



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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Glossary

This glossary will help to understand some of the technical language used in this TO SWITCH Guidelines.

Term	Definition
Andragogical-heutagogical principles of adult education	Refers to teaching strategies that focus on self-directed, active learning and encourage adult learners to take responsibility for their learning experiences. It distinguishes between: <ul style="list-style-type: none"> - Pedagogy: the art and science of teaching - Andragogy: the art and science of teaching and leading adult learners - Heutagogy: the practice of self-determined learning.
Asynchronous online learning	Learning that takes place at different times for the learners and the instructors, allowing for flexibility, convenience and self-pacing in the learning process.
CCT in PS-TRE skills	Concerns the application of critical and computational thinking (CCT) to adult learning, aimed at problem-solving in technology-rich environments (PS-TRE).
Comfort zone	Refers to the psychological state in which individuals feel comfortable and familiar, leading to resistance to change and reluctance to take risks.
Digital divide	The gap between those who have access to digital technology and those who do not, leading to inequalities in education, employment and other areas.
Digital skills	Refers to the ability to use digital technology effectively, including skills in digital literacy, communication and problem-solving.
Double loop learning approach	A problem-solving approach that involves examining and questioning the underlying assumptions and beliefs that inform actions, and adjusting them to achieve better outcomes. Includes stepping back and redefining beliefs and values that inform learning.
Educational principles	The fundamental values, beliefs and goals that guide educational practices and decision-making.
Formal context	Learning that takes place within a structured educational institution, such as a school or university, with defined curriculum and learning objectives.
Generational change	The process of social and cultural change that occurs as one generation is replaced by another, leading to shifts in attitudes, beliefs and behaviours.
Informal context	Refers to the process of acquiring knowledge, skills and attitudes outside of formal, structured education or training programs. It can

	happen in any setting, such as at work, at home or during leisure activities, and can be intentional or unintentional.
Learning methodology	The approach or method used to facilitate learning, including instructional strategies, materials and activities.
Non-formal context	Learning that takes place outside of traditional educational settings, such as workshops, occupational training programs and community-based activities.
On-site learning	Learning that takes place in a physical location, such as a classroom or training centre, with face-to-face interactions between learners and instructors.
Peer-assessment activities	Learning activities in which learners assess and provide feedback on the work of their peers, promoting collaboration and critical thinking skills.
Reverse mentoring	A mentoring approach in which younger or less experienced individuals mentor older or more experienced individuals, sharing their knowledge and expertise especially in digital technology and other areas.
Self-assessment activities	Learning activities in which learners assess their own work, progress, and learning outcomes, promoting self-reflection and self-directed learning.
Synchronous learning	Learning that takes place in real-time, with learners and instructors interacting at the same time and in the same place, or through video conferencing, chat rooms or other online tools.

1. Introduction

This guide is for teachers and/or trainers of adults in the “digital space”, and all who are interested in responding to technological changes in our societies and workplaces. The TO SWITCH Guidelines is an intellectual output of the TO SWITCH Project, which responded to the growing digital divide in society and workplaces by developing innovative training processes, with particular focus for workers and citizens over 50.

The guide is also for policymakers and other stakeholders interested in improving the professional competence certification systems of adult educators and trainers. The guide also includes “Tips from the TO SWITCH Project”. These are the actual Guidelines, the core of this Intellectual Output, where we share **what we learned** from our experiences implementing digital skills training programmes with adult learners. We share advice for teachers/trainers, adult learners and policy makers.

The guidelines provide a profile of the skills, knowledge and values needed to be a good teacher or trainer of adults in the digital space. This profile of competences was developed by the TO SWITCH project team, and is based on a new andragogic model of adult learning developed in our report: [Intellectual Output 1: New theoretical-methodological framework of reference for senior workers’ training.](#)

These guidelines have two key goals:

- 1) That educators, trainers and other professionals working in formal, non-formal and informal adult learning settings can put the principles developed by the TO SWITCH project into practice.
- 2) That policymakers incorporate the professional profile we developed within the national competence certification systems of adult educators and trainers.

About the [TO SWITCH Project](#)

The project aimed to respond to the growing digital divide in society and workplaces. This is driven by demographic change, as populations in Europe become older, and also by technological change, as the digital world increasingly becomes more entwined with our everyday lives and work practices. We created three outputs to develop innovative training processes, with particular focus on workers and citizens over 50. The project responded to the challenges posed by profound changes in the workplace linked to the digitisation of work and the demand for new skills, ultimately exploring and addressing the effect this has on the growing number of older workers in the workplace.

How we developed these guidelines

There were three phases of the TO SWITCH project, with three main objectives and intellectual outputs (IOs) (see Fig. no. 1):

- 1) **Literature review and analysis of good practice (IO1):** This included the identification of the principles of good teaching of adults (the model) and good teacher of adults (the professional profile), see Chapter 2 of these guidelines.
- 2) **Training trials (IO2):** Putting the model and professional profile into practice and collecting feedback, see Chapter 3 of these guidelines.
- 3) **Guidelines (IO3):** Summarise the lessons learnt and make proposals regarding their certification/validation so that they can be incorporated into the professional profiles of adult educators and trainers. See Chapters 4 and 5 of these Guidelines.

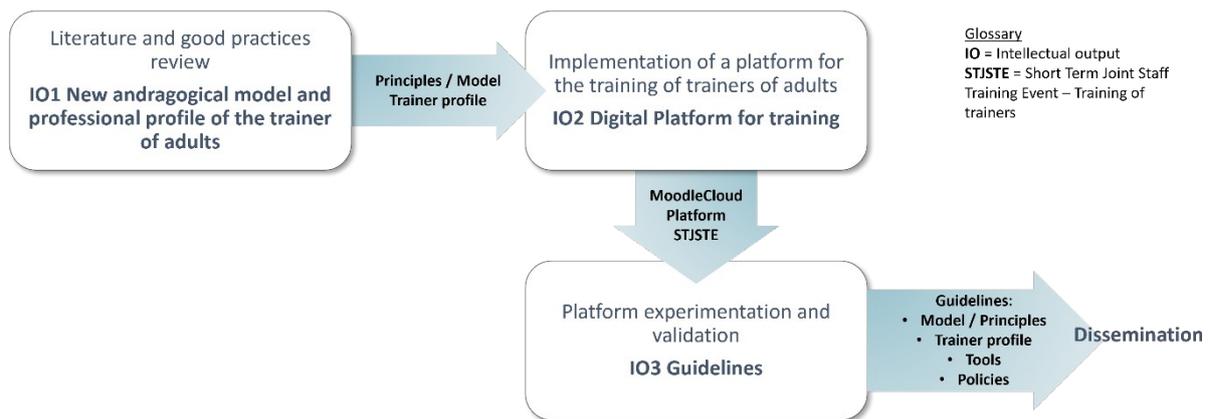


Fig. no. 1 - To Switch Project's phases

Guidelines Structure

Following this brief **Introduction**, the following pages will present the results obtained through the implementation of the project. They will illustrate the main lessons learnt and tips for working with adults in the digital space.

Chapter 2 (Adult trainer competence profile: What makes a good teacher of adults?) will introduce the competence profile of the adult educator and trainer drawn from the analysis of scientific literature and good practices selected by the project partners. Extensive reference will therefore be made to the evidence gathered in the Project's Intellectual Output 1.

Chapter 3 (Summary of the analysis of the trainer and user questionnaires) will present the main evidence from the analysis of questionnaires completed by participants in the experimental training actions (either as trainers or learners) carried out by the project partners as part of Project's Intellectual Output 2.

Chapter 4 (Tips from the To Switch Project: Adult Learning in the Digital Space) represents the heart of these guidelines, as it summarises the main lessons learnt and to be disseminated in the light of the objectives of TO SWITCH.

Chapter 5 (Certification and validations of professional skills of educators and trainers of adults) gathers some insights into the processes and opportunities for recognition and validation of the competence profile of adult educators and trainers at European and national level, with reference to the project partners' respective countries.

2. Adult trainer competence profile: What makes a good teacher of adults?

There is an abundance of scientific literature that discusses the characteristics, merits and limitations of pedagogical, andragogical and heutagogical approaches to adult learning. However, the number of contributions that focus on the characteristics that teachers, educators, trainers, mentors and coaches of adults should possess is much more limited. For this reason, the TO SWITCH project developed an “Adult trainer competence profile” using a scientific, research-based approach.

2.1 How the new competency model was designed according to the andragogical-heutagogical principles of adult education

2.1.1 Stemming from literature review

According to the available scientific literature, a profile of a teacher of adults can be implicitly derived from the principles of the chosen approach to adult learning: pedagogy, andragogy or heutagogy. In other words, and to give an example, it is assumed that, in contrast to adopting the principles of classical pedagogy, a teacher engaged in an andragogical learning process is able to properly take into account the needs of adult learners. Such needs include self-direction, consideration of the learners' prior experience, organisation of modular and flexible teaching activities, offering self-pacing options, appropriate interpretation of adult learners' motivation to learn, and so on. Also, in the literature, it is assumed that the teacher is able to reproduce the learning models, methods and techniques experienced in distinct adult learning situations: economically active and employed people, job seekers, retired people, adults in other inactive condition; similarly, high, medium or low-skilled adults; and so on. This includes the adaptation of learning according to specific objectives and targets.

These are fundamental adult teacher competences, which, however, cannot be taken for granted outside a set of assumptions. What was sought to be identified on a conceptual level through the TO SWITCH activities are the specific attributes of these assumptions. From these assumptions, an andragogical model of adult learning updated to the 21st Century has been designed.

A **first assumption** of the new TO SWITCH model of adult learning concerns the rejection of typified classifications that amplify the divergences between approaches to adult learning. This produces an accentuation of divergences, when instead it is more productive and potentially promising to insist on common principles and convergence factors. With regard to the **second assumption**, the principles of andragogy already incorporate the principles that in heutagogy support adult self-determination in learning. The semantic distinction between self-direction and self-determination is particularly subtle and of little use. Self-direction implies by definition a decision regarding the orientation of certain learning content towards a person, which implies freedom, autonomy and independence of judgement.

As a **third assumption**, it cannot be discarded that the concrete design of learning incorporated in learning contracts between learners and teachers does not contemplate the adoption of the principles of traditional pedagogy, andragogy and heutagogy at the same time. The most relevant aspect of self-determination is the learner's autonomy in choosing and defining a learning contract. This incorporates his or her preferences as to what, how, when and where to learn. This does not exclude the fact that the learner, depending on certain content, may prefer pedagogical principles, for others andragogical principles and for others heutagogical principles. In view of the three previous assumptions, there is a **fourth and final assumption** underlying the proposal of TO

SWITCH's new andragogical paradigm for adult learning. This is to opt for a model based on hybridised and harmonised learning principles. It must be recognised that in the practice of learning processes, what is achieved is the use of a mix of paradigms and principles. The effectiveness of this depends equally on the ability and preparation of the teacher or trainer, as well as the motivation and self-directedness of the learner.

In summary, the new “hybridised and harmonised” andragogical conceptual paradigm for adult learning proposed by TO SWITCH is a convergent model. It recognises the autonomy and independence of judgement of the adult learner in the formalisation of learning contracts. Within these, the hybridisation between the multiple principles of pedagogy, andragogy and heutagogy is rewarded, in relation to the learner's prior experience, preferences, desires, needs and personal advantages.

2.1.2 Stemming from the analysis of good practices

The training practices collected by the project partners for TO SWITCH's IO1 present elements of the andragogical paradigm (self-directed active learning) and, in some cases, elements of the heutagogical approach (self-determined active learning) are also evident. Based on the literature review in IO1 of the project, the following elements were identified as good practices in teaching adults:

- Focus should be on age-specific learning needs and group dynamics. There is a need for active participation with interactions between learners and trainers. Peer learning is key, as well as building in emotional resilience techniques in training courses.
- Trainers should use a collaborative approach when designing training activities for adult learners, taking the learner's work experience into account in classroom training whilst making use of digital technologies.
- Trainers should support the learners' ability to act and interact, valuing real-life experience and skill, building motivation and self-confidence, promoting problem solving and critical thinking.
- Creation of informal learning environments based on small groups involving tutors is important, with mentors or coaches to support the engagement of adult learners.
- Production of training materials, toolkits, manuals, guidelines, learning platforms or portals that can be adapted to adults' digital skills and preferences.

2.2 Core concepts

According to all the above, the teacher/trainer of adults must demonstrate (Fig. no. 2; see also IO1, pg. 73-76):

- **Design of training, organisational, logistical and managerial skills** (transferring knowledge; integrating the socio-political contexts of learning; designing an evaluation process and impact assessment; choosing and designing appropriate methods for training).
- **Skills related to individual and group learning dynamics** (choosing, adapting or creating appropriate methods; supporting learners in identifying and pursuing their learning goals and overcoming barriers to their learning; stimulating active participation, motivating learners; ensuring creativity and problem-solving).
- **Communication skills** (ability to listen actively; ability to be empathetic; ability to express thoughts clearly, feelings and emotions; sensitivity to identity-related issues).
- **Communication skills in field of knowledge** (specific theoretical and practical knowledge that they can transfer to learners).
- **Expertise in adult learning processes** (they must possess methodological and applied knowledge regarding the most appropriate principles, processes and tools to be used in adult education).

- **CCT in PS-TRE skills*** (skills in the fields of information and data literacy, communication and collaboration, digital content creation, safety and problem-solving; integrating ICT, e-learning and related tools and methods into the educational activity).
- **Skill in retrieving and using reliable evidence-based information** (ability to transmit to learners the methodologies for obtaining information; ability to use the most up-to-date sources of information available).
- **Basic social research methodological and technical knowledge** (construction of quantitative and qualitative tools for the monitoring and evaluation of learning outcomes).
- **Skills related to the ability to understand and take into account learners' motivation to learn** (to understand and consider learners' motivation to learn; capacity to be learner focused will encourage constant involvement and reduce dropouts).
- **Soft skills** (an attitude towards learners which considers themselves as a learning partner more than a traditional teacher; trainer is a counsellor and facilitator, and an information and knowledge broker rather than a simple transmitter).

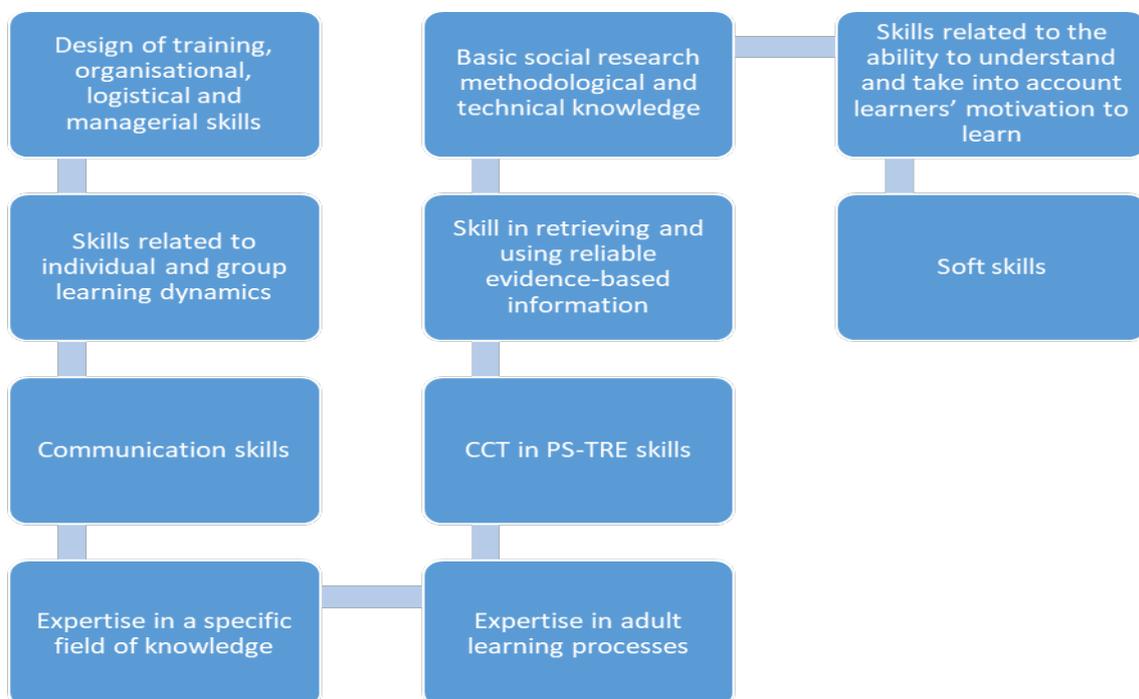


Fig. no. 2 - Ten fundamental elements of the adult trainer profile

Source: Intellectual Output 1 -New theoretical-methodological framework of reference for senior workers' training

* CCT in PS-TRE skills: see the Glossary for a definition.

2.3 New insights into the application of AI to adult learning processes

The elements of the TO SWITCH adult teacher profile presented in the IO1 and summarised in the previous sections were developed from established research techniques: the querying of indexed scientific journal databases, reporting of experiences by project partners, also supported by browsing through generalist search engines, with the aim of analysing good practice.

