



Teach Me to Help

## IMPACT REPORT

Training Course: "Opening Virtual Doors"

A practical guide for social workers to design and  
Develop online courses adapted to people with disabilities

Oriensys France- 11.09.2023





## A. Feedback report on the initial assessment form

### I. Initial Assessment Form:

1. First and last name: [space for completion]
2. What is your level of experience in online course design?
  - a. beginner
  - b. intermediary
  - c. advanced
  - d. expert
3. What are your expectations for participation in the course?
  - a. Understand the basic concepts of online course design
  - b. Develop skills in planning and formulating course objectives
  - c. Improve instructional design techniques and adapt methods to the diversity of participants
  - d. Creation of visual and interactive educational materials
  - e. Understanding the interaction and participation of people with disabilities in online courses
  - f. Other (please specify): [space to be filled]
4. How comfortable are you with the use of technology?
  - a. very comfortable
  - b. comfortable
  - c. moderately comfortable
  - d. uncomfortable
  - e. not at all comfortable
5. Why did you choose to take this course?: [space to be completed]
6. What is the main goal you want to achieve by participating in this course?: [space to be completed]

## II. Methodology:

The initial assessment questionnaire was made available online prior to the training. The group of participants was composed of 22 social workers from the Centre Socio-Culturel de la Meinau located at 1, rue de Bourgogne 67100 Strasbourg. The responses recorded by the participants are reproduced below.

## III. Answers:

No	1. What is your level of experience in online course design?	2. What are your expectations for participation in the course?	3. How comfortable are you with the use of technology?	4. Why did you choose to take this course	5. What is the main goal you want to achieve by participating in this course?
1.	c. Advanced	b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive educational materials	b. comfortable	To be able to design my own effective online teaching interactions for people with various disabilities	Be able to create online courses
2.	c. advanced	a. Understand the basic concepts of online course design; c. Improve instructional design techniques and adapt methods to the diversity of participants; Understanding the interaction and participation of people with disabilities in online courses	b. comfortable	Acquire digital teaching skills	Be a better social work practitioner
3.	b. intermediary	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of educational materials visual and interactive. Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	socialisation and exchange of experiences with colleagues	make acquisitions in the field of online practice
4.	a. beginner	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive	a. very comfortable	Social Work Education	Be able to create online courses for beneficiaries



		teaching materials; Understand the interaction and participation of people with disabilities in online courses;			
5.	a. beginner	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	Gain useful skills in online activities	Gain skills to meet the needs of beneficiaries online
6.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	b. confortabile	Continuing professional development	Skill to organize online courses
7.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understand the interaction and participation of persons with disabilities in online courses; Other (please specify): [space to be filled]	b. confortabile	Continuing professional development	Online professionalization of courses for beneficiaries
8.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	Online Social Work Training	Create courses for beneficiaries online
9.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	Develop online work skills	Know ways to support my online business



10.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understand the interaction and participation of persons with disabilities in online courses; Other (please specify): [space to be filled]	a. very comfortable	learn new things in the field of social assistance	updating social work competencies through the creation of online courses
11.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive educational materials	a. very comfortable	Accommodation when working with people with disabilities	Create online courses for people with disabilities
12.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. très confortable	interaction en ligne avec les bénéficiaires de l'aide sociale handicapés	créer des cours en ligne pour les bénéficiaires de l'aide sociale handicapés
13.	c. avancé	a. Comprendre les concepts de base de la conception de cours en ligne;b. Développer des compétences en matière de planification et de formulation des objectifs du cours;c. Améliorer les techniques de conception pédagogique et adapter les méthodes à la diversité des participants;d. Création de supports pédagogiques visuels et interactifs;e. Comprendre l'interaction et la participation des personnes handicapées aux cours en'ligne	a. very comfortable	Online training for beneficiaries with disabilities	Creation of online courses for disabled beneficiaries
14.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	b. confortable	Be able to address disabled beneficiaries online	Acquire skills in course creation en ligne pour les personnes handicapées
15.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the	a. very comfortable	Online Work Skills	Skill to create online courses



		diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses			
16.	c. advanced	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	Online Social Work Education	Create online courses and use appropriate methods for all grantees
17.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	b. comfortable	updating knowledge on working with beneficiaries	Be able to transmit knowledge online through appropriate methods and means
18.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	Online Social Work Training	Competence to develop online courses that also help people with disabilities
19.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	Navigating online changes in social care	To be able to organize online courses for people with disabilities in our service
20.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	a. very comfortable	the acquisition of online pedagogical knowledge useful for social work	Be able to work effectively online with people with disabilities



