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**WP10 - D10.1- Final reports concerning the internal evaluation of the results:
Evaluation Report Summer School
Full Immersion Experience, Bertinoro 20 – 23 June 2022 (M32)**

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Executive Summary

We present in this report the evaluation of all questionnaires created and filled in the context of the 2022 GrEnFln Full Immersion Experience (FIE) for both students and professionals, which was organized in Bertinoro, Italy, from the 20th to the 23rd of June. The report covers the questionnaires filled by the following groups:

- lecturers who took part to either or both of the programmes;
- university students;
- professionals from companies.

The responses to the three questionnaires are analysed in separate sections, followed by the conclusion.



1. Evaluation of the students' questionnaire

The questionnaire prepared for students had 25 respondents, compared to a total of 30 participants. It showed a good general satisfaction, with an overall rating of 4.6 (on a scale from 1 to 5).

A first set of questions covered general aspects of the programme. A majority found the workload to be appropriate, and, with regard to the duration of the FIE, 18 found it appropriate and 7 too short. Of the student cohort, three had taken part in a GrEnFin programme before. These three said either that FIE was better, or that both experiences had been complementary.

The first critical point that emerged is that pre-readings and early assignments were given at very short notice, and that they were sent to the unibo address of students, created for the FIE application. This point proved contentious as little communication was conducted on it in advance and students were not normally consulting this email address. Moreover, information on the application process was complicated to gather and the organisation of some aspects of the programme was not initially clear, such as the collaboration format with professionals. Other potential improvements suggested by students include a better Wi-Fi, or the organisation of some activities starting from the evening before the first official day of the FIE, for people to get to know each other.

The difficulty of the application process is confirmed by quantitative responses (see figure 1), with this aspect receiving the lowest rating in the organisation and logistics category. Another comment left mentioned in particular that some stages of the application were more difficult for non-Italian speakers. The next two lowest rated aspects pertain to the use of the online platform. Although contextual information was given to indicate that the platform referred to was the GrEnFin one, it is likely that students conflated both and also reflected their experience of the UNIBO website (used for registration) in that question. In any case, the general online experience seems not to have been fully satisfying for students. Other aspects of the logistics and organisation received good average ratings, with the best two relating to the onsite logistics (transport and accommodation).

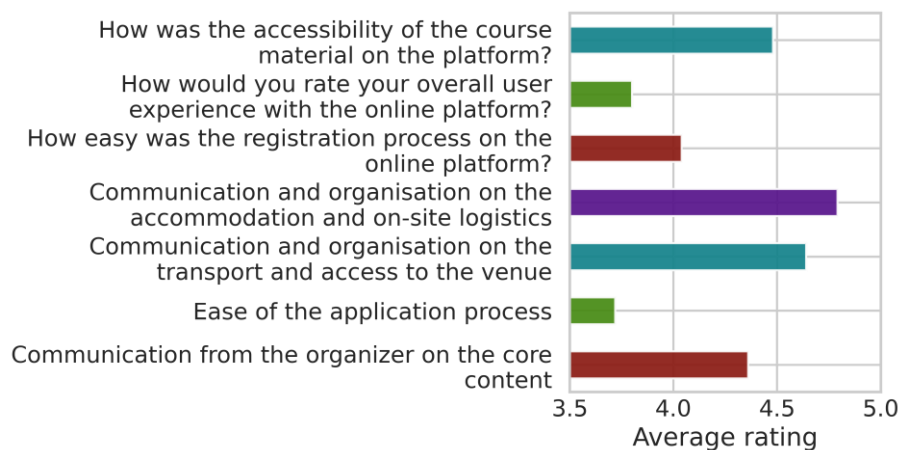


Figure 1- Students' average ratings on organisation and logistics

The next set of questions was concerned with the experience of students with lectures. Among the comments left by students, several mentioned that short middle-breaks and keeping the time would be

better. Most of them indicated that they accessed the material in advance and found the duration appropriate. The opinion regarding the test difficulty was mix, with comparable proportions of students finding it to be easy, appropriate and difficult. Nevertheless, the test was seen by most as reflective of the lectures. A general shortcoming mentioned is that the lectures could be more practical, and include more examples.

