

REPORT

ONLINE TRAINING ACTIONS

IO3 TRAINING OF TRAINERS



Welcome to Trainer's Course

What you can learn in this module

The main aim of **This module** is to train and to show you which are the required skills that learners need to manage the digital competencies and how to help them to improve it. This module concerns the five digital competences, which are often associated with key competences.

Duration of the Module in hours
26 hours of online learning and practice

DIGITAL COMPETENCES

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1. TRAINING ACTIONS METHODOLOGY

Due to this is an online course, our methodology is based on:

- Giving the trainers the chance of accessing to a quality training, erasing the barriers between time and space.
- Allowing the trainers to personalize their work through an open and flexible learning.
- Arousing a quality teaching through a close and efficient monitoring that helps the trainers with their work's monitoring and the accomplishment of the several tasks that have to be done.

Methodology	
Forums	Participating in the forum assessing the messages sent by the trainers
Additional resources	We will add documents, links, videos, etc.; related to the agenda.
Course contents	<p>It contents the most important course's contents, those that will have to be studied and internalised by the students. This content is interactive and dynamic, so that it facilitates the students to learn. The next elements will be present:</p> <ul style="list-style-type: none">• Pre-evaluations: it will allow to the trainers to check out their knowledge.• External links or hyperlinks that will enrich the information.• Videos, schemes, illustrations, photos and infographies integrated on the content.
Assessment	It is about downloading a template that should be filled out by the students where they will assess the knowledge they acquired while doing the course.

1.1. Starting course

The start day, people enrolled on the course will receive on their email a welcoming message, giving them their user name and the keyword to access the platform.

Moreover, they will receive a second message from the driver as well as the requirements to pass the course. The **Pedagogical orientation guide for the student** will be available on the platform. It is essential for the trainers to read it carefully in order to know all the aspects related to the methodology and the requirements imposed for the right completion and use of the course.

1.2. Course completion

Each module consists of:

- **Theoretical and practical contents** to be visualised and completed on the tele-training platform (moreover, additional documents can be add to be downloaded).

These contents are the base for the teacher to propound their learning-teaching process, making of this a training one for their students.

They are a group of settled actions aimed to the implementation of procedures, strategies, techniques, skills, dexterities, methods... that help the students to master the learning's goal. This contents vary on difficulty, acquisition and mastery, so that the time to assimilate them changes depending on how simple or complex they are.

- **Self-assessment activities**, included in the theoretical units. **They do not give points** for the final score of the course, but are really useful to fix the theoretical contents explained in each unit and can be done as many times as wished.

They are practical activities that are given to the student body within the SCORM's content looking for making them easier to achieve the learning goals.

- **Qualifying Assessment(s)** for the final course's score.
The student must download a template to fill it out and that will be used to assess the knowledge they have acquired during the completion of the course.
- **Additional resources** that will be daily uploaded by the tutor on the teleformation platform to be read and studied.

They consist on a series of documents that will be uploaded to the forums by the teacher as an additional complement of the training actions. You will find different types of these documents: videos, word documents, images, or debates raised by the tutor that look for this way a feedback with the student.

- Participating in **the forum**, where the student body will have to leave their comments and reflections on the topic of the module (both for the theoretical and practical content and the additional resources).

This fact makes the student body to exercise their creative and critical thinking by forcing them to base their opinions on solid arguments.

They encourage peer learning.

They allow to overcome limitations of time and space.

They bind the student body to organize their thoughts before writing them.

They educate on the respect to difference of opinion.

They help to understand and appraise the differences.

1.3. Follow-up

Subsequently, a follow-up of the student body's progress will be carried out regularly.

1.4. Passing the course

The student body can obtain a certificate of attendance of de course if they meet the next requirements:

- Complete, at least the **75%** of the course's content.
- Complete the final evaluation template and send it via e-mail.

1.5. Tutorings

The student body will dispose of a tutor that can be contacted in order to clarify any doubt related to the agenda and the contents of the course. They can contact the assigned tutor making use of some of these resources:

Teleformation platform's internal mail, sending to a message to the assigned tutor (**recommended mean of contact**).

Down below, we show you the steps to be taken when sending a message:



Curso SEAG0209: Limpieza en espacios abiertos e instalaciones industriales

Agregar destinatarios **2**

Asunto

Mensaje

Adjuntos Tamaño máximo para nuevos archivos: Sin limite, numero máximo de archivos adjuntos: 6

Archivos

Puede arrastrar y soltar archivos aquí para añadirlos

3 Enviar Guardar Desechar

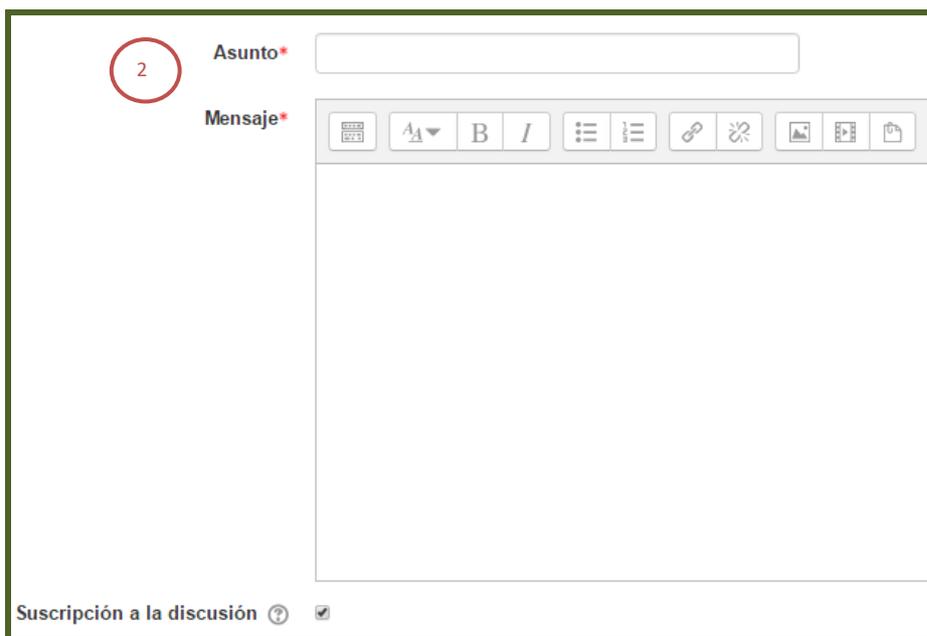
- **Course's forums:** these forums are the ones that the tutors enable within the course in order to do activities related to the course or clarifying any doubt that could arise while doing it.

These are the forums:



They work like this:

Añadir un nuevo tema de discusión **1**



3

All emails sent externally must incorporate an identification with the next data: name and surname of the student, name of the course he/she is doing, and in the case they are sending a document, the name of this document.

1.6. Student attention centre

Whenever the student body faces any kind of technical problem (entering the teleformation platform, doing any of the theoretical and practical modules of the course, etc.) and they cannot solve it making use of the information included in the [Teleformation User Guide](#), they may contact by phone or by mail with the tutor or support team.



Support by phone in each edition



Support by mail in each edition

2. TRAINING ACTIONS DETAILS

Although the dates of the celebration of the courses varied a little in each one of the different countries where they were realized, these are the general data of the formative action of the trainers. The specific data is shown below by countries.

