



netWorked Youth Research for Empowerment in the Digital society

Grant Agreement number: 727066

Second Cycle Evaluation approach

WP7_D7.2

Version 1.1

Any dissemination of results must indicate that it reflects only the author's view and that the Commission is not responsible for any use that may be made of the information it contains.

Copyright This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 727066

Unless officially marked PUBLIC, this document and its contents remain the property of the beneficiaries of the WYRED Consortium and may not be distributed or reproduced without the express approval of the Project Coordinator.



Second Cycle Evaluation approach
WP7_D7.2

H2020-SC6-REV-INEQUAL-2016

Grant Agreement number: 727066

1st November 2016 – 30th September 2019

Second Cycle Evaluation approach

Deliverable number: WP7_D7.2

Deliverable description			
Filename	WYRED_WP7_D7.2_version1.1		
Type	R		
Dissemination level	CO		
DOI	10.5281/zenodo.1237087		
Due Date (in months)	M15		
Deliverable contributors			
Version No.	Name, Institution	Role	Last update
1	Anna Renau, PYE Global	Author	25/04/2018
1.1	USAL	Reviewer	29/04/2018

* cfr. GA – Annex I Part A – 1.3.2 WT2 – list of deliverables



Table of Contents

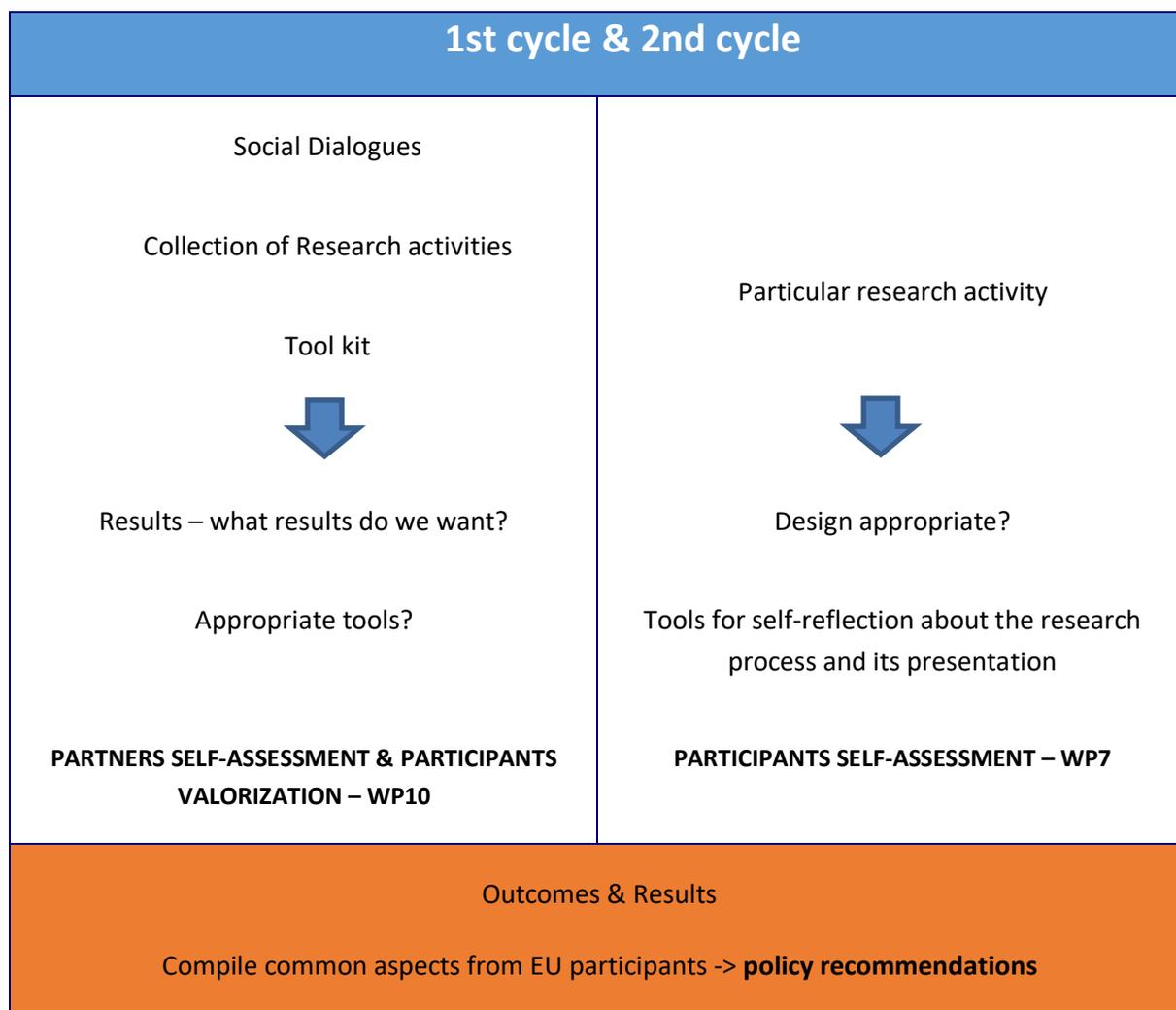
1. Introduction to Work Package 7	4
2. Evaluation background	5
2.1 Aims of WP7 evaluations	5
3. Evaluation Toolkit and process of Research Activities	7
4. References	9
4.1 Academic literature	9
4.2 Web links	10
5. Annexes	11
6. References	29