Turning to the quantitative ratings associated to lectures (see figure 2), we see that most aspects of the lectures received a satisfying average rating. The lowest-rated aspect, and only one with an average below 4, was the relevance of the lectures' content with regard to the case studies. The second lowest average rating was for how well the content covered the students' expectations, which might be due to a relative lack of initial clarity with regard to the content proposed.

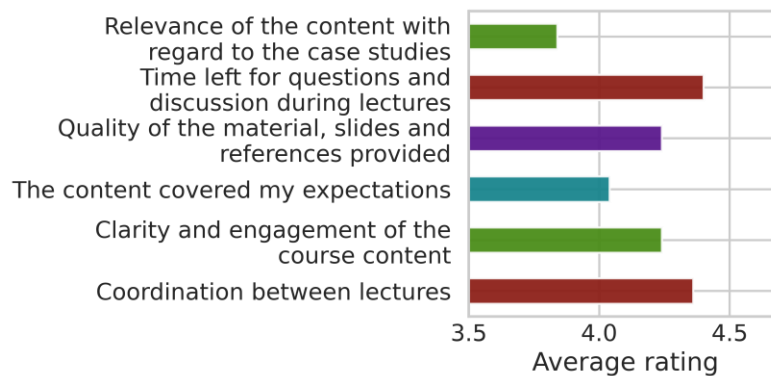


Figure 2- Students' average ratings on the lectures

The last set of questions then covered the case studies, where students were divided in three groups of equal size and worked with professionals. Here as well, most accessed the material in advance. From the comments left, students indicated that the presentation format expected could be indicated more clearly, and that their role in solving the case study could be more important. Lastly, for some of the case studies, the task allocation was such that some professionals were not working anymore on the day of the collaboration with students, resulting in a less dynamic interaction.

Quantitatively, the total time allocation was the weakest aspect based on the students' ratings (see figure 3), meaning that students would have appreciated additional time to pursue the case study. The other two aspects that received only moderately good average ratings are the clarity and engagement, and the value added from the collaboration with professionals, in line with the comments mentioned above.

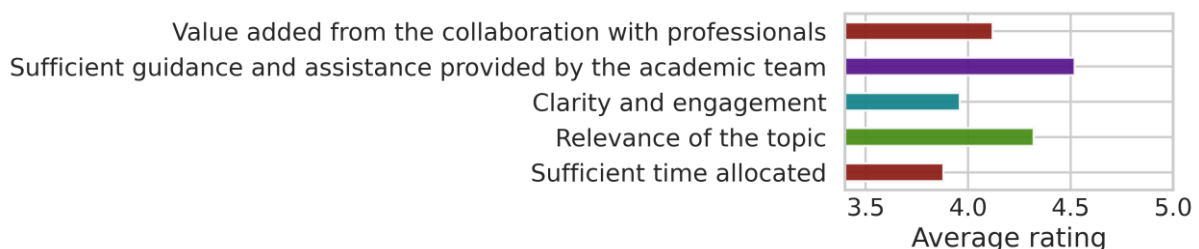


Figure 3- Students' average ratings on case studies

2. Evaluation of the professionals' questionnaire

The questionnaire for professionals received a total of 11 responses, meaning that every participant filled it. It also shows a general satisfaction, with an average rating of 4.7 for the overall experience (on a scale from 1 to 5). Asking first how they came to attend the FIE, the responses show that most professionals attended following a direct invite, except for two who were inform through LinkedIn. Moreover, a majority found the workload to be appropriate, as well as the duration of the training, and the duration of learning units. The average ratings on organisational aspects (see figure 1) all appear satisfying. The weakest part from the quantitative ratings appears to be the IT infrastructure used for sections 1 and 2. This is in line with some comments that highlight difficulties with the videos, in particular with the sound of some of them. Moreover, although they were not directly asked to assess that aspect, one respondent pointed out their dissatisfaction with the facilities, including both a lack of comfort at the accommodation and the teaching venue being inadequate.

The other two points that received average ratings below 4.5 are the consistency of the different sections and learning units and the organization of the case studies. On the latter, some professionals have echoed students in their comments, mentioning that the format of the collaboration with the students could have been better explicated at an earlier stage.

