



MMEHR

Multidimensional and
Multicultural Expertise
of Human Resources
professionals

HANDBOOK PILOTING MMEHR LEARNING KIT OF MOOC DIDACTIC CONTENTS

Methodological and Pedagogical
Approaches in Distance Learning for on-
line Human Resources multicultural
recognition and evaluation 4.0

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PROJECT SUMMARY

The new Pan-European and multicultural dimension is requiring attention at social level, and particularly in the world of business.

All key players in the European labour market are called to contribute to this challenge with adequate competences, redefined to be effective in the broad, multidimensional and multicultural context.

In particular, Human Resources professionals are not only required to take the best advantage of all possible digital potentials to improve and speed-up the results of their work, but they also are demanded to be well-equipped to understand and evaluate the multidimensional/multicultural factors.

By acquiring such new skills, HR professionals can contribute to obtain a better matching of the characteristics of workers having a multicultural background from one hand with the requirements of the enterprises in the receiving European countries from the other hand.

The project Multidimensional and multicultural expertise of Human Resources Professionals MEHR deals with this.

Within MEHR, the cross-sectoral cooperation of HEIs with academies and representatives of business from Italy, Greece, Romania, Germany, and Turkey, offers innovative solutions to this need, in order to encourage the teaching/learning in the HR area of an advanced set of multidimensional and multicultural 4.0 skills (Industry 4.0 'smart factories').

The MMEHR project is innovative for its comprehensive and multidimensional approach, addressed:

- To improve the level of key competences and skills: Creating and validating courses and training modules for students as new professionals of different levels working with/managing Human Resources, in order to allow them to acquire the competence of fully understanding hidden talents and expertise of individuals having a multicultural background. To the scope of reducing over-education, and enhancing and better use the human, social and cultural resources of the workers having a multicultural background.
- With particular regard to their relevance for the labour market: By enhancing their competences of understanding and evaluating multidimensional/multicultural factors, the professionals Human Resources professionals will contribute to a better matching

of the productivity of the workers having a multicultural background as well as to the employment improvement of these workers from one hand with the requirements of the enterprises in the receiving European countries from the other hand.

- To contribute to a cohesive society: To guarantee equal opportunities of access to the various areas of society, such as employment, is a necessary precondition for the full integration of individuals having a multicultural background, but also for the creation of a harmonious, low-conflict society. The improvement of the competences of the professionals working with individuals having a multicultural background is therefore intended to contribute to a cohesive society.
- Through strengthened cooperation between the world of education and training and the world of work.

Within MEHR, HEIs and tertiary level training providers from Italy, Greece, Romania, Germany, and Turkey will share the scope of the project with business representatives, and actively cooperate to implement and promote the action to create the following outputs:

- O1 Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques
- O2 Curriculum design "Human Resources multicultural recognition and evaluation 4.0"
- O3 MEHR Open online Course "Human Resources multicultural recognition and evaluation 4.0"
- O4 Piloting MMEHR learning kit of MOOC didactic contents

INTRODUCTION

Scope of Pilot Implementation

The Handbook "Methodological and Pedagogical Approaches in Distance Learning for on-line Human Resources multicultural recognition and evaluation 4.0" is aimed to ensure a common framework for all MEHR partners allowing them to carry out the piloting of MEHR learning kit of MOOC didactic contents successfully, which will enable the release of the MEHR free massive online course. The Handbook considers inputs from all the partners who bring different expertise and perspectives.

The course "Human Resources multicultural recognition and evaluation 4.0" was created by the partnership and organized as open and reusable educational resources. The current handbook is a tool that ensures piloting guidance on how to implement and successfully use the different tools available and provided within the toolkit.

The handbook was evaluated, improved and approved by all project partners. The Handbook is translated into Italian, German, Romanian, Turkish and Greek, and distributed through the virtual environments of all partners.

MEHR offers valuable support and resources to students going to start their careers as Human Resources professionals. MEHR Open online Course "Human Resources multicultural recognition and evaluation 4.0" consists of eight dedicated modules that provide theoretical foundation, practical training, and a collection of resources to facilitate access to further development paths.

All resources and contents are structured and delivered as a free massive online course. The MEHR kit of reusable and open educational resources related to Human Resources multicultural recognition and evaluation 4.0, comprises documents, presentations, infographics, and video-tutorials addressing the following topics:

- Multiculturalism and Migration
- Identity and Cultural Diversity
- Multiculturalism and Human Resources
- Intercultural Education and the Job Market
- Cultural Diversity Management and Policies
- Soft Skills and Cultural Diversity

- People Management
- HR Manager & Digital Skills

Piloting of MEHR OER online serves multiple purposes, but most critically, it allows the course providers and designers to measure the effectiveness, usability, and functionality of the course from the online learner's perspective.

