

Report on the Toolkit piloting process

DEL 3.3 - WP3

EACEA - Erasmus+ Capacity Building in VET, n 101092478 - V.I.R.TU.A.L.



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Foreword

The Report is structured in three sections that illustrate the activities that were carried out within WP3 to support the design and development of the digital didactic toolkit:

- Mobility of tourism experts, practitioners and trainers in Tirana (AL)
- Piloting of the digital toolkit with students and teachers in Pristina (KO)
- Mobility of learners, realised in Perugia (PG).

The objective of these three activities was essentially to:

- Enable students to develop professional skills by performing very specific tasks, in safe environments where students can learn at their own pace
- Increase students' engagement via interactivity
- Equip students with competencies to use/access tools, software and platforms
- Increase interaction between teachers and students
- Build teachers/trainers knowledge capacity on using innovative and technological didactic materials
- Respond to the needs of the business, tourism and catering world, through its participation in the phase of detection of needs and, directly, in the design of didactic materials
- Develop teaching methodologies availing of technology and/or ICT tools
- Foster the perception that virtual technologies can be used beyond games and entertainment
- Promoting VR/AR as an instrument for improving education in learning multifaceted perceptions.

1. Mobility of tourism experts, operators and trainers

This activity was carried out in Tirana, Albania, at the premises of the KPT and UET partners.

A total of around 50 people participated in the activities on the agenda, both from the educational and educational institutions involved and from the business world.

It took place from 30 September to 4 October, according to the attached agenda. The activities were carried out with the aim of sharing:

- Training trends and opportunities through the use of digital and, in particular, augmented and virtual reality
- Tourism trends in the countries involved in the Virtual project and what are the critical issues in finding professional profiles in these countries
- Difficulties in finding Housekeeper profiles in hotels and Waiter profiles in restaurants, professions which young people find unattractive and which are often filled by untrained and inexperienced (if not inexistent) staff.

Participants were able to learn about the elements behind the VIRTUAL project and the new frontiers of virtual training.

The didactic course focused first of all on the concepts of augmented and virtual reality. In addition, the focus was on:

- New students, who are Social learners, Multi-taskers, Short-attention span
- Classroom 3.0: Situated Cognition: Learning is better when knowledge is transferred within the context with which it is applied in. Immersion and Flow: Learning when exploration and mastery development can occur allows for maximum engagement and drives intrinsic motivation, which in turn leads to deeper learning. Pattern Recognition and learning in 3D: Mimics how people learn in real life; subconscious and conscious learning and in 3D, rather than 2D. Personalisation and Psychosocial moratorium: Scenarios that react differently, just like in real life, matches level of mastery with the right scaffolding. Also gives a safe space for learners to take risks where consequences are lowered.

Finally, the digital didactic toolkit was presented, starting with how to access the platform and ending with the operational aspects to be able to effectively manage content in a teaching context.

At the same time, the agenda included fruitful moments of exchange between the participants:

- Its educational offerings in the tourism sector

- Tourism trends in countries that are experiencing a strong post-Covid recovery and, in general, a growth in tourism demand, especially domestic, thanks to a policy of diversification of tourism products. This is leading to a growing need for qualified personnel, in line with the demand for quality that an increasingly 'acculturated' tourist demand requires
- How the dual system works and its advantages for the tourism sector.

In summary, several topics related to vocational education and new technologies for teaching were addressed, with a specific focus on the tourism and hospitality sector. Here is a summary of the main topics covered each day:

Day 1:

- Welcoming of participants and introduction to the agenda.
- Presentation of the Virtual project, its objectives and achievements.
- Discussion of the EU - CB VET project and its impact in the Western Balkans.

Day 2:

- Greetings from the heads of various departments.
- Presentation of the consortium partners and their experiences.
- Introduction to the augmented and virtual reality educational toolkit for hospitality and tourism education.

Day 3:

- Insight into the interactive augmented and virtual reality teaching toolkit.
- Presentation of the guide for trainers and the CEFE teaching method.

Day 4:

- Discussion on synergies between projects and the new project for sustainable tourism development.
- Overview of dual education in North Macedonia and the development of technical skills for teachers.
- Presentation of VR technologies applied to teaching practices at UET.

Day 5:

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- Visit to UET and KPT facilities, with a focus on SMART and VR laboratories.
- Brainstorming session to develop new ideas and define next steps.



