



Teachers

Empowering VET practitioners to create
effective and engaging digital micro-learning
experiences through Instructional Design

PROJECT No: 2023-1-ES01-KA220-VET-000159464

1st TRIAL PHASE TRANSNATIONAL REPORT



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1st Trial Phase Transnational Report

Introduction

The 1st Trial Phase of the ID Teachers project constituted a key validation stage within the overall implementation cycle. As foreseen in the project design, this phase aimed to test the pedagogical structure, technical functionality, and practical applicability of the core results developed under previous work packages, namely the EU Competences Matrix, the Training Programme, the Virtual Campus, and the Educational WebApp.

The primary objective of the trial phase was to evaluate how effectively the project empowers VET practitioners to design and deliver learner-centred micro-learning experiences through Instructional Design. Particular emphasis was placed on assessing usability, clarity of content, alignment with digital learners' needs, and the perceived impact on professional competences.

The pilot was implemented in five partner countries and involved a total of 25 professionals, including VET teachers, trainers, instructional designers, and adult education practitioners. The participants represented diverse vocational sectors, ensuring that feedback reflected a broad spectrum of educational and professional realities. The first trial phase therefore functioned not only as a technical test, but as a structured pedagogical validation process in authentic learning environments.

2. Country-Based Results

2.1 Austria

In Austria, five VET professionals from ICT, cybersecurity, social media, and vocational training participated in the pilot. The quantitative results demonstrate very high levels of satisfaction, with approximately 90–100% of responses rated positively (Agree or Strongly Agree) across all evaluation criteria. A significant proportion of responses—around 80%—reached the highest rating level.

Participants highlighted the structured and logical design of the Training Programme, noting that the modules were clearly sequenced and easy to follow. The learner-centred approach was perceived as pedagogically coherent and applicable to real teaching contexts. The Virtual Campus was described as intuitive, well-organised, and supportive of structured learning progression. Participants appreciated the clarity of the interface and the absence of unnecessary technical complexity.

The Educational WebApp was recognised as a practical and time-saving tool, particularly due to its ready-to-use templates and interactive activity formats. Users indicated that it facilitated the translation of instructional design theory into concrete micro-learning activities. No negative evaluations were recorded. Recommendations focused on expanding the template library, optimising workflow efficiency, and potentially adding short tutorial support materials to enhance onboarding for new users.

2.2 Portugal

The Portuguese pilot involved five professionals from diverse sectors including sales, agricultural production, forest management, inclusive education, and adult training. This sectoral diversity provided valuable insight into the adaptability of the ID Teachers framework beyond traditional VET classroom environments.

Evaluation data indicate that over 85–95% of responses were positive, with approximately 70–80% of participants selecting the highest rating level. Participants confirmed that the Training Programme was clear, relevant, and practically oriented. The examples and templates were perceived as adaptable across different vocational sectors.

The Virtual Campus was regarded as easy to navigate and logically structured, supporting independent learning and reflection. Participants reported that the training activities encouraged them to rethink how to design learner-centred digital content and micro-learning units.

The Educational WebApp was appreciated for enabling interactive, scenario-based activities. However, constructive feedback suggested that stronger multimedia integration (such as video, podcast, and AI-supported content features), enhanced analytics and reporting functionalities, and improved mobile optimisation would further strengthen the tool's competitiveness and alignment with evolving digital standards. No conceptual weaknesses were identified. The recommendations reflect scalability and innovation opportunities rather than structural concerns.

2.3 Spain

In Spain, five participants—including higher education teachers and VET trainers—took part in the trial phase. The quantitative results were exceptionally strong, with 100% of responses rated positively and no neutral or negative responses recorded. More than 80% of responses selected the highest rating level.

Participants reported that the content and structure of the training modules were clear and easy to follow. The Virtual Campus was described as user-friendly and supportive of the learning experience. Participants particularly valued the intuitive design and visual clarity of the platform.

