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Pilot Testing Report

INTRA e-learning platform in Poland

STAGE I



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ENTRY

The project "Innovative Technologies of Responsible Automation – INTRA" (project number: 2022-1-IT02-KA220-ADU-000085744) is implemented by an international partnership consisting of three organizations from different European countries: Problem Solver from Italy, SC Recdate from Romania and CRAS Association – Center for the Development of Social Activity from Poland. The project is implemented within the Erasmus+ program, Action KA220-ADU – Cooperation Partnerships in the field of adult education.

The main goal of the project is to create an innovative, interactive e-learning platform aimed at adults. The platform is to enable effective development of personal, social and digital competences.

The digital tool offers access to high-quality educational materials and specially designed instruments that enable personalized learning and progress monitoring.

The INTRA e-learning platform allows course participants to develop key psychosocial and digital skills that are extremely important in the context of today's professional and personal challenges, such as stress management, effective communication, motivation or time management. Particular emphasis is placed on the use of digital tools and automation of educational processes in order to increase the attractiveness and accessibility of educational materials.

The implementation of the project assumes several key stages. One of them is the pilot testing phase of the e-learning platform. This stage is necessary to assess the quality of the prepared materials, the effectiveness of the teaching methods and the usability of the platform itself from the point of view of users.

The partner responsible for testing the platform in Poland is the "CRAS" Association – Center for the Development of Social Activity, which ensured the organization of the testing group, data collection and analysis and evaluation.

In this publication we present detailed results of the pilot testing of the INTRA platform conducted by the first group of users from Poland.

The document contains a detailed analysis of the quantitative data obtained during testing, as well as qualitative material in the form of participant opinions and comments, which were collected through evaluation interviews.

The quoted statements of the participants allow for a fuller understanding of their experiences, indicating the strengths of the platform and areas requiring further improvement.

The report ends with the presentation of conclusions and recommendations that will be used in the further stages of the project in order to improve the quality of the training offered and increase the effectiveness of the educational process implemented using the INTRA e-learning platform.

The study is an important element of the project implementation, contributing to the dissemination of the project results and providing valuable feedback necessary for the further development of the project.

CHAPTER I. CHARACTERISTICS OF THE INTRA E-LEARNING PLATFORM

1.1 Basic assumptions of the platform

The INTRA e-learning platform was designed for adult users who want to develop their personal, social and digital competences in a flexible form of distance learning. The basic assumptions of the platform are to provide access to high-quality, substantively correct educational materials and the ability to personalize the learning process. The platform takes into account the specificity of adult education, allowing users to independently manage the pace and scope of knowledge acquisition.

The main goals of the platform are:

- facilitating access to valuable and modern educational materials,
- developing key competencies necessary on the labor market and in personal life,
- individualization of the learning path and monitoring of your own progress,
- increasing the awareness and self-knowledge of training participants,
- supporting adults in the process of continuous lifelong learning.

1.2 Platform structure and available functionalities

The INTRA platform has been designed in a transparent and intuitive way, making it easy to use its educational resources even for users with basic digital competences. The platform structure includes:

- Educational modules – consisting of a theoretical part (teaching materials in the form of texts, graphics, practical examples) and a test part (quizzes allowing for ongoing assessment of the level of mastery of the material).
- User panel – enabling tracking of individual progress, access to educational materials, quiz results and certificates of completion of individual modules.
- Personalization tools – allowing participants to tailor their learning path to their individual needs, interests and professional goals.

- Communication system – offering the possibility of consultation with specialists and interaction with other participants through discussion forums and chats.
- Analytical tools – generating reports on learning effectiveness, which can be used to further improve the educational process.

1.3 Topics and scope of educational modules

The materials on the INTRA platform have been divided into three key thematic modules, corresponding to the most important areas of competence of adult users:

- Module 1: Stress and emotions – focusing on understanding the mechanisms of stress and developing skills to cope with emotions in professional and private situations.
- Module 2: Personal development and motivation – focusing on building participants' self-awareness, differentiating concepts such as self-efficacy and self-esteem, and strengthening motivation to achieve personal and professional goals.
- Module 3: Time management – discussing techniques for effective planning, prioritizing tasks, delegating responsibilities and avoiding procrastination.

