aIMS(M)
We support Migrants

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CAPABILITY LABORATORIES

Pilot
THE VALIDATION PROCESS

PREPARED FOR

aIMS(M) Erasmus + Project
Intellectual Output 3

Stichting Surplus · Prometeo · Asociatia CFPC Constanta · Consorzio Scuola Comunità Impresa · Kvalifikacijų ir profesinio mokymo plėtros centras

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Erasmus+, Action Type KA220-ADU – Strategical Partnership for education and training

Project: 2020-1-NL01-KA220-ADU-064517

AN INTEGRATED METHOD TO SUPPORT MIGRANTS - AIMS(M)

IO3 Pilot the Validation process

CAPABILITY LABORATORIES

www.aimsm.csciformazione.eu

PROCEDURAL MANUAL FOR THE RECOGNITION OF THE NEWLY ACQUIRED LEARNING OUTCOMES THORUGH THE CAPABILITY LABORATORY

Stichting Surplus · Prometeo · Asociatia CFPC Constanta · Consorzio Scuola Comunità Impresa · Kvalifikaciju ir profesinio mokymo pletros centras

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INTRODUCTION

aIMS(M) capability laboratories were conducted as part of the Erasmus+ project "aIMS(M)". This Manual is the results of the studies/works done as well as the information collected by the partners from the participants to specific activities of the project:

- Migrants
- Low skilled long term unemployed people
- Professionals

The selection of the participants was done by all partners based on the requirements: unemployed for at least 2 years, over 40+, migrants settle in the country, maximum upper secondary school degree, ADU professionals.

The preparation/information of the participants about the functioning of the online platform for a self-use of the contents was defined by a brochure (see annexe 1)

At the same time, partners decided the contents of the Open Badges (see annexe 3) for the certification of the competences acquired with the training.

THE CAPABILITY LABORATORIES: AN INSIGHT

What are Capability Laboratories?

The primary goal of the Capability Laboratories is to allow to experience a collaborative peer to peer learning process. This output is an educational pathway for the enhancement, capitalization, and upskilling of digital competences within the Digital Competences 2.0 and adjusted to the needs of long-term unemployed, low-skilled migrants and adults.

Furthermore, the guidelines for the conduction of capabilities laboratories make it possible to acquire, implement and uptake the whole program in any context of non-formal education or job-orientation.

Elements of innovation

The innovative feature of a capability laboratory is its methodology for the confirmation of the learning outcomes, which is aimed at the recognition of the acquired competences through the appreciative evaluation, applied to long-term unemployed low-skilled adults and migrants. Such evaluation will be based on the perception on the value of the new learning - esteemed by the users themselves - for job seeking purpose, as well as on the user's capability of discuss the potential use of each new expertise (linguistic property) for exercising the digital citizenship rights to live, learn and participate in the modern society. Laboratories, indeed, are aimed at shading a light and developing the user's capabilities meant as full awareness of the acquired competences their usability at work. Therefore, this becomes - through the form of learning outcomes appreciation – the objective evidence of the successfully acquired learning outcomes for recognition purpose (Declarative Methodology). The Form of Appreciation will be object of an interview (individual or group one), conducted by the coach/certificatory, that will bring to the recognition of the acquired competences. The learning experience will be then transferred within the individual user's portfolio and recognized through a declaration undersigned by the coach that conducted the laboratories and the interviews. An online Open Badge certificate that will allow users participants to share their obtained results online, on social networks, on the digital CV. A badge is symbol (or indicator) of an achieved objective, a skill or competence; thus, the objective of the digital badge is to track the record of the achieved

objectives and show them to interest community. Visually speaking, it will be an image or quality brand that represent the competence and the institution committed to its recognition. It has the added value of collecting all the information (metadata) related to the individual pathway. The information will be uploaded into an open-source platform and will be available for reading through specific open-source software and tool.

Benefits

Not least because of the experience with online studies gathered during the pandemic and the accompanying significant reduction in real-life laboratory education and training, it is necessary to carefully explore the formidable didactic potential of practical education in the laboratory. After considering the rationale for laboratory didactics put forward by partners, this paper goes on to examine the latest research in various branches of the humanities which emphasizes the importance for the learning process of real-life experience in the context of social interaction, in the form of "cooperative thinking".

It's important the appropriate use of "cross reality" in the laboratory and the carefully planning the microstructure of practical work, to provide the best possible support for the learning process and to make it as effective as possible.

Keywords

The capability laboratories can be realized in different ways:

- Cooperative thinking
- Experience-based learning

Cooperative Thinking

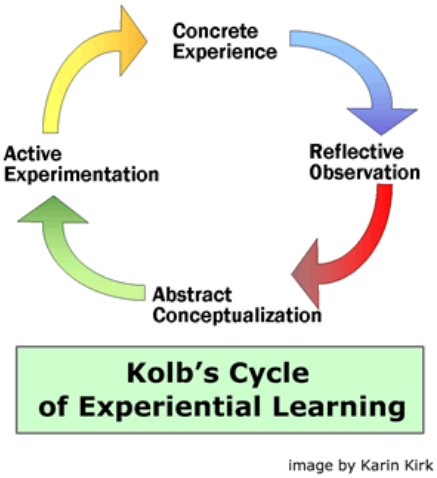
The Cooperative Thinking contains programs that can be used to teach learners the digital skills needed in effective cooperative groups. They are especially useful programs for classes where learners are expected to work in cooperative groups and classes in which different kinds of learners are enrolled (e.g., high-achieving learners, average-achieving learners, low-achieving learners, learners with disabilities, learners from different cultures). These programs enable these learners to work together productively and successfully with a minimum of negative remarks, and disruptions.

The instructional format of each Lab is both coach and learner friendly:

- Several lessons are included in each book
- Every lesson appears both as a one-page summary, which can be copied for easy reference, and as a detailed step-by-step set of instructions
- All lessons begin with an “advance organizer” or statement that lets learners know what they are about to learn
- The advance organizer is followed by a review of previously learned concepts or skills, new information to be learned about a new skill, a demonstration of the new skill, and an activity in which learners can practice the new skill
- Lessons conclude with a summary of what has been learned and a brief look at the next lesson
- Finally, ideas for extending the instruction appear in every lesson. All lessons are accompanied with learner materials and activity sheets that can be copied by instructors and used by the learners

Experiential learning

Experiential learning is a well-known model in education. Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."



Kolb's Experiential Learning Theory presents a cycle of four elements

1. Concrete Experience

2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

The cycle begins with an experience that the learner has had, followed by an opportunity to reflect on that experience. Then learners may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the learners experiment with different behaviors. This begins the cycle anew as learners have new experiences based on their experimentation. Although this continuum is presented as a cycle, the steps may occur in nearly any order. This learning cycle involves both concrete components (steps 1 and 4) and conceptual components (steps 2 and 3), which require a variety of cognitive and affective behaviors.

The Essential Components of Experience-Based Learning

- The goal of experience-based learning involves something personally significant or meaningful to the learners
- Learners should be personally engaged
- Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process
- The whole person is involved, meaning not just their intellect but also their senses, their feelings, and their personalities
- learners should be recognized for prior learning they bring into the process
- Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the learners.

aIMS(M) CAPABILITY LABORATORIES

National capability labs lasted 90 minutes per session (1 in each Country), involved a different number of participants (per country) were devoted at the 5 thematic areas of the digital competences explored by the project, constituting the strategic steps towards the recognition of the aIMS(M) learning outcomes.

With the support of a coach, participants were encouraged to identify the most useful results for their job-seeking purpose (migrants and low-skilled adults) or for transferring knowledges as Adult Educators. It was required an appreciative evaluation per each dimension and areas of the project effectively attended by users during the individualized pathway.

During the laboratories, the coach endeavored to foster the user's self-recognition of acquired competences as well as the awareness of the modes of learning and their actual utilization.

The ultimate purpose of the laboratories it's been the "full-awareness" of users about the learning outcomes and about the fact that those newly acquired competences were finally at their potential accessibility to live and work.

The need was not only to enable practical exercises but, above all, to help the user at attributing a value to the non-formal learning of the project, by working directly on the awareness of the real value of the acquired learning outcomes.

aIMS(M) Capability Lab was structured in this way:

- Stage I-1 – Introduction (10 minutes)
    - introduction by the moderator
    - welcoming participants by the moderator
    - drawing up the attendance list
    - introduction to the project (project goals, target groups, planned outcomes)
    - presentation of the aims and objectives of the meeting (aims of the study, participants)
    - presentation of the stages of the meeting

- Stage I-2 – Introduction of the participants (10 minutes)
- Stage II – Presenting the rules of the meeting by the moderator (5 minutes)
    - setting the rules of discussion
    - explaining the way of using the information collected
- Stage III – Proper discussion (65 minutes)

Premises

The participation in Capability Labs required several considerations to be taken into account. Firstly, it was important to establish clear goals and objectives that the group aimed to achieve. This process ensured that everyone was working towards a common purpose. Secondly, effective communication was critical to the success of the experience. Encouraging open and honest communication among group members ensured that all ideas were heard and considered. Thirdly, Capability Labs were designed to encourage collaboration among group members, and everyone worked together and shared their expertise to achieve the group's goals. Fourthly, groups may have consisted of individuals from different backgrounds, cultures, and experiences, and it was crucial to respect and embrace these differences to foster innovation and creativity. Lastly, Capability Labs were flexible and adaptable to the needs of the group. As such, it was essential to maintain flexibility in your approach to ensure that the group could make the most of the experience. By keeping these considerations in mind, groups maximized their experience and achieved their desired outcomes.

