EULEP

Pilot Feedback Report Austria

Contribution to

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1 Part 1. Participant information.

1.1 General Information on applicants

Application process in Austria

The application process for the program was designed to attract a diverse and qualified group of participants. Possible candidates were approached through multiple channels, including direct email invitations sent to the **WIFI International trainer pool**, outreach via **social media platforms**, and personal interactions at **events and congresses**. These efforts ensured a wide reach and engaged potential participants from various professional backgrounds.

To streamline the application process, **WIFI/WKÖ** created a **Microsoft Forms** application, enabling efficient collection and management of information. Applicants were also encouraged to submit their CVs, providing additional insights into their qualifications and expertise.

The application form included a comprehensive set of questions to gather detailed information about the candidates. These questions covered key areas such as:

- **Personal information**: Title, first name, last name, email address, and phone number
- **Professional details**: Organization they work for, highest educational qualification, additional training (e.g., online courses), and languages spoken with proficiency levels
- **Expertise and experience**: Training areas, fields of expertise, self-assessment of knowledge in digital technologies (e.g., AI, VR), and their target training groups
- **Teaching background**: Years of teaching experience, preferred training methods, and online training tools or platforms they have used
- **Specialized experience**: Experience in training SMEs, conducting digital transformation training, and their interest and goals in participating in the trainer pilot program
- **Commitment and availability**: Willingness to complete a full course in one of the three thematic areas, availability to conduct capacity-building sessions, and submission of their CV to confirm their application

This approach allowed for a thorough evaluation of applicants and ensured that suitable candidates, with the relevant expertise and enthusiasm, were considered for participation in the **EULEP Pilot in Austria.**

Applications

WIFI/WKÖ received a total of **45 applications**, of which **44 applicants** (the basis for the following calculations) completed the registration form. One applicant expressed interest via email but dropped out before starting and will not be considered further. Among the **44 applicants**, **24 individuals** (54%) submitted their CVs as requested, indicating varying levels of engagement with the application process.

The **gender distribution** among the **44 applicants** is **balanced**, with **22 males** (50%) and **22 females** (50%), showcasing a relatively **diverse pool of candidates**.

In terms of educational qualifications, the applicants present a broad spectrum of academic backgrounds. Many applicants hold advanced degrees such as **Bachelor of Science**, **Master of Science**, and **MBA**, with specializations ranging from digital business and health management to leadership and education. Additionally, several applicants possess diplomas in engineering (e.g., **Dipl.-Ing.**), **PhDs**, and professional certifications like **Master of Education** and **Magister/Master's degrees in Economics and Law**. This diversity in qualifications reflects a strong and varied academic foundation across the group.

Beyond their formal education, many candidates bring an impressive array of additional certifications and training. These include specialized credentials in **AI, digital transformation, cloud technologies, and SAP**, as well as expertise in **adult education, leadership development, and coaching**. Some applicants have advanced technical training in areas such as **Kubernetes, Java, and Agile methodologies**, while others excel in sector-specific fields such as **emergency medical services, health management, and tourism**. This multidisciplinary expertise highlights the depth and versatility within the applicant pool.

Language proficiency among the candidates further underscores their capabilities. Most are fluent in **German (87%)**, with a significant number achieving **C1 or higher in English (67%)**. Additionally, several applicants are proficient in other languages such as **French, Spanish, Italian, Russian, Arabic, Albanian, Turkish, and Hindi**, reflecting a high degree of multilingualism.

The fields of expertise taught by our applicants are diverse and cover a wide range of disciplines, reflecting their extensive experience and specialized knowledge. These include **innovation**, **digitalization**, and **process management**, with a focus on **sustainability for SMEs and startups**. Many applicants teach in the areas of **IoT**, **ICT**, and **business administration**, including **finance** and **entrepreneurship**. They offer training in **sales marketing**, **lean management**, and **design thinking**, as well as **communication** and **corporate communication**, which covers topics like **gender equality** and **knowledge transfer**.

Applicants also specialize in **social sciences**, **education**, and **teacher training**, alongside **online marketing**, **social media**, **SEO**, and **SEM**. Many bring experience in **software engineering**, including expertise in **programming languages**, **frameworks**, **AI**, **VR**, and **clean coding** practices. Additionally, some applicants teach **health-related topics**, such as **preclinical emergency medicine** and **workplace safety**.

Other areas of instruction include **leadership**, **personal development**, **coaching**, and **sustainability**, particularly in the context of **circular economy principles** and **business ethics**. Some focus on **project and process management**, **e-learning**, and **digital media development**, while others bring knowledge of **legal consulting**, **business model innovation**, and **digital transformation**.

In essence, the applicants teach a wide variety of subjects, equipping learners with valuable skills across **business**, **technology**, **leadership**, and **sustainability**, ensuring a well-rounded and future-oriented education for their trainees.

Most applicants focus on **adult learners**, who represent over 60% of the target groups. This includes professionals, entrepreneurs, and individuals seeking to upskill. **Post-secondary students** are also a significant audience, making up about 30% of the respondents, particularly in fields like **business**, **technology**, and **digital skills**.

Additionally, **youth (under 18)** form a smaller but notable portion, around 10%, with programs centred on **entrepreneurship**, **technology**, and **soft skills**. Some applicants also target **SMEs**, **startups**, and **executives**, with niche training in areas like **software development** and **leadership**.

In summary, the primary focus is on **adult learners** and **post-secondary students**, with specialized offerings for **youth**, **SMEs**, and **executives**.

Among the applicants, **27%** (12 people) **have 0–5 years of teaching experience**, including 2 persons with less than 1 year, 3 with 1 year, and 4 with 5 years. Another **27%** (12 people) **have 6–10 years**, with 4 persons having 8 years, 3 each with 6 and 10 years, and 1 each with 7 and 9 years. Next, **11%** (5 people) **have 11–15 years of experience**, including 4 persons with 15 years and 1 with 12 years. Those with **16–20 years make up 18% (8 people)**, including 6 persons with 20 years. Finally, **16%** (7 people) **have over 21 years**, including 3 persons with 30 years and 1 each with 24, 25, 35, and 38 years.

The distribution shows a relatively even spread, with slight concentrations in the **0–10** and **16–20-year ranges**.

Out of the **44 people** who completed the application form and rated their knowledge of digital technologies:

- **1: 7% (3 people)**
- **2: 14% (6 people)**
- **3: 45% (20 people)**
- **4: 30% (13 people)**
- **5: 4% (2 people)**

This indicates that the majority of respondents (**45%, 20 people**) rated their knowledge at a medium level (3), while **30% (13 people)** assessed themselves as having above-average knowledge (4). A smaller percentage (**4%, 2 people**) considered their digital knowledge to be at the highest level (5). Lower ratings (**1 and 2**) accounted for **21% (9 people)**.

Out of the applicants, **45% (20 people)** expressed interest in the AI course, while **27% (12 people)** showed interest in the SI course, and another **27% (12 people)** were interested in the VR course.

1.2 General information on participants that submitted feedback

The following data is based on **the feedback forms completed** and submitted by participants **after the Pilotphase of EULEP**. It reflects the responses provided by **26 out of 44 participants** who submitted feedback, as of January 27th, 2025. This data provides a summary of the participants' areas of expertise, their prior experience, and the course(s) they were enrolled in, offering insights into their backgrounds and engagement with the project.

The participants who provided feedback after the Pilot phase have, have (now) according to the feedback forms, diverse expertise, primarily in AI and VR, with additional expertise in areas such as Social Innovation, Digital Marketing, Finance, E-Learning, and Educational Technology. The participants have varying levels of experience with online learning platforms, ranging from novice to expert.

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Specifically, they consider themselves to have the following levels:

- **Expert**: 5 participants
- **Advanced**: 8 participants
- **Intermediate**: 11 participants
- **Novice**: 2 participants

Most participants reviewed the courses related to **AI or VR**, with a few also engaging with Social Innovation.

Based on the data provided, the breakdown of how many participants attended each course during the Pilot phase and submitted feedback is as follows:

- **Artificial Intelligence**: 12 participants
- **Virtual Reality**: 9 participants
- **Social Innovation**: 5 participants

The participants' backgrounds reflect a strong foundation in technology, education, and business development, contributing to a comprehensive understanding of the course content and its practical applications.

Course participation

Across all three courses, **45 participants enrolled in total**, but **1 dropped out immediately**, and **3 others withdrew after being contacted**. All three of these participants were from the SI course, citing reasons such as **different expectations**, **lack of interest**, or **no desire to participate**.

As of January 23rd, **11 participants successfully completed** their course with a completion rate of 90-100%, while **8 participants did not access the course at all**, resulting in a 0% completion rate.

Despite this, **10 participants expressed interest in taking additional courses**, with **2 opting for AI**, **1 for VR**, and **7 for SI**. However, as of this date, **only 2 of these 10 participants have accessed one of the additional courses**. Interestingly, most of these individuals had not completed or even accessed the course they were initially enrolled in.

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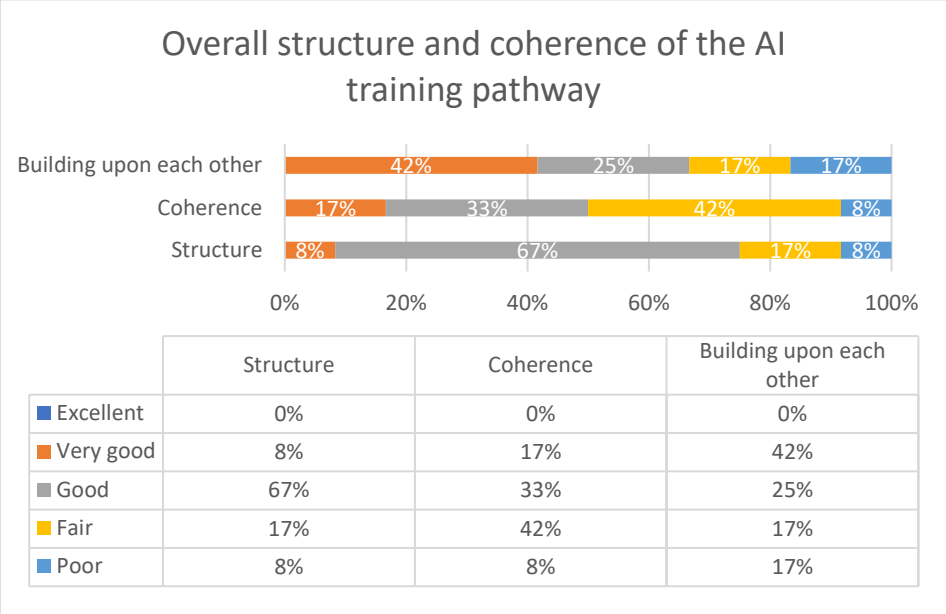
2 Part 2. Modules content and methodology.

Part 2 provides an in-depth look at key aspects of the course, including its overall structure, training content, learning resources, and materials. It also covers the design of activities and assessment practices, offering insights into their effectiveness. Additionally, this section includes recommendations to enhance these areas for improved learning outcomes.

2.1 Overall course structure and training content

2.1.1 AI: Results for structure and coherence



	Structure	Coherence	Building upon each other
Excellent	0%	0%	0%
Very good	8%	17%	42%
Good	67%	33%	25%
Fair	17%	42%	17%
Poor	8%	8%	17%

Figure 1: overall structure and coherence of the AI training pathway

Results:

The **structure** of the course received mixed feedback, with the majority rating it as **Good (67%)**, followed by **Fair (17%)**, and smaller percentages for **Very Good (8%)** and **Poor (8%)**.

In terms of **coherence**, most respondents found it **Fair (42%)**, with **Good (33%)** and **Very Good (17%)** ratings following, and a small minority rating it as **Poor (8%)**, suggesting room for improvement in ensuring a more coherent and logically connected learning experience.

When evaluating whether the course elements **build upon each other** effectively, the highest ratings were **Very Good (42%)**, followed by **Good (25%)**, **Fair (17%)**, and **Poor (17%)**. No respondents rated any of these aspects as **Excellent**.

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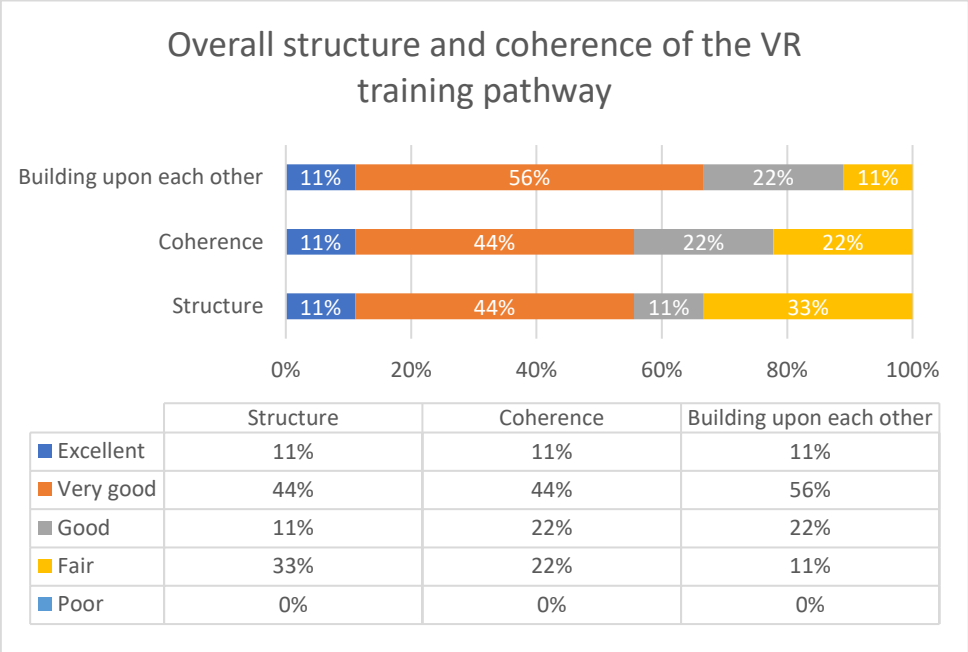
2.1.2 VR: Results for structure and coherence



	Structure	Coherence	Building upon each other
Excellent	11%	11%	11%
Very good	44%	44%	56%
Good	11%	22%	22%
Fair	33%	22%	11%
Poor	0%	0%	0%

Figure 2: overall structure and coherence of the VR training pathway

Results:

The ratings for **structure**, **coherence**, and how the content **builds upon each other** show a generally positive outcome.

Regarding the **structure, 44%** of respondents rated it as **Very Good**, and **11%** considered it **Excellent**. However, **33%** found the structure of the VR training pathways to be only **Fair**, highlighting a need for improvements in organization and clarity.

In terms of **coherence**, **44%** of respondents also found it to be **Very Good**, while **22%** rated it as **Good**. However, another **44%** found it only **Fair (22%)** or **Good (22%)**, indicating that some participants experienced challenges with the logical flow of the content.

When it comes to how the content **builds upon each other**, **56%** considered it **Very Good**, and **22%** rated it as **Good**. The percentage of those rating any aspect as **Fair** or **Poor** remains minimal, indicating a strong overall alignment in these areas.

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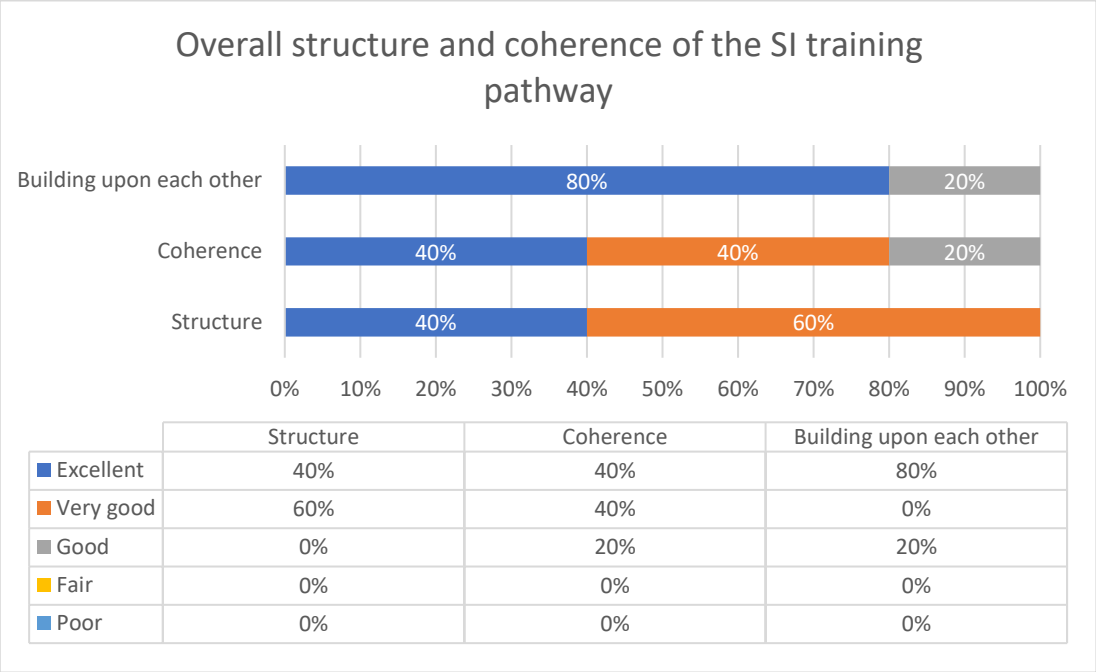
2.1.3 SI: Results for structure and coherence



	Structure	Coherence	Building upon each other
Excellent	40%	40%	80%
Very good	60%	40%	0%
Good	0%	20%	20%
Fair	0%	0%	0%
Poor	0%	0%	0%

Figure 3: overall structure and coherence of the SI training pathway

Results:

The results for course structure, coherence, and the building upon concepts show a generally positive assessment.

40% of respondents rated the structure as Excellent, while **60% rated it as Very Good**. This indicates a strong foundation in how the course is organized and presented.

In terms of **coherence**, **40% rated it Excellent**, and **20% rated it Good**, highlighting that most participants found the course content to be logically connected and easy to follow.

Furthermore, **80% rated the course's ability to build upon each concept excellently**, showcasing that the progression of topics effectively supports learning. A smaller percentage rated the coherence and building aspects as good, but overall, the course appears well-structured, coherent, and progressive, with ample opportunities for improvement in these areas.

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2.1.4 Summary of the structure and coherence of EULEP training courses

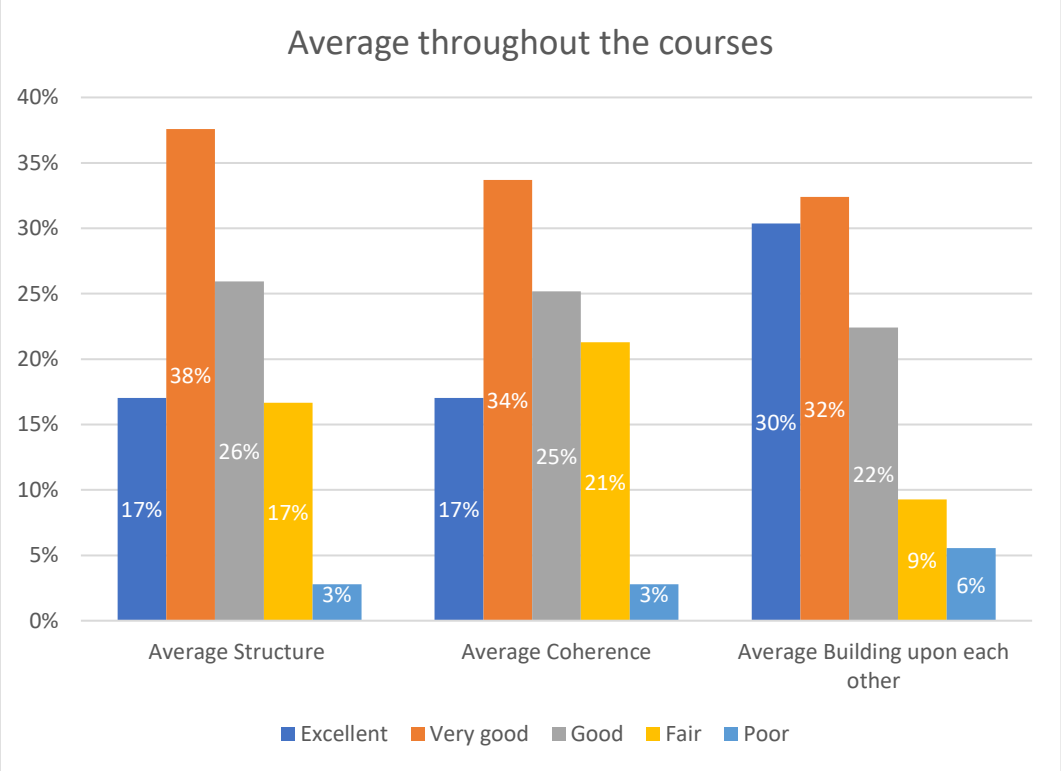

Figure 4: average results on course structure and coherence

Results:

The average ratings across all courses in terms of **structure, coherence, and building upon each other** provide a clearer picture of the overall performance of the courses.

For **structure**, the averages show a higher percentage **(38%)** of respondents rated it as **Very Good**, followed by a significant portion **(26%)** rating it as **Good**, and a smaller percentage **(17%)** rating it as **Excellent**. The relatively higher ratings in the Very Good and Good categories suggest that the overall course organization is generally well-received, though there is still room for improvement.

Coherence also shows a similar pattern, with **34% rating it as Very Good**, and a notable portion **(25%)** giving it a **Good** rating. This reflects a generally positive view on how well the course content connects and flows, also because of the **Excellent** ratings **(17%).**

The ratings for how concepts **build upon each other** show some variation. **32%** of respondents rated this aspect as **Very Good**, and **30%** rated it as **Excellent**. However, with **22%** rating it as **Good** and **9%** as **Fair**, it suggests that while the course generally does well in progressing logically from one concept to another, there is still room for improvement in making the connections between concepts clearer and more cohesive.

Overall, the averages indicate a strong performance, particularly in building upon concepts and course structure, but with opportunities for refinement.

