**Exten.(D.T.)2: Minutes of Meeting**

**29-31 March 2023 Meeting**

 **NKUA, Athens, Greece**

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| **Attendance Lists for the three days can be found linked** [**here**](https://drive.google.com/file/d/1qJW2n-Y2kOJMuFpV7IiEXvsDJEepaN5q/view?usp=sharing) |

***NB: The minutes have been compiled by the Project Manager, Shamim Patel, who was not able to attend the meeting. Input for each agenda point, is mainly from the partner who led each agenda point as indicated in the parenthesis on the side of each agenda point.***

**Day 1: Wednesday 29 March 2023 (09.30-18.00)**

**For further information relating to DAY 1 – see** [**Tony’s notes linked here**](https://drive.google.com/file/d/1fXW2UGZeyteGbHQ1tDZDklG52nEWgSH-/view?usp=sharing) **and also** [**DAY 1 Folder**](https://drive.google.com/drive/folders/1DzwPfn9w5UENGa75zYVcNFwsqrM0Zq8O?usp=sharing) **for presentations etc.**

**09.30-09.45:**

**WELCOME, INTRODUCTIONS & APPROVAL OF AGENDA** (Chronis - NKUA /Marcelo - LNU)

Chronis welcomed the group to NKUA and described the previous projects of the NKUA lab.

Marcelo invited a round of short introductions from the participants.

The [agenda](https://docs.google.com/document/d/1a64_8InSBsQoNX-sJWfMCGJE06ODCaFbR5yljwLj_iU/edit?usp=share_link) was approved.

Marianthi [*showed the links*](https://docs.google.com/spreadsheets/d/1nUh4H4d-N_U03W-Qku6BKIWxrxQ8Kk1qLF0XRNgtgCQ/edit?usp=sharing) to the day’s hands-on sessions.

*For all the sessions of 29/03/2023, the participants worked in pairs, with one person with previous experience of the technology (NKUA people and later CH) giving advice, while the other person with no previous experience played the game/used the technology. A brainstorming session on experiences was carried out after each breakout session.*

**09.45-11.50:**

**HANDS-ON WORKSHOP ON PROJECT TECHNOLOGIES – PART 1 ChoiCo (**Marianthi - NKUA)

At the start of the first ChoiCo workshop, brief [instructions for Playing, Modifying and Designing ChoiCo Games](https://docs.google.com/document/d/1viMjWtw0xTcrzXy-cqQ0UuM90g7TqDTE/edit?usp=sharing&ouid=116204994502596540210&rtpof=true&sd=true), as well as a short version of the [Design Game Manual](https://docs.google.com/document/d/16qKkAx5jF5oo9Byc8A8Y8gFWrj-8sdH5/edit?usp=sharing&ouid=114244716124771477173&rtpof=true&sd=true)  were distributed to everybody in printed form.

Marianthi brieﬂy described the rationale behind ChoiCo games and gave a short demonstration of how such games are played and the ways in which users can modify them. Next, the attendees, in groups of 2 or on their own, started to play the proposed "Covid Survival" game, making changes where they felt they needed to explore the potential of the tool. When ready, they moved on to designing their own ideas into ChoiCo games.

After everyone had had a first contact with the functionalities of the tool, the session continued with brainstorming. In the [linked padlet](https://padlet.com/extendt2etl/choico-brainstorming-jqvxb9q11y8a5lrv) they wrote down ideas, feedback or problems they encountered while working with ChoiCo that were discussed in the beginning of the brainstorming phase. The affordances of the tool were discussed and how they could be used within a DT project as well as the role of the Learning Analytics tool (pop-up messages/prompts or simple data assessment).

***11.30: Coffee break***

**11.50-13.30:**

**HANDS-ON WORKSHOP ON PROJECT TECHNOLOGIES - PART 2 MaLT2** (Katia - NKUA)

Katia, using ready-made examples, introduced the MaLT2 tool, describing its purpose and function. Then, showing participants step by step the design of a simple square, participants drew a moving door starting to get into the meaning about the variables and procedures used in the MaLT2 code. The aim of this session was for everyone to get in touch with MalT2 and its functionalities, trying to code a ﬂying butterﬂy.

