



netWorked Youth Research for Empowerment in the Digital society

Advisory Board Meeting 5

Minutes

Deliverable number WP10_D10.6

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1. Introduction

The WYRED project (netWorked Youth Research for Empowerment in the Digital society) (García-Peñalvo, 2016b, 2017; García-Peñalvo & Kearney, 2016) is a 3-year project funded by the European Commission Horizon 2020 INEQUAL programme. It runs from November 2016 to October 2019, with 9 partners from 7 European countries (listed below). This document is the fifth of a set of six that minute the meetings of the project Advisory Board.

1.1 Overview of WYRED

1.1.1 Project summary

The emergence of the young as a distinct social group, and their slowly increasing empowerment through the availability of digital technology, has brought with it an understanding that they have a key role to play in the digital society, as drivers of new behaviours and understandings. However, their active participation in society is not reflected sufficiently in policy and decision-making, especially in relation to digital issues. Because of this, they are not well represented and unheard, and this makes it hard for research and policy to identify and understand their needs. These issues are further complicated by the fact that the group is a swiftly moving target, it is as heterogeneous as the wider society, and young people can be unwilling to be subjects of research (Griffiths et al., 2017).

The WYRED project 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 (García-Holgado & García-Peñalvo, 2018; García-Peñalvo, 2016a; García-Peñalvo & Durán-Escudero, 2017; García-Peñalvo, García-Holgado, Vázquez-Ingelmo, & Seoane-Pardo, 2018; García-Peñalvo, Vázquez-Ingelmo, & García-Holgado, 2019; García-Peñalvo, Vázquez-Ingelmo, García-Holgado, & Seoane-Pardo, 2019; WYRED Consortium, 2018) from which they can communicate their perspectives to other stakeholders effectively through innovative engagement processes. It does this by implementing a generative research cycle involving networking, dialogue, participatory research and interpretation phases centred around and driven by children and young people, out of which a diverse range of outputs, critical perspectives

and other insights can emerge to inform policy and decision-making in relation to children and young people's needs in relation to digital society.

The project is informed by the recognition that young people of all ages have the right to participation and engagement. It has a strong focus on inclusion, diversity and the empowerment of the marginalised. The aim is to replace the disempowering scrutiny of conventional research processes with the empowerment of self-scrutiny and self-organisation through social dialogue and participatory research.

1.1.2 Partners

1	UNIVERSIDAD DE SALAMANCA (USAL)	Spain
2	OXFAM ITALIA ONLUS (OXFAM)	Italy
3	PYE GLOBAL (PYE)	UK
4	ASIST OGRETIM KURUMLARI A.S. (DOGA SCHOOLS)	Turkey
5	EARLY YEARS – THE ORGANISATION FOR YOUNG CHILDREN LBG (EARLY YEARS)	UK
6	YOUTH FOR EXCHANGE AND UNDERSTANDING INTERNATIONAL AISBL (YEU)	Belgium
7	MOVES	Austria

	(MOVES)	
8	THE BOUNDARIES OBSERVATORY C.I.C (BOUNDARIES)	UK
9	TEL AVIV UNIVERSITY (TAU)	Israel

1.1.3 The work plan

The project work plan involves 10 work packages. The first of these involves the definition of the different processes involved in the research cycle, and the second is dedicated to the preparation and implementation throughout the project of the inclusion strategy, the third focuses on the development of the WYRED platform, which has been used throughout the project as the space in which the activities and interaction take place, After these first three preparatory WPs. The next 5 cover the full cycle of research activity in WYRED. This starts with network building in WP4, in which the children and young people who participate in the research cycle are attracted and engaged and the principal themes that represent their concerns are identified. The next work package (5) focuses on social dialogue around these themes which explore the themes to identify key research questions relating to the digital society that concern children and young people. In the subsequent work package (6) these children and young people, supported by the partners, will focus on designing and implementing research activities to explore these questions and issues in a range of different ways. WP7 focuses on the interpretation and evaluation of the process and its results in the production types by the young research participants and the partners, of different formats and artefact that are used to present the results, principally insights and recommendations to different target groups at policy level and in the wider society. The final phase of the cycle in WP8 focuses on the dissemination and exploitation of these results, though

this work package runs throughout the project engaging in the valorisation of the WYRED activity through workshops, event participation, online activity and an association.

