Testing Plan

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Testing plan

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ATTACHMENTS

OPEN SoundS

1. Description of the testing of the transfer

1.1 Intended Audience and Objectives

This document is intended as much to the project partners, as the end users, identified by the constitution, of networks transfer, directly involved in the testing of the platform OPEN Sounds. A learning environment designed and developed to allow a European network of students and teachers inside the educational system to produce and share music in remote communities within transnational virtual study

Il documento svolge dunque una duplice funzione: *interna* ed *esterna*

a) **interna**, in quanto costituisce strumento di coordinamento, tra i partner, nella fase di sperimentazione fase cruciale dell'azione di trasferimento;

b) **esterna**, poiché fornisce agli utenti, i vari Gruppi Pilota e T*arget group,* coinvolti nella fase ristretta e allargata della sperimentazione, le indicazioni e i materiali operativi per la concreto trasferimento a sistema della piattaforma OPEN SoundS e del suo potenziale educativo e formativo.

The document plays, therefore, a dual function: internal and external:

a) internal, as it constitutes an instrument of coordination between partners in the testing phase, crucial phase of the transfer;

b) external, since it provides to users, the various Pilot groups, and Target Group, involved, in the immediate and extended phase of the testingl, the information and materials operating for transfer in the system the platform OPEN Sounds and its potential.

The drafting of the document takes account of this dual function, using a mode of communication really informative and accessible to, end users, be they students, teachers or tutors organized into test groups (groups Pilot and Target grups).


The objectives of the paper are, therefore, attributable to:

- sharing of transfer actions between partners and users

- functionality with respect to roles and operations required for each actor in the trial articulated in its various stages.

1.2 Articulation of the testing phase

The testing phase embodied the core of the entire project and was addressed to *target groups* who represent three different sectors, the characteristics of which were analysed in the document dedicated to *Transfer networks*.

The three sectors, as already stated, are:

Area A: School	Area B: Vocational Training	Settore C: Tertiary Education
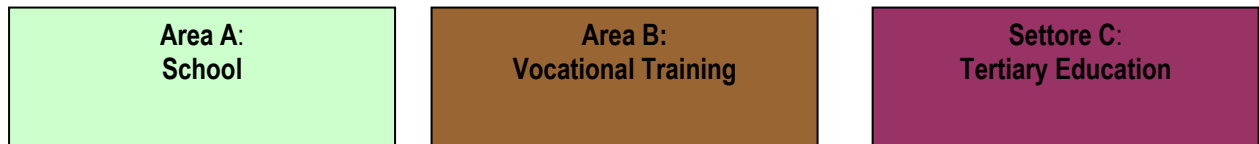
Each ***target group*** **acts as a nucleus of the transfer testing network** set up in the different activity fields and in the **three European countries partners in the project: Italy, Great Britain and Denmark**.
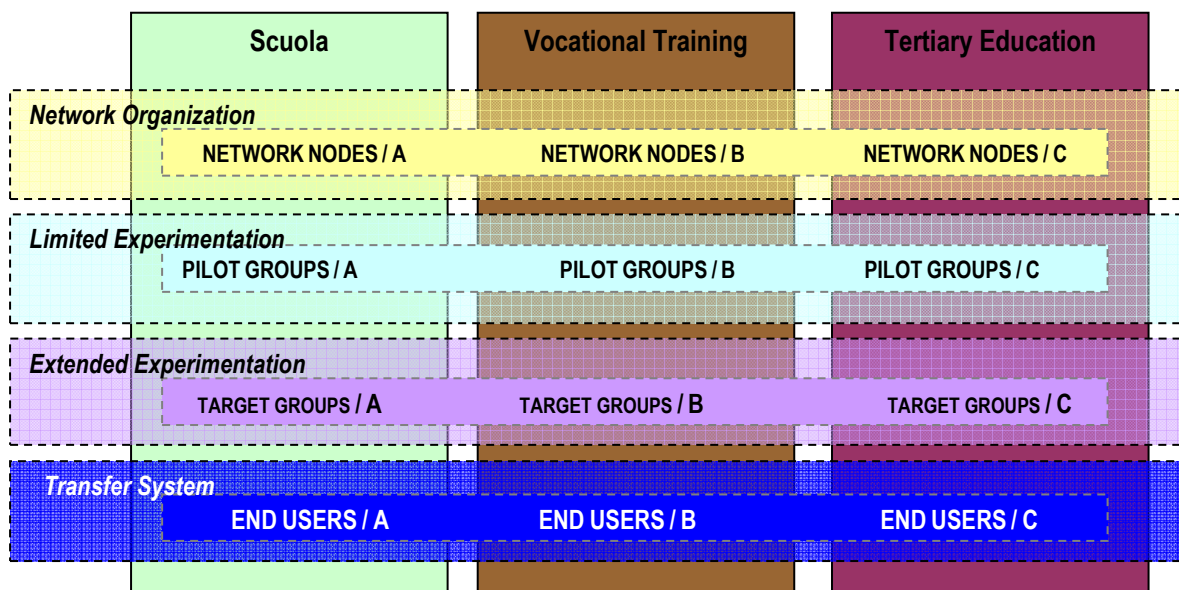
The test, as extensively illustrated already in the *Plan of the transfer activities* [p. 4], was split in two phases.
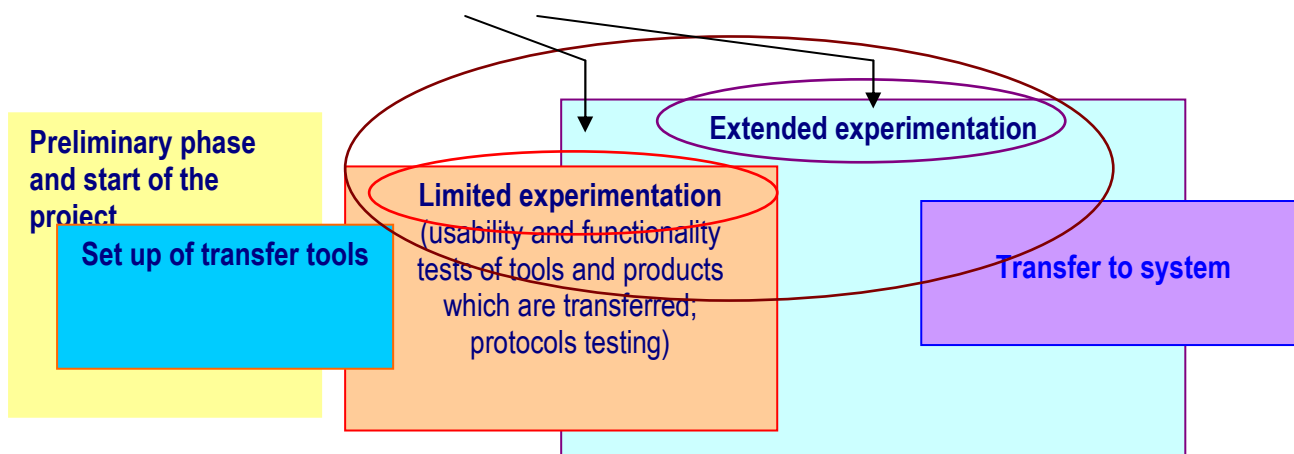
The **whole duration of the test was of 8 months**, 2 months of restricted testing and 6 of extended testing, as shown in the table here below:

sub-phases – duration [period]	Subjects involved	Targets
1) Restricted testing - **2 months** [15 Oct./15 Dec. 2009]	*Pilot groups* (restricted number of users)	**Focused testing of the various features of the platform,** as to contents, operational tools and processes applied
2) Extended testing – **6 months** [15 Dec. 2008/15 Jul. 2009]	*target groups* (representative of a variable number of users which fluctuates between the 2% and 10% of potential final users, depending on the boundaries of the transfer action	**Fully test the use of the platform** for a final transfer to system of the contents, tools and processes related to the use of digital sound technologies in the educational field

Each of the two phases was therefore characterized by its specific functionality: the scope was more focused (and thus more delimited) in the initial phase of the *restricted testing*, while it proved far reaching when moving on to the *extended testing*.

The overview of the phases and of the numbers of users involved in the testing activities, in different fields/areas of intervention, can show the articulation and the richness of the activities carried out,

To this end, the following is the detailed framework: *areas, phases, the number of network nodes by sector and by stage, the number and the typology of involved users, in the three main sectors of intervention and in the three countries partecipating in the testing activities.*

	Settore A: **Scuola**	Settore B: **Formazione Professionale**	Settore C: **Formazione Terziaria (Conservatori)**
organizzazione delle reti / nodi di rete →	**50 nodi in IT DK e UK** Scuole second. I° Licei Musicali Istit. Tecnica e Prof.essionali	**5 nodi** 5 centri di Formazione professionale	**7 nodi** 7 Conservatori
sperimentazione ristretta / gruppi pilota →	**12 docenti + 100 studenti** di ogni ordine e grado	**5 docenti + 80 studenti** di centri di Formazione Professionale	**7 Docenti + 70 studenti** di Conservatorio
sperimentazione allargata / target groups →	**50 docenti + 800 studenti in IT DK Uk** • 15 docenti e 150 studenti sc. sec. 1° gr. • 70 docenti e 650 studenti sc.	**20 docenti e 600 studenti** (Scienza del suono Media e Comunicazione)	**14 docenti +150 studenti**i Didattica della Musica e musica elettronica
trasferimento a sistema / utenti finali →	**10.000 studenti e i loro docenti** Tre il 5% e il 10 % degli studenti e dei docenti coinvolti nell'insegnamento della musica attraverso le TD nei tre paesi IT DK	**Formazazione professionale** **131 formatori** (100% dei formatori certificati) **970 studenti** (100% degli iscritti all'a.a. 2012/13) (10% ca di 2890 studenti formati in anni precedenti)	**Conservatori:** **docenti** (10% dei docenti di Didattica della Musica e di Musica Elettronica presenti nei conservatori) **studenti** (10 % degli studenti di Didattica della Musica e di Musica Elettronica presenti nei Conservatori)

More in detail, and then very briefly, as shown in the table above and, fully described in the document dedicated to the transfer networks, the testing phase is enlarged in the different countries and in the different sectors will be carried out as follows**.**

Italia

Educational sector

In this area in Italy, students and teachers involved will be:
In the first cycle of education, 7 Secondary schools (musical addressed), with the participation of 100 students and 7 teachers.
In the upper secondary school will involve the musical high schools and technical colleges in particular in this area will be involved **400 students from 23 schools and 40 teachers.** Overall, we estimated that in Italy, during the two phases of the trial, should be involved in creative activities developed in the platform an approximate number of **500 students**

As for the number of **potential end-users transfer activities**, **in the school sector**, this is identified and divided as follows:
:

➢ **72.108 students attending school in SMIM, i.e. music-oriented secondary schools of 1st order**

➢ **5.600 students attending the music high schools**

➢ **18.186 students attending the secondary school of 2nd order, i.e. generic high schools (4,938), technical institutes (921), professional institutes (438), institutes of the arts (600),** which, by offering additional training, have access to practical teaching/learning of music through digital technologies.

