



Co-funded by the
Erasmus+ Programme
of the European Union



PLATFORM REPORT

NORDIC HORIZON INSTITUTE

SWEDEN

Erasmus+ KA220-SCH Strategic Partnership in School Education

-DICOMI-

DIGITAL COMICS OF MIGRATION

[2023-1-TR01-KA220-SCH-000166103]



Co-funded by the
Erasmus+ Programme
of the European Union



Contents

1. Executive Summary.....	3
2. Platform Overview.....	4
3. Platform Development and Improvements.....	7
4. Platform Usage and Dissemination.....	5
5. Quality Assurance and Sustainability.....	6
6. Conclusion.....	8



Co-funded by the
Erasmus+ Programme
of the European Union



1. EXECUTIVE SUMMARY

The Digital Comics of Migration (DICOMI) Online Learning Platform was developed as one of the project's main digital outputs to support teachers and students in integrating digital comics into teaching and learning. The platform provides structured online access to the project's training modules, learning materials, downloadable resources, and digital learning activities in a multilingual environment.

Following the initial development of the platform, a quality review identified several technical, functional, and usability issues that required further improvement before the platform could fully meet the project's objectives. Based on this feedback, the platform underwent a comprehensive revision focusing on user registration, course enrolment, navigation, resource accessibility, visual presentation, and overall user experience.

The revised platform is available on the project website: <https://portal.dicomiproject.eu/>. It enables teachers to access professional development materials, follow the training modules at their own pace, monitor their learning progress, and download the accompanying educational resources. The platform also provides access to student learning materials developed within the project.

This report presents the purpose of the platform, its main features, the improvements implemented following the consortium review, dissemination activities undertaken to increase its visibility, platform usage data, and the quality assurance measures carried out during the final development phase, and demonstrates the measures taken to deliver a functional and sustainable digital platform that will remain available beyond the project's implementation period.

2. PLATFORM OVERVIEW

On the homepage, the user has an overview of the platform and can learn about the project



2.1 PLATFORM STRUCTURE

The platform is organised into 5 categories: home, about the project, modules, resources, and user registration. Users can create an account, access the learning environment, enrol in available courses, and navigate through the training content using a structured course format. The registration process is simplified for easy access and requires a username, email, password, country, and role.

The country section lists all partner countries and includes an option to choose “other” for users outside the partner countries. For the role, the user has the option of selecting either

Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



student, teacher, or project partner. This will determine the content they will be able to access. Once you register, you will receive an email notification confirming the registration. After registration, you log in with the username and password created. Depending on your profile/role, the learning materials. Teacher and project partner users can access both the student and teacher modules, and Students can only access the student version.

If you have already registered and forgotten your password, you can use the forgot password option to recover your password. Learning materials are in English and the partner country languages (Turkish, German, Swedish, Ukrainian, and Dutch); users access the learning resources in their preferred language, supporting wider adoption of the project's educational outputs and increasing their accessibility for a broader audience.

Presented in sequential modules, each containing instructional content together with supporting resources and downloadable materials (all materials attached, open in another tab, where applicable). From participating countries to access the learning resources in their preferred language, supporting wider adoption of the project's educational outputs and increasing their accessibility for a broader audience.

2.2 TEACHER LEARNING MODULES

The teacher learning area contains the ten training modules developed within the DICOMI project. These modules introduce educators to the pedagogical use of digital comics and demonstrate how digital tools can be integrated into classroom practice. Each module combines instructional content with practical learning activities, comics, and supporting materials that teachers can use during their own professional development or adapt for classroom implementation.

The modules are intended to support self-paced learning, allowing participants to complete the training according to their own schedule while monitoring their progress throughout the course.

Modules

Module 1 - Migration for every moving creature

4

Module 2 - Diverse and Together

4

Module 3 - Migration Journey

4

Module 4 - Migration Policies

5

Module 5 - We Had To...

4

Module 6 - Far Far Away Land

4

Module 7- At School

4

Module 8 - You Never Know

4

Module 9 - Multiple Belongings

4

Module 10 - What About Nature

2.3 STUDENT LEARNING MODULE

The student section provides access to the learning materials developed within the project and supports the implementation of digital comic-based learning activities in classroom settings.

