A2.3 COLLECTION OF COURSE MAPPING TOOLS

DiVerSe
COURSES

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Summary

Introduction

Promoting inclusion and diversity is at the core of the project "Understanding and unlocking learners' and educators 'potentials in diverse courses - Diverse Courses". The project aims at contributing to inclusion, in order to support equal opportunities and access for all learners, lowering the barriers for successful participation for those with fewer opportunities. A broad range of barriers such as disabilities, health problems, or social barriers – to name just a few - hinder learners to successfully participate in courses and their potentials are not recognized. On the other side, the educators dealing with the diverse composition of learners face the challenge responding to the different needs and backgrounds.

The manual

The present document brings together a set of tools developed by the six project Partners to profile students and educators in the classroom. The tools are based on the Good Practices collected in the document 'A2.1 Collection of Good Practices' available at: https://toolkit.diversecourses.eu/mod/data/view.php?id=6 These tools, outlined by the partners and presented within this document, will be tested in the classrooms of the courses delivered by the partners organizations in the period from September 2024 to January 2025.

The primary objective of the tools described in this document is to profile learners or educators to create Personas. Each tool is presented in order to show how the tool will be implemented in detail (to facilitate future use by project website users), and what information this practice allows to collect which is useful for defining Personas.

1. Profil Pass in "Digital citizenship" course for un-employed people

Proposing Partner: Cramars

1. What good practice is the tool inspired by? *Specify the original title and number of the list.*
Barrier-free ProfilPASS in Easy Language – GP 1

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
The class was composed by 7 learners aged between 60 and 67, except for two younger ones of about 35 years. All of them came from the local area (max. 30 km distance) and were either unemployed.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
The test will be implemented in the course "Introduction to Digital Citizenship" an hybrid course with a duration of 24 hours. The goal of the course is to develop soft and COMPUTER-DIGITAL skills for
exercising active citizenship with digital technologies, in particular through the knowledge of digital services. The test will be taken at the end of the course, close to the final test.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
We are going to apply this tool because it allows personal skills to be identified by analysing every-day and life contexts. It was chosen because of the ease of language used in the document and the exercises proposed, these features fit well into a class group characterised by an elementary level of study and a low level of motivation for learning and training. This practice allows to carry out a self-assessment of skills in a simple and intuitive way and without making the students lose focus.

7. What is the objective/purpose of the profiling?
Understand the level of motivation, the engagement of individuals within the class, their perception of their own competences, whether they have done previous training activities, what their family dynamics are.

8.How the tool will be implemented/how you are going to collect the information required?

Each user fills in the document handed to him/her. Some exercises are to be done in pairs, so the individual turns to the colleague sitting next to him to do the activity. The tutor provides the instructions for completing the document, presents each activity proposed by the tutor and supports the users if necessary.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ <u>Core Demographics</u>
    ☒ Age
    ☒Geographic Location
    ☒Gender Identity
    ☒Nationality
    ☒Minority Group
    ☐Educational Background
    ☒Occupational status

☐ <u>Learning Needs and Abilities</u>
    ☒Learning Styles
    ☒Existing Knowledge Base
    ☒Preferred Learning Activities
    ☒Focus (content that is of interest to focus on)
    ☐Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
    ☐Motivation to attend the course
    ☐Career aspiration
    ☒Goals

☒<u>Behaviours, personality and characteristics</u>
    ☒Personality
    ☐Time Constraints
    ☐Family Responsibilities
    ☒Hobbies
    ☒Values

☐☒ <u>Skills and abilities</u>
    ☒Soft
    ☒Digital and technology skills:
    ☐Subject related skills

☒<u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
    ☐working status
    ☐family responsibilities
    ☒time constraints
    ☐competing priorities

10.Who is going to carry out the test:
☐ Educator
☒ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
The test requires a printed copy of the paper for each user, a tutor to introduce the process and exercises and to support the students, 1.5 hours available for the completion of the test, the availability of the tutor to assist all students.

12. Which could be the limits and risks to the application of the tool?
The tool is designed to be simple and intuitive; it has a very simple language that may be too evident for some users (given the diversity within the class group). It may also happen that some users take certain exercises for granted, especially those related to the analysis of everyday life, so it is necessary to stimulate them to continue completing the exercise. The profiling of users using this tool is based on the data imputed by the users and thus on a self-perception basis.

13. If you need it, please add any other valuable information:
Compared to the original *Profil Pass* document, we have modified the document by removing some sections and changing the way the exercises and content are presented in some parts. The *Profil Pass* was created as a tool for users with learning difficulties or cognitive deficits, we intend to use it for users who do not have proven deficits but who have limited familiarity with training content and low motivation to learn and compare with peers.

Link to the document will be used in the test: https://drive.google.com/file/d/128rsr-zeAidbwOvNvfBy K5ViRIk8VP5/view?usp=drive_link

2. Motivation and need analysis for English courses

Proposing Partner: Cramars

1. What good practice is the tool inspired by? *Specify the original title and number of the list.*
Questionnaire on identifying attitudes of learners with regard to English as a foreign language – GP 3

2. Audience target:
☑ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
10 Adults of age 40-60

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Course of English level A1 (base), the course is 100% online, 40 hours of duration.

5. The tool will be tested in an:
☑ Online environment
☐ Offline environment

6. Rational (why did you choose this tool)
This tool was chosen because the course will take place online and therefore there is no possibility of in-person profiling, which is why we decided to implement it through Mentimeter. The online app allows to informally collect, with the active involvement of the group and in real time, the answers to the reworked questionnaire (proposed below as annex 1) and to compare directly with the users involved on the answers collected and to share, at the end of the activity, the common class objectives. The tool was also chosen because of its short application time, which does not rob the teacher of hours and can be implemented in the introduction phase of the courses called "didactic management" and provided for in the didactic plan made available by the course funder (FVG region).

7. What is the objective/purpose of the profiling?
This tool allows the teacher to collect information on students' basic language skills, motivations and specific hobbies and interests so that training content can be tailored to their needs.

8.How the tool will be implemented/how you are going to collect the information required?

First of all, in communion with the reference educator, we agreed on a list of questions to ask the audience that will allow us to collect the necessary data to identify, the student's interest/attitude towards the English language, the level of English proficiency (considering that it is a basic English course), whether English has been studied before, for what purposes each student takes the course (in detail the questions already selected in the appendix).

Below the questions have been uploaded to mentimeter
(https://www.mentimeter.com/).

At the start of the course we will explain the motivation for the proposed activity on mentimeter and in September using mentimeter we will ask the students to answer one question at a time and gradually involve the class in reviewing or better explaining the answers given, to clarify in detail interests and competences, this also allows us to get to know the class group and understand what their specific interests are. At the end of the whole course and following the answers given, the reference tutor (who will have already defined, from the answers, more or less what type of Personas there are in the classroom) will ask for confirmation of the common objectives and the ways in which the training course will be completed.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
   ☐Age
   ☐Geographic Location
   ☐Gender Identity
   ☐Nationality
   ☐Minority Group
   ☐Educational Background
   ☐Occupational status

☐ Learning Needs and Abilities
   ☒Learning Styles
   ☒Existing Knowledge Base
   ☒Preferred Learning Activities
   ☒Focus (content that is of interest to focus on)
   ☐Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
   ☒Motivation to attend the course
   ☐Career aspiration
   ☒Goals

☐Behaviours, personality and characteristics
    ☐Personality
    ☐Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☐Values

☐ Skills and abilities
    ☐Soft skills
    ☒Digital and technology skills:
    ☒Subject related skills

☐Learning obstacles

☐ Life Circumstances
    ☐working status
    ☐family responsibilities
    ☐time constraints
    ☐competing priorities

10.Who is going to carry out the test:
☐ Educator
☒ tutor
☐ other:_____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
- Ability to use the platform "Mentimeter"

12. Which could be the limits and risks to the application of the tool?
Learners less skilled with digital devices might face some difficulty in access to the platform and provide answers to the presented questions.
Mentimeter does not allow responses to be collected and associated with the specific user, all responses are anonymous, this is especially useful when asking for opinions on some more intimate or private topics but it is limiting when you need to associate responses with users.

ANNEX: Collection of information in the classroom.

Sample of screen with questions for participants

Questions proposed to learners through Mentimeter:

_____

Ag Number: 2023-1-AT01-KA220-ADU-000163999

- Why you enrolled in this course?
- Have you attended language courses before? If yes, please specify whether online or in presence.
- Have you ever been abroad? Where?
- Did you study English at school? For how many years?
- Please rate these statements from 0 to 4
    - I like the English language
    - I liked the English lessons
    - I like read books/articles in English
    - I watch TV series and movies in English
    - I feel comfortable using English in a group of peers

- What would you like to learn in this course?
- what do you need to learn this language at its best?

3. Peer Learning Profiling Tool: "Collaborative Curriculum Mapping"

Proposing Partner: Cramars

1.What good practice is the tool inspired by? *Specify the original title and number of the list.*
Der Near-Peer-Learning-Rahmen (die Wahl der Lernenden) – n. 10.

2. Audience target:
☐ Learners
☒ Educators

3. Describe the audience target (type, numbers, characteristics)
The audience target are adult education teachers/trainers in paper and cardboard processing techniques.
Numbers: Approximately 4-5 teachers.
Characteristics:
- Diverse backgrounds in educational methodologies (e.g., experiential, theoretical, hands-on)
- Varied levels of experience in teaching adult learners
- Familiarity with the subject matter but differing approaches to training.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
although not specifically referring to students, the course for which profiling is organized is a 100-hour course that trains students in paper and cardboard processing techniques. The course alternates 4-5 professional trainers and professionals in the specific subject. There is a minimum of 8 students in the classroom, all of whom are unemployed and have no expertise in the subject matter. The course is held for the purpose of placing students in companies that process paper and required specific training.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
The "Collaborative Curriculum Mapping" tool was chosen to leverage the collective expertise of the trainers while ensuring a cohesive learning experience for students. This method promotes open dialogue, encourages collaboration, and allows trainers to align their teaching strategies without overlapping content.

7. What is the objective/purpose of the profiling?

The objective is to profile each teacher's methodology and teaching style to: identify unique strengths and approaches; avoid redundancy in course content; ensure that all learning modes (visual, auditory, kinesthetic) are addressed in the curriculum; facilitate collaborative planning and resource sharing among trainers.

8. How the tool will be implemented/how you are going to collect the information required?

The tool will be implemented as follows:

Information Collection

1. **Initial Survey**: Distribute a survey to gather baseline data on each trainer's teaching methodology, preferred teaching styles, and key topics they wish to cover.

2. **Peer Learning Workshop**: Conduct a structured workshop (2-3 hours) where trainers share their methodologies and discuss their planned content.

3. **Curriculum Mapping Exercise**: Collaboratively map out the curriculum, identifying overlaps and gaps, and assign roles based on strengths.

Implementation Steps

Preparation: schedule a workshop; prepare surveys and materials for curriculum mapping. **Execution**: conduct the workshop; facilitate discussions and mapping. **Follow-Up**: collect finalized curriculum maps; assign roles for each trainer.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
    ☐ Age
    ☐ Geographic Location
    ☐ Gender Identity
    ☐ Nationality
    ☐ Minority Group
    ☒ Educational Background
    ☒ Occupational status

☐ Learning Needs and Abilities
    ☐ Learning Styles
    ☒ Existing Knowledge Base
    ☐ Preferred Learning Activities
    ☒ Focus (content that is of interest to focus on)
    ☐ Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
 ☐Motivation to attend the course
 ☐Career aspiration
 ☒Goals

☐Behaviours, personality and characteristics
 ☒Personality
 ☐Time Constraints
 ☐Family Responsibilities
 ☐Hobbies
 ☐Values

☐ Skills and abilities
 ☒Soft skills
 ☒Digital and technology skills:
 ☒Subject related skills

☐Learning obstacles

☐ Life Circumstances
 ☐working status
 ☐family responsibilities
 ☒time constraints
 ☐competing priorities

10. Who is going to carry out the test:
☐ Educator
☐ tutor
☒ other (please specify) Course Coordinator

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
The requirements for implementing the tool are the followings:
Physical Resources: a classroom or meeting space conducive to group work; whiteboards or flip charts for mapping exercises; materials for the mapping (sticky notes, markers). **Human Resources:** a coordinator to facilitate the workshop; participating trainers. **Competencies:** trainers should possess good communication skills; the coordinator should have experience in facilitation and adult learning principles. **Technical Tools:** survey tools (e.g., Google Forms); collaboration software (e.g., Miro, Trello) for ongoing curriculum mapping. **Attitudes:** openness to feedback and new ideas; willingness to collaborate and share resources.

