



InSIDE: Including Students with Impairments in Distance Education

Deliverable
DEV5.3

Assessment of the results of educational process

Work Package	WP5: DE Pilot Courses
Issue Date	7 July 2023
Report Status	Final

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Project Information

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Abbreviations

Acronym	Term
A.##.##	Activity ##.##
DE	Distance education
HE	Higher education
HEI	Higher education institution
ICT	Information and communications technology
InSIDE	Including Students with Impairments in Distance Education
Iwl	Individuals with impairments
JKU	Johannes Kepler University
LMD	Licence, Master, and Doctorate
UABT	University of Aboubekr Belkaid Tlemcen
UAE	Abdelmalek Essaadi University
UB2LA	Blida 2 University
UCA	Cadi Ayyad University
UIT	Ibn Tofail University
UM5R	University of Mohammed V in Rabat
UMMTO	Mouloud Mammeri University of Tizi-Ouzou
UOA	National and Kapodistrian University of Athens
UOM	University of Macedonia
US	University of Sousse
USFAX	University of Sfax
USTO	University of Sciences and Technology of Oran Mohamed Boudiaf
UTM	University of Tunis El Manar
ViHeMo	Visual, hearing, mobility/physical
WP	Work Package

About InSIDE

The aim of the project is to develop accessible DE programmes for individuals with ViHeMo impairments. The concrete aims are to: a) develop an accessible, inclusive and educationally effective model of DE that will deliver key competences for vocational rehabilitation, and provide opportunities for lifelong learning, skills enhancement, and personal fulfilment with the ultimate aim of suggesting an intelligent solution against the problems of limited access or high percentage of dropouts in HE in Iwl, b) structure a strong cooperation between organisations with sound expertise in accessible and inclusive HE and organisations where both the modernisation of HE and the promotion of the right to education of Iwl is imperative, and c) widen the horizons of local HE towards an international and intercultural education through DE programmes.

The overall objectives of the project are to:

- 1) Develop new and innovative, accessible and inclusive DE programmes improving the quality of HE for individuals with ViHeMo impairments and offering flexible learning and virtual mobility
- 2) Upgrade the facilities through establishing accessibility offices and acquiring assistive technology resulting in modernization of university services
- 3) Build capacity and professional development in administrative and teaching staff in developing and carrying out accessible and inclusive DE programmes, and operating the accessibility offices
- 4) Involve individuals with ViHeMo impairments in a user-center design so that accessibility and usability are achieved in conjunction, and the links between education and society are strengthened

The specific objectives of the project are:

- The preparation of the development stage through an extended literature review for precedent trials in DE for Iwl
- The development of the most suitable educational material for Iwl (ViHeMo) in terms of accessibility, usability and educational efficacy through the study of end-user requirements
- The adaptation of a course delivery system that best serves the needs of Iwl (ViHeMo) in DE
- The foundation of accessibility services in HE so that SwI would be supported during their attendance in HE
- The training of advisors in the services of the accessibility offices, and the training of the trainers (advisors and representatives) so that they will be able to train the end-users (teaching staff and Iwl)
- The examination of the regular co-operation of all the above to deliver inclusive DE courses effectively when learning and skill enhancement are concerned, considering end-users feedback too
- The dissemination and exploitation of the project deliverables on an international level.

