



From Research to Market – Support to Knowledge-based
Entrepreneurship
/REMARK/ LLP-LdV-TOI-2008-LT-0017

Testing and Evaluation of REMARK e-learning package

CONTENTS

I PART Plan of Testing and Evaluation

II PART Participants list of REMARK pilot training course

III PART E-learning package evaluation report

3.1 Evaluation of REMARK e-learning package: trainees perspective

3.2 Further improvement of REMARK e-learning package: tutors perspective and *conclusions*

Annex 2 Example of From Research to Market – Support to Knowledge - based
Entrepreneurship Pre-testing and Post-testing Questionnaire

Annex 1 Example of From Research to Market – Support to Knowledge - based
Entrepreneurship Post-testing Questionnaire

Kaunas University of Technology
Economics and management faculty
Quality management department

I PART Plan of Testing and Evaluation

The testing and evaluation activity will consist of following phases:

- Phase I Engagement of tutors and pretesting of e-learning course;
- Phase II Pilot Training;
- Phase III Online Course Evaluation and Preparation of E-learning Package Evaluation Report.

Phase I Engagement of tutors and pretesting of e-learning course

During this phase each partner responsible for testing in their country will assign qualified member of their staff - tutor, which will provide training/tutoring and technical support for trainees during pilot training phase.

Table 1

Tutors of pilot training

Partner	Names of tutors
Kaunas University of Technology	Mantas Vilkas
X-panel Ltd.	Elias Kouloumis
Helsinki School of Economics and Small Business center	Olavi Nieminen
Elfa, S.r.o	Zoltan Szalay
Total	4 tutors

Tutors will familiarize with e-learning environment each in their own language environment with help provided by Baltic Education Technologies Institute.

Phase II Pilot Training

Kaunas University of Technology, X-panel Ltd., Helsinki School of Economics and Small Business center and Elfa, S.r.o will involve appointed number of trainees, mainly researchers, but also students and young graduates with technological/scientific knowledge, which will become trainees during pilot training.

Each country pilot training will be executed in it's country language environment and will be guided by tutors selected during Engagement of tutors and pretesting of e-learning course phase. Tutor in each country is responsible for creating enough interest from his/her target group.

Trainees have to register on-line (in each partner's e-learning website) and cover all material learning material and exercises in order to achieve intended learning outcomes. Tutors may initiate discussion in forums and provide all needed professional and technical assistance.

Phase III Online Course Evaluation and Preparation of E-learning Package Evaluation Report

After pilot testing trainees have to fill an online "From Research to Market – Support to Knowledge - based Entrepreneurship Online Course Evaluation Questionnaire" (see example in Annex 1) each in it's learning language. The questionnaire is prepared in English by Kaunas University of Technology, corrected according suggestions of each partner, and placed online in each partners e-learning website in local language. Tutors from each country summarize Online Course Evaluation results and provide summarized information in English to Kaunas University of Technology in agreed unified form. Kaunas University of Technology will summarize all results of Online Course Evaluation procedure in the first part of E-learning package evaluation report (Part 1 – Evaluation of REMARK e-learning package: trainee's perspective).

After pilot testing tutors have to fill "From Research to Market – Support to Knowledge - based Entrepreneurship Pre-testing and Post-testing Questionnaire" (see example in Annex 2). The questionnaire is prepared in English by Kaunas University of Technology and corrected according

suggestions of each partner are in English. Kaunas University of Technology will summarize possible improvement suggestions from tutors in the second part of E-learning package evaluation report (Part 2 – Further improvement of REMARK e-learning package: tutors perspective and conclusions).

Methodology of Course evaluation and pre-testing and post-testing.

Two principles provide methodological framework for collecting feedback from tutors and trainee.

First, questionnaires are based on premise that adequate e-learning package has to have **a) adequate learning methodology** (in terms of clear learning outcomes, adequacy of learning methods to intended learning outcomes, adequacy of topics to intended learning outcomes), **b) rich online material** (in terms of means of material presentation, sufficiency of examples and exercises and resources for additional studies), **c) good course design** (in terms of text size and division into pieces, colors, navigation), **d) adequate methods of evaluation / self control** (in terms of self control questions and learning outcomes evaluation) and **adequate means of support and cooperation** (in terms of support of tutor and communication among participants of the course). Second, trainee's satisfaction is evaluated using indicators approach, thus satisfaction is measured by three indicators: general satisfaction, comparison to an ideal and satisfaction of expectations.

From Research to Market – Support to Knowledge - based Entrepreneurship Online Course Evaluation Questionnaire. The aim of the trainee's course evaluation is to evaluate satisfaction of trainees with entrepreneurship e-learning course and collect qualitative feedback on improvement of the course. This questionnaire will appear online and it is intended to be filled by 51 trainees. Because of moderate number of respondents, questions are closed, although qualitative feedback on each aspect of the e-learning is collected.

From Research to Market – Support to Knowledge - based Entrepreneurship Post-testing Questionnaire. The aim of the questionnaire is to collect feedback from tutors after pilot testing in order to improve e-learning course. Thus, this questionnaire is intended to be filled by tutors after pilot training. 4 questionnaires are expected to be filled. Because of small number of questionnaires, they are qualitative in nature: all questions are open. Questionnaires are not anonymous. Tutors may fill questionnaire online or present filled forms of questionnaire.