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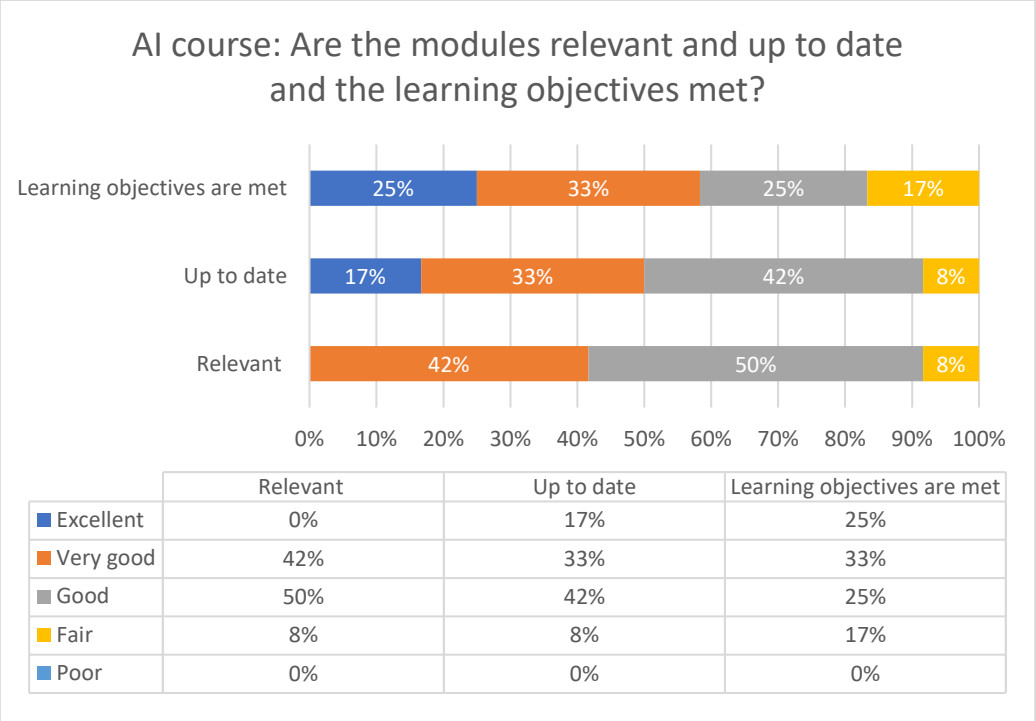
2.2 *Learning resources and materials*

2.2.1 Relevance, currency and achievement of learning objectives

2.2.1.1 Results for the AI course and suggestions



	Relevant	Up to date	Learning objectives are met
Excellent	0%	17%	25%
Very good	42%	33%	33%
Good	50%	42%	25%
Fair	8%	8%	17%
Poor	0%	0%	0%

Figure 5: AI relevance, currency and achievement of learning objectives

Results:

For **relevance**, **42%** of respondents rated it as **Very good**, and **50%** rated it as **Good**, indicating that the course content is generally considered highly relevant to the learners.

For **currency**, **33%** rated it as **Very good** and **42%** as **Good**, suggesting that the material is mostly up-to-date, though there is room for improvement.

Regarding the **achievement of learning objectives**, **25%** rated it as **Excellent**, **33%** as **Very good**, and **25%** as **Good**, reflecting a solid level of alignment with the learning outcomes, though some learners feel that more could be done to fully meet these objectives.

Overall, while the course performs well in these areas, there is potential for further refinement to enhance relevance, currency, and the achievement of learning goals.

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Suggestions communicated through the feedback forms:

"Would you have any specific suggestions for improving the structure or sequence of the modules and units?"

The suggestions for improving the course structure and sequence highlight several key areas of focus to make the learning experience more engaging, relevant, and impactful. The following is a detailed feedback summary that highlights specific areas for improvement and refinement in the course structure and content.

Module 1: Overview and didactic design

Module 1 was considered a good introductory overview but **lacked depth** in terms of didactic design. It was suggested that more variety in teaching methods be incorporated, moving beyond the simple combination of slides with an audio track. Additionally, including diverse perspectives, such as recognizing the achievements of women in the IT sector, would enrich the content. Feedback also indicated that the case studies in this module felt too superficial and did not provide enough depth to be impactful.

Module 2: Didactic variety and organization

Module 2 was positively received, especially for its didactic variety and overall organization. It **met expectations** and contributed to a more engaging learning experience.

Module 3: relevance and content structure

Module 3, however, faced criticism for being **too generic** and **not aligning with the course's intended purpose**. While the content was deemed interesting, it was suggested that it should be split into multiple smaller units to maintain consistency with the style and focus of the other modules. This change would allow for deeper exploration of topics and more relevance to the course's goals.

Module 4: Onboarding, AI tools, and relevance to AI adoption

Module 4 was largely **well-received** for its variety and didactic design. However, the **extensive onboarding process** was seen as **disproportionate** to the module's relevance. While the AI tools introduced were appreciated, Module 4's content was flagged as not fully addressing AI adoption. The change management focus seemed more appropriate for general project management rather than AI-specific content. The final assignment, framed in an AI context, felt more like a project management exercise than an AI-related task.

Downloadable content and visual aids

A significant point raised across all modules was the **need for downloadable content**, which was only available in Unit 1. Further suggestions include embedding videos, articles, and summaries of content outside of Moodle, alongside creating downloadable link lists. Additionally, increasing the use of visual content such as pictures and examples would aid in understanding and engagement.

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Structuring content to address key areas

In terms of structure, it was suggested that the **course content be more clearly distinguished** between three main areas:

1. **General information and background knowledge on AI** – Laying the groundwork for understanding AI concepts.
2. **Application of AI and AI tools** – Focusing on the use of AI across different business sectors. The course content was seen as too HR-centric and could benefit from broader examples.
3. **AI assessment in SMEs** – Addressing the challenges of AI adoption, skills development, and change management in small and medium enterprises (SMEs).

Additionally, some content overlap was noted, particularly in the explanation of AI and related classifications. For example, concepts like ***Supervised and Unsupervised Learning*** are introduced more than once, creating redundancy.

Challenges in AI adoption for small businesses

Effective AI adoption requires a structured approach that balances tools, resources, and time. Key challenges include avoiding redundancy by creating concise, modular content focused on important areas such as transparency and operational efficiency. It is also essential that content caters to diverse user needs to avoid alienating specific groups, such as those interested in data transparency or AI applications in operations.
Small businesses, especially one-person operations common in Europe, face significant barriers when it comes to AI adoption. These businesses often struggle with limited resources and a lack of technical expertise. **Tailored learning paths should be designed** to simplify AI integration for these businesses, emphasizing low-cost, high-impact tools and providing practical examples of overcoming obstacles.

The role of AI in business innovation and efficiency

AI adoption can foster innovation, efficiency, and competitive advantage for businesses. By automating routine tasks, improving decision-making, and enhancing customer insights, AI can have a transformative impact. A **balanced and adaptable approach to training** will help businesses of all sizes confidently adopt AI and realize its benefits.

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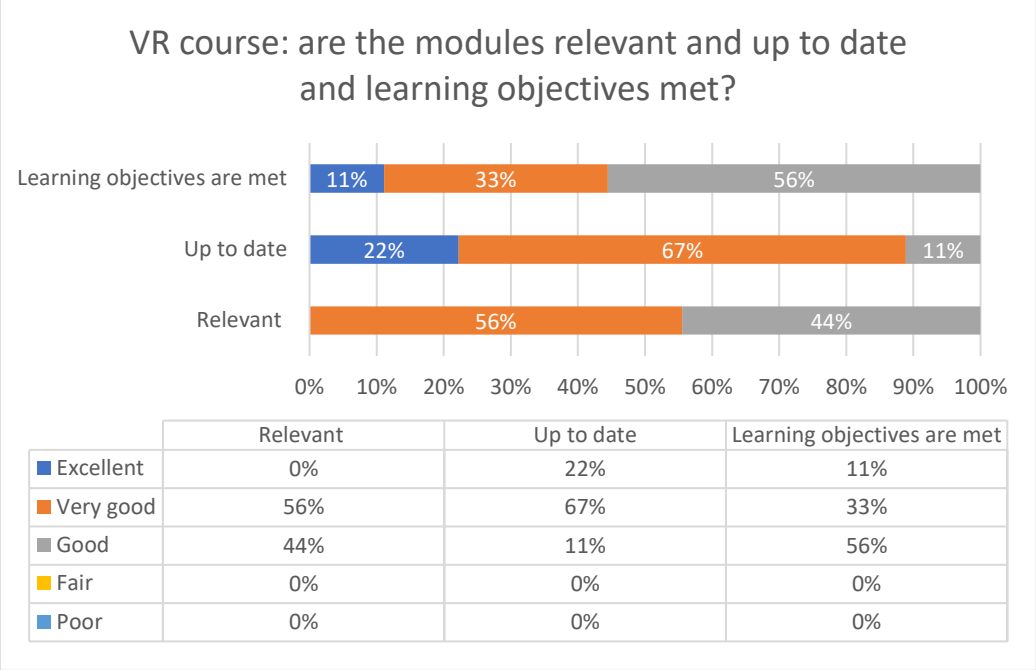
2.2.1.2 Results for the VR course and suggestions



	Relevant	Up to date	Learning objectives are met
Excellent	0%	22%	11%
Very good	56%	67%	33%
Good	44%	11%	56%
Fair	0%	0%	0%
Poor	0%	0%	0%

Figure 6: VR relevance, currency and achievement of learning objectives

Results:

Starting with **relevance**, most participants rated the course as either **Very Good (56%)** or **Good (44%)**, showing that the content was generally applicable to their needs. However, no participants rated the course as **Excellent (0%)**, indicating room for improvement in aligning the material more directly with learners' expectations and contexts.

For **currency**, most participants rated the course as **Very Good (67%)**, reflecting that much of the material is up to date with current AI trends. However, only **22%** rated it as **Excellent,** highlighting the need for further updates to keep pace with advancements in the field.

Regarding the **achievement of learning objectives**, **56%** rated it as **Good** and **33%** as **Very Good,** suggesting that the course was effective for most participants. However, with only **11%** rating it as **Excellent** and the relatively large portion in **Good,** there is an opportunity to refine the course to better align with the stated goals and improve overall outcomes.

While most participants found the course relevant, current, and aligned with learning objectives, the lack of **Excellent** ratings points to areas for growth, particularly in updating content and ensuring stronger alignment with learners' needs.

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Suggestions communicated through the feedback forms:

"Would you have any specific suggestions for improving the structure or sequence of the modules and units?"

Several suggestions were made to improve the structure and sequence of the modules, focusing on increasing engagement, relevance, and clarity.

Module 1: Engaging Start and Content Streamlining

It was noted that **Module 1** felt unmotivating, primarily due to its focus on history and basic hardware/software information. To increase engagement, it was suggested that the course start with **real-world problems** relevant to various industries, providing a **problem-based approach** rather than theoretical content. This would make the course more engaging and applicable to participants from different fields right from the start. Additionally, **Module 1** was deemed too long, and it was suggested that the unit be **shortened** to maintain attention and ensure that only the most relevant content is included.
A further suggestion for **Module 1** was to **start with clear definitions of VR, AR, MR, and XR** (Immersive Technologies Overview 1.5). This would provide a structured and focused introduction to these key concepts, allowing participants to gain a solid understanding of foundational terms before moving into more complex content.

Course Structure and Navigation

Feedback indicated that it was difficult to **navigate the online course**, and participants struggled to get an overview of the content to determine what might be most relevant to their needs. This is especially important given the limited time some learners have. Improving the **course organization** and offering clearer guidance on the relevance of different materials would help learners feel more confident and focused on their study.

Content Distractions

There were also concerns about the **number of links** provided throughout the course. The abundance of resources was seen as potentially distracting, and it was suggested that the course could benefit from **streamlining the materials** to focus on the most important and relevant resources, making it easier for participants to follow along and avoid distractions.

Positive Aspects: Video-Conferencing Sessions and Practical Applications

The **video-conferencing sessions** with the trainer were seen as very positive and motivating. These sessions provided valuable structure, helping participants engage with the course content more effectively. One participant also shared their experience of using the course as a **launchpad for exploring VR technology**. They were able to inspire colleagues to use VR headsets for a collaborative VR meeting. This personal success story highlights the practical value of the course, as it enabled learners to take their theoretical knowledge into real-world projects, especially in the field of VR.

These insights and suggestions reflect a desire for a more engaging, relevant, and navigable learning experience, ensuring that participants not only understand the concepts but also see their practical applications across various industries.

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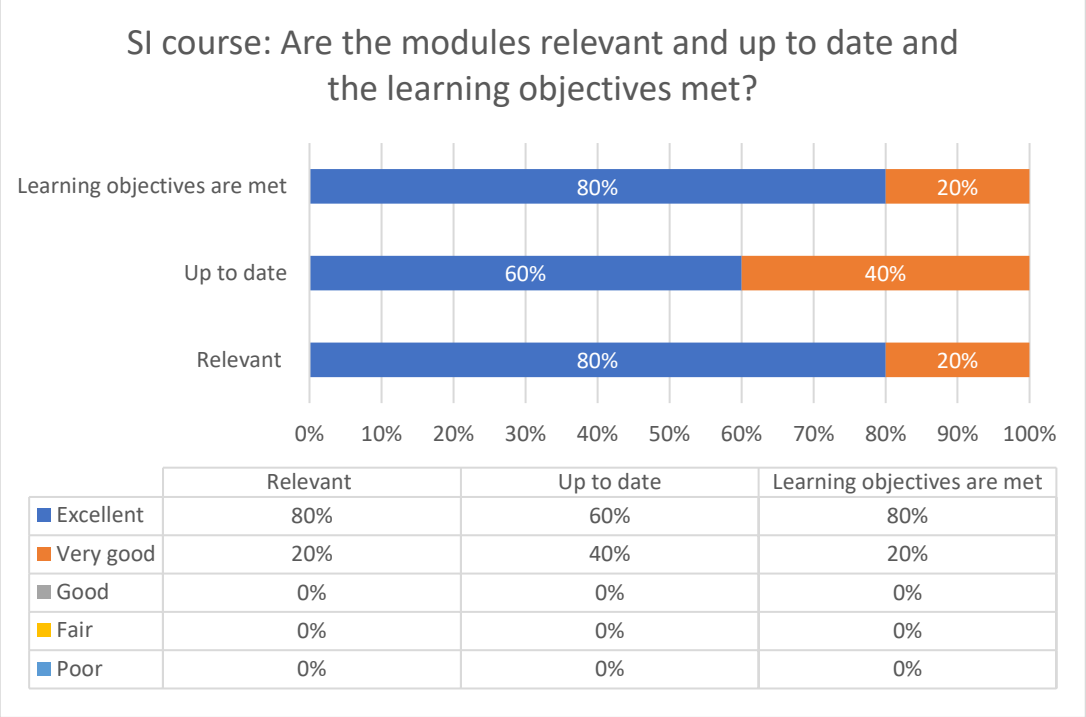
2.2.1.3 Results for the SI course and suggestions



	Relevant	Up to date	Learning objectives are met
Excellent	80%	60%	80%
Very good	20%	40%	20%
Good	0%	0%	0%
Fair	0%	0%	0%
Poor	0%	0%	0%

Figure 7: SI relevance, currency and achievement of learning objectives

Results:

The course performs exceptionally well in relevance, with **80% of feedback rated as Excellent** and **20% as Very Good.** This indicates strong alignment with learners' expectations and the key topics of interest. No feedback rated relevance below these levels, showcasing its significant strength in this area.

The **currency** of the course received **60% Excellent** feedback, reflecting that much of the content is up to date. However, **40% rated it as Very Good,** suggesting certain areas may benefit from updates to align with evolving AI trends.

The course successfully **meets its learning objectives**, with **80% of feedback rated as Excellent** and **20% as Very Good.** This highlights strong performance in delivering on its intended outcomes, with minor opportunities for refinement.

Summarizing the previous information, the course is highly relevant, largely up-to-date, and effectively achieves its learning objectives, with only small areas needing improvement to ensure continued alignment with current developments and learner expectations.

Suggestions communicated through the feedback forms:

"Would you have any specific suggestions for improving the structure or sequence of the modules and units?"

No suggestions were made for this course in terms of relevance, currency or achievement of learning objectives, indicating that participants were generally very satisfied with this course.

2.2.1.4 Summary results and overall suggestions

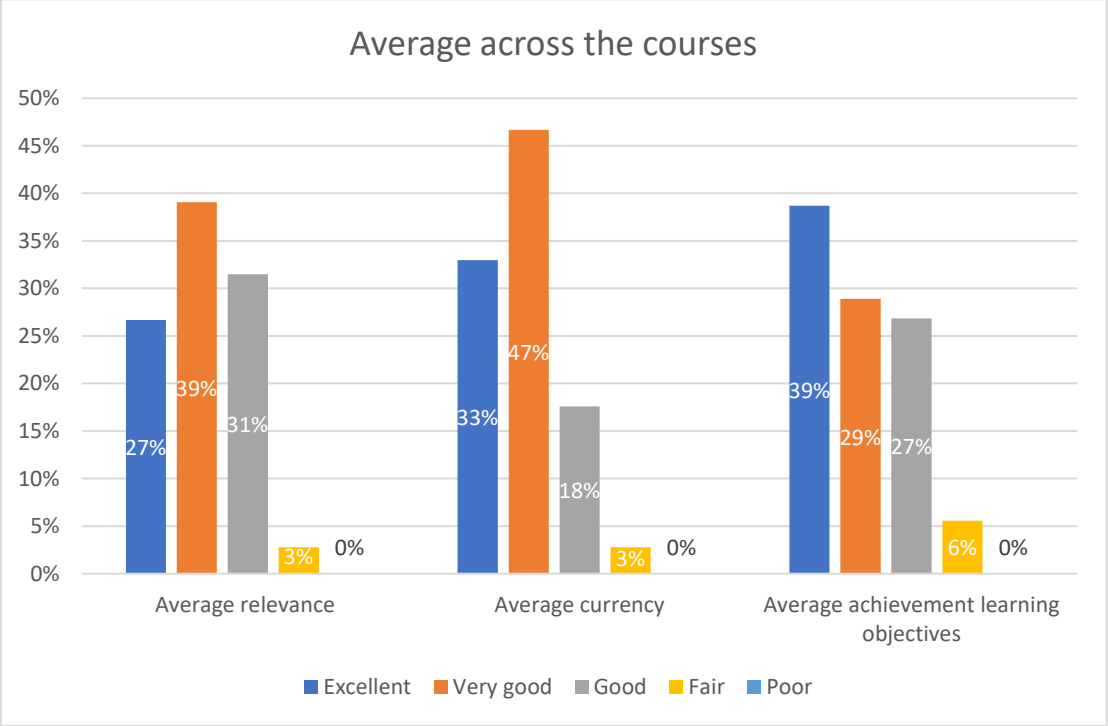


Figure 8: average results on relevance, currency and achievement of learning objectives

Results:

The following results represent a summary of the feedback gathered across all three courses.

Relevance

In terms of **relevance**, **39%** of feedback rated the course as **Very Good,** with **27%** rating it as **Excellent.** This suggests that a significant portion of participants found the course content to be quite relevant to their needs and interests. However, **31%** rated it as **Good,** indicating that a portion of learners found the relevance of the course to be moderate, while only **3%** rated it as **Fair.** This points to the need for continued focus on ensuring that the content aligns with the needs of all learners, particularly those who may find some of the material less applicable.

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Currency

The course's **currency**, or how up to date the content is, received overall satisfying feedback. **47%** rated it as **Very Good,** and **33%** rated it as **Excellent,** which indicates that the course is largely seen as relevant to current trends and developments. However, **18%** rated it as **Good,** and a small percentage of **3%** rated it as **Fair,** suggesting there are areas where the course could benefit from updates to stay fully current with rapid advancements, especially in fields like AI and immersive technologies.

Achievement of Learning Objectives

When it comes to **achievement of learning objectives**, **39%** of feedback rated this area as **Excellent,** with **29%** as **Very Good.** This indicates that most learners felt the course successfully met its intended goals. However, **27%** rated it as **Good,** while **6%** rated it as **Fair,** suggesting there is room for improvement in ensuring that the objectives are clearly defined and met for every participant. There were no responses rating this area as **Poor,** which shows a strong overall alignment with the course's intended outcomes.

The overall feedback indicates that the course generally performs well in terms of **relevance** and the **achievement of learning objectives**, with the highest ratings in these areas being **Very Good** or **Excellent.** However, there is a need for improvement in ensuring the course content remains fully **up-to-date** and relevant to all learners. These insights suggest that refining the course's current content and structure will help maintain its effectiveness and engagement.

Main update areas: Feedback-based suggestions:

Several key areas for improvement have been identified across the training courses to enhance overall learning experience, engagement, and practicality.

Course structure and engagement

It has been suggested that the courses could benefit from a more **dynamic start**. Beginning with **real-world challenges** or **problem-based learning** would engage participants more effectively, especially when it connects directly to their industry. Additionally, some sections of the course content, particularly in the introductory modules, could be **streamlined** to focus on **core concepts**, avoiding unnecessary theoretical material.

Reducing redundancy

Participants noted that certain content was repeated unnecessarily, leading to confusion and a lack of clarity. To address this, the course structures should be more **concise and focused**, ensuring that important concepts are covered in **depth** without excessive overlap.

Support for small businesses

There is a clear need for the course to better accommodate **small businesses**, particularly those with limited resources. **Tailored learning paths** that focus on **cost-effective solutions** and provide practical, easy-to-apply tools would greatly benefit this audience.

Course navigation and clarity

Improving **course navigation** and providing **clearer guidance** on what content is most relevant would help learners prioritize materials more effectively. Streamlining resources, such as reducing the number of links, can help focus attention on the most essential information.

Visual and practical learning

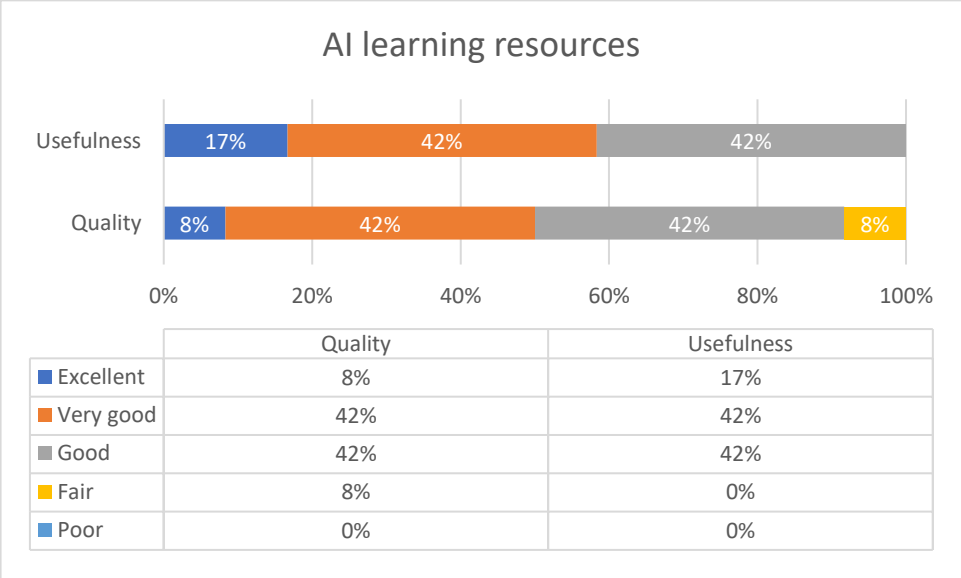
The addition of more **visual content** such as diagrams, images, and examples would improve understanding. Providing **downloadable resources** or supplementary materials outside the main platform would also offer flexibility and enhance the learning experience.

