

CHAPTER 8: IMPACT PROJECT EVALUATION

Further to the qualitative findings reported in Chapter 7, two online anonymous surveys and one focus group interview were conducted to evaluate the quality of outcomes and activities of the IMPACT project.

PE teachers' evaluation of the IMPACT project

In late June 2018, after completion of all webinars and measurements, fifty three Greek PE teachers responded to an anonymous survey including two items.

- As shown in Figure 8.1, almost all PE teachers (96.2%) found the IMPACT project good or very good, only 3.8% were uncertain and none was negative.
- Importantly, 73.6% of the teachers found the IMPACT project **very good**.
- As shown in Figure 8.2, the large majority of the PE teachers (85%) expressed their willingness to participate in the IMPACT project webinars again in the next academic year (2019-2020), i.e., in the training delivered to PE teachers who participated in the control group in 2018-2019.
- Indeed, when the same PE teachers had participated in the final IMPACT project webinar in June 2019, they had replied in the same way to a similar item: 76% of them replied YES when they were asked if they wanted to participate in next year's IMPACT project webinars (Photo 8.1). The only one PE teacher who replied no, she immediately explained that she wanted to do it but she would be unable because she would move to an administrative position. The discussion between researcher and PE teachers related to Photo 8.1 can be found in the 6th Greek webinar (June 5, 2019): <https://www.impactpe.eu/site/index.php/en/about/webinars>

Greek Experimental PE teachers: "In general, I found the IMPACT project..."

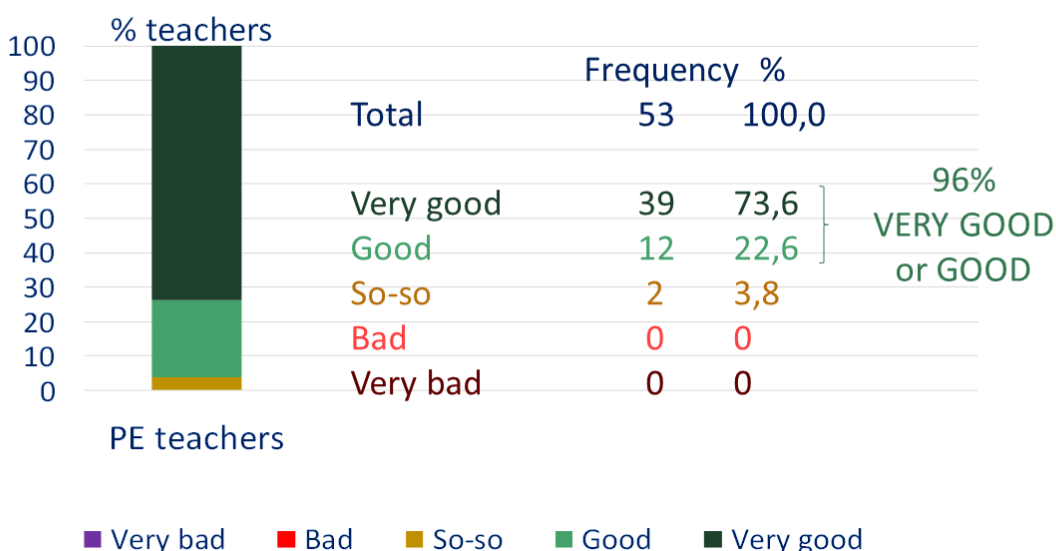


Figure 8.1. PE teachers' evaluation of the IMPACT project

Greek Experimental PE teachers: Intention to participate next year in IMPACT project training/webinars to promote students' PA