12. Which could be the limits and risks to the application of the tool?
There can be some limit and risks such as: Resistance to Change - some trainers may be reluctant to modify their established methods, Time Constraints - teachers may have busy schedules that hinder participation, Variability in Engagement -not all trainers may

engage equally, which could affect the outcomes, Overlap Still Occurring - if not carefully managed, some overlaps may still exist.

13. If you need it, please add any other valuable information:
It may be beneficial to establish a follow-up meeting after a few weeks of implementation to assess how the mapping is being used in practice and make any necessary adjustments.

ANNEX - Detailed Description of the Method - Collaborative Curriculum Mapping Workshop
Duration: 2-3 hours

Agenda

1. **Introduction (15 minutes)**

    o Overview of the workshop purpose.

    o Icebreaker activity to foster openness.

2. **Initial Survey Results Presentation (15 minutes)**

    o Present findings from the initial survey on teaching styles and content.

3. **Methodology Sharing (30 minutes)**

    o Each trainer presents their teaching method (6 minutes each).

    o Focus on key topics and techniques used.

4. **Curriculum Mapping Exercise (60 minutes)**

    o **Step 1**: Brainstorm key themes and techniques related to paper and cardboard processing.

    o **Step 2**: Use sticky notes to write down topics each trainer plans to cover.

    o **Step 3**: Collaboratively place sticky notes on a large board, identifying overlaps and gaps.

5. **Role Assignment (30 minutes)**

    o Discuss strengths and preferences.

    o Assign topics or techniques to each trainer based on their expertise.

6. **Conclusion and Next Steps (15 minutes)**

    o Summarize the outcomes.

    o Plan for follow-up meetings to check progress and refine the curriculum.

Key Questions for Reflection

- What unique perspective does each trainer bring to the topic?

- How can we ensure all learning styles are addressed?

- Are there any areas where collaboration could enhance our teaching?

Follow-Up

- Schedule a check-in after 4-6 weeks to review implementation and gather feedback.

This structured approach not only permits to profile teacher approaches but also enhances the teaching methods and cultivates a sense of community among trainers, ultimately benefiting student learning outcomes.

4. Basic life skills

Proposing Partner: DAFNI KEK

1. What good practice is the tool inspired by? *Specify the original title and number of the list.* Additional good practice not included in the list

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
Type: adult learners (18+) from the general public
Number: 10-15
Characteristics - threshold: limited formal qualifications (basic/compulsory?), language comprehension A2-B2 level

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Subject: Life Skills is a combination of different modules which are targeted to people who want to advance their understanding and competences in a matrix of reference fields: writing, numeracy, citizenship, environmental and digital skills – in such a way to be able to justify, update responding to the requirements of a basic job, document writing, civil participation, etc.

Duration of the course: 120 hours

Course mode: hybrid

5. The tool will be tested in an:
☒ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool was chosen to be better applied in a diverse group of learners, whose characteristics are mainly met in target population as migrants, adults with low qualifications (based on primary education)/older dropouts, women at home (involuntary dropouts), long-term unemployed, Roma people.

7. What is the objective/purpose of the profiling?
To understand better who has expressed interest to participate, risk of dropout of the learners coming, how to choose activities and techniques from the course's framework (tailor-made to the group).

8. How the tool will be implemented/how you are going to collect the information required?

We'll collect the answers and transfer them in a digital form with statistical elaboration of the categorized results (descriptive mapping).

9. What information, useful for defining personas, will this tool allow you to collect?

☐ <u>Core Demographics</u>
- ☒ Age
- ☒ Geographic Location
- ☒ Gender Identity
- ☒ Nationality
- ☒ Minority Group
- ☒ Educational Background
- ☒ Occupational status

☐ <u>Learning Needs and Abilities</u>
- ☐ Learning Styles
- ☐ Existing Knowledge Base
- ☒ Preferred Learning Activities
- ☐ Focus (content that is of interest to focus on)
- ☐ Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
- ☒ Motivation to attend the course
- ☐ Career aspiration
- ☒ Goals

☐ <u>Behaviours, personality and characteristics</u>
- ☐ Personality
- ☒ Time Constraints
- ☒ Family Responsibilities
- ☐ Hobbies
- ☒ Values

☐ <u>Skills and abilities</u>
- ☐ Soft skills
- ☒ Digital and technology skills:
- ☐ Subject related skills

☐ <u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
- ☐ working status

☒family responsibilities
☒time constraints
☐competing priorities

10.Who is going to carry out the test:
☒ Educator
☐ tutor
☒ other (please specify): Manager/Director of institution

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

An existing organizational structure – training director (collects information), team of competent or certified adult educators (assess the responses), facilitator/mentor

A room for group meetings adequate for the maximum number of participants expected

Existing online version of the course or online library with courses resources

Cooperative attitudes, active listening, flexibility and non-discrimination from the members of the organizational structure.

12. Which could be the limits and risks to the application of the tool?

Limits – there are persons that don't want to share personal information, even in anonymized format.

Risks – potential learners lacking punctuality/time constraints to confirm interest of participation which affects the timely analysis of the available group and the adjustments needed to the implementation of the course

13.If you need it, please add any other valuable information:
Attachments – test tool and tips for analysis

ANNEX - Mapping tool for participants of the life skills course
Developed by DAFNI KEK as part of the Diverse Courses WP2.3 Activities

Tell us a bit about yourself
Year you were born:

What is your gender:
- Woman
- Man
- Non-binary
- Other – write it if you want:

Have you or your family moved here from another country or region?
- Yes – write here if you wish:
- No

Do you belong to a group that is smaller or less seen here in [*add name of city/area*] often?

- Yes – write here if you wish:

- No

Where do you live:

- In the city

- In a nearby village

- Elsewhere – explain if you want:

Who do you live with:

- Alone

- Parents/guardians and/or siblings

- Partner/spouse

- Partner/spouse and children

- Friend(s)

- Other

Do you currently work?

- Yes, full time, all year

- Yes, part time, all year

- I work some days each month

- I work some months each year

- I work occasionally throughout the year

- I haven't worked this year

How much time can you dedicate to this course per month:

- Less than 1 hour

- 1-3 hours

- 4-6 hours

- 7-10 hours

- More than 10 hours

- My availability changes from week to week

Do you have any family or personal responsibilities that can make your participation difficult?

- Yes, I have regular family/personal responsibilities.

- Yes, I have occasional family/personal responsibilities.

- No, I don't have family/personal responsibilities.

- My situation changes, and it's hard to predict.

- I don't believe this will affect my participation.

What is your educational background?

- I have not completed formal education.

- I have some primary or secondary education.

- I completed secondary education (high school).
- I completed vocational training.
- I have some higher education (university or college).
- I have informal education or life experience that has helped me learn.

Describe yourself according to the following statements:

I like to learn new things
- Yes definitely
- Yes, most of the time
- Not always
- Not at all
- Other

- If yes - please explain why (choose from the following answers the 2 most representative reasons for you:
  - to better deal with daily activities
  - to be socially engaged
  - to understand better the media news
  - it is a personal satisfaction and confidence
  - to find a better job

I prefer to listen to the lesson/subject rather than read it from notes
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

- (optional) If yes – please explain:

I prefer to learn with others
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

- If you answered "yes dfinitely" or "yes, most of the time" please specify:
  - I want to be active in social settings
  - Need to make new friends
  - Need to learn from others' experience
  - Other

I like to apply what I have learned as I learn it
- Yes definitely
- Yes, most of the time

- Not always
- Not at all

I have difficulty understanding difficult concepts
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

- Which topics tend to be difficult for you?
    o Things I have no experience on
    o Foreign languages
    o Science-related things
    o Acronyms
    o Terms with complicated explanations
    o Big and complicated ideas
    o Other:

I like to have instructions explained to me with pictures
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I can't stand too much noise
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I prefer computer-based learning
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

- If not always, please specify:
    o Under guidance only
    o Flexible to decide depending on my personal schedule
    o Only when I need to complete homework
    o Other:

I prefer traditional teaching (school)
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

Which of the following things are important to you?
- Helping others and being part of a community
- Learning and improving as a person
- Taking care of family and loved ones
- Fairness and equality for everyone
- Being independent and doing things on my own
- Working hard and being trusted
- Respecting different cultures and ideas
- Other (please share)

Read/listen to the following sentences and reply
I find reading difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I find mathematical operations difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I find the idea of personal budgeting difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I find social media difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I find visits to the doctor difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I find environmental discussions difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

I find politics difficult:
- Yes definitely
- Yes, most of the time
- Not always
- Not at all

5. Identifying capacity to change (in developing learning pills)

Proposing Partner: DAFNI KEK

1. What good practice is the tool inspired by? *Specify the original title and number of the list.* Additional good practice not included in the list

2. Audience target:
☐ Learners
☒ Educators

3. Describe the audience target (type, numbers, characteristics)
Workplace-based trainers, mentors, human resources staff

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
/

5. The tool will be tested in an:
☒ Online environment
☐ Offline environment

6. Rational (why did you choose this tool)
To better understand how flexible the workplace trainers/mentors/hr staff are, to update learning possibilities in a concise level in their staff.

7. What is the objective/purpose of the profiling?
To identify the most relevant and ready to respond/learn trainers, to convince trainers to make use of new updated methods due to limited resources, deal with internal competition and boost cooperative environment, develop reflective skills in work-based trainers.

8.How the tool will be implemented/how you are going to collect the information required?
Online, though a questionnaire.

9. What information, useful for defining personas, will this tool allow you to collect?
☐ Core Demographics
    ☒ Age
    ☐Geographic Location
    ☐Gender Identity
    ☐Nationality
    ☐Minority Group
    ☒Educational Background

☒Occupational status

☐ Learning Needs and Abilities
    ☒Learning Styles
    ☒Existing Knowledge Base
    ☐Preferred Learning Activities
    ☐Focus (content that is of interest to focus on)
    ☒Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
    ☒Motivation to attend the course
    ☒Career aspiration
    ☐Goals

☐Behaviours, personality and characteristics
    ☒Personality
    ☒Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☒Values

☐ Skills and abilities
    ☒Soft skills (organizing information, synthesizing/translating resources, connecting theory and practice, understanding needs, reaching multiple cases in terms of learners)
    ☒Digital and technology skills:
    ☒Subject related skills (ability to transfer expertise)

☐Learning obstacles

☐ Life Circumstances
    ☒working status
    ☒family responsibilities
    ☒time constraints
    ☒competing priorities

10.Who is going to carry out the test:
☐ Educator
☐ tutor
☒ other (please specify): Director of institution

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

Existing, facilitating, digital environment (communication and interaction of employees)

No personal conflicts/subjective in the choice of educators, Familiarized with the suggested approach, lifelong and life wide learning attitude**.**

12. Which could be the limits and risks to the application of the tool?

Limits – limited interest from the workplace trainers to take part (who is going to assess my abilities? / egotistical attitude or prestige issues)

Risks – fail to become attractive for people to show interest in it

ANNEX - Mapping tool for participants of the CPD Programme on Micro-learning with explanations/justifications

Developed by DAFNI KEK as part of the Diverse Courses WP2.3 Activities

Questions	Justifications/methods for analysis
Personal questions	
When we were you born? - Between 1946 and 1964 - Between 1965 and 1980 - Between 1981 and 1996 - Between 1997 and 2012	*These are the social generation periods are defined in the mainstream americanised way. Under no circumstances should they be considered as defining aspects of a person, but rather be used as a reminder in cases of arguments and conflicts during the course (especially in regards to education, workplace, culture and gender). For alternative social generation classifications, see this. For some more context and further reading, we suggest reading sources 1 and 2 which offer some really interesting insights.*
What is the gender you identify with? - Female - Male - Non-binary - Other	
What is your educational background? *You can mark two options, highest completed and highest attempted* - Upper secondary education - Post-secondary non-tertiary - Short term tertiary - Bachelor's - Master's - Doctoral	*Corresponds to levels 3 to 8 of the ISCED scale which can be easily adapted to any educational system.* *In this question we have also added two dimensions, that of highest level completed as well as highest level attempted (meaning they accessed it but probably dropped out). This can help get a bit more understanding on the respondent's approach, probably even recognising some life obstacles, in relation to the responses to the other questions.*

