

# D6.2

# Open Educational Resources (OERs) Validation Report

Increasing the uptake of AI in Retail

Project ID: 101133847

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| Authors              | Thomas Fotiadis, UCY; Miriam Lanzetta, Lascò.  |
| Abstract             | This report provides the validation process and results of the Open Educational Resources (OERs) developed under Work Package 5 (WP5) of the INAIR project. The report presents the evaluation methodology, participant profiles, quantitative (content clarity, usability, relevance), qualitative feedback and resulting improvements implemented prior to final publication of the OERs. The findings confirm that the OERs are clear, relevant to retail SMEs, pedagogically robust, and aligned with INAIR objectives to increase AI readiness in the European retail sector. |

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## 1. INTRODUCTION

### 1.1 Aim of the Report

The aim of this report is to present the validation process and results of the Open Educational Resources (OERs) developed under Work Package 5 (WP5): Validation of Open Educational Resources of the Horizon Europe project “Increasing the Uptake of AI in Retail” (INAIR). The report documents how selected stakeholders - retail owners, employees, and industry experts - reviewed the OERs and provided structured feedback, which will be used to improve the resources prior to their final publication and large-scale deployment

### 1.2 Report Objectives

The objectives of the report are to:

- Describe the OERs developed under WP5, including structure, content, and target audience.
- Present the methodology used to validate the OERs, including participant recruitment, data collection, and evaluation criteria.
- Analyse quantitative and qualitative feedback from users who reviewed the OERs.
- Identify strengths, areas for improvement, and recommended enhancements prior to final publication

### 1.3 Main Results (Preview)

The validation process led to the following key results:

- Participants reviewed a selection of OERs and completed a structured evaluation questionnaire.
- Qualitative and quantitative feedback was collected regarding clarity, usefulness, relevance to retail, level of difficulty, and applicability in real work settings.
- The collected feedback was analysed to confirm the overall suitability of the OERs and to identify potential areas for further consideration in future updates or implementations, ensuring continued alignment with user expectations and training needs.

## 2. RESEARCH METHODOLOGY

The validation of the Open Educational Resources (OERs) followed a structured, user-centred methodology designed to ensure that the materials developed under WP5 are relevant, usable, and pedagogically effective for their target audience. The process began with the recruitment of participants through a public registration form disseminated to stakeholders across the retail ecosystem, including retail business owners and employees, trainers, academic experts in digital transformation, consultants, chambers of commerce, and representatives of EU or national initiatives. Interested participants completed the registration form to the validation activity, confirming their willingness to review the OERs and provide feedback.

After registration, participants received detailed instructions to access the OERs through the Articulate 360 tool, the professional course authoring tool used to develop the resources. Each participant was asked to review at least two OERs of their choice, depending on their background and interests. The OERs were explored independently and asynchronously, allowing participants to navigate the content at their own pace and engage with the various interactive elements, case studies, and knowledge checks integrated into each OER.

Following the review, participants completed an online evaluation questionnaire designed to capture both quantitative and qualitative feedback. The questionnaire consisted of closed Likert-scale statements assessing clarity, usability, relevance, structure, and perceived usefulness of the OERs, along with open-ended questions inviting participants to elaborate on what they found valuable or what could be improved. This dual approach allowed for both statistical interpretation and rich insights based on personal experience.

The quantitative results were aggregated to identify trends in user perceptions, while open-ended responses were coded thematically to uncover common patterns and improvement suggestions. The final stage of the methodology involved consolidating the results and translating them into actionable enhancements for the OERs, ensuring the materials are fully optimized before translation, publication and integration into the INAIR platform.

### 2.1 OER Development Workflow

The development of the OERs followed a five-step workflow in alignment with the AI Core Curriculum. The process was led by the University of Cyprus (UCY), in close collaboration with all consortium partners.

#### 2.1.1 Content Development

Consortium instructional design teams prepared the pedagogical content for each OER, including text, visuals, interactive activities, case studies, and quizzes. The content was developed directly from the learning outcomes and competence descriptors defined in the AI Core Curriculum. Draft versions were peer-reviewed internally within the consortium, and revisions were made based on peer feedback to ensure clarity, accuracy and pedagogical coherence.

### *2.1.2 Course Authoring in Articulate Rise 360*

The validated instructional content was imported into Articulate Rise 360. The consortium used Rise's modular block system to structure the courses, combining text, multimedia, and interactive components such as decision-making scenarios, process flows, accordions, flashcards, and knowledge checks. The use of Articulate Rise 360 ensured a consistent and accessible design across all OERs, optimising development within the project timeframe while maintaining compatibility with multiple e-learning platforms.

