

Memory Media Project

Evaluative Report:

An evaluation of learning and teaching resources



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Project Intellectual Output 6

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1. Background and Introduction

The Memory Media project began in December 2016 as an Erasmus+ Higher Education Key Action 2 project. It was designed to explore how Health and Social Care curricula in higher education institutions could be enhanced to include relevant new material on the issue of dementia. It was carried out by a consortium of five international partners: Dundee and Angus College and Forth Valley College (UK); Centro de Formación Somorrostro (Spain); FoU Centrum, Linköpings Kommun (Sweden); and Gannan Medical University, China.

This international partnership worked to investigate how Care courses are assigning resources to education about the care of older people living with dementia. By bringing together two different cultural approaches (Europe in the East meeting China in the West) the project has created some valuable resources.

The project idea arose from various research findings demonstrating that Care approaches which use art/multi-media are having an impact in dementia care. Cognitive stimulation is a recommended evidence-based intervention for people with dementia. People with mild-to-moderate dementia should be offered the opportunity to participate in cognitive stimulation activities including informal stimulation through recreational activities and/or more formally via structured programmes which aim to provide stimulating activities based on psychological theories of cognition. However, it was felt that existing curricular in partner organisations did not address these findings.

The project therefore aimed to undertake some comparative research and create new practical and theoretical teaching materials to teach students in HEIs about different approaches. The project drew on a range of techniques from digital media to create a stimulating "memory box" app to be used in colleges and universities as well as in health and social care and community settings. Outputs also included a project website, research findings, teaching and learning material and peer teaching course plans for each partner country.

247 learners and 93 teachers/lecturers evaluated the learning and teaching resources produced by the project.

This report presents an evaluation of the learning and teaching resources created during the project lifespan.

Teachers and students from all partner organisations participated in the testing and evaluation of learning and teaching resources created for the Memory Media project between September and October 2018.

2. The Participants

Partners targeted the learning topics at the most relevant group of users to their organisational context.

At Dundee and Angus College (D&A) learners at EQF level 5 (SCQF level 7) studying HNC Health and Social Care courses sampled the teaching and learner resources prior to going out into professional practice. Lecturers with varying levels of experience participated in the evaluation.

At Centro de Formacion Somorrostro, the students were in their second year of their EQF level 5 course ("Técnico de atención a personas en situación de dependencia", translated as "Technician in assistance to persons in a situation of dependence"). They were preparing for professions in the care of people with dementia in nursing homes and day-care centres. The project resources were introduced in a classroom setting as the students were preparing to start internships in this professional field. The teachers who participated in the testing were trained in professions related to psychology and socio-educational intervention.

Forth Valley College (FVC) used the resources developed relating to 'What is digital health?'. They were evaluated with HNC Care and Administrative Practice students (EQF level 5) and their teachers.

FoU Centrum, Sweden asked practicing professionals (an Assistant Nurse and a Dementia Care Developer) delivering training for assistant nurses in a day-care centre and a care home to participate in testing the resources.

Gannan Medical University involved a wide range of faculty members within the medical school. The students were nursing undergraduate students and a range of lecturers and teachers who taught on the nursing courses.

Each partner then selected the learning topics that matched the needs of the students' syllabi during the evaluation phase (September to October 2018). Although it is intended that all resources will be used by students during the 2018-2019 academic year, partners felt that the responses to the evaluation questions would be most useful and honest if students were commenting on resources which were relevant to their learning needs at the time of the evaluation. Spanish and Chinese partners managed to evaluate all resources.

Throughout this report, the term "teachers" will be used as general term to describe participants, encompassing lecturers, trainers, professors, educational professionals and nurses carrying out training. Numbers of students who evaluated each resource are shown in the following table.

Numbers of students evaluating each learning topic

<i>Learning topic</i>	D&A	FoU Centrum	FVC	GMU	Somorrostro
<i>1: Reflection and Self Awareness</i>	39	10		155	20
<i>2: Care Models</i>	4			155	20
<i>3. What is Digital Health</i>	2		23	155	20
<i>4: Story Book App</i>	28			155	20

Numbers of teachers evaluating each learning topic

<i>Learning topic</i>	D&A	FoU Centrum	FVC	GMU	Somorostro
<i>1: Reflection and Self Awareness</i>	9	2		76	3
<i>2: Care Models</i>				76	3
<i>3. What is Digital Health</i>			3	76	3
<i>4: Story Book App</i>	9			76	3

The Memory Media project application set a target of 120 students and 20 teachers to participate in the evaluation. These figures achieved by the partners exceed this target, with 247 learners and 93 teachers participating. This reflects the high level of interest shown towards the project outputs within partner organisations.

3. The Methodology

Participants in all partner countries were issued with paper-based questionnaires with an explanation of the project and the purpose of the evaluation. See Appendix 1 for the questionnaires and introductory texts. It was agreed by partners that questions would focus on the appropriateness of the resources in terms of the way they were presented (layout), the suitability of the language relative to the needs of EQF level 5 students and how they supported assessment.

Questions

The same questions were asked for each of the four learning topics:

1. Was the layout of the teaching resources easy to follow and understand?
2. Was the language appropriate for the level of the course (EQF 5)?
3. Looking at the assessments or evidence required to achieve the outcome, are they written so you fully understand what is required?
4. Will the learning and teaching materials support assessments and evidence required?

Both students and teachers were asked the same questions and asked to choose from three replies:

- Agree
- Disagree
- Neither agree nor disagree.

All were invited to make open comments on any of the learning topics if desired.

4. Feedback from Students

Questionnaires were collated for all responses by all students in order to draw conclusions on the suitability of the new resources. During this process it was noted that there were some differences in responses between European and Chinese student users, so these comparisons are considered later.

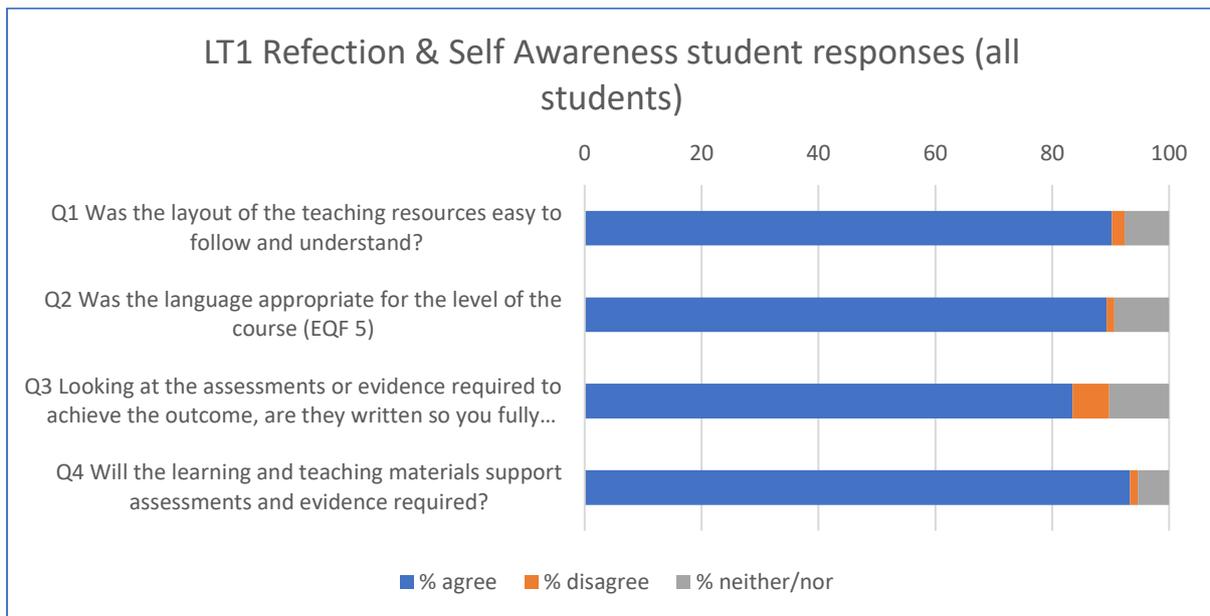
Few students used the comments section of the questionnaire to make additional observations. Of those who did comment, all were from European partner organisations. Comments received reinforced the responses selected and often echoed the language used in the questions. Generally, students did not make comments to explain any negative responses, so care must be taken when trying to analyse why these were negative.

The following analysis considers responses to each Learning Topic.

4.1 All Students' Responses

Learning Topic 1 Reflection and Self-awareness – all students

When all students' responses are considered together, the feedback on Learning Topic 1, Reflection and Self-awareness, is overwhelmingly positive. 90.18% of users found the layout easy to follow and understand and this was backed up by many comments at the end of the questionnaire. 89.29% felt that the language was appropriate. 83.48% felt they fully understood the assessment requirements. 93.3% of users felt that the resources would support them for assessment.



Generally, the comments stated that the resources were easy to understand and clearly laid out. One student commented on the lack of direct references to dementia and dementia care within the resource. Phrases which occurred regularly (paraphrased) were:

Clear information and instructions

Interesting and easy to follow

Liked the use of examples to make learning clearer

Liked the use of activities

Felt confident about approaching assessment afterwards

Felt the resources were relevant to other aspects of their Care courses

Especially liked the information and activities on reflection

They felt the activities supported their learning and they were confident to undertake the assessment with the information from both the teaching and learner resources

Thought it would be beneficial to use in other classes.

