



netWorked Youth Research for Empowerment in the Digital society

Advisory Board Meeting 6

Minutes

Deliverable number WP10_D10.7

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1. Introduction

The WYRED project (netWorked Youth Research for Empowerment in the Digital society) (García-Peñalvo, 2016b, 2017, 2018; García-Peñalvo & García-Holgado, 2019; 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 last in 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 the 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 explores 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, 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 originally to repeat twice during the funding period of the project though it has in fact happened three times, and 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, the fifth took place in Belfast, UK in March, and this report covers the final one. This took place at the final meeting of the consortium which took place in Brussels, as when it was organized, the Board members expected to be able to attend that meeting in person. In the event Philip Ikrath and Jordi Jubany were unable to be present, so the meeting was supplemented by online contact.

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.
- Phillip 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 final Advisory Board meeting

3.1 Objectives and structure of the meeting

The final WYRED Advisory Board meeting was held in Brussels at the premises of YEU, the Belgian partner, at Avenue Michel Ange 49, 1000 Brussels, on 6th September, from 9 am till 1 pm. The meeting coincided with a meeting of the project consortium which had taken place on the two previous days. The overall objective of the meeting was to present the work done since the last meeting, and the strategies for the future of WYRED after the end of the funding period.

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 brief 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, and on the indicators used by the consortium to evaluate its progress. The discussions were rich and considered very helpful by the partners.

3.1.2 Participants

Advisory Board – Brikena Xhomaqi,

Philip Ikrath and Jordi Jubany were 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), Tamara Gojkovic (YEU). Outcomes of the meeting.

3.1.3 Introduction

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

3.1.4 Partners introductions

The meeting began with introductions of each of the partners who outlined the work that they have done in each country in the final months of the project, as well as their plans regarding the Online Festival, the highlight of the very last month of the project, and their plans for the future. Besides activities related to dissemination and networking, technical issues and work on the WYRED Association, much of the focus of the work of each partner had been focused on finalising and reporting on the third research cycle and preparing for the Online Festival. The familiarity of the partners and the Board at this point meant that the morning functioned as a fluid conversation, that range across a wide range of aspects, relevant to the different WGs, though they focused largely on issues relating to the dissemination and sustainability of WYRED and its future as the WYRED Association. The comments have been drawn together under the headings of each of the four groups for clarity.

3.1.5 WG4 - WYRED as Research

In relation to WG4, there was a recap of the research cycle after streamlining and the work done in Cycle 3. The final version of the WYRED Process Handbook is to capture these changes and so it was considered valuable to return to the subject, though it had been discussed at some length at the previous meeting. The feeling of the consortium, which is shared by the Board, is that the streamlining of the process is likely to make it much more accessible to potential future users. The WYRED process has been progressively refined and is now much simpler and clearer. This makes it easier for consortium members and others to explain to third parties, and this improves the potential transferability and adoption of the approach. It is evident that the approach has strong value for local groups in varied contexts.

3.1.5.1 International conversations

Another area already discussed at some length at the previous meeting was the international focus of the project in this final year, now that the approach is consolidated. The main thrust of this has been through the international conversations. These take place over two weeks and focus on a range of different subjects. As at the previous meeting the specific conversations that had taken place were described and discussed.

The opinion of the board, now that a full cycle of international online conversations had taken place through to the summer break, was that these constitute an important enrichment to the WYRED approach. Though the logistics of differing timetables and school rhythms make transnational collaboration on projects within a cycle hard to organise effectively, the online conversations complement and enrich the projects, and are frequently fed by successful previous projects which can be used as starting points for the conversation.

A range of aspects relating to the conversations and their management were discussed. Since the previous meeting, the management and summarising of the conversations has improved and they are, as was discussed then, being “harvested” in order to feed into the messages WYRED transmits to the policy level, in particular through the Insights report.

3.1.5.2 Social dialogues

Similar comments were made in relation to the social dialogues. Though they were not discussed in detail it was agreed that they too form part of the collection of different sources of Insights generated by WYRED that can be collected in the Insights report. The clearer thematic focus of the project since the review meeting helps to contribute to the fact that a range of the WYRED activities can generate useful Insights to be shared. The concentration of focus is viewed as a valuable aspect that can help to position the WYRED Association as a reference point for those who are interested in the relationship of young people with issues related to the digital society.

