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# Transnational report of pilot testing

elaborated  
by ARID



## **1. Introduction**

The pilot testing is a third output in RESOR project. The test is based on the training platform including teaching materials before definitive approval and translation into national languages by the partners. The aim of pilot testing is to provide the materials at the highest possible level of quality.

One of the main intellectual outputs of the RESOR project are training content integrated with e-learning platform. The aim of this pilot test is to get feedback and guidance from a representative sample of European (project partner countries) users to what extent our platform and its materials are useful to users. The feedback from the testers was used to correct possible shortcomings and errors.

The methodology of the pilot testing is added as an attachment.

## **2. Analysis of the responses from the participants of RESOR pilot testing – most important comments and recommendations**

### **a) General information about pilot testing**

Participants from all the partner countries took part in the pilot testing. Total number of participants was **151** (21 from Poland, 20 from Czech Republic, 63 from Turkey, 21 from Spain and 27 from Hungary). The testing was organized in blended form – participants had the possibility to test the materials online individually and, in some countries, during the face to face meetings (such form of meetings was reduced by Covid-19 pandemic).

The pilot testing questionnaire included open-ended and closed-ended questions. Below there is an overall summarizing of the answers.

### **b) Q1 – Curriculum is useful**

The scale of the question was from 1 to 5 (1 - very low, 2 - low, 3 - middle, 4 - good and 5 - very good).

70 participants assessed the curriculum as very good, 67 as good and 15 as middle.

### **c) Q2 – Did the IO1 cover the content you were expecting?**

The scale of the question was from 1 to 5.



81 participants gave the highest note (5 points). 55 of them gave 4 points. 15 gave 3 points. One participant gave 2 points.

**d) Q3 – What is your personal opinion of the RESOR course structure?**

The scale of the question was from 1 (very good) to 5 (very bad).

Most answers (105) was “very good”. 55 participants found the course structure good. The rest (9) answered “middle”.

**e) Q4 – What is the RESOR course workload?**

The scale of the question was from 1 (very low) to 5 (very high).

47 respondents assessed the course workload as “very high”, 46 of them as “high”. 36 participants answered “middle”, 19 answered “low”, and one answered “very low”.

**f) Q5 – What part of the RESOR course you found most useful and interesting?**

The question was open-ended. Answers were various and it is difficult to say which part of the RESOR course was most interesting. Each participant found something for himself. The specific answers in every country are described in national reports.

**g) Q6 – Was the language used in the RESOR course easy to understand?**

The scale of the question was from 1 (very good) to 5 (very bad).

Most respondents (80) think that the language of the course was very good, 56 people think it was good. 15 participants answered “middle” and one assessed the language easiness as “low”.

**h) Q7 – Do you find the RESOR course materials helpful and supportive?**

The scale of the question was from 1 (not at all) to 5 (very much).

66 respondents assessed the materials as very much helpful and supportive. 34 participants answered “much” and 16 said “middle”.

**i) Q8 – Did examples and testimonials help you gain clearer understanding of the content?**

The scale of the question was from 1 (not at all) to 5 (very much).



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Most participants (101) gave the highest score. 42 of them gave 4, 8 of them gave 3, and one gave 2.

**j) Q9 – Suggest what to improve in the RESOR course**

The question was open-ended. Participants gave some suggestions according to the content that could be added to the curriculum. The specific answers are written in national reports. Nevertheless there were no significant improvements demanded. Main comments referred to some small mistakes necessary to be corrected in the national versions of the course ( language misspellings, some small order problems, etc.)

### **3. Final conclusions**

Overall evaluation of the course in partner countries was very positive. In every question most participants gave the highest notes what let us believe the course is sufficient, useful, clear and well prepared. The participants gave a few useful comments that will let us fine-tune the content and adjust it to the needs of the target group.



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Pilot testing report  
Executed in TURKEY  
on June 2021  
by **Gursu Municipality**



## 1. General Information About Pilot Testing Applied by Gursu Municipality

1. Partner, Country	Gursu Municipality, Turkey
2. Start date of the pilot	07.05.2021
3. End date of the pilot	12.06.2021
4. Number of participants taking part in the Piloting Event	54
5. Number of self-test questions respondents	40

Due to current situation of pandemic we were forced to change our approach to the pilot testing. According to that entire pilot testing phase was executed on-line.

### Pilot Testing Activities;

#### a) Participant selection with the application form (see Annex 1)

**PILOT TESTING**

**RESOR PROJECT**  
RENEWABLE ENERGY SOURCES AS A CHANCE FOR DEVELOPMENT FOR THE RURAL AREAS

**TEST OUR PRODUCTS / OUTPUTS FOR FREE & GIVE US YOUR FEEDBACK**

- Output -1- Innovative curricula of the training of RES.
- Output -2- The training content prepared for integration with learning platform.
- Output -4- European RES Handbook.

**TARGET GROUP**  
Farmers, small and medium – sized enterprises in agricultural business, employees, municipal utilities, environmental foundations, rural development agents, other interested stakeholders.

**%100 FREE**

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**RESOR PROJECT**  
RENEWABLE ENERGY SOURCES AS A CHANCE FOR DEVELOPMENT FOR THE RURAL AREAS

**PROJECT TITLE**  
RENEWABLE ENERGY SOURCES AS A CHANCE FOR DEVELOPMENT FOR THE RURAL AREAS  
2018-1-TR01-KZ202-458238  
ERASMUS 2018-PROG04000400

For more information visit our website [www.resor-project.eu/tr](http://www.resor-project.eu/tr)

**Join Our Pilot Test And Try Our E-learning Modules For Free!!**

- Output -1- Innovative curricula of the training of RES:  
The purpose of this output is to development of the curricula which will be decisive point for being the whole structure of the training to height in time. The range of information, which will be presented to trainees.
- Output -2- The training content prepared for integration with learning platform:  
The purpose of this output is to develop the training materials which will be written in English by the different partners in charge of the chapters and then, once tested, negotiated and agreed, translated into national languages for piloting tests and the final release.
- Output -4- European RES Handbook:  
The purpose of the European RES handbook is to help understand and provide knowledge about green energy by providing practical examples. RESOR handbook for RES is an attempt to respond to the needs of people who work in agriculture, and want to develop their business using clean, renewable energy.

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b) Determining the participants in the target group of RESOR project (54 people in the target group were determined via Social Media announcements and the coordination with local stakeholders.)



You can see the proportions of the target group participating in our pilot testing and e-learning modules training in **Figure-a** and their regional distributions in **Figure-b**.

### Target Group

#### Municipal utilities

11,1%

#### Foundations

5,6%

#### SME's

1,9%

#### Farmer

24,1%

#### VET Student

11,1%

#### VET Teacher

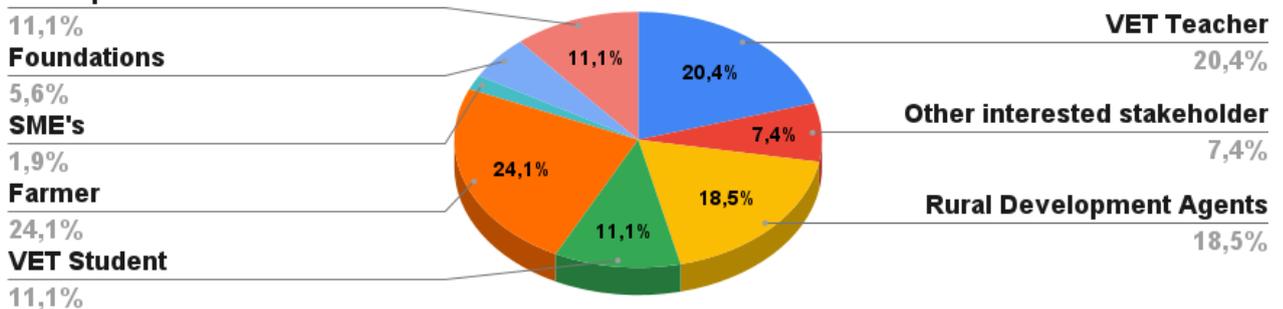
20,4%

#### Other interested stakeholder

7,4%

#### Rural Development Agents

18,5%



**Figure a. Distribution of participants within the RESOR project target group**

The pilot testers and participants were gathered representatives of groups mentioned above. The target group has been reached in RESOR pilot testing and e-learning modules training.

### City / Region

#### İstanbul

3,7%

#### Yalova

1,9%

#### İzmir

3,7%

#### Bursa

51,9%

#### Ankara

5,6%

#### Kastamonu

7,4%

#### Balıkesir

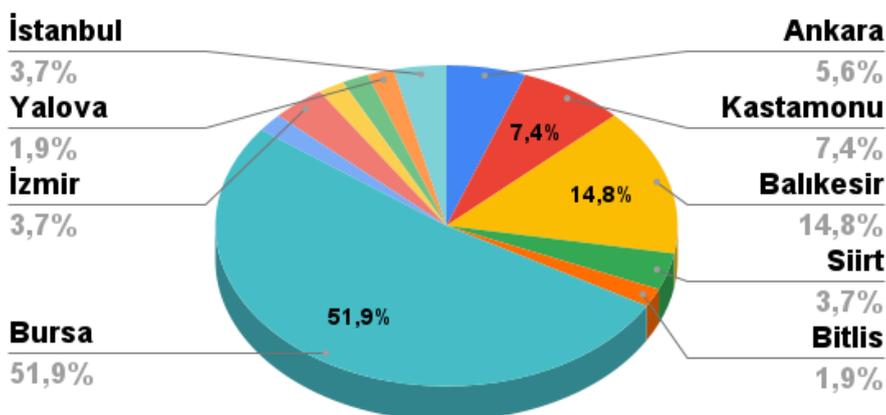
14,8%

#### Siirt

3,7%

#### Bitlis

1,9%



**Figure b. Regional Distribution of participants**

Half of RESOR pilot testing and e-learning modules training participants participated from the province of Bursa. In the other half, regional distribution was realized.



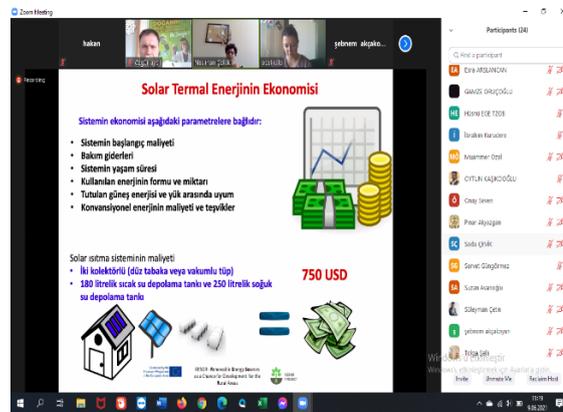
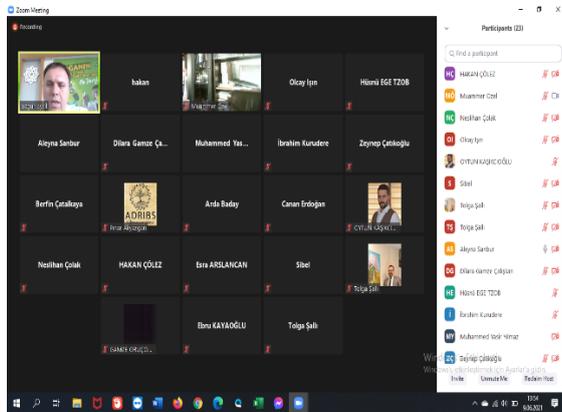
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c) Participants tested e-learning content (IO2 Modules) for 2 weeks and answered 10 questions set for each module. (see Annex 2).

d) On June 9th at 08:00 CET a 6-hour webinar was organized, participants the opportunity to get a deeper understanding of the RESOR contents and products. Through the Zoom video-conferencing service, GURSU lead a webinar on e-learning modules training, bringing around 54 participants. The purpose of the webinar was to introduce the RESOR projects e-learning modules and inform participants on how to assess projects outputs IO1, IO2 and IO4. (pilot testing of the project's results)



In our pilot testing and e-learning modules training, each module (IO2) is presented by an expert and academician. (see Annex 3)



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KIRSAL ALANLAR İÇİN KALKINMA  
ŞANSI OLARAK YENİLENEBİLİR ENERJİ KAYNAKLARI

# RESOR PROJESİ PİLOT UYGULAMA VE E-ÖĞRENME MODÜLLERİ EĞİTİMİ

**PROJE YASAL  
TENZİMLERİ** Mustafa İŞİK  
Genel Müdür

**PROJE YASAL  
TENZİMLERİ** Prof. Dr. Nuri AZBAR  
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**RÜZGAR ENERJİSİ  
MODÜLÜ** Doç. Dr. Numan Sabit ÇETİN  
Genel Müdür

**DR. ÖĞR. ÜYESİ  
NESLİHAN  
ÇOLAK GÜNEŞ** RENEZ ENERJİSİ  
MODÜLÜ

**BASLANGIÇ  
MODÜLÜ** Tolga ŞALLI  
Genel Müdür

**BIYOGAZ  
MODÜLÜ** Uluk ŞENTÜRK  
Genel Müdür

**PROJE  
KOORDİNATÖRÜ** Özgür AYÇİL

**09**

HAZİRAN 2021

**ÇARŞAMBA**

**10:00 - 15:00**

RESOR Pilot Uygulama ve E-Öğrenme Modüllerini Eğitimi

Zoom Meeting ID: 884 7073 7119

Passcode : 295011



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d) After webinar activity, participants filled out “RESOR - the form for pilot testing of the project's results.” The questionnaire was responded to by **40** people with the invitation of the Gursu Municipality (see Annex 4)

