D5.3 – Training Report

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N.A.
Executive Summary

The main objective of WP5 is to design and deliver a training framework to allow transport hub personnel to take cultural differences into account in preventing and managing emergencies at a multicultural site.

This deliverable reports the results gathered during the evaluation of the e-learning training materials. The general purpose of the pilot sessions was to analyse the effectiveness and impact of the e-learning training materials developed. Three high level objectives were identified:

1. to understand the degree to which participants find the training useful, satisfying and engaging;
2. to understand the degree to which participants acquire the intended knowledge based on their participation in the pilot session;
3. to understand the degree to which participants are willing to apply what they learned during training.

Four training pilot sessions were conducted in three different countries (Italy, Poland and Turkey) with the involvement of 29 experts from R&D, maritime, aviation and railways domains. The training evaluation involved the assessment of the effectiveness of the e-learning materials developed. This assessment was done by collecting data on whether the participants were satisfied with the contents of the training, whether they learned something from the training and are able to apply those skills at their workplace. Two online questionnaires were administrated to the participants at the beginning and at the end of each pilot session.

On the overall, the results achieved are very encouraging; the topic of socio-cultural aspects and their influence on crowd behaviours seemed to be very relevant for the experts that took part in the evaluation sessions.
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1 Introduction

IMPACT is an EU funded project whose objective is to explore, analyse and assess the link between cultural features and disaster management in different transport hubs. In this perspective culture could be seen as a key factor which influences collective behaviours during crisis and emergency management. In order to ensure that transport hubs and operators are prepared to respond and recover from emergencies, one of the main outputs of the project consists of the design and development of a cultural-based security training package.

The main objective of WP5 is the design and development of the IMPACT cultural-based training package. The cultural-based training package has been designed to support transport hub operators and first responders to be aware of cultural differences and their influence on crowd behaviour during routine as well as emergency situations in transport hubs.

In order to define and develop the training package, WP 5 is structured around three main tasks:

1. Task 5.1 – Definition of training requirements within the different groups of stakeholders and decision makers and set the requirements and the guidelines for implementation of training programs for different scenarios of application (for further details see D5.1 [1]);

2. Task 5.2 - Design of a cultural-based multi-media training package and development of e-learning training materials (for further details see D5.2 [2]);

3. Task 5.3 - Delivery of pilot training courses to the end users involved in the project and to the cooperating security agencies.

The present deliverable addresses the third and final task of WP5 “Delivery of the pilot training modules”.

1.1 Objectives

This document aims to present a detailed description of the pilot sessions conducted with the support of the end users involved in the project in order to assess, validate and refine the e-learning training materials developed (for further details about the training contents see D3.2 [3] and D5.2 [2]). Furthermore, this deliverable reports the main results achieved during the evaluation process.

1.2 Deliverable structure

The present deliverable is structured around 5 main sections as follows:

- **Section 1** presents a general introduction to the project, introduces the main objectives of WP5 and the main purpose of the present document;
• Section 2 presents an overview of the training package developed by detailing the structure, the educational approach and the technical features used;
• Section 3 describes the four pilot sessions conducted with the involvement of safety and security experts from different transport domains;
• Section 4 reports the analysis of the feedback gathered during the evaluation phase;
• Section 5 outlines the main open issues that can be used for refining the whole training package.
2 Training development

2.1 Development of the training package

The development of the IMPACT training package was based on activities conducted during the first stages of the project. The figure below synthetises the main inputs gathered from the other WPs to design and develop the e-learning training materials.

2.1.1 Training structure and content

The IMPACT training package is a general introductory course aiming to raise awareness of the importance of cultural competence in daily working situations. As reported in D5.2 the structure of the training is composed of 4 Modules, with a total of 10 lessons as follows:

**MODULE 1 – UNDERSTANDING THE MEANING OF CULTURE**

- **Lesson 1 – What is culture?**
  http://www.deepblueservices.eu/impact/impact_m1_l1/
- **Lesson 2 – Discovering cultural differences**
  http://www.deepblueservices.eu/impact/impact_m1_l2/

**MODULE 2 – UNDERSTANDING MULTICULTURAL CROWD BEHAVIOURS AND SOCIO CULTURAL HAZARDS**

- **Lesson 1 – Introduction to crowd behaviour**
  http://www.deepblueservices.eu/impact/impact_m2_l1/
- **Lesson 2 - Socio - cultural hazards in transport hubs, an overview**
  http://www.deepblueservices.eu/impact/impact_m2_l2/

**MODULE 3 – COMMUNICATION WITH OTHER CULTURES**

- **Lesson 1 - Cross-cultural interpersonal communication**
For further information about objectives, contents, key messages of modules and lessons please, refer to D5.2 and D3.2.

2.1.2 Educational approach

The main aim of the IMPACT training materials is to provide trainees with a sufficient understanding of the value that intercultural competence knowledge can bring to their daily work. It should enable them to start familiarising with the concept of cultural competence and enhance their awareness of unfamiliar cultural practices in preventing and managing critical situations in multicultural sites.

For this reason, the training package addresses a wide range of key transport professionals in the different transport domains, who are directly involved in the prevention, response and management of large groups of multicultural crowds during both routine and emergency situations.

In particular, the training package is primarily targeted at high- and medium-level transport hub operators such as safety and security managers (train managers, security officers, security screening supervisors, port facility security officers, station managers) and first responders (civil protection, fire fighters, medical emergency teams’) for further details see D5.2 [2].

Through the training material developed trainees should be able to:

1. gain knowledge about cultural differences and start reflecting on socio-cultural aspects of daily working activities;
2. be aware of socio–cultural differences, how they can influence crowd behaviours and what are the critical behaviours which arise from the interaction between front-end staff and passengers;
3. improve communication skills, in order to be prepared to effectively interact with passengers from other cultures;
4. gain knowledge of a new methodology to assess and manage risks related to cultural factors.

The general educational approach moves from a theoretical approach to a practical one.

The first module represents an introduction to the meaning of culture. It provides trainees with a general understanding of culture, culture characteristics and differences.

The second module provides a general understanding of cross-cultural differences in crowd behaviours (Lesson 1). It also introduces 10 socio–cultural hazards that may arise in transport hubs by providing examples from news and past incidents. It also outlines a set of mitigation strategies to manage these socio-cultural hazards (Lesson 2).

