



# TEAMS BLUEPRINT EVALUATION

D5.1

### Introduction and evaluation framework

This evaluation report was written during spring 2022, using the TEAMS evaluation framework (figure1), based on the partner qualitative interviews (Antwerp, Rotterdam, Cork; N=4 Antwerpen, N=1 Cork and N=3 from Rotterdam) conducted in February and March 2022. The report describes and evaluates the project partner's understanding and applying the TEAMS blueprint, Experiments, Experimental (Coach) learning and student feedback.

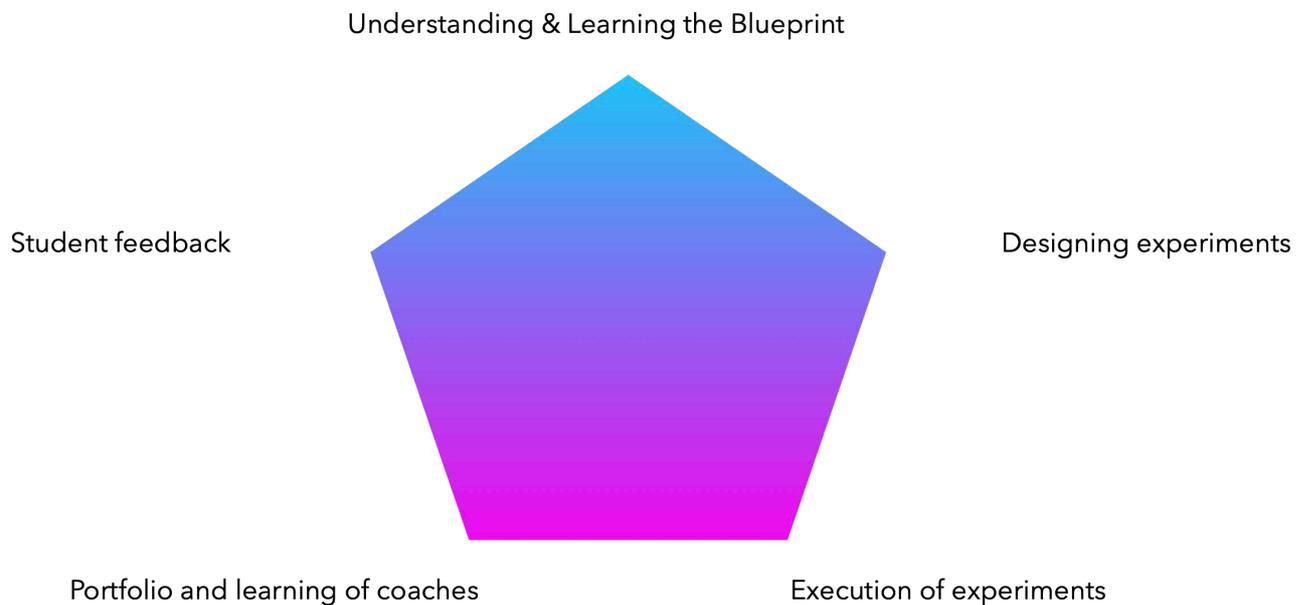


Figure 1: TEAMS evaluation framework

### Understanding, learning & feedback on the TEAMS blueprint

When interviewing all the partners, it is evident that the basic understanding of the theoretical foundations described in the TEAMS blueprint is at a good level. The teachers involved in the coaching programme understood the main theoretical ideas and adapted and experimented with different ideas and tools.

Using many different tools, different partners have adapted and applied theories and tools described in the blueprint.



## Goals and description of experiments

All the partners have a common target: applying the blueprint by executing pedagogical experiments and developing entrepreneurial soft skills.

### **HZS, Antwerp**

The experiments have been integrated into different study themes and courses that foster entrepreneurial soft skills; overall, the experiments have targeted to apply new pedagogy where coaching style of teaching and experiential learning by the students have been the central focus.

Different targets:

- Execute Case study/project course in marine insurance, research and create a paper about the topic and, working in teams, engage maritime companies in the project
- The goals have been to target applying for a coaching role instead of the traditional teaching method
- Changing the personal style of teaching (pedagogy)
- Offering students a different learning environment for experiential team learning

### **MTU, Cork**

The experiments have been integrated into different study themes and courses that foster entrepreneurial soft skills: team building (communication skills), self-directed learning, CV creation and a Design Project -course, where students have been working in groups to solve design challenges.

