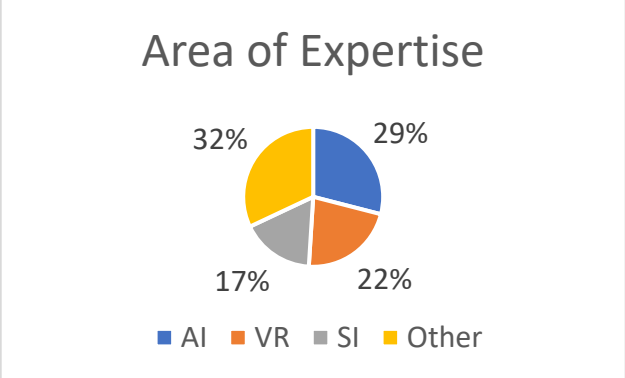
Pilot Report for Phase 2 - Cyprus

Part 1. Participant information

Taking into account the answers provided within the first section of the feedback form, please include a summary to present the area of expertise of the participants, their experience and the course(s) they were enrolled in.

A total of 54 individuals signed up in the piloting, with most enrolling in more than one course. Specifically, 49 registered for AI, 34 for VR, and 34 for SI. So far, **47** responses have been received for the evaluation survey across all three courses, surpassing the set KPIs. However, this report analyses only **19** responses for AI, **10** for VR, and **7** for SI, thus, 36 in total, due to a technical issue with the platform during the evaluation phase. This issue invalidated the quantitative analysis of some of the responses for the SI course. Despite this, the recommendations section incorporates the **qualitative** feedback from all respondents in SI, including those affected by the platform issue, to provide comprehensive insights for future improvements.

The participants in the pilot phase in Cyprus brought a diverse range of expertise, covering areas such as assistive technologies, compliance, corporate governance, education, healthcare, HR consultation, certified training, and business. More specifically, the distribution of expertise among participants shows that AI is the most represented field, with 29% of participants indicating it as their area of expertise, followed by SI with 22% and 17% for VR. The remaining participants, about a third in total (32%), identified their area of expertise as 'Other' as they have experience in Assistive Technology, Adult Training and Consulting and Education.



In terms of previous **experience with online learning platforms**, most participants (42%) self-identified as having advanced experience, with 15 individuals falling into this category. Additionally, 12 participants (17%) rated themselves as intermediate, 6 as experts (33%), and 3 as novice (8%).

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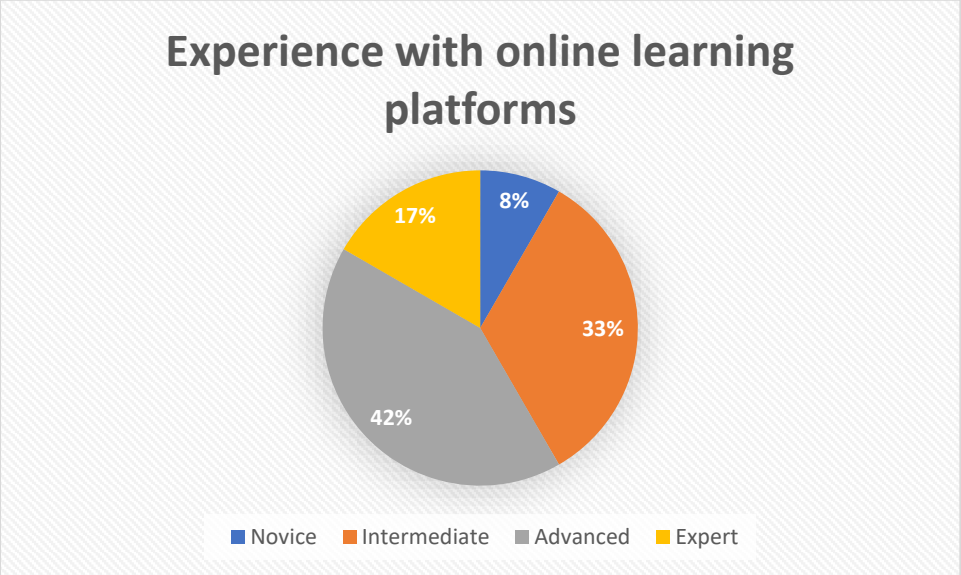

All participants who identified as experts in Artificial Intelligence (AI) were enrolled in the AI course, either exclusively or in combination with other courses. Only one of these participants also chose the Social Innovation (SI) course. A similar pattern was observed among those with expertise in Virtual Reality (VR); all were enrolled in the VR course. Among them, one participant was also enrolled in both the AI and SI courses, and another was enrolled in AI as well. The situation differed slightly for participants with expertise in Social Innovation. While five of them were enrolled in the SI course, four opted for the AI course, and one participant was enrolled in all three courses. For participants who selected “Other” as their area of expertise, four were enrolled in all the courses, two in both AI and VR, five in AI, three in VR, and one in SI.

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Part 2. Modules content and methodology.

ARTIFICIAL INTELLIGENCE

Section 2

According to the feedback from 19 participants in the AI course reveals a generally positive view of the course structure, content, and methodology, though some areas require attention to improve participant satisfaction. The analysis of the AI training pathway's structure and coherence reveals mixed feedback across different aspects. In terms of **structure**, while 50% of respondents rated it as "Very Good," the remaining responses were scattered across "Excellent" (15%), "Good" (15%), "Fair" (10%), and "Poor" (10%), indicating some room for improvement. **Coherence** had a relatively lower perception, with 40% rating it as "Very Good" and 30% as "Good," while smaller percentages assigned it "Excellent" (10%), "Fair" (10%), and "Poor" (10%). The aspect of **building upon each other** showed similar trends, with 50% considering it "Very Good," followed by 20% rating it as "Good" and "Fair," and 10% marking it as "Excellent" (10%). Overall, while a significant portion of respondents acknowledged strong structuring and coherence, the presence of lower ratings suggests opportunities for refinement in ensuring consistency and logical progression within the training pathway. Overall, the feedback indicates strong approval of the training's structure and **progression**, with some room for improvement in coherence. This indicates that while the structure works well for many, it may lack clarity or organisation for others. The variation in ratings suggests inconsistencies in how the structure meets participant expectations, possibly due to differing levels of complexity or pacing. However, responses on how well the modules and units build upon each other were slightly more positive, indicating that while connections between units were generally effective, some transitions between modules could be improved for better continuity.

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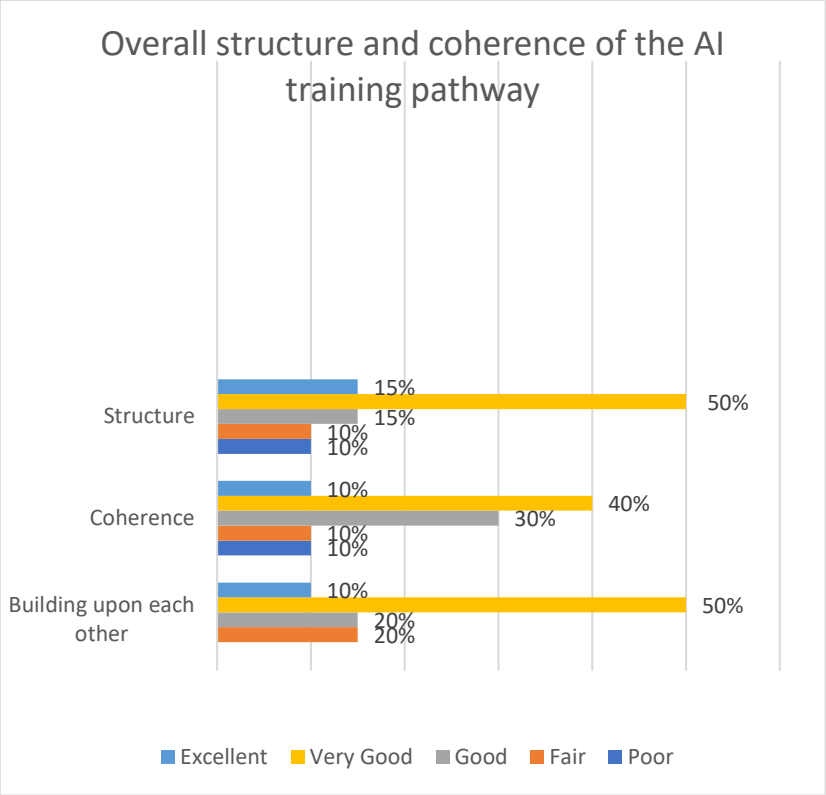

The bar chart below evaluates the relevance, up-to-date nature, and effectiveness of AI course content in meeting learning objectives (LO), based on industry knowledge and practices. In terms of **relevance**, 40% rated the content as Excellent and Very Good each, while 15% rated it Good and 5% Fair. For being **up to date**, 30% rated it Excellent, 45% Very Good, 20% Good, and 5% Fair. Regarding **learning objectives**, 45% rated it Excellent, 35% Very Good, 10% Good, and 10% Fair. The results suggest that while the AI module content is generally well-received, there is room for improvement in ensuring industry relevance and meeting learning objectives comprehensively.

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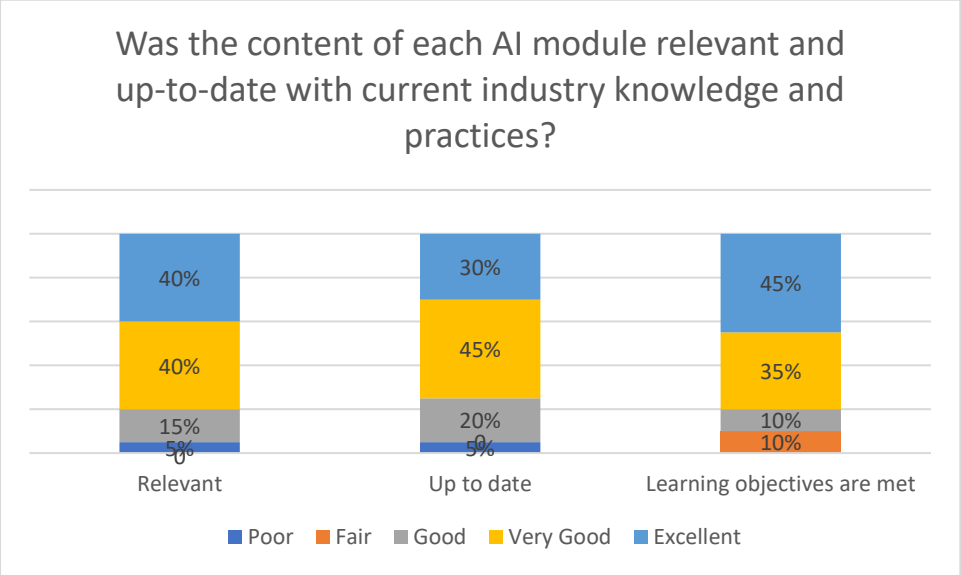

Question 11: Participants noted several areas where the structure and sequence of the modules could be improved. They mentioned that there is repeated information across all modules, and in Module 4, some quizzes do not allow answers to be entered. They suggested that making the content and number of quizzes consistent across modules would create a more balanced structure. They also recommended layering practical skills development and including optional or supplementary units that are not part of graded quizzes.

Several participants emphasized the need for a deeper technical dive into the topics, with instructors possessing strong technical backgrounds to address advanced questions and provide detailed implementation steps. Navigation between topics was highlighted as confusing, with section titles not always reflecting completed status. They requested improvements to ensure a smoother and more intuitive user experience.

Participants also pointed out that topics are repeated in some modules and that 40-minute-long videos are unnecessary. They recommended replacing lengthy videos with shorter, more focused ones. Regarding the final module, they suggested including more in-depth resources and case studies tailored to very small and small enterprises, which make up 90% of businesses in Europe. These changes, according to participants, would significantly enhance the overall learning experience.