1. Introduction to Work Package 7

The WYRED project (netWorked Youth Research for Empowerment in the Digital society) (García-Peñalvo, 2016b, 2017; García-Peñalvo & Kearney, 2016) aims to provide a framework for research in which children and young people can express and explore their perspectives and interests in relation to digital society, but also a platform (Durán-Escudero, García-Peñalvo, & Therón-Sánchez, 2017; García-Peñalvo, 2016a; García-Peñalvo & Durán-Escudero, 2017; García-Peñalvo, García-Holgado, Vázquez-Ingelmo, & Seoane-Pardo, 2018) from which they can communicate their perspectives to other stakeholders effectively through innovative engagement processes.

Work package 7 focus on the Evaluation and Interpretation of the research activities. The evaluation of the research activities will work at various levels. Firstly, it is necessary to evaluate whether the social dialogue and the collection of research activities is functioning appropriately (Ramírez-Montoya & García-Peñalvo, 2018), whether the toolkit is appropriate, and whether the overall set of results is useful. Secondly, it is necessary to evaluate each particular research activity according to its own design and success criteria. Lastly, it is necessary to evaluate which of the results, which combinations of the results of the cycle constitute or include insights that may be relevant for policy and susceptible to presentation as recommendations. In particular, it is likely that insights that are common across a range of research activities across Europe may be generalizable to recommendations. This stage of the WYRED cycle focuses on the three levels. As the WYRED project works in cycles, this work package has two different work periods, and in the second cycle may be subject to adjustments in the light of the results of reflection on the first cycle of evaluation.

However, in addition to this conventional evaluation, it is also necessary to make the results accessible to other constituencies than the research/policy community. This requires interpretation of the results in other formats, using other more creative, informal or dynamic approaches. In some senses the artefacts generated in WP6 will have the potential to do this, but interpretative processes are also envisaged in this work package.



2. Evaluation background

2.1 Aims of WP7 evaluations

1. Why we evaluate:

Evaluations will be carried out in two main areas to help develop the programme and learn through the process to extract the correspondent data and results to:

- improve the project activities around the research process: that is to show WYRED accountability and correspondence with all partners and participants of the project
- know what users think about the project, their reflections and feedback: it will provide to the project a better understanding of youth perspective and a learning itself

Due to, we are working and evaluating youth and children opinions, the evaluations format will be in questionnaires and grids adapted to different age groups. As the public and users of the WYRED platforms and activities are not academics, we considered convenient to provide a user friendly and handy evaluation form for them using an accessible language and format for them that they can use by their own without assistance of any adult, in case of the elder ones. Specific examples are provided in the Annexes.

Main questions:

About WYRED research activities:

- What impact numbers has WYRED?
- Are participants satisfied with their participation in the project? Are all voices heard in the conversations?
- Are WYRED activities reaching project's main goals?

