



## **QUALITY ASSURANCE OF ADVANCED USING SPREADSHEETS TO ANALYZE LOGISTICS DATA (C1)**

**BUSINESS ANALYTICS  
SKILLS FOR THE FUTURE-  
PROOF SUPPLY CHAINS**



## Introduction

The *Advanced Using Spreadsheets to Analyze Logistics Data (C1)* textbook and its accompanying teaching materials were developed for those interested in the in-depth use of spreadsheets in logistics data analysis. This publication provides comprehensive and practical support for students of logistics and business programs, as well as for academic teachers and professionals specializing in the analysis and optimization of supply chain processes.

The content of this textbook was developed based on research conducted as part of the *Business Analytics Skills for Future-proof Supply Chains (BAS4SC)* project. This publication provides a theoretical introduction to methods for analyzing and optimizing logistics processes and is integrally complemented by teaching materials developed within the same project. This combination allows users to acquire both theoretical knowledge and practical analytical skills using spreadsheets. Recognizing the growing role of analytical tools, the authors of the textbook emphasize the importance of spreadsheets as the most accessible and flexible data analysis tool, which – despite the development of advanced IT systems – remains invaluable in everyday business and educational practice.

The handbook has been carefully designed, encompassing ten chapters, each focusing on key aspects of supply chain operations and the corresponding data analysis methods.

*Advanced Using Spreadsheets to Analyze Logistics Data (C1)* is the first of three publications developed as part of the BAS4SC project, co-financed by the ERASMUS+ program. It serves not only as an academic textbook but also as inspiration for further developing analytical skills, creating one's own analyses, and implementing solutions to improve logistics processes. By combining theoretical knowledge with practical tools, this publication fully meets the contemporary needs of teaching in the field of business analytics and logistics.



## ***Textbook **Advanced using of spreadsheet to analyze logistics data (C1)*****

The purpose of this report is to present the results of a quality assessment of the Advanced Textbook Using a Spreadsheet to Analyze Logistics Data (C1), conducted by a group of academic teachers. The analysis includes both quantitative results for each criterion and qualitative comments provided by lecturers. Particular emphasis was placed on assessing the textbook's usefulness for teaching, its consistency with the curriculum, and its relevance to business needs.

### **Question: Are the chapters relevant to the title of the course?**

The question regarding the chapters' consistency with the course title received 13 ratings of 5 and 3 ratings of 4. This means that the vast majority of instructors (over 80%) rated this criterion as very good, while the remainder considered it good. The average rating is approximately 4.8, indicating a very high level of consistency between the textbook's content and the course scope.

#### **Comment:**

The results demonstrate that the textbook fully reflects the course objectives and title, and that individual chapters are perceived as relevant, thematically well-aligned, and logically organized. The three ratings of "4" suggest minor differences in the perception of some chapters, indicating a need for a more explicit link to the course objectives. Overall, however, the assessment indicates a very high level of substantive quality and coherence in the textbook.

### **Question: Is the textbook in the proper sequence of chapters?**

The question received 14 ratings at level 5 and two at level 4. This means that 87.5% of lecturers rated the chapter layout as very good, while the remaining 12.5% rated it as good. The average rating was approximately 4.9, indicating a very high evaluation of the textbook's logical and didactic structure.



### **Comment:**

The results indicate that the content layout of the textbook is considered appropriate and logically organized, supporting effective teaching and learning. Most lecturers believe that the sequence of chapters reflects a gradual introduction of material – from simpler to more complex topics. The two ratings of “4” suggest that some lecturers saw room for minor improvements in the order or connections between chapters, though this did not significantly affect the overall evaluation of the textbook’s structure.

## **Question: Is the textbook designed in a proper way (Is it edited according to the template)?**

This question received 13 ratings of 5 and 3 ratings of 4. This means that the vast majority of lecturers (over 80%) rated the textbook’s design as very good, while the remaining instructors rated it as good. The average rating is approximately 4.8, indicating a high level of compliance with the adopted template and editorial standards.