There are numerous reasons to pilot an online course. The most important reason behind MEHR piloting is that it performs a formative function, informing designers about what design and navigation elements work well or poorly or at all, so they can be fixed. Moreover, piloting also serves as an "early warning system" about the technology. There are numerous possible technology-related questions to ask but the most critical aims to find out if the technology facilitates or impedes the teaching and learning desired to see in the course. Piloting also serves as an early warning system about the educational aspects of the course, mainly the contents of the eight modules, specifically the contents activities, directions and assessment tasks that could be too complex (or simplistic), not relevant or useful enough for the users. In addition to course designers, piloting can help introduce online learners to the demands and responsibilities of an online course. They also help online program designers see what further support is necessary.

Piloting of the course "Human Resources multicultural recognition and evaluation 4.0" is critical in order to:

- Ensure its transferability to other fields or to other target groups, developing formal and non-formal learning that could support the recognition of innovative competencies of HR professionals in the national education systems.
- Support and contribute to the necessary reforms related to the 2011 EU Modernizing Agenda, enhancing lifelong learning through the creation of flexible learning paths, developing ways to increase the rate of employability.

Piloting has two main characteristics:

1. It has to be carried out before the official release of the training program
2. it should be formative in nature, not evaluative since the aim is to identify what works well; and what needs to be improved on various levels that are tested and assessed

by the users to allow designers to undertake evidence-based corrective actions and assure a successful learning experience.

To ensure efficiency of the MEHR piloting, the following critical aspects are considered:

- Identification of key questions or criteria corresponding to those aspects that could be improved. Guiding questions help users find out what to look for.
- Identification of feedback collection methods and instruments such as: surveys, interviews, or focus groups to get more accurate feedback. Collecting the information may take time but the user experience is very important.
- Selection of the audience with diverse backgrounds from as diverse a potential pool as possible and getting a sample that is representative. Users are strongly recommended. Other criteria such as gender and ethnicity should be considered.
- MMEHR uses average sized piloting groups of 20 participants from 5 countries, which is expected to provide relevant and sufficient feedback. has to be decided depending on what is important as well.
- Piloting is foreseen to take place online since the training contents are available as OER, which complies with the possible restrictions caused by the pandemics. Users are given a limited time amount to finalize the study units.
- Online instructor or facilitator is provided by each partner in their country to assist the process.

The best way to ensure that the MEHR training program is effective before making it openly available to users is to conduct a pilot program with students from a wide variety of backgrounds, which allows for a greater variety of perspectives and feedback. The piloting is carried out anonymously which makes the participants feel safe and allows sincere and relevant opinions.

Piloting of the MEHR Course acts as a trial run and helps working out any aspects that may prevent it from flowing properly which can make the difference between a good training program and a great training program. It requires careful preparation and compliance with the methodology, consequently assigning internal facilitators to assist with each organization's overall processes and with the MEHR piloting methodology.

Objective of Pilot Implementation

Piloting the MEHR training contents is one of the most important actions aimed to guarantee quality of the result and to ensure a valuable experience for the online learners. Although there are few best practices regarding online piloting available in the literature that could inspire or guide, it still allows exploring different options to see what works best for MEHR online courses.

The release of the MEHR Course is preceded by the Piloting that is carried out by 100 students from 5 European countries. Each partner organizes the pilot course for 20 learners in blended methodology. Participants to the piloting are selected locally by each partner who assists them during the process and ensures compliance with the piloting methodology approved by the partnership. All organisational arrangements are carried out by each partner according to a commonly agreed methodology that is aimed to ensure a common framework aimed to ensure efficiency and success of the process.

The aim of the piloting organised in a blended learning scenario in each project country is to allow groups of students/learners to join the MEHR virtual community and test the toolkit to provide feedback about their learning experience.

A pilot is a user test or a dry run of an online course before it is released, consequently it is an opportunity to test out the course in Petri dish environment using an average but representative sample of audience to gather information on training relevant aspects such as technology, content, didactic and pedagogical appropriateness, etc. and the overall user experience, so that it allows solving any problem and/or improve deficiencies before the course is officially launched.

On the other hand, the piloting of the platform itself can be referred to as beta testing that is commonly used when developing technology products, since an online course is essentially a piece of software. A pilot or "beta test" simulates which allows for problem identification, fixing and debugging.

Once the evaluation is finished, and the relevant improvements are implemented, the final validated MEHR set of tools becomes publicly available.

