



Education and Culture  
Lifelong Learning Programme  
ERASMUS



# INSTALL - Innovative Solutions To Acquire Learning to Learn

Feedbacks and intermediate validation results  
First cycle validation results

D4.3

SINAPSI

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# INTERMEDIATE VALIDATION RESULTS I CYCLE

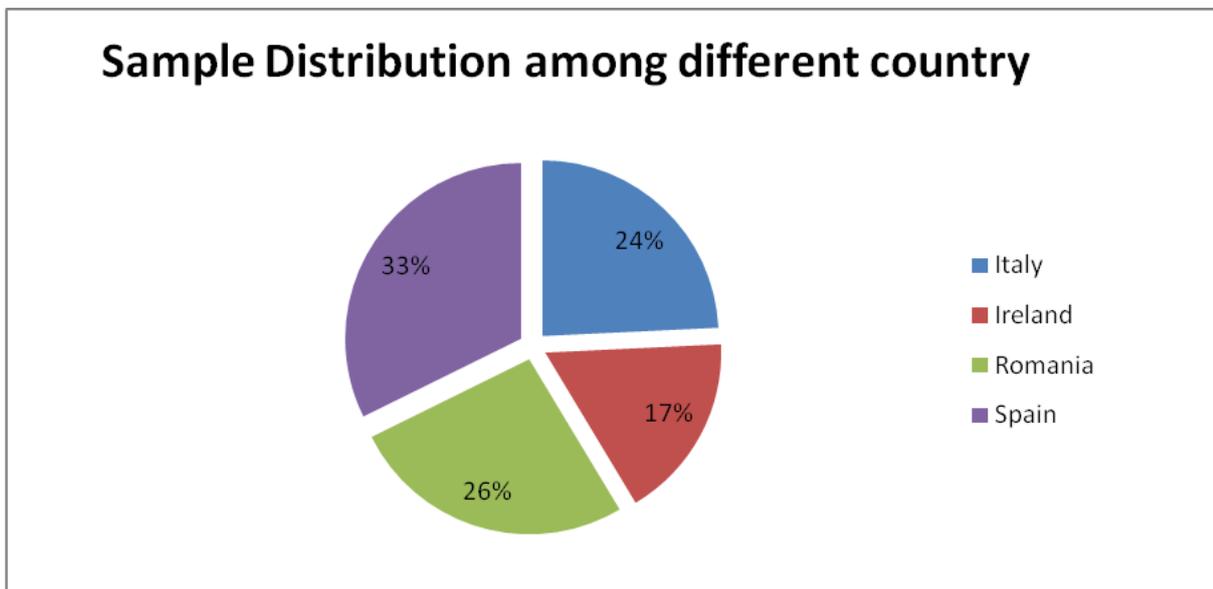
## NARRATIVE MEDIATION PATH

At the end of the first cycle of the NMP, Sinapsi showed the data concerning the composition of the sample, data collection and the preliminary results in terms of the statistical significance of the methodology adopted.

### Description and distribution of the sample among different countries

Following the scoring it was possible to identify some indicators that summarize the main results. We underline that in order to homogenize the results the same scale criteria were used (eg. For the system of marks in exams: both marks at university and in diploma courses were reported in tenths).

The sample under analysis at the end of the scoring was made up of 99 participants as follows:



	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid ITALY	24	24,2	24,2	24,2
IRELAND	17	17,2	17,2	41,4
ROMANIA	26	26,3	26,3	67,7
SPAIN	32	32,3	32,3	100,0
Total	99	100,0	100,0	



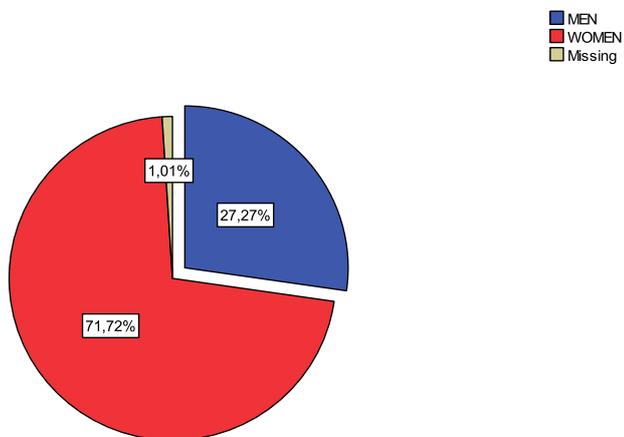
In the following table you can make a comparison between the different countries regarding the distribution of subjects and the total number of instruments actually completed within each group. The total absence of any Semantic Differentials completed by Ireland should be noted.

	Entry Form	DS	QS
Italy	24	20	20
Ireland	17	0	16
Romania	26	26	26
Spain	32	14	20
<b>TOT</b>	<b>99</b>	<b>60</b>	<b>82</b>



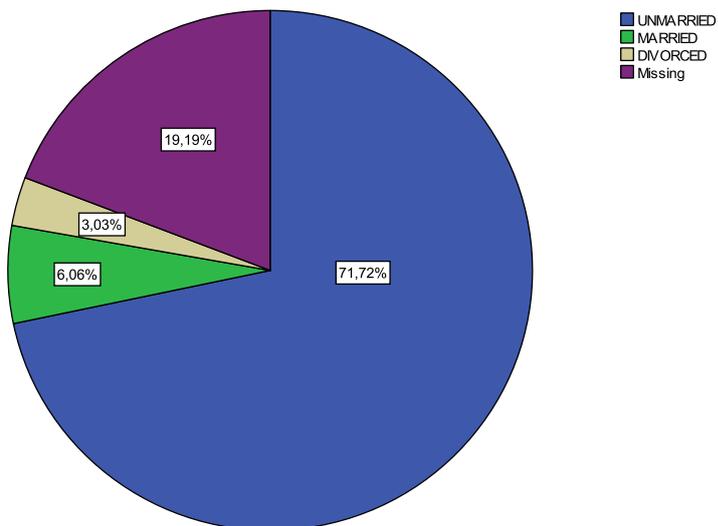
# DISTRIBUTIONS WITHIN THE TOTAL SAMPLE

**GENDER**



The overall sample is represented by a clear majority of women with a share of over 70%. The detailed analysis of each country shows the related values.

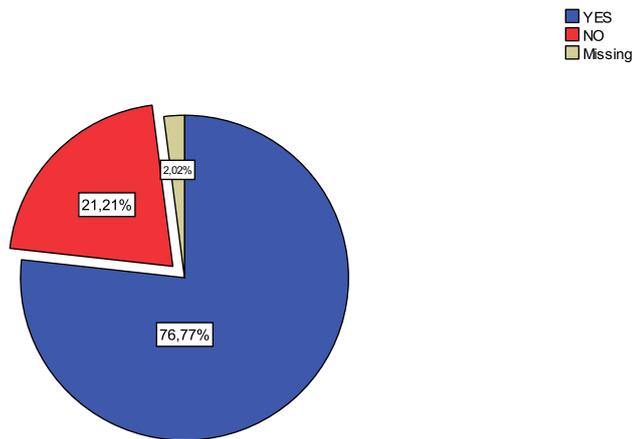
**MARITAL STATUS**



The majority of students are unmarried. These data are consistent with the low average age of the target group.

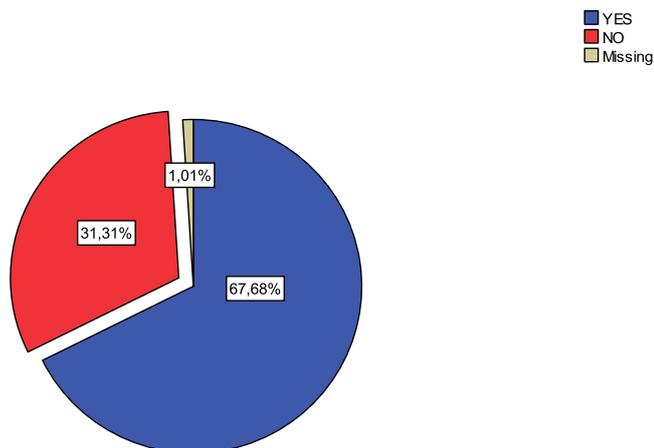


### NON\_TRADITIONAL



Almost 80% of the sample is composed of non-traditional students. These students are not differentiated according to the number of features that determine their belonging to this class. In fact, to fall into this category, it is sufficient to have only one feature among the many that qualify a student as non-traditional.

