

Validation Report

Phase 2

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1. INTRODUCTION

The objective of this deliverable is to provide a report on the second stage and final trials of the collaborative platform – Idea Space (<http://idea-space.eu>). The platform which contains integrated tools and features was considerably updated after initial validation and a shortlist of the major aspects to be improved as suggested by the users. Based on the feedback of the validation phase 1 the concepts of emotional ownership and OEI were further developed and tools were refined.

The overall goal of the project is to improve the uptake of OER and increase engagement of educators and learners to co-creation of educational resources. The project aims at achieving this by engaging users in early stages of the OER development process: when courses or program developments are started. The key idea of the project is to enable exchange of and collaboration around Open Educational Ideas, Resources and Practices (OEI, OER, OEP) in Europe. The project will focus on developing design guidelines to enable re-use and collaboration across borders. In general, OEI2 aims to:

- **To implement and validate the concept of Open Educational Ideas and Emotional Ownership** in the educational domain. The main idea is to involve users at early stages of the development process. Currently, users have access to complete resources. The project aims at engaging educators at an earlier stage, i.e. when they develop resources. This will lead to higher acceptance and collaborative development of OER as well as to cross-border collaborations.

- **To create collaborative teaching and Virtual Mobility:** Early idea sharing leads in most cases to collaborative development of courses – these courses can be designed in project virtual environment in the form of a virtual mobility action. When participating in a course development, this should be done as a virtual mobility action leading to a commonly owned outcome (course, learning materials).

- **To create more awareness and engagement on open approaches and cross-border collaboration in educator communities.** The current barriers of OER uptake have clearly motivational reasons. Therefore, it is necessary to increase awareness and engagement in the communities.

- To allow **feedback processes by industry and students**: Opening up new course ideas allows students and businesses to provide feedback and requirements already at an early stage.

- To create **idea sharing tools** which support the full lifecycle. The existing tools to modify and adapt resources are in many cases prototypical tools which have many functionalities but are complex to use. We need to utilize tools which are simple and fulfill the basic requirements of educators. Thus, tools need to be implemented which allow easy sharing processes: from sharing ideas to collaboratively developing educational resources.

- To **engage a broad community** across Europe in sharing and collaborating across borders. The proposed approach mainly aims at increasing user engagement. The project will run validations with higher education teaching communities, mostly business, management and ICT contents which are **especially important for SMEs, young entrepreneurs and new businesses**.

- To **create sustainable solutions**. The project aims at creating initial experiences and good practices. Starting with the awareness workshops (WP1) the results will opt to be sustainable by providing good practices as well as engaged, self-containing communities.

The aim of the project is to create emotional ownership to OER by engaging at an early stage of the development process (Open Educational Ideas & Innovation) in collaborations with peer educators. Emotional ownership can play an important role in the adoption of OER and OEP. However, new mechanisms of sharing, collaborating and communicating need to be developed and supported. For this reason the central component of the project - **Idea Space** – was developed to support the co-creation of educational ideas towards new courses, OERs, OEPs among other educational purposes.

The goal of the validation activities relates to **twofold task**:

- To validate the concept of idea sharing in creating OERs in HE and business related environment and

- To validate the tools – mainly the Idea Space.

The validation activities in the project are closely related to other actions planned in other work packages. In the next chapter the validation activities of Phase 2 will be related to other work packages of the project.

2 METHODOLOGY

The character of current sharing processes in education is focused on re-use and adaptation of complete materials, resources or scenarios (e.g. lesson plans). However, it is logical that educators experience difficulties and barriers: especially lack of involvement because of unclear benefits to re-use. The aim of this project is to strongly involve stakeholders to OER re-use and ideation processes by different means.

OEI2 is extending the re-use practices of the OpenScout-project (Mikroyannidis *et al.*, 2011) that provides mechanisms to recommend appropriate, easy-to-use tools for the adaptation processes on OER. OEI2 also strongly support open educational practices and the concepts of co-creation / co-production (OPAL, 2011), aiming at including educators as well as learners in a collaborative development process. One approach is not to share fixed, contextualized resources but **start the exchange in the idea creation process** (DeLiddo, 2010). Therefore, stakeholders do not have to re-use completed resources but they are involved in the development process. A similar approach is discussed from a design perspective by Treviranus (2011) described as the Wabi-Sabi principle. This principle aims at **designing resources in an imperfect way** that later adopters have certain space to incorporate their own design / pedagogical / technical ideas. Therefore, stakeholders can be involved in an early stage and build new OER.

2.1 Links among Work packages

What has not been tried before in the OER domain is that stakeholders **start sharing ideas and innovations before the resources are completed and shared in repositories**. It is necessary to create an affective binding towards resources and practices (“emotional ownership”) by involving educators stronger in an early stage of a participatory, generative and creative process. In **Engagement and requirements WP1** the new concept was discussed with potential users: learners and educators in all participating organizations. In a series of **awareness workshops**, the concept was

discussed to improve the initial concept of open idea sharing were gathered. Main Objectives of Awareness Workshops were:

- to educate participants about the concept of OEI-sharing, and how this may be used to enhance sharing and reuse of OER,
- to create awareness of project activities, in particular of the upcoming idea sharing space (the portal),
- to create engagement of initial user groups that will later be invited to validate the project results,
- to find out how people see the OEI process and if they understand it or see it differently,
- to identify barriers and the ways how to overcome them.

Piloting and validation WP4 is closely related to **Conceptual Development WP2**, where the concept of emotional ownership is being further elaborated. Supporting ownership towards OER by different activities and tools is being elaborated. Furthermore, this phase creates good practices and recommendations how to support ownership processes and implement them (e.g. for future mobility activities).

Collaboration Infrastructure WP3, is responsible for the development and refinement of the Idea Space - platform. We integrate tools to support idea sharing (describing, matching and developing ideas using idea / innovation templates, public and closed discussion) and collaboration (conferencing, chatting, collaborative writing etc.)

The established concept of OEI sharing and the created Idea space is being validated in WP4 Piloting and validation and then will be disseminated through **WP5 Dissemination and exploitation WP5**.

2.2 Phase 2 validation – mixed method

Mixed - Method Approach. In general, you can differentiate between three groups of methodological movements:

- Quantitative oriented research that is primarily interested in gathering, analyzing, interpreting, and presenting numerical information/data
- Qualitative oriented research that is primarily interested in gathering, analyzing, interpreting, and presenting narrative information/data
- Mixed-methods research that uses quantitative and qualitative approaches in types of questions, research methods, data collection and analysis procedures

WP4 Phase 2 validation adopted a mixed method of quantitative survey, individual and group interviews (focus groups) as well as tracking user-activity analysis.

Group interviews often take the form of focus groups, with multiple participants sharing their knowledge or experience about a specific subject. Each focus group represents a single entity within a sample of groups – it is not an interview with distinct individuals and is not a short cut for collecting data from several individuals at the same time. Data should also include observer descriptions of group dynamics and analyses should integrate the interaction dynamics within each group (Barbara DiCicco-Bloom & Benjamin F Crabtree: The qualitative research interview, p. 315).

New phase of Idea Space trials started in April-May 2015 and continued up to November 2015 after considerable upgrades that followed Validation Phase 1. During and after the process of creation of different ideas in the Idea Space partners also performed individual or group interviews seeking to find out:

- Further development needs of Idea Space;
- The facilitating conditions of early idea sharing.

The collaborative platform – Idea Space - developed within WP3 will be the main environment for users to share ideas and build on their educational collaborations. As explained in D3.2, after registration, the environment offers users the ability to:

- create ideas

- join ideas
- administrate ideas
- invite collaborators
- search OER
- manage their profile data
- Communicate and collaborate by means of
- Sharing collaborative artefacts
 - Writing collaboratively
 - Sharing a video conference
 - Chatting
 - Commenting

All of these functionalities can be used for validation purposes. These offer OEI2 the possibility to identify active as well as inactive users and the conditions for their collaboration. The tracked data can be used in combination with qualitative and quantitative to provide reliability and validity to the analyses.

Implementation of piloting and validation activities of the project will lead to the fully validated concept of educational idea sharing that had been validated by initial experiments of the Idea Space - during piloting and validation trials, in feedback interviews combined with activity-tracking of user behavior and finally in the second validation stage in 5 countries and 6 organizations in Europe. The validated concept of educational idea sharing and especially the Idea Space will be open to educators and innovative idea creators in Europe to pursue and utilize further.

2.3 Validation process – WP 4

The **Pilots and validation Work package 4** belongs to the Implementation process of the project. **The main objective** of the Work package 4 is to validate the concept and tools by initial experiments with users creating educational ideas together. The main target group is University and Business school educators. Validation process lasts throughout all project duration (24 months). The goal is to analyze how users develop innovations and ideas collaboratively and how the given tools are being used. The main methodological tool will be observation and analysis of user activity-related information that can be retrieved from Idea Space (WP3).

The Validation plan consists of two phases:

1. Initial trials with educators sharing ideas,
2. Larger scale validations.

After Phase 1 and Phase 2 reports were done. This document reports validation phase 2. Each report contained the following sections:

- Introduction - described the general context of the validations as well as organizational aspects.
- Methodology - described the applied methods.
- Presentation of results.
- Recommendations for improvements will provide suggestions how the experiences from validations can be used to improve the concepts and the tools.

Therefore, the Phase 1 trials provided initial experiences, the Phase 2 large scale validations provided empirical evidence about the concepts of emotional ownership, OEI and the corresponding tools.

Validation was formative and analyzed the processes when collaborative idea was performed in practice. Validation plan was part of a continuous improvement process. Our overall evaluation methodology consisted of the six main steps:

1. Defining objectives, consortium cooperation in defining setting and requirements for awareness workshops (WP1), gathering information from

the users regarding their view of the OEI sharing and the setting they would accept for collaborative idea creation,

2. Designing and developing the solution (WP3) to the situation described in step 1,
3. Demonstrating the open Idea space for the users – piloting the portal and the process,
4. Validation – evaluating the OEI sharing Idea space with the users in phase 1,
5. Deployment – taking into consideration the feedback received in phase 1 validation, improving the OEI sharing space and the concept,
6. Further evaluation – repeating piloting, evaluation and further improvements with large scale validations in phase 2.

