EULEP

Pilot Feedback Report
Türkiye

Contribution to Deliverable 5.2
January 2025

Co-funded by the European Union

SECTION I - OVERALL FEEDBACKs ON TRAINING PATHWAYS

Türkiye held 3 separate online sessions with the trainers (for AI on 13 January 2025, VR on 14 January 2025, SI on 15 January 2025) to receive their feedback. The open-ended questions of the feedback survey were discussed in detail with all the trainers and they had a chance to explain their views. Furthermore, a padlet link was created for AI, VR and SI learning pathways separately and these padlet pages were used during the sessions to receive written views of the trainers thereby trainers highlighted both the strengths and areas for improvement. These discussion sessions were more helpful and valuable for the evaluation of courses compared to the evaluation form embedded in moddle.

The main points from the sessions are as follows:

The trainers acknowledged the overall quality of the courses except for the AI modules of which the satisfaction level is lower than the VR and the SI modules.

The VR and SI courses are satisfactory and, with a few minor adjustments, would be suitable for SME training. However, the same cannot be said for the AI courses. Almost unanimously, all trainers expressed their dissatisfaction, pointing out that the course is not very useful for the SMEs. They pointed out that the content is too general, weak, and insufficient. Given this feedback, it's clear that the AI course needs further development. The content might need to be made more in-depth, specific, and application-oriented.

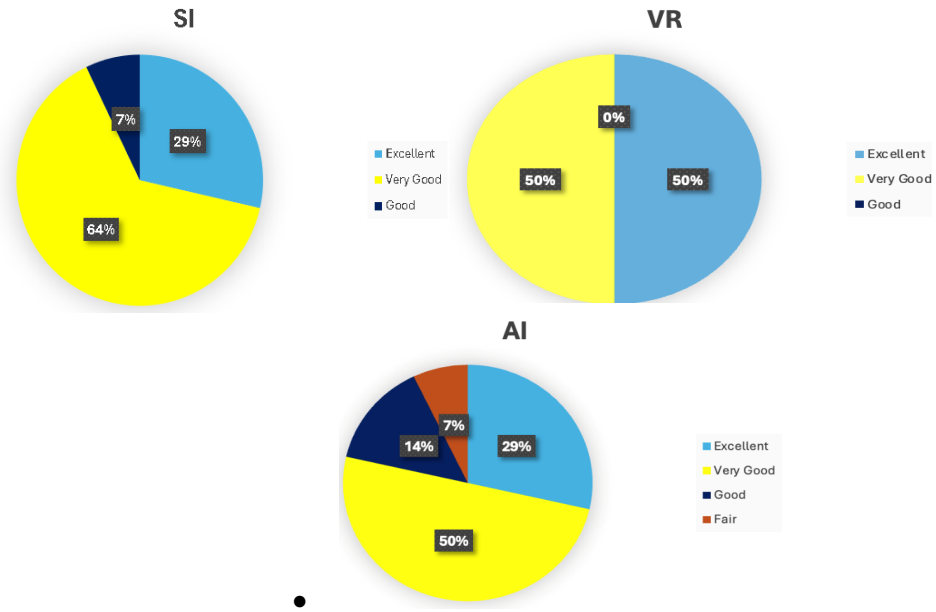
To improve the learning experience in general, it is essential to:

- Address technical issues related to progress tracking and quiz functionality.
- Streamline content to remove redundancies and ensure consistency across modules.
- Include more practical, hands-on components and case studies that are related to real-world business scenarios.
- Provide clearer guidance and instructional materials for trainers.

Implementing these suggestions will help enhance the learning experience and better equip trainers and participants to achieve the desired learning outcomes.

The overall satisfaction levels based on feedback forms are shown in the figure below. Overall satisfaction level is lower compared to VR and SI learning paths.

Concerning the AI Learning Pathway, Content and the training materials were found insufficient by all trainers who participated in a feedback session. This result is in line with the results of feedback forms.



Areas for Improvement:

- Repetitive Content: Trainers frequently noted the repetition of topics across modules. It is needed to remove redundant information to make the learning experience smoother.
- Inconsistent Formats: Trainers reported inconsistencies in the format of learning materials, such as varying file types and missing audio narrations. Standardizing the format would help with usability.
- Excessive Quizzes and Assignments: The quizzes were seen as frequent and often too simple, with many questions easily guessable. Trainers suggested reducing the number of quizzes and making assessments more engaging. In addition, some exercises and case studies require too much time.
- Progress Tracking Issues: Technical difficulties were raised regarding progress tracking, with some participants reporting that completed activities were still marked as incomplete. Improving system reliability and accuracy would prevent frustration.
- Content Balance: Trainers felt that some modules had disproportionate amounts of content compared to others, suggesting that a review of the overall course structure could ensure better balance and flow.

Suggestions for Improvement

- Consolidation of Redundant Topics: Trainers recommended consolidating overlapping topics to enhance clarity and reduce content repetition.
- Case Studies and SME Applications: Incorporating specific case studies and practical examples, particularly related to SMEs, would make the content more relevant and actionable for business contexts.
- Detailed Guidance on AI Tools for SMEs: More focus on how emerging AI tools can be applied to SMEs would better cater to a broader audience beyond large corporations.

Concerning the VR Learning Pathway

Strengths

- Awareness and Engagement: Trainers found the VR pathway to be effective in raising awareness about VR technology and its potential in business contexts.
- Content for Beginners: The course was regarded as successful in introducing the basics of VR and making the technology accessible to participants unfamiliar with it.

Areas for Improvement

- Technical Issues with Quizzes: A major technical issue highlighted was that quizzes were not saving progress correctly, causing tracking errors. This issue disrupted the learning experience and hindered progress.
- Practical Application: Trainers felt that VR training would benefit from a more practical, hands-on component, such as using VR goggles or in-person sessions to deepen engagement and learning.
- Lengthy and Text-Heavy Materials: The course included many text-based resources, which some trainers felt could be overwhelming. Reducing text-heavy sections and incorporating more multimedia or interactive content would improve engagement.

Suggestions for Improvement

- Practical, In-Person Applications: Trainers suggested integrating in-person sessions where possible, using VR goggles for a more immersive and hands-on learning experience.
- Content Simplification: Simplifying certain topics and focusing more on practical applications, rather than academic theory, would enhance the relevance and impact of the training.
- Video-Based Resources: To cater to different learning styles, trainers recommended shifting toward more video-based content and fewer lengthy text sections.

Concerning the SI Learning Pathway

Strengths

- Comprehensive and Well-Prepared Content: The SI pathway was highly praised for its thorough preparation and comprehensive content, which helped participants build a strong understanding of the change management concepts.
- Varied Learning Materials: Trainers appreciated the variety of learning materials, including videos and reading texts, which helped cater to different learning preferences.

Areas for Improvement

- Inconsistent Module Design: There were concerns about the lack of uniformity in the structure of units, with some modules relying solely on videos, while others used slides. This inconsistency hindered the smooth flow of the course.
- Lack of Instructor Guidance: Trainers noted that many units lacked detailed instructor guides, which would have been especially helpful in a trainer-focused course. Only one unit (Unit 3.2) included an Instructors' Manual.
- The target groups: Trainers were confused about the target group of the training. They suggested a clear adjustment/seperation is needed for the modules for training the trainers and training the SMEs.
- Content Overlap and Redundancy: Some contents are very long and trainers observed significant overlap and repetition in topics, such as Change Management, Ethical Thinking, and Digitalization, which were repeated across different modules. Also, the

questions in some of the tests are the same. This redundancy diluted the learning experience.

- Lengthy, Detailed Readings and Text-heavy sections: Some of the modules contain too much reading that takes a lot of time. The reading material should be shortened. In addition, historical background could be useful for ELA trainers but should be shortened for the SMEs.
- Assignment Clarity: Some assignments, like the "Activity: Developing a Plan Competition," were unclear, making it difficult for participants to understand expectations. Simplifying and clarifying these tasks would help. In addition, in order to make the tasks expected from the student more understandable, concrete examples can be given.
- Technical and Accessibility Issues: Like the AI pathway, trainers reported issues with broken links, inaccessible pages, and problems saving progress. These technical glitches affected user experience and hindered learning continuity.

Suggestions for Improvement

- Consolidation of Overlapping Content: Trainers recommended consolidating repeated topics to reduce redundancy and ensure more focused learning.
- Headings and subheadings: Trainers suggested that a better separation of main headings and subheadings can support the reader to comprehend the subjects systematically.
- Instructors' Manual (Guidelines) for All Units: Creating comprehensive Instructors' Guides for all units, with detailed explanations and activity guidelines, would better equip trainers to facilitate the course.
- Summary of the Modules: Trainers suggested that some subjects in the modules need a summary to be included so that readers can easily remember.
- Best-practices: Trainers suggested inclusion of more and more detailed best practices. They criticized some of the existing examples as superficial and requested modifications.
- Balancing Content Density: Some modules were found to be too dense, while others were lighter. Trainers suggested simplifying and balancing content to enhance clarity and maintain engagement throughout the course. Trainers also suggested that text-heavy sections can be supported by visual presentations (e.g. tables, graphs and figures) appropriate to the subject, preventing the learning process from becoming monotonous.
- Improved Assignment and Activity Design: Trainers emphasized the need for clearer instructions and expectations for assignments, as well as reducing the time required for certain tasks, such as the personal development plan.
- Enhanced Accessibility and Functionality: Ensuring that links are functional and progress is accurately tracked would address many of the technical issues raised.