Section 3

For **quality of the learning resources**, 10% of respondents rated the learning resources as Poor, 20% as Good, 50% as Very Good, and 20% as Excellent. Overall, 90% rated the quality as Good, Very Good or Excellent, with the largest segment (50%) finding it Very Good.

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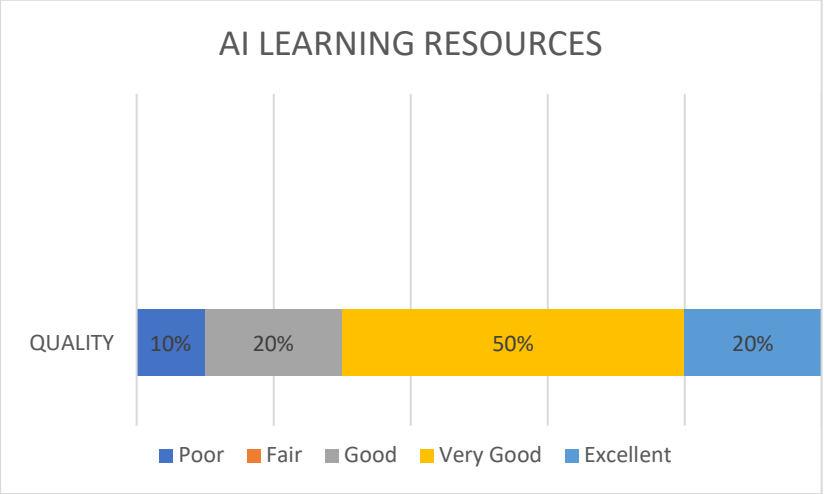

The AI sessions were generally rated as **engaging**, with 30% of participants, rating them as 'Excellent', and 40% rating them as 'Very Good', indicating that most found the course content interesting and stimulating. However, 20% of participants rated the level of engagement of the platform as 'Good and another 10% as 'Fair, suggesting that some felt the content could be more captivating. Regarding **interactivity**, more than half of respondents (65%) rated the interactivity of the course as 'Excellent' (15%) or 'Very Good' (50%), while the remaining rated it as 'Good' (15%) and 'Fair' (20%), indicating that while some found the interactive elements effective, others felt there was room for improvement in fostering more active participation throughout the course.

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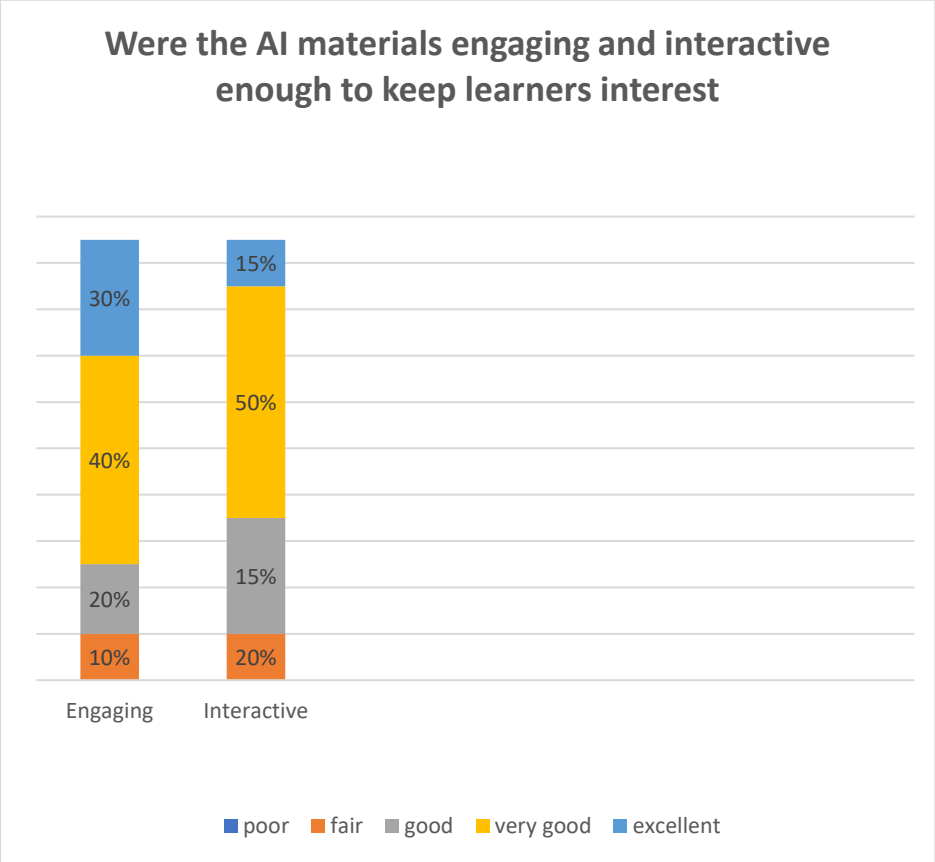
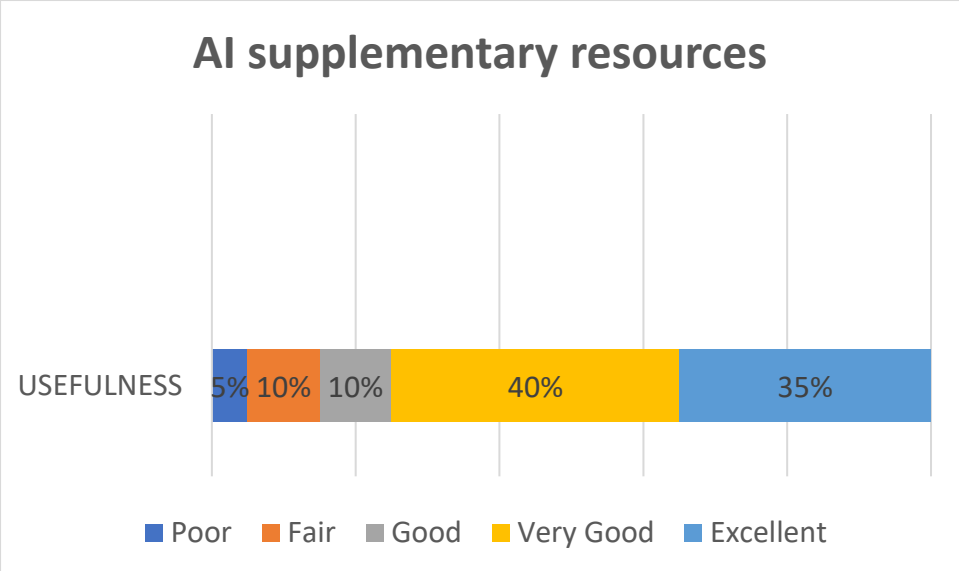


In terms of the **usefulness** of the supplementary resources, 5% of respondents rated the resources as 'Poor', 10% as 'Fair' and 'Good', 40% as 'Very Good', and 35% as 'Excellent', indicating that the majority of respondents received positively and helpful the available supplementary resources in the AI course.



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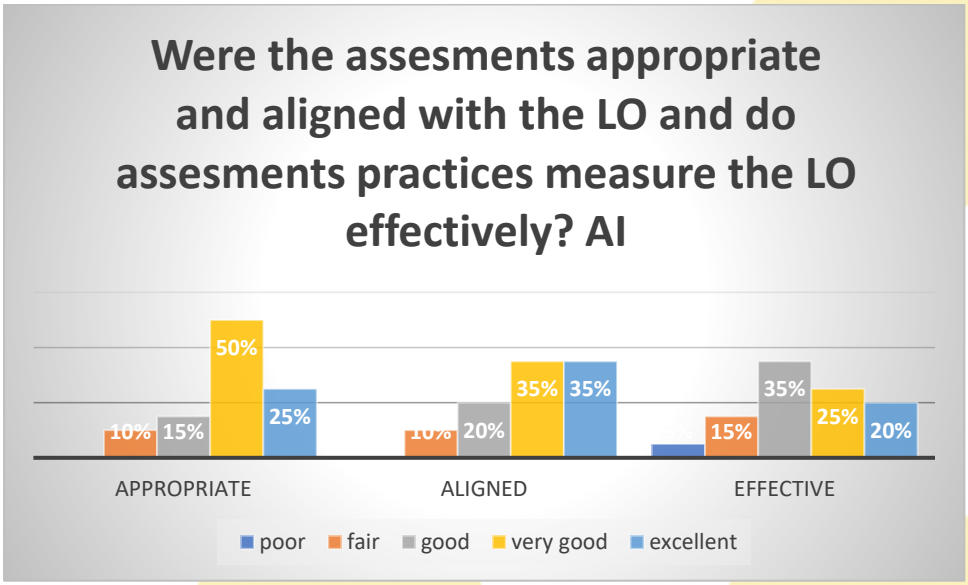
Question 15: As for additional resource recommendations, several participants suggested incorporating more specific content, such as books or documentaries on the history and development of AI, and academic resources, particularly from industry leaders like NVIDIA, Microsoft, and Google. Case studies from the AI industry and examples of how AI is applied in business were also recommended to make the course more practical. A few suggested integrating interactive tools like Jupyter Notebooks or AI-powered simulations for hands-on experience, as well as adding video tutorials from experts. Real-world projects, hackathons, and challenges, such as those on platforms like Kaggle, were also proposed to enhance the learning experience and provide learners with practical applications of AI.

Section 4

The assessment of AI learning objectives (LO) received varied feedback regarding appropriateness, alignment, and effectiveness. For **appropriateness**, half of the respondents rated it as "Very Good" (50%), while "Excellent" (25%), "Good" (15%), "Fair" (10%), and "Poor" (0%) showed a generally positive but slightly dispersed perception. **Alignment** of the assessments with the LO was rated as "Very Good" and "Excellent" by 35% each, while "Good" received 20%, and lower ratings of "Fair" (10%). The **effectiveness** of assessment practices had more diverse responses, with "Good" (35%) leading, followed by "Very Good" (25%), "Excellent" (20%), and smaller shares for "Fair" (15%) and "Poor" (5%). While the majority found the assessments appropriate and well-aligned, effectiveness had a slightly broader spread of opinions, suggesting room for improvement in ensuring assessments reliably measure learning objectives.