### **Comment:**

The results show that the textbook was properly designed and edited in accordance with the adopted template, ensuring a uniform appearance, clarity, and ease of use. The high ratings also indicate that the graphics, formatting, and visual structure effectively support the teaching process. The three ratings of “4” suggest that minor aspects could be improved (e.g., graphic layout, emphasis, or style consistency), though these issues do not significantly affect the overall assessment of the textbook’s editorial quality.

## **Question: Are the references of the textbook up-to-date?**

This question received 9 ratings at level 5 and 7 ratings at level 4. This means that approximately 56% of lecturers rated the bibliography as very good, while 44% rated it as good. The average rating is approximately 4.4, indicating a generally good level of the currency of the sources, though with some variation in perception.



### **Comment:**

The results suggest that the textbook's bibliography is generally up to date, and most sources meet contemporary course requirements. However, the higher number of "4" ratings compared to previous criteria indicates that some lecturers noted the presence of older works in certain areas. The responses also point to the need for systematic updating of the bibliography to further enhance its relevance and substantive value.

## **Question: Are the pictures and tables in the textbook readable (resolutions)?**

This question received 11 ratings of 5 and 5 ratings of 4. This means that approximately 69% of lecturers rated the readability of illustrations and tables as *very good*, while 31% rated it as *good*. The average rating is approximately 4.6, indicating a high visual quality of the textbook materials, though with some variation in perception.

### **Comment:**

The results show that the illustrations and tables in the textbook are generally clear and well-designed in terms of resolution. Lecturers positively assessed both the graphical quality and the readability of the data presented in tables and charts. The few ratings of "4" suggest that, in some places, minor graphic elements could be clearer or better scaled; however, this does not significantly affect the overall perception of the textbook's visual quality.

## **Question: Is the content of the textbook up-to-date?**

This question received 11 ratings of 5 and 5 ratings of 4. This means that approximately 69% of lecturers considered the textbook's content to be very up to date, while 31% considered it good. The average rating is approximately 4.6, indicating a high level of content validity, though with some room for improvement.

### **Comment:**

The results suggest that the textbook's content is largely consistent with current knowledge and practice in the field. At the same time, the five ratings of "4" indicate that some sections may require minor updates to fully reflect the latest developments and changes in the course subject matter. Overall, however, the textbook is perceived as modern and reliable in terms of content.



## **Question: Is the content of the textbook useful for the business?**

This question received 12 ratings at level 5, 4 ratings at level 4, and 1 rating at level 3. This means that approximately 71% of lecturers found the textbook's content very useful in a business context, 24% considered it good, and 6% considered it average. The average rating is approximately 4.5, indicating a high level of usefulness of the material for business practice, though with some variation in perception.

### **Comment:**

The results show that the textbook's content is generally regarded as valuable and practical for business applications, confirming its usefulness for students and professionals developing competencies in this field. The single rating of "3" may indicate that some sections of the textbook are perceived as less relevant to specific business challenges or could benefit from a stronger practical context. Overall, however, the textbook is well aligned with business needs and effectively supports the learning of practical applications.

## **Question: Is the content of the textbook useful for the teachers (and enrich your courses)?**

This question received 14 ratings of 5 and two ratings of 4. This means that 87.5% of lecturers rated the usefulness of the teacher's handbook as very good, while 12.5% rated it as good. The average rating is approximately 4.9, indicating a high educational value of the material for instructors.

### **Comment:**

The results show that the handbook is perceived as an important support tool for teachers, enriching their courses with substantive content and well-prepared materials. The high rating suggests that the handbook's content is practical, well-structured, and easy to use in the teaching process. The two ratings of "4" may indicate only minor differences in teaching preferences or individual needs, which do not affect the overall positive assessment of the handbook.



## **Question: Does the content of the textbook cover the aim of the project?**

This question received 13 ratings of 5 and 3 ratings of 4. This means that approximately 81% of lecturers felt that the textbook's content fully met the project's objectives, while 19% rated it as good. The average rating was approximately 4.8, indicating a high level of alignment between the textbook's content and the project's objectives.

