

# INFUSSE

## *Digital eNtrepreneurial Skills For UniverSity Education*



### COOPERATION PARTNERSHIPS (KEY ACTION 2)

**AGREEMENT NUMBER 2021-1-EL01-KA220-HED-000032028**

<b>Activity</b>	<b>PR4: INFUSSE Open Educational Resources HUB</b>
<b>Deliverable lead</b>	CREATEHUB
<b>Version</b>	Final Deliverable
<b>Authors</b>	UOM, KINNO, UFMST, ICEBERG, CUE, UMPHST
<b>Abstract</b>	<p>The present report is produced under PR4 comprising of the following INFUSSE activities:</p> <ul style="list-style-type: none"> <li>• PR4/A1 Design and Development of INFUSSE OER Hub</li> <li>• PR4/A2 Integration of PR2/A2, A3 &amp; PR3/A2,A3 contents to MOOC, Digital and mobile learning formats</li> </ul>



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CREATE hub

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## Introduction

PR4 consists of the development and creation of the interactive e-learning and training platform, based on the materials produced in PR2 and PR3, and the findings of PR1 about the criteria needed for the platform.

All the tools are to be uploaded to the platform: MOOC, other interactive material, text documents, PowerPoint presentation, videotutorials, exercises, presentation of issues and cases studies, questionnaire, databases of the digital innovation and digital entrepreneurship ecosystem and external partners and networks, external links to other sources (e.g. YouTube videos, etc.).

To achieve the expected results of this output, diverse objectives have been designed:

PR4/A1 Development of OER Platform

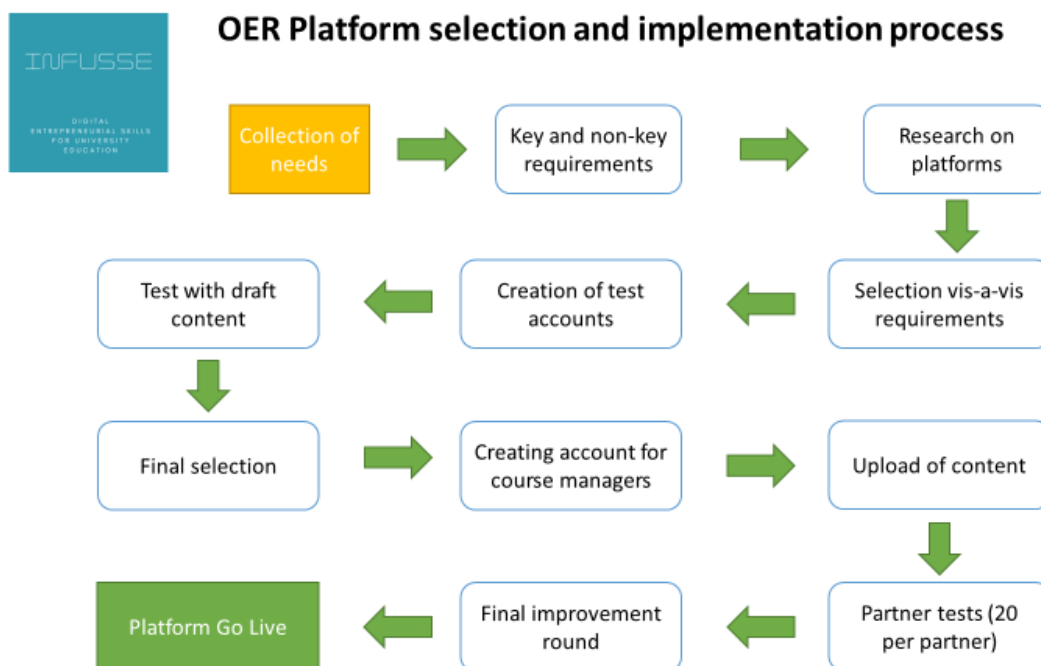
PR4/A2 Integrate the contents of PR2/A2, A3 & PR3/A2,A3 to MOOC, Digital and mobile learning formats within the IT development through testing and versioning according to pilot testing and evaluation feedback

The proper functioning of the material and the platform will be tested in demonstration/pilot activities (PR6, PR7, PR8) to be able to optimize it through to educators' and learners' feedback (based on PR5 assessment questionnaires, indices and tools). Based on this evaluation, the partners will review all the aspects of the platform and training materials to deliver the final version of the e-learning and training platform to be ready to use during the demonstration/pilot activities (PR6, PR7, PR8)

## PR4/A1 - Development of OER Platform:

### Goals

1. Design and Launch an online e-learning HUB that will allow exchange of knowledge and collaboration and serve as an Open Educational Resource HUB for digital content, tools and services (specifically online/virtual programmes) specially adapted for personalized, collaborative or experimental learning by students/graduates.
2. Examine the utilization of mobile learning tools



Graphic 1 – the process of developing the OER Platform. Own source.

### Key takeouts from the analysis and PR1/A3 Selection of Incubation Good Practices (2.3) and Stakeholders Needs Analysis PR1/A4 (2.5)

While operating with PR1’s deliverables, the feedback received from the ecosystem was invaluable in the design of the future digital program.

While the content aspects of PR1 were carefully analyzed in PR2 and PR3, while preparing the activities of PR4 we focused mainly on the feedback regarding the potential technical expectations of the OER platform and feedback related to the user experience and the functional structure of the program on the platform.



In PR1/A4 – Stakeholders need analysis, the following needs and feedbacks were summarized by the partnership, in a 3 main stakeholders groups listed below (p.71-73)

### **A) Organisations that offer incubation and/or acceleration services such as HEI incubators, business incubators/accelerators, EIT Hubs, research centers, and competence centers**

Their **needs and proposal** for a future digital programme are:

- Engaging content and training material
- Use of digital co-creation tools (Mindmaps, Brainstorm, etc.)
- Program design, by creating a commercial strategy

### **B) Students and graduates that have participated in incubation/ acceleration programmes**

Key **challenges** that the participants mentioned are related to:

- Busy schedules preventing them to attend learning programmes
- Lack of communication between trainers and trainees (even in in-person programmes)
- Motivating the team (if more than 1 person), to participate in all planned activities of the programme.

**Needs, expectations and recommendation** for a future digital programme:

- Learn in a self-paced manner.
- Need for communication and collaboration with trainers but with other participants as well, as these activities can enhance the idea and underline missing or underdeveloped aspects.
- Digital tools that will support each educational topic
- Coaches from different countries as the geographical barriers do not exist
- Focusing on learning by doing and by practice
- Initiatives that will improve communication and collaboration
- Mentoring sessions are very important, participants want these sessions to be well-designed and receive regular and detailed feedback from their mentors
- Training needs:
  - Entrepreneurial thinking
  - Entrepreneurial skills (communication, pitching)
  - Project management training as they were unable to segment the required tasks and projects to formulate and execute their idea
  - Business plan development, and business model formulation
  - Financial management



C) Educators and/or service providers that collaborate with organisations and provide incubation/acceleration services and expectations and recommendation for a future digital programme:

- Good user experience
- Creating an engaging learning experience
- Improve the process - shaping clear topics and outcomes - more flexibility
- Utilize technology as a tool for startups to solve problems.
- Recommended trainings:
  - Digital communication,
  - Digital skills
  - Business models
  - IT literacy

These needs were taken into a partner meeting discussions a several times (2<sup>nd</sup> PP meeting in Cracow, two online monthly meetings), and the following parameters and solutions were proposed:

From group A, emerged the needs for:

- ❖ **Engaging content and training material** – Although it mainly depends from the content to be made available by PR, the partnership agreed that the structuring of the lessons should be involving as much as possible concise content, exercises and videos. Since the project budget limits us heavily on developing own videos, and none of the partners possesses the necessary skills or resources to produce such inhouse, the strategic decision of the partnership is to use external content and integrate short external videos in the learning lessons. Another key issue of unengaging content is that the materials are usually too text heavy (monotonic) and also long in duration, therefore we considered it important that the materials are short and concise.

**Key requirement nr1: Make diversified and concise content**

From Group B, emerged the following key need:

- ❖ **Learn in self-pace manner**

That need corresponds with the inability of students to take very long courses.

**Key requirement number 2:**

Platform should allow the learner to

easily resume/quit without losing too much of the lesson/ the learning activity and to come back to it at a later stage.

- ❖ **Need for communication and collaboration**

Among others, that need is very expected need, corresponding with the need of the students to stay in touch with the trainers and with each other.

**Key requirement number 3:**

To have a solution, either in the platform or through easy integration to offer communication between trainers and participants.

From the last group, the need that obviously concerns the platform is:

- ❖ **Need for good user experience**, as obvious as it may sound.  
**Key requirement number 4:**  
Choose a platform with user-friendly interface and good user opinions.

### Analysis of the expected content from PR2 and PR3

- ❖ **Need for multilingual interface.**  
Though that was considered a pre-requisite of the project, as it was planned to produce and deliver the content in all 4 languages (English, Romanian, Greek and Polish) and it sounded logical for the partners to have also the user interface of the platform in all 4 languages, a deeper research of the best courses analyzed in PR1 showed that some of them were either only in English, or often in the local language but available on a platform that does not support it. A quick check with interviewed students in PR1 showed that all of them have at least basic English level skills (also English was obligatory at least on primary level in all of their education programmes). Therefore, we formulated the requirement not as key, but as a very nice to have for coherency and user-friendliness of the platform.  
**Additional Platform expectation.**  
Ensure that the platform has an interface in 4 different languages – English, Polish, Romanian and Greek.

### Results from project partner consultations and other good practices

Project partner consultations were held during the discussions on project partner meetings and monthly partner meetings. Within the highlighted needs and key requirements from previous subsections, a few potential points of attention and suggestions were discussed.

Since PR2 and PR3 visibly develop, and we are aiming to support aspiring startup teams preaching to them to be agile and continuous improvement methods, we agreed that this is also the approach that we should follow. Therefore, the partnership agreed to deploy the first version as soon as possible and allow the users to feedback per plan, in the same time being ready to improve the courses on many occasions as next iterations will come (allowing more improvement interactions than originally planned).

Finally, the partnership concluded that publicly available quality content available in any of the 4 project languages should be seamlessly integrated in the courses. Even if not ideally the same content is available (for example one quality video is available for the topic in English only, but there is another one, explaining the content in similar quality in Romanian or Greek). Even if not identical, the courses should aim at educating every language group in the best way available, even if achieved with slightly different tools. The result in our case matters more than the identical path of achieving it.