The course "Human Resources multicultural recognition and evaluation 4.0" is expected to facilitate the acquisition by students of relevant competencies as new HR professionals with innovative multicultural skills and competences, able to:

- contribute to the improvement of the employability of non-native workers
- provide added value to the technical competencies in their field of reference.
- improve local and national contexts to allow communities to take advantage of the synergy arising from the improved multicultural skills and competences
- contribute to better coexistence of people within multicultural communities, be it social or professional

MEHR Piloting considers using analytics tools defined by the partnership to help measure the impact of training on the participants.

Expected outputs

1. The Evaluation Questionnaire
2. The Piloting Evaluation Report provides thorough analysis of the feedback collected and a set of conclusions and recommendations aimed to improve the Course and the Platform, which is mandatory for the release of the results.

The piloting of the MEHR Course is aimed to evaluate and validate the following aspects:

I. The Modules in terms of quality and appropriateness of the training resources towards meeting the objectives of the project

The contents will be assessed using criteria such as **pedagogical value, interactivity, organizational structure and coherence, awareness raising regarding relevant skills for the recognition and evaluation of multicultural HR management, ability to create motivation, etc.**

II. The functionality of the platform and its features

The platform is assessed in terms of **user-friendliness, practicality, effectiveness, intuitiveness, structure and navigation easiness, issues of functionality (i.e. links), navigability, browser incompatibility, etc.**

Quantitative and qualitative metrics to measure effectiveness of training:

- **Quantitative** : 100 Evaluation Questionnaires
- **Qualitative** : positive feedbacks from 60% of the users (self-assessment)

Furthermore, both cognitive and affective learning are evaluated, as well as the increase of performance on-the-job and the improvement of employability.

COGNITIVE learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions.

AFFECTIVE learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are relevant for the Human Resources multicultural recognition and evaluation.

User outcomes

- Users work more effectively in multicultural environment
- Users can apply the principles of Cultural Diversity Management
- Users have an appreciation for the multicultural teams and acknowledge benefits
- Users have effective multicultural communication skills.
- Users have improved digital skills supporting their employability
- Users acquire new skills and competences enabling them to understand and evaluate HR multidimensional/multicultural factors.

Beneficiaries, quantity and quality indicators

Beneficiaries are project partners; E+ NA; HEI educators/ trainers/researchers; HEI students; HR professionals; policy makers; stakeholders (other projects and general public).

The Course "Human Resources multicultural recognition and evaluation 4.0" that is the Open Educational Resources (OER) created by MEHR partnership supports teachers, trainers and students as well as digital integration in learning to wider audiences. The MEHR Course complies with the recommendations of the 2011 EU Modernisation Agenda enhancing lifelong learning via the creation of flexible learning paths by developing ways to increase the rate of employability.

The beneficiaries of the Piloting and release of the MEHR OER, both trainers and students gain quality skills and competences and, consequently, valuable opportunities to access the labour market successfully.

Quantity indicator: 100 users from 5 countries are selected (20 participants in each country) to test and evaluate the MEHR online course:

- Teachers/trainers (at least 10 per each partner country)
- Students (at least 10 per each partner country)

Quality indicator: 60% of positive feedbacks from users (self-assessment)

Pilot Implementation and Evaluation Overview

Having a plan on how to implement and measure the training is no less important than deciding which training to offer and how to deliver it.

This section presents the draft plan that outlines the implementation phases of the MEHR course piloting that are needed to achieve the expected outputs and outcomes. Each phase of the MMEHR piloting is described in terms of actions to be carried out by each partner implementing it in their countries and role in the overall evaluation. The plan includes the following:

1. Establishing the Evaluation Strategy

- Identification of expectations with HR professionals from different industries
- An analysis of the course by Academicians to identify to what extent the course could meet the expectations
- Identification of student selection criteria for pilot implementation

2. Identification of Evaluation Methodology and tools

- Methodology and tools to collect HR Professionals' expectations
- Methodology and tools for Academicians to analyze the effectiveness of the program
- Methodology and tools to collect students' feedback and measure impact of the course

3. Organization of the Pilot Implementation

- Implementation schedule for each partner
- Selection of students and briefing the selected student groups to ensure compliance with the implementation methodology

4. Pilot Implementation & Feedback collection

- Carrying out the testing process by each partner in 4 European countries
- Using the Piloting Evaluation Questionnaire to gather participants' feedback regarding the quality of the contents and the functionality of the platform
- Translation into English of the suggestions and recommendations of improvement and delivering them to the authors of the training contents and by the platform designers, respectively

5. Evaluation of Students' Feedback & Release of the final version of the Platform

- Carrying out analysis of the participants' responses to the Evaluation Questionnaire by each partner
- Drafting a piloting report by each partner to describe the profile of the participants, the organizational details that are specific to each country such as the method of delivery, compliance with the indicators, potential circumstances that influenced the process, the success rate of the piloting process, impact over participants, etc.