### **Comment:**

The results show that the textbook effectively meets the project's objectives and that its content is well aligned with the intended educational and practical outcomes. The high rating indicates that the materials are coherent, logically organized, and meet the needs of both students and teachers. The three ratings of "4" may indicate minor elements that could be more closely aligned with the project's objectives; however, they do not significantly affect the overall positive assessment.

## **Question: Is the language of the textbook tailored to the business needs?**

This question received 9 ratings at level 5, 5 ratings at level 4, and 1 rating at level 3. This means that approximately 56% of lecturers considered the textbook's language to be very well suited to business needs, 31% well suited, and 6% moderately suited. The average rating is approximately 4.4, indicating a good level of suitability for business applications, although with some room for improvement.

### **Comment:**

The results suggest that the textbook's language is generally appropriate for the business context, supporting both learning and practical application in the workplace. However, the presence of several "4" ratings and one "3" may indicate that some terms or formulations could be more precise or more closely aligned with business language to better meet the real needs of users. Overall, the textbook is considered practical and linguistically suitable for business audiences.



## **Question: How do you assess the quality of the textbook translation?**

This question received 12 ratings of 5, 3 ratings of 4, and 1 rating of 3. This means that 75% of lecturers rated the translation quality as very good, 19% as good, and 6% as average. The average rating is approximately 4.6, indicating a high level of translation quality, with only minor suggestions for improvement.

### **Comment:**

The results confirm that the textbook translation was professionally executed, maintaining terminological consistency and overall clarity. Respondents appreciated the linguistic accuracy, fluency, and relevance of the translation to both the teaching and business contexts. A few ratings of "4" and "3" suggest that in some passages the style or choice of terminology could be slightly more natural or precise, but this does not significantly affect the overall very positive assessment of the translation quality.

## **Question: Can the content of the textbook be easily integrated with study program (of your courses)?**

This question received 11 ratings of 5 and 5 ratings of 4. This means that 69% of lecturers felt that the textbook's content integrated very well with the curriculum, while 31% rated it as good. The average rating was approximately 4.6, indicating a high level of consistency between the textbook and the curriculum.

### **Comment:**

The results show that the textbook is well aligned with the content covered in academic and vocational courses, facilitating its use as either primary or supplementary teaching material. Respondents appreciated its thematic coherence, logical structure, and the ease with which the content can be integrated into existing curricula. The slightly lower ratings of "4" may indicate that the textbook requires minor adjustments or additions in certain areas to fully meet the specific needs of individual courses. Overall, however, the results confirm the textbook's high educational value and usefulness.



## **Question: Will you recommend this textbook to your colleagues?**

This question received 12 ratings of 5, 3 ratings of 4, and 1 rating of 3. This means that 75% of lecturers declared that they would definitely recommend the textbook to their colleagues, 19% would probably recommend it, and 6% were neutral. The average rating was approximately 4.6, indicating a high level of overall satisfaction and a positive perception of the textbook.

### **Comment:**

The results indicate that the textbook is highly regarded by lecturers and perceived as a valuable teaching tool. Most respondents considered it worth recommending, confirming its high content quality, practical usefulness, and relevance to both teaching and business needs. A few lower ratings suggest that certain aspects – such as language, examples, or graphic design – could be refined, but these do not significantly affect the overall positive evaluation of the textbook.

## **General comments**

Lecturers rated the textbook's quality and usefulness very highly. They noted that "this textbook has a very valuable message for both students and academic teachers," indicating that the publication has significant educational value and can be used both by academic teachers in their work and by students for independent learning.

They emphasized that "the content of the textbook covers the most important aspects of using spreadsheets in business analytics," meaning that the textbook addresses key topics in the field of business analytics, with a focus on the practical use of spreadsheets. Additionally, as one review noted, "the textbook shows both the theoretical aspect (e.g., formulas) and refers to the possibilities and ways of using them in spreadsheets," which demonstrates a well-balanced combination of theory and practice.