Relevance to industry

To enhance its applicability, the course content should include more diverse examples that represent **a variety of business sectors and gender perspectives**. This approach would make the course more **relevant** to a larger audience and show how concepts can be applied across industries.

2.2.2 Learning Materials: Usefulness, Quality, Interactivity, and Engagement

2.2.2.1 Results for the AI learning materials and suggestions



	Quality	Usefulness
Excellent	8%	17%
Very good	42%	42%
Good	42%	42%
Fair	8%	0%
Poor	0%	0%

Figure 9: usefulness and quality of AI learning materials

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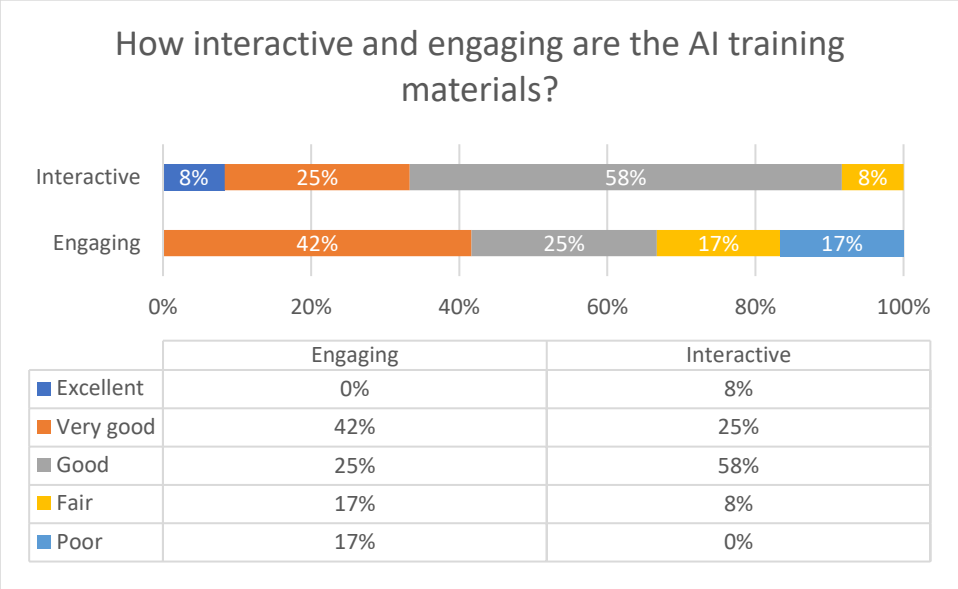
Results:

The feedback on the **quality** of the AI course was mixed but overall positive.

42% of respondents rated the quality as **Very Good**, indicating that a significant portion of participants found the course content to be strong. Another **42%** rated the quality as **Good**, suggesting that there was still room for improvement, though the course was generally satisfactory. A smaller percentage rated the quality as **Excellent** (**8%**), while **8%** rated it as **Fair**. The fact that no one rated it as **Poor** shows that the quality of the AI course was generally appreciated, though it might not have exceeded expectations for everyone.

In terms of **usefulness**, **42%** rated it as **Very Good**, reflecting the value most learners found in the course. Similarly, another **42%** felt the course was **Good** in terms of usefulness, suggesting that while the course was seen as beneficial, it may not have always been applicable to every participant's specific needs. **17%** of respondents rated the usefulness as **Excellent**, further emphasizing that a good portion of learners found the course highly relevant. **0%** of respondents felt the usefulness was **Poor**.



	Engaging	Interactive
Excellent	0%	8%
Very good	42%	25%
Good	25%	58%
Fair	17%	8%
Poor	17%	0%

Figure 10: interactivity and engagement of AI learning materials

Results:

When assessing **engagement**, the results show that **42%** of participants rated the course as **Very Good**, indicating that a significant number of learners felt motivated and connected to the material. **25%** rated engagement as **Good**, suggesting there was room for improvement in keeping learners interested throughout the course. Interestingly, no respondents felt that the course was **Excellent** in terms of engagement (**0%**), which could point to the need for further enhancements in creating a more immersive experience.

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Regarding **interactivity**, **58%** of respondents rated the course as **Good**, suggesting that the interactive elements present were effective but could have been more interactive. **25%** rated the interactivity as **Very Good**, which reflects that some aspects of the course successfully encouraged active participation. **8%** rated interactivity as **Excellent**, indicating that a few learners found the interactive components exceptionally interactive. However, **17%** rated the course's interactivity as **Fair**, pointing to the possibility of making the interactive elements more dynamic and appealing.

In summary, the **AI course** was generally perceived as **quality** and **useful**, with most learners rating it as either **Very Good** or **Good**. However, there are clear opportunities to improve **engagement** and **interactivity** to make the course more compelling and interactive for all participants.

Suggestions communicated through the feedback forms:

"Are there any additional resources you would recommend including in the course to enhance the learning experience?"

The feedback provided includes several recommendations for incorporating additional resources into the course to enhance learning. These suggestions aim to improve practical engagement, provide more up-to-date AI knowledge, and foster interactive learning experiences.

Enhancing AI knowledge and relevance

Feedback indicated that the course suffered from **insufficient AI knowledge**, focusing too heavily on categorizations and management methods that were reused from other content and merely enriched with AI buzzwords. This approach limited the **concrete benefit** for companies and felt repetitive. To improve, it was suggested that the course integrate **new developments** in AI, such as updates on **new AI models**, **AI agents**, and their applications. This would keep the content current and offer students a broader view of the field's future potential. Additionally, the suggestion to **add diverse, real-world scenarios** would increase the applicability of the content, as many felt the existing examples were too limited and disconnected from industry-specific challenges.

Content delivery and engagement

A common concern among learners was the **lack of engaging and dynamic content delivery**. The use of AI-generated speakers in slides was seen as dull and uninspiring. To counter this, feedback recommended incorporating a wider range of **interactive learning methods**, such as **video tutorials**, **hands-on exercises**, and **case studies**. Learners were also discouraged by the **reliance on audio files** for learning, particularly in the first module. It was suggested that visual aids, short video segments, or interactive demos could better communicate complex concepts, improving engagement and retention.

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Hands-on experience and practical tools

Participants emphasized the importance of **practical tools and hands-on experience**. They recommended incorporating platforms like **Google Colab**, **Jupyter Notebooks**, and **AutoML tools** such as **H2O.ai** and **Amazon SageMaker** for learners to practice coding and building AI models. Additionally, visualization tools like **Tableau** or **Power BI** could demonstrate how AI-driven insights are visualized and used in decision-making. By allowing learners to work directly with AI tools, the course would help them gain **real-world experience** and a deeper understanding of AI applications.

Industry-relevant case studies and applications

To make the course more applicable to a diverse range of industries, learners recommended **industry-specific case studies**. These should include success stories and challenges from sectors like **retail**, **healthcare**, and **marketing** to illustrate how AI is transforming different fields. By presenting both **successes and failures**, learners would be able to better grasp the complexities and challenges of AI adoption in real business environments.

Collaboration, networking, and guest speakers

The importance of **peer collaboration and networking** was highlighted, with suggestions to include **group projects** and **online discussion forums**. Providing opportunities for learners to work together on AI projects would simulate real-world collaboration, fostering a deeper understanding of how AI is integrated in business settings. Additionally, inviting **guest speakers** and hosting **panel discussions** with **industry professionals** would provide valuable insights and give learners a broader perspective on the AI landscape.

Ethical AI and decision-making simulations

There was a significant call for incorporating discussions on **ethical AI**. Workshops focusing on topics like **transparency**, **bias**, and **data privacy** would be essential. It was suggested to include tools like **IBM Watson OpenScale** to teach learners how to detect and mitigate bias. Moreover, introducing **decision-making simulations** where learners must balance ethical concerns, ROI, and resource allocation would provide them with practical experience in navigating the challenges of AI implementation.

Capstone project and assessments

To give learners the chance to apply their newfound knowledge, feedback suggested introducing a **capstone project**, where learners would design or implement an AI-based solution to a business challenge. This project would allow participants to integrate their learning across modules and demonstrate their understanding of real-world AI applications. Additionally, regular **quizzes** or **self-assessment tools** would help ensure learners are grasping key concepts and staying on track throughout the course.

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Additional resources and learning platforms

Learners also recommended expanding the range of **additional resources** to enhance their understanding. These included:

- **Curated reading lists**, such as "Artificial Intelligence: A Guide to Intelligent Systems" by Michael Negnevitsky, and "AI Superpowers" by Kai-Fu Lee.
- **Video content** from platforms like **Coursera**, **Udemy**, or **edX** for deep-dives into specific topics like deep learning or ethical AI.
- **Free tools and libraries** like **TensorFlow**, **PyTorch**, and **Scikit-learn** for coding exercises and project work.
- Access to **AI community groups** and forums like **Kaggle** and **Towards Data Science** to engage with other AI enthusiasts and professionals.

Improving course structure and navigation

Feedback also pointed to difficulties in navigating the course. Learners felt it was challenging to get an overview of the content and determine what would be most relevant to their specific needs. To address this, it was recommended to **reorganize the course content** for better clarity and navigation. This could include clearer guidance on which materials are most relevant to different types of learners, along with a more **structured learning path** that aligns better with the specific needs of diverse industries.

Conclusion

The feedback clearly demonstrates a desire for a more **hands-on, practical learning experience** that integrates **current AI developments** and **industry-relevant applications**. By incorporating these suggestions, the course can offer a more **dynamic and engaging learning experience** that equips learners with the tools, knowledge, and confidence to apply AI in real-world scenarios. Furthermore, focusing on **ethical AI**, **collaboration opportunities**, and **practical tools** will help ensure the course stays relevant and impactful in today's rapidly evolving AI landscape.

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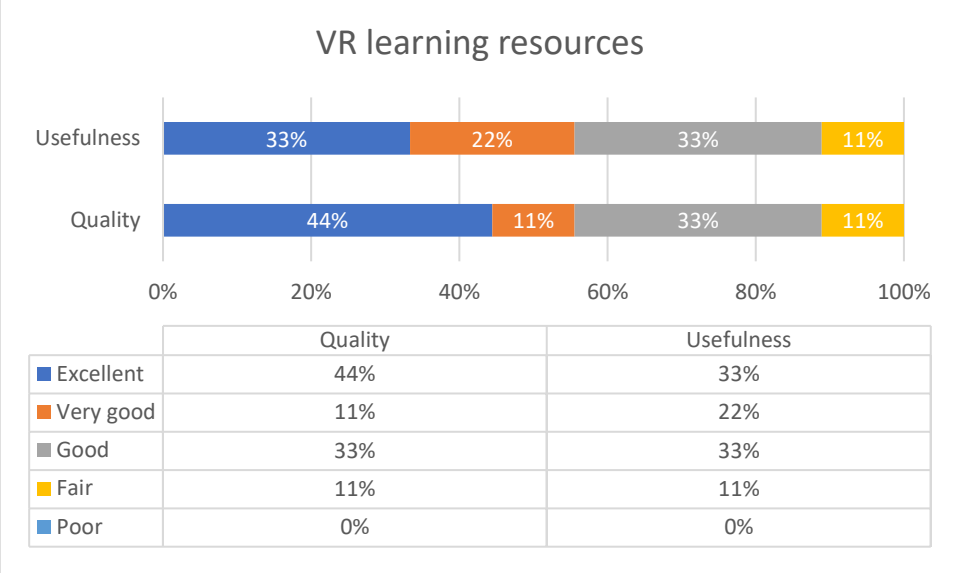
2.2.2.2 Results for the VR learning materials and suggestions



	Quality	Usefulness
Excellent	44%	33%
Very good	11%	22%
Good	33%	33%
Fair	11%	11%
Poor	0%	0%

Figure 11: usefulness and quality of VR training materials

Results:

The **quality** of the VR course received positive feedback overall, with **44%** of respondents rating it as **Excellent**. This suggests that a substantial portion of learners found the course content to be of high quality. Another **33%** rated it as **Good**, indicating that the course was well-received but could be further refined. Only **11%** rated it as **Fair**, while **0%** of respondents rated the quality as **Poor**, signalling that the course quality met expectations for most learners.

In terms of **usefulness**, **33%** of participants rated it as **Excellent**, highlighting that a significant portion of learners found the content highly applicable to their needs. However, **33%** also rated the usefulness as **Good**, showing that while it was helpful, some may have felt it could be better tailored to their specific contexts. **22%** rated it as **Very Good**, and **11%** rated it as **Fair**, indicating a general consensus that the course was indeed useful but could be improved for even greater relevance.

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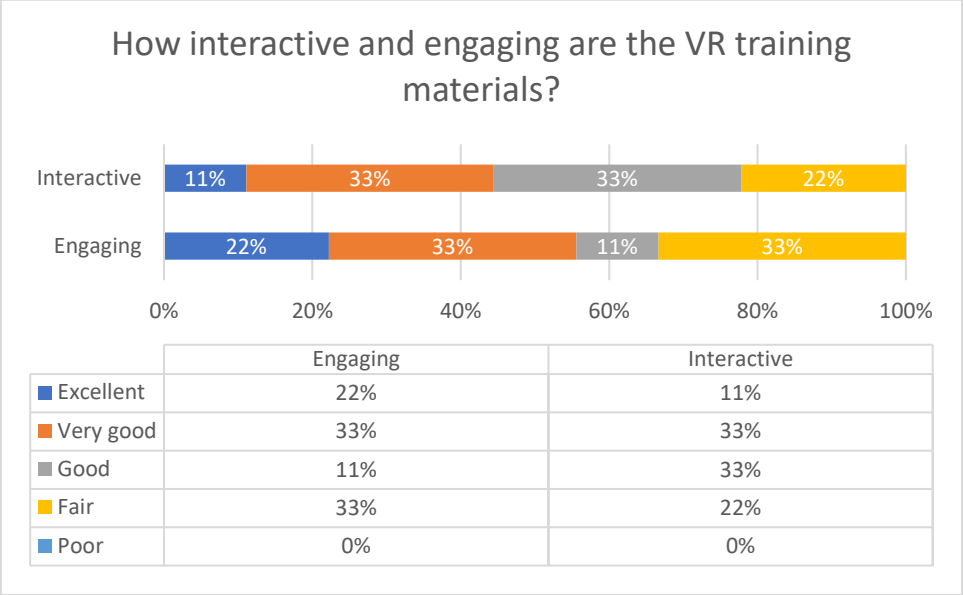

	Engaging	Interactive
Excellent	22%	11%
Very good	33%	33%
Good	11%	33%
Fair	33%	22%
Poor	0%	0%

Figure 12: interactivity and engagement of VR training materials

Results:

Regarding **engagement**, **33%** rated the course as **Very Good**, which suggests that a significant number of participants found the VR course engaging and motivating. **22%** of respondents rated engagement as **Excellent**, demonstrating that for some learners, the course was particularly captivating. However, **11%** rated the engagement as **Good**, and **33%** rated it as **Fair**, which may indicate a need for enhancing certain aspects of the course to maintain learner interest throughout.

For **interactivity**, **33%** of participants rated the course as **Very Good** and another **33%** rated it as **Good**, reflecting that many learners appreciated the interactive elements, but perhaps felt they could be further expanded. **11%** rated the interactivity as **Excellent**, which shows that for some, the interactive components were highly engaging. However, **22%** rated it as **Fair**, pointing out that there is room for improvement in making the course more interactive and dynamic.

In conclusion, the **VR course** performed well in terms of both **quality** and **usefulness**, with most learners finding it either **Excellent** or **Good**. The **engagement** and **interactivity** results show a slightly more mixed response, with more room for improvement in maintaining interest and enhancing the interactive components. However, the feedback indicates a solid foundation, with clear opportunities for refining these areas to create a more immersive and engaging experience.

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Suggestions communicated through the feedback forms:

"Are there any additional resources you would recommend including in the course to enhance the learning experience?"

Several participants suggested including more practical and technical resources to support learners' understanding and effective use of VR technology. **Practical background** was specifically recommended, such as guidance on **using virtual reality devices**, computer specifications, preparation for teaching, and managing technical difficulties like charging. This would be especially helpful for learners with limited technical experience.

Engagement and teaching focus

There were suggestions for improving the **engagement** and **teaching focus** of the course, particularly for those in teaching institutions. It was noted that the course felt **too management-oriented** and not sufficiently focused on the needs of **trainers**. To address this, a stronger teaching focus, perhaps through more interactive elements like **storytelling** or the use of **personas**, was recommended. This approach would encourage learners to engage more actively, solving problems by answering questions and applying concepts.

Structure and focus of the course

A recurring theme in the feedback was the **need for better structure**. Some learners expressed that the course would benefit from starting with more **relevant and interesting problems** or "stories" that would **lure** participants in and keep them engaged throughout the course. The current structure was seen as somewhat **distracting**, especially with the abundance of links that made it difficult to stay focused on the main topic. In addition, some participants found that **lessons could be shortened** for better focus and clarity, ensuring that they remained **accurate** without becoming too lengthy.

Improving visuals and slide quality

Another suggestion was to **improve the slides** used in the course. Some participants felt that the slides could be more engaging and visually appealing to enhance the overall learning experience.

In summary, while many participants expressed interest in **additional resources**, **increased interactivity**, and **revised course structure**, there was a clear consensus on the need for **practical background** and a more engaging, structured approach that appeals to trainers and learners alike.

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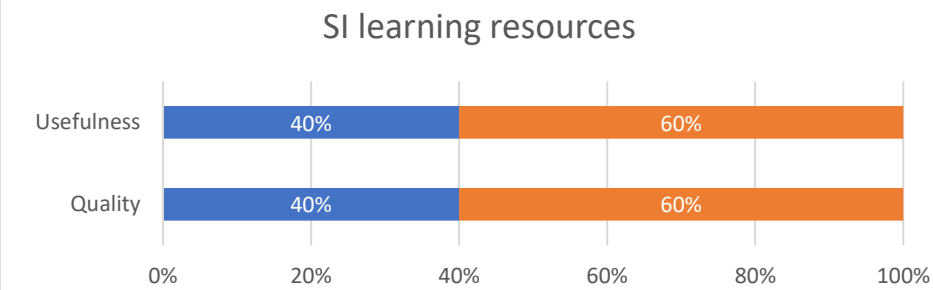
2.2.2.3 Results for the SI learning materials and suggestions



	Quality	Usefulness
Excellent	40%	40%
Very good	60%	60%
Good	0%	0%
Fair	0%	0%
Poor	0%	0%

Figure 13: usefulness and quality of SI training materials

Results:

The **quality** of the SI course was highly rated, with **40%** of respondents selecting **Excellent** and **60%** rating it as **Very Good**. These results suggest that a large majority of learners found the course to be of high quality, with content that was well-structured, informative, and relevant. There were no ratings in the **Good**, **Fair**, or **Poor** categories, indicating strong satisfaction with the course's quality.

In terms of **usefulness**, the feedback mirrors the results for quality. **40%** rated it as **Excellent**, and **60%** rated it as **Very Good**. These results emphasize that the course was viewed as highly beneficial and applicable to the learners' needs, with no significant areas of dissatisfaction regarding its usefulness.

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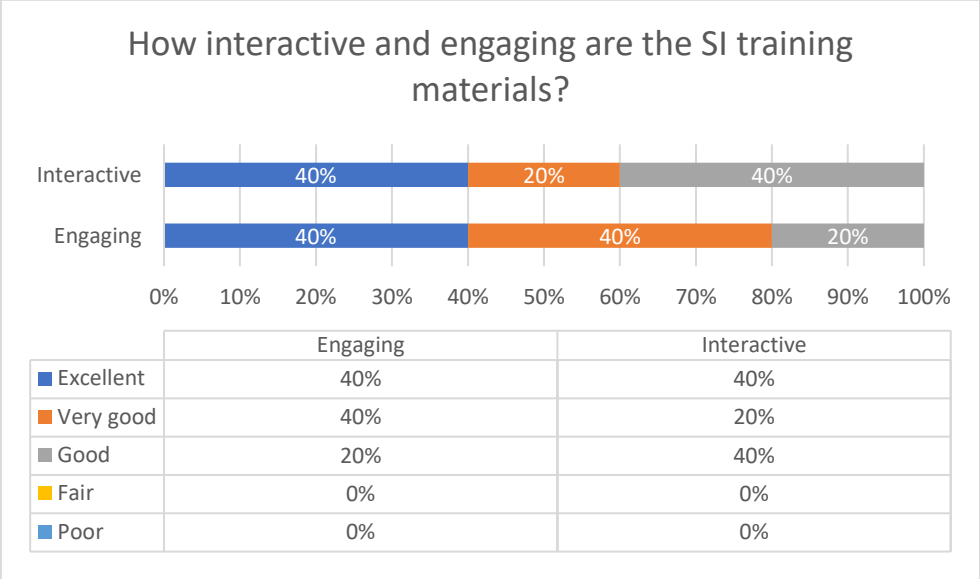

	Engaging	Interactive
Excellent	40%	40%
Very good	40%	20%
Good	20%	40%
Fair	0%	0%
Poor	0%	0%

Figure 14: interactivity and engagement of SI training materials

Results:

When it comes to **engagement**, the course received strong ratings. **40%** of learners considered it **Excellent**, and another **40%** rated it as **Very Good**, suggesting that the course was engaging for the majority of participants. The remaining **20%** rated it as **Good**, indicating that while most found the course engaging, there were still some opportunities for improvement in capturing the attention of all participants.

For **interactivity**, **40%** rated the course as **Excellent**, while **20%** rated it as **Very Good**, indicating that a significant portion of the learners appreciated the interactive elements of the course. However, **40%** rated it as **Good**, suggesting that while the interactive components were generally well-received, there is potential to further enhance these features.

In conclusion, the **SI course** performed exceptionally well in both **quality** and **usefulness**, with the majority of learners rating it as **Excellent** or **Very Good**. The **engagement** and **interactivity** results were also positive, but there is still room for improvement to further enhance these aspects. Overall, the course appears to be highly valued by participants, with the opportunity to make small adjustments to make it even more engaging and interactive.

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Suggestions communicated through the feedback forms:

"Are there any additional resources you would recommend including in the course to enhance the learning experience?"

Several participants provided feedback on how to enhance the course experience with additional resources and improvements to existing content. These suggestions aim to make the course more practical, engaging, and clearer, improving the overall learning journey.

Preferred format for lessons

One suggestion is to provide explanations of all lessons in both **video** and **text** formats. This would cater to different learning preferences and enhance accessibility.

