



WP3

**Course Design and Internal Testing for building inclusive
higher education systems**

A3.5

**Delivery of the internal courses at conservatory level for HEI
administrative staff and collection of evaluation
questionnaires from the learners**

**Report for presenting the main achievements, the strengths,
weaknesses, good practices of the course for HEI
administrative staff**

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Introduction

This report represents integral part of Work Package (WP) 3 – “Course Design and Internal Testing for building inclusive higher education systems” and activity A3.5 “Delivery of the internal courses at conservatory level for HEI administrative staff and collection of evaluation questionnaires from the learners” of the IncluMusic project.

The report presents the WP and activity, the evaluation questionnaires and their results obtained from administrative staff. It also compiles suggestions for review and proposes a number of corrective actions for the revision of the training materials. The authors of the training materials will revise them taking into consideration the results of this evaluation and will provide the final versions of training courses which are intended to be uploaded onto the IncluMusic e-learning platform.

WP3 “Course Design and Internal Testing for building inclusive higher education systems”

Overview

After defining the Design Principles and the Curriculum for the training course to build inclusive higher education systems from WP2, WP3 is aimed at making Higher Music Education Institutions (HMEIs) more inclusive environment for people with Special Educational Needs and, consequently, increasing the number of new enrolments.

The **specific objectives** of WP3 are:

- Reinforcing the competencies of HMEI teachers and HMEI administrative staff in the field of Special Education;
- Creating a new professional role, that of the Academic tutor, aimed at monitoring on social inclusion practices within HMEIs and on the training process of HMEI teachers;
- Preparing the Academic tutor, with the role of intermediation between students with disabilities and the Academic staff;
- Reinforcing the skills of Academic staff to help them work for inclusion together with the Academic tutor for Inclusive Music Teaching;
- Defining new approaches for training HMEI’s students with Special Educational Needs;
- Creating a community of HMEIs adopting social inclusion practice.

The **main results** of WP3 are:

- Design and creation of the training courses for HE teachers / Academics and the administrative staff, aimed at increasing their skills and competencies. The

training materials, uploaded on a e-learning platform and after being piloted in WP3, will remain available for any organizations or individuals. The training materials would consist of .ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.);

- Creation of evaluations questionnaires for the staff members involved in the training activities to assess the quality and effectiveness of the training;
- Piloting of the training course with the partner Universities and training of 16 HE teachers and 8 administrative staff.

The training results in the increase of the skills of HE Teachers refer to the following domains: disability studies, special pedagogy and inclusive music didactic, special musical methodologies and assistive technologies workshops, legal basis (EU framework). Administrative staff members focus on Disability Studies and legal basis.

WP3 is seen as a first round of the training course, more precisely, as a “train-the-trainers” session, while the HMEIs will replicate it autonomously during the subsequent WP4 – “External Testing and delivery of supporting tools for trainers”.

The **quantitative and qualitative indicators** of WP3 are defined as follows:

Quantitative indicators:

- N. of training courses developed [Target: 2]
- N. of training course for partners HME teachers delivered [Target: 1]
- N. of training course for partners HME administrative staff delivered [Target: 1]
- N. of HME teachers internal to the partnership trained [Target: 16]
- N. of HME administrative staff internal to the partnership trained [Target: 8]
- N. of quizzes for the IncludiMusic course [Target: 40]

Qualitative indicators:

- Involvement of the partners in the project activities [Target: 80% of positive evaluation in the Quality Report: good or very good, corresponding to “Agree” and “Strongly agree” in a Likert scale]

The following **steps and activities** were implemented leading up the preparation of this report:

- Detailed architecture of the course;
- Preparation of the training materials and questionnaires;
- Pilot training session on project partner level – internal testing of the training course;
- Pilot training session on organisation (HMEI) level involving HMEI teachers and administrative staff – internal testing of the training course;
- Completion of questionnaires by pilot course learners;
- Analysis of the feedback and preparation of the report with corrective measures.

Activity A3.5

Activity A3.5 is called “Delivery of the internal courses at conservatory level for HEI administrative staff and collection of evaluation questionnaires from the learners” and is intended for HMEIs to replicate the course internally involving HEI administrative staff and for participants to provide information on the quality of the training using the evaluation questionnaires.

The expected result of this activity is the preparation of this report for presenting the main achievements, the strengths, weaknesses, good practices of the course for HEI administrative staff.

Training materials

The detailed course architecture and training materials were designed based on the WP3 Action Plan for the preparation of the e-learning training materials.

The training course is divided into the following 6 modules:

1. Disabilities Studies and Special Pedagogies and Inclusive Music Teachers
2. Special Music Methodologies and Assistive Technologies
3. Legal and Ethical Principles of Inclusion: Strategies for Effective Implementation
4. Mindfulness and Inclusive Music Teaching
5. Music Therapy, Music and Health
6. Inclusive MuEd and Community Music

for the following different target groups:

1. IncluMusic Administrative Training
2. IncluMusic Teacher Training
3. IncluMusic Tutor Training

The training materials contain .ppt presentations, videos and quizzes (tests) for each session and have been uploaded onto the e-learning platform:

(<https://elearn.inclumusic.eu/>)

Internal testing of the training courses

As a first step, the final versions of the training materials for all modules / sessions have been piloted within the project consortium, that is with project partners as part of a “train-the-trainers” session.

Then, the internal testing was conducted with the same project partners, but with staff members who are not directly involved in the project activities. This step can be seen as

an internal and external testing, internal as the testing was conducted within HMEIs that are project partners of the IncludMusic project, and external in terms of staff members who have not participated in the design of the training courses and who can, therefore, provide objective feedback. This internal testing was conducted directly on the e-learning platform in order to ensure testing of the training course in real-time.

For this step, the HMEIs (GDNMA, ConsPA, RIAM, EUC) were supposed to target each at least 4 HME teachers and 2 administrative staff members to go through the training courses and to provide their feedback by completing the evaluation questionnaires.

The evaluation questionnaires and results are presented in the following sections.

Evaluation questionnaires

The evaluation questionnaires are designed to assess the quality and effectiveness of the training courses. Results of the questionnaires represent identified suggestions for review of the training materials. Based on these results, corrective actions for the revision of the training materials will be implemented. These revised versions of the training courses will then be the basis for the external testing to be conducted within WP4.

The basic form of the evaluation questionnaire is the same for all categories and is shown in the following section. Each evaluation questionnaire has been adapted to the respective module that has been reviewed.

Form of the evaluation questionnaire

Introduction to the evaluation questionnaire

This questionnaire is a part of the European project “INCLUMUSIC: Increasing skills for building more inclusive conservatories” (Project Number: 2022-1-RO01-KA220-HED-000089402) supported by National Agency for Community Programs in the Field of Education and Professional Training in the framework of “KA220 – Cooperation Partnerships for Higher Education Field” projects.

This questionnaire is aimed at collecting feedback and information on the quality of the Module **XXX**.

Privacy policy and consent

You understand that your answers to this form will be confidential and will be used exclusively in the context of the INCLUMUSIC project.

To help protect your confidentiality, the questionnaire will not contain information that will personally identify you (such as name, email address, etc.).

The results of this study will be used for research purposes only and to improve the course training materials.

You understand that the submission of your completed questionnaire constitutes your informed consent to act as a participant in this research.

Questionnaire on Module: **XXX**

You are a *:

- Teacher
- Administrative staff
- Tutor

Please indicate your organization *:

- ANMGD - Academia Națională de Muzica Gheorghe Dima - Romania
- EUC - European University Cyprus - Cyprus
- ConsPa - Conservatorio Musica di Stato Alessandro Scarlatti - Italy
- RIAM - Royal Irish Academy Of Music – Ireland
- Other (please specify _____)

Satisfaction of the course

1. Think about the Module you just attended (“**XXX**”) . For each statement below, please, indicate the number that best describes your opinion *:

1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

	1	2	3	4	5
1.1. The Module objectives are clear					
1.2. There was a good level of interaction					
1.3. The Video lectures/training materials are clear					
1.4. The contents are useful for my career					
1.5 The course’s e-learning platform is user-friendly					
1.6 I was able to attend the module in English without issues					
1.7 I am motivated to continue to follow the IncluMusic course					

1.8 According to the modules completed, I can recommend the course to others					
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Motivation to attend the course

Think about the Module you attended (“**XXX**”). For each statement below, please, indicate the number that best describes your opinion *:

1 = Totally unsatisfied 2 = Unsatisfied 3 = Partially satisfied 4 = Satisfied 5 = Totally satisfied

	1	2	3	4	5
2.1. How do you rate your level of motivation in the Module?					
2.2. How do you rate your level of engagement in the Module?					
2.3. Overall, how much are you satisfied with how this training was carried out?					
2.4. Overall, how much are you satisfied with the value you get from the Module?					

Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)? *

b) What did you like the least about the Module (you can also refer to the specific topics)? *

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)? *

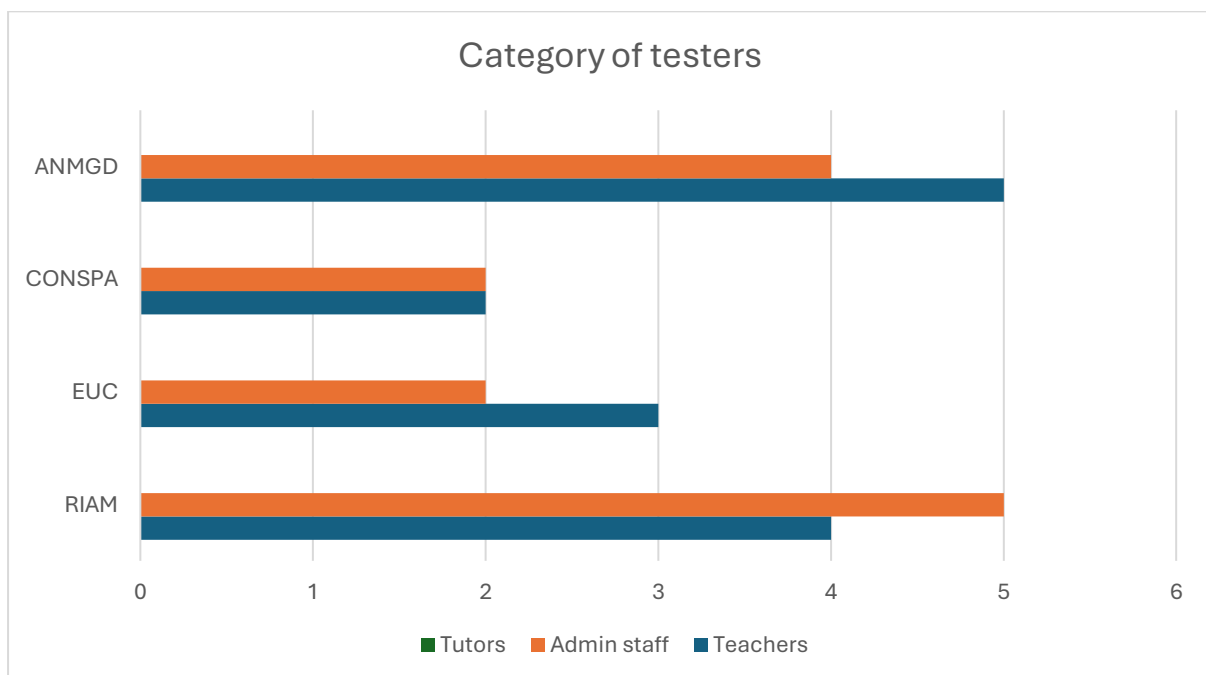
Results of the evaluation questionnaires

Completed evaluation questionnaires

In total, 27 persons were involved and have tested at least one training module. There is no consistent base for all completed evaluation questionnaires. While some persons have tested the whole course and completed a separate evaluation questionnaire for each module, others have completed one evaluation questionnaire for the whole course. In addition, some persons have tested only one single module or a couple of modules, but not the whole course. Therefore, the analysis in the following sections will show results for each module separately based on the available completed evaluation questionnaires for this module.