21.	c. advanced	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	b. comfortable	Continuing education in the field of social work online	Ability to select appropriate methods for online instruction
22.	d. expert	a. Understand the basic concepts of online course design;b. Develop skills in planning and formulating course objectives; c. Improve instructional design techniques and adapt methods to the diversity of participants;d. Creation of visual and interactive teaching materials; Understanding the interaction and participation of people with disabilities in online courses	b. comfortable	Learning new methods in online practice	To be able to design my own effective online teaching interactions for people with various disabilities

#### IV. Analysis:

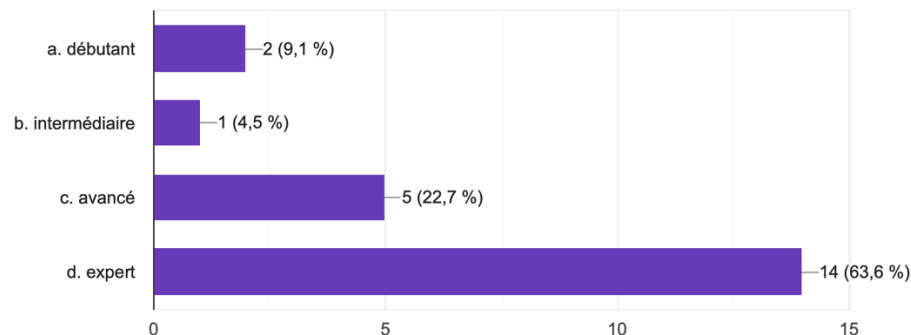
1.





Quel est votre niveau d'expérience dans la conception de cours en ligne ?

22 de răspunsuri



Expert level: 14 responses; Advanced level: 5 answers; Intermediate level: 1 response; Beginner level: 2 answers

The majority of participants indicated that they had an expert level of experience in online course design, which shows a very competent group in this area. A smaller number of participants described their level of experience as advanced, suggesting that they have significant understanding and ability in online course design, although this is not the highest level. Only one participant was classified as intermediate, indicating that they have some experience but may still be developing their skills, and two individuals are at the entry-level level, indicating that they are just starting out in the field of online course design.

Given the high level of expertise indicated by the majority, initiatives or continuing education could focus on leading practices, innovation in online pedagogy, and leadership in online teaching. The presence of advanced, intermediate, and entry-level designers also provides the opportunity for mentorship and a diverse exchange of ideas and experiences within the group.

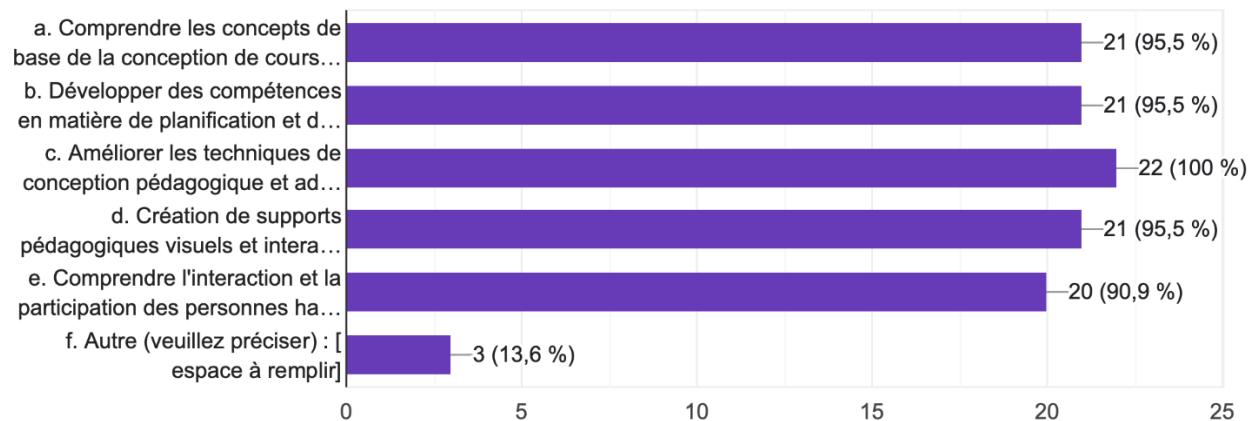
2.





