



MOVE – ON: Professional Learning for Adults on the Move

Final Report

Public Part

Project information

Project acronym: MOVE-ON
Project title: Professional Learning for Adults on the Move
Project number: 510288-LLP-1-2010-1-GR-LEONARDO-LMP
Sub-programme or KA: Leonardo da Vinci Multilateral Projects
Project website: <http://move-on.exodussa.com/>

Reporting period: From 1/1/2011
To 31/12/2012

Report version: 1
Date of preparation: 28/3/2013

Beneficiary organisation: EXODUS S.A.

Project coordinator: Elena Avatangelou
Project coordinator organisation: EXODUS S.A.
Project coordinator telephone number: +30 210 7450300
Project coordinator email address: elav@exodussa.com

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Executive Summary

The present document is public part of the final report for the MOVE-ON research project of the Lifelong Learning Programme. The goal of the document is to present the project objectives and the approach followed by the consortium for the realisation of the research. The expected output of the project is also listed, along with the future plans and the contribution to EU policies. This document, combined with the confidential part of the report, constitutes the holistic picture of MOVE-ON at the end of the project's lifecycle.

The goal of the MOVE-ON project was to develop and demonstrate a new practice for adult lifelong learning and personal development based on widespread portable devices, to be consumed while on-the-move or at "non-places". The project's primary target users are adult professionals, active in social life, with the need to upgrade their professional skills, to acquire vocational education and expand or certify their professional knowledge.

The final product of the MOVE-ON project is a multilingual (EN, EL, BG, IT, HU) mobile learning application developed for iPhones, complimented by educational content available in all 5 languages above. The courses that have been developed focus on the topics: Project Management, Negotiations and Financial Management. Each MOVE-ON course consists of a series of 20 ten-minute episodes and is highly interactive as a result of a combination of informative and experimental elements (text, photos, animations, exercises, games, etc.). Courses end with a self-evaluation test, which leads the learner to a certification of successful completion. This new educational approach, the mobile learning application and the respective educational content was pilot tested and evaluated by users in several European countries.

The consortium comprises of a technology provider (EXODUS), who was the coordinator, developed the mobile learning application and educational content, and is the main exploitation partner; three academic partners (ALBA, COREP, ITD), responsible for designing the three courses, and the European Distance and E-Learning Network (EDEN), responsible for disseminating the project's results. Four European countries are represented directly in the consortium (Greece, Italy, Bulgaria and UK), while a broader geographical coverage is ensured by EDEN's reach towards its members and contacts, providing a strong European dimension, thus adding validity to the project's results.

Both the mobile application and the educational content developed within MOVE-ON were pilot used, tested and evaluated by users throughout Europe. A multi-step evaluation process involving more than 330 target users was adopted to assess the outcomes of MOVE-ON project, focusing on application usability, content quality, and the overall experience on the MOVE-ON Application. The methodology for the MOVE-ON assessment was planned on different stages: (a) a first Internal assessment made by partners not involved in the development of the system and of the contents; (b) a live demonstration and questionnaire filled by participants of the MOVE-ON workshop in Porto (Portugal); (c) an "Alpha test", item sampling and revision performed by 19 expert application reviewers identified within the partnership organizations; and finally (d) a pilot trial with more than 200 users, to which the system was delivered, together with an ad hoc web-based questionnaire to gather feedback (249 registered users, 119 questionnaires filled).

Conclusions of the evaluation steps confirmed the validity of the system; resulting MOVE-ON key strength factors have been: new, cool interface, fun to use, ease of use, special to mention its capability of responding to users' needs and interest for content, used most often on the move and powerful for learning enhancement.

MOVE-ON confirmed how in the anytime learning, the distinctive aspects of mobile learning are its mobility, the informally arranged context where participants can learn, and the interaction between learning and portable technology as driving factors that can promote

adult learning on the move and increase their motivation and willingness to adopt new approach and model in mobile learning.