Lecturers also noted that "the textbook uses understandable language" and that "the textbook also meets the needs of business in a quite comprehensive manner." This indicates that the textbook is written in an accessible way and effectively responds to the real needs of the business community. Other comments emphasized the high quality and relevance of the



work: “The textbook has high-quality content. It is well-tailored to analytical needs,” and “The content of the textbook has been adapted to the curriculum assumptions for the business analyst specialization, making it a valuable educational supplement.” There were also general, very positive remarks such as: “Very good work. The textbook will be very useful in working with students,” “Great textbook!” “The book is of excellent quality, with chapters that contain a wealth of valuable information for students,” and “Nice job. In my opinion, the book will be very useful for students.”

The collected comments indicate that the textbook was highly rated in terms of quality, didactic value, and practical usefulness. Its content is consistent with the curriculum, effectively addresses business needs, and supports the development of students’ analytical skills.



# **Teaching materials *Advanced using of spreadsheet to analyze logistics data* (C1)**

## **Question: Are the materials relevant to the title of the course?**

This question received 13 ratings of 5 and 4 ratings of 4. This means that 76% of lecturers rated the materials' relevance to the course title as very good, while 24% rated it as good. The average rating was approximately 4.76, indicating a high level of relevance of the materials to the course objectives.

### **Comment:**

The results show that the teaching materials are well aligned with the course content, and their scope largely reflects the course objectives. Most lecturers agreed that the materials are consistent with the course title and accurately reflect its character. The four "4" ratings suggest that some elements of the materials could be more directly related to the course content, but this does not significantly affect the overall very positive evaluation..

## **Question: Are the materials in the proper sequence?**

This question received 14 ratings of 5 and 2 ratings of 4. This means that 88% of lecturers considered the sequence of materials to be very good, while 12% rated it as good. The average rating was approximately 4.88, indicating a very high level of satisfaction with the layout and sequencing of the content.

### **Comment:**

The results confirm that the teaching materials are presented in a logical and well-structured order, facilitating understanding of the content and the gradual development of skills. Lecturers appreciated the coherence and consistent organization of the chapters, which supports the teaching process and enables effective knowledge acquisition. The few lower ratings suggest a need for minor adjustments to the structure of certain sections, but the overall assessment confirms the high quality of the material's organization.



## **Question: Are the topics of case studies suitable for the course title?**

This question received 12 ratings of 5 and 4 ratings of 4. This means that 75% of lecturers considered the case study topics to be very relevant, while 25% rated them as relevant. The average rating was approximately 4.75, indicating a high level of relevance of the case study topics to the course title.

### **Comment:**

The results show that the case study topics are well aligned with the course, supporting the achievement of its learning objectives. Lecturers appreciated that the practical examples were consistent with the course content and enabled the effective application of theory in practice. The few “4” ratings suggest that some topics could be more closely aligned with the course content, but this does not significantly affect the overall positive evaluation..

## **Question: Are the materials designed in a proper way (Are they edited according the template)?**

This question received 13 ratings of 5 and 3 ratings of 4. This means that 81% of lecturers rated the preparation of the materials as very good, while 19% rated them as good. The average rating was approximately 4.8, indicating a high level of compliance with the adopted template and editorial standards.

### **Comment:**

The results show that the teaching materials were well designed and carefully edited, ensuring a consistent appearance, readability, and ease of use. Lecturers appreciated the aesthetics, uniform layout, and clarity of the presented content. The three “4” ratings suggest that some minor graphic elements or formatting details could be further refined, but this does not significantly affect the overall very positive evaluation of the materials’ preparation.

## **Question: Are the references of the materials up-to-date?**

The question received 8 ratings of 5, 5 ratings of 4, 1 rating of 3, and 1 rating of 1. This means that approximately 50% of lecturers considered the bibliography to be very



current, 31% good, 6% average, and 6% insufficient. The average rating was approximately 3.9, indicating a moderate level of source currency, with some variation in opinions.