## 2. Evaluation of the Test Results

The results from the evaluation of the questionnaire on curriculum are given in Figure 1. According to the figure, it can be inferred that most of the respondents (good, very good 88,6%) found the curriculum to be useful. The curriculum is understood to cover the content that the respondents were expecting. (with good, very good answers 91,4%)

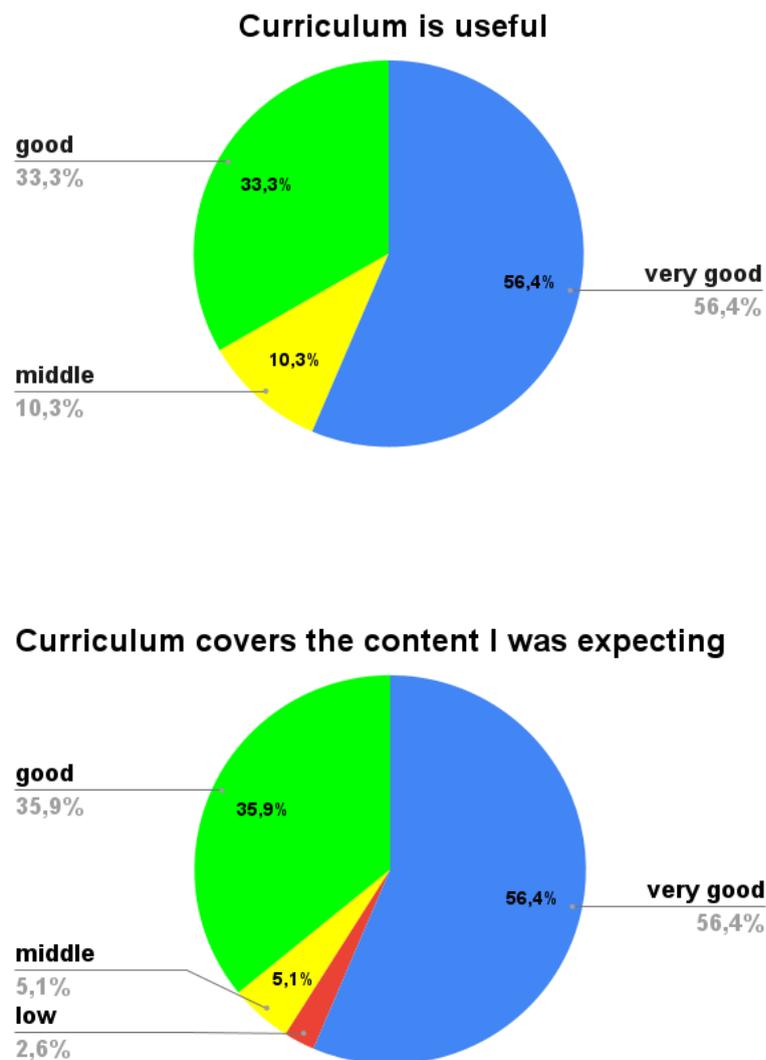


Figure 1. Opinions on the curriculum



Figure 2 gives the opinions of the respondents on the content of the modules. It can be understood from the results that the content of the modules can easily be understood and generate innovative solutions. The majority of respondents rated “very good” and “good”

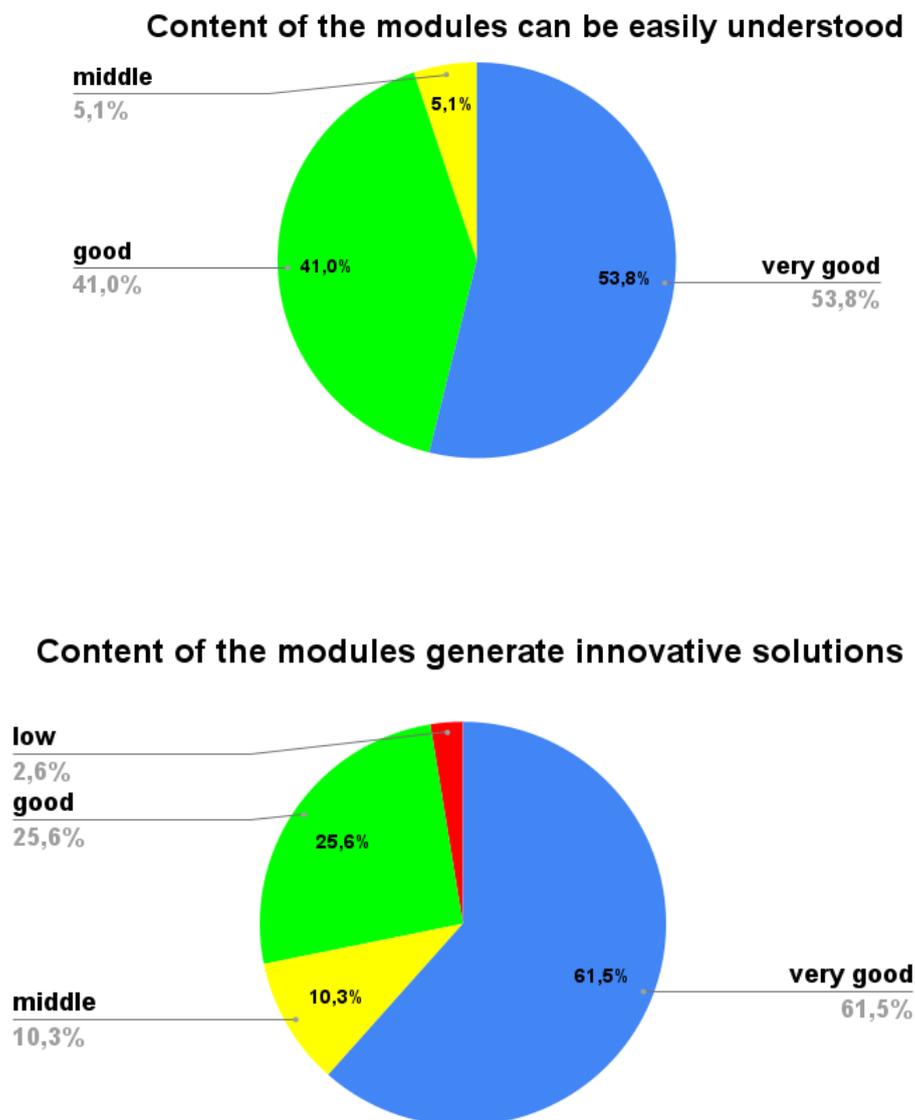


Figure 2. Opinions on the content of the modules



Figure 3 shows the opinions on the RESOR structure and workload. Again, most of the respondents found the RESOR structure and workload to be sufficient. The majority of respondents rated between “very good” and “good”

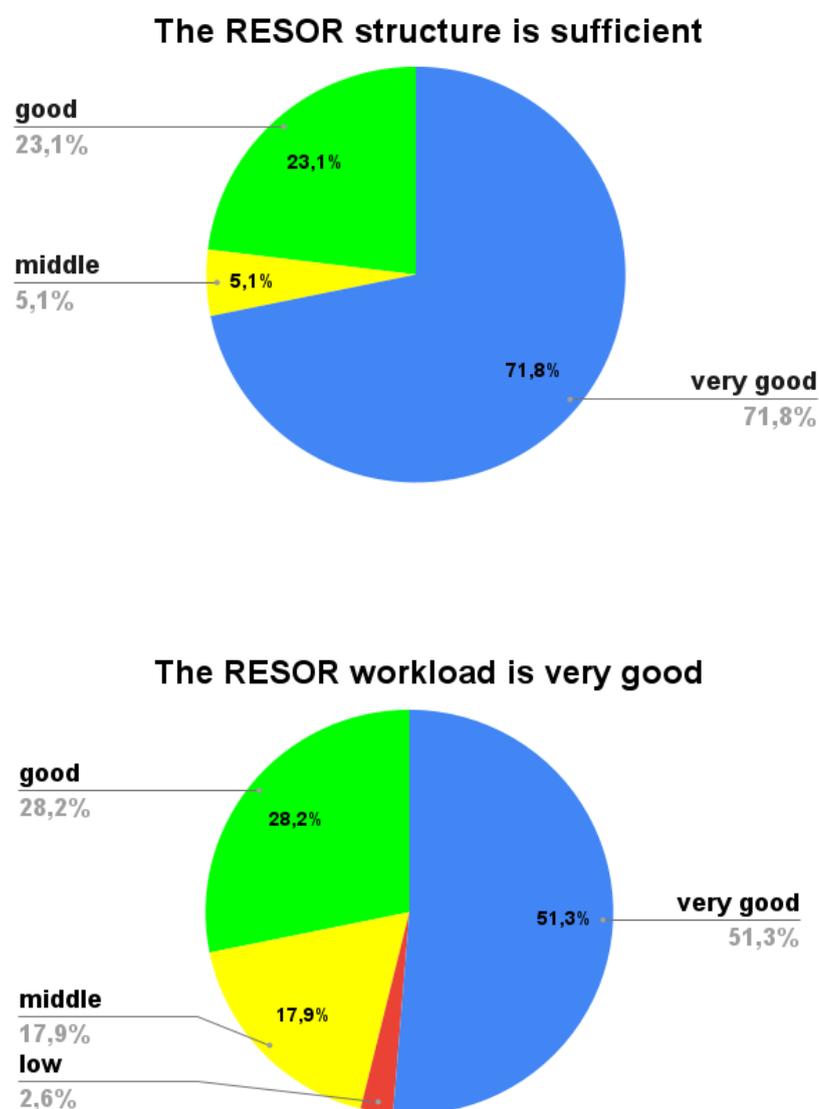
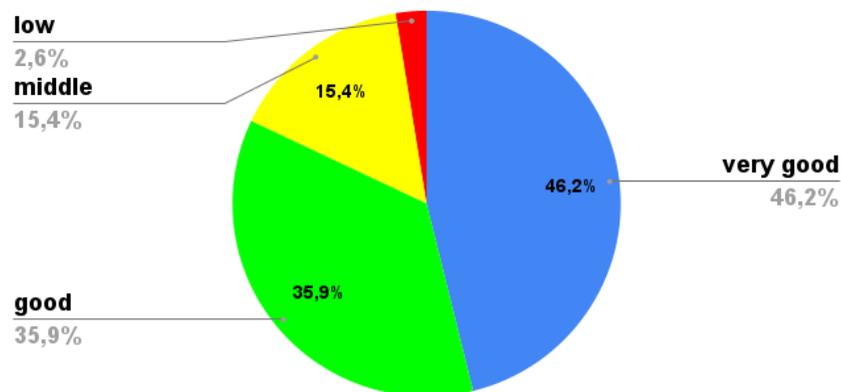


Figure 3. Opinions on the RESOR structure and workload



Figure 4 shows the distribution of the views on the RESOR language and RESOR course materials. According to the figure, the language was found to be mostly (very good, good) and the course materials were regarded to be helpful and supportive.

#### The language used in the RESOR course is very good



#### I find the RESOR course materials helpful and supportive

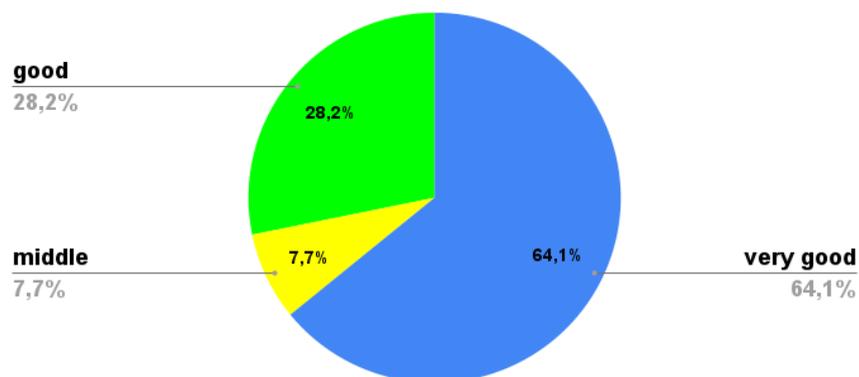
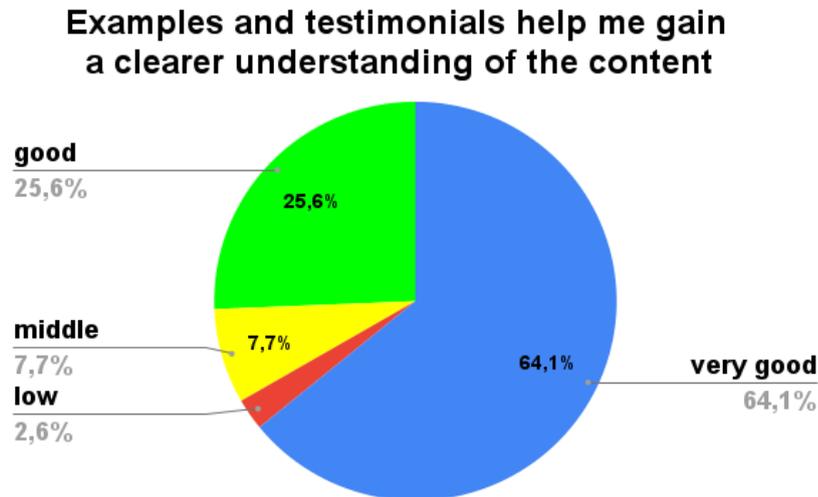


