# HELP Pilot Testing Report

## Introduction

The main aim of HELP was to create an innovative standard learning setting for healthcare English learners and professionals at the levels B1 and B2 of the CEFR.

HELP has been funded by the European Commission under the Erasmus+ programme and addresses two political priorities of the EU: ICT and Open Source usage and Multilingualism by using ICT to modernise European Union Higher Education and strengthen quality mobility and cross-border cooperation. The key aspects are internationalisation, promotion of labour market integration and enhancing competitiveness in the healthcare industry.

The HELP project is mainly targeted at Higher Education. Bearing in mind priorities and contribution to the modernisation of Europe´s Higher Education systems as outlined in the 2011 EU Modernisation Agenda, we see potential to transfer our results not only to foreign language learning at HE level but to transfer the relevance of results and conclusions to other HE studies as well, especially with regard to media use, flexible and motivating learning approaches and to widen access for HE studies.

Higher Education has to prepare individuals for working in a globalized work environment, developing foreign language and intercultural competences for cooperation with others. We recommend that this challenge finds corresponding solutions and HELP shows how it can work.

In our programme we start from knowledge but aim to prepare to develop competences in a holistic way.

Our innovative approach to combine the development of professional and personal knowledge, skills and competences (working on medical, linguistic, intercultural, ethical and social content, using motivating methodical approach) guarantees the intended impact on progress in Higher and Further Education.

All our results are freely available to improve formal and informal learning options in Higher Education and to improve access to education and further learning.

HELP has been designed for development of a quality language programme in Higher Education. The programme benefits everyone who wants or needs to improve their English language skills:

• Nurses, care workers and other healthcare professionals who require further learning, in English language both formal and/or informal, to assist in the needs of their workplace;

• Universities, Medical High Schools, Language Centres and European language teachers who teach English for Medical Purposes;

• European students from Medical Universities and Medical Centres or BA and MA programmes who want to undertake an apprenticeship or internship, attend courses or take up Erasmus programmes in another European country;

• European medical graduates and healthcare workers who want to develop professionally and become mobile within the EU labour market;

• Local governments and stakeholders dealing with challenges linked to internationalisation in care for the elderly and healthcare in general;

• Translators who deal with documents related to the medical or healthcare field;

• Service and management staff working in the growing sector of medical tourism.

This report is designed to outline the results of the piloting phase of the project, during which all outcomes were pilot tested by the target end users i.e. language teachers, ESP teachers, trainers, English Philology students, medicine and healthcare students, self-learners, healthcare professionals from regular healthcare centres as well as from medical tourism and stakeholders from nursing organisations.

## Pilot Testing – Aims & Objectives

Following a protracted period of research and development, the HELP materials were tested by the target end-user groups. We found a way to an added value approach when we involved stakeholders, teachers and learners during the second year of development. This pre-piloting step, organised within the partnership organisations and inviting confident interested external parties provided us with valuable feedback for fine-tuning our project results. The overall aim of pilot testing was to put into practice the activities developed and to gather information on how to further develop /improve the resultant material.

Additionally, objectives included assessing the following:

- *suitability for formal learning settings in the involved testing training institutions mainly based on the HELP learning materials – printed version and audio-video material, evaluating content, methods, supporting media and results; verifying suggested proceedings, environments for learner-centred and cooperative learning, (self-) assessment tools etc.;*

- *suitability of the platform and the free app on mobile devices for formal learning arrangements/cooperative learning settings – user friendly interface, presentation, functionalities etc. and for informal learning for healthcare students, healthcare professionals working abroad and for professionals working in the countries who need to improve competences for working in medical tourism or other environments that require professional English competences. This includes also the assessment of the guide for self-paced learning.*

# Pilot Testing – Implementation and Particulars

## Pilot plans

Prior to the commencement of the pilot testing, the consortium developed an overall pilot plan based on the national plans of the partners. The purpose of this task was to codify the objectives of the piloting and to identify any risks associated with its implementation. The plans were used as guide and controlling instrument related to a holistic approach, matching the test of a maximum of modules and involving all target groups and a reasonable number of teachers and learners. See annex for a sample pilot plan.

## Methodology

FIT as the responsible partner for the piloting and pro-kompetenz as responsible partner for quality management developed together the piloting questionnaires and agreed on them with the other piloting partners. See the annex for the questionnaires used.

 It was decided that the most effective way to collate feedback was through online surveys, which were developed and then uploaded to Survey Monkey. Where necessary, partners translated the surveys into their national language. At the same time feedback gathered in national languages was translated into English and implemented into National Piloting Reports.

Pre-pilot testing took place within the partner organisations from January 2016 – August 2016. This pre-piloting step, organised within the partnership organisations and inviting confident interested external parties from Higher Education, provided us with valuable feedback for fine-tuning our project results. It was not foreseen in the HELP application and its implementation showed the high motivation and identification of the project partners within the project. For pre-piloting, we even developed a separate assessment tool.  For "official" piloting, starting after summer break 2016, three surveys were developed for this activity: one for the teachers, one for students and one for self-learners.

The official pilot testing began in September 2016 and ended in February 2017. Testing took place in the following partner countries: Poland, Ireland, Lithuania, Czech Republic, Spain, and Slovakia, with additional testing in Turkey and Bulgaria. Three surveys were developed: one each for students, teachers and self-learners.

As controlling and quality assurance instruments for piloting implementation we used weekly reports concerning the national results and monthly Skype meetings to discuss the results. We agreed that partners would assess continuously the gathered data and present feedback on necessary correction immediately in order to update the results continuously and not only at the end of the piloting phase.

## National Pilot Reports

In addition to the online surveys, partners were tasked with providing a qualitative summary based on the feedback collated within their countries. This was carried out at the end of the pilot testing and served as a complementary accompaniment to the individual quantitative reports produced for each country. During the Partner meeting in Dublin, February 2017, FIT presented overall data and

all piloting partners presented their national results and we used the meeting to make team decisions on suggested changes and improvements. This step led to considerable quality improvement mainly related to the recordings of audios and videos and was a transferrable approach for quality management in piloting. See annex for sample national pilot report.

## Testing Numbers

607 surveys were completed during the course of the pilot test. This number was made up predominantly of students (400), followed by self-learners (143) and teachers (64). The majority of participants were from partners countries (492) but there was also a large number of testers from Turkish universities who completed surveys (115). Additional qualitative feedback was provided by the Medical University of Varna, Bulgaria. The Higher Education institutions from both ex-consortium countries were invited by the partner consortium to test the products from an independent perspective. This approach added value for the piloting feedback from a quality assurance perspective as well as for dissemination and exploitation of the project results.

All modules were tested, however numbers testing each module varies greatly. Some were widely tested i.e. module 1 and 4 (Hospital Procedures and Hospital Equipment), whilst others were not i.e. modules 2, 10 and 20.  As we had decided to test in regular Higher Education environment, we had given instructions and distributed all modules for testing, but had also agreed that testing should not be "artificial", testing for testing's sake. Therefore the number of respondents varies per module depending mainly on the curriculum at that moment within the testing organisations. Data also varies concerning the use of printed material, platform and app in line with the situation found in practice within the Higher Education institutions.

