D3.3b Deployment of pilots in a real environment

2020-1-CY01-KA226-VET-082750

Remote Class System

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Abstract	The present deliverable includes the findings from the 1st prototype field test, conducted with a sample of over 102 educators and students from Greece and Ireland. The results provide valuable insight into user experiences and preferences, which will guide the efforts of the technical partners in refining and developing the CLASSY platform to better meet the needs of end-user organizations. This report will serve as a useful tool for the consistent testing and implementation of the 2nd prototype.

THE CONSORTIUM

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CONTENTS

1. INTRODUCTION

CLASSY project's main objective is to bring immersive 3D guided lessons into education using an accessible browser agnostic approach. The CLASSY project has received funding from the EU's Erasmus+ Call 2020 Round 1 KA2 – Cooperation for innovation and the exchange of good practices (Grant Agreement: 2020-1-CY01-KA226-VET-082750). More specifically, CLASSY project aims to offer the following services in a user-friendly environment for teachers, students, and education professionals:

1) Development of a platform that offers a novel, technically advanced and appealing e-learning method that is accessible to students and teachers both remotely and in class.

2) Offers immersive educational experiences by interacting with a variety of virtual reality (VR) learning resources.

3) A system that allows teachers and students to create and launch unique learning resources in a convenient way.

The present deliverable includes the results of the deployment of the 1st prototype in a real environment. This deliverable also supports the end-user organisations to carry out the testing of a real prototype consistently and at the same time it provides direction to the efforts of the technical partners for the development of the final version of the CLASSY platform.

2. DEPLOYMENT OF THE 1ST PROTOTYPE IN A REAL ENVIRONMENT

This section will present a summary of the main findings and conclusions of the 1st prototype field test. The main objectives of the deployment of the 1st prototype were used to identify the obvious and/or hidden user needs that can lead to better customized services, with increased chances of being effectively adopted by teachers and students in a real-world environment. Several scenarios using a real prototype and a questionnaire survey were used to gather information during the field tests.

The first prototype can be accessed here: https://app.classy-project.eu/

Scenarios

Below there are several scenarios along with the corresponding listed actions that were completed during the is prototype field test. Throughout this procedure, the facilitators noted down comments, issues, problems that they came across to or anything that was different than described or difficult to be understood, identified, or followed from the perspective of a student, teacher or educational professional. Two sets of scenarios and surveys/questionnaires were used to collect information from both students and teachers/lecturers/professors. The scenarios used during the 1st pilot field test can be found below.

Scenarios for professionals including teachers/lecturers/professors

Scenario 1: User registration

- Click 'Register' button to create a new profile
- Add details such as username, name, and email address
- Click 'Register' button to create the new profile

Scenario 2: Log into CLASSY

- Click the 'Log in' button
- Type the email used and password
- Click the 'Log in' button to submit details for authentication

Scenario 3: Creating a 3D experience

- Click the 'My Experience' button
- Click the 'Create new Experience' button to start the building process
- Add a title, description, and information to the experience

Scenario 4: Creating a session

- Click the 'Create Session' button
- Choose a title and add a name and description
- Add extra information to your session
- Click the 'Save' button to save the session

Scenario 5: Launch an 'Experience' and let students' join

- Click the 'My sessions' button
- Click the 'Start' button – your username is added to list

- Ask students to visit: CLASSY (classy-project.eu) and add the class code
- Start the experience

Scenarios for students

Scenario 1: Student joins the session

- Click the 'Join Class' button
- Copy the session code into the box provided
- Add a username
- Choose an avatar and add characteristics
- Click the 'Join Session' button to join the session
- Move around the scene and interact with objects

Survey/Questionnaire

The online survey consisted of two sets of questions including the 1st prototype of the platform and was developed in one language, English. (ANNEX I). The Greek questionnaire was disseminated in specific groups of AUTh (Academic personnel, Students and Professors) and the English questionnaire and prototype was disseminated to teachers and students in a variety of schools.

The survey was set up and run via Survey Monkey (ANNEX I) software and was anonymous. An information sheet and a consent form was approved by the Ethics Committee and the Data Protection Officer (DPO) of AUTh and a consent form and information sheet complimented the Irish survey (ANNEX I).

A total of 102 users completed the surveys and tested the 1st prototype (50 teachers/professors and 52 students). In the following section, the results of the 1st prototype survey are presented in detail per country. Teachers and student responses were collected using two different surveys.

Teacher surveys can be found here: https://www.surveymonkey.com/r/WBH5WXY

Student surveys can be found here: https://www.surveymonkey.com/r/W3BZBVK

2.1 Analysis of the 1st prototype field tests in Greece

Analysis of professionals including teachers, lecturers, and professors

A team of teachers and professors from the Aristotle University of Thessaloniki (AUTh) evaluated the initial prototype of the CLASSY platform through a series of scenarios developed during the pilot testing phase. The group was guided through the platform by a facilitator from AUTh, and upon completion of the scenarios, participants were asked to complete a survey questionnaire. The testing process focused on evaluating three key features of the platform in depth. This evaluation provided valuable feedback on the usability and effectiveness of the platform, which will be used to improve the design and development of the final product for users. These included:

- Registration/Log in
- Create an experience
- Starting a session and adding students

An in-depth analysis of each scenario can be found in the following section of the report.

Registration/login

In Greece, a total of 25 responses were collected from teachers and university professors/lecturers. From the data provided (Figure 1), 72% of respondents used a laptop/PC to access the platform, 24% used an iPad and 4% used a mobile phone. The browser agnostic nature of the platform was commended by users. Considering the different devices used during the pilot, many users had the same experience throughout.

The registration and login process (Figure 2) were completed by all participants with ease. 92% of users found it very easy to find the registration button and 96% found it very easy to login to the platform.

