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**ERASMUS+ project “Transformative Digital Pedagogies
for Higher Education”
contract Nr. 2022-1-LV01-KA220-HED-000085277**

REPORT

**Work Package 4.5.
Presenting the Virtual Community of OER and OEP:
Hybrid Event E2 in TU Dublin
Analyzing and reporting participants' feedback and
recommendations to the TDP4HE self-assessment
framework**

Coordinator: TU Dublin, Ireland

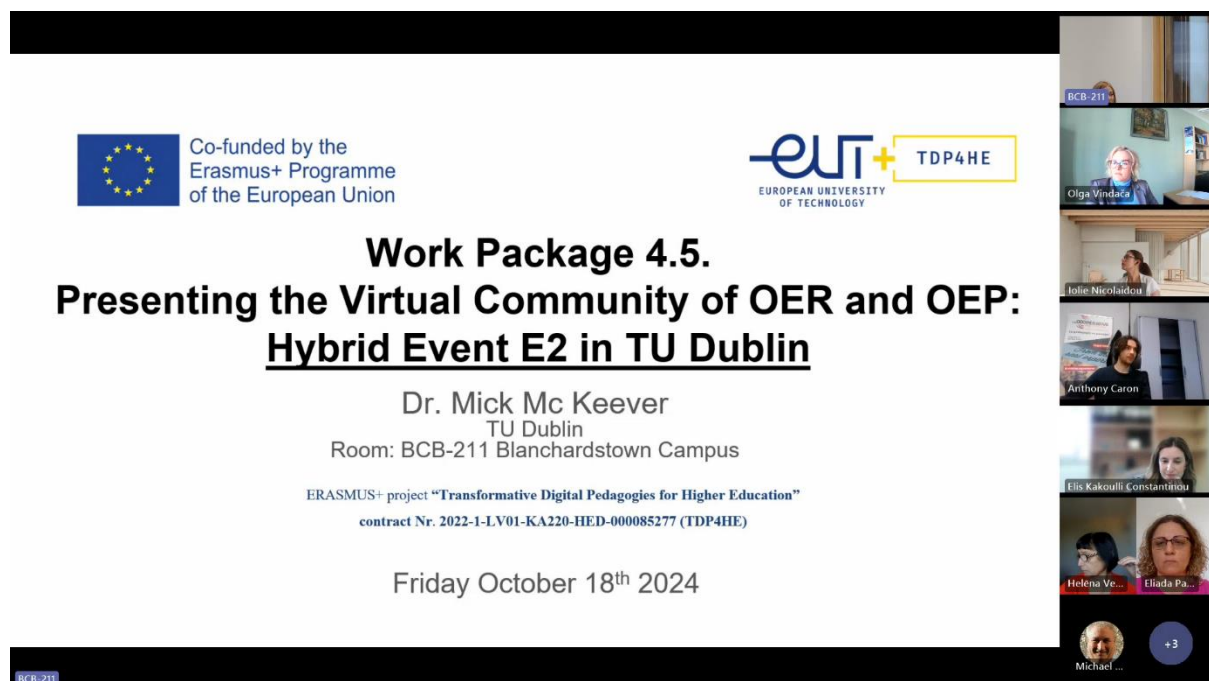
Author of report: Mick Mc Keever

October 2024

INTRODUCTION

The purpose of this report is to analyse the feedback from the participants of testing of TDP4HE self-assessment framework e-tools, covering both quantitative and qualitative data.

