CRISEPAC Pedagogical tools and platforms assessment

REPORT

Project: CRISEPAC – 2023-1-FR01-KA220-SCH-000158276
Prepared by CASA DOPROFESSOR on behalf of the CRISEPAC project consortium – December 2025.

1. Introduction

This report presents the results of the evaluation of the CRISEPAC project tools and activities. The analysis is based on data collected through an online questionnaire developed and disseminated via the Framaforms platform (https://framaforms.org/crisepac-pedagogical-tools-and-platforms-assessment-1758548937). The questionnaire was addressed to participants involved in the project, including teachers, educators, and experts from different European countries.

The objective of the survey was to gather quantitative and qualitative feedback on the quality, relevance, usability, and pedagogical impact of the CRISEPAC digital tools, educational resources, and training activities. The collected responses provide valuable insights into users' perceptions, levels of satisfaction, and suggestions for improvement, contributing to the overall assessment of the project's outcomes and impact.

The findings presented in this report reflect the perspectives of the project's target groups and support a structured evaluation of the effectiveness of the CRISEPAC resources in addressing educational needs related to risk awareness and resilience.

2. Profile of respondents

A total of 121 respondents participated in the evaluation survey. The geographical distribution of participants reflects the strong European dimension of the project, with respondents coming from all partner countries, ensuring balanced and representative feedback across the partnership: Greece (55), France (28) and Portugal (26), followed by Latvia (11) and other countries (1).

Regarding professional background, most respondents identified themselves as Teachers (76) and Educators (28), complemented by Experts (15) and other professionals (9).

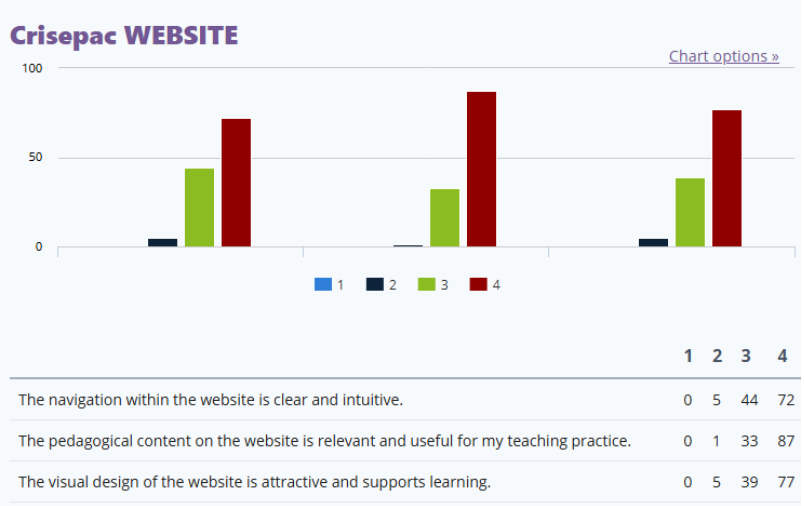
Co-funded by the European Union

3. Evaluation of the CRISEPAC tools/activities

a) CRISEPAC Website

The CRISEPAC website was very positively evaluated by respondents. All assessed aspects received a high level of agreement, with no respondents selecting “totally disagree”.

- The clarity and intuitiveness of website navigation were rated positively, with most respondents selecting “agree” or “totally agree”.
- The pedagogical relevance and usefulness of the content for teaching practice received particularly strong endorsement, with most respondents selecting the highest level of agreement.
- Visual design was also considered attractive and supportive of learning by a significant majority.



	1	2	3	4
The navigation within the website is clear and intuitive.	0	5	44	72
The pedagogical content on the website is relevant and useful for my teaching practice.	0	1	33	87
The visual design of the website is attractive and supports learning.	0	5	39	77

These results indicate that the website successfully fulfils its role as an accessible and pedagogically relevant digital resource.

