

INTRA -Innovative Technologies of Responsible Automation
2022-1-EN02-KA220-ADU-000085744

Report on the 2nd Pilot phase in Italy

INTRA e-learning platform – session 2

Partner: Problem Solver (Italy)

Training period: February-May 2025

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Introduction

Between February and May 2025, the second phase of the experimentation of the INTRA e-learning platform, dedicated to the development of transversal skills for adults, took place in Italy. The aim was to verify, on a larger and more varied sample, the usability of the contents, the clarity of the activities and the perception of practical usefulness of the modules.

The course, as in the first experiment, is divided into three main modules:

- Stress and emotion management;
- Personal development and motivation;
- Time management.

Each module includes textual content, operational ideas/exercises and a final quiz.

Procedure and target group

The training took place in asynchronous mode, with individual access to the platform and freedom of time organization.

62 people participated, including 41 women and 21 men, with an average age of 38 years. The group was made up of adults residing in Rome and the surrounding area, with heterogeneous profiles: third sector workers, office workers, educators, freelancers and people in job transition.

Data collection took place through:

- tracking on the platform for monitoring the completion of the course and the collection of quiz results (progress, completions and performance);
- qualitative observations during moments of discussion;
- a short meeting to return self-evaluation and satisfaction with those who have given availability (voluntary participation)

Quantitative results

Overall, the trial went well, with active participation and positive feedback. Most of the participants (60 out of 62) completed the entire course; while a minority share (2) completed only 2 modules (typically due to lack of time or discontinuity). Fruition was often in micro-sessions: access in the evening and on weekends, with breaks between one module and another.

The quizzes were completed regularly by all participants, even those who did not complete the viewing of the modules. The performances are good, but more realistic than in the first phase: several

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participants said they had repeated some questions or reread parts of the text before answering. Some perceived the quizzes as useful for “taking stock”, others as a somewhat scholastic but still quick step.

Technical aspects

- No blocking criticalities.
- Sporadic episodes: access from smartphones not always comfortable.

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Interview results and qualitative feedback

Qualitative interviews were administered during a brief voluntary feedback meeting. The discussion was positive and spontaneous. Here is a summary of the points touched:

1. Course contents

The general perception is that the content is clear and understandable, with a good balance between simplicity and usefulness. Part of the group, however, pointed out that some passages are a bit generic when read by those who already have experience on these issues.

“It reads well, I’ve never gotten lost, but in some points I would have liked examples”.

“It’s not that it changed my life, but it put some things in my head.”

“When he talks about stress, I find myself in it, especially in the part about automatic reactions”.

2. Language and tone

The tone was perceived as adult, respectful, not paternalistic. Some participants asked for even more “conversational” language or examples closer to everyday contexts (work, children, shifts, commuting).

“It’s well written, but I would have liked some examples closer to my work anyway.”

“I like that it’s not too technical: you understand it without having to search for words.”

3. Utility and transferability

Here the judgments were very concrete: usefulness is recognized especially when the course proposes simple actions that can be applied in the short term.

“The part on priorities made me change how I prepare the week: a few things, but doable”.

“On motivation it gave me a hint, but then it depends a lot on the period you are experiencing”.

“I didn’t have any problems.”

“I tried one of the suggested breathing techniques when I was agitated: I don’t know if it always works, but it helps me slow down.”

In general, it emerges that:

- some perceived an immediate change (small habits: lists, breaks, notification management, micro-goals)
- others spoke more of awareness than change (“I recognized myself”, “he paid attention to...”)

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- A minority declared a limited impact because the contents were “already known” or because the personal period did not allow continuity.

4. User experiences

The experience was positive overall: intuitive platform, linear path. The suggestions focus on “small conveniences” and keeping attention high.

“It’s easy, but if you read on your phone after a while you get tired.”

“I would have needed a more obvious bookmark: when I resume after two days I don’t remember where I was”.

“I’ve been managing stress for years... But it was useful to see things from another perspective.”

“Graphics ok, but a bit flat: after a module the risk is to send the others off”.

5. Strengths

- Clear structure and guided path
- Content accessible even to those who are not used to online training
- Practical cut appreciated when proposing micro-actions
- Good perception of personal usefulness (even when it does not produce immediate changes)

6. Suggestions for improvement

These are mostly enrichment suggestions to make the path more “dynamic” and specific for work contexts:

- more practical cases;
- more variety in content;
- small UX improvements: pick up where you were, more noticeable progress bar, more “mobile-friendly” format for reading.

Conclusion

The second trial (February–May 2025) confirms that the INTRA platform is robust, usable and well received even on a larger sample. The experience was positively evaluated, especially for its clarity, ease of use and ability to activate reflection and small concrete actions.

The most important aspect that emerged is the difference between:

- those looking for “ready-to-use” tools (checklists, quick exercises, examples),
- those who experience the course as a space of awareness (reviewing habits, recognizing automatisms).

To increase perceived effectiveness and sustain continuity, it is suggested to:

- maintain the modular and flexible structure,
- integrate multiple operational materials (factsheets, examples, mini-simulations),
- make some parts more “alive” and situational, with cases differentiated by contexts of life and work,

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- improve some details of smartphone use and resumption of the route.

Overall, the experimentation was positive and generated concrete and realistic indications for the refinement of the content and user experience.

The month of June will be dedicated to improving the model according to the feedback collected from beneficiaries, stakeholders and partner teams.

The third and final trial of the model, in its improved version, is set for the period between July and October 2025.