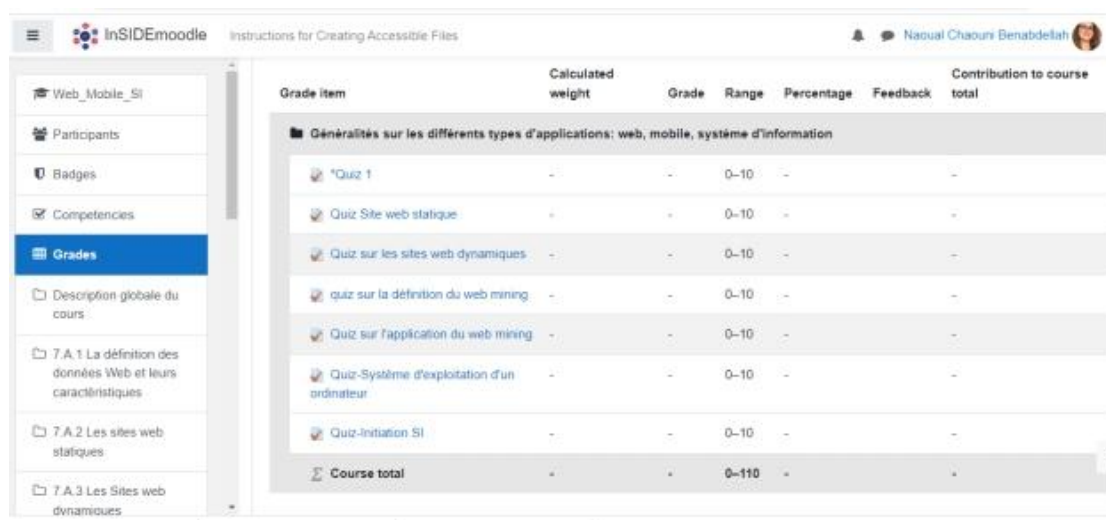
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1. Introduction

The present report refers to Task 5.2 “Assessment of the results of the educational process (2 DE programmes) in each participant university (of Partner Countries)”. Having completed the realization of 2 DE pilot courses (Task 5.1, A.5.1.2), the partners from Morocco, Algeria and Tunisia, had to examine the acquisition of knowledge by the students with impairments who had attended the 2 DE programmes. The tools, the procedures and the results of the examination of the students’ developed knowledge are presented below.

1.1. University of Mohammed V in Rabat (Morocco)

The assessment process to examine the acquisition of knowledge was conducted by UM5R with the use of Quizzes through the MOODLE platform.



The screenshot shows the InSIDE Moodle interface. On the left is a sidebar with navigation links: Web_Mobile_SI, Participants, Badges, Competencies, Grades (highlighted), Description globale du cours, 7.A.1 La définition des données Web et leurs caractéristiques, 7.A.2 Les sites web statiques, and 7.A.3 Les Sites web dynamiques. The main area displays a table titled 'Généralités sur les différents types d'applications: web, mobile, système d'information'. The table has columns: Grade item, Calculated weight, Grade, Range, Percentage, Feedback, and Contribution to course total. It lists several quizzes and a final 'Course total' row.

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Généralités sur les différents types d'applications: web, mobile, système d'information						
*Quiz 1	-	-	0-10	-	-	-
Quiz Site web statique	-	-	0-10	-	-	-
Quiz sur les sites web dynamiques	-	-	0-10	-	-	-
quiz sur la définition du web mining	-	-	0-10	-	-	-
Quiz sur l'application du web mining	-	-	0-10	-	-	-
Quiz-Système d'exploitation d'un ordinateur	-	-	0-10	-	-	-
Quiz-Initiation SI	-	-	0-10	-	-	-
Course total	-	-	0-110	-	-	-

Specifically, for Course 1, 5 Quizzes in total were launched of 2 to 4 minutes each.

1.2. Mouloud Mammeri University of Tizi-Ouzou (Algeria)

1.2.1. Assessment tool for Course 1

The test is designed to evaluate the assimilation, the acquisition and the ability of students to use MOODLE platform in distance education. The test consisted of the following 11 questions.

Question 1: The configuration of a computer system is:

- a. The storage location of data
- b. Software that operates the computer system*
- c. The set of physical and functional characteristics of its hardware and software components

Question 2: An operating system allows:

- a. It is the part that transformed computing into electronics.
- b. It is software that manages the hardware and software of a computer.
- c. It is an enterprise management application.

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Question 3: A word processing software is:

- a. A text editor.
- b. A text editor that allows text enrichment.
- c. A spreadsheet for entering data.

Question 4: The PDF (portable document format) format is considered:

- a. A printing format for files that facilitates the transfer of documents from one computer to another.
- b. A format of easily modifiable documents.
- c. A format specific to an operating system.

Question 5: A spreadsheet is:

- a. Software for processing multimedia documents such as videos, sounds, and images.
- b. A presentation creation application.
- c. A numerical table for calculations and representing results in the form of graphs.
- d. A multi-user operating system.

