WWJMRD 2019; 5(5): 24-34
www.wwjmrd.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615

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E-learning program: «Introduction to the science of Folk Culture»: Evaluation of the semester course: « Contemporary Horizons of Folklore Studies, (Gender, Internet and Education) »

Alexandros Kapaniaris, Maria Gasouka, Manolis Varvounis

Abstract
The subject of this essay is the evaluation of the e-learning program "Contemporary Horizons of Folklore Studies, Gender, Internet and Education" which was a part of a 3-year program "Introduction to the Science of Folk Culture". In particular, the research which focuses on the evaluation of the semester course "Contemporary Horizons of Folklore Studies, Gender, Internet and Education" was conducted under the scientific supervision of the Folklore Laboratory and Social Anthropology of the Department of History and Ethnology of Democritus University of Thrace with the collaboration of the Department of Preschool Sciences Education and Educational Planning of the University of the Aegean. This attempt was supported by the Academy of Folk Culture & Local History of the Cultural Organization "Magniton Kivotos'', in aid of the rescue of the cultural inventory of the Holy Metropolis of Demetrias and Almiros. The purpose of the research was to investigate whether the trainees during the second semester understood notions and terms related to the contemporary horizons of folklore studies, such as gender, internet, and education. The semester course "Contemporary Horizons of Folklore Studies, Gender, Internet and Education" follows the logic of Massive Open Online Courses throughout the thematic units of folk culture.

Keywords: Folk Culture, Educational Programs, E-Learning, MOOC, Digital Ethnography, Internet

1. Introduction

The curriculum of the semester course "Contemporary Horizons of Folklore Studies (Gender, Internet and Education)" focuses on fundamental beliefs, values, social choices etc. as well as, on aesthetic perceptions of modern society, the knowledge of the evolution of folklore, theory and research, on issues of its relation with other bordering sciences, and on the criticism that is being exercised on these topics. It also puts emphasis on modern searches and the redefinition of the objectives and tools and additionally, on the relationships and influences that this science receives from various movements such as postmodernism, feminism, post-colonial theories, gender theories etc. Special prominence is also given to the study of the contribution of the analytical category "Gender" to the renewal, modernization and democratization of folklore studies, the internet and its ethnography, the new research of folklore research and the approach of folklore, as opposed to the until recently dominant perceptions, as a means and vehicle of approaching and accepting diversity in the relations between cultures, ethnic groups, diverse groups of people, social classes and sections, social gender, sexuality, religion etc. (Gasoukas & Foolidis 2014). The e-learning program « Contemporary Horizons of Folklore Studies, (Gender, Internet and Education) » started during the winter semester of 2018-19 and its total duration is three academic years (six semesters) The philosophy behind the design of the e-learning semester course in folklore, shares several common features with the axes and designing factors of Massive Open Online Courses (MOOCs).More specifically, the e-learning semester course « Contemporary Horizons of Folklore Studies, (Gender, Internet and Education) »offered by the Academy of Folk Culture & Local History hold the following characteristics: a) Tuition is free, b) Mass

Participation (for Greece and other countries), c) No special requirements or restrictions, d) Second chance for adults, e) Democratization, f) Structure according to academic semesters and fortnights, g) Asynchronous e-learning combined with optional synchronous or live session, h) Learning communities (debates on every separate unit and on the whole program), i) Two training circles, j) 3 final examination periods, k) Evaluation of the program, l) Digital Certification of attendance and successful completion. (Kapaniaris & Varvounis 2019a:23-25).

2. Specifications- requirements of the e- learning program

Learners, except for the study material (course book) for each semester, ought to have studied on a fortnight basis on the moodle platform, additional pdf/ ppt files, links on external websites, theory enriched with images and links, additional bibliography and webography, videotaped lectures, examples/exemplary exercises, self-assessment exercises, case studies, shapes charts-tables, video presentations. Additionally they were required to answer a quiz with 10 True or False questions, to participate in the forum and alternatively attend the two-hour seminar either physically or via YouTube live or the video saved on the moodle platform. The academic coordinator responsible for each fortnight was different; however, there was one scientific coordinator responsible for the whole semester. Moreover, at the beginning of the semester, a text book for the whole semester was suggested.

At the end of the program, in order for the participants to successfully complete the course and acquire the relevant certification, they had to score 60% in a total of 60 questions based on the syllabus studied during all the six-fortnights. However, a prerequisite for the participation in this final quiz was the successful completion with at least 60% score in the three of the six-fortnight- quizzes of the semester. (Kapaniaris & Varvounis 2019a:27).

3. Content of the program (cognitive subject)

The second semester of the one-year e-learning program "Introduction to Folklore" aim to help and reinforce the trainees in order to acquire a theoretical background so as to understand fundamental beliefs, values, social choices, etc., as well as the aesthetic perceptions of modern society, the knowledge of the evolution of folk theory and research. The content of the first semester was related to the following teaching subjects:

a) New data in folkloric studies: the contemporary people of folklore, ethnography as a research method and the redefinition of the notion "tradition"
b) Popular culture and gender. The representation of women in folk fairytales.
c) From ancient therapists to women of folk medicine and colloquial medicine,
d) Modern aspects of folk culture: Gender, Body and Fashion,
e) Folk culture and Education,
f) Folklore and digital Ethnography.

4. Methodology of the research

The research was designed to evaluate the effectiveness of a set of teaching interventions (through the moodle platform) through an experimental pre control / post-control project of a distance learning team of archival ethnographers. The ultimate goal of the program was for the learners to be able to continue and understand other more specialized subjects of the science of folklore in the next five semesters of the programs. The method followed during the implementation of the research was a combination of both qualitative and quantitative research. In particular, the Pre Post data collection tool was used for quantitative research: A questionnaire through a google form was used as a tool for collecting data. This questionnaire was conducted twice, before the teaching interventions (time: Pre) and at the end of the teaching interventions (time: Post). This tool mainly investigated the cognitive subject, the objectives and the expectations related to the professional improvement and finally, the influence of ICTs throughout the process (informational literacy). (Robson, 2007:150). The questions were mostly closed-ended and referred to the evaluation of several factors of the method with Likert's 5-level scale sub-questions. Regarding the qualitative research, fieldwork research/diary of teaching interventions, were used: Throughout the process of teaching interventions by the teacher, the researcher, acting as an observer, held detailed diary notes as a fieldwork observational tool. The teaching interventions were recorded in video and later posted on the platform allowing detailed recording, thus enhancing research with the use of quality tools as well (Robson, 2007:306-307; Kapaniaris & Varvounis 2019b:98).