6. Pilot Implementation Evaluation Report

- Providing an analysis of the success rate of the Pilot Implementation process
- Highlighting best practices in partners' countries
- Sharing the Evaluation Report with partners for approval

MANAGEMENT OF PILOT IMPLEMENTATION

The Pilot Coordinator is KOSANO from Turkey and has overall responsibility for the pilot. Pilot coordinator will be in direct contact with all of the pilot points (all partners) involved, with responsibility for pilot communications, coordinating pilot contact from each country, briefing them on the selection of students and supporting them through the pilots. To ensure the proper implementation of the piloting, the Pilot Coordinator has assigned the following tasks and responsibilities to each partner before the implementation phase;

UNINA-DiSP

Further to its project coordinator function, UNINA is also responsible for: :

- Identification of each target group and their functions in the implementation and evaluation process. Namely, HR Professionals, academicians, and students,
- Identification of selection criteria and processes of target group participants and production of related forms and documents that will be used in selection and evaluation process,
- Selection of academicians who will provide feedback on the effectiveness of the course content,
- Collection of academicians' feedbacks and sharing them with UTH who evaluates all the feedbacks,
- Generation of the handbook content and sharing it with other partners for further improvement,
- Verification and validation of the handbook which covers the preparation of evaluation report and description of the actions taken based on the analysis of the course usefulness and effectiveness measuring results. The report shall include possible improvement areas and actions to implement these improvements,
- Sharing the final version of the handbook with other partners for validation,
- Collecting the feedback of partners, analyze the improvement points and making necessary modifications accordingly,
- Translation of the final version of the handbook to Italian.

USV

USV's main functions in pilot implementation are;

- Identification of the scope of the piloting implementation, including the description of the theoretic backgrounds, the general approaches and the general plan used for the implementation processes,
- Identification of the results expected from implementation process which includes the expected outputs and outcomes,
- Creating the Pilot Implementation and Evaluation Overview, with a focus on the evaluation strategy and methodology,
- Translation of the final version of the handbook to Romanian.

UTH

UTH identifies the extent of the evaluation processes including;

- The scope of the evaluation, with brief information on the technical, content, and pedagogical focus point.
- Identification of data collection and in-depth measuring methods used for the process, with the relevant forms and documentation required for measuring data,
- Evaluation of the feedback of the Project Experts, HR Professionals, academicians, and students.
- Translation of the final version of the handbook to Greek.

KOSANO

KOSANO is responsible from the seamless implementation and management of O4 activities of the project which include;

- Creation of an action plan in a Gantt chart form,
- Division and assignment of the roles and responsibilities to each partner,
- Selection of HR professionals, collecting their feedback and sharing them with UTH who evaluates all the feedbacks,
- Flow-up of all pilot implementation activities and ensuring the proper running of the O4 activities,
- Translation of the final version of the handbook to Turkish.