Question 6: A computer network is defined as:

- a. A set of hardware and software resources implemented to ensure communication between computers and the sharing of resources.
- b. A set of cables that connect computers.
- c. A set of storage media used by computers.

Question 7: The hardware configuration of a wired local area network requires:

- a. Network card, Wi-Fi adapter, and cables.
- b. Network card, Hub or Switch, and cables.
- c. Wi-Fi adapter, access point, and a network card.

Question 8: The internet is:

- a. The World Wide Web (WWW) that allows finding a document.
- b. A local computer network facilitating communication within a company.
- c. A network of networks on a global scale that interconnects a large number of international networks.
- d. An American social network.

Question 9: The term methodology for conducting a final study project represents:

- a. A set of methods and techniques adopted by a researcher during their research work to reach one or more conclusions regarding their problem statement.
- b. The set of documents to be used.
- c. The outline of the final study project.

Question 10: The deductive approach consists of:

- a. Studying facts, real and observable raw data that will provide information for the investigation.
- b. Starting with hypotheses to validate or invalidate, conducting the investigation, analyzing the collected information, and writing a conclusion.
- c. Collecting data, using mathematical reasoning, and deducing solutions.

Question 11: The empirical approach is:

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- A research technique that relies on observation and experience to answer one or more initial hypotheses.
- Searching in history for what interests the object of study and can provide explanatory elements for the subject's issues to be studied.
- Discovering the structure of the object under study, including the interdependent characteristics of each component and the relationships between them.

1.2.2. Results for Course 1

The participants (P1 – P6) with impairments belonged to various departments, including Letters and Languages (P1, P3, P4, P5), Economic Sciences (P2), and Law (P6). They had different impairments, with some experiencing visual-blindness (P1, P2, P5, P6) and others having visual impairments (P4, P5). The age range of the participants varied between 25 and 30 years, and the gender distribution consisted of both male (P2-P6) and female (P1) participants.

Table 20 indicates varying levels of performance among the participants with impairments. In particular, Participants 1, 3, 4, and 5 achieved higher scores, ranging from 8 to 9 out of 11, and Participants 2 and 6 achieved slightly lower scores of 7.

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Total
1	1	1	1	1	1	0	1	1	0	1	0	8
2	1	0	0	1	1	1	0	1	1	0	1	7
3	1	1	1	1	1	0	1	1	0	1	0	8
4	1	1	1	1	1	0	1	0	1	1	1	9
5	1	1	1	1	1	0	1	0	1	1	1	9
6	1	1	0	1	1	0	0	1	1	1	0	7

Table 20. Assessment of the results of the educational process - Course 1: Students with impairments.

The participants (P1 – P7) without impairments belonged to various departments, including Letters and Languages (P1), Human Sciences (P3 – P7), and Law (P2). The gender distribution consisted of both male (P2, P4, P5) and female (P1, P3, P6, P7) participants.

Table 21 indicates overall strong performance among the participants without impairments. Participants 2 and 3 achieved the highest scores, with a perfect score of 10. The performance of P1 was also notable, with a score of 9 out of 11. Participants 4, 5, and 6 obtained slightly lower scores of 8.

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Total
1	1	1	1	1	1	1	0	1	1	0	1	9
2	1	1	1	1	1	1	0	1	1	1	1	10
3	1	1	1	1	1	1	0	1	1	1	1	10
4	1	1	1	1	1	1	1	0	0	1	0	8

5	0	1	0	1	1	1	1	1	0	1	1	8
6	1	0	1	1	0	1	1	1	1	0	1	8

Table 21. Assessment of the results of the educational process - Course 1: Students without impairments.

1.2.3. Assessment tool for Course 2

The test in Developmental Psychology Unit is designed to evaluate the assimilation, the acquisition and the ability of students to use MOODLE platform in distance education. The test consisted of the following 10 questions and there is one correct answer for each question.