Interactive and practical content

The scenario analysis was noted as particularly **useful** in terms of practical application. Some units (such as 1.4-2.3) were considered more **interactive** and engaging, while others, particularly 3.1-3.6, presented **overwhelming amounts of text**, which were not as helpful.

Assignments and clarity

It was mentioned that in **Module 3**, there is a lesson with only text and a case study at the end, but it was unclear how to submit an assignment or if assignments are graded at all. This lack of clarity may have affected the overall learning experience, as some participants completed assignments too late or missed the process altogether.

Real-life examples and case studies

There was a suggestion to include **real-life examples** from companies and organizations, alongside **case studies**, to provide more relevant, practical insights. Additionally, hosting **virtual discussions with managers** from these organizations could help learners understand different needs and strategies in real-world change management contexts.

In conclusion, while some learners expressed a desire for more interactive content and clearer guidelines for assignments, others suggested incorporating real-world examples and discussions to further enhance the learning experience.

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2.2.2.4 Summary results and overall suggestions

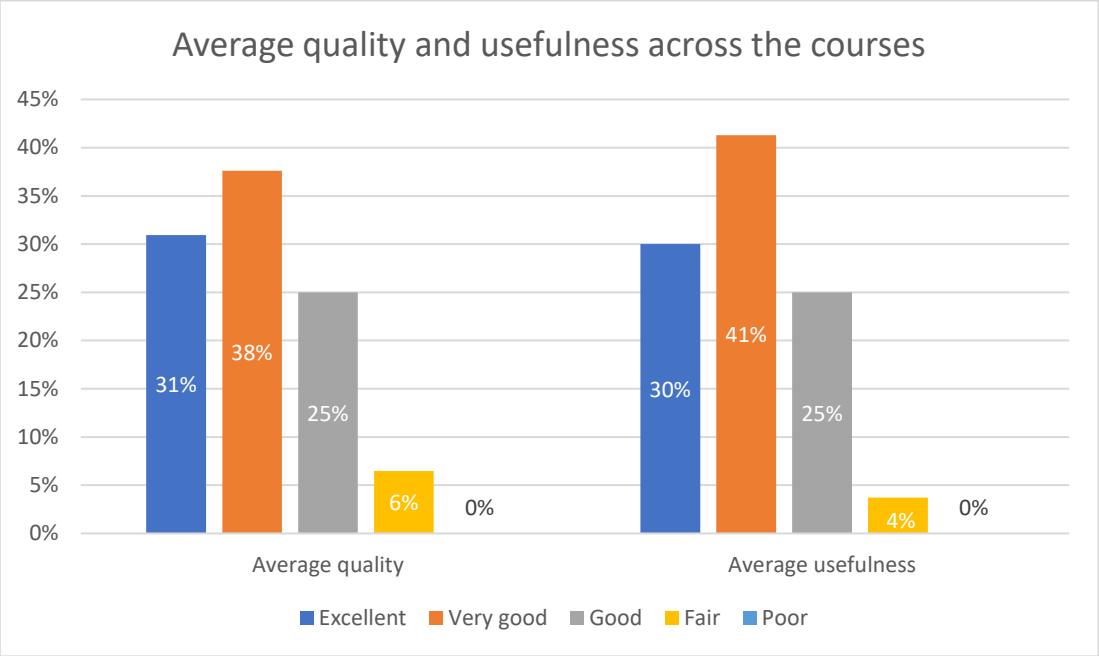

Figure 15: average quality and usefulness across the courses

Results:

The **quality** of the three courses received a **mixed but generally positive** response. **31%** of participants rated the quality as **Excellent**, while **38%** rated it as **Very Good**, indicating that a majority of learners were satisfied with the overall quality of the courses. **25%** rated the quality as **Good**, and only **6%** gave it a **Fair** rating. No participants rated the quality as **Poor**, suggesting that, overall, the courses met or exceeded expectations in terms of content quality.

In terms of **usefulness**, the results are similar, with **30%** rating the courses as **Excellent** and **41%** rating them as **Very Good**. This indicates that a significant portion of learners found the courses highly beneficial and applicable to their needs. However, **25%** rated the courses as **Good**, while **4%** rated them as **Fair**, reflecting some areas for improvement in how useful the course content was to all learners.

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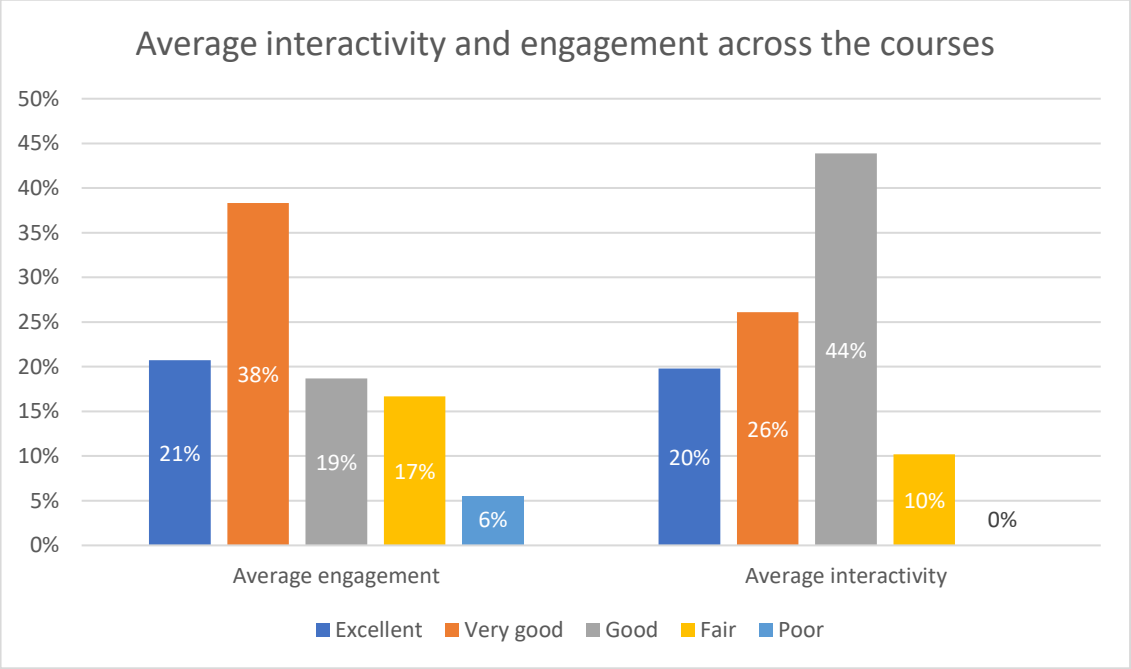

Figure 16: average interactivity and engagement across the courses

Results:

The **engagement** levels for the three courses indicate a generally positive experience for participants. **21%** rated the courses as **Excellent** in terms of engagement, while **38%** rated them as **Very Good**, showing that a strong majority found the courses engaging. **19%** rated the engagement as **Good**, while **17%** rated it as **Fair**. Only **6%** rated the engagement as **Poor**, indicating that the majority of participants were engaged with the course material.

When it comes to **interactivity**, the results were more varied. **20%** of learners rated interactivity as **Excellent**, while **26%** rated it as **Very Good**, showing a positive response. However, a larger portion of participants, **44%**, rated the interactivity as **Good**, suggesting that while the interactivity was generally appreciated, there were opportunities for improvement. **10%** rated the interactivity as **Fair**, and no participants rated it as **Poor**, which is a positive sign for the course's interactive elements.

In conclusion, the average results for the three courses reflect a **positive overall experience** for participants. **Quality** and **usefulness** were rated favourably, with **Excellent** and **Very Good** ratings making up the majority. The courses were also seen as engaging, though there is some room for improvement in terms of **interactivity**, where a significant portion of learners rated it as **Good**. Overall, the feedback suggests that while the courses are valuable, further refinements could enhance engagement and interactivity, ensuring an even more impactful learning experience for all participants.

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Main update areas: Feedback-based suggestions:

The feedback gathered from participants across all courses highlights several key areas for improvement. These suggestions aim to enhance engagement, relevance, interactivity, and clarity within the content, ensuring a more practical and impactful learning experience.

Content relevance and practicality

Participants expressed a **need for more up-to-date, industry-specific content**. This includes integrating real-world case studies, industry examples, and current trends, especially in areas like AI and VR. More practical applications, such as hands-on exercises, simulations, and tools (e.g., Google Colab, Jupyter Notebooks, AutoML), were recommended to improve learning by doing.

Interactive learning and engagement

To increase engagement, feedback suggested incorporating **more interactive elements**. This includes storytelling, problem-solving scenarios, and the use of personas to actively involve learners in the content. Additionally, the use of videos, demos, and visual aids was favoured over static slides or lengthy text.

Course structure and navigation

A common theme across the feedback was the need for a **more structured and streamlined course layout**. Participants recommended simplifying and shortening lessons to enhance focus, improving navigation, and providing clearer instructions on assignments and course goals. This would help learners stay on track and better absorb the material.

Practical tools and hands-on experience

The **integration of practical tools and real-life scenarios** was emphasized. Learners suggested adding more technical resources, such as VR device guidance, coding exercises, and the use of platforms like Tableau, Power BI, or ethical AI tools, to deepen learners' understanding and application of the course concepts.

Collaboration and networking opportunities

Feedback also highlighted the importance of **fostering collaboration and networking** among learners. Group projects, discussion forums, and opportunities for direct interaction with industry experts, through guest speakers or panel discussions, were suggested to provide a more dynamic and community-driven learning experience.

Assessments and clarity

To ensure consistent learning, **clear assessment guidelines** were recommended. Regular quizzes or self-assessment tools would help learners stay on track, and better-defined assignment submission processes would enhance the overall learning experience.

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2.3 *Activity design and assessment practices*

2.3.1 Effectiveness, alignment, and appropriateness of learning activities

2.3.1.1 Results for the AI learning activities and suggestions

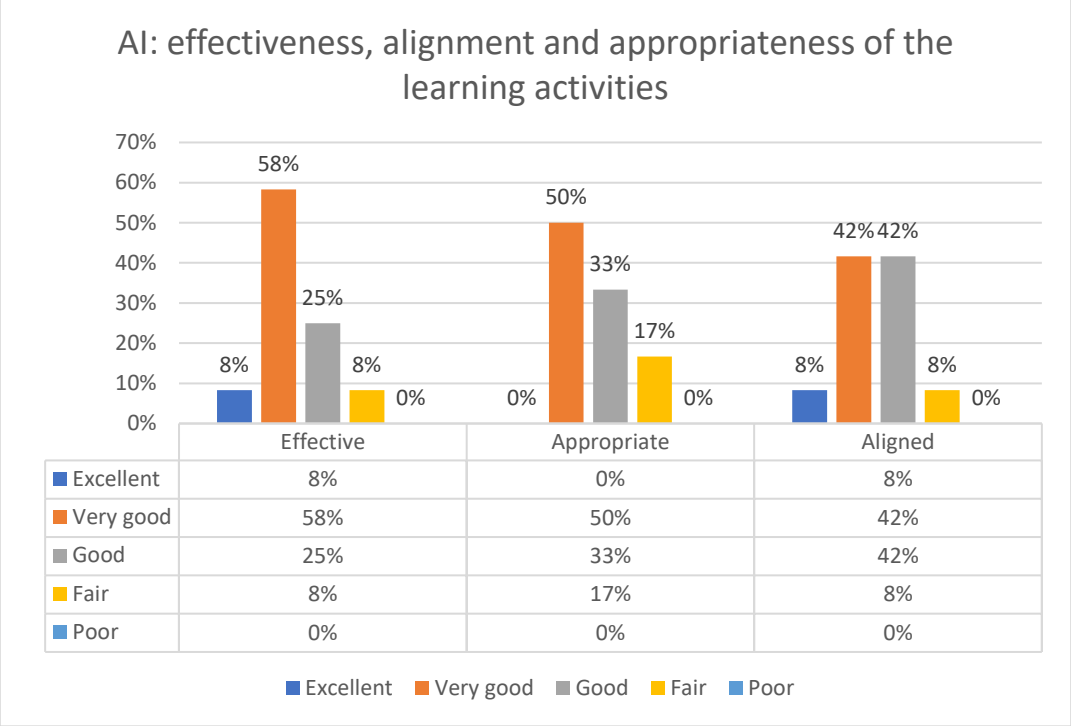

Figure 17: AI: effectiveness, alignment, appropriateness of the learning activities

Results:

The results for the **AI course** highlight the effectiveness, appropriateness, and alignment of the learning activities.

In terms of **effectiveness**, the course received a generally positive rating, with **58%** of respondents marking it as **Very Good**. This indicates that a majority of learners felt the course was effective in achieving its objectives. **8%** rated it as **Excellent**, suggesting there is room for improvement in making the course even more impactful. The **Fair** and **Good** ratings were **8%** and **25%**, respectively, showing that while many learners found it effective, there is also a portion who felt it could be improved.

When it comes to **appropriateness**, the feedback reveals a **50% Very Good** rating, indicating that half of the learners found the course content to be suitable for its intended audience and context. However, **0%** rated it as **Excellent**, which suggests a need for further adjustment to ensure the content is highly appropriate for all learners. With **33%** rating it as **Good**, there is evidence that some content might not have resonated well with all participants, while **17%** felt it was only **Fair**.

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Regarding **alignment**, **42%** rated it as **Very Good**, showing that the course was well-aligned with the expected learning goals. However, there were some discrepancies, as **8%** rated it as **Excellent**, suggesting the course could benefit from refining its alignment further. Additionally, **8%** and **25%** rated it as **Fair** and **Good**, respectively, indicating there may be areas where the course did not fully meet learners' expectations in terms of consistency with the learning objectives.

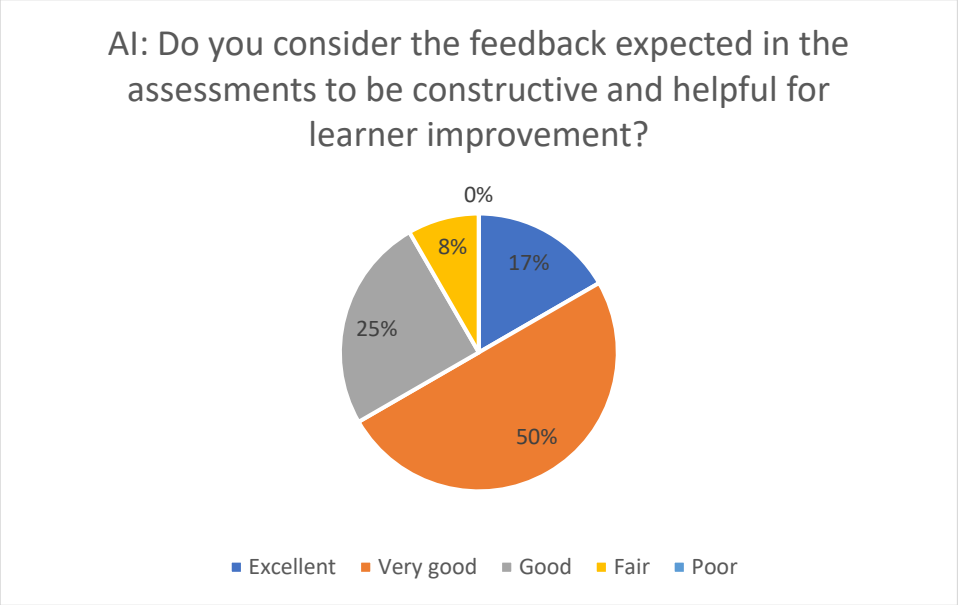

Figure 18: AI: feedback to be constructive and helpful for learner improvement

Results:

For the **AI course**, **50%** of learners considered the feedback to be expected **Very Good**, and **17%** considered it **Excellent**, indicating that most participants found it beneficial for the learner improvement. **25%** rated it as **Good**, and only **8%** marked it as **Fair**, with no responses for **Poor**. This suggests that while feedback was mostly seen as constructive, there is potential to make it even more helpful for all learners.

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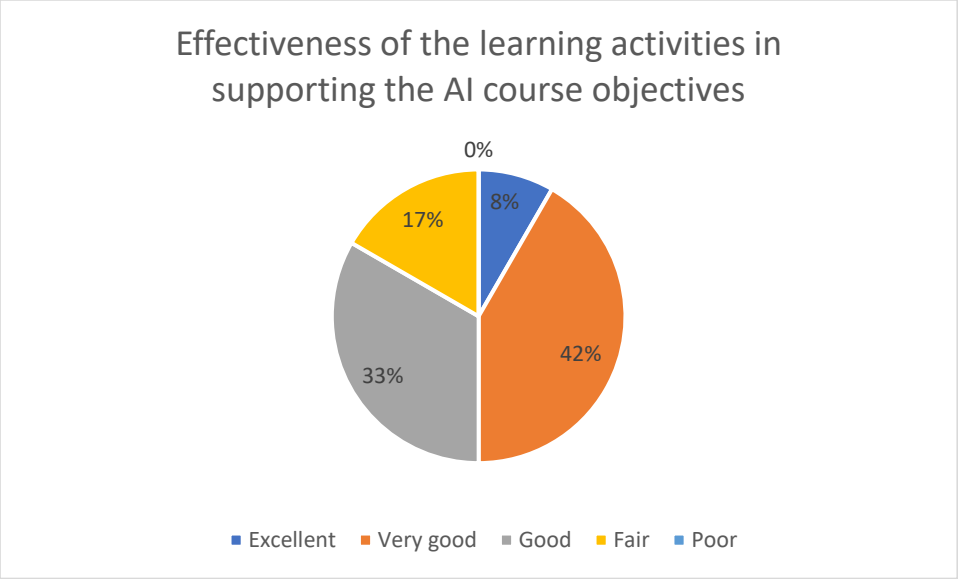

Figure 19: AI: effectiveness of learning activities in supporting the course objectives

Results:

In the **AI course**, **42%** of participants rated the learning activities as **Very Good**, and **33%** as **Good**, suggesting that the activities were mostly effective in supporting the course objectives. However, there was a smaller percentage of learners, **17%**, who rated the activities as **Fair**, and **8%** felt they were **Excellent**. These results indicate that while the learning activities were mostly effective, there is room for improvement to make them more impactful for all learners.

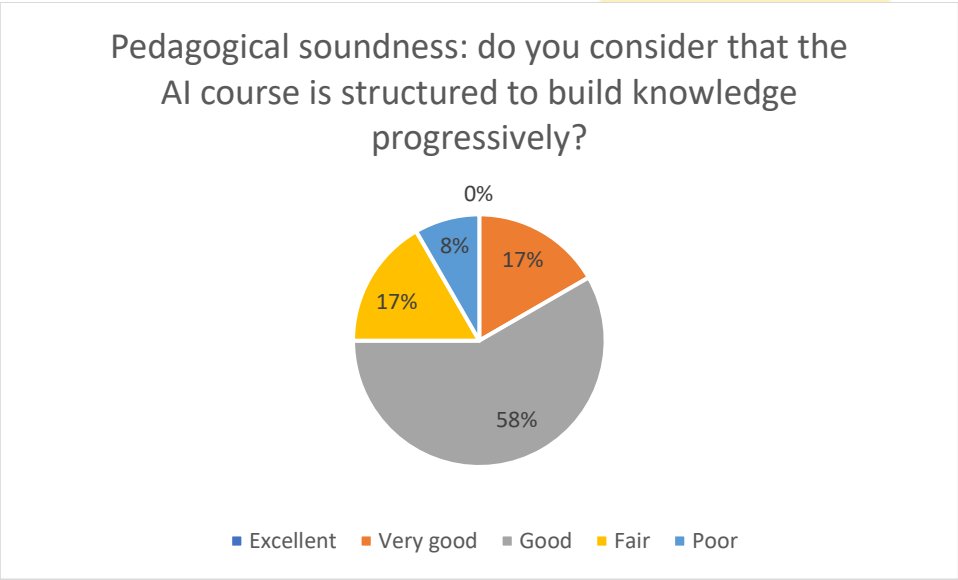

Figure 20: AI: pedagogical soundness

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Results:

In the **AI course**, **58%** of participants felt the structure was **Good**, indicating that the course built knowledge in a somewhat progressive manner. However, **17%** rated it as **Very Good**, while **17%** felt the structure was **Fair**, and **8%** found it **Poor**. This suggests that, although most learners felt the course provided a logical progression, some felt that the structure could be improved to facilitate smoother, more intuitive learning.

Suggestions communicated through the feedback forms:

"Do you have any suggestions for further improving the activity design and assessments to better support the learning outcomes?"

The feedback provided for the **AI course** highlights several key suggestions to improve activity design, assessments, and overall course structure to better support learning outcomes. These suggestions focus on making the learning process more engaging, interactive, and aligned with real-world applications.

Align activities with real-world applications

One of the primary suggestions is to design activities that mirror **real-world AI challenges**. For example, creating tasks that simulate the development of a recommendation system or address **AI bias** would provide learners with practical, industry-relevant scenarios. Additionally, **role-based tasks**, where learners take on roles such as data analyst or project manager, could help simulate real AI project dynamics, providing deeper insights into the challenges professionals face in the field.

Encourage progressive learning

Participants also recommend structuring activities in a **progressive manner**. Starting with basic concepts, such as AI frameworks, and moving toward more complex tasks like machine learning implementation and ethical evaluations, would allow learners to build their skills step by step. In addition, incorporating **reflective journals** for learners to document their experiences and insights could provide valuable opportunities for self-assessment and deeper understanding.

Diversify assessment methods

To better assess learning outcomes, it is suggested that the course move away from purely written tests and incorporate more **performance-based assessments**. For example, learners could be tasked with building a simple AI model or creating data visualizations using AI tools. Introducing **peer reviews** would also foster collaboration and critical thinking, encouraging learners to assess and improve each other's work. Finally, including assessments that require **open-ended problem-solving** would allow learners to demonstrate their creativity and apply their knowledge to real-world, unstructured problems.

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Incorporate adaptive learning techniques

Using **personalized learning paths** based on pre-assessments could help tailor activities to individual learners' needs, ensuring that each learner focuses on areas where they require the most development. Additionally, incorporating **gamification** elements, such as badges, leaderboards, or points, would boost motivation and engagement, providing incentives for continued learning and achievement.

Foster collaboration and discussions

The feedback suggests that the course could benefit from greater **collaboration and discussion** among learners. For instance, encouraging **team-based activities** to solve complex problems, such as AI implementation strategies in specific industries, would enhance practical learning. Organizing **debates and discussions** on AI-related topics, like the role of AI in decision-making or balancing innovation with ethical considerations, would also foster critical thinking and broaden learners' understanding of the wider implications of AI.