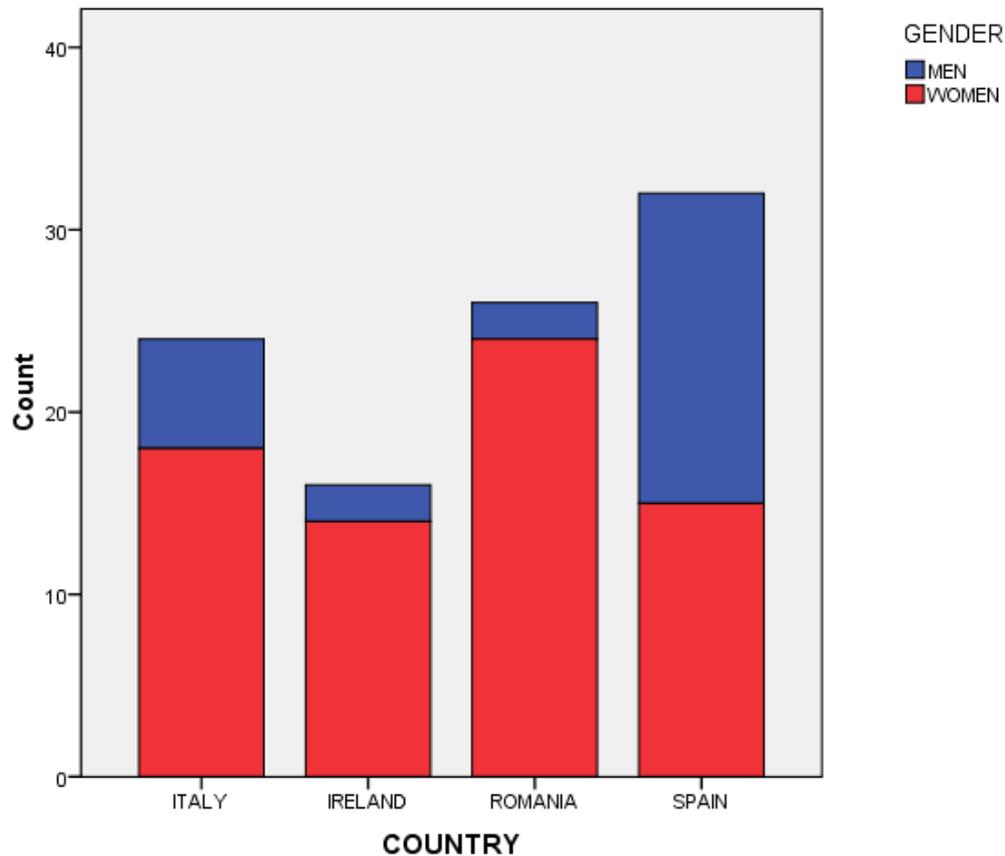
### LOW ACADEMIC PERFORMANCE



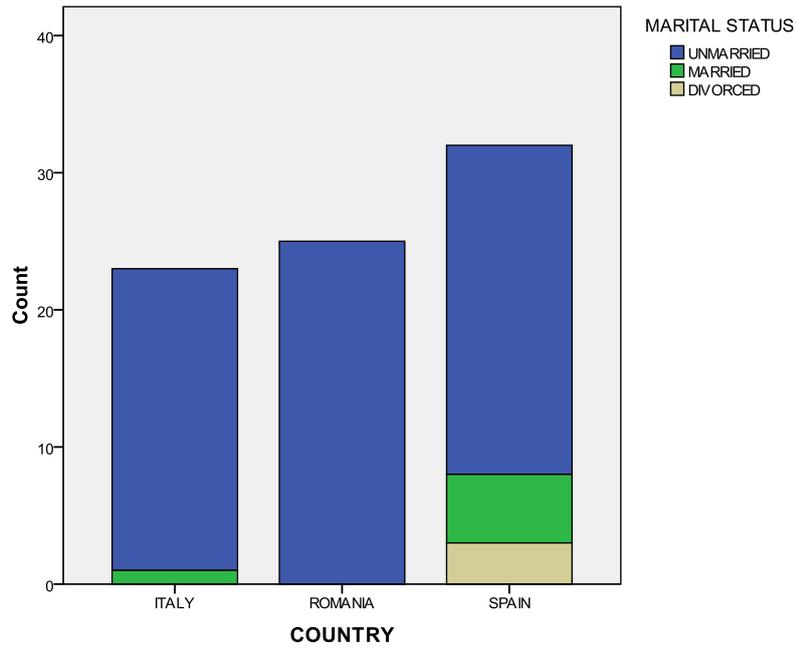
68% of the students in our sample produced unsatisfactory results in terms of academic performance measured in marks, credits and a delay in passing exams. On the contrary, 31% of the students do not have any difficulties from the point of view of academic efficiency.

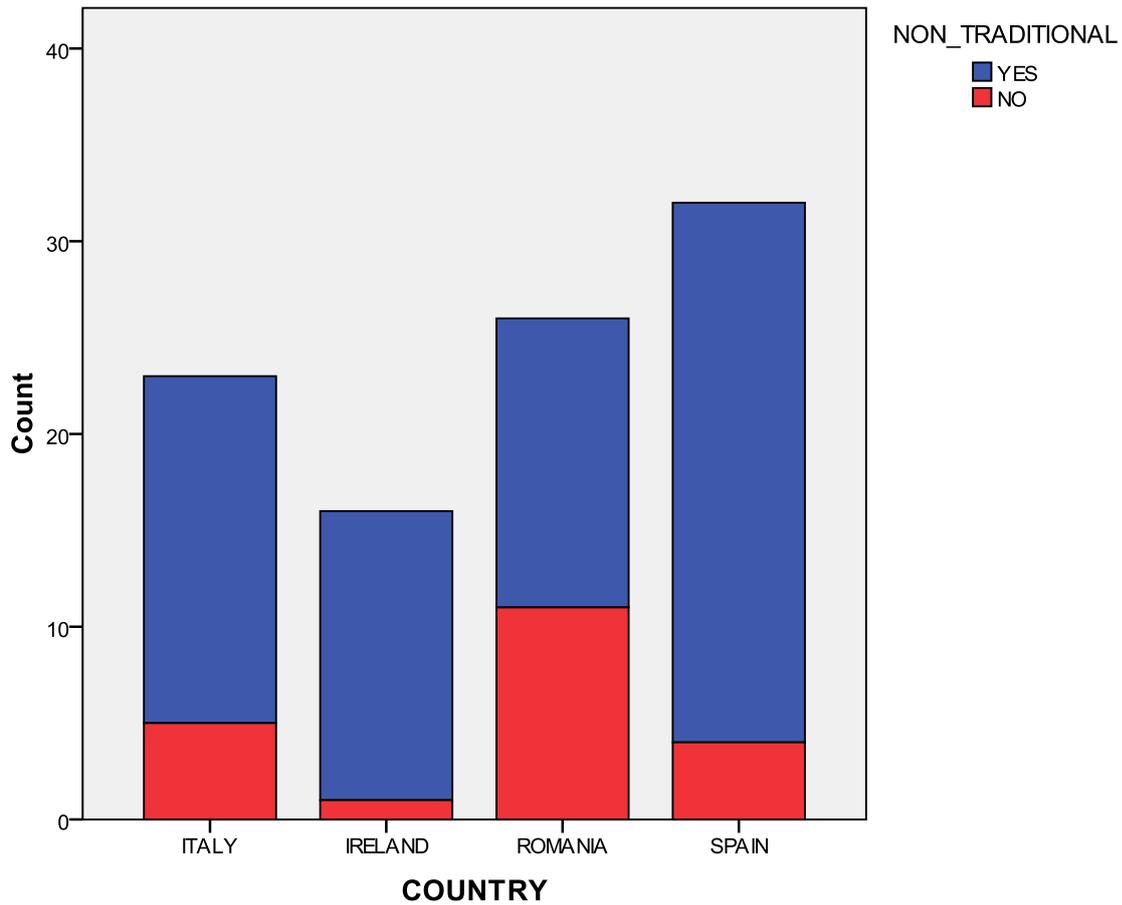


## DESCRIPTIVE COMPARISON OF DATA



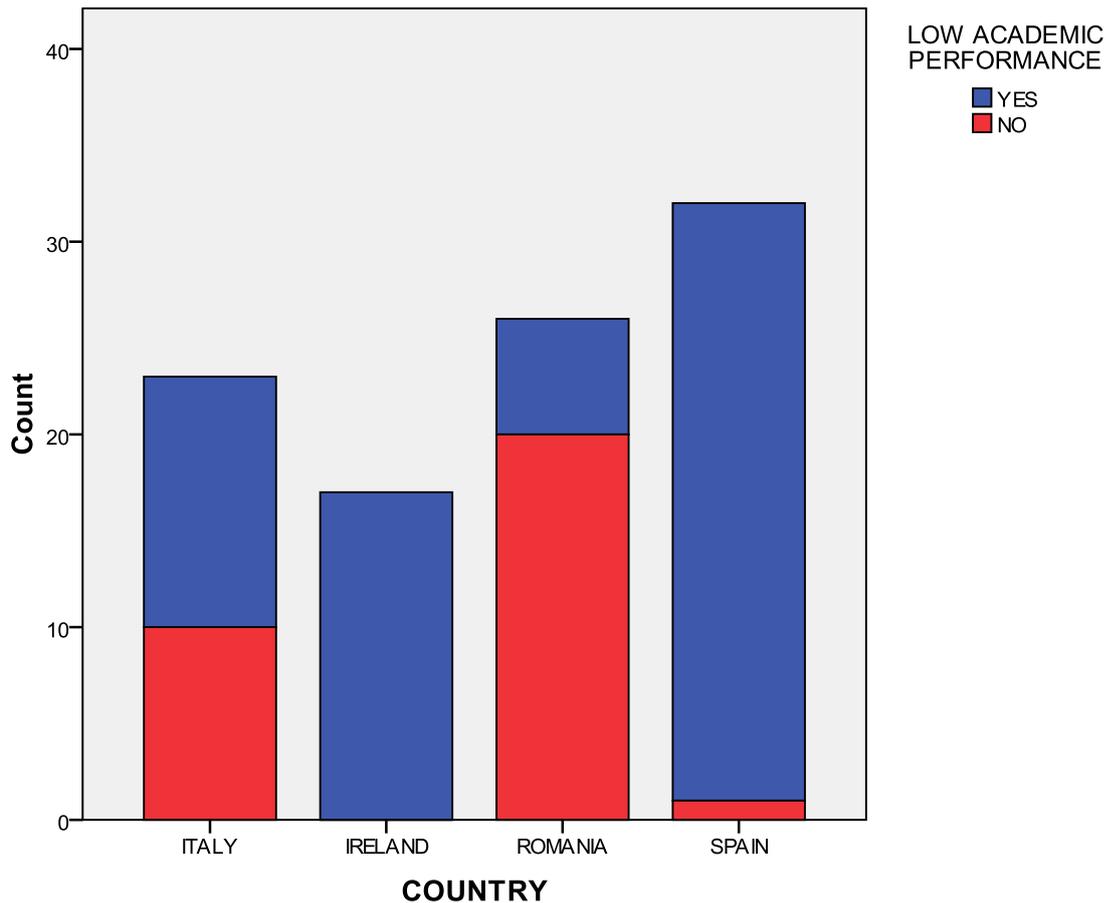
The graph summarizes the different concentrations of men and women in the different countries. It should be noted immediately that there is an equal distribution in Spain while there is a majority of women, in particular, in the Irish and Romanian samples. These data reflect the high percentage of women in the target group and, in the Italian case, the high percentage of women on the Psychology degree course.





In all countries there is a high percentage of non-traditional students, except in Romania where there is a nearly equal distribution between traditional and non-traditional. In particular, the Spanish total is almost twice that of Romania or Ireland.

The number of non-traditional students in Ireland exceeds the overall average. Almost 90% of the students of this sub sample are non-traditional students. The percentage of non traditional students in Romania is very similar to that of Italy: about 60% of the sample. The number of non-traditional students in Spain is very high: 87% of the sample.



In this second data box, in which we collect the students that we have defined as underachievers, we see a different distribution. In Ireland the group consists of students with a low academic performance, in Spain 97% of the students have a low academic performance, while in Romania only 25% of the students have a low academic performance.

#### ITALY

The proportion of students with a low performance instead reduces to 50%.

#### IRELAND

All of the Irish students are BPA, that is having a low academic performance.

