

ATLEC

Assistive Technology Learning Through A Unified Curriculum

"Pilot Plan"

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For further information related to the ATLEC project please visit:

The project website (atlec-project.eu);
Facebook page (facebook.com/ATLECPROJECT);
Twitter page (twitter.com/ATLEC_project/).

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Acronyms / Vocabulary

ACRONYM	EXPLANATION
AT	Assistive Technologies
Beneficiary /ies	The organisation (s) benefitting from the project outcomes, i.e. people with disabilities.
EACEA	The Education, Audiovisual and Culture Executive Agency.
FP7	The European Union's Seventh Framework Programme for Research (2007-2013)
ICT	Information Communication Technologies
LDV	Leonardo da Vinci programme - The programme links policy to practice in the field of VET. Projects range from those giving individuals the chance to improve their competences, knowledge and skills through a period abroad, to Europe-wide cooperation between training organisations.
LLP	Lifelong Learning programme - The Lifelong Learning Programme (LLP) supports learning opportunities from childhood to old age in every single life situation through different programmes as Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Jean Monnet, and transversal key activities.
PwD	People with Disabilities
SE	Special Education
VET	Vocational Education and Training
WP	Work Package

Introduction

ATLEC pilot plan provides the settings necessary to organise the pilots for the ATLEC project in Belgium, Greece, Italy and the UK. This document outlines the activities, schedule, and the required documents for each Pilot site (including also the supporting mentoring material for the Greek and Belgian pilot sites). A good and thorough planning of the pilot will ensure that the participating trainees and trainers identify and understand their roles and responsibilities, and focus on carrying out successfully the pilot development, testing, and deployment activities, in cooperation with the local partners.

The pilot plan addresses:

- the pilot objectives,
- the piloters identification and recruitment,
- the required resources,
- the risks and assumptions to be considered,
- the details on effectively running the pilots, and
- the provided evaluation tools to assess the successfulness of the pilots.

The exact steps to prepare for the pilot test, execute and evaluate it are also outlined:

- how long it will last,
- how we plan to communicate this initiative externally,
- what time commitments we'll need and from which staff members in order to support the pilot,
- technology resources that we'll use,
- how the pilot will impact existing processes and projects,
- what are the risks we might face,
- who to point people to for questions, concerns, etc.,
- what are the feedback mechanisms for piloters to use, and
- evaluation methods and findings' presentation.

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1. Planning a Pilot Test

The piloting (the flow is outlined in Figure 1) is a core aspect of the ATLEC project as it is the phase where the project’s outcomes will be tested and evaluated with the beneficiaries through hands-on experience. ATLEC project delivers:

- A complete curriculum, handbook and training material on ICT based Assistive Technology in English and adjusted to local pilot needs in the own language;
- An accessible, easy to use mobile platform where the beneficiaries can access information on ICT AT according to the user’s individual and employability needs. As such it is also training and educational software which is targeted to people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background. The application aims to support users in accessing relevant ICT AT information, while also using the training activities provided by the ATLEC curriculum in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development and enhance ICT AT knowledge, using this knowledge to their own benefit and thus supporting their employability and participation in the European labour market. Equally, this enhanced ICT AT knowledge will assist also those that wish to use them in a home or school environment.