Future plans of the project consortium include exploitation of the mobile application by providing services for content development and delivery over the cloud, and further dissemination of the existing educational content to attract more learners across Europe.

More information about the project is available at the MOVE-ON website (<http://move-on.exodussa.com>) and its Facebook page (<https://www.facebook.com/MOVEON.LLP>).

Table of Contents

1. PROJECT OBJECTIVES.....	6
2. PROJECT APPROACH.....	7
3. PROJECT OUTCOMES & RESULTS.....	9
4. PARTNERSHIPS.....	14
5. PLANS FOR THE FUTURE.....	15
6. CONTRIBUTION TO EU POLICIES.....	16

1. Project Objectives

Adult learners' re-entry into the learning environment in many instances requires a leap of courage, and yet their learning success is integral to the health of communities and the economy. These learners, whether busy parents, young adults or seniors who would like to stay professionally active, can only (re-)enter or stay in the workforce by becoming life-long learners.

Learning on-the-move holds a promise for providing opportunities for adults to stay in-line with their career, personal and educational goals, to keep pace with professional and societal changes and with the new formal requirements in the modern labour market. Learning at the "non-place" refers to learning which takes place in spaces of temporary, transient activity (such as airports, trains, waiting in queues, etc.), in general in time and place that would normally be mostly "downtime" for a person. On the other hand, the tendency of more and more adults carrying powerful portable devices provides a well-exploitable opportunity for learning.

The MOVE-ON project aimed at designing, developing, demonstrating and validating new vocational education possibilities ready to be offered on widespread portable devices in short episodes (max 10 minutes each) during "non-place" events with the goal to increase the overall volume of participation of adults in vocational education.

More specifically, MOVE-ON aimed at:

- Designing, developing and valorising a novel m-Learning pedagogical approach based on the recent developments in pedagogy which move away from the transmission, behavioural models and more towards the constructivist models (learning from experience) while place the active learner at the heart of activities.
- Developing and valorising an innovative and attractive all-inclusive mobile-learning system that will support acquisition of knowledge while on-the-move or at the "non-place" and offer self-directed personal development in new contexts.
- Targeting adult professionals from all over Europe, users of mobile & other portable devices (tablets) with multimedia reproduction capabilities, who lack free-time and are conscious about their educational needs.
- Designing and developing educational material (courses) that covers a selection of subjects and skills that demonstrate growing demand from employers across all levels of employees. This material will be easily adaptable for different portable devices and organized into smaller learning units, fitting the transient context of mobile use and the MOVE-ON pedagogy.
- Offering a multilingual service, as the system itself and the educational material are available in several languages (momentarily all of the partners' languages expandable to other languages later).

The ultimate product of the MOVE-ON project was a multilingual (EN, EL, BG, IT, HU) mobile learning application for iPhones with courses available in all 5 languages. The courses focused on the topics: Project Management, Negotiations and Financial Management. Each MOVE-ON course consists of a series of 20 ten-minute episodes and is highly interactive as a result of a combination of informative and experimental elements (text, photos, animations, exercises, games, etc.). Each course ends with a self-evaluation activity, which, if successful, results to a certification of course completion.

This new educational approach was tested and evaluated by users throughout Europe during the validation phase of the project.

2. Project Approach

The project consisted of three main phases:

- **RESEARCH:** During the first months of the project the consortium has conducted significant research in order to identify state-of-the-art practices and technologies on distance and mobile learning. Based on the results, a solid basis for subsequent project activities has been formed, ensuring the innovation and competitiveness of the proposed ideas. Upon this basis, the MOVE-ON mobile learning application and the content structure have been designed.
- **DEVELOPMENT:** The second project phase was the educational content and mobile learning application design and development phase. Scenarios (storyboards) for the three pilot courses were developed and the application user interface was designed. Each course (Financial Management, Project Management and Negotiations) comprises of 20 chapters and ends with a final exam that leads to the learner's certification. All three courses have been developed in 5 languages (English, Italian, Hungarian, Bulgarian, Greek). The mobile learning application has been developed for iPhones and is also available in the five languages mentioned above. It is available for free on the AppStore (<https://itunes.apple.com/gr/app/move-on/id547619891?mt=8>).
- **EVALUATION:** Based on the results of the first two phases the mobile application and respective educational content were pilot used, tested and evaluated by users throughout Europe. A multi-step evaluation process involving more than 330 target users was adopted to assess the outcomes of MOVE-ON project. According to focused project objectives, the main goals of the Deployment and Evaluation Plan have been focused on:
 - a. Usability and content quality of MOVE-ON Application (Content, Visual design, Navigation, Interactivity, Learnability, Motivation to learn, Interaction with tutor)
 - b. Experience on MOVE-ON Application (Overall Satisfaction, Factors defining Experience, Perceived strengths, Willing to adopt, Frequency of usage estimated).

The methodology for the assessment of the MOVE-ON system was planned on different stages:

- a. a first Internal assessment made by partners (ITD, EDEN) not involved in the development of the system and of the contents. In this first phase, they sent remarks and suggestions to correct mistakes or improve the usage of the system, that were then kept into account and implemented by the application and content developers (EXODUS, ALBA, COREP).
- b. A live demonstration and questionnaire to be filled by participants of the MOVE-ON workshop in Porto (Portugal). Feedback was collected from 70 participants.
- c. an "Alpha test", item sampling and revision performed by 19 expert application reviewers identified within the partnership organization. This step allowed some improvements in the system and the tuning for the pilot experiment design with real external users.
- d. a Final pilot trial with more than 200 users, to which the system was delivered, together with an ad hoc web-based questionnaire to gather feedback (249 registered users, 119 questionnaires filled).
- e. a final improvement to the system according to feedback collected in this assessment.

Conclusions of the evaluation steps confirmed the validity of the system; resulting MOVE-ON key strength factors have been: new, cool interface, fun to use, ease of use, special

to mention its capability of responding to users' needs and interest for content, used most often on the move and powerful for learning enhancement.

MOVE-ON confirmed how in the anytime learning, the distinctive aspects of mobile learning are its mobility, the informally arranged context where participants can learn, and the interaction between learning and portable technology as driving factors that can promote adult learning on the move and increase their motivation and willing to adopt new approach and model in mobile learning.

Horizontal activities, such as project management, dissemination, exploitation and quality assurance procedures, accompanied the project throughout its lifecycle, to ensure high quality of results, wide project visibility and sustainability after the funding period.

DISSEMINATION activities started from the beginning of the project. As a first step, the Consortium agreed on the dissemination plan containing the dissemination related definitions, description of concepts and approaches and their application in practice together with the collection of possible dissemination channels and tools. For supporting the planning, reporting and monitoring of these activities, a tailor made tool, the so-called Dissemination Graph has been developed by EDEN. This tool was a collaborative Google spreadsheet with a detailed overview on the dissemination activities, their timing and means provided to record impact indicators. The document was shared amongst and continuously updated by the entire partnership.

Mapping and engaging of the stakeholders were in focus of dissemination actions throughout the lifetime of the project. In the first year, the focus of the communication was on the general introduction of the planned outcomes among the stakeholders. In the second year, activities were focusing on the engagement of end-users and service providers in using the recently launched product, in order to support its sustainability. Promotional activities after the project closure, described in detail and reinforced by an exploitation agreement signed by all the partners, will be based on the utilisation of the partnership's network and will be built on the network of stakeholders who already expressed their interest. The main channels/tools will be the partners' websites, related social media (partners' and MOVE-ON page), online forums and events, conferences.

Main channels for the dissemination activities were:

- On-line presence:
 - MOVE-ON website <http://move-on.exodussa.com>
 - Partners' websites
 - Other thematic websites
 - Social media channels
- Promotional materials: leaflets, newsletters
- Press releases, publications
 - Partners' mailing lists and electronic newsletters
 - External mailing lists and electronic newsletters
 - Online journals
- Events: conferences, seminars

According to the market research (see MOVE-ON Business Plan part 4.2), the market of mobile learning applications is extensively growing, though, it is essential to find the effective channels to focus on the specific target groups of the newly released MOVE-ON application in order to make it visible among the mass of similar applications. The MOVE-ON Consortium set the foundation of this with the dissemination work during the project's lifetime and will sustain the operation afterwards following the guidelines of the Business Plan.

