WP2-d **Evaluation of 2ⁿᵈ Competition**

- Surveys Report

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DD: SURVEYS REPORT

(II competition: 18.11.2024 – 13.02.2025)

WP 2_ Quality of the Learning Path

UFI

PARTICIPATING UNIVERSITIES

BERGISCHE UNIVERSITAET WUPPERTAL	BUW
JADE HOCHSCHULE	JHS
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INTRODUCTION

As described in the "Evaluation Process" document, the assessment of the Digital Decathlon (DD) as a "quality learning path", objective of WP2 (led by UFI), has been conducted through a defined approach, methodology and structure. The evaluation process targets the main protagonists of the DD project: students.

This report contains the results of the surveys provided before, during and after the launch of the second DD competition.

As the **first** of three, starting surveys have been intended and constructed to explore and collect the aspirations of DD participants in relation to the incoming experience.

It has to be noted that these firsts of the three surveys foreseen to evaluate the whole DD competition, have a broader scope, resulting in an open structure and in a qualitative nature, intended to capture as much as possible participants suggestions to improve the learning path and the same evaluation process.

In this perspective, the other two surveys, evaluating the DD competition in the mid-term and at the end, will be progressively more focused and oriented towards closed questions, allowing a more quantitative evaluation.

As the **second** of three, the middle-term surveys have been intended and constructed to understand the ongoing experience of the DD, initiated two months before and lasting in the middle of January 2025.

As the starting, both the surveys for students are grounded in the same evaluation criteria (recalled to follow), but declined in specific questions tailoring the different targets and their role in the DD. Taking into account the considerations that emerged from the starting surveys, the middle-term ones have been focalised for trainers, reducing open answers and the time of compilation; instead, the survey for students has been structured to valorise their voices, collecting answers on their DD experience.

As the **third** of three, the final surveys have been intended and constructed to understand from the end the experience of the DD, initiated three months before.
Taking into account the considerations that emerged from the starting and mid-term surveys, the final ones have been focalised, reducing open answers and the time of compilation; instead, the survey for students has been structured to valorise their voices, collecting open answers about their experience.

Evaluation surveys have been provided exploiting the Google Form platform.
The elaboration of results, object of this report, is oriented to derive recommendations and suggestions to improve ongoing the DD learning path above all to improve the foreseen future projects.
Six main criteria have been considered to assess the Digital Decathlon as a quality learning path:

    A.   LEARNING QUALITY

B. DIGITAL ENVIRONMENT

C. BIM ADOPTION

D. DESIGN COMPETITION

E. COLLABORATION AND SUPPORT

F. VALUE FOR THE FUTURE

1. SS 1II | STARTING SURVEY FOR STUDENTS

The Starting Survey for Students has been sent to all the students involved in the DD competition, for a total of 50 students (10 from each of the 5 universities involved in the project).

Forty-four answers have been received.

The report is organised in sections following the evaluation criteria, containing the list of the provided questions and the results analysed and discussed.

A. Learning Quality

This section refers to the expectations, new knowledge, skills and competencies to acquire thanks to the Digital Decathlon.

1. What are your expectations for the Digital Decathlon experience?

2. What types of new knowledge do you hope to gain during the Digital Decathlon?

3. Upon completing the Digital Decathlon, what practical skills or abilities do you expect to develop?

4. After taking your first look at the learning materials for the 10 Digital Decathlon disciplines, what are your initial impressions?

Students generally rated the learning quality as positive, appreciating the structured approach and clear objectives. Many highlighted the hands-on activities and practical applications as the most effective learning tools expected.

Overall, the survey responses highlight a strong emphasis on the expectation to improve international collaboration and exchange,

BIM skills, interdisciplinary understanding, language proficiency, and confidence in professional abilities.

Some challenges mentioned included the steep learning curve for new software and difficulty in managing workload. However, students valued the interactive elements that enhanced their understanding.

Students reveal an ambitious thinking about the learning experience to develop thanks to participating in games or competitions:

- **International Collaboration:** desire to work more fluently and confidently in international settings;
- **BIM Skills:** aspiration to improve proficiency in Building Information Modeling (BIM) and related digital tools;
- **Interdisciplinarity:** better comprehension of how different disciplines collaborate and connect within a design project;
- **Language Proficiency**: importance of improving English language skills to communicate effectively in international design teams;
- **Confidence:** enhance overall skills, confidence in the context of international collaboration and digital project management.
- **Cultural Exchange:** value of comparing with individuals from different backgrounds and exchanging ideas to find the best solutions.

Course materials were considered useful, though some suggested more detailed guides. The majority found the learning objectives clear and achievable, with a really good impression.

4. After taking your first look at the learning materials for the 10 Digital Decathlon disciplines, what are your initial impressions?

44 risposte
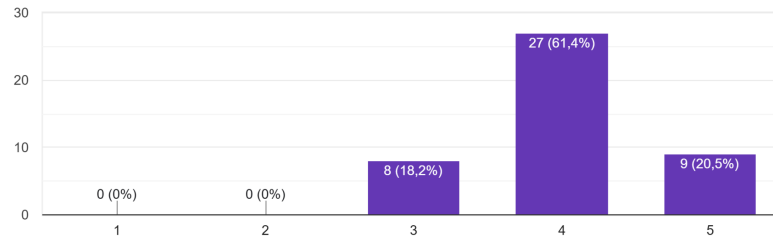
B. Digital Environment

This section refers to the digital infrastructure supporting the Digital Decathlon.

1. You have already accessed the Digital Decathlon Moodle platform (Karelia). How would you rate its usability?

*2. Do you have any suggestions for improving it?*

3. In general, what do you think about digital learning environments? Please, list advantages and disadvantages.

4. How much do you think a digital environment is good in an university learning path?

The majority of students expressed confidence in using digital tools, particularly those already familiar with BIM-related software. In particular they evaluate Moodle (Karelia) a medium-high usable platform.

1. You have already accessed the Digital Decathlon Moodle platform (Karelia). How would you rate its usability?

44 risposte
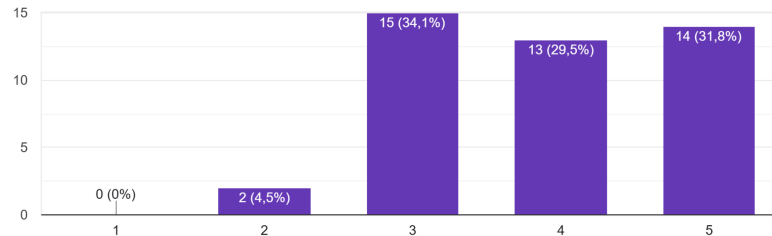
Some students faced challenges related to software compatibility and internet connectivity, though these did not significantly hinder their experience. The perspectives on the advantages and disadvantages of digital learning environments emerged from students' answers have been summarised in the following points:

Advantages:
- Intuitive and clear structure
- Flexibility
- Collaboration
- Multiple resources
- Efficiency (1 platform for almost all)

Disadvantages:
- Languages issues
- Technical issues
- Technology dependency (for example Internet connection)

Accessibility was generally rated as good, but some noted difficulties in navigating the platform. Digital tools were seen as beneficial for collaboration, although a few students suggested improvements in integration between different systems.