The final result

The final result of this work package is a tested and evaluated e-learning package in 4 project partner countries (Lithuania, Slovakia, Finland, Cyprus)

- Prepared 4 tutors from each country (Lithuania, Slovakia, Finland, Cyprus)
- Executed pilot course based on e-learning package (51 participants)
- E-learning package evaluation report (Part I – Evaluation of REMARK e-learning package: trainees perspective; Part II – Further improvement of REMARK e-learning package: tutors perspective and conclusions)

II PART Participants list of REMARK pilot training course

Participants of pilot training: Lithuania

Kaunas University of Technology - 20 trainees			
Names of trainees	Scientific title	Scientific field	E-mail.
1. Liudas Motiejūnas	Dr.	Computers science	liudas.motiejunas@ktu.lt
2. Karolis Tamošiūnas	Dr.	Physics	karolis30@yahoo.com
3. Andrius Jovaiša	Master, present doctoral student	Physics	troliux@gmail.com
4. Evaldas Juozelis	Master, present doctoral student	Philosophy	evkonas66@yahoo.com
5. Vikinta Rosinaitė	Dr.	Social sciences	rosinaite@yahoo.com
6. Antanas Pakula	Master	Computers science	antanas_pakula@yahoo.com
7. Jurga Bučaitė	Dr.	Social sciences	jurga.bucaite@gmail.com
8. Justas Andrijauskas	Master	Mechatronics	justas.andrijauskas@stud.ktu.lt
9. Kristina Bočkutė	Master	Mechatronics	kristiboc@gmail.com
10. Tadas Danilevičius	Master	Mechatronics	uodux69@gmail.com
11. Vilius Lagunavičius	Master	Mechatronics	vilius.lagunavicius@gmail.com
12. Simona Telksnytė	Master	Mechatronics	ciasem@gmail.com
13. Kristina Trakimavičiūtė	Master	Mechatronics	rasa.zostautiene@stud.ktu.lt
14. Darius Virbukas	Master	Mechatronics	vdarius@gmail.com
15. Rasa Žostautienė	Master	Mechatronics	
16. Diana Bagdonienė	Master, present doctoral student	Social sciences	dina.bagdoniene@ktu.lt
17. Ramunė Čiarnienė	Dr.	Social sciences	rmune.ciarniene@ktu.lt
18. Asta Daunorienė	Master, present doctoral student	Social sciences	asta.daunoriene@ktu.lt
19. Kristina Kindsfaterienė	Master, present teacher	Social sciences	kristina.kindsfateriene@ktu.lt
20. Asta Stulgienė	Master, present doctoral student	Social sciences	asta.stulgiene@ktu.lt
21. Milita Vienažindienė	Dr.	Social sciences	milita.vienazindiene@ktu.lt
22. Alma Žekevičienė	Master, present teacher	Social sciences	alma.zekeviciene@ktu.lt

Participants of pilot training: Cyprus, Finland

X-panel Ltd. - 10 trainees			
1. Christos Michaelides			central@cypronetwork.com
2. Georgia Tringi			cm@cypronetwork.com
3. Eleni Pavlou	Master's degree	Biochemistry	elenipav@cing.ac.cy
4. Kyriakos Kyriakou	Master's degree	Biochemistry	kyriakoskyriak@primehome.com
5. Costas Tringides			costast@argus.com.cy
6. Rita Mavromati	MBA	Business administration, psychology	ritamavromati@cytane.com
7. Maria Paliaomylitou	Master's degree	Chemistry	mpalaio@gmail.com
8. Pavlos Josephides	MBA	Business administration, finance management	pavlos.josephides@provident.com.cy
9. Dimitris Georgiou			dgeorg2010@hotmail.com
Helsinki School of Economics and Small Business center - 10 trainees			
1. Laura Rautio	student	economics	laura.rautio@aalto.fi
2. Natalia Narits	office manager	economics	Natalia.narits@pyk.hkk.fi
3. Kaija Villman	training manager		kaija.villman@aalto.fi
4. Tomi Heimonen	researcher	economics	tomi.heimonen@aalto.fi
5. Maisa Kantanen	program manager	economics	maisa.kantanen@pyk.hkk.fi
6. Sinikka Mynttinen	researcher		sinikka.mynttinen@aalto.fi
7. Eeva Mustalampi	student	economics	
8. Pentti Laakso	training coordinator	engineering	pentti.laakso@pyk.hkk.fi
9. Paula Kalliokoski	training manager	education	paula.kalliokoski@hse.fi
10. Teija Rantalainen	training coordinator	economics	

Participants of pilot training: Slovakia

Elfa, S.r.o - 10 trainees			
1. Jozef Janitor,	PhD. student	ICT, IP Telephony, Programming, Web design	jozjan@cni.tuke.sk
2. Miroslav Michalko	PhD. student	Video streaming, Computer Networks, Web design	miroslav.michalko@tuke.sk
3. Katarina Kleinova	researcher,	VoIP, ICT, Computer Networks	katarina.kleinova@tuke.sk
4. Frantisek Jakab	researcher	Computer Networks, Education and ICT	jakab.frantisek@atk.sk
5. Juraj Giertl	teacher, researcher	Computer Networks, Network monitoring, Quality of services	juraj.giertl@tuke.sk
6. Mirek Binas	researcher, teacher	ICT: distributed systems, videoconferencing technologies, ambient intelligence and streaming technologies.	miroslav.binas@tuke.sk
7. Martin Reves	researcher	ICT: programming, networks, web design	martin.reves@tuke.sk
8. Jan Genci	teacher	ICT: database technologies, formal and semiformal method integration, computational linguistics and knowledge assessment	jan.genci@tuke.sk
9. Marian Janocko	researcher	ICT: Computer Networks, database systems, mobile technologies	janocko@elfa.sk
10. Peter Fecilak	researcher	ICT: computer networks, programming, scripting,	peter.fecilak@tuke.sk
Total	51 trainees	ICT, IP Telephony, Programming, Web design	jozjan@cni.tuke.sk