The third module addresses two types of communication: one to one and one to many. Lessons 1 shows how non-verbal communication might vary across cultures and present some communication tips to facilitate communication between transport hub operators and passengers with a different cultural background. While lesson 2 presents an overview of the main socio-cultural aspects to consider when managing a large group of people in a multicultural site. It introduces ten communication solutions to mitigate the effects of such cultural aspects.

The fourth module aims to introduce the cultural aspects into the management of risks in transport hubs in four steps:
1. An introduction to risk assessment and how to consider cultural aspects (Lesson 1).
2. An analysis of the complexity of different transport hubs and of the factors affecting them in view of a cultural risk assessment (Lesson 2).
3. The analysis of hazards and threats and how culture can affect consequences and the identification of cultural hazardous behaviours triggering new hazards (Lesson 3).
4. The identification of control measures to reduce the risk generated by culture-related hazardous behaviours to acceptable levels (lesson 4).

2.1.3 Technical implementation

As already described in D5.2, the software chosen for the implementation of the IMPACT multimedia training package was Adobe Captivate ©. It was chosen because it offers the following functions:
• possibility to import audio and video;
• possibility to synchronize the audio with the objects of the slides;
• possibility to link documents;
• possibility to export digital modules in html;
• cost saving.

The technical implementation of the training materials lasted 6 months from December 2016 to June 2017. A series of internal and external iterations were carried out to refine the training contents and layout.

The graphical layout was designed to be clear, simple and easy to use in order to engage and motivate trainees to actively follow the contents.

In the following pages, some screenshot show the additional materials and extra-contents developed to enrich the overall user experience of the trainees.

![Figure 2: Example of pop-up with additional information](image)

![Figure 3: Training exercise and the online form](image)
Figure 4: Examples of infographics designed for the training
3 Pilot sessions

3.1 Planning phase

This section summarises the activities carried out to conduct the pilot sessions. Four pilot sessions were organised in three different countries to evaluate and assess the e-learning training materials developed. The preparation of the training pilot sessions involved the following activities:

- definition of the main objectives of the evaluation;
- schedule of the pilot sessions and identification of the user groups to be involved;
- identification of the data collection methods.

The following paragraphs describe more in detail the preparatory activities listed above.

3.1.1 Definition of the main objectives of the pilot sessions

The general purpose of the pilot sessions was to analyse the effectiveness and impact of the e-learning training materials developed. Three high level objectives were identified:

4. to understand the degree to which participants find the training useful, satisfying and engaging;
5. to understand the degree to which participants acquire the intended knowledge based on their participation in the pilot session;
6. to understand the degree to which participants are willing to apply what they learned during training.

These three high level objectives were used to structure the main sections and the items of the post-course evaluation questionnaire (see Section 3.1.3).

3.1.2 Schedule of pilot sessions and identification of user group

The pilot sessions were planned in three different countries: Italy, Poland and Turkey, in order to reach a wider group of experts across different transport domains and with different professional expertise. Each pilot was addressed to a specific type of trainees (Table 1).

The table below summarises the pilot run carried out in each country, the project partners involved, the type of pilot conducted and the date.
As shown in the figure below, 29 experts belonging to different transport sectors and education were involved in the pilot sessions.

### Table 1: Summary of the pilot sessions carried out

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<td>Turkey</td>
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3.1.3 Data collection methods: online questionnaires

The training evaluation involves the assessment of the effectiveness of the e-learning materials developed. This assessment was done by collecting data on whether the participants were satisfied with the contents of the training, whether they learned something from the training and are able to apply those skills at their workplace. Two online questionnaires were administrated to the participants at the beginning and at the end of each pilot session.

A pre-course questionnaire was designed to (1) collect general educational background information; and (2) assess previous knowledge on the topic “Multicultural crowds management”.

The online version of the pre-course questionnaire is available [here](#).
Then, a **post-course evaluation questionnaire** was created to gather feedback and opinions on the training contents and materials tested. The main sections of the questionnaire were designed to assess the three high-level objectives of the evaluation sessions, as follows:

1. **SECTION 1 - Reaction (items 1-10)**. This first section aims to collect the views and opinion of the participants, their attitudes towards the course and their level of satisfaction.

2. **SECTION 2 - Learning (General understanding of the training content developed for each module, items 11-44)**. This section aims to gather feedback on what trainees have learned on the modules, what they have been usefully reminded of and what was not included that they expected to be included, or would have liked to have been included.

3. **SECTION 3 - Behaviour (items 45-52)**. This final section was created to assess the behavioral change of participants and to identify the improvements on the participant daily work performance which can be linked to the training course.

The online version of the post-course questionnaire is available [here](#).

### 3.2 Conduct

The overall evaluation of the training materials lasted 3 weeks, from the 14th of June to the 3rd of July. Four pilot sessions were carried out in order to evaluate the overall quality of the e-learning training materials as described in section 3.1.2.

Each pilot session was organised in five main sessions as shown in the table below.

<table>
<thead>
<tr>
<th>TIME SLOT</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Introduction to IMPACT project, to the e-learning course and to the evaluation session</td>
</tr>
<tr>
<td>15 min</td>
<td>Group formation, material distribution, connection to the e-learning modules. Pre-course questionnaire administration</td>
</tr>
<tr>
<td>1.30 min</td>
<td>Pilot sessions - Users involvement in e-learning modules</td>
</tr>
<tr>
<td>15 min</td>
<td>Post-course questionnaire administration</td>
</tr>
<tr>
<td>15 min</td>
<td>Brief open discussion and wrap-up</td>
</tr>
</tbody>
</table>

*Table 2: Agenda of the pilot sessions*

---

1 The post-course questionnaire is a re-adaptation on the “Kirkpatrick’s Four-Level Training Evaluation Model”.  

---

20
Each pilot session started with a **general presentation of the IMPACT project**, to briefly explain its main objectives and expected outcomes, and to introduce the structure of the training package and the agenda of the day.

The introductory presentation provided during the pilot session is available in Appendix A.

![Figure 6: Presentation of the IMPACT project](image)

After the presentation, participants were assigned to a specific module according to their interests and professional expertise. Before starting the modules, they were asked to fill in the **pre-course questionnaire**.