### Quelles sont vos attentes en ce qui concerne la participation au cours ?

22 de răspunsuri



The responses provided by participants regarding their expectations of participation in the course reveal several fundamental objectives:

1. **\*\*Understanding of online course design\*\***: Participants expect to grasp the fundamental concepts behind the creation and structure of online courses, an understanding that is essential for anyone involved in online education.
2. **\*\*Development of planning and goal-making skills\*\***: There is a clear desire to improve skills related to the planning phase of course design, particularly with regard to setting clear and effective course objectives.
3. **\*\*Improvement of instructional design techniques\*\***: Participants are looking to improve their ability to design instruction, which would likely include learning instructional strategies, developing curriculum, and content delivery methods that align with learners' needs.
4. **\*\*Adapting to the diversity of participants\*\***: One of the main expectations is the ability to adapt teaching methods to a diverse range of participants, indicating an awareness that online courses must take into account different learning styles, cultural backgrounds and different levels of prior knowledge.
5. **\*\*Creating engaging materials\*\***: The focus on creating visual and interactive teaching tools suggests that participants are eager to learn how to engage learners through multimedia and interactive elements, in order to enhance the learning experience and help with knowledge retention.

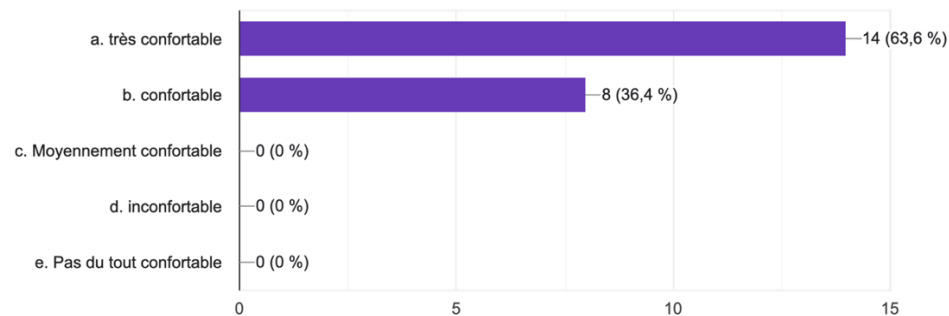
6. Understanding Disability Interaction and Participation: Recognizing the importance of inclusion, the focus is on understanding how people with disabilities interact with and participate in online courses. This expectation indicates a consideration of accessibility and the creation of a learning environment that supports all learners in an equitable manner.

In summary, participants' responses indicate a comprehensive approach to improving their online teaching capabilities, with a particular focus on inclusivity and adaptation to diverse learning needs.

3.

Dans quelle mesure êtes-vous à l'aise avec l'utilisation de la technologie ?

22 de răspunsuri



The answers to the question of comfort in using technology are as follows:Very comfortable: 15 Comfortable answer: 7 answers

The majority of participants feel "very comfortable" with the use of technology, suggesting a high level of proficiency and confidence in navigating the technological tools and platforms that are likely to be used in the design and teaching of online courses. The "comfortable" category, while smaller in number, still reflects a general fluency with technology, although perhaps with less confidence or experience than the "very comfortable" group.

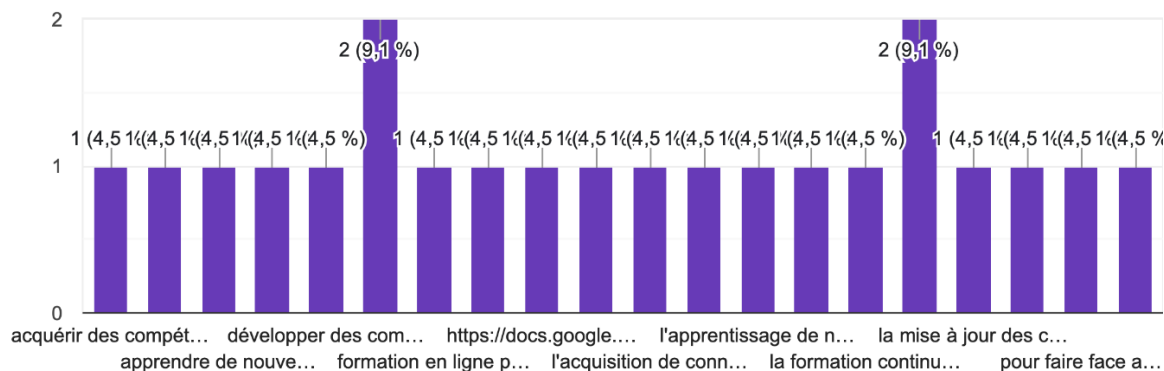


Since most participants are comfortable with technology, the course can likely incorporate advanced technological tools and methods without requiring extensive initial training. However, differentiated instruction that considers the spectrum of fluency can be beneficial in ensuring that all participants can effectively follow along and engage with the technological aspects of the course.