### **Comment:**

The results suggest that while some materials include up-to-date sources, there are also indications of a need to revise or supplement certain references. The presence of ratings of “3” and “1” may indicate that some sources are outdated or do not fully meet contemporary academic standards. It is recommended that the bibliography be regularly updated to enhance its relevance and value for users.

## **Question: Are the pictures and tables in materials readable (resolutions)?**

This question received 13 ratings of 5 and four ratings of 4. This means that 76% of lecturers rated the readability of the illustrations and tables as very good, and 24% rated it as good. The average rating was approximately 4.76, indicating a high level of visual quality in the teaching materials.

### **Comment:**

The results show that the illustrations and tables in the teaching materials are clear and well-designed in terms of resolution. Respondents appreciated both the graphic quality and the clarity of the data presented in tables and charts. The four “4” ratings suggest that, in some cases, small graphic elements could be clearer or better scaled, but this does not significantly affect the overall perception of the materials’ visual quality.

## **Question: Are software/tools described in materials user friendly?**

This question received 11 ratings of 5, four ratings of 4, and one rating of 3. This means that 69% of lecturers considered the usability and user-friendliness of the tools described in the materials to be very good, 25% to be good, and 6% to be average. The average rating was approximately 4.6, indicating a high assessment of the ergonomics and accessibility of the tools discussed.



### **Comment:**

The results suggest that the tools and software presented in the materials are generally user-friendly and easy to use. Lecturers appreciated their intuitiveness, the clarity of the instructions, and the practical examples that facilitate learning and applying the tools in data processing. The single rating of “3” indicates that, in some cases, certain functions or instructions may require additional explanation; however, this does not significantly affect the overall positive assessment of the materials’ user-friendliness.

## **Question: Is it possible to prepare lectures and workshops based on delivered materials?**

This question received thirteen 5-point ratings and three 4-point ratings. This means that 81% of lecturers felt the materials were fully suitable for preparing lectures and workshops, while 19% rated them as good. The average rating was approximately 4.8, indicating the high usefulness of the teaching materials for conducting classes.

### **Comment:**

The results confirm that the teaching materials enable effective preparation and delivery of lectures and workshops by providing ready-made content, examples, and practical exercises. Respondents appreciated their comprehensiveness, logical structure, and clear presentation, which facilitate classroom use. The three 4-point ratings may suggest minor elements that could be further adapted to the specific nature of the classes, but the overall assessment remains very positive.

## **Question: Is the content of the materials up-to-date?**

This question received 12 ratings of 5 and four ratings of 4. This means that 75% of lecturers considered the content to be very up-to-date, while 25% rated it as good. The average rating is approximately 4.75, indicating a high level of topical relevance of the teaching materials.

### **Comment:**

The results suggest that the content of the materials is consistent with the current state of knowledge and practice in the fields of data analysis and logistics. Lecturers appreciated that the materials reflect contemporary business and educational needs while remaining



aligned with the curriculum. The four “4” ratings may indicate that some examples or data could be slightly updated, but this does not significantly affect the overall very positive assessment of the materials.

### **Question: Is the content of the materials useful for the business?**

This question received 11 ratings of 5, four ratings of 4, and one rating of 3. This means that 69% of lecturers found the content of the materials very useful in a business context, 25% considered it good, and 6% considered it average. The average rating was approximately 4.6, indicating the high usefulness of the materials for business practice, with some variation in opinion.

#### **Comment:**

The results show that the teaching materials are generally rated as valuable and practical for business applications, supporting both learning and the development of analytical skills. The single rating of “3” suggests that some sections of the materials could be more relevant to specific business cases or include additional practical context; however, the overall assessment confirms the materials’ high usefulness for the business community.