5. Procedure of the research – Distribution of the questionnaire

The present research was conducted from 1 October 2018 until the end of January 2019. The target group related to the research was 42 people who successfully completed both times the questionnaire and attended the e learning semester course « Contemporary Horizons of Folklore Studies, (Gender, Internet and Education) » during the 2nd semester (spring semester 2018- 19). Nonetheless, the people who have attended and completed the semester course were 70. In order for the tool to be distributed to the participants (target group of the research), Google forms were used in two separate stages. A) initial stage (pre-test) ie, before attending the course so as to capture the expectations and opinions of the participants on a number of issues; b)final (post-test) ie, after the completion of the course so as to capture the final opinion after the completion of the participation. All trainees participated voluntarily, their responses of the individuals were respected and there was absolute confidentiality. Completion time is estimated at 8 minutes.

6. Evaluation Questionnaire

The questionnaire consists of three question sets. The questions are grouped as follows: A. Demographic data reported, B. Aim and expectations, C. Knowledge, skills and competences in ICTs. Section A included: a) Age, b) Gender, c) Education, d) Profession, e) Residence In Section B were included: a) A set of questions where aim - data obtained are captured. It includes 8 questions that are graded using a 4-digit scale (likert scale) where the value 1 corresponds to the I Am Very Interested option and the value 4 to Not Interested At All. The section concludes to an open-ended question other. b) A set of questions where expectations – data improved are recorded. It includes 8 questions that are graded using a 4-digit scale (likert scale)

where the value 1 corresponds to the Utterly Desirable option and the value 4 to Udesirable. The section concludes to an open-ended question other. In Section C were included: a) A set of questions where experience is evaluated in terms of participation and mainly thematic content. It includes 6 questions that are graded using a 4-digit scale (likert scale) where the value 1 corresponds to the Very Good option and the value 4 to Not Good At All. b) A set of questions where knowledge and skills are assessed based on participation. It includes 5 questions that are graded using a 45-degree scale (likert scale) where the value 1 corresponds to the Advanced Level option and the value 5 to I Don‟T Have Any Knowledge/Skills. It is obvious, that in all questions using the likert scale, the value 1 corresponds to the more positive answer or, in general, to the answer that depicts high expectation, desire, goal, knowledge and ability while a decrease in scale value indicates a lower assessment of the above.

7. Participants in the research

The sample of this research depicts the final linking between the two time phases of the research and finally the participation of those who completed the questionnaires for each phase, successfully.

The final sample consists of 41 individuals with the following characteristics:

Main age group: 35-54 with 67% participation rate while the remainder was distributed to the rest of age groups, almost equally.

- In terms of gender, 24,4% were men, while female participation was higher with a final participation rate of 75,6%
- Regarding the level of education: 24,4 % stated that they hold a certificate of graduation from Lyceum, 39% holding a university degree from Higher Education (AEIs/TEIs), 36,6% holding post-graduate titles.
- Regarding the participants profession, 42% of the participants, which is the highest rate, are working in the field of education, while the remainders are people involved in various professions.
- Finally, apropos the country of residence, the total number of people involved in the course live in Greece, 35.7% declared Volos as their place of residence with the remainder being distributed to the rest of the country.

Percentage distribution bar chart (Chart 1-4)

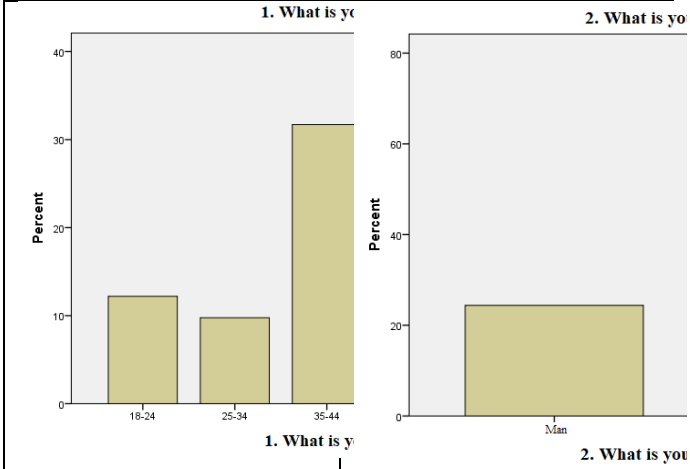

Chart 1: What is your age?

Chart 2: What is your gender?

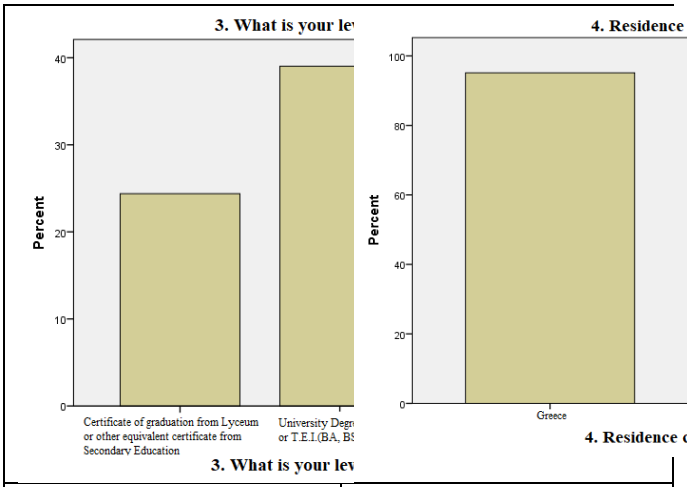

Chart 3: What is your level of education? a) certificate of graduation from Lyceum or other equivalent certificate from Secondary Education b) University Degree from A.E.I or T.E.I.(BA, BSc, other) c) Post Graduate Degree (MA, MSc, MBA, other), d) PhD

Chart 4: Residence country

8. Results

In the following units, the results of the research are presented. Initially, the evaluation of the endeavor is presented in two phases: starting and final time, pre and post application phase. The presentation is realized by reporting the distribution of answers for each question and each pair of time application following the likert scales. At the same time, supporting graphs are presented and in particular comparative percentage distribution bar charts. In order to make the results more comparable and also to determinate any statistically significant difference in pre and post-procedure assessments, inspection pairwise is applied on average values in the sample. Answers have been matched to each subject placed under inspection in pairs of questions before and after the procedure. The research question essentially examined is: Are there any significant differences in learners' rating regarding their expectations and their final assessment after the intervention has taken place? The presentation of the variables is based on the original structure of the tool. The inspection concerns average value control by applying a t test to paired observations an on a level of significance p = 0,05. Moreover, answers are monitored irrespective of gender in order to ascertain whether or not there is a different behavior between the two genders. Given that in this case the likert score is used as a continuous variable, the inspection is related to the degree of dependence of the variables of the questionnaire with parametric t test for independent samples. The level of significance being used again is p = 0, 05. The analysis of the sample was done using the Statistical Package (SPSS 20).