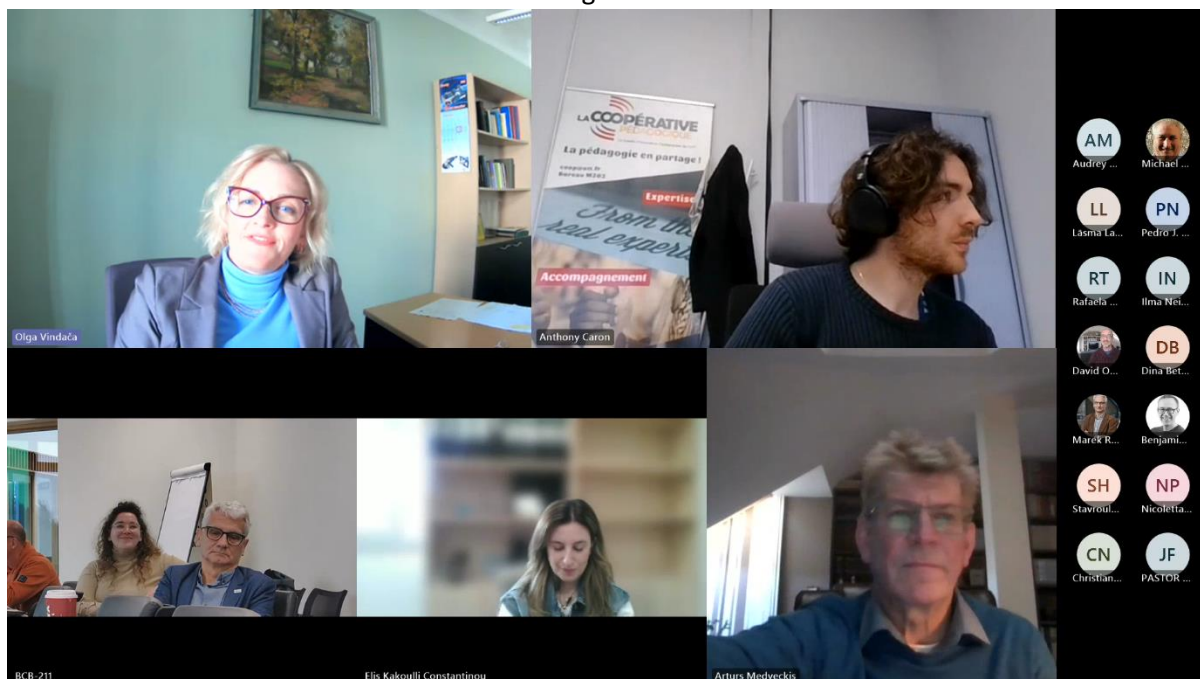
This report relates to the TDP4HE task A4.5: Presenting the Virtual community of OER and OEP Hybrid event (E2) Dublin which took place in October 2024 in person in TU Dublin Ireland and Online.



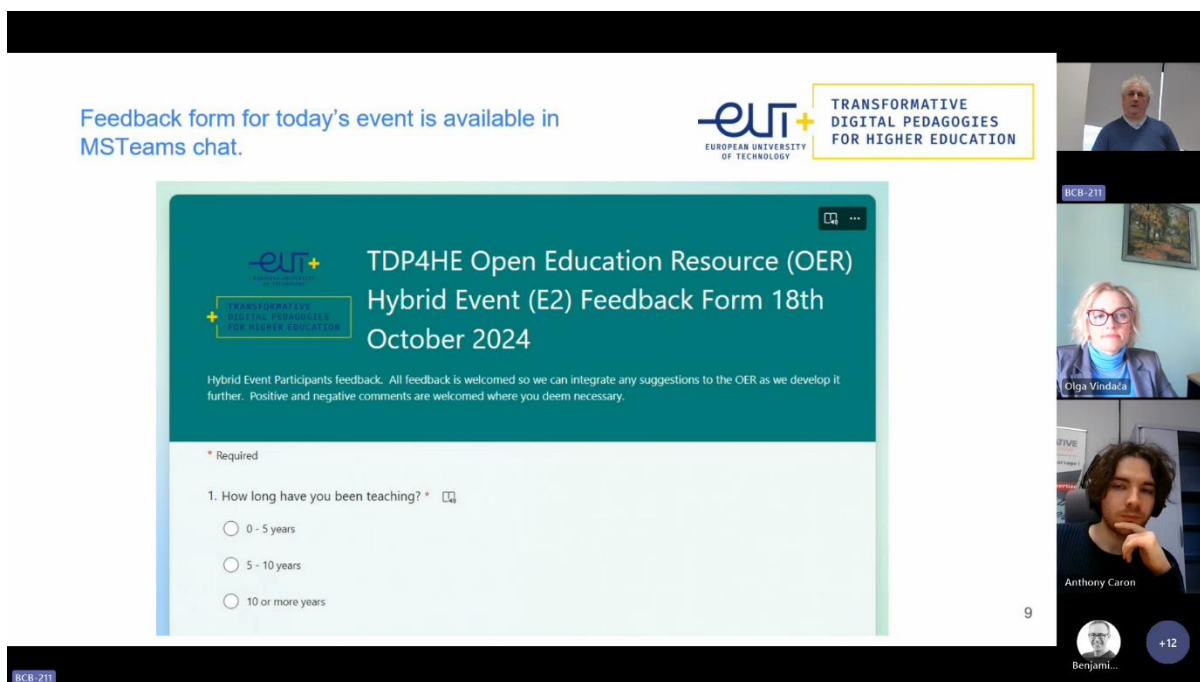
MS Teams was used as the hosting platform in room BCB-211 TU Dublin Ireland, which has full hybrid conference facilities. The following images taking on the day of the hybrid event capture the in person and online aspects. The image on the left below was captured by a participant attending in person, while the image on the right was captured from room BCB-211 computer's camera.