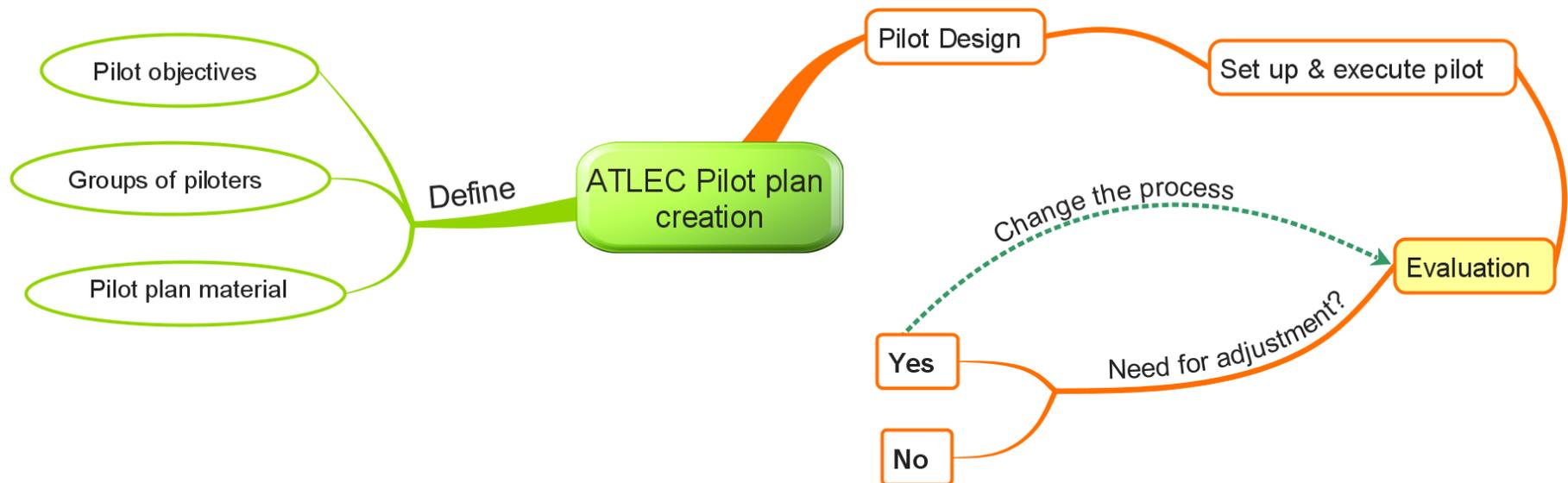


Figure 1: Pilot process flow

1.1. Piloting aims

The aims can be summarised as following:

- Pilot **test the ATLEC curriculum & training material** during pilots in Belgium, Greece, Italy and the United Kingdom. In each stage of the curriculum the learner can decide on the learning level related to the competence levels he/she wants to reach: an access level (easy-to-understand for beneficiaries with intellectual disabilities) a foundation level, an intermediate level or an advanced level. The learning outcomes of each stage or unit have been identified in the curriculum and have been crosschecked with local stakeholders and gatekeepers.
- Create **panels of 20 users per country** and **identify mentee/mentor couples in Greece and Belgium**. Mentoring is a personal developmental relationship in which a more experienced and/or knowledgeable person (mentor) guides a less experienced or less knowledgeable person (mentee).
- A concrete **review of qualitative & quantitative aspects of ATLEC's outputs** (curriculum, handbook, training course material, mobile learning application) from WP3.
- Production of **revised national versions of the ATLEC offline/online resources** based on the piloting results, adjusted to the needs of the local user groups. Based on a personal development plan, the learner can compose a concrete course from the modules to accommodate individual needs and become a protagonist of his/her own life as is required following the situational social model of disability.

1.2. Scope

The Pilot Scope section includes for each country a description of the following:

- The (retrieved or presumed) training needs of the participants and the expected learning outcomes;
- The parts of the curriculum that will be tested;
- The number of participants;
- The devices functions and technologies to be exercised during the pilot;
- The anticipated pilot test schedule;
- The duration of the evaluation period.

In addition, mentoring schemes will be set up in Belgium and Greece for piloters with disabilities (mentees) to provide them with direct experience/contact with the work environment (through the mentors). Expertise and guidance is provided here by PhoenixKM.

Each pilot site has to clearly answer these 3 questions:

- Why is the ATLEC piloting of interest in their own country?
- With who will they carry out the piloting?
- How will the piloting take place?

Details on this were discussed at the Bologna meeting in November 2012 and are captured below.

- **Each country will have 20 piloters**, while Belgium and Greece will set up in addition mentoring schemes with 5-6 mentoring couples as well.
- In **Greece**, some 20 users mostly with *mobility disabilities* will be involved; people with paraplegia and quadriplegia, mainly due to spinal cord injury, muscular dystrophy, cerebral palsy and multiple sclerosis. In addition, 5-6 mentor-mentee couples will be formed.

- In **Belgium**, 30 people have already been selected willing to take part in the piloting, whereas those that will be mentored (10) have also been shortlisted. The scope of the mentoring scheme will cover the phase from how to use the training material, to the use of ICT AT and its application in the working environment and the benefits to the potential employability. The piloters will be people with mobility impairments and intellectual and learning disabilities, involved through the cooperation with an end-user organisation which already provide similar trainings, but without using a structured curriculum or approach. Also voluntarily trainers will be piloting. The material will also be embedded in current practices of local organisations that already provide some training to people with disabilities.
- In the **UK**, 20 participants will be young adults and upwards (16+). Some parents and carers will also be included. The focus will be on people with intellectual and learning disabilities: OFS1 (Oak Field School Group 1) - 7 participants and OFS2 (Oak Field School Group 2) - 7 participants. The ATLEC curriculum will be integrated into the current Oak Field practices. Another group, the GHI focus group (6 participants), will also pilot it in addition to the aforementioned Oak Field one. Those piloters are in some cases employed and have various disabilities.
- In **Italy** the ATLEC curriculum and training materials will be piloted in the AT centre of AIAS and in other sites, such as schools and people's homes. Different groups and individuals have been identified and each situation is described as a different pilot according to the pilot requirements: Individual learners that are supported by the Centre following an assessment (10); A group of young people that take part in an independent living experience (4); The people which collaborate in the Living lab (7). The people participating in the pilots will be primarily people with motor and multiple disabilities.

It was agreed that a blended learning/training approach will be used in all pilot sites (F2F and online), to be defined case by case, thus meeting the requirements expressed by trainees and trainers.

