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ERASMUS+ KA2 PROGRAMME 2022 COOPERATION PARTNERSHIPS IN THE ADULT EDUCATION SECTOR KA220-ADU

INTRA - INNOVATIVE TECHNOLOGIES OF RESPONSIBLE AUTOMATION

2022-1-IT02-KA220-ADU-000085744



Informative article for print media and web

Digital Counselor and INTRA Skillbot

Dissemination after the end of WP3

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LONG VERSION

II Digital Counselor in INTRA: guidance, autonomy and “just in time” support through Skillbot

In the debate on adult digital learning, technology often takes centre stage: platforms, content, tracking, certifications. Yet anyone who truly works in continuing education knows this: the difference between a “well-designed” course and one that people actually complete often lies in something more subtle, almost relational. It is the presence of light-touch guidance—support that helps adults find direction, maintain continuity, and turn a generic intention (“I need to improve”) into a workable learning path.

In the INTRA project, this function is called the **Digital Counsellor**: a conceptual and operational role that places guidance inside the learning ecosystem as a structural element of the model, not an add-on. The idea is straightforward: adults learn better when they feel they have tools to orient themselves, recognise their needs, manage obstacles and dips in motivation, and use the platform with confidence. In other words, guidance becomes a competence in its own right—one that grows over time: self-awareness, decision-making, autonomy and continuity.

The role of the Digital Counselor: three layers of support

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Within the INTRA model, the Digital Counsellor works across three intertwined dimensions.

- 1) Orientation and direction

Many adults enter training with broad goals: “manage stress,” “find motivation,” “get more organised.” The Digital Counsellor helps shape these intentions—choosing a starting point, linking modules to real-life situations, and identifying coherent small steps. It is guidance that works on both “where I’m going” and “where I’m starting from”.

- 2) Continuity and engagement

Adult learning is often fragmented: study squeezed in between tasks, short time slots, fluctuating energy. Here guidance helps people keep the thread—encouraging micro-goals, suggesting a sustainable pace, and supporting learners through moments of fatigue or discontinuity. It does not push; it accompanies, making it easier to stay in the course without experiencing it as an extra burden.

- 3) Digital competence and effective use

In digital learning, confidence matters. Even a well-designed platform can feel “cold” to those with limited experience of e-learning or who fear making mistakes. In this case, guidance supports confident use: how to navigate, how to monitor progress, how to treat quizzes as consolidation rather



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than judgement. The platform stops being a technical space and becomes an environment that feels readable and workable.

From concept to platform: Skillbot as an operational integration

A key strength of the INTRA partnership (Erasmus+ project 2022-1-IT02-KA220-ADU-000085744) lies in translating this function into a concrete device inside the learning platform: Skillbot, a conversational assistant designed to provide “just-in-time” support. Skillbot acts as a digital extension of guidance—a fast channel for clarifications, suggestions and micro-guidance during learning.

Skillbot is designed to respond to three needs that are especially common in adult e-learning:

- Support for platform use: it helps when users are looking for a function, do not understand a step, or want to know “what comes next.”
- Support for learning: it suggests study strategies, recalls key concepts, and reinforces consolidation through quizzes and quick revision.
- Motivational and continuity support: it strengthens the logic of small steps, proposes micro-goals, and normalises difficulties (“pick up from here,” “do a small part today”).

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This integration has methodological value. INTRA does not place the success of the pathway on constant human presence—something that is often hard to guarantee in real settings. Instead, it adopts a scalable form of support that can accompany many users while keeping a light, useful and action-oriented tone. At the same time, the model preserves a logic of “possible facilitation”: where an organisation or service can also provide human support, the Digital Counsellor remains a clear framework of roles and functions.

A bridge between autonomy and accompaniment

Understood in this way, the Digital Counsellor operates through a delicate balance: it supports autonomy without turning learning into a solitary experience. In INTRA, that balance is visible in the pathway itself—self-paced modules, practical tools, short consolidation quizzes, progress tracking, and, alongside these, guidance that activates when it is needed.

The result is a proposal that speaks well to adult learners: it respects time and responsibilities, offers tools that are useful in everyday life and professional contexts, and integrates a guidance function that can strengthen continuity, confidence and transferability.



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The Digital Counsellor is therefore one of the most distinctive features of the INTRA model. In an e-learning landscape often centred only on content and platforms, INTRA brings a deeper educational question to the foreground: how do we support adults through the process of change? Skillbot offers a concrete answer—bringing guidance into the digital learning experience in a way that is accessible, repeatable and adaptable across different contexts.



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SHORT VERSION (WEB)

The INTRA partnership has strengthened its digital learning model by embedding a Digital Counsellor function directly into the e-learning environment through Skillbot, a conversational assistant designed to support adult learners “in the moment”.

Rather than adding guidance as an external service, INTRA integrates it into the learning experience itself. Skillbot helps users navigate the pathway, understand what to do next, and stay engaged across the modules—especially when learning happens in short sessions around work and personal responsibilities.

Skillbot provides three types of support:

- Platform guidance (navigation, course structure, progress tracking)
- Learning support (study tips, key concept reminders, quiz preparation)
- Motivation and continuity (micro-goals, small-step prompts, easy re-entry after breaks)

This approach reflects a core principle of INTRA (Erasmus+ project 2022-1-IT02-KA220-ADU-000085744): adult learning works best when it combines self-paced flexibility with light, timely support. By translating the Digital Counsellor role into a scalable digital feature, the project offers an adult-friendly solution that can be adopted by training providers and organisations across different contexts.

The Digital Counsellor and Skillbot are part of INTRA’s wider digital ecosystem, which includes modular e-learning content and practical tools for wellbeing and competence development.