In comparison with such a recent time as when the project's IO1 was drafted in 2021, it must be noted that the current reality at the time these guidelines are being drafted (first half of 2023) has changed profoundly.

The **rapid emergence of AI tools** made available to the public, however rudimentary and in the developmental stage these resources may still be, is bound to provoke multiple considerations about **the impact these tools may have on adult learning practices** and the competence profiles of their teachers.

A simple query of the algorithm www.perplexity.ai¹ starting with the question "Are there experiences of using AI in adult learning practices?" returns the following answer:

Yes, there are experiences of using AI in adult learning practices. AI is being used in adult basic skills education, including English language learning, to assess students' current knowledge and learning capabilities, deliver adaptive content based on learning patterns, and provide personalised feedback.

AI tools are also being developed to help with student recruitment, timetabling, finances, and other back-end tasks in adult education institutions. An AI review of skills can be helpful in determining life experience and self-study achievements that can "jailbreak the degree", allowing adult learners to receive credit for their prior learning experiences. However, there are currently very few AI tools developed specifically for adult learners, apart from language learning apps. As AI educational solutions continue to mature, the hope is that AI can help fill needs gaps in learning and teaching and allow schools and teachers to do more than ever before².

Formulating the next question: "What are some examples of AI tools used in adult education?", the answer is as follows:

There are several examples of AI tools used in adult education. One example is the use of AI in language learning, where it assesses students' current knowledge and learning capabilities, delivers adaptive content based on learning patterns, and provides personalised feedback. Another example is the use of AI in automating and personalising assessments, giving feedback on written work, and helping students plan assessment tasks. AI technology is also being used to find and retain students and employees, with universities using it in admissions to match applicants with programs. Generative AI tools are also being used in teaching and learning, offering new ways to engage students in critical thinking, writing, and analysis. These tools can serve as a tool for instructors in the creation of course material. However, it is important to note that these tools are imperfect, especially as these technologies are changing rapidly. Other examples of AI tools used in education include AI mentors for learners, further development of smart content, and a new method of personal development for students. Instructors can use AI technologies such as ChatGPT to engage students in critical thinking, writing, and analysis. To effectively use these technologies, instructors

1 Perplexity AI is a company that develops an AI-based search engine platform that provides accurate answers to user queries by scouring the internet for the most relevant information. The company is based in San Francisco, CA.

2 Sources:

- ★ <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>.

*will want to understand how generative AI tools work and how they are reshaping our disciplines and workplaces*³.

Evidently, the potential for AI in the field of education is beyond any doubt, although it still implies a strong effort in verifying the sources on which its results are based, their reliability and scope. What this amplifies is the importance of training – first and foremost for teachers, but also for adult learners – CCT in PS-TRE skills, i.e. the context that, for simplicity's sake, we have called “adult competences in the digital space”.

2.4 Discussion and conclusions of the section

Through a final question to www.perplexity.ai, we also learn that a teacher of adults can use AI tools in education and training in several ways: “AI can be used to automate and personalise assessments, provide feedback on written work, and help students plan assessment tasks”⁴. This last answer, and the source from which it was taken, is another insight into the fact that new initiatives that have surfaced over the past year are already devoting their attention to the application of AI to educational processes involving adults. This represents a frontier that goes beyond the objectives of the TO SWITCH project, even though, for the dissemination of its results, it should certainly be considered.

3 Sources:

- ★ <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://www.northwestern.edu/provost/faculty-resources/student-and-teaching-resources/generative-ai-tools-and-the-impact-on-teaching-and-learning.html>.

4 Source:

- ★ <https://all-digital.org/projects/ai4al-artificial-intelligence-4-adult-learning/>.

3. Summary of the analysis of the trainer and user questionnaires

As anticipated, the TO SWITCH partners implemented training pilots on Adult Learning in the Digital Space (digital tools, methodologies and environment) in their countries (Italy, Denmark, Norway, Switzerland, France, Spain and Ireland). Trainers and learners involved in the pilot training were asked to answer a questionnaire and provide feedback on their training experience. This feedback was then used to assess and validate the approach and methodology for adult learning proposed in the project and to improve the guidelines and tips presented in the next section.

This section synthesises the main feedback emerging from the collected questionnaires. More detailed results are presented in Annexes 1 and 2⁵.

3.1 Descriptive information

The majority of trainers and learners were women, with an average age of 50 for users, and 49 for trainers. The majority of **trainers** work in the fields of general adult education and have master's degrees, or equivalent level or higher. They have taught online before in a course or courses involving hybrid (on-line and in presence) modes. They rate their professional experience with general online training from intermediate to expert, while they rate their professional experience with the Moodle Cloud Platform at the beginners or advanced beginners' level. The majority of trainers had not used the Moodle Platform before participating on the TO SWITCH project. Except for the French pilot training, in the other countries all the learners were employed persons, with the majority working in the manufacturing sector. Half have participated in vocational education and a minority has primary, upper secondary education and bachelor's or master's degrees or equivalent level. The French learners were instead unemployed persons, mainly possessing a short-cycle tertiary education or lower secondary education. The majority of learners had not participated in online training before, they had only participated in in-person courses.

3.2 Overall evaluation of the experience

The **majority of trainers and half of the users prefer hybrid forms of learning**, combining online and in presence sessions.

The majority of **trainers** were satisfied with their work performance, and they would recommend using the same educational principles to their colleagues in on-line courses. They also think they could apply the learning principles and the new knowledge acquired in the pilot to their future training activities. However, regarding the Moodle Cloud functionalities, half of the trainers do not think they could apply the new knowledge acquired in the pilot to their future training activities. In addition, although the training was considered very interesting thanks to the new learning methods, according to half of the involved trainers there was not enough time to internalise and apply the methodology, nor to become familiar with The Moodle platform and all its functionalities. Overall, trainers find the educational principles very inspiring, and the methodological approach has provided them with new ideas.

Similarly, the majority of **learners**, were glad they attended the learning activity and were satisfied with their own involvement and performance during the learning activity. The majority also considered the professional level of the trainers appropriate. Half of learners would recommend this learning activity to colleagues, friends and family⁶, while a minority also think that they can apply the

5 Overall, 11 trainers and 23 learners (users) answered the questionnaire. The French learners questionnaires were analysed separately from the others because sent later on. The French results are presented in Annex 2.

6 Slightly differently in the French case learners would strongly recommend this learning activity to colleagues/friends/family, and the majority considered the app easy to use and useful.

new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning. 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.

3.3 Overall evaluation of the use of the platform

The **majority of trainers and learners value the TO SWITCH model for seniors' learning** for what regards to:

- the fact that trainers/facilitators provide multiple rounds of feedback throughout the learning process
- the Double Loop learning approach adopted, which allows going back to previous activities/tasks, if needed, and/or adjust their content/methodology
- the clear organisation of the learning activities according to phases and sub-phases
- the tailoring of learning materials and tasks to learners' needs and the self-pacing approach
- the type of material and schedules used.

Half of the trainers and learners state that they were able to solve the tasks based on the help that was available online, and that it was easy to navigate in the system/Moodle Cloud Platform. Both the trainers and learners felt best helped by the use of: 1. Quizzes; 2. Videos; 3. Texts.

The majority of the trainers were able to create course tasks based on the help available on the Moodle Cloud Platform and valued the TO SWITCH model for seniors' learning due to:

- the clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners
- the fact that learners previous experience is taken into account
- the self-assessment and peer-assessment activities
- the combination of synchronous and asynchronous online learning and traditional on-site learning.

The majority of the learners agree that the task descriptions were easy to understand, while **half** agree that the Moodle Cloud Platform and all its functionalities and other on-site/online activities were very useful to support their learning experience. Half of the learners also agree that they like the TO SWITCH model for seniors' learning regarding the adjustment of learning materials and tasks to learners' preferences.

3.4 Strengths and weaknesses of the TO SWITCH model and suggestions

The main **strengths** of the model are:

- For **trainers**: the methodology – progressively creating content and putting the Moodle platform functionalities into practice
- For **learners**: the use of the hybrid method (online and on-site)

The main **weaknesses** are:

- For **trainers**: time management, with limited time for group work activities
- For **learners**: the instability and slowness of the platform

The main **suggestions** for improving seniors' learning emerging from participants experience in the pilots were:

- From **trainers**: Using video-based explanations for subjects and “how to videos” for the tasks. Taping time for one-to-one learning and allowing for repetition.

- From **learners**: Maintain the quality. Keep investing in people who carried out the training. In the French case, the importance of having a trainer to feel reassured in the use on on-line tools was underlined, and of having group lessons to be helped by other learners.

4. Tips from the To Switch Project: Adult Learning in the Digital Space

During the TO SWITCH project, adult learners took part in pilot training programmes (digital tools, methodologies and environment). These were implemented in Italy, Denmark, Norway, Switzerland, France, Spain and Ireland. Taking into account the results of the training as well as evidence from other project activities, project partners identified some tips and advice to help teachers/trainers of older adult learners to design better learning processes and results, especially when using digital tools. They also proposed a set of recommendations for policy makers.

4.1 Principles for Adult Learning according to the To Switch project

Co-creation

The learning process should be co-created by the learner and trainer, according to the learners' needs. E.g. the learning objectives should be clearly identified and shared, discussed, and adjusted together with the learner(s).

Provision of concrete examples

Training materials should be based on concrete examples and case studies to explore how learning applies to real world situations. This is especially important when trainers and learners are from different generations, or when groups of learners are from different generations. E.g.: to answer the question "What would you do in this situation?" trainers might start from a detailed description of a "real/concrete" situation, leading to a solution.

Manageable and consistent structure of the learning

The structure of training material or content should be arranged in short and manageable ("bitesize") sections. Each section should have the same structure so that learners know what to expect. As an example, each section should be organized as follows: an overview, key points, activities, tasks, and assessment activity.

Mentoring

The knowledge transfer process should be supported by methodologies like mentoring or "reverse mentoring" to improve learners' engagement/participation and motivation. I.e. a younger learner might mentor an older learner on the newer trends in technology or in becoming familiar with digital tools.

Assessment

The learning process should be combined with an assessment (initial and or final). Trainers should be aware of assessment or take part in the process. E.g. design self-assessment or peer assessment processes.

Individual learning and group dynamics

Skills related to individual and collective learning are essential to support learners in identifying and pursuing their learning goals and overcoming barriers to learning, e.g. stimulating active participation; motivating learners or boosting their motivation; promoting creativity, etc.)

Motivation

Strong motivation and involvement of the learners that can be self-driven is the core of the new heutagogic paradigm. E.g. interactive training, teamwork promoting better engagement with the learners.

Hybrid teaching, online and in-person

A combination of individual learning with social interaction should be promoted by hybrid teaching schemes, including both online and in-person activities. Hybrid teaching schemes in general or blended or synchronous/asynchronous approaches increase flexibility.

Fine tuning

Adaptation is essential for knowledge transfer to learners. Trainers should take into account several aspects related to the learners such as: their socio-economic environment, their individual attitudes and habits, etc. With regards to senior learners, information should be shared in multiple formats, e.g. audio, visual and textual formats to account for any impairments in the group.

4.2 How to make learning in the “digital space” beneficial for seniors

Digital comfort zone

The teacher/trainer should promote an inclusive environment for digital learning. It is essential to establish a comfort zone for the learners, e.g. allowing the participants to use their own devices.

Proper introduction to digital

The teacher/trainer should introduce properly the digital space to the learners, starting from the “pros” and “cons”, insisting on the potential and being reassuring about the issues, e.g. explaining what to do if you make mistakes. The tool is an assistant to help you - not an enemy! You don't have to fight against it!

Make it simple!

The learners should be informed by simple (everyday) language and avoiding technical words.

Concrete examples

The teacher should lead participants through the “tool” / “platform” / “course” using a learning by doing approach. E.g. proving and showing in a concrete way what can you achieve by using it.

Testimonials & mentors

The adult learner should be introduced to the digital space by other adult learners, who have succeeded. E.g. testimonials or mentors sharing their experiences.

Digital skills

Engagement of the adult learners in the digital space necessarily requires taking into account the (feeling of) adequacy of their initial digital skills. E.g. Give seniors the knowledge to use data in a safe and straightforward manner with all the benefits and joys it entails for the individual citizen.

4.3 Guidelines for policy makers

Develop a continuous training system aimed at enhancing the skills of adults as a driver for inclusion and competitiveness of territorial/regional systems, also providing opportunity for the recognition of skills acquired in non-formal and informal contexts.

Promote qualification and retraining systems for the workforce by means of skills capitalisation/validation paths also through the activation of modular certification tools (such as micro-credentials).

Promote the professionalisation of adult trainers, not only teachers, through qualification paths according to the specific needs of the audiences and of the territorial/regional systems.

Promote opportunities for continuous and lifelong learning in employment contracts by specific measures aimed to facilitate accessibility and the participation in training activities. These measures can benefit both the companies and the workers: incentives, paid training leave, vouchers, tax relief and other benefits.

Value and recognise the competences, also tacit, of adults within generational change processes.

5. Certification and validations of professional skills of educators and trainers of adults

5.1 The European Union, lifelong learning and adult education

The **European Union** is a key player in making lifelong learning and adult education policy. The EU has endorsed lifelong learning as an instrument of policy since the early 1990s. The right to education, training, and lifelong learning is enshrined in the European Pillar of Social Rights. **Adult learning** has been identified as a focus topic of the **European Education Area** for the **period 2021-2030**. The Council Resolution on a new **European Agenda for Adult Learning** highlights the need to significantly increase adult participation in formal, non-formal, and informal learning. The new European Agenda for Adult Learning outlines a vision of how adult learning should be organised and supported in the EU. The EU aims to support a culture of lifelong learning and to make learning more accessible and valued⁷.

Other key actors include the **European Association for the Education of Adults (EAEA)**, a European non-governmental organisation (NGO) that links and represents European organisations directly involved in adult learning. EAEA promotes adult learning and access to and participation especially in non-formal adult education for all, particularly for groups currently under-represented. EAEA cooperates with EU institutions, national and regional governments, and many international and national NGOs, for example, the International Council for Adult Education (ICAE).

The **Eurydice** report investigates current approaches to promoting lifelong learning, with a particular focus on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. The report's prime source is the policy information collected from Eurydice National Units, representing 42 education and training systems across 37 European countries⁸.

Despite the multiplicity of players supported by EU institutions, such as Cedefop, which will be described in the next section, no specific information can be found on the details of the certification and validation system for the professional competences of adult educators and trainers proposed by the European Union. For these reasons, in the last part of this section, we present some detailed information about the presence of certification and validation systems in the TO SWITCH project partner countries.

5.2 The role of Cedefop in the certification and validation of professional skills of educators and trainers of adults

Cedefop, the European Centre for the Development of Vocational Training, plays a pivotal role in the certification and validation of professional skills of educators and trainers of adults. Cedefop monitors, analyses and reports on countries' priorities and activities within the framework of European countries' cooperation on vocational education and training (VET) and lifelong learning.

7 Sources:

- ★ <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 Sources:

- ★ <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>.

Cedefop gathers the necessary national information through its network of expertise spanning all EU countries. Cedefop has been stepping up its intelligence work to know which skills are required at which levels, in which areas, for whom and how. Cedefop's work on adult education and CVET (continuing vocational education and training) informs the continuing debate about the future of adult learning and CVET⁹.

Cedefop has been involved in several initiatives related to the professional development of adult educators, including the publication of reports on skills, education, training, and certification. Cedefop has also been involved in the WBA process, which aims to establish a European network involving relevant stakeholders to valorise and underline competences acquired in non-formal contexts for adults. The WBA process includes a status-quo evaluation, a WBA certificate for certified adult educators and a WBA diploma for graduate adult educators¹⁰. The evaluation process has been inspired by the validation system formerly designed by the Conference of Austrian Adult Education, a well-recognised organisation developing a standard which define competences for the profession of adult educator.

5.3 Country specifics

ITALY

In Italy there are the following categories of trainers in the field of continuous professional training:

- Trainers in the workplace
- Trainers involved in theoretical activity
- Trainers involved in the practical activity

Requirements for trainers:

- The competence requirements for trainers involved in theoretical activity are to have a university degree and a pedagogical competence diploma corresponding to the domain they teach
- The competence requirements for trainers involved in practical training are not regulated by a legislative framework
- The competence requirements for trainers involved in workplace training are based on professional experience

SPAIN

In Spain there is not a unitary system that covers all those who work in training as trainers. Thus, there are several categories of trainers. Different data regarding competence and professional development are valid for each of these categories.