A short [MaLT2 user manual](https://drive.google.com/file/d/1tYOocvIqF7t5AXx94zaFFs736wjwRFhJ/view?usp=sharing) and a [step-by-step guide for creating animated butterﬂies with the tool](https://drive.google.com/file/d/11PclXjBFJrCxmYyUMbbjqc946IejXEXA/view?usp=sharing) were shared with everyone as supporting material.

After everyone had had a first contact with the functionalities of the tool, the session continued with brainstorming. In the [linked padlet](https://padlet.com/extendt2etl/malt2-brainstorming-cmzbwu0hybzsoek1), they wrote down ideas and issues they encountered while working with MaLT2 that were discussed in the beginning of the brainstorming phase. Among the issues discussed were the extended version that the three-dimensional representations will be printed as real-life objects, the different affordances offered by the tool compared to ChoiCo, and a discussion about code and who it can be addressed to.

***13.30-14.30: Lunch***

**14:30-15.40:**

**HANDS-ON WORKSHOP ON PROJECT TECHNOLOGIES - PART 3: SorBET** (Maria-Stella - NKUA)

The third workshop was on the latest ETL Technology, “SorBET”. [Supporting material](https://docs.google.com/document/d/1SW-nsOl89M2oGdgVkW3_WAJEcncUO97S81pNgR0vkJc/edit) was shared with info and tips on playing, modifying and designing classification games.

Maria-Stella started by showing the plenary the game, "How long for degradation" encouraging the audience to participate by helping her to classify the falling objects according to the time they need to decompose. She then explained the process of modifying the game and provided time for the attendees to play some of the available online games as well as modify them.

For the design phase, attendees were introduced to an extended version of SorBET in which blockly commands were added to manage the speed and density of the falling objects (still under development).

Maria-Stella then gave a short demonstration of the AR version of SORBET that is being developed within the Project, in which 2 players can play simultaneously by dragging the falling objects using the palms of their hands, recognizing the movement from the computer's camera.

After everyone had had a first contact with the functionalities of the tool, the session continued with brainstorming. In the [padlet linked here](https://padlet.com/extendt2etl/sorbet-brainstorming-4mverf8755z1987z), everyone wrote down ideas and issues they encountered while working with SorBET. Plenty of ideas and proposed corrections were discussed: for its role in DT projects, for its functionalities and the added value of embodied manipulation .

***15.40-16.00: Coffee break***

**16.00-17.00:**

**HANDS-ON WORKSHOP ON PROJECT TECHNOLOGIES – PART 4 nQuire** (Thea - OU)

Partners were shown four nQuire missions as examples of how nQuire works, including previewing contributions on a map, engaging people in listening experiences, enabling image upload and previewing data visualisations.

The version of nQuire created for the project, called nQuire for students, was shared via the URL: [https://learn.nquire.org.uk](https://learn.nquire.org.uk" \o "https://learn.nquire.org.uk/). A username and password were assigned to each participant ([see here](https://docs.google.com/spreadsheets/d/1DIuZRXWrSYAvV2WNSVGoyXqW8GqxI5gfZcqU-xSppN8/edit?usp=sharing)).

Participantswere asked to log in and create their own study on the platform and raise any issues or questions as to how the platform could be improved.

Some of the comments included the need to have example questions ready for students to copy such as questions about gender *(a study called demographics with such questions was created by Thea post meeting)*, changing the reference to 16+ years old on the consent form (*post meeting this change has been implemented)*,  finding a way to organise student accounts under specific teachers and schools and merging social and confidential missions. These issues will be further considered in the next iteration of the platform.

**17.00-18.00:**

**DISCUSSION ON IMPLEMENTING THE PROJECT TECHNOLOGIES AND THEIR EXTENSION WITH ET IN THE FIRST 18 MONTHS** (Marianthi - NKUA)

Using [this presentation](https://docs.google.com/presentation/d/1XEedr0dPmlAy-XEl4DWuJ0mF-Ur20nXi/edit#slide=id.p1), Marianthi outlined the extension of the three existing NKUA technologies for the first 18 months of the Project, explaining the reasons behind these expansions.