These 5 work packages form a cycle that is aimed to generate insights relating to the perspectives and concerns of children and young people in relation to digital society. The cycle was planned to repeat twice during the funding period of the project but has in fact been run three times, and this work will continue after the funding period indefinitely under the aegis of the WYRED Association. The WYRED cycle is supported by 2 other work packages focusing on management (WP9) and quality (WP10).

WP1	WYRED PROCESSES DEFINITION	BOUNDARIES
WP2	INCLUSION	MOVES
WP3	WYRED PLATFORM DEVELOPMENT	USAL
WP4	BUILDING THE WYRED NETWORK	YEU
WP5	SOCIAL DIALOGUE PHASE	EARLY YEARS
WP6	PARTICIPANT RESEARCH PHASE	DOGA SCHOOLS
WP7	EVALUATION AND INTERPRETATION PHASE	PYE GLOBAL
WP8	VALORISATION	OXFAM
WP9	PROJECT MANAGEMENT	USAL
WP10	QUALITY MANAGEMENT	BOUNDARIES

2 The WYRED Advisory Board

2.1 Introduction - Quality and Evaluation in WYRED

The activity that takes place within WYRED, specifically the WYRED research cycle, involves its own specific evaluation and interpretation process in which the outputs of the cycle are subject to scrutiny and assessment. It is there, in WP7, that we work with the young people participating to decide what outcomes should be shared and what stakeholders and social groups they might be shared with. This also helps the consortium ascertain whether the research cycle developed is producing useful and valuable results for society.

The focus of the work in WP10, though related to that work, is distinctive in that it centres on evaluating the project as an EU financed project which has a set of outputs (deliverables) and processes that have been previously defined in the funding proposal. Though both sets of work share the ultimate objective of evaluating the quality of WYRED the perspectives are different. WP10 has one dimension which involves an internal evaluation by the partners of the progress of the project, which could principally be characterised as a process of group reflection.

The other dimension is the external evaluation of the project. Apart from the informal processes where WYRED is seen by external stakeholders who then “evaluate” it by expressing interest in its outputs etc which is the true measure of impact, WYRED has three external lenses trained on the work:

1. the official European review process, in which the reviewers are employed by the Commission to examine the progress and outputs of the project,
2. the External Independent Ethics Advisor, in which the review is subcontracted by the consortium to examine the ethical dimension of the project.
3. the WYRED Advisory Board, which is the focus of this document.

2.2 The Advisory Board

The WYRED Advisory Board is defined in the proposal in the following way:

“The last body involved in the management and quality processes in the WYRED project is the WYRED Advisory Board. This will have 3 members, invited by the partners. The role of this Board is to monitor the work of the project and its progress and act as a friendly critical eye, helping the consortium to keep the work on track and achieve its objectives. The aim is that membership of this Board will be heterogeneous with actors from different contexts, and it will meet online every six months, and attend a project meeting once a year in order to engage directly with the consortium.”

2.2.1 The Advisory Board schedule

The creation of the Advisory Board was subject to some delay (described in the document D10.2 which minutes the first Advisory Board meeting) but the first meeting took place in January 2018, the second in April, the third in June 2018 in Bath, UK and fourth in Istanbul, Turkey in November, 2018.

The original schedule proposed for Advisory Board meetings was re-organized due to the delay but by 2018 the planned rhythm of meetings had been recovered. In 2019, the meetings are back on schedule, with and one online and one face to face in 2019, the former in the last month of the project, and the latter in Belfast, UK in March.

This document constitutes the minutes of the fifth meeting of the Advisory Board which took place on the 11th March 2019 in Belfast.

2.2.2 The make-up of the Advisory Board

As the proposal states, the Advisory Board is made up of 3 members. These are:

- Jordi Jubany, independent teacher, anthropologist and trainer from Barcelona, Spain with a focus on education and digital culture.
- Phillipp Ikrath, researcher and board member at the Institute for Youth Culture Research, Vienna, Austria.
- Brikena Xhomaqi, director of the EU Lifelong Learning Platform, based in Brussels, Belgium

3 The fifth Advisory Board meeting

3.1 Objectives and structure of the meeting

The fifth WYRED Advisory Board meeting was held in Belfast at the premises of Parenting NI, at 42 Dublin Road, Belfast, Northern Ireland on 11th March, from 9 am till 3 pm. The meeting coincided with a meeting of the project consortium which continued on the two following days. The overall objective of the meeting was to present the work done since the last meeting, and the strategies for the final six months of the project.