SECTION 2 SUMMARY of THE REPLIES RECEIVED FROM FEEDBACK FORMS

PART1 PARTICIPANT INFORMATION

Totally 32 (15 female, 17 male) trainers from Türkiye enrolled in the Moddle. As some of the trainers enrolled more than one course totally there are 43 enrollments (16 AI ,9 VR and 18 SI trainers) from Türkiye. Out of 43 trainers, 32 trainers replied to the feedback form. Among them, 13 are AI trainers (%42,5), 14 are SI trainers (%42,4) and 5 are VR trainers (%15) .

Excluding the one trainer who is a staff member of a local Chamber of Commerce, all other trainers are lecturers at a Turkish University. Lecturing areas of the trainers are given below;

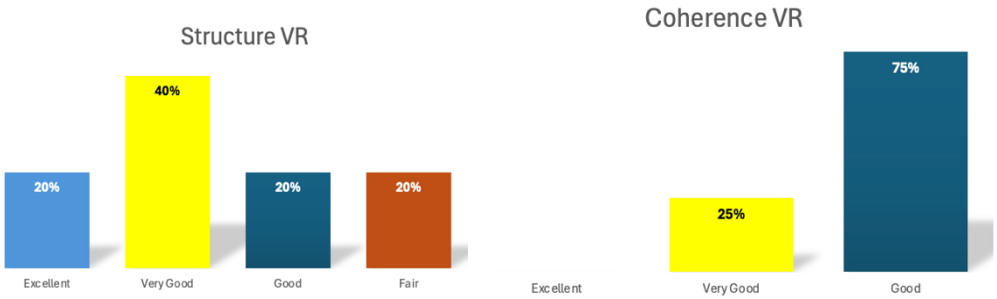
- Industrial Engineering (3)
- Policies of Artificial Intelligence (2)
- Department of Innovation and Entrepreneurship (5)
- Faculty of Business Department of International Trade and Business (6)
- Interior Architecture and Environmental Design (1)
- Department of Management Information Systems (5)
- Technology management in marketing and entrepreneurship (5)
- Social Innovation (3)
- Computer Engineering (2)

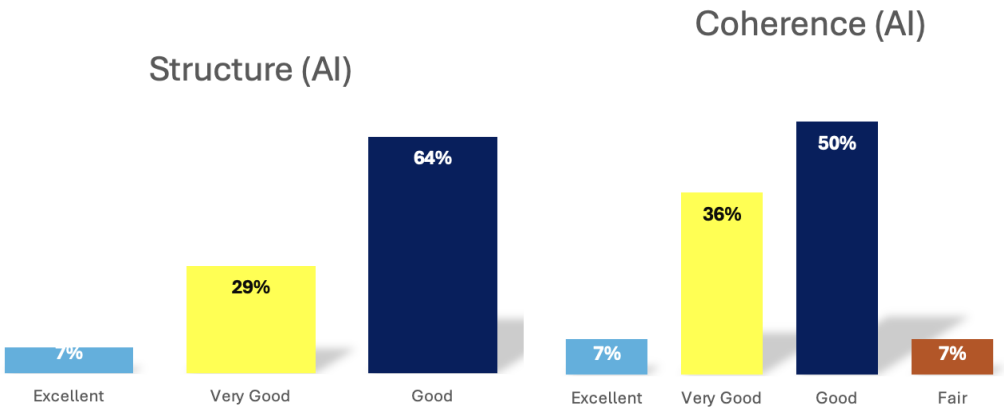
Part 2.1 OVERALL COURSE STRUCTURE AND TRAINING CONTENT

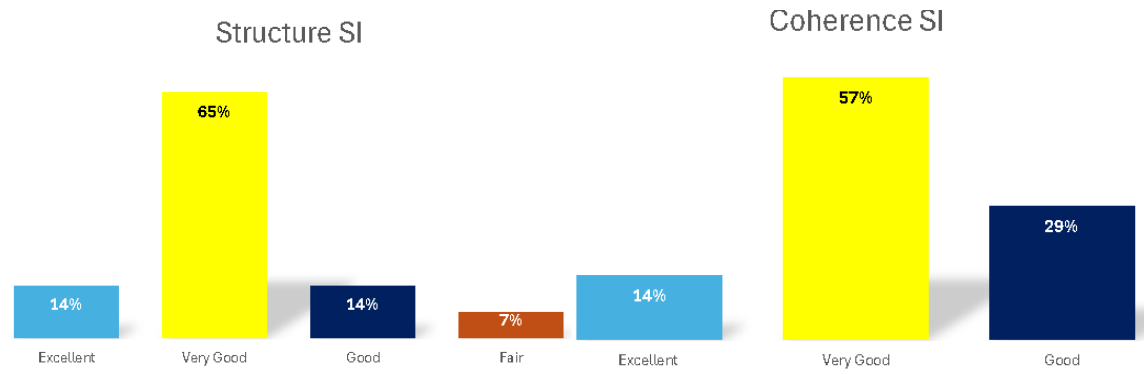
5-) How would you rate the overall structure and coherence of the training pathway you reviewed?

When we compare the overall structure and coherence of 3 pathway, all satisfaction levels are above 80%.

	Structure		Coherence	
	Fair	Good- Very good- Excellent	Fair	Good- Very Good- Excellent
AI		100 %	7 %	93%
VR	20 %	%80	-	%100
SI	7%	%93all		%100

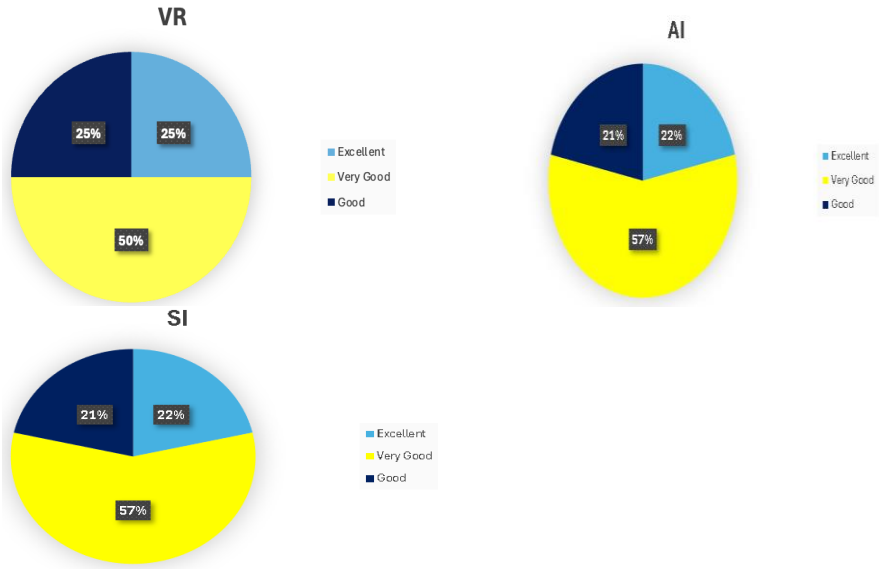






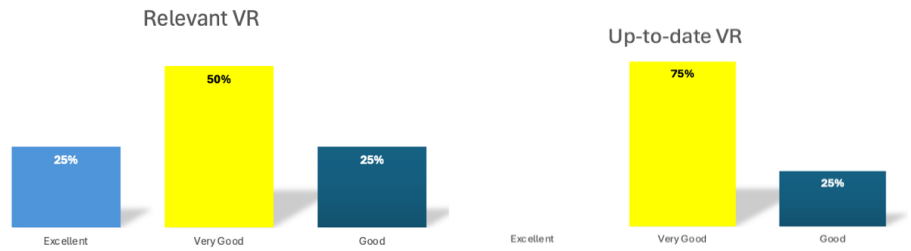
6-) How well do the modules and units within the course build upon each other?

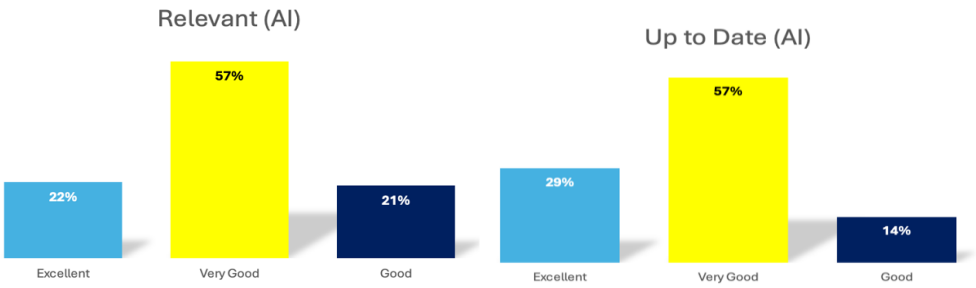
All courses are found satisfactory in terms of sequences of content

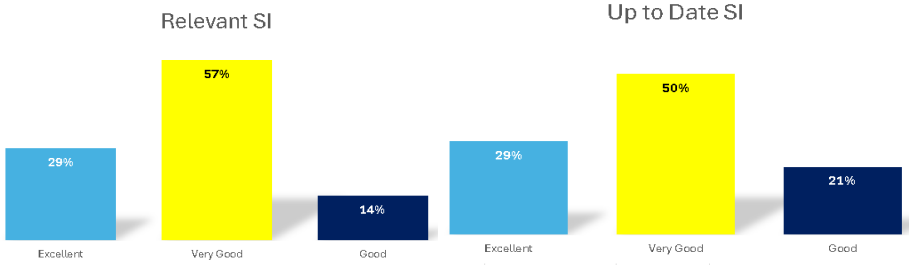


7-) Was the content of each module relevant and up-to-date with current industry practices and technologies?