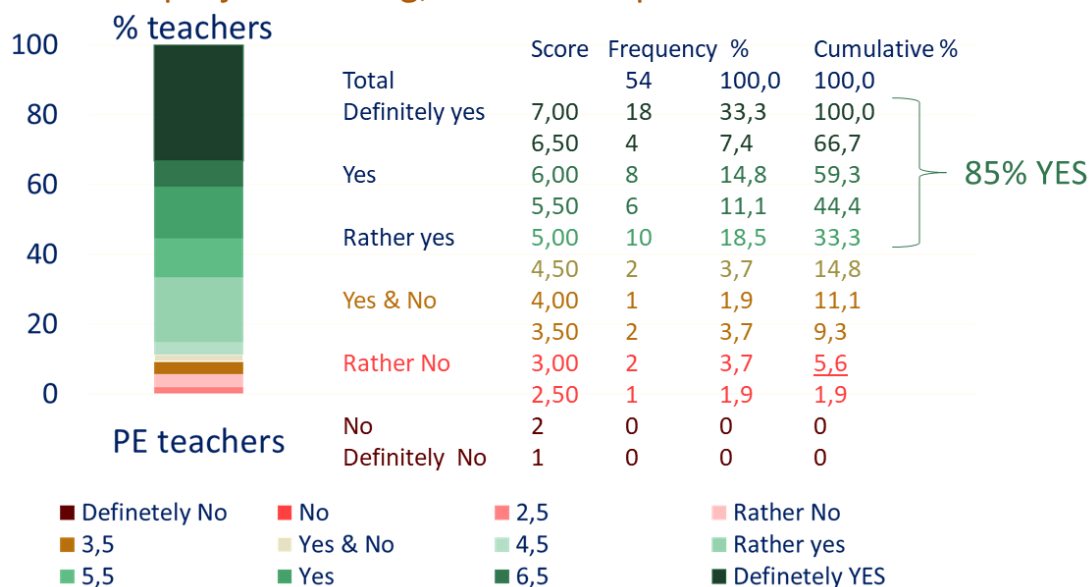


Figure 8.2. PE teachers' intention to participate in next year's IMPACT project webinars.

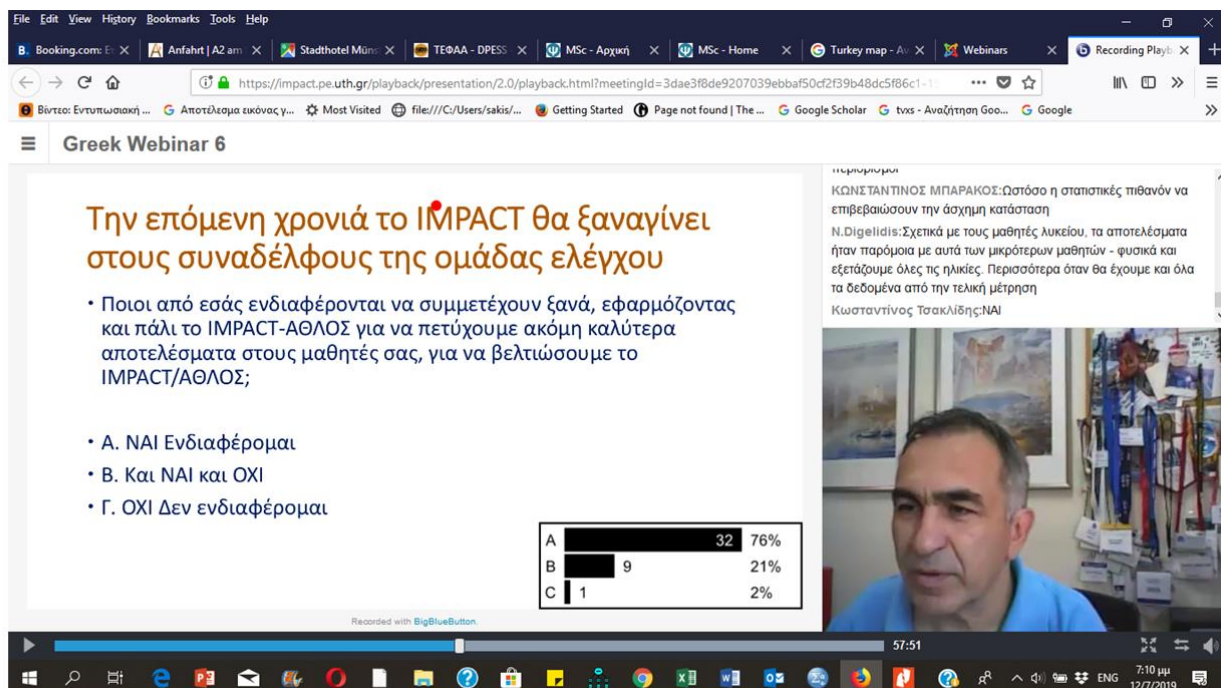


Photo 8.1. Greek PE teachers' answers in the 5th webinar concerning their intention to participate in next year's IMPACT project webinars.