2.1. Courses data:

POSTAL 3

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		28-11-2016	81,82	SUPERADO
Participante 2		28-11-2016	81,82	SUPERADO
Participante 3		28-11-2016	72,73	SUPERADO
Participante 4		28-11-2016	72,73	SUPERADO
Participante 5		28-11-2016	0	NO SUPERADO
Participante 6		28-11-2016	45,45	SUPERADO

INTEGRA

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		28-11-2016	63,64	SUPERADO
Participante 2		28-11-2016	81,82	SUPERADO
Participante 3		28-11-2016	81,82	SUPERADO
Participante 4		28-11-2016	100	SUPERADO
Participante 5		28-11-2016	27,27	SUPERADO
Participante 6		28-11-2016	81,82	SUPERADO
Participante 7		28-11-2016	100	SUPERADO

IHK

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		12-12-2016	57,14	SUPERADO
Participante 2		12-12-2016	14,29	SUPERADO
Participante 3		14-12-2016	42,86	SUPERADO
Participante 4		12-12-2016	38,1	SUPERADO
Participante 5		12-12-2016	66,67	SUPERADO
Participante 6		12-12-2016	33,33	SUPERADO
Participante 7		12-12-2016	57,14	SUPERADO

BNW

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		14-12-2016	0	NO SUPERADO
Participante 2		24-02-2017	95,24	SUPERADO
Participante 3		24-02-2017	100	SUPERADO

Participante 4	14-12-2016	0	NO SUPERADO
Participante 5	16-03-2017	47,62	SUPERADO
Participante 6	14-12-2016	0	NO SUPERADO
Participante 7	14-12-2016	0	NO SUPERADO
Participante 8	24-02-2017	100	SUPERADO
Participante 9	14-12-2016	0	NO SUPERADO

GECKO

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		30-03-2017	100	SUPERADO
Participante 2		09-12-2016	0	NO SUPERADO
Participante 3		30-03-2017	100	SUPERADO
Participante 4		05-12-2016	0	NO SUPERADO
Participante 5		30-03-2017	90,91	SUPERADO
Participante 6		30-03-2017	100	SUPERADO
Participante 7		05-12-2016	18,18	SUPERADO
Participante 8		05-12-2016	0	NO SUPERADO
Participante 9		19-09-2016	63,64	SUPERADO
Participante 10		27-03-2017	0	NO SUPERADO
Participante 11		05-12-2016	18,18	SUPERADO
Participante 12		27-03-2017	54,55	SUPERADO
Participante 13		05-12-2016	0	NO SUPERADO
Participante 14		30-03-2017	90,91	SUPERADO
Participante 15		17-11-2016	0	NO SUPERADO

AREZZO

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		27-02-2017	52,38	SUPERADO
Participante 2		12-12-2016	52,38	SUPERADO
Participante 3		12-12-2016	52,38	SUPERADO
Participante 4		13-03-2017	52,38	SUPERADO
Participante 5		27-02-2017	52,38	SUPERADO

GAZI

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		14-02-2017	95	SUPERADO
Participante 2		14-02-2017	100	SUPERADO
Participante 3		14-02-2017	100	SUPERADO
Participante 4		14-02-2017	100	SUPERADO
Participante 5		14-02-2017	100	SUPERADO
Participante 6		14-02-2017	100	SUPERADO

AKTO

APELLIDOS	NOMBRE	INSCRIPCION	AVANCE %	CALIFICACION
Participante 1		27-01-2017	100	SUPERADO
Participante 2		31-07-2017	0	SUPERADO
Participante 3		27-01-2017	90,91	SUPERADO
Participante 4		27-01-2017	100	SUPERADO
Participante 5		31-07-2017	0	SUPERADO
Participante 6		27-01-2017	90,91	SUPERADO
Participante 7		31-07-2017	100	SUPERADO
Participante 8		27-01-2017	100	SUPERADO
Participante 9		27-01-2017	100	SUPERADO
Participante 10		27-01-2017	81,82	SUPERADO
Participante 11		27-01-2017	100	SUPERADO
Participante 12		31-07-2017	100	SUPERADO

3. NATIONAL REPORTS ACCORDING TO THE TRAINING ACTIONS

3.1. GREECE (AKTO)

a. Training actions methodology

The trainers involved from Greece in IO3 were 12 and they had different profiles from different professional backgrounds, being currently trained in tourism, as part of career change path:

- Adult trainers
- Tourist sector workers
- Digital tourist providers
- Hotel Experts
- IT services

Before the beginning of the course, all participants were contacted and both the purpose of the project and the training activities were well explained. The purpose of the project, the importance, the achievements, the activities to be done, what will happen at the end of the activity: a detailed e-mail had been sent to all teachers.

The course was led by a tutor who guided the trainers through the modules and documents of the course. He was available for support and questions or remarks. As indicated by all partners, the platform has several tools to facilitate the work of the tutor and the communication with the participants:

Forums – Each training section contains a forum for participants and the tutor to announce things, discuss certain questions or clarify specific problematic content. It is also a platform for participants to exchange about own experience and generate ideas how they would put their gained knowledge and skills into practice.

News – This area is basically used by the tutor to announce new digital developments, new tools available or address the whole group of participants in an appealing, attention-focusing way.

Calendar – The calendar can be used to mark deadlines for assignments, events or any other dates relevant for the learners' training progress.

FAQs – those appear on top of the first page after entering the course. These can be useful to the tutor to reduce his/her workload in answering anticipated questions. It also serves an anchor for participants to look first to in case of problems – especially related to handling the learning platform.

Additional resources – The trainer added more documents, new information about the topics and shared it with the participants.

b. Starting the course

The participants enrolled received a welcome e-mail and each a separate e-mail with their individual login data. They were welcomed on the platform and welcome messages gave a very brief overview about what is expected from the participants as pilot teachers, what they could expect from the course in terms of content, timeline and activities and how communication and evaluation are organized.

With another e-mail were sent the pedagogical orientation guide for the trainers on the platform. This mail was essential for the participants to read and learned all the aspects the methodology and the requirements of the course.

c. Course Learning

In the platform, each module consists of Theoretical and practical contents, Self-assessment activities, Qualifying Assessment, Additional resources, Participating in the forum. Each module introduced on the learning platform sort information. The participants learn also what they could find in the module. All of the successful participants read and understand the content of the course and research more theoretical information and share each other. They broadened their information about digital competencies. When the instructor found additional information, they shared with the learners.

Each module contained a forum, where participants could discuss and share various info. Each module is introduced on the learning platform with very short information on what participants can find in the module. Some learning sections also contain additional documents to provide background knowledge. i.e. section 2 on the digital competence grid also makes available DigComp 2.1. (Digital Competences Framework for European Citizens, by the European Commission) as basic document for our project work.