All courses are found up to date and relevant by the respondents

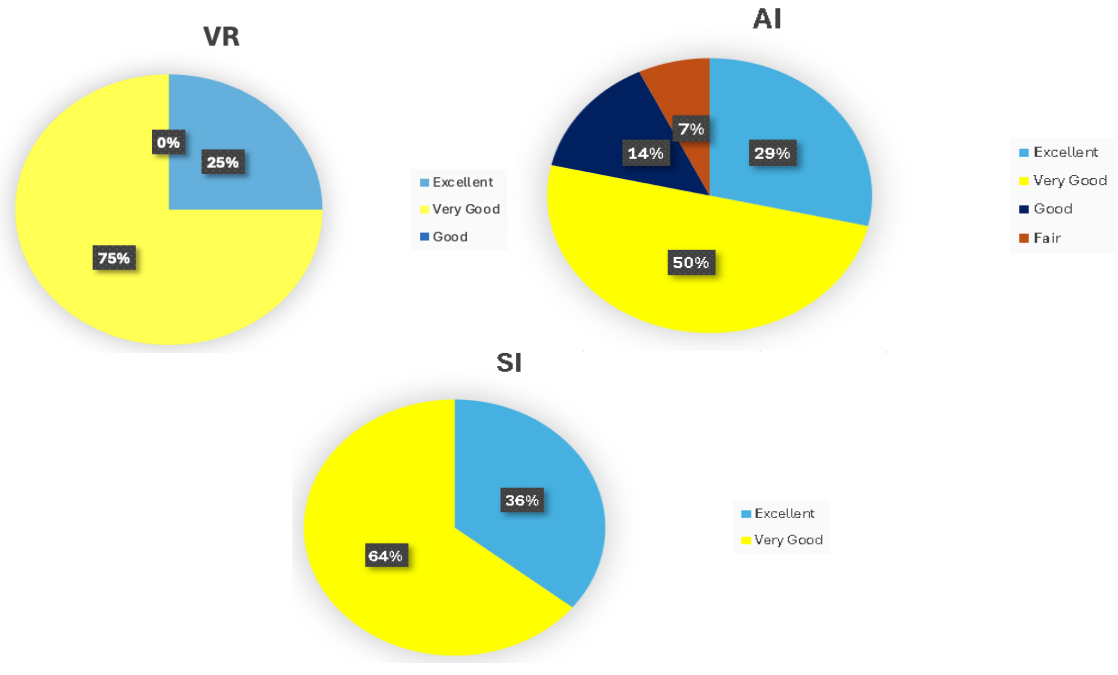






8-) To what extent did the course content meet the learning objectives stated at the beginning of each unit?

All VR and SI respondents find course content fully satisfactory to meet the learning objectives stated at the beginning of each unit. However 7 % of AI respondents found the course content fair.



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

Participants highlight several issues with the AI and SI modules, including excessive repetition in content and quiz questions, inconsistent formats (e.g., varying file types and audio availability), and a lack of systematic documentation.

They emphasize the need to clarify whether the modules are designed for trainer training or SMEs. Progress tracking issues, broken links, and browser compatibility problems further hinder accessibility, often requiring users to redo modules, which is time-consuming.

Structural problems such as overly long modules due to repeated topics and unclear organization of titles disrupt the learning flow. Participants recommend reorganizing the content, removing redundancies, and adding a navigation section to enhance usability

SI participants expressed their gratitude for the comprehensive and well-prepared training program while providing detailed feedback for improvement. They highlighted inconsistencies in the structural design of the units, such as some units relying solely on videos (e.g., Unit 3.1 - CSR Overview) while others use slides. They emphasized that audio narration and downloading options are available for some units but not for others. They further noted that there are significant variations in content density across units. For instance, while Unit 3.2 consists of more than hundred slides, Unit 3.4 has only 14 slides. Simplifying and balancing these materials were suggested to enhance the learning experience. Additionally, they noted that the course appeared to be designed for end-users rather than trainers, with only Unit 3.2 including an Instructors' Manual.

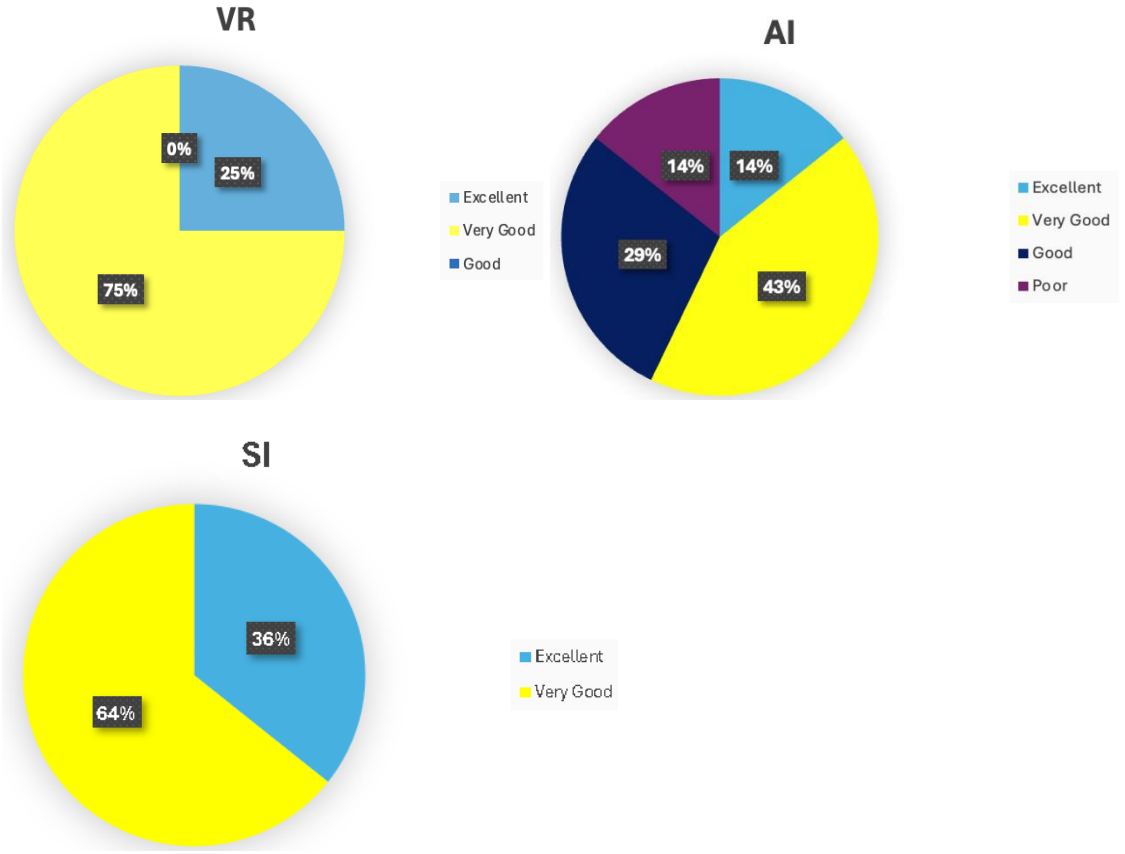
They recommended developing a comprehensive Instructors' Manual for all modules, including detailed explanations, answer keys, activity guidelines while shortening the content of the units. They also proposed a separate training program tailored for instructors. Concerns were also raised about the relevance of some units with social Innovation. In particular, they criticized the relevance of Unit 3.3 market research in SI. They highlighted some overlaps such as Effective Communication both in Unit 2.8 and Unit 3.5, Ethical Thinking both in Unit 2.10 and Unit 3.6, and repeated discussions of the topics "Change Management" and "Digitalization" across multiple units. Participants suggested integrating overlapping content and clearly distinguishing similar topics to streamline the training program and eliminate redundancy.