Partners' evaluation of the IMPACT project

In November - December 2019, a final study was conducted through an online measure in order to evaluate the whole IMPACT Project. Twenty partners ($n = 20$; 11 males and 9 females) from 6 countries (DE, FR, GR, IT, SP, TR), 6 universities (University of Thessaly, University of Grenoble-Alpes, University of Padova, Free University of Bozen, Autonomous University of Barcelona and Hacettepe University), 3 Ministries of Education (Ankara MEM, Greek Ministry of Education and Religion Affairs, Greek Institute of Educational Policy) and 3 PE associations (DSLIV, CAPDI LSM, EUPEA) took part (Table 53).

Table 53. IMPACT partners' country and Institution

Partners	Partner's Country						TOTAL
	FR	GE	GR	IT	SP	TU	
CAPDI & LSM				2			2
DSLIV		1					1
EUPEA	1						1
Ankara MEM						2	2
Greek Institute of Educational Policy			1				1
Greek Ministry of Education & Religion Affairs			1				1
University of Padova				1			1
Free University of Bozen				1			1
Hacettepe University						3	3
Autonomous University of Barcelona					1		1
University Grenoble-Alpes	2						2
University of Thessaly			4				4
TOTAL	3	1	6	4	1	5	20

Note. FR = France; GE = Germany; GR = Greece; IT = Italy; SP = Spain; TU = Turkey

The online questionnaire consisted of 15 items evaluating the following IMPACT activities: 1) Outputs as a whole, 2) Quality of developed measures, 3) Quantity of collected data, 4) Quality of webinars, 5) Website, 6) Importance of the IMPACT Project to promote PA, 7) The potential of the ESTIMATE network, 8) Quality of the discussion during the 6 IMPACT Meetings, 9) Quality of the outputs related to the 6 IMPACT Meetings, 10) Quality of the discussion during the many informal/online Meetings, 11) Quality of the outputs related to the many informal/online IMPACT Meetings, 12) Quality of the 2 IMPACT Symposia (AIESEP 2018, Edinburgh, UK; FEPSAC 2019, Muenster, Germany), 13) Satisfaction of the consortium's work as a whole, 14) Satisfaction of the IMPACT Project coordination and 15) Satisfaction of the IMPACT partners in general or specifically. All answers were given in 5-point Likert scales from 1 (Not at All or Very Low or Very Bad) to 5 (A Lot or Very High or Very Good, respectively).

More specifically, regarding **IMPACT outputs as a whole** (Table 8.1), the vast majority reported that they were good or very good (95%).

Table 8.1. Evaluation of the IMPACT Outputs as a whole

	Frequency	Percent	Cumulative Percent
Moderate	1	5.0	5.0
Good	7	35.0	40.0
Very Good	12	60.0	100.0

Total	20	100.0
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Regarding the **quality of the developed measures** (Table 8.2), the vast majority reported that they were good or very good (90%).

Table 8.2. Evaluation of the quality of the IMPACT developed measures

	Frequency	Percent	Cumulative Percent
Moderate	2	10.0	10.0
Good	8	40.0	50.0
Very Good	10	50.0	100.0
Total	20	100.0	

Regarding the **quantity of the collected data**, the vast majority reported that they were high or very high (90%).

Table 8.3. Evaluation of the quantity of the IMPACT collected data

	Frequency	Percent	Cumulative Percent
High	12	60.0	60.0
Very High	8	40.0	100.0
Total	20	100.0	

Regarding the **quality of the webinars**, the vast majority reported that they were high or very high (90%).

Table 8.4. Evaluation of the quality of the IMPACT webinars

	Frequency	Percent	Cumulative Percent
Fair	2	10.0	10.0
High	8	40.0	50.0
Very High	10	50.0	100.0
Total	20	100.0	

Regarding the **IMPACT website**, the vast majority reported that was good or very good (95%).

Table 8.5. Evaluation of the IMPACT website

	Frequency	Percent	Cumulative Percent
Moderate	1	5.0	5.0
Good	8	40.0	45.0
Very Good	11	55.0	100.0
Total	20	100.0	

Regarding the **importance of the IMPACT Project to promote PA**, the vast majority again reported that was good or very good (90%).