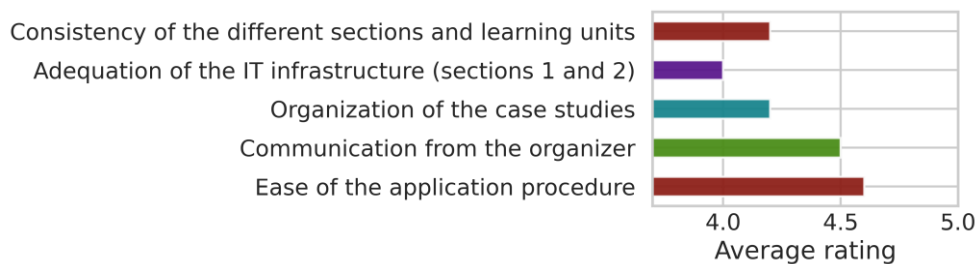


Figure 4 - Professionals' average ratings on general organisational aspects

Professionals were then asked why they might not have attended parts of the online lectures, to which one mentioned a redundancy with a previous training, and another a lack of time. All of them accessed the material in advance, so there seems to have been a good engagement with sections 1 and 2. It was suggested in comments that the access to some lectures would be better, presumably in person, including on other topics such as management.

The average ratings related to the online platform were moderately satisfying (see figure 5). The weakest part appeared to be the assignation process to the course track, although that aspect was normally quite simple, and there is no comment to provide further explanation of this. Another point that appeared only mildly satisfying was the accessibility of the course material on the platform, which, based on the comments, might be explained more by the absence of some lecture notes early on than by platform-specific issues.

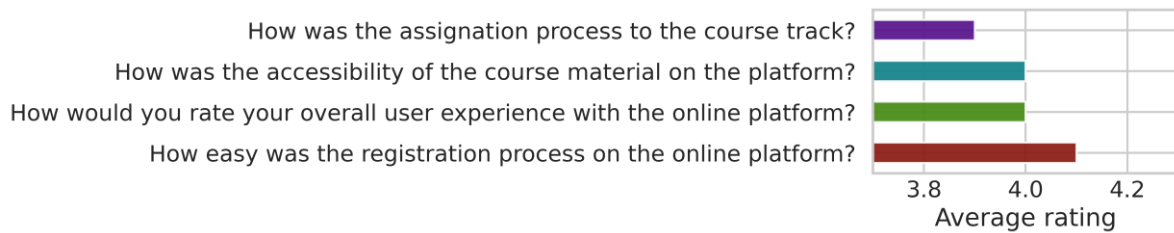


Figure 5 - Ratings relative to the use of the online platform

Then, several questions focused on the experience with the learning units. A comment received was that section 3 material not available on time, on top of the audio issues already mentioned above (sound too low). The quantitative ratings received on the different aspects of the learning units have been low on average compared to other parts of the questionnaire, with most averages below 4. The weakest point (on average not satisfying based on a 3.5 cut-off point) was the quality of the material provided, followed by the coverage and difficulty of the test, and the relevance for professionals in their activity.