More specifically:

* MaLT2 will be connected to 3D printer -> bridge the digital and the physical world and allow students to create tangible and meaningful artifacts.
* ChoiCo will be extended with AR-Geolocation, by supporting the use of existing maps (via Google maps) with real-time location recognition capability, obtaining corresponding real-time data (e.g., traffic, temperature, etc.) for the game -> innovative and engaging, increasing empathy and CT skills.
* In SorBET, players will be able to multi-play at the same time, by moving objects via their gestures. Also, as designers they will be able to program rules e.g., speed, density -> DT projects are group projects - much needed enhanced collaboration and communication between players.

A discussion followed concerning the three tools’ extensions and Design Thinking connection.

***18.00: END OF DAY 1***

**Day 2: Thursday 30 March 2023 (09.30-18.00)**

**For further information relating to DAY 2 see** [**Tony’s notes linked here**](https://drive.google.com/file/d/1i5MOFna0zthgD1KG31XMEJQqviJzws-1/view?usp=sharing) **and also** [**DAY 2 Folder**](https://drive.google.com/drive/folders/19dmLKgyI0us5o1XiEHv_mADMDNHGqKa4?usp=share_link) **for presentations, etc.**

**09.30-10.15:**

**WP3: CO-DESIGN DT ACTIVITIES WITH TEACHERS – SUPPORTING MATERIAL** (Thea - OU**)**

 A [brief overview](https://drive.google.com/drive/folders/1BOr3cdASdgHve68JD2RSv4iSHTyX2o9K?usp=sharing) of activities with teachers in the UK was presented including the [slide decks](https://drive.google.com/drive/folders/1BOr3cdASdgHve68JD2RSv4iSHTyX2o9K?usp=sharing) used in the first two sessions in which teachers introduced themselves, used and reflected on each project technology and discussed topics for their DT project. The second session was structured around the activity plan template, which is also available online on nQuire here: [https://nquire.org.uk/mission/extendt2-activity-plan-for-teachers/data](https://nquire.org.uk/mission/extendt2-activity-plan-for-teachers/data%22%20%5Co%20%22https%3A//nquire.org.uk/mission/extendt2-activity-plan-for-teachers/data)

There are four teachers interested in conducting lesson plans with DT and technologies in the UK. Similar co-design sessions were organised and recorded by NKUA, withtwo teachers aiming to implement activities. Two researchers (instead of teachers) will complete the activity template plan and conduct activities with students at NTNU. One teacher with the help of Marcelo will design and conduct activities with students at LNU. One teacher with 3 classes will conduct activities in UGent.

**10.15-11.15:**

**WP5: SCHOOL INTERVENTIONS - YEAR 1** (Marianthi, Dimitris - NKUA)

Marianthi summarized the status of school interventions presenting the overview so far, as well as the next steps and deadlines. She also created an Excel Sheet where the interventions per year, their start and end dates, the number of participants and teachers, their current status, as well as a check on compliance with the data to be collected will be recorded. Linked here are the [presentation](https://docs.google.com/presentation/d/1jTL3ihD5rAkzj9K_PT04uEkUDJWgI2Wy/edit#slide=id.p1) and the [Excel Sheet](https://docs.google.com/spreadsheets/d/1TqFqZDyNDFuSfswzSjWs-N09bLEkYMytZ8hNoDvCeeQ/edit#gid=0). The Data Collection checklists for Teachers & Researchers can both be found linked [here](https://drive.google.com/drive/folders/1Io8KLiwP-cJ_3XyFBxNe4DeWvV2OFQD6?fbclid=IwAR2PIYW4Ymheg4zbpIJew61U5q2cZxjRDfDnFTxykDU1u9zToKTedKgD5DI).

NKUA's part of school interventions (3) for the 1st year was presented.