1- Growth refers to:

- a. A set of various changes that affect the cognitive and behavioral aspects.
- b. A set of various changes that affect the emotional and social aspects.
- c. A set of various changes that affect the cognitive, behavioral, emotional, and social aspects.

2- The subject of developmental psychology revolves around studying the growth of children and adolescents only.

- a. True
- b. False

3 - The longitudinal method in studying growth involves the researcher tracking the psychological development of an individual or a group of individuals over a long period of time.

- a. True
- b. False

4- The autobiographical method:

- a. This method primarily relies on numbers and is subject to statistical and mathematical analysis.
- b. It relies on reflective contemplation.
- c. It is based on a design that is experimental and is based on testing a sample.

5- The division of growth based on the endocrine basis depends on:

- a. The activity of the pineal and thymus glands in inhibiting or stimulating the reproductive glands.
- b. The extent of the child's relationship with the environment in which they live.
- c. The correspondence of educational stages.

6- The demands of growth in the stages of adolescence involve:

- a. Learning to speak and acquiring language.
- b. Accepting physical changes and adapting to them.
- c. Establishing an appropriate and stable economic and social status.

7- Freud believes that emotional disturbances are the cause of hysterical diseases.

- a. True
- b. False

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8- According to psychoanalytic theory, the Oedipus complex occurs during:

- a. The oral stage
- b. The anal stage
- c. The phallic stage

9- According to Erik Erikson's psychosocial theory, the trust vs. mistrust stage corresponds to Freud's anal stage.

- a. True
- b. False

10- The stage of concrete operations marks the beginning of hypothetico-deductive reasoning according to Jean Piaget's cognitive development theory.

- a. True
- b. False

1.2.4. Results for Course 2

The participants (P1 – P5) with impairments belonged to Human Sciences department (P1-P5). The age range of the participants varied between 22 and 35 years, and the gender distribution consisted of both male (P1, P5) and female (P2-P4) participants.

Table 22 indicates varying levels of performance among the participants with impairments. Participants 1, 3, 4, and 5 achieved high scores, ranging from 8 to 9 out of 10. Participant 2 and 6 achieved slightly lower scores of 7.

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1	1	1	1	1	1	0	1	1	0	1	8
2	1	0	0	1	1	1	0	1	1	0	7
3	1	1	1	1	1	0	1	1	0	1	8
4	1	1	1	1	1	0	1	0	1	1	9
5	1	1	1	1	1	0	1	0	1	1	9
6	1	1	0	1	1	0	0	1	1	1	7

Table 22. Assessment of the results of the educational process - Course 2: Students with impairments.

The participants (P1 – P13) without impairments belonged to Human Sciences department. The gender distribution consisted of both male (P5, P12, P13) and female (P1-P4, P6-P11) participants.

Table 23 indicates the performance among the participants. Specifically, Participants 2, 5, 6, 7, 9, 10, 12, and 13 achieved high scores, ranging from 8 to 10 out of 10. Additionally, Participants 1, 4 and 8 achieved a score of 7 and Participant 3 a score of 5.

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1	1	1	0	1	0	1	0	1	1	1	7
2	1	1	1	1	1	1	1	1	1	1	10
3	1	1	0	0	0	1	1	0	1	0	5
4	1	1	0	0	1	1	1	0	1	1	7
5	1	1	1	1	1	1	1	1	1	1	10
6	1	1	1	1	1	1	1	1	1	1	10
7	1	1	1	1	1	1	1	1	1	1	10
8	1	1	1	1	0	1	0	0	1	1	7
9	1	1	1	1	1	1	0	1	1	0	8
10	0	1	1	1	1	1	1	1	1	1	9
11	1	1	0	1	1	0	1	1	1	1	8
12	1	1	1	1	1	1	1	1	1	1	10
13	1	1	1	1	1	1	1	1	1	0	9

Table 23. Assessment of the results of the educational process - Course 2: Students without impairments.

1.3. University of Science and Technology of Oran (Algeria)

1.3.1. Assessment tool for Course 1

The purpose of this test was to assess the participants' understanding of the concepts related to universal inclusion and accessibility in the context of digital documents and educational settings. The test consisted of two parts: multiple-choice questions and open-ended questions. The multiple-choice questions aimed to evaluate the participants' knowledge of specific topics, while the open-ended questions allowed them to demonstrate their comprehension and critical thinking skills. The test aimed to measure the participants' familiarity with the subject matter and their ability to apply the concepts in practical scenarios.

