



invisible

Inclusive and Innovative learning tool
for Visually Impaired and Blind People



Quality and Evaluation Plan

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1 In-VisIBLe CONSORTIUM AND GOALS

Accessibility is the core of one of the areas of action of the European Disability Strategy 2020-2030 and culture is one of the most crucial contexts in which accessibility is declined, because of its centrality in the growth of both the individual and the society. Nevertheless, the level of education of persons with disabilities continues to be largely lower than the one of persons without disabilities. Despite the effort carried out so far, it is still necessary to adopt positive actions to promote access and guarantee that Higher Education contents are adapted and accessible to the largest possible number of people with special needs.

In-VisIBLe project (*Innovative and Inclusive learning tool for Visually Impaired and Blind people*) aims at addressing this pressing and growing need for inclusion of people with special needs, specifically by improving their access to Higher Education contents by using and implementing innovative tools for communication and fruition of cultural contents.

As suggested by its name, In-VisIBLe is focused on visual disability: a real access to culture for visually impaired and blind people (henceforth “VIB”) is an important issue and, when it comes to the Higher Education offer, inclusion is especially challenging for VIB in those fields of knowledge that apparently exclude them without remedy, the so-called “visual” arts. Among the disciplines related to visual arts, the project is focused on History of Architecture, because it is a cross- sectorial discipline which is present in almost all the bachelor/master degrees in this field.

The main objective of In-VisIBLe is to equip HE courses in History of Architecture with advanced technological solutions, interactive pedagogical methods and innovative didactic tools, that make them accessible also to students with visual disabilities.

Another important goal of the project is to promote the collaboration between HEIs and a broader cross-section of society on the issue of inclusion of VIB people. The mixed composition of the partnership ensures that the project results benefit from different institutions and fields of expertise: the consortium includes 3 Higher Education Institutions, *Alma Mater Studiorum University of Bologna* - UNIBO (Italy), *Yeditepe University* - YU (Istanbul, Turkey), *Akademia Humanistyczno-Ekonomiczna w Łodzi* - AHE (Lodz, Poland); 1 international research institution, *Information Technologies Institute of Centre for Research and Technology Hellas* - CERTH (Thessaloniki, Greece); 1 public entity for the blind, *Center for Education and Rehabilitation for the Blind* - CERB (Athens and Thessaloniki, Greece); 1 renowned museum for blind people, *Museo Omero* - MO (Ancona, Italy).

The main expected outcome of the In-VisIBLe project is to improve inclusion of people with special needs in Higher Education and specifically in the fields of Arts/Architecture/Design, creating Innovative and Inclusive Didactic Modules of History of Architecture accessible to students with visual disabilities, by using and implementing innovative tools for communication and fruition of cultural contents related to visual arts. Another expected outcome is to implement and develop innovative didactic tools, specifically designed and applied to meet the needs of users with visual disabilities in the fruition of artistic and architectural contents, but also able to become an understanding facilitation for all potential users, developing their ICT skills and competences. This will require the development of tools to make the project result accessible to as many people as possible: MOOC, a web platform where all the project tools are stored and accessible, guidelines. Finally, the project is expected to draw in a broader cross-section of society into HE, establishing collaborations with cultural institutions, organizations for VIB, research networks, relevant stakeholders, and implementing them in the long run, also after the project's end.

In doing so, cultural accessibility can fulfill its role and become one of the most strategic and effective tools for creating a truly inclusive society.

2 ABOUT THE QUALITY AND EVALUATION PLAN

A close monitoring of the project quality at different stages of its implementation is felt to be crucial for its success. The Quality and Evaluation Plan (QEP) provides an overview of the Quality Assurance (QA) activities scheduled by the In-VisIBLe consortium in order to assure the quality of the project's processes, results and impact.

The QEP defines the quality control and quality assurance activities that will be carried out throughout the project lifetime in order to ensure smooth implementation, continuous monitoring and high quality level of results and outcomes.

In-VisIBLe QEP will ensure that the project's processes and outputs are monitored and evaluated in terms of relevance, effectiveness, efficiency and impact, allowing for regular feedback to inform the day-to-day as well as the longer-term functioning of the project. This will encourage a flexible management, coordination and implementation of the project activities, so that evolving needs can be met, and corrective measures taken.

The QEP will enable an efficient collaboration among the project partners and delivery of project results and outcomes, whereas the risk assessment analysis is necessary for evaluation and control of potential project risks, focusing on their precautionary diagnosis and handling.

The list of Quality Evaluation activities include: comparison with timetable of the project activities in GANTT; evaluation of project results and their quality in form of questionnaires/interview reports received from target students/academics/stakeholders; online evaluation based on online procedures and questionnaire on project website.

2.1 Objectives and Goals

In-VisIBLe Quality and Evaluation Plan (QEP) aims at:

- Assuring the quality of the project results;
- Handling the potential project management risks;
- Helping in the decision-making processes and enabling an efficient collaboration among the partners during the project lifetime.