The evaluation of the AI course's **pedagogical soundness** in terms of progressive knowledge-building reflects a predominantly positive outlook. A majority of respondents (63%) rated it as "Very Good," indicating strong approval of the course's structured approach. Additionally, 16% considered it "Good," while 11% rated it as

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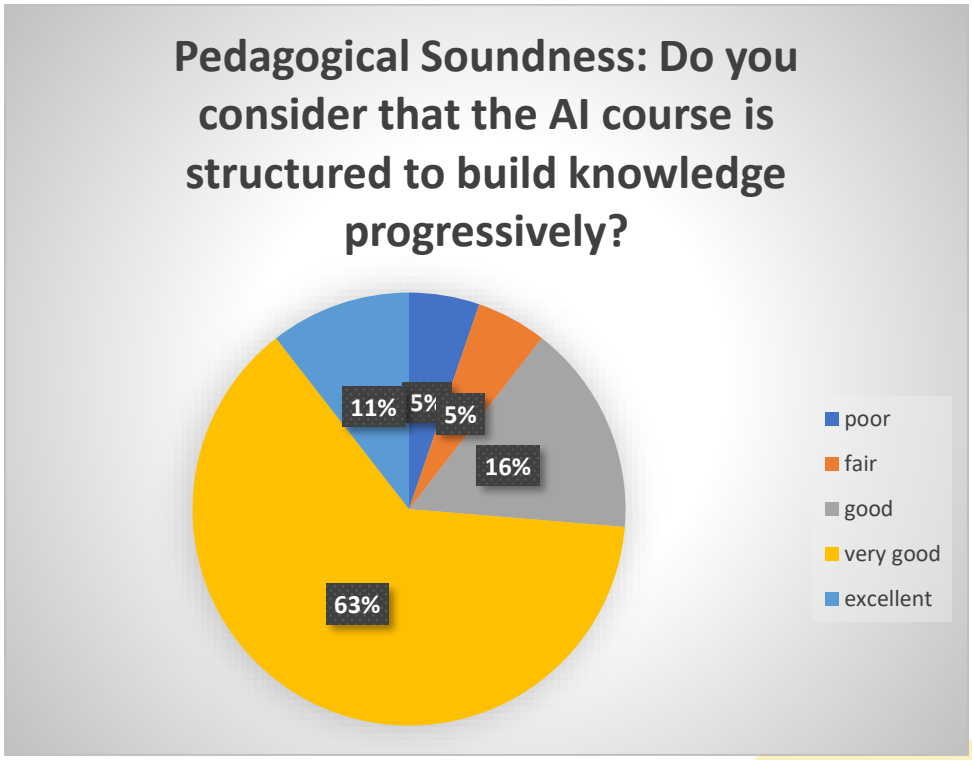
"Excellent," reinforcing the course's effectiveness. However, a small portion of participants expressed concerns, with 5% rating it as "Fair" and another 5% as "Poor." While the overall feedback suggests that the course is well-structured for progressive learning, the presence of lower ratings indicates potential areas for refinement to enhance its pedagogical coherence further.



The pie chart below evaluates the **effectiveness of learning activities in supporting the objectives** of the AI course. According to the chart, 32% of participants rated the activities as "Good," the largest segment, indicating that while the activities were effective, there is room for enhancement. Following this, 26% rated the activities as "Very Good," showing strong approval from a significant portion of participants. Additionally, 21% considered the activities "Excellent," reflecting a notable degree of alignment with course objectives for some learners. However, 16% rated the activities as "Fair," and 5% rated them as "Poor," highlighting areas where the course fell short of expectations. Overall, while the majority (79%) rated the activities positively (Good, Very Good, or Excellent), the "Fair" and "Poor" ratings signal the need for some improvement. Recommendations include analysing feedback from less satisfied participants to identify specific issues, refining the less effective activities, and building on the strengths of the well-received elements to ensure better alignment with learner expectations and course objectives.

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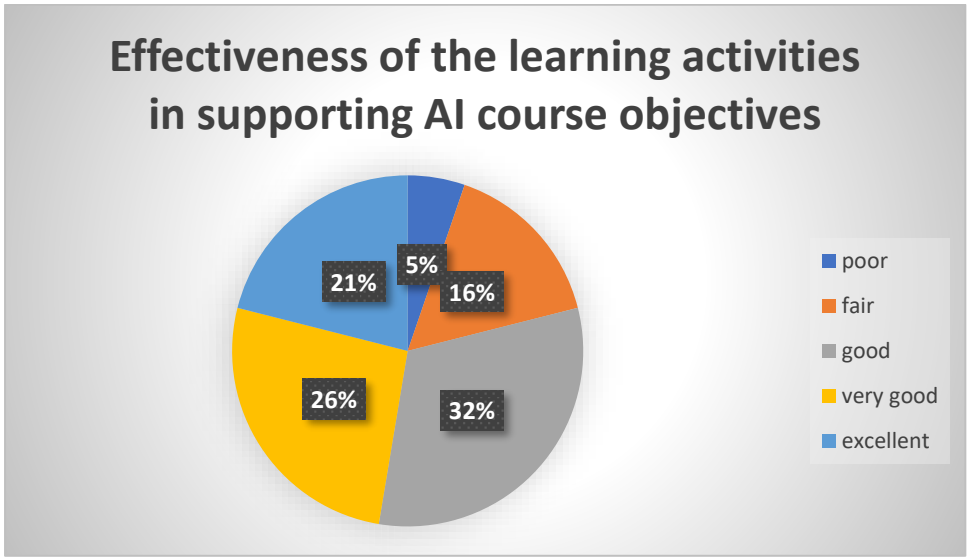
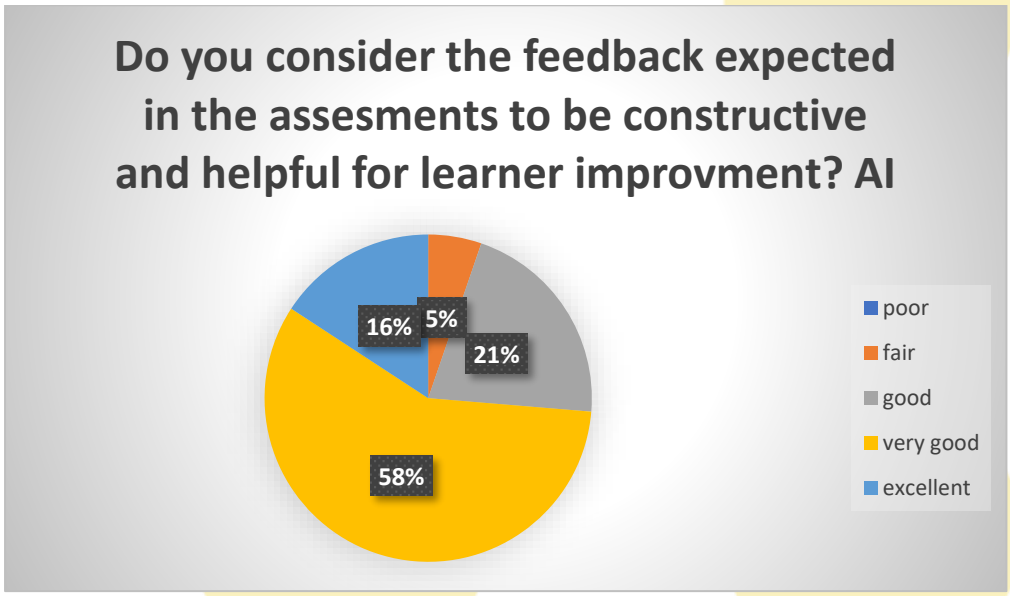


This pie chart below evaluates whether participants consider the **feedback** provided in assessments to be constructive and helpful for learner improvement in the AI course. The largest segment, 58%, rated the feedback as "Very Good," indicating that the majority found it highly constructive and beneficial for their learning process. Additionally, 21% rated the feedback as "Good," reflecting a generally positive perception but with room for improvement. A smaller percentage, 16%, rated the feedback as "Excellent," signifying that some learners found it exemplary in supporting their improvement. However, 5% rated the feedback as "Fair," suggesting that a minority found it less effective or misaligned with their expectations. Overall, 95% of respondents provided positive ratings (Good, Very Good, or Excellent), demonstrating strong satisfaction with the feedback, while the small "Fair" segment signals an opportunity to refine certain aspects for even greater alignment with learner needs.



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Question 21: To improve activity design and assessments, participants suggest incorporating more **real-world examples** and case studies to enhance relevance and understanding. Additionally, offering **hands-on practice** opportunities, including peer collaboration, would help learners solidify their skills. Some participants recommended the inclusion of **coaching sessions** for personalized support. There were also suggestions to offer one comprehensive assignment based on users' business use cases and to incorporate more open-ended questions for deeper engagement. Furthermore, the progress tracking system should be improved, and videos should be shortened to maintain engagement.

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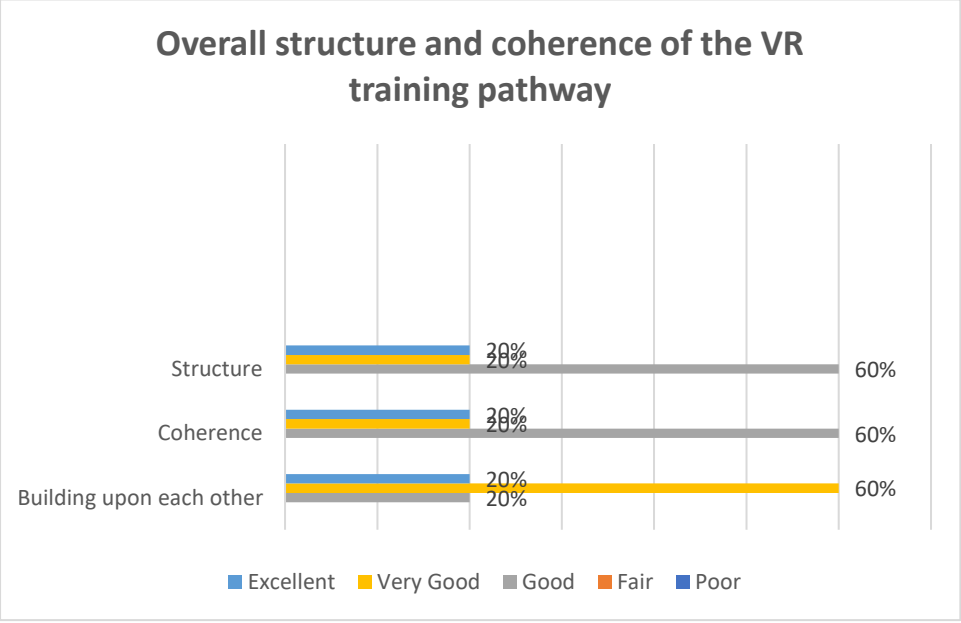
VIRTUAL REALITY

Section 2

The VR course's evaluation of **structure** and **coherence** was rated identically, with 'Excellent' by 20% of participants, 'Very Good' by another 20%, and 'Good' by the remaining 60%. While the majority found the structure satisfactory, the limited number of "excellent" ratings suggests that the course's organisation and layout could be further optimised to better meet participant expectations and enhance their overall experience. These ratings suggest that while the materials are functional and logical for most, their integration and flow across the course could benefit from refinement to achieve a higher level of satisfaction.

In terms of how well the modules and units within the VR course **build upon each other**, 20% participants rated this aspect as 'Excellent', another 20% rated it as 'Good', and 60% rated it as 'Very Good'. The predominance of 'Very Good' ratings suggests that while the progression is perceived as coherent, it may not be fully seamless or intuitive for all participants. The lower ratings indicate that some individuals encountered challenges in understanding or navigating the connections between units.