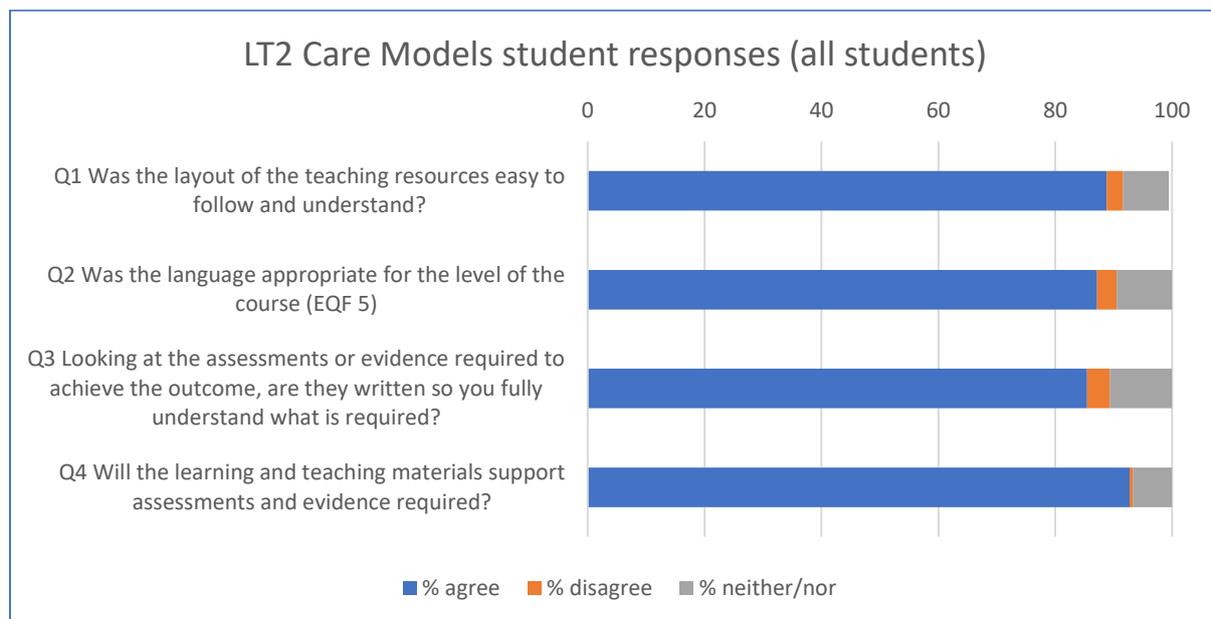
Learning Topic 2 Care Models – all students

Responses of all students were largely positive to the Learning Topic 2 Care Models resource. A direct quotation taken from the comments sections was:

“There are many models of care, but we didn’t know about all the varieties that exist within the social sphere. It is interesting in order to work individually with each person with dementia.”

Although positive, when all students’ responses were considered, the level of agreement was slightly lower for this resource when compared to all of the others. 88.83% agreed that the layout was easy to follow and understand and 92.74% agreed that the resources supported assessment. 87.15% agreed that the language was appropriate and 85.47% agreed that the assessment was fully understandable.

The highest rate of students’ disagreeing in any of the resources was noted in response to question 3, with 6.25% of students disagreeing that the assessment was fully understandable. There were no specific comments to indicate the reasons for the feedback, but it suggests that the resources need to be re-examined by the project team in regard to these slightly lower scoring areas.



Learning Topic 3 What is Digital Health? – all students

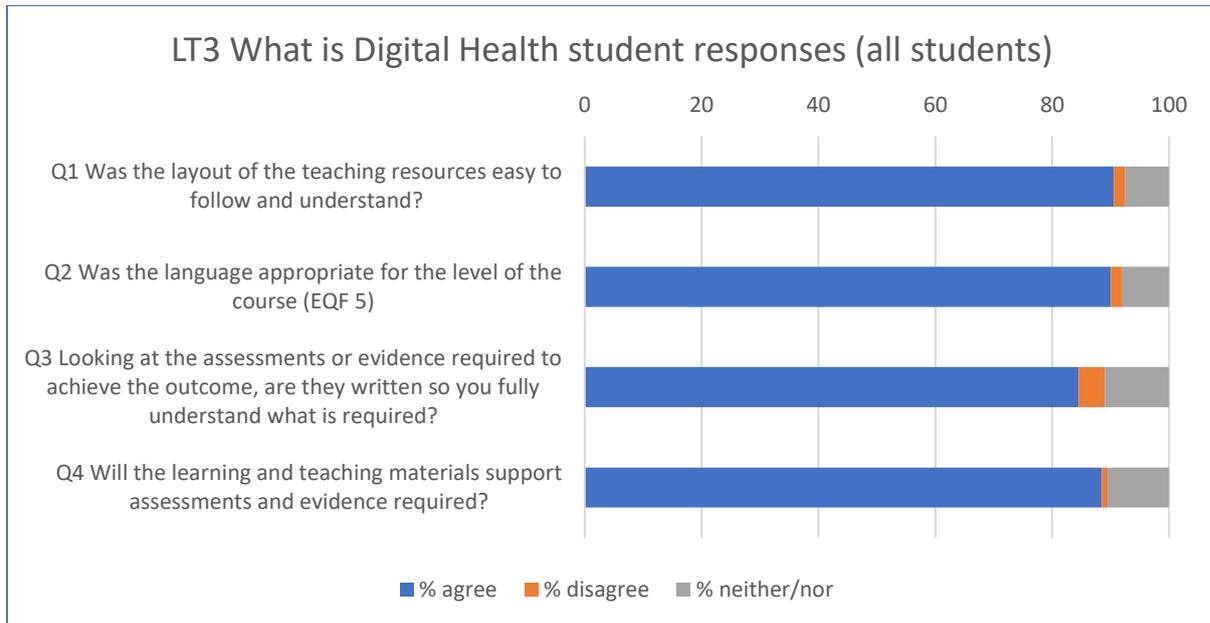
Students’ overall response to the Learning Topic 3, What is Digital Health? resource were again quite positive. Layout and language were the strongest features, with 90.5% and 90% of student users agreeing that these was successful. A further 88.5% agreed that the resource supported assessment. Once again, the slightly weaker element was question 3. 84.5% thought the assessment was clearly written.

There are mainly positive features here, but the feedback indicates that further work is needed on the topic 3 assessment aspects in order to improve the future impact on these resources as suitable learning materials.

Two direct quotations taken from the questionnaire for this resource were:

“Digital resources make the access to information easier.”

“Layout in need of improvement.”

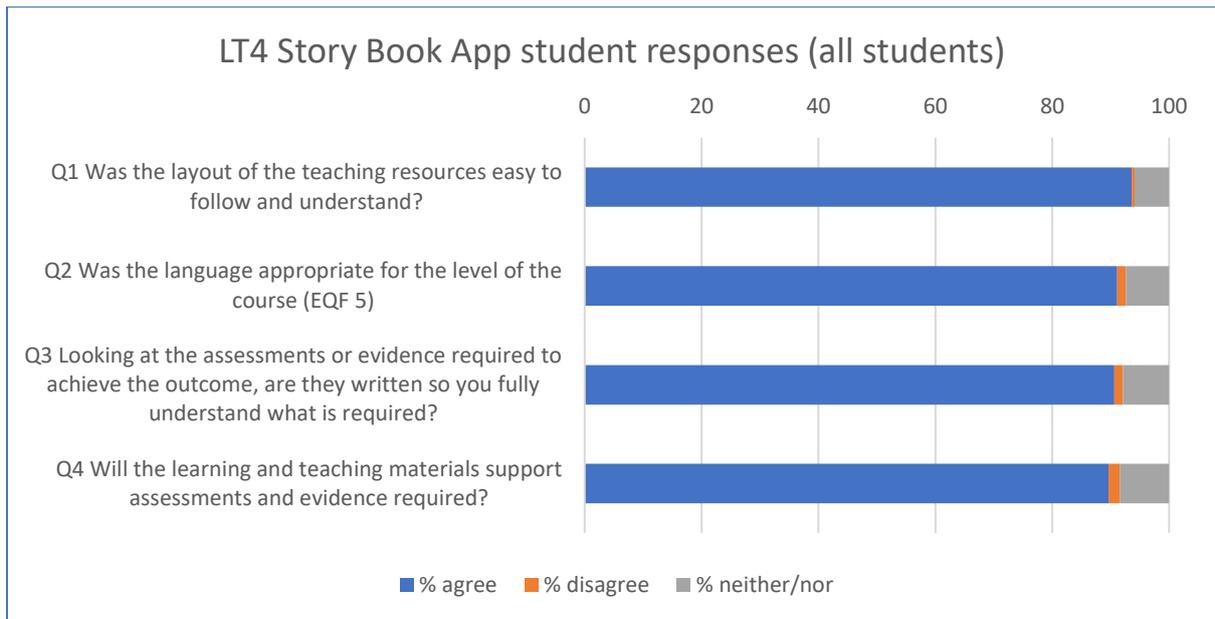


Learning Topic 4 Story Book App – all students

93.6% of students found that the layout of the Learning Topic 4 Story Book App resource easy to follow and understand. 89.66% agreed that the resource supported assessment. Questions 2, 3 and 4 elicited slightly less positive responses with 91.13% agreeing that language was suitable; 90.64% agreeing that the assessment was understandable and 89.66% felt the resource supported assessment.

The comments section attracted slightly more responses. Some learners expressed that they had prior knowledge of the storybook concept as they already worked in Care. These learners expressed an interest of using the app with their client groups. Other learners identified a learning gap in their digital skills whilst using the tool. One direct quotation was:

“An App that encompasses the patient’s life makes the work much easier, and minimizes the resource materials that an actual “physical resource box” would entail, to work on aspects like reminiscence.”