The QEP therefore provides a framework against which both partners and target groups can formally check the quality of In-VisIBLe project. It describes the main guidelines and minimum criteria for smooth operational project management, as well as the tasks related to both internal and external Quality Assurance processes.

The main goals of the scheduled Quality Assurance activities are:

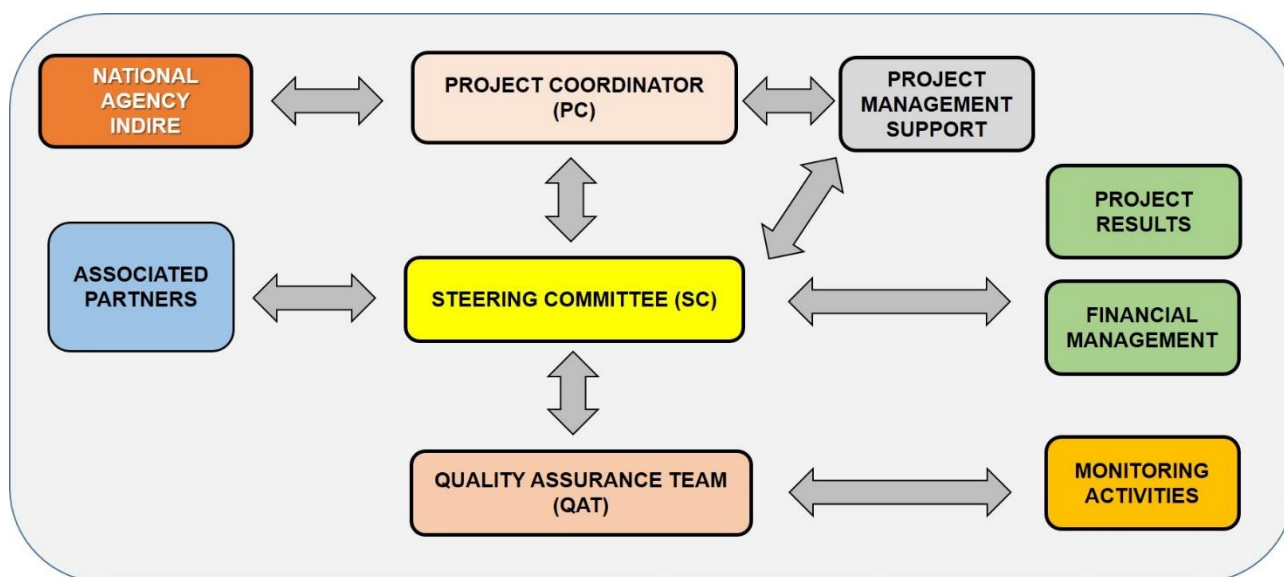
- To document and assess the project's progress;
- To evaluate the contribution of the on-going results to the project's objectives;
- To discover criticalities and deviations at an early stage, and initiate remedial actions (if necessary) as soon as possible.

It is important to stress that In-VisIBLe consortium's tasks and responsibilities are minutely described in both the project application form and the Partnership Agreement: it is expected that all project partners have good knowledge and understanding of both these documents.

The University of Bologna - UNIBO (Project coordinator), together with the Quality Assurance Team (QAT) will be responsible for ensuring the compliance with the QEP by all partners.

2.2 Governance and Tasks

The In-VisIBLe governance, that will coordinate and implement the Monitoring and Quality assurance of project progress, will be organized as follows:



1) The Project Coordinator (PC) UNIBO will be responsible for the general coordination and monitoring of the project according to the Grant Agreement rules and conditions. It will be in charge of administrative and financial tasks, guiding the project partners on an efficient technical and financial management at all levels, monitoring the project schedule, submitting interim and final reports and payment claims, transferring the grant to partners, keeping relationship with National Agency.

The Project Coordinator will share the actual implementation of these management and monitoring activities with the Steering Committee, in order to promote the collaboration and commitment on these tasks among all the partners.

Both tasks and budget allocation will be discussed in accordance to quality assurance and effective balance between work and responsibilities, considering the real effort of each partner in order to efficiently complete the assigned activities.

In order to monitor expenses and activities which are under the responsibility of each partner, the Project Coordinator will transfer the grants they are entitled to in three different instalments – the first after the bilateral Partnership Agreement with the Partner is signed, the second after the approval of the Interim Report sent to the National Agency, and the last after the approval of the Final Report.

All the partners will ensure an internal management of the activities related to the project and will guarantee the monitoring of budget and regular communication with the Project Coordinator.

2) A Steering Committee (SC), composed by one member of UNIBO as Project Coordinator, by the Project Manager and by one member from each project partner, will coordinate all the project activities, addressing strategic issues, guiding and ensuring quality of actions and results, taking main decisions in terms of eventual project changes (budget, activities).