The majority of participants felt the VR course content was **up-to-date**, with 40% rating it as 'Excellent' and 60% rating it as 'Very Good'. The ratings reflect a high level of satisfaction, given the absence of any ratings below 'Very Good', which suggests that most participants found the content relevant and reflective of current trends, though there may still be room to incorporate the latest advancements or emerging practices in VR. The extent to which the course content **met the stated learning objectives** 30% of respondents rated it as 'Excellent', and the remaining 70% as 'Very Good'. This strong result indicates that the content was well-aligned with the objectives

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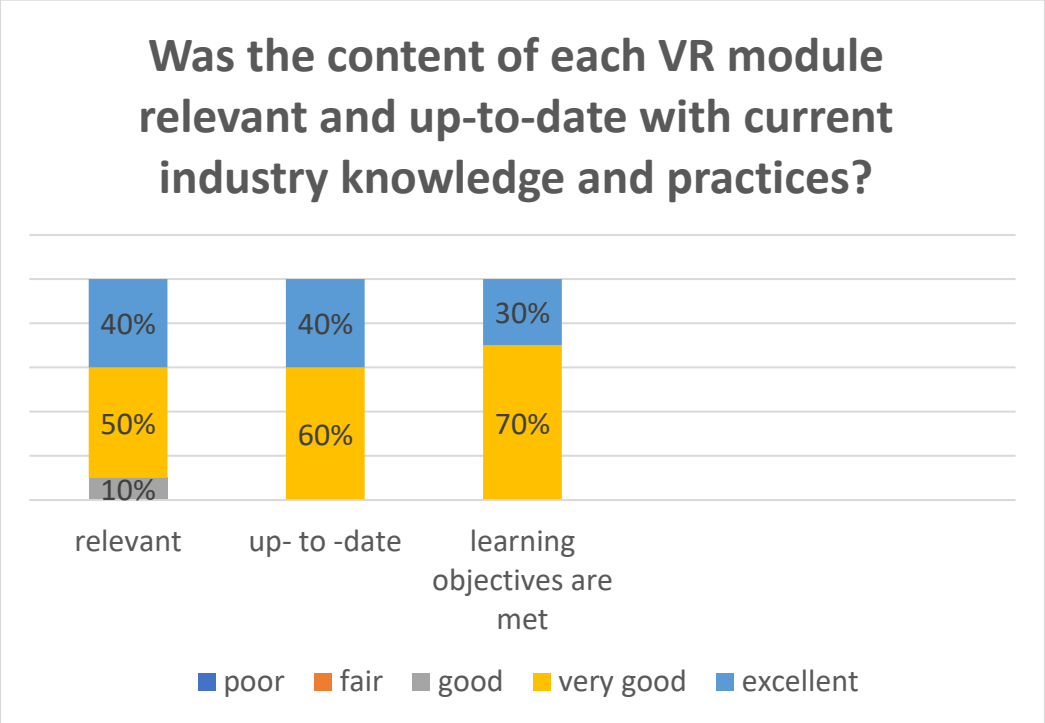
outlined at the start of each unit. However, the higher number of 'Very Good' ratings compared to 'Excellent' suggests there is an opportunity to fine-tune the content to ensure it consistently and fully meets the stated goals. Only 2 participants provided specific suggestions for improving the structure or sequence of the modules, while the remaining 8 reported no additional feedback. This indicates that the course structure and sequence were generally satisfactory for most participants.

In terms of **relevance**, 90% of participants rated the VR course as 'Excellent' (40%) and 'Very Good' (50%), demonstrating strong relevance of the content with industry standards and practices. The remaining 10% rated it as 'Good', suggesting there is still room to improve the contents' currency with advancements in the VR field.



Question 11: The feedback suggests reducing repetitive content, quizzes, and assessments. Users noted that some quizzes were repeated multiple times, and assignments often reiterated information already covered. A recommendation was made to either reduce the number of quizzes and assessments or make them more distinct and varied.

Section 3

Participants rated the **quality** of learning resources, such as readings, videos, and case studies, very positively. With 30% of participants rating them as 'Excellent' and 60% as 'Very Good', and only 10% as 'Good', the overall feedback reflects a strong level of satisfaction. This indicates that the resources were generally well-received, providing effective support for learning and contributing positively to the course experience.

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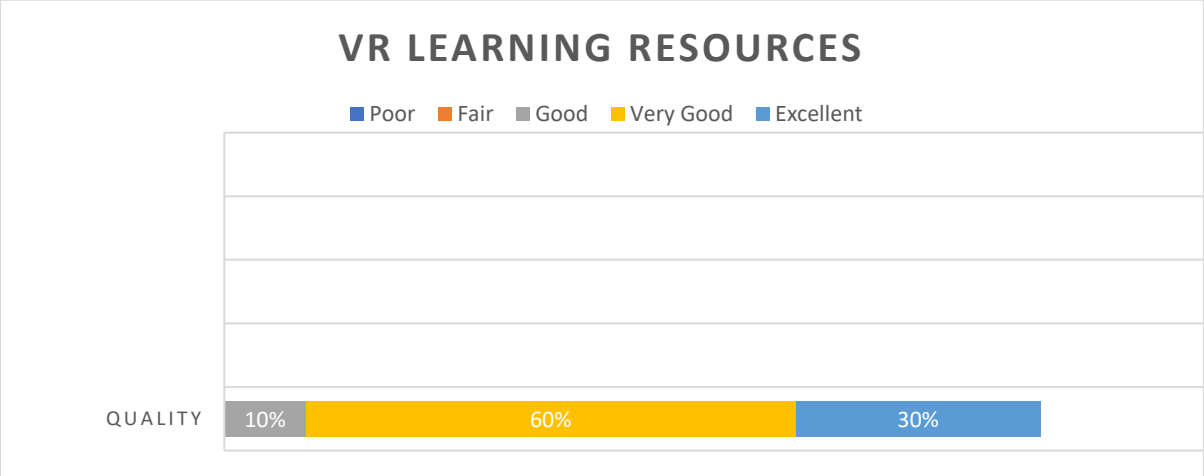
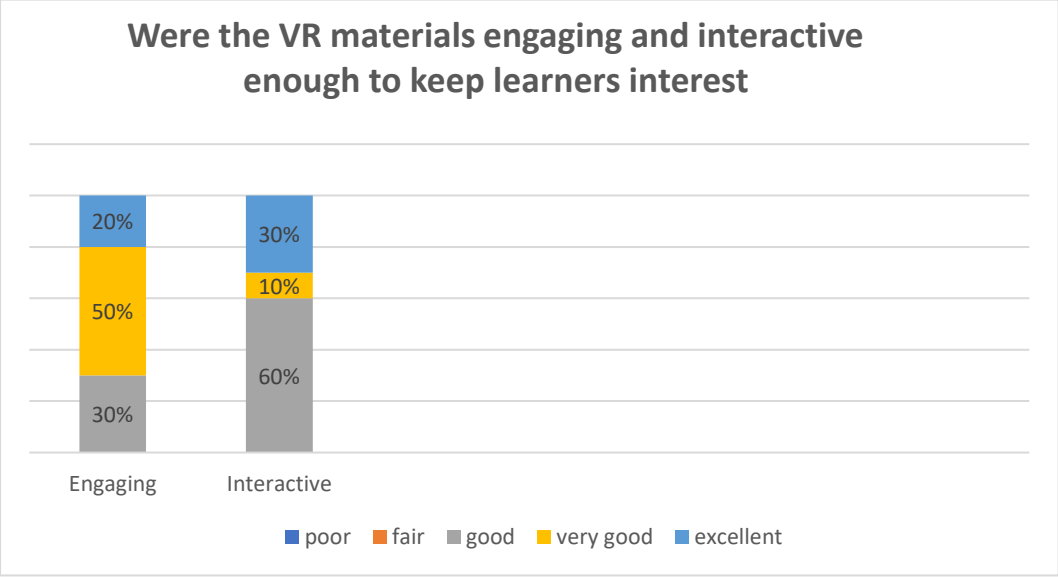


The feedback on **engagement** and **interactivity** of the course shows a generally positive response, with most participants rating **engagement** as 'Excellent' (20%) or 'Very Good' (50%), and **interactivity** similarly receiving strong ratings of Excellent (30%) and 'Very Good' (10%). However, a notable portion of participants rated both aspects as 'Good' (30% for engagement and 60% for interactivity), indicating opportunities to further enhance these elements through more dynamic and interactive activities.



Participants also rated the **usefulness of the supplementary resources** positively, with 40% rating it as 'Excellent' and 30% as 'Very Good'. The remaining 30% rated it as 'Good'.

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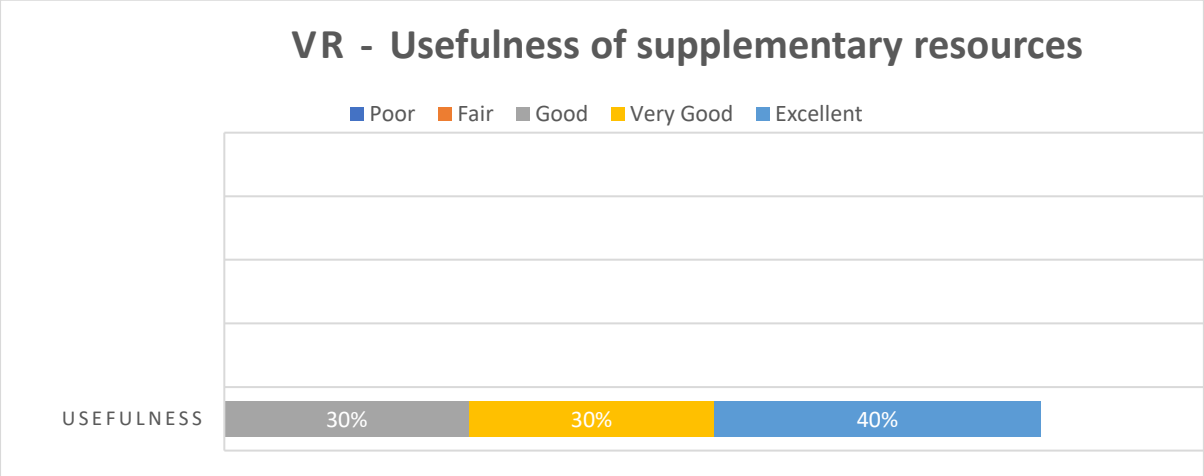
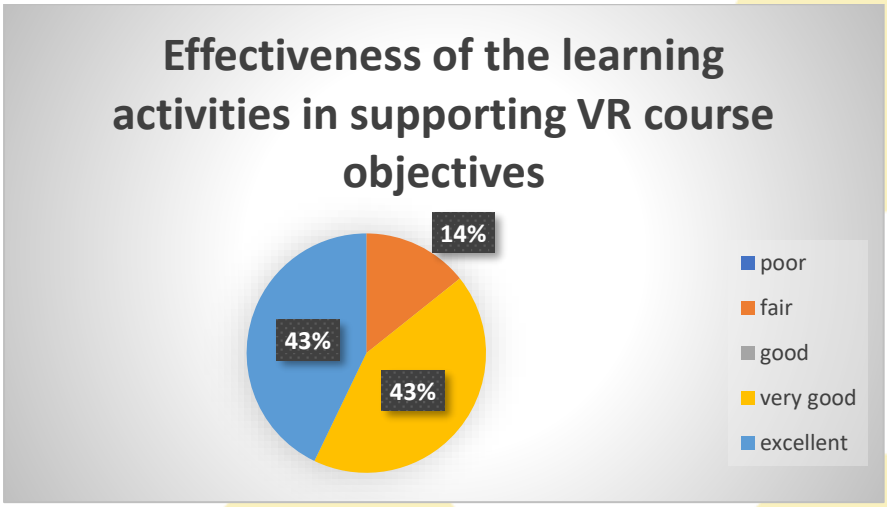


Question 15: Participants recommended incorporating more **practical examples** of VR, AR, and MR technologies, with quizzes to help users identify the most applicable use cases. While some participants felt the resources were sufficient, others recommended adding shorter, more engaging videos or extracting key findings from academic studies to enhance the learning experience. No specific additional resources were suggested at this time.

Section 4

The **learning activities**, such as discussions, exercises, and case studies, were rated as **effective** in supporting course objectives, with 43% of participants giving a score of 'Very Good and 'Excellent' respectively, and 14% rating them as 'Fair', highlighting their overall utility.



