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Pilot Testing Report

INTRA e-learning platform in Poland

STAGE 2



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ENTRY

The project “Innovative Technologies of Responsible Automation – INTRA” (2022-1-IT02-KA220-ADU-000085744) is implemented by an international partnership and aims to develop an innovative e-learning path for adults, oriented towards the development of personal, social and digital skills. As in the previous phase, experimentation is an essential step to verify in the field: quality of materials, methodological effectiveness, usability of the platform and perceived impact on skills.

The partner responsible for the experimentation in Poland is CRAS, which took care of the organization of the test group, the monitoring on the platform and the collection of qualitative feedback.

CHAPTER I. CHARACTERISTICS OF THE INTRA E-LEARNING PLATFORM

Basic assumptions of the platform

The INTRA e-learning platform is designed for adult users interested in developing transversal skills in a flexible way, with the possibility of managing learning times and pace. The main objectives include access to quality materials, support for personal awareness, development of skills useful in professional and everyday settings and monitoring progress in order to support adults in the process of continuous and lifelong learning.

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 skills. The structure of the platform includes training modules with a theoretical-practical part and final quizzes, a user panel to track progress and results and tools that promote autonomy and personalization of the path.

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 expertise of adult users:

1. Module 1: Stress and emotions – focusing on understanding the mechanisms of stress and developing skills to deal with emotions in professional and private situations.
2. 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.
3. Module 3: Time Management – discuss techniques for effective planning, prioritizing tasks, delegating responsibilities and avoiding procrastination.

Each module contains comprehensive learning materials that culminate in a quiz that allows you to immediately check your knowledge and get feedback on additional areas that need attention.

CHAPTER II. PLATFORM TESTING METHODOLOGY

Pilot Testing Objectives

The Stage II trial had the following objectives:

- evaluate the quality and adequacy of the contents of the three modules;
- verify the functionality and intuitiveness of the platform from a user point of view;
- monitor the effectiveness of the course (completion and results in the quizzes) and transferability of skills;
- collect indications and suggestions for possible micro-improvements.

Research group – characteristics of participants

The group of beneficiaries consisted of 30 adults (19 females and 11 men) who volunteered to participate in the pilot tests of the INTRA platform. The group was made up of stakeholders linked to the educational and socio-training sector, with a profile consistent with the project target:

- teachers and educational figures (school and non-formal training);
- system coordinators/figures and organizational staff (planning, activity management, monitoring);
- guidance counsellors, adult trainers, third sector operators and professionals involved in skills development paths.

This composition made it possible to observe the platform both as an individual experience and as a resource that could potentially be replicated in school contexts and educational accompaniment.

30 out of 30 participants achieved total completion of the training.

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

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

1. Tracking on the platform for the completion of activities;
2. Knowledge quizzes: After completing each module, participants completed quizzes consisting of 8 test questions to assess their mastery of the content presented. The results of the quiz were the basis for the quantitative analysis of the learning outcomes.
3. Evaluation interviews: After the completion of the tests, individual evaluation interviews were conducted with the participants to gather feedback on the quality of the content, the usability of the platform and its impact on skill development.

Organization of the pilot process

The process was organized by CRAS with a short initial phase of instructions and support, then autonomous use of the modules and completion of the final quizzes, with collection of feedback at the end of the course.

CHAPTER III. ANALYSIS OF TESTING RESULTS (QUANTITATIVE DATA)

Overall Results – Module Completion Level

The analysis of the monitoring data confirms a very high level of participation and continuity: all 30 participants included in Stage II have completed the entire training course on the INTRA platform (status: *Completed*).

The figure of “100% completion” is particularly significant considering the composition of the group (stakeholders in the education and school sector), often characterized by busy agendas and professional commitments. In this phase, no abandonment or interruption of the path was observed and the progression is homogeneous over the entire sample.

Detailed results of the final quizzes in each module

The verification of learning took place through final quizzes, administered at the end of each module, with results expressed as a percentage of correct answers. In the set of scores detected, the values observed are essentially two: 100% and 87.5%, consistent with a multiple-choice quiz structure with 8 items (8/8 and 7/8).

