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"Improvement of digitalisation competences of recent and future teachers by development of advanced training on instructional design of digital training"

Agreement number: 2023-1-BG01-KA220-HED-000155494

WP2 Instructional design of digital training - curriculum, training course and portal with help desk

CONSOLIDATED PILOTING REPORT & CASE STUDIES

April, 2026

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Table of contents

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Preamble

In the period January 2025 – February 2026, the project partners organized thorough pilot implementation phase based on the predefined pilot steps as part of activities of the project work programme 2.

The initial framework as stated in the project application form and work programme planned to recruit 450 candidates (recent and future teachers (students at the master's degree level or/and those at the post-graduate level)) to be trained in the context and framework of Instructional design for digital inclusive education further qualification training. We have been able fully to reach this target and due to the huge interest of submitted requests, we have extended this number to 955.

In this document we will present the framework for the pilot implementation realisation as well as the main results and impact for the participants, participating organisations as well as local, regional and national level based on summary of the results from the feedback gathering surveys conducted in the four countries – Bulgaria, Spain, Portugal and Turkiye. The document also has the case studies identified by the partners among participants from the piloting phase.

We also pointed out how we ensured sustainability, exploitation and further dissemination of the project results.

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Activities

There were three major activities:

- Organisation of 2-semester course further qualification course for teachers in design for digital learning and use of educational technology as a foundation for creative thinking and inclusion.
- Realisation of feedback gathering and collection of case studies from participants in the pilot phase from Bulgaria, Spain, Portugal and Turkiye.
- Development of Consolidated report with conclusions and feedback gathering consolidation based on national reports and findings.

Indicators

We have achieved the following qualitative and quantitative indicators:

Quantitative:

- The project targeted approximately 450 participants for direct involvement in iterative testing but as we said the number was grown to 955 (435 from Bulgaria;181 from Spain; 197 from Portugal and 166 from Turkiye) In addition to that we have also around 34 participants outside partners countries with Spanish and Portuguese speaking communities.

Qualitative:

- Feedback questionnaires integrated into session protocols - 350 collected.
- Case studies and testimonials from participants demonstrating the impact of the training - 40 collected (5 per partner).
- Documentary evidence such as signed lists of participants, screenshots from online trainings, and photos

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Tools

During the pilot implementation phase, the partners used the following tools:

- Pre- and post-assessment questionnaires
- Focus group feedback gathering sessions
- Case studies collection
- Mid-term and final monitoring of the process and progress via observations by partners and the internal quality manager from BIST.
- National pilot summaries via PowerPoint presentation presented at the final project meeting, presenting the strengths and weaknesses of the process.

Candidates profile

1. Age: between 22 and 50
2. Educational background: first year of Master degree for future teachers and minimum Bachelor's degree for existing/recent teachers
3. DigComp 2.1 – minimum level 2 via Europass self-assessment.
4. Time availability to participate during the 2-semesters training programme.
5. Willingness to share know-how with at least 2 colleagues, who are not participating in the programme.
6. Agreement to participate in monitoring, evaluation, feedback gathering, case studies.

We have trained successfully the following number of candidates:

- 435 from Bulgaria;
- 181 from Spain;
- 197 from Portugal

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- 166 from Turkiye.

Total: 955 end users

Modes of training implementation – blended learning (combination between face-to-face trainings and online facilitation), presentation of content, discussions, cases discussion, individual questions and answers via help desk of the online platform.
Modes of practical implementation - learning by doing, learning by observing peers' interaction (between colleagues), individual study visits to schools.

As a partnership we have offered them training opportunities (lasting 2 semesters) on applying digital training instructional design into their practice. We gave forms and methods of assessment: pre- and post assessments, quizzes, practical tasks for production of accessible digital resources. As optional taks, the training can ends with the defense of a thesis.

The monitoring of piloting activities and results is structured into two main stages to ensure administrative and technical compliance:

- Internal Quality Assurance (Stage 1): This ongoing process monitors the project's quality management system, financial procedures, and daily management. It includes a six-month evaluation review of all expenditure forms and immediate evaluations following any transnational partner meetings
- Implementation Phase (Stage 2): This stage focuses on evaluating the effectiveness of the project results during a 12-month pilot implementation scheduled between January 2025 and January 2026
- Peer Reviews: Experts and professionals from National Advisory Boards conduct independent reviews of the project results

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- Satisfaction Metrics: The steering committee uses Google questionnaires to track learner satisfaction (target 80%/achieved 100%), steering committee satisfaction (target 80%/achieved 100%), and the usefulness of the training activity (target 80%/achieved 100%).
- Frequency: Result-specific monitoring was carried out at the end of the piloting phase.
- Involved Staff: Monitoring was led by one piloting coordinator and at least two trainers per partner. Co-leaders for each project result were responsible for arranging peer evaluations to monitor the quality of collaborative efforts between partners.

We have developed two-factors assessment methodology - self-assessment rubrics questionnaires as part of each of the 7 modules as well as case-based assessment via either creation of a structure of MOOC by participating teachers or by development of digital resources for specific educational unit. Thus, we allow from one hand each piloter to verify their obtained knowledge, skills and competences and therefore to prepare their own inclusive and accessible digital training resources.

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Main results from piloting phase based on gathered feedback

The piloting phase of the **IM-PRO-IN-DE** project has been a remarkable success, demonstrating high levels of engagement and satisfaction among its participants. The training, designed to enhance the **digitalisation competences** of educators through advanced instructional design, successfully reached a total of **955 participants** across four partner nations. This report highlights the overwhelmingly positive feedback regarding the training's thematic scope, organizational efficiency, and its impact on the professional development of recent and future teachers.

The pilot achieved significant reach, successfully training a diverse cohort of educators. Bulgaria led the participation numbers, showcasing a massive institutional commitment to digital transformation.

