



Upskilling Preservice Teachers to Support Young Children with Autism Spectrum Disorder through Digital Social Stories

Project number 2024-1-PL01-KA220-HED-000246304

# SATISFACTION SURVEY REPORT TEMPLATE

By Mellis Educational Technologies in cooperation with University of Warsaw



# Table of Contents

Table of Contents.....	2
Disclaimer.....	3
Contributors to the guidebook .....	3
1. Workshop Organisation Satisfaction Survey .....	4
1.1 General Information.....	4
1.2 Introduction and Methodology.....	4
1.3 Poland Survey Results Analysis .....	5
1.3.1. Demographic Features of Survey Respondents .....	5
1.3.2. Results of the Quality Evaluation Survey .....	5
1.4 Romania Survey Results Analysis .....	7
1.4.1. Demographic Features of Survey Respondents .....	7
1.4.2. Results of the Quality Evaluation Survey .....	7
1.5 Spain Survey Results Analysis .....	10
1.5.1. Demographic Features of Survey Respondents .....	10
1.5.2. Results of the Quality Evaluation Survey .....	10
1.6 Türkiye Survey Results Analysis.....	13
1.6.1. Demographic Features of Survey Respondents .....	13
1.6.2. Results of the Quality Evaluation Survey .....	13
1.7 Synthetic Overview.....	15
1.7.1. Quantitative Section (Rating Scale 1–5).....	15
1.7.2. Qualitative Section (Open-Ended Responses).....	15
1.7.3. Performance Indicators .....	16

## Disclaimer

This publication is the workshop satisfaction survey report prepared within the scope of the project “*Upskilling Preservice Teachers to Support Young Children with Autism Spectrum Disorder through Digital Social Stories*” (Project number: 2024-1-PL01-KA220-HED-000246304), Co-funded by the European Union. The views and opinions expressed in this report are those of the author(s) only and do not necessarily reflect the views of the European Union or the National Agency PL01 – Fundacja Rozwoju Systemu Edukacji (FRSE). Neither the European Union nor FRSE can be held responsible for any content included in this publication.

## Contributors to the guidebook

Joanna Madalińska-Michalak, The University of Warsaw

Agnieszka Siedler, The Maria Grzegorzewska University

Anna Odrowąż- Coates, The Maria Grzegorzewska University

Krystyna Heland-Kurzak, The Maria Grzegorzewska University

Ewa Odachowska-Rogalska, The Maria Grzegorzewska University

Sinan Kalkan, Çanakkale Onsekiz Mart University

Mustafa Yunus Eryaman, Çanakkale Onsekiz Mart University

Gonzalo Jover, The University of Complutense in Madrid

Laura Camas Garrido, The University of Complutense in Madrid

Esther Rodrigues Quintana, The University of Complutense in Madrid

Elena Marin, The University of Bucharest

Florentina Ionela Linca, The University of Bucharest

Caner Anda, Mellis Educational Technologies

Elif Anda, Mellis Educational Technologies

# 1. Workshop Organisation Satisfaction Survey

This report template is designed for project partners to summarise the results of the quality evaluation survey (Annex 7) prepared for workshops. This summary will contribute to the comprehensive workshop report (Annex 8), which UNIBUC will ultimately compile.

## 1.1 General Information

<b>Host Partner Organisation:</b>	University of Warsaw / The Maria Grzegorzewska University / University of Complutense in Madrid / Çanakkale Onsekiz Mart University / University of Bucharest
<b>Workshop Name:</b>	Creating Digital Stories for Young Children with Autism Spectrum Disorder
<b>Total Number of Completed Surveys Analysed (N):</b>	<b>61</b>

## 1.2 Introduction and Methodology

The quality evaluation form (Annex 7) was distributed to all participants after the workshop. The purpose of this evaluation was to assess the effectiveness of the workshop and collect feedback for improving future initiatives. The survey results on the Google Forms were analysed by the partner universities to summarise the results in this short evaluation report.

### A. WORKSHOP OBJECTIVES

---

The workshop aimed to achieve the following objectives:

- Introduce the goals, tools, and outputs of the EARLY-ASD project.
- Motivate and empower teachers to actively engage in the co-creation of digital social stories for children with ASD.
- Develop participants' skill in creating digital social stories that support the social, emotional, and communication needs of children with ASD.
- Foster collaboration between preservice teachers, trainers, and stakeholders to co-create meaningful resources for inclusive preschool education.

