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The use of the workbook and the methodological model of smart work in adult education

Wykorzystanie podręcznika i modelu metodologicznego inteligentnej pracy w edukacji dorosłych

Słowa kluczowe: inteligentna praca, podręcznik metodologiczny, edukacja dorosłych, nauka zdalna, e-learning.

Streszczenie: Niniejszy artykuł przedstawia podsumowanie prac nad podręcznikiem opracowanym w ramach projektu „Smart Working Office Training" (SWOT) stanowiącym znaczący krok we wdrażaniu inteligentnych metod pracy w edukacji dorosłych. Podręcznik ten powstał po dogłębnej analizie stanu wiedzy, badaniach desk research i badaniach ankietowych, przeprowadzonych przez instytucje partnerskie z Włoch, Francji, Turcji i Litwy, ze wsparciem eksperckim instytutu badawczego z Polski. Opracowany materiał ma na celu wyposażenie edukatorów w niezbędne narzędzia i strategie, aby skutecznie zintegrować inteligentne praktyki pracy ze środowiskiem nauczania. Podręcznik, zorganizowany wokół kluczowych rozdziałów, takich jak *Zrozumienie inteligentnej pracy, Podstawy technologii, Budowanie społeczności,* czy *Planowanie przyszłości*, zawiera wszechstronne wskazówki dla edukatorów oraz wspiera proces dostosowania się do zmieniającego się krajobrazu edukacji. Artykuł prezentuje wyniki ewaluacji podręcznika.

Key words: smart working, methodological handbook, adult education, remote learning, e-learning.

Summary: This article summarises the work on the handbook developed as part of the "Smart Working Office Training" (SWOT) project, representing a significant step in implementing intelligent work methods in adult education. This handbook was created after in-depth analysis of existing knowledge, desk research, and surveys conducted by partner institutions from Italy, France, Turkey, and Lithuania, with expert support from a research institute in Poland. The developed material aims to equip educators with the necessary tools and strategies to effectively integrate smart working practices into the learning environment. Organised around key chapters such as Understanding Smart Working, Technology Essentials, Building Community, and Future Planning, the handbook provides comprehensive guidance for educators and supports adaptation to the evolving landscape of education. The article presents the results of the evaluation of the handbook.

Introducing the SWOT project

In recent years, the field of education has witnessed a significant shift towards online and distance learning[1]. However, the global pandemic has accelerated the adoption of these methods, making them essential for educators and learners alike[2]. As we navigate through these challenging times, it becomes crucial to explore effective teaching methods that can be employed in online or long-distance teaching settings.[3]

The "Smart Working Office Training" (SWOT) project, which addresses new digital skills for low skilled adults, has been designed to empower educational institutions in implementing a novel model of adult learning. This model promotes the integration of smart working practices across all educational contexts, while also preparing educators to teach these practices as a subject matter.

The project represents a comprehensive set of methods and practices aimed at empowering education providers to integrate a new paradigm of adult education and training. This paradigm emphasizes the promotion of intelligent working approaches within all educational settings. As more adults are systematically trained in these emerging methodologies, their agility as workers increases, their employability as job seekers improves, and the businesses that employ them become more resilient.[4]

The collaborative efforts of four partner educational institutions from Europe and Turkey, within the SWOT project, have led to the development of a comprehensive product and knowledge environment. This includes the details of new tools and methodologies that are useful for the future of adult education. These new practices, which integrate intelligent working approaches, have been promoted both within the partner institutions and in the education they provide to adults, responding to the current needs of the labour market through innovative learning methods and pedagogical approaches.

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[1]   Li, D. (2022). The Shift to Online Classes during the Covid-19 pandemic: Benefits, Challenges, and Required Improvements from the Students' Perspective. *The Electronic Journal of e-Learning, 20*(1).

[2]   Morshed, A., et al. (2022). *Paradigm shifting of education system during COVID-19 pandemic: A qualitative study on education components*, Heliyon, Volume 8, Issue 12.

