



Enhancing the role of lifelong learning
for older workers in Europe



TO SWITCH

TOWARDS SENIOR WORKERS' INNOVATIVE TRAINING CHALLENGES
ERASMUS+ Strategic Partnerships 2020-1-IT01-KA202-008413

Intellectual Output 3 Guidelines



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Contents

Sommario

Glossario	5
1. Introduzione.....	8
2. Profilo di competenze del formatore per adulti: cosa rende un insegnante un buon insegnante degli adulti?	10
2.1 Come è stato progettato il nuovo modello di competenze secondo i principi andragogico-eutagogici dell'educazione degli adulti.....	10
2.1.1 Dalla revisione della letteratura.....	10
2.1.2 Dall'analisi delle buone pratiche.....	11
2.2 Concetti chiave.....	11
2.3 Nuove idee dell'applicazione dell'IA nei processi dell'apprendimento degli adulti	13
2.4 Discussione e conclusioni della sessione	15
3. Riassunto dell'analisi dei questionari dei formatori e dei discenti	16
3.1 Informazioni generali	16
3.2 Valutazione complessiva dell'esperienza	16
3.3 Valutazione complessiva dell'utilizzo della piattaforma.....	17
3.4 Punti di forza e di debolezza del modello TO SWITCH e suggerimenti.....	17
4.1 Principi per l'apprendimento degli adulti secondo il progetto To Switch	18
4.2 Come rendere l'apprendimento nello "spazio digitale" vantaggioso per gli anziani.....	19
ANNEXES	28
ANNEX 1: Trainer and user questionnaires.....	29
ANNEX 2: Analysis of the French user questionnaires.....	98
ANNEX 3: Other tools for assessment and self-assessment	99

Glossario

Questo glossario aiuterà a capire alcuni dei termini tecnici usati nelle linee guida di TO SWITCH.

Termine	Definizione
Principi andragogici-eutagogici dell'educazione degli adulti	<p>Si riferisce a strategie di insegnamento che si focalizzano su apprendimento autodiretto e attivo e incoraggiano i discenti adulti a prendersi la responsabilità per le loro esperienze di apprendimento. Si distingue tra:</p> <ul style="list-style-type: none">• Pedagogia: l'arte e la scienza dell'insegnamento• Andragogia: l'arte e la scienza dell'insegnamento e di guida dei discenti adulti• Eutagogia: la pratica dell'apprendimento autodeterminato.
Apprendimento online asincrono	<p>Apprendimento che si svolge in momenti diversi per i discenti e i docenti, consentendo flessibilità, praticità e rispettando i propri ritmi e tempi nel processo di apprendimento.</p>
Pensiero computazionale e critico nelle abilità PS-TRE	<p>Riguarda l'applicazione del pensiero critico e computazionale all'apprendimento degli adulti, finalizzato alla risoluzione di problemi in ambienti ricchi di tecnologia (PS-TRE).</p>
Zona di comfort	<p>Si riferisce allo stato psicologico in cui un individuo percepisce tutto come familiare e si stenta a suo agio, portando alla resistenza al cambiamento e alla riluttanza ad assumersi dei rischi.</p>
Divario digitale	<p>Il divario tra chi ha accesso alla tecnologia digitale e chi no, portando a disuguaglianze nell'istruzione, nell'occupazione e in altri settori.</p>
Competenze digitali	<p>Si riferisce alla capacità di utilizzare la tecnologia digitale in modo efficace, comprese le competenze in materia di alfabetizzazione digitale, comunicazione e risoluzione dei problemi.</p>

Approccio di apprendimento a doppio loop	Un approccio alla risoluzione dei problemi che implica l'esame e la messa in discussione dei presupposti e delle convinzioni sottostanti che informano le azioni e l'adeguamento per ottenere risultati migliori. Include fare un passo indietro e ridefinire credenze e valori che informano l'apprendimento.
Principi educativi	I valori fondamentali, credenze e obiettivi che guidano le pratiche educative e il processo decisionale.
Contesto formale	Apprendimento che avviene all'interno di un'istituzione educativa strutturata come una scuola o l'università, con curriculum e obiettivi di apprendimento definiti.
Cambio generazionale	Il processo di cambio sociale e culturale che avviene quando una generazione viene sostituita da un'altra, portando ad un cambiamento in comportamenti, credenze e atteggiamenti.
Contesto informale	Si riferisce al processo di acquisizione di conoscenze, capacità e attitudini al di fuori dei programmi formali e strutturati di istruzione o formazione. Può accadere in qualsiasi contesto, come al lavoro, a casa o durante le attività del tempo libero, e può essere intenzionale o non intenzionale.
Metodologia di apprendimento	L'approccio o il metodo usato per facilitare l'apprendimento, incluse le strategie didattiche, i materiali e le attività.
Contesto non formale	Apprendimento che avviene al di fuori di contesti educativi tradizionali, come ad esempio workshop, programmi di formazione professionale e attività basate sulla comunità.
Apprendimento in loco	Apprendimento che avviene in un luogo fisico, come per esempio una classe o un centro di formazione, con interazioni faccia a faccia tra discenti e docenti.
Attività di valutazione tra pari	Attività di apprendimento in cui i discenti valutano e forniscono un feedback sul lavoro dei loro compagni, promuovendo la collaborazione e le capacità di pensiero critico.

Tutoraggio inverso	Un approccio di tutoraggio in cui persone più giovani o meno esperte guidano persone più anziane o più esperte, condividendo le loro conoscenze e competenze soprattutto nella tecnologia digitale e in altri settori.
Attività di autovalutazione	Attività di apprendimento in cui i discenti valutano il proprio lavoro, progresso e risultati di apprendimento, promuovendo l'auto-riflessione l'autoapprendimento.
Apprendimento sincrono	Apprendimento che avviene in tempo reale, con discenti e docenti che interagiscono allo stesso tempo e nello stesso luogo o attraverso video conferenze, chat o altri strumenti online.

1. Introduzione

Questa guida è per insegnanti e/o formatori di adulti nello “spazio digitale”, e per tutti coloro che sono interessati a rispondere ai cambiamenti tecnologici nelle nostre società e nei posti di lavoro. Le linee guida di TO SWITCH sono un risultato intellettuale del progetto TO SWITCH, che ha risposto al crescente divario digitale nella società e nei posti di lavoro, sviluppando processi di formazione innovativi, con un focus particolare sui lavoratori e cittadini over 50.

La guida si rivolge anche a decisori politici e altri stakeholder interessati a migliorare i sistemi di certificazione delle competenze professionali di educatori adulti e formatori. La guida include anche “Suggerimenti dal progetto TO SWITCH”. Sono queste le vere linee guida, il fulcro di questo Intellectual Output, dove condividiamo **quello che abbiamo imparato** dalle nostre esperienze, implementando programmi di formazione sulle competenze digitali con discenti adulti. Qui condividiamo dei suggerimenti per insegnanti/formatori, discenti adulti e decisori politici.

Le linee guida forniscono un profilo delle competenze, conoscenze e valori necessari per essere un buon insegnante o formatore di adulti nello spazio digitale. Questo profilo di competenze è stato disegnato dal team di progetto di TO SWITCH e si basa su un nuovo modello andragogico di apprendimento degli adulti sviluppato nel report: [Intellectual Output 1: New theoretical-methodological framework of reference for senior workers' training.](#)

Queste linee guida hanno due obiettivi principali:

- 1) che i docenti, formatori e altri professionisti che lavorano in contesti formali, non formali e informali di apprendimento degli adulti possano mettere in pratica i principi sviluppati dal progetto TO SWITCH;
- 2) che i decisori politici inseriscano il profilo professionale che abbiamo sviluppato all'interno dei sistemi nazionali di certificazione delle competenze di educatori e formatori per adulti.

Informazioni sul progetto [TO SWITCH](#)

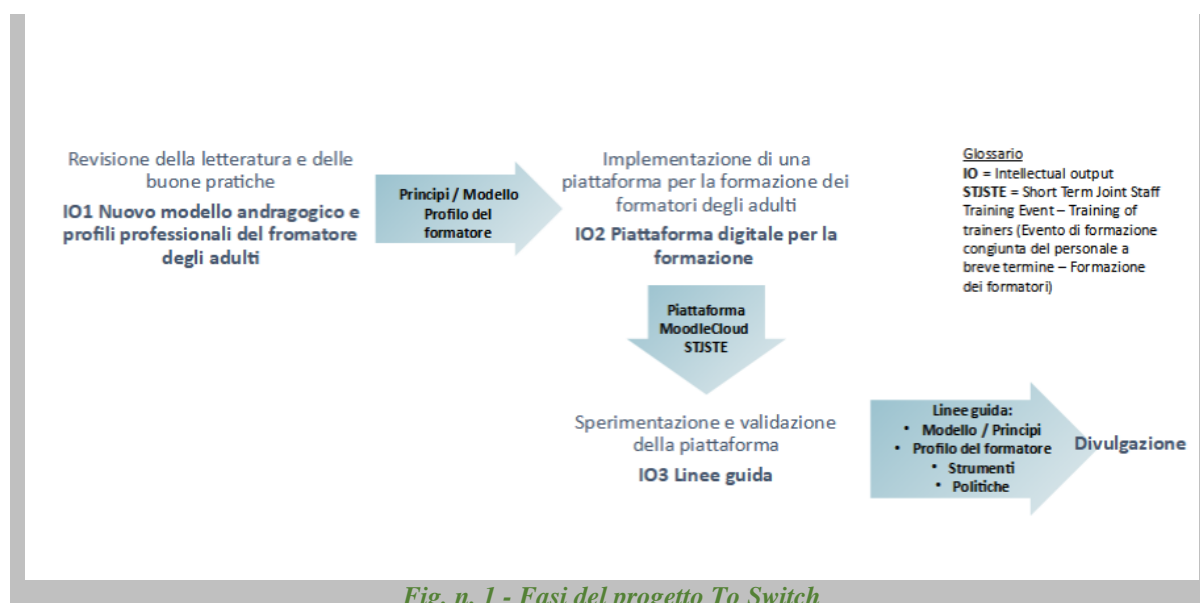
Il progetto punta a rispondere al crescente divario digitale nella società e nei luoghi di lavoro. Questo viene guidato dal cambiamento demografico, in quanto la popolazione europea sta invecchiando sempre di più, e anche dal cambiamento tecnologico, in quanto il mondo digitale continua ad intrecciarsi con le nostre vite quotidiane e con le pratiche lavorative. Abbiamo realizzato tre output per sviluppare processi di formazione innovativi, con particolare attenzione ai lavoratori e ai cittadini over 50. Il progetto ha risposto alle sfide poste dai profondi cambiamenti del mondo del lavoro legati alla digitalizzazione del lavoro e alla domanda di nuove competenze, essenzialmente esplorando e affrontando l'effetto che ciò ha sul numero crescente di lavoratori anziani sul posto di lavoro.

Come abbiamo sviluppato queste linee guida

Ci sono state tre fasi del progetto TO SWITCH, con tre obiettivi principali e Intellectual Output (IO) (fig. 1):

- 1) **Revisione della letteratura e analisi delle buone pratiche (IO1):** questo include l'identificazione dei principi del buon insegnamento agli adulti (modello) e del buon insegnante di adulti (il profilo professionale), si veda il capitolo 2 di queste linee guida.
- 2) **Test di formazione (IO2):** mettere in pratica il modello e il profilo professionale e raccogliere il feedback, si veda il capitolo 3 di queste linee guida.

3) **Linee guida (IO3):** Riassumere le lezioni imparate e fare proposte che riguardano le certificazioni/verifiche così che possano essere incorporate nei profili professionali dei docenti e formatori di adulti. Si vedano i capitoli 4 e 5 di queste linee guida.



Struttura delle Linee guida

Sulla base di questa breve introduzione, le seguenti pagine presentano i risultati ottenuti dall'implementazione del progetto e illustrano le principali lezioni imparate e consigli per lavorare con gli adulti nello spazio digitale.

Il capitolo 2 (Profilo delle competenze del formatore degli adulti: che cosa rende un docente un buon docente degli adulti?) introdurrà il profilo di competenze del docente e formatore degli adulti delineato dall'analisi della letteratura scientifica e delle buone pratiche selezionate dai partner di progetto. Un ampio riferimento sarà fatto alle prove raccolte nell'Intellectual Output 1 del progetto.

Il capitolo 3 (Riepilogo dell'analisi del formatore e dei questionari dell'utente) presenterà le prove principali dall'analisi dei questionari compilati dai partecipanti nelle azioni di formazione sperimentale (come formatori o discenti) portate avanti dai partner di progetto come parte dell'Intellectual Output 2 del progetto.

Il capitolo 4 (Suggerimenti dal progetto TO SWITCH) rappresenta il cuore di queste linee guida, in quanto riassume le principali lezioni imparate e da diffondere alla luce degli obiettivi di TO SWITCH.

Il capitolo 5 (Certificazione e validazione delle competenze professionali di educatori e formatori di adulti) raccoglie alcune informazioni utili nei processi e opportunità per il riconoscimento e validazione del profilo di competenze dei docenti degli adulti e formatori a livello europeo e nazionale, in relazione ai rispettivi paesi dei partner di progetto.

2. Profilo di competenze del formatore per adulti: cosa rende un insegnante un buon insegnante degli adulti?

In letteratura scientifica si discute molto sulle caratteristiche, sui meriti e sui limiti degli approcci pedagogici, andragogici ed eutagogici dell'apprendimento degli adulti. Tuttavia, il numero dei contributi che si focalizzano sulle caratteristiche che gli insegnanti, docenti, formatori, tutor e coach degli adulti dovrebbero possedere è molto limitato. Per questa ragione, il progetto TO SWITCH ha sviluppato un "profilo di competenze del formatore degli adulti" usando un approccio scientifico basato sulla ricerca.

2.1 Come è stato progettato il nuovo modello di competenze secondo i principi andragogico-eutagogici dell'educazione degli adulti

2.1.1 Dalla revisione della letteratura

Secondo la letteratura scientifica disponibile, un profilo di un insegnante degli adulti può derivare implicitamente dai principi dell'approccio all'apprendimento degli adulti selezionato: pedagogia, andragogia o eutagogia. In altre parole, e per fare un esempio, si presume che, contrariamente all'adozione dei principi di pedagogia classica, un insegnante impegnato in un processo di apprendimento andragogico è in grado di tenere adeguatamente conto delle esigenze dei discenti adulti. Questi bisogni includono l'autodirezione, la considerazione dell'esperienza precedente dei discenti, l'organizzazione di attività didattiche modulari e flessibili, l'offerta di opzioni di autoapprendimento, un'interpretazione appropriata della motivazione all'apprendimento dei discenti adulti e così via. Inoltre, in letteratura, si presume che l'insegnante sia in grado di riprodurre i modelli, i metodi e le tecniche di apprendimento sperimentati in distinte situazioni di apprendimento degli adulti: persone economicamente attive e occupate, persone in cerca di lavoro, pensionati, adulti in altre condizioni inattive; allo stesso modo, adulti con competenze elevate, medie o basse, e così via. Ciò include l'adattamento dell'apprendimento in base a obiettivi e traguardi specifici.

Queste sono competenze fondamentali del docente degli adulti, che ad ogni modo non possono essere date per scontate al di fuori di una serie di presupposti. Ciò che si è cercato di identificare a livello concettuale attraverso le attività di TO SWITCH sono gli elementi specifici di questi presupposti. Da questi presupposti è stato disegnato un modello andragogico di apprendimento degli adulti aggiornato al XXI secolo.

Un **primo presupposto** del nuovo modello TO SWITCH sull'apprendimento degli adulti riguarda il rifiuto di classificazioni tipizzate che amplificano le divergenze tra gli approcci dell'apprendimento degli adulti. Questo produce un'accentuazione delle divergenze, quando invece è più produttivo e potenzialmente proficuo insistere su principi comuni e fattori di convergenza. In relazione al **secondo presupposto**, i principi dell'andragogia incorporano già i principi che in eutagogia supportano l'autodeterminazione nell'apprendimento. Questa distinzione semantica tra autodirezione e autodeterminazione è particolarmente sottile e poco usata. L'autodirezione prevede per definizione una decisione che riguarda l'orientamento di un determinato contenuto di apprendimento nei confronti di una persona, che implica libertà, autonomia e indipendenza di giudizio.

Come **terzo presupposto** non si può escludere che il disegno concreto dell'apprendimento incorporato nei contratti di apprendimento tra discenti e insegnanti non contempli l'adozione contemporanea dei principi della pedagogia tradizionale, dell'andragogia e dell'eutagogia. L'aspetto più rilevante dell'autodeterminazione è l'autonomia del discente nel scegliere e definire il contratto

di apprendimento. Questo inserisce le preferenze su cosa, come, quando e dove imparare. Ciò non esclude il fatto che il discente, a seconda di certi contenuti, possa preferire i principi pedagogici, per altri contenuti i principi andragogici e per altri ancora i principi eutagogici. Alla luce dei tre presupposti precedenti, c'è un **quarto e ultimo presupposto** che sta alla base della proposta del nuovo paradigma andragogico di TO SWITCH per l'apprendimento degli adulti. Si tratta di optare per un modello basato su principi di apprendimento ibridi e armonizzati. Bisogna riconoscere che nella pratica dei processi di apprendimento, ciò che si ottiene è l'uso di una mescolanza di paradigmi e principi. L'efficacia di ciò dipende in egual misura dall'abilità e dalla preparazione dell'insegnante o del formatore, nonché dalla motivazione e dall'autodirezionalità del discente.

In sintesi, il nuovo paradigma concettuale andragogico "ibrido e armonizzato" per l'apprendimento degli adulti proposto da TO SWITCH è un modello convergente. Riconosce l'autonomia e l'indipendenza di giudizio del discente adulto nella formalizzazione dei contratti di apprendimento. All'interno di questi, viene premiata l'ibridazione tra i vari principi della pedagogia, andragogia ed eutagogia, in relazione alle precedenti esperienze, preferenze, desideri, bisogni e vantaggi personali del discente.

2.1.2 Dall'analisi delle buone pratiche

Le pratiche formative raccolte dai partner di progetto per TO SWITCH presentano elementi del paradigma andragogico (apprendimento attivo autodiretto) e, in alcuni casi, sono evidenti anche elementi dell'approccio eutagogico (apprendimento attivo autodeterminato). Sulla base della revisione della letteratura nell'IO1 del progetto, i seguenti elementi sono stati identificati come buone pratiche nell'insegnamento agli adulti:

- Il focus dovrebbe essere sui bisogni di apprendimento specifici per età e dinamiche di gruppo. C'è bisogno di una partecipazione attiva con interazioni tra discenti e formatori. L'apprendimento tra pari è fondamentale, così come la costruzione di tecniche di resilienza emotiva nei corsi di formazione.
- I formatori dovrebbero usare un approccio collaborativo quando delineano attività di formazione per discenti adulti, prendendo in considerazione l'esperienza lavorativa del discente nella formazione in aula facendo uso delle tecnologie digitali.
- I formatori dovrebbero supportare la capacità dei discenti di agire ed interagire, valorizzando l'esperienza e le abilità della vita reale, costruendo motivazione e fiducia in se stessi, promuovendo la risoluzione dei problemi e il pensiero critico.
- La creazione di ambienti di apprendimento informale basato su piccoli gruppi coinvolgendo i tutor è importante, con guide e coach a supportare il coinvolgimento dei discenti adulti.
- La produzione di materiali di formazione, toolkit, manuali, linee guida, piattaforme di apprendimento e portali che possono essere adattati alle competenze digitali e alle preferenze degli adulti.

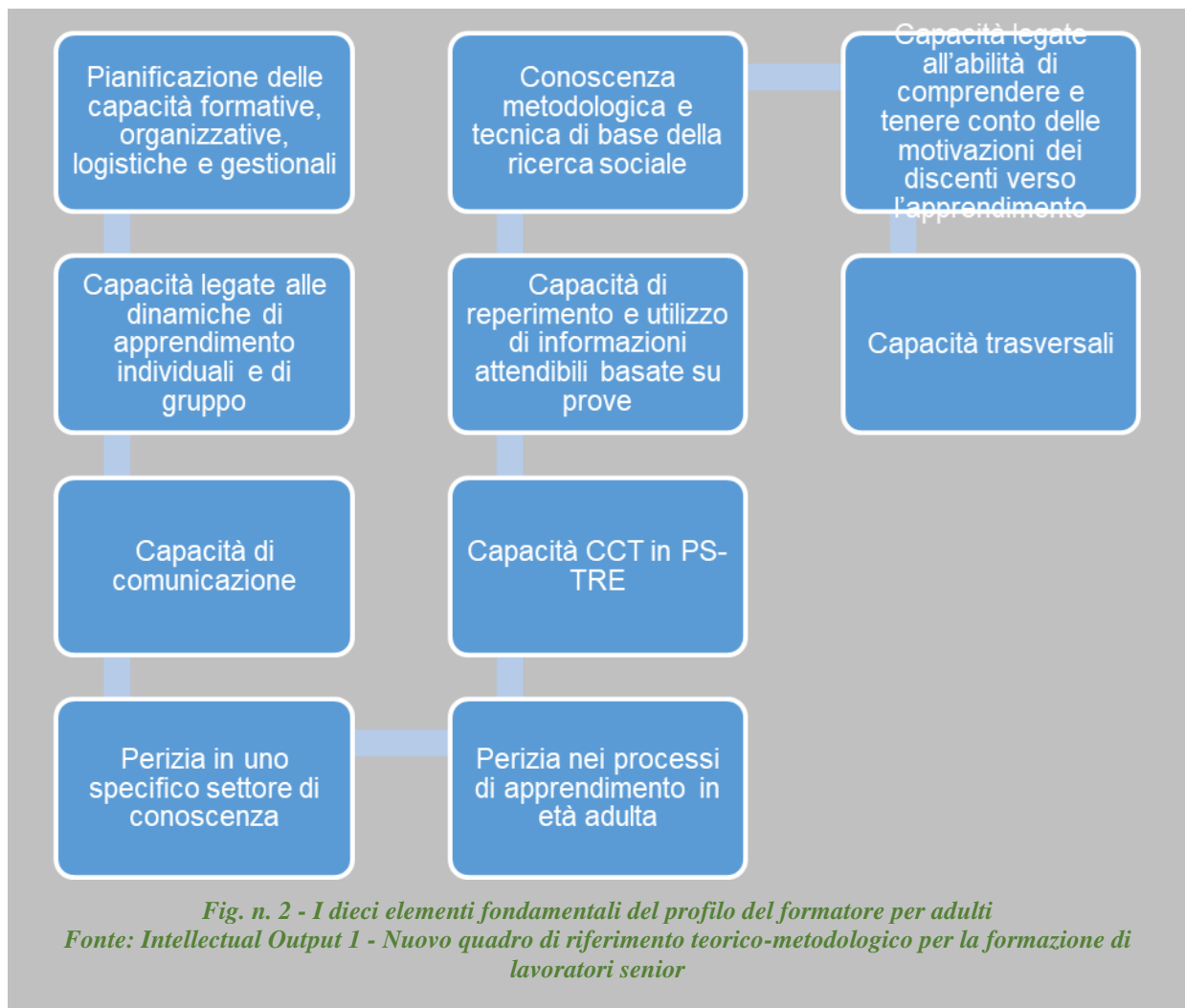
2.2 Concetti chiave

In base a tutto quanto sopra riportato, l'insegnante/formatore di adulti deve dimostrare (Fig. n. 2; si veda anche IO1, pagg. 73-76):

- **Progettazione della formazione, competenze organizzative, logistiche e manageriali**

(trasferimento di conoscenza; integrazione dei contesti socio-politici dell'apprendimento; progettare il processo di valutazione e di valutazione dell'impatto; scelta e progettazione di appropriati metodi di formazione).

- **Competenze legate alle dinamiche individuali e di gruppo** (scegliendo, adattando o creando metodi appropriati; supportando i discenti nell'identificazione e raggiungimento dei loro obiettivi di apprendimento e superando le barriere dell'apprendimento; stimolando la partecipazione attiva, motivando i discenti; assicurando creatività e problem-solving).
- **Competenze comunicative** (capacità di ascoltare attivamente; capacità di essere empatici; capacità di esprimere chiaramente pensieri, emozioni, sentimenti; sensibilità nell'identificare questioni legate all'identità).
- **Competenze comunicative nel campo della conoscenza** (specifiche conoscenze teoriche e pratiche che possano essere trasferite ai discenti).
- **Conoscenza nei processi di apprendimento degli adulti** (si devono possedere conoscenze metodologiche e applicate riferite ai principi, processi e strumenti utilizzati nell'insegnamento degli adulti).
- **Competenze CCT in PS-TRE*** (competenze nel campo dell'informazione e dell'alfabetizzazione dei dati, della comunicazione e della collaborazione, della creazione di contenuto digitale, della sicurezza e del problem-solving; integrando ICT, e-learning e strumenti e metodi collegati nelle attività formative).
- **Competenza nel recupero e nell'utilizzo di informazioni basate su evidenze affidabili** (capacità di trasmettere ai discenti le metodologie per ottenere informazioni; capacità di utilizzare le fonti di informazioni disponibili più aggiornate).
- **Conoscenze tecniche e metodologiche di base di ricerca sociale** (costruzione di strumenti quantitativi e qualitativi per il monitoraggio e la valutazione dei risultati di apprendimento).
- **Competenze legate all'abilità di capire e prendere in considerazione la motivazione dei discenti di apprendere** (per capire e considerare la motivazione dei discenti di apprendere; la capacità di concentrarsi sul discente incoraggia il costante coinvolgimento e riduce gli abbandoni).
- **Soft skills** (atteggiamento verso i discenti che considerano se stessi come partner dell'apprendimento più che un insegnante tradizionale; il formatore è un consulente e facilitatore, un broker dell'informazione e della conoscenza piuttosto che colui che semplicemente trasmette).



* Competenze CCT in PS-TRE: per la definizione si veda il glossario.

2.3 Nuove idee dell'applicazione dell'IA nei processi dell'apprendimento degli adulti

Gli elementi del profilo dell'insegnante degli adulti di TO SWITCH, presentati nell'IO1 e riassunti nelle sezioni precedenti, sono stati ricavati da tecniche di ricerca consolidate: l'interrogazione di database di riviste scientifiche, i report delle esperienze dei partner di progetto, anche attraverso l'utilizzo di motori di ricerca generici, allo scopo di analizzare le buone pratiche.

Rispetto a quando l'IO1 del progetto è stato realizzato nel 2021, si può notare che la situazione attuale, periodo nel quale le Linee Guida sono state redatte (prima metà del 2023), è cambiata profondamente.

La **rapida ascesa degli strumenti dell'IA** disponibili per il pubblico, anche se rudimentali e ancora in uno stadio di sviluppo di queste risorse, porta a diverse considerazioni sull'**impatto che questi strumenti possono avere sulle pratiche di apprendimento degli adulti** e sui profili di competenze dei loro insegnanti.

Una semplice query dell'algoritmo www.perplexity.ai¹ partendo dalla domanda "Ci sono esperienze nell'utilizzo dell'IA nelle pratiche di apprendimento degli adulti?" ha prodotto la seguente risposta:

Sì, ci sono esperienze nell'utilizzo dell'IA nelle pratiche di apprendimento degli adulti. L'IA viene utilizzata nell'insegnamento delle competenze di base dell'educazione degli adulti, inclusa la lingua inglese, per valutare le attuali conoscenze degli studenti e le capacità di apprendimento, fornire contenuti adattivi basati su schemi di apprendimento, e anche feedback personalizzati. Gli strumenti dell'IA sono stati sviluppati anche per aiutare il reclutamento di studenti, la programmazione, le risorse e altri compiti finali nelle istituzioni che si occupano di formazione degli adulti. Una revisione dell'IA delle competenze può essere utile nel determinare esperienze di vita e raggiungimento di auto-apprendimento che può 'andare oltre al diploma', permettendo al discente adulto di ricevere crediti delle sue precedenti esperienze di apprendimento. Tuttavia, al momento sono stati sviluppati pochissimi strumenti di IA specifici per i discenti adulti, tranne che per app per l'apprendimento della lingua. Dato che le soluzioni dell'insegnamento tramite l'IA continuano a maturare, la speranza è che l'IA possa aiutare a colmare i bisogni dell'apprendimento e dell'insegnamento permettendo a scuole e insegnanti di fare di più rispetto al passato².