Migrants

The capability laboratory for the migrant group comprised

- 12 participants from Romania
- 10 participants from Netherland
- 8 participants from Lithuania
- 10 participants from Italy

During the capability laboratory, the participants were encouraged to actively engage with the materials and with each other, through group discussions, role plays, case studies, and other

interactive activities. The facilitators also used various tools and techniques to encourage participation, such as icebreakers, energizers, brainstorming sessions, and feedback loops.

The aim of the capability laboratory was to evaluate the level of familiarity of the migrant group with the aIMS(M) contents and to assess their interaction with the capability lab.

They tested the version of the MOOC in language of the Country they live in.

Overall, the migrant testers expressed high levels of satisfaction with the delivery of the message, the quality of stories, and the visual aids. The clarity of content and quality of stories were also well received. However, features such as formal, informal, non-formal communication, and shortness and sweetness received less positive feedback.

The capability laboratory provided valuable insights into the needs and preferences of the migrant group regarding the aIMS(M) contents. The MOOC modules were found to be useful for being socially included, and they were generally understandable for someone without previous technical competences.

To improve the effectiveness of the aIMS(M) contents, the migrant testers suggested that the language could be made easier for everyone to understand, and that a native language version would be handy for older people or people who don't yet speak English or the local language – for the translated version of the MOOC. The lack of interactive videos on all modules was also mentioned, and it was suggested that the inclusion of videos would make the lessons more interesting and easier to absorb.

In conclusion, the capability laboratory provided valuable feedback on the aIMS(M) contents from the migrant target group, and it highlighted areas for improvement to enhance the effectiveness and accessibility of the modules. The insights gained from the capability laboratory can be used to improve the quality of the aIMS(M) contents and to better meet the needs of the migrant group.

Low skilled long term unemployed adults

The capability laboratory for the low-skilled long-term unemployed adults' group comprised

- 11 participants, five of whom with basic or low digital skills, from Romania
- 10 participants from Netherland
- 9 participants from Lithuania
- 13 participants from Italy

During the capability laboratory, the participants were encouraged to actively engage with the materials and with each other, through group discussions, role plays, case studies, and other interactive activities. The facilitators also used various tools and techniques to encourage participation, such as icebreakers, energizers, brainstorming sessions, and feedback loops.

Participants had previously tested different modules, and the results were similar to those of the migrant group, with high marks for the delivery of the message, quality of stories, and visual aids. However, certain features such as shortness and sweetness, formal, informal, non-formal communication, and quality of structure received less positive feedback.

The shortness and sweetness were the quality most appreciated by this group. But also, the visual presentation, clarity of the content, quality of the stories and main channels of description were considered as good qualities.

When asked about the layout of the course some participants found it simple, easy to comprehend, and efficient in navigating the course content, while a good bunch of others found it cluttered and confusing especially due to the excessive use of color and text together which, in their opinion made it harder for them to focus on the essential information. The use of abbreviations posed a challenge for some participants, who suggested including a list of all acronyms to avoid constant look-ups and facilitate their learning. The participants expressed that they would like to see the course become more interactive, with more videos, explanatory images, and tasks to fulfill during the course.

Those who found the course content clear and easy to understand appreciated the use of visual aids. However, some participants had a difficult time grasping the course concepts, finding the curriculum challenging. The group had mixed opinions about the curriculum as well, with some finding it appropriate for their skill level and easy to follow.

Overall, the feedback from the Capability Laboratory was instrumental in identifying areas for improvement in the MOOC project. The team plans to use the feedback to enhance the overall quality of the course, recognizing the importance of data-driven decision-making in ensuring that the course meets the needs of its target audience.

Professionals

The capability laboratory for the professionals' group (educators and professionals working with migrants) comprised

- 10 participants from Romania
- 8 participants from Netherland
- 10 participants from Lithuania
- 19 participants from Italy

A significant difference in this group derived by the differentiated way the modules were tested (the participants have not tested the different modules in the same way, e.g. different composition of the groups, different timelines, different ways to connect and experience). This led to an open discussion on the positive and negative aspects of the course as a whole.

Regarding the course layout, most participants found it attractive, with new and interesting features. The videos were clear and not overloaded with information, which was a positive aspect. However, like low-skilled adults, the professionals expressed concerns about the excessive use of colours and abbreviations, making it difficult to go through the course. The layout had its pros and cons, but it was generally acceptable.

On the curriculum, the length of some lessons and the use of long sentences and difficult words were concerns. The long paragraphs and the information structure made it challenging to

follow and understand the course, lacking linearity. The overall opinion agreed that the language, length, and layout of most modules were too advanced for migrants and low-skilled unemployed adults. Additionally, some expressed concerns about the confusing access to PDF files, and a lack of continuity in certain cases.

Inclusion wise, it was agreed that attending the aIMSM online course could support the social inclusion of migrants and long-term unemployed individuals by providing them with new skills, knowledge, and social connections that can help them participate more fully in their communities and workplaces.

The course provides insights into technology and its role in modern society. As technology continues to play an increasingly important role in our lives, understanding its benefits and limitations can help professionals better support migrants in integrating into society.

CONCLUSIONS

In conclusion, the capability laboratories for the three target groups, migrants, low-skilled long-term unemployed adults, and professionals, provided valuable feedback on the MOOC 's contents, layout, and curriculum.

Overall, the migrant and low-skilled unemployed adults' feedback was similar, with high marks for the delivery of the message, quality of stories, and visual aids. However, certain features such as shortness and sweetness, formal, informal, non-formal communication, and quality of structure received less positive feedback.

The professionals appreciated the course's videos and found the layout attractive, but also had concerns about the excessive use of colours and abbreviations, making it difficult to navigate through the course. All target groups agreed that the language, length, and layout of most modules were too advanced for migrants and low-skilled unemployed adults.

The capability laboratory insights highlighted areas for improvement to enhance the effectiveness and accessibility of the modules, such as making the language easier to understand and introducing a native language version for migrants.

The feedback from the capability laboratory will be used to improve the quality of the MOOC project and to better meet the needs of the target groups.

ANNEXES

Erasmus+, Action Type KA220-ADU – Strategical Partnership for education and training

Project: 2020-1-NL01-KA220-ADU-064517

AN INTEGRATED METHOD TO SUPPORT MIGRANTS - AIMS(M)

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PREPARATION OF PARTICIPANTS AND INSTRUCTION ABOUT HOW TO USE THE PLATFORM

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Instruction on how registering yourself on the platform

Access to the website

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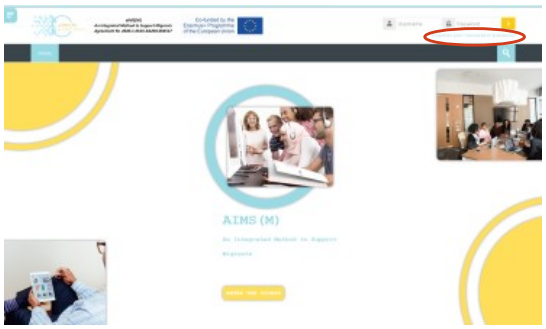
1 To access the platform, please go to: **https://aimsm.csciformazione.eu/**



2 Before doing anything, please **Log in** with the form on the top right corner.

If you are not signed up yet, please click on the blue link under the login form.

Login

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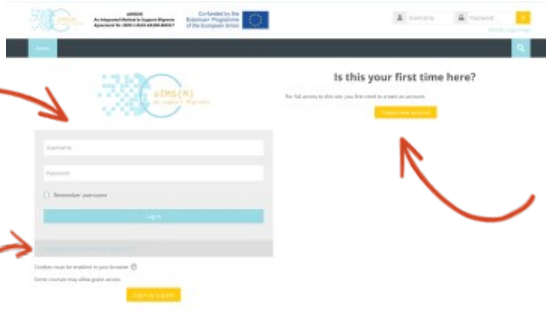
By clicking on the link shown in the previous slide (or by going to the link **https://aimsm.csciformazione.eu/login/**) the following screen will appear.



1 Anyone who has already signed up, can log in through the login form.

2 Anyone who forgot the credentials, may use this button.

3 For anyone who want to use the website, but does't have the credentals yet, this yellow button is available for signing up.