## Final Requirements for the OER Platform

The partnership structured the following requirements for the OER platform:

1. To be created on a pre-designed web service, widely available in all countries
2. To have a labeling possibilities, to incorporate both INFUSSE and Erasmus+ visual identities
3. To enable upload of various type of content, but most importantly text, pdf, video (integration of YouTube or similar providers).
4. Certification possibility is a must
5. Two-way contact with students is a must
6. Enrollment of students and monitoring mechanisms are a must
7. Budget per month should be below 100 EUR
8. Supporting content in English, Greek, Romanian and Polish.

## Research and selection of OER Platform provider

For the review of potential platforms, CreateHub started with desktop research on well recognized education platform providers, who could deliver “from the shelf” solution. In the initial search, 24 platforms were researched and reviewed for their features, functionality, user friendliness and pricing. For budget concerns and limitations, all solutions that required more than 2000 EUR/y subscription fee were filtered out, not only for the reason of the INFUSSE budget itself, but also in order to improve their sustainability after the project (assuring low maintenance cost).

Another reason to filter was lack of important features like possibility to use multiple languages for the interface, as many of them supported English only, or a very few languages not including any or only one of the 4 languages we defined in the Nice to have requirement nr. 1

	<a href="#">Kajabi</a>	<a href="#">LearnWorlds</a>	<a href="#">Teachable</a>	<a href="#">THINKIFIC</a>	<a href="#">UTEACH</a>
<b>Key requirements:</b>					
<b>1. Allow diversified types of content</b>	YES	YES	YES	YES	YES
text	YES	YES	YES	YES	YES
external videos	YES	YES	YES	YES	YES
PPT/PDF	YES	YES	YES	YES	YES
audio/podcast	YES	NO	NO	YES	YES
quizzes	YES	YES	YES	YES	YES
<b>2. Learn in self-pace manner</b>	YES	YES	YES	YES	YES
<b>3. Communication and collaboration tool</b>	YES	YES	NO	YES	YES (via integration)
<b>4. Good user experience</b>	YES	NO	NO	YES	YES
<b>5. Price comparison</b>	Most expensive	Second Cheapest	Modest	Cheapest	Second Cheapest
<b>final ranking</b>	3	4	5	1	2

Graphic 2 – OER platform solutions providers, comparison. Own source.



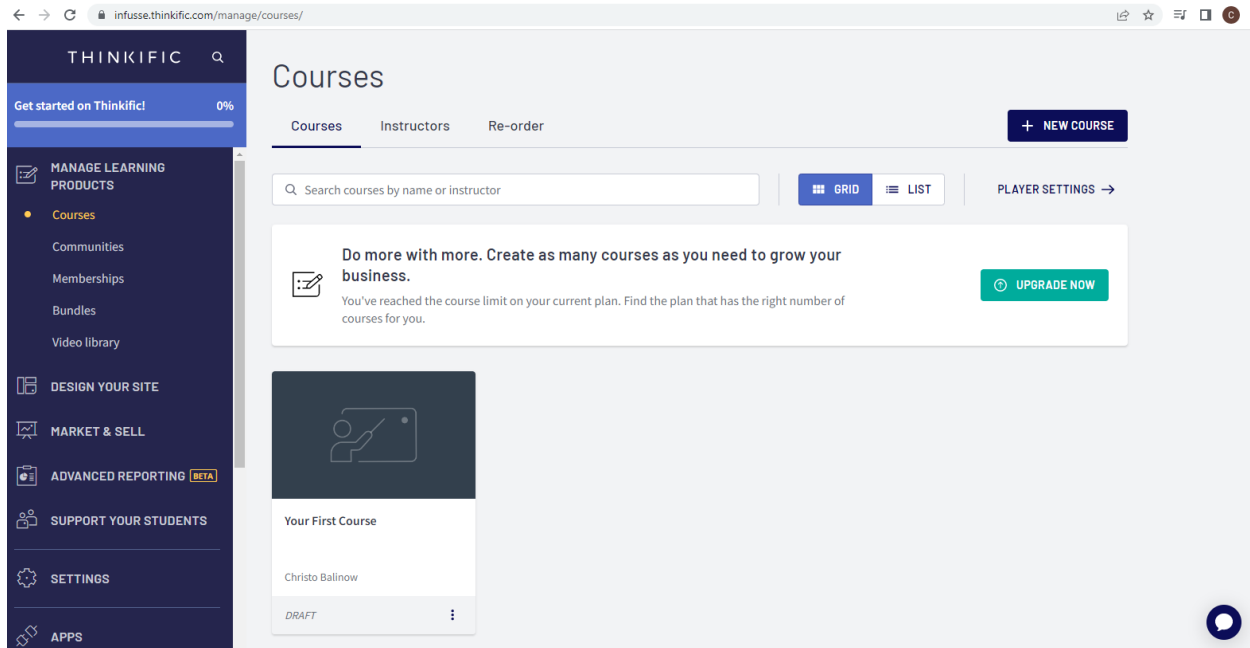
Pricing Details	<u>Kajabi</u>	<u>LearnWorlds</u>	<u>Teachable</u>	<u>THINKIFIC</u>	<u>UTEACH</u>
	<b>Basic</b>	<b>Pro Trainer</b>	<b>PRO</b>	<b>Start</b>	
	\$	For professional trainers			
	<b>119</b>	<b>79</b>	<b>99</b>	<b>74</b>	<b>79</b>
	3 Products	No transaction fees	Transaction fees on sales - 0%	Unlimited Courses	<b>5 admin/authors</b>
	3 Funnels	5 Admins / Instructors	Admin users - 5	1 community	<b>Unlimited storage</b>
	Unlimited Landing Pages	Unlimited courses	Courses - unlimited	10 spaces per community	<b>Unlimited courses</b>
	Unlimited Marketing Emails	Unlimited Landing Pages	Coaching - unlimited	1 administrator	<b>Unlimited students</b>
	10,000 Contacts	Complete Site Builder with Blog	Digital Downloads - unlimited	Unlimited Students	No transaction fees
	1,000 Active Customers	Unlimited popups	Core features	0% transaction fee	Site builder (Unlimited pages)
	1 Website	Subscriptions & Memberships	Unlimited students	Email and live chat support	Ready-made templates
	1 Admin User	Installments	Integrated website and builder	Assignments	Payment gateways
	Kajabi University	Customizable Course Player	Custom domain	Bundles and add on packages	Basic integrations
	0% Transaction Fee	Customizable checkout page	Direct integrations	Memberships & payment plans	Free SSL certificate
	Webinars & Events	Custom Certificates	Public API	Live lessons	Blog
	Ready to Use Templates	Live Classes & Webinars via Zoom & Webex	Advanced theme customization	Advanced course-building options	Automated Emails
	Assessments (Quizzes & Surveys)	Form Builder		Advanced website code editing	Multilingual UI
	1 Welcome Call with an Onboarding Specialist	20 SCORMs / HTML5	Integrated payment processing	Custom domain	Coupons
	1 Check-in Call with an Onboarding Specialist	Advanced Assessments	Tax handling	Coupons & discounts	Drip Feed courses
	Chat Support	Affiliate Management	Referral marketing	Affiliate selling	Custom domain
	Automations	Advanced Zapier & Premium Integrations	Email marketing	Thinkific Foundation Academy courses	Forms
	—	Question Banks	Affiliate marketing	100% ownership of content	Products
		Unlimited Access to LW Academy	Advanced reporting	Drag and drop course builder	Automated quizzes
		24/7 Priority e-mail support	Email support	Easy to use website themes	Bundle courses
		Custom domain	Private community	<b>Fully integrated e-commerce</b>	main Membership
		Unlimited paid courses	Launch Accelerator Challenge	App store	Live lessons
		Site Builder (3 pages)	Live chat	Course quizzes and surveys	Completion certificates
		Popup builder (2 popups)	Live group coaching	Thinkific Free Academy course	Affiliate
		Assessments			Student data integration
		1-1 Sessions			White labeling
		Group Sessions			Direct integrations
		Built-in Community			Mobile App (add on)
		4 Payment gateways			
		Flexible Checkout Options			Built-in CRM (add on)
		Coupons			
		Basic Integrations			1 Welcome Call with a Uteach Expert
		Free SSL certificate			Email/Live chat support
		Drip Feed Courses			
		24/5 e-mail support			

Graphic 3 – OER platform solutions providers, detailed comparison and pricing. Own source.

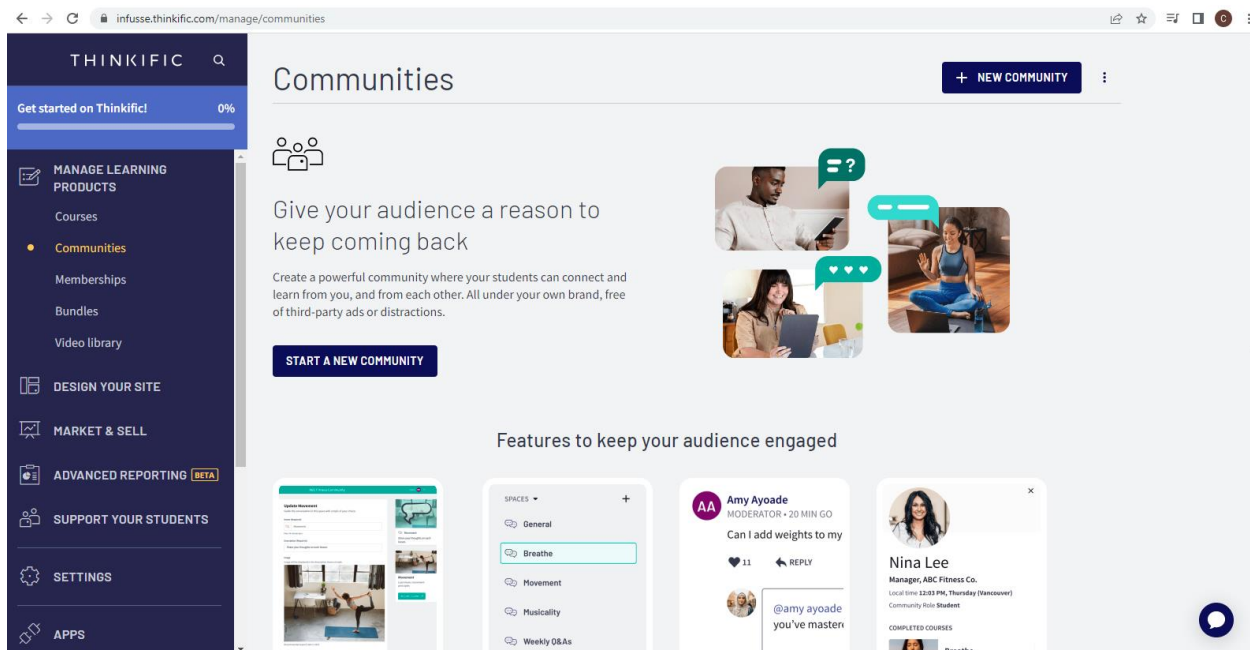
## Creation of test accounts and tests with draft content

After analysis, the top two potential platform solutions were selected – Thinkific and UTeach.