3.1.1 Structure of the meeting

The meeting was structured around the working groups into which the project has been organised since the EC review in January 2018. These are WG1 – The scope of WYRED, WG2 - The WYRED space, WG3 – WYRED and society and WG4 – WYRED as research. After initial presentations by each partner, focusing on the work they have done and their future plans, the meeting aimed to focus on each of these groups. The discussions were rich and considered very helpful by the partners.

3.1.2 Participants

Advisory Board – Brikena Xhomaqi,

Philip Ikrath was absent due to a family bereavement, while Jordi Jubany was unable to attend due to calendar issues. Skype meetings were used to supplement the face to face absence. The impressions have been amalgamated in this report.

Partners – Nick Kearney (BOUNDARIES), Areta Sobieraj (OXFAM ITALIA), Mary O'Reilly (EY), Mairead McMullen (EY), Danny Arati (DOGA), Zuhail Yilmaz (DOGA), Paul Butler (PYE) Alicia Garcia Holgado, Fran Garcia Penalvo (USAL). Representatives of YEU were unable to be present.

3.2 Outcomes of the meeting

3.2.1 Introduction

The comments made by the Board members during the F2F meeting and subsequent Skype meetings are presented in this section.

3.2.2 Partners introductions

The meeting began with introductions of each of the partners who outlined the work that they have done in each country, and the work that they aim to do in the final months of the project. Besides activities related to dissemination and networking, technical issues and work on the preparation of the WYRED Association, much of the focus of the work of each partner had been on the third research cycle which was at that point fully underway. During these presentations comments arose that were relevant to the different WGs, and throughout the meeting and the subsequent ones the conversations ranged across different aspects, though they focused largely on issues relating to the research cycle, and the dissemination and sustainability. The comments have been drawn together under the headings of each of the four groups for ease of the partner presentations the meeting moved to focus on each of the four working groups in turn,

3.2.3 WG4 - WYRED as Research

In relation to WG4, there was a brief presentation of the current status of the research cycle, halfway through Cycle 3 and its evolution was discussed. The streamlining that has taken place through the project, moving from an initially complex set of activities in the first cycle, to a simpler and clearer process that greatly improved the potential transferability and adoption of the approach. This was a perception the Board shared. It can be said that in this later cycle it is evident that there is a good level of familiarity across the consortium with the WYRED cycle and its value for local groups in their different contexts has been shown.

3.2.3.1 International conversations

The work since the previous Advisory Board meeting had focused on is the international dimension of the project. This has been done by organising international conversations. These take place over two weeks and focus on a range of different subjects. At this point the following had taken place and each was described in detail:

- Influencers – this conversation focused on influencers on social media and their influence on young people. The conversation grew out of three projects already done in WYRED, and it was seeded with outputs from those projects. The discussion of this conversation focused on the fact that projects are found in just one place on the platform and how this may affect the dynamics of conversations. There may be a need to improve the linkage of projects to conversations, with more explicit follow up material to seed the conversations. It was also commented that this links to the afterlife of projects once they have finished and the young people involved have moved on, which is an issue for the future.
- Our digital footprints – In the discussion of this conversation, which focused on aspects such as the right to be forgotten, and the issue of takedown, the issue was raised regarding what is done with these conversations when they have ended. Are they ephemeral or should they be packed for later consumption in some way? The idea of the story of the conversation being recorded and presented was proposed.
- Self-image – This conversation focused on how self-image is managed by young people and the implications of that. The suggestion was made that reports on the conversations could be done as videos, and that this format could function as a way of helping to keep people in connection, and also giving an immediate idea of what is happening in the conversation and its history so far.
- Gender – This conversation had raised some issues in some partner countries, particularly Turkey, and the issue of how conversations are facilitated was discussed. The more complex subjects require quite active facilitation, especially if the tendency to serial

monologue is to be avoided. Particularly at the start of a conversation there is a need to actively promote the conversation and model it into a conversation. It was suggested that there is a need to summarise the best practice in this area and make it available to facilitators through training.