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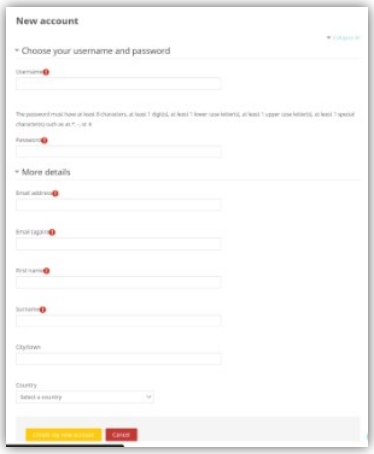
1. By clickingon the linkshownin thepreviousslide (or bygoingto the link**https://aimsm.csciformazione.eu/login/signup.php**) the screen on therightwillbe shown
2. Pleasecompleteall the fields,especially**the ones with an exlamation mark in a red circle** (whicharemandatory)
3. Finally click on theyellow button «Crate my account»
4. Finally follow theinstructionyou will see



How to enter in each Module and how to follow the contents

The courses

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1. In the website home page, you can find the courses by going on the Yellow button «ENTER THE COURSES»

2. Finally you will find the list of modules, select the one you want by going to «Click to enter this course»

3. Finally click on the blue text to self enroll and enter the course.

Module's home page

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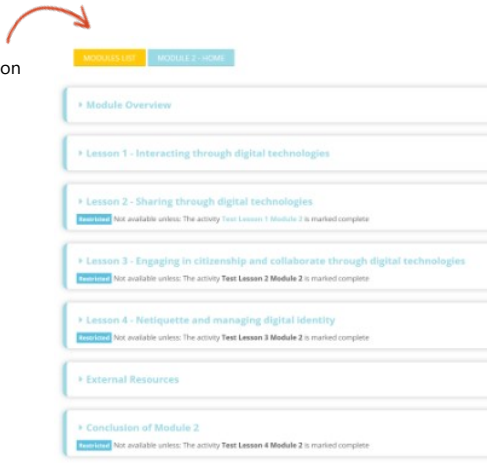
1. You can go to the previous page with the yellow button «MODULE LIST»
2. You are now in the Home page of the Module you've selected, which contains a list of lessons.

   Each lesson is available only if all the activities in the previous lesson have been completed

   Some lessons, like the first one, and «External Resources» are available by default
3. To open a lesson, please click on its name.
   You can always come back to the Home page of the Module with the blue button «MODULE X – HOME» on the top.



Lessons

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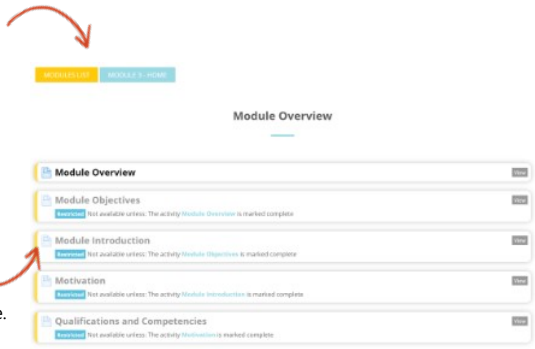
1. If you click on a lesson, you will find a page like the one on the right.
   You can go back to previous pages with the buttons on the top.
2. In the lesson page you will find a list of activities.
   Some are available, while others are available only after certain conditions.
   Usually the condition is to complete a previous activity of the same lesson, to complete an activity from a previous lesson, or to complete a test.
3. To open an activity, if it is available, please click on its name.
   There are multiple type of activity: they will be listed on the following steps.



Text activity

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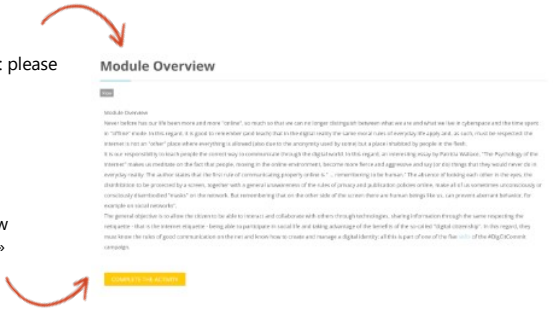
1. The page of a Text activity is like the one on the right: please read the entire text

2. When you have finished you can click on the yellow button on the bottom «COMPLETE THE ACTIVITY»



Video activity

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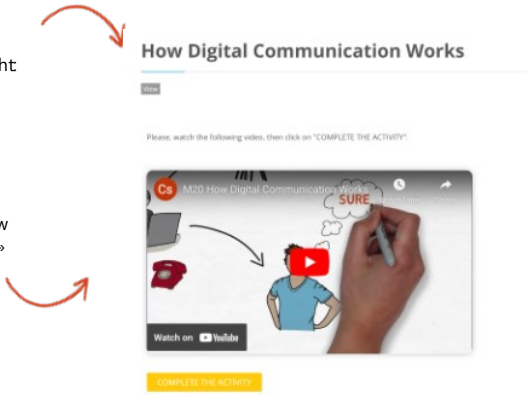
1. The page of a Video activity is like the one on the right: please watch the entire video

2. When you have finished you can click on the yellow button on the bottom «COMPLETE THE ACTIVITY»



Presentation activity

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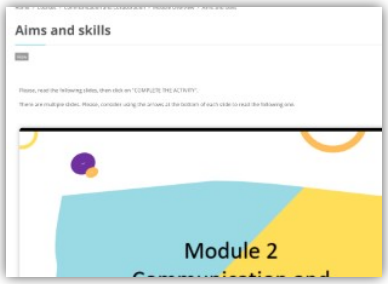
1 The page of a Presentation activityis like the one on the right. It is quite large, so you may have to scroll down withyour mouse to see the presentation.



2 With the button on the bottom of thepresentation you can see all the slides of the presentation: please read all the slides

3 When you have finished you can click on theyellow button on the bottom «COMPLETE THE ACTIVITY»

PDF activity / Resource

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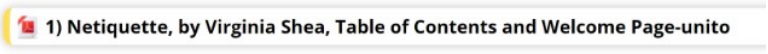

1 A pdf resource, is a special type of activity:when you click onits name, the download of the pdfwill start. Please check your downloads andread the pdf.

How going to an end of the Module and how to obtain the Badge

Test activity (1/2)

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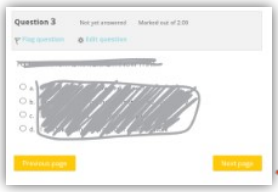
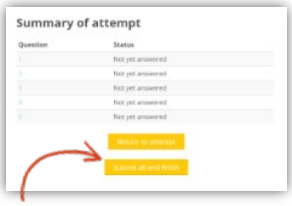
1. A test activity is more complex and there are a few steps to complete it.
2. First of all click on «ATTEMPT QUIZ NOW»



3. Answer to the questions and click NEXT PAGE to go to the next question (or PREVIOUS PAGE to review an old answer).
The last question will enable you to finish you attempt.



4. Review your answers and click on «SUBMIT ALL AND FINISH» to conclude.

Test activity (2/2)

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5. After the submission, a revision, with the score will be available.
6. Please, read it carefully by scrolling with the mouse, than click on «FINISH REVIEW» on the bottom right corner.

7. Finally, a feedback with instructions will be available.
Please read it, and follow the instructions

If you passed the test, a button to continue with the lesson will be available.
If you failed the test, a button for trying again will appear.

8. *This is just a bare description of the test process. Other actions are available and the User Interface will guide you through them: so read everything in the page **CAREFULLY**, please*

The language of the Module's online is English language and the badge is written in English.

Accessibility Statement

We envision a world where anyone, anywhere can transform their life by accessing the world's best learning experience. This includes learners of all abilities. We strive to ensure that the learner experience on our platform is accessible to individuals with disabilities and that the platform allows our partners to create accessible content. This includes the following actions:

We hold ourselves and our partners to high standards, and we train and test ourselves against those standards.

- We strive to substantially conform with Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. The AIMS(M) platform undergoes bi-annual independent audits against the Guidelines to ensure an accessible environment for learners. We inspect and test changes to our platform prior to implementation.
- We make this Policy publicly available across prominent parts of the www.aimsm.csciformazione.eu website. We provide this Policy and other accessibility resources (including guidance on creating accessible content and utilizing the accessibility features of the platform) to AIMS(M) employees, learners, and content creating partners.
- We expect our content-creating partners to create and maintain content that conforms to WCAG 2.1 AA and we provide them with tools and resources to support their creation of accessible content.
- Some Module's lecture videos offer closed captioning in English language.

We have an Accessibility Team.

Our team includes internal Product and Compliance expertise and external digital accessibility specialists. A cross-functional Accessibility Team champions a culture of accessibility compliance throughout all AIMS(M) teams.

We welcome your comments and feedback and use it to reflect and improve.