3. Project Outcomes & Results

In this section the achievements and results of the entire project per work package are presented. The consortium has managed to achieve all goals and expected results successfully, as these were defined in each work package. More specifically:

- **State-of-the-art research (WP2)**

The consortium performed a detailed analysis of distance and mobile learning services and applications and related research activities. Literature research on mobile centred learning theories and mobile learning initiatives has taken place, and existing cases in professional training have been analysed. The MOVE-ON educational model has been defined.

The educational model proposed by MOVE-ON aims at combining autonomous, self-instructed learning with the advantages of communication and tutor support over smart mobile devices. The overall goal is to utilise in the most efficient way the time adult learners (and more specifically business professionals) spend at “non-places”, i.e. time that would otherwise be lost without any value, by participating at mobile learning seminars that will help them acquire new skills and support their professional – career development.

The MOVE-ON educational model includes a number of short (10-minute) episodes per course. It is a “stand-alone” mobile application which the user downloads to his/her smart phone and then follows the pre-specified learning path (episode 1, episode 2, episode 3,..., episode 20) at his/her own discretion (total freedom in choosing the time and place of learning). Apart from the “theoretical” part of each episode, which is presented in the form of text and will not cover more than the 1/3 of the total duration of the episode, each episode also includes innovative and highly interactive features that efficiently demonstrate the theoretical notions presented, while keeping the participant’s attention and involvement at high levels. Each course concludes with a “course exam”, in which the participant should have a positive performance (exceed a predefined threshold in correct answers) in order to receive the “certificate of successful attendance” to the course.

Results are available in Del.2.2, “Pedagogy, scenarios and educational content design”.

- **Application and content design (WP2)**

Based on the MOVE-ON model, the consortium designed the overall mobile learning application. User roles and access rights have been defined, the MOVE-ON educational unit has been described in detail, the main application characteristics have been agreed and the functionality has been defined. Users comprise of learners, tutors, educational content providers and system administrators. Research on technologies to be used has resulted in the final system architecture and the selection of the target device (iPhone). User interfaces have been designed and the basic structure of each course has been agreed.

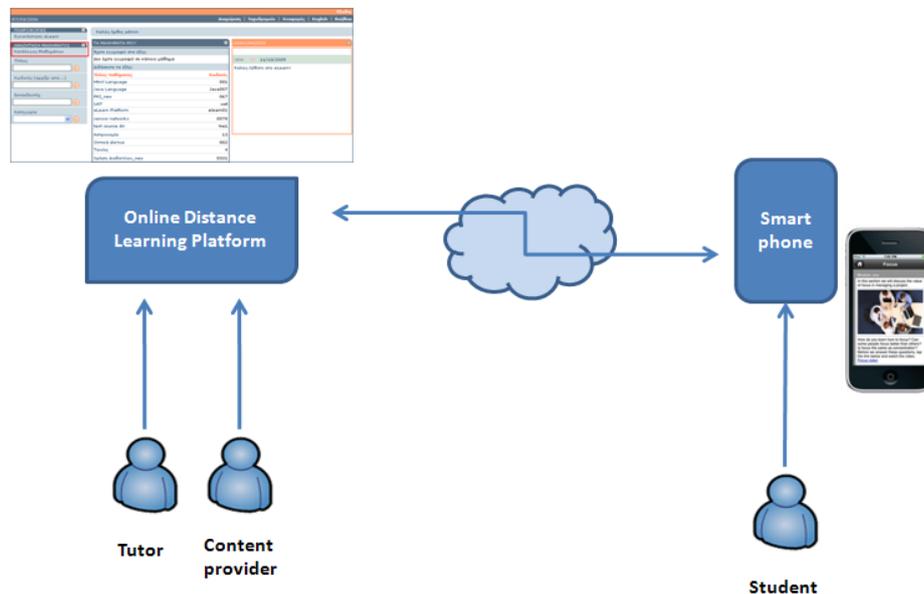
Results are available in Del.2.1, “Technical requirements and design”.

