



WP3

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

Internal evaluation report

**Prepared by Resolvo
March 2025**

TABLE OF CONTENTS

INTRODUCTION	2
WP3 “COURSE DESIGN AND INTERNAL TESTING FOR BUILDING INCLUSIVE HIGHER EDUCATION SYSTEMS”	2
OVERVIEW	2
TRAINING MATERIALS	4
INTERNAL TESTING OF THE TRAINING COURSES	4
EVALUATION QUESTIONNAIRES	5
FORM OF THE EVALUATION QUESTIONNAIRE	6
RESULTS OF THE EVALUATION QUESTIONNAIRES	8
COMPLETED EVALUATION QUESTIONNAIRES	8
<i>Module 1 “Disabilities Studies and Special Pedagogies and Inclusive Music Teachers” - teachers</i>	10
<i>Module 1 “Disabilities Studies and Special Pedagogies and Inclusive Music Teachers” – admin staff</i>	15
<i>Module 2 “Special Music Methodologies and Assistive Technologies” – teachers</i>	18
<i>Module 2 “Special Music Methodologies and Assistive Technologies” – admin staff</i>	22
<i>Module 3 “Legal and Ethical Principles of Inclusion: Strategies for Effective Implementation” – teachers</i>	26
<i>Module 3 “Legal and Ethical Principles of Inclusion: Strategies for Effective Implementation” – admin staff</i>	30
<i>Module 4 “Mindfulness and Inclusive Music Teaching” – teachers</i>	34
<i>Module 4 “Mindfulness and Inclusive Music Teaching” – admin staff</i>	38
<i>Module 5 “Music Therapy, Music and Health” – teachers</i>	41
<i>Module 5 “Music Therapy, Music and Health” – admin staff</i>	45
<i>Module 6 “Inclusive MuEd and Community Music” – teachers</i>	48
<i>Module 6 “Inclusive MuEd and Community Music” – admin staff</i>	52
<i>Whole course – teachers</i>	55
<i>Whole course – admin staff</i>	58
ANALYSIS OF EVALUATION QUESTIONNAIRES RESULTS	62
QUANTITATIVE INDICATORS	62
QUALITATIVE INDICATORS	62
SUGGESTIONS FOR REVIEW	63
ANNEX I – ADDITIONAL NARRATIVE FEEDBACK	66

Introduction

This internal evaluation report represents the 6th step of Work Package (WP) 3 – “Course Design and Internal Testing for building inclusive higher education systems” of the IncluMusic project.

The evaluation report is based on an analysis of the results of the evaluation questionnaires filled in by the training course learners and identifies 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 IncluduMusic 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.

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 from to TIMEFRAME.

Then, the internal testing was conducted with the same project partners from to TIMEFRAME, 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 IncluMusic 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)? *

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency for Community Programs in the Field of Education and Professional Development. Neither the European Union nor ANPCDEFP can be held responsible for them.

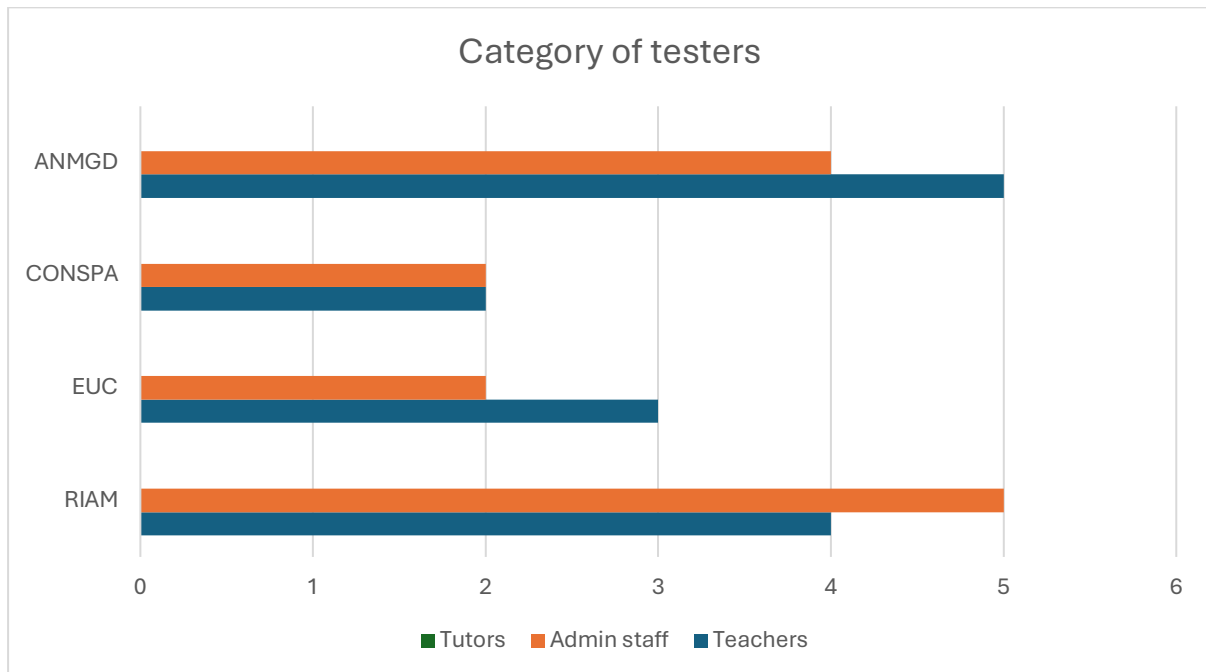
Results of the evaluation questionnaires

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.

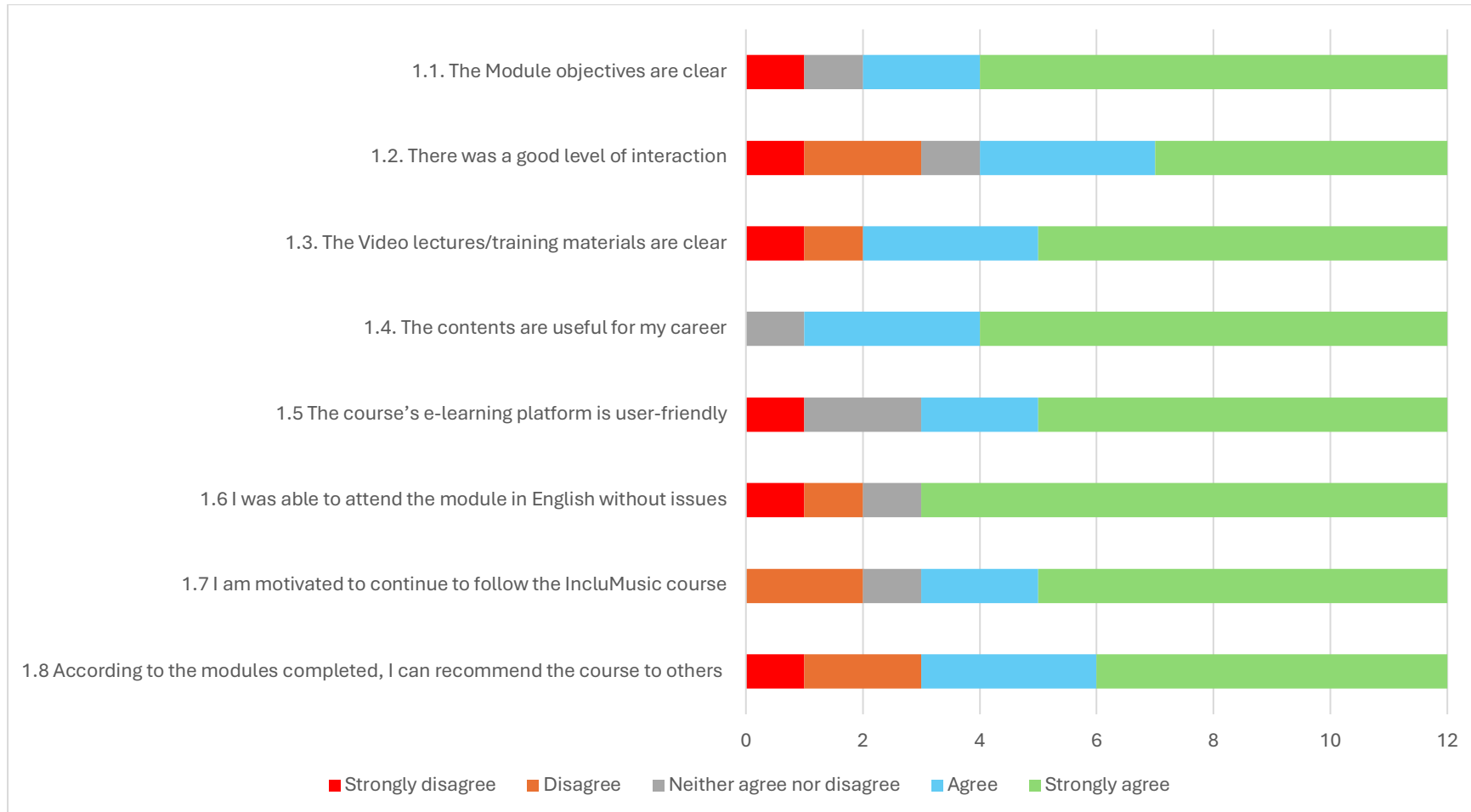
The following overviews show general statistics related to the completed evaluation questionnaires.



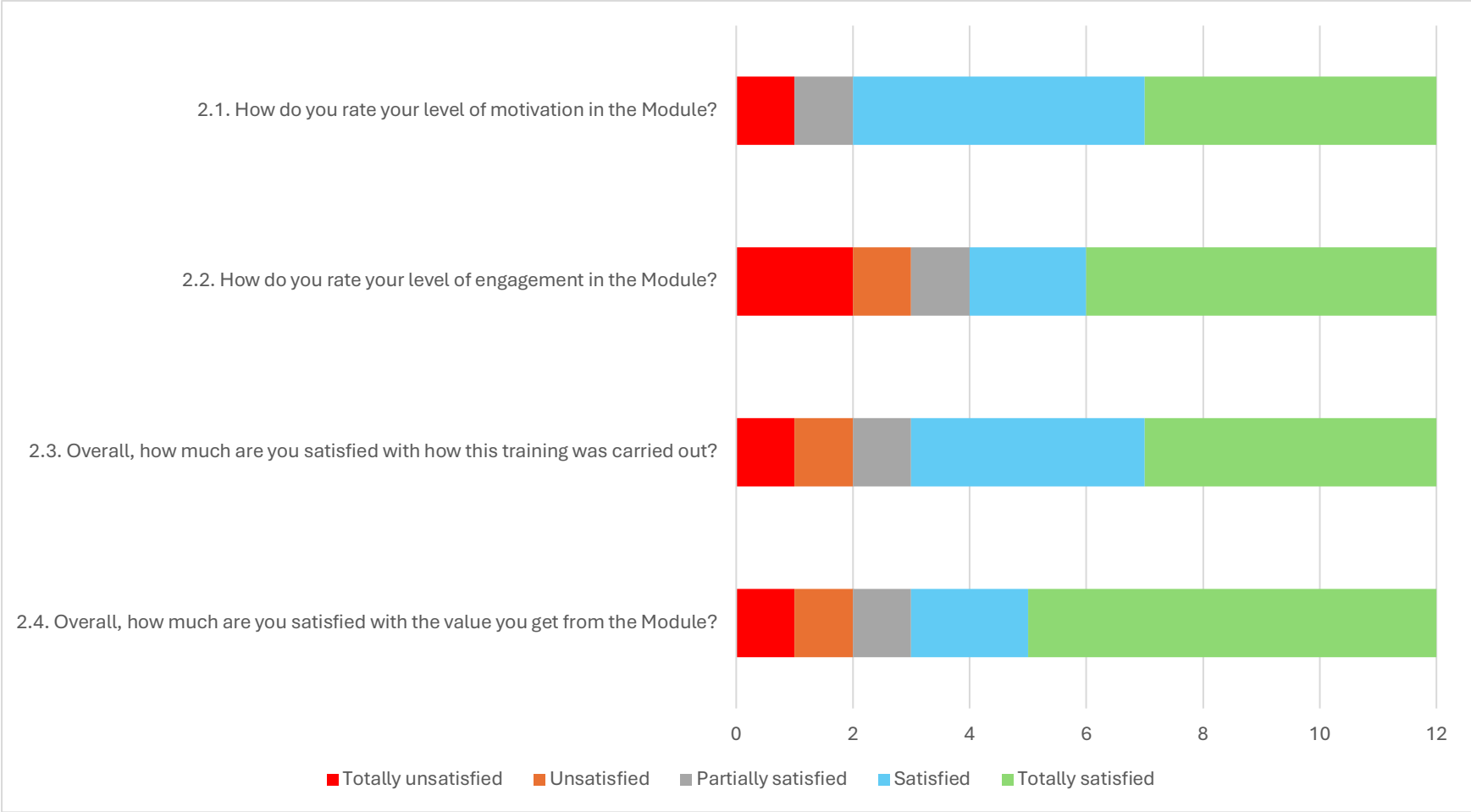
Project partner	Category	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Whole course
ANMGD	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Teacher	•	•	•	•	•	•	
	Admin	•	•	•				
	Admin	•	•	•	•	•	•	
	Admin	•	•	•	•	•	•	
CONSPA	Teacher							•
	Teacher							•
	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” - teachers

Module1 - teachers: Satisfaction of the course



Module 1 - teachers: Motivation to attend the course



Module 1 - teachers: Open questions

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

- The clear and comprehensive display of information to people who are not impaired in any way making them therefore more open to and aware of people with disabilities.
- The materials are attractive and useful. The topics of the courses were interesting.
- Module 1.5 – video more natural; slides – clear and with enough information.
- Module 1 represents an adequate and succinct introduction to what you will read, learn, and assimilate throughout the course. It really made me curious, so I am pleased to say that it achieved one of the most important roles – motivation for the course.
- Very valuable information to know about disability studies. The module covered a wide range of topics that educators should be aware of.
- The references to various relevant books were helpful. Good to know about this bibliography.
- The topic of disability studies is very important for educators. The module provided extensive coverage, with lots of resources.
- I enjoyed the broad spectrum of information, and that it started from a place of not necessarily knowing a huge amount prior to the course.
- I found module 1.5 the most informative, relevant and practical. I thought the videos were a good length. I also found the subject matter of 1.4 very interesting and look forward to reading and exploring the publications identified.
- I'm afraid I learned more from the extra content and was not engaged by the IncluMusic content. I had to concentrate hard to understand both the presenters English. I was introduced to authors and books that I would like to read myself. Especially those who have worked at understanding the process of neurodivergent intelligence, attention and data processing.

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

- Session 3 included a lot of information in the form of titles and book covers. I felt the need for some further explanations besides the mere titles.
- In session 4 I found it hard to find the information required in order to answer accurately to the questions of the related test.
- Some of the questions included in the quiz of section 1.4 were related to the content of the materials presented in section 1.3.
- Most of the videos are not at all interactive.
- I couldn't find anything not to enjoy for this very first step. I didn't find anything that didn't satisfy me or any inconvenience for the first module. However, since this was the introductory element, I didn't want to make any opinion until after completing the course.
- This module is easy to understand and well-organized.
- Despite the comment above, it seemed that there was an overload of information provided. After completing the module it felt that this whole a semester-long university course and not a voluntary training. Some slides were overloaded with written information. They could have been less condensed.
- In some sessions the material provided was quite extensive.
- The level of interaction, I felt like it was a pre-recorded lecture at times.
- Unfortunately, I found this module difficult to engage with. I would suggest that it might be worth recording this module again, if possible, as the low volume level, recurrent mispronunciations,

and similar tone of voice throughout made it very challenging to concentrate on and digest the content being presented. I thought that several of the earlier modules felt like a series of short literature reviews, and although they pointed me in the direction of lots of very interesting publications, and appealed to me as an academic, I found the transitions between topics abrupt and was unsure that the learning objectives outlined were properly met.

- IncluduMusic Module one content is hard work in English. The style of presentation is not as clear and cohesive as some of the other 'extra' content, which is equally informative and far more engagingly presented. Volume is bad on video's in 1. The first Lady speaks in monotone voice with very accented English, second lady is better but lots of the content is mispronounced. Facial expression is void of expression and under-energized first presenter. The video's leap from book to book without making connection linking between the subsets to help the student learn how the discourse on disability has evolved. Therefore the Title 'History' is misleading. This content is not history, it is a series of incomplete literature reviews of subsets, of chosen or prioritized contributing authors to the field of disability studies and it makes no attempt to inform the student of the chronological order of the various sources which have informed thus far this area of discourse and evolved this area of study. At least until Module One 1.4. Module 1.1, 1.2, and 1.3 do not mention the publisher of the books presented or make it easy for the student to identify sometimes the most important takeaways which are later posed as questions in the quizzes. A photo of the book is not sufficient. This got better in 1.4. We got the years books were published. The slides ought to list the publisher of the books and the year so that interested students easily can find the books themselves if they wish to study each topic in more depth. Only sometimes do we see page numbers on direct quotes, unfortunately again not the year, title of the book or first name & last name of the author. 1.1, 1.2, 1.3 The presenter must anticipate that the listener knows nothing. It is confusing when we mention an author whose previous work has informed a later author when we were not given a time as to when the first contributed his/her writings. Contextualizing within a timeline is critical for the learner. The PowerPoints helped but a list of all authors mentioned and the publisher and year on a page at the end of the PowerPoint would be very helpful;