![Figure 7: Pilot session](image)

Once they completed the lessons, participants had to fill in the post-course questionnaire to evaluate:

- their overall assessment of the training materials;
• their general understanding of the modules developed and;
• their willingness to apply the knowledge acquired into practice.

Finally, each pilot session ended with a short post-it notes discussion to gather further feedback on the e-learning training materials.

![Open discussion](image)

*Figure 8: Open discussion*

The pilot sessions conducted are described in greater detail in the following sections.

### 3.2.1 Pilot session with Research and Development users (DBL)

The two pilot sessions organised by Deep Blue took place on 14 and 27 June. They were organised to assess the e-learning training materials developed with experts in Human Factors and Safety in the Research and Development domain.

Five experts were involved in the evaluation session as shown in the table below.

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>SECTOR</th>
<th>MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project manager</td>
<td>Research and development</td>
<td>Module 1</td>
</tr>
<tr>
<td>Human Factors</td>
<td>Research and development</td>
<td>Module 3</td>
</tr>
<tr>
<td>Human Factors and Safety</td>
<td>Human Factors for safety-critical</td>
<td>Module 4</td>
</tr>
<tr>
<td>consultant</td>
<td>industries</td>
<td></td>
</tr>
<tr>
<td>Human Factors</td>
<td>Research and Development</td>
<td>Module 2</td>
</tr>
<tr>
<td>Security Consultant</td>
<td>Railways</td>
<td>All Modules</td>
</tr>
</tbody>
</table>

*Table 3: Participants involved in the Deep Blue pilot session*

The pilot sessions were structured around five main phases as described in Section 3.2. The following images shows some key moments of the pilot session.
3.2.1.1 Qualitative Feedback collected

The final open discussion session was very useful to collect additional feedback and deeper insights from the user perspective. In particular, participants were asked to share their opinions on the following topics:

- relevant topics and strengths of the course
- contents that could be improved for future refinements; and
- what is missing in the current educational approach.

The table below summarises the main inputs collected.

<table>
<thead>
<tr>
<th>OPEN DISCUSSION: TOPIC AREAS</th>
<th>FEEDBACK COLLECTED</th>
</tr>
</thead>
</table>
| **Relevant topics and strengths of the course** | - This training package is very friendly and easy to use. The treated topics are very well explained and most of the examples are very relevant.  
- The methodology and the use of CBT together with the voice –over (in some slides is missing) are high levelled tool and very efficient.  
- The training program is designated to security operators and first responders. The modules are oriented to enrich the audience with specific knowledge of cultural behaviour. The program reaches this target. It gives them a real vision of different cultural behaviours which is very important for their day by day activities. |
| **Contents that could be improved for future refinements** | - Given the cross-cultural research focus of the project, training developers have been careful to avoid cultural discrimination. However, some |
participants suggested that we review or rephrase some examples and sentences in order to explain the contents more effectively.
- Some lessons are too theoretical. The theoretical concepts introduced should be supported with more practical examples.
- For future refinements, it would be nice to include a sort of vademecum to allow trainees to easily share the contents of these lessons with other colleagues.

<table>
<thead>
<tr>
<th>What is missing in the current educational approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- For the training to be more effective, more exercises and practical activities should be included to allow users to test their general understanding and to apply theoretical concepts in practice.</td>
</tr>
<tr>
<td>- Additional videos, movies, and external materials would be very useful to actively engage users in the training activities.</td>
</tr>
</tbody>
</table>

Table 4: General feedback collected during the final open discussion (DBL Pilot)

### 3.2.2 Pilot session with Aviation users (AU)

The pilot session organised by Anadolu University (AU) took place on 3 of July. They were organised to assess the e-learning training materials developed with experts in aviation, airport, education, education design, and the research and development domain.

Oxford House College facilities, equipped with a visual-audial education system, were pre-arranged for use. Participants were asked and informed one month before the pilot course. One note-taker and two moderators were assigned. After an information session about the project, participants contributed the pre-course survey and the training modules were assigned according to the backgrounds of the participants. After completing the modules, participants were asked to fill out the post-course survey. The session ended with a fruitful open discussion.

Ten experts were involved in the evaluation session as shown in the table below. The two moderators were also involved.

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>SECTOR</th>
<th>MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Student of Aviation Management/Research Assistant</td>
<td>Aviation</td>
<td>Module 1</td>
</tr>
<tr>
<td>PhD Student of Aviation Safety Management/Research Assistant</td>
<td>Aviation</td>
<td>Module 2</td>
</tr>
</tbody>
</table>
### Table 5: Participants involved in the Anadolu University pilot session

<table>
<thead>
<tr>
<th>Role</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD on Aviation /Researcher</td>
<td>Aviation</td>
</tr>
<tr>
<td>Instructor Pilot</td>
<td>Aviation</td>
</tr>
<tr>
<td>MSc Student of Aviation Management/Research Assistant</td>
<td>Aviation</td>
</tr>
<tr>
<td>PhD in Distance Education/Distance Education Designer and Lecturer</td>
<td>Aviation</td>
</tr>
<tr>
<td>PhD in Distance Education/Distance Education Designer</td>
<td>Aviation</td>
</tr>
<tr>
<td>Anadolu Airport Rescue and Fire Fighting Chief</td>
<td>Aviation</td>
</tr>
<tr>
<td>PhD in Aviation Management/ Flight School Quality Manager</td>
<td>Aviation</td>
</tr>
<tr>
<td>Arinkom TTO Technology Office Vice Director</td>
<td>Aviation</td>
</tr>
<tr>
<td>Moderator/PhD in Aviation Management /Anadolu Airport Trainer</td>
<td>Aviation</td>
</tr>
<tr>
<td>Moderator/PhD in Aviation Management /Anadolu Airport Former SMS Manager</td>
<td>Aviation</td>
</tr>
</tbody>
</table>

#### 3.2.2.1 Qualitative Feedback Collected

The final open discussion session was very useful to collect additional feedback and deeper insights from the user perspective. In particular, participants shared their opinions on the following topics:

- Contents
- Educational approach and
- Design

The qualitative feedback from the participants was highly useful. Since there were specialists from different areas, such as aviation practitioners, aviation and air transport researchers and educators, research and development educators and practitioners, the ideas were very rich and discussions were interactive. The participants were highly motivated, interested and willing to contribute. Since Anadolu University is a very sophisticated open and distance education system that has 1.3 million students, experts from Distance Education design were highly skilful and familiar with the course evaluation. Also, having the aviation experts from different subfields such as quality management, ARFFs, education, and research, created an efficient exchange of ideas and synergies.