Figure 4. Opinions on the RESOR language and course materials



Figure 5 shows the distribution of the views on the examples and testimonials. According to the figure, the respondents think that the examples and testimonials gave the attendants a clearer understanding of the content. The majority of respondents rated between “very good” and “good”



**Figure 5. Views on the examples and testimonials in the course content**

### **3. List of necessary corrections/improvements**

Most of the attendants found the course content sufficient. The following topics were recommended by some of the participants to be added to the curriculum if the project is enlarged in the future:

- Nuclear Energy
- Sustainable environment
- Use of AC after storage of solar energy as electrical energy.
- Impact on forest, agricultural area
- Wastewater treatment and energy
- Uses of renewable energy sources in the world
- Wave Energy
- Ocean Energy
- Energy production from wastewater transmission line
- Conversion of waste to energy



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- Global climate change
- Solar power plant investment, unit price, distribution agreement terms
- Geothermal power plant
- Marketing process

Following responses were received when the question, namely “Which part of the RESOR course did you find most useful and interesting?” was asked:

- Photovoltaic Energy
- Photovoltaic Energy
- Images
- Biomass Energy
- Descriptions and Intro part
- Wind energy
- Geothermal Energy Training
- Case Study
- Biomass Energy
- Photovoltaic Energy
- All
- Energy acquisition part from Geothermal Energy Sources
- Biomass Energy
- All
- Wind Energy
- Case Studies
- All



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- Photovoltaic energy was very interesting.
- All modules were interesting
- Almost every part of it was engaging and impressive. Apart from numerical data, it was highly memorable.
- I think that a fully effective course.
- Wind energy and photovoltaic energy
- Solar energy
- All contents are well prepared
- The visuals in the presentations were quite impressive

Following responses were received when the attendants were asked to suggest ways to improve the RESOR course:

- The quality of images in modules can be improved. The Platform can be supported by video content.
- I think content is enough.
- Barriers to the use of renewable energy sources and recommendations on how to overcome them can be put forward.
- I think that the hydroelectric energy module should be developed visually
- RESOR Course should be supported with videos
- Non Renewable Energy Sources could be included in the course content
- I think that more interactive content can be added
- Geothermal energy module should be developed as content
- The effects of hydroelectric power plants on air pollution can be mentioned.
- In the biomass module, it can be detailed on obtaining energy in wastewater treatment plants.
- I think that increasing the number of case study in the modules will contribute to the project.



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- The quality of the visuals in the modules can be increased. The platform can be supported by video contents.
- The content of the course is sufficient. The platform can be made more interactive.
- I think the content is sufficient. More details than that would go beyond the purpose of the project.
- Converting water to energy can be added to the course content
- The course content could be supported by digital applications

#### 4. General Conclusions

According to the evaluation of the pilot testing results, it can be inferred that the RESOR project fulfilled its aim; and the course content serves this aim. The recommendations on possible additions to the course content are helpful and constructive. But, the majority of the participants emphasized that the course content and the platform could be more interactive. It is obvious that improvements could be made in the platform in line with the opinions of the participants.

Annex 1- Application form.

<https://docs.google.com/spreadsheets/d/15cRyxz0LMS2ox3WeMKBwD1fC20o1pEEIBwl5nSt8uA/edit?usp=sharing>

Annex 2 -Self-test form for modules.

<https://docs.google.com/spreadsheets/d/1e7pUNCSII1fXYBdVmoPAzzQM2U2qiv13ZTjwQDDxUR0/edit?usp=sharing>

Annex 3- Pilot Testing Daily Programme

<https://drive.google.com/file/d/1LVedyKDSrNpGnjSWqXgX1EkJegOZD7ij/view?usp=sharing>

Annex 4 - RESOR - the form for pilot testing of the project's results.

<https://docs.google.com/spreadsheets/d/1u09SjONtW8QjGIOWbYPfmpEdkb4tJP5qzM4wgxewSc/edit?usp=sharing>

Annex 5 – Pilot Testing Zoom Recordings

[https://drive.google.com/drive/folders/19qnIG7p3rU2UiSC\\_uksDZ9GpAsHbiMsu?usp=sharing](https://drive.google.com/drive/folders/19qnIG7p3rU2UiSC_uksDZ9GpAsHbiMsu?usp=sharing)



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Pilot testing report  
Executed in Poland  
on May-June 2021  
by **Association ARID**



## 1. General Information about pilot testing executed by Association ARID in Poland

The pilot testing was executed in blended learning system according to the application took part **21** people from relevant target groups ( agricultural advisors, farmers, rural inhabitants, students) . Pilot testing has been executed in the blended learning formula – self-learning on line done individually by participants and as a final summarizing face to face on 11.06.2021 in Kraków. Last, summarizing event was done in front of computers and participants had opportunity to test all modules completely. The picture of the face to face training is attached at the end of this report.

## 2. Evaluation of the Test Results

The results from the evaluation of the questionnaire on curriculum are given in the below results: According to the results, it is visible that majority of the respondents (87%) found the curriculum to be very useful. The curriculum is understood to cover the content that the respondents were expecting.

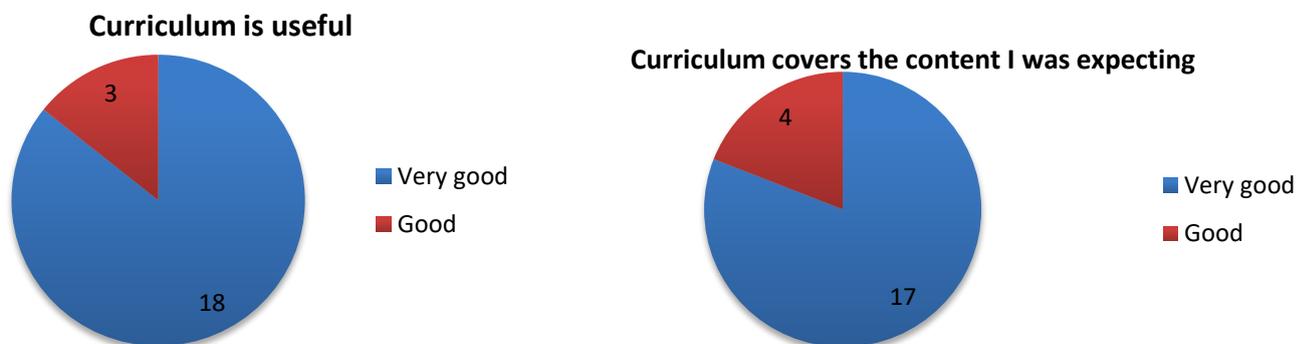


Figure 1. Opinions on the curriculum



Figure 2 presents the opinions of the respondents about the content of the modules. It is visible from the results that the content of the modules was easily understood and generate innovative solutions. Nevertheless the

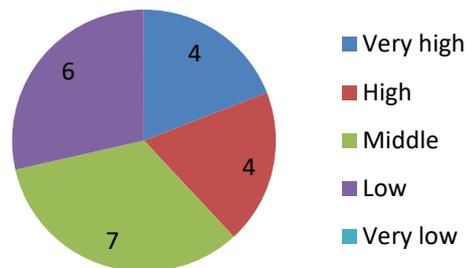
**Your personal opinion of the RESOR course structure**



**Figure 2. Opinions on the content of the modules**

Figure 3 shows the opinions on the RESOR structure and workload. Again, most of the respondents found the RESOR structure and workload to be sufficient.

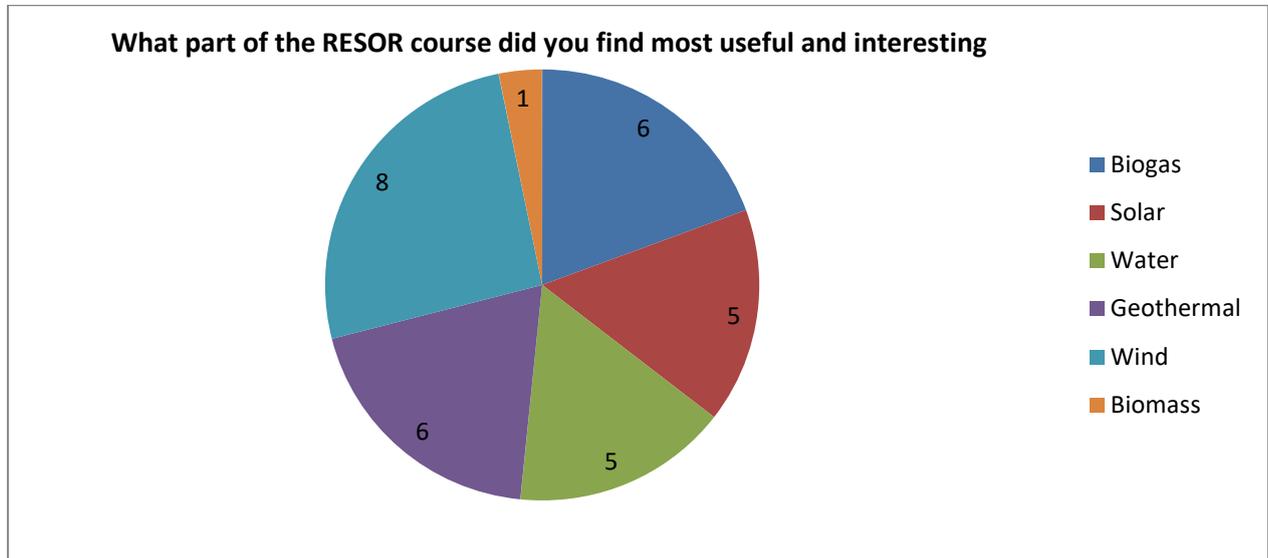
**What is the RESOR course workload**



**Figure 3. Opinions on the RESOR structure and workload**

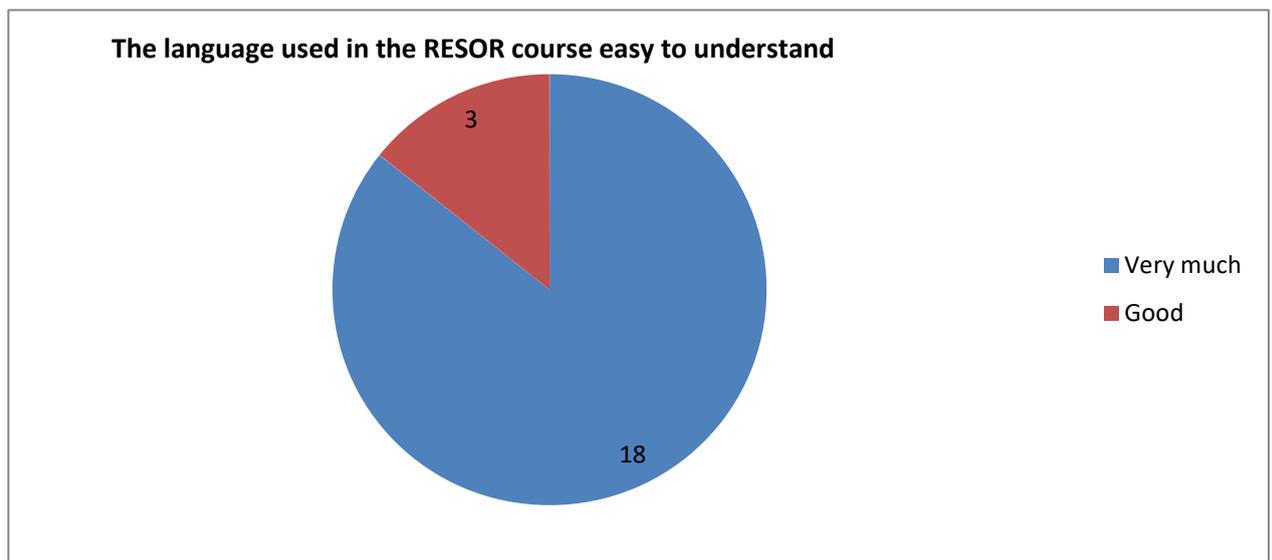


Figure 4 shows the interest of the topic of the RESR course. According to the feedback the most interesting was biogas and less – biomass.