Requirements for trainers:

9 Sources:

- ★ <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.cedefop.europa.eu/files/9152_en.pdf;
- ★ [https://eaea.org/photographer/weiterbildungsakademie-osterreich/.](https://eaea.org/photographer/weiterbildungsakademie-osterreich/)

10 Sources:

- ★ <https://eric.ed.gov/?q=source%3A%22Cedefop+-+European+Centre+for+the+Development+of+Vocational+Training%22;>
- ★ <https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning/compendium-of-projects;>
- ★ <https://www.ijlter.org/index.php/ijlter/article/view/1025.>

- Trainers for civil servants: they have no prerequisite to be a trainer. For these categories only a diploma in higher technical education with a minimum duration of 2 years is necessary
- Freelance, external trainers must have a university diploma in the field in which they will be training
- Trainers from professional training centres in the private sector: a trainer must hold a university degree in the field in which the trainer will develop a training program
- Trainers involved in professional training at the workplace are specialists with professional experience in their sector of activity. There are no requirements for their certification.
- Trainers involved in programs for finding a job: they are people with extensive professional experience and a high level of qualification. A trainer here must have a qualification certificate in the field in which the trainer will develop a training programmer

NORWAY

The Norwegian Directorate for Education and Training represents the central government at the regional level. In cooperation with municipal and county authorities, the National Education Office ensures that appropriate schooling is provided for young people in compliance with all regulations concerning the schools. It also ensures the provision of adequate adult education facilities. The overarching goal for adult education in Norway is to provide everybody with the possibility of widening their competencies and developing their skills throughout life. This may help individuals improve their quality of life, create value and increase flexibility in working life. The competence and skills of the population are a major factor in securing economic growth, employability, competitiveness and cooperation. Education for adults free of charge is a fundamental right guaranteed by law up to and including upper secondary school. Municipalities and counties both are responsible. Adults who need primary and lower secondary education have a statutory right to such education. Adults also have a statutory right to upper secondary education. This applies to adults who have not already completed an upper secondary education. Adults can enroll in separate course plans with individual topics, or complete comprehensive course plans for degree certificates.

Requirements for trainers:

- All trainers and teachers from the primary level and through secondary level (high school level) for children/young adults are required to hold a master's degree in education
- Trainers for adult level education is not regulated by law and there are no common requirements or baseline as to education or experience.

FRANCE

In France, trainers in adult education are professionals who carry out their activity in the field of training for adults, with a focus on training at the workplace, or in the private market.

Requirements for trainers:

- The profession of trainer is not covered by a national legal framework. Their selection is based on their skills and professional experience without having to hold a certificate of competence to teach.
- The exception is the trainers of the Professional Training Association of adults who are required to participate in an educational program with 4 to 12 thematic modules to acquire teaching skills.

ROMANIA

In Romania, according to Ordinance number 129 of 2000 with subsequent additions, the professional training of adults, completed with qualification or graduation certificates with national

recognition and/or certificates of professional skills, is an activity of general interest that is part of the national education system and vocational training.

Requirements for trainers:

- Trainers for theoretical and practical training who carry out their activity within authorised training centres are obliged to provide proof of training in the field in which professional training is carried out as well as specific training for adult education according to occupational standards.
- For the trainers who carry out their activity within a company, no additional skills are required apart from the relevant professional experience

DENMARK

In the vocational training system in Denmark, there is a separation between teachers and trainers. Thus, the trainers are considered as on-the-job training trainers, while the teachers carry out their work in various professional training centers.

Requirements for trainers:

The teachers are involved in continuous professional training and are teachers of general topics.

They are classified into two categories:

- graduates of university who must hold a university degree for those who teach general subjects or in the case of specialised teachers, hold a post-graduate studies diploma
- experienced professionals with practical experience who must have at least 5 years of professional experience.

In both situations, it is mandatory to hold the pedagogical training certificate offered by higher level institutions. Upon employment, this certificate is not necessary, but it must be obtained in the first two years of the professional career.

Trainers who provide on-the-job training do not have specific requirements and there is not much information about them. Companies use them according to their training needs.

IRELAND

Ireland's adult education system is diverse, offering a range of courses from community education based courses, using a holistic approach to education. Community education helps people who want to return to education or learning, but may not have the confidence or opportunities to do this in a formal setting like university or further education. It is rooted in values of equality, justice and empowerment.

Programs are typically offered by various institutions and organisations such as community education providers, universities, further education colleges, and private training providers. Adult education programs are also available through government-funded initiatives run by SOLAS (Government agency responsible for adult education and training) and the Education and Training Boards (ETBs).

Teachers and trainers in public sector adult education in Ireland often have formal teaching qualifications and in many cases are registered with the Teaching Council of Ireland. Private sector training providers are not required to have formal training qualifications, though many do. Many are subject matter experts.

SWITZERLAND

In Switzerland, adult education and training is primarily a response to the need to update and develop professional and non-professional skills, to improve social and professional integration and to foster the development of the population's personal and social skills. To meet these needs, there

are various types of qualifications and certifications for adult educators depending on the level of skills to be obtained, the type of training offered, the target audience, and the field of activity in which the educator is active.

At a general level, three main categories of trainers can be distinguished

- Trainers who run courses in their own discipline, thus mainly promoting professional development
- Trainers specialising in courses for the development of personal and social skills
- Trainers active in the field of leisure activity-oriented courses

In order to acquire the specialised skills necessary to teach an adult audience, different levels and orientations of training offerings are available in Switzerland, such as: certificates, diplomas as well as various continuing education qualifications, which can be obtained from universities (CAS, DAS, MAS). The various courses differ, e.g., in the relationship between theory and practice.

The main training pathway that allows for professionalisation and to gain a professional qualification, formally recognised throughout Switzerland, is that established by the Train the Trainer (ToT) Modular Training System (<https://alice.ch/it/professionalizzazione/> available in Italian, German and French) run by the Swiss Federation for Adult Learning (SVEB). The ToT modular system makes it possible to acquire the necessary competences through three qualifications levels consisting of various training modules:

- Level 1 (one training module): SVEB Trainer Certificate.
 - Entry-level qualification that enables the acquisition of general skills for conducting lessons with groups of adults or for the one-to-one training of adults
- Level 2 (five training modules): Federal (Vocational) Diploma for Trainers.
 - This is a formal vocational training qualification (upper secondary level) recognised by the Swiss Confederation. The five training modules deepen the skills related to didactics and planning of adult education.
- Level 3 (six training modules): Advanced Federal (Vocational) Diploma for training managers.
 - This is a formal higher vocational training qualification (tertiary level) recognised by the Swiss Confederation. The six training modules provide an in-depth study of the design and management of training offers.

ToT training is open to everyone regardless of the profession practised and the training domain. The preconditions for admission to the training are to be at least 18 years of age and to hold a qualification at secondary level II (vocational or general education). To obtain the different qualifications (levels), it is also necessary to show that practical experience in adult education has already been acquired.

Conclusion

Although the TO SWITCH project, from which the main lessons learned have been summarised in these guidelines (Intellectual Output 3), formally end in mid 2023, the effort produced does not end with the natural expiry of the project. On the one hand, the digital platform for the training of trainers of adults based on Moodle Cloud services will remain active for at least another year after the end of the project. This allows those who wish, after contacting the lead partner of TO SWITCH (Autonomous Province of Trento), to use it to carry out training programmes using the andragogical model proposed in Intellectual Output 1. On the other hand, the dissemination of the project results will also continue, especially the presentation of its main findings in academic-scientific contexts, i.e., the publication of papers in scientific journals and the presentation of communications at academic conferences.

Last but not least, in the months following the formal end of TO SWITCH, the project leader's effort

will be directed towards the creation and promotion of an "International Permanent Laboratory" devoted to the topics of active ageing and the challenges of lifelong learning in adulthood. This will be built with the consortium of TO SWITCH partners and enlarged to include the participation of other relevant European partners.

References:

- <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:

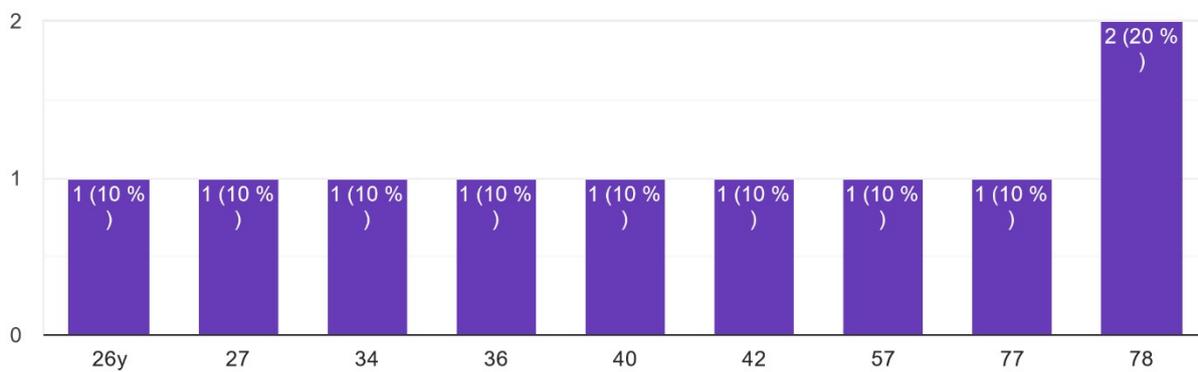
PARTICIPANTS: 11 trainers have answered the trainer questionnaire.

AGE:

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

Please write your age

10 svar

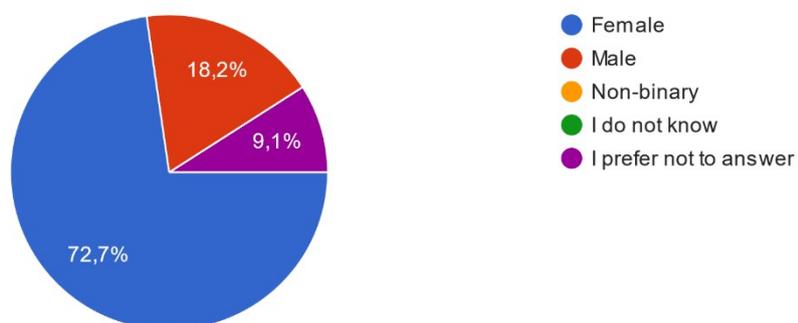


GENDER:

- 72.7% of the participants are females.
- 18.2% of the participants are males.

Please select your gender

11 svar



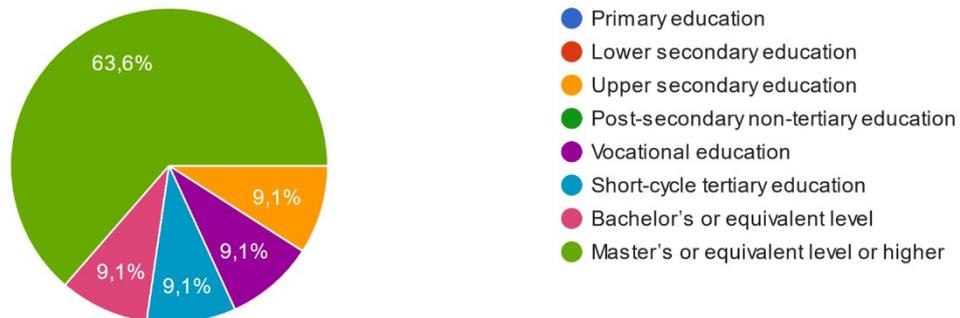
EDUCATION:

- 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

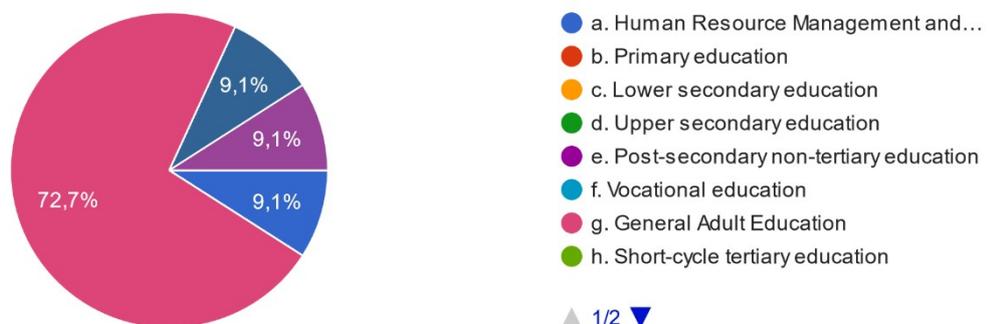


FIELD OF WORK:

- 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



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



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

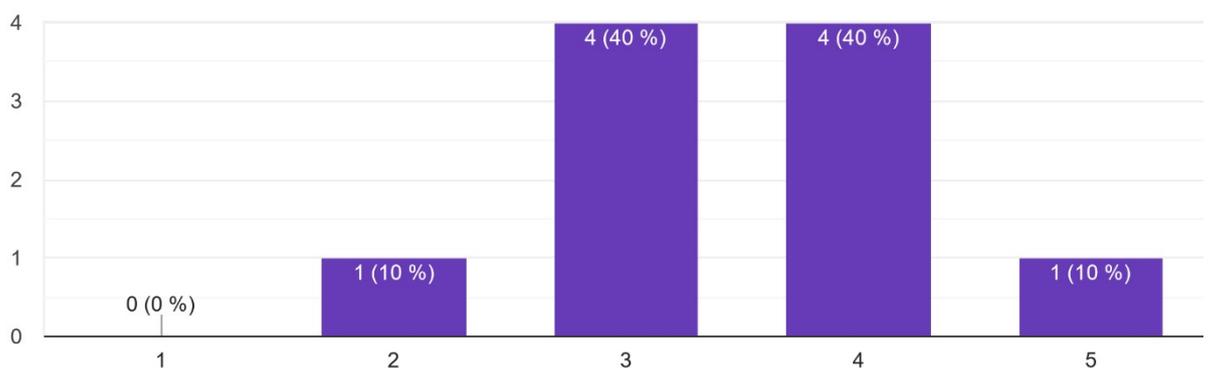


GENERAL ON-LINE TRAINING:

- 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

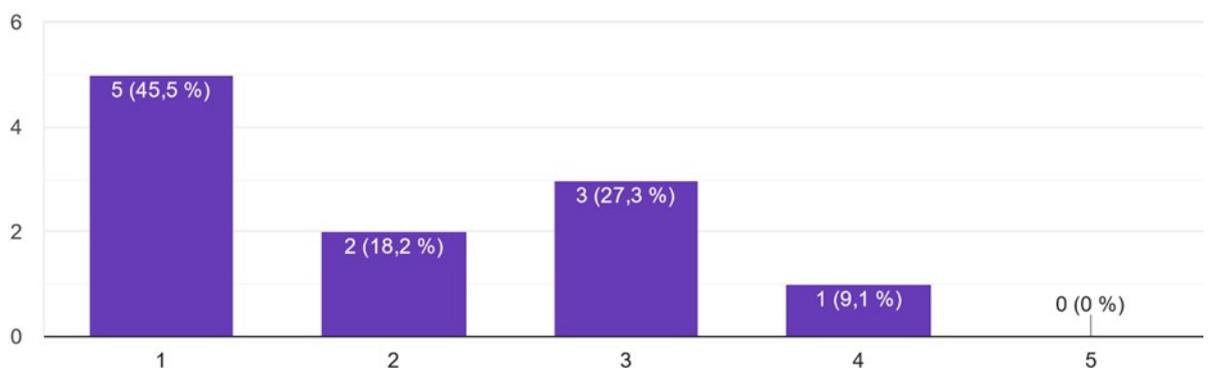


ON-LINE TRAINING WITH MOODLE CLOUD PLATFORM:

- 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.

