



## REPORT ON MULTIPLIER EVENT (E2-B1) IN MORAVSKE TOPLICE, TERME 3000

### The Aim of the Multiplier Event E2-B1

The project multiplier event E2-B1 was held in Moravske Toplice on 25 May, 2016.

The aim of the multiplier event and workshop was to present the project itself and the materials that had been produced to 30-35 key people in the hospitality sector and tourism education sector.

### Agenda for the Multiplier Event E2-B1

- Date:** Wednesday, 25 May 2016  
**Time:** 9.00 – 18.00  
**Venue:** Terme 3000, Moravske Toplice, Slovenia; Kongresni center Livada Prestige  
**Participants:** Tourism stakeholders and language and other teachers, project team

#### Panel 1

- 9.00 Opening of the event – Erna Vöröš  
9.15 Presentation of the project in general  
9.45 Presentation of Front Desk programs and mobile apps  
10.30 Coffee break  
11.00 Presentation of the Moodle e-learning platform  
12.30 Lunch break

#### Panel 2

- 14.00 Workshop – how to use the Moodle e-learning platform  
15.30 Coffee break  
16.00 Workshop – how to use the Moodle e-learning platform  
17.30 Comments and opinions of participants



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## Participants

37 participants attended the event: 30 industry representatives and 7 language and other teachers. The majority of the participants were from the local region.

**The profile of the industry representatives:** the majority were from the company Sava Turizem d.d., which operates four spas and/or health resorts in our region. The participants were mainly from the spa Terme 3000 and Terme Lendava and from the health resort Radenci. The spas and health resort are mainly located in a rural area – the countryside and in small towns. The participants were the Executive Director and the Associate Director of the spa Terme 3000, two hotel directors, two catering managers, one reception manager and three receptionists, one housekeeping manager, one restaurant manager, two bathing area managers, one health and wellness manager, one health manager assistant, one physiotherapy manager, one nurse, one sales manager, one sales representative, one business administrator, one head of animation and one head of maintenance. They are mainly from the accommodation sector (5-star, 4-star and 3-star hotels), restaurants and campsite. There were also two participants from the private institution Logarica that deals with EU mobility projects and which is located in the countryside. Two more participants were from the Institute for tourism and development of Lendava, which is located in a small town in the countryside.

The spas and health resorts have been operating more than 30 years, about 50 years. The company Logarica has been operating for about 3 years and so has the Institute for tourism and development of Lendava. The spas and the health resort are big (over 250 employees each) and 2 were small institutions.

Most of the industry representatives have been working in tourism industry from 20 to 34 years, fewer from 10 to 20 years and less than 10 years. Their target market is business people (both spas and the health resort), tourist groups (both spas and the health resort, Institute for tourism and



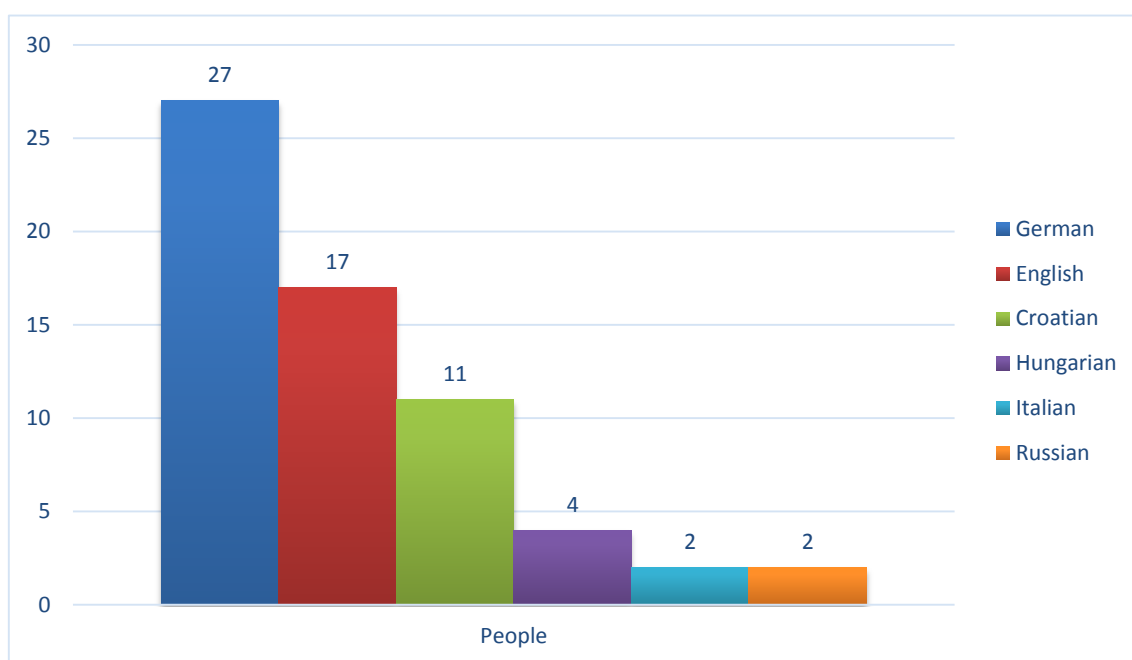
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development), individual travellers (both spas and the health resort, Institute for tourism and development, Logarica), families with children (both spas and the health resort, Institute for tourism and development). Beside that the spas and the health resort also mentioned daily guests, spa and wellness guests, sportspeople and retired people. Their clients are from various countries – mainly from Germany, Austria, Croatia, and Slovenia. There are also guests from Hungary, France, Italy, Russia, Romania, Serbia, the Czech Republic, Slovakia and the UK. Their clients speak mainly German, English, Hungarian and Russian.