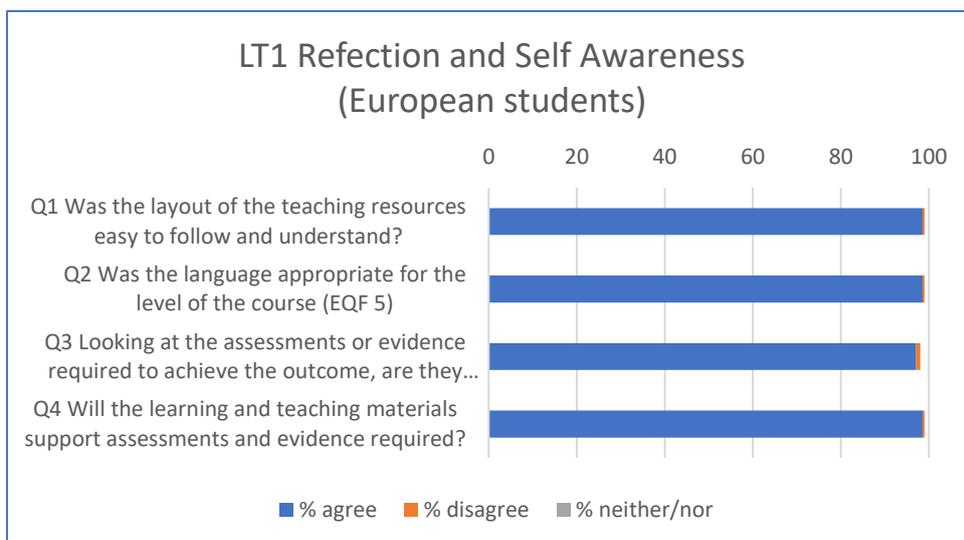
4.2 European Students' Responses

Over all four Learning Topics, European students rated the learning resources very highly with many questions eliciting agreement levels from the mid 90s to 100% for Learning Topics 1, 2 and 4. Learning Topic 3's responses were slightly behind with agreement levels between 80% and 93%.

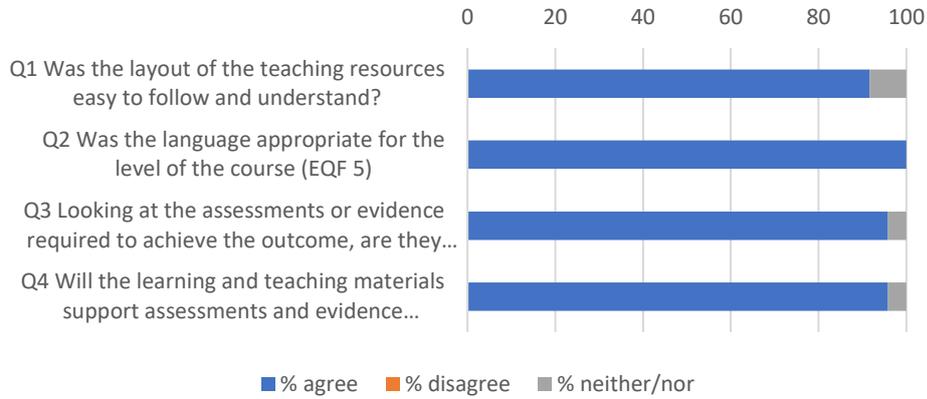
Positive responses to the appropriateness of the language (Q2) and clarity of assessment requirements (Q3) were consistently high, perhaps reflecting a slight difference between European and Chinese approaches to assessment.

Despite the high levels of agreement that layout is easy to follow and understand, several of the written comments make reference to the lack of images and colour particularly in relation to Learning Topic 1.

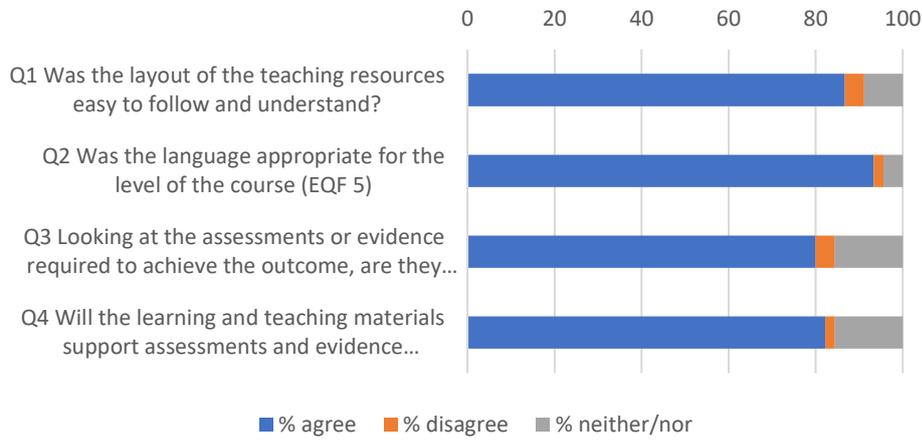
European students' responses are shown below.



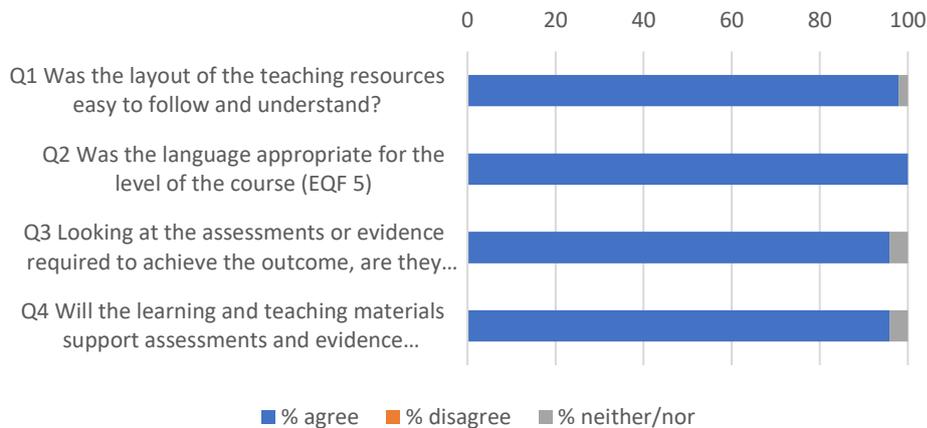
LT2 Care Models (European students)



LT3 What is Digital Health (European students)



LT4 Story Book App (European students)



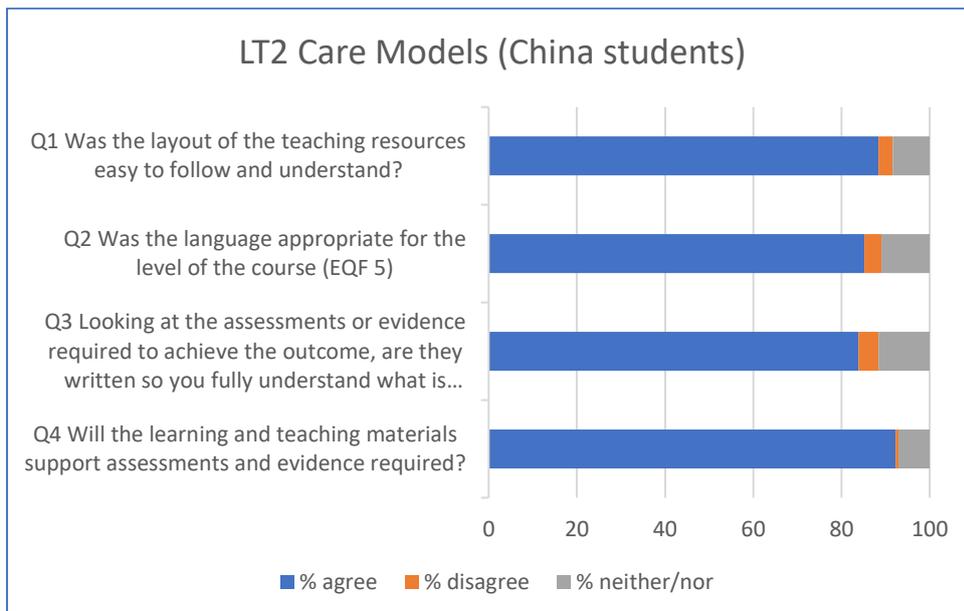
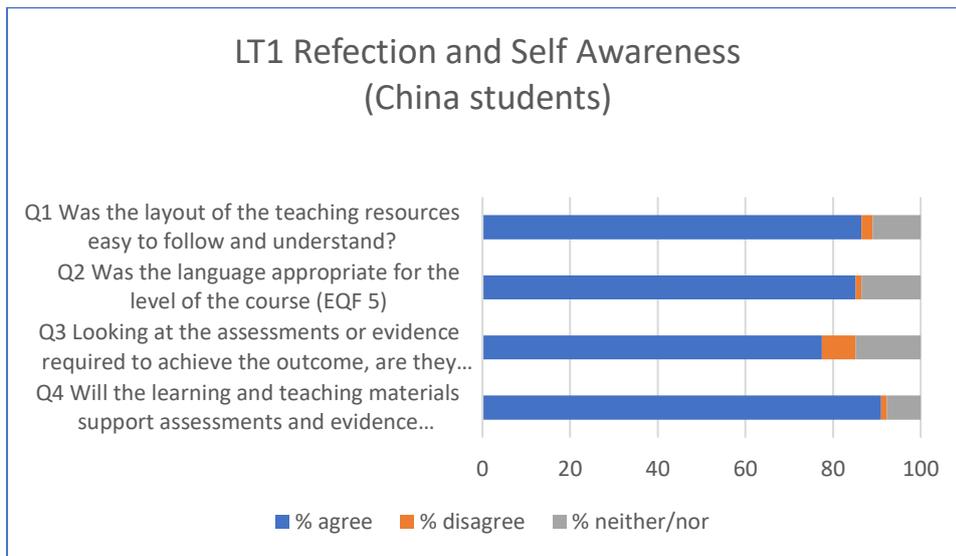
4.3 Chinese Students' Responses