The Steering Committee members will be in charge of the following activities:

- Meeting attendance: all meetings will be attended by SC members or by their delegated representative;
- Meeting preparation and follow-up: each SC member will carefully prepare the meetings and be responsible for the implementation of the tasks that will be agreed upon during those meetings as reflected in the meeting reports/to-do lists;
- Financial Management: SC members are responsible for the financial management on behalf of their institution and will periodically report back to the project coordinator as stipulated in the consortium agreement.

In-VisIBLe Steering Committee is composed by:

- Aneta Poniszewska, Akademia Humanistyczno-Ekonomiczna w Lodzi
- Andrea Socrati, Museo Omero
- Dionysis Goularas, Yeditepe University Vakif
- Kostas Georgiadis, Centre for Research and Technology Hellas
- Katerina Athanasiadou, Centre for Education and Rehabilitation for the Blind
- Micaela Antonucci, University of Bologna

3) A Quality Assurance Team (QAT), composed by one member for each partner organization, will be responsible of the Quality and Evaluation Plan and guarantee the quality of the project results as scheduled in the programme and timetable.

The Quality Assurance Team will be in charge of the monitoring activities concerning progress, quality and achievement of objectives. It will report to the Project Coordinator, which will manage in case problems are encountered. The QAT is composed by one member for each partner institution, chosen for her/his experience in previous projects or for his/her skills.

In-VisIBLe Quality Evaluation Team is composed by:

- Aneta Poniszewska, Akademia Humanistyczno-Ekonomiczna w Lodzi
- Andrea Socrati, Museo Omero
- Dionysis Goularas, Yeditepe University Vakif

- Kostas Georgiadis, Centre for Research and Technology Hellas
- Katerina Athanasiadou, Centre for Education and Rehabilitation for the Blind
- Valeria Friso, Sara Marchesani, University of Bologna

The Quality and Evaluation Plan has been presented and discussed during the kick-off meeting in Bologna (26th and 27th April 2022) and it has been shared and approved by all partners; it will be regularly updated during the project lifetime.

2.3 Project Quality Management

Project Quality management includes planned processes, activities and outcomes to build confidence among the project partners that they do the right things at the right time and in the right way.

More specifically, the purpose for managing quality is to validate that the project deliverables are completed with an acceptable level of quality.

As part of the internal quality management, a regular risk assessment will be carried out during the project meetings which shall lead to corrective actions and potential adaptations of the project GANTT based on a sound process.

In addition to the overall financial monitoring, the Project Coordinator, with the collaboration of the Steering Committee, will also verify the project processes, procedures, outputs and services, in order to guarantee its smooth implementation.

This will be done through a cross-check on time sheets and on timing delivery of the outputs, since the development of the project results is closely interrelated each other and a delay in one of the activities can endanger the others. Should these checks on budget and time management highlight any criticalities, the Project Coordinator will adopt the appropriate corrective measures, providing specific support to the partner in carrying out the planned activities and in meeting the expected results while ensuring that the budget is properly managed.

2.4 Risk Plan Strategy

The risk plan strategy addresses issues that could potentially endanger the achievement of the overall goal of the project and its objectives considering potential financial risks (overspending and

underspending), timing (postponing of activities / deliverables), performance risks (project management), and sustainability of the project results.

The identification and assessment of new risks is a joint responsibility of all project partners who have to communicate them to the Project Coordinator and the Steering Committee, eventually suggesting also possible interventions and solutions.

In particular, partners may think of preventive actions (avoiding that the risk occurs) and corrective actions (decreasing the severity and impact), specifying also the resources that would be needed.

The Steering Committee may react in several ways, ranging from the simple acceptance of the situation in the case of negligible risks, to the enforcement of a mitigation plan including alternatives, workarounds and the proposed corrective actions that will make the risk consequences acceptable for the consortium.

In a 30 months-project many risks may occur, the main of which are:

a) Risks related to organisational aspects (e.g. delays or unexpected events that may affect the production processes).

The functional management framework, which foresees the co-leadership in the development of Ios and a full-set of monitoring activities and tools, will prevent risks connected to the tight schedule of project activities. A risk assessment will be carried out at each of the project turning points, i.e. when the project is in transition from one project phase to another or during each transnational project meeting. Every project team member will be encouraged to write down potential risks and discuss them with other partners.

The involvement of administrative offices in the project and the endorsement from the governance of the HEIs involved in the piloting tests will prevent the risk of problems in the integration of Innovative and Inclusive Didactic Modules within the regular students' career.

b) Risks related to human factors.

Almost all the project members have already collaborated in different transnational projects and research (UNIBO, YU and AHE have collaborated in the "Timeline Travel" E+ SP; CERTH and CERB have collaborated in the research on assistive systems for blind people), therefore they share bonds of mutual trust and a well-understood methodological common background.

The best way to avoid conflicts is the transparent sharing of information: therefore all the partners will be involved in the decision making processes and in the development of project results, whose methodology will be openly discussed and jointly approved.

Another important activity helping in identifying conflicts and risks is represented by the internal evaluation process; it will be performed through self-assessment questionnaires as well as through informal discussions during virtual and presence meetings.

