided that a standardized (online) questionnaire, filled in by every student enrolled in one of the courses, is the best way to perform the evaluation. And that an internet-based tool will be the easiest way to execute the survey. In the following text will refer to this setup as *classroom feedback*.

After analysing the evaluation processes already in place at the partner institutions, we came up with a set of 17 closed questions (a table with the full list of questions is given in the appendix) and two text fields for open questions that allowed us to evaluate whether the concept of the course is suitable to deliver the specified knowledge and methodological competence to students. Since we were aware that our questionnaire is not the only evaluation students have to perform at the end of their academic term, we tried to limit the number of questions, so we expected to get a high response rate. The agreed aim was that it should be possible to fill in the questionnaire in 5 to 10 minutes. We choose Unipark [3] to deliver our questionnaire to the students. This internet-based professional evaluation tool was well suited for our purposes, since it could deliver the questionnaire optimized for usage on different devices. The tool generates a responsive web-based questionnaire that can be opened and viewed on different devices like smartphones, tablets or laptops/desktops. The tool generates questionnaires that are responsive, meaning that the presentation is optimized for the different display sizes of these devices. So, nearly all devices normally used in classroom are covered and the evaluation could take place directly in the classroom. Unipark is also capable of recording all forms of inputs the user enters while using the online questionnaire, and stores them for later statistical computations, in a database. And finally, Unipark offers a report tool that allows to automatic calculation of a whole range of statistical data concerning the survey and to visualization of the results using a broad variety of diagrams.

The online questionnaire was created as adaptive form, that means that the set of questions adapt to the 'role' the evaluator performs. The online form was intended to be filled in by the participants of the presented courses and by the teacher of that course. The reason for that was, that it was originally planned to present the courses at different institutions with different teachers. With the adaptive construction of the questionnaire we could compare the teacher's view on the course with the views of the participants. Due to time restrictions within the project lifespan, no course has been presented at more than one institution. For this reason, we will concentrate in the following on the insights derived from the student's feedback.

## 2.2 Statistical Information

113 students started to fill in the online questionnaire, but only 47 of them completed the whole questionnaire. This is a completion rate of 41,59%. We expected a much higher completion rate and for this reason we investigated this issue in more depth. It turned out that 29 out the 113 persons who started the evaluation cancelled the evaluation process on the 'personal data page', which is the second page after the 'welcome page'. On this page (cf. appendix) we ask for the name, the university, the course to be evaluated and the role (student/teacher) of the evaluator. Most of the information, except of the name of the evaluator, was needed for the international setup of the evaluation. So obviously a majority of the evaluators were not willing to give personalized feedback and quit the evaluation process on this page. A fully anonymous interview would have increased the number of completed questionnaires, but on the other hand, by using a personalized interview we had the chance to get in contact with the evaluators and discuss the evaluation results in more depth with them. By doing so we developed a deeper understanding of the evaluation results and got possible approaches for the improvement of the course materials. But in the end, it would have been wise to position the 'personal data page' not as the second, but as the last page of the multi-page questionnaire. By doing so, it could be assumed that more participants would have filled in the two pages with the 17 questions. We recognized this fact quite soon after the first evaluations, but couldn't change this for the upcoming evaluations of the other courses, since Unipark isn't able to record and compute data from two differently structured questionnaires.

In average the participants need 8 minutes and 15 seconds to complete the online form, so the evaluation process did not exceed the estimated time limit of 10 minutes.

## 2.3 Results

In this section the results for every of the four evaluated courses are presented in detail. In order to answer the closed questions the evaluators had to mark to which extent they agree to the statement expressed by the question. The evaluators could choose a value on a Likert scale ranging from 1 (Disagree Strongly) to 6 (Agree Strongly). Using this scale an average value of 3,5 represent the 'zero-value', where the evaluators does not agree nor disagree with the statement.

### **Multi-platform Creative Production**

This course was presented at Stuttgart Media University in the fall semester 2016/17. 16 out of the 18 students enrolled in that course evaluated it. This is a quota of 89%, which is a quite remarkable value.

