

Report on the 1st Pilot phase in Romania

INTRA e-learning platform – session 1

Partner: SC Recdate (Romania)

Training period: December 2024 - February 2025

1

Summary

Features of the INTRA platform	1
Objectives, targets and methodology of the pilot test	1
Training progress and quantitative results	2
Qualitative analysis of interviews.....	4
Strengths and areas for improvement	5
Conclusions and recommendations	6

Features of the INTRA platform

The INTRA platform was developed with the aim of promoting the development of personal, social and digital skills in adults, through a flexible, accessible and interactive training proposal. The structure is divided into three main modules:

- Module 1: Stress and Emotional Management;
- Module 2: Personal Development and Motivation;
- Module 3: Time Management.

Each module includes theoretical content, practical exercises, assessment quizzes and tools for individual reflection. Users can customize the route, track their progress and receive completion feedback. The intuitive interface makes access simple even for users with basic digital skills.

Objectives, targets and methodology of the pilot test

The first experimentation session of the INTRA platform in Romania took place with the aim of testing the training effectiveness of the course, the usability of the digital environment and the impact on participants in terms of personal development. The methodology used made it possible to collect both quantitative and qualitative data, through a combination of tools and evaluation moments.

Objectives

The main objectives of the experimentation in Romania were the following:

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2022-1-EN02-KA220-ADU-000085744

- Evaluate the clarity, coherence and relevance of the educational contents proposed in the three modules;
- Examine the degree of intuitiveness and accessibility of the platform from the end-user's point of view;
- Measure the effectiveness of the path in terms of perceived improvement of personal, social and digital skills;
- Collect suggestions and opinions through individual interviews at the end of the course.

2

Target group

The experimentation group was composed of 18 adults, men and women, selected from professionals active in heterogeneous work environments (education, social, administration and self-employment) and different levels of familiarity with online learning. The sample included participants of different ages (from 27 to 58 years old) and with different levels of experience and training, in order to realistically represent the target of continuing education for adults. All participants completed the training course, demonstrating a high level of commitment and interest.

Methodology

The pilot test was organized in several distinct and coordinated phases. In an initial phase, the participants were presented with the general context of the INTRA project, with particular attention to the educational aims, the topics covered in the modules and the training objectives pursued. This was followed by a brief introduction to the use of the platform, which allowed users to familiarize themselves with the digital environment and navigation modes.

Subsequently, each participant had individual access to the three training modules, which they were able to complete independently, according to their own times and learning rhythms. At the end of each module, a final quiz was scheduled to verify learning, while at the end of the entire training course, individual qualitative interviews were conducted, using the specially prepared guide questionnaire.

SC Recdate also monitored user interaction with the platform, with the aim of observing user behavior in terms of technical usability, completion times and degree of involvement with the proposed materials.

The integration of both quantitative and qualitative evaluation tools has made it possible to collect diversified and significant data, providing an in-depth view of the user experience and the effectiveness of the training model adopted.

Training progress and quantitative results

All 18 participants successfully completed the three modules, confirming a high degree of participation and involvement. Most participants completed the modules on a regular basis, with an average completion time per module of about 45-50 minutes. Some users spread the learning over multiple short sessions, while others completed the entire module in a single session.

A constant attendance rate was detected during the weeks of experimentation and no user encountered technical difficulties that compromised the course development.

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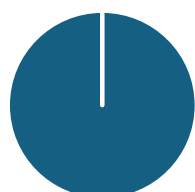
The results of the final quizzes showed an excellent assimilation of the content in the first two modules, with 100% correct answers from all users.

Quiz 1 - Recdate Participants' Score



■ 100% of correct answers

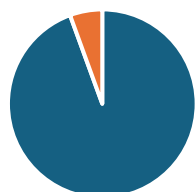
Quiz 2 - Recdate Participants' Score



■ 100% of correct answers

In the third module (Time management), the average percentage of correct answers was 87.5%, still indicating a good level of comprehension, albeit with a slight decrease compared to the other two paths. This suggests that some content is more complex or less immediate to apply.

Quiz 3 - Recdate Participants' Score



■ 100% of correct answers ■ 87,5% of correct answers

The most popular module was the one on stress management, which was also considered useful outside the work context. Some participants described the time management module as “*interesting, but less engaging*,” perhaps because of its more technical or abstract slant than the others.

