

## **WP 2.1**

# **REPORT ON HOW THE INNOVATIVE HORIZONS PARTNERSHIP ADAPTED INTERACTIVE LEARNING MATERIALS TO AN INTERDISCIPLINARY APPROACH**

## **Introduction**

This report describes how the Innovative Horizons partnership adapted an interdisciplinary approach within WP2.1, moving from the comparative research phase to the design and production of the online learning modules and related training materials. The adaptation of an interdisciplinary approach was treated as a practical process used to transform the findings of the national research reports and the WP2.1 Joint Report into concrete, accessible and transferable training materials for adult learners, educators, trainers and social-sector operators.

The WP2.1 Joint Report represented the starting point of this process. It compared the national findings from Italy, Poland and Romania and identified common needs and challenges in adult education and the social sector.

These findings highlighted six priority areas for intervention:

1. mental health and well-being of operators,
2. basic and advanced digital skills,
3. soft skills for social workers,
4. inclusive education and active methodologies,
5. promotion of diversity, empathy and inclusion,
6. and empowerment and active participation.

Starting from these results, the partnership developed a shared learning architecture and adapted the contents through common guidelines, standardised formats and practical templates. This ensured that all partners worked within a common framework while contributing their specific expertise and national perspectives.

## Innovative Horizons

Project Code: 2024-1-IT02-KA220-ADU-000245481

### Link with the WP2.1 Joint Report

The WP2.1 Joint Report provided the evidence base for the adaptation of the interdisciplinary approach. The report showed that, despite differences among the three national contexts, Italy, Poland and Romania shared several common challenges: stress and burnout among social-sector professionals, digital gaps, need for soft skills, need for inclusive and active methodologies, attention to diversity and empathy, and the importance of empowerment and active citizenship. The Joint Report also showed that adult education in the social sector cannot be addressed through one single discipline.

The needs identified are simultaneously educational, social, digital, emotional, relational and organisational. For this reason, the training pathway had to integrate different perspectives:

- adult education and lifelong learning;
- social work and community support;
- digital learning and platform-based education;
- psychology and well-being;
- communication and soft skills;
- inclusion, diversity and intercultural education;
- active methodologies, role-playing and experiential learning;
- empowerment and participation.

The interdisciplinary approach was therefore adopted as a response to the complexity identified in the research phase. The aim was to create learning materials able to connect knowledge, practice and reflection, rather than separating topics into isolated theoretical units.

### From research findings to six training topics

The comparative analysis carried out in WP2.1 led to the definition of six online training topics. The “Topic for online training assignment” document translated the common needs into six training areas, with specific contents and learning objectives. These topics became the structure of the online learning pathway.

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Project Code: 2024-1-IT02-KA220-ADU-000245481

The six topics were:

1. Mental health and well-being of operators
2. Basic and advanced digital skills
3. Soft skills for social operators
4. Inclusive education and active methodologies
5. Promotion of diversity, empathy and inclusion
6. Empowerment and active participation.

Each topic was assigned to one partner according to expertise and project responsibilities:

- Il Brutto Anatroccolo: Modules 1 and 3;
- Rzeszowska Akademia Fotografii: Modules 2 and 6;
- CONIL: Modules 4 and 5.

This division allowed the partnership to valorise the specific competences of each organisation while maintaining a common structure and methodology.

The interdisciplinary approach was therefore adapted both at content level and at partnership level: each partner contributed from its field of experience, while all materials remained part of one coherent learning pathway.

## Use of guidelines and common forms

To guarantee coherence and quality across the six modules, the partnership adopted common guidelines and standard formats for the creation of e-learning materials.

The **WP2.1 Guideline for E-learning Modules** defined a common PowerPoint structure, including: cover with module title and responsible partner, learning objectives, context and relevance of the topic, structure of the module, content slides, case study, mini-quiz, final summary, resources and contacts. It also required follow-up materials such as PDF sheets, glossaries, checklists, case studies, good practices, methodological toolkits, quizzes and learner's guides. These guidelines worked as a methodological "form" for partners. They ensured that all modules had the same pedagogical logic, even when dealing with different

### Innovative Horizons

Project Code: 2024-1-IT02-KA220-ADU-000245481

disciplines and themes. The shared format made the course more accessible, easier to navigate and suitable for upload to the Moodle platform.

In addition, the partnership used the **project PowerPoint template and workshop templates** to ensure visual consistency, correct use of logos and disclaimer, common layout, and comparable educational structure. The use of templates supported the adaptation of the interdisciplinary approach because it transformed different contents into a shared training model.

## Adaptation of contents through an interdisciplinary lens

The materials created under WP2.1 were designed to connect different fields of knowledge and practice.

- Module 1, dedicated to mental health and well-being, integrates psychological awareness, stress management, burnout prevention and organisational well-being. It is relevant for social-sector operators who face emotional pressure in their daily work.
- Module 2, dedicated to digital skills, combines digital literacy, online safety, multimedia tools and responsible technology use. It supports inclusion by reducing digital gaps and helping adult learners and professionals use digital tools with confidence.
- Module 3, dedicated to soft skills for social operators, links communication, empathy, teamwork, collaborative leadership, problem solving and conflict management. It connects relational skills with professional effectiveness.
- Module 4, dedicated to inclusive education and active methodologies, integrates adult education, social theatre, peer education, experiential learning, storytelling and participatory methods. It supports educators and trainers in creating inclusive and transformative learning spaces.
- Module 5, dedicated to diversity, empathy and inclusion, connects intercultural education, inclusive environments, identity respect, support for vulnerable groups and empathy-based communication.
- Module 6, dedicated to empowerment and active participation, integrates community activation, co-design, peer mentoring, active citizenship and leadership development.