#### ROMANIA

The number of BPA students participating in the Install training course is much higher. This percentage is well above the average for the total sample, reaching 77%

#### SPAIN

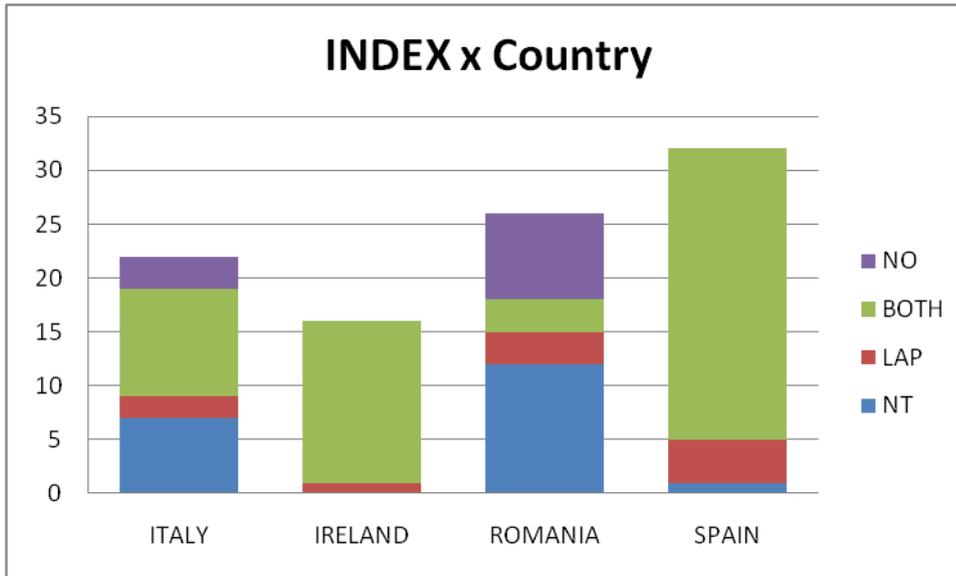
The high proportion of students with a low performance almost completely accounts for the sample.

The most interesting data however are observed if we compare the two indexes together (non- traditional and low academic performance) and investigate how they are distributed in the different countries. The combination of the two indices generates 4 categories:

- 1) "pure" non traditional (NT) students, that is students who have difficulties in terms of the context which they belong to or concerning their background but do not demonstrate any delay in passing exams and do not encounter any difficulties in the university context (in terms of academic performance);
- 2) LAP "pure" students, that is students who have a difficulty in terms of academic performance but which do not present any difficulties in terms of the context which they belong to or in terms of their background;
- 3) "BOTH", that is students that have both features described above;



4) "NO", that is students who do not have either of the two features described above, not being non-traditional or LAP students.



In this graph you can see the different types of student concentrations in the different countries. It is noted that in the Italian group there is a prevalence of "BOTH" students and "NT" students, and a low number of "NO" and "LAP" students.

Ireland is instead characterized by an almost total presence of "BOTH" students, while Romania has a high percentage of "NT" students and a good percentage of "NO" students, that is students who do not have any kind of difficulty. Finally, in Spain, we observe a high percentage of "BOTH" students and a good percentage of "LAP" students. The distribution of data, in this case, is similar in Spain and Ireland where there is a similar composition in the sample of students who participated in the INSTALL project. A greater heterogeneity characterizes Italy and Romania.

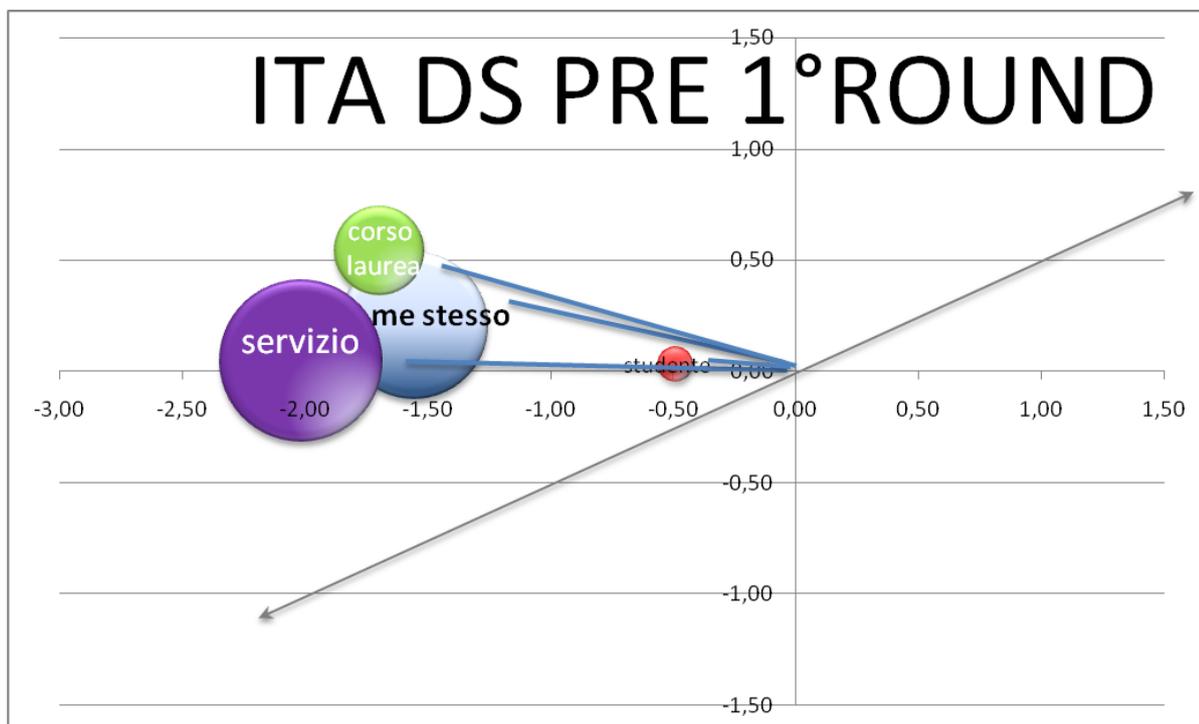
## SEMANTIC DIFFERENTIAL

In the following graphs we present the results of the semantic differentials administered during two stages: pre-intervention and post-intervention.

All the graphics are illustrated by a factor space represented by three coordinates that reflect the three dimensions of: "Evaluation" (horizontal axis), "Power" (vertical axis), and "Activity" (third axis represented as depth). The size of the spheres of concepts indicates the closeness to or distance from the "Activity" axis. The spheres representing the concepts take on a position and shape based on the factor scores (composite) within the different coordinates.

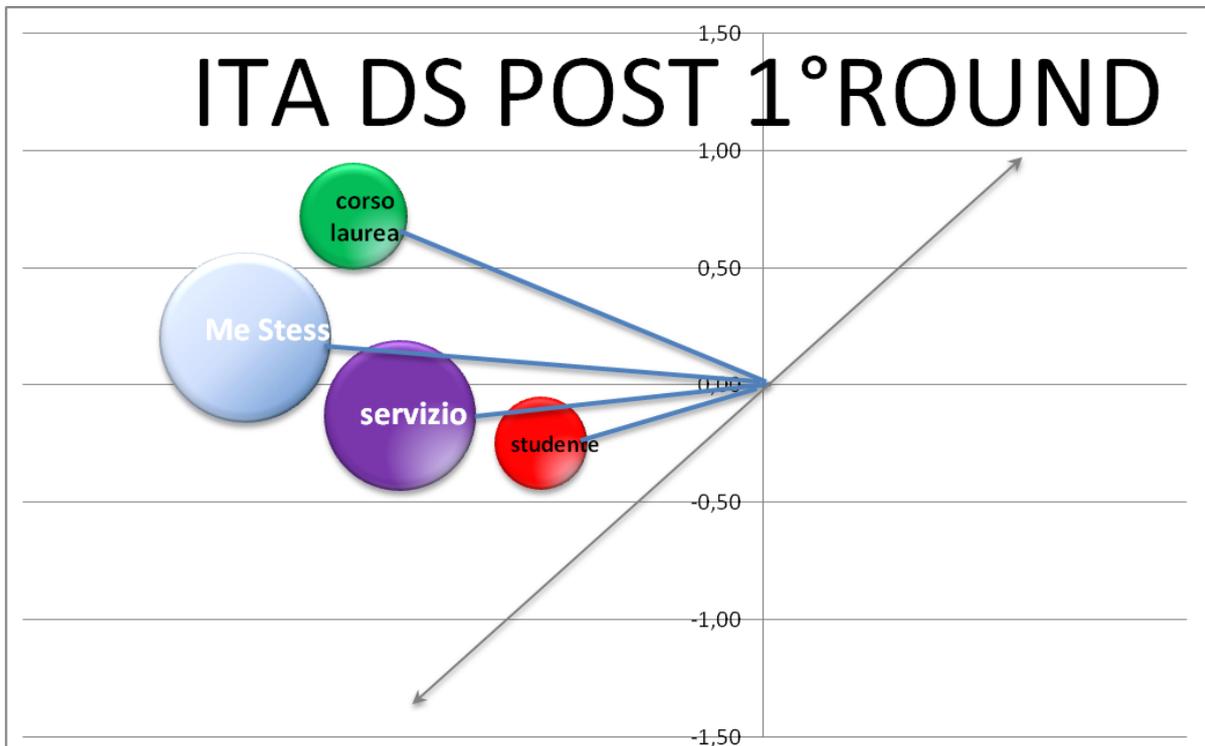
Within this space you can observe the different ways in which the students have provided the stimulus-concepts with different connotations (Myself, Student, Degree Course, and INSTALL training course).