According to feedback from AI participants,in order to further improve the experience, participants have suggested streamlining repetitive topics by consolidating similar content, ensuring consistent availability of lecture notes across all modules, standardizing interactive question formats, and addressing issues such as the "Show Results" button malfunction. Additionally, it was recommended to improve module progress tracking by organizing headings or adding a content flow, ensuring consistency in content formats (e.g., PDFs, audio, videos), and providing appropriate language support for the target audience**.**

PART2.2 LEARNING RESOURCES AND MATERIALS

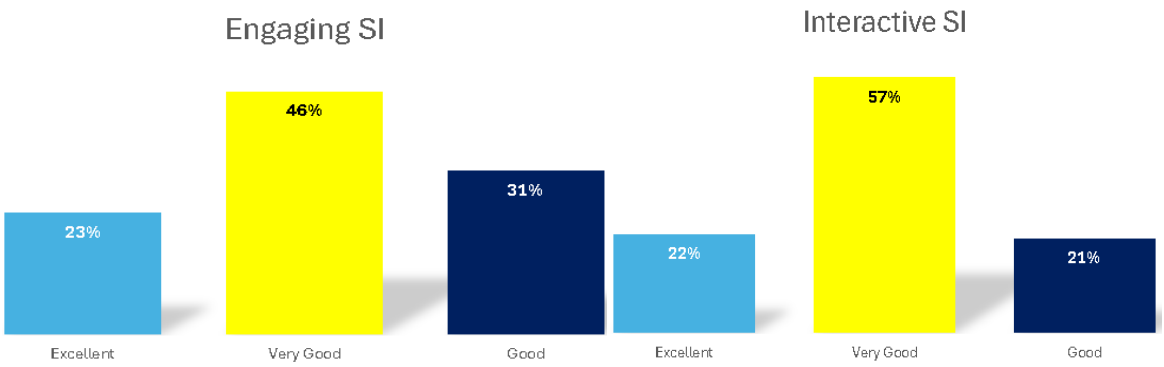
10-) How would you rate the quality of learning resources (e.g., readings, videos, case studies) provided in the course?

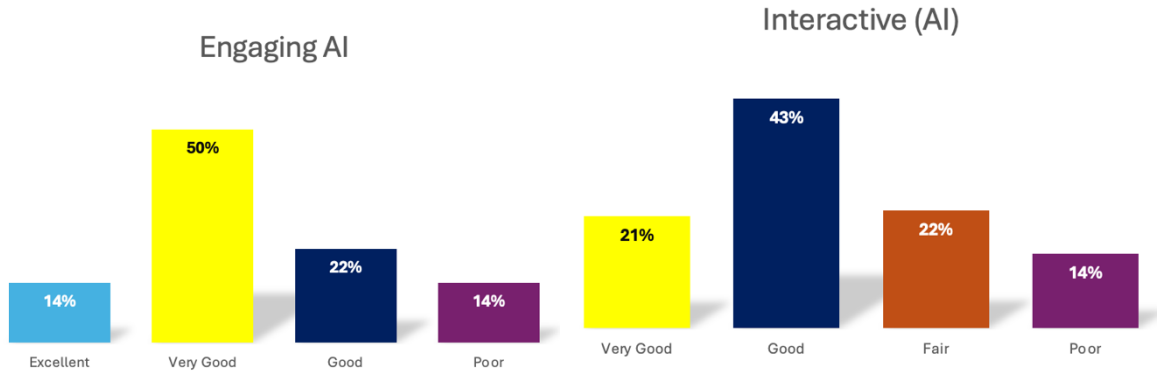
Although quality of SI and VR course content found fully satisfactory, 14% of the AI respondents found the course content poor.



11-) Were the materials engaging and interactive enough to keep learners' interest?

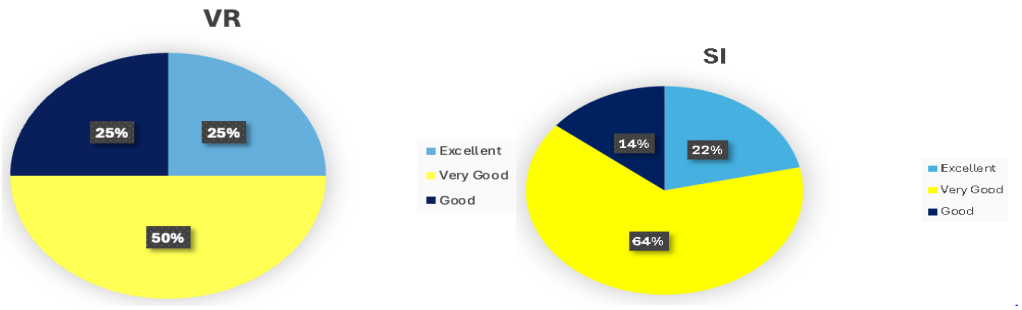
Although VR and SI materials found satisfactorily engaging and interactive enough however 14% of the AI respondents found the materials poor in terms of interactivity and engagement

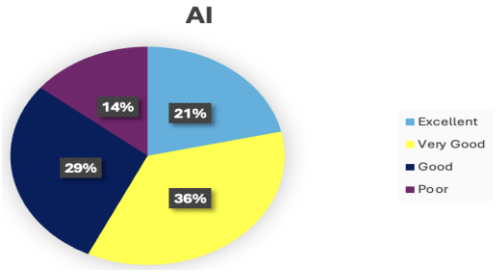




12-) How useful were the supplementary resources (e.g., external links, additional readings)?

Although VR and SI supplementary resources were found useful by all respondents however 14% of the AI respondents found them poor.





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

The **VR participants** state that the resources provided in the relevant module are sufficient, particularly for raising awareness and promoting understanding of VR. They emphasize that these resources effectively contribute to building knowledge and increasing consciousness about VR.

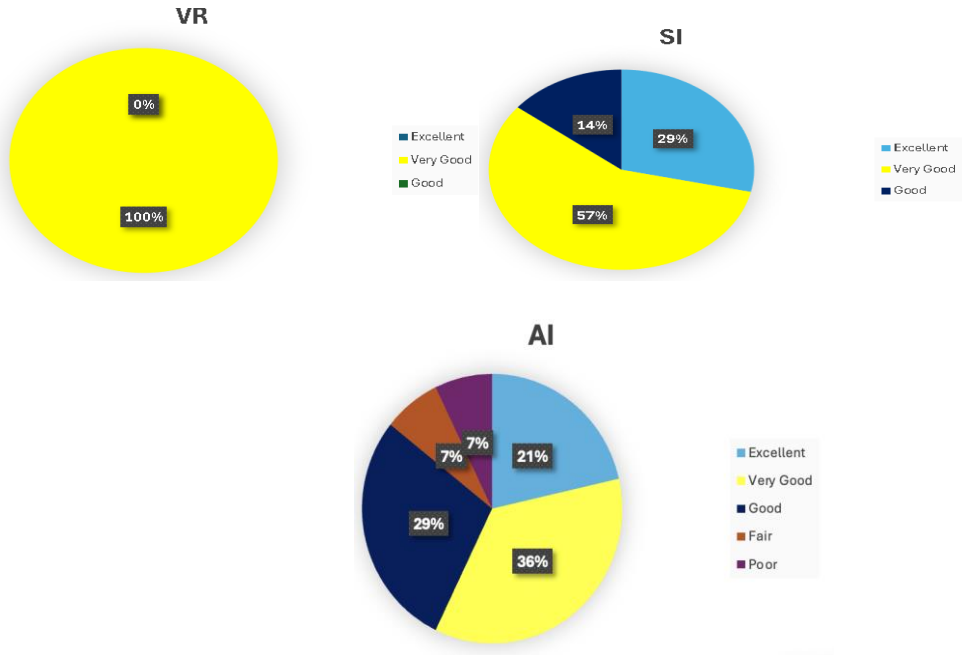
SI participants stated that more detailed good practice examples should be included. They suggested that all examples could be designed in line with the 5W 1H process to help find answers. They mentioned that the course was generally very sufficient.- Participants suggested inclusion of more case studies/narratives from real life. They criticized the current examples, such as the challenge case unit (Digital Transformation for SMEs in the Retail Industry) for being a conference proceeding. Trainers suggested that some subjects in the modules need a summary to be included. Instructors Manual is suggested for all units as provided for Section 3.2.

According to feedback provided by **AI participants**, it has been stated that supplementary resources were considered to offer sufficient and rich content. However, some participants mentioned that they were unable to fully review these resources and intended to save them for later offline review. Making the supplementary resources available for offline access could increase their usage rate and contribute more effectively to the participants' learning process

