

BU.BI: BEYOND LACK OF UNDERSTANDING, BEYOND DISINFORMATION

DIGITAL MULTIMEDIA PUBLICATION

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1

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Table of Contents

Chapter 1: Project Management (WP1)	6
Chapter 2: Mutual Learning and Teaching Activities (WP2)	8
Chapter 3: Innovative Educational Modules Development (WP3)	10
Chapter 4: Education in Metaverse (WP4)	12
Chapter 5: Communication and Dissemination (WP5)	14
Chapter 6: A Blueprint for Human-Centered Learning - Summary of the Guidelines for Innovative Educational Modules	16
Chapter 7: The Eduverse Travel Kit and Staff Manual - Practical Guides to Immersive Learning	18
Conclusion	20



BU.BI: Beyond lack of Understanding, Beyond disInformation

Digital Multimedia Publication

Introduction

Welcome to the Digital Multimedia Publication of the BU.BI project—"Beyond lack of Understanding, Beyond disInformation." This document serves as a comprehensive guide to the journey, methodologies, and outcomes of our two-year Erasmus+ project. In an era where digital information is abundant yet often unreliable, the ability to navigate the online world with confidence and critical thinking has become a fundamental skill for active citizenship. The BU.BI project was born from the recognition that many adults, particularly those with lower functional skills, face significant barriers—not just technical, but emotional and psychological—to achieving this digital competence.

This publication is designed to be more than just a final report; it is a practical, user-friendly resource for educators, policymakers, researchers, and anyone interested in adult education and digital literacy. It encapsulates our collaborative efforts to understand the root causes of digital vulnerability and to develop innovative, engaging, and effective educational solutions.

Throughout this document, you will explore the structured approach we took, from the initial needs analysis to the development of tailored educational modules and the pioneering use of a 3D virtual learning environment known as the **Eduverse**. Each chapter, corresponding to a specific Work Package, is authored by the responsible partner, ensuring an authentic and detailed account of the work accomplished.

Our goal is to share not only our successes and tangible results but also the valuable lessons learned along the way. By making our methodologies, tools, and key deliverables—such as the **Guidelines for Innovative Educational Modules (WP3)** and the **Eduverse Travel Kit for Staff (WP4)**—freely accessible, we hope to inspire and support other organizations in their efforts to build a more informed, resilient, and digitally empowered society.

We invite you to delve into the story of BU.BI and discover how, together, we can move beyond a lack of understanding and beyond disinformation.

Table of Contents

Chapter 1: Project Management (WP1)	6
Chapter 2: Mutual Learning and Teaching Activities (WP2)	8
Chapter 3: Innovative Educational Modules Development (WP3)	10
Chapter 4: Education in Metaverse (WP4)	12
Chapter 5: Communication and Dissemination (WP5)	14
Chapter 6: A Blueprint for Human-Centered Learning - Summary of the Guidelines for Innovative Educational Modules	16
Chapter 7: The Eduverse Travel Kit and Staff Manual - Practical Guides to Immersive Learning	18
Conclusion	20



Chapter 1: Project Management (WP1)

Lead Partner: Aforisma Impresa Sociale (Italy)

A Foundation for Success: Steering the BU.BI Project

The success of any ambitious, transnational project hinges on a robust and transparent management framework. As the coordinating partner, Aforisma was responsible for steering the BU.BI project, ensuring that our journey was not only innovative and impactful but also efficient, collaborative, and aligned with the high standards of the Erasmus+ programme. This chapter outlines the core principles and mechanisms that guided our work from inception to completion.

1.1. The Partnership: A Synergy of Diverse Expertise

The BU.BI consortium was strategically assembled to bring together a rich blend of skills and perspectives from four countries. It included:

- **Adult Education Providers:** Aforisma (Italy), IDEC (Greece), Zasavska ljudska univerza (Slovenia), and POU Koprivnica (Croatia) provided invaluable on-the-ground experience and direct access to our target groups.
- **Academic Expertise:** The University of Peloponnese (Greece) contributed rigorous research methodologies, particularly in defining and assessing functional literacies.
- **Technological Innovation:** Virtualis (Italy), a newcomer to the Erasmus+ family, brought cutting-edge expertise in metaverse and 3D virtual environments, which was crucial for developing the Eduverse.