Alla formulazione della domanda: "Quali esempi ci sono di strumenti dell'IA utilizzati nella formazione degli adulti?", la risposta è:

Ci sono diversi esempi di strumenti dell'IA utilizzati nella formazione degli adulti. Un esempio è l'utilizzo dell'IA nell'apprendimento delle lingue, dove questa valuta le attuali conoscenze degli studenti e capacità di apprendimento, fornisce contenuti adattivi basati su schemi di apprendimento e anche feedback personalizzati. Un altro esempio riguarda l'automazione e personalizzazione delle valutazioni, fornendo feedback su lavori scritti e aiutando i compiti di valutazione del piano degli studenti. La tecnologia dell'IA è utilizzata per trovare e reclutare studenti e impiegati, con le università che la utilizzano per le ammissioni combinando candidati ai programmi. Gli strumenti generativi dell'IA sono usati anche nell'insegnamento e apprendimento offrendo nuove modalità di coinvolgimento degli studenti nel pensiero critico, nella scrittura e nell'analisi. Questi strumenti possono servire come mezzo per i formatori nella creazione di materiale per il corso. Tuttavia è importante notare che questi strumenti sono imperfetti, in particolare perché queste tecnologie cambiano rapidamente. Altri esempi di strumenti dell'IA utilizzati nella formazione includono mentor dell'IA per discenti, ulteriori sviluppi dei contenuti intelligenti, e un nuovo metodo di sviluppo personale per studenti. I formatori possono usare le tecnologie dell'IA quali ChatGPT per coinvolgere gli studenti nel pensiero critico, nella scrittura e analisi. Per un utilizzo

¹ Perplexity AI è un'azienda che sviluppa una piattaforma - motore di ricerca basata sull'IA che fornisce risposte precise alle query degli utenti ricercando in internet le informazioni più rilevanti. L'azienda ha sede a San Francisco, CA.

² Fonti:

- ★ <https://community.lincs.ed.gov/group/21/discussion/role-artificial-intelligence-adult-basic-skills-education>;
- ★ <https://online.sou.edu/degrees/education/msed/adult-education/artificial-intelligence-and-learning/>;
- ★ <https://epale.ec.europa.eu/en/blog/oer-artificial-intelligence-and-adult-education-beyond-hype>.

*efficace di queste tecnologie, i formatori vogliono capire come gli strumenti generativi dell'IA lavorano e come riformulare le loro discipline e luoghi di lavoro*³.

Evidentemente, il potenziale dell'IA nel campo della formazione è indubbio, tuttavia implica un importante sforzo nel verificare le fonti su cui si basano i risultati, la loro affidabilità e ambito. Ciò amplifica l'importanza della formazione - prima di tutto per gli insegnanti, ma anche per i discenti adulti - – competenze CCT in PS-TRE, es. il contesto che, per semplicità, è stato chiamato come 'competenze dell'adulto nello spazio digitale'.

2.4 Discussione e conclusioni della sessione

Con un'ultima domanda a www.perplexity.ai, si è appreso che un insegnante di adulti può utilizzare strumenti dell'IA nella formazione in diversi modi: *"L'IA può essere utilizzata per automatizzare e personalizzare la valutazione, fornire feedback su lavori scritti e aiutare nei compiti di valutazione del piano degli studenti"*⁴. Quest'ultima risposta, e la fonte da cui deriva, è un'altra idea del fatto che nuove iniziative comparse nel corso degli ultimi anni rivolgono già la loro attenzione all'utilizzo dell'IA ai processi di formazione che riguardano gli adulti. Questo rappresenta una frontiera che va al di là degli obiettivi del progetto TO SWITCH, anche se, per la diffusione dei suoi risultati, ciò deve essere considerato.

³ Fonti:

- ★ <https://community.lincs.ed.gov/group/21/discussion/role-artificial-intelligence-adult-basic-skills-education;>
- ★ [https://bernardmarr.com/how-is-ai-used-in-education-real-world-examples-of-today-and-a-peek-into-the-future/;](https://bernardmarr.com/how-is-ai-used-in-education-real-world-examples-of-today-and-a-peek-into-the-future/)
- ★ [https://www.northwestern.edu/provost/faculty-resources/student-and-teaching-resources/generative-ai-tools-and-the-impact-on-teaching-and-learning.html.](https://www.northwestern.edu/provost/faculty-resources/student-and-teaching-resources/generative-ai-tools-and-the-impact-on-teaching-and-learning.html)

⁴ Fonti:

- ★ [https://all-digital.org/projects/ai4al-artificial-intelligence-4-adult-learning/.](https://all-digital.org/projects/ai4al-artificial-intelligence-4-adult-learning/)

3. Riassunto dell'analisi dei questionari dei formatori e dei discenti

Come anticipato, i partner di TO SWITCH hanno sperimentato dei percorsi di Apprendimento degli Adulti nello Spazio Digitale (strumenti digitali, metodologia e ambiente) nei loro paesi (Danimarca, Norvegia, Svizzera, Francia, Spagna e Irlanda). I formatori e i discenti coinvolti nelle sperimentazioni hanno risposto ad un questionario dando un feedback su questa esperienza formativa. Questo è stato utilizzato per valutare e validare l'approccio e la metodologia per l'apprendimento degli adulti proposti nel progetto e per migliorare le linee guida e consigli illustrati nella sessione seguente. Questa sessione sintetizza i principali riscontri emersi dai questionari raccolti. Maggiori dettagli sui risultati sono contenuti negli Annessi 1 e 2⁵.

3.1 Informazioni generali

La maggior parte dei formatori e discenti erano donne, con un'età media di 50 per i discenti e di 49 per i formatori. La maggior parte dei **formatori** lavora nel campo dell'educazione degli adulti in generale e ha un diploma di laurea, o equivalente o più elevato. Hanno insegnato già online in un corso o corsi ibridi (on-line e in presenza). Valutano la loro esperienza professionale di formazione online in generale con competenze che vanno da intermedio a esperto, mentre la loro esperienza professionale nell'utilizzo della piattaforma di Moodle Cloud con un livello di principianti o principianti avanzati. La maggior parte dei formatori non ha utilizzato la piattaforma prima di partecipare al progetto TO SWITCH.

Ad eccezione della sperimentazione in Francia, negli altri paesi tutti i discenti erano persone impiegate, principalmente nel settore manifatturiero. La metà aveva partecipato alla formazione continua e una minima parte aveva frequentato le scuole primarie, medie, secondarie e università. I discenti francesi erano invece disoccupati, prevalentemente con un'istruzione terziaria di ciclo breve. La maggior parte non ha mai partecipato a formazione online, ma solo a corsi in presenza.

3.2 Valutazione complessiva dell'esperienza

La **maggior parte dei formatori e metà dei discenti preferiscono forme di apprendimento ibride**, combinando sessioni online e in presenza.

La maggior parte dei **formatori** è rimasta soddisfatta dalla loro performance lavorativa e raccomandano l'uso degli stessi principi formativi ai loro colleghi nei corsi online. Credono anche che potrebbero applicare i principi di apprendimento e le nuove conoscenze acquisite nella sperimentazione di future attività formative. Tuttavia, riguardo alle funzionalità di Moodle Cloud, la metà dei formatori non pensa di poter applicare le nuove conoscenze apprese per eventuali attività formative.

Inoltre, anche se la formazione è stata considerata interessante grazie ai nuovi metodi di apprendimento, secondo la metà dei formatori coinvolti non c'è stato abbastanza tempo né per interiorizzare e applicare la metodologia né per prendere dimestichezza con la piattaforma Moodle e tutte le sue funzionalità.

In generale, i formatori considerano i principi formativi molto stimolanti e l'approccio metodologico ha fornito loro nuove idee.

Allo stesso modo, la maggior parte dei **discenti** sono stati contenti di aver frequentato l'attività formativa e sono rimasti soddisfatti del proprio coinvolgimento e performance durante l'attività. La maggior parte considera il livello professionale dei formatori appropriato. La metà dei discenti

⁵ Complessivamente, 11 formatori e 23 discenti (utenti) hanno risposto al questionario. I questionari dei discenti francesi sono stati analizzati separatamente perché spediti in una fase successiva all'analisi. I risultati sono presentati nell'Annesso 2.

consiglierebbe questa attività formativa a colleghi, amici e familiari⁶, e una minima parte pensa di poter applicare le nuove conoscenze acquisite nella sperimentazione per affrontare problemi futuri che possono essere risolti attraverso l'apprendimento.

3.3 Valutazione complessiva dell'utilizzo della piattaforma

La **maggior parte dei formatori e dei discenti apprezza il modello di TO SWITCH per l'apprendimento dei senior** per quanto riguarda:

- il fatto che i formatori/facilitatori forniscono multipli passaggi di feedback durante il processo di apprendimento
- l'approccio di apprendimento di Double Loop adottato permette di ritornare alle attività/compiti precedenti, se necessario, e/o adattare il loro contenuto/metodologi
- l'organizzazione chiara delle attività di apprendimento grazie alla presenza di fasi e sub-fasi
- la personalizzazione del materiale formativo e compiti sulla base dei bisogni dei discenti e dei loro ritmi
- la tipologia di materiale e pianificazione usati

La metà di formatori e dei discenti afferma che sono stati in grado di portare a termine i compiti grazie all'aiuto disponibile online e che era facile navigare nel sistema/Piattaforma Moodle Cloud. Sia i formatori sia i discenti si sono sentiti aiutati nell'utilizzo: 1. quiz, 2. video, 3. testi.

La **maggior parte dei formatori** ha potuto creare i compiti dei corsi grazie all'aiuto disponibile sulla piattaforma Moodle Cloud e hanno apprezzato il modello di TO SWITCH per l'apprendimento dei senior per i seguenti motivi:

- l'identificazione chiara degli obiettivi dell'apprendimento proposto e la possibilità di condividere/discutere/aggiustare questi obiettivi con i discenti
- il fatto che le precedenti esperienze dei discenti sono state considerate
- le attività di auto-valutazione e valutazione tra pari
- la combinazione di apprendimento online sincrono e asincrono e l'apprendimento tradizione in presenza.

La **maggior parte dei discenti** concorda sul fatto che la descrizione dei compiti era facile da comprendere, mentre la **metà** afferma che la piattaforma Moodle Cloud e tutte le sue funzionalità e altre attività online/in presenza sono state utili nel supportare l'esperienza formativa. La metà dei discenti, inoltre, apprezza il modello di TO SWITCH per l'apprendimento dei senior relativamente alla possibilità di adattare il materiale e i compiti di apprendimento alle preferenze dei discenti.

3.4 Punti di forza e di debolezza dei modello TO SWITCH e suggerimenti

I principali **punti di forza** del modello sono:

- per i **formatori**: la metodologia-la creazione del contenuto in maniera progressiva e la messa in pratica delle funzionalità della piattaforma Moodle
- per i **discenti**: l'utilizzo di un metodo ibrido (online e in presenza)

I principali **punti di debolezza** sono:

⁶ Leggermente diverso per i discenti francesi che raccomanderebbe assolutamente l'attività di apprendimento a colleghi/amici/familiari, e la maggior parte considera l'app facile da utilizzare e utile.

- per i **formatori**: la gestione del tempo, con delle tempistiche limitate per le attività di lavoro in gruppo
- per i **discenti**: l'instabilità e la lentezza della piattaforma

I principali **suggerimenti** per migliorare l'apprendimento dei senior da parte dei partecipanti alla sperimentazione sono stati:

- da parte dei **formatori**: l'utilizzo di spiegazioni attraverso video per gli argomenti e 'video di come fare' per i compiti; aver tempo per l'apprendimento uno a uno e la possibilità di ripetere;
- da parte dei **discenti**: mantenere la qualità, continuare ad investire in persone che hanno partecipato alla formazione. Nel caso della Francia, è stata sottolineata l'importanza di avere un formatore a disposizione per sentirsi rassicurati nell'utilizzo di strumenti online e il fatto di avere delle lezioni di gruppo supportati da altri discenti.

4. Suggerimenti dal progetto TO Switch: apprendimento degli adulti nello spazio digitale

Durante il progetto TO SWITCH, i discenti adulti hanno preso parte ad attività pilota di formazione (strumenti digitali, metodologie e contesto). Questi sono stati implementati in Italia, Danimarca, Norvegia, Svizzera, Francia, Spagna e Irlanda. Prendendo in considerazione i risultati della formazione così come le testimonianze di altre attività di progetto, i partner hanno identificato alcuni consigli e suggerimenti per aiutare gli insegnanti/formatori di discenti adulti a delineare migliori processi di apprendimento e risultati, specialmente quando si usano strumenti digitali. Hanno anche proposto una serie di linee guida per decisori politici.

4.1 Principi per l'apprendimento degli adulti secondo il progetto To Switch

Co-creazione

Il processo di apprendimento dovrebbe essere co-creato dal discente e dal formatore, secondo le necessità dei discenti. Per esempio, gli obiettivi dell'apprendimento dovrebbero venir chiaramente identificati e condivisi, discussi e adattati insieme con il/i discente/i.

Fornitura di esempi concreti

I materiali di formazione dovrebbero essere basati su esempi concreti e casi di studio per esplorare come l'apprendimento si applica a situazioni del mondo reale. Questo è particolarmente importante quando formatori e discenti sono di generazioni differenti, o quando gruppi di discenti provengono da generazioni differenti. Per esempio, per rispondere alla domanda "che cosa faresti in questa situazione?" i formatori potrebbero cominciare da una descrizione dettagliata di una situazione "reale/concreta", che porta ad una soluzione.

Struttura gestibile e coerente dell'apprendimento

La struttura del materiale o del contenuto della formazione dovrebbe essere organizzata in sezioni brevi e gestibili ("bitesize"). Ogni sezione dovrebbe avere la stessa struttura in modo che i discenti sappiano cosa aspettarsi. Ad esempio, ogni sezione dovrebbe essere organizzata come segue: una panoramica, punti chiave, attività, compiti e attività di valutazione.

Tutoraggio

Il processo di trasferimento della conoscenza dovrebbe essere supportato da metodologie come il tutoraggio o "tutoraggio inverso" per migliorare il coinvolgimento/partecipazione e motivazione dei discenti. Per esempio, un discente più giovane potrebbe fare da tutor ad un discente più vecchio sulle nuove tendenze tecnologiche o per diventare familiare con strumenti digitali.

Valutazione

Il processo di apprendimento dovrebbe venir combinato con una valutazione (iniziale e/o finale). I formatori dovrebbero essere consapevoli della valutazione o prendere parte al processo. Per esempio, progettare processi di auto-valutazione o valutazione tra pari.

Apprendimento individuale e dinamiche di gruppo

Competenze relative all'apprendimento individuale e collettivo sono essenziali per supportare i discenti ad identificare e raggiungere i loro obiettivi di apprendimento e superare le barriere dell'apprendimento (per esempio stimolando la partecipazione attiva, motivando i discenti o aumentando la loro motivazione, promuovendo la creatività, etc.).

Motivazione

La forte motivazione e il coinvolgimento dei discenti che possono essere autoguidati è il fulcro del nuovo paradigma eutagogico. Per esempio, formazione interattiva, lavoro di squadra che promuove un migliore coinvolgimento con i discenti.

Insegnamento ibrido, online e in persona

Una combinazione di apprendimento individuale e interazione sociale dovrebbe essere promossa da schemi di insegnamento ibridi, comprese le attività sia online che in presenza. Schemi di insegnamento ibridi in generale o approcci misti o sincroni/asincroni aumentano la flessibilità.

Modifiche

L'adattamento è essenziale per il trasferimento di conoscenza ai discenti. I formatori dovrebbero tenere in considerazione vari elementi legati ai discenti così come: il loro ambiente socio-economico, i loro atteggiamenti individuali e le loro abitudini, etc. Per quanto riguarda i discenti senior, le informazioni dovrebbero essere condivise in più formati, ad esempio formati audio, visivi e testuali per tenere conto di eventuali problemi nel gruppo.

4.2 Come rendere l'apprendimento nello "spazio digitale" vantaggioso per gli anziani

Zona di comfort digitale

L'insegnante/formatore dovrebbe promuovere un ambiente inclusivo per l'apprendimento digitale. È essenziale stabilire una zona di comfort per i discenti, per sempre permettendo ai partecipanti di usare i propri dispositivi.

Corretta introduzione al digitale

L'insegnante/formatore dovrebbe presentare adeguatamente lo spazio digitale agli studenti, partendo dai "pro" e dai "contro", insistendo sul potenziale ed essendo rassicurante sui problemi, ad esempio spiegando cosa fare in caso di errori. "Lo strumento è un assistente che ti aiuta, non un nemico! Non devi combatterlo!"

Rendilo semplice!

I discenti dovrebbero essere informati con un linguaggio semplice (quotidiano), tralasciando termini tecnici.

Esempi concreti

L'insegnante dovrebbe guidare i partecipanti attraverso lo "strumento" / "piattaforma" / "corso" utilizzando un approccio basato sull'imparare facendo. Ad esempio dimostrare e mostrare in modo concreto cosa si può ottenere utilizzando questo strumento.

Testimonial & tutor

Il discente adulto dovrebbe essere introdotto allo spazio digitale da altri discenti adulti, che ce l'hanno fatta. Per esempio, testimonianze e tutor che condividono la loro esperienza.

Competenze digitali

Il coinvolgimento dei discenti adulti nello spazio digitale richiede necessariamente di tenere conto della (sensazione di) adeguatezza delle loro competenze digitali iniziali. Per esempio, dare ai più anziani le conoscenze per utilizzare i dati in modo sicuro e semplice con tutti i benefici e le gioie che comporta per il singolo cittadino.

4.3 Linee guida per decisori politici

Sviluppare un sistema di formazione continuo che mira a potenziare le competenze degli adulti come motore per l'inclusione e la competitività di sistemi territoriali/regionali, fornendo anche opportunità per il riconoscimento delle competenze acquisite in contesti non formali e informali.

Promuovere sistemi di qualificazione e riqualificazione della forza lavoro attraverso percorsi di capitalizzazione/convalida delle competenze anche attraverso l'attivazione di strumenti di certificazione modulari (quali le micro credenziali).

Promuovere la professionalizzazione di formatori degli adulti, non solo insegnanti, attraverso percorsi di qualificazione secondo i bisogni specifici del pubblico e dei sistemi territoriali/regionali.

Promuovere opportunità di apprendimento continuo e per tutta la vita nei contratti di lavoro da specifiche misure volte a facilitare l'accessibilità e la partecipazione alle attività di formazione. Di queste misure possono beneficiare sia le aziende che i lavoratori: incentivi, congedi formativi retribuiti, voucher, sgravi fiscali e altri benefici.

Valorizzare e riconoscere le competenze, anche tacite, degli adulti nei processi di ricambio generazionale.

5. Certificazione e validazione delle competenze professionali di educatori e formatori di adulti

5.1 L'Unione Europea, apprendimento per tutta la vita ed educazione degli adulti

L'**Unione Europea** riveste un ruolo chiave nell'elaborazione di politiche per l'apprendimento permanente e l'educazione degli adulti. L'UE ha promosso l'apprendimento permanente come strumento di politica dall'inizio degli anni '90. Il diritto all'educazione, formazione e apprendimento permanente è racchiuso nel pilastro europeo dei Diritti Sociali. **L'apprendimento degli adulti** è stato identificato come l'argomento prioritario dello **Spazio Europeo dell'Istruzione per il periodo 2021-2030**. La risoluzione del Consiglio su una nuova **Agenda Europea per l'Apprendimento degli Adulti** sottolinea la necessità di aumentare significativamente la partecipazione degli adulti nell'apprendimento formale, non-formale e informale. La nuova Agenda Europea per l'apprendimento degli adulti delinea una visione di come l'apprendimento degli adulti dovrebbe essere organizzato e supportato nell'Unione Europea. L'Unione Europea mira a supportare una cultura di apprendimento per tutta la vita e rendere l'apprendimento più accessibile e apprezzato.⁷

Altri attori chiave sono **l'Associazione Europea per l'Educazione degli Adulti**, un'organizzazione non governativa europea che connette e rappresenta le organizzazioni europee direttamente coinvolte nell'apprendimento degli adulti. L'Associazione Europea per l'Educazione degli Adulti promuove l'apprendimento degli adulti e l'accesso e la partecipazione specialmente nell'educazione non formale degli adulti per tutti, in particolar modo per gruppi al momento sotto rappresentati. EAEA coopera con istituzioni dell'Unione europea, governi nazionali e regionali, e molte organizzazioni non governative internazionali e nazionali, per esempio il Consiglio internazionale per l'educazione degli adulti.

Il report **Eurydice** studia gli approcci attuali per promuovere l'apprendimento che dura tutta la vita, con un'attenzione particolare sulle politiche e sulle misure che supportano gli adulti con bassi livelli di competenze e qualifiche per accedere alle opportunità di apprendimento. La fonte principale del report sono le informazioni politiche raccolte dalle Unità Nazionali di Eurydice, rappresentando 42 sistemi educativi e di formazione tra i 37 paesi europei.⁸

Nonostante la molteplicità di attori sostenuti dalle istituzioni comunitarie, come il Cedefop, che verrà descritto nella prossima sezione, non si possono trovare informazioni specifiche sui dettagli del sistema di certificazione e validazione delle competenze professionali degli educatori e dei formatori degli adulti proposto dall'Unione Europea. Per questi motivi, nell'ultima parte di questa sezione, verranno presentate alcune informazioni dettagliate sulla presenza di sistemi di certificazione e validazione nei paesi partner del progetto TO SWITCH.

⁷Fonti:

<https://www.jstor.org/stable/10.1163/j.ctv2gjjwz3k>;
https://link.springer.com/chapter/10.1007/978-3-031-14109-6_1;
<https://education.ec.europa.eu/education-levels/adult-learning/adult-learning-initiatives>

⁸ Fonti:

<https://eaea.org/photographer/weiterbildungsakademie-osterreich/>;
<https://education.ec.europa.eu/education-levels/adult-learning/adult-learning-initiatives>;
<https://uil.unesco.org/partner/library/european-association-education-adults-eaea-finland>;
<https://www.euroguidance.eu/eurydice-report-adult-education-and-training-in-europe-building-inclusive-pathways-to-skills-and-qualifications>.

5.2 Il ruolo di Cedefop nella certificazione e validazione delle competenze professionali di educatori e formatori di adulti

Cedefop, il Centro europeo per lo sviluppo di corsi di formazione professionale, gioca un ruolo cruciale nella certificazione e convalida di competenze professionali di educatori e formatori di adulti. Cedefop monitora, analizza e riporta le priorità e le attività dei paesi all'interno della cornice della cooperazione dei paesi europei dell'istruzione e formazione professionale (VET) e apprendimento che dura tutta la vita. Cedefop raccoglie le informazioni a livello nazionale necessarie attraverso la sua rete di competenze in tutti i paesi dell'UE. Cedefop ha incrementato il suo lavoro di intelligence per sapere quali competenze sono richieste a quali livelli, in quali aree, per chi e come. Il lavoro di Cedefop sull'apprendimento degli adulti e sull'istruzione e formazione professionale continua (CVET) informa il dibattito in corso in relazione al futuro dell'apprendimento degli adulti e all'istruzione e vocazione professionale continua.⁹

Cedefop è stato coinvolto in svariate iniziative legate allo sviluppo professionale degli insegnanti degli adulti, includendo la pubblicazione di report sulle competenze, istruzione, formazione e certificazione. Cedefop è stato anche coinvolto nel processo di Valutazione basata sul posto di lavoro (WBA - Workplace-based assessment), che punta a stabilire una rete europea che include stakeholder rilevanti per valorizzare e rimarcare le competenze acquisite in contesti non-formali per adulti. Il processo di Valutazione basata sul posto di lavoro include una valutazione dello status-quo, un certificato per educatori per adulti e un diploma per educatori laureati per adulti. Il processo di valutazione è stato ispirato dal sistema di convalida precedentemente progettato dalla Conferenza Austriaca dell'Istruzione degli adulti, un'organizzazione ben riconosciuta che sviluppa uno standard che definisce le competenze per la professione di educatore degli adulti.

5.3 Specifiche del Paese

ITALIA

In Italia ci sono le seguenti categorie di formatori nel campo della formazione professionale continua:

- formatori sul posto di lavoro
- formatori coinvolti in attività teoriche
- formatori coinvolti in attività pratiche

Requisiti per i formatori:

- I requisiti delle competenze per i formatori coinvolti nelle attività teoriche devono avere un diploma universitario e un diploma di competenza pedagogica corrispondente al dominio che insegnano

⁹ Fonti:

<https://eric.ed.gov/?q=source%3A%22Cedefop+-+European+Centre+for+the+Development+of+Vocational+Training%22;>
[https://www.ijlter.org/index.php/ijlter/article/view/1025;](https://www.ijlter.org/index.php/ijlter/article/view/1025)
[https://www.cedefop.europa.eu/files/9152_en.pdf;](https://www.cedefop.europa.eu/files/9152_en.pdf)
[https://eaea.org/photographer/weiterbildungsakademie-osterreich/.](https://eaea.org/photographer/weiterbildungsakademie-osterreich/)

- I requisiti delle competenze per i formatori coinvolti nelle attività pratiche non sono regolarizzati da una cornice legislativa
- I requisiti delle competenze per i formatori coinvolti nella formazione sul posto di lavoro sono basati sull'esperienza professionale

SPAGNA

In Spagna non c'è un sistema unitario che copre tutti quelli che lavorano in formazione come formatori. Quindi, ci sono svariate categorie di formatori. Dati differenti che si riferiscono a competenze e sviluppo professionale sono validi per ognuna di queste categorie.

Requisiti per formatori:

- Formatori per impiegati statali: non hanno prerequisiti per essere formatori. Per queste categorie è necessario solo un diploma in istruzione tecnica superiore con una durata minima di due anni
- Freelance, formatori esterni devono avere un diploma universitario nel campo in cui faranno da formatori
- Formatori da centri di formazione professionale nel settore privato: un formatore deve possedere un diploma universitario nel campo in cui svilupperanno un programma di formazione
- I formatori coinvolti nella formazione professionale nei posti di lavoro sono specialisti con esperienza professionale nel loro settore di attività. Non ci sono requisiti per la loro certificazione.
- I formatori coinvolti in programmi per trovare un lavoro: sono persone con una vasta esperienza professionale e un alto livello di qualifica. Un formatore deve avere un certificato di qualificazione nel campo in cui il formatore svilupperà un programma di formazione.

NORVEGIA

La Direzione norvegese per l'Istruzione e la Formazione rappresenta il governo centrale a livello regionale. In cooperazione con le autorità municipali e provinciali l'Ufficio Nazionale dell'Istruzione assicura che un'istruzione scolastica appropriata venga fornita ai giovani in conformità con tutti i regolamenti riguardanti le scuole. Assicura anche la fornitura di strutture adeguate per l'istruzione degli adulti. L'obiettivo generale dell'educazione degli adulti in Norvegia è quello di fornire a tutti la possibilità di ampliare le proprie competenze e sviluppare le proprie capacità nel corso della vita. Ciò può aiutare le persone a migliorare la qualità della vita, creare valore e aumentare la flessibilità nella vita lavorativa. Le capacità e competenze della popolazione sono il fattore principale per assicurare una crescita economica, occupabilità, competitività e cooperazione. L'istruzione gratuita degli adulti è un diritto fondamentale garantito dalla legge fino alla scuola secondaria superiore compresa. I comuni e le province sono entrambi responsabili. Gli adulti che necessitano di un'istruzione primaria e secondaria inferiore hanno diritto legale a tale istruzione. Anche gli adulti hanno diritto legale all'istruzione secondaria superiore. Questo vale per gli adulti che non hanno ancora completato un'istruzione secondaria superiore. Gli adulti possono iscriversi a piani di corso separati con singoli argomenti o completare piani di corso completi per certificati di laurea.

Requisiti per formatori:

- Tutti i formatori ed insegnanti dal primo livello e fino al secondo livello (livello di scuola superiore) per bambini/giovani devono essere in possesso di un master in educazione
- I formatori per l'educazione a livello degli adulti non sono regolati dalla legge e non ci sono requisiti comuni o linee di base per quanto riguarda l'istruzione o l'esperienza.