The **appropriateness** of the VR course's assessments was similarly well-regarded, with 60% of participants rating them as 'Very Good' and 20% as 'Excellent', with another 10% rating them as 'Good' and 'Fair' respectively, suggesting room for improvement. **Alignment** of assessments with course objectives also received positive feedback, with 40% of participants rating it as 'Very Good' and 30% as

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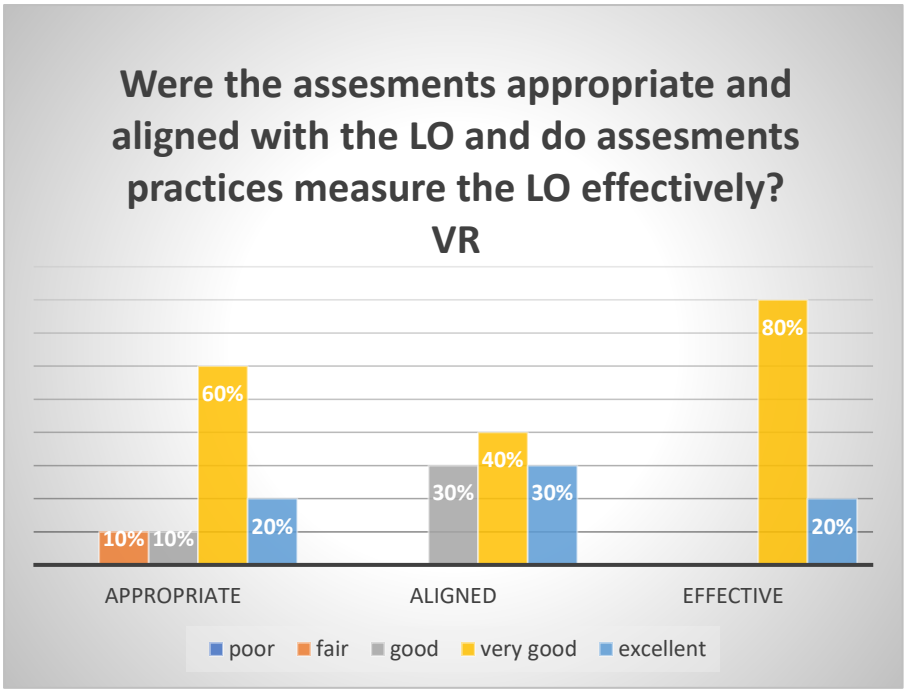
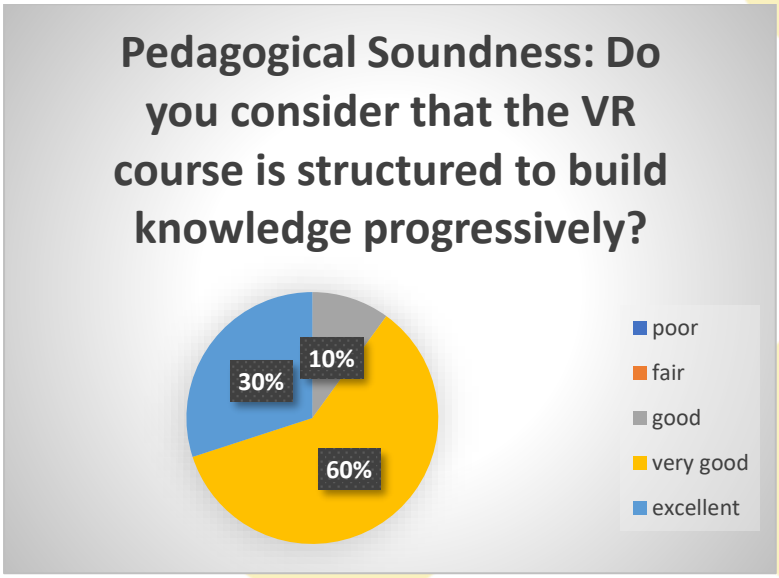
'Excellent', while another 30% rated it as 'Good', indicating room to strengthen the connection between activities and goals. Effectiveness of the assessments to measure the LO effectively received more unified feedback with 80% of respondents rating it as 'Very Good' and 20% as 'Excellent'.



The pie chart below evaluates the pedagogical soundness of the VR course and whether participants perceive it to be structured in a way that progressively builds knowledge. A majority of respondents, 60%, rated the course structure as "Very Good," indicating strong approval of its pedagogical soundness. Additionally, 30% rated it as "Excellent," and 10% as "Good," collectively showing that 100% of respondents had a positive perception of the course's progression.



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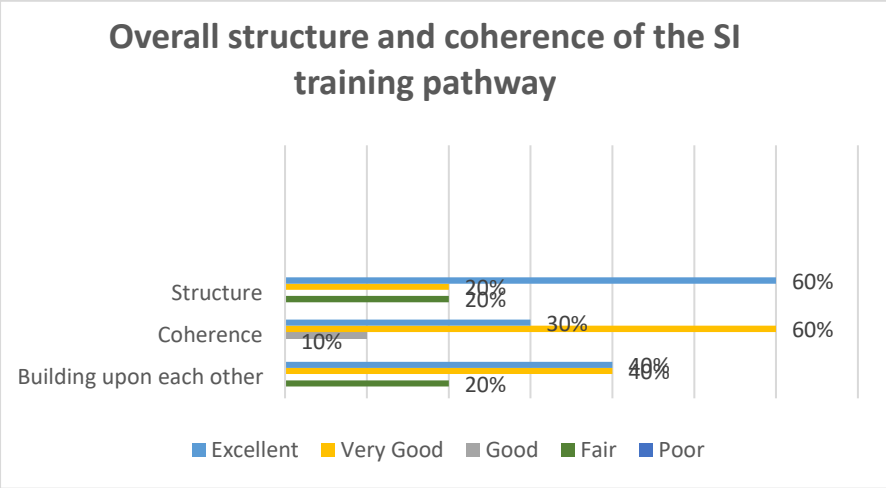
Question 21: Participants provided several suggestions to improve the activity design and assessments to better support learning outcomes. One key point was the redundancy in Module 2, where assessments were repeated across multiple topics, which some felt was unnecessary. Another concern was the lack of tangible outcomes, such as a certificate, which made the assignments feel less motivating for some learners.

To address these issues, participants suggested simplifying assignments by consolidating them into a single, comprehensive task at the end, preferably based on a business case study. They also recommended making feedback and assignment submissions more synchronous, allowing learners to adapt their work based on earlier feedback. Furthermore, participants encouraged reducing repetitive content and incorporating more hands-on practice, workshops, and in-person sessions to enhance the learning experience, particularly for those with less prior knowledge.

Social Innovation

Section 2

The bar chart below illustrates the overall structure and coherence of the SI training pathway, evaluating three aspects: structure, coherence, and building upon each other. **Structure** received the highest rating for Excellent at 60%, followed by 20% each for Very Good and Fair. **Coherence** was rated 60% as Very Good, with 30% Excellent and 10% Good. In the "**Building upon each other"** aspect, 40% rated it as Very Good, and another 40% as Excellent, with 20% rating it as Fair. The chart suggests that while the structure and coherence of the pathway are generally well-received, some improvements could be made in ensuring that the training components effectively build upon each other.



The chart below evaluates the relevance, up-to-dateness, and achievement of learning objectives in the SI course based on industry knowledge and practices. For **relevance**, 60% rated it as "Very Good," while 20% each rated it as "Good" and "Excellent." Similarly, for **up-to-dateness**, 60% found it "Good," 20% rated it "Very Good," and another 20% marked it as "Excellent." However, in terms of meeting learning objectives, only 10% rated it as "Good," 30% as "Very Good," and 30% as "Excellent," indicating a slightly lower perception compared to relevance and up-to-dateness. The overall feedback suggests that while the content is largely relevant and current, there may be room for improvement in fully meeting learning objectives.

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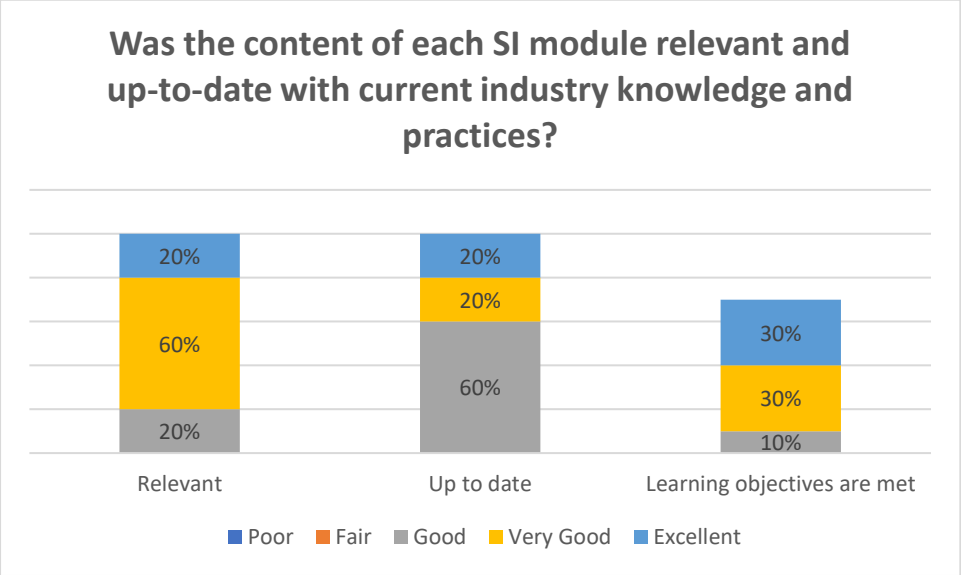
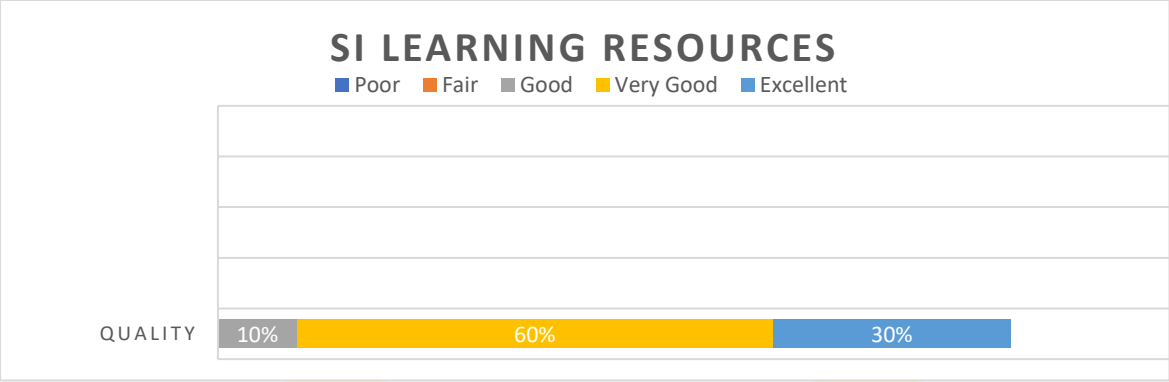


Question 11: To improve the course structure and sequence, participants suggest breaking the content into smaller, more manageable chunks across all modules, making it easier to digest and follow. Consistency should be maintained across modules, such as ensuring that sections like Unit 2.1 and Unit 2.2 have uniform options for marking progress, as some were inconsistent. Additionally, it would help to have a breakdown of each lesson within the navigation pane, as this would allow users to easily track their progress and pick up where they left off, especially after interruptions. Lastly, providing uniform formats across the content, such as using consistent presentations rather than mixing different types (e.g., uploaded PPTs vs. integrated PPTs), would improve clarity and the overall learning experience.

Section 3

The **quality** of learning resources in the SI course appears to be generally high, with most participants rating them as either 'Very Good' (60%) or 'Excellent' (30%), with only 10% rating it as 'Good'. The majority of responses indicate that the readings, videos, and case studies provided were valuable and aligned with the course content, supporting learners in achieving the learning objectives.