In addition to the evaluation questionnaires and feedback provided in the open questions section, some testers have provided narrative feedback via emails, see Annex I.

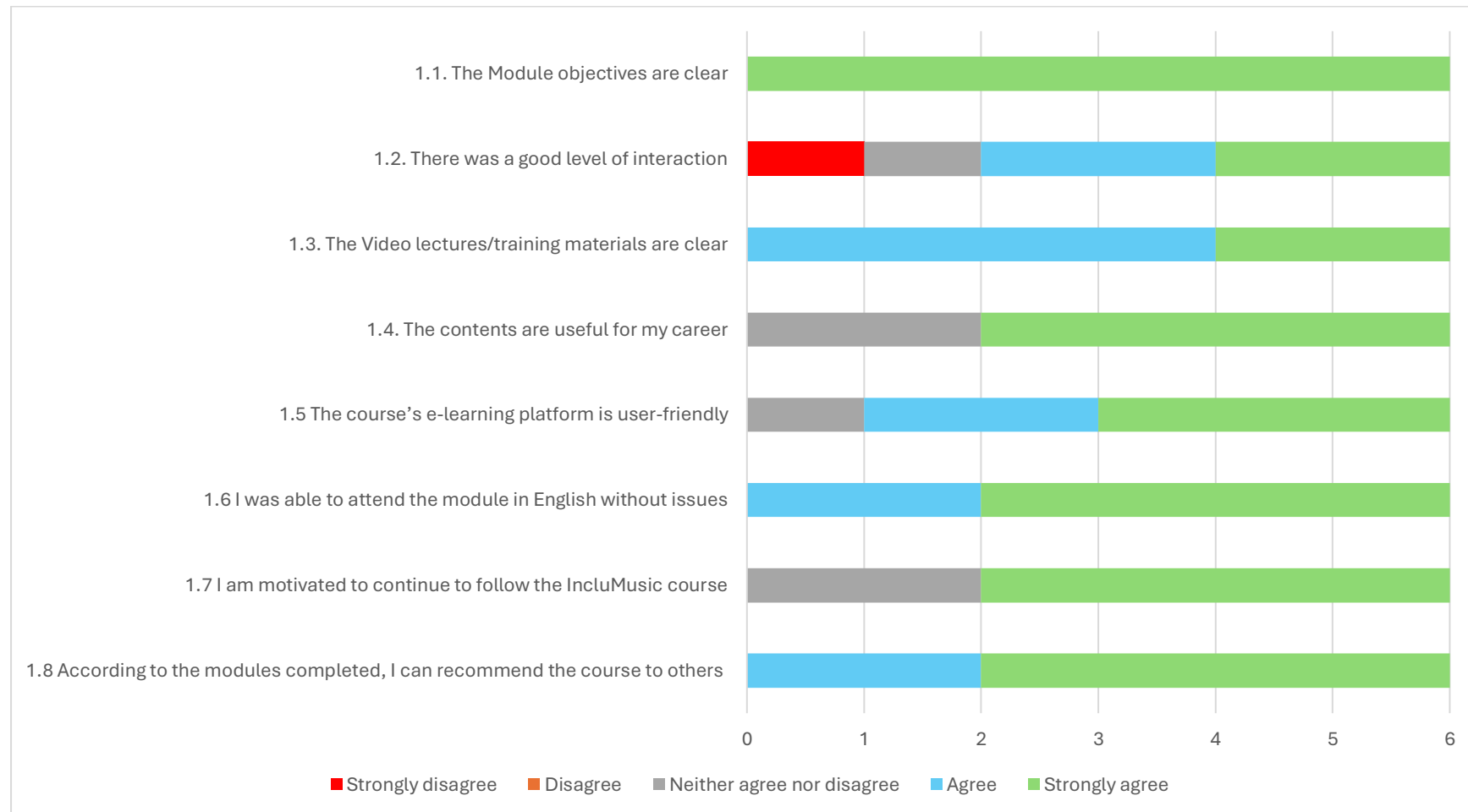
The following 2 overviews show general statistics related to the completed evaluation questionnaires, while the analysis presented in the following pages shows results obtained from HEI administrative staff only.



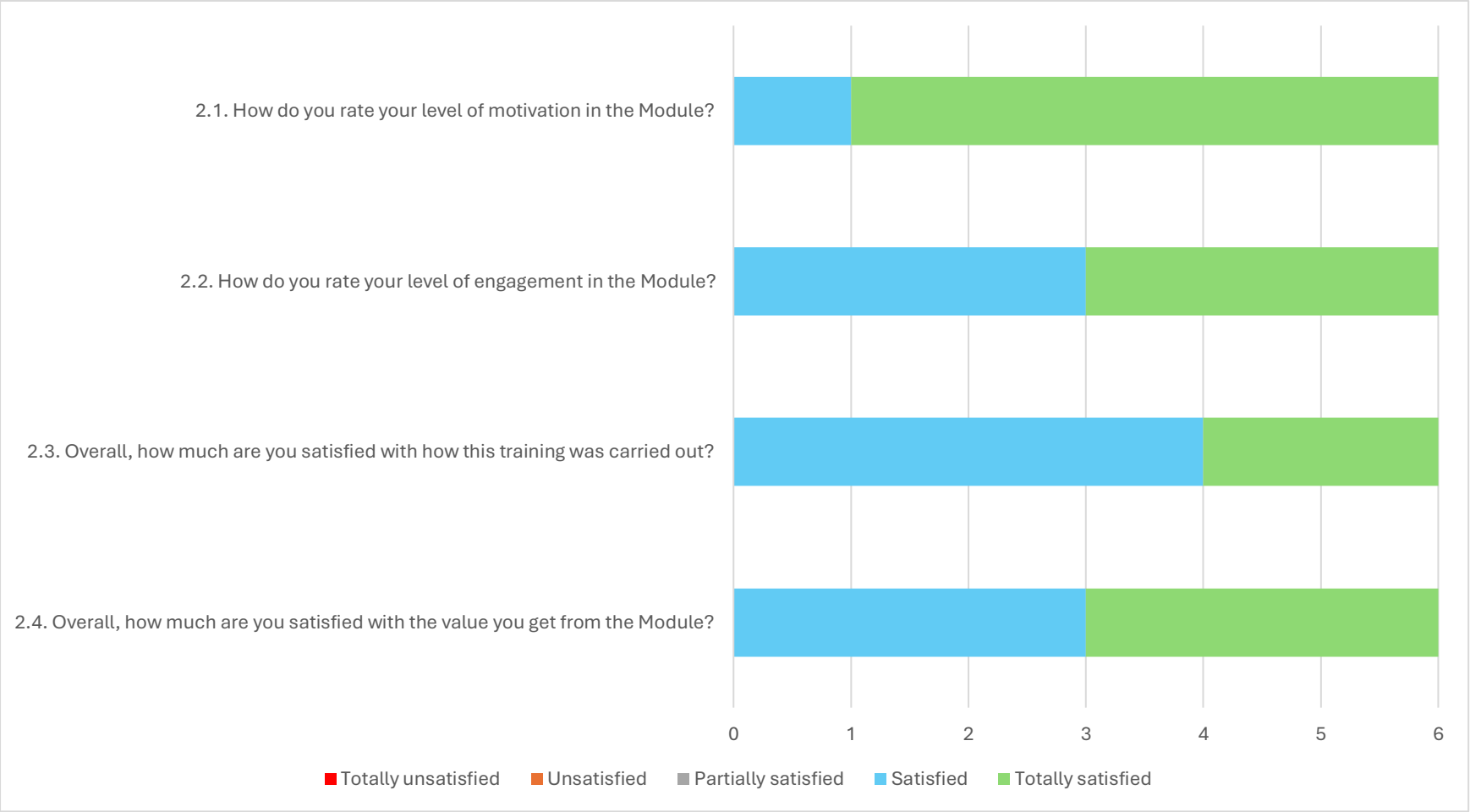
Project partner	Category	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Whole course
ANMGD	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Admin	•	•	•				
	Admin	•	•	•	•	•	•	
	Admin	•	•	•	•	•	•	
CONSPA	Teacher							•
	Teacher							•
	Admin							•
	Admin							•
EUC	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Admin	•	•	•	•	•	•	
	Admin	•	•	•	•	•	•	
RIAM	Teacher	•	•	•	•	•	•	
	Teacher	•						
	Teacher	•						
	Teacher	•	•			•		
	Admin		•					
	Admin		•	•	•	•	•	
	Admin							•
	Admin							

Module 1 “Disabilities Studies and Special Pedagogies and Inclusive Music Teachers” – admin staff

Module 1 – admin staff: Satisfaction of the course



Module 1 - admin staff: Motivation to attend the course



Module 1 - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- It was overall extremely informative
- The slides are well-structured
- I appreciated the call to action – besides the information and knowledge, the module had a motivational approach
- I also appreciated the references at the end of some sessions
- The duration for each session seems optimal
- The fact that the information is provided both in video and slides form
- It was one of the tidiest modules
- I liked the more “culture studies”, anthropological approach
- The content was very much in line with my expectations.
- Claritatea informațiilor
- Relevanța pentru pedagogia incluzivă
- Structura logică a conținutului
- Faptul că quiz-urile din platformă sunt disponibile în mai multe limbi este un mare avantaj pentru incluziune și accesibilitate. Acest aspect: Îmbunătățește accesibilitatea permite utilizatorilor din diverse țări să înțeleagă și să parcurgă materialele în limba lor nativă; Facilitează învățarea – reduce barierele lingvistice și permite o mai bună înțelegere a conținutului.

b) What did you like the least about the Module (you can also refer to the specific topics)?

