

# EdTech: TrainTool Evaluation

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## Evaluation team



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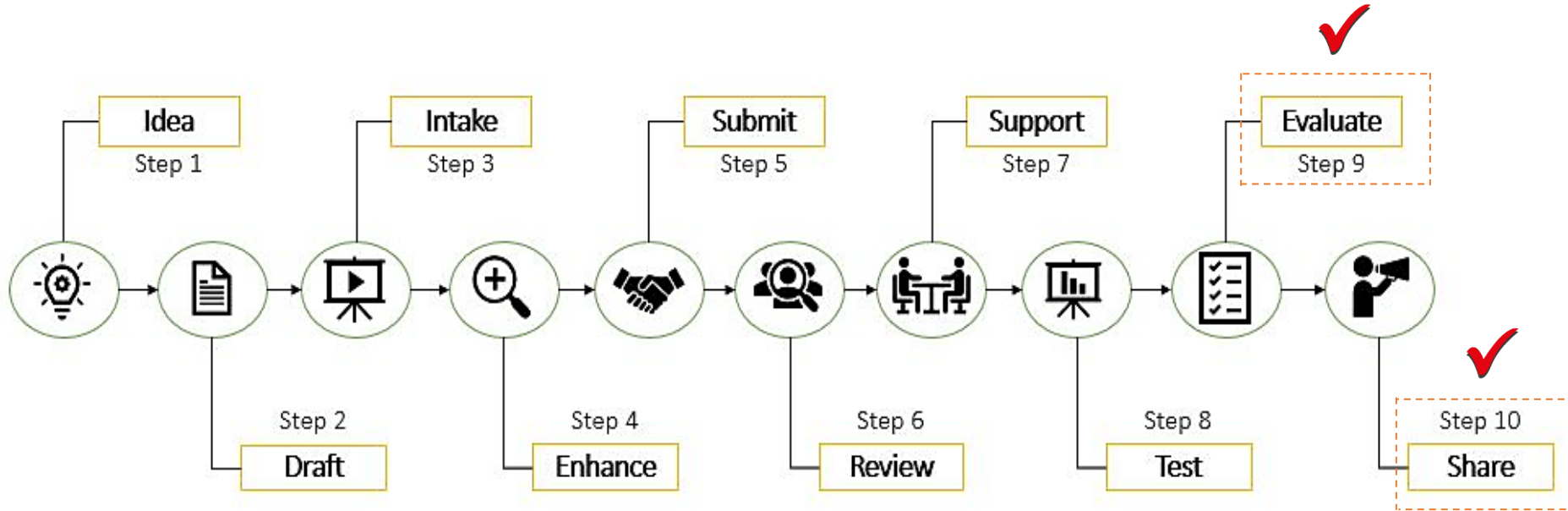


# EdTech Community



# EdTech community

- Supporting teachers who experiment with new EdTech tools in education
- Enhancing quality of education at WUR with EdTech tools
- EdTech evaluation team: Step 9 (evaluate) and Step 10 (share)





# Overview of TrainTool



# Overview of TrainTool

- An online video training tool that focuses on the practice of communication skills.
- Goal:
  - Actively training and testing learners' communication and presentation skills
- Features:

Practice	Tests	Reporting	Planning	Support	Integration	Safety
Autocue	Self and/or coach assessment	Scores per competency	More training sessions in a fixed period	iOS	Surfconext	ISO 27001 certified
Audio only	Feedback per exercise, competence and general	Tailored reports	Deadlines	Android	BasicLTI	
Personal learning paths	Benchmark scores	Statistical analyses	Reminders and notifications	Chrome	SCORM	
Peer and/or coach feedback		A/B testing	Securing the skills with a refresher course	Internet Explorer	Custom e-mails	
Speech recognition (in development)				Firefox		
				Edge		

- <https://www.faculty.nl/en/traintool-app/>



# Methodology



A circular icon containing a clipboard, an hourglass, a target, and a head with a brain, representing context or learning.

# Context

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- Course A
- Course B
- Course C
- Course D

## ■ Course A

TrainTool was used for skills' practices individually and as a group.

### Course detail

**Chair Group:**

- ELS

**Language of instruction:**

- English

**Level of instruction:**

- MSc

**Period:**

- Period 2, 3, 5 (Tested)

### Course goal

**Some course goals:**

- Describe several frameworks for analysing cross-cultural differences
- Outline some of the theoretical concepts about intercultural conflicts, prejudices, norms and values

### Course evaluation

- Individual assignment on 'Exploring Culture' (60%)
- Individual reflective journal (20%)
- Individual summary of 'Exploring Teaching and Learning Styles' (20%)

- Course B

TrainTool was used as a part of training activities.

## Course detail

**Chair Group:**

- ELS

**Language of instruction:**

- English

**Level of instruction:**

- MSc

**Period:**

- Period 2, 5 (Tested)

## Course goal

**Some course goals:**

- Apply relevant networking-theories to identify their own network
- Critically review their own networking skills, in collaboration with peers, and undertake action to develop these

## Course evaluation

- A final assignment
- Active participation during the three classes

- Course C

TrainTool was used for skills' practices and assessment.

## Course detail

**Chair Group:**

- ELS

**Language of instruction:**

- English

**Level of instruction:**

- MSc

**Period:**

- Period 2, 3 (Tested)

## Course goal

**Some course goals:**

- Understand the essentials of negotiation theory
- Analyse own behaviour in negotiations with use of negotiation models
- Evaluate negotiation skills of peers giving feedback on their performance

## Course evaluation

- A personal reflection paper
- Active participation in the course

## ■ Course D

TrainTool was used as an addition to the course by students to be individually prepared for group assignments.

### Course detail

**Chair Group:**

- ELS

**Language of instruction:**

- English

**Level of instruction:**

- MSc

**Periods:**

- Period 3, 6 (Tested)

### Course goal

**Some course goals:**

- Understand and analyse a range of management roles and competencies needed in different management contexts
- Be able to design an action plan for becoming a manager

### Course evaluation

- A final assignment
- Active participation in the classes

## Data from teachers

- Focus group discussions (N=3)
- Focus group discussions (N=4)



## Data from students

- Three focus group discussions (N=11)
- Two in-depth interviews (N=2)
- Students' online survey [PaCE] data (N=88)
- Analysis of students' reflection report on TrainTool



## Data from TrainTool

- Analysis of our interview with TrainTool company (N=1)
- Content analysis of TrainTool evaluation report – 2020 (PPT file)



# Instruments

## ■ Open-ended questions for teachers:

1. Are you generally satisfied with using TrainTool? Why No/Yes? Rate from 1 to 10.
2. To what extent TrainTool was successful in achieving learning goals?
3. Did TrainTool add any other values to the course?
4. Did TrainTool help you to decrease your workload?
5. How would you explain ease of use and enjoyability of TrainTool?
6. From your point of view, what were the weaknesses and the strengths of TrainTool?
7. Do you have any suggestions for further improvements of TrainTool?
8. As a teacher, would you recommend using TrainTool for other similar courses?



# Instruments

- Open-ended questions for students:

1. Are you generally satisfied with using TrainTool? Rate from 1 to 10.
2. Did TrainTool help you to achieve learning goals?
3. Did TrainTool add any other values to the course?
4. Did TrainTool help you to decrease your workload?
5. How would you explain ease of use and enjoyability of TrainTool?
6. From your point of view, what were the weaknesses and the strengths of TrainTool?
7. Do you have any suggestions for further improvements of TrainTool?
8. As a student, would you recommend using TrainTool for other similar courses?



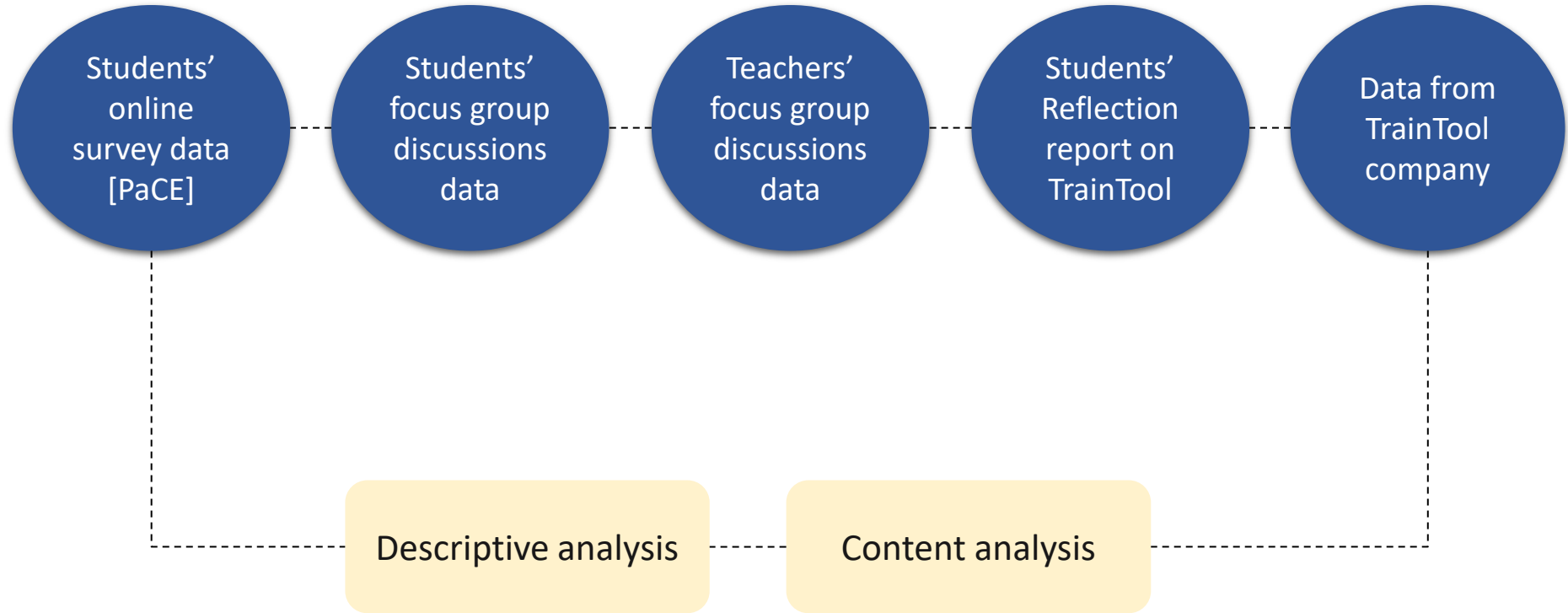


# Instruments

- TrainTool statements and question for students' online survey [PaCE]:
    1. TrainTool was easy to use.
    2. TrainTool was enjoyable to use.
    3. TrainTool contributed to my skill development.
- ✓ *Rating scale: From 1 to 10*