About WP7:

- Are self-evaluations tools complementing research activities?
- Are children & YP satisfied with the research process?
- Are youth generating their own researches and learning new things?
- How youth are sharing their thoughts, ideas and opinions?
- How WYRED can support to spread their voices and make sure they will be taken into account?

2. What are we evaluating:

In this WP7 we will focus to help Young People to evaluate their research that they would have been doing throughout the Research Activities. It aims to identify what has been learned and especially whether the activity they have done has actually generated results and answers to the questions they have explored. It also provides a space for reflection about themselves and their work. It also envisages guiding young people to identify the values and importance of their researches.

Themes: Digital Society Topics	Priority Outcomes
Youth areas of interest related to digital society	Impact expected from our actions/activities: recommendations or conclusions from YP around their research projects/topic of interest

3. How do the young people will evaluate their own projects:

Objectives:

- Self-administered evaluation processes
- Help young people to identify the value and relevance of what they are doing in WYRED activities
- Children and young people will be active in this process choosing the messages, formats and channels they see as most appropriate to present their results – to think about WHAT they want to explain and HOW they will explain/ present it to other people
- Support on communication tools

3. Evaluation Toolkit and process of Research Activities

The idea to have an Evaluation Tool kit for young people is to provide partners with some materials that participants can use as self-assessment of the results from their research activities and guide them through a reflection process.

The self-assessments can be done during a research activity or when it finalises. It is not necessary to schedule a specific session for these evaluations; it can be included at the end of the last research activity session and even after completion of it.

It aims to provide easy to use and adapted materials for children and young people to identify a creative expression approaches* suitable for their research.

*The importance of using creative expression approaches:

Creative and arts-based approaches can be particularly powerful, especially at the data collection and dissemination phases of the evaluation cycle. They include a vast array of techniques including photography, film and visual arts, poetry and creative writing, music, drama and performing arts. These are used in order to uncover hidden perspectives, add empathic power, and strengthen participants' voices

CREATIVE AND ARTS BASED EVALUATION METHODS Written by Norma Daykin with the Creative and Credible Project Team

In order to evaluate the adequacy of the activities around the research processes for young people, other tools have been designed and used for this purpose together with other partners and aligned with the previous WPs. These tools also provide relevant information for the correspondent evaluation report.

These are the proposed reports/questionnaires to be implemented by facilitators and partners of the groups and young people, which will ease the process of compiling data from all sessions and groups.

Templates and examples included in the Annexes. The same forms will be available online and translate it in different languages in accordance with each partner needs.

NOTE: as doubts and suggestions arise during the process of evaluation from facilitators and young participants, the template might be updated by the time of submission of this deliverable

- **Social Dialogue Report: WP5_Social Dialogue report_2Cycle**

It provides an overview of the session that highlights the achievements and the significant aspects of the session, as well as relevant comments on what should be improve and report any incident. It also helps to collect any testimonial or visual support for future dissemination of the activities.

- **Research Activity Evaluation Report for Facilitators: WP7_Research Report**

It tracks the sessions carried out to achieve the research projects. Each group or partner will use the methodology or format that best suits the group in terms of number of participants, profile and areas of interest in order to make the activity as much inclusive and diverse as possible.

The objective is also to evaluate the level of participation and engagement of participants as well as their level of satisfaction of the activity.

- **Evaluation grids for participants (different models)**

The evaluation grid will help young people to identify WHY did they choose that specific topic, WHAT did they discover and WHAT exactly do they want to communicate and HOW they will explain it to the public.

Format of evaluation grids for young people

Evaluations grids for young participants will be slightly different. Taking into account the diversity of age ranges, different needs and the use of the self-assessment tool by each participant, we considered appropriated to provide few templates that each participant (with help of a facilitator in case of the youngest ones) can choose:

- Personalized grid for the younger participants – 3 different options with storytelling to introduce the activity in an easy and playful way for children
- Guided grid with questions for any participant
- Open questions for self-reflection for any participant

4. References

4.1 Academic literature

Art-Based Evaluation KIT, Margo Charlton, Resonance Creative Consulting, Canada,

Generation Z: Global Citizenship Survey, E.Broadbent, J.Gougoulis, N.Lui, V.Pota, J.Simons, Varkey Foundation, England 2017

Impact Evaluability Toolkit, Jetha, Qayam, Kanan, Harini, and Escueta, Maya, J-PAL, South Asia and CLEAR South Asia, 2017.