The table below summarises the main inputs collected.
<table>
<thead>
<tr>
<th>OPEN DISCUSSION: TOPIC AREAS</th>
<th>FEEDBACK COLLECTED</th>
</tr>
</thead>
</table>
| **Contents**                | • Additional information and videos should be embedded in the lessons.  
• The voice over was difficult to follow, most of the info cannot be understood by non-native English people.  
• Animations can be used as supportive materials. |
| **Educational approach**    | • Since adults are targeted for learning, adults can be self-driven and can define what they want to learn. Suggestion: the outline section should be user-friendly.  
• Adults want to practice or perform immediately what they learned. Therefore, there should be examples and stimuli to grab their attention.  
• Participants should be involved in the “think and assess” options as mental involvement.  
• It is preferable to see some multiple choice tests or application sections after the chapters. The learner needs to practice what was learnt in the course. |
| **Design critics**          | • The automatic voiceover makes it hard to concentrate, understand and listen to the course records.  
• Subtitles of the same headline are in different colors, this can confuse the learner.  
• The visuals are in two different formats. Some are real images, some are graphics. A good presentation should always maintain a consistent slide format to be a high-quality product.  
• The text size, font, character etc. can be better, and the colors could be more inspiring for the learner to focus on the course content.  
• There is too much text in the slides. This makes the voiceover redundant.  
• There is a play bar where you can stop, go back and forward, etc. Also, there is a “NEXT” button on the right side of the screen. But, there isn’t a “BACK” button on the left. This button setup is kind of confusing and crowded-looking.  
• Multi-linguistic option should be included. |
3.2.3 Pilot session with Maritime users (MOG)

The pilot session took place at the Naval Academy in Gdynia on 20 June, 2017. The audience consisted of participants from naval academies and naval administration.

Nine experts from the Maritime Office in Gdynia and the Polish Naval Academy were involved in the evaluation session as shown in the table below.

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>SECTOR</th>
<th>MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Specialist/ International Cooperation Division</td>
<td>Maritime</td>
<td>Module 1</td>
</tr>
<tr>
<td>Head of the Bureau of Shipping Defence Affairs</td>
<td>Maritime</td>
<td>Module 2</td>
</tr>
<tr>
<td>Senior Specialist/ Bureau of Shipping Defence Affairs</td>
<td>Maritime</td>
<td>Module 2</td>
</tr>
</tbody>
</table>
Table 7: Participants involved in pilot session carried out at the Naval Academy in Gdynia

<table>
<thead>
<tr>
<th>Position</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior specialist/ International Cooperation Division</td>
<td>Module 2</td>
</tr>
<tr>
<td>Head of Career and Promotion Office</td>
<td>Module 3</td>
</tr>
<tr>
<td>Erasmus + coordinator</td>
<td>Module 1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Module 3</td>
</tr>
<tr>
<td>Erasmus + visitor</td>
<td>Module 3</td>
</tr>
<tr>
<td>Captain,</td>
<td>Module 2</td>
</tr>
</tbody>
</table>

The pilot sessions were structured around five main phases as described in Section 3.2. The following images shows some key moments of the pilot session.

Figure 11: Pilot session at the Naval Academy in Gdynia

3.2.3.1 Feedback and Outcomes

During the open discussion the issues concerning the usage of the IMPACT Project outcomes were raised. It was underlined that the scope of knowledge is crucial not only for crews but also for daily human life. The tutors were very interested in such materials for student education.

Table 8 reports the main strengths and weaknesses of the modules assessed:
<table>
<thead>
<tr>
<th><strong>OPEN DISCUSSION: TOPIC AREAS</strong></th>
<th><strong>FEEDBACK</strong></th>
</tr>
</thead>
</table>
| Strengths of the IMPACT training package | - good examples and pictures presented  
- very useful materials providing knowledge in an extraordinary way  
- suitability of the course for military and civil seafarers as well as students of different learning backgrounds  
- the way of presenting the ‘problem’ is interesting  
- the issue of social and cultural behaviours of the crowd raised in the course deserve attention, because up to now cultural differences have not been considered in the Crowd Management course, which is mandatory on-board a ship. If there were any interactions between people they were accurate but only intuitive. |
| Weaknesses of the IMPACT training package | - lack of solutions concerning recommended behaviours during emergency situations in culturally different environment (how to behave in different cultures environment, how to evacuate, how to treat people who are aggressive or form a different cultural environment, what to do when we are aware of being an object of a terrorist/pirates attack).  
- use of electronic device for the purpose of evacuation (there were concerns raised whether it would really fasten the evacuation or slow it down). |

Table 8: General feedback collected during the final open discussion (MOG Pilot)

During the meeting some interesting conclusions and suggestions were developed:

- There was a suggestion to prepare a short Handbook for the staff of the ship/terminal that would help the ratings to extend their knowledge of cultural behaviours and problems that might occur during the evacuation (made them aware of different factors influencing evacuation).

- The suggestions indicated in MODULE 2 (mitigation), related to the contact with the passengers and emergency procedures confirm that most of the elements described in IMPACT training is incorporated into the Crowd Management Course, which is obligatory/mandatory for the passenger ships’ ratings. The practice on-board the ships includes: drills, exams, presence of at least one receptionist speaking the language of the line (for example Swedish if the line is operating between Poland and Sweden), short
instructional videos on-board the ship, information on tickets and a simple behaviour guide in case of emergency, safety instructions in cabins and public places. All those measures only need an enlargement of the aspect of cultural differences and relations with passengers on board the ship.

- There was also a suggestion to present such material (in a short format) during the cruise (after safety procedures ion the beginning of the voyage). Certainly, it would be interesting not only for the staff but also for the passengers;
- The participants find that it is important to promote the outcomes of the project. One of the ideas was to print the link to the Impact Project on the back side of tickets.
- The material should also be available to educational entities for a better understanding of different culture environments and behaviours.