At the end of the presentation of these conversations and the upcoming schedule of activities, there was further discussion of the issues arising. In particular, it was commented that there is a need for a structured way of bringing a conversation to an end, when can one say this conversation is over, and what does an outcome look like in this context. It was commented that there is a need for a summary, and recognition of contributions, and that this summary should feed into the messages being transmitted to the policy level. Indeed the conversations can be considered useful source material for this purpose.

3.2.3.2 [Social dialogues](#)

There was some discussion of the social dialogues during the meeting. This focused not on their function or dynamics within the cycle but on the degree to which they can generate useful insights to be shared with society. Though this was not originally planned as a role for the dialogues, it is clear that there are useful things to be shared from both the dialogues themselves, and the questions that they generate. This is something that had been commented on at previous meetings and it was welcomed that there is now a systematic approach to this.

A central issue that had been coming up in previous Advisory Board meetings was the sense that the themes of the research projects were too dispersed, and the work therefore lacks thematic focus. The comments supported the narrower focus of the themes the project now uses, which can be construed as one large theme (living online) with a set of subthemes, and this was felt to be a sensible change.

The need for focus in terms of the themes was also related to reflections about the need for greater connection between themes and projects, so as to be able to present useful outcomes. This it was commented is an aspect that the creation of the Insights report is intended to address. As in previous meetings it was observed that this kind of aggregational activity can help to

contribute to the positioning of WYRED as a reference point for those who are interested in the relationship of young people with issues related to the digital society.

3.2.3.3 Delphi survey

The Delphi work had continued and was briefly presented, but as there had been so substantial changes to the approach with respect to what had been said at the previous meeting there were few comments. It was however welcomed that the Insights report has to a certain extent given the Delphi a new more parallel role in the WYRED structure. The reflection remains whether in the future, under the WYRED Association, this is the right mechanism. That is a question that remains open. The Delphi tool is more often used for future scenarios, whereas much WYRED work is more focused on what is happening right now. A broader data collection strategy, perhaps with a range of instruments might be more appropriate and bring in more voices, which is a key idea of the WYRED project.

3.2.3.4 Research activity

While the research process in Cycle 3 had not finished at the time of the meeting , so that it was not possible to look at the whole collection, there were indications that the set of projects was closely related to the WYRED themes, and that the kinds of research project taken place were aligned with the kind of social research that WYRED aims at. The projects give the impression, it was commented, of working together better as a group than in previous cycles.

The toolkit had undergone some revision and, though still dense, was seen as more accessible with a clearer layout than previously.

3.2.3.5 Evaluation & Interpretation

The revisions that had been made to the reporting process, and the deliverable, were viewed as positive. The document is more clearly organised, and it was welcomed that there is more focus on the interpretation aspect of the project and the need to identify what is of value and what is shareable. There was quite extensive discussion of the Insights document that will be prepared at the end of Cycle 3, and how it may be used to extend the impact of WYRED and engage wider

interest. Among the discussion points were issues relating to how much the document should discuss the overall approach and the WYRED themes, how to make it concise as possible and how to address the important issue of creativity. Much of children and young people's understandings can be non-verbal, and this is why creative projects are an option for them to use in WYRED to articulate their understandings. However, the insights that arise may also be non-verbal and less susceptible of capture in a report.

It was also commented that with a view to the final WP7 deliverable, further refinements are planned. The aim is to report on the cycle in a more integrated manner, using a case study approach for some exemplary projects, and to report on the conversations. The objective is to have an executive summary for greater accessibility, with highlights of the insights and the possibility of using infographics and video to make the insights more accessible to those who are less used to reading reports. These ideas were well-received.

It was felt that the focus on interpretation of the value of what has been done in order to extract actual recommendations is useful and the more work is done on streamlining reporting and interpretation processes across the arc of the research cycle the better, as had been commented at the previous meeting. It was noted that the working group approach has helped to shift the project to thinking about different phases of the cycle as opposed to work packages.

3.2.4 WG3 - WYRED and society

Working group 3 focuses on the project's relationship to society. This covers both how people are attracted to the project and how it is disseminated and later sustained. The discussion ranged over issues such as the dissemination and valorisation of the WYRED work and of the WYRED Association.

An important aspect discussed was the way in which for many partners it is the WYRED methodology, as opposed to specific outcomes of the work, that seems to draw the attention of stakeholders. In several contexts the partners are beginning to include the WYRED methodology in other projects they are doing, for example on digital participation and hate speech, and there

also requests to adopt and/or adapt the approach to other contexts such as for example healthcare policy research, or climate change. The importance of flagging these other uses was underlined.