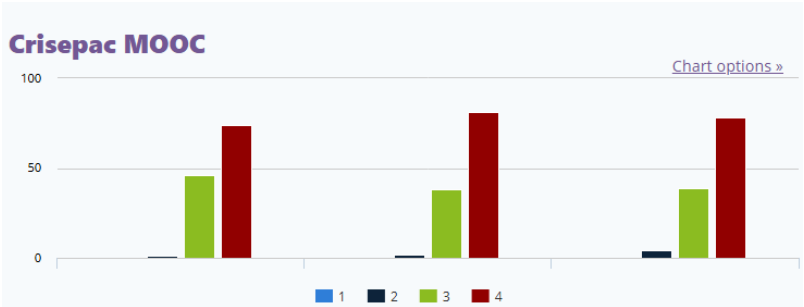
b) CRISEPAC MOOC

The CRISEPAC MOOC received consistently high ratings across all the criteria evaluated.

- Respondents strongly agreed that the MOOC platform is intuitive and user-friendly.
- The relevance and applicability of the MOOC content to teaching practice was rated very highly.
- The visual materials were also positively assessed, confirming their clarity and attractiveness.

Co-funded by
the European Union

Qualitative feedback highlights the value of the MOOC content, while also pointing to areas for improvement, particularly regarding language quality, translation accuracy, and the use of AI-generated videos, which some respondents felt reduced linguistic quality in certain languages.



	1	2	3	4
The MOOC platform is intuitive and user-friendly.	0	1	46	74
The MOOC content is relevant and applicable to my teaching.	0	2	38	81
The visual materials of the MOOC are clear and attractive.	0	4	39	78

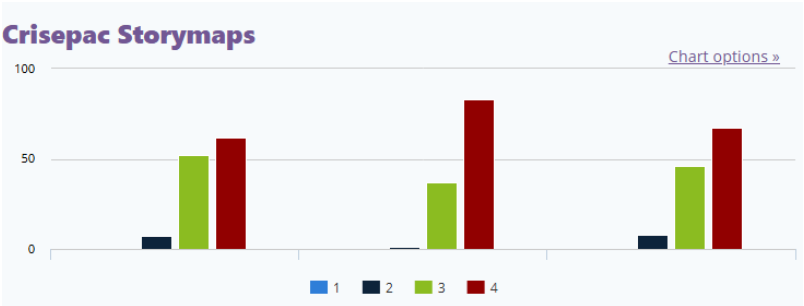
c) CRISEPAC Storymaps

The Storymaps were evaluated positively, especially in terms of content quality and relevance.

- Most respondents agreed that the Storymaps provide high-quality and relevant content.
- Ease of use in classroom settings and overall user-friendliness for both teachers and students were also rated positively.

However, qualitative comments indicate a clear need for:

- Translation into national languages, and
- Content simplification, as some respondents found the Storymaps overly detailed or linguistically demanding for classroom use.



	1	2	3	4
The storymaps are easy to use in classroom settings	0	7	52	62
The storymaps provide high-quality and relevant content.	0	1	37	83
The storymaps are user-friendly for both teachers and students.	0	8	46	67

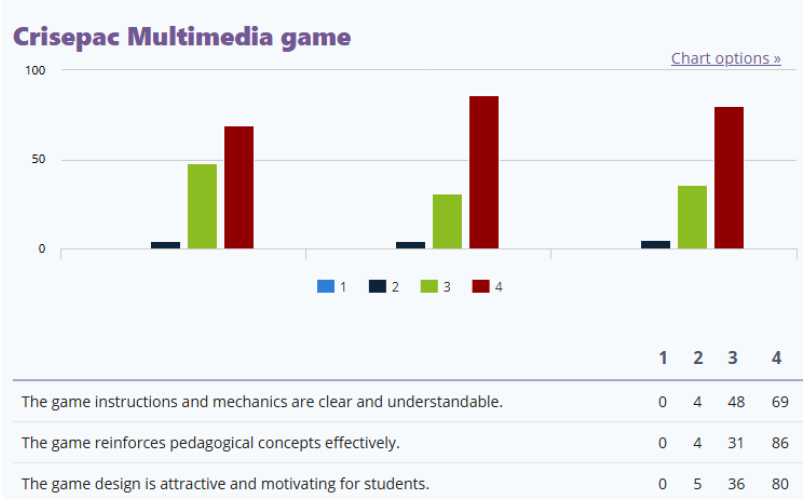
Co-funded by the European Union

d) CRISEPAC Multimedia Game

The Multimedia Game achieved strong results in all assessed areas.

