



**inclusive  
digital  
learning**

2022-1-FI01-KA220-HED-000090147

WP 2 DIG-2-INC Pilot Training  
**INTERNATIONAL PILOTING REPORT**



*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

## TABLE OF CONTENTS

INTRODUCTION.....	3
RECRUITMENT OF THE PARTICIPANTS.....	4
PARTICIPANTS OF THE PILOT .....	4
EVALUATION OF THE COURSE BY THE PARTICIPANTS.....	5
PROFILE OF THE PARTICIPANTS IN THE SURVEY .....	6
COURSE CONTENT AND ORGANIZATION .....	7
LEARNER CONTRIBUTION .....	8
LEARNING ENVIRONMENT AND TEACHING METHODS .....	9
QUALITY OF DELIVERY .....	10
EXPECTATIONS .....	11
STRENGTHS AND ASPECTS FOR IMPROVEMENT .....	12
SUMMARY OF THE RECOMMENDATIONS.....	15
ANNEXES .....	16

## INTRODUCTION

This report summarizes the findings of a pilot training activity conducted within the framework of the Inclusive Digital Learning (Dig-2-Inc) project (project code: 2022-1-FI01-KA220-HED-000090147), funded by the European Union's Erasmus+ programme under the KA220 Cooperation Partnership scheme.

The pilot training was delivered online on the multilingual Dig-2-Inc e-platform from February 18th to March 18th, 2024. This report systematically analyses and presents the outcomes of the pilot program across participating countries. Specifically, the report details:

- **Organization of the Pilot Training:** This section describes the planning and execution of the pilot training in each partner country.
- **Participant Profiles:** This section provides a demographic breakdown of the participants who enrolled in the pilot course.
- **Pilot Course Evaluation:** This section presents the results of the Dig-2-Inc pilot course evaluation. The evaluation is based on a comprehensive analysis of information, feedback, and data collected from participants at the international level. This section also includes participant recommendations for further improvement of the course.

Following the Project Implementation Plan, the results of the pilot training in each partner country were initially summarized at the national level. This national-level analysis involved synthesizing data, information, and feedback collected from target group representatives. Data collection was conducted anonymously through an online questionnaire approved by the partnership. The questionnaire was available in English and all partner languages.

This International Piloting Report is compiled by Burgaski Svoboden Universitet (BFU), Bulgaria. It integrates the findings and conclusions from the national pilot reports of Finland, Bulgaria, France, Italy, and Romania (considered complementary and integral parts of this document). The report synthesizes the overall results of the pilot training and the Dig-2-Inc online course, identifying potential areas for further improvement.

## RECRUITMENT OF THE PARTICIPANTS

Before commencing the Dig-2-Inc pilot training, a comprehensive onboarding process was implemented. Project team representatives briefed all participants on the project itself, including its underlying philosophy, aims, and objectives. This orientation session familiarized participants with the course structure, encompassing topics covered, duration, schedule, delivery methods, and any other relevant organizational aspects.

A multi-channel communication strategy was employed to ensure all information reached participants effectively. This included face-to-face meetings, email messages, and the utilization of appropriate messaging applications.

Following this onboarding process, interested target group representatives (academic staff, lecturers, university administrative and technical staff, and academic counsellors) were registered by BFU on the Dig-2-Inc multilingual platform and enrolled in the online course for participation in the training program. Every participant (trainee) received the necessary credentials for accessing the Dig-2-Inc online course via personal email message.

## PARTICIPANTS OF THE PILOT

The Dig-2-Inc pilot training program attracted significant interest from the target audience – academic staff of the universities, lecturers, university administrative and technical staff as well as academic counsellors.

Seventy-three (73) individuals from Finland, Bulgaria, France, Italy, and Romania participated in the training, exceeding the initial enrollment target of 60 participants. This finding suggests a strong demand within the target group for the thematic content covered by the course.

The next figure presents the distribution of participants in the piloting by country (Figure 1).