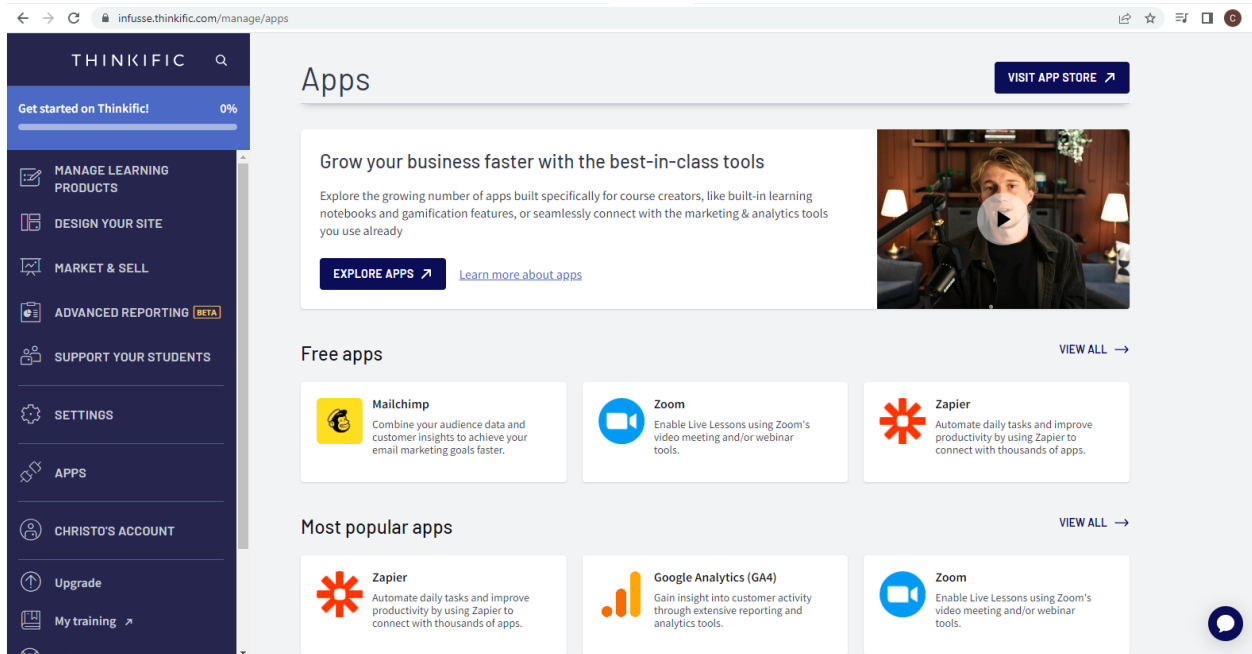
### THINKIFIC screenshots from the test account:



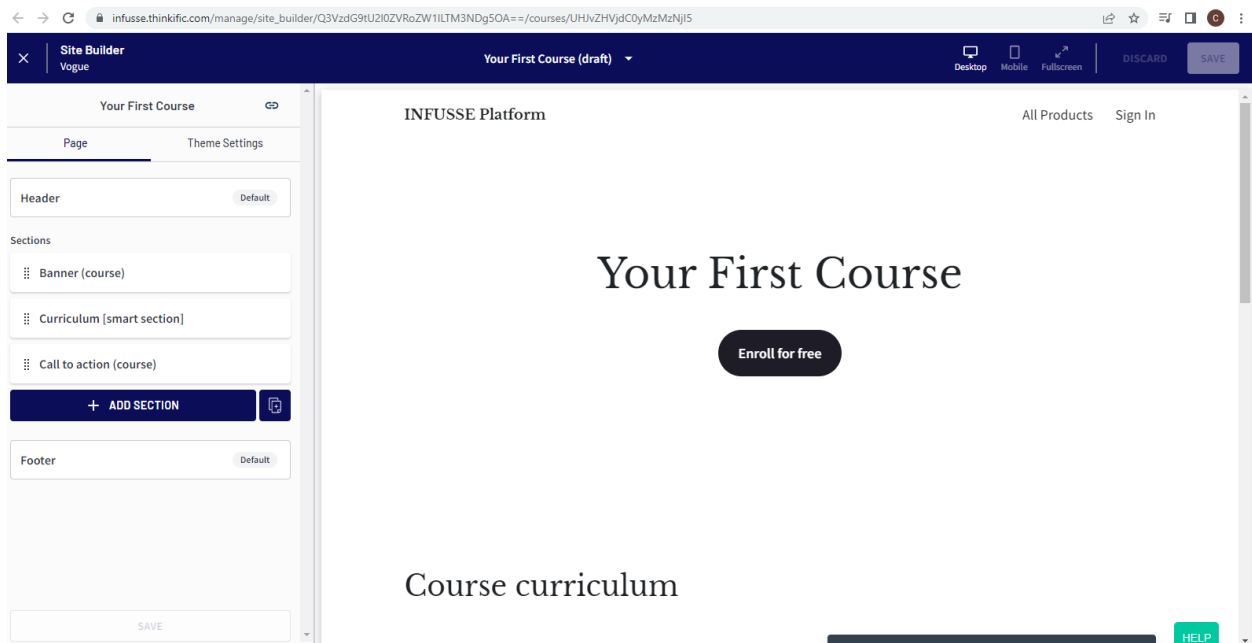
Graphic 4 – Thinkific test account welcome page. Own source



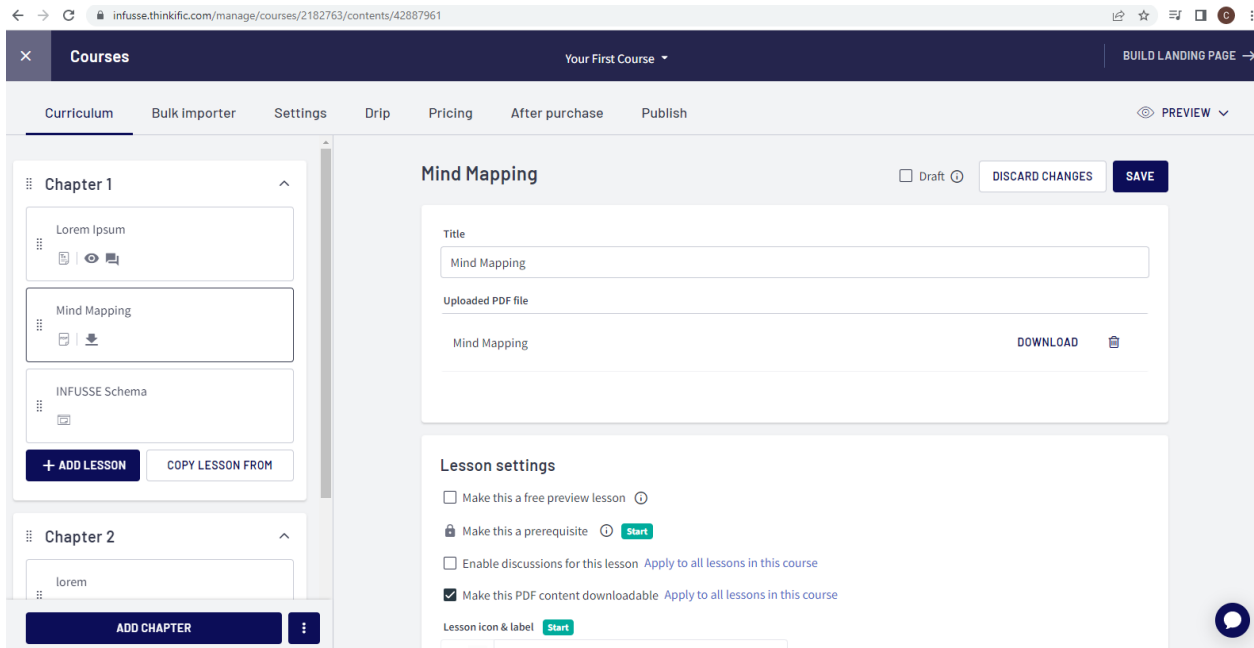
Graphic 5 – Thinkific test account - community page. Own source



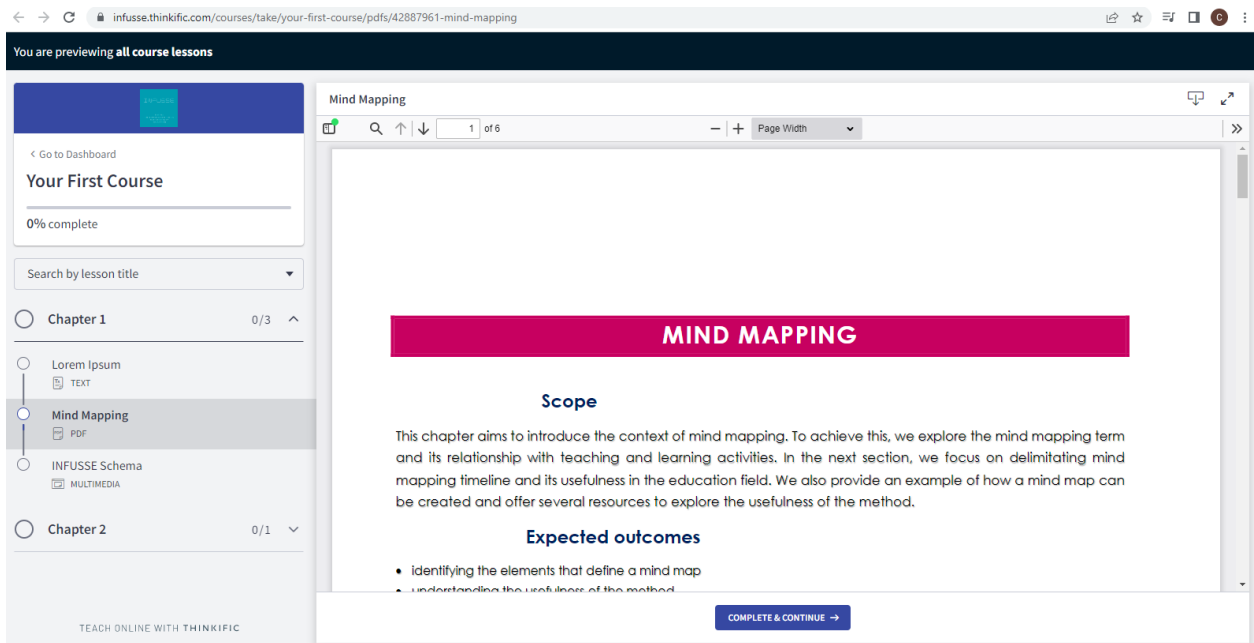
Graphic 6 – Thinkific test account – possible integrations with other apps. Own source