COUNTRY	COMPLETE	TOTAL	COVERAGE RATE
ITALY	21	24	87,5
IRELAND	0	17	0
ROMANIA	26	26	100
SPAIN	15	32	46,9
TOT	62	99	

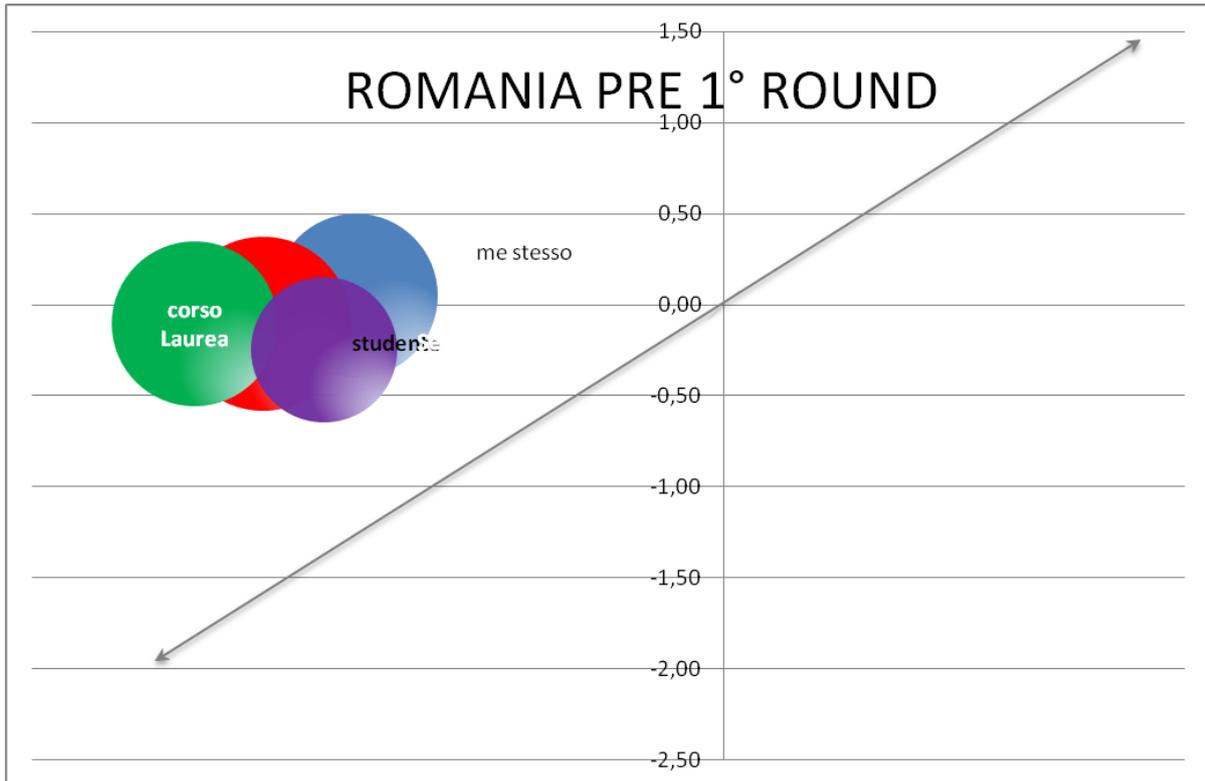


The Italian group in the initial phase considers itself and the service in terms of evaluation and of pleasure. There is a continuity in the two concepts evaluated ( the service and themselves) so they take on a similar meaning in terms of their connotation for the participants. When the group evaluates the concept of "student", this still seems devoid of a connotation as if they have not made a judgment yet. The concept of student does not dominate any dimension, meaning there is not even a clear definition of the role. On the contrary, the degree course is perceived and rated as "strong", "powerful" , and "great", that is therefore able "to offer a force" . This initial state seems to reflect an emotional positioning of the group mainly in terms of

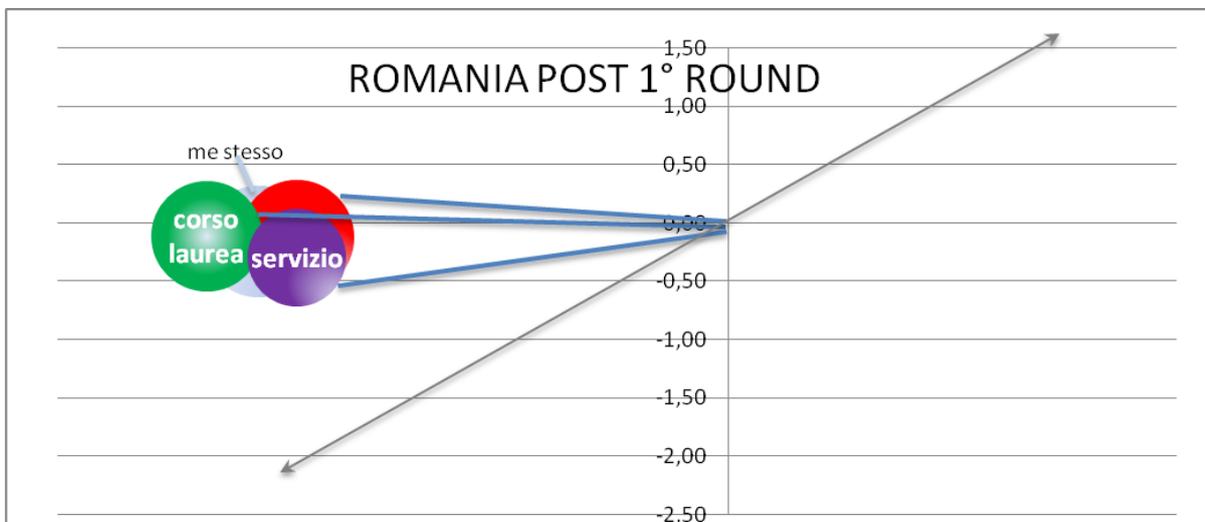
affiliation, refusal, and acceptance. This dynamics also underlies the INSTALL service that is not yet perceived as a tool or function in view of a purpose. Consistently we can see a neutral position in the evaluation of the concept of student, which is still undefined and in the background. The university context instead is perceived as a representative of a strong power which at the moment it does not seem possible to oppose.



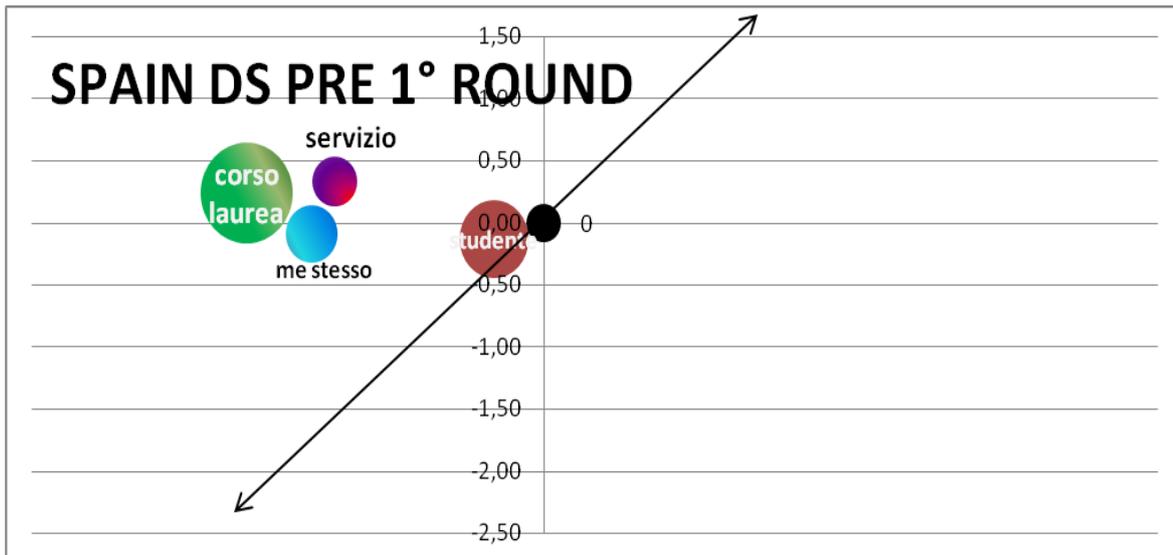
The data change radically after the INSTALL training course. You can observe in particular the differentiation of concepts (separation of the previous overlap of myself and the service) and how both concepts start to polarize also the second dimension . In the group there is then a change that emphasizes aspects of judgment and appreciation of themselves and a reduction of data in respect of the service that begins to take on an instrumental function. In particular, it is evident that the concept of "student" loses its initial neutrality and begins to differentiate: its role may put up a "force" against the power of the degree course; in other words, the student's power is perceived as weak but can enter a dialectic with the context. In summary, it is possible to argue that there has been a change of the group perception about the differentiation and the role of the service and about the integration of further dimensions previously left in the background.



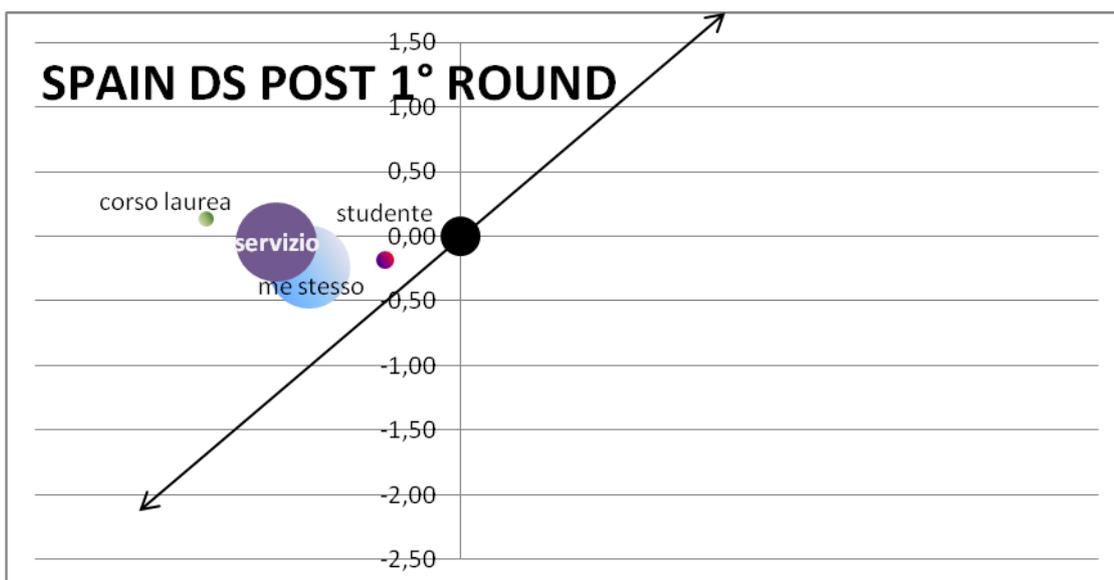
The group of Romanian students at an early stage connotes the experience almost exclusively in evaluative terms. The various aspects that characterize the experience (being a student, the degree course, the service) appear undifferentiated and idealized (everything is very pleasant). Everything that happens occurs within this dynamic of refusal or acceptance, of opinion, and of impression about themselves, others, and the services. Only the student has a connotation, even if mildly, also on the level of potential (weak) and as weakly opposed to "Myself" perceived as strong.



The semantic post-intervention differential does not present any significant differences compared to the previous measurement. You can observe (only on the evaluation axis) a displacement of the concept of myself in the direction of a more positive evaluation. As a consequence, it is possible to assume that the training course has produced an increase in the participants' self-confidence.



The Spanish group has an articulated vision of the training experience and of the aspects they have evaluated. The positive assessment of the degree course, the service and themselves, for example, is not limited to the contrast pleasant-unpleasant but also includes the assessments of potentiality and activity. The role of the student is undifferentiated /neutral and this does not dominate any dimension. In this group the service and the degree course seem to be assimilated at the level of connotation (in terms of strength and power), and therefore it is possible to assume that, within this group, the service itself has been perceived as a device of the degree course (both the service and the degree course have been perceived as "strong", "large", etc..