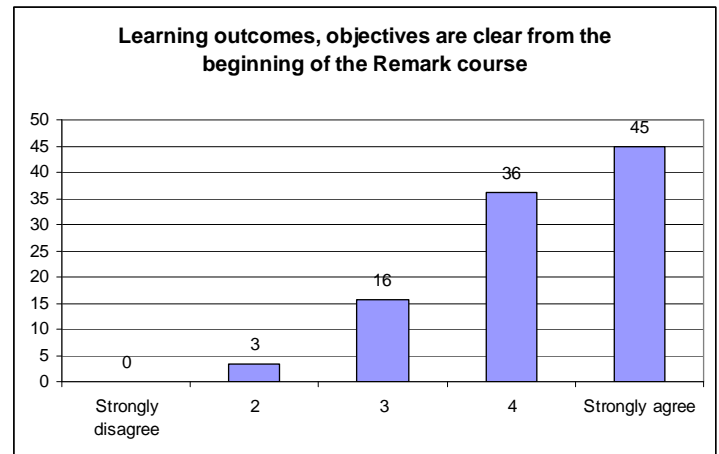
III PART E-learning package evaluation report

3.1 Evaluation of REMARK e-learning package: trainees perspective

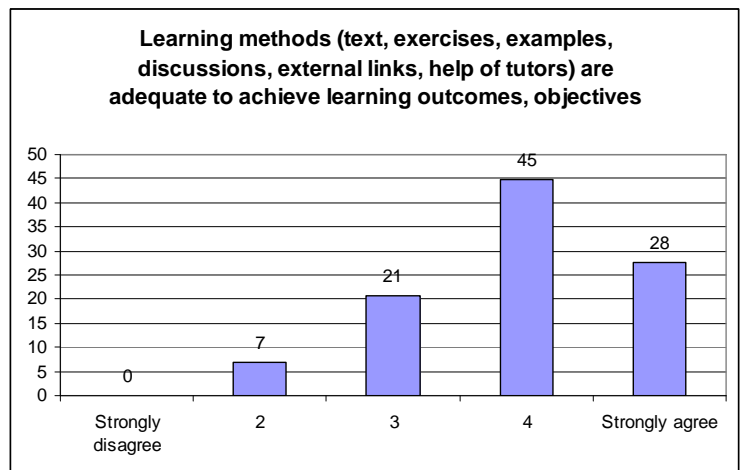
3.1.1 Learning methodology

The first aspect of the Remark e-learning course that have been measured is learning methodology. It was argued that relevant e-learning material should had adequate learning methodology in terms of clear learning outcomes, adequacy of learning methods to intended learning outcomes, adequacy of topics to intended learning outcomes.

Most of the students (81 %) agree or strongly agree that learning outcomes are clear from the beginning of the Remark course.



73 % of the participants agreed that learning methods (text, exercises, examples, discussions, external links, and help of tutors) are adequate to achieve learning outcomes, objectives.



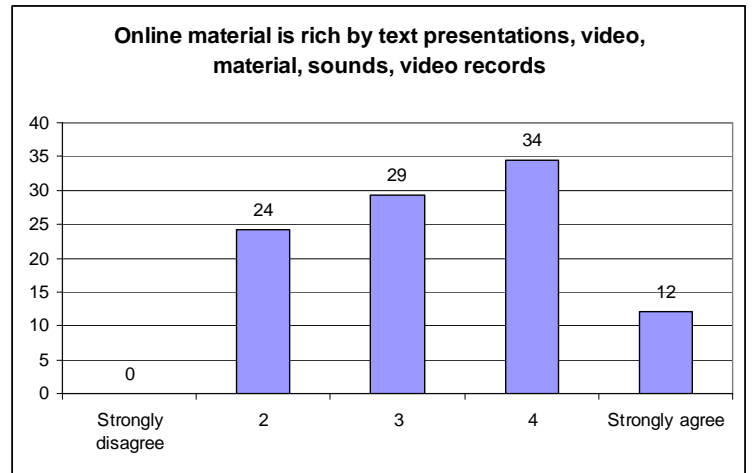
Some improvement possibilities had been identified by participants. Here are suggestions: „More diversified way of learning could be used“; „Contemporary news related to the topic could be added when ever it is possible and suitable to do it“; „More picture, animation, generally more multimedia elements for e-learning course is required!“; „Much more multimedia elements in course material“; „Add multimedia content. Better navigation“; „PowerPoint presentations“; „More videos and sound“; „More video record recommended“; „Video material could be used“; Learning outcomes of all course could be stated more clearly“; „There is always something that needs to be improved. There is no end for improvement. “

It could be concluded that learning methodology have been evaluated positively by testing participants. The video and sound aspect of material contains improvement possibilities.