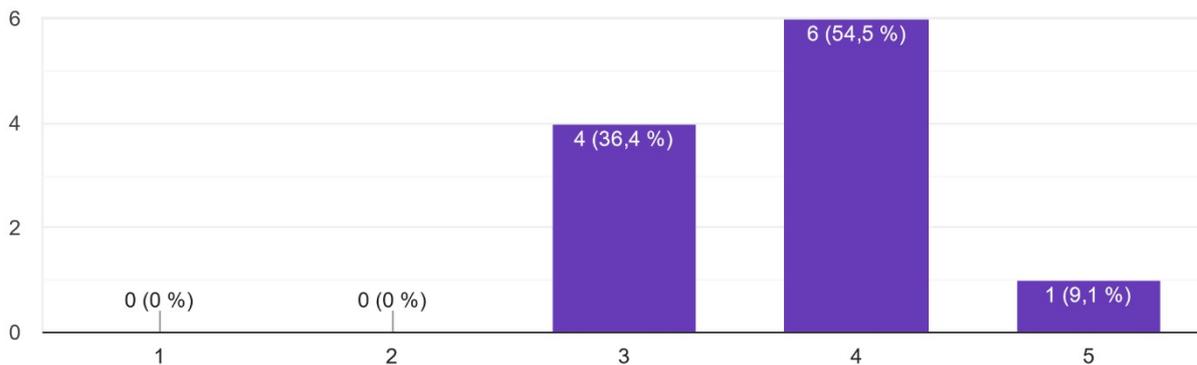
Overall evaluation of the experience

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

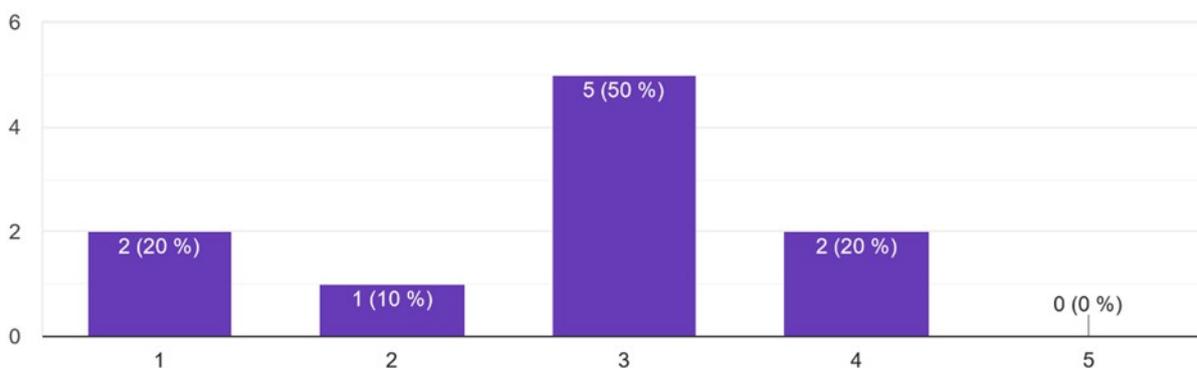


ON-LINE TRAINING WITH THE MOODLE CLOUD PLATFORM:

- 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



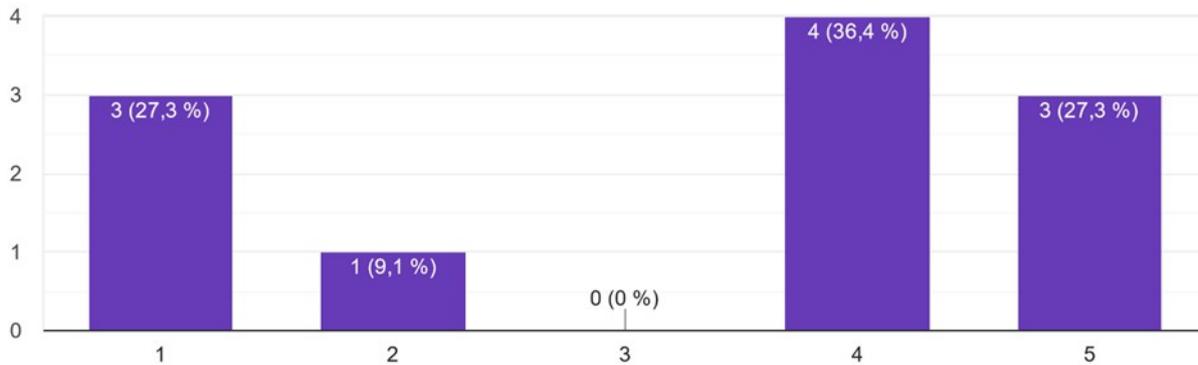
LEARNING PRINCIPLES:

- 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

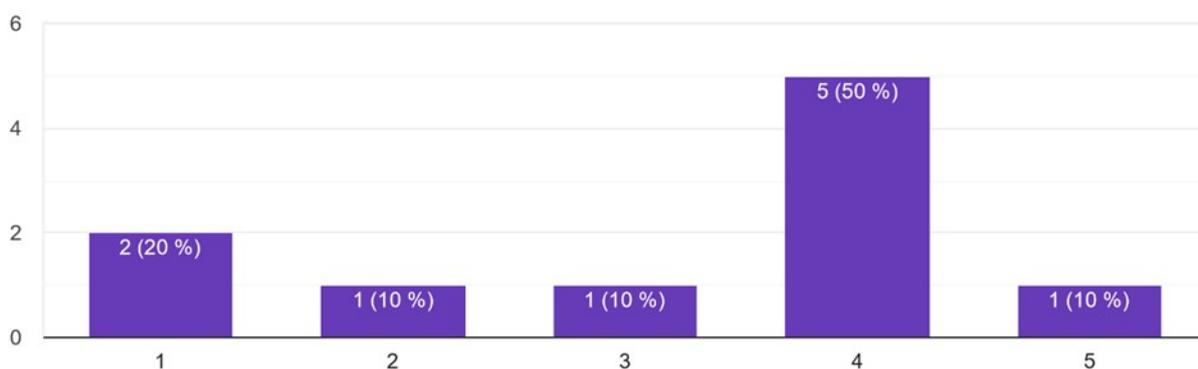


LEARNING METHODOLOGY:

- 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



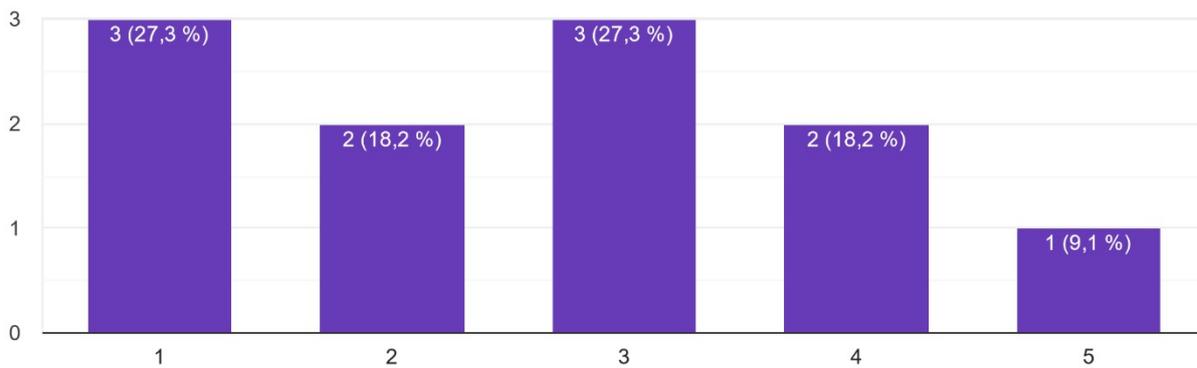
MOODLE CLOUD FUNCTIONALITIES:

- 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

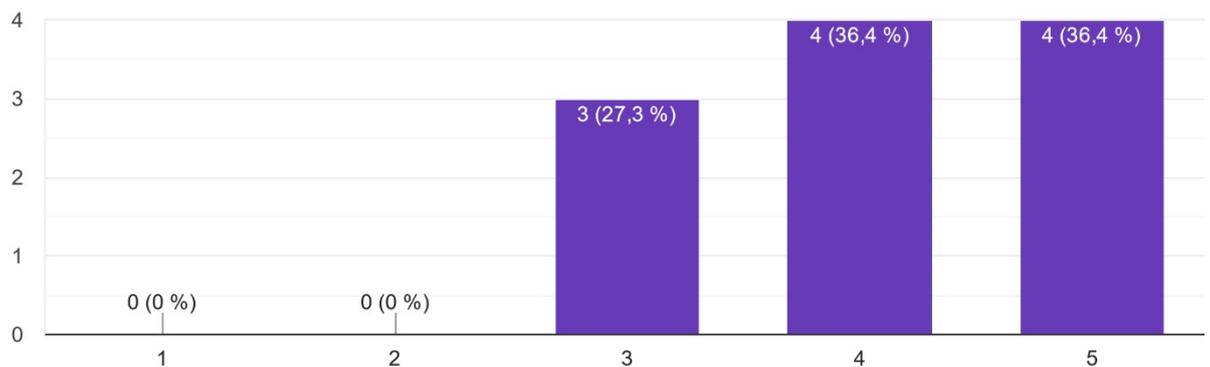


WORK PERFORMANCE:

- 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



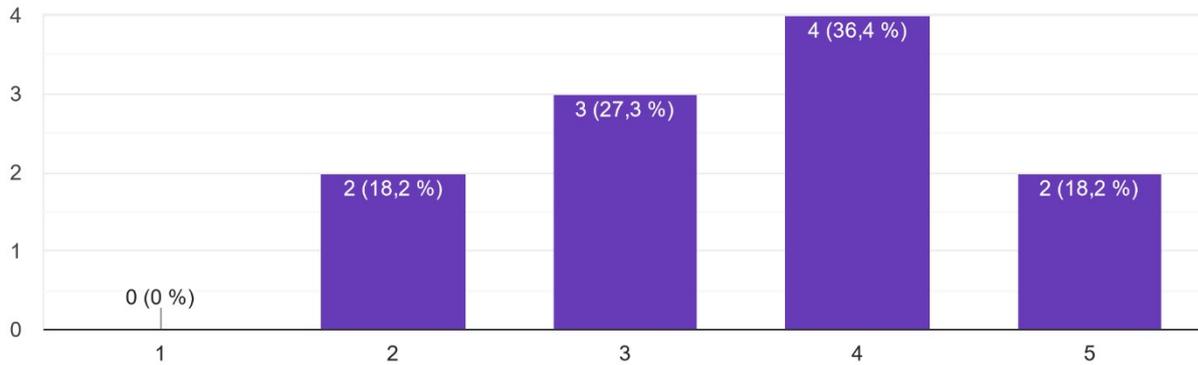
TIME SPENT ON THE EXPERIMENTATION:

- 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

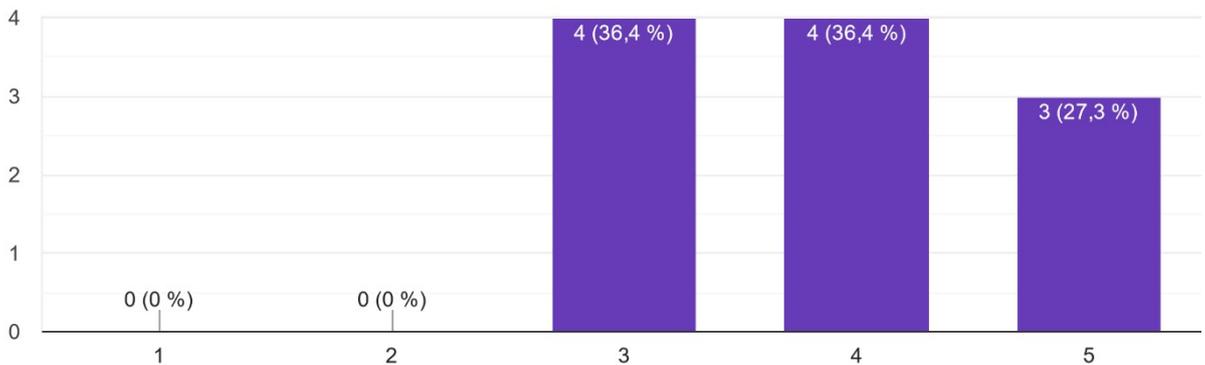


Overall experience of this training:

- 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.

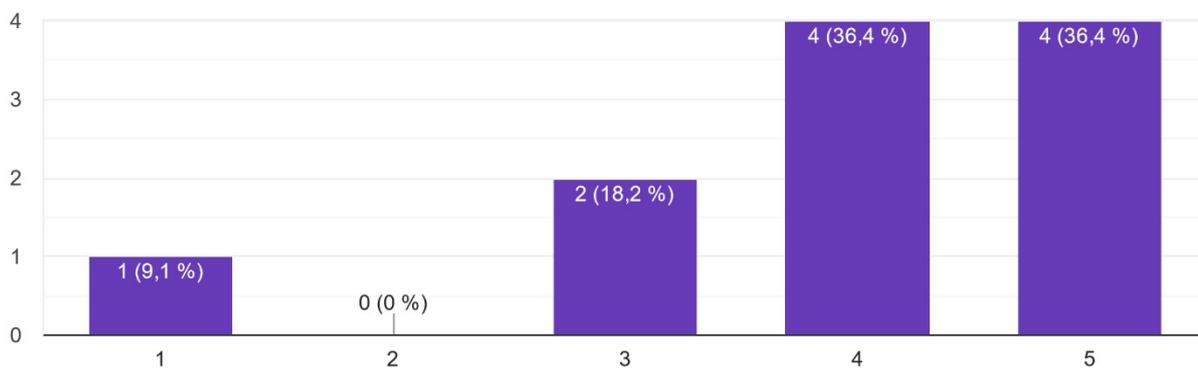
- Anyway, I would have been preferring that in the session training another moment when the trainers could discuss and compare about own experience and work together in a project work.
- Sum up I think that the training sessions was been do well.
- Time is always a difficult factor to manage. Time to 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:

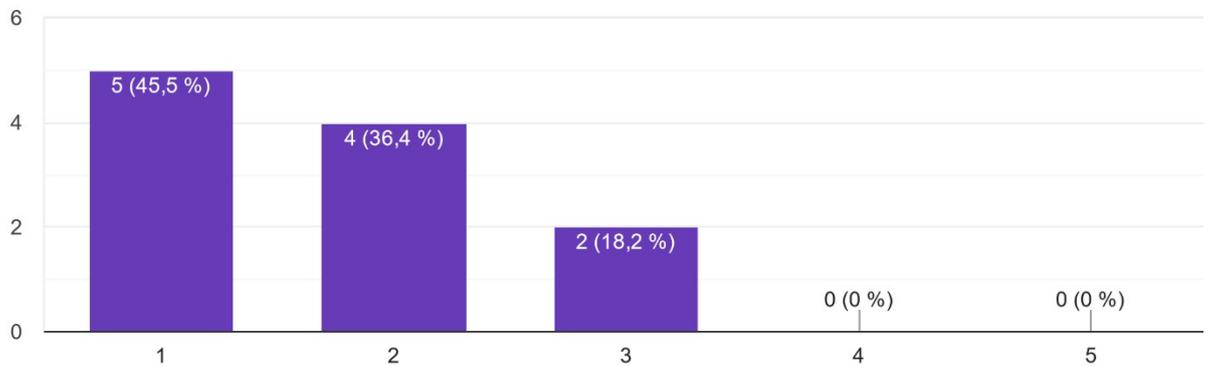
- In my daily work I already use this educational principal when I create a learning experience online. Anyway, this training gives me new perspectives about learning technique that I've shared with my colleagues. That got us a way to improve our approach towards the learning objectives and a new way 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.
- 18.2% are neutral.

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

11 svar



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:

General online training:

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

Online 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%** as **beginners**.

Learning principles:

- **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).

Learning methodology:

- **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).

Moodle Cloud functionalities:

- **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.

- **27.3% agree** (18.2% agree and 9.1% strongly agree).

Work performance:

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

Time spent on the experimentation:

- **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.

Overall experience of this training:

- **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.

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 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 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 colleagues:

educational principles to my colleagues:

- **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.

- 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:

Comments: 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 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.

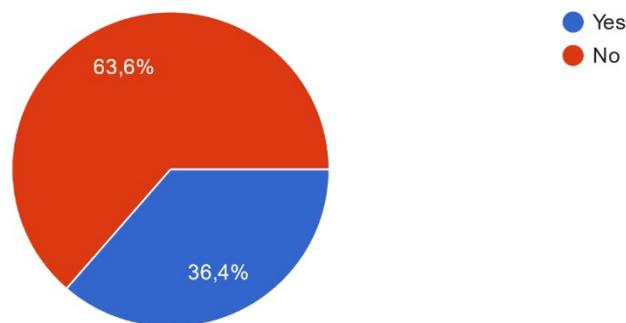
Evaluation of the use of the platform:

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:

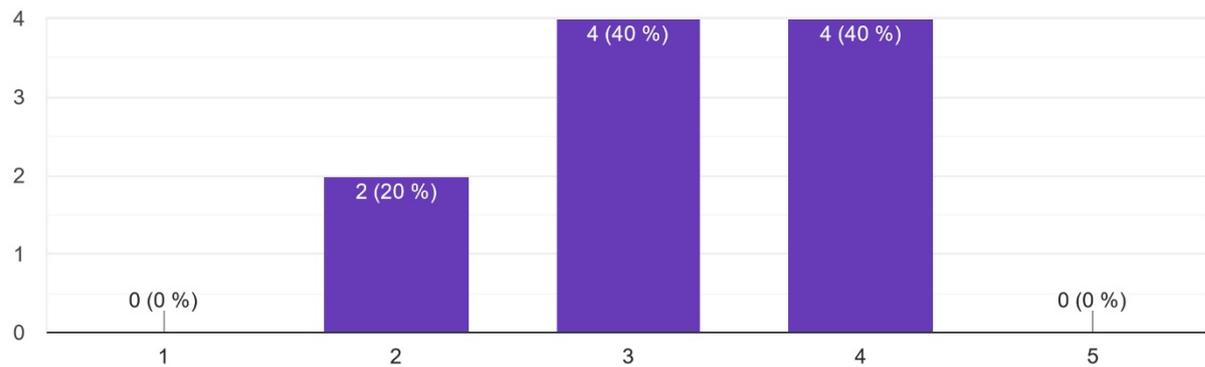
- I used the platform without knowing its potential. Mainly to make the documents available for the trainees.
- we see no need to use such a platform in the training of instructors for senior teaching.
- I wasn't a fan of the Moodle platform as a learner, but I can now see how easily the content can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

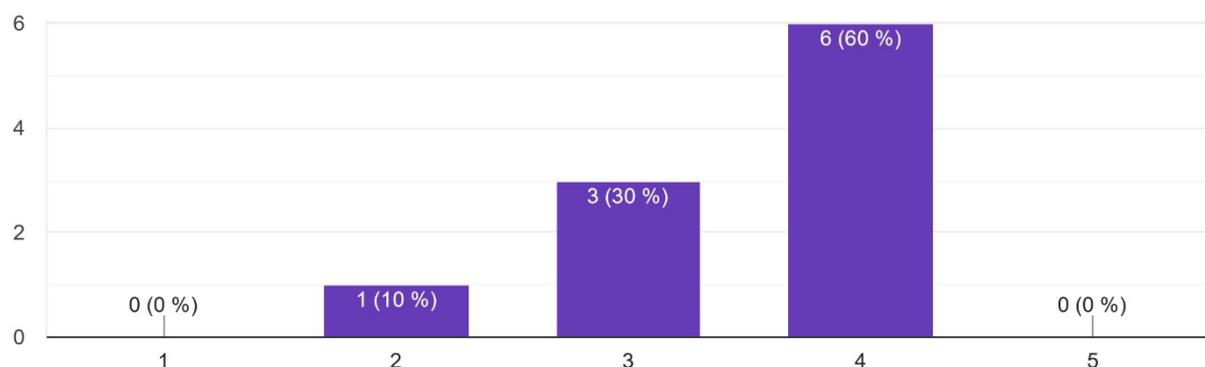


IT WAS EASY TO ORGANISE THE COURSE/TRAINING MATERIALS IN THE MOODLE CLOUD PLATFORM?