The results of the post-intervention differential present a significant change, particular as regards the axis of the activity of the degree course: this change shows an increase of dynamism during the training course. Even the service loses some power: it is now polarized exclusively on the axis of the assessment and thereby it overlaps the "themselves." Even the student, maintaining his/her position in terms of evaluation, assumes a more dynamic role. We can assume that a change has occurred in the group at the end of the intervention: a re-connotation of the service that has shifted the axis from the continuity with the degree course to an alignment of the needs of the students but on a more personal level. It seems that the service has been re-

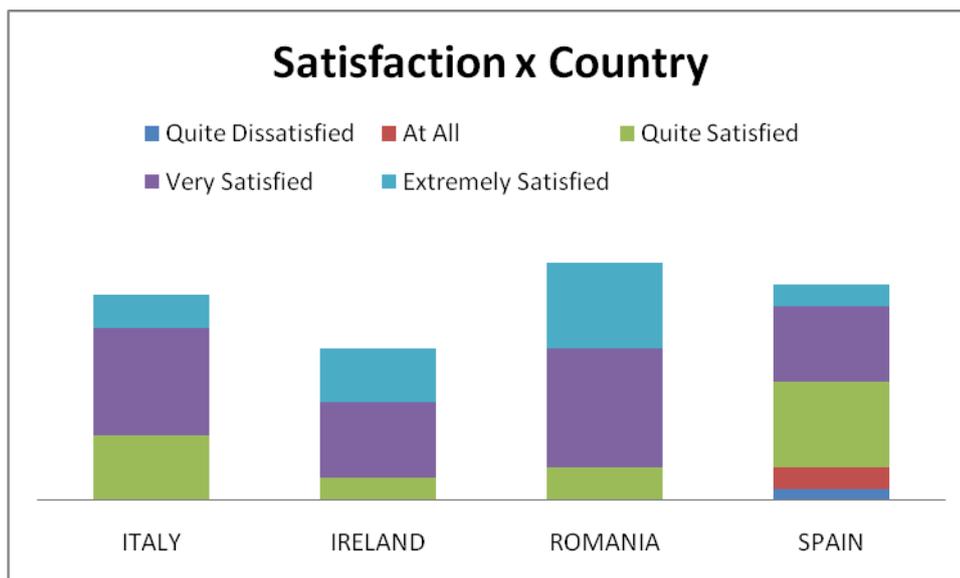


connoted as a space for reflection on aspects of one's own life. Both the degree course and student have gained dynamism.



## SATISFACTION

The satisfaction questionnaire has been used to measure not only the students' satisfaction with different aspects of the service, but also the importance attached by the student to a specific characteristic evaluated. This has made it possible to differentiate the overall satisfaction based on the characteristics deemed relevant by the students. In particular, it has been possible to create nine indicators through which the comparison data will be presented. We begin by presenting the overall data broken down by country:



The overall satisfaction for the intervention in Italy is very high: the responses are distributed between “very satisfied”, “fairly satisfied” and “extremely satisfied”.

In Ireland the overall satisfaction data is higher: there is a larger number of students answering that they are extremely satisfied. Even in Romania the overall level of satisfaction is more than satisfactory: the distribution of data appears similar to the previous distribution in Ireland. More complex and varied are the responses of the Spanish students. For half of the sample the satisfaction fluctuates between extremely and very satisfied. However, there is also a large number of missing data and a very small percentage of dissatisfied and uncertain students.

In this graph you can see the overall satisfaction broken down both according to the responses of the students and to the different countries.

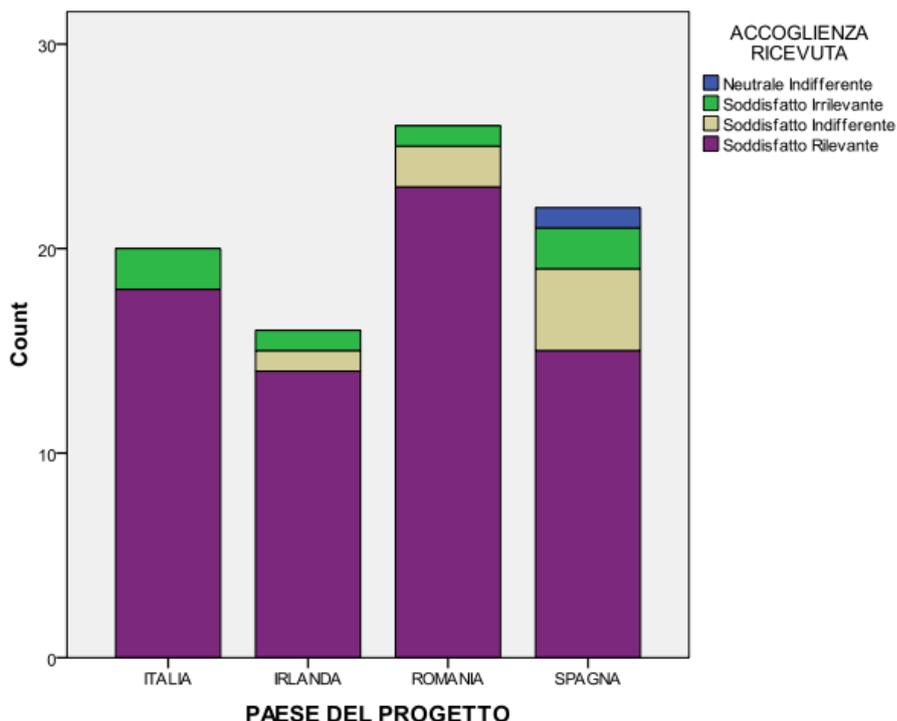


## INDICATORS

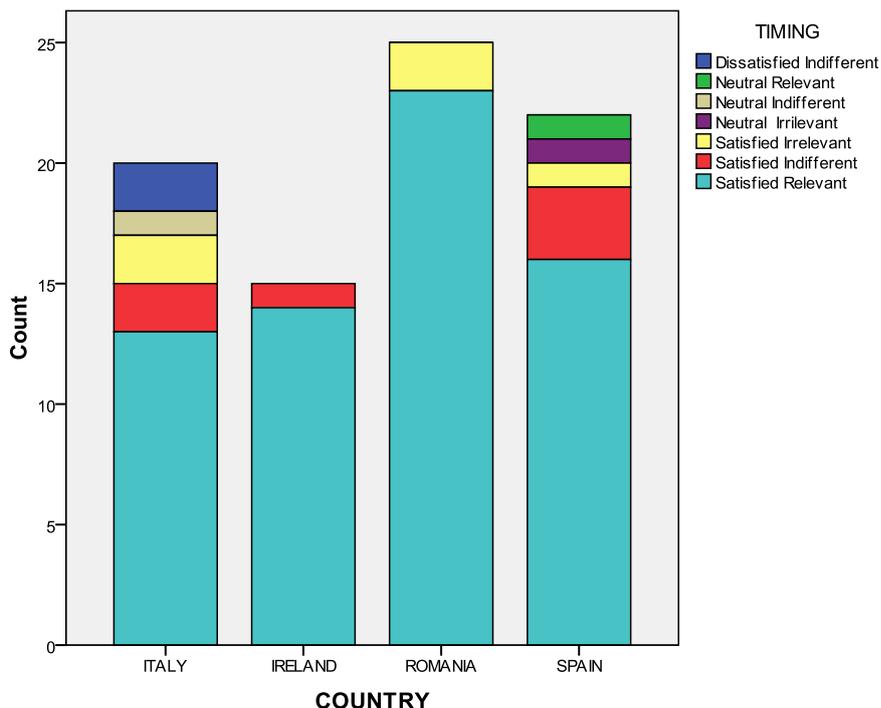
The combination of satisfaction with importance has allowed us to single out nine indicators within which we have segmented the answers that characterize the different services or characteristics assessed in the different countries.

The indicators are:

- 1 ) **Dissatisfied Relevant:** The student expresses dissatisfaction with the characteristic evaluated and , at the same time, considers this to be a very important feature;
- 2 ) **Dissatisfied Indifferent:** The student is dissatisfied with the aspect assessed but is neutral with respect to that aspect (neither important nor unimportant );
- 3 ) **Dissatisfied Irrelevant:** The student is dissatisfied with the aspect assessed but does not consider this aspect to be important;
- 4 ) **Neutral Relevant:** The student has a neutral position toward the aspect assessed (neither satisfied nor dissatisfied) but considers this aspect to be important;
- 5 ) **Neutral Indifferent:** The student has a neutral position (neither satisfied nor dissatisfied) toward both the aspect assessed and the importance of this aspect;
- 6) **Neutral Irrelevant:** The student has a neutral position toward the aspect assessed (neither satisfied nor dissatisfied) but does not consider this aspect to be important;
- 7 ) **Satisfied Irrelevant:** The student is satisfied with the aspect assessed but does not consider this aspect important;
- 8) **Satisfied Indifferent:** The student is satisfied with the aspect assessed but is neutral with respect to that aspect (neither important nor unimportant);
- 9 ) **Satisfied Relevant:** The student expresses satisfaction with the characteristic evaluated and, at the same time, considers this feature to be very important.



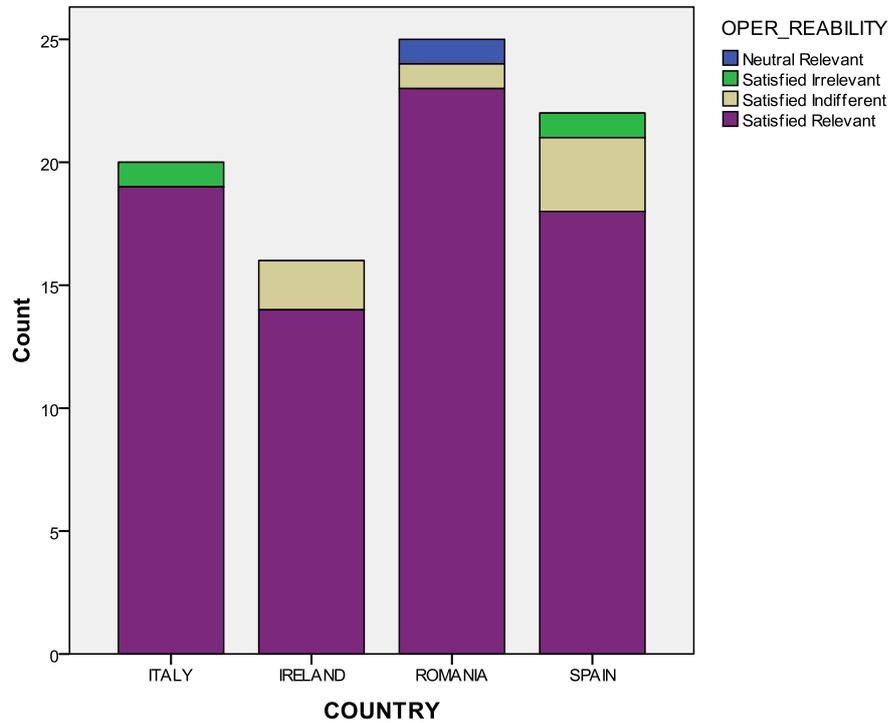
The welcome received by students is an important parameter in all countries and the related level of satisfaction is high in all countries. In Ireland, Romania and Spain a minority, even though satisfied, do not consider this aspect to be important.