### 3.2.4 Pilot session with Railways users (NTV)

The pilot sessions organised by Deep Blue and NTV took place on 23 June. It was organised to assess the e-learning training materials developed by experts in Human Factors, Safety, Development and Strategy, External Relations, Operations, Control Room, Station and Legal domain.

Eight experts of NTV were involved in the evaluation session as shown in the table below.

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>SECTOR</th>
<th>MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Relations Specialist</td>
<td>External Relations and Press Office</td>
<td>Module 1</td>
</tr>
<tr>
<td>Development and Strategy Specialist</td>
<td>Development and Strategy Office</td>
<td>Module 1</td>
</tr>
<tr>
<td>Operations Specialist</td>
<td>Operations Office</td>
<td>Module 2</td>
</tr>
<tr>
<td>Human Factors Specialist</td>
<td>Human Resources</td>
<td>Module 2</td>
</tr>
<tr>
<td>Legal Office Specialist</td>
<td>Legal and Institutional Office</td>
<td>Module 3</td>
</tr>
<tr>
<td>Station Analyst</td>
<td>Station’s development Office</td>
<td>Module 3</td>
</tr>
<tr>
<td>Safety Specialist</td>
<td>Safety and Certifying Office</td>
<td>Module 4</td>
</tr>
<tr>
<td>Control Room Specialist</td>
<td>Control Room</td>
<td>Module 4</td>
</tr>
</tbody>
</table>

*Table 9: Participants involved in pilot session carried with experts from NTV*

The pilot sessions were structured around five main phases as described in Section 3.2. The following images shows some key moments of the pilot session.
3.2.4.1 Feedback and Outcomes

The final open discussion session was very useful as it collected additional feedback and deeper insights from the user perspective (all the participants were satisfied with the work and they wanted to give their contribution to improve the efficacy of this research). In particular, participants were asked to share their opinions on the following topics:

- Relevant topics and strengths of the course;
- Contents that could be improved to be applied in the railways domain;
- What is missing in the current educational approach.

The table below summarises the main inputs collected.

<table>
<thead>
<tr>
<th>OPEN DISCUSSION: TOPIC AREAS</th>
<th>FEEDBACK COLLECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant topics and strengths of the course</td>
<td>- Iceberg theory.</td>
</tr>
<tr>
<td></td>
<td>- Multicultural aspects and their knowledge (same action could have different interpretations linked to different cultures).</td>
</tr>
</tbody>
</table>
- Practice simulations: different behaviours in different situations.
- Complete analysis of emergencies and of different cultural behaviours.

<table>
<thead>
<tr>
<th>Contents that could be improved to be applied in the railways domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It is too difficult for railway operators to know all cultural behaviours and cultural differences.</td>
</tr>
<tr>
<td>- The modules could be important for training workers but probably this knowledge could be forgotten in a short time.</td>
</tr>
<tr>
<td>- It is too hard to control every traveller in a railway station (travellers arrive 5 minutes before the train departure).</td>
</tr>
<tr>
<td>- In the Italian railway context, there are different players like Infrastructure Manager and two railway companies. It is difficult to align all the players.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is missing in the current educational approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Deepening of cultural and national behaviours, too generic.</td>
</tr>
<tr>
<td>- Real practice simulation, for example in a railway station.</td>
</tr>
<tr>
<td>- Insufficient communication and information: travellers (especially foreign but also Italian ones) are not informed about the right behaviours to adopt during a critical situation.</td>
</tr>
<tr>
<td>- Adopting airport procedures to check different kinds of passengers.</td>
</tr>
</tbody>
</table>

*Table 10: General feedback collected during the final open discussion (NTV Pilot)*
4 Analysis of results

The following sections will report the results of the four pilots conducted. The results are presented according to the three main sections of the post-course evaluation questionnaire (see section 3.1.3).

As described in the figure below the three main areas of evaluation are:

1. **users’ reaction** to the training modules (did the trainees like and enjoy the training?)
2. **users’ resulting learning** after the training (did the trainees learn what is intended to be taught?)
3. **users’ behavioural change** and increase in knowledge from the training experience (Would the trainees be able to put their learning into effect during daily working situations?)

Each section is strongly related to a specific objective of the pilot session.

![Diagram showing the match between objectives and evaluation areas]

**Figure 13: Match between the objectives and the main evaluation areas**

4.1 Reaction: Did the trainees like and enjoy the training?

The first section of the post-course evaluation questionnaire aimed to collect feedback from the trainees about the general quality of the course and their opinions on the training experience. In this respect, participants were asked to fill in the questions and evaluate the following aspects:

- general assessment of the training package (Item 4)
• usability and the adequateness of the training materials (Item 5)
• usefulness of examples and infographics (Item 6)
• clearness of the training structure (Item 7)
• adequateness of the length of the course (item 8)
• possibility to apply the theoretical concept used through the exercises (Item 9).

More than 70% of participants rated the general quality of the IMPACT cultural-based training package as good or very good (see Figure 14).

The multimedia materials were considered user-friendly and easy to follow by 75% of those involved in the different pilot sessions. In addition, the graphical layout of the lessons seemed to be adequate for the purpose of the training. Nevertheless, the usability was rated as good, and during the open discussion participants recommended slight changes for improving the participants’ experience. In particular, they suggested changing the synthetic voice over, because it badly affects the comprehension of the contents. This input will be used as recommendation for the consolidation of the training.

The use of practical examples was generally appreciated by the users. As shown in Figure 16 they helped trainees gain a better understanding of the training contents and 70% of the participants considered the exercises as valuable opportunity to apply the theoretical concepts presented in the lessons (Figure 19). Besides this, some users reported that more exercises and a final evaluation test at the end of each lesson would have been helpful.

The structure of the course appeared to be clear and well structured. More than 70% of the users agreed that the content was structured in a clear and logical way (Figure 17).