Graphic 7 – Thinkific test account –course interface. Own source



Graphic 8 – Thinkific test account –course interface2. Own source



Graphic 8 – Thinkific test account –course interface 3. Own source



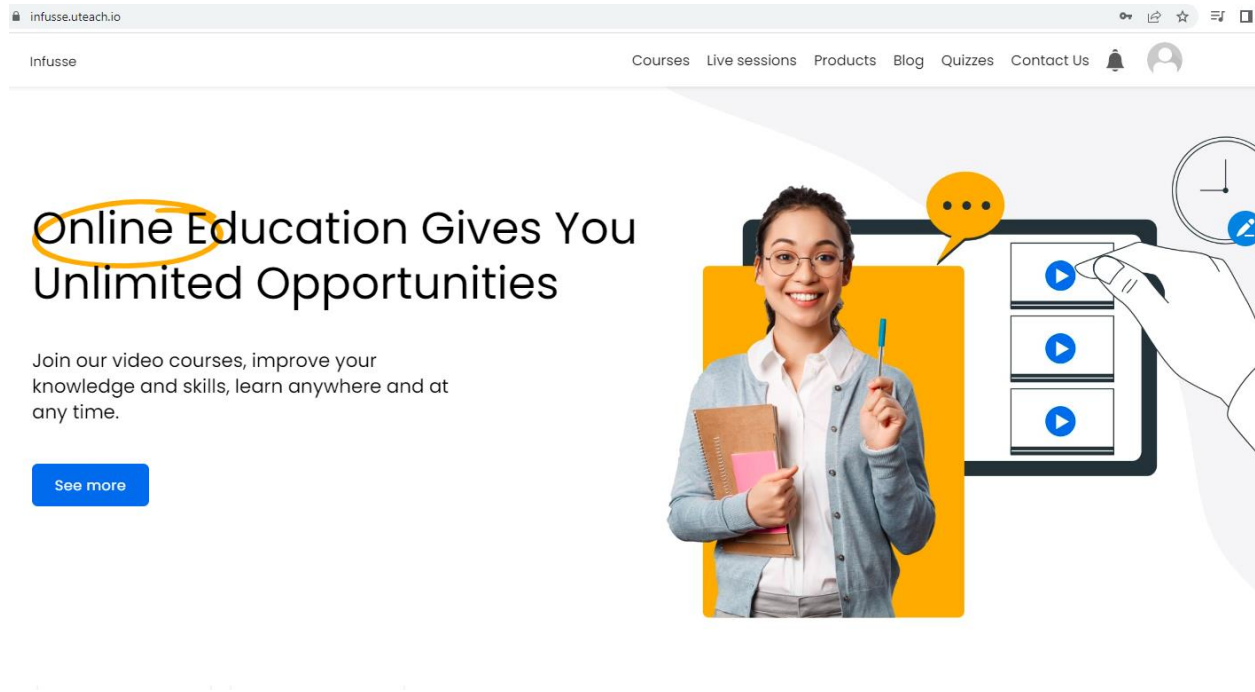
Co-funded by the European Union



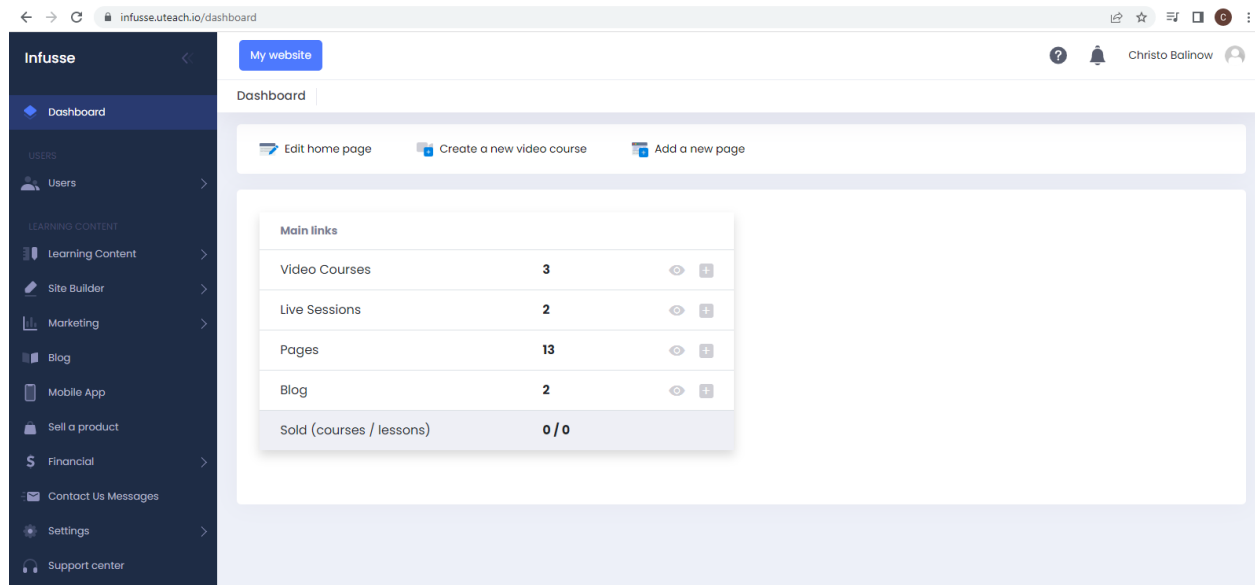
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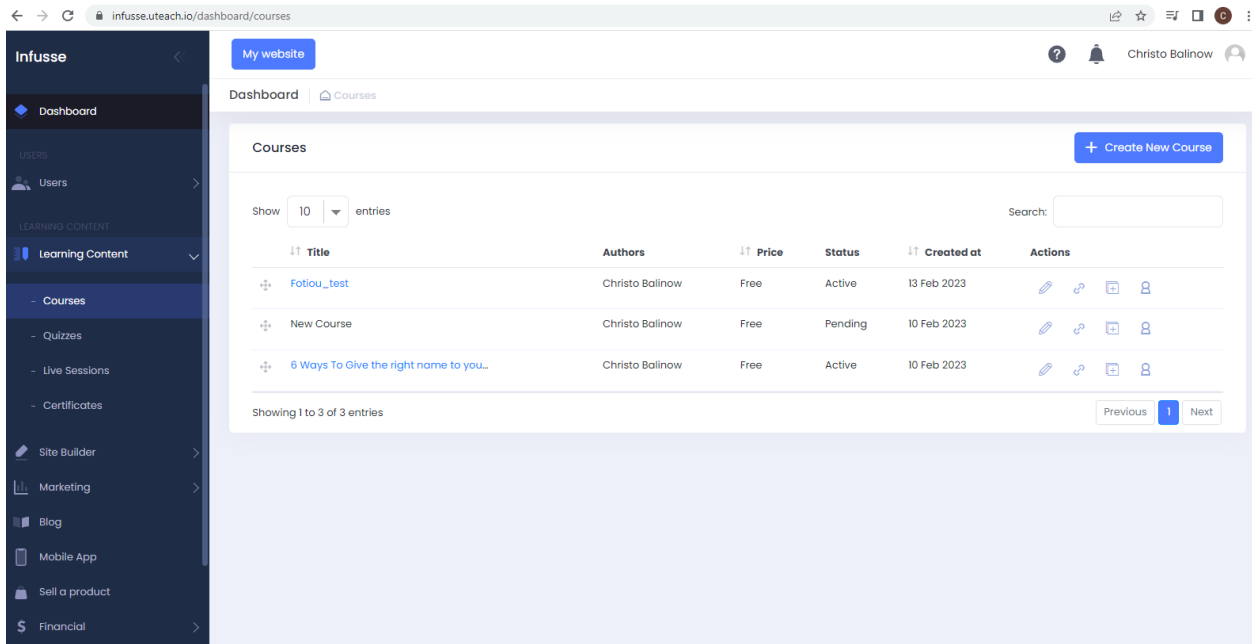
## UTeach screenshots from the test account:



Graphic 9 – UTEACH test account – welcome page. Own source



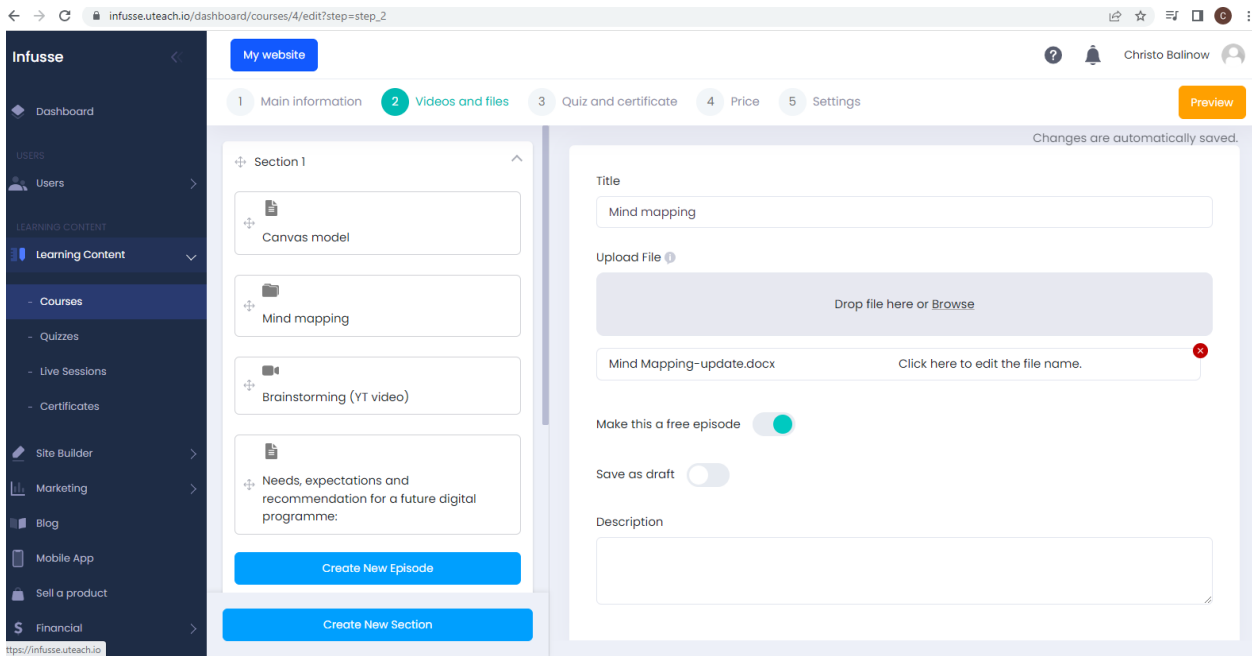
Graphic 10 – UTEACH test account – dashboard page. Own source



The screenshot shows the 'Courses' page in the infuse.uteach.io dashboard. The left sidebar contains navigation options: Dashboard, Users, Learning Content, Courses, Quizzes, Live Sessions, Certificates, Site Builder, Marketing, Blog, Mobile App, Sell a product, and Financial. The main content area displays a table of courses with columns for Title, Authors, Price, Status, Created at, and Actions. A 'Create New Course' button is visible in the top right.

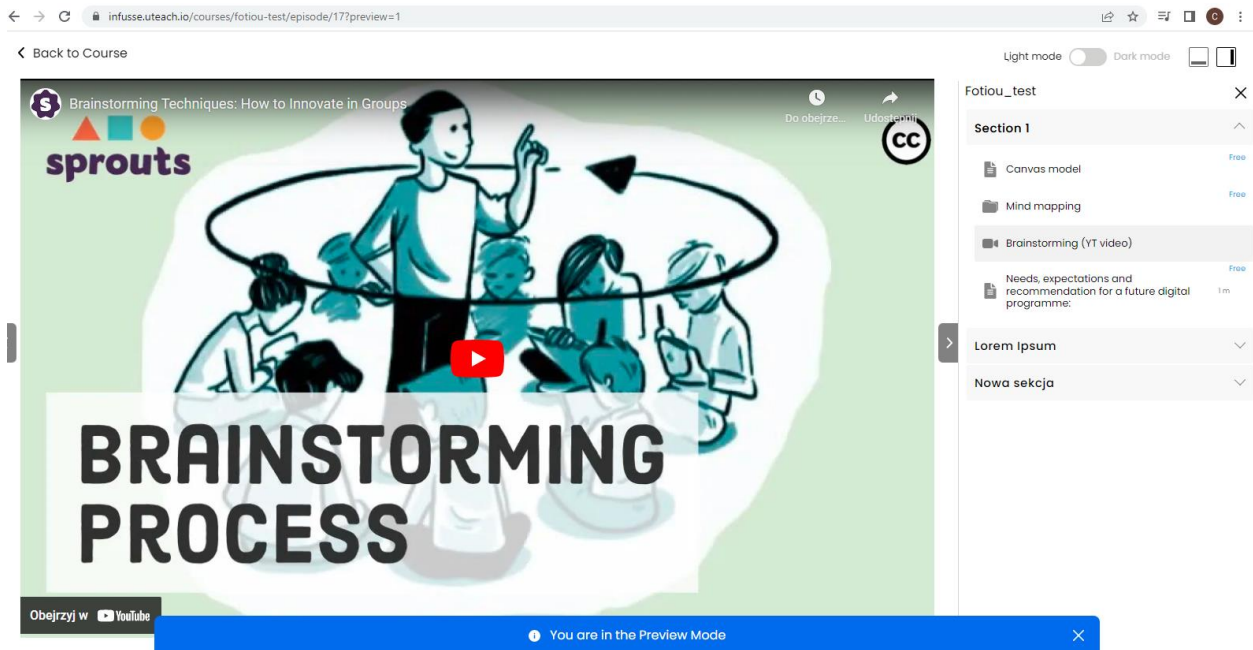
Title	Authors	Price	Status	Created at	Actions
Fotlou_test	Christo Balinow	Free	Active	13 Feb 2023	[Edit] [Link] [Share] [User]
New Course	Christo Balinow	Free	Pending	10 Feb 2023	[Edit] [Link] [Share] [User]
6 Ways To Give the right name to you...	Christo Balinow	Free	Active	10 Feb 2023	[Edit] [Link] [Share] [User]

Graphic 11 – UTEACH test account – admin page. Own source



The screenshot shows the 'Videos and files' step of the course editing process. The interface is divided into two main sections. On the left, under 'Section 1', there is a list of content items: 'Canvas model', 'Mind mapping', and 'Brainstorming (YT video)'. Below this list are buttons for 'Create New Episode' and 'Create New Section'. On the right, the 'Title' field contains 'Mind mapping'. The 'Upload File' section shows a file named 'Mind Mapping-update.docx' with a red error icon. Below this, there are toggle switches for 'Make this a free episode' (checked) and 'Save as draft' (unchecked). A 'Description' text area is also present.

Graphic 12 – UTEACH test account – course interface 1. Own source



Graphic 12 – UTEACH test account – course interface 2. Own source

Therefore, two test account were created on Thinkific and UTEACH. From the test, Thinkific had a better presentation of the draft files prepared by the consortia, and in the process it went out that some of the videos uploaded in UTEACH were not viewed correctly in the Desktop version and in the App.

Therefore, the partnership decided to continue with Thinkific.






## Development of the OER Platform

The OER Platform was structured of courses landing pages, courses themselves and management tools. The course landing pages were designed aligned with the INFUSSE and Erasmus+ branding.

## The INFUSSE platform

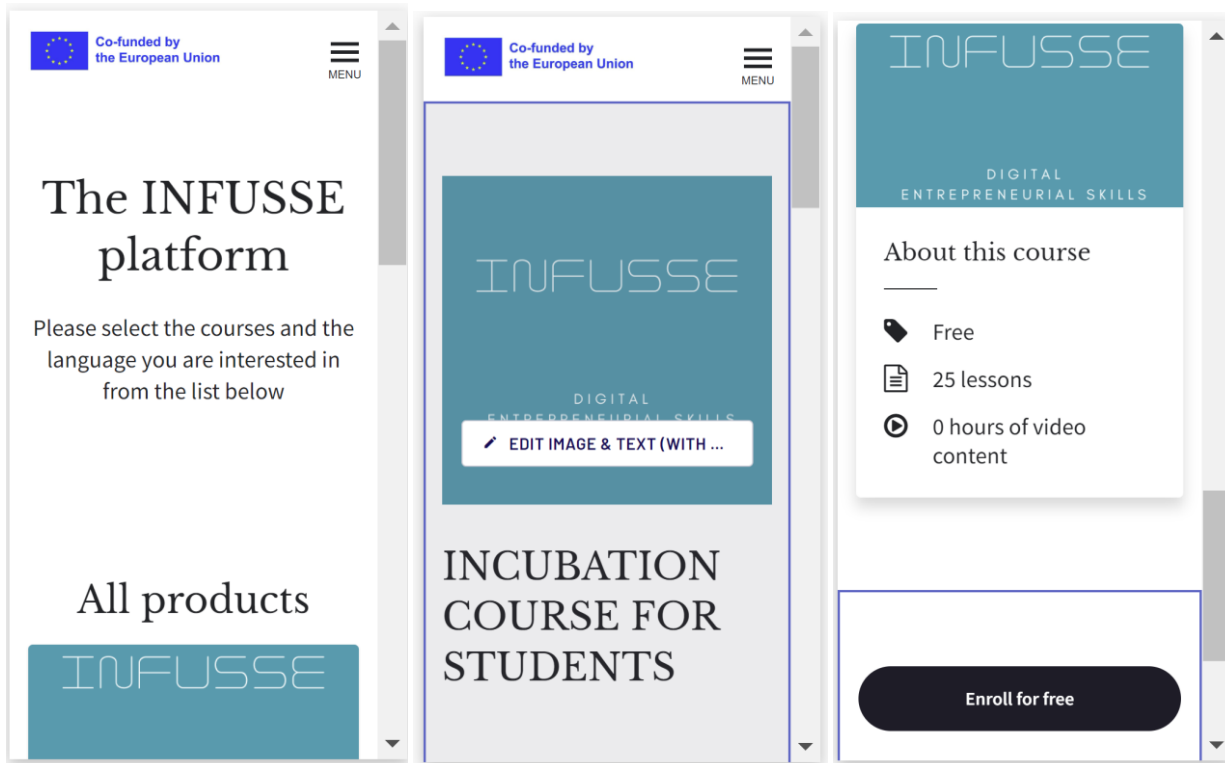
Please select the courses and the language you are interested in from the list below