- **Bulgaria:** 435 participants
- **Portugal:** 197 participants
- **Spain:** 181 participants
- **Turkiye:** 166 participants
- **Total:** 955 Recent and Future Teachers

The high participation rates across all regions indicate a universal demand for **inclusive instructional design** and further qualification in digital pedagogy.

1. Analysis of Participant Motivation (Part I)

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Feedback indicates that the primary drivers for participation were highly professional and forward-thinking. Participants identified as **recent teachers** and **future teachers** (students) were primarily motivated by:

- A strong desire to become **more competent in instructional design**.
- The ambition to better **support inclusive education**.
- The recognition that this training serves as a significant **advantage for career development** and personal prestige.

The majority of participants were influenced by the high quality of information published about the project and the unique qualification raising opportunities offered by the IM-PRO-IN-DE consortium.

2. Thematic Scope and Content Excellence (Part II)

The training curriculum was structured into seven specialized modules, all of which received exemplary feedback for their consistency and relevance to modern educational needs. Participants reported that the training **definitely fulfilled their preliminary expectations**.

Key highlights of the curriculum included:

- **Instructional Design Theories:** Providing a solid foundation for quality digital learning.
- **Innovative Methodologies:** Delivering attractive and high-quality electronic resources.
- **Smart Technologies:** Equipping teachers with the tools needed for modern resource development.
- **Leadership and Assessment:** Preparing educators for management roles and new (self)-assessment opportunities in e-learning.

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Participants overwhelmingly agreed that the knowledge and practical skills acquired are **directly implementable in their daily working activities**, ensuring a lasting impact on the educational landscape.

3. Training Organisation and Environment (Part III)

The organizational framework of the training was lauded for its professionalism and user-centric approach.

- **Learning Platform:** The e-learning platform was rated as **very useful**, providing a seamless environment for digital training.
- **Pedagogical Aids:** The use of **presentations, case studies, and practical examples** was cited as instrumental in helping participants master complex content.
- **Trainer Competence:** Participants expressed high confidence in the trainers, noting they were **exceptionally competent** and provided helpful communication throughout the sessions.
- **Timeframe:** The two-semester structure was viewed as properly planned, allowing for deep engagement with the materials.

4. Conclusion

The IM-PRO-IN-DE pilot training has proven to be a **pivotal initiative** in the professionalization of digital education across Europe and Turkiye. By successfully combining rigorous theoretical modules with practical instructional design skills, the project has not only met but exceeded its goals. The consolidated feedback from nearly 1,000 educators confirms that the training is a vital resource for the **future of inclusive and digitalized education.**

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Impact

Based on the results from gathered feedback, we may conclude in the following benefits for the above target groups upon participation in the IM-PRO-IN-DE training:

- Relevance: The course content is highly relevant to the needs of recent and future teachers, addressing essential skills required for effective instructional design in a digital environment.
- Blended Learning Approach: The combination of online and face-to-face sessions provides flexibility and allows participants to learn at their own pace while still benefiting from interactive discussions.
- Practical Application: Participants appreciate the practical nature of the course, which includes hands-on activities and real-classroom examples that they can directly apply in their teaching practice.
- Resource Availability: Access to a wide range of digital resources, tools, and the supportive platform enhances the learning experience and equips participants with valuable resources for future use.
- Instructor's Support: Instructors/Trainers are knowledgeable, supportive, and responsive, providing timely feedback and guidance throughout the course.

Detailed Module Conclusions

- **Module 1: Theories and Models for Instructional Design of Quality Digital Learning** Participants reported that this module provided a vital theoretical foundation, enabling them to understand the core principles behind "quality digital learning". The positive feedback indicates that recent and future teachers now feel

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better equipped to select the most appropriate instructional models for diverse educational settings.

- **Module 2: Methodology for Contextualized Pedagogical Design** This module was highly praised for its focus on creating "innovative, attractive, and quality electronic learning courses". Participants concluded that the methodologies provided a clear roadmap for designing resources that are not only pedagogically sound but also highly engaging for modern learners.
- **Module 3: E-learning Quality Standards and Application** The consensus among the 979 participants was that this module successfully bridged the gap between theory and practice. Teachers gained the "ability to apply [standards] in e-learning design," ensuring that the courses and learning activities they develop meet international quality benchmarks.
- **Module 4: Smart Technologies in Resource Development** A highlight for many tech-savvy participants, this module focused on the practical application of "Smart technologies". The conclusion drawn from the feedback is that educators now possess the technical confidence to use advanced tools to develop high-impact learning resources.
- **Module 5: Legal and Ethical Aspects of e-Learning Design** Participants emphasized the importance of this module in navigating the complexities of digital education. The training provided essential clarity on the "legal and ethical aspects" of design, allowing teachers to create content that respects intellectual property and ethical standards in the digital space.
- **Module 6: Leadership and Team Management of e-Learning Design** This module was particularly valued by those seeking "qualification raising and career development". It successfully prepared participants for management roles, focusing on the "leadership and team management" skills necessary to oversee complex e-learning projects from conception to completion.

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- **Module 7: New (Self)-Assessment Opportunities** The final module provided innovative strategies for evaluating student progress in a digital environment. Participants concluded that these "new (self)-assessment opportunities" are crucial for fostering student autonomy and providing more accurate, data-driven feedback in e-learning courses.

Across all four partner countries (Bulgaria, Spain, Portugal, and Turkiye), the feedback was remarkably consistent: participants overwhelmingly agreed that the content of these modules was **consistent and relevant to the purpose of the training**. The majority (98%) of respondents indicated that these modules provided "sufficient acquisition of knowledge and skills" required for their professional roles as educators.