### *2.1.3 Export for Translation (XLIFF)*

Once the master course in English was finalised, XLIFF files were generated to enable multilingual translation while maintaining the original layout and interactive structure. This export ensured the preservation of metadata, formatting, and accessibility elements during the localisation phase.

### *2.1.4 Translation and Localisation*

The XLIFF files were translated into all partner languages, such as German, Italian, Polish, Romanian, and Greek. Terminology, examples, and cultural references were localised where relevant to enhance contextual accuracy and learner engagement. The translated files were then re-imported into Articulate Rise to automatically populate the corresponding course versions.

### *2.1.5 Final Review and Quality Assurance*

Each localised version underwent a final quality review coordinated by UCY as WP5 Leader. The review covered layout consistency, interactive functionality, translation accuracy, and accessibility compliance. After validation, final courses were exported in SCORM format to ensure compatibility with Learning Management Systems and for integration into the forthcoming INAIR e-learning environment.

### 3. DESCRIPTION OF THE OPEN EDUCATIONAL RESOURCES (OERs)

#### 3.1 Purpose of the OERs

The Open Educational Resources (OERs) were developed within Work Package 5 (WP5) to transform the project's AI Core Curriculum for Retail MSMEs into interactive, modular, and multilingual learning resources to support self-paced, flexible learning. Each resource corresponds to a specific learning block within the curriculum and is designed for independent study while remaining fully compatible with guided instructional approaches, such as blended learning and flipped classroom models.

In alignment with the pedagogical strategies outlined in the AI Core Curriculum, the OERs can serve both as standalone training materials for individual upskilling and as teaching components within structured learning pathways led by instructors or training providers. This dual design ensures that the OERs can be effectively deployed across diverse learning contexts - supporting autonomous learners, vocational trainers, and higher-education institutions alike - while maintaining coherence with the curriculum's overall progression framework.

Together, the sixteen OERs constitute a coherent set of open, modular learning resources supporting AI literacy, digital mindset development, ethical awareness and sustainable AI-powered innovation.

Ultimately, the OERs, available in English, German, Greek, Italian, Polish and Romanian, are designed to:

- demystify Artificial Intelligence (AI) for retail business owners and employees,
- build foundational and advanced AI competences using real retail scenarios, and
- support the adoption of AI solutions in retail operations.

#### 3.2 Structure and Format of the OERs

All OERs are designed using a standardised template that ensures consistent layout and navigation across all modules, integration of multimedia (videos, scenarios, labelled graphics, quizzes), and availability for online use through Articulate Rise. The template required partners to provide text, images, interactive elements, and assessment items (knowledge checks), which are later digitalised into the e-learning format.

*Table 1. OER Design Template Structure*

| Section of the OER                   | Description  |
|--------------------------------------|--|
| <b>Introduction &amp; Objectives</b> | Topic overview, learning goals, level of difficulty  |
| <b>Content sections</b>              | Modular content with interactive activities (accordion, tabs, scenarios, flashcards). For instance, this includes practical examples and case studies from retail operations, interactive exercises and simulations with decision-making scenarios, reflection and self-assessment activities. |
| <b>Knowledge Checks</b>              | Multiple-choice or matching assessments  |
| <b>Wrapping Up</b>                   | Summary, key takeaways, further resources  |

### 3.3 OERs Catalogue

The INAIR curriculum consists of 16 multilingual OERs, organised into three levels of increasing complexity. The content aligns with the AI Core Curriculum Generalisations, ensuring each OER addresses a specific AI learning competency

*Table 2. Foundation Level OERs*

Focus: Basic understanding of AI concepts and their implications for retail.

| OER Title                               | Key Learning Focus (from curriculum generalisations)  |
|---|---|
| <b>Introduction to AI</b>               | AI transforms business value creation and operations; AI influences human-technology relationships. |
| <b>Basic Operational Dynamics of AI</b> | How AI systems mimic human cognition to process information and make decisions.                     |
| <b>Applications of AI in Retail</b>     | AI across the value chain enables efficiency, innovation, and customer value.                       |
| <b>Data-Driven Decision Making</b>      | Data governance and management enable evidence-based decision-making.                               |
| <b>Ethics in AI</b>                     | Ethical issues and trust-building in AI adoption.   |