Part 1: Multiple-Choice Questions

The multiple-choice questions focused on various aspects of accessibility for digital documents and related legislations in Algeria. The questions tested the participants' knowledge of key definitions, benefits, best practices, and legal frameworks surrounding the accessibility of digital content. The correct answers provided insight into the participants' understanding of the subject matter.

Part 2: Open-Ended Questions

The open-ended questions aimed to assess the participants' comprehension and critical thinking skills by requiring them to provide detailed explanations and insights. The questions covered topics such as inclusive education, support for students with disabilities, the role of teachers in supporting such students, and the concept of accessibility in online learning.

1.3.2. Results for Course 1

The test on universal inclusion and accessibility provided valuable insights into the participants' knowledge and understanding of the concepts covered in the course. Overall, the participants exhibited a satisfactory level of comprehension regarding the importance of accessibility for digital documents, the benefits it brings to users, and the legal frameworks surrounding accessibility in Algeria. However, there were areas where further learning and clarification may be necessary, particularly in understanding inclusive education, the types of support available for students with disabilities, the role of teachers in supporting such students, and the concept of accessibility in online learning.

Based on the results of this test, it is recommended that additional training and resources be provided to enhance participants' understanding and application of inclusive practices and accessibility in educational settings. Further discussions and practical exercises can help reinforce the importance of universal inclusion and empower educators to create more inclusive and accessible learning environments for all students, including those with impairments.

Table 24 indicates the results for Course 1. Participants 1, 10, 11 and 13 achieved a score of 7.5 (75%) on Quiz 8.A and received a grade of C, resulting in a total course score of 7.5 (75%). Participant 12 and 9 achieved a score of 8.5 (85%) and 9 (90%), and received a grade of B and A respectively, resulting in a total course score of 8.5 (85%) and 9 (90%). Participants 2, 4, 5 and 8 excelled with a score of 9.5 (95%) on Quiz 8.A, earning an A grade, and achieving a total course score of 9.5 (95%). Participants 3, 6, and 7 received scores of 10 (100%) on both Quiz 8.A and the course total, resulting in a grade of A. The average score was 8.8 (88%).

Participants	Quiz 8.A.	Quiz 8.A. (Letter)	Course total
1	7.5 (75%)	C	7.5 (75%)
2	9.5 (95%)	A	9.5 (95%)
3	10 (100%)	A	10 (100%)
4	9.5 (95%)	A	9.5 (95%)
5	9.5 (95%)	A	9.5 (95%)
6	10 (100%)	A	10 (100%)
7	10 (100%)	A	10 (100%)
8	9.5 (95%)	A	9.5 (95%)
9	9 (90%)	A	9 (90%)
10	7.5 (75%)	C	7.5 (75%)

11	7.5 (75%)	C	7.5 (75%)
12	8.5 (85%)	B	8.5 (85%)
13	7.5 (75%)	C	7.5 (75%)

Table 24. Results - Course 1.

1.3.3. Assessment tool for Course 2

The test conducted was based on the course "Home Automation and Accessibility." It aimed to assess participants' understanding of the key concepts covered in the course and their ability to apply this knowledge to real-world scenarios. The test consisted of multiple-choice questions and true/false statements to evaluate participants' comprehension and critical thinking skills.

These questions covered topics such as the definition of IoT, the historical timeline of home automation, wireless communication technologies, and the factors influencing the choice of smart home software. The multiple-choice questions allowed for a quick assessment of participants' understanding of key concepts.

The course on home automation and accessibility aims to provide participants with a comprehensive understanding of how technology can be used to create inclusive and accessible environments for individuals with disabilities. The course likely covers topics such as adaptive technologies, assistive devices, and the importance of designing accessible interfaces and environments.

1.3.4. Results for Course 2

Based on the results of the test, it can be concluded that participants generally had a good grasp of the fundamental concepts of home automation and accessibility. The multiple-choice questions indicated that participants were able to recall and understand key information related to the course content.