- **Content and Tools development (WP3)**

Based on WP2 results, the consortium developed the educational content and the MOVE-ON mobile learning application. As originally designed during the Architecture phase (D2.1), **MOVE-ON Platform and Tools** comprise of:

- (a) The **mobile learning application for iPhones**, which is the user interface for learners;
- (b) The Distance Learning Platform (DLP), which is the user interface for educational content providers and tutors.

The two components communicate over the internet. Educational material is downloaded from the DLP to the mobile application to be accessed by the learner. Learner profile and progress information is uploaded from the mobile application to the DLP.



The MOVE-ON mobile learning application is the user interface for learners, through which all MOVE-ON services are provided to the learners. All communication with the Distance Learning platform (DLP), where the educational material is developed, is achieved transparently for the learner. Some of the services provided require Internet connection, while others can be performed even when the learner is offline.

More specifically, the MOVE-ON mobile learning application provides the following services to the learner:

- My courses: Allows learners to access all downloaded educational content.
- Catalogue: Allows learners to access the online catalogue, view available educational material and select a course for downloading.
- News: Provides access to Announcements sent either by the Application Manager (general messages), or by a specific Course Tutor.
- Messages: Provides access to messages exchanged with Course Tutors.
- General: Provides information about the MOVE-ON project, access to the Application User Manual, and User Profile Management.

The second major outcome of MOVE-ON besides the mobile learning application are the **three courses** that were developed, i.e. **Financial Management, Project Management and Negotiations**. Each MOVE-ON course consists of a series of 20 ten-minute episodes and is highly interactive as a result of a combination of informative and experimental elements (text, photos, animations, exercises, games, etc.). Courses end with a self-evaluation test, which leads the learner to a certification of successful completion.

The objectives of each course are:

- Project Management: By the end of the course learners should be able to:
 - Develop a sound understanding of Project Management
 - Recognize the different phases and main characteristics of the Project Cycle Management

- Apply the Logical Framework approach
- Develop and apply operational tools for project design, planning and scheduling
- Negotiations: By the end of the course learners should be able to:
 - Develop a sound understanding of what the negotiation process is.
 - Analyse negotiation instances and prepare effectively for future negotiations.
 - Set concrete, reasonable, and useful aims in future negotiations.
 - Achieve good, and hopefully value creating, negotiation results in future negotiations.
- Financial Management: The objective of this course is to familiarize learners with the basic principles of finance theory and its main applications. After the completion of this course, learners are expected to develop a way of thinking that will enable them to:
 - Understand what finance is all about and what the financial objectives of the firm are
 - Explain the financial implications of the main activities of the firm
 - Understand the basic difference between accounting profits and cash flows generated by a firm
 - Distinguish the difference between the nominal value of an amount and its time value
 - Understand how financial markets work and what are the basic rules that follow
 - Understand the process of compounding and discounting and their applications in real life
 - Define risk of various investments (both real and financial) and learn how the required rate of return for investors is determined
 - Understand the basic principles of valuation for basic forms of investments such as bonds and stocks
 - Explain and use the diversification as a tool to cope with the risk of the investments
 - Understand what is the efficiency of markets and its various forms
 - Identify possible conflicts of interest between various groups of stakeholders of a firm (shareholders, managers, creditors)

The educational content was developed with the use of EXODUS Learning Management Platform. Animations were developed using HTML 5.0 in order to be accessible on iPhones. All courses were translated in the languages represented by consortium members (English, Italian, Greek, Hungarian, Bulgarian) and are available for download free of charge via the MOVE-ON mobile learning application.