[3]   Hodges, C., Moore, S., Lockee, B., Trust, T., Bond, A. (2020). *The Difference Between Emergency Remote Teaching and Online Learning. Educause Review.* https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.
        The authors discuss how the global pandemic has led to a rapid shift towards online and distance learning, necessitating that educators explore effective teaching methods for these modalities. They distinguish between "emergency remote teaching" – the quick transition to virtual instruction during the pandemic – and more established "online learning" approaches.

[4]   Projects details on the Erasmus+ programme of the European Commission: https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-FR01-KA220-ADU-000085411 and the website: https://swot.euroentent.net/en/home/.

During the project's development, a methodological and promotional model handbook for adult education providers has been created. This handbook contains valuable information on the methodology used in each participating country, highlighting good practices, particularly around the concept of physical distance working environments. Additionally, the handbook provides recommended tools and practical instructions to support the implementation of SWOT activities, as well as a comprehensive validation kit.

The project brings together expertise from several organizations from France, a non-profit network supporting job seekers and company creators through realistic business simulation training methodologies; from Italy (PROMETEO), an adult education provider focused on labour policy, professional development and social innovation; from Türkiye, a foundation providing healthcare and education to vulnerable populations; and from Lithuania, an association disseminating best practices in entrepreneurship education.[5] Furthermore, to strengthen the international character of the project, the handbook was consulted with a Polish research institution: Łukasiewicz Research Network – Institute for Sustainable Technologies. Its Centre for Vocational Education Research and Innovation Management is a specialized, internationally renowned department in the fields of work pedagogy, andragogy, enterprise intellectual capital, organisational behavioural economics, and other scientific disciplines addressing human issues in the workplace. The inclusion of organization from Poland was justified not only by obtaining a professional analysis of the handbook but also by gaining an additional perspective on matters related to smart working. Poland is making progress in the use of digital technologies, increasing its ability to adapt to changes in the work environment, as indicated by the "Digital Economy and Society Index (DESI) 2022" report.[6] However, research conducted by the Polish Central Statistical Office (GUS) also indicates the dynamic development of e-learning and online training in Poland[7], which proves the increasing importance of distance learning in the country and contributes to the constant increase in the use of new technologies in the workplace, and intelligent approaches to work are becoming an integral part of the Polish educational and professional landscape. Experience from all the above countries contributed to the development of a comprehensive SWOT project manual.

This handbook was specifically developed to help create a "Methodological Model" to share effective smart working tools and recommendations. Through surveys, workshops, training sessions and consolidating partner experiences into National

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[5] The first version of the Handbook has been uploaded on Calameo: https://www.calameo.com/read/0073901942fa2ca925dd4

[6] European Commission, Digital Economy and Society Index (DESI) 2022 – Thematic chapters, European Commission, 2022: https://ec.europa.eu/newsroom/dae/redirection/document/88764.

[7] Główny Urząd Statystyczny, Obszar tematyczny, Edukacja, 2024: https://stat.gov.pl/obszary-tematyczne/edukacja/.

reports, this collaborative effort produced comprehensive guidance for adult education institutions looking to expand remote and hybrid learning options.

The handbook explores key topics such as understanding smart working concepts, essential technology, instructional design strategies, building online communities, supporting educator needs, empowering learner success, institutional policies and future crises management. Each chapter provides practical instructions, step-by-step recommendations and examples to put insights into action. By integrating diverse European perspectives, it offers a blueprint for resilience, continuity and enhanced access tailored specifically to adult education challenges and opportunities.

With a shared commitment to flexible innovation, the partners involved aim for this handbook to catalyse ongoing collaboration and knowledge exchange across the adult learning sector. As the workforce and educational landscapes continue evolving rapidly, equipping educators with robust smart working capabilities helps ensure learner outcomes and community impact flourish into the future.

Structure of the handbook

The Index of the handbook was created to equip adult educators with essential knowledge and instrument to work/teach online with learners, aiming to be particularly beneficial for adult educators:

Chapter 1: Understanding Smart Working

Chapter 2: Technology Essentials

Chapter 3: Instructional Design

Chapter 4: Building Community

Chapter 5: Educator Success Strategies

Chapter 6: Supporting Learner Needs

Chapter 7: Institutional Policies and Planning

Chapter 8: Future Planning

The decision to provide adult educators with a comprehensive handbook as a methodological model, structured around the chapters outlined, was a strategic and well-considered approach to support the effective implementation of the SWOT.