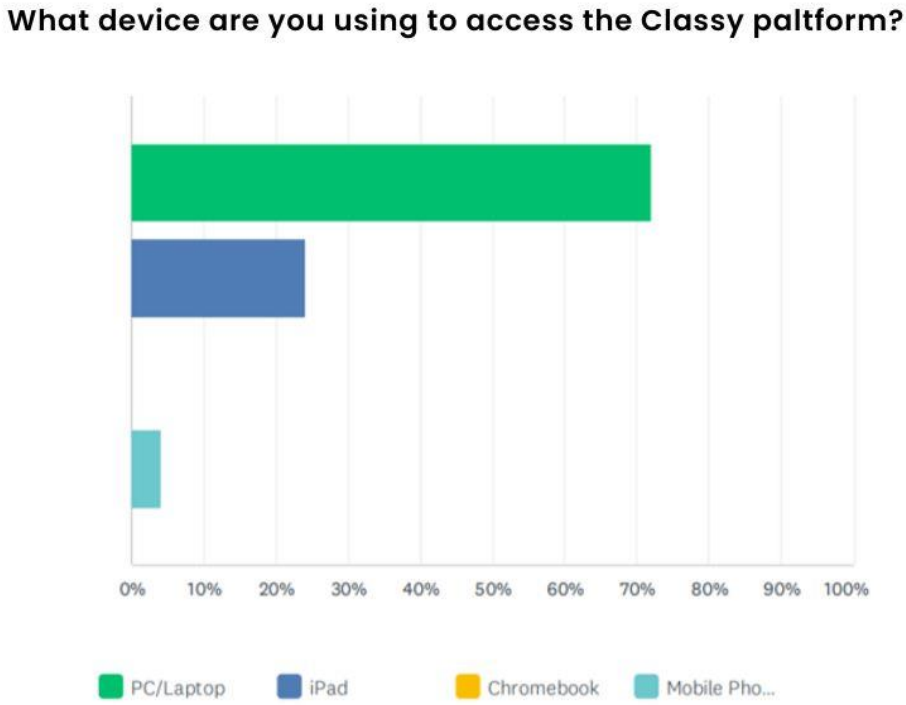

Figure 1: Devices used during real pilots

Creating an experience

During the first round of prototype testing, users were tasked with creating an immersive experience using the CLASSY content creation tools. They were guided through the features and asked to create their own experience for students. The first phase of the creation process involved users adding a title and description for the experience. Results from the user survey showed that 88% of users found it very easy to add a title and description, while 12% found it moderately easy. Notably, none of the users found this step difficult, indicating that the feature was well designed and user-friendly.

Creating a 3D environment

The CLASSY platform offers a variety of tools to help users build interactive 3D virtual environments. During the creation process, users were asked to incorporate several 3D models into their interactive experiences. However, some users (4%) found it moderately challenging to use the building tools, which may be due to a lack of clear documentation or signposting of key features. On the other hand, a majority of users (60%) found it

very easy to add models and assets into the experience using the building tools. One component of the 3D creation process involves the use of Sketchfab, a platform that allows users to search a vast database of interactive models and environments, covering diverse topics such as science, architecture, social studies, and anatomy. Interestingly, a small percentage of users (8%) found it difficult to access Sketchfab, primarily due to issues with login and authentication process. Nevertheless, most users (68%) found it very easy to use Sketchfab (figure 3).

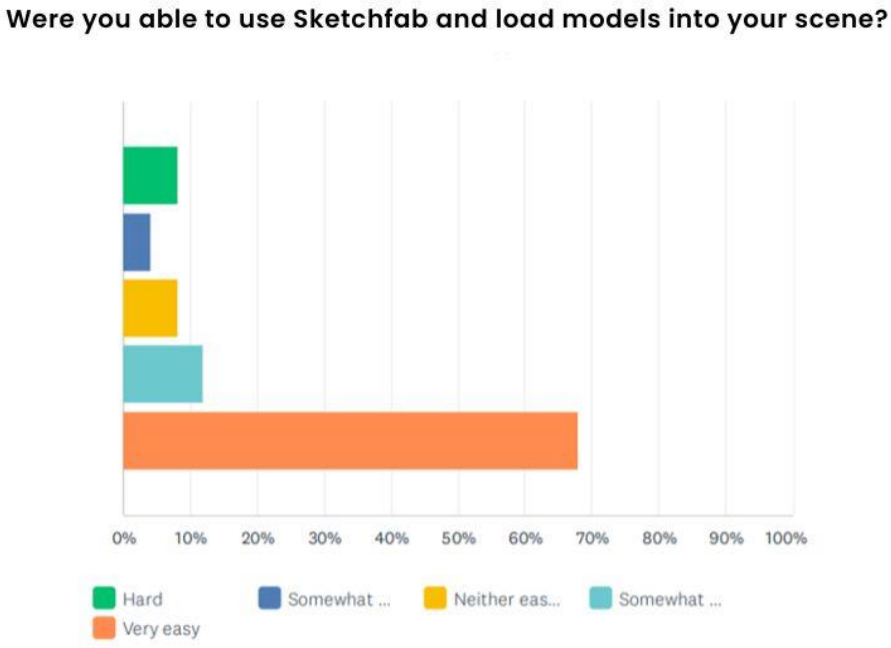

Figure 2: Using Sketchfab to load models

Start a session and add students

When users finished building their 3D interactive environment, they were asked to save the experience and click the 'Create Session' button. Users (88%) found it very easy to access the 'My Sessions' section. Users (96%) also found it very easy to set a date to launch the experience they created.

Students joining a session

The CLASSY platform provides an easy way for users to share their created experiences with their students. During the testing phase, an overwhelming majority of users (96%) found it very easy to share their experiences with their students. However, a small percentage of users (4%) found it somewhat challenging to initiate the experience for their students. This difficulty was primarily attributed to a lack of clear signposting and prompts within the platform.