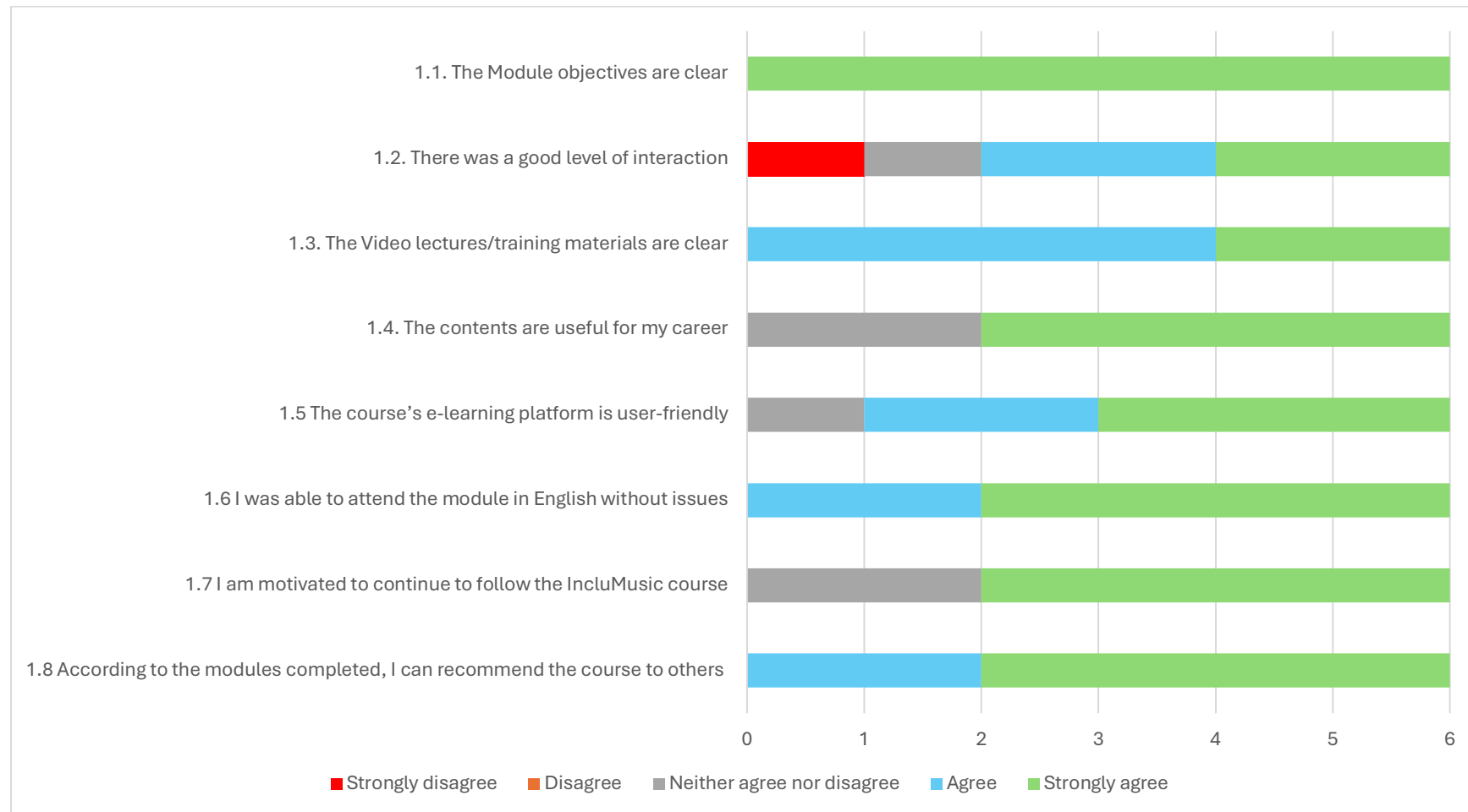
c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- There are several misspelled words in the PowerPoint presentation (e.g.):
 - „Analyze theories of disability and power by *foucault*” (Module 1, session 3, slide 2)
 - „*Ribert Bogdan*” (Module 1, session 3, slide 3)
- The last items of the quiz could be related to legislative documents presented in section 1.4 or could be kept in this form considering the fact that the topic was presented in the previous section.
- For an introductory module, the materials were succinct and understandable to everyone. I would say that maybe more images or schematic elements would be needed just to give us an idea, to arouse our curiosity.
- A text summary of the video material.
- Maybe each session should not have more than 25 slides. After a while it becomes tiring, especially since it is online and not in-person training.
- The module could have included related video links, similar to the other modules. Having such videos in the middle of each session could help in the sharing of all the shared information.
- Some sessions had too many slides.

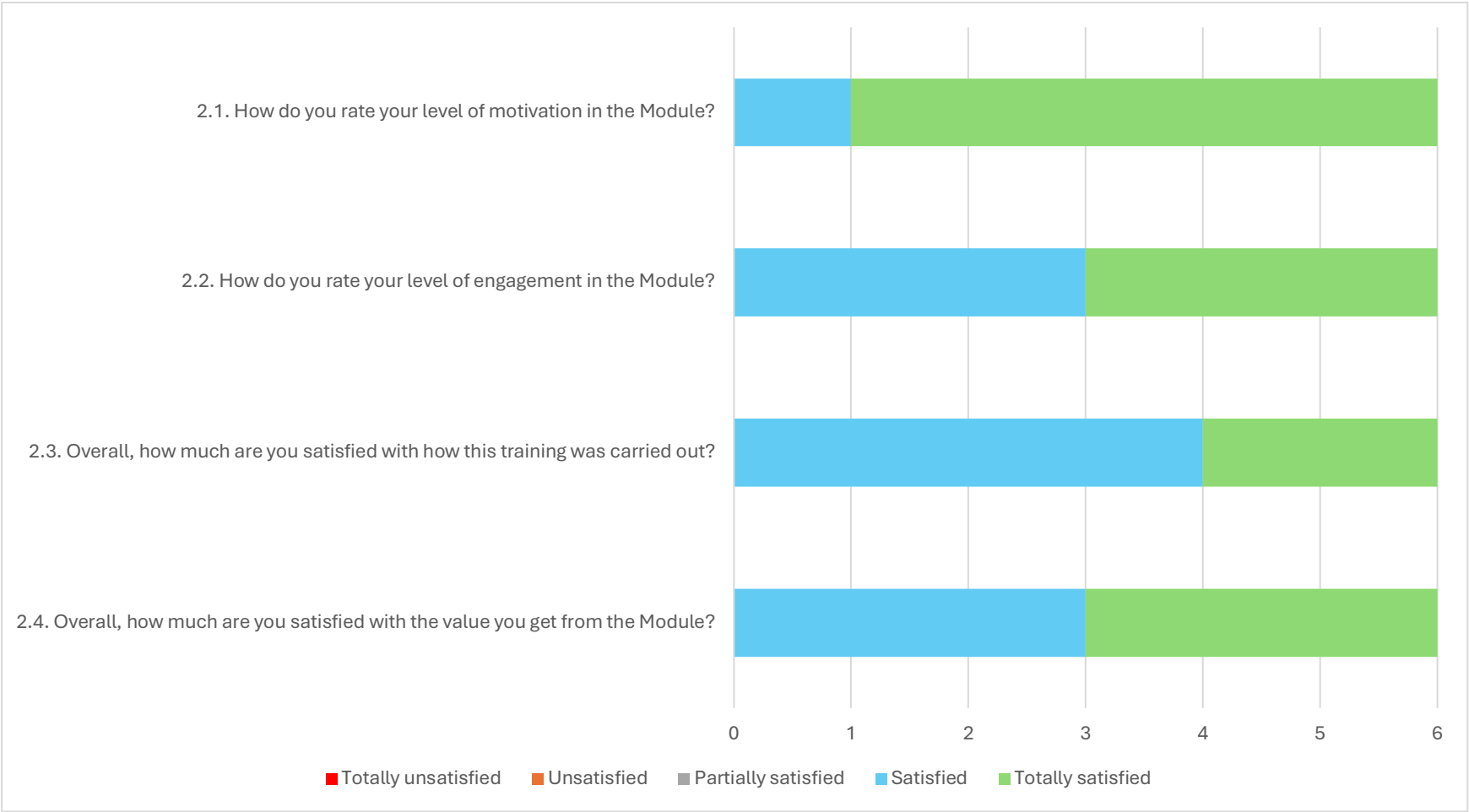
- I would like the speakers to be more animated, to present the information in a more conversational manner.
- I would suggest that it might be worth recording this module again, if possible, as the low volume level, recurrent mispronunciations, and similar tone of voice throughout made it very challenging to concentrate on and digest the content being presented. I noted some discrepancies in the slides (e.g. 1.1 Slide 10 errors in numbers in slides downloaded but correct in video) and errors in punctuation etc. which might be worth reviewing.
- Have the presentations in the different languages done by those with the language as their first principal language.
- Engagement: The presentations should be clear and welcoming. Look to the sound engineering and settings and although the topics are serious, too much seriousness in online presentations can cause the listener to suffer from attention fatigue.
- Eliminate abrupt jumping from topic to topic without linking statement which joins up these subset ideas, for example see Freaks, Foucault to Deaf studies. Establish a timeframe as to when the contributions were made, this might help the student make connection to how each author has contributed to the evolution of current thinking regarding disability.
- The later 1.4 and 1.5 were clearer, and in 1.4 we began to get the year published on the slide the author. 1.5 had a different presenter who used better dynamics and inflections on delivery but the problems with mispronouncing the English persisted.
- I'm very sorry I did not have more time to get further. But I found Module one hard going.

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)?

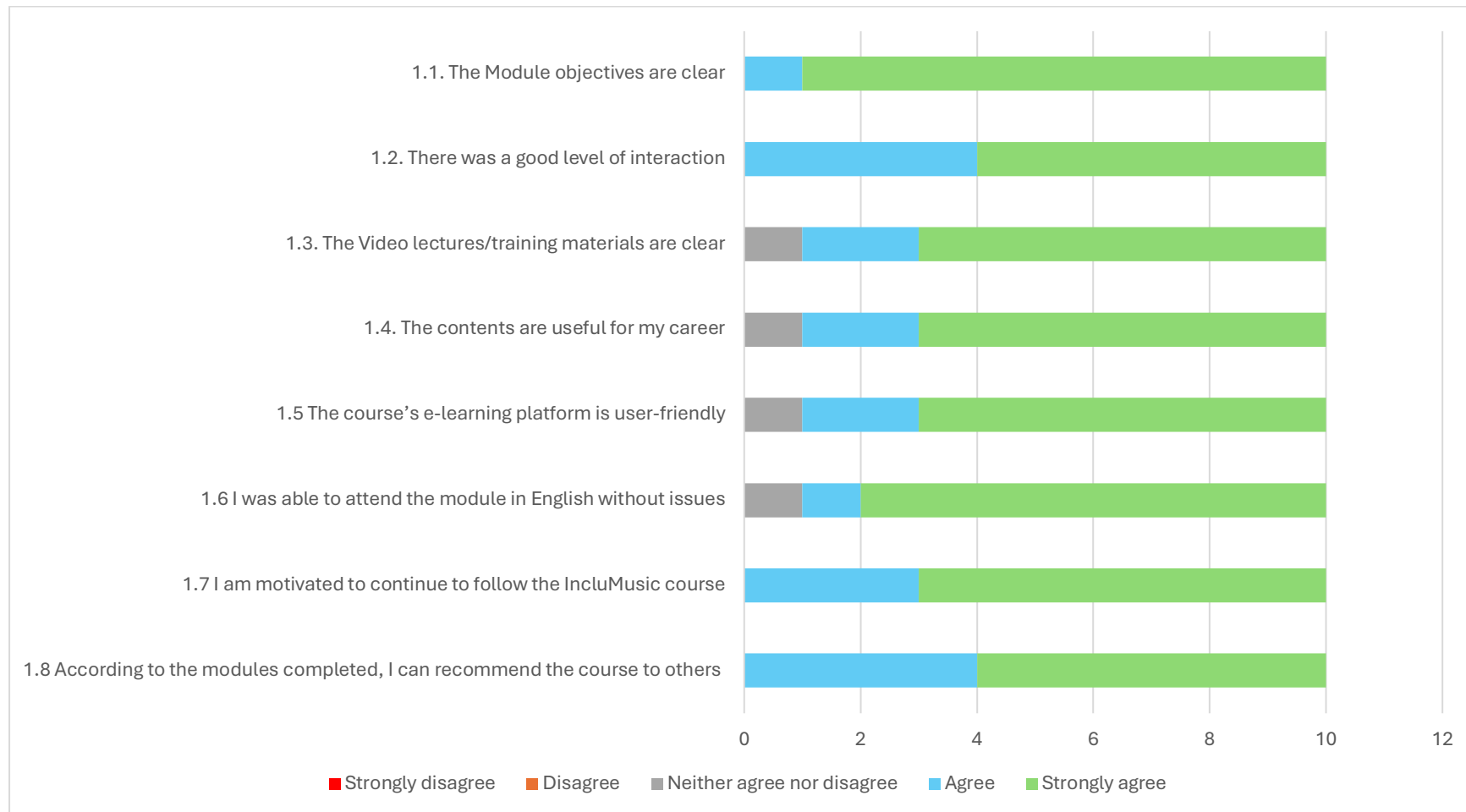
- I appreciated the fact that the presenters seem very knowledgeable and attached to the topic but:
I would have liked to have a very brief presentation about the author in each module (name and 2 phrases)
The volume for the speaker was quite low, regardless of the device I played the videos on
- Some 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)?

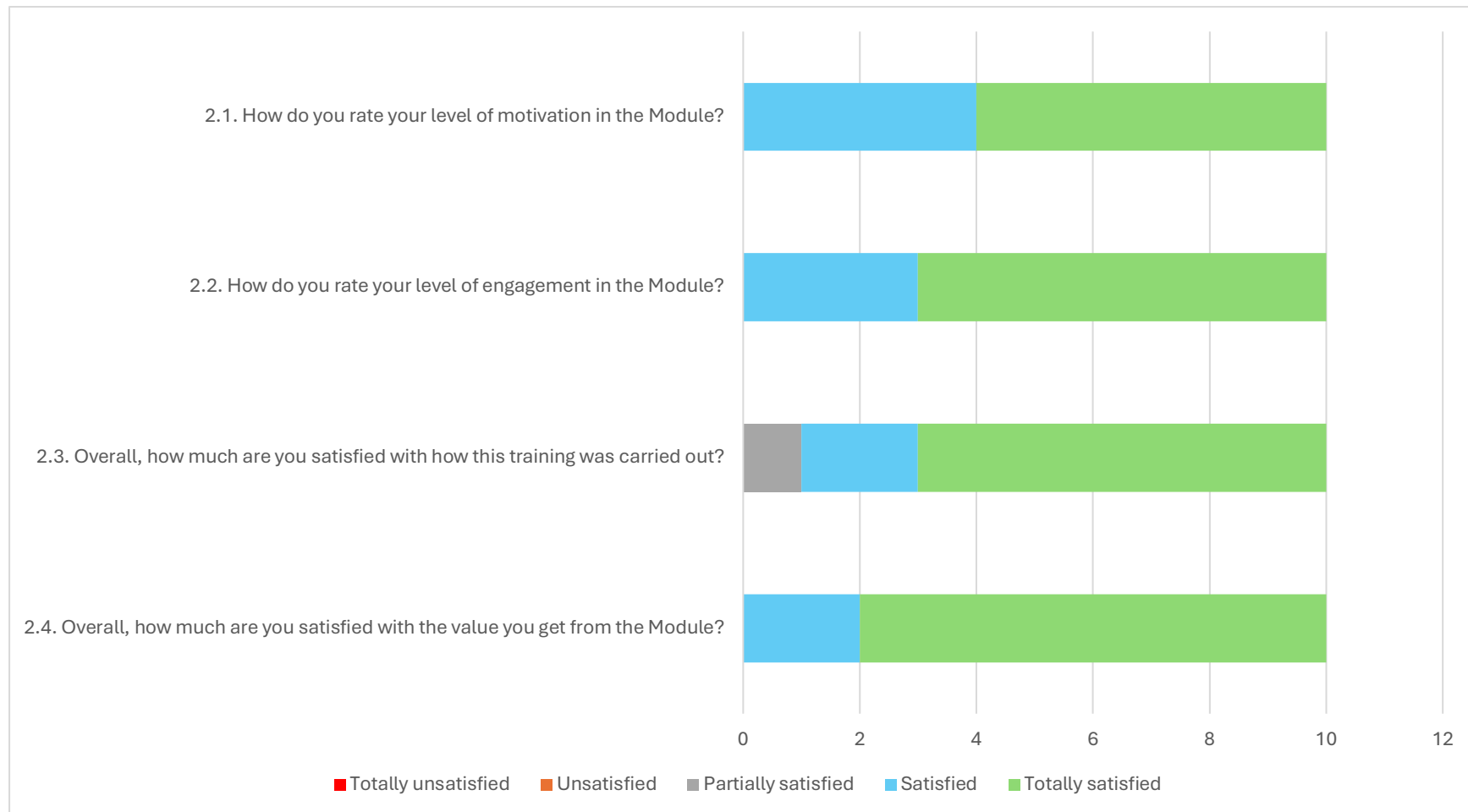
- Session 1.5 – from slide 10 onwards there are pairs of problem-solution, but their numbering is confusing. I had to go back to see what the logic was. Maybe renumber them differently? Or have the problem re-stated on the page where the solution is featured?
- Heavy revision of questions in the Romanian 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” – teachers

Module 2 – teachers: Satisfaction of the course



Module 2 - teachers: Motivation to attend the course



Module 2 - teachers: Open questions

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

- I particularly appreciated the quotes illustrating the concepts of the related scholars.
- The information presented about the important music educators whose methods and approaches provide a solid foundation for music learning and teaching was relevant.
- Session 2.5 – very practical elements.
- The second module was a very well-developed theoretical introduction to the educational system from a music perspective. I liked the fact that the theoretical elements were well correlated with practical examples. For each of the theorists, there were clear theories, for which there were many examples and even advice for practitioners (teachers or administrative staff). Personally, I empathized more with Karl Orff's theories. I found it fascinating to discover things that I may have known unconsciously or subconsciously, but not on a theoretical or scientific level.
- The module is clear and well put together.
- Very helpful, focused and concise information shared for each methodology.
- I found this module to be interesting and informative. I found that the module contained very accessible overviews of the pedagogical approaches of Orff, Dalcroze, Kodaly and Gordon, and I really liked the inclusion of additional materials and videos which demonstrated these. I thought each session met the learning objectives outlined at the start. I found 2.5 in particular to be very interesting, practical and well presented. I thought including examples of specific tech/software/tools towards the end was a great addition.

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

- Module 2.1 quiz: the answers to question no. 5 seem to be expected in a certain order, although there is no such requirement in the question itself. Moreover, the questions of the quiz are to be found in the slides as well.
- Some of the links included in the presentation (Module 2. Introduction) did not work (e.g.): <https://www.allianceamm.org/videos/gordon-valerio-03/>
- All the similar links do not work: <https://www.allianceamm.org/videos/kod%C3%A1ly-mathias-03/> (section 2.3).
- Video 2.4 is too long to watch.
- The video examples were somewhat redundant at times, but this is a personal opinion. For me it is more useful to learn and assimilate from the slides (at my own pace).
- I wondered whether there was a way of linking/integrating the topics discussed in this module in a final session? 2.5 felt separate from the rest of the topics covered in the module, and although the overviews of pedagogical approaches were accessible and informative, I wondered whether they could then be discussed in the context of inclusive pedagogical practices? (maybe this occurs later in the course?)