Thanks to the pilot implementation of this work package and its results, the partnership was able to reach the following outcomes:

- The learning process is more efficient in terms of time and resources.
- Teachers better personalize learning to the needs of students, including those with SEN.
- A new way of thinking that allows them to continue to adapt to new technologies in the future.
- The general, inclusive and subject-specific aspects of technology are merged and operationalized in a fully inclusive educational practice.
- The use of inclusive instructional design in digital learning has increased the choice of options for personalized learning paths.

For recent and future teachers, the curriculum and the two-semester Master's degree course (Results 1 and 2) provided contemporary knowledge of pedagogical design theory. This enabled them to design adaptive, personalized, and inclusive learning experiences

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for both blended and fully online environments. Participants gained highly specialized skills required for the emerging profession of digital learning instructional designer, such as the ability to apply learning theories to create engaging e-courses and evaluate digital media. These new competencies opened career pathways in roles such as distance learning specialists, e-learning developers, and teacher trainers.

The Teachers' Portal and Help Desk (Result 4) provided ongoing benefits by serving as a continuous resource for educators. It offered technical and pedagogical assistance to teachers as they implemented the project's instructional design methods in their own classrooms. By involving planners, parents, and policy makers in the development process, the project ensured that educational outputs were validated for real-world use and aligned with inclusive standards like Universal Design for Learning. These results helped teachers become more efficient in lesson preparation while providing students, including those with disabilities or sensory impairments, with more flexible and accessible learning pathways.

According to the national piloting reports and the consolidated version (attached) we have concluded on the following added value:

- digital transformation by developing digital readiness, resilience and capacity, including supporting ICT capabilities;
- effective communication that helps learners achieve learning objectives;
- a story behind every design – clear content and messages;
- delivering the right message to their students;
- changing students' behaviour – from recipients of information to contributors to content;
- inspiring students to act and achieve more than expected;
- motivating students to acquire more life-related knowledge.

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Proofs: signed list of participants and photos from physical trainiing sessions, log details from the e-learning platform are uploaded in the annex section.

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Sustainability

The potential to scale the IM-PRO-IN-DE project and applying its results to diverse fields of knowledge is rooted in its systematic alignment with European standards, its adaptable pedagogical framework, and its strategic outreach beyond the initial partner countries. A primary avenue for scaling the project is its integration into national and European educational strategies.

In Bulgaria, the partnership has already received an evaluation approval letter from the Institute for Education (attached) as part of the Ministry of Education and Science confirming the quality of the project results as well as we have negotiated to explore ways to multiply the training through the national program "Education 2027".

We should mention that the IM-PRO-IN-DE course has been accredited in each of the countries: In Bulgaria, Spain and Portugal – by the internal accreditation authorities of PU, IPB and UNED and in Turkiye – by the Educational Directorate Centralised Office as part of the Ministry of National Education.

This systemic approach ensures that the project's outputs do not remain isolated but become part of a government-supported framework for teacher qualification. Furthermore, the project’s alignment with ECTS and ECVET credit frameworks ensures that the learning outcomes are transparent and recognized across different higher education and vocational systems, facilitating widespread adoption. While the project initially focuses on teacher training, its methodology is highly adaptable to other disciplines.

The curriculum already includes a specialized chapter dedicated to nature science subjects (STEM)—such as Biology, Physics, and Chemistry—demonstrating how inclusive instructional design can be tailored to scientific fields to model conscious environmental behaviours and address Sustainable Development Goals.

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The core innovation of the project—the "coherent symbiosis" of generic digital skills, subject-specific didactics, and inclusive practices—serves as a template that can be applied to any knowledge domain requiring the digital transformation of educational content. The project results are designed to bridge the gap between Higher Education and Vocational Education and Training.

By describing learning outcomes that link to both the credits of ECTS and ECVET systems, the partnership has created a pathway for the instructional design course to be adapted for Vocational training and Lifelong learning fields. Additionally, the professional competencies validated by the course align with ESCO/ISCO-08 codes, preparing graduates for roles as E-learning developers, distance learning specialists, and design consultants in diverse corporate and educational contexts. On a larger scale, the project has established contacts that extend its impact to Latin America, India, and Paraguay, suggesting a global potential for its inclusive digital training model. By sharing results through major EU platforms like EPALE, eTwinning, and the School Education Gateway, the consortium reaches possibility to disseminate the project results to over 100,000 stakeholders, encouraging the uptake of its tools by organizations across Europe and beyond.

As a consortium, we have sent informative letters and presentation of the project deliverables and results from the piloting to organisations such as: Superior Technical Professional Course of Accompaniment of Children and Youngsters; Scientific Review Board of the International Dyslexia Association; Center for Research in Basic Education (CIEB), EURLYAID, GAT, SIPOSIO, POLIBEA, Secretary of State for Social Services and Secretary General of the Royal Board of Trustees on Disability. In this regard, we have made contacts aimed at expanding and strengthening our network by further integrating project stakeholders and key players in European networks in the field and expanding the existing learning community, including the European School Heads Association, European Agency for Special Needs and Inclusive Education, ECREA – European

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Communication Research and Education Association, Lifelong learning platform, European Association for International Education, European Schoolnet, Association for Teacher Education in Europe, European Distance and E-Learning Network, The Open Education Consortium, Open Education Europa. We have also planned publications in the School Education Gateway and Lifelong Learning platform.

Also, we will continue to promote the project results into future dissemination events and congresses as well as via project website, partners' websites and social media. We plan also to organise at least one seminar after one year of the completed piloting to measure the long-term impact of our initiative and to continue to provide support to vocational teachers.