Based on the previous question, indicate the place in which you have completed the highest level of education - Completed in the current country - Completed in another EU country - Completed in a non-EU but European country - Completed outside of EU and Europe (Asia, Africa, Latin America) - Completed outside of EU and Europe (North America, Australia, New Zealand)	*This question aims to understand not the educational background of the participant, but rather to assess the potential experiences with discrimination in regard to their educational background.* *It is often the case that people who have completed higher education in non-western countries, are very often not taken as seriously as their western-graduate colleagues (while also some won't be able to either get their degree recognised). These should be taken into account, especially considering possible conflicts between participants during the course.* *Relevant research sources 1, 2 and 3*
Do you believe you have faced discrimination about your studies/educational background? - Yes definitely - Maybe - Not at all - Other	
How many years of experience do you have as a VET trainer/Adult educator? - 1 to 4 - 5 to 8 - 8 to 11 - More than 11 years	*This question should help assess the level of familiarity with the domain, potential for excitement or critical approach to the domain, as well as to assess after the training how the content was received based on the experience of*
In which domain(s) have you had most of your experience as a VET trainer/adult educator? *Write it in your own words – refer to types of courses you have carried out and groups of people you have worked with*	
What type of organisations have you worked for as a VET trainer/adult educator? - VET institution or Lifelong Learning Center - University or College - SMEs - Public Authority - Large company - NGO / CSO - Other – please specify the type (no need for specific details)	*This can help us get an approximation on their experience within established standards in terms of format, freedom or lack of it in terms of approach, formality/informality of learning, etc. Again, we should avoid overgeneralisations, and instead approach the response in relation to all the other responses.*
Approach to personal development and learning	
Reflecting on your experience, how do you tend to learn more effectively?	*This question aims how the registered participants as a whole tend to approach lifelong learning in terms of*

- Through structured, f2f, group settings - Through personal, structured self-study - Through unstructured group settings - Through unstructured self-study - other	*formality of education. For the purpose of this questionnaire, we choose the domains of non-formal and informal education, which can give us also a first indications of participants' approach to learning and what they consider as learning*
Which of the following formats of knowledge sharing do you find as more helpful? - Text-based formats - Image-based formats - Audio-based formats - Touch-based formats - Experience-based formats - Other	*In this section we avoid the specific learning styles as mentioned in the bibliography and instead focus on the general categories of formats as expected in disability-inclusive environments. This helps us in two ways here – first we understand what educators themselves find helpful, but also use those as a basis to develop more such formats with inclusivity in mind*
Given this specific course, i.e. developing and applying micro-learning resources to learning settings, how familiar are you with educational resources development? - I always create resources for my courses complementary to the existing curriculum - I often create resources for my courses complementary to the existing curriculum - I rarely create resources for my courses complementary to the existing curriculum - I only depend on the existing curriculum provisions - I work without a curriculum, on a discussion based setting focused around studying specific existing resources	*Examines the level of familiarity with the learning resources development*
For the cases where you created some of your own learning resources for the course(s) you carried out, what was the purpose of doing so? - The existing activities within the curriculum were limited - The existing activities within the curriculum were not motivating the learners - The existing activities within the curriculum were not diverse - The existing activities within the curriculum were not helpful for the abilities of the students	*Examines the perceptions around the use, and possibly the importance of learning resources development, and consequently can predict how interesting they may find this CPD course or not*

- I have never created own learning resources for my courses because I wasn't allowed to - I have never created own learning resources for my courses because I didn't feel the need to	
Do you feel that there are certain types of activities you cannot follow either as a learner yourself or as a creator or both? *Briefly explain*	*This can help us understand if within the participants' group there are people that do are not comfortable with specific types of activities. It goes without saying that regardless of replies, all content must be as accessible as possible, however if there are specific limitations some people face, you might have to restructure or change some types of activities to better support their inclusion in the course*
What is typically the motivation around your personal development efforts? - Personal interest - Obligation from work - Strong interest on the subject - To advance your skills as a trainer/educator - Interest in searching and learning about new methods/techniques - To find solutions to my work-related issues - Due to your belief in the transformative power of lifelong learning - Other	*Self explanatory*
Your decision to participate in this training is… - Personal decision - Obligation from department/director - Strong interest on the subject - To advance your skills as a trainer/educator - Interest in searching and learning about new methods/techniques - To find solutions to my work-related issues - Due to your belief in the transformative power of lifelong learning - Other	*Self explanatory*
Do you feel that your motivation for learning in general is: - Intrinsic (personal interest) - Extrinsic (external influence)	

- Both - Other	
Is career advancement an important factor for you? - Yes definitely - Yes to some extent - I think about it but I am not driven by it - I do not consider it an important factor - I don't know	
Do you generally have the time to follow a learning process in its entirety? - Yes, I always make the arrangements to complete a course in its expected timeframe - I try to do so, but I will always lose some sessions because of other obligations - I try to do so, but I will always lose some sessions because of inability to follow/focus/keep up - I judge how much I like a course from its first session and then decide if I follow it entirely - I hope to be able to do it, but probably will not complete it - Other	
Is there something that we could which will allow you to complete the course? *Feel free to add any recommendations and we'll take it into consideration to the best of our abilities*	
Experiences and perceptions	
Do you find that societal expectations around your gender, cultural background or disability, influence the way you mentor or interact with your learners and colleagues? - Yes, I feel pressured to fit into certain roles or behaviors. - Sometimes, but I challenge these norms. - I consciously try to adapt my mentoring style to be inclusive. - No, I don't feel affected by these expectations. - other	*This can help us understand if some participants tend to be self-aware, or on the contrary disregard structural inequalities (and might even unconsciously express them themselves – again no prior judgement should be made but rather use the replies to better inform the course implementation)* *Generally all of the questions in this section should aim to inform the focus and the approach of the training, to better address these issues but without specifically highlighting specific respondents.*
Do you feel your personal responsibilities (e.g., family, community obligations) are	

understood and respected in your workplace? - Yes, I feel supported in managing personal and professional demands. - Sometimes, but there are occasional tensions. - No, I often have to navigate these demands alone. - I avoid discussing personal responsibilities to not appear less committed. - Other	
How do your values influence your approach to work? • My values strongly shape my approach to work. • I aim to integrate them, but I face resistance. • I sometimes feel conflicted between my values and workplace norms. • My values don't always align with the leadership structures I work within.	
Can you name the 3 most important values you consider as a person and as an educator? *Feel free to provide different replies for each role if you feel so*	
Have there been moments where you felt your knowledge or expertise was dismissed because of your gender, background, or cultural identity? • Yes, it has been a regular experience. • Occasionally, depending on the context. • No, I feel my expertise is usually respected. • I feel I'm still navigating how to assert my knowledge confidently. Explain if you want If you have specific learning or accessibility needs, how comfortable do you feel disclosing them in professional settings? • I feel comfortable disclosing and seeking support. • I disclose only when absolutely necessary.	

• I avoid disclosing due to fear of judgment. • I feel my needs are often misunderstood or overlooked. Explain if you want	
In your opinion, are certain soft skills undervalued or taken for granted in your workplace due to perceptions around gender, background, or seniority? • Yes, I often feel some skills are overlooked. • Sometimes, particularly in male-dominated spaces. • No, I feel soft skills are generally appreciated. • I'm unsure, but I focus on asserting my capabilities. Explain if you want	
Do you feel there are assumptions made about your digital skills based on your age, gender, or other factors? • Yes, I often feel underestimated. • Occasionally, but it doesn't significantly affect me. • No, my digital skills are generally recognized. • I haven't noticed any biases, but I see them affecting others. Explain if you want	
Have you experienced any barriers to career development due to systemic issues like gender roles, social class, or caregiving responsibilities? • Yes, these have significantly impacted my career path. • Occasionally, but I've been able to work around them. • No, I've had mostly supportive environments. • I haven't faced such challenges, but I'm aware of them in my industry Explain if you want	
Do you feel the way family responsibilities are perceived in your workplace differs based on gender or role expectations? • Yes, I feel there's a double standard. • Sometimes, but I manage to navigate it. • No, I feel responsibilities are equally respected.	

• I avoid discussing family responsibilities to avoid judgment. Explain if you want	
Perceptions about the theme of the training	
Please select which of the following represent 'workplace' learning in your opinion - Apprenticeship - Self-directed learning - Job shadowing - Peer learning - Learning by doing - Non-formal learning - Micro-learning - Technology-enhanced learning	
How do you evaluate your existing knowledge on work-based learning - Very good - Good - Satisfactory - Not good enough - Not familiar with it	
How do you evaluate your existing knowledge on microlearning - Very good - Good - Satisfactory - Not good enough - Not familiar with it	
How would you evaluate your understanding of the needs of your learners? - I understand their needs very well - I have some understanding of their needs - I don't understand their needs at all - The needs of young employees are the same as the needs of all other employees - I am not sure	

6. Exploring motives

Proposing Partner: DAFNI KEK

1. What good practice is the tool inspired by? *Specify the original title and number of the list.* Additional good practice not included in the list

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
Type: professional and non-professional caregivers
Numbers: 8 - 10
Characteristics: migrants and non-migrants, family members of people in need of care, unemployed persons, all genders

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Subject: Certified Training for SilverCaregivers Curriculum
Duration: 50 hours
Course mode: blended

5. The tool will be tested in an:
☒ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
Diversify/update the existing curriculum, meeting the needs of the specific group of learners;
Identifying the humanistic attitude of the potential learners

7. What is the objective/purpose of the profiling?
Identify the motives of the learners
Map personalities (humanistic, empathetic, active listeners)

8.How the tool will be implemented/how you are going to collect the information required?
Interviews based on scenarios

9. What information, useful for defining personas, will this tool allow you to collect?
☐ Core Demographics
    ☒ Age
    ☒ Geographic Location
    ☒ Gender Identity
    ☒ Nationality

☒Minority Group
☒Educational Background
☒Occupational status

☐ <u>Learning Needs and Abilities</u>
☐Learning Styles
☒Existing Knowledge Base
☐Preferred Learning Activities
☒Focus (content that is of interest to focus on)
☐Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
☒Motivation to attend the course
☒Career aspiration
☒Goals

☐<u>Behaviours, personality and characteristics</u>
☒Personality
☒Time Constraints
☒Family Responsibilities
☒Hobbies
☒Values

☐ <u>Skills and abilities</u>
☒Soft skills
☒Digital and technology skills:
☒Subject related skills

☒<u>Learning obstacles</u> – formal educational background, limited literacy skills (understanding, writing and explaining)

☐ <u>Life Circumstances</u>
☒working status
☒family responsibilities
☒time constraints
☐competing priorities

10. Who is going to carry out the test:
☐ Educator
☐ tutor
☒ other (please specify): Course director

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

Space to conduct the interviews (either online or f2f) – 1/2h of interview and 2d to analyze the interviews
Professional adult educator with specific knowledge on the field of the course
Open minded, empathetic, supportive attitudes

12. Which could be the limits and risks to the application of the tool?

Limits – language (due to technical terms/vocabulary), understanding of the use of case studies, limited understanding of the responsibility of the professional field of study
Risks – potential risk for dropouts/low retention

ANNEX - Mapping tool for learners of the Silver Caregivers Training with guidelines

Developed by DAFNI KEK as part of the Diverse Courses WP2.3 Activities

Interview framework

Welcome and introduction between interviewee and interviewer
Personal/background information
1. Tell us a bit about yourself (like your name, where you come from, how old you are)
2. Tell us a bit about the things you like and what interests you.
3. Share some information and experiences you have from working or volunteering.
4. Can you share some educational experiences you have? You don't need to mention only the ones you have completed.
5. What have you learned from your work and education?

Course related questions
6. Could you share with us your understanding of older people's needs? What do you believe? What have you experienced from your life?
7. Could you share with us your understanding of caregiving? What do you believe? What have you experienced from your life?
8. What made you interested in caregiving for older people? Share any experiences you feel comfortable sharing
9. How easy or difficult do you believe will it be for you to balance your personal life and caregiving?

Perception of self
10. Which skills do you have that can be helpful in caregiving?
11. What is your relationship with reading and writing?
12. What is your relationship with technology?
13. Brief test based on photos to examine literacy level (see below)
14. Do you believe that gender is an important aspect of caregiving?

15. Are there things you are afraid of for your future role as caregiver?
16. What are some things you are eager to experience as a caregiver?
17. How important is the notion of community in caregiving?

Questions by the interviewee, end of interview

Brief test for literacy
Looking at this photo, please reply to the following questions:

- What does this photo show?
- What can you understand in the written note? Refer to any names or explanations you can understand
- This is a prescription providing information on the medicine and the dosage. What dosages are mentioned?
- Give me a summary of what this prescription says

Guidance

This interview framework is divided into 3 areas

- Personal/background information
- Course-related information
- Perception of self

The "Personal/background information" aims to collect the most relevant information about the learner, in a manner that promotes reflection on their life and narration of their experiences.