8.1 Aims/ Expectations

In this part of the research, the aim and expectations (pre and post) of the six- month course were investigated. More specifically, the investigation focuses on the motives and expectations of participants in the semester course. Overall, a general observation concerns the high concentration of response rates in the "I am interested" and "I am very

interested" options. This shows a high percentage of expectations and expected goals. Comparison with response distributions at the time "post" is only possible in the first question and shows confirmation of initial expectations. Other questions were not answered "post" the procedure.

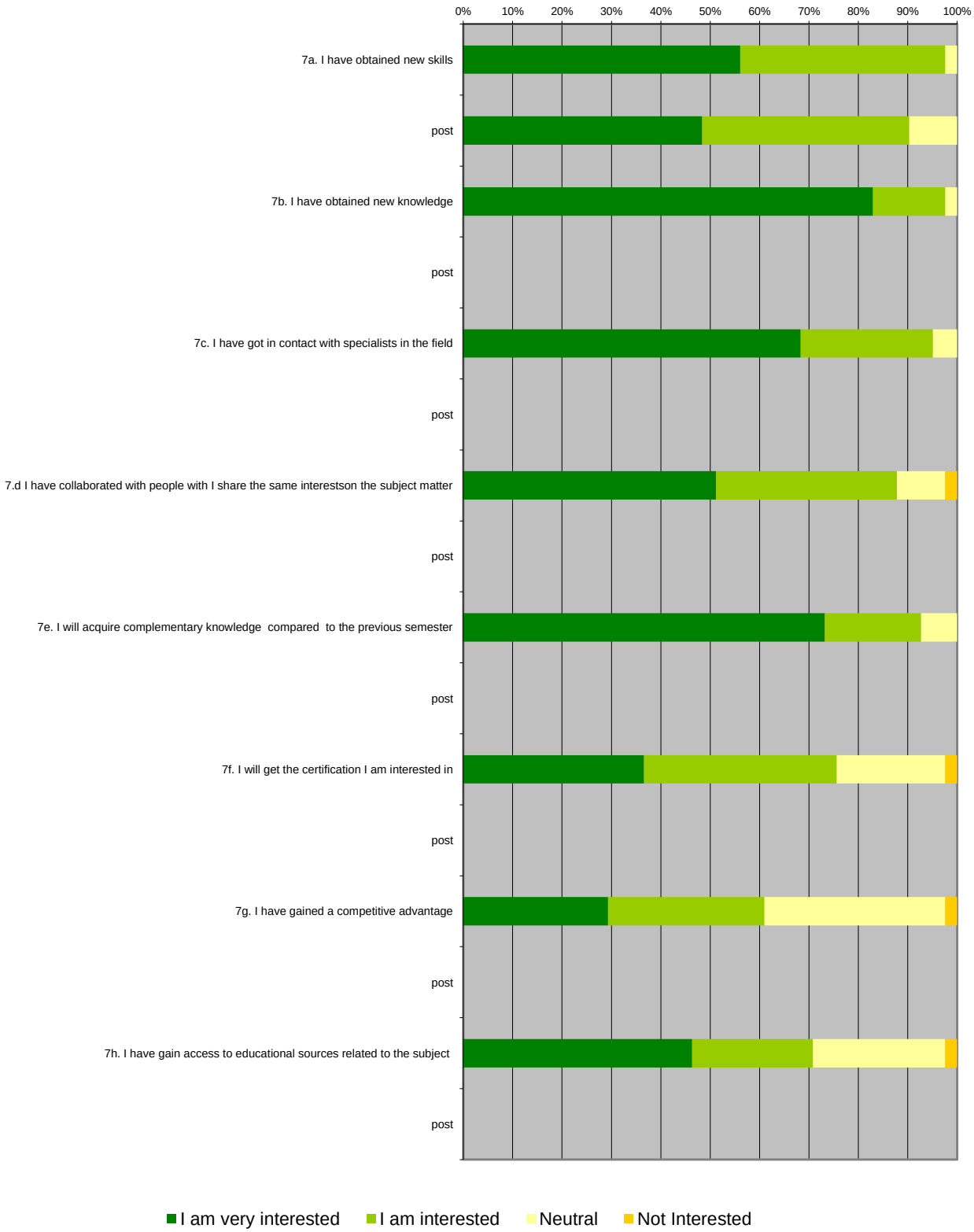

Chart 5: Aims and Expectations

9.2 Additional Aim- Expectations in relation to workplace

Listed below are the complementary aims before and after the procedure related to the utilization of the knowledge and skills acquired in the training program, in their workplace.