The training content is provided as PDF presentation and includes theoretical content for self-study. Additionally different tasks and links to further resources are integrated into the theoretical units, to mix up the content, visualize information and deepen the teachers' knowledge. They also serve the purpose to review and practice what has been studied.

d. Follow up

Participants were asked some questions and submit their comments and contributions. The tutor monitored all of these activities regularly. And he added his advice and contributions. Follow up - the project procedures have been controlled individually and constantly communicating with the participants and being alerted to do their tasks on time. In this respect, compliance with the project schedule has been taken as basis. However, there have been a few shortcomings in this process, but the interventions have been overcome.

e. Passing the course

All of the section of the project, participants motivated the complete all the course content. A small number of learners did not correspond. The participants were asked to complete at least 75% of the course content, complete the interim and final satisfaction template and send it via e-mail as well as provide their general feedback on the whole training course in the evaluation questionnaire. We did not apply a certificate of attendance as the course was laid out as pilot to basically test the training course and request feedback for improvement.

f. Range of required courses

TRAINING ACTION	HOURS	ENROLLED STUDENTS
1 Training for Trainers	180	6

g. Support

To foster the community aspect and to strengthen the community orientation of the training everyone had the chance to edit his/her profile on the learning platform adding a short description about his/her person and a photo. Unfortunately this opportunity was not used. The tutors were available via e-mail and the internal messaging function. Especially for technical problems tutors contacted the platform administrators and solved problems, i.e. during the enrollment phase and later on for the evaluation of the learning progress.

The training course (run 27/1 – 31/7) addressed to trainers, teaching digital competences for selected touristic occupations, was provided as online course only with an estimate learning time of 80 hours online plus offline. There were 12 trainers taking part, whereas one could not start the course due to schedule problems. In the following table you will find details on enrolment and completion:

	TOTAL	PERCENTAGE
ENROLLED	12	100
HAVE STARTED THE COURSE	10	80%
HAVE DONE THE 75% OF THE COURSE OR MORE	10	80%
TOTAL AMOUNT OF STUDENTS THAT HAVE ENDED THE COURSE	10	80%
AVERAGE		

This is a summary of the feedback, progress reports and final comments from the teachers on the delivery of learning, training and pedagogical materials.

Overall the learners found the content of the materials suitable for delivery as the themes selected are consistent with the needs of the students coming through. As with other partners, there were some initial concerns however, especially in getting learners to build enthusiasm for the learning.

The feedback is as follows:

First Impressions of the learning environment

Due to the multicultural mix of the learners, it would be important for the teacher to present a package to the learner that would not look too intimidating and the teacher could understand and communicate the benefits easily. It was found that while the teacher could eventually understand the framework after reading the instructions and spending time studying the guidance, it did take time. The effort required by teacher to understand the learning environment gave rise to concern as to how successful they would be in communicating the benefits of it to learners.

Design of materials to motivate the learner on get on board

While the design was excellent in covering the bases of digital competence, it was felt that the title of each section was very formal, for example mastering a section called "Information and Filtering" does not readily suggest real benefits to a learner that will need motivation and support. Some teachers found it hard to sell titles like this to a new learner who was already feeling intimidated by the challenge of doing the course.

Lack of visual graphics and initial help to help trainers to inspire learners

This area was the most difficult for teachers, the impression was they know their role is to inspire and motivate, but felt that the materials at the initial stages did not push the benefits of the learning enough and they found it hard to use the materials as an aid to inspire people to go through the relative pain of understanding what was required.

Level of understanding and writing in the Tourism sector

This may be down to the learner's level of digital competence, although they would be experienced in work in the relevant tourism related sectors, and consequently have good interpersonal and teamworking skills, they often had low levels of experience in using and creating written digital materials.

The language used in the self-assessment and in the initial Level 1 sections was felt to be a little stretching for some of the learners and they had difficulty understanding what was required, while they could make progress with some help, they still

struggled at later stages, so its unlikely they would be able to be independent learners.

Summary

In general, the teachers liked the materials as they covered all the areas required for digital competence quite well. They also liked the fact that the materials were designed in a way that would not easily date due to technological change and therefore would remain relevant.

However, the materials overestimated how capable the learners would be to understand relatively complex instructions. This meant at the introduction of the course the learn was already struggling, and therefore harder to motivate themselves to persevere.

For many learners from disadvantaged backgrounds, significant sacrifices would need to be made to complete the course and the trainers felt it did not make the benefits of doing the course explicit enough. While the teachers could do their best to motivate, the materials needed to be more graphically dynamic to push the benefits of digital competence.

Finally, the teachers agreed that once a learner gets past the initial stages, they will persevere and find the benefits more useful as they progress. The improvements in the materials have to be made at the very beginning, in terms of both design and language to make it more accessible and achievable

This is especially true of the learners where the language skills are not well developed. If the learners are to become independent learners with the ability and confidence to contribute their own content, then the teachers believe the materials have to be very accessible at the beginning to enable them to feel they can achieve the competence the course promises.

Once this is done the course has real merit.

h. Satisfaction interviews results:

	Completely agree	Agree	Disagree	Completely disagree
1. All the expectations I had towards the usefulness of the training course were fulfilled.	1	9		
2. The developed contents during the training were useful and matched my expectations.	5	4	1	
3. I'll be able to apply the knowledge I've acquired in a practical way.	5	5		

4. The course method was suitable for the further achievement of the aforementioned objectives.	5	5	
5. The teaching methods used in the course were appropriate for its optimal development.	4	5	1
6. The evaluation method used in the course has allowed me to know my command level at the end of the course.	4	6	
7. The tutor sessions helped me to clear up my doubts and questions.	10		
8. Each module was provided in advance with the documents and materials needed for its right development.	4	5	1
9. Media and resources offered were suitable for the optimal development of the course.	6	4	
10. The length of the course was appropriated for the achievement of the learning targets.	6	2	2
11. Course organization and coaching supported me in the best way for the optimal development of the activity.	5	5	
12. Overall, logistic organization helped to develop the training course.	5	5	
13. I'm satisfied with the development of the course.	5	5	
14. I'd recommend this training course to fellow professionals.	6	4	

i. Recommendations

None

3.2. ITALY (AREZZO INNOVAZIONE)

j. Training actions methodology

In our project in Turkey, pilot trainers is teacher in different schools, so all the trainers has experienced the training. Their professional profiles related to the projects subject.

- Teacher in tourism vocational high school
- Teacher in tourism and trade adult education
- Research assistant in Tourism
- Teacher in tourism and IT

Before the course began, all teachers were contacted and the purpose of the project and project activities were explained. The purpose of the project, the importance, the achievements, the activities to be done, what will happen at the end of the activity. Regarding this, information about the project has been translated into Turkish. In addition, a detailed e-mail has been sent to all teachers.

Forums - In each training section, a forum was held between the participants and the project tutor and the participants' questions were answered. At the same time, the participants have also added their knowledge and experience to these topics.

Additional resources- Added some documents, new information about the project topic coming from the project coordinator or the tutor itself has been added and shared with the participants.

Follow up - the project procedures have been controlled individually and constantly communicating with the participants and being alerted to do their tasks on time. In this respect, compliance with the project schedule has been taken as basis. However, there have been a few shortcomings in this process, but the interventions have been overcome.

k. Starting the course

The start day of the course was important. The participants enrolled the course 14.02.2017 and received a welcome e-mail with their individual login data. With this e-mail, they got their user name and the keyword to access the platform.

They were also received welcomed on the platform e-mail that they pass the course. This e-mail contained the pedagogical orientation guide for the trainers on the platform. This mail was essential for the participants to read and learned all the aspects the methodology and the requirements of the course. These welcome messages gave brief overview in term of content, timeline, activities, communication during the course and evaluating.

l. Course completion

In the platform; each module consists of Theoretical and practical contents, Self-assessment activities, Qualifying Assessment, Additional resources, Participating in the forum. Each module introduced on the learning platform sort information. The participants learn also what

they could find in the module.