Qualitative analysis of interviews

Qualitative interviews were conducted using the structured questionnaire provided by the INTRA project. The interview was divided into six thematic sections (general experience, quality of materials, platform functionality, impact on skills, suggestions, final evaluation) and made it possible to collect a wide range of impressions and comments from users. The responses collected were summarized and analyzed in a qualitative key, identifying the main recurring themes and the most relevant observations that emerged in the discussion with the participants.

1) General experience

Participants reported an overall positive experience. Most of the participants described the course as useful, well-structured and easy to use. Some particularly appreciated the flexibility of learning and the simple language, considering the proposal already fully adapted to their needs.

“It’s the first time I’ve completed an online course without dropping out halfway through. The fact that I could manage everything at my own pace was decisive.”

“I found it balanced, not too long or too challenging.”

“I liked it. I found it smooth and without unnecessary pressure.”

However, not everyone found it engaging on an emotional or motivational level; They noticed some visual uniformity between the modules, suggesting that you could slightly differentiate the graphical presentation to make the experience more varied.

“I followed him willingly, but after a while the formations all seem the same in shape. It lacks a bit of graphic variety”.

“Useful, but I struggled to keep my concentration until the end of the module.”

“I would have preferred some more dynamic content, to break up the reading.”

2) Quality of materials

The quality of the materials was judged to be good. Many found the language accessible and the content well structured, but with room for improvement especially in the synthesis and balance between theory and practice.

“The content is good, but some texts are a bit long for reading on the screen.”

“I appreciated the clear and direct approach. He doesn’t take anything for granted, but without being too technical.”

“Some pages are really text-dense. A final summary sheet would help”.

“It helped me a lot. Especially some ideas that make you think of real situations”.

3) Platform functionality and usability

The platform was deemed functional and intuitive, with a clean interface and good navigability. Many users have felt comfortable even without particular familiarity with digital tools. What was most appreciated were the clarity of the menus and the possibility of following one’s progress. Some suggestions concerned the possibility of implementing a notification system.

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“I found it simple and straightforward. Finally, a platform where you don’t get lost after logging in”.

“Everything is where you expect it to be.”

“It works well.”

5

4) Impact on skills

The perceived impact was generally positive, with particular reference to self-assessment and priority management. Not everyone perceived an immediate change, but many brought useful insights into their daily and working lives.

“The stress module made me think about automatic reactions that I take for normal.”

“I have reorganized some habits: nothing revolutionary, but it is a start”.

“I was expecting something more work-oriented, but the impact was still there.”

Not everyone reported an immediate change, but several users recognized the usefulness of the path as a first stimulus to address some critical aspects of their behavior in a more structured way. Some highlighted the need to deepen, at a later stage, issues related to effective communication, conflict management and work organization.

In particular, the areas of greatest perceived fragility that emerged are:

- time management in multitasking contexts, where some users have reported difficulties in planning and prioritizing;
- self-efficacy and motivation in the long run, considered more unstable and difficult to maintain without external support;
- the ability to regulate emotions in situations of repeated stress, especially in the work context.

These aspects can guide any additions to the content in the next phase of the project in a targeted manner.

5) Suggestions and concluding remarks

Some participants did not propose small additions or adaptations, but did not consider the course to be lacking. The most frequent proposals concerned:

- insertion of short videos or practical testimonies;
- greater variety in the graphic structure;
- Ability to customize the route according to interests.

“That’s already fine, but there is room to make everything more ‘alive.’”

Strengths and areas for improvement

Strengths

- Completeness and quality of content;
- Simple and clear interface;
- Comprehensible and modular structure;
- Practical and direct approach;
- Flexible and customizable learning;



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2022-1-EN02-KA220-ADU-000085744

- Inclusive accessible language;
- Presence of food for thought and well-calibrated quizzes.

Ideas for future improvements

- Inclusion of multimedia elements to diversify the experience;
- Expansion of visual elements (infographics, diagrams);
- Streamlining some longer slides.

6

Conclusions and recommendations

From the pilot test conducted in Romania, the feedback is that the INTRA platform effectively responds to the needs of the adult target, offering an accessible, well-organized and useful experience from an educational point of view. The observations collected confirm the validity of the model, while suggesting some improvements to make the experience more varied and engaging.

It is recommended to:

- Maintain the modular structure, the clarity of the contents and the freedom of use;
- Gradually introduce dynamic content (images, infographics, real examples, summary sheets);
- Simplify and lighten denser sections;
- Enhance the personalization of the path (conceivable in the long term, based on the analysis of needs and the characteristics of specific target groups).

Experience confirms the quality of the current approach. The suggestions that emerged do not indicate shortcomings, but opportunities for evolution consistent with what has already been achieved.