Each module contains comprehensive learning materials culminating in a quiz that allows you to immediately verify your acquired knowledge and obtain feedback on further areas requiring attention.

CHAPTER II. PLATFORM TESTING METHODOLOGY

2.1 Pilot Testing Objectives

The aim of the pilot testing of the INTRA e-learning platform was to check the effectiveness of the developed educational materials, assess the functionality of the platform itself and verify the degree of knowledge acquisition by users.

Particular attention was paid to:

- Assessment of the quality and adequacy of the educational content included in individual modules.
- Examining the functionality and intuitiveness of the platform from the end user's perspective.
- Evaluation of the effectiveness of the distance learning process, with particular emphasis on the possibility of applying the acquired knowledge in professional practice and personal life.
- Collection of participants' suggestions and comments regarding possible technical and substantive improvements to the platform.

2.2 Research group – characteristics of participants

The research group consisted of 28 adults (19 female and 9 male) who volunteered to participate in the pilot testing of the INTRA platform. The participants were professionally active, representing various industries and with diverse educational and professional experience. The testers included representatives of different age groups, which allowed for a comprehensive assessment of the materials and adaptation of the platform to the needs of a wide range of adult users. 28 out of 28 participants achieved 100% completion.

2.3 Research methods and techniques (quizzes, evaluation interviews, observations)

The testing process used a variety of research methods and techniques to collect comprehensive quantitative and qualitative data:

- Knowledge quizzes: After completing each module, participants completed quizzes consisting of 8 test questions to assess their mastery of the presented content. The quiz results were the basis for the quantitative analysis of learning outcomes.
- Evaluation interviews: After completing the testing, individual evaluation interviews were conducted with participants to collect feedback on the quality of the content, the usability of the platform and its impact on competence development.

2.4. Organization of the pilot process

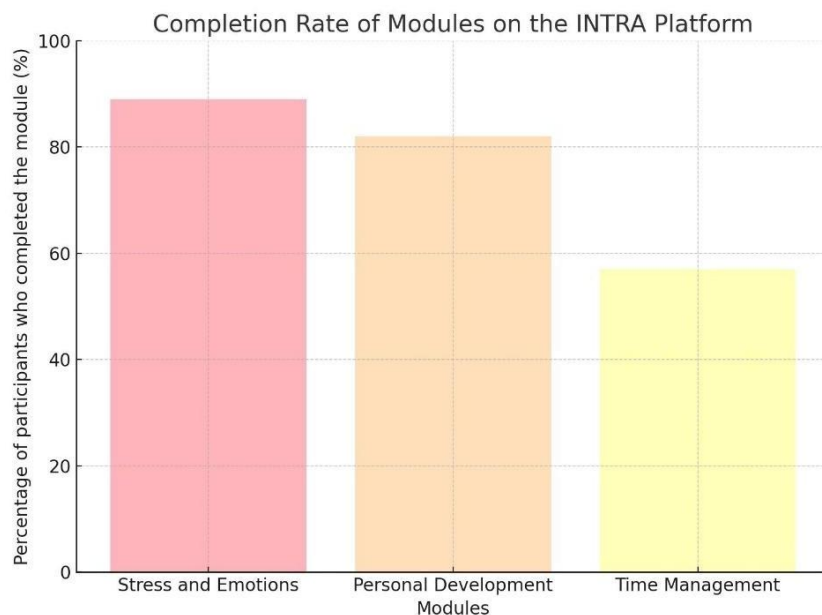
The pilot process was carefully planned and organized by the CRAS Association. Before starting the testing, participants received instructions on how to use the platform. There was an option to complete the course at an individual pace, at times convenient for them. After completing each module, users took a final quiz, and the whole process ended with evaluation interviews, which allowed for collecting detailed feedback and opinions on the tested platform.