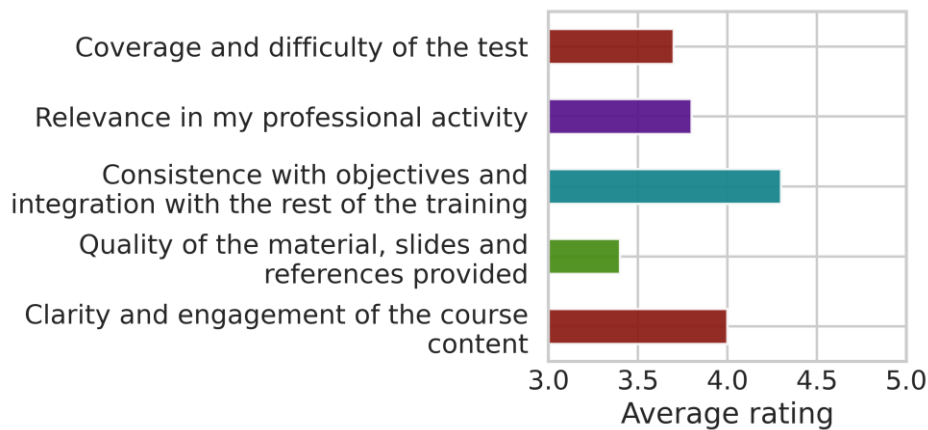


Figure 6 - Professionals' average ratings on the learning units

Finally, a last set of question covered the experience of professionals with the case studies. Also echoing some remarks by students, professional respondents commented that there was not enough opportunity for initiative and differentiation given to students in the case studies. Further comments suggest that tracks could have dedicated sections, i.e. differentiated learning content, and that the content could in general be better flagged for tracks. Adding on previously mentioned comments regarding the collaboration format with students, it was suggested that allocating time with them before the third day could be better.

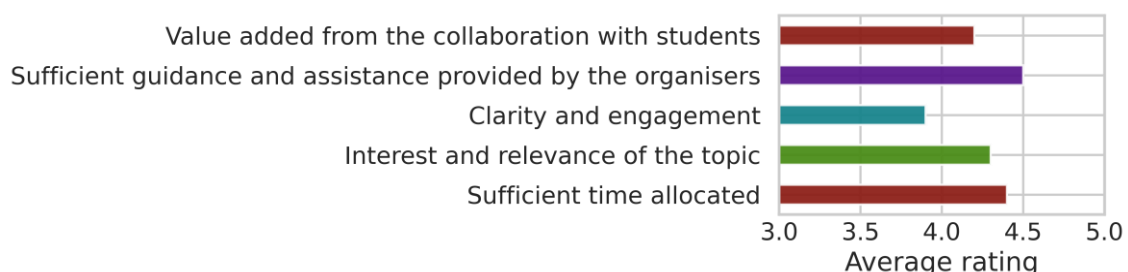


Figure 7 - Professionals' average ratings on the case studies

3. Evaluation of the lecturers' questionnaire

The questionnaire for lecturers was filled by 11 respondents, which represents the whole group. They assumed the following functions as part of the FIE:

- 8 recorded lectures for professionals,
- 8 assisted groups in the case studies, and
- 5 gave a lecture to students.

The feedback collected from lecturers is very positive overall, both in their ratings and in their often-enthusiastic comments. The whole FIE was rated 4.9 on average (on a scale from 1 to 5). The other quantitative ratings (see figure 8) are all good in comparison to the groups of students and professionals, with almost all averages above 4.5. The weakest point here as well seems to be on the use of the online platform. In line with it, comments suggest some improvements for videos: transitions, sound check, and better upload process.

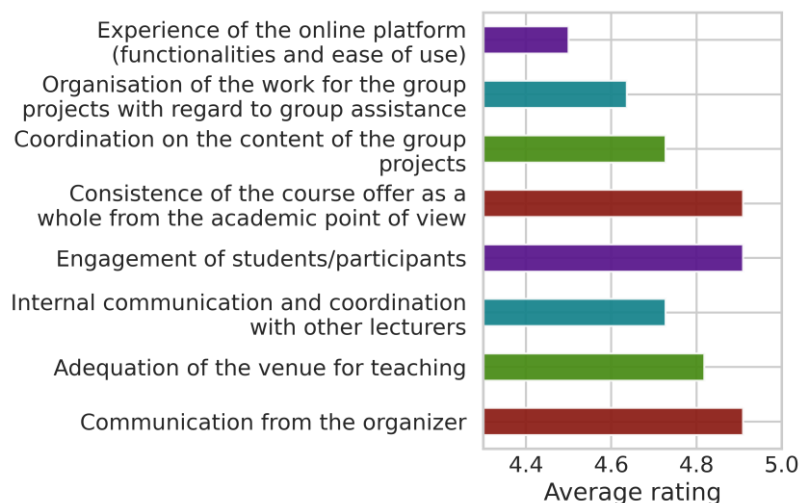


Figure 8- Ratings from lecturers

Lecturers were also asked about the time allocation of the programme. Everyone found the time for lectures appropriate. For the Q&A, 9 out of 11 found the time appropriate, and 1 too short. A comment further suggested that the amount of time for students to discuss the case study could be slightly increased.