Theoretical and practical contents, all of the participants read and understand the content of the course and research more theoretical information and share each other. They broadened their information about digital competencies. When teacher find additional information, they shared each other and write in the platform. Each module has contained a forum, participants shared that they had founded some information and documents.

m. Follow up

Participants were asked some questions and submit their comments and contributions. The tutor monitored all of these activities regularly. And he added his advice and contributions.

n. Passing the course

All of the section of the project, all participants motivated the complete all the course content. Every time the tutor send message or call to complete the course. At the same time, he asked the complete the final satisfaction template and final evaluating questionnaire.

Finally, they complete all of the course content and final evaluating questionnaire.

The participants were asked to complete at least 75% of the course content, complete the interim and final satisfaction template and send it via e-mail as well as provide their general feedback on the whole training course in the evaluation questionnaire. We did not apply a certificate of attendance as the course was laid out as pilot to basically test the training course and request feedback for improvement.

o. Tutoring

To strengthen community orientation, the platform had the opportunity to organize the profile on their learning platform. Tutor try to encouragement the beneficiaries but unfortunately this opportunity was not use. Especially technical problems or any other problems tutor contacted the platform administrators and solved the problems. The platform administrator is every time online and useful for all arrangements. They solved all the problems on time.

p. Starting data:

PROJECT: *DC-TEST*

STARTING DATA: 14/02/2017

ENDING DATA: 14/08/2017

NUMBER OF STUDENTS: 6

The training course addressed to trainers, teaching digital competences for selected touristic occupations, was provided as online course only with an estimate learning time of 80 hours online plus offline. It started on 14/02/2017 and ended 14/08/2017. But some of the beneficiaries can't understand the course and three of them start 14.02.2017, one of them 31.03.2017, one is 19.05.2017, one is 19.05.2017 and one is 21.05.2017. There were 6 trainers taking the course and finished. In the following table, you will find details on enrollment and

completion:

	TOTAL	PERCENTAGE
ENROLLED	6	100%
HAVE STARTED THE COURSE	6	100%
HAVE DONE THE 75% OF THE COURSE OR MORE	6	100%
TOTAL NUMBER OF STUDENTS THAT HAVE ENDED THE COURSE (independently of their results)	6	100%

We presented the Turkish and English version of the training modules to the pilot-teachers. However, we only evaluated the participation to the Turkish course.

On average the time between the first connection to the platform and the final connection for evaluation was really less. The average time spent on the whole course logged in online was 3,165 hours and % 38.64.

After speaking with our project coordinator, motivated them to read and give some feed-back. They motivated and they established all the duties.

q. Range of required courses

TRAINING ACTION	HOURS	ENROLLED STUDENTS
1 Training for Trainers	180	6

r. Final statistical data

	TOTAL	PERCENTAGE
ENROLLED	6	100.00
HAVE STARTED THE COURSE	6	100.00
HAVE DONE THE 75% OF THE COURSE OR MORE	6	100.00
TOTAL AMOUNT OF STUDENTS THAT HAVE ENDED THE COURSE	6	100.00
AVERAGE		

s. Satisfaction interviews results:

	Completely agree	Agree	Disagree	Completely disagree
1. All the expectations I had towards the usefulness of the training course were fulfilled.		6		
2. The developed contents during the training were useful and matched my expectations.	2	3	1	
3. I'll be able to apply the knowledge I've acquired in a practical way.	2	4		
4. The course method was suitable for the further achievement of the aforementioned objectives.	1	5		
5. The teaching methods used in the course were appropriate for its optimal development.		5	1	
6. The evaluation method used in the course has allowed me to know my command level at the end of the course.		6		
7. The tutor sessions helped me to clear up my doubts and questions.	1	4	1	
8. Each module was provided in advance with the documents and materials needed for its right development.				6
9. Media and resources offered were suitable for the optimal development of the course.	2	4		
10. The length of the course was appropriated for the achievement of the learning targets.		3	3	
11. Course organization and coaching supported me in the best way for the optimal development of the activity.		6		
12. Overall, logistic organization helped to develop the training course.		6		
13. I'm satisfied with the development of the course.		6		
14. I'd recommend this training course to fellow professionals.		4	2	

t. Recommendations

Non

3.3. TURKEY (GAZY UNIVERSITY)

u. Training actions methodology

In our project in Turkey, pilot trainers is teacher in different schools, so all the trainers has experienced the training. Their professional profiles related to the projects subject.

- Teacher in tourism vocational high school
- Teacher in tourism and trade adult education
- Research assistant in Tourism
- Teacher in tourism and IT

Before the course began, all teachers were contacted and the purpose of the project and project activities were explained. The purpose of the project, the importance, the achievements, the activities to be done, what will happen at the end of the activity. Regarding this, information about the project has been translated into Turkish. In addition, a detailed e-mail has been sent to all teachers.

Forums - In each training section, a forum was held between the participants and the project tutor and the participants' questions were answered. At the same time, the participants have also added their knowledge and experience to these topics.

Additional resources- Added some documents, new information about the project topic coming from the project coordinator or the tutor itself has been added and shared with the participants.

Follow up - the project procedures have been controlled individually and constantly communicating with the participants and being alerted to do their tasks on time. In this respect, compliance with the project schedule has been taken as basis. However, there have been a few shortcomings in this process, but the interventions have been overcome.

v. Starting the course

The start day of the course was important. The participants enrolled the course 14.02.2017 and received a welcome e-mail with their individual login data. With this e-mail, they got their user name and the keyword to access the platform.

They were also received welcomed on the platform e-mail that they pass the course. This e-mail contained the pedagogical orientation guide for the trainers on the platform. This mail was essential for the participants to read and learned all the aspects the methodology and the requirements of the course. These welcome messages gave brief overview in term of content, timeline, activities, communication during the course and evaluating.

w. Course completion

In the platform; each module consists of Theoretical and practical contents, Self-assessment activities, Qualifying Assessment, Additional resources, Participating in the forum. Each module introduced on the learning platform sort information. The participants learn also what they could find in the module.

Theoretical and practical contents, all of the participants read and understand the content of the course and research more theoretical information and share each other. They broadened their information about digital competencies. When teacher find additional information, they shared each other and write in the platform. Each module has contained a forum, participants shared that they had founded some information and documents.

x. Follow up

Participants were asked some questions and submit their comments and contributions. The tutor monitored all of these activities regularly. And he added his advice and contributions.

y. Passing the course

All of the section of the project, all participants motivated the complete all the course content. Every time the tutor send message or call to complete the course. At the same time, he asked the complete the final satisfaction template and final evaluating questionnaire.

Finally, they complete all of the course content and final evaluating questionnaire.