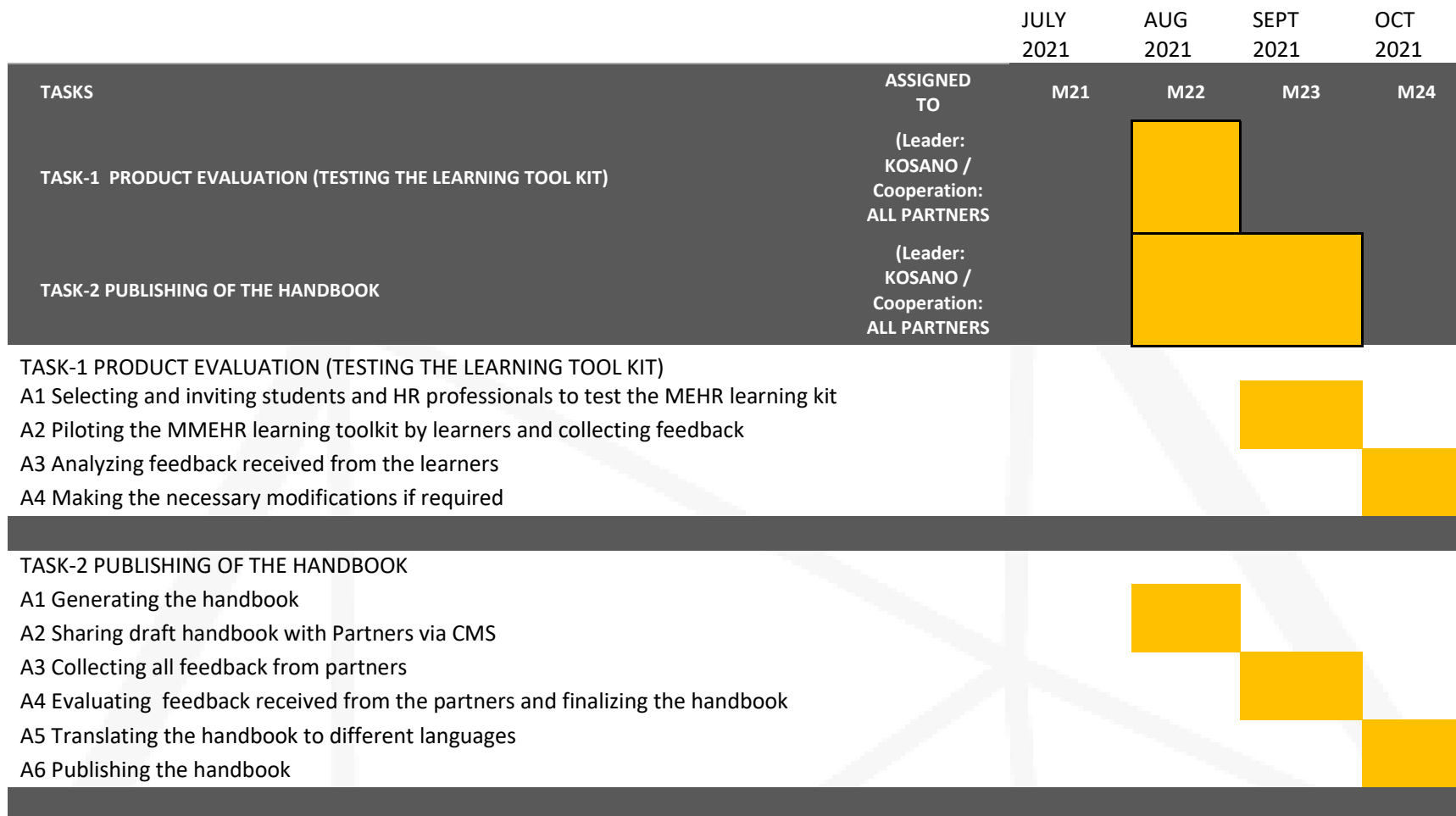
ALL PARTNERS

In addition to the above individual roles and responsibilities, each partner also performs the following joint task of pilot implementation of the MOOC content which covers;

- Selection of students according to the selection guidelines set forth in the Handbook,
- Piloting the MMEHR learning kit with the selected students,
- Collecting feedback from students and submitting them to UTH,
- Provision of feedback for the draft version of the handbook and submit recommendations to UNINA to better improve the handbook.



O4 GANTT CHART



PILOT IMPLEMENTATION GUIDELINES

Piloting Implementation: Selection Criteria And The Contribution Of Target Groups

The implementation of the piloting of the course modules IO3 is a fundamental step for the achievement of the MOOC's purposes.

The present section of this handbook aims to explain in detail which groups have been identified and selected in the implementation process of the project's MOOC and which are the criteria for the selection.

The involved groups are specifically HR Professionals, academicians, and students. Each group has a specific contribution to bring the implementation and evaluation processes as they have specific functions and expertise.

- **Academicians:** the contribution of these specific groups aims at offering innovative solutions to the need of a straighter cross-sectoral cooperation between HEIs, academies and business representatives. Academicians contribute to the scopes of the project precisely through their expertise and background, cooperating to promote the objectives along with HR professionals.
- **HR Professionals:** Involving HR professionals aims at obtaining a better matching of the characteristics of workers having a multicultural background with the requirements of the enterprises in the receiving European countries. Therefore, their contribution, at large, has been key for achieving the main objectives of the project, such identifying and providing innovative multicultural skills and competences for the local, national and European labour market.
- **Students:** they are the main target group of the project. Indeed, the project has foreseen their involvement in a comprehensive learning pathway with courses, Open Educational Resources and MOOC. Their active contribution has been thus fundamental in achieving the purposes of the project.

1. Preliminary feedback by HR professionals and academicians

Before starting the pilot course, HR professionals and academicians will be asked to evaluate the MOOC and provide us with their feedback. This has been during the elaboration of the “Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques”.

As follows, we describe the selection criteria and process for this stage:

- Academicians:
 - i. 10 academicians per project countries will be identified based on their expertise in HR and multiculturalism. They will be asked to accede to the online platform and follow the course.
 - ii. Their opinions will be collected through a 5-point likert questionnaire form which consists of open-ended questions.
- HR professionals:
 - i. It would be preferable to promote the project idea within an already established network, in order to strengthen the cooperation between HE, academies and students. We have asked the same 10 HR professionals per each project country from previous cooperation conducted during the drafting of “Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques” to evaluate the MOOC. Mainly, they have been identified by each partner..
 - ii. The HR professionals’ expectations have been already identified during the preparation of the “Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques”
 - iii. After the MOOC, they will be asked to provide their feedback so to measure the course effectiveness via a 5-point likert questionnaire.