The Steering Committee will monitor risk factors potentially affecting the partnership cohesion, the budget distribution, the timetable, the impact of the dissemination plan.

In case of conflict, the Project Coordinator will try to facilitate a negotiated solution, also through the use of informal communications.

3 MONITORING ACTIVITIES

In order to monitor progress, quality and achievement of project activities, several actions are scheduled.

Monitoring activities will have a twofold set of purposes:

1. During the project lifetime, these activities will provide the consortium with ongoing feedbacks and information to revise and eventually modify processes and products for their improvement.
2. Once the outputs have been completed, the monitoring activities will provide information in order to check if the achieved results have matched the expectations. These monitoring results will be used to decide whether the project was successful and whether its outputs should be adopted, exploited, or implemented. Monitoring activities will use qualitative and quantitative indicators, focusing on both processes (transnational project meetings, multiplier events, training activities, impact) and products (project results, project website).

Activity	Target	Tools	Products
Evaluation of the Processes	Transnational Project Meetings	Self-assessment questionnaires	Internal Evaluation Report every six months
	Multiplier Events & Training Activities	Feedback forms	Feedback Reports
	Impact	1. Qualitative (evaluation questionnaires; surveys) 2. Quantitative (n. downloads and access to the web pages; n. initiatives/events)	Final Report
Evaluation of the Products	Project Results	Tests and evaluation questionnaires	Improvement of the PR
	Project Website	1. On-page surveys 2. Feedback widgets	Improvement of the website

3.1. Evaluation of the Processes

3.1.1 Transnational Project Meetings

Transnational Meetings will be organized and scheduled by contacting all team members, according to the project GANTT. There will be six transnational Project Meetings during the project duration, roughly every 4/6 months; almost all of the project members will participate in the kick-off meeting (TPM1) and in the last one (TPM6), but only members of the Steering Committee (or their delegates) and the staff whose participation is essential for carrying out the scheduled activities will attend the other ones.

The partners which will host the TPMs will be responsible for their organization. A meeting agenda must be distributed to all participants 14 (fourteen) days in advance. Meeting participants may suggest additional items to be added to the Meeting Agenda, but no later than 5 (five) days before the start of the meeting. During the meeting, the consortium can add new items on the agenda following a unanimous decision.

Meeting reports will be drafted and sent to all partners within 14 days by the team leader of the organizing partner.

Meeting Evaluation will be performed during the whole duration by project partners, both discussing in the transnational project meetings and filling out self-assessment questionnaires which will be periodically elaborated and collected by the Project Coordinator (see chapter 4.2 and Annexes). According to the data collected, the Project Coordinator will present a short Internal Evaluation Report every six months: if needed, proposals for corrective measures and improvements will be presented and discussed among partners.

3.1.2 Multiplier Events and Training Activities

The project schedules three Multiplier Events.

Multiplier Event 1 will be organized in Tessaloniki, Greece, by CERB with the collaboration of CERTH. During this Multiplier Event, which will be simultaneous to the fourth Transnational Project Meeting, CERB in collaboration with MO will present the PR2 – Guidelines for the design and realization of 3D architectural models for VIB; UNIBO and Department of Architecture of YU (YU-DA) will present the models produced by their students for the pilots of inclusive didactic modules of History of Architecture.

During the event, the opportunity that In-VisiBle inclusive didactic modules using innovative tools could bring for the education of visually impaired and blind people will be demonstrated and the participants will be encouraged to use them in their didactic activities.

The organizers should provide in due time a full information package to the participants including the draft agenda and the info pack.

Feedback forms will be distributed among participants and event reports related to their results will be prepared by the organizing responsible partners (see chapter 4.2 and Annexes).

Multiplier Event 2 will be organized by Museo Omero and it will include a one-day international conference in Ancona, Italy.

The aim is to disseminate, at international level, the knowledge of the Guidelines to make architectural and visual art accessible to VIB, to promote their application and to invite target groups to disseminate its objectives and the contents to their corresponding networks.

Participants will directly experience the methodologies and tactile approach to architectural models and elements and other works of visual art, and the dynamics of an inclusive visit for both blind and normally sighted people. The format of the event, the high quality of both contents and speakers and the large number of invited participants are factors which are expected to multiply the opportunities of the knowledge and use the Guidelines, which could find new paths of possible exploitation and implementation.

Feedback forms will be distributed among participants and event reports related to their results will be prepared by the organizing responsible partners (see chapter 4.2 and Annexes).

Multiplier Event 3 will be organized by UNIBO with the collaboration of all project partners and it will take place in Bologna, Italy. A one/two day international conference on the issues of “Design, Education and Accessibility” will be organized, in order to give the opportunity to all participants of the project to meet with international scholars, teachers and stakeholders and establish networks with them. Also the choice of parallel local events will facilitate the participation of international stakeholders not belonging to the nation of the Consortium with the consequence of having a multiplication effect in the origin European country of international attenders.