Dimitris (NKUA), who has already initiated the intervention at the school where he works, described the activity plan he designed, presenting the overview of the intervention, the challenges, the connection with the DT phases and all the related domains. [Here is the linked presentation](https://docs.google.com/presentation/d/1qFAkpm-2ZffEyVLjjDZfxXrYz-wXxOse/edit?usp=sharing&ouid=114244716124771477173&rtpof=true&sd=true).

Marianthi presented the Activity Plan proposed by Marios (NKUA), also a serving teacher who has already started the school intervention. His presentation went through the orchestration of the classroom, the technologies to be used, the areas of interest and the connection between each activity and the phases of DT. Here is the [linked presentation](https://docs.google.com/presentation/d/1bKeiJg1sxzCIterqZephhfGTEYfZqSOO/edit#slide=id.p1).

The 3rd Activity Plan that was presented, has been designed but not yet implemented by teacher Maria Latsi (NKUA). Linked here is the whole [Activity Plan](https://docs.google.com/document/d/1-mDBViln_6CgKFJ8BY-sCWnn3HoA6adl/edit#heading=h.gjdgxs) supplemented by Maria.

Sofia & Isabella (NTNU) presented their [Activity Plan](https://drive.google.com/file/d/1-o-AXjgK3XERYNEvdsZ7RdUsn6Nlr9a6/view) describing the number of participants, the tools to be used and the data to be collected.

Thea (OU) presented her part of the Activity Plans and the activities organized from Open University.

Ilse (UGent) informed about the stage they are currently at with the school interventions, confirmed that the DT stages will be followed as indicated and that the final student output will be a game.

Marcelo (LNU) brieﬂy presented the activities organized for the students, describing the sessions and the type of data to be collected.

An open discussion followed.

***11.15-11.30: Coffee break***

**10.30-11.30: PARALLEL SCIENTIFIC ADVISORY BOARD MEETING**

**11.30-12.30: PLENARY SCIENTIFIC ADVISORY BOARD MEETING**

[*Minutes of meeting from Maria-Stella and Tony can be found linked here*](https://drive.google.com/file/d/1OJ_KmzFJtyfoI5EvGKs74mUceHxauNnh/view?usp=sharing)

**12.30-13.30:**

**WP6: PROFESSIONAL DEVELOPMENT**

[*See p15 for detailed notes taken by Tony linked here*](https://drive.google.com/file/d/1i5MOFna0zthgD1KG31XMEJQqviJzws-1/view?usp=sharing)

***13.30-14.30: Lunch***

**14.30-16.15:**

**WP2: DEVELOPMENT OF THE FRAMEWORK** (Sofia – NTNU)

Here is the presentation of the WP2 session during the project meeting in Athens:

<https://docs.google.com/presentation/d/101kFQXlx3C9BCb4wll2oHBVfBT6sJK_d/edit#slide=id.p1>

In this session the discussion was about the work of Months 7-9. M9 is the deadline for two deliverables: draft of the framework (R) and the guidelines (DEC).

The session had two parts:

1. presentation of the work so far and a “working draft document” and discussion
2. participants working in breakout groups to suggest their version of the frameworks, that will be used as a basis for the development of the framework and will be the draft 1 version of the framework for the deliverable.

Main aspects from the discussion from the 1st part (from Tony’s notes):

* With the emerging technologies, we need to have a critical approach on which of these technologies can enhance the existing technologies. Our project is about ET in DT. In one sense what we are doing is extending DT with ETs; but we are also developing strategies for integrating ETs in educational transformation. We can see learning as an ecosystem and see how the technologies can be made suitable.
* Who will the framework support? In the proposal we say a lot, it is up to us how deep we go and who are the ones involved, the framework can be the conceptual while implementation is for teachers. the input to the framework and the guidelines will come from the different WPs and the work there so it is related to what we will do in practice in the next steps. In general, for now the focus of the first version is on the practical level and the teachers, then we use the data after the three years to adapt the framework.

The framework is an epistemological view, and we can at least make recommendations for educators, and on another level also recommendations for policy makers. In general, it is ambitious and we do not think we have the resources to go to a high level for policy makers etc.