The MOVE-ON mobile learning application can be downloaded free of charge from the Apple AppStore. (<https://itunes.apple.com/gr/app/move-on/id547619891?mt=8>). It is available in the five project languages (English, Italian, Greek, Hungarian, Bulgarian).

Results are available in Del.3.1, “MOVE-ON platform and tools” and Del.3.2, “MOVE-ON courses”.

- **Deployment, evaluation and assessment (WP4)**

The consortium has developed a thorough plan for pilot testing and evaluating both the mobile learning application and the educational content developed within the project. Based on this plan, all partners have involved end-users for the pilot phase, recruiting them both from their organisations and by extending a call through different channels (mailing, social networks, web sites, newsletters). These users tested the system in the English version and provided feedback for the assessment of the system. More than 330 target users were involved:

- 70 participants interviewed in preliminary Focus Group (Porto - June 2012);
- 19 Experts involved in the Alpha test (intermediate evaluation held in September 2012);
- 249 registered users for the pilot experiment downloaded the application from the AppStore (October – November 2012).

The evaluation methodology and the evaluation results are available in Del.4.1 “Deployment and evaluation plan” and Del.4.2 “Assessment report” respectively.

- **Dissemination activities (WP5)**

Numerous dissemination activities have taken place during the project. A very large number of people was reached via dissemination activities, especially during the second year of the project and mostly as a result of EDEN’s massive promotional campaigns, who was the Dissemination Leader. Most (and the most effective) dissemination activities focused on presenting the final system to the public. More specifically:

- Project website: more than 1.000 unique visitors during the project
- Facebook page: 77 followers of the page
- Newsletter and electronic material: sent to partners’ mailing lists, approximately 11.000 people in total
- Participation at events (conferences, workshops, etc), in total more than 1.000 people.

Results are available in Del.5.3, “Final Dissemination Report”. Dissemination material is available on the project’s website at <http://move-on.exodus.com>

- **Exploitation (WP6)**

Significant steps towards the exploitation of the project’s results have been made during the project. EXODUS, being the lead commercial partner of the consortium, has developed a business model through which the project’s results can be further exploited. EXODUS will provide services over the cloud for developing and delivering educational content over mobile devices. Target customers include mainly Educational Content Providers, being both educational institutions and private companies who wish to develop and deliver content privately to their employees. Of course, the scope of the project can be further expanded to include other target groups in the future, such as school students. EXODUS has already started approaching potential customers throughout Europe via its local offices in Greece, UK and Germany, and collaborating companies in other European countries and the Middle East. In order to broaden the target group, EXODUS will also develop the mobile application for Android and Windows smart phones.

The other partners within the consortium, being educational institutions or a network of interested stakeholders, will focus on disseminating the developed educational content to their wide number of students/contacts who did not participate in the project activities during the 2 years of funding. Each partner has a network of thousands of students / members, thus making it possible to disseminate the project’s results in the following years to an even larger number of people, than during the piloting, throughout Europe.

Results are available in Del.6.2, “Business plan and exploitation report”.

- **Quality assurance (WP7)**

A well-defined quality assurance methodology has been defined early in the project and guided the partners into delivering high quality results. Quality Assurance within the project has been implemented via the following steps:

- Implementation and update of standards and procedures to ensure the quality of project results (standard project templates, assessment of training methodologies and tools, standards, policies and directives);
- Definition of a Quality Group (QG) to manage the quality control of the project's activities and deliverables;
- Assessment of tools and criteria for quality control;
- Implementation of systematic checking to ensure that procedures and policies are being implemented (review of project progress every 2 months and review of project plan every 3 months);
- Risk assessment, set up of corrective actions and initiation and follow-up of preventive actions;
- Organization of internal audits.

Quality assurance of project results was assured by internal peer reviewing of all project results and deliverables and monitoring of KPIs as described in the Quality Plan (D7.1).

Results are available in Del.7.1, "Quality plan" and Del.7.3 "Final Quality Report".