4.

#### Pourquoi avez-vous choisi de suivre ce cours

22 de răspunsuri



#### Summary of participants' objectives:

1. Ability to create online courses
2. Become a Better Social Work Practitioner
3. Making acquisitions in the field of online practice
4. Design online courses for beneficiaries
5. Acquire skills to meet the needs of beneficiaries online
6. Competence in the organization of online courses
7. Professionalization of online courses for beneficiaries





8. Creating online courses for beneficiaries
9. Discover ways to support online business activities
10. Improve the skills of social workers by creating online courses
11. Create online courses for people with disabilities
12. Creation of online courses for disabled social assistance recipients
13. Proficiency in creating online courses for people with disabilities
14. Ability to impart knowledge online using appropriate methods
15. Skill to develop online courses that help people with disabilities
16. Ability to organize online courses for persons with disabilities within their department
17. Working effectively online with people with disabilities
18. Ability to select appropriate methods for online teaching
19. Design effective online educational interactions for people with various disabilities

The reported objectives emphasize a strong collective focus on developing the capacity to create and deliver online courses tailored to a range of beneficiaries, particularly those with disabilities. Participants express a desire to improve their skills in the choice and application of effective methods for general and special online education. A recurring theme in the responses is the need to improve skills in social work practice through the use of online courses, reflecting a keen interest in the use of digital platforms for social assistance and inclusive education.

Participants seek to bring their social work practice to the digital realm, with a focus on creating online courses that are inclusive and accessible to persons with disabilities and other beneficiaries. This suggests the need for the course to include content that addresses online pedagogy techniques, accessibility considerations, and instructional design that meets diverse needs. In addition, given the repeated mention of persons with disabilities, the incorporation of universal design principles into course materials would be beneficial.

## B. Feedback report on the final evaluation form

### I. Final Evaluation Form :

1. First and last name: [space for completion]
2. What did you enjoy most about this course?: [space to be completed]
3. Which theme or concept did you find the most challenging and how did you manage to overcome it?: [space to be completed]
4. What new methods, techniques or approaches have you incorporated into the design of your own online courses?: [space to be completed]
5. How do you think you will apply the new knowledge in your professional future/within the department?: [space for completion]
6. Would you recommend this course to others?
  - a. Yes
  - b. No
7. Additional comments or tips for organizers: [space to be completed]
8. On a scale of 1 to 10 (1 being the worst and 10 being the best), how would you rate the course as a whole?

### II. The methodology:

The final evaluation questionnaire was made available online prior to the training. The group of participants was composed of 22 social workers from the Centre Socio-Culturel de la Meinau located at 1, rue de Bourgogne 67100 Strasbourg. The responses recorded by the participants are reproduced below.

### III. Answers:

No	1. What did you enjoy most about this course?:	2. Which theme or concept did you find the most	3. What new methods, techniques, or approaches have you	4. How do you think you will apply the new knowledge in	5. Would you recommend	6. Additional comments or tips for organizers	7. On a scale of 1 to 10 (1 being the worst and 10

		challenging and how did you manage to overcome it?	incorporated into the design of your own online courses?	your professional/department future?	this course to others?		being the best), how would you rate the course as a whole?:
1.	Course content	Assistive Technologies in Online Education for Persons with Disabilities	online teaching on platforms, messaging conversation, online tutorials	I will know how to make an online course	Yes	congratulation	10
2	Introducing new online teaching methods	All clear	Learning platforms	I will be able to present a video course	Yes	bravo	10
3	Inclusion of people with disabilities	Inclusion of people with disabilities	Help desk software	We will be able to create courses in which disabled social assistance recipients can participate	Yes	Thank you for this experience	10
4	Feedback and guidance provided by instructors.	Feedback and guidance provided by instructors.	Apps that can make lessons interactive for everyone	We will be able to implement assistance programs through online courses with increased engagement from beneficiaries with disabilities	Yes	Thank you	10
5	The opportunity to improve communication and presentation skills.	none	Quizzes and formative assessments for immediate feedback.	Improving Accessibility: Ensure that all online materials meet accessibility standards to support learners with disabilities.	Yes	bravo	10
6	Practical experiences during the course.	none	Discussion forums for sharing and exchange between participants.	Implementation of interactive tools: Apply the interactive elements learned during the course to improve student engagement in the online modules.	Yes	Thank you	10