Below is an aggregate reading of the scores (N=30 for each module):

Module	Participants	100% (8/8)	87,5% (7/8)	Avg. score
Module 1 – Stress and emotions	30	28 (93,3%)	2 (6,7%)	99,2%
Module 2 – Personal development & motivation	30	25 (83,3%)	5 (16,7%)	97,9%
Module 3 – Time management	30	27 (90,0%)	3 (10,0%)	98,8%

Overall, the scores show a **very solid understanding** of the contents and a good consistency between teaching materials and assessment tools: the full result prevails (8/8), with a limited share of 7/8 scores.

- **Module 1 (Stress and emotions)** is the one with the highest and most uniform performance (93.3% of full scores). This is consistent with the strong “accessibility” of the topic and with the fact that participants can easily connect concepts and examples to everyday and professional situations.
- **Module 2 (Personal development and motivation)** shows a slightly greater variability (16.7% at 7/8). This is plausible, because it includes conceptual distinctions (e.g., self-efficacy vs. self-esteem) and theoretical models that require more attention to detail.

- **Module 3 (Time Management)** returns to very high values (90% full scores). The small odds at 7/8 suggest that some questions (related to techniques and definitions) may require more careful reading, but without impacting overall success.

Considering the set of tests (3 quizzes × 30 participants = 90 quizzes completed), it can be observed that the results are almost always 8/8 and only in some cases 7/8, confirming a very high overall average level ($\approx 98.6\%$).

CHAPTER IV. QUALITATIVE ANALYSIS OF EVALUATION INTERVIEWS

Participants' opinions on the quality of educational materials

The feedback collected by CRAS shows an overall positive assessment of the quality of the teaching materials. The contents have been described as well-organized and coherent, with a language accessible even to those who are not used to online training courses. The modular structure was perceived as an element that facilitates continuity: “few parts, but orderly”, with a rhythm suitable for professionals and stakeholders in the education sector.

Most frequently appreciated aspects:

- Clarity and readability: understandable texts, concepts explained in a linear way.
- Theory-practice balance: presence of operational cues and reflection questions that help to “bring the concepts to the ground”.
- Internal coherence: the three modules are linked to each other and progressive (stress → motivation → organization).
- Comments from participants:
- “Well written and neat materials.”
- “It’s useful because it makes you think about concrete situations.”
- “It’s not ‘slogan motivational’ – it’s practical and realistic.”

Qualitative note: the group included experienced stakeholders (school/training/third sector). The course has often been interpreted as a tool for consolidation: not necessarily new in concepts, but useful for restoring structure and common language between different colleagues/roles.

Evaluation of the platform's functionality and intuitiveness

L'esperienza d'uso della piattaforma è stata valutata come semplice e lineare. I partecipanti hanno riferito di aver trovato facilmente materiali, attività e quiz, con una navigazione percepita come "pulita" e senza elementi superflui. Il completamento totale del percorso (30/30) supporta l'assenza di barriere significative in termini di usabilità.

Elements considered positive:

- clarity of the path (it is evident "what comes next");
- ease in completing quizzes and viewing progress;
- good usability even for users with basic digital skills.

Comments from participants:

- "There are no complicated steps: you go in and move on."
- "It's clear what's missing and what you've already done."
- "I appreciate the simplicity of the platform".
- "The platform is intuitive, I had no difficulty navigating it."

Minor (non-blocking) observations: some participants, especially if they were using smartphones, noticed that the more textual sections require more attention and time.

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

The perceived impact on competences has been described realistically: not as a "radical change", but as a combination of increased awareness, clearer tools and micro-actions applicable in daily practice, particularly relevant for those working with people, groups and complex loads (school/education/social sector).

Competence area: Stress and emotional management

Strengthened skills

- recognize stress signals (physical, cognitive, behavioral) earlier;
- distinguish emotions and automatic reactions;

- Use short, realistic strategies (pauses, breathing, stop and reframe) in moments of pressure.