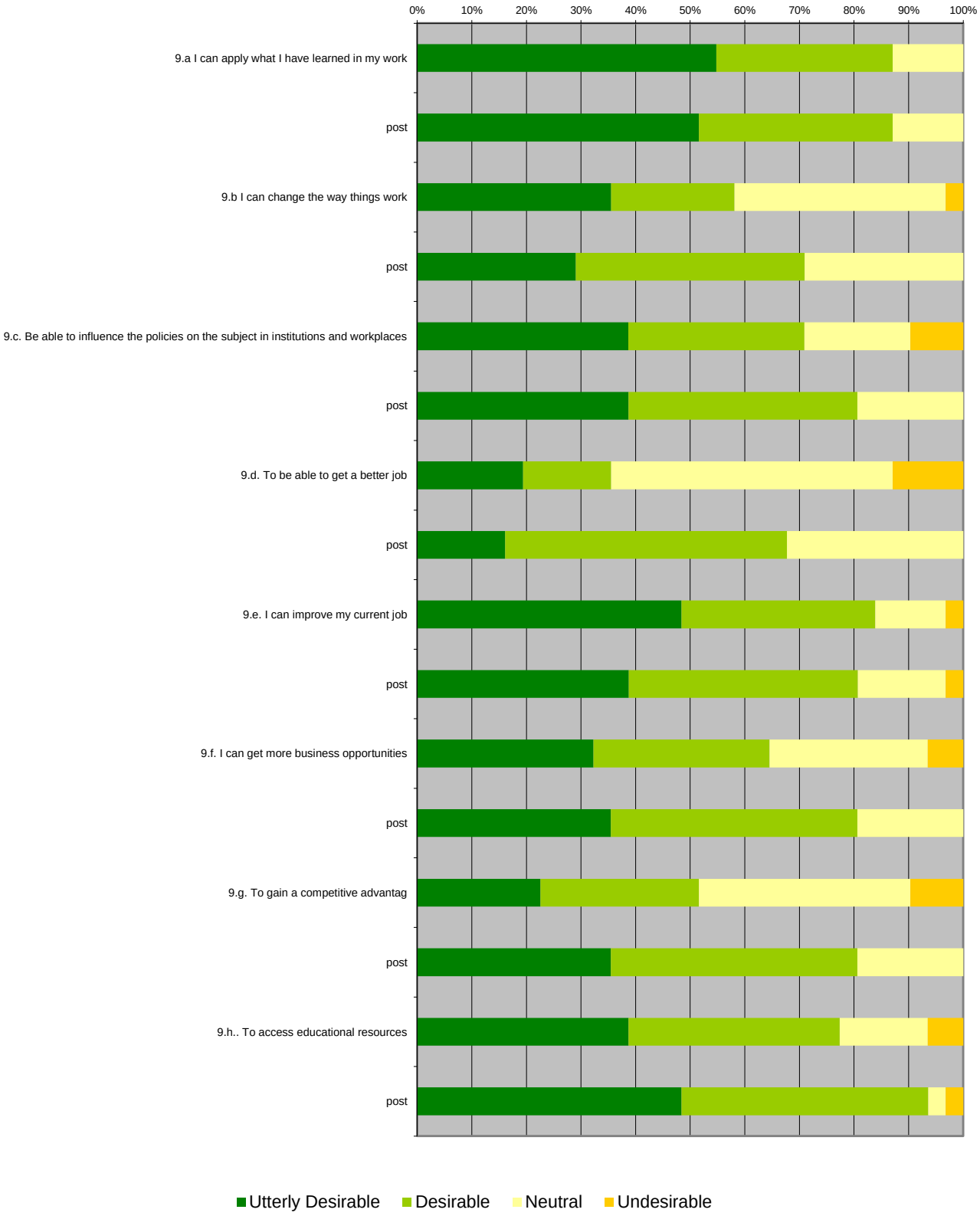

Chart 6: Knowledge Skills Abilities in relation to workplace

Again, the overall overview depicts a high concentration of responses to choices that are utterly desirable or desirable, which means that the set of options describes elements that are assessed as important in terms of the aim set by the trainees. Where responses were recorded at the 'post' time, they showed a similarly high concentration on the same categories and thus maintaining initial expectations.

9.3 Exploring the cognitive subject of the course:
In this part of the research were investigated (pre-post), the teaching objects of the six-fortnights of the cognitive subject related to the contemporary horizons of folkloric studies and are presented in detail in the bar chart below. In the case of the supplementary categories, the main tendency concerns the absence of complementary responses.

Table 1: Distribution of frequencies and percentages of individual variables at the initial and final moment regarding the cognitive subjects of the course

	Advanced		Good		Neutral		Not Good	
	N	%	N	%	N	%	N	%
11.a.New data in folkloric studies: the contemporary people	6	14,6%	22	53,7%	10	24,4%	3	7,3%
Post	27	65,9%	14	34,1%	0	0,0%	0	0,0%
11.b.Ethnography as a research method and the redefinition of the notion “tradition”	4	9,8%	19	46,3%	16	39,0%	2	4,9%
11.c.Methods and tools of Folklore	8	19,5%	20	48,8%	11	26,8%	2	4,9%
post	0	0,0%	0	0,0%	0	0,0%	0	0,0%
11.d.Popular culture and gender. The representation of women in folk fairytales	6	14,6%	14	34,1%	15	36,6%	6	14,6%
post	27	64,3%	15	35,7%	0	0,0%	0	0,0%
11.e.From ancient therapists to women of folk medicine and colloquial medicine	3	7,3%	15	36,6%	14	34,1%	9	22,0%
post	31	73,8%	11	26,2%	0	0,0%	0	0,0%
11.f.Modern aspects of folk culture: Gender, Body and Fashion,	4	9,8%	19	46,3%	14	34,1%	4	9,8%
Post	27	64,3%	15	35,7%	0	0,0%	0	0,0%
11.g.Folk culture and Education	7	17,1%	17	41,5%	15	36,6%	2	4,9%
Post	27	64,3%	15	35,7%	0	0,0%	0	0,0%
11.h.Folklore and digital Ethnography	3	7,3%	17	41,5%	13	31,7%	8	19,5%
Post	28	66,7%	14	33,3%	0	0,0%	0	0,0%