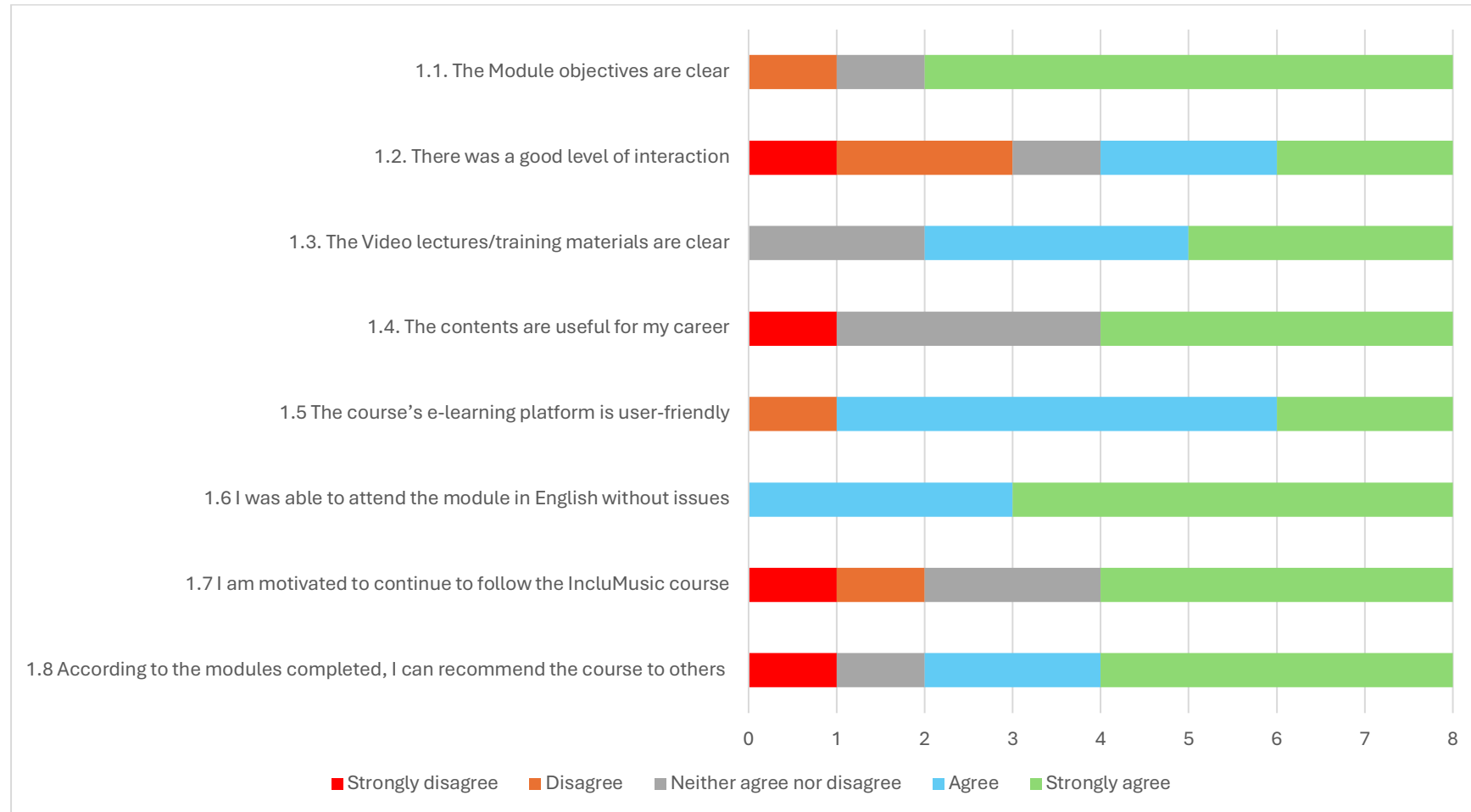
c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- There are several misspelled words in the PowerPoint presentation (e.g.):
 - The classification of instruments used in musical education orff (Module 2, session 1, slide 8)
 - Types of instruments (slide 8)

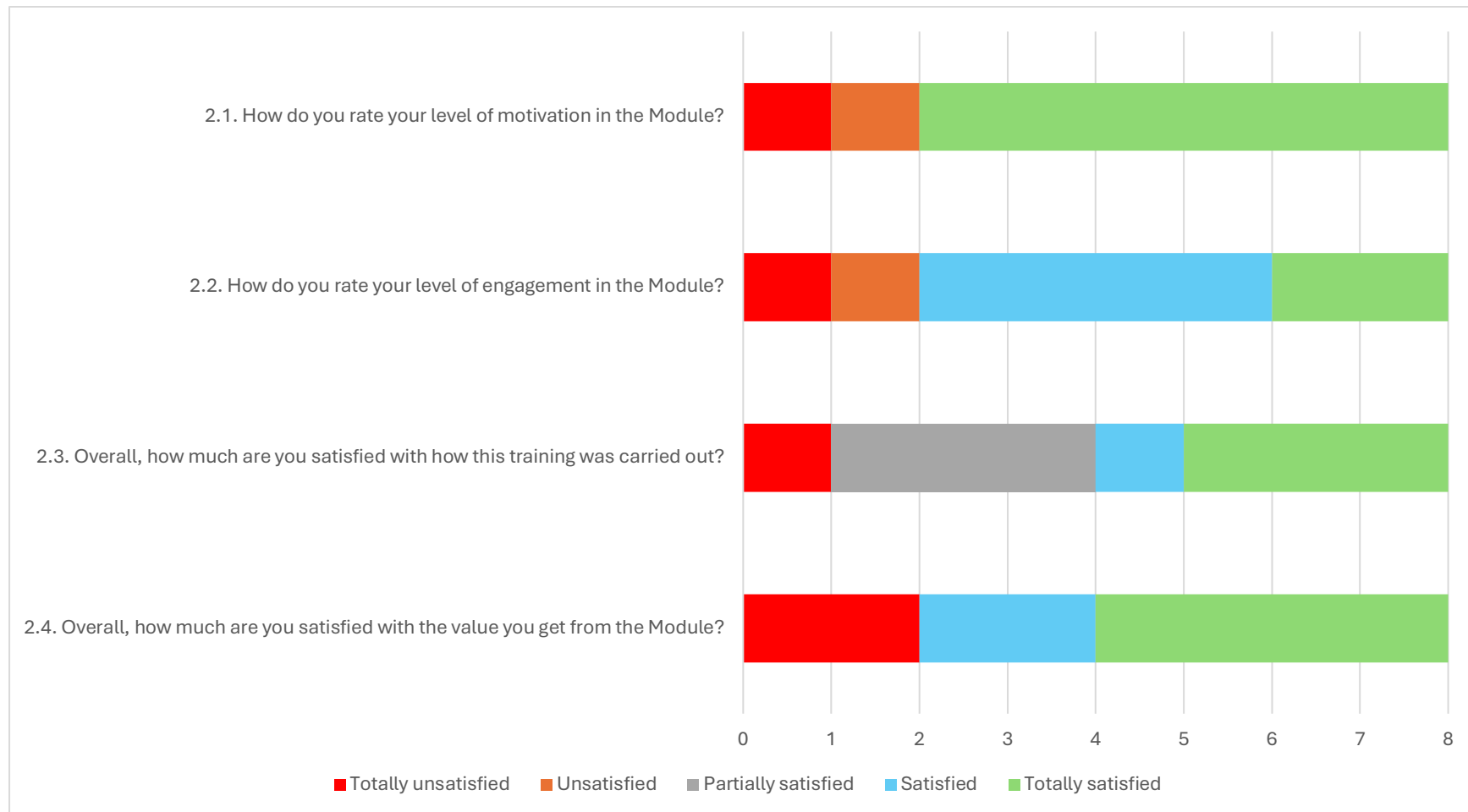
- Analyzing Instrumentarium (slide 2)
- a few years (session 2, slide 3)
- On the quiz from the section 2.1. partial points were awarded, despite the fact that the answers were correct. They were considered wrong because the order of the responses was different in comparison to the expected response.
- In the quiz of the section 2.3. several misspelled words appear (the words „jazz” și „solefegiu”).
- The question 4 should be modified the content of the item number 4. Not even a single statement is included.
- The same problem was encountered in the quiz included in the next section of the course (session 2.4)
- Exemplifications on how to implement the methods a use them for conservatory students.
- I liked the way the theory was combined with the practical element. I would perhaps add some video examples (of the approach and implementation of these theories, respectively of the suggestions that the systems of Orff, Kodaly, Dalcroze, Gorton offer to the educational system). I will definitely try them in class when I have the chance.
- A text summary of the video material.
- Nice incorporation of videos in the sessions.
- Overall, I found the lecturers were generally clear and engaging, though there were some mispronunciations. There was no video of the lecturer in module 2.3 and I missed this (there is also a part where he is demonstrating the hand signs, but you can't see him). I noticed some occasional typos in the slides, and some issues with the quizzes (e.g. 2.3 Q4 there are no statements included).

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.

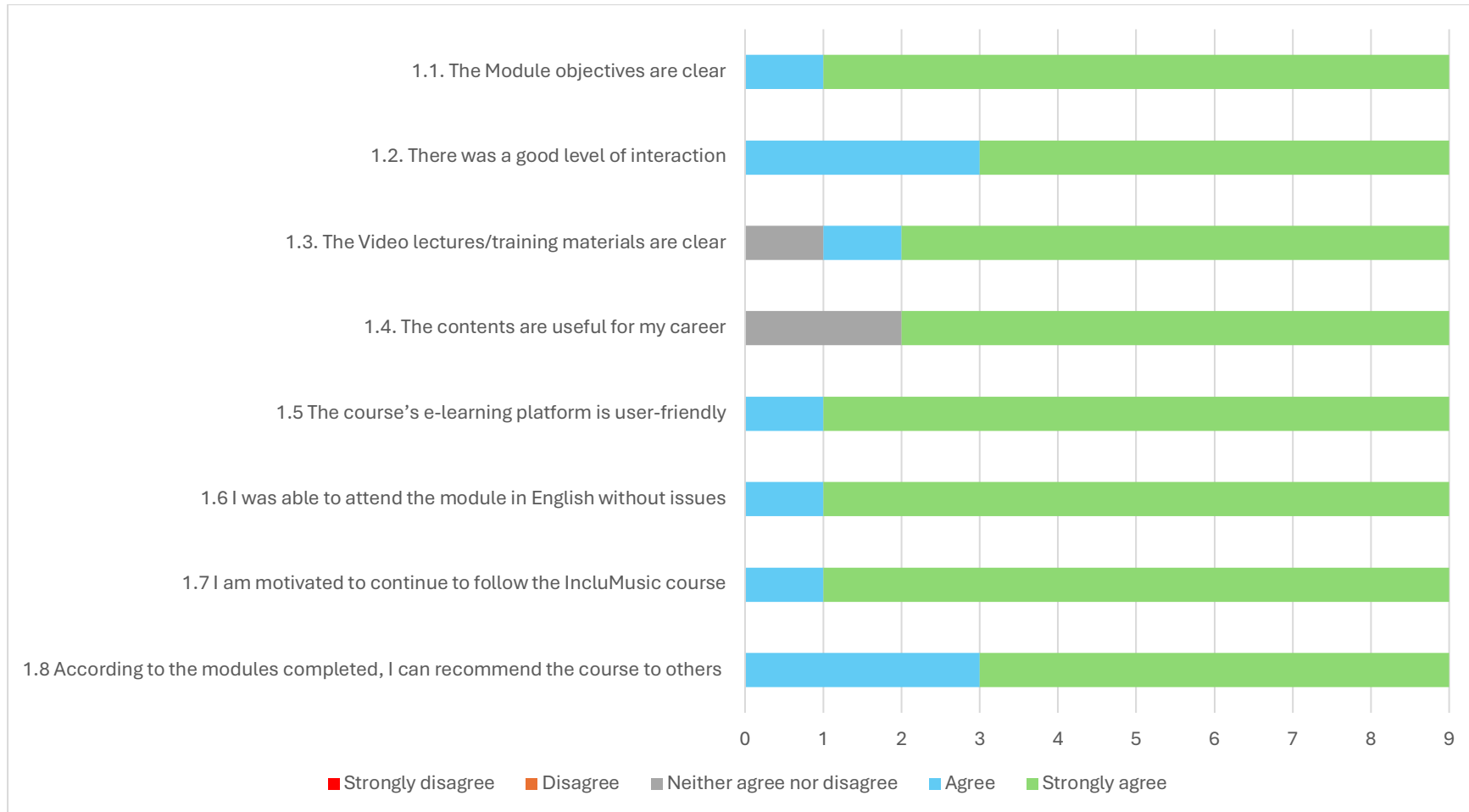
c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- 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.

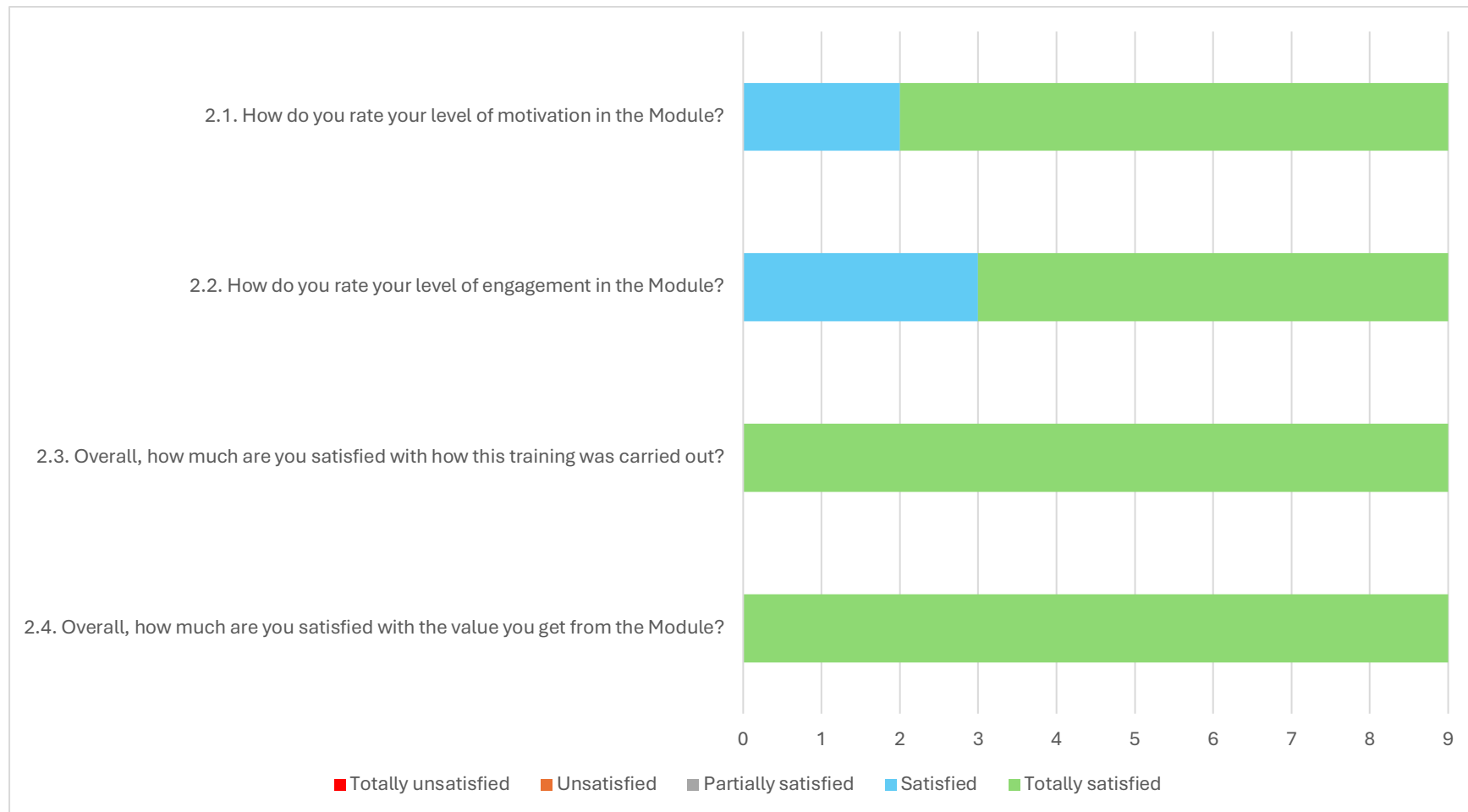
- I think that the sentences on the slides could be minimised, using more real life scenarios and more speaking from the presenter, rather than the presenter only reading from the sentences on the slides.
- They need to be more exiting and interesting to non-specialist users and more interactive.
- Adding 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” – teachers

Module 3 – teachers: Satisfaction of the course



Module 3 - teachers: Motivation to attend the course



Module 3 - teachers: Open questions

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

- The presentation of disabilities as diversity, not impairment. This module is very informative and useful with many resources for further information if needed.
- The topics that I liked the most are *Differentiated instruction and Universal Design for Learning* and *Assessment and Individualised Planning* because are relevant to our daily teaching practices.
- Clear principles and ideas about how to include neuro diverse students.
- It seemed so important to me to see the legal aspects of all these inclusion modalities. Unfortunately, we know too little about this side and I really liked the fact that always (for all modules) the content is accessible and understandable to everyone. Again, even for the purely theoretical, scientific and legal elements, there were examples to facilitate our understanding.
- The module's clear structure makes it easy to navigate.
- Very helpful information shared in the module. These is invaluable knowledge that all educators should be aware of.
- The slides for the sessions were very colorful and vivid.
- Nice slides and images.

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

- Some pieces of information tend to repeat themselves throughout the module.
- The Romanian translation of some exercises could be enhanced.
- Session 3.6 slides include exaggerated amount of text.
- Maybe sometimes there were too many theoretical elements, which we don't really struggle with in everyday life. It can be simplified in some parts, but at the same time, I think it is essential for everyone to know them or to have read about them at least once. Maybe some extracts from the Law (specific for musicians) would be useful – as annexes.
- Many sessions were overloaded with information. 50+ slides is too much and it becomes burdensome at the end.