- 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

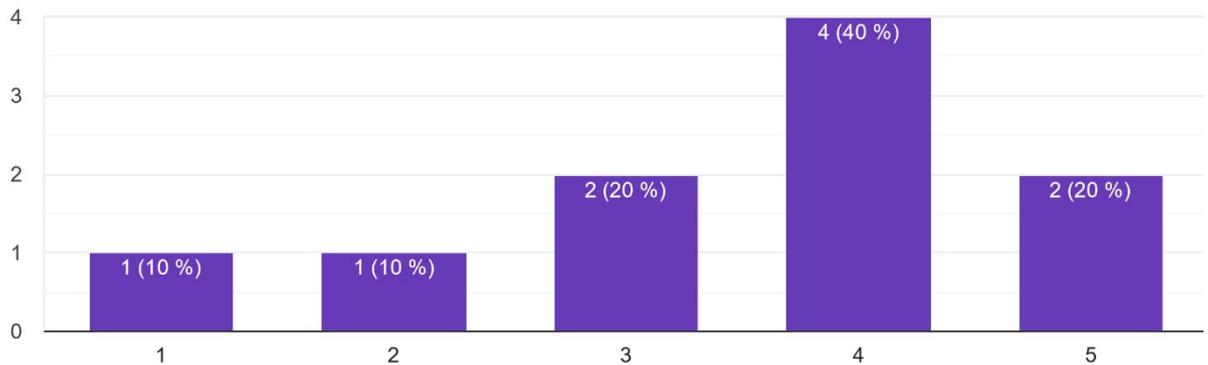


I WAS ABLE TO SOLVE THE TASKS BASED ON THE HELP THAT WAS ONLINE?

- 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

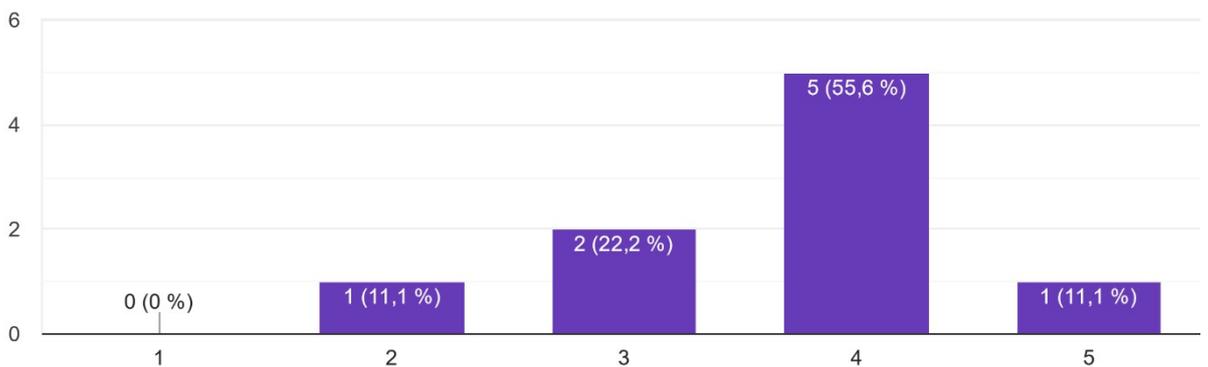


I WAS ABLE TO CREATE THE COUSE/TRAINING TASKS BASED ON THE HELP AVAILABLE?

- 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

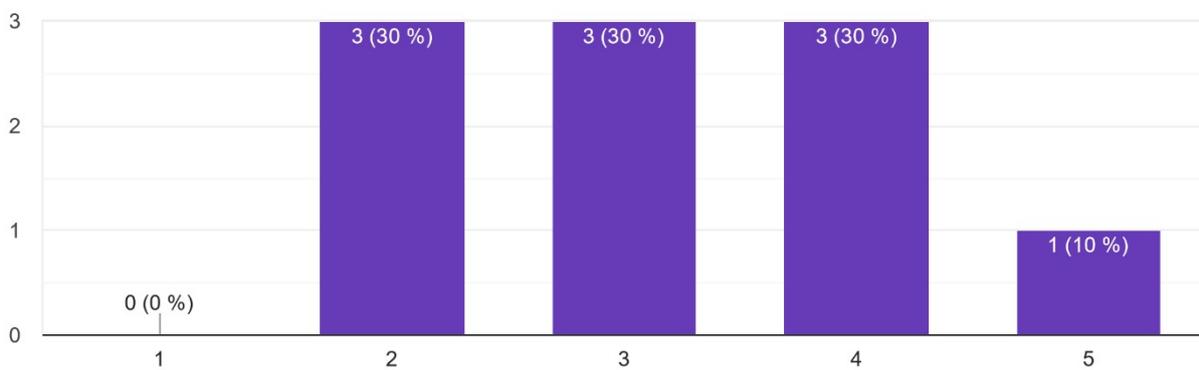


IT WAS CLEAR TO ME, HOW I COULD GET HELP TO CREATE TASKS?

- 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

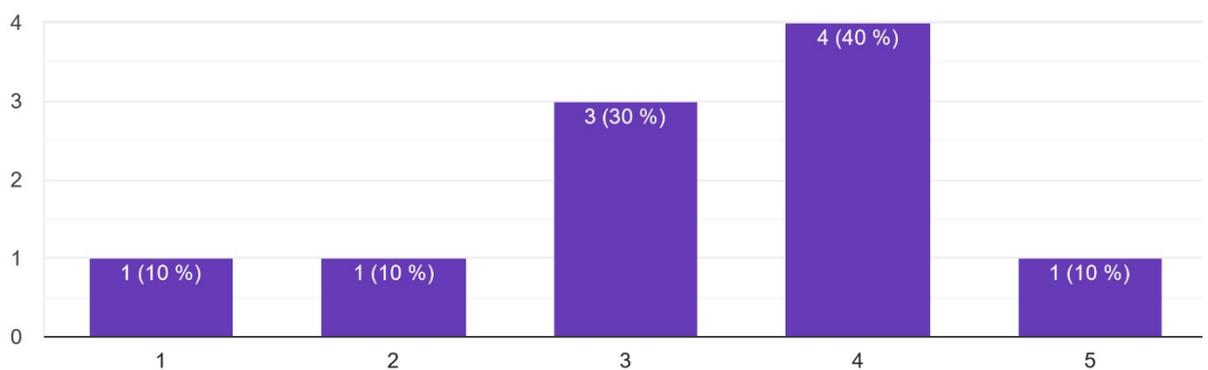


IT WAS CLER TO ME, HOW I COULD GET HELP TO SOLVE THE TECHNICAL ISSUES?

- 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

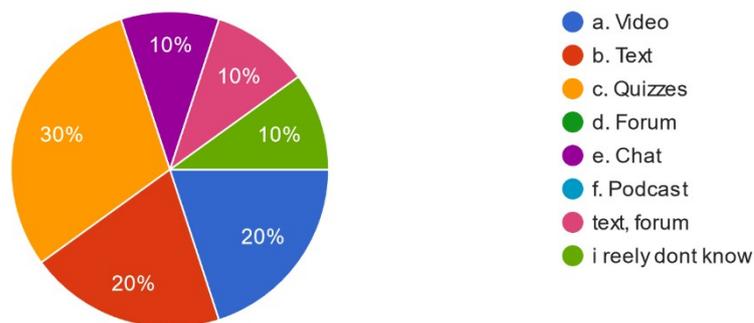


WHICH TYPE OF CONTENT DID YOU FEEL BEST HELPED BY?

- 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:

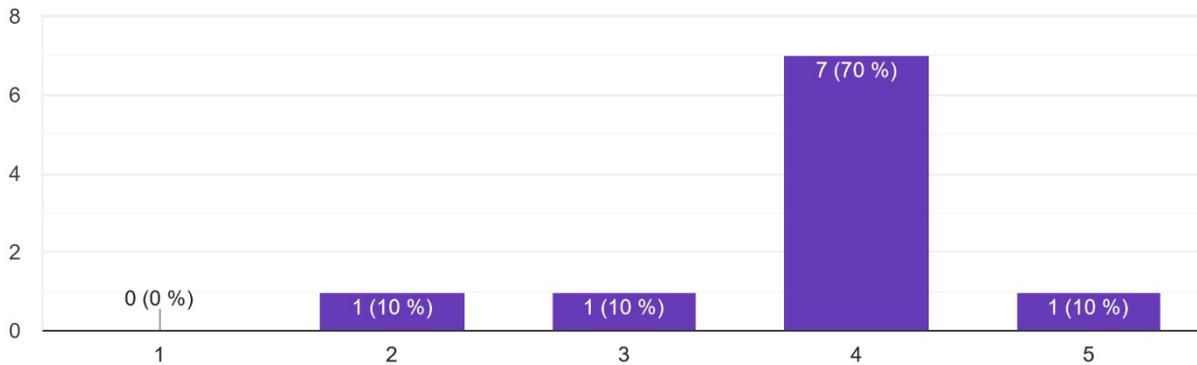
The clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners?

- 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



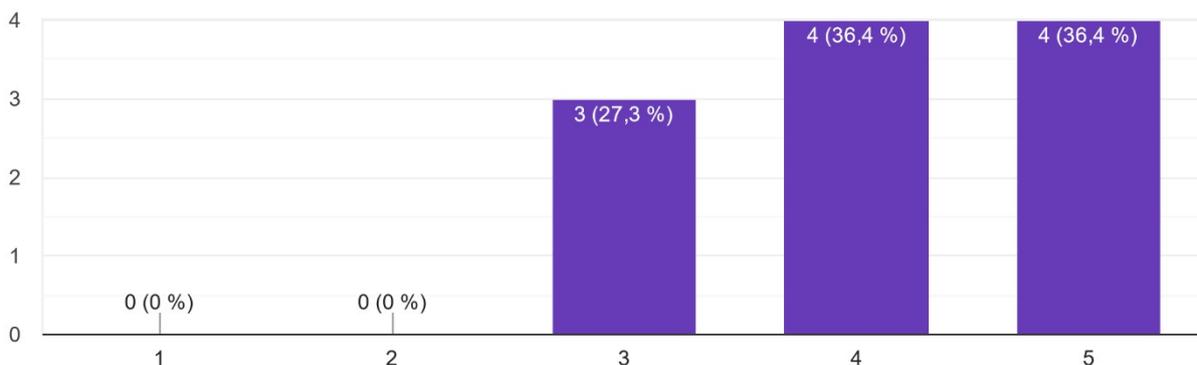
I like the To Switch model for seniors' learning for what regards:

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



like the To Switch model for seniors' learning for what regards:

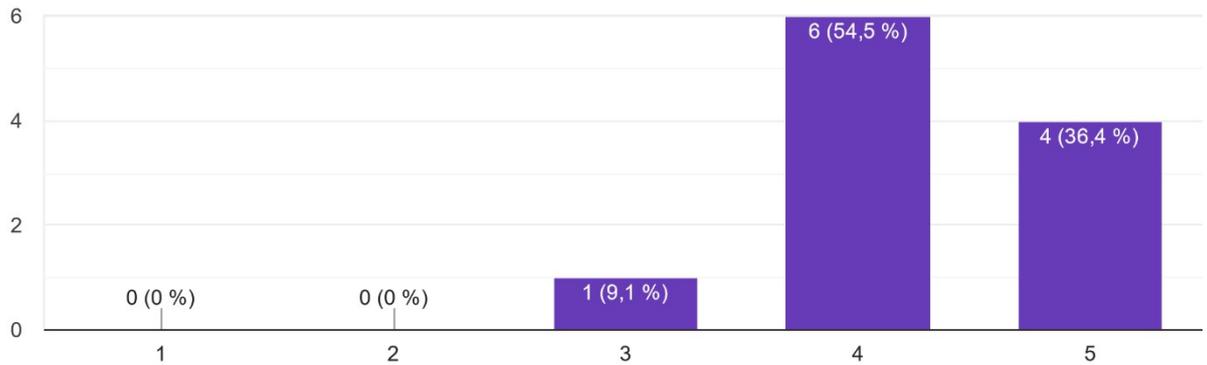
The tayloring of learning materials and tasks to learners' needs: characteristics of the materials, schedules, self-pacing...

- 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



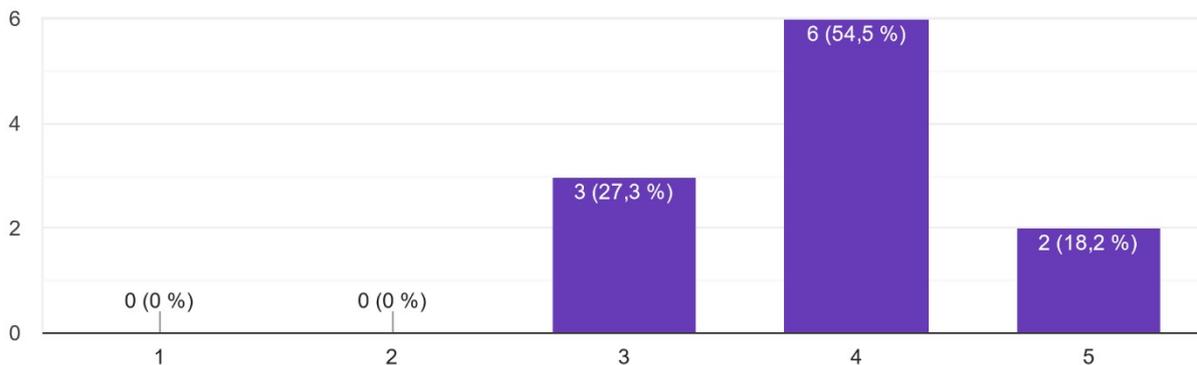
I like the To Switch model for seniors' learning for what regards:

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:

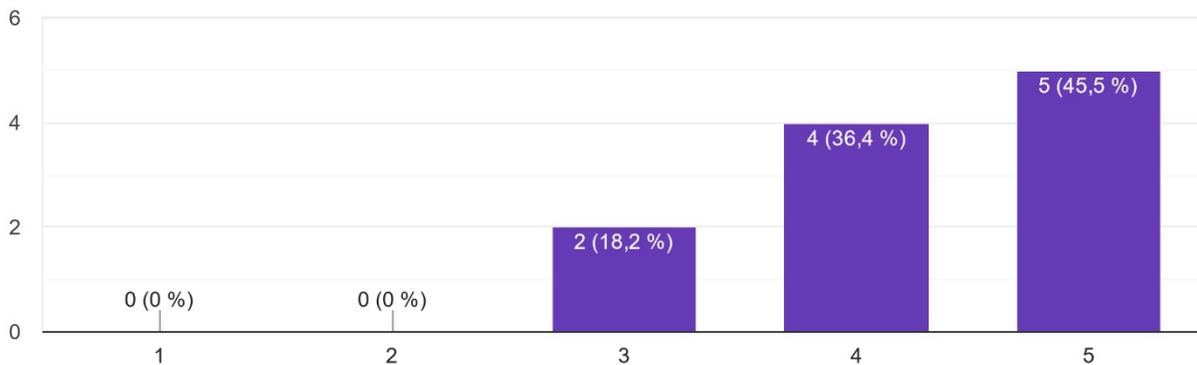
The fact that trainers/facilitators provide multiple feedbacks throughout all the learning process?