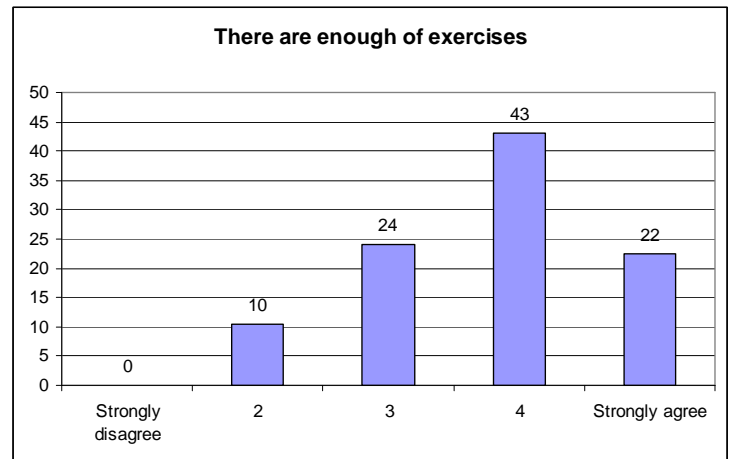
3.1.2 Online material

The second aspect of the Remark e-learning course that had been measured was online material. The assumption is that relevant REMARK e-learning package should have rich online material in terms of means of material presentation, sufficiency of examples and exercises and resources for additional studies.

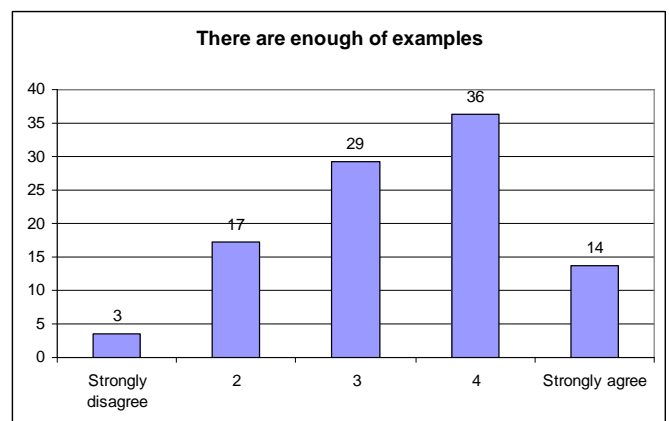
Participants have different opinions if online material is rich in text presentations, video material, sound and video records. Video material, sound and video records are weakest part.



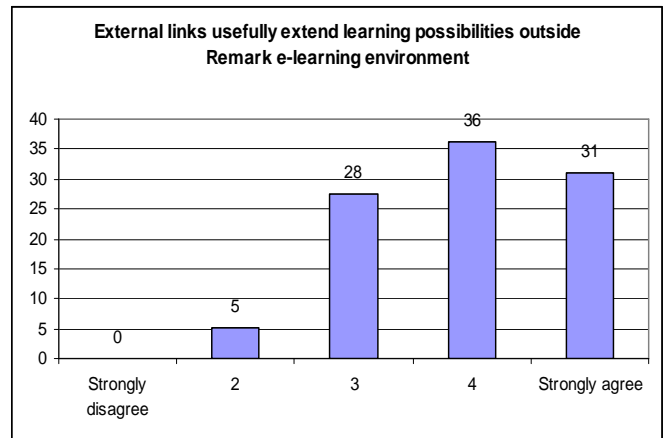
65 % of participants agree that there is enough of exercises. This is a good result that could be treated positively.



Here half of the participants think that there are enough of examples and other half is either neutral or are not satisfied with the level of presence of examples (20 %).



67 % find external links useful. This means that links are ok in the package.