Learners may submit accessibility-related feedback and requests for reasonable modification of practices, procedures in the following ways:

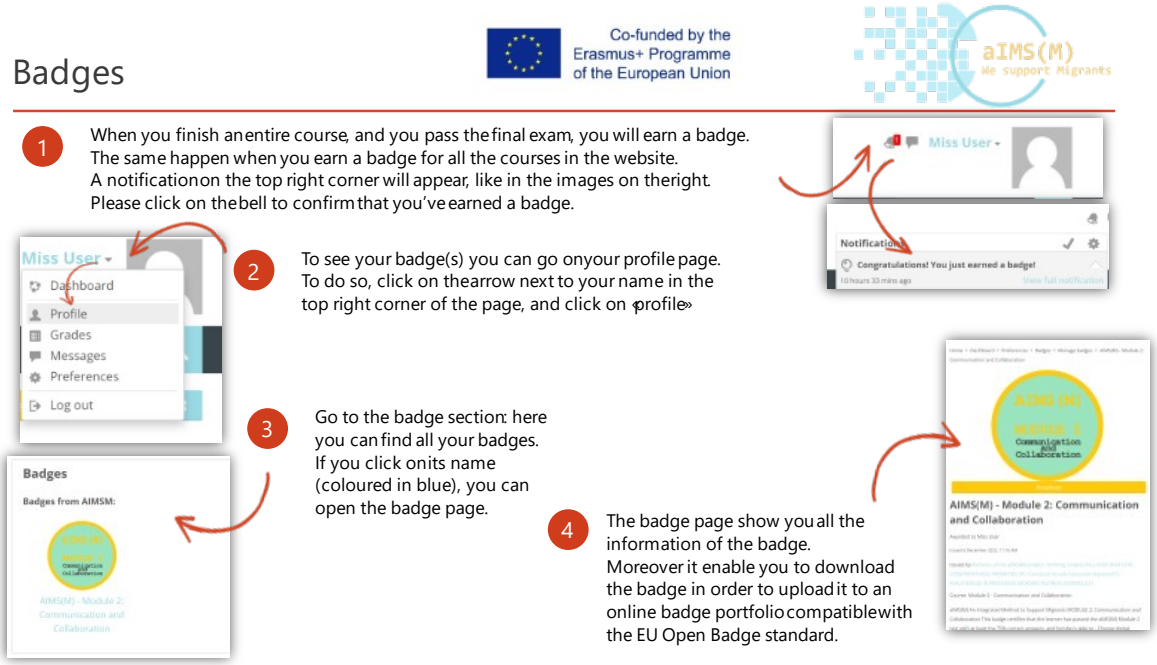
- Learners can contact us for support.
- If a learner is using a screen reader, they are also presented with an email when submitting a support ticket that is only 'visible' to assistive technologies which can be used by learners to report issues with screen-readers or more general accessibility issues on the platform.

Module's Openbadge

A Module's Badge is an official AIMS(M) credential that confirms that each learner successfully completed a Module's on the aimsm platform.

See your OpenBadge

You can see all the Badges you've earned on your page. From there, you can download, print, or share your Badges.



You can also check your page to see Modules you completed but did not earn any Badges for, and your final grades in all the Modules you've completed.

An OpenBadge includes:

Name of the participant	Name and Family Name
Title of the OpenBadge	Name and number of the Module
Competences acquired	List of the main competences acquired attending the Module X
Issued by	Partners of the aIMS Project:
Date	Date of issue
Image on the OpenBadge	One picture needs to be chosen
Criteria	Test passed with 75% correct answers
Link	Generated automatically and visible in the app badge portfolio

An OpenBadge does not include:

- Any academic credit from the partner institution offering the Module's online;
- The final grade you got following all 5 modules;
- Your ID photo;
- The hours you spent working on coursework but a standard time of use for each Module;
- A printed or mailed copy of the Module's OpenBadge;
- Badges are provided as downloadable PDF files, which you can print yourself. You can also share them electronically.

Unfortunately, AIMS(M) partners cannot provide Module's OpenBadges with any more information than they already include. AIMS(M) partners cannot provide any information or documentation about your Module's progress, completion, grades, or other information besides the Module's OpenBadge.

Your Badge for a Module will be released in English language as the Module you attended. AIMS(M) cannot provide translated Badges.**Professional credit**

AIMS(M) OpenBadges do not provide any professional or academic credits.

If you need to know whether an AIMS(M) OpenBadge will count toward accreditation for a specific organization or program, please ask a representative of that organisation or program.

Solve problems with the Badges

If you're having issues with your OpenBadge, check for your issue below.

I didn't get a OpenBadge

If you submitted all required assignments in a Module but don't see a Module's OpenBadge on your page, you may not have fully completed the Module. Check to make sure:

Your Name Verification or Verification has been approved.

Some Modules require Name Verification before your OpenBadge is released. Others require Verification. To check, open your Account Settings page. If you see a link asking you to complete Name or Verification, click the link and follow the instructions to set up Name or Verification.

You passed all required assignments, or you met the Module's passing threshold.

In most courses, you need a passing grade on all required assignments to get a Module's OpenBadge. In cumulative graded courses, you need to meet the Module's passing threshold. Check the **Grades** tab to see your current Module's grade or check for are assignments you still need to pass.

The Module's offers a OpenBadge

Some sections do not offer Module's OpenBadge. To see which Module you've taken don't offer OpenBadges, check the Other Completed Modules section of your Accomplishments page.

I want to change my name on my Module's OpenBadge

The name on your Module's OpenBadges is the full name you used for your Name during the Registration process. Once you set up Verification, you won't be able to change your information. If you're using Name Verification, you can request a name change.

I can't find my Module's OpenBadge

You can see all the Module's OpenBadges you've earned on your Accomplishments page. If you can't find a Module's OpenBadge that you already earned, check to make sure:

- You're signed in to the right account;
- You completed all the steps to earn that OpenBadge.

My Module's Badge released early

For cumulative graded Modules, the Module's OpenBadge will release as soon as you meet the Module's passing threshold. This may happen before the session ends. Even if you meet the minimum Module's passing threshold, you should continue submitting any outstanding assignments by their deadlines.

Thanks for your attention and enjoy the Module's online on the platform:

http://aimsm.csciformazione.eu

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ANNEX 2 – Capability Laboratories National Reports

Erasmus+, Action Type KA220-ADU – Strategical Partnership for education and training

Project: 2020-1-NL01-KA220-ADU-064517

AN INTEGRATED METHOD TO SUPPORT MIGRANTS - AIMS(M)

IO3 Pilot the Validation process

NATIONAL CAPABILITY LABORATORIES

www.aimsm.csciformazione.eu

aIMS(M) partner PROMETEO

Date 20/04/2023

Place ROME

1. How much the participants are more confident with the aIMS(M) contents?

1	2	3	4	5
Not at all				Fully

1 = nr 0 participants

2 = nr 2 participants

3 = nr 7 participants

4 = nr 8 participants

5 = nr 9 participants

Suggestions to improve the modules and their understanding

The mix of descriptive, video and interactive elements is adequate for the informational, operational and knowledge learning objectives.

The videos (especially the one on how Excel works or the one showing how to use the different search engines) have been very helpful.

The videos of module 2 are all very interesting. The video "The dark side of digital communication" lasts 1 hour, too much. The video is in the first lesson.

Module 3 M3 Overview of the module - the explanation of the form content is really clear (+) a) the words themselves are hard to understand; b) suggestion: the addition of some images could help understanding

M3L2.1 INTRODUCTORY VIDEO It's clear. The first part (until 1.30) is a bit difficult to understand. It is very useful to see the keywords of the lesson.

M3L2.2 WHAT IS THE CLOUD? - In my opinion, it's perfect.

M3L2.3 HOW TO USE THE CLOUD - 0.3 There is an error: shouD instead of should. We talk about how Facebook works which is also illustrated at the end of lesson n.1.

M3L2.4 HOST DIGITAL CONTENT - The concept on the difference between iaas and paas is a bit difficult to understand.

M3L2.5 WORKING ON THE CLOUD - really ok!

M3L2.6 PUBLISHING VIDEO CONTENT - The difference between HTML and CSS is hard to understand unless you see examples. It would be better to add them.

This is a very rich device that is suitable for dealing extensively and exhaustively with the theme of digital content.

The Proposal is rich, varied, adequate to deal with the proposed topics.

Regarding editing, there are some typos and repeated concepts, in the initial parts, which need to be rationalised.

In the part "Digital Citizenship - Digital Identities" (Lesson 3), as regards the exercises in pdf, I didn't find it so easy and immediate to understand that the proposed exercises are to be downloaded and printed. I thought the pdf form with the exercise could be filled out directly on the computer. I had difficulty downloading it, maybe it would be better to put a little explanation.

Lesson 2 Differences between tablets and smartphones - Repeats the same things as in the previous lessons. It's hard to understand without concretely seeing what a tablet and a smartphone is and the differences between them. It can be deleted or changed by adding some pictures to show better.

How do a computer and a mobile phone work? - Can be placed before other lessons. It is very helpful to understand the main concepts.

What is computer? - It's very clear, but it's absurd to put this video after the lesson explaining the difference between Laptop and iPad. Argument order should be changed.

M3L1 Slide 8 The explanation of the text is proposed again. The sentences are literally the same. The explanations, in my opinion, are really clear and well structured.