7	The ability to apply the knowledge gained in real-life situations.	none	The integration of case studies to apply theory to practice.	Design and launch new online courses that fill the gaps identified in current educational offerings.	Yes	Thank you	10
8	Feedback and guidance provided by trainers.	none	The incorporation of augmented or virtual reality for immersive experiences.	Use the skills learned in project management to oversee the development of new e-learning initiatives.	Yes	Thank you	10
9	The use of innovative and interactive educational materials.	All the themes were well explained	The application of gamification to make learning dynamic and motivating.	Improve accessibility: Ensure that all online materials meet accessibility standards to support learners with disabilities.	Yes	bravo	10
10	The ability to learn at your own pace through self-directed study options	none	20.Offer additional online resources for in-depth learning.	Assist other faculty members in integrating new technologies and methods into their courses.	Yes	congratulation	10
11	The opportunity to improve communication and presentation skills.	none	Competency-based teaching, focused on the acquisition of concrete skills.	Encourage a departmental lifelong learning mindset by continuously integrating cutting-edge educational practices.	Yes	Thank you	10
12	The structured approach to learning complex topics.	none	Use online surveys to collect student feedback and tailor the course.	Directly advise or improve technology infrastructure to support new online teaching methods.	Yes	Thank you for the opportunity	10
13	Speed, free, consistent	nothing in particular	Addressing people with disabilities online	Online Programs for Disabilities	Yes	Thank you for sharing	10
14	all	none in particular	Help Software	Promotion of online programs	Yes	none	10



15	everything that has been presented	all were clear	I will use the references to online applications	When I work online, the concepts studied here will be useful to me	Yes	bravo	10
16	The whole course was interesting and the trainers and colleagues created an interactive atmosphere	I will draw on all of these elements in my subsequent practice	Applications, software, tutorials, assistive techniques	Developing the practice of social work online	Yes	Thank you	10
17	Access to cutting-edge research and information.	tous les sujets étaient complexes mais bien expliqués	Access to cutting-edge research and information.	Continue to seek professional development opportunities to keep abreast of the changing online education landscape.	Yes	bravo!	10
18	all	none	all	Online races	Yes	Bravo	10
19	The quality and accessibility of course content.	techniques en ligne	16.The use of interactive whiteboards for collaborative activities.	Ensure that all online materials meet accessibility standards to support learners with disabilities.	Yes	bravo	10
20	Encouraging critical thinking and problem-solving skills.	none	7. Live webinar sessions to create real-time interaction.	Encourage a departmental lifelong learning mindset by continuously integrating cutting-edge educational practices.	Yes	Thank you	10
21	Dedicated trainers	none	The ability to work on collaborative projects.	Act as a mentor to colleagues or newcomers to the field, sharing expertise on effective online teaching strategies.	Yes	Thank you	10
22	Feedback and guidance provided by trainers.	none	Digital storytelling to make content more engaging and memorable.	Foster collaboration among colleagues by sharing learned techniques and encouraging a culture of continuous improvement.	Yes	bravo	10





Co-funded by  
the European Union

Erasmus+project : "Teach Me To Help"

Project n°2022-1-RO01-KA220-VET-





#### IV. Analysis:

1.

Here is a reconstruction of the most frequent evaluations of the online course, as they were expressed:

1. The content of the course.
2. Introducing new online teaching methods.
3. Integration of people with disabilities.
4. Feedback and guidance provided by instructors.
5. The opportunity to improve communication and presentation skills.
6. Practical experiences during the course.
7. The opportunity to apply the knowledge acquired in real-life situations.
8. The use of innovative and interactive educational materials.
9. The opportunity to learn at your own pace through self-directed study options.
10. The structured approach to learning complex topics.
11. Speed, free, coherence.
12. Everything that has been presented.
13. The whole course was interesting and the trainers and colleagues created an interactive atmosphere.
14. Access to cutting-edge research and information.
15. The quality and accessibility of course content.
16. Encouraging critical thinking and problem-solving skills.
17. The devotion of the formators.