This diverse partnership ensured that our project was grounded in pedagogical theory, validated by real-world practice, and powered by innovative technology.

1.2. Governance and Communication: The Engine of Collaboration

To ensure smooth collaboration, our communication strategy relied on a combination of regular online meetings and two essential in-person Transnational Project Meetings (TPMs).

A key tool for our daily work was **AdminProject**, a user-friendly project management platform. This tool enabled us to:

- **Maintain transparent communication** through dedicated discussion modules.
- **Track tasks** effectively, ensuring all partners were aware of their responsibilities.
- **Share documents and resources** in a centralized and secure manner.

This structured yet flexible approach allowed us to navigate challenges, adapt to unforeseen circumstances, and foster a strong sense of shared ownership and commitment among all partners.

1.3. Quality Assurance and Risk Management: Ensuring Impact and Sustainability

From the outset, we implemented a comprehensive **Quality Handbook** that defined key performance indicators (KPIs), monitoring procedures, and evaluation tools. These included:

- **Satisfaction questionnaires** for staff after training activities and for participants after focus groups.
- **Regular progress reports** to track the development of deliverables and adherence to the timeline.
- **A risk management plan** to anticipate potential challenges (e.g., delays, budget issues, partner conflicts) and establish clear protocols for their resolution.

Our commitment was not only to achieve the project's objectives but to do so with the highest standard of quality, ensuring that the results produced would be reliable, relevant, and sustainable beyond the project's lifetime.

This foundational work in Project Management (WP1) created the solid structure upon which all subsequent creative and educational activities, detailed in the following chapters, could be successfully built.

Chapter 2: Mutual Learning and Teaching Activities (WP2)

Lead Partner: Pučko otvoreno učilište Koprivnica (Croatia)

Building a Common Ground: Empowering the Educators

Before we could effectively address the needs of our target audience—adults with lower functional skills—it was essential to equip our own teams with a shared understanding, a common language, and a unified methodological approach. The Mutual Learning and Teaching Activity, the cornerstone of Work Package 2, was designed precisely for this purpose. This intensive, in-person training event brought together staff from all partner organizations for a collaborative exchange of knowledge and expertise.

2.1. Objectives: From Individual Expertise to Collective Strength

The primary goal of this activity was to transform the diverse skills within our consortium into a cohesive and powerful collective force. The specific objectives were:

- **To establish a shared understanding** of key project concepts, including functional literacy (literacy, numeracy, problem-solving), the mechanisms of disinformation, and the pedagogical principles of the FI.DO project, which served as a foundation for BU.BI.
- **To improve the technical and practical skills** of our educators in using innovative educational tools, with a special focus on an introduction to virtual spaces and the metaverse.
- **To co-create a common methodological framework** for the upcoming Focus Groups (WP3), ensuring consistency and comparability of results across all participating countries.
- **To strengthen the partnership** by fostering personal connections, building trust, and enhancing the collaborative spirit of the team.

8

2.2. The Training Event: A 3-Day Full Immersion in Koprivnica

The activity was structured as a "full immersion" training course, hosted by our Croatian partner, POU Koprivnica. Each day was dedicated to a specific theme, combining theoretical lectures in the morning with hands-on, practical workshops in the afternoon.

- **The Methodological Foundation.** Led by partners with experience from the predecessor FI.DO project (IDEC, Aforisma, ZLU), this focused on the Living Labs and Focus Group methodology. Participants learned how to create a safe and engaging environment for adult learners and practiced facilitating discussions on sensitive topics like disinformation.
- **Understanding Functional Literacy.** Led by the University of Peloponnese, this provided the academic backbone of the project. The team delved into the scientific definitions of literacy, numeracy, and problem-solving in technology-rich environments. The afternoon workshops challenged participants to develop practical exercises to identify and address these skill gaps.