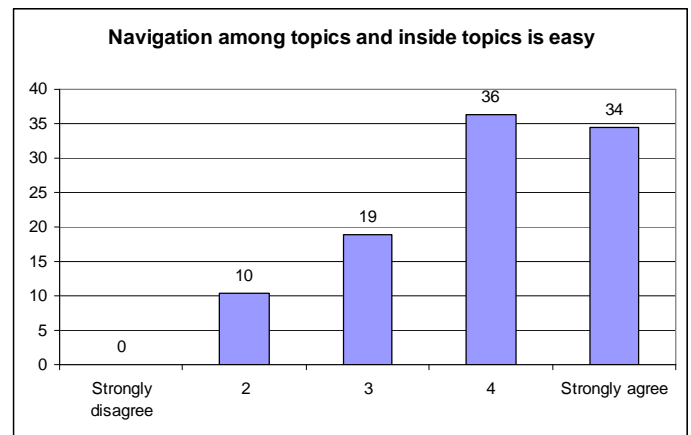
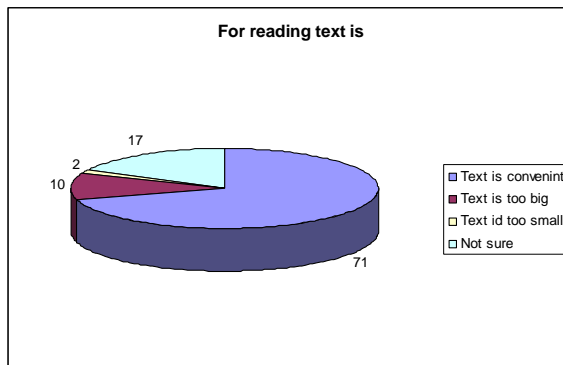
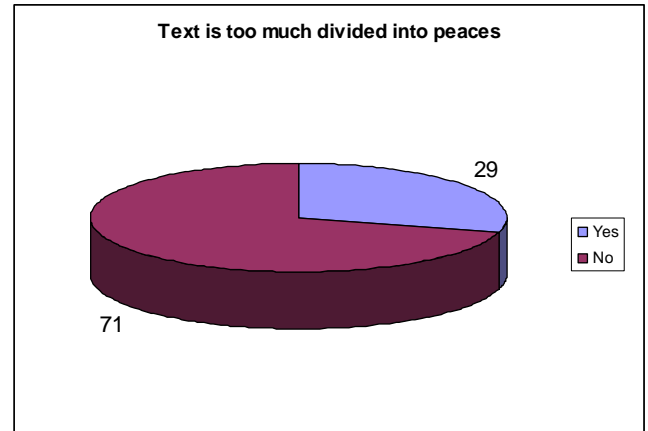
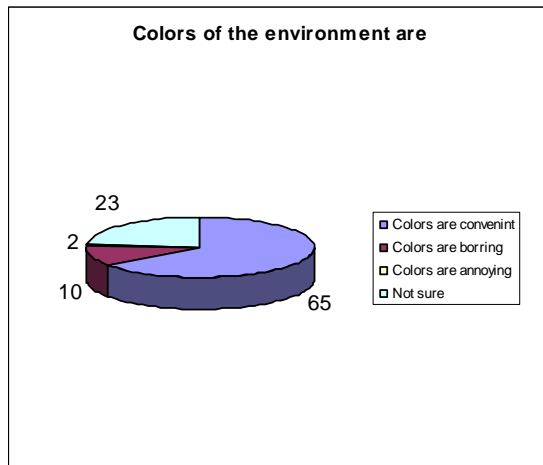


These improvement possibilities had been identified by participants: “More real life examples”; “More practical examples”; “More examples from real-life, more interactive style of material presentation, also collaborative projects”; “More exercises of pricing the products and work”; „More exercises and giving clear goal what achieve and how“; „Some small case studies“; „Much more examples“; „Is enough of everything“; „There could be a bit more presentations, pics and graphs“; „All the exercises of marketing (the scheme for the budget of marketing, the marketing plan) could be paced under the topic of Exercises“; „Some exercises are quite difficult - needs tutoring. Marketing forms are good.“; „Include some small cases for example at the end of each material“; „More illustrations (pictures, diagrams, etc.) would be useful in keeping the reader more interested.“; „More students must be prepare for lesson“.

Here results are more mixed comparing with learning methodology. It could be concluded that exercises and external links are evaluated positively by participants. And on the contrary, level of examples and richness of online material video, material, sounds, video records are evaluated moderately, thus contains improvement possibilities.

3.1.3 Course design

The third aspect of the course on which feedback have been collected is course design. The assumption is that Remark e-learning package should have good course design in terms of text size, division into pieces, colors, navigation.



Most participants (65 %) agree that text is convenient for reading, 71 % find that text is not too much divided into peaces and the same percentage think, that colors are convenient. Again 70 % agree and strongly angry that navigation is convenient.

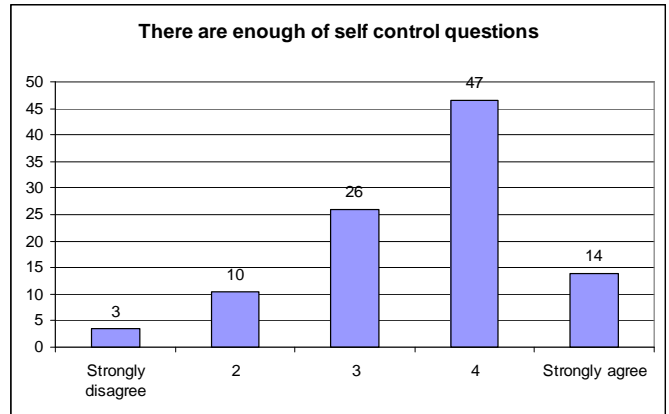
Here are some impressions and suggestions by participants: “Very good design”; “Too little text in the front page”; “Text could be less divided into peaces”; “Maybe in some case pictures/videos would be nice.“; „More structured organization is required“; „Text and user interface could be improved“.

It could be concluded that Course design has least improvement possibilities and is accepted quite well by participants.

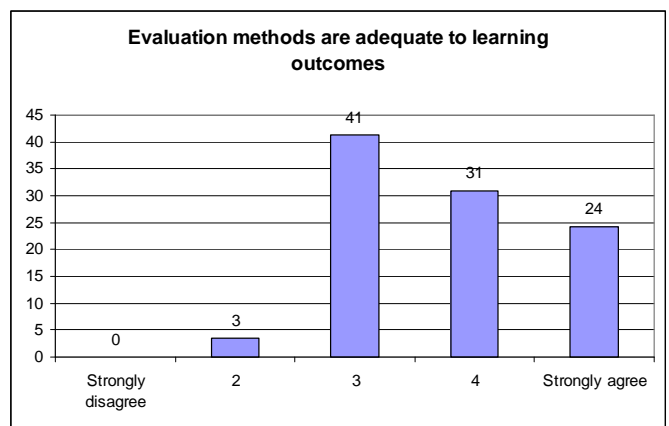
3.1.4 Evaluation and self control

Evaluation and self-control is present in all e-learning packages. Here are the results of the participants opinions on this aspect of the Remark e-learning package.