The course related questions are informed by the different modules of the Silver Caregivers Training Curriculum. It aims to detect probable preconceived notions, as well as highlight potential challenges that the learner might face if not properly addressed.

Finally, the perceptions category consists of questions that relate to the person's perception of self in relation to the caregiving process.

Avoid pressuring the learner into providing all information, only ask more questions in case they feel stuck, but in any case respect their choice to share minimal information on the questions asked.

The purpose of this tool is to understand the perceptions and prior understanding of people interested in participating in the Silver Caregivers Training.

Collection of results

If the interviewee agrees, you can record the meeting otherwise keep notes of the most relevant information
You can create a template for note taking based on expected answers but also considering additional information that emerge. This can help you better structure, analyse and compare the responses of all participants.

7. Understanding the environment knowledge of learners through a collaborative learning across our town

Proposing Partner: EPATV

1.What good practice is the tool inspired by? *Specify the original title and number of the list.*
Collaborative learning and social integration activities – GP nº18

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
Our target group will be composed by adults who dropped out school before finishing the basic level of school; the group will not be composed of more than 10 learners; they have diverse professional activity, differentiated economic and literacy levels.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
This tool will be implemented during the development of the portfolio. Normally, the all process lasts around 6 months, as the adult needs to develop a series of activities linked to several areas and topics. In this case, and more specifically, this tool will be implemented when the learner is developing the topic of the environment. According to the data obtained, the trainer will plan a training.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool has been chosen as the learners will be able to participate directly in the process, as they will have a walk in the town, a place they know, and we can consider a safe place. They will be able to share their knowledge and experience with other learners and the trainer, ask questions, and recognize the competencies already acquired through life, as well as the ones they need to get.

7. What is the objective/purpose of the profiling?
This tool will allow the trainer to adapt the activities planned for the portfolio according to the data obtained through the profiling. This way, the trainer will be able to understand what kind of knowledge the adult already has and which one he / she will probably need to learn through short trainings that will be planned with the adult during the RVCC process.

8.How the tool will be implemented/how you are going to collect the information required?

Before starting the activity, the trainer will give a paper to each learner, with a series of questions that will be explained by the trainer. This one will then explain the goal of the activity: to collect information about the knowledge and care already practiced by adults/learners about citizenship and the environment. These topics will be addressed later in the portfolio that each learner will write, and where they will present and/or develop the skills/activities necessary to be validated in this area. Thus, the initial questionnaire will serve as a basis for understanding the needs of each adult, thus enabling the trainer to prepare activities that are more oriented toward each learner. Then, the walk will start, with free discussions and information shared.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
    ☒ Age
    ☒Geographic Location
    ☒Gender Identity
    ☐Nationality
    ☐Minority Group
    ☒Educational Background
    ☒Occupational status

☐ Learning Needs and Abilities
    ☐Learning Styles
    ☒Existing Knowledge Base
    ☐Preferred Learning Activities
    ☐Focus (content that is of interest to focus on)
    ☐Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
    ☐Motivation to attend the course
    ☐Career aspiration
    ☐Goals

☐Behaviours, personality and characteristics
    ☐Personality
    ☐Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☒Values

☐ Skills and abilities
    ☐Soft skills

☐Digital and technology skills:

☒Subject related skills

☐<u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
    ☐working status
    ☐family responsibilities
    ☐time constraints
    ☐competing priorities

10.Who is going to carry out the test:
☒ <u>Educator</u>
☐ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
A paper with questions will be delivered to all the learners. The walk will be planned after work hours, so all the learners will be able to attend.

12. Which could be the limits and risks to the application of the tool?
We don't think that there will be any risks or limits for the application of the tools. The only one might be linked to the need for writing, but we believe that all the learners will be able to write at least simple answers, like «Yes, I do», and «No, I don't».

13.If you need it, please add any other valuable information:
See the questionnaire that will be delivered to all the participants, on paper.

ANNEX - Mapping tool for learners of the Silver Caregivers Training with

Full name: _____
Age: _____
Education: _____

Do you live in this town?
_____

Do you know the environmental policy of this town?
_____

Do you know where household waste is sent from this municipality?
_____

What forms of waste treatment do you know?

_____

Do you know how to separate the trash according to the colours of each container?

_____

Do you separate waste at home?

_____

Throughout your walk, try to photograph aspects that you think are inappropriate for the environment. You can describe them here.

_____
_____
_____

8. How is your English?

Proposing Partner: EPATV

1.What good practice is the tool inspired by? *Specify the original title and number of the list.*
Questionnaire on identifying attitude of learners with regard to English as a foreign language – GP nº3

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
Our target group will be composed by adults who are actually developing their portfolio. Those adults dropped out school before finishing the basic level of school; the group will not be composed of more than 10 learners; they have diverse professional activity, differentiated economic and literacy levels. The inclusion of evidence of the knowledge of a foreign language in the portfolio is compulsory. This way, it is essential to understand their level and relation with the foreign language.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
This tool will be implemented during the development of the portfolio (during the RVCC process – Recognition, Validation and Certification of Competences). This process usually lasts around 6 months, but the inclusion of the foreign language pieces of evidence occurs at the end of the development of the portfolio. After obtaining the data, the trainer will be able to understand if the learner needs training (6 hours) to improve his / her knowledge of the foreign language, or if a follow-up session of 2 hours will be enough.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool has been chosen to understand the relationship the learner has with the English language, such as how many years of English class the learner had, has he / she been abroad and had to use a foreign language, … The data obtained enables the trainer to plan the next steps of the work with the learners, understanding what kind of follow-up the learner will need.

7. What is the objective/purpose of the profiling?
This tool enables the trainer to understand what kind of follow-up the learner will need: 6 hours or more of training or just a short follow-up session.

8.How the tool will be implemented/how you are going to collect the information required?

When the learners have the portfolio ready, the English trainer will then present the questionnaire, explaining that they need to be as sincere as possible, to understand the needs of each of them. The questionnaire will be filled in through a Google forms. So the trainer will need to explain how to access (giving the link) and how to fill it.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
    ☒ Age
    ☐Geographic Location
    ☐Gender Identity
    ☐Nationality
    ☐Minority Group
    ☒Educational Background
    ☐Occupational status

☐ Learning Needs and Abilities
    ☐Learning Styles
    ☒Existing Knowledge Base
    ☐Preferred Learning Activities
    ☐Focus (content that is of interest to focus on)
    ☐Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
    ☐Motivation to attend the course
    ☐Career aspiration
    ☐Goals

☐Behaviours, personality and characteristics
    ☐Personality
    ☐Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☐Values

☐ Skills and abilities
    ☐Soft skills
    ☐Digital and technology skills:
    ☒Subject related skills

☐Learning obstacles

☐ Life Circumstances
    ☐working status
    ☐family responsibilities
    ☐time constraints
    ☐competing priorities

10.Who is going to carry out the test:
☐ Educator
☐ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
Computers will be needed to access the Google forms. The trainer will already have the link open, so the learner with less digital skills will only need to write the answers.

12. Which could be the limits and risks to the application of the tool?
We don't think that there will be any risks or limits to the application of the tools. The only risk is to understand that the learner has absolutely no knowledge of a foreign language, which means that the training planned for 6 hours maximum will have to be extended to more hours, to enable the learners to get the minimum knowledge of English language.

13. If you need it, please add any other valuable information:
See the questionnaire of the Google forms, by following this link:
In Portuguese: https://forms.office.com/e/1zRBCS4D7D
In English: https://forms.office.com/e/cids0Ycavm

ANNEX – Questionnaire

How is your English?

* Obbligatoria

1. Write here your full name. *

   Inserisci la risposta

2. Have you ever taken English classes during your schooling? If yes, how many? *

   Inserisci la risposta

3. Have you done any English training during your life? *

   Inserisci la risposta

4. You usually come into contact with the English language... *

   ☐ Viewing films in English but with subtitles in Portuguese

   ☐ Listening to music in English

   ☐ Speaking in English (both professionally and personally)

   ☐ Reading books or other documents in English

   ☐ Never contact the English language

5. Do you think you need some training in English? *

   ○ Yes, definitely

   ○ No, I don't need it

   ○ I don't know

6. How would you classify your level of English (comprehension and speaking), knowing that five means you understand and speak very well and one means you have many difficulties: *

1	2	3	4	5

9. Exchange experiences in a safe space

Proposing Partner: EPATV

1.What good practice is the tool inspired by? *Specify the original title and number of the list.*
The near-peer learning framework (the learner's choice) – GP nº10

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
Our group will be made up of adults of gypsy ethnicity who are being directed by the Braga Employment Centre to follow some training or complete their schooling. The group should be very small – not more than 5. Part of the information will already be provided by the job centre.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
This tool will be implemented at the beginning of the RVCC process (this process lasts around 6 months). This tool will allow all the participants to get to know each other better, and also to share some fears or difficulties.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool has been chosen as the learners come from a specific group, who must be motivated to begin the process of sharing their experience through the written portfolio. This tool will enable the trainer to understand their expectations, to bring the group members together, but also to facilitate the first step of the process – writing their life path.

7. What is the objective/purpose of the profiling?
As this tool should be developed in a specific space that will allow open discussions and sharing, it will be easier for the trainer to understand some expectations and barriers that each might face during the process.

8.How the tool will be implemented/how you are going to collect the information required?
This activity will be implemented in a space that is well-known by the elements of the group, and where they might feel safe and comfortable (it can be outside). The trainer has already some biographical elements from the job centre.
The learners will have the choice of where to stay/ and sit. Then, the trainer will show some cards with questions and each learner will have to answer the question.

The aim of the activity is to understand the expectations of each adult, but also to understand more about his / her background. The trainer will ask, some time to time, other questions to help the learner go beyond short answers.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
- ☒ Age
- ☒ Geographic Location
- ☒ Gender Identity
- ☐ Nationality
- ☐ Minority Group
- ☒ Educational Background
- ☒ Occupational status

☐ Learning Needs and Abilities
- ☐ Learning Styles
- ☒ Existing Knowledge Base
- ☒ Preferred Learning Activities
- ☒ Focus (content that is of interest to focus on)
- ☐ Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
- ☒ Motivation to attend the course
- ☐ Career aspiration
- ☐ Goals

☐ Behaviours, personality and characteristics
- ☐ Personality
- ☒ Time Constraints
- ☒ Family Responsibilities
- ☒ Hobbies
- ☐ Values

☐ Skills and abilities
- ☐ Soft skills
- ☐ Digital and technology skills:
- ☐ Subject related skills

☒ Learning obstacles

☐ Life Circumstances
- ☐ working status
- ☒ family responsibilities

☒time constraints
☐competing priorities

10.Who is going to carry out the test:
☒ <u>Educator</u>
☐ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
Only the cards with the questions will be needed. Besides that, this tool can be implemented outside, in a park, in a coffee shop, in a specific room, …

12. Which could be the limits and risks to the application of the tool?
The risks may be linked to the fact that learners do not want to talk about their lives, or, despite efforts to make them feel in a safe space, they continue to feel embarrassed and do not open up enough for the trainer to learn more.

13.If you need it, please add any other valuable information:
See the questions that will be printed:

- TALK ABOUT YOUR FAMILY

- TALK ABOUT YOUR HOME

- YOUR SCHOOL EXPERIENCE

- TALK ABOUT YOUR PROFESSIONAL EXPERIENCE

- I ENJOY PRETTY MUCH…

- I DON'T LIKE…

- WHAT DO YOU EXPECT FOR THE FUTURE?

10. Adaptive Learner Profiler

Proposing Partner: FDO

1. What good practice is the tool inspired by? "Adaptive Learning Methodologies for Diverse Student Groups" (Good Practice no. 4)

2. Audience target:

☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
The tool is designed for diverse student groups, including those with varying ages, cultural backgrounds, nationalities, and special educational needs (SEN). It is suitable for both small and large groups.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
To be decided

5. The tool will be tested in an:
Both environments are possible. The choice would depend on the educator's preferences and context.
☒ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool is chosen because it focuses on understanding the diverse needs and characteristics of learners to enable educators to adapt their teaching methodologies effectively. It promotes inclusivity and personalised learning experiences.

7. What is the objective/purpose of the profiling?
To create learner personas that highlight individual needs, learning styles, and preferences, allowing educators to tailor their teaching methods and create a more inclusive learning environment.