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- **Exploring Virtual Spaces for Education.** Led by our technical partner, Virtualis, this was a journey into the future of education. Participants were introduced to the metaverse, learned the basics of creating and navigating a 3D virtual environment, and brainstormed how this technology could be used to create impactful learning experiences. This session laid the practical groundwork for the development of the Eduverse (WP4).

2.3. Key Outcomes and Impact

This mutual learning activity was a critical turning point in the project. It moved the partnership from a collection of individual organizations to a truly integrated team. The key tangible and intangible outcomes included:

- **Improved Staff Competences:** All participating educators left with enhanced knowledge of both the theoretical concepts and the practical tools needed for the project.
- **A Common Ground:** The team developed a shared vocabulary and a unified vision, which proved invaluable for the successful implementation of all subsequent Work Packages.
- **Strengthened Professional Network:** The in-person interaction fostered a strong professional network and a collaborative spirit that transcended formal project tasks.

In essence, this Work Package was the "training for the trainers." By investing in our own team's development first, we ensured that the educational interventions designed for our final target group would be well-informed, consistent, and delivered with the highest level of expertise and confidence.

Chapter 3: Innovative Educational Modules Development (WP3)

Lead Partner: IDEC (Greece)

Listening to the Learners: From Needs Analysis to Practical Guidelines

The heart of the BU.BI project lies in creating educational solutions that are not just innovative, but truly relevant and responsive to the needs of our target audience. Work Package 3 was dedicated to this crucial process: moving from theoretical assumptions to evidence-based practice. This was achieved through a deep and empathetic engagement with adult learners themselves, using **Focus Groups** as our primary tool for listening and co-creation. The ultimate goal was to produce a set of clear, practical **Guidelines for the development of Innovative Educational Modules**.

3.1. The Methodology: Putting the User at the Center

Our approach was grounded in a participatory, bottom-up philosophy. We firmly believed that the most effective educational tools are those designed *with* the learners, not just *for* them. The process was structured in three key phases:

Phase 1: Recruitment of Participants (Task 3.1 & 3.2)

The first step was to identify and recruit the right participants. Led by the University of Peloponnese, a detailed **recruitment questionnaire** was developed. This tool was not just a demographic survey; it was designed to assess the three core functional literacies:

- **Literacy:** The ability to understand and evaluate written texts.
- **Numeracy:** The ability to interpret and use numerical information.
- **Problem-solving in technology-rich environments:** The ability to navigate digital systems to achieve a goal.

Each educational partner (Aforisma, IDEC, ZLU, POU) was responsible for distributing the questionnaire and recruiting 30 adults with identified skill gaps, resulting in a diverse European sample of 150 participants.

Phase 2: The Focus Groups (Task 3.3)

This was the core activity of the Work Package. Each partner organized at least three Focus Group sessions. These were not traditional lectures. Instead, they were structured as **Living Labs**—interactive workshops where participants:

- **Shared their personal experiences, fears, and challenges** with the digital world in a safe and non-judgmental space.
- **Engaged in practical, game-like exercises** designed to reveal specific difficulties in spotting disinformation, understanding graphs, or navigating complex websites.
- **Provided direct feedback** on what kind of support and learning methods would be most helpful for them.

Phase 3: Analysis and Guideline Development (Task 3.4)

Following the Focus Groups, each partner compiled a detailed report summarizing their

10



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findings. These reports provided a rich source of both quantitative and qualitative data. Led by IDEC, the consortium analyzed these findings to identify cross-cutting themes and recurring challenges.

The culmination of this work was the creation of the **"Guidelines for Innovative Educational Modules Development."** This key deliverable translated the learners' needs into a structured pedagogical framework for educators.