PART 2.3 ACTIVITY DESIGN AND ASSESSMENT PRACTICES

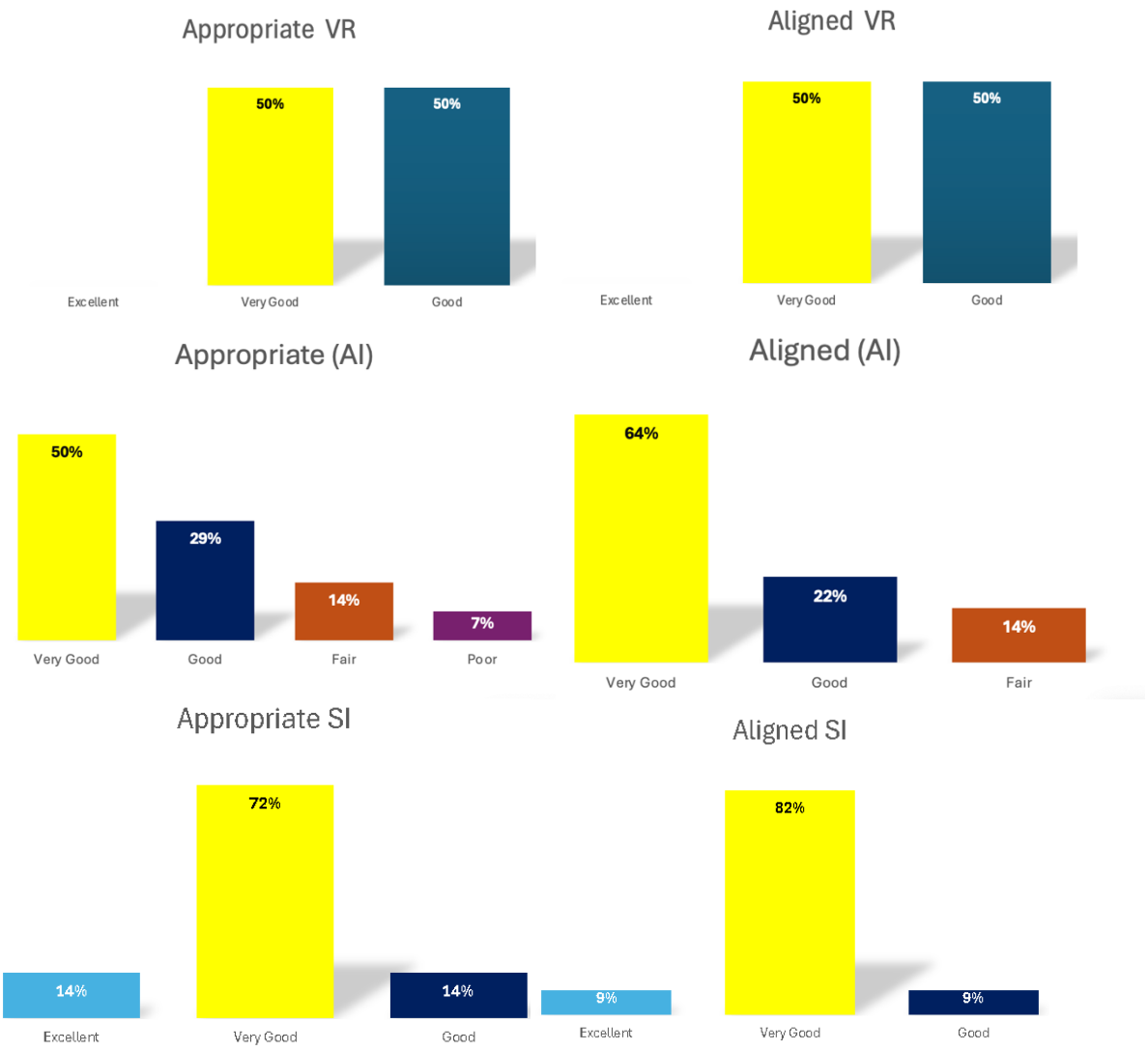
14-) How effective were the learning activities (e.g., discussions, exercises, case studies) in supporting the course objectives?

VR and SI respondents found learning activities fully effective however %14 of AI respondents were not satisfied with the learning activities and found them either poor or fair.



15-) Were the assessments (e.g., quizzes, assignments) appropriate and aligned with the learning outcomes of the modules?

All VR and SI respondents find assessments appropriate and aligned with the learning outcomes however 21% of AI respondents found them not appropriate and 14 of AI respondents think that assessments are poorly aligned with the learning outcomes.



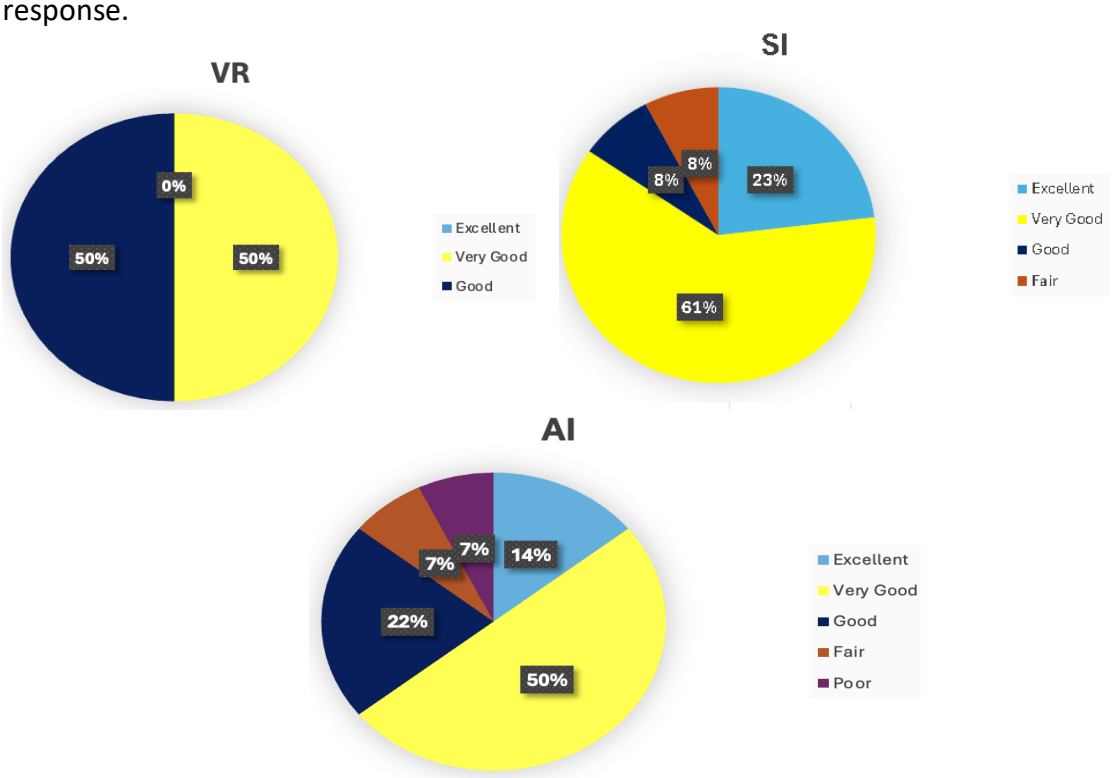
16-) Do you consider the feedback expected in the assessments to be constructive and helpful for learner improvement?

SI Trainers seem the most satisfied overall, with the highest percentage of "Excellent" ratings and a low level of negative feedback.

AI Trainers show more mixed feedback, with both positive and negative comments, suggesting room for improvement, particularly in making the course more effective and relevant.

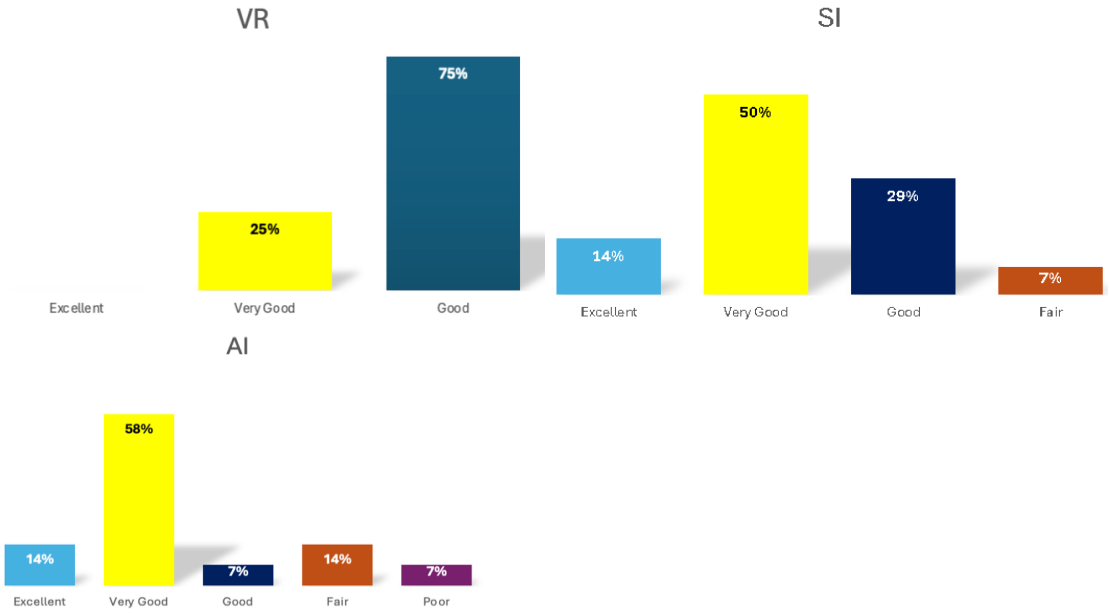
VR Trainers have a generally favorable view, but their feedback is a bit more neutral, with no "Excellent" ratings and a significant portion rating it as "Good."

In summary, the SI course appears to have the best overall reception, while AI might need adjustments to improve trainer satisfaction, and VR has a more neutral but still positive response.