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### **STC, Rotterdam**

In STC, the target has been to design and execute a "project week" that has offered several coaches (including Port XL) the possibility to experiment with the TEAMS methodology and students to experience design thinking. The main goal has been to gain power skills (entrepreneurial soft skills, non-technical skills).

Different targets:

- Execute Case study/project course in marine insurance, research and create a paper about the topic and, working in teams, engage maritime companies in the project
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## Results of the experiments

The results of all partners are encouraging. In this chapter, the results are described in general, as well as the progress per partner. Generally, COVID has affected the experiments and results of the practical pedagogical experiments as it has been more challenging to engage in physical encounters.

### **HZS, Antwerp**

Involved teachers reported being convinced about transforming their teaching and reported that this way of teaching was more fulfilling than the conventional teaching methods. The teachers have applied the blueprint on many levels: specific tools have been adapted (Learning contract, e.g.) and experimented with, and the teachers have also made good progress in transforming their study curriculum and their pedagogical approach to apply the TEAMS methodology.

Teachers have done experiments in their courses (for example, marine insurance, psychology, soft skills/group communication) and are working collaboratively and sharing their experiences. Teachers describe that they have taken applicable tools from the project and tried to switch their pedagogy into more "coaching style" and experimental (experimental) and flipped learning. The experiments cover setting learning goals (Learning Contract -tool) independently and working as a student team to solve challenges in the marine insurance area. They are also planning to transform the group communication course and student thesis.

Teachers experience good results in the experiments and report that students have been happy and received better learning results. In the beginning, students could show some resistance towards new ways of working. After more experiments, the students have approved the new kind of more autonomic way of working (pedagogy, where the students work more self-directive and seek solutions to their questions themselves).

Maritime companies were involved in the experiments as well. The companies acted as clients, the defined working-life problems and future challenges that students had possibilities to work on during the courses.

### **MTU, Cork**

At MTU, different applicable ideas and tools from the blueprint (holistic learning model, coaching, experimentation canvas, e.g.) have been tried in experiments. They have also identified a coaching community in the university that would be helpful to collaborate with in the future.

Through the existing curriculum, different experiments were executed (team building, communication skills), self-directed learning, CV creation and Design Project -course). They have also applied continuous improvement inside courses using Motorola -tool (student feedback). In the student surveys, the development of different soft skills was identified. From the teacher's point of view, an experimentation canvas was used in an experiential learning process to evaluate and develop the learning process with students.



### **STC, Rotterdam**

At STC, a project week, a 5-day event and an experiment were planned and executed. It involved students, maritime companies (NMTF) and Port XL. Teachers acted as coaches and guided the self-directing teams of students throughout the week. Students worked with solving future challenges of the maritime industry, using the design thinking -process. Students presented the results to industry experts at the end of the week. The event was new and was not executed before at STC for secondary vocational education students.

The general student feedback of the project week was positive (see student surveys), and the students reported different entrepreneurial and soft skills developed.

### Conclusions and Future Plans

According to the feedback along the project, the Blueprint itself could be developed even further into a more practical, digital, and collaborative resource containing examples and different material for teachers to lower the transition from taking the step from theory to practice. That would also help when trying to expand the pedagogical transformation in the future inside the institutions. Currently, TEAMS coaches are a small group of (ca 10) experts inside the organisations, and there is a need for future programmes engaging and transforming this pedagogy at the organisational level.

The experiments in all institutions have succeeded, but have been limited, which means that only a limited number of teachers were involved in the experiments. The next step for each organisation is to expand the TEAMS activities, good practices and experiences and engage a broader population of teachers to train and execute experiments with the TEAMS blueprint and tools.

There is also a development in some institutions to integrate this type of pedagogy to concern the whole curriculum.

There is a demand and need to support mentioned activities in future projects. Further collaboration is recommended between the institutions, as we have identified the benefits of sharing experiences during this project, regardless of educational level. These practices have been absent before this project between partners.

### **AMA(HZS), Antwerp**

Teachers who participated in the TEAMS project are convinced about the new pedagogical way of experiential (experimental) learning and teaching by coaching. After the experiments conducted during the TEAMS project, teachers do not want to go back to the traditional way of teacher-led pedagogy. The four teachers who have attended the TEAMS project are closely collaborating and want to spread the TEAMS methodology in their institution. They still need support to develop their competence and expand the methodology in their institution.

There is a will to redefine studies and curriculum in Antwerp, and there is a chance to introduce the pedagogy wider and bring this new competency to an organisational level.



