

Call 2022 ROUND 1 KA2
KA220-ADU - Cooperation Partnerships in Adult Education | Erasmus+

2022-1-IT02-KA220-ADU-000085744

Pilot Testing Report

INTRA e-learning platform in Poland

STAGE 3



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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 competences. As in the previous stages, the pilot testing represents a key step to verify the platform in real conditions: quality of materials, methodological coherence, usability and the perceived impact on competences.

The partner responsible for the experimentation in Poland is CRAS, which coordinated the recruitment of the testing group, provided initial guidance and support, monitored progress on the platform and collected qualitative feedback from participants. This Stage III testing was carried out using the refined version of the INTRA e-learning path, which received very positive reception among users.

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 educational materials, support for personal awareness, development of competences useful in professional and everyday settings and monitoring of progress to support adults in the lifelong learning process.

Platform structure and available functionalities

The platform is built in a transparent and intuitive way, making it easy to use even for users with basic digital skills. The structure 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 individualization of the learning 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 III trial had the following objectives:

- to confirm the quality and adequacy of the contents of the three modules in the refined version of the platform;
- to verify the functionality and intuitiveness of the platform with a more diverse adult group;
- to monitor the effectiveness of the course (completion and results in quizzes) and perceived transferability of competences;
- to collect minor suggestions for final fine-tuning, if needed, before wider dissemination.

Research group – characteristics of participants

The group of beneficiaries consisted of 60 adults who volunteered to participate in the pilot tests of the INTRA platform (Stage III). The group included 25 females and 35 males, with an average age of 52 years (age range varied, reflecting a heterogeneous adult population).

Compared to Stage II, the Stage III cohort was intentionally more diverse in terms of professional and life backgrounds. It included, for example:

- adults working in education and training (teachers, educators, trainers);
- professionals from the social sector and support roles (project staff, coordinators, community workers);
- participants from other occupational contexts (administrative roles, service sector, self-employed), as well as adults in career transitions or with broader lifelong learning interests.

This diversity allowed CRAS to observe the platform not only within the education/school stakeholder environment, but also as a general adult upskilling tool

applicable across different professional realities.

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

The Stage III used complementary data sources to collect comprehensive quantitative and qualitative data:

1. Tracking on the platform for the completion of activities;
2. Knowledge quizzes after each module (8 test questions) to assess understanding of the content presented.
3. Evaluation feedback collected after completion, through short qualitative debriefs and open comments focusing on perceived usefulness, clarity, platform usability and competence development.

Organization of the pilot process

The process was organized by CRAS (September-October 2025) with a short initial phase of instructions and support, followed by autonomous use of modules and completion of final quizzes. Feedback was collected at the end of the learning path.

CHAPTER III. ANALYSIS OF TESTING RESULTS (QUANTITATIVE DATA)

Overall Results – Module Completion Level

The analysis of monitoring data confirms a very high level of participation and continuity: all 60 participants included in Stage III completed the entire training course on the INTRA platform (status: Completed).

The 100% completion rate is particularly meaningful given the varied composition of the group and the average age (52 years), suggesting that the refined version of the platform is accessible, user-friendly and well-structured for adult learners with different levels of digital confidence and different routines.

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. Results were generally high across the cohort. Unlike Stage II (where scores were almost entirely at 100%), Stage III shows a more varied but still very positive picture: the majority of participants achieved full scores, while a small number obtained slightly lower results (still clearly satisfactory and above passing level).

The distribution observed in Stage III can be summarised as follows (N=60 per module):

- Module 1 – Stress and emotions: most participants scored 100%, with a limited number scoring 87.5% and a very small number around 75% (still passed).
- Module 2 – Personal development & motivation: similarly strong performance, with a slightly larger share of scores below 100% (consistent with the more conceptual nature of this module), yet overall results remained clearly positive.
- Module 3 – Time management: high results and good consistency, with most participants at 100% and a small portion below maximum score, still within a “high performance” range.

Overall, Stage III quiz data confirms a solid understanding of content while also reflecting a more heterogeneous cohort (different backgrounds, experience levels and learning habits). Importantly, completion and quiz outcomes together indicate that the refined platform version functions well and is positively received by adult learners.

CHAPTER IV. QUALITATIVE ANALYSIS OF EVALUATION INTERVIEWS

Participants’ opinions on the quality of educational materials

The qualitative feedback collected by CRAS confirms a very positive reception of the refined version of the INTRA e-learning course. Participants described the educational materials as clear, well-structured and practical, with a progression that makes it easy to follow the logic of the content from one module to the next.

Many users appreciated the balance between concise explanations and reflective prompts, highlighting that the materials do not “overload” learners but still provide enough depth to support meaningful learning—even for adults with extensive professional experience. For the more heterogeneous Stage III group, this clarity was considered particularly important.

