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Hybrid event in Cyprus (E3): “Presentation of the TDP4HE Virtual Space of OER and OEP”

A4.7 Report

Prepared by the Cyprus University of Technology



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Introduction

This feedback report summarises the responses collected from participants of the hybrid event in Cyprus entitled “Presentation of the TDP4HE Virtual Space of OER and OEP”. The event aimed to showcase the developed digital platform dedicated to Open Educational Resources (OER) and Open Educational Practices (OEP) within the framework of the TDP4HE project. To evaluate the effectiveness, relevance, and overall impact of the presentation, attendees were invited to complete a feedback survey. The insights gathered inform future improvements, ensuring the virtual space continues to meet the needs of its users.

The hybrid event, which took place on Friday, the 30th of May, 2025, was organised by the Cyprus University of Technology (CUT) and supported by the Technical University of Dublin (TU Dublin). More than 50 people attended the event physically at the CUT premises in Limassol, Cyprus, and online.

CUT began the event with an introduction to the TDP4HE project focusing on its scope, key objectives and main achievements. Then, TU Dublin took the floor to present the platform consisting of the OER and OEP and guide participants through the various sections. The event concluded with an open discussion and suggestions for improvements.

The programme of the event was the following:

- Welcome and registration of participants, Cyprus University of Technology
- Short introduction to the Erasmus+ project “Transformative Digital Pedagogies for Higher Education (TDP4HE)”, Cyprus University of Technology
- TDP4HE Open Education Resources (OER) and Open Educational Practices (OEP) platform, Technological University Dublin
- Feedback form completion
- Open discussion and closing of the hybrid event
- Coffee and Networking

In the end, with the aim of evaluating the efficacy event, the organisers administered a feedback survey that included both closed and open-ended questions. The first section included demographic questions asking about gender, qualification, specialisation, years of teaching experience, and country of teaching.

The second section included questions about the OER and OEP, including a Likert-scale question about relevance, innovation, and ease of use/navigation (1=Strongly Disagree - 5=Strongly Agree), three open-ended questions about what they liked most and least about the OER and OEP, and an element they discovered during the event and a suggestion for improvement question.

The third and last section included general questions about the hybrid event. It incorporated a Likert-scale question to define the satisfaction level (1 = Not at all satisfied, 5 = Extremely satisfied), and three open-ended questions about what they liked most and least, as well as suggestions for improvements.

Participants' demographics

In total, 18 participants completed the survey and provided feedback, comprising 13 females and 5 males.

Participants' qualifications

Their qualifications varied, with the vast majority being academics (12 participants), educators/teachers (3 participants), and the rest comprising researchers (1 participant), game designers (1 participant), and instructional designers (1 participant).

Their specialisation was recorded as follows:

Specialisation	Number of responses
English Language and Linguistics	5



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Physics	1
Instructional design	1
Foreign Language Teaching	1
Computer Science	1
Online learning	1
Speech Hearing Sciences	1
Marketing and Consumer Culture	1

Table 1. Participants' specialisation

Participants' teaching experience

Participants reported a wide range of teaching experience, from 1.5 to 32 years. The majority had over 10 years of experience, with several having 20 years or more.

The graph below sums up the responses:



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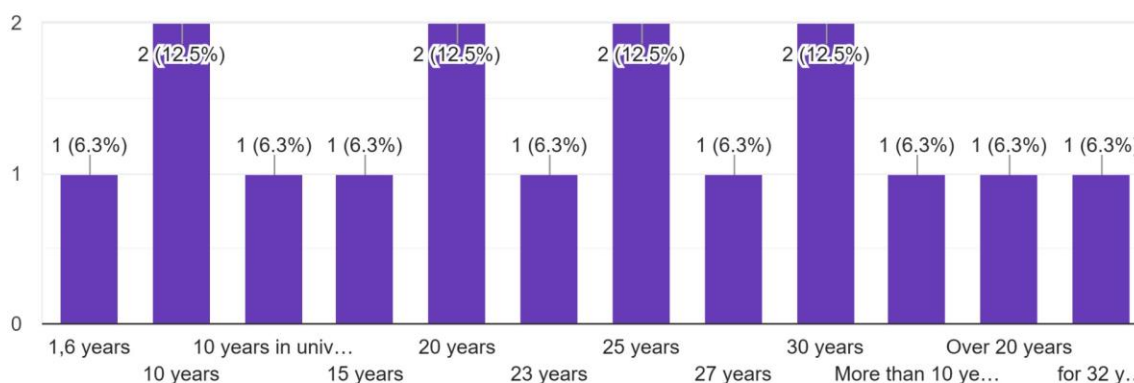
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How long have you been teaching? (if applicable)