**Figure 4. Opinions on the RESOR interest of the topic**

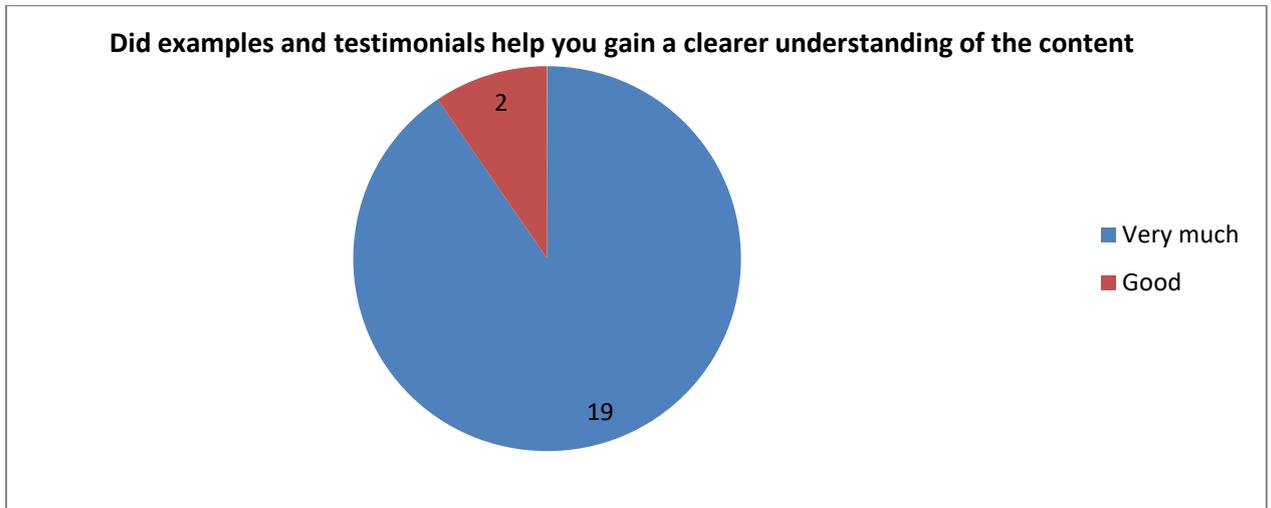
Figure 5 shows general opinion about the understanding of the language. It shows course is well understood.



**Figure 5. Views on the examples and testimonials in the course content**



Figure 6 shows general opinion about the clear understanding of the content. General opinion was very good and high level of understanding of the content.





### 3. List of necessary corrections/improvements

Most of the attendants found the course content very well prepared. The following topics were recommended by some of the participants to be added to the curriculum if the project is enlarged in the future:

- Energy saving methods
- Country conditions for the RES utilization (law)

Following responses were received when the question, namely “Which part of the RESOR course did you find most useful and interesting?” was asked:

- Biogas
- All topics were very well explained
- Solar and Biogas
- Energy form water
- All parts of the course is interesting. Self-testing very useful
- Biogas
- Geothermal and solar
- Biogas
- Wind and solar
- All
- Solar and biogas
- geothermal module
- Biogas
- Solar and wind
- Geothermy
- All
- Solar and curriculum
- Biogas
- Solar
- Wind
- Geothermal



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Following responses were received when the attendants were asked to suggest ways to improve the RESOR course:

- Biomass part is a bit messy
- Improvement of biomass as it is not well structured
- scientific verification of the chemical processes presented in the biomass module
- Verifying correctness and understandability of biomass module
- Suggest to check biomass
- A bit improvement on the chemical formulas in biomass module
- The poorest one necessary to improve is biomass
- Biomass was the weakest module necessary to be reviewed
- Difficult topic and sometimes written in difficult way ( e.g. biomass module)

#### **4. General Conclusions**

According to the evaluation of the pilot testing results, it is obvious that the RESOR project fulfilled its aims and objectives. The recommendations on possible additions to the course content are helpful indeed, however, primarily out of the scope of the project submission file. They can be used to improve the future versions of similar projects. The only suggestions, most common from PL pilot testing phase was low understanding of the biomass module. It is recommended to review this module before final presentation for the public.



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## 5. Pictures

In attachment

## 6. List of participants

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wojciech.misak@interia.pl



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Pilot testing report  
Executed in TURKEY  
on May 2021  
by **Bursa Uludag University**



## 1. General Information About Pilot Testing Applied by Bursa Uludag University

The questionnaire was responded to by **23** people with the invitation of the project partner, Bursa Uludag University. The attendants mainly were environmental engineering students, environmental engineers, agricultural engineers who can take responsibility for conducting such a course that the RESOR project offers. Therefore it will be correct to infer that the course content was reviewed by people who have a background in renewable energy resources usage and are capable of making a critical review of the content. The responses were collected between May 7, 2021, and May 27, 2021.

## 2. Evaluation of the Test Results

The results from the evaluation of the questionnaire on curriculum are given in Figure 1. According to the figure, it can be inferred that most of the respondents (96%) found the curriculum to be useful. The curriculum is understood to cover the content that the respondents were expecting.

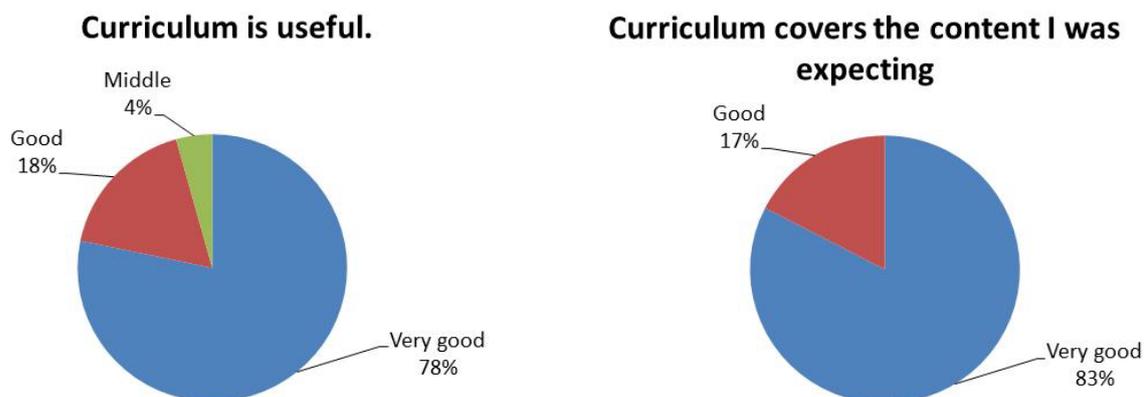
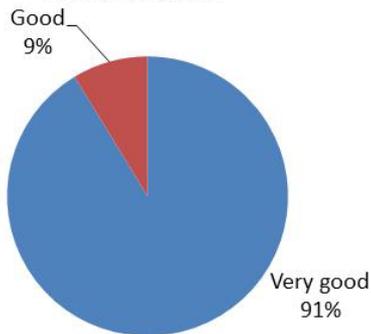


Figure 1. Opinions on the curriculum

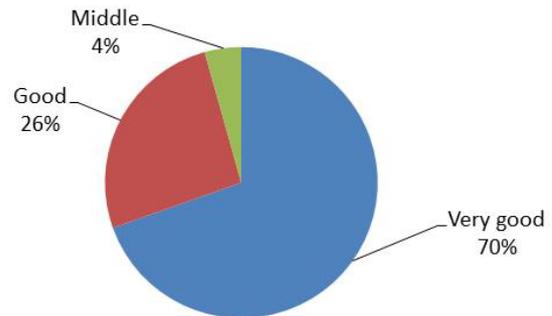


Figure 2 gives the opinions of the respondents on the content of the modules. It can be understood from the results that the content of the modules can easily be understood and generate innovative solutions.

**Content of the modules can be easily understood.**



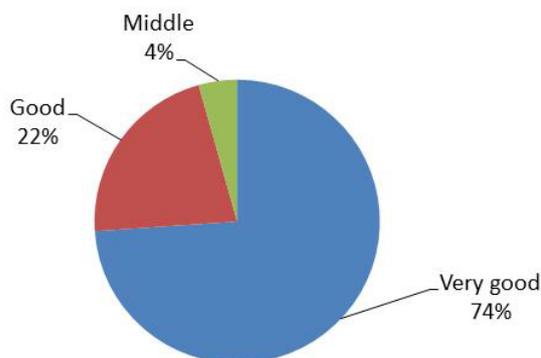
**Content of the modules generate innovative solutions.**



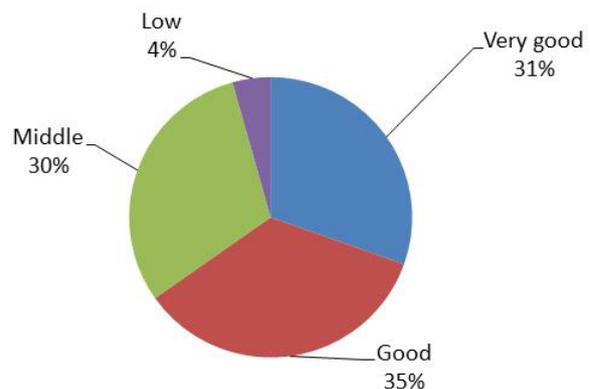
**Figure 2. Opinions on the content of the modules**

Figure 3 shows the opinions on the RESOR structure and workload. Again, most of the respondents found the RESOR structure and workload to be sufficient.

**The RESOR structure is sufficient.**



**The RESOR work load is very good.**

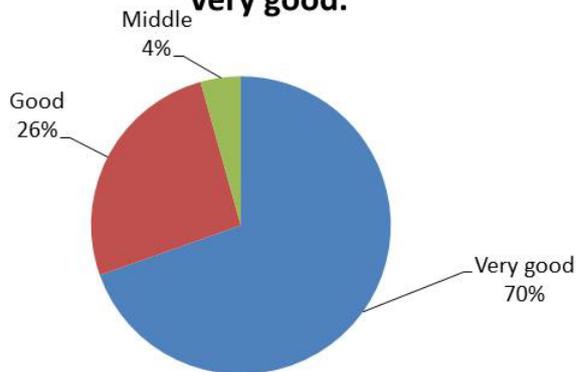


**Figure 3. Opinions on the RESOR structure and workload**

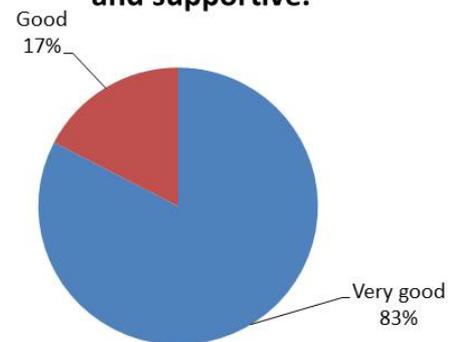
Figure 4 shows the distribution of the views on the RESOR language and RESOR course materials. According to the figure, the language was found to be mostly very good, and the course materials were regarded to be helpful and supportive.



**The language used in the RESOR course is very good.**



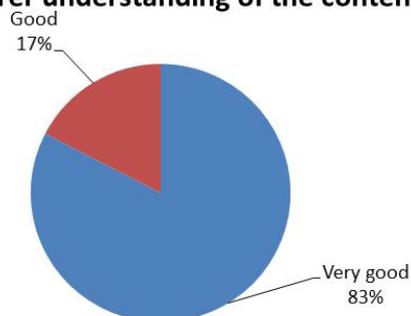
**I find the RESOR course materials helpful and supportive.**



**Figure 4. Opinions on the RESOR language and course materials**

Figure 5 shows the distribution of the views on the examples and testimonials. According to the figure, the respondents think that the examples and testimonials gave the attendants a clearer understanding of the content.

**Examples and testimonials help me gain a clearer understanding of the content.**



**Figure 5. Views on the examples and testimonials in the course content**

### **3. List of necessary corrections/improvements**

Most of the attendants found the course content sufficient. The following topics were recommended by some of the participants to be added to the curriculum if the project is enlarged in the future:

- Energy saving



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- Wave energy
- Ocean energy
- Hydrogen energy
- Safe food production and management of food waste
- Design and feasibility issues
- Agriculture and environment topics
- Awareness raising by advertisement campaigns

Following responses were received when the question, namely “Which part of the RESOR course did you find most useful and interesting?” was asked:

- I found the Solar Energy module to be useful.
- The overall project is about energy modules, and I mostly liked that they are all about the rural sector.
- Photovoltaic energy got my interest.
- I liked the inclusive nature of the project. I also enjoyed the participation of different countries.
- I liked the way that project material is supported with many visuals, which helps to understand the content easily.
- I liked the presentation files most.
- I liked the way that the project underlines both advantages and disadvantages of renewable energy sources.
- I found the educative aspect of the project, which encourages the use of renewable sources.
- I like the easy availability of the project material. The educative content is well supported with the visuals. The pilot test that comes after the education also increases the efficiency of the project.
- I think the biogas module is very important and useful since rural areas have many biogas resources.
- Since I have not detailed information on geothermal resources use in agriculture, this section was very interesting for me.
- I found the aspect of the project which enables the development of new skills for topics such as biomass and biogas.



- I found the course curriculum and presentation style of the modules very useful. Self-evaluation questions facilitate the understanding of the course content. The visuals used in the modules make the content interesting.
- I found the course content useful, especially regarding the language and topic diversity.
- I found the information in the course content on renewable energy sources reliable and competent.
- I found the solar energy and photovoltaic energy modules very useful.
- I found the innovative nature of the project to be useful.
- I think the project creates awareness and transfer innovations for the reuse of waste both in TR and East EU.
- I liked every module of the course content.
- I think all sections of the course content are well prepared. They are inclusive and can easily be understood.

Following responses were received when the attendants were asked to suggest ways to improve the RESOR course:

- I think the content is sufficiently prepared.
- The number of case studies can be increased, and more information on how to use this knowledge can be given.
- Future trends in these technologies may also be helpful.
- I think the course content is beneficial, and congratulations on the team who prepared the content.
- A Hydrogen energy module can also be introduced.
- The biogas module can be improved by adding more visuals.
- I found the modules advanced enough and well detailed.
- The biomass occurring after phytoremediation applications is another form of biomass. Remediation topics, such as phytoremediation, can be included.



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- Videos on why these technologies should be adopted can be shared.
- I know that Europe does not consider nuclear energy as renewable energy. But it would be interesting to see a chapter to explain the current situation of this energy.
- The environmental impact of fossil fuels during their extraction and use can be added.
- I think this project is an important work in the renewable energy technologies education platform.