2. Risks & Contingencies

The risk and contingency elements describe the risk factors that could prevent the pilot from being deployed successfully. Below is a list of all known risks associated with the development of the pilot components and the deployment itself. Such analysis is required in order to make a valid and solid risk assessment: which are actual risks (including probability it might occur) and how they will be addressed, while also providing feedback afterwards to see whether the risk occurred and how it was addressed.

Following main risks were already identified:

- Risks associated with implementing lifelong learning activities and how to sustain it afterwards: ATLEC will ensure the long term availability of its records (printed and digital material) and the free availability (download via Google Play) of the project's mobile application.
- Sharing of records and learner data: to avoid any issues, personal data collected at every pilot site will be anonymised by the local pilot coordinator, and will be stored and kept only in an original format with the beneficiaries' names by the pilot coordinator in one copy which can only be accessed by the local pilot site partner.
- Risks might include the pilot test being behind schedule due to various unexpected factors (e.g. unavailable mentors/mentees, health issues, unreasonable initial piloting timetable, etc.): due to the delay in availability of the training material (only available end of august 2013) the project requested and obtained a 2 month extension to ensure the piloting can take place for 5 months. In addition, local pilot site organisers ensured that enough people were selected to ensure we can have at least 20 participants per pilot site.
- Required hardware or software being unavailable or dysfunctional during the pilot session: although the pilot sites are already fully equipped with the hardware and software needed, failure incidents might occur (e.g. mobile devices and/or tablets may not function as expected, elongated project's application respond time, unavailability of mobile/tablet accessories needed by piloters to access the devices effortlessly, etc.) and will be dealt with first by the local pilot coordinator, and if needed by the responsible partner (UoA).
- Insufficient or uncertain human resources at pilot sites: every pilot site has ensured that required trainers, mentors and coordinators are available during the piloting. As such this will not pose a problem. Some examples that demonstrate how such resource stresses may occur:
 - o Trainees who need additional training before entering the piloting procedure: every pilot site is aware of the needs of every participant and will also ensure they are prepared in time. E.g. in Belgium some of the participants participated in a basic ICT skills training course so as to be able to participate also in ATLEC.
 - o Trainers with limited adaptation skills: pilot sites have identified several trainers, including some back-ups to support where and when needed.
 - o Dysfunctional mentor-mentee couples: the couple matching has already been started in Belgium and Greece ahead of the piloting to ensure these steps are not needed during the piloting, while also giving enough time to make modifications where and when needed.
- To be mindful of / recognise that time is an important factor: all pilot sites are aware that e.g. people with learning disabilities do not make linear progression and learn at different rates, piloters with

limited hand function will need time to set their assisting equipment in order to use the device/s, etc. Support will be provided by local experts where and when needed.

- Technical limitations of solutions reached or exceeded: although the mobile and tablet devices will be set in the best possible way in order to be accessible to each piloter, technical limitations may occur depending on the user's individualised needs and extra assistive equipment and/or software might be needed. All pilot sites have access to supporting equipment and software and will use it where and when needed.
- Poor local partnership working: even in the best organised pilot environment, difficulties in communication and/or collaboration amongst the trainers or the trainees may arise. It will be the task by the local pilot coordinator to identify these issues in time and address them as quick as possible.
- Unrealistic expectations: when goals are not set within the partners and end-users limitations/abilities, problems will occur. For this reason all pilots were set up in cooperation with the local pilot site coordinator, local end-user groups and their families.
- Application software not fit for purpose: the project's application may not reflect users' expectations (e.g. dysfunctioning, "noisy" digital environment, non-suitable design, etc.). These remarks and concerns will be collected to update the final version accordingly. A similar approach also applies for the curriculum, handbook, course content, and training material.

3. Pilot Plan Agenda

Following time schedule has been agreed upon:

- Piloting period: 1/6/2013 - 31/1/2014
- Pre-testing of the mobile application: June, July, August 2013
- Fine-tuning of all materials: July, August 2013
- Piloting: from September 2013 till end of January 2014

Table 1: Pilot timeline

	6/2013	7/2013	8/2013	9/2013	10/2013	11/2013	12/2013	1/2014
Piloting period	X	X	X	X	X	X	X	X
Pre-testing of the mobile application	X	X	X					
Fine-tuning of all materials		X	X					
Piloting				X	X	X	X	X

3.1. Who will be beneficiary in different pilot sites?

This section provides a summary of the profile of the target users who will participate in the pilot and also describes how these users will be identified within the partners' operational environment in order to engage them in the pilot. The overview of the piloting is the responsibility of DN, while the local pilot implementation is the responsibility of the local partners:

- PhoenixKM is responsible for the pilot site in Belgium.
- Oak Field School and GHI are responsible for the pilot sites in the UK.
- AIAS is responsible for the pilot site in Italy.
- DN is responsible for the pilot site in Greece.