The format of the event, the high quality of the content and the large number of invited speakers (10 local and 10 international) are factors which are expected to create a multiplication effect externally to the consortium, thanks to the mediation of the external participants in this event.

Feedback forms will be distributed among participants and event reports related to their results will be prepared by the organizing responsible partners (see chapter 4.2 and Annexes).

A **Training Activity** will take place in Lodz, Poland, and it will be organized by AHE.

HE teachers in architectural history and in other fields related to visual arts potentially interested in the project results (art history, urban planning or archaeology) from the partners countries will be invited.

Simulation of a real usage of the In-VisiBLe educational tools will be realized with an active participation of the students and teachers involved. Different rooms will be equipped with the necessary facilities necessary to perform the simulation.

A total of 15 students (10 enrolled students at the different years of the bachelor/master degrees in Arts/Architecture/Design + 5 VIB students from the organizations belonging to the academic and research/education institutions that are part of the consortium) and a total of 12 HE teachers in architectural history and in other cognate fields related to visual arts potentially interested in the project results (e.g. art history, urban history, archaeology, design) from the partners countries will attend the workshop and take part to the simulations.

The organization schedules also the presentation of the MOOC to the attenders as well as a hands-on session to show how to efficiently use the e-learning materials.

Feedback forms will be distributed to both teachers and students involved with the aim of improving the project and in case correcting not optimal trajectory undertaken.

3.1.3 Impact

The impact of the project is expected to have forward-looking effect on the European and worldwide Higher Education institutions, schools, research centres, cultural institutions, policy makers, as they will largely benefit in having the possibility to use its methodology, tools, guidelines to improve the cultural and social inclusion of the VIB.

The impact will be measured using both qualitative and quantitative methods. These evaluation activities need to be organized since the start of the project; and during the project, measurements will be performed to evaluate the impact of the various activities followed by analyses, reviews and reports. Some of the long-term impacts will be not easily evaluable during the lifetime of the project, especially those related to multiplication effects. However measurements to evaluate their potential impact will be undertaken.

An important qualitative impact will be measured evaluating the international mind-set of teachers and students involved in the project activities:

- at the local and regional level:

During the project it will be important to measure the impact of the new learning and teaching methodologies proposed on both teachers and students, using questionnaires to verify the availability and the effectiveness of the IDM and MOOC during the pilot test. To quantitatively verify the availability of the project results, the number of downloads of the e-learning materials, of the customized platform and of the project tools will be measured as well as the access to the web pages promoting replication;

- at the national and European level:

The impact of the project in the interplay between national universities, the corresponding museums and cultural institutions, and VIB associations has a long-term effect; however, it is possible to verify quantitatively the potential impact e.g., by counting the number of initiatives organized in collaboration between these subjects. In order to measure the impact of the project on the learning activities of the universities, the number of HE courses of History of Architecture using the IDM during one year after the project conclusion will be counted. As for museums and cultural institutions, the number of architectural exhibitions made accessible to VIB using the project guidelines will be counted. Also the number of downloads of the e-learning materials, of the customized platform and of the project tools will be measured as well as the access to the web pages promoting replication;

- at the international level:

A measure at this level is really challenging as this is the case of a long-term impact. However qualitative measurements will be performed with surveys on the potentiality of the project administrated to relevant stakeholders participating at the multiplier events.

3.2 Evaluation of the Products

3.2.1 Project Website

The main source for information about the project will be the In-VisiBLE website (www.invisible-eplus.com). The website aims to keep both the project partners and the public up-to-date with its activities and results; it shall include a large public area where general information about the project will be presented to the public and a restricted intranet area accessible only to the project partners. It is crucial that the In-Visible website is accessible also to visually impaired and blind people, so it is

designed it is implemented according to Web Content Accessibility Guidelines (WCAG) international standard, allowing VIB to perceive, understand, navigate and interact with it: it has enlarged letters, colour contrasts for the visually impaired, accessible layout for easy navigation etc.

Department of Computer Engineering of YU (YU-CSE), in collaboration with UNIBO, will be in charge of the building of website structure and its further management and all partners will have editing roles and contribute in keeping it updated with contents. It will be online up to three years after the end of the project.

Feedback from website users will be organized through on-page surveys, feedback widgets and other techniques, to help evaluating its quality and understand what people think about it (see Annex). YU-CSE, with the collaboration of the Quality Assurance Team, will combine this information with web analytics to improve users experience and increase traffic.

3.2.2 Project Results

The Quality Evaluation of the six scheduled Project Results will focus on their quality and usability, according to the feedbacks of both target groups and relevant stakeholders. Specific actions are scheduled for each Project Results, considering their features and target groups:

Project Result 1: Innovative and Inclusive Didactic Modules (IDM) of History of Architecture accessible also to visually impaired and blind (VIB)

This Project Result consists in creating and testing HE didactic modules of History of Architecture equipped with tools and technologies that make them accessible to all enrolled students, both normally sighted and visually impaired/blind.