Creative and arts-based evaluation methods, Norma Daykin & Creative and Credible Project Team, <http://creativeandcredible.co.uk/>

World Bank Group Impact Evaluations: Relevance and Effectiveness. Washington, DC: World Bank. Independent Evaluation Group. 2012



Second Cycle Evaluation approach
WP7_D7.2

¿Cómo hacer proyectos sociales con impacto?, B.Kurz, D.Kubek, Fundación Bertelsman y Phineo, Spain, 2015

4.2 Web links

YouthREX – Research & Evaluation eXchange: <http://youthrex.com/>

The Clear Initiative: <http://www.theclearinitiative.org/>

Evaluations that make a difference - <https://evaluationstories.wordpress.com/>



5. Annexes

Report template for facilitators during Social Dialogue sessions:

WP5_Social Dialogue report_2Cycle

Report template for facilitators to evaluate the research activity sessions and young people participation:

WP7_Research Activity Report

Evaluation grids samples for adapted for young participants, for partners' reference with notes:

Template 1 - ocean scenario

Template 2 - space scenario

Template 3 - jungle scenario

Template 4 - questionnaire for above 12 years old participant (age is a reference)

Template 5 - any young participant self-assessment

NOTE: Final versions for facilitators and young participants will be available online through WYRED Lime Survey channel.



WP5_Social Dialogue report_2Cycle



Grant Agreement number:

727066

WP5 Social Dialogues Session Report Form

SECOND CYCLE

Facilitator to complete the Session Report form for each Dialogue Session

The Dialogues explore the themes, relating to the digital society, identified as of importance to children and young people through the stakeholder and Delphi questionnaires in order to generate key research questions.

Report of Social Dialogue sessions

Date of Dialogue	
Dialogue Session	
Partner Organisation	
Facilitator/s	
Number of Participants	
Age group	
Length of session	
Outcomes Objectives of session	

Checklist – please tick as appropriate

Inclusion Monitoring Forms completed for all participants	
Attendance Sheet for each Dialogue session	
Consent forms for participation and use of images signed	
Which of these evidences gathering tools were used in this session?	
Transcripts	
Photographs	
Video	

Interviews	
Other	

<p>Main insights relating to Dialogue Outcomes</p> <p>What happened during the session? What did you achieve? What went well? What went not so well?</p> <p>Report on most relevant And significant aspects of the session.</p>	
--	--

<p>Abstract for publication with visuals – photos, video clips, etc (CONSENT needed)</p> <p>ex- summarize the session in one to two tweets</p> <p>POST to main blog via Valentina after each session.</p>	
--	--

<p><u>C&YP Evaluation</u></p> <p>Levels of satisfaction (1-5) (1 – least 5- most)</p> <p>C&YP Participation (1-5)</p>	
--	--

Second Cycle Evaluation approach
WP7_D7.2



Send completed Session Report form to REDMINE WP5 Forum



WP7_Research Activity Report



netWorked Youth Research
for Empowerment in the
Digital society

Grant Agreement number:
727066

WP7 Research Activity Evaluation Report Form for Facilitators

Facilitator to complete the report after each research activity session or compile a full report with all sessions.

To be uploaded at Redmine: [WP7_Evaluation Interpretation](#)

About the session/s

Date of Research session or Period of research activities	
Partner Organisation	
Facilitator/s name	
Number of participants (per session or total)	
Age of participants groups	
Length of session/s	

Checklist - please tick as appropriate

Inclusion Monitoring Forms completed for all participants (online)	
Attendance Sheet for each session	
Consent forms for participants	
Which of these evidences gathering tools were used in the session/s? - PLEASE attached with the report	
Transcripts	
Photographs	

Video	
Interviews	
Other	

About the session

Using the Research Toolkit - How Yes/No	
Which research methodologies are being used?	
It has been easy to use? (please specify)	

<p>What happened during the session?</p> <p>How did this influence the research process?</p>	
<p>What went well?</p> <p>What went not so well?</p>	