### **Question: Is the content of the materials useful for the teachers (and enrich your courses)?**

This question received 12 ratings of 5 and four ratings of 4. This means that 75% of lecturers rated the usefulness of the materials for teachers as very good, while 25% rated it as good. The average rating was approximately 4.75, indicating the high educational value of the materials for instructors.

#### **Comment:**

The results show that the materials are perceived as valuable support for teachers, enriching courses with substantive content and ready-to-use examples for classroom application. Lecturers appreciated the coherence of the content, the logical organization of the materials, and their easy adaptability to curricula, which facilitates the preparation of lessons



and workshops. The absence of ratings below “4” indicates a clearly positive perception of the usefulness of the teaching materials for teachers.

### **Question: Does the content of the materials cover the aim of the project?**

This question received 13 ratings of 5 and three ratings of 4. This means that 81% of lecturers felt that the content of the materials fully met the project’s objectives, while 19% rated it as good. The average rating was approximately 4.8, indicating a high level of alignment between the materials and the project’s objectives.

#### **Comment:**

The results show that the materials effectively address the project’s objectives, ensuring consistency between the content and the intended educational and practical outcomes. Lecturers appreciated the comprehensiveness and logical organization of the materials, which support the implementation of the program in line with the project’s goals. The ratings of “4” suggest minor elements that could be further integrated with the project’s objectives, but the overall assessment remains unequivocally positive.

### **Question: Is the language of the materials tailored to the business needs?**

This question received 11 ratings of 5, three ratings of 4, and two ratings of 2. This means that 61% of lecturers considered the language of the materials to be very well suited to business needs, 17% to be well suited, and 22% to be insufficiently suited. The average rating was approximately 4.1, indicating a generally good level of suitability for business applications, though with a noticeable degree of reservation.

#### **Comment:**

The results suggest that most of the materials use language appropriate to the business context, facilitating understanding and practical application. However, the presence of “2” ratings indicates that some lecturers found certain wording or terminology to be less accessible or less aligned with business language. This may suggest the need for minor adjustments in the choice of terms and linguistic style to fully meet the expectations of business audiences.



## **Question: How do you assess the quality of the materials translation?**

This question received 11 ratings of 5 and five ratings of 4. This means that 69% of lecturers rated the translation quality as very good, and 31% rated it as good. The average rating was approximately 4.7, indicating a high level of translation quality.

### **Comment:**

The results show that the translation was professionally executed, maintaining terminological consistency and textual clarity. Lecturers appreciated the linguistic accuracy, accessibility, and relevance of the translation to both the teaching and business contexts. The five "4" ratings suggest that in some passages the style or choice of terms could have been more natural or precise, but this does not significantly affect the overall very positive assessment of the translation.

## **Question: Can the content of the materials be easily integrated with study program (of your courses)?**

This question received 11 ratings of 5 and five ratings of 4. This means that 69% of lecturers rated the translation quality as very good, and 31% rated it as good. The average rating was approximately 4.7, indicating a high level of translation quality.

### **Comment:**

The results show that the translation was professionally executed, maintaining terminological consistency and textual clarity. Lecturers appreciated the linguistic accuracy, accessibility, and relevance of the translation to both the teaching and business contexts. The five "4" ratings suggest that in some passages the style or choice of terms could have been more natural or precise, but this does not significantly affect the overall very positive assessment of the translation.



## **Question: Can the content of the materials be easily integrated with study program**

This question received 12 ratings of 5 and four ratings of 4. This means that 75% of lecturers considered the materials' ability to integrate with the curriculum to be very good, while 25% rated it as good. The average rating was approximately 4.75, indicating a high level of relevance to study programs.

### **Comment:**

The results show that the materials are well-prepared for use in academic courses, allowing for easy integration into curricula. Respondents appreciated the consistency of the content, logical structure, and practical examples, which facilitate the adaptation of the materials to various courses. The "4" ratings may indicate minor differences in teaching preferences or the need for small adjustments, but the overall assessment confirms the materials' high usefulness in teaching.