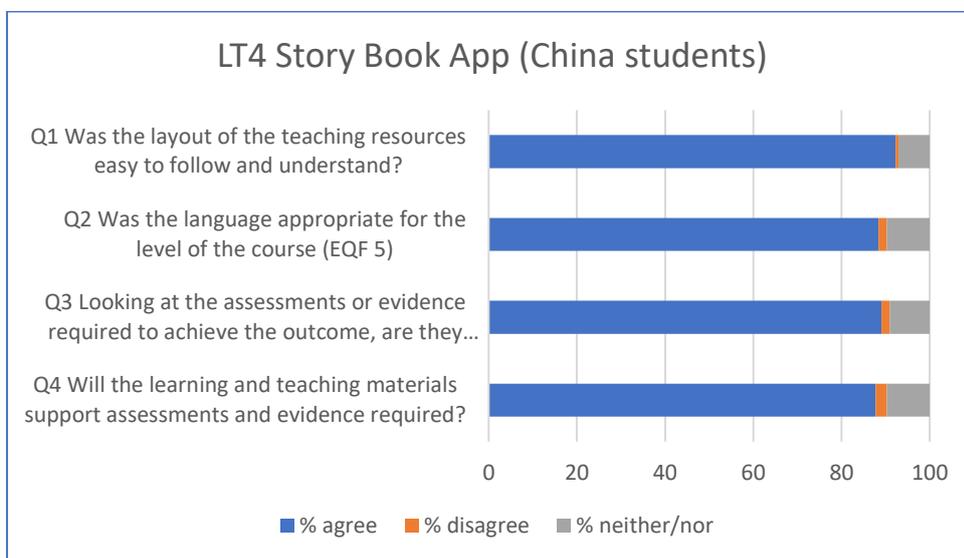
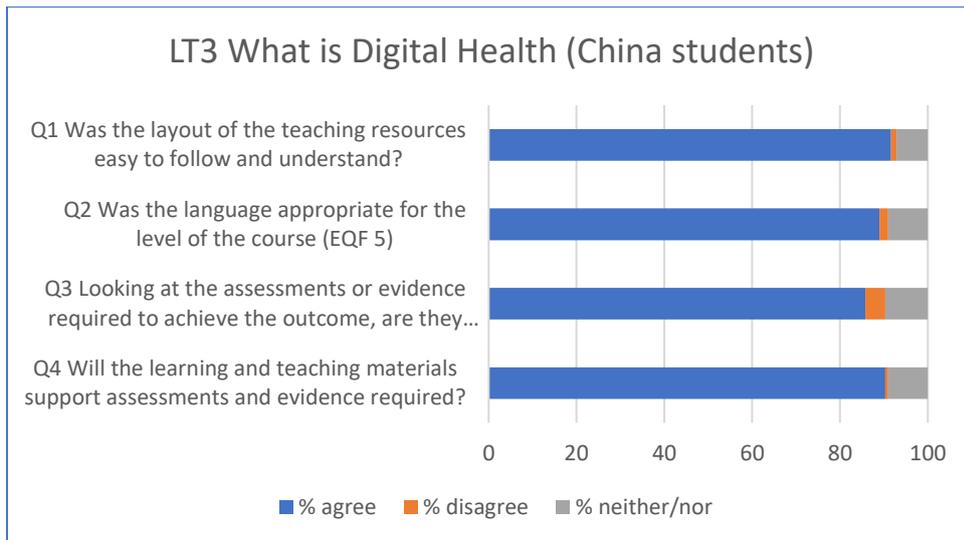
Chinese students' responses were more mixed. Levels of agreement with the questions were slightly lower than the European students except for the response to learning topic 3, What is Digital Health.

There was a noticeable trend of slightly lower levels of agreement for Q2 and Q3 in all four Learning Topics. Disagreement was at its highest for Learning Topic 1, Q3 with 7.74% of 155 students disagreeing that assessment requirements were clear.

Chinese students used the neither agree/not disagree option more frequently. Rather than speculate on the reasons for this, further investigation will follow to ascertain how resources can be further adapted to be better suited to Chinese students' needs.

Chinese students' responses are shown below.





5. Feedback from Teachers

Questionnaires were collated for all responses by all teachers to draw conclusions on the effectiveness of the new resources as a teaching tool. There were considerable differences in responses between European and Chinese teacher users which are considered later.

Few of the Chinese teachers used the comments section of the questionnaire to make additional observations. To some extent, comments help us to interpret the responses selected.

The following analysis considers responses by Learning Topic.

5.1 All teachers' responses

LT1 Reflection and Self Awareness (All teachers)

Responses were generally favourable overall. 80.68% of teachers agreed that the resource would support preparation for assessment. Only 56.82 agreed that the assessment evidence requirements

were clear. Relatively few teachers went as far as disagreeing but the percentage who neither agreed nor disagreed was substantial at 34.09%. This flags up a potential issue with this aspect of the learning resources, though it becomes clearer when Chinese and European teachers are analysed separately. See below.

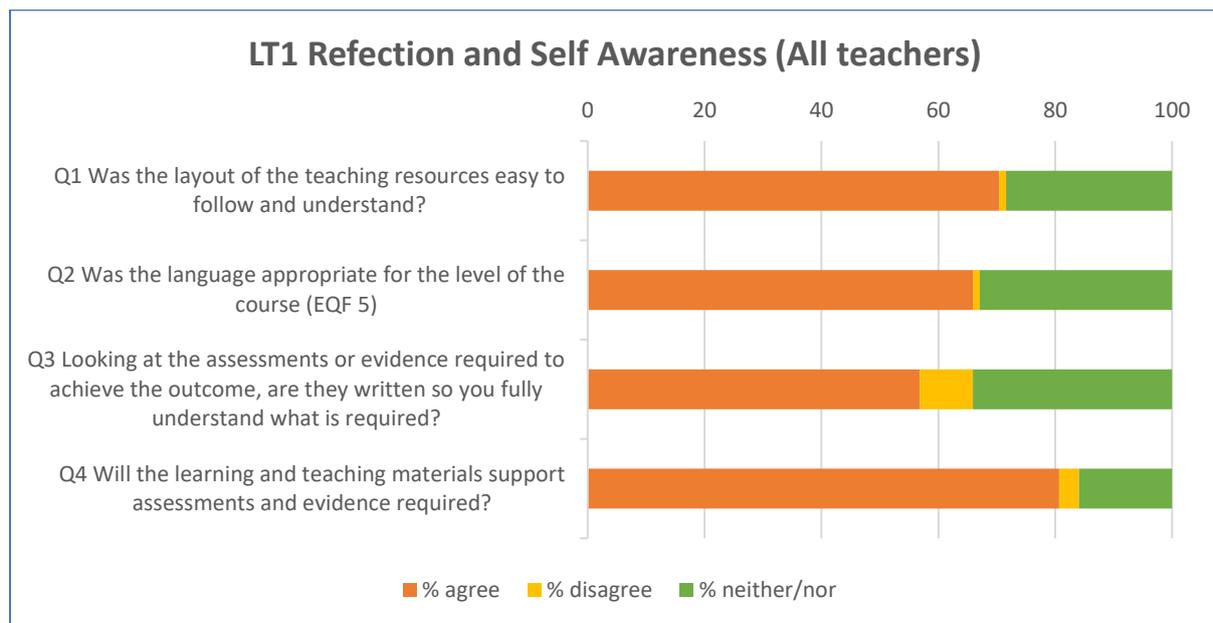
70.45 agree that layout is satisfactory and only 65.91% agree that the language is appropriate.

Comments made were quite general and tended to support the responses. Teachers felt that topics were relevant for Care and were clear and easy to understand. Some comments were quite specific:

“The SWOT analysis was a good and easy method to use as a teacher. It was more difficult for users to reflect on themselves. There is a need for compassion and assumes that it is used several times.”

“I think that the SWOT analysis was easy to understand and apply. But you may have to use the method on several occasions before all students fully understand the purpose and apply it.”

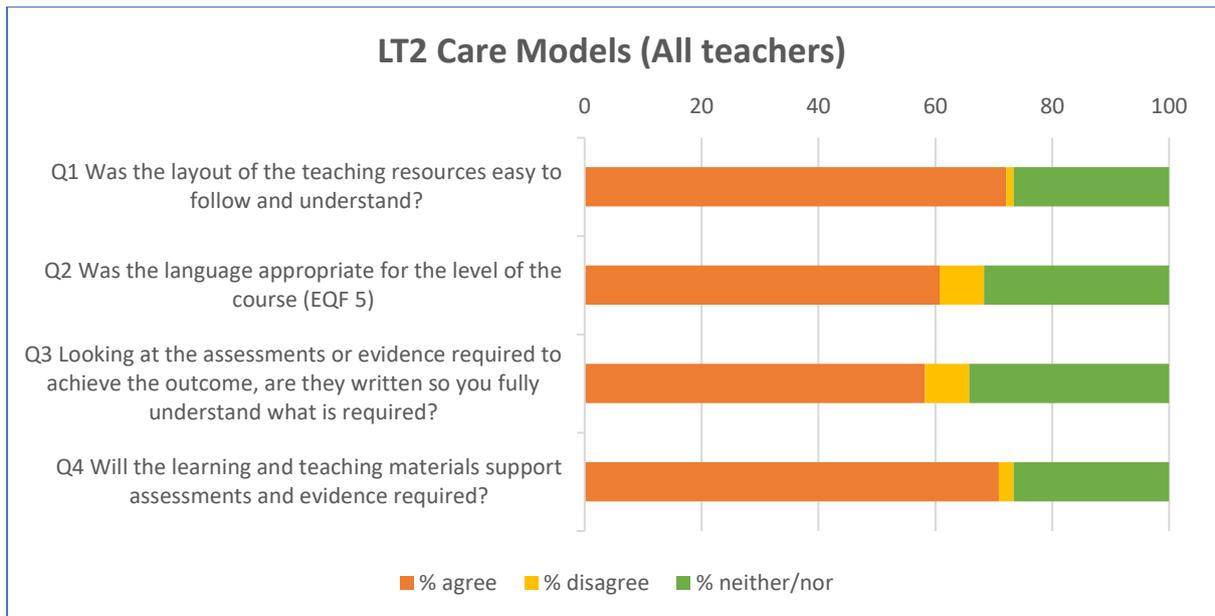
One teacher recommended that Dementia should be more explicitly included in this resource.