Some of the participants chose to activate their computer cameras as seen in the screenshot below, while the other participants seen on the right of the screen left their screens off to enhance quality if their internet connections were slow or buffering.

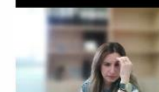
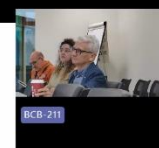


Here is an example of the online view for participants at the start of the event. This is also the same view on the projector screen for in person participants.



Today's Schedule (18/10/24)

10.00 CET	Short introduction to the ERASMUS+ project "Transformative Digital Pedagogies for Higher Education (TDP4HE)"	TU Dublin
10.15 CET	Defining the purpose of the hybrid event and online registration of participants using the feedback forms.	TU Dublin
10.25 CET	Presentation of TDP4HE Open Education Resource (OER) being used in today's hybrid event.	TU Dublin
10.30 CET	Participant invited to navigate through the OER Module 1	All Participants
10.40 CET	Participant invited to navigate through the OER Module 2	All Participants
10:50 CET	Participant invited to navigate through the OER Case Studies	All Participants
11.00 CET	Participants invited to complete their OER feedback form.	TU Dublin
11.10 -11:40 CET	Self-assessment presentation.	RTU
11.40 – 12:00 CET	Open discussion and closing of the hybrid event.	All Participants



Elis Kakouli Constantinou



Olga Vindaca



Anthony Caron



Benjami...

OVERVIEW OF THE HYBRID EVENT

The agenda for the hybrid event was presented as follows:

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Here are a set of screen shots taken during the event to capture the hybrid



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The screenshot displays a Zoom meeting interface. On the left, there are five video feeds arranged in a grid. The top-left feed shows a woman with blonde hair and glasses, wearing a blue turtleneck and a grey blazer, identified as Olga Vindača. The top-right feed shows a man with long brown hair and a beard, wearing a dark blue sweater and headphones, identified as Anthony Caron. Behind him is a book titled 'LA COOPÉRATIVE RELATIONNELLE' with the subtitle 'La pédagogie en partage'. The bottom-left feed shows two people, a woman and a man, in a meeting room, identified as BCB-211. The bottom-middle feed shows a woman with long dark hair, identified as Elis Kakoulli Constantinou. The bottom-right feed shows a man with short grey hair and glasses, wearing a blue shirt, identified as Arturs Medveckis. On the right side of the interface is a vertical list of participant icons and names: AM (Audrey ...), LL (Lasma La...), RT (Rafaela ...), David O..., Marc R..., SH (Stavroul...), CN (Christian...), Michael ..., PN (Pedro J...), IN (Ilma Nei...), DB (Dina Bet...), Benjami..., NP (Nicolita...), JF (PASTOR ...).