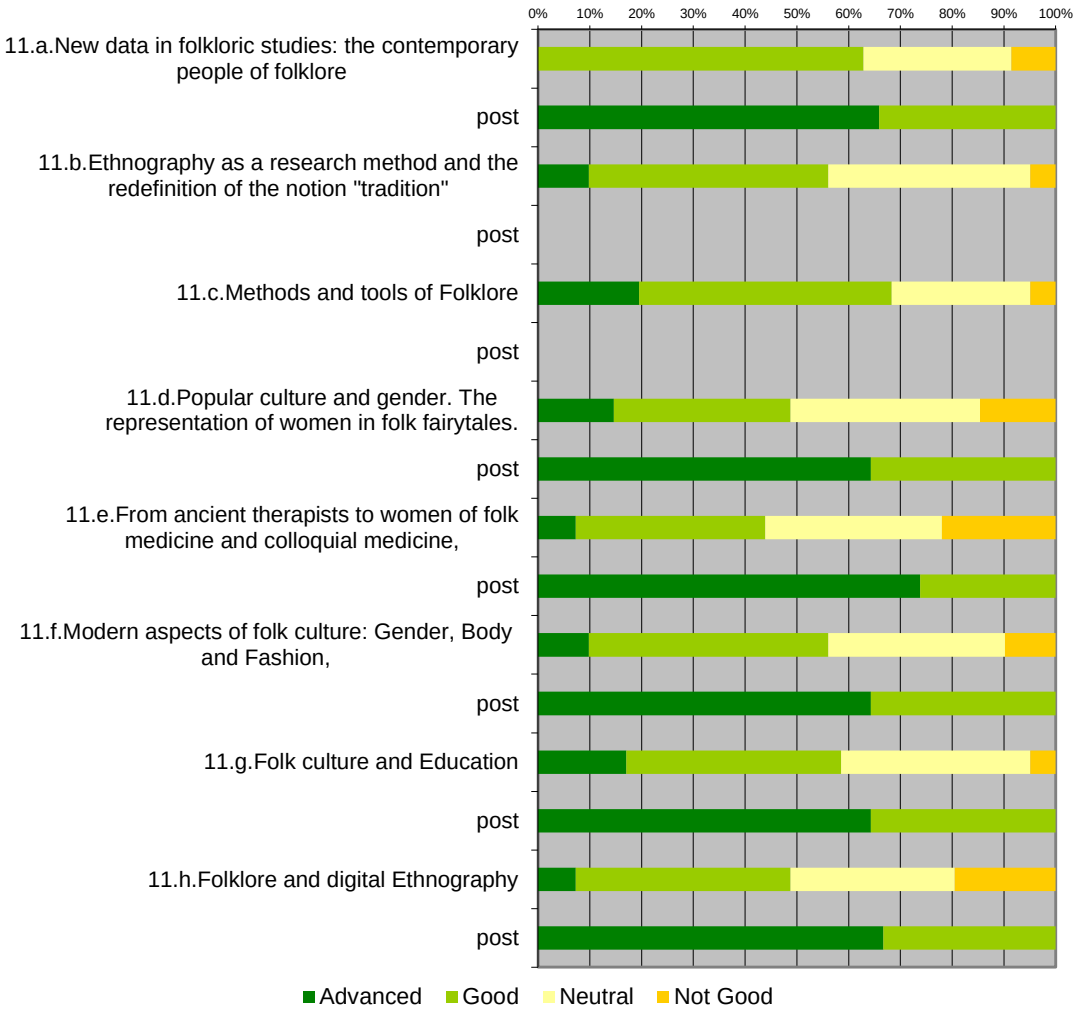

Chart 7: Exploring aims and expectations regarding the cognitive subject of the course

Where responses were recorded at the 'post' time, they showed a similarly high concentration on the same categories and thus maintaining initial expectations. . In the case of the supplementary categories, the main tendency concerns the absence of complementary responses.

Finally, self - assessing the knowledge and skills of the proposed categories, it is apparent that individuals originally choose the answers "advanced" or "good" while after the intervention, the highest rates are depicted in the first two options which are increased compared to the initial answers. Therefore, in all cases, knowledge and skills have been improved.

9.4 Investigation in terms of familiarity with Information and Communication tools (oral literacy)

Improvement also occurs in the answers of the following section with a small increase of the 2 first two options.

Table 2: Distribution of frequencies and percentages of individual variables at the initial and final moment regarding the familiarity with Information and Communication tools (oral literacy)

	Advanced		Average		Basic		Elementary		No Knowledge	
	N	%	N	%	N	%	N	%	N	%
12.a. Digital literacy	18	43,9%	14	34,1%	3	7,3%	4	9,8%	2	4,9%
Post	20	47,6%	16	38,1%	3	7,1%	2	4,8%	1	2,4%
12.b. Visual literac y	16	39,0%	16	39,0%	5	12,2%	1	2,4%	3	7,3%
Post	24	57,1%	11	26,2%	3	7,1%	3	7,1%	1	2,4%
12. .c. Informational literacy	17	41,5%	16	39,0%	4	9,8%	3	7,3%	1	2,4%
Post	22	52,4%	12	28,6%	5	11,9%	3	7,1%	0	0,0%
12.d. Presentation Skills	13	31,7%	19	46,3%	5	12,2%	2	4,9%	2	4,9%
Post	16	38,1%	18	42,9%	4	9,5%	2	4,8%	2	4,8%
12.e. Assessment skills	10	24,4%	19	46,3%	6	14,6%	3	7,3%	3	7,3%
Post	20	47,6%	13	31,0%	4	9,5%	2	4,8%	3	7,1%