### All products

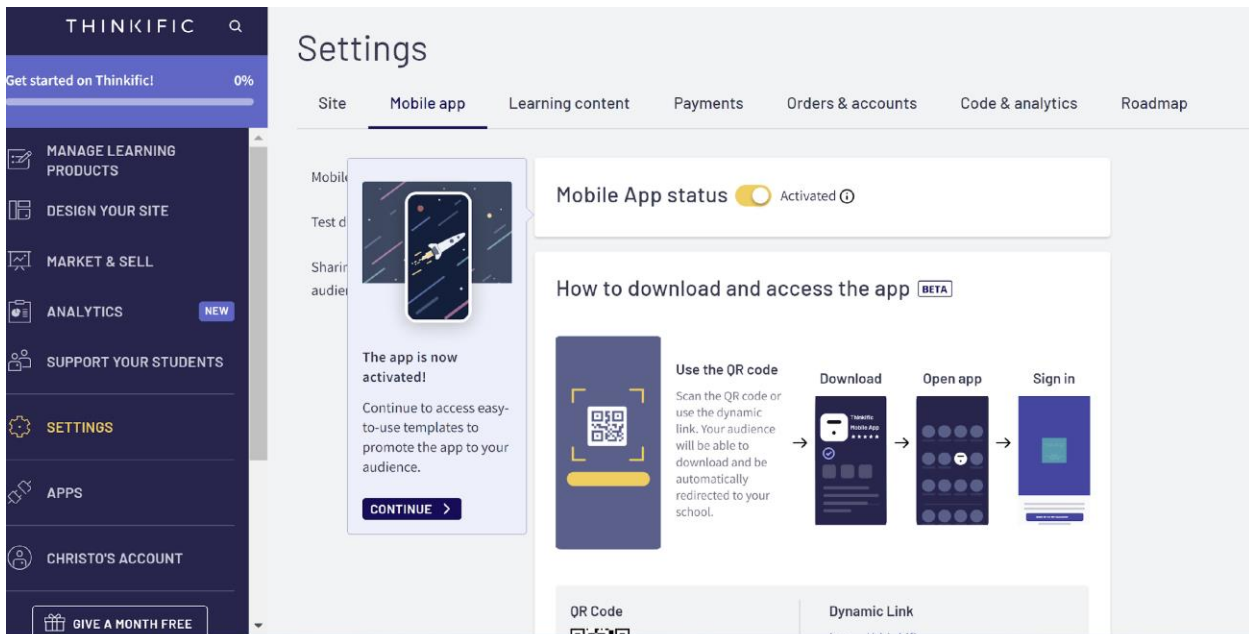
 <p>CURS DE FORMARE ANTREPRENORIALĂ INFUSSE Course INFUSSE VIRTUAL INCUBATION PROGRAMME</p>	 <p>INSTRUIREA FORMATOILOR Course</p>	 <p>INFUSSE INCUBATION PROGRAMME (POLISH) Course</p>
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Graphic 13 – design of the OER Platform landing page. Own source.

The Platform has also a mobile version, available to all users, as well in the Thinkific App:



Graphic 14 – design of the OER Platform in Mobile version. Own source.

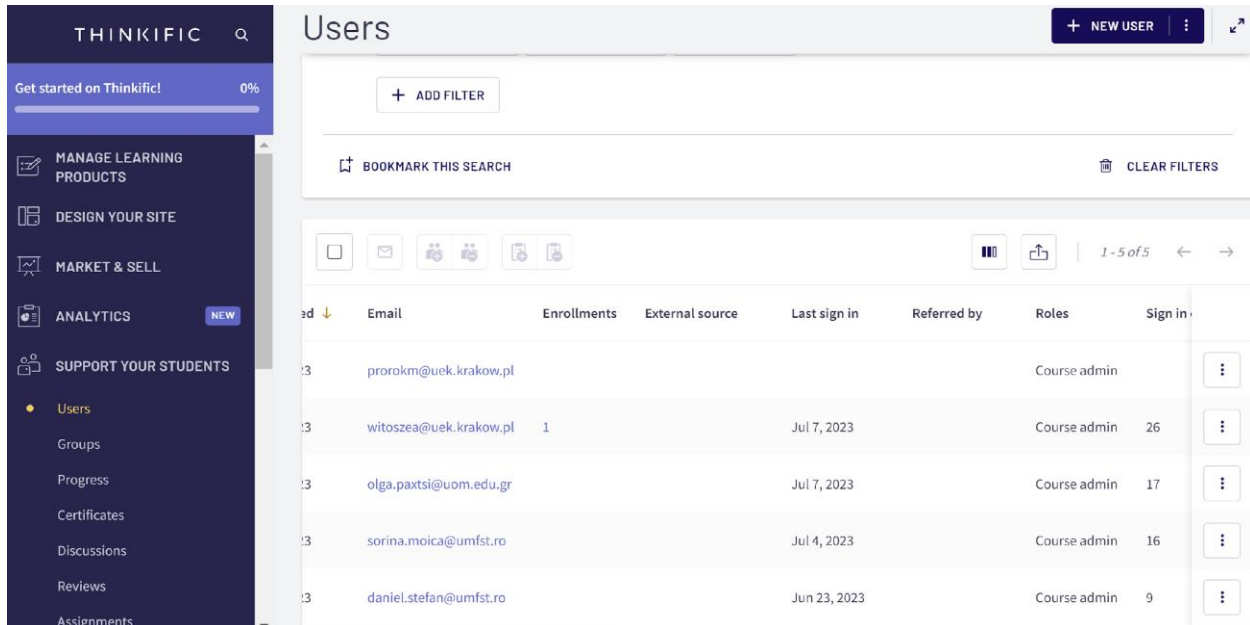


Graphic 15 –The mobile App Settings and instructions for users. Own source.

The admin team of the OER platform consists of one super admin from CreateHub, second superadmin from UOM and 5 course admins from all other partners, giving to every university

partner two users who can design, integrate and further sustain the courses both during the project as well as after its successful finish in future.

A designated training session on the platform was organized on March 29th, with the full version of the platform.



id	Email	Enrollments	External source	Last sign in	Referred by	Roles	Sign in
13	prorokm@uek.krakow.pl					Course admin	
13	witoszea@uek.krakow.pl	1		Jul 7, 2023		Course admin	26
13	olga.paxtsi@uom.edu.gr			Jul 7, 2023		Course admin	17
13	sorina.moica@umfst.ro			Jul 4, 2023		Course admin	16
13	daniel.stefan@umfst.ro			Jun 23, 2023		Course admin	9

Graphic 16 – List of Course Managers and their setup in the admin view of the platform. Own source.

## PR4/A2 Integrate the contents of PR2/A2, A3 & PR3/A2,A3 to MOOC, Digital and mobile learning formats

### Goals

1. Integrate the contents of developed education materials in PR2 and PR3
2. Test the developed content and provide feedback for improvements in advance of implementation of PR6, PR7 and PR8.

### Integrations and improvements

Two separate courses were designed in PR2 and PR3:

1. INFUSSE TRAIN THE TRAINER - to be used in PR6
2. INFUSSE INCUBATION PROGRAMME - to be used in PR7 and PR8

The structure of the PR2 INFUSSE Train the Trainer was developed the following modules, aligned with the application form of INFUSSE:

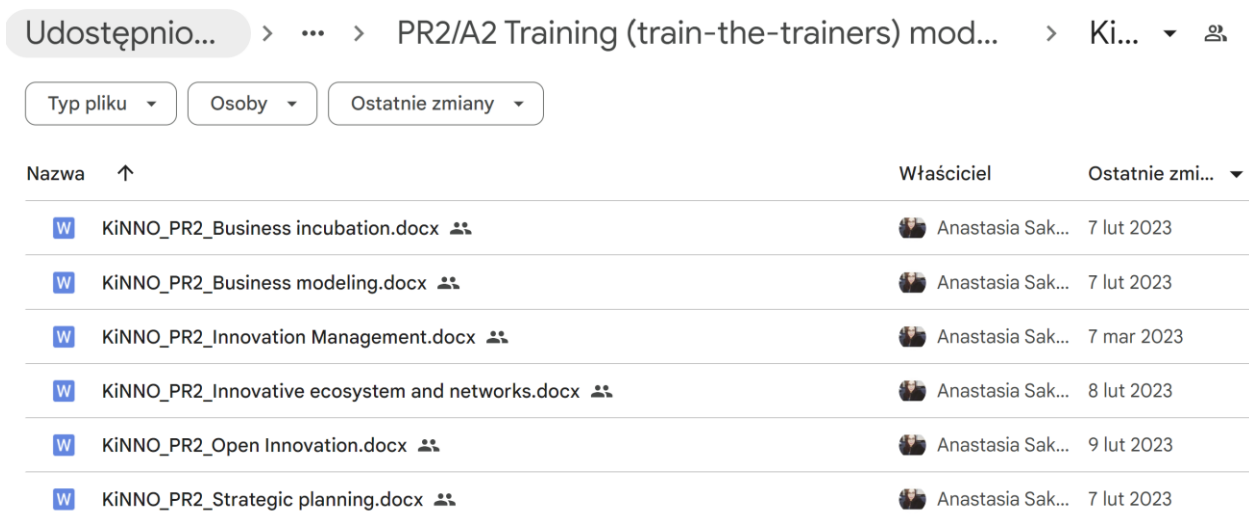
CREATIVE THINKING
DESIGN THINKING
MIND MAPPING
LEADERSHIP
BUSINESS INCUBATION
INNOVATION MANAGEMENT
TECH TRANSFER
INTERNATIONAL BUSINESS
BUSINESS STRATEGY
BUSINESS MODELLING
INNOVATIVE ECOSYSTEMS, etc
OPEN INNOVATION
STRATEGIC PLANNING
ICT & DIGITAL SKILLS
DIGITAL ENTREPRENEURSHIP
TECHNOLOGY INNOVATION UTILIZATION
GROUPS FACILITATION & DYNAMICS
EXPERIENTIAL LEARNING

STARTUP BUSINESS
INNOVATION MINDSET
BUSINESS CREATION

The structure of the PR2 INFUSSE INCUBATION PROGRAMME was produced in the following modules, aligned with the application form of INFUSSE:

DIGITAL TOOLS FOR NEW VENTURE CREATION
GET AGILE
OPEN INNOVATION AND COLLABORATION
DIGITAL PLATFORMS
ICT
TECHNOLOGY MOOC
CREATE YOUR OWN STARTUP

Both Project results were produced in Word files containing the information and knowledge to be aligned for the platform upload. Here is an example of how a typical chapter from PR2 and PR3 looked like, uploaded in the INFUSSE Google Drive folder:



Graphic 17 – example list of files of PR2 to be uploaded and adopted for the platform use. Own source.