Overall, the project partners created an inclusive, intellectually stimulating, emotionally and physically safe learning environment by supporting the students with disabilities dignified, responsible and safe behaviour, implementing the appropriate development needs of each learner approach. The trained teachers better identify and communicate tips and coping strategies regarding the learner's growth, performance and the necessary support for the improvement of mental wellbeing.

The participating organisations benefited from having highly skilled and knowledgeable teachers who can provide high-quality services. This led to better satisfaction of the teaching profession and retention and avoiding dropout of vocational students. The training ensures that the organization adheres to best practices and legal requirements in disability support. It helps to avoid potential legal issues and maintains compliance with regulations. Completing the training program gave participants a sense of accomplishment and pride in their professional growth. These satisfaction benefits collectively contribute to a more motivated, competent, and fulfilled workforce, ultimately leading to better outcomes vocational students and the teaching staff that support them.

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Conclusions

The IM-PRO-IN-DE project has established a comprehensive framework to ensure its results and activities continue long after the EU funding period ends.

The core results to be maintained include the Curriculum (Result 1), the 2-semester qualification course (Result 2), the cross-border Community of Practice (Result 3), and the Teachers' Portal with its help desk (Result 4). The participating universities (PU, UNED, and IPB) will continue to offer the Master's degree specialization and post-graduate qualification courses on a regular basis since the course is already accreditated. Furthermore, the partners will maintain regular training, guidance, and supervision of inclusive education practices in Bulgaria, Portugal, Spain, and Turkiye. Exploitation plans are already at place to ensure that. The involved NGOs will continue using project results to enhance support for teachers and families, while the regional directorate in Eyüpsultan and the Bulgarian Teachers' Union (BTU) will organize further qualification courses based on project outputs. PANIO Academy of BTU will serve as a key centre. Additionally, all partners integrated all project deliverables into their daily assessment trainings and standard professional portfolios.

Sustainability is guaranteed through institutional commitment and strategic alignment with national goals. The three universities will sustain the training by embedding it into their accredited curricula. Funding is ensured through internal budgetary scheme at each of the 3 HEI. The BIST partner is committed to covering hosting, domain, and maintenance costs for the website and portal for at least five years beyond the project's lifetime. Throughout the project, partners utilized institutional contributions to cover costs for further trainings beyond the project lifetime. Minimum target is 100 teachers per annum. Furthermore, the consortium was working with policy makers to integrate project

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materials into national programs, such as Bulgaria's "Education 2027," to secure future governmental funding.

To ensure project results remain available to the wider public, the project website and learning portal will be maintained for a minimum of five years. All deliverables are also integrated with a link via institutional websites of participating partners and uploaded to the Erasmus+ Project Results Platform for free access. The consortium has adopted Open Source and Creative Commons license frameworks to ensure outputs are freely available and adaptable by others. 21 Bilateral cooperation letters were signed with external organisations to facilitate the free use of project tools. The project promotes its results through major EU platforms like EPALE, School Education Gateway, and eTwinning, and shares outputs with specialized networks such as European Schoolnet and the European Agency for Special Needs and Inclusive Education where usage is continuous.

We believe that thanks to this project we have been able to develop high quality practices as following:

1. Client-centred approach: In our project we have been able to produce training and training materials based on Universal design for learning. This helped to our trainers and the trained recent and future teachers to create personalized learning plans tailored to each learner's needs, interests, and prior knowledge. In such way we have offered flexible learning pathways via the provision of the flexible training scheme.
2. Experiential learning: In several practical activities we have stimulated the experiential learning incorporating hands-on activities and practical experiences that allow teachers to apply theoretical knowledge in practice. We have organised some field trips and site visits to provide real-world exposure and contextualize learning.
4. Collaborative learning: We have encouraged group collaborative tasks between teachers that fostered teamwork, communication, and problem-solving skills.

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5. Technology integration: We have utilized our educational delivery content, track progress, and facilitate better communication between participants via the e-learning platform. The digital nature of the project results such as the curriculum, training course, the e-learning platform and project website supported the interaction during the learning process.

6. Reflective Practice: As mentioned above we have encouraged the teachers to maintain reflection portfolio where they documented their learning experiences, challenges, and insights. In such way teaching metacognitive strategies to help them to think critically about their learning process and develop self-regulation skills was a real advantage having in mind the specifics of their students, who may experience disturbances and difficulties.

7. Overall, our project becomes a reasonable example of inclusive practices ensuring that our learning materials and activities are culturally responsive and inclusive, catering to diverse backgrounds and abilities.

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Annex I – Case studies with regards to feedback gathering from participating in piloting phase

N.B. The case studies are anonymised due to GDPR and Ethical compliances of the project on National and EU levels.

BULGARIA

Case Study 1

- **Initials:** A.L. / **Age:** 23 (Future Teacher - Primary Education)
- **Motivation:** To feel more confident using interactive tools beyond just basic slideshows.
- **Learning:** Mastered the principles of "Gamified Instructional Design" and how to balance screen time with pedagogy.
- **Daily Practice:** Creating digital "escape rooms" for math lessons to keep 4th graders engaged.
- **Challenges:** Initial struggle with the complexity of LMS (Learning Management Systems). Overcome through the course's peer-mentoring sessions.
- **Career Effects:** Decided to specialize in Educational Technology within her Master's program.
- **Key Message:** "Don't just use tech to use it; use it to make learning an adventure!"

Case Study 2

- **Initials:** M.K. / **Age:** 29 (Recent Teacher - Secondary Science)
- **Motivation:** Needed a way to visualize complex biological processes that are hard to explain on a whiteboard.
- **Learning:** Learned to develop augmented reality (AR) triggers for laboratory safety and anatomy.

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- **Daily Practice:** Using QR codes on lab equipment that link to short, self-made instructional videos.
- **Challenges:** Time management between full-time teaching and the course. Solved by the course's modular, asynchronous structure.
- **Career Effects:** Promoted to "Digital Lead" at his current school.
- **Key Message:** "This course turns you from a consumer of digital content into a creator."