## 1.3 Poland Survey Results Analysis

### 1.3.1. Demographic Features of Survey Respondents

Summary of the frequency and percentage distribution for each category based on survey questions 1 and 2.

**Number of Completed Surveys Analysed (N): 23**

Table 1. Occupation

Occupation (Q1)	Frequency (n)	Percentage (%)
Psychologist	2	8.7%
Preservice special education teacher	2	8.7%
Current special education teacher	10	43.5%
Current preschool teacher	8	34.8%
Preservice preschool teacher	1	4.3%

### 1.3.2. Results of the Quality Evaluation Survey

For questions 1–19, the frequency distribution for Likert scale items (1=Strongly disagree, 5=Strongly agree) are provided and the key themes derived from open-ended responses are summarised.

#### A. Motivation and Empowerment in Story Creation (Q1–Q6)

Question	(1)	(2)	(3)	(4)	(5)
Q1: The workshop motivated me to contribute...	0%	0%	8.7%	56.5%	34.8%
Q2: The activities encouraged active participation...	0%	0%	8.7%	47.8%	43.5%
Q3: I feel more empowered and confident...	0%	0%	17.4%	56.5%	26.1%
Q4: I intend to apply the knowledge/methods...	0%	0%	17.4%	43.5%	39.1%

Q5: In what ways did the workshop motivate or inspire you to contribute to story creation?

- Summary of key themes/findings:
  - [Theme 1: Practical Application]: Participants were inspired by the hands-on creation of stories and clear instructions.
  - [Theme 2: Resource Sharing]: The use of examples and brainstorming sessions provided a clear path for implementation.

Q6: What aspects of the workshop helped you feel more empowered or confident to contribute?

- Summary of key themes/findings:
  - [Theme 1: Supportive Environment]: Group collaboration and the safe, positive atmosphere were key.
  - [Theme 2: Expert Guidance]: The facilitator's engagement and specific instructions increased confidence.

#### B. Usefulness and Relevance (Q7–Q9)

Question	(1)	(2)	(3)	(4)	(5)
Q7: Useful for professional development	0%	0%	13%	39.1%	47.8%
Q8: Relevant to professional role	0%	0%	17.4%	39.1%	43.5%

Q9: Which aspects of the workshop did you find most valuable or useful to you?

- Summary of key themes/findings:
  - [Theme 1: Methodology]: Practical tips on sentence formulation and building story structures.
  - [Theme 2: Critical Discussion]: Examining topics like how stories can impact "masking" in children with ASD.

### C. Active Engagement & Collaboration (Q10–Q13)

Question	(1)	(2)	(3)	(4)	(5)
Q10: Actively engaged me in learning	0%	0%	4.3%	30.4%	65.2%
Q11: Value the collaborative approach	0%	0%	0%	26.1%	73.9%

Q12: Please describe any activities or elements of the workshop that helped you feel actively engaged or involved.

- Summary of key themes/findings (e.g., mention of group work, story creation, peer feedback):
  - [Theme 1: Group Work]: Collective brainstorming and collaborative story creation.
  - [Theme 2: Discussion]: Engaging in discussions regarding the application of stories.

Q13: What aspects of collaboration with peers or workshop facilitators did you find most valuable?

- Summary of key themes/findings:
  - [Theme 1: Peer Exchange]: Sharing ideas and receiving feedback from other professionals.
  - [Theme 2: Positive Communication]: The ability to ask questions and have an open dialogue with facilitators.

### D. Green Policy and Social Inclusion (Q14–Q15)

Question	(1)	(2)	(3)	(4)	(5)
Q14: Respected green policy principles	0%	0%	0%	0%	100%
Q15: Everyone felt included and welcome	0%	0%	0%	4.3%	95.7%

### E. Most Valuable Aspects of the Event and Suggestions for Improvements (Q16–Q17)

Q16: What did you find most valuable in this workshop?

- Summary of key themes/findings:
  - [Theme 1: Hands-on Experiences]: Creating real stories and receiving immediate feedback.
  - [Theme 2: Knowledge Depth]: Gaining new insights into supporting children with ASD through digital tools.

Q17: What could be improved in future workshops?