Modules

[Expand all sections](#)

Module 1 - Migration for every moving creature

4

Module 2 - Diverse and Together

4

Module 3 - Migration Journey

4

Module 4 - Migration Policies

5

Module 5 - We Had To...

4

Module 6 - Far Far Away Land

4

Module 7- At School

4

Module 8 - You Never Know

4

Module 9 - Multiple Belongings

4

Module 10 - What About Nature

3. PLATFORM DEVELOPMENT AND IMPROVEMENT

Following the initial development of the first platform, platform.dicomiproject.eu, a review was conducted to assess its functionality, usability, consistency, and readiness for implementation. The review identified several functional-related issues that affected the user experience and limited the platform's intended functionality. These findings were listed in the

Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



memorandum and formed the basis for a comprehensive revision process aimed at improving the platform.

Following the quality review, the platform was revised to address the identified issues and strengthen its overall functionality. Improvements focused on enhancing the user experience, simplifying navigation and user registration, improving access to learning materials, reviewing multilingual content, and refining the overall presentation of the platform.

The revision process included technical updates, content verification, interface improvements, and additional testing to ensure that the platform functioned as intended across its main learning areas. Particular attention was given to improving course accessibility, reviewing the organisation of learning resources, and creating a more consistent learning environment for users.

The completed platform is now available to all and linked to the DICOMI project website. The specific improvements implemented following the quality review are presented in the table:

Area Reviewed	Improvement Implemented	Status
User registration	Registration process reviewed and updated to improve account creation and user access.	Completed
Course enrolment	Course enrolment functionality revised to provide users with improved access to available courses.	Completed
Navigation	Navigation between modules and learning sections improved to support a more intuitive learning experience.	Completed
Learning materials	Uploaded learning resources and downloadable materials reviewed for completeness and accessibility.	Completed



Co-funded by the
Erasmus+ Programme
of the European Union



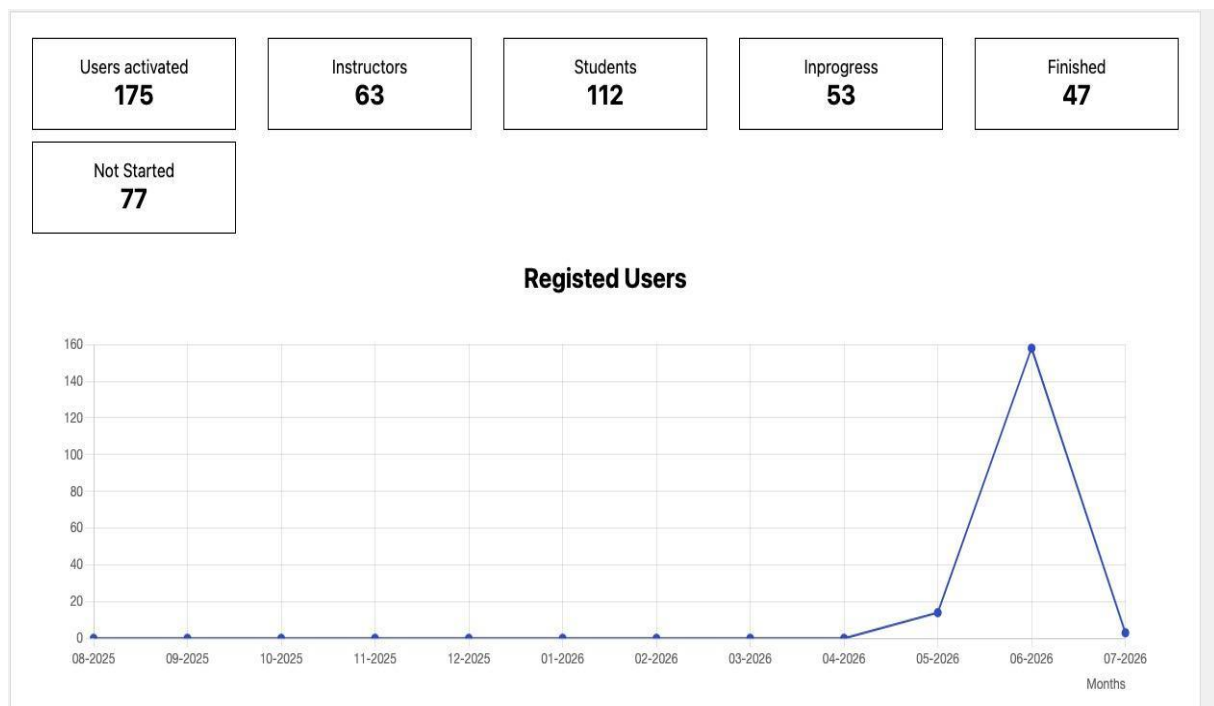
Resource naming	File names and resource titles standardised to improve consistency across modules.	Completed
Platform interface	Visual layout, fonts and presentation reviewed to improve readability and usability.	Completed
Multilingual content	Language consistency reviewed and corrections implemented where required.	Completed
Platform structure	Course organisation and content flow refined to improve the overall learning experience.	Completed
Website integration	Platform access and links reviewed to ensure correct integration with the project website.	Completed
Final testing	Functional checks carried out following the revision process before dissemination.	Completed