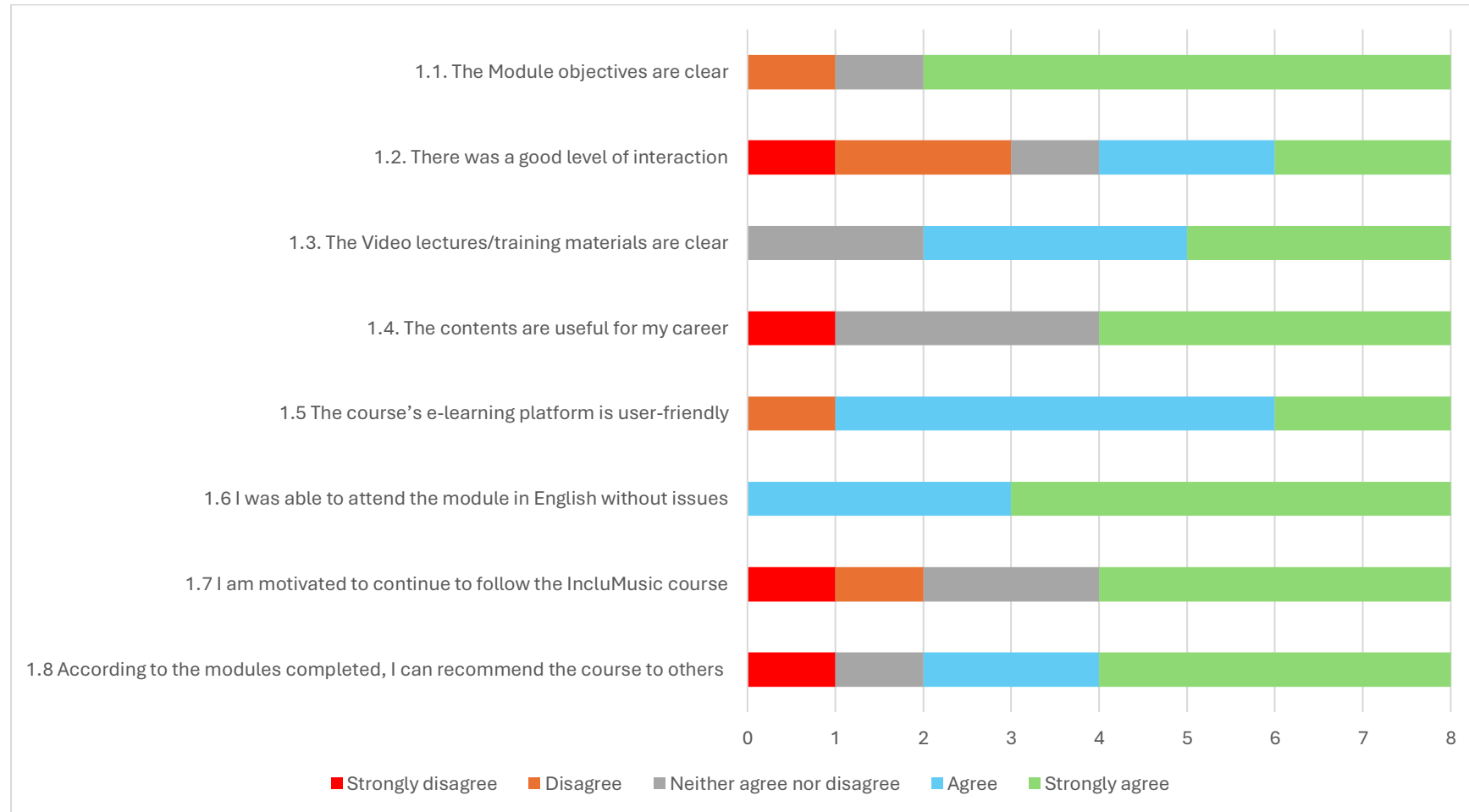
- I appreciated the fact that the presenters seem very knowledgeable and attached to the topic but:
I would have liked to have a very brief presentation about the author in each module (name and 2 phrases)
The volume for the speaker was quite low, regardless of the device I played the videos on
- Some questions in the Romanian version of the quiz need rephrasing:
Some have odd phrasing
1.4 session – some questions reference material from 1.3?
1.5 session – answers are in English
- Lipsa interactivității în slide-uri
- Ar fi utile mai multe exemple practice

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

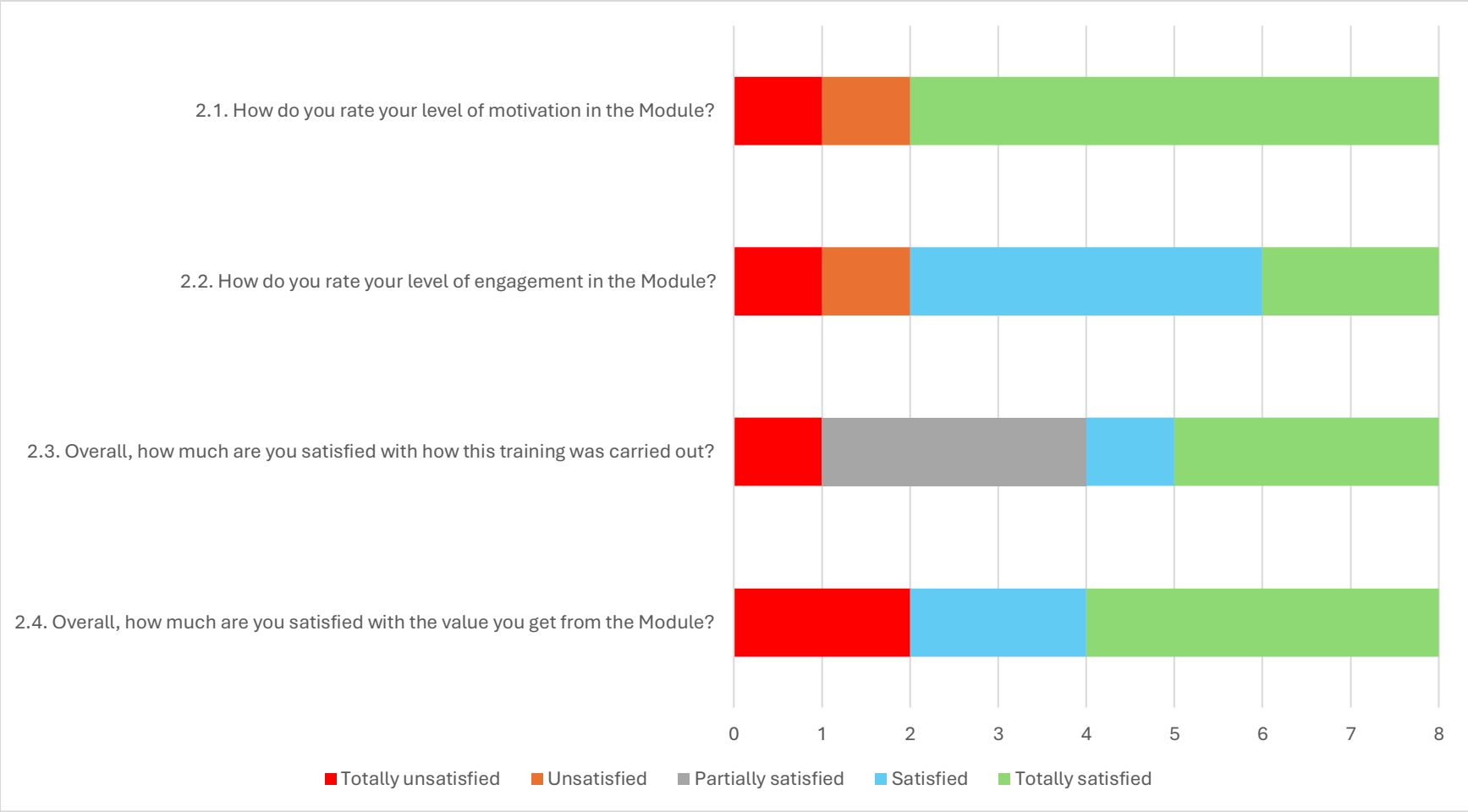
- Session 1.5 – from slide 10 onwards there are pairs of problem-solution, but their numbering is confusing. I had to go back to see what the logic was. Maybe renumber them differently? Or have the problem re-stated on the page where the solution is featured?
- Heavy revision of questions in the Romanian version of the quiz.
- Subiectele sunt interesante, dar mai multe exemple practice ar îmbunătăți experiența.
- Formatul pasiv (slide-uri fără interactivitate) reduce nivelul de implicare.

Module 2 “Special Music Methodologies and Assistive Technologies” – admin staff

Module 2 – admin staff: Satisfaction of the course



Module 2 - admin staff: Motivation to attend the course



Module 2 - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- The material was rich in information
- The slides are well-structured
- I appreciated the resources and references to real-world resources (AT and AAC)
- The duration for each session seems optimal
- The fact that the information is provided both in video and slides form.
- I liked that the presenters changed, and I also liked the topics for the courses.
- I think Module 2 provides an overall introduction to the course and what it is about. I think it would probably be beneficial for music teachers.

b) What did you like the least about the Module (you can also refer to the specific topics)?

- I didn't understand the logic behind merging the two topics – music teaching methods and AT and AAC – I am not saying there isn't one, but it needs to be explicit.
- The slides about the four approaches to music teaching need a lot of proofreading (and changing the image in 2.1, slide 12 – text doesn't make sense)
- I appreciated the fact that the presenters seem very knowledgeable and attached to the topic but:
I would have liked to have a very brief presentation about the author in each module (name and 2 phrases)
The volume for the speaker was quite low, regardless of the device I played the videos on
- Some questions in the Romanian version of the quiz need rephrasing:
“RoUmanian” in the quiz name
The last three quizzes lack statements in the last questions
- Some of the course content may not feel as relevant to those in the administration department. For example, I know Music Generation recently trained with RIAM, where they covered Orff, so some of the concepts in module 2 are familiar to me. However, for other admin staff without a music background, it might be a bit tricky to follow, along with the quiz, even after watching the videos and reviewing the slides.
- It is not aimed at administrative staff and is too specialised.
- I would have appreciated more practical examples or case studies applied in real educational contexts.
- Some video materials could be more dynamic to facilitate understanding of the concepts.