#### **4. General Conclusions**

According to the evaluation of the pilot testing results, it can be inferred that the RESOR project fulfilled its aim; and the course content serves this aim. The recommendations on possible additions to the course content are helpful indeed, however, primarily out of the scope of the project submission file. However, they can be used to improve the future versions of similar projects.



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Pilot testing report  
Executed in Spain  
From the 27<sup>th</sup> to the 31<sup>st</sup> of  
May, 2021  
by DEFOIN



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## 1. General information about pilot testing

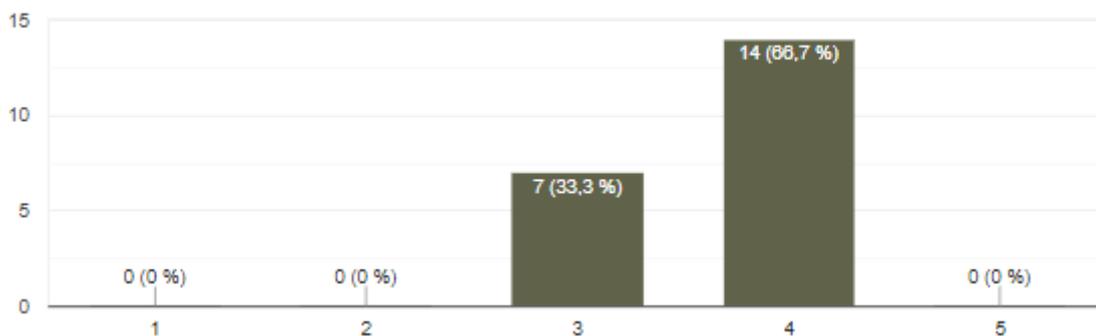
The pilot testing of the RESOR output was carried out by two main groups. On the one hand, 3 of DEFOIN's workers reviewed the materials. Afterwards 18 VET and secondary education teachers reviewed the materials and proposed comments.

This report is a summary of the results shared by the participants.

## 2. Charts from each of the answers with short comment about the feedback for question

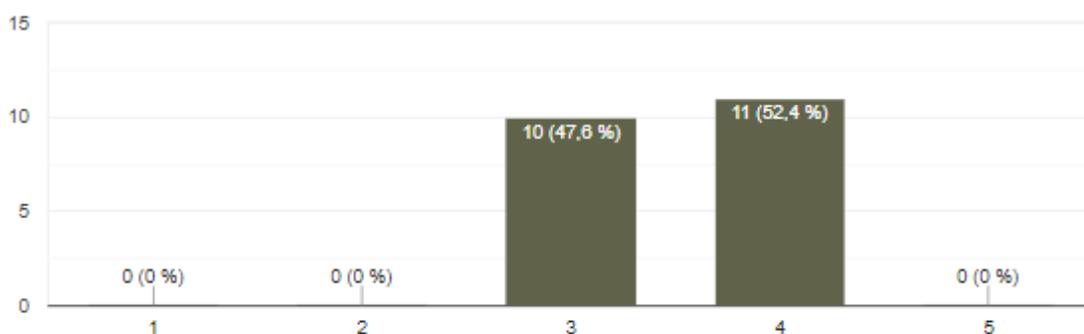
### CONTENT OF THE RESOR COURSE

Is the Curriculum useful?



Did the IO1 cover the expected materials?

21 respuestas



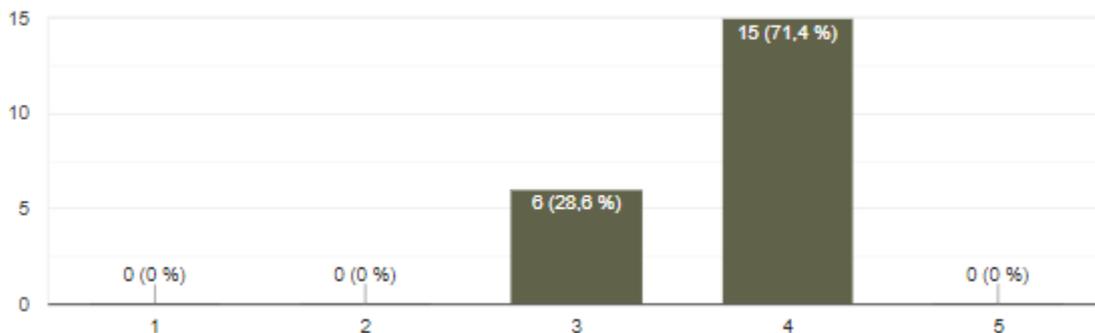
What other issues you wished they were included?



- Any topic related to circular economy
- Organic farming and renewable energies.
- Renewable energies and pollution
- Poor countries and renewable energies
- The impact of renewable energies
- A world without coal and oil
- The effect of renewable energies
- Raising society's awareness of renewable energies
- Ecological agriculture and renewable energies
- Biohazards
- circular economy
- possibilities to reduce use of energy

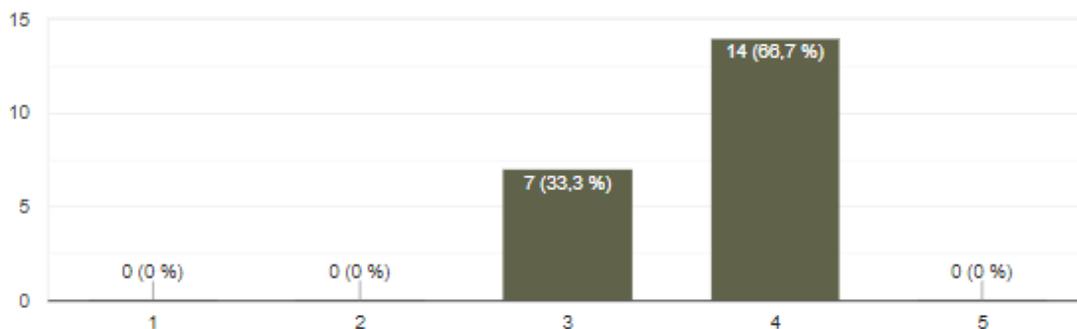
### The global content of the O2 is useful

21 respuestas



### The content of the O2 covers the content you expected

21 respuestas



### The content of the O2 is easy to understand

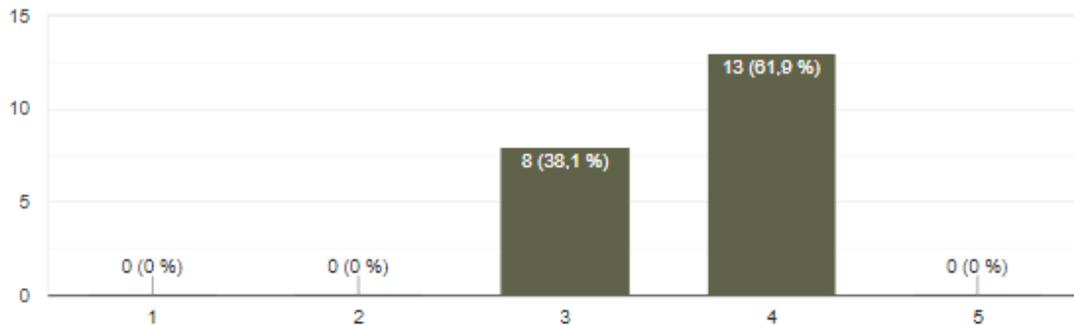


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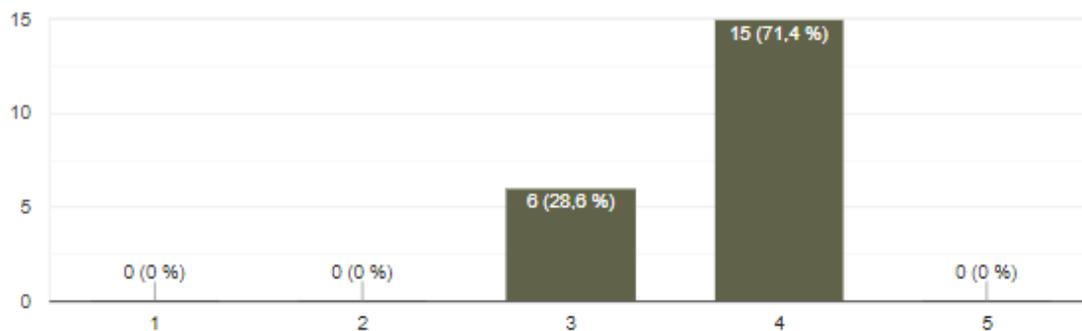
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21 respuestas



The content of the O2 offers innovative solutions

21 respuestas



What other contents would you like to see included

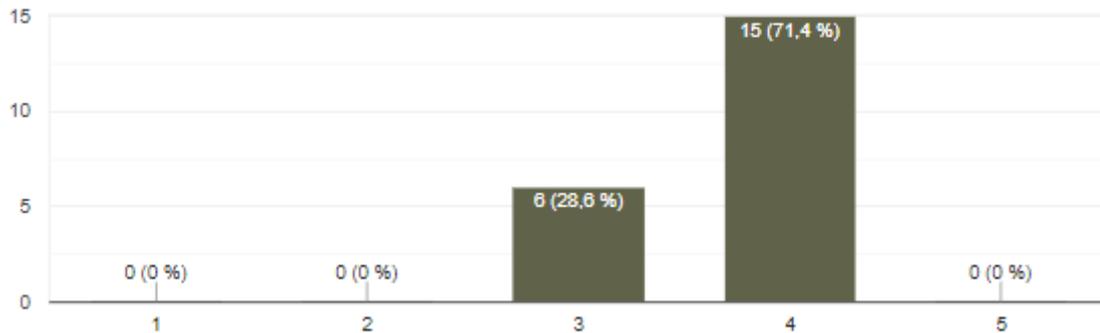
- Care and restoration of the environment
- application to the agricultural field
- Organic farming and renewable energies.
- Ecological agriculture and renewable energies
- Renewable energies and pollution
- Poor countries and renewable energies
- The effect of renewable energies
- A world without coal and oil"
- Rich countries and renewable energies
- Raising society's awareness of renewable energies

## STRUCTURE OF THE COURSE

What is your personal opinion about the RESOR course

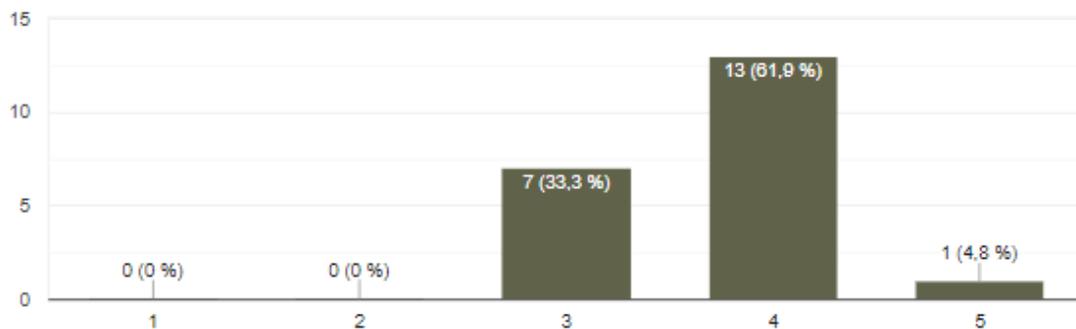


21 respuestas



What is the workload of the RESOR course

21 respuestas



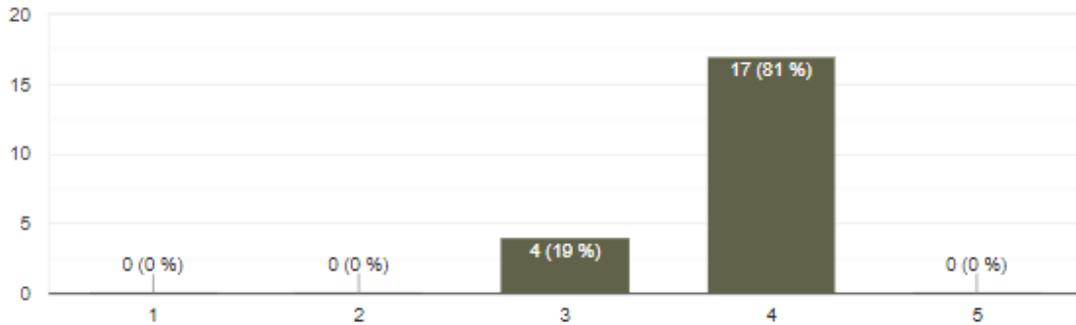
What part of the RESOR course you found more useful and interesting

- Geothermal energy (x4)
- Solar energy (x7)
- Biogas
- Biomass (x2)
- Hydropower
- Wind energy (x2)

Was it easy to understand the language used?