REGISTERED PARTICIPANTS

Number	Registration First Name	Registration Last Name	Registration Email	Registration Time	Registration Status	Job title	Organisation	Country/Region
1	Marek	Rebow	marek.rebow@tudublin.ie	10/14/24	Registered	Faculty Head of Research & Innovation	TU Dublin	Ireland
2	Lāsma	Ulmāne-Ozolīna	lasma.ulmane-ozolina@rtu.lv	10/14/24	Registered	docente, pētniece	RTU Liepājas akadēmija	Latvia
3	Helēna	Vecenāne	helena.vecenane@rtu.lv	10/14/24	Registered	RTU LA	RTU LA	Latvia
4	Ilma	Neimane	ilma.neimane@rtu.lv	10/14/24	Registered	RTU Liepājas akadēmija	RTU Liepājas akadēmijas Profesionālās piln	Latvia
5	Benjamin	Toland	benjamin.toland@tudublin.ie	10/15/24	Registered	Lecturer in Computer Engineering	TU Dublin	Ireland
6	Kirk	McCormack	kirk.mccormack@tudublin.ie	10/15/24	Registered	Head of Discipline Architectural Techn	TU Dublin	Ireland
7	Anthony	Caron	anthony.caron@utt.fr	10/15/24	Registered		UTT	France
8	Elis	Kakoulli Constantino	elis.constantinou@cut.ac.cy	10/15/24	Registered		Cyprus University of Technology	Cyprus
9	David & Jen	O'Mahony	david.omahony@tudublin.ie	10/15/24	Registered	Assistant Lecturer	TU Dublin Blanchardstown	Ireland
10	Stavroulla	Hadjiconstantinou	s.hadjiconstantinou@cut.ac.cy	10/15/24	Registered	English language instructor	Cyprus University of Technology	Cyprus
11	Georgia	Pavlou	georgia.pavlou@cut.ac.cy	10/15/24	Canceled	Special Scientist of Russian Language	Cyprus University of Technology	Cyprus
12	Elia	Pampoulou	eliada.pampoulou@cut.ac.cy	10/15/24	Registered	Assistant Professor	Cyprus University of Technology	Cyprus
13	Nikoletta	Pantela	nikoletta.pantela@cut.ac.cy	10/16/24	Registered	Research associate	CUT	Cyprus
14	Jerry	Bradley	jerry.bradley@tudublin.ie	10/16/24	Registered	Lecturer	TU Dublin	Ireland
15	Darren	Lavelle	darren.lavelle@tudublin.ie	10/16/24	Registered	Lecturer	TU Dublin	Ireland
16	Sinead	Barton	sinead.barton@tudublin.ie	10/16/24	Registered	Assistant Lecturer	TU Dublin	Ireland
17	Rafaela	Theoklitou	theoklitou.r@gmail.com	10/16/24	Registered	Special Scientist	Cyprus University of Technology Language Cer	Cyprus
18	Lāsma	Latsone	lasma.latsone@rtu.lv	10/16/24	Registered		Rīgas Tehniskā Universitāte Liepājas Akadēm	Latvia
19	Paul	Stacey	paul.stacey@tudublin.ie	10/16/24	Registered	Head of Mechatronics	TU Dublin	Ireland
20	Dina	Bethere	dina.bethere@rtu.lv	10/16/24	Registered		RTU Liepājas akadēmija	Latvia
21	Juan Ángel	Pastor Franco	juanangel.pastor@upct.es	10/17/24	Registered	Professor	UPCT	Spain
22	Pedro	Sánchez Palma	pedro.sanchez@upct.es	10/17/24	Registered	Professor	UPCT	Spain
23	Pedro J.	Navarro Lorente	pedroj.navarro@upct.es	10/17/24	Registered	Dr.	Universidad Politécnica de Cartagena	Spain
24	Christiana	Nicolaou	c.nicolaou@cut.ac.cy	10/18/24	Registered	Assistant Professor	Cyprus University of Technology	Cyprus
25	Arturs	Medveckis	arturs.medveckis@rtu.lv	10/18/24	Registered	seminārs	RTU Liepājas akadēmija	Latvia
26	Dave	Peyton	david.peyton@tudublin.ie	10/18/24	Registered			Ireland
27	Audrey	McCann	audrey.mccann@tudublin.ie	10/18/24	Registered	Lecturer	TU Dublin	Ireland
28	Iolite	Nicolaidou	iolie.nicolaidou@cut.ac.cy	10/18/24	Registered	Assistant Professor in Emerging techn	Cyprus University of Technology, Department	Cyprus
29	Santos	Fernandez Noguero	santos.fernandeznoguero@ti	10/18/24	Registered	Lecturer	TU Dublin	Ireland
30	Jane	Hanratty	jane.hanratty@tudublin.ie	10/18/24	Registered	Lecturer	TU dublin	Ireland

This section presents the quantitative data analysis of self-assessment e-tool responses collected to evaluate transformative digital pedagogical competence of academic staff.

The feedback questions of were formed in accordance to the self-assessment framework for the assessment of transformative pedagogical competence of academic staff.

The total number of participants in the Excel report was 31, with 12 attending in person and the remaining participants attending online.