* We reviewed the literature to look at existing frameworks, and then we conduct an expert review and refine the framework. 30 frameworks included from UNESCO, EU and OECD reports. Also 20 academic paper-derived frameworks in the context of digital competences, digital citizenship and DT. There is a lot of overlap. The meaning of each is given from the purpose of each at the moment of that project. Examples of frameworks are given in the slides, e.g., DigCompEdu, Experiential Design Thinking and Learning Model, STEM Literacy Development Framework for STEM Education.

Main aspects from the presentation of the work of the participants in the Break-outgroups

* Frameworks can be found here:

 <https://drive.google.com/drive/folders/1-NjfijCyTTeBsV_L58SKLc4uwaGy3J9O>

NB: some groups gave us their figures of the frameworks, and discussed but did not present, so they are not included in these minutes/meetings.

***Maria-Stella’s group:***

We are looking at digital literacy – we need to clarify the level of digital literacy – do you need to be a programmer to work in the class? The learning environment – we didn’t see the places, individual places or collaborative digital areas. Evaluation – on what level and by whom? Students have a product which is evaluated or the whole project needs an evaluation? The final consumer – do we take something someone made, do I need to own something special, or do teachers and students just need to be determined to have new competences?

***Thea and Filothei’s group:***

Our framework – if you do what I have here you should achieve sustainability. To achieve this, you need the cyclical approach – teachers training and research on the practice, then digital literacy, and if this is successful this then feeds back to the student’s competences and then to teachers’ competences.

***Ilse and Alisa’s group:***

Also, a circular process, a dynamic process. Training is generic, and the guidance is more to the point, also guidance to the technology. Also, the activity plan. They have trained the knowledge and use the guidance to decide their specific use. Then when they know the environment they select the technologies, and then decide on materials, and then evaluate, so the competence is achieved, and they start the circle again. Sofia: so, the guidance is generic in your model.

***Sokratis and Manolis’ group:***

We have parts that may be related to the model as a whole or part. Teachers need a repository of activities. This is essential as there are tons of different types of activities to elicit needs. We should have well-documented materials for that, or even templates that show how these activities can be used for alternative DT situations. Imagine a teacher is told that they have to use personas and they have never used them – it’s good to have a template showing how it has been done in the past.

Sofia: so, we will include pre-made activity plans for example.

Sokratis: we would like to articulate the process in DT, in the same way that you would create a lesson plan – a DT process plan, to structure the activity and evaluate the outputs. Guidelines for creating different workflows for different project requirements. Not that you would have a single process, this is never the case in real life. The question is: is there a guideline as to how to design this process yourself, and articulate how it is done in practical terms?

Sofia: Thea and you have mentioned that DT fits also for professional development: Both NTNU and NKUA teach the teachers in DT for kids.

***Carina and Jake’s group:***

Carina: Are all the things in yellow operating at the same level? In the fully yellow graphic, you see the things you need. At the centre is what we are doing, and outer is what the teachers need, either student course or professional development course. Role models for example, things specific to DT and ET, the not-quite centre circle: skill development, societal challenges etc. as elements the teacher needs to be conscious of. So, at the next layer out are things that we want to draw attention to, and the outer layer is experiential (professional development, inclusion, exclusion. Universal design for learning – consider this! Separate the deliverable from what we are doing. We can keep working on what we want to do.

**16.15-16.30: Coffee break**

**16.30-17.00:**

**RESPONSIBLE RESEARCH AND INNOVATION (RRI)** (Carina – TCD**)**

*Link to* [*Presentation*](https://docs.google.com/presentation/d/1TBQjqHEA2dIySwNs6qRPWwGwbzUdpHwz/edit?usp=sharing&ouid=106869227590395111863&rtpof=true&sd=true) *and* [*Minutes*](https://docs.google.com/document/d/1p7SFr6tuizs9a0qisVxRSDZxDamO83dy/edit?usp=sharing&ouid=106869227590395111863&rtpof=true&sd=true) *(minutes also summarised below)*

**#1 Context**

* Only 3 people attending indicated that they are familiar with RRI.
* ”AugMENTOR” Sister project seeking a review of their RRI.
* Manolis: Colleagues at London Knowledge Lab (UCL) are doing RRI evaluations for other projects. Manolis to coordinate with Marcelo and Shamim to contact Sister Project.