The participants were asked to complete at least 75% of the course content, complete the interim and final satisfaction template and send it via e-mail as well as provide their general feedback on the whole training course in the evaluation questionnaire. We did not apply a certificate of attendance as the course was laid out as pilot to basically test the training course and request feedback for improvement.

z. Tutoring

To strengthen community orientation, the platform had the opportunity to organize the profile on their learning platform. Tutor try to encouragement the beneficiaries but unfortunately this opportunity was not use. Especially technical problems or any other problems tutor contacted the platform administrators and solved the problems. The platform administrator is every time online and useful for all arrangements. They solved all the problems on time.

aa. Starting data:

PROJECT: *DC-TEST*

STARTING DATA: 14/02/2017

ENDING DATA: 14/08/2017

NUMBER OF STUDENTS: 6

The training course addressed to trainers, teaching digital competences for selected touristic occupations, was provided as online course only with an estimate learning time of 80 hours online plus offline. It started on 14/02/2017 and ended 14/08/2017. But some of the beneficiaries can't understand the course and three of them start 14.02.2017, one of them 31.03.2017, one is 19.05.2017, one is 19.05.2017 and one is 21.05.2017. There were 6 trainers taking the course and finished. In the following table, you will find details on enrollment and completion:

	TOTAL	PERCENTAGE
ENROLLED	6	100%
HAVE STARTED THE COURSE	6	100%
HAVE DONE THE 75% OF THE COURSE OR MORE	6	100%
TOTAL NUMBER OF STUDENTS THAT HAVE ENDED THE COURSE (independently of their results)	6	100%

We presented the Turkish and English version of the training modules to the pilot-teachers. However, we only evaluated the participation to the Turkish course.

On average the time between the first connection to the platform and the final connection for evaluation was really less. The average time spent on the whole course logged in online was 3,165 hours and % 38.64.

After speaking with our project coordinator, motivated them to read and give some feed-back. They motivated and they established all the duties.

bb. Range of required courses

TRAINING ACTION	HOURS	ENROLLED STUDENTS
1 Training for Trainers	180	6

cc. Final statistical data

	TOTAL	PERCENTAGE
ENROLLED	6	100.00
HAVE STARTED THE COURSE	6	100.00
HAVE DONE THE 75% OF THE COURSE OR MORE	6	100.00
TOTAL AMOUNT OF STUDENTS THAT HAVE ENDED THE COURSE	6	100.00
AVERAGE		

dd. Satisfaction interviews results:

	Completely agree	Agree	Disagree	Completely disagree
1. All the expectations I had towards the usefulness of the training course were fulfilled.	2	4		
2. The developed contents during the training were useful and matched my expectations.		6		
3. I'll be able to apply the knowledge I've acquired in a practical way.	4	2		
4. The course method was suitable for the further achievement of the aforementioned objectives.	1	5		
5. The teaching methods used in the course were appropriate for its optimal development.		2	4	
6. The evaluation method used in the course has allowed me to know my command level at the end of the course.		6		
7. The tutor sessions helped me to clear up my doubts and questions.		4	2	
8. Each module was provided in advance with the documents and materials needed for its right development.		6		
9. Media and resources offered were suitable for the optimal development of the course.		4	2	
10. The length of the course was appropriated for the achievement of the learning targets.		4	2	
11. Course organization and coaching supported me in the best way for the optimal development of the activity.		6		
12. Overall, logistic organization helped to develop the training course.		5	1	
13. I'm satisfied with the development of the course.		6		
14. I'd recommend this training course to fellow professionals.		6		

Pilot trainers were quite open and critical but also left some valuable responses for the course improvement. Their responses varied around "agree" or "disagree" with a stronger tendency to "agree". Due to the low number of respondents we can rely more on their open answers

than on qualitative outcomes.

We're possible and in line with the projects' objectives we tried to adapt the course according to their suggestions.

ee. Recommendations

These kind course is really good for all sector. Such projects have even greater prospects for the tourism sector, which is a dynamic sector in particular. Like Turkey, a developing country, tourism enterprises in the country are even more important in terms of capturing the standardization, getting more attention, feeling themselves in the modern world, and learning to open up to the outside world. So, we have to do more and more similar projects and disseminate these results to more sectors.

Gazi University, which is one of the biggest universities of Turkey with its tourism faculties and departments, will play an important role in spreading this project throughout the country.

3.4. ENGLAND (GECKO)

a. Training actions methodology

The trainers involved in the english edition of IO3 were 15 and they had different profiles from different field of work:

- Pedagogical specialist
- Adult trainers
- Tourist sector workers
- Digital tourist providers
- IT services

The course was led by a tutor who guided the trainers through the modules and documents of the course. He was available for support and questions or remarks. The platform has several tools to facilitate the work of the tutor and the communication with the participants:

Forums – Each training section contains a forum for participants and the tutor to announce things, discuss certain questions or clarify specific problematic content. It is also a platform for participants to exchange about own experience and generate ideas how they would put their gained knowledge and skills into practice.

News – This area is basically used by the tutor to announce new digital developments, new tools available or address the whole group of participants in an appealing, attention-focusing way.

Calendar – The calendar can be used to mark deadlines for assignments, events or any other dates relevant for the learners' training progress.

FAQs – those appear on top of the first page after entering the course. These can be useful to the tutor to reduce his/her workload in answering anticipated questions. It also serves an anchor for participants to look first to in case of problems – especially related to handling the learning platform.

b. Invitation to the course

The participants enrolled received a welcome e-mail and each a separate e-mail with their individual login data. They were also welcomed on the platform in the news forum on top of their course. These welcome messages gave a very brief overview about what is expected from the participants as pilot teachers, what they could expect from the course in terms of content, timeline and activities and how communication and evaluation are organized.

c. Online learning and follow-up

Each module is introduced on the learning platform with very short information on what participants can find in the module. Some learning sections also contain additional documents to provide background knowledge. i.e. section 2 on the digital competence grid also makes available DigComp 2.1. (Digital Competences Framework

for European Citizens, by the European Commission) as basic document for our project work. The training content is provided as Scorm Package or PDF and includes theoretical content for self-study. Additionally different tasks and links to further resources are integrated into the theoretical units, to mix up the content, visualize information and deepen the teachers' knowledge. They also serve the purpose to review and practice what has been studied. Each module contains a forum, where participants are asked to leave their comments and reflections on the topic of the module (both for theoretical and practical content and additional resources). The tutor monitored their activities regularly.

d. Passing the course

The participants were asked to complete at least 75% of the course content, complete the interim and final satisfaction template and send it via e-mail as well as provide their general feedback on the whole training course in the evaluation questionnaire. We did not apply a certificate of attendance as the course was laid out as pilot to basically test the training course and request feedback for improvement.

e. Assistance

To foster the community aspect of the training everyone had the chance to edit his/her profile on the learning platform adding a short description about his/her person and a photo. Unfortunately this opportunity was not used. The tutors were available via e-mail and the internal messaging function. Especially for technical problems tutors contacted the platform administrators and solved problems, i.e. during the enrollment phase and later on for the evaluation of the learning progress.

f. Training actions evaluation

The training course addressed to trainers, teaching digital competences for selected touristic occupations, was provided as online course only with an estimate learning time of 80 hours online plus offline. It started on 01/01/2017 and ended 09/04/2017. There were 15 trainers taking part, whereas one could not start the course due to schedule problems. In the following table you will find details on enrollment and completion:

	TOTAL	PERCENTAGE
ENROLLED	28	100
HAVE STARTED THE COURSE	11	40%
HAVE DONE THE 75% OF THE COURSE OR MORE	0	0%
TOTAL AMOUNT OF STUDENTS THAT HAVE ENDED THE COURSE	0	0%
AVERAGE		

This is a summary of the feedback, progress reports and final comments from the teachers on the delivery of learning, training and pedagogical materials

Overall the teachers found the content of the materials suitable for delivery as the themes selected are consistent with the needs of the students coming through

There were some initial concerns however, especially in getting learners to build enthusiasm for the learning.