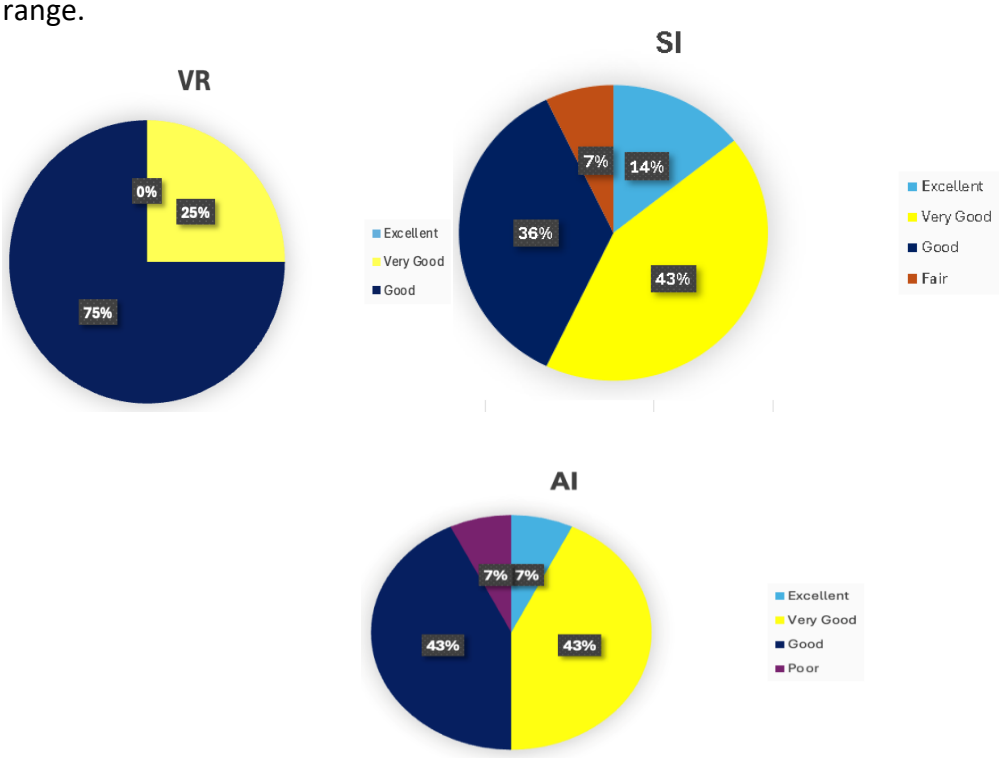
17-) Do you consider that the assessment practices measure the intended learning outcomes effectively?

AI Trainers showed the most dissatisfaction with the assessment practices, with 21% rating it as "Fair" or "Poor." In contrast, VR Trainers had no negative feedback, and SI Trainers had only 7% "Fair" feedback, indicating a relatively positive view of the assessments.



18-) Pedagogical Soundness: Do you consider that the course is structured to build knowledge progressively, with each module reinforcing and expanding upon previous lessons?

SI trainers provided the most positive yet varied feedback, with some rating the course as excellent and some as fair. VR trainers showed a consistent but moderate assessment, with most rating it as good and no one rating it as excellent or poor. AI trainers had polarized opinions, with some finding it excellent, some poor, but the majority still in the good-very good range.



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

VR Trainers

- Reduce the number of assessments to enhance the learning experience without compromising depth.
- Incorporate real-life examples from Turkish companies to provide practical insights and make the content more relevant to learners in Turkey.

SI Trainers

- Improve text formatting by clearly distinguishing main headings and subheadings for better comprehension.
- Provide concrete examples alongside instructions to clarify expected student tasks.
- Use more visual elements (e.g., tables, graphs, figures) to break up text-heavy sections and make learning more engaging.
- Fix non-functional links and simplify content for better usability.
- Introduce small self-assessment surveys for businesses to evaluate their knowledge and identify areas for improvement.
- Standardize video lessons and PDF materials to maintain consistency across the four modules.

- Clarify unclear assignments (e.g., the trainers had difficulties in understanding the activities entitled "Developing a Plan Competition" and "Restitution, Reflection, and Discussion" in Unit 2.4).
- Simplify time-consuming assignments (e.g., personal development plan, competition plan).
- Standardize exam placement and functionality to avoid confusion (some exams are embedded in slides, others are in separate quiz sections).

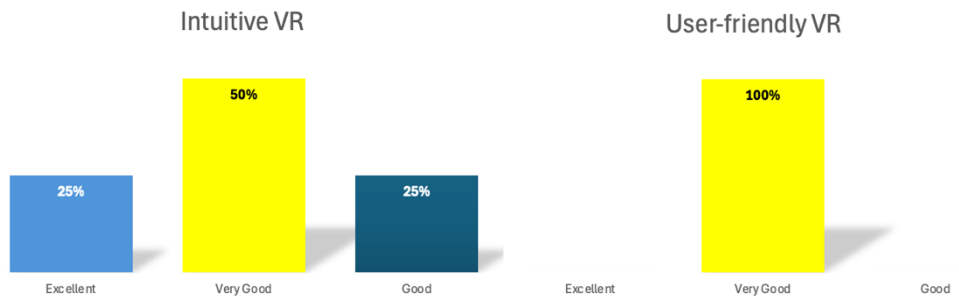
AI Trainers

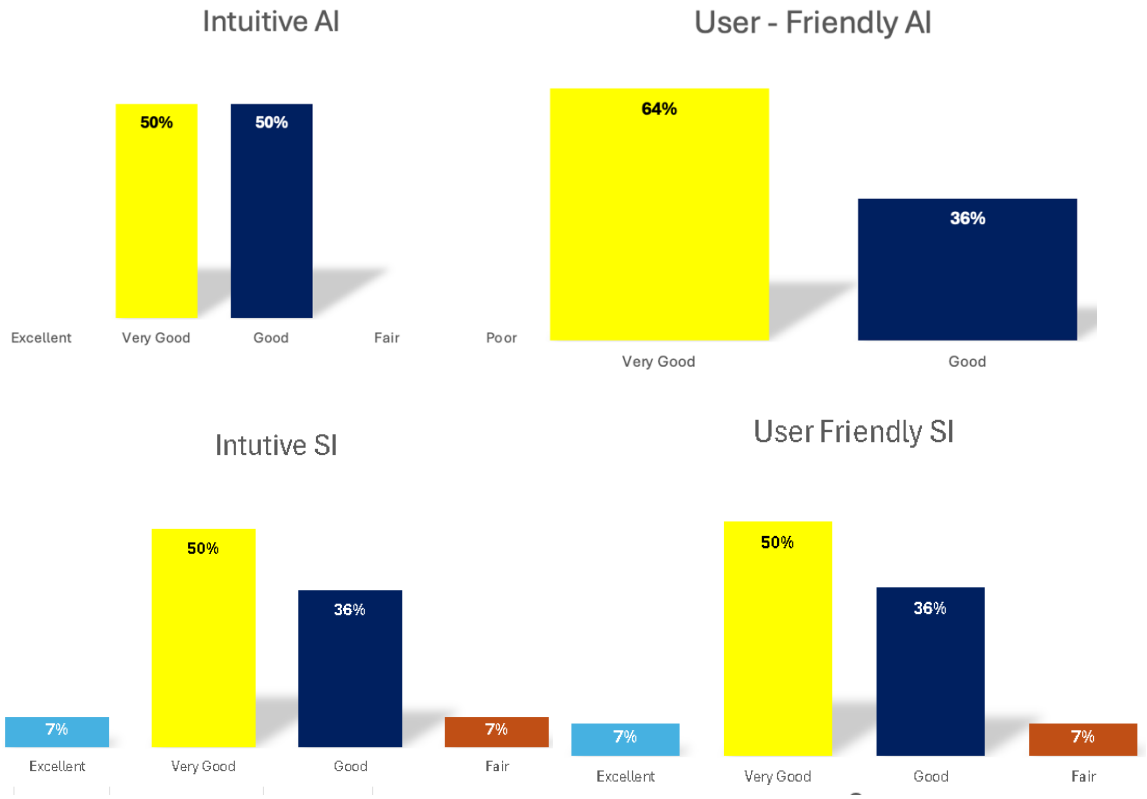
- Standardize video lesson and PDF materials across the four modules for consistency.
- Ensure all links are clickable to improve accessibility (e.g., non-clickable links in "Module 1: AI in Digital Marketing").
- Introduce short quiz questions between slides to reinforce learning in a structured way.
- Move long-answer questions to the evaluation section to maintain focus during lessons.
- Use a concise question-answer format for assessments, especially for SMEs, as it is seen as more effective than lengthy assignments.

PART 3 USABILITY and USER EXPERIENCE OF THE EULEP PLATFORM

20-) How intuitive and user-friendly was the EULEP platform for navigating the course?

VR trainers found the platform the most user-friendly but were less enthusiastic about its intuitiveness. SI and AI trainers had the most similar distributions in both categories, but AI trainers had a small percentage rating it as "Poor" for intuitiveness. All groups leaned toward positive ratings, though SI trainers had the most diverse range of opinions.





21-)Did you encounter any technical difficulties while using the platform?

More than half of the trainers encounter difficulties while using the platform.

	YES	NO
VR Trainers	2	3
AI Trainers	10	3
SI Trainers	10	4
Total	22	10

22-)If you experienced technical issues, please describe them and suggest possible improvements.