# Data analysis





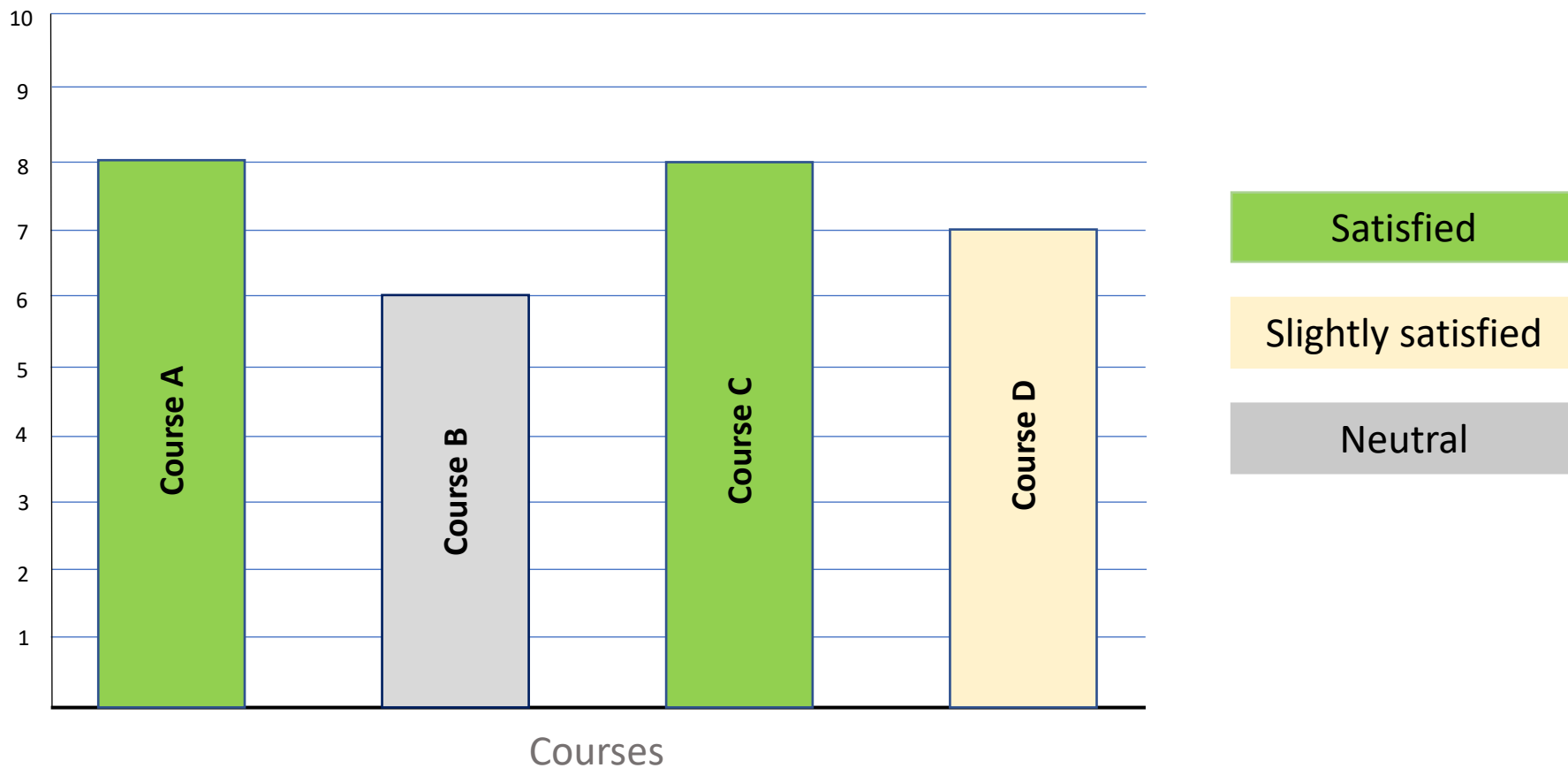
# Key results

## Teachers



# General satisfaction (teachers)

General satisfaction



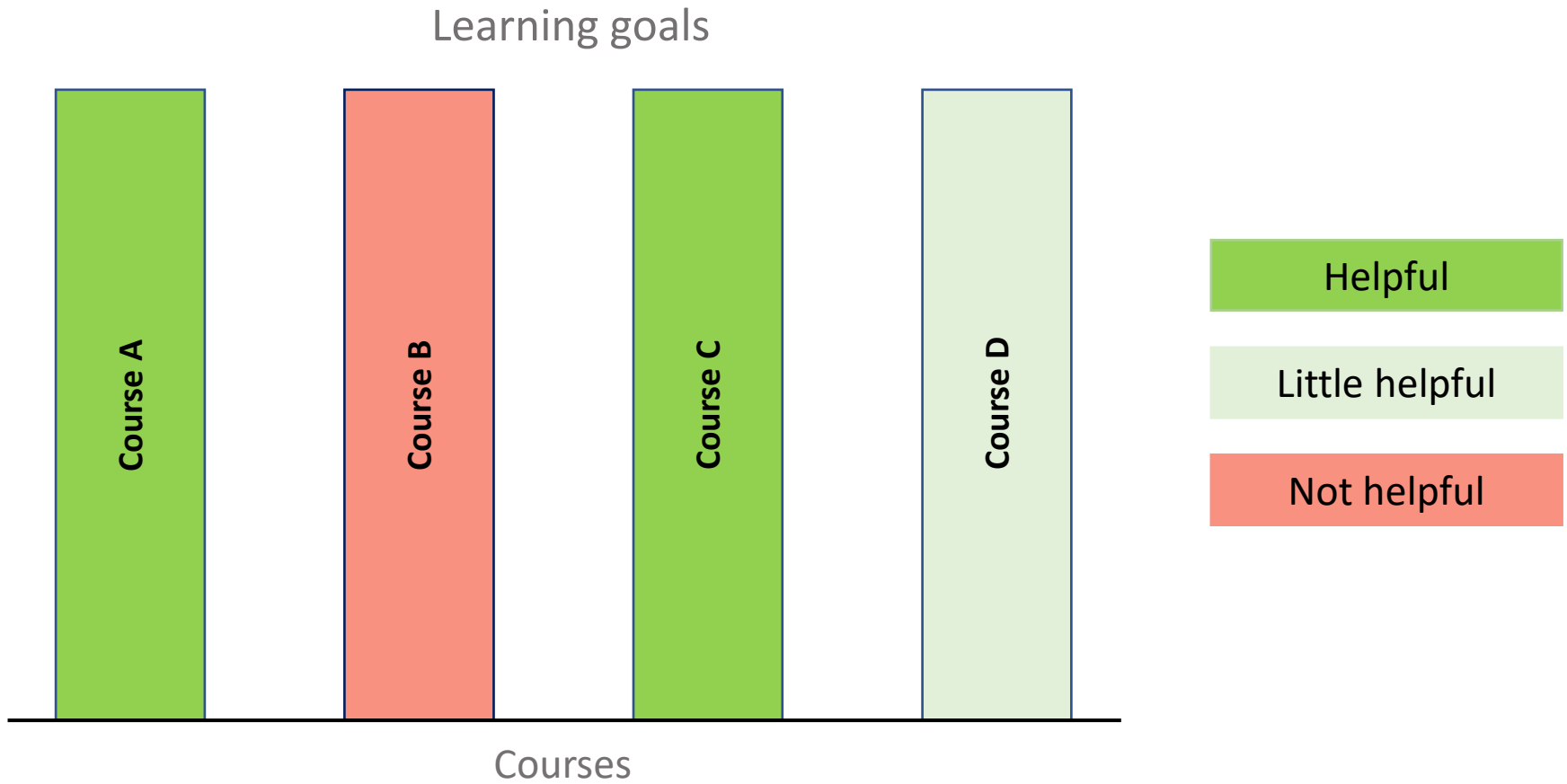


# General satisfaction (teachers)

- **Course A (satisfied)**
  - **Improve quality of practice** *“We are generally positive about TrainTool. Because the quality of practice was better than the time before TrainTool.”*
- **Course B (neutral)**
  - **Missing synchronous interaction** *“I would give the tool something like 6 or 7. What was definitely missing here was the interaction.”*
- **Course C (satisfied)**
  - **Saving time and assessment** *“We are generally satisfied with using TrainTool. It helped us with saving time and the assessment.”*
- **Course D (slightly satisfied)**
  - **Good for students** *“I would rate it 6 for teachers but I would rate it for students 7.5 or 8. I set it up in my course cooperating with TrainTool team. There was so much back and forth to set it up. But students gave us feedback that they were very well prepared for the exercises in the tool.”*



# Learning goals (teachers)





# Learning goals (teachers)

## ■ Course A (helpful)

- *“Based on the results and students’ reflection, I could say it helped with learning goals.”*

## ■ Course B (not helpful)

- *“I think the tool was not a lot of value for learning goals. Also, I am not sure if the tool could have added values if we would have been in a physical situation.”*
- *“In our case, I found the reflection on the tool 9 times out of 10 very superficial.”*