- Respondents agreed that the instructions and mechanics are clear and understandable.
- The game was widely recognized as effective in reinforcing pedagogical concepts.
- The design was considered attractive and motivating for students, supporting engagement and active learning.

These results confirm the game's strong potential as an interactive educational tool adaptable to different learning styles.



	1	2	3	4
The game instructions and mechanics are clear and understandable.	0	4	48	69
The game reinforces pedagogical concepts effectively.	0	4	31	86
The game design is attractive and motivating for students.	0	5	36	80

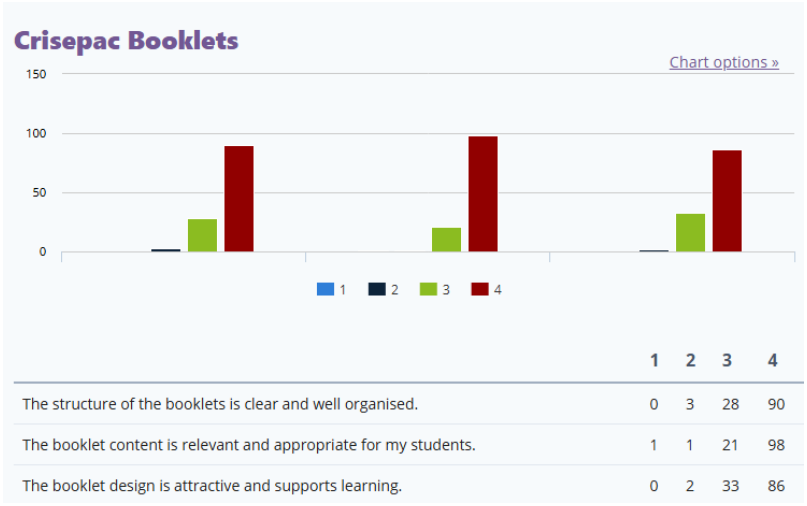
e) CRISEPAC Booklets

The CRISEPAC Booklets were among the most highly rated outputs of the project.

- The structure and organisation of the booklets received very strong agreement.
- The relevance and appropriateness of the content for students was rated extremely highly.
- The design was also widely considered attractive and supportive of learning.

Qualitative feedback repeatedly described the booklets as *"very useful"*, *"perfect"* and *"ready-to-use"*, highlighting their immediate applicability in classroom contexts.

Co-funded by the European Union



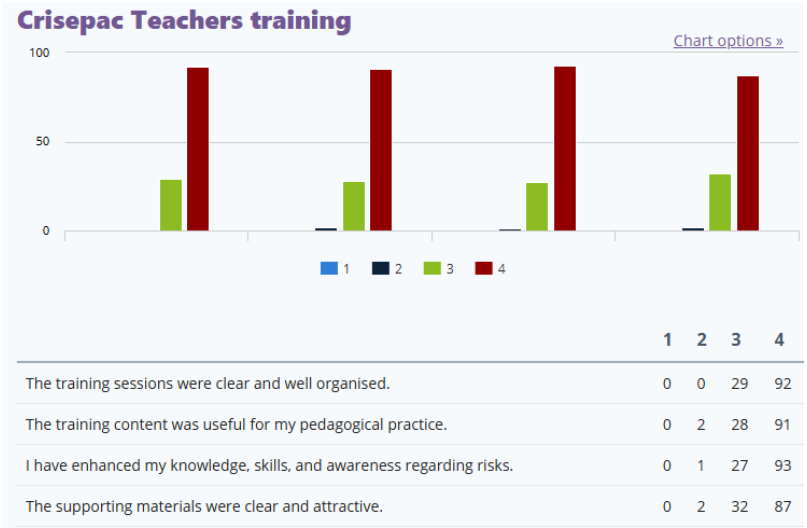
	1	2	3	4
The structure of the booklets is clear and well organised.	0	3	28	90
The booklet content is relevant and appropriate for my students.	1	1	21	98
The booklet design is attractive and supports learning.	0	2	33	86

f) CRISEPAC Teachers' Training Activities

The Teachers' Training activities received exceptionally high satisfaction levels across all indicators.