3.1.5.3 Evaluation & Interpretation

As discussed at the previous meeting, the streamlining of reporting in the project, across the WYRED cycle was considered a positive improvement. As before the Insights report was discussed

in relation to this and though it is not a project deliverable it is viewed now as a key output. The comments from the Advisory Board focused on the nature of this report. It was observed that though the report style format may be more familiar and accessible to people working at policy level, it should not be forgotten that the wider society can also influence policy, and furthermore that it would be valuable for this output to be accessible to other young people to attract them to WYRED. Short versions and videos with key recommendations were discussed as ways of extending the reach, and this is to be done at the end of the project when the Insights report for 2019 is being prepared. There was some discussion about the locus of efforts to disseminate and promote adoption of the WYRED approach. While the proposal focuses largely on reach to the policy level, it was questioned whether this should be the focus going forward.

3.1.6 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 focused especially on the WYRED Association and the consortium's future sustainability plans.

3.1.6.1 Dissemination and networking

As observed in the previous meeting, it is clear that dissemination and networking are now very much part of the same thrust of activity in the project, and it was commented that the final version of the WYRED Process Handbook, which is to be produced at the end of the project would take this into account. Increasingly, dissemination and networking activity presents the WYRED approach as a tried and tested methodology for the empowerment of young people that has been refined through three cycles of work. This is a central achievement of the WYRED project, and it was agreed that all dissemination and networking activity should highlight this.

At the time of the meeting, the consortium, through Early Years and PYE, was about to participate in the 23rd Annual Conference of the European Network of Ombudspersons for Children (ENOC), in which Children's Commissioners from across Europe were to discuss the challenges of protecting children's rights in the digital world. This constituted an important opportunity to join

with others in sending a message to governments, international authorities and global tech companies to make further efforts to provide a safer and improved online world for children. The opportunity had come about through a meeting with the Children's Commissioner for Northern Ireland that had taken place in Belfast on the occasion of the previous project meeting. In particular, this was the first occasion for presenting WYRED as a whole rather than as work in progress and it was emphasised in the discussion that this was a good occasion to focus on how WYRED may influence policy. Time was therefore taken to identify different examples of cases where WYRED has been able to speak to policy. This was considered also to be useful with a view to the upcoming showcases in the different countries, and the final online conversation, focused on children and young people's rights in the digital society. The conversation also ranged over the showcases planned by each partner.

As in previous meetings with the Advisory Board, there was also extensive conversation about ways in which the project can link to the wider field of activity relating to children and young people in the digital society. It was suggested that the consortium look for links to existing projects running up to the end of the year in the Parliament and that attempts be made to attend EU Research and Innovation days, focusing especially on citizens engagement in research. The Education Summit on 25/ 26 Sept was also mentioned, as well as potential links to Code Week.

There was some discussion of possible future collaborations and funding possibilities, though it was agreed to wait until the end of the project, and particularly for publication of future EU programmes before discussing this further under the aegis of the WYRED Association. It was agreed that the last two months should be focused on showcases, the Online Festival and the Association.

3.1.6.2 [The WYRED Association](#)

Since the previous meeting, some changes had taken place with regard to the WYRED Association. Complications and delays related to registering in Spain led to a change of direction, and the WYRED Association is to be based in Vienna. Though the Association is set up, there is a complicated process involved with setting up a bank account for an organisation with board

members from various countries. There was discussion of the strategy for developing the Association membership. Ideas ranged around the value of using the Festival and the now consolidated methodology as attractors, and then using the Insights report and perhaps a short video to bring in membership. The initial focus would be on contacts already made during the project, especially those that were initially interested but for different reasons were at the time unable to participate, particularly as mass mailing would raise potential GDPR issues.

It is clear that the Association will need a level of own funding in order to be able to achieve other funding, in match funding contexts. Fees will therefore be needed, despite some previous discussions of other funding possibilities such as consultancy, training actions and donations. These have not been ruled out, but the need for initial funding makes fees necessary. In the discussion it was pointed out that it is necessary to think about differentiated local, regional, national, and international strategies. The Association would need to function in very different ways at these different levels and initially it might be valuable to focus on small networks. Now that the Association has been set up it is possible to start taking concrete decision about these aspects.