4. PLATFORM USAGE AND DISSEMINATION

Following the completion of the platform revisions, we shared the platform with the participants we had engaged before in the training, shared it on social media (Facebook and LinkedIn), and also published it on SALTO Youth to increase awareness and encourage participation among teachers, educators, and students.

4.1 PLATFORM USAGE

Platform usage has been monitored throughout the implementation period to assess user engagement and the reach of the online learning environment. User activity data, including registrations and platform access, has been collected to support project monitoring and evaluate the visibility of the platform.



(Figure: Platform Usage Statistics)

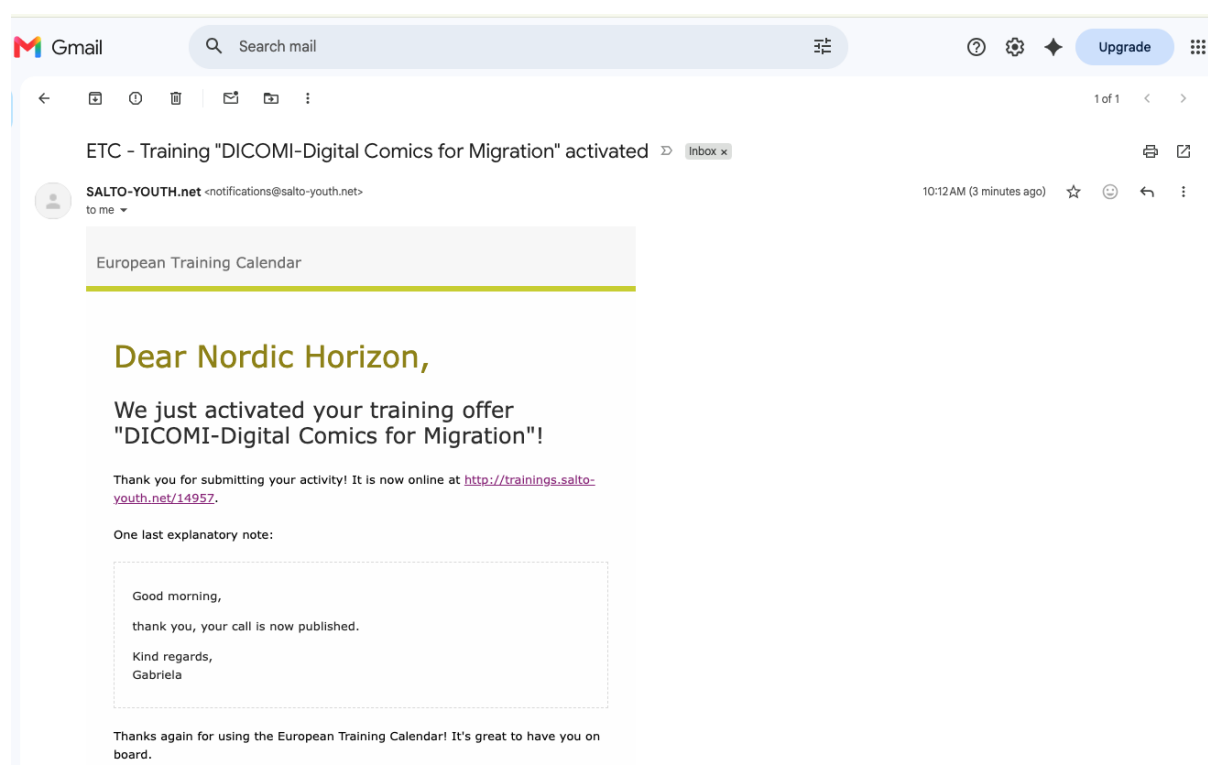
So far, we have 185 users. 63 instructors and 112 students. In terms of learning status, 47 have completed the modules, 53 are in progress, and 77 have not yet started the modules on the platform.