**#2 RRI and ExtenDT2**

* Overview of RRI for those unfamiliar.
* RRI and ExtenDT2 links – RRI has been built into the design of the project explicitly and implicitly.

**#3 How is RRI Addressed in WPs?**

* MMilrad – Need an internal understanding of RRI. Discussion point for OMT.
* MMilrad – What KPIs do we have in the proposal?
* MMilrad – LNU will coordinate RRI in WP1, in relation to WP8.
* CG – reminder that there is RRI throughout the project.

**#4 Tasks, Priorities and Next Meeting**

LNU to review project proposal and identify RRI

**17.00-18.00:**

**STEERING COMMITTEE/OMT MEETING**

[*Minutes of meeting from Tony can be found linked here*](https://drive.google.com/file/d/1Tc_MWmhvuIX2mm0qMf_nVKjxJcbzqZfx/view?usp=sharing)

***18.00: END OF DAY 2***

**Day 3: Friday 31 March 2023 (09.30-17.30)**

**For further information relating to DAY 3 – also see** [**Tony’s notes linked here**](https://drive.google.com/file/d/14R9b-RHYa3QixRQ0k1IFs8P3Z0nQIRWI/view?usp=sharing) **and also** [**DAY 3 Folder**](https://drive.google.com/drive/folders/179kNSoG1YNtb3Lq_B56ELATb_WeuSZlP?usp=share_link) **for presentations, etc.**

**09.30-10.30:**

**WP4: NEXT STEPS FOR PROJECT TECHNOLOGIES** (Alisa - LNU)

**Extend DT2 platform (SIMPLE)**

SIMPLE have demonstrated the initial prototype of the ExtenDT2 platform ([see presentation linked here](https://drive.google.com/file/d/1YF4K9mxc75H70hZhiabrf8G8MRicRamm/view?usp=sharing)) . The development of the platforms are going according to plan.

The delay was on providing the AWS services for deploying the first version of ExtenDT2 platform. Hence, the access to AWS is also on the way and expected to be in place by the end of April 2023.

**Authorable Learning Analytics (NKUA)**

These have been done for the fist and initial mapping of design thinking concepts and 21st Century skills  with possible data collected from learning tools. This mapping will be adjusted after each iteration (study/workshop with teachers).   The first pilot study with a small focus group of teachers will be performed in May to gather initial requirements for ALA. [See presentation linked here](https://docs.google.com/presentation/d/1JwSzpd56kSzW-2SlsWItwfLyXFNJYRQH/edit?usp=sharing&ouid=106869227590395111863&rtpof=true&sd=true).

**Customisable Dashboard (LNU)**

The initial brain storming  has been performed about the possible requirements for visualisation dashboard (teachers, students, researchers) based on the literature review (delivered in WP2, and own expertise in data visualisation) were gathered  and aligned with the aims and goals described in the Project’s Grant Agreement document. These list of requirements will be refined after the workshops with teachers from  different countries, to find a common understanding and visualisation support for target users (teachers, students, researchers).

**Virtual Robotics technology (LNU)**

LNU is responsible for this task, unfortunately the person who was responsible is not anymore involved in this project and he did not and will not deliver any input. Therefore, another persons will be assigned to this task and some delay is expected.

**Work/Actions in Progress**

* Deployment of the ExtenDT2 platform on AWS (SIMPLE, LNU: May-June 2023).
* First small pilot study with focus group teachers in NKUA (may be also in Trondheim, Norway) to gather initial requirements for ALA (May-June 2023).
* The data model for dashboard is planned to be developed, the technologies for development will be defined, and the method for collecting/gathering requirements form teachers will be also defined (LNU: May-June 2023).
* The data gathered from studies which run from March-April will be analysed (NKUA: June-August 2023).
* A few candidates for Virtual Robotics technologies will be defined (LNU: May-June 2023).