- Summary of key themes/findings:
  - [Theme 1: Duration]: Several participants suggested extending the workshop (e.g., to 5 hours) to allow more time for technical work.
  - [Theme 2: Technical tools]: Providing direct access to storytelling apps or software during the session to complete a digital story from start to finish.
  - [Theme 2: Advanced content]: There were offers for more advanced levels for those already familiar with the method.

## 1.4 Romania Survey Results Analysis

### 1.4.1. Demographic Features of Survey Respondents

Summary of the frequency and percentage distribution for each category based on survey questions 1 and 2.

**Number of Completed Surveys Analysed (N): 10**

Table 1. Occupation

Occupation (Q1)	Frequency (n)	Percentage (%)
Preservice preschool teacher	1	10%
Preservice special education teacher	4	40%
Current preschool teacher	3	30%
Academician	1	10%
Other	1	10%

### 1.4.2. Results of the Quality Evaluation Survey

For questions 1–19, the frequency distribution for Likert scale items (1=Strongly disagree, 5=Strongly agree) are provided and the key themes derived from open-ended responses are summarised.

#### A. Motivation and Empowerment in Story Creation (Q1–Q6)

Question	(1)	(2)	(3)	(4)	(5)
Q1: Workshop motivated me to contribute...	0%	0%	0%	30%	70%
Q2: Activities encouraged active participation	0%	0%	0%	30%	70%
Q3: Feel more empowered and confident...	0%	0%	0%	40%	60%
Q4: Intention to apply knowledge/methods...	0%	0%	0%	20%	80%

Q5: In what ways did the workshop motivate or inspire you to contribute to story creation?

- Summary of key themes/findings:
  - [Theme 1: Community and Collaboration]: Participants were inspired by the sense of community, exchanging feedback, and seeing different perspectives.
  - [Theme 2: Project Impact]: Knowing that an official, funded project is taking action to help children with ASD motivated participants to get involved.
  - [Theme 3: Purpose]: The desire to provide high-quality, age-appropriate materials for pupils and help them express themselves with joy.

Q6: What aspects of the workshop helped you feel more empowered or confident to contribute?

- Summary of key themes/findings:
  - [Theme 1: Inclusive Message]: The workshop emphasized that every unique story is worth telling, which helped participants value their own experiences.
  - [Theme 2: Environment]: A positive atmosphere and the flow of ideas between colleagues made participants believe their ideas could truly help.

## B. Usefulness and Relevance (Q7–Q9)

---

Question	(1)	(2)	(3)	(4)	(5)
Q7: Useful for professional development	0%	0%	0%	20%	80%
Q8: Relevant to professional role	0%	0%	0%	20%	80%

Q9: Which aspects of the workshop did you find most valuable or useful to you?

- Summary of key themes/findings:
  - [Theme 1: Clear Implementation]: Clear explanations helped participants understand how to apply the concepts in their work.
  - [Theme 2: Interactive Exercises]: Storytelling exercises and activities that encouraged deep reflection on personal experiences.

## C. Active Engagement & Collaboration (Q10–Q13)

---

Question	(1)	(2)	(3)	(4)	(5)
Q10: Actively engaged me in learning	0%	0%	20%	30%	50%
Q11: Value the collaborative approach	0%	0%	0%	40%	60%

Q12: Please describe any activities or elements of the workshop that helped you feel actively engaged or involved.

- Summary of key themes/findings:
  - [Theme 1: Facilitator Engagement]: The energy and encouragement of the facilitator created a space where everyone's voice felt important.
  - [Theme 2: Direct Interaction]: Discussions, sharing personal opinions, and watching instructional videos.

Q13: What aspects of collaboration with peers or workshop facilitators did you find most valuable?

- [Theme 1: Diverse Perspectives]: Participants found that collaborating with peers made the stories richer and more inclusive.
- [Theme 2: Resource Exchange]: The discussion regarding the need to provide pupils with necessary learning resources.

## D. Green Policy and Social Inclusion (Q14–Q15)

---

Question	(1)	(2)	(3)	(4)	(5)
Q14: Respected green policy principles	0%	0%	0%	20%	80%
Q15: Everyone felt included and welcome	0%	0%	0%	10%	90%

## E. Most Valuable Aspects of the Event and Suggestions for Improvements (Q16–Q17)

---

Q16: What did you find most valuable in this workshop?