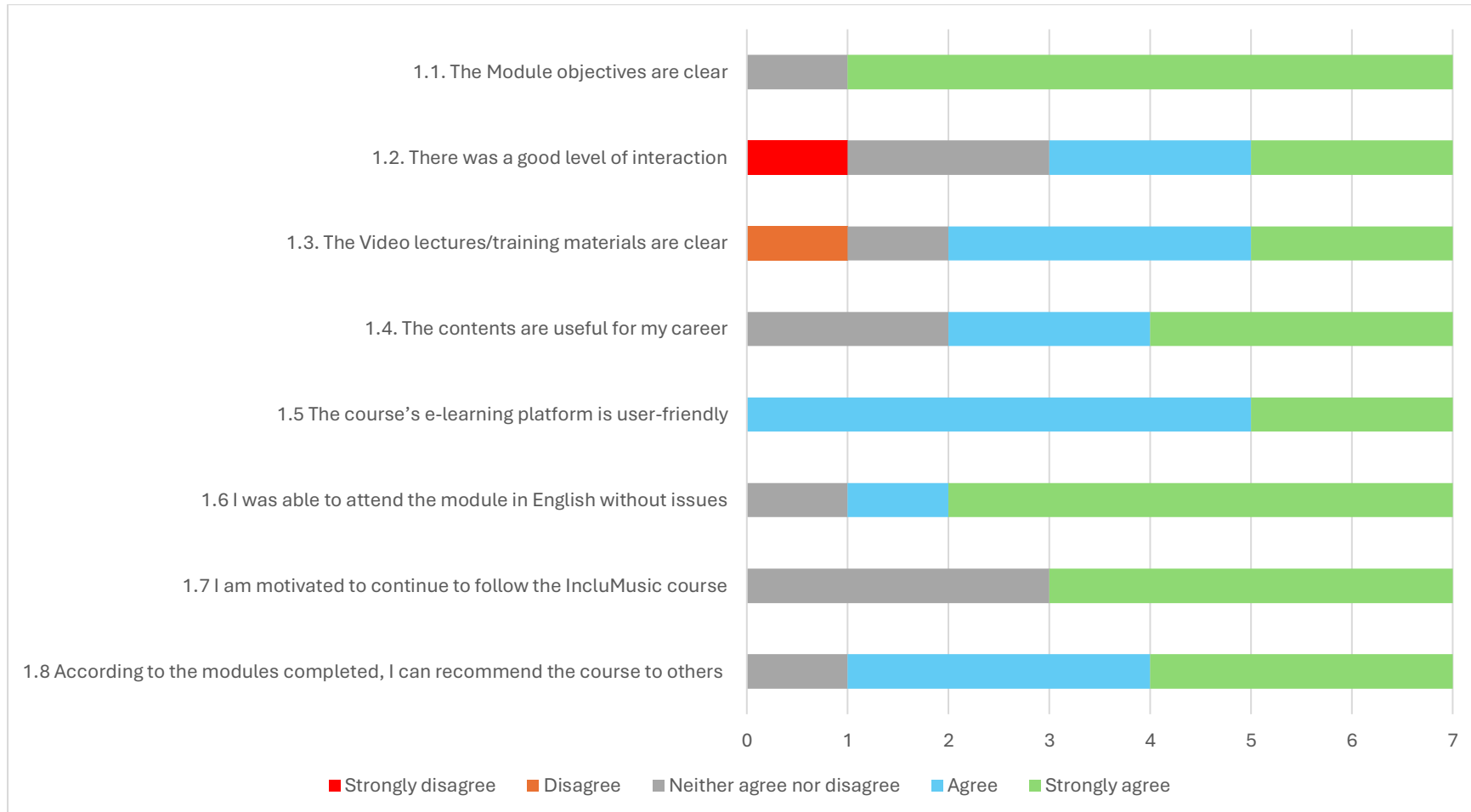
c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- Many slides need proofreading
- How are open-ended questions to be rated?
- Heavy revision of questions in the Romanian version of the quiz.
- When discussing music teaching methods like Orff and Dalcroze, it would be helpful to include a short video clip showing these techniques in action, maybe from YouTube or something similar. It would give participants a clearer idea of how these methods work in practice. This breaks up the listener listening to the presenter only, and makes the content more engaging if there is a variety of resources, ie pictures/videos.

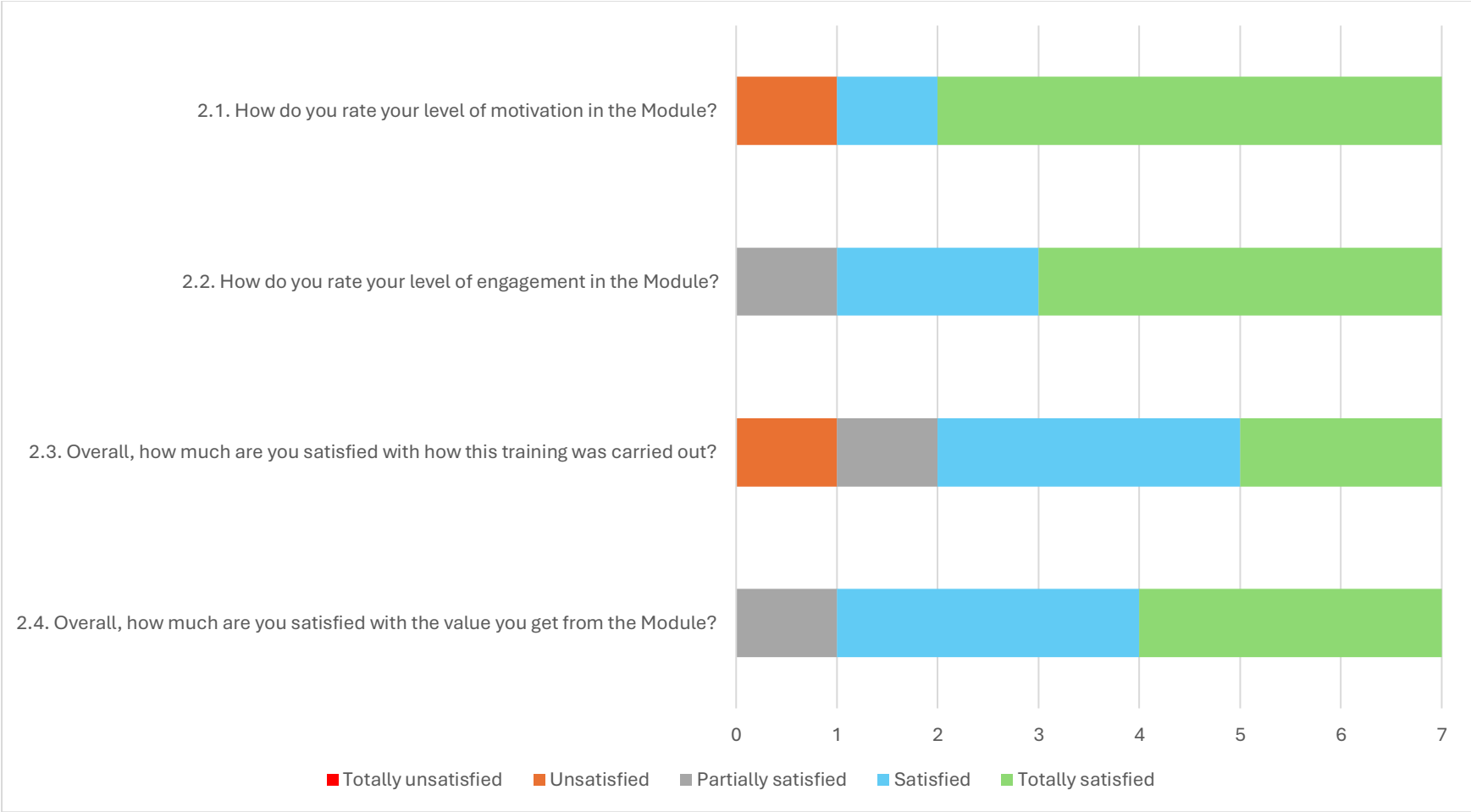
- I think that the sentences on the slides could be minimised, using more real life scenarios and more speaking from the presenter, rather than the presenter only reading from the sentences on the slides.
- They need to be more exiting and interesting to non-specialist users and more interactive.
- Adding more interactive exercises and practical examples for each method.
- A discussion platform where participants can share experiences and ideas about applying the methods in the classroom.

Module 3 “Legal and Ethical Principles of Inclusion: Strategies for Effective Implementation” – admin staff

Module 3 – admin staff: Satisfaction of the course



Module 3 - admin staff: Motivation to attend the course



Module 3 - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- 3.1 The first slides are well structured, nicely written, rich in information; Useful references at the end.
- 3.3. Structured, good English, clear info
- The duration for each session seems optimal
- The fact that the information is provided both in video and slides form
- 3.4. Clean, clear, good English
- 3.5 Very informative, well structured, good English, clean
- 3.6 Very informative, well structured, good English, clean
- I feel as though module 3 is more relevant to someone working in administration, the presenters were slightly more lively and engaging as well.
- The module provides a detailed understanding of the legal and ethical principles of inclusion in music education.
- I appreciated the practical approach to implementing inclusive educational strategies.
- The information on Individualized Education Plans (IEP) is very useful for adapting the curriculum to each student's needs.

b) What did you like the least about the Module (you can also refer to the specific topics)?

- 3.1.
Some AI images are disturbing or at least very obviously AI, I would remove them from throughout the course
From slide no. 9 onwards – the chapter about legal matters needs serious proofreading
References to neurodiversity, although I suppose useful, appear abruptly and out of context
- 3.2
Sound in the video is bad – I turned it off eventually because it kept interrupting
Needs proofreading: eg: “look this video” instead of watch or see this video, and other errors
Some phrasing makes it look like the chapter refers to persons with disabilities attending law school. If this is not the case, maybe rephrase
The chapter is less structured and could be rearranged or at least filled with some real-world examples
One question in the quiz is repeated, but with different answer
- 3.3
S11 – bad AI image
S12 – image overlaps text
S14 – bad numbering
- 3.4.
Sticks to a very general level, would have liked more examples
I appreciated the fact that the presenters seem very knowledgeable and attached to the topic but:
I would have liked to have a very brief presentation about the author in each module (name and 2 phrases)
The volume for the speaker was quite low, regardless of the device I played the videos on
- It can sometimes be difficult to follow the presenter because they are just reading the sentences on the slides, which makes it less engaging.