The IDM are deployed experimenting the combined use of traditional face-to-face lessons and innovative educational tools: 3D architectural models accessible to VIB; tactile plates with architectural drawings; Artificial Intelligence based on visual information to recognize the objects and images surrounding.

The quality of this product will be guaranteed by two main factors:

- the high-level professionalism of technicians and researches involved in this project;
- the particular attention which will be dedicated to the testing phase of the pilot version of the IDM, which will be conducted with both normally sighted and visually impaired students.

The IDM will be tested within the HE courses of the project partners UNIBO, YU-DA and associated partner Aristotele University in Thessaloniki. Classes of normally sighted students will be joined by

visually impaired students selected from the partners organisations and associated partners. A survey will be issued to get feedbacks from the participants in order to revise/implement the modules (see chapter 4.2 and Annexes). The final products will be uploaded on the project web platform and accessible to teachers and students not directly involved in the project.

Project Result 2: Guidelines for design and realization of 3D architectural models accessible to VIB

This Project Result consists of producing Guidelines for the design and realization of 3D architectural models accessible to VIB.

Pilot versions of architectural models accessible to their disabled peers will be realized by the normally sighted students enrolled in the courses of Design and Architectural Representation of UNIBO and YU-DA, following the instructions that will be collected in the Guidelines.

While the design and realization of the architectural models is going on at UNIBO and YU-DA, CERB and MO will collect feedbacks from all the involved participants, both teachers and students, bringing them together with their own experiences in the creation of the Guidelines.

A first draft of the Guidelines will be presented during the Transnational Project Meeting 4 and the Multiplier Event 2, both to be organized in Thessaloniki, Greece; after the feedbacks of both project partners and local target groups/participants/stakeholders, a final revised version of the Guidelines will be created and uploaded on In-VisIBLe web platform.

Project Result 3: In-VisIBLe Artificial Intelligence based on visual information to recognize the building types and describe images with captions

The first objective of this Project Result is the recognition of the various concepts that are included in the images (image tagging). Emphasis will also be put in the type of buildings that are particularly useful for history of architecture.

The second objective is to create a module that automatically generates a text caption describing the content of the images used in the lectures (image captioning).

Quality evaluation will consider the potential risks and their possible solutions will be evaluated. One of the main potential risk is that the Image tagging procedure that attributes the building types to images or/and the image captioning will be partially successful; the solution to this problem has been considered: the system will give the ability to a user to correct manually the building type or/and the image captions.

The AI module developed will be used in the pilot tests within the partners university courses, conducted by UNIBO, YU-DA and associated partner Aristotele University in Thessaloniki. Test results will be used for the improvement and implementation of this tools to get to its final version.

Project Result 4: In-VISIBLe web platform for accessing, processing and sharing the inclusive didactic tools and courses

In-VISIBLe web platform will be developed by YU-CSE for storing all the project deliverables and giving access to it in a user-friendly comprehensive way. The platform will be accessible through a web browser from computers and tablets. It will have responsive features so that all devices will have a clear view of the web page. At the same time, all the items on the web platform will have the necessary mechanisms to provide accessibility to visually impaired or blind people.

The platform will have three types of users: anonymous user, authenticated user and editor. An anonymous user will only have 'view' permissions while an authenticated user will have 'view', 'create', 'edit', 'delete' and 'suggest' permissions.

Feedback from the platform users will be organized through on-page surveys and other techniques, to help evaluating its quality and understand what people think about it (see Annex). YU-CSE, with the collaboration of the Quality Assurance Team, will combine this information with web analytics to improve user experience.

Project Result 5: Massive Open Online Courses (MOOC) History of Architecture accessible to VIB

Massive Open Online Courses within the didactic field of History of Architecture, also accessible to VIB, will be created by AHE and they will be uploaded on In-VISIBLe web platform (PR4).

In-VISIBLe MOOC will offer a self-evaluation system, based on simple questionnaires and progress measurement tools (see chapter 4.2 and Annexes). All users could get a certification at the end of each course.

CERB will be responsible for testing and revision of the MOOC. The pilot courses will be tested both by normally sighted and VIB users. A group of VIB students from CERB will be selected as pilot users of the MOOC with the assistance of a tutor. Teachers, students and users will give a feedback about such aspects as efficiency and attractiveness, and signalling possible technical or content flaws. The final version of the MOOC of History of Architecture will be based on the feedbacks and on the partners comments. AHE and YU-CSE will be responsible for updating the MOOC according to the results of pilot sessions.

Project Result 6: Guidelines to make architecture and visual arts accessible to VIB

This Project Result aims to define guidelines on inclusive methods and tools for teaching architecture and visual arts and the organization of architecture and arts exhibitions accessible to VIB, and at the same time providing further aesthetic inspirations and original information to normally sighted people, thanks to tactile approach.

The realization of this project result is organized into three steps. First step: Definition of methodology, tools and accessible cultural/educational activities related to visual arts for VIB. Second step: the methods and tools will be tested at the Museo Omero with the organization of an accessible exhibition of architectural models and works of visual arts. Third step: the Guidelines will be defined and uploaded on In-VISIBLe platform.