Remarks:

- “The content is well organised and easy to follow, even if you do it in short sessions.”
- “I liked that it stays practical—there are concrete techniques, not only theory.”
- “It’s accessible without being simplistic: it respects adult learners.”

In addition, several participants noted that the refined version felt more coherent and smoother, with fewer moments of uncertainty about “what comes next” and a stronger sense of a guided learning path.

Evaluation of the platform’s functionality and intuitiveness

Participants generally assessed the platform as intuitive and user-friendly, with a structure that supports independent learning. This was reflected in the 100% completion rate across the cohort, including participants in the older age brackets and those with varying levels of digital confidence.

Key positive points mentioned:

- clarity of navigation and logical sequence of steps;
- easy access to content and quizzes;
- clear visibility of progress and completion status;
- overall stability of the user experience during the pilot period.

Remarks:

- “I always knew where I was in the course and what was left to do.”
- “It’s straightforward—no unnecessary clicks.”

Minor (non-blocking) suggestions concerned mostly comfort and accessibility:

- some participants proposed slightly larger font size or improved readability for longer

text segments, especially for mobile use;

- a few suggested adding an even clearer “resume where you left off” cue after longer breaks;
- occasional comments encouraged enriching the format with more visual variety (optional multimedia), while keeping the platform simple.

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

The competence-related feedback indicates that Stage III participants perceived the course as genuinely useful—especially as a set of transferable tools for everyday and professional life. The impact was described in a realistic way: not as a dramatic transformation, but as increased awareness, improved self-regulation and more structured approaches to planning and goal-setting.

Competence area: Stress and emotional management

Strengthened skills

- recognising stress signals earlier;
- becoming more aware of emotional triggers and automatic reactions;
- applying short regulation strategies (pausing, reframing, breathing, stepping back before responding).

This competence area was considered useful across multiple professional contexts, from education and social work to administrative roles and service professions—especially in situations requiring calm communication under pressure.

Comments:

- “I notice sooner when I’m escalating, so I can react more deliberately.”
- “The tools are simple enough to actually use in the moment.”

Competence area: Personal development and motivation

Strengthened skills

- stronger ability to define realistic goals and break them down into manageable steps;

- better understanding of what sustains motivation over time (habits, routines, monitoring), not only “willpower”;
- clearer reflection on self-efficacy and personal resources.

For a number of participants, especially those with professional experience, the value was in providing a structured framework and language to revisit themes they already knew but did not always apply consistently.

Comments:

- “It helped me translate intentions into a plan—small steps that are easier to maintain.”
- “Even when you know the theory, a structured reminder makes a difference.”

Competence area: Time management

Strengthened skills

- better prioritisation (important vs. urgent);
- more realistic planning and workload management;
- strategies to limit time loss due to interruptions and multitasking;
- increased awareness of procrastination patterns and ways to counter them.

Comments:

- “I started setting fewer priorities, but actually completing them.”
- “It pushed me to plan more realistically instead of overloading my day.”

Autonomy in learning and digital confidence

Stage III feedback also suggested a positive effect on adults’ confidence in using e-learning formats:

- managing a self-paced online learning process;
- checking progress and completing digital quizzes;
- maintaining focus through a structured module-based path.

This aspect is especially relevant for a heterogeneous, confirming that the refined platform supports accessibility and autonomy in adult digital learning environments.

Selected quotes from participants

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

- “I appreciated being able to learn at my own pace and return to the content when I needed.”
- “The course is well designed: clear, practical and respectful of adults’ experience.”
- “The techniques were easy to connect to real situations—especially stress and prioritising.”
- “I was surprised by how much I could take away in a relatively short time.”
- “I would recommend it to anyone who wants useful tools for work and everyday life in an accessible online format.”

Gentle suggestions for changes you might want to consider:

- “A short end-of-module summary (key takeaways) would be helpful for quick revision.”

The qualitative analysis of the evaluation feedback confirms that Stage III participants were highly satisfied with the quality of materials, the ease of using the platform and the perceived effects in terms of competence development. The suggestions collected were minor and focused on enriching the experience, not correcting essential issues.

CHAPTER V. PLATFORM STRENGTHS AND AREAS FOR IMPROVEMENT

What worked best?

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

- high quality, clarity and logical structure of educational materials, perceived as accessible without being simplistic;
- intuitive and user-friendly navigation, supporting smooth completion even for adults with varied digital confidence;
- the ability to individualise the learning pace, allowing participants to adapt the course to

work and personal schedules;

- the practical nature of tools, techniques and reflective prompts, encouraging transfer into everyday situations;
- the usefulness of modules devoted to stress management, time management and self-awareness/motivation, especially relevant for adults working in different sectors and roles.