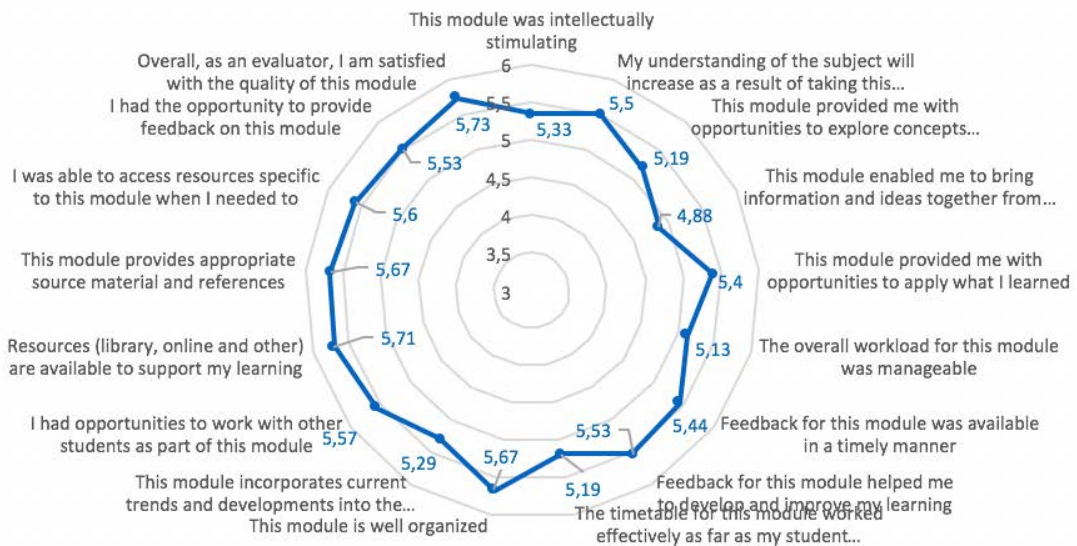


Figure 1: Evaluation results for the course 'Multi-platform Creative Production'

### Researching Creative Practice

This course was presented at the University of the West of Scotland in spring semester 2017 and was evaluated by nine students.

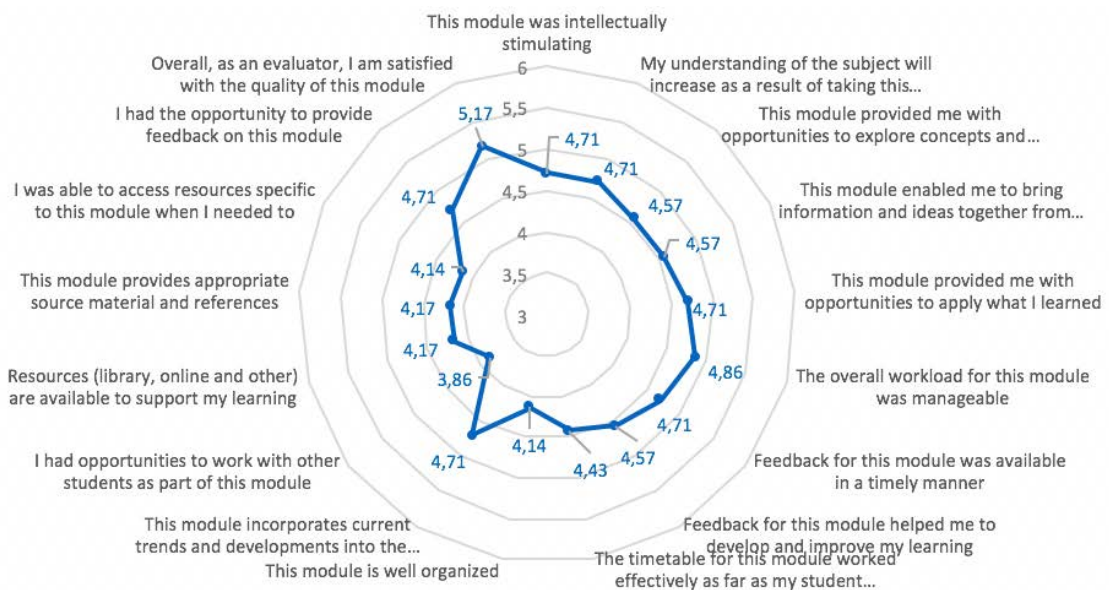


Figure 2: Evaluation results for the course 'Researching Creative Practice'

### Innovation Management and Entrepreneurship

This course was presented at Artevelde University College Ghent in fall semester 2016/17 and was evaluated by only four students. The population of four evaluations is too small to be able to derive any conclusions from the results. Nevertheless, the results are shown for greater completeness below.