Students recognise that digital learning environments offer numerous benefits, in particular in the university learning path as positive impact, as show in the following graph.

10

4. How much do you think a digital environment is good in an university learning path?
44 risposte
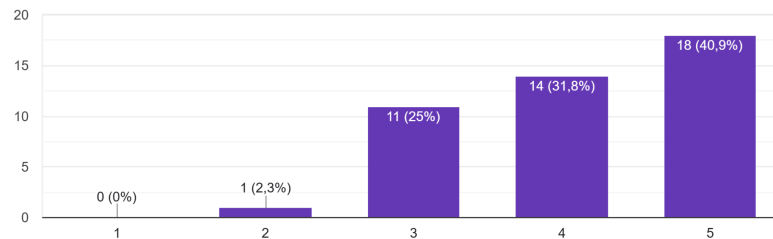
C. BIM Adoption

This section focuses on the BIM methodology, heart of the Digital Decathlon.

1. Could you provide three keywords that best describe your opinion about BIM?

2. How would you assess your current knowledge of BIM?

3. How would you evaluate the provided introductory BIM e-learning training course?

4. Please explain your previous answer, highlighting what you liked and/or disliked.

The opinions of students about BIM, collected in keywords[1], reveal a very positive consideration (as in the words cloud visualisation below). The "negative" keywords reported were *confusing, hard and complex*.

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[1] All the students answers are reported at the end of this paragraph (*).

access alternativlos building chance clearness **collaboration** communication complete complex condivision **cooperation** coordinated data difficult digital digitalisation effektiver **efficient** facilitate fast **future** futuristic global guiding helpful improve information **innovative interesting** intuitive model muli-disciplinery **necessary** open **organised** parametric **practical** quality quantity results saving simulation speed **team** think **useful** visualisations visualization **work** zukunft

According to students' opinions, the knowledge of BIM varies across the low to the medium-high level, presenting a concentration of answers in the medium-low level.

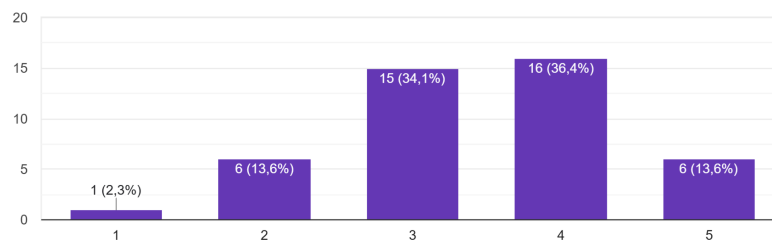2. How would you assess your current knowledge of BIM?

44 risposte
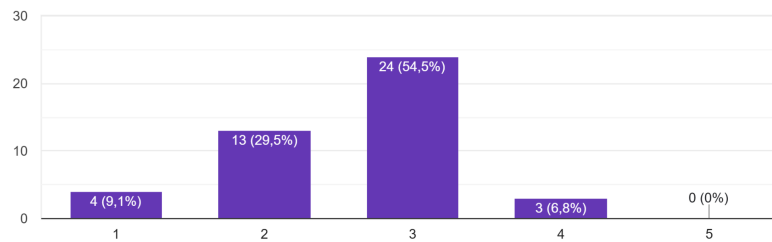
Maybe for this reason the majority of them have a positive thought about impact of "BIM e-learning training course", as show by the graph:

3. How would you evaluate the provided introductory BIM e-learning training course?

44 risposte

12

The course significantly improved their ability to work with BIM tools, particularly in modeling and collaboration. Many students reported increased confidence in using BIM for project coordination and workflow optimization. However, some still found aspects like advanced scripting and data management challenging. Most students felt better prepared to use BIM professionally, though they expressed interest in further practical applications.

D. The Competition

This section focuses on the competitive aspects of the Digital Decathlon.

1. Have you ever participated in an academic-related game or competition?

2. If yes, please briefly describe your experience, including what you liked and disliked.

3. Do you believe that participating in games or competitions can enhance your learning experience?

The majority of students targeted by the survey (79,5%) declared having never been involved in an academic-related game or competition.

1. Have you ever participated in an academic-related game or competition?
44 risposte
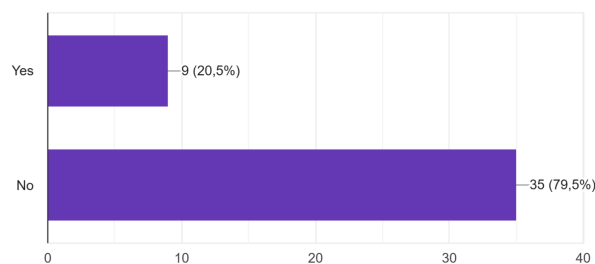
The only nine students who experienced design competitions reported positive aspects of the *"It was a great experience to create a project in just a few days and to learn new things; teamwork give extra motivation to complete the work"*, and as negative.

Almost all the students (97,7%) agreed that participation in design competitions can enhance their learning experience.

3. Do you believe that participating in games or competitions can enhance your learning experience?
44 risposte
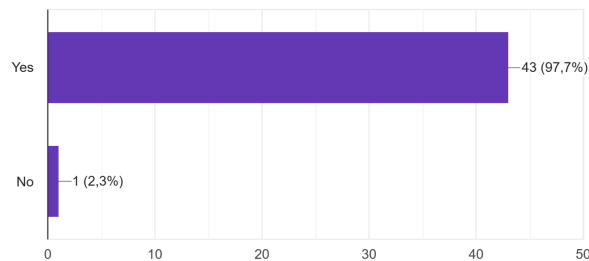
E. Collaboration and Support

This section focuses on collaboration among students in teams and the support provided through interactions with trainers.

1. Have you ever worked as part of an interdisciplinary team?

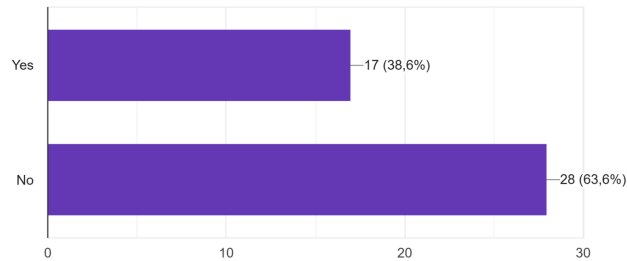*2. Have you ever been part of an international team?*

3. If yes, kindly described your previous experiences and what you liked/disliked about them.

4. Please provide some keywords to explain your expectations about the participation in an interdisciplinary and international team.