2. How much are the participants interacting to the Capability Lab?

1	2	3	4	5
Not at all				Fully

1 = nr 0 participants

2 = nr 2 participants

3 = nr 1 participants

4 = nr 9 participants

5 = nr 12 participants

Considerations about the participation of the groups

The participation in Capability Labs required several considerations to be taken into account. Firstly, it was important to establish clear goals and objectives that the group aimed to achieve. This process ensured that everyone was working towards a common purpose. Secondly, effective communication was critical to the success of the experience. Encouraging open and honest communication among group members ensured that all ideas were heard and considered. Thirdly, Capability Labs were designed to encourage collaboration among group members, and everyone worked together and shared their expertise to achieve the group's goals. Fourthly, groups may have consisted of individuals from different backgrounds, cultures, and experiences, and it was crucial to respect and embrace these differences to foster innovation and creativity. Lastly, Capability Labs were flexible and adaptable to the needs of the group. As such, it was essential to maintain flexibility in your approach to ensure that the group could make the most of the experience. By keeping these considerations in mind, groups maximized their experience and achieved their desired outcomes.

Comments from participants

The overall logic is consistent with the course design for the group use.

The current proposal, albeit very broad, is concentrated on cognitive objectives, i.e. Information and knowledge. This can be useful for a group discussion.

The group wanted to consider combining the module overview and introduction into a single module for easier navigation. Additionally, the M30 video that introduces the form may need improvement, as the player's voice is not ideal and may not be well-received by all group members. A potential solution could be to use a screenshot from a website or social media platform to demonstrate the content instead. This approach may be more suitable for a college-aged audience.

The concept of serendipity is a bit vague. Tip: Focus more on why creating good content matters in our society by reflecting on how much content we watch in our daily lives. This would create a link with people's personal experience.

3. aIMS(M) contents are useful for being socially included

1	2	3	4	5
Not at all				Fully

1 = nr 0 participants

2 = nr 0 participants

3 = nr 2 participants

4 = nr 11 participants

5 = nr 12 participants

Nr of module tested

Nr 7 people tested the Module 1, Nr 7 people tested the Module 2, Nr 5 people tested the Module 3, Nr 4 people tested the Module 4, Nr 5 people tested the Module 5, in total from Prometeo 28 people tested the Modules.

Comments

The progression in terms of commitment expected from the participant is excellent.

In the slides, you can hear the translation from English to Italian made by the automatic translator (slows down the reading fluency), this can be a kind of obstacle for the inclusion.

M3L1 Content creation tools - The slides are really useful and clear. We could add some screenshots of the platforms we are talking about, perhaps the ones most used in possible workplaces (see inclusion tips)

M3L1 Dissemination of digital contents - Slides n. 9 and 10 repeat what social media organizers are which have already been explained in slide n. 5 which, in my opinion, could be outlined, if one could find a job in social networks it would be useful.

M3L1 Analyze contents - It's really ok, clear and easy to understand and use in a job.

4. aIMS(M) are contents understandable for someone without previous technical competences

1	2	3	4	5
Not at all				Fully

1 = nr 0 participants

2 = nr 2 participants

3 = nr 1 participants

4 = nr 9 participants

5 = nr 12 participants

Suggestions to improve the modules (please, indicate the modules to improve)

It would have been very useful, in my opinion, to add images/screenshots in the slides where navigation buttons were mentioned: perhaps a screen on where exactly to click to view the history or to open new links, just to give a better idea clear of what is being said and this could help in any workplace where new technologies based on distance learning are used.

How to conduct an online survey– If you don't have prior knowledge of online surveys, the survey may be challenging to understand. It seems to be more appropriate for individuals with some experience in this area. The most difficult aspect of the survey is the variety of question types and the related articles. To make it easier to comprehend, the best approach would be to incorporate a video tutorial that showcases various online surveys and highlights the differences between them. This method should improve the clarity and understanding of the survey, particularly for those without technical expertise.

M30L1 Create quality digital content– Even if you lack technical skills, the information presented on creating digital content is valuable. It emphasizes the importance of developing a plan to create high-quality digital content. Additionally, the section where the importance of referencing other people's content is highlighted can be particularly beneficial. This aspect can help ensure that the content you produce is relevant and informative to your target audience. Overall, the information provided can be useful for individuals of varying technical abilities who are looking to improve their digital content creation skills.

LESSON 3 M3L3.2 NETIQUETTE - Clear and useful

M3L3.3 GDPR - Some of the main concepts being explained may be challenging to comprehend. To improve the clarity of the information presented, it could be helpful to include an image summarizing the key points of the GDPR. This visual aid can help individuals without technical skills better understand the essential concepts and ensure they are complying with the regulations. By incorporating a visual summary, the information presented can become more accessible and understandable, regardless of an individual's technical background.

M3.3.4 INTELLECTUAL PROPERTY the VIDEO - okay!

M3L3.5 copyright - it's mostly clear, only when it says it needs to be fixed but you don't understand what that means.

M3L3.6 Creative Commons – ok

Other considerations coming from the Lab

> Further questions to the participants: Do you think that the course has the potential to be used in other contexts?

For an immigrant user over 40, the success in completing the course could present as discriminating factors of good usability and comprehensibility, in addition to the motivational ones: The level of schooling, or digital literacy at the entrance.

The whole module might be a bit difficult for the target group. Difficulties could increase if you don't know English well.

It seems more suitable for university students than for normal people. It is very useful when it is said that the contents put online can be watched by everyone and be part of one's digital identity.

I don't understand why there is a list of skills, but it has probably already been explained in a previous module.

Question #3 on how to make a public announcement to find a project partner is more for people working within E+. Other people probably have no idea what looking for a project partner is all about.

aIMS(M) partner **Kvalifikaciju ir profesinio mokymo pletros centras (KPMPC)**

Date 15th of May, 2023

Place Vilnius, Lithuania

General information

Study method	Capability Lab
Duration	90 minutes
Aims	– To collect the information about aIMS(M) training model – To identify the strengths and weaknesses of the aIMS(M) training courses – To reflect on revognision of acquired skills
Stationery supplies needed	sheets of paper, pens, marker pens, flipchart, sticky notes
Stage I – Introduction	10 minutes
- introduction by the moderator - welcoming participants by the moderator - drawing up the attendance list - introduction to the project (project goals, target groups, planned outcomes) - presentation of the aims and objectives of the meeting (aims of the study, participants) - presentation of the stages of the meeting	
Stage I – Introduction of the participants	10 minutes
Stage II – Presenting the rules of the meeting by the moderator	5 minutes
- setting the rules of discussion - explaining the way of using the information collected	
Stage III – Proper discussion	65 minutes
Number of participants	20 participants

Summary of discussion

Question: 1. Do you think you have comments on "what was easier to understand" and, on the opposite, "what was more difficult to understand"? Do you have any suggestions?

The participants were grateful to have the opportunity to get acquainted with the learning material, because during the course it is possible to improve not only digital competences but also English language skills. Answering this question, the majority of participants claimed that the easier to understand were those lessons which the content was conveyed, represented by pictures, diagrams, videos. Moreover, participants explained that it was easier to understand the lessons which content you can use, adapt in real life. Regarding the question "what was more difficult to understand" the respondents said that it was most difficult to understand and remember long definitions. Participants suggested to reduce the number of lessons of each module, to make the course shorter. This would help them to familiarize themselves with the topics of the course more quickly. Moreover, participants asked to make login easier, because now it is take a lot of time.
Question: 2. Do you think there has been an added value in the logic of the module(s) you have carried out and does the proposal seem adequate to the knowledge objectives you have set yourself? Do you have any suggestions?
All of participants said that proposal is adequate for the knowledge objectives that their set.
Question: 3. Which modules did you visit online, among the 5 proposed thematic areas and how long did it take you to complete it?
The majority of participants tested module 1 "Information and data literacy", on average, it took about 1-1,5 hour per participant.
Question: 4. Reflecting on your experience, what do you think were the most useful results for the job search?
Majority of participants claimed that lessons of all modules have good structures, important topics so after the course participant will reach basic level of IT competence, which is necessary in our daily life and of course performing work tasks. The benefits of IT knowledge noted by participants: – understanding how the devices around us work; – development of logic and critical thinking; – teaching and interpretation skills improve; – making everyday tasks easier; – new career opportunities open up.