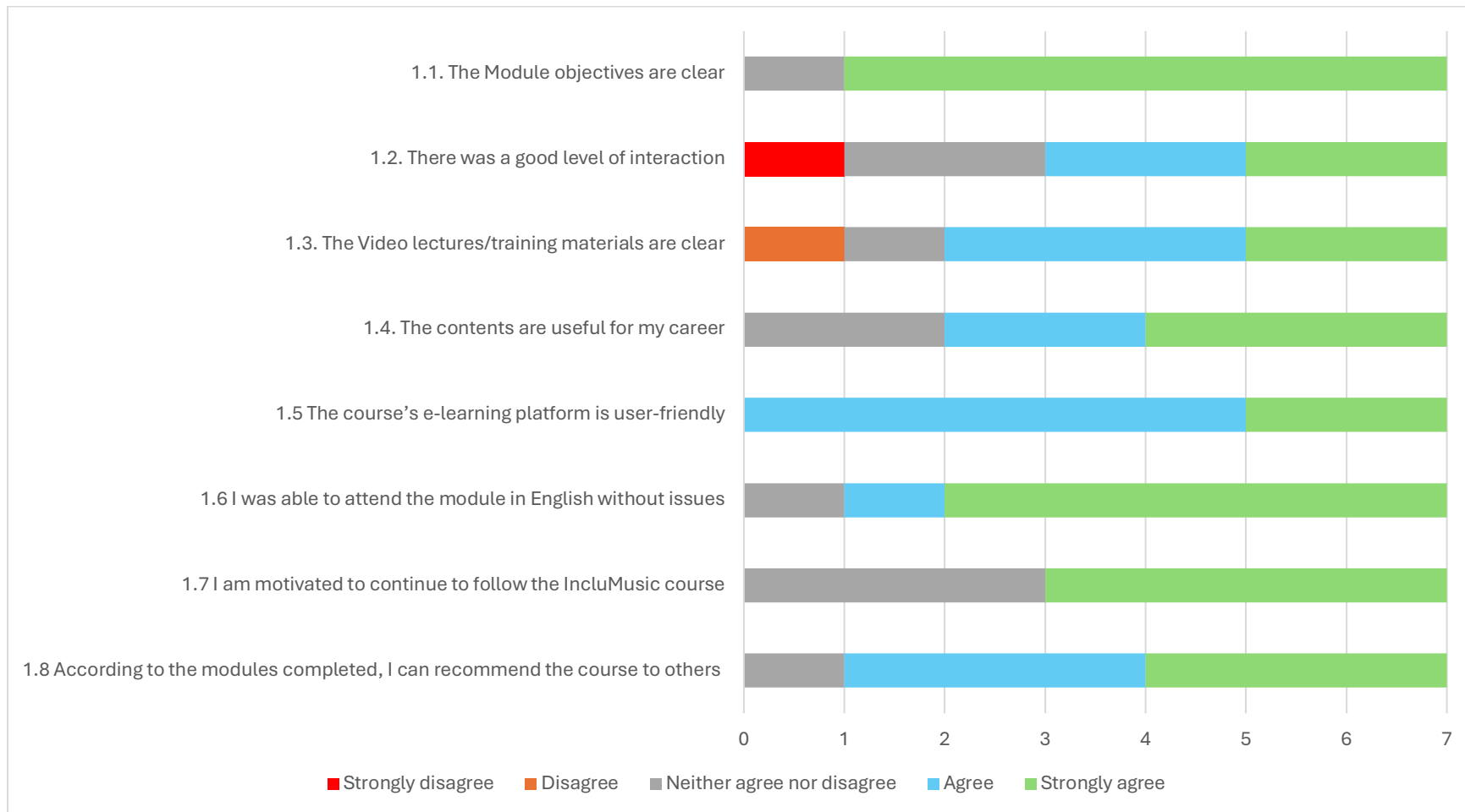
c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- In the quiz included in section 3.2, question 3 and 4 are the same, but the correct answer is different.
- In the quiz of the module 3.3 Romanian translation could be improved at questions 4 and 3.
- In the quiz of the module 3.4 Romanian translation could be improved. The right translation could be "plan educațional individualizat" for the concept PEI (Individualized Educational Plan).
- No information was presented on the objectives of the individualized educational plan in the video or PPT presentation (session 3.4), but at least one of the exercises from the quiz of section 4 refers to this topic.
- In the quiz of module 3.5 Romanian translation could be improved or could be included in the original English terminology (*Universal Design for Learning*).
- Case studies which prove how this principles worked and the benefits they brought.

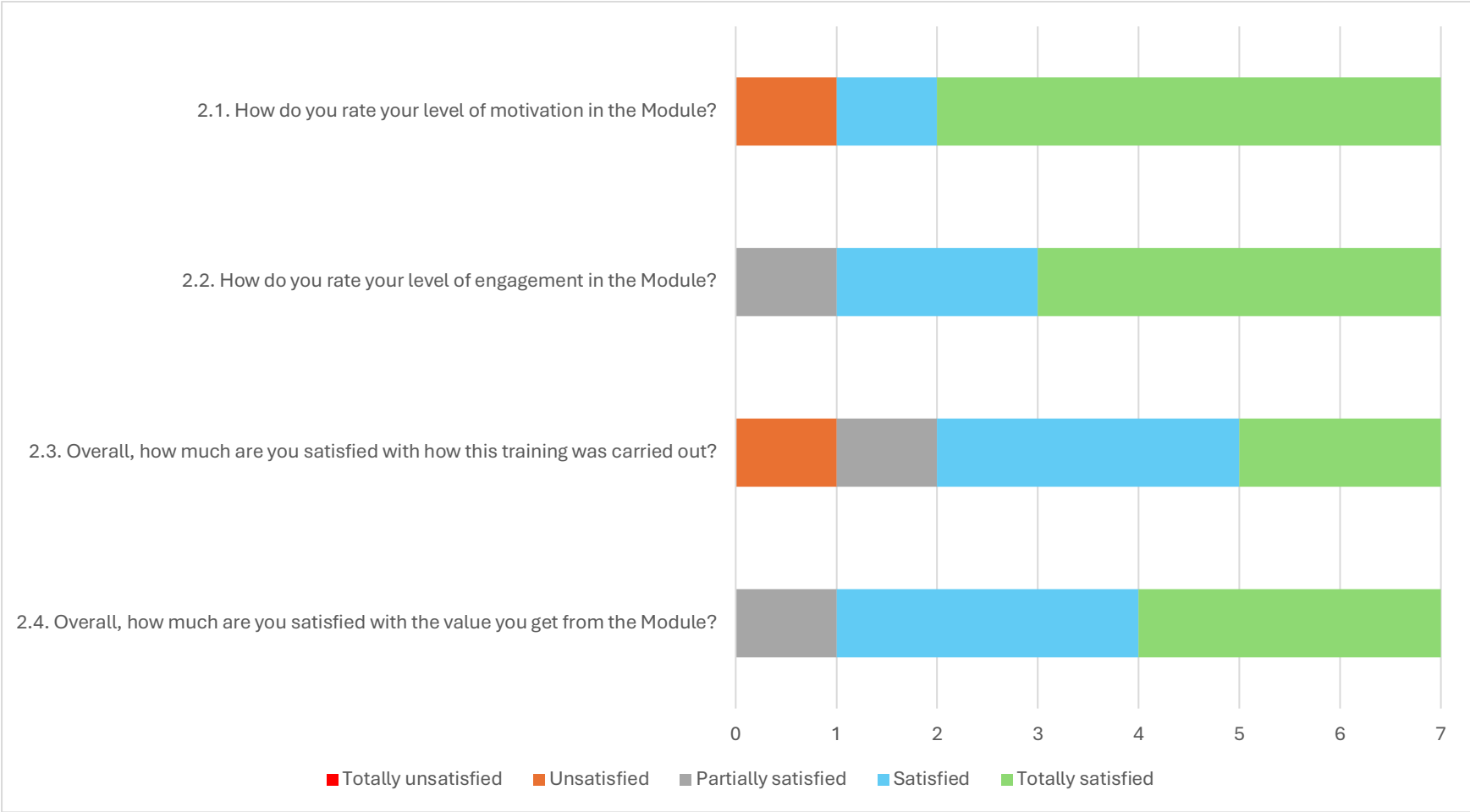
- The elements were very clear (maybe sometimes too many), but it is better to select the information and have it to take into account for certain moments when we may actually need it (without expecting it).
- A text summary of the video material.
- There should be more video links incorporated in the presentations. There are many useful videos that teachers should be aware of.
- Some sessions need to reduce their number of slides.

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.

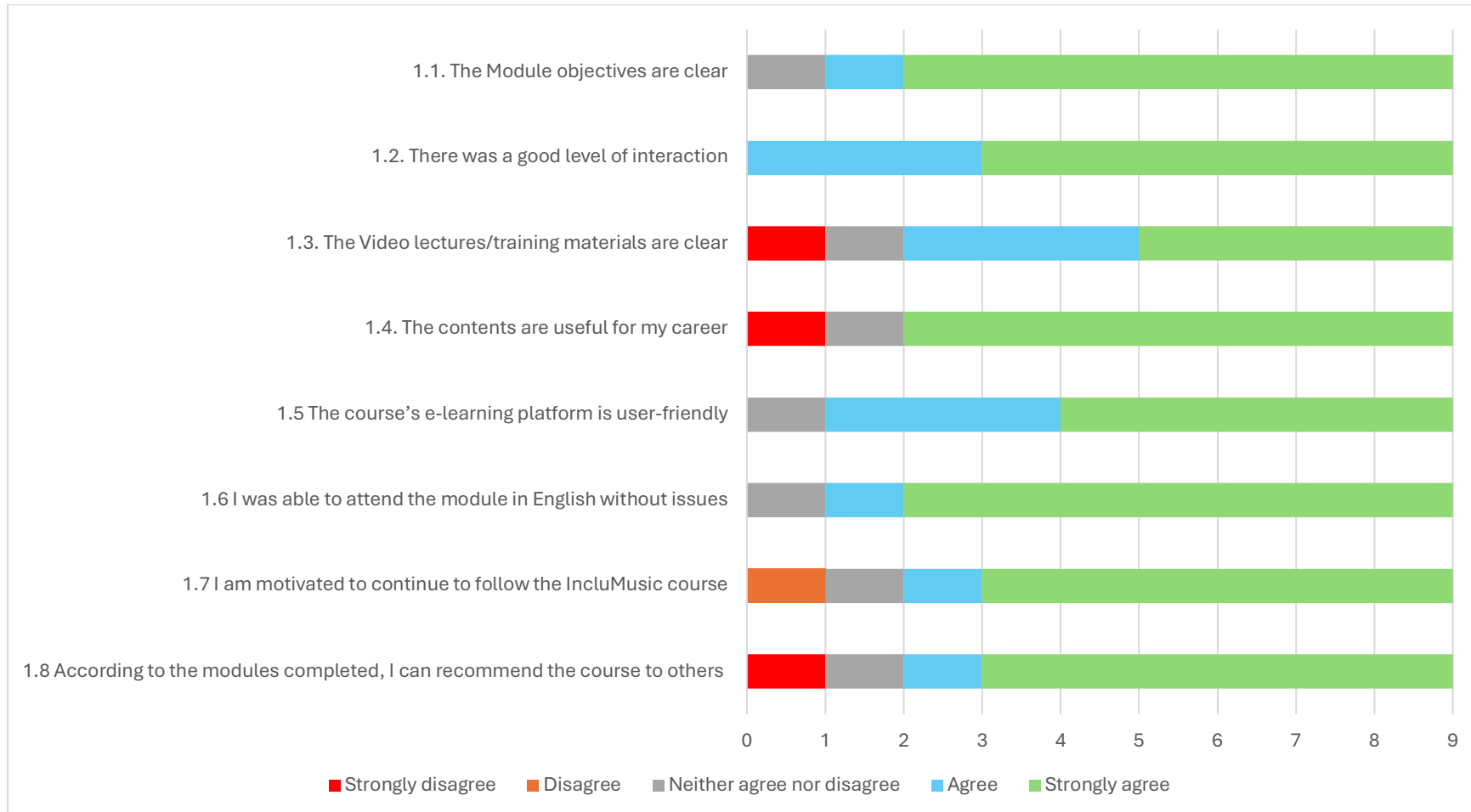
- It would have been helpful to have more interactive case studies or simulations to deepen the understanding of legal principles.

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

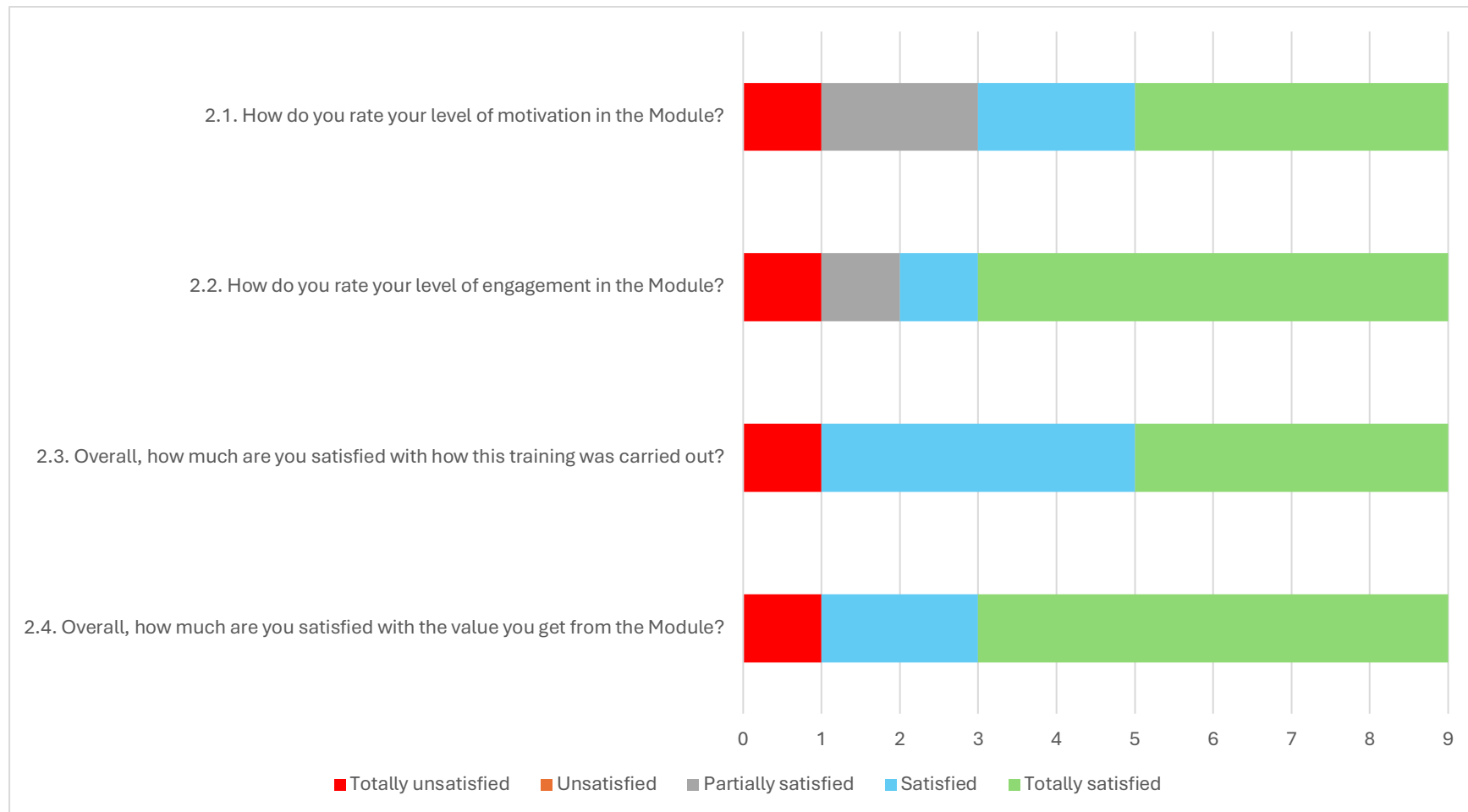
- Again I feel as though real-life examples and scenarios could be used, rather than the presenter just reading from the slides, then the listener will be able to understand and have more motivation to learn the topic if they feel as though the trainer understands in depth the topic, and can give some 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” – teachers

Module 4 – teachers: Satisfaction of the course



Module 4 - teachers: Motivation to attend the course



Module 4 - teachers: Open questions

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

- I appreciated most the two-fold approach of mindfulness, both from the students' as well as the teachers' perspective. I also enjoyed the practical aspect of this module, the numerous links included.
- The topic is interesting. I agree that mindfulness practices can have positive effects on the learning process.
- Empathy
- I can't be objective about Module 4. I have to admit that this was my favorite. Even though I had some minor problems at the beginning (the first audio exercise I had to do wouldn't open - minor technical issues), I thoroughly enjoyed this module. First of all, I had already approached the subject of mindfulness, but I didn't really make any connections between this technique and its importance in the music education system. It was a real revelation for me and I will even continue to do the proposed exercises (there are some reference examples with very valuable people and personalities). I really enjoyed the meditation with Jon Katat-Zinn, which I continue to research (I searched for and found a lot of useful information both for my career and for my personal development (professionally, personally and emotionally). I discovered important things about myself and about conscious living.
- The module's clear structure makes it easy to navigate.
- Interesting topic

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

- Some of the exercises proposed could not be attractive for some of the students.
- I totally disliked the content of the module. I don't find it proper to present a practice based on so many spiritual traditions, as admitted in session 4.2, and which are discussable, and try to impose it as a rule for inclusion projects.
- Besides, there are also other practices, based on other traditions, which can be tried, and would deserve equal treatment in this project.
- I understand the importance of mindfulness, but I don't think it should be founded on spiritual practices.
- Honestly, I couldn't always access the audio exercises in PowerPoint, but the examples on Youtube and even the homework (the exercise for several days - body scanning and observing its importance in class, by associating it with music and elements of music education) compensated enormously. It was a little hard for me to always be attentive about the „boom” of information, but I really enjoyed it eventually.
- Difficult to engage in this topic online

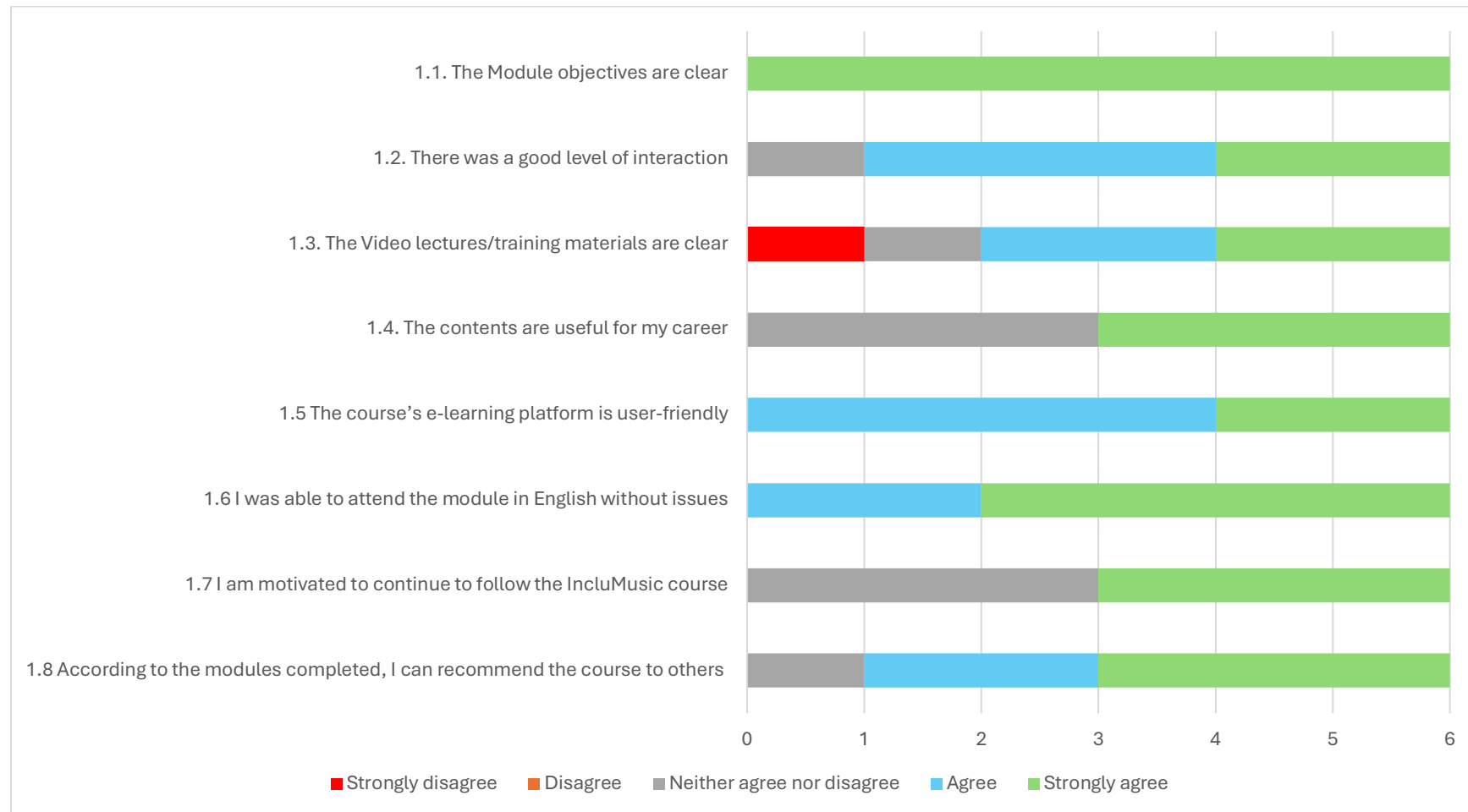
c) Do you have any suggestions for improving the INCLUMUSIC training materials for the Module (video lectures, slides, additional materials)?