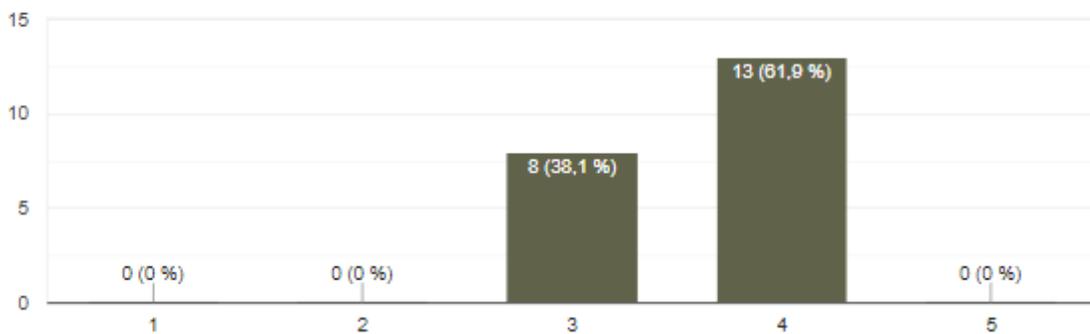
21 respuestas



## FULL EXPERIENCE AND COMMENTS

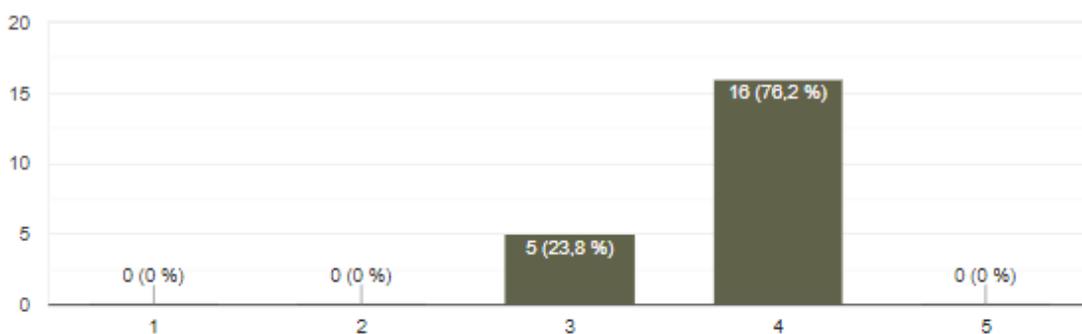
Are the RESOR materials useful?

21 respuestas



Are the testimonials offered useful?

21 respuestas



3. List of necessary corections/improvements



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1. With regard to the course curriculum, in general terms we are in agreement that the topics covered in the seven modules are adequate and sufficient for the objectives to be achieved, however, we consider that

2. Section 1 General:

a. The title is appropriate

b. The objectives seem to us to be very appropriate (they are formulated in terms of developing procedural skills to achieve positive attitudes towards the use of renewable energies.

c. The target group seems to us to be appropriate

d. The goals seem to us to be right and adequate.

3. Section 2. CONTENT

In section 2.1. instead of calling them specific topics, we would call them blocks of contents and the 7 that are defined seem to us to be sufficient and adequate; as well as the temporalisation of each block.

In section 2.2. (results), as well as improving the wording (will not be able to but will be able to, not surplus but surplus...), it would be advisable to add some more results, for example:

They will be able to develop agricultural practices in line with renewable energies and with the teachings of the course.

In section 2.3 (materials and resources). We consider them to be sufficient and appropriate.

In section 2.4. (organisation of the educational process), we believe that it should be made explicit what the training methodology consists of, although it is specified elsewhere.

Furthermore, the tasks/activities to be carried out by the students in the course should be specified.

Section 2.5. We think it is appropriate

4. MODULES (Regarding each one of them we consider)



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- 4.1. There should be a section called objectives of the block.
- 4.2. In section 3.1.2. (Specific topics), they should be called Specific contents of the block/Module 1, 2, 3,....
- 4.3. The methodology to be used should appear in the block.
- 4.4. There should also be a section on the tasks/activities to be carried out.
- 4.5. In section 3.1.3. (Summary) seems to us to be appropriate, as with section 3.1.4 of results.
- 4.6. After section 3.1.5, which is fine, there should be two more sections: 3.1.5 bis Procedures and 3.1.5 tris Attitudes.
- 4.7. In section 3.1.6 (key questions), key questions related to procedures and to attitudes should appear.
- 4.8. Sections 3.1.7, 3.1.8, and 3.1.9 seem to us to be appropriate.
- 4.9. In section 3.1.10. We believe that NOT all questions should be multiple choice, but that there should be true-false questions, complete, closed questions etc.

Otherwise, as all the modules have the same structure, having made the above suggestions, the rest seems to us to be adequate.

#### 4. General conclusions

The results from this pilot testing are average to good. Participants have considered the results to have an adequate quality. There have been no strong feelings towards the materials (not positive nor negative) and no major flaws have been found. Technically, no issues have been found.

Additionally, all the replies in Spanish can be found in this report:



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Pilot testing report  
Executed in Czech  
Republic in June  
2021

by **Edu Consulting (EUC)**

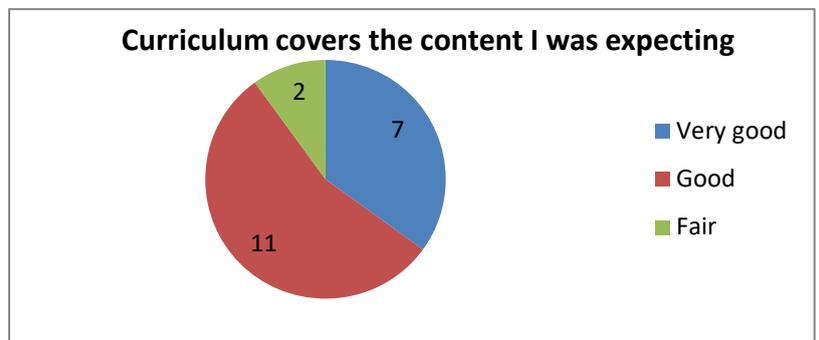
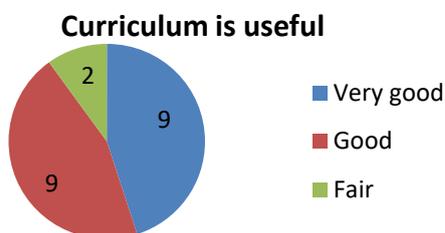


## 1. General Information about pilot testing executed by EduConsulting in Czech Republic

The pilot testing was executed in self learning system according to the application took part **20** people from relevant target groups (agricultural tutors, farmers, rural inhabitants, students of the agriculture university). Pilot testing has been executed in the self-learning learning formula – self-learning online done individually by participants. The evaluation survey was done by all the participants after completing course.

## 2. Evaluation of the Test Results

The results from the evaluation of the questionnaire on curriculum are given in the below results: According to the results, it is visible that majority of the respondents (87%) found the curriculum to be very useful. The curriculum is understood to cover the content that the respondents were expecting.



**Figure 1. Opinions on the curriculum**



Figure 2 presents the opinions of the respondents about the content of the modules. It is visible from the results that the content of the modules was easily understood and generate innovative solutions. Nevertheless the

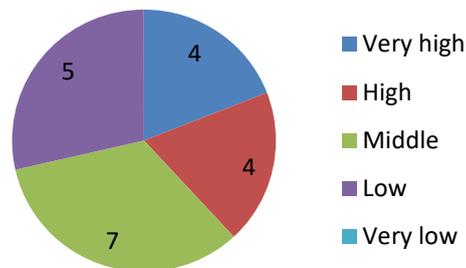
**Your personal opinion of the RESOR course structure**



**Figure 2. Opinions on the content of the modules**

Figure 3 shows the opinions on the RESOR structure and workload. Again, most of the respondents found the RESOR structure and workload to be sufficient.

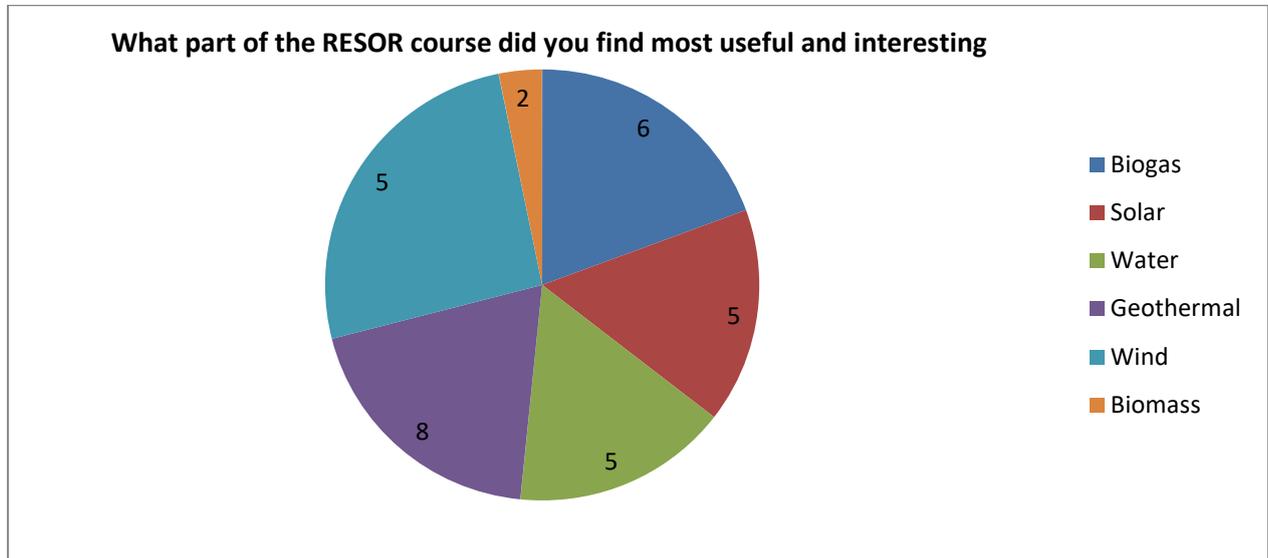
**What is the RESOR course workload**



**Figure 3. Opinions on the RESOR structure and workload**

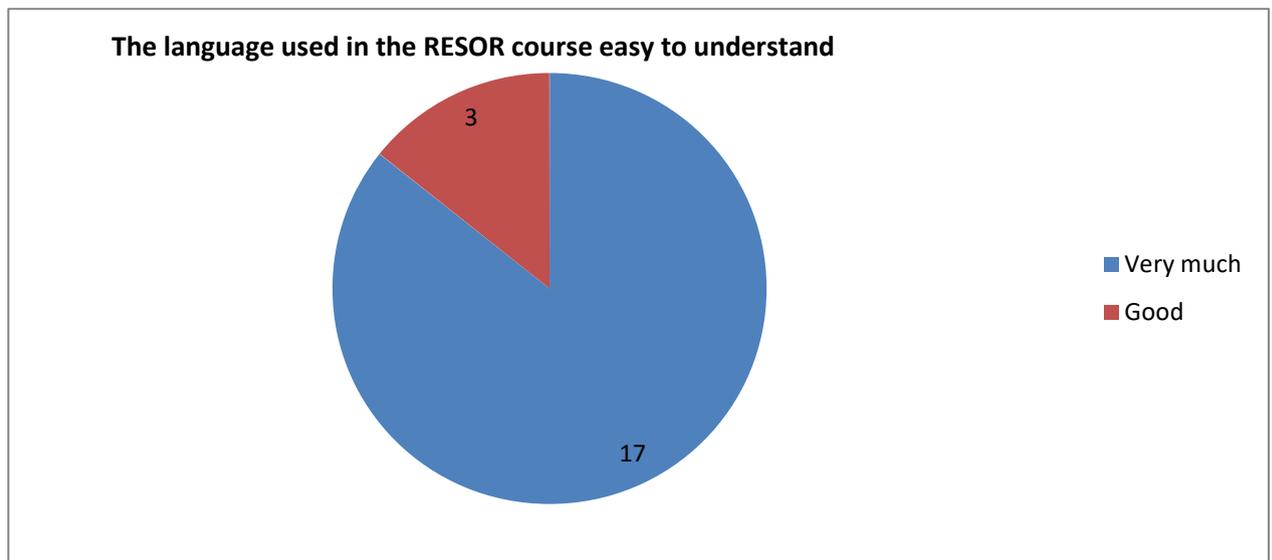


Figure 4 shows the interest of the topic of the RESR course. According to the feedback the most interesting was biogas and less – biomass.



**Figure 4. Opinions on the RESOR interest of the topic**

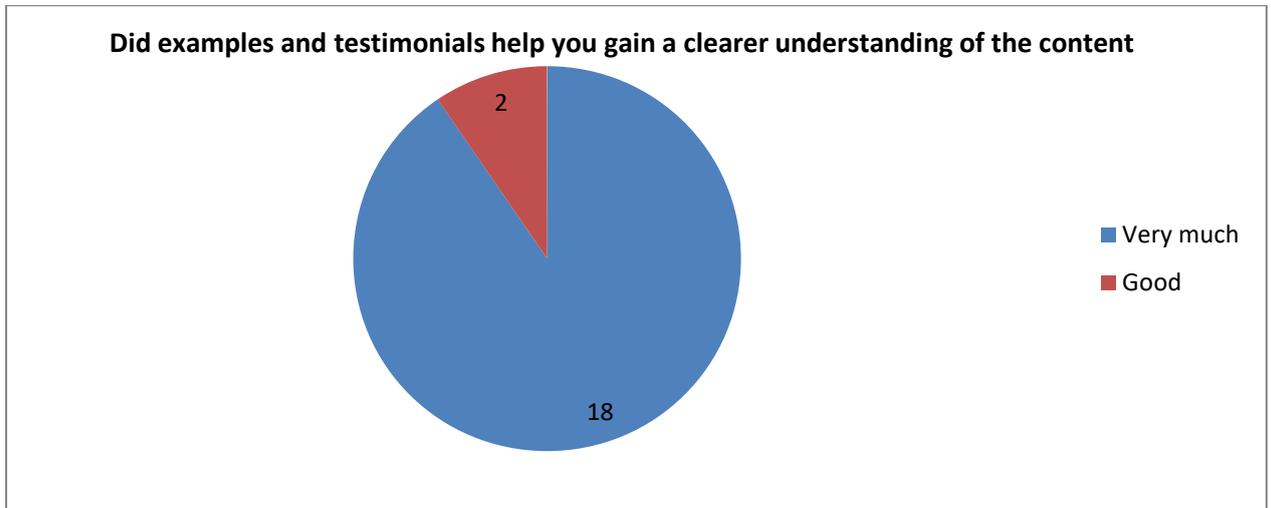
Figure 5 shows general opinion about the understanding of the language. It shows course is well understood.