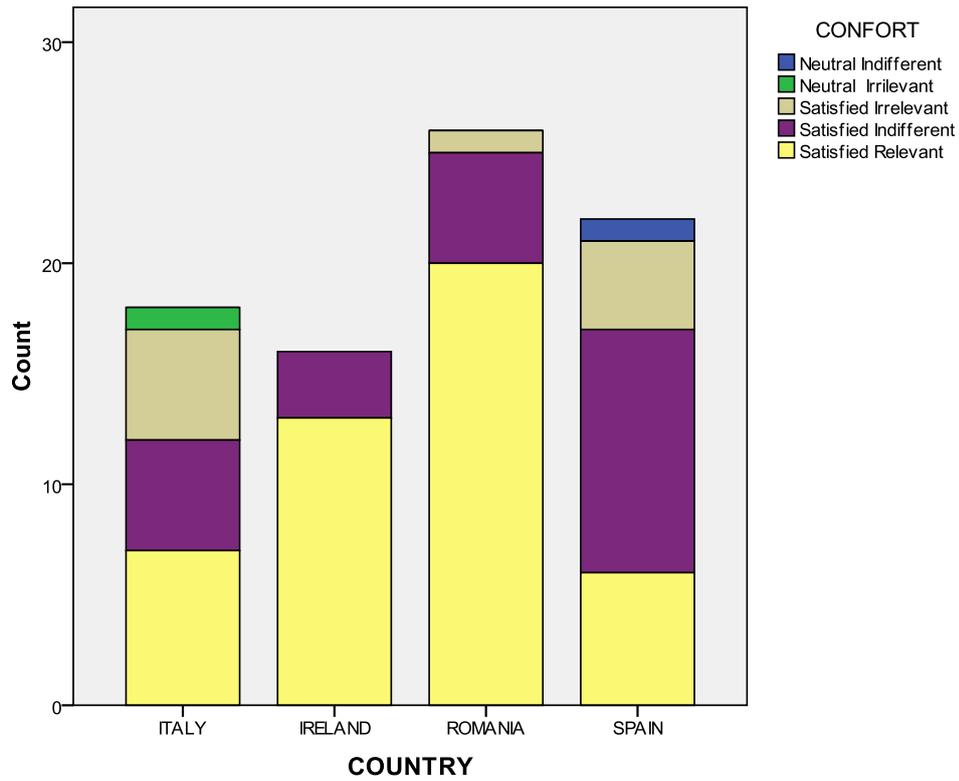
Additionally, the adequacy of the timetables is an important parameter and it is high in all countries. In Italy there is also a part of the student group who, even though satisfied, consider this aspect irrelevant or are indifferent to it. Furthermore, in Italy, some students judge the timetables inadequate but, at the same time, they say that this aspect is irrelevant.



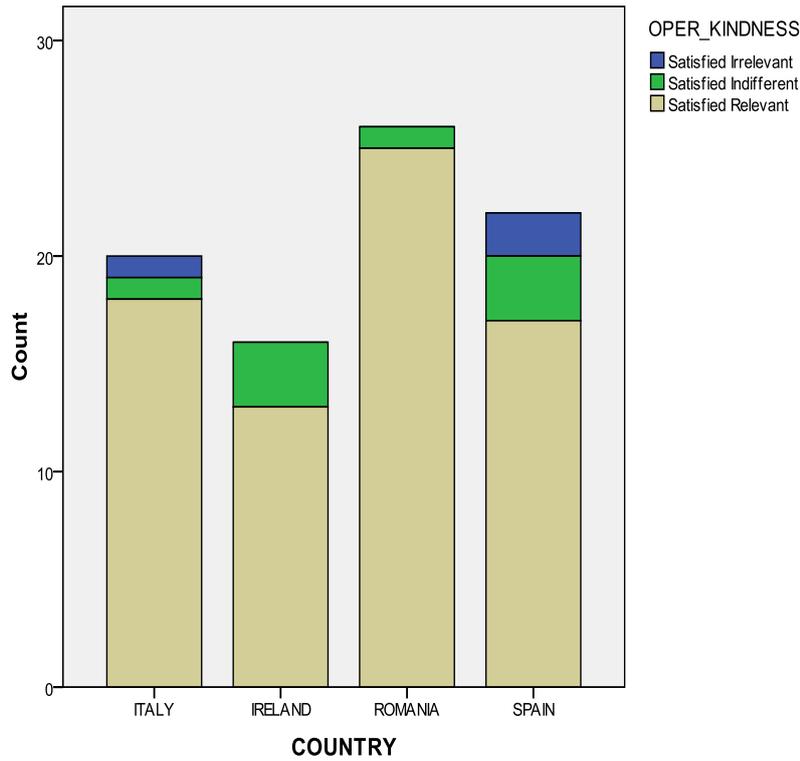
It should be noted that a small number of students in Spain deem the timetables relevant but are neither satisfied nor dissatisfied.



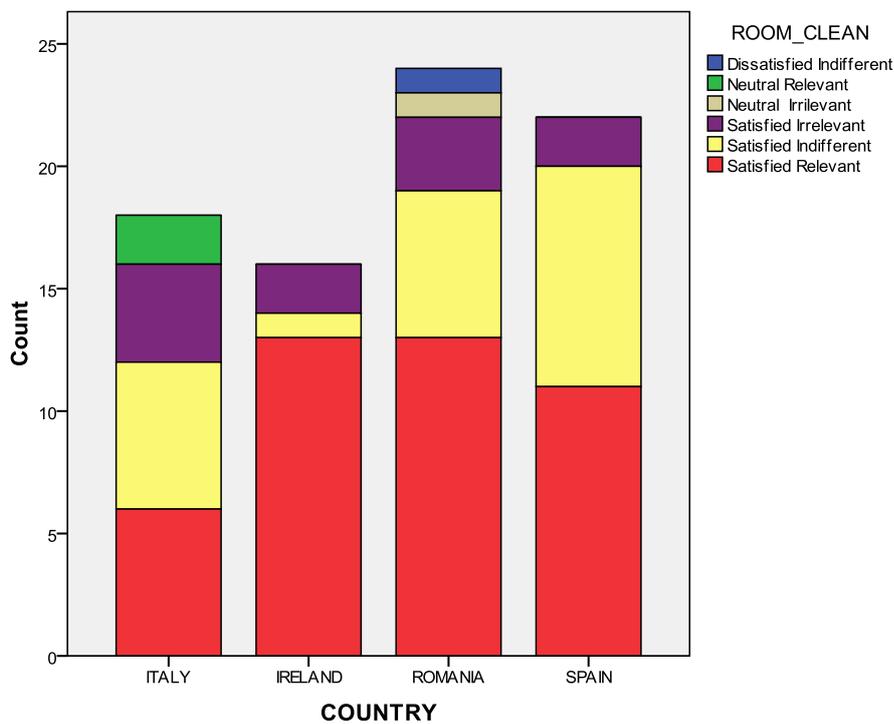
The reliability of the trainer is a relevant criterion and it has met positive feedback in all countries. A very small number of the Romanian students consider themselves neutral with regard to satisfaction, although they think that it is an important aspect. Indeed, this is one of the most important aspects according to the opinion of the interviewees in all the countries.



The interviewees from all countries said they were satisfied with the comfort of the rooms but about half of the target group in Italy and Spain consider this aspect particularly significant. There is a different view in Ireland and Romania.



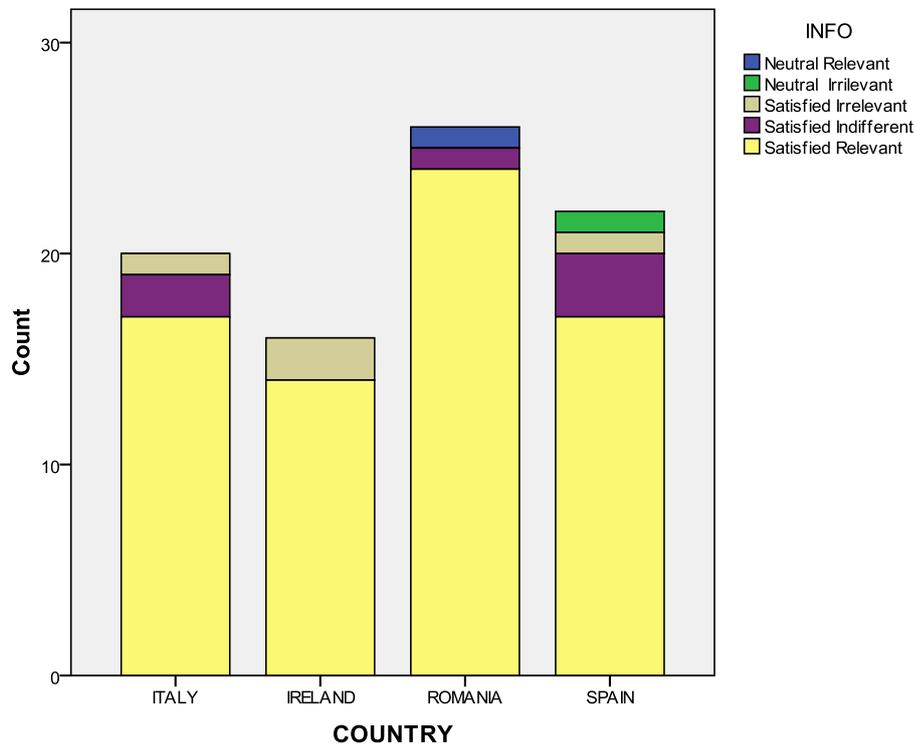
Concerning courtesy, the interviewees are satisfied in all the countries, even if in some cases it is considered an insignificant aspect (Italy and Spain).