The pilot model will be easily and freely available, transferable and replicable according to the guidelines uploaded on the platform, where also files of 3D architectural models architectural details from the “tactile glossary” will be available to be downloaded together with the Guidelines to design and realize them.

4 MONITORING TOOLS

The project schedules both internal (reports from the partners) and external (questionnaires and face-to-face or virtual interviews/reviews collected during or after the testing activities and the dissemination events) evaluation activities.

The evaluators will be both internal (project partners) and external (pilot users, participants in the events, target groups). Qualitative feedback will play a crucial role in the final revision of the main products and the evaluation questionnaires will be formulated in such a way to have their results fully exploitable.

4.1 Reports

A report on the Preparatory Activities will be presented from UNIBO at the kick-off meeting in Bologna (M3), collecting all the info from the Needs Analysis and Good Practices review made by all the project partners.

After each of the scheduled six Transnational Project Meetings, a report will be drafted and sent to all partners by the team leader of the organizing partner.

The Project Coordinator with the collaboration of the Steering Committee will regularly monitor quality and financial resources every six months, by collecting from each partner internal reports on the activities carried out and results achieved.

A Final Report will be presented at the end of the project.

REPORTING	2022	2023	2024
Preparatory Activities Report	M3		
Transnational Project Meetings Reports	M3 (TPM1) M8 (TPM2)	M13 (TPM3) M18 (TPM4) M23 (TPM4)	M30 (TPM6)
Mid-term internal Reports	M8	M13 M18	M24
Final Report			M30

All reports should be based on the following contents:

- a. Cruciality of the project activities
- b. Efficiency of the project management
- c. Project achievements (Project Results)
- d. Impact and Sustainability of the project results and activities
- e. Periodic surveys and feedback analysis from the target groups
- f. Communication process between the consortium partners
- g. Dissemination of the project activities and results

These activities will include the development of the following standard templates:

- project meetings reports
- mid-term reports
- financial reporting forms (timesheets + staff declarations)

4.2 Tests and Questionnaires

The quality of the Project Results will be evaluated both through tests with target groups/internal and external users/stakeholders; all the participants will be asked to give their feedback through questionnaires on different items (efficiency, attractiveness, usefulness, user-friendliness, eventual technical/content flaws etc.) with a range of answers from 1 to 5 (1=very poor; 2=poor;

3=satisfactory; 4=good; 5=excellent). Positive answers from participants in evaluation tests (i. e. the overall mean is 3) will be considered acceptable results, even if the aim is to reach a higher level of satisfaction in all major indicators (i.e. the overall mean is 4 or above).

Quality Evaluation Forms/Questionnaires will be prepared for each of the different products/activities to be tested (see Annexes):

- Project Results
- Multiplier Events and Training Activities
- Transnational Project Meetings

PR. 1 - IDM of History of Architecture accessible also to VIB - Students

This evaluation form aims to determine the extent to which the InVisIBLe IDM have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please give the name of the University responsible for the IDM you participated as a student:

2. Please give the name(s) of the Teacher(s) responsible for the IDM you participated in as a student:

3. Please indicate your answers to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very poor	Poor	Satisfactory	Good	Excellent
Overall organization of the Module (scheduling, calendar, agenda, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of Module aims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration and timing of the Module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services offered to participants by the University responsible for the Module (materials distribution, information about the Module, Teacher's availability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of the Module materials to the module subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of Module materials for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of Module tools and technologies for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase of your interest level in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase of your previous knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the quality of the overall IDM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Do you have any further comments / suggestions about the IDM?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

PR. 1 - IDM of History of Architecture accessible also to VIB - Teachers

This evaluation form aims to determine the extent to which the InVisIBLe IDM have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please give the name of the University responsible for the IDM you participated in as a Teacher:

2. Please indicate your answer to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very Poor	Poor	Satisfactory	Good	Excellent
Overall organization of the Module (scheduling, calendar, agenda)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration and timing of the Module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services offered to participants (materials distribution, informations about the Module, Teacher's availability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participation and interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of materials for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of tools and technologies for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students preliminary knowledge to understand the topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The IDM met my personal expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of the IDM in the European dimension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the quality of the overall IDM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you have any comments / suggestions about the IDM?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

PR. 3 - In-VisIBLe Image Captioning Dataset and System

This evaluation form aims to determine the extent to which the In-VisIBLe Image Captioning Dataset and System have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please indicate your answers to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very Poor	Poor	Satisfactory	Good	Excellent
The images used to describe the courses contents can be understandable by VIB users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every image provide information about the type of building(s) described and give a description about its content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of concepts and buildings (church, mosque, palace etc.) presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Server recognition as tags of images (building types and concepts) uploaded by users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manual correction of the recognized buildings/concepts to allow for dealing with incorrect predictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Automatic generation of a text caption describing the content of the images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The text to speech module allows VIB users to listen to the informations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transferability of these innovative tools and technology to other types of lectures of cognate disciplines related to visual arts (Art History, Urban History, Archeology, Design)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the contribution to the creation of a lecture that fits to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the usefulness of these technological tools in History of Architecture lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-
2. Do you have any further comments / suggestions about the In-VisIBLe Image Captioning Dataset and System?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

