TeachID

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

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2nd TRIAL PHASE TRANSNATIONAL REPORT

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Content

2nd Trial Phase Transnational Report

Introduction

The 2nd Trial Phase of the ID Teachers project constituted the large-scale validation stage of Work Package 4. This phase was specifically designed to test the developed micro-learning modules, the Virtual Campus, and the Educational WebApp directly with end beneficiaries in authentic educational and vocational environments.

In contrast to the first piloting cycle, which primarily focused on VET practitioners evaluating the pedagogical and technical framework, the second phase targeted learners and students as the main beneficiaries. The objective was to assess the learner-level impact of the project outputs, including clarity of micro-learning content, engagement through interactive elements, usability of the digital environment, accessibility through mobile devices, and perceived contribution to digital competence development.

Across the five partner countries, 26 professionals facilitated the implementation of the trial phase, reaching a total of **133 learners**:

- Austria: 26 learners
- Portugal: 27 learners
- Spain: 28 learners
- Türkiye: 25 learners
- Italy: 27 learners

The implementation took place in diverse VET and sector-specific contexts, including urban and rural training centres, agriculture-related settings, secondary education institutions, and vocational environments. This diversity ensured that the digital ecosystem was tested across heterogeneous educational realities.

2. Country-Based Results

2.1 Austria

In Austria, six trainers implemented the micro-learning modules and WebApp activities with 26 learners representing both urban and rural vocational contexts. The collected data demonstrate consistently strong positive feedback.

All responses across the twelve evaluation items were rated positively (4 or 5), resulting in a **100% positive evaluation rate**. High proportions of learners selected the highest rating, particularly in areas related to engagement, digital confidence, and enjoyment of the learning experience.

Learners described the micro-learning content as clearly structured and visually accessible. The use of rich graphic resources and short learning units facilitated comprehension and supported focus on individual concepts. This format proved particularly beneficial for participants with varying levels of language proficiency, as it reduced cognitive overload and allowed gradual progression.

Interactive activities were highlighted as a strong component of the learning experience. Learners reported that practical tasks encouraged reflection and supported learning by doing. Trainers observed increased participation and motivation compared to more traditional formats.

A minor challenge concerned the initial familiarisation with the broader competence framework and digital structure. Some participants required guided explanation to fully understand how modules interconnect. However, once orientation was provided, the platform was navigated confidently and without technical difficulty.

2.2 Portugal

The Portuguese implementation involved five professionals and 27 learners from sector-specific contexts, including agriculture, certification processes, and educational settings. The results reflect a highly favourable reception of the digital approach.

Quantitative findings indicate that **100% of responses were positive**, with the majority of learners selecting "Strongly Agree" across most evaluation statements. For example:

- 24 out of 27 learners strongly agreed that the content and structure were clear.
- 23 out of 27 strongly agreed that digital tools maintained engagement and motivation.
- 23 out of 27 expressed willingness to participate in similar future activities.

The interactive nature of the WebApp was repeatedly identified as the main added value. Learners emphasised that the dynamic structure facilitated consolidation of knowledge and made the learning process more practical.

Notably, behavioural impact was observed beyond satisfaction indicators. Some participants reported having applied micro-learning principles in their own classrooms or professional contexts, demonstrating transfer of methodology into practice.

Areas for improvement related primarily to user onboarding. A clearer introductory orientation, more visible step-by-step guidance, and enhanced navigation cues were suggested to facilitate first contact with the platform. No concerns were expressed regarding pedagogical quality or relevance of content.

2.3 Spain

In Spain, five professionals facilitated implementation with 28 learners across three beneficiary groups. The evaluation data reveal unanimous positive assessment.

All responses recorded were rated either 4 or 5, confirming a **100% positive evaluation rate**. High proportions of learners selected the highest rating for clarity of modules, engagement, digital skill development, and willingness to continue similar activities.

A distinctive feature of the Spanish feedback concerns accessibility and mobile integration. Learners highly appreciated the QR-based access to the WebApp, which allowed immediate participation without formal registration procedures. The format was compared to widely used mobile learning applications, highlighting its intuitive design, speed, and gamified characteristics.