CHAPTER III. ANALYSIS OF TESTING RESULTS (QUANTITATIVE DATA)

3.1 Overall Results – Module Completion Level

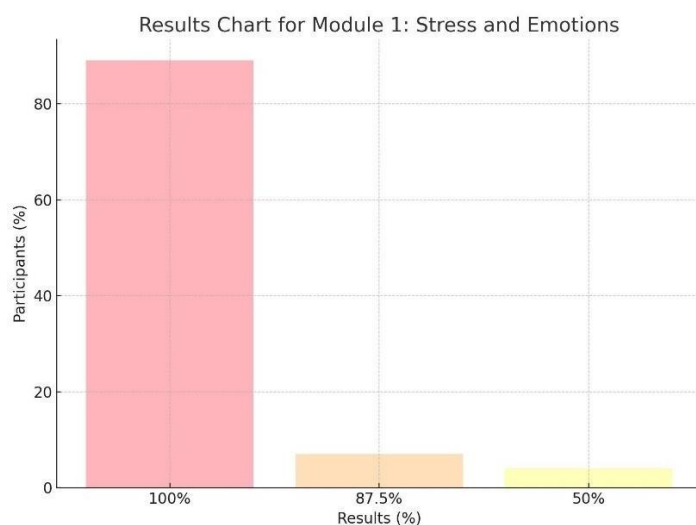
The analysis of the overall results shows that the vast majority of people taking part in the testing went through all the modules available on the INTRA e-learning platform. The highest level of completion was noted in the module dedicated to stress and emotions, which indicates a great interest in this topic and the effectiveness of the message. Slightly lower results were obtained in the module on time management, which may be due to a higher level

of difficulty or the need for longer work on this area. Detailed data is presented in the graphs below.

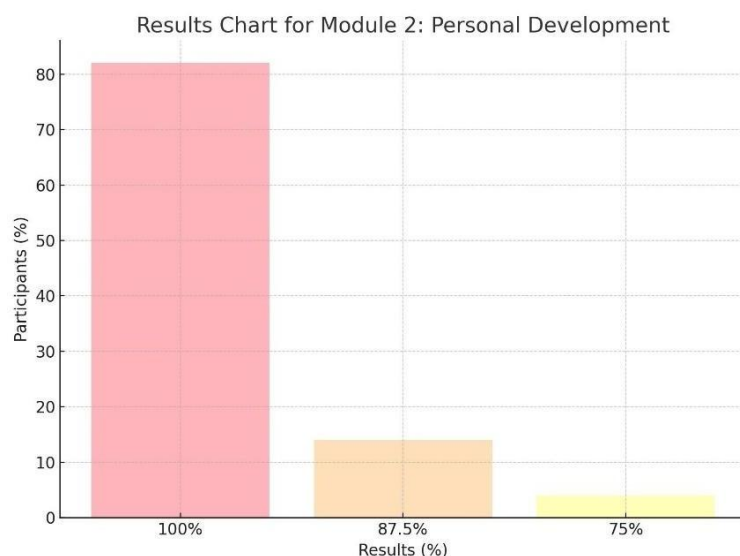


3.2 Detailed results of the final quizzes in each module

Module 1: Stress and emotions. In the quiz verifying the level of knowledge acquired in this module, most participants (89%) achieved the maximum score. This indicates a high level of assimilation of the material. Only a small percentage of participants achieved lower scores, which suggests that the content was clear and well-assimilated.

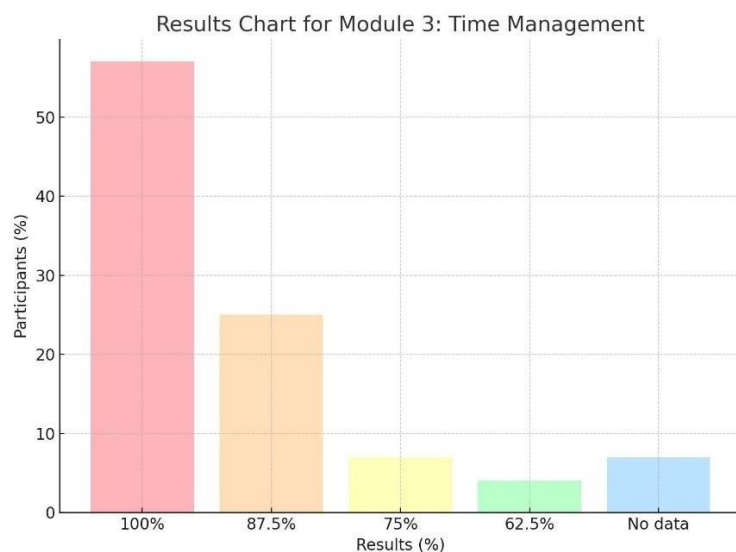


Module 2: Personal Development. Most participants (82%) achieved the highest score in the quiz. This confirms the effectiveness of the materials presented.