FRANCIA

In Francia, i formatori nell'istruzione degli adulti sono professionisti che portano avanti la loro attività nel campo della formazione per adulti, con un'attenzione alla formazione nei posti di lavoro, o nel mercato privato.

Requisiti per formatori:

- La professione del formatore e non è inserita in una cornice legale nazionale. La loro selezione è basata sulle loro competenze ed esperienze professionali senza possedere un certificato di competenze per insegnare.
- Fanno eccezione i formatori dell'Associazione della Formazione Professionale degli adulti che sono tenuti a partecipare ad un programma di educazione da 4 a 12 moduli tematici per acquisire le competenze per l'insegnamento.

ROMANIA

In Romania, secondo l'Ordinanza numero 129 di 2000 e successive integrazioni, la formazione professionale degli adulti, completata con certificati di qualificazione o laurea con riconoscimento nazionale e/o certificati di abilità professionali, è un'attività di interesse generale che fa parte del sistema educativo nazionale e formazione professionale.

Requisiti per formatori:

- I Formatori per la formazione teorica e pratica che portano avanti la loro attività all'interno di centri di formazione autorizzati sono obbligati a fornire prova di formazione nel campo in cui la formazione professionale viene portata avanti così come formazione specifica per l'istruzione degli adulti secondo gli standard occupazionali.
- Per i formatori che portano avanti la loro attività all'interno di un'azienda, non sono richieste ulteriori competenze oltre alla rilevante esperienza professionale.

DANIMARCA

Nel sistema di formazione professionale in Danimarca, c'è una separazione tra insegnanti e formatori. Quindi, i formatori sono considerati formatori sul posto di lavoro, mentre i docenti portano avanti il loro lavoro in vari centri di formazione professionale.

Requisiti per i formatori:

Gli insegnanti sono coinvolti in formazione professionale continua e sono docenti di argomenti generali. Sono classificati in due categorie:

- laureati che devono essere in possesso di un diploma universitario per coloro che insegnano materie generali o, nel caso di docenti specialistici, in possesso di un diploma di studi post-laurea

- professionisti esperti con esperienza pratica che devono avere almeno 5 anni di esperienza professionale.

In entrambe le situazioni, è obbligatorio possedere il certificato di formazione pedagogica offerto da istituzioni di livello superiore. All'atto dell'occupazione, questo certificato non è necessario, ma deve essere ottenuto nei primi due anni di carriera professionale.

I formatori che forniscono formazione sul posto di lavoro non hanno requisiti specifici e non ci sono sufficienti informazioni in merito. Vengono utilizzati dalle aziende secondo i loro bisogni formativi.

IRLANDA

Il sistema di istruzione degli adulti in Irlanda è diverso, offre una gamma di corsi basati sull'istruzione comunitaria, utilizza un approccio olistico nei confronti dell'istruzione. La comunità educante aiuta le persone che vogliono tornare all'istruzione o all'apprendimento, ma che non hanno la confidenza o le opportunità per farlo in un ambiente formale come le Università o istruzione post scolastica. Si fonda su valori di uguaglianza, giustizia ed emancipazione.

I programmi sono offerti tipicamente da vari istituti e organizzazioni così come fornitori di istruzione comunitaria, università, college di istruzione post scolastica e fornitori di formazione privata. I programmi di istruzione degli adulti sono disponibili anche attraverso iniziative finanziate dal governo gestite dall'Agenzia governativa responsabile per l'istruzione e la formazione degli adulti (SOLAS) e i Consigli di Istruzione e Formazione (ETBs).

Insegnanti e formatori nell'istruzione degli adulti nel settore pubblico in Irlanda spesso hanno qualifiche di insegnamento formale e in molti casi sono registrate dal Consiglio dell'Insegnamento d'Irlanda. I fornitori di formazione del settore privato non sono tenuti ad avere qualifiche di formazione formale, sebbene molti lo facciano. Molti sono esperti in materia.

SVIZZERA

In Svizzera, l'istruzione e la formazione degli adulti è principalmente una risposta al bisogno di aggiornare e sviluppare le competenze professionali e non professionali, migliorare l'integrazione sociale e professionale e favorire lo sviluppo delle competenze personali e sociali della popolazione. Per soddisfare queste esigenze, esistono vari tipi di qualifiche e certificazioni per i formatori degli adulti a seconda del livello di competenze da acquisire, del tipo di formazione offerta, del target di riferimento e del campo di attività in cui il formatore è attivo.

A livello generale, si possono distinguere tre categorie principali di formatori:

- Formatori che tengono corsi nella loro disciplina, quindi che principalmente promuovono lo sviluppo professionale
- Formatori specializzati in corsi per lo sviluppo di competenze personali e sociali
- Formatori attivi nel campo dei corsi orientati alle attività del tempo libero

Per acquisire le competenze specifiche necessarie per insegnare ad un pubblico adulto, in Svizzera sono disponibili diversi livelli e offerte formative, così come: certificati, diplomi, vari certificati di

formazione continua, che possono essere ottenuti da Università (CAS, DAS, MAS). I diversi corsi si differenziano, per esempio, nella relazione tra teoria e pratica.

Il principale percorso formativo che consente la professionalizzazione e il conseguimento di una qualifica professionale, formalmente riconosciuto in tutta la Svizzera, è quello previsto dal Sistema Formativo Modulare Train the Trainer (ToT) (<https://alice.ch/it/professionalizzazione/> disponibile in italiano, tedesco e francese) gestito dalla Federazione svizzera per l'educazione degli adulti (SVEB). Il sistema modulare ToT rende possibile acquisire le competenze necessarie attraverso tre livelli di qualifiche che consistono in vari moduli di formazione:

- Livello 1 (un modulo di formazione): certificato di formazione della Federazione svizzera per l'educazione degli adulti (SVEB)
 - Qualifica entry-level che consente l'acquisizione di competenze generali per lo svolgimento di lezioni con gruppi di adulti o per la formazione individuale di adulti
- Livello 2 (cinque moduli di formazione): Diploma federale (professionale) per formatori.
 - Questa è una qualifica di formazione professionale formale (scuola secondaria superiore) riconosciuta dalla Confederazione svizzera. I cinque moduli di formazione approfondiscono le competenze relazionate alla didattica e alla pianificazione dell'istruzione degli adulti.
- Livello 3 (sei moduli di formazione): Diploma federale (professionale) avanzato per manager di formatori.
 - Questa è una qualifica formale di formazione professionale superiore (livello terziario) riconosciuto dalla Confederazione svizzera. I sei moduli di formazione forniscono uno studio approfondito del design e della gestione delle offerte di formazione.

La formazione ToT è aperta a chiunque a prescindere dalla professione praticata e dall'ambito formativo. I prerequisiti per l'ammissione alla formazione sono l'età minima di 18 anni e il possesso di una qualifica di livello secondario II (istruzione professionale o generale). Per ottenere le diverse qualifiche (livelli), è inoltre necessario dimostrare che l'esperienza pratica nell'educazione degli adulti è già stata acquisita.

Conclusioni

Nonostante il progetto TO SWITCH, dal quale le principali lezioni apprese sono state riassunte in queste linee guida (Intellectual Output 3), termini formalmente a metà del 2023, i risultati prodotti non finiscono con la scadenza naturale del progetto. Da una parte, la piattaforma digitale per la formazione dei formatori degli adulti basata sui servizi di Moodle Cloud rimarrà attiva per almeno un altro anno dopo la fine del progetto. Questo permette a chi lo desidera, dopo aver contattato il lead partner del progetto TO SWITCH (Provincia autonoma di Trento) di utilizzare la piattaforma per portare avanti attività di formazione usando il modello andragogico proposto nell'Intellectual Output 1. Dall'altra parte, anche i risultati della disseminazione del progetto continueranno, specialmente la presentazione delle sue conclusioni principali in contesti accademico-scientifici, per esempio la pubblicazione di articoli in riviste scientifiche e la presentazione in occasione di conferenze accademiche.

Infine, ma non meno importante, nei mesi successivi alla conclusione formale di TO SWITCH, l'impegno del capofila sarà rivolto alla creazione e promozione di un "Laboratorio Permanente Internazionale" dedicato ai temi dell'invecchiamento attivo e alle sfide del lifelong learning in età adulta. Questo sarà costruito con il consorzio dei partner di TO SWITCH e ampliato per includere la partecipazione di altri importanti partner europei.

Referenze:

- <https://www.die-bonn.de/doks/2016-norwegen-01.pdf>
- <https://ufm.dk/en/education/the-danish-education-system/adult-education-and-continuing-training>
- https://www.european-agency.org/sites/default/files/Gen_Education_in_Norway.pdf
- https://epale.ec.europa.eu/sites/default/files/raport_sintetic_nr._2_exper_europeana_fpc-formator.pdf
- <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/italy-2019>
- <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/adult-education-and-training>

ANNEXES

ANNEX 1: Trainer and user questionnaires

Introduction:

The analysis is based on the assessment of the answers from the trainer and user questionnaires; In this case feedback from 11 trainers and 17 users.

The analysis is organised for separate learner and teacher responses along following 4 points:

- 1. Descriptive information** (characteristics, background, etc.)
- 2. Overall evaluation of the experience**
- 3. Evaluation of the use of the platform**
- 4. Considerations regarding the application of To Switch's adult learning principles and method**

The categories used in the analysis are determined based on the following response rates:

60-100%: The majority of the trainers / users

40-60%: Half of the trainers / users

0-40%: The minority of the trainers / users

The analysis will focus on the central aspects relating to the principles and method designed for To Switch in IO1, section 6.3, page 63-72, figure 9: Key principles of the new conceptual paradigm, and figure 10: Procedural map for the translation of the new model's principles.

ANALYSIS: TRAINER QUESTIONNAIRES:

Descriptive information:

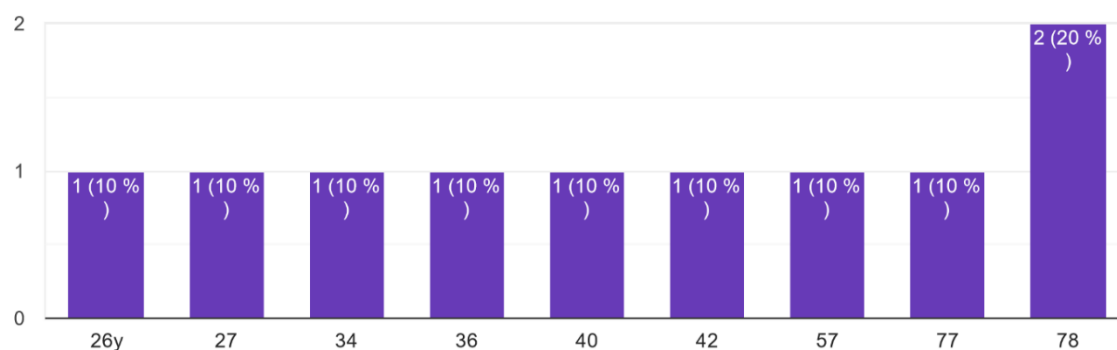
PARTICIPANTS: 11 trainers have answered the trainer questionnaire.

AGE:

- 10 trainers have answered the question.
- The average age of the trainers: 49.5 years.

Please write your age

10 svar



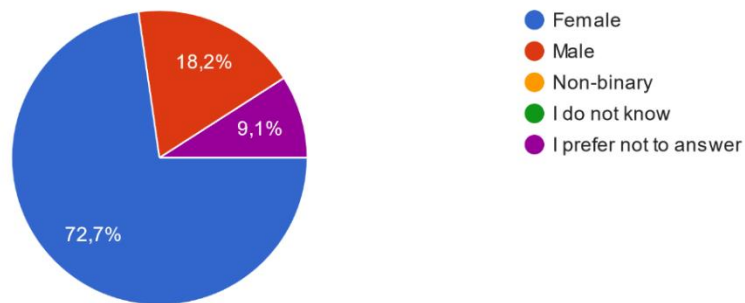
GENDER:

- 72.7% of the participants are females.

- 18.2% of the participants are males.

Please select your gender

11 svar

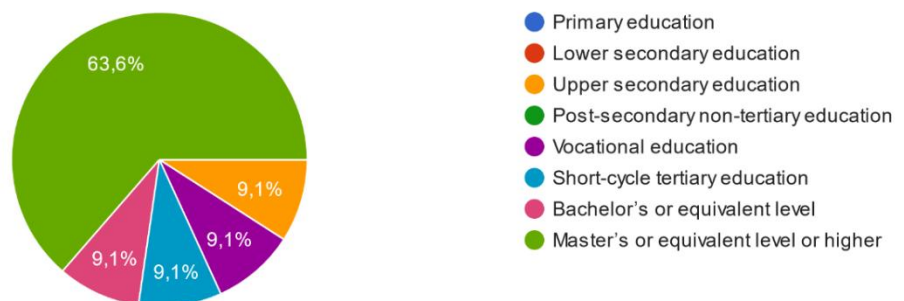


EDUCATION:

- 63.6% have master's or equivalent level or higher.
- 9.1% have bachelor's or equivalent level.
- 9.1% have a short-cycle tertiary education.
- 9.1% have vocational education.
- 9.1% have upper secondary education.

What is your highest completed level of education?

11 svar



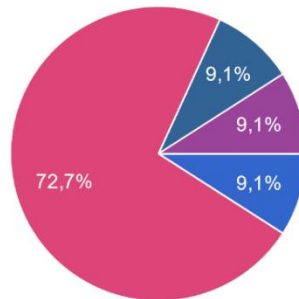
FIELD OF WORK:

- 72.7% work in the field of general adult education
- 9.1% work in the field of master's or equivalent level or higher
- 9.1% work in the field of Human Resource Management and internal upskilling in my organisation

- 9.1% work in the field of other

Which field of work do you work in?

11 svar



- a. Human Resource Management and...
- b. Primary education
- c. Lower secondary education
- d. Upper secondary education
- e. Post-secondary non-tertiary education
- f. Vocational education
- g. General Adult Education
- h. Short-cycle tertiary education

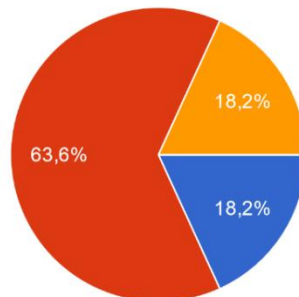
▲ 1/2 ▼

HAVE TAUGHT ONLINE BEFORE:

- 63.6% have answered yes, in a course/courses involving online and in-presence modules in a hybrid mode.
- 18.2% have answered yes, in an exclusively online course/courses.
- 18.2% have answered no, I have only participated in in-person courses.

I have taught/trained online before

11 svar



- Yes, in an exclusively online course/courses
- Yes, in a course/courses involving online and in-presence modules in a hybrid mode
- No, I have only participated in in-person courses
- I have never participated in a training course/courses
- I prefer not to answer

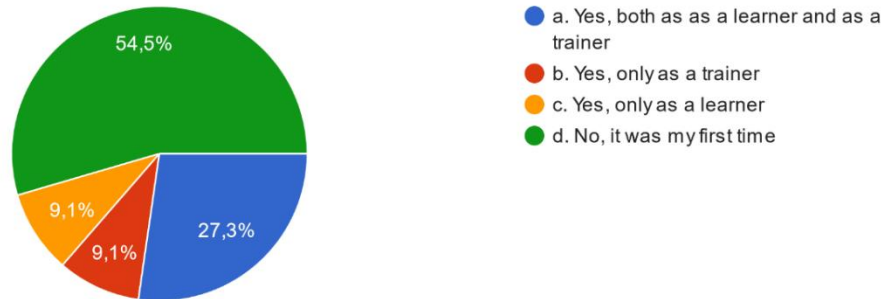
HAVE USED THE MOODLE CLOUD PLATFORM BEFORE:

- 54.5% have answered no, it was my first time.
- 27.3% have answered yes, both as a learner and as a trainer.
- 9.1% have answered yes, only as a trainer.

- 9.1% have answered yes, only as a learner.

I have used the Moodle Cloud Platform before

11 svar

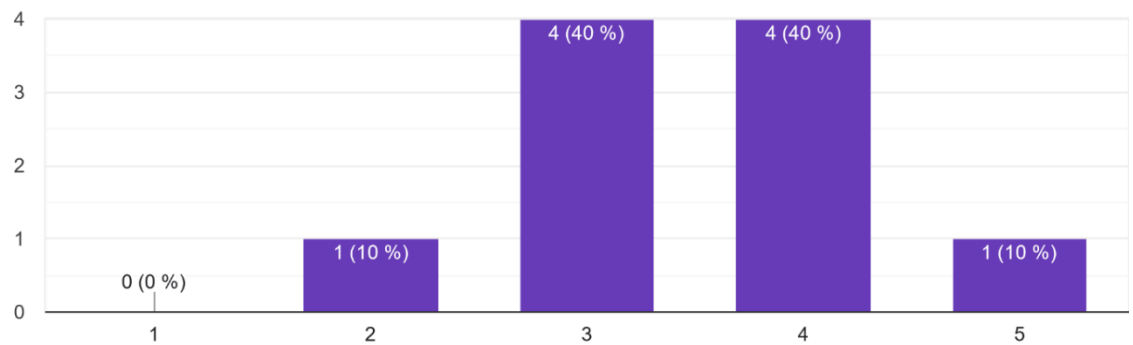


GENERAL ON-LINE TRAINING:

- 40% rate their professional experience with general online training before participating in this project as competent/intermediate and 40% as advanced/proficient.
- 10% rate their professional experience with general online training before participating in this project as expert.

How would you rate your professional experience with online training BEFORE participating in this project? General on-line training

10 svar



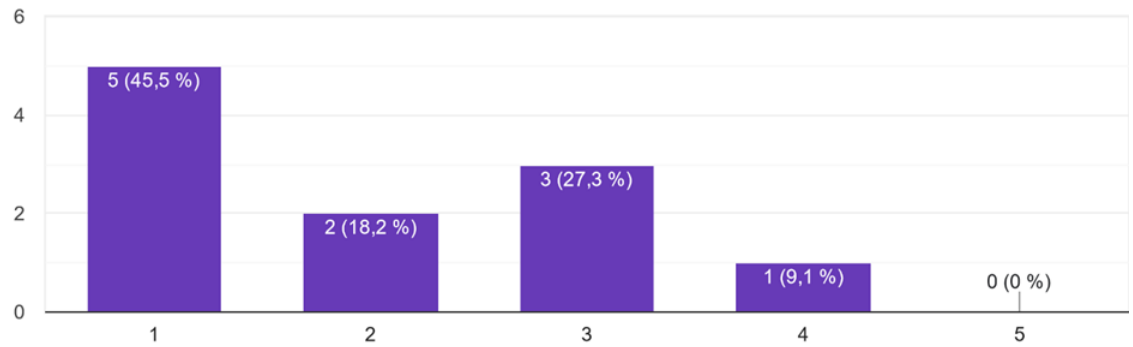
ON-LINE TRAINING WITH MOODLE CLOUD PLATFORM:

- 45.5% and 18.2% (63.7%) rate their professional experience with online training with the Moodle Cloud Platform, before participating in this project, as beginners and advanced beginners.

- 27.3% rate their professional experience with online training with the Moodle Cloud Platform, before participating in this project, as intermediate.

How would you rate your professional experience with online training BEFORE participating in this project? On-line training with the MoodleCloud Platform

11 svar



Descriptive information:

CONCLUSION:

- The average age of the trainers participating is 49.5 years.
- 72.7% of the trainers are women.
- 63.6% of the participants have master's or equivalent level or higher.
- 72.7% of the trainers work in the field of general adult education.
- 63.6% have taught/trained online before in a course/courses involving online and in-presence modules in a hybrid mode.
- 54.5% of the trainers have not used the Moodle Cloud Platform before. It was their first time.
- 90% of the trainers rate their professional experience with general online training, before participating in this project, from intermediate to expert.
- 63.7% of the trainers rate their professional experience with online training with the Moodle Cloud Platform, before participating in this project, as beginners or advanced beginners.

Overall evaluation of the experience

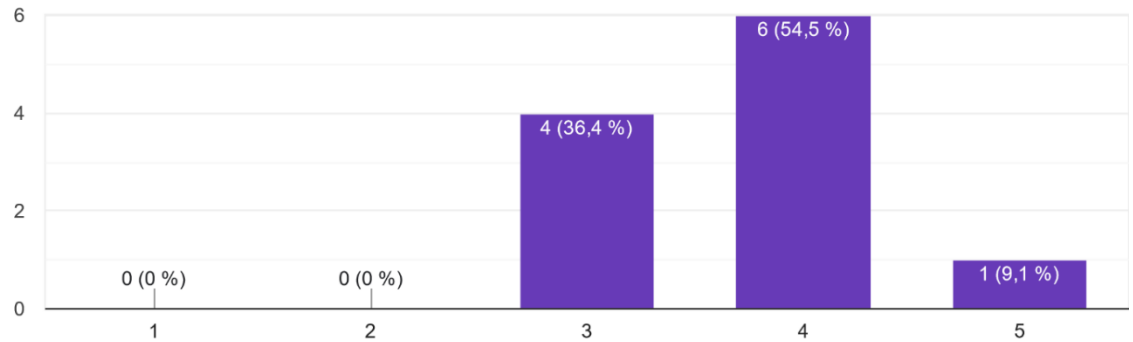
GENERAL ON-LINE TRAINING:

- 54.5% rate their professional experience with general online training, current participating in this project, as advanced.
- 36.4% rate their professional experience with general online training, current participating in this project, as intermediate.

- 9.1% rate their professional experience with general online training, current participating in this project as expert.

How would you rate your professional experience with online training CURRENT participating in this project? General on-line training

11 svar

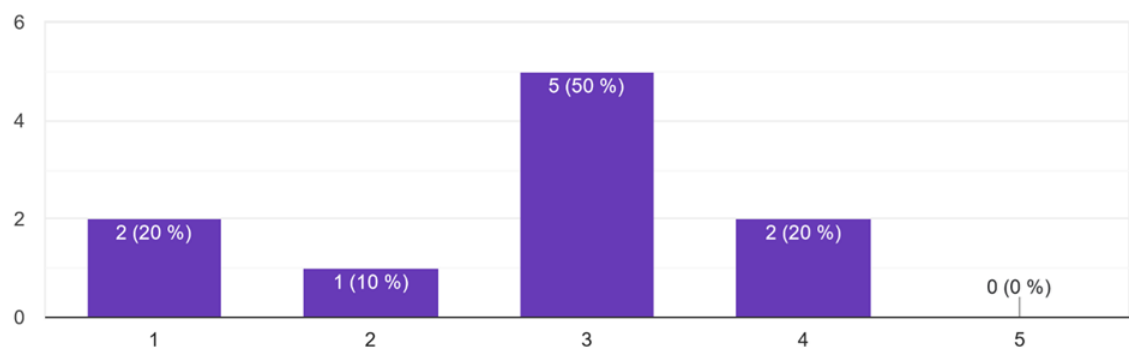


ON-LINE TRAINING WITH THE MOODLE CLOUD PLATFORM:

- 50% rate their professional experience with online training with the Moodle Cloud Platform, current participating in this project, as intermediate.
- 30% rate their professional experience with online training with the Moodle Cloud Platform, current participating in this project, as beginners/advanced beginners.
- 20% rate their professional experience with online training with the Moodle Cloud Platform, current participating in this project, as advanced.

How would you rate your professional experience with online training CURRENT participating in this project? On-line training with the MoodleCloud Platform

10 svar



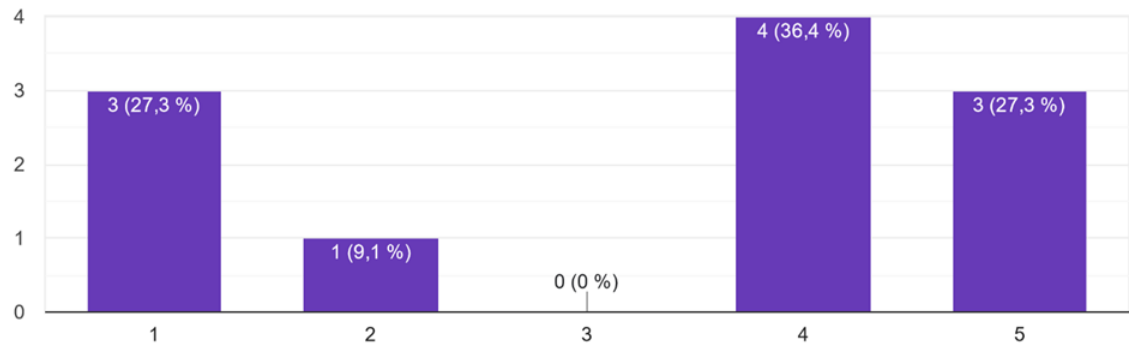
LEARNING PRINCIPLES:

- 36.4% agree and 27.3% strongly agree (63.7%) that they can apply the new knowledge acquired in the pilot to their future training activities.

- 27.3% strongly disagree and 9.1% disagree (36.4%) that they can apply the new knowledge acquired in the pilot to their future training activities.

I can apply the new knowledge acquired in the pilot to my future training activities. Learning principles How do you agree with this statement?

11 svar

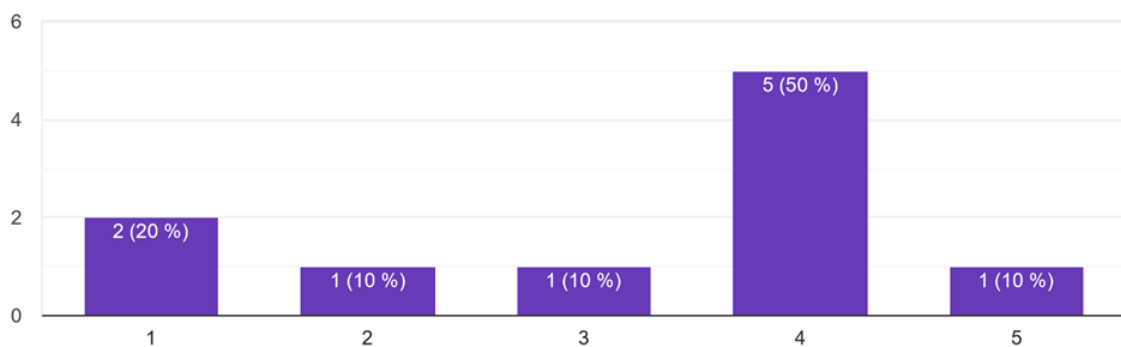


LEARNING METHODOLOGY:

- 50% agree and 10% strongly agree (60%) that they can apply the new knowledge acquired to their future training activities.
- 20% strongly disagree and 10% disagree (30%) that they can apply the new knowledge acquired to their future training activities.

I can apply the new knowledge acquired in the pilot to my future training activities. Learning methodology How do you agree with this statement?

10 svar



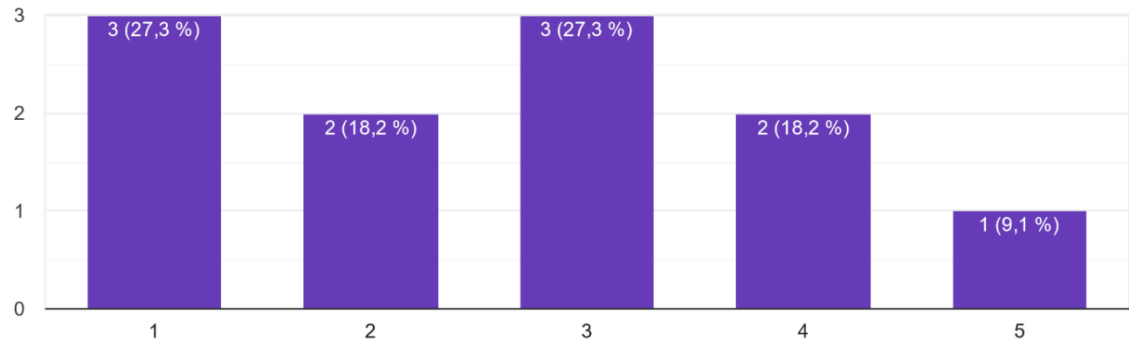
MOODLE CLOUD FUNCTIONALITIES:

- 27.3% strongly disagree and 18.2% disagree (45.5%) that they can apply the new knowledge acquired in the pilot to their future training activities.