The feedback on self-control questions is moderate. Only 14 % strongly agree that there are enough of them.



Almost half of the students neither agree nor disagree that evaluation methods are adequate to learning outcomes.



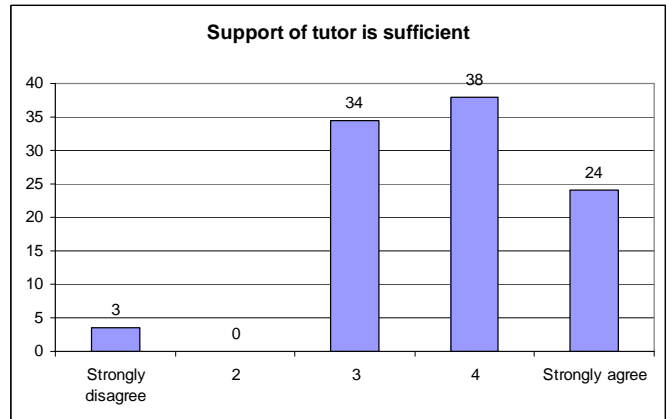
Here are some suggestions by the participants, how evaluation and self control aspect of the REMARK e-learning package could be improved: “I would propose to give more self-control questions”; “It could be better control, if everyone read material”; “More self-control”; “Add self-control questions”; “Add more self-control questions, the evaluation could be more diverse, for example it is possible to evaluate the originality of the business idea”; “More multiple-choice questions”; „There could some test for example to test entrepreneurial orientation“; „maybe more self evaluations and development needs?“; „Interactive self control quiz“;

It could be concluded that evaluation and self-control aspect of the e-learning package could be improved. Especially in case of self-control questions, more of which are requested by trainees.

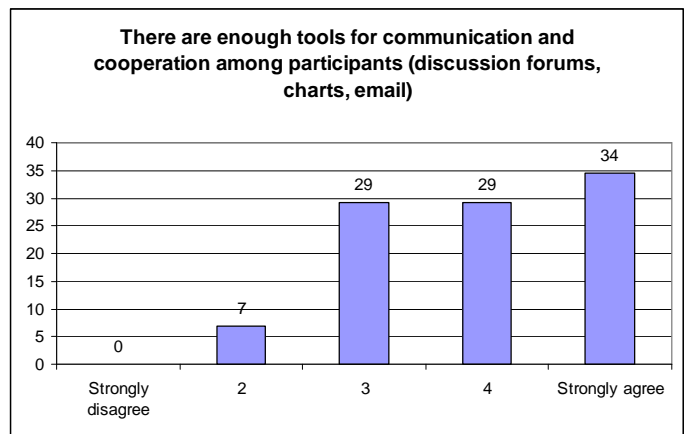
3.1.5 Support and cooperation

Adequate means of support and cooperation in terms of support of tutor and communication among participants of the course is very important aspect of every online e-learning course. The feedback of the students on the possibility to communicate in the Remark environment provided these results.

The feedback on support of tutor indicated that participants are confident of the support of the tutor.



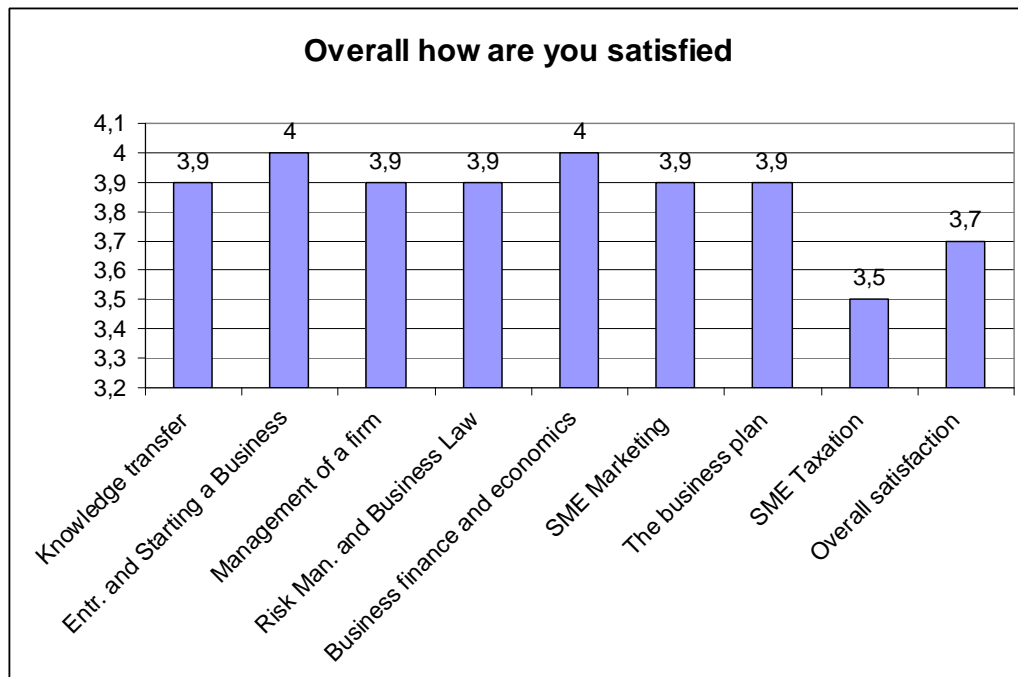
Participant agreed (63%) that there are enough tools for communication and cooperation among participants (discussion forums, charts, email).