3. Validation phase 2 results

The following validation activities were implemented in the large-scale validation phase 2:

- There were **83 participants** in **15 individual and group interviews** from 6 countries (FI, DE, LT, GR, MAC, NO) of the Validation phase 2.
- The quantitative survey reached **241 respondents** from over 20 countries (80% European).
- User log-activity analysis based on Idea-Space usage.

All partners participated in validation activities and had their designated roles to perform. Validation activities are coordinated by the WP4 leader, VMU. The WP4 leader worked in close cooperation with other partners and leaders: with WP1 related to forming initial engagement of the educator groups and their requirements for the open idea sharing space and the general concept of open idea sharing; WP 2 related to conceptual development of the project idea; WP 3 related to technical collaboration infrastructure development; WP 5 related to dissemination and exploitation of the results.

All partners had designated and interrelated roles in the project that they perform in the project. The validation activity related roles are described in Table 4:

Partner	Country	Organization, No of Interview participant	Role and tasks
P4	LT	VMU – 5	<p>WP Lead: coordination of the tasks, in particular piloting and validations, coordination of Phase 2 validations, providing conceptual recommendations and forms for validations (Annex 1 to this report) synthesis of results, methodology refinement, Phase 2 report preparation.</p> <p>Contact to users in LT.</p> <p>1 Focus group interview.</p> <p>Circulation of a survey in Lithuania.</p>
P1	FI	JYU -15	<p>Methodology input for Validation plan.</p> <p>Methodology and instrument for the survey.</p> <p>Survey data treatment and report.</p> <p>Contact to users in Finland, facilitation of cross-border teaching partnership.</p> <p>Trials in Finland: Preparation, localization, provision of trials in Finland, monitoring, data collection, trial report, support of educators.</p> <p>Validations in Finland: Preparation, localization, provision of trials in Finland, monitoring, data collection, validation report, support of educators.</p> <p>2 interviews.</p> <p>Circulation of a survey in Finland and beyond Europe.</p>
P2	DE	ESCP -2	<p>Contact to business school educators in Germany, facilitation of cross-border teaching partnership.</p> <p>Trials in Germany: Preparation, localization, provision of trials in Germany, monitoring, data collection, trial report, support of educators.</p> <p>Validations in Germany: Preparation, localization, provision of trials in Germany, monitoring, data collection, validation report, support of educators.</p> <p>2 interviews.</p> <p>Circulation of a survey in Germany.</p>

P3	EL	NCSR – 22	<p>Contact to users in Greece, facilitation of cross-border teaching partnership.</p> <p>Trials in Greece: Preparation, localization, provision of trials in Greece, monitoring, data collection, trial report, support of educators.</p> <p>Validations in Greece: Preparation, localization, provision of trials in Greece, monitoring, data collection, validation report, support of educators.</p> <p>4 interviews.</p>
P5	DE	DHBW – 33	<p>Contact to users in Southern Germany, facilitation of cross-border teaching partnership.</p> <p>Trials in Germany: Preparation, localization, provision of trials in Germany, monitoring, data collection, trial report, support of educators.</p> <p>Validations in Germany: Preparation, localization, provision of trials in Germany, monitoring, data collection, validation report, support of educators.</p> <p>2 interviews.</p> <p>Circulation of a survey in Germany.</p>

All **5** partners from **4 countries** (FI, DE, LT and GR) interviewed users of the Idea space users. In some cases these were the same educators who already participated in the initial awareness workshops of the WP1 and Validation Phase 1 earlier in the initial stages of this project.

Partners also circulated the online survey to the Idea space users as well as those interested and active in open education and idea sharing.

3.1 The survey

During our 2nd validation phase, we launched a survey on top of the qualitative study reported in D4.2. The survey looked into various aspects of idea sharing. The objective was to study preferences and conditions for engaging to exchange of ideas in virtual communities such as in the Idea Space. We looked in to the following in specific:

- Previous knowledge sharing experience
- Future sharing intentions
- Emotional ownership of ideas
- Affection and emotional attachment to communities or groups
- Preferences to sharing early ideas and to engaging to emerging communities
- Outcome expectations of idea sharing
- Organizational support for innovative actions in virtual communities

The items of the questionnaire were based on the results of the 1st validation phase and further enriched by related knowledge sharing studies. We especially looked at the theory of social capital by Nahapiet and Ghoshal (1998) and the theory of strong and weak ties (Granovetter, 1973) to learn why individuals exchange knowledge with people beyond their closest networks. The interviews during validation phase 1 (see validation report) lead to refinement of our approach and preparation of the survey.

The survey (Annex 1) was distributed to potential idea space users ranging from educators and students to workforce in companies. The decision to include companies in the survey was made as the findings of the first validation round indicated that collaborative work on educational ideas requires inputs from multiple stakeholder groups. Some of the potential users pointed out how well such a platform fits situations when new educational projects are being planned. Such settings often bring together members of both academia and industries. Thus, we selected to collect impressions from workforce beyond Universities and educational institutions.

The first validation round results showed that collaborative development of OERs as idea sharing in the world of professionals is not a common practice in online environments.

Thus we decided to collect feedback from also potential users of the idea space, even if they do not have background in working with OERs.

A total of 241 responses were collected to our survey on idea sharing.

Table 5 questionnaire Stakeholder types

Stakeholder type	Count in total 241
Researcher or teacher	135
Student	40
Professionals from companies	61
Other:	5
Designer, Trainee etc.	

Of the 241 responses, 111 were female (46%) and 130 were male (54%). The respondents were between 20 and 68 years of age while over 60% of them were between 27 and 47 years old. The responses were collected mostly in Europe while responses from Asia and America were welcomed as well. Approximately 80% of the responses were from Germany, Lithuania, Finland, Greece and other European countries.

Next we will present some general findings of the survey. Some of the key results about the proof of concept (emotional ownership) are discussed in D2.1b Emotional Ownership and Tools – deliverable.

Descriptive findings

This part explains the study results, looking at each measured item separately. This could give us overall indications of barriers and enablers of idea sharing.

Variance analysis was used to find out (using SPSS software, One way ANOVA) whether the perceptions and consideration depend on the stakeholder type. We first excluded questions that were relating to stakeholders who have a contractual obligation to their organization (as we had student sample as well). This way we focused only on individual related perceptions and opinions on idea sharing. The results showed no significant differences between the four stakeholder types presented in Table 1.

Previous experience

As shown in Figure 7, the first four items (N=147) represent previous experience in sharing and working on OERs. These 147 stakeholders who had indicated they have at some point in the past worked with OERs do only occasional OER activities.

The four items below (N=241) show how the respondents of our survey are not frequently exposed to online communities nor to exchanging ideas online. We acknowledge that sharing ideas online does not even need to be a frequent activity but this result already shows that it is not a common practice yet.

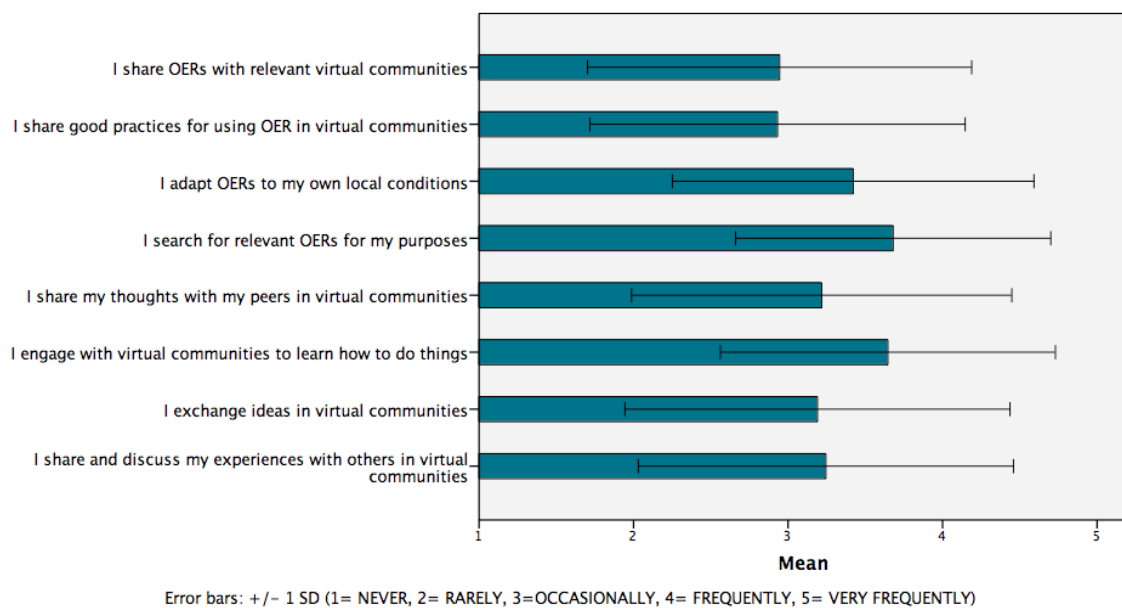


Figure 1 Previous experience

(1= Never, 2= Rarely, 3=Occasionally, 4= Frequently, 5= Very frequently)

Sharing intentions

When we asked our respondents whether they foresee idea sharing activities in the near future, the responses seem optimistic. The Figure below shows how strong deviation there is between the respondents intentions. However, the results show that engagement to online communities around collaborative work on OER and to exchange ideas is likely to happen if the respondents see it relevant for them.