3.2. Key Findings from the Focus Groups

The insights gathered from the Focus Groups were profound and directly shaped the content of the educational modules. Some of the most significant findings included:

- **Superficial Reading led by Emotion:** Participants consistently reported reacting emotionally to sensationalist headlines and content designed to provoke fear or anger, often leading to impulsive sharing, without devoting adequate time to critically read the content of an article.
- **Lack of a "Verification Habit":** The idea of cross-checking information with other sources was not an intuitive or established practice for most participants.
- **Deep-seated Fear of "Breaking Something":** This fear was a major barrier to experimentation and independent problem-solving, particularly in areas like online banking or e-government services.
- **Sence of lack of Independence:** Most participants stated that in the digital world they frequently depend on others for their daily tasks, while in the physical world they were 100% independent.
- **A Strong Desire for Practical, Step-by-Step Guidance:** Learners expressed a clear preference for hands-on, guided learning over theoretical explanations.

11

3.3. The Outcome: A Blueprint for Effective Learning

The **Guidelines for Innovative Educational Modules** became the blueprint for the next phase of the project. This document did not prescribe rigid lesson plans. Instead, it provided a set of core principles and practical recommendations, including:

- **Start with confidence-building** before introducing complex technical skills.
- **Use real-life, relatable examples** to make the content meaningful.
- **Incorporate "safe-to-fail" activities** where learners can practice without fear of negative consequences.
- **Emphasize simple, repeatable verification strategies** (e.g., the "Pause-Think-Check" method).

By grounding our educational design in the lived experiences of our learners, Work Package 3 ensured that the BU.BI project would not just produce innovative technology, but would deliver a truly human-centered and impactful learning experience.



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Chapter 4: Education in Metaverse (WP4)

Lead Partner: Virtualis (Italy)

Bringing Learning to Life: The BU.BI Eduverse Experience

Work Package 4 represents the culmination of all our foundational work, transforming the insights from the Focus Groups and the principles from the Guidelines into a tangible, interactive, and highly innovative learning experience. This is where the BU.BI project moved beyond traditional methods and stepped into the **Eduverse**—a custom-built 3D virtual environment designed for immersive, game-based learning. Led by our technical partner, Virtualis, this Work Package was dedicated to developing, testing, and refining this pioneering educational tool.

4.1. The Vision: Why Metaverse for Adult Education?

The decision to use a metaverse environment was a direct response to the needs identified in WP3. We needed a solution that could:

- **Maximize Engagement:** Overcome the passivity of traditional learning by making the experience active, playful, and memorable.
- **Provide a Safe Space for Practice:** Create a "digital playground" where learners could safely practice spotting disinformation and make mistakes without real-world consequences.
- **Bridge the Gap Between Theory and Practice:** Allow learners to *do* rather than just *listen*, applying critical thinking skills in a simulated but realistic context.

The Eduverse, built on the **Spatial.io** platform, was our answer. It was designed to be accessible on various devices—from a standard PC to a smartphone or even a VR headset—ensuring wide usability.

4.2. Developing the Tools for Educators

Before we could invite learners into the Eduverse, we needed to empower our educators. Two key deliverables were created for this purpose:

- **Staff in Metaverse (Task 4.1):** This was an advanced training session for the project staff. Building on the introduction from WP2, Virtualis guided the educators through the specific functionalities of the BU.BI Eduverse. They learned how to guide participants, moderate discussions, and utilize the interactive features of the environment. A **Handbook for Staff** was produced to serve as a technical and pedagogical guide for facilitators.
- **Eduverse Travel Kit Development (Task 4.2):** This deliverable is a practical toolkit that provides educators with the rules, instructions, and customizable assets needed to adapt and run the educational game in their own contexts. It empowers them to modify content, ensuring the experience remains relevant for their specific groups.
- **Due their complementary nature the two documents were combined into one.**

4.3. The Learner's Journey: Participants in the Eduverse (Task 4.3)

12



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UNIVERSITY OF PELLOPONNISE



Pučko otvoreno
učilište Koprivnica



This was the main event of the Work Package. The 150 participants recruited in WP3 were invited to take part in national training sessions held within the Eduverse. The core of this experience was an **interactive game designed to test and build their disinformation detection skills**.