16 responses



Graph 1. Participants' years of experience

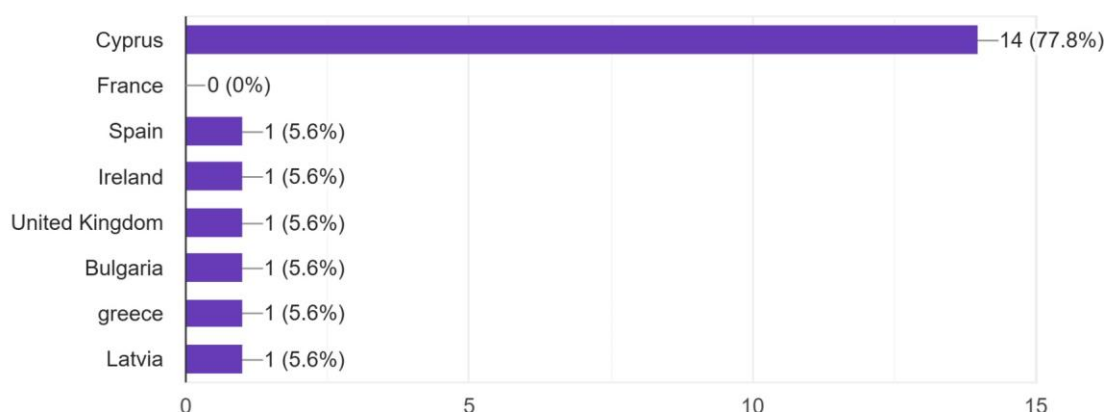
Participants' country of representation

The majority of the participants who responded to the survey are currently teaching in Cyprus (10 responses). Participants teaching across Europe also attended the event, including those from Spain (1), Ireland (1), the United Kingdom (1), Bulgaria (1), Greece (1), and Latvia (1).

The graph below shows an overview:

Which country are you currently teaching in?

18 responses



Graph 2. Participants' country of representation

Feedback about the OER and OEP

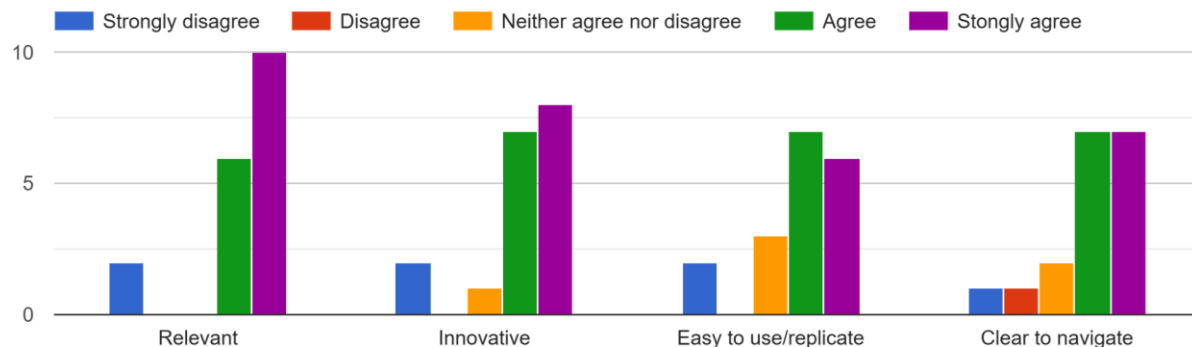
This section presents participants' feedback on the Open Educational Resources (OER) and Open Educational Practices (OEP) introduced during the event. The responses provide insights into their perceived relevance, usability, and potential impact on teaching and learning, as well as suggestions for further development and improvement.