3.1.6.3 [Online Festival](#)

The meeting also focused on the WYRED Online Festival, which is the final flagship event at the very end of the project, in late October. It brings together the project themes, the international online conversations and the work done in the Cycles into a 3-day online event. The programme structure is already complete, but some details of speakers are still being finalised. Some MEPs who had expressed interest in participating have still to finalise. There was discussion of the publicity and videos, and a range of logistical issues such as backup for the master computer for each day and the facilitation process. Overall it was seen as a promising event and link up to the EU Conference on Digital Footprint and Education, organised by the Lifelong Learning Platform which takes place on the 24th October (3rd day of the Online Festival) was discussed.

3.1.6.4 [Sustainability](#)

When the meeting came to focus on sustainability, there was input from all partners regarding their current sustainability plans.

- Boundaries as well as consolidating and continuing in current schools contexts, aims to extend the use of the approach to other schools in the UK, Future extension of the approach is uncertain due to political instability (Brexit, funding for education) that is even affecting planned showcase with MPs
- PYE plans to look at extending the WYRED methodology as more extensive, working with schools to take it further, particularly into other domains such as climate. This led to discussion of different versions of WYRED, or different implementations of the same basic empowerment philosophy that helps children and young people develop a voice and a more critical.
- DOGA has already integrated WYRED into their educational activity across the network and is beginning to use the WYRED for teacher training. The potential in the teacher training context of the toolkit and methodology was discussed and it was agreed that the WYRED Association website will be able to supplement the toolkit to include testimonials, case studies and training strategies. It was suggested that it is best to provide the toolkit bundled with training.
- Early Years are especially interested in the age range for WYRED and just how early in life this approach might be used and are planning to develop a version of the approach tailored specifically to early primary education.
- MOVES aims to continue working with schools in Austria, and like DOGA have an interest in incorporating the approach into teacher education by working with the Education Ministry (where a showcase is planned). Another key aspect is the degree to which disadvantaged groups enjoyed working in WYRED and there is interest in exploring this aspect further.
- YEU also have an interest in the disadvantaged and the network has an increased interest in digital participation and will be focusing on this, particularly looking at blended versions of the WYRED approach.

- TAU aims to focus on integrating the approach into the summer schools contexts where it has worked especially well during the project and there are plans for further summer schools in 2020.
- OXFAM was especially successful in the project with university level students, especially at Roma Tre and intends to develop this dimension of the approach with Roma Tre who are committed to further integrating the approach.
- USAL also, as is logical, will be focusing on tertiary contexts, and will also be looking at ways to move forward with the platform, particularly around managing expectations among users.

As this “tour de table “ took place each set of intentions was discussed and in general terms the Board comments were positive, giving especial emphasis to the need to look for funding to further develop the approach and fine-tune it to the different contexts mentioned.

3.1.1 WG2 – The WYRED Space

Though some discussion took place in relation to the future development of the platform in the sustainability section, there was little emphasis on this working group in the meeting, as few developments had taken place since the last meeting.

3.1.2 WG1 – The scope of WYRED

The last part of the meeting served as a kind of summary and final discussion. Coming to an end there was a brief recap of the main outputs of the project: The WYRED approach (with its toolkits, techniques and templates) and the platform that supports it. Much has been learned during the iterations of the WYRED cycle during the project and as a result the approach is now consolidated. It is valuable and does have an impact on the children and young people who participate. The future of the approach will involve further adaptation to and integration with different specific contexts. The challenges that the discussion identified include how to find additional funding for the work of further developing the methodology and upscaling it to different contexts and stakeholders.

It was recommended that in the last two months the consortium looks to position itself as the WYRED Association and use the momentum to get the attention of and involve people that could help the work continue. It was seen as particularly important to avoid any kind of break when the funding period ends to avoid a loss of momentum. It was felt that though there are many ways to transfer the knowledge to different sectors, the success of this but depends very much on the stakeholders in the association.

3.1.3 Closing

The meeting ended with thanks to the Advisory Board for all the contributions and guidance provided throughout the project. Interest was expressed in potential future collaboration, and their presence at the Online Festival.

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