***10.30-11.00: Coffee break***

**11.00-12.30:**

**WP7: EVALUATION & DATA ANALYSIS –** [**PRESENTATION**](https://docs.google.com/presentation/d/1u63TbzJccLfTdNOs8a3J0218EuNjLBpV/edit?usp=sharing&ouid=106869227590395111863&rtpof=true&sd=true) **AND Q&A (**Carina – TCD)

[*Full Minutes of Meeting as shared by Carina can be found linked here*](https://docs.google.com/document/d/1ZeBoJNxrDTYfR4JEcTsoDsuINjjBEuro/edit?usp=sharing&ouid=106869227590395111863&rtpof=true&sd=true)

**#1 Task Update: Task 7.1 – Development of Cycle 1 Evaluation Tool**

* Data collection instruments and guides complete [WP3](https://drive.google.com/drive/folders/1BE7HXAQBoe5exBqxIyjNRFP1CigC7GH3?usp=share_link); [WP5](https://drive.google.com/drive/folders/1N_0fw_mTVYIliQqYDfwhhNKJHdTpTEai?usp=share_link); [WP6](https://drive.google.com/drive/folders/1nndn7byLkwnDjyipE4dvzTxrE5o_6JcI?usp=share_link).
* Sample informed consent documents created [WP3](https://drive.google.com/drive/folders/1wKLVdacuEpuKjGFjH-lDw2tseAhjSNf8?usp=share_link); [WP5](https://drive.google.com/drive/folders/1YHOn0M0kj0EO8EQJzRF0ezrvFjiKh6-d?usp=share_link); [WP6](https://drive.google.com/drive/folders/1uEvmP2TwyHe_vjBkPeW2Sta0cyBcimPq?usp=share_link)
* Participant ID tool created.
* Data processing and analysis guides to be created.

**#2 Evaluation Overview**

* Reminder of research design principles, aims and RQs
* Reminder of WP3, WP5 and WP6 evaluation design and data collection activities.
* Introduction of participant key – to ensure consistency across the project. All partners to use.
* Reminder that no personal data (including the participant key) to be stored in Shared Drive.
* Reminder that sensitive issue may come up unexpectedly in interviews. All partners - plan how to handle them based on local/national legislation/requirements/expectations.

**#3 Q&A**

* Sofia question about student-computer ratios.
	+ Carina and Thea state it is context dependent.
* Sofia & Thea raise questions about the minimum data collection required.
	+ Carina notes that there is a reason for each form of data collection (survey, interview, artefact collection, teacher reflections and observations).
	+ Observations comprise written notes, audio recordings, video recordings and screen capture.
	+ Important to be mindful that data collection tools/instruments can fail.
	+ NB: Limits may be imposed by local/national authorities. E.g., if the Ministry prohibits video data collection in schools, then observations will be limited to notes and audio recordings.
	+ Christina notes that it can be valuable to record some notes on the day/straight after activities the students were engaged in, to direct video data analysis later on. Equally, students may mention something in an interview for which you find confirming or refuting evidence in the video data.
* Marcelo asks if there is an overview of tools for each stage.
	+ Carina directs to the Drive folder and overview documents distributed to the OMT.
* Manolis suggests using a different term for the ‘focus groups’. CG to action.

**#4 Data Analysis Overview**

* Overview of data processing – each partner responsible for transcription, translation and de-identifying data.
* Reminder that only de-identified/anonymous data should be transferred between partners
* Storage and transfer must be through institutionally approved tools, using encryption etc.
* Overview of data analysis plans for each WP.

**#5 Tasks, Priorities and Next Meeting**

* WP7 meetings to be set up on an ongoing basis from May – Carina will action.