- 18.2% agree and 9.1% strongly agree (27.3%) that they can apply the new knowledge acquired in the pilot to their future training activities.
- 27.3% are undecided.

I can apply the new knowledge acquired in the pilot to my future training activities. MoodleCloud functionalities How do you agree with this statement?

11 svar

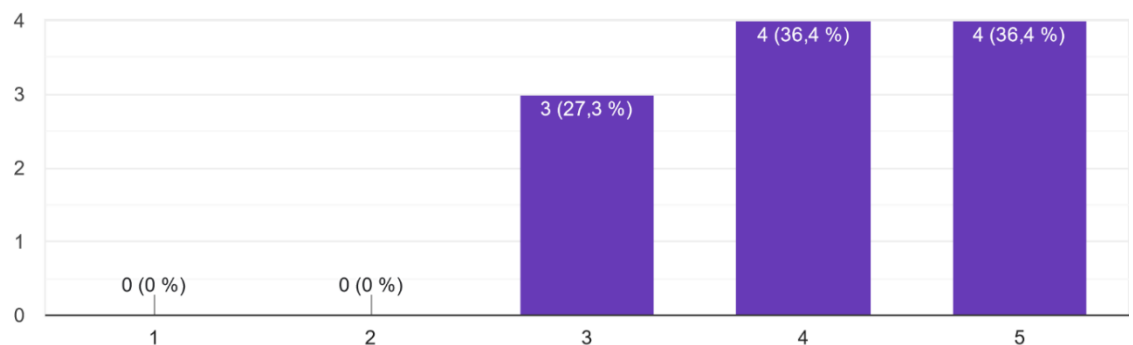


WORK PERFORMANCE:

- 36.4% strongly agree and 36.4% agree (72.8%) to be satisfied with their own work performance.
- 27.3% are neutral.

I am satisfied with my own work performance. How do you agree with this statement?

11 svar



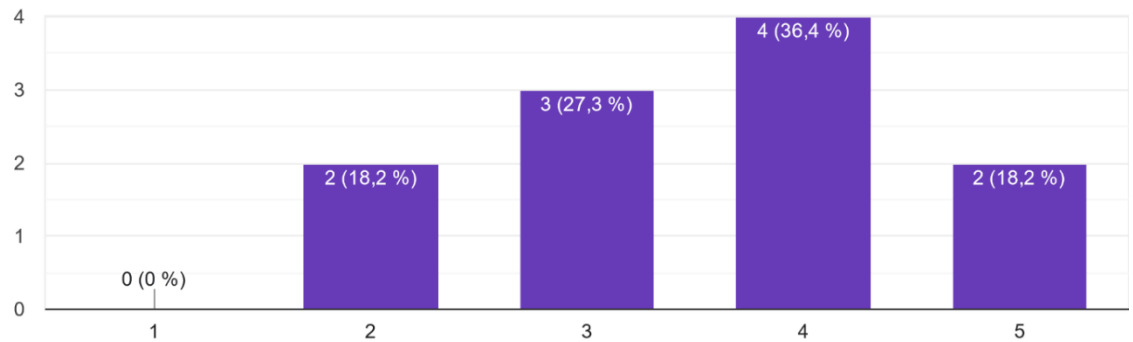
TIME SPENT ON THE EXPERIMENTATION:

- 36.4% agree and 18.2% strongly agree (54.6%) that the time spent on the experimentation has been appropriate in relation to the allocated preparation time for the training.
- 27.3% are neutral/undecided if the time spent on the experimentation has been appropriate in relation to the allocated preparation time for the training.

- 18.2% disagree to the time spent on the experimentation has been appropriate in relation to the allocated preparation time for the training.

The time I have spent on the experimentation has been appropriate in relation to the allocated preparation time for the training. How do you agree with this statement?

11 svar

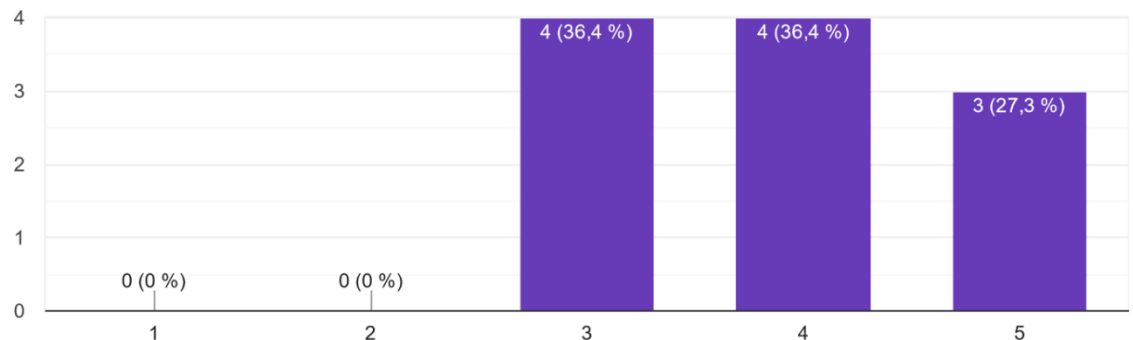


OVERALL EXPERIENCE OF THIS TRAINING:

- 36.4% have good and 27.3% (63.7%) have very good experience of this training.
- 36.4% have a fair experience of this training.

What is your overall experience of this training?

11 svar



Overall experience of this training - comments:

- the training has been interesting because the method that was been discussed is the leader thought of the mindset of learning experience designer in adult training. Contents and the base literature of this thought.
- Anyway, I would have been preferring that in the session training another moment when the trainers could discuss and compare about own experience and work together in a project work.

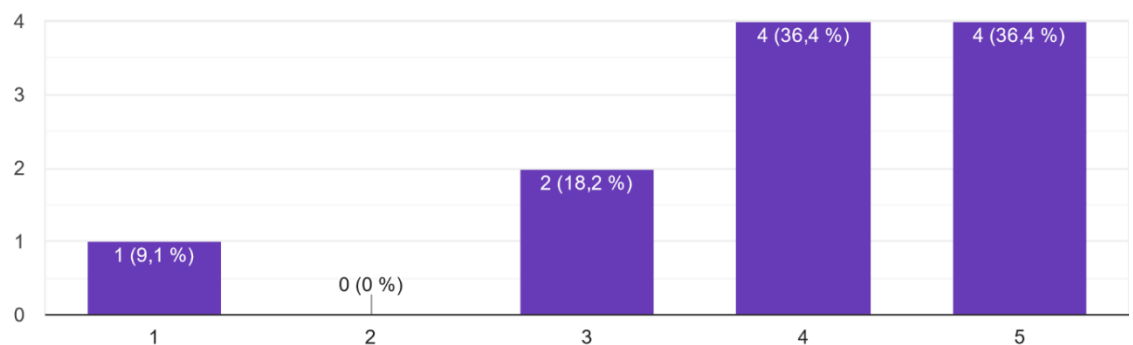
- Sum up I think that the training sessions was been do well.
- Time is always a difficult factor to manage. Time to learn and time to develop this type of training. In general, in daily life, one does not have enough time to develop training in this way.
- Pilot with strong and good participation by the users.
- I think the training was very interesting but too focused on the functionalities of the Moodle platform. There was not enough time to internalise (and consequently apply) the methodology theorised for the To Switch project.
- Hybrid mode was very interesting, discussion with colleague fruitful, new learning methods are always appreciated.
- There is a lot of content in Moodle, so I just used the functions that I was familiar with. There was not enough to explore and become familiar with all the functions. I am quite familiar with Google Classroom and use that with learners. Getting them to use a new platform was time consuming and needed weekly onsite support, they would have been unable to work through the course independently!

RECOMMENDATIONS OF ONLINE COURSES/TRAININGS USING THE SAME EDUCATIONAL PRINCIPLES TO MY COLLEGAUES:

- 36.4% strongly agree and 36.4% agree (72.8%) to recommend making online course/trainings using the same educational principles to their colleagues.
- 18.2% are undecided whether they would recommend making online course/trainings using the same educational principles to their colleagues.
- 9.1% strongly disagree and would not recommend making online course/trainings using the same educational principles to their colleagues.

I would recommend making online courses/trainings using the same educational principles to my colleagues. How do you agree with this statement?

11 svar



Comments: Recommendations of online courses/training using the same educational principles to my colleagues:

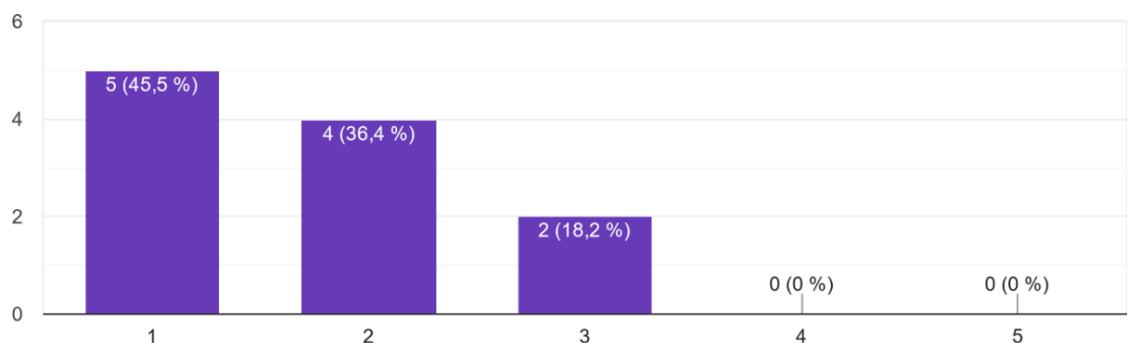
- In my daily work I already use this educational principal when I create a learning experience online. Anyway, this training gives me new perspectives about learning technique that I've shared with my colleagues. That got us a way to improve our approach towards the learning objectives and a new way to create a learning experience increasingly tailored.
- I find these educational principles very inspiring and appropriate.
- The pedagogy used is Seniornett's own and based on many years of experience with courses for seniors.
- The use of these educational principles can work in an online course but, regardless of the methods, I believe that an online course cannot work in all contexts. To offer an online course it is necessary to carefully analyse the starting needs of the target group.
- The new methodological approach provides some inputs for my job.

I PREFER ONLINE TEACHING/TRAINING:

- 81.9% disagree (45.5% strongly disagree and 36.4% disagree) that they prefer online teaching/training better than the normal one.

I prefer online teaching/training better than the normal one. How do you agree with this statement?

11 svar



- 18.2% are neutral.

Comments: I prefer online teaching/training:

- I think that modularity and modality of courses have to be tailored keeping in mind to the learner.
- In my case, I prefer to create a hybrid training course where there are different way to learn in the same course: online sessions, offline sessions and on-site sessions. Where is not possible, I try to create a learning experience where there are online and offline sessions: the contents are elaborated by learners offline and the online sessions are dedicated to project work or cases study.
- I think blended training is the right answer. Online there are several advantages and possibilities, but the emotional and sharing factor are much less present. For this reason, I believe that a blended training, which also includes moments of exchange in presence, is ideal.

- For me it is better to have personal contact with the user to see reactions, body language etc. to have the possibility to repeat the topic.
- I prefer a combination of online and in-presence modules in a hybrid mode.
- The online teaching doesn't work well for every target group. It is necessary to do a careful needs analysis before offering an online course.
- On site is better because it creates empathy

Overall evaluation of the experience

CONCLUSION:

CONCLUSION:	COMMENTS:
<p>General online training:</p> <ul style="list-style-type: none"> • 54.5% rate their professional experience with general online training, current participating in this project, as advanced. • 36.4% as intermediate. 	
<p>Online training with the Moodle Cloud Platform:</p> <ul style="list-style-type: none"> • 50% rate their professional experience with online training with the Moodle Cloud Platform, current participating in this project, as intermediate. • 30% as beginners. 	
<p>Learning principles:</p> <ul style="list-style-type: none"> • 63.7% agree (36.4% agree and 27.3% strongly agree) that they can apply the new knowledge acquired in the pilot to their future training activities. • 36.4% disagree (27.3% strongly disagree and 9.1% disagree). 	
<p>Learning methodology:</p> <ul style="list-style-type: none"> • 60% agree (50% agree and 10% strongly agree) that they can apply the new knowledge acquired to their future training activities. • 30% disagree (20% strongly disagree and 10% disagree). 	
<p>Moodle Cloud functionalities:</p> <ul style="list-style-type: none"> • 45.5% disagree (27.3% strongly disagree and 18.2% disagree) that they can apply the new knowledge acquired in the pilot to their future training activities. 	

<ul style="list-style-type: none"> ● 27.3% agree (18.2% agree and 9.1% strongly agree). 	
<p>Work performance:</p> <ul style="list-style-type: none"> ● 72.8 agree (36.4% strongly agree and 36.4% agree) to be satisfied with their own work performance. 	
<p>Time spent on the experimentation:</p> <ul style="list-style-type: none"> ● 54.6% agree (36.4% agree and 18.2% strongly agree) that the time spent on the experimentation has been appropriate in relation to the allocated preparation time for the training. 	
<p>Overall experience of this training:</p> <ul style="list-style-type: none"> ● 63.7% have good (36.4% good and 27.3% very good) experience of this training. ● 36.4% have a fair experience of this training. 	<p>Overall experience of this training - comments:</p> <ul style="list-style-type: none"> ● the training has been interesting because the method that was been discussed is the leader thought of the mindset of learning experience designer in adult training. Contents and the base literature of this thought. ● Anyway, I would have been preferring that in the session training an another moment when the trainers could discuss and compare about own experience and work together in a project work. ● Sum up I think that the training sessions was been do well. ● Time is always a difficult factor to manage. Time to learn and time to develop this type of training. In general in daily life, one does not have enough time to develop training in this way. ● Pilot with strong and good participation by the users. ● I think the training was very interesting but too focused on the

	<p>functionalities of the Moodle platform. There was not enough time to internalise (and consequently apply) the methodology theorised for the To Switch project.</p> <ul style="list-style-type: none"> • Hybrid mode was very interesting, discussion with colleague fruitful, new learning methods are always appreciated. • There is a lot of content in Moodle, so I just used the functions that I was familiar with. There was not enough to explore and become familiar with all the functions. I am quite familiar with Google Classroom and use that with learners. Getting them to use a new platform was time consuming and needed weekly onsite support, they would have been unable to work through the course independently!
<p>Recommendations of online courses/trainings using the same educational principles to my colleagues:</p> <ul style="list-style-type: none"> • 72.8% agree that (36.4% strongly agree and 36.4% agree) they would recommend making online course/trainings using the same educational principles to their colleagues. 	<p>Comments: Recommendations of online courses/training using the same educational principles to my colleagues:</p> <ul style="list-style-type: none"> • In my daily work I already use this educational principal when I create a learning experience online. Anyway, this training gives me new perspectives about learning technique that I've shared with my colleagues. That got us a way to improve our approach towards the learning objectives and a new way to create a learning experience increasingly tailored. • I find these educational principles very inspiring and appropriate. • The pedagogy used is Seniornett's own and based on many years of experience with courses for seniors. • The use of these educational principles can work in an online course but, regardless of the methods, I believe that an online course cannot work in all contexts. To

	<p>offer an online course it is necessary to carefully analyse the starting needs of the target group.</p> <ul style="list-style-type: none"> • The new methodological approach provides some inputs for my job.
<p>I prefer online teaching/training:</p> <ul style="list-style-type: none"> • 81.9% disagree (45.5% strongly disagree and 36.4% disagree) that they prefer online teaching/training better than the normal one. 	<p>Comments: I prefer online teaching/training:</p> <ul style="list-style-type: none"> • I think that modularity and modality of courses have to be tailored keeping in mind to the learner. • In my case, I prefer to create a hybrid training course where there are different way to learn in the same course: online sessions, offline sessions and on-site sessions. Where is not possible, I try to create a learning experience where there are online and offline sessions: the contents are elaborated by learners offline and the online sessions are dedicated to project work or cases study. • I think blended training is the right answer. Online there are several advantages and possibilities, but the emotional and sharing factor are much less present. For this reason, I believe that a blended training, which also includes moments of exchange in presence, is ideal. • For me it is better to have personal contact with the user to see reactions, body language etc. to have the possibility to repeat the topic. • I prefer a combination of online and in-presence modules in a hybrid mode. • The online teaching doesn't work well for every target group. It is necessary to do a careful needs analysis before offering an online course. • On site is better because it creates empathy

Overall evaluation of the experience

The answers given illustrates following:

The majority of the trainers (63.7%-81.9%):

- Regarding learning principles: they agree, they can apply the new knowledge acquired in the pilot to their future training activities.
- Are satisfied with their own work performance.
- Have a good to a very good experience of this training.
- They would recommend making online courses using the same educational principles to their colleagues.
- They do not prefer online training better than the normal one.

Half of the trainers (45.4%-60.0%):

- Have advanced professional experience with general online training, current participating in this project.
- Have intermediate professional experience with online training with the Moodle Cloud Platform, current participating in this project.
- Regarding learning methodology: they agree, they can apply the new knowledge acquired to their future training activities.
- Regarding Moodle Cloud functionalities: They disagree that they can apply the new knowledge acquired in the pilot to their future training activities.
- Agree that the time spent on the experimentation has been appropriate in relation to the allocated preparation time for the training.

The minority of the trainers (27.3%-36.4%):

- Have intermediate professional experience with general online training, current participating in this project.
- Rate their professional experience with online training with the Moodle Cloud Platform, current participating in this project as beginners.
- Regarding learning principles: they disagree that they can apply the new knowledge acquired in the pilot to their future training activities.
- Regarding learning methodology: they disagree that they can apply the new knowledge acquired to their future training activities.
- Regarding Moodle Cloud functionalities: they agree, they can apply the new knowledge acquired in the pilot to their future training activities.
- Have a fair experience of this training.

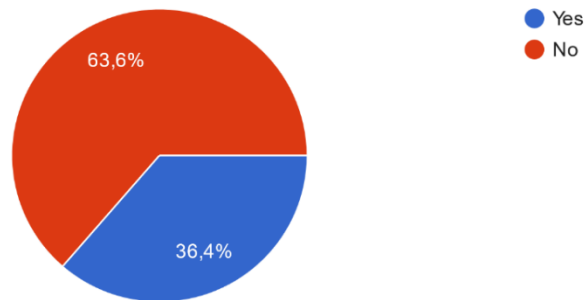
Evaluation of the use of the platform:

I HAVE USED THE MOODLE PLATFORM BEFORE PARTICIPATING IN THIS PROJECT:

- 63.6% have not used the Moodle Platform before participating in this project.
- 36.4% have used the Moodle Platform before participating in this project.

I had used the Moodle platform (as teacher/trainer or student/user) before participating in this project

11 svar



Comments: I have used the Moodle Platform before participating in this project:

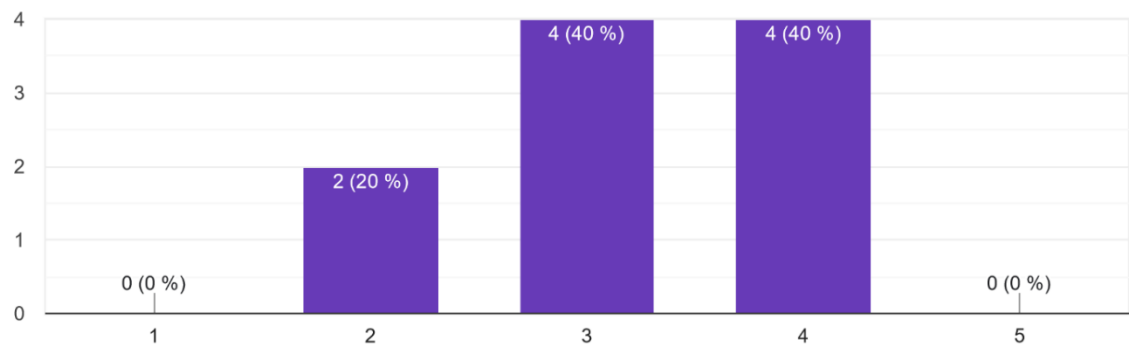
- I used the platform without knowing its potential. Mainly to make the documents available for the trainees.
- we see no need to use such a platform in the training of instructors for senior teaching.
- I wasn't a fan of the Moodle platform as a learner, but I can now see how easily the content can be laid out. Saying that I think I will stick with Google Classroom....

IT WAS EASY TO NAVIGATE IN THE SYSTEM?

- 40% agree.
- 40% are neutral.
- 20% disagree.

It was easy to navigate in the system. How do you agree with this statement?

10 svar

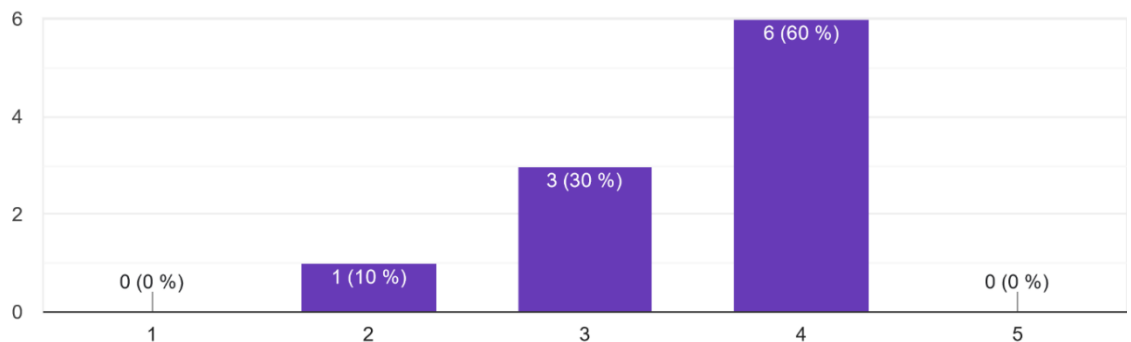


IT WAS EASY TO ORGANISE THE COURSE/TRAINING MATERIALS IN THE MOODLE CLOUD PLATFORM?

- 60% agree.
- 30% are neutral.
- 10% disagree.

It was easy to organize the course/training materials in the MoodleCloud platform. How do you agree with this statement?

10 svar

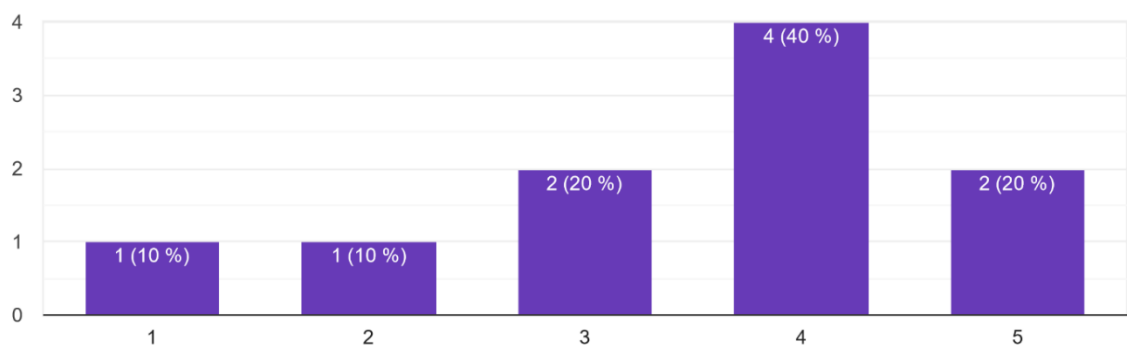


I WAS ABLE TO SOLVE THE TASKS BASED ON THE HELP THAT WAS ONLINE?

- 60% agree (20% strongly agree and 40% agree).
- 20% are neutral.
- 20% disagree (10% strongly disagree and 10% disagree).

I was able to solve the tasks based on the help that was available online. How do you agree with this statement?

10 svar



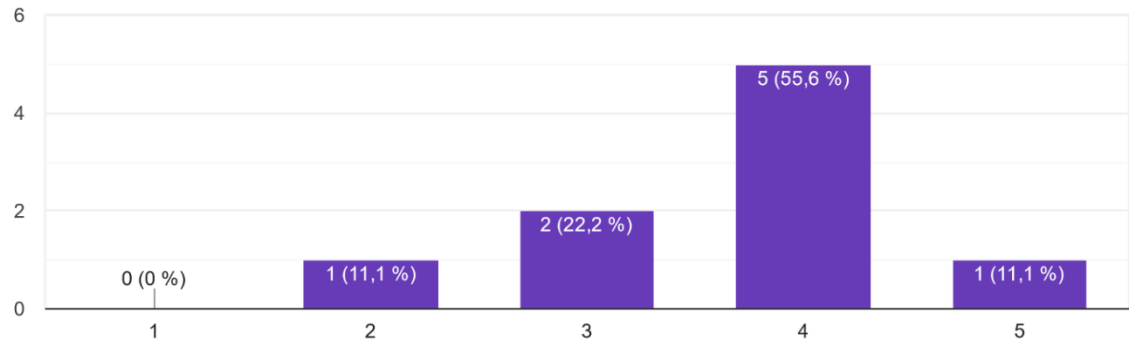
I WAS ABLE TO CREATE THE COUSE/TRAINING TASKS BASED ON THE HELP AVAILABLE?

- 66.7% agree (11.1% strongly agree and 55.6% agree).

- 22.2% are neutral.
- 11.1% disagree.

I was able to create the course/training tasks based on the help available. How do you agree with this statement?

9 svar

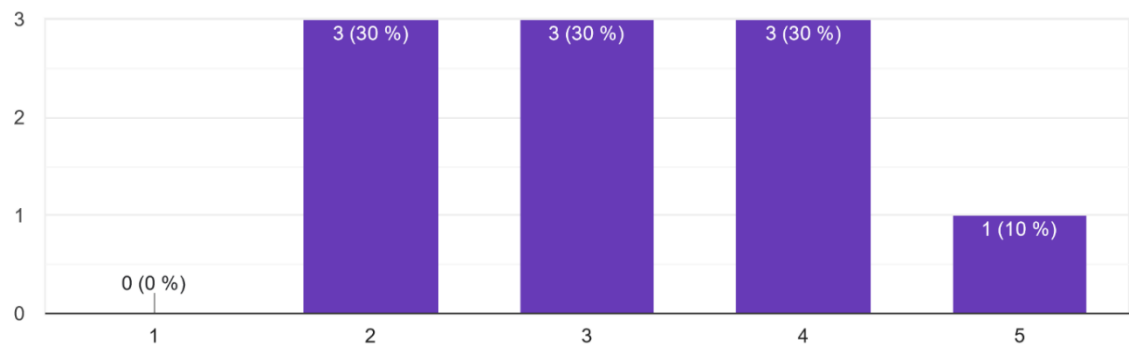


IT WAS CLEAR TO ME, HOW I COULD GET HELP TO CREATE TASKS?

- 40% agree (10% strongly agree and 20% agree).
- 30% are neutral.
- 30% disagree.

It was clear to me, how I could get help to create the tasks. How do you agree with this statement?

10 svar



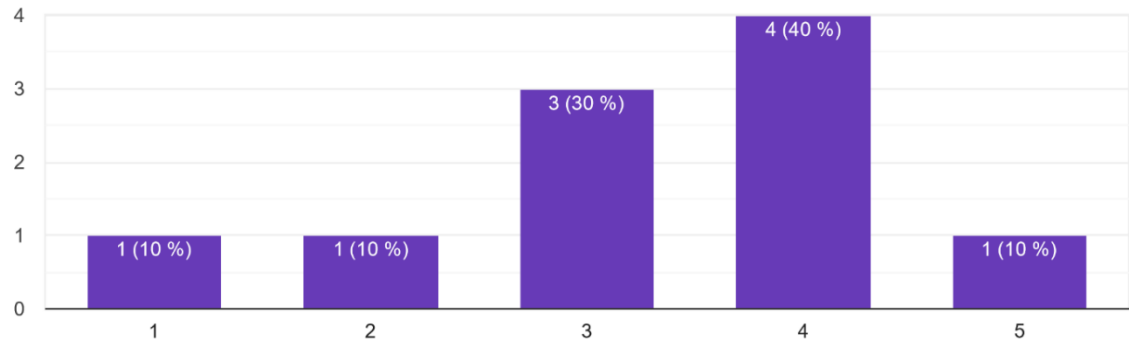
IT WAS CLER TO ME, HOW I COULD GET HELP TO SOLVE THE TECHNICAL ISSUES?