The majority of students (63,6%) reported not having experience in interdisciplinary design teams.

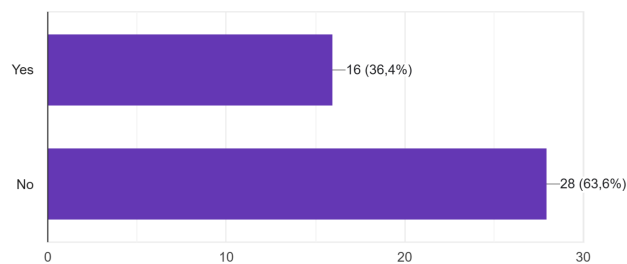1. Have you ever worked as part of an interdisciplinary team?
44 risposte

And it's the same for what concerns the international team:

2. Have you ever been part of an international team?
44 risposte

The sixteen positive answers highlights the perspectives of participating in competitions, such as:
- Different ways to solve a problems and points of view
- Social internship
- Collaboration
- Personal and professional growth and confidence
- Cultural exchange
- Fun

Some keywords can explain students expectations about participating in interdisciplinary and international teams:

addressed   atmosphere   brainstorming   broaden   build   collaboration communication connections cooperation cooperstion countries culture different disciplines english enhancing excellent exchange exciting expand expect experience friend fun future getting helpful hope horizons im improving interesting international knowledge language learning live memories moments opportunity practicing practising productive professional skills team teamwork thinking visualization work

https://tagcrowd.com/

F. Value for the future

This section focuses on how the Digital Decathlon will contribute to your academic path and your future professional career.

1. How do you think your participation in the Digital Decathlon will impact your university learning experience?

2. How valuable do you think the Digital Decathlon experience will be for your CV and portfolio?

The majority of students consider the DD impactful in their university learning path.
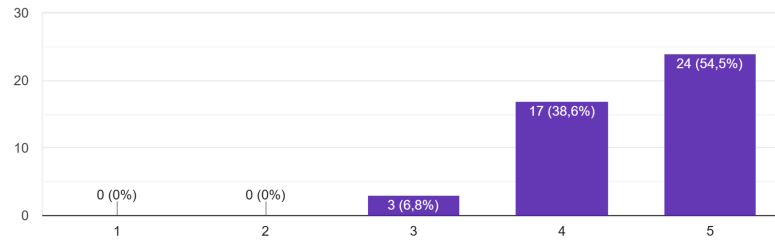
1. How do you think your participation in the Digital Decathlon will impact your university learning experience?
44 risposte
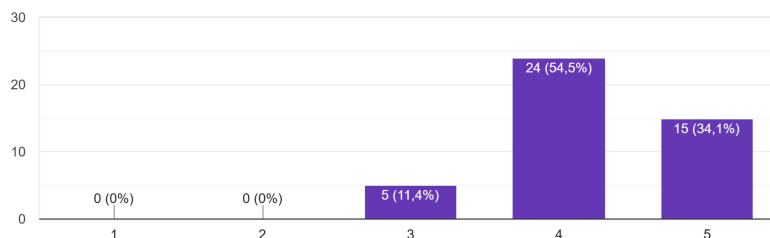
As well as they believe to value the DD experience in their CVs.

2. How valuable do you think the Digital Decathlon experience will be for your CV and portfolio?
44 risposte

2. SS 2II | MEDIUM SURVEY FOR STUDENTS

The Middle-term Survey for Students has been sent to all the students involved in the DD competition, for a total of <mark>50 students</mark> (10 from each of the 5 universities involved in the project). Thirteen answers have been received.

This second part of the report is organised in sections following the evaluation criteria, as the survey's questions, reported with results analysed and discussed.

A. Learning quality

1. Did the expectations satisfied from the first part of II Competition?

2. Can you please explain the reason of the previous answer?

3. Can you please select the first discipline you selected on Warsaw?

4. How much are you satisfied with the provided material?

5. What do you think about the workload? (Referring to the time dedicated in Warsaw to the discipline)

6. Can you explain the reason about your evaluation on workload?

7. Do you have some suggestions to improve the learning material?

8. Can you please select the first discipline you selected on Warsaw?

9. If yes, how much are you satisfied with the provided material?

10. What do you think about the workload?

11. Can you explain the reason about your evaluation on workload?

12. Do you have some suggestions to improve the learning material?

In general, almost all the students are satisfied of this first part of Digital Decathlon, with a medium-high/high positive impression.

1. Did the expectations satisfied from the first part of II Competition?
33 risposte
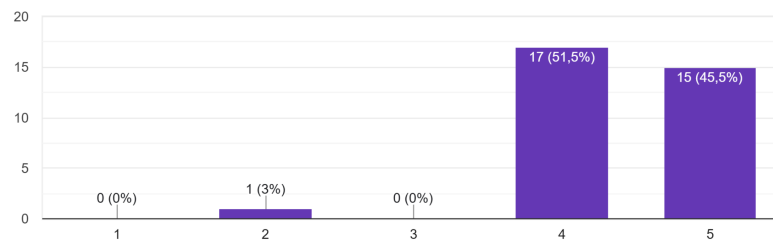
Main reasons of satisfaction are identified in the following points:
- Learn new skills and professional softwares;
- Use of BIM;
- Fun and cool event;
- Appropriate tasks in the disciplines;
- Well organised and structured competition;
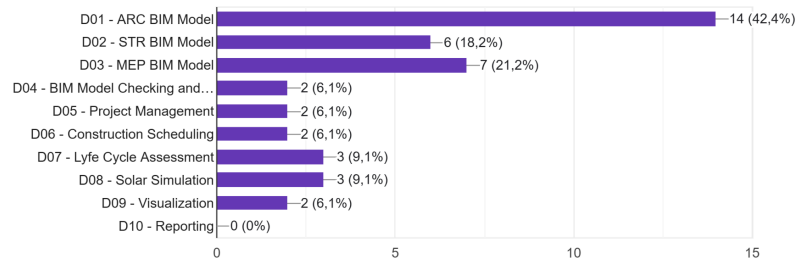- Collaboration among students.

The only one negative answer is related to the very limited "*free time*".