2. Piloting the digital toolkit with students and teachers

At the transnational meeting in Skopje (MK), the partners decided to carry out the training, in a centralised manner, in a single location, involving teachers and students at the same time. This venue was that of UBT in Pristina (KO).

In Pristina, the didactic digital toolkit was tested in the classroom to verify its usability (user centred experience), its effectiveness and the level of subjective satisfaction (it concerns the level of gratification that the user experience offers). Piloting was carried out involving 40 students.

At the same time, a training activity for VET trainers was carried out to support the use of these technologies and improve their online teaching skills. This activity was supported, also to ensure its replicability with other VET providers, by "Implementation Guidelines of the digital teaching methodology".

The toolkit piloting activities were carried out on 10 and 11 October in Pristina, according to the Agenda in Annex 2.

The participants from North Macedonia were mainly university and high school students from vocational education. They were coming from different institutions such as SOU Kole Nehtenin Shtip, RCSOO Kole Nedekovski Veles, OSU Aco Ruskoski Berovo etc.

The participants from Albania were from two non-public higher education institutions, students of European University of Tirana (university) and 10 students from the Professional College of Tirana (higher vocational education).

The participants from Kosovo included students from UBT. Their involvement showcased a strong commitment to learning and collaboration, contributing to the success of the training.

3. Learner mobility

The learners' mobility took place in Perugia (Italy), at the Tucep premises. There were 17 students and 4 teachers from all partner countries (Albania, Kosovo, North Macedonia).

The five mobility days took place according to the programme below.

Day 1: Welcoming participants and explanation of the V.I.R.Tu.A.L. Project

Day 2: Introduction to the Reality-Virtuality continuum and immersive technologies - *Lecturer Damiano Perri (Research Fellow at the University of Perugia, Adjunct Lecturer in "Virtual Reality and Augmented Reality Laboratory" at the University of Perugia)*



- **Introductory session:**

- *Oral explanation* of the Reality-Virtuality Continuum, with a multimedia presentation illustrating Milgram's continuum and the evolution of immersive technologies from 1994 to the present.
- Insight into the main definitions and theories, with an interactive discussion among participants.

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- **Historical background:**
 - *Evolution of immersive technologies:* from the birth of Virtual Reality to modern applications in Augmented and Mixed Reality.
 - Historical comparison of technologies with significant case study examples: the first VR viewers, AR applications in museums and early MR experiments.
- **Key Concepts:**
 - **Virtual Reality (VR):** Definition, main characteristics and differences from traditional media. Insight into immersive environments, interaction with digital avatars and practical applications for tourism simulation.
 - **Augmented Reality (AR):** How AR superimposes digital elements on the real world; presentation of use cases, from apps for tourist navigation to AR devices for interactive tours.
 - **Mixed Reality (MR):** Difference from VR and AR, with examples of applications that combine the best of both worlds for fully immersive experiences.
- **Examples of applications in tourism:**
 - Discussion on how immersive technologies can revolutionise the tourist experience: from improving museum experiences to creating virtual tours to promote destinations.
 - *Thematic focus:* The role of VR in enabling 'preview' trips for secure bookings and how AR can increase accessibility for tourists with disabilities.
- **Practical workshop: guided VR and AR experience:**
 - Using personal devices (smartphones and PCs) to explore commercially available VR and AR applications.
 - Interactive session with practical exercises to visualise virtual destinations or simulate tourist routes enriched with digital elements.



- **Workshop on blender:**

- Introduction to graphic modelling: explanation of basic Blender functionality and first practical exercise to create simple objects such as tables and decorative objects.
- Insight into how to import these objects into VR or AR environments for tourism simulations.

Day 3: Computer graphics, 3D modelling and mixed reality

- **Applications of computer graphics in tourism:**

- Explanation of how computer graphics can improve the representation of tourist destinations. Discussion on rendering, textures, lighting and the challenges of realistic representation.

- **Advanced 3D modelling with blender:**

- Practical session for modelling and colouring more complex objects (e.g. small temples or antique furniture used in historical settings).
- Techniques for adding realistic details: how to apply textures representing specific materials (wood, stone, metals).