A possible explanation of the quite low feedback quota may be seen in the organization form of the

course as blended learning course, where the learning materials were given as an electronic iBook and the students performed most of their studies as self-driven learning. Maybe the by and large absence of a personal relation to a teacher lowered the readiness to evaluate the course. Another possible explanation is, that most of the participants in this course were last-year students, who do not feel highly interested in evaluating courses at the end of their studies.

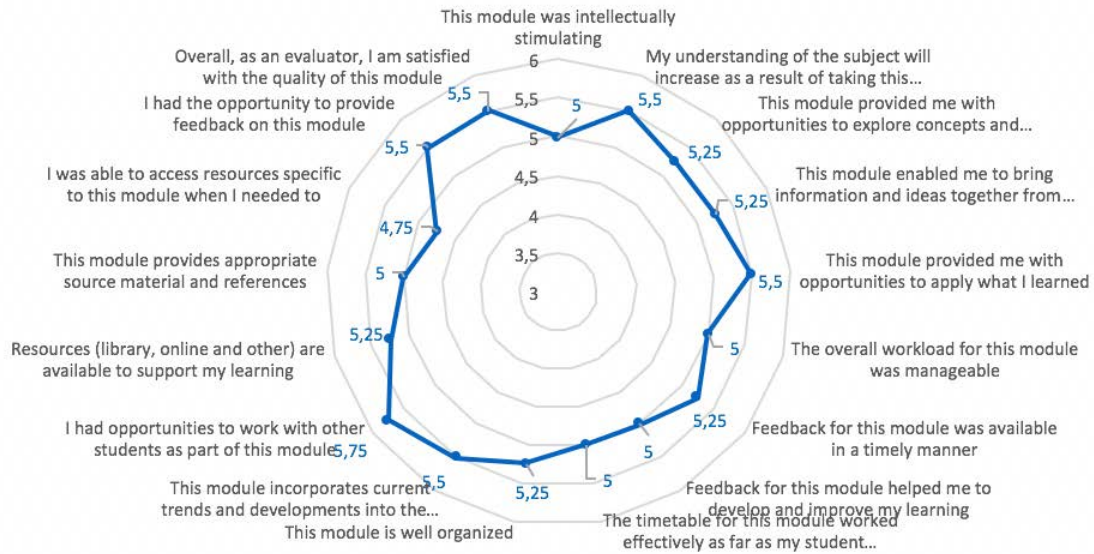


Figure 3: Evaluation results for the course 'Information Management and Entrepreneurship'

### Cross-Media Collaborative Project

Presented at the University of the West of Scotland in the fall semester 2016/17, the course was evaluated by 17 students.