- In the section 4.1. - Misspelled word: Rresearch -slide 9
- The button from the last slide from the PPT presentation is not working, and the activity is evaluated through the quiz.
- In the PPT Presentation of the section 4.2. the following sentence is started, but is not finished.
- Research by Anderson (2016),
- Misspelled words:

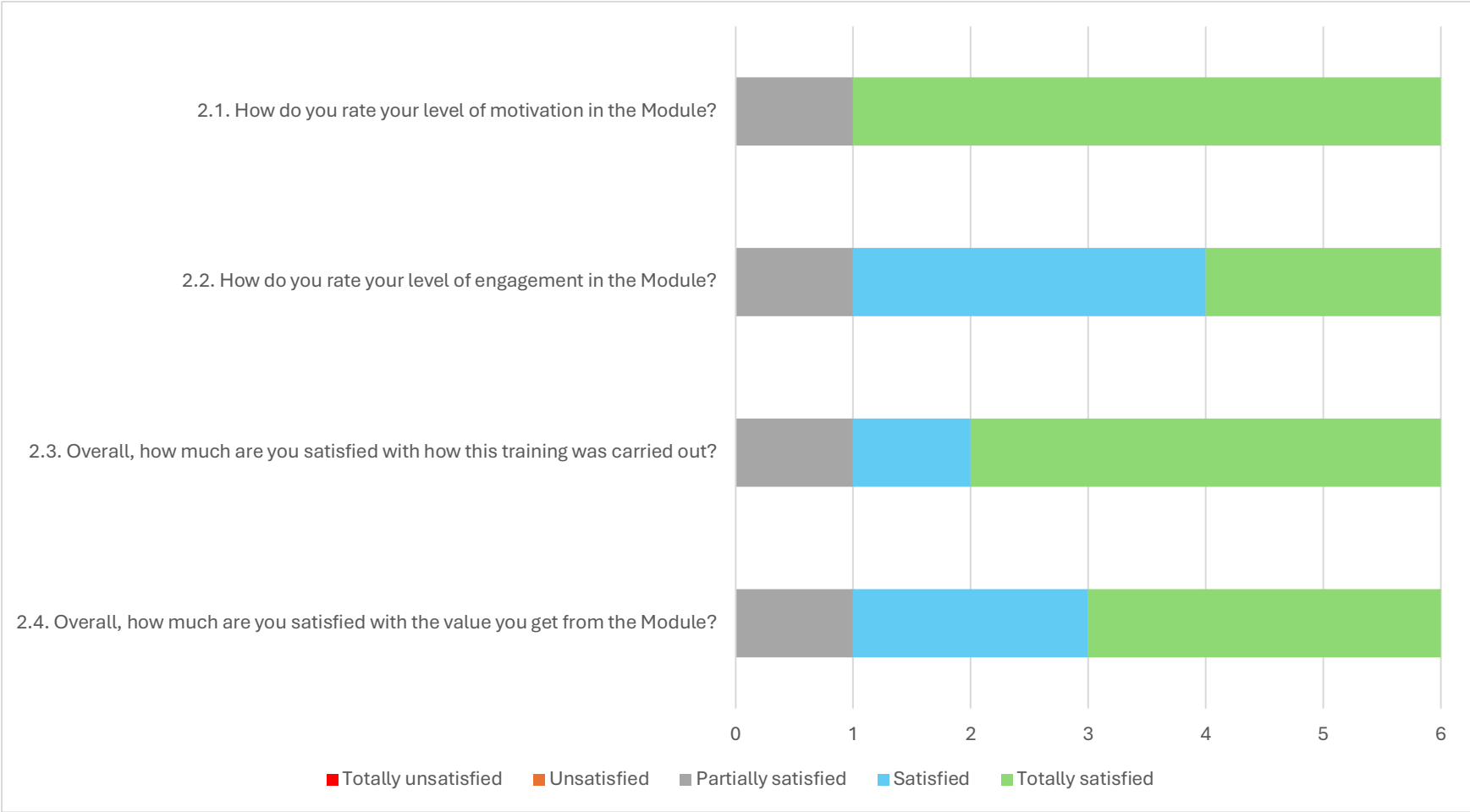
- Reduce chronic pain, , - Module 4.2, slide 10 (2 commas appear)
- Choosing one song a day for mindful listening can aide you in your mindfulness journey – Module 4.3, slide 9
- rresults - Module 4.3, slide 14
- Learn what is the empathyactive listening and empathy in an effective communication among teachers and students; - Module 4.5., slide 2
- I liked the presentations that included possible exercises on slides. Session 4.3 should include the quiz exercise at the end of the slides. The test takes 20 minutes, and this exercise takes longer.
- În timpul zilei, din când în când încearcă să ascuți sunetele așa cum am făcut în practică, timp de câteva secunde. Scrie despre senzațiile tale după ce ai făcut acest lucru.
- In all quizzes from module 4 have to be mentioned that there should be a minimum number of words that need to be written.
- In the longest video from the section 4.5 the sound is not always working
- The Romanian translation could be improved at section 4.5.
- „Romanian” is wrong written in the main menu.
- The first audio example (the exercise that was in the powerpoint) was a little problematic - the button didn't work, but I liked the fact that there were many images and visual examples (even for the proper positions - useful for understanding and performing the exercises to their maximum potential).
- A text summary of the video material.
- Need to better connect this topic with academic teaching and learning.

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)?

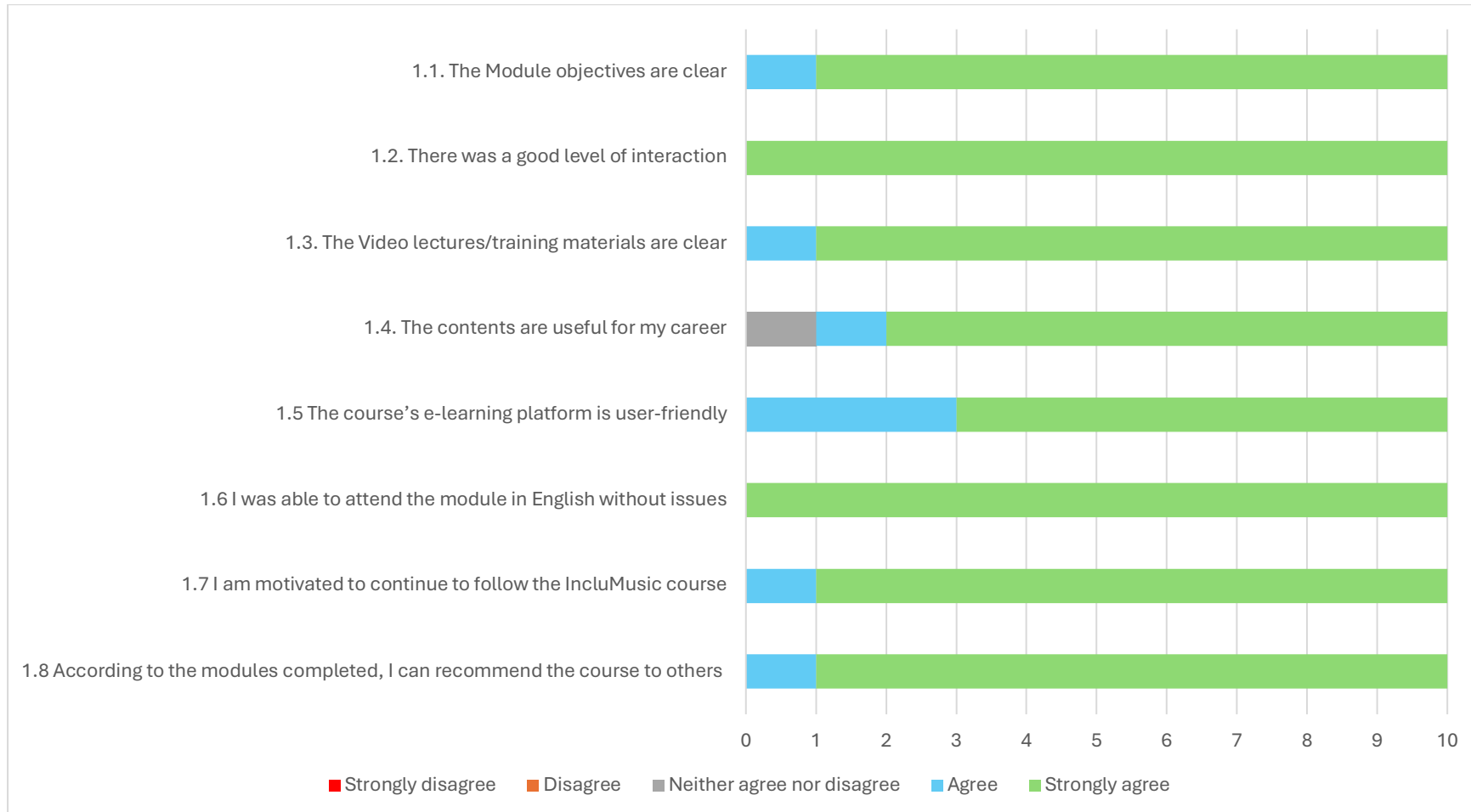
- I feel as though the presenter Maria Prodromou's presentations were a bit distracting as she was struggling a bit with opening the presentation and reading. Again there was too much reading I feel, which can distract the listener and the presenter from the aim of the training. The woman who spoke about 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)

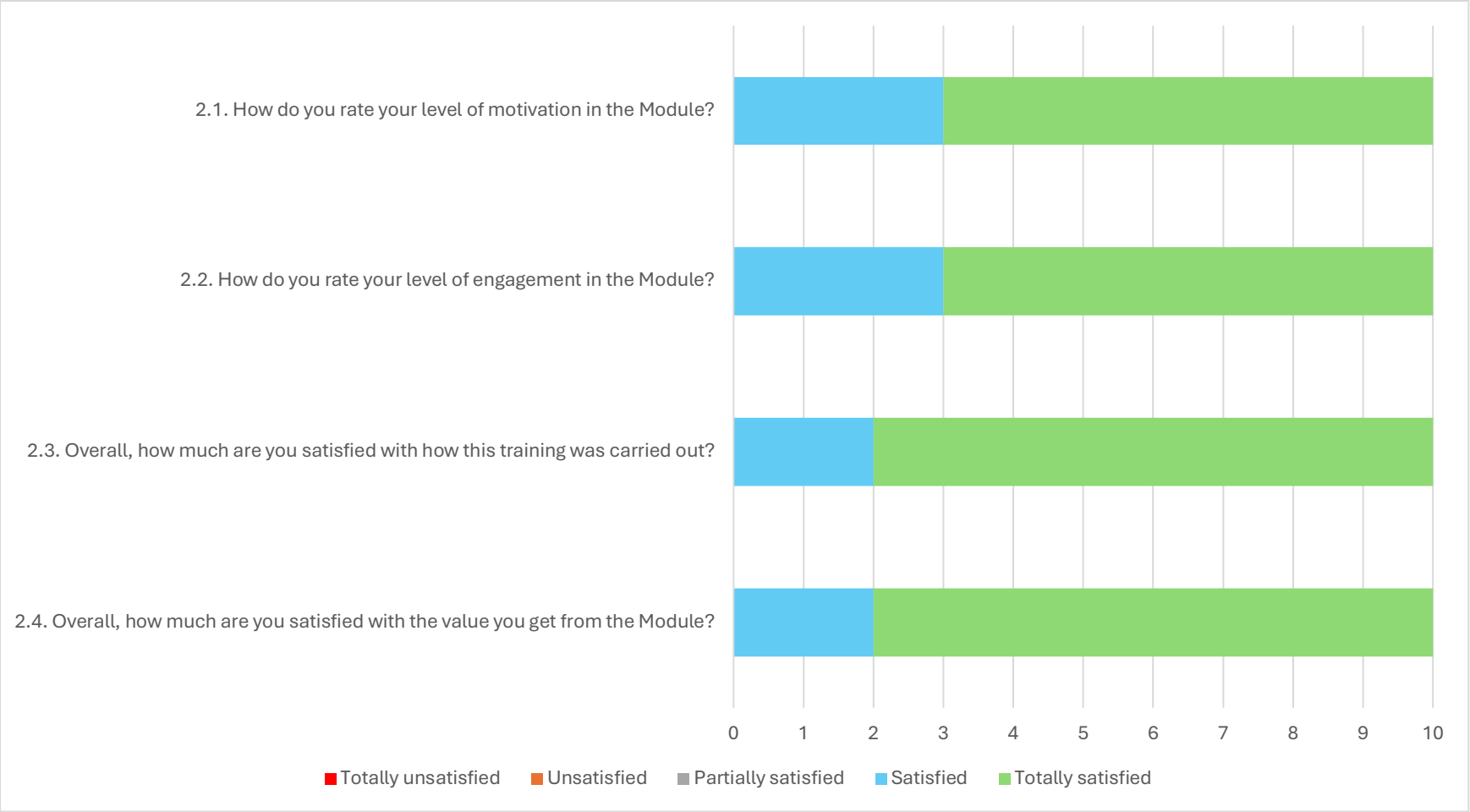
- Again I feel as though real-life examples and scenarios could be used during the presentation slides, as well as images/graphics/video clips played, to make the content more interesting and engaging, rather than the presenter just reading from the slides.
- In my opinion there were too many videos 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” – teachers

Module 5 – teachers: Satisfaction of the course



Module 5 - teachers: Motivation to attend the course



Module 5 - teachers: Open questions

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

- I particularly appreciated the practical tasks to be completed throughout the different sessions and not included in the related quizzes. Very interesting and relevant the examples / samples of writing / narratives of people actually suffering from these disorders. Clear structure and presentation of the literature and of the studies conducted in the field relevantly endorsed by the arguments and the examples given.
- Modules 2 and 5 were my favorite parts of the course. It was interesting to find out information about music therapy. The presentations from both modules were attractive. The presentation includes practical tools and suggestions for effective working with neurodivergent students.
- Learning to differentiate between therapeutic music experiences and music therapy.
- The clear examples on how to find solutions for neurodiverse students in teaching different aspects of music (session 5.3 and 5.4)
- After the revelations encountered in Module 4, Module 5 came as a complement and hyperbolization of everything that mental health means and the association of a state of well-being, love, peace with music education in its complexity - educational system with a musical profile, the teacher-student relationship, the importance of the connection with the self, the importance of a healthy connection with those around you and how all of these represent key elements for a teacher, for the staff active in the educational system, but in fact, for any individual. Module 5 represents a cleansing, healing and very important element in the entire inclusion process. It is perfectly systematized towards the end of the course because it really helps or facilitates the assimilation, understanding and acquisition of all the information - the theoretical ones from the first modules and later the practical ones (the exercises, getting out of our comfort zone, the "homework" through which you come to notice how little you know yourself, but which motivates you to want more). I liked that there was always the question regarding the sensations I experienced during the exercises and even if I had any difficulty in doing them.
- The module's clarity and structure are excellent.
- Very important topic
- Wealth of materials.
- Well presented material
- Interesting coverage of the focus and range of music therapy
- I found this module incredibly interesting and expertly delivered. There is such a wealth of useful information presented in this module, communicated in a very accessible way and engaging with it felt like a very beneficial use of my time. There is a clear relationship between the sessions in this module, the slides were varied, clear and engaging in design, and I enjoyed the addition of interactive tasks. The insights and practical examples given in relation to working with students with specific neurodivergences and sensory impairments hugely helpful and I will definitely be incorporating them in my teaching.

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

- Some of the questions to be found in the quizzes may be too easy.
- Some of the videos are difficult to follow because of their excessive length. Also a huge amount of information on slides.

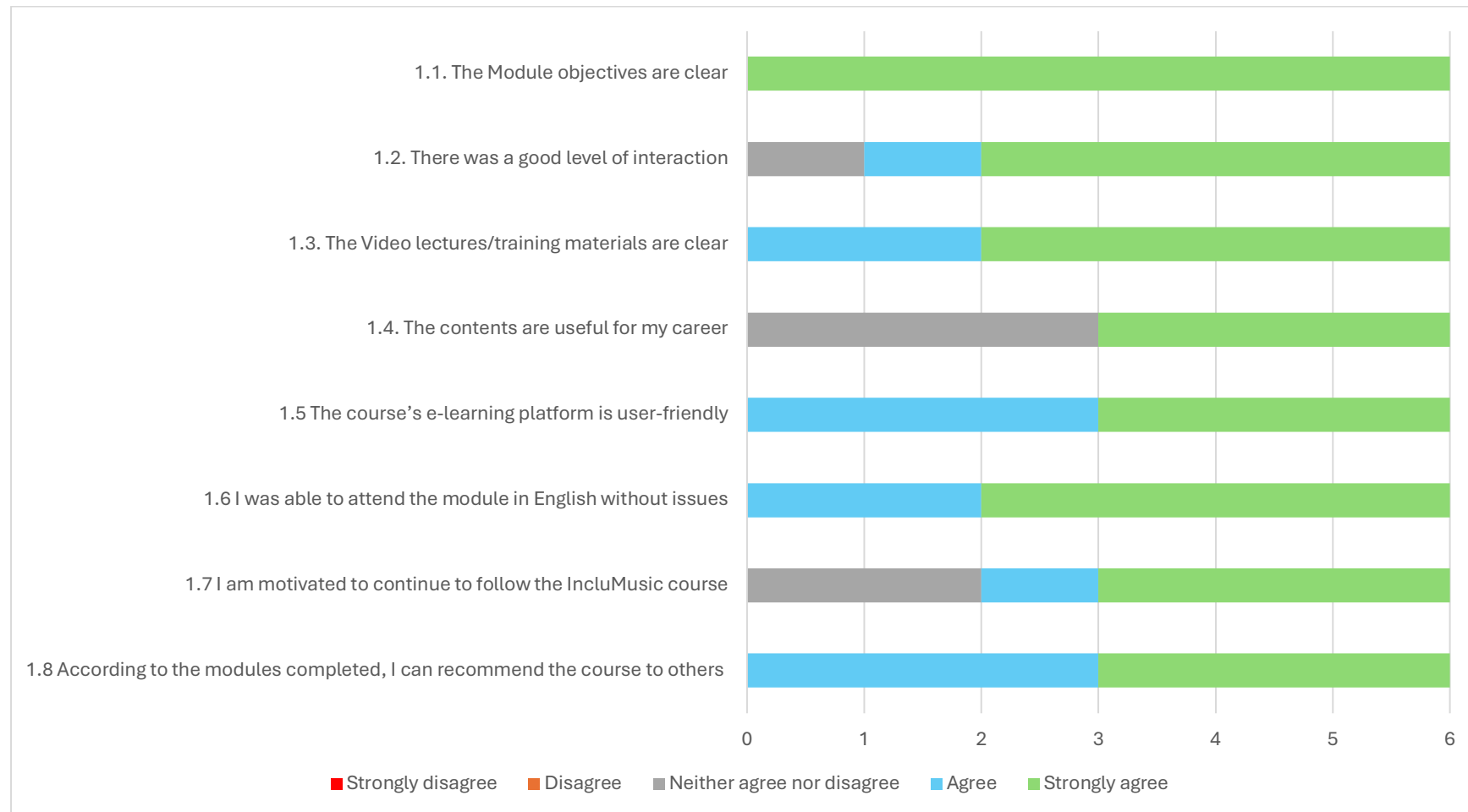
- Everything worked very well regarding this module. Every example was well highlighted, every link was easy to access. The exercises were a little more difficult because they required extra attention. These techniques take you out of your comfort zone. Personally, I have done such exercises before - both mindfulness and music therapy, but I know that for most, at first glance, these can be real challenges. Maybe a smaller number of exercises in the first subcategories of this module.
- Felt overloaded with the material shared.
- Some sessions had TOO many slides (70+)
- Lots of slides in many of the sessions.