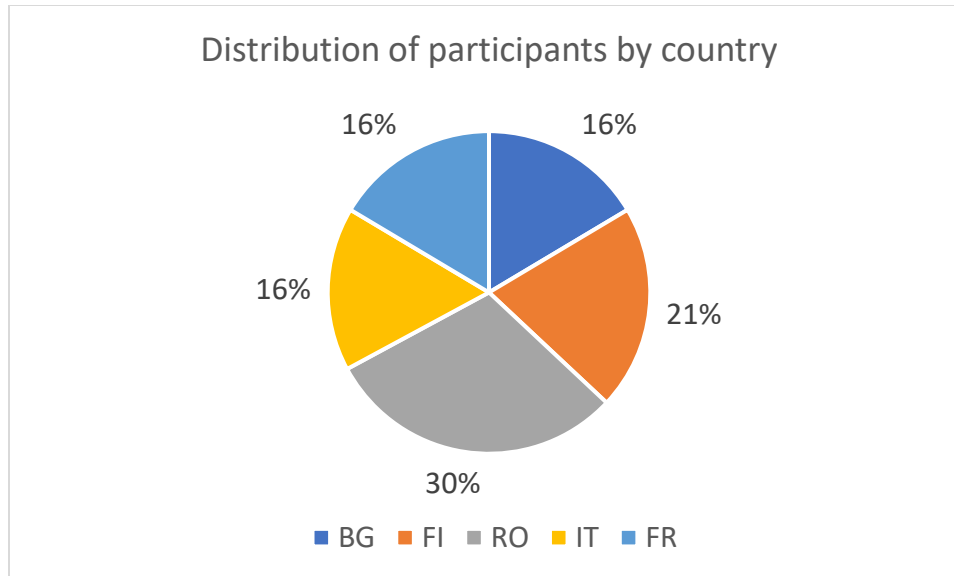


Figure 1. Distribution of participants by countries

## EVALUATION OF THE COURSE BY THE PARTICIPANTS

The trainees participating in the pilot evaluation process were asked to comprehensively appraise several key course components. This assessment encompassed the course content and its organization, the level of learner contribution encouraged, the effectiveness of the learning environment and teaching methods employed, the quality of delivery, and the alignment with their initial expectations. Furthermore, participants were invited to offer reflective insights on the most positive aspects of the Dig-2-Inc Pilot Course and to identify areas with the potential for improvement.

The pilot training evaluation included an anonymous online survey completed by 75% of the participating target group representatives. This high response rate strengthens the generalizability of the findings and suggests the sample is representative. Consequently, the survey results can be considered reliable for drawing conclusions about the pilot training's effectiveness.

A review of participant feedback revealed overwhelmingly positive assessments across various aspects of the Dig-2-Inc Pilot Training content. Notably, all course elements received commendable ratings, suggesting a high degree of participant satisfaction. Furthermore, the evaluation data indicated a strong consensus among participants regarding the achievement of

the outlined course objectives, thus supporting the program's effectiveness in achieving its intended outcomes.

In conclusion, the evaluation process yielded valuable insights into the strengths and potential areas for improvement within the Dig-2-Inc Pilot Training program. These participant-driven perspectives will serve as a cornerstone for refining future iterations of the course, ensuring its continued impact and effectiveness.

### Profile of the participants in the survey

The pilot training attracted a diverse group of participants. Gender distribution across countries revealed variations: Finland (54% male, 46% female), Bulgaria (58% male, 42% female), France (25% male, 75% female), Italy (50% male, 50% female), and Romania (22% male, 78% female). A total of 42% males and 58% females participated in the online survey conducted in the framework of the piloting. A total of 42% males and 58% females participated in the online survey conducted in the framework of the piloting (Figure 2).

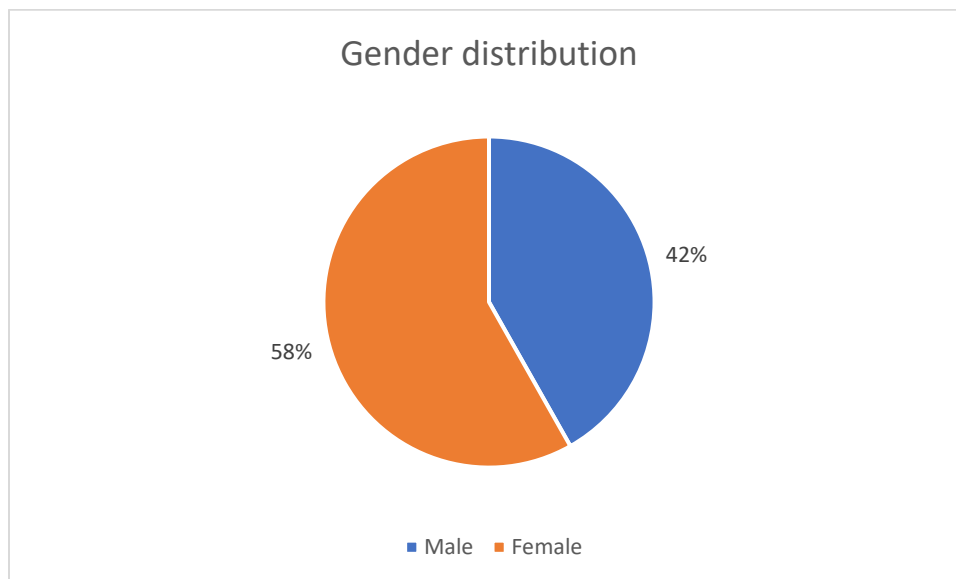


Figure 2 Gender distribution of participants.