The feedback is as follows:

First Impressions of the learning environment

Due to the multicultural mix of the learners, it would be important for the teachers to present a package to the learner that would not look too intimidating and the teacher could understand and communicate the benefits easily.

It was found that while the teachers could eventually understand the framework after reading the instructions and spending time studying the guidance, it did take time. The effort required by teachers to understand the learning environment gave rise to concern as to how successful they would be in communicating the benefits of it to learners.

Design of materials to motivate the learner on get on board

While the design was excellent in covering the bases of digital competence, it was felt that the title of each section was very formal, for example mastering a section called "Information and Filtering" does not readily suggest real benefits to a learner that will need motivation and support. Some teachers found it hard to sell titles like this to a new learner who was already feeling intimidated by the challenge of doing the course.

Lack of visual graphics and initial help to help trainers to inspire learners

This area was the most difficult for teachers, the impression was they know their role is to inspire and motivate, but felt that the materials at the initial stages did not push the benefits of the learning enough and they found it hard to use the materials as an aid to inspire people to go through the relative pain of understanding what was required.

Level of understanding and writing in the Tourism sector

This may be down to the learner's level of digital competence, although they would be experienced in work in the relevant tourism related sectors, and consequently have good interpersonal and teamworking skills, they often had low levels of experience in using and creating written digital materials.

The language used in the self-assessment and in the initial Level 1 sections was felt to be a little stretching for some of the learners and they had difficulty understanding what was required, while they could make progress with some help, they still struggled at later stages, so its unlikely they would be able to be independent learners.

Summary

In general, the teachers liked the materials as they covered all the areas required for digital competence quite well. They also liked the fact that the materials were designed in a way that would not easily date due to technological change and therefore would remain relevant.

However, the materials overestimated how capable the learners would be to understand relatively complex instructions. This meant at the introduction of the

course the learn was already struggling, and therefore harder to motivate themselves to persevere.

For many learners from disadvantaged backgrounds, significant sacrifices would need to be made to complete the course and the trainers felt it did not make the benefits of doing the course explicit enough. While the teachers could do their best to motivate, the materials needed to be more graphically dynamic to push the benefits of digital competence.

Finally, the teachers agreed that once a learner gets past the initial stages, they will persevere and find the benefits more useful as they progress. The improvements in the materials have to be made at the very beginning, in terms of both design and language to make it more accessible and achievable

This is especially true of the learners where the language skills are not well developed. If the learners are to become independent learners with the ability and confidence to contribute their own content, then the teachers believe the materials have to be very accessible at the beginning to enable them to feel they can achieve the competence the course promises.

Once this is done the course has real merit.

	User 1	User 2	User 3	User 4	User 5
1. Did you find the Training Platform easy to use?	2	3	2	3	3
2. Did you find it intuitive?	2	3		3	4
3. Do you think that the number of activities was appropriate? (forum, chats, etc.).	5	5	6	7	5
4. Were the assigned resources to contact with the tutor useful for you? (mails, forum, messaging, etc.).	5	6	7	6	6
5. Did you find the course's contents appealing?	4	5	6	5	5
6. Do you think that the content of the course was appropriate for the training that was taught?	3	3	5	4	4
7. Could you visualize the course's contents without problems?	4	5	5	4	3
8. What do you think about the student body attention service?	unsure about this question				
9. What do you think about the service	8	8	8	7	7

regarding to technical questions and follow-up?					
10. What do you think of the mentoring service provided by the expert?	8	9	7	8	8
11. Was the response time for any incident appropriate?	8	8	8	7	7
12. Overall score of the training	4	3	4	5	5
13. Would you do another e-learning course again?	yes	yes	no	yes	yes
14. Comment on shortly which improvements you think could help us to offer a better service:	Make it easier to understand and Assessment did not encourage me to continue	Language too complex, Could not see how progress would benefit me	Too much text, not enough pictures, I got lost very easily, it made me feel incompetent	liked the idea. needs to be less intimidating	simple simple simple! Just to start!
15. What other training actions could you be interested in?	Face to face then IT	Classroom	Skype/Youtube	youtube and discussion	discussion and presentations

3.5. SPAIN (POSTAL3 AND INTEGRA)

a. Training actions methodology

The trainers involved in the spanish edition of IO3 were 12 and they had different profiles from different field of work:

- Pedagogical specialist
- Adult trainers
- Tourist sector workers
- Digital tourist providers
- IT services

The course was led by a tutor who guided the trainers through the modules and documents of the course. He was available for support and questions or remarks. The platform has several tools to facilitate the work of the tutor and the communication with the participants:

Forums – Each training section contains a forum for participants and the tutor to announce things, discuss certain questions or clarify specific problematic content. It is also a platform for participants to exchange about own experience and generate ideas how they would put their gained knowledge and skills into practice.

News – This area is basically used by the tutor to announce new digital developments, new tools available or address the whole group of participants in an appealing, attention-focusing way.

Calendar – The calendar can be used to mark deadlines for assignments, events or any other dates relevant for the learners' training progress.

FAQs – those appear on top of the first page after entering the course. These can be useful to the tutor to reduce his/her workload in answering anticipated questions. It also serves an anchor for participants to look first to in case of problems – especially related to handling the learning platform.

b. Invitation to the course

The participants enrolled received a welcome e-mail and each a separate e-mail with their individual login data. They were also welcomed on the platform in the news forum on top of their course. These welcome messages gave a very brief overview about what is expected from the participants as pilot teachers, what they could expect from the course in terms of content, timeline and activities and how communication and evaluation are organized.

c. Online learning and follow-up

Each module is introduced on the learning platform with very short information on what participants can find in the module. Some learning sections also contain additional documents to provide background knowledge. i.e. section 2 on the digital competence grid also makes available DigComp 2.1. (Digital Competences Framework for European Citizens, by the European Commission) as basic document for our project work. The training content is provided as Scorm Package or PDF and includes

theoretical content for self-study. Additionally different tasks and links to further resources are integrated into the theoretical units, to mix up the content, visualize information and deepen the teachers' knowledge. They also serve the purpose to review and practice what has been studied. Each module contains a forum, where participants are asked to leave their comments and reflections on the topic of the module (both for theoretical and practical content and additional resources). The tutor monitored their activities regularly.

d. Passing the course

The participants were asked to complete at least 75% of the course content, complete the interim and final satisfaction template and send it via e-mail as well as provide their general feedback on the whole training course in the evaluation questionnaire. We did not apply a certificate of attendance as the course was laid out as pilot to basically test the training course and request feedback for improvement.

e. Assistance

To foster the community aspect of the training everyone had the chance to edit his/her profile on the learning platform adding a short description about his/her person and a photo. Unfortunately this opportunity was not used. The tutors were available via e-mail and the internal messaging function. Especially for technical problems tutors contacted the platform administrators and solved problems, i.e. during the enrollment phase and later on for the evaluation of the learning progress.

f. Training actions evaluation

The training course addressed to trainers, teaching digital competences for selected touristic occupations, was provided as online course only with an estimate learning time of 80 hours online plus offline. It started on 01/01/2017 and ended 09/04/2017. There were 13 trainers taking part, whereas one could not start the course due to schedule problems. In the following table you will find details on enrollment and completion:

	TOTAL	PERCENTAGE
ENROLLED	13	100%
HAVE STARTED THE COURSE	12	85,71%
HAVE DONE THE 75% OF THE COURSE OR MORE	7	51,43%
TOTAL AMOUNT OF STUDENTS THAT HAVE ENDED THE COURSE (independently of their results)	12	85,71%

We presented the Spanish version of the training modules to the-trainers and they had the opportunity to test and asses the contents.