Save and Progress Tracking Issues (VR, AI, SI participants):

- Implement an autosave feature to ensure quizzes and activities are saved in real-time, preventing progress loss.
- Improve the system's tracking of completed activities, ensuring that quizzes and modules are accurately marked as "completed" once participants finish them.
- Add a more reliable method of updating progress bars and completion statuses that immediately reflect user actions.

Course Completion and Module Status (AI, SI participants):

- Review and refine the algorithms that track course completion and module statuses to ensure that modules marked as "completed" are correctly recorded and reflected in the system.
- Resolve issues where videos are marked as "unwatched" or "incomplete" even after they have been viewed or completed.

Mobile Accessibility (AI participants):

- Enhance mobile responsiveness, particularly for drag-and-drop activities, to ensure smoother interactions for users on mobile devices.
- Consider providing an alternative method for mobile users to complete certain tasks that may be challenging on smaller screens.

Progress Continuity and Seamless Experience (SI participants):

- Implement functionality that allows users to save their progress and easily pick up where they left off without restarting modules.
- Resolve broken links and inaccessible pages to maintain a smooth user experience.
- Back or re-read should be available even when the unit is finished (for instance, some trainers complained about being unable to retake this lesson and an error message appeared as "you are not allowed to retake this lesson" in Unit 3.1 in SI).

General Usability Enhancements:

- Improve the interface to minimize the need for repeated actions (e.g., restarting modules) and streamline the overall navigation for a smoother user journey.
- Introduce clearer error messages or prompts for users when the system detects issues with progress tracking or module completion.
- Zooming option can be added required to see the small fonts (for instance, the participants noted that in the SI Module Unit 2.1 the font size is very small and the page cannot be zoomed in).
- Refreshing the page is required when the suggested links did not work, such as slides 65-66 in Unit 3.2.

23-)How effective was the platform in facilitating interaction and engagement (e.g., forums, collaborative tasks) among participants?

VR participants found the platform effective (100%) in facilitating interaction and engagement. AI participants had mixed opinions, with 7% rating it as ineffective, 57% as effective suggesting room for improvement but generally positive feedback. SI participants were more varied, with 6% rating it asineffective, 33% as moderately effective, 53% as effective, and 7% as very effective.

	Ineffective (1)	**2**	**3**	**4**	**Very effective 5**
VR				**%100**	
AI	**%7**		**%36**	**%57**	
SI		**%6**	**%33**	**%53**	**%7**

24-) Do you think that any features or functionalities need to be added to the EULEP platform to enhance user experience?

More than half of the respondents feel that additional features and functionalities should be added to the platform.

	Yes	No
AI	11	2
VR	2	3

SI	7	7
Total	20	12

PART4 SATISFACTION LEVEL-OVERALL FEEDBACK and IMPROVEMENT

25-) If yes, what features or functionalities would you suggest adding?

1. Faster Assignment Submission and Evaluation:

- **Automated Evaluation System**: Streamline the submission and evaluation processes by incorporating automated grading for assignments and quizzes, which would allow for faster feedback.
- **Instant Submission Confirmation and Feedback**: Provide instant confirmation once assignments are submitted, and offer automated feedback where appropriate to speed up the process and reduce wait times.

2. Consistent and Accessible Presentation Formats:

- **Standardized Presentation Formats**: Aim for a more consistent presentation of course materials across modules. Choose a single, unified format (e.g., PDF or embedded multimedia) and ensure that all materials are easy to navigate and view across devices.
- **Zoom Functionality for Slides**: Add a zoom feature to slides where text size is too small, particularly in Units like 2.11, to ensure accessibility for all users.
- **Navigation Flexibility**: Ensure that users can move freely through the course materials by allowing them to go back to previously completed lessons, especially if there's valuable content they need to revisit.
- **Error-Free File Downloads**: Address issues with inaccessible links and resolve errors that occur when files can't be downloaded.

3. Improved Interactivity and Answer Recognition:

- **Enhanced Answer Recognition**: Fix the issue of case sensitivity and incorrect answer recognition in fill-in-the-blank exercises. This could be resolved by making the system case-insensitive or by allowing multiple variations of correct answers (e.g., recognizing articles like “a” or “the”).
- **Table and Data Input Issues**: Resolve issues preventing participants from inputting data into tables or typing the required text in exercises. Ensuring smooth functionality for all interactive components would improve user experience.

4. Mobile Device Optimization:

- **Mobile-First Design**: Prioritize the platform’s responsiveness to mobile devices to ensure that users have a smooth experience when using smaller screens. A mobile-first approach could enhance usability for those accessing the platform from their phones or tablets.
- **Focus Group for Mobile Improvements**: Conduct a dedicated focus group with mobile users to understand their challenges in detail and tailor the platform to meet their needs effectively.

5. Consistent Accessibility Features:

- **Transcripts Across All Modules**: Expand the availability of transcripts to all sections of the course, not just Module 1. This would support users with varying accessibility needs and create a more inclusive learning environment.

- **Visual and Audio Accessibility Options**: Consider offering alternative formats like audio descriptions or subtitles for videos and other media to further cater to diverse learning needs.

6. Pre-Assessment and Maturity Evaluation:

- **Pre-Assessment at the Start**: Introduce a comprehensive pre-assessment that evaluates the company's readiness and maturity in the subject area. This would help participants identify gaps in their knowledge and give instructors better insights into each participant's starting point.
- **Tailored Learning Paths**: Based on the pre-assessment, customize the learning path and training content for each participant or company to address specific knowledge gaps, enhancing the relevance of the course.

7. Improved User Engagement and Motivation:

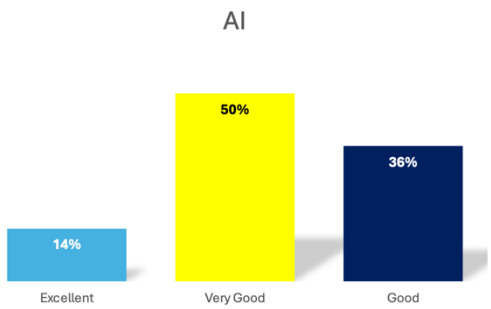
- **Progress Tracking and Motivation**: Ensure that users are motivated to complete modules by providing clear, accurate tracking of their progress. Incentives or rewards for milestones (e.g., badges, certificates) could also encourage continued participation.
- **Gamification Elements**: Consider incorporating elements of gamification, such as leaderboards, achievement tracking, or interactive challenges, to engage users more effectively and make the learning process more enjoyable.

26-) After comprehensively reviewing the course, do you feel prepared to train others by offering methodological guidelines for completing the learning pathways?

VR trainers are the most confident, with the majority rating the course highly (60% excellent).

SI trainers are also positive but show some concern, with a significant portion rating it as good (22%).

AI trainers are the least confident, with almost 40% rating the course as good, indicating room for improvement, especially in terms of actionable insights and practical applications.



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

VR Training Support:

- **Practical Application**: Participants stressed that VR education needs to be hands-on. Written materials alone are insufficient for effective VR training. It's important for trainers to use VR goggles in their sessions to reinforce learning and make the paradigms more tangible.
- **Enhancing Training Materials**: While the course quality is high, the trainers need more practical, immersive experiences. Trainers should have access to VR hardware and guidance on how to structure practical sessions to enhance the learning process.

AI Training Support:

- **Real-World Case Studies**: Presenting detailed case studies that show AI adoption across various business areas could help learners integrate knowledge more effectively. These case studies should be diverse and include companies of various sizes, not just large corporations.
- **Video and Practical Content**: More videos are needed to complement the written materials. AI trainers also suggested having video narration transcripts available as PDFs for learners to follow along more easily. A consistent case study throughout the training would also help reinforce the practical application of AI tools.
- **Course Workload and Structure**: AI participants noted that the workload needs to be recalculated to allow more time for learning. External resources like readings and videos should align more clearly with learning objectives. They also suggested reducing repetitive content and ensuring the evaluations are clearer and more structured.
- **Mentorship and Guidance**: To better prepare trainers, AI participants recommended adding mentorship support, providing more practical guidance documents, and ensuring that real-time communication among trainers is improved (perhaps through online meetings or live scenarios).
- **Clarify Requirements**: The expectations for tasks like the SWOT analysis are unclear. Clarifying whether it should be company-specific or part of the module itself would help participants understand the expectations better.
- **In-Depth Training Content**: AI trainers suggested that the course should offer more detailed and practical insights, especially concerning the AI applications in various departments. The course is currently seen as introductory, and it should go deeper into the practicalities of AI adoption.

SI Training Support:

- **Training of Trainers Materials**: SI participants recommended including specific materials for trainers to help them transfer learning outcomes more effectively. This might involve practical training guides or mentorship.
- **Reduce Repetition and Simplify Content**: Similar to AI participants, SI trainers emphasized the need to reduce repetition and simplify certain sections of the course. They also recommended recalculating the workload for more balanced time management.
- **Clearer Guidance**: Trainers would benefit from clearer, more structured training resources and guidance documents to help them prepare more efficiently.