Finally, as shown in Figure 18 the length of the e-learning lessons was considered adequate for the purpose of the training.
**Figure 14: Item 4 - What is your overall assessment of the materials?**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (very good)</td>
<td>9 (31.4%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12 (41.4%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7 (24.1%)</td>
<td></td>
</tr>
<tr>
<td>4 (bad)</td>
<td>1 (3.4%)</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 15: Item 5 - The multimedia materials are user-friendly and easy to follow, the graphic layout is adequate**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (completely agree)</td>
<td>14 (48.3%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8 (27.6%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4 (13.8%)</td>
<td></td>
</tr>
<tr>
<td>4 (strongly disagree)</td>
<td>3 (10.3%)</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 16: Item 6 - The use of examples and infographics helped me gaining a clearer understanding of the content**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (completely agree)</td>
<td>19 (65.5%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4 (13.8%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5 (17.2%)</td>
<td></td>
</tr>
<tr>
<td>4 (strongly disagree)</td>
<td>1 (3.4%)</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 17: Item 7 - The content is arranged in a clear and logical way**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (completely agree)</td>
<td>12 (41.4%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10 (34.6%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6 (20.7%)</td>
<td></td>
</tr>
<tr>
<td>4 (strongly disagree)</td>
<td>1 (3.4%)</td>
<td></td>
</tr>
</tbody>
</table>
Figure 18: Item 8 - The session’s duration is adequate, considering the amount of material provided and the effort required.

Figure 19: Item 9 - The exercises provide the opportunity to apply the content presented in the lessons.
4.2 Learning: Did the trainees learn what intended to be taught?

The second section of the post-course questionnaire aimed to gather feedback on what trainees have learned on the modules, what they have been usefully reminded of and what was not included that they expected to be included, or would have liked to have been included.

Four sections were created, one for each module, in order to include questions related the specific contents of the modules developed as follows:

1. From Item 11 to 24 – for participants who followed the all modules
2. From Item 25 to 30 - for participants who followed Module 1
3. From Item 31 to 34 - for participants who followed Module 2
4. From Item 35 to 39 - for participants who followed Module 3
5. From Item 40 to 44 - for participants who followed Module 4

Participants were asked to fill in the questionnaire according to the module assigned to them during the pilot session.

The following sections report the feedback from the participants about the general understanding of the training modules.

4.2.1 Module 1: Understanding the meaning of culture

The overall assessment of Module 1 was very good. Trainees seemed to have well understood the main messages of the two lessons. Going through the results in greater detail, all the participants agree on the fact that the main messages of Lesson 1(Figure 20 and Figure 21) and Lesson 2 (Figure 22 and Figure 23) were clear and easy to understand.

Figure 20: ITEM 25 I understood what the concept of culture deals with

Figure 21: ITEM 26: I have understood the difference among universal, cultural and personal behaviours
Nevertheless, during the open discussions some users suggested that we include more examples and multimedia materials (e.g. videos) to support the understanding of certain topics.

4.2.2 Module 2: Understanding multicultural crowd behaviours and socio-cultural hazards

On average, more than 80% of the trainees understood the main messages of Module 2 (see Figure 24, Figure 25). Although users seemed to appreciate the topics covered by Module 2, during the final open discussions, they mentioned that more practical examples would have been appropriate for improving the overall understanding of the main topics covered by the lessons.
4.2.3 Module 3: Communication with other cultures

As shown if the figures below, on average, more than 60% understood the topics presented in Module 3. As for the other modules, during the open discussion they suggested that we include more practical examples and multimedia materials to support the general understanding of the contents.

**Figure 26: ITEM 35: I understood what cross-cultural communication deals with**

<table>
<thead>
<tr>
<th></th>
<th>1 (completely agree)</th>
<th>2</th>
<th>3</th>
<th>4 (strongly disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (completely agree)</td>
<td>2</td>
<td>3</td>
<td>4 (strongly disagree)</td>
</tr>
<tr>
<td>1 (completely agree)</td>
<td>5 (45.5%)</td>
<td>3 (27.3%)</td>
<td>3 (27.2%)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Figure 27: ITEM 36: I am aware of what cultural aspects are relevant in emergency communication**

<table>
<thead>
<tr>
<th></th>
<th>1 (completely agree)</th>
<th>2</th>
<th>3</th>
<th>4 (strongly disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (completely agree)</td>
<td>2</td>
<td>3</td>
<td>4 (strongly disagree)</td>
</tr>
<tr>
<td>1 (completely agree)</td>
<td>5 (45.5%)</td>
<td>2 (18.1)</td>
<td>4 (36.4%)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Figure 28: ITEM 37: I identified new innovative communication solutions to manage multicultural crowds**

<table>
<thead>
<tr>
<th></th>
<th>1 (completely agree)</th>
<th>2</th>
<th>3</th>
<th>4 (strongly disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (completely agree)</td>
<td>2</td>
<td>3</td>
<td>4 (strongly disagree)</td>
</tr>
<tr>
<td>1 (completely agree)</td>
<td>1 (9.1%)</td>
<td>1 (9.1%)</td>
<td>2 (18.2%)</td>
<td></td>
</tr>
</tbody>
</table>
4.2.4 Module 4: Cultural Risk Assessment

Module 4, on Cultural Risk Assessment, was mainly designed to reach specific professionals such as hub managers and transport hubs Safety and/or Security Managers (or Transport Hub Management Board members). Due to its specialised purpose and the delays in the development of the lessons, Module 4 was assessed by just three experts. Therefore, Module 4 is still under internal and external review, further feedback and inputs for future refinements will also be collected during the IMPACT final event, where there will be a dedicated session for assessing the e-learning training material.

Regarding the results, two out of three experts understood the main messages of the lessons (Figure 29, Figure 30, Figure 31). As for the previous modules, participants suggested some slight improvements regarding the structure of the lessons. The suggestions will be used as main inputs for the future training consolidation.

Figure 29: Item 40: I identified cultural behaviours that may trigger new hazards in transport hubs

Figure 30: Item 41: I can provide examples of past events in which cultural behaviours escalated the consequences of hazards and threats

Figure 31: I identified possible control measures to reduce the risk generated by culture-related hazardous behaviours
4.3 Behaviour: Would the trainees be able to put their learning into effect during daily working situations?

The final section of the questionnaire was created to assess the main strengths and weakness of the course, the behavioral change of participants and to identify the improvements on the participant daily work performance which can be linked to the training course.

The content of the e-learning training package was generally appreciated and understood. The majority of respondents claimed to have gained knowledge of multicultural crowds management during the course (Figure 36). Slightly less than half of the respondents would be able to apply the acquired knowledge as much as they can during their daily working situations (Figure 32). Furthermore, 70% of respondents reported that they would be able to completely or partially transmit the knowledge acquired to someone else (Figure 35). Only 4% reported that they won’t be able to do it at all.