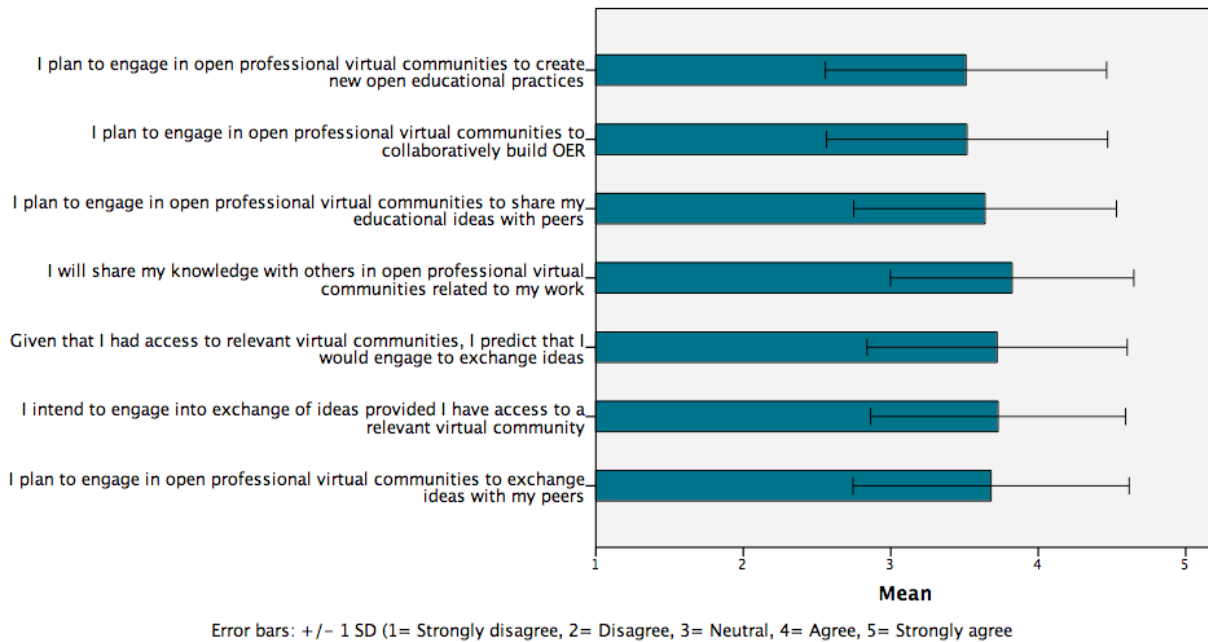


Figure 2 Intention to share ideas

(1 = Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree)

Outcome expectations

Our analysis showed in the first validation round already that the benefits for sharing ideas must be evident for educators and professionals to engage to online activities. The Figure below looks in to this more carefully. Our respondents generally see that idea sharing and knowledge sharing in general in virtual communities is beneficial for reaching both personal and organizational goals.

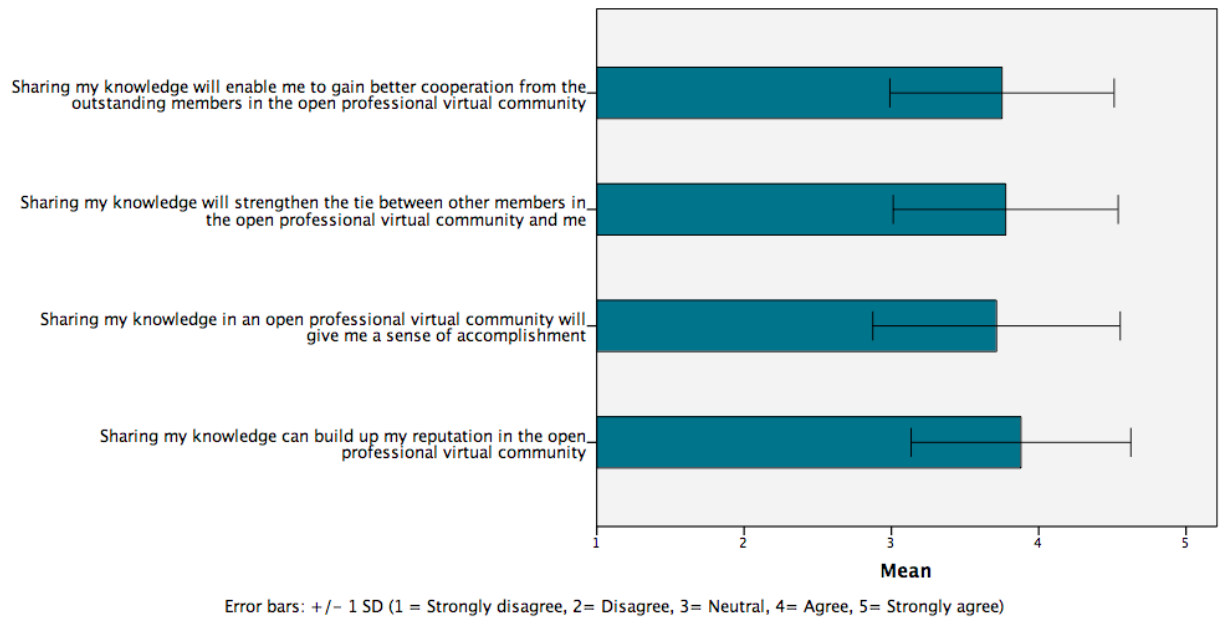


Figure 3 Outcome expectations of idea sharing

Preferences to idea sharing online

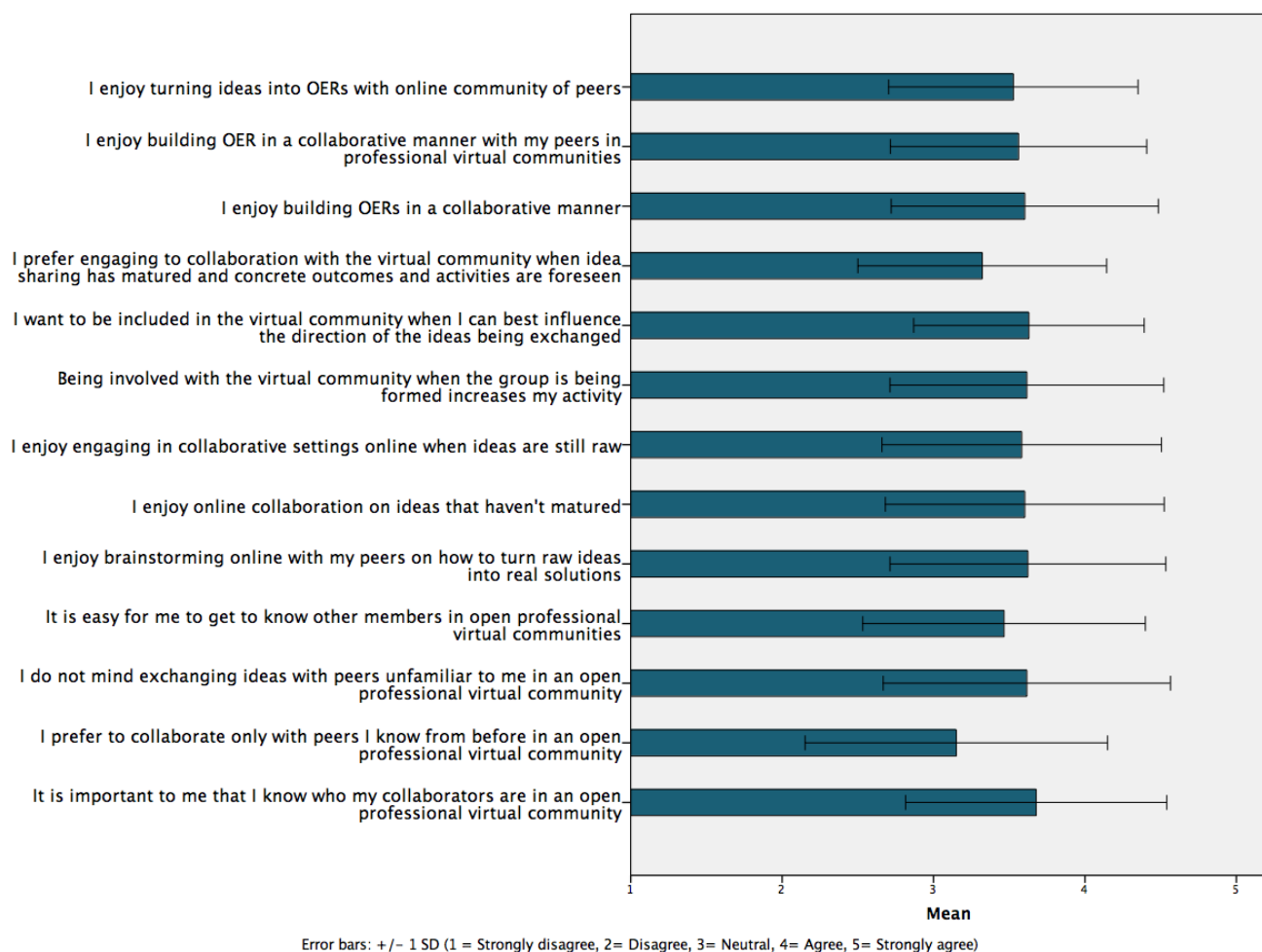


Figure 4 Prefences to sharing ideas

Emotional side to idea sharing online

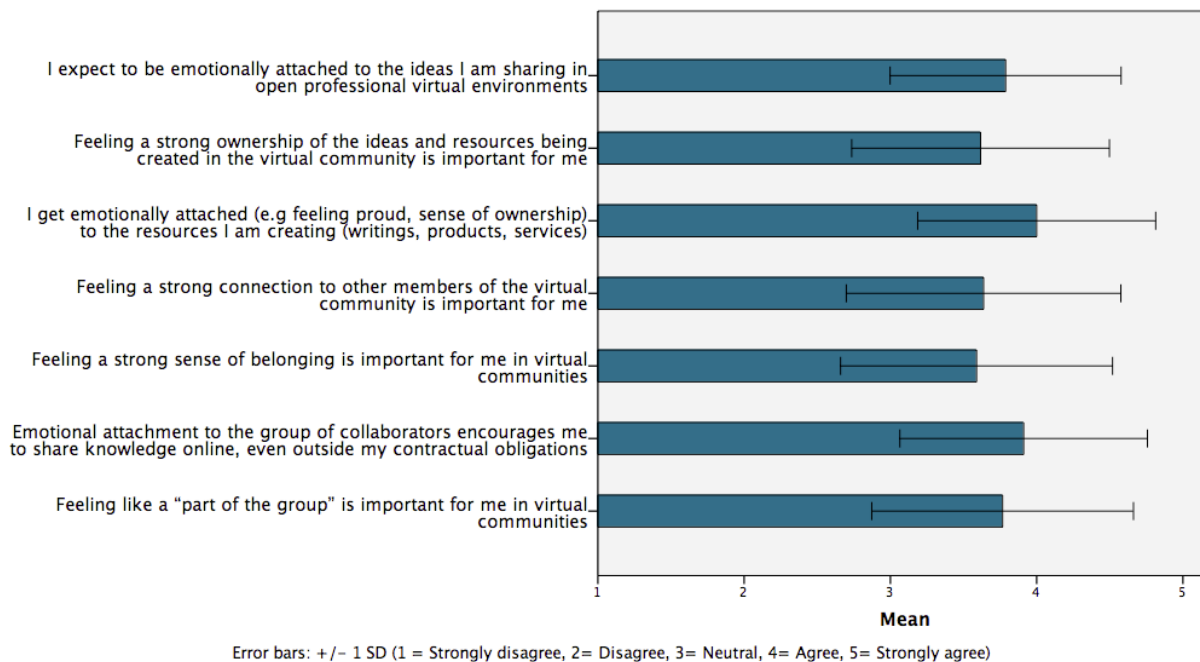


Figure 5 Emotional side to idea sharing

To summarize the descriptive analysis results of our survey, we can see that educators and professionals in general do see the value of engaging to idea sharing online. Technology use and adoption literature does indicate that individual's preferences and even intentions do not necessarily come out as actual usage behavior. In the case of OEI2, this would be, using the Idea Space for idea exchange. This is why we need to look at the data we have collected about the potential and actual users of Idea Space as a whole to really understand how sharing of educational ideas could be further supported. D4.2b looks in to this in specific.