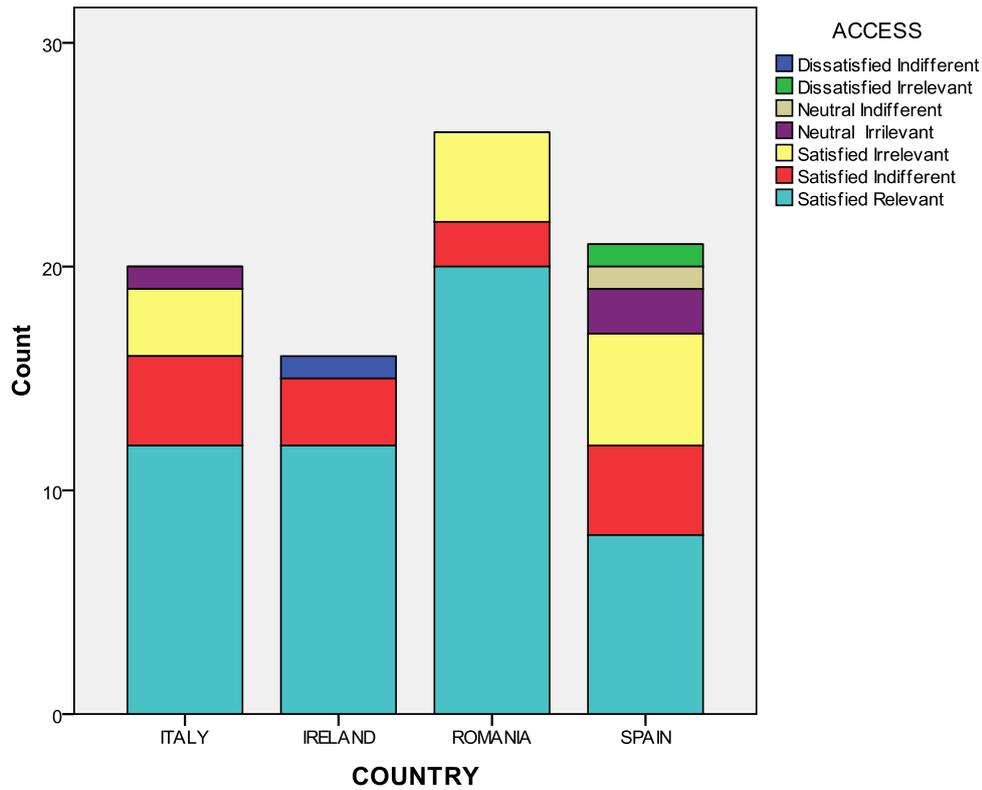
The hygiene of the venue is considered a relevant parameter and it is considered high in the majority of cases. In Italy, for more than half of the sample it is not a relevant aspect. A small number consider this an important aspect, although these students consider themselves neither satisfied nor dissatisfied.

Similarly, in Romania there is a small percentage of students who feel dissatisfied but they consider this aspect of no importance.

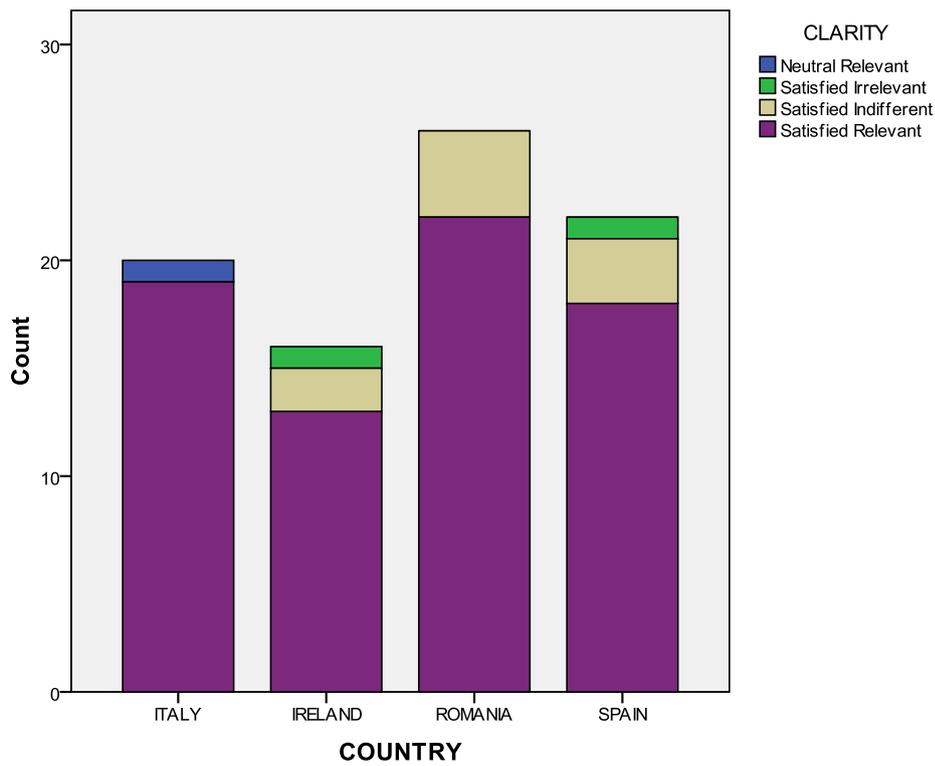


Information is an aspect considered very important by students from the different countries and most of them are satisfied with it.

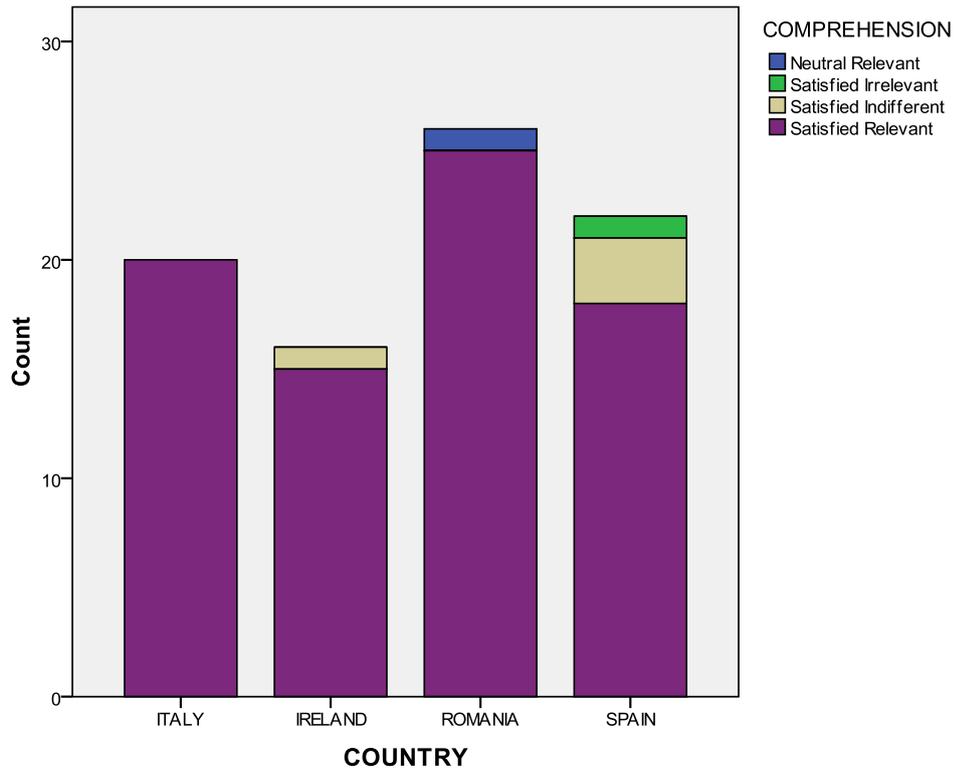
A very small percentage in Romania state that this an important aspect, but they consider themselves neither satisfied nor dissatisfied.



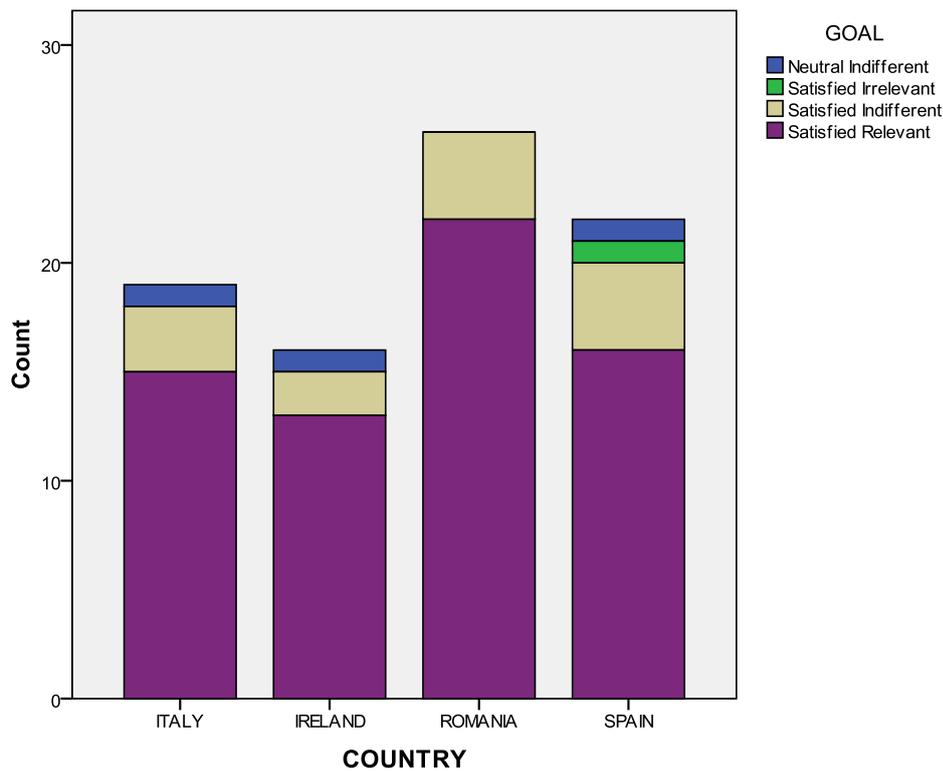
The accessibility of the venue is not a very important criterion especially for the Spanish, Italian, and Irish students. Instead the Romanians give it a greater weight. Even those who are dissatisfied with the distance of the venue, do not give importance to this aspect.



The clarity of the trainer is a criterion considered satisfactory and important in all the countries. Please note that a very small percentage of students in Italy considered this aspect relevant, but they have not taken any position in terms of their satisfaction.