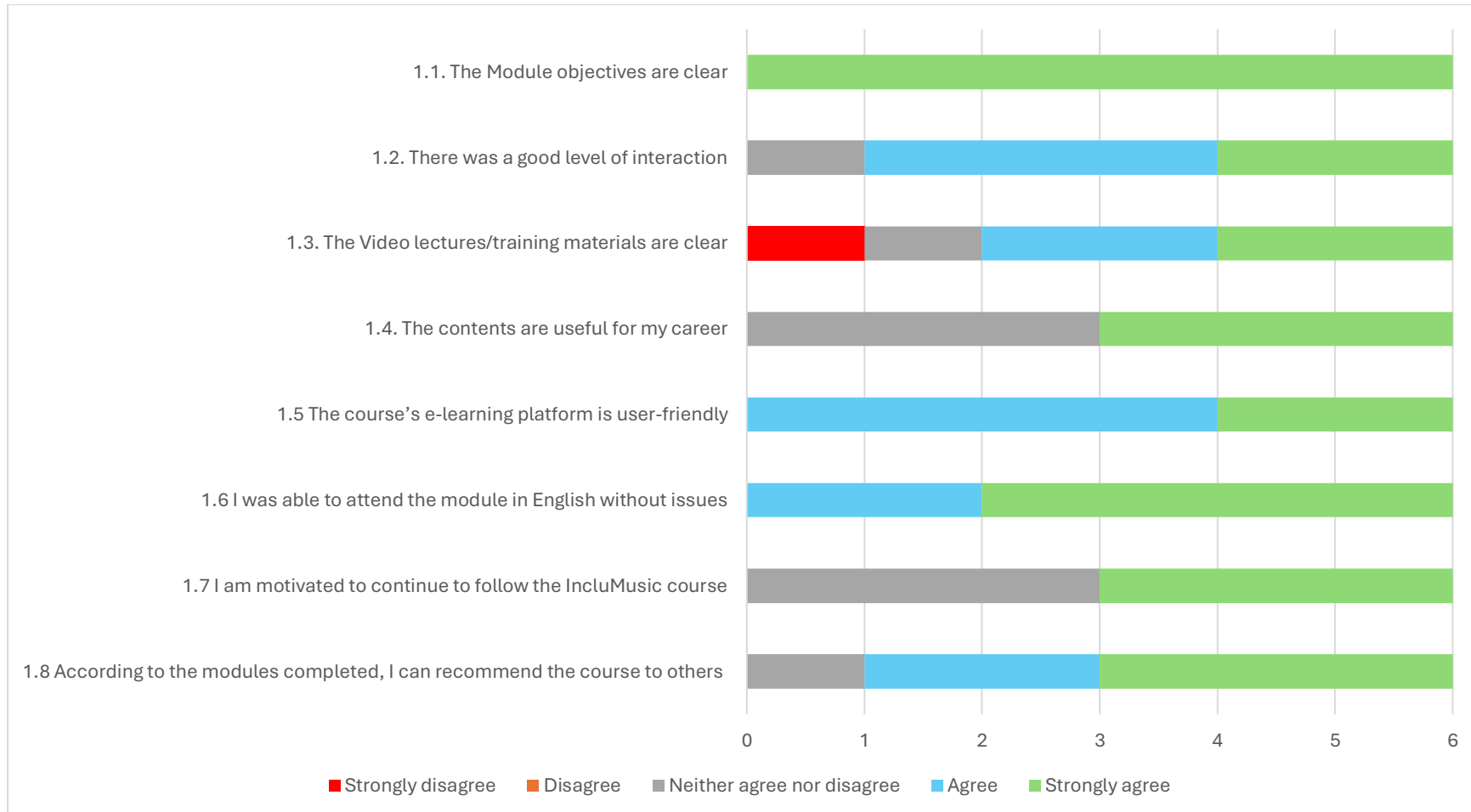
- It would have been helpful to have more interactive case studies or simulations to deepen the understanding of legal principles.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video)

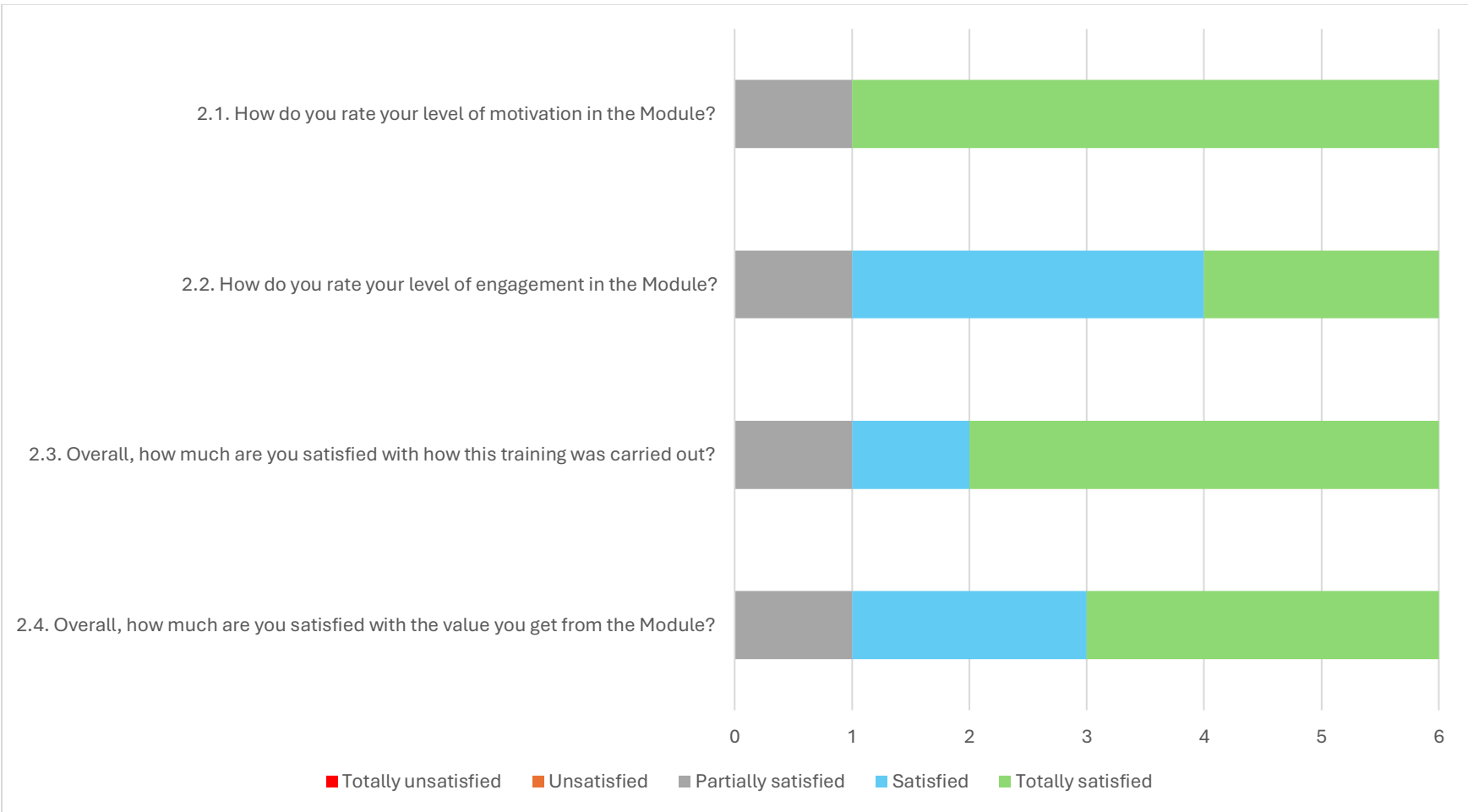
- Again I feel as though real-life examples and scenarios could be used, rather than the presenter just reading from the slides, then the listener will be able to understand and have more motivation to learn the topic if they feel as though the trainer understands in depth the topic, and can give some interesting examples. Examples could even be found online.
- I think that the sentences on the slides could be minimised, while using more real-life scenarios to encourage more speaking from the presenter
- Adding interactive discussion sessions to clarify complex legal aspects.
- Creating guides or worksheets for applying inclusive strategies in music education.

Module 4 “Mindfulness and Inclusive Music Teaching” – admin staff

Module 4 – admin staff: Satisfaction of the course



Module 4 - admin staff: Motivation to attend the course



Module 4 - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I think mindfulness is important in stress prevention, so to normalise mindfulness in and outside of the workplace is great. It also opens the door to staff asking questions on how they can practise mindfulness.
- The module provides a deep understanding of mindfulness and its application in music education.
- The focus on self-awareness, stress management, and creativity was highly relevant for both teachers and students.
- The practical exercises and case studies helped illustrate the benefits of mindfulness in improving performance and well-being.
- The discussion on mindful listening and its impact on student engagement was particularly insightful.

b) What did you like the least about the Module (you can also refer to the specific topics)?

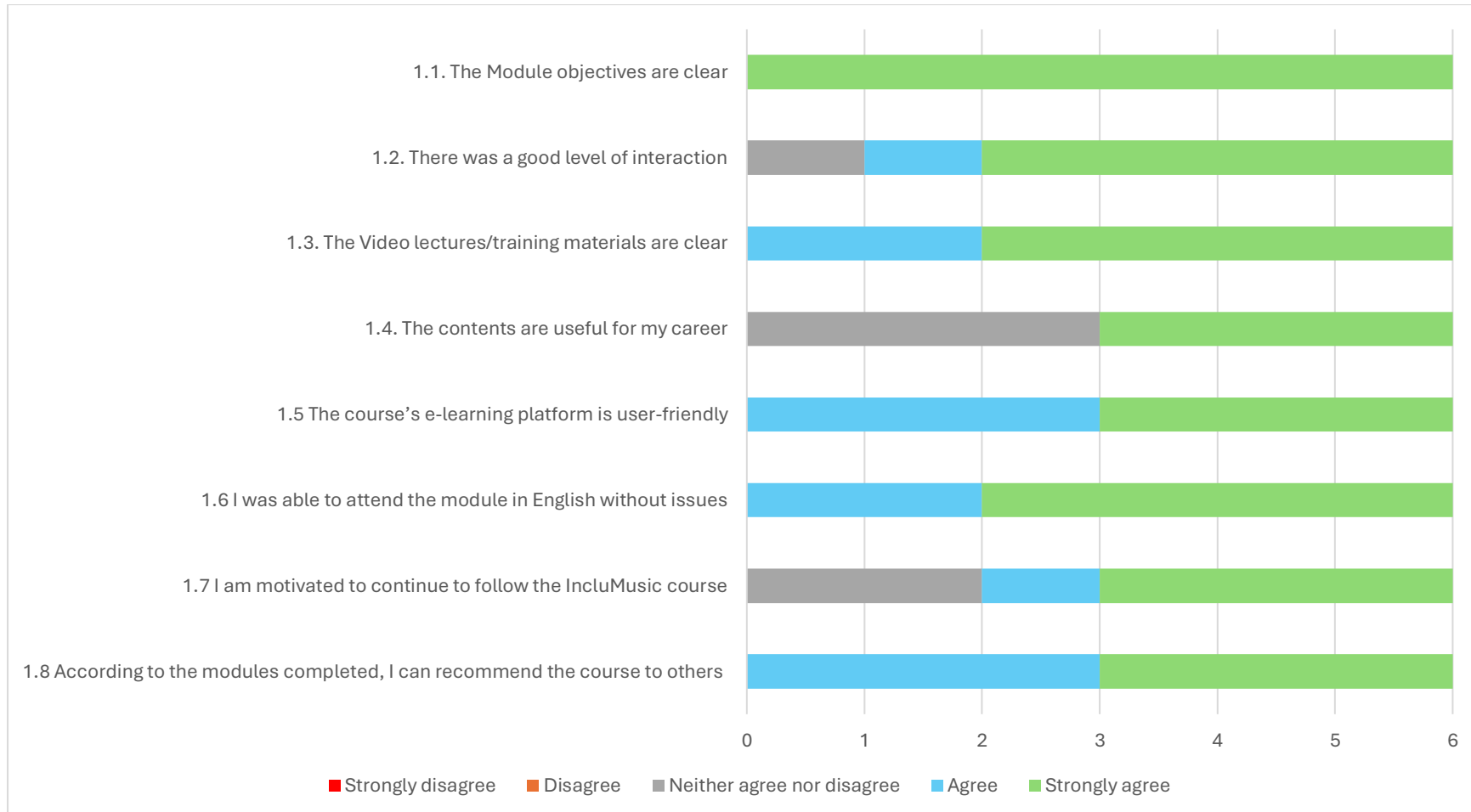
- I feel as though the presenter Maria Prodromou's presentations were a bit distracting as she was struggling a bit with opening the presentation and reading. Again there was too much reading I feel, which can distract the listener and the presenter from the aim of the training. The woman who spoke about mindfulness practises was interesting to see, however I feel as though the talk was a bit 'freestyle' and one video on this would be sufficient, as there were many videos on mindfulness.
- More interactive elements, such as real-time practice sessions or live discussions, could enhance engagement.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video)