## ■ Course C (helpful)

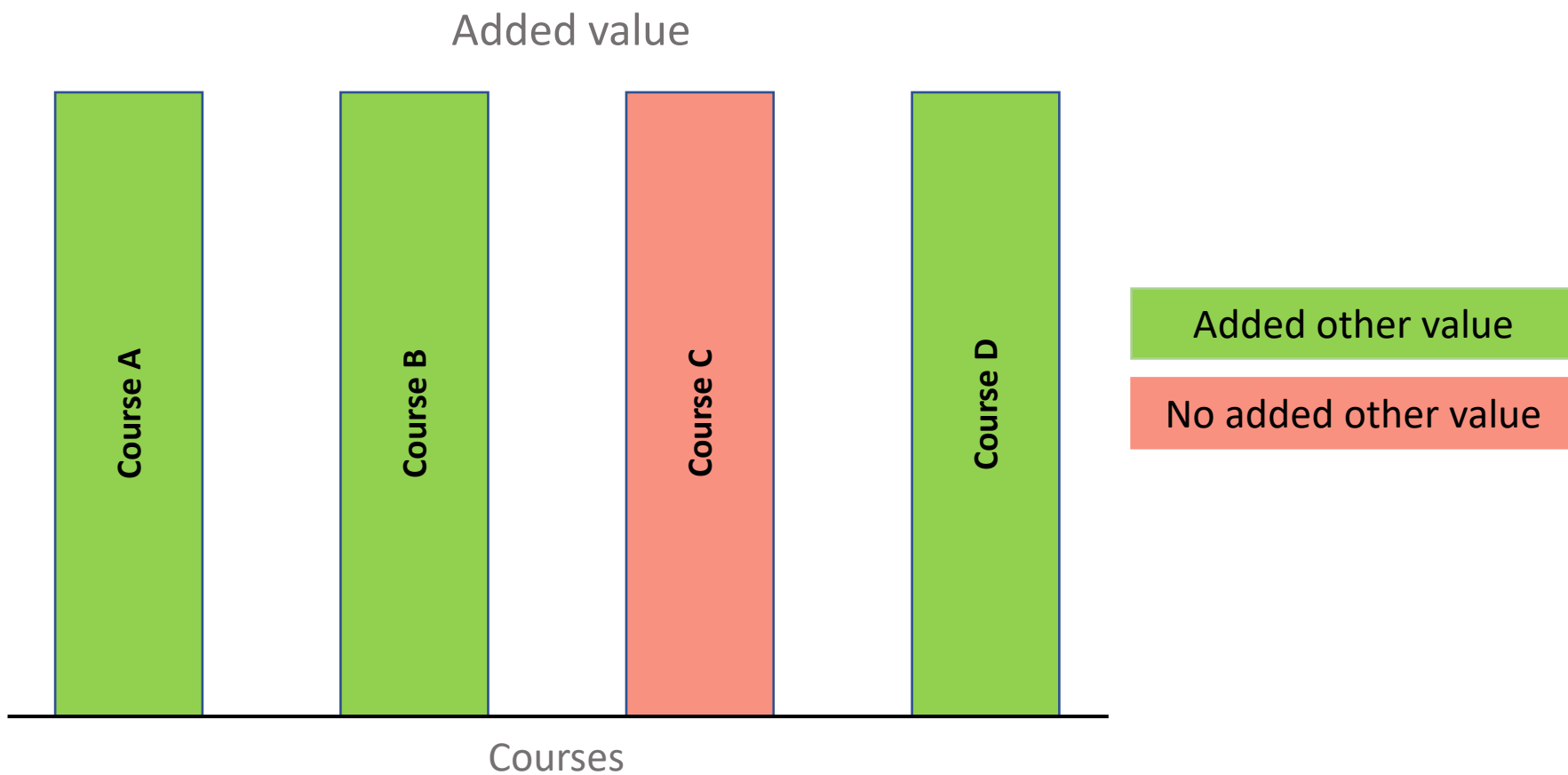
- *“We used TrainTool for exercises and also for the assessment and I think it helped us with achieving the learning goals.”*

## ■ Course D (little helpful)

- *“Yes, it did contribute. TrainTool was used for achieving one learning goal and in that regard, it contributed.”*



# Added value (teachers)







# Added value (teachers)

## ■ Course A (added value)

- **Added value for online setting of the course** *“I think since we are in the Corona situation, this tool has added values for online setting of learning. Normally, presentation, networking, and communication skills are practiced in face-to-face environment. But, now due to lockdown, this tool added values for an online set up of the course.”*

## ■ Course B (added value)

- **Anytime and anyplace practice** *“I think it added extra possibilities for training the skills besides the ones we have offered in the class. So, they can practice anytime and at any place as long as they like to practice.”*
- *“The idea to be able to practice anytime and anyplace could be an added value for this tool.”*

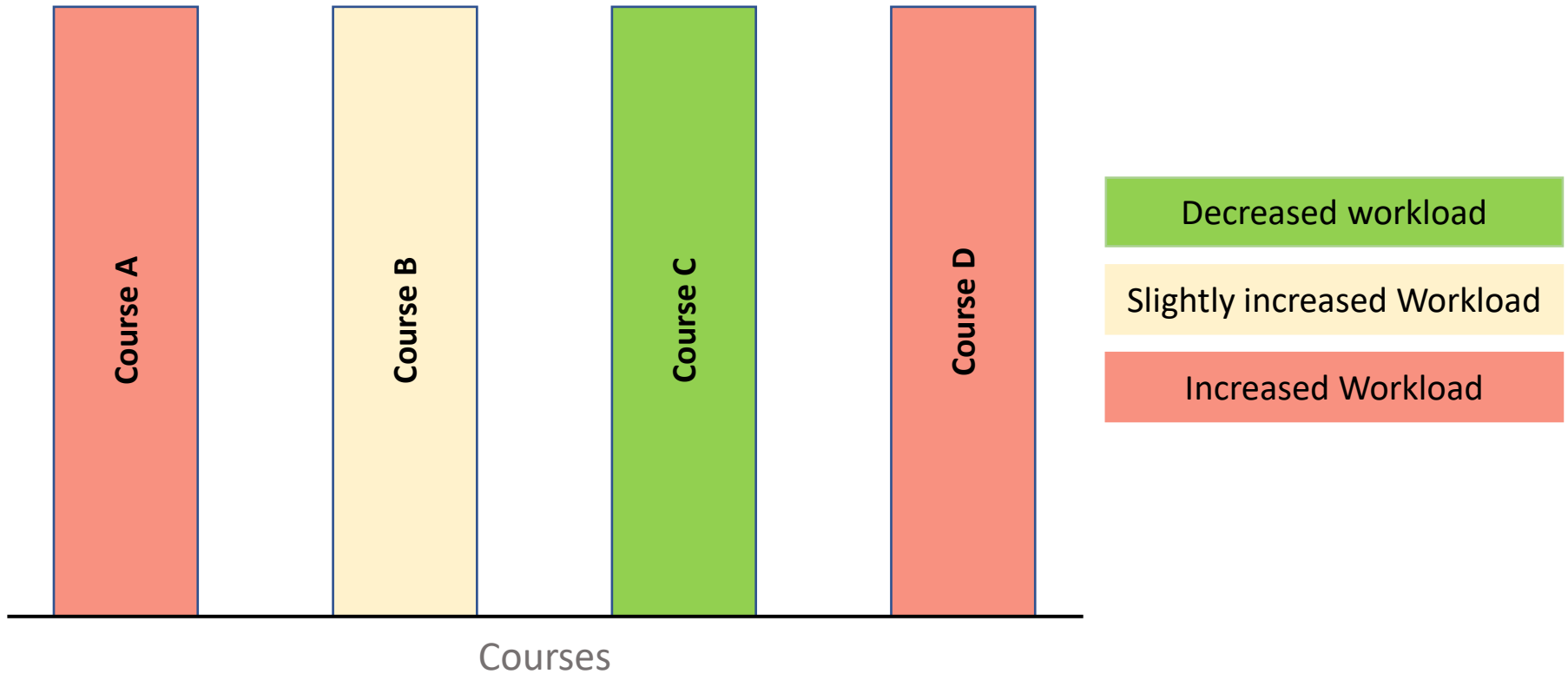
## ■ Course D (added value)

- **Preparation** *“I think the tool was helpful in preparation of students for the exercises. Students could practice what we expected from them beforehand, and in most cases, they were well prepared for the assignments.”*



# Workload (teachers)

Workload





# Workload (teachers)

## ■ Course A (increased workload)

- **TrainTool set up** *“It increased time but that was because of preparation and set up of the tool in the course and creating new videos that we have done by TrainTool.”*
- **Extra addition to the course** *“We did not use TrainTool instead of any other part of the course and it was an addition which obviously added more workload for us.”*

## ■ Course B (slightly increased workload)

- **TrainTool set up** *“We had to put effort to set TrainTool up and for the preparation we had to do something.”*