The test on home automation and accessibility was an effective means of assessing participants' understanding of the course content. It covered both factual knowledge and critical thinking skills, allowing participants to demonstrate their comprehension and application of key concepts. The test provided valuable insights into participants' knowledge and highlighted areas that may require further study or clarification. The results will help inform future learning and development in the field of home automation and accessibility.

Table 25 indicates the results for Course 2 on Home Automation and Accessibility. Scores ranged from 7 (70%) to 9.5 (95%), with an average score of 8.45 (84.5%). The course total scores also reflected similar percentages, ranging from 70% to 95%.

Participants	Quiz: Evaluation Test on Home Automation and Accessibility.	Course total
1	8 (80%)	8 (80%)

2	9 (90%)	9 (90%)
3	9.5 (95%)	9.5 (95%)
4	9 (90%)	9 (90%)
5	8 (80%)	8 (80%)
6	8 (80%)	8 (80%)
7	9 (90%)	9 (90%)
8	7 (70%)	7 (70%)
9	9 (90%)	9 (90%)
10	8 (80%)	8 (80%)
11	8 (80%)	8 (80%)
12	9 (90%)	9 (90%)

Table 25. Results - Course 2.

1.4. University of Sousse (Tunisia)

1.4.1. Assessment tool for Course 1

The assessment is made on the basis of five online activities for learners.

Activity 1: What is the difference between hard skills and soft skills?

Activity 4: Creativity

In the following, you will find the description of three different personalities. Read these three descriptions carefully. Copy the description that you think best matches your personality.

Description I: You are not limited by common ideas. You know how to develop and find ways to combine ideas in a new way. You are willing to experiment, even if you are not guaranteed that your work will be rewarded. Since you rarely depend on others, you can devote as much time and energy as you deem necessary and isolate yourself to focus on creative activities. It is unlikely that you will be distracted or discouraged by others once you are engaged in a task that particularly interests you.

Description II: You are capable of recognizing and appreciating an innovative idea, even if you are not usually the one generating the ideas. You tend to engage in creative activities that are manual in nature or involve objects that you can see and touch. Sometimes you initiate a creative project, but you tend to lose patience and interest if the project requires you to spend a lot of time alone.

Description III: In general, you are more interested in practical subjects rather than pursuing dreams. Since you have a very realistic way of thinking, you struggle to come up with out-of-the-box ideas to solve problems creatively. As you prefer to work with other people, you rarely have time to think and work alone on your own ideas. Instead, you tend to engage in activities that yield immediate results and that you can share with others.

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Editing quiz: Quiz Leçon 8

You cannot add or remove questions because this quiz has been attempted. (Attempts: 12)

Questions: 20 | This quiz is closed

Maximum grade: 10.00 Save

Repaginate Select multiple items

Total of marks: 20.00

Shuffle

Page 1		
1	Q1 Vous réfléchissez à ce qui doit être fait avant de commencer votre journée?	1.00
2	Q2 Vous réfléchissez au travail que vous avez à faire avant de le commencer?	1.00
3	Q3 Vous poursuivez les mêmes tâches tant qu'elles ne sont pas achevées?	1.00
4	Q4 Vous accomplissez d'abord les tâches les plus importantes (et peut-être les moins attrayantes) ?	1.00
Page 2		
5	Q5 Vous demandez à quelqu'un de vous aider à faire le travail de routine plutôt que d'en faire la plus grande partie vous-même ?	1.00
6	Q6 Vous utilisez des machines pour exécuter un travail qui pourrait être fait à la main?	1.00
7	Q7 Vous faites ce que vous avez toujours fait et que vous réussissez bien ?	1.00
8	Q8 Vous essayez de trouver des moyens plus efficaces et nouveaux de faire les choses?	1.00
Page 3		
9	Q9 Vous démarrez des projets qui vous intéressent peu et que vous pensez ne pas finir?	1.00
10	Q10 Vous vous assurez que les tâches rapides et faciles sont achevées d'abord?	1.00
11	Q11 Vous anticipez la possibilité de situations de crise?	1.00
12	Q12 Vous faites plusieurs activités en même temps?	1.00
Page 4		
13	Q13 Vous regroupez les courses en un seul trajet au lieu de faire plusieurs allers-retours?	1.00
14	Q14 Vous évitez les distractions (jeux, amis, famille) pendant votre travail?	1.00
15	Q15 Vous vous réservez un petit moment durant la journée pour bavarder avec des amis/voisins ?	1.00
16	Q16 Vous vous demandez sans cesse si vous êtes en train de bien utiliser votre temps ?	1.00
Page 5		
17	Q17 Vous vous fixez des délais?	1.00
18	Q18 Vous vous concentrez sur ce qui vous rapportera le plus dans la durée?	1.00
19	Q19 Vous vous concentrez sur une seule chose à la fois?	1.00
20	Q20 Vous évitez de vous impliquer dans des activités qui ne sont pas productives?	1.00