8. How the tool will be implemented/how you are going to collect the information required?
The tool will primarily use a Google Form for data collection, which can be administered online or offline. The form will include questions about demographics, learning preferences, motivations, challenges, and technical skills. Additionally, educators can conduct individual interviews or group discussions to gather more in-depth qualitative data.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
    ☒ Age
    ☐Geographic Location
    ☒Gender Identity
    ☐Nationality
    ☐Minority Group
    ☒Educational Background
    ☐Occupational status

☐ Learning Needs and Abilities
    ☒Learning Styles
    ☒Existing Knowledge Base
    ☒Preferred Learning Activities
    ☐Focus (content that is of interest to focus on)
    ☒Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
    ☒Motivation to attend the course
    ☐Career aspiration
    ☒Goals

☐Behaviours, personality and characteristics
    ☐Personality
    ☐Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☐Values

☐ Skills and abilities
    ☐Soft skills
    ☒Digital and technology skills:
    ☐Subject related skills

☐Learning obstacles

☐ Life Circumstances
    ☒working status
    ☒family responsibilities
    ☒time constraints
    ☐competing priorities

10. Who is going to carry out the test:
☐ Educator
☐ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

- Educator's willingness to adapt teaching methodologies based on learner needs
- Educator's familiarity with Learner Personas approach
- Ability to create and administer a Google Form
- Familiarity with different Active Learning Methodologies (ALM)
- Openness to incorporating diverse teaching approaches

12. Which could be the limits and risks to the application of the tool?
- Potential bias in interpreting student responses
- Limited educator's understanding of data analysis for the creation of Learner Personas
- Difficulty in accommodating all individual needs within a classroom setting
- Time constraints for educators to implement various ALMs

13. If you need it, please add any other valuable information:
The tool analyses the students' needs through objective and standardised procedure and emphasises the use of various Active Learning Methodologies (ALMs) such as project-based learning, flipped classroom, and gamification to cater to diverse learner needs. It encourages educators to create an inclusive and engaging learning environment where every student feels valued and supported.

ANNEX - Adaptative Learner Profiler

Google Form Questions for Data Collection

- **Demographics:**
  - Age (Dropdown)
  - Gender Identity (Dropdown)
  - Educational Background (Dropdown)
  - Nationality (Dropdown or open text)
  - Do you have any diagnosed Special Educational Needs (SEN)? (Yes/No) If yes, please specify.

- **Learning Preferences:**

  o Which learning styles do you prefer? (Checkboxes: Visual, Auditory, Kinesthetic, Logical, Social, Other)

  o How would you rate your existing knowledge in this subject area? (Dropdown: Beginner, Intermediate, Advanced)

  o Which types of learning activities do you enjoy the most? (Checkboxes: Group work, Individual projects, Lectures, Hands-on activities, Online discussions, Games, Simulations, Other)

  o What are some challenges you face in traditional learning environments? (Open text)

- **Motivations and Goals:**

  o What motivates you to take this course/program? (Dropdown options similar to the previous tool)

  o What are your goals for this course/program? (Open text)

- **Life Circumstances:**

  o What is your current working status? (Dropdown options similar to the previous tool)

  o Do you have any family responsibilities that might impact your learning? (Yes/No) If yes, please specify.

  o How much time can you realistically dedicate to this course/program each week? (Dropdown: Less than 5 hours, 5-10 hours, 10-15 hours, More than 15 hours)

- **Technical Skills and Access:**

  o How comfortable are you using technology for learning? (Dropdown options similar to the previous tool)

  o Do you have reliable access to the internet and a computer or mobile device? (Dropdown options similar to the previous tool)

Guiding Questions for Individual Interviews (optional)

- Can you tell me more about your preferred learning styles and why they work well for you?

- What are some specific examples of learning activities that you've enjoyed in the past?

- What are your biggest concerns or challenges when it comes to learning new material?

- How do you think your life circumstances might impact your participation in this course/program?

- Are there any specific accommodations or support services that would help you succeed in this course/program?

11. Classroom Persona Profiler

Proposing Partner: FDO

1. What good practice is the tool inspired by? "Profiling Learners" (Good Practice no. 23).

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
The tool can potentially be used both in small student group settings and medium to big-sized educational institutions. Its flexibility makes it suitable for any classroom setting, despite the course characteristics.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
To be decided.

5. The tool will be tested in an: Both are possible. It will be decided by the teacher/tutor.
☒ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
The tool is chosen for its direct and personal approach, combining formal and informal data collection to understand individual student needs, motivations, and barriers to learning. It is adaptable to diverse classrooms and relatively simple to implement, especially using a structured Google Form, to produce a clean and pre-processed dataset for persona creation.

7. What is the objective/purpose of the profiling?
The creation of learner personas that inform instructional strategies, differentiation, and targeted support, based on standardised data (avoiding "categorisation", pre-assumptions, and stereotypes) for easier comparison and analysis.

8. How the tool will be implemented/how you are going to collect the information required?
The tool can be used online (delivered to students via Google Form link), offline (data collection could be done through printed forms or even individual interviews), or in a hybrid setting. For offline responses, the data collector must introduce the individual responses in the Google Form. Responses sources may differ from just students' answers, and eventually, some sections could be filled in by the data collection based on the contributions of other educational staff (such as the school counsellor) or details coming from external evaluations. After

data collection, the dataset will be exported as a spreadsheet for data processing for the creation of Learners Personas.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ <u>Core Demographics</u>
    ☒ Age
    ☐Geographic Location
    ☒Gender Identity
    ☐Nationality
    ☐Minority Group
    ☒Educational Background
    ☐Occupational status

☐ <u>Learning Needs and Abilities</u>
    ☒Learning Styles
    ☒Existing Knowledge Base
    ☒Preferred Learning Activities
    ☐Focus (content that is of interest to focus on)
    ☐Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
    ☒Motivation to attend the course
    ☒Career aspiration
    ☐Goals

☐<u>Behaviours, personality and characteristics</u>
    ☐Personality
    ☒Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☐Values

☐ <u>Skills and abilities</u>
    ☐Soft skills
    ☒Digital and technology skills:
    ☐Subject related skills

☐<u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
    ☒working status
    ☒family responsibilities
    ☒time constraints
    ☐competing priorities

10. Who is going to carry out the test:

☒ Educator

☐ tutor

☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

- Educator familiarity with the "Categories of Learner Personas" document
- Ability to create and administer a Google Form
- Time for data analysis and persona creation

12. Which could be the limits and risks to the application of the tool?

- Learner Personas are simplified representations of students and may not capture the full complexity of real individuals.
- The tool's effectiveness depends on the comprehensiveness and accuracy of the predefined options in the Google Form.
- Educators may need guidance to interpret the data and create meaningful Learners Personas.

13. If you need it, please add any other valuable information:

The tool also includes optional open-ended questions and suggests conducting individual interviews to gather additional qualitative data and identify hidden nuances. It emphasises a data-driven approach to understanding students and promoting personalised instruction.

ANNEX - Google Form Questions for Data Collection
Section 1: Core Demographics

- **Age:** (Dropdown options: 18-24, 25-34, 35-44, 45-54, 55-64, 65+)
- **Gender Identity:** (Dropdown options: Male, Female, Non-binary, Prefer not to say)
- **Educational Background:** (Dropdown options: Some High School, High school diploma, Associate's degree, Bachelor's degree, Master's degree, Ph.D.)

Section 2: Learning Needs and Abilities

- **Learning Styles:** (Checkboxes: Visual, Auditory, Kinaesthetic, Logical, Social)
- **Existing Knowledge Base:** (Dropdown options: Beginner, Intermediate, Advanced)
- **Preferred Learning Activities:** (Checkboxes: Group work, Individual projects, Lectures, Hands-on activities, Online discussions, Other)

Section 3: Motivations and Goals

- **Primary Motivation:** (Dropdown options: To fulfil a graduation requirement, To gain new skills for their career, To pursue a personal interest, To improve their knowledge in a specific subject)
- **Intrinsic vs. Extrinsic Motivation:** (Dropdown options: Primarily intrinsic, Primarily extrinsic, A mix of both)
- **Goals (optional):** (Short answer text box)

Section 4: Life Circumstances

- **Work/Family Commitments:** (Dropdown options: Full-time employed, Part-time employed, Unemployed, Retired, Student, Other)
- **Time Constraints:** (Dropdown options: Limited free time, Flexible schedule)
- **Other Commitments (optional):** (Short answer text box)

Section 5: Technical Skills and Access

- **Level of comfort with technology:** (Dropdown options: Highly comfortable, Somewhat comfortable, Limited experience, No experience)
- **Access to reliable internet and devices:** (Dropdown options: Reliable high-speed internet and personal devices, Limited internet access and/or shared devices)

Optional Section: Additional Information

- **Anything else you'd like to share about your learning preferences or circumstances?** (Open-ended text box)

Guiding Questions for Individual Interviews (optional)

For (advanced) educators seeking to identify hidden nuances, and mitigate possible biases produced by the predefined responses of the Google Form, we suggest conducting individual interviews (or workshops, focus groups, etc.). Below are some questions examples for the interviews.

Core Demographics

- Can you tell me a little bit about your educational background and experiences?
- Are there any cultural or social factors you feel can (or have) influence(d) your learning?

Learning Needs and Abilities

- How do you prefer to learn? (Visual, auditory, hands-on, mixed…)
- What are some of your strengths and weaknesses as a learner/student?
- Are there any specific challenges you face when learning new topics or material?
- How would you describe your current level of knowledge in this subject area (or course, or topic)?

Motivations and Goals

- What motivated you to take this course?
- What are your goals for this course, both academically and personally?
- Do you think this course fits your broader career aspirations?

Life Circumstances

- Can you tell me a little bit about your work and/or family commitments?
- How much time do you realistically have available for studying and completing assignments? What is really feasible for you?
- Are there any other commitments, duties or activities that might impact your participation in this course?

Technical Skills and Access

- How comfortable are you using technology for learning?
- Do you have reliable access to the internet and a computer or mobile device?
- Have you used online learning platforms before? If so, what was your experience like?

Additional Questions

- Is there anything else you'd like to share about your learning preferences, motivations, or challenges?
- Do you have any questions/suggestions for me about the course or how I can best support your learning?

12. SEN Learner Profiler

Proposing Partner: FDO

1. What good practice is the tool inspired by?
Profiling and Support for Students with SEN in VET (Good Practice no. 17)

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
VET students with diagnosed SEN or those identified by educational staff as potentially needing additional support.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
To be decided by the educator based on their specific context

5. The tool will be tested in an:
Both (or hybrid) settings are possible
☒ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool is chosen to facilitate the identification and understanding of the specific needs of learners with SEN, enabling educators to provide tailored support and accommodations. It promotes inclusivity and ensures that all students have the opportunity to succeed.

7. What is the objective/purpose of the profiling?
To create learner personas that highlight the strengths, weaknesses, learning styles, and support needs of students with SEN, allowing educators to adapt their teaching methods and create a more inclusive learning environment.

8. How the tool will be implemented/how you are going to collect the information required?
The tool will primarily use a Google Form for data collection, which can be administered online or offline. The form will include questions about demographics, learning preferences, motivations, challenges, technical skills, and SEN-specific needs. Additionally, educators can conduct individual interviews to gather more in-depth qualitative data.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ <u>Core Demographics</u>
    ☒ Age
    ☐Geographic Location
    ☒Gender Identity
    ☐Nationality
    ☐Minority Group
    ☒Educational Background
    ☐Occupational status

☐ <u>Learning Needs and Abilities</u>
    ☒Learning Styles
    ☒Existing Knowledge Base
    ☒Preferred Learning Activities
    ☐Focus (content that is of interest to focus on)
    ☒Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
    ☒Motivation to attend the course
    ☐Career aspiration
    ☒Goals

☐<u>Behaviours, personality and characteristics</u>
    ☐Personality
    ☐Time Constraints
    ☐Family Responsibilities
    ☐Hobbies
    ☐Values

☐ <u>Skills and abilities</u>
    ☐Soft skills
    ☒Digital and technology skills:
    ☐Subject related skills

☐<u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
    ☒working status
    ☒family responsibilities
    ☒time constraints
    ☐competing priorities

10. Who is going to carry out the test:

☒ Educator

☐ tutor

☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

- Educator's understanding of SEN and inclusive teaching practices
- Ability to create and administer a Google Form
- Willingness to collaborate with support services and specialists
- Commitment to creating an inclusive and supportive learning environment

12. Which could be the limits and risks to the application of the tool?

- Sensitivity and confidentiality of SEN-related information
- Potential for misinterpretation or stigmatisation of students based on their SEN
- Limited educator's knowledge and skills required for data analysis and the creation of Learner Personas.
- Need for ongoing assessment and adaptation of support strategies

13. If you need it, please add any other valuable information:

The tool emphasises the importance of understanding and addressing the diverse needs of learners with SEN. It encourages educators to create a welcoming and supportive learning environment where all students can thrive. The Personas approach helps in getting rid of stereotypes and prejudices.