Table 2: Pilot Sites' Beneficiaries Matrix

Pilot sites	Beneficiaries
UK	<ul style="list-style-type: none"> - Users with special educational needs - Students with multiple disabilities (mainly learning and intellectual disabilities) - Trainers and teachers - Family members
BE	<ul style="list-style-type: none"> - People with vision difficulties/blind - People with physical disabilities

Pilot sites	Beneficiaries
	<ul style="list-style-type: none"> - People with learning and intellectual disabilities - Trainers and teachers (including mentors) - Family members
IT	<ul style="list-style-type: none"> - People with motor and multiple disabilities - Children with special educational needs - Teachers and Family members might be involved on an as needs basis.
GR	<ul style="list-style-type: none"> - People with physical disabilities - Trainers and teachers (including mentors) - Family members - Personal assistants

3.2. Identification & recruitment of pilots

The actual identification of the pilots was completed by 1/2/2013 at all pilot sites. Each partner also completed the Pilot Participants Description Form (see Annex 3: Pilot Participants Description Form) and identify various assets during the piloting test: users id, age, gender, disability, ICT AT technology involved, training needs, piloting activities and way to deliver, materials to be used, ways of evaluation, etc.

The end-users selection needs to consider following issues:

- Carefully consider the approaches, according to individual needs.
- Outline how users will become aware of the pilots and understand their involvement (e.g. introductory meeting, leaflets, short introductory video, etc.). As an example we refer to the Belgian pilot site where a local end user organisation was involved and where a mailing was done to their members, as well as linked networks in the first half of 2013. As a follow up an introductory meeting was organised beginning of July with the involved trainers and mentors, while an introduction meeting is scheduled for 14 September followed by two weekly course meetings till end of January 2014.
- The pilot sites need to define any special training requirements and extra necessary resources that might be needed (e.g. ICT training might be needed for some of the participants, see linkage between unit 1 and the ViPi basic ICT skills training course material).

Finally, the pilot sites need to prepare a clear training schedule for all participants, indicating clearly when the sessions will take place, what preliminary knowledge is required, where the training will take place, when offline and online sessions will take place, etc.

3.3. Pilot Resources

For every pilot site, following resources are required to conduct efficient and effective piloting testing and evaluation:

- Training material

- Software: needed AT software for PC (screen reader, screen magnifying software, etc.), relevant apps for mobile and tab.
- Hardware: needed AT hardware for PC (Braille embosser, screen magnifier, large screen, etc.), beamer.
- Training handouts: printed course material.
- Internet and Mobile internet access.
- Supporting video material where needed.
- Human resources
 - Experienced trainers (background in working with people with disabilities, and in training).
 - Mentors for the Belgian and Greek pilot site who have preferably already experience in mentoring.

3.4. Setting up mentoring schemes (BE, GR)

In Greece and Belgium, mentoring schemes will be deployed. Mentoring is a one-to-one, non-judgmental relationship, in which an individual mentor voluntarily gives his/her time to support and encourage another, the mentee.

Mentoring is an organised relationship whereby partners must be carefully selected:

- it is governed by an explicit agreement between the parties;
- it is voluntary and each partner must agree to the choice of the other and be able to withdraw if the relationship fails to work;
- it is confidential between the parties;
- its main purpose is to serve the needs of the mentee.

3.4.1. Criteria for selecting mentors

Following criteria must be applied during the mentor selection process:

- He/she must understand that the role is advisory, an authoritarian style is not acceptable;
- He/she must show a firm commitment to training and development;
- He/she must have good communication and listening skills;
- He/she must be able to demonstrate a commitment to equal opportunities, especially if mentoring disadvantaged people;
- He/she must be able to commit for the complete duration of the mentoring programme.

3.4.2. Matching mentors and mentees

Following criteria should be applied for the matching process of mentors and mentees:

- Decide your criteria for matching beforehand, they will be important in the selection of mentors;
- Ensure that the criteria reflect the mentees' needs;
- Ensure that your application form gathers information relevant to these criteria;
- Ensure that you have all necessary screening procedures in place before starting recruitment;
- Perfect matches are rare – and mentees must understand this;
- The benefits of mentoring come mainly from the process, not from the contact with an 'ideal' mentor.

3.4.3. Training mentoring scheme

The training mentoring scheme should include:

- Guidance about what may be achieved and the setting of goals;
- Preparation for each stage of the process;
- Role play about: a) developing mentoring agreements, b) agreeing goals, c) mentoring meetings;
- What to do in the event of problems.

Following supporting documents are to be used during the mentoring process and have been placed in the annexes of the course content:

- Application Form – Mentors
- Application Form – Mentees
- Development of agreement/ contract of the activities of the mentoring couple
- Mentor/Mentee Agreement
- Action Plan for the work of the mentoring couple
- Confidentiality agreement

3.5. Ethical concerns

Every pilot site will need to address following aspects before initiating the pilots:

- Anonymity of participants: names will not be shared with other partners but will be replaced by user IDs and this to ensure absolute anonymity of the pilot participants. Only the local pilot coordinators will have the actual list where the user id will be associated with their actual name.
- Sensitivity of personal data: any personal data that is collected will be stored according to national legislation regarding data privacy.
- Parents' permission (mandatory concerning children and adults with severe learning disabilities).
- Other ethical issues: e.g. impact on lives both in and away from school, impact on families, etc.