Understanding Smart Working

This introductory chapter is crucial in laying the foundation for the entire handbook. It ensures that adult educators have a clear and comprehensive understanding of the concept of "smart working," its underlying principles, and its significance in the context of contemporary adult education. By fostering this understanding,

educators can better align their teaching approaches and classroom practices with the objectives of the SWOT project.

Technology Essentials

In the digital age, technology plays an essential role in enabling and supporting smart working practices. This chapter equips adult educators with the necessary knowledge and skills to effectively leverage technology in their teaching and learning environments. It covers essential tools, platforms, and techniques that can enhance the delivery of smart working-focused content and facilitate seamless remote or hybrid learning experiences.

Instructional Design

Effective instructional design is paramount for the successful implementation of the SWOT project's learning model. This chapter provides adult educators with a robust framework for designing and delivering instructional content that aligns with the principles of smart working. It addresses key considerations such as learning objectives, content organization, assessment strategies, and the integration of active learning methodologies.

Building Community

Fostering a strong sense of community is crucial in any educational setting, particularly in the context of smart working, where physical distance and virtual interactions can pose unique challenges. This chapter offers guidance on how adult educators can cultivate a supportive and collaborative learning environment, leveraging both digital and face-to-face interactions to enhance learner engagement and create a sense of belonging.

Educator Success Strategies

The success of the project ultimately relies on the capacity and confidence of the adult educators who will be responsible for its implementation. This chapter focuses on equipping educators with practical strategies and best practices for personal and professional development, ensuring they are well-equipped to navigate the complexities of smart working-focused instruction and improve their teaching practices.

Supporting Learner Needs

Adult learners have diverse backgrounds, experiences, and learning preferences. This chapter provides guidance on how adult educators can effectively cater to the unique needs of their learners within the context of smart working. It addresses topics such as accessibility, inclusive pedagogy, personalized learning pathways, and the provision of appropriate support mechanisms.

Institutional Policies and Planning

The successful integration of smart working practices within adult education institutions requires a comprehensive and strategic approach. This chapter focuses on the institutional-level considerations, including policy development, resource allocation, stakeholder engagement, and the implementation of organizational-wide changes necessary to support the project's goals.

Future Planning

The project is not a one-time initiative but rather a catalyst for a long-term transformation in adult education. This final chapter looks ahead, providing adult educators with a forward-looking perspective on the evolving trends, emerging technologies, and potential challenges that may shape the future of smart working-focused adult learning. It equips educators with the tools and mind-set to continuously adapt and innovate, ensuring the sustainability and ongoing relevance of the SWOT project.

By structuring the handbook around these comprehensive chapters, adult educators will be empowered with a robust and holistic resource that will address the multi-layered aspects of implementing smart working practices within their educational contexts. This handbook serves as a valuable guide, enabling them to acquire the necessary knowledge, skills, and strategies to effectively integrate the SWOT project's methodologies, foster a culture of smart working, and prepare their learners for the evolving demands of the modern workforce.

The "Smart Working Office Training" handbook was also subjected to analysis by experts from the Łukasiewicz Research Network – Institute for Sustainable Technologies, specializing in the development and evaluation of educational materials. This analysis showed that the handbook serves as a comprehensive source of knowledge for adult educators, closely aligned with the mission and goals of the SWOT project. The structure of the handbook was well thought out and strategically designed to provide educators with solid and comprehensive support in implementing intelligent work practices in their teaching practice. Each chapter offers valuable information and practical tips, enabling educators to understand, adapt, and implement the concept of smart working in their educational environments. As a result of the analysis, the manual underwent a pilot phase.