The game's structure was simple yet effective:

1. **Exploration and Learning:** Participants first explored the virtual environment and got acquainted with it.
2. **The Challenge:** They then entered a virtual room containing 7 pairs of images. In each pair, one image was authentic, right or correct, and the other was manipulated, wrong or fake.
3. **Active Engagement:** Participants had to analyze each pair, apply their critical thinking skills, and select the image they believed to be fake.
4. **Gamification and Reward:** The system tracked their progress. Upon successfully identifying all 7 fake images in several modules, participants were awarded the "**BuBi Badge**"—a virtual achievement that served as a powerful motivator and a symbol of their newly acquired skills.

4.4. Assessing the Experience: (Task 4.4)

Following the training sessions in the Eduverse, in order to assess the virtual experience from the learner's perspective we gathered feedback on::

- **Usability and Accessibility:** How easy was it to navigate and interact with the virtual environment?
- **Engagement and Motivation:** Was the game-based approach more engaging than traditional methods?
- **Learning Outcomes:** Did the experience help them feel more confident in their ability to spot fake content?

4.5. Outcomes: A Proven Model for Immersive Learning

Work Package 4 delivered on its promise of innovation and impact. The key outcomes were:

- **A Fully Functional Eduverse Environment** with a validated educational game.
- **A Comprehensive set of tools for educators** (Handbook and Travel Kit) to ensure the sustainability and replicability of the experience.
- **5 tailored Eduverse Modules**, developed and tested by the partners.
- **Concrete evidence**, gathered from over 150 participants and 15 Focus Groups, that the metaverse can be a powerful and effective tool for adult education, particularly for teaching complex skills like media literacy.

The BU.BI Eduverse is more than just a technological showcase; it is a pedagogical model for the future, demonstrating how immersive learning can empower adults to navigate the challenges of the digital age with greater skill, confidence, and resilience.

Chapter 5: Communication and Dissemination (WP5)

Lead Partner: Zasavska ljudska univerza (Slovenia)

Sharing the Knowledge: A Targeted and Adaptive Approach to Dissemination

A project's impact is ultimately measured by its ability to reach beyond its own participants and inspire change in the wider community. Work Package 5 was dedicated to this vital task: communicating the activities, sharing the results, and ensuring the long-term sustainability of the BU.BI project's innovations. Led by Zasavska ljudska univerza (ZLU), our dissemination strategy evolved over the project's lifespan, adapting to the realities we encountered and the feedback we received from our target groups.

5.1. An Adaptive Strategy: From Centralized to "Sharded" Dissemination

In our initial communication plan, which was created in the beginning of the project, we envisioned a central project website as the primary hub for all information. However, during in the project, we made a strategic pivot toward a more sustainable and partner-driven model—what we termed a **"sharded" website approach**.

Instead of creating a new, standalone website that could become obsolete after the project's funding period, each partner dedicated a specific, permanent section on their own institutional website to the BU.BI project. To ensure consistency in branding and content, a **manual** was created, providing clear guidelines for the structure, visual identity, and information to be featured. This approach offered two significant advantages:

1. **Long-Term Sustainability:** By embedding the project's results within our own established online presences, we guaranteed their longevity and continued accessibility long after the project's official end.
2. **Targeted Reach:** Each partner could leverage their existing audience and networks, ensuring that the project's message reached relevant local and national stakeholders more effectively.

A similar adaptation occurred with our social media strategy. While a central Facebook page was created, it struggled to gain significant traction, partly due to the linguistic diversity of our partnership. The insights from our Focus Groups confirmed that our target audience of low-skilled adults often faces language barriers, making a single-language page ineffective. Consequently, we shifted our focus to **disseminating content through our individual organizational Facebook profiles**. This allowed us to communicate in our native languages, directly engage with our local communities, and achieve a far greater and more meaningful reach.