Emphasize continuous feedback and improvement

The feedback indicates the need for more **continuous and formative feedback** throughout the course. Providing **immediate feedback** during activities would help correct misconceptions early on, guiding learners as they progress. Additionally, incorporating **milestone check-ins** would allow instructors to assess learners' progress toward course outcomes and provide necessary support. **Self-assessment tools**, such as rubrics or checklists, could also encourage learners to reflect on their performance and make improvements independently.

Enhance engagement with technology

Incorporating more **interactive tools** could significantly improve learner engagement. Platforms like Kahoot! for quizzes, Miro for brainstorming, and Slack for group discussions would facilitate more dynamic and collaborative learning experiences. Additionally, the use of **AI-powered learning platforms**, such as Coursera Labs or Google's Teachable Machine, would allow learners to apply AI tools in a hands-on context, deepening their understanding of the technology.

Design a capstone project

A **final capstone project** that requires learners to identify a real-world problem and develop an AI-driven solution could tie together all of the course's modules. This project would allow learners to apply the concepts they have learned in a practical setting, and could include tasks like creating prototypes, presenting their solutions, and participating in Q&A sessions to simulate a professional pitching or stakeholder meeting.

Addressing feedback on course design

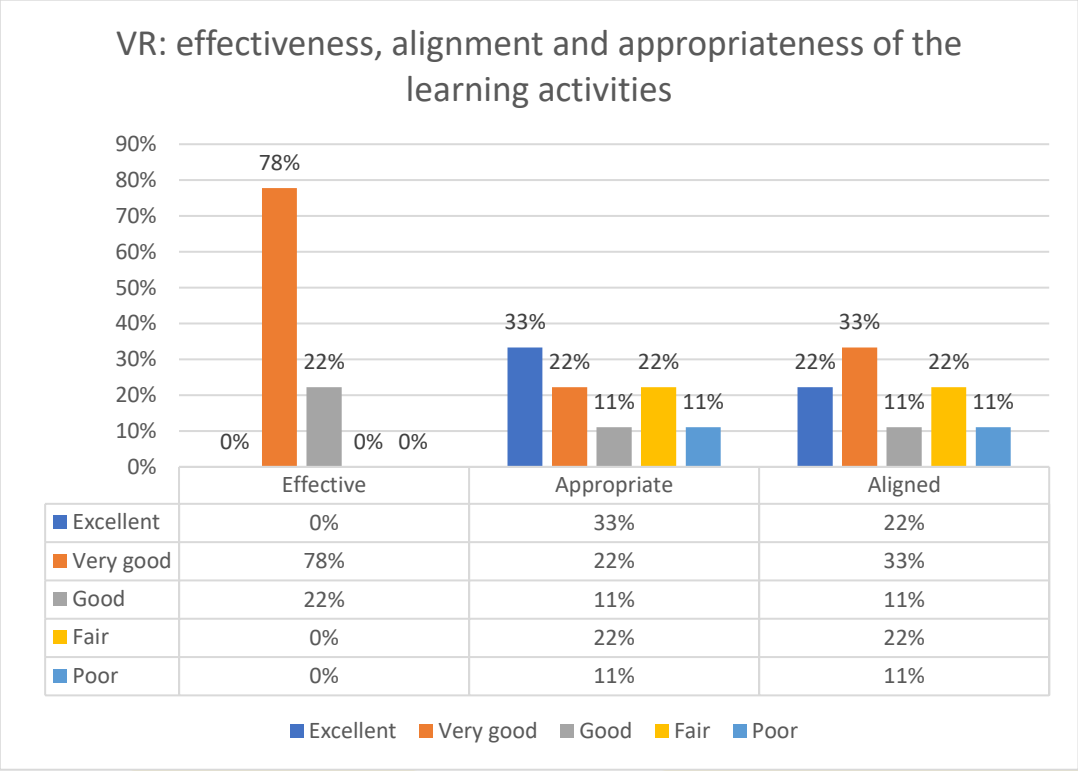
Several suggestions were made regarding the overall design of the course, including the **alignment of modules**. It was noted that the course modules feel disjointed, likely due to being created by different teams. This misalignment affects the flow and coherence of the learning experience.

Additionally, the **quiz design** was criticized, with participants pointing out that the questions in some modules were too simple and easily answered without engaging with the content. A revision of these quizzes, possibly replacing some assignments with more challenging questions, could improve the overall rigor of the course.
Furthermore, learners emphasized the need for **visuals and interactive content**. The current slide deck format was seen as monotonous and not engaging enough, particularly for visual learners. Including more **visual examples and interactive applications** would better illustrate complex AI concepts and cater to different learning styles. Lastly, there was a call for **more group collaboration**, with suggestions to create virtual teams and discussion forums to encourage learners to share insights and apply their knowledge to case studies in a more interactive manner.

Conclusion

The feedback suggests a clear path forward for improving the **AI course** by focusing on **real-world applicability**, **progressive learning**, and **interactive, performance-based assessments**. Integrating personalized learning experiences, fostering collaboration, and using adaptive learning techniques would better support learners in achieving the course objectives. Additionally, enhancing course engagement through technology and ensuring better alignment between modules would contribute to a more cohesive and effective learning experience.

2.3.1.2 Results for the VR learning activities and suggestions



	Effective	Appropriate	Aligned
Excellent	0%	33%	22%
Very good	78%	22%	33%
Good	22%	11%	11%
Fair	0%	22%	22%
Poor	0%	11%	11%

Figure 21: VR: alignment, appropriateness of the learning activities

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Results:

The **VR course** received mixed feedback regarding **effectiveness**, **appropriateness**, and **alignment**.

Effectiveness received a strong **78% Very Good** rating, meaning that most learners found the course to be quite effective. However, no respondents rated it as **Excellent**, suggesting that further improvements can be made to elevate the learning experience. Additionally, **22%** rated it as **Good**, and **0%** felt the course was ineffective, which suggests that while it was generally effective, some participants saw room for improvement.

In terms of **appropriateness**, the **33%** of respondents rated it as **Excellent**, indicating that a significant portion of learners felt the course was highly appropriate for their needs. However, **22%** rated it as **Fair**, signalling that for some participants, the course may not have fully met expectations in terms of content and structure. **22%** rated it as **Good**, showing moderate satisfaction with how well the content fit the learners' needs.

For **alignment**, **33%** of participants rated the course as **Very Good**, which means that many learners saw it as closely matching the intended goals. However, the fact that **22%** rated it as **Fair** and **11%** as **Good** points to possible alignment issues. While the course generally met the objectives, there were still areas where expectations were not fully met.

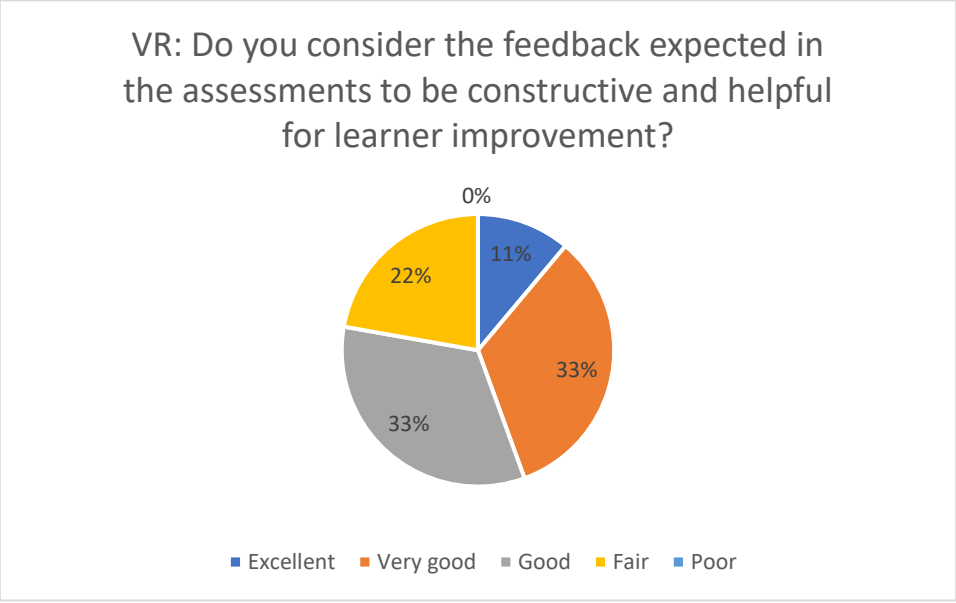

Figure 22: VR: feedback to be constructive and helpful for learner improvement

Results:

In the **VR course**, **33%** rated the feedback to be expected as **Very Good** and another **33%** as **Good**, indicating a generally positive reception. However, **22%** rated the feedback to be expected as **Fair**, and **11%** marked it as **Excellent**, suggesting that there is room for improvement to enhance the effectiveness of the feedback in supporting learner growth.

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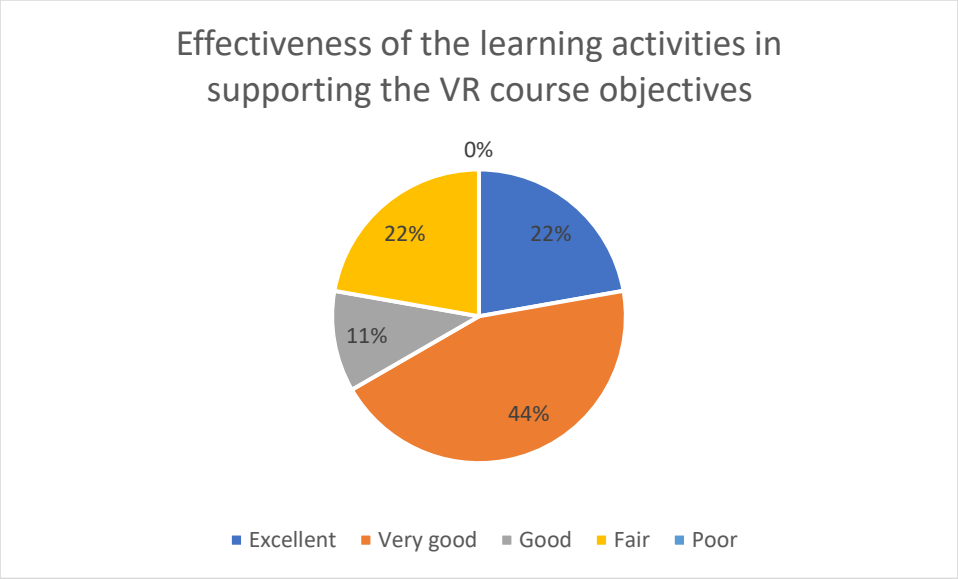

Figure 23: VR: effectiveness of learning activities in supporting the course objectives

Results:

The **VR course** received **44%** of responses indicating the activities were **Very Good** and **22%** marking them as **Excellent**, demonstrating strong support for the course objectives. However, **22%** found the activities to be **Fair**, and **11%** rated them as **Good**, suggesting that while the activities were effective for the majority, some participants felt they could be better aligned with the course goals.

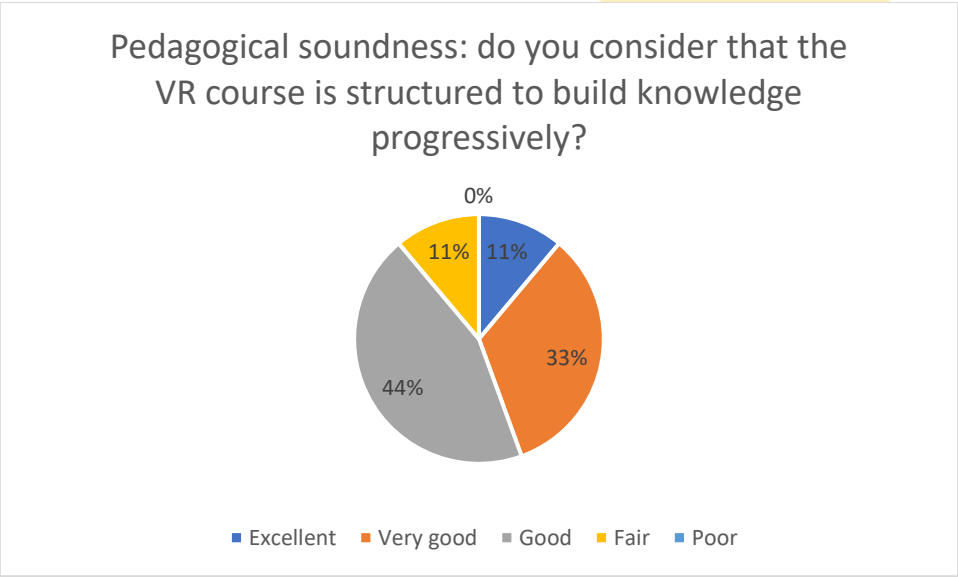

Figure 24: Pedagogical soundness

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Results:

The **VR course** received a higher level of satisfaction, with **44%** of respondents considering the course structure to be **Good**, and **33%** rating it as **Very Good**. **11%** found the structure to be **Excellent**, indicating that the VR course was seen as better structured in terms of progressive knowledge-building compared to the AI course. Only **11%** rated it as **Fair**, and no one found the structure to be **Poor**.

Suggestions communicated through the feedback forms:

"Do you have any suggestions for further improving the activity design and assessments to better support the learning outcomes?"

The feedback gathered from participants in the VR course highlights several key areas where improvements could be made to enhance the overall learning experience.

Improvements in assessment design

Several learners provided valuable insights into how assessments could be improved to better align with learning outcomes. One learner mentioned that the first quiz felt like a **formality** rather than an engaging learning experience. The quiz was aligned with the content but mainly assessed **factual recall**, which felt more appropriate for lower cognitive levels. For learners who prefer **more challenging content**, this assessment style felt somewhat **boring**. It was suggested that for higher cognitive levels, **multiple-choice questions** might not be the most effective method. To better support learners, assessments should evolve to **include more complex question formats** that encourage critical thinking and problem-solving.

Clarity and coherence between modules

Another key concern raised was the **lack of coherence** between Modules 2, 3, and 4. Although these modules covered similar topics, they felt somewhat **disjointed**. Learners suggested that a clearer connection between these modules would help reinforce the overarching course structure and improve the flow of learning. By linking these modules more effectively, learners would better understand how each module builds on the previous one.

Content delivery and learning materials

Feedback on the **content delivery** emphasized areas where improvements could be made to increase engagement. One recurring point was the **excessive text** on slides, which many learners felt was not an effective way to convey information. Instead, it was suggested that slides should be more **concise and visually engaging**, incorporating fewer words and more imagery or key points that stimulate deeper learning. Additionally, some learners found certain lessons to be too long. To enhance focus and retention, it was recommended that these lessons be **shortened** to maintain learner attention and ensure that they stay on track with the course objectives.

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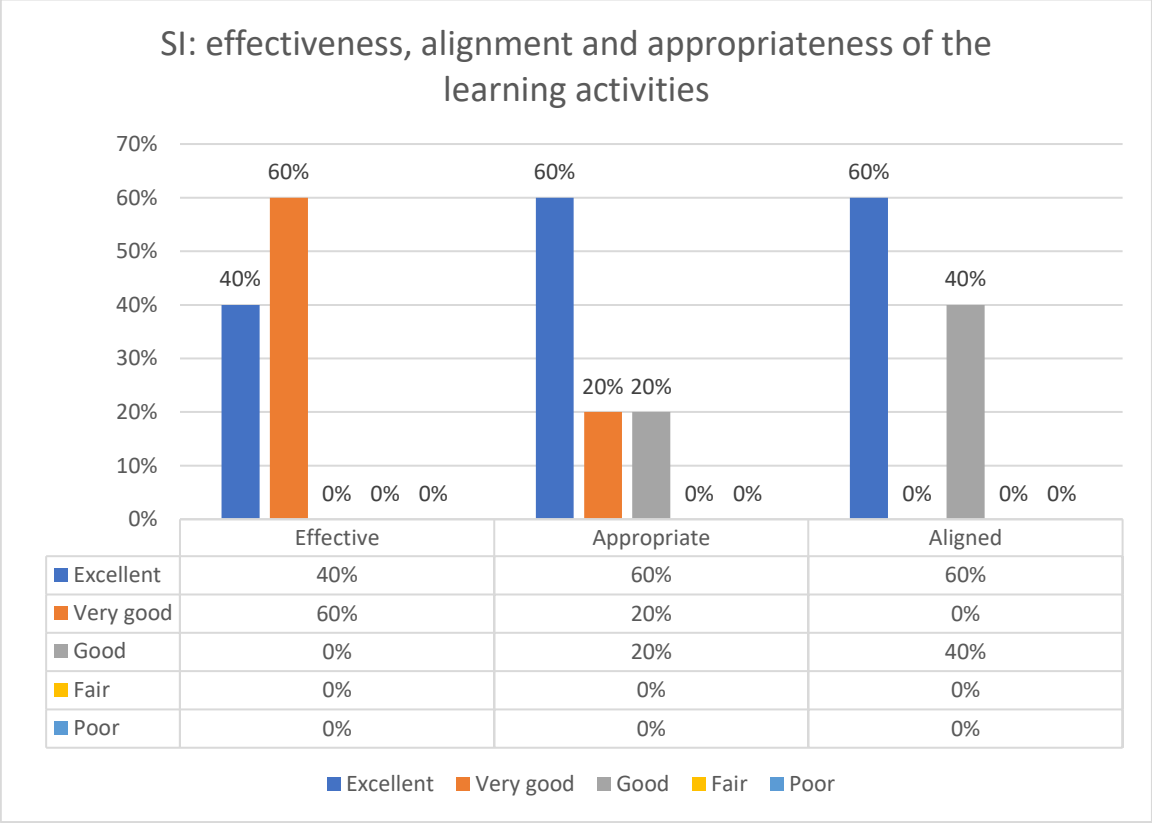
Conclusion and Recommendations

To improve the overall learning experience in the VR course, a few key actions are recommended:

- **Revise assessment methods**: Implement more varied assessments that challenge learners to apply knowledge at higher cognitive levels.
- **Enhance module integration**: Strengthen the connections between modules to create a more cohesive learning journey.
- **Optimize content delivery**: Streamline slides and reduce text-heavy content in favour of visual and concise learning aids. Shorten lessons for clarity and better engagement.

2.3.1.3 Results for the SI learning activities and suggestions



	Effective	Appropriate	Aligned
Excellent	40%	60%	60%
Very good	60%	20%	0%
Good	0%	20%	40%
Fair	0%	0%	0%
Poor	0%	0%	0%

Figure 25: SI: effectiveness, alignment, appropriateness of the learning activities

Results:

The **SI course** saw a higher percentage of **Excellent** ratings across the board for **effectiveness**, **appropriateness**, and **alignment**, with **40%** of learners rating the course as **Excellent** in these areas. This is a strong indication that the course was highly effective, appropriate, and well-aligned with its learning goals.

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Effectiveness stood out with **60%** of respondents rating it as **Very Good**. This reflects the positive impression the course made, though some felt there was still room for improvement. **20%** rated it as **Good**, and **0%** gave it a **Fair** or **Poor** rating, which signifies a generally favourable reception for its effectiveness.

For **appropriateness**, **60%** of respondents also rated it as **Excellent**, highlighting that the course content met the needs and expectations of learners. However, **20%** rated it as **Good**, which suggests that while most learners found the course appropriate, a few felt there were areas to improve.

As for **alignment**, **60%** rated it as **Excellent**, indicating that the course was well-aligned with its goals and objectives. However, **0%** of learners rated it as **Very Good** in alignment, and the remainder gave mixed feedback, implying that there may be areas where the course's alignment with the learners' expectations could be refined further.

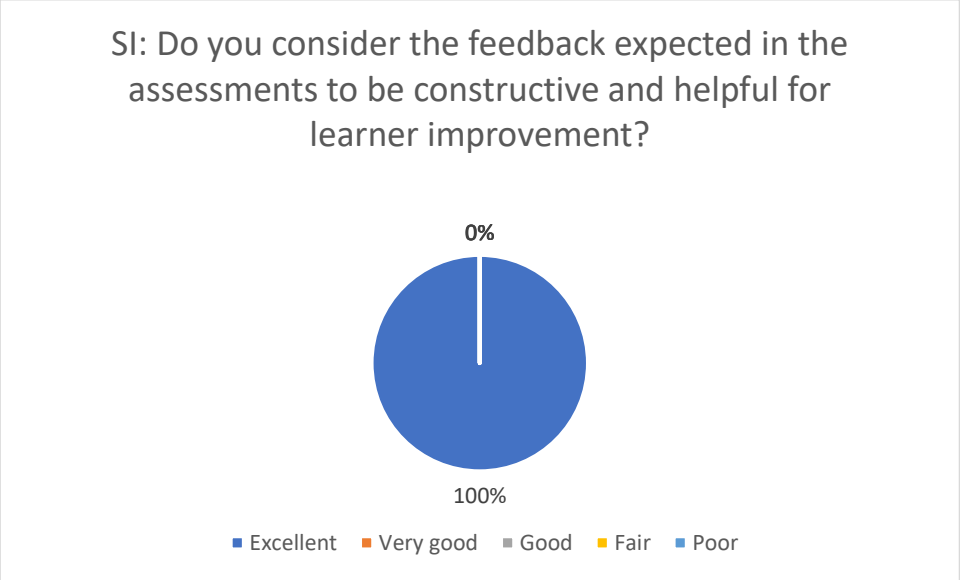

Figure 26: SI: feedback to be constructive and helpful for learner improvement

Results:

For the **SI course**, the feedback was universally regarded as **Excellent**, with **100%** of participants rating it as such. This demonstrates that learners in the SI course found the feedback to be expected in the assessments extremely helpful and effective for learner improvement, with no dissatisfaction at all.

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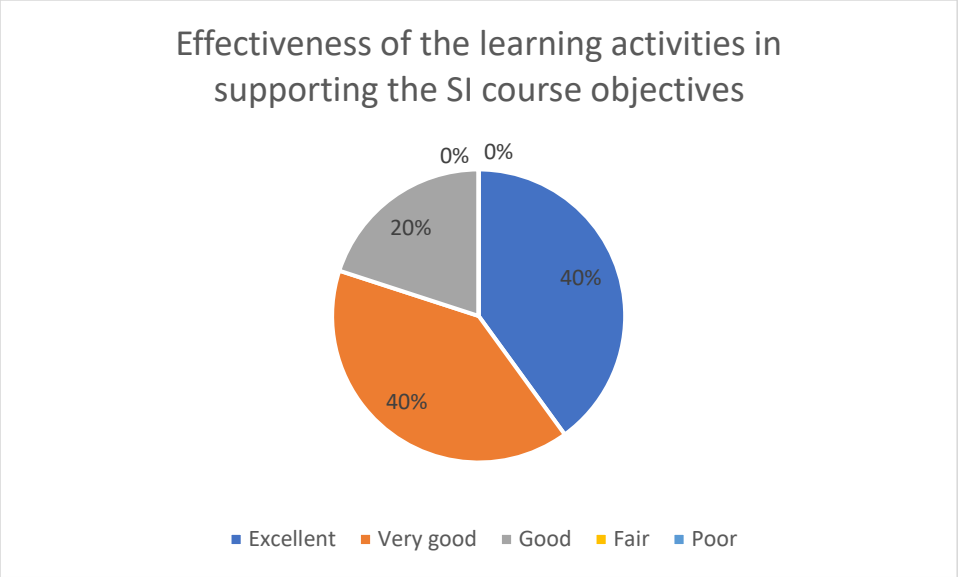

Figure 27: SI: effectiveness of learning activities in supporting the course objectives

Results:

In the **SI course**, **40%** of participants rated the learning activities as **Excellent**, with another **40%** considering them **Very Good**, showing a high level of effectiveness in supporting the course objectives. Only **20%** rated the activities as **Good**, and there were no responses indicating the activities were **Fair** or **Poor**. This indicates that the learning activities in the SI course were particularly successful in helping learners achieve the course's goals.