This feature is crucial for the platform as it allows teachers to easily share the interactive and immersive experiences they have created with their students, making it possible for students to learn in an engaging and interactive way. The ability to share experiences with students is a key aspect of the platform, and its ease of use is highly valued by users. The platform developers should work on providing clear signposting and prompts to help users easily start the experience for their students.

Students' analysis

A group of Greek-speaking students participated in the evaluation of the first prototype of the CLASSY platform through a series of scenarios developed during the pilot testing phase. The students were guided through the platform by a facilitator from the Aristotle University of Thessaloniki (AUTh), and upon completion of the scenarios, they were asked to complete a survey questionnaire. The testing process focused on evaluating two key features of the platform in depth, providing valuable feedback on the usability and effectiveness of the platform for Greek-speaking users. The results of this analysis will be used to inform and improve the design of the platform for the final deployment, ensuring that the needs and preferences of Greek-speaking users are fully considered.

These included:

- Joining a created session
- Interacting with other users and objects in the 3D environment

An in-depth analysis of each scenario can be found in the following section of the report. This analysis includes detailed observations and feedback from the users, as well as a thorough examination of the performance and functionality of the platform during the testing phase.

Joining a created session

As mentioned above, the CLASSY platform provides users with several tools to help build interactive 3D virtual environments. During the creation process, teachers/lecturers were asked to include several 3D models in their interactive experience and launch the session with their students.

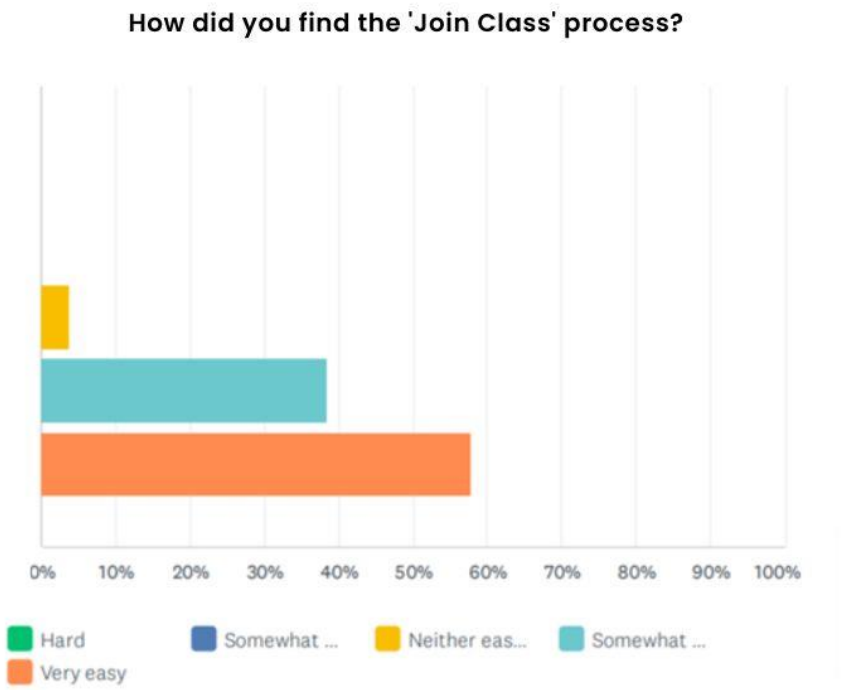

Figure 3: Joining a class

Users used several devices to access the experience: PC/laptop (72%), iPad (24%) and mobile phone (4%). The student joining process for many users was easy or somewhat easy (96%).

When students were directed to the "Join" page**,** they were able to input the class code into the box provided. Students had to select an avatar before they entered the experience. Interestingly, users liked being able to choose an avatar. Some users wanted more creative choices when choosing their avatars. Most students were able to add a username and choose a colour for their avatars. Overall, the experience was easy for many users.

Interacting with other users and objects in the 3D environment

After users selected their avatar and started the experience, they entered the 3D environment. Many students liked the transition at the start of the experience. Users found it easy (62%) to navigate the platform. Many students were able to navigate around the scene using their keyboard. During the experience some students had difficulty climbing models and some users felt that the platforms physics features need to be improved. After the initial interaction during the experience, many users wanted to see more virtual models and interactivity.

2.2 Analysis of the 1st prototype field tests in Ireland

Analysis of professionals including teachers, lecturers, and professors

A group of English-speaking teachers/lecturers tested the 1st prototype according to several scenarios created during the in-pilot testing phase. The groups were directed through the platform by a facilitator from SVR. Users were asked to answer a survey after the scenarios were completed. During the tests, three key features were examined in detail.

These included:

- Registration/Log in
- Create an experience
- Starting a session and adding students

Registration/Log in

In Ireland, a total of 25 responses were collected from teachers and university professors/lecturers. From the data provided, it was found that 80% or 20 users found it easy to find the 'Register' button and enter their details on the platform. Some users found it very difficult to find the register button on the main application. Some users (4%) found it very difficult to find the button.