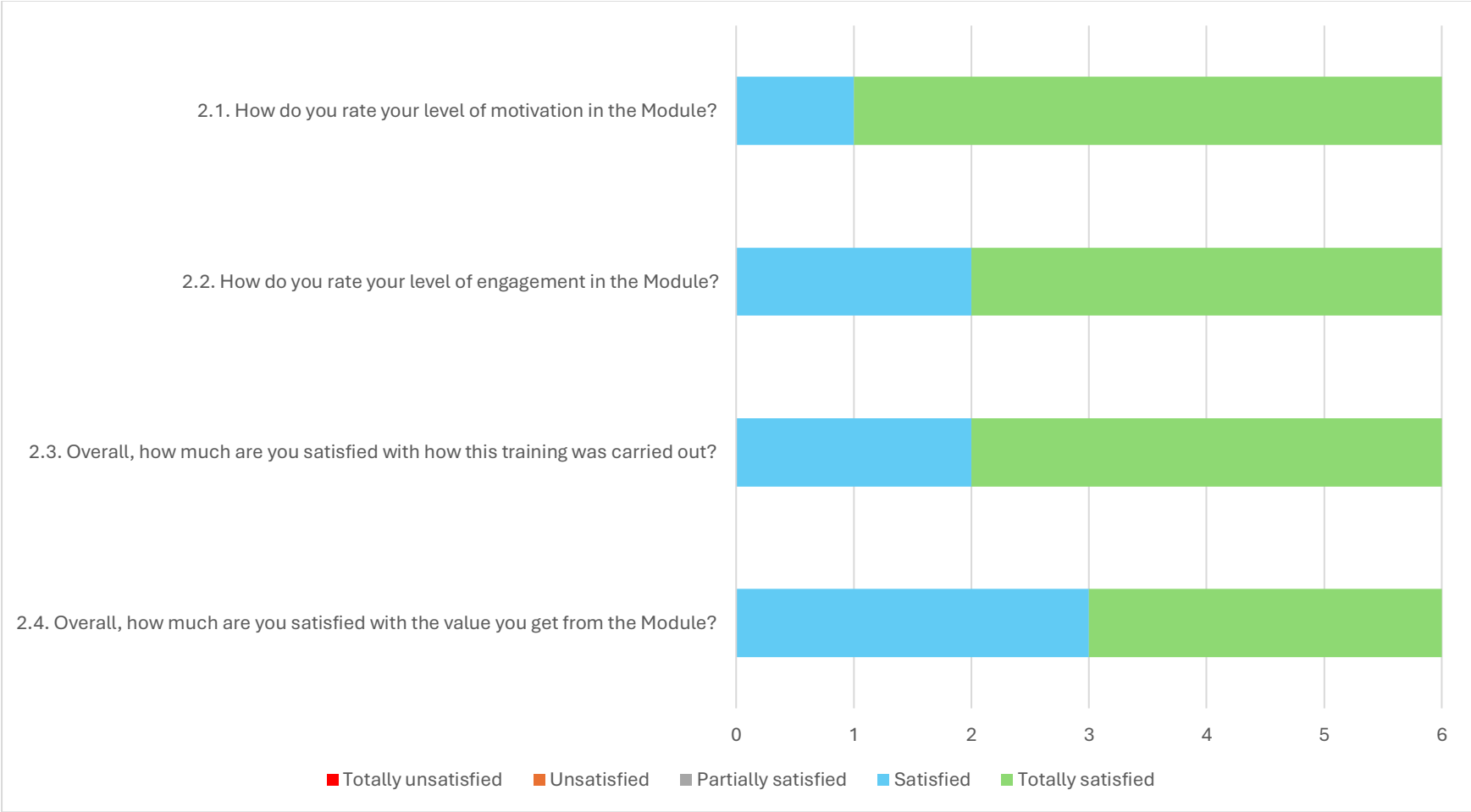
- Again I feel as though real-life examples and scenarios could be used during the presentation slides, as well as images/graphics/video clips played, to make the content more interesting and engaging, rather than the presenter just reading from the slides.
- In my opinion there were too many videos on mindfulness, I think that mindfulness can be limited to one video per presenter (ie 2 videos in total), this way the content would be more engaging, relevant and interesting to the learner. I think the mindfulness modules could be more focused on music education or music performance settings. While mindfulness is great, it would be even more helpful if it was tied to *how* it benefits those in the music world—students, teachers, and admin alike. Lastly, in module 4.4 (Stress Theory, Stress, and Anxiety Management), there's no audio in the second half of the video, so it would be helpful to address that.
- Providing more real-life examples of mindfulness techniques applied in music classrooms.

Module 5 “Music Therapy, Music and Health” – admin staff

Module 5 – admin staff: Satisfaction of the course



Module 5 - admin staff: Motivation to attend the course



Module 5 - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I feel as though the presenter was very enthusiastic and lively when presenting, this makes the content of the module more engaging. The course content was also very interesting. Presenters in other modules could also benefit from presenting a bit more enthusiastically and learning the course content before presenting it.
- The discussion on how music affects brain function, emotion, and mental health was insightful and well-supported by scientific studies.

b) What did you like the least about the Module (you can also refer to the specific topics)?

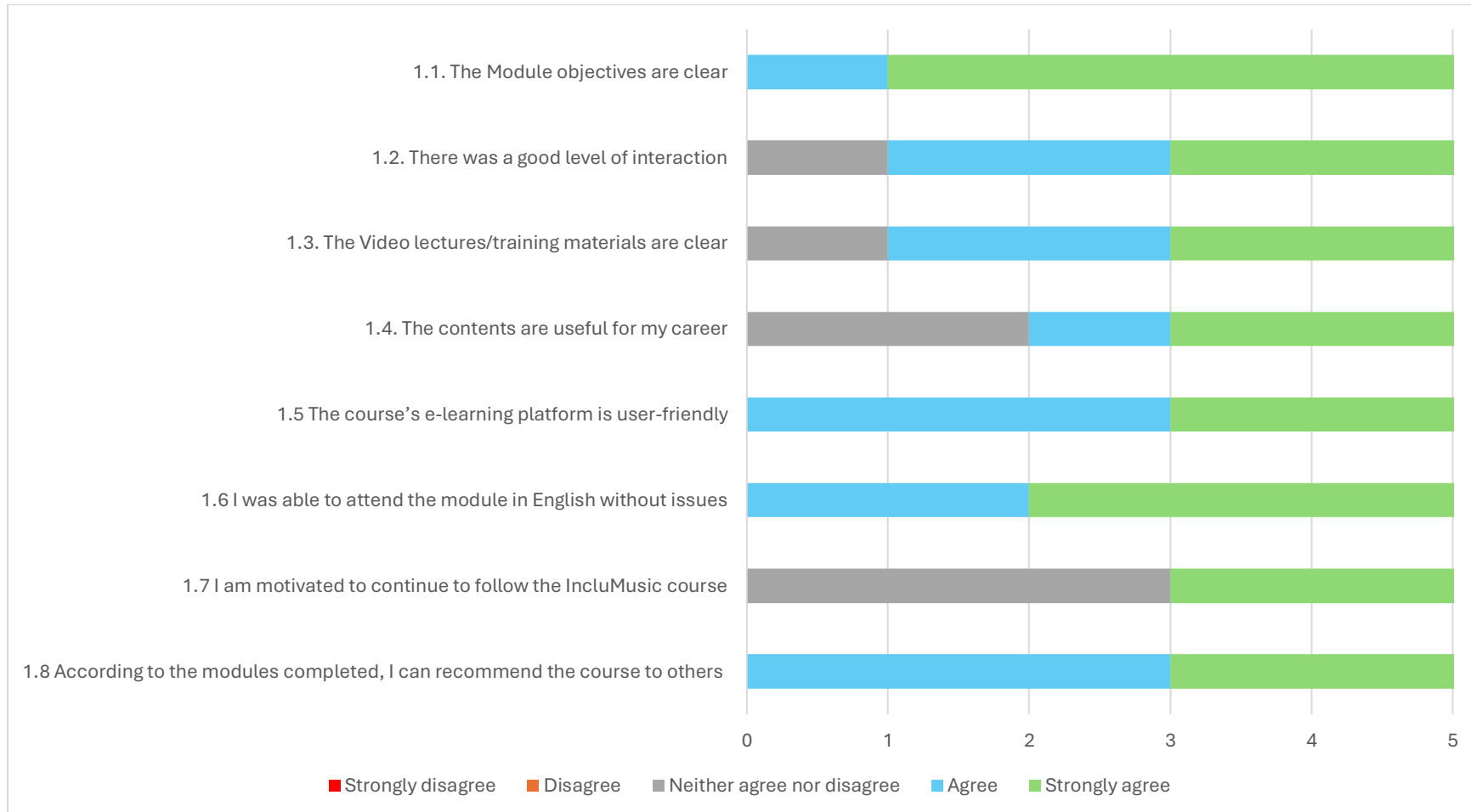
- I feel as though the history aspect of the first session in module 5. Module 5.1 may be more relevant to 3rd level students or possibly even music teachers, however as an administrative member of staff, history of music concepts are not as relevant for me.
- Some of the terminology related to psychology and neuroscience was quite complex, and it would be helpful to have simplified explanations for those without a medical/psychological background.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video)