Pilot phase, the participants

The handbook has been tested in three countries, Italy, Lithuania and Turkey with different audiences: in Lithuania participants from the Vilnius region were 27: 4 employees of the partner organisation, 20 representatives as educators, teaching adults in their educational institutions: Colleges, Universities, VET schools; 1 representative from the Lithuanian Science Council, 2 business representatives. In Italy from the Rome's region 21 respondents made the pilot phase: 15 adult

educator's teachers and trainers and 6 staff members from the association; in Türkiye were involved 37 teachers and trainers in adult and vocational education arriving from the Ankara region. In the future, the testing phase will be realised in France, in the Roanne and Lyon's region.

Participants were asked to answer and assess these different dimensions on the Methodological Model: the content, the overall quality, the usability, the attractiveness, the navigation, the accessibility and the user experience.

Lithuanian respondents, gave the 81.5% which provided a positive result (only 18.52% gave a not positive answer) and the answers offered a comprehensive and well-structured explanation for why adult education providers should be given a handbook as a methodological model as the document is designed to guide adult educators through the key aspects of integrating smart working practices into their teaching and learning environments. The answers highlighted how each chapter of the handbook addresses a crucial element of this transformation, providing adult educators with the necessary knowledge, skills, and strategies to be used during teaching in smart working.

Conclusions from the answers provided divided into categories

For the majority of the respondents, the content was clear and logical: the answers systematically explained the rationale behind each chapter of the handbook, providing a clear and coherent narrative that effectively communicated the importance and relevance of the proposed structure. All parts were clearly laid out and extensively described: The answers delved into the specific purpose and focus of each chapter, offering detailed explanations that thoroughly addressed the key elements and benefits of the handbook's structure. Everything was clearly stated, and each topic and subtopic was described in such a way that each educator had an understanding of what was being said: The answers demonstrated a deep understanding of the needs and challenges faced by adult educators, and they presented the handbook as a comprehensive resource that could address these concerns and empower educators to successfully integrate smart working practices. The most interesting – research results: While the answers did not directly reference specific research findings, they drew upon a clear understanding of the current trends and shifts in the field of adult education, particularly the accelerated adoption of online and distance learning due to the global pandemic.

The provided feedback on the answers offered a mixed perspective, highlighting both the strengths and areas for improvement in the presented responses. The answers were deemed to have systematically explained the rationale behind each chapter of the handbook, providing a coherent narrative that communicated the importance and relevance of the proposed structure. This suggested that the core content and structure of the handbook were well-received and understood by the reviewers (Tab. 1). However, the reviewers also expressed a desire for more examples

to be included, which could have enhanced the practicality and applicability of the handbook for adult educators. Interestingly, the reviewers also highlighted the length of the document, noting that the material may have been too long for practitioners. Exploring ways to present the information in a more concise and digestible format, potentially through the use of visual aids or interactive resources, could have been beneficial. One of the more constructive suggestions from the reviewers was to include a section or introduction addressing the "why" behind implementing the handbook within an organization. Providing a clear rationale and motivation for adopting the SWOT approach could have helped engage and inspire current teachers, who may have been the primary users of the handbook.

Table 1. Results of the handbook evaluation

		Very bad		Bad		Neutral		Good		Very good	
		No	%	No	%	No	%	No	%	No	%
1	the content	0	0	0	0	5	18.52	10	37.04	12	44.45
2	the quality	0	0	0	0	2	7.41	5	18.52	20	74.08
3	the usability	0	0	0	0	4	14.82	8	29.63	15	55.56
4	the attractiveness	0	0	5	18.52	5	18.52	10	37.04	7	25.93
5	the navigation	0	0	5	18.52	7	25.93	5	18.52	10	37.04
6	the accessibility	0	0	2	7.41	5	18.52	10	37.04	10	37.04
7	the user experience	0	0	0	0	0	0	7	25.93	15	55.56

Source: own study.

The reviewers' suggestion to offer more advice on how the handbook could be utilized was also noteworthy. Providing practical guidance and best practices for integrating the handbook's content and methodologies into various educational contexts could have significantly enhanced its value and usability for the target audience. The overall feedback indicated a positive reception of the theoretical foundations and the comprehensive nature of the responses. However, there was also a clear desire to see the content presented in a more user-friendly, interactive, and visually appealing manner, with a stronger emphasis on practical applications and real-world examples.