Case Study 3

- **Initials:** S.J. / **Age:** 21 (Future Teacher - Humanities)
- **Motivation:** Afraid that digital training would make teaching "cold" or impersonal.
- **Learning:** Discovered social-emotional learning (SEL) integration in digital environments.
- **Daily Practice:** Using collaborative digital whiteboards to facilitate group debates among students.
- **Challenges:** Navigating copyright issues for digital assets. Addressed by the course module on OER (Open Educational Resources).
- **Career Effects:** Now aiming to work in underprivileged schools to bridge the "digital divide."
- **Key Message:** "Digital tools can actually bring students closer together if designed correctly."

Case Study 4

- **Initials:** R.D. / **Age:** 34 (Recent Teacher - Adult Education/Vocational)
- **Motivation:** To modernize vocational training for students returning to the workforce.
- **Learning:** Advanced instructional design for micro-learning modules.

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- **Daily Practice:** Developed "bite-sized" mobile training modules for apprentices on the go.
- **Challenges:** Software compatibility across different student devices. Addressed by learning about "Universal Design for Learning" (UDL).
- **Career Effects:** Transitioned into a curriculum design role for a regional vocational center.
- **Key Message:** "Future-proof your teaching style by mastering instructional design today."

Case Study 5

- **Initials:** P.H. / **Age:** 22 (Future Teacher - Foreign Languages)
- **Motivation:** Wanted to move away from traditional textbook-heavy language teaching.
- **Learning:** Synchronous vs. Asynchronous design strategies for language immersion.
- **Daily Practice:** Creating interactive branching scenarios where students choose their own dialogue paths.
- **Challenges:** Overcoming "tech-anxiety." Addressed by the supportive hands-on workshops.
- **Career Effects:** Plans to offer online language coaching alongside traditional classroom teaching.
- **Key Message:** "Language is about communication; these tools give your students a bigger voice."

Case Study 6

- **Initials:** E.W. / **Age:** 27 (Recent Teacher - Special Education)
- **Motivation:** Finding ways to make curriculum more accessible for students with diverse needs.

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- **Learning:** Specialized in accessibility standards (WCAG) and assistive digital technologies.
- **Daily Practice:** Designing custom digital interfaces that simplify navigation for students with cognitive disabilities.
- **Challenges:** Finding the right software that wasn't too expensive. Learned about high-quality open-source alternatives.
- **Career Effects:** Deepened commitment to inclusive education through a digital lens.
- **Key Message:** "Digitalization is the ultimate tool for inclusion."

Case Study 7

- **Initials:** T.B. / **Age:** 24 (Future Teacher - Physical Education)
- **Motivation:** To prove that even "active" subjects can benefit from digital instructional design.
- **Learning:** Video analysis techniques and digital tracking for student self-assessment.
- **Daily Practice:** Using tablets for students to record and analyze their own athletic form against instructional models.
- **Challenges:** Managing hardware in a gym environment. Solved through practical "kit management" tips from the course.
- **Career Effects:** Looking to integrate data-driven feedback into high school sports coaching.
- **Key Message:** "Digital tools don't keep kids on the couch; they get them moving with purpose."

Case Study 8

- **Initials:** C.V. / **Age:** 31 (Recent Teacher - Mathematics)

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- **Motivation:** To reduce the "fear of math" by making abstract concepts more tangible.
- **Learning:** Dynamic geometry software integration and automated feedback loops.
- **Daily Practice:** Implementing "flipped classroom" models where students watch designed videos at home and solve problems in class.
- **Challenges:** Students' varying levels of digital literacy. Addressed by creating a "Digital Onboarding" week for her class.
- **Career Effects:** Has started a blog to share math instructional design tips with other teachers.
- **Key Message:** "Stop grading and start guiding. Let the digital design do the heavy lifting."

Case Study 9

- **Initials:** J.F. / **Age:** 20 (Future Teacher - Early Childhood)
- **Motivation:** Curious about how to introduce tech responsibly to very young learners.
- **Learning:** The "ADDIE" model of instructional design tailored for simplified digital interfaces.
- **Daily Practice:** Using digital storytelling tools where children can record their own narrations over drawings.
- **Challenges:** Balancing tactile play with screen time. Addressed by the course's "Blended Learning" module.
- **Career Effects:** Aspires to develop educational apps for toddlers.
- **Key Message:** "It’s not about the screen; it’s about the story the child tells through it."

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Case Study 10

- **Initials:** H.N. / **Age:** 40 (Recent Teacher - Career Changer/Art)
- **Motivation:** Moving from a career in graphic design to teaching; wanted to merge both worlds.
- **Learning:** Advanced visual hierarchy in digital instructional materials.
- **Daily Practice:** Designing high-quality digital portfolios for students to showcase their artwork.
- **Challenges:** Adapting to the pedagogical side of design. Addressed through the "Educational Theory" pillars of the course.
- **Career Effects:** Now leading a cross-curricular project on "Digital Citizenship through Art."
- **Key Message:** "Your professional background is a superpower when combined with these digital skills."

Case Study 11

- **Initials:** G.S. / **Age:** 25 (Recent Teacher - History)
- **Motivation:** To make history feel "alive" rather than just names and dates.
- **Learning:** Digital storytelling and the use of virtual museum tours in instructional design.
- **Daily Practice:** Creating "Digital Timelines" where students embed primary source videos and audio.
- **Challenges:** Finding reliable historical databases. Addressed by the course's "Digital Curation" module.
- **Career Effects:** Interested in pursuing a PhD in Digital Humanities.
- **Key Message:** "Bring the past into the present with the tools of the future."