Taking into consideration the above, every participant will have to provide a completed and signed ethical consent form (see Annex 1: Consent Form).

4. Pilot Evaluation

The implementation of the pilots aims at the measurements of the following elements:

- Soft skills measurement: via “Casper”¹ assessment tool (see section 4.1.1).
- Hard skills measurement: improved AT-ICT skills via “Observation checklist for trainees” (see Table 6: *Observation checklist for trainees*)

During the pilot evaluation process, it is necessary to establish the evaluation requirements, as well as specify, design and execute the evaluation. Problems have to be identified at an early stage so that they can be rectified at a minimum cost, while the quality of the ATLEC outcomes has to be compared against stated user requirements.

The following ATLEC outcomes are planned to be evaluated and tested:

- the ATLEC smartphone/tablet application,
- the ATLEC Curriculum, course content and training material,
- the ATLEC Handbook.

The two-fold evaluation process consists of:

- Evaluation of the learned
 - o Self-assessment at the beginning of the pilot (via).
 - o Curriculum content – what has been learned successfully, which sections were more challenging? (via Table 5: *Observation checklist ATLEC Curriculum, Training Content and Handbook - to be completed by trainees*).
 - o Evaluation of the functionality, reliability/availability, usability, security, performance, maintainability, and portability of the devices/apps (via Table 6: *Observation checklist for trainees*).
 - o Debriefing at the end of pilot to collect feedback and lessons learned
- Evaluation of the learning process
 - o Issues related to pilot test plan execution are recorded, e.g. changes in scope, schedule, resources, etc. (via Annex 2: *Pilot Template Reporting Form*)
 - o How was the curriculum delivered? (via Annex 3: *Pilot Participants Description Form*)
 - o Ensure that the objectives have been met (through open discussions between trainers-trainees/mentors-mentees)
 - o Validate the ATLEC’s outcomes (via Table 7: *Observation table for trainers per project outcome*)

4.1. Success Criteria

¹ Competence and Skills Progress Radar - CASPER: this assessment tool was developed in the context of the ViPi project (www.vipi-project.eu).

Using the below levels of progressions (*see Table 3*), the success of the pilots will be measured. In addition, based on the identified key outcomes/skills as defined in the course curriculum, it should be assessed how efficient the training material and content has proven to be.