5.2. A "Silent Start" with a "Loud Finish"

The BU.BI project was, by design, more of a "silent" project in its initial phases. The beginning was dedicated to deep internal work: training our staff, conducting needs analysis through Focus Groups, and developing the core methodologies. The most valuable and shareable results—the Guidelines, the Eduverse, and the rich insights from our participants—only became fully realized towards the end of the project.

Our dissemination plan reflected this reality, with a strategic focus on **maximizing impact in the final project phase**. The key activities included:

- **EPALE Article:** We utilized the Electronic Platform for Adult Learning in Europe (EPALE) to share our pedagogical findings, methodologies, and key outcomes with the broader European adult education community.
- **Multiplier Events:** Each educational partner (Aforisma, IDEC, ZLU, POU) organized a national Multiplier Event. These were designed to:
 - **Disseminate the project's results** to a wide audience of educators, trainers, policymakers, and other stakeholders.
 - **Showcase the Eduverse** and provide a hands-on opportunity for attendees to experience immersive learning.
 - **Share the practical tools and guidelines** developed, empowering other organizations to replicate our approach.

In total, these events reached over 200 participants across Europe, significantly amplifying the project's impact.

5.3. The Grand Finale: A Hybrid Event in the Eduverse

The culmination of our dissemination efforts was the **Final Event**, a unique hybrid conference led by our technical partner, Virtualis. This event was designed to be as innovative as the project itself, taking place simultaneously in two spaces:

- **On Zoom:** Since most participants are used to this platform.
- **Inside the Eduverse:** Where attendees joined as avatars, experience the presentations within the 3D virtual environment, and interact directly with the project's results.

This final event, attended by over 100 people from across Europe, was the perfect showcase for the project's core message: that technology, when thoughtfully and creatively applied, can be a powerful tool for building a more inclusive, confident, and critically-minded digital society.

Through this adaptive, targeted, and strategically timed approach, Work Package 5 ensured that the valuable knowledge and innovative tools created within the BU.BI project would not remain within the consortium but would be shared widely, creating a lasting legacy in the field of adult education.

Chapter 6: A Blueprint for Human-Centered Learning - Summary of the Guidelines for Innovative Educational Modules

The insights gathered from our Focus Groups were clear: to effectively teach digital literacy to adults with low functional skills, we needed to move beyond traditional, content-heavy instruction. Learners craved a pedagogical approach that was practical, supportive, and emotionally intelligent. In response, the partners developed the "**Guidelines for Innovative Educational Modules**"—a comprehensive framework that became the pedagogical heart of the BU.BI project.

This chapter provides a summary of these guidelines, which are not a rigid curriculum but a flexible blueprint for designing human-centered learning experiences. The full document is available for download here: [\[LINK TO GUIDELINES DOCUMENT\]](#)

6.1. Core Pedagogical Principles: Putting the Learner First

The guidelines are built upon a foundation of pedagogical principles designed to address the emotional and cognitive barriers identified in our research. These principles guided the development of all subsequent training materials:

- **Problem-Centered Learning:** All learning activities must be grounded in **real-life, practical tasks** that learners will encounter, such as online banking, navigating e-government portals, or interpreting a utility bill. This ensures that learning feels relevant and immediately applicable.
- **Scaffolding Instruction:** Instruction should always start with simple, manageable steps and gradually build in complexity. This allows learners to build confidence alongside their skills, preventing feelings of being overwhelmed.
- **Normalization of Mistakes:** The guidelines strongly emphasize creating a "**safe-to-fail**" environment. Mistakes are not treated as failures but as valuable opportunities for reflection and growth. This is crucial for reducing the fear and anxiety that so often hinder learning.
- **Fostering Emotional Safety:** Learners' anxieties and uncertainties must be acknowledged and validated. A "no stupid questions" culture is essential to encourage curiosity and open dialogue.
- **Differentiated Pacing:** The training must accommodate the fact that adults learn at different speeds. The approach should allow each learner to progress comfortably, without pressure or comparison.