- 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



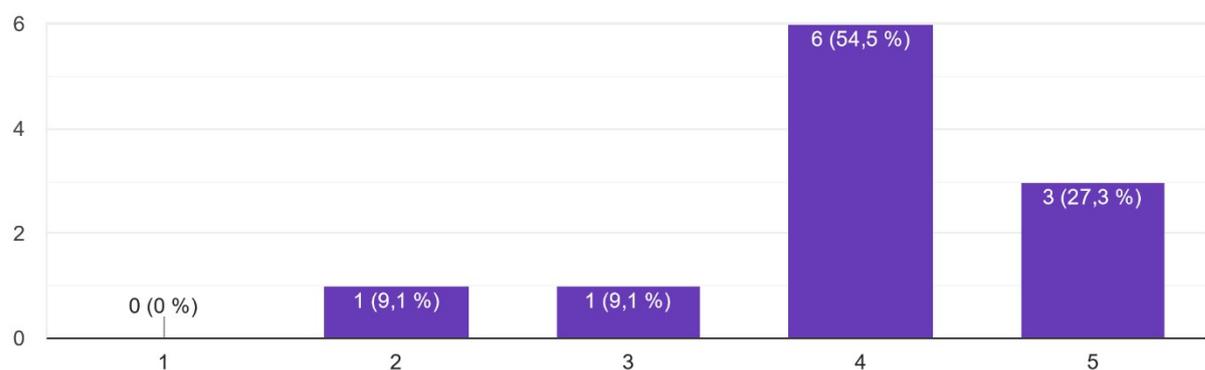
I like the To Switch model for seniors' learning for what regards:

The Double Loop learning approach adopted, which consent 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 adopted, which consent going back to previous activities/tasks, if needed, and/or adjust their content/methodology

11 svar



I like the To Switch model for seniors' learning for what regards:

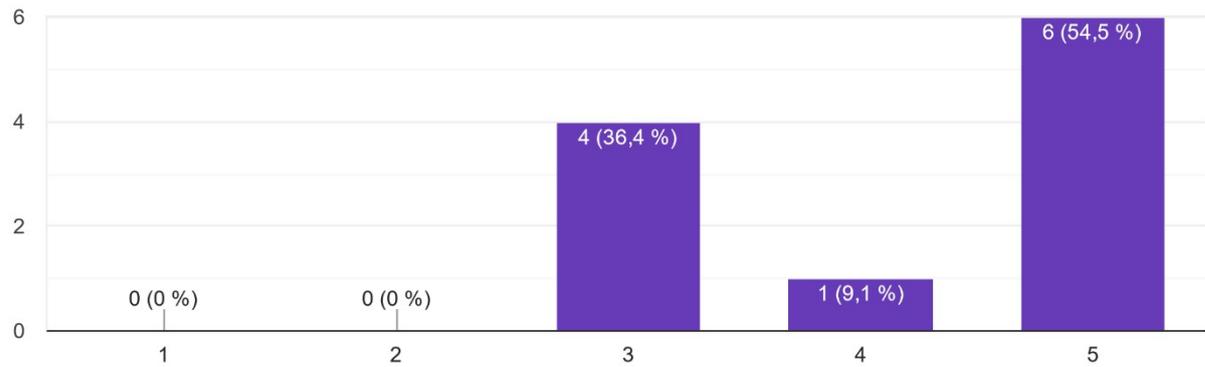
The self-assessment and peer-assessment activities?

- 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



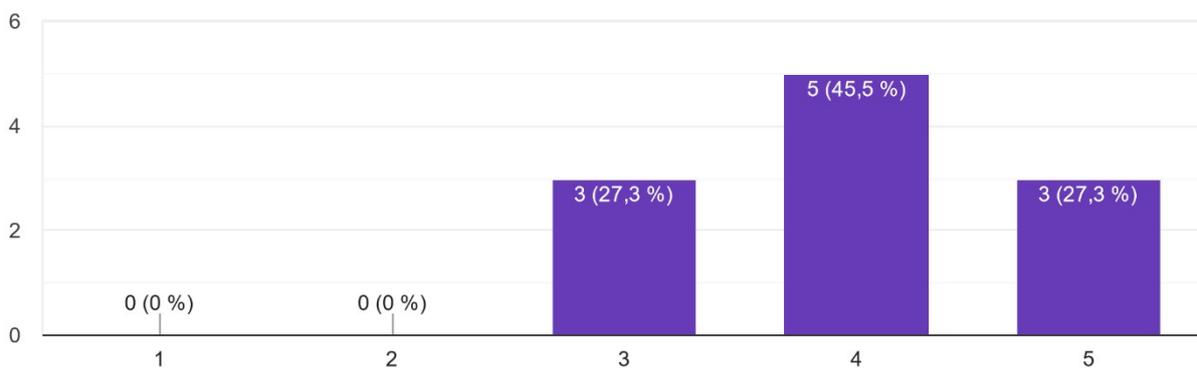
I like the To Switch model for seniors' learning for what regards:

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:

The Moodle Platform:

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

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....

To navigate in the system:

- **40% agree**, it was easy to navigate in the system.
- 40% are neutral.
- **20% disagree.**

To organise the course materials in the Moodle Platform:

- **60% agree**, it was easy to organise the course/training materials in the Moodle Cloud Platform.
- **30% are neutral.**
- **10%** **disagree.**

To solve the tasks based on the help that was online:

- **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).

To create the course tasks based on the help available:

- **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.

It was clear to them, how they could get help to create tasks:

- **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.**

It was clear to them, how they could get help to solve the technical issues:

- **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).

The type of content they felt best helped by:

- **30%** felt best helped by **quizzes.**
- 20% text.
- **20%** **video.**

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:

- **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.**

They like the To Switch model for seniors' learning for THE CLEAR ORGANIZATION OF THE LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES:

- **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 LEARNING ACTIVITIES ACCORDING TO PHASES AND SUB-PHASES?
- 27.3% are neutral.

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...:

- **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.**

They like the To Switch model for seniors' learning for THE FACT THAT LEARNERS PREVIOUS EXPERIENCE IS TAKEN INTO ACCOUNT:

- **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.

They like the To Switch model for seniors' learning for THE

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

- **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.**

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:

- **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.

They like the To Switch model for seniors' learning for THE SELF-ASSESSMENT AND PEER-ASSESSMENT ACTIVITIES:

- **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.**

They like the To Switch model for seniors' learning for THE COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING AND TRADITIONAL IN SITE LEARNING:

- **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 CONSIST OF 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.

- 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:

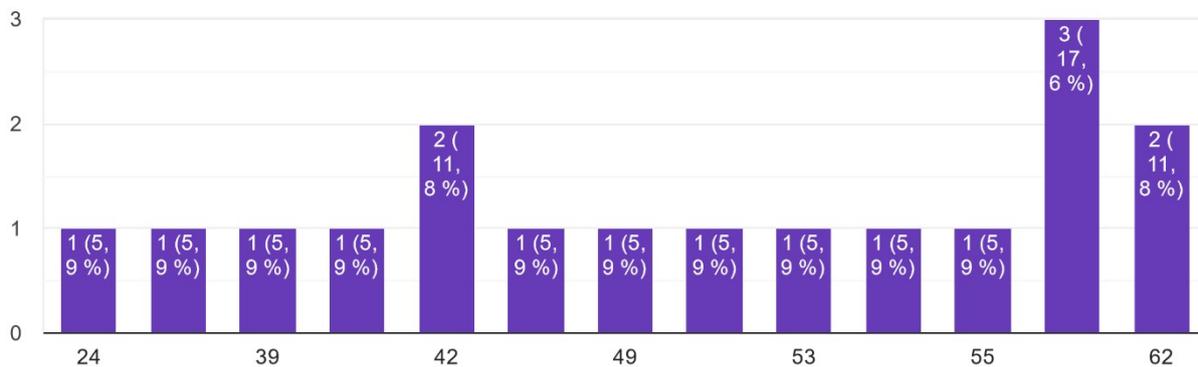
PARTICIPANTS: 17 trainers have answered the trainer questionnaire.

AGE:

- The average age of the trainers: 48.1 years.

Please write your age

17 svar

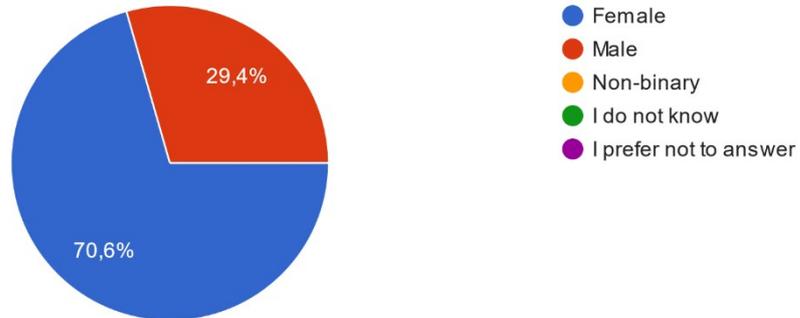


Gender:

- 70.6% of the participants are females.
- 29.4% of the participants are males.

Please select your gender

17 svar

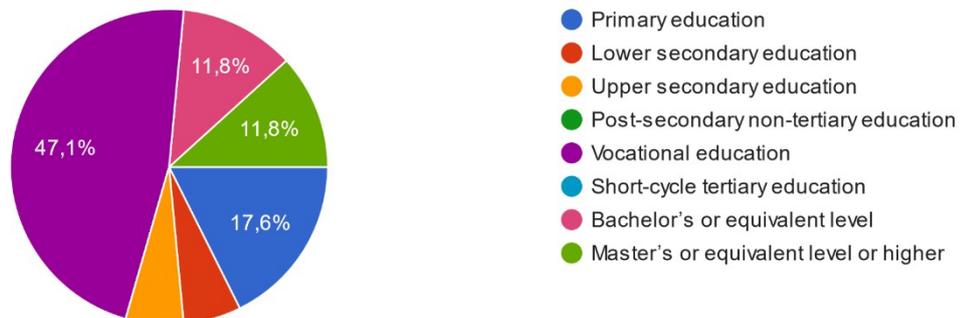


EDUCATION:

- 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

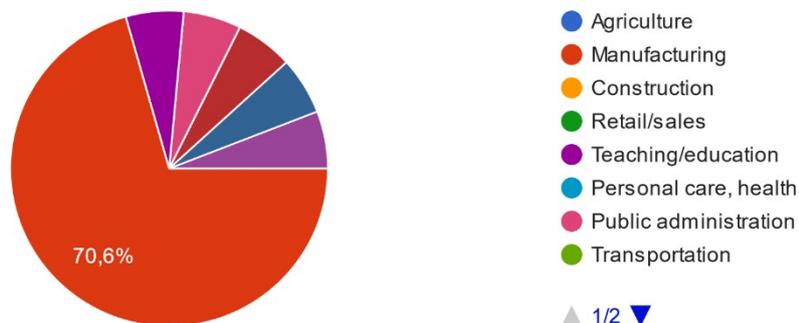


SECTOR OF EMPLOYMENT:

- 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.

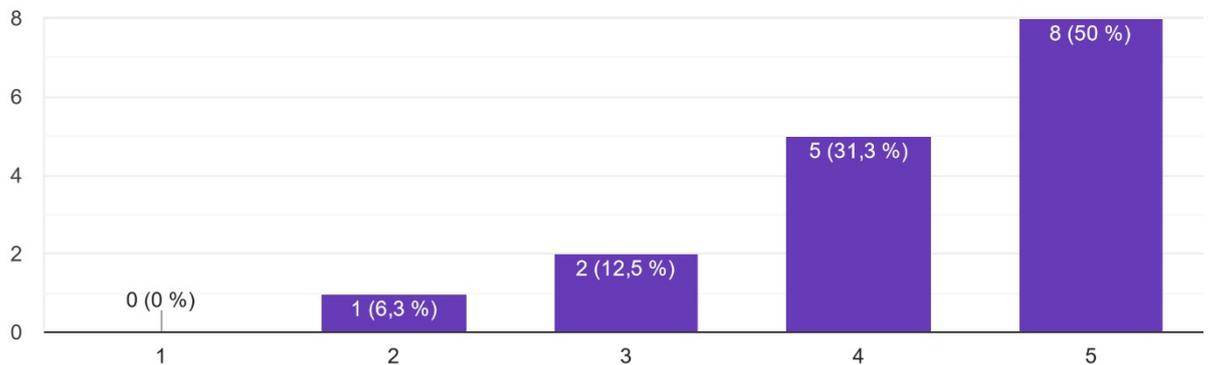
Overall evaluation of the experience

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:

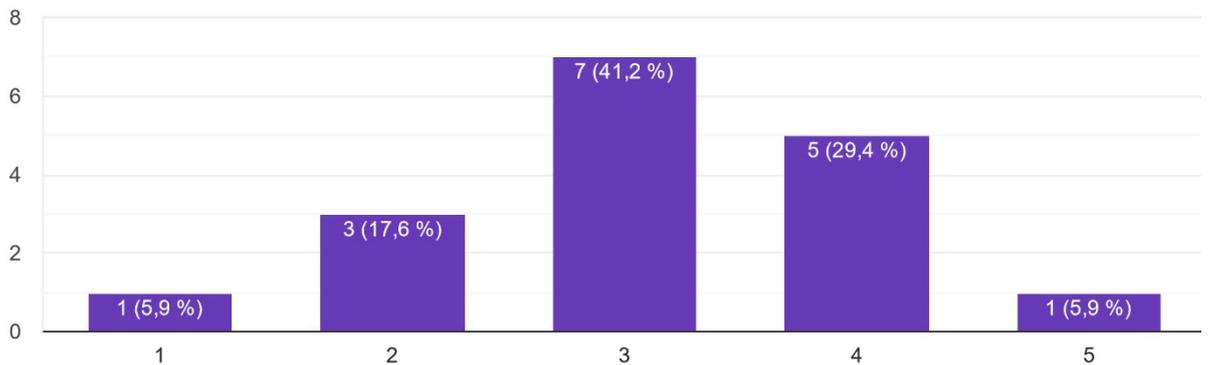
- It was okay.
- Cousy and relaxing.
- Training is always a moment of development and discussion but this experience, was for me not a training in a literal sense. It has been an excellent occasion for knowledge and exchange among experts. There has been not a real training on a specific topic. Consequently, 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:

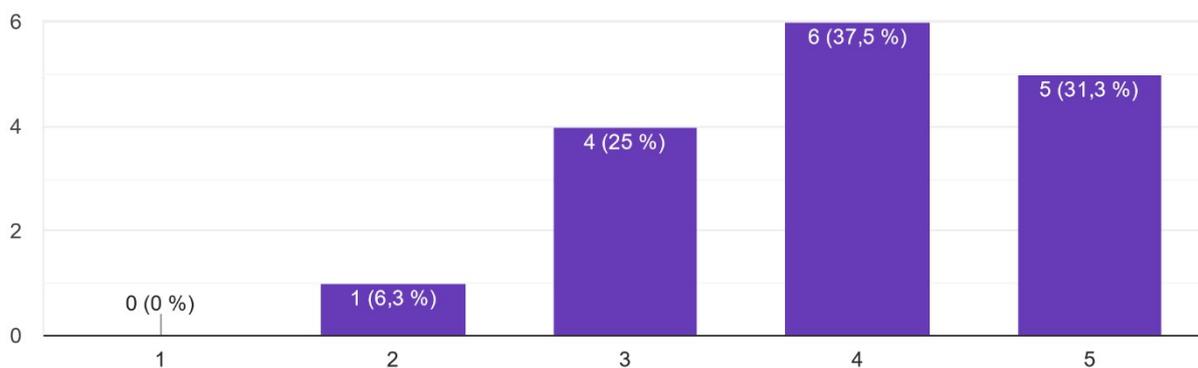
- Personally, I always share this sentence. The use of the platform is a clear example of that.
- I knew most of it already, but I became more familiar with TEAMS and EXCEL.

I am satisfied with my own involvement/performance during the learning activity?

- 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

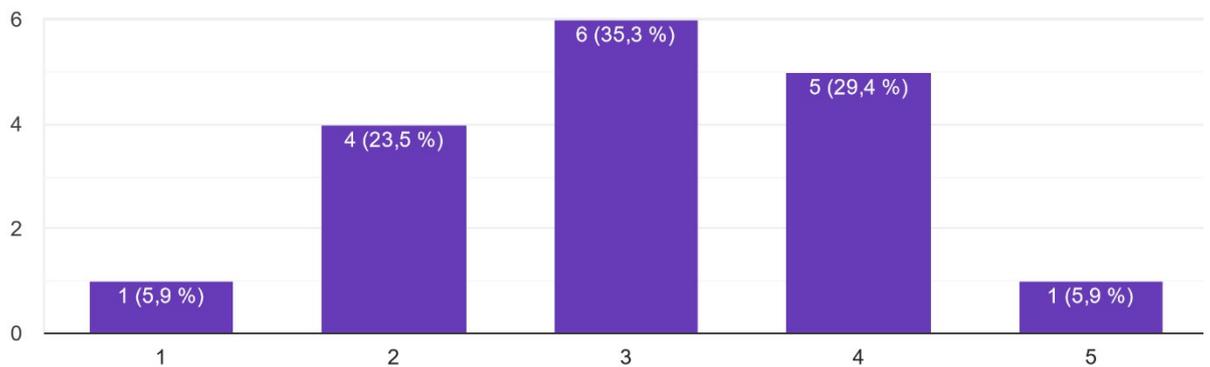


The time I have spent on the learning activity has been appropriate in relation to what I have gained from it?