Report on most relevant and significant aspects:	

Children & Young People feedback

Levels of satisfaction (1-5) C&YP Participation (1-5) (1 – least 5- most) PLEASE COMMENT	
--	--

Research Topics & Recommendations

List of topics / Research questions <i>education</i> <i>youth employment</i> <i>self image</i> <i>etc...</i>

(add as many rows as projects/research questions you have)

Country	Topic / Name of the project	Status	Comments/Conclusions from YP <i>(abstract of the main conclusion from their research)</i>
---------	-----------------------------	--------	--

Dissemination

<p>Abstract for publication with visuals – photos, video clips, etc (CONSENT needed) e.g.- summarize the session in one or two tweets</p> <p>Post to own/main blog on WYRED website</p>	
---	--

Templates for Young people

PERSONALIZED GRIDS FOR THE YOUNGER PARTICIPANTS

In orange comments for facilitator's reference only

Introduce to young people the evaluation grid and explain them they can choose 3 different scenarios.

The aim is help them to assess their research process and give them tools and ideas on how they can present their researches: how they can design the message and the support of their research.

A storytelling introduction as example:

Close your eyes and imagine you are an explorer. You are fully equipped with your bag, tools and things you have found in an incredible journey that you are about to finish before going back home.

Choose your scenario and imagine: you are navigating unknown waters (in an ocean, sea, lake..); or maybe you took a spaceship and you have travelled light years far away from home..; or maybe you got lost in the middle of a jungle...



Template 1 - ocean scenario: Diving into unknown waters

TELL US SOMETHING ABOUT YOU...	
I'm travelling alone Name / Avatar name Age / date of Birth City/ Country	We are a crew... Names, age and your role in the team: Captain, sailor, cook, stowaway... City/ Country
What ocean, sea, lake... did you explore - What is the subject/ topic of the research <ul style="list-style-type: none"> Option to choose from a list (drop down menu) – include a list with the main topic areas identified in the Delphi research for reference (participants do not need to know about Delphi) Others Choose 3 words that better represents your findings (topic of research)– 3 tag words that would allow us to classify the research by categories 	
What new treasures did you find? - Did you learn/discover something new <i>images to be included that would have a specific meaning for:</i> <i>sea waste = nothing shells= very little pearls =something pirate treasure= many things</i> Did you see it before? Yes / No If yes, did you discover something new? In group: Did each member discovered the same things?	
How do you feel now that you have completed your journey? – to know their feeling regarding the research process and their level of interest <i>images to be included that would have a specific meaning for:</i> <i>do not know bored good very happy</i> <i>Ocean: fish faces</i>	
TELL US SOMETHING ABOUT YOUR JOURNEY...	

<p>Who would you like to tell about your journey?</p> <p><i>List 4 or 5 examples, also with images for each scenario</i></p> <p><i>A friend family class mates/group of friends to everybody</i></p>	
<p>If you had a microphone and the whole world was listening, what is the most important thing you would like to tell them about what you discovered on your journey? (What message would you tell them?)</p> <p>– specific message that want to explain: discovering, feelings, thoughts, process... That can be a self-reflexion on what they have been doing since now</p>	
<p>How will you explain all these adventures? Imagine that you are back home and you want to explain this journey - what would be the best way you could share what you discovered with others?</p> <p>Use the materials you have been collecting during your research process (photos, videos, texts, music, etc) and do these activities to choose the best support/way to explain your research.</p> <p>– exercises to choose what channel/format they will present their results</p>	
<p>Online exercises: <i>(specific instructions to be provided)</i></p> <ul style="list-style-type: none"> - blank postcard: design your own image and send a message about your research - Poem: write few sentences/lines about your research - Photo & storytelling 	<p>Offline sessions with facilitators: <i>(instructions for each dynamic to be provided)</i></p> <ul style="list-style-type: none"> - Song & rhythm - Pass the poem - Sensitivity line - storytelling - Groups theatre improvisation based on their research topics - Photo/video dynamic
<p>Continue your adventure... look in the WYRED Platform for 3 other projects similar to yours and exchange treasures and experiences! or just discover new ones...</p> <p>(you can use the 3 tags to easily find them)</p>	

Template 2 - space scenario: Travelling in a spaceship...