2. Piloting of MOOC Modules with students

A. Selection process

As follows, we describe the selection process for the selection of students involved in the piloting course:

- The pilot programme will be announced and published on the partners' websites and social media, with a specific call for participation, according to the principle of voluntariness.
- The applications will be collected and evaluated by each partner organization.
- The evaluation will be based on the curricula studiorum of the candidates, considering their background in HR studies and their prospective in developing and improving their employability, access to the labour market and the acquisition of a series of digital skills.
- Once selected 20 students per each partner organisation, a notification of acceptance will be sent to each one of them, along with a public list published on the partners' websites.

B. Pilot implementation process

- Before starting the course, a briefing email will be sent to all the students to inform them on the use and content of the MOOC.
- A pre-test will be conducted on the students before the piloting via email. The students will be asked to assess their attitudes based on a 5-point likert scale, so that the following evolution process would have been easier to assess, and the students would have monitored their improvements.
- The students will be addressed to the online platform.
- At the end of the course, students will be asked to provide their feedback on the MOOC, both on contents and technical aspects.
- Both the pre-test and the feedback will be key to measure the contribution of the training.

The students have been supported constantly during the course, making available the support of FEDERICA technicians for any technical issue.

Table: Target groups

Target group	Selection criteria	Process
Students	20 students from the 5 Organisations involved in the project have been selected after the publication of a call for participation , according to the principle of voluntariness .	<p>1. A “pre-test” will be conducted on the students before the piloting. The students have been asked to assess their attitudes based on a 5-point likert scale.</p> <p>2. The students will attend the training and complete all the course material during the piloting. The duration of training has been determined on the suggestions derived through the in-depth interviews conducted with the HR Professionals and Academicians. Following the pilot implementation, an open-ended questionnaire will be sent to each student in order to collect their feedback and measure the effectiveness of the course.</p>
Academicians	10 academicians per project countries have been identified based on their expertise in HR and multiculturality.	The training platform will be introduced to academicians and their opinions will be collected through a questionnaire form which consists of open-ended questions.
HR professionals	We selected 10 HR professionals per each project country from previous cooperation conducted during the drafting of “ Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques ”, also aiming to promote the project idea within the same network.	The expectations of HR professionals have been already identified during the “ Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques ” process. A 5-point likert questionnaire has been submitted to the HR professionals to collect their feedback and thus measure whether their expectations have been met.

EVALUATION GUIDELINES

Scope, objectives & Focus of Evaluation

The evaluation of the MEHR course, aims to examine whether the initial expectations and objectives for the creation of the course are met, taking into account the perspectives and experience from different target groups.

The evaluation needs to be based on the objectives for which the project was developed.

Those are the following:

- To create awareness among students and trainers on the possibility of acquiring ICT skills in order to teach and study multicultural 4.0 techniques related to HR recognition/management/evaluation, in compliance with the strategic paths indicated in the definition of Industry 4.0 ('smart factories').
- To create a multidisciplinary, real life problem-based educational curriculum for trainers and students, involving the sector of Human Resources recognition/management; identifying training needs and transversal skills required for developing high level multicultural skills and competencies.
- To share educational content related to HR professionals (Train the Trainers courses) for learning and teaching using OERs; supporting the implementation of the 2013 Communication on Opening Up Education through the promotion and development of new modes of delivery, in particular through new forms of personalized learning and strategic use of OERs.
- To contribute to the necessary reforms related to the 2011 EU Modernisation Agenda enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the rate and quality of employability.

Also the evaluation of the MEHR MOOC is going to be oriented towards 3 fundamental aspects:

- 1. Feasibility and usefulness of the materials, courses and platform**
- 2. Quality and effectiveness of the materials and courses**
- 3. Correspondence to the needs analysis (HR management, labour market, social environment)**

Data Collection & Measuring Methods

For the application of the evaluation strategy, the MEHR Open online Course "Human Resources multicultural recognition and evaluation 4.0" has to be pilot tested in 2 groups of students. The groups should be navigated by a trainer, an adult trainer, educator or professor who can at the end assess the tool in terms of quality and effectiveness.

The tools for measuring the effectiveness of the MEHR MOOC will be the pilot implementation, evaluation questionnaires and surveys for the collection of the feedback from the several target groups.