Here are some impressions and suggestions by participants: "I suggest to use discussions forum more"; "it is difficult to find where are the tutors and their contacts. These should be provided in more obvious place"; "More discussions"; "Support and cooperation model seems quite good to me"; „Could the social media be connected?"; „Using Skype and Face book recommended“.

3.1.6 Satisfaction by module and general satisfaction by the course

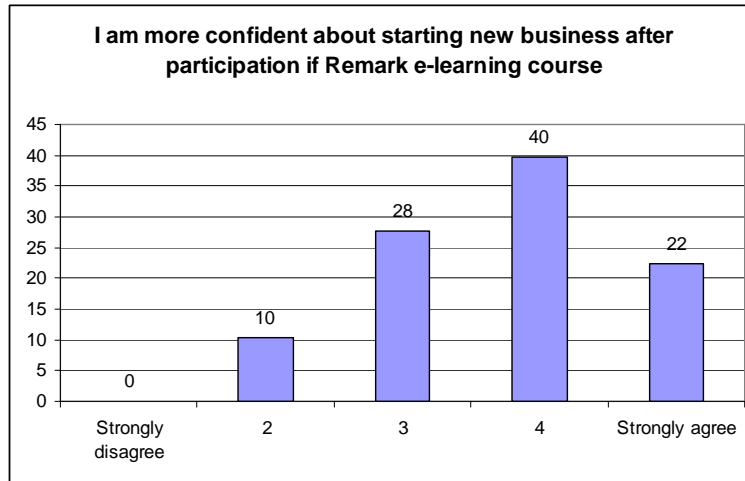
Satisfaction of participants by each module and overall course could be found in this part of report. Trainee's general satisfaction by Remark course has been measured using indicators approach, thus satisfaction is measured by three indicators: general satisfaction, comparison to an ideal and satisfaction of expectations.



As we can see the satisfaction by all modules are quite similar, except SME taxation module. Satisfaction by Knowledge transfer, Entrepreneurship and starting a business, Management of a firm, Risk management and Business Law, Business finance and economics, The business plan, SME Marketing is very similar and float among 3.9 and 4, what makes little difference. It could be noticed that satisfaction by SME taxation is less and equals 3.5. Such results could be identified as improvement opportunity. Lower satisfaction by this module could be explained in differences in taxes in all project countries, so it required serious adaptations in each project country, which could have been partly successful.

General satisfaction by the course is 3.7 and it could be interpreted as medium to higher result.

These are suggestions of participates how and which modules could be improved and what other modules could be introduced into Remark e-learning package: "Marketing part needs to be updated and especially advertising part should concentrate on e-marketing, blogs and social media. Also some of the learning material in each module could include examples from Internet, cases, You Tube-videos etc."; New module: what kind of public services you can get when you plan your company"; "All the modules not excluded and plus something about social capital / cooperation issues e.g. how to create, develop and exploit relationships and networks."; „Project management“; „Strategic management“; „International Business“.



66 % of participants agree or strongly agree that they are more confident about starting new business after participation if Remark e-learning testing course and that could be interpreted as quite of an achievement.

3.2 Further improvement of REMARK e-learning package: tutors perspective and *conclusions*

This section integrates tutors insights on improvement and participants suggestions how Remark course could be improved. It could be treated as final guidelines on Remark course improvement.

1. Learning process: minor improvement possibilities

1.1 It could be improved by clearly stating learning outcomes of all Remark e-learning packages. At this time all modules have clearly identified learning outcomes but all course, have not.

1.2 Also it could be improved by including more PowerPoint, video and sound material, which would make learning more interactive and fun.

1.3 Some other comments by tutors have been added: “Contemporary news related to the topic could be added when ever it is possible and suitable to do it”; “More diversified ways of learning could be used”; “More exercises to pricing products and work”.

2. Online material: major improvement possibilities.

2.1 Some mistakes that have been identified during testing could be removed: Knowledge management module have no clearly identified exercises; Management of the firm module requires management plan and it is nor clear what is it; Business plan module has references to some non existing templates.

2.2 There is clear request of all participant of the testing to add more real life examples and cases. Not to say that there are no, but there are not enough. This could be treated as major improvement possibility. Also it could be solved when some of the learning cycles will be completed: student will prepare examples which could be used as examples for their followers.

3. Course design: minor improvement possibilities.

The design of the course could be treated as adequate. Most of students and tutors find it quite ok. The requirement by students and tutors for more pictures, videos and other interactive elements could be considered.

4. Evaluation / self control: major improvements possibilities.

Evaluation and self control aspect holds major improvement possibilities for Remark package.

4.1 It is necessary to prepare more self-control questions, because present situation is not adequate from the perspective of e-learning methodology. Each module should be supplemented by self-control questions.

4.2 The more sophisticated and more relevant form of evaluations could be used. Evaluation of activity in forums, best business plan are among most mentioned improvement possibilities.