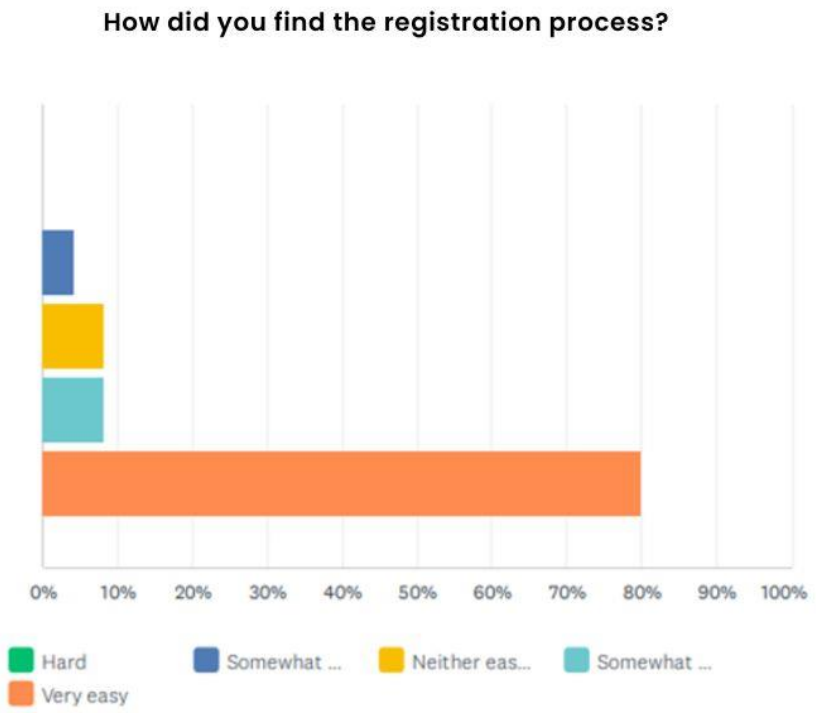

Figure 4: Registration process

In order to address some of the difficulties faced by users here, it might be important to increase the size and visibility of the buttons presented to users. We also have to take into account accessibility issues and that we follow WCAG accessibility compliance. A register button also needs to be included on the main application.

The overall logging in process was very easy (84%). Interestingly, some users did not find the process as straightforward as first thought. Some had difficulty remembering their passwords and suggested adding a Google login button to make the logging in process easier.

Creating an experience/session

Many users found it difficult to differentiate between an experience and session. 36% of users found it somewhat hard to create an experience. Clear sign posting of the main platform features would improve the useability of the platform here. Some users suggested including an online short tutorial that gives an overview of the main CLASSY application.

When the experience editor first loaded, users (88%) found it hard to use. Again, users suggested including a quick demo tutorial overview here of the sidebar options. When using the sidebar navigation many users (24%) found it very easy or somewhat easy to use. Many of the buttons on top of the sidebar navigation were accessible to the users.

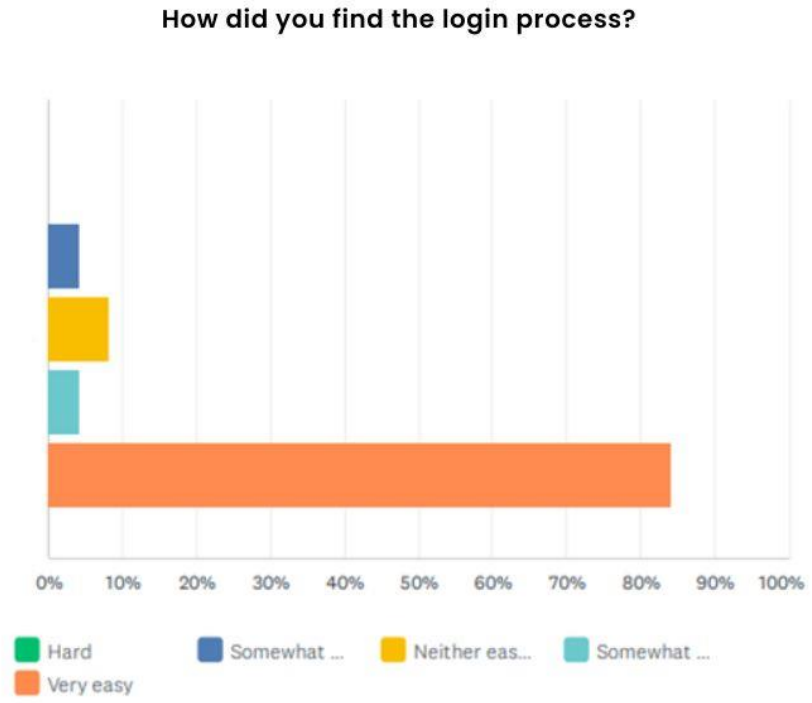

Figure 5: Login process

Creating a 3D environment

The CLASSY platform provides users with several tools to help build interactive 3D virtual environments. During the creation process users were asked to include several 3D models into their interactive experiences. Users (24%) found it easy or somewhat easy to add 3D models. A large proportion of users were unable to log into the Sketchfab widget. Users (20%) found it very difficult to add models. Users suggested making the Sketchfab login larger and easier to find here. Some users who used the plugin were able to access the library and add interactive models.

Start a session and add students

When users finished building their 3D interactive environment, they were asked to save the experience and click the 'Create Session' button. Users (48%) found it difficult to access the 'My Sessions' section. Users suggested including a large button directing teachers to a session section.

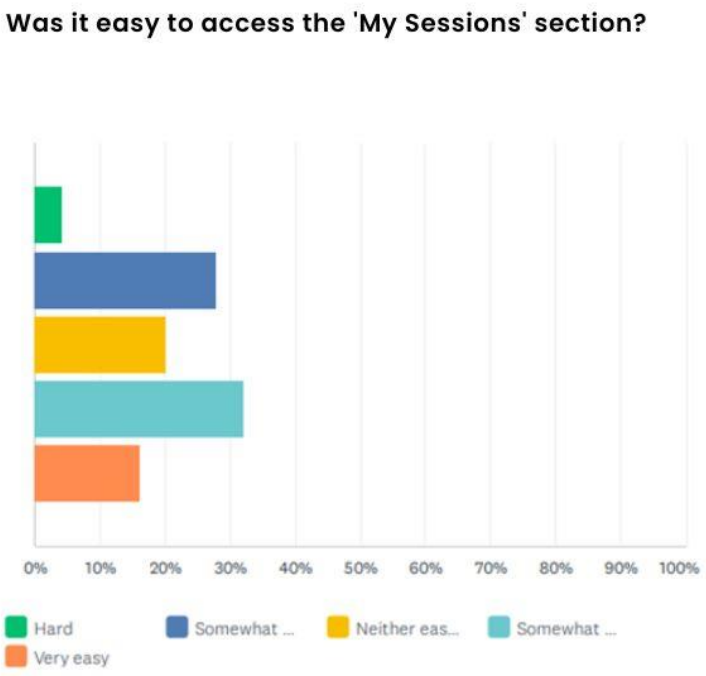

Figure 6: Was it easy to access the 'My Sessions' section?