On average the time between the first connection to the platform and the final connection for evaluation was 82,7 days. The average time spent on the whole course logged in online was 6,67 hours.

To be able to modify the course according to the trainers' needs we ask them for feedback regarding different criteria at interim stage and at the end of the pilot. Here is the summary of their main responses to the interim questionnaire, without claiming a general character:

Asked about the usability of the theoretical content as power-point-slides in general, trainers recommended

- ✓ To focus on the important (there are too much noise)
- ✓ No more than 10 slides for every module (in each module)
- ✓ Use scrolling bars (or any other way to make the experience dynamic)
- ✓ Include augmented reality and 3D technology
- ✓ Insert breaks in the main subject to remark the important points
- ✓ Get rid of exercises as those are not necessary because it is individual online learning
- ✓ Include badges in every exercise successful
- ✓ A version for different platforms is recommended

Recommendations for layout of theoretical modules:

- ✓ Improve the design of the background
- ✓ Modify the relation between text and graphical parts
- ✓ Reduce text windows
- ✓ Take advantage of Paul as he is nice and you can use him to give advices and tips
- ✓ Make dynamic text to avoid the large text box

As regards the usability of the Moodle platform, pilot trainers recommended to

- ✓ Include a direct link from the web to the course
- ✓ Include more tool from moodle (There are many of them to add)
- ✓ Let the learners share contents

Asked, what is the most valuable about this course, trainers replied:

- ✓ Basic idea and workload we put in
- ✓ Many useful information
- ✓ They appreciated the links for further reading
- ✓ They enjoyed the activities.

When asked about technical issues, trainers recommended to:

- ✓ Explain moodle use by a guide.
- ✓ Support by the tutor

We considered the given feedbacks for an update of the training course. At the end participants were requested to send us their satisfaction results collected with a questionnaire as well as provide feedback on their general learning process with an online evaluation questionnaire. Here there are listed the summary of 12 persons answering to the last open question and afterwards the overview of answers represented as statistical data:

Open question no. 15: Comments and evaluation:

- The training course was adequate but to recommend it to fellow professionals there need to be profound adaptations, especially the quality of its appearance and user friendliness need to be improved.
- I received some new input for my professional work, especially get another perspective on the issue of digital competences and learn new tools.
- I would a preferred a more modern, interactive course.
- Advantages over classic face-to-face course seem to be low; sometimes I did not felt attracted by the course.
- Content is interesting but the users is not guided through the course very well.
- Too many clicks in the flash presentations to move forward.
- The readability is not optimal: some texts in flash presentations are too small, the figure uses up space and on mobile devices the text is even smaller.
- I found the hints to external links quite useful although I did not check all. For not IT-people the course is informational. The examples i.e. on Youtube were useful and inspired me.
- I think the envisaged time for the course was too long.
- Recommendations to make the course more practical:
 - Provide separate exercises for different levels
 - Less external links
 - Clear structure
 - More detailed explanation on how a solution should look like/practical examples
 - Include session to repeat acquired knowledge (i.e. question session)
 - Reduce repetitions

Satisfaction interviews results:

	Completely agree	Agree	Disagree	Completely disagree
1. All the expectations I had towards the usefulness of the training course were fulfilled.		6	6	
2. The developed contents during the training were useful and matched my expectations.		9	3	
3. I'll be able to apply the knowledge I've acquired in a practical way.	2	5	5	
4. The course method was suitable for the further achievement of the aforementioned objectives.	3	6	3	
5. The teaching methods used in the course were appropriate for its optimal development.	5	5	2	

6. The evaluation method used in the course has allowed me to know my command level at the end of the course.	2	7	3
7. The tutor sessions helped me to clear up my doubts and questions.	4	3	5
8. Each module was provided in advance with the documents and materials needed for its right development.	1	9	2
9. Media and resources offered were suitable for the optimal development of the course.	1	8	3
10. The length of the course was appropriated for the achievement of the learning targets.	5	4	3
11. Course organization and coaching supported me in the best way for the optimal development of the activity.	7	5	
12. Overall, logistic organization helped to develop the training course.	6	6	
13. I'm satisfied with the development of the course.		7	5
14. I'd recommend this training course to fellow professionals.	4	5	3

Trainers were pretty accurate and critical, but they did not know the technical and economical limitations of our development. Of course we can improve the learning contents following their advices, but that means to use other different tools more suitable for moodle developments.

3.6. GERMANY (IHK and BNW)

a. Training actions methodology

The pilot trainers occupied different professions, all with an educational or online training background. Their professional profiles related to the fields

- Adult education
- Student and work-place training in tourism
- HR Management and apprentices training
- Process automatization and apprentices mobility coordination
- IT services

The online course is accompanied by a tutor who guides the learner through the training and is available in case of questions or remarks. He activates participants using the following possible means of communication:

Forums – Each training section contains a forum for participants and the tutor to announce things, discuss certain questions or clarify specific problematic content. It is also a platform for participants to exchange about own experience and generate ideas how they would put their gained knowledge and skills into practice.

News – This area is basically used by the tutor to announce new digital developments, new tools available or address the whole group of participants in an appealing, attention-focusing way.

Calendar – The calendar can be used to mark deadlines for assignments, events or any other dates relevant for the learners' training progress.

FAQs – those appear on top of the first page after entering the course. These can be useful to the tutor to reduce his/her workload in answering anticipated questions. It also serves an anchor for participants to look first to in case of problems – especially related to handling the learning platform.

b. Invitation to the course

The participants enrolled received a welcome e-mail and each a separate e-mail with their individual login data. They were also welcomed on the platform in the news forum on top of their course. These welcome messages gave a very brief overview about what is expected from the participants as pilot teachers, what they could expect from the course in terms of content, timeline and activities and how communication and evaluation are organized.

c. Online learning and follow-up

Each module is introduced on the learning platform with very short information on what participants can find in the module. Some learning sections also contain additional documents to provide background knowledge. i.e. section 2 on the digital competence grid also makes available DigComp 2.1. (Digital Competences Framework for European Citizens, by the European Commission) as basic document for our project work. The training content is provided as Scorm Package or PDF and includes theoretical content for self-study. Additionally different tasks and links to further resources are integrated into the theoretical units, to mix up the content, visualize information and deepen the teachers' knowledge. They also serve the purpose to review and practice what has been studied. Each module contains a forum, where participants are asked to leave their comments and reflections on the topic of the module (both for theoretical and practical content and additional resources). The tutor monitored their activities regularly.

d. Passing the course

The participants were asked to complete at least 75% of the course content, complete the interim and final satisfaction template and send it via e-mail as well as provide their general feedback on the whole training course in the evaluation questionnaire. We did not apply a certificate of attendance as the course was laid out as pilot to basically test the training course and request feedback for improvement.

e. Assistance

To foster the community aspect of the training everyone had the chance to edit his/her profile on the learning platform adding a short description about his/her person and a photo. Unfortunately this opportunity was not used. The tutors were available via e-mail and the internal messaging function. Especially for technical problems tutors contacted the platform administrators and solved problems, i.e. during the enrollment phase and later on for the evaluation of the learning progress.