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

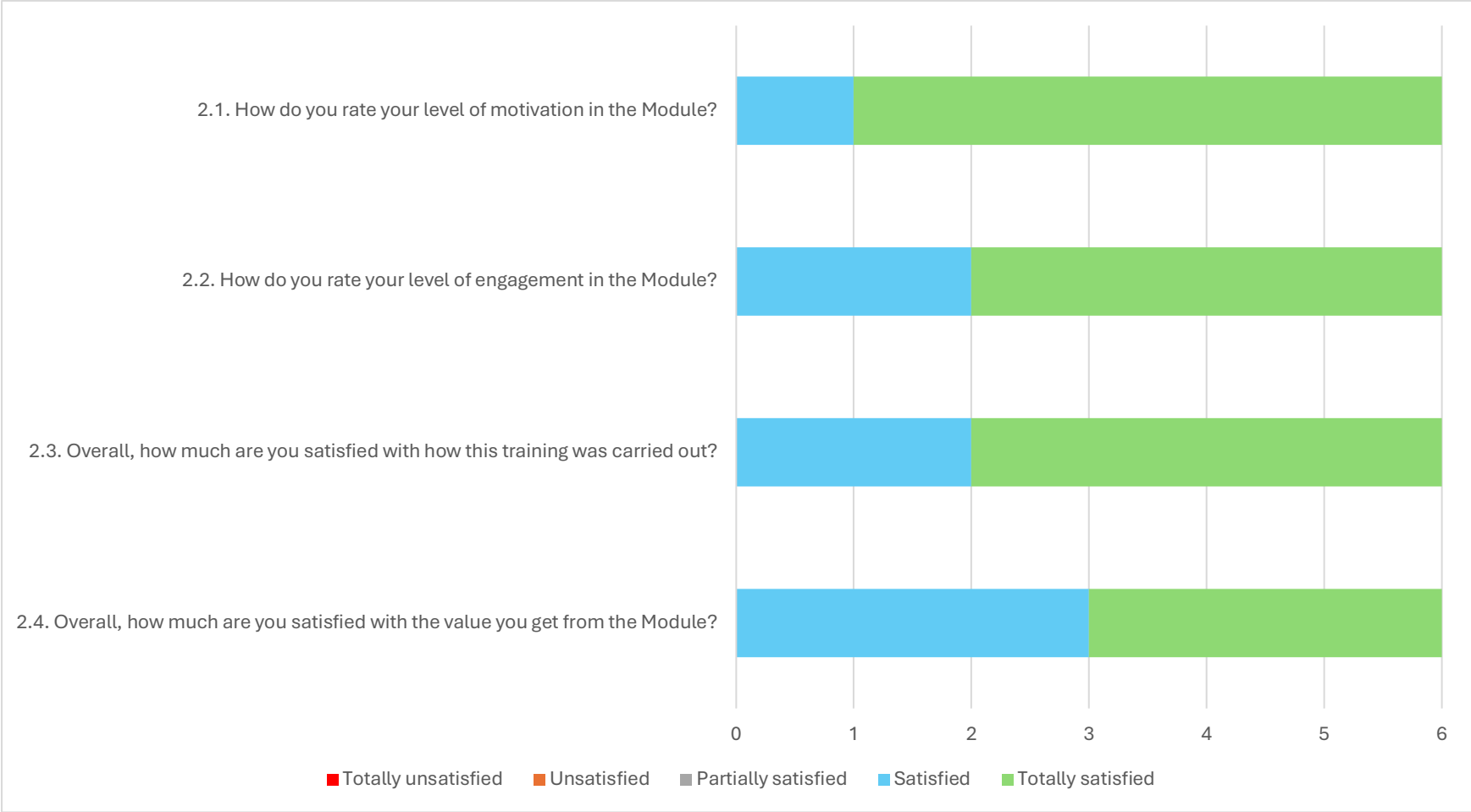
- I noticed that the Greek version is missing from quiz 5.3 A.
- I would add more video examples (or even personal testimonials) from people who have already done these types of exercises. Just so as not to discourage more introverted people, for whom such exercises to get out of their comfort zone might scare them. I would add some suggestions for them to follow. So, some additional materials regarding the others experiences – videos with people trying or people explaining that it can be difficult at the beginning, but to encourage through examples of their experiences and which can highlight all the benefits that all these „little discomforts" ultimately have.
- A text summary of the video material.
- Sessions should become lighter in the information they contain. Focus on the most useful.
- Reduce number of slides in many sessions. It becomes cumbersome to follow till the end, especially as voluntary training.
- I thought the materials were of a very high standard. I would recommend double-checking the quizzes at the ends of each session for typos (e.g. 5.1 the last question is numbered 1, not 5)

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)?

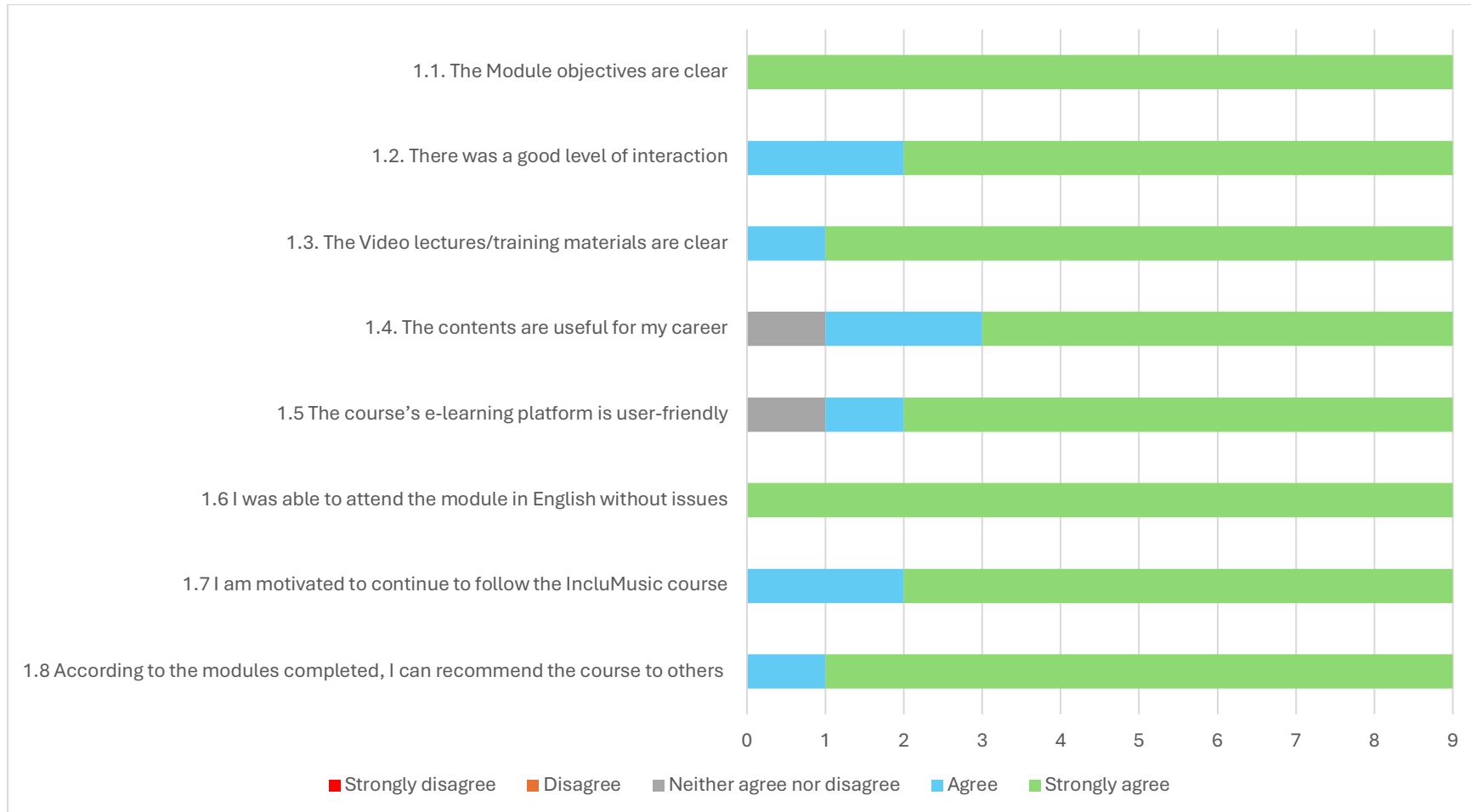
- I feel as though the history aspect of the first session in module 5. Module 5.1 may be more relevant to 3rd level students or possibly even music teachers, however as an administrative member of staff, history of music concepts are not as relevant for me.
- Some of the terminology related to psychology 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)

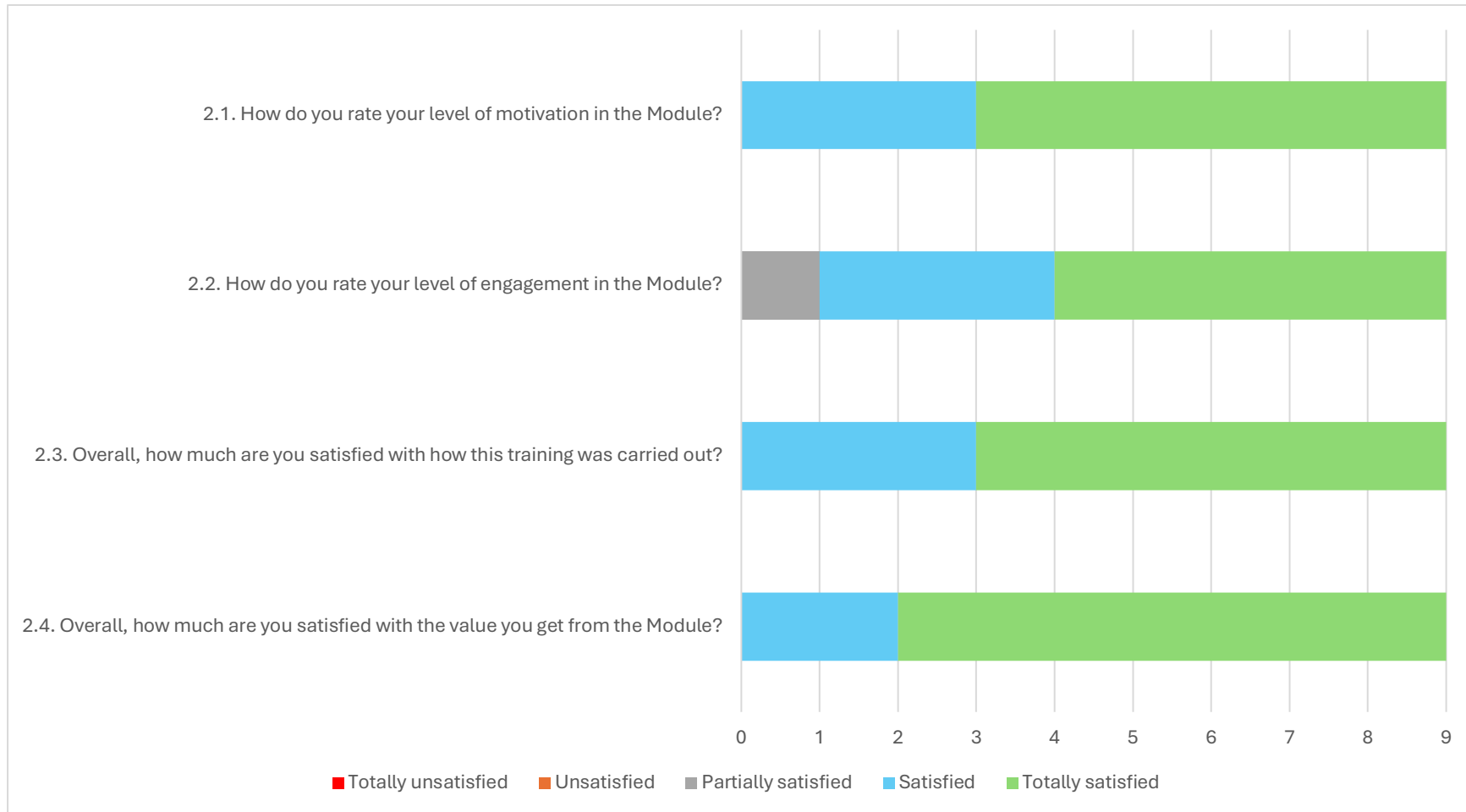
- Again I feel as though real-life examples and scenarios could be used during the presentation slides, as well as images or video clips played, which could show examples of music therapy in a classroom setting, so that the learner understands the concept in more detail.
- Adding recorded interviews 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” – teachers

Module 6 – teachers: Satisfaction of the course



Module 6 - teachers: Motivation to attend the course



Module 6 - teachers: Open questions

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

- I consider very interesting and hands-on the various activities suggested in the module. It's the best way to "practice what you preach". It also felt good to have a different type of feedback in the quizzes of this module by adding further explanations in the case of wrong answers.
- During the sessions, the importance of applying diverse methods for promoting the active engagement of students during music classes is outlined. Also, cooperation and active participation are valued in the context of the concept of „community music”.
- The idea that active participation in music-making is important.
- The last module was an excellent way to end such an amazing course. It was a conclusion and a way to crown all the information learned and assimilated. In fact, the entire course was structured in such a way as to make you more and more curious, and with the last module, a key element (a phrase) appeared, from my point of view - Inclusion and Musical Community. The entire educational system has so many aspects that we do not know. I liked the fact that in this last module, the relationship and association between theory (exact laws, scientific, precise theories) and examples reflecting the importance of inclusion in the educational system (associated with the musical educational system) was now stronger than ever. Indeed, I reached a certain state of "awareness" of the importance of inclusion in the musical educational system, of the importance of knowing oneself in order to be a good professional - teacher or administrative staff in the educational system. We realized the importance of associating musical elements with scientific, psychological, philosophical, medical (philosophical) and even legal elements (justice, exact laws). This pluridisciplinarity or interdisciplinarity represented the complexity of understanding and assimilating extremely valuable information for inclusion and its importance in the music education system. This course reveals essential aspects of human society, of the musical community and especially of the importance of equality (inclusion and everything it implies), fairness, tolerance and ultimately, of legal terms that we are not always aware of.
- The module's clarity and structure are excellent.
- Well presented material.
- Very useful material for music teachers
- Importance of community engagement in and through music.

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

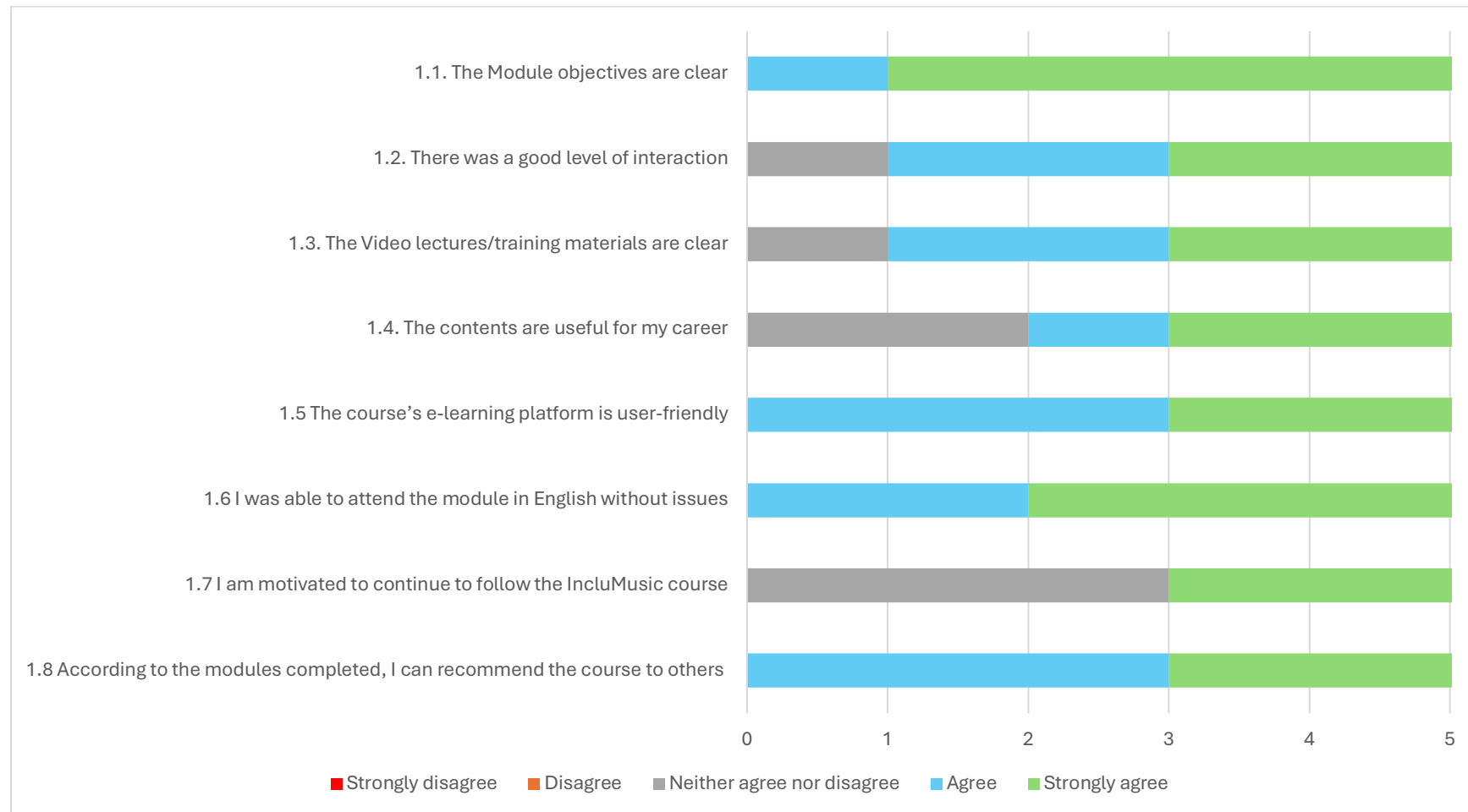
- Some of the questions from the quizzes might be too easy and intuitive.
- Community Music doesn't seem very appropriate in connection with teaching in Conservatories, since this already implies an elitistic approach and some scientific, stylistic and aesthetic selection of music.
- Sometimes the questions in the quizzes were of the trap type. It seemed to me that the multitude of information (sometimes slides a little too loaded - personal opinion) led me astray. I mean, I knew the answer somehow, but the subjective element intervened - personal perception or filtering information through my own understanding and this made me choose the wrong options. The good part was, however, that there was always the possibility to correct myself and to notice what I did wrong. Practically by correcting the quizzes and by being able to retake them at any time, I learned more than I expected.