The knowledge of cultural differences was considered the most important competence acquired at the end of the course by 50% of the participants (Figure 33).

The majority of respondents really appreciated the subject of the training course and the clearness of contents and messages of the lessons. Among the main strengths of the course, participants really appreciated the subject of the training. Indeed, a general understanding of socio-cultural differences would be very useful in daily operational activities.

Although the use of practical examples is considered very useful (see Item 45), the majority of respondents claimed that more practical exercises are needed to practice what they learned (Item 46).

Other weaknesses concern the synthetic voice over, indeed, most of the respondents mentioned that it badly affect the overall training experience.

These comments were included as recommendations for the consolidation of the training package (see Section 5).
POST-COURSE QUESTIONNAIRE SECTION 3: IMPACT SURVEY

ITEM 45: In your view, what were the three most important strengths of the course?
- Clarity, graphical layout, examples
- Easy to understand, quick, big picture in small piece
- Good examples, pictures, good introduction,
- Good content, clear message and easy to grasp
- Examples from real-life and brevity
- Straightforward, not too much theoretical (easy to apply), interesting examples
- Subject, create awareness
- Good examples, enjoyable, easy to follow
- Subject, creating awareness
"1- deals with an interesting subject, 2- graphics, illustrations and photos are good enough, 3- it makes you think"
- Informative, interesting, understandable
- Understandable, easy to use, clear

ITEM 46: In your view, what were the three most important weaknesses of the course?
- Lack of examples somewhere
- Lack of examples of practical behaviours in such situations
- Lack of examples which will be introduced in practice
- Voice-over is hard to follow, graphical rendering and could be more interactive (e.g. more videos).
- Audio, sometimes not always clear the underlying logical structure
- Interface, ergonomics and visual effects
- Voice-over, a bit long, too much detail
- Interface of module, link fails, robotic voice
- Lack of practical exercises, vocalization, excessive use of text and big type size & type face
"1- it is hard to follow because of robotic voice and lack of menu
2- audio and visual control buttons are weak
3- it needs end of assessment questions"
Figure 32: ITEM 47: Do you think you will apply the acquired knowledge to your daily activity?

- I won't need to use it: 14%
- I won't have time or opportunity to use it, although I'd like to or plan to: 3%
- I will use it but not very often: 35%
- I will use it as much as possible: 48%

Figure 33: ITEM 48: Which particular competencies are expected to change as a result of the training course?

- Knowledge of cultural differences: 50%
- Attitude towards people from different cultures: 27%
- Improved communication skills: 11%
- Knowledge of methodologies for cultural risk assessment: 12%

Figure 34: ITEM 49: What particular organizational enablers would you need to apply the learned concepts in the workplace?

- Colleagues/front-line staff speaking different languages: 28%
- Cultural-oriented sensitivity within the management staff: 4%
- Software applications enabling communication: 3%
- Change in the organisational environment and decision: 17%
- Not relevant in my work: 48%

Figure 35: ITEM 50: Would you be able to transmit the acquired knowledge, skills, or attitudes to your colleagues?

- Yes, completely: 55%
- Yes, part of it: 24%
- Only a small part: 4%
- Not at all: 17%
Figure 36: ITEM 51: Considering your previous knowledge on multicultural crowds management, how do you assess the progress you made after completing this course?

ITEM 52: What other comments or suggestions do you have as concerns training content and/or materials?
The most relevant answers were included as recommendations for the consolidation of the training course.
## 5 Open issues and training consolidation

The main comments and suggestions collected from participants will be used as recommendations for the consolidation of the multimedia training materials. The table below summarises the main areas to be improved and the recommendations.

<table>
<thead>
<tr>
<th>AREAS TO BE IMPROVED</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content consolidation</td>
<td>The contents of the lessons should be refined with the recommendations received from the experts involved in the panel sessions.</td>
</tr>
<tr>
<td></td>
<td>• Include video to demonstrate ideas and concepts and multimedia materials</td>
</tr>
<tr>
<td></td>
<td>• Review or rephrase some examples and sentences in order to explain the contents more effectively.</td>
</tr>
<tr>
<td></td>
<td>• I’d like to have a sort of vademecum to take with me and use it for sharing the contents of these lessons on the field, as similar situations happen to us. Also an app could be a nice to have for me to collect similar cases during my job.</td>
</tr>
<tr>
<td>Practical activities and examples</td>
<td>The e-learning training material should include more practical exercises and examples related to different transport domains. Some lessons are too theoretical; a training course addressed to adults needs to be highly interactive in order to keep the concentration high. Adults want to practice or perform what they learned immediately.</td>
</tr>
<tr>
<td></td>
<td>• “The more examples the more interesting and understandable the content is”.</td>
</tr>
<tr>
<td></td>
<td>• More practical examples and exercises would be very useful</td>
</tr>
<tr>
<td></td>
<td>• It is preferable to see some multiple choice tests or application sections after the chapters. The learner needs to practice what they have learnt in the course.</td>
</tr>
<tr>
<td>Voice over and usability refinements</td>
<td>In order to improve the readability of the contents the synthetic voice over should be substituted with a recording of a human speaker. The general layout and navigation should be improved to enhance the overall training user experience.</td>
</tr>
</tbody>
</table>
6 Conclusions

This document reports the results gathered during the evaluation of the e-learning training materials. Four training pilot sessions were conducted with the involvement of 29 experts from R&D, maritime, aviation and railways domains.

The results achieved are very encouraging; the topic of socio-cultural aspects and their influence on crowd behaviours seemed to be very relevant for the experts that took part in the evaluation sessions.

The main results can be summarised as follows:

- **Reaction:** Did the trainees like and enjoy the training? *(Section 4.1)*. On the overall, the users’ reaction to the training modules suggest that the general quality of the IMPACT cultural-based training package is good or very good. The multimedia materials were considered user-friendly and easy to follow, the use of practical examples was generally appreciated. The structure of the course appeared to be clear and well structured.

- **Learning:** Did the trainees learn what was intended to be taught? *(Section 4.2)*. On average, participants seemed to have well understood the main contents and messages of the four modules.

- **Behaviour:** Would the trainees be able to put their learning into effect during daily working situations? *(Section 4.3)*. The results from the third section of the post-course evaluation questionnaire suggest that slightly less than half of the respondents would be able to apply the acquired knowledge during their daily working situations.