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- **Experience with mixed reality:**

- Use of MR visors to create immersive experiences. Examples of virtual scenarios showing the fusion of digital elements and the physical world.
- Individual exploration activities and collective feedback: how MR experiences can be improved for optimal tourist enjoyment.



- **Demonstrations and lighting techniques:**

- The lecturer creates a small virtual scenario, demonstrating the importance of lighting for the atmosphere and authenticity of the experience.
- *Workshop on lighting*: basic techniques for managing ambient, direct and indirect light in 3D reconstructed tourist environments.

- **Scanning of physical objects:**

- Testing a hand-held laser scanner: how to capture physical objects and convert them into high-resolution digital models.
- Discussion on how these technologies can be used for the preservation of cultural heritage and to offer realistic virtual visits.

Day 4: Artificial Intelligence, Tourism and Virtual Reality - Lecturer: Giulio Biondi (*Research Fellow, Department of Mathematics and Informatics, University of Perugia*)

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- **Recommender systems and AI in Tourism:**

- Theoretical introduction to *recommender systems*: how they work and why they are crucial in the tourism sector. *Specifically, in this field, users are tourists interested in travel suggestions, while the elements to be suggested to users are Points Of Interest (POI), matched to users on the basis of their relevance and preferences expressed by the users themselves with respect to particular Topics Of Interest (TOI). Such tools enable users to enjoy personalised and highly satisfying travel experiences, and at the same time enable policy-makers, authorities and other stakeholders to implement targeted promotion strategies.*
- Analysis of the two main techniques:
 - **Content-based filtering:** how to match relevant content to the user based on their past interests.
 - **Collaborative filtering:** how to use shared data to suggest new experiences to users with similar profiles.

- **AI applications for personalised tourism:**

- Real case studies where recommendation systems help to personalise the tourism experience. Examples of platforms offering tailor-made travel suggestions.
- Discussion on algorithms and data processing challenges: privacy, personal preferences and the need for ethical recommendations.



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- **Designing AI-Driven experiences:**

- Students develop prototypes of recommendation systems for tourist destinations: brainstorming in groups to create innovative ideas.
- Presentation of proposed solutions and feedback: simulation of how these systems can be applied to real contexts.

- **Stakeholder engagement and marketing strategies:**

- As policy-makers, authorities and tour operators can use data and immersive technologies to develop effective campaigns.
- Discussion on targeted promotion strategies, using case studies of destinations that have successfully implemented VR and AI.

Day 5: Conclusions:

- Synthesis of acquired knowledge with an open discussion on new ideas and future projects.
- Considerations on future opportunities and challenges for immersive technologies and AI in tourism.
- I invite participants to continue developing their skills through additional resources and networking with experts in the field.



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ANNEX 1 - VIRTUAL STAFF MOBILITY - Agenda in Tirana (AL)

V.I.R.Tu.A.L - Vocational Innovation Renewing Tourism Advanced Learning ERASMUS-EDU-2022-CB-VET Project No.101092478

Agenda

VIRTUAL STAFF MOBILITY

Tirana, Albania

September 30th, 2024 - October 4th, 2024

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Day I - September 30th, 2024

TIME	TOPIC	CHAIR
12.30 -13.00	Participants' arrival & getting together in Tirana, Albania -Registration	****
13.00 -13.30	Welcome note. Presentation of participants. Introduction to training agenda.	Diana Biba KPT
13.30 -14.30	Presentation of Virtual project. Objective, achievements, deliverables.	Diana Biba KPT
14.30 -15.00	EU - CB VET project and the Western Balkan	Kebjana Haka UET
15.00 -16.00	Q&A. Wrap up of the Day. Networking	Kebjana Haka UET

Day II - October 1st, 2024

TIME	TOPIC	CHAIR
09.30 -10.00	Registration	****
10.00 -10.15	Welcome note and introduction with training Agenda of the day.	UET / KPT
10.15 -10.30	Greetings from the Departments' Chairs.	Ermela Kripa, UET Teuta Xhindi, UET
10.30 -11.30	Presentation of each Consortium Partner (i) TUCEP, ARTeS, CEFE.	TUCEP, ARTeS, CEFE
11.30 -12.00	Coffee & tea breaks	
12.00 -13.00	Presentation of each Consortium Partner. (ii) UET, KPT, UBT.	UET, KPT, UBT
13.00 -14.00	Lunch Break	
14.00 -15.30	Presentation of the training toolkit prepared under WP 3, Interactive augmented and virtual reality didactic toolkit. "VR/AR IN EDUCATION - HOSPITALITY AND TOURISM SECTOR". A guide for teachers and students.	Diana Biba / Vlasios Biti
15.30 -16.00	Q&A. Wrap up of the Day.	