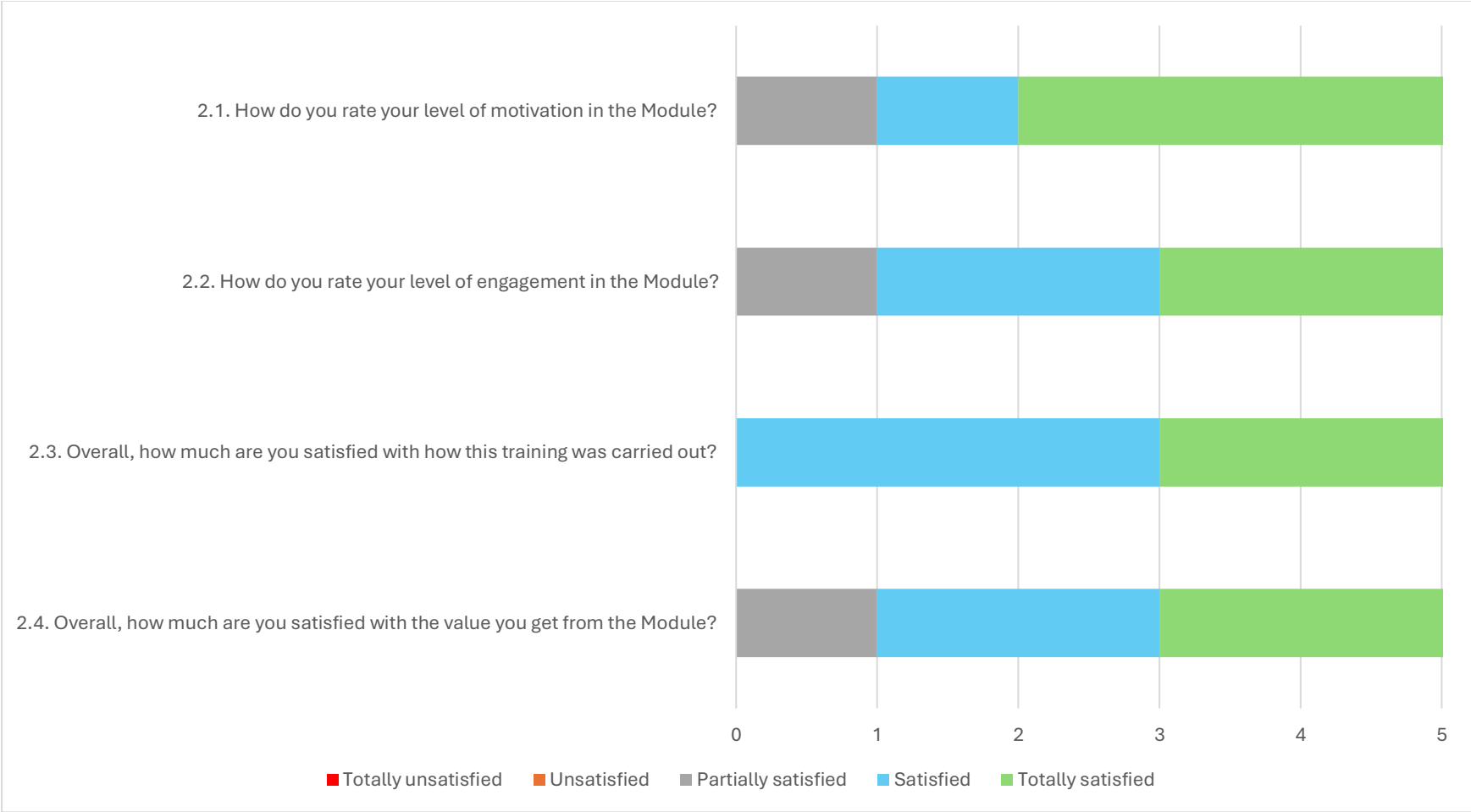
- Again I feel as though real-life examples and scenarios could be used during the presentation slides, as well as images or video clips played, which could show examples of music therapy in a classroom setting, so that the learner understands the concept in more detail.
- Adding recorded interviews with professionals in the field of music therapy to provide more insights into real-life applications.
- It would be beneficial to include playlists or recommended music pieces suited for different therapeutic needs (e.g., anxiety relief, concentration improvement, emotional expression).
- A resource hub with links to further reading, including books, research papers, and interviews with experienced music therapists.

Module 6 “Inclusive MuEd and Community Music” – admin staff

Module 6 – admin staff: Satisfaction of the course



Module 6 - admin staff: Motivation to attend the course



Module 6 - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- I thought the content of the sessions were interesting - especially community music, cultural inclusivity, stereotypes and bias.
- The discussions on cultural democracy and the importance of diverse musical traditions were highly relevant and insightful.

b) What did you like the least about the Module (you can also refer to the specific topics)?

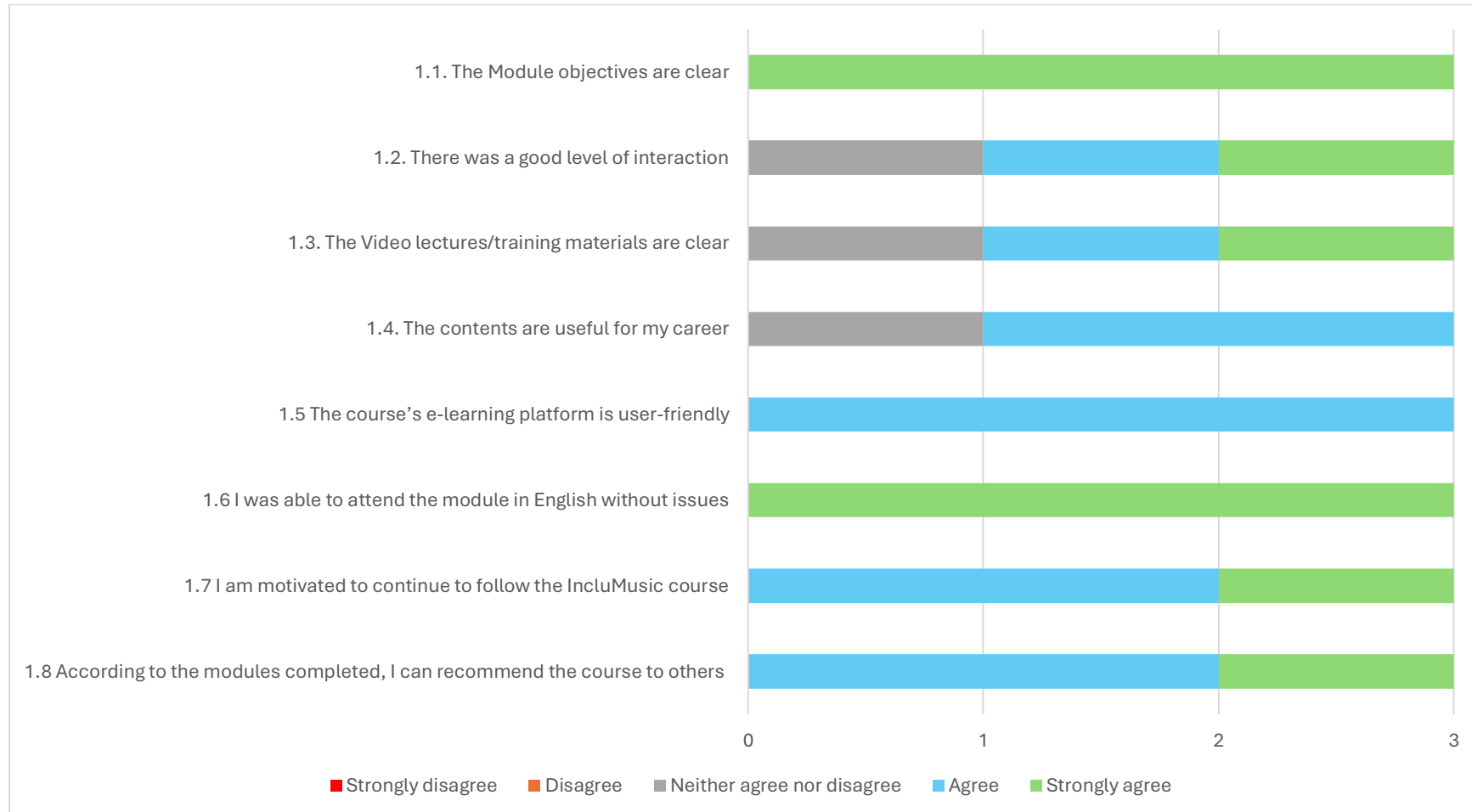
- I felt as though the sentences were very long on each slide, which can be distracting for the learner. The academic feel of the slides in the sessions made them feel more like an essay, rather than slides to learn information from.
- The module could have included more examples of successful community music projects worldwide to illustrate different approaches to inclusivity.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video)

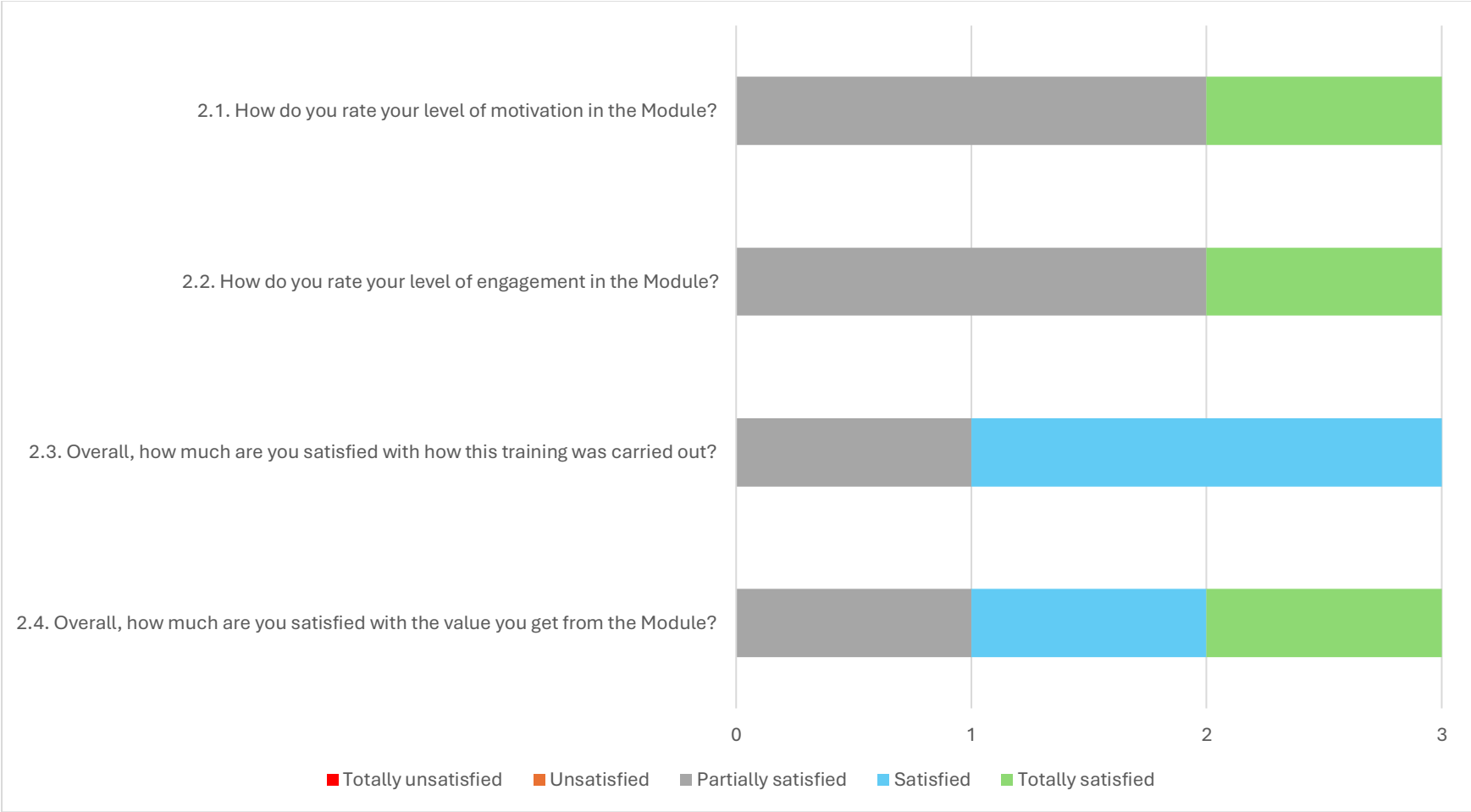
- Again I feel as though real-life examples and scenarios could be used during the presentation slides, as well as images or video clips played. I feel as though sentences should be kept to a minimum, and the trainer should use their own knowledge and examples to make the content more interesting. I think too many phrases from academic resources were used for these sessions, which takes away from the real-life aspect, and how to apply the learner's knowledge in the real world. If wording is being used from academic resources, I feel as though they should be reworded to be easier to understand, more informal. There was a lot of AI images used, and I think this can make the learner feel disconnected from the content.
- Additional interactive exercises or simulations could help learners reflect on how they might implement inclusive music education strategies in their own institutions.