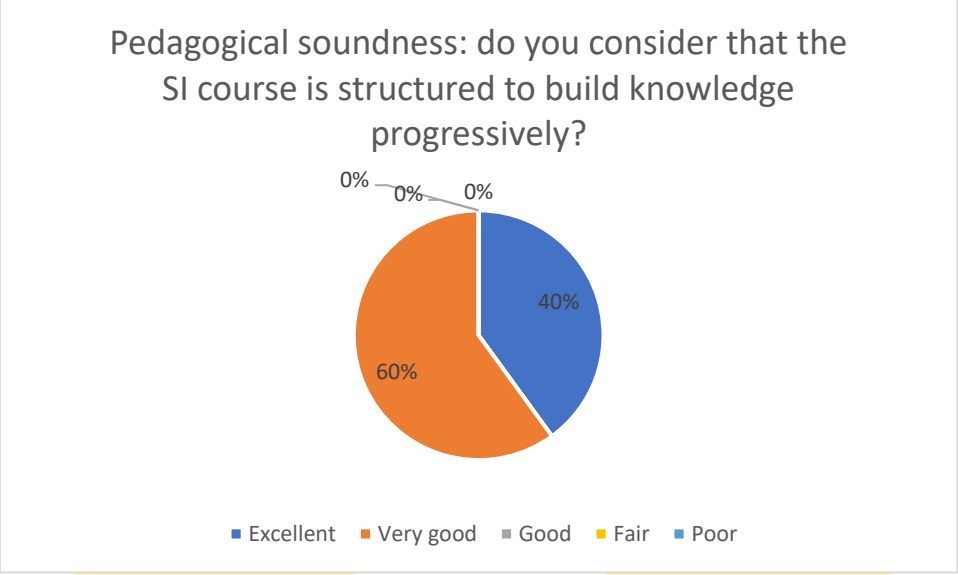

Figure 28: SI: Pedagogical soundness

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Results:

In the **SI course**, the results were particularly strong, with **40%** of learners considering the course structure to be **Excellent**, and **60%** rating it as **Very Good**. This clearly demonstrates that the SI course was highly regarded for its pedagogical soundness, as learners felt that the course effectively built knowledge in a progressive and logical manner. Only **20%** rated the structure as **Good**, and there were no negative ratings of **Fair** or **Poor**.

Suggestions communicated through the feedback forms:

"Do you have any suggestions for further improving the activity design and assessments to better support the learning outcomes?"

The feedback for the **SI course** regarding the improvement of activity design and assessments was quite minimal. One participant suggested reviewing **previous feedback**, implying that their concerns and suggestions had already been addressed elsewhere. Another mentioned that some modules were **useful**, while others were **less beneficial**, but no specific improvements or changes were proposed beyond those already mentioned earlier. Overall, the feedback was limited, with no additional recommendations or insights provided.

2.3.1.4 Summary results and overall suggestions

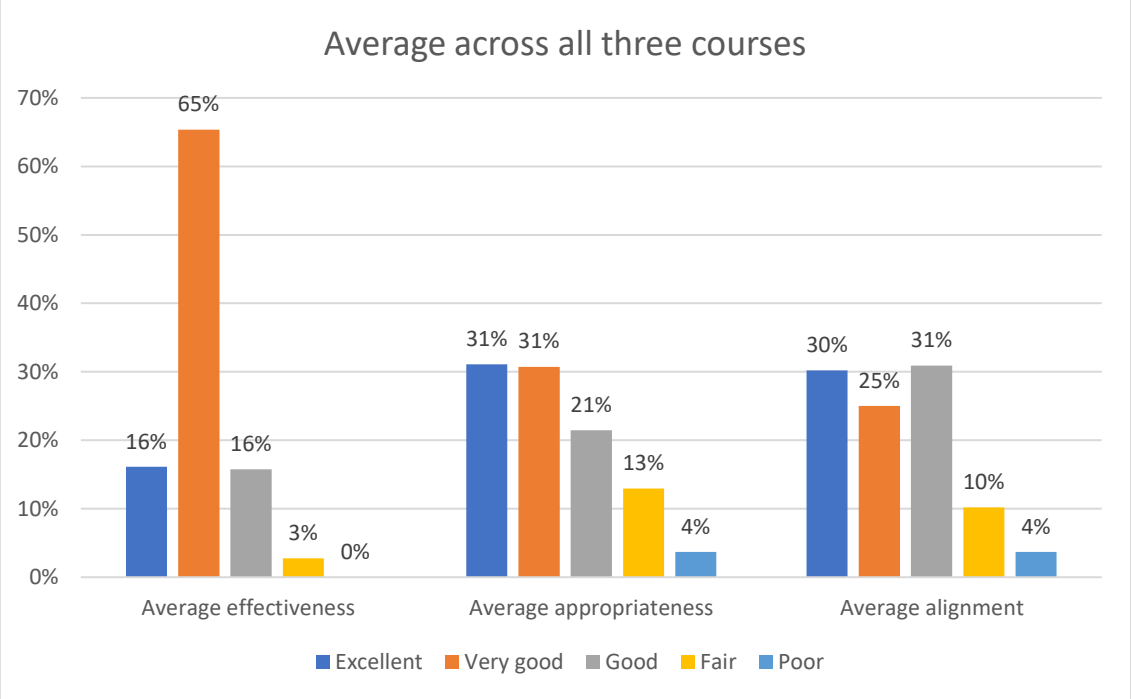

Figure 29: average effectiveness, appropriateness and alignment across all three courses

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Results:

The results across all three courses show a generally positive trend, but also highlight areas that could benefit from refinement in terms of **effectiveness**, **appropriateness**, and **alignment**.

Starting with **effectiveness**, **65%** of participants rated the courses as **Very Good**, suggesting that the majority of learners found the courses effective in achieving their objectives. However, only **16%** rated the courses as **Excellent**, indicating there is still potential for improvement in the overall impact of the courses. While **16%** found the effectiveness to be **Good**, a small proportion, **3%**, marked it as **Fair**. No one considered the courses **Poor** in terms of effectiveness, signalling a general satisfaction with how well the courses met their goals.

Regarding **appropriateness**, **31%** of respondents rated the courses as **Excellent**, reflecting that a significant portion of learners found the content to be highly relevant and suitable for their needs. However, **31%** also rated the courses as **Very Good**, which shows that while many learners felt the content was appropriate, others found it could be better tailored to their expectations. Additionally, **21%** rated it as **Good**, and a smaller portion, **13%**, rated it as **Fair**. There were also a few who felt the content was **Poor** in terms of appropriateness, with **4%** marking it as such, suggesting there is still room to enhance the relevance of the content.

For **alignment**, the ratings show a similar pattern. **30%** of learners rated the courses as **Excellent** in terms of alignment with their expectations and learning objectives. However, **25%** felt the alignment was **Very Good**, and **31%** rated it as **Good**. This indicates that while the courses generally aligned well with learners' expectations, a portion of participants may have found some discrepancies or areas that needed better synchronization with the course goals. Smaller percentages, **10%** rated it as **Fair**, and **4%** rated it as **Poor**, which suggests that while the courses were mostly well-aligned, there were some learners who found the alignment lacking in certain aspects.

In conclusion, the results reflect that overall, the courses were rated positively in terms of **effectiveness**, **appropriateness**, and **alignment**, with **Very Good** being the most common response across the board. However, there is clear room for improvement, particularly in achieving **Excellent** ratings in all three areas, and addressing the concerns of a small percentage of learners who found the courses lacking in these aspects.

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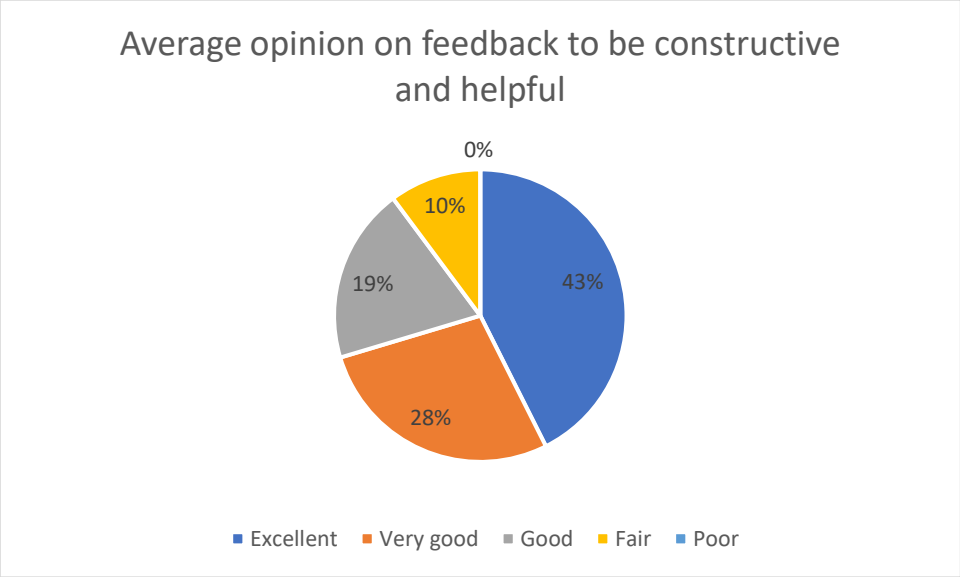

Figure 30: average opinion on feedback to be constructive and helpful

Results:

Overall, the average response across all three courses showed that **43%** of learners found the feedback **Excellent**, and **28%** considered it **Very Good**. A smaller percentage, **19%**, marked it as **Good**, and **10%** rated it as **Fair**. No responses indicated that the feedback was **Poor**, suggesting that, on the whole, learners felt the feedback expected would be constructive and supportive of their improvement.

In conclusion, the feedback expected in the assessments was generally viewed as helpful and constructive, with the **SI course** standing out for its exceptional feedback quality. However, there is room for further enhancement, particularly in the **VR** and **AI** courses, where some learners felt the feedback could have been more impactful for their learning progress.

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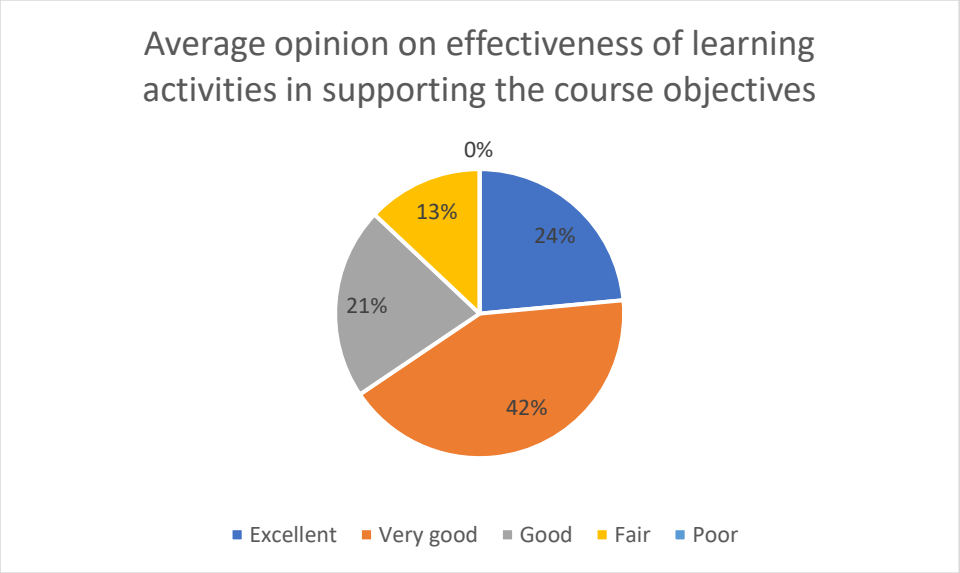

Figure 31: average opinion on effectiveness of learning activities in supporting the course objectives

Results:

Overall, the average results show that **42%** of learners found the learning activities to be **Very Good**, and **24%** considered them **Excellent**. **21%** rated them as **Good**, and **13%** as **Fair**, with no responses indicating that the activities were **Poor**. This reflects a generally positive assessment of the learning activities' effectiveness in supporting the course objectives across all three courses, with room for improvement in certain areas to ensure all learners feel fully supported by the activities.

In conclusion, the effectiveness of the learning activities in supporting the course objectives was largely seen as positive, with **SI** being the standout course for having the most effective activities. However, both the **AI** and **VR** courses would benefit from refining the activities to make them more aligned with learners' needs and to further enhance their support for course objectives.

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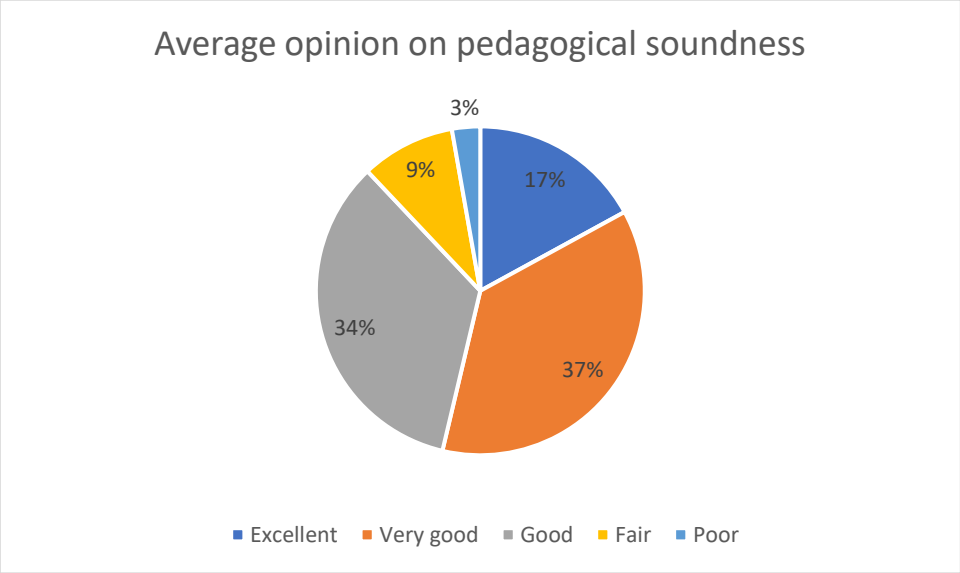

Figure 32: average opinion on pedagogical soundness

Results:

On average, the feedback across all three courses indicated that **37%** of learners found the structure to be **Very Good**, and **34%** rated it as **Good**. Only **9%** rated the courses as **Fair**, and **3%** rated them as **Poor**, highlighting that most learners felt the courses were structured in a way that allowed for progressive knowledge building.

In summary, the overall results show that **SI** had the most positive feedback regarding its pedagogical soundness, with nearly all learners finding the structure to be either **Very Good** or **Excellent**. The **VR** course also received strong ratings, while the **AI** course, although generally positive, showed room for improvement in terms of how effectively the course content was organized to build knowledge progressively.

Main update areas: Feedback-based suggestions:

The feedback gathered from participants across the three courses (AI, VR, and SI) highlighted several areas for improvement in the design of activities and assessments. These suggestions offer valuable insights into how the courses can be enhanced to better support learner engagement, foster critical thinking, and ensure alignment with real-world applications. The key areas identified for potential improvement are stated hereinafter.

Alignment with real-world applications

To enhance the relevance of the courses, it is important to design **activities** that **mirror real-world scenarios**. For instance, incorporating tasks that simulate industry challenges, such as developing an AI recommendation system or solving VR design problems, would offer students practical experience. Additionally, role-based tasks could help learners better understand professional dynamics in the field. This approach ensures that the learning process is not only theoretical but also grounded in real-world contexts.

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Progressive learning structure

It is vital that courses are structured in a way that builds knowledge gradually. Starting with foundational concepts and progressively increasing the complexity of tasks helps learners build their skills step by step. A **clear progression** from simple to advanced topics would allow students to develop a solid understanding before tackling more complex issues. Additionally, ensuring that there is a **smooth flow between modules** is essential for creating a cohesive learning journey.

Variety in assessment design

Feedback suggests that the **current assessment methods could be diversified** to better reflect the learning objectives. Moving beyond traditional written exams to include **performance-based tasks**, such as creating prototypes, conducting simulations, or engaging in problem-solving exercises, could provide more opportunities for learners to demonstrate their skills. **Open-ended questions, peer reviews, and collaborative assessments** would also help foster critical thinking and real-world problem-solving. Importantly, assessments should be designed to challenge higher-order cognitive skills, encouraging students to think critically rather than relying solely on memorization.

Continuous feedback for improvement

Incorporating formative feedback throughout the course is another area that could be enhanced. Providing continuous and timely feedback helps students identify areas where they need improvement, enabling them to refine their understanding and performance. Milestone check-ins and self-assessment tools could allow learners to track their progress and adjust before completing final evaluations. This encourages a deeper, more reflective learning experience.

Engagement and content delivery

In terms of content delivery, feedback highlights the **need for more engaging and interactive learning experiences**. Reducing text-heavy slides and incorporating visual aids, such as images, videos, and infographics, would help maintain student attention and cater to different learning styles. Additionally, **using interactive tools** like group discussions, collaborative projects, and online platforms for brainstorming can significantly improve engagement. Furthermore, ensuring that lessons are appropriately timed – neither too long nor too short – will help keep students focused and enhance their retention of the material.

Fostering collaboration and peer Learning

Encouraging collaboration among students is essential for deepening their understanding of the material. Group activities, peer assessments, and team-based problem-solving tasks can foster communication, critical thinking, and the application of knowledge. Collaborative learning helps students learn from one another's perspectives and apply their learning in diverse contexts.

Course cohesion and coherence

To ensure that students can connect the dots between different concepts, it is important that the course structure is coherent and logically organized. Feedback has suggested that some courses could benefit from **more clearly defined connections between modules**. Strengthening these links ensures that students can follow a clear learning path, making it easier for them to build on previously learned material and see the bigger picture.

Motivation through gamification and adaptive learning

Lastly, **integrating gamification** elements such as badges, leaderboards, or points systems can serve as incentives for continued learning and achievement. This can motivate students to engage more actively with the course material. Additionally, adaptive learning technologies, which tailor the learning path to individual needs based on pre-assessments, could further support personalized learning. This helps each learner focus on the areas where they need the most improvement, ensuring that everyone has the opportunity to succeed.

In summary, the feedback emphasizes the importance of aligning activities with real-world applications, creating a progressive learning structure, diversifying assessments, providing continuous feedback, enhancing content delivery, fostering collaboration, and ensuring course cohesion. These improvements would help to better support the learning outcomes and provide a more engaging, effective, and personalized learning experience for all students.

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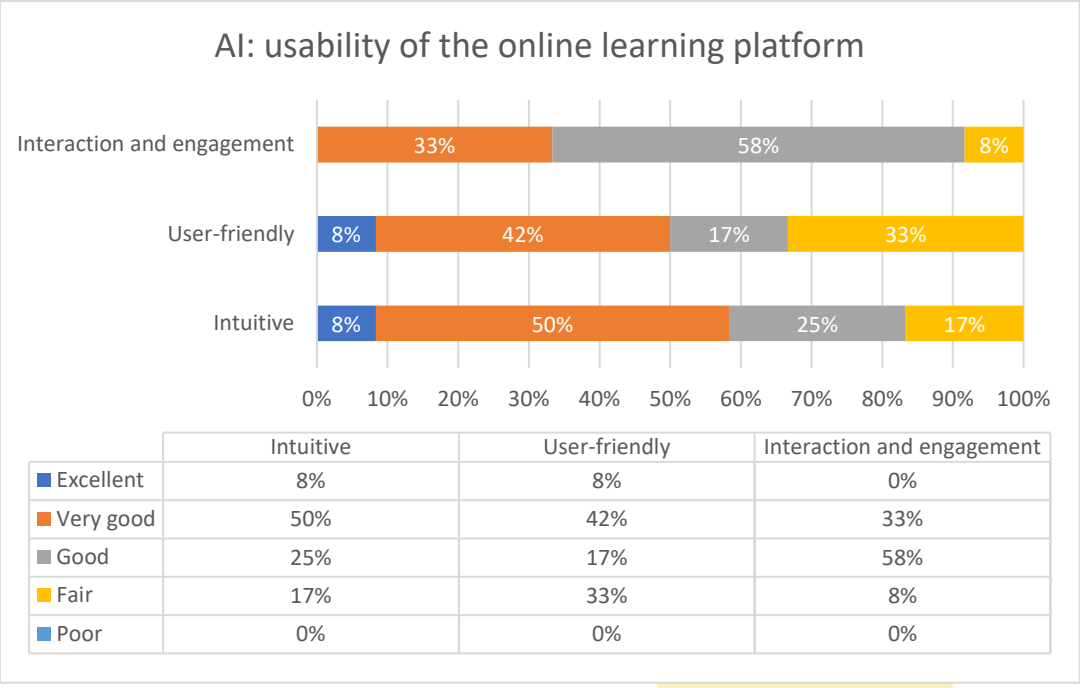
3 Part 3. Usability of the online learning platform.

Part 3 examines the usability of the learning platform, focusing on key aspects such as intuitiveness, user-friendliness, interaction, and engagement. It also explores the overall Austrian user experience, identifying any technical issues that impacted accessibility and functionality. Additionally, this section provides recommendations to enhance the platform's usability and improve the overall learning experience.

3.1 Comparison: usability and user experience of the EULEP platform

3.1.1 Usability and user experience of the EULEP platform in the AI course



	Intuitive	User-friendly	Interaction and engagement
Excellent	8%	8%	0%
Very good	50%	42%	33%
Good	25%	17%	58%
Fair	17%	33%	8%
Poor	0%	0%	0%

Figure 33: AI: usability of the online platform

Results:

The AI course received mixed reviews in terms of usability and user experience.