Module 3: Time Management. In this module, 57% of participants achieved the maximum score. This indicates very good assimilation of the content by more than half of the respondents.

The topic of time management is a challenge for some people – which makes this module particularly valuable. It can therefore be said that the educational material effectively addresses important issues that engage participants at different levels of advancement and motivate self-reflection.



CHAPTER IV. QUALITATIVE ANALYSIS OF EVALUATION INTERVIEWS

4.1 Participants' opinions on the quality of educational materials

The study participants highly rated the quality of educational materials available on the INTRA platform. They emphasized the practicality, usability and adequacy of the content to their needs:

- "The materials are very well constructed, clear, and the content is presented in an interesting and engaging way.",
- "What I liked most were the practical examples and exercises that made it easier to absorb new knowledge.",
- "Each module contains important information presented in an accessible way, without unnecessary complications.",
- "The content was clear, well-organized and understandable, so I could easily apply it to everyday situations."

4.2. Evaluation of the platform's functionality and intuitiveness

Most respondents positively assessed the functionality and intuitiveness of the platform, emphasizing its ease of use and clear interface:

- "The platform is intuitive, I had no difficulty navigating it. Everything is laid out logically",
- "The platform was easy to use, even for someone who is not very technically savvy".
- "I really appreciate the simplicity and clarity of the platform – from the first login I knew where to find the information and materials I needed."

4.3 Participants' observations on the impact of the course on the development of competences

The study participants indicated that participation in the courses significantly influenced the development of their personal and professional competences:

- "Thanks to the course, I have significantly improved my work organization and now it is easier for me to set professional and personal priorities.",
- "The stress management module gave me practical tools that I immediately implemented in my life. I can already see positive effects."
- "The course helped me look at my skills from a new perspective. Now I know what to focus on to further my professional development.",
- "I feel much more motivated to pursue my professional and personal goals since completing this course."

4.4 Selected quotes from participants

Selected quotes from participants reflecting their positive experiences with the platform and suggestions for changes:

- "I liked that I could adjust the pace of learning to my own abilities and needs.",
- "This course was one of the best I've ever taken online. The great content and presentation really engaged me.",
- "Very well-chosen practical examples allowed me to easily translate knowledge into everyday activities.",
- "I am positively surprised by how many useful things I have learned in a short time.",
- "I recommend the course to anyone who wants to develop their personal and professional skills in a convenient online format."

Gentle suggestions for changes you might want to consider:

- "It might be worth considering adding short video clips to complement the existing text and image content."
- "Maybe it would be worth considering expanding some of the multimedia materials in the future to make the course content more attractive."

In summary, the qualitative analysis of the evaluation interviews confirms that the pilot participants are very satisfied with the quality of the educational materials, the ease of using the platform and the effects in the form of competence development. The indicated

suggestions for changes can be valuable tips for the further development of the INTRA platform.

5.1 Platform strengths – what worked best?

The analysis of the INTRA e-learning platform testing results clearly indicates a number of strengths that were appreciated by the participants. The most frequently mentioned advantages included:

- high quality and clarity of educational materials,
- intuitive and user-friendly platform navigation,
- the ability to individualize the pace of learning,
- the practical nature of tools and techniques (e.g. personal orientation test, SMART/SMART-ER, reflective exercises),
- effectiveness of modules devoted to stress management, time management and self-awareness.

Many participants emphasized that the courses were not only useful professionally, but also influenced their personal development. For example:

"Thanks to the course, I have significantly improved my work organization and now it is easier for me to set professional and personal priorities.",

"The Personal Orientation Test helped me understand who I really am – not only at work, but also in my private life."

5.2 Areas for improvement or expansion

The collected data indicate that the level of participant satisfaction was very high. There were no significant comments that would suggest the need to introduce profound changes to the platform structure or the content offered.