LT2 Care Models (All teachers)

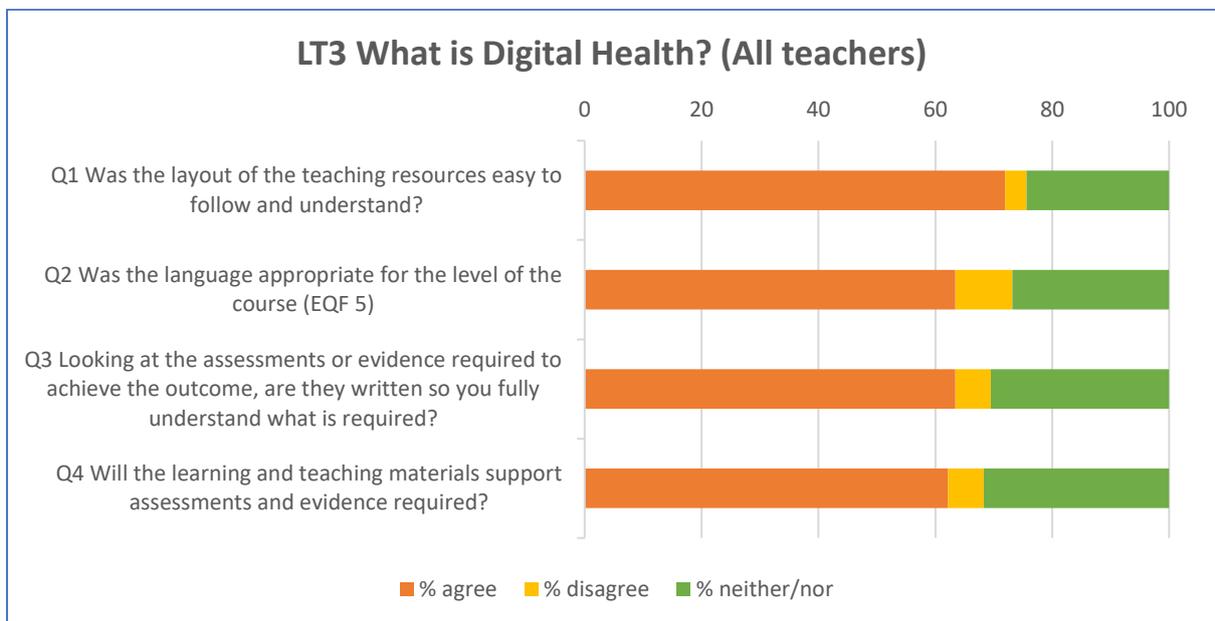
Although responses are overall favourable, again there are issues to be addressed with the Care Models resource. 72.15% agreed that layout was satisfactory but just 60.76% agreed that language was appropriate. In terms of the resource supporting assessment, while 70.89% felt it aided assessment, just 58.23% agreed that assessment requirements were clear. This was the lowest level of agreement for any of the learning topics.

Relatively few teachers openly disagreed with the questions, but numbers who chose neither agree nor disagree were significant, suggesting a need to review the assessment content of this resource.



LT3 What is Digital Health? (All teachers)

Again, responses were largely positive but with significant numbers of teachers stating that they neither agreed nor disagreed. The highest response was 71.95 of participating teachers agreeing that layout was satisfactory. There were fewer positive responses to all other questions. Worth noting is that only 62.2% were satisfied that the resources supported assessment which was the lowest response to this question out of all the learning topics. 9.76% actively disagreed that the language was appropriate for this learning topic.



LT4 Story Book App (All teachers)

Due to its technical nature, the Story Book App is only available in English. Although it is generally agreed by partner organisations that staff in all partner countries have a professional working

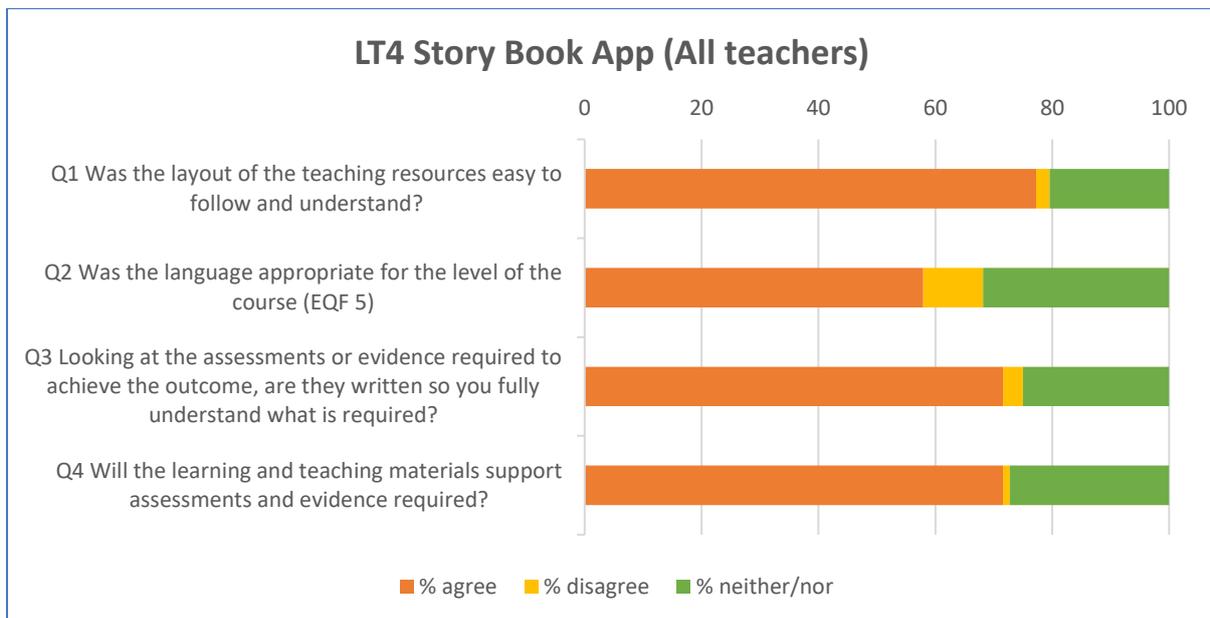
knowledge of English, only 57.95% of teachers felt that the language was suitable for this level. 10.23% disagreed and a further 31.82% neither agreed nor disagreed.

Other than the language issue, the responses were quite favourable with 77.27% agreeing that the language was suitable and 71.59% both agreeing with the clarity of evidence requirements and the usefulness of the resources in preparing for assessment.

The comments section was used to make two recommendations:

A clearer explanation should be given on assessment.

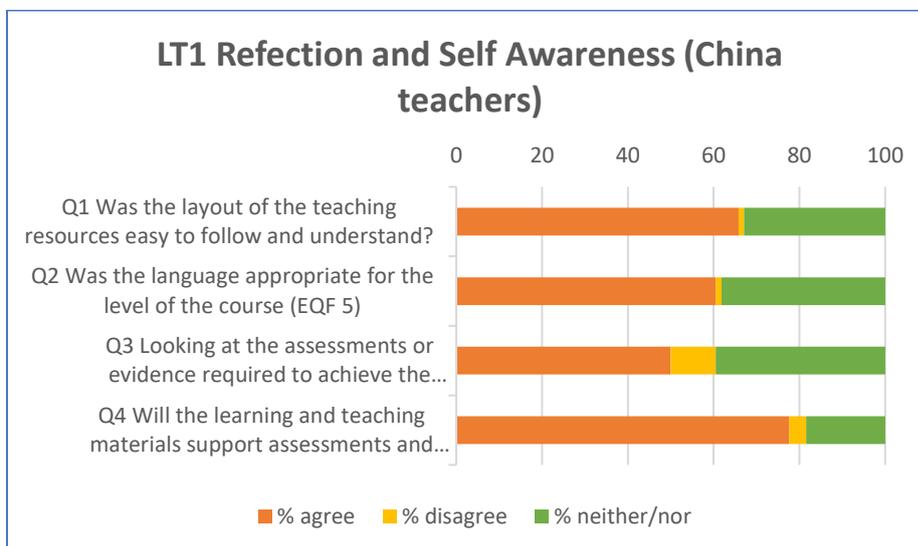
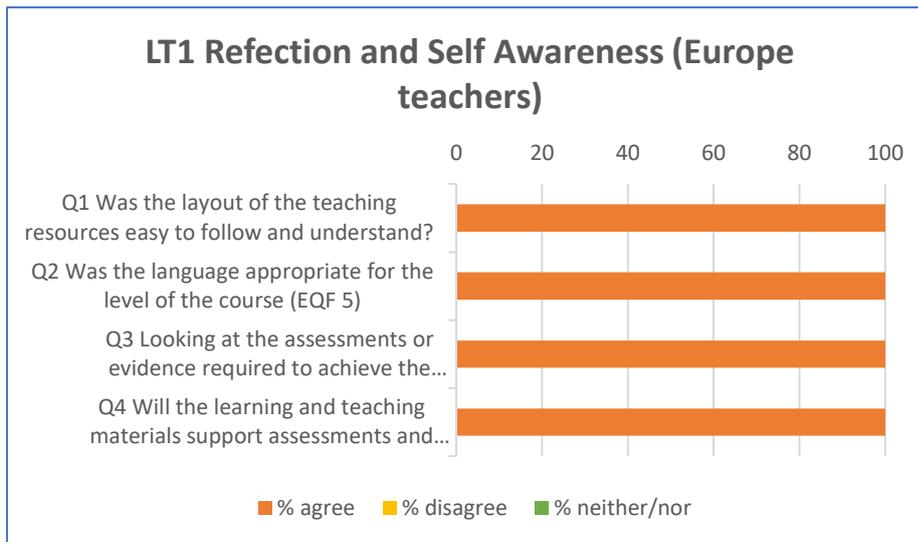
There should be an increase in the word limit – again relating to the assessment.