- 50% agree (10% strongly agree and 40% agree).
- 30% are neutral.

- 20% disagree (10% strongly disagree and 10% disagree)

It was clear to me, how I could get help to solve the technical issues. How do you agree with this statement?

10 svar

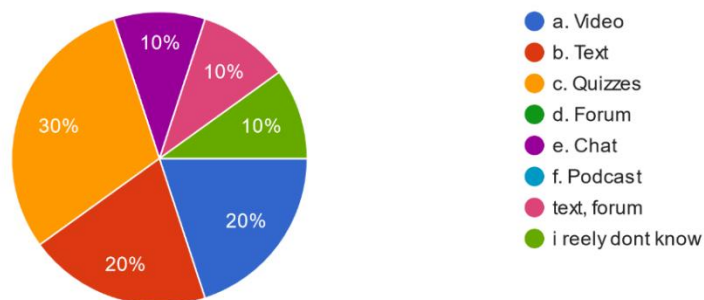


WHICH TYPE OF CONTENT DID YOU FEEL BEST HELPED BY?

- 30% answered quizzes.
- 20% answered text.
- 20% answered video.
- 10% answered chat.
- 10% answered text, forum.
- 10% answered I really don't know.

Which type of content did you feel best helped by? (Multiple answers possible)

10 svar



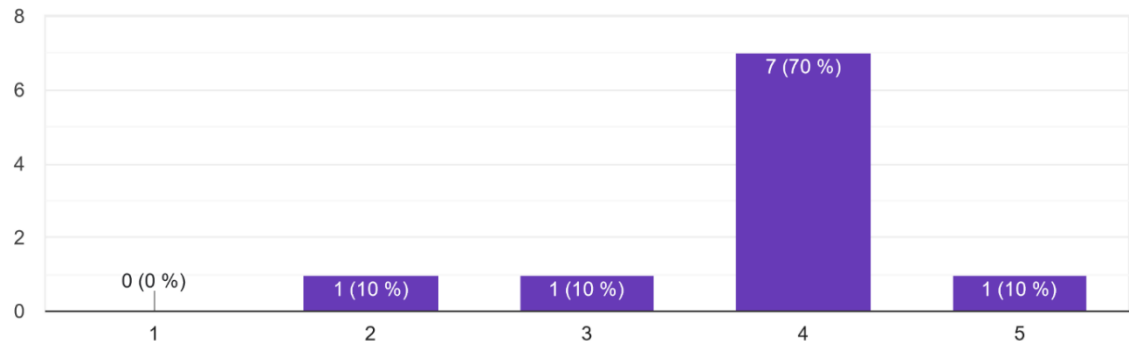
I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS?

- 80% agree (10% strongly agree and 70% agree).
- 10% are neutral.

- 10% disagree.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The clear identification of ...ng and share/discuss/adjust them with the learners
10 svar

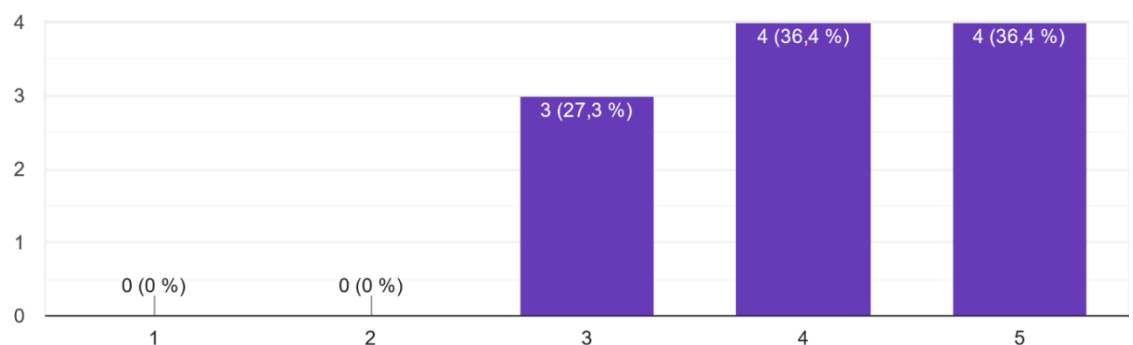


I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

THE CLEAR ORGANIZATION OF THE LEARNNG ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES?

- 72.8% agree (36.4% strongly agree and 36.4% agree).
- 27.3% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The clear organization of t...ning activities according to phases and sub-phases
11 svar



I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

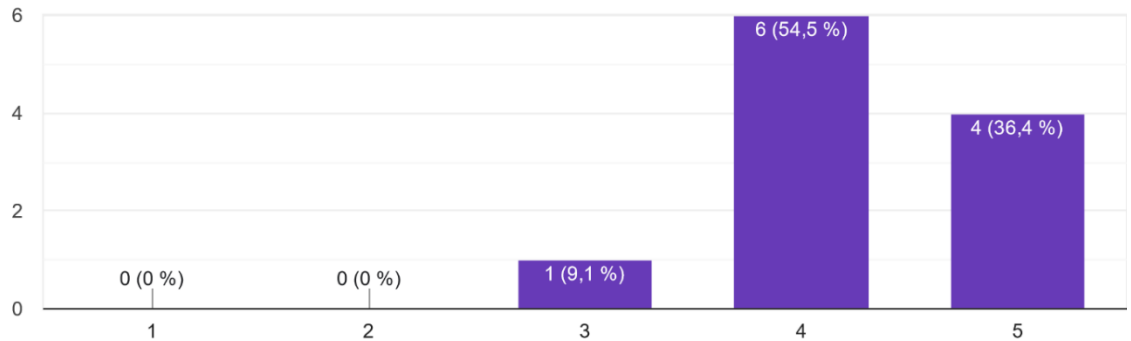
THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS' NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING...

- 90.9% agree (36.4% strongly agree and 54.5% agree).

- 9.1% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The tailoring of learning mat...teristics of the materials, schedules, self-pacing...

11 svar



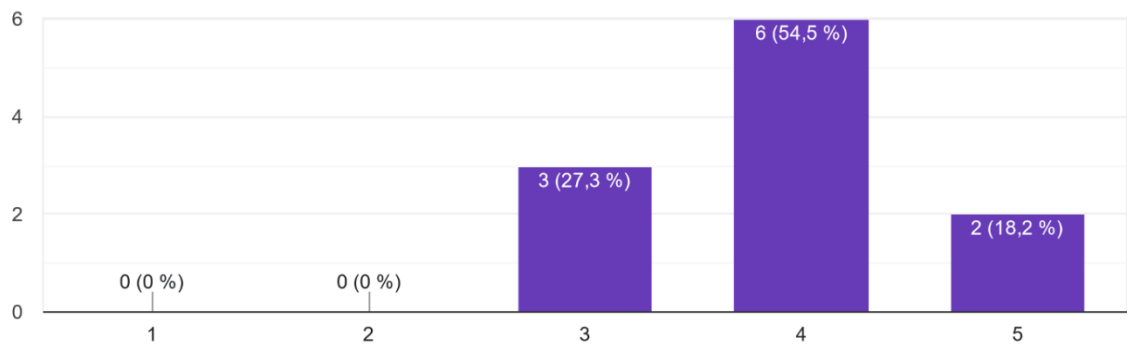
I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT?

- 72.7% agree (18.2% strongly agree and 54.5% agree).
- 27.2% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The fact that learners previous experience is taken into account

11 svar



I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

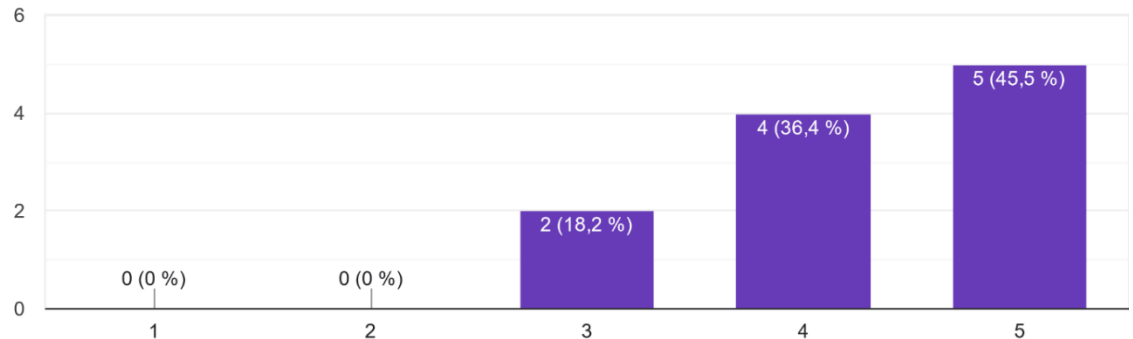
THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS?

- 81.9% agree (45.4% strongly agree and 36.4% agree).

- 18.2% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The fact that trainers/facilitators provide multiple feedbacks throughout all the learning process

11 svar



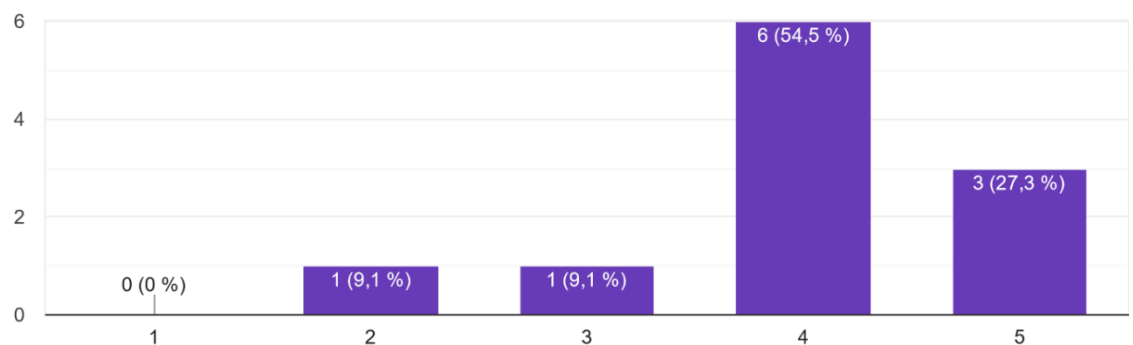
I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSIST OF GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY?

- 81.8% agree (27.3 strongly agree and 54.5% agree).
- 9.1% are neutral.
- 9.1% disagree.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The Double Loop learning approach, if needed, and/or adjust their content/methodology)

11 svar



I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

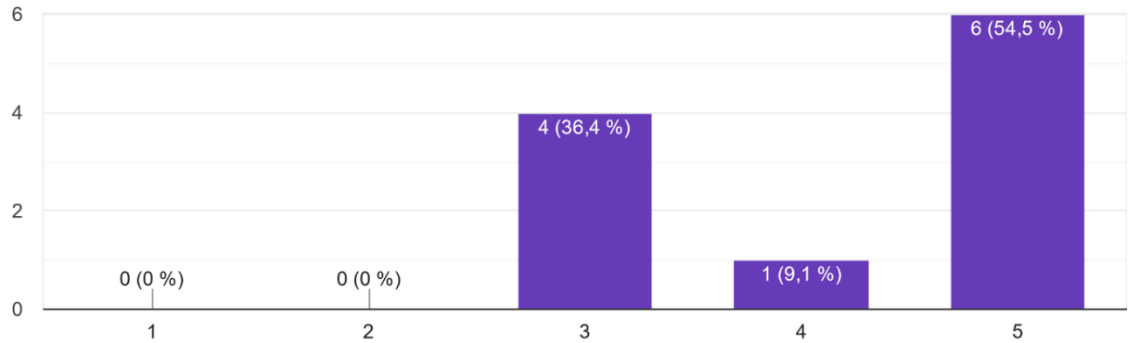
THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES?

- 63.6% agree (54.5% strongly agree and 9.1% agree).

- 36.4% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The self-assessment and peer-assessment activities

11 svar



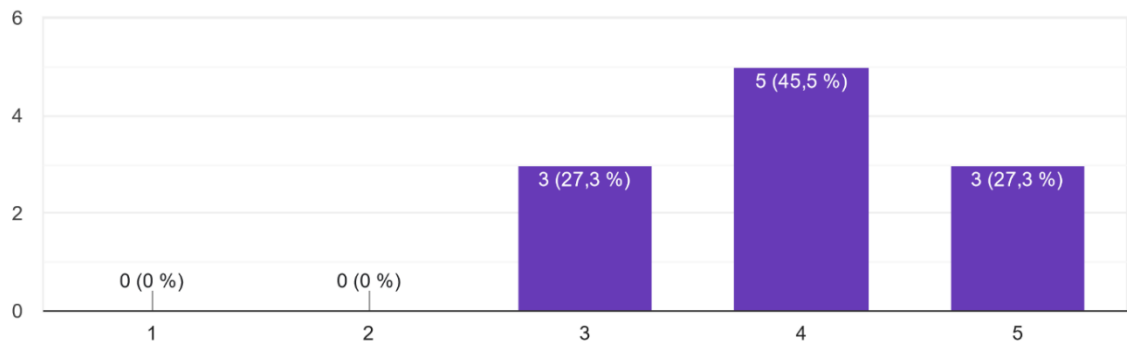
I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS:

THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING?

- 72.8% agree (27.3 strongly agree and 45.5% agree).
- 27.3% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The combination of synchrono...s online learning and traditional in site learning

11 svar



Evaluation of the use of the platform:

CONCLUSION:

CONCLUSION:	Comments:
<p>The Moodle Platform:</p> <ul style="list-style-type: none"> ● 63.6% have not used the Moodle Platform before participating in this project. ● 36.4% have. 	<p>Comments: I have used the Moodle Platform before participating in this project:</p> <ul style="list-style-type: none"> ● I used the platform without knowing its potential. Mainly to make the documents available for the trainees. ● We see no need to use such a platform in the training of instructors for senior teaching. ● I wasn't a fan of the Moodle platform as a learner, but I can now see how easily the content can be laid out. Saying that I think I will stick with Google Classroom....
<p>To navigate in the system:</p> <ul style="list-style-type: none"> ● 40% agree, it was easy to navigate in the system. ● 40% are neutral. ● 20% disagree. 	
<p>To organise the course materials in the Moodle Platform:</p> <ul style="list-style-type: none"> ● 60% agree, it was easy to organise the course/training materials in the Moodle Cloud Platform. ● 30% are neutral. ● 10% disagree. 	
<p>To solve the tasks based on the help that was online:</p> <ul style="list-style-type: none"> ● 60% agree (20% strongly agree and 40% agree), they were able to solve the tasks based on the help that was online. ● 20% are neutral. ● 20% disagree (10% strongly disagree and 10% disagree). 	
<p>To create the course tasks based on the help available:</p>	

<ul style="list-style-type: none"> ● 66.7% agree (11.1% strongly agree and 55.6% agree), they were able to create the course/training tasks based on the help available. ● 22.2% are neutral. ● 11.1% disagree. 	
<p>It was clear to them, how they could get help to create tasks:</p> <ul style="list-style-type: none"> ● 40% agree (10% strongly agree and 20% agree), it was clear to them, how they could get help to create tasks. ● 30% are neutral. ● 30% disagree. 	
<p>It was clear to them, how they could get help to solve the technical issues:</p> <ul style="list-style-type: none"> ● 50% agree (10% strongly agree and 40% agree), it was clear to them, how they could get help to solve the technical issues. ● 30% are neutral. ● 20% disagree (10% strongly disagree and 10% disagree). 	
<p>The type of content the felt best helped by:</p> <ul style="list-style-type: none"> ● 30% felt best helped by quizzes. ● 20% text. ● 20% video. 	
<p>They like the To Switch model for seniors' learning for THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS:</p> <ul style="list-style-type: none"> ● 80% agree (10% strongly agree and 70% agree) that they like the To Switch model for seniors' learning for THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS. ● 10% are neutral. ● 10% disagree. 	
<p>They like the To Switch model for seniors' learning for THE CLEAR ORGANIZATION OF THE LEARNNG ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES:</p> <ul style="list-style-type: none"> ● 72.8% agree (36.4% strongly agree and 36.4% agree) that they like the To Switch model for seniors' learning for THE CLEAR ORGANIZATION OF THE LEARNNG ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES? 	

<ul style="list-style-type: none"> ● 27.3% are neutral. 	
<p>They like the To Switch model for seniors' learning for THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS' NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING...:</p> <ul style="list-style-type: none"> ● 90.9% agree (36.4% strongly agree and 54.5% agree) that they like the To Switch model for seniors' learning for THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS' NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING... ● 9.1% are neutral. 	
<p>They like the To Switch model for seniors' learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT:</p> <ul style="list-style-type: none"> ● 72.7% agree (18.2% strongly agree and 54.5% agree) that they like the To Switch model for seniors' learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT. ● 27.3% are neutral. 	
<p>They like the To Switch model for seniors' learning for THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS:</p> <ul style="list-style-type: none"> ● 81.9% agree (45.4% strongly agree and 36.4% agree) that they like the To Switch model for seniors' learning for THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS. ● 18.2% are neutral. 	
<p>They like the To Switch model for seniors' learning for THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY:</p> <ul style="list-style-type: none"> ● 81.8% agree (27.3 strongly agree and 54.5% agree) that they like the To Switch model for seniors' learning for THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY. ● 9.1% are neutral. ● 9.1% disagree. 	

<p>They like the To Switch model for seniors’ learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES:</p> <ul style="list-style-type: none"> ● 63.6% agree (54.5% strongly agree and 9.1% agree) that they like the To Switch model for seniors’ learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES. ● 36.4% are neutral. 	
<p>They like the To Switch model for seniors’ learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING:</p> <ul style="list-style-type: none"> ● 72.8% agree (27.3 strongly agree and 45.5% agree) that they like the To Switch model for seniors’ learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING. ● 27.3% are neutral. 	

Evaluation of the use of the platform:

The answers given illustrates following:

The type of content the felt best helped by:

- Quizzes.
- Video.
- Text.

The majority of the trainers (63.6%-90.9%):

- **Have not used** the Moodle Platform before participating in this project.
- Agree, they were able to create the course/training tasks based on the help available.
- Like the To Switch model for seniors’ learning for THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS.
- Like the To Switch model for seniors’ learning for THE CLEAR ORGANIZATION OF THE LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES.
- Like the To Switch model for seniors’ learning for THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS’ NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING
- Like the To Switch model for seniors’ learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT.
- Like the To Switch model for seniors’ learning for THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS.
- Like the To Switch model for seniors’ learning for THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY.

- Like the To Switch model for seniors' learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES.
- Like the To Switch model for seniors' learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING.

Half of the trainers (40%-60%)

- Agree and are neutral that it was easy to navigate in the system.
- Agree that it was easy to organise the course/training materials in the Moodle Cloud Platform.
- Agree they were able to solve the tasks based on the help that was online.
- Agree it was clear to them, how they could get help to create tasks.
- Agree it was clear to them, how they could get help to solve the technical issues.

The minority of the trainers: (9.1%-36.4%):

- Have used the Moodle Platform before participating in this project.
- Disagree, it was easy to navigate in the system.
- Disagree or are neutral that it was easy to organise the course/training materials in the Moodle Cloud Platform.
- Disagree or are neutral that they were able to solve the tasks based on the help that was online.
- Disagree or are neutral that they were able to create the course/training tasks based on the help available.
- Disagree or are neutral that it was clear to them, how they could get help to create tasks.
- Disagree or are neutral that it was clear to them, how they could get help to solve the technical issues.
- Disagree or are neutral that they like the To Switch model for seniors' learning for THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS.
- Are neutral that they like the To Switch model for seniors' learning for THE CLEAR ORGANIZATION OF THE LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES?
- Are neutral that they like the To Switch model for seniors' learning for THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS' NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING...
- Are neutral that they like the To Switch model for seniors' learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT.
- Are neutral that they like the To Switch model for seniors' learning for THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS.
- Disagree or are neutral that they like the To Switch model for seniors' learning for THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY
- Are neutral that they like the To Switch model for seniors' learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES.
- Are neutral that they like the To Switch model for seniors' learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING.

Considerations and recommendations regarding the application of To Switch's adult learning principles and method (trainers):

3 main strengths of your learning experience in the pilot according to your experience:

- Approach, compare, mix of experience.
- Goal sharing - involvement - activities.
- One to one or one to eight in a course.
- See Seniornett's proposal for "Good practice" in IO1.
- Creating content with progress, creating videos, and creating quizzes.
- Putting the Moodle Platform functionalities into practice. Work in groups on the same objective. Get to know other people.
- The methodology,
- Patience, Enthusiasm, Determination.

3 main weaknesses of your learning experience in the pilot according to your experience:

- Few group work, few team building activities.
- Time - computer skills - maintain motivation.
- See Seniornett's contribution to Good Practice in IO1.
- Video creation.
- The Moodle platform is not very intuitive and was updated (graphics and functionality) between the time of the training for trainers in June and the time of its actual use within the trials. It would have been nice to carry out the training directly on the final version of the platform.
- Learner's confidence and capability levels, time management, distractions.

Suggestion for improving seniors' learning according to your experience:

- See Seniornett's contribution to Good Practice in IO1.
- Slow One to one learning and repetition.
- Using video-based explanation for subjects and how to videos for the tasks.

ANALYSIS: USER QUESTIONNAIRES:

Descriptive information:

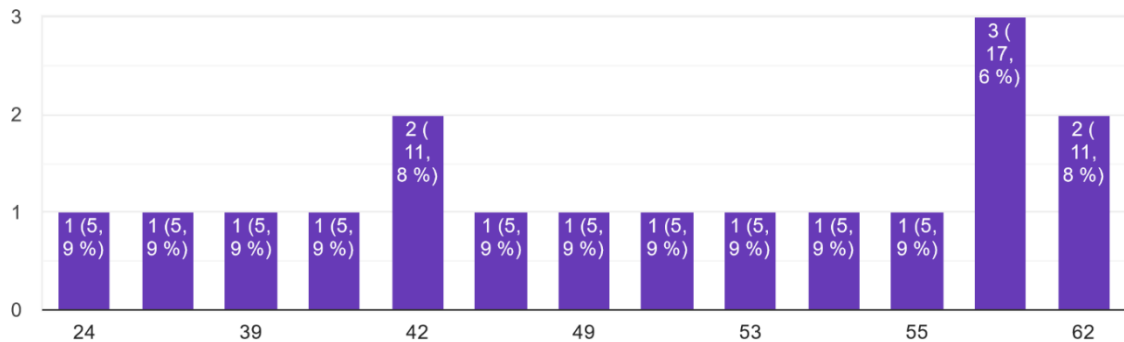
PARTICIPANTS: 17 trainers have answered the trainer questionnaire.

AGE:

- The average age of the trainers: 48.1 years.

Please write your age

17 svar

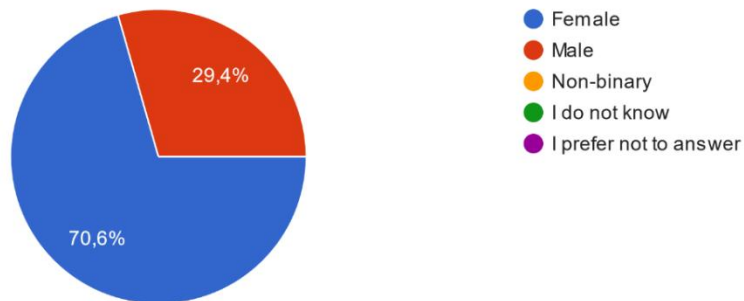


Gender:

- 70.6% of the participants are females.

Please select your gender

17 svar



- 29.4% of the participants are males.

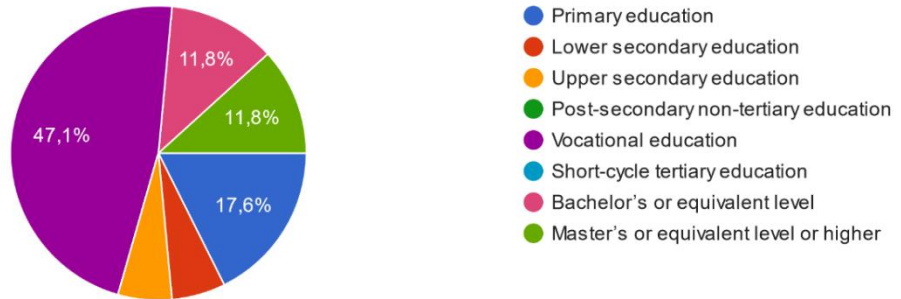
EDUCATION:

- 41.7% have vocational education.
- 17.6% have primary education.
- 11.8% have master's or equivalent level.
- 11.8% have bachelor's or equivalent level.
- 5.9% have lower secondary education.

- 5.9% have upper secondary education.

What is your highest completed level of education?

17 svar



CURRENT SITUATION:

- 100% of the participants are employed.

What is your current situation?

17 svar



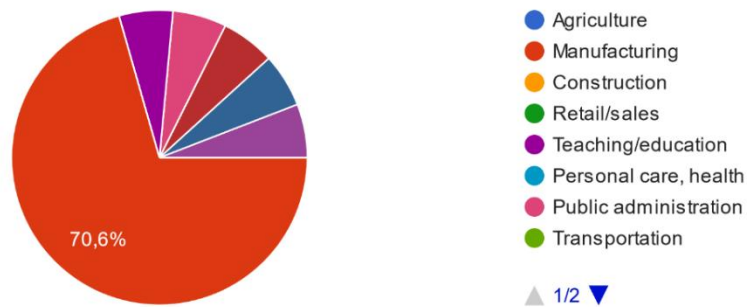
SECTOR OF EMPLOYMENT:

- 70.6% are in the sector of manufacturing.
- 5.9% are in the sector of service.
- 5.9% are in the sector of teaching.
- 5.9% are in the sector of public administration.
- 5.9% are in the sector of cooperative manager social.

- 5.9% are in the sector of other.

If you are employed, can you specify the sector of employment?

17 svar



Descriptive information:

CONCLUSION:

- The average age of the users: 48.1 years
 - 70.6% of the participants are females.
 - 41.7% have vocational education.
 - 23.6% have bachelor's or master's or equivalent level.
 - 17.6% have primary education.
 - 11.8% have lower or upper secondary education.
 - 100% of the participants are employed.
 - 70.6% are in the sector of manufacturing.
-

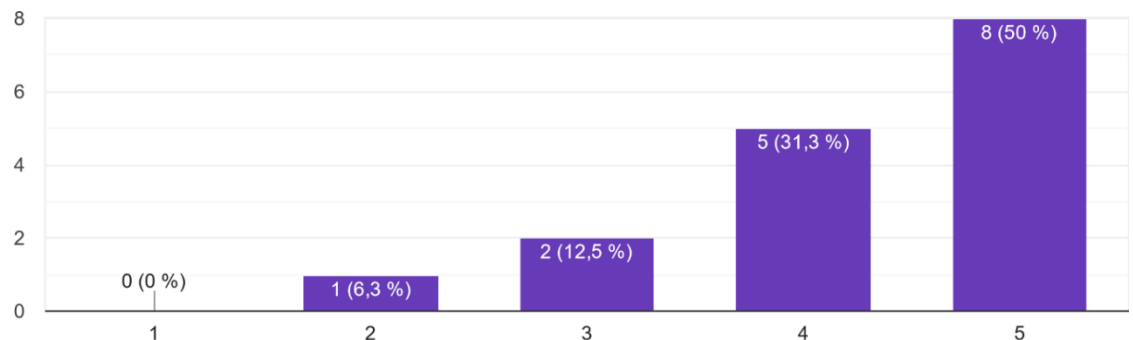
Overall evaluation of the experience

I AM GLAD I ATTENDED THE LEARNING ACTIVITY:

- 81.3% agree (50% strongly agree and 31.3% agree) that they were glad they attended the learning activity.
- 12.5% are neutral about attending the learning activity.
- 6.3% disagree that they were glad they attended the learning activity.