Figure 1: Quiz for Course 1

1.4.2. Results for Course 1

		USousse-Soft Skills					
First name / Surname	Email address	Devoir Leçon 4 : Créativité	Quiz Leçon 5 : Evaluer vo...	Quiz Leçon 8	Devoir Leçon 9 : Manage...	Devoir Leçon 1	Course total
Naoures Arraki	naouresarraki@gmail.com	100.00	10.00	10.00	100.00	80.00	300.00
Abdelaziz Ali	Azzinfo28@gmail.com	100.00	6.33	-	-	80.00	186.33
Khaled Belhadj	khaledbelhadj486@gmail.com	-	-	-	-	-	-
Mahjoub Belkhir	Superhaythem123@gmail.com	100.00	3.78	4.00	-	100.00	207.78
Maroua Bem ameur	Marouabenameur09@gmail.com	-	-	-	-	-	-
Iheb Ben Abbes	abasilheb@gmail.com	-	-	-	-	-	-
Amal Chenane	Amoulachenane@gmail.com	100.00	6.44	2.50	-	90.00	198.94
Mayssoun Elgharbi	mayssoungharbi20@gmail.com	-	-	-	-	-	-
Arif Fkih	www.arif111@gmail.com	-	-	-	-	-	-
Marieme Gaaliche	gaaliche2323@gmail.com	100.00	-	-	-	100.00	200.00
Chadha Glaied	chadha.glaied@gmail.com	100.00	6.11	5.00	100.00	100.00	311.11
Hajer Hamrouni	hamrounihajer016@gmail.com	-	-	-	-	-	-
Abdelbasset Hamza	abdelbasset.hamza@gmail.com	-	-	-	-	-	-
Nour El Houda Harabi	h.nourhouda2020@gmail.com	-	-	-	-	-	-
Khouloud Ibrahim	ibrahimkhouloud18@gmail.com	-	-	-	-	80.00	80.00
Chadha Ifaoui	chadha.ch43@gmail.com	-	-	-	-	-	-
Moka Klai	moka.klai10@gmail.com	100.00	6.89	10.00	100.00	100.00	316.89
Meriem Laabidi	laabidmeriem96@gmail.com	-	-	-	-	-	-
Nourhene Lahouel	nourheneilahouel32@gmail.com	100.00	-	-	-	80.00	180.00
Overall average		100.00	6.59	6.30	100.00	91.00	208.11

Figure 2: Results for Course 1

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1.4.3. Assessment tool for Course 2

The assessment is made on the basis of two online activities and two offline activities for learners.

Activity 1

Using the Google search engine, enter the following queries:

- Digital skills certificate.
- Digital skills certificate*.
- "Digital skills certificate".
- Digital skills certificate –PIX.
- Define: Digital skills certificate PIX.
- Digital skills certificate filetype:pdf.
- site:pix.fr Digital skills certificate

Provide the number of results obtained for each query.

Activity 2

You are a recent graduate and have found a job opportunity. To apply, you are asked to contact the advertiser by email at resp_recru@gmail.com and send your CV.

In this activity, you will be required to write a formal email introducing yourself briefly and expressing your request for employment, addressing the recruitment manager and attaching your CV.