Evaluation by Project Experts

During the pilot testing, the Project Experts will be informed about the aim, objectives and the implementation procedure that the consortium followed for the production of the project outputs. The project will be presented to the project experts and they will receive informative and navigating material prior to the testing about all the phases of the project and the experience of its development. For the project experts important sources of information are the following:

- The project narrative: based on the project application the focus should be given on the aim, objectives and expected results
- The project outputs: the 4 IOs were the tangible desired results that should be presented and compared with the initial planning
- The MMEHR Quality Guidelines as they were identified within the IO1 and further developed according to the quality and evaluation procedures followed during the lifetime of the project.

The questionnaire that will be filled in by the project experts is provided in Annex A of the Handbook.

Evaluation of HR Professionals' Feedback

HR Professionals are a very important target group of the project's results. Their feedback is required in order to identify the level in which the initial objectives for the creation of the MEHR MOOC were achieved and if their expectations are fulfilled. Also, HR professionals will

validate the correspondence of the created educational content(learning and training material) to the realistic needs of the labour market and the general society.

HR Professionals Evaluation Questionnaire (please see Annex B) has also been developed to collect the necessary feedback from the HR professionals.

Evaluation of Higher Education Students' Feedback

Students are the wider target group of the MEHR MOOC and the most promising one, for achieving the long term impact of the MEHR MOOC and the project in the overall. This target group will have the opportunity for self evaluation within the completion of each module of the MOOC. Having awareness of the learning scope and the desired skills and competences of the training procedure, the students will be then called to evaluate the MOOC content and pilot testing procedure.

The Higher Education Students Feedback Questionnaire (please see Annex C) that will be distributed to the Higher Education students will consist of 3 parts:

- 1. Evaluation of the MMEHR MOOC and the Pilot testing procedure**
- 2. Assessment of Theoretical skills (before and after the pilot testing)**
- 3. Assessment of Practical skills (before and after the pilot testing)**

This holistic approach ensures that the partnership will acquire an integrated feedback from the students' perspective. Also, the students will be easily navigated to the 2nd and 3rd parts of the questionnaires, after they have completed all self evaluation tests within the separate modules. Theoretical and Practical Skills are a set of "expectations" that were identified in the MEHR Quality Guidelines and are correlated to the MEHR learning objectives and learning outcomes.

VERIFICATION & VALIDATION GUIDELINES

Evaluation Report & Actions

Following the piloting processes that will be carried on during the LTTA events, the survey data will be aggregated and analyzed descriptively. The evaluation report will contextualize the different kinds of data (i.e., qualitative and quantitative); for example, patterns showing in the questionnaires might be compared or contrasted to findings from the interviews, and conclusions will be summarized to point out emerging findings as a single set of assertions (supported by data of all types) that relate to the evaluation objectives outlined above.

The evaluation report will be the basis of an informed revision of the test instruments and will have a rather conclusive character and summarize findings, experiences and conclusions of the whole project in connection with the findings of the piloting process.

The report will serve as a basis for discourse accompanying online meetings and further processes of informal exchange (such as E-mails or bilateral video conferences) will be used to exchange feedback and hold discussions that are productive for all project partners and their subsequent works.

For the project partners responsible for course module and MOOC contents, the evaluation report will offer a basis and valuable hints for revising the contents with special consideration of feasibility, usefulness, quality, and effectiveness. This way, the report will contribute to an informed revision of contents. Moreover, the evaluation report will be particularly significant also beyond the project context because subsequent research works will benefit from the summarized evaluation findings and have a basis to draw upon when further improving or developing contents. Also, with regards to the ongoing use of the contents developed in the MMEHR project, the evaluation data will help future users to better understand their background, development, and potential.

ANNEXES

ANNEX A: Implementation & Performance Criteria Questionnaire

1. Do you think that the project has served its initial aim to encourage the teaching/learning procedure in the HR area of an advanced set of multidimensional and multicultural 4.0 skills (Industry 4.0 'smart factories')? To which level do you think that this was achieved

(1:Low, 2:Fair, 3:Good, 4:Excellent)

2. In which level do you think that the MMEHR project addresses the following?

(1:Low, 2:Fair, 3:Good, 4:Excellent)

-improvement of the level of key competences and skills

-its products and learning and training material are relevant to the needs of the labour market

-the project contributes to the creation of successful integration strategies

-the project contributes to a more cohesive society

3. Please evaluate the quality of the Intellectual Outputs (1:Low, 2:Fair, 3:Good, 4:Excellent)

IO1: Quality Guidelines for Human Resources multicultural recognition and evaluation 4.0 techniques

IO2: Curriculum design "Human Resources multicultural recognition and evaluation 4.0"

IO3: MMEHR Open online Course "Human Resources multicultural recognition and evaluation 4.0"