The section of the questionnaire has been organised to investigate, for each discipline, the ongoing students' experience in the DD as a learning path, also in terms of suggestions for improvement.
The first discipline selected from each student was:

3. Can you please select the first discipline you selected on Warsaw?
33 risposte

Discipline	Value
D01 - ARC BIM Model	14 (42,4%)
D02 - STR BIM Model	6 (18,2%)
D03 - MEP BIM Model	7 (21,2%)
D04 - BIM Model Checking and…	2 (6,1%)
D05 - Project Management	2 (6,1%)
D06 - Construction Scheduling	2 (6,1%)
D07 - Lyfe Cycle Assessment	3 (9,1%)
D08 - Solar Simulation	3 (9,1%)
D09 - Visualization	2 (6,1%)
D10 - Reporting	0 (0%)

Regarding satisfaction with the provided learning material, was good:

4. How much are you satisfied with the provided material?
33 risposte

Value	Count
1	0 (0%)
2	2 (6,1%)
3	6 (18,2%)
4	14 (42,4%)
5	11 (33,3%)
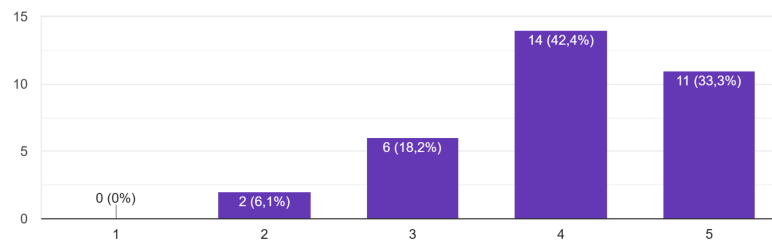
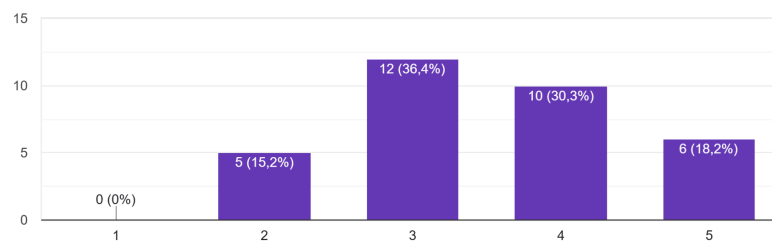## Relating to the workload, these are the received answers for disciplines:

5. What do you think about the workload? (Referring to the time dedicated in Warsaw to the discipline)
33 risposte

Value	Count
1	0 (0%)
2	5 (15,2%)
3	12 (36,4%)
4	10 (30,3%)
5	6 (18,2%)

The most important negative impact of the workload was related to the little time in relation to the quantity of tasks to do. Anyway not for all the disciplines.

Some suggestions for the improvement are related to:
- Use different languages for learning materials;
- Integrate some exercise to do.

B. Digital Environment

1. How do you consider Moodle for what concerns usability? (Karelia)

2. How do you consider Catenda for what concerns usability?

3. Did you like the system of sharing material inside your team and with tutors?
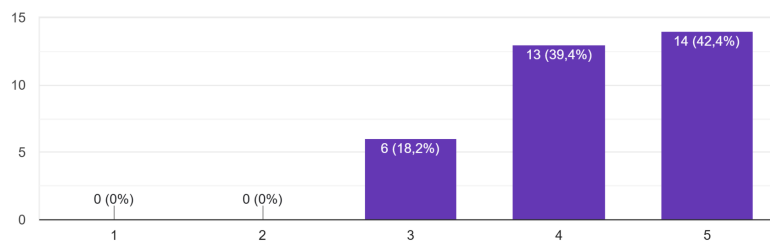
4. How do you value the proposed set of tools to manage your work?

5. Do you have any comment about the previous answers?

According to students, the usability of the main DD digital platform is considered as medium- good (see the bar chart below).

1. How do you consider Moodle for what concerns usability? (Karelia)
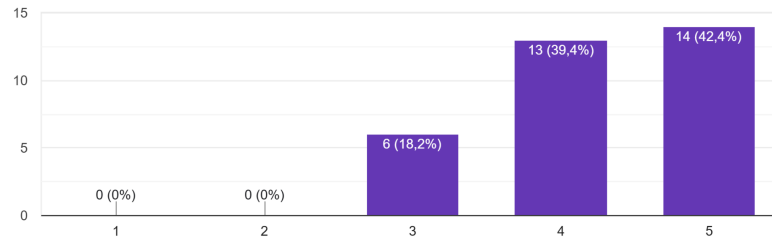33 risposte

The same it's for Catenda's platform.

1. How do you consider Moodle for what concerns usability? (Karelia)
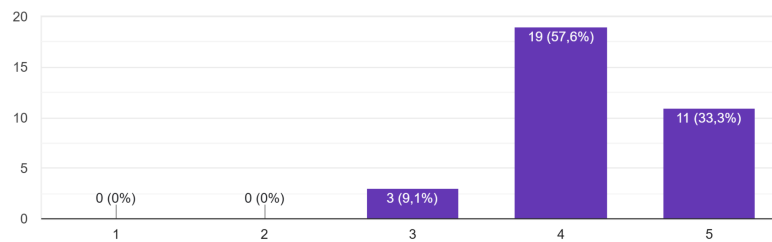33 risposte

The totality of students like the system of sharing material within their team and with trainers, underlining the advantages of digital tools used in Digital Decathlon.

Evaluating the suite of tools provided for managing work tasks, the average of the perceived value is good.

4. How do you value the proposed set of tools to manage your work?
33 risposte

Three students provided valuable insights by commenting on the previous answers. One student emphasised the importance of **reducing the number of platforms.** Another one suggests to **keep attention on Catenda, which is a big software** and not very intuitive, especially with little time to do it. Something similar the third student expressed **confusion with multiple platforms, both not so easy to interface with.**

C. BIM Adoption

1. Is the use of BIM reflecting your expectation until now?

2. Did you prefer more support on BIM tools?

3. Motivated the previous answer about possible problems or strenght.

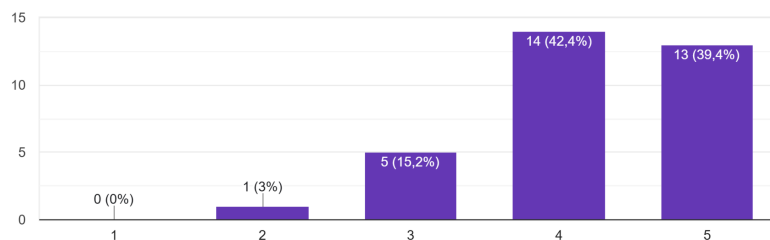_4. Which tools/software BIM needs more support? (Eg. Revit, Solibri, ...)_

5. In your opinion, how much do you improve your knowledge on BIM methodology/technology?

6. In your opinion, how much do you improve your practical skills in managing BIM software?

Answers regarding the expectation of use of BIM are medium-high good.