In Stage III, participants often highlighted that the course helped them not only professionally, but also in personal routines and wellbeing. Some statements:

- “The course helped me organise my tasks better—my priorities are clearer now, both at work and at home.”
- “I became more aware of how I react under pressure and I now have a couple of tools I can actually use in the moment.”

The quantitative data supports these impressions: all 60 participants completed the full learning path, indicating strong usability and engagement.

Areas for improvement or expansion

The collected feedback confirms that the overall satisfaction level was very high and there were no remarks indicating the need for fundamental changes to the platform structure or to the educational approach.

A small number of participants shared minor suggestions that could serve as optional improvements in future iterations. The most common proposals included:

- improving readability for longer text segments (e.g., slightly larger font or clearer spacing), particularly for mobile users and older participant,
- adding short end-of-module takeaway summaries (“key points + practical steps”) to support quick revision.

It is important to stress that these observations were expressed as suggestions for enrichment rather than criticism. The overall tone of evaluation remained strongly positive, for example:

- “I didn’t notice anything that would require real changes—the platform works well and the tools are useful.”

Factors influencing the effectiveness of the online learning process

Based on the monitoring results and participants’ reflections, several key factors can be identified as influencing the effectiveness of the learning experience during Stage III:

- self-paced learning – the possibility to adjust learning rhythm to individual needs increased engagement and supported completion;
- practical applicability – simple techniques and reflective tasks made it easier to transfer learning into daily routines;
- coherence of learning and assessment – quizzes supported consolidation and encouraged attention to key concepts; in Stage III, results remained high while also showing a more realistic spread due to participant diversity;
- relevance across life and work contexts – the topics addressed (stress regulation, motivation, time management) were perceived as broadly useful regardless of profession or role;
- accessibility for adults – the refined version of the platform proved suitable also for older participants, supporting confidence and autonomy in digital learning.

All these factors confirm that the INTRA platform is an effective tool for adult competence development, aligned with contemporary expectations for flexible and accessible online learning.

CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS

Summary of Pilot Testing Results

The Stage III pilot testing of the INTRA e-learning platform in Poland (September–October 2025) confirms the high educational, functional and practical value of the tool. Participants expressed a very high level of satisfaction with the quality of the educational materials, the clarity of the structure and the overall ease of use of the platform.

The quantitative monitoring confirms a very strong result: 100% of participants (60/60)

completed the training path, which is particularly meaningful given the heterogeneous composition of the cohort and the average age of 52 years. Quiz results were high overall, with a small number of participants scoring slightly below 100%, yet still achieving clearly satisfactory outcomes and successfully completing the assessment tasks.

The qualitative feedback indicates that the platform effectively supports the development of adult competences in three key areas:

- stress and emotional management (self-regulation, awareness of triggers, coping strategies),
- personal development and motivation (goal-setting, self-efficacy, sustaining routines),
- time management (prioritisation, planning, managing distractions).

Recommendations for further development of the platform

Taking into account the Stage III results, it is recommended to maintain the current direction of platform development, which was assessed very positively by participants. The refined version of the course proved accessible and engaging for a broad adult audience and should be continued as the main reference model.

Also worth considering (as optional, non-essential enhancements):

- light improvements in graphic readability for longer text pages (especially for mobile users and older learners);
- adding a short takeaway summary at the end of each module for quick revision and reinforcement;

It should be emphasised that none of the feedback collected pointed to serious functional or substantive problems. On the contrary, the vast majority of comments confirmed that the model works well and is appreciated; suggestions were mainly focused on minor refinements aimed at making the experience even more engaging.

SUMMARY

The Stage III pilot testing of the INTRA e-learning platform in Poland ended with a very positive outcome. Participants assessed the refined version of the platform as an effective, well-designed and practical tool for developing adult competences. The modules were perceived as coherent, accessible and relevant to real-life needs, while the platform itself supported autonomy and self-paced learning.

In particular, participants appreciated:

- high quality and clarity of educational content,
- intuitive structure and ease of navigation,
- the possibility to personalise the learning process,
- the usefulness of practical techniques and reflective tasks,
- the overall relevance of competence areas addressed (stress, motivation, time management).

Quantitative monitoring confirmed a full completion rate (60/60) and high quiz performance, with a small degree of variation that reflects the heterogeneous profile of the Stage III group while remaining clearly positive.

Overall, the results confirm the strong potential of the INTRA platform as a modern tool supporting adult learning processes in Europe. Stage III provides further validation that the refined model is accessible and effective across diverse adult populations, while indicating only minor, “nice-to-have” enhancements (mainly related to visual variety and readability) rather than any need for structural changes.