The entire transfer action is aimed at the **involvement of at least 10% of these students and their teachers.**

Vocational Training (The public vocational training system of the Lazio Region)

The system of public vocational training of the Lazio Region is reported as follows. **Every year the Lazio Region promotes 3-year Courses in vocational education and training (Percorsi Triennali di Istruzione e Formazione Professionale, IeFP)** – that, while providing a less theoretical educational path than scholastic ones, are tailored to better suit the working world as well as ensuring an adequate cultural background. The IeFP 3-Year Courses have vocational features and provide planned teaching, evaluation of proficiency, knowledge and skills, and specific laboratory activities.

With the current integrated system of vocational education and training the aim of the Lazio Region is to satisfy the choices of young people by proposing new vocational pathways open to the needs of the labour market.

In order to complete compulsory school (D.lgs. n. 226/05), middle (secondary) school-leavers can opt for the 3-Year IeFP Course to achieve professional qualification, as an alternative to the 5-year high school courses, or technical and professional schools.

At the end of three years, students achieve a nationally recognized professional qualification corresponding to the levels of the EQF (European Qualification Framework), and included in the 21 professional roles and indications established by the State-Regions Agreement of April 29, 2010.

According to the IeFP integrated structure, students can chose whether to switch from the IeFP system to the public vocational school one, or vice versa, even while at school, until they achieve their five-year diploma.

In this new framework the 3-year Courses effectively combine Education with specific Vocational Training and are a valid tool for completing education. **During the school year 2010/2011, 2.947 students from Lazio registered for the first IeFP 3-Year Courses**.

In 2011/2012, thanks to the new IeFP integrated training offer, if the enrollments are confirmed and besides the 2,964 registered submitted in July, 600 new registrations in September will be admitted.

To this number, 3.375 students enrolled in the first years of public vocational schools adhering to the supplementary integrated offer should be added.

Therefore in the school year 2011/2012 the Lazio Region will offer vocational training to 6,939 young people who have chosen professional regional qualification among those provided by the National List (Repertorio Nazionale).

The professional role/qualification in **the area of interest of the OpenSounds project is that of a Multimedia Electronic Operator**: among the technical professional competences gained after the 3-year course, are skills using software and basic gear for the editing of multimedia applications and the treatment of digital audio and video.

Based on detailed knowledge of the sector and the objectives of the project OPEN Sounds, has been so carefully set up a network that includes the involvement **of 5 vocational training centres including**:

- **3 located in the Lazio region (consistent with the directions of the project)**
- **1 in Northern Italy (Milan)**

- **1 in the South (Naples)**

This is the most important sector structures currently present in Italy whose involvement effectively allows us to create a network of hundreds of contacts, including faculty, current students and students who have attended in the past years, professional training facilities.

The following is a detailed description of the 5 vocational training centres that make up the network for the transfer of the project Open Sounds.

In the field of public vocational training (Lazio region) and the private sector were involved in testing 5 of the most important centers of professional training of our country.

In the testing activities will be involved **20 teachers** from disciplines such as Science of Sound Media and Communication, etc., and **600 students**.

The data in the table show that, due to activation of the network, can be contacted and activated in the Open Sounds testing phase a potential number of **970** students and indirectly about 2890 students, linked to the educational institutions involved in the network, and that in the Lazio region in the North and South of the country have the educational and professional profile needed to face the practices of collaborative creation of music proposed by OPEN SoundS.

A number of potential testers very interesting that could increase the spread and promotion of the project and its results in a very significant way

Tertiary Sector (Conservatories)

In the area of Tertiary education will be involved in testing activities 7 Conservatoires, 14 teachers of Didactics of the music and of Electronic Music and at least 150 students

In the advanced stage of transfer in the system, in this context, we plan to achieve:

• 10% of Teachers Didactics of the music and Electronic Music present in conservatories

• 10% of Students in Didactics of the music and Music Electronics present in the Conservatories

Danimarca

The Danish network testing, sees its target users in students enrolled in schools **Grundkursus Musikalsk MGK**. The Danish schools that currently offer a MGK (basic course in music), and are therefore considered in the transfer phase of the project OpenSounds, **are 15 collected in 7** centres of **Regional administration**.

During start-up of the experimental activities is estimated the involvement and participation of an approximate number of **200 students** with the necessary skills in the use of digital technologies and vocational training dedicated music at such centres. Students will be part of an age group ranging from 15 to 25 years and in relation to the type of skills required to be enrolled in secondary and post-secondary It expects instead the involvement of an increasing number of students in the course of the trial as well as a significant impact on the Danish system connected to the music.

This impact is expected to occur in the final phase of transfer of the shares of that in the next phase transfer system. In fact, one expects the involvement of at least **10% of students in the Danish educational system** have acquired special training in the field of digital music production.