4. Conclusion

Based on the evaluation of all questionnaires, we can first conclude that the FIE was overall successful as we have observed a good degree of satisfaction for all three stakeholder groups. We can in particular note that aspects related to the logistics of an in person event seem to have been fine based on all, apart from a couple of issues pertaining to the venue itself. Thus, the transition from online summer school to the in-person FIE has been successful.



Comments received from the three groups often echoed one another, and we can identify a few critical points that seem to make consensus and could be further improved:

- the quality of the material produced for students and professionals as well as its timely publication,
- the use of the online platform, which for students extends to the registration process on the UNIBO platform,
- possible optimization of the case studies format, so that students could engage better and allocate their time for it more efficiently, and
- general communication on the programme to set expectations and have participants prepared ahead of time to the different parts that they should engage with.

Finally, let us note that the ratings obtained were generally better than for the 2021 Summer School across all stakeholder groups. Therefore, and in line with comments by students who attended both, the FIE marks a progress for the GrEnFln programme on most aspects.

5. Appendix: full comments

Comments by students on the difficulty to cover the material sent beforehand

I had other lectures and exercises to attend, the prereadings made it quite stressfull

Deadlines University

A heavy prior workload

too much content, too little time as we were still in the middle of the uni

I had other exams that took up my time

Comparison between the summer school and the FIE by students who attended both

2022 edition was the best

Full Immersion Experience is preferred ! In presence, combination of university lectures and professional experience; interaction with professionals was very useful.

They were complementary

Comments on the organisation by students

Get better Wifi

The prereadings were announced very shortnoticed and to the unibo email adress, which I didn't use and didn't put as my primary mail adress

Also The Bertinoro staff was very sweet.

It could have been longer for Europeans to know each other better but it was already great '!

Thank you! It has been nice if it is a bit more organized especially online exam. But in general it was really nice.

Wonderful organisation from all of the partners of the project. Thank you !

Overall, the notes for the application process were, while all information was available, rather complicated to gather and it was not always totally intuitive what to do. Also, the marked meeting point at the map was 100m near the actual meeting point, so this also caused a bit confusion, but I really enjoyed the rest of the program!

Pre-Readings should be announced earlier, but in general it's a great idea to deal with material in advance. Talk about the case study on Monday was a little bit confusing, since the Professionals themselves didn't know about the way we will work on the case study later. (because it was the first day)

The organization was fabulous

Comments by students on the lectures

Some lectures would benefit from a very small 5min break. I can better focus if I get up from my seat after an hour or





45min
Some lectures must be shortened or divided in two! It's hard to concentrate for 2,5 hours on complex mathematical proofs
The pre reading assignment was on too short notice
To Q9, the lecturer from the Paris University took too much time and it should be avoided...
It would be much better if the lectures were on time.
The diversity of the topics covered in the lectures with different professors from different fields was a major added value to the program. The technical part of the content of the lectures was decent and varies across the topics provided. There was a balance between the qualitative and quantitative ideas discussed during the lectures.
Lecture of Rene Aid was way too long. Difficult to stay focused, but one doesn't want to miss the lecture (because in the end it wasn't mandatory to stay anymore)

Comments by students on the case studies	
3	I would have preferred to spend more time with the professional to see how they work
1	Pretty interesting
2	A clear statement of what kind of presentation in the beginning would be good. Like how many ppl have to present was always a question
1	I thought we would have more part in solving it, then just make the ppt
2	To be honest, some professionals were just playing their phones all the day...
2	It was really nice that professionals are easy to communicate. However, the time for case study was bit too short and It would be better if we could have more time for that.

The case studies numbering was as follows:

1. Renewable technologies
2. Environmental finance
3. Climate & business

Full responses by students on improvements for the future
Less online content to preview alone
WiFi
Announce the prereadings earlier, leave more time for the case studies such that the students can actually help solve them
Integration with the professionals, since with the current structure the professional does not added much value at the experience
Perhaps some more applications to finance
The time management, the sequence and connection of 6 lectures, the seriousness of this Programme
Better communication in advance, i.e. no emails to different adresses would be nice.
Duration
Maybe more time for case study, lectures could be more practical (dealing with examples not only math and theory)
Increasing the length of the lectures might be needed, since the topics were very rich and we could benefit more from the knowledge of the lecturers
Easier Application process. Especially for non italien speaking students it was sometimes hard. You could do a 'roadmap' for application which makes it more easier. Now one did not exactly know when to pay the fees etc. In my opinion instead of 3 different documents one could create one, visually appealing document.