In WG3 during the period several things had taken place; the value proposition of WYRED had been revised to include the narrower focus. Much work had been done on scheduling organising and managing the international online conversations, and on preparing the Online Festival. A recurring commentary was the need to get as many participants as possible into the Association as soon as it is ready.

3.2.4.1 [Dissemination and networking](#)

A key observation which is starting to recur at each meeting is that dissemination and networking now overlap in the project. This is an aspect that will be included in the final version of the Process Handbook at the end of the project. The common narrative of the cycle and how it works, is now fully clear and it was commented that it is clear that it is consolidated as a successful methodology which does empower its young participants. This of course is a highly valuable result of the project which should be emphasised in valorisation efforts.

An extensive conversation took place around the degree to which WYRED forms part of the wider field of activity relating to children and young people in the digital society. It was observed that there a lot of projects and a lot of funding for work related to this topic, and that it would be valuable to engage with other partnerships, and even join other partnerships (perhaps as the WYRED Association) in order to help raise the profile of the work. Some discussion took place regarding the maturity of the project and the degree to which it had been up to now ready for public scrutiny. It was however felt that now that the methodology is consolidated and there are rich online conversations taking place that it would be opportune to look at potential collaborations and indeed funding lines.

It was agreed that it is necessary though not to lose the focus on delivering, though there is a need to be mapping the territory with a view to that future participation, and it was reiterated that the question is not so much to interact with specific projects or events, as to form part of the conversations taking place in our different thematic areas. The WYRED Association needs to be

not so much an organisation people are members of as a reference people talk to, and there is a sense in which impacts will be more about interactions than membership.

The meeting also described the plans for the WYRED Online Festival, which was seen as a valuable initiative that would bring together the themes, the international online conversations and the work done in the Cycles.

3.2.4.2 [The WYRED Association](#)

The current situation of the WYRED Association was discussed, the articles are ready and the different organisations preparing for checking and signing off. The idea is that the organisation will be registered in Spain. The consortium will be founding members contributing 300 euros. Organisations are expected to be members paying a one-off membership fee of 100 euros, but not youth associations. The consortium is in the process of identifying organisations who might join. There is a need for more development on the policy maker end (consumers or participants) It was commented that the Board members could contribute with contacts and other organisations working on those topics, though it was commented that this would be more effective with results in hand.

It was also commented that the narrower focus makes the project work more relevant for policy makers, and can allow the project to build a sufficient degree of interaction around the particular selected theme, which will make it easier to attract others and also to identify conversations in which to participate. As has been mentioned in previous meetings the key notion is that of a lighthouse project, that illuminates a particular area and is itself a point of reference and guidance.

3.2.1 [WG2 – The WYRED Space](#)

In relation to this working group the conversation ranged mainly around issues with access, particularly for children and young people under 14 which has caused some difficulties. It is clear that many young people would like to be able to engage with others in other countries though logistics has not always made it possible there have been some fruitful interactions between some partner contexts, such as Northern Ireland and Turkey.

There was some discussion ranging around the challenge in WYRED of reconciling the usability expectations of the children and young people in the project and the safety and privacy concerns that are most important from the institutional and ethical perspectives. It was observed that these are not issues with the design or execution of the platform. The tension exists at the requirements level. It was observed that this may not be a design challenge but an educational challenge.

3.2.2 WG1 – The scope of WYRED

During this period of the project, since the previous meeting, not much of note had taken place so the presentations were short. A sort of pause takes place before the final stretch of the project when the activity will be very intense. The diversity work was explained with a key comment that there is a need to bring in more young men. There were however no comments on this aspect, except for a reflection that this kind of work might be more attractive to girls. As the time available was drawing to a close, the focus turned to an overview of the meeting, and the last comments here summarise what was said there and online.

The Advisory Board felt that there had been a great deal of progress since the previous meeting but there needed now to be a focus on how to keep things active. It was observed that in the value proposition, mention is made of “those that are shaping society” and it was wondered whether this may distance young people. It was suggested that the proposition should make clear that they also shape society.

3.2.3 The next meeting

it was agreed that the next meeting would coincide with the next WYRED meeting in early September in Brussels. It was hoped that some of the Board would be able to attend.

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