6.2. Recommended Training Methods: From Passive to Active Learning

To bring these principles to life, the guidelines recommend a shift from passive, lecture-based methods to active, hands-on engagement:

- **Step-by-Step Simulations:** Using realistic simulations of digital situations allows learners to practice in a controlled, risk-free environment.

- **Gamified Activities:** Incorporating game-like elements, such as obtaining the BU.BI Badge in the Eduverse, increases motivation, sustains attention, and makes the learning process more enjoyable.
- **Peer-Led Discussions and Storytelling:** Encouraging learners to share their own experiences, challenges, and successes fosters a sense of community, reduces feelings of isolation, and reinforces learning through shared reflection.

6.3. Thematic Training Areas: A Holistic Curriculum

The guidelines structure the curriculum around **15 thematic training areas**, which directly correspond to the needs and challenges identified in the Focus Groups. These areas are grouped into five general modules, covering the full spectrum of functional and digital literacy:

1. **General Digital Literacy (Basic Prerequisite):** This foundational module focuses on building confidence, managing information overload, and understanding digital privacy (as detailed in **Unit 0**).
2. **Numeracy (Functional Module):** Covers skills related to digital financial literacy, safe online shopping, and understanding how algorithms influence financial content.
3. **Literacy (Functional Module):** Focuses on critical reading, evaluating sources, multilingual support, and understanding the impact of emotional language in headlines.
4. **Problem Solving (Functional Module):** Equips learners with strategies for navigating complex digital interfaces like e-government portals and developing emotional resilience to resist impulsive online behavior.
5. **Content Reliability (Information Disorders):** This advanced module brings everything together, teaching learners how to recognize scams and differentiate between misinformation, disinformation, news, opinion, and ads.

These guidelines provide a robust, evidence-based, and replicable framework for anyone looking to design effective digital literacy programs for adults. By prioritizing empathy, safety, and practical application, they offer a path toward empowering all learners to navigate the digital world not with fear, but with confidence, critical awareness, and resilience.

Chapter 7: The Eduverse Travel Kit and Staff Manual - Practical Guides to Immersive Learning

Chapter 7: The Tools for Empowerment - The Staff Manual and Eduverse Travel Kit

The successful implementation of an innovative tool like the Eduverse depends entirely on the educators who facilitate the learning experience. Recognizing this, the final stage of our development process was dedicated to creating two distinct but complementary resources designed to empower the staff working in eduverse: the **Staff Manual** and the **Eduverse Travel Kit**.

This chapter summarizes these two crucial deliverables, which together provide the pedagogical strategies and technical instructions needed to bring the BU.BI learning experience to life.

7.1. The Staff Manual: A Pedagogical Guide for the Virtual Facilitator

The **Staff Manual** is the pedagogical heart of our training resources. Its primary focus is not on the technology itself, but on the *art of facilitating learning* within an immersive 3D environment. It is designed to help educators transition from a traditional instructor role to that of a "virtual guide," focusing on how to foster engagement, manage group dynamics, and maximize learning outcomes in this new context.

Key Components of the Staff Manual:

- **Understanding the "Why":** The manual begins by grounding the facilitator in the project's core pedagogical principles, connecting the features of the Eduverse directly back to the needs identified in the Focus Groups (e.g., how the game-based format reduces the fear of making mistakes).
- **Guiding and Supervising Learners**
- **The Facilitator's Identity:** The manual emphasizes the importance of visibility and accessibility, instructing facilitators to wear the special "**BuBi Staff Sweatshirt**" so learners can easily identify them for assistance.
- **Managing Anonymity and Motivation:** It provides guidance on a key pedagogical choice: allowing participants to choose between playing anonymously or registering an account to save their "**BuBi Badge**." This empowers learners and respects their comfort levels with digital identity.

In essence, the Staff Manual is a guide to the human side of virtual education, ensuring that the experience remains supportive, learner-centered, and pedagogically sound.