ANNEX - Google Form Questions for Data Collection:

- **Demographics:**
    - Age (Dropdown: Under 18, 18-24, 25-34, 35-44, 45+, Prefer not to say)
    - Gender Identity (Dropdown: Male, Female, Non-binary, Prefer not to say)
    - Educational Background (Dropdown: Primary Education, Lower Secondary Education, Upper Secondary Education, Post-secondary non-tertiary education, Short-cycle tertiary education, Bachelor or equivalent, Master or equivalent, Doctoral or equivalent, None)
    - Do you have any diagnosed Special Educational Needs (SEN)? (Yes/No) If yes, please specify.
    - Have you received any prior support or accommodations for your SEN? (Yes/No) If yes, please specify.

- **Learning Needs and Abilities:**

  o What are your primary learning styles? (Checkboxes: Visual, Auditory, Kinaesthetic, Logical, Social, Other)

  o How would you rate your existing knowledge in this subject area? (Dropdown: Beginner, Intermediate, Advanced)

  o Which types of learning activities do you find most helpful? (Checkboxes: Group work, Individual projects, Lectures, Hands-on activities, Online discussions, Visual aids, Written instructions, Other)

  o What are some specific challenges you face in learning environments? (Open text)

  o What types of accommodations or support have been helpful for you in the past? (Open text)

- **Motivations and Goals:**

  o What motivates you to take this course/program? (Dropdown: To fulfil a graduation requirement, To gain new skills for their career, To pursue a personal interest, To improve their knowledge in a specific subject)

  o What are your goals for this course/program? (Open text)

- **Life Circumstances:**

  o What is your current working status? (Dropdown: Full-time employed, Part-time employed, Unemployed, Retired, Student)

  o Do you have any family responsibilities that might impact your learning? (Yes/No) If yes, please specify.

  o How much time can you realistically dedicate to this course/program each week? (Dropdown: Less than 5 hours, 5-10 hours, 10-15 hours, More than 15 hours)

- **Technical Skills and Access:**

  o How comfortable are you using technology for learning? (Dropdown: Highly comfortable, Somewhat comfortable, Limited experience, No experience)

  o Do you have reliable access to the internet and a computer or mobile device? (Dropdown: Yes, No)

  o Do you require any assistive technologies or software for learning? (Yes/No) If yes, please specify.

Guiding Questions for Student's Interview (optional):

- Can you describe any specific situations in which your SEN has impacted your learning?

- What are some strategies or techniques that you've found helpful in overcoming these challenges?

- How do you prefer to receive feedback and support from your instructors?

- Are there any specific learning environments or settings where you feel most comfortable and successful?

- What are your expectations for this course/program regarding accommodating your SEN?

13. English attitudes questionnaire

Proposing Partner: FH Joanneum, Graz, Austria

1. What good practice is the tool inspired by? *Specify the original title and number of the list.*

Number 3. Questionnaire on identifying attitude of learners with regard to English as a foreign language

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
72 first semester bachelor students starting to study social work at university of applied sciences where several courses will be taught in English.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Course title = International and Intercultural Social Work. The course is in the first semester and consists of 30 units over the course of the semester (September – January). It is worth 2 ECTS points.

5. The tool will be tested in an:
☒ Online environment
☒ Offline environment
NB. The questionnaire will be completed online – but students will be given time in class to complete the questionnaire on their mobile phones.

6. Rational (why did you choose this tool)
Easy to make an online version of the questionnaire which is useful for so many students (especially when analysing the results).

7. What is the objective/purpose of the profiling?
Because several modules are taught in English during the bachelor programme it is useful to get an idea of student's attitudes specially to understand any fears/uncertainties they have so that these issues can be addressed.

8. How the tool will be implemented/how you are going to collect the information required?
I will collect the information using an online survey tool (to be established) and then I will analyze the results either using the tool itself or or SPSS. The results will be discussed with students in one of the following classes.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
- ☒ Age
- ☐ Geographic Location
- ☒ Gender Identity
- ☒ Nationality
- ☐ Minority Group
- ☒ Educational Background
- ☐ Occupational status

☐ Learning Needs and Abilities
- ☐ Learning Styles
- ☒ Existing Knowledge Base
- ☒ Preferred Learning Activities
- ☐ Focus (content that is of interest to focus on)
- ☐ Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
- ☒ Motivation to attend the course
- ☐ Career aspiration
- ☐ Goals

☐ Behaviours, personality and characteristics
- ☐ Personality
- ☐ Time Constraints
- ☐ Family Responsibilities
- ☐ Hobbies
- ☐ Values

☐ Skills and abilities
- ☐ Soft skills
- ☐ Digital and technology skills:
- ☒ Subject related skills

☐ Learning obstacles

☐ Life Circumstances
- ☐ working status
- ☐ family responsibilities
- ☐ time constraints
- ☐ competing priorities

10.Who is going to carry out the test:

☒ Educator

☐ tutor

☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
We will use "Lime Survey" in order to enable students to carry out the questionnaire on their mobile phones. This requires the university to have a license, students to have mobile phones and also a member of staff who is familiar with its use to instruct/help me.

12. Which could be the limits and risks to the application of the tool?
The questionnaire is in English – if any student's English is very bad, perhaps they will not understand the questions. I will try to mitigate this limit by putting a German translation of any words that I believe students might not understand.

13.If you need it, please add any other valuable information:
/

ANNEX - English attitudes – Questionnaire
The module International Social Work will be taught in English, and we would like to find out what attitudes and feelings you have towards the English language. Please answer all questions spontaneously and honestly.

Please read the statements below and circle the most accurate response:
1 = Strongly agree; 5 = strongly disagree

1. I like the English language

    1   2   3   4   5

2. I enjoyed my English classes at school.

    1   2   3   4   5

3. I like speaking in English

    1   2   3   4   5

4. I like reading books/articles in English

    1   2   3   4   5

5. I often watch films/series in English

     1   2   3   4   5

6. I feel comfortable using English in a group of my peers

     1   2   3   4   5

7. I am happy to have English at the FH-Joanneum; I think it makes sense

     1   2   3   4   5

Biographical Info:

Please state your gender: _____

Please state your nationality: _____

Please state your native language: _____

In what year were you born? _____

When (what year) did you do your 'A' levels (Matura)? _____

Which type of school did you attend/where did you take your 'A' levels (Matura)? (please circle)
    NMS,   AHS,   BHS,   HTL
    Abend Matura Studienberechtigungsprüfung
    Other: (please specify):_____

Have you been abroad to an English speaking country for a period of longer than a month? Yes/No
If so where and how long?
Where? _____
How long? _____

14. Environmental attitudes questionnaire

Proposing Partner: FH Joanneum, Graz, Austria

1.What good practice is the tool inspired by? *Specify the original title and number of the list.*
Number 3. Questionnaire on identifying attitude of learners with regard to English as a foreign language

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
Approx. 70 third semester bachelor students studying social work at a university of applied sciences.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Course Title = Social Work Issues 2. The course takes place in the third semester and consists of 30 units over the course of the semester (September – January). It is worth 2 ECTS points. The course focuses on various social work issues. This semester environmental social work will be one main topic.

5. The tool will be tested in an:
☒ Online environment
☒ Offline environment
NB. The questionnaire will be completed online – but students will be given time in class to complete the questionnaire on their mobile phones.

6. Rational (why did you choose this tool)
Easy to make an online version of the questionnaire which is useful for so many students (especially when analysing the results). Good to get a feeling for where students stand on environmental issues. Good starting point for discussions and reflections in class.

7. What is the objective/purpose of the profiling?
The course focuses on various social work issues. This semester environmental social work will be one main topic. At the start of the course it will be useful to get an idea of student's attitudes towards environmental issues and how/if these are connected to the profession of social work. The profiling will form the basis of discussions and reflections in class.

8.How the tool will be implemented/how you are going to collect the information required?
I will collect the information using an online survey tool Lime Survey and then I will analyse the results either using the tool itself or or SPSS. The results will be discussed with students in one of the following classes.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ <u>Core Demographics</u>
   ☒ Age
   ☐ Geographic Location
   ☒ Gender Identity
   ☒ Nationality
   ☐ Minority Group
   ☒ Educational Background
   ☐ Occupational status

☐ <u>Learning Needs and Abilities</u>
   ☐ Learning Styles
   ☒ Existing Knowledge Base
   ☐ Preferred Learning Activities
   ☐ Focus (content that is of interest to focus on)
   ☐ Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
   ☒ Motivation to attend the course
   ☐ Career aspiration
   ☐ Goals

☐ <u>Behaviours, personality and characteristics</u>
   ☐ Personality
   ☐ Time Constraints
   ☐ Family Responsibilities
   ☐ Hobbies
   ☒ Values

☐ <u>Skills and abilities</u>
   ☐ Soft skills
   ☐ Digital and technology skills:
   ☒ Subject related skills

☐ <u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
   ☐ working status
   ☐ family responsibilities
   ☐ time constraints
   ☒ competing priorities

10. Who is going to carry out the test:

☒ Educator

☐ tutor

☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)

We will use "Lime Survey" in order to enable students to carry out the questionnaire on their mobile phones. This requires the university to have a license, students to have mobile phones and also a member of staff who is familiar with its use to instruct/help me.

12. Which could be the limits and risks to the application of the tool?

The questionnaire is in English – if any student's English is very bad, perhaps they will not understand the questions. This is especially the case with some of the more complex questions where the vocabulary is more topic specific. In order to mitigate this we will translated the questionnaire into German and offer students this translation if they have difficulties.

Any students with a different native language who are not highly proficient in either English or German may still have problems with understanding. In this case we could give students longer to complete the questionnaire and allow them to use dictionaries.

13. If you need it, please add any other valuable information:

/

ANNEX - Environmental Attitudes Questionnaire

Please respond to the statements below in the way that best describes your position.

The results are anonymous.

Personal Environmental Behaviour Questions

1. *My friends see me as a person who is concerned about environmental issues.*

    True/False/Don't know

2. *While purchasing a product I take the environmental impact into account.*
    True/false/don't know

3. *Even if it is more expensive, I prefer to buy goods that are not harmful to the* environment.

    True/false/don't know

Environmental Opinions.

1. *I believe the climate crisis is exaggerated*.

   Yes very
   somewhat
   not really
   no
   don't know

2. *My actions have an effect on the climate crisis*

   Yes
   somewhat
   not really
   no
   don't know

3. *Climate is:*

   Definitely changing
   Probably changing
   I am not sure
   probably not changing
   Definitely not changing

4. *Climate change is…*

   Caused entirely by human activity
   Caused mainly by human activity
   Caused equally by human activity and natural processes
   Caused mainly by natural processes
   caused entirely by natural processes
   Definitely not happening

5. *How worried are you about climate change?*

   Extremely worried
   Very worried
   Somewhat worried
   Not very worried
   Not at all worried
   Climate change is not happening

Environmental Education Questions

1. *Where do you obtain information on environmental issues? (multiple answers possible)*

   I don't inform myself,
   TV,
   Radio,
    Newspaper,
   Social Media,
   University,
   Family,
   Friends;
   NGOs,
   Scientific articles,
   Other (please specify)

2. *Are environmental issues such as climate change a topic/subject in the social work bachelor programme?*

   Yes
   No
   Don't' know

3. Should social workers be informed about environmental issues?

   Yes/No/ don't know

   3b. Why yes? / Why no?