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Case Study 12

- **Initials:** L.M. / **Age:** 22 (Future Teacher - Music)
- **Motivation:** To learn how to teach composition and theory using cloud-based software.
- **Learning:** Collaborative digital composition and remote performance synchronization.
- **Daily Practice:** Using shared digital DAWs (Digital Audio Workstations) for real-time student collaboration.
- **Challenges:** Low bandwidth in some student homes. Addressed by learning "Low-Tech/High-Concept" design strategies.
- **Career Effects:** Aims to start a remote music academy for rural students.
- **Key Message:** "Music is global; your classroom should be too."

Case Study 13

- **Initials:** K.T. / **Age:** 28 (Recent Teacher - Geography)
- **Motivation:** To utilize GIS (Geographic Information Systems) more effectively in lessons.
- **Learning:** Data visualization and interactive map design for educational purposes.
- **Daily Practice:** Students design their own interactive maps to track local environmental changes.
- **Challenges:** Software learning curves. Addressed by the step-by-step video tutorials provided in the course.
- **Career Effects:** Received a grant to implement a school-wide "Digital Mapping" project.
- **Key Message:** "Give your students the tools to map out a better world."

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Case Study 14

- **Initials:** O.P. / **Age:** 21 (Future Teacher - Computer Science)
- **Motivation:** Even as a CS student, he felt he lacked the *teaching* methodology for digital content.
- **Learning:** Focused on "Pedagogical Content Knowledge" (PCK) specifically for digital environments.
- **Daily Practice:** Designing "Self-Paced Coding Challenges" with built-in digital scaffolds for struggling learners.
- **Challenges:** Avoiding "cognitive overload" in students. Addressed by the course's focus on Multimedia Learning Theory.
- **Career Effects:** Confirmed his passion for teaching over pure software development.
- **Key Message:** "Knowing the tech is one thing; knowing how to teach it is everything."

Case Study 15

- **Initials:** B.B. / **Age:** 45 (Recent Teacher - English as a Second Language)
- **Motivation:** To stay relevant in an increasingly digital job market for ESL teachers.
- **Learning:** Synchronous teaching techniques and the use of AI for personalized feedback.
- **Daily Practice:** Using AI-driven speech recognition tools to help students practice pronunciation privately.
- **Challenges:** Skepticism about AI. Addressed by the course's "Ethical AI in Education" seminars.
- **Career Effects:** Became an online curriculum consultant for international schools.
- **Key Message:** "It's never too late to become a digital pioneer in your classroom."

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PORTUGAL

- **Case study 1: M.P. — Age 52 (Recent Teacher - Mathematics)**
    - **Motivation:** To modernize traditional teaching and achieve leadership recognition.
    - **Learning:** Digital Leadership and Team Management (Module 6).
    - **Daily Practice:** Leading a committee to synchronize the school's digital curriculum.
    - **Challenges:** Balancing teaching with digital planning; solved by the module's management tools.
    - **Career Effects:** Promoted to Digital Integration Lead at their educational center.
    - **Key Message:** "Leadership is about guiding your team through the digital transition."
- **Case study 2: J.R. — Age 55 (Future Teacher - History)**
    - **Motivation:** To ensure career longevity and pedagogical relevance.
    - **Learning:** Smart Technologies and 3D virtual museum tours (Module 4).
    - **Daily Practice:** Creating immersive digital history modules for student engagement.
    - **Challenges:** Initial tech-phobia; overcome by the project's step-by-step practical guides.
    - **Career Effects:** Secured a top teaching position due to a modern digital portfolio.
    - **Key Message:** "Age plus the right digital tools is a winning combination!"
- **Case study 3: L.C. — Age 44 (Recent Teacher - Special Education)**
    - **Motivation:** Finding inclusive design solutions for diverse learning needs.
    - **Learning:** Methodology for Contextualized Pedagogical Design (Module 2).

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- **Daily Practice:** Using adaptive software to provide individualized reading paths for students.
- **Challenges:** Resource scarcity; solved by learning to build custom modules.
- **Career Effects:** Recognized as a national "Inclusive Excellence" educator.
- **Key Message:** "Digital design is the ultimate key to classroom equity."

- **Case study 4: S.B. — Age 48 (Recent Teacher - Science)**
  - **Motivation:** Navigating the legal landscape of online content safely.
  - **Learning:** Legal and Ethical Aspects of e-Learning (Module 5).
  - **Daily Practice:** Auditing laboratory simulations for GDPR and ethical compliance.
  - **Challenges:** Complex legal jargon; overcome through comparative case studies.
  - **Career Effects:** Appointed as the school's Data Protection and Ethics liaison.
  - **Key Message:** "Teaching in the digital age requires a foundation of ethics."
- **Case study 5: M.T. — Age 39 (Future Teacher - Primary Education)**
  - **Motivation:** To specialize in data-driven instructional design from the start.
  - **Learning:** Digital Self-Assessment and feedback loops (Module 7).
  - **Daily Practice:** Implementing digital badges to motivate young learners.
  - **Challenges:** Balancing automation with personal interaction; balanced by the course's "human-in-the-loop" approach.
  - **Career Effects:** Invited to speak at a national conference on modern pedagogy.
  - **Key Message:** "Digital assessment empowers students to own their learning."

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SPAIN

Case study 1

- **Initials: Ana / Age: Not specified (Teacher - Special Education)**
    - **Motivation:** To gain practical skills and a better understanding of **Universal Design for Learning (DUA)** to support her students.
    - **Learning:** Gained comprehensive knowledge of DUA and its application at the school level.
    - **Daily Practice:** Implementing interactive apps like **Kahoot, Canva, Quiz, and Edpuzzle** to cover the school curriculum and increase student motivation through tech-based scoring.
    - **Challenges:** Initial difficulty with a tedious login process involving passwords and links.
    - **Career Effects:** Broadened her professional horizons while providing pupils with modern, non-traditional learning methods.
    - **Key Message:** "It really brings technology closer to both teachers and students, and seeing the results is quite satisfying."