3.2 The interviews

The educators, researchers and students who participated in the interviews **represented different fields of education**: economics, management, business administration, marketing and communication, statistics, business information systems, education, IT, e-learning, etc. Some educators were more experienced in the field of creating or using OER while others were interested, but did not have much experience in open idea sharing or creating OER. Some participants were experienced in different aspects of technology enhanced learning - teaching online using video conferencing tools, creating, using and administrating OER. **The total number of interview participants is 83.**

The validation phase 2 interviews demonstrated quite opposite results from Validation phase 1 in terms of the user satisfaction feedback: in Phase 1 users expressed a general appreciation of the idea of a portal for sharing and idea building as such, but presented a high number of remarks and suggestions for improvement, whereas **in Phase 2 the users suggested a high number of benefits and positive aspects that they appreciated and offered only a rather limited number of deficiencies and remarks.**

The Validation phase 2 participants indicated that they **used the Idea space for the following tasks**:

- **Case-study, research paper for students collaborative project** – students used idea space for group course work creation, research work compilation and case study research;
- **Creation of a new idea** – university staff used Idea Space to discuss a new idea with a colleague;
- **As a partners' space for a project** – a team used Idea Space as a partner's space for project discussion and materials;
- **Using the repository in Idea space** – besides idea creation users also indicated surfing for other ideas and resources in the Idea space;

- **Course creation by lecturers** – teams of lecturers used Idea space for course creation in undergraduate, graduate and post-graduate levels, including courses for virtual mobility.

3.2.1 The benefits of the Idea space

The users indicated numerous benefits that they saw when using Idea space. The general feedback of the interviewees is positive and supportive of the Idea space. The user feedback about the benefits of the Idea space could be grouped into the following categories:

- **Possibility to re-use, improve and achieve higher quality** – 18 indications in the interviews;
- **Time and resource efficiency including possibility for flexible timing and distance work** – 15 indications;
- **Profound and active collaboration, idea sharing** – 22 indications.

Further, the content of the interviews related to these three categories will be developed below.

Possibility to re-use, improve and achieve higher quality.

As several student teams used Idea space for the compilation and creation of the course work they emphasized a possibility to build on the achievements of the other teams and thus achieve higher quality and take advantage of the previous achievements. The users noticed that using and building on the existing materials generates more new ideas and higher quality and that idea sharing is leading to higher levels of idea development and quality.

Later classes could build-on on the existing experience and findings and further improve the topic in the future. The learning outcome is getting better with every additional issue of the resource and the documentation of research material.

The benefit is mainly seen in the on-going use of the research material uploaded to the idea space and the generation of more knowledge about the research topics.

We like the possibility to use previous sources from other groups and see the final results of their work. Based on or findings we could further improve key topics and search for more specific information.

The course content has to be changed, the existing idea can simply be reused / changed.

The main benefit is the efficiency of working time. An additional benefit is the spontaneity of uploading information and data. The idea space can be seen as a knowledge base, where we can upload all kind of info at the beginning of our research work.

The value increases the time we are working on a research case as a follower, and built on the work of other researchers from other universities.

The result is more pluralistic.

The course is much more improved.

Sharing ideas helps to take them to the next level. Usually you will receive a great feedback from others which will help you develop the idea. Even more, some people may join you and help executing it or refer you some other people who could collaborate.

Students and professors can collaborate in a more profound way by sharing research data around a specific idea.

The more diverse the team is, the stronger the idea gets. Each one would mention a somehow similar idea that would then inspire us and sharpen our idea.

Diversity: discussing the same idea from multiple aspects according to the experience of the participants.

Increased productivity: teams can achieve more than individuals.

Inspiration by ideas of other's.

The knowledge is shared and the course is improved.

Collaboration features appeal to most users as they enhance the teaching experience. The platform was found particularly useful when developing IT related content.

The need for other opinions and others' input. Typically, it is not doable to fine-tune an idea without the help/support/input from others, who have other backgrounds and experiences. I think that the more diverse the team is, the stronger the idea gets. Each one would mention a somehow similar idea that would then inspire us and sharpen our idea.

Having a centralized platform to summarize findings and collect content in one place.

Diversity, Inspiration.

Almost all students concurred that even the smallest contribution can drastically improve content quality.

Time and resource efficiency including possibility for flexible timing and distance work

The users who collaborated in the Idea space emphasized that working on the idea building in the Idea space leads to considerable time and resource saving. Cooperation allows faster and more efficient work rates as well as motivates for considerably faster results. The users also indicated an important advantage of flexible timing and distance work when collaborating online in the Idea space. Some mentioned that collaboration in the Idea space allowed contributing to the idea whereas it would not be possible in the conventional settings due to time and other responsibility limits.

Time and subsequently money savings.

The benefit of using idea space and the documentation, as well as the resources from others, helped us to reduce our work time by achieving good output, in other words the usage makes us more efficient.

Increased productivity.

Time saving and users' simultaneous participation and collaboration in activities.

A more efficient and faster cooperation and exchange of ideas and educational content within the team. Also some users said to have developed a better understanding of the structure and objectives of the course.

Reduction of time needed to achieve remarkable results.

Participants in the idea space workgroup have shown a much higher motivation towards the research work than other groups without tool. They argued that working in a virtual environment (idea space platform) knowing each form the classroom is the most efficient approach in developing a research paper.

If you ask me during work-time, unlikely. If it's during my free time when I'm not tied to my organizational boundary, I will help out. Maybe not initiate, but contribute for sure.

Furthermore students found quite appealing that you can cooperate from distance with other fellow students or individuals in order to enrich thematic fields and expand their knowledge.

People login and work asynchronously – whenever they have time.

You can work online with students, don't have to go to the class and explain all the time.

It was helpful because most of the work can be done asynchronously and shared with colleagues. They claim to have helped them collaborate better with colleagues in distance.

The team could work out of home- offices and uploaded their tasks and data to the project website (idea space).

Benefits come from the ability to have a common basis for the cooperation of all concerned parts without requiring the physical presence.

The fact that a team can work on a project and coordinate their efforts, no matter where and what time zone they're in making use of long distance real time and asynchronous communication.

Profound and active collaboration, idea sharing

The users liked the fact that they could collaborate and give joint contributions to the idea building that is not possible in other OER sites. The users experienced the intensiveness and advantages of active collaboration. The collaborators enjoyed the benefits of instant cooperation that the platform allowed. “The

immediacy provided by the system” allowed idea sharing and further development as well as building the positive enthusiasm of building on the other collaborators’ work.

To work on study analyses or field research topics of a semester period.

Exploiting the advantages of immediacy and interactivity of communication (experts’ lectures directly from abroad, presentations, tutorials, exercises, communication with teachers) which can be further used for the most comprehensive education of students and the support on the deployment of research projects.

Virtual events (e.g. seminars, labs) could support research and educational projects development; also parts of lessons could be used from within the platform.

The stakeholder (students and professors) liked to cooperate in a kind of virtual team organization with a joint working platform.

Compared to other databases, e.g. Slide share, idea space collaborators work together as peers around the same topic.

Users find it important they can discuss and present ideas. It will enable the collaboration and interaction with external partners.

The fact they could share their idea and were especially enthusiastic with the possibility provided to meet virtually In real time and exchange opinions.

The platform helps teachers to interact each other.

The concept of collaborating on the idea level.

Most users mainly liked the cooperation aspects offered to achieve a specific objective on a research level, the information exchange and the common ideas development.

Of great importance also seems to be the fact that one can find people of similar interests and build relative communities.

They also liked the fact that this is an area reserved for the juxtaposition of subjects for investigation and that all information needed can be gathered in that place.

I liked that you can create a joint course and share your ideas with collaborators all around the world. I think it is a good idea to have platform where educators can create their own course and work online with the students.

The platform provides a great way to locate new idea and fosters collaboration.

This specific project didn’t work as well as we’d hoped, but it did help us collaborate.

The immediacy provided by the system and the early ideas dissemination seems to be a common benefit recognized by all users.

A structured easy online environment for the development and exchange of members’ views and this is its great advantage. It was highlighted that the chance to work collaboratively can achieve remarkable results in less time.

Good cooperation with the teacher on matters relating to the subject taught and cooperation with other students. Development of new ideas and the expansion of the personal horizon of the participants by working with people of different scientific and

cultural background.

The platform gives an opportunity for students and lecturers to get closer through a synchronous exchange of opinions, recommendations and provide valuable feedback thus enhancing the learning activity. Outcomes of collaboration included joint assignment writing and course information retrieval.

The communication is direct and easy.

The fact that a single point of collaboration is provided organizing and combining activities and information combined in a single environment. Also the fact that you can find and meet people of similar interest to collaborate.

Benefits also come from the common learning objectives and positive interdependence of team members since the success of the team depends on the success of each member. Simultaneous recording of suggestions and ideas for change and reflection might lead to decisions for a better planning and implementation of joint work.