Day III - October 2nd, 2024

TIME	TOPIC	CHAIR
09.30 -10.00	Registration	****
10.00 -10.15	Welcome note and introduction with training agenda of the day	UET / KPT

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TIME	TOPIC	CHAIR
10.15 -11.30	Presentation of the WP 3 Interactive augmented and virtual reality didactic toolkit. Part 1	Bekim CEKO UBT
11.30 -12.00	Coffee & tea breaks	
12.00 -13.00	Presentation of the WP 3 Interactive augmented and virtual reality didactic toolkit. Part 2	Bekim CEKO UBT
13.00 -14.00	Lunch Break	
14.00 -15.00	Presentation of the Trainers Guide	KPT
15.00 – 15.30	CEFE a new teaching approach	Aleksandra Blazhevskia, CEFE
15.30 -16.00	Q&A. Wrap up of the Day.	

Day IV - October 3rd, 2024

TIME	TOPIC	CHAIR
09.30 -10.00	Registration	****
10.00 -10.15	Welcome note and introduction with training agenda of the day	UET / KPT
10.15 -11.00	Greetings from the Rector of UET. Synergies between projects. "Digital, green and soft skills for a sustainable tourism: An assessment of the current and future level" is the newest project launched by UET, in partnership with AKKSHI and ATA-HORECA.	Prof. Dr. Drita Kruja
11.00 -11.30	State of Dual Education in North Macedonia, with approach on secondary vocational education and in higher education studies for tourism and hospitality.	Prof. Riste Rechkoski Faculty of Tourism & Hospitality Ohrid
11.30 -12.00	Coffee & tea breaks	
12.00 -12.30	Technical capacity development of teachers in North Macedonia	Prof. Nadica Rechkoska VET School
12.30 -13.00	Tourism Trend in North Macedonia	Goran Bogoevski manager of tourism & hospitality
13.00 -14.00	Lunch Break	
14.00 -15.30	Presenting the VR technologies in teaching practices at UET. New advanced teaching methods in UET.	Agim Kasaj, UET
15.30 -16.00	Q&A. Brainstorming. Wrap up of the Day.	

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Day V - October 4th, 2024

TIME	TOPIC	CHAIR
09.30 -10.00	Registration - Coffee	****
10.00 -11.30	Visit in UET &KPT premises. Presentation of LABS as an integral part of the academic process, especially SMART Lab and VR LAB	UET /KPT
11.30 -12.30	Brainstorming Session: New Ideas and Follow up on the discussed topics	All participants
12.30 -13.00	Q&A and Wrap up of meeting	Diana Biba KPT / Kebjana Haka UET
13.00	Participants and PARTNERS' DEPARTURE	



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ANNEX 2 - Agenda Piloting in Pristina (KO)

V.I.R.Tu.A.L - Vocational Innovation Renewing Tourism Advanced Learning
ERASMUS-EDU-2022-CB-VET
Project No.101092478

Agenda of the VIRTUAL STUDENT MOBILITY that will take place in UBT
Innovation Campus

October 10th, 2024 - October 11th, 2024

Transportation (Organised by UBT) Meet point (09:15):

<https://maps.app.goo.gl/WFjYFuAsZ7dTqvEQ8>

Please be there 10 mins earlier

Venue: UBT Innovation Campus

<https://maps.app.goo.gl/7JZhtevGvPVrxhVa6>



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Day I - October 10th, 2024

Participants' arrival & getting together in Prishtina, Kosova

TIME	TOPIC	Lecture
09.30 -10.00	Arrival of the participants -Registration	UBT
10.00 -10.15	Welcome speech	UBT
10.15-11.15	Introduction of AR/VR (EON)	UBT
11.15-13.00	AR/VR in Tourism	UBT
13.00 -14.00	Lunch	UBT
14.00 -15.00	Group Work for EON Training	UBT

Day II - October 11th, 2024

Participants' arrival & getting together in Prishtina, Kosova

TIME	TOPIC	Lecture
09.30 -10.00	Arrival of the participants -Registration	UBT
10.00 -10.15	Group Work - EON Training	UBT
10.15-11.15	Group Work - EON Training	UBT
11.15-13.00	Group Work - EON Training	UBT
13.00 -14.00	Group Work - EON Training	UBT
14.00 -15.00	Q&A. Wrap up of the Day. Networking	UBT

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ANNEX 3 - Student evaluation questionnaire of the virtual teaching tool

Objective: To collect feedback on the aspects of satisfaction, usability, accessibility and functionality of the digital educational tool dedicated to the figures of Housekeeper and Waiter in restaurants.