All industry representatives – seminar participants speak at least one language or even more (see *Figure 1*).



*Figure 1. The language skills of the industry representatives*



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The language skills of their staff are depicted in *Table 1*.

*Table 1. Language skills of the staff (n=19)*

Language	Very good	Good	Average	Bad	Very bad
English	3	3	11	2	0
German	2	14	3	0	0
Russian	0	0	4	10	5
Croatian	7	7	5	0	0
Italian	0	1	4	8	6
Hungarian	1	1	2	0	0

**The profile of teachers:** two teachers taught one foreign language (English), one teacher taught two foreign languages (English and German) whereas others taught different subjects, such as entrepreneurship, food technology and nutrition, tourism management. Nevertheless, they found the project and the results achieved which can be seen in the feedback on the seminar.

Most of the teachers have been teaching from 15 to 19 years and one teacher has been teaching longer than 25 years. All of them have a university degree either in philology (linguistics) or any other field, such as economy or food processing. One of the teachers has a master's degree (EQF Level 7). They teach different age groups, young students, from 15 to 19 years and from 20 to 25 years. The majority (5 teachers) also teach adult learners as vocational schools in Slovenia offer adult education as well.



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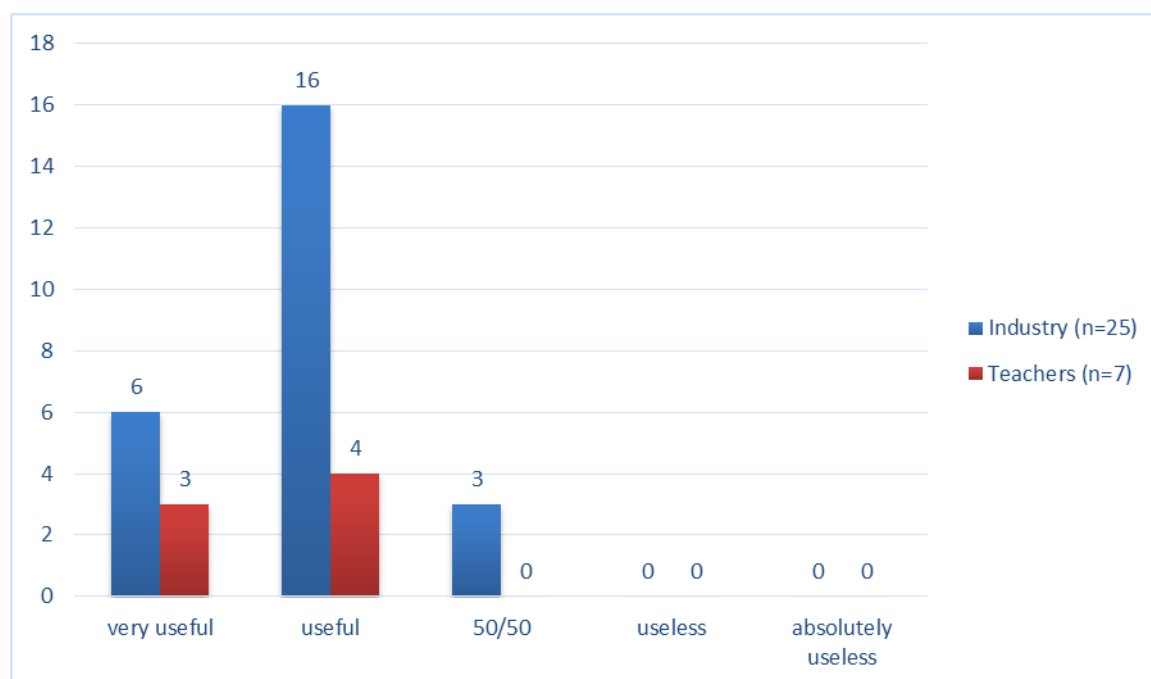
### Feedback on the Seminar