- Summary of key themes/findings:
  - [Theme 1: Knowledge and Insights]: Practical insights that helped connect concepts to real-life situations and the international nature of the project.
  - [Theme 2: Emotional Impact]: Several participants noted the workshop had a "strong touch" on them and highlighted a difficult topic that needs more discussion.

Q17: What could be improved in future workshops?

- Summary of key themes/findings:

- [Theme 1: Duration]: A primary suggestion was to allow more time for practical activities and group discussions to further develop the topics.

- [Theme 2: Networking]: Suggestions to invite even more people to participate to grow the network of practitioners.

## 1.5 Spain Survey Results Analysis

### 1.5.1. Demographic Features of Survey Respondents

Summary of the frequency and percentage distribution for each category based on survey questions 1 and 2.

**Number of Completed Surveys Analysed (N): 15**

Table 1. Occupation

Occupation (Q1)	Frequency (n)	Percentage (%)
Preservice special education teacher	1	6.7%
Academician	9	60%
Preservice preschool teacher	2	13.3%
Other	3	20%

### 1.5.2. Results of the Quality Evaluation Survey

For questions 1–19, the frequency distribution for Likert scale items (1=Strongly disagree, 5=Strongly agree) are provided and the key themes derived from open-ended responses are summarised.

#### A. Motivation and Empowerment in Story Creation (Q1–Q6)

Question	(1)	(2)	(3)	(4)	(5)
Q1: Workshop motivated me to contribute...	0%	0%	0%	33.3%	66.7%
Q2: Activities encouraged active participation	0%	0%	6.7%	33.3%	60%
Q3: Feel more empowered and confident...	0%	0%	20%	26.7%	53.3%
Q4: Intention to apply knowledge/methods...	0%	0%	6.7%	26.7%	66.7%

Q5: In what ways did the workshop motivate or inspire you to contribute to story creation?

• Summary of key themes/findings:

◦ [Theme 1: Creative Tools]: Participants felt inspired by the creative tools provided, which helped them feel secure in their ability to design social stories.

◦ [Theme 2: Empathy and Perspective]: Learning to put themselves "in the shoes" of a child with ASD was cited as a major source of motivation.

Q6: What aspects of the workshop helped you feel more empowered or confident to contribute?

• Summary of key themes/findings:

◦ [Theme 1: Simple Guidelines]: Providing simple guidelines and clear indications for scene creation helped participants feel confident.

◦ [Theme 2: Teamwork]: The opportunity for teamwork and group discussion allowed for collective learning and shared imagination.

## B. Usefulness and Relevance (Q7–Q9)

Question	(1)	(2)	(3)	(4)	(5)
Q7: Useful for professional development	0%	0%	6.7%	26.7%	66.7%
Q8: Relevant to professional role	0%	0%	0%	26.7%	73.3%

Q9: Which aspects of the workshop did you find most valuable or useful to you?

- Summary of key themes/findings:
  - [Theme 1: Theory into Practice]: The combination of theoretical explanation followed by immediate practical application was highly valued.
  - [Theme 2: Interactive Exercises]: Participants found it useful to learn the specific types of sentences and linguistic characteristics required for effective social stories.

## C. Active Engagement & Collaboration (Q10–Q13)

Question	(1)	(2)	(3)	(4)	(5)
Q10: Actively engaged me in learning	0%	0%	13.3%	20%	66.7%
Q11: Value the collaborative approach	0%	0%	6.7%	13.3%	80%

Q12: Please describe any activities or elements of the workshop that helped you feel actively engaged or involved.

- Summary of key themes/findings:
  - [Theme 1: Freedom of Creativity]: The freedom to use imagination in creating scripts and scenes kept participants involved.
  - [Theme 2: Direct Interaction]: Constant questioning and the requirement to share stories with the wider group ensured active participation.

Q13: What aspects of collaboration with peers or workshop facilitators did you find most valuable?

- [Theme 1: Peer Exchange]: Some participants valued working with colleagues who already had direct experience with social stories, viewing them as a great source of ideas.
- [Theme 2: Effective Problem Solving]: Doubts and questions were resolved easily through group discussion and facilitator support.

## D. Green Policy and Social Inclusion (Q14–Q15)

Question	(1)	(2)	(3)	(4)	(5)
Q14: Respected green policy principles	0%	0%	6.7%	6.7%	86.7%
Q15: Everyone felt included and welcome	0%	0%	0%	13.3%	86.7%

## E. Most Valuable Aspects of the Event and Suggestions for Improvements (Q16–Q17)

Q16: What did you find most valuable in this workshop?