TELL US SOMETHING ABOUT YOU...	
<p>I'm travelling alone</p> <p>Name / Avatar name</p> <p>Age / date of Birth</p> <p>City/ Country</p>	<p>We are a crew...</p> <p>Names, age and your role in the team: Captain, mechanic, cook, stowaway...</p> <p>City/ Country</p>
<p>What planets, stars, galaxies ... did you explore - What is the subject/ topic of the research</p> <ul style="list-style-type: none"> Option to choose from a list (drop down menu) – include a list with the main topic areas identified in the Delphi research for reference (participants do not need to know about Delphi) Others Choose 3 words that better represents your findings (topic of research)– 3 tag words that would allow us to classify the research by categories 	
<p>What new treasures did you find? - Did you learn/discover something new</p> <p><i>images to be included that would have a specific meaning for:</i></p> <p><i>space waste= nothing meteorite= very little small start or planet =something new planets and aliens= many things</i></p> <p>Did you see it before?</p> <p>Yes / No</p> <p>If yes, did you discover something new?</p> <p>In group: Did each member discovered the same things?</p>	
<p>How do you feel now that you have completed your journey? – to know their feelings regarding the research process and their level of interest</p> <p><i>images to be included that would have a specific meaning for:</i></p> <p><i>do not know bored good very happy</i></p> <p><i>Space: alien faces</i></p>	



TELL US SOMETHING ABOUT YOUR JOURNEY...	
Who would you like to tell about your journey?	
<i>List 4 or 5 examples, also with images for each scenario</i>	
A friend family class mates/group of friends to everybody	
If you had a microphone and the whole world was listening, what is the most important thing you would like to tell them about what you discovered on your journey? (What message would you tell them?)	
<i>– specific message that want to explain: discovering, feelings, thoughts, process... That can be a self-reflexion on what they have been doing since now</i>	
How will you explain all these adventures? Imagine that you are back home and you want to explain this journey - what would be the best way you could share what you discovered with others?	
Use the materials you have been collecting during your research process (photos, videos, texts, music, etc) and do these activities to choose the best support/way to explain your research.	
<i>– exercises to choose what channel/format they will present their results</i>	
Online exercises: <i>(specific instructions to be provided)</i> <ul style="list-style-type: none"> - blank postcard: design your own image and send a message about your research - Poem: write few sentences/lines about your research - Photo & storytelling 	Offline sessions with facilitators: <i>(instructions for each dynamic to be provided)</i> <ul style="list-style-type: none"> - Song & rhythm - Pass the poem - Sensitivity line - storytelling - Groups theatre improvisation based on their research topics - Photo/video dynamic
Continue your trip... look in the WYRED Platform for 3 other projects similar to yours and exchange treasures and experiences! or just discover new ones...	
(you can use the 3 tags to easily find them)	

Template 3 - jungle scenario: In the middle of the jungle

TELL US SOMETHING ABOUT YOU...	
<p>I'm travelling alone</p> <p>Name / Avatar name</p> <p>Age / date of Birth</p> <p>City/ Country</p>	<p>We are a crew...</p> <p>Names, age and your role in the team: Explorer, sherpa, cook, scientist...</p> <p>City/ Country</p>
<p>What forest, jungle, mountains... did you explore - What is the subject/ topic of the research</p> <ul style="list-style-type: none"> Option to choose from a list (drop down menu) – include a list with the main topic areas identified in the Delphi research for reference (participants do not need to know about Delphi) Others Choose 3 words that better represents your findings (topic of your research) – 3 tag words that would allow us to classify the research by categories 	
<p>What new treasures did you find? - Did you learn/discover something new</p> <p><i>images to be included that would have a specific meaning for:</i></p> <p><i>waste =nothing little animals =very little a rare flower or plant =something massive trees, cliffs</i> <i>or hidden caves = many things</i></p> <p>Did you see it before?</p> <p>Yes / No</p> <p>If yes, did you discover something new?</p> <p>In group: Did each member discovered the same things?</p>	
<p>How do you feel now that you have completed your journey? – to know their feelings regarding the research process and their level of interest</p> <p><i>images to be included that would have a specific meaning for:</i></p> <p><i>do not know bored good very happy</i></p> <p><i>Jungle: animal faces</i></p>	
TELL US SOMETHING ABOUT YOUR JOURNEY...	