4. *Are environmental issues like the climate crisis relevant for social work practitioners.*

   Yes
   somewhat
   not really
   no
   don't know

5. *In your opinion, should the 'climate crisis' and other environmental issues be present as a topic in social work education?*

Yes
No
don't know

6. Those most responsible for causing climate change are:

Those in the Global North
Those in the Global South
The world's wealthiest people, regardless of geographic location
Other (please specify)

7. Why do people not inform themselves about climate change and environmental issues. (multiple choices possible)

The issue is too scientific
The issue is too abstract
The issue is too complex
The issue has no connection to reality
The issue does not affect me
Impacts are too long term
People do inform themselves
Other

8. *I believe that many people can work together to solve global problems*
Yes
somewhat
not really
no
don't know

9. Would you like to participate in (more) activities related to climate change and environmental issues?

Yes/No

Tick which activities would interest you (multiple responses possible):

Participating in Climate Change Protests or Marches
Organizing or Joining Environmental Sit-ins or Demonstrations

Advocacy and Awareness Campaigns (e.g., writing letters, organizing petitions)
Volunteering with Environmental Nonprofits (e.g., community clean-ups, tree planting)
Educational Workshops on Environmental Issues** (e.g., sustainability, climate change)
Engaging in Online or Social Media Activism for Climate Justice

Biographical Info:
Please state your gender: _____

Please state your nationality: _____

Please state your native language: _____

In what year were you born? _____

When (what year) did you do your 'A' levels (Matura)?
_____

Which type of school did you attend/where did you take your 'A' levels (Matura)? (please circle)
    NMS,   AHS,   BHS,   HTL
    Abend Matura   Studienberechtigungsprüfung
    Other: (please specify):_____

15. How to create Learner Personas from part-time-students of social work

Proposing Partner: FH Joanneum, Graz, Austria

1. What good practice is the tool inspired by? *Specify the original title and number of the list.*
WP2.1 good practice "Master curriculum in social work

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
25 to 28 Master's part-time-students in social work. The students differ in age, previous qualifications, professional experience and knowledge of empirical social research. They have to carry out a small research project in their master's thesis. Depending on previous experience, there is coordinated supervision by staff and reciprocal support from fellow students. Depending on their previous experience, they receive mutual support from teachers and fellow students.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
The course takes place in the 3rd semester as a seminar.

5. The tool will be tested in an:
☒ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
No special reason

7. What is the objective/purpose of the profiling?
The learner persona makes it possible to form tailor-made small groups. Existing knowledge, skills and abilities are incorporated into the learning process.

8.How the tool will be implemented/how you are going to collect the information required?
At the beginning a questionnaire is filled out to form learner personas. Then small groups are formed, and special tasks are solved. Differences should be perceived as a resource. A conducive learning environment should be created.

9. What information, useful for defining personas, will this tool allow you to collect?
☐ Core Demographics
   ☒ Age
   ☐Geographic Location

☐Gender Identity
☐Nationality
☐Minority Group
☒Educational Background
☒Occupational status

☐ <u>Learning Needs and Abilities</u>
☐Learning Styles
☒Existing Knowledge Base
☒Preferred Learning Activities
☒Focus (content that is of interest to focus on)
☐Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
☐Motivation to attend the course
☒Career aspiration
☒Goals

☐<u>Behaviours, personality and characteristics</u>
☐Personality
☒Time Constraints
☒Family Responsibilities
☐Hobbies
☐Values

☐ <u>Skills and abilities</u>
☐Soft skills
☒Digital and technology skills:
☒Subject related skills

☐<u>Learning obstacles</u>

☐ <u>Life Circumstances</u>
☒working status
☒family responsibilities
☒time constraints
☒competing priorities

10. Who is going to carry out the test:
☒ Educator
☐ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
The survey takes place via the moodle learning platform. The learning platform is known. It is easy to use and can be carried out by the teacher him/herself.

12. Which could be the limits and risks to the application of the tool?
That there are no differences in knowledge and therefore no different learner personas.

ANNEX - Anonymized demographic questions:
1. What is your education?
   Bachelor Social Work
   Bachelor Social Sciences and Humanities
   College for social pedagogy
   other, namely _____

2. What is your current employment?
   Field of action in social work: _____
   Employed since: _____(year)

3. What is your previous professional experience in social work? Please describe it in your own words.

   _____
   Employed since: _____(year)

4. Some open questions about you as a researcher: Please describe in your own words:
What, how, where and why did I have done research previously?
_____
_____
_____

Which experiences I have made and which results did I receive?
_____
_____
_____

What was a memorable experience?
What were difficult situations, what were easy situations for me?
Where are my strengths and weaknesses as a researcher?
_____
_____
_____

When I think of preparing a research project, what do I interpret as a chance?
What do I interpret as a risk?
_____
_____

16. Environmental attitude interview guideline

Proposing Partner: FH Joanneum, Graz, Austria

1 What good practice is the tool inspired by? *Specify the original title and number of the list.*
English attitude questionnaire

2. Audience target:
☒ Learners
☒ Educators

3. Describe the audience target (type, numbers, characteristics)
The audience are learners and educators of social work. Learners are Bachelor students of social work in their third semester. Educators are approx. 20 teachers of social work who work at the FHJ.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Digital Social Work 2

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
In the course, students should acquire digital skills as well as the ability to conduct and analyse interviews. Therefore, an interview guideline is appropriate for supporting students in the learning process.

7. What is the objective/purpose of the profiling?
The purpose is to gain information on the environmental attitude and behavior of social work learners and educators, in order to build personas (3 learners personas, 1-2 educators personas) out of this information.

8. How the tool will be implemented/how you are going to collect the information required?
The tool will be implemented as qualitative interviews, conducted by the students or learners, as a basis of building personas then in working groups of learners.

9. What information, useful for defining personas, will this tool allow you to collect?
☐ Core Demographics
    ☒ Age
    ☒Geographic Location
    ☒Gender Identity
    ☐Nationality
    ☒Minority Group

☒Educational Background
☐Occupational status

☐ Learning Needs and Abilities
☒Learning Styles
☒Existing Knowledge Base
☒Preferred Learning Activities
☒Focus (content that is of interest to focus on)
☐Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
☒Motivation to attend the course
☐Career aspiration
☒Goals

☐Behaviours, personality and characteristics
☒Personality
☒Time Constraints
☐Family Responsibilities
☐Hobbies
☒Values

☐ Skills and abilities
☒Soft skills
☒Digital and technology skills:
☐Subject related skills

☐Learning obstacles

☐ Life Circumstances
☐working status
☐family responsibilities
☒time constraints
☐competing priorities

10.Who is going to carry out the test:
☒ Educator
☐ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
Learners who conduct the interviews should have basic knowledge on interviewing skills and also in how to analyse interview results, e.g. by the help of

digital software programs, and also some knowledge on environmental social work.

12. Which could be the limits and risks to the application of the tool?
Time constraints because of too much objectives the course must meet; big size of learner's groups

13.If you need it, please add any other valuable information:
This information will serve to develop personas in the context of this course. It also relates to some quantitative questionnaire, another tool on environmental social work, which will be implemented in another course of the project.

ANNEX - interview guideline for environmental social work
Introductory questions:

1. *In general, how concerned are you about the environment?*
2. *How woudl you describe your attitude towards the environment and protecting the environment? Please give an example.*
3. *Where do you obtain information on environmental issues?*
4. *Do you think that the public discouse on environment and climate change is exaggerated?*

Attitude questions:

5. *To what extent do you think that your own behavior and action has an influence on the environment? Please give an example.*
6. *What can be done by whom, in your opinion, in order to contribute to the protection of the environment?*
7. *To what extent would it be acceptable personally for you, to pay higher prices, or an environment tax, or to change your own life standard, in order to protect the environment?*
8. *Which areas of social life, in your opinion, have the most important influence on he environment? Housing, mobility, consumption, nutrition, etc.? Please give examples.*
9. *Are environmental issues such as climate change a topic/subject in the social work bachelor programme? If yes, in which courses you learn about it in which way?*

Environmental education questions:

10. Should social workers be informed about environmental issues?
11. *Are environmental issues like the climate crisis relevant for social work practitioners? What do you think?*
12. *In your opinion, should the 'climate crisis' and other environmental issues be present as a topic in social work education?*

Final question:

13. *We are now at the end of our conversation, is there anything else you would like to add to the interview, or do you have any questions?*

Biographical Info:

Please state your gender: _____

Please state your nationality: _____

Please state your native language: _____

In what year were you born? _____

When (what year) did you do your 'A' levels (Matura)?_____

Which type of school did you attend/where did you take your 'A levels (Matura)?

17. Transformative Training in Community Social Care

Proposing Partner: EIA P.T.

1 What good practice is the tool inspired by? *Specify the original title and number of the list.*
Competitive assessment procedure of student candidates of the Professional VET Program in Community Social Care.

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
The target audience includes bachelor graduates aged 18-25 in social work. These learners have varying levels of educational backgrounds and professional experience in social care. The expected number of participants is around 20-30 per session.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Course Description:
This course focuses on assessing and understanding the needs and previous experience of candidates to ensure a common level of knowledge and skills in the Professional VET Program in Community Social Care.

Subject: Community Social Care Theory and Practice

Duration: 4 in-person hours, divided into two 2-hour sessions

Course Mode: In-person, with interactive workshops and focus group discussions led by experts.

Content Includes:

- Assessing professional and academic experience
- Identifying individual needs
- Group-specific training modules
- Practical exercises and role-playing scenarios

Participants will engage in both theoretical learning and practical exercises to develop a comprehensive understanding of community social care.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

_____

6. Rational (why did you choose this tool)

This tool was chosen because it allows for a comprehensive and detailed gathering of information related to the candidates' academic and professional background, which is crucial for tailoring support and educational resources to the specific needs of learners.

7. What is the objective/purpose of the profiling?

The purpose of the profiling is to identify learners' academic and professional backgrounds, to understand how these experiences impact their ability to participate in and benefit from the course, and to provide tailored support and resources that enhance their learning outcomes.

8.How the tool will be implemented/how you are going to collect the information required?

The tool will be implemented through a multi-stage process involving a CV submission, essay or exposé, oral interview, and self-identification.
CV Submission: Collects detailed information on the applicant's background.
Essay or Exposé: Assesses research competencies.
Oral Interview: Evaluates readiness and fit for the program.
Self-Identification: Confirms group assignment based on previous experience.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
- ☒ Age
- ☒ Geographic Location
- ☐ Gender Identity
- ☒ Nationality
- ☐ Minority Group
- ☐ Educational Background
- ☒ Occupational status

☐ Learning Needs and Abilities
- ☐ Learning Styles
- ☒ Existing Knowledge Base
- ☐ Preferred Learning Activities
- ☒ Focus (content that is of interest to focus on)
- ☐ Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
- ☐ Motivation to attend the course
- ☒ Career aspiration
- ☐ Goals

☐ Behaviours, personality and characteristics
- ☒ Personality

☐Time Constraints
☒Family Responsibilities
☐Hobbies
☐Values

☐ <u>Skills and abilities</u>
    ☒Soft skills
    ☐Digital and technology skills:
    ☐Subject related skills

☒<u>Learning obstacles</u>

☒ <u>Life Circumstances</u>
    ☒working status
    ☒family responsibilities
    ☐time constraints
    ☐competing priorities

10.Who is going to carry out the test:
☐ Educator
☒ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
The implementation requires a private and safe physical environment conducive to open discussion, a trained psychologist with expertise in academic and professional assessments, educators or tutors who can provide additional support, and access to resources for participants who may need immediate help. The psychologist must be skilled in handling sensitive information, and the environment must ensure confidentiality and trust.

12. Which could be the limits and risks to the application of the tool?
Potential risks include the emotional distress that could arise from discussing sensitive topics, the challenge of maintaining confidentiality in a group setting, and the possibility that some participants may not feel comfortable sharing their experiences.

13.If you need it, please add any other valuable information:
It is important to have follow-up support available for participants after the focus group session, including access to counselling services and referrals to local support organisations.

1. How comfortable do you feel discussing your interests in social care within a group setting?

Very comfortable
Comfortable
Neutral
Uncomfortable
Very uncomfortable

2. Which of the following do you believe is the most important skill for success in social care?

Empathy
Communication
Problem-solving
Teamwork
Professional knowledge

3. How often do you encounter challenging situations in your current role or studies?

Daily
Weekly
Monthly
Rarely
Never

4. What is your preferred method of learning about new topics in social care?

Hands-on practice
Watching videos or tutorials
Reading articles or books
Participating in group discussions
Listening to lectures

5. How familiar are you with the latest developments and practices in social care?

Very familiar
Somewhat familiar
Neutral
Not very familiar
Not familiar at all

6. Have you ever felt that your previous experience has impacted your ability to engage in social care studies?

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

7. Would you feel comfortable discussing your career aspirations in social care in a group setting?

Very comfortable
Comfortable
Neutral
Uncomfortable
Very uncomfortable

8. Do you think the social care program should include more content on professional development and self-care practices for social care workers?