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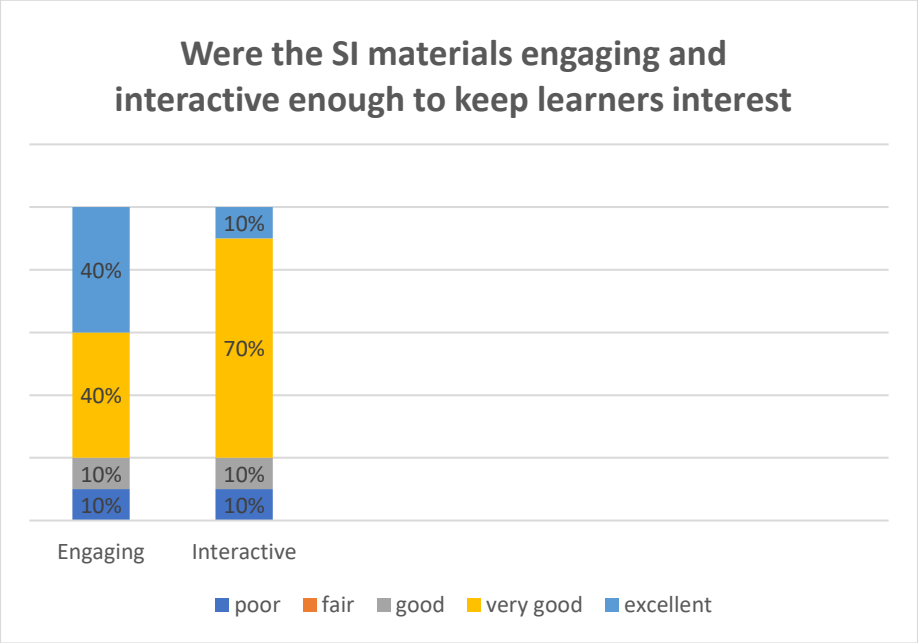
The bar chart below evaluates whether the SI course materials were engaging and interactive enough to maintain learners' interest. For **engagement**, 40% rated the materials as Excellent, 40% as Very Good, 10% as Good, and 10% as Poor. In terms of **interactivity**, 10% rated it as Excellent, 70% as Very Good, 10% as Good, and 10% as Poor. The results indicate that while the interactivity of the materials was well-received, engagement had a more mixed response, suggesting potential areas for improvement in making the materials more captivating.



The bar chart evaluates the **usefulness of supplementary resources** in the SI course, with responses distributed across three categories. A significant 40% of respondents rated the resources as "Excellent," indicating strong approval. Another 40% rated them as "Very Good," showing that the majority found them highly beneficial. Meanwhile, 20% rated them as "Good," suggesting that while the resources were generally useful, there is still some room for enhancement. Notably, no respondents rated them as "Poor" or "Fair," reinforcing the overall positive perception of the supplementary materials provided.

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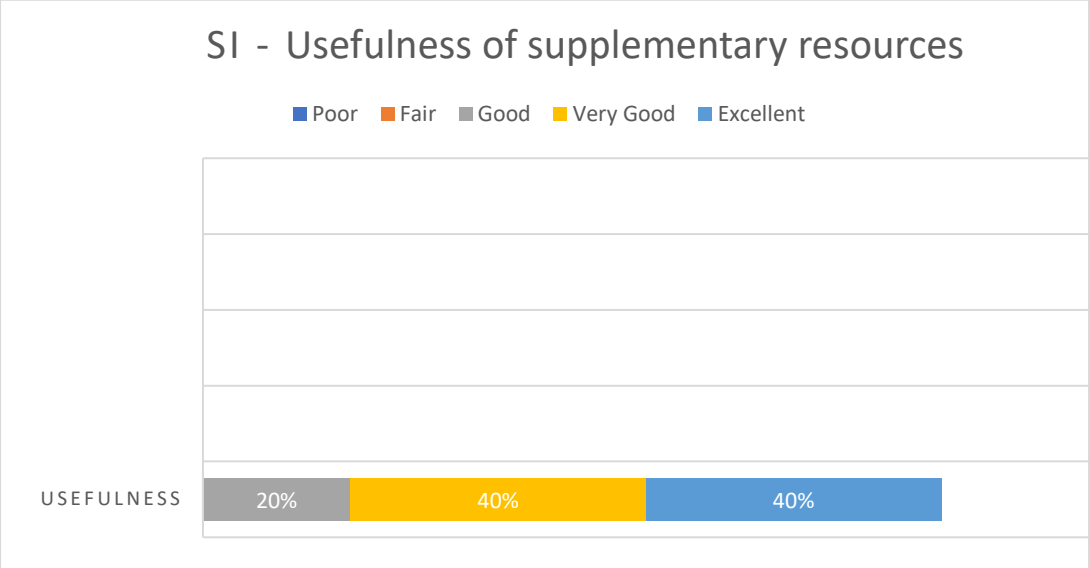
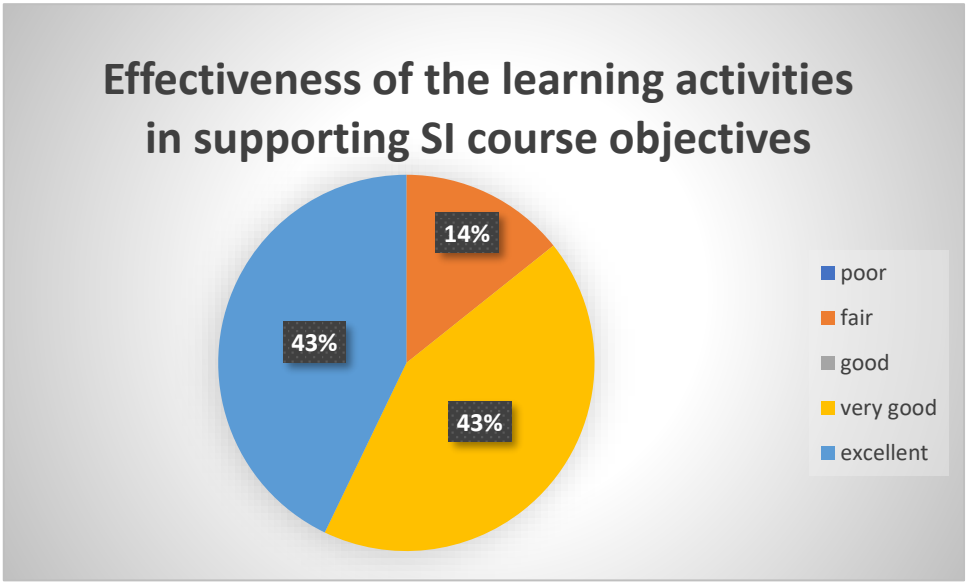


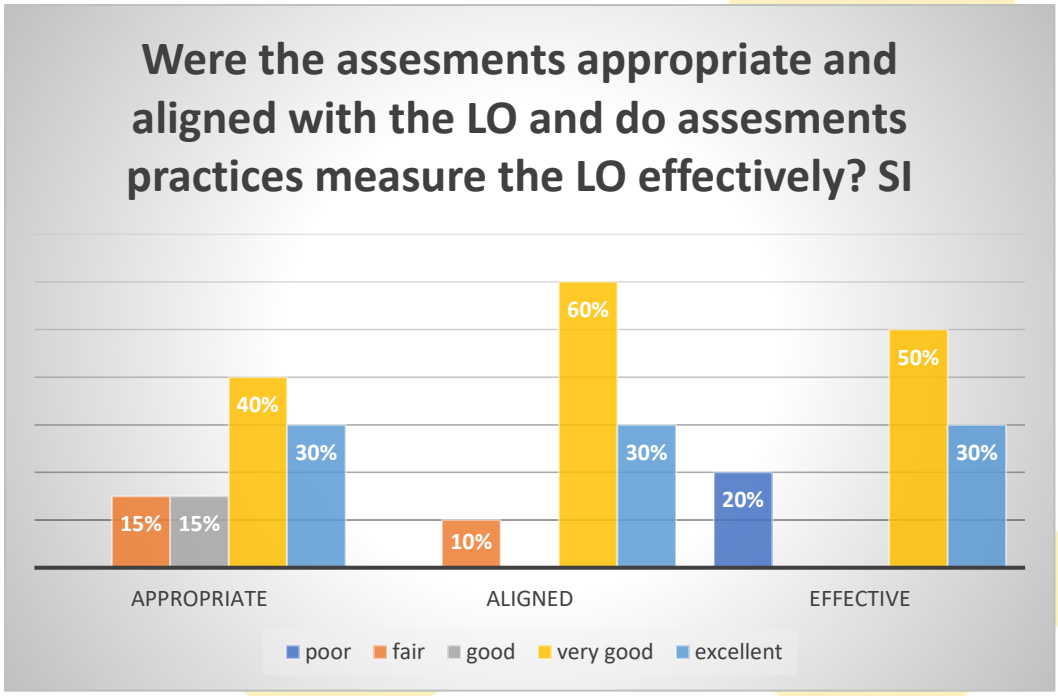
Question 15: Participants generally felt that the course provided a sufficient and varied number of resources, with some even suggesting that there might be too much content. However, a few provided specific recommendations for improving the resources, including offering **case study videos**, updating lecture delivery formats, and improving the content's connection to social innovation. Additionally, some suggested more concise and **industry-specific** materials, as well as clearer progress tracking.

Section 4

The pie chart assesses the **effectiveness of learning activities** in supporting SI course objectives. It shows that 43% of respondents rated the activities as "Excellent," while another 43% rated them as "Very Good," indicating that the majority found them highly effective. However, 14% rated them as "Fair," suggesting that a small portion of participants felt there was room for improvement. Notably, there were no ratings for "Poor" or "Good," reinforcing that the learning activities were generally well-received, with most participants perceiving them as either very good or excellent.



The bar chart evaluates the appropriateness, alignment, and effectiveness of assessments in measuring learning outcomes (LO) in the SI course. For **appropriateness**, 40% of respondents rated the assessments as "Very Good," 30% as "Excellent," while 15% each rated them as "Good" and "Fair." In terms of **alignment** with LO, 60% rated the assessments as "Very Good," 30% as "Excellent," and 10% as "Fair," suggesting strong alignment but with minor areas for improvement. Regarding **effectiveness** to measure LO, 50% rated them as "Very Good," 30% as "Excellent," and 20% as "Poor," highlighting that while most participants found the assessments effective, some saw room for enhancement. Overall, the assessments were perceived positively but with opportunities for refinement.