Each of these points can enrich the online learning experience and contribute to the overall appreciation of the course by its participants. These elements reflect the importance of quality content, interactivity, and instructor support in online education.

2.

It seems that most participants in this online course found the topics covered to be well explained and clear, according to the feedback provided. However, one participant mentioned that assistive technologies in online education for people with disabilities are a concept that has been difficult to master.

To overcome a difficult concept like assistive technology, here are some general strategies a participant might adopt:

1. Active Search: Search for additional resources, such as articles, tutorials, or how-to guides.
2. Ask for Help: Contact instructors or experts for personalized advice.
3. Case Study: Investigate real-world use cases to understand how technologies are applied in practice.
4. Practice: Use assistive technologies in practical projects or exercises to better understand them.
5. Additional Training: Take specific training on assistive technologies to deepen your knowledge.
6. Collaboration: Working with peers to exchange ideas and solutions.
7. Reflection and Self-Assessment: Taking time to reflect on points of confusion and evaluating one's own learning process.
8. Patience and Persistence: Allow time for assimilation and do not hesitate to review the course materials several times.

The important thing is to take a proactive approach to improving the understanding and application of the knowledge gained. It appears that the majority of participants have a good understanding of the topics covered in the course. However,

the concept of assistive technologies in online education for people with disabilities was identified as a challenge by at least one of the participants. To overcome this challenge, it would be beneficial to engage in active learning strategies such as further research, requests for clarification from instructors, and the practical use of relevant technologies to enhance understanding. That being said, the positive overall feedback indicates that the course was overall well designed, with a clear presentation of the topics, good support from instructors, and an ability to make complex concepts more accessible to learners.

3.

The challenge that some participants encountered was the application of assistive technologies in online education for persons with disabilities. On the other hand, many participants found all the themes to be clear and well explained. For those who have struggled, interacting with instructors and receiving feedback and guidance has likely played a crucial role in overcoming these obstacles.

For those who specifically found assistive technologies challenging, they probably overcame this challenge by focusing more on the topic, practicing with the relevant tools, exchanging with colleagues, or seeking additional resources for better understanding.

Overall, the experience seems to have been positive, with an appreciation for the level of detail provided and a recognition that even complex topics have been made understandable. This suggests that the course not only communicated its content well, but also provided the necessary resources for participants to incorporate into their professional future.

4.

Course participants seem ready to apply the knowledge gained in a variety of ways in their professional futures, especially with regard to online teaching for people with disabilities. Participants expressed a strong intention to apply the

skills and knowledge acquired to improve the accessibility and quality of online education, with a particular focus on the needs of learners with disabilities. Creating online courses that are accessible to all seems to be a unanimous priority, recognizing the importance of inclusivity in education.

They plan to implement interactive tools to make the learning experience more engaging and engaging. In addition, there is also an emphasis on the need for continuous improvement, both technologically and pedagogically, highlighting the value of lifelong learning and continuous professional development.

Mentoring and supporting colleagues in the integration of new e-learning technologies and methodologies demonstrates a culture of sharing and collaboration. This movement could contribute to a gradual transformation of educational practices within their department, and even beyond.

Overall, participants seem well-prepared not only to apply what they have learned, but also to become agents of change in their professional environment, improving the delivery of educational services and ensuring that online education is open and tailored to a wide range of learners.

5.

It is clearly stated that the participants are unanimous in their positive recommendation of this course, which implies great satisfaction and confidence in the value and effectiveness of the course content being taught. This suggests that not only did the course meet the expectations and needs of the participants, but it is also considered a valuable resource for others interested in online teaching and accessibility for learners with disabilities.

6.

The additional comments and advice addressed to the organizers are mostly positive and express gratitude. Participants used words like "congratulations," "bravo," and "thank you," which reflect an overall appreciation and sincere appreciation for the learning experience provided. This feedback is a testament to the effectiveness of the course and the

impact it has had on the participants. It is evident that the course has been well received and that the participants are grateful for the knowledge and skills acquired. This is an encouragement for organizers to continue to provide such training and potentially look for ways to improve their programs even further in the future.

7.

The evaluation of the course by the participants is unanimously positive, with a perfect score of 10 out of 10. This suggests a high level of satisfaction with the course and indicates that participants consider it exceptional in every way. They seem to have found the course to meet their expectations and to be very beneficial for their professional development, especially with regard to accessible and inclusive online teaching for people with disabilities.