I am glad I attended the learning activity. How do you agree with this statement?

16 svar



THE 2 MAIN MOTIVES BEHIND YOUR ANSWER:

- It was okay.
- Cousy and relaxing.
- Training is always a moment of development and discussion but this experience, was for me not a training in a literal sense. It has been an excellent occasion for knowledge and exchange among experts. There has been not a real training on a specific topic. Consequently, I see not a full sense in my following answers.
- New contacts. I thought it could have been more useful at professional level.

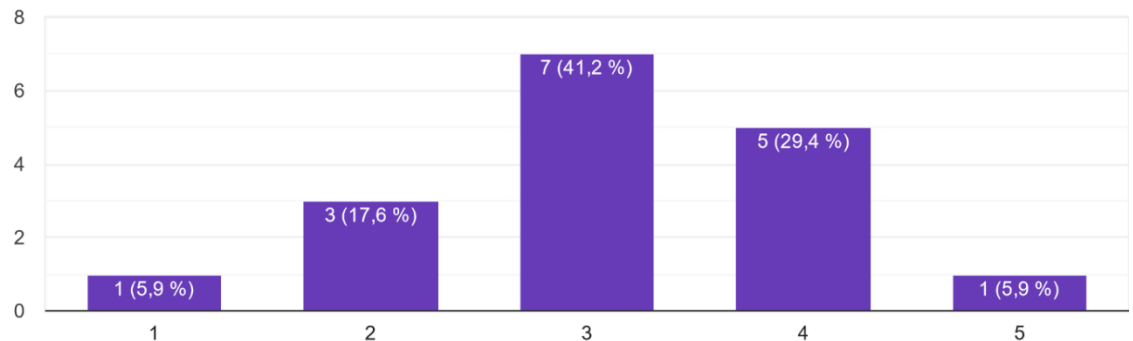
I CAN APPLY THE NEW KNOWLEDGE ACQUIRED IN THE PILOT LEARNING ACTIVITY TO ADDRESS FUTURE PROBLEMS THAT CAN BE SOLVED THROUGH LEARNING

- 35.3% agree (5.9% strongly agree and 29.4% agree).
- 41.2% are neutral.

- 23.5% disagree (5.9% strongly disagree and 17.6% disagree).

I can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning. How do you agree with this statement?

17 svar



PLEASE EXPLAIN YOUR ANSWER:

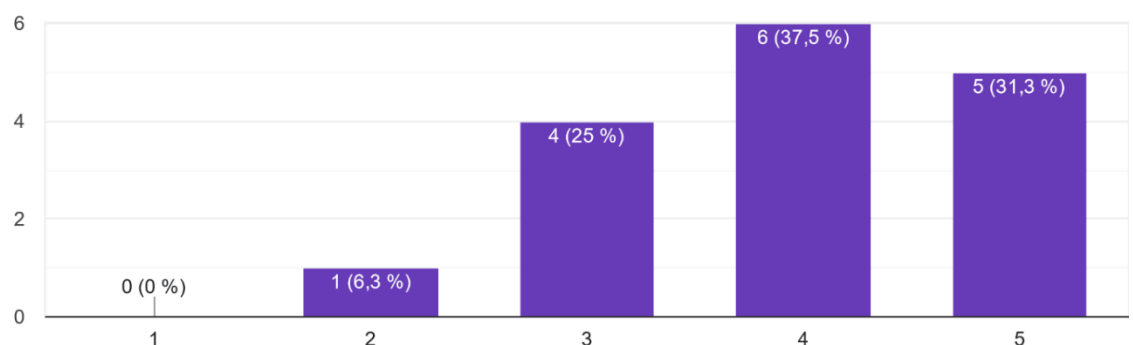
- Personally, I always share this sentence. The use of the platform is a clear example of that.
- I knew most of it already, but I became more familiar with TEAMS and EXCEL.

I AM SATISFIED WITH MY OWN INVOLVEMENT/PERFORMANCE DURING THE LEARNING ACTIVIT?

- 68.8% agree (31.3% strongly agree and 37.5% agree).
- 25% are neutral.
- 6.3% disagree.

I am satisfied with my own involvement/performance during the learning activity. How do you agree with this statement?

16 svar

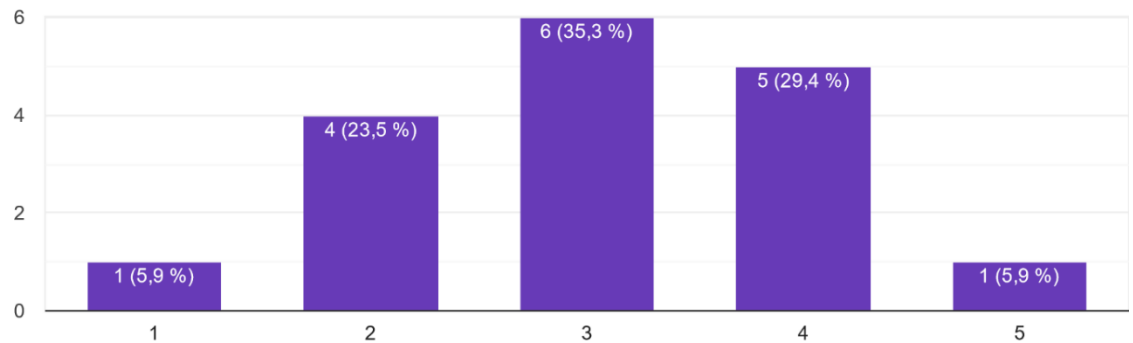


THE TIME I HAVE SPENT ON THE LEARNING ACTIVITY HAS BEEN APPROPRIATE IN RELATION TO WHAT I HAVE GAINED FROM IT?

- 35.3% agree (5.9 strongly agree and 29.4 agree).
- 35.3% are neutral.
- 29.4% disagree (5.9% strongly disagree and 23.5% disagree).

The time I have spent on the learning activity has been appropriate in relation to what I have gained from it. How do you agree with this statement?

17 svar

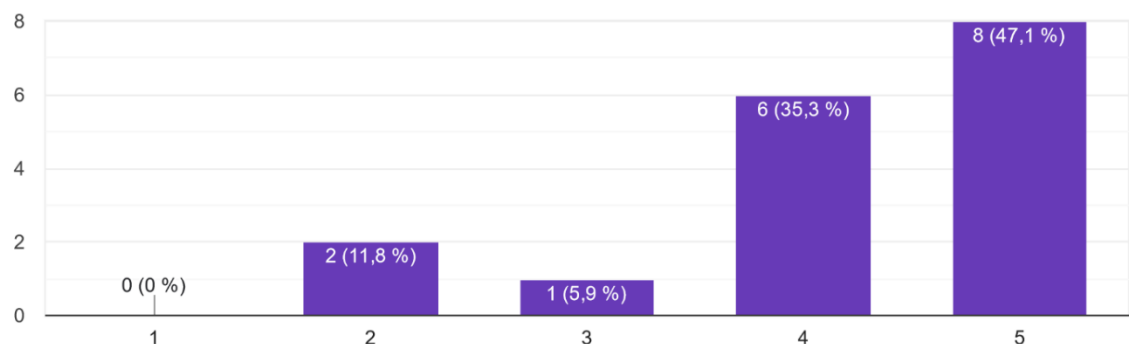


THE PROFESSIONAL LEVEL OF THE TRAINERS WAS APPROPRIATE?

- 82.4% agree (47.1% strongly agree and 35.3% agree).
- 5.9% are neutral.
- 11.8% disagree.

The professional level of the trainers was appropriate. How do you agree with this statement?

17 svar



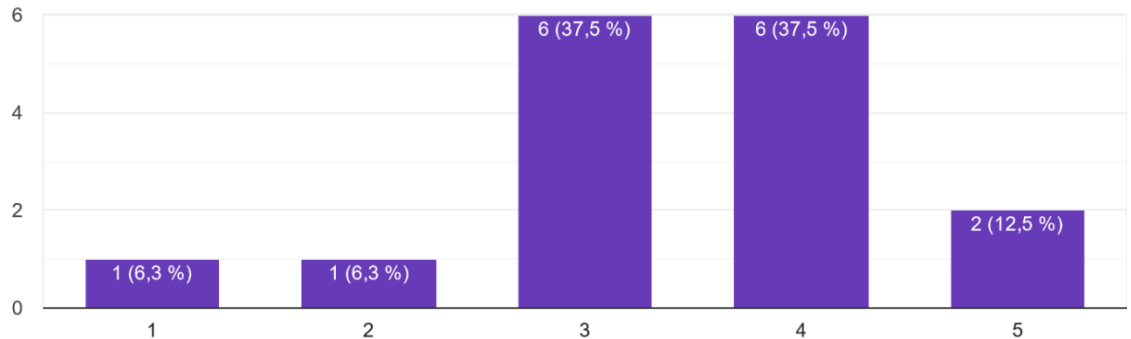
I WOULD RECOMMEND THIS LEARNING ACTIVITY TO COLLEAGUES/FRIENDS/FAMILY?

- 50% agree (12.5% strongly agree and 27.5% agree).
- 37.5% are neutral.

- 12.6% disagree (6.3% strongly disagree and 6.3% disagree).

I would recommend this learning activity to colleagues/friends/family. How do you agree with this statement?

16 svar



PLEASE EXPLAIN YOUR ANSWER

- People, who are not used to computers and IT.
- I would suggest it considering the peculiarities of the person, his/her situation/ profession.
- It depends on the work they do.

Overall evaluation of the experience

CONCLUSION:

Conclusion:	Comments:
<p>I am glad I attended the learning activity:</p> <ul style="list-style-type: none"> • 81.3% agree (50% strongly agree and 31.3% agree) that they were glad they attended the learning activity. • 12.5% are neutral about attending the learning activity. • 6.3% disagree. 	<p>I am glad I attended the learning activity:</p> <ul style="list-style-type: none"> • It was okay. • Cousy and relaxing. • Training is always a moment of development and discussion but this experience, was for me not a training in a literal sense. It has been an excellent occasion for knowledge and exchange among experts. There has been not a real training on a specific topic. Consequently, I see not a full sense in my following answers. • New contacts. I thought it could have been more useful at professional level.

<p>I can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning:</p> <ul style="list-style-type: none"> ● 35.3% agree (5.9% strongly agree and 29.4% agree) that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning. ● 41.2% are neutral. ● 23.5% disagree (5.9% strongly disagree and 17.6% disagree). 	<p>I can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning:</p> <ul style="list-style-type: none"> ● Personally, I always share this sentence. The use of the platform is a clear example of that. ● I knew most of it already, but I became more familiar with TEAMS and EXCEL.
<p>I am satisfied with my own involvement/performance during the learning activity:</p> <ul style="list-style-type: none"> ● 68.8% agree (31.3% strongly agree and 37.5% agree) that they are satisfied with their own involvement/performance during the learning activity. ● 25% are neutral. ● 6.3% disagree. 	
<p>The time I have spent on the learning activity has been appropriate in relation to what I have gained from it:</p> <ul style="list-style-type: none"> ● 35.3% agree (5.9 strongly agree and 29.4 agree) that the time they have spent on the learning activity has been appropriate in relation to what they have gained from it. ● 35.3% are neutral. ● 29.4% disagree (5.9% strongly disagree and 23.5% disagree). 	
<p>The professional level of the trainers was appropriate:</p> <ul style="list-style-type: none"> ● 82.4% agree (47.1% strongly agree and 35.3% agree) that the professional level of the trainers was appropriate. ● 5.9% are neutral. ● 11.8% disagree. 	
<p>I would recommend this learning activity to colleagues/friends/family:</p> <ul style="list-style-type: none"> ● 50% agree (12.5% strongly agree and 27.5% agree) that they would recommend this learning activity to colleagues/friends/family. ● 37.5% are neutral. 	<p>I would recommend this learning activity to colleagues/friends/family:</p> <ul style="list-style-type: none"> ● People, who are not used to computers and IT. ● I would suggest it considering the peculiarities of the person, his/her situation/ profession. ● It depends on the work they do.

- | | |
|---|--|
| <ul style="list-style-type: none">● 12,6% disagree (6.3% strongly disagree and 6.3% disagree). | |
|---|--|

Overall evaluation of the experience

The answers given illustrates following:

The majority of the users (68.8%-82.4%):

- Were glad they attended the learning activity.
- Are satisfied with their own involvement/performance during the learning activity.
- Agree that the professional level of the trainers was appropriate.

Half of the users (41.2%-50%):

- Are neutral that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning.
- Agree that they would recommend this learning activity to colleagues/friends/family.

The minority of the users: (6.3%-35.3%):

- Disagree or are neutral to be glad they attended the learning activity.
- Agree that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning.
- Disagree that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning.
- Disagree or are neutral to be satisfied with their own involvement/performance during the learning activity.
- Agree, disagree and are neutral that the time they have spent on the learning activity has been appropriate in relation to what they have gained from it.
- Disagree and are neutral that the professional level of the trainers was appropriate.
- Disagree and are neutral that they would recommend this learning activity to colleagues/friends/family.

Evaluation of the use of the platform:

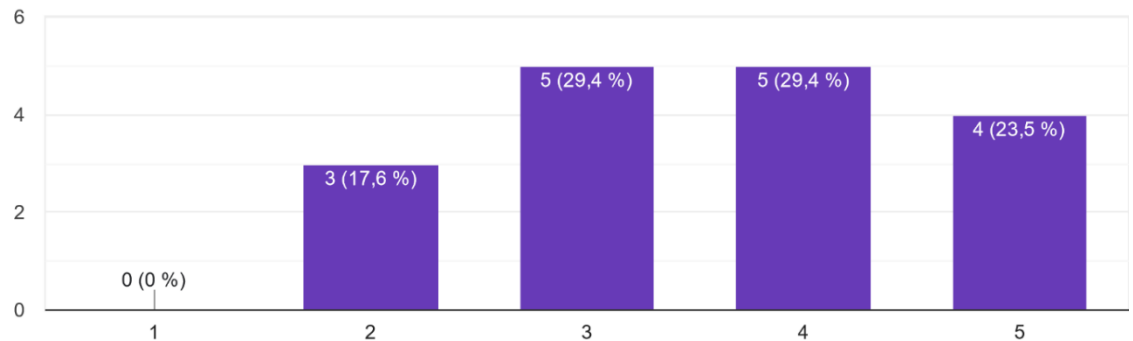
THE MOODLECLOUD PLATFORM (AND ALL ITS FUNCTIONALITIES) AND OTHER IN SITE/ONLINE ACTIVITIES WERE VERY USEFUL TO SUPPORT MY LEARNING EXPERIENCE?

- 52.9% agree (23.5% strongly agree and 29.4% agree).
- 29.4% are neutral.

- 17.6% disagree.

The MoodleCloud platform (and all its functionalities) and other in site/online activities were very useful to support my learning experience.

17 svar



PLEASE EXPLAIN THE MAIN MOTIVES BEHIND YOUR ANSWER:

- I used it very briefly.
- I agree with the answer 4, since I had other learning experiences which were very useful.
- I have not seen in Moodle cloud something different compared to that of other sharing platforms. That's why I do not consider that it can improve or worsen in a learning experience.
- I do not know the platform, and I had some problems.

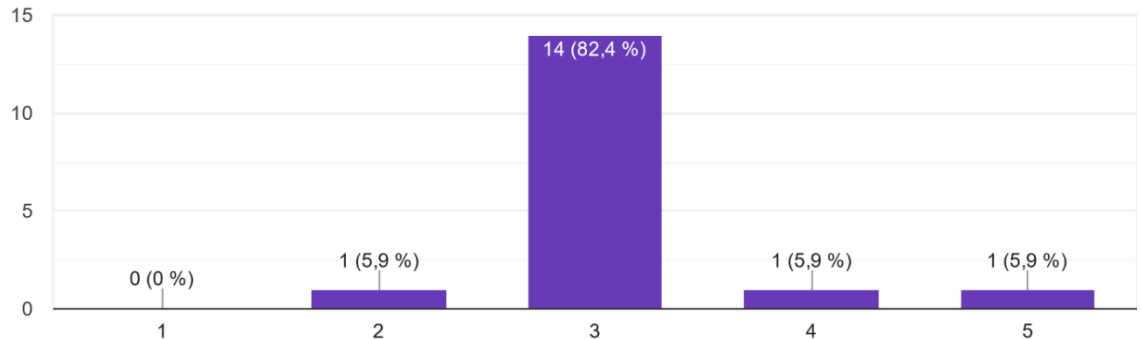
I LIKE THE USE OF THE MOODLECLOUD PLATFORM (AND ALL ITS FUNCTIONALITIES) ESPECIALLY BECAUSE IT ALLOWS ME TO INTEGRATE LEARNING IN SITE WITH ON-LINE LEARNING FROM DIFFERENT PLACES AND AT DIFFERENT TIMES ACCORDING TO MY OWN SCHEDULE AND NEEDS?

- 82.4% are neutral.
- 11.8% agree (5.9% strongly agree and 5.9% agree).

- 5.9% disagree.

I like the use of the MoodleCloud platform (and all its functionalities) especially because it allows me to integrate learning in site with on-line learn...rent times according to my own schedule and needs.

17 svar

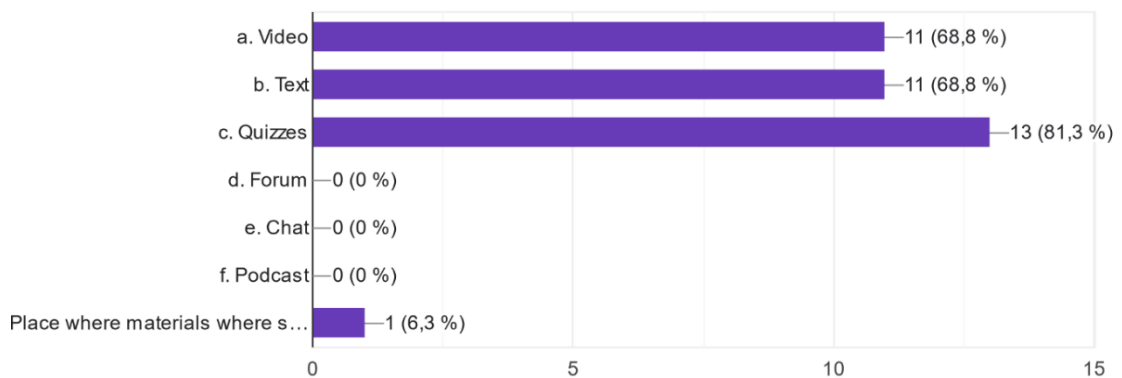


WHICH TYPE OF CONTENT DID YOU FEEL BEST HELPED BY?

- 81.3% answered quizzes.
- 68.8% answered video.
- 68.8% answered text.
- 6.3% answered place where material was sent.

Which type of content did you feel best helped by? (Multiple answers possible)

16 svar



PLEASE EXPLAIN WHY YOU SELECTED THOSE SPECIFIC FUNCTIONALITIES:

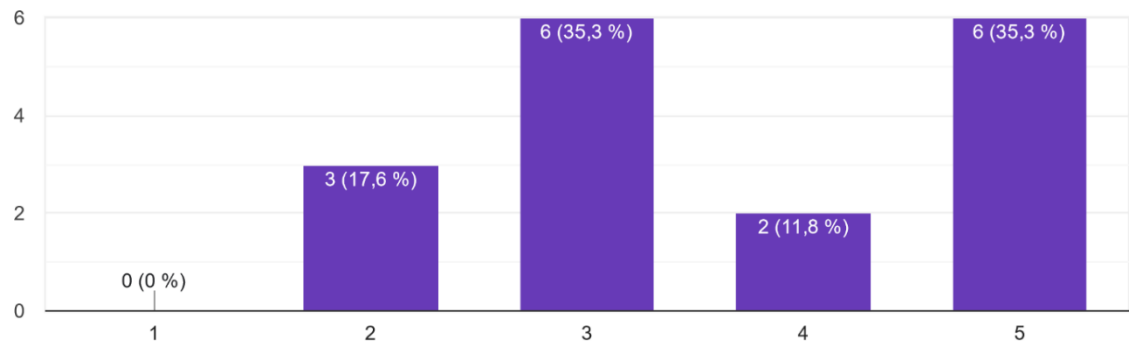
- Interactive learning.
- Videos are explicative if they are carefully realized. Text exposes the concept in a clearly way and can be citable. Quizzes are a quick tool and efficient to verify competences.
- I have used it only for this purpose.

IT WAS EASY TO NAVIGATE IN THE MOODLE CLOUD PLATFORM?

- 47.1% (35.3% strongly agree and 11.8% agree).
- 35.3% are neutral.
- 17.6% disagree.

It was easy to navigate in the Moodle Cloud Platform. How do you agree with this statement?

17 svar



PLEASE EXPLAIN YOUR ANSWER:

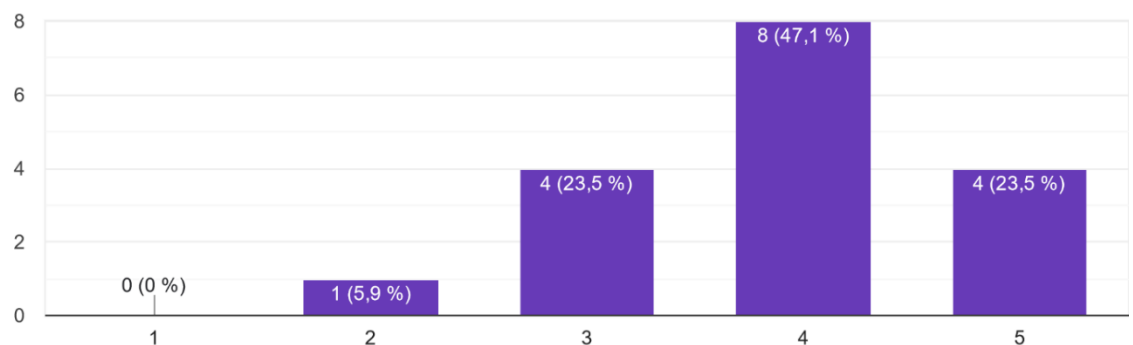
- It was a little unstable.
- Once I am familiar with the interface there are no problems to interact with it.

THE TASK DESCRIPTIONS WERE EASY TO UNDERSTAND?

- 70.6% agree (23.5% strongly agree and 47.1% agree)
- 23.5% are neutral.
- 5.9% disagree.

The task descriptions were easy to understand. How do you agree with this statement?

17 svar

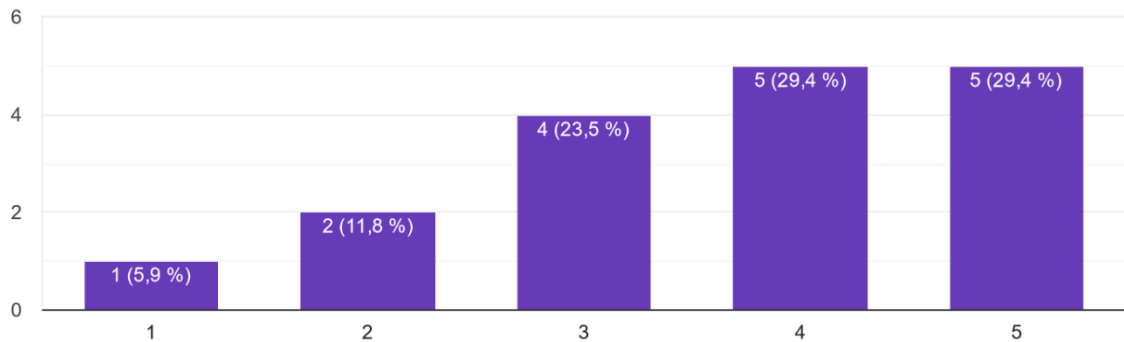


I WAS ABLE TO SOLVE THE TASKS BASED ON THE HELP THAT WAS AVAILABLE ONLINE?

- 58.8% agree (29.4% strongly agree and 29.4% agree)
- 23.5% are neutral.
- 17.7% disagree (5.9% strongly disagree and 11.8% disagree).

I was able to solve the tasks based on the help that was available online. How do you agree with this statement?

17 svar

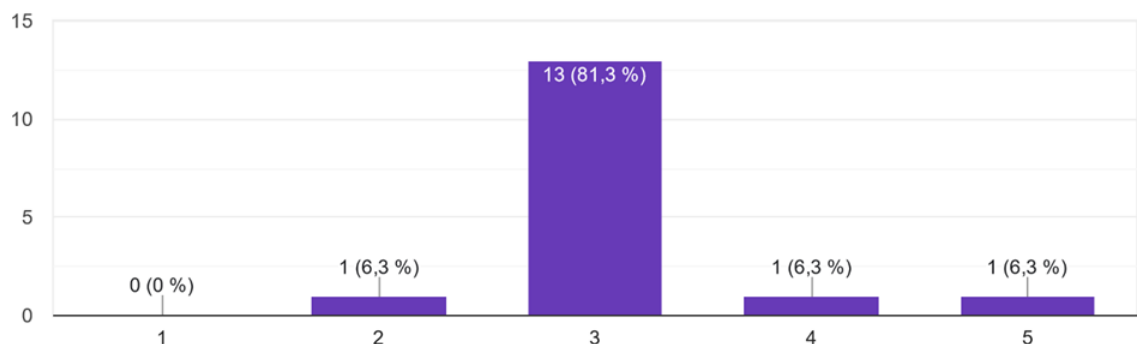


THERE SHOULD BE MORE MODULES IN THE TRAINING?

- 81.3% are neutral.
- 12.6% agree (6.3% strongly agree and 6.3% agree).
- 6.3% disagree.

There should be more/less modules in the training . How do you agree with this statement? More modules

16 svar

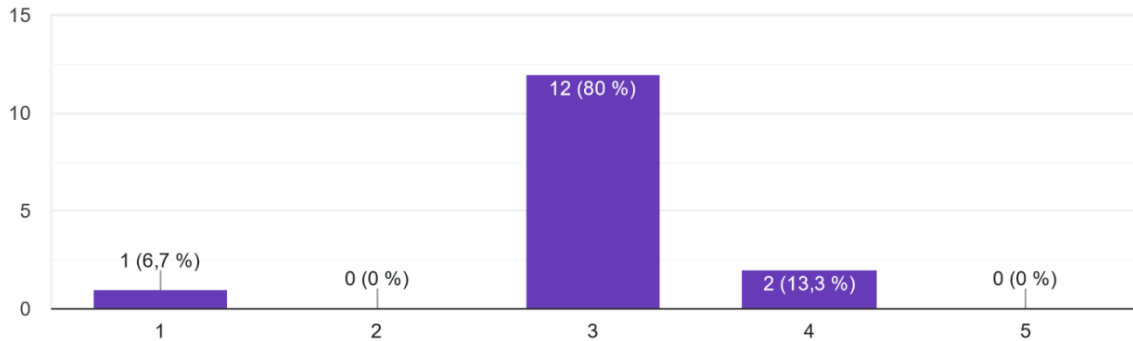


THERE SHOULD BE LESS MODULES IN THE TRAINING?

- 80% are neutral.
- 13.3% agree.
- 6.7% disagree.

There should be more/less modules in the training . How do you agree with this statement? Less modules

15 svar

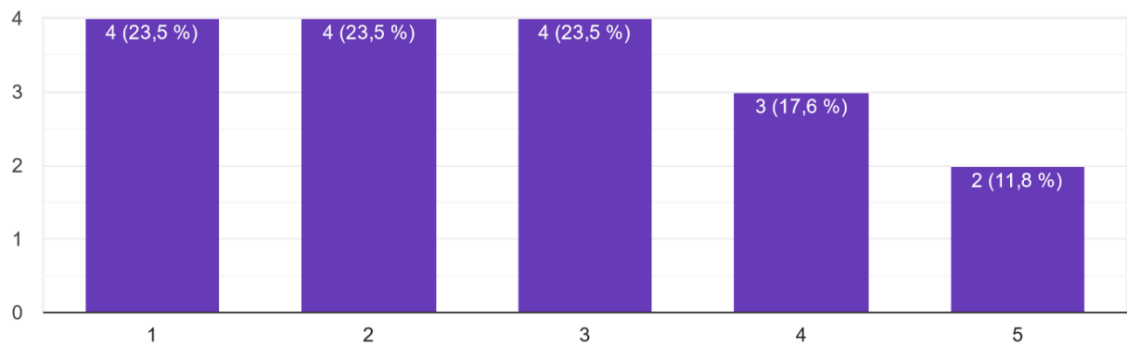


I PREFER TRAINING ONLINE THAN IN PRESENCE?