A comprehensive breakdown of which modules were tested by which organisation can be found in the annex to this report.

## FEEDBACK COLLATED

A qualitative analysis was carried out on the following:

1. The online surveys completed during pilot testing
2. National pilot reports

Below are the main points of feedback as identified during analysis. A quantitative analysis was also carried out and can be found in the annex to this report.

## Audio Issues

1. One issue that arose frequently in the feedback from all parties, was problems reported with the audio on some of the video and listening exercises on the platform. Issues included echoes, unclear dialogue and general difficulty hearing the speakers clearly.

*"Poor sound quality in video (tapping)"* (Module 6, Czech, Self-learner)

*"Speed and level are OK, but there is some noise at the beginning in most of the recordings. The quality of the sound is so-so."* (Module 3, Poland, Teacher)

*"The cartoons are OK but there is too much echo in the sound."* (Czech, Student)

2. There was mixed feedback about the choice of actors used to record the audio:

*"The variety of accents is a great plus to the listening comprehensions"* (Module 9, Spain, Self-learner)

"*The speaker's accent was a bit misleading.*" (Module 6, Turkey, Teacher)

*"I really do not like it any recording vocabulary in a different voice. It's distracting* (Module 6, Czech Rep, Self-learners).

It was felt by the partnership that the different accents and voices present in the clips were a true reflection of the diverse range of individuals that students / self-learners would meet in the course of their professional lives and so no action was taken to alter these.

**Action Taken:** As a result of the issues raised during testing, the consortium took the decision to revise the audio element of each module and re-record those which were not deemed to be of the requisite quality. This step was taken in order to achieve consistently high quality amongst all outputs and to ensure satisfaction amongst all users.

3. It was noted during piloting events and in-class material testing that students benefit much from five-speed recordings; an offer that satisfies learners on all language levels (slow-down and speed-up options):

*"The speed regulations is a very useful tool!" (Polish National Report)*

*"There are excellent elements for learners with lower level of English, e.g. the speed or recordings, the tapescript below the recording task." (Polish National Report)*

4. Audios and video clips accessible from quiz sections:

*"Including the quiz or questions in the same page can be helpful (for self-students). / As a self-learner you have to listen to the recording and then, move on to the next page to read the quiz questions. It will be useful to have the question below when the information needed is very specific (figures and the like)." (Polish National Report)*

**Action Taken:** Listening exercises and video clips are made accessible also from the quiz sections.

## Keywords, Vocabulary and Expressions

1. One particular strength of the outputs as identified by testers from all three groups was the presence of recorded keywords, vocabulary and expressions in each module relevant to particular topic. Teachers, students and self-learners emphasized that HELP is a "*Great way to learn Medical English!*"

It was also positively acknowledged that the majority of medical modules base their choice of lexis on ICNP® catalogues, permission for which was granted by ICN (International Council of Nurses) to the HELP consortium in April 2015 (http://www.icn.ch/details/2/994.html).

The feedback indicates that the modules are well selected, well structured, informative, and attractive. It was reported that inclusion of medical terminology successfully expand specialist vocabulary of the student. Many responses express the usefulness of vocabulary and phrases used in everyday medical situations:

 "*Exercises contain lots of other interesting vocabulary well applicable in practice*" (Module 4, Czech Rep., Student)

 "*Exercise forces the student to trace information (words) she does not understand and thus develop her language skills.*" (Module 4, Czech Rep., Student)

"*I have often had to search for words that I did not know. Yes, I expanded my vocabulary.*" (Module 1, Czech Rep., Student)

"*I learned new words and improve pronunciation in words that I did not speak correctly*" (Module 14, Slovakia, Student)

2.  It was also reported that the keywords chosen were very relevant and therefore useful in medical settings:

"*The key words are comprehensible and clear for anyone who are health care staff and medical students*" (Module 9, Turkey, Self-learner)

"*Exercises are well selected and thanks to that students are able to achieve higher level in Medical English Language.*" (Polish National Report)

3.  Students and self-learners also showed that they can benefit much from recorded and transcribed keywords, phrases and Language Corner sections:

"*Rich vocabulary bank; listening tasks are transcribed so it helps with better understanding.*" (Polish National Report)

"*I am amazed by the quantity of terminology, the creation of contexts, the audiovisual materials. I can clearly see this is the result of hundreds of hours of hard work and dedication*" (Polish National Report)

However, not all feedback was positive:

"*The amount of new vocabulary seemed to demotivate the students*" (Czech National Report)

"*Maybe a list of vocabulary shown before reading the text would help*" (Module 4, Czech, Student)

"*They (keywords) are very specific so I find it difficult to understand.*" (Module 13, Turkey, Self-learner)

"*More vocabulary and expressions would be helpful*" (Module 13, Czech Rep., Teacher)

"*I had misunderstood some of the words - can you provide professional definitions*?" (Module 1, Ireland, Self-learner)

*"There should be attached the electronic dictionary to subtitles and transcript to have all tools in hand."* (Module 1, Poland, Self-learner)

**Action taken:** The partners discussed at length the possibility of linking an online dictionary to the text sections of each module in order to make the looking up of new words easier for students or self-learners. However it was decided that the students / self-learners must take some responsibility for their own learning. Looking up new words in dictionaries etc. is an integral part of language learning and continues to be necessary even at the point of fluency. It was felt that there are sufficient online tools in existence to aid students with their vocab learning without making another available in this context

## Tandem Work

There was mixed feedback regarding the exercises where students / self-learners are encouraged to find a partner with whom to practice speaking or presenting a task orally. A number of issues were reported:

### 1. Difficulty in finding partners

*"Because of the time I am conducting the module I couldn't find a partner. And it not always easy to find a partner for speaking on a specific subject."* (Module 3, Turkey, Self-learner)

*"It is difficult to find a partner to make roleplay activities."* (Module 10, Turkey, Self-learner)

*"I think it is the most difficult one as nobody can find a partner easily"* (Module 9, Czech Rep., Student)

### 2. A lack of motivation to find partners

*"It is not motivating to handle speaking activities as a self-learner."* (Module 3, Turkey, Self-learner)

*"As a self-learner, I am not motivated to do monologues."* (Slovakia, Self-learner)

*"If I am not forced to, or if the project program doesn´t control if I´ve done those activities/evaluate me, I am not motivated to do that"* (Module 14, Slovakia, Self-learner)

The varying levels of motivation amongst students and self-learners is an issue that was evident throughout the feedback, and one which may impact their evaluation of the outputs.

Despite the difficulty faced by some, other comments indicated that where people DID have someone to work with, they gained a lot from this work.