- 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

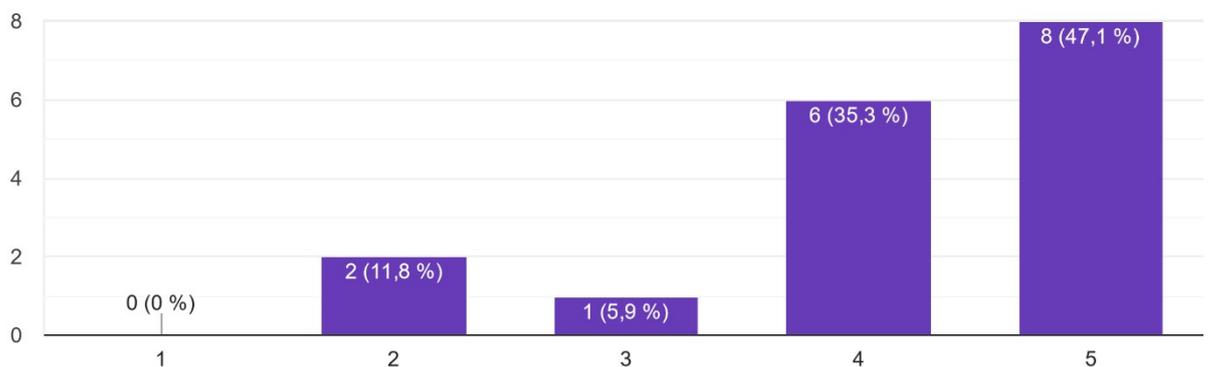


The professional level of the trainers was appropriate?

- 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

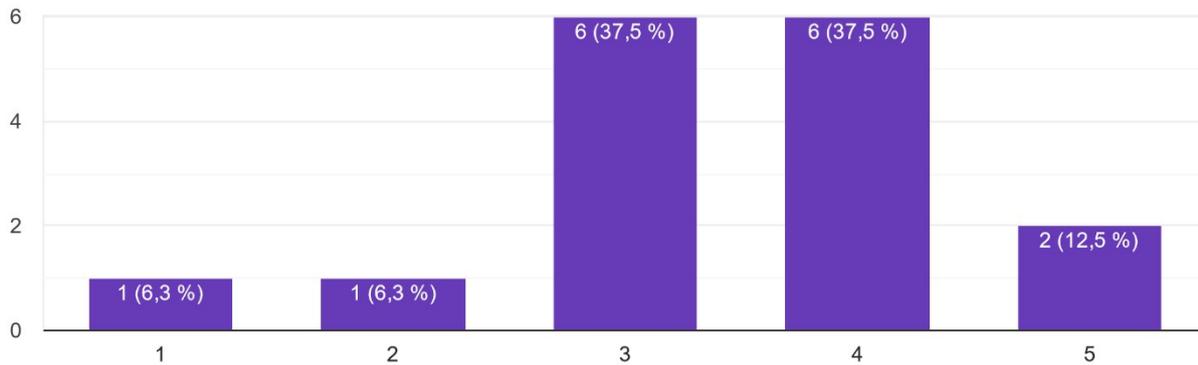


I would recommend this learning activity to colleagues/friends/family?

- 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:

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.

I am glad I attended the learning activity:

- 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) 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).

I can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning:

- 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 activity:

- **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.**

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) 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).

The professional level of the trainers was appropriate:

- **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.

I would recommend this learning activity to colleagues/friends/family:

- **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.
- **12,6% disagree** (6.3% strongly disagree and 6.3% disagree).

I would recommend this learning activity to colleagues/friends/family:

- 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

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:

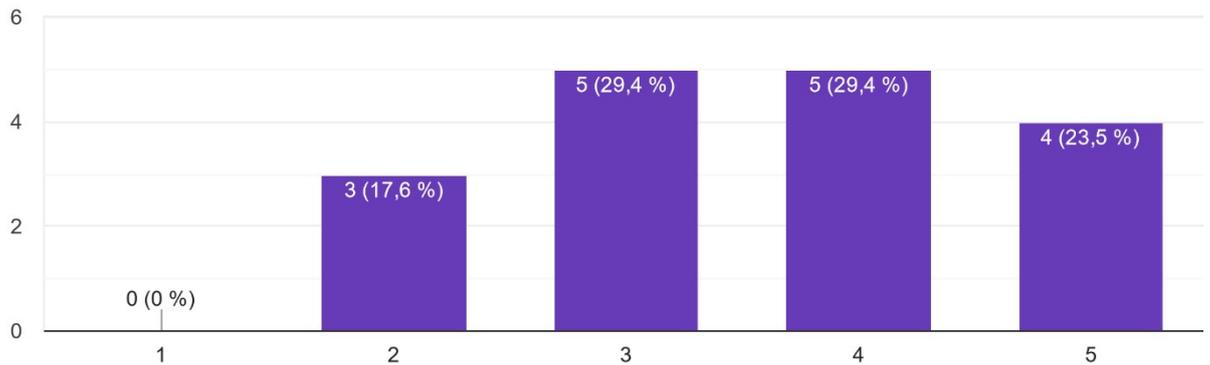
THE MOODLECLOUD PLATFORM (AND ALL ITS FUNCTIONALITIES) AND OTHER IN SITE/ONLINE ACTIVITIES WERE VERY USEFUL TO SUPPORT MY LEARNING EXPERIENCE?

- 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:

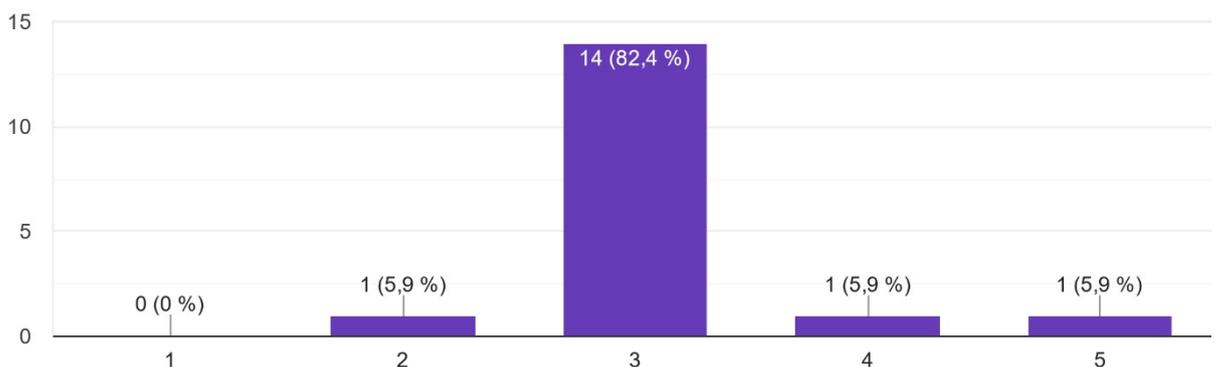
- I used it very briefly.
- I agree with the answer 4, since I had other learning experiences which were very useful.
- I have not seen in Moodle cloud something different compared to that of other sharing platforms. That's why I do not consider that it can improve or worsen in a learning experience.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

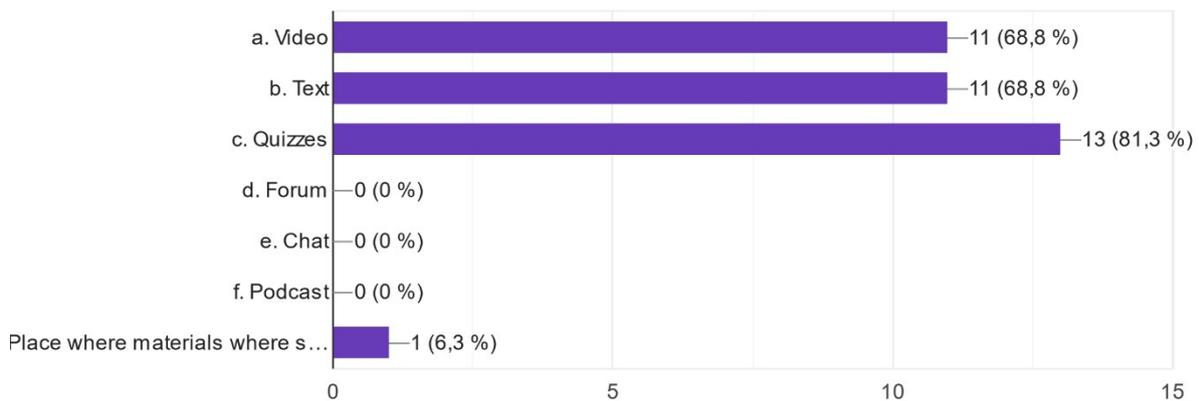


Which type of content did you feel best helped by?

- 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.

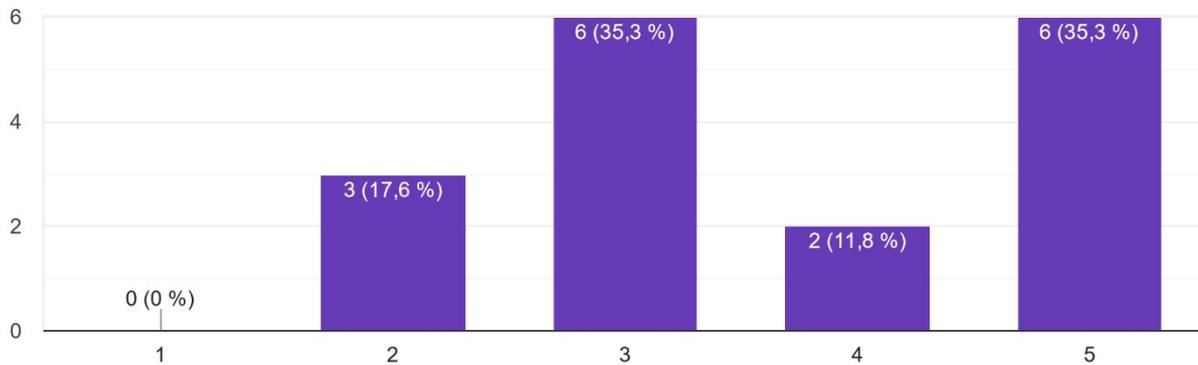
It was easy to navigate in the Moodle Cloud Platform?

- 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:

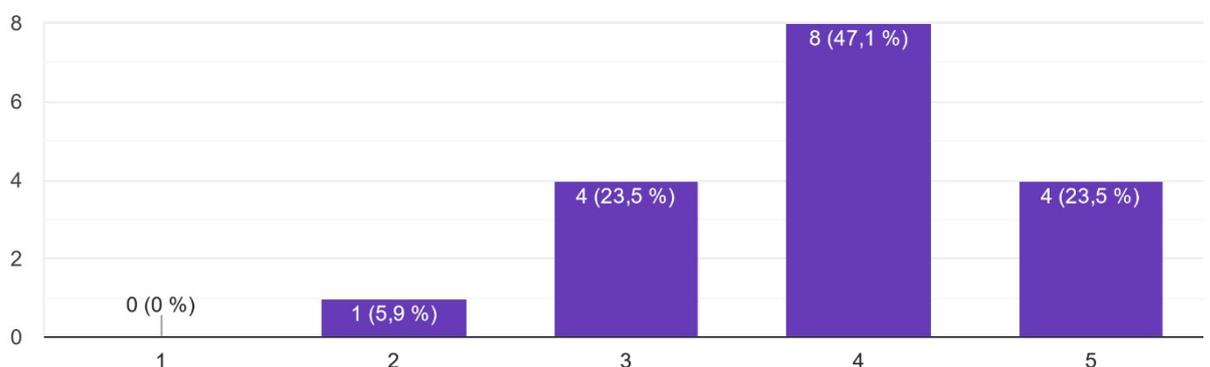
- It was a little unstable.
- Once I am familiar with the interface there are no problems to interact with it.

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

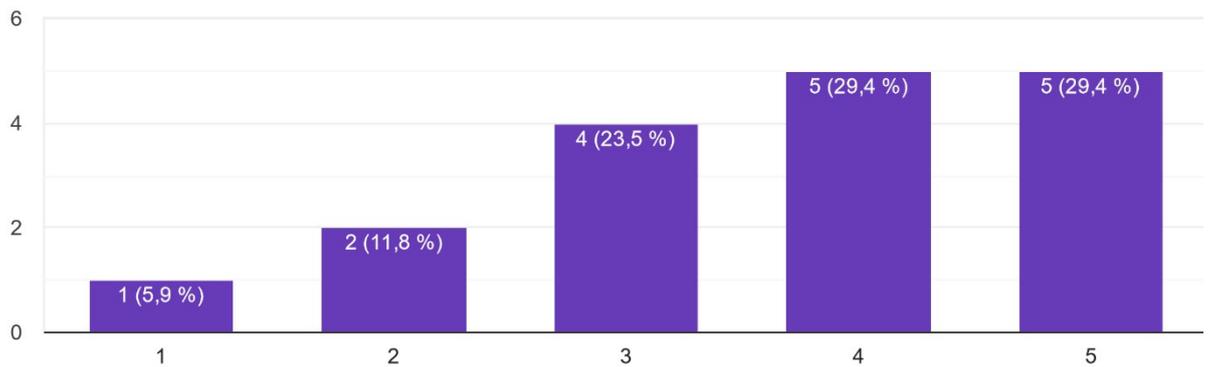


I was able to solve the tasks based on the help that was available online?

- 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

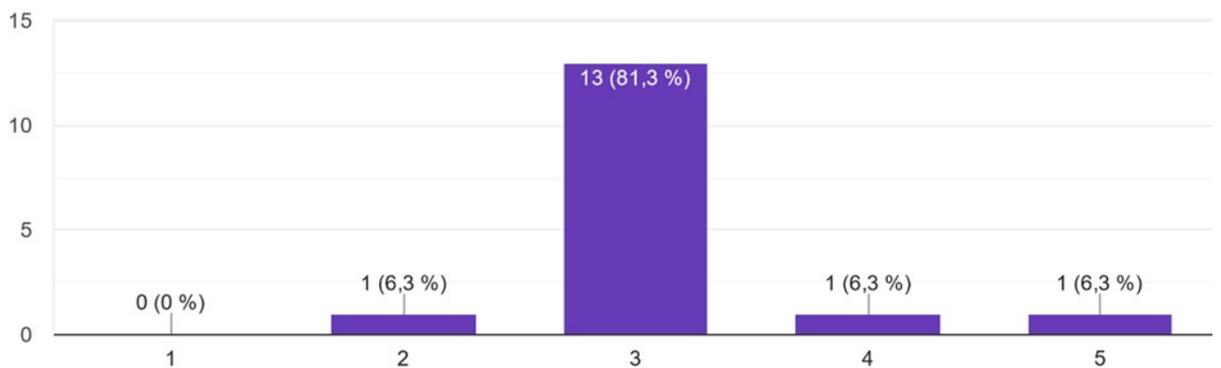


There should be more modules in the training?

- 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

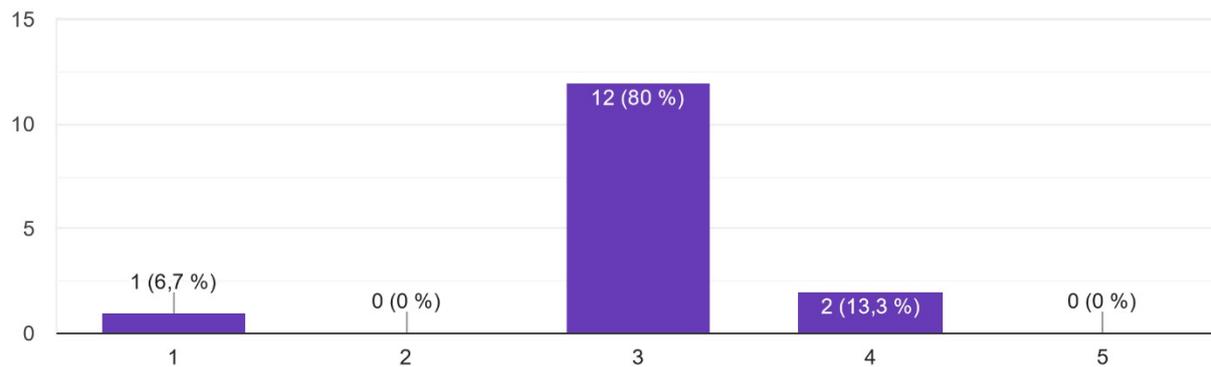


There should be less modules in the training?