In terms of professional roles within universities, 24% of respondents held leadership positions (Deans, Vice Deans, Heads of Departments, etc.). University lecturers comprised the largest professional group (73%), followed by administrative and technical staff (25%). Finally, 11% of participants identified as academic and career counsellors (Figure 3).

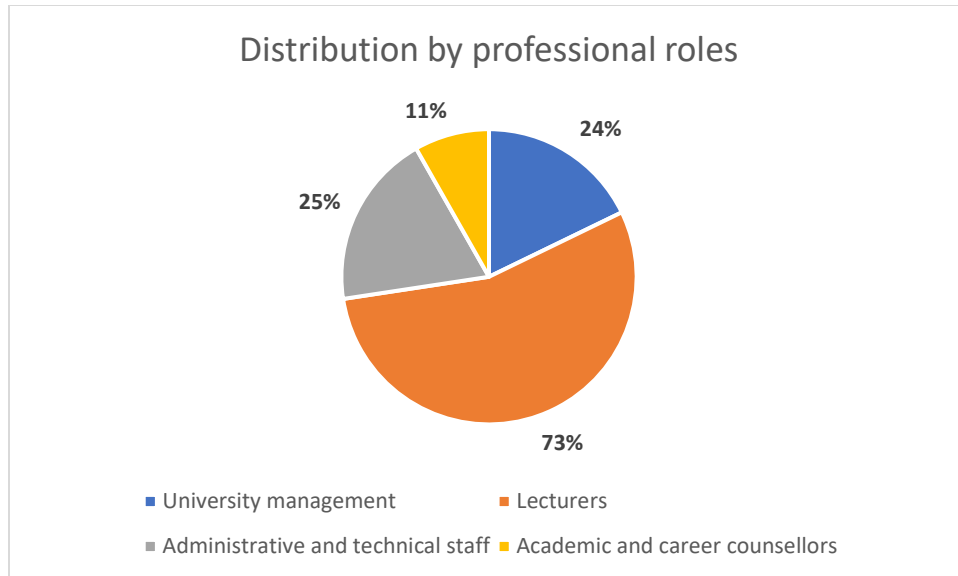


Figure 3 Distribution of participants by professional roles

The average age of respondents was 45 years.

### Course content and organization

The first aspect evaluated by the respondents is the course content and organisation of the pilot training. Analysis of participant feedback (Figure 4) revealed overwhelmingly positive evaluations of the course content and organization. Participants indicated a clear understanding of the course objectives (96%, where 69% - strongly agree and 27% - agree) with one exception (1 person indicated strongly disagree), suggesting effective communication of learning goals. Additionally, feedback highlighted the course's well-organized structure (83%) and manageable workload (89%), fostering a positive learning experience.