1. Is the use of BIM reflecting your expectation until now?
33 risposte

And most of the students (69,7%) agree with the quantity of support on BIM tools; the other 33,3% of students would like more support. Both answers are summarized by the following points:
Positive aspect
- Support is sufficient

Negative aspects
- Catenda and Moodle not user friendly;
- Not enough time;
- More support on REVIT;

Anyway the software that need more support were been:
1. Revit;

2. Solibri;
3. Catenda / 1ClickLCA

Even though these difficulties the majority of the students think that they have the possibility to improve their BIM methodology/technology and practical skills in managing BIM software.

5. In your opinion, how much do you improve your knowledge on BIM methodology/technology?
33 risposte
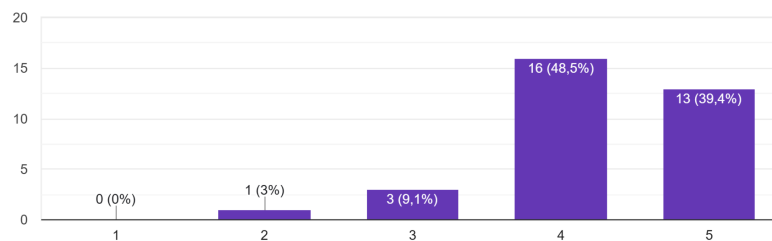
6. In your opinion, how much do you improve your practical skills in managing BIM software?
33 risposte
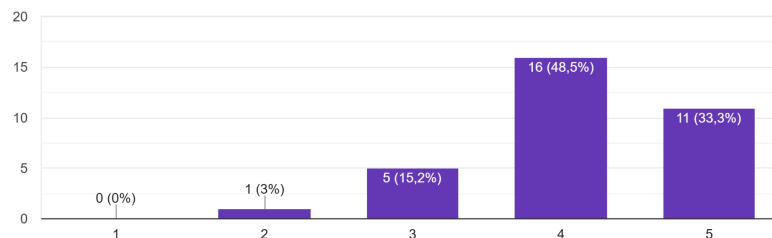
D. The Competition

1. Was the rules clear in describing the aims and objectives of the competition?

*2. In your opinion, how stimulating are the Competition tasks?*

3. In your opinion, how much participating in a competition can improve the learning?

4. Please list what you like and what you dislike about the Competition.

The rules are considered quite clear in describing the aims and objectives of the competition, with an average score of 3 over 5 and a distribution as in the following bar chart.

1. Was the rules clear in describing the aims and objectives of the competition?
33 risposte
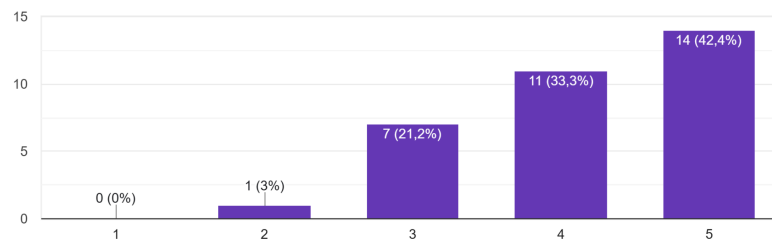
The DD Design task is considered as stimulating (average score of 4/5).
Students highlighted, for most, some positive aspects of the competition about improving the learning. There are however some aspects that were liked and others not:

Students like:

- Strong teamwork and collaboration, even in a competitive environment.
- Well-organized structure: accommodation, deadlines, and meals.
- Availability of comprehensive learning materials and tutorials.
- Engaging and practical approach to learning BIM.
- Exposure to diverse backgrounds (engineers, MEP, architects).
- Opportunity to interact with students from different universities and countries.
- A well-structured division of tasks within teams.
- Intensive workflow that simulated real-life professional challenges.

Students dislike:

- High workload and time pressure.
- Language barriers, both in communication and software interfaces.
- Insufficient time to complete some tasks properly.
- Limited free time, no chance to explore the city.
- Difficulty maintaining focus during long days.
- Disparity in technical skills between participants.
- Stress due to strict deadlines and fast-paced competition.
- Limited prior knowledge of the project, making preparation difficult.

E. Collaboration and Support

1. How do you judge the collaboration within your team?

2. According to your opinion, was the distribution of the different disciplines equilibrated for each member of the team?

3. Please list what is going good and what is bad in your team working experience until now.

4. How do you evaluate the support of tutors?

5. Do you have any suggestions to improve collaboration within teams and support by tutors?

Students evaluate the collaboration within design teams as positive (average score of 4/5, bar chart to follow).

1. How do you judge the collaboration within your team?
33 risposte
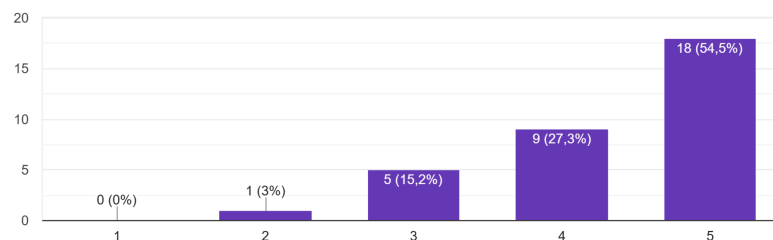
Regarding the distribution of the different disciplines, the majority (75,8%) believe it is fair and the others not. Some suggestions about collaboration within teams:

<u>Good points:</u>

- Helping and supporting each other across different tasks.

- Making friends during the competition.

- Clear role division among team members.

- Professional diversity in teams, allowing for knowledge exchange.
- Enjoyable and well-organized competition experience.

<u>Bad Points:</u>

- Fatigue and stress towards the end of the competition.

- Unequal skill levels in programs like Revit, creating workload imbalances.

- Initial language barriers and communication issues.
- Time pressure made it hard to discuss and correct work.
- More focus on BIM communication was suggested instead of complex tasks.

The support provided by trainers has been valued as positive, with an average score of 4/5, and the following distribution.

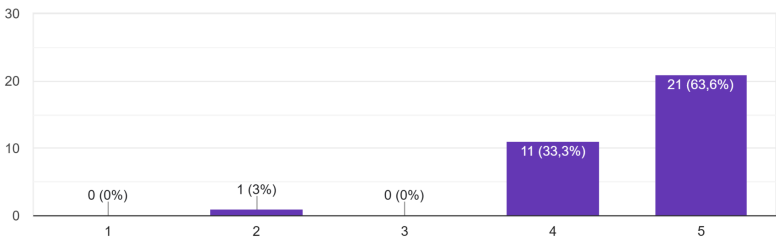4. How do you evaluate the support of tutors?
33 risposte
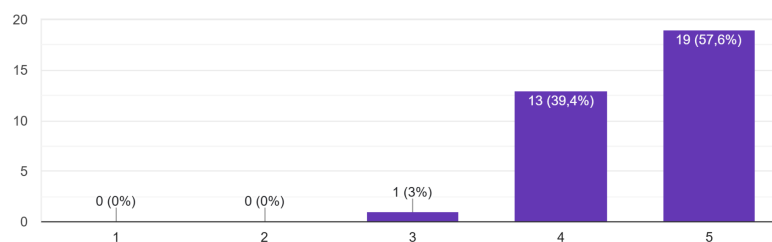
F. Value for the Future

1. How much do you think you are learning from this experience until now?

After the first intensive workshop in Warsaw the students perspective about importance of DD experience increase.