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

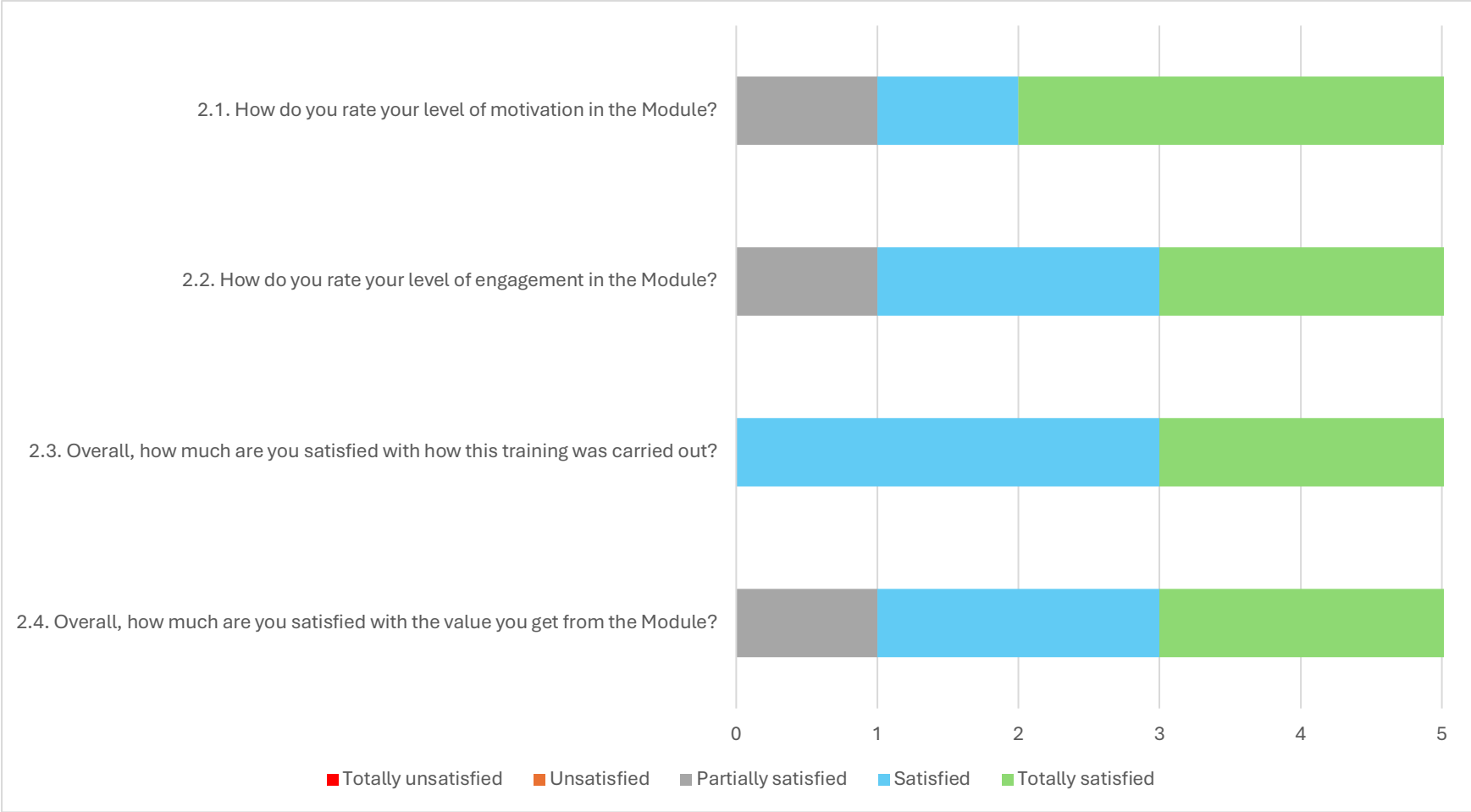
- In module 6.1, the correct answer could not be Cultural Irrelevance.
- In module 6.3, only the default response is accepted, even if the answer is correct (the order of the word is another than expected)
- I think a discussion on the relationship between equity and equality needs to have a place here.
- What seems unclear to me after going through all the modules and sessions, is how many of the strategies are applicable for Conservatory students. Many of them seem to be conceived for younger students and I think we need to make clear which of them go for schools and which go for higher levels.
- I also feel a necessity to find case studies with clear results, practical and honest solutions.
- For a last module, the balance between theory and practice (examples and activities) was adequate. I would perhaps add some annexes to summarize the entire course (like a small recapitulation - diagrams, figures, images) or even a test to summarize the entire course (the six modules). This does not necessarily have to be long, but somehow to actually remind us of the complexity and depth through which the information reached us throughout the course - to awaken our senses as the mindfulness technique did, to remind us where we started from - the theories of Orff or Kodaly, to establish the administrative character or legal framework through which all the elements of inclusion are treated adequately and at their true value. and most importantly, let's not forget how important inclusion is in the musical educational system (referring here to music therapy), which every individual (each person) really needs and it would be extremely useful to benefit from it as much as possible (regardless of race, ethnicity, religion or educational background).
- A text summary of the video material

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)?

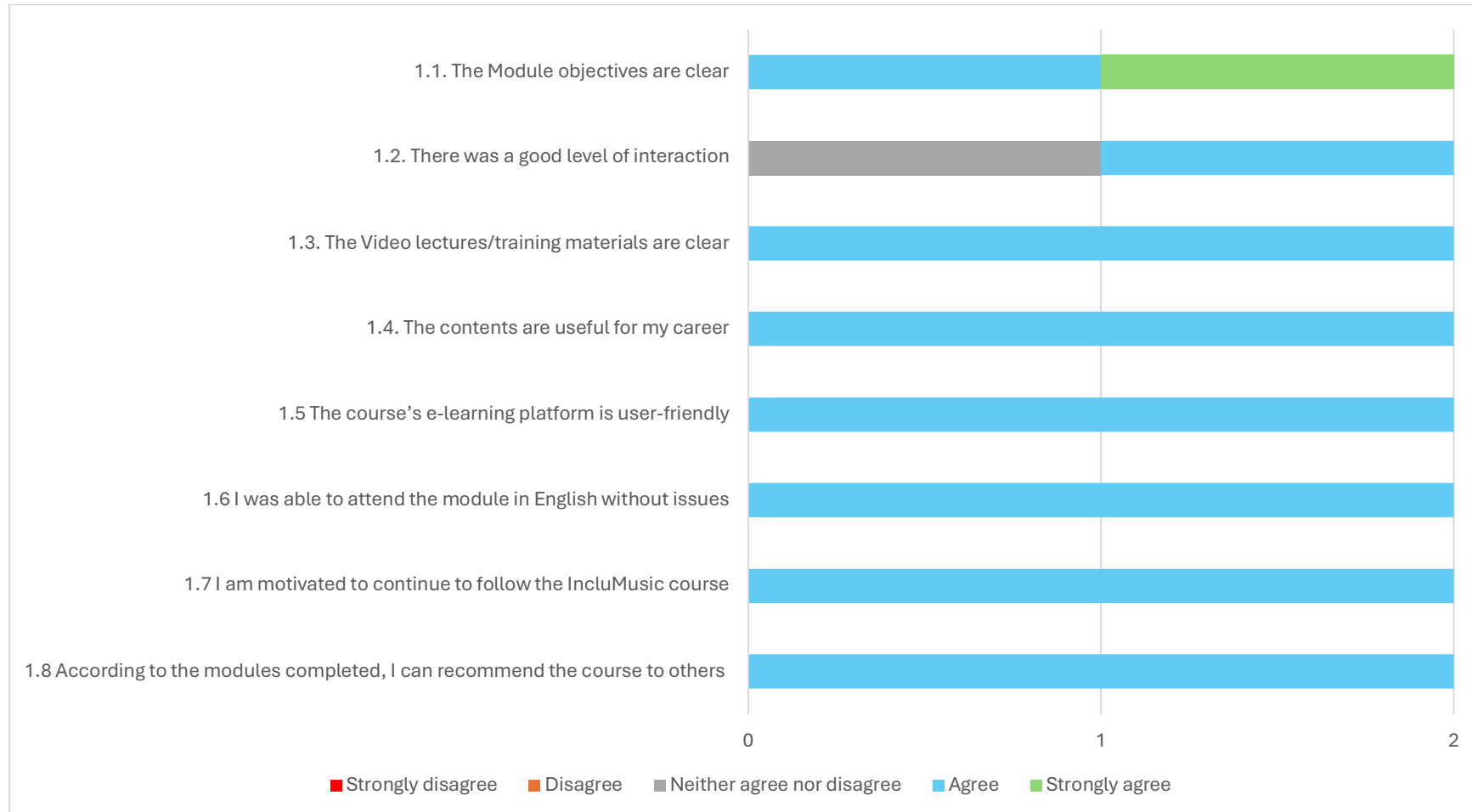
- I felt as though the sentences were very long on each slide, which can be distracting for the learner. The academic feel of the slides in the sessions made them feel more like an essay, rather than slides to learn information from.
- The module could have included more examples of successful community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

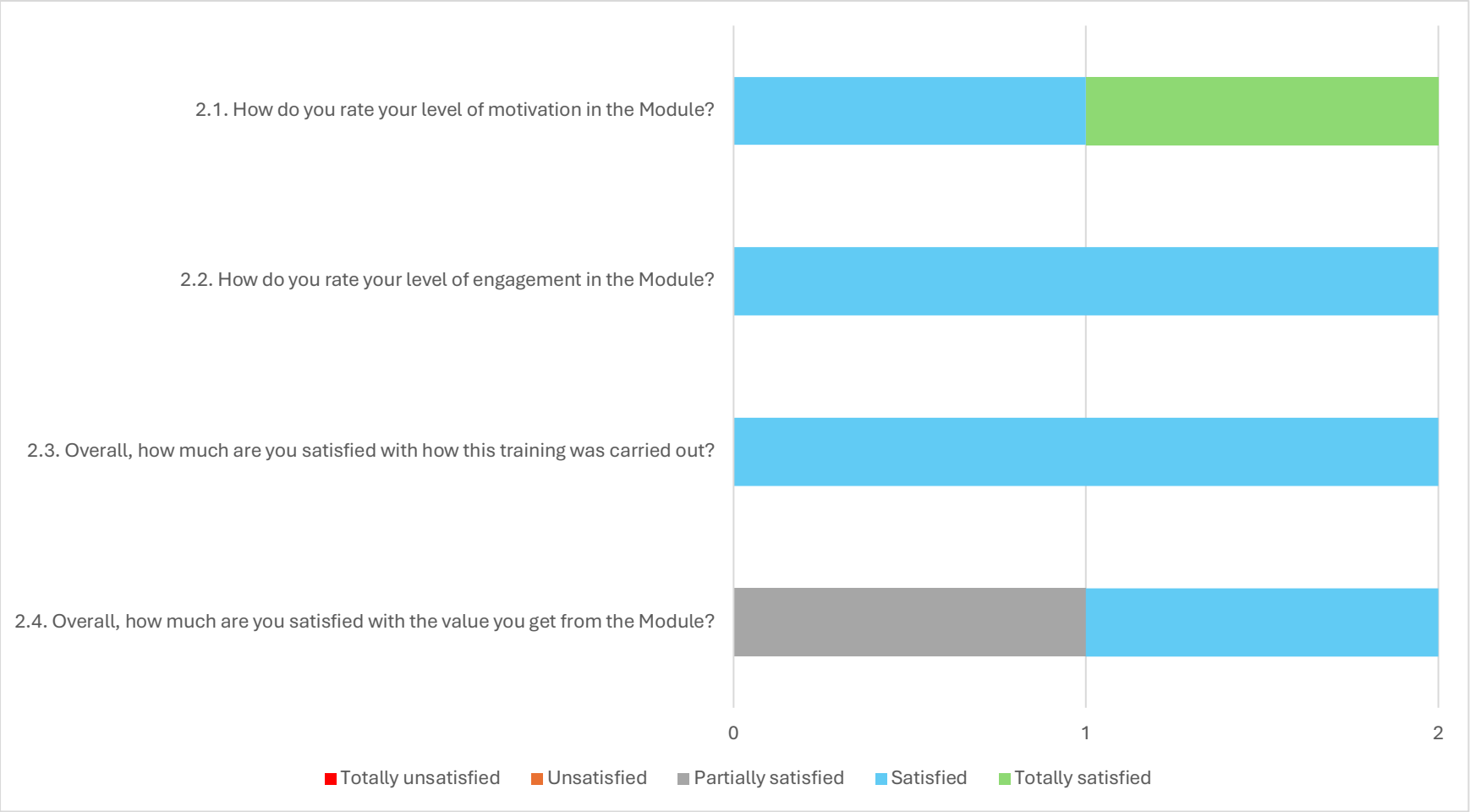
- Again I feel as though real-life examples and scenarios could be used during the presentation slides, as well as images or video clips played. I feel as though sentences should be kept to a minimum, and the trainer should use their own knowledge and examples to make the content more interesting. I 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 – teachers

Whole course – teachers: Satisfaction of the course



Whole course - teachers: Motivation to attend the course



Whole course - teachers: Open questions

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

- I like Strategies for Implementing Inclusive Education, Special Musical Methodologies, Introduction to Mindfulness.
- I like general topics in all slides and I think these are useful especially for school teachers.

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

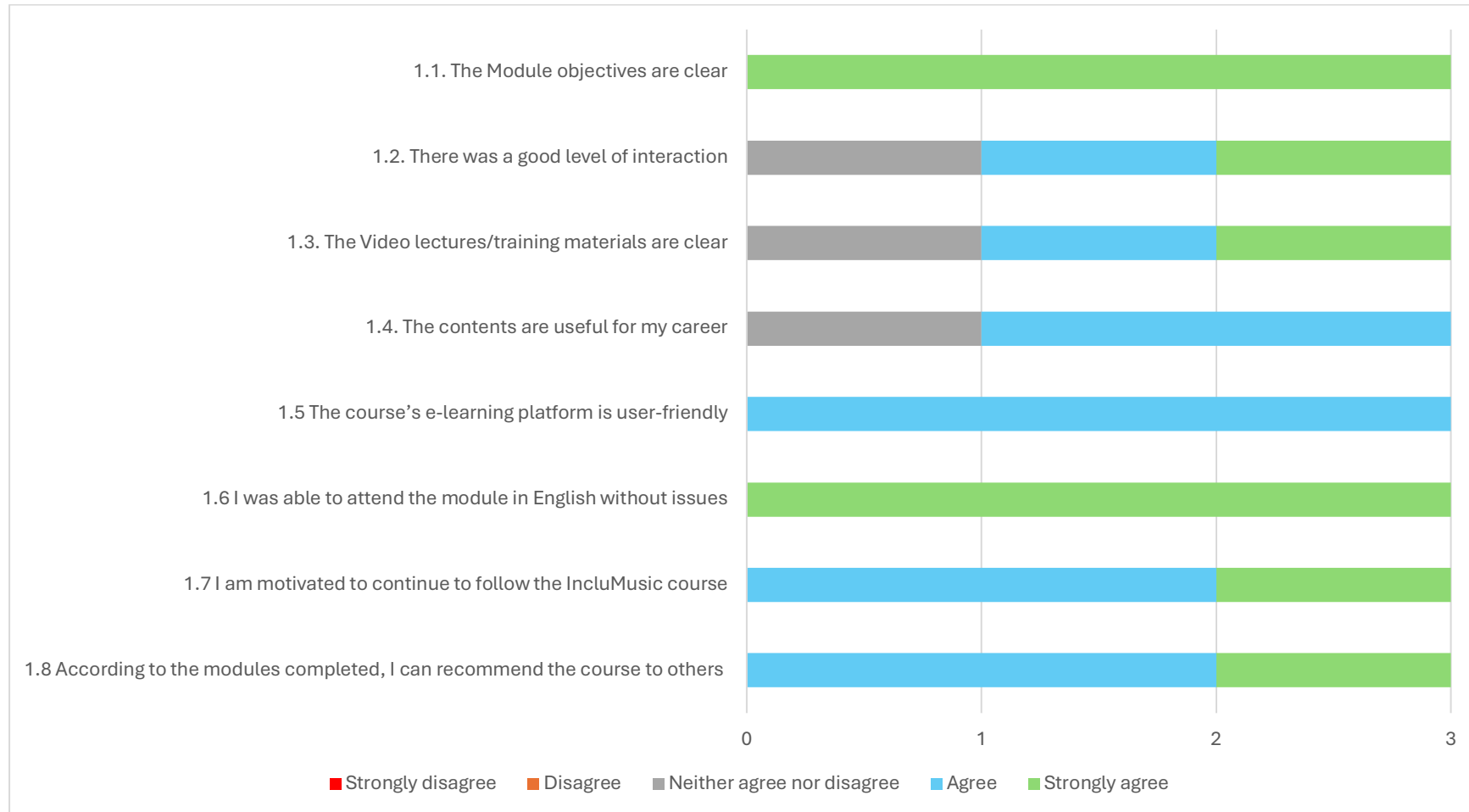
- I liked less the presence of tests focused on notions. Sometimes they present questionable or wrong answers.