The screenshot shows the DCTEST learning platform interface. At the top, there is a header with the DCTEST logo and the text 'UM THE LUMPE-FEILE'. Below the header, the user profile for Sindy Würffel is displayed, including a placeholder for a profile picture and navigation links: 'Startseite / Dashboard / Mitteilungen / Karsten Kutzick'.

On the left side, there is a 'Mitteilungsnavigation' section with a dropdown menu set to 'Ausbildung für Trainer' and 'Seite: 1 2 (Weiter)'. Below this is a list of participants under the heading 'Teilnehmer/innen':

Teilnehmer/innen	+	🗑️	🔒
Härtmut Scheafer			
Karsten Kutzick			
Jana Petzoldt			
Dennis Lehmann			
Sabine Kooger			
Sabine Trautschold			
Corinna Plankl			
Michael Zippel			
Thomas Müller			

On the right side, the messaging interface is shown. It features two profile cards: Sindy Würffel (with a placeholder) and Karsten Kutzick (with a photo). Below the Karsten Kutzick card are links for 'Kontakt hinzufügen' and 'Kontakt sperren', and a link for 'Alle Mitteilungen | Letzte Mitteilungen'. A message status indicates '(Es wurden keine Mitteilungen gefunden)'. Below this is a message input area with the text 'Mitteilung' and 'Hallo Karsten,' followed by a text area containing '....'.

f. Training actions evaluation

The training course addressed to trainers, teaching digital competences for selected touristic occupations, was provided as online course only with an estimate learning time of 80 hours online plus offline. It started on 01/01/2017 and ended 09/04/2017. There were 7 trainers taking part, whereas one could not finish the course due to new job functions. In the following table you will find details on enrollment and completion:

	TOTAL	PERCENTAGE
ENROLLED	7	100%
HAVE STARTED THE COURSE	7	100%
HAVE DONE THE 75% OF THE COURSE OR MORE	5	71,43%
TOTAL AMOUNT OF STUDENTS THAT HAVE ENDED THE COURSE (independently of their results)	6	85,71%

We presented the German and English version of the training modules to the pilot-teachers. However we only evaluated the participation to the German course.

On average the time between the first connection to the platform and the final connection for evaluation was 82,7 days. The average time spent on the whole course logged in online was 6,67 hours.

To be able to modify the course according to the trainers' needs we ask them for feedback regarding different criteria at interim stage and at the end of the pilot. Here is the summary of their main responses to the interim questionnaire, without claiming a general character:

Asked about the usability of the theoretical content as power-point-slides in general, trainers recommended

- ✓ To reduces details (it takes too long to get to the relevant information)
- ✓ Shorten introduction and leave out unnecessary content (namely in module "introduction" more than 20 slides approaching the introduction)
- ✓ Reduce number of clicks (every fact needs one click -> perceived clicking 100 times)
- ✓ Include menu that enables direct access to those chapters user is interested in, to provide bookmarks to remember slide of high importance
- ✓ Get rid of hints for "breaks" as those are not necessary because it is individual online learning
- ✓ Better explain exercises (what shall I do and why)
- ✓ Positive feedback on exercises but could be more
- ✓ Control with keyboard or mobile device is recommended

Recommendations for layout of theoretical modules:

- ✓ Adjust relation between pictures and text -> make it useable for smartphones, too
- ✓ Adjust relation between graphical elements and blank space
- ✓ Enlarge text windows
- ✓ Maybe reduce appearance of Paul as he is nice for the first slide of each module but not essential for the other slides
- ✓ Reduce formatting errors (i.e. line breaks in the middle of the text, enumerations not as block etc.)

As regards the usability of the Moodle platform, pilot trainers recommended to

- ✓ Reduce no. of clicks from start page to reach the “interesting part”, i.e. module 3 -> solution: re-organize course and include short guide, where to find what
- ✓ Modernize the courses’ hierarchical structure as it is perceived old-fashioned (“like from the 00’s”)

Asked, what is the most valuable about this course, trainers replied:

- ✓ Basic idea and workload we put in
- ✓ Many useful information
- ✓ They appreciated the links for further reading
- ✓ They enjoyed the activities.

When asked about technical issues, trainers recommended to:

- ✓ Explain the modi “Preview” and “Normal” appearing when entering a module in FAQs or a guide
- ✓ Check all videos are working

We considered the given feedbacks for an update of the training course. At the end participants were requested to send us their satisfaction results collected with a questionnaire as well as provide feedback on their general learning process with an online evaluation questionnaire. Here there are listed the summary of 9 persons answering to the last open question and afterwards the overview of answers represented as statistical data:

Open question no. 15: Comments and evaluation:

- The training course was adequate but to recommend it to fellow professionals there need to be profound adaptations, especially the quality of its appearance and user friendliness need to be improved.
- I received some new input for my professional work, especially get another perspective on the issue of digital competences and learn new tools.
- I would a preferred a more modern, interactive course.
- Advantages over classic face-to-face course seem to be low; sometimes I did not felt attracted by the course.
- Content is interesting but the users is not guided through the course very well.
- Too many clicks in the flash presentations to move forward.
- The readability is not optimal: some texts in flash presentations are too small, the figure uses up space and on mobile devices the text is even smaller.
- I found the hints to external links quite useful although I did not check all. For not IT-people the course is informational. The examples i.e. on Youtube were useful and inspired me.
- I think the envisaged time for the course was too long.

- Recommendations to make the course more practical:
 - Provide separate exercises for different levels
 - Less external links
 - Clear structure
 - More detailed explanation on how a solution should look like/practical examples
 - Include session to repeat acquired knowledge (i.e. question session)
 - Reduce repetitions

Satisfaction interviews results:

	Completely agree	Agree	Disagree	Completely disagree
1. All the expectations I had towards the usefulness of the training course were fulfilled.		4	5	
2. The developed contents during the training were useful and matched my expectations.		6	3	
3. I'll be able to apply the knowledge I've acquired in a practical way.	4	3	2	
4. The course method was suitable for the further achievement of the aforementioned objectives.	1	6	2	
5. The teaching methods used in the course were appropriate for its optimal development.		2	7	
6. The evaluation method used in the course has allowed me to know my command level at the end of the course.	1	6	2	
7. The tutor sessions helped me to clear up my doubts and questions.	2	4	3	
8. Each module was provided in advance with the documents and materials needed for its right development.	3	6		
9. Media and resources offered were suitable for the optimal development of the course.	2	5	2	
10. The length of the course was appropriated for the achievement of the learning targets.	2	4	3	
11. Course organization and coaching supported me in the best way for the optimal development of the activity.	3	6		
12. Overall, logistic organization helped to develop the training course.	3	6		
13. I'm satisfied with the development of the course.		4	5	
14. I'd recommend this training course to fellow professionals.	2	3	4	

Pilot trainers were quite open and critical but also left some valuable responses for the course improvement. Their responses varied around “agree” or “disagree” with a stronger tendency to “agree”. Due to the low number of respondents we can rely more on their open answers than on qualitative outcomes. Where possible and in line with the projects’ objectives we tried to adapt the course according to their suggestions.