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

9. Which skills do you believe are most critical for effective engagement in social care, and why? (Open-ended)

10. Reflect on which skill you find most essential and how it influences your interest and effectiveness in social care. (Open-ended)

https://forms.office.com/e/bfGxxAPVJT

18. <u>Inspiring Women in STEM</u>

Proposing Partner: EIA P.T.

1 What good practice is the tool inspired by? *Specify the original title and number of the list.*
Competitive assessment procedure of student candidates of the Professional VET Program in Community Social Care. GP n.7

2. Audience target:
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
The target audience includes girls from secondary, vocational, and primary schools aged between 10 and 20. These learners are diverse in their educational backgrounds and interests, with a focus on those who show an interest in STEM fields.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
This program focuses on encouraging and supporting young female students in pursuing careers in STEM fields by providing them with relevant training, mentorship, and role models.

Subject: STEM Awareness and Engagement

Duration: 4 in-person hours, divided into two 2-hour sessions

Course Mode: In-person, with interactive workshops, laboratory practices, and mentoring sessions led by female professionals in STEM.

Content Includes:

- Understanding different STEM fields
- Hands-on laboratory practices
- Role modelling sessions with women in STEM
- Mentoring and guidance on career paths

Participants will engage in both theoretical learning and practical exercises to develop a comprehensive understanding and interest in STEM fields.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)

This tool was chosen because it provides a structured and engaging way to gather information on young female students' interests and preferences in STEM fields, which is crucial for tailoring activities and support to their needs.

7. What is the objective/purpose of the profiling?

The purpose of the profiling is to identify young female students' interests and preferences in STEM fields, to understand how these interests can be nurtured, and to provide tailored support and activities that enhance their engagement and learning outcomes.

8.How the tool will be implemented/how you are going to collect the information required?

The tool will be implemented through a multi-stage process involving a survey and activity preference profiling.

1. **Survey:** Collects detailed information on the students' age, activity preferences, and tastes.
2. **Data Analysis:** The data collected is analyzed to identify common themes and preferences.
3. **Activity Matching:** Activities are matched to the identified preferences and interests of the students.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ Core Demographics
  ☒ Age
  ☒Geographic Location
  ☐Gender Identity
  ☒Nationality
  ☐Minority Group
  ☐Educational Background
  ☒Occupational status

☐ Learning Needs and Abilities
  ☐Learning Styles
  ☒Existing Knowledge Base
  ☐Preferred Learning Activities
  ☒Focus (content that is of interest to focus on)
  ☐Special Educational Needs (SEN) and Disabilities

☐ Motivations and goals
  ☐Motivation to attend the course
  ☒Career aspiration
  ☐Goals

☐Behaviours, personality and characteristics
    ☒Personality
    ☐Time Constraints
    ☒Family Responsibilities
    ☐Hobbies
    ☐Values

☐ Skills and abilities
    ☒Soft skills
    ☐Digital and technology skills:
    ☐Subject related skills

☒Learning obstacles

☒ Life Circumstances
    ☒working status
    ☒family responsibilities
    ☐time constraints
    ☐competing priorities

10. Who is going to carry out the test:
☐ Educator
☒ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
The implementation requires a private and safe physical environment conducive to open discussion, a trained psychologist with expertise in academic and professional assessments, educators or tutors who can provide additional support, and access to resources for participants who may need immediate help. The psychologist must be skilled in handling sensitive information, and the environment must ensure confidentiality and trust.

12. Which could be the limits and risks to the application of the tool?
Potential risks include the emotional distress that could arise from discussing sensitive topics, the challenge of maintaining confidentiality in a group setting, and the possibility that some participants may not feel comfortable sharing their experiences.

13.If you need it, please add any other valuable information:
It is important to have follow-up support available for participants after the focus group session, including access to counseling services and referrals to local support organizations.

ANNEX - Tool

1. How comfortable do you feel discussing your interests in STEM fields within a group setting?

Very comfortable
Comfortable
Neutral
Uncomfortable
Very uncomfortable

2. Which of the following do you believe is the most important skill for success in STEM fields?

Problem-solving
Critical thinking
Creativity
Technical knowledge
Collaboration

3. How often do you encounter challenging situations in your academic or personal life?

Daily
Weekly
Monthly
Rarely
Never

4. What is your preferred method of learning about new topics in STEM?

Hands-on experiments
Watching videos or tutorials
Reading articles or books
Participating in group discussions
Listening to lectures

5. How familiar are you with the latest developments in STEM fields?

Very familiar
Somewhat familiar
Neutral
Not very familiar
Not familiar at all

6. Have you ever felt that your previous experience has impacted your studies?

Strongly agree
Agree
Neutral

Disagree
Strongly disagree

7. Would you feel comfortable discussing your career aspirations in a group setting?

Very comfortable
Comfortable
Neutral
Uncomfortable
Very uncomfortable

8. Do you think the STEM program should include more content on professional development in STEM fields?

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

9. Which skills do you believe are most critical for effective engagement in STEM fields, and why?

10. Reflect on which skill you find most essential and how it influences your interest in STEM fields.

https://forms.office.com/e/7NhZamVxZB

19. Addressing Gender Violence in Health Care Training

Proposing Partner: EIA P.T.

1 What good practice is the tool inspired by? *Specify the original title and number of the list.*
Class focus group on gender violence GP N.8

2. Audience target
☒ Learners
☐ Educators

3. Describe the audience target (type, numbers, characteristics)
The target audience includes female learners participating in Health Care assistance courses. These learners are typically adult women, possibly with varying levels of educational backgrounds, who may have been affected by gender violence. The expected number of participants is around 20-30 per session, with a focus on those who may need additional support due to personal or domestic challenges.

4. If it refers to learners, describe the course in which the tool will be implemented (subject, duration of the course, course mode):
Health Care Training: Gender Violence Awareness and Support

Course Description: This course focuses on equipping Health Care professionals with the knowledge and skills to recognize, respond to, and support individuals affected by gender violence.

Subject: Gender Violence Awareness and Support in Health Care Settings

Duration: 4 in-person hours, divided into two 2-hour sessions

Course Mode: In-person, with interactive workshops and focus group discussions led by experts in gender violence.

Content Includes:

- Understanding different forms of gender violence
- Identifying signs and symptoms
- Providing appropriate support and referrals
- Creating a safe and supportive environment for victims
- Engaging in practical role-playing scenarios to enhance skills

Participants will engage in both theoretical learning and practical exercises to develop a comprehensive understanding of how to address gender violence effectively in their professional roles.

5. The tool will be tested in an:
☐ Online environment
☒ Offline environment

6. Rational (why did you choose this tool)
This tool was chosen because it allows for the sensitive and careful gathering of information related to gender violence, which is crucial for tailoring support and educational resources to the specific needs of learners.

7. What is the objective/purpose of the profiling?
The purpose of the profiling is to identify learners who may be experiencing difficulties related to gender violence, to understand how these issues impact their ability to participate in and benefit from the course, and to provide tailored support and resources that enhance their learning outcomes.

8.How the tool will be implemented/how you are going to collect the information required?
The tool in question, using interacty, will be implemented through a multi-stage process involving an online questionnaire and a focus group session facilitated by a professional. Initially, participants will be invited to complete an online questionnaire designed to gather information about their personal challenges, needs and preferences. This questionnaire will include a variety of questions, such as multiple-choice, Likert scale and open-ended questions, to collect comprehensive data on participants' demographic information, psychological wellbeing, daily challenges and specific needs related to the purpose of the tool. The answers will be analysed to identify common themes, patterns and atypical values, which will help the psychologist tailor the focus group discussions and identify the main areas of interest.

After the online questionnaire, a 4-hour focus group session will be held. The session will begin with an introduction to the aims and structure of the session, creating a comfortable and open environment for participants to share their experiences. The professional will facilitate structured discussions based on the themes identified in the questionnaire, encouraging participants to share their ideas and challenges. To capture any thoughts or comments that participants may not feel comfortable sharing openly, optional anonymous surveys will be provided during the session.

The data collected in the online questionnaire and the focus group session will be synthesised to create detailed personas. These personas will represent distinct segments of the target population, highlighting their specific challenges, needs and preferences. The development of each persona will be based on the main demographic and psychographic variables identified during data collection, including background information, goals and needs, challenges and behaviour patterns. Finally, the personas will be reviewed and validated through follow-up discussions with a smaller subset of participants to ensure their accuracy and relevance.

9. What information, useful for defining personas, will this tool allow you to collect?

☐ <u>Core Demographics</u>
    ☒ Age
    ☒ Geographic Location
    ☐ Gender Identity
    ☒ Nationality
    ☐ Minority Group
    ☐ Educational Background
    ☒ Occupational status

☐ <u>Learning Needs and Abilities</u>
    ☐ Learning Styles
    ☒ Existing Knowledge Base
    ☐ Preferred Learning Activities
    ☒ Focus (content that is of interest to focus on)
    ☐ Special Educational Needs (SEN) and Disabilities

☐ <u>Motivations and goals</u>
    ☐ Motivation to attend the course
    ☒ Career aspiration
    ☐ Goals

☐ <u>Behaviours, personality and characteristics</u>
    ☒ Personality
    ☐ Time Constraints
    ☒ Family Responsibilities
    ☐ Hobbies
    ☐ Values

☐ <u>Skills and abilities</u>
    ☒ Soft skills
    ☐ Digital and technology skills:
    ☐ Subject related skills

☒ <u>Learning obstacles</u>

☒ <u>Life Circumstances</u>
    ☒ working status
    ☒ family responsibilities
    ☐ time constraints
    ☐ competing priorities

10.Who is going to carry out the test:
☐ Educator
☒ tutor
☐ other (please specify) _____

11. Please specify the requirements for the implementation of the tool (physical/human resources, competencies, technical tools, attitudes, etc.)
The implementation requires a private and safe physical environment conducive to open discussion, a trained psychologist with expertise in gender violence, educators or tutors who can provide additional support, and access to resources for participants who may need immediate help.
The psychologist must be skilled in handling sensitive information, and the environment must ensure confidentiality and trust.

12. Which could be the limits and risks to the application of the tool?
Potential risks include the emotional distress that could arise from discussing sensitive topics, the challenge of maintaining confidentiality in a group setting, and the possibility that some participants may not feel comfortable sharing their experiences.

13.If you need it, please add any other valuable information:
It is important to have follow-up support available for participants after the focus group session, including access to counseling services and referrals to local support organisations.

ANNEX - Tool created by EIA:

https://interacty.me/projects/514e6e9102a43553

1. How comfortable do you feel discussing topics related to gender violence within a professional setting?
2. Which of the following do you believe is the most important skill for supporting victims of gender violence? How often do you encounter situations related to gender violence in your professional or personal life?
3. How often do you encounter situations related to gender violence in your professional or personal life?
4. What is your preferred method of learning about sensitive topics like gender violence?
5. How familiar are you with the resources available for victims of gender violence?
6. Have you ever felt that issues related to gender violence have impacted your studies?

7. Would you feel comfortable discussing gender violence in a group setting?
8. Do you think the Health Care course should include more content on supporting victims of gender violence?

Additional questions:

Question
1. Which skills do you believe are most critical for effectively supporting victims of gender violence, and why?

2. Think about the various skills that professionals need when dealing with cases of gender violence, such as empathy, legal knowledge, crisis intervention, and confidentiality.

3. Reflect on which skill you find most essential and how it influences the support provided to victims.

Profiling and Support Strategies in Health Care Courses: Focus Groups on Gender Violence

This tool aims to support and profile learners, especially women, in Health Care assistance courses by addressing gender violence.

How comfortable do you feel discussing topics related to gender violence within a professional setting?

Very comfortable

Somewhat comfortable

Uncomfortable

Very uncomfortable

Which of the following do you believe is the most important skill for supporting victims of gender violence?

Empathy and active listening

Knowledge of legal resources

Crisis intervention skills

Ability to maintain confidentiality

How often do you encounter situations related to gender violence in your professional or personal life?

Frequently

Occasionally

Rarely

Never

What is your preferred method of learning about sensitive topics like gender violence?

In-person workshops

Online courses

Reading materials (e.g., articles, books)

Interactive activities (e.g., role-playing, simulations)

How familiar are you with the resources available for victims of gender violence?

Very familiar

Somewhat familiar

Not familiar

Have you ever felt that issues related to gender violence have impacted your studies?

Yes

No

Unsure

Would you feel comfortable discussing gender violence in a group setting?

Yes

No

It depends on the circumstances

_____

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Combating gender-based violence

Do you think the Health Care course should include more content on supporting victims of gender violence?

Yes

No

Not sure

Jogar online
https://interacty.me/projects/514e6e9102a43553