## ■ Course C (decreased workload)

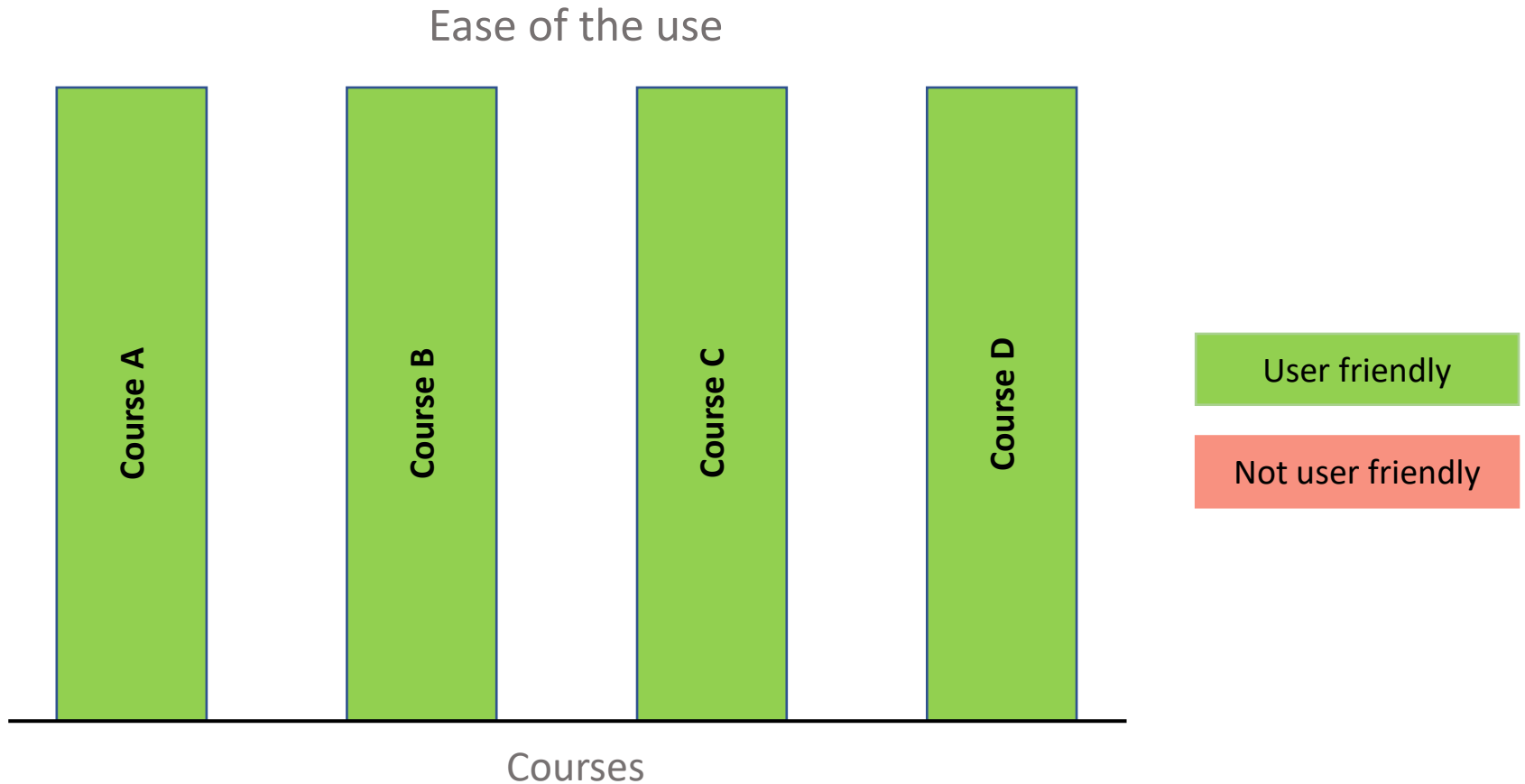
- **Independent exercise and quick assessment** *“In this Corona time, I think it did save time for us. Students did it independently from us. We assessed four exercises (videos) with TrainTool. Students had to answer to the questions about their videos in TrainTool and we checked and looked at those answers. It was quick assessment.”*

## ■ Course D (slightly increased workload)

- **Preparation** *“I think it increased the workload a little bit. Things like preparation or figuring out how it works and how did it well. The preparation time was less for the next time we used it. But still, it did not save time for us as a teacher.”*



# Ease of the use and enjoyability (teachers)





# Ease of the use and enjoyability (teachers)

## ■ Course A (User friendly)

- *“For both students and teachers, I think it was very easy to use.”*

## ■ Course B (User friendly)

- **No technical complaints from students** *“I think it was easy to use. I also did not hear any complaints regarding difficulties working with the tool.”*
- *“I did all the exercises by myself before beginning the course and I found it very user friendly.”*

## ■ Course C (User friendly)

- *“I think as a teacher it was nice and easy to use.”*

## ■ Course D (User friendly)

- *“For me, the same. I found it easy to use and I did not hear complaints about it from students.”*



## Weaknesses (teachers)

- **Awkwardness of practice** *“Some of students did not feel comfortable looking at themselves on the screen. It felt weird and awkward to students sitting in front of the computer and recording themselves.”*
- **No group activities** *“There is no option for watching as a group or any other group activities. It is an individual tool.”*
- **Integration challenge** *“One of the challenges we had was about the embeddedness and integration of the TrainTool in the course and for assignments.”*
- **Low-level learning** *“The only thing is that it offers possibility for the practice and communication skills development, but the depth of practice is not good enough.”*
- **No synchronous interaction** *“The weakness for our course was the lack of interaction as the reality represents it for students.”*
- **Tool set up workload** *“What I found as a weakness was that it took a lot of my time to find a right and didactic strategy or the purpose to use. We used the tool for practice assignment and if I wanted to use it for the assessment, I had to set it up again in a different way and it is a lot of work.”*
- **Shallow assessment** *“If I remember it correctly, for the assessment it was only yes or not type of questions. I think for practicing purposes that can be useful but for the assessment can not. It is shallow and it should be deeper than this kind of assessment.”*
- **Necessity** *“We are not sure how much of value this tool would be if we go back to the normal situation and to face-to-face classes.”*



## Strengths (teachers)

- **Good support services** *“Another thing that I found as a strength for the tool was the good support from the company. I found them really quick and helpful.”*
- **Easier transition in learning process** *“I think TrainTool has definitely contributed to low-level kind of learning and make an underpinning for higher-level learning. So, TrainTool helped us with transition in the learning process.”*
- **Clear self-use** *“What also I found as strength was the clarity for self-use.”*
- **Practice micro skills** *“What I liked about the tool was that students had the opportunity to practice and experiment micro skills.”*
- **Learning by doing** *“I think one good thing about the tool is that it is something more than just writing or reading. You actually do something, and it is like learning by doing.”*
- **Innovative and fun** *“I think TrainTool offers an innovative and fun way to practice communication skills.”*
- **Good preparation for real life practice** *“I think one of the values of this tool for our course, was that students were able to practice their skills before they go to real life situations.”*
- **Practice anytime and anywhere** *“One of the strengths of the tool is that students can practice whenever and anywhere they want.”*



## Strengths (teachers)

- **Peer feedback** *“What I see as a strength here for this tool is the possibility to include peer feedback on your actual skills performance. In the real class, there is also a chance to do that but you must respond immediately, and you can not think about it very long. But, in the tool, you can watch the film, think a bit more in depth and then reflect on that.”*
- **Invite others to give feedback** *“I liked the idea that you can send your work out for the feedback from teachers or from peers. I see a lot of opportunities here.”*
- **Working in a safe and private environment** *“Working in a safe environment and ask for feedback on the version of your recording that you like others to see. I mean practice in a private situation and having the space for themselves for self-learning is a strength for this tool.”*
- **Preparation for assignments** *“The preparation for peer assignment is something that I’d like to mention. The tool helped students to be well-prepared for the individual and peer assignment.”*
- **Deepening the skills** *“It was useful for role playing in the class. It helped with deepening and embedding the skills that were used for role playing in the class.”*





## Suggestions for further improvements (teachers)

- **Make the tool interactive** *“As I said, for our course the interaction was missed in the tool, and I suggest to see some improvements in that case. Make the tool more interactive.”*
- **Improve tool’s integration capacity** *“Make the tool somehow to work in a comprehensive way. To see that the tool can integrate the practice section with the assessment part.”*
- **In-depth assessment** *“The yes or no questions are very shallow, and we need more in-depth questions.”*
- **Facilitate learning process and communication** *“TrainTool is basically an individual tool and what I missed in using TrainTool was being able to facilitate the communication and facilitate students’ learning process. I think that is crucial to make it valuable.”*
- **More administrative access to the teachers** *“One thing that I think could be improved is that if students skipped the deadline, we had to contact the TrainTool. This coordination and organizing things was kind of complicated for me to do.”*



## Recommendation to use (teachers)

- **Course A (recommended)**
  - **Valuable addition** *“In general for our course it was a valuable addition.”*
  
- **Course B (Not recommended)**
  - **Useful for one-way direction courses** *“For courses with one-way direction, such as practicing with yourself, watching your own video, and asking for other’s feedback, it could be valuable and useful. But for courses that it requires synchronous interaction for the assignments like ours, it cannot be much helpful.”*
  
- **Course C (recommended)**
  - *“Yes, I would recommend using it.”*
  
- **Course D (recommended)**
  - *“For our course it was generally useful, and I would recommend it. Specially, if they can further develop the tool.”*



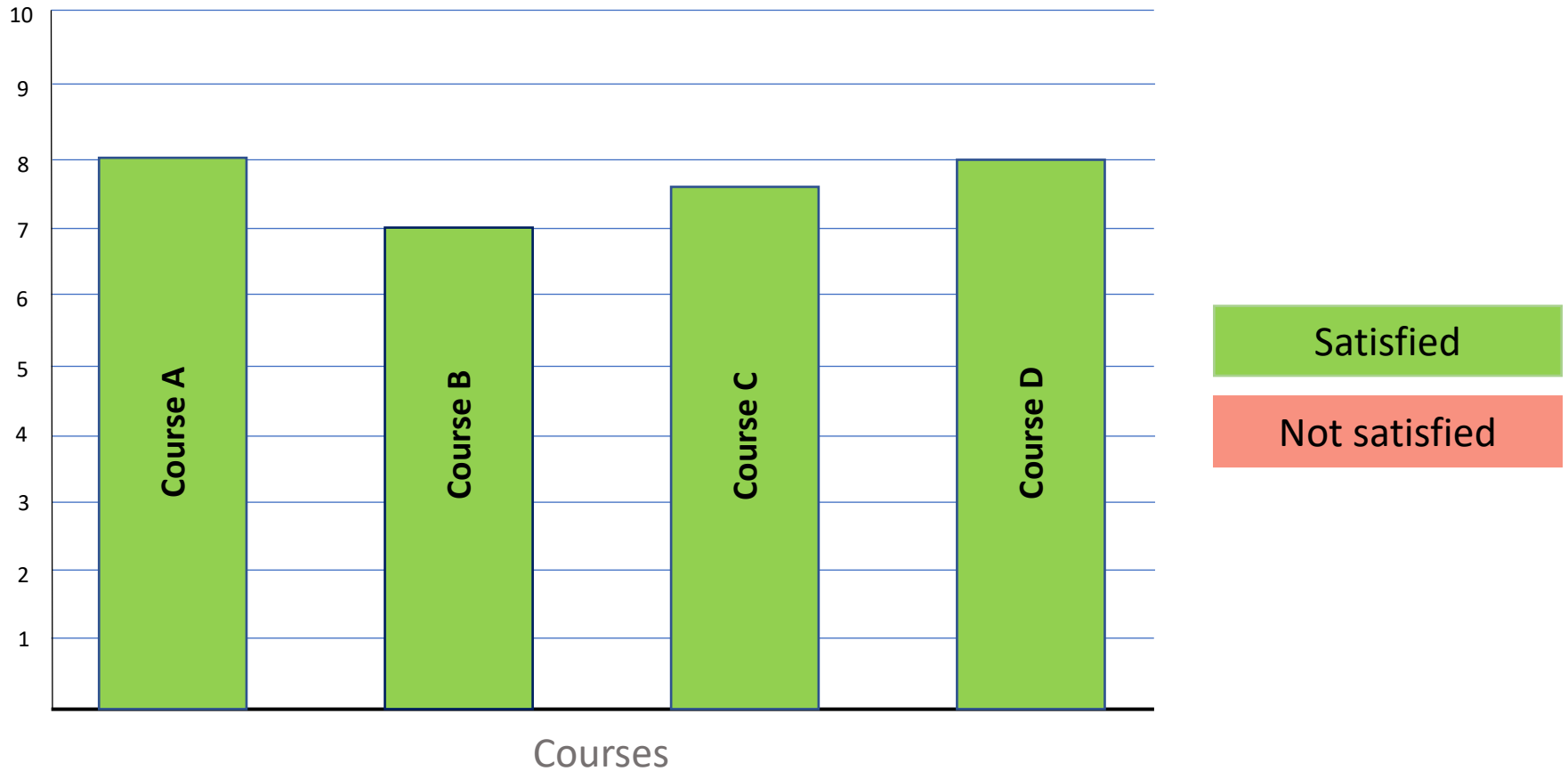
# Key results

## Students



# General satisfaction (students)

General satisfaction





# General satisfaction (students)

## ■ Course A (satisfied)

- *“I am greatly satisfied with using TrainTool. I think it was useful for practice and I found the information provided beforehand very short and informative. I would rate it 7.5 or something.”*