Transferability in the school/sector context - In educational and social work, where the relational dimension is intense, the participants highlighted the usefulness in managing:

- conflict situations (with students, families, colleagues);
- moments of overload (deadlines, urgencies, simultaneous management of tasks);
- Communication under stress (reduce impulsive reactions, maintain tone and listening).

Comments:

- “I notice certain automatisms earlier.”
- “It doesn’t take away the stress, but it helps me not to react on impulse.”

Competence area: Personal development and motivation

Strengthened skills

- setting more realistic goals (small, measurable steps);
- increased focus on self-efficacy, personal accountability and factors that support continuity;
- ability to transform “intention” into action plan (routines, micro-commitments, monitoring).

Transferability to educational stakeholders – Many participants acknowledged that the module’s tools are also applicable in working with others:

- support for the motivation of learners/adults in learning;
- orientation (definition of objectives, obstacles, strategies);
- facilitation of empowerment processes.

Comments:

- “It helped me make the goal less ‘ideal’ and more feasible.”
- “Great for my work – it’s a language I can use with others.”

Competence area: Time management

Strengthened skills

- ability to prioritize (important vs. urgent);
- more sustainable planning (time blocks, realistic lists);
- strategies against procrastination and dispersion (interruptions, multitasking, notifications).

Transferability in school/educational work - This area was perceived as one of the most “immediate” to apply for:

- management of multiple tasks and different roles (teaching, bureaucracy, projects);
- organization of activities with groups/classes;
- reduction of the mental load linked to continuous urgencies.

Comments:

- “I’m learning not to make endless lists: I choose 2–3 real priorities.”
- “It made me review how I handle interruptions and urgencies.”

Digital and self-learning competence (cross element)

Although not a “technical” course, the experimentation supported digital skills and autonomy in studying:

- autonomous use of an e-learning platform;
- self-management of time;
- Monitoring progress and verification via quiz.

This aspect is relevant for stakeholders in the educational sector, because it also reinforces “confidence” with digital tools that can be replicated in other training contexts.

Selected quotes from participants

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

- “I appreciated being able to manage the learning pace around my schedule, without feeling rushed.”
- “One of the most solid online courses I’ve taken recently—clear structure, relevant topics and no unnecessary filler.”

- “The practical cues made it easy to connect the content to real situations at work and in everyday life.”
- “I didn’t expect to take away this much from such a concise course—especially the tools on prioritising and stress regulation.”
- “I would recommend it to colleagues in education and the social sector: it’s accessible, well organised and genuinely useful.”

Gentle suggestions for changes you might want to consider:

- “It could be helpful to add a few short video clips (even optional) to complement the text-based sections.”
- “In the future, a slightly richer set of multimedia elements—like infographics or short animations—might make the learning experience even more engaging.”

The qualitative analysis of the evaluation interviews confirms that participants were highly satisfied with the quality of the educational materials, the ease of using the platform and the perceived effects in terms of competence development. The feedback collected points mainly to small, non-blocking enhancements aimed at making the learning experience even more dynamic, without requiring structural changes to the model.

CHAPTER V. PLATFORM STRENGTHS AND AREAS FOR IMPROVEMENT

What worked best?

The analysis of the Stage II testing results of the INTRA e-learning platform in Poland indicates a set of strengths that were clearly appreciated by the participants.

The most frequently highlighted advantages included:

- high quality, clarity and logical structure of educational materials,
- intuitive and user-friendly navigation, supporting smooth completion of modules,
- the possibility to individualize the learning pace, allowing participants to fit the course around professional duties,
- the practical, applicable character of the tools and techniques, encouraging immediate transfer into everyday routines,
- high perceived usefulness of modules focused on stress management, self-awareness/motivation and time management, particularly relevant for stakeholders

working in education and the social sector.

Many participants emphasized that the course brought benefits not only to their professional practice but also to their personal development and everyday functioning. For example:

- “The course helped me rethink how I prioritise tasks—both at work and outside of work.”
- “It gave me a clearer framework for managing stress and reactions in demanding situations.”