Gran Bretagna

In light of the information regarding the testing plan presented in paragraphs 7.1.1 to 7.1.6, we estimate that the approximate number of participants during that phase will come to around:
1. . Primary Education (teacher training participation): N=20
2. Primary Education (real primary school context): N=40
3. Secondary Education (future qualified teachers): N= 24
4. Secondary School network (agreed testing network East London & East of England): N=40+
5. Secondary and post compulsory education: N=60+
6. Post compulsory education (sixth form college): N=30+

Therefore, we estimate that during the testing phase, an approximate number of N=210+ students will engage with the platform in the United Kingdom.

Out estimate for the transfer network in the United Kingdom is based on our past experience in large-scale research evaluations, and in line with the information provided hereabove. We expect to receive a positive response of 11% to 15% of the total number of institutions and individuals targeted. This has the potential to translate to approximately 3,500 to 5,500 students with an interest in music technology in the United Kingdom.

1.3 The testing phase within the project

The project relies on testing the task of monitoring / measuring in advance the functionality and effectiveness of the transfer of the project as a whole, which has among its objectives specific to

:
> "test training actions of remote music production and sharing within transnational virtual studio communities, aimed at supplying students, from the IFP systems in our partner countries and ours, with immediate and engaging tools to access key skills useful in the labour market of music or any related sector".

In particular, the goal was to test the extension of a model of informal learning, and its integration in a creative key, in educational paths/processes meeting the expectations of both the society of kowledge and information, and the individual educational and vocational needs of students"

To accomplish these targets the project hypothesized a transfer action specifically addressed to teachers and students attending schools of different ranking, as well as Artistic and Music High Schools and Universities, to test, through appropriate procedures, contents and processes apt to develop the above skills.

This implies in more detail for the students the opportunity to ::

a) use with expertise the software and technological applications dedicated to understanding their mechanisms of signification
b) experience / understanding omodes of interaction in the transmission and sharing of knowledge in social networking environments
c) develop the ability to operate in environments technologically advanced and team work within transnational
d) strengthen the sense of active citizenship through a collaborative practice that will involve a large number of young music fans of the partner countries
e) to enhance the ability , quality , opportunities and areas of transition into the labor market

And for teachers :

f) an opportunity to experience how to support and assist students in their learning processes of these environments
g) consider new paradigms , teaching , methodologies , tools, and resources related to the various stages of development experience related to sounds and music from an early age and throughout the whole of life.

To achieve these objectives, the project has suggested a transfer action is directed, in particular, teachers and students of various types and grades of the school, as well as the High Artistic and Musical Education, with which to experiment, through appropriate procedures, content and processes that develop these skills.

The path of the transfer of part of the function tests (given to a very small group of users) and then spread to the Groups Pilot, and Target groups organized in specific real-transfer networks

RESTRICTED GROUPS OF USERS AND FUNCTIONALITY TESTS.

While no specific skills were requested to be **eligible** for ***the functionality tests*** (only the basic knowledge of the Internet use), the teachers and students from the three above-described areas chosen to **form *the pilot groups*** were requested to possess basic, intermediate and advanced skills in the use of computers as well as in the musical and educational fields.
Said skills were entry-checked by submitting dedicated questionnaires and in any case had to ensure:

- High operational independence (namely technical) to be applied in the virtual training environments set up to test practices of music production shared through digital and network technologies;
- The ability to use *knowhow* from previous experience or achieved during testing activities, either in the music production strictly speaking or in activities supporting the *target groups* (monitoring and tutoring).

Finally, the composition of the *target groups* regarded the expectations as a whole, as determined on one hand by the creative, vocational, professional profiles (final or in progress) of the individual users and, on the other hand, by personal cultural background.
In any case, the groups composition had to allow and ensure a dynamic approach to the observation/analysis of training processes and the skills being used or acquired .

TARGET GROUPS AND EXTENDED TEST

The forming of the *target groups* for the extended test took in account the features of each sector and involved samples sufficiently representative of the different national realities which, although somehow standardized by the web, still preserve local and cross-local traits.
The creation of the *target groups* also had to regard a numerical consistency compatible with the operational tools set up for the transfer test andhad to prove, at the same time, vast enough percentage-wise, as to the final prospective user base.
The actual target of the transfer action was to reach the **10% of the hypothesized users of the transfer to system** coming from the three areas above mentioned:

SCHOOL SECTOR
VOCATIONAL TRAINING SECTOR
TERTIARY TRAINING SECTOR (AFAM)

TRANSFER TO SYSTEM

At the end of the test extended to the *target groups,* the "transfer to system and dissemination of the final results" phase will finally follow (phase 8 of the project) for a period of at least two years following the project's lifespan.

This phase, just started, will not only consolidate and enlarge the network already set up for the test, but will also launch new and more widespread networks to be promoted through new contacts and, in particular, through an increasing involvement of third parties interested in the testing (for instance the national network for quality and development of the Italian Music and Coreuta Schools), plus activating communication and distribution channels, such as pages about the project on Facebook or Twitter.