The most popular mentioned lessons were browsing, searching and filtering data.
Question: 5. Try to comment on each module you have taken, the size and area of skills declared and how you have experienced the individualized pathway?
Since everything id taught from scratch, the participants do not need to have special knowledge before starting the course. As an advantage participants noted that it is helpful to have exercise for consolidating knowledge are provided for each module's lesson.
Question: 6 During the attendance of the modules, do you think you were able to recognize the skills acquired, and were you aware of the learning method used?
The majority of the participants noted that exercises at the end of each lesson help to recognize the skills acquired.
Question: 7 Do you think that the newly acquired skills are potentially useful for your digital citizenship and for working in a digitized environment?
All participants noted that newly acquired skills are useful digital citizenship and for working in a digitized environment. Participants mentioned these skills: browsing, searching and etc.

aIMS(M) partner: Consorzio Scuola Comunità Impresa (CSCI)

Date 21st February 2023

Place Novara, ITALY

General information

Study method	Capability Lab
Duration	90 minutes
Aims	• To understand strengths and weaknesses of the aIMS(M) training proposal. • To gather important information to standardize the process of evaluation and certification of acquired skills
Stationery supplies needed	sheets of paper, pens, marker pens, flipchart, sticky notes
Stage I – Introduction	20 minutes
- Welcome to the participants - Introduction of the participants (icebreaking) - Introduction to the project (project goals, target groups, planned outcomes) - Presentation of the aims and objectives of the meeting (aims of the study, participants)	
Stage II – Presenting the rules of the meeting by the moderator	5 minutes
- setting the rules of discussion - explaining the way of using the information collected	
Stage III – Discussion	65 minutes
Number of participants	21 participants • Migrants = 5 • Low-Skilled Adults = 5 • Professionals = 11

Summary of discussion

Question: 1. Do you think you have comments on "what was easier to understand" and, on the opposite, "what was more difficult to understand"? Do you have any suggestions?

All participants agreed that the easiest lessons to follow were those with little text per page and full of videos and infographics. Lessons in English allow for greater familiarity with technical terms in the vehicular language. The more theoretical lessons, where no

examples of application to everyday life are given, are the most boring and useless. The course appears to all to be too long for the practical needs of a user who needs to become familiar with using digital in a short time. The guide to the use of the platform was appreciated, which, in a simple but effective way, helped to become familiar with the tool.
Question: 2. Do you think there has been an added value in the logic of the module(s) you have carried out and does the proposal seem adequate to the knowledge objectives you have set yourself? Do you have any suggestions?
All agree on the adequacy, in terms of content, of the material explored. The course should only be shortened to make it easier to assimilate the content.
Question: 3. Which modules did you visit online, among the 5 proposed thematic areas and how long did it take you to complete it?
Participants were asked to agree among themselves (dividing into two groups: migrants/low-skilled adults and professionals) so that all modules could be viewed by both macro target groups of the action.
Question: 4. Reflecting on your experience, what do you think were the most useful results for the job search?
All the participants agree on the usefulness of the aIMS(M) training course in acquiring important skills useful for a job placement, the basic digital ones. Capitalizing on what aiMS(M) offers, participants believe that the designated target audience will be able to: • Install programs, do file saving and archiving • Use application packages, that is, all programs that are part of a specific group of apps. • Know how to fluently conduct a conference call using the main tools on the market (e.g., Skype, Zoom, Meet), especially in the context of smart working activities • Play multimedia content (photos, audio and video)
Question: 5. Try to comment on each module you have taken, the size and area of skills declared and how you have experienced the individualized pathway?

All the participants declare that the size and the area of the skills are exactly what it has been declared. It's quite easy to identify where and when user acquire them. First the majority tried to understand how the path was built and after has followed it as logically proposed by the platform.
Question: 6 During the attendance of the modules, do you think you were able to recognize the skills acquired, and were you aware of the learning method used?
Having clear what they are going to acquire in terms of competences, all the participants declare that yes, it's not so difficult understand where, when and how users are reaching their learning objectives.
Question: 7 Do you think that the newly acquired skills are potentially useful for your digital citizenship and for working in a digitized environment?
For sure the newly acquired skills help the person "grow" as an active citizen in a changing society, developing and/or strengthening those skills useful for his or her empowerment

aIMS(M) partner: CFPC, Constanta, Romania

Place Constanta, Romania

Introduction

The development of the MOOC (massive open online course MOOC), marked a significant milestone for our project in 2022, signalling a new area of interest for online learning and potentially connecting higher education for adults and migrants focusing on their digital skills.

The Romanian partner, Asociatia CFPC Constanta, has issued a notice to choose participants to take part in Piloting the Validation Process – using the online platform for piloting the course, including information about the chosen module/modules, motivation for participation, expectations, plans for the future involving knowledge and skills acquired, as well as commitment to providing feedback after using the learning platform, and consent to take part in the Capability Laboratories.

REPORT ON THE ASSESSMENT OF TESTERS IN THE VALIDATION PROCESS

After the completion of our testing phase, we have compiled and summarized the evaluation forms submitted by our testers. All participants tested the materials of the MOOC in its English version.

Through this process, we have gained valuable insights and feedback from our testers, allowing us to identify potential areas of improvement and better understand the needs and preferences of our target audiences. Our team recognizes the importance of data-driven decision-making and strives to utilize these evaluation results to enhance the overall quality of our product.

The collected data has been analyzed and is being reported below based on the identified target groups - *Migrants, Low skilled long term unemployed adults and Professionals.*

Migrants

The migrant group comprised 12 participants who tested the MOOC. All features and modules were tested, with module 4 being the most popular among four individuals. Three individuals each tested modules 3 and 4, and one person tested module 2 and module 5. The testers expressed high levels of satisfaction with the delivery of the message, the quality of stories, and the visual aids. Visual presentations, clarity of content, and quality of stories were also well received. However, features such as formal, informal, non-formal communication, and shortness and sweetness received less positive feedback.

All of the participants in this target group expressed high levels of appreciation for the use of technology during the online course, with each individual rating it as ‘very good’. This unanimous agreement suggests that the implementation of technology was effective and well-received, indicating that it is a useful tool for engaging and educating migrants.

Low skilled long term unemployed adults

The low-skilled long-term unemployed adult group included 11 individuals, five of whom had basic or low digital skills. One person tested module 2, two tested module 4, and one tested module 5. The remaining seven participants were unemployed adults for the past two years. Three tested module 2, one tested module 1, and the other three tested modules 3, 4, and 5. The results were similar to the migrant group, with the delivery of the message, quality of stories, and visual aids receiving high marks. Clarity of content, quality of stories and videos, and visual presentations were also well received, while features such as shortness and sweetness, formal, informal, non-formal communication, and quality of structure were less popular.

All of the low skilled long-term unemployed adults in this target group expressed their appreciation for the use of technology during the online course. Each individual rated it as 'very good,' indicating that the implementation of technology was not only effective but also well-received. This consensus suggests that technology can be a useful tool for engaging and educating low skilled long-term unemployed adults.

Professionals

During the pilot phase of the MOOC project, a group of eight professionals from Romania were selected to test the course materials.

Module 1 was tested by four participants, while the remaining four tested module 3. The feedback provided by the testers was carefully analyzed, and the results showed that there were several aspects of the course that were highly appreciated by the participants.

When asked about the most appreciated part of the module, the feedback indicated that the preferences covered most of the choices given, with very few exceptions. In fact, the least appreciated parts of the tested modules were reflected in the negative feedback received. For instance, while the clarity of the content received only one negative vote, the quality of the structure received two negative votes. Similarly, the Formal, informal, non-formal communication was the least favorite for four testers, while both the visual aids and the shortness and sweetness each received only one negative feedback.

All participants in this target group, consisting of professional teachers working in various educational settings with migrants, highly appreciated the use of technology during the online course. Each individual rated the implementation of technology as 'very good', indicating a unanimous agreement among the group. This positive feedback highlights the effectiveness and usefulness of technology as a tool for engaging and educating migrants in a variety of educational contexts.

Overall, the feedback provided by the professionals was helpful in identifying the strengths and weaknesses of the MOOC materials. The project team can use this feedback to make any necessary adjustments to the course and to ensure that it meets the needs of the target audience.

Conclusion of Tester's Assesment

The testing phase of the MOOC project has yielded valuable insights and feedback that will contribute to enhancing the overall quality of the course for its target audience, which includes migrants, low-skilled long-term unemployed adults, and professionals.

The feedback received from all groups suggests that the use of technology during the online course was highly appreciated and rated as 'very good'. The delivery of the message, quality of stories, and visual aids were also highly appreciated. Additionally, clarity of content, quality of stories and videos, and visual presentations were well received. However, features such as formal, informal, non-formal communication, and shortness and sweetness received less positive feedback.

These results enable the project team to make necessary adjustments to ensure the MOOC meets the needs of the target audience. The team recognizes the importance of data-driven decision-making and will use the evaluation results to enhance the overall quality of the MOOC, including leveraging technology to engage and educate participants.

Overall, the testing phase was a success, and the team looks forward to implementing the feedback received to launch a successful MOOC that meets the needs of its target audience, including the use of technology as a valuable tool for learning.

REPORT ON THE CAPABILITY LABORATORY

The following report provides an overview of the Capability Laboratory organized for the target audiences of the MOOC project, namely migrants, low-skilled long-term unemployed adults, and professionals. Each target audience had a separate Capability Lab, which was attended by the same individuals who had previously tested the modules of the MOOC.

The Capability Labs were designed to provide the participants with an opportunity to engage with the MOOC content and interact with the project team, providing valuable insights into the effectiveness of the MOOC in meeting their specific needs and preferences.