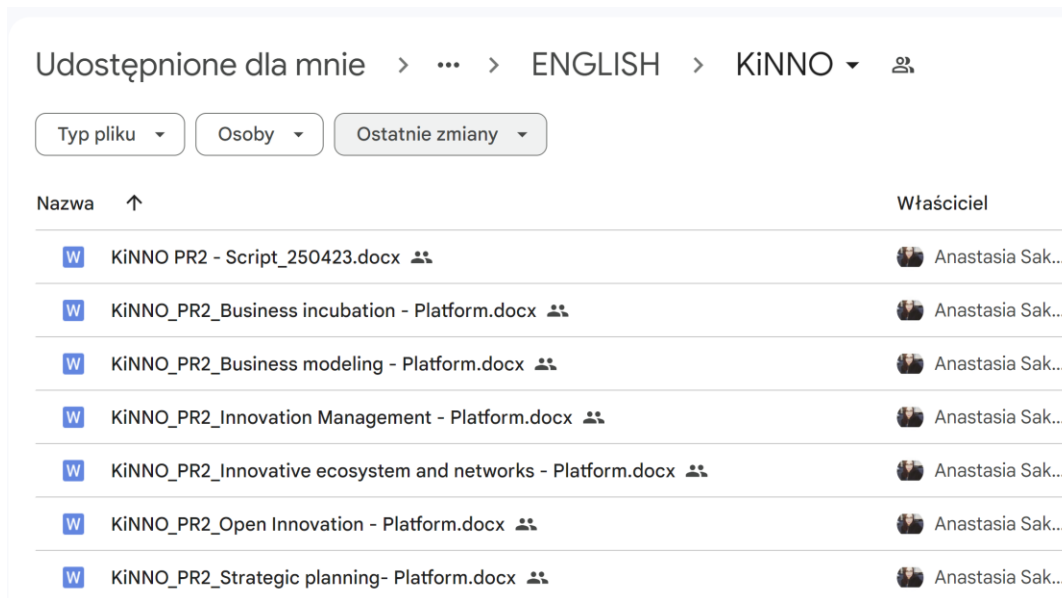
From that content, two important steps the following developments were made:

- The content was converted to pdf format, to avoid disalignments of the graphics and text when projected digitally in different formats (both Desktop and Mobile).
- Files were uploaded in English and internally tested, to find the best graphic and design sets.

After internal small group tests, the first set of alignment and improvements were made:

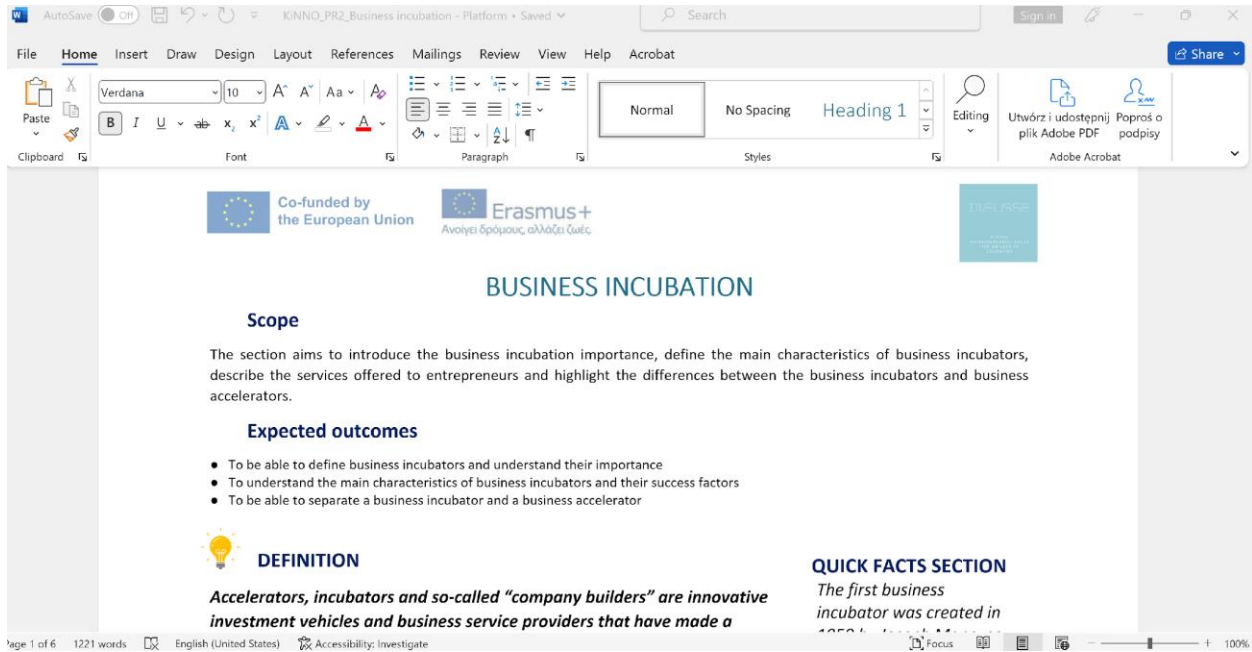
- The design of the main files was changed, to improve the end-user experience. In the knowledge files the intro page was dropped, as it would be viewed multiple times during the course, and also would increase screen time and decrease the navigation flow.
- The formatting of the files was improved.
- A separate script file was set up for every chapter, allowing course managers to navigate to what and how should be set up on the platform, to make sure it reaches the goals of the creators.  
 The script contains information about which videos should be published separately as lessons, and the algorithms of the evaluations (the questions and answers).
- Evaluation and test our knowledge were moved to separated lessons in the chapters.

This is how the PR4 materials looked like, after the alignment and redesign:



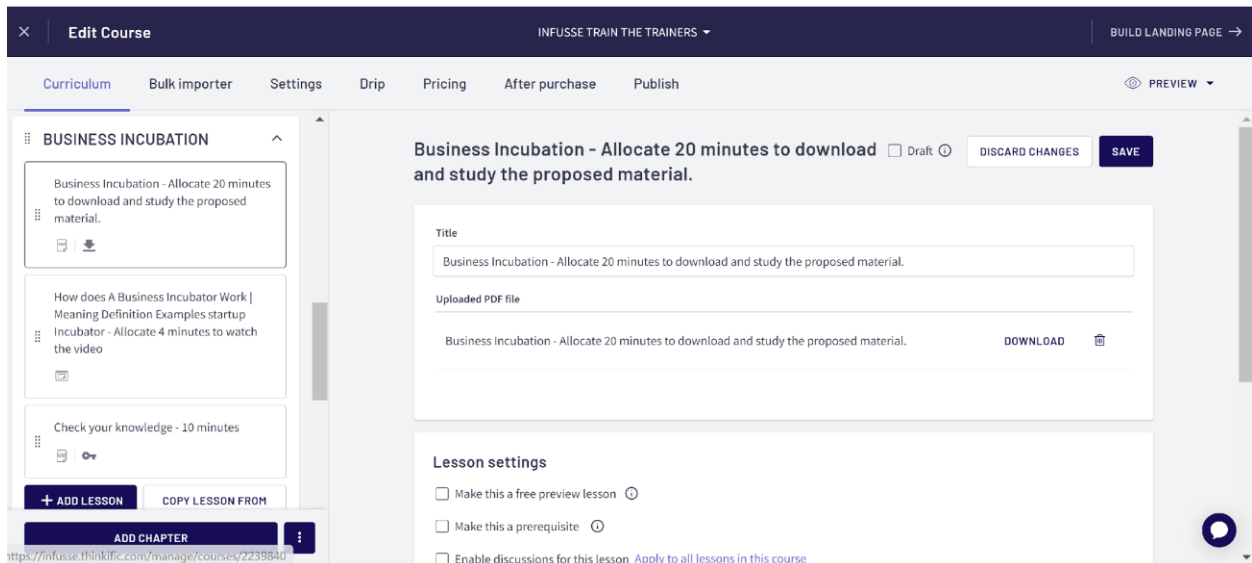
Graphic 18 – the same example list of files of PR2 from Graphic 5, after the adoption for the platform use. Own source.

The Content of the knowledge file is now presented like this (Page 1).



Graphic 19 – the adjusted visual setup of the files, adopted for the platform use. Own source.

The edit mode for the course managers looks like this, for each chapter:



Graphic 20 – the example list of files from Graphic 5 and 6, uploaded on the platform in course manager view. Own source.

The final user preview is presented below (Desktop version), it also allows the download of each and every lesson in a separate file, also available in the mobile version.



INFUSSE INCUBATION ...

Technology MOOC - Allocate 30 minutes to ...

1/9 PDF VIEWER

Co-funded by the European Union Erasmus+ Αναπτυξιακή Πρωτοβουλία

Technical aspects linked with the digital necessary networking tools, as well as the MOOC production and the necessary digital implementation on the e-platform.

Scope

The aim of this section is that of this program about digital networking. The main purpose is also to show you the necessary networking tools and tips to help you to build stronger professional and business relationships.

Expected outcomes

- At the end of the incubation you will be able to:
- Apply the knowledge you have got on advantage of digital networking tools.

DEFINITION

What is networking?  
Networking is a form of building a network of contacts that can help in the development of your business. In fact, networking can be defined as: "the process of building mutually beneficial relationships with people with whom you share your expertise, its organization, its structure, its goals and its mission".

QUICK FACTS SECTION

Types of Networking  
- Direct: face-to-face  
- Indirect: through intermediaries  
- Online: through digital tools  
- Hybrid: a combination of the above

BACKGROUND/DESCRIPTION

Every day we observe how digital technologies change the way we interact in everyday life. It is no longer just the Internet and the network. Today the growth and development of these technologies, a kind of convergence are creating a digital world that is not only helping in this change. This is where the idea of Incubation or digital Incubation comes in as a model designed to assist in the support process. In the end of the digital incubation, entrepreneurs in digital tools have become entrepreneurs.