4.2 DISSEMINATION ACTIVITIES

To increase the visibility of the platform, the consortium promoted the online learning environment through several dissemination channels. The platform was integrated into the official DICOMI project website, allowing visitors to access the learning environment directly.

As part of the dissemination strategy, the platform was also promoted through the SALTO-YOUTH platform to reach a wider audience of educators, youth workers, trainers, and organisations interested in digital education and innovative teaching approaches. This publication contributed to increasing the visibility of the project outputs beyond the project partnership and encouraged wider participation in the online learning environment.

Partners further supported dissemination through their organisational communication channels and project activities, helping to introduce the platform to relevant stakeholders and potential users.



(Figure: Registration Confirmation from SALTO Youth)

Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.



From SALTO Youth, a total of 10 participants registered and reached out via email or WhatsApp: 4 participants from Turkey, 2 from Sweden, 3 from Morocco, 1 from Georgia, and also one organization from the Netherlands reached out for collaboration opportunities.

5. QUALITY ASSURANCE AND SUSTAINABILITY

During the implementation process, the platform was reviewed to assess its technical functionality, usability, organisation of learning materials, multilingual consistency, and overall user experience. The findings from this review informed the revisions carried out during the final stage of development.

The revision process focused on improving key aspects of the platform, including user registration, course enrolment, navigation between learning modules, access to downloadable resources, consistency of learning materials, and the overall presentation of the learning environment. Following these updates, additional checks were carried out to verify that the platform functioned as intended and that users could access the available learning resources without unnecessary barriers.

Beyond meeting the immediate objectives of the project, the platform has been developed as a sustainable digital resource that will continue to support teachers and students after the project's completion. The platform is accessible through the official DICOMI project website, allowing educators, learners, and other interested stakeholders to continue accessing the project's educational resources. The dissemination activities undertaken throughout the project, including publication through the SALTO-YOUTH platform and partner communication channels, further contribute to the long-term visibility and accessibility of the platform.

All modules on the platform are free and have lifetime access, and users can always take the courses and also revisit the materials. The combination of continuous quality review, technical improvements, and ongoing online availability supports the sustainability of the DICOMI



Co-funded by the
Erasmus+ Programme
of the European Union



project outputs and provides a foundation for their continued use beyond the funded project period.

6. CONCLUSION

The project's educational resources are brought into a single, accessible digital resource that supports both learning and knowledge sharing. This not only supports the project's immediate objectives but also contributes to the wider exchange of innovative educational practices across Europe. Throughout its development, the platform benefited from an iterative process of review and refinement. User feedback and evaluation by the consortium have helped shape the final product, resulting in a platform that better reflects the needs of its intended users and the objectives of the project.

More importantly, the platform represents a resource that can continue to support teaching and learning beyond the lifetime of the DICOMI project. It provides a foundation upon which educators can explore the use of digital comics in education, adapt the available materials to their own contexts, and continue promoting innovative digital learning practices.