<p>Who would you like to tell about your journey?</p> <p><i>List 4 or 5 examples, also with images for each scenario</i></p> <p>A friend family class mates/group of friends to everybody</p>	
<p>If you had a microphone and the whole world was listening, what is the most important thing you would like to tell them about what you discovered on your journey? (What message would you tell them?)</p> <p>– specific message that want to explain: discovering, feelings, thoughts, process... That can be a self-reflexion on what they have been doing since now</p>	
<p>How will you explain all these adventures? Imagine that you are back home, and you want to explain this journey - what would be the best way you could share what you discovered with others?</p> <p>Use the materials you have been collecting during your research process (photos, videos, texts, music, etc) and do these activities to choose the best support/way to explain your research.</p> <p>– exercises to choose what channel/format they will present their results</p>	
<p>Online exercises: <i>(specific instructions to be provided)</i></p> <ul style="list-style-type: none"> - blank postcard: design your own image and send a message about your research - Poem: write few sentences/lines about your research - Photo & storytelling 	<p>Offline sessions with facilitators: <i>(instructions for each dynamic to be provided)</i></p> <ul style="list-style-type: none"> - Song & rhythm - Pass the poem - Sensitivity line - storytelling - Groups theatre improvisation based on their research topics - Photo/video dynamic
<p>Continue your adventure... look in the WYRED Platform for 3 other projects similar to yours and exchange treasures and experiences! or just discover new ones...</p> <p>(you can use the 3 tags to easily find them)</p>	

Template 4 - questionnaire for above 12 years old participant (age is a reference)
GUIDED GRID WITH QUESTIONS FOR ANY PARTICIPANT



TELL US SOMETHING ABOUT YOU...	
I did my own research Name/ Avatar name Age / date of Birth City/ Country	We are a group Names Age / date of birth Your role in the team City/ Country
What is the main topic of your research? <ul style="list-style-type: none"> Option to choose from a list (drop down menu) – include a list with the main topic areas identified in the Delphi research for reference (participants do not need to know about Delphi) Others Choose 3 words that better represents your findings (topic of your research)– 3 tag words that would allow us to classify the research by categories 	
After your research, did you discover or learn something new that you did not know before? Or maybe did you get some numbers or information to prove your theory/thoughts? <i>If you are a group: did each member have the same knowledge or discover the same things?</i>	
How do you feel after your research process? – to know their feelings regarding the research process and their level of interest <i>do not know bored good very happy</i> <i>Other options can be included</i>	
TELL US SOMETHING ABOUT YOUR FINDINGS...	
Who would you like to tell about your work? <i>A friend family class mates/group of friends to someone I don't know</i> <i>to everybody</i>	
If you had a microphone and the whole world was listening, what is the most important thing you would like to tell them about what you discovered on your research? (What message would you tell them?) <i>– specific message that want to explain: discovering, feelings, thoughts, process... That can be a self-reflexion on what they have been doing since now</i>	

How will you explain your research? - what would be the best way you could share what you discovered with others?

Use the materials you have been collecting during your research process (photos, videos, texts, music, etc) and do these activities to choose the best support/way to explain your research.

– exercises to choose what channel/format they will present their results

Online exercises: *(specific instructions to be provided)*

- blank postcard: design your own image and send a message about your research
- Poem: write few sentences/lines about your research
- Photo & storytelling

Offline sessions with facilitators: *(instructions for each dynamic to be provided)*

- Song & rhythm
- Pass the poem
- Sensitivity line - storytelling
- Groups theatre improvisation based on their research topics
- Photo/video dynamic

Now that you have your Research, ready to share it? Look in the WYRED Platform for 3 other projects similar to yours and exchange treasures and experiences! or just discover new ones...