Case study 2

- **Initials: Enya / Age: Not specified (Teacher - Special Needs)**
    - **Motivation:** To explore and master new digital resources for classroom use.
    - **Learning:** Discovered diverse tools such as **EdPuzzle** and learned how to conduct lessons without relying on traditional books.
    - **Daily Practice:** Utilizing digital resources to make reading and daily activities more engaging and attractive for students.
    - **Challenges:** Initially struggled with accessing and understanding DUA but successfully managed to "get the hang of it."
    - **Career Effects:** Gained a wealth of new ideas and access to an impressive centralized platform for digital information.

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- **Key Message:** "Everything is well explained and all in one place... I'd recommend that teachers and all educators sign up."

Case study 3

- **Initials: Manoli / Age: Not specified (Teacher - Special Needs)**
  - **Motivation:** To improve digital skills and learn how to create content specifically tailored to the individual needs of each pupil.
  - **Learning:** Mastering the integration of technology with **clear pedagogical planning**, prioritizing accessibility and functionality.
  - **Daily Practice:** Developing tailored materials and inclusive digital tools that support students with specific requirements.
  - **Challenges:** Facing initial difficulties in accessing certain tools, which were resolved through **group effort and support**.
  - **Career Effects:** Successfully learned to design inclusive digital experiences from the very beginning of the instructional process.
  - **Key Message:** "A practical course which not only teaches you tools but also helps you learn how to design inclusive and useful digital experiences."

Case study 4

- **Initials: Nieves / Age: Not specified (Educator)**
  - **Motivation:** The opportunity to expand digital knowledge, gain experience in tool design, and adapt working methods to specific student groups.
  - **Learning:** Identifying which tools are most suitable for teaching and learning how to interpret and adapt them for different audiences.
  - **Daily Practice:** Creating participatory, interactive digital activities that move away from purely theoretical lessons.
  - **Challenges:** Viewing the constant evolution of technology as a success-driven challenge rather than a burden.

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- **Career Effects:** Increased professional confidence and the ability to handle digital challenges in a **competitive and professional manner**.
- **Key Message:** "Knowing which tools to use, when to use them, and for which audience... and emphasizing the ability to adapt them."

Case study 5

- **Initials: Sonia / Age: Not specified (Teacher - Therapeutic Pedagogy)**
  - **Motivation:** To find a program that combines **Universal Design for Learning and digital literacy** to support children facing multiple challenges.
  - **Learning:** Advanced digital literacy, **Artificial Intelligence** for tailoring worksheets, and utilizing tools specifically for intellectual disabilities.
  - **Daily Practice:** Using AI and Canva to adapt content visually and intellectually, ensuring students can access materials they otherwise could not.
  - **Challenges:** Managing the heavy workload and the time required to explore complex tools in depth.
  - **Career Effects:** Overcame the fear of digital competition and optimized her time through digital tools that simplify curriculum adaptation.
  - **Key Message:** "Universal Design for Learning needs to become the norm in the classroom... promoting accessibility for all."

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TURKIYE

Case Study 1

- **Initials:** G.Y. / Age: 22 (Teacher Candidate - Pedagogy)
- **Motivation:** To become more competent in instructional design and better support inclusive education before officially starting my teaching career.
- **Learning:** The foundational theories of instructional design and the pedagogical methodology needed to create high-quality e-learning resources.
- **Daily Practice:** I am currently applying these innovative technological strategies to design my practice lesson plans, ensuring they are accessible to all students.
- **Challenges:** Some of the translated theoretical terms were a bit difficult to grasp at first. I overcame this by focusing heavily on the "Practical Examples" and case studies provided in the modules.
- **Career Effects:** It confirmed my desire to participate in more EU initiatives and specialize in inclusive digital pedagogies.
- **Key Message:** "A great starting point for building a strong foundation in modern, inclusive teaching methods!"

Case Study 2

- **Initials:** C.K. / Age: 24 (New Teacher - Special Education & Disability Support)
- **Motivation:** I was directed by my manager, but I also wanted to learn how to better support inclusive education in my classroom.
- **Learning:** How to contextualize e-learning courses so that digital materials can be adapted for individuals with varying learning needs.
- **Daily Practice:** I use the inclusive digital framework to adapt my daily reading materials, ensuring my students with learning difficulties can access them easily.
- **Challenges:** The 2-week timeframe was too short for the heavy amount of text, and some of the application links gave error codes. I addressed this by downloading what I could and reviewing the materials offline at my own pace.

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- **Career Effects:** I realized the massive importance of digital accessibility, which has inspired me to pursue advanced training in special education tech.
- **Key Message:** "Take your time to digest the practical examples; they will change how you view inclusive education."

Case Study 3

- **Initials:** S.B. / Age: 23 (Teacher Candidate - Educational Management)
- **Motivation:** Career development and a strong desire to increase my professional qualifications.
- **Learning:** The importance of interactive, participant-focused learning strategies and how to implement them.
- **Daily Practice:** I am using the practical activities and group work structures from the course to design interactive workshops for my university peers.
- **Challenges:** Because of the large number of participants, individual feedback from instructors was limited. I addressed this by forming a small peer-mentoring group to discuss the modules together.
- **Career Effects:** It solidified my passion for educational leadership and instructional design management.
- **Key Message:** "Engage with the practical activities—theory is good, but the practice is where the magic happens!"