The results from the Italian pilot testing phase provided more in-depth insights compared to the overall survey findings. The recruitment of participants for the testing was carried out through a targeted selection process, ensuring the involvement of educators and key stakeholders. Over time, the Prometeo team was able to retain these external contributors, with the goal of engaging participants who could truly benefit from and apply the methodologies presented in the handbook within their work environments. This approach allowed the team to gather fresh

and objective perspectives from the pilot participants. The piloting activities were conducted remotely, and only 4 respondents out of the 21 participants provided non-positive feedback. The primary areas of concern were related to the usability and attractiveness of the handbook, accounting for 66.7% of the negative responses. The remaining 33.3% of the negative feedback focused on the content, accessibility, and overall user experience. This more detailed feedback from the Italian pilot testing provides valuable insights for enhancing the handbook's design, content, and user-centred approach. By addressing the identified areas of concern, such as improving usability, increasing visual appeal, and optimizing accessibility, the handbook can be further refined to better meet the needs and expectations of the target audience. The retention of a consistent group of contributors throughout the pilot testing also highlights the importance of building a committed user base, who can provide ongoing feedback and recommendations for continuous improvement. This collaborative approach ensures that the handbook remains relevant, user-friendly, and effective in supporting the adoption of the SWOT methodologies in real-world educational settings.

On the other hand, the positive results put into evidence the structure of all answers (Fig. 1).

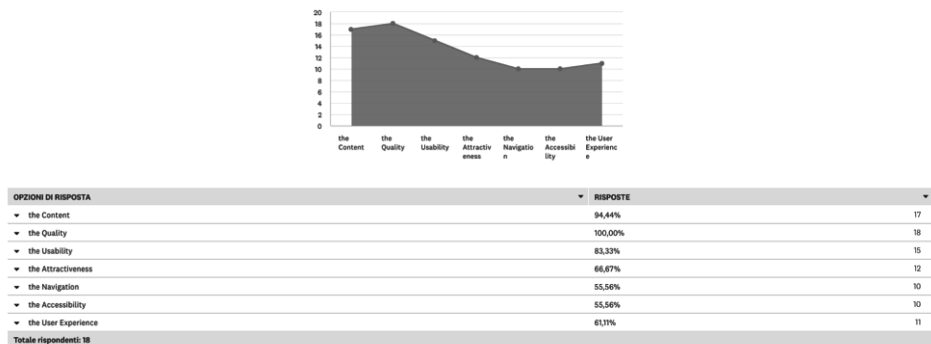Please click on each item if you rate them VERY GOOD or GOOD the mentioned features of the SWOT Handbook

OPZIONI DI RISPOSTA	RISPOSTE	
the Content	94,44%	17
the Quality	100,00%	18
the Usability	83,33%	15
the Attractiveness	66,67%	12
the Navigation	55,56%	10
the Accessibility	55,56%	10
the User Experience	61,11%	11
Totale rispondenti: 18		

Fig. 1. Rating of seven items of the Methodological Model in Italy
Source: own study.

Respondents have highlighted various aspects of the quality of the material (or resources) they need for and efficient teaching process in a smart working / distance learning environment:

1. **Clarity and Pragmatic Approach**: The clarity of presentation and pragmatic approach of the SWOT Handbook were highly regarded. Its effectiveness in enhancing efficiency and productivity in remote working was acknowledged. The handbook was perceived as an attractive resource due to its clear and practical knowledge, easily applicable in real-world scenarios.