Table 3: Levels of Progression for Assessment

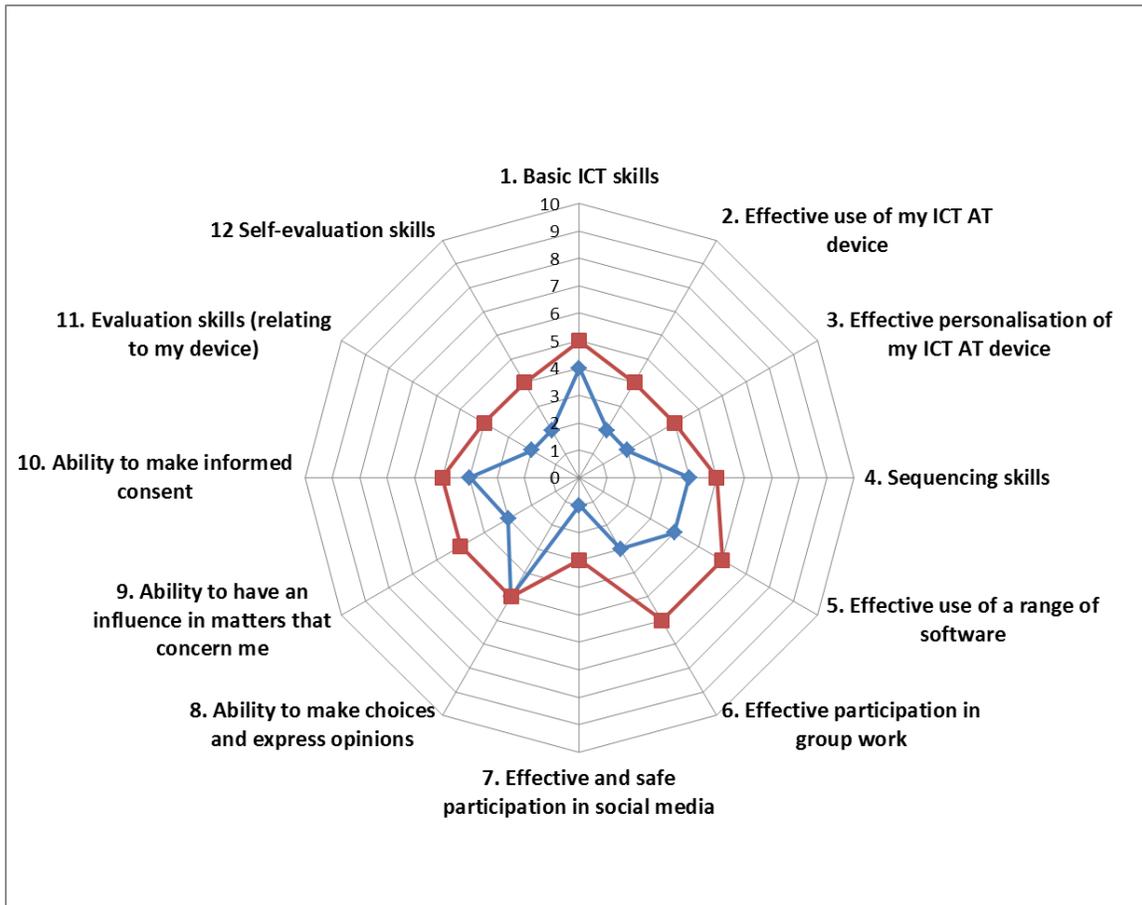
Levels of Progression	Level indicators	Level Descriptors
1. Introduction	Learners demonstrate low levels of interest, engagement or understanding.	Learners are introduced to the learning objectives. No evidence of active engagement in learning or understanding is demonstrated at this stage.
2. Awareness and Understanding	Learners demonstrate positive responses and show understanding at a basic level.	Learners begin to demonstrate that they understand the learning objectives and content of the unit. Learners demonstrate an awareness of how to progress and work towards achieving learning targets.
3. Engagement	Learners demonstrate consistent interest in the tasks set.	Learners show a positive interest in the tasks. Learners consistently engage with the tasks set and participate in learning activities.
4. Learning Intention	Learners demonstrate commitment and focussed attention on tasks set.	Learners demonstrate focussed intention to learn. Responding positively and give full consideration to tasks set.
5. Fully Supported Active Learning	Learners demonstrate participation in learning with full support and facilitation.	Learning is cooperative in fully facilitated learning. Participate in shared activities although responses or input may be supported by staff or other learners.
6. Partially Supported Active Learning	Learners demonstrate a higher level of participation in learning with less support.	Learners begin to be proactive in their learning. Learners respond to requests with minimal support or prompts.
7. Independent Learning	Learners demonstrate autonomy in with minimal or no support or intervention.	Learners apply knowledge, skills and understanding to tasks set. Learners are able to transfer knowledge, skills and understanding to cross-curricular activities.
8. Self-Directed Learning Development	Learners demonstrate a broader understanding of the concepts to go beyond the remit of the learning objectives	Learners to initiate learning by demonstrating interest in further research beyond the task set. Learners begin to set own learning pathways and targets.
9. Peer Support /Mentoring	Learners demonstrate sufficient levels of support and empathetic skills.	Learners apply own knowledge, skills and understanding for the benefit of other learners. Learners to recognise own capacity to adopt the change of role from learner to learning mentor.

10. Implementation	Learners demonstrate the potential to become experts or teachers in the field.	Learners to develop pre-professional learning pathways. Learners may set pathways and targets or learning objectives for other learners who require higher levels of support.
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The success criteria are both objectively measurable, as well as will have substantial subjective feedback. The tool to measure this will be the adjusted “Casper” skills assessment tools. See Worked Example for Casper Evaluation below.

4.1.1. Worked Example for Casper evaluation of learning progress

The Competencies and Skills Progress Radar	Column1	Column2
1. Basic ICT skills	4	5
2. Effective use of my ICT AT device	2	4
3. Effective personalisation of my ICT AT device	2	4
4. Sequencing skills	4	5
5. Effective use of a range of software	4	6
6. Effective participation in group work	3	6
7. Effective and safe participation in social media	1	3
8. Ability to make choices and express opinions	5	5
9. Ability to have an influence in matters that concern me	3	5
10. Ability to make informed consent	4	5
11. Evaluation skills (relating to my device)	2	4
12 Self-evaluation skills	2	4



Student A will study the ATLEC curriculum at access level. He has severe learning difficulties and fine motor limitations. He enjoys ICT lessons, though mainly as an observer, in which he uses a roller ball mouse and he has recently been provided with voice recognition software, which he has shown resistance to using. He is quiet and withdrawn, expressing choices and opinions at a basic level. He enjoys group activities but does not contribute to them much, preferring to observe.

His baseline assessment, in the first column of numbers, therefore reflects his clear intention to progress in ICT, without yet fully participating in activities in this subject. He has demonstrated that he understands what the voice recognition is for but is not engaged with it, or in personalising it to his needs. Whilst he shows focused intention in sequencing skills activities and questions, his lack of communication makes it unclear how well he understands tasks set in this area. As he seems nervous of new challenges, his interest in ICT means that he welcomes new software but is reluctant to try to use it.