You must follow email protocols. Your email should include your signature. A carbon copy of this message should be sent to yourself, and an invisible carbon copy should be reserved for your instructor.

The submission of this activity should be a PDF document containing a description of the work done. Screenshots of your message should be included.

Activity 3

Objective: Share content

Mode: Individual/Collaborative

Evaluation: by the tutor

Duration: 1 week

Instructions:

Individually:

- Access your Facebook account.
- Check its privacy settings. Ensure that only your friends can see what you post, disable account indexing by search engines, request that posts on your timeline be activated only after your approval, etc.

As a group:

- Identify Facebook's terms of use. Does Facebook share our personal information?

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- Choose an image shared by a friend. Do you have the right to share it? Justify.
- Create a page on Facebook for your group, choose its title and area of interest.
- Share a video of your choice, making sure to check its copyright.
- Try to promote your page and get as many "likes" as possible.
- Your submission should be a document describing all the work done, including screenshots, while analyzing and interpreting (Does Facebook protect my privacy? Is advertising on Facebook targeted? Can advertising be created easily?).

Activity 4: Manipulating a text document

Associated Themes:

- Applications for editing text documents
- Structure and separation of form and content
- Illustration and integration

Tasks to be performed:

1. Download the source file "Act 3.1.docx" available on the platform.
2. Download the "resources" folder containing the necessary resources to use in your document.
3. Set the following margins: Top margin = Bottom margin = Right margin = Left margin = 2 cm
4. Apply the following character formatting:
 - Text title: Algerian font, size 16, bold, red color, shadowed, and centered
 - Create and apply a "STN1" style for Level 1 Titles: Comic Sans MS font, size 15, bold, blue color
 - Create and apply a "STN2" style for Level 2 Titles: Tahoma font, size 13, bold italic, green color.
5. Add the following header and footer: Program/Faculty Today's date, Name and surname
Page number.
6. Insert the available images in the "resources" folder... and add a caption for each image.
7. Merge the "Creative Commons license..." document, available in the resources folder, into your document (Part 3.3).
8. Add a cover page that includes the following information: Your University, Your Institution, Document Title, Name and surname, Insert the "2CN" image available in the resources folder.
9. Add a page before the document title and add the title "Table of Contents," automatically generating the table of contents.
10. Add a page before the document title and add the title "List of Figures," automatically generating the list of figures.
11. Save your document in PDF format and submit it here!

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1.4.4. Results for Course 2

All participants: 23/23

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

U Sousse-Culture et comp... ➔									
First name / Surname		Email address	👤 Activité 1 ⬆ ⬇	👤 [Deletion in progress] Acti... ⬆ ⬇	👤 [Deletion in progress] Acti... ⬆ ⬇	👤 [Deletion in progress] Acti... ⬆ ⬇	👤 Activité 2 ⬆ ⬇	👤 Activité 3 ⬆ ⬇	👤 [Deletion in progress] Acti... ⬆ ⬇
👤 Naoures Arraki	📧	mawarr@gmail.com	20.00	-	-	-	20.00	20.00	
👤 Abdelaziz Ali	📧	Azizinfo28@gmail.com	20.00	-	-	-	-	-	
👤 Marieme Gaaliche	📧	gaaliche2323@gmail.com	20.00	-	-	-	20.00	20.00	
👤 Chadha Ghaled	📧	chadha_glaed@gmail.com	20.00	-	-	-	20.00	20.00	
👤 Hajer Hamrouni	📧	hamrounihajer016@gmail.com	20.00	-	-	-	20.00	-	
👤 Abdelbasset Hamza	📧	abdelbasset.hamza@gmail.com	20.00	-	-	-	-	-	
👤 Nour El Houda Hamrabi	📧	h.nourhouda2020@gmail.com	20.00	-	-	-	-	-	
👤 Molka Klai	📧	molka.klai10@gmail.com	2.00	-	-	-	20.00	20.00	
👤 Khaled Belhadj	📧	khaledbelhadj406@gmail.com	-	-	-	-	-	-	

Figure 3: Results for Course 2

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