*Table 3. Intermediate Level OERs*

Focus: Practical application of AI to retail use cases.

| OER Title  | Key Learning Focus  |
|--|---|
| <b>Machine Learning in Retail</b>                  | AI systems learn from patterns to improve personalisation and efficiency.             |
| <b>Natural Language Processing (NLP) in Retail</b> | AI enables natural communication between retailers and customers (e.g., chatbots).    |
| <b>Driving Human-Centred Innovation with AI</b>    | AI innovation should remain aligned with human needs and values.                      |
| <b>AI for Sustainability</b>                       | AI supports resource optimisation and environmentally responsible business decisions. |
| <b>Regulations and Trustworthy AI</b>              | Importance of transparent, accountable, ethical AI aligned with regulations.          |

*Table 4. Advanced Level OERs*

Focus: AI for optimisation, business intelligence, and strategic foresight.

| OER Title                                       | Key Learning Focus  |
|---|---|
| <b>AI-Enabled Value Chain</b>                   | AI integrates processes across business functions and supply chains.                |
| <b>AI for Knowledge and Insights Management</b> | AI generates actionable insights, strengthening organisational intelligence.        |
| <b>AI for Inventory Management</b>              | Advanced inventory management strategies to reduce waste and avoid stock shortages. |

|  |  |
|--|--|
| <b>AI for Operations Optimization</b>  | AI improves efficiency, automation, and continuous optimisation. |
| <b>AI-Powered Customer Engagement</b>  | Understanding customer behaviour for personalised engagement.    |
| <b>AI-Driven Business Intelligence</b> | Strategic foresight using predictive and prescriptive analytics. |

Each level and learning block is designed to serve distinct retail profiles: while competences progress according to Bloom's taxonomy, the recommended selection and emphasis of learning blocks vary according to company characteristics and functional roles, supporting tailored learning journeys that correspond to the digital maturity and AI capabilities of each organisation.

Differentiation is therefore embedded in the design:

- Job roles: learning pathways are aligned with key retail functions (e.g., sales, marketing, logistics, management), ensuring relevance to specific professional tasks;
- Company size: the learning depth and examples correspond to the expected level of organisational capability, recognising that micro and small enterprises often combine limited resources with flexible role structures;
- Retail contexts: the curriculum and OERs were conceived to apply across diverse retail areas, with contextual variation addressed through the design of the learning blocks and examples rather than separate course versions.

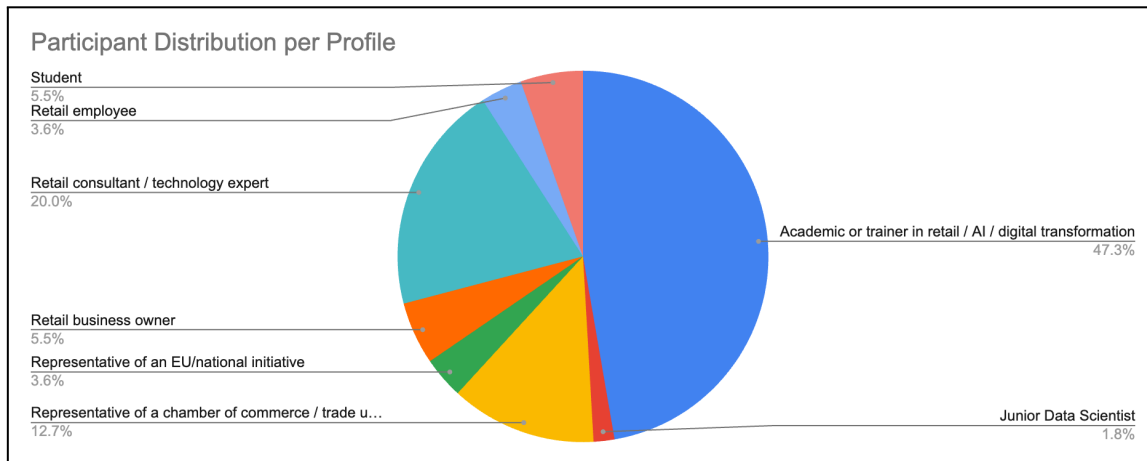
This differentiation is supported by the AI Skills Assessment Tool developed within the project, which enables learners and organisations to identify their current competence level across the key domains of the AI Core Curriculum. The tool provides a structured self-assessment framework that will be integrated into the INAIR Learning Environment to guide users in selecting the most appropriate OERs. In its current form, the tool facilitates consistent mapping of learner profiles and digital maturity levels, establishing the foundation for personalised learning pathways in subsequent stages of implementation.