The tools supporting the dissemination and valorization action towards the system are extensively described in the **extensive and dedicated "Dissemination Plan" which supports the entire project's action.**

2. Transfer operational tools to support the Testing Activities

The main transfer operational tools were:

→ the *portal OPEN SoundS* [http://www.opensounds.eu], in all its areas and functionalities

→ the platform for collaborative and remote production of music accessible from the portal [http://www.opensounds.eu],

→ the multilingual Tools and Web Resources (tutorials, web resources, etc.) accessible in dedicated areas of the platform

→ testing networks of students and teachers created by the partners from the various countries, and the networks of interest linked to the project, found in the main web social networks (Facebook, Twitter, My Space, etc.)

In the following chapter, a dedicated paragraph clarifies the function of each tool within the project. This information is accompanied by pictures and examples of the possible uses.

As already pointed out in previous documents, the portal OPEN SoundS represents the inner core of the transfer to system of the innovative products and processes tested and validated with the Leonardo da Vinci MODEM project and the successive European projects which, in time, developed and extended the model and the products.

A series of web resources complete this tool, as for instance the database of the musical collaborative portals found in the portal http://www.opensounds.eu/practices: through these resources OPEN SoundS will address the user to broaden as much as possible the range of opportunities regarding training, self-training and shared elaboration/planning in the specific sector of *musical education,* constructively open to the roles new sound technologies can cover in the development of lifelong learning of general and specific key skills.

2.1 The portal OPEN SoundS

The portal OPEN SoundS http://www.opensounds.eu, **accessible in Italian, English and Danish**, is the core of all the implemented processes, models, products and activities. Through the portal Open Sounds, students and teachers can:

- enter a virtual training environment dedicated to the production of music in a collaborative, remote and transnational key;
- collaborate with the first Network of European students created to make and share music remotely in an educational system;
- to access training and sources of information, so as to master with awareness and strategic approach both music and web digital technologies within an educational and vocational framework.

La struttura

The structure is arranged in four areas with distinct features:

1. **Project**: institutional information on the OpenSounds project, addressed to general visitors of the website; the area also includes a detailed description both of the targets of the project and the partners involved.
2. **Community**: a space dedicated to the users of the website, focused on creating and showing the public a *community* of students and other subjects who cooperate transnationally; the area also interfaces with Web 2.0 tools to create a multiplication effect of the channels, useful for dissemination purposes.
3. **Collaborate**: the core of the portal is the area allowing access to the collaborative platform dedicated to remote and transnational music production and to the construction of a European network of tester and user students attending primary, secondary and high schools and the public and private vocational training systems.
4. **Know How**: databases of helpful information for the users are accessible from here, as, for instance, databases of the main collaborative music portals found worldwide on the web or of the best practices in music and digital technologies many sectors, ranging from education to research, the development of new software, etc.; outcomes of European projects in the field of music digital technologies.

The complete scheme of the Portal's navigation menu in the English reference version is the following:

Project Area

The navigation menu of this area allows access to the following sections:

- **Studies and research; Transfer; Test; Valorization; Partners**

Community Area

From the Community Area access is possible to sections:

- **Members; National Networks; Web 2.0; News**

Collaborate Area

From the Collaborate Area access is possible to sections:

- **Virtual Studio Community; Tools**
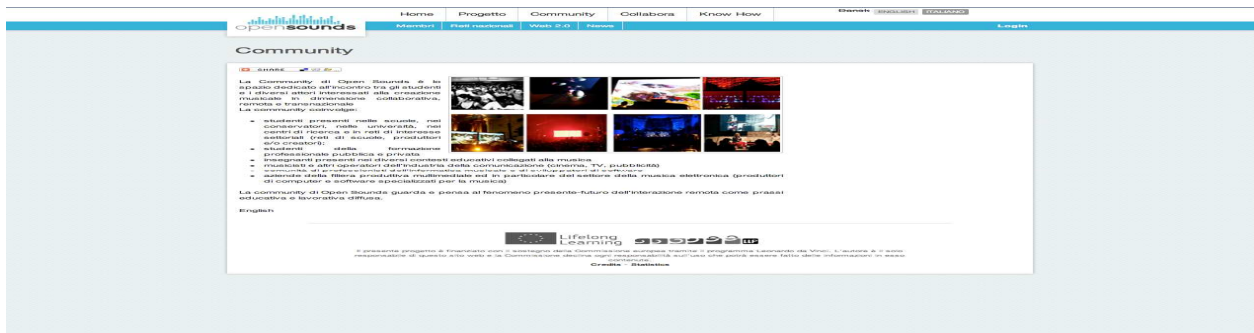
Know How Area

From the Know How Area access is possible to the areas:

- **Collaborative Portals; European Contribution**;
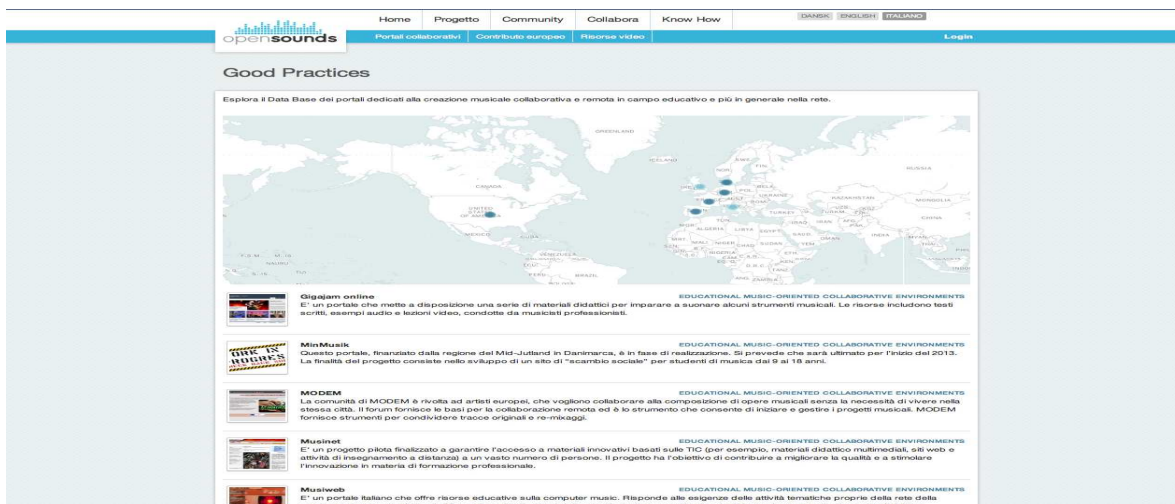
To begin with, the architecture/structure of the portal is based on an access with functions partially conditioned by user registration. Moreover, the **access to the test** is "filtered" by specific tools for a further registration, permitting:

a) **User registration**
b) **Traceability of the activities performed**.

Once registered, the user can:
1) be a user/visitor with free **access to visualize all the tools and products available in the portal's public area as well as the musical products found in the platform;**
2) be a member of a pilot group or a target group and take part in the **transfer test activities,** choosing to act within specific **working areas** matching his/her user profile.

2.2 The collaborative platform of OPEN SoundS: Virtual Studio Community

The platform dedicated to the music production shared in virtual and transnational working teams is the place where processes and innovative practices are built, and where it is tested and transferred into the European music education system. Therefore, the collaborative platform found in the portal realizes the primary synthesis of pre-existing innovation projects, which are now being reconfigured, extended and transferred to system. It forms the virtual space for the transfer activity in every phase of the test. Therefore, its structure and the way it works ensure a well organised, solid and integrated workflow in all its steps, and for a vast array of users.

Getting into details, the collaborative platform of OPEN SOUNDS provides various access levels and two kinds of contents.

The users of the platform are divided into **administrators**, **teachers and students:**

- The **administrators can** add a new educational institution to the system and create accesses for the relevant **teachers**, besides supervising and managing all the access and content control functionalities in all the platform's collaborative areas
- **The teachers can** also create customized accesses for students or approve subsequent following requests of access.
- The **students** request the participation in the network activities through their teacher or class group; once admitted to the platform activities, they enjoy absolute artistic and creative freedom.

Working Areas of the platform

On the platform students and teachers can **create multilingual projects (the platform is in fact developed in Italian, English, French, Danish and Spanish) through a two step path**, as follows:

- The first step consists of the creation of a **"idea" type content** allowing an initial idea of project to be sketched by a description, permitting other students from the European network to join in the discussion and form a project group in the area *Create Idea.* A list of all the project ideas is always accessible to visualize the ideas proposed by other students from the network in the *List of New Ideas,* before proposing new ones
- In the second step, the established project group can begin - starting off from the idea - the creation of a content of the *Create Project* "project" type, that is a music production by a number of participants within a dedicated environment that allows:
  - o The description of the music project in every cultural and technical aspect;
  - o The upload of any kind of audio and text file needed for its realization;
  - o The visualization of musical contributions and/or simple comments to the music production made by any student of the team, as well as tracking it down for future consultation.

In the environment dedicated to shared creation - *Create Project -* , as previously pointed out, it is possible to upload any kind of musical file and, more in detail, **any type of Audio and MIDI file, samples, as well as scores, patches and**

composition schemes. Files cannot be larger than 100 MB. The allowed file formats are: **wav, mp3, aif, aiffogg, wma, aac, flac, m4a, ape**.

The visualization of every aspect of the project, **description, technical features, files employed, individual contributions and posts** is selectable in the Project area of the *Browse Projects* navigation menu.

The collaborative musical activities are supported thanks to multilingual resources accessible in the **TOOLS** area. More specifically, access is allowed in this area to:

- tutorials about the platform's use and the collaborative, virtual and transnational development of creative music projects
- tutorials about the use of Creative Commons
- tutorials about the use of the Free Sounds database
- presentation and access to other databases of free sounds (The Sound Exchange - Musopen.org)
- resources for the training in the digital music production field.
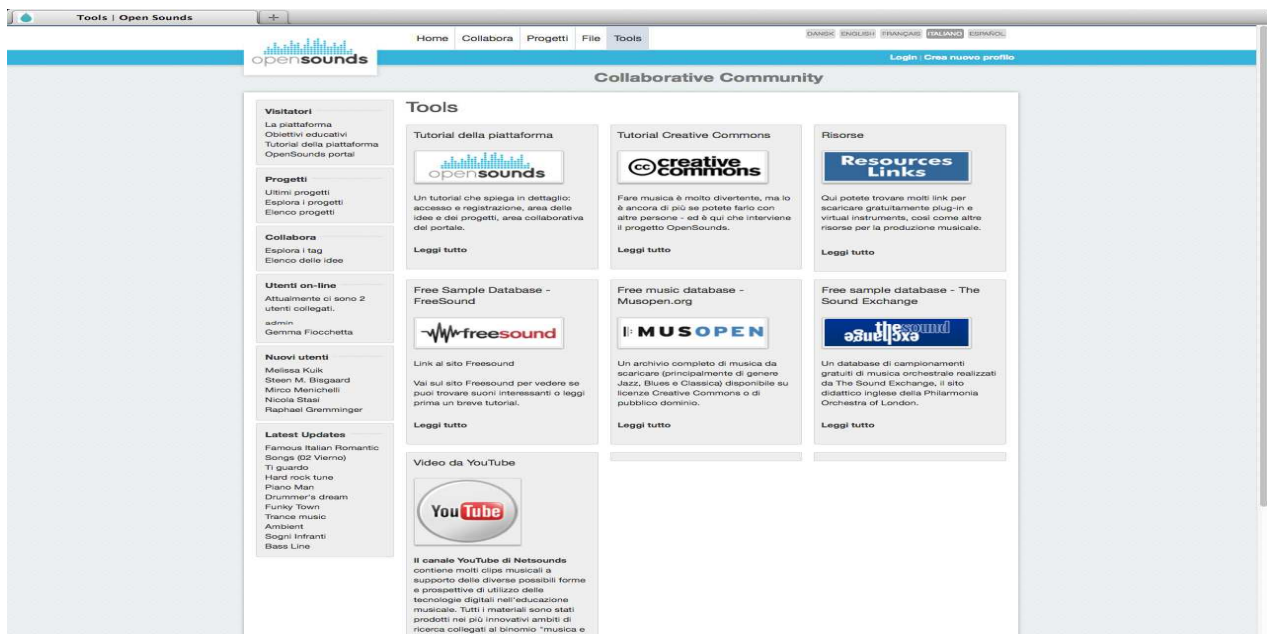
The platform was built with Drupal 7 technology and is available in Italian, English and Danish. Besides basing the system in Drupal, models available with Open Source license were integrated; moreover, customized functions for portal registration management were inserted, and Drupal's user interface was improved for educational purposes.

All the above mentioned products are also accessible through dedicated links/references thematically arranged, considering both user type and product type being transferred.

The contents in the learning environment thereby help develop creative music products together with supporting tools dedicated to shared elaboration/planning, as well as encouraging and backing the users' workflow and training, who will therefore find in the platform a performing and integrated working environment.

2.3 Other network resources supporting the transfer action

All the initiatives and forms of communication accomplished by the project partners are further tools to support dissemination action and valorization of all the stages of the project's development as well as of the main results achieved, as described in detail in the "Dissemination and valorization Plan" of the project.

3. Transmission networks and protocols

As previously outlined in the preceding paragraph, *transfer **networks*** were located in each sector of the partnership countries and their hubs worked adequately for a period, during the testing phase:

Area A: **School**	Area B: **Vocational Training**	Area C: **Tertiary Education AFAM**
Network structure		
Network nodes → **40 nodes IT UK DK** 40 schools I° and II° level	**15 nodes** 5 Vocational training centres	**9 nodes** 6 Conservatoires 3 Universities
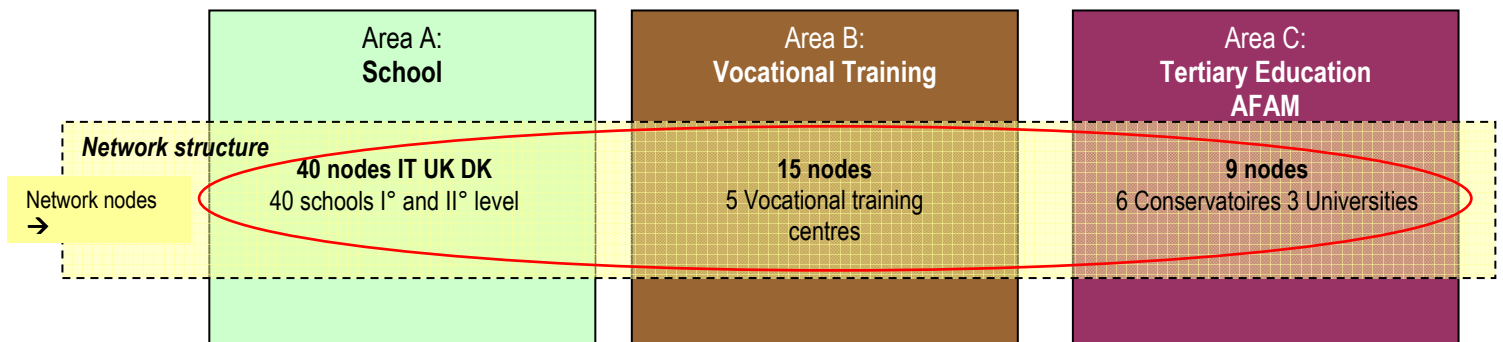
These networks, and their related **hubs**, had the role of vectors/catalysts guaranteeing the success of the transfer action from the start.

Their **performance is determined/defined as follows**:

    a. partly by a series of **tasks/functions they** are entrusted with (depending on the *target group* the user belongs to) and as established in the *protocols*
    b. partly according to **network agreements**
    c. finally by **support action**, through dedicated presentation seminars (introduction and support to the project) arranged by the partners responsible for each area.