Table 8.6. Evaluation of the importance of the IMPACT Project to promote PA

	Frequency	Percent	Cumulative Percent
Low	1	5.0	5.0
Moderate	1	5.0	10.0
Good	7	35.0	45.0
Very Good	11	55.0	100.0

Total	20	100.0
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Regarding the **potential of the ESTIMATE network** developed through the IMPACT project, the vast majority reported that it was high or very high (65%).

Table 8.7. Evaluation of the potential of the ESTIMATE network

	Frequency	Percent	Cumulative Percent
Fair	7	35.0	35.0
High	7	35.0	70.0
Very High	6	30.0	100.0
Total	20	100.0	

Regarding the **quality of discussions during the 6 IMPACT Meetings**, the vast majority of the participants reported that it was high or very high (85%).

Table 8.8. Evaluation of the quality of discussions during the 6 IMPACT Meetings

	Frequency	Percent	Cumulative Percent
Fair	3	15.0	15.0
High	7	35.0	50.0
Very High	10	50.0	100.0
Total	20	100.0	

Regarding the **quality of the outputs related to the 6 IMPACT Meetings**, the vast majority reported that it was high or very high (75%).

Table 8.9. Evaluation of the quality of the outputs related to the 6 IMPACT Meetings

	Frequency	Percent	Cumulative Percent
Fair	5	25.0	25.0
High	5	25.0	50.0
Very High	10	50.0	100.0
Total	20	100.0	

Regarding the **discussions' quality during the many informal/online IMPACT Meetings**, the vast majority of the participants reported that was high or very high (80%).

Table 8.10. Evaluation of the discussions' quality during the many informal/ online Meetings

	Frequency	Percent	Cumulative Percent
Fair	4	20.0	20.0
High	8	40.0	60.0
Very High	8	40.0	100.0
Total	20	100.0	

Regarding the **outputs' quality related to the many informal/online IMPACT Meetings** (Table 64), the vast majority of the participants reported that was high or very high (80%).

Table 8.11. Evaluation of the outputs' quality related to the many informal/ online IMPACT Meetings

	Frequency	Percent	Cumulative Percent
Low	1	5.0	5.0
Fair	3	15.0	20.0

High	7	35.0	55.0
Very High	9	45.0	100.0
Total	20	100.0	

Regarding the **quality of the 2 IMPACT Symposia involving all partners**, the vast majority again reported that it was high or very high (90%).

Table 8.12. Evaluation of the quality of the 2 IMPACT Symposia (AIESEP 2018; FEPSAC 2019)

	Frequency	Percent	Cumulative Percent
Fair	2	10.0	10.0
High	9	45.0	55.0
Very High	9	45.0	100.0
Total	20	100.0	

Regarding the **satisfaction of the consortium's work as a whole** (Table 66), the vast majority reported that was quite or very satisfied with the group work (85%).

Table 8.13. Evaluation of the consortium's work as a whole

	Frequency	Percent	Cumulative Percent
Somewhat	3	15.0	15.0
Quite	5	25.0	40.0
A Lot	12	60.0	100.0
Total	20	100.0	

Regarding their **satisfaction with the IMPACT Project coordination** (Table 67), the vast majority reported that it was quite or very satisfied (90%).

Table 8.14. Evaluation of the IMPACT Project coordination

	Frequency	Percent	Cumulative Percent
Rather no	1	5.0	5.0
Somewhat	1	5.0	10.0
Quite	6	30.0	40.0
A Lot	12	60.0	100.0
Total	20	100.0	

Finally, regarding their **satisfaction with the IMPACT partners in general or specifically** (Table 68), the vast majority reported that it was quite or very satisfied (85%).