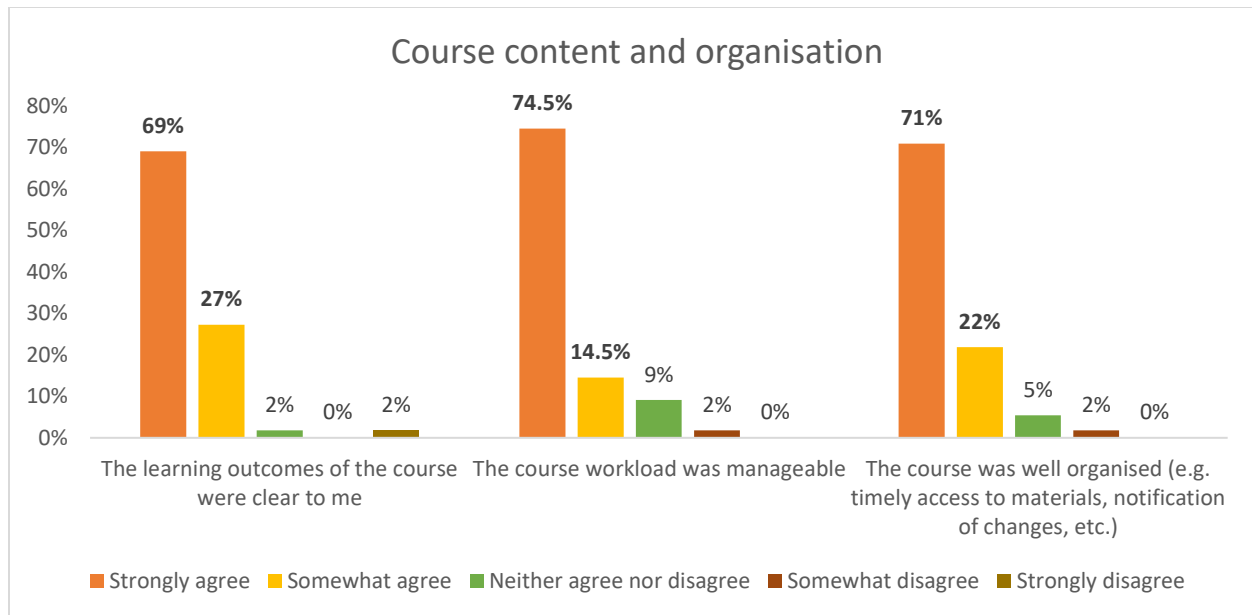


Figure 4 Course content and organization.

## Learner contribution

Feedback analysis (Figure 5) revealed a high level of participant engagement during the Dig-2-Inc pilot training. Notably, 91% of participants strongly agreed or agreed with the statement that they were committed to learning throughout the course. Furthermore, 89% of participants reported making significant progress in achieving the course objectives.

It is important to acknowledge the pre-existing knowledge and skill levels within the participant pool. The course attracted professionals with expertise in diverse subject areas, and some likely possessed prior knowledge relevant to the topics covered. This variation explains the remaining 11% of participants who provided neutral responses regarding their perceived progress.

The evaluation assessed participants' perceptions of the course's feedback mechanisms. While 90% of respondents reported satisfaction with the opportunities to provide feedback (Figure 5), 7% offered neutral responses, and 1 participant expressed strong disagreement.

To gain a deeper understanding of these divergent views, further investigation is recommended. Specifically, it would be beneficial to explore the nature of the feedback provided by the dissenting participant. Additionally, potential ambiguity in the feedback question itself warrants examination. Clarifying whether the question pertains to feedback mechanisms within the learning process forum or those associated with the feedback form completion could yield valuable insights. This



exploration could help identify areas for improvement in the feedback mechanisms for future iterations of the course.

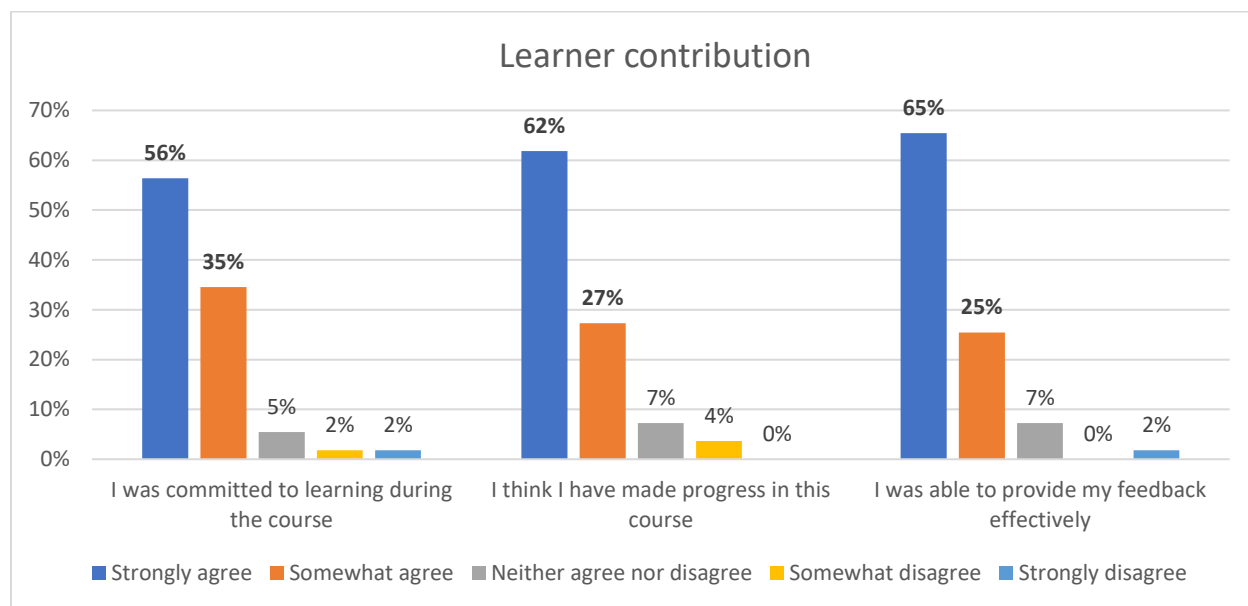


Figure 5 Learner contribution.