The networks have been also organised and structured to ensure the coordination *of the tutors,* contacted and trained during the seminars with the purpose not only of supporting the testing phase, but also to consolidate in the course of time potential "*system keystones*" for dissemination and valorisation activities that could develop successfully beyond the project's lifespan.
The mentioned meetings established/realized the following:

- preliminary **information activity** about the project
- **shared and** commented/illustrated **access** to the platform**,** beginning collaborative and creative activity on the platform
- **workshops** with experts in the field to spur interest among potential users and participants

The seminars that actually took place with networks of students and teachers were
        o **18 for the school sector**

- o **6 for the University and Academies sector**
- o **5 for public and private vocational training institutions**

Area A: **School**	Area B: **Conservatoire and University**	Area C: **Vocational Training**
18 Seminars (6 in Italy, 6 in UK and 6 in Denmark: **Bisceglie,, Salerno, Venezia, Ancona, Lucca, Aarhus, London**)	**6 Seminars Conservatorie Università Roma, Padova, Aarhus, London**	**5 Seminars: Scuole FP private e pubbliche Roma. Napoli, Milano**
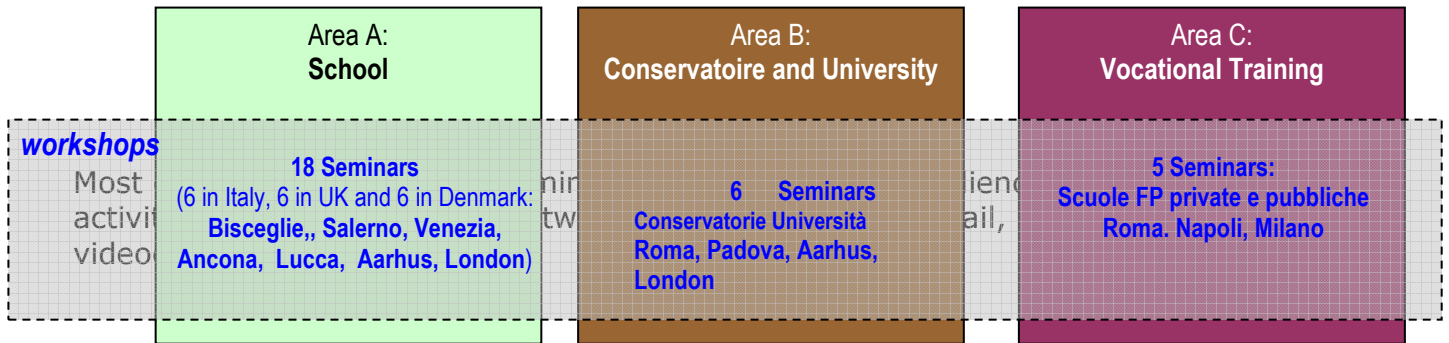
As to the **procedures** set up for the transfer testing, they were similar with all the networks referring to the three sectors:

- **Branch planning** of the **network hubs**
- Entering necessary **network contracts** with the third parties backing the project
- **Choosing** for each network hub at least **one teacher user** for a **tutor** post
- **access to the tools** supporting the transfer (based on specific purposes, which take in account the "vocational" training of the *target groups*)
- **submitting an entry form** to access the test and the collaborative activities found on the platform
- **submitting an exit form** at the end of the test activity
- mailing of a **handbook** (structured differently for each sector)
- availability of all **supporting material** deemed useful for a successful transfer action.

4. Questionnaires and other materials supporting the test

The "appendix" section includes the entry and exit assessment questionnaires, implemented on the OPEN SoundS platform and accessible directly from the user profile of every student and teacher participating in the test. These questionnaires were adopted for:

      a) entry and exit registration of the users
      b) a collection of the results of the test as to remarks and evaluations.

More in particular

→ Part of the **entry** *form*, most of it required to be completed, asks for *general information*, fundamental for the user management, whereas another part was conceived to collect quality/quantity data, e.g. those regarding entry skills and expectancies, also helpful for statistical purposes

→ The **entry** *form* asks for *general information*, fundamental for the user management, whereas a second part collects data that allow to evaluate the role of the testing activities performed and to suggest improvements to the platform (accessibility, functionality), as well as about the practical usability of products and the working or training processes within the personal sphere of action. Another key item found in this form is an exit skills assessment (see appendix).

The ***forms***, excluding the general part in common for everybody, were arranged according to the peculiarities of each *target* group and its sector.

Evaluation with presence

The testing activities were made thanks to qualitative tools, alongside with the quantitative analysis based on the entry and exit assessment sheets.

Experiences were in fact documented and evaluated through a direct and personal observation carried out, in particular, through **interviews and audio visual material** which were an integral part of the validation process and of the final evaluation report.

Validation of the results
The following procedures are planned for the validation of the results:

      a. Planning beforehand the criteria to collect information about platform access, by implementing entry and exit questionnaires suitable for an organised collection of the data submitted on a voluntary basis by the user through assessment and self-assessment forms (see the draft in the appendix, which will be finalized after the restricted test's first phase)

      b. Systematic collection of the data relating to platform accesses (number of accesses to the single areas and pages, produced material, number of opened forums and of registered interventions, etc.).

c. qualitative/quantitative analysis of accesses and information drawn from the questionnaires, also with the assistance of external experts

d. publication and dissemination of the results for the definitive transfer to system.