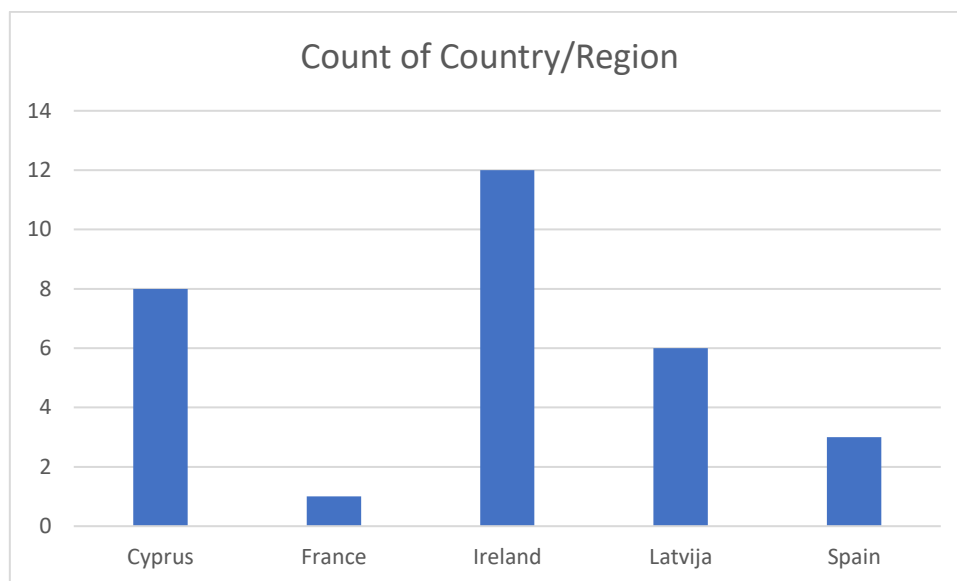


Figure 1 Distribution by Country



One of the important indicators was the occupation of respondents (see Figure 3).

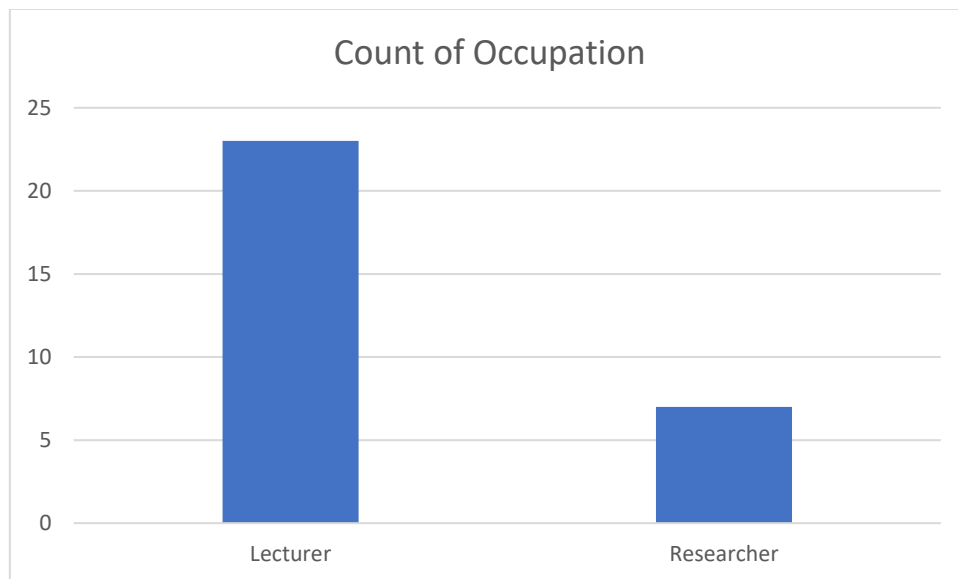


Figure 2 Distribution by Occupation

Feedback Online.

A Microsoft feedback form was used to gather feedback and each section is summarised in this section. Not all participants provided feedback on the session and it was difficult to get feedback forms completed though time was provided in the agenda.

Tell us at least one thing you discovered during the event that will help you with your teaching practice.
Time was too limited to highlight one tool still needs reflection
Model 2
The self-assessment E-tool.
To self-evaluate TDPC
I could use Open Educational Resources platform to see tools I can integrate in my teaching and ways I can do that.
That there is a community of practice I can join for support
Pedagogical advice behind the use of specific tools
Some of the cognitive learning methods were delved into in the videos, very interesting.
co-creation of knowledge as a way of developing research projects, community of practice

Table 1: Sample responses to how the event may impact a participants teaching practice.

The answers in Table 1 show a variety of responses, some participants found the event was delivering a lot of material in a short time frame and perhaps the event could be longer on each individual tool. Others were made aware of the community of practice for the first time and that the event highlighted the work being conducted by TDP4HE project.