The analysis of the qualitative feedback collected during the open discussions highlighted that three main areas need further improvements: (1) content, (2) practical activities/examples and (3) usability refinements (e.g. voice over). Some interesting suggestions for using the IMPACT training material into operational situations were also made. For instance, some experts pointed out that a communication toolkit would be useful when managing large groups of people in a multicultural site.

Finally, the training will be presented during the IMPACT Final Event in Rome and further feedback will be collected from the ESG members and other experts.
7 Reference

[1] IMPACT Project, "D5.1, Training requirements and key scenarios of application " 2015

Appendix A IMPACT – Training presentation
IMPACT Training Package

Target audience

The training package is primarily targeted at the following audience:

1. Safety and security managers and high- and medium-level transport hubs operators from different transport domains, which will help prevent and manage consequences in multi-cultural environments.

2. First responders such as Civil Protection, Firefighters, Medical emergency teams, that will better interact with multi-cultural crowds in various crisis situations.

IMPACT Training package high level objectives

Through the training material developed, trainees should be able to:

1. Gain knowledge about cultural differences and start reflecting on socio-cultural aspects in daily working activities.

2. Be aware of socio-cultural differences, how they can influence crowd behaviour, and what are the critical behaviours which may arise.

3. Improve communication skills, in order to be prepared in effectively interact with passengers from different cultures.

4. Gain knowledge on a new methodology to assess and manage risks related to cultural factors.

Training structure – Module 1

Module Objectives

The first module represents an introduction to start understanding the meaning of culture. It provides trainees with a general understanding of culture characteristics and differences.

Lesson Contents

Lesson 1: “What is culture”
- Introduction to culture and presentation of two models generally used to explain culture and its components.

Lesson 2: “Understanding cultural differences”
- Overview of cultural differences, intercultural competence, and its relevance in crisis critical domains.

Training structure – Module 2

Module Objectives

The second module provides a general understanding of cross-cultural differences on crowd behaviour. It also introduces the socio-cultural hazards that may arise in transport hubs.

Lesson Contents

Lesson 1: “Introduction to crowd behaviour”
- Overview about the concept of crowd behaviours and present several cross-cultural differences on crowd behaviour.

Lesson 2: “Socio-cultural hazards in transport hubs, an overview”
- Overview of the main socio-cultural hazards that may arise in transport hubs and that may lead to instabilities or service interruptions.

Lesson 3: “Prevention of a set of mitigation strategies to manage these socio-cultural hazards.”

**Training structure – Module 3**

**MODULE OBJECTIVES**

The third module provides a general overview of how communication may vary across modes and how transport hub operators can enhance their communication skills to be more effective.

**LESSON CONTENTS**

Lesson 1: "Cultural and Interpersonal Communication"

- General introduction to cultural and interpersonal communication.
- Overview of how non-verbal communication might vary across cultures and present some communication tips to facilitate communication with passengers with a different cultural background.

Lesson 2: "Management of multicultural crowds in transport hubs"

- Overview of the main socio-cultural aspects to consider when managing large groups of people in a multicultural environment.
- Introduction of communication strategies to design the system of such cultural aspects.

---

**Technical tutorial**

**MODULE 1: Understanding the meaning of culture and is Culture?**

- You can choose the "Backward" and "Forward" button to move through the slides.
- You can also stop the tutorial by clicking the "Stop" button.

**Technical tutorial**

**COLLECTIVE MOVEMENTS IN CROWDS**

- Research on noisy crowds has revealed that they consist of smaller units. It is 23% observed members form small groups rather than the whole.

**Technical tutorial**

**IMPACT Pilot Course**

- A guide to "Cultural impact in the management of congestion in public transport."
**IMPACT**

**Agenda**

9:30-10:00  Introduction to IMPACT project, to the e-learning course and to the evaluation session
10:00-10:15  Group formation (small group of 2-3 people will access 1 module), material distribution, connection to the e-learning module.
10:15-10:30  Pre-course questionnaire administration
10:30-12:30  Pilot sessions - User involvement in e-learning modules
12:30-13:45  Post-course questionnaire administration
13:45-15:00  Brief open discussion and wrap-up

**IMPACT**

**Pilot Sessions Instructions**

- Each participant should have a PC and headphones.
- For Module 1, printed exercises will be provided.
- Participants will be divided in 4 groups to validate each module.
- Each group will go through 2 lessons (for Module 4 – lessons 3 and 4).

**IMPACT**

**E-learning lessons**

**Module 1: Understanding the Meaning of Culture**

- Lesson 1: What is culture? [http://www.dialompei.ac.uk/impact/lesson_1.html]
- Lesson 2: Understanding Cultural Differences [http://www.dialompei.ac.uk/impact/lesson_2.html]

**Module 2: Understanding Cross-cultural Communication and Social Cultural Behaviors**

- Lesson 1: Understanding Cultural Behaviors [http://www.dialompei.ac.uk/impact/lesson_1.html]
- Lesson 2: Cultural behavior in transport hubs [http://www.dialompei.ac.uk/impact/lesson_2.html]

**Module 3: Understanding Other Cultures**

- Lesson 1: Cross-cultural Training [http://www.dialompei.ac.uk/impact/lesson_1.html]
- Lesson 2: Management of multicultural teams in transport hubs [http://www.dialompei.ac.uk/impact/lesson_2.html]

**Module 4: Cultural Ethic Agreement**

- Lesson 1: Cultural Ethics [http://www.dialompei.ac.uk/impact/lesson_1.html]
- Lesson 2: Cultural influence in reducing the risk [http://www.dialompei.ac.uk/impact/lesson_2.html]

**Questionnaires**

- Pre-course questionnaire - to be administered before the pilot session:
  [http://docs.google.com/forms/d/e/1FAIpQLSeD9c44FgGdQ1w/...](http://docs.google.com/forms/d/e/1FAIpQLSeD9c44FgGdQ1w/...)

- Post-course questionnaire - to be administered after the pilot session:
  [http://docs.google.com/forms/d/e/1FAIpQLSeD9c44FgGdQ1w/...](http://docs.google.com/forms/d/e/1FAIpQLSeD9c44FgGdQ1w/...)