The quantitative results support these positive impressions: the completion level was 100% (30/30) and quiz outcomes were consistently very high, with most participants achieving the maximum score (8/8) across modules.

Areas for improvement or expansion

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

It is worth noting, however, that a small number of participants proposed minor enhancements that could be considered for future enrichment. The most common suggestions included:

- adding more visual elements (e.g., diagrams, infographics, short optional video clips) to complement text-based sections,
- expanding the set of context-specific examples, particularly for school and education-related scenarios (e.g., pressure situations, workload peaks, communication in tense interactions),
- introducing short end-of-module “takeaway” summaries, to quickly revisit key points and actionable steps.

Importantly, these remarks were not framed as criticism but as optional ideas to make an already well-functioning tool even more engaging. The overall assessment remained clearly positive:

- “I didn’t notice anything that would require real changes—the platform works well and the tools are useful.”
- “If anything, I’d only refine the visual presentation in a few places; overall the course felt professional and consistent.”

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 possibility to adapt the rhythm to individual needs increased engagement and supported completion,
- practical orientation – exercises, reflective prompts and concrete techniques facilitated transfer to everyday and professional situations;
- interactivity and consolidation – quizzes supported attention and reinforced key concepts; the consistently high quiz results confirm that the assessment was accessible and aligned with the content;
- relevance for high-relational environments – stakeholders from education and the social sector especially valued the focus on stress regulation, self-awareness and time organisation in demanding contexts.

All these factors confirm that the INTRA platform works effectively as a digital learning tool supporting the development of adult competences in a format aligned with contemporary adult education needs.

CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS

Summary of Pilot Testing Results

The Stage II pilot testing results of the INTRA e-learning platform in Poland confirm its high substantive, functional and educational value. Participants expressed a very high level of satisfaction with both the quality of educational materials and the ease of using the platform. The tested modules were perceived as useful, engaging and practical, with strong relevance for stakeholders working in school and education-related environments.

Both quantitative data and qualitative feedback indicate that the platform effectively supports the development of personal, social and digital competences of adults. In Stage II, all participants completed the modules (30/30) and quiz performance was consistently very high, with the majority achieving 100% and a limited number of cases scoring 87.5% (7/8).

Participants particularly emphasised the impact of the course on improving:

- organisation of work and prioritisation,
- coping strategies for stress and emotional pressure,
- self-awareness and goal-setting approaches,
- autonomy in online learning.

Recommendations for further development of the platform

Taking into account the testing results and opinions submitted, it is recommended to maintain the current direction of the platform development, which was assessed very positively by participants. The strong substantive quality of the materials, the clarity of the structure and the possibility of individualising learning should be continued and strengthened.

Also worth considering (as non-essential enhancements):

- further enriching content with visual elements (infographics, diagrams, illustrations),
- supplementing selected modules with optional short video materials supporting the educational message,
- maintaining the platform's simplicity while improving graphic consistency and attractiveness where relevant.
- It should be emphasized that none of the submitted comments referred to serious functional or substantive problems. On the contrary, the majority of statements were clearly appreciative and focused on the platform's strengths.

SUMMARY

The Stage II pilot testing of the INTRA e-learning platform in Poland ended with a very positive outcome. Participants assessed the platform as an effective and well-thought-out tool supporting the development of adult competences, particularly relevant for stakeholders from education, school environments and the wider social sector.

In particular, the following were appreciated:

- high quality educational content,
- clear structure and platform intuitiveness,
- the ability to personalise the learning process,
- usefulness of practical tools, reflective tasks and quizzes.

Quantitative data confirmed full completion (30/30) and very good quiz results across the three modules, indicating strong accessibility and alignment between learning content and assessment.

The results obtained at this stage are valuable for the continuation of project activities: they confirm the validity of the INTRA model and provide a clear direction for small enhancements that do not require fundamental redesign—mainly the possible expansion of visual/multimedia elements and additional context-based examples for school and education settings.

Overall, the Stage II results confirm the strong potential of the INTRA platform as a modern tool supporting adult learning in Europe, aligned with Erasmus+ priorities and the needs of adult learners operating in diverse professional contexts.