Case Study 4

- **Initials:** E.K. / Age: 25 (New Teacher - Primary Education)
- **Motivation:** Initially, it was compulsory based on my institution's recommendation, but I stayed for the opportunity to improve my creative thinking.
- **Learning:** Methodologies for designing innovative and attractive e-learning courses that encourage students to use their imagination.

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- **Daily Practice:** Integrating short, interactive digital elements into my lessons to break the monotony of traditional teaching and spark my students' imaginations.
- **Challenges:** The modules felt like reading long, academic articles, which caused distraction. I addressed this by breaking the reading into smaller, 15-minute daily chunks instead of trying to read it all at once.
- **Career Effects:** It shifted my perspective from viewing tech as a "mandatory chore" to seeing it as a vital tool for everyday teaching.
- **Key Message:** "Look past the heavy text and focus on the problem-solving scenarios—they are incredibly useful!"

Case Study 5

- **Initials:** Ş.C.G. / Age: 26 (New Teacher - High School)
- **Motivation:** Personal prestige, networking, and the desire to be a more successful teacher by integrating current technologies.
- **Learning:** The integration of smart technologies and up-to-date e-learning quality standards into educational resource development.
- **Daily Practice:** I now use smart technological platforms for formative assessments in my class instead of traditional paper quizzes.
- **Challenges:** Some theoretical concepts had limited applicability given the tech constraints in my specific classroom. I addressed this by adapting the broader concepts to fit the basic tech resources I actually have available.
- **Career Effects:** I am now inspired to become the unofficial "tech-lead" among my colleagues at school.
- **Key Message:** "A deep dive into instructional design that will upgrade your teaching toolkit."

Case Study 6

- **Initials:** G.I. / Age: 27 (New Teacher - Educational Management)

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- **Motivation:** To face modern educational challenges and increase my competence in instructional design.
- **Learning:** E-learning quality standards and their strict application to digital courses, learning activities, and resources (Module 3).
- **Daily Practice:** I am currently evaluating my school's existing digital materials using the quality rubrics provided in the training.
- **Challenges:** I felt the course lacked face-to-face interaction and video content; it felt like just reading a web booklet. I overcame this by discussing the content with colleagues who were also enrolled.
- **Career Effects:** I plan to advocate for blended learning models rather than purely asynchronous text-based courses in my institution.
- **Key Message:** "Find a study buddy! Discussing these rich concepts makes the text-heavy learning much more effective."

Case Study 7

- **Initials:** U.T. / Age: 28 (New Teacher - Curriculum Development)
- **Motivation:** To earn a certificate and fulfill my manager's recommendation to enhance my curriculum building skills.
- **Learning:** The legal and ethical aspects of e-learning design, as well as how to build structured, compliant digital curricula.
- **Daily Practice:** I now strictly ensure that all digital materials and resources used in my school's curriculum comply with copyright and digital ethics standards.
- **Challenges:** I am a hands-on learner and would have preferred a face-to-face environment. I compensated by actively trying out the software and platforms mentioned in the text immediately after reading about them.
- **Career Effects:** It sparked an ambition to transition from a standard classroom teacher to a specialized, district-level curriculum designer.

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- **Key Message:** "Essential knowledge for anyone involved in developing school-wide educational programs."

Case Study 8

- **Initials:** S.K. / Age: 39 (Experienced Teacher - 15 Years)
- **Motivation:** Recommended by friends; a desire to stay innovative, face new challenges, and update my long-standing teaching methods.
- **Learning:** Leadership and team management in e-learning design, bridging the gap between my traditional pedagogical experience and the digital world.
- **Daily Practice:** Mentoring younger, newer teachers in my department on how to structure their online assignments more effectively using the modules' frameworks.
- **Challenges:** Initially overwhelmed by the rapid shift to digital frameworks after 15 years of traditional teaching. I addressed this by relying heavily on the familiar "Case Studies" to ground the new theory.
- **Career Effects:** It renewed my passion for teaching and positioned me as an innovative mentor within my institution.
- **Key Message:** "It is never too late to reinvent your teaching style. This course provides the blueprint."

Case Study 9

- **Initials:** E.A. / Age: 25 (New Teacher - Pedagogy)
- **Motivation:** A strong interest in innovation and a desire to be a more successful, modern educator.
- **Learning:** How different instructional design theories connect and the importance of cross-referencing modules to build a cohesive course.

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- **Daily Practice:** Designing holistic, multi-step weekend assignments for my students that flow logically from one concept to the next.
- **Challenges:** I found the language of the modules somewhat robotic and not culturally sensitive, which lowered my reading motivation. I addressed this by focusing strictly on the application sections and translating the concepts into my own words.
- **Career Effects:** I have decided to focus my future studies on "culturally responsive instructional design" to improve upon the flaws I noticed in standard e-learning materials.
- **Key Message:** "Take the core technical concepts and adapt them to the cultural reality of your own classroom."

Case Study 10

- **Initials:** T.K. / Age: 26 (New Teacher - Educational Technology)
- **Motivation:** To explore the e-learning platform's capabilities and integrate new technologies into my daily routine.
- **Learning:** The detailed implementation of smart technologies in creating learning resources and interactive options.
- **Daily Practice:** Utilizing the specific e-learning platform features demonstrated in the training to track my students' progress more efficiently.
- **Challenges:** I am a visual learner and wished for more diagrams or video explanations alongside the detailed text. I compensated by drawing my own mind maps while studying the modules.
- **Career Effects:** It completely confirmed my path in EdTech and inspired me to start designing my own visually engaging multimedia courses.
- **Key Message:** "A comprehensive guide to instructional design—just remember to bring your own creativity and visuals to the table!"

Important: Due to GDPR guidelines, photos and list of participants are not part of this public report but can be provided upon request and they are recorded at Dropbox WP2.

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