Students joining a session

After a user selected a launch date and time, they encountered several issues around accessing the created experience. Users (48%) found it hard to share the experience with their students. Apart from a code at then end of a URL many users found it difficult to conceptualise the experience for their students. There is a specific page for joining a lesson, but this is not included after the session is created. The next prototype needs to clearly signpost how students can join a session after an experience is created.

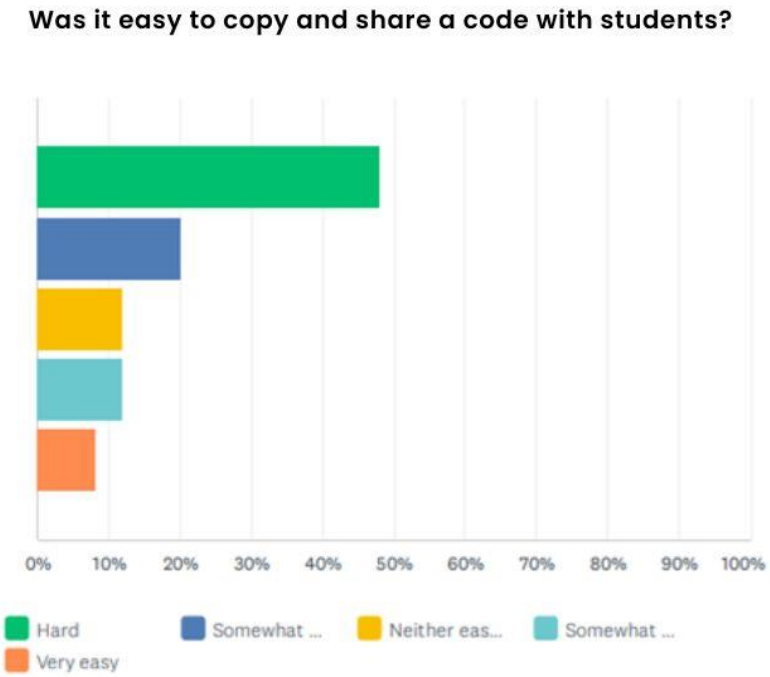

Figure 7: Was it easy to copy and share a code with students?

Students' analysis

A group of English-speaking students tested the 1st prototype according to several scenarios created during the in-pilot testing phase. The groups were directed through the platform by a facilitator from SVR. Users were asked to answer a survey after the scenarios were completed. During the tests, two key features were examined in detail.

These included:

- Joining a created session
- Interacting with other users and objects in the 3D environment

Joining a created session

As mentioned above, the CLASSY platform provides users with several tools to help build interactive 3D virtual environments. During the creation process, teachers/lecturers were asked to include several 3D models in their interactive experience and launch the session with their students.

The student joining process for many users was difficult (72%). This was mainly due to the lack of sign posting in the teacher's dashboard view. The lesson code needed to join the class wasn't accessible for many users. The 2nd prototype should include a way for teachers and students to see the class code when the session starts.

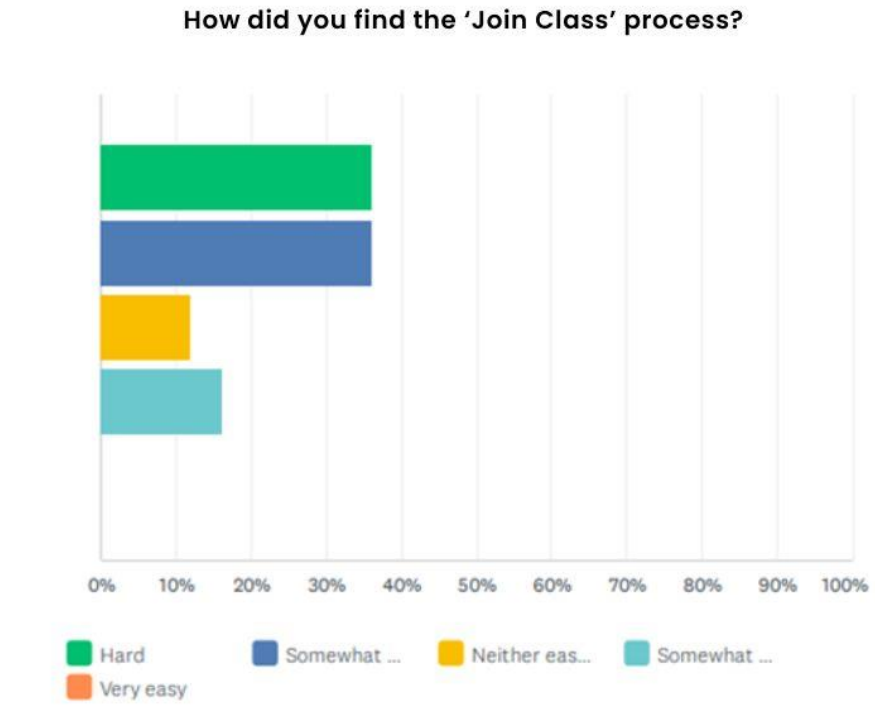

Figure 8: How did you find the 'Join Class' process?

When students were directed to the Join Page**,** they were able to input the class code into the box provided. Students had to select an avatar before they entered the experience. Interestingly, users liked being able to choose an avatar. Most students were able to add a username and choose a colour for their avatars. Overall, the experience was easy for many users.

Interacting with other users and objects in the 3D environment

After users selected their avatar and started the experience, they entered the 3D environment. Many students liked the transition at the start of the experience. Users

found it somewhat easy (36%) or easy (40%) to navigate the platform. Many students were able to navigate around the scene using their keyboard.