His shyness means that he enjoys group activities but does not participate in them but watches from the edge with keen interest - this restricts his ability to influence activity. He can make his needs and opinions known, however and can make informed consent with support.

He appears to understand the concepts of evaluation and self-evaluation but does not engage in any related activity.

The second column represents the progress he has made by the end of the ATLEC project.

4.2. Test scenarios and test cases

Testing and review will follow the principles of an iterative quality circle, in that the initial version of the ATLEC curriculum, training material and mobile services provided will be thoroughly tested with users, revised in response to the testing outcomes and then reviewed once more with users and refined (as required) on the basis of feedback through the entire review process to result in optimised ATLEC outcomes.

The following sections provide tables of test scenarios to be implemented during the pilot evaluation.

4.2.1. ATLEC mobile application

Table 4: Test scenarios and test cases for the ATLEC mobile application - to be completed by trainees

Test scenarios	Test Case	Comments
Mobile Settings	Device settings for installations	...
Application Download	Download file from Google Play	...
	APK file transfer	...
Application Installation	Installation of application	...
General settings	Disclaimer	...
	ESC button	...
	HOME button	...
	Login/Logout	...
	Register	...
	Language selection	...
Accessing AT content	Wizard	...
	Free Search	...
	Personal profile questionnaire	...
	Update profile	...
	Perform profile based search	...
	View a list of favourite posts*	...
Read a post / article	Read local content	...
	Follow external link (EASTIN db)	...
	Follow external link to see a video	...
	Mark a post as a favourite*	...
Create/share content	Submit an article	...
	Submit a comment	...
	Upload a photo	...
	Upload a video	...
	Share a post / article	...

*Not available yet

4.2.2. ATLEC Curriculum, Training Content and Handbook

In this section we evaluate the outcomes of the ATLEC project that concern the written (digital & printed) documentation which aims to serve specific purposes for the piloters. For this reason, a list of pre-defined objectives/specifications has been established, together with instructions for measuring the success towards meeting each of these objectives. The piloters will be called to provide success/failure statement, also giving their comments (testing questions will be translated in local language).

Table 5: Observation checklist ATLEC Curriculum, Training Content and Handbook - to be completed by trainees

Outcome	ATLEC Curriculum, training content and handbook	
Pre-defined objectives	Measurement execution	Other Comments
Broad coverage of basic ICT AT Skills (only relevant for the Curriculum and Training content)	Assessing per-unit with core stakeholders	...
Accessibility	Is the content of the document fully accessible (assess with end-users with different disabilities)	...
Assessment questions (only relevant for the Curriculum and Training content)	Are they at suitable difficulty level? Do they cover the offered training content?	...
Completeness	Is level of detail for each document section, adequate? Any topics missing?	...
Understandability	Is level of detail adjusted to the target user groups? Is the language used appropriate for the target groups?	...
Localization (e.g. translation to local language)	Was the content in the local language understandable?	...

4.2.3. Observation checklist for trainees

Following observation table for trainees should be completed at the end of the pilot.

Table 6: Observation checklist for trainees

Statements	1: Strongly Disagree - 2: Disagree - 3: Neutral - 4: Agree - 5: Strongly Agree					Comment by researcher
Satisfaction with usability/accessibility features						
Statement	1	2	3	4	5	
1. ATLEC mobile/tablet portal functionalities						
1.1. I can download and install the ATLEC mobile application	1	2	3	4	5	
1.2. I can start the ATLEC mobile application on my device	1	2	3	4	5	
1.3. I can edit the settings of the application.	1	2	3	4	5	
1.4. I can browse through general ATLEC content	1	2	3	4	5	
1.5. I can access learning objects	1	2	3	4	5	
1.6. I can use the quick search and retrieve relevant results.	1	2	3	4	5	
1.7. I can make comments to available learning objects and these comments are then visible.	1	2	3	4	5	
1.8. I can identify and use interface components:	1	2	3	4	5	

Statements	1: Strongly Disagree - 2: Disagree - 3: Neutral - 4: Agree - 5: Strongly Agree					Comment by researcher
<ul style="list-style-type: none"> ▪ Dashboard button ▪ Synchronization button 						
2. ATLEC curriculum, training content and handbook						
2.1. Coverage There is broad coverage of basic ICT AT Skills (only relevant for the Curriculum and Training content)	1	2	3	4	5	
2.2. Accessibility The content of the document is fully accessible (assess with end-users with different disabilities)	1	2	3	4	5	
2.3. Assessment questions (only relevant for the Curriculum and Training content) The contents are at suitable difficulty level	1	2	3	4	5	
2.4. Assessment questions (only relevant for the Curriculum and Training content) The documents (Curriculum) cover the offered training content	1	2	3	4	5	
2.5. Completeness The level of detail for each document section is adequate.	1	2	3	4	5	
2.6. Completeness There are no topic(s) missing.	1	2	3	4	5	

Statements	1: Strongly Disagree - 2: Disagree - 3: Neutral - 4: Agree - 5: Strongly Agree					Comment by researcher
	1	2	3	4	5	
2.7. Understand-ability The level of detail is adjusted to meet the target user groups						
2.8. Understand-ability The language used is appropriate for the target groups						
2.9. Localization (e.g. translation to local language) The content in the local language is understandable						

4.2.4. Lesson Evaluation to be completed by trainer

The Lesson Evaluation form captures the progress of the trainee and must be completed by the trainer at the end of every session. The template has been included in *Annex 4: Lesson Evaluation*.