**Figure 5. Views on the examples and testimonials in the course content**



Figure 6 shows general opinion about the clear understanding of the content. General opinion was very good and high level of understanding of the content.





### 3. List of necessary corrections/improvements

Most of the attendants found the course content very well prepared. The following topics were recommended by some of the participants to be added to the curriculum if the project is enlarged in the future:

- 0 waste
- Circular economy

Following responses were received when the question, namely “Which part of the RESOR course did you find most useful and interesting?” was asked:

- geothermal energy
- curriculum
- OER and the web portal
- curriculum
- everything is super
- geothermal module and curriculum
- solar energy
- handbook and curriculum
- geothermal energy module
- everything is fine
- geothermal and solar
- handbook
- solar energy
- biogas module, but web platform in general
- elearning portal
- platform and web
- elearning portal
- platform



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Following responses were received when the attendants were asked to suggest ways to improve the RESOR course:

- biomass module
- biomass module needs improvement
- biomass module
- Biomass
- biomass module should be check once again, there are lot of mistakes
- biomass
- biomass
- the course contains general knowledge; should be useful only for very specific trainees
- biomass
- some modules, e.g. biomass, should be improved little bit

#### **4. General Conclusions**

Looking at evaluation of the pilot testing results, it is clearly visible that the RESOR project achieved its aims and objectives. Participants liked platform, design and all content from RESOR project. The majority of the comments regarding improvements were directed to the biomass module. It is recommended to review this module before finalization of the content.



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## 5. List of participants

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Pilot testing report  
Executed in Hungary  
from 25<sup>th</sup> of May 2021 to 02 of  
June 2021  
by Börzsöny-Duna-Ipoly  
Vidékfejlesztési Egyesület

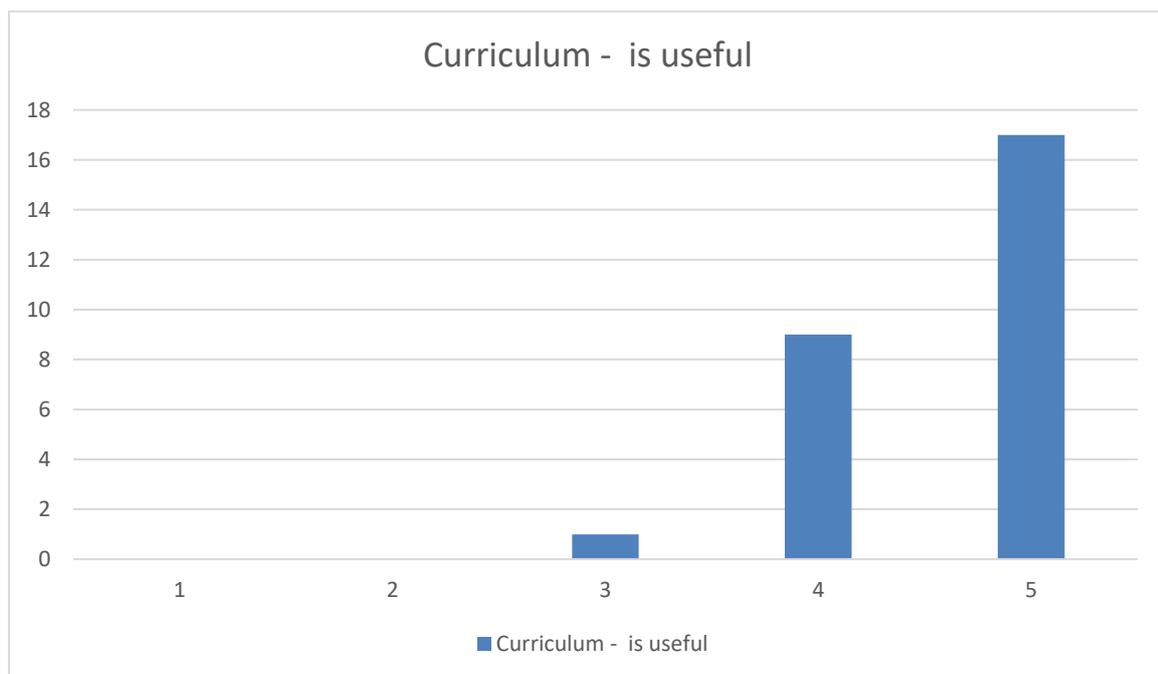


## 1. General information about pilot testing

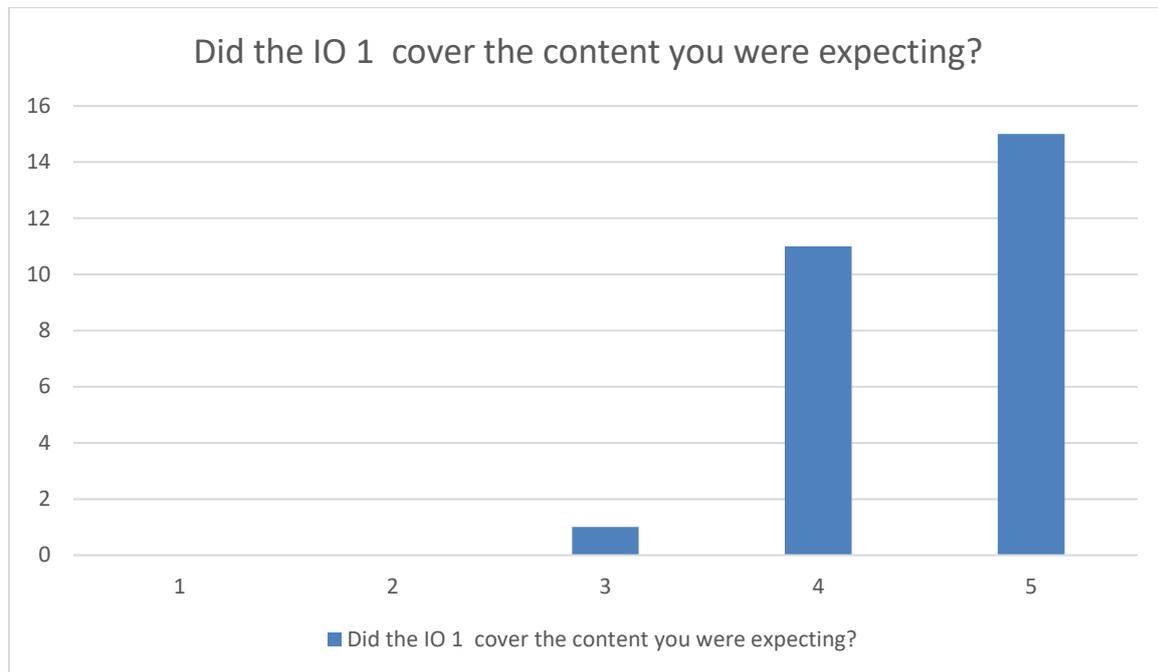
The pilot testing was executed in blended learning system according to the RESOR application took part 27 people from relevant target groups (agricultural worker, farmers, rural inhabitants, and some students as well). The pilot testing has been executed online, during the pilot testing interval, any events were restricted because of Covid19.

## 2. Charts from each of the answers with short comment about the feedback for question

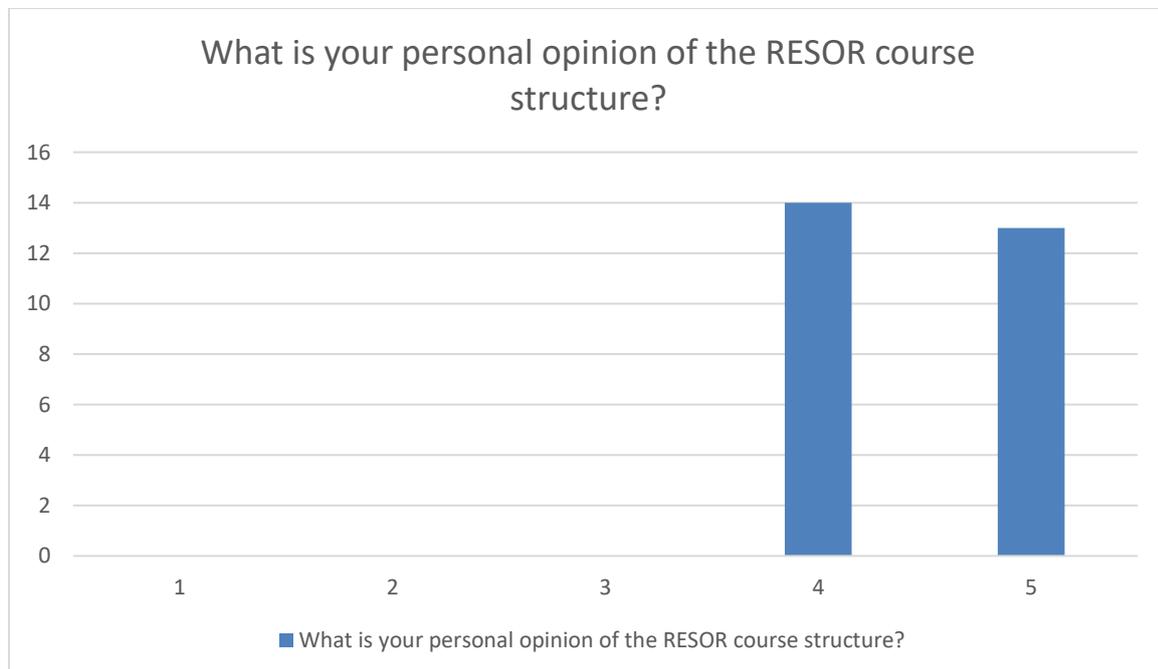
The IO1 – Curriculum was mainly very useful based on the given answers.



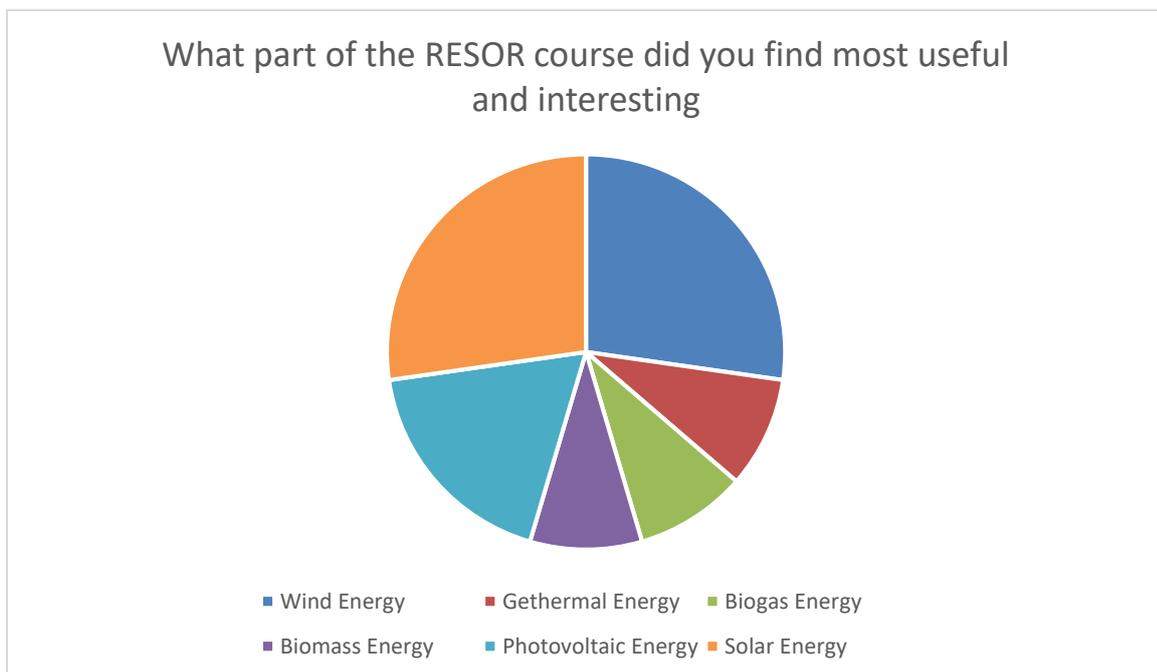
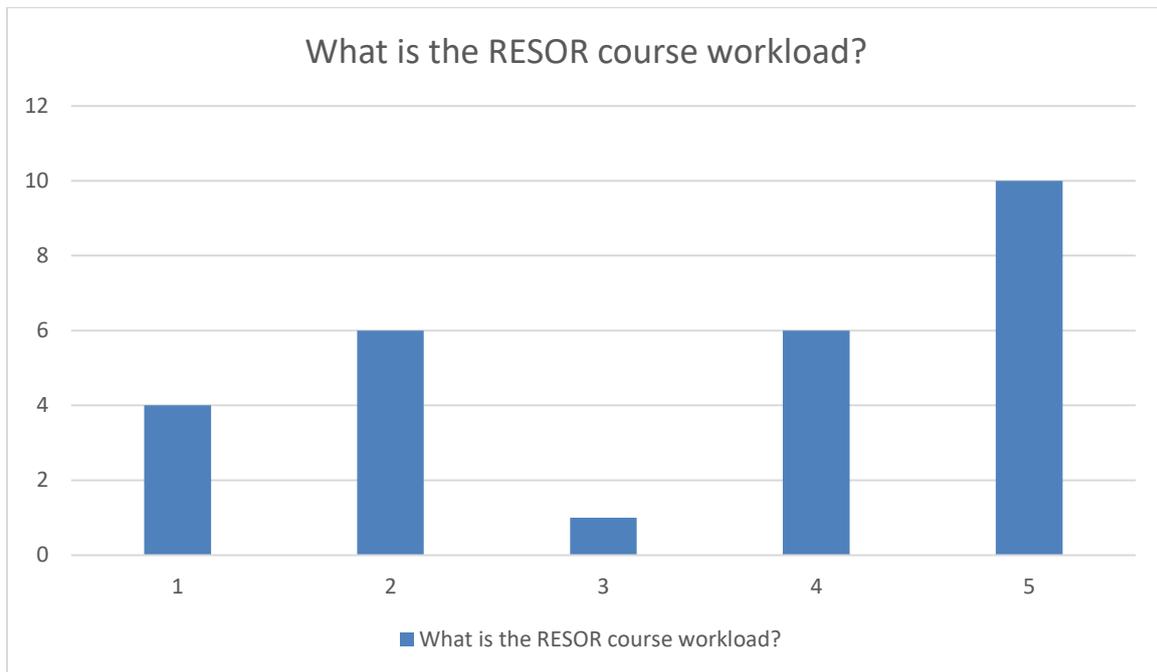
The Curriculum did very much cover the content you were expecting.