- Summary of key themes/findings:
  - [Theme 1: Practical Realism]: Practical insights that helped connect concepts to real-life situations and the international nature of the project.

- [Theme 2: Supportive Facilitation]: Having constant support from the speakers while putting theory into practice.

Q17: What could be improved in future workshops?

- Summary of key themes/findings:

- [Theme 1: Duration]: A strong consensus that the workshop should be **longer** to allow more time for preparation and exploration of the topics.

- [Theme 2: Group size]: A suggestion was made to keep working groups even smaller to facilitate deeper discussion.

## 1.6 Türkiye Survey Results Analysis

### 1.6.1. Demographic Features of Survey Respondents

Summary of the frequency and percentage distribution for each category based on survey questions 1 and 2.

**Number of Completed Surveys Analysed (N): 15**

Table 1. Occupation

Occupation (Q1)	Frequency (n)	Percentage (%)
Preservice special education teacher	3	23.1%
Academician	1	7.7%
Current special education teacher	6	46.2%
Preservice preschool teacher	3	23.1%

### 1.6.2. Results of the Quality Evaluation Survey

For questions 1–19, the frequency distribution for Likert scale items (1=Strongly disagree, 5=Strongly agree) are provided and the key themes derived from open-ended responses are summarised.

#### E. Motivation and Empowerment in Story Creation (Q1–Q6)

Question	(1)	(2)	(3)	(4)	(5)
Q1: The workshop motivated me to contribute...	0%	0%	0%	15.4%	84.6%
Q2: Activities encouraged active participation	0%	0%	0%	15.4%	84.6%
Q3: I feel more empowered and confident...	0%	0%	0%	23.1%	76.9%
Q4: I intend to apply the knowledge/methods...	0%	0%	0%	15.4%	84.6%

Q5: In what ways did the workshop motivate or inspire you to contribute to story creation?

- Summary of key themes/findings:
  - [Theme 1: Diverse Perspectives]: Listening to other participants' viewpoints helped in looking at stories from different angles.
  - [Theme 2: Collaboration]: Working together provided a motivating path for developing social stories.
  - [Theme 3: Expert Insight]: Hearing important information from speakers regarding future professional use was highly inspiring.

Q6: What aspects of the workshop helped you feel more empowered or confident to contribute?

- Summary of key themes/findings:
  - [Theme 1: Non-judgemental environment]: Participants felt free to share thoughts without fear of criticism.
  - [Theme 2: Assistive Technologies]: Understanding the link between ASD and digital tools increased self-confidence.
  - [Theme 2: Interactions]: Intense communication and being listened to supported a sense of professional strength.

#### F. Usefulness and Relevance (Q7–Q9)

Question	(1)	(2)	(3)	(4)	(5)
Q7: Useful for professional development	0%	0%	0%	30.8%	69.2%
Q8: Relevant to professional role	0%	0%	0%	30.8%	69.2%

Q9: Which aspects of the workshop did you find most valuable or useful to you?

- Summary of key themes/findings:
  - [Theme 1: Enrichment through Exchange]: Exchanging ideas with people from different backgrounds helped enrich the story content.
  - [Theme 2: Child-centred Thinking]: Creating social story scenes and dialogues was seen as a key practical benefit and Learning to think like a child with ASD to reduce complex emotions to understandable levels.

#### G. Active Engagement & Collaboration (Q10–Q13)

Question	(1)	(2)	(3)	(4)	(5)
Q10: Actively engaged me in learning	0%	0%	0%	23.1%	76.9%
Q11: Value the collaborative approach	0%	0%	0%	0%	100%

Q12: Please describe any activities or elements of the workshop that helped you feel actively engaged or involved.

- Summary of key themes/findings:
  - [Theme 1: Small group efficiency]: Sharing ideas in smaller groups made participants feel more effective.
  - [Theme 2: Problem Solution Logic]: Identifying a real-world ASD problem and creating a story as a solution ensured full involvement.
  - [Theme 3: Visual Participation]: Drawing scenes and taking notes on discussed topics kept participants engaged.

Q13: What aspects of collaboration with peers or workshop facilitators did you find most valuable?