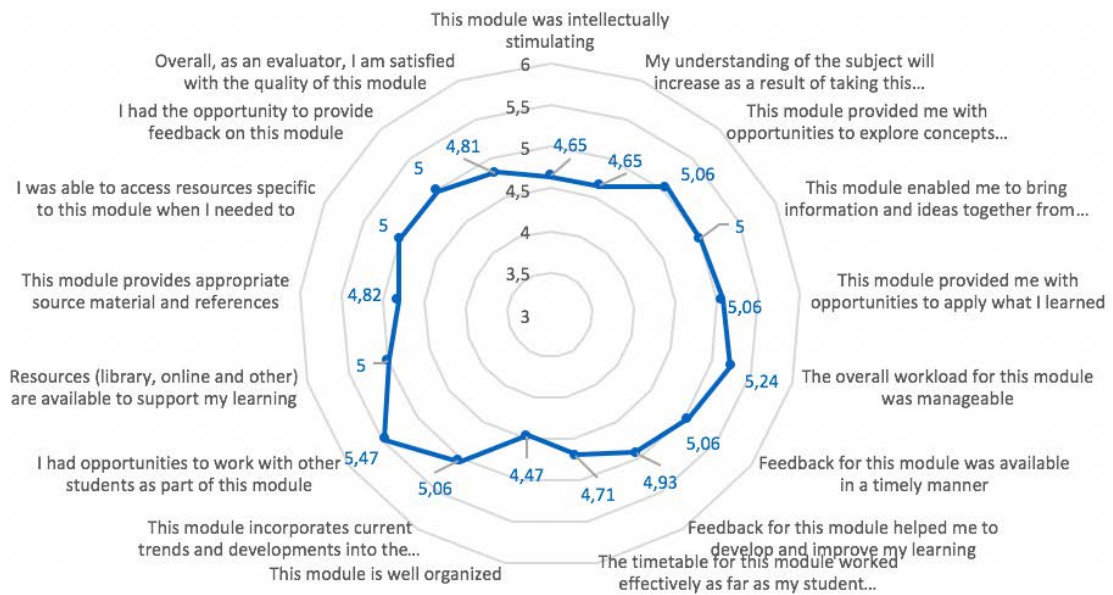


Figure 4: Evaluation results for the course 'Cross-Media Collaborative Project'

In addition to this quantitative data derived from the questions presented on the page ‘Questions (Part I)’ (cf. screenshots in the appendix) we obtained qualitative data by evaluating the responses noted in the text fields. In the two optional text fields students were asked to note their thoughts and comments concerning the course and its content and how it was presented. Since most of the answers were very specific for that course and only interpretable for the persons involved, the following table will only show summarized data. We read carefully through the comments and categorized them as negative, neutral and positive comments. The following table gives an impression of the distribution of the feedback.

<i>Course</i>	<i>Comments</i>		
	<i>Negative</i>	<i>Neutral</i>	<i>Positive</i>
<i>Multi-platform Creative Production</i>	<i>1</i>	<i>2</i>	<i>5</i>
<i>Researching Creative Practice</i>	<i>1</i>	<i>2</i>	<i>2</i>
<i>Innovation Management and Entrepreneurship</i>	<i>0</i>	<i>1</i>	<i>1</i>
<i>Cross-Media Collaborative Project</i>	<i>7</i>	<i>1</i>	<i>1</i>

*Table 2: Quantitative summary of the students’ feedback*

Since the summarized data could only provide a first impression if a course concept needs further adjustments, all comments were anonymised and send to the teachers of the corresponding course for further evaluation.

### **3 Conclusions**

Although the detailed analysis and assessment of the evaluation results has to be done at the course level with inclusion of the involved stakeholder, a positive conclusion of the evaluation could be drawn in general. All evaluated courses got positive feedback which average values ranging clearly above 4 (slightly agree). This means students positively value the content, the structure and the presentation of the courses. This general impression will be even reinforced when instead of the arithmetic mean the median is taken as measure. Some courses got better feedback, like e.g. Multi-platform Creative Production with an average rating above 5 (agree), than others. But the lower rated courses like e.g. Researching Creative Practice, got the lower ranks due to lower performance in organizational categories like ‘Resources (library, online and other) are available to support my learning’ or ‘This module provides appropriate source material and references’. These aspects are highly influenced by the learning infrastructure offered by the university and could only be slightly influenced by the teacher of a single course.

In general, evaluation was a very important phase within the CIGN project. It provided the responsible persons with mostly positive feedback, but it also revealed some organizational issues that have to be resolved. Unfortunately, the intended goal at the beginning of the project to present the developed courses at different universities of the consortium, couldn’t be realized due to a very strict project timeframe and the very different academic calendars of the partner universities. So the evaluation could only rely on data provided by the students from one university. But some of the CIGN courses, sometimes with changed titles and slightly changed concepts to meet the specific curricular requirements of that university, became a fixed part of the curriculum of the partner universities. These universities partly agreed to continue to evaluate these courses, so that even



after the project lifespan additional evaluation data will be available for further evaluation in an international context.