This report details the outcomes of the Capability Lab sessions, including the participants' level of familiarity with the MOOC contents, their interaction with the Lab, and their perceptions of the MOOC's usefulness for achieving social inclusion, as well as their understanding of technical competencies.

Additionally, the report includes a discussion of the use of technology during the Capability Lab, which was highly appreciated by the participants and provided useful feedback for enhancing the MOOC's overall quality.

Migrants

The capability laboratory for the migrant group comprised 12 participants who tested the MOOC modules, with modules 3 and 4 being the most popular among the testers. The aim of the capability laboratory was to evaluate the level of familiarity of the migrant group with the aIMS(M) contents and to assess their interaction with the capability lab.

During the capability laboratory, the participants were encouraged to actively engage with the materials and with each other, through group discussions, role plays, case studies, and other interactive activities. The facilitators also used various tools and techniques to encourage participation, such as icebreakers, energizers, brainstorming sessions, and feedback loops.

Overall, the migrant testers expressed high levels of satisfaction with the delivery of the message, the quality of stories, and the visual aids. The clarity of content and quality of stories were also well received. However, features such as formal, informal, non-formal communication, and shortness and sweetness received less positive feedback.

The capability laboratory provided valuable insights into the needs and preferences of the migrant group regarding the aIMS(M) contents. The MOOC modules were found to be useful for being socially included, and they were generally understandable for someone without previous technical competences.

To improve the effectiveness of the aIMS(M) contents, the migrant testers suggested that the language could be made easier for everyone to understand, and that a native language version would be handy for older people or people who don’t yet speak English or Romanian language – for the translated version of the MOOC. The lack of interactive videos on all modules was also mentioned, and it was suggested that the inclusion of videos would make the lessons more interesting and easier to absorb.

In conclusion, the capability laboratory provided valuable feedback on the aIMS(M) contents from the migrant target group, and it highlighted areas for improvement to enhance the effectiveness and accessibility of the modules. The insights gained from the capability laboratory can be used to improve the quality of the aIMS(M) contents and to better meet the needs of the migrant group.

Low Skilled Long Term Unemployed Adults

The Capability Laboratory for this target group was conducted in a somewhat similar manner as for the migrants, providing valuable insights and feedback on the course's content, layout, and curriculum. The laboratory was specifically designed for low-skilled long-term unemployed adults and included 11 participants, five of whom had basic or low digital skills.

During the capability laboratory, the participants were encouraged to actively engage with the materials and with each other, through group discussions, role plays, case studies, and other interactive activities. The facilitators also used various tools and techniques to encourage participation, such as icebreakers, energizers, brainstorming sessions, and feedback loops.

Participants had previously tested different modules, and the results were similar to those of the migrant group, with high marks for the delivery of the message, quality of stories, and visual aids. However, certain features such as shortness and sweetness, formal, informal, non-formal communication, and quality of structure received less positive feedback.

When asked about the layout of the course some participants found it simple, easy to comprehend, and efficient in navigating the course content, while a good bunch of others found it cluttered and confusing especially due to the excessive use of color and text together which, in their oppinion made it harder for them to focus on the essential information. The use of abbreviations posed a challenge for some participants, who suggested including a list of all acronyms to avoid constant look-ups and facilitate their learning. The participants expressed that they would like to see the course become more interactive, with more videos, explanatory images, and tasks to fulfill during the course.

Those who found the course content clear and easy to understand appreciated the use of visual aids. However, some participants had a difficult time grasping the course concepts, finding the curriculum challenging. The group had mixed opinions about the curriculum as well, with some finding it appropriate for their skill level and easy to follow.

Overall, the feedback from the Capability Laboratory was instrumental in identifying areas for improvement in the MOOC project. The team plans to use the feedback to enhance the overall quality of the course, recognizing the importance of data-driven decision-making in ensuring that the course meets the needs of its target audience.

Professionals

The capability lab for professionals was tailored to a unique target group consisting of educators and professionals working with migrants. The lab encouraged active participation through group discussions, role-playing, case studies, icebreakers, brainstorming sessions, and feedback loops. The same set of

questions was posed to the professionals, and the setting was open, allowing the facilitator to avoid providing detailed task explanations since peers were being addressed.

A significant difference in this group was that, despite previously testing only modules 1 and 3, they were invited to connect in teams of 2/3 and briefly review the other modules of the online course. This led to an open discussion on the positive and negative aspects of the course.

Regarding the course layout, most participants found it attractive, with new and interesting features. The videos were clear and not overloaded with information, which was a positive aspect. However, like low-skilled adults, the professionals expressed concerns about the excessive use of colors and abbreviations, making it difficult to go through the course. The layout had its pros and cons, but it was generally acceptable.

On the curriculum, the length of some lessons and the use of long sentences and difficult words were concerns. The long paragraphs and the information structure made it challenging to follow and understand the course, lacking linearity. The overall opinion agreed that the language, length, and layout of most modules were too advanced for migrants and low-skilled unemployed adults. Additionally, some expressed concerns about the confusing access to PDF files, and a lack of continuity in certain cases.

Inclusion wise, it was agreed that attending the aIMSM online course could support the social inclusion of migrants and long-term unemployed individuals by providing them with new skills, knowledge, and social connections that can help them participate more fully in their communities and workplaces.

The course provides insights into technology and its role in modern society. As technology continues to play an increasingly important role in our lives, understanding its benefits and limitations can help professionals better support migrants in integrating into society.

Conclusion of Capability Labs

In conclusion, the capability laboratories for the three target groups, migrants, low-skilled long-term unemployed adults, and professionals, provided valuable feedback on the MOOC 's contents, layout, and curriculum.

Overall, the migrant and low-skilled unemployed adults' feedback was similar, with high marks for the delivery of the message, quality of stories, and visual aids. However, certain features such as shortness and sweetness, formal, informal, non-formal communication, and quality of structure received less positive feedback.

The professionals appreciated the course's videos and found the layout attractive, but also had concerns about the excessive use of colors and abbreviations, making it difficult to navigate through the course. All target groups agreed that the language, length, and layout of most modules were too advanced for migrants and low-skilled unemployed adults. The capability laboratory insights highlighted areas for improvement to enhance the effectiveness and accessibility of the modules, such as making the language easier to understand and introducing a native language version for migrants. The feedback from the capability laboratory will be used to improve the quality of the MOOC project and to better meet the needs of the target groups.

aIMS(M) partner: The Dutch report

Place Enschede (NL)

Introduction

To get an idea of how users will feel about the MOOC, what the like, dislike, and their general feedback, we asked 30 people from different target groups to test our MOOC and give us their feedback. 8 professionals working with the target audience each tested 1 module. They tested the English version and therefor all lessons within the module they were assigned. 10 low skilled long term unemployed people tested a module each. We were planning on having 12 people from this group test the MOOC. Unfortunately, due to illness, holidays and trouble getting the account up and running, we were not able to reach this number. We did ask 2 of the participants to test 2 modules each. This means there are 12 test results, but 10 different people. They tested the Dutch version and therefor only tested the material available in the translated version of the MOOC. This means 1 lesson and no videos. We choose for this, because this target group does not speak English or doesn't speak English well enough to follow this course in English. The same goes for the migrant testing group. They also followed the lessons in Dutch and this group consisted of 10 people.

The feedback was collected in two parts. First, we asked everyone to fill out a short evaluation form after they completed the testing. This was done individually. When everyone was done testing, we asked them for additional feedback. For this, we talked about the MOOC.

Evaluation by the testers

The evaluation forms completed by the testers have been summarised. The information is reported by target group.

Migrants

Ten migrants who are currently living in the Netherlands have tested the materials of the MOOC. The tested the Dutch version of the MOOC, which means all of them have only tested the lesson of the module that was available in Dutch. Alle modules were tested by two people.

The most appreciated part of the module was how the message was delivered. But also, the use of visual aids, the clarity of the content, the main channels of description and the quality of the stories were highly regarded by the testers. Some testers said they liked the shortness and sweetness, the quality of the structure and the visual presentations.

The worst problems overall were the quality of the structure and the clarity of the content. But some testers also mentioned the quality of the content, the shortness and sweetness and the use of visual aids. On the other hand, two of the testers said there were no problems. They really liked the lesson as a whole.

Most testers though the use of technology was good or sufficient. One thought it was not so good, and one said it was very good.

Low skilled long term unemployed people

Ten low skilled long term unemployed people tested the materials. Two of them tested two modules each, the rest all tested one module. Modules 1, 3 and 4 were tested two times, module 2 was tested by three people and module 5 was tested once.

The shortness and sweetness was the quality most appreciated by this group. But also, the visual presentation, clarity of the content, quality of the stories and main channels of description were considered as good qualities.

The worst problem was the visual presentation. There were a view answers that were giving as well in this category. They are Quality of the stories, quality of the content, clarity of the content and the use of visual aids. Formal, informal, and non-formal communication was also mentioned by one person. This person clarified that although he said this was the worst problem, this didn't mean it was bad. It was just the worst of the ones he could chose between.

The use of technology scored evenly in the categories not so good and good/sufficient.