[\[LINK TO Staff Manual DOCUMENT\]](#)

7.2. The Eduverse Travel Kit: A Technical Guide to the Virtual World

Where the Staff Manual focuses on the "why," the **Eduverse Travel Kit** focuses on the "how." This document is a practical, step-by-step technical guide that provides all the necessary

instructions for accessing, navigating, and managing the BU.BI Eduverse environment on the **Spatial.io** platform.

Key Components of the Travel Kit:

- **Getting Started:** The kit begins with the essentials: the main project link (<https://bubi.virtualis.it/>), direct links to each language-specific environment, and simple, illustrated instructions for logging in and changing languages.
- **Mastering the Controls:** It provides a clear and concise overview of the basic controls for both desktop (keyboard/mouse) and mobile/VR (touchscreen/joystick) users, covering movement, camera control, and interaction with objects.
- **A Walkthrough of the Educational Game:** The Travel Kit guides the user through every step of the learning activity, explaining:
 - The purpose of the informational gazebos.
 - The rules and objective of the game (identifying 7 fake images).
 - How to use interactive features like the magnifying glass and progress tracker.
- **Content Customization for Educators:** For advanced use, the kit includes a detailed, screen-by-screen tutorial on how facilitators with host permissions can **upload and manage their own content**. This section is crucial for the project's sustainability, as it empowers educators to adapt the Eduverse for their own unique workshops and learning goals long after the project has ended.

[\[LINK TO eduverse travel kit DOCUMENT\]](#)

7.3. Two Manuals, One Goal: A Replicable and Sustainable Model

By separating the pedagogical guidance (Staff Manual) from the technical instructions (Eduverse Travel Kit), we have created a set of resources that are clear, focused, and easy to use. Together, they form a complete package that makes the innovative BU.BI learning experience fully replicable. They empower any educator, regardless of their prior experience with virtual worlds, to confidently step into the role of a virtual guide and lead learners on an engaging and impactful journey toward greater digital literacy.

Conclusion

Beyond Understanding, Toward Empowerment: The Legacy of BU.BI

As we reach the end of this digital publication, we return to the core purpose that ignited the BU.BI project: to empower adults to navigate the complexities of the digital world with confidence, critical awareness, and resilience. Our two-year journey, made possible by the support of the Erasmus+ programme, has been one of deep listening, collaborative creation, and innovative exploration.

This publication has chronicled our path—from the foundational insights gained in our **Focus Groups**, which revealed that fear and emotional overload were the true barriers to digital literacy, to the development of a **human-centered pedagogical framework** that prioritizes safety, empathy, and practical application. We have detailed the structure of our **Innovative Educational Modules**, designed to build skills in numeracy, literacy, and problem-solving, and showcased the creation of the **BU.BI Eduverse**, a pioneering 3D virtual environment where learning becomes an engaging, game-based experience.

The BU.BI project has produced more than a collection of reports and deliverables; it has forged a proven and replicable model for adult education in the 21st century. Our key takeaways are clear:

1. **Start with the Human, Not the Technology:** Lasting digital competence begins with addressing emotional barriers and building self-confidence.
2. **Learning Must Be Active and Relevant:** Adults learn best when they can practice skills in safe, simulated, real-world contexts.
3. **Innovation Can and Should Be Accessible:** Advanced technologies like the metaverse are not just for the tech-savvy; when designed thoughtfully, they can be powerful, intuitive, and highly effective tools for all learners.
4. **Collaboration is Key:** The synergy between adult education providers, academic researchers, and technology experts was the driving force behind this project's success.

The resources detailed in this publication—the **Guidelines for Innovative Educational Modules**, the **Eduverse Travel Kit and Staff Manual**, and the **Eduverse** itself—are our contribution to the European adult education community. They are open, accessible, and designed to be adapted and used by educators, trainers, and organizations across the continent.

Our hope is that the legacy of BU.BI will live on through the work of others who are inspired to adopt these methods and tools. By continuing to share this knowledge, we can collectively work toward a future where every adult has the skills and confidence not just to survive in the digital age, but to thrive within it.

Thank you for joining us on this journey. Together, we can continue to move beyond a lack of understanding and, ultimately, beyond disinformation.



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