### Learning environment and teaching methods

The analysis of the provided feedback revealed different points of view regarding the learning environment and teaching methods used as well as regarding the potential of the course to facilitate the application of the theoretical concepts into practice (Figure 6). For these two aspects the evaluation results are identical - 91% of the participants admitted that the teaching methods of the course allowed them to understand the material very well and to be able to use this material in their pedagogical practice and / or work with students. 5% have provided neutral answers while for two people the teaching methods are not selected appropriately. It is strongly recommended to investigate more deeply these divergent views so the relevant improvements of the next iterations of the course to be made.

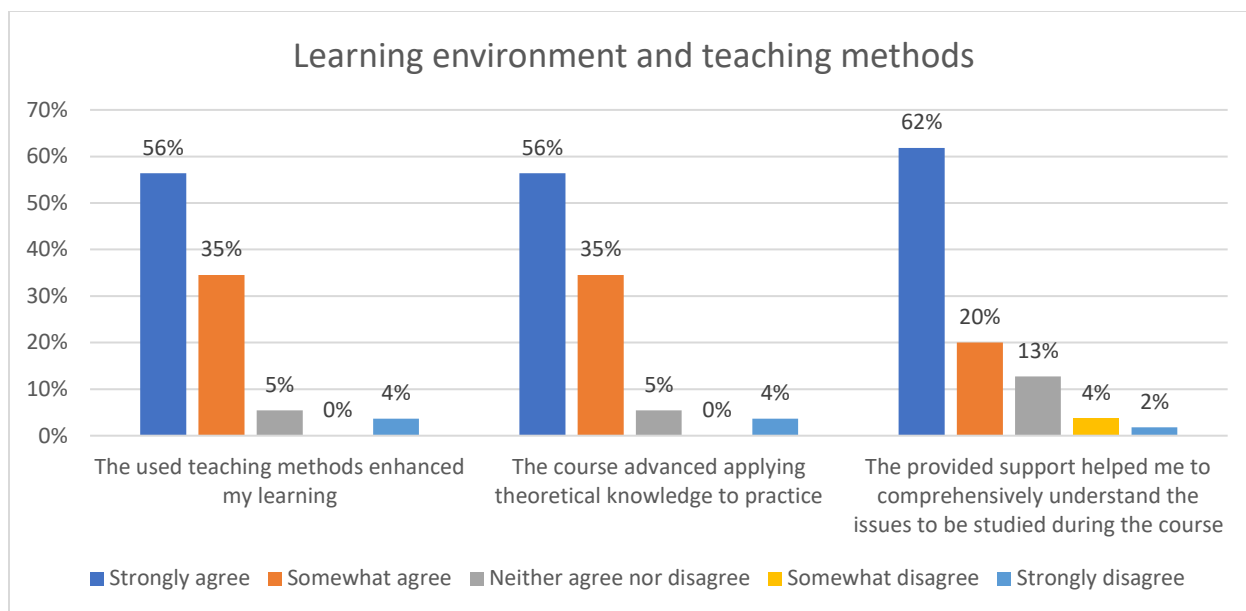


Figure 6 Feedback regarding learning environment and teaching methods.

Data analysis regarding the provided support and self-directed learning aspects of the Dig-2-Inc course revealed that a large majority of participants consider that the provided support is quite useful. 82% of the trainees (indicated strongly agree or agree as answer) and thus declare that the provided support aided their understanding of the course concepts and content. Approximately 20% of participants indicated a desire for more comprehensive support from the module authors who are experts in the corresponding topics.

While the number of participants seeking additional support is relatively small, it highlights the potential value of incorporating instructor-led sessions or supplementary consultations. These targeted interventions could benefit trainees who encounter difficulties progressing into the course.

### Quality of delivery

Overall, participants provided positive feedback on the course execution (Figure 7). Most of the respondents (82%) declared that the course stimulated their interest in the subject and only two people do not agree with this. 83% consider that the course pace was appropriate and only two people disagree that the delivery speed is not appropriate. Regarding the presentation of the concepts, more than 90% consider that the concepts are presented clearly.