## 4. RESULTS

### 4.1 Composition of the Group

The validation group was composed of individuals representing a variety of professional backgrounds relevant to the retail and AI ecosystems. A total of 55 individuals participated in the OER validation process. Participants were asked to select the option that best describes their profile.

*Figure 1. Participant Distribution per Profile*

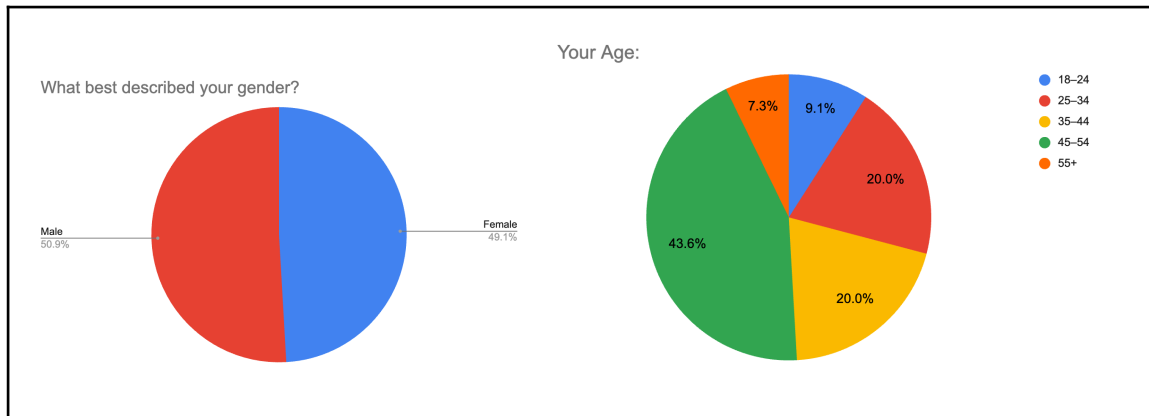


The group comprised a balanced mix of academic/training and business stakeholders. The largest share of respondents (47%) were academics and trainers specialising in digital transformation or AI in retail, while business representatives accounted for 45%, including retail consultants and technology experts (20%), representatives of chambers of commerce and trade associations (13%), retail business owners (5%) and employees (4%). This composition helped ensure that the validation reflected perspectives from both educational and operational retail contexts, providing feedback that addressed both instructional quality and workplace applicability.

A smaller subset of participants (3 participants, 5% out of the total number) consisted of students and early-career professionals, such as junior data scientists. Their feedback was considered to be in scope, as the OERs also target future professionals and vocational learners preparing to enter the sector.

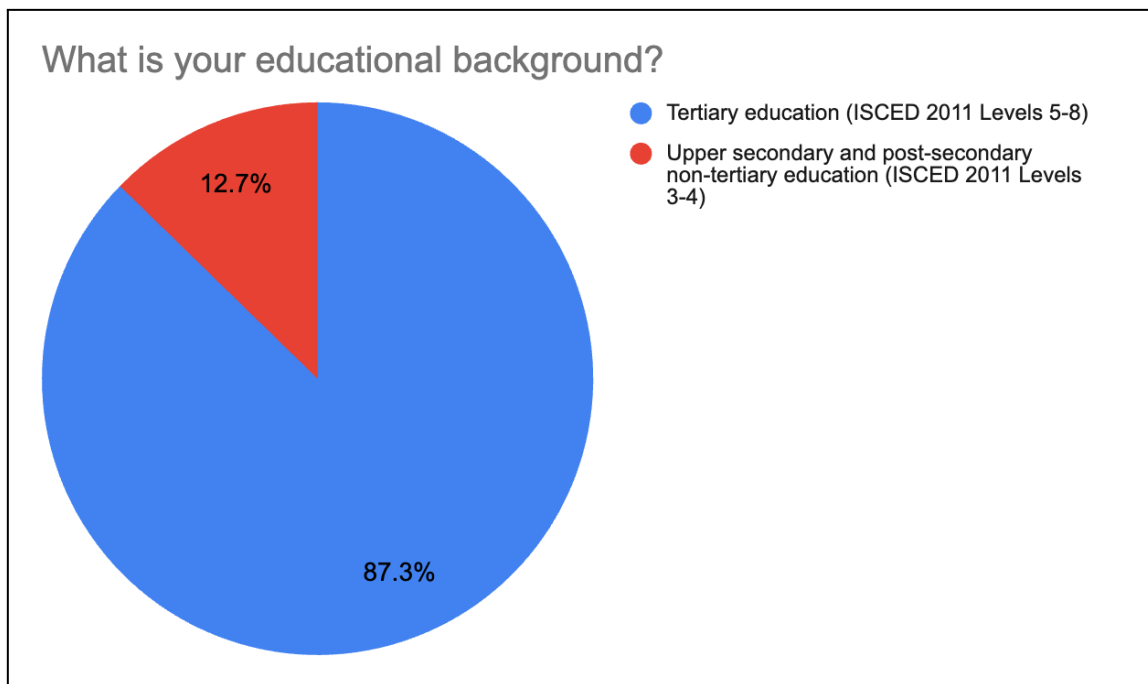
The validation group achieved gender balance, with equal representation of women and men. The largest share of participants (43.6%) were aged between 45 and 54 years.