- **Interactive and Engaging Learning**: To ensure engagement, SI trainers suggested incorporating brief seminars or pilot education programs. They also mentioned that, while the content is well-prepared, making some sections more accessible could improve efficiency when delivering training to company personnel.

General Recommendations:

- **Supportive Resources**: All groups emphasized the importance of practical, interactive support, such as practical training, mentorship, and structured guidance materials. This would help trainers prepare better and ensure more effective delivery of the training.
- **Aligning Materials to Objectives**: External resources (such as readings and videos) need to better align with the learning objectives to prevent confusion and improve the clarity of the course.
- **Feedback on Clarifications**: Clearer definitions of expectations (e.g., for assignments like SWOT analysis) would help participants stay aligned with the course goals and reduce misunderstandings.

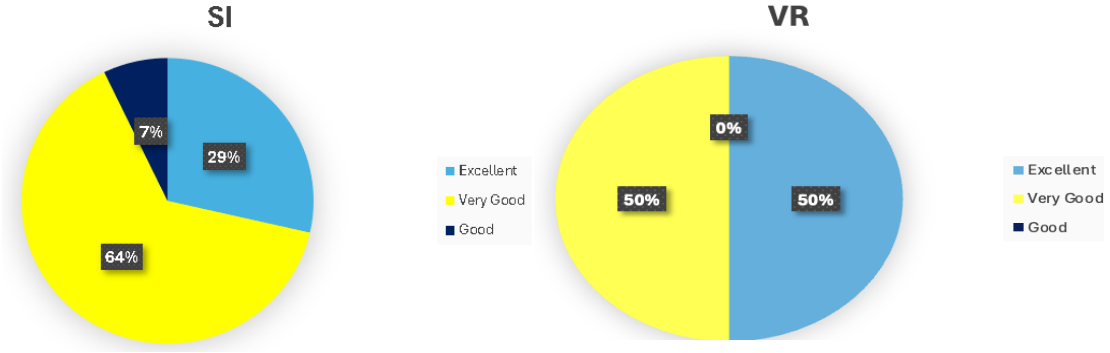
In summary, to better prepare trainers for the next phase (training businesses), there is a need for practical, hands-on training experiences, more detailed and engaging content, clearer guidelines, and more communication and mentorship among educators.

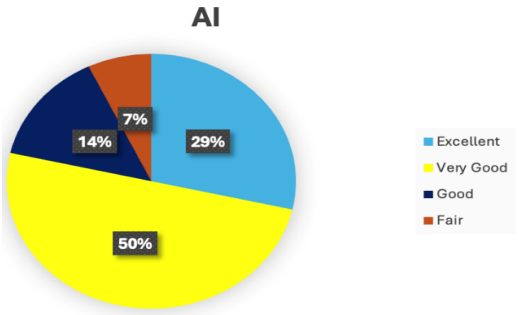
28-) What is your overall satisfaction with the training pathway (MOOC) you reviewed and tested?

The satisfaction level among SI trainers is high, with the majority (64%) rating the training pathway as "very good." A smaller percentage rated it as "excellent," but overall, most participants were happy with the course. Only a small portion rated it as "good," indicating minor areas for improvement

VR trainers are very satisfied with the training pathway, with an even split between "excellent" and "very good" ratings. This suggests that half of the trainers felt the course was of top-notch quality, while the other half found it to be strong but with some room for improvement.

AI trainers' notable portion (21%) rating the pathway as either "fair" or "good," pointing to potential areas where the training could be made more practical and engaging.





29-) Please feel free to provide any additional comments or suggestions that according to you would help to improve the overall quality of the course and the learning experience.

The feedback highlights a strong preference for a blended learning approach, with a balance of in-person and online sessions. Participants stressed the need for practical application, real-world case studies, and simplified content. Improvements in platform functionality, workload balance, and clearer alignment between materials and assessments are key recommendations. Additionally, incorporating more industry-specific examples and addressing time constraints could significantly improve the training pathway's effectiveness and engagement.

VR Module Suggestions:

- **Application Section**: It was suggested that an in-person application section be added for VR topics that can be taught online. This would allow for a more hands-on learning experience and ensure better engagement.
- **Simplifying Content**: Some topics could be explained in simpler terms to improve comprehension, especially when dealing with companies. Practical, industry-relevant information is preferred over academic theory.
- **Reducing Assessments**: Participants recommended reducing the number of quizzes and assessments, proposing that one general evaluation per chapter would suffice to keep the course easier to follow.
- **Tailoring Examples**: Application examples should be selected based on the target audience (e.g., industry or sector) to ensure they are relevant and practical.

AI Module Suggestions:

- **Practical Application and Case Studies**: AI participants emphasized the importance of incorporating practical application examples and case studies from various industries. For instance, they suggested showcasing AI tools in areas like logo design, ChatGPT prompts, and AI-generated presentations.
- **Reorganizing Content**: The course content could be reorganized for easier navigation, with clearer connections between readings, assessments, and practical applications.
- **Balance Workload**: The overall workload, particularly with quizzes and assignments, was seen as overwhelming for some learners. Participants recommended reducing the number of quizzes and focusing more on practical, business-relevant AI applications.
- **AI in Teaching**: It was suggested that the course showcase AI applications in the learning process itself, such as avatars for delivering content or AI-generated advertisements to demonstrate its utility in marketing and business processes.
- **In-Person Training**: Some participants recommended a blended approach, combining online and in-person sessions to enhance engagement and interactivity. They

suggested that the majority of training be conducted face-to-face, particularly where geographical barriers are not significant, to provide a more effective learning experience.

SI Module Suggestions:

- **Platform and Navigation Issues**: Some SI participants reported difficulties with the MOOC platform, such as being unable to track their progress or access certain links or pages. Improving platform functionality and ensuring accessibility are key suggestions.
- **Aligning Materials with Assessments**: There was feedback that reading materials and assessments were not well-aligned, and participants recommended reorganizing content to match the workload.
- **Translation into Turkish**: Translating course materials into Turkish, especially case studies and presentations, would save time and effort for participants and trainers.
- **Sector-Specific Case Studies**: SI trainers emphasized the need for case studies tailored to various sectors, as well as including digital maturity evaluations to help participants assess their organizations.
- **Time Allocation**: Some participants felt the allocated time for the course was insufficient given their other responsibilities. Extending the time or incorporating more flexible options might better suit their needs.
- **Blended Learning**: Similar to AI trainers, SI participants suggested a blended learning approach to balance text-heavy sections with online training sessions and face-to-face workshops, particularly for leadership and teamwork topics.

General Suggestions Across All Modules:

- **Practical and Interactive Learning**: Across all groups, there was a consensus that the course should include more practical, hands-on application and in-person training opportunities to enhance engagement and reinforce theoretical knowledge.
- **Recalculation of Workload**: Several participants mentioned that the course workload, especially in terms of assignments and quizzes, felt overwhelming. Reducing the number of assessments and balancing the workload with practical applications was seen as important for better engagement.
- **Content Alignment and Structure**: Aligning reading materials with assessments, reorganizing the course for easier navigation, and incorporating a more structured training flow were common suggestions to improve overall effectiveness.
- **Case Studies and Industry-Relevant Examples**: Participants emphasized the need for case studies from various industries to make the course more relevant and applicable to businesses of all sizes and sectors.

To enhance the user experience here are some suggested improvements:

1. Incorporate a Turkey-Specific VR Example:

- **New Section or Heading**: Add a dedicated section or heading in the Turkey module that highlights a real-world example of a company in Turkey utilizing VR technology. This could serve as a practical illustration of how VR is being used locally and provide contextual relevance for participants.

2. Course Content Balance and Structure:

- **Review Module Content**: Ensure that modules are balanced in terms of content length and depth. Some modules may need to be condensed or expanded for a more consistent learning experience.

- **Reduce Quiz Frequency**: Reassess the frequency of quizzes to avoid disrupting the learning flow. Instead of frequent assessments, consider placing quizzes at the end of key sections or as cumulative assessments.
- **Improve Quiz Design**: Make quizzes more engaging and challenging by removing obvious answer patterns (e.g., three negative answers and one positive). This would encourage deeper engagement with the content.

3. Focus on AI Tools for SMEs:

- **Tailored AI Applications for SMEs**: Include practical guidance and specific examples of AI tools that small and medium-sized enterprises (SMEs) can use. Provide actionable insights on how these tools can be implemented effectively to address unique challenges and improve operations in SMEs.

4. Interactive Features for Engagement:

- **Chat Channel for Collaboration**: Implement a chat feature to allow participants to collaborate and discuss course materials, fostering group work and problem-solving.
- **AI Assistant or Chatbot**: Introduce an AI assistant or chatbot to answer participant questions in real-time and assist with navigating course content.
- **Small Self-Assessment Surveys**: Include short, focused surveys to enable businesses to self-assess their understanding of key topics, helping them track their learning progress and identify areas for improvement.

5. Multimedia Content and Resource Condensation:

- **Increase Video Content**: Incorporate more video-based materials and reduce the reliance on text-heavy resources. This could make the learning experience more dynamic and visually engaging for participants.
- **Condense Text-Based Resources**: Ensure that text-based materials are concise and to the point. Long paragraphs of text could be broken down into bullet points or summarized in video form to enhance engagement.

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