2. **Organized Structure and Understanding of Users' Needs**: The organized structure of the handbook was well thought out and appreciated. It demonstrated a deep understanding of users' needs, implying that the layout and content were designed to cater to a user-friendly experience and efficient information retrieval.
3. **Ease of Use and Readability**: Respondents found the handbook to be very easy to read and use, emphasizing its accessibility and user-friendliness. This ease of use likely contributes to its practicality and effectiveness in aiding individuals in their job roles.
4. **Relevance to Job and Applicability**: The relevance of the content to their job was pointed out, indicating that the handbook provides information and tools directly applicable to their professional roles. This relevance adds substantial value to the product.
5. **Accessibility and Usability with Global Insights**: The accessibility and usability of the handbook were highlighted, along with appreciation for the analysis conducted in various countries. The inclusion of international perspectives was personally interesting to the respondents. Additionally, the collection of tools was praised for its quality and usefulness.
6. **Detailed Guidance on Digital Tools**: Respondents particularly valued the detailed advice on the use of specific digital tools provided by the handbook. This level of detail was seen as highly useful for practical implementation, especially appreciating the 'TOOLS' section for its valuable insights.
7. **Comprehensive and Well-Organized Content**: The respondents found the content to be comprehensive and well-organized, covering a wide range of relevant topics in remote working. The language used was deemed clear and accessible, making complex concepts understandable even to those with limited knowledge of digital technologies.

The pilot testing phase in Türkiye involved the participation of 37 teachers, who were gathered from a university in Ankara and a large secondary vocational and educational training (VET) school in the vicinity. The aim was to deliver the project outputs to a wider audience by engaging of these participating teachers and faculty members. In the evaluation survey conducted at the end of the pilot phase, the most prominent issues highlighted by the participants centred around the need for the methodological model's design to be more understandable and visually appealing. The cyber security sections emerged as the area that the teachers were most interested in, with a specific request for a more in-depth examination of personal data protection against cyber-attacks. Additionally, the participants expressed a desire to learn about the common challenges faced in the virtual environment and the experiences of people in other countries in addressing these problems. In response to these requests, the piloting session focused on improving the model and making it more visually attractive, rather than introducing new methodologies. Based on the feedback received, it was understood that the model was generally

comprehensible, and the content was well-analysed, ready for presentation, and ready for practical application (Fig. 2).
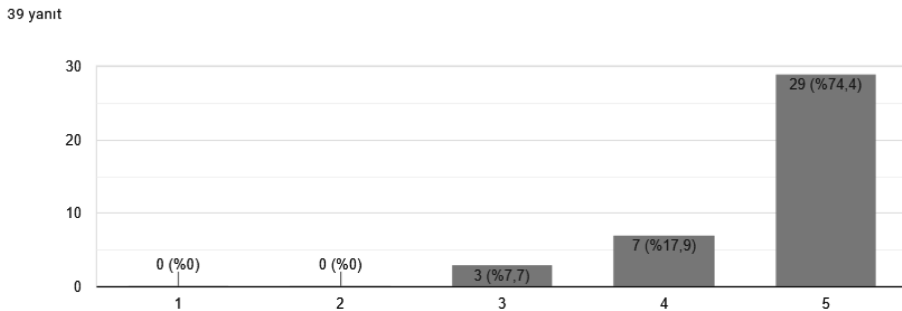

Fig. 2. Evaluation of the content of the SWOT Handbook in Türkiye
Source: own study.

This feedback from the Turkish pilot testing provided valuable insights for enhancing the visual design and user-friendliness of the methodological model, as well as the need to delve deeper into the critical topic of cyber security and data protection. By addressing these areas of concern, the model can be further refined to better engage and support the target audience of educators and faculty members in Türkiye and potentially in other educational contexts as well. The involvement of a diverse group of participants, including teachers from both a university and a secondary VET school, underscores the importance of reaching a wide range of stakeholders during the pilot testing phase. This broader engagement helps to ensure that the model effectively addresses the needs and challenges faced by educators across different educational settings and levels.

The content was appreciated by 92.3% and the quality was appreciated by 92.3% of the respondents. The usability of the Handbook was appreciated by 92.3% and the overall design of the document was appreciated by 84.6%. Only the 2.06% of the participants stated that the manual was not in line with their expectations. The accessibility of the handbook was appreciated by 89.7% and the user experience was appreciated by 92.3%.

Analysis of the assessment of Turkish respondents:
1. Request for More Country Practices: 10 people, or 25.6% of the participants, stated that they would like to see the inclusion of practices from more countries.
2. Aesthetic and Visual Improvements: 3 people, or 7.7% of the participants, suggested that the handbook could be made more aesthetic, visual, and colourful.
3. Request for More Applications: 3 people, or 7.7% of the participants, stated that they expect more applications in the future versions of the handbook.
4. Increase in Language Options: 3 people, or 7.7% of the participants, expressed the desire to have the handbook available in more languages.