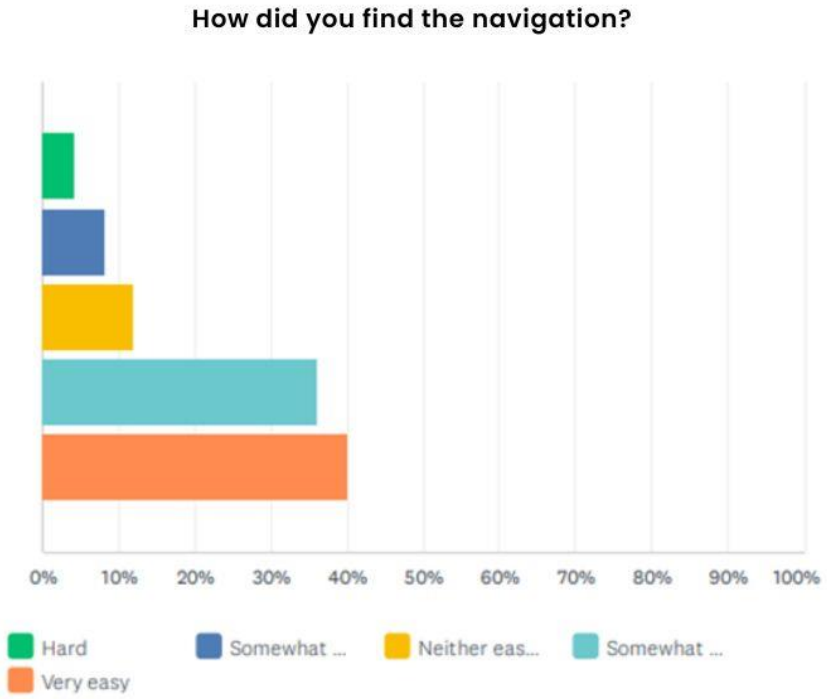

Figure 9: How did you find the navigation?

After the initial interaction during the experience, many users wanted to see more virtual models and interactivity. Some students found the experience less engaging and would have liked to see more student focused learning activities. In the future, the development of several interactive learning activities could enhance the learning experience. These might include a selection of questions, polls, quizzes, or audio. Overall users found the experience engaging and the navigation through the scene as easy.

CONCLUSIONS

The current report presents the findings from the initial field test of the CLASSY platform's 1st prototype. To evaluate the usability of the platform, a combination of a questionnaire survey and several scenarios were employed. Over 100 responses were gathered from a diverse sample of participants from Greece and Ireland, comprising both teachers/trainers and students/trainees. This allowed us to gather feedback from a wide range of users, with different levels of technical experience, age, and educational background.

The results of this analysis provide valuable insights into the overall usability of the platform and its potential for real-world use. The feedback from the participants was used to identify any areas of difficulty or confusion, as well as to highlight any particularly useful or well-designed features. These insights will be used to inform and improve the design of the platform for the final deployment, ensuring that the CLASSY platform meets the needs and expectations of its target users.

Moreover, the analysis also provided feedback on the effectiveness of the platform's key features such as the 3D creation tools, sharing experiences with students, and the use of Sketchfab. The feedback helps us to identify the areas where the platform excels and where improvements need to be made to make it more user-friendly. Overall, the results of the test will be used to improve the platform to make it more effective and user-friendly for the final deployment.

REFERENCES

[1] Comparison of heuristic and cognitive walkthrough usability evaluation methods for evaluating health information systems, Reza Khajouei Misagh Zahiri Esfahani Yunes Jahani, *Journal of the American Medical Informatics Association*, Volume 24, Issue e1, 1 April 2017, Pages e55–e60, https://doi.org/10.1093/jamia/ocw100

[2] Blackmon, M. H. Polson, P.G. Muneo, K & Lewis, C. (2002) Cognitive Walkthrough for the Web CHI 2002 vol.4 No.1 pp463–470.

ANNEXES

Greek Form of Classy – Remote Class System Information Sheet

ΕΝΗΜΕΡΩΣΗ ΕΝΔΙΑΦΕΡΟΜΕΝΟΥ

Τίτλος Μελέτης: "CLASSY - Remote Class System" (GA No 2020-1-CY01-KA226-VET082750).

Επιστημονικά Υπεύθυνος: GEOIMAGING LIMITED

Οργανισμός Χρηματοδότησης: Πρόγραμμα Erasmus+ της Ευρωπαϊκής Επιτροπής **Υπεύθυνος Επεξεργασίας Δεδομένων:** Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (ΑΠΘ)

Ονόματα των συντονιστών της έρευνας από την πλευρά του ΑΠΘ:

Ευστράτιος Στυλιανίδης

Ηλεκτρονικό ταχυδρομείο: sstyl@auth.gr Τηλέφωνο: 2310-995973

Διεύθυνση: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης Πολυτεχνική Σχολή Τμήμα Μηχανικών Χωροταξίας και Ανάπτυξης Εργαστήριο Γεωπληροφορικής Πανεπιστημιούπολη 54124 Θεσσαλονίκη Ελλάδα

Υπεύθυνος Προστασίας Δεδομένων (ΥΠΔ): data.protection@auth.gr **Σημαντικές πληροφορίες**

Σας δίνουμε μερικές πληροφορίες σχετικά με τη μελέτη που διεξάγουμε στα πλαίσια του Ευρωπαϊκού Έργου "CLASSY - Remote Class System" το οποίο χρηματοδοτείται από Πρόγραμμα Erasmus+ της Ευρωπαϊκής Επιτροπής (Αρ. Συμβ.: 2020-1-CY01- KA226-

VET-082750) και θα σας προσκαλέσουμε να λάβετε μέρος. Η συμμετοχή σας είναι εθελοντική.