INFUSSE TRAIN THE TRAINERS

Check your knowledge - 10 minutes  
Quiz (Browser only)

BUSINESS INCUBATION

Business Incubation - Allocate 20 minutes to download and study t...  
PDF

How does A Business Incubator Work | Meaning Definition ...  
Multimedia (Browser only)

Check your knowledge - 10 minutes  
Quiz (Browser only)

INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS

INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS - Alloca...  
PDF

Swisscontact explains: Development of entrepreneurial ...  
Multimedia (Browser only)

INFUSSE

DIGITAL ENTREPRENEURIAL SKILLS FOR UNIVERSITY EDUCATION

INFUSSE INCUBATION PROGRAM

0% completed • 25 Lessons

START

TECHNOLOGY MOOC

Technology MOOC - Allocate 30 minutes to download and study t...  
PDF

Check your knowledge on Technology MOOC - 10 minutes  
Quiz (Browser only)

CREATE YOUR OWN START-UP

Train The Trainer

DIGITAL ENTREPRENEURSHIP

1% completed • 72 Lessons

RESUME

DIGITAL ENTREPRENEURSHIP

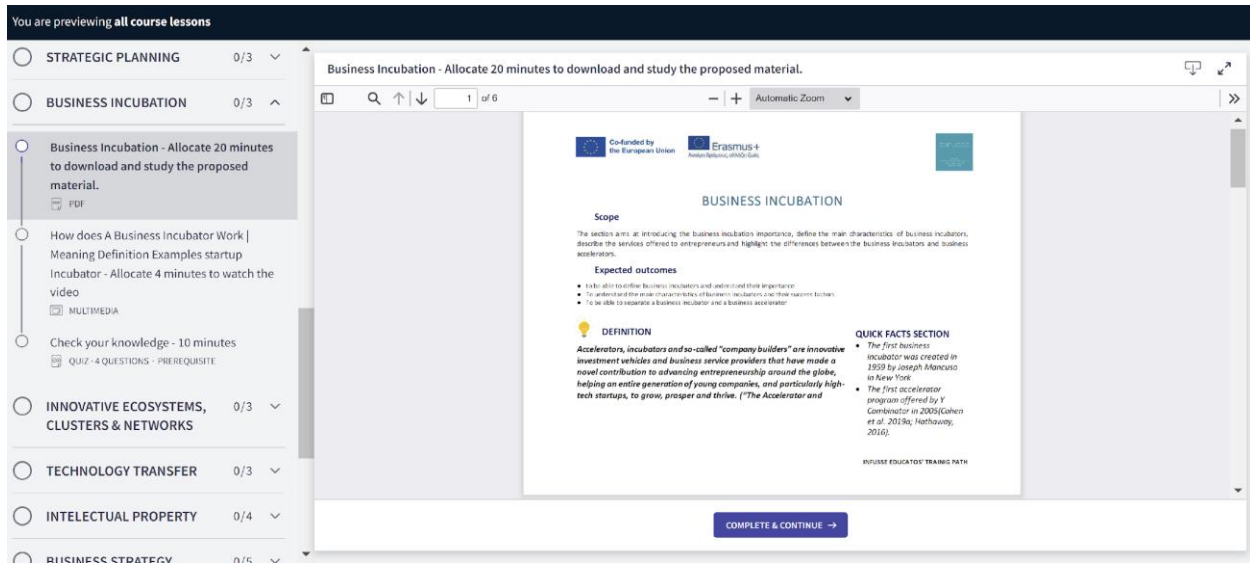
Digital entrepreneurship - Use 30 minutes to download and study t...  
PDF

Aspects of digital entrepreneurship - Allocate 15 minutes to watch th...  
Multimedia (Browser only)

Check your knowledge - 15 minutes Choose the correct ...  
Quiz (Browser only)

Graphic 21 a – the example list of files from Graphic 5 and 6, uploaded on the platform in end-user mobile view. Own source.





Graphic 21 b – the example list of files from Graphic 5 and 6, uploaded on the platform in end-user desktop view. Own source.

## End-user testing

The end-user testing was performed after the initial improvements and the mature draft version delivery by CreateHub. Each course manager uploaded and tested the content himself, to make a final clearance before external testing.

For the testing process each partner prepared a wide list of invited testers, to assure a minimum of 20 testers from each partner successfully tested the platform at the end. The groups were divided in 4, to make sure the testing covers fully:

- Equally the train the trainers and incubation programme
- Equally the national language version depending of the native language of the tester (Greek, Romanian or Polish), and the main English version.

After assembly of each group by each partner, questionnaires made by PR5 Leader were sent alongside with the testing environment of the platform, where end users could test the content and afterwards fill up the feedback form. After first small group completed the process successfully and therefore tested the process, the questionnaires were integrated in the platform and were assigned to each course at the end of it, as a separate chapter.

A total of 132 Test-users verified the platform, well represented in all three countries with Greece testing with 44, Poland with 46 and Romania with 42, which met the desired indicator of 120 testers in total.

The results of the testing were quite positive, but allowed as well a final list of improvements to be made to ensure increase of the quality of the materials and the platform.

The end-users were asked to rate the following aspects:



- Degree of general satisfaction for the training material
- Quality of training material
- The contents responded to my interests and expectations
- The contents have been treated in sufficient depth.
- The technical language used has been understandable
- The training material has been sufficiently clear
- The contents of the training material are adapted to my current and future professional needs.
- The objectives of the training material were adequately stated
- The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objectives.
- Possibility to transfer what was learned in your working environment.
- My overall experience in the platform is...
- The platform is interactive.
- The platform is easily accessible.
- The platform is easy to use.

The evaluation was done in rate from 1 (Poor) to 5 (Excellent). **Overall, all aspects were rated with an average rate of 4.08** (4- Very Good).

The Overall degree of general satisfaction for the training material was rated with an average of 4.07.

**The platform overall score was 4.16**, where the detailed ratings were as follows:

- My overall experience in the platform is... (score 4.04)
- The platform is interactive. – (score 4.01)
- The platform is easily accessible. (score 4.27)
- The platform is easy to use. (score 4.33).

The results were very promising and showed high overall satisfaction with only 3 aspects rated slightly below 4-Very Good (3,98 and 3,99 respectively). The individual feedbacks helped us improve the platform and gave confidence to the partnership about the quality of the materials and the platform, allowing to proceed with launch and next PRs.



## Summary and Key results

PR4 INFUSSE Open Educational Resources HUB was an important project result, summarizing the effort from PR1, PR2 and PR3 to convert the results produced there into a user-friendly, able to perform and ready to use solution to be implemented in PR6, 7 and 8.

The activities started with assessments of possible solutions, went into a practical testing of two of them and delivered a very promising OER service for the implementation of the result. The partnership used the opportunity to have a user-friendly solution to improve the PR2 and PR3 content adjusting it to the expectations of the future participants.

The testing of the platform went beyond promising. Achieving an average rate of more than 4 out of five (4.08 - Very Good+) was very promising and building up for the partnership.

Platform was tested by a total number of 132 testers, which was above the expected threshold of 120. All three language versions (Greek, Romanian and Polish) were also launched and checked. At the end of the PR, the INFUSSE partnership had delivered a fully operational platform ready to implement PR6, 7 and 8, available both in English and all 3 local languages.

# ANNEX 1: Results from the end-user testing questionnaires

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2				Degree of general			The contents				The objectives of						
3				subject covered by the			recommended to my				the training material						
4				training material			interest and				has been adapted to my						
5				Quality of training			expectations				training material						
6				material							has been adequately						
7											clear						
8											professional needs						
9																	
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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
8	Country of interest	Level of Education	Type of actor	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	Choose between 1..7	
17	Romania	Bachelor's level	Educator/teacher	4-Very Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	3-Good	4-Very Good	3-Good	4-Very Good	4-Very Good	3-Good	5-Excellent	3-Good	
18	Romania	Bachelor's level	Educator/teacher	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	4-Very Good	5-Excellent	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	4-Very Good	
19	Romania	Bachelor's level	Educator/teacher	5-Excellent	5-Excellent	3-Good	3-Good	2-Fair	4-Very Good	4-Very Good	3-Good	4-Very Good	4-Very Good	3-Good	3-Good	4-Very Good	
20	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	4-Very Good	5-Excellent	5-Excellent	4-Very Good	5-Excellent	
21	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	5-Excellent	5-Excellent	5-Excellent	3-Good	4-Very Good	4-Very Good	5-Excellent	5-Excellent	4-Very Good	4-Very Good	5-Excellent	
22	Romania	Bachelor's level	Student	4-Very Good	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	5-Excellent	
23	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	5-Excellent	
24	Romania	Bachelor's level	Student	5-Excellent	5-Excellent	4-Very Good	3-Good	3-Good	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	
25	Romania	Doctorate level	Student	5-Excellent	5-Excellent	5-Excellent	4-Very Good	4-Very Good	4-Very Good	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	4-Very Good	
26	Romania	Secondary Education	Student	4-Very Good	4-Very Good	4-Very Good	4-Very Good	3-Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	5-Excellent	5-Excellent	4-Very Good	4-Very Good	
27	Romania	Bachelor's level	Student	3-Good	3-Good	3-Good	4-Very Good	2-Fair	4-Very Good	3-Good	4-Very Good	2-Fair	3-Good	3-Good	4-Very Good	4-Very Good	
28	Romania	Bachelor's level	Student	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	4-Very Good	5-Excellent	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	5-Excellent	
29	Romania	Bachelor's level	Student	5-Excellent	5-Excellent	3-Good	3-Good	2-Fair	4-Very Good	4-Very Good	3-Good	4-Very Good	4-Very Good	3-Good	3-Good	4-Very Good	
30	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	4-Very Good	4-Very Good	5-Excellent	4-Very Good	5-Excellent	
31	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	5-Excellent	5-Excellent	3-Good	3-Good	4-Very Good	4-Very Good	5-Excellent	5-Excellent	4-Very Good	4-Very Good	5-Excellent	
32	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	4-Very Good	
33	Romania	Bachelor's level	Student	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	
34	Romania	Bachelor's level	Student	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	
35	Romania	Bachelor's level	Student	3-Good	2-Fair	3-Good	4-Very Good	3-Good	2-Fair	4-Very Good	3-Good	2-Fair	3-Good	3-Good	2-Fair	3-Good	
36	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	4-Very Good	3-Good	4-Very Good	3-Good	3-Good	4-Very Good	3-Good	3-Good	3-Good	3-Good	3-Good	
37	Romania	Bachelor's level	Student	4-Very Good	4-Very Good	5-Excellent	4-Very Good	4-Very Good	3-Good	4-Very Good	3-Good	4-Very Good	4-Very Good	3-Good	5-Excellent	4-Very Good	
38	Romania	Doctorate level	Educator/teacher	5-Excellent	4-Very Good	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	4-Very Good	5-Excellent	5-Excellent	4-Very Good	5-Excellent	
39	Romania	Doctorate level	Educator/teacher	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	5-Excellent	
40	AVERAGE			4.07	4.01	4.11	3.99	4.14	4.07	4.05	3.98	4.02	4.05	4.04	4.01	4.27	4.33
41	Mean average from all rates		4.08														
42			Degree of general satisfaction for the training material		The contents responded to my interests and expectations		The contents have been treated at sufficient depth.		The technical language used has been understandable		The training material has been sufficiently clear		The objectives of the training material were adequate to my current and future professional needs		The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objectives.		transfer what was learned in your working environment.
43					Quality of training material												My overall experience in the platform is:
44																	The platform is interactive.
45																	The platform is easily accessible.
46																	The platform is easy to use.
47																	Overall Platform rate
48																	4.16