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## Innovative Horizons

Project Code: 2024-1-IT02-KA220-ADU-000245481

This structure shows that the project did not simply produce six separate modules. It created a coherent interdisciplinary training pathway in which each module addresses a specific area while contributing to the same broader objective: strengthening social-sector competences through inclusive, digital, practical and human-centred education.

### Methodological adaptation: from theory to practice

The interdisciplinary approach was also adapted through the use of different learning methods. The materials were not limited to theoretical presentations.

Each module includes practical and reflective elements, such as:

- learning objectives;
- contextual explanations;
- learning units;
- case studies;
- worksheets;
- practical activities;
- mini-quizzes;
- reflection questions;
- role-playing scenarios;
- workshop materials;
- methodological toolkits;
- audio contents;
- video links.

This combination supports different learning styles and makes the course suitable for adult learners. It also allows participants to move from knowledge acquisition to practical application. Case studies connect the training contents to real-life situations. Quizzes support self-assessment. Worksheets and activities encourage reflection and application. Role-playing labs and workshops help participants experience realistic social-sector scenarios. Audio and video materials increase accessibility and engagement.

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**Innovative Horizons**

Project Code: 2024-1-IT02-KA220-ADU-000245481

## **Multimedia adaptation: podcasts and video speech**

To further strengthen the interdisciplinary and accessible nature of the training pathway, the partnership added audio contents and video-based dissemination materials to the online modules. Each module is supported by a short podcast-style audio file. These audio contents allow learners to approach the module themes in a more flexible and narrative way. They are particularly useful for adult learners who may prefer listening to reading, or who need additional support to understand the relevance of each topic. The audio contents cover the six main themes of the training pathway.

In addition, a video speech was produced in which a social-sector operator explains why Innovative Horizons is important. The video connects the project themes to real professional experience and highlights the value of well-being, digital skills, soft skills, inclusion, empathy and empowerment in everyday social work. This video strengthens the human dimension of the training pathway. It shows that the project is not only about tools and modules, but also about the real needs of professionals and communities. It helps learners understand why the Innovative Horizons approach matters and how it can support better practices in the social sector.

## **Connection with Moodle and blended learning**

The interdisciplinary approach was also adapted to the Moodle LMS platform. The platform allows the different contents to be organised into a coherent online course, combining modules, quizzes, role-playing labs, workshop materials, discussion forum, webinar space, assessment tools and online community. This digital environment supports blended learning and allows participants to interact with contents in different ways: reading, listening, watching, answering quizzes, discussing in forums, joining webinars, completing activities and participating in practical workshops.

Moodle also supports monitoring and reporting. This is important because the interdisciplinary approach is not only about content design, but also about continuous improvement. The

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**Innovative Horizons**

Project Code: 2024-1-IT02-KA220-ADU-000245481

platform allows the partnership to collect feedback, track participation and refine the materials during internal testing and external piloting.

## **Role of partners in the adaptation process**

The adaptation of the interdisciplinary approach was a shared partnership process.

Il Brutto Anatroccolo coordinated the overall WP2.1 process, supported the development of the shared learning architecture, contributed to the national research and developed modules connected to well-being and soft skills. It also worked on practical tools, role-playing and workshop materials connected to social-sector practice.

Rzeszowska Akademia Fotografii contributed to the national research and developed modules linked to digital skills and empowerment. Its contribution strengthened the creative, digital and community-based dimension of the learning pathway.

CONIL contributed to the national research, supported the inclusive methodological framework and developed modules linked to inclusive education, active methodologies, diversity, empathy and inclusion. Its experience with vulnerable groups and inclusive education supported the accessibility and social relevance of the materials.

The use of shared templates allowed these different contributions to become part of a single integrated course.

## **Quality and coherence of the interdisciplinary approach**

The quality of the interdisciplinary adaptation was ensured through:

- comparative analysis of national research;
- identification of common needs;
- definition of six shared training topics;
- use of common guidelines and templates;
- assignment of topics according to partner expertise;
- production of comparable module structures;

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### Innovative Horizons

Project Code: 2024-1-IT02-KA220-ADU-000245481

- inclusion of practical tools and case studies;
- integration of audio, video and multimedia resources;
- upload of materials to Moodle;
- internal testing before external pilot;
- planned feedback collection and improvement.

The result is a training pathway that is coherent, transferable and adaptable. It reflects the three national contexts but is not limited to them. It can be used by adult educators, trainers and social-sector professionals in different settings and countries.

## Achieved output

The main achieved output of this process is the adaptation of the WP2.1 research findings into an interdisciplinary learning model composed of:

- six online modules;
- common module structure;
- participant guides;
- worksheets;
- case studies;
- quizzes;
- audio podcasts;
- video links;
- video speech on the importance of Innovative Horizons;
- role-playing labs;
- workshop materials;
- methodological toolkits;
- Moodle platform integration.

This output demonstrates that the interdisciplinary approach was concretely applied in the materials created by the partnership.

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**Innovative Horizons**

Project Code: 2024-1-IT02-KA220-ADU-000245481

## Conclusion

The adaptation of an interdisciplinary approach in WP2.1 represents a key methodological achievement of Innovative Horizons. Starting from the Joint Report, the partnership identified common needs across Italy, Poland and Romania and transformed them into a structured training pathway. Through guidelines, forms, templates and shared methodological choices, the partners ensured that the materials were coherent, inclusive, practical and suitable for adult learners and social-sector professionals. The final result is an interdisciplinary learning model that combines research, digital learning, social work, well-being, soft skills, inclusive education, diversity, empowerment and active participation. The addition of podcasts and video materials further strengthens accessibility and engagement. This approach directly supports the objectives of Innovative Horizons: improving technical and interpersonal skills in the social sector, promoting inclusion and diversity, supporting digital transformation, and encouraging innovative adult education practices across Europe.