The subsequent part provides a summary of the participants' answers (34 questionnaires filled in) concerning the multiplier event and the project outputs presented.

All participants admitted having received useful information on the project.

*Table 2. Evaluation of project presentation*

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=25)	6	16	3	0	0
Teachers (n=7)	3	4	0	0	0
Total (%)	28.12	62.50	9.38	0	0



*Figure 2. Evaluation of the project presentation*



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All participants admitted having received useful information on the project needs analysis.

*Table 3. Evaluation of project needs analysis presentation*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=25)	4	14	7	0	0
Teachers (n=7)	4	3	0	0	0
Total (%)	25.00	53.13	21.87	0	0

All participants admitted having received useful information on the curriculum created.

*Table 4. Evaluation of curriculum presentation*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=25)	7	9	9	0	0
Teachers (n=7)	3	4	0	0	0
Total (%)	31.25	40.63	28.12	0	0

All participants admitted having received useful information on the *FrontDesk* program.

*Table 5. Evaluation of the FrontDesk program*

<b>Participants</b>	<b>very useful</b>	<b>useful</b>	<b>50/50</b>	<b>useless</b>	<b>absolutely useless</b>
Industry (n=27)	12	13	2	0	0
Teachers (n=7)	3	4	0	0	0
Total (%)	44.12	50.00	5.88	0	0

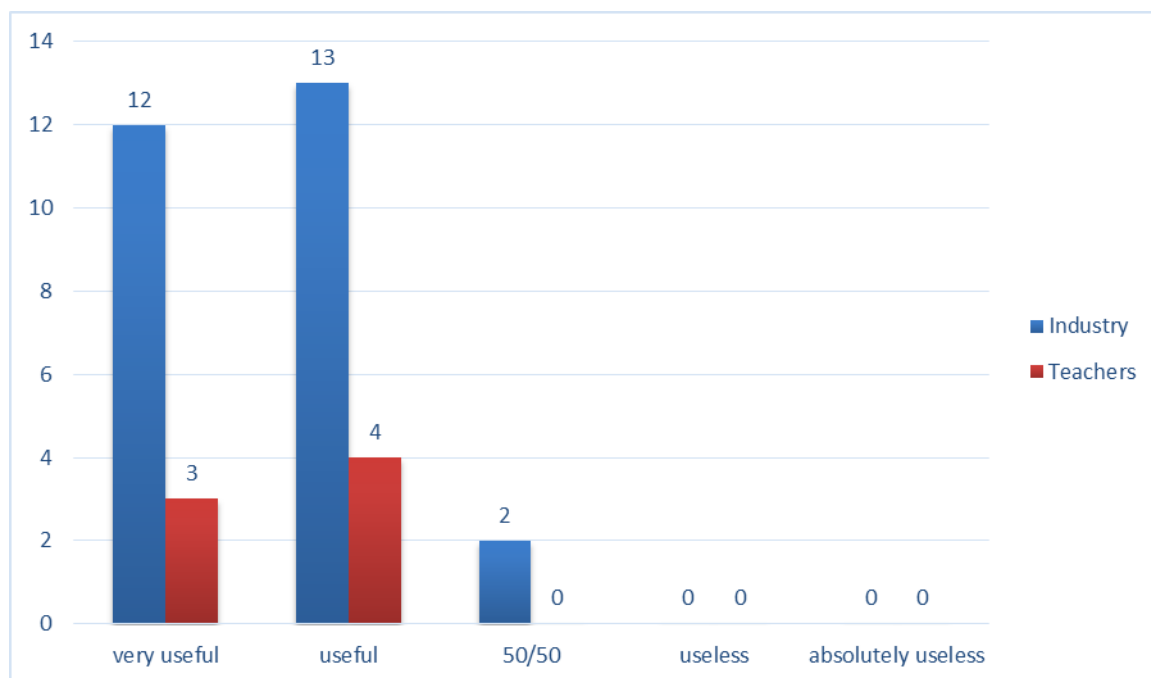
26 industry members indicated that they would use the *FrontDesk* program. They would use it for improving their language skills and suggesting their staff for learning. 6 teachers indicated that they