3.2.2 What users like in the Idea space

Besides the benefits of the Idea space that users indicated they also mentioned several aspects of the platform that are related to more technical aspects of the portal. These may be divided into two main categories:

- **Technical features of the platform;**
- **Templates.**

Technical features of the platform

The users indicated different technical features of the platform that they liked while using the Idea space. This includes:

- Notifications about comments and contributions to the idea;
- Clean and nice design and user-friendly environment;
- Esthetical and functional, modern, user-friendly;
- Real time communication possibilities, chat, live meetings;
- Parallel processing;
- Easy log-in and joining;
- Rather easy usage after getting acquainted.

Everyone is immediately informed and at any time is able to monitor the comments and the progression of each activity. Doing that will save time. So Idea space keeps a record of their process and they can easily see what has been discussed at any point.

The very nice and clean UI which give an easily accessible and user-friendly environment the design and usability.

All communication capabilities provided; the chat but especially the fact that a live meeting can be created at any time.

The parallel processing of activities from all participants and especially all the communication possibilities integrated within the platform.

Also the environment which they found to be very user-friendly, the organization grouped by tabs.

The fact that it helped organizing the course and any new ideas. Also the Big Blue Button and the real time collaboration.

The platform presents an aesthetically pleasing and functional environment that fosters the exchange of knowledge. Idea sharing initiative was embraced by most students.

Also found the platform more modern and pleasing than the current used in-campus tools.

Overall positive feedback. Most users find the platform flexible and easy to use.

Content is laid out correctly in an organized manner and the navigation menu is easily accessible.

I like how easy others can join your idea and collaborate on a project.

We liked the editable version itself. No tracking, no other troubles – you just build on, develop on and exchange information in an asynchronous way.

Login in and joining in is very easy.

Once the structure was understood what the initiating group did, it was easy to navigate and use the idea space.

Most users were able to use the tool very successfully. They said that the use of the platform is extremely simple and intuitive not just for idea participation purposes but also the tasks of creating and managing ideas were evaluated as simple and straightforward.

Technically it seemed easy to be used and all possibilities provided by integrated tools were successfully used.

Yes, it is very easy and user-friendly. It provided easy and quick registration, easy to use tools, real-time communication benefits. Also the repository with the other courses was very helpful.

All students managed to use the tool successfully. Most of them found it easy to use and communicate with other users but they wished that the platform had more users and content.

Some people mentioned that they need more time in the platform in order to make a correct judgment.

I like the design of the web page, it is clean and simple.

An excellent effort, very good fit, utilitarian tool, a great base for a high-level learning outcomes. Better dissemination and capabilities presentation to potential users is needed. A presentation of the possibilities offered by the portal would be supportive in its effective use.

We liked the design and that you can choose to have structure or not to have.

As we created a course we were interested in a process and it wasn't that difficult to understand.

Templates

Preparation of several types of templates was the initial idea of the Idea space creators. It was thought that pre-prepared forms for different types of idea creation (course, textbook, etc.) could

facilitate development of the ideas for the collaborators. The validation confirms the fact that users appreciate the proposed structure and enjoy building their ideas in the proposed templates.

The structure already allows some structured thinking and working.

It was easier to get that, because in an idea space you have a structure of the course.

The structured forms. They would be very helpful for a team just starting to work on open education courses.

3.2.3 What users dislike

Despite the positive aspects and multiple benefits that Idea space users indicate, they also mention some down-to-earth features that they found negative when using the Idea space platform. These could be grouped into 4 major topics:

- **Login/Password retrieving;**
- **Problems for beginners or those with fewer IT skills;**
- **Uploading;**
- **Other.**

All the negative aspects were carefully considered by the project team and especially the Greek partners who were responsible for the technical implementation of the portal and are explained in this report either reporting that it was either already fixed or giving responsible reasons for the given remarks.

Login/Password retrieving

Users indicated that they felt unsafe due to the fact that password resetting was not working and disliked the slow process of registration. The mentioned features were not functioning properly during the validation but they were fixed afterwards and are working properly during the moment of the reporting.

- *Our team had some difficulties with resetting passwords.*
- *What bothered me while using the platform was perhaps that the password recovery doesn't work - or only occasionally - and I lost track of my various accounts.*
- *Some of our team members had problems signing up with the idea space and it was not obvious how the process of registration works.*
- *In the login form, there is an input field „email“ where you actually have to enter your username. Which is confusing if you don't login to the idea-space every day or so.*

SOLUTION/EXPLANATION. 99% of the cases registration and recovery emails are received as they should. In some cases these emails are redirected to Spam folders, and the project team is working with email server configurations to solve remaining “Spam” email redirection issues.

The issue with user/email in the login is already fixed.

Problems for beginners or those with fewer IT skills

4 respondents indicated that for beginners, users with fewer IT skills and less experience with similar platforms the portal was less easy to be used especially in its initial stages. However, it seems that these problems decrease when users gain more experience and get more used to the platform.

- *We think that new collaborators had to spend more time just to get to know how it works. We asked few people to join, but they told it is too difficult to use and they need more time to explore the entire platform.*
- *When you work with the space, you get used to it. But for the beginners – it is not intuitive enough.*
- *One person complained that the tool would be too complicated for an IT In-experienced person.*
- *Somehow the user interface is not friendly. For non-IT users, it might be difficult to use. Compared to other online collaboration tools, such as Google Docs, the Idea Space does not provide the expected user experience these days.*

SOLUTION/EXPLANATION. A workspace with name “HOWTO idea-space” explaining the usage of the portal is already developed. In the future it would be good to develop a resource (e.g. video or howto) to explain how to use the portal.

Uploading

There were two indications about the problems to upload materials, but it appeared that users overcame them themselves.

- We only had problems with uploading documents.
- It was also difficult to understand where and how to upload the data.
- It was also difficult to upload large data with the browser Mozilla.

SOLUTION/EXPLANATION. We are using the ether-pad built-in uploading service and it is not within the scope of this project to develop a full file library. In the upcoming “HOWTO” we can

explain this process and also explain that files can be uploaded in drop box or Google drive and provide the link within the portal.

Other

Users indicated also other aspects that bother them as users. Certain aspects will be considered by the project group, while other are understandable expectations that single users have but are not planned or not within this project capacities. For the first the expectations to turn the Idea space to the levels of Google features could be indicated while for the second – the following features that will be reconsidered by the partnership:

- Email notifications locating in the settings;
- Delete button for posted ideas;
- Considering language versions;
- Searching for “bugs” to decrease the time of certain operations.

- *The tool does not empower all the collaboration types, for example, integration with Google Drive.*
- *The interface is not intuitive enough. Some things seem to be not in the right places, for example, do we need that „email notifications” button in the main dashboard (workspace)? It is a setting and, in my opinion, should be located in some sort of settings panel.*
- *Delete button for posted ideas was missing.*
- *Greek not performing as expected within collaboration box. They said that it would be useful if they could create their own structure for a template or at least if they could edit (eg delete) titles of the templates offered. Provide the possibility to enrich the content.*
- *Many functions were difficult to find.*
- *A completely new project could be adapted to fit the platform, but the platform is unwieldy and difficult to integrate in an existing system.*
- *There seemed to be some bugs every now and then and it took a bit too long to set up the space because they wanted to do the collaboration as fast and smooth as possible. Some actions take too long time to figure out.*
- *The “idea” behind the idea space is sound, however the implementation does not match the novelty level of the idea. The implementation must at least consider the existing tools in the market and potentially integrating them or linking them.*
- *Not really, we stopped using it after an initial collection phase and switched to word documents. I think it was because of the static structure which leads especially at the start to overhead (like redundant entries).*

SOLUTION/EXPLANATION.

Delete button for posted ideas is already implemented.

- *"Notifications" on and off is placed in the main workspace in order to be more obvious. As it seems to be well accepted by the majority of the users we currently do not intent to change this based just on a few users feedback.*
- *UTF-8 support was enabled which should be working for all languages (not just Greek).*
- *The remark about difficulties in finding functions is hoped to be tackled with the further implementations of "HOWTO" actions explained above.*
- *Regarding the difficulties to integrate other projects into the existing templates of the Idea space there is an open option to create an idea "From Scratch". We can rapidly integrate new templates upon user's request, provided they send us categories/descriptions/items. Besides we will examine the possibility of implementing template creation on demand later on.*
- *The integration with Google Drive is not planned at this stage of the project.*

3.2.4 Suggestions

The users offered very sound and useful ideas for the improvement of the Idea Space. These will be closely considered by the project team and those that are ready to be implemented will be introduced for the user convenience.

The suggestions included:

- Launch a mobile device application;
- Make connection to social media, social media login;
- User satisfaction or help-desk.

- *Another thing some said is in the case of "start from scratch" greater freedom of customization should be given by adding new categories also.*
- *A mobile devices application was also proposed by some users. Create evaluation tests for users. Use quiz on this platform.*
- *An improvement suggested was the connection with social media (Facebook, Twitter, etc.) as this would disseminate it and also would enable users to bypass register process.*
- *What some users would like is to offer also more personalization of the environment. Some additional user profile information as scientific field provision would enable others to know who they would like to collaborate with.*
- *Configure UI for personalization of notifications.*
- *More user friendly environment for sharing multimedia files. It would be beneficial to be able to attach files in the workspace window.*
- *The system should be simple and match the expected user experience from well-known sites, such as*

Google Docs.