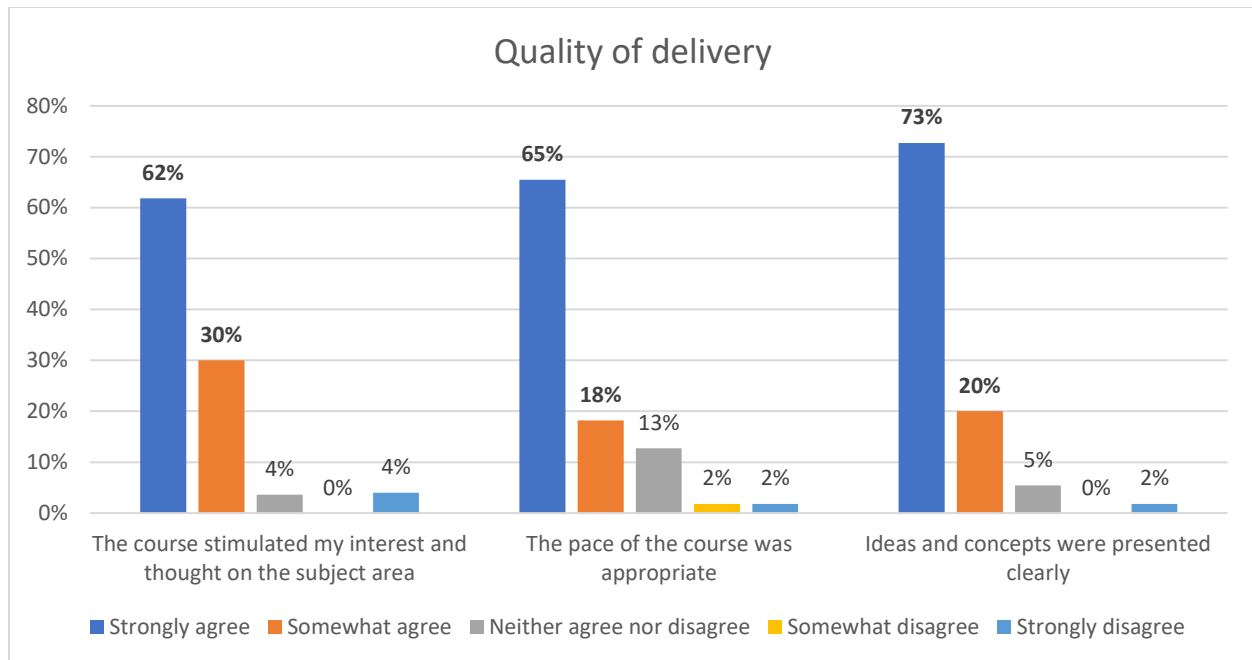


Figure 7 Quality of delivery.

Although the number of participants who think that the interest stimulation and the pace of the course could be improved (a total of two people) the course authors have to consider some additional strategies to enhance participant engagement and maintain motivation throughout the training to be included. Another aspect to be considered is the optimization of the balance between content depth and delivery speed to ensure clear understanding without overwhelming participants. By addressing these aspects, the course can be further refined to provide an even more effective learning experience for future participants.

## Expectations

The last part of the survey consisted of questions related to the participants' expectations from the training. The answers provided in this section strongly depend on the prior knowledge and educational background of the involved participants.

Overall, the evaluation of the participants is highly positive (Figure 8). 89% of the participants declared that their expectations from the course had been met. Very few participants (four people) indicated that they had bigger expectations.