- [Theme 1: Respectful Debate]: The presence of a respectful environment for discussion was highly valued.
- [Theme 2: Collective Completion]: Participants appreciated how they completed each other's missing points through shared opinions.

#### H. Green Policy and Social Inclusion (Q14–Q15)

Question	(1)	(2)	(3)	(4)	(5)
Q14: Respected green policy principles	0%	0%	7.7%	15.4%	76.9%
Q15: Everyone felt included and welcome	0%	0%	0%	0%	100%

#### E. Most Valuable Aspects of the Event and Suggestions for Improvements (Q16–Q17)

Q16: What did you find most valuable in this workshop?

- Summary of key themes/findings:
  - [Theme 1: Shared Production]: The experience of producing something together in a supportive environment.
  - [Theme 2: Awareness]: Increasing sensitivity towards children with ASD and finding solutions to their daily challenges.

Q17: What could be improved in future workshops?

- Summary of key themes/findings:
  - [Theme 1: Duration]: Increasing the duration specifically allocated for feedback.
  - [Theme 2: Advanced Tools]: Introducing work environments that utilize Artificial Intelligence (AI).

## 1.7 Synthetic Overview

This report synthesises findings from the Teacher Workshops conducted across four partner locations: Poland, Romania, Spain, and Turkey. A total of 61 participants provided feedback across these sessions, comprising 23 from Poland, 10 from Romania, 15 from Spain, and 13 from Turkey.

The participants included a diverse mix of preservice and in-service teachers, psychologists, academic staff, and ICT experts. The main trends across all data sets indicate exceptionally high levels of satisfaction, with participants particularly valuing the practical application of social story creation and the collaborative, supportive environment fostered during the sessions.

### 1.7.1. Quantitative Section (Rating Scale 1–5)

The quantitative results demonstrate a strong positive reception across all core areas of the evaluation.

#### Usefulness of the Workshop

The workshops were overwhelmingly perceived as beneficial for professional development. In Poland, 86.9% of participants rated usefulness as a 4 or 5. In Romania and Turkey, 100% of participants gave these top ratings, while in Spain, the figure was 93.4%.

#### Relevance of Content to Professional Practice

Participants found the content highly applicable to their specific roles. Combined data shows that 82.6% of Polish participants, 100% of Romanian participants, 100% of Spanish participants, and 100% of Turkish participants rated the relevance of the content as a 4 or 5.

#### Intention to Apply Acquired Knowledge/Methods

There is a very high commitment to using the workshop findings in practice. Ratings of 4 or 5 for this metric were provided by 82.6% of participants in Poland, 100% in Romania, 93.4% in Spain, and 100% in Turkey.

### 1.7.2. Qualitative Section (Open-Ended Responses)

#### Highlights and Most Valuable Aspects:

##### Practical Creation

Participants across all workshops frequently cited the hands-on experience of creating social stories as the most valuable element.

##### Collaboration

The exchange of ideas and peer feedback was highly praised, with many noting that working in groups helped them see different perspectives and gain confidence.

##### Empowerment

Many participants reported feeling more empowered and inspired to support children with ASD, noting that the workshops provided clear, simple instructions for complex tasks.

##### Inclusivity and Atmosphere

The supportive and safe environment, where everyone's voice was heard and digital/eco-friendly policies were respected, was a recurring highlight.

#### Suggestions for Improvement:

##### Increased Duration

The most common suggestion was to extend the duration of the workshops to allow more time for in-depth discussion and the further development of practical materials.

##### Advanced Content

Some participants suggested including more advanced levels for those already experienced with social stories or providing more theoretical depth.

### Technical Tools

There were requests for more immediate access to specific digital applications or platforms to facilitate the technical side of story creation during the session.

### Examples

Providing even more ready-to-use examples or stories that can be applied immediately in the classroom was highlighted as a potential enhancement.

## 1.7.3. Performance Indicators

Based on the synthesis of the data, the following project indicators have been met:

Indicator	Status
At least 80% of participants rated the workshop as useful/informative.	MET
Across all partners, the combined percentage of participants rating usefulness as 4 or 5 was approximately 93.4% (57 out of 61 participants).	

Indicator	Status
At least 80% of participants declared an intention to apply the acquired knowledge in practice.	MET
The combined data shows that approximately 91.8% (56 out of 61 participants) intend to apply what they learned (Rating 4 or 5).	