*Figure 2. Participant Distribution per Gender and Age*



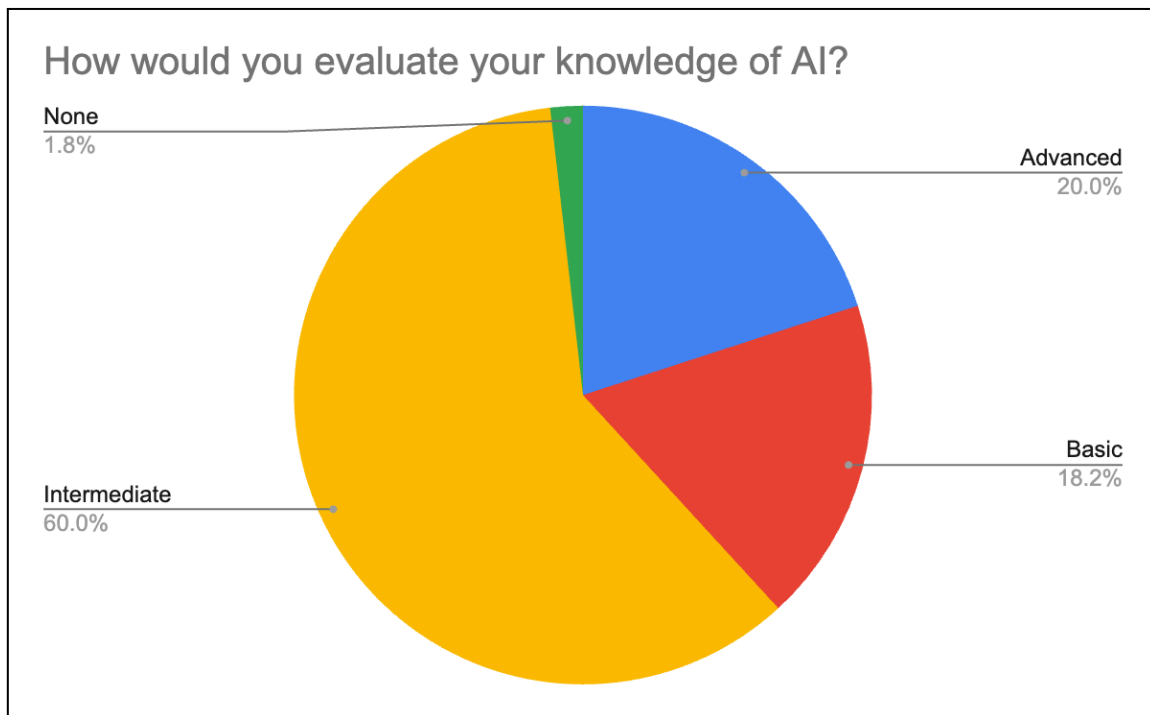
Participants were generally highly educated, reflecting their professional roles in academia, consultancy, and management – a factor that contributed to the analytical depth of the feedback collected during validation.

*Figure 3. Participant Distribution per Educational Background*



The distribution of AI knowledge levels was also diverse: 80% reported intermediate (60%) or advanced (20%) proficiency, while 18% indicated a basic understanding and only 2% had no prior experience.

*Figure 4. Participant Distribution per AI Knowledge Level*



## 4.2 Validation Results

For the purposes of the validation process, participants were invited to select and review at least two OERs of their choice. The distribution of responses indicates broad engagement across all levels of the curriculum.