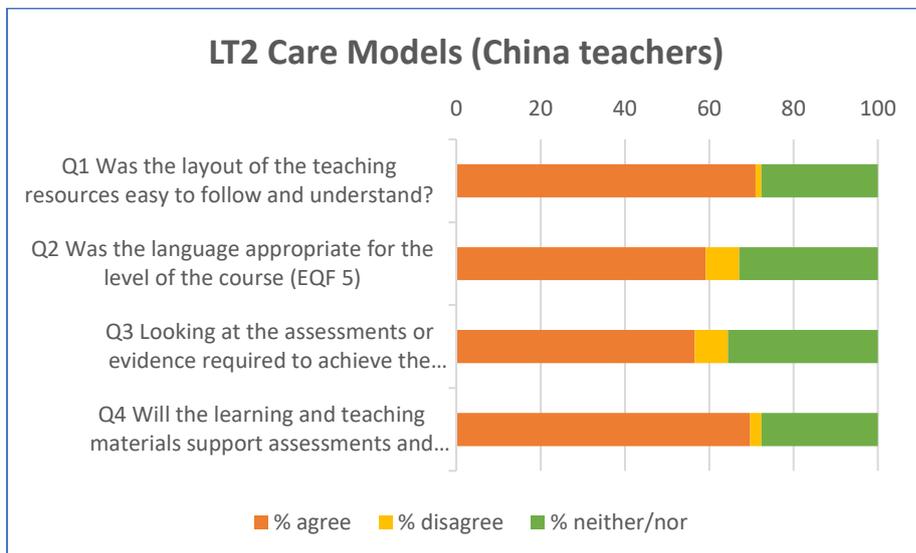
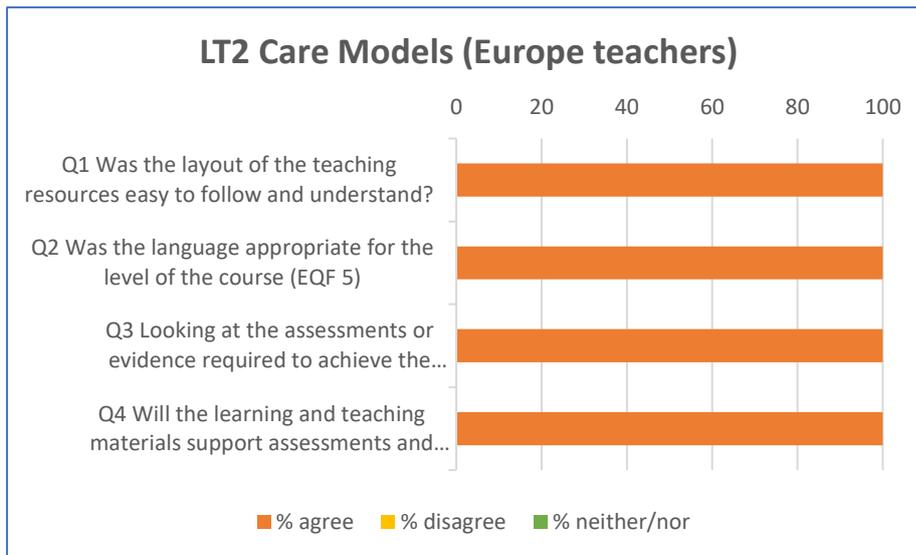
5.2 European and Chinese Teachers' Responses Compared

Differences between European teachers and Chinese teachers were significant. It should also be noted that the largest numbers of teachers participating in the evaluation came from Gannan Medical University – 76 out of the total of 93 teachers. Tables are shown in pairs to make the differences clear.

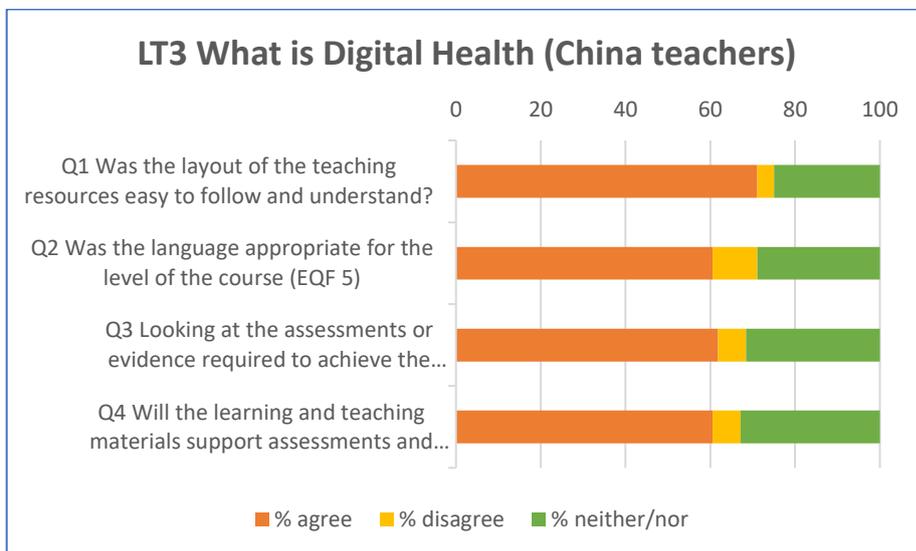
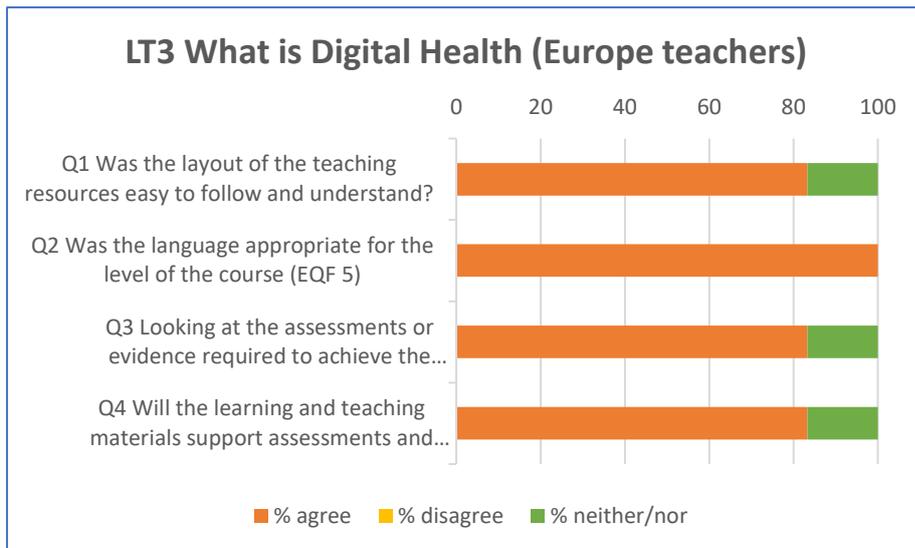
LT1 Reflection and Self Awareness



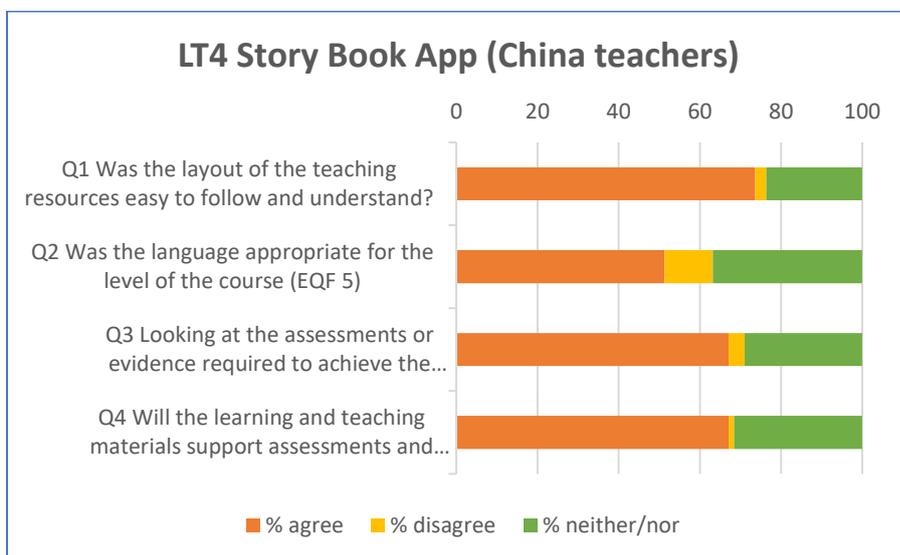
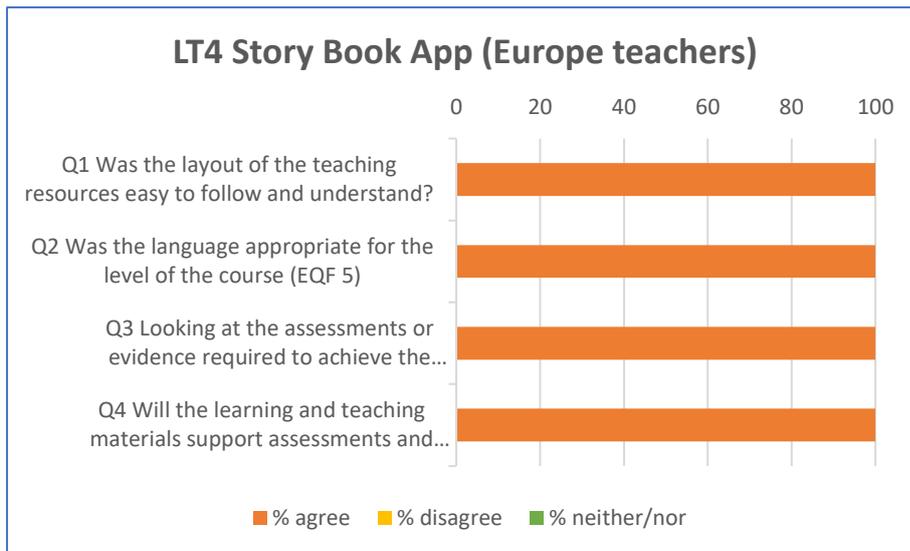
LT2 Care Models