4. Do you have any comments or remarks regarding the MMEHR project or its produced IOs? (short answer)

ANNEX B: HR Professionals Evaluation Questionnaire

1. Do you think that the MEHR MOOC, as learning and training material, has served its initial aim to encourage the teaching/learning procedure in the HR area of an advanced set of multidimensional and multicultural 4.0 skills (Industry 4.0 'smart factories')? To which level do you think that this was achieved

(1:Low, 2:Fair, 3:Good, 4:Excellent)

2. In which level do you think that the MMEHR MOOC product addresses the following?

(1:Low, 2:Fair, 3:Good, 4:Excellent)

-improvement of the level of key competences and skills

-its products and learning and training material are relevant to the needs of the labour market

-the project contributes to the creation of successful integration strategies

-the project contributes to a more cohesive society

3. Please evaluate the MEHR MOOC in terms of (scale 1:Low, 2:Fair, 3:Good, 4:Excellent)

-the quality of the content

-usefulness

-learning environment (platform)/experience of the user

-correspondence to the needs analysis (labour market, working environment, society)

4. Did the MEHR MOOC meet your initial expectations? Please elaborate:

(short answer)

5. Do you have any comments or remarks?

Annex C: Questionnaire for the Higher Education students

1. Evaluation of the MEHR MOOC and the Pilot testing procedure

1. Do you think that the MEHR MOOC, as learning and training material, has served its initial aim to encourage the teaching/learning procedure in the HR area of an advanced set of multidimensional and multicultural 4.0 skills (Industry 4.0 'smart factories')? To which level do you think that this was achieved

(1:Low, 2:Fair, 3:Good, 4:Excellent)

2. In which level do you think that the MMEHR MOOC product addresses the following?

(1:Low, 2:Fair, 3:Good, 4:Excellent)

-improvement of the level of key competences and skills

-its products and learning and training material are relevant to the needs of the labour market

-the project contributes to the creation of successful integration strategies

-the project contributes to a more cohesive society

3. Please evaluate the MEHR MOOC in terms of (scale 1:Low, 2:Fair, 3:Good, 4:Excellent)

-the quality of the content

-usefulness

-learning environment (platform)/experience of the user

-correspondence to the needs analysis (labour market, working environment, society)

4. Did the MEHR MOOC meet your initial expectations? Please elaborate:

(short answer)

5. Do you have any comments or remarks?

2. Assessment of Theoretical skills (before and after the pilot testing)

1. Please read carefully the following skills and mark the level of your performance or the possession in each timeframe (scale 1:Low, 2:Fair, 3:Good, 4:Excellent)

Before undertaking MEHR Lessons

- Knowledge of role of HR in organizational and institutional management
- Active understanding of the concept of multiculturalism and diversity
- Active understanding of principles of intercultural communication
- Understanding of importance of ethics in multicultural HR management
- Understanding the concept of leadership etc.

Upon completion of the MEHR Lessons

- Knowledge of role of HR in organizational and institutional management
- Active understanding of the concept of multiculturalism and diversity
- Active understanding of principles of intercultural communication
- Understanding of importance of ethics in multicultural HR management
- Understanding the concept of leadership etc.

1. Do you think that the MEHR MOOC, as learning and training material, has served its initial aim to encourage the teaching/learning procedure in the HR area of an advanced set of multidimensional and multicultural 4.0 skills (Industry 4.0 'smart factories')? To which level do you think that this was achieved

(1:Low, 2:Fair, 3:Good, 4:Excellent)

2. In which level do you think that the MMEHR MOOC product addresses the following?

(1:Low, 2:Fair, 3:Good, 4:Excellent)

- improvement of the level of key competences and skills
- its products and learning and training material are relevant to the needs of the labour market
- the project contributes to the creation of successful integration strategies
- the project contributes to a more cohesive society

3. Please evaluate the MEHR MOOC in terms of (scale 1:Low, 2:Fair, 3:Good, 4:Excellent)

-the quality of the content

-usefulness

-learning environment (platform)/experience of the user

-correspondence to the needs analysis (labour market, working environment, society)

4. Did the MEHR MOOC meet your initial expectations? Please elaborate:

(short answer)

5. Do you have any comments or remarks?



3. Assessment of Practical Skills (before and after the pilot testing)

1. Please read carefully the following skills and mark the level of your performance or the possession in each timeframe (scale 1:Low, 2:Fair, 3:Good, 4:Excellent)

Before undertaking MEHR Lessons

- Skills and competences in software applications
- 4.0 skills in a multicultural environment
- Intercultural communication and psychological skills
- Psychological and diversity management skills
- Multicultural team management and recognition skills etc.

Upon completion of MEHR Lessons

- Skills and competences in software applications
- 4.0 skills in a multicultural environment
- Intercultural communication and psychological skills
- Psychological and diversity management skills
- Multicultural team management and recognition skills etc.