In terms of **intuitiveness**, only **8%** of users rated it as **Excellent**, while **50%** considered it **Very Good**, making a total of **58%** in the top two categories. However, **17%** rated it as **Fair**, indicating that some users found it difficult to navigate.

When it comes to **user-friendliness**, only **8%** of users found it **Excellent**, with **42%** rating it as **Very Good**, leading to a total of **50%** positive ratings. However, a **significant 33**% of users marked it as **Fair**, which suggests that improvements could be made to enhance ease of use.

The most noticeable weakness of the AI course was in **interaction and engagement**. No users rated it as Excellent, and only **33%** found it **Very Good**, while the majority **(58%)** rated it as merely **Good**. This suggests that the AI course lacks engaging elements that keep users actively involved.

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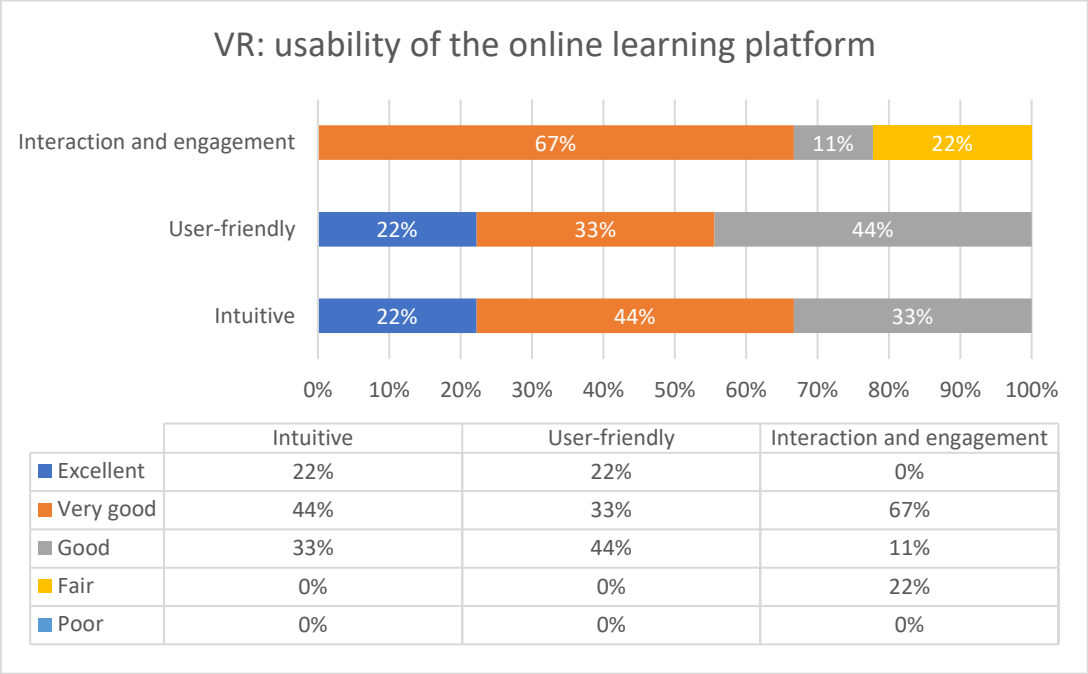
3.1.2 Usability and user experience of the EULEP platform in the VR course



	Intuitive	User-friendly	Interaction and engagement
Excellent	22%	22%	0%
Very good	44%	33%	67%
Good	33%	44%	11%
Fair	0%	0%	22%
Poor	0%	0%	0%

Figure 34: VR: usability of the online platform

Results:

The VR course performed better than the AI course in most areas, with higher ratings for intuitiveness and engagement.

22% of users rated it as **Excellent** in **intuitiveness**, while **44%** considered it **Very Good**, leading to a strong **66%** positive rating. Additionally, **none** of the users rated it as **Fair or Poor**, indicating a generally smooth and understandable platform experience.

For **user-friendliness**, **22%** rated it as **Excellent** and **33%** as **Very Good**, bringing the total positive rating to **55%**. However, **44%** rated it as **Good**, meaning that while the course is functional, there is still room for improvement in making it even easier to use.

The **strongest** aspect of the VR course was **interaction and engagement**, where **67%** of users rated it as **Very Good**. However, **22%** of users found it **Fair**, showing that some participants still experienced a lack of engagement. No users rated it as **Poor**, which is a positive sign.

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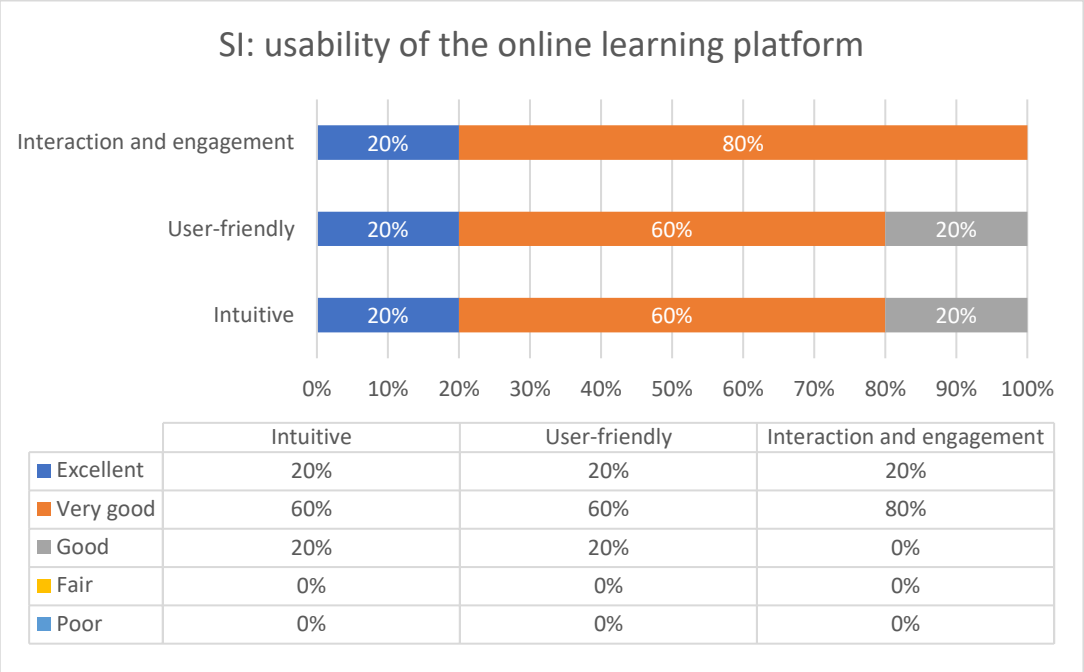
3.1.3 Usability and user experience of the EULEP platform in the SI course



	Intuitive	User-friendly	Interaction and engagement
Excellent	20%	20%	20%
Very good	60%	60%	80%
Good	20%	20%	0%
Fair	0%	0%	0%
Poor	0%	0%	0%

Figure 35: SI: usability of the online platform

Results:

The SI course delivered the best overall user experience.

In terms of **intuitiveness**, it received the highest ratings among all courses, with **20%** of users rating it as **Excellent** and **60%** as **Very Good**, resulting in an outstanding **80%** positive rating. No users rated it as Fair or Poor, showing that it was highly intuitive.

User-friendliness also stood out, with **20%** rating it as **Excellent** and **60%** as **Very Good**, again leading to an **80%** positive rating. This suggests that users found it easy to navigate and use effectively.

The biggest strength of the SI course was **interaction and engagement**, where **80%** of users rated it as **Very Good** and **20% as Excellent**. This means that **100%** of users found the course engaging, making it the most interactive and well-received course on the platform.

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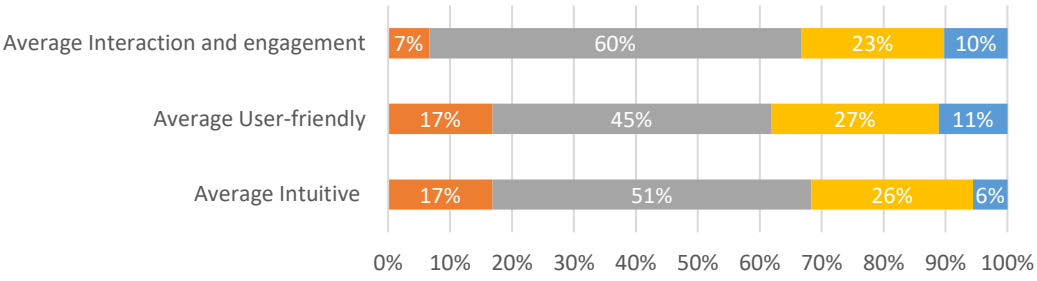
3.1.4 Usability and user experience of the EULEP platform across all courses



	Average Intuitive	Average User-friendly	Average Interaction and engagement
Excellent	17%	17%	7%
Very good	51%	45%	60%
Good	26%	27%	23%
Fair	6%	11%	10%
Poor	0%	0%	0%

Figure 36: average usability of the online platform across the EULEP courses

Results:

The **average usability and user experience of the online platform across all courses** show that the platform performs well overall, with most users finding it intuitive, user-friendly, and engaging. However, there are areas for improvement.

The platform is **generally perceived as intuitive**, with a combined **68%** of users rating it as either **Excellent (17%)** or **Very Good (51%)**. This indicates that most users find the interface easy to navigate and understand. Additionally, only **6%** of users rated it as **Fair,** and **none** rated it as **Poor**, confirming that usability issues are minimal. However, with **26%** of users rating it as **Good**, there is room to refine the experience further to ensure a more seamless and effortless navigation process.

Similarly, the platform scores **well in user-friendliness**, with **17%** of users considering it **Excellent** and **45%** rating it as **Very Good,** leading to a **62%** positive rating. However, **27%** of users found it **Good,** and **11%** rated it as **Fair**, which suggests that while the platform is generally easy to use, a portion of users still experience some difficulties. **No** users rated it as **Poor**, indicating that the platform does not present significant usability barriers, but further refinements could improve the overall ease of use.

The platform's **strongest aspect is interaction and engagement**, with a **notable 60%** of users rating it as **Very Good**. However, only **7%** of users rated it as **Excellent**, indicating that while users are generally engaged, the platform could benefit from additional interactive elements to enhance the experience further. Additionally, **23%** of users rated engagement as **Good,** while **10%** found it **Fair**. **No** users rated interaction and engagement as **Poor**.

Overall, the platform delivers a solid user experience, with high ratings in intuitiveness (68% Excellent/Very Good), user-friendliness (62% Excellent/Very Good), and interaction and engagement (67% Excellent/Very Good). However, the relatively low percentage of Excellent ratings across all categories suggests that while the platform is effective, there is potential for refinement. Improving engagement elements, enhancing ease of use, and making navigation even more intuitive could elevate the platform from being good to truly outstanding.

3.2 Technical issues

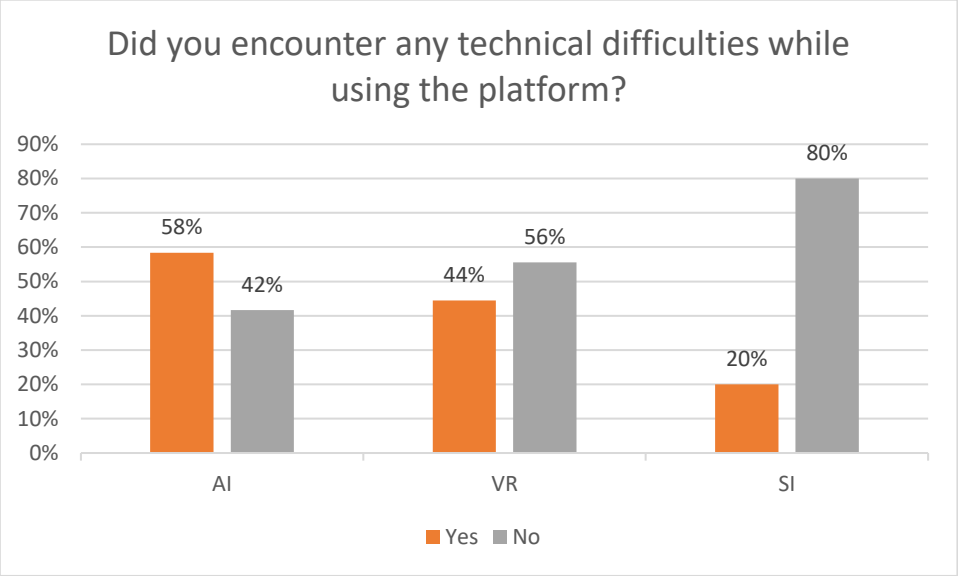


Figure 37: encounter of technical difficulties

Results:

The online platform proved to be **stable overall**, with most technical issues arising primarily from **setup difficulties rather than platform instability**. The results regarding technical issues across the courses indicate a notable variation in user experiences.

In the **AI course**, **58%** of participants **encountered technical issues**, while **42% did not**, suggesting that more than half of users faced challenges with the platform.

The **VR course** saw **44%** of participants **encountering issues**, with a slightly higher **56% not experiencing any problems**.

In contrast, the **SI course** had the lowest percentage, with only **20%** of participants **facing technical issues**, and **80% did not**.

On average, **41% of participants across all courses experienced technical issues**, while **59% did not**, indicating that the majority of users were able to use the platform without significant disruptions.

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Feedback and description on technical issues:

AI Course

The **most common technical issues** in the AI course were **inconsistencies in activity completion and navigation problems**. Some activities did not mark as complete, requiring users to manually adjust progress. The option to switch between student and teacher roles was not always available, causing confusion. A major issue was the lack of synchronization between the web portal and the mobile app, leading to progress discrepancies. Dead links, unaligned buttons, and incorrect PDF links also disrupted the experience. Additionally, some video resources were unavailable on the mobile platform. Users reported that in certain modules, it was impossible to proceed to the next activity without manually marking units as done, making navigation frustrating.

Specific issues included a typo in the course view context menu, where clicking on "..." displayed "Star this course" instead of "Start this course." In the "Introduction in Generative AI" unit (Link wrong PDF), the wrong PDF was linked, redirecting to the same document as the previous unit. Additionally, in Unit 4.2: "Case Study Analysis: Successful and Unsuccessful Communication" (Link completion issue 1) and Unit 4.3: "Workplace Needs Related Skills Assessments" (Link completion issue 2), users were unable to mark the units as completed, leaving them in a "not completed" state despite progress.

VR Course

Users faced **quiz-related issues, including blank fields and answers not being saved properly**, which led to frustration and, for some, a loss of motivation to continue. **Navigation problems** were reported, with previous/next buttons appearing in the wrong positions. Some **images did not load**, affecting the learning experience. Users suggested **improving completion settings,** ensuring that one module unlocks the next to guide learners smoothly. Other suggestions included reducing the number of slides in H5P presentations, making them more interactive with brand logos, real-world company examples, and voice-over transcripts. A clearer glossary with key definitions was also recommended.

SI Course

The SI course had fewer technical issues, but some **interactive questions** in the “Teamwork in Digital Transformation” module **did not function correctly**. Some users noted that the TED Talk video was outdated, particularly regarding generative AI. Scenarios in the pre-unit self-assessment were unclear, and the **“check” function did not work effectively**. Additionally, **response issues** were reported in multiple modules when answering questions. In Unit 1.4, a **podcast** appeared to be **missing, and the title contained typos**. In Unit 3.5, there was **no designated place to upload the case study assignment**, making task completion difficult.

Conclusion

Overall, the platform was stable, but most technical issues stemmed from setup difficulties, activity completion errors, and navigation inconsistencies. The AI course suffered from progress-tracking and mobile-web synchronization issues, while the VR course had problems with quizzes, navigation, and content presentation. The SI course had the fewest issues, mainly related to outdated content and missing upload options.

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3.3 Suggestions for enhancing usability and user experience

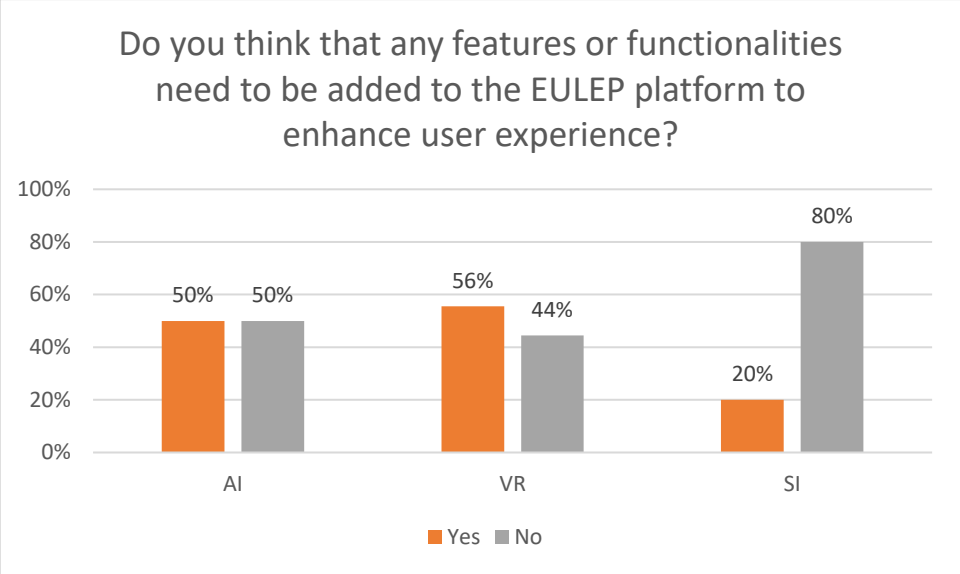

Figure 38: opinion about adding features or functionalities to the EULEP platform

Results:

The participants were asked whether they believed any features or functionalities should be added to the EULEP platform to improve the user experience. The responses varied across courses.

In the **AI course**, **50%** of participants suggested improvements are needed, while **56%** of **VR course** participants shared similar thoughts. In contrast, only **20%** of participants in the **SI course** thought additional features were necessary.

On average, **42%** of participants across all courses felt that new features would enhance their experience, while **58%** did not.

AI course suggestions

For the **AI course**, one of the key suggestions was the ability to **take notes** and **access content offline by downloading resources** like presentation links, which would make it easier for learners to reference material without having to be online. Additionally, participants emphasized the need for **better content**, specifically calling for **real speakers with practical experience** to replace the current reliance on **reused slides**, which could make the course feel more engaging and authoritative. Users also expressed a desire for a **chat feature** within the course to allow for more interactive communication between participants, as the current forum was seen as inadequate. **Interactive learning** was another significant suggestion, with users proposing the addition of **games and simulations** to make the learning experience more engaging. However, participants also noted that there were **too many tests and exams**, which, while easy, felt excessive and could be streamlined.

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VR course suggestions

In the **VR course**, **56% of participants** suggested adding new features. A recurring theme was the desire for more **practical examples** and immersive experiences. Users recommended the **integration of AR/VR content directly into the course**, allowing learners to try out VR activities using **just a keyboard, mouse, or smartphone**, which would remove the barrier of needing special hardware. A significant request was the inclusion of **group collaboration tools**, with **MS Teams-like functionalities** suggested to help participants connect and collaborate more effectively. For **content creation**, users expressed a preference for tools like **Articulate and Articulate Rise**, which they found engaging and suitable for creating interactive lessons. Additionally, participants suggested **reminders to continue the course**, as well as the integration of **interactive stories and varied content types**, to make the learning experience more dynamic and engaging.

SI course suggestions

For the **SI course**, only **20% of participants** suggested improvements, but they offered some specific feedback. One of the main concerns was with the **multiple-choice questions**, where users felt that the **grading system** should not display whether answers were right or wrong, as it could be misleading in self-reflective questions. There were also technical issues where, after selecting an incorrect answer, the **slide would not progress**, which left users confused and unsure about why they could not move forward. In response, participants recommended providing **immediate feedback** after answering **multiple-choice questions**, explaining why a particular answer was correct or incorrect. They felt this feedback approach worked well in parts of the course and would enhance the learning experience if applied consistently throughout the program.

Conclusion

The feedback from participants across the three courses highlights several key areas for improvement on the EULEP platform. For the AI course, there was a strong push for better content, more interactive learning options, and tools for communication and collaboration among participants. In the VR course, the focus was on providing more immersive AR/VR experiences, improving group connectivity, and incorporating more interactive content. The SI course participants mainly raised concerns about technical issues with the multiple-choice questions and suggested more consistent immediate feedback. Although not all participants felt the need for additional features, those who did highlighted significant areas where the platform could be enhanced to improve user experience and engagement.

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4 Part 4. Satisfaction level.

Part 4 assesses the overall satisfaction level of the training, focusing on participants' preparedness for training businesses and areas for improvement. It includes a summary of trainer feedback, additional insights from participants, and an evaluation of overall satisfaction. This section also provides recommendations to enhance future training experiences within the frame of EULEP.

4.1 Preparedness for training businesses

4.1.1 Results for AI participants and suggestions

Figure 39: AI: preparedness for training businesses

Results:

In the **AI course**, **25%** of participants rated the preparedness as **Excellent**, while **33%** considered it **Very Good** and another **33%** rated it as **Good**, suggesting a generally positive perception. However, **8%** rated it as **Fair**, indicating some room for improvement. Notably, **no** participants rated it as **Poor**.

Suggestions communicated through the feedback forms:

"What additional support or resources, if any, do you think are necessary to better prepare trainers for the next phase (training businesses)?"

In the **AI course**, participants emphasized the need for a more structured approach to deepening both technical and business knowledge to better prepare trainers for the next phase of training businesses. There were several key areas identified where additional support and resources would be beneficial.

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Advanced training resources

A primary suggestion was to offer **specialized courses** on **cutting-edge AI topics**, such as **Generative AI**, **ethical AI frameworks**, and **advanced machine learning algorithms**. Additionally, providing **sector-specific training** in industries like retail, healthcare, and manufacturing would better equip trainers to address the unique needs of businesses. Trainers also recommended including **soft skills development**, particularly in areas like **communication**, **storytelling**, and **engagement strategies**, to help explain complex AI concepts to non-technical audiences.

Practical training materials

There was a strong request for **comprehensive toolkits**, including ready-to-use **slide decks**, **case studies**, and **AI adoption checklists**. These resources would help trainers provide practical, actionable content to business clients. Trainers also recommended **scenario-based resources**, such as success stories and challenges faced by businesses, especially small and medium-sized enterprises (SMEs). Furthermore, templates for creating **AI roadmaps**, **skills assessments**, and **ROI evaluations** would assist trainers in providing structured guidance.

Interactive platforms and AI tools

To enhance engagement, trainers suggested integrating **digital tools** such as **Miro** for collaboration, **Kahoot!** for quizzes, and **Slack or Microsoft Teams** for continuous communication and support. Additionally, trainers would benefit from access to **AI demonstration platforms** like **Google Cloud AI**, **IBM Watson**, or **Azure AI** for live demonstrations and hands-on activities.