There is a will to execute another project to continue the development. There is also a will to expand the learnings by engaging and educating a broader population of teacher colleagues to prove the feasibility of the TEAMS method and show that students benefit from it. There are also specific ideas on how the methodology could be applied to different courses.

### **MTU, Cork**

At MTU, there has been a good development in understanding the basic ideas presented in the Blueprint. Singular experiments and identification of central ideas and tools of the blueprint have been made. The experimentations and the amount of engaged teachers are still limited, and further development is needed to expand the TEAMS methodology in the organisation. There are also capacities and networks inside the university that would be useful to integrate and collaborate with (coaching community and competencies, existing curriculum). The interviews showed that more teacher engagement is needed to develop the competence of the TEAMS methodology.

### **STC, Rotterdam**

The project week was a success. It engaged several teachers, students and companies in a new kind of pedagogical experiment, which the coaches and students evaluated as a positive learning experience.

On the other hand, the project week was a limited experience that could not engage or attract many other institution teachers. In the future, there is a will to expand the project week to be executed several times in a study year for different studies and to be able to integrate the pedagogy into the (whole) curriculum and engage more teachers.



## Student surveys

### AMA, Antwerp

General finding – 75% of students were happy, giving a grade of 4 (evaluation 4-5 on a scale 1-5, N=53). They reported learning more – group work was found relatively hard.

When students were asked to respond to the claim "I would recommend similar courses in the future", 19% strongly agreed, 60% agreed, 17% felt neutral, and 4% disagreed.

Students also made self-evaluations and gave feedback to other students. The students reported learnings of entrepreneurial soft skills. There were several comments about additional workload but better learning outcomes.

### Cork, NMCI

Student survey on Design Project (N=19). The students reported learning entrepreneurial soft skills, as seen below.

### Give your general evaluation (your personal experience) of the CIT module you completed in semester 1

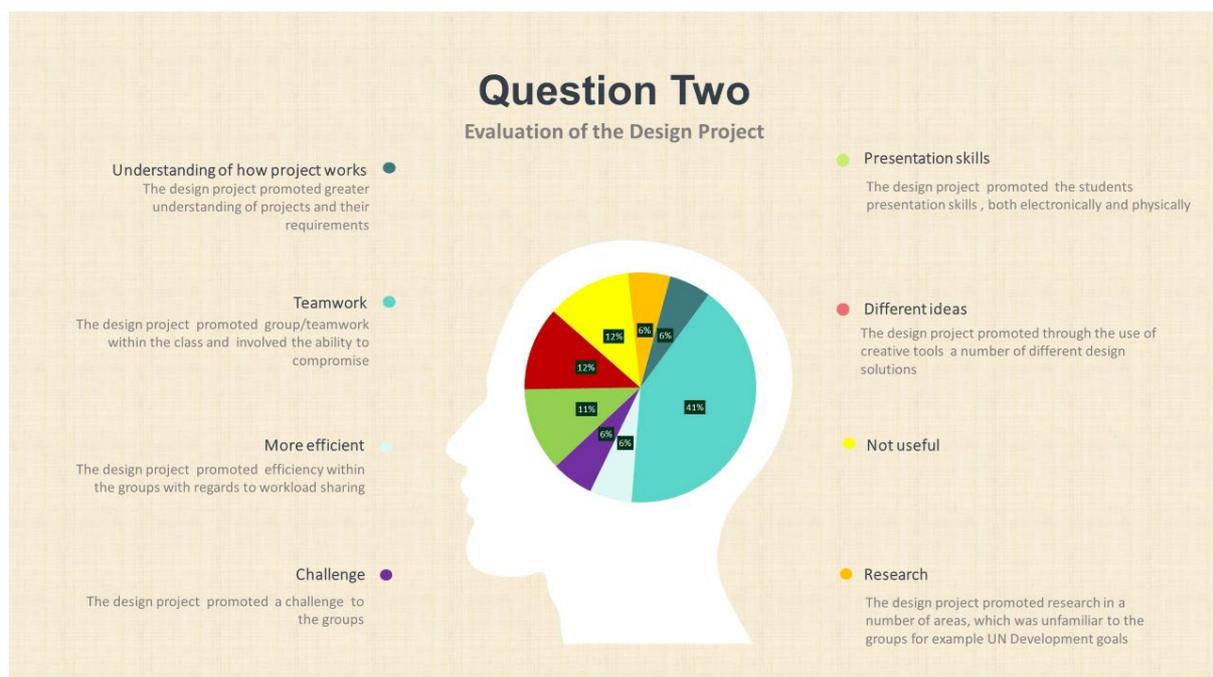
"I enjoyed the module and the project involved; the best parts were when we visited outside the campus, for example, the UCC research building and the naval base, as they showed us things related to our course".