## **Question: Will you recommend this materials to your colleagues?**

This question received 12 ratings of 5 and four ratings of 4. This means that 75% of lecturers would definitely recommend the materials to their colleagues, and 25% agreed that recommending them was a good idea. The average rating is approximately 4.75, indicating high overall satisfaction and a positive assessment of the materials' usefulness.

### **Comment:**

The results suggest that the teaching materials are perceived as valuable and worthy of recommendation to other teachers. Lecturers appreciated their practical usefulness, content coherence, and logical organization, which facilitate class and workshop preparation. The individual "4" ratings may indicate minor elements requiring refinement or expansion, but the overall recommendation for the materials remains clearly positive.

## **General comments**

Lecturers highly rated the preparation of the teaching materials. They noted that "The materials are developed in a proper manner. PowerPoint presentations, exercises, and case



studies correspond to the subject of this area and the purpose of the project and C1,” confirming that the materials are logically organized, thematically coherent, and aligned with the project's objectives.

At the same time, they pointed out the lack of bibliographic references in the teaching materials – “There are no references in the teaching materials – this should be added.” This indicates areas requiring further development.

Lecturers also emphasized that the materials are well-tailored to business needs – “The materials are well-tailored to business needs” – although some gaps were noted that need to be filled in accordance with the requirements: “There are some gaps regarding requirements. Gaps have to be fulfilled.”

The thoroughness of the content, tasks, and examples was positively assessed – “The content has been developed with great care. This also applies to the tasks and examples and the way they are described.” Additionally, there were comments expressing satisfaction with the practical usefulness of the materials: “Very good work. The materials will be very useful in working with students as part of practical exercises” and “Great materials! Some of them will be very useful and novel for our students”.

## **Conclusions**

The evaluations show that the Advanced Using Spreadsheet to Analyze Logistics Data (C1) textbook and related teaching materials received very high ratings across all categories. Average ratings generally ranged between 4.5 and 4.9 on a five-point scale, demonstrating their high substantive, didactic, and editorial quality.

Instructors particularly appreciated the relevance and timeliness of the content, which reflects the contemporary realities of business analysis, as well as the logical and clear chapter layout, which facilitates knowledge acquisition and the development of practical skills. The materials were also highly rated for their adaptability to teaching needs, making the textbook useful for both academic instruction and self-study.

The clarity of language and the high level of editing were also emphasized, making the publications understandable, aesthetically pleasing, and consistent with the standards of professional teaching materials. A significant advantage is the alignment of the textbook and teaching materials with the project’s objectives and curriculum, confirming their full coherence



with the substantive and educational goals. The teaching materials were assessed as carefully developed and useful in the teaching process. Lecturers appreciated their thematic coherence, logical structure, accessible language, and practical examples and exercises that facilitated the delivery of classes and workshops. They also noted that the materials were well-suited to business needs and provided valuable support for both teachers and students.

The previously identified shortcomings were fully addressed and corrected. The language and terminology were revised to meet business and teaching requirements fully. These improvements ensure that both the textbook and the teaching materials are complete, coherent, and fully aligned with the project's objectives and the curriculum. The visual, content, and practical elements have been refined, ensuring ease of use in classes and workshops. As a result, these publications constitute high-quality, ready-to-use educational tools that support the development of students' analytical skills and effectively achieve course objectives.

The textbook and teaching materials were made available on an educational platform, generating considerable interest within the academic community. Their high-quality content, clear structure, and practical examples were positively received by lecturers from various academic institutions.

In response to the publication's availability, we received nine letters of intent, clearly indicating the willingness of recipients to use the materials in teaching at various universities. This demonstrates that the materials meet both educational and business needs and have real potential to support student learning in logistics data analysis.

This interest not only confirms the publication's educational and practical value but also indicates that the materials will be widely used in the teaching process. The letters of intent demonstrate the growing appeal of the textbook and teaching materials as modern tools supporting the development of students' analytical and business skills. We can confidently expect that these publications will become standard elements of academic courses and practical workshops in many educational institutions.