Relevance, innovation and ease of use

Starting with how participants found the OER and OEP, the majority strongly agree or agree that they are relevant, innovative, easy to use/replicate and navigate. A few participants neither agree nor disagree, disagree or strongly disagree.

The graph below shows an overview of the responses:

How did you find the OER and OEP?



Graph 3. How did you find the OER and OEP?

What participants liked the most

Participants responded positively to the presentation of the OER and OEP, highlighting several key strengths. Their responses revealed that the most frequently mentioned aspects were the clarity of the structure and explanations, the usefulness and relevance of the shared resources, and the user-friendly nature of the platform. Many appreciated the innovative approach and the opportunity to discover new tools and materials applicable to their teaching contexts. While VR simulations were mentioned as an interesting element, some noted they were lacking in depth or availability.

The responses below showcase this theme:

“Good explanations and insightful presentations.”

“Useful material for all educators gathered in the same space.”

“There are some new tools there that we need to try, but it's nice to see that there is a space to gather new, innovative tools we can use in class.”

What participants liked the least

Participants noted a few areas where the presentation and platform could be enhanced. Several felt that the information was too general, lacking in-depth guidance on how to apply the learning methods or design practical activities. Others expressed a desire for more detailed introductions, hands-on tasks, or greater clarity in the initial stages of the process. Some mentioned the need for more time to explore the resources and pointed out that not all tools were accessible or easy to implement without further organisation or support.

The responses below showcase this theme:

“I will need to explore the resources presented, but I cannot see anything I like least.”

“For me, there could be a little more explaining in the beginning, introduction.”

“I need more time to navigate it.”

Main takeaways

Participants shared various insights and takeaways from the OER and OEP that will help them with their teaching practice. About half of them expressed interest in exploring the virtual space of OER and OEP, with plans to review the available tools and modules to enhance their teaching practices. About five people noted the value of distinguishing between OERs and OEPs and recognised the potential of integrating new technologies, including AI tools, VR, and infographics, in more meaningful ways.

There was a strong emphasis on creating more engaging and project-based learning activities, as well as on understanding students' communication preferences and digital habits. Participants also appreciated the opportunity to exchange good practices with colleagues and to synthesise various tools for improving educational outcomes.

The responses below indicate this theme:

“Exchange of good practices with colleagues.”

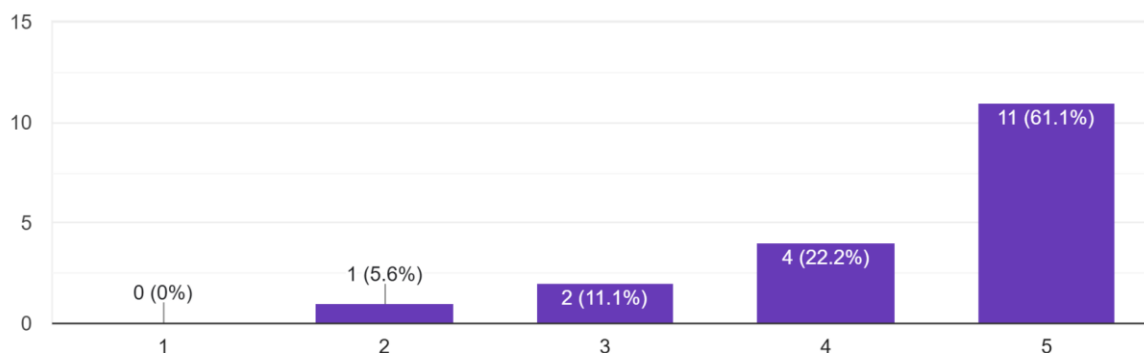
“I'm going to look through the tools on your website and see which ones I can use.”

“Integrating project-based learning with real-world scenarios to increase student engagement”

Regarding **how likely they are to recommend this OER to others** (e.g., friends, colleagues), the majority of responses was positive.

How likely are you to recommend this OER to other people (e.g. friend, colleague)?

18 responses



Graph 4. How likely are you to recommend this OER to other people (e.g., a friend, a colleague)?