Table 8.15. Evaluation of the IMPACT partners

	Frequency	Percent	Cumulative Percent
Somewhat	3	15.0	15.0
Quite	7	35.0	50.0
A Lot	10	50.0	100.0
Total	20	100.0	

Qualitative findings from *IMPACT Partners' Views concerning the Effectiveness of the Project*

During the final meeting (28-29 of November 2019) in Athens, the coordinator of the IMPACT Project organized a semi-structured, focus group interviews with open-ended questions in order to evaluate the effectiveness of the IMPACT Project (e.g., online questionnaires, educational material, website, webinars). The interview lasted around 20 minutes. Participants were 13 partners from the Universities implementing the IMPACT Project in their countries (University of Thessaly, Greece; University of Grenoble-Alpes, France; University of Padova & Free University of Bozen, Italy; Hacettepe University, Turkey; Autonomous University of Barcelona, Spain), 2 partners from Educational Institutes (Institute of Educational Policy in Greece, ANKARA MEM) and 2 partners from PE Associations (EUPEA, DSLV). Below are some major points stemming from this focus group interview and related discussion.

Question: *"Did the IMPACT tools helped PE teachers' training and pupils to increase their out of school PA?"* All consortium members agreed that they are helpful, e.g., one partner representing a European PE teacher Association said *"IMPACT added value; we created educational material that is applicable to PE teachers"*. Several partners mentioned that further improvement is needed, e.g., a European academic said that *"I agree that the tools we developed are helpful to PE teachers but we need to improve several things, e.g. to improve-extent the content of the webinars"*. There was agreement that the content should be further improved and become appropriate for different developmental stages of pupils.

Question: *"Are the IMPACT measures useful and how they can help PE teachers?"* Partners agreed that they are useful. A European researcher said that *"All measures are useful in order to identify and monitor students' PA levels and the psychosocial variables that affect their PA levels. But we still need to develop a monitoring tool that will monitor more effectively the where, when, how and with whom a pupil is planning to participate in out of school PA"*. Another European researcher said that *"the measures are useful, but we need to examine more factors that influence pupils' PA, for example, we need to add more variables related to family or neighborhood (environmental factors)"*. However another European researcher added that *"the IMPACT survey is too long & we need to connect it more with the PE teachers training"*.

Question *"Who can primarily benefit from IMPACT tools & outputs?"* Partners mentioned PE teachers, e.g., a European academic said *"PE teachers and pupils can benefit from IMPACT measures and findings. Pre-service PE students can also benefit from our measures and findings if we train them"*. A partner representing European PE teachers added *"we need to focus more on the policy-makers"*.

Question *"Did PE teachers or parents directly benefit from IMPACT measures or findings?"* There was also agreement on this point. For example, A European researcher said *"parents or PE teachers can benefit from our measures because they can monitor - evaluate their children/pupils' PA levels"*. A colleague representing PE teachers added that *"our measures might help parents understand that they have a significant role to increase their children PA"*. It was agreed that we need to involve and train also parents in order to increase their children's PA levels.

Question *"Were the webinars delivered and received well in all 4 countries?"* A colleague said, *"yes regarding France"*. Also, a partner from Italy responded *"yes"*. He also mentioned that *"in Italy, they sent an e-mail to PE teachers participating in these webinars asking them free comments about the educational material. He said that only positive comments they received"*. A colleague from Turkey also responded *"yes"* about Turkish webinars. The aforementioned positive evaluation from Greek PE teachers was also mentioned.

Question *“Can the 5-6 webinars be helpful in the future and can we use them for in-service training?”* They all agreed that they will be helpful, e.g., one said, *“yes they are helpful and easily deliverable”*, a colleague from a country other than the four where the webinars were delivered added that *“they are helpful”*. Another added that *“we need to connect them with the Dissemination. We need to keep them online (open access), to translate them in other languages, to use them for asynchronous training”*. Another added that *“PE teachers need more practical examples, the content was great, it was ok, but we need to add some more practical things. The webinars are ok for pre-service PE teachers, but for in-service teachers, we need to add more applicable examples”*. A colleague from a European educational authority said: *“we need to connect them with PE teachers’ certification”*.

Question *“Is the IMPACT website useful and can we use it for further training?”* All partners agreed that it is useful for PE teachers’ training. A partner from a PE teacher Association also said that *“it is useful and it is important that we have it free - open access”*.

Summary

Both the PE teachers who were trained through the IMPACT project webinars and the IMPACT project personnel who implemented the project found all project outcomes useful and of high quality. Several recommendations for project tools’ improvement, extension and adaptation were made. A summary of these suggestions appear in the recommendations chapter.