*"I did it with my flatmate, and understood."* (Module 4, Czech Rep., Self-learner)

*"My interlocutor was a roommate. I did it and the result was good"* (Module 4, Czech Rep, Self-learner)

*"This exercise helped me to repeat vocabulary words and tracing that I did not know"* (Module 4, Czech Rep, Self-learner)

Furthermore, some students had suggestions as to how to overcome this issue:

*"It could be a nice idea to promote collaboration among self-students in the forums available on the website. Another possibility would be to create a HELP group/community on Skype to find other students in real time."* (Module 9 – Spain, Self-learner)

*"Usage of forums to promote self-student's collaborative work. Creation of a HELP group/community on Skype."* (Module 3 – Spain)

*"Actually when I saw the suggestions for self-learners, especially the note about 'use skype' I thought there is a link and I can connect to other users. But then I realized that it was just a suggestion. But such a connection among users would be fun and enjoyable."* (Module 15 – Turkey, Self-learner)

**Action taken:** In order to facilitate a beneficial learning experience for all learners, the partnership discussed the possibility of establishing an online community through which users could source fellow learners with whom to carry out language exchange. As per suggestions taken directly from the feedback, a HELP Skype community has been created. Further on, this was added to the platform and instructions placed in the User Guide.

3. **Communication skills**

It has been a primary aim of the HELP consortium to prepare didactic materials that primarily develop communication skills in the workplace. A variety of exercises, also enhanced by modern multimedia, were greatly acknowledged by HELP beneficiaries:

*"The project is very interesting. It helps to review the knowledge which I already have and to learn a bit more. Activities are helping to learn how to communicate (fluently) with patients in English speaking countries. It's very helpful, I'll use it in future to prepare myself for working abroad. Thank YOU a LOT!" (Polish National Report)*

*"To my way of thinking the module was very useful and helpful. The variety of exercises developed my students' communication skills. I also like the idea with the app because it's comfortable and easy-to-use. (Poland, EMP Teacher)*

## Aesthetics and Design

The HELP platform was consistently scored highly across all test groups in terms of being 'easy to navigate' and as having 'few technical issues'. However, there was some feedback related to the look of the platform, particularly the interface of the modules themselves. One area of concern for testers was the pictures used within the modules.

*"The content (reading texts) is ok but it could be elaborated with attention catching pictures or photos. Those pictures can give some clues about the content of the passage."* (Module 15, Turkey, Self-learner)

*"Some more colourful photos can be added to the module in order to make it more lively and appealing to students."* (Module 2, Turkey, Teacher)

*"I would use current pictures for design and colourfully highlight and distinguish important information / phrases."* (Module 13, Slovakia, Student)

*"And I would put pictures or photos to make the reading passage easier to understand for learners."* (Module 15, Turkey, Self-learner)

*"More pictures, more effective design (when asked how to improve module design)"* (Module 8, Turkey, Student)

*"I really liked the module but the photos can be more appealing."* (Module 19, Turkey, Teacher)
There was also some criticism regarding the quality and content of the explanatory animations:

*"The videos are poor quality but still interesting."* (Module 16, Poland, Self-learner)

*"(videos) too static for me…the text and conversation support learning, but the visual part of the video is rather passive."* (Module 12, Slovakia, Teacher)

*"Use better animation"* (Module 13, Slovakia, Student)

However, there was also positive feedback about the videos:

*"The cartoons were the most interesting form of learning."* (Module 9, Poland, Student)

*"Excellent cartoons"* (Module 1, Poland, Self-learner)

**Action taken:** There are a few constraints faced when choosing videos and pictures to use for the HELP materials. Firstly with pictures, the consortium were confined to using those which had Creative Commons licencing, in order not to infringe on any copyright laws. Therefore partners were limited in the pictures they could use. Secondly designing and producing professional animations is a very costly activity and one which the HELP budget could not accommodate. Therefore a cheaper, automated option was used. So while "better" videos and pictures *could* have been used, unfortunately the budget and licencing constraints were too big an obstacle. Another factor was the limited budget for printing. Despite this, the consortium is confident that those used adequately meet the needs of the HELP end users. Perhaps the following quote reflects the situation:

*"I think the design of the site is proportional to their purposes, so it's convenient."* (Module 4, Czech Rep., Student)

*"The module structure is clear and provides effective learning. I also like the pictures and graphic elements." (Polish National Report)*

## Language Level
HELP users, both teachers and learners expressed their opinion on language level of educational materials:

*"In my class my students had some difficulty in speaking on a specific situation (hospital, filling forms etc.). I think the reason is the level. Some more exercises (A1/A2) may be provided for those whose English level is under pre-intermediate*)" (Module 1 – Turkey, Teacher)

*"The exercises do not have a smooth transition from easy to medium. It is challenging for students*" (Module 1 – Turkey, Teacher)

*"Some more easy and low level speaking activities may be prepared (this is just for my class maybe)"* (Module 1 – Turkey, Teacher)

*"I wanted to use the modules: all of them. The problem is with the level of English used in exercises. My students are A2-B1 but the exercises here are too demanding for them*" (Module 1 – Turkey, Teacher)

"Some students are little bit lazy to absorb new information" (Turkey, Teacher)

At the same time the choice of B1/B2 level seems to be justified and in line with general student language capacities:

*"The project / the learning programme is encouraging, there is a variety of tasks, the level is suitable for everyone." (Polish National Report)*

*"There are excellent elements for learners with lower level of English, e.g. the speed or recordings, the tapescript below the recording task." (Polish National Report)*

*"Language level is very appropriate, the modules are easy to understand, but contain a lot of new technical vocabulary that can be learned smoothly because the video clips and reading are clear and well-contextualized" (Polish National Report)*

The decision to create educational materials in line with CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) on B1/B2 level has been discussed thoroughly among consortium partners; medical language teachers, medical professionals and methodology specialist at the time of application writing. It was decided that basic level of general English (A2/B1) must be guaranteed by the learner who starts acquiring specialist terminology in order to satisfy professional oral and written communication. This conclusion was also reaffirmed after the Needs' Analysis activity.

## **Intercultural Workplace**

Innovativeness of the HELP project has also been guaranteed by a variety of intercultural topics with reference to medical professional situations. With the growing trend of international cooperation and adopting to foreign workplace within the EU we provide HELP beneficiaries with modern and practical set of didactic materials. The following comments have been compiled from Polish National Report:

*"I hope our staff will take benefit of the project's outcomes as its idea is perfect!"*

*"Content and linguistic exercises have been well structured and helpful to gain some knowledge about international healthcare. Instructions were clearly structured and understandable. Exercises are great but I don't think that learners that learn on their own will find partner to talk via skype. I think they will skip speaking exercises. All the YouTube clips and listening tasks worked well. Good job!"*

*"Exercises are relevant to workplace activities and provide useful exercises for students."*

*"I think this subject is necessary nowadays and it's good and impressive that you made it accessible for all people!*

*"Interesting videos, topic is useful according to the current world situation."*

*"Opened my mind to many intercultural subjects!"*

## **Multimedia – the platform and the app**

In order to satisfy the demands of self-paced informal study, both within and external to the workplace we took advantage of modern technologies. All groups of HELP beneficiaries, including teachers and regular students, approve of the idea of the HELP platform and app.