Feedback about the event

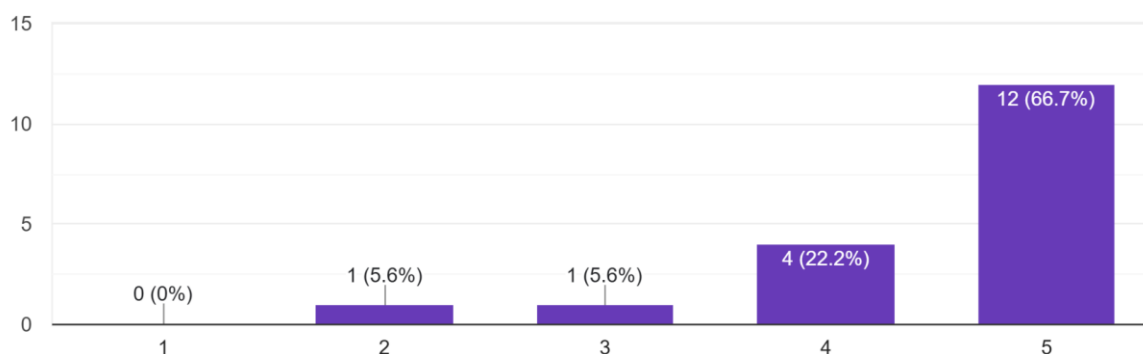
This section provides an overview of the hybrid event's overall satisfaction regarding the organisation.

Overall satisfaction

Almost all of the participants who responded are shown to be very or extremely satisfied with the hybrid event.

Please rate your satisfaction about the hybrid event.

18 responses



Graph 5. The satisfaction level of the hybrid event.

What participants liked the most

Participants shared positive feedback about the hybrid event, highlighting its clear and well-organised structure, informative content, and efficient use of time, with many noting that the one-hour duration was appropriate. The flexibility of online participation, along

with the opportunity for direct communication, dialogue, and audience questions, was highly appreciated.

Attendees valued the knowledge and preparedness of the speakers, the clarity of presentations, and the event's interactive nature, including space for suggestions. While the VR simulations generated interest, one participant noted a need for clearer guidance on their practical application and requirements.

The responses below indicate this theme:

“Opening the floor to questions, efficient and straightforward.”

“The choice of participating online.”

“Clear presentations-Speakers well-organised/knowledgeable.”

What participants liked the least

Regarding the aspects they liked the least, a few participants mentioned technical issues with internet connectivity and a preference for a fully face-to-face format. There was also a call for more practical suggestions on how to apply the presented techniques to improve teaching.

The responses below show this theme:

“I didn't have a good connection all the time.”

“Would probably be better if it were completely face-to-face.”

“We need more suggestions for improving our teaching using these techniques.”

Suggestions

Participants suggested several improvements to enhance the OER and OEP platform. Key points included the need for **greater accessibility** for users with **disabilities and learning difficulties**, as well as the importance of **encouraging more involvement**



from the participants. One respondent proposed **facilitating connections between users working on similar tools or topics**, while another mentioned the potential value of considering **alternative platforms**. Some participants noted they would need to **explore the platform further** before providing detailed feedback.

Participants recommended several ways to enhance future events. These included **incorporating interactive elements** such as live polls (e.g., Mentimeter) to boost engagement, and **offering more in-depth seminars** rather than brief promotional overviews. Suggestions also included **extending the event's duration** to allow for a deeper exploration of the content, increasing outreach and visibility to attract a wider audience, and continuing to share practical knowledge and experiences.

Conclusion

The hybrid event *“Presentation of the TDP4HE Virtual Space of OER and OEP”* was met with positive feedback from participants, who found it clear, informative, and well-structured. Many appreciated the ease of navigating the platform, the relevance of the shared resources, and the opportunity to connect with innovative tools and ideas for teaching and learning.

At the same time, participants shared thoughtful suggestions for improvement. Some wished for more in-depth, practical guidance on how to apply the concepts in real classrooms, while others highlighted the importance of making the platform more accessible to all users, including those with disabilities. There was also a desire for more interactive elements during the event and stronger opportunities to collaborate with fellow educators.

Overall, the feedback reflects a strong interest and engagement with the initiative. It shows that educators and other specialisations are eager to explore, adapt, and contribute to open educational practices, but also that they value clarity, connection, and inclusivity. These insights will help us improve the platform and shape future events that are not only informative but also supportive of the teaching community.





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