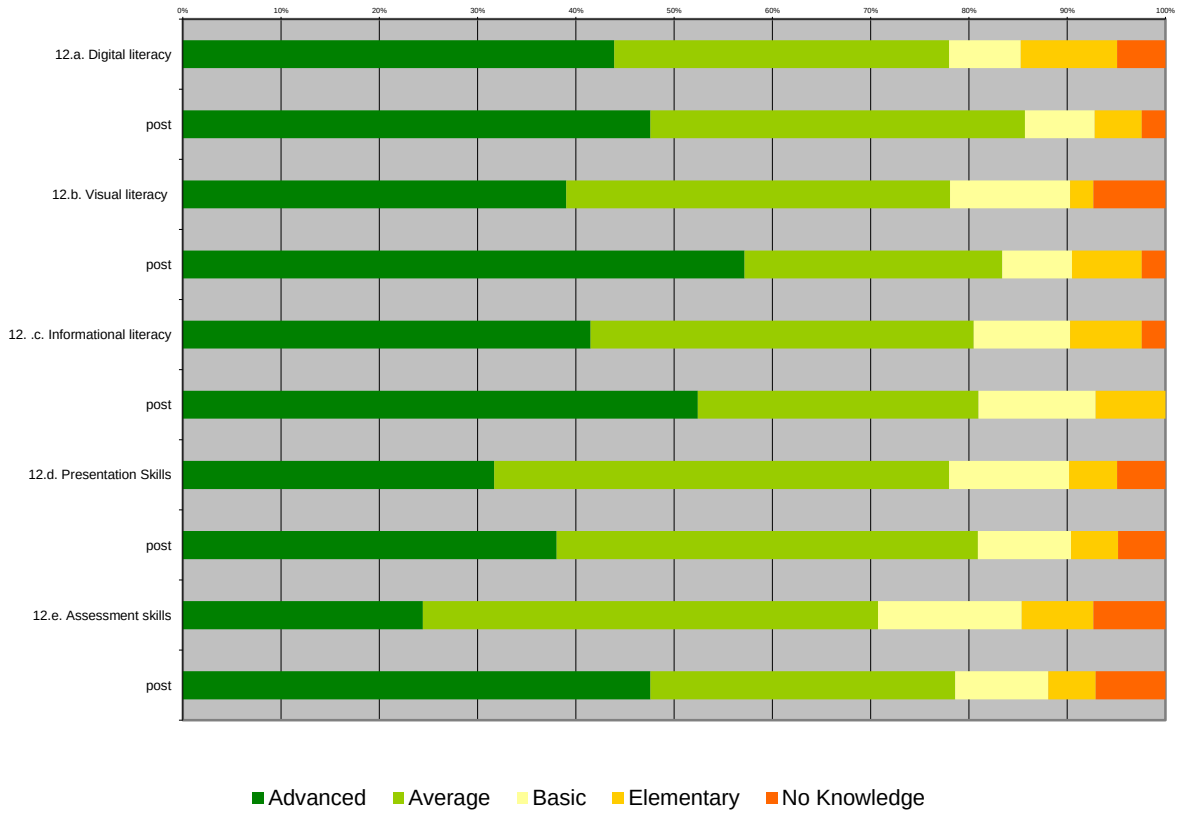

Chart 8: Investigation in terms of familiarity with Information and Communication tools (oral literacy)

9. Comparison of average value responses pairwise

Table 3: Comparison of average value responses pairwise

		MT	N	TA	t	βε	p
Pair 1	7a. I have obtained new skills	1,5000	30	,57235	-,828	29	,415
	post	1,6000	30	,67466			
Pair 2	7b. I have obtained new knowledge	.	0[a]	.			
	post	.	0[a]	.			
Pair 3	7c. I have got in contact with specialists in the field	.	0[a]	.			
	post	.	0[a]	.			
Pair 4	7d. I have collaborated with people with whom I share the same interests on the subject matter	.	0[a]	.			
	post	.	0[a]	.			
Pair 5	7e. I will acquire complementary knowledge compared to the previous semester	.	0[a]	.			
	post	.	0[a]	.			
Pair 6	7f. I will get the certification I am interested	.	0[a]	.			
	post	.	0[a]	.			
Pair 7	7g. I have gained a competitive advantage	.	0[a]	.			
	post	.	0[a]	.			
Pair 8	7h. I have gained access to educational sources related to the subject	.	0[a]	.			
	post	.	0[a]	.			

Pair 9	7.i. I will get a better understanding of history and the value of archives related to people coming from Mt Pelion in Egypt	.	0[a]	.			
	v7_u_post	.	0[a]	.			
Pair 10	9.a I can apply what I have learned in my work	.	0[a]	.			
	post	.	0[a]	.			
Pair 11	9.b I can change the way things work	.	0[a]	.			
	post	.	0[a]	.			
Pair 12	9.c. Be able to influence the policies on the subject in institutions and workplaces	2,1220	41	,84247	-1,639	40	,109
	post	2,2927	41	,92854			
Pair 13	9.d. To be able to get a better job	2,3659	41	,94223	,813	40	,421
	post	2,2683	41	1,00061			
Pair 14	9.e. I can improve my current job	1,9512	41	,94740	,850	40	,400
	post	1,8537	41	,90997			
Pair 15	9.f. I can get more business opportunities	2,0976	41	,91665	,892	40	,378
	post	2,0000	41	,94868			
Pair 16	9.g. To gain a competitive advantage	2,1220	41	,89986	,518	40	,608
	post	2,0488	41	,89306			
Pair 17	9.h. To access educational resources related to the subject	2,0000	41	,94868	,726	40	,472
	post	1,9024	41	,94353			
Pair 18	9.i. Understand the function of the archives better (conversation with the file itself)	.	0[a]	.			
	post	.	0[a]	.			
Pair 19	11.a.New data in folkloric studies: the contemporary people of folklore	2,2000	40	,75786	6,020	39	,000
	post	1,3500	40	,48305			
Pair 20	11.b.Ethnography as a research method and the redefinition of the notion	.	0[a]	.			
	post	.	0[a]	.			
Pair 21	11.c.Methods and tools of Folklore	.	0[a]	.			
	post	.	0[a]	.			
Pair 22	11.d.Popular culture and gender. The representation of women in folk fairytales.	2,5122	41	,92526	7,069	40	,000
	post	1,3659	41	,48765			
Pair 23	11.e.From ancient therapists to women of folk medicine and colloquial medicine,	2,7073	41	,90122	8,583	40	,000
	post	1,2683	41	,44857			
Pair 24	11.f.Modern aspects of folk culture: Gender, Body and Fashion	2,4390	41	,80774	6,979	40	,000
	post	1,3659	41	,48765			
Pair 25	11.g.Folk culture and Education	2,2927	41	,81375	6,556	40	,000
	post	1,3659	41	,48765			
Pair 26	11.h.Folklore and digital Ethnography	2,6341	41	,88758	7,518	40	,000
	post	1,3415	41	,48009			
Pair 27	12.a. Digital literacy	1,9756	41	1,17234	1,346	40	,186
	post	1,7805	41	,96209			
Pair 28	12.b. Visual literacy	2,0000	41	1,14018	1,862	40	,070
	post	1,7317	41	1,04939			
Pair 29	12. .c. Informational literacy	1,9024	41	1,01992	1,098	40	,279
	post	1,7561	41	,94288			
Pair 30	12.d. Presentation Skills	2,0488	41	1,04765	3,667	40	,001
	post	1,3659	41	,48765			
Pair 31	12.e. Assessment skills	2,2683	41	1,14071	1,875	40	,068
	post	1,9512	41	1,20315			

Looking at the 4-point scale where the value in the range 1-2.5 indicates a high rating with the value of 2 denoting the middle of the scale, it appears that a statistically significant change between pre and post evaluation is recorded in the case of knowledge and skills as assessed in the questions of the relevant units. The statistically significant changes recorded relate to the improvement of evaluation questions in all cases of the unit.

Questions of the remaining sections do not show a statistically significant change between the two time phases and thus retain the very positive ratings that were recorded at the time of the initial evaluation.

Regarding the stage A of aims and expectations:

Evaluations of all parameters express a very high level of initial interest. The corresponding post-procedure middle evaluations are also in place of the scale of high interest as the total of average ratings is less than 2.5. There is a small increase in ratings after the original, which is not significant.

Regarding the stage B of aims and expectations:

Evaluations of all parameters express a high level of interest both initially and after the procedure as well. Changes show fluctuations that are not statistically significant.