- *To improve it, try to make it way more flexible and integrate common text editing operations (comments, versions, change tracking, etc.).*
- *The usability can be approved with a help desk function.*

REACTION TO SUGGESTIONS

- *A mobile device application is certainly a good suggestion for the future, but unfortunately it is not within the scope of this project borders.*
- *Connection with social media (Facebook, Twitter, etc.) is also an excellent idea to increase user personalization and project dissemination as well as this would also enable users to bypass register process. This suggestion is transferred to the new generations of the Idea project within other project follow-ups.*
- *What some users would like is to offer also more personalization of the environment. Some additional user profile information as scientific field provision would enable others to know who they would like to collaborate with. This is planned for next version.*
- *Configure UI for personalization of notifications are not within next development plans.*
- *Regarding a more user friendly environment for sharing multimedia files it is not planned to do something for it right now. Users can provide links to video/audio files by sharing (e.g. Youtube links) and also upload any file and download it also as a file.*
- *The system should be simple and match the expected user experience from well-known sites, such as Google Docs.*
- *Some integrated common text editing operations (comments, versions, change tracking, etc.) are provided by ether-pad text editor (e.g. timeline, history, comments) and they should be explained in "HOWTO" resource.*
- *User support will be assured by integrating a contact form/information.*

NEXT DEVELOPMENT TASKS UNDER CONSTRUCTION (*already working on these items*)

- **Items reordering within each idea category;**
- **Announcements space per idea (e.g. web-meeting announcement);**
- **Extension of user profile;**
- **"HOWTO" workspace development;**
- **Study and analysis for Template editor design and implementation;**
- **Various UI enhancements.**

3.2.5 The emotional ownership

In general more users confirmed their emotional ownership that was initiated due to their active involvement in idea creation from the beginning. Users indicated that they felt positive benefits of the Idea space and felt attached to the process of open idea creation in the future. Others also indicated that they could not articulate clear emotional ownership of their ideas.

We see value in our work and feel emotional ownership, because we use the idea space as a compilation of resources in order to prepare our own output, our own term paper. Our goal is to add more to it and provide this for the next users. The content is getting better and better.

In our case the expectation was to deliver high value in a short time to the classroom. This we only could do because we built-on on others work. Therefore in the future when we will be the first creating a new idea, we will upload all information to the idea space because we benefit the first time from it.

I do care about what was created, only as far as that it was a task by my supervisor.

Idea created has high quality but mediocre novelty/creativity since there were mostly combinations and adaptations of existing lectures and textbooks.

Yes (2)

Did not result yet in to anything concrete since the topics were very challenging and might take year or years to develop.

Emotional ownership was pre-decided in our case.

3.2.6 Early Idea sharing

Those users that expressed their point of view about early idea sharing were clearly expressing their belief in this. They said that early idea sharing had a very positive influence on the initiation and further idea creation and synergy of collaboration. Users also indicated challenges of trust and tolerance that was required in the process of collaboration.

Students are uploading early ideas around the topic. So we as followers can see how they approached the topic and how it evolved.

I strongly recommend early sharing because I believe that collaboration usually results in better results.

It is constructive though the platform did not change something drastically on this.

It is like the transmission of impulses and information for further research. Most of them agreed that the possibility of sharing the idea early on helps to redefine and more effectively develop it as it is easier to be perfected. It is quite constructive, as it helps to faster reviews so the earlier an idea is shared the sooner proposals for improvements arrive. It also seems to be important that our ideas become early knowledgeable so that we have the opportunity to find people with similar ideas and develop together.

Most students agreed for the need to share ideas at an infant stage mainly because it would be easier to reformulate vague statements and achieve better coordination in the future. Furthermore they believe that is a lot easier to adapt ideas at an early stage. A notable amount of students felt that trust between contributors is a key factor and efforts should be taken in order to avoid the stealing of ideas.

I think sharing your idea with other colleagues earlier helped us to understand the importance of the course. Also it was important to hear collaborators opinion, but we tried not to forget that the main issue is to create a course for students. Sharing idea and creating a course together means that we had to be open and confident. Sometimes to accept others opinion is a big task, because you might think that your

idea and your opinion is more important. But I think we were quite open.

The emotional ownership was high because we had to deliver our own document and paper, which was part of the Examination.

3.2.7 Involvement in sharing

Starting from the beginning

Many users expressed their clear support for involvement in idea creation from the beginning. They indicate that participation in idea creation from the beginning allows to achieve more feedback from collaborators and thus achieve higher quality of the results.

Students are uploading early ideas around the topic. So we as followers can see how they approached the topic and how it evolved.

I strongly recommend early sharing because I believe that collaboration usually results in better results.

It is constructive though the platform did not change something drastically on this.

It is like the transmission of impulses and information for further research. Most of them agreed that the possibility of sharing the idea early on helps to redefine and more effectively develop it as it is easier to be perfected. It is quite constructive, as it helps to faster reviews so the earlier an idea is shared the sooner proposals for improvements arrive. It also seems to be important that our ideas become early knowledgeable so that we have the opportunity to find people with similar ideas and develop together.

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I think sharing your idea with other colleagues earlier helped us to understand the importance of the course. Also it was important to hear collaborators opinion, but we tried not to forget that the main issue is to create a course for students. Sharing idea and creating a course together means that we had to be open and confident. Sometimes to accept others opinion is a big task, because you might think that your idea and your opinion is more important. But I think we were quite open.

The emotional ownership was high because we had to deliver our own document and paper, which was part of the Examination.

It depends – when you create your own idea you are free and decide which direction you and the team you want to lead the project.

When you join the same idea topic other universities have worked on, you follow their path of research. But it is in our hand to decide this. Start a new idea or join one.

Yes I was. I was told by my supervisor that we could use the platform for the task.

I think that it's better to join such ideas in an early phase because you can gain further insights by knowing the development history.

Yes

Yes. I think the earlier the collaborators join the idea the better it is, both for the output and for the collaborators. The idea would be stronger and mature. The collaborators would feel more attached to the idea.

They tried to integrate the platform in our workflow; everyone was involved right from the start.

A few users, mostly professor assistants were involved from the beginning and then other users were

invited and started participating in the idea-space, some were just following what was taking place in idea development and others contributed as time went by.

One user started and published the idea and then began posting some basic data and ideas then invitations for collaboration were sent.

Yes, we were involved all from the very beginning to the development of the idea.

Participants did not really engage. Interested but did not. No single reason for this. Combination of many things. Competition between institutions and groups still very big in higher education. Lack of time, not sure who will see this, if they understand what my idea or contribution is about etc.

Joining later

Others joined later but their success was also based on the fact that they were building on the work of earlier collaborators. 2 users indicated that they were active at certain stages of idea creation.

Most of the students joined idea spaces mainly out of interest for the developed topic. Others joined at the point where they needed help in order to continue their work. Some joined just for staying updated on a topic (e.g. course syllabus). A small amount joined just because they received an invitation.

No, our group was not the initiator of the idea. We joined the idea space later and could benefit from the work done by others before. In our case – as newcomers on working with OERs – it was better to join the idea space later. We could see and learn what others did before and the way they have used the platform.

Were active at certain stage (2).

Being active during the whole process

Some users, who played key roles in idea creation were active during the whole process.

These were the key contributors who felt emotional ownership of the idea and wanted to have their voice in idea creation.

We have been quite active in finding new sources we could add to our idea space.

We have been very effective over the entire period of research because the deliverables were part of our examination. So the whole process was not just for fun, we had to deliver results and therefore we had the ownership.

Yes, because we had a deadline to finish the task.

All users were active throughout the whole idea creation process. Some were more active in the beginning and then were just following and others were assigned simple tasks but watched and participated by chat all the time.

All users participated in idea community. Some of them were active contributing and commenting on all idea aspects but some others -not being so active- were just reading and following what was taking place regarding idea development.

They were active during the whole process. The tools and the templates for the courses are very inspiring.

Most students were active through idea development mainly because they cared to see their idea grow. Some users contributed just because they found the tool interesting. The few non active students were still interested to monitor the progress of the idea.

Yes I was active because I wanted to have say during all the idea process.

All developers were really active, we divided our responsibilities and we had to fulfill them.

All were active - we had our structure how to work. For example, one was responsible for the target groups, plan of the course and others for resources and feedback. It was easier to create the idea like that. On the other hand, we could write a comment or add your own insights.

Collaborating with unfamiliar people

Some students who collaborated on course creation had a chance to work on the idea creation with unfamiliar people and indicated that they did not find a problem about that. Others who worked with the familiar contributors said that they would be open to collaborate with the unfamiliar contributors if necessary and would be more interested in the quality of the contributions than the level of acquaintance of the collaborators.

However we would not have any problems to work with other students from other universities at the same time on the same topic.

Yes, we had the chance to work at the same time on a topic with other students from a different university we did not know. It had no direct effect on the way we worked in our team, however we have been open to share all our data we collected with them as well.

I really don't care if a collaborator is an acquaintance or if I've never met them. However, if others share their ideas freely, I tend to share more of my ideas as well.

Yes, I agree with the statements above – we care about contributions, feedback – interaction on the same level – the same sense – but we do not care about who is contributing in case contribution is relative.

Mostly all the collaborators were known for us. But we were open, because we think agreed to accept others opinion.

Collaborating with familiar people

Most of the idea creators collaborated with familiar contributors as they had an earlier arrangement to create a course, a project or research project.

No, we did not collaborate during our course with others we did know before.

Yes (5)

Most of the collaboration was between people already knowing each other as they are classmates.

Everyone on the team already knew and had worked with everyone else.

Most students collaborated with friend students as well as individual students. They found appealing the possibility to create and manage their own team. Some students preferred to collaborate only with close friends rather than opening up to strangers. Most valued how different ways of thinking can help on the development of an idea and concurred that it helped them to open up and think out of the box. On the negative they wished for a better way to locate the "right" people for the job.

The workspaces that were created were done mainly to support F2F activities and mainly for a workspace to support the F2F sessions in specific.

3.2.8. Plan to use idea-space in the future

Yes

Seven users or their teams indicated that they intend to use Idea space in the future as they were satisfied with the experience of using the platform and results achieved.

Yes, we will use the idea space after this first experience, because the output we achieved was very good.

Yes, we will continue to use the idea space, e.g. our project work and bachelor thesis, where we can better cooperate with our supervisor the professor.

Not for our normal work, but I might consider it for completely new projects and in case colleagues are in distance. The templates will be useful to new users, but they hinder and disrupt our normal workflow. It is a nice tool for the interaction between instructor and trainees.

Most users said that the tools seems promising and they would use it again as it is a modern, flexible and interactive way of exchanging views on academic and research issues. They seem to be willing to reuse it as it also gives the possibility to find people with similar interests and create a group for direct and creative communication. Some improvements are needed but a quite crucial factor seems to be the liveliness of the portal, if many users are working in it and ideas are continuously updated this is a strong motivation to keep on using.

They would use it as they find it very useful, as it is interesting to have an interactive communication with other colleagues and to have ready-made templates to work on and schedule a course. Also encouraging for the further use of Idea-Space is the fact one can find plenty of useful articles.