Το Classy στοχεύει στην προώθηση της εξ αποστάσεως εκπαίδευσης μέσω της τρισδιάστατης προσομοίωσης μιας τάξης. Στο πλαίσιο αυτό το Classy πρόκειται να αναπτύξει μια πλατφόρμα εξ αποστάσεως εκπαίδευσης που θα καλύπτει τις ανάγκες τόσο των δασκάλων/εκπαιδευτών όσο και των μαθητών που είναι πρόθυμοι να ενσωματώσουν την εικονική πραγματικότητα στην εκπαίδευση.

Μπορείτε να συζητήσετε τις πληροφορίες αυτού του εντύπου με κάποιον από την οικογένεια σας, με φίλους ή με όποια/ον νιώθετε άνετα. Δεν χρειάζεται να αποφασίσετε άμεσα. Μπορείτε να αποφασίσετε αν επιθυμείτε να συμμετάσχετε αφού το σκεφτείτε/συζητήσετε.

Σας παρακαλούμε να το μελετήσετε προσεκτικά και να μη διστάσετε να επικοινωνήσετε με τους παραπάνω υπεύθυνους μελέτης για περισσότερες πληροφορίες ή διευκρινήσεις αν το επιθυμείτε. Μπορείτε ακόμη να μας ρωτήσετε οποιαδήποτε στιγμή συναντηθούμε από κοντά για οποιοδήποτε λόγο.

Γιατί διεξάγουμε αυτή τη μελέτη;

Το EU Erasmus+ "CLASSY - Remote Class System" (Αρ. Συμβ.: No 2020-1-CY01- KA226-VET-082750) αποσκοπεί στην προώθηση της εξ αποστάσεως εκπαίδευσης με τη χρήση τρισδιάστατης προσομοίωσης μιας τάξης.

Η παρούσα έρευνα ερωτηματολογίου υλοποιείται για να συλλέξει πληροφορίες σχετικά με τις απαιτήσεις και τις ανάγκες των τελικών χρηστών, δηλαδή των εκπαιδευτών και των εκπαιδευόμενων. Πιο συγκεκριμένα στόχος αυτής της έρευνας είναι η συλλογή πληροφοριών σχετικά με την τρέχουσα εμπειρία των χρηστών με εφαρμογές εικονικής πραγματικότητας και τις προσδοκίες τους από τη χρήση ενός λογισμικού εικονικής πραγματικότητας στις εκπαιδευτικές διαδικασίες. Η συλλογή αυτής της πληροφορίας μπορεί να οδηγήσει στον σχεδιασμό υπηρεσιών κατάλληλα προσαρμοσμένων στις ανάγκες των τελικών χρηστών σύμφωνα με τις προτιμήσεις τους, αποφεύγοντας τον περιττό σχεδιασμό και αυξάνοντας την αποδοχή του.

Γιατί ζητάμε τη συμμετοχή σας;

Το ερωτηματολόγιο απευθύνετε σε εκπαιδευτές και εκπαιδευόμενους.

Η συμμετοχή σας σε αυτήν την έρευνα θα βοηθήσει τα μέλη της κοινοπραξίας να σχεδιάσουν και αναπτύξουν ένα λογισμικό εικονικής πραγματικότητας για να χρησιμοποιηθεί στις εκπαιδευτικές διαδικασίας που θα ανταποκρίνεται πλήρως στις απαιτήσεις των χρηστών του.

Πρέπει να το κάνω αυτό;

Δεν χρειάζεται να συμμετέχετε στη μελέτη εάν δεν το θέλετε. Ακόμα και αν πείτε «ναι» τώρα, μπορείτε να αλλάξετε γνώμη κατά την διάρκεια του ερωτηματολογίου και οι απαντήσεις σας δεν θα αποθηκευτούν.

Πόσο θα μου κοστίσει αυτό;

Η συμμετοχή σας στη μελέτη είναι εθελοντική και δεν θα επιβαρυνθείτε με κανένα κόστος.

Τι θα συμβεί αν λάβετε μέρος στη μελέτη; Εάν αποδεχτείτε την πρόσκληση, θα σας ζητηθεί να συμπληρώσετε ένα ερωτηματολόγιο 10 λεπτών σχετικά με την τρέχουσα εμπειρία σας με εφαρμογές εικονικής πραγματικότητας και τις προσδοκίες σας από ένα λογισμικό εικονικής πραγματικότητας για χρήση σε εκπαιδευτικές διαδικασίες.

Τι είδους δεδομένα θα συλλέγονται;

Το ερωτηματολόγιο συλλέγει πληροφορίες μέσω ηλεκτρονικής υποβολής σε κατάλληλα διαμορφωμένη μορφή χρησιμοποιώντας το λογισμικό "limesurvey". Εκτός από τις απόψεις σας σχετικά με τις πλατφόρμες εικονικής πραγματικότητας, θα συλλέξουμε ορισμένα δεδομένα και συγκεκριμένα: - Αν είστε εκπαιδευτής ή εκπαιδευόμενος

Είναι κακό ή επικίνδυνο για μένα;

Δεν υπάρχουν κίνδυνοι από τη συμμετοχή σας στην παρούσα έρευνα.

Θα είναι ωφέλιμο για μένα;

Συμμετέχοντας σε αυτή την έρευνα, θα συμβάλετε στην ανάπτυξη ενός λογισμικού εικονικής πραγματικότητας που θα καλύπτει τις ανάγκες σας και μπορείτε να επωφεληθείτε χρησιμοποιώντας το είτε ως εκπαιδευτής είτε ως εκπαιδευόμενος.

Θα με ενημερώσετε για τα συμπεράσματα;

Όταν ολοκληρωθεί η έρευνα, τα αποτελέσματα θα τροφοδοτήσουν την ανάπτυξη της πρώτης έκδοσης του λογισμικού Classy. Εάν επιθυμείτε, μπορείτε να προσκληθείτε στις ακόλουθες δραστηριότητες του έργου όπου μπορείτε να δοκιμάσετε την πρώτη έκδοση του λογισμικού και να ελέγξετε αν αυτό ανταποκρίνεται στις ανάγκες και τις προσδοκίες σας, καθώς και να προτείνετε βελτιώσεις.