The Educational WebApp was recognised as efficient, visually appealing, and easy to integrate into existing educational activities. Participants stated that the tools enhanced their digital competences and increased their readiness to operate in online and blended learning environments. Minor technical feedback concerned occasional slowness during the registration process and the potential development of a mobile application version to increase flexibility, possibly through QR-code integration. The Spanish results demonstrate extremely high satisfaction and strong perceived professional development impact.

2.4 Türkiye

Five VET teachers and practitioners participated to the Turkish Trial Phase and 100% of responses across all eleven evaluation items were positive (Agree or Strongly Agree). Approximately 70–90% of responses were rated at the highest level.

Participants unanimously confirmed that the content and structure of the Training Programme were clear and well-organised. The Virtual Campus was considered easy to navigate and supportive of the learning process. The WebApp was perceived as intuitive and effective in facilitating the creation of micro-learning activities.

Participants reported increased confidence in using digital tools and acknowledged that the training enhanced their competences in learner-centred instructional design for micro-learning. They also confirmed that they had sufficient opportunities to practise using the tools and that the feedback mechanisms were helpful. No negative findings were reported. Recommendations focused primarily on enriching the pool of practical examples to accommodate educators with varying levels of digital proficiency.

2.5 Italy

In Italy, five VET teachers participated in the trial. The evaluation demonstrated high satisfaction levels, with approximately 85–95% of responses rated positively and around 70–80% selecting the highest rating level.

Participants described the Virtual Campus and Educational WebApp as intuitive, user-friendly, and time-efficient. They reported improved confidence in designing and delivering digital micro-learning experiences. The tools were perceived as helpful in enhancing digital readiness and instructional design competences. The Italian participants provided valuable forward-looking feedback. They noted that, in a context where digital learning increasingly relies on audiovisual content and dynamic interaction, the platform could benefit from stronger multimedia integration, short video components, gamification features, and AI-supported enhancements. These suggestions reflect evolving digital learning expectations rather than dissatisfaction with the existing structure. The Italian results confirm the robustness of the framework while highlighting opportunities for technological enrichment.

3. Transnational Analysis

Across the five partner countries and 25 participants:

- 100% of participants completed the pilot activities.
- Over 90% of all responses across countries were rated positively (4 or 5).
- Approximately 75–85% of total responses selected the highest rating level.
- No country reported negative evaluations.
- No structural rejection of the pedagogical framework was recorded.

Qualitatively, the following transnational patterns emerge:

Participants consistently validated the clarity and coherence of the Training Programme, confirming that the learner-centred instructional design framework is understandable and applicable. The Virtual Campus was widely perceived as intuitive and well-structured, supporting structured progression and reflection. The Educational WebApp was recognised as practical and adaptable, facilitating the creation of interactive micro-learning activities.

The most frequent recommendations concerned multimedia enrichment, mobile optimisation, expanded template libraries, and enhanced analytics features. These suggestions reflect innovation-oriented refinement rather than structural shortcomings.

4. Final Considerations

The results of the 1st Trial Phase clearly show that the ID Teachers project is working effectively across different countries and educational contexts. In all five partner countries, participants reported high levels of satisfaction with both the Training Programme and the digital tools. The feedback confirms that the content is clear, the structure is logical, and the platforms are easy to use.

The very high percentage of positive responses — with more than 90% of all answers rated as “Agree” or “Strongly Agree” — demonstrates that the project successfully supports VET practitioners in improving their digital competences. Participants reported increased confidence in designing learner-centred micro-learning experiences and confirmed that the tools are applicable in real teaching and training environments.

Importantly, no structural weaknesses were identified. The suggestions provided by participants mainly focus on future improvements, such as adding more multimedia elements, improving mobile compatibility, expanding templates, and strengthening interactive features. These recommendations are development-oriented and reflect the natural evolution of digital education standards, rather than problems in the project design. The 1st Trial Phase confirms that ID Teachers delivers a practical and relevant solution for supporting digital transformation in vocational education and training.