In total, **129 individual OER reviews were recorded**, distributed across the sixteen resources. The frequency of reviews varied according to topic complexity and perceived relevance to participants' professional contexts. The OER "Introduction to AI" received the highest share of reviews, reflecting its foundational nature and broad applicability across all roles and organisation sizes. Other OERs attracting significant engagement included "Application of AI in Retail", "Data-driven Decision Making", "Driving Human-centred Innovation with AI", "AI for Sustainability" and "AI-driven Business Intelligence".

### 4.2.1 Quantitative Evaluation

Participants were asked to **rate their level of agreement** assessing four dimensions:

- Content quality
- Clarity and readability
- Usability and interactivity
- Usefulness and applicability to retail

Results were strongly positive with the overall satisfaction >90%. Results indicate a high level of satisfaction and perceived relevance, with the vast majority of respondents

selecting agree or strongly agree across all items. Detailed distributions are presented below.

*Table 5. Participant ratings on the evaluation of OERs (percentages by response category)*

|    | <b>Statement</b>   | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
|----|--|-----------------------|--------------|-------------|-----------|--------------------|
| 1  | The OERs are relevant to the retail sector.                                      | 2%                    | 0%           | 2%          | 33%       | 60%                |
| 2  | The content is accurate and up to date.  | 2%                    | 0%           | 2%          | 23%       | 70%                |
| 3  | The content reflects industry needs.   | 2%                    | 0%           | 5%          | 42%       | 47%                |
| 4  | The content is applicable to real-life retail situations.                        | 2%                    | 2%           | 9%          | 33%       | 51%                |
| 5  | The OERs are clear and easy to understand.                                       | 2%                    | 0%           | 2%          | 19%       | 74%                |
| 6  | The materials are well-structured and logically organised.                       | 2%                    | 0%           | 0%          | 28%       | 67%                |
| 7  | The learning objectives were clear from the start.                               | 2%                    | 2%           | 4%          | 26%       | 63%                |
| 8  | The multimedia elements enhance the learning experience.                         | 2%                    | 0%           | 7%          | 30%       | 58%                |
| 9  | The assessments (quizzes, exercises) are useful to test understanding.           | 2%                    | 0%           | 9%          | 37%       | 49%                |
| 10 | The level of interactivity keeps learners engaged throughout the OERs.           | 2%                    | 0%           | 5%          | 44%       | 46%                |
| 11 | The OERs are culturally sensitive and suitable across different retail contexts. | 2%                    | 2%           | 7%          | 42%       | 44%                |

|    |   |    |    |     |     |     |
|----|---|----|----|-----|-----|-----|
| 12 | The examples and case studies are relevant for a broad retail audience.                             | 2% | 0% | 7%  | 37% | 51% |
| 13 | The resources encourage inclusion and are accessible to diverse learners.                           | 2% | 0% | 9%  | 33% | 53% |
| 14 | I am likely to apply AI-powered tools or approaches in my future work as a result of participation. | 2% | 0% | 16% | 39% | 40% |
| 15 | My knowledge of AI and its applications in retail improved thanks to the OERs.                      | 2% | 0% | 14% | 35% | 46% |
| 16 | I developed new skills that will help me adopt AI solutions in my professional context.             | 2% | 2% | 23% | 35% | 35% |
| 17 | The OERs positively influenced my attitude toward using AI in retail.                               | 0% | 2% | 14% | 42% | 39% |
| 18 | I would recommend these resources to other retailers or sector professionals.                       | 2% | 0% | 0%  | 30% | 65% |

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The statements measuring learning impact - including perceived knowledge gain (statement 15), skill development (16), intention to apply AI tools (14), and attitude change (17) - showed slightly higher proportions of neutral or lower agreement responses compared to other evaluation dimensions.

These results are best interpreted in relation to the prior knowledge levels of participants. A large majority (80%) identified themselves as having intermediate or advanced expertise in AI. This profile suggests that many participants were already familiar with AI principles and tools prior to engaging with the OERs, which naturally limits the extent to which they would report substantial new learning or shifts in attitude.

For instance, out of the total of participants who indicated their neutrality to new skill development (Statement 16 in Table 5), 57% self-identified as having intermediate or advanced AI knowledge. However, their review activity was concentrated primarily on foundational-level OERs, with only a small proportion engaging with advanced materials.

This indicates that many experienced participants interacted with content designed for introductory learning or conceptual reinforcement rather than advanced skill acquisition.