The most prevalent feedback was the desire to see practices from more countries represented in the handbook, followed by requests for aesthetic and visual improvements, as well as the inclusion of more applications and languages. While a sizable minority (12.8%) expressed satisfaction with the handbook as it is, the remaining feedback suggests areas for potential improvement and enhancement to better meet the needs and preferences of the target audience.

Improvements based on feedback

The feedback gathered from the survey participants has highlighted the importance of enhancing the accessibility of the handbook. This points to a strong desire for inclusivity and the need to address the diverse needs and abilities of the target audience. By focusing on improving accessibility, the model can ensure that it can be usable and beneficial for all users, regardless of their backgrounds or capabilities. The key areas identified for improvement include enhancing the layout and interactive experience, incorporating video explanations, addressing varying familiarity levels, providing additional user tips, expanding the available materials and best practices, and acknowledging the current adequacy of the handbook. This multifaceted approach aims to create a more engaging, user-friendly, and comprehensive resource that caters to the needs of both novice and experienced users. By addressing these accessibility-related aspects, the model can become a truly inclusive and valuable tool for the target audience, empowering them to effectively navigate and utilize the content in a manner that suits their individual preferences and learning styles. In short, this is the list of the main points to consider when creating a methodological model for distance learning material and resources.

- Enhancing Accessibility: Respondents suggested improving the accessibility of the handbook to ensure it is usable by everyone. This points to a desire for in-clusivity and the need to address diverse user needs and abilities.
- Layout and Interactive Experience: Feedback indicated the potential for enhan-cing the layout and interactive experience of the handbook. This could involve optimizing the design to make it more engaging and interactive, potentially enhancing the user's overall experience.
- Incorporating Video Explanations: A suggestion was made to include explana-tory videos for the tools. This multimedia approach could provide a dynamic and visual way to elucidate the usage of tools, enhancing understanding and engagement.
- Addressing Familiarity Levels: Some respondents mentioned that the content might be more beneficial to individuals who are less experienced or familiar with the subject matter. Balancing the content to cater to both novices and experts could be considered to maximize the handbook's usefulness.
- Providing Additional User Tips: A desire for more user tips was expressed, imply-ing the need for additional guidance on effectively utilizing the handbook. This

could involve providing practical tips or instructions on navigating and using the resource efficiently.

- Expanding Materials and Best Practices: Respondents appreciated the handbook but expressed a desire for even more materials and best practices to be made available. Expanding the resources and incorporating a broader range of best practices could enhance the richness and depth of the handbook.
- Acknowledging Current Adequacy: Several respondents mentioned that they did not find anything specific to improve, indicating their overall satisfaction with the current version of the handbook.

The feedback provided valuable insights into potential areas for improvement, including enhancing accessibility, improving layout and interactivity, incorporating explanatory videos, addressing varying familiarity levels, providing additional user tips, expanding materials and best practices, and acknowledging the current adequacy of the handbook.

Insight on recommendations

The respondents have offered insightful recommendations regarding the Methodological Model, underlining the strength of a clear and simple approach that makes it highly recommendable, especially for those less versed in the subject matter. They emphasize the handbook's practicality and simplicity as compelling reasons for its use, recognizing its potential effectiveness.

Some respondents suggested enhancing the handbook's comprehensiveness through interactivity, like quizzes, to provide a more engaging learning experience. Despite minor concerns, they generally find the handbook useful and well-crafted, particularly considering the transformative shifts in work dynamics brought about by the pandemic. Acknowledging the evolving landscape, they appreciated the handbook's provision of relevant and insightful tips, considering it a valuable resource. The detailed list of tools within the handbook is commended, signifying its practicality in facilitating the implementation of methodologies. An important aspect highlighted is the centralization of valuable and practical materials within a single handbook, simplifying access to pertinent information. Overall, the feedback emphasized the handbook's utility and its potential to serve as a valuable resource in the realm of adult education, aligning with the evolving needs of the contemporary world.

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