LT3 What is Digital Health



LT4 Story Book App



For learning topics 1, 2 and 4, the relatively small number of European teachers involved rated the resources very highly, agreeing 100% with all questions posed. Only three European teachers evaluated learning topic 2 so little can be concluded from the 100% agreement.

Learning topic 3 elicited a mixed response from the European teachers, though again, the numbers were small – only 6 teachers evaluated this learning topic.

The high levels of agreement across all learning topics evaluated by European teachers suggests a familiarity with the type of resources produced. The learning topics are built around learning outcomes commonly in use across Europe, and assessments fit a recognised pattern. As they are, the resources show a good fit with the requirements of higher education Care courses in Europe. One quotation from a European teacher was:

“The materials are genuinely useful, interesting and innovative. It would be really positive to include them as resources in the syllabus.”

When considering the Chinese teachers’ findings, things are less clear. Chinese teachers consistently used the full range of responses. The highest level of agreement was 77.63% for learning topic 1

question 4 on the extent to which the resources support assessment. The lowest level of agreement, 50% for learning topic 1, Q3 (clarity of assessment requirements) and 51.32% for learning topic 4 Q2 (appropriateness of language).

Levels of agreement regarding the layout being easy to follow and understand ranged from 73.68% at best for learning topic 4, down to 65.79% for learning topic 1. Comments from Chinese teachers stated that the learning materials could be better if there had been more pictures and graphical information to enhance the memory.

Gannan Medical University uses different methods of assessment which are highly regulated by Chinese education authorities and internal education boards. There is not the flexibility that is commonly found in Europe. Therefore, creating resources to suit specific Chinese assessment requirements was beyond the scope of this project. Where the resources will be of use, will be as enhancement to the existing curriculum and as a way to introduce Chinese teachers and students to new material and alternative approaches to assessment and curriculum design.

It is worth noting that Chinese teachers consistently rated the appropriateness of language as one of the lowest levels of agreement: LT1 60.53%; LT2 59.21%; LT3 60.53% and LT4 51.32. All of the learning resources were translated into Chinese, apart from the Story Book App which is more of a teacher resource, and it was agreed that translation of this was not necessary. The findings indicate that there may be an issue with the language in translation and perhaps with technical terminology. Either way, further work would be required to establish the reason for these responses and then adjust the Chinese resources as needed.

6. Future improvements

Overall, learners felt the topics presented in the project resource were relevant to themselves and would be relevant to any Care course. Format and structure were considered to be effective and easy to follow consistently across the topics. UK learners particularly liked the learning resources as their presentation was similar to Scottish Qualification Authority specifications which they are familiar with.

Teachers tended to be more specific in their feedback and commented on particular sections that worked well and identified gaps in content.

Recommendations for future improvements to be made to the learning resources emerged from the analysis of students' and teachers' comments.

- Clearer information on dementia in learning topic 1, Reflection and Self-awareness.
- More images and graphic information and use of colour to enhance the resource throughout.
- Material to be more interactive and more exciting.
- Reviewing the relationship between the learning resources and the assessment requirements to ensure language is appropriate and assessment requirements are clearer.

Partners will continue to collaborate after the lifetime of the project to implement improvements based on these recommendations and share resources.

7. Conclusion

Evaluation questionnaires of 247 learners and 93 teachers suggest that the Memory Media learning and teaching resources are successful, in that they offer new material with easy to follow layout; are written in language that is appropriate for EQF level 5 students; includes assessment requirements; and are deemed to support the completion of students' assessments. However, there are issues arising from students' and teachers' feedback which should be addressed in order to ensure a greater degree of relevance.

The resources have already had an impact on users and will continue to do so as the full range of resources will be used by all project partners as part of their Care courses. Those directly involved in the development have experienced positive impacts personally and professionally such as increased motivation and satisfaction in their work and the development of intercultural skills. The project resources have brought benefits primarily to students and teachers but also to health and social care professionals who have gained valuable new resources for use in practical care settings.

Appendix I: Evaluation questionnaires



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Memory Media Project - Lecturer Evaluation

Introduction

Memory Media is an Erasmus+ Key Action 2 Strategic Partnership project which is developing learning and teaching resources for dementia care for use in higher education and clinical settings.

The Materials that have been designed and developed are aimed at SCQF Level 7 or EQF level 5. These are blended teaching and learning resources which focus on both the theoretical and practical elements of dementia care.

It is important that we solicit feedback from all our users to ensure that what has been produced is clear, easy to understand and relevant.

As such it would be much appreciated if you could complete the feedback form on the learning and teaching materials that have been produced to deliver a 30-hour programme to learners/carers who are working with people with dementia.

Thank you for your co-operation.

Learning Topic 1: Reflection and Self awareness
(Please circle as appropriate)

Was the layout of the teaching resources easy to follow and understand?

Agree

Disagree

Neither Agree/Disagree

Was the language used appropriate for level of the course (SQCF 7 or EQF 5).

Agree

Disagree

Neither Agree/Disagree

Looking at the assessments or evidence required to achieve the outcomes. Are they written so you fully understand what is required?

Agree

Disagree

Neither Agree/Disagree

Will the learning and teaching materials support assessments and evidence required.

Agree

Disagree

Neither Agree/Disagree

Please add any additional comments/ feedback below:

Learning topic 2: Care Models
(Please circle as appropriate)

Was the layout of the teaching resources easy to follow and understand?

Agree

Disagree

Neither Agree/Disagree

Was the language used appropriate for level of the course (SQCF 7 or EQF 5).

Agree

Disagree

Neither Agree/Disagree

Looking at the assessments or evidence required to achieve the outcomes. Are they written so you fully understand what is required?

Agree

Disagree

Neither Agree/Disagree

Will the learning and teaching materials support assessments and evidence required.

Agree

Disagree

Neither Agree/Disagree

Please add any additional comments/ feedback below:

**Learning Topic 3: What is Digital Health?
(Please circle as appropriate)**

Was the layout of the teaching resources easy to follow and understand?

Agree

Disagree

Neither Agree/Disagree

Was the language used appropriate for level of the course (SQCF 7 or EQF 5).

Agree

Disagree

Neither Agree/Disagree

Looking at the assessments or evidence required to achieve the outcomes. Are they written so you fully understand what is required?

Agree

Disagree

Neither Agree/Disagree

Will the learning and teaching materials support assessments and evidence required.

Agree

Disagree

Neither Agree/Disagree

Please add any additional comments/ feedback below:

Learning Topic 4 and 5: Story Book Application
(Please circle as appropriate)

Was the layout of the teaching resources easy to follow and understand?

Agree Disagree Neither Agree/Disagree

Was the language used appropriate for level of the course (SQCF 7 or EQF 5).

Agree Disagree Neither Agree/Disagree

Looking at the assessments or evidence required to achieve the outcomes. Are they written so you fully understand what is required?

Agree Disagree Neither Agree/Disagree

Will the learning and teaching materials support assessments and evidence required.

Agree Disagree Neither Agree/Disagree

Please add any additional comments/ feedback below:

Appendix II: Data tables for students and teachers' evaluations – all countries

All countries							All countries						
Total Students	247						Total Teachers	93					
LT1 students	224						LT1 teachers	88					
LT1 Reflection and Self-awareness	agree	disagree	neither/nor	% agree	% disagree	% neither/nor	LT1 Reflection and Self Awareness	agree	disagree	neither/nor	% agree	% disagree	% neither/nor
Q1 Was the layout of the teaching resources easy to follow	202	5	17	90.18	2.23	7.59	Q1 Was the layout of the teaching resources easy to follow	62	1	25	70.45	1.14	28.41
Q2 Was the language appropriate for the level of the course	200	3	21	89.29	1.34	9.38	Q2 Was the language appropriate for the level of the course	58	1	29	65.91	1.14	32.95
Q3 Looking at the assessments or evidence required to access the course	187	14	23	83.48	6.25	10.27	Q3 Looking at the assessments or evidence required to access the course	50	8	30	56.82	9.09	34.09
Q4 Will the learning and teaching materials support assessment	209	3	12	93.30	1.34	5.36	Q4 Will the learning and teaching materials support assessment	71	3	14	80.68	3.41	15.91
LT2 students	179						LT2 teachers	79					
LT2 Care Models	agree	disagree	neither/nor	% agree	% disagree	% neither/nor	LT2 Care Models	agree	disagree	neither/nor	% agree	% disagree	% neither/nor
Q1 Was the layout of the teaching resources easy to follow	159	5	14	88.83	2.79	7.82	Q1 Was the layout of the teaching resources easy to follow	57	1	21	72.15	1.27	26.58
Q2 Was the language appropriate for the level of the course	156	6	17	87.15	3.35	9.50	Q2 Was the language appropriate for the level of the course	48	6	25	60.76	7.59	31.65
Q3 Looking at the assessments or evidence required to access the course	153	7	19	85.47	3.91	10.61	Q3 Looking at the assessments or evidence required to access the course	46	6	27	58.23	7.59	34.18
Q4 Will the learning and teaching materials support assessment	166	1	12	92.74	0.56	6.70	Q4 Will the learning and teaching materials support assessment	56	2	21	70.89	2.53	26.58
LT3 students	200						LT3 teachers	82					
LT3 What is Digital Health	agree	disagree	neither/nor	% agree	% disagree	% neither/nor	LT3 What is Digital Health	agree	disagree	neither/nor	% agree	% disagree	% neither/nor
Q1 Was the layout of the teaching resources easy to follow	181	4	15	90.50	2.00	7.50	Q1 Was the layout of the teaching resources easy to follow	59	3	20	71.95	3.66	24.39
Q2 Was the language appropriate for the level of the course	180	4	16	90.00	2.00	8.00	Q2 Was the language appropriate for the level of the course	52	8	22	63.41	9.76	26.83
Q3 Looking at the assessments or evidence required to access the course	169	9	22	84.50	4.50	11.00	Q3 Looking at the assessments or evidence required to access the course	52	5	25	63.41	6.10	30.49
Q4 Will the learning and teaching materials support assessment	177	2	21	88.50	1.00	10.50	Q4 Will the learning and teaching materials support assessment	51	5	26	62.20	6.10	31.71
LT4 students	203						LT4 teachers	88					
LT4 Story Book App	agree	disagree	neither/nor	% agree	% disagree	% neither/nor	LT4 Story Book App	agree	disagree	neither/nor	% agree	% disagree	% neither/nor
Q1 Was the layout of the teaching resources easy to follow	190	1	12	93.60	0.49	5.91	Q1 Was the layout of the teaching resources easy to follow	68	2	18	77.27	2.27	20.45
Q2 Was the language appropriate for the level of the course	185	3	15	91.13	1.48	7.39	Q2 Was the language appropriate for the level of the course	51	9	28	57.95	10.23	31.82
Q3 Looking at the assessments or evidence required to access the course	184	3	16	90.64	1.48	7.88	Q3 Looking at the assessments or evidence required to access the course	63	3	22	71.59	3.41	25.00
Q4 Will the learning and teaching materials support assessment	182	4	17	89.66	1.97	8.37	Q4 Will the learning and teaching materials support assessment	63	1	24	71.59	1.14	27.27

Appendix III: Data tables for students and teachers' evaluations – European

Europe							Europe						
Total Students							Total Teachers						
LT1 students							LT1 teachers						
Percentages													
LT1 Reflection and Self Awareness							LT1 Reflection and Self Awareness						
agree	disagree	neither/nor	% agree	% disagree	% neither/nor		agree	disagree	neither/nor	% agree	% disagree	% neither/nor	
Q1 Was the layout of the teaching materials	68	1	0	98.55	0.49	0.00	Q1 Was the layout of the teaching materials	14	0	0	100.00	0.00	0.00
Q2 Was the language appropriate for the students	68	1	0	98.55	0.49	0.00	Q2 Was the language appropriate for the students	14	0	0	100.00	0.00	0.00
Q3 Looking at the assessments or evaluations	67	2	0	97.10	0.98	0.00	Q3 Looking at the assessments or evaluations	14	0	0	100.00	0.00	0.00
Q4 Will the learning and teaching materials be useful	68	1	0	98.55	0.49	0.00	Q4 Will the learning and teaching materials be useful	14	0	0	100.00	0.00	0.00
LT2 students	24			11.71			LT2 teachers	3					
LT2 Care Models							LT2 Care Models						
agree	disagree	neither/nor	% agree	% disagree	% neither/nor		agree	disagree	neither/nor	% agree	% disagree	% neither/nor	
Q1 Was the layout of the teaching materials	22	0	2	91.67	0.00	8.33	Q1 Was the layout of the teaching materials	3	0	0	100.00	0.00	0.00
Q2 Was the language appropriate for the students	24	0	0	100.00	0.00	0.00	Q2 Was the language appropriate for the students	3	0	0	100.00	0.00	0.00
Q3 Looking at the assessments or evaluations	23	0	1	95.83	0.00	4.17	Q3 Looking at the assessments or evaluations	3	0	0	100.00	0.00	0.00
Q4 Will the learning and teaching materials be useful	23	0	1	95.83	0.00	4.17	Q4 Will the learning and teaching materials be useful	3	0	0	100.00	0.00	0.00
LT3 students	45						LT3 teachers	6					
LT3 What is Digital Health							LT3 What is Digital Health						
agree	disagree	neither/nor	% agree	% disagree	% neither/nor		agree	disagree	neither/nor	% agree	% disagree	% neither/nor	
Q1 Was the layout of the teaching materials	39	2	4	86.67	4.44	8.89	Q1 Was the layout of the teaching materials	5	0	1	83.33	0.00	16.67
Q2 Was the language appropriate for the students	42	1	2	93.33	2.22	4.44	Q2 Was the language appropriate for the students	6	0	0	100.00	0.00	0.00
Q3 Looking at the assessments or evaluations	36	2	7	80.00	4.44	15.56	Q3 Looking at the assessments or evaluations	5	0	1	83.33	0.00	16.67
Q4 Will the learning and teaching materials be useful	37	1	7	82.22	2.22	15.56	Q4 Will the learning and teaching materials be useful	5	0	1	83.33	0.00	16.67
LT4 students	48			26.51	93.4		LT4 teachers	12					
LT4 Story Book App							LT4 Story Book App						
agree	disagree	neither/nor	% agree	% disagree	% neither/nor		agree	disagree	neither/nor	% agree	% disagree	% neither/nor	
Q1 Was the layout of the teaching materials	47	0	1	97.92	0.00	2.08	Q1 Was the layout of the teaching materials	12	0	0	100.00	0.00	0.00
Q2 Was the language appropriate for the students	48	0	0	100.00	0.00	0.00	Q2 Was the language appropriate for the students	12	0	0	100.00	0.00	0.00
Q3 Looking at the assessments or evaluations	46	0	2	95.83	0.00	4.17	Q3 Looking at the assessments or evaluations	12	0	0	100.00	0.00	0.00
Q4 Will the learning and teaching materials be useful	46	0	2	95.83	0.00	4.17	Q4 Will the learning and teaching materials be useful	12	0	0	100.00	0.00	0.00

Appendix IV: Data tables for students and teachers' evaluations – Gannan Medical University, China

GMU													
Students				155			Teachers				76		
							Percentages						
	agree	disagree	neither/nor	% agree	% disagree	% neither/nor		agree	disagree	neither/nor	% agree	% disagree	% neither/nor
LT1 Reflection and Self Awareness							LT1 Reflection and Self Awareness						
Q1 Was the layout of the teaching r	134	4	17	86.45	2.58	10.97	Q1 Was the layout of the teaching r	50	1	25	65.79	1.32	32.89
Q2 Was the language appropriate fo	132	2	21	85.16	1.29	13.55	Q2 Was the language appropriate fo	46	1	29	60.53	1.32	38.16
Q3 Looking at the assessments or e	120	12	23	77.42	7.74	14.84	Q3 Looking at the assessments or e	38	8	30	50.00	10.53	39.47
Q4 Will the learning and teaching m	141	2	12	90.97	1.29	7.74	Q4 Will the learning and teaching m	59	3	14	77.63	3.95	18.42
LT2 Care Models							LT2 Care Models						
Q1 Was the layout of the teaching r	137	5	13	88.39	3.23	8.39	Q1 Was the layout of the teaching r	54	1	21	71.05	1.32	27.63
Q2 Was the language appropriate fo	132	6	17	85.16	3.87	10.97	Q2 Was the language appropriate fo	45	6	25	59.21	7.89	32.89
Q3 Looking at the assessments or e	130	7	18	83.87	4.52	11.61	Q3 Looking at the assessments or e	43	6	27	56.58	7.89	35.53
Q4 Will the learning and teaching m	143	1	11	92.26	0.65	7.10	Q4 Will the learning and teaching m	53	2	21	69.74	2.63	27.63
LT3 What is Digital Health							LT3 What is Digital Health						
Q1 Was the layout of the teaching r	142	2	11	91.61	1.29	7.10	Q1 Was the layout of the teaching r	54	3	19	71.05	3.95	25.00
Q2 Was the language appropriate fo	138	3	14	89.03	1.94	9.03	Q2 Was the language appropriate fo	46	8	22	60.53	10.53	28.95
Q3 Looking at the assessments or e	133	7	15	85.81	4.52	9.68	Q3 Looking at the assessments or e	47	5	24	61.84	6.58	31.58
Q4 Will the learning and teaching m	140	1	14	90.32	0.65	9.03	Q4 Will the learning and teaching m	46	5	25	60.53	6.58	32.89
LT4 Story Book App							LT4 Story Book App						
Q1 Was the layout of the teaching r	143	1	11	92.26	0.65	7.10	Q1 Was the layout of the teaching r	56	2	18	73.68	2.63	23.68
Q2 Was the language appropriate fo	137	3	15	88.39	1.94	9.68	Q2 Was the language appropriate fo	39	9	28	51.32	11.84	36.84
Q3 Looking at the assessments or e	138	3	14	89.03	1.94	9.03	Q3 Looking at the assessments or e	51	3	22	67.11	3.95	28.95
Q4 Will the learning and teaching m	136	4	15	87.74	2.58	9.68	Q4 Will the learning and teaching m	51	1	24	67.11	1.32	31.58