Mentorship and Trainer Communities

Trainers also expressed the need for **mentorship programs** to connect with experienced AI professionals and business leaders. Establishing **forums or networks** where trainers can share experiences and best practices was seen as a way to enhance learning. Collaborative content development and feedback within these communities were also emphasized.

Business-Oriented Training Strategies

Trainers recommended focusing on the specific needs of **small businesses** and highlighting the **ROI of AI** to demonstrate its business value. Providing training that shows **measurable outcomes** like cost reduction, efficiency improvements, or revenue growth would further prepare trainers to engage businesses effectively.

Ongoing Support Mechanisms

Finally, trainers suggested creating **helpdesks** or **hotlines** to provide technical support during training sessions. Regular updates on the latest AI trends and tools, via **newsletters** or **online resource hubs**, were also seen as crucial. Additionally, **evaluation tools** would allow trainers to assess the effectiveness of their sessions and improve their training practices.

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4.1.2 Results for VR participants and suggestions

Figure 40: VR: preparedness for training businesses

Results:

In the **VR course**, **56%** of participants rated the preparedness as **Good**, and **33%** as **Very Good**, while **0%** rated it as **Excellent**. Additionally, **11%** found it **Fair**, but, similar to the AI course, **no** one rated it as **Poor**, reflecting a reasonable but not outstanding level of preparedness.

Suggestions communicated through the feedback forms:

"What additional support or resources, if any, do you think are necessary to better prepare trainers for the next phase (training businesses)?"

In the **VR course**, trainers focused on gaining more practical experience and refining their skills to manage VR setups effectively during business training. Suggestions were made for both **enhanced practical exercises** and **improved access to resources** to better equip trainers for the next phase of VR-based business training.

Practical experience and use cases

One of the primary suggestions was the need for more **practical experience** with **VR hardware**. Trainers requested additional **use cases and practical exercises** to build confidence in applying VR in business training settings. Many trainers expressed that they would benefit from more **real-world practice** and training on how to use VR tools every day.

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Course management skills

Another key area of feedback was the need for **course management training**, particularly for managing **VR setups** in business environments. Trainers sought to refine their skills in handling technical aspects of VR during training sessions, ensuring smooth operation and engagement.

Learning materials and centralized resources

Trainers suggested providing more comprehensive **learning materials** that can be easily accessed and downloaded, such as **PDFs** and **articles**. Having a **centralized repository** for resources on **business training techniques** would allow trainers to reference useful content whenever needed. Additionally, **learning outcomes** for each virtual session, along with more **interactive training structures**, were seen as beneficial.

Peer collaboration and check-ins

A suggestion to facilitate **peer collaboration** was the implementation of **regular check-ins** or **Q&A sessions** to discuss challenges, share experiences, and learn from one another. Connecting with other trainers would help enhance the overall learning experience.

Course length and content structure

Several participants recommended **shortening the course duration** to focus more on practical VR applications and to reduce the time spent on theoretical content. This would allow for more **hands-on use of VR hardware** during the course.

4.1.3 Results for SI participants and suggestions

Figure 41: SI: preparedness for training businesses

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Results:

The **SI course** stood out with **60%** of participants rating the preparedness as **Excellent** and **40%** as **Good**, indicating an exceptionally strong perception of preparedness. Remarkably, **no** one rated it as **Fair or Poor**, highlighting a high level of satisfaction with how well-prepared the training business appeared to be in this course.

Suggestions communicated through the feedback forms:

"What additional support or resources, if any, do you think are necessary to better prepare trainers for the next phase (training businesses)?"

Several key suggestions were communicated through the feedback forms to better prepare trainers for the next phase (training businesses).

Downloadable materials

Respondents highlighted the need for more **downloadable resources**, such as flashcards and presentations, to support the training process. These materials would offer easy access and help reinforce key concepts.

In-person meetings

While online meetings were acknowledged, some participants suggested that **personal meetings** (in addition to virtual ones) would provide more effective support and foster stronger connections.

Updated manuals

There was a strong recommendation for providing **updated manuals** that include the latest use cases, ensuring that trainers have the most current information. Participants suggested that these manuals should not be older than 2-3 years to remain relevant.

Case studies and virtual discussions

Feedback also emphasized the value of **case studies** and **virtual discussions** as useful tools to deepen understanding and facilitate practical application.

In summary, these suggestions highlight the importance of easily accessible resources, in-person engagement, and up-to-date materials to ensure trainers are well-prepared for future training businesses.

4.1.4 Summary of preparedness for training businesses

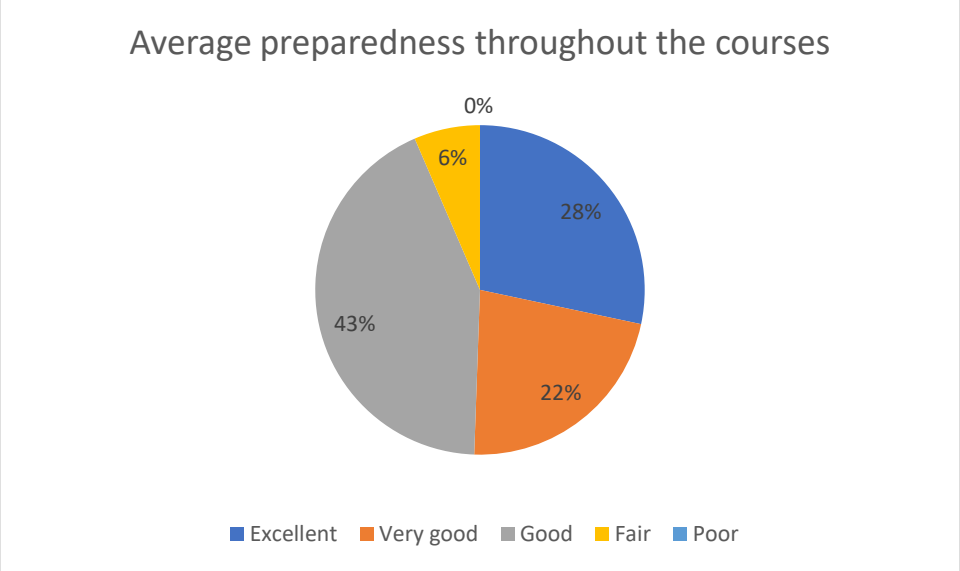

Figure 42: average preparedness for training businesses across all courses

Results:

On average, the **preparedness for training businesses** was positively rated, with **28%** of participants considering it **Excellent**, **22% Very Good**, and **43% Good**, leading to a combined **93%** positive opinion. Only **6%** rated it as **Fair**, and **no** one gave a **Poor** rating, suggesting that overall, the training businesses were perceived as well-prepared, though there is still room for some fine-tuning in specific areas.

Main update areas: Feedback-based suggestions:

Based on the feedback received from trainers across the AI, VR, and SI courses, several key areas were identified for improvement to better prepare trainers for the next phase of training businesses. The suggestions highlight the need for more practical training, enhanced learning materials, better course structure, and additional support mechanisms.

Below are the main update areas derived from the feedback:

Practical experience and hands-on training

Across all courses, there was a strong demand for **more practical experience** with real-world tools and use cases. Trainers requested additional **hands-on exercises** and **more interactive sessions** to better apply concepts in business environments. For AI, trainers highlighted the need for **advanced AI topics** and **business-specific training**, while VR course participants emphasized more direct practice with hardware and tools.

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Learning materials and resources

Trainers suggested enhancing the **learning materials** by providing **comprehensive toolkits**, **case studies**, and downloadable **PDF resources**. For AI, creating **AI adoption checklists** and **ROI evaluation templates** was seen as valuable, while VR trainers requested a **central repository** for training resources, including **videos**, **articles**, and **e-books**.

Course structure and support

Trainers recommended **shortening the courses** to allow for more **practical application** and less theoretical content. There was also a call for **course management skills** training to help trainers effectively handle several setups. Additionally, providing **ongoing technical support**, such as a **helpdesk** and **mentorship programs**, was seen as critical for successful business training.

Collaboration and community engagement

Building stronger **trainer networks** and creating platforms for **peer collaboration** were common suggestions. Trainers wanted **regular check-ins**, **Q&A sessions**, and a space to share experiences, which would help improve overall learning and troubleshooting. For AI, creating forums for content development feedback was also suggested.

Business-oriented focus

A recurring theme, especially in AI, was the need for **business-oriented training**. Trainers suggested focusing on the **ROI of AI** and simplifying complex concepts for **small and medium-sized enterprises (SMEs)**. This would better equip trainers to communicate the **practical value** of these technologies to business owners.

Incentives and career growth

Finally, trainers recommended implementing **certification programs** and offering **career advancement opportunities** to increase motivation and recognition. This would help create a more **engaged trainer community** and ensure long-term success for business training.

In summary, the most pressing updates are centred around enhancing **practical training**, providing **robust learning resources**, offering **peer collaboration** opportunities, and focusing on **business applicability** to ensure trainers are well-prepared for the next phase of training businesses.

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4.2 Trainer feedback and additional participant feedback

4.2.1 Trainer feedback

In Austria, the online (asynchronous) courses were supported by webinars conducted by trainers who were previously trained in the course content and the platform. These trainers were also asked to provide feedback on their experience, which is summarized below for the AI, VR, and SI courses.

AI course

The feedback from the AI course trainer that held the webinars was largely positive. The trainer found that the sessions went **better than expected**, although there was an initial concern about content issues. Interestingly, the **content was clear and well-understood by the participants**, while the technical side proved to be more challenging than anticipated. The trainer suggested that adjusting the **completion criteria** could smooth out any remaining issues, ensuring a more seamless experience moving forward.

VR course

The feedback for the VR course was generally positive as well, with the trainer noting that the **webinars were enjoyable**. However, several areas for improvement were highlighted:

- **Moodle platform**: The trainer found Moodle to be **difficult to navigate**, making it hard for participants to find their way around.
- **Assignments**: It was pointed out that assignments fully written by **generative AI** would not work in the long term, as they do not allow for authentic learner progress unless participants actively engage in **critical thinking and writing**.
- **Content issues**: Some content was deemed **inadequate** or **misleading**, such as Module 3, which did not meet expectations for topics like "Monitoring and Evaluation of VR Technologies."
- **Module 4**: It was unclear how **Module 4** could be completed without creating a roadmap, adding to the confusion.
- **Course completion**: There was also **uncertainty about course completion**—it was not clear whether the course was considered completed with 90% of the Moodle content marked as done, or if additional tasks, like the roadmap, were required.
- **VR experience**: The trainer emphasized that **hands-on VR experience** with actual **VR headsets** should be a central part of the learning, as it is essential for participants to gain personal experience in creating VR applications.

Regarding the **next phase**, the trainer offered the following important suggestions:

- For the **Capacity Building phase**, it was recommended that participants come from the same company to encourage **open idea exchange** without concerns about revealing proprietary business information. For example, the first group of 10 participants could be from one company, followed by another group from a different company.

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- The trainer also suggested that allowing participants to **choose modules based on business goals** could help tailor the training to company-specific needs. Coordination with the company to align the modules with its objectives was emphasized.
- In terms of resources, it was deemed **crucial for participants to have access to VR headsets** and suggested that at least one **in-person session** be included for hands-on experience and better understanding.

SI course

The feedback for the SI webinars was mostly positive, with the trainer enjoying the experience overall. However, the following suggestions were made:

- There was a concern that **not all participants attended** the sessions regularly, which impacted the overall learning experience.
- **More up-to-date examples** were needed to keep the content relevant and engaging.
- The trainer suggested that the course could benefit from **more interactive and hands-on learning** experiences to enhance engagement and comprehension.
- The **course structure** was flagged for potential improvement, with the trainer recommending the possibility of offering **half-day or full-day courses** in addition to the online learning to improve the overall learning experience.

In summary, the feedback from the webinar trainers highlights key areas for improvement across the courses, such as **content clarity**, **platform navigation**, **hands-on experience**, and **more interactive learning activities**. Addressing these areas, the learning experience could be significantly enhanced for future participants.

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4.2.2 Additional participant feedback

Some participants provided feedback via email or during webinars and shared valuable insights into their learning experiences across the AI, VR, and SI courses. Below is a summary of their feedback, divided by course and highlighting the key points.

AI course

General feedback:

Participants expressed appreciation for the **support provided throughout the course**, such as the meetings at the beginning, middle, and end, as well as the **quick responses from trainer**. They also found the **interactive elements**, such as quizzes, gap-filling exercises, and learning cards, enjoyable and helpful for reinforcing the material.

Suggestions for improvement:

- **Diversity in content**: While the course included content from multiple presenters, participants felt that there could be **more variety in the backgrounds** of the contributors (e.g., IT experts, industry professionals). They suggested that a **red thread** be maintained throughout the course to avoid unnecessary repetitions.
- **Quizzes and learning tools**: Some participants noted that the quizzes in **Modules 2 and 3** could be improved, as they were too easy to answer without much prior knowledge. They suggested **more diverse question types** and **greater difficulty**.
- **Practical AI application**: There was a strong call for **learning with AI tools**, not just about them. Participants suggested using **video applications** and AI-driven **avatars** to teach content in multiple languages and offer diverse perspectives. This would be particularly beneficial for **SMEs** as it could help them create cost-effective content without needing expensive video productions.
- **Content relevance**: A few participants felt that **Module 4** was too focused on **HR** applications of AI, while they were more interested in its use in areas like **marketing**, **finance**, **logistics**, and **production**. They also suggested that topics like **Change Management** could be offered as **additional modules** rather than being integrated into AI-specific content.
- **Target audience**: Some feedback highlighted that the course seemed aimed at a **broad audience** and that it could benefit from being more tailored to the needs of **SMEs**. For example, **HR tools** mentioned in the course were deemed unnecessary for smaller companies.

Specific requests:

- **More interactive AI applications** to allow participants to learn by using AI tools directly.
- **Clearer structure and organization** in the course materials, with some improvements to **presentation design** to avoid text-heavy and disorganized slides.
- Participants also suggested incorporating more **inclusive practices**, such as using **simplified language** and **voiceovers** for better accessibility.

VR Course

General feedback:

Participants appreciated the **online VR meetings**, especially the **hands-on VR experience** during the sessions. One participant mentioned that the session was so engaging that they were able to get their **colleagues excited about using VR** at their workplace.

Suggestions for improvement:

- **Course scope and structure**: Some participants felt that the course tried to cover too much content, which resulted in it feeling too broad. They suggested narrowing the focus and providing **clearer summaries** for easier navigation.
- **Text-heavy content**: Participants pointed out that the course contained **too much text**. They recommended **converting the content into more accessible formats**, such as PDFs for easy searching or audio versions with transcriptions.
- **Training focus**: One suggestion was to include more detailed training for learners who were not yet familiar with VR, especially regarding **SWOT analysis** and other core topics. **Simplifying and summarizing** the information could enhance learning.

SI Course

General Feedback:

The feedback for the SI course was largely positive, with participants noting that the **platform was easy to navigate,** and that the **material was informative** and **well-organized**.

Suggestions for improvement:

- **Assignment submission**: One participant raised the issue that it was not possible to **upload documents**, preventing them from submitting assignments.
- **Time management**: Some participants felt that the **use case assignments** took a **significant amount of time** to complete, suggesting that the workload could be more balanced.

Strengths:

- The **clear structure** and logical organization of the material were appreciated, making it easier for participants to follow along.
- **The platform** was also praised for its **ease of use**, and the learning materials were found to be both **heavy** and **informative**.

Conclusion

Overall, participants had a positive learning experience, however, there were clear areas for improvement, including the need for more **focused content**, better **navigability** of materials, and increased use of **AI and VR tools** to engage learners. These suggestions can help further enhance the courses and ensure a more tailored and effective learning experience for all participants.

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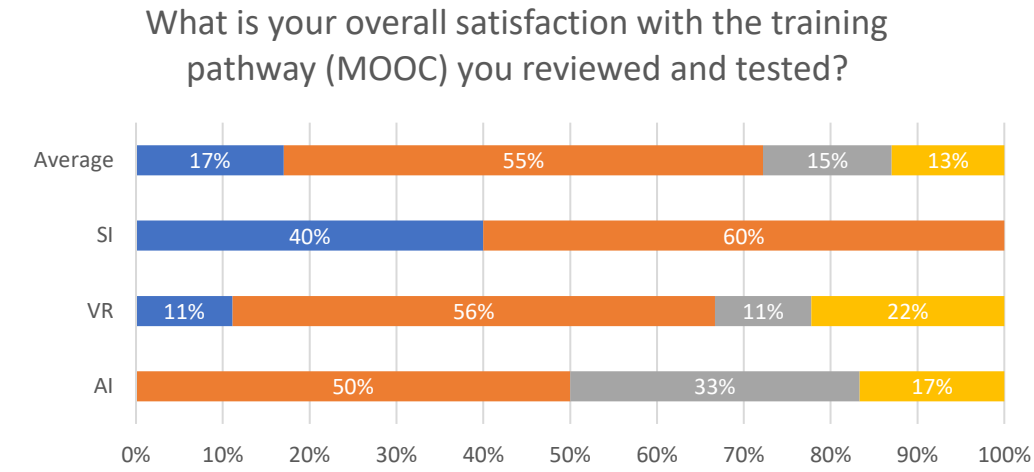
4.3 Overall satisfaction



	AI	VR	SI	Average
Excellent	0%	11%	40%	17%
Very good	50%	56%	60%	55%
Good	33%	11%	0%	15%
Fair	17%	22%	0%	13%
Poor	0%	0%	0%	0%

Figure 43: overall satisfaction with the EULEP MOOC

Results:

The feedback gathered from participants regarding their overall satisfaction with the training pathways (MOOCs) provides a clear picture of how each course was perceived.

For the **AI course**, **50%** of participants rated it as **Very Good**, while **33%** considered it **Good**, and **17%** rated it as **Fair**. There were no participants who rated the course as **Excellent** or **Poor**, which suggests a generally positive reception, although some areas for improvement were noted, particularly in terms of content depth and relevance.

The **VR course** saw a similarly strong response, with **56%** rating it as **Very Good** and **11%** rating it as **Excellent**. **11%** found the course to be **Good**, and **22%** rated it as **Fair**, with no one rating it as **Poor**. This indicates that the course was engaging for most, particularly due to the hands-on VR experiences, but there were still concerns about content clarity and interactivity that could be improved.

For the **SI course**, the results were very positive, with **40%** of participants rating it as **Excellent** and **60%** as **Very Good**. No participants rated the course as **Good**, **Fair**, or **Poor**, showing high satisfaction and suggesting that the course content and delivery met the participants' expectations very well.

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In terms of **average satisfaction**, **17%** of participants rated their experience as **Excellent**, **55%** as **Very Good**, **15%** as **Good**, and **13%** as **Fair**, with no one rating it as **Poor**. This overall trend highlights a strong positive reception across all courses, with a few areas still identified for improvement, especially in content relevance and interactivity.

Key outcomes: The **VR** and **SI** courses received a particularly high percentage of **Excellent** and **Very Good** ratings, especially the **SI course**, which stood out for its exceptional satisfaction rates. The **AI course** received a more mixed response, with room for enhancement in aligning its content to the expectations of its target audience.

Main update areas: Feedback-based suggestions:

To gather insights on the overall satisfaction and potential improvements for the course, participants were asked to reflect on the question:

"What is your overall satisfaction with the training pathway? Please feel free to provide any additional comments or suggestions that you believe would help improve the overall quality of the course and the learning experience."

A summary of the key takeaways and additional comments for each course pathway based on their responses can be found hereinafter.

AI Course

General feedback:

The AI course received mixed additional comments. Several participants acknowledged the **well-structured foundation** in the first module but felt that subsequent modules deviated from the core topic of AI and focused too much on **marketing, HR**, and **change management**. Some participants felt that the course was **repetitive**, offering little in-depth AI knowledge. A common suggestion was to update the content regularly to include **current AI developments** and **real-world use cases**, making it more relevant for businesses.

Suggestions for improvement:

- **Content update**: Many participants requested more **engaging and visually appealing content**, including the incorporation of **AI agents**, **use cases**, and **updated AI trends**.
- **Alignment and focus**: A few participants felt that the modules should be more **harmonized**, with a **better alignment** between content and quizzes. They also wanted the **level of difficulty** to be consistent across modules.
- **Interactive learning**: There was a suggestion to include a **blocked browser** for quizzes to prevent reliance on external resources like **Google or ChatGPT**, ensuring more accurate assessments of learning.
- **Quizzes and assessments**: The **number and variety of quizzes** should be consistent, and the **pre-assessment** results should guide tailored learning paths based on learners' prior knowledge.

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VR Course

General feedback:

The VR course was well-received for its **interactive elements** and the **engaging trainer**, especially the innovative use of **virtual meetings in VR**. Participants enjoyed the **hands-on experience**, particularly when they had the chance to interact in **virtual environments**. However, some felt that the course contained **too much content**, which made it difficult to focus on key learning outcomes.

Suggestions for improvement:

- **Content focus**: A more **focused approach** with fewer topics and more **real-life case studies** would improve learning outcomes. Participants recommended adding **example companies** and **industry-specific applications** to make the content more relatable.
- **Resource accessibility**: It was suggested that all learning materials, including **articles**, **videos**, and **e-books**, be made accessible in a **central repository** for easy reference. Additionally, **PDF versions of slides** would be helpful for those who want to review the material offline.
- **Clarity of videos**: Some felt that the videos, particularly the **YouTube videos**, lacked context and relevance, making them seem repetitive. Clearer explanations on why the videos were necessary would improve their usefulness.
- **Interactive tools**: Participants appreciated tools like **MeetinVR** and recommended continuing their use for further hands-on experiences. They also suggested incorporating more **check-ins and collaboration platforms** for trainers to share insights and experiences.

SI Course

General feedback:

The SI course was praised for its **clear platform navigation** and informative **content**, which was seen as both **heavy and valuable**. There were calls for more **practical exchange** between participants, especially on **specific topics**.

Suggestions for improvement:

- **Quizzes and redundancy**: There was feedback about the **redundancy** in quizzes and content across modules, particularly in **Module 2**. Participants suggested more **variety** and **clearer differentiation** between similar quizzes.
- **Interactive exchange**: Participants expressed a desire for **more interaction** between peers, such as collaborative tasks or discussions, to deepen understanding and application of the material.
- **Practical examples**: The course could benefit from more **real-world examples** and the integration of **practical use cases** to make the learning experience more tangible.

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Conclusion

Participants provided valuable insights into how the courses could be improved. Common themes across all courses included a desire for **updated content**, **more engaging and interactive learning experiences**, and a **better focus on real-world application**. By addressing these suggestions, the quality and impact of the learning experience could be significantly enhanced.

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