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would use the *FrontDesk* program. They would use it for teaching language (3 teachers) and improving language skills (3 teachers).



**Figure 5. Evaluation of the *FrontDesk* programs**

All participants admitted having received useful information on smartphone apps.

**Table 6. Evaluation of the smartphone apps presentation**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=27)	7	17	3	0	0
Teachers (n=7)	4	2	1	0	0
Total (%)	32.36	55.88	11.76	0	0

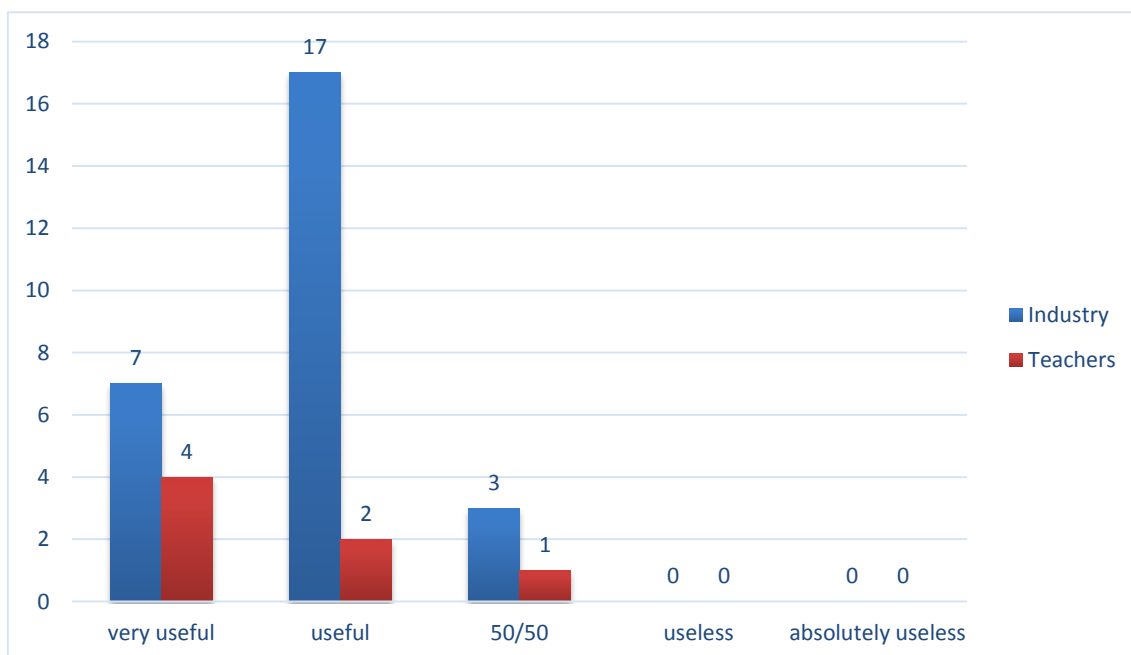
All industry members indicated that they would use the smartphone apps. They would use them for improving their language skills (15 participants) and suggesting their staff for learning (14



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participants) and for animation activities (1 participant). 6 teachers indicated that they would use the smartphone apps. They would use them for teaching language (1 teacher) and improving language skills (5 teachers).



**Figure 6. Evaluation of the smartphone apps presentation**

All participants admitted having received useful information on the Moodle platform.