It is worth noting, however, that a small number of participants made minor suggestions that could serve as a starting point for further improvement. Among others, the following were indicated:

- the ability to enrich materials with additional visual elements (e.g. diagrams, infographics, short films),
- considering simplifying some of the larger volume exercises (e.g. "Predispositions", "It's time for a change").

It is worth noting that these statements were not meant as criticism, but as proposals to improve the platform's functionality. The overall assessment of the participants was decidedly positive:

"I haven't noticed anything that would require changes - the tools are well prepared and effective.",

"If there's anything that could be improved, it's the graphic readability of some of the pages. Other than that, the whole thing was very professional."

5.3 Factors influencing the effectiveness of the online learning process

Based on the collected data and participants' reflections, several key factors can be identified that had a significant impact on the effectiveness of the online learning process in the INTRA project:

- independent pace of learning – the ability to adjust the pace of work to individual needs increased engagement,
- content personalization – tools such as a personal orientation test or predisposition analysis supported self-reflection and accurate goal setting,
- interactivity – practical exercises, quizzes and reflective tasks helped in active acquisition of knowledge,
- emotional support – participants particularly appreciated elements that helped them cope with stress, build self-awareness and motivation.

All these factors make the INTRA platform an effective tool supporting the development of adult competences, meeting the contemporary requirements of digital learning.

CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary of Pilot Testing Results

The results of the pilot testing of the INTRA e-learning platform clearly confirm its high substantive, functional and educational value. The opinions of the participants indicate a very high level of satisfaction with the use of the tools available on the platform. The tested modules were assessed as useful, engaging and practical.

Both quantitative data and qualitative analysis indicate that the platform effectively supports the development of personal, social and digital competences of adults. Participants emphasized the impact of the course on improving work organization, planning professional goals, coping with stress and strengthening self-awareness.

6.2 Recommendations for further development of the platform

Taking into account the results of testing and the opinions submitted, it is recommended to maintain the current direction of development of the platform, which was very well assessed by the participants. The high level of substantive quality of the materials, the clarity of the structure and the possibility of individualizing learning are elements that should be continued and strengthened.

Also worth considering:

- further enriching the content with visual elements (infographics, diagrams, illustrations),
- supplementing selected modules with optional video materials supporting the educational message,

- maintaining the simplicity of using the platform, while taking care of the aesthetics and graphic attractiveness.

It should be emphasized that none of the comments submitted by the participants concerned serious functional or substantive problems – on the contrary, most of the statements were praiseworthy and focused on the strengths of the platform.

SUMMARY

The pilot testing of the INTRA e-learning platform within the first group of users ended with a very positive result. Participants assessed the platform as an effective, modern and well-thought-out tool supporting the development of personal, social and digital competences. The training modules were perceived as substantively valuable, coherent, practical and adapted to the needs of adult learners.

In particular, the following were appreciated:

- high quality educational content,
- clear structure and intuitiveness of the platform,
- the ability to personalize the learning process,
- usefulness of tests and coaching tools.

Quantitative data showed high module completion rates and very good results in final quizzes. The data confirms the real impact of taking the course on improving self-awareness, stress management and effectiveness in work and everyday life.

The results obtained at this stage are extremely valuable from the point of view of further implementation of the project. Firstly, they confirm the accuracy of the assumptions described in the application for funding for the INTRA project (KA220-ADU-1E55F24E). Secondly, they provide a solid basis for implementing possible improvements in the next stages of platform implementation.

Testing the first group allowed us to collect constructive opinions and identify areas that – although they do not require fundamental changes – can be enriched (e.g. expansion of visual elements or additional multimedia).

What is particularly important is that the next two testing groups, which are planned as part of the continuation of project activities, will be able to use the improved version of the platform – considering the suggestions of the participants of the first stage. This will enable further validation of the tool, increase its accessibility and verify its effectiveness in diverse educational and cultural contexts.

To sum up, the results of the first phase of pilot testing clearly indicate the great potential of the INTRA platform as a modern tool supporting the adult learning process in Europe, in line with the objectives and values of the Erasmus+ program.