PR. 4 - In-VisIBLe Teaching & Learning Web Platform

This evaluation form aims to determine the extent to which the In-VisIBLe Teaching & Learning Web Platform have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please indicate your answers to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very Poor	Poor	Satisfactory	Good	Excellent
The online materials are easy to access and user-friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The platform has responsive features so all devices (computers, tablets) have a clear view of the web page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the items on the web platform have the necessary mechanisms to provide accessibility to VIBs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The authenticated users can edit and delete their own generated contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The authenticated users can propose their content for open-access to an editor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the Open-access material to everyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Users are able to access or share their private material with the help of a special link generated by the platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of 3D models for historical architecture on the web platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of blind road maps on the web platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the e-learning platform by the web platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you have any further comments / suggestions about the In-VisIBLe Teaching & Learning Web Platform?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

PR. 5 (Students) - Massive Open Online Courses (MOOC) of History of Architecture accessible to VIB

This evaluation form aims to determine the extent to which the In-VISIBLe MOOC have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please give the name of the Module you participated in as a student:

2. Please indicate your answers to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very Poor	Poor	Satisfactory	Good	Excellent
Overall organization of the Module (scheduling, calendar, agenda, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration and timing of the Module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of the Module aims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the Web Platform to all users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the quality of the technological tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online based study is easy to access and user-friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff were effectively contactable by email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff were effectively contactable by email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services offered to participants for the Module (materials distribution, technical assistance, information about the Module, staff availability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of the Module materials to the module subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the Module materials for all users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of the language used (English) during the Module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase of your interest level in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase of your previous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

knowledge

Rate the quality of the overall MOOC

3. Do you have any further comments / suggestions about the MOOC?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

PR. 5 (Teachers) - Massive Open Online Courses (MOOC) of History of Architecture accessible to VIB

This evaluation form aims to determine the extent to which the In-VisIBLe MOOC have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please give the name of the Module you participated in as a student:

2. Please indicate your answers to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very poor	Poor	Satisfactory	Good	Excellent
Overall organization of the Module (scheduling, calendar, agenda, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration and timing of the Module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the Web Platform to all users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the quality of the Technological tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services offered to participants for the Module (materials distribution, technical assistance, information about the Module, staff availability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff were effectively contactable by email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of Module materials to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students preliminary knowledge to understand the topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Module met my personal expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of the Module in the European dimension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you have any further comments / suggestions about the Module?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

PR. 6 - Guidelines to make architecture and visual arts accessible to VIB

This evaluation form aims to determine the extent to which the In-VISIBLe Guidelines to make architecture and visual arts accessible to VIB have satisfied their intended quality criteria. For each performance criterion, please evaluate its achievement by checking the appropriate radio button and / or providing further comments.

1. Please indicate your answers to the following questions by selecting the most appropriate answer.

Contrassegna solo un ovale per riga.

	Very Poor	Poor	Satisfactory	Good	Excellent
Definition of methodology, tools and accessible cultural/educational activities related to visual arts for VIB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of specific educational tools ("tactile glossary of the architectural elements", content communication for VIB, the aesthetic evaluation of tactile images etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the guidelines for both HE teachers/students and non-HE (high school) users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of teaching and communication methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free and easy availability, transferability and replicability of the pilot model according to the guidelines uploaded on the platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of an effective pedagogical model both in education and in the educational and exhibition activities of museums and places of culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving VIB's access to cultural activities/exhibitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the impact on educational institutions (schools, universities, museums, cultural institutions etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the innovation introduced by the project in the field of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

by the project in the field of
Architecture/Visual Arts

2. Do you have any further comments about the In-VisiBLE Guidelines to make architecture and visual arts accessible to VIB?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

In-VisIBLe 1th Kick Off Meeting (Bologna, 26-27th April 2022) - Partecipant Evaluation

1.

Contrassegna solo un ovale per riga.

	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
I was notified of the meeting sufficiently in advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting purpose and objectives were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting agenda was appropriate and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The infrastructure provided was satisfactory (room, arrangement, pc, Internet connection, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting format (face-to-face/on-line) was suitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting started and ended on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time was allocated to each issue on the Agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the way decision were made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All meeting participants were actively involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the assignment of follow-up tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting atmosphere was friendly and constructive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting was useful for establishing good working relationships and facilitating smooth communication between the partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What aspects of this meeting were particularly good?

3. What aspects of this meeting could have been better?

4. Do you have any suggestions or additional comments about this meeting?

Questi contenuti non sono creati né avallati da Google.

Google Moduli