- 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

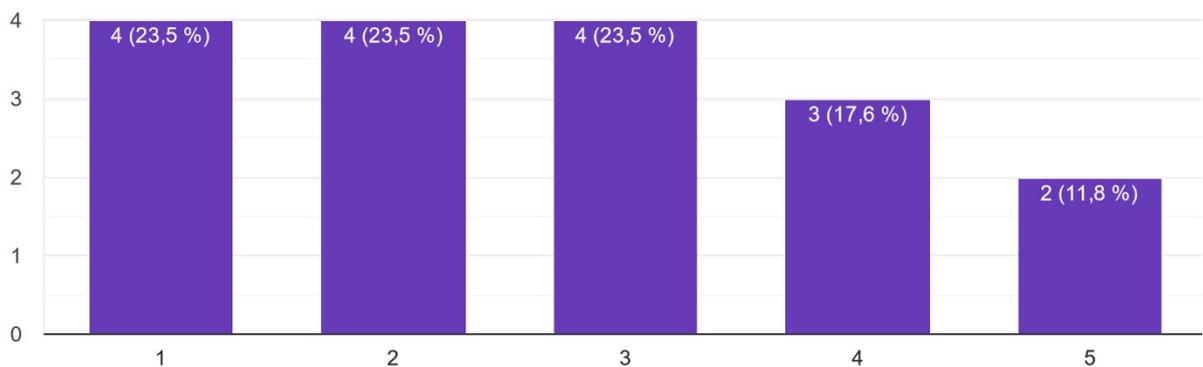


I prefer training online than in presence?

- 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

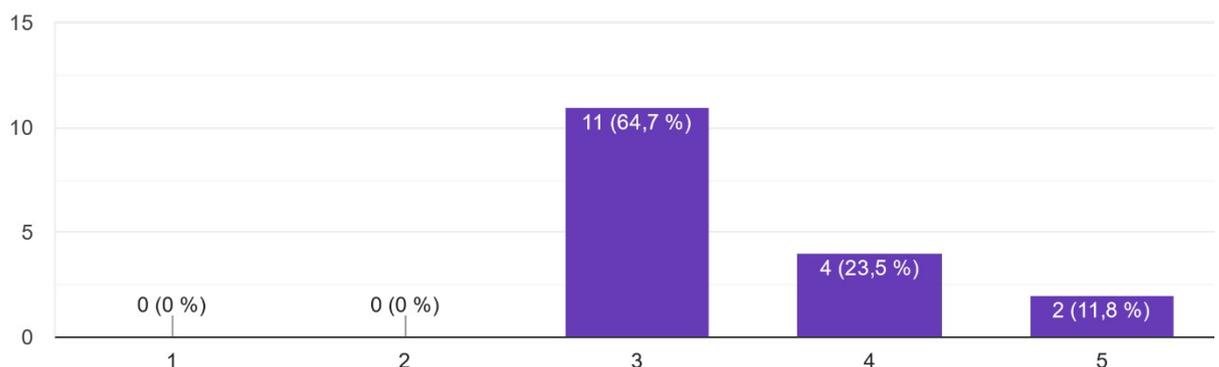


I like the To Switch model for seniors' learning for what regards the clear identification of the objectives of the proposed learning and share/discuss/adjust them with the learners?

- 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

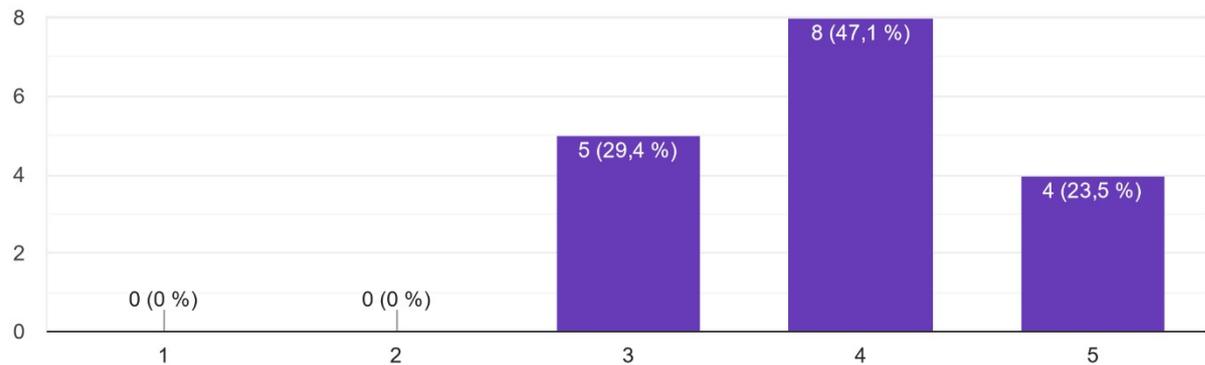
17 svar



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.

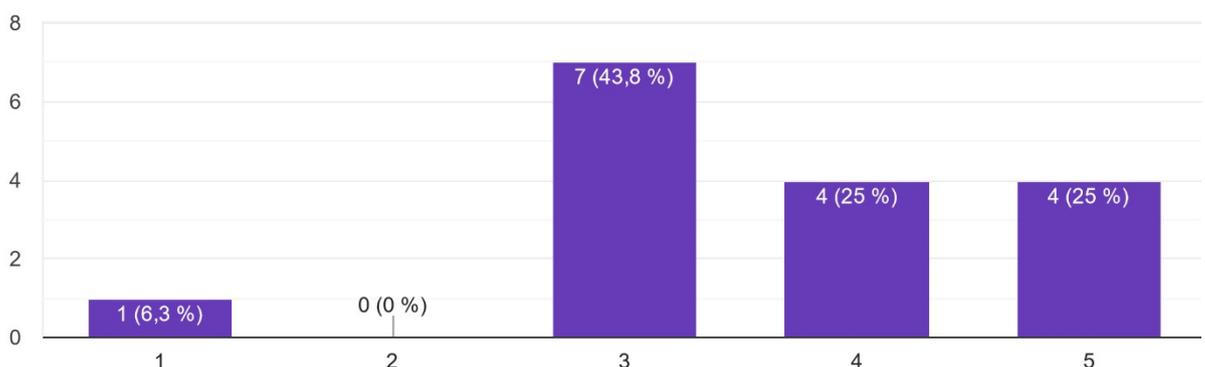
I like the To Switch model for seniors' learning for what regards (please indicate your agreement with these statements) The clear organization of t...ning activities according to phases and sub-phases
17 svar



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

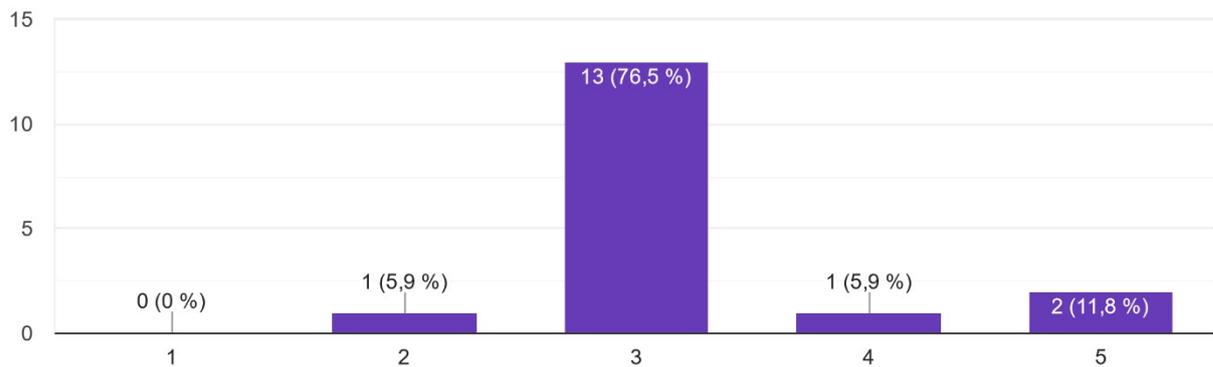


I like the To Switch model for seniors' learning for what regards the fact that learners previous experience is taken into account?

- 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

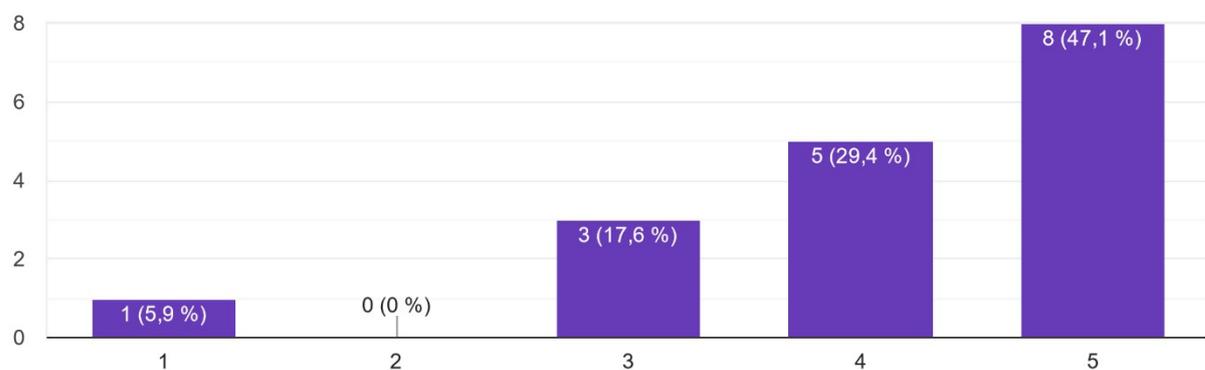


I like the To Switch model for seniors' learning for what regards the fact that trainers/facilitators provide multiple feedbacks throughout all the learning process?

- 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/facili...ltiple feedbacks throughout all the learning process

17 svar

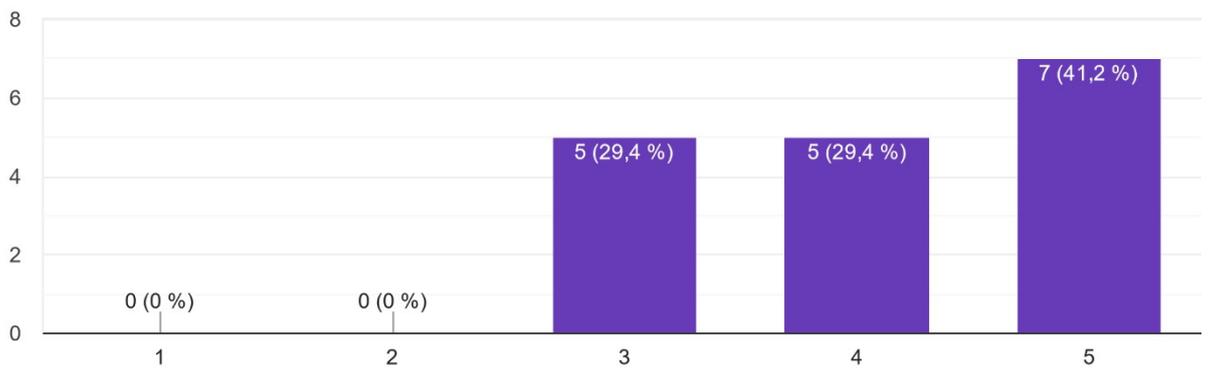


I like the To Switch model for seniors' learning for what regards the Double Loop learning approach adopted, which consent going back to previous activities/tasks, if needed, and/or adjust their content/methodology?

- 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

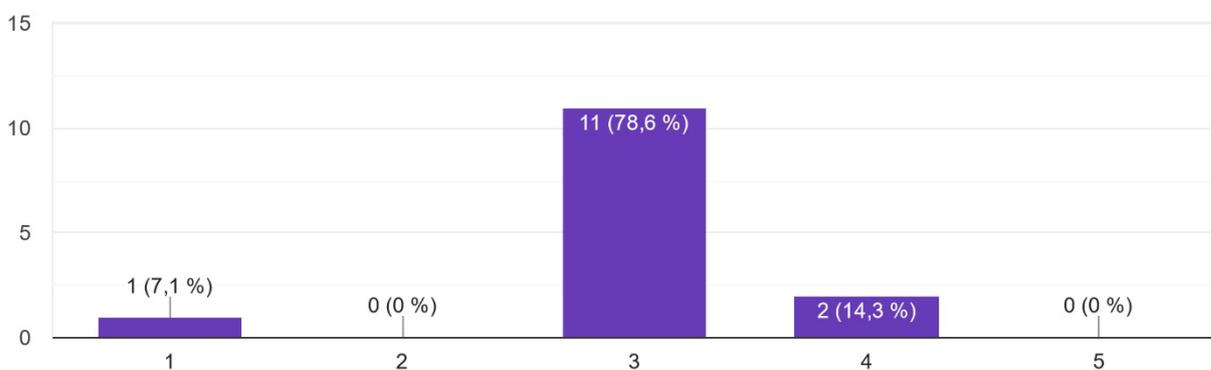


I like the To Switch model for seniors' learning for what regards the self-assessment and peer-assessment activities?

- 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

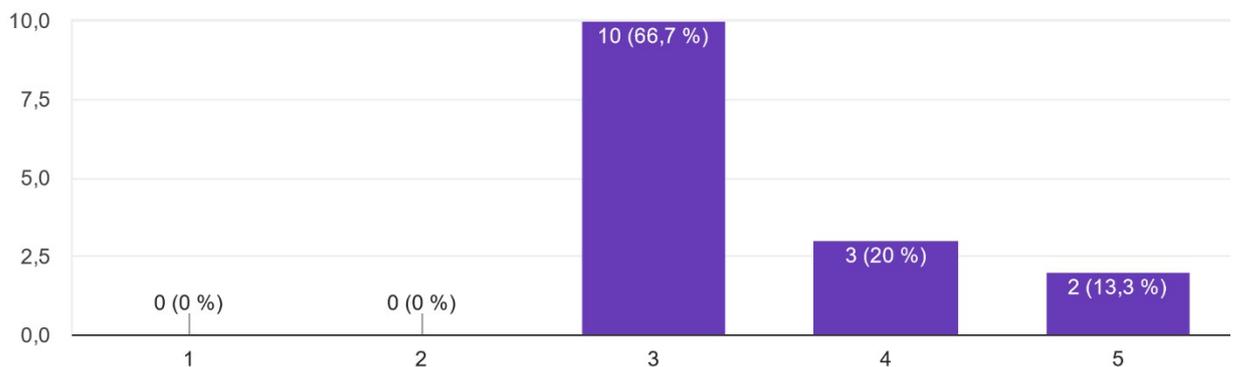


I liked the way the learning activity was implemented for what regards the combination of online learning and traditional in site learning and the use of Moodle Cloud facilities that allow to integrate in site learning with learning at different places and at different times according to my own schedule 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:

The Moodle Cloud 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)
- 29.5% are neutral.
- 17.6% disagree.

Comments:

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

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 them to integrate learning in site with on-line learning from different places and at different times according to their own schedule and needs:

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

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:

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% agree** (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?

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.**

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).

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 less modules in the training?

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

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?

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 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).
- 64.7% are neutral.

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 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 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 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 the Double Loop learning approach adopted, which consent 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 the self-assessment and peer-assessment activities?

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

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.**

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 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?

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. • 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"> • 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	Overall evaluation of the experience

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

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

- 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.
- 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.
- 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.

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 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.

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.

Comments overall evaluation of the experience

Overall experience of this training:

- 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.

Comments: Comments overall evaluation of the experience

I am glad I attended the learning activity:

- It was okay.
- Cousy and relaxing.
- Training is always a moment of

- 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 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

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.

would have been unable to work through the course independently!

I can apply the new knowledge acquired in the pilot learning activity to address future problems that can be solved through learning:

- 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.

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 would recommend this learning activity to colleagues/friends/family:

- 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.

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 is 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.

PLATFORM:

The type of content the felt best helped by:

- Quizzes.
- Video.
- Text.

PLATFORM:

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'

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.
- **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.

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.

- 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 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?

Half of the trainers (40%-60%)

- Agree and are neutral that it was easy to navigate in the system.

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

- 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.

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 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.

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

- 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.
- 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...

- 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.
- **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.

COMMENTS: OVERALL EVALUATION OF THE USE OF THE PLATFORM:

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.

COMMENTS: OVERALL EVALUATION OF THE USE OF THE PLATFORM:

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

- 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....

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.

Which type of content did you feel best helped by:

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?

Please explain your answer:

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

I prefer training online than in presence?

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.

CONSIDERATIONS AND RECOMMENDATIONS REGARDING THE APPLICATION OF TO SWITCH'S ADULT LEARNING PRINCIPLES AND METHOD (TRAINER & USER):

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.

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.

- 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.

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).

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