What did you like most about the OER event?
A lot of information
Inspiring ideas
Very insightful topics and also well-presented, people attending could keep pace with the event presenter.
Feedback of participants
I liked the fact that the participants in the event seemed to be interested in developing in terms of transformative digital pedagogies. The event was well-organised, the technologies worked well and everything ran smoothly.
Accessible online
Very clear and useful content
Exposure to the EUT+ initiative and to the resource available. Looking forward to seeing more developments
interaction with a presenter and participants, hands on advices how to use Indie4all platform

Table 2: Feedback on the OER event.

Not all participants responded during the event and as such there may be an element of dissatisfaction that was held back and not captured by the survey. Not all participants completed each section of the feedback form and perhaps the next time this could be improved



upon. The participants feedback received is mainly positive and a summary of participants sentiment is captured in Table 2.

Do you have any suggestions for us to improve future events as we roll out the OER?
This content should be made more pictorial. The pace and possibilities of perception vary for those participants who are in the room and remotely
Share positive experiences
To popularize among bigger number of participants
No, informative and enjoyable event
Some non video activities to participate in e.g. a 10 minute hybrid interactive activity to showcase an item from the OER
More detailed presentations of some tools and interactive using of them,

Table 3: Feedback summary on how we could improve the hybrid event.

Like with the previous feedback question, not all participants chose to answer this question. One of the reasons was because the participants didn't have much time during the event to reflect and feedback on what they would like to see if the event was run again. This is a flaw in making the participants complete the feedback at the end of the event. Following up with in-person attendees, their feedback was that they would have liked an opportunity to complete feedback about a week after the event, once they have time to reflect while teaching and identify items that may help improve their teaching practice.

How would you rank your satisfaction with today OER Hybrid event?
Somewhat satisfied (40-60)
Extremely satisfied (80-100)
Extremely satisfied (80-100)
Very satisfied (60-80)
Extremely satisfied (80-100)
Very satisfied (60-80)
Very satisfied (60-80)
Extremely satisfied (80-100)
Very satisfied (60-80)

Table 4: Numerical ranking of participants satisfaction with the hybrid event.

In TU Dublin after the Hybrid event concluded, we had coffee with both in-person participants and those who were attending online, to compare satisfaction with the event. When asked at the end of the event about their satisfaction with attending in person, those participants seemed far more satisfied than those attending online, as it was easier to get one-to-one direction when assistance was required to navigate the OER.

Share with us aspects of the event you did not like.
No objections, good organization
The event has been well organized and structured.
Again, a bit disruptive when trying to sample video during the event but otherwise great.

Table 5: Critical feedback from participants on aspects of the hybrid event they didn't like.

This question in the feedback form had the least answers and this may be attributable to the fact that it is near the end of the feedback form and it is asking for a negative type answer which are easier to ignore for participants.

Any other comments or suggestions.
Keep up the good work
Thank you!!!
I think adding references below the videos, relating to the material in the videos, would be helpful to researchers.
If possible, would recommend building in a literature repository under each video covering topics that the video explains. As well to then embed tracking metrics about who is accessing literature through the site. Would attract and keep academics.
More information about generative AI in education and relevant tools, and ethical integration of AI in educational assessment.

Table 6: Any other suggestions feedback.

This question in Table 6 above was optional in the feedback form but it had more responses than the previous question in table 5.

End of Session Open Discussion with Participants

At the end of the hybrid event participants were asked to ask questions and provide input on the topics presented during the event. A summary of these discussions are presented here.

Participants asked about having access to a video of the session so they could revise what was presented in the hybrid event to check over the points made. The general consensus was that they wanted to plan to incorporate the self-assessment and artifacts for a quick start to applying what was presented in the hybrid event to their own teaching practice. The video link of the session was sent to participants post event to facilitate this feedback.

Participants asked for contacts within the group to follow up with e-mail questions on specific topics. One participant suggested a quick way for a novice to get started and how to share the self-assessment with other colleagues who may not have attended. The participants were directed to the links provided in during the hybrid event and support materials for getting started which are open source.

Participants also asked about the time commitment required to complete the process and a general comment was that they should create a plan of what they want to achieve using the resources provided online and make contact through the community of practice for guidance.

Only the author's views are reflected, and the Commission is not responsible for any possible use of the information contained therein.