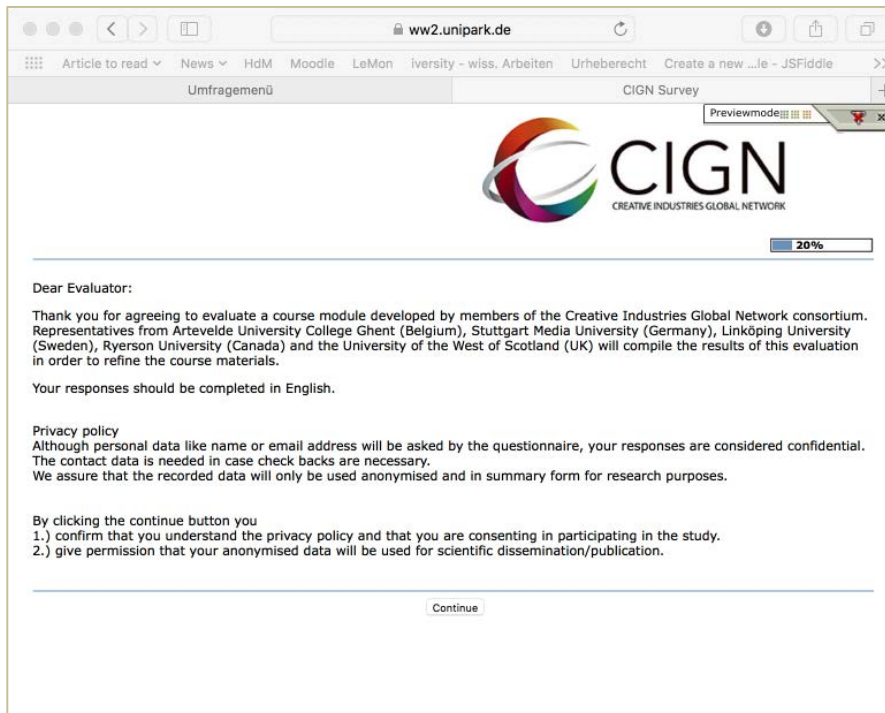
## 4 References

- [1] Report 1A - Identification of Skills Gaps in Cross-Media Production in the Creative Industries at EU-level, [http://www.cign-education.eu/docs/CIGN\\_report\\_1A.pdf](http://www.cign-education.eu/docs/CIGN_report_1A.pdf)
- [2] Report 1B - Identification of Skills Gaps in Cross-Media Production in the Creative Industries at national level, [http://www.cign-education.eu/docs/CIGN\\_report\\_1B.pdf](http://www.cign-education.eu/docs/CIGN_report_1B.pdf)
- [3] <http://www.unipark.com/en/>

## Appendix

### Unipark online questionnaire

.... Welcome Page



The screenshot shows a web browser window at the URL [ww2.unipark.de](http://ww2.unipark.de). The page title is "CIGN Survey" and it is in "Previewmode". The CIGN logo (Creative Industries Global Network) is prominently displayed at the top. A progress bar indicates that 20% of the survey has been completed. The main content area contains the following text:

**Dear Evaluator:**

Thank you for agreeing to evaluate a course module developed by members of the Creative Industries Global Network consortium. Representatives from Artevelde University College Ghent (Belgium), Stuttgart Media University (Germany), Linköping University (Sweden), Ryerson University (Canada) and the University of the West of Scotland (UK) will compile the results of this evaluation in order to refine the course materials.

Your responses should be completed in English.