**Table 7. Evaluation of the presentation of the Moodle e-learning platform**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=27)	10	12	5	0	0
Teachers (n=7)	6	1	0	0	0
Total (%)	47.05	38.25	14.70	0	0

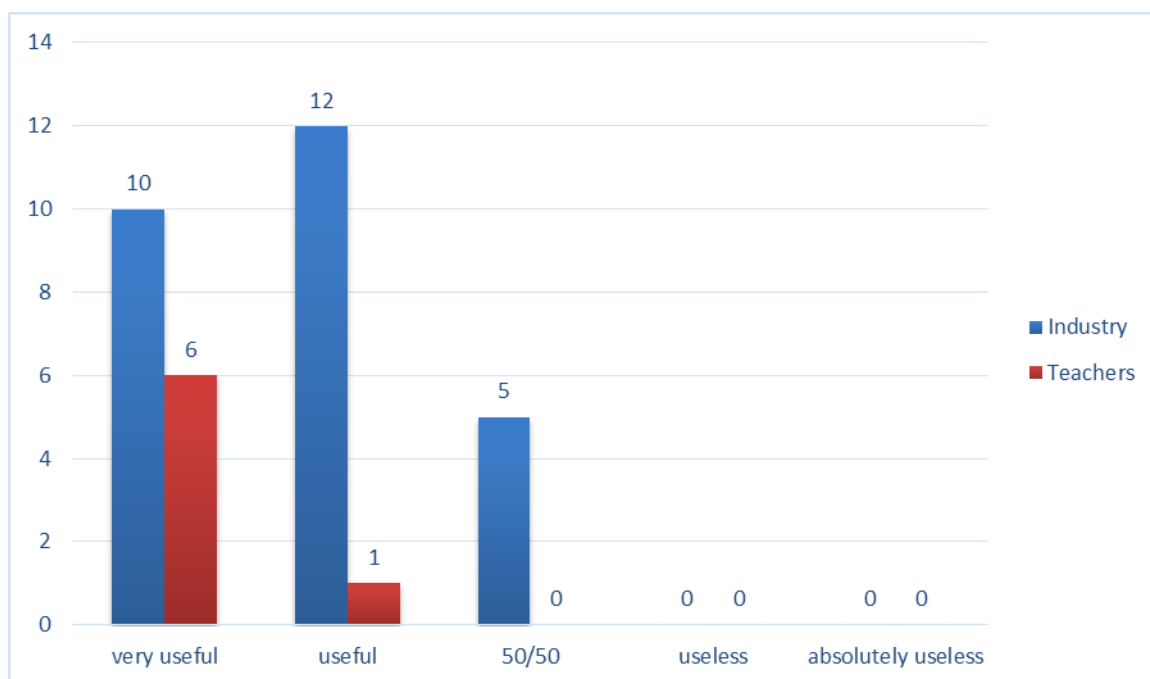


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25 industry members indicated that they would use the Moodle e-learning platform. They would use it for improving their language skills (19 participants) and suggesting their staff for learning (9 participants) and for animation activities (1 participant). All teachers indicated that they would use the Moodle e-learning platform. They would use it for teaching language (4 teachers), suggesting students for learning (3 teachers) and improving language skills (6 teachers).



**Figure 7. Evaluation of the Moodle e-learning platform**

All participants admitted having received useful information on interactive maps.

**Table 8. Evaluation of the interactive maps presentation**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=27)	6	14	7	0	0