Professionals

Eight professionals from the Netherlands have tested the materials of the MOOC. Modules 1, 2 and 3 were tested by one person, module 4 by 2 people and module 5 was tested by 3 people. They tested all the lessons of the module they were assigned. Afterwards they filled out an evaluation form and application form. The questions were all multiple choice. Some choose one answer per question, but others gave more than one answer.

The first question asked what the most appreciated part of the module was. The use of visual aids was considered the most appreciated part by three people. The formal, informal, and non-formal communication, clarity of the videos and the quality of the videos were the best part for two people and one person thought the quality of the stories was the most valued part.

The people that tested the modules gave different answers to what they thought was the worst problem. Almost all option for how to improve the course were giving by at least one of the testers. Only the use of visual aids hasn't been given as an answer. The formal, informal, and non-formal communication and the visual presentations were the two answers most given, by three people each. How the message is being delivered, the clarity of the lessons and the quality of the structure were answered by two people. The shortness and sweetness and the quality of the story were given as answer both by one person.

The use of technology during the course scored on average good/sufficient.

Conclusion of the evaluations

How the message was received, the shortness and sweetness and the use of visual aids were the parts of the modules the testers most appreciated. But also, the quality of the stories was highly appreciated.

Although some said the clarity of the content was most appreciated, this also was the worst problem for testers from all three groups. Other problems viewed as the worst problem were the quality of the structure, the quality of the content and the visual presentation. With regards to this last one we should keep in mind that two groups tested the Dutch version which doesn't have the videos and therefor has fewer visual aids then the full version. And there were also testers who didn't think there were any real problems. They were happy with the course as is.

On the whole, testers thought the use of technology was good/sufficient.

Capability lab

For each target audience we had a different capability lab. The were held with the same people that tested the modules.

Migrants

During the capability labs we talked about the curriculum (the information), what they thought about the lessons (how was the content, was it easy or hard, how was the language, did you miss any information) and asked about additional feedback.

All the migrant testers were very positive about the curriculum. One person said it was clear that there was a lot of time and effort spent on making the module. People said it was fun and they learned something new. Some said they got information they hadn't gotten before, were happy they could now protect themselves from hackers, learnt more about content management, or said they now were able to fix problems with their phones themselves instead of needing to ask someone. One person remarked that it was a lot of text which wasn't fun and got a bit boring, but they did learn a lot.

When we talked about the curriculum, halve the testers indicated the language used was difficult. One said he had translated it into another language, so he could finish the lesson. One person said the lesson was very clear, the language was okay and the pictures in the presentations helped make the instructions in the lesson clear. The lack of interactive videos was also mentioned. This is a problem that only exists in the translated version of the modules, because here we left out the videos.

We ended the capability lab by asking if anyone had any final remarks for us. Most said that we did a great job, and you can learn a lot from the course. In addition, most said that the language could be a bit easier, so everyone can understand, and it would make it easier and more fun to follow. One person suggested an Arabic version would be handy for older people or people who don't yet speak the language. The last remark was that videos would help make the lesson more interesting and make it easier to absorb the information.

Low skilled long term unemployed people

The capability labs were conducted in the same way as the one for the migrants. We asked about the lay-out, about the curriculum and if they had any other feedback, they would like to share with us.

The group was divided on the lay-out. Some thought it was very nice and easy to read. Simple but efficient. Others thought it was difficult to read and very messy. There was far too much going on, too much color, too much text and the buttons on the first screen (before entering the module) were not readable because of the color use. Furthermore, one person said that not all the text on a page was in the right order. With this he meant the pages like the ones in the images below.

Figure 1. example what one person said was not in the right order. You usually read from the top to the bottom, but here you need the read the middle part first.

The group was equally divided about the curriculum. Some said it was easy, good to follow and the language used was of the right skill level. Others said they found it difficult to read, had trouble remembering the abbreviations and it was hard to follow the whole lesson.

In closing, we asked if they had any additional feedback, anything they would like to see changed or that they found really good. Most said it would be nice if the course was more interactive. This means more videos and explanatory images, more tasks to fulfill during the course and a more interactive quiz at the end. A suggestion was that a list of all the abbreviations would make it easier to follow the lessons without constantly having to go back and look it up. The overall view was that the information taught in the lessons was very good and helpful.

Professionals

The capability lab of the professionals was more of an open, group discussion, without any set questions.

On the positive side people said the lay-out of the course on the whole is fresh and attractive. The person testing module 3 said the apps that are suggested are very useful.

Unfortunately, most comments were not that positive. All testers indicated that they think the lessons are far too difficult for migrants and low-skilled people to follow, as they themselves had a difficult time following the course and they all work with computers on a daily basis as part of their jobs. Long sentences and the use

of difficult words are some of the remarks. But also, the long paragraphs and the way the information was structured made it difficult to follow the lessons and makes it hard to really get what the course is trying to teach you.

The amount of information per module was so high, some people had difficulties staying motivated.

And in closing, more than halve the testers said they had troubles with reading the buttons and some of the material due to the colour choices. In particular the light blue with white lettering was not readable for some of the testers.

Conclusion of the capability labs

The outcome of the capability labs for migrants and low skilled long term unemployed adults on the one hand and the professionals on the other hand were very different. This was due to the fact that the first two tested the Dutch version and the last tested the full, English version.

The people testing the Dutch version were happy with what they learned and could see that there was a lot of effort put into making the course. However, about halve the testers indicated the language was quite difficult. Some said the colours were to busy and there was to much text. The most heard comment was the language could be made a little easier to read and they would like the course to be more interactive. This is only a problem in the translated version. Overall, most testers thought it was a nice course.

The professionals, who tested the full, English modules, were a bit more critical. The testers thought overall the English course was to long, to much information, the skill level required was far to high and the language used far to difficult. On a positive note, they found the look of the course fresh and attractive.

ANNEX 3 – Description of the Open Badges released by the platform

Erasmus+, Action Type KA220-ADU – Strategical Partnership for education and training

Project: 2020-1-NL01-KA220-ADU-064517

AN INTEGRATED METHOD TO SUPPORT MIGRANTS - AIMS(M)

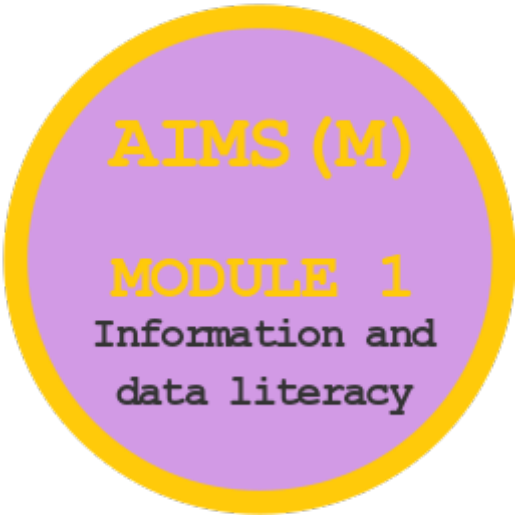
IO3 Pilot the Validation process

DESCRIPTION OF THE OPENBADGE RELEASED BY THE PLATFORM

www.aimsm.csciformazione.eu

How the Badge is done and what is written on it

Name of the participant	Name and Family Name
Title of the OpenBadge	Name and number of the Module
Competences acquired	List of the main competences acquired attending the Module X
Issued by	Partners of the aIMS Project:
Date	Date of issue
Image on the OpenBadge	One picture needs to be chosen
Criteria	Test passed with 75% correct answers
Link	Generated automatically and visible in the app badge portfolio



Further information

Description of Open Badges

Starting from the need to find useful tools to certify learners' digital skills through transversal activities, the partnership has joined the aIMS(M) Project, a system for certifying acquired skills through the provision of Open Badges (https://aimsm.csciformazione.eu/) and the website (https://www.aimsm.eu/).

What are Open Badges?

The OpenBadge is a digital certificate, consisting of a graphic part (an image) with the addition of some specifications: it is a real virtual certificate to which additional information (metadata) is attached, indicating a competence acquired (or a skill or objective achieved), the method used to verify it, the indication of who issued it and the identity of the person who gained it.

This information is readable by all applications that read OpenBadges, so that it can be made an integral part of the personal CV, thus being usable in various fields (job search, recruiting by companies, etc.).

Benefits

Participants appreciate and seek out OpenBadges because:

- They can post them on their social media (FB, Twitter, Linkedin, etc.) in and on their electronic CVs;
- They increase the web reputation of those who consider them useful for recruitment purposes;
- They increase the visibility and web reputation of those who issue them.

Future developments

- Envisage a census to ascertain which activities can be certified in an innovative manner;
- Solicit and promote new initiatives involving the issue of OpenBadges;
- Communication to companies for endorsement.

For information on the project and on Open Badges

https://www.aimsm.eu/

https://aimsm.csciformazione.eu/

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Project manager

Barbara Tosi, Head of the CSCI, Novara, IT

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We support Migrants

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Free online course

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Prometeo

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Kvalifikaciju ir profesinio mokymo pletros centras