## ■ Course B (satisfied)

- *“I liked it as well. It was good for me to have a moment where I could practice online without anybody.”*

## ■ Course C (satisfied)

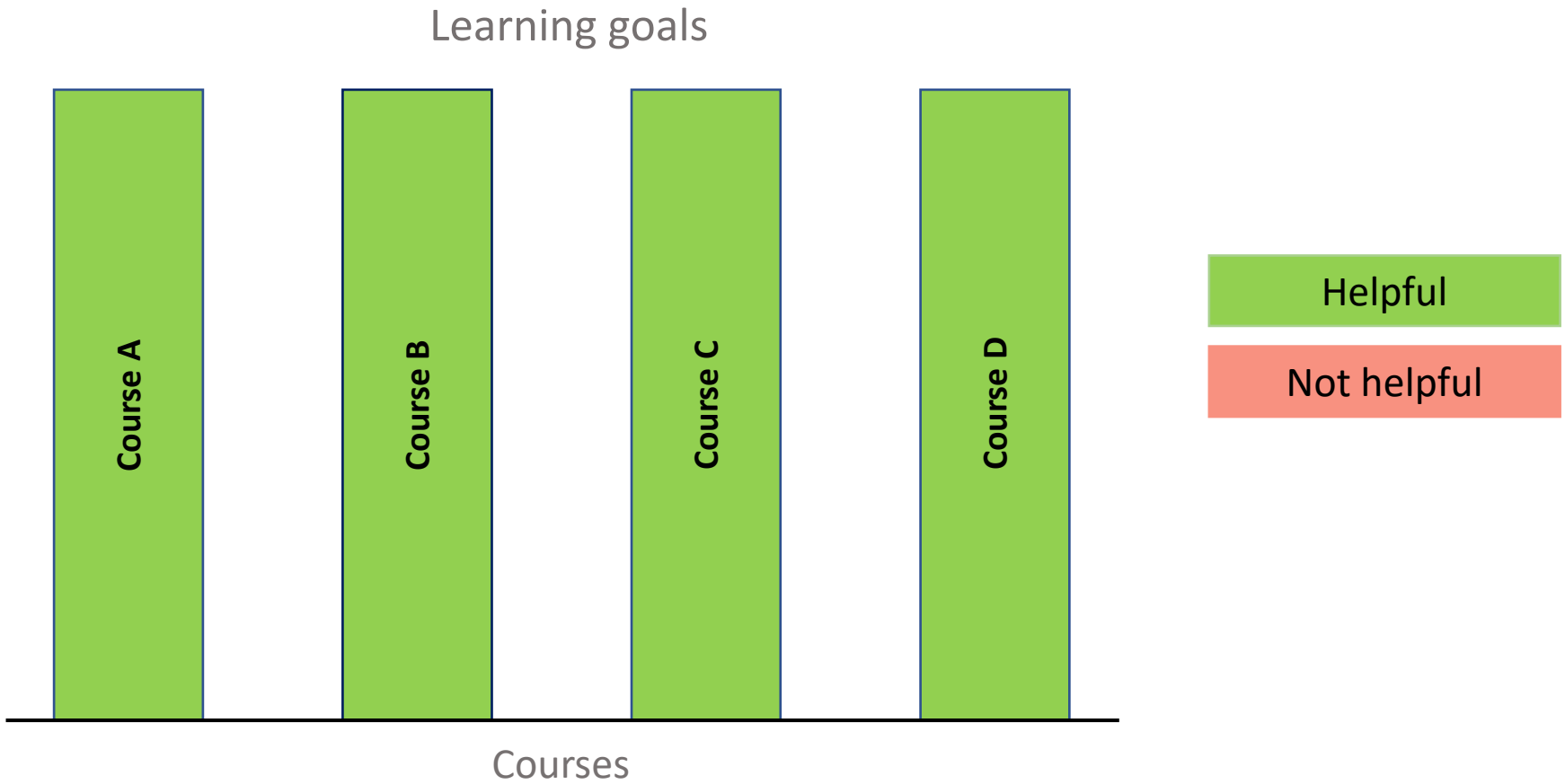
- *“In general, the tool was fine, and I liked it, but it could be a bit improved. I would give it 7 or 8.”*

## ■ Course D (satisfied)

- *“I am also satisfied with using TrainTool. It was easy to use, and it was not complicated. I would give it 8.”*



# Learning goals (students)



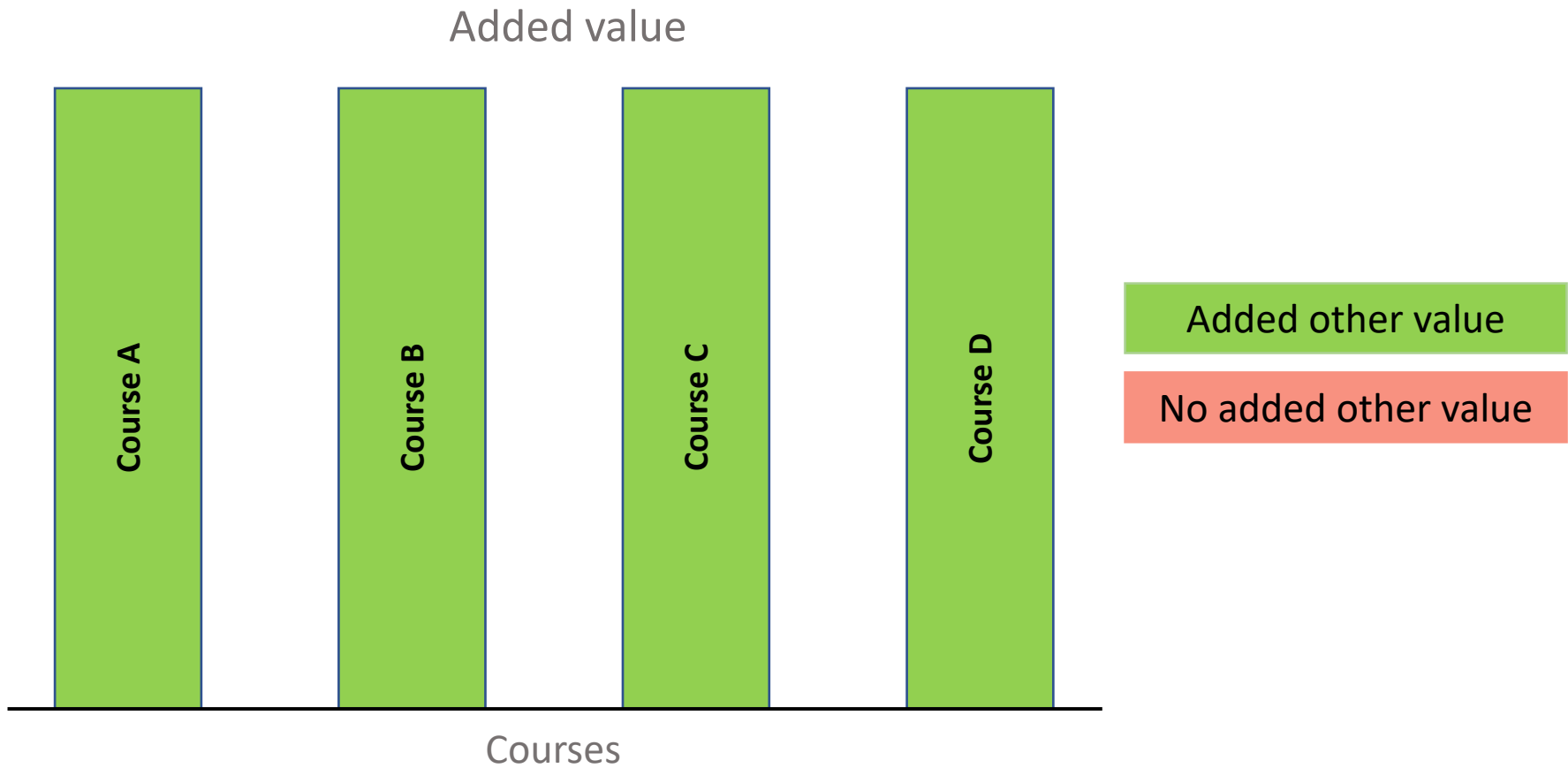


# Learning goals (students)

- **Course A (helpful)**
  - **Practice what you learn** *“I think it helped us somewhat to practice intercultural communication theories that we have studied, and I think in that sense it was helpful.”*
- **Course B (helpful)**
  - **Feedback from others** *“I think it was helpful. In TrainTool you can also share your recording videos with others and then get feedback and give feedback on others’ videos, I think it could be very useful.”*
  - **Self-feedback** *“Another thing that I found useful was self-feedback. It felt awkward to record and watch yourself, but it was useful, because I could say what I forgot to say, what I could have said better.”*
- **Course C (helpful)**
  - **Sharing experience and feedback** *“I think it was relevant to learning goals of the course. Because we did speak a lot about what we have been practicing in the TrainTool. I got some feedback from other students. I liked to give feedback and get feedback on my own video. So, I had feedback in my TrainTool. I think in that way it helped with learning goals.”*
- **Course D (helpful)**
  - **Self-evaluation** *“After you practiced you had to watch yourself and then you had to see whether you meet the requirements. For example, where did you smile and how was your gestures.”*
  - **Practice what you learn** *“Compared to the old method, where teachers normally give you some advices how to do the vocal, but you don’t really implement advices. Now with this TrainTool, you first read the theory and then you practice it.”*