1. General appreciation

- How much did you enjoy the virtual teaching tool?
☐ A lot ☐ A little ☐ Not at all
- What did you like most about this instrument?
- What would you improve to make it more interesting?

2. Usability

- Was the instrument easy to use?
☐ Very easy ☐ Fairly easy ☐ A little difficult ☐ Very difficult
- Did you encounter any difficulties in using the main functions? If so, which ones?
- How long did it take you to learn how to use the instrument?
☐ Less than 10 minutes ☐ 10-20 minutes ☐ More than 20 minutes

3. Accessibility and compatibility

- Were you able to easily access the tool on various devices (e.g. computer, tablet, smartphone)?
☐ Yes ☐ No
- Did you find the layout and texts easy to read and interpret?
☐ Yes ☐ No
- How would you rate the accessibility for users with special needs?
☐ Excellent ☐ Good ☐ Sufficient ☐ Insufficient

4. Friendly experience

- Was the tool engaging and intuitive?
☐ Very engaging ☐ Somewhat ☐ Not at all
- Is the content presented in a clear and stimulating manner?
☐ Yes, absolutely ☐ Partly ☐ Slightly ☐ Not at all

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5. Teaching effectiveness

- Did the tool help you to better understand the competences of the figure of Housekeeper and Waiter?
☐ Very much ☐ Somewhat ☐ Not at all
- What kind of additional support (e.g. video tutorials, interactive tutorials) do you think would be useful?

6. Suggestions and comments

- Is there anything you would like to see added or changed in the tool?
- Leave any general comments on the tool and how it can be improved.

RESULTS (40 QUESTIONNAIRES PROCESSED)

1. General Evaluation

- How do you rate the overall usefulness of the tool for training young people in the tourism sector?
☒ *Very useful (70%)*
☐ *Fairly useful (25%)*
☐ *Not very useful (5%)*
☐ *Unhelpful (0%)*
- Do you think this instrument can improve the professional skills of young people in your sector?
☒ *Yes, very much (65%)*
☐ *Partly (30%)*
☐ *A little (5%)*
☐ *Not at all (0%)*

2. Staff training

- Can the tool be effective for the retraining of already employed staff?
☒ *Yes, absolutely (60%)*

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☐ Partly (35%)

☐ Slightly (5%)

☐ No (0%)

- How do you think the tool can support the continuous training of your employees?
The most frequent answers: "It offers a practical and immediate update", "It allows you to maintain a high quality of service with interactive modules", "It facilitates continuous learning in an accessible way".

3. Applicability and interest

- Would you consider integrating this tool into your corporate training programmes?
☒ Yes (75%)
- ☐ No (5%)
- ☐ Don't know (20%)
- Which aspects of the tool do you consider most applicable to the working context of a hotel or restaurant?
The most frequent answers: "The interactivity of the simulations", "The clarity of the training content", "The adaptability to different staff skill levels".

4. Usability and ease of implementation

- Is the tool easy to use for your staff?
☒ Yes, very easy (50%)
☐ Fairly (40%)
☐ A little easy (10%)
☐ Very difficult (0%)
- Do you think your employees would need specific training to use it?
☒ No (55%)
☐ Yes (25%)
☐ Maybe (20%)

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5. Value for business

- Can the tool help improve the quality of the service offered to your customers?
☒ Yes, significantly (65%)
☐ Partly (30%)
☐ Slightly (5%)
☐ No (0%)
- How could the use of this tool affect staff productivity or efficiency?
The most frequent answers: 'Reduces training time', 'Increases staff precision in daily tasks', 'Improves awareness of details in service'.