*"The platform was really easy in use. I think it can be really helpful for patients and medical staff."* (Poland, Self-learner)

*"A very motivating platform and project! The content is clear, it is an easy and recommended form of self-learning, rich medical vocabulary - in short - super:-)"* (Poland, Self-learner)

*"The app works well without technical problems. Interface is clear, voice and vision works good too."* (Poland, Self-learner)

*"It is very useful and helpful for students. Exercises are well-selected and well-organised. The app is practical and easy to install."* (Poland, Self-learner)

*"A very good modern tool to be recommended!"* (Poland, Self-learner)

*"(HELP users) found the intercultural modules of special interest and very useful for Erasmus+ students."* (Spanish National Report)

*"I think this module is very well prepared and it will be helpful for my upcoming professional life."* (Slovak National Report)

*"It is great to have English learning programme created especially for healthcare specialists. There were no such programme in Lithuania before".* (Lithuanian National Report)

## **Positive Overall Experience**

Overall feedback on the outputs was very positive. The teachers' evaluations in particular were overwhelmingly positive across all pilot countries. Below are just some of the positive evaluations of the HELP products:

*"It is very useful and helpful for students. Exercises are well-selected and well-organized. The app is practical and easy to install."* (Module 3 – Spain, Teacher)

"*I think this module is very well prepared and it will be helpful for my upcoming professional life*." (Slovakia, Student)

*"An interesting idea, I like that finally invent something for nurses. All chapters are quite extensive. I liked listening. I might have changed somewhat in design, but otherwise I really like this project."* (Module 14, Slovakia, Self-learner)

*"It was a great experience for me to take part in this project. My overall opinion is very positive."* (Turkey, Teacher)

*"The module is interesting. It focuses on all the four skills and the vocabulary. I like the fact that there is no focus on grammar. The focus is put on fluency instead. I believe that this module can be implemented in many situations, such as foreign language courses within the nursing curricula, as*

*well as for the purpose of preparing students for Erasmus mobility programmes.*"(Module 5 – Czech, Teacher)

*"I am satisfied with the given module and I would recommend it to the higher education English language learners, medical professionals, health care workers, medical students and everyone who wants to improve his/her knowledge and skills of English language and learn about health education. Topics, reading and listening activities are really interesting and professional.*" (Module 13 – Slovakia, Teacher)

"*Exercises are relevant to workplace activities and provide useful exercises for students* (Module 3 - Poland, Teacher)

"*In my opinion, it's a very useful and practical way of learning medical English!"* (Module 3 - Poland, Teacher)

*"It is a very good idea to prepare such a course and I admire the incredible amount of work put into this useful project!" (Poland, Teacher)*

## Miscellaneous Feedback

### 1. Genuine forms
One request that was made by several respondents was for more samples of 'real forms' used in a medical settings for Module 2 – Medical Documentation.

**Action taken:** The Irish partner contacted the Irish national healthcare organisation to obtain permission to use some of their official forms. This was granted and these forms, along with additional generic samples will be included in an annex to Module 2.

### 2. User Guide
Methodological and practical approach to direct individual language learners gained much acknowledgement:

*"Perfect guidelines for self-learners! They are the essence of what you might find in a few methodology books. The tips really showed me the right way☺" (Poland, Self-learner)*

### 3. Printed downloadable pdfs
The HELP project also guarantees materials for the teacher, students and self-learners who are not very fond of using mobile devices and prefer traditional written didactic materials.

*"I have used both the platform and the app and I still prefer to use the regular printed PDF version and that's how I generally end up doing." (Poland, Self-learner)*

**Action Taken:** After editing in Czech Republic final version of Modules are prepared in pdfs and inserted to platform as final pdf printable version.

### 4. Additional resources and further reading
We collected some oral feedback from language teachers who desire some more materials on medical English on HELP platform. They said: "*(We need) some more texts/articles*".

**Action Taken**: It has been decided to create a separate section "Additional resources and further reading" on the HELP platform to facilitate medical English reading and provide some space for acknowledged and professional materials.

5. **Platform self-enrolment procedure**

Oral feedback was gathered on the platform enrolment procedure. When a new user enrols for a module/course it says "enrol as a student". The teacher was trying to find "enrol as a teacher" so maybe just "enrol" was sufficient? This seemed confusing for the platform users.

**Action Taken:** The key "enrol as a student" is changed into a universal phrase "join the course"

6. **Possibility of using HELP in different ways**

HELP users liked the possibility of using HELP in many different ways (Spanish National Report):

- For self-study, for example students that are going to travel in a Erasmus+ to other countries in order to practice and improve their skills before going there and during their stay there.
- For group work at the university where students might practice with some activities during the classroom.
- As a complementary course that supplements the work at the university.

# Lessons Learned

Many useful lessons were learnt during the implementation of the pilot testing phase.

## Surveys

The design and implementation of the survey function was one area from which partners gained a long of learning. The surveys were administered using the SurveyMonkey tool. This facilitated surveys being hosted online and then disseminated to pilot participants via a hyperlink.  Below are some specific lessons learned.

1. **Separation of surveys per country**

FIT introduced the idea of hosting a separate survey for each partner country. Although this meant that several surveys had to be uploaded to SurveyMonkey, it was beneficial for the collation of feedback. Firstly it meant that the progress of each country could be gauged very clearly. Without this, it would be very difficult to decipher which countries had completed surveys, and more importantly, how many they had done. However with the clear separation of surveys, FIT could easily review the figures and communicate to specific partners about their progress, allowing them to take appropriate action.

2. **Access to SurveyMonkey**

At the beginning of the pilot process, it was requested that partners be allowed to access their own surveys on SurveyMonkey. This permission was not granted as FIT, the owner of the SurveyMonkey account, housed a lot of information on this platform and so were unable to release passwords to partners. This posed a problem in that partners could not monitor their pilot progress in real time, allowing them to take action if necessary. This proved to be

problematic during pilot testing and a vital lesson was learned about the importance of providing all partners with relevant information. To solve this situation FIT decided to send regular weekly reports to all partners providing them with information on all three types of surveys accomplished and feedback gathered. This enabled regular implementation of suggestions and control over the piloting process.

### 3. Progress Reports on Pilot Testing

As a remedy to the issue just mentioned above (access to SurveyMonkey), FIT offered to provide partners with a weekly summary of their pilot testing progress. Therefore partners had relatively regular updates on their pilot activity.

# Conclusion

The feedback from the pilot phase has been largely very positive or positive. Teachers have mainly agreed that the outputs are useful, relevant and very valuable to them as language trainers and educators. Students and self-learners were also in agreement that the HELP outputs filled a gap in their learning, and that the content and delivery of the materials would adequately prepare them for their upcoming professional life.