1. How much do you think you are learning from this experience until now?
33 risposte

3. SS 3II | FINAL SURVEY FOR STUDENTS

The final Survey for Students has been sent to all the students involved in the DD competition, for a total of <mark>50 students</mark> (10 from each of the 5 universities involved in the project). Twenty-six answers have been received.

The report is organised in sections following the evaluation criteria, as the survey's questions, reported with results analysed and discussed.
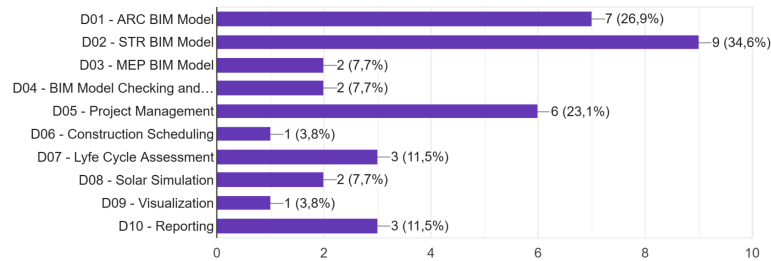
A. Learning Quality

1. /7. Can you please select the first discipline you worked on?
2. / 8. Did you finished the work requested?
3. / 9. On the basis of your previous answer, can you motivate the it?
(please refer to practical examples, critical points of workflow, …)
4. / 10. How much are you satisfied with your work?
5. / 11. How do you judge the total workload? (Referring to the time dedicated in Joensuu to the discipline)
6. / 12. Do you have some suggestions to improve the learning material?

The section of the questionnaire has been organised to investigate, for each discipline, the students' experience of the DD as a learning path, also in terms of suggestions for improvement.
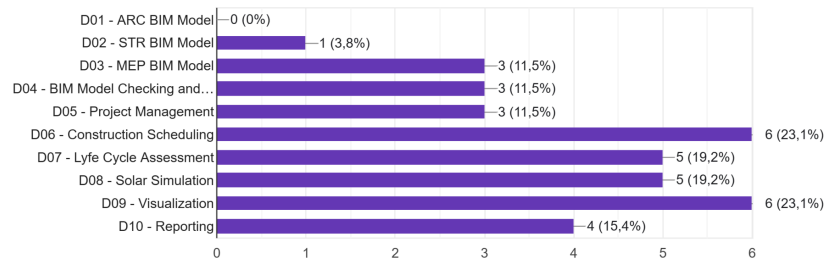
1. Can you please select the first discipline you work on?
26 risposte

Discipline	Value
D01 - ARC BIM Model	7 (26,9%)
D02 - STR BIM Model	9 (34,6%)
D03 - MEP BIM Model	2 (7,7%)
D04 - BIM Model Checking and…	2 (7,7%)
D05 - Project Management	6 (23,1%)
D06 - Construction Scheduling	1 (3,8%)
D07 - Lyfe Cycle Assessment	3 (11,5%)
D08 - Solar Simulation	2 (7,7%)
D09 - Visualization	1 (3,8%)
D10 - Reporting	3 (11,5%)

7. Can you please select the second discipline you work on?
26 risposte

| Discipline	Value
D01 - ARC BIM Model	0 (0%)
D02 - STR BIM Model	1 (3,8%)
D03 - MEP BIM Model	3 (11,5%)
D04 - BIM Model Checking and…	3 (11,5%)
D05 - Project Management	3 (11,5%)
D06 - Construction Scheduling	6 (23,1%)
D07 - Lyfe Cycle Assessment	5 (19,2%)
D08 - Solar Simulation	5 (19,2%)
D09 - Visualization	6 (23,1%)
D10 - Reporting	4 (15,4%)

Considering the received design task and learning materials, the majority of students (76,9% and 84,6%) reported to finished totally their work under their specific disciplines (each student worked on two disciplines):
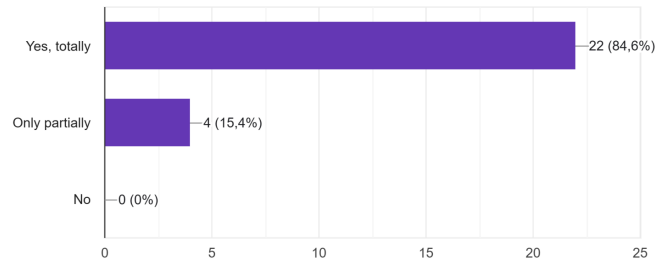
2. Did you finish the work requested?
26 risposte

| Answer	Value
Yes, totally	20 (76,9%)
Only partially	7 (26,9%)
No	0 (0%)
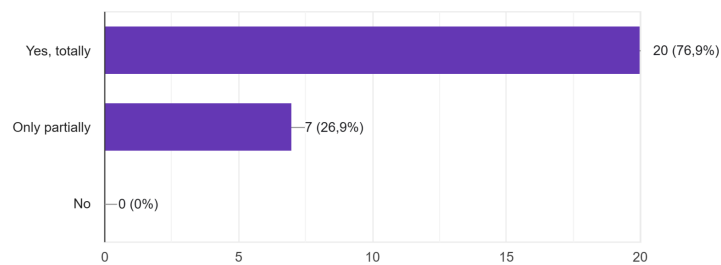
8. Did you finish the work requested?
26 risposte

According to students answers, the difficulties in completing the requested work depended from the following points:

- Issues with REVIT and Architectural model in general (ex. cutting floors using steel beams);
- Laptop limits (ex. limited memory and multiple programs made tasks harder)
- Time constraints affected coordination and corrections.
- Communication and coordination between team members could be improved.