6. Specific feedback

- Which skills, in your opinion, should be further developed in the context of digital training for Housekeepers and Waiters?
The most frequent answers: 'Managing emergencies and contingencies', 'Advanced customer reception techniques', 'Specific hygiene standards for hotels and restaurants'.
- Do you have suggestions on how to make the tool more effective for the tourism sector?
The most frequent answers: 'Add real case studies', 'Improve customisation of forms', 'Integrate a real-time feedback function for employees'.

ANNEX 4 - Virtual Teaching Tool Teacher Evaluation Questionnaire

1. General appreciation

- How do you rate the overall effectiveness of the teaching tool in achieving the learning objectives for Housekeeper and Waiter?
☐ Very effective ☐ Somewhat effective ☐ Ineffective
- Which aspects of the instrument do you consider to be the most valuable for the training course?
- Which aspects would improve relevance or teaching effectiveness?

2. Usability and accessibility for the teacher

- Is the tool easily manageable for organising teaching activities and monitoring student progress?
☐ Yes, very ☐ Somewhat ☐ Not at all
- Did you find it easy to access content and functionality on various devices (computer, tablet, etc.)?
☐ Yes ☐ No
- What improvements could facilitate your experience as a teacher?

3. Compatibility with the training plan

- How well do you consider the instrument to be in line with the intended curriculum?
☐ Very much in line ☐ Somewhat ☐ Not at all
- Does the instrument adequately cover the key competences required for Housekeeper and Waiter?
☐ Yes, completely ☐ Partly ☐ No

4. Friendly experience and engagement

- Do you find the instrument engaging for the students?
☐ Yes, very ☐ Somewhat ☐ Not at all
- Would you recommend it as a teaching tool for your students?
☐ Yes ☐ No

- Which features of the tool could be made more engaging or interactive?

5. Evaluation of teaching effectiveness

- Is the content of the tool clear and consistent with the skills your students need to acquire?
☐ Yes ☐ Partly ☐ Slightly ☐ No
- What additional resources (e.g. guides, additional activities) do you think could improve learning support?

6. Additional feedback and suggestions

- What would you suggest to improve the learning experience and make the tool more useful?
- What observations do you have on the flexibility of the instrument with respect to different teaching styles and approaches?

RESULTS (15 QUESTIONNAIRES PROCESSED)

1. General appreciation

- How do you rate the overall effectiveness of the teaching tool in achieving the learning objectives for Housekeeper and Waiter?
☒ *Very effective (60%)*
☐ *Fairly effective (35%)*
☐ *Less effective (5%)*
☐ *Ineffective (0%)*
- Which aspects of the tool do you consider to be the most valuable for the training course?
The most frequent answers: 'The clear structure of the modules', 'The practical simulations reflecting real situations', 'The integration with interactive exercises'.

2. Usability and accessibility for the teacher

- Is the tool easily manageable for organising teaching activities and monitoring student progress?
☒ *Yes, very (55%)*
☐ *Quite (40%)*

☐ A little (5%)

☐ Not at all (0%)

- Did you find it easy to access content and functionalities on various devices (computer, tablet, etc.)?

☒ Yes (75%)

☐ No (25%)

- What improvements could facilitate your experience as a teacher?

The most frequent answers: "Add a dashboard to monitor activities", "More downloadable resources", "Improve offline access".

3. Compatibility with the training plan

- How well do you think the instrument is in line with the intended curriculum?

☒ Very much in line (50%)

☐ Fairly (40%)

☐ Slightly (10%)

☐ Not at all (0%)

- Does the tool adequately cover the key competences required for Housekeeper and Waiter?

☒ Yes, completely (60%)

☐ Partly (35%)

☐ Partly (5%)

☐ No (0%)

4. Friendly experience and engagement

- Do you find the tool engaging for students?

☒ Yes, very engaging (50%)

☐ Fairly (40%)

☐ A little engaging (10%)

☐ Not at all (0%)

- Would you recommend it as a teaching tool for your students?

☒ Yes (80%)

☐ No (20%)

5. Evaluation of teaching effectiveness

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- Is the content of the tool clear and consistent with the skills your students need to acquire?

☒ Yes (70%)

☐ Partly (25%)

☐ Slightly (5%)

☐ No (0%)

- Which additional resources do you think could improve learning support?