Project partners from different disciplines agreed that there is always space for improvement and know from their professional practice that it is impossible to meet all preferences and desired learning approaches. Therefore, the common evaluation of the piloting results and the decisions made with partners continuously via Skype and at the 5th Transnational Partner Meeting in Dublin at the end of the piloting stage was a successful approach to reach the best outcome possible, bearing in mind the objectives and available resources.

The gathered feedback shows that we reached the objectives established in the Erasmus+ bid to create an innovative standard learning setting for healthcare English learners and professionals at the levels B1 and B2 of the CEFR and to contribute to reach important aims in the field of Higher Education: ICT and Open Source usage and Multilingualism by using ICT to modernise European Union Higher Education and strengthen quality mobility and cross-border cooperation. The key aspects are internationalisation, promotion of labour market integration and enhancing competitiveness in the healthcare industry.

Bearing in mind priorities and contribution to the modernisation of Europe´s Higher Education systems as outlined in the 2011 EU Modernisation Agenda, we are sure that this project and the motivated consortium have created the potential to transfer our results not only to foreign language learning at HE level but to other HE studies as well, especially with regard to media use, flexible and motivating learning approaches and to widen access for HE studies.

Higher Education has to prepare individuals for working in a globalized work environment, developing foreign language and intercultural competences for cooperation with others. The positive feedback regarding the intercultural modules that were presented as an innovative element of the learning programme shows that our concept worked.  We recommend that this approach finds corresponding solutions and HELP shows how it can work.

The results also have shown that our innovative approach to combine the development of professional and personal knowledge, skills and competences (working on medical, linguistic,

intercultural, ethical and social content, using motivating methodical approach) guarantees the intended impact on progress in Higher and Further Education.

The high number of users that we already reached during the piloting phase confirms the successful approach of Erasmus+ programme:  All our results are freely available to improve formal and informal learning options in Higher Education and to improve access to education and further learning. The high number of users show that there is a demand for this.

This feedback has been very encouraging and has validated the initial idea of the project that there was a dearth of relevant, interactive and work-focused resources suitable for higher education provision.

Additionally, it became clear during the pilot testing that although a wide range of medical topics were covered, even incorporating intercultural issues, there are other topics to which the HELP treatment could be applied. Other topics suggested include types and levels of pain and mental health. The lesson learnt here was there is clearly potential for another HELP type project to address additional requirements and subjects not yet catered for by existing medical English resources.

# Annexes

## Annex 1: Sample National Pilot Report – P6 Stowarzyszenie Angielski w Medycynie

### National Piloting Report

Piloting activities in Poland started on 1st September 2016 and finished on 31st January 2017. *Stowarzyszenie Angielski w Medycynie* (*English in Medical Practice Association*) piloted three medical modules (Module 3, Module 9 and Module 9) and one intercultural module (Module 15). As added value to the project five intercultural modules more (Module 16, Module 17, Module 18, Module 19 and Module 20) were tested by non-healthcare self-learners.

The aim was to present the project and pilot HELP modules among:
- healthcare professionals (practising doctors and nurses) from Polish hospitals;
- healthcare professionals working abroad (Ireland and the UK);
- healthcare professionals working in Medical Tourism sector;
- healthcare students from Polish Medical Universities;
- healthcare students from Polish Medical Universities who plan to attend Erasmus+ programme;
- European Language teachers who teach English for Medical Purposes;
- European Language teachers who teach English as the second language;
- English Philology students who are trained in ESP

Therefore, the respondents and active piloting participants in Poland comprised of HELP target users i.e.:
- language teachers focused on Medical English (18 people);
- students of nursing, midwifery and English language (68 people);
- self-learners from healthcare, medical tourism and English Philology (49 learners).

Piloting activities were carried out live during HELP piloting workshops organised by *English in Medical Practice Association* at:
- Medical University of Gdańsk – Nursing Department
  - 28.10.2016 – Module 3 (13 M.A. Nursing Students and their Medical English teacher);
  - 10.11.2016 – Module 9 (21 M.A. Nursing Students and their Medical English teacher);
  - 10.11.2016 – Module 11 (15 M.A. Nursing Students and their Medical English teacher)
- Pomorska Wyższa Szkoła Nauk Stosowanych w Gdyni
  - 19.11.2016 – Module 11 (9 B.A. English Philology students);
  - 20.11.2016 – Module 15 (9 B.A. English Philology students);
  - 04.12.2016 – Module 16 (11 B.A. English Philology students);
  - 04.12.2016 – Module 17 (11 B.A. English Philology students)

Stowarzyszenie Angielski w Medycynie (PL)

Additionally, teachers and self-learners from:
- Medical University of Cracow
- Medical University of Warsaw
- Naczelna Izba Pielęgniarek i Położnych (Head Chamber of Nurses and Midwives - Warsaw)
- Vigo University (ES)
- Zespół Szkół nr 1 im. Anny Wazówny Gimnazjum i Liceum Ogólnokształcące (HELP Assisting Organisation)
- Carolina Medical Center – Medical Tourism (Warsaw)

were informed in person, via telephone or email contact about the HELP project, its piloting phase and as a result interested stakeholders took part in piloting of medical and intercultural modules.

As a result there have been more activities and target groups involved in piloting activities than planned and scheduled for *English in Medical Practice Association* and described in "HELP Individual Pilot Plan for P6 (PL)", which added value to overall project piloting.

All piloting participants were asked to fill in relevant questionnaires to share individual feedback, i.e. point to the project's strong and weak points. However, also personal contacts played a lot of role – a lot of direct feedback was gathered via face to face conversation, on the telephone and via email. Therefore, a number of questionnaires were filled in manually with the data gathered. Among many comments received the following need special attention:

**Strong points mentioned:**

**Medical English**
- *Great way to learn Medical English!*
- *Rich vocabulary bank; listening tasks are transcribed so it helps with better understanding.*
- *The project is very interesting. It helps to review the knowledge which I already have and to learn a bit more. Activities are helping to learn how to communicate (fluently) with patients in English speaking countries. It's very helpful, I'll use it in future to prepare myself for working abroad. Thank YOU a LOT!*
- *I am amazed by the quantity of terminology, the creation of contexts, the audiovisual materials. I can clearly see this is the result of hundreds of hours of hard work and dedication*
- *I hope our staff will take benefit of the project's outcomes as its idea is perfect!*
- *Language level is very appropriate, the modules are easy to understand, but contain a lot of new technical vocabulary that can be learned*
- *Content and linguistic exercises have been well structured and helpful to gain some knowledge about international healthcare. Instructions were clearly structured and understandable. Exercises are great but I don't think that learners that learn on their own will find partner to talk via skype. I think they will skip speaking exercises. All the YouTube clips and listening tasks worked well. Good job!*
- *The text supplies with many professional terms*
- *I like how the exercises are constructed and delivered creating a coherent whole.*

Stowarzyszenie Angielski w Medycynie (PL)