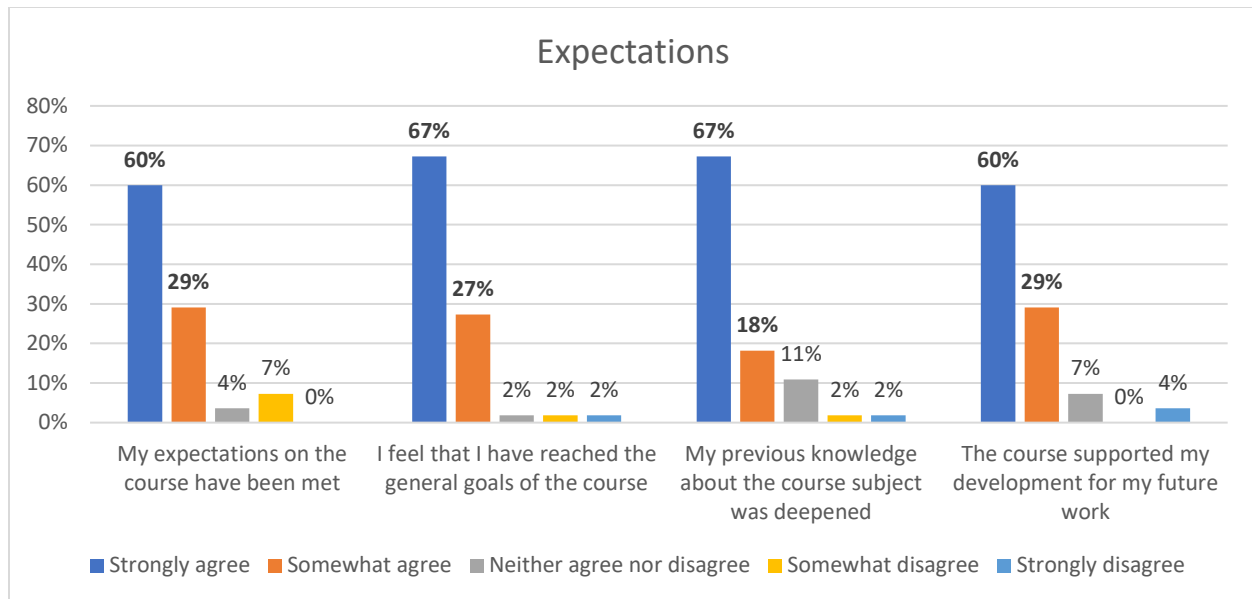


Figure 8 Expectations.

The pilot training yielded promising results in terms of participant achievement of learning objectives. A significant majority of participants (94%) reported feeling that they had achieved the overall goals of the course. A substantial portion of trainees (85%) indicated that the course successfully deepened their pre-existing knowledge related to the course subject matter. A high percentage of respondents (89%) perceived the course as contributing to their professional development and future work endeavours.

### Strengths and aspects for improvement

Participants' feedback on the Dig-2-Inc Pilot e-course and the training conducted was overwhelmingly positive. All course elements received high marks, indicating a high degree of participant satisfaction. Notably, the evaluation data revealed a mean score of 9.02 out of 10 (with 9 signifying "Very good"), suggesting a high level of program effectiveness in achieving its intended outcomes. The following diagram further illustrates the distribution of overall participant evaluations.

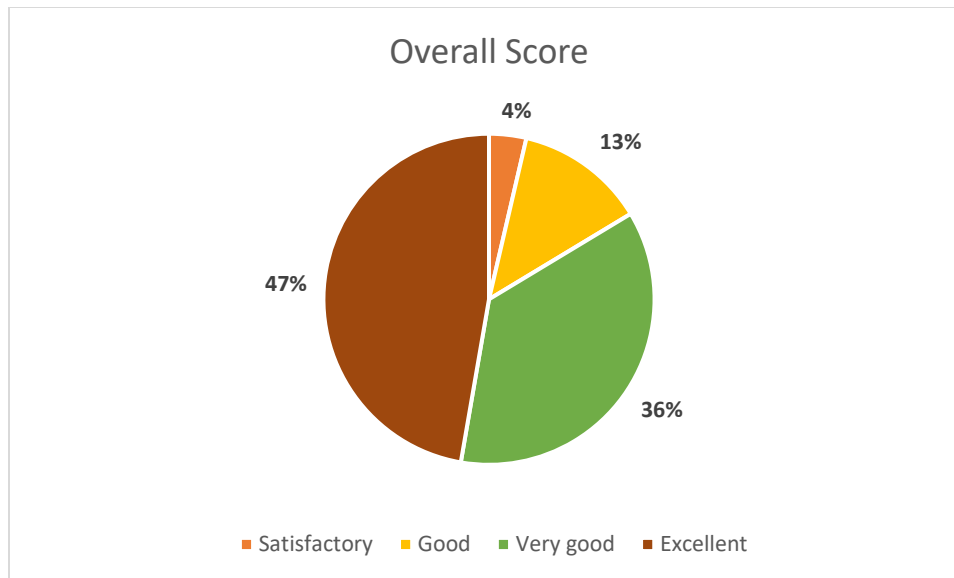


Figure 9 Overall score.