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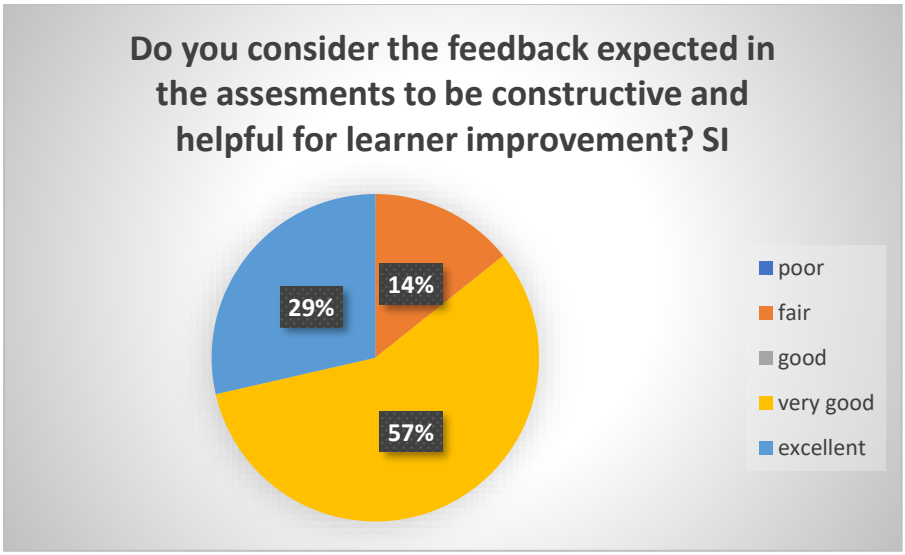
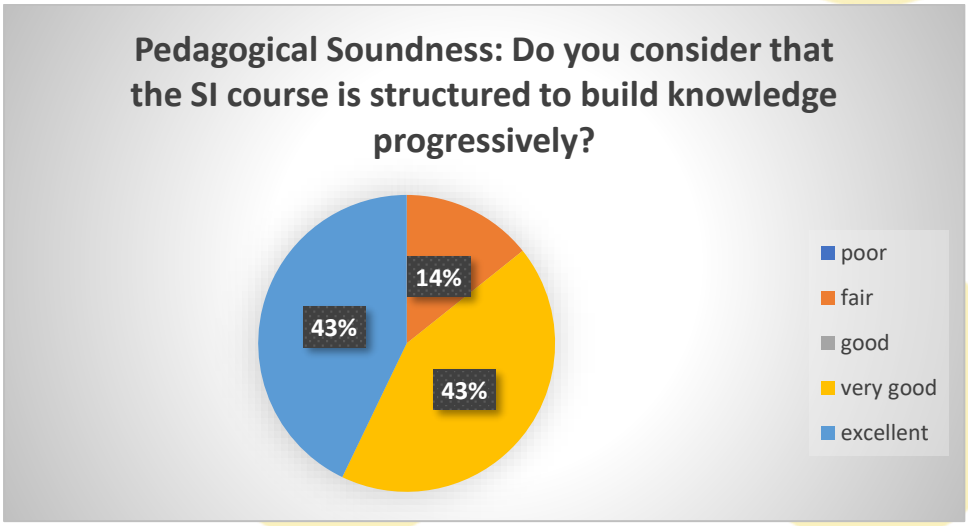
The pie chart assesses perceptions of whether **feedback in assessments** is constructive and helpful for learner improvement in the SI course. A majority, 57%, rated the feedback as "Very Good," indicating strong approval. Additionally, 29% rated it as "Excellent," reinforcing a generally positive outlook. However, 14% rated it as "Fair," suggesting that some participants found areas for improvement. Notably, there were no responses for "Poor" or "Good," which implies that while feedback is mostly effective, there is still some room to enhance its clarity, specificity, or impact on learner progress.



In terms of **pedagogical soundness**, the results indicate that 43% of respondents rated the course as "Very Good," while another 43% rated it as "Excellent," suggesting that the majority found the course well-structured for knowledge progression. However, 14% rated it as "Fair," indicating that a small portion of participants saw areas for improvement. Notably, no responses were recorded for "Poor" or "Good," reinforcing an overall positive perception while highlighting a minor gap that could be addressed to ensure a more universally effective learning structure.



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Question 21: Participants provided various suggestions for improving activity design and assessments, including refining the platform's usability, offering more practical, industry-oriented content, and addressing issues with quizzes and assignments. They emphasised the need for clearer expectations, more concise case studies, and ensuring the **system accurately reflects progress**, while also suggesting that interactive group activities and peer-reviewed quiz questions would enhance the learning experience.

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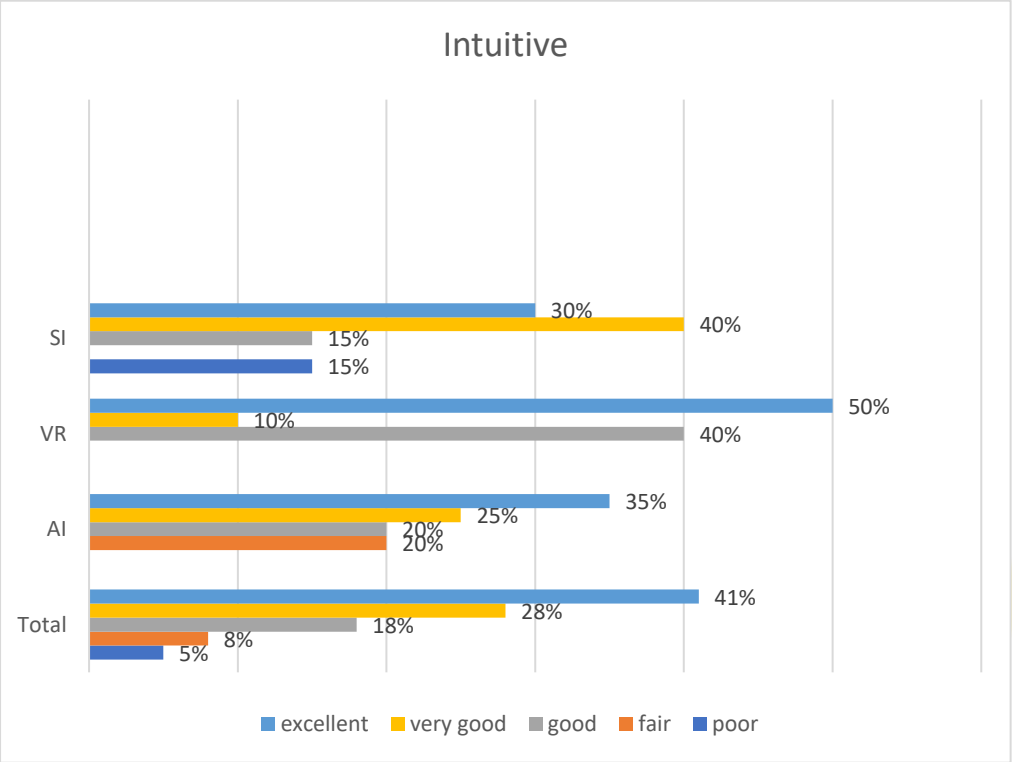
Part 3. Usability of the online learning platform.

Section 5: Intuitive

The analysis of the **intuitive** nature of the courses (SI, VR, and AI) reveals varied levels of satisfaction among respondents. For the **SI course**, 30% rated it as Excellent and 40% as Very Good, while 15% found it Good or Poor (15%). In the **VR course**, 50% rated it as Excellent and 10% as Very Good, reflecting a generally favourable perception. However, 40% rated it as Good, indicating that while it is considered intuitive, there is still potential for enhancement. The **AI course** received 35% Excellent and 25% Very Good ratings, while 20% found it Good or Fair, suggesting mixed feedback on its intuitiveness.



Section 5: User-friendly

In the **SI** course, 40% of respondents rated the platform's user-friendliness as "Very Good," followed by 30% as "Good," and 15% each for "Poor" and "Excellent." **VR** received the highest "Excellent" rating at 50%, with 20% each for "Very Good" and "Good," and 10% for "Fair." **AI** had a more balanced distribution, with 37% rating it as

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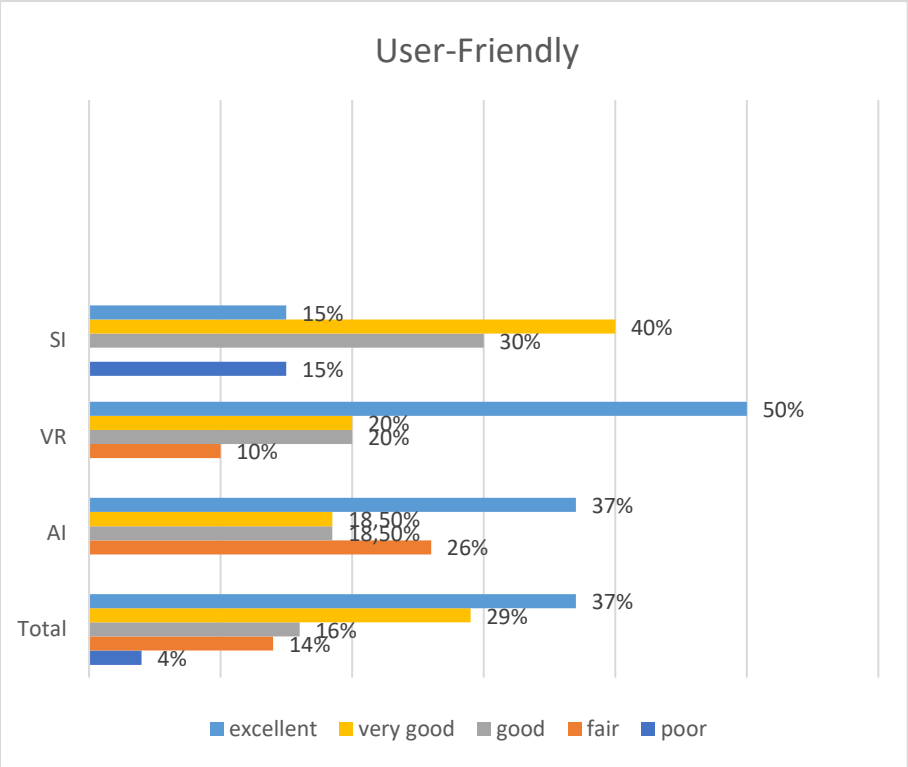
"Excellent," 18.5% as "Very Good," and " Good," and another 26% as "Fair. The results suggest that VR was perceived as the most user-friendly, followed by AI, while SI had a stronger emphasis on "Very Good" rather than "Excellent," indicating a slightly lower but still positive user experience.



Section 5: Interaction & Engagement

The evaluation of the platform's **interaction and engagement** across the three course - SI, VR, and AI - shows varying levels of satisfaction. For **SI**, 40% of respondents rated it Very Good, while 30% considered it Excellent. Additionally, 15% rated it Good, and another 15% found it Poor. **VR** received balanced feedback, with 30% rating it

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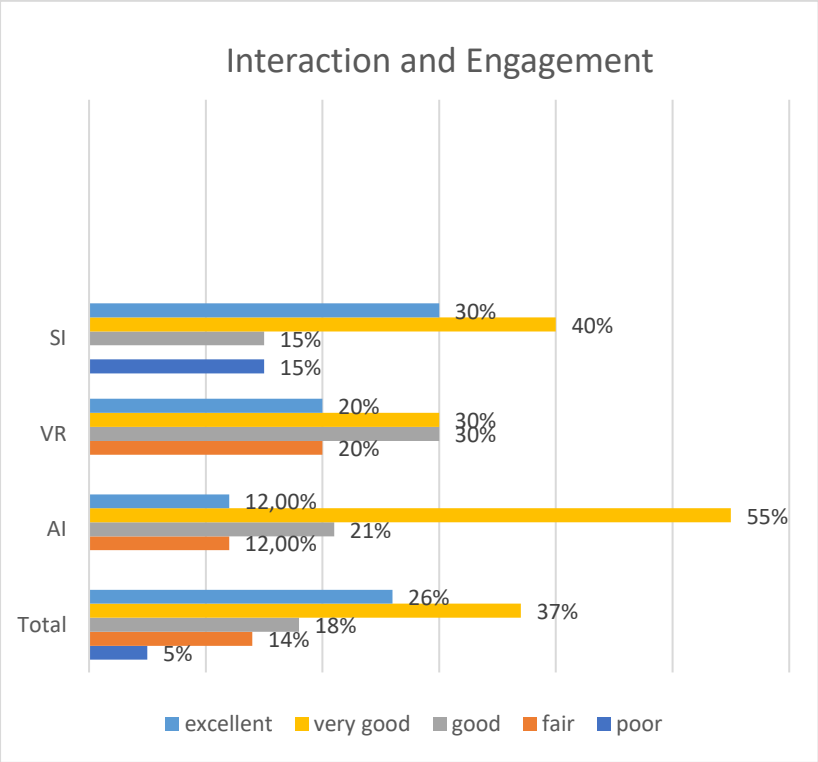
Very Good and Good, and another 20% rating it excellent or fair. **AI** had the highest percentage of **very good** ratings at 55%, but only 12% considered it **excellent**. Additionally, 21% rated it as **good**, and another 12% found it **fair**.