Regarding satisfaction with the provided learning material, the students give positive answers:
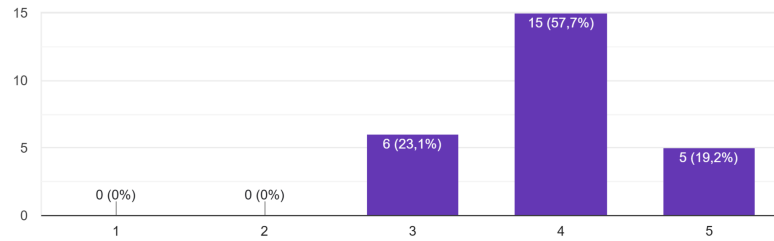
4. How much are you satisfied with your work?
26 risposte
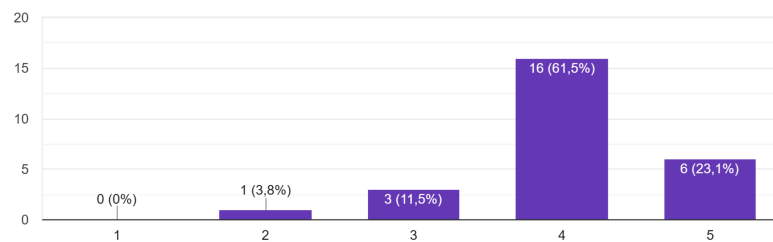
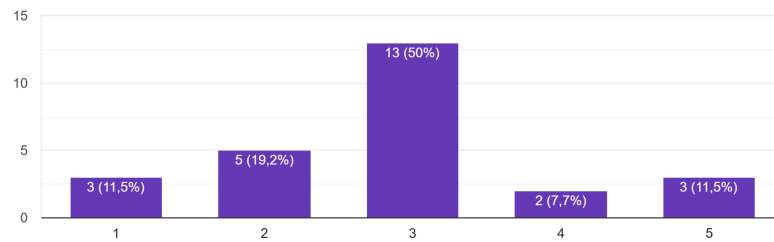10. How much are you satisfied with your work?

26 risposte

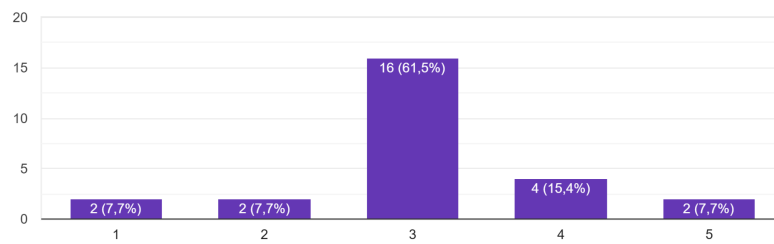Instead the workload is considered too much.

5. How do you judge the total workload? (Referring to the time dedicated in Joensuu to the discipline)

26 risposte

11. How do you judge the total workload? (Referring to the time dedicated in Joensuu to the discipline)

26 risposte

Not so many suggestions to improve the learning materials were given.

B. Digital Environment

1. Considering the criticalities of the DD digital environment, do you have any other suggestions for improvement?

Not so many suggestions have been provided by students to improve the DD digital environment. Most of them agree with the Digital environment used in DD experience.

answers:

1. No
2. No
3. Computers from the university
4. I think all softwares functioned correctly.
5. No, everything's fine
6. It would be good improvement to have the teachers answer the problems via the digital environment.
7. Good
8. The page where we did the BIM course could be more intuitive
9. Generally no
10. No it was good
11. The Moodle was at times down and some systems didn't have support in both countries. I don't know how to fix that though, probably just trial and error.
12. Testing of the programms and connections, so everything is ready to go in the beginning
13. I don't have any idea
14. Maybe have a better description for the visualization, on what to display
15. Preperation of students before competition
16. Maybe focus on the important Phases more and cut out like Solar Simulation, because it is only one Person working on it and has not so much to do with the BIM Learning. Therefore the Models and The checking could be more advanced to even it out.
17. less time and much work
18. Every thing was great

C. BIM Adoption
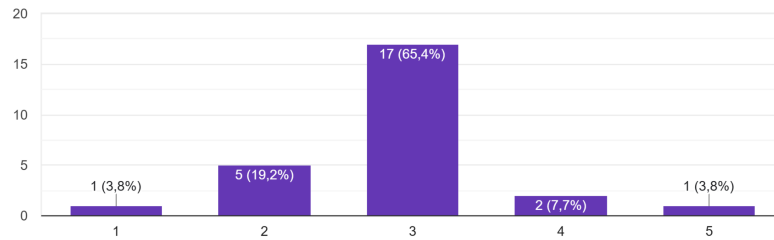
1. How do you evaluate the use of BIM?
2. Did the use of BIM in the competition reflect your expectation?
3. In your opinion, how much did you increase your BIM skills?

According to students' answers , the use of BIM in the DD is
considered quite satisfactory, with just six answers reporting a
negative judgement.
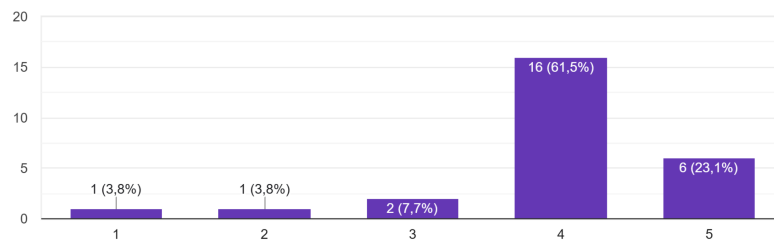
1. How do you evaluate the use of BIM?
26 risposte

But anyway the use of BIM reflected the initial expectations of
students, so confirming expectations/results.

2. Did the use of BIM in the competition reflect your expectation?
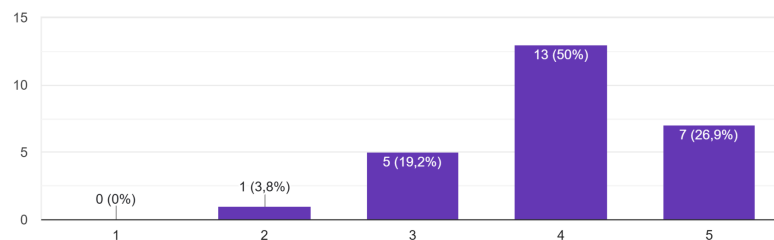26 risposte

Even if with very different degrees of accordance, more than 70% of
students considered the DD improving their BIM skills.