- Respondents strongly agreed that the training sessions were clear and well organized.
- The usefulness of the content for pedagogical practice was rated very highly.
- Participants reported a significant increase in knowledge, skills and awareness regarding risks and resilience.
- Supporting materials were also positively evaluated in terms of clarity and attractiveness.

Many respondents emphasized that the training had a personal as well as professional impact, increasing awareness not only of educators but also as individuals.



	1	2	3	4
The training sessions were clear and well organised.	0	0	29	92
The training content was useful for my pedagogical practice.	0	2	28	91
I have enhanced my knowledge, skills, and awareness regarding risks.	0	1	27	93
The supporting materials were clear and attractive.	0	2	32	87

Co-funded by the European Union

3. Qualitative feedback and suggestions for improvement

Overall qualitative feedback confirms the high quality, relevance, and impact of the CRISEPAC tools and activities. Respondents highlighted the diversity of tools (MOOC, games, Storymaps, booklets, training) as a key strength, as well as the contribution of the project to risk awareness, resilience, critical thinking, and active participation among students. The value of exchanging experiences with other educators at European level was also noted.

Suggestions for improvement included: translating all materials into national languages, providing ready-to-use lesson plans and activity sheets, improving linguistic quality (particularly in MOOC content and AI-generated videos), better content organisation by educational level and learning objectives, adding creative activities, webinars and opportunities for peer exchange, and implementing regular updates based on user feedback to ensure long-term relevance.

4. Achievement of Quantitative Quality Indicators (KPIs)

The evaluation survey results demonstrate that the CRISEPAC project successfully met its predefined quantitative quality indicators:

1. Relevance of data on the educational platform
    - Indicator: 90% of users should find the content relevant.
    - Result: 120 out of 121 respondents (≈ 99%) agreed or totally agreed that the website content is relevant and useful for teaching practice.
2. Ease of access and pedagogical performance of the MOOC and its videos for teachers
    - Indicator: 90% of users should find the MOOC platform user-friendly and its content pedagogically relevant.
    - Result:
        - MOOC platform is intuitive and user-friendly: 120/121 ≈ 99%
        - MOOC content is relevant and applicable to teaching: 119/121 ≈ 98%
        - MOOC visual materials are clear and attractive: 117/121 ≈ 97%
3. Scientific quality of the MOOC as assessed by the project's associated partners
    - Indicator: 100% of experts should consider the MOOC scientifically sound.
    - Result: All 15 experts agreed that the MOOC content is relevant, pedagogically sound, and of high quality.

These results confirm that all quantitative quality indicators were fully achieved, reflecting the high satisfaction of users and the scientific robustness of the CRISEPAC resources.

5. Conclusion

The evaluation of the CRISEPAC project tools and activities demonstrates a high level of satisfaction and positive impact among participants from all partner countries. The website, MOOC, Storymaps, Multimedia Game, Booklets, and Teachers' Training were consistently rated as user-friendly, pedagogically relevant, and visually appealing. Respondents highlighted the practical applicability of resources in classroom settings, the diversity of learning tools, and the contribution to students' understanding of risks and resilience.

Qualitative feedback further emphasizes the value of ready-to-use materials, interactive activities, and the opportunity for professional exchange among educators. Suggestions for improvement, such as translation into national languages, refinement of AI-generated content, and provision of lesson plans, provide clear guidance for future project development.

Overall, the findings confirm that the CRISEPAC project has successfully met its objectives, supporting educational practice, enhancing professional skills, and fostering awareness of risk prevention and resilience across Europe. These results will inform you about the further improvement and dissemination of the project's resources to ensure long-term impact and sustainability.

Disclaimer

The European Commission support to produce this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Copyright notice

© 2023 - 2025 CRISEPAC Consortium

Co-funded by the European Union