Whole course – admin staff

Whole course – admin staff: Satisfaction of the course



Whole course - admin staff: Motivation to attend the course



Whole course - admin staff: Open questions

a) What did you like the most about the Module (you can also refer to the specific topics)?

- The slides are very clear
- I really appreciated how well-structured and engaging the Includemusic Administrative training was. The sessions were clear and interactive, making it easy to follow along. I found the topics particularly relevant to our work.
- Overall, it was a valuable learning experience that reinforced key administrative processes in international projects.
- I thought the content of the sessions were interesting - especially modules 5 and 6. I liked the slides which included images or mind maps, especially their own images and not AI.
- The website was very easy to use and manoeuvre.
- I felt as though Jessica Harris and the trainer from Lumsa Universita in the final video had good enthusiasm when presenting.

b) What did you like the least about the Module (you can also refer to the specific topics)?

- I found the module not particularly engaging, which made it challenging to stay motivated throughout. At certain points, my attention levels dropped significantly, making it difficult to fully absorb the content. A more interactive or dynamic approach could have helped maintain engagement and interest.
- I felt as though the sentences were quite long on each slide, which can be distracting for the learner. The academic feel of the slides in the sessions made them feel more like an essay, rather than slides to learn information from.
- Most of the slides did not feel personalised or engaging, with the includemusic background/colours - this can be improved by using images on every slide, or some of the slides. As with Jessica Harris' presentation.
- The page takes a while to get through as you have to scroll through the different language options which may not be relevant to the learner, and makes the course seem much longer than what it is, which could deter the learners.
- It would be great if the presenters could bring more energy to their delivery. A bit more liveliness or enthusiasm in their tone might help keep participants more engaged.

c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video)

- The training materials for the INCLUMUSIC module were actually quite well-made, and I found them to be comprehensive and thoughtfully designed. Given their quality, I'm not sure I have specific suggestions for improvement, as they seemed to cover the necessary content effectively
- Suggestions would relate to the above 'least liked' aspects of the training.
- It's hard to see the module title on the video itself (especially as it's on YouTube), so it might be better to have the title listed next to the module number for users.
- To keep the learner's attention and engagement, I feel as though each module should have 2 or 3 sessions maximum.
- It could be interesting to have 2 or more presenters in one video, to make it more interesting and less monotone, however I'm not sure whether that would work well. It could be interesting to improve learner engagement, and for discussion opportunities on the topic between the two trainers, while also keeping the length of video to a minimum.

- When creating slides for presentations and presenting, it could be useful for the trainer to think what topics would be relevant to those working in this field, and how to make the information most useful and relevant to them, while keeping the length of presentation to a minimum so as not to include too much information which may be less relevant to the learner.
- I have noticed that teachers, and administration staff value learning about additional needs, and how to work with individuals with additional needs in a music setting, so it could be that more focus should be on this, thinking about how it is useful to administration staff, and especially music teachers.

Analysis of evaluation questionnaires results

Quantitative indicators

The following table shows if the defined quantitative indicators have been reached together with additional relevant information:

Indicator	Target	Status	Additional information
N. of training courses developed	2	3	3 training courses have been developed for 1) Teachers 2) Admin staff 3) Tutors
N. of training course for partners HME teachers delivered	1	1	Training course delivered to partners' HME teachers
N. of training course for partners HME administrative staff delivered	1	1	Training course delivered to partners' HME admin staff
N. of HME teachers internal to the partnership trained	16	14	More than 16 HME teacher have confirmed their participation in the internal testing but dropped out for different reasons. Due to time constraints, it was not possible to find replacement testers.
N. of HME administrative staff internal to the partnership trained	8	15	Higher number as some admin staff have evaluated only one single module and not the whole course.
N. of quizzes for the IncluMusic course	40		

Qualitative indicators

The qualitative indicator relates to the involvement of the partners in the project activities. As target value, a percentage of 80% of positive evaluation has been defined, which corresponds to "Agree" and "Strongly agree" or "Satisfied" and "Totally Satisfied" in the evaluation questionnaire. The table below shows an overview for each module and category related to the satisfaction of the course and motivation to attend the course.

When considering all results of administrative staff, an overall average positive evaluation of **82%** has been achieved, and therefore, the qualitative indicator has been reached.

Module	Category	Section	Percentage of positive evaluation
1	Admin staff	Satisfaction of the course	85%
	Admin staff	Motivation to attend the course	100%
2	Admin staff	Satisfaction of the course	70%
	Admin staff	Motivation to attend the course	69%
3	Admin staff	Satisfaction of the course	77%
	Admin staff	Motivation to attend the course	82%
4	Admin staff	Satisfaction of the course	79%
	Admin staff	Motivation to attend the course	83%
5	Admin staff	Satisfaction of the course	88%
	Admin staff	Motivation to attend the course	100%
6	Admin staff	Satisfaction of the course	85%
	Admin staff	Motivation to attend the course	88%
Whole course	Admin staff	Satisfaction of the course	88%
	Admin staff	Motivation to attend the course	50%

Suggestions for review

Suggestions for review are based on the above presented results and focus on those modules that have not achieved a positive evaluation and where testers have indicated that they (strongly) disagree or are (totally) unsatisfied.

Project partners / authors responsible for the module should have an in-depth look into the suggestions and corrective measures from the responses to the open questions for each module and the additional narrative feedback (see Annex I) in order to revise their training materials accordingly.

Satisfaction of the course

Module	Category	Marked as “disagree”	Marked as “strongly disagree”
1	Admin staff		There was a good level of interaction
2	Admin staff	The Module objectives are clear	
		There was a good level of interaction	There was a good level of interaction
			The contents are useful for my career
		The course’s e-learning platform is user-friendly	
		I am motivated to continue to follow the IncluMusic course	I am motivated to continue to follow the IncluMusic course
		According to the modules completed, I can recommend the course to others	
3	Admin staff		There was a good level of interaction
		The video lectures/training materials are clear	
4	Admin staff		The video lectures/training materials are clear

Motivation to attend the course

Module	Category	Marked as “unsatisfied”	Marked as “totally unsatisfied”
2	Admin staff	How do you rate your level of motivation in the Module?	How do you rate your level of motivation in the Module?
		How do you rate your level of engagement in the Module?	How do you rate your level of engagement in the Module?
			Overall, how much are you satisfied with how this training was carried out?
			Overall, how much are you satisfied with the value you get from the Module?
3	Admin staff	How do you rate your level of motivation in the Module?	
		Overall, how much are you satisfied with how this training was carried out?	

Annex I – Additional narrative feedback

RIAM – Admin staff I

Overall I found it very informative and an eye opener on many topics especially on the various approaches to music education, the mental health benefits of music learning and making as well as the lack of enforcement and participating country accountability to the EU adhered charters of inclusivity and means of accommodations for those facing learning challenges.

Some general pointers with regards to my experience interacting with the online course:

- Lack of visual unity in design/ fonts and color chart that gives an impression of the course being an aggregate of disparate inputs
- Some redundancies in content often time
- Some slide are either too wordy and not edited in a very legible ways while others suffer from too big a visual with very little relevant information
- Links and references are too small many a time at the bottom of slides and can clutter at page, they should systematically be in a last slide of each module (ex 4.4)
- A good few typos peppered (ex 4.2 and and 4.6 quiz)
- Often times I found the 20 min time allocation to complete the quiz is unnecessary as most were completed in under 4 or 5 min but worse I thought more often than not the questions are very basic and multiple choice especially obvious . I understand there can be a language barrier (though you have provisioned for multiple languages for the course so English is not the only port of call) but I feel it's sometimes a better feel good factor to either be challenged with a question and not get it right and having to go back over notes ensuring we manipulate the concepts and information rather than answering too easily which gives the impression of “dumbing” down the value of doing the course. I really don't mean this in a harsh way, this is a very personal comment obviously in how I like training to leave me with an impression of having been challenged. [I would want to walk away from each module feeling I could answer questions correctly thanks to the knowledge gained rather than able to rely solely on my common sense.](#)
- It would be beneficial to have an average **TIME** information to complete reading of each module near the title, especially for the wellbeing ones containing longer sound files or videos to be reviewed
- I didn't see the point of counting the number of words answered in an open ended question as a gage for correct answer and points attributed, unless you ask for a minimum number of sentences for instance...

Some more module specific comments:

- Module 1 : it gives the exhaustive chronology for each researcher/educator and method as a lot of approaches overlap, information feels redundant and maybe a way of presenting each researcher with what they have added from their predecessor or how their method differed would suffice? As the benefits are quite similar ...
- There is no 3.5 module in that series

- 1st page of Module 4.1 is not user friendly / dense with lots of typos the list of benefits to students felt a bit redundant .
- Module 4.2 feels very redundant too in content and has unappealing visuals with the way the screen shots are embedded.
- Module 4.4 very hard to read the bottom of the slides with embedded text and definitions
- Q 3 of 4.4 quizz is not phrased properly and the format does not allow for an answer altogether
- Q4 of 4.4 has grammatical and syntax errors
- Q1 of 4.5 quizz has the wrong order of Multiple choice answer with “all of the above “ as the 2nd choice
- Q2 & Q4 of module 4.6 quizz have typos and incorrect labelling
- Module 5 has huge gap (nothing between section 1 & 6) and quiz questions are very basic

RIAM – Admin staff II

The course seems really interesting and I would love more time to delve in a little further. Please take the following as constructive criticism as I really applaud the work put into the course and the intention behind it.

- **Slides:** the format of the slides would benefit from more uniformity. It jumps from font to font, different sizes etc and I can only imagine that someone with a reading disability might find it very challenging to read. There is also lack of contrast in some slides (coloured background etc). On that note there are guidelines for producing documents, that are accessible for people with disabilities. I have included a link below from Microsoft which is quite useful, but there is a lot more information available from other sources.

<https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>

The link references Word documents but it can be applied to most documents

- **Content**
While the content is extremely interesting, I'm not sure that it is all relevant to administrators. It would also be useful to see examples included, of things like assistive technology etc, such as particular apps/programmes

- **Videos**

Some of the videos could use fine tuning for example Module 4 Session 2.