3. In your opinion, how much did you increase your BIM skills?
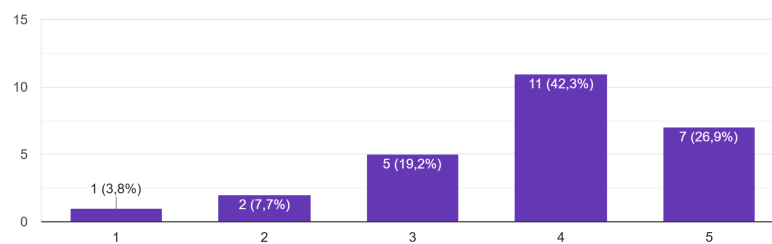26 risposte

D. Design Competition

1. How stimulating was the design competition for you?
2. Please list what you like and what you dislike.

The opinions about the design competition's format in terms of positive stimuli are positive:

1. How stimulating was the design competition for you?
26 risposte

According to students, the design competition experience had several positive aspects: Students overwhelmingly felt that the skills gained in this course would be valuable for their careers, especially in BIM and digital project management. They highlighted the importance of problem-solving, teamwork, and technological proficiency. Many students appreciated the opportunity to work in an international environment and gain exposure to different approaches. While some wished for more time to fully explore the topics, the majority agreed that the hands-on nature of the course provided a strong foundation for their future careers. A few students suggested the inclusion of design tasks to allow for more creative freedom. The overall organization of the course, including the structured learning and teamwork, was well received.

answers

1. Learn new things. More time. Better introduction.
2. i liked the click tutorials, instructions and that it was clearly reported what the evaluation criterias were.
3. LIKE: group work, learning new skills
4. DISLIKE: maybe the teams could design something of their own and no only follow directions.
5. I like everything
6. I liked everything
7. Like: the method of learning, software, groupwork, people from different countries
8. Dislike: maybe a bit more clarifications of the project

9. I liked the possibility to practice with him, and the huge material that I have acquired
10. I liked the ability to work together with an entire team at one table unlike Warsaw when we split and it was more stressful. I didn't like that tasks didn't introduce much new knowledge
11. I really enjoyed the use of disciplines and getting to spend time in a different countries. Getting to see some Polish architecture is on top of my list as is working in international teams.
12. I like working in international groups
13. Short amount of time is awans a challenge but I liked the design task.
14. It was not my Task so I had nothing to do with it
15. Group work, but each had its own task, which was combined into a single whole
16. getting to know many new people
17. I dont care about winning, just the experience

E. Collaboration and Support

1. How do you judge the collaboration within your team?
2. According to your opinion, was the distribution of the workload equilibrated for each member of the team?
3. If not, please explain why.
4. Please list what went well and what was bad in your team working experience.
5. How do you evaluate the support of tutors?
6. Do you have any suggestions to improve collaboration and support in the DD?

The majority of students considered positive the collaboration within teams; yes, some bad experiences can be noticed by the three students providing a negative judgement.

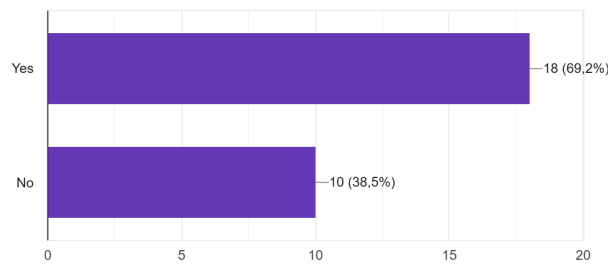1. How do you judge the collaboration within your team?
26 risposte
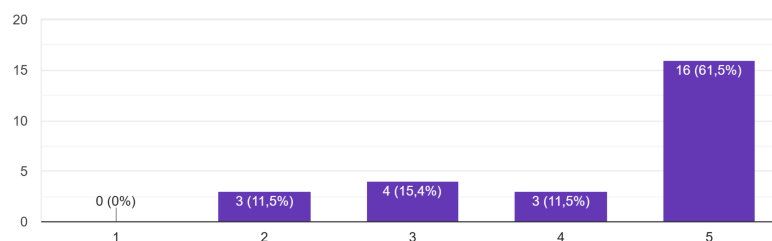
Also the majority of students (69,2%) agreed about the well distribution of the workload in the various disciplines.

2. According to your opinion, was the distribution of the workload equilibrated for each member of the team?
26 risposte

The students' feedback on the distribution of the workload within their team presents a range of perspectives. Some students highlighted imbalances, due to lack of knowledge of Revit from some team's members. Some others noted that disciplines such as Architecture (D01) and Construction (D02) were more difficult than others and with significantly more effort compared to others (ex. D07 or D08), resulting in unequal work distribution.

The students' reflections on their team working experience reveal a mix of positive and negative aspects. On the positive side, many students appreciated the overall teamwork and communication. Some felt their team was calm and supportive, with good communication and workflow. However, several challenges were also identified. A recurring issue was the uneven distribution of knowledge and engagement among team members, leading to frustration and additional pressure on some students. Timing issues were another significant concern, with many students struggling to balance this project with other academic commitments, particularly during exam periods.

The majority of students reported as positive the support of tutors.

5. How do you evaluate the support of tutors?
25 risposte
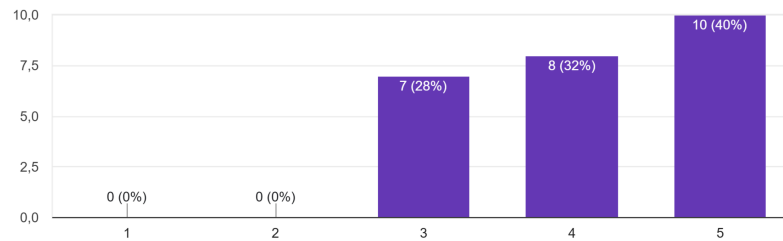
Students offered several suggestions to improve collaboration and support:

1. More click tutorials;
2. Time constraints;
3. Needs more accurate tasks.

F. Value for the Future

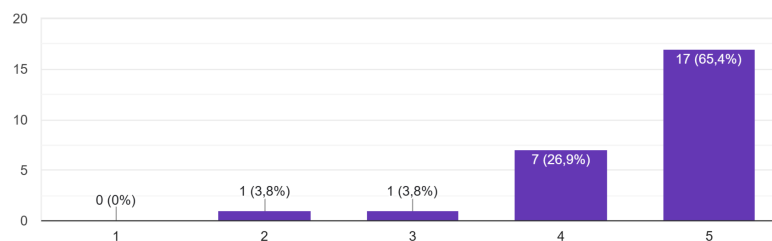*1. How much do you think you are learning from this experience?*
2. Do you have any suggestion to make Digital Decathlon competition more attractive?
3. How much do you value the DD experience in your CV?

Beyond one exclusion, all students considered the Digital Decathlon as a learning experience.

1. How much do you think you are learned from this experience?
26 risposte

Some suggestions have been provided to improve the attractiveness of the DD:
1. Ask for a better preparations of students;
2. Give teams different kind of projects to demonstrate different ideas;
3. Domore advertising to let know students about Digital Decathlon;
4. Not balanced evaluations;

Overall, not all students will value the DD experience in their CV, even if the majority of them will do so.

2. How much do you value the DD experience in your CV?
26 risposte