- 47% disagree (23.5% strongly disagree and 23.5% disagree).
- 29.4% agree (11.8% strongly agree and 17.6% agree).
- 23.5% are neutral.

I prefer training online than in presence. How do you agree with this statement?

17 svar



CAN YOU PLEASE INDICATE THE MAIN MOTIVES BEHIND YOUR ANSWER?

- Less absent-mindedness and group work.
- A balance of the different modalities is the key for the success. Certainly, the online mode has its own, peculiar management rules.
- Attending an event onsite is more dynamic.

I HAVE PARTICIPATED IN ONLINE TRAINING BEFORE.

- 64.7% answered no, I have only participated in in-presence courses.
- 17.6% answered yes, in an exclusively online course/courses.
- 11.8% answered yes, in a course/courses involving online and in-presence module in a hybrid mode.
- 5.9% answered don't know.

I have participated in online training before.

17 svar

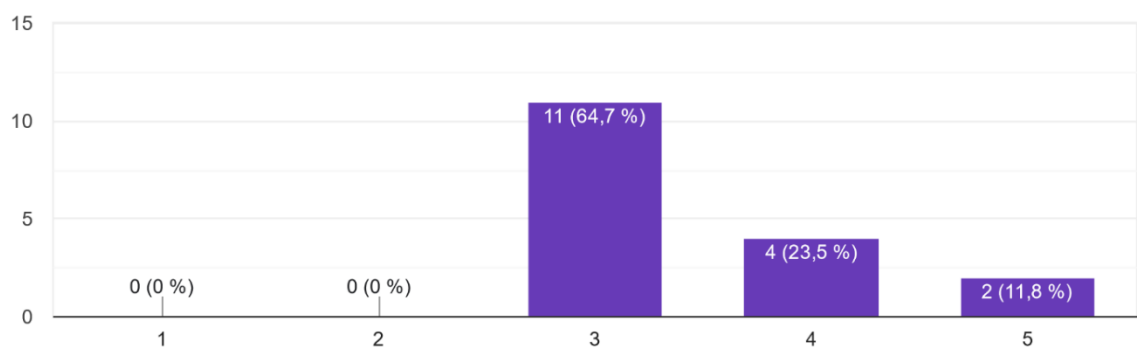


I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS?

- 35.3% agree (11.8% strongly agree and 23.5% agree).
- 64.% are neutral.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The clear identification of ...ng and share/discuss/adjust them with the learners

17 svar

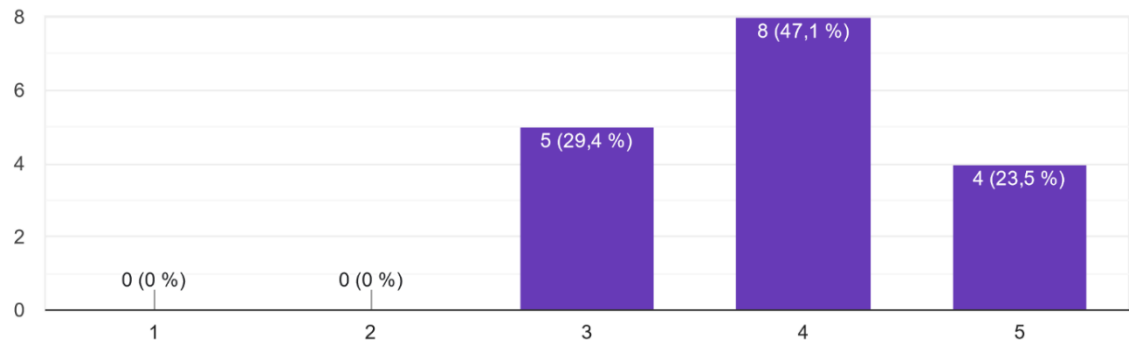


I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE CLEAR ORGANIZATION OF THE LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES?

- 70.6% agree (23.5% strongly agree and 47.1% agree).

- 29.4% are neutral.

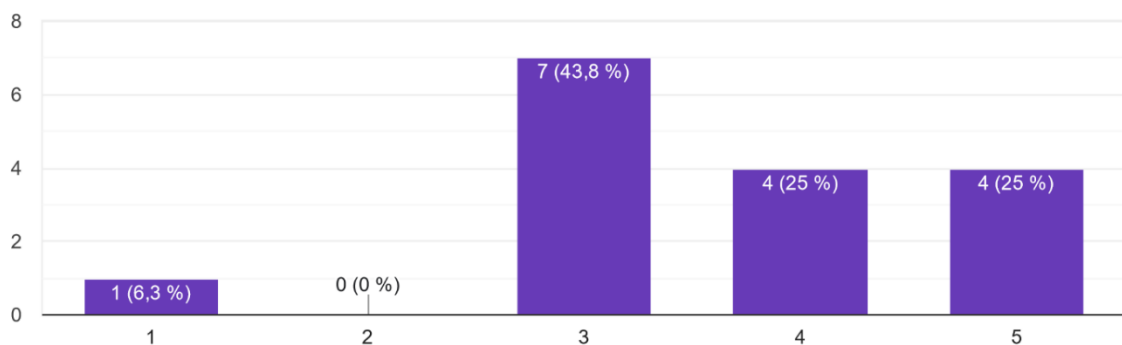
I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements) The clear organization of t...ning activities according to phases and sub-phases
17 svar



I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE ADJUSTMENT OF LEARNING MATERIALS AND TASKS TO LEARNERS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING...?

- 50% agree (25% strongly agree and 25% agree).
- 43.8% are neutral.
- 6.3% disagree.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements) The adjustment of learning m...ristics of the materials, schedules, self-pacing...
16 svar



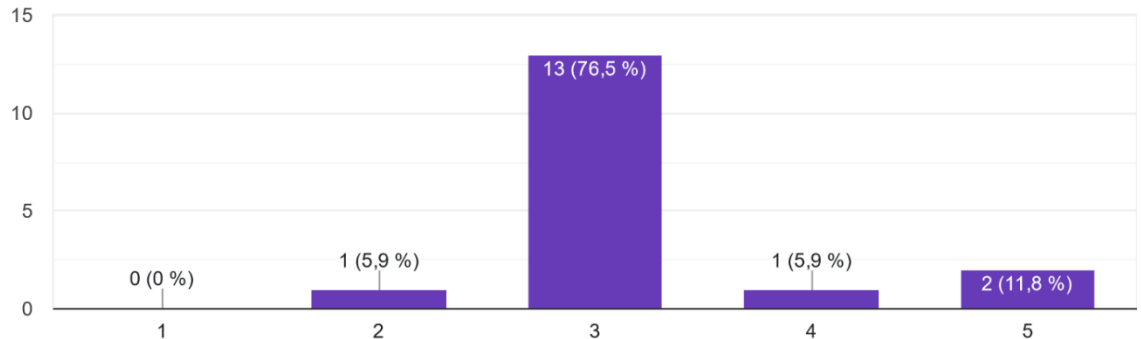
I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT?

- 76.5% are neutral.
- 17.7% agree (11.8% strongly agree and 5.9% agree).

- 5.9% disagree.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The fact that learners previous experience is taken into account

17 svar

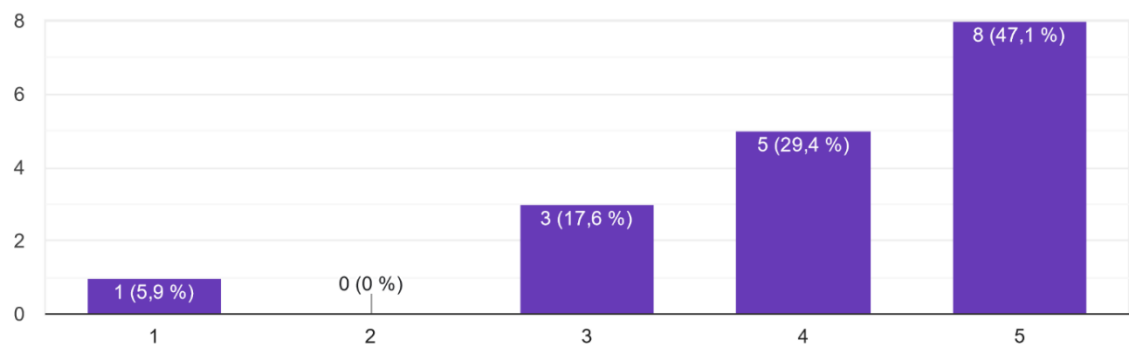


I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS?

- 76.5% agree (47.1% strongly agree and 29.3% agree).
- 17.6% are neutral.
- 5.9% strongly disagree.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The fact that trainers/facilitators provide multiple feedbacks throughout all the learning process

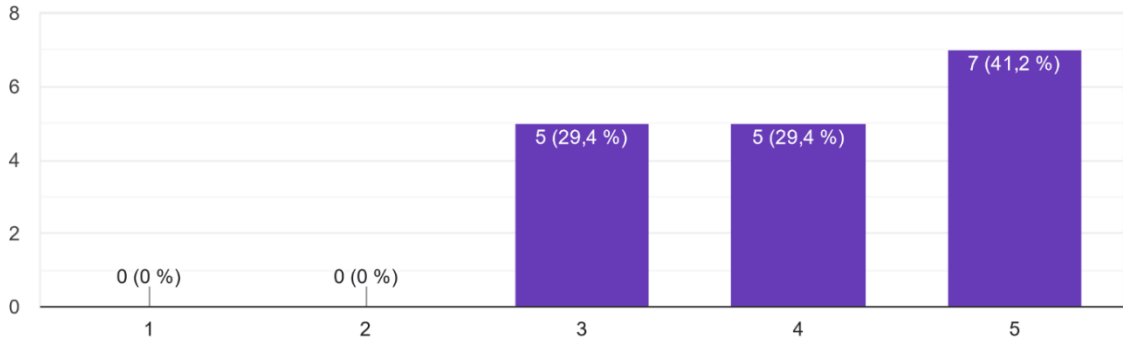
17 svar



I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSIST OF GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY?

- 70.6% agree (41.2% strongly agree and 29.4% agree).
- 29.4% are neutral.

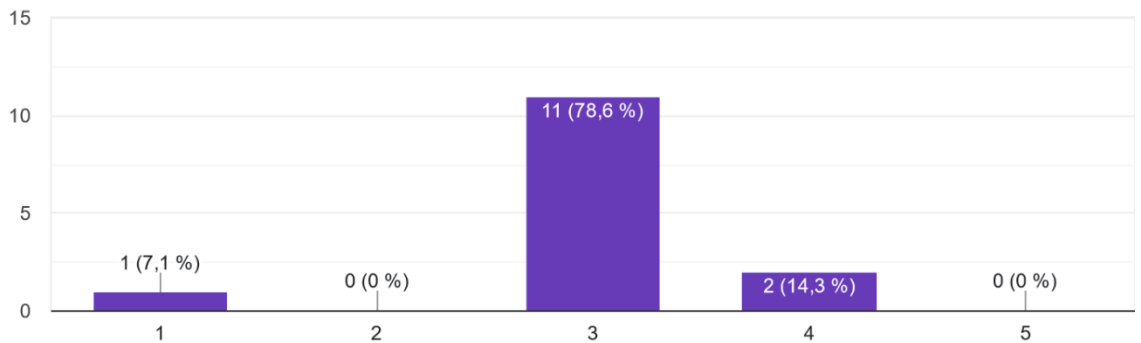
I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The Double Loop learning a...f needed, and/or adjust their content/methodology
17 svar



I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES?

- 78.6% are neutral.
- 14.3% agree.
- 7.1% disagree.

I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements The self-assessment and peer-assessment activities
14 svar

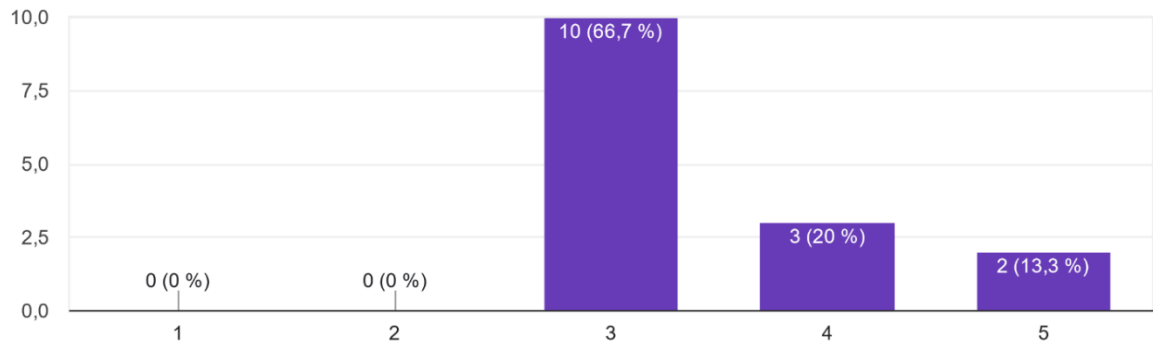


I LIKED THE WAY THE LEARNING ACTIVITY WAS IMPLEMENTED FOR WHAT REGARDS THE COMBINATION OF ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING AND THE USE OF MOODLE CLOUD FACILITIES THAT ALLOW TO INTEGRATE IN SITE LEARNING WITH LEARNING AT DIFFERENT PLACES AND AT DIFFERENT TIMES ACCORDING TO MY OWN SCHEDULE AND NEEDS?

- 33.3% agree (13.3% strongly agree and 20% agree).

- 66.7% are neutral.

I liked the way the learning activity was implemented for what regards (please indicate your agreement with these statements: The combinati...nt times according to my own schedule and needs
15 svar



Evaluation of the use of the platform:

CONCLUSION:

Conclusion:	Comments:
<p>The Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support my learning experience:</p> <ul style="list-style-type: none"> • 52.9% agree (23.5% strongly agree and 29.4% agree) • 29.5% are neutral. • 17.6% disagree. 	<p>The Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support my learning experience:</p> <p>EXPLAIN THE MAIN MOTIVES BEHIND YOUR ANSWER:</p> <ul style="list-style-type: none"> • I used it very briefly. • I agree with the answer 4, since I had other learning experiences which were very useful. • I have not seen in Moodle cloud something different compared to that of other sharing platforms. That's why I do not consider that it can improve or worsen in a learning experience. • I do not know the platform, and I had some problems.

<p>I like the use of the MoodleCloud platform (and all its functionalities) especially because it allows them to integrate learning in site with on-line learning from different places and at different times according to their own schedule and needs:</p> <ul style="list-style-type: none"> ● 82.4% are neutral. ● 11.8% agree (5.9% strongly agree and 5.9% agree). ● 5.9% disagree. 	
<p>Which type of content did you feel best helped by:</p> <ul style="list-style-type: none"> ● 81.3% answered quizzes. ● 68.8% answered video. ● 68.8% answered text. ● 6.3% answered place where material was sent. 	<p>Which type of content did you feel best helped by: EXPLAIN WHY YOU SELECTED THOSE SPECIFIC FUNCTIONALITIES:</p> <ul style="list-style-type: none"> ● Interactive learning. ● Videos are explicative if they are carefully realized. Text exposes the concept in a clearly way and can be citable. Quizzes are a quick tool and efficient to verify competences. ● I have used it only for this purpose.
<p>It was easy to navigate in the Moodle Cloud Platform?</p> <ul style="list-style-type: none"> ● 47.1% agree (35.3% strongly agree and 11.8% agree). ● 35.3% are neutral. ● 17.6% disagree. 	<p>It was easy to navigate in the Moodle Cloud Platform? PLEASE EXPLAIN YOUR ANSWER:</p> <ul style="list-style-type: none"> ● It was a little unstable. ● Once I am familiar with the interface there are no problems to interact with it.
<p>THE TASK DESCRIPTIONS WERE EASY TO UNDERSTAND?</p> <ul style="list-style-type: none"> ● 70.6% agree (23.5% strongly agree and 47.1% agree) ● 23.5% are neutral. ● 5.9% disagree. 	
<p>I WAS ABLE TO SOLVE THE TASKS BASED ON THE HELP THAT WAS AVAILABLE ONLINE?</p> <ul style="list-style-type: none"> ● 58.8% agree (29.4% strongly agree and 29.4% agree) ● 23.5% are neutral. ● 17.7% disagree (5.9% strongly disagree and 11.8% disagree). 	

<p>THERE SHOULD BE MORE MODULES IN THE TRAINING?</p> <ul style="list-style-type: none"> ● 81.3% are neutral. ● 12.6% agree (6.3% strongly agree and 6.3% agree). ● 6.3% disagree. 	
<p>THERE SHOULD BE LESS MODULES IN THE TRAINING?</p> <ul style="list-style-type: none"> ● 80% are neutral. ● 13.3% agree. ● 6.7% disagree. 	
<p>I PREFER TRAINING ONLINE THAN IN PRESENCE?</p> <ul style="list-style-type: none"> ● 47% disagree (23.5% strongly disagree and 23.5% disagree). ● 29.4% agree (11.8% strongly agree and 17.6% agree). ● 23.5% are neutral 	<p>I PREFER TRAINING ONLINE THAN IN PRESENCE? CAN YOU PLEASE INDICATE THE MAIN MOTIVES BEHIND YOUR ANSWER?</p> <ul style="list-style-type: none"> ● Less absent-mindedness and group work. ● A balance of the different modalities is the key for the success. Certainly, the online mode has its own, peculiar management rules. ● Attending an event onsite is more dynamic.
<p>I HAVE PARTICIPATED IN ONLINE TRAINING BEFORE.</p> <ul style="list-style-type: none"> ● 64.7% answered no, I have only participated in in-presence courses. ● 17.6% answered yes, in an exclusively online course/courses. ● 11.8% answered yes, in a course/courses involving online and in-presence module in a hybrid mode. ● 5.9% answered don't know. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS?</p> <ul style="list-style-type: none"> ● 35.3% agree (11.8% strongly agree and 23.5% agree). ● 64.7% are neutral. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE CLEAR ORGANIZATION OF THE</p>	

<p>LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES?</p> <ul style="list-style-type: none"> ● 70.6% agree (23.5% strongly agree and 47.1% agree). ● 29.4% are neutral. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE ADJUSTMENT OF LEARNING MATERIALS AND TASKS TO LEARNERS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING...?</p> <ul style="list-style-type: none"> ● 50% agree (25% strongly agree and 25% agree). ● 43.8% are neutral. ● 6.3% disagree. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT?</p> <ul style="list-style-type: none"> ● 76.5% are neutral. ● 17.7% agree (11.8% strongly agree and 5.9% agree). ● 5.9% disagree. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS?</p> <ul style="list-style-type: none"> ● 76.5% agree (47.1% strongly agree and 29.3% agree). ● 17.6% are neutral. ● 5.9% strongly disagree. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY?</p> <ul style="list-style-type: none"> ● 70.6% agree (41.2% strongly agree and 29.4% agree). ● 29.4% are neutral. 	
<p>I LIKE THE TO SWITCH MODEL FOR SENIORS' LEARNING FOR WHAT REGARDS THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES?</p> <ul style="list-style-type: none"> ● 78.6% are neutral. ● 14.3% agree. ● 7.1% disagree. 	

<p>I LIKED THE WAY THE LEARNING ACTIVITY WAS IMPLEMENTED FOR WHAT REGARDS THE COMBINATION OF ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING AND THE USE OF MOODLE CLOUD FACILITIES THAT ALLOW TO INTEGRATE IN SITE LEARNING WITH LEARNING AT DIFFERENT PLACES AND AT DIFFERENT TIMES ACCORDING TO MY OWN SCHEDULE AND NEEDS?</p> <ul style="list-style-type: none"> ● 33.3% agree (13.3% strongly agree and 20% agree). ● 66.7% are neutral. 	

Evaluation of the use of the platform:

The answers given illustrate following:

The majority of the users (64.7%-82.4%):

- Are neutral if like the use of the Moodle Cloud platform (and all its functionalities) especially because it allows them to integrate learning in site with on-line learning from different places and at different times according to their own schedule and needs.
- **They felt best helped** by the content **quizzes, video, and text.**
- **Agree** the task descriptions were easy to understand.
- Are neutral if there should be more modules in the training.
- Are neutral if there should be less modules in the training.
- **Have not** participated in online training before, they have only participated in in-presence courses.
- Are neutral if they like the To Switch model for seniors' learning for what regards the clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners?
- **Agree** that they like the To Switch model for seniors' learning for what regards the clear organization of the learning activities according to phases and sub-phases.
- Are neutral if they like the To Switch model for seniors' learning for what regards the fact that learners previous experience is taken into account.
- **Agree** that they like the To Switch model for seniors' learning for what regards the fact that trainers/facilitators provide multiple feedbacks throughout all the learning process?
- **Agree** that they like the To Switch model for seniors' learning for what regards the Double Loop learning approach adopted, which consent going back to previous activities/tasks, if needed, and/or adjust their content/methodology.
- Are neutral if they like the To Switch model for seniors' learning for what regards the self-assessment and peer-assessment activities?
- Are neutral if the liked the way the learning activity was implemented for what regards the combination of online learning and traditional in site learning and the use of Moodle Cloud

facilities that allow to integrate in site learning with learning at different places and at different times according to my own schedule and needs?

Half of the users (43.8%-52.9%):

- **Agree** that the Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support their learning experience.
- **Agree** It was easy to navigate in the Moodle Cloud Platform.
- Agree they were able to solve the tasks based on the help that was available online?
- **Disagree** that they prefer training online than in presence.
- **Agree** that they like the To Switch model for seniors' learning for what regards the adjustment of learning materials and tasks to learners: characteristics of the materials, schedules, self-pacing...?
- Are neutral that they like the To Switch model for seniors' learning for what regards the adjustment of learning materials and tasks to learners: characteristics of the materials, schedules, self-pacing...?

The minority of the users (5.9%-35.3%):

- **Disagree** or are **neutral** that that the Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support their learning experience.
- **Agree** or **disagree** that they like the use of the MoodleCloud platform (and all its functionalities) especially because it allows them to integrate learning in site with on-line learning from different places and at different times according to their own schedule and needs.
- **Disagree** or are **neutral** that it was easy to navigate in the Moodle Cloud Platform.
- **Disagree** or are **neutral** the task descriptions were easy to understand.
- **Disagree** and are **neutral** that they were able to solve the tasks based on the help that was available online.
- **Agree** or **disagree** if there should be more modules in the training.
- **Agree** or **disagree** if there should be less modules in the training.
- **Agree** or are **neutral** that they prefer training online than in presence.
- **Have** participated in online training before in an exclusively online course/courses and in a course/courses involving online and in-presence module in a hybrid mode. One did not know.
- **Agree** that they like the To Switch model for seniors' learning for what regards the clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners.
- Are **neutral** if they like the To Switch model for seniors' learning for what regards the clear organization of the learning activities according to phases and sub-phases.
- **Disagree** that they like the To Switch model for seniors' learning for what regards the adjustment of learning materials and tasks to learners: characteristics of the materials, schedules, self-pacing...
- **Agree** or **disagree** that they like the To Switch model for seniors' learning for what regards the fact that learners previous experience is taken into account.
- **Are neutral** or **strongly disagree** that they like the To Switch model for seniors' learning for what regards the fact that trainers/facilitators provide multiple feedbacks throughout all the learning process?
- Are **neutral** if they like the To Switch model for seniors' learning for what regards the Double Loop learning approach adopted, which consent going back to previous activities/tasks, if needed, and/or adjust their content/methodology.

- **Agree** or **disagree** that they like the To Switch model for seniors' learning for what regards the self-assessment and peer-assessment activities.
- **Agree** that they liked the way the learning activity was implemented for what regards the combination of online learning and traditional in site learning and the use of Moodle Cloud facilities that allow to integrate in site learning with learning at different places and at different times according to my own schedule and needs.

Considerations and recommendations regarding the application of To Switch's adult learning principles and method (users):

3 MAIN STRENGTHS OF YOUR LEARNING EXPERIENCE IN THE PILOT ACCORDING TO YOUR EXPERIENCE:

- It was varying, interactive, learning by doing.
- Hybrid method (onsite and online). Motivated people involved in the learning management. Use of some potentialities of the digital tool.
- Be dynamic, expertise of trainers, attending in person.

3 MAIN WEAKNESSES OF YOUR LEARNING EXPERIENCE IN THE PILOT ACCORDING TO YOUR EXPERIENCE:

- The platform is unstable. It is very slow.
- Final questionnaire provided not with optimal tools. Participants joined discontinuously. The online activity has a higher potential level compared to what used within the project.
- I joined only one workshop.

SUGGESTIONS SUGGESTION FOR IMPROVING SENIORS' LEARNING ACCORDING TO YOUR EXPERIENCE:

- Maintain the quality (had so far). Keep investing on people who carried out the training. Suggest a higher engagement of participants using European project (e.g., budget).

OVERALL CONCLUSION TRAINER & USER:

TRAINER:	USER:
DESCRIPTIVE INFORMATION:	DESCRIPTIVE INFORMATION:
<ul style="list-style-type: none"> ● The average age of the trainers participating is 49.5 years. 	<ul style="list-style-type: none"> ● The average age of the users: 48.1 years.

<ul style="list-style-type: none"> ● 72.7% of the trainers are women. ● 63.6% of the participants have master’s or equivalent level or higher. ● 72.7% of the trainers work in the field of general adult education. ● 63.6% have taught/trained online before in a course/courses involving online and in-presence modules in a hybrid mode. ● 54.5% of the trainers have not used the Moodle Cloud Platform before. It was their first time. ● 90% of the trainers rate their professional experience with general online training, before participating in this project, from intermediate to expert. ● 63.7% of the trainers rate their professional experience with online training with the Moodle Cloud Platform, before participating in this project, as beginners or advanced beginners. 	<ul style="list-style-type: none"> ● 70.6% of the participants are females. ● 41.7% have vocational education. ● 23.6% have bachelor’s or master’s or equivalent level. ● 17.6% have primary education. ● 11.8% have lower or upper secondary education. ● 100% of the participants are employed. ● 70.6% are in the sector of manufacturing.
OVERALL EVALUATION OF THE EXPERIENCE	OVERALL EVALUATION OF THE EXPERIENCE
<p>The majority of the trainers (63.7%-81.9%):</p> <ul style="list-style-type: none"> ● Regarding learning principles: they agree, they can apply the new knowledge acquired in the pilot to their future training activities. ● Are satisfied with their own work performance. ● Have a good to a very good experience of this training. 	<p>The majority of the users (68.8%-82.4%):</p> <ul style="list-style-type: none"> ● Were glad they attended the learning activity. ● Are satisfied with their own involvement/performance during the learning activity. ● Agree that the professional level of the trainers was appropriate.

<ul style="list-style-type: none"> • They would recommend making online courses using the same educational principles to their colleagues. • They do not prefer online training better than the normal one. 	
<p>Half of the trainers (45.4%-60.0%):</p> <ul style="list-style-type: none"> • Have advanced professional experience with general online training, current participating in this project. • Have intermediate professional experience with online training with the Moodle Cloud Platform, current participating in this project. • Regarding learning methodology: they agree, they can apply the new knowledge acquired to their future training activities. • Regarding Moodle Cloud functionalities: They disagree that they can apply the new knowledge acquired in the pilot to their future training activities. • Agree that the time spent on the experimentation has been appropriate in relation to the allocated preparation time for the training. 	<p>Half of the users (41.2%-50%):</p> <ul style="list-style-type: none"> • Are neutral that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning. • Agree that they would recommend this learning activity to colleagues/friends/family.
<p>The minority of the trainers (27.3%-36.4%):</p> <ul style="list-style-type: none"> • Have intermediate professional experience with general online training, current participating in this project. • Rate their professional experience with online training with the Moodle Cloud Platform, current participating in this project as beginners. 	<p>The minority of the users: (6.3%-35.3%):</p> <ul style="list-style-type: none"> • Disagree or are neutral to be glad they attended the learning activity. • Agree that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning.