The RESOR course has a well organised structure, mostly satisfied our testers.



The answer for the workload needed for the RESOR course is well, almost evenly distributed.



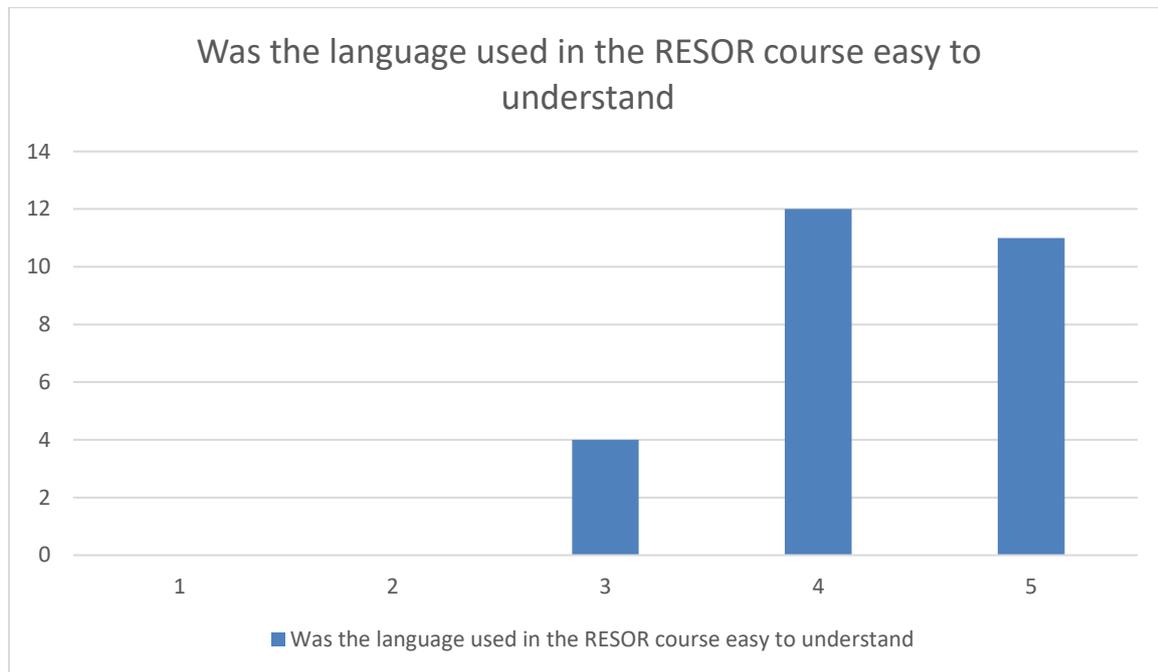
The RESOR course language was easy to understand.



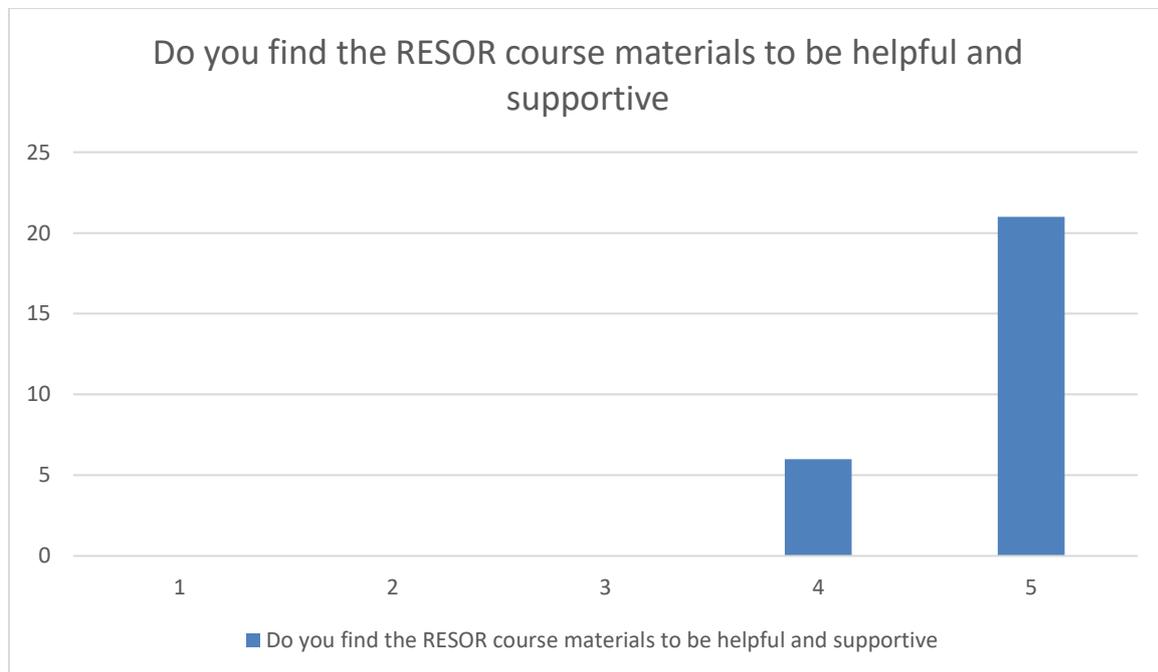
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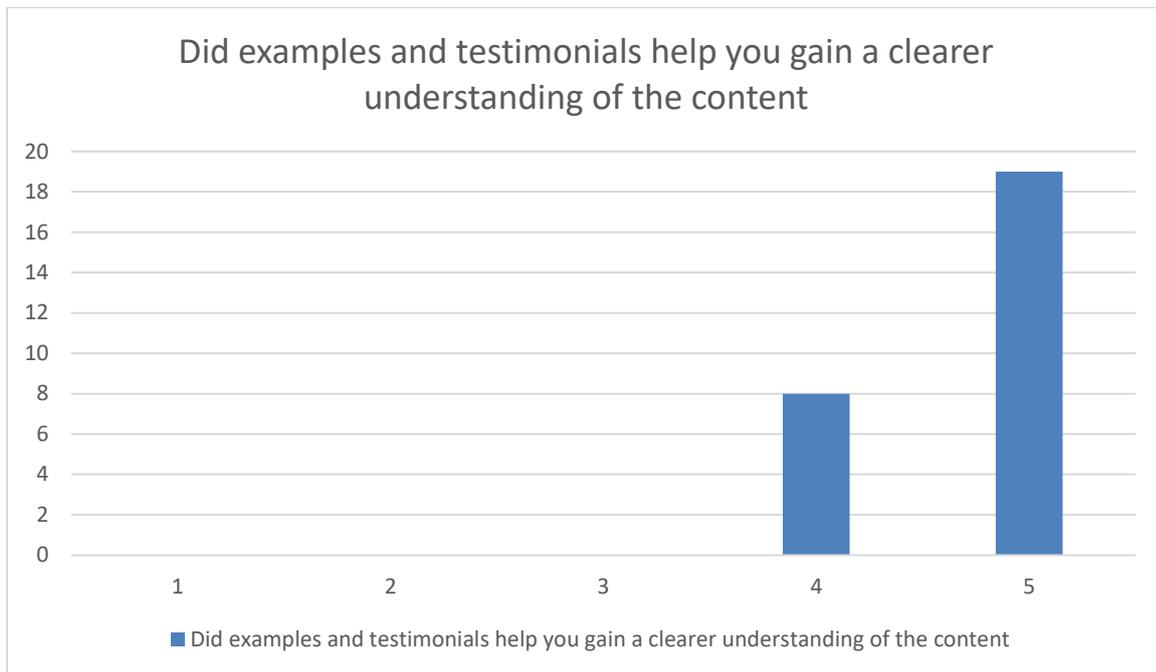
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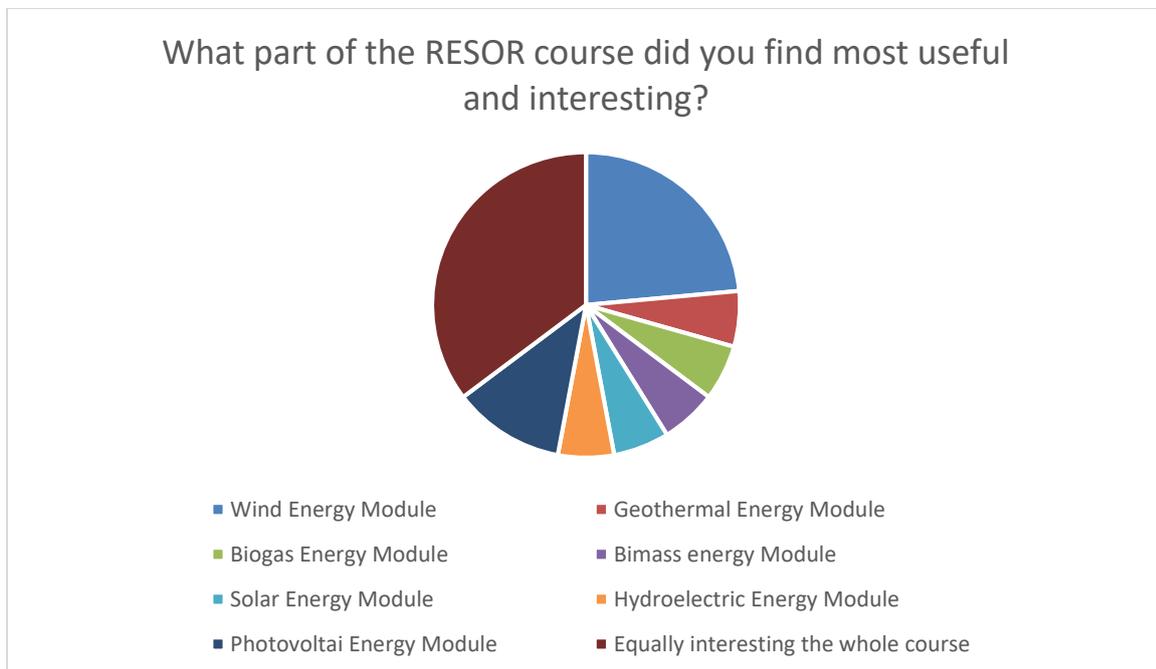
Our testers found the RESOR course's materials very helpful.



The testimonials and examples were helped a lot understanding the RESOR course's content.



...



### 3. List of necessary corrections/improvements



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The participants found the curriculum of the RESOR project to be well thought out and well structured. With a view to enlargement, the following topics have been highlighted:

- Efficient energy saving methods (LED, A +++, etc.)
- National conditions for the use of renewable energy (law)
- Hydrogen energy (advantages / disadvantages, production and storage)
- Safe food production and food waste management
- Circulating food production and agriculture
- Environmental impact and topics

#### 4. General conclusions

Seeing the evaluation of the results of the testing, it is clear that there is a great need for the RESOR project for those working in agriculture, and the completed curriculum is very useful for more efficient energy use. In Hungary, although it is difficult and often difficult to create wind farms, this was one of the most popular parts of the curriculum. This is perhaps also due to the fact that, due to the difficulties, it is not yet so widespread in Hungary. Recommendations for possible additions to the content of the curriculum are really useful, and we will definitely use them for projects with similar themes and content to both our current and future partners.