"Good module, great for learning who your classmates are".

"It was an interesting and very beneficial module".

I thought this year's CIT module was a good experience, as I thought it gave me experience in teamwork".

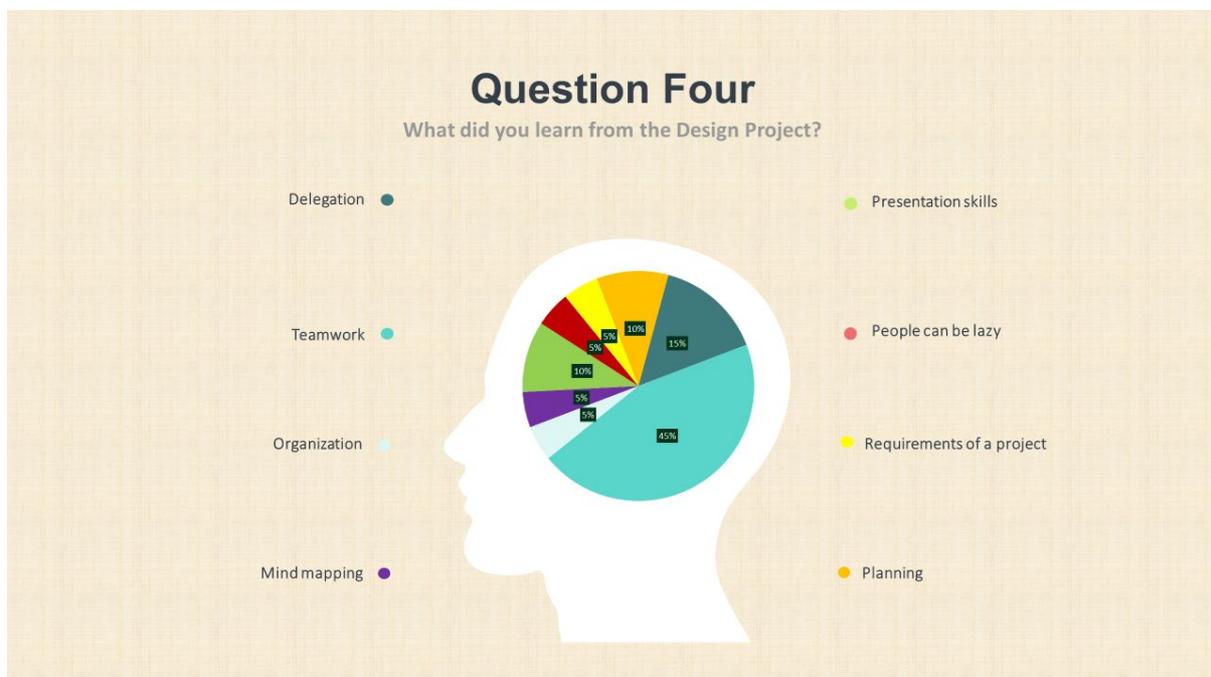
"It was good for getting used to working on projects in groups and for communication skills".