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

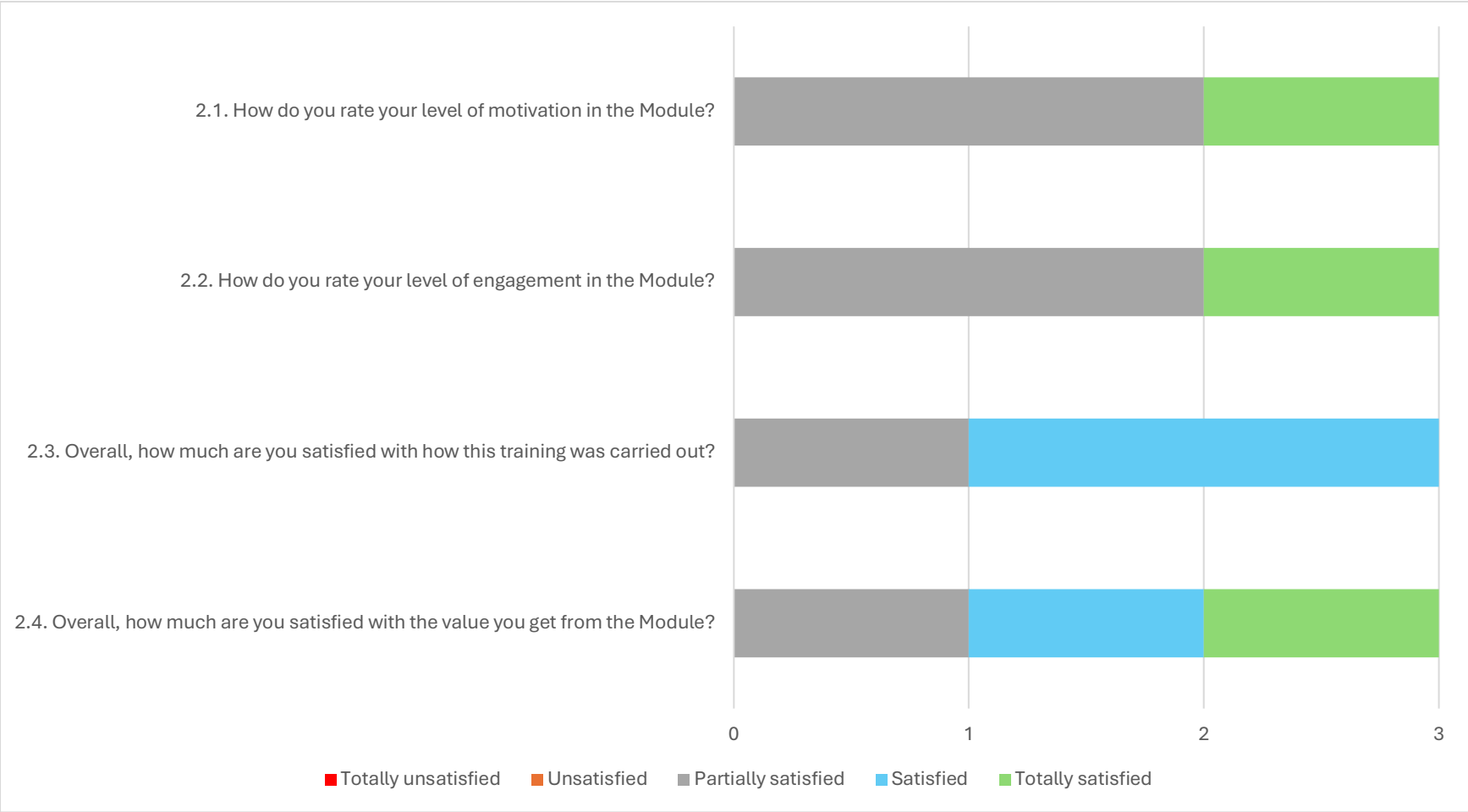
- Teachers of Italian conservatories need specific technical, methodological and organizational indications for teaching degree courses in musical instrument to people with different disabilities. The teachers ask what are/if there are the limits of inclusion in the courses of study provided by law for music conservatories. Conservatories cannot program PEI or PDP (only the school can do so) and they can only issue the normal degree for uses permitted by law (only the school can issue a certificate of educational credits to pupils with IEP).

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, an overall average positive evaluation of **87%** has been achieved, and therefore, the qualitative indicator has been reached.

Module	Category	Section	Percentage of positive evaluation
1	Teachers	Satisfaction of the course	78%
	Teachers	Motivation to attend the course	75%
1	Admin staff	Satisfaction of the course	85%
	Admin staff	Motivation to attend the course	100%
2	Teachers	Satisfaction of the course	95%
	Teachers	Motivation to attend the course	98%
2	Admin staff	Satisfaction of the course	70%
	Admin staff	Motivation to attend the course	69%
3	Teachers	Satisfaction of the course	96%
	Teachers	Motivation to attend the course	100%
3	Admin staff	Satisfaction of the course	77%
	Admin staff	Motivation to attend the course	82%
4	Teachers	Satisfaction of the course	85%
	Teachers	Motivation to attend the course	81%
4	Admin staff	Satisfaction of the course	79%
	Admin staff	Motivation to attend the course	83%
5	Teachers	Satisfaction of the course	99%
	Teachers	Motivation to attend the course	100%
5	Admin staff	Satisfaction of the course	88%
	Admin staff	Motivation to attend the course	100%
6	Teachers	Satisfaction of the course	97%
	Teachers	Motivation to attend the course	97%
6	Admin staff	Satisfaction of the course	85%
	Admin staff	Motivation to attend the course	88%
Whole course	Teachers	Satisfaction of the course	94%
	Teachers	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	Teachers		The Module objectives are clear
		There was a good level of interaction	There was a good level of interaction
		The video lectures/training materials are clear	The video lectures/training materials are clear
			The course’s e-learning platform is user-friendly
		I was able to attend the module in English without issues	I was able to attend the module in English without issues
		I am motivated to continue to follow the IncluMusic course	
	According to the modules completed, I can recommend the course to others	According to the modules completed, I can recommend the course to others	
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	Teachers		The video lectures/training materials are clear
			The contents are useful for my career
		I am motivated to continue to follow the IncluMusic course	
			According to the modules completed, I can recommend the course to others
4	Admin staff		The video lectures/training materials are clear

Motivation to attend the course

Module	Category	Marked as “unsatisfied”	Marked as “totally unsatisfied”
1	Teachers		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 how this training was carried out?
		Overall, how much are you satisfied with the value you get from the Module?	Overall, how much are you satisfied with the value you get from the Module?
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?	
4	Teachers		How do you rate your level of motivation 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?

Annex I – Additional narrative feedback

ANMGD – teacher I

Module 2

- ➔ Session 1 (English), slide 3: not clear and grammar errors; slide 8 grammar errors; slide 11 repetition (“refer to”)
- ➔ Module 2.1 Quiz in English: 1. Which of the expressions below does best **defines** the concept of elementary music?; grammar errors in question 4
- ➔ Module 2.2: slide 12 **Circles** the main features of Dalcroze music education; slide 13 **Names** the three elements;
- ➔ Module 2.3 slide 3, 17: not clear and grammar errors
- ➔ Module 2.3 quiz: question 4 does not exist
- ➔ Module 2.4, slide 18: Gordon suggests that we should **each** one thing at a time, thus we should teach rhythmic and melodic patterns separately; slide 23 repetition: When teaching a new song **we should we should** focus on singing and avoid playing the melody on the piano
- ➔ Module 2.4 quiz: question 4 does not exist

Module 3

- ➔ Module 3.1, slide 11: This concept **underpin**

Module 4

- ➔ Module 4.1, slide 4 not very clear: Mindfulness is the capacity to stay fully present with once experiences of the present moment with an accepting and known judgemental attitude; slide 9, second bullet: **research**
- ➔ Module 4.1, Slide 14: information not very clearly expressed
- ➔ Module 4.1, Slide 22, 24, 25: grammar issues
- ➔ Module 4.2, slide 12, And step by step we rediscover our senses, the receptors that **anable** us to perceive and interact with the beautiful world that surrounds us
- ➔ Module 4.3, slide 5: **Using music** you love (the music); slide 7, 8, 9, 14: grammar errors
- ➔ Module 4, session 6: slide 4 Practicing mindfulness **lower stress level**
- ➔ Module 4, Quiz 6: layout issues

Module 5

- ➔ Module 5, session 3, slide 26: is it effect or affect?

→ Module 5.3, slide 37: “of” instead of “off”

Module 6

- The introduction quiz has all the correct answers bolded
- Module 6.1. quiz, question 4: limiting **students’** exposure to...
- Module 6.3, slide 3: there is, **nowdays**, a significant...

ANMGD – teacher II

M1.3 slides

- Slide 2 Foucault
- Slide 3 Robert not Ribert

1.4 slides

- slide 13 – mai bine aranjat vizual cel din video, cu aliniat pentru fiecare din cele 4 puncte

1.5 video – 2.53 – kept not keeped

1.5 quiz Romanian – are nevoie de traducere: bias (eventual discriminare), dar și opțiunile true or false.

M2. Introduction – slides 3 și 4, 7 și altele – scrisul iese din chenar

M2.1 Slides – slide 2 – InStrumentarium, Orff cu majusculă

Slide 3 – songs nu sings; „result his passion for word” nu-mi sună clar; scrisul merge puțin peste antet

Slide 4 – aș folosi liniuța lungă (–) pentru explicații (așa e corect gramatical. Și vizual, dacă e liniuță scurtă, mă încurcă (am impresia că e cuvânt compus). La fel pentru slide 5 și peste tot unde apar explicații.

Slide 5 – dance, nu dans

Slide 6 – aș pune forma moving și improvising, ca să fie conecvent cu celelalte

Slide 11 – „refers to refers”; mai corect ar fi co-performers

Slide 12 – oare e corect „frequents patterns”?

Slide 16 și 18 – nu aș pune semnul întrebării

Foarte faine și utile informațiile!

Quiz 2.1 (Romanian, nu Roumanian) - Are nevoie de puțină aranjare în pagină (ex. varianta C de la întrebarea 1)

- La întrebarea 3, „câteva” mi se pare nespecific. Câte principii trebuie să enunț ca să fie valabil răspunsul?
- La întrebarea 4: „coloanal”

Slides 2.2. Slide 3 – Dalcroze began; a few;

Slide 10 – trebuie aranjat rândul 2 de la primul aliniat

Slide 12 – circle, nu circles

Slide 13 – name, nu names

Quiz 2.2 – întrebarea 1 – „al lui Dalcroze”

- Întrebarea 3 – de aranjat răspunsul B
- Întrebarea 5 – „educației muzicale a lui Dalcroze”

Slides 2.3 – Slide 16 - Béla Bartók, cu un singur l și cu accente

Întrebare: De ce la celelalte slide-uri am găsit întrebările din Quiz, iar la acesta nu?

Quiz 2.3 – întrebarea 2 răspuns C: solfegiu; răspuns D: jazz

- Întrebarea 3 – „câteva” mi se pare din nou nespecific. Câte să spun ca să mi se ia în considerare răspunsul?
- Întrebarea 4 – acolo nu apare de fapt nicio întrebare.

Slides 2.4 – Slide 16 – „Therefore, When”; keyalty – pare un termen inventat

Slide 18 – „we should each one thing”; din nou „keyalties”

Slide 23 „we should we should”

Video 2.4 – e taaare lung...

Quiz 2.4. – Întrebarea 3 e nespecifică

- Întrebarea 4 – nu apare întrebarea

Quiz 2.5. – întrebarea 3: „acomodări” nu mi se pare cel mai potrivit termen. Eventual adaptări sau ajustări.

Quiz 3.2 – apare din nou termenul „acomodări”;

- Întrebările 3 și 4 au același text

Slides 3.3. – Slide 12 – imaginea trece peste text; la fel la slide 16

Slides 3.4. – Slide 13 – imaginea trece peste text; la fel la Slide 20, 21

Slide 19 – de ajustat textul în pagină

Slides 3.5 – Slide 31 – imaginea acoperă textul

Quiz 3.5 – Întrebarea 1- în loc de angajare aș folosi implicare

Întrebarea 3 – asistive (fără ss)

Slides 3.6. – Slide 3 – imaginea trece peste text; la fel slide 11, 12, 17, 33, 34, 35

Slide 16 iese din pagină

Slides 4.1. – Slide 3 – iese din pagină

Slide 4 -nu se poate accesa linkul

Imaginile din slideuri ar trebui curățate puțin (ex. 7, 8)

Slide 9 – „Rresearch”; linkul nu se poate accesa

Slide 27 - butonul pentru audio nu merge

Quiz 4.1 – Întrebarea 4 – „câteva” motive e nespecific

Întrebarea 5 – practica audio nu se poate face (nu merge)

Quiz 4.6 – „Rumenian”; întrebarea 2 răspuns b de aranjat; răspuns c – pare incomplet

Quiz 5.1. – întrebarea 1. – de sine stătătoare

Session 5.2 – slide 5 – textul iese în afara cercurilor

Slide 27 – textul vine peste imagine

Modul 6 introduction quiz – întrebarea 2 nu e tradusă

Quiz 6.2. întrebarea 2 – trebuie aliniat răspunsurile

Quiz 6.3 întrebarea 1 – de aliniat răspunsurile

Întrebarea 2 – „câteva” e nespecific

Slides 6.4. – e singurul până aici atașat ca pdf, nu ca ppt.

Slide 6.5 – același lucru. E pdf.

Quiz 6.5 – mărimea fonturilor la întrebări e diferită

Întrebarea 2 – „abilități practicum”?

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.

RIAM – teacher I

I would like to take this opportunity to congratulate you both and all the other content developers and presenters for creating this wonderful course in helping to advocate and educate teacher and student alike in developing a more inclusive and diverse music school but also for society in general.

I would also like to thank you both for reaching out and giving me the chance to take part in all these phenomenally informative modules, I can't tell you the benefits they will have to me personally and also in my teaching toolkit and hopefully will transfer to the students I encounter over the years.

As a teacher who has been asked to test the course I can only praise the content, the clarity and efficient format, clear presentation, very transparent learning outcomes, enough interaction with tasks, links and practices and a distinct way forward in references if a student needs or wants to explore further on any given topic. These points go for all Modules and their individual sessions.

I liked being able to go between slide and/or video depending on my study circumstance. I liked that the presentation on some videos had some "off script" and a few verbal mistakes as it is human and relatable and would not change this at all. One video in module 1 had a low volume output which might be corrected

There were 2 or 3 occasions where depending on the wording of a question there might arguably be more than one answer if logic is applied. There was one question that I might have flagged where a question was asked starting with "Does....however a true or false answer does not linguistically fit but a "yes" or " No" might work better. There were 2 questions that I answered correctly but the software programme was restricted to an exact line of words. On these re-tests I repeated and answered the expected answer with a "copy and paste" to get through etc. Module 4 was the longest by far with the amount of videos, slides, practices and tasks to complete but in saying this I remember the content more and I am hugely appreciative for this training. These are only tiny snags if worth reporting at all. I can't imagine the work that went in to get this content prepared to date and I'm sure it will be a huge success in music conservatories everywhere.

If "Education is what remains when all that has been learned has been forgotten" I know I will forget some detail but hope I will retain and assimilate the broad concepts, ethos and transferable knowledge in all these terrific modules. And now I know a great source for reference should I need to practice and dive deeper into this knowledge at any time in the future.

RIAM – teacher II

First, huge congratulations on all the progress made on developing what will be such a useful course for music teachers. It's such important work, and I can see that a huge amount of work has already gone into it.

I've included feedback on some of the modules below, which I hope will be helpful in the next phase of development. I've included the majority of this in the feedback forms (attached) but feel free to share any of the additional feedback below that you would like to anonymously too. I'm so sorry that I didn't get to finish the course before going on leave - January absolutely flew for me trying to get everything wrapped up before I finished and I underestimated how much time this would take - but I hope that what I have covered will be useful.

I also just wanted to make a point of saying how wonderful I found your module 5! Obviously the content is very close to my heart, but in terms of content and delivery it really stood out, and stood above, the other modules I completed - huge congratulations! Wishing you all the very best of luck in the next phase!

Overall

- I think it would be great to have an initial video (apologies if I missed this) outlining the overall aims and objectives of the course, and including module descriptors. I also think it would be very helpful to have 'link' videos between the modules, so that they are less stand alone, and more bringing you on a journey through the course. This may involve re-ordering the modules. Currently, while each module and the topics covered are very interesting, relevant and informative, it feels a bit disjointed as a course, and I don't feel completely clear on what I should know by the end of the course.

Module 1

- Unfortunately I found this module difficult to engage with. I would suggest that it might be worth recording this module again if possible, as the low volume level, recurrent mispronunciations, and similar tone of voice throughout made it very challenging to concentrate on and digest the content being presented. I thought the videos were a good length. However, I noted some discrepancies in the slides (e.g. 1.1 Slide 10 errors in numbers in slides downloaded, but correct in video) and errors in punctuation etc. which might be worth reviewing.
- In terms of content, as a teacher I found module 1.5 the most informative, relevant and practical. I thought that several of the earlier modules felt like a series of short literature reviews, and although they pointed me in the direction of lots of very interesting publications, and appealed to me as an academic, I found the transitions between topics abrupt and was unsure that the learning objectives outlined were properly met. Similarly, I found the quizzes for modules

1.1 and 1.5 useful, but I found I hadn't retained the answers to the detailed questions asked in the others.

- I wonder whether it might be suitable to have this module positioned later in the course, as while it is informative, music is only brought in toward the end of the module. I think beginning with a module that's very practical and relevant to music teachers from the outset would encourage engagement.

Module 2

- I found this module to be interesting and informative. Overall I found the lecturers were generally clear and engaging, though there were some mispronunciations. There was no video of the lecturer in module 2.3 and I missed this (there is also a part where he is demonstrating the hand signs but you can't see him). I noticed some occasional typos in the slides, and some issues with the quizzes (e.g. 2.3 Q4 there are no statements included)
- In terms of content, I found that the module contained very accessible overviews of the pedagogical approaches of Orff, Dalcroze, Kodaly and Gordon, and I really liked the inclusion of additional materials and videos which demonstrated these. I thought each session met the learning objectives outlined at the start. However, I did wonder about the overall purpose of the module - is it purely to inform about these pedagogical approaches, or could there be another level about their relationship with inclusive pedagogical practices (maybe this will occur later in the course?)
- I found 2.5 to be very interesting, practical and well presented. I thought including examples of tech/software/tools towards the end was a great addition. However, it felt separate from the rest of the module (though I was expecting it thanks to the introduction video), and I wondered whether there was a way of linking/integrating the topics discussed in this module in a final session?

Module 5

- I found this module incredibly interesting and expertly delivered. There is such a wealth of useful information presented in this module, communicated in a very accessible way and engaging with it felt like a very beneficial use of my time. There is a clear relationship between the sessions in this module, the slides were varied, clear and engaging in design, and I enjoyed the addition of interactive tasks. The insights and practical examples given in relation to working with students with specific neurodivergences and sensory impairments are hugely helpful and I will definitely be incorporating them in my teaching. Congratulations!

I would recommend double-checking the quizzes at the ends of each session for typos (e.g. 5.1 the last question is numbered 1, not 5)