# Added value (students)







# Added value (students)

## ■ Course A (added value)

- **Learning transfer** *“For me, I think the answer is yes. Because it was useful to have certain points for different situations. I mean, the TrainTool helped to be aware of that in which specific situation which skill should I use.”*
- **More engagement in learning process** *“I think one of values that it adds is that we are in the lockdown and this tool is not just a video or text, and it helped me to be more engaged with the course and feel interactive. I think in that sense, it added values for me.”*
- **Secure practice** *“I guess TrainTool could add values for those students who feel insecure and uncomfortable with role play practicing or communication in real life with other people.”*

## ■ Course B (added value)

- **Feedback from others** *“I think it was helpful. In TrainTool you can also share your recording videos with others and then get feedback and give feedback on others’ videos, I think it could be very useful.”*



# Added values (students)

## ■ Course C (added value)

- **Broadening perspective** *“In TrainTool, I also watched other students’ practices to give feedback to them and I think it was interesting to see how differently people approach to different situations and solve the different problems. I think it was good for me in terms of broadening my perspective.”*
- **New and fun** *“I think since it was new and fun, I did not really realize the time spending. I think it was still the same workload but less boring. I was happy to not write any essay.”*

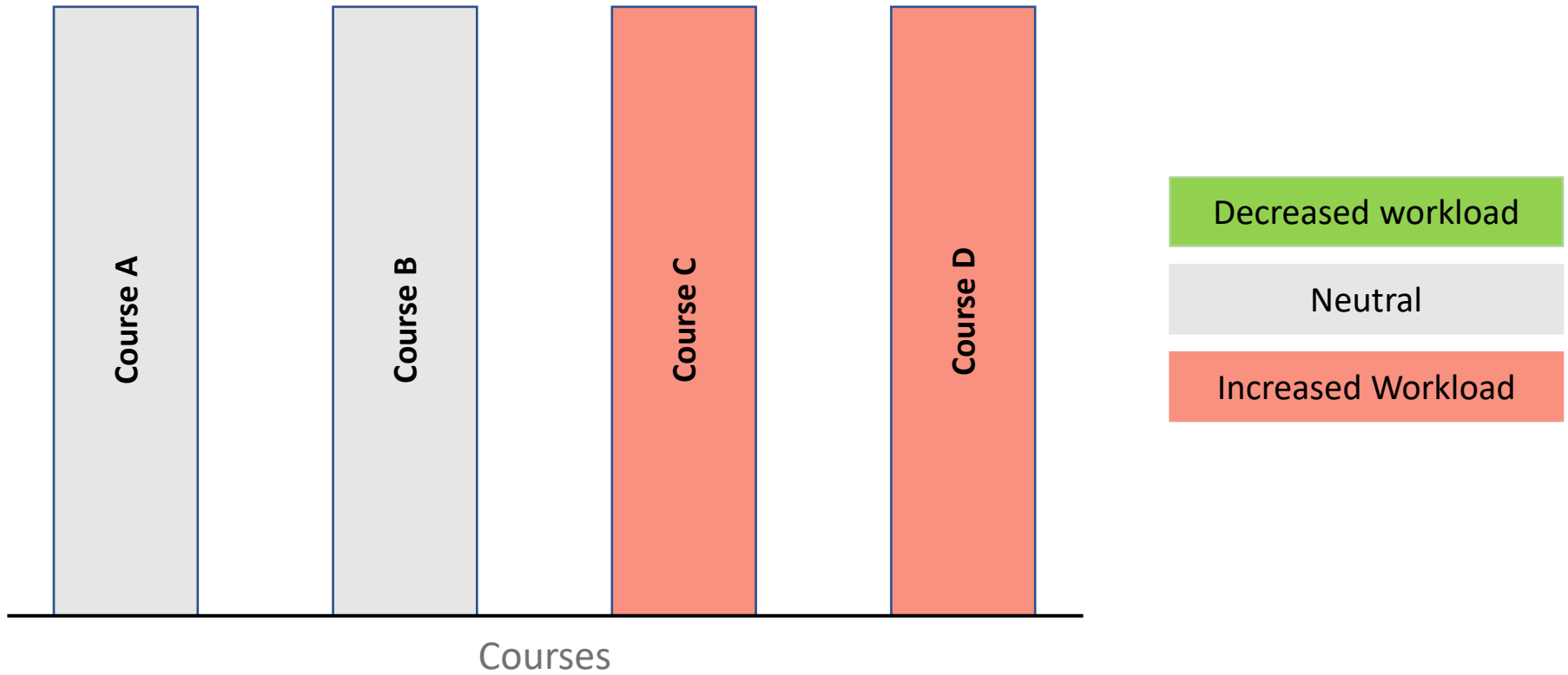
## ■ Course D (added value)

- **Self-confidence** *“I think it helped me to be more self-confident. I think practicing communication in TrainTool and then apply it in real life gave me more confidence.”*



# Workload (students)

Workload



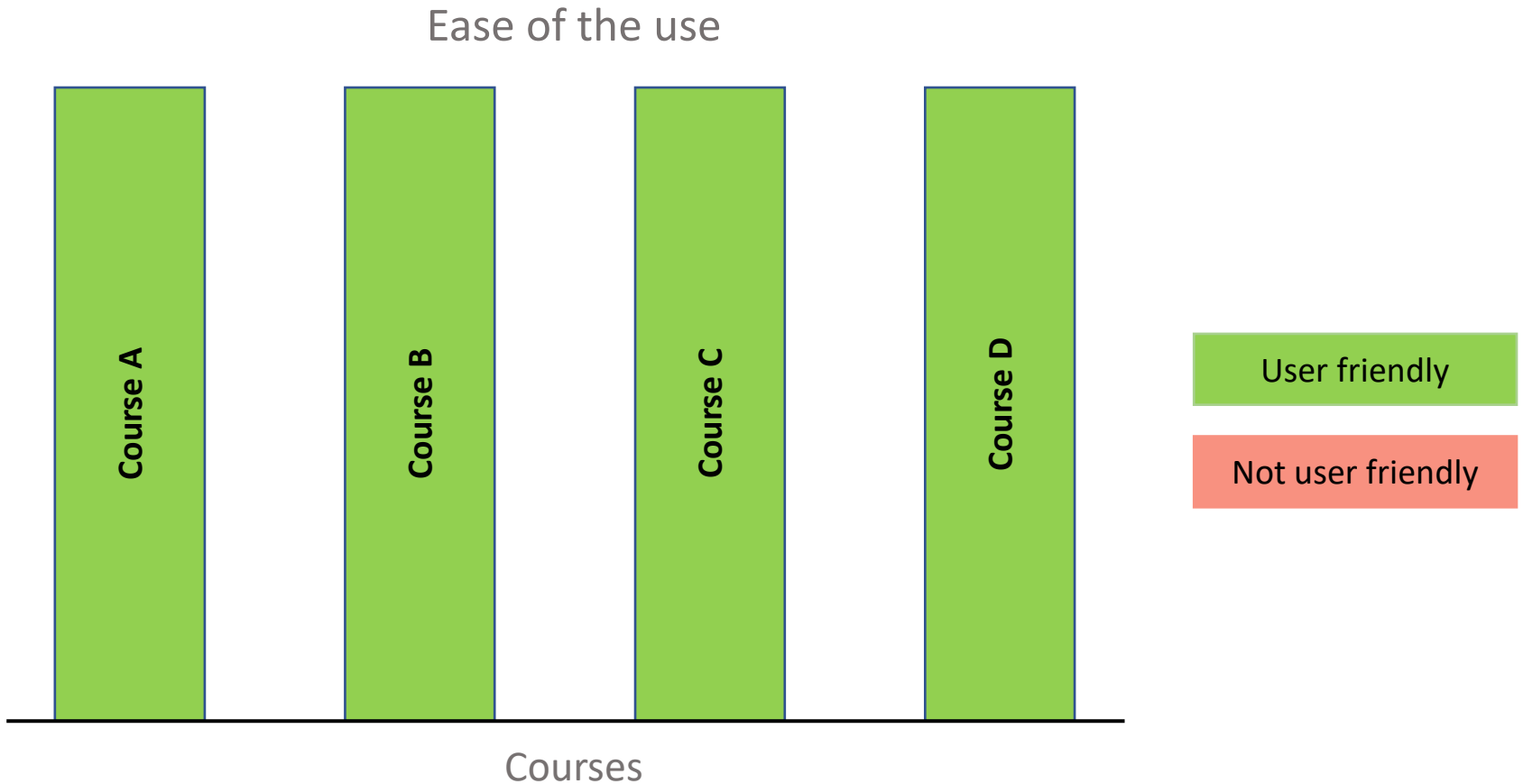


# Workload (students)

- **Course A** (neutral)
  - *“For us, it was a part of the course, and we did not replace it with anything else. So, I am not sure whether it saved us time with compared to the other way or not.”*
- **Course B** (neutral)
  - *“In general, I don’t think it added more time and I don’t think it decreased workload either. I think it would have been the same time if I had done it in a real class in face-to-face situation.”*
- **Course C** (increased workload)
  - **Preparation** *“I think it did take me time to record myself and watch it and all the other things I had to do.”*
- **Course D** (increased workload)
  - **Preparation** *“Well, it added more workload for me. It costed some time for me to do TrainTool. I had to read something, watch videos, and then I had to record myself.”*