The Dig-2-Inc Pilot Course received overwhelmingly positive feedback from participants, who highlighted several key strengths:

- **Course Materials:** Participants highly regarded the quality and organization of the course materials. They appreciated the materials' well-produced nature and clear, coherent structure.
- **Multi-Format Presentations:** Participants expressed satisfaction with the availability of materials in several distinct formats which facilitates learning by catering to different learning preferences and styles.
- **Effective Progress Tracking:** The utilization of mechanisms for monitoring progress was considered effective. This approach enhanced the learning experience by allowing for better individual progress tracking.
- **Learning Resources:** Participants valued the inclusion of video materials with multilingual support and the provision of some hints and tips. The provision of learning resources in different formats was highly praised.
- **Novel and Relevant Information:** The introduction of new information, particularly on scaffolding learning and EU strategies, was appreciated. Participants liked that the course covered a variety of topics and consider them insightful and relevant to their professional development.
- **Focus on Application:** The emphasis on the connection between skills and their application in teaching environments resonated positively with the participants.

Participant feedback informed the process of refining future iterations of the Dig-2-Inc course to ensure its continued impact and effectiveness. The main outlined aspects by countries are as follows:

- Finland: Recommendations for clearer course goals and more interactive elements are provided together with suggestion for incorporating diverse learning formats and enhancement of the platform functionality. Emphasis on facilitating immediate application of learned concepts in teaching practice with focus on digital learning, inclusion of alternative assessment methods, and promoting interactive engagement.
- Bulgaria: The revision of some lectures is needed in terms of the elimination of repetitive parts. The evaluation highlighted the need for more interactive resources and practical examples to facilitate the immediate application of learned concepts within participants' teaching practice.
- France: Respondents have noted a lack of images in some course materials and suggest reducing text in favor of more visual content. A grid of questions to be answered during or after watching videos is suggested to be integrated to stimulate active viewing. It is also recommended to produce summaries of videos for better comprehension. Additionally, it is proposed to make participation in the forums mandatory specifying the number and nature of contributions to encourage engagement. It is suggested the references be included in the videos so the presentation of the information to be supported, like in video 3. This would lend credibility and depth to the course content. Respondents advised additional scientific references to be provided concerning the different learning styles discussed in the course. For video 3, respondents suggested providing concrete examples of student life skills to enhance understanding and applicability.
- Italy: For further improvement, the participants in the survey suggested the inclusion of interviews and real-life experiences from the target group which could provide valuable insights and further deepen participants' understanding of the subject matter, enhancing the overall learning journey.
- Romania: Participants in the survey suggested more detailed examples and interactive materials to be provided.

## SUMMARY OF THE RECOMMENDATIONS

The Dig-2-Inc Pilot Course garnered significant praise from participants for its well-produced course materials, effective progress tracking system, practical presentation of topics, and provision of comprehensive guidance and resources. However, participants also identified key areas for improvement, particularly in fostering greater learner engagement and promoting the practical application of learned concepts.

The pilot evaluation yielded valuable insights into various course aspects, informing recommendations for future iterations. These recommendations can be categorized into the following areas:

### 1. Content Enhancement:

- **Increased Visuals:** Participants suggested reducing text-based content in lectures and incorporating more visual elements such as images, diagrams, and pictures to make the content more engaging.
- **Scientific References:** Including more scientific references within the materials was highlighted as a valuable addition.
- **Connectivity and collaboration:** Providing contact information for module authors would facilitate direct communication, allowing for discussions on specific topics and potential future collaboration.

### 2. Improved Video Integration and Interactivity:

- **Provision of video summaries** to enhance comprehension.
- **Optimizing the balance** between content depth and delivery speed to ensure clear understanding without overwhelming participants.
- **Incorporating active learning strategies** for video content and more interactive elements throughout the course, such as providing quizzes to be completed after watching videos or reflection questions to be answered and ensuring the corresponding platform functionality.

### 3. Enhanced Engagement and Motivation:

- **Encouraging forum engagement** by mandating participation and specifying the expected number and nature of contributions.

- Enhancing participant engagement and maintain motivation via the inclusion of interviews and experiences from the target group providing valuable real-world perspectives and enriching the learning experience.

#### 4. Supporting Practical Application:

- More concrete and detailed practical examples to be included in the lectures and concrete achievements to be showcased to illustrate the course concepts and their application in teaching/working practices. This could foster a more engaging learning environment and facilitate the practical application of learned concepts in participants' practices.

By addressing these aspects, the course can be further refined to provide an even more effective learning experience for future participants.

## ANNEXES

This Dig-2-Inc International Piloting Report serves as a comprehensive analysis of the Dig-2-Inc pilot training. It leverages data and findings from the National Piloting Reports of Finland, Bulgaria, France, Italy, and Romania. While these National Piloting Reports are presented as separate documents, they are considered complementary and integral components of this International Report. This integrated approach ensures a holistic understanding of the pilot training's implementation and outcomes across all participating countries.