Regarding the stage A of knowledge skills and abilities:

All of the elements in the unit present average ratings showing an improvement in the initial already very positive values. These changes are statistically significant in all cases, resulting in the already very positive initial assessments being statistically improved even more.

Regarding the stage B of knowledge skills and abilities, a similar tendency to improve all the parameters emerges, which is not statistically significant to the evaluations as a whole.

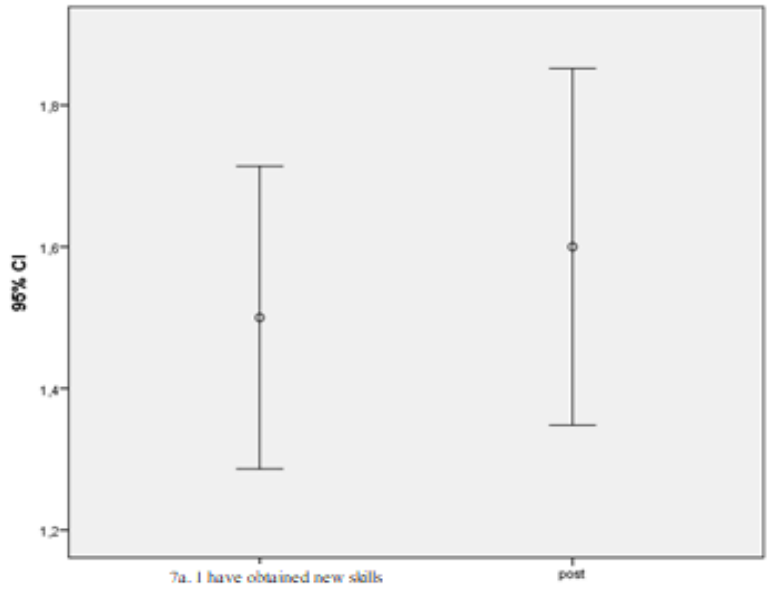

Chart 9: Aim (A stage)

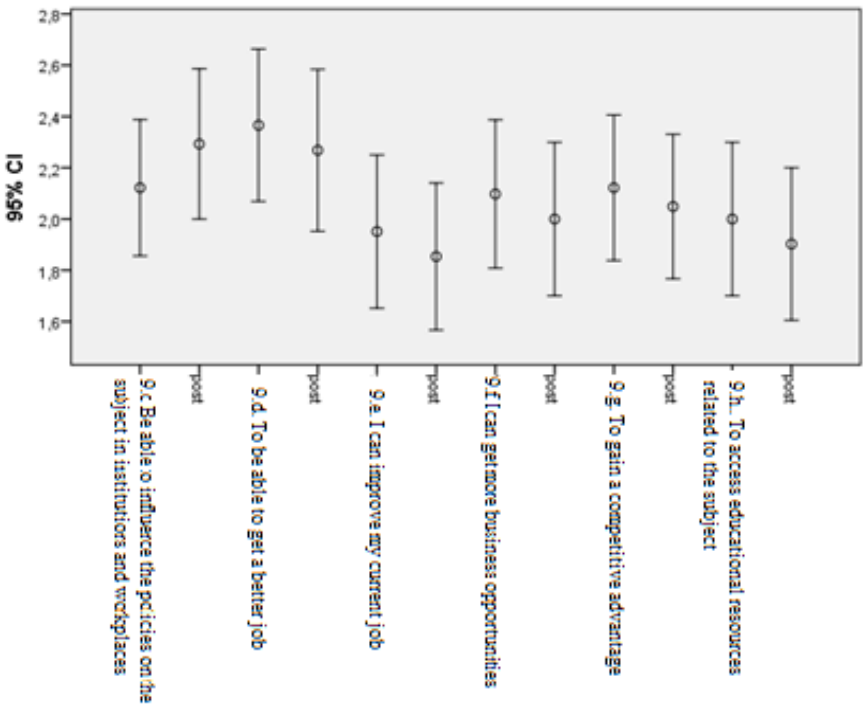

Chart 10: Aim (B stage)

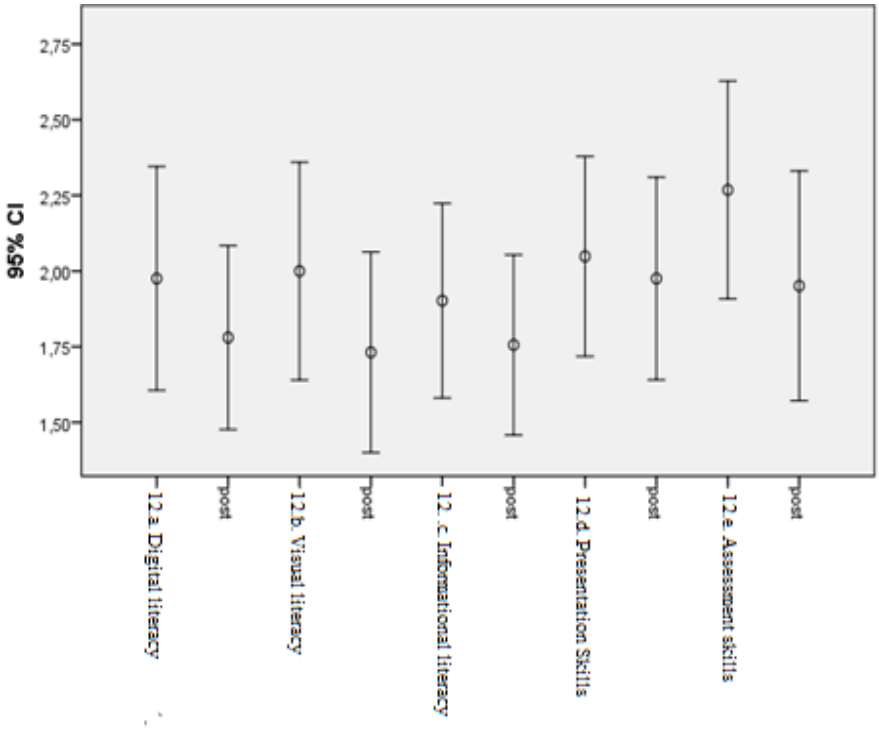

Chart 11: Knowledge Skills (A stage)