Most students agreed that they would use Idea space in the future. Responses vary: from mere interest and career building to problem solving and team building. Again ease of access is mentioned here.

Need tools for idea development and for editable versions of OERs. This idea space works very well for this purpose. However, people have different skills, they use different tools, and each time you need to negotiate which tools you will use together.

Not sure or No

Six participant teams that participated in the interviews indicated that they are not sure about using Idea space in the future or are not going to use it later on because the platform is not sufficiently meeting their goals.

Later on I don't know.

We can never say actually.

Although it is not adequate for organizing e-learning production.

Probably not, it is too static. I have to fit my idea/content into the given structure instead of dynamically developing an idea structure out of an existing idea/content.

No. Because I've been using Google Docs for a long time, and the Idea space does not provide me with any additional benefit. On the contrary, the user-experience on Google Docs is way much better.

No.

3.2.9 Plan to invite other users

The users were also asked if they intend to invite other users to use Idea space in the future. Six teams that participated in the validation interviews indicated that they are going to invite new other collaborators to the idea space in the future for the creation of other projects or courses. Whereas only four users or user teams indicated that they do not intend to invite other new collaborators to the Idea space.

We will invite other users in the future but only if they work around the same topic.

Yes, if needed. The team aspect is idea space's main feature. The general conclusion is that depending on the idea they would if the idea is relative to them.

Almost all participants said that they would invite other people to participate given that they share some common interests about the idea to be developed.

Yes they would.

All students concurred that they would invite other users to their idea. Again here the issue of locating the right people for the team is raised.

We invite other users to develop a new version of our idea – our OER. But we want to keep the “original” version of the OER we created.

3.2.10 Inspired new ideas, found new collaborators

The users of the platform indicated that collaboration on the Idea space has led to further generation of new ideas or speedy development of existing ones as well as achieving much higher quality than working separately. Some users also indicated that collaboration on the Idea space allowed them to meet new collaborators who were interested in particular topics.

We got to know other similar services / activities that inspired our idea.

The ideas have developed outside the workspace afterwards and now would need more or less to set up a new space.

Some said that had some new ideas generated, others said they came up to no new ideas.

Idea evolved mainly through discussion with teacher and fellow students. Most students managed to create small groups and noted that through collaboration new ideas might develop. They would love to work on larger groups and be able to locate and add more users to contribute to their ideas.

We had the meeting face to face, just to look at the idea space, to get to know how does it work and then decide to create a course. We had collaborators that we had to invite to the idea space. That was new.

We invited people that are interested in that topic and some of them recommended their colleagues. That's how we become collaborators with others.

Yes

Other users indicated that they did not include further new collaborators and continued to work within their team.

Not much, small changes to outline and content, like new links.

No new collaborators were found.

Not really.

No.

Continued in F2F since the topics were not trivial – for example to create a follow up project for Boldic network. This is a task that is highly challenging to discuss in a collaborative space when the key people to involve are not necessarily in the workspace and are hard to get in; Targeted collaboration.

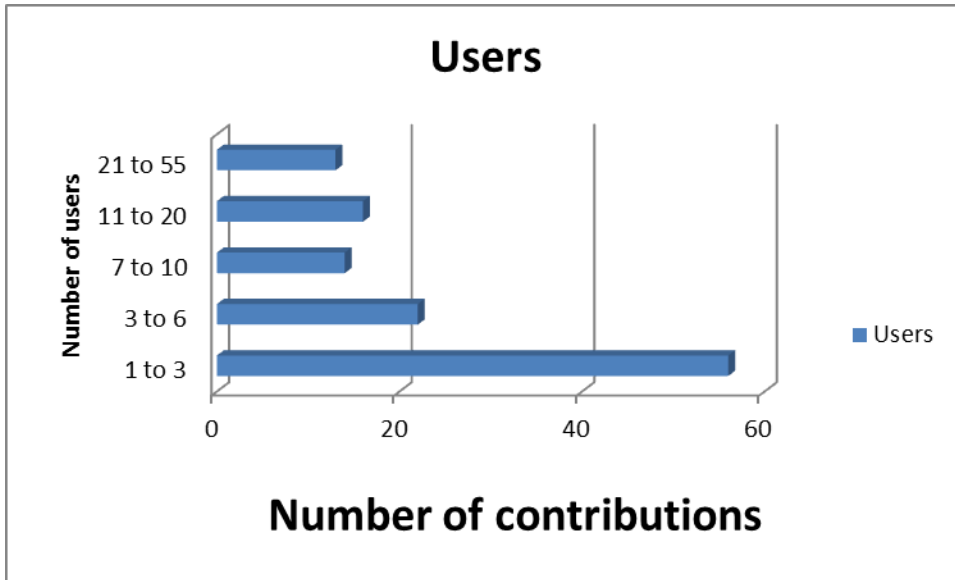
We have discussed the idea beforehand, and actually, each of us had already some material pre-developed, but we had to combine all the material together.

There were no ideas generated, but some technical restrictions of the idea space generated new ways of presenting the same ideas in different forms.

3.3 User behavior in Idea Space

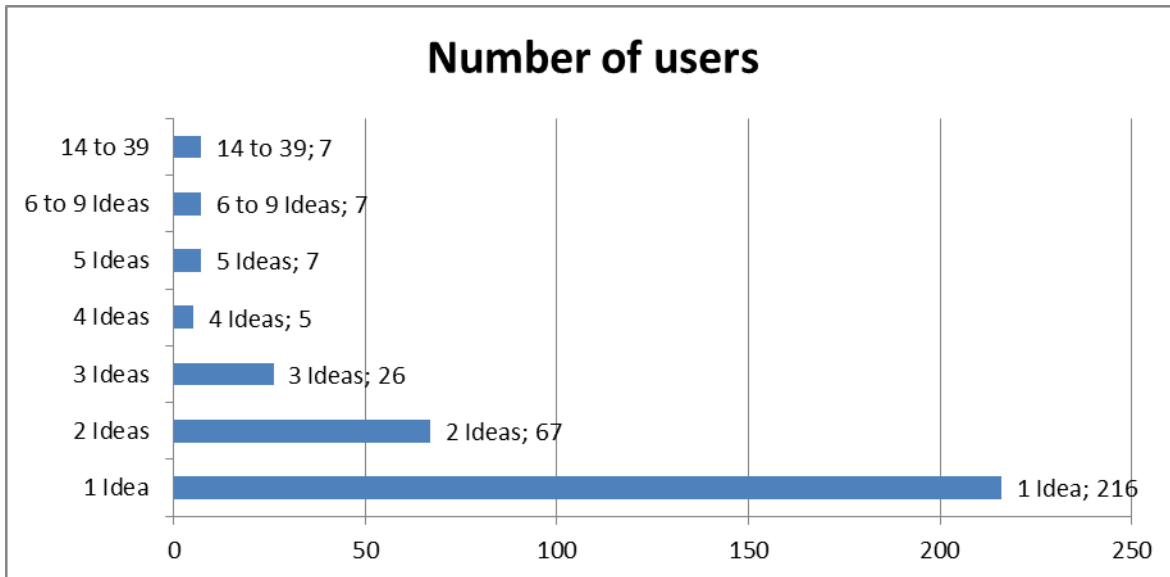
From the launch of the Idea space to the time of this report (January 2016) there were **466 registered users** of the portal. 335 users were active and they made a total of 121 contributions in different Ideas that they belonged. „Contribution“ is considered when it was needed to use contribution activities in the following activities: a) Create an item; b) Update an item; c) Open an Etherpad.

Therefore, e.g. commenting on an idea was not counted as a contribution action neither to idea statistics nor to user statistics. The majority of contributors made 1 to 3 contributions (56 users), 3 to 6 contributions (22 users) or 11 to 20 (16 users), whereas 6 most active users made a total of 78 contributions (Picture 1).



Picture 1. Number of users making contributions.

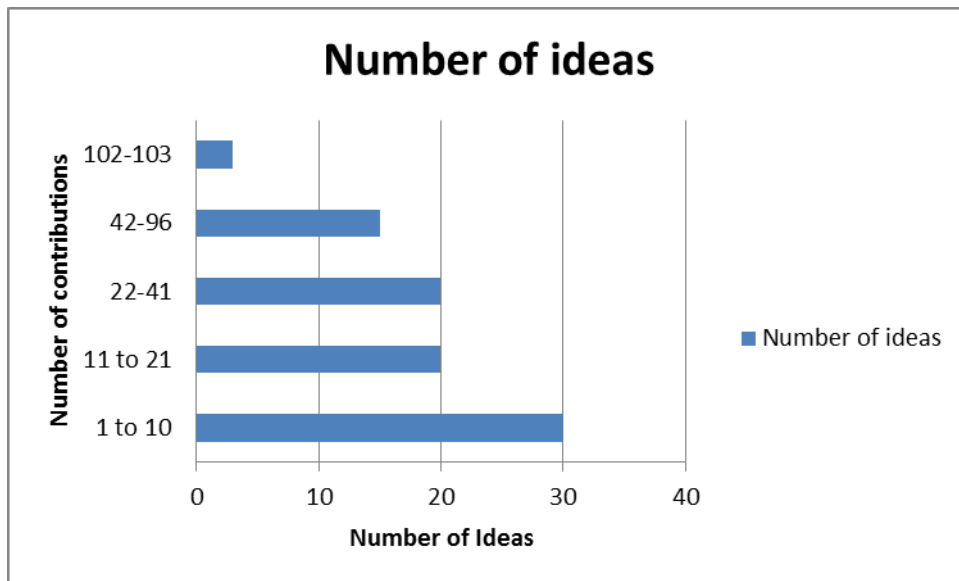
The majority of users (216 users) engaged on in 1 idea, while 67 users contributed to 2 ideas and 26 users – to 3 ideas, 5 users – to 4 ideas and 7 users – to 5 ideas (Picture 2). There were those who contributed to 6 or 9 ideas (7 users) and even 21 and 39 ideas (1 user).



Picture 2. Number of ideas that users were contributing.

Idea space contains a high number of 118 ideas created. Unfortunately to the moment of this report 30 of them were not further developed. Some of them were technical tests and curiosity tries, while others may need to wait for their due time to be elaborated. 53 ideas had 1 to 3 idea members, 25 ideas had 4 to 6 idea members, while some ideas had as high number as 25 members.