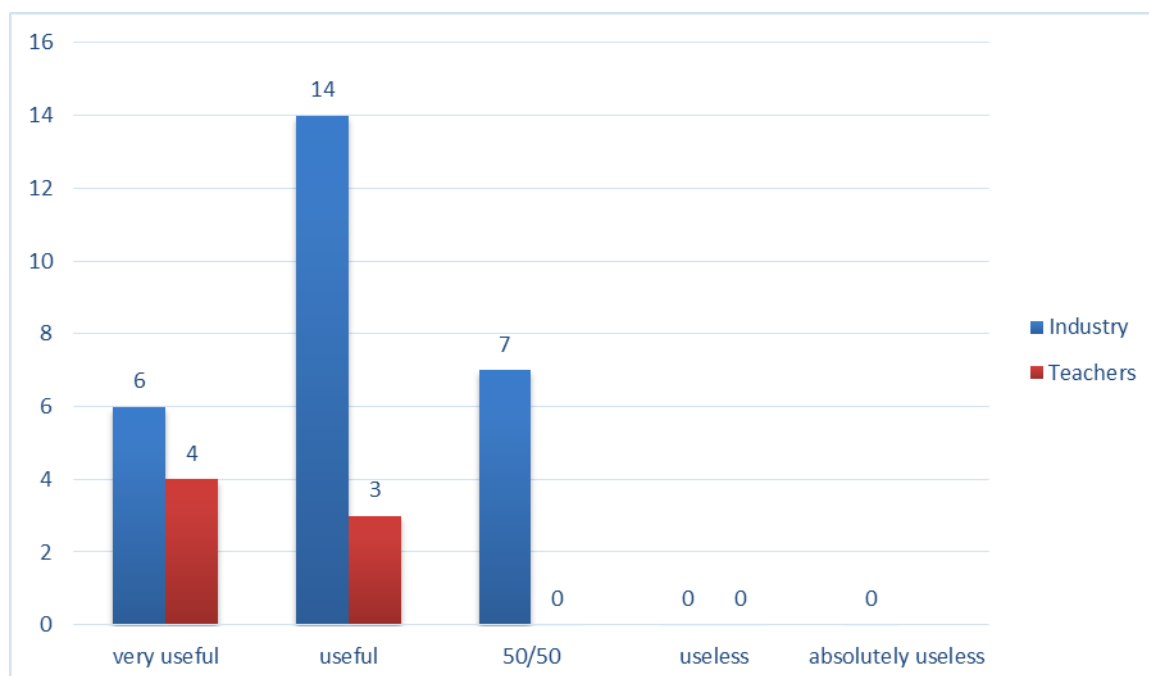


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Teachers (n=7)	4	3	0	0	0
Total (%)	29.41	50.00	20.59	0	0

25 industry members indicated that they would use the interactive maps. They would use them for improving their language skills (18 participants) and suggesting their staff for learning (9 participants and for animation activities (1 participant). 6 teachers indicated that they would use the interactive maps. They would use them for teaching language (3 teachers), suggesting students for learning (4 teachers) and improving language skills (5 teachers).



**Figure 8. Evaluation of the interactive maps presentation**



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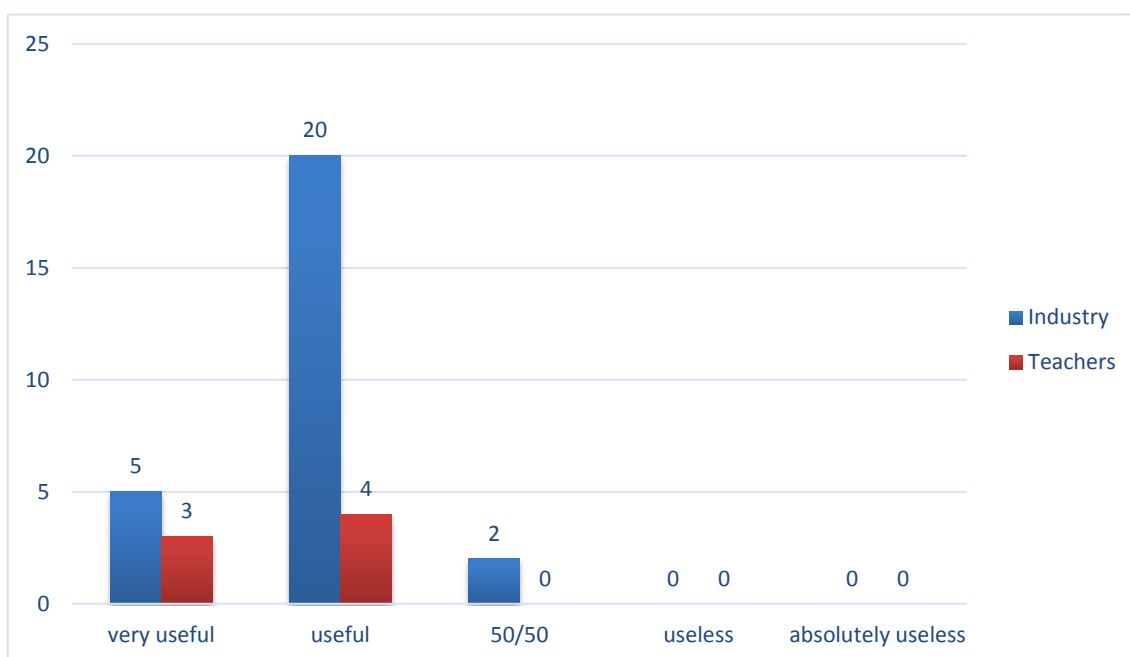
All participants admitted having received useful information on B2/C1 English language course.