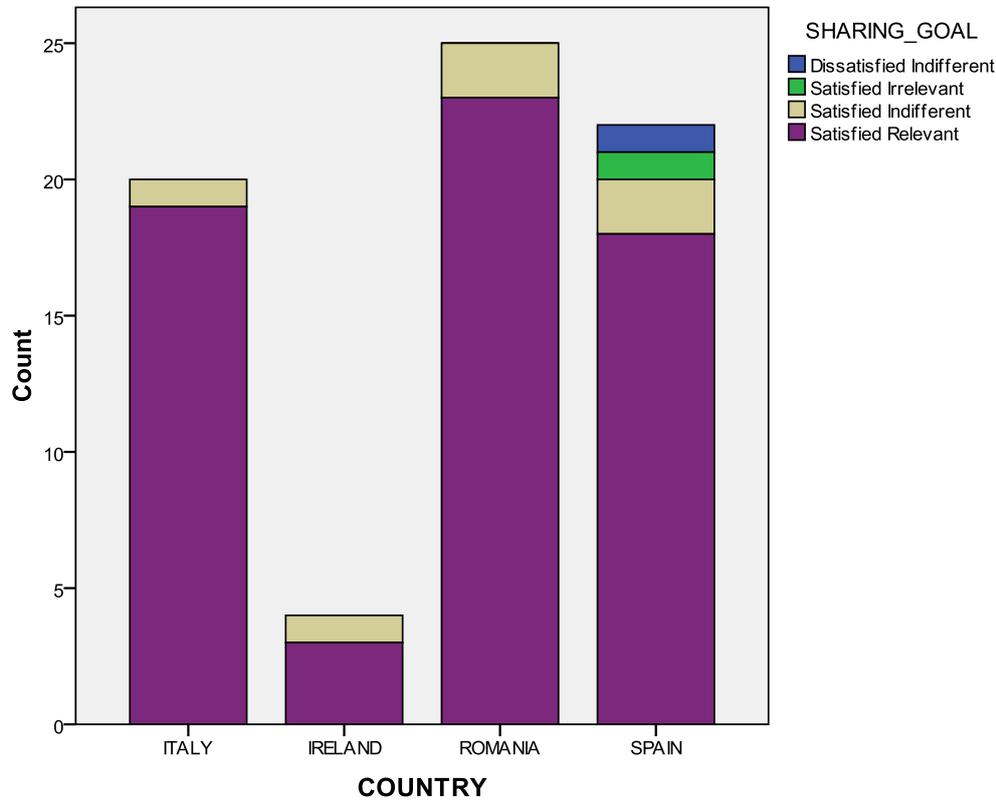


The same ambivalence occurred in the response about the comprehension of the trainer but, in this case, the neutral position appears in Romania.

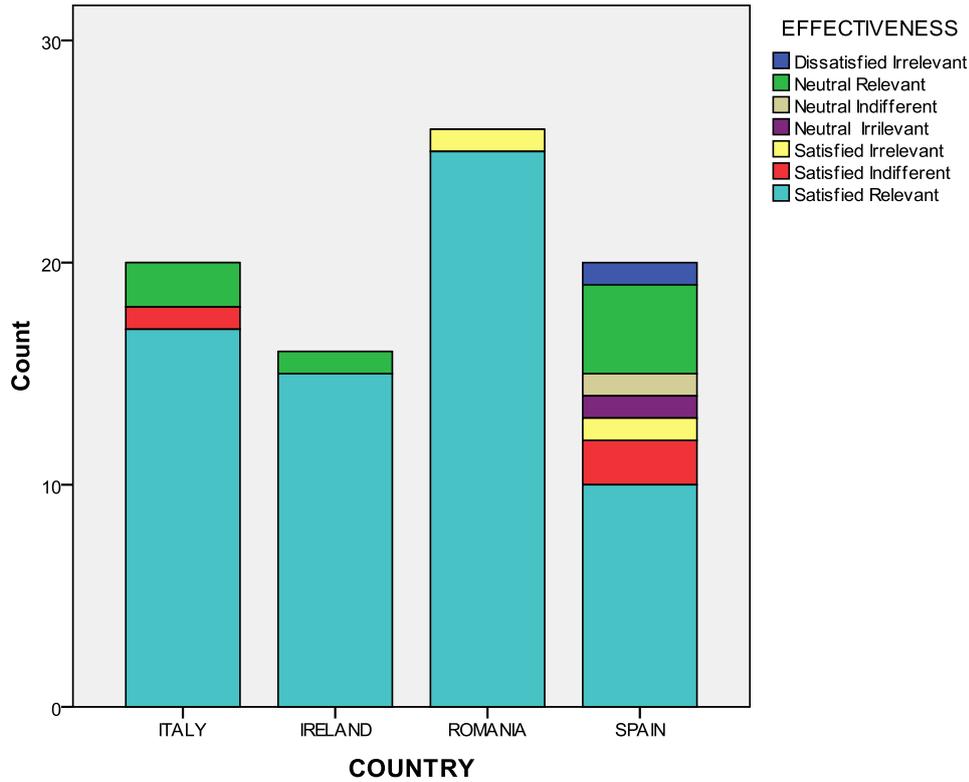




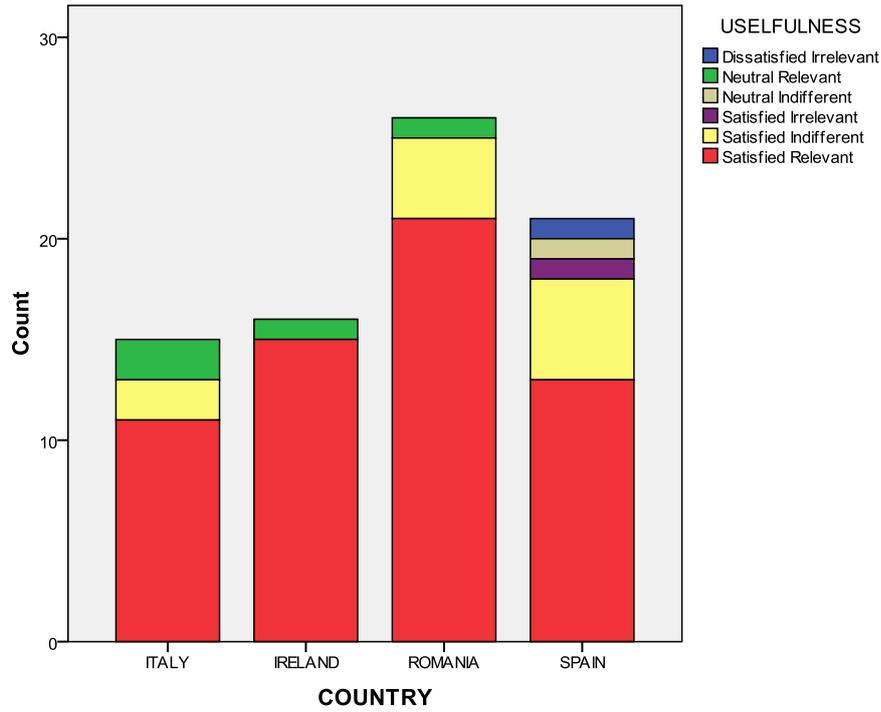
The ability to agree on the objectives has been satisfactory in the different countries and is considered a relevant criterion by the students. However, there are a small number of students in Italy, Spain and Ireland for whom this aspect is irrelevant and unsatisfactory. The low value in Ireland is due to the high number of missing data on the answers.



Concerning the effectiveness of the intervention, the satisfaction is quite high and it seems very relevant in all countries. For a small number of students in Italy, Ireland and Romania this is a relevant aspect but, regarding satisfaction, they have a neutral position.



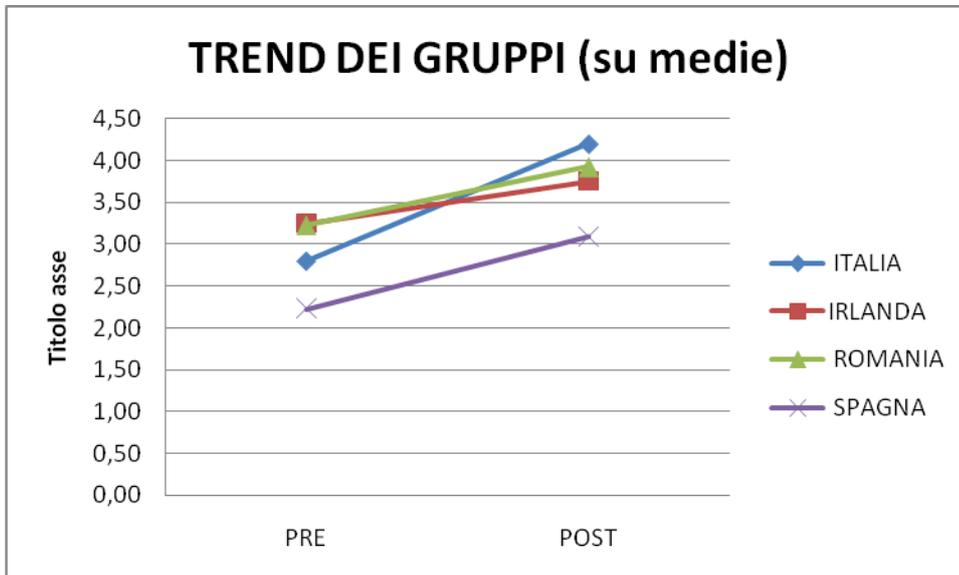
Another criterion considered very important by the students from the different countries is the sense of usefulness of the intervention. Most of these are very satisfied. The lower values are recorded in Spain, where a number of students consider themselves neutral or dissatisfied. The fact worthy of attention is the proportion of students whose judgment of satisfaction is neutral but who consider this aspect significant (in Italy, Ireland and Spain in particular).



## REFLECTIVITY SCALE



Now we analyze the findings from the analysis of trends in the various groups from the beginning to the end of the Narrative Mediation Path summarizing the results on the basis of the mean value of each group at pre and post test.



## Input/outcome Indicator

It is relevant to observe that there is a strong increase in the values of the reflectivity scale particularly evident for Italy. Of little importance however is the increase in Ireland.

Another important aspect is the difference in scores which we can observe in Spain with an average initially fairly low but with a growing trend at the end.

For Romania, instead there is a high score from the beginning that is followed by an equally remarkable increase.

In order to demonstrate the statistical significance in the different patterns, we have performed a nonparametric analysis of the data using two tests:

To check whether there has been an increase in the reflective capacity as an index of the success of the procedure and learning methodology adopted

a Wilcoxon test was performed, which revealed that most probably there has been a change in the results reported,

below differentiated by country

### 1) WILCOXON TEST



**Test<sup>b</sup>**

COUNTRIES		TOTAL SCORE REFLECTIVITY POST –TOTAL SCORE REFLECTIVITY
ITALY	Z Sig. Asint. a 2 code	-3,276 <sup>a</sup> ,001
IRELAND	Z Sig. Asint. a 2 code	-,775 <sup>a</sup> ,439
ROMANIA	Z Sig. Asint. a 2 code	-2,496 <sup>a</sup> ,013
SPAIN	Z Sig. Asint. a 2 code	-3,000 <sup>a</sup> ,003

a. Based on negative ranks.

b. Wilcoxon test

As can be seen from the values shown in the table there is a very high significance for all countries except Ireland (z -, 775, p> 0.5). It might be argued, therefore, that the differences of the scores obtained in the two tests is not due to chance, but is an outcome of the Narrative Mediation Path.