***Overview of Constant Comparative and Critical Incident Approaches*** *– paused due to questions*

**12.30-13.30:**

**WP9: ETHICS ADVISORY BOARD MEETING** (Carina - TCD)

[*Minutes of Meeting as shared by Carina can be found linked here*](https://docs.google.com/document/d/1RQ7gp4QpCzw4oHoABHb69ZMrNjuzILrt/edit?usp=sharing&ouid=106869227590395111863&rtpof=true&sd=true)

***13.30-14.30: Lunch***

**14:30-15.30:**

**YEAR 1 – PART 2 TIMETABLE OF ACTIVITIIES, INTERDEPENDENCIES, SUB-TASKS/TASKS AND DELIVERABLES** (Marcelo – LNU; Marianthi - NKUA)

Marianthi with a brief [presentation as linked here](https://docs.google.com/presentation/d/1xr8AA94kgBjQ2oEDJC6Vss4s5ODyRtmc/edit#slide=id.p1) outlined the next steps regarding WP4 & 5 in a Timetable.

In more detail, Marianthi listed the upcoming tasks until Month 21, as well as their interdependence with the other WPs, dividing them into 2 main categories:

1. Technologies & Dependencies:

* First demo of 3 Extended Tools by M12.
* First functional version of the 3 Tools to be used by Teachers by M15.
* And what features these versions will have.

Discussed:

* Clarifying that the co-design process with teachers will be in the context of activities and not about technologies.
* Need for further definition of the stage of readiness of each tool by M15.

2. School Interventions & Dependencies:

* Finished Y1 Interventions by M10.
* 2nd version of Activity Plan ready by M15.
* Teachers start co-designing Activity plans at M16.
* Y2 Interventions at M17-21.

Discussed:

- The engagement of teachers’ participation in interventions- Different ethics in every country - Thea coordinates a checklist of ethics, methods, training, tech

 development, no. of schools, no. of students, etc.

- Future integration of Learning Analytics for collecting

**15.30-16.00:**

**WP8: DISSEMINATION AND COMMUNICATION** (Thea - OU)

A first newsletter has been created and uploaded to the project website. Partners are asked to share contacts they would like to receive project newsletters. There was a discussion about how to reach industry and policy contacts and a suggestion to coordinate activities with sister projects regarding especially policy stakeholders.

There was also the suggestion to join the BETT exhibition with sister projects in March 2024 in London (it would be good if a project meeting takes place the same time in Milton Keynes or London). Carina proposed to engage with Welsh government.

**16.15-16.30**

**Year 2 TIMETABLE OF ACTIVITIES** (Marcelo - LNU)

We need to produce a document outlining the future activities. Title: Overview of activities for all partners for Year 1, in relation to piloting in WP3. Thea: for this we need a Gantt chart and qualitative description under specific months and partners involved. Filothei: there is MS Projects, a tool that might work.

*Addendum: Linked here is the* [Overview of Activities Across Partners](https://docs.google.com/spreadsheets/d/1RBLdwIdmcAYOLsxT2uNi0ox7su4qLCmzlGDZd3zQUDc/edit#gid=1565757565) *created by Thea following discussions.*

**Action:** All Partners should fill this in before the next OMT meeting.

**Potential meetings:**

* Those who go to the conference in Portugal in July can meet physically.
* Consider a next physical project meeting in September in Ghent: To coincide with a meeting of the sister projects with the Project Officer in Brussels.

Noted: We also have LNU-related facilities in Brussels which we could use.

* March 2024 - BETT in London (AGREED): There would be chance to interact with people who are also working in emerging technologies, and we can have a presentation just for the Swedish delegation who usually have a large number of people attending.
* September 2024 – Dublin
* March 2025 – Norway?

Marcelo to ask UGent if/when they could host us 2-day meeting, e.g., around about 23-27 October or 27-29 September 2023

NB: Two-day meeting to coordinate in a meeting with all sister projects and the Project Officer.

**16.30-17.30:**

**REFLECTIONS/FEEDBACK ON WORKING METHODOLOGY OF THE FIRST 6 MONTHS** (Marcelo – LNU)

Marcelo will discuss with Shamim. LNU will share a document for partners to put their reflections. The result will be discussed at the next OMT.

***17.30: END OF DAY 3 AND ATHENS MEETING***