(you can use the 3 tags to easily find them)



Template 5 - any young participant self-assessment

OPEN QUESTIONS FOR SELF-REFLECTION FOR ANY PARTICIPANT

TELL US SOMETHING ABOUT YOU...	
I did my own research Name / Avatar name Age / date of Birth City/ Country	We are a group Names Age / date of birth Your role in the team City/ Country
What is the main topic of your research? Can you give 3 words that better represents your findings? – 3 tag words that would allow us to classify the research by categories	
After your research, did you discover or learn something new that you did not know before? Did you get some numbers or information to prove your theory/thoughts? <i>If you are a group: did each member have the same knowledge or discover the same things?</i>	
How do you feel after your research process? – to know their feelings regarding the research process and their level of interest	
TELL US SOMETHING ABOUT YOUR FINDINGS...	
Who would you like to tell about your work?	
If you had a microphone and the whole world was listening, what is the most important thing you would like to tell them about what you discovered on your research? (What message would you tell them?) – specific message that want to explain: discovering, feelings, thoughts, process... That can be a self-reflexion on what they have been doing since now	

How will you explain your research? - what would be the best way you could share what you discovered with others?

Use the materials you have been collecting during your research process (photos, videos, texts, music, etc) and do these activities to choose the best support/way to explain your research.

– exercises to choose what channel/format they will present their results

Online exercises: *(specific instructions to be provided)*

- blank postcard: design your own image and send a message about your research
- Poem: write few sentences/lines about your research
- Photo & storytelling

Offline sessions with facilitators: *(instructions for each dynamic to be provided)*

- Song & rhythm
- Pass the poem
- Sensitivity line - storytelling
- Groups theatre improvisation based on their research topics
- Photo/video dynamic

Now that you have your Research, ready to share it? Look in the WYRED Platform for 3 other projects similar to yours and exchange treasures and experiences! or just discover new ones...

(you can use the 3 tags to easily find them)

6 References

- Durán-Escudero, J., García-Peñalvo, F. J., & Therón-Sánchez, R. (2017). An architectural proposal to explore the data of a private community through visual analytic. In J. M. Dodero, M. S. Ibarra Sáiz, & I. Ruiz Rube (Eds.), *Fifth International Conference on Technological Ecosystems for Enhancing Multiculturality (TEEM'17) (Cádiz, Spain, October 18-20, 2017)* (pp. Article 48). New York, NY, USA: ACM.
- García-Peñalvo, F. J. (2016a). *WP3 WYRED Platform Development*. Salamanca, Spain: GRIAL Research group. Retrieved from <https://goo.gl/A98Q8v>
- García-Peñalvo, F. J. (2016b). The WYRED project: A technological platform for a generative research and dialogue about youth perspectives and interests in digital society. *Journal of Information Technology Research, 9*(4), vi-x.
- García-Peñalvo, F. J. (2017). WYRED Project. *Education in the Knowledge Society, 18*(3), 7-14. doi:10.14201/eks2017183714
- García-Peñalvo, F. J., & Durán-Escudero, J. (2017). Interaction design principles in WYRED platform. In P. Zaphiris & A. Ioannou (Eds.), *Learning and Collaboration Technologies. Technology in Education. 4th International Conference, LCT 2017. Held as Part of HCI International 2017, Vancouver, BC, Canada, July 9–14, 2017. Proceedings, Part II* (pp. 371-381). Switzerland: Springer International Publishing.
- García-Peñalvo, F. J., García-Holgado, A., Vázquez-Ingelmo, A., & Seoane-Pardo, A. M. (2018). *Usability test of WYRED Platform*. Paper presented at the HCI International 2018. 20th Conference on Human-Computer Interaction (15-20 July 2018), Las Vegas, Nevada, USA.
- García-Peñalvo, F. J., & Kearney, N. A. (2016). Networked youth research for empowerment in digital society. The WYRED project. In F. J. García-Peñalvo (Ed.), *Proceedings of the Fourth International Conference on*



Second Cycle Evaluation approach
WP7_D7.2

Technological Ecosystems for Enhancing Multiculturality (TEEM'16) (Salamanca, Spain, November 2-4, 2016) (pp. 3-9). New York, NY, USA: ACM.

Ramírez-Montoya, M. S., & García-Peñalvo, F. J. (2018). Co-creation and open innovation: Systematic literature review. *Comunicar*, 26(54), 9-18. doi:10.3916/C54-2018-01