# Ease of the use and enjoyability (students)





# Ease of the use and enjoyability (students)

- **Course A (User friendly)**
  - **Good instruction** *“It was easy to use. There was also an instruction which could help with how to use it.”*
- **Course B (User friendly)**
  - *“Yes, it was enjoyable. I quite liked using it. I also found it very easy to use.”*
- **Course C (User friendly)**
  - **Well structured** *“It was well structured and super easy to use.”*
- **Course D (User friendly)**
  - **Clearance** *“Yes, I think it was very user friendly. Everything was clear. The assignments were written well.”*
  - **Type of the assignment** *“Yes, I liked it. I think it depends also on the type of the assignment. If the assignment is something that I really want to improve, then I really enjoy to do it. But, for assignments that are less interesting to me, I enjoy it less.”*



## Weaknesses (students)

- **Lack of in-depth self-criticism** *“I am not sure how critical it could be when you are doing it on your own. Because it is something that you just do it by yourself. I personally could say that I believe I am doing a good job, but I am not sure that I am really doing a good job.”*
- **Short pause between videos** *“There is a very little time like three seconds pause between the video and the response which normally is not enough to think what would be your response.”*
- **Too many notifications** *“The weakness could be the technical aspect such as notifications. Because, we have received many emails from TrainTool as notification for everything which was quite frustrating.”*
- **Difficulties in navigation – No search box** *“The only thing that I found a bit challenging was that you could not skip through the videos quickly, specially when you want to go back and find some videos. There was no search box or an overview of the videos that you could click on. If you had a hundred videos, it could be hard to find one that you are looking for.”*
- **Only good for online situation** *“One of the weaknesses is that if someone has already done the similar practices in real life, could get bored doing this online through this tool. It will not be challenging enough for them. Also, if we go back to real life practice, I don’t think this tool could be of much help for practices.”*
- **Lack of interactivity** *“The weakness is that it is not interactive enough. You talk to your computer, and it does not respond you back.”*



# Strengths (students)

- **Clear instruction** *“The strength of the TrainTool is that you can get clear instruction on how to do this.”*
- **Immediate practice** *“Also another strength is that you can immediately practice after you get to know how to work with it.”*
- **Self-evaluation** *“The Tool is able to record our practice. That was an eye-opener for me, and I could watch myself multiple times, and I could evaluate myself.”*
- **Self-paced learning** *“I think the strength is that you can practice this skill on your own pace. You can watch the videos as many times as you want.”*
- **Well structured** *“I think one of the strengths of the tool is that the tool is very nicely structured and super easy to use.”*
- **Practical** *“It was practical and not just theory, compared to other forms of assignments and traditional education. We did not read or write but we practiced.”*
- **Flexibility in practice different scenarios** *“I think one of the strengths is that you can practice with any possible situations. I mean you can practice any kind of speak or communication styles. For example, in our course we used TrainTool for very different situations for example, for a job role playing.”*
- **Practice in private** *“I think one of the important strengths is that you can practice your communication skills in a private situation.”*
- **Invitation for feedback** *“You could add and invite people (students and teachers) to see your recorded video and ask for feedback.”*





## Suggestions for further improvements (students)

- **Make peer feedback mandatory** *“I would recommend make the feedback from students mandatory. Because you learn a lot from feedback you can get from your others.”*
- **Less notifications** *“Maybe they could do something with the number of emails that we could receive because it was a lot.”*
- **History of recorded videos** *“I think It would also be nice if you could have the history or saved versions of all your recordings. So, you could compare your final recordings with the first or second recordings. Because, as far as I know, now you could only see the final video that you have sent it.”*
- **More pause between watching video and response** *“The fact is that TrainTool films you straight after seeing the clip and it gives you countdown of three or four seconds before you give the response, but this pause is not enough. In real life when you are in a similar situation, you might think about it more. So, it would be nice if there were at least 15 or 20 seconds in between.”*
- **Search box or an overview icon** *“Maybe if you have a box of all videos in it or an overview of videos with a search icon, it can be useful. I think this could have made it easier to use.”*
- **Connection to real life** *“I would suggest to connect TrainTool to real life. I don’t think that the tool is sufficient only on its own.”*
- **More interactivity** *“It would be more useful if we could have a real conversation like giving answers and receiving answers at the same time, instead of watching a video and stop it to see what has been done wrong. Because, in this way it looks more natural.”*



# Recommendation to use (students)

## ■ Course A (recommended)

- *“Yes, I would recommend it, specially, for online learning courses.”*
- **Recommend only in Corona time** *“Maybe for the Covid-19 time could be useful. But I would not necessarily recommend it to be an important part of the course after Covid-19 time.”*

## ■ Course B (recommended)

- *“I think yes, but I am not sure what other exercises would be in other courses.”*

## ■ Course C (recommended)

- *“Yes, I would like to recommend this tool for courses like we had.”*

## ■ Course D (recommended)

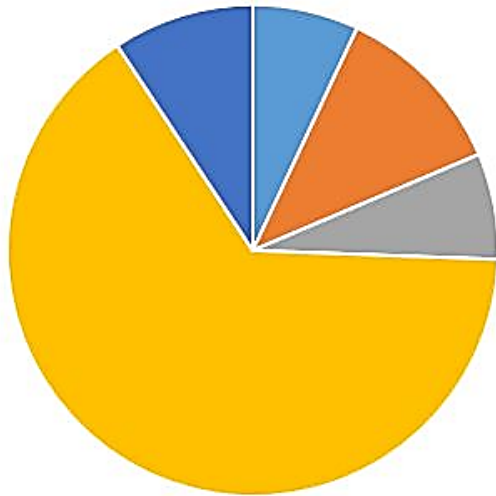
- *“Yes, I would definitely recommend it. I am very positive about it because with the TrainTool, you can immediately bring the theory into practice.”*



# Students' online survey [PaCE] results

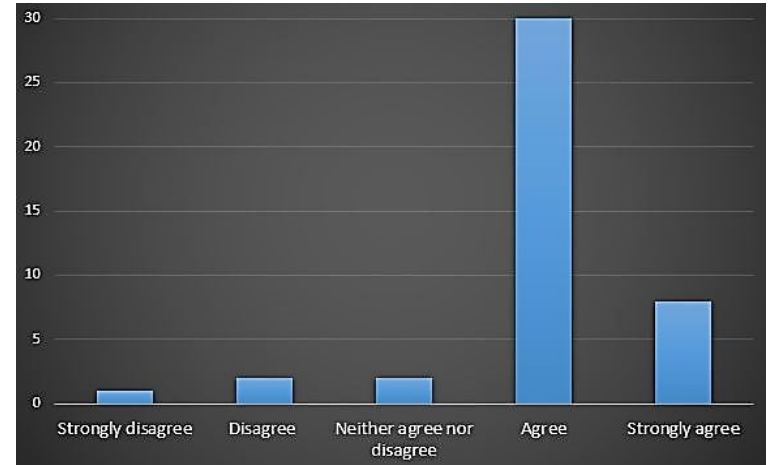
## Course A

### Skill development (N=45)

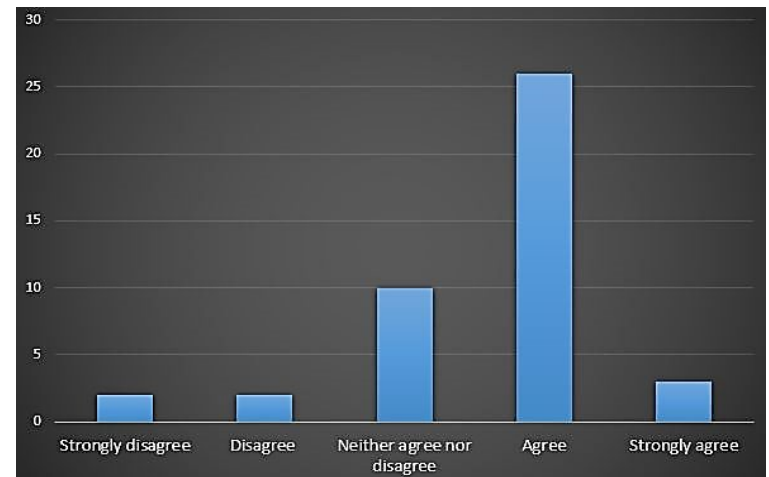


■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

### Ease of use (N=45)



### Enjoyability (N=45)

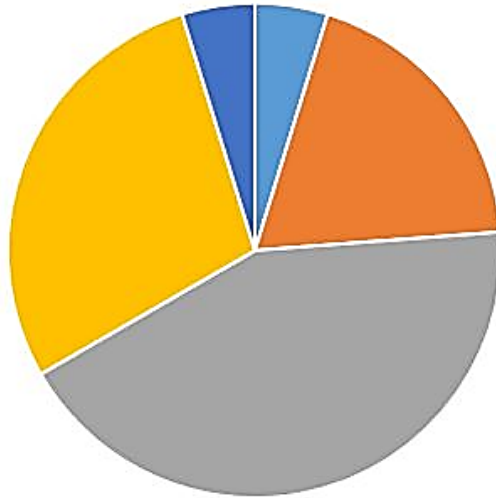




# Students' online survey [PaCE] results

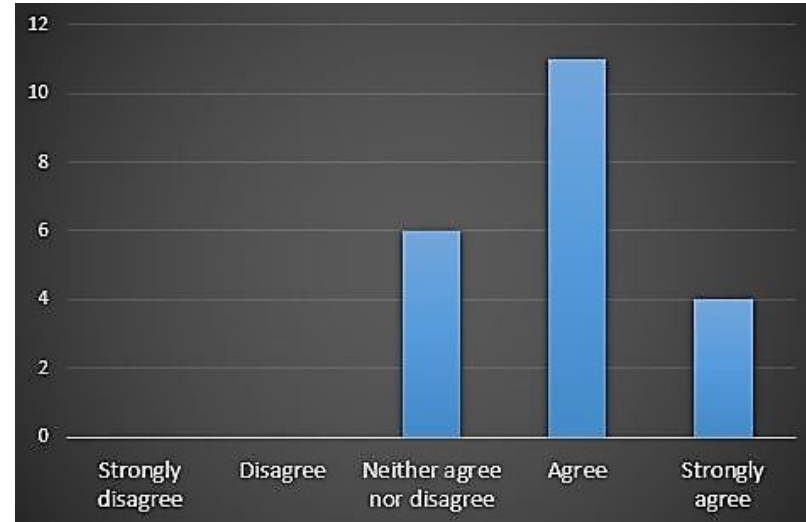
## Course B

Skill development (N=21)