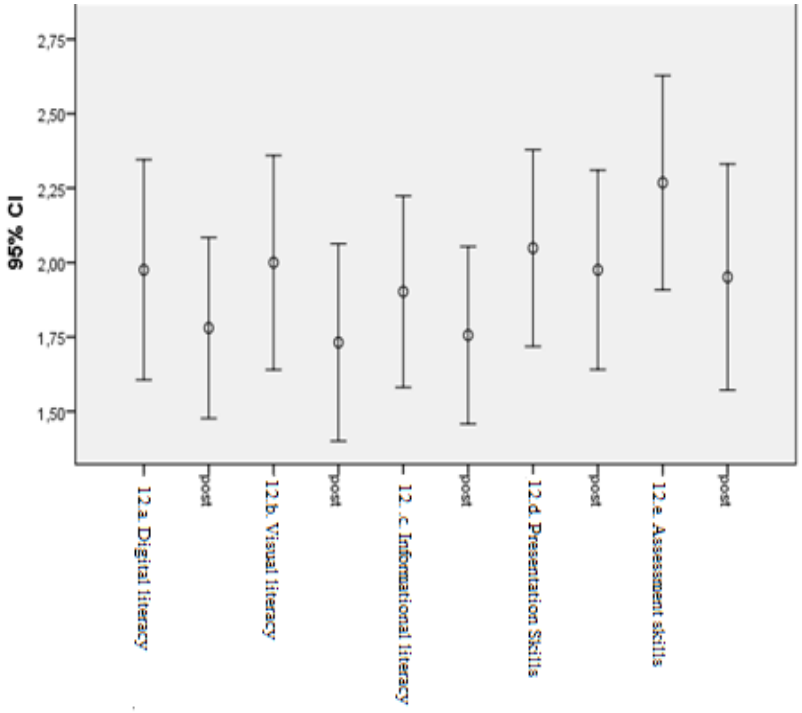

Chart 12: Knowledge Skills (B stage)

10. Qualitative research

During the implementation of the semester course also evaluated with a quantitative research, a fieldwork research/diary of teaching methods was conducted. From the notes held in the analytical diaries and the videos of the lessons, it emerged that the trainees actively participated in the educational process according to the requirements of the program and that they behaved similarly to the first semester (Introduction to Folklore) of the three-year e learning program regarding the Science of Folklore. This is evidenced by their participation in the platform as well as by the fact that they watched the video lessons on the platform. The participants reacted positively to the alternation of teachers every fortnight, the alternative enriched educational material and the possibility of attending the two-hour lesson either live or remotely via Youtube live with the possibility to intervene (online chat) or later on Youtube through a link provided on the moodle platform. It was also important for the participants, that they were given the opportunity to choose among three separate examination periods the one which was more appropriate for them. Concerning the cognitive subject all the required by the curriculum topics were covered. During the fieldwork research, there was a consistent participation. During the fieldwork research, there was a significant participation. Regarding the digital participation of learners

(discussions on moodle platform, monitoring statistics, static YouTube, discussions on YouTube on-line chat) there was here was a smaller but again consistent participation in the discussions with regard to the live meetings. Possible mandatory engagement activities would increase learners' participation accompanied with mandatory quizzes every fortnight.

11. Conclusions

The conclusions emerged from the quantitative and qualitative research for the semester course: « Contemporary Horizons of Folklore Studies, (Gender, Internet and Education) » are related to the results mentioned above.

More specifically, in the research (pre and post time), 42 trainees participated in a total of 70 enrolled in both phases (before and after).Interestingly, according to the demographic data, 75,6% of the research participants were women and only 24,4% were men. The proportion of higher education graduates was also high (39%) as well as of those with postgraduate studies (36,6%). The percentage of teachers participating in the semester program (42%) was also high. Finally, in relation to the residence of the participants, the majority of the participants came from Volos (35,7%) while the remaining percentage is distributed in many cities in Greece .

In the part of the research, referring to the participants' goals and expectations (pre post) i.e., why they attended the semester course and this is related to new knowledge and skills of the cognitive subject, information and communication technologies skills, certificates of participation, access to educational resources, etc. that the trainees would acquire during the course of study, a high concentration of response rates in the "I am interested" and "I am very interested" was observed. This shows a high rate of expectations and expected goals but also a high rate of achievement of the original goals and expectations.

Examining the complementary goals before and after the procedure related to the utilization of the knowledge and skills acquired in the educational program, in their workplace. The results of the survey again show a high concentration of responses to the "utterly desirable" or "desirable" options which means that the set of options describes elements that are assessed as important in terms of the aim set by the trainees. An exception can be found in the options related to getting a better job where lower rates are recorded, meaning that learners primary goal was not to be able to get a better job through the training program. In the fourth section, the participants' opinions regarding the cognitive subjects of the six fortnights related to contemporary horizons of folklore studies are recorded. The results of the research show a significant increase in the interest of the participants after the e- learning teaching interventions in all teaching subjects, which shows the students' interest in the semester course.

In the last section of the research related to the use of information and communication technologies due to the involvement of learners with digital learning tools, again the overall picture portrays a high concentration of responses to the "advanced" or "average" options, which means that the set of options describes elements that are assessed as important in terms of the aim set by the trainees. Combined with the qualitative data of the survey, the trainees are massively involved in semester, coming from many cities in Greece. Initially, more than 85 trainers were enrolled, they were stabilized at 70 at the beginning of the course and finally only 60 of them have successfully completed the program. The fact that the trainees were massively and actively involved in the courses, which required physical attendance, following each fortnight is noticeable, as well as the fact that they reviewed the recorded video of each session as a revision.

The results of the evaluation of the second semester are very close to the results of the first semester evaluation, which can be explained by the common methodology used in the two semester programs and the fact that the most of the participants students were the same who attended the first program.

Nonetheless, we should not disregard the fact that the trainees reacted positively to organizing their own time and way of study (a key feature of e-learning programs), accessing multiple educational materials and having a variety of options for accessing and distributing learning material and of learning processes as well (weekly quizzes and final examinations). Certainly the next stage of research of the 3 year program (six semesters) concerning the third semester of the program ("Philological Folklore") as well as the revision of the first semester (Second circle) will be interesting to be associated with this research. Furthermore, the contribution of the second semester course to the overall or not effectiveness of the three-year distance learning program in the field of folklore science.

12. Special Thanks.

We would like to thank the following teachers who were involved in the second semester (winter semester 2018-19) of the course: Evaggelia Raptos PhD at the University of the Aegean, Zoe Arvanitidis, Postgradoctoral Researcher at the University of the Aegean, Professor at the University of Malta, Xanthippe Foulidis Post-doctoral researcher at the University of the Aegean

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