In this context, the neutral responses reflect a cohort with existing proficiency that used the OERs primarily for benchmarking or validating knowledge, rather than initial skill acquisition. Other quantitative data - including 95% of the respondents would recommend the OERs to other retailers or sector professionals" - and qualitative feedback also confirmed this pattern.

#### 4.2.2 Qualitative Feedback: Most Useful Aspects of the OERs

In addition to the structured questionnaire, participants were invited to provide open-ended feedback on the OERs. The qualitative section of the survey included three guiding questions:

- *What did you find most useful?*
- *What could be improved?*
- *Any additional comments?*

These questions aimed to capture participants' reflections on both the strengths and areas for improvement of the OERs, as well as any broader observations regarding their learning experience. The responses were analysed thematically to identify recurring patterns and insights, complementing the quantitative findings presented in the previous section.

**What users liked.** Key themes emerging from the analysis of the resources' strengths include the following:

*Table 6. Thematic Summary of Perceived Strengths of the OERs*

| Theme   | Representative Quotations  | Key Insights  |
|---|--|---|
| <b>Promotion of Critical Thinking and Comprehensive Understanding</b> | <ul style="list-style-type: none"> <li>- "The focus and encouragement for critical thinking and a comprehensive approach to the discussed topics."</li> <li>- "The materials go beyond basic definitions, encouraging reflection on ethical and strategic implications."</li> <li>- "Intellectually stimulating and conducive to a deeper appreciation of AI's role in retail."</li> </ul> | Participants valued the OERs for encouraging analytical reflection and critical engagement. The materials were perceived as supporting higher-order thinking and contributing to the development of a digital mindset consistent with the AI Core Curriculum. |

|   |  |   |
|---|--|---|
| <b>Practical Relevance and Real-World Application</b>             | <ul style="list-style-type: none"> <li>- "The real-life examples and use cases make the content easier to connect with my daily work in retail."</li> <li>- "Seeing AI applied to inventory and customer management made the topic more concrete and transferable to daily work."</li> </ul> | <p>The inclusion of real-world examples was considered a key strength, helping participants connect theoretical concepts with practical applications. Feedback confirms the relevance of the OERs to current retail operations and decision-making contexts.</p>        |
| <b>Clarity, Structure, and Pedagogical Coherence</b>              | <ul style="list-style-type: none"> <li>- "The ease of structure of the content."</li> <li>- "The logical progression of topics."</li> <li>- "The modular layout supports comprehension and allows learners to progress step by step."</li> </ul>   | <p>Respondents emphasised the clarity and logical organisation of the OERs. The modular structure facilitated self-paced learning and reflected sound instructional design principles, including modularity and progressive scaffolding.</p>                            |
| <b>Accessibility, Flexibility, and Openness of the OER Format</b> | <ul style="list-style-type: none"> <li>- "Increased accessibility and flexibility for customisation."</li> <li>- "The opportunity for trainers to tailor materials to different audiences."</li> <li>- "Open resources allow anyone in retail to learn at their own pace."</li> </ul>        | <p>Participants appreciated the open-access nature of the OERs and their adaptability for diverse learners and contexts. The accessibility and flexibility of the format were recognised as supporting inclusion and equitable access to AI learning opportunities.</p> |
| <b>User Experience and Visual Design</b>                          | <ul style="list-style-type: none"> <li>- "The interface is intuitive and pleasant to navigate."</li> <li>- "Quizzes, visual elements, and examples maintained attention and reinforced understanding."</li> </ul>  | <p>The design of the OERs in Articulate Rise 360 was perceived as engaging and user-friendly. The use of interactive and multimedia elements was recognised as enhancing learner engagement and supporting comprehension.</p>   |

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**What could be improved.** Respondents shared targeted suggestions to enhance specific aspects of the OERs. Suggestions and patterns were extracted from 34 improvement comments:

*Table 7. Summary of Participant Feedback on Areas for Improvement in the OERs*

| Theme   | Representative Quotations   | Interpretation / Key Insights   |
|---|---|---|
| <b>Increased Interactivity and Multimedia Diversity</b> | <ul style="list-style-type: none"> <li>- "Adding short quizzes or short videos at the end of sections would make it more interactive and help reinforce learning."</li> <li>- "It would be beneficial to include more illustrative videos to enhance engagement and understanding."</li> </ul>  | Some participants suggested enriching interactivity through short videos, quizzes or infographics to further diversify learning modes and sustain engagement, particularly in longer modules.   |
| <b>Quiz Design</b>                                      | <ul style="list-style-type: none"> <li>- "Information if one or more answers in the quizzes are correct."</li> <li>- "The number of questions in the quizzes could be about the same number for all OERs and include a few more difficult questions."</li> <li>- "Evaluation quizzes are rather simple and should be improved."</li> <li>- "Include open-ended or reflective questions to stimulate critical thinking."</li> <li>- "Short-essay or case-based assessments could encourage deeper understanding."</li> </ul> | <p>Some respondents recommended refinements to assessment design, including standardising the number of quiz questions, clarifying instructions and adding moderate difficulty.</p> <p>A few respondents also suggested complementing multiple-choice formats with reflective or scenario-based assessments. While such assessments are not suited to the self-paced format of the OERs, this feedback highlights an opportunity for educators and trainers who integrate the OERs into blended or instructor-led courses to incorporate discussion prompts or reflective assignments as complementary learning activities.</p> |
| <b>Depth and Complexity for Advanced Learners</b>       | <ul style="list-style-type: none"> <li>- "Modules are rather basic, which could be trivial for intermediate and advanced professionals."</li> <li>- "As a technical person, I would love to see more technical material, e.g., diagrams, snippets of code, tools that I can use in my IDE."</li> </ul>  | A limited number of more advanced participants expressed interest in optional content exploring technical or strategic aspects of AI deployment. The comment aligns with the varied proficiency levels among users and confirms the potential value of introducing optional "advanced" contents.  |

- "Some modules could benefit from deeper exploration of implementation challenges."

**Inclusion of More Practical and "How-To" Examples**

- "More how-to examples, not only high-level cases."  
 - "Some modules could include more interactive demonstrations (e.g., short video tutorials or simulation-based exercises)."

Some participants suggested including more procedural and hands-on examples illustrating how AI tools are applied in retail practice.

**Enhanced Referencing and Source Accessibility**

- "It's great that sources are listed as citations, but perhaps they could be accompanied by links or full entries somewhere (at least at the end of the tool). Otherwise they might be difficult to follow-up."

Respondents appreciated the inclusion of references and citations but suggested that adding links or extended bibliographic entries could make it easier to explore materials further.



## 5. CONCLUSION

The validation process confirmed the pedagogical soundness and practical relevance of the Open Educational Resources (OERs) developed under Work Package 5, demonstrating their readiness for publication on the INAIR e-learning environment and for pilot deployment within the retail sector.

Feedback from participants who completed the evaluation questionnaire was strongly positive. Respondents consistently emphasised the clarity, logical structure, and ease of navigation of the OERs. The content was perceived as directly relevant to retail-sector challenges and to the practical requirements of AI adoption. Quantitative results supported these findings, with **94%** agreeing that the OERs are **clear and easy to understand**, **92%** finding them **relevant to retail**, **81%** reporting improved **knowledge of AI applications in retail**, and **88%** considering the **interactive** elements effective for learning.

Qualitative feedback reinforced these outcomes. Participants particularly valued the real-life examples, structured learning progression, and inclusion of interactive activities enabling the immediate application of concepts. Several noted that the OERs successfully bridge the gap between theoretical AI principles and operational retail practice.

Suggestions for improvement were constructive and focused on enhancing depth and engagement. Participants expressed interest in optional advanced content (e.g. technical extensions), additional interactive elements (such as short demonstration videos), and more varied assessment formats.

Overall, the validation confirmed that the OERs are clear, relevant and well aligned with the needs of diverse user groups, including non-technical retail employees, consultants, and trainers. The resources provide a sound foundation for pilot use in self-paced learning and for integration into broader training initiatives within the sector.

Feedback acquired during this phase has already informed targeted refinements, enhancing clarity, consistency, and user experience. Further insights will be integrated into the INAIR e-learning environment (INAIR's Work Package 6) to ensure ongoing alignment with learner expectations and sector-specific requirements. Forthcoming pilot activities under WP6 may also present an opportunity to expand participation to include a greater proportion of retail professionals with limited or no prior AI experience, thereby further validating the accessibility and adaptability of the OERs across diverse competence levels.

In conclusion, the validation results confirm that the OERs have the potential to effectively support understanding of how artificial intelligence can be applied to retail operations and decision-making, contributing to the INAIR project's overall objective of advancing AI skills and promoting digital readiness across European retail SMEs.