4. Partnerships

The multi-linguistic and multi-cultural nature of Europe requires a consortium with a plurality of regions, like that of MOVE-ON. Development of mobile learning material and applications is truly a European issue as learning and professional training is a global need and such applications are of interest to all Europeans regardless of their origin.

The multinational character of the consortium ensured that different European cultural aspects were taken into account for the development of the service, the interfaces, the user environment and content. Both the application and the content have been translated into 5 European languages and have been tested by users throughout Europe supported by project partners, thus fostering pan-European acceptance of the final application. The need to support such multi-linguality significantly affected the overall design of the application, in order to facilitate content translation and development.

A significant number of end-users were directly involved in the testing phase of the Application (see results in WP4 deliverables). Based on their feedback on the final courses, the MOVE-ON Application has been further improved. Some of the end-users were engaged with MOVE-ON and expressed their interest in future collaboration.

Throughout the project's lifetime, the Consortium fostered building up connections with similar initiatives in order to exchange experience and support sustainability. The types of collaborations were: exchanging press releases, disseminating results on channels like project's mailing list, initiatives' websites and newsletters but also at smaller, focused face to face events (e.g. Links-up and FREE closing conferences). In some cases, e.g. in a recently launched project, DigiSkills, MOVE-ON research results (users' needs analysis and testers' evaluation) will be used as a support for their own research.

In addition, MOVE-ON partners have and will continue to exploit their links with the business or academic community they belong to, in order to support sustainability and exploitation of project results. Especially EDEN, as a European Network will support the formation of broader partnerships among consortium members and network members, and EXODUS, having a large network of potential clients will focus on commercial exploitation.

5. Plans for the Future

Significant steps towards the exploitation of the project's results have been made during the project. EXODUS, being the lead commercial partner of the consortium, has developed a business model through which the project's results can be further exploited. EXODUS will provide services over the cloud for developing and delivering educational content over mobile devices. Target customers include mainly Educational Content Providers, being both educational institutions and private companies who wish to develop and deliver content privately to their employees. Of course, the scope of the project can be further expanded to include other target groups in the future, such as school students. EXODUS has already started approaching potential customers throughout Europe via its local offices in Greece, UK and Germany, and collaborating companies in other European countries and the Middle East.

Future steps in order to maximise exploitation of results have been formally agreed by all partners in the exploitation agreement. These include:

- a. Developing the mobile learning application for other types of smart phones, i.e. using the Android and Windows operating systems.
- b. Developing the mobile application for other types of mobile devices, e.g. tablets.
- c. Adding services to the mobile application, based on user comments deriving from the pilot phase, and based on further market research and the existing competition
- d. Seeking potential for translating the user interface into additional languages
- e. Seeking potential for translating the educational content into additional languages
- f. Developing new educational content, in collaboration with existing and new content providers

The other partners within the consortium, being educational institutions or (in case of EDEN) a network of interested stakeholders, will focus on disseminating the developed educational content to their wide number of students/contacts who did not participate in the previous activities of the project. Each partner has a network of thousands of students / members, thus making it possible to disseminate the project's results in the following years to an even larger number of people, than during the piloting, throughout Europe.

Commercialisation and IPR issues have been discussed and agreed upon within the consortium and are subject to an Exploitation Agreement.

6. Contribution to EU policies

MOVE-ON contributes to the following long-term strategic objectives of EU education and training policies:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;

More specifically:

Making lifelong learning and mobility a reality

A mobile learning application allows anyone, anywhere, at any time to have access to educational material at a relatively low cost. Barriers to learning resources are removed, and adults on the move can use their free time for educational purposes. Lifelong learning, especially for adult professionals, becomes a reality in their own terms.

Improving the quality and efficiency of education and training

Use of new media and new content delivery channels for educational purposes can only help improve the quality of educational resources by making access to them ubiquitous. At the same time, learning at the “non-place” demonstrates the efficiency of mobile applications, as education and training can be included in any time within the day without location limits. Content is being transformed into short “episodes”, also increasing the effectiveness of educational material, since “less becomes more”.