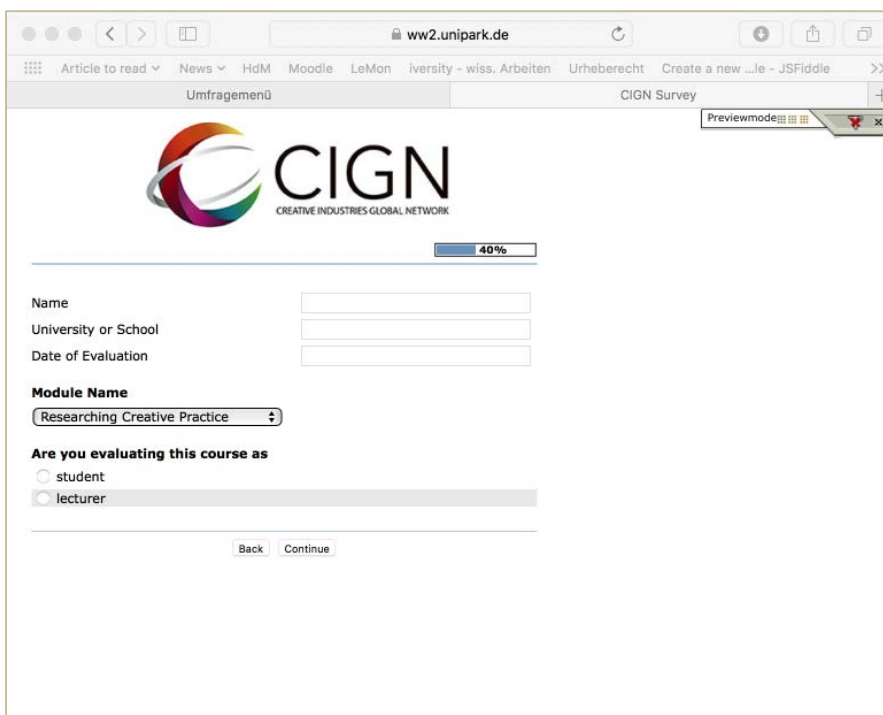
**Privacy policy**  
Although personal data like name or email address will be asked by the questionnaire, your responses are considered confidential. The contact data is needed in case check backs are necessary. We assure that the recorded data will only be used anonymised and in summary form for research purposes.

By clicking the continue button you

- 1.) confirm that you understand the privacy policy and that you are consenting in participating in the study.
- 2.) give permission that your anonymised data will be used for scientific dissemination/publication.

A "Continue" button is located at the bottom of the page.

..... Personal Data



The screenshot shows the "Personal Data" section of the CIGN Survey. The progress bar now indicates 40% completion. The form contains the following fields and options:

**Name**

**University or School**

**Date of Evaluation**

**Module Name**

**Are you evaluating this course as**

student

lecturer

At the bottom of the form, there are "Back" and "Continue" buttons.

... Questions (Part I)

ww2.unipark.de

Article to read News HdM Moodle LeMon iversity - wiss. Arbeiten Urheberrecht Create a new ...le - JSFiddle

Umfragemenü CIGN Survey Previewmode x

**CIGN**  
CREATIVE INDUSTRIES GLOBAL NETWORK

60%

	Disagree Strongly	Disagree	Slightly Disagree	Slightly Agree	Agree	Agree Strongly	Undecided
This module was intellectually stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of the subject will increase as a result of taking this module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This module provided me with opportunities to explore concepts and ideas in depth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This module enabled me to bring information and ideas together from different topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This module provided me with opportunities to apply what I learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall workload for this module was manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback for this module was available in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback for this module helped me to develop and improve my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timetable for this module worked effectively as far as my student activities were concerned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This module is well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This module incorporates current trends and developments into the module content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had opportunities to work with other students as part of this module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources (library, online and other) are available to support my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This module provides appropriate source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... Questions (Part II)

ww2.unipark.de

Article to read News HdM Moodle LeMon iversity - wiss. Arbeiten Urheberrecht Create a new ...le - JSFiddle

Umfragemenü CIGN Survey Previewmode x

**CIGN**  
CREATIVE INDUSTRIES GLOBAL NETWORK

80%

**As a student evaluator, are there any specific comments you would like to make regarding the module?**

**Could this module be delivered without modification at your university or school? Please explain why or why not.**

Back Continue

## List of Question

This module was intellectually stimulating
My understanding of the subject will increase as a result of taking this module
This module provided me with opportunities to explore concepts and ideas in depth
This module enabled me to bring information and ideas together from different topics
This module provided me with opportunities to apply what I learned
The overall workload for this module was manageable
Feedback for this module was available in a timely manner
Feedback for this module helped me to develop and improve my learning
The timetable for this module worked effectively as far as my student activities were concerned
This module is well organized
This module incorporates current trends and developments into the module content
I had opportunities to work with other students as part of this module
Resources (library, online and other) are available to support my learning
This module provides appropriate source material and references
I was able to access resources specific to this module when I needed to
I had the opportunity to provide feedback on this module
Overall, as an evaluator, I am satisfied with the quality of this module