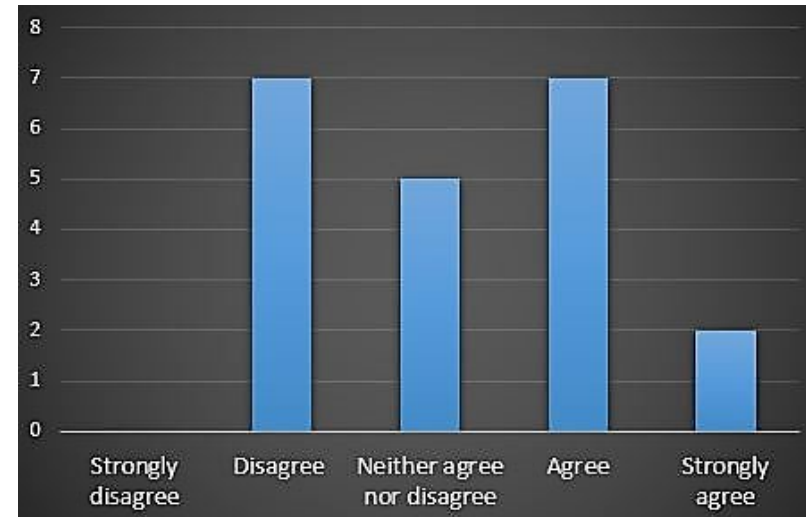


Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

Ease of use (N=21)



Enjoyability (N=21)

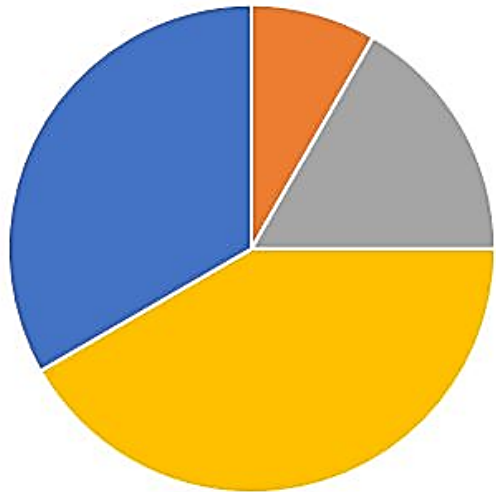




# Students' online survey [PaCE] results

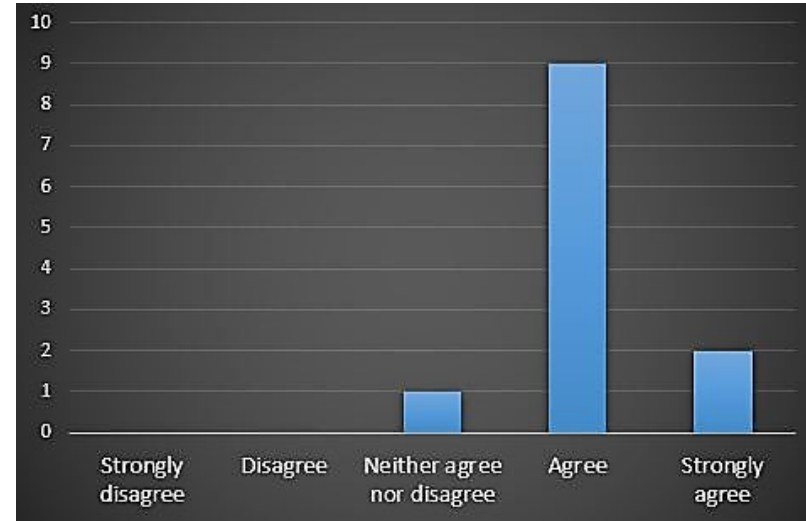
## Course C

Skill development (N=12)

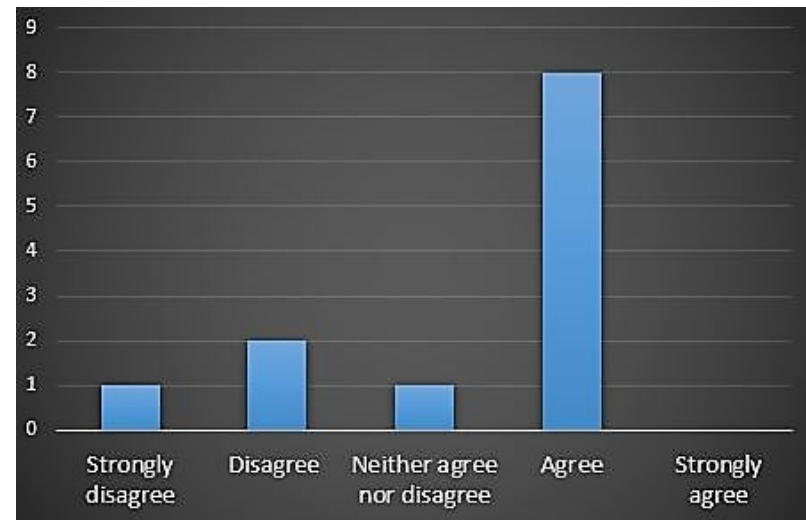


■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Ease of use (N=12)



Enjoyability (N=12)

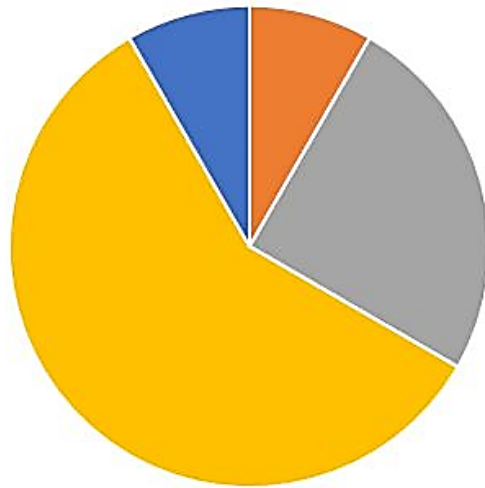




# Students' online survey [PaCE] results

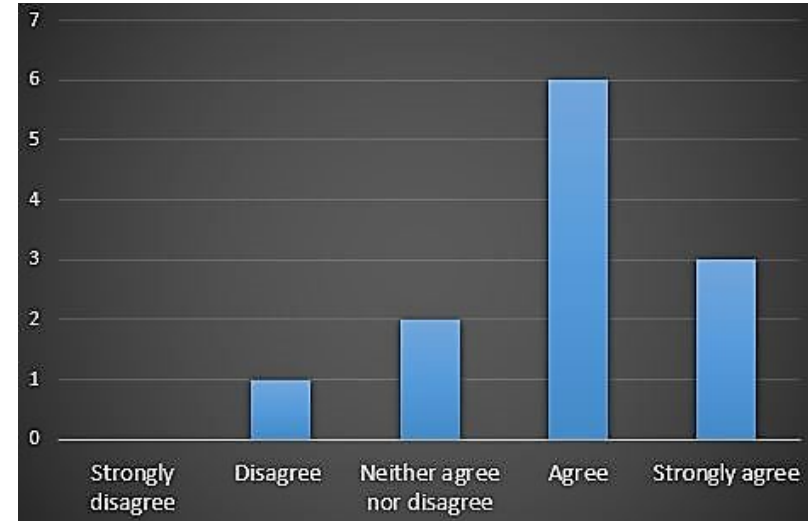
## Course D

Skill development (N=12)

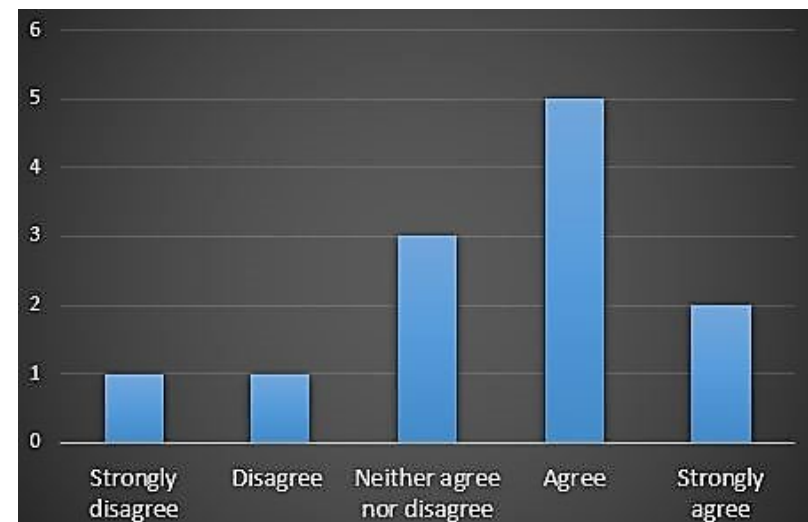


Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

Ease of use (N=12)



Enjoyability (N=12)





# Conclusions



# Conclusions

- Both teachers and students are somewhat satisfied with using TrainTool. Students are more satisfied than teachers (+)
- TrainTool is somewhat helpful with achieving learning goals (+)
- TrainTool is well-structured, user friendly, and easy to use (+)
- There is a very strong support service from TrainTool company (+)
- TrainTool provides an active and engaging environment for self-practice (+)
- TrainTool provides a safe environment for study anytime anyplace (+)
- Students strongly recommend using TrainTool (+)
- TrainTool lacks in-depth practices and high-level learning (-)
- TrainTool lacks synchronous interaction and group activities (-)
- TrainTool should be more connected to real-life practices (-)
- TrainTool assessment is shallow, so it cannot yet be used for assessment (-)
- TrainTool had varied impacts on teachers' workload (-)





# Recommendations



# Recommendations

- TrainTool can surely contribute to the quality of teaching and learning in the participated courses by having features such as:
  - Self-practice, self-reflection, and self-assessment
  - Safe self-pace, active and engaging learning environment
  - Preparation for dealing with real life situations
  - Structure, user friendliness, and clearance
  - Peer and teacher feedback functionalities
  
- It would be great to make improvements in terms of:
  - Interactivity
  - In-depth learning and assessment
  - Decrease workload
  - Group activities
  - Easy navigation



Thoughts/Questions?

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