5. Support and cooperation: minor improvement possibilities.

Support and cooperation are quite standard and embedded in Moodle environment. It is also proposed to use Skype, Face book, LinkedIn and other social networking sites and communication programs.

6. Satisfaction by modules: minor improvement possibilities.

Lower satisfaction by SME taxation module could be explained in differences in taxes in all project countries, so it required serious adaptations in each project country, which could have been partly successful. The improvement of SME taxation module in each project country could be considered. It means better adaptation of it to each project country laws and other legal requirements.

Annex 1 Example of From Research to Market – Support to Knowledge - based Entrepreneurship Pre-testing and Post-testing Questionnaire

Congratulations on completion of Remark e-learning course!

By filling this questionnaire you will provide us with invaluable information of potential possibilities of improvement of Remark e-learning course. It will take about 10 minutes for You to complete this questionnaire.

Learning process

Learning outcomes, objectives are clear from the beginning of the Remark course	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Learning methods (text, exercises, examples, discussions, external links, help of tutors) are adequate to achieve learning outcomes, objectives	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

How learning process could be improved?

Online material

Online material is rich by text presentations, video, material, sounds, video records	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

There are enough of exercises	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

There are enough of examples	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

External links usefully extend learning possibilities outside Remark e-learning environment	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Please fill in suggestions how material could be improved

Course design

It is convenient to read material	Strongly disagree					Strongly agree	
	1	2	3	4	5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Text is	Convenient	<input type="checkbox"/>
	Too big	<input type="checkbox"/>
	Too small	<input type="checkbox"/>

Text is too much divided into peaces	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

Colors are	Convenient	<input type="checkbox"/>
	Boring	<input type="checkbox"/>
	Annoying	<input type="checkbox"/>

Navigation among topics and inside topics is easy	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please fill in suggestions on course design

Evaluation / self control

There are enough of self control questions	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation methods are adequate to learning outcomes	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please fill in suggestions on evaluation and self control

Support and cooperation

Support of tutor is sufficient	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There are enough tools for communication and cooperation among participants (discussion forums, charts, email)?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please fill in suggestions on support and cooperation

Satisfaction with specific courses and Remark package

Overall how satisfied are you with Entrepreneurship and Starting a Business course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you Management of a firm course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you Risk Management and Business Law course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you Business finance and economics course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you SME Marketing course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you The business plan course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you SME Taxation course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall how satisfied are you Knowledge transfer course ?	Strongly disagree				Strongly agree
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall course

Overall how satisfied are you with the Remark e-learning package?	Strongly disagree				Strongly agree
	1	2	3	4	5
How close Remark e-learning package is to ideal entrepreneurship e-learning package?	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering your expectations, to what extent has the Remark e-learning package fallen short of or exceeded your expectations?	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which topics could be excluded from entrepreneurship e-learning course?

Entrepreneurship and Starting a Business	<input type="checkbox"/>
Management of a firm	<input type="checkbox"/>
Risk Management and Business Law	<input type="checkbox"/>
Business finance and economics	<input type="checkbox"/>
SME Marketing	<input type="checkbox"/>
The business plan	<input type="checkbox"/>
SME Taxation	<input type="checkbox"/>
Knowledge transfer	<input type="checkbox"/>

Which topics could be included in entrepreneurship e-learning course?

--

	Strongly disagree		Strongly agree		
This am more confident about starting new business after participation if Remark e-learning course	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for filling questionnaire

Annex 2 Example of From Research to Market – Support to Knowledge - based Entrepreneurship Post-testing Questionnaire

This questionnaire is intended for tutors and external experts of e-learning and management and administration. By filling this questionnaire you will provide us with information on improvement of the course. It will take about 20 minutes for you to fill the questionnaire.

Learning methodology

Are learning outcomes clearly stated? What could be made differently?

Are learning methods adequate to achieve intended learning outcomes? What could be made differently?

Are topics adequate to achieve intended learning outcomes? What could be made differently?

Please fill in other suggestions on learning methodology

Online material

Is online material rich of text presentations, video, material, sounds, video records. What could be made differently?

Are there enough of exercises? What could be made differently?

Are there enough of examples? What could be made differently?

Please fill in other suggestions on online material

Course design

Is it convenient to read material? What could be made differently?

Is text convenient for reading? What could be made differently?

Is text conveniently divided into parts? What could be made differently?

Are colors attractive? What could be made differently?

Is navigation easy? What could be made differently?

Please fill in suggestions on course design

Evaluation / self control

Are there enough of self control questions? What could be made differently?

Are evaluation methods adequate to learning outcomes? What could be made differently?

Please fill in other suggestions on evaluation and self control

Support and cooperation

Are methods of support of trainees sufficient? What could be made differently?

Are there enough tools for communication and cooperation among participants (discussion forums, charts, email)?
What could be made differently?

Please fill in other suggestions on support and cooperation

Strengths and issues of e-learning package

Strengths of e-learning package

Issues of e-learning package

Rank topics according their perfection, 1 – lowest – 8 highest.

Entrepreneurship and Starting a Business	
Management of a firm	
Risk Management and Business Law	
Business finance and economics	
SME Marketing	
The business plan	
SME Taxation	
Knowledge transfer	

Other important remarks and suggestions

--

Thank you for filling questionnaire,

Course evaluated by:

--