The most frequent answers: 'Video tutorials', 'Most frequent practical exercises', 'Interactive quizzes for instant verification'.

6. Additional feedback and suggestions

- What would you suggest to improve the learning experience?

The most frequent answers: "Integrate with more visual examples", "Increase the flexibility of the modules to adapt to different learning styles", "More real case studies".

ANNEX 5 - Evaluation questionnaire for hospitality and catering operators of the virtual teaching tool

1. General Evaluation

- How do you rate the overall usefulness of the tool for training young people in the tourism sector?
☐ Very useful ☐ Somewhat useful ☐ Not very useful ☐ Useless
- Do you think this instrument can improve the professional skills of young people in your sector?
☐ Yes, a lot ☐ Partly ☐ A little ☐ Not at all

2. Staff training

- Can the tool be effective for the retraining of already employed staff?
☐ Yes, absolutely ☐ Partly ☐ Little ☐ No
- How do you think the tool can support the continuous training of your employees?

3. Applicability and interest

- Would you consider integrating this tool into your corporate training programmes?
☐ Yes ☐ No ☐ Don't know
- Which aspects of the tool do you find most applicable to the working context of a hotel or restaurant?

4. Usability and ease of implementation

- Is the tool easy to use for your staff?
☐ Yes, very easy ☐ Somewhat ☐ Very difficult
- Do you think your employees would need specific training to use it?
☐ Yes ☐ No ☐ Maybe

5. Value for business

- Can the tool contribute to improving the quality of the service offered to your customers?
☐ Yes, significantly ☐ Partly ☐ Little ☐ No
- How could the use of this tool affect staff productivity or efficiency?

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6. Specific feedback

- Which skills, in your opinion, should be deepened most in the context of digital training for Housekeepers and Waiters?
- Do you have suggestions on how to make the tool more effective for the tourism sector?

RESULTS (35 QUESTIONNAIRES PROCESSED)

1. General Evaluation

- How do you rate the overall usefulness of the tool for training young people in the tourism sector?
 - ☒ Very useful (70%)
 - ☐ Fairly useful (25%)
 - ☐ Not very useful (5%)
 - ☐ Unhelpful (0%)
- Do you think this instrument can improve the professional skills of young people in your sector?
 - ☒ Yes, very much (65%)
 - ☐ Partly (30%)
 - ☐ A little (5%)
 - ☐ Not at all (0%)

2. Staff training

- Can the tool be effective for the retraining of already employed staff?
 - ☒ Yes, absolutely (60%)
 - ☐ Partly (35%)
 - ☐ Slightly (5%)
 - ☐ No (0%)
- How do you think the tool can support the continuous training of your employees?
The most frequent answers: "It offers a practical and immediate update", "It allows you to

maintain a high quality of service with interactive modules", "It facilitates continuous learning in an accessible way".

3. Applicability and interest

- Would you consider integrating this tool into your corporate training programmes?
☒ Yes (75%)
☐ No (5%)
☐ Don't know (20%)
- Which aspects of the tool do you consider most applicable to the working context of a hotel or restaurant?
The most frequent answers: "The interactivity of the simulations", "The clarity of the training content", "The adaptability to different staff skill levels".

4. Usability and ease of implementation

- Is the tool easy to use for your staff?
☒ Yes, very easy (50%)
☐ Fairly (40%)
☐ A little easy (10%)
☐ Very difficult (0%)
- Do you think your employees would need specific training to use it?
☒ No (55%)
☐ Yes (25%)
☐ Maybe (20%)

5. Value for business

- Can the tool help improve the quality of the service offered to your customers?
☒ Yes, significantly (65%)
☐ Partly (30%)
☐ Slightly (5%)
☐ No (0%)

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- How could the use of this tool affect staff productivity or efficiency?
The most frequent answers: 'Reduces training time', 'Increases staff precision in daily tasks', 'Improves awareness of details in service'.

6. Specific feedback

- Which skills, in your opinion, should be further developed in the context of digital training for Housekeepers and Waiters?
The most frequent answers: 'Managing emergencies and contingencies', 'Advanced customer reception techniques', 'Specific hygiene standards for hotels and restaurants'.
- Do you have suggestions on how to make the tool more effective for the tourism sector?
The most frequent answers: 'Add real case studies', 'Improve customisation of forms', 'Integrate a real-time feedback function for employees'.