- *The variety of accents is a great plus to the listening comprehensions.*
- *Exercises are relevant to workplace activities and provide useful exercises for students.*
- *The module structure is clear and provides effective learning. I also like the pictures and graphic elements.*
- *The module is very helpful and all exercises are suitable, interesting and motivating. Exercises are well selected and thanks to that students are able to achieve higher level in Medical English Language.*
- *It is a very good idea to prepare such a course and I admire the incredible amount of work put into this useful project!*

**Intercultural**
- *I think this subject is necessary nowadays and it's good and impressive that you made it accessible for all people!*
- *Interesting videos, topic is useful according to the current world situation.*
- *Opened my mind to many intercultural subjects!*

**Self-learners (platform and the app)**
- *Perfect guidelines for self-learners! They are the essence of what you might find in a few methodology books. The tips really showed me the right way☺*
- *Very improving and motivating module. I will definitely use it and try self-learning.*
- *The platform was really easy in use. I think it can be really helpful for patients and medical staff.*
- *There are excellent elements for learners with lower level of English, e.g. the speed or recordings, the tapescript below the recording task.*
- *A very good modern tool to be recommended!*
- *The project / the learning programme is encouraging, there is a variety of tasks, the level is suitable for everyone.*
- *The cartoons were the most interesting form of learning.*
- *A very motivating platform and project! The content is clear, it is an easy and recommended form of self-learning, rich medical vocabulary - in short - super:-)*
- *The speed regulations is a very useful tool!*
- *The app works well without technical problems. Interface is clear, voice and vision works good too.*
- *It is very useful and helpful for students. Exercises are well-selected and well-organised. The app is practical and easy to install.*
- *To my way of thinking the module was very useful and helpful. The variety of exercises developed my students' communication skills. I also like the idea with the app because it's comfortable and easy-to-use.*

**Comments and decisions taken:**
- When a new user enrols for a module/course it says „enrol as a student". The teacher was trying to find "enrol as a teacher" so maybe just "enrol" is enough?
**Decision from Dublin** – the key "enrol as a student" is changed into "join the course"

- Pdfs on the platform – numbering pages: *I have used both the platform and the app and I still prefer to use the regular printed PDF version and that's how I generally end up doing.*
**Decision from Dublin** – after editing in Czech Republic final version of Modules are prepared in pdfs and inserted to platform as final pdf printable version

- *Some more texts/articles. And what about including some samples of real forms?*
**Decision from Dublin** – if possible "real" forms will be added to Module 2

- *Including the quiz or questions in the same page can be helpful (for self-students). / As a self-learner you have to listen to the recording and then, move on to the next page to read the quiz questions. It will be useful to have the question below when the information needed is very specific (figures and the like).*
**Decision from Dublin** – listening exercises and video clips are accessible also from "exercise" section

- *In most of Module 3 recordings there is some kind of **metallic noise** at the beginning I would make sure the **sound quality** is better. Voice level is **not clear** everywhere.*
**Decision from Dublin** – all listening exercises will be verified by module authors and if there is need they will be recorded again

- *Occasional disagreement in what the **narrator** says and what is presented in the dialogues, e.g. a patient is referred to as 'he' but we hear a female voice in the listening exercise.*
**Decision from Dublin** – the video will be recorded again with careful following the script

- *Usage of forums to promote self-student's collaborative work. Creation of a HELP group/community on Skype.*
*By creating collaboration groups online or recording systems to allow self-students to share speaking activities to check each other's pieces of work.*
*It could be a nice idea to promote collaboration among self-students in the forums available on the website. Another possibility would be creating a Help group/community on Skype where finding other students on real time.*
**Decision from Dublin** – HELP skype community will be created and added to platform and the User Guide

- *It would be easier to use the app store*
**Decision from Dublin** – the HELP app will be available in Google Play

- *I think that this module is a good offer for people that want to support their medical English. I think that it will be perfect if there was some dictionary in mother tongue. Google translator is not always good source of knowledge!*
**Decision from Dublin** – great idea for a further-on project:_) At present the HELP team does not have funds and time resources for developing this idea.

National Piloting Report for Poland
prepared by Ms. Justyna Kowalczys
Stowarzyszenie Angielski w Medycynie

Stowarzyszenie Angielski w Medycynie (PL)

## Annex 2: Pilot Testing Surveys

**Learning programme testing**

## HELP   HEALTHCARE ENGLISH LANGUAGE PROGRAMME
Project No 2014-1-ES01-KA203-004735

### Introduction

Thank you for testing one of the new modules developed within the HELP Healthcare English Language Programme under the Erasmus+ framework and supported by the European Union.

HELP Products are still "under construction" and your feedback will be appreciated to detect bugs and weak points.

We would like your feedback on the practical use for the learner to identify the following:
- If the content and linguistic exercises have been well selected and properly built for your needs;
- If the module requires clearer instructions for self-learners;
- If exercises are suitable for your self-learning;
- If the platform and app work well with your devices.

The focus of this survey is to collect qualitative data. The structure of this questionnaire addresses success criteria of listening, reading, speaking and writing exercises. Some other criteria refer to vocabulary, assessment of learning progress and design. Rating your experience on a scale of 1 - 6 provides us a general idea regarding the quality of the HELP products.

**Based on your learning experience please provide your observations and suggestions in the comments section.**

Thank you very much for your feedback!
The HELP-Team

### Confidentiality Notice

Your responses will be treated in confidence. The results will be presented so that your identity cannot be connected with the specific published data.

# Self-learners' feedback on a HELP Module

# My feedback refers to module no. … Title: …

I have worked with the learning unit …

| … using the HELP learning platform | |
| --- | --- |
| … using HELP learning platform and printed versions of the modules | |
| … I have additionally used the apps | |
| Other / please tell us how: | |

| Criteria | Please tick the number that best indicates your experience: | Comments<br><br>**In English or your mother tongue if this is Lithuanian, Slovak, Czech, Polish, Spanish or German** |
| --- | --- | --- |
| **Listening** | | |
| Key words at the beginning and expressions in the language corner are well selected for the module | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| Listening exercises are correct for my learning level. I found them easy to follow | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| Quality of the recordings such as speed and voice level is at a high standard | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| Quality of the video is appealing and supports learning | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The listening exercises are interesting and motivating | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The follow-up exercises support my learning and improve my English language skills | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |

**Please tell us how you would improve the listening exercises:**

## Reading

| | | |
|---|---|---|
| The reading exercises are motivating and provide interesting and useful information | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The reading texts were appealing and promote interest in the covered topics | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The reading texts promote professional knowledge and values | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Proposed follow-up reading exercises build confidence in reading and comprehension of texts | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the reading exercises:**

## Speaking

| | | |
|---|---|---|
| The speaking tasks are appropriate for my learning level | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| Proposed activities for self-learners are clear | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Proposed activities for self-learners are motivating | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| For the speaking exercises it was suggested that you find a partner. Did you attempt this? | Yes ◯     No ◯ | Should |

If Yes – please tell us how you did it and if it was successful

| The speaking exercises developed my professional communication skills in English | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
|---|---|---|
| **Please tell us how you would improve the speaking exercises:** | | |

| **Writing** | | |
|---|---|---|
| Resources (vocabulary, expressions) were provided to assist me with the writing exercises. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| Exercises are relevant to workplace activities (and topic) | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| **Please tell us how you would improve the writing exercises:** | | |

| **Overall module design** | | |
|---|---|---|
| The module structure is clear and provides effective guidance | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| Graphical elements and photos are attractive and relevant to the module's content | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| **Please tell us how you would improve the <u>module design</u>:** | | |
| **Further suggestions on how to improve the overall module** | | |

**Please rate your overall satisfaction with the HELP module:**

| 1= Not good at all | 2 | 3 | 4 | 5 | 6= Excellent |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

# My feedback on the HELP Learning Platform

| I have used the HELP platform | Yes | Comments and Suggestions |
|---|---|---|

| | No | |
|---|---|---|
| The HELP Platform is easy to navigate through the content. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| The platform works without any technical issues | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| It is easy to find the exercises I want to do. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the platform**

## My feedback on the HELP Learning App

| | Yes<br><br>No | |
|---|---|---|
| I have used the App | Yes<br><br>No | **Comments and Suggestions** |
| The App was easy to install | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| The App works without any technical issues | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The App is easy to navigate | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| It is easy to find the exercises I want to do. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The app is a very useful additional tool to my learning | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the App?**

Please comment on your overall experience using the module (use English or your mother tongue if this is Lithuanian, Slovak, Czech, Polish, Spanish or German)

# Teachers' feedback on a HELP Module

# My feedback refers to module no. … Title: …

I have worked with the learning unit …

| | |
|---|---|
| … in the classroom using printed version and the HELP learning platform | |
| … in the classroom using HELP learning platform, no printed materials | |
| … I have additionally used the app | |
| Other / please tell us how: | |

| Criteria | Please tick the number that best indicates your experience: | Comments<br><br>In English or your mother tongue if this is Lithuanian, Slovak, Czech, Polish, Spanish or German |
|---|---|---|
| **Listening** | | |
| Key words at the beginning and expressions in the language corner are well selected for the module | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| Listening exercises are suitable for students' learning level. I found them easy to follow | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Quality of the recordings such as speed and voice level is at high standard | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Quality of the video is appealing and supports learning | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The listening exercises are interesting and motivating | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The follow-up exercises support students' learning and improve their English language skills | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

| | | |
|---|---|---|
| Expressions of the language corner are well selected for the topic and well presented | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |

**Please tell us how you would improve the listening exercises:**



| Reading Exercises | | |
|---|---|---|
| The reading exercises are motivating and provide interesting and useful information | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The reading texts were appealing to students' and promote their interest in the covered topics | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The reading texts promote professional knowledge and values | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| Proposed follow-up reading exercises build students' confidence in reading and comprehension of texts | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |

**Please tell us how you would improve the reading exercises:**



| Speaking | | |
|---|---|---|
| The speaking tasks are appropriate for my students' learning level (B1/B2) | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| Proposed activities are motivating and encourage further learning through discussions | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The speaking exercises developed my students' professional communication skills in English | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |

**Please tell us how you would improve the speaking exercises:**

| | | |
|---|---|---|
| **Writing** | | |
| Resources (vocabulary, expressions) were provided to assist students with the writing exercises. | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| Exercises are relevant to workplace activities (and topic) | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| **Please tell us how you would improve the writing exercises:** | | |
| **Overall graphical and didactical module design** | | |
| Learning objectives have been effectively presented | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The content covered addresses topic thoroughly | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The variety of methodical approaches is appropriate and appealing | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The Use of media enhanced the learning outcome of my students | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Exercises are suitable to the topic and develop communication skills | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Exercises allow evaluation of learning outcomes | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The module structure is clear and provides effective guidance | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| The graphical elements and photos are attractive and relevant to the module's content | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| **Please tell us how you would improve the teaching materials and graphical module design:** | | |

| Further suggestions on how to improve the overall module | | | | | |
|---|---|---|---|---|---|
| **Please rate your overall satisfaction with the HELP module:** | | | | | |
| 1= Not good at all | 2 | 3 | 4 | 5 | 6= Excellent |
| | | | | | |

## My feedback on the HELP Learning Platform

| I have used the HELP platform | Yes<br><br>No | Comments and Suggestions |
|---|---|---|
| The HELP Platform is easy to navigate through the content. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | Comments and Suggestions |
| The platform works without any technical issues | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| It is easy to find the exercises I want to do with my students. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the platform**

## My feedback on the HELP Learning App

| I have used the App | Yes<br><br>No | Comments and Suggestions |
|---|---|---|
| The App was easy to install | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | Comments and Suggestions |
| The App works without any technical issues | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The App is easy to navigate | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| It is easy to find the exercises I want to do with my students | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

| The app is a very useful additional tool to students' learning | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1○ 2○ 3○ 4○ 5○ 6○ | |
| --- | --- | --- |
| **Please tell us how you would improve the App?** | | |
| Please comment on your overall experience using the module (use English or your mother tongue if this is Lithuanian, Slovak, Czech, Polish, Spanish or German) | | |

# Students' feedback on a HELP Module

# My feedback refers to module no. … Title: …

I have worked with the learning unit …

| | |
|---|---|
| … in the classroom using printed version and  the HELP learning platform | |
| … in the classroom using HELP learning platform | |
| … I have additionally used the app | |
| Other / please tell us how: | |

| Criteria | Please tick the number that best indicates your experience: | Comments<br><br>In English or your mother tongue if this is Lithuanian, Slovak, Czech, Polish, Spanish or German |
|---|---|---|
| **Listening** | | |
| Key words at the beginning and expressions in the language corner are well selected for the module | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| Listening exercises are correct for my learning level. I found them easy to follow | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Quality of the recording such as speed and voice level is at a high standard | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Quality of the video is appealing and supports learning | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The listening exercises are interesting and motivating | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The follow-up exercises support my learning and improve my English language skills | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the listening exercises:**

## Readings

| | | |
|---|---|---|
| The reading exercises are motivating and provide interesting and useful information | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The reading texts were appealing and promote interest in the covered topics | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The reading texts promote professional knowledge and values | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| Proposed follow-up reading exercises build confidence in reading and comprehension of texts | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the reading exercises:**

## Speaking

| | | |
|---|---|---|
| The speaking tasks are appropriate for my learning level | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |
| Proposed activities are motivating and encourage further learning through discussions | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |
| The speaking exercises developed my professional communication skills in English | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | |

**Please tell us how you would improve the speaking exercises:**

## Writing

| | | |
|---|---|---|
| Resources (vocabulary, expressions) were provided to assist me with the writing exercises. | **1= No, I completely disagree** <br> **6= Excellent, I completely agree** <br><br> 1◯ 2◯ 3◯ 4◯ 5◯ 6◯ | **Comments and Suggestions** |

| Exercises are relevant to workplace activities (and topic) | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
|---|---|---|
| **Please tell us how you would improve the writing exercises:** | | |
| **Overall module design** | | |
| The module structure is clear and provides effective guidance | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| The graphical elements and photos are attractive and relevant to the module's content | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| **Please tell us how you would improve the module design:** | | |
| **Further suggestions on how to improve the overall module** | | |
| **Please rate your overall satisfaction with the HELP module:** | | |

| 1= Not good at all | 2 | 3 | 4 | 5 | 6= Excellent |
|---|---|---|---|---|---|
| | | | | | |

# My feedback on the HELP Learning Platform

| I have used the HELP platform | Yes<br><br>No | **Comments and Suggestions** |
|---|---|---|
| The HELP Platform is easy to navigate through the content. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| The platform works without any technical issues | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| It is easy to find the exercises I want to do. | 1= No, I completely disagree<br>6= Excellent, I completely agree<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| **Please tell us how you would improve the platform** | | |

## My feedback on the HELP Learning App

| | | Comments and Suggestions |
|---|---|---|
| I have used the App | **Yes**<br><br>**No** | Comments and Suggestions |
| The App was easy to install | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | **Comments and Suggestions** |
| The App works without any technical issues | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The App is easy to navigate | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| It is easy to find the exercises I want to do. | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |
| The app is a very useful additional tool to my learning | **1= No, I completely disagree**<br>**6= Excellent, I completely agree**<br><br>1◯ 2 ◯ 3◯ 4 ◯ 5 ◯ 6 ◯ | |

**Please tell us how you would improve the App?**

Please comment on your overall experience using the module (use English or your mother tongue if this is Lithuanian, Slovak, Czech, Polish, Spanish or German)

**Thank you very much for your feedback!**

**The HELP-Team**

## Annex 3: HELP Pilot Plan

# *HELP Pilot Plan*

This plan represents the opportunity to pilot the HELP project, determines pilot essential features and outlines the schedule, activities and deliverables of the pilot project.

**Pilot objectives** are as following:

- Ensure that the material developed meets current English language needs of healthcare professionals
- Ensure that the content provided is applicable and in accordance with CEFR
- Ensure that the platform works properly in the teaching and/or learning environment
- Ensure that the learning content and the platform add the value to teaching and/or learning
- Ensure that the design meets teaching and/or learning requirements
- Test the implementation process
- Gather feedback in order to improve the learning materials and the platform

**Pilot participants:**

| Partners | Abbreviation |
|---|---|
| P1 – Tecnalia Research & Innovation (ES) | Tec_ES |
| P2 Fast Track into Information Technology Ltd. (IE) | FIT_IE |
| P3 Faculty of Health Sciences, Palacký University Olomouc (CZ) | UO_CZ |
| P5 Klaipeda University Department of Nursing, Faculty of Health (LT) | KU_LT |
| P6 Stowarzyszenie Angielski w Medycynie (PL) | SAM_PL |
| P7 Slovak Medical University in Bratislava (SK) | SMU_SK |

**Pilot schedule:**

**Pilot phase in the application is scheduled from 01/09/2016 until 28/02/2017.**

Key pilot activities.

**NOTE:** The platform as well as not all the learning materials will be completed at this stage.

| Activities | Expected Starting Date | Expected Completion Date | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
|---|---|---|---|---|---|---|---|---|---|
| Gather the final versions of all the learning materials (incl. digital and printed versions, audio and video recordings etc.) | | | | | | | | | |
| Set up the HELP learning platform (incl. media based learning approaches (audio-video materials etc.) | | | | | | | | | |
| Test the platform and apps | | | | | | | | | |
| Select the modules to be piloted by every partner: | | | | | | | | | |
| - Module 01 - Hospital procedures | | | | | | | | | |
| - Module 02 - Documentation | | | | | | | | | |
| - Module 03 - Physical Examination | | | | | | | | | |
| - Module 04 - Hospital Equipment | | | | | | | | | |
| - Module 05 - Hospital wards and Healthcare specifics | | | | | | | | | |
| - Module 06 - Human Anatomy | | | | | | | | | |
| - Module 07 - Body Systems | | | | | | | | | |
| - Module 08 - Basic Diseases | | | | | | | | | |
| - Module 09 - Drugs | | | | | | | | | |
| - Module 10 - Wounds and injuries | | | | | | | | | |
| - Module 11 - Taking care of patients, nursing duties | | | | | | | | | |
| - Module 12 - Safety measures at work | | | | | | | | | |
| - Module 13 - Health Education | | | | | | | | | |
| - Module 14 - Ethics | | | | | | | | | |
| - Module 15 - Intercultural Competence 1 | | | | | | | | | |
| - Module 16 - Intercultural Competence 2 | | | | | | | | | |
| - Module 17 - Relationship orientated versus result | | | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| orientated | | | | | | | | | | | |
| - Module 18 - Communication 1 | | | | | | | | | | | |
| - Module 19 - Communication 2 | | | | | | | | | | | |
| - Module 20 - Nutrition (optional) | | | | | | | | | | | |
| Provide training in classrooms | | | | | | | | | | | |
| Provide training on the platform | | | | | | | | | | | |
| Using a handbook as a main resource for the training | | | | | | | | | | | |
| Using the platform (incl. all digital materials) as a main resource for the training | | | | | | | | | | | |
| Provide training on the platform for pilot testing (explanation of new tools and approaches to pedagogical stuff and students) | | | | | | | | | | | |
| Identify sites of piloting (i.e. medical universities, hospices, nursing colleges, vocational institutions, other etc.) | | | | | | | | | | | |
| Commence pilot testing | | | | | | | | | | | |
| End pilot testing | | | | | | | | | | | |
| Gather and analyse national results | | | | | | | | | | | |
| Complete piloting report | | | | | | | | | | | |
| Complete survey for pilot evaluation (feedback) | | | | | | | | | | | |
| Analyse evaluation results. Produce "suggestions to improve" proposals | | | | | | | | | | | |
| Complete final evaluation report | | | | | | | | | | | |

**Pilot risks:**

| Risks | Likelihood | Consequence | Risk Rating | Control |
|---|---|---|---|---|
| The learning materials are not developed on time for the start of the pilot | 1 | 1 | Low | Careful and effective communication between the partners to ensure the resources are available when needed |
| Technology service (the platform) is not available when needed | 1 | 1 | Low | During pilot planning the platform resources should be allocated to the pilot project as required. Careful and effective communication (including timeframes and the following activities) between all the parties to ensure the resources are available when needed |
| Pedagogical stuff and/or students are not available when needed | 1 | 1 | Low | Integrate the search and involvement of targeted audience in the pilot planning, ensure effective communication between all the parties incl. the pilot schedule and the activities involved |