<ul style="list-style-type: none"> • Regarding learning principles: they disagree that they can apply the new knowledge acquired in the pilot to their future training activities. • Regarding learning methodology: they disagree that they can apply the new knowledge acquired to their future training activities. • Regarding Moodle Cloud functionalities: they agree, they can apply the new knowledge acquired in the pilot to their future training activities. • Have a fair experience of this training. 	<ul style="list-style-type: none"> • Disagree that they can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning. • Disagree or are neutral to be satisfied with their own involvement/performance during the learning activity. • Agree, disagree and are neutral that the time they have spent on the learning activity has been appropriate in relation to what they have gained from it. • Disagree and are neutral that the professional level of the trainers was appropriate. • Disagree and are neutral that they would recommend this learning activity to colleagues/friends/family.
<p>COMMENTS OVERALL EVALUATION OF THE EXPERIENCE</p>	<p>COMMENTS: COMMENTS OVERALL EVALUATION OF THE EXPERIENCE</p>
<p>Overall experience of this training:</p> <ul style="list-style-type: none"> • the training has been interesting because the method that was been discussed is the leader thought of the mindset of learning experience designer in adult training. Contents and the base literature of this thought. • Anyway, I would have been preferring that in the session training an another moment when the trainers could discuss and compare about own experience and work together in a project work. 	<p>I am glad I attended the learning activity:</p> <ul style="list-style-type: none"> • It was okay. • Cousy and relaxing. • Training is always a moment of development and discussion but this experience, was for me not a training in a literal sense. It has been an excellent occasion for knowledge and exchange among experts. There has been not a real training on a specific topic. Consequently, I see not a full sense in my following answers.

<ul style="list-style-type: none"> ● Sum up I think that the training sessions was been do well. ● Time is always a difficult factor to manage. Time to learn and time to develop this type of training. In general in daily life, one does not have enough time to develop training in this way. ● Pilot with strong and good participation by the users. ● I think the training was very interesting but too focused on the functionalities of the Moodle platform. There was not enough time to internalise (and consequently apply) the methodology theorised for the To Switch project. ● Hybrid mode was very interesting, discussion with colleague fruitful, new learning methods are always appreciated. ● There is a lot of content in Moodle, so I just used the functions that I was familiar with. There was not enough to explore and become familiar with all the functions. I am quite familiar with Google Classroom and use that with learners. Getting them to use a new platform was time consuming and needed weekly onsite support, they would have been unable to work through the course independently! 	<ul style="list-style-type: none"> ● New contacts. I thought it could have been more useful at professional level.
	<p>I can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning:</p> <ul style="list-style-type: none"> ● Personally, I always share this sentence. The use of the platform is a clear example of that.

	<ul style="list-style-type: none"> ● I knew most of it already, but I became more familiar with TEAMS and EXCEL.
<p>Recommendations of online courses/training using the same educational principles to my colleagues:</p> <ul style="list-style-type: none"> ● In my daily work I already use this educational principal when I create a learning experience online. Anyway, this training gives me new perspectives about learning technique that I've shared with my colleagues. That got us a way to improve our approach towards the learning objectives and a new way to create a learning experience increasingly tailored. ● I find these educational principles very inspiring and appropriate. ● The pedagogy used is Seniornett's own and based on many years of experience with courses for seniors. ● The use of these educational principles can work in an online course but, regardless of the methods, I believe that an online course cannot work in all contexts. To offer an online course it is necessary to carefully analyse the starting needs of the target group. ● The new methodological approach provides some inputs for my job. 	<p>I would recommend this learning activity to colleagues/friends/family:</p> <ul style="list-style-type: none"> ● People, who are not used to computers and IT. ● I would suggest it considering the peculiarities of the person, his/her situation/ profession. ● It depends on the work they do.
<p>I prefer online teaching/training:</p> <ul style="list-style-type: none"> ● I think that modularity and modality of courses have to be tailored keeping in mind to the learner. ● In my case, I prefer to create a hybrid training course where there is different way to learn in the same course: online sessions, offline sessions and on-site 	

<p>sessions. Where is not possible, I try to create a learning experience where there are online and offline sessions: the contents are elaborated by learners offline and the online sessions are dedicated to project work or cases study.</p> <ul style="list-style-type: none"> ● I think blended training is the right answer. Online there are several advantages and possibilities, but the emotional and sharing factor are much less present. For this reason, I believe that a blended training, which also includes moments of exchange in presence, is ideal. ● For me it is better to have personal contact with the user to see reactions, body language etc. to have the possibility to repeat the topic. ● I prefer a combination of online and in-presence modules in a hybrid mode. ● The online teaching doesn't work well for every target group. It is necessary to do a careful needs analysis before offering an online course. ● On site is better because it creates empathy. 	
OVERALL EVALUATION OF THE USE OF THE PLATFORM:	OVERALL EVALUATION OF THE USE OF THE PLATFORM:
<p>The type of content the felt best helped by:</p> <ul style="list-style-type: none"> ● Quizzes. ● Video. ● Text. 	<p>The type of content the felt best helped by:</p> <ul style="list-style-type: none"> ● Quizzes. ● Video. ● Text.
The majority of the trainers (63.6%-90.9%):	The majority of the users (64.7%-82.4%):

<ul style="list-style-type: none"> ● Have not used the Moodle Platform before participating in this project. ● Agree, they were able to create the course/training tasks based on the help available. ● Like the To Switch model for seniors' learning for THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS. ● Like the To Switch model for seniors' learning for THE CLEAR ORGANIZATION OF THE LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES. ● Like the To Switch model for seniors' learning for THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS' NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING. ● Like the To Switch model for seniors' learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT. ● Like the To Switch model for seniors' learning for THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS. ● Like the To Switch model for seniors' learning for THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY. 	<ul style="list-style-type: none"> ● Are neutral if like the use of the Moodle Cloud platform (and all its functionalities) especially because it allows them to integrate learning in site with on-line learning from different places and at different times according to their own schedule and needs. ● Agree the task descriptions were easy to understand. ● Are neutral if there should be more modules in the training. ● Are neutral if there should be less modules in the training. ● Have not participated in online training before, they have only participated in in-presence courses. ● Are neutral if they like the To Switch model for seniors' learning for what regards the clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners? ● Agree that they like the To Switch model for seniors' learning for what regards the clear organization of the learning activities according to phases and sub-phases. ● Are neutral if they like the To Switch model for seniors' learning for what regards the fact that learners previous experience is taken into account. ● Agree that they like the To Switch model for seniors' learning for what regards the fact that
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<ul style="list-style-type: none"> • Like the To Switch model for seniors' learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES. • Like the To Switch model for seniors' learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING. 	<p>trainers/facilitators provide multiple feedbacks throughout all the learning process?</p> <ul style="list-style-type: none"> • Agree that they like the To Switch model for seniors' learning for what regards the Double Loop learning approach adopted, which consent going back to previous activities/tasks, if needed, and/or adjust their content/methodology. • Are neutral if they like the To Switch model for seniors' learning for what regards the self-assessment and peer-assessment activities? • Are neutral if they liked the way the learning activity was implemented for what regards the combination of online learning and traditional in site learning and the use of Moodle Cloud facilities that allow to integrate in site learning with learning at different places and at different times according to my own schedule and needs?
<p>Half of the trainers (40%-60%)</p> <ul style="list-style-type: none"> • Agree and are neutral that it was easy to navigate in the system. • Agree that it was easy to organise the course/training materials in the Moodle Cloud Platform. • Agree they were able to solve the tasks based on the help that was online. • Agree it was clear to them, how they could get help to create tasks. 	<p>Half of the users (43.8%-52.9%):</p> <ul style="list-style-type: none"> • Agree that the Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support their learning experience. • Agree It was easy to navigate in the Moodle Cloud Platform. • Agree they were able to solve the tasks based on the help that was available online? • Disagree that they prefer training online than in presence.

<ul style="list-style-type: none"> ● Agree it was clear to them, how they could get help to solve the technical issues. 	<ul style="list-style-type: none"> ● Agree that they like the To Switch model for seniors' learning for what regards the adjustment of learning materials and tasks to learners: characteristics of the materials, schedules, self-pacing...? ● Are neutral that they like the To Switch model for seniors' learning for what regards the adjustment of learning materials and tasks to learners: characteristics of the materials, schedules, self-pacing...?
<p>The minority of the trainers: (9.1%-36.4%):</p> <ul style="list-style-type: none"> ● Have used the Moodle Platform before participating in this project. ● Disagree, it was easy to navigate in the system. ● Disagree or are neutral that it was easy to organise the course/training materials in the Moodle Cloud Platform. ● Disagree or are neutral that they were able to solve the tasks based on the help that was online. ● Disagree or are neutral that they were able to create the course/training tasks based on the help available. ● Disagree or are neutral that it was clear to them, how they could get help to create tasks. ● Disagree or are neutral that it was clear to them, how they could get help to solve the technical issues. 	<p>The minority of the users (5.9%-35.3%):</p> <ul style="list-style-type: none"> ● Disagree or are neutral that that the Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support their learning experience. ● Agree or disagree that they like the use of the MoodleCloud platform (and all its functionalities) especially because it allows them to integrate learning in site with on-line learning from different places and at different times according to their own schedule and needs. ● Disagree or are neutral that it was easy to navigate in the Moodle Cloud Platform. ● Disagree or are neutral the task descriptions were easy to understand. ● Disagree and are neutral that they were able to solve the tasks based on the help that was available online. ● Agree or disagree if there should be more modules in the training.

<ul style="list-style-type: none"> • Disagree or are neutral that they like the To Switch model for seniors' learning for THE CLEAR IDENTIFICATION OF THE OBJECTIVES OF THE PROPOSED LEARNING AND SHARE/DISCUSS/ADJUST THEM WITH THE LEARNERS. • Are neutral that they like the To Switch model for seniors' learning for THE CLEAR ORGANIZATION OF THE LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES? • Are neutral that they like the To Switch model for seniors' learning for THE TAYLORING OF LEARNING MATERIALS AND TASKS TO LEARNERS' NEEDS: CHARACTERISTICS OF THE MATERIALS, SCHEDULES, SELF-PACING... • Are neutral that they like the To Switch model for seniors' learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT. • Are neutral that they like the To Switch model for seniors' learning for THE FACT THAT TRAINERS/FACILITATORS PROVIDE MULTIPLE FEEDBACKS THROUGHOUT ALL THE LEARNING PROCESS. • Disagree or are neutral that they like the To Switch model for seniors' learning for THE DOUBLE LOOP LEARNING APPROACH ADOPTED, WHICH CONSENT GOING BACK TO PREVIOUS ACTIVITIES/TASKS, IF NEEDED, AND/OR ADJUST THEIR CONTENT/METHODOLOGY. 	<ul style="list-style-type: none"> • Agree or disagree if there should be less modules in the training. • Agree or are neutral that they prefer training online than in presence. • Have participated in online training before in an exclusively online course/courses and in a course/courses involving online and in-presence module in a hybrid mode. One did not know. • Agree that they like the To Switch model for seniors' learning for what regards the clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners. • Are neutral if they like the To Switch model for seniors' learning for what regards the clear organization of the learning activities according to phases and sub-phases. • Disagree that they like the To Switch model for seniors' learning for what regards the adjustment of learning materials and tasks to learners: characteristics of the materials, schedules, self-pacing... • Agree or disagree that they like the To Switch model for seniors' learning for what regards the fact that learners previous experience is taken into account. • Are neutral or strongly disagree that they like the To Switch model for
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<ul style="list-style-type: none"> • Are neutral that they like the To Switch model for seniors' learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES. • Are neutral that they like the To Switch model for seniors' learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING. 	<p>seniors' learning for what regards the fact that trainers/facilitators provide multiple feedbacks throughout all the learning process?</p> <ul style="list-style-type: none"> • Are neutral if they like the To Switch model for seniors' learning for what regards the Double Loop learning approach adopted, which consent going back to previous activities/tasks, if needed, and/or adjust their content/methodology. • Agree or disagree that they like the To Switch model for seniors' learning for what regards the self-assessment and peer-assessment activities. • Agree that they liked the way the learning activity was implemented for what regards the combination of online learning and traditional in site learning and the use of Moodle Cloud facilities that allow to integrate in site learning with learning at different places and at different times according to my own schedule and needs.
<p>COMMENTS: OVERALL EVALUATION OF THE USE OF THE PLATFORM:</p>	<p>COMMENTS: OVERALL EVALUATION OF THE USE OF THE PLATFORM:</p>
<p>Comments: I have used the Moodle Platform before participating in this project:</p> <ul style="list-style-type: none"> • I used the platform without knowing its potential. Mainly to make the documents available for the trainees. • We see no need to use such a platform in the training of instructors for senior teaching. • I wasn't a fan of the Moodle platform as a learner, but I can now see how easily the content can be laid out. Saying that I think I will stick with Google Classroom.... 	<p>The Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support my learning experience:</p> <p>EXPLAIN THE MAIN MOTIVES BEHIND YOUR ANSWER:</p> <ul style="list-style-type: none"> • I used it very briefly. • I agree with the answer 4, since I had other learning experiences which were

	<p>very useful.</p> <ul style="list-style-type: none"> • I have not seen in Moodle cloud something different compared to that of other sharing platforms. That's why I do not consider that it can improve or worsen in a learning experience. • I do not know the platform, and I had some problems.
	<p>Which type of content did you feel best helped by: EXPLAIN WHY YOU SELECTED THOSE SPECIFIC FUNCTIONALITIES:</p> <ul style="list-style-type: none"> • Interactive learning. • Videos are explicative if they are carefully realized. Text exposes the concept in a clearly way and can be citable. Quizzes are a quick tool and efficient to verify competences. • I have used it only for this purpose.
	<p>It was easy to navigate in the Moodle Cloud Platform? PLEASE EXPLAIN YOUR ANSWER:</p> <ul style="list-style-type: none"> • It was a little unstable. • Once I am familiar with the interface there are no problems to interact with it.
	<p>I PREFER TRAINING ONLINE THAN IN PRESENCE? CAN YOU PLEASE INDICATE THE MAIN MOTIVES BEHIND YOUR ANSWER?</p> <ul style="list-style-type: none"> • Less absent-mindedness and group work. • A balance of the different modalities is the key for the success. Certainly, the

	<p>online mode has its own, peculiar management rules.</p> <ul style="list-style-type: none"> • Attending an event onsite is more dynamic.
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CONSIDERATIONS AND RECOMMENDATIONS REGARDING THE APPLICATION OF TO SWITCH'S ADULT LEARNING PRINCIPLES AND METHOD (TRAINER & USER):

<p>3 main strengths of your learning experience in the pilot according to your experience:</p> <ul style="list-style-type: none"> • Approach, compare, mix of experience. • Goal sharing - involvement - activities. • One to one or one to eight in a course. • See Seniornett's proposal for "Good practice" in IO1. • Creating content with progress, creating videos, and creating quizzes. • Putting the Moodle Platform functionalities into practice. Work in groups on the same objective. Get to know other people. • The methodology, • Patience, Enthusiasm, Determination 	<p>3 MAIN STRENGTHS OF YOUR LEARNING EXPERIENCE IN THE PILOT ACCORDING TO YOUR EXPERIENCE:</p> <ul style="list-style-type: none"> • It was varying, interactive, learning by doing. • Hybrid method (onsite and online). Motivated people involved in the learning management. Use of some potentialities of the digital tool. • Be dynamic, expertise of trainers, attending in person.
<p>3 main weaknesses of your learning experience in the pilot according to your experience:</p> <ul style="list-style-type: none"> • Few group work, few team building activities. • Time - computer skills - maintain motivation. • See Seniornett's contribution to Good Practice in IO1. • Video creation. • The Moodle platform is not very intuitive and was updated (graphics and functionality) between the time of the training for trainers in June and the time of its actual use within the trials. It would have been nice to carry out the training directly on the final version of the platform. • Learner's confidence and capability levels, time management, distractions. 	<p>3 MAIN WEAKNESSES OF YOUR LEARNING EXPERIENCE IN THE PILOT ACCORDING TO YOUR EXPERIENCE:</p> <ul style="list-style-type: none"> • The platform is unstable. It is very slow. • Final questionnaire provided not with optimal tools. Participants joined discontinuously. The online activity has a higher potential level compared to what used within the project. • I joined only one workshop.

<p>Suggestion for improving seniors' learning according to your experience:</p> <ul style="list-style-type: none"> ● See Seniornett's contribution to Good Practice in IO1. ● Slow One to one learning and repetition. ● Using video-based explanation for subjects and how to videos for the tasks. 	<p>SUGGESTIONS SUGGESTION FOR IMPROVING SENIORS' LEARNING ACCORDING TO YOUR EXPERIENCE:</p> <ul style="list-style-type: none"> ● Maintain the quality (had so far). Keep investing on people who carried out the training. Suggest a higher engagement of participants using European project (e.g., budget).
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ANNEX 2: Analysis of the French user questionnaires

Descriptive information:

The majority of the participants (both trainers and users) are women (6 in total). The average age is 58 years.

They are all unemployed with a short-cycle tertiary education or lower secondary education. One of the users has primary education and one bachelors' or equivalent level.

Overall evaluation of the experience:

They are all glad they attended the learning activity and think it is very useful and interesting.

The majority of the users:

- Are satisfied with their own involvement/performance during the learning activity.
- They agree that the time spent on the learning activity has been appropriate in relation to what they have gained from it.
- They agree that the level of the trainers was appropriate.
- They strongly agree that they would recommend this learning activity to colleagues/friends/family.

The majority of the users think the app is easy to use and useful.

Overall evaluation of the use of the platform:

All the users feel best helped by a trainer as they would rather learn with a trainer in complementarity of the Moodle Cloud platform. They strongly disagree that they prefer training online than in presence.

The majority of the users have never participated in an online training course before.

The majority of the users:

- Agree that the Moodle Cloud platform (and all its functionalities) and other in site/online activities were very useful to support their learning experience.
- Like the use of the Moodle Cloud platform (and all its functionalities) especially because it allows them to integrate learning on site with on-line training from different places and at different times according to their own schedule and needs.
- They think the task descriptions were easy to understand.
- They agree to be able to solve the tasks based on the help that was available online.
- They disagree that there should be more modules in the training and agree there should be less.

The majority of the users like the way the learning activity was implemented for what regards:

- The clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners.
- The clear organisation of the learning activities according to phases and subphases.
- The adjustment of learning materials and tasks to learners: Characteristics of the materials, schedules and self-pacing.
- The fact that learners previous experience was taken into account.
- The fact that trainers provided multiple feedback throughout the learning process.
- The learning approach adopted, which consented going back to previous activities/tasks, if needed, and/or adjusting their content/methodology.
- The self-assessment and peer-assessment activities adopted.
- The combination of online learning and traditional in-site learning and the use of Moodle Cloud facilities that allow users to integrate in-site learning with learning at different places and at different times according to their own schedule and needs.

Strengths:

It is easy to understand when someone/a trainer shows the app - it is very useful.

Weaknesses:

I need my trainer beside me to feel reassured.

Suggestion for improving seniors' learning according to your experience:

Training in a combination of online and in presence sessions - group lessons to be helped by others.

ANNEX 3: Other tools for assessment and self-assessment

Europass

The tools that are available on the [EUROPASS](#) platform are built around the idea of crafting a personalised CV or Cover Letter that has elements from each person's digital profile. The profile is something that can be filled in only when a user is registered on the platform, and allows these users to add skills and interests on the platform. These elements from the profile can be used for:

- Supporting employees to record their experience and manage their professional development
- Encouraging young people to record their skills and plan their careers
- For students to record their academic achievements and progress during education and training programmes
- For volunteers to keep a record of their volunteering experiences
- To help job-seekers or people looking for a career change to identify their skills and new opportunities
- By asking applicants to prepare and submit a profile as part of their application for a job vacancy
- To support validation of non-formal and informal learning as a tool for people to reflect on and document the skills they have developed throughout their life

Europass uses the information in your profile to analyse your skills and to suggest interesting jobs and courses for you. These features can always be turned off. Europass collects anonymised statistics (e.g., how many visitors registered with Europass) and trends (e.g., whether Europass users have high levels of digital skills). Your personal data will never be used for this process.

This also applies in regards to evaluating your digital skills via a test on the platform. The skills you fill in, with the ones that can be evaluated through the test in combination with your interests can be used to give you a tailored experience in regards to your future personal development or future career.

Trainers could use Europass for educational purposes in the following ways:

1. **Create a personalised learning plan:** Trainers can use Europass to create a personalised learning plan for their learners. They can use Europass' Self-Assessment tool to assess their learners' skills and competencies, and create a customised learning plan based on their strengths and weaknesses.
2. **Showcase learner achievements:** Trainers can use Europass to showcase their learners' achievements, such as diplomas, certificates, and other credentials. They can create a Europass profile for their learners, which includes their educational background, work experience, and language proficiency.
3. **Facilitate recognition of learning outcomes:** Trainers can use Europass to facilitate the recognition of their learners' learning outcomes. Europass provides a common language and format for describing skills and qualifications, which makes it easier for learners to communicate their skills and competencies to potential employers or educational institutions.
4. **Enhance learner employability:** Trainers can use Europass to enhance their learners' employability by helping them to create a professional-looking Europass CV and cover letter. Europass offers templates and guidelines for creating a CV and cover letter that are tailored to the needs of different industries and professions.
5. **Encourage lifelong learning:** Trainers can use Europass to encourage their learners to engage in lifelong learning. Europass offers a range of tools and resources that can help learners to develop new skills, such as the Europass Mobility tool, which helps learners to plan and document their learning experiences abroad.

Europass is a valuable tool that can help trainers to create a more holistic and comprehensive approach to education. By using Europass, trainers can help their learners to develop their skills, showcase their achievements, and enhance their employability in a globalised job market.

Moodle

Moodle is an open-source learning management system that can be used by trainers to create online courses and manage learning activities. This is how trainers could use Moodle for senior education:

1. **Create self-paced courses:** One of the benefits of using Moodle for senior education is the ability to create self-paced courses. Senior learners often have different learning needs and preferences, and may require more time to process information or complete tasks. With Moodle, trainers can create courses that allow senior learners to learn at their own pace. Trainers can create interactive lessons, quizzes, and assignments that engage and challenge senior learners, and use Moodle's tracking features to monitor their progress. By offering self-paced courses, trainers can help senior learners to feel more comfortable with the learning process and provide them with the flexibility they need to succeed.
2. **Provide multimedia resources:** Another benefit of using Moodle for senior education is the ability to provide multimedia resources. Senior learners may have different learning styles and preferences, and may benefit from a variety of resources, such as videos, podcasts, and interactive simulations. Trainers can use Moodle to provide senior learners with a range of multimedia resources that enhance their learning experience. These resources can help senior learners to engage with course content and learn in a way that suits their learning style. For example, trainers can use videos to explain complex concepts, podcasts to provide supplementary information, and interactive simulations to reinforce learning outcomes. By providing multimedia resources, trainers can help senior learners to learn in a way that is both engaging and effective.
3. **Facilitate social learning:** Social learning is an important component of any learning experience, and can be especially beneficial for senior learners. Trainers can use Moodle to facilitate social learning by creating discussion forums, chat rooms, and other online collaboration tools that encourage senior learners to share their ideas and experiences with each other. These tools can help senior learners to connect with their peers and build a sense of community. Trainers can also use Moodle's group management features to create subgroups for senior learners who share common interests or learning goals. By facilitating social learning, trainers can help senior learners to feel more connected and engaged in the learning process.
4. **Use adaptive learning technologies:** Adaptive learning technologies are a powerful tool for personalising the learning experience for senior learners. Trainers can use Moodle's adaptive learning technologies to tailor course content to the needs and abilities of individual senior learners. These technologies use algorithms to personalise learning experiences and provide learners with targeted feedback and support. For example, Moodle's adaptive quizzes can adjust the difficulty of questions based on a learner's previous responses, while its progress tracking features can help trainers to identify areas where learners need additional support. By using adaptive learning technologies, trainers can help senior learners to learn more efficiently and effectively.
5. **Foster digital literacy skills:** Digital literacy skills are becoming increasingly important for seniors, as technology continues to play a larger role in everyday life. Trainers can use Moodle to foster digital literacy skills among senior learners. By using Moodle, senior learners can develop their computer and internet skills, which can help them to stay connected with their family and friends, access important information, and participate in online communities. Trainers can provide senior learners with step-by-step tutorials on using Moodle, as well as other online tools and resources that are relevant to their interests and

needs. By fostering digital literacy skills, trainers can help senior learners to stay engaged and connected in an increasingly digital world.

These are some of the ways in which trainers could use Moodle in order to help with assessment or self assessment of trainees:

1. **Quizzes and assessments:** Moodle provides trainers with a variety of quiz and assessment tools that they can use to evaluate senior learners' understanding of course material. Trainers can create quizzes with a variety of question types, including multiple choice, true/false, and short answer questions. Trainers can also customise the difficulty level of questions, and add feedback or explanations to each question. Once senior learners complete the quiz, Moodle automatically grades their responses and provides them with feedback on their performance. This feature allows senior learners to receive instant feedback and helps trainers to identify areas where learners may need additional support.
2. **Rubrics:** Rubrics are an effective tool for trainers to assess senior learners' work and provide them with feedback. Moodle allows trainers to create rubrics that outline the criteria for successful completion of assignments or projects. Rubrics can be customised to suit the needs of the course and can include various assessment criteria such as content, organisation, and clarity. Rubrics provide senior learners with clear expectations and help them to understand what is required to succeed in the course. Additionally, rubrics provide trainers with a consistent and objective method of evaluation, making it easier to assess and compare the work of senior learners.
3. **Peer assessment:** Peer assessment is a valuable tool for senior learners as it allows them to receive feedback from their peers on their work. Moodle allows trainers to facilitate peer assessment by creating discussion forums or online collaboration tools where senior learners can share their work and provide feedback to each other. Peer assessment can help senior learners develop their critical thinking and communication skills, as they must evaluate and provide constructive feedback on the work of their peers. This approach also helps to foster a sense of community among senior learners, as they engage with each other and learn from their shared experiences.
4. **Progress tracking:** Moodle provides trainers with the ability to track senior learners' progress throughout the course. Trainers can use Moodle's progress tracking features to monitor senior learners' completion of quizzes, assignments, and other learning activities. Progress tracking allows trainers to identify areas where senior learners may be struggling and provide them with targeted feedback and support. Additionally, progress tracking can help senior learners to stay motivated and engaged by providing them with a clear sense of their progress and achievements.
5. **Certification:** Finally, Moodle can be used to issue certificates or badges to senior learners who successfully complete a course. Trainers can create custom certificates or badges that acknowledge senior learners' achievements and provide them with a sense of accomplishment. Certificates or badges can be downloaded or shared online and can serve as a valuable credential for senior learners who wish to continue their education or pursue new opportunities. This feature also provides senior learners with a tangible reward for their hard work, which can help to increase their motivation and engagement in future courses.

Depending on the level of digital literacy the trainees have, the tool can be tailored to their needs by the trainers in order to facilitate ease of use by the elderly or the one with little digital knowledge.

Checklist for self-assessment

Requirements	How can it be demonstrated
Design of training organisational, logistical, and managerial skills	Certificates Recommendations Evidence of professional experience

Skills related to individual and group learning dynamics	Certificates Recommendations Evidence of professional experience
Communication skills	Certificates Recommendations Evidence of professional experience
Communication skills field of knowledge	Certificates Recommendations Evidence of professional experience
Expertise in adult learning processes	Certificates Recommendations Evidence of professional experience
CCT in PS-TRE skills	Certificates Recommendations Evidence of professional experience
Skill in retrieving and using reliable evidence-based information	Certificates Recommendations Evidence of professional experience
Basic social research methodological and technical knowledge	Certificates Recommendations Evidence of professional experience
Skills related to the ability to understand and take into account learners' motivation to learn	Certificates Recommendations Evidence of professional experience
Soft skills	Certificates Recommendations Evidence of professional experience

Source: Own contribution