Μπορώ να επιλέξω να μην είμαι μέρος αυτής της μελέτης; Μπορώ να αλλάξω γνώμη;

Η συμμετοχή σας δεν επιβάλλεται. Μπορείτε να επιλέξετε να μη συμμετέχετε στη μελέτη. Στη διάρκεια συμπλήρωσης του ερωτηματολογίου εφόσον αλλάξετε γνώμη μπορείτε να μην υποβάλλετε τις απαντήσεις σας. Σε αυτή την περίπτωση δεν θα αποθηκευτούν οι απαντήσεις σας. Η συγκατάθεση παρέχεται για 24μήνες.

Διαχείριση δεδομένων

Μετά την υποβολή των απαντήσεών σας, για τους σκοπούς της έρευνας, η επαλήθευση της ταυτότητάς σας δεν απαιτείται από τους υπεύθυνους για την επεξεργασία των προσωπικών σας δεδομένων. Ως αποτέλεσμα, οι τελευταίοι δεν είναι υποχρεωμένοι να αποκτήσουν, να διατηρήσουν ή να επεξεργαστούν πρόσθετες πληροφορίες για να επαληθεύσουν την ταυτότητά σας. Κατά συνέπεια, δεν μπορείτε να ασκήσετε τα ακόλουθα δικαιώματα: α) το δικαίωμα πρόσβασης στα προσωπικά σας δεδομένα, β) το δικαίωμα διόρθωσης, γ) το δικαίωμα διαγραφής, δ) το δικαίωμα περιορισμού της επεξεργασίας και ε) το δικαίωμα φορητότητας των δεδομένων σύμφωνα με τον Γενικό Κανονισμό Προστασίας Δεδομένων.

Για οποιαδήποτε απορία ή καθοδήγηση σχετικά με τα δικαιώματά σας μπορείτε να επικοινωνήσετε με τον Επιστημονικό Συντονιστή στέλνοντας ένα μήνυμα ηλεκτρονικού ταχυδρομείου στο sstyl@auth.gr ή τηλεφωνήστε στο 2310-995973.

Εάν τελικά αποφασίσετε να λάβετε μέρος σε αυτήν την έρευνα μπορείτε να κρατήσετε ένα αντίγραφο του παρόντος εντύπου.

ANNEX II:

CLASSY MOCK-UP FIELD TEST QUESTIONAIRE

English Form of Classy – Remote Class System Questionnaire Dear participant, welcome to our survey! Classy is an EU Erasmus+ (GA No 2020-1-CY01-KA226-VET-082750) project which aims at promoting remote education using a 3D simulation of a classroom.

Classy endeavors to develop a remote education platform that will address the needs both of the teachers/trainers and the students. Thus, we need your help to design a virtual classroom that will meet your requirements! We invite you to participate in the following survey and provide us with feedback about your current experience with virtual reality applications and what do you expect from a virtual reality education software!

The survey lasts about 10 minutes. There are no right or wrong answers, this is only about your personal views. All data are anonymized, and your privacy is guaranteed. Before participating in the survey please read carefully the information sheet that is available here: Information Sheet Thank you for helping us gather relevant information! There are 18 questions in this survey.

I declare that I have read all the information, I know the objectives of this survey and I agree to participate. By participating in this survey I authorize the use of the data collected for the purposes of the research as described in the terms set out in the information sheet (You can find it here).

1ST PROTOTYPE EVALUATION – STUDENT SURVEY

1st Prototype Evaluation - Students (Ireland)

Classy 1st Prototype Evaluation

I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without my rights being affected in any way. I understand that the researchers will hold all information and data collected securely and in confidence and that all efforts will be made to ensure that I cannot be identified as a participant in the study (except as might be required by law) and I give permission for the researchers to hold relevant personal data. I agree to take part in the above survey.

1. What device are you using to access the Classy platform?

PC/Laptop	iPad	Chromebook	Mobile Phone
○	○	○	○

2. How did you find the 'Join Class' process?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

3. Did you understand how to use the CLASSY platform when the lesson started?

Yes	No
○	○

4. How did you find the navigation?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

5. Were you able to interact with the 3D environment?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

6. How did you find the logout process?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

1ST PROTOTYPE EVALUATION - TEACHER SURVEY

1st Prototype Evaluation - Teachers (Ireland)

Classy 1st Prototype Evaluation

I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without my rights being affected in any way. I understand that the researchers will hold all information and data collected securely and in confidence and that all efforts will be made to ensure that I cannot be identified as a participant in the study (except as might be required by law) and I give permission for the researchers to hold relevant personal data. I agree to take part in the above survey.

1. What device are you using to access the Classy platform?

PC/Laptop	iPad	Chromebook	Mobile Phone
○	○	○	○

2. How did you find the registration process?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

3. How did you find the login process?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

4. Did you understand how to start building an experience?

Hard	Somewhat hard	Neither easy or hard understand	Somewhat easy	Very easy
○	○	○	○	○

5. Did you understand how to use the editor when it first loaded?

Hard	Somewhat hard	Neither easy or hard understand	Somewhat easy	Very easy
○	○	○	○	○

6. How did you find the sidebar navigation?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

7. Were you able to use Sketchfab and load models into your scene?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

8. How did you find moving around each scene?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

9. Was it easy to create an experience?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

10. Was it easy to access the 'My Sessions' section?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

11. Was it easy to set a date to launch your session?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

12. Was it easy to copy and share a code with students?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

13. How did you find starting a live session?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○

14. Were you able to move around the live experience?

Hard	Somewhat hard	Neither easy or hard	Somewhat easy	Very easy
○	○	○	○	○