Overall, interaction and engagement in the platform were rated positively, with the majority of responses falling into the **"very good" and "excellent"** categories, demonstrating a generally favourable perception of this educational tool.



Qualitative input – AI:

Participants in the AI course reported various technical issues, including difficulties with marking modules as completed, which caused confusion about progress tracking. Some assignments and text entries disappeared upon submission, and users had to revisit some presentations as they were marked as incomplete. Additionally, there were problems with the **platform's navigation**, the **visibility of progress** in the progress bar, and **inconsistent session completion indicators**. Issues with user roles, time-based activities, and quizzes not registering as passed were also noted. However, some participants mentioned that these issues were resolved during the course.

Question 27 - AI: Participants suggested adding features such as accurate progress tracking for completed modules, interactive practice exercises, and integrated hands-on learning tools to improve the user experience. Additionally, they recommended providing subtitles or transcripts for videos used in the course units.

Qualitative input – VR

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Problems included **confusion** from selecting different **roles** at the start, leading to **repeated activities**, and progress not being recorded correctly, which affected motivation. Participants also reported issues with slide displays in Module 4, where PDFs were hard to read, and quizzes had to be retaken due to system errors. Some exercises were difficult to complete on smaller screens, and there were concerns about the length and engagement of videos. These technical and design challenges impacted the platform's user-friendliness and overall effectiveness.

Question 27 - VR: While 6 participants felt no additional features were needed, 4 suggested improvements to enhance the user experience. Key suggestions included improving feedback delivery by providing **feedback on assignments** throughout the course, rather than only at the end. Participants also recommended adding integrated practice tools or sandbox environments to allow users to apply concepts directly. Additionally, there was a call to make the platform's design more intuitive and user-friendly, particularly for non-IT users, with a focus on accessibility and ease of navigation.

Qualitative Input – SI

Participants highlighted several technical issues with the platform, including confusion about switching roles, difficulty tracking progress, issues with marking sections as "Done," and modules being locked after being accessed. Suggestions for improvement included enhancing the platform's intuitiveness, adding a search engine functionality, and ensuring that progress is accurately recorded and displayed throughout the course.

Question 27: While most users didn't suggest any additional features, a few participants pointed out areas for improvement. They recommended breaking modules into shorter, bite-sized videos (3-5 minutes) featuring visual instructors to better engage users. Additionally, they highlighted the lack of collaboration on the platform and suggested creating more structured, team-based activities with clear guidance on using forums to foster interaction and peer support.

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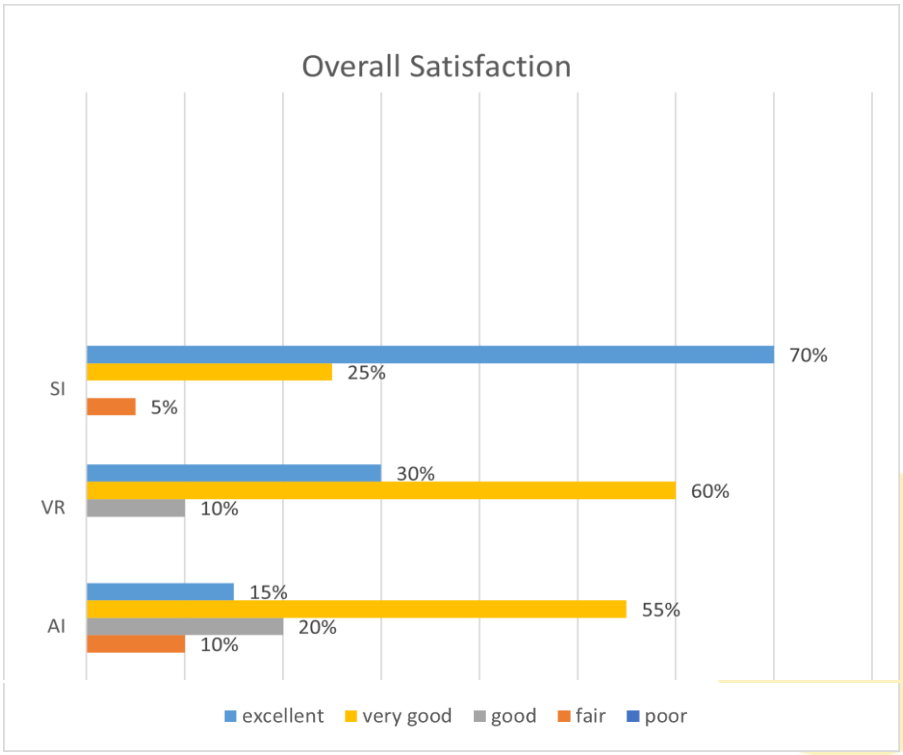
Part 4. Satisfaction level.

Section 6 – Overall Satisfaction

The Overall Satisfaction results across SI, VR, and AI course reveal distinct trends. For **SI**, the majority of respondents (70%) rated it as Excellent, while 25% considered it Very Good. Only 5% rated SI as fair, with no ratings for good or poor. In **VR**, 60% of respondents rated it Very Good, while 30% considered it Excellent. Additionally, 10% rated it Good, with no responses for fair or poor. For **AI**, 55% of respondents rated it Very Good, while 15% considered it Excellent. AI also received 20% Good ratings and 10% Fair, with no poor ratings.



Section 6 – Preparedness for following stages

The **preparedness for the following stages** provide insights into how well SI, VR, and AI courses prepared users as future trainers. For **SI**, 35% of respondents rated their preparedness as Excellent, with another 35% considering it Very Good. Additionally, 20% rated it as Good, while 5% found it Fair, and 5% rated it Poor. In **VR**, 60% of respondents rated their preparedness as Very Good, while 20% considered it Excellent. Another 20% found it Good, with no responses for Fair or Poor. For **AI, 40%** of respondents rated their preparedness as **Excellent**, while **30%** found it V**ery Good** and another **30%** considered it **Good**. There were no responses for **Fair** or **Poor**.

Looking at the total preparedness ratings, 45% of respondents rated their preparedness as Very Good, while 34% rated it Excellent. Additionally, 14% found it

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Good, and only 3.5% rated it as Fair or Poor. Overall, the majority of respondents feel **well-prepared for the next stages**.

Question 29 – AI

To better prepare trainers for the next phase of training businesses, suggestions include offering more in-depth face-to-face training, practical workshops, and structured program outlines tailored to specific training groups. Additionally, providing access to advanced AI tools, industry journals, webinars, and real-world business case studies was recommended, as well as more practical experience with AI applications and hands-on projects. Some also emphasised the need for resources on effective training methods, blending online and in-person delivery, and offering opportunities for continuous professional development. Overall, trainers seek more resources that combine theoretical knowledge with practical, real-world applications to effectively teach businesses.

Question 31 – AI

Additional comments suggest a need for more time allocated for personal study and in-person sessions to enhance practical exercises. Some participants recommended incorporating more visuals, reducing the amount of text on dialogue cards, and creating shorter, more concise videos to keep content engaging. There was also feedback about making the platform more user-friendly and intuitive, adjusting the presentation of certain modules for easier readability, and incorporating interactive learning tools like flashcards and practice tests. Participants emphasized the value of real-world projects and external resources, as well as a desire for a more engaging, streamlined learning experience.

Question 29 – VR

The suggestions highlight the importance of providing trainers with more hands-on experience with VR, MR, and AR technologies to build confidence and a deeper understanding. Trainers would benefit from comprehensive training on the creation of these tools, including insights into development pipelines and platforms such as Unity and Unreal. Practical workshops and practice tools were also recommended to better equip trainers for teaching these technologies. Additionally, incorporating case studies and real-world examples from various business sectors—such as sales, customer service, and conflict resolution—would help enhance familiarity with the tools. More video tutorials and examples were also suggested to support learning.

Question 31 – VR

The suggestions emphasise the need for a more user-friendly and engaging course experience. Participants recommended reducing the technical detail and focusing more on how various industries apply VR, MR, and AR technologies. Streamlining the content by removing repetition and summarising key points into bullet points was also

suggested. Rather than multiple assessments, a single comprehensive assignment based on a relevant case study would be more effective. Concrete feedback on how to implement these technologies in real-world contexts was also highlighted. Additionally, incorporating more hands-on practice, interactive workshops, and in-person sessions, along with shorter, more engaging videos, could further enhance the learning experience. Overall, while feedback was positive, there is a clear call for ongoing iteration based on user input to improve the course quality.

Question 29 – SI

Participants requested more facilitated group work and interactive activities, especially in face-to-face sessions, to foster collaboration and practical application of knowledge. Additionally, many felt the course content could be more concise and industry-focused, while still delivering valuable insights. Clarification of the course's value and its recognition in **accreditation systems** was another common request, particularly in comparison to platforms like Coursera and Udemy.

Assessments were seen as an area for improvement, with suggestions to make them more aligned with real-world business challenges, featuring industry-oriented case studies. Optional activities catering to different experience levels were also recommended, allowing learners of all backgrounds to engage at their own pace. Lastly, trainers expressed the need for more **personalised support**, including guidance on effective presentation and feedback techniques.

In summary, trainers would benefit from a more practical, structured learning experience with clearer recognition and more tailored support.

Based on the feedback provided, the overall satisfaction with the training pathway (MOOC) appears to be largely positive, with most respondents (6) rating their satisfaction at 4 or 5. There is a clear appreciation for the wealth of resources, the depth of content, and the flexibility of the learning approach. However, some areas for improvement were also noted, particularly in terms of platform usability, assessment alignment with real-world applications, and ensuring that the training is practical and concise.

Several users highlighted issues with platform navigation, unclear progress tracking, and some technical glitches, which slightly detracted from the learning experience. There were also calls for a more interactive and collaborative approach, with greater focus on practical exercises and industry-focused content, especially for busy professionals who may not have the time to engage deeply with extensive academic material.

Overall, while the course provides substantial value, the training pathway could benefit from refinements to enhance engagement, accessibility, and real-world applicability, ensuring a more streamlined and user-friendly experience for all learners.

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Question 31 – SI

The following suggestions were provided by participants to improve the course and learning experience: Limit the roles available to "student" only to avoid confusion, reduce the number of assignments per course to maintain motivation and ensure progress is tracked accurately, and increase interaction with users during face-to-face workshops. Participants also suggested focusing more on teaching how to effectively use the technologies in real-world scenarios, making the content more concise and structured, with a focus on engagement, and providing citations for external sources directly within the content rather than just at the end of a unit. Additionally, participants recommended re-evaluating quiz questions, especially those focused on historical events or seemingly irrelevant knowledge, to ensure they are applicable to business owners and professionals. Clarity was requested on whether separate feedback forms are needed for each course or if one will suffice. More time should be allocated for personal study and additional in-person training sessions, with opportunities for practical exercises. Finally, streamlining the course material by incorporating more practical guides, images, and shorter, more impactful videos will cater to busy professionals. Despite these suggestions, the course has been greatly appreciated for its enriching content, and participants are eager to apply their newfound knowledge to support SMEs and foster innovation within their respective industries.

The feedback provided by participants from the AI, VR, and SI train-the-trainer sessions highlights key areas for improvement and refinement of the course. Participants shared valuable insights regarding content structure, user experience, engagement strategies, and technical functionality. While they acknowledged the rich material offered, many suggested making the learning process more practical, concise, and interactive. This collective feedback will serve as a crucial step in refining the program to better meet the needs of trainers and enhance the overall learning experience, ultimately ensuring more effective support for SMEs in the adoption of emerging technologies.

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