4.2.5. Observation table for trainers

Following observation table for trainers should be completed at the end of the pilot.

Table 7: Observation table for trainers per project outcome

Project Partner Name	
Name of Piloting organisation	
Piloted Outcomes	(e.g. mobile ATLEC application, Curriculum, Handbook, Course content)
Participant id	
Session number	
OBSERVATIONS:	
Engagement (1 = bored, 2=disinterested, 3 = neutral, 4 = engaged, 5	

= very engaged)	
Assistance given by trainer	
Appropriate (cultural, technological, language, developmental)	
End User comments (think aloud protocol)	
Other Trainer Observations – e.g. accessibility, usability, functionality, etc.	

Annex 1: Consent Form



Full title of Project: ATLEC - Assistive Technology Learning Through A Unified Curriculum

Signature & email of the piloter:

1. I confirm that I have read and understand the information sheet for my participation in the piloting test of the ATLEC project and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above pilot project.
4. I agree to the piloting phase being shoot or audio/video recorded
6. I agree to the use of anonymised quotes in publications

ID of Participant

Date

Signature

Name of Facilitator

Date

Signature

Annex 2: Pilot Template Reporting Form

Overview of what should be accomplished, facilitator's name, high level objectives of the Pilot test and month of implementation.

	RESPONSIBLE (Name/Surname)	COMPLETED BY... (PROJECT MONTH)									
		18	19	20	21	22	23	24	25	26	
PILOT TEST PLANNING											
Documentation and user guide for the pilots											
Develop educational materials											
A short presentation/ training course to trainers											
Training course or short user briefing (e.g. develop a PPT training course)											
PILOT TEST IMPLEMENTATION											
Identification of pilots											
Recruitment of pilots: a group of 20 users with disabilities to test the application in mobile phone devices and tablets											
User Preparation: Users training or briefing session for the materials developed											
Ask the users to run the application and feedback issues they identify											
Test the ATLEC curriculum											
List users in the pilot form (See Annex 3: Pilot Participants Description Form)											
Setting up mentoring schemes at workplaces (BE, GR): to provide pilots with direct experience & contact with the work environment											
REVIEW PILOT TEST RESULTS											
Pilot Evaluation											

	RESPONSIBLE (Name/Surname)	COMPLETED BY... (PROJECT MONTH)									
Count materials given out to trainers/trainees											
Educational sessions are conducted between trainers & trainees											
Educational sessions are conducted between mentors & mentees											
Survey trainees to assess their understanding of the importance of AT-ICT / Capture Feedback											
Findings' Report											
DECIDE HOW TO MOVE FORWARD											
Compile results in one report for final presentation											
Present results											
Provide revised national versions of the ATLEC offline and online resources in response to the results of the piloting											

Annex 3: Pilot Participants Description Form

Template of users' ID and functionality-related issues (to be completed by each partner pilot site, per user group or per individual user):

Pilot ID	User Group 1	User Group 2	User Group 3	User Group 4	User Group 5	...
Pilot participants (age, gender, disability)						
Assessment (place, date)						
Device assessed (smartphone, tablet)						
ICT AT technology involved/functions						
Training needs - to be defined together with the learner(s)						
Part of the curriculum that will be tested: ATLEC Learning outcomes + level						
Contents						
Activities and Way of delivery						
Materials to be						

Pilot ID	User Group 1	User Group 2	User Group 3	User Group 4	User Group 5	...
used/produced						
Test schedule/timing						
Way of evaluation						

Annex 4: Lesson Evaluation

To be completed by each partner pilot site, per individual user/piloter.

Group Reference: ...	USERID: ...	Date of session: ...	Session Number: ...	Subunit: ...		
Key: 1 = Strongly agree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree						
Statements		1	2	3	4	Comments
How well were the learning objectives met?						
How well did the participants engage in the lesson/activities?						
How suitable was the overall content to the participants?						
How well was the content personalised to the needs of individual learners?						
How suitable were teaching methods/strategies and resources?						
How well did the participants demonstrate knowledge/understanding from previous lessons?						
What went well? (Content materials, lesson plans, timings etc.)						

Were concepts understood accurately?					
What went well?					
Future improvements: Even better if...					