**Table 9. Evaluation of the presentation of the ideas for B2/C1 English language course**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=27)	8	15	4	0	0
Teachers (n=7)	3	4	0	0	0
Total (%)	32.36	55.88	11.76	0	0

**Table 10. The usefulness of the project in general**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=27)	5	20	2	0	0
Teachers (n=7)	3	4	0	0	0
Total (%)	23.53	70.59	5.88	0	0



**Figure 10. Evaluation of the usefulness of the project in general**

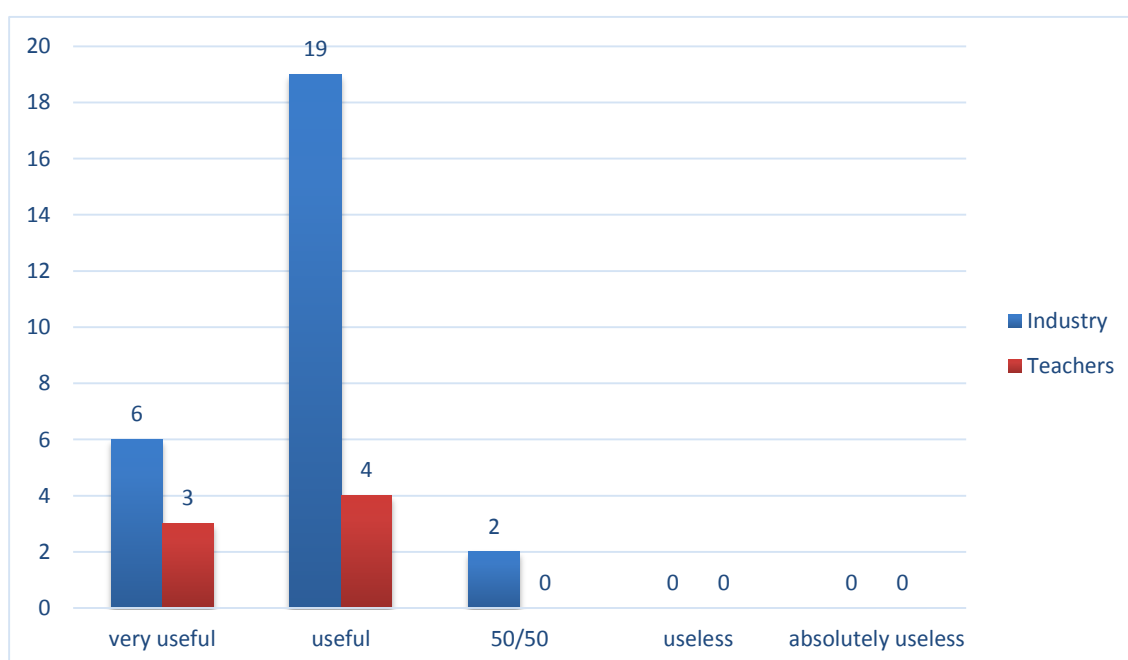


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**Table 11. The usefulness of the project for the seminar participant personally (as an industry representative / a teacher)**

Participants	very useful	useful	50/50	useless	absolutely useless
Industry (n=27)	6	19	2	0	0
Teachers (n=7)	3	4	0	0	0
Total (%)	26.48	67.64	5.88	0	0



**Figure 11. Evaluation of The usefulness of the project for the seminar participant personally**

4 industry members also made suggestions regarding the project. *Industry member 4* wrote: “*The project should continue in the future; it should be upgraded and users’ experiences should be included*”. Three of them mentioned sound records meaning we should offer sound records of words or texts for different languages, especially for languages, such as Russian, French or Greek.



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## Conclusion

As seen from the information above, the seminar participants highly evaluated the project and its outcomes and they found them very useful and applicable. The seminar participants were satisfied with the information gained.

The majority of participants are ready to use the product outputs for motivating industry representatives to learn and to improve their language skills as well as for teaching students, suggesting them learning and improving their language skills.

Language teachers as well as other teachers said that they would use A2/B1 course for teaching second foreign language to secondary school students, namely, German and English. Furthermore, they found it very useful for adult teaching. They thought that B2/C1 English course will be more useful in higher vocational schools as the level of English is expected to be higher. Nevertheless, they believe that it is useful for secondary grammar school students as well because their level of English is also expected to be higher, at least B2 or more.

Overall, the seminar gave useful and satisfying information on the project and the project results.

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Manager of project team of Ekonomska šola Murska Sobota

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