The possibility of completing short interactive activities via smartphone during class or free moments was perceived as practical and motivating. Learners described the activities as dynamic and entertaining, reinforcing sustained engagement. Trainers indicated that course creation within the Virtual Campus requires guided preparation sessions

2.4 Türkiye

The Turkish trial phase engaged five professionals and 25 learners. Evaluation outcomes demonstrate high satisfaction levels. For the majority of evaluation statements, all learners selected “Strongly Agree.” In a limited number of items—such as relevance of examples or future participation—approximately 20–40% selected “Agree” rather than the highest rating. No neutral or negative responses were recorded.

Learners consistently described the micro-learning modules as concise, clear, and logically organised. The short duration of lessons contributed positively to concentration and efficiency. Participants reported that personalised micro-lessons improved focus and made learning more accessible.

The digital tools were perceived as intuitive, and technical difficulties were not reported. Accessibility through mobile devices and QR codes was identified as particularly practical, enabling learning independent of location. The learning experience was described as more engaging and flexible than traditional methods. Overall satisfaction levels were exceptionally high, confirming strong acceptance of the learner-centred micro-learning model.

2.5 Italy

In Italy, five professionals implemented the trial phase with 27 learners in a blended format combining digital exploration and face-to-face reflection sessions, including participation in a Multiplier Event. Learners reported high levels of satisfaction with the WebApp's usability and navigation. The gamified elements—particularly immediate feedback, progress monitoring, and interactive tasks—were considered motivating and supportive.

Confidence in using digital tools was widely reported, and activities were completed without significant technical difficulties. The design and layout of modules were appreciated for maintaining focus on learning objectives.

Some learners expressed that longer and more structured lessons are sometimes necessary for complex topics. However, this was framed not as criticism but as a recommendation to integrate micro-learning within broader instructional pathways. Participants clearly articulated that micro-learning functions most effectively as a complementary approach, reinforcing traditional classroom teaching rather than replacing it. The blended model implemented in Italy was therefore considered particularly effective.

3. Transnational Analysis

The aggregated data from 133 learners across five countries demonstrate a remarkably consistent pattern of positive reception.

Key quantitative findings include:

- 100% positive response rates in all participating countries.
- A majority of responses—frequently between 75% and 90%—at the highest rating level.
- No structural rejection of the micro-learning model.
- High willingness among learners to engage in similar activities in the future.

Recurring strengths across national contexts include:

- Clear and well-structured micro-learning modules
- High engagement through interactive and gamified elements
- Strong digital confidence among learners
- Mobile accessibility and QR-based participation
- Improved concentration through concise learning units
- Enhanced digital learning skills

Challenges were limited and focused primarily on onboarding clarity and the importance of integrating micro-learning within blended learning frameworks.

4. Final Considerations

The 2nd Trial Phase of the ID Teachers clearly shows that the digital ecosystem functions effectively at learner level across diverse European contexts. The consistency of high satisfaction rates confirms both usability and pedagogical relevance.

Micro-learning modules proved particularly effective in sustaining attention and promoting active participation. **Gamification and interactive feedback** mechanisms significantly contributed to motivation. **Accessibility** through mobile devices enhanced flexibility and autonomy. Importantly, feedback from certain contexts highlights the pedagogical value of combining **micro-learning with structured classroom discussion**. This reinforces the project's strategic objective of enriching vocational education through **digital innovation**.

The implementation phases with 133 learners in five countries demonstrates that the micro-learning modules, Virtual Campus, and Educational WebApp can function effectively in diverse vocational and classroom environments. High levels of learner engagement, consistent positive usability ratings, and the absence of significant technical barriers confirm that the **digital tools can be applied to larger learner groups** without requiring complex infrastructure or advanced digital expertise. The strong acceptance of mobile access and QR-based participation further indicates that the model is technically accessible and easy to deploy in real educational settings.

At the same time, the findings highlight the adaptability and long-term sustainability of the project. Learners reported **improved digital confidence, increased motivation, and willingness to participate in similar activities**. By combining structured instructional design principles with accessible digital tools, ID Teachers offers a transferable and learner-centred solution that can be progressively embedded within European VET systems as part of broader digital transformation efforts.