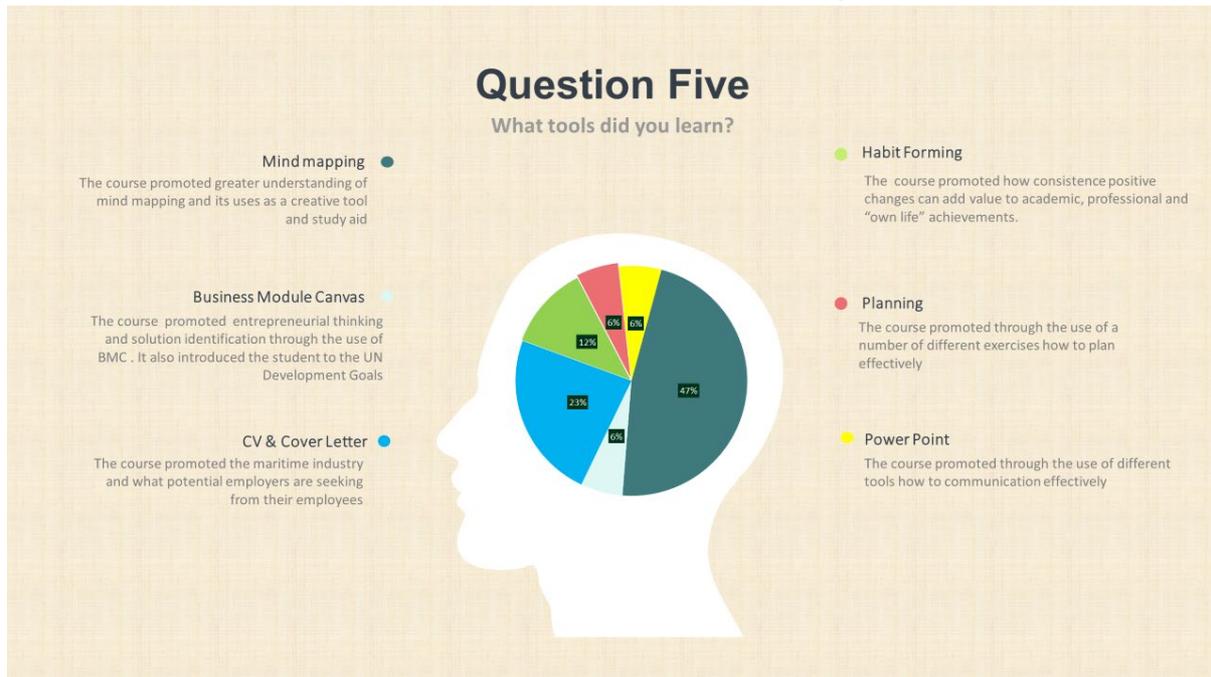


### Question 3

#### What did you learn in this module?

- "How to work in a team effectively, write a CV, reference".
- "How to organise and efficiently split the work and use mind mapping".
- "I learned about the development of business ideas and entrepreneurship".
- "How to start projects where to begin breaking it down".
- "Teamwork and presentation skills".
- "That working in groups can make challenges a lot easier by sharing information".
- "I learned about how to work better as a team".
- "Basic teamwork skills life skills".
- "Info about the shipping industry".





### Question 6

#### How do you compare the design project to other projects you have completed before?

"The design project used all of the skills gained in the other projects we did, for example, the use of the mind mapping skills for the project".

"It was like nothing I had ever done before it was a great experience, and I feel I learned a lot from it".

"The biggest challenge for me was working with previously unknown peers".

"The design project was a challenge but seemed to have more purpose than previous projects, so I felt more motivated to complete it".

"Pretty similar to other projects".

"It wasn't that difficult as it was about creating something with others".

"A lot more motivated to complete this project than I was before starting college".

"I thought it was interesting as there should be an outdoor seating area".

"I believe other projects I did before were better than this one personally due to the fact I was doing those projects by myself, so I could only blame myself if something wasn't good".

"I found this project to be very similar to the engineering leaving certificate project as I followed some brief processes, for example, analysis of briefing etc.".

"It became less challenging because of the tools we learned during this module".

"I was more organised during this project as we split up the work more evenly".

"Even share of workload".

"More teamwork in this module".

"More of a focus on presenting it".

### Question 7

#### What did you like most about the module?

"I most like learning about all the services available and how to access them".



"Working as a team".

"The knowledge I received on how to prepare a CV and cover letter".

"It's simplicity, CV and cover letter a group project easy enough tasks to complete".

"I enjoyed the mind mapping and future career assignments the most".

"Got off campus to visit places of relevance to my course".

"Going on trips and doing things outside college work".

"Student engagement. Learning to make the CV and cover letter as it was useful."

"I liked that we that the class was very engaging and that the experience I got will be very beneficial".

"I liked the team element of this module as it gave me an opportunity to socialise".

"The projects".

"I didn't enjoy the module".

"Less intense than other modules and a good way to learn soft skills".

### **What did you NOT like about the module?**

"Nothing".

"Presenting to the class".

"No room to expand".

"I did not like having to work in a team 'cause I prefer to work by myself".

"I didn't find anything wrong with the module".

"Too many classes".

### **STC, Rotterdam**

The survey did not manage to reach all of the students who took part in the project week.

The student survey result (N=21) showed, however, positive results.

General evaluation of the project week (Scale1-4)

87,5% = 3

12,5% = 4