30 ideas had a moderate number of 1 to 10 contributions, 40 ideas had a high level of activity (11 to 41 contributions per idea), whereas 18 ideas were very active and received 42 to 103 contributions each (Picture 3). The analysis of user activity demonstrate that **out of 118 ideas created on the Idea space 88 were developed and actively contributed by users.**



Picture 3. Number of contributions in the idea.

Deliverable D2.1b Emotional ownership and tools discusses the implications of these results. The usage behavior shows that educational idea sharing can be highly beneficial but educators might be highly protective towards their ideas and sharing ideas in an open manner cannot always be a suitable approach. Some of the success stories and good practices are described in deliverable D2.2 Good practice guide and recommendations.

CONCLUSIONS AND DISCUSSION

- From the launch of the Idea space to the time of this report there were 466 registered users of the portal. 335 users were active and they made a total of 121 contributions in different Ideas that they belonged. Idea space contains a high number of 118 ideas created. The validation process revealed good Idea space applicability to course creation by lecturers, collaborative project creation by students, idea creation by researchers and innovators, to usage of idea space by project partners and also as a repository of OER.
- The interviews reveal that the users of Idea space represent different fields of education and its different stakeholders – training providers, researchers, lecturers and students. They all find Idea space applicable to their needs. Users indicated multiple benefits of the Idea space. These include possibility to re-use, improve and achieve higher quality, time

and resource efficiency including possibility for flexible timing and distance work, profound and active collaboration and idea sharing. Users also confirmed usefulness of the prepared templates (e.g., course, textbook, document creation, open template). Users also liked the technical features of the platform, especially real-time communication, chat and live meetings features, parallel processing, etc.

- The few deficiencies mentioned by the users were distinctly minor as compared to those generated in Validation Phase 1 after testing the initial version of the portal. The majority of them, e.g., registration and password recovery, delete button for posted ideas and other, have already been implemented during the project lifetime, while the other, as support for beginners and users with fewer IT skills, are planned to be answered through a planned section “HOWTO”. There are also those like integration with the Google drive or installation of a social log-in has not been planned in this project. The Idea space is usable and applicable for innovative idea creation and sharing. It is also planned to further develop the portal in the next projects. The next foreseen developments are: Items reordering within each idea category, announcements space per idea (e.g. web-meeting announcement), extension of user profile, “HOWTO” workspace development, study and analysis for Template editor design and implementation, various UI enhancements.
- In general more users confirmed their emotional ownership that was initiated due to their active involvement in idea creation from the beginning. Users indicated that they felt positive benefits of the Idea space and felt attached to the process of open idea creation in the future. Some users, who played key roles in idea creation were active during the whole process. These were the key contributors who felt emotional ownership of the idea and wanted to have their voice in idea creation. Many users indicated they are ready to use Idea space in the future and emphasized its catalyst role in the idea creation and innovation process. The survey discloses that educators and professionals see the value of engaging in idea sharing online and are open to open collaboration in the future. However, online collaboration and idea sharing is more likely to happen if it is relevant to them in terms of reaching personal or organizational goals.

ANNEXES



Annex 1

Interview/group interview guidelines and reporting form for Validation Phase 2

SECTION 1- FOCUS GROUP REPORTING TEMPLATE

1. **What is an group interview?**

Group interview can be thought of as a collective face to face interview, usually with people from a common background. They are typically used to examine group processes and interactions; examine power structures within groups; identify weaknesses and room for improvement in innovations.

2. **Purpose of the group/individual interview**

The goal is to receive specific comments on Idea space and concrete suggestions on how to improve it from those individuals/teams who have already been using it.

3. **Who to invite to the group/individual interview?**

- ADD
- ADD
- ADD

In Validation phase 2 each partner will interview collaborators who were developing their ideas (courses, textbooks, etc.) in Idea space. It is intended to interview for their feedback in group interviews or individually if organizing a group discussion would fail because of time/space restrains.

4. **Conducting the group/individual interview**

Provide the idea space url before

It is recommended to allow the interviewees to collaborate in the Idea space on their project (a training course, textbook, etc.) before the interview is scheduled and hence give participants the chance to experience the real cooperation conditions in the Idea space prior to the actual interview.

Duration

30-60 minutes is a good time. Longer durations are less likely to increase productivity.

Setting the scene

It is important to create an open atmosphere. If possible, offer coffee/tea and a snack.

*"The first few moments in a focus group discussion are critical. In a brief time the moderator needs to create a thoughtful, permissive atmosphere. Much of the success of group interviewing can be attributed to this 2-4 minute introduction. Excessive formality and rigidity can stifle the possibility of dynamic interaction among participants. By contrast too much informality and humour can cause problems in that participants might not take the discussion seriously."*¹

Deliver a prepared introduction to the group:

1. Thanks for coming
2. Shortly informing that the discussion will be recorded
3. Purpose of the interview (see above)
4. Ground rules
 - a. One person at a time. Participants should not interrupt each other.
 - b. There are no right or wrong answers
 - c. Everyone's opinion counts and shall be freely expressed.
5. If you decide to record, make this clear. State that results will be collected anonymously and how the results will be used.

Moderation during the question session

Ideally, the interview is conducted by a team consisting of a moderator and assistant moderator who takes notes/records.

Please ask the questions in section 2 of the template below.

Several things are worth remembering when **asking question and listening**:

- Questions should be asked in *conversational manner*.
- Feel free to alter the sequence of questions or topics, if some of them have already been discussed or answered in previous discussion.
- A challenge for moderators is to make the distinction between people talking and people answering the question. When the discussion shifts quickly off topic, moderators should pull it back to the original intent. Considering the type of the question, the importance of that question,

¹ Paul F. McCawley (2009). Methods for Conducting Educational Needs Assessments. Retrieved from <http://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf>

whether participants are becoming redundant to their answers, the remaining time, moderators should decide when enough has been said on a particular question/topic and when to ask the next one.

In order to receive effective outcomes follow the **procedure** for each question:

- Let one participant answer and try to have everyone respond to that, e.g.
 - What are your thoughts about that?
 - Do you feel the same about X?
- Summarize the group discussion for each question, highlighting group agreements and disagreements.

Summary and close-down

Summarise the main conclusions. Invite the participants to confirm, make adjustments or add to the conclusions.

De-briefing

Immediately after participants have left move to filling in section 3 of the reporting sheet by discussing with your co-facilitator.

xxxPartner					
Location of the focus group					
Date of the focus group	2015-0..-				
Number of participants					
Participants' experience in open education in years					
Role in the organization					
Participants' sex	F		M		
Participants' age group	20-30	31-40	41-50	51-60	60+

Question		
ADD Experience related questions		

<p>What benefits (if any) do you see for further collaboration for the idea?</p> <p>ADD warm-up question if needed</p>		
Question	Group reply (Describe the overall answers, "most participants thought that Few participants answered....")	Notable differences
What did you use the idea space for?	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
What do you like?	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
<p>How did your idea evolve during the collaboration?</p> <p>Did you find new collaborators?</p> <p>Were new ideas generated out of the collaboration?</p>	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
<p>Which benefits do you see for yourself and others by using idea-space?</p> <p>What was the outcome of the collaboration in the idea space?</p> <p>Do you see value in the outcome of your collaboration effort?</p> <p><i>(for interviewer: try to make sure you understand whether they feel emotional ownership of the resources and outcomes they were creating. Do they</i></p>	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>

<p><i>care about what was created?</i></p> <p><i>Ask to judge the quality, novelty and the creativity of the generated idea)</i></p>		
<p>What is your opinion on sharing early ideas on the topics you were working on? How about your colleagues?</p> <p>(for interviewer: try to make sure you understand their level of willingness to share their ideas and issues that affect it)</p>	<p><i>Please keep up to 100 words limit.</i></p>	<p><i>Please keep up to 100 words limit.</i></p>
<p>Were you involved from the very start of the idea sharing?</p> <p>Please elaborate what made you join at the point when you did.</p> <p>(for interviewer: try to make sure you understand whether it's better to join such ideas in an early phase and whether the ones who did join early saw any benefits for doing so)</p>	<p><i>Please keep up to 100 words limit.</i></p>	<p><i>Please keep up to 100 words limit.</i></p>
<p>Did you also collaborate with individuals you didn't know before? Elaborate further how you liked it and did it have any effect on your activity and willingness to share?</p> <p>(for interviewer: try to make sure you understand how close the collaborators are to one-another.... to which extent pre-existing relationships are required)</p>	<p><i>Please keep up to 100 words limit.</i></p>	<p><i>Please keep up to 100 words limit.</i></p>

<i>and what kind of collaboration took place with strangers)</i>		
<p>Were you active throughout the idea development? Why or why not?</p> <p><i>(for interviewer: try to make sure you understand what issues affected their activity – interpersonal? Personal? Emotional ownership? Etc?)</i></p>	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
<p>Were you able to use the Idea Space tool well? Why was it successful or why not?</p> <p>How to improve it from a usability perspective?</p>	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
Will you still use idea-space after this test? Why? Why not?	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
Would you invite other users to join your idea?	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>
Anything else to add?	<i>Please keep up to 100 words limit.</i>	<i>Please keep up to 100 words limit.</i>

Reflections on the focus group - OEI2 team fills in

What were the most important issues or ideas discussed? What points should be highlighted?

Where did you notice the most differences in answering between the target groups of the focus group?

What findings were unexpected?

Please describe the most valuable insights from your side gained during the discussion group!

For the analysis. We are interested of:

- Technical issues to idea space
- Benefits and outcomes
- When they enter the idea space - the maturity of the idea
- Willingness and ability to take part in idea sharing
- Emotional and affective side
 - (ownership of ideas and how it effects their motivation)
- Interpersonal and relations of collaborators
 - pre-existing relationships vs working with strangers

SECTION 2 – TRACKING THE VALIDATIONS AND THE PROCESS

List each idea you or your participants created during the validation phase 2 and elaborate on the following:

IDEA:

Elaborate shortly on the topic:

Who were the participants?

Who were active from the start of the idea? Why?

Did late-comers get emotionally attached to the ideas? Why?

How much activity needed to take place F2F before idea space was used?

Did some drop out or not join the collaboration at all? Did you hear any reasons for doing so?