General comments by students
I really enjoyed this experience, I think that the collaboration between students and professional can be very usefull
Overall it was impeccable!
Thank you very much Viola and Sylvia for the great experience!!





I think it would have been really nice if there was some kind of getting-to-know-eachother activity in the beginning of the week, maybe even Sunday night. I could think of some basic methods like assigning random seats to everybody at dinner in order to break the ice so the groups will merge. Anything that introduces each other would have been beneficial I think.

Comments by professionals on sections 1 and 2

Some pdf files and resources were not available for Track 3 at the time of the e-learning process. These files became available after the training was completed and in some instances after our arrival in Bertinoro. The immersion programme was a wonderful experience for me and I believe it could benefit from the improvement of the e-learning improvement. Please note that only technical and time-scheduling issues would need to be improved. The content of the lessons was very good.

Please check the quality of the provided material also in terms of audio quality

I thought it was a wonderful experience that was taught with the right balance of the challenge we have before us, but we could have had a little bit more optimism for how the students can make a difference and have a personal impact. If there is a way to make the problem slightly more personal on the individual level we may have a greater sense of personal responsibility.

I think there is not enough clear what units correspond to each track. In my opinion there should be a specific section for each track.

Comments by professionals on the case studies

I had a wonderful experience working with the case study leader, the lecturers, the professionals, the students and all members of the project management team in Bertinoro. I would only recommend to improve the quality of the sound of videos in the platform (the volume is too low) and to upload the documents in a more timely manner. Also, it would be helpful for professionals and student to know a little bit about the immersion experience in Bertinoro in advance. For example, us professionals did not know if we would help the students to prepare a presentation or if we would do a separate presentation from the students. it would be helpful for everyone to know these things in advance, in order to better prepare for the immersion experience here. This is important especially because the program in Bertinoro is intense and there is no time to lose!

it can be specified better in advance the difference of role between professionals and students

would have been nice to have more time to develop the project together with students: we met them only on third day, to prepare the presentation. they had no background on the topics and would have been great to "teach" them some topics. also, the project was "light" for us professionals only

It was exciting to work together with students and the other professionals and share our professional experience.

Full responses by professionals on improvements for the future

introducing some lectures for the professionals and booking more time for the interactions between professionals and students

Make it personal on the individual level not just corporate level.

providing some lecture time also for professional in order for us to get new knowledge on e.g., trends, management methods, and so on (something on a more qualitative and managerial level)

The bedrooms were not good. Very very old, not HVAC system and bad smell. The rooms for developing the case study were not very comfortable. More comfortable tables for working and air conditioning systems are necessary to make the experience better.

General comments by professionals

Overall, I am very satisfied with my immersion experience here in Bertinoro and I have only provided some suggestions for improvements in the online training. I believe I have learned a lot and that it was been a privilege to work with all people involved in the project. Please note my comments in the previous page.

A wonderful experience

it has been a super great experience, thank you all!

More practice lessons





Suggested improvements by lecturers on the lectures

everything perfect

Improvement of interchange between videos of each learning unit. Sometimes instead of showing the next video it showed the one I had watched. Also care should be taken so that all the presentations in pdf files are uploaded at the same time as the videos. A very important point is the correct sound of the videos because the ones of case study no 3 it was very difficult to hear the speaker

It was fine

The process of uploading the lectures

Suggested general improvements by lecturers

lectures also for professionals

The only thing students complained about a little is that the pre-reading material has been given a bit too close to the deadline to answer the questions

Contents should be updated in order to meet the real needs of the professionals.

The amount of time for students to discuss the case study could be slightly increased

General comments by lecturers

It has been REALLY a